Exam Success in English as a Second Language for Cambridge IGCSE® is designed specifically to encourage grade improvement and to maximise student performance in the examination. Covering key ideas in the Cambridge IGCSE syllabus, this book provides practical advice and exam-style questions to ensure students approach the Cambridge IGCSE exam fully prepared and with confidence.

Features include:
- Four full exam-style papers (Extended level) to familiarise students with the exam
- Examiner tips throughout and advice on how best to approach each question
- Self-assessment enabling students to identify and practise areas of weakness

New to this edition:
- A section on reading for comprehension
- A section on listening for comprehension
- A section on speaking for communication
- A section on writing for achievement

Brian Dyer
Dean Roberts

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- Comprehensive exam preparation
- Reviewed by Cambridge specialists
- Embedded critical thinking skills
- Progression to the next educational stage

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Introduction

This book aims to give you practice for all three examination papers, covering all four main skills:

1. Reading:
   - to locate specific details
   - to understand and get the gist of an article
   - to make notes
   - to write a summary
   - to use scanning skills.

2. Writing:
   - to produce a short summary
   - to turn your notes into a longer piece of writing
   - to produce extended pieces using different registers and for different purposes.

3. Listening:
   - to identify specific detail
   - to understand a speaker’s gist
   - to work out a speaker’s views and opinions.

4. Speaking:
   - to prepare for and take part in a two-way, fluent discussion about a given topic.

Content and themes

When you take your final examination, you will cover a broad range of themes and topics. We have decided to focus each paper on the following themes, but each theme could appear anywhere in any of the three examinations you will take:

Paper 1: science, technology, travel, transport, communication
Paper 2: food, fitness, health, hobbies, interests, leisure
Paper 3: animals, working life, entertainment, festivals, outdoor activities
Paper 4: global issues, customs, cultures, communities, past and future.

We believe that the four papers cover all of the standard topics and themes that you will have learned about on your IGCSE® course and will therefore prepare you effectively for the content element of the examination.

Structure of the book

There are four full examination papers. We recommend you work through each paper in order, from Paper 1 to Paper 4.

The first two papers provide a lot of guidance to help you familiarise yourself with the exams but also to give hints and tips to help you achieve greater success. We have done this using three feature boxes:

✔️ Preparing for the question

Here, we point out the key skills being tested, and give you some examples of the types of responses that are required.
Study tips
Here, we provide a range of responses, some of which are correct, others which are not correct or perhaps need further information. We guide you through these with advice about the detail and precision of the required response.

Self-assessment
When you mark your own answers using the detailed answer grids we have provided, you can also refer to this section where we explain why some answers are correct and others might not be. This should help you mark your own work confidently and accurately.

The third and fourth papers are full, authentic practice exams and do not contain any guidance or input from us. You can use these as revision and you can complete a full paper, or perhaps divide the paper into sections or questions so you can practise a particular skill.

Answer grids, mark schemes and evaluating your progress
We have made this as detailed as possible and some answer grids also contain advice about how to improve your skills in providing succinct and accurate responses. Some grids contain answers that would not be acceptable, for example.
You can mark your own work using the mark schemes provided, which means you can arrive at a total score for a section or indeed for a full examination paper. We have also provided a means for you to evaluate your progress for reading, writing, listening and speaking.
By the end of the first two papers you should have a good idea of your strengths and weaknesses and you can use this evaluation to do any preparation work before you attempt the full Paper 3 and 4.

The approach we have taken for Speaking
To help you practise for your Oral Test, we have included four practice Oral Test cards which follow the same format as the examination paper. We have also recorded part of the discussions so that you can practise the key skill of developing your fluency in the context of a semi-formal conversation. You will hear a series of questions and prompts that your teacher might ask you and you will have the chance to respond at your own pace. We hope that this will strengthen your speaking skills, and also your listening skills!

