

Week 1

IGCSE English

Homework bundle for this week

本周作业合集

exercises.lol

Contents 目录

Topic 1 quiz	2
Exercise sheet 1.1	5
Exercise sheet 1.2	9
Exercise sheet 1.3	13
Exercise sheet 1.4	17

IGCSE English

Name: _____ Score: _____

1. You need to find one date in a long text. What is the fastest way?

- ☐ Read every word from the start
- ☐ Scan for the number
- ☐ Skim the whole text three times

2. In multiple matching, what should you look for?

- ☐ The same words
- ☐ The same meaning
- ☐ The longest text

3. In note-making, you should write full sentences.

- ☐ True
- ☐ False

4. 'Inference' means...

- ☐ reading the exact words
- ☐ working out what is implied
- ☐ skipping the question

5. Skimming means reading every word slowly.

- ☐ True
- ☐ False

6. A long text is just a list of separate, unconnected facts.

- ☐ True
- ☐ False

7. A good summary...

- ☐ copies whole sentences
- ☐ gives only the key ideas in fewer words
- ☐ adds new ideas

8. You find the writer's attitude in...

- ☐ the page number
- ☐ their choice of words
- ☐ the title only

9. To get the general idea of a text quickly, you ____ it.

10. Choose a contrast word: 'I like tea. ____, I prefer coffee.'

IGCSE English

1. Scan for the number

Scanning means moving your eyes down to find one specific fact.

2. The same meaning

The words differ; match the meaning.

3. False

No — short notes, a word or a phrase.

4. working out what is implied

Inference = the implied meaning, not the stated one.

5. False

No — skimming is reading fast for the general idea.

6. False

No — the ideas connect to each other.

7. gives only the key ideas in fewer words

Keep only the key ideas, briefly.

8. their choice of words

Word choice reveals feelings.

9. skim

Skim = read fast for the gist.

10. However

'However' signals a contrast.

1.1 Reading for specific information

Name: _____ Class: _____ Date: _____

Total: 9 marks

KEY WORDS scan 扫读 • reading for specific information 阅读获取具体信息

Objective

Build the skills to answer exam questions on **reading for specific information** 阅读获取具体信息 — finding the exact detail a question asks for, and writing it down in a form that earns the mark.

You must be able to:

- read the question first and decide exactly what kind of information is wanted
- scan a text for that information without reading every word
- copy or adapt the words from the text so that the answer is precise and complete

1 Worked examples

■ What “specific information” means

- The question names **one** thing: a time, a price, a name, a reason, a number.
- The answer is almost always **in the text**. You are not being asked for an opinion.
- **Answer the question that was asked.** If it asks *when*, give a time. If it asks *why*, your answer must contain a reason.

■ The method that works under time pressure

1. Read the question and **underline the key word** — *when, how much, which two, why*.
2. Decide what the answer will look like: a time? a place? a reason?
3. **Scan** the text for that shape of information. Do not read from the beginning.
4. Copy the words that answer it. Keep them short.

■ Common traps

- **Two marks means two pieces of information.** Check the mark in the bracket before moving on.
- A text often gives a *nearly* right answer earlier and the real one later. Read to the end of the relevant sentence.
- If the question says “**give two**”, write two separate points, not one long sentence.

2 Practice

Read the text, then answer the questions.

Riverside Community Pool

The pool is open every day from 6.00 a.m. to 9.00 p.m., except on Mondays, when it closes at 2.00 p.m. for cleaning. Adult entry costs 4.50, *and children under sixteen pay 2.00*. Students with a valid student card pay the child price at any time.

Swimming lessons for beginners take place on Tuesday and Thursday evenings at 7.00 p.m. and must be booked at least three days in advance. There are no lessons during the school holidays, because the pool is used for the regional competition.

Lockers are free, but you must bring your own padlock. The café on the first floor serves hot food until 8.00 p.m.

2.1 On which day does the pool close early? [1]

2.2 How much does a sixteen-year-old student with a student card pay? [1]

2.3 Give **two** things you must do before attending a beginners' swimming lesson. [2]

2.4 Why are there no lessons during the school holidays? [1]

2.5 What must you bring in order to use a locker? [1]

3 Exam-style questions

3.1 A question asks: "At what time does the café stop serving hot food?" Which answer would earn the mark?

- **A** In the evening.
- **B** On the first floor.
- **C** At 8.00 p.m.
- **D** Before the pool closes.