A brief note for Core level students
This book has been designed for the Extended level examination papers. However, this does not mean that a student who will take the Core level papers cannot use the book. Quite the opposite; we feel that many of the exercises, questions and skills that are practised are very useful for the Core level student to help build up knowledge and confidence. The mechanism we use to calculate total marks is however based on the Extended papers, so we advise Core level students to ignore this and use this resource for familiarisation and practice-only purposes. The key skills are almost the same for both levels, but the content in this book has been aimed at the higher level.
Get familiar with the examination

Paper 1 Reading and writing

Overview of the exercises

When you work through this practice examination paper you will be able to give yourself marks for each exercise. The table below shows the total number of marks you can get for each exercise. You can add up your marks to arrive at totals for your reading and your writing skills. You should be able to see which skill is your strongest and where you need to improve. You can then arrive at a total mark out of 80.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Marks for reading</th>
<th>Marks for writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise 1: Reading</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Exercise 2: Multiple matching</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Exercise 3: Note making</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Exercise 4: Summary</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Exercise 5: Writing</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Exercise 6: Writing</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Total marks</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

Now use the table below to see how well you have done.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>67 marks and over</td>
<td>Excellent and things are looking great for a top grade in your examination.</td>
</tr>
<tr>
<td>51 to 66 marks</td>
<td>Good, you should be heading for a solid performance and a good grade in your exam.</td>
</tr>
<tr>
<td>39 to 50 marks</td>
<td>You can be happy with this score, but there are clearly some areas you need to review where you could improve and pick up more marks. However, you are heading for a satisfactory grade.</td>
</tr>
<tr>
<td>28 to 49 marks</td>
<td>There are clearly some weak areas or problem areas where you are losing marks, but don’t panic: this is practice and you probably need more practice. We think it would be useful to get some advice and guidance from a teacher, parent or friend, so that you can see where you need to improve.</td>
</tr>
<tr>
<td>Below 28 marks</td>
<td>We don’t think you are ready to take this examination and we advise you to practise more to develop your English. You will probably need more classroom time learning English and it would also be useful to use English outside of the classroom as much as you can.</td>
</tr>
</tbody>
</table>
Type of task: This is a reading exercise. You will read a text which will test your scanning skills. For your answers, you do not need to write full sentences, short responses are sufficient. You will have to understand what the writer of the text has implied as well as factual details. The format will be either a report or newspaper/magazine article.

You will be assessed on:

- identifying and retrieving facts and details
- recognising and selecting relevant information
- understanding what is implied in the text, such as the writer’s feelings or opinions

Number of questions and marks: There are 9 questions worth 13 marks in total. The last question (question (i)) asks you to scan the article with a main theme or idea in mind and find four details, worth 1 mark each, so a total of 4 marks can be achieved.

Total of 13 marks

Preventing for the question

Scanning is an important skill here, so read through the article quickly to try and find a key word or phrase in a question that matches a point in the text. Key words will show you where to look in the text for your answers. For example, in question (g) the key word is observe but in the text it is noticed.

Try to work through the questions from (a) to (i) in sequence because they are usually in the same order as the information in the text. Remember also that the final question carries 4 marks and the information can be from anywhere in the text, so be prepared to look through the whole article again to find the answers.

Focus on vocabulary

<table>
<thead>
<tr>
<th>Word as used in article</th>
<th>Usage in other contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut out</td>
<td>the engine cut out</td>
</tr>
<tr>
<td>unfavourable</td>
<td>the weather had been particularly unfavourable</td>
</tr>
<tr>
<td>propellor</td>
<td>the aircraft’s propeller was broken</td>
</tr>
<tr>
<td>pioneered</td>
<td>they pioneered an industry</td>
</tr>
</tbody>
</table>
In 1904, the American Wilbur Wright became the first person to fly an aircraft and stay in the air for more than five minutes. However, aviation was developing very fast at that time and only five years later, in 1909, the Frenchman Louis Blériot made the first cross-Channel flight of about 45 kilometres between Calais (in France) and Dover (in England).

Louis Blériot was a French aviator, inventor and engineer and had become very interested in flying aircraft while he was at school. He first decided to experiment with aircraft design, after seeing an exhibition of flight at a World Fair in Paris. For about eight years he experimented with several designs and escaped from two serious air crashes with relatively minor injuries. On one occasion, his aircraft was flying at a height of 25 metres when the engine suddenly cut out and the aircraft fell towards the ground. In desperation, Blériot climbed out of his seat and threw himself towards the tail. The aircraft pulled out of the dive, and landed in a more or less horizontal position. Fortunately, his only injuries were some minor cuts to his face.

In February 1908, a British newspaper announced that it was offering £500 prize money for the first person to make the flight between England and France, before the end of that year. When 1908 passed with no serious attempt to make the flight across the Channel, the prize money was doubled to £1000 and the offer extended to the end of 1909.

On 25 July 1909, Blériot decided to make his attempt. It was one of the windiest periods of the summer, and the previous day the weather had been particularly unfavourable. Blériot got up at half-past two in the morning and took a short drive in his motor car. That was when he noticed the possibility of one brief moment of better weather between the storms. He quickly prepared his flying machine and carried out a practice flight around Calais. Everything was working well with his aircraft and he immediately flew off and headed towards England.

The distance of the flight was about 45 kilometres, his speed was around 70 kilometres an hour and he flew at an altitude of 45 to 90 metres. He did not take a compass for direction, but followed the ship Escopette, which guided him towards Dover. During the flight the visibility deteriorated and Blériot later said, “For more than ten minutes I was alone and lost and couldn’t see anything on the horizon.” Fortunately, the clouds lifted and he was able to land his aircraft near Dover Castle, on the cliffs. The actual contact with land was very hard. In fact, not only was the aircraft’s propeller broken, but part of the framework which carried the engine was also damaged. However, these damages were small compared to the success of the flight. Blériot had crossed the Channel, had won the £1000 prize and had survived uninjured.

After his success, Blériot began his own aviation company and produced 900 aircraft in the next five years. In 1927, when Charles Lindbergh became the first person to fly across the Atlantic Ocean from the USA to France, Louis Blériot was there to meet him at the airfield. They were surely two of the bravest men that ever flew an aircraft and they pioneered an industry that very soon, in the 1930s, started to develop the modern-day jet engines that we all know today.
(a) What was the nationality of the first person to fly across the Channel? [1]

(b) When did Blériot first become keen on flying? [1]

(c) Why was the World Fair exhibition important for Blériot? [1]

(d) How did Blériot try to prevent his aircraft crashing? Give two details. [2]

(e) Why was the prize money increased? [1]

(f) How was the weather a problem for Blériot? [1]

(g) What did Blériot observe during his car ride? [1]

(h) How did Blériot manage to steer a straight course to England? [1]

(i) Which years were especially significant in aviation history and why were they important? Give four details. [4]

[Total: 13]
Study tips
It is tempting to write long answers, but complete sentences are not usually necessary. Often, two or three words are enough to convey the key information. Sometimes, students write more than they need to for these types of question. For example, in question (b) which of these two answers do you think is better?

1) he had become very interested in flying aircraft while he was at school
2) while he was at school

Self-assessment
Now check your answers by looking at the end of the book. When you mark your own work for this question, note that the words underlined in the answer grid must be in your answer to gain a mark. You can overlook some spelling and grammar mistakes unless you think that they are so wrong that any person reading your answer would not understand it.
Preventing for the question

Before you start, think about the person you are writing to and what you need to include. It is always a good idea to write a plan, making sure that you are addressing all the bullet points. Look carefully at the wording of the bullet points, such as explain, describe and say and think about what you are expected to do. You should plan to write a paragraph for each bullet point and don’t forget to include a brief introduction and conclusion.

When you choose your words and expressions, think about the person who is receiving the email or letter. They would like to be entertained, so choose vocabulary that is out of the ordinary. For example, how about joyful instead of happy or gigantic instead of very big? Try to use rhetorical questions, such as Don’t you think that was a good idea? This adds variety to your writing, connects personally with the reader and gives the piece much more life.

Study tips

Here is an example response:

We visited the Modern Science museum in Delhi. We went there because it was an extension of our science curriculum. I liked the interactive engineering displays. The visit will help me see that science can be applied and put into action.

This is an interesting response because it contains some useful and relevant ideas, but it has combined all three bullet points into one paragraph. It is much better to take each idea and develop it into its own paragraph. For example, the student could have said more about the nature of the interactivity of the engineering displays. Therefore, it is best not to mix up the separate ideas in the three bullet points.
Your school class recently visited a museum as part of your science course.

Write an email to a friend about this experience.

In your email you should:
• explain which museum you visited and why;
• describe the most interesting part of the museum;
• say how this visit will help you with your science studies.

Your email should be between 150 and 200 words long. Do not write an address.

The pictures above may give you some ideas, and you should try to use some ideas of your own.

You will receive up to 8 marks for the content of your email, and up to 8 marks for the style and accuracy of your language.
# Self-assessment

Two criteria are used to mark this exercise: **content** and **language**, both of which have a maximum mark of 8.

We have converted these into easy-to-use checklists for you.

<table>
<thead>
<tr>
<th>When I finished my written piece I felt…</th>
<th>Yes</th>
<th>No</th>
<th>If yes, …</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I developed my ideas very well, writing lots of extra detail. I made sure that I referred to the reader all the time, with a correct formal or informal style. I thought that the reader would find my writing very enjoyable.</td>
<td></td>
<td></td>
<td>Give yourself 8 marks.</td>
</tr>
<tr>
<td>I completed all the parts of the task and added some extra ideas and detail. I remembered who I was writing for and wrote in a style that was appropriate.</td>
<td></td>
<td></td>
<td>Give yourself 6 or 7 marks.</td>
</tr>
<tr>
<td>My style of writing was OK and I made sure that my piece was always about the subject, but I was not able to add much extra detail.</td>
<td></td>
<td></td>
<td>Give yourself 5 marks.</td>
</tr>
<tr>
<td>I wasn’t sure that I was successful in keeping to the topic all the time. I didn’t have too many ideas and felt that I wrote some things which were not really relevant.</td>
<td></td>
<td></td>
<td>Give yourself 4 marks.</td>
</tr>
<tr>
<td>I didn’t really think about who was going to read the piece and wrote in the wrong style. I also felt that I was short of ideas and repeated myself at times.</td>
<td></td>
<td></td>
<td>Give yourself 2 or 3 marks.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was confident with my writing and used a wide range of very accurate language and even managed to include some good idioms. I made sure that my verb tenses were all correct. All in all, I thought that I made very few errors.</td>
<td></td>
<td></td>
<td>Give yourself 8 marks.</td>
</tr>
<tr>
<td>I tried to use some more unusual words and expressions and think that I was generally accurate with them. I remembered to use paragraphs to divide the different ideas that I had.</td>
<td></td>
<td></td>
<td>Give yourself 6 or 7 marks.</td>
</tr>
<tr>
<td>I tended to stay with safer, simpler language so that I didn’t make mistakes.</td>
<td></td>
<td></td>
<td>Give yourself 4 or 5 marks.</td>
</tr>
<tr>
<td>I found the writing hard, made too many mistakes and maybe the person reading my piece would have had problems at times trying to understand it.</td>
<td></td>
<td></td>
<td>Give yourself 2 or 3 marks.</td>
</tr>
</tbody>
</table>

Now add up your marks from the two checklists, to arrive at a mark out of 16.

If your total mark is in the range:
- **14–16**: you are doing really well
- **10–13**: this is fine, but more practice is likely to help you a lot
- **7–9**: it’s a safe and secure performance
- **0–6**: you are struggling a little and you should practise as much as you can, developing more ideas and working hard to get your verb tenses correct. Start with short paragraphs one at a time and gradually develop them.
Prepared for the question

Each of the four questions operates using the same pattern: the first part (a) is linked to the first main idea, and then the second part (b) follows up on this, usually with a more specific detail. For all eight items you are only listening to recall information.

For example, read the following statement by a newsreader. Can you find the main idea, and then the second idea?

“Tonight we look in depth at a new development in treating heart disease. A new test that not only measures the disease in the arteries, but also uses a patient’s DNA profile to state when the surgery should take place.”

A new way of treating heart disease is the main idea, and the supporting idea then states when treatment should take place. Try to predict what these secondary, supportive ideas might be.

Study tips

Read the questions on page 29, then consider these study tips. Remember that you are only allowed to write up to three words, so do you think this student’s response is acceptable for Question 1?

1a) carry general public passengers

No, it isn’t because it uses four words. Even though it is the correct answer, the student would not get the mark as he or she has not followed the instruction.

Also, what if a student provided this for Question 2a?

2a) eighteen hundred and twenty nine

Well, that’s five words so no, the mark would be lost. Had the student written eighteen twenty nine that would be acceptable. However, it is better to write numbers in numerical formats (i.e. 1829).

Now, consider this answer for Question 4a:

4a) Ski Run 3

Would you allow that? It wouldn’t be allowed as it doesn’t answer the question, which asks for a type of game. The name of the game isn’t a type.
Exercise 1

You will hear four short recordings. Answer each question on the line provided. Write no more than three words for each answer.

You can play the recording twice.

1  (a) At 50 000 feet what will this aircraft do that none has done before?

....................................................................................................................................................[1]

(b) How long will the journey be from London to New York?

....................................................................................................................................................[1]

2  (a) When was the steam train designed?

....................................................................................................................................................[1]

(b) From where does the modern craft get its power source?

....................................................................................................................................................[1]

3  (a) Which doctor’s appointment does George prefer?

....................................................................................................................................................[1]

(b) If George’s eye problem is not connected to his neck problem, what will he have to do?

....................................................................................................................................................[1]

4  (a) What type of video game is the girl looking for?

....................................................................................................................................................[1]

(b) What is the restriction placed on the game?

....................................................................................................................................................[1]

[Total: 8]
Self-assessment

Now check your answers using the mark scheme at the back of the book. When you mark your own work for these four questions, don’t worry too much about accurate grammar. For example, the following response for Question 1(a) would be allowed:

- carrying passengers

Even though the verb tense is not what is expected, the main idea is there and the detail is correct. However, if you had written carrying passenging you would not get a mark because your answer makes less sense and the meaning becomes blurred. Therefore, make sure you get the right piece of information and if your grammar doesn’t change the meaning, the occasional slip will not lose you the mark.

It is important to retrieve the detail accurately. For example, in the second part of Question 1 you are asked about the length of the journey to New York, but if you have put four hours this is not accurate as the flight time is under four hours, which is a different length of time. You do need to be 100% accurate and this may involve using all three words available to you.
Paper 3 Speaking

Overview
It is most likely that you will take a 15 minute speaking test towards the end of your course. This is a formal examination and you will be tested in an examination room with a teacher who is acting as an examiner. Therefore, your test will be marked initially by your teacher/examiner and then sent to an external moderator.

<table>
<thead>
<tr>
<th>EXERCISE 1 • Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of task:</strong></td>
</tr>
</tbody>
</table>
| **You will be assessed on:** | • **Structure** The range you use and how accurately you control them. Think of this as the accuracy of your spoken language.  
• **Vocabulary** How precise and competent your use of words is. At the higher level, can you convey shades of meaning? At a secure level, is your vocabulary sufficient to convey your ideas clearly?  
• **Development** Your ability to sustain and expand upon the discussion. At the higher level, can you respond to changes of direction and can you contribute at some length?  
• **Fluency** This is really a measure of how clear your pronunciation and intonation is. Does your speaking flow naturally, using appropriate tone, emphasis, stressing of certain words, etc.? |
| **Number of questions and marks:** | You will be presented with a single test card which has a main theme to discuss, followed by five bullet points to help you contribute and develop the conversation. Each of the five prompts serves a different purpose and together they help build the discussion, making it more sophisticated as it progresses. The five prompts can be thought of as questions, though on the card they are given as statements. The examiner will use all five prompts. You will be awarded up to:  
10 marks for structure  
10 marks for vocabulary  
10 marks for development and fluency |

Total of 30 marks
Preparing for the question

For this practice unit we will help you work through all five points on a test card, and you can listen to the recording and practise how to manage the expected flow of the discussion. Start by reading the main theme and the five prompts.

Now, look at prompt 1, and note that they start by asking for your personal experiences and your own views on the topic. In this case, you are expected to talk about the technology you use on a daily or regular basis, such as your mobile phone, your laptop, your game playing equipment, but also maybe cars, trains and airplanes you have used. You could even talk about technology around you (e.g. in shopping malls, cinemas, etc.). You are aiming to let the examiner know how familiar you are with the topic.

In prompt 2, you focus more on how you would like to see some of the above technology make your life easier/better. Here the discussion begins to have a tighter focus.

Prompt 3 moves the discussion into general areas, quite often by asking you to consider the advantages and disadvantages of the topic, or the pros and cons, or just talking about a range of different views. In this case, you are discussing the pros and cons of relying on technology.

In prompt 4, you are usually given a statement made by someone which can be argued for and against, such as a controversial suggestion. You can either disagree, agree, or even a bit of both. Here, the discussion starts to get more demanding and you can really show your speaking skills, in particular how fluently you can help develop a discussion. The better you are at this, the wider your vocabulary will be and the way you structure your speaking will start to be impressive.

The final prompt tries to take the topic into the abstract – a sort of What if? question. You need to be able to talk about sophisticated matters here, as you move towards the end of the discussion. In this case, the abstract idea is that if we remove all technology we might have a better society. Prompt 5 is always open to debate.

At no point should your discussion be a general chat, so you and your examiner should use the five prompts to stay focused on the specific nature of the topic. For example, focusing on technology in the distant past would lead to an unproductive discussion.
TECHNOLOGY FOR THE FUTURE

Technology is always changing and is moving forwards at such a fast pace. Discuss this topic with the examiner.

Use the following five prompts, in the order given below, to develop the conversation:
- the technology you currently use
- ways you would like to see technology improve
- the pros and cons of relying on technology
- the suggestion that technology just makes us all lazier and less healthy
- the idea the world would be a better place without technology.

You may introduce related ideas of your own to expand on these prompts. Remember, you are not allowed to make any written notes.
Self-assessment

In the speaking test there are three criteria which are used to arrive at a mark out of 30 for your performance in the test as a whole. We have converted these into easy-to-use checklists for you. When you responded to the questions on the recording, did you feel that you:

<table>
<thead>
<tr>
<th>My performance</th>
<th>Yes</th>
<th>No</th>
<th>If yes, …</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I used a wide range of accurate sentences and phrases, and felt confident all the way through.</td>
<td></td>
<td></td>
<td>Give yourself 9 or 10 marks.</td>
</tr>
<tr>
<td>I felt competent throughout and only struggled a little when I tried to be too complex.</td>
<td></td>
<td></td>
<td>Give yourself 7 or 8 marks.</td>
</tr>
<tr>
<td>I tended to stay with safer, simpler language so as not to make any mistakes.</td>
<td></td>
<td></td>
<td>Give yourself 5 or 6 marks.</td>
</tr>
<tr>
<td>I struggled and made too many mistakes in my spoken language.</td>
<td></td>
<td></td>
<td>Give yourself 3 or 4 marks.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I used a sophisticated range of words and used them at the right times.</td>
<td></td>
<td></td>
<td>Give yourself 9 or 10 marks.</td>
</tr>
<tr>
<td>I used a wide range of words and felt that it was sufficient to ensure a competent discussion.</td>
<td></td>
<td></td>
<td>Give yourself 7 or 8 marks.</td>
</tr>
<tr>
<td>I used an adequate range of words, but stumbled a little and used the wrong words at times.</td>
<td></td>
<td></td>
<td>Give yourself 5 or 6 marks.</td>
</tr>
<tr>
<td>I struggled more and hesitated to find the right words. I felt my vocabulary was limited.</td>
<td></td>
<td></td>
<td>Give yourself 3 or 4 marks.</td>
</tr>
<tr>
<td><strong>Development and fluency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I responded to all prompts confidently and felt that I spoke very clearly and naturally.</td>
<td></td>
<td></td>
<td>Give yourself 9 or 10 marks.</td>
</tr>
<tr>
<td>I responded to most prompts and only needed a little help at times.</td>
<td></td>
<td></td>
<td>Give yourself 7 or 8 marks.</td>
</tr>
<tr>
<td>I felt that the discussion was a partial success, but that I could have contributed more.</td>
<td></td>
<td></td>
<td>Give yourself 5 or 6 marks.</td>
</tr>
<tr>
<td>I struggled and gave too many short responses. I felt that the discussion was not successful and I struggled also to speak naturally and clearly.</td>
<td></td>
<td></td>
<td>Give yourself 3 or 4 marks.</td>
</tr>
</tbody>
</table>

By adding up your marks, you will arrive at a mark out of 30.

If your total mark is in the range:
- 25–30: you are doing really well
- 20–24: this is fine, but more practice is likely to help you a lot
- 15–19: it’s a safe and secure performance
- 9–14: you are struggling a little and you should practise as much as you can by listening to lots of recorded discussions and taking part in as many discussions as you can. Start with shorter ones and gradually develop them.