3.2 A student answers question 2.2 with: "Children pay \$2.00." Explain why this answer would **not** earn the mark. [2]

3.3 Write a question about this text whose answer is "three days". [1]

Solutions

2.1 Monday.

2.2 \$2.00. *Accept "the child price".*

2.3 Book at least three days in advance; attend on a Tuesday or Thursday evening at 7.00 p.m.. *Accept any two correct requirements.*

2.4 Because the pool is used for the regional competition. *The answer must give the reason, not just say "there is a competition" without linking it to the pool.*

2.5 Your own padlock.

3.1 C. The question asks for a time, so only an answer in the form of a time can be right. A and D are true but not specific; B answers a different question.

3.2 The question asked about a **sixteen-year-old** student. The text says children **under sixteen** pay \$2.00, so the student pays the child price only because of the student card, not because of age — the answer given does not show the right reason and does not answer the question asked.

3.3 Any question whose answer is that number, for example: "How far in advance must a beginners' lesson be booked?"

1.2 Understanding connections between ideas

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS contrast 对比 • addition 递进 • cause and effect 因果 • understanding connections between ideas 理解
• attitude 态度

Objective

Build the skills to answer exam questions on **understanding connections between ideas** 理解观点之间的联系 — seeing how one sentence follows from another, and using that to answer questions the text never states directly.

You must be able to:

- recognise the linking words that signal contrast, cause, addition and example
- follow a pronoun back to the noun it stands for
- work out the relationship between two parts of a text when no linking word is given

1 Worked examples

■ The four relationships, and the words that signal them

- **Contrast** — *however, although, whereas, on the other hand, despite, but*
- **Cause and effect** — *because, since, therefore, as a result, so, this means that*
- **Addition** — *also, moreover, in addition, furthermore, as well as*
- **Example** — *for example, such as, for instance, including*

If a question asks *why*, look for a cause word. If it asks how two ideas differ, look for a contrast word.

■ Following a pronoun

The council closed the old bridge last year. **This** angered many residents, who now travel an extra ten kilometres.

This does not mean the bridge. It means **the closing of the bridge**. When a question asks what a word refers to, the answer is often a whole action, not a single noun.

■ When there is no linking word

The library has reduced its opening hours. Fewer students are using it.

No word connects these, but the reader is meant to see cause and effect. In an exam, say what the connection is and which words in the text support it.

2 Practice

Read the text, then answer the questions.

Ten years ago, Meadow Street was a row of small shops. Today only two remain. Most owners say the same thing: rents doubled while customer numbers fell, and they could not survive both changes at once.

The council disagrees. It points out that a new shopping centre opened nearby in the same period, and argues that shoppers simply chose the shorter walk and the free parking. Whatever the cause, the effect is not disputed. Meadow Street now has fourteen empty units, and the two remaining shops report that passing trade has almost stopped.

There is, however, one sign of change. A group of residents has begun renting three of the empty units for a Saturday market. It has run for four months, and although it does not yet pay for itself, the two remaining shopkeepers say their Saturday takings have risen sharply.

2.1 What does “both changes” refer to? [2]

2.2 Give the reason the council offers for the shops closing. [1]

2.3 The writer uses the word “however” twice. Explain what each one is contrasting. [2]

2.4 What does “It” refer to in the phrase “It has run for four months”? [1]

3 Exam-style questions

3.1 Which word best describes the relationship between the two sentences below?

The market does not yet pay for itself. The shopkeepers want it to continue.

- **A** cause
 - **B** example
 - **C** contrast
 - **D** addition
-

3.2 Explain how the writer's attitude to the Saturday market differs from the council's attitude to Meadow Street. Use evidence from the text. [3]

3.3 Rewrite this sentence so that the connection between the two ideas is stated with a linking word: "The rents doubled. The shops closed." [1]

Solutions

2.1 The rents doubling and customer numbers falling. *Both are needed; one alone earns one mark.*

2.2 Shoppers chose the new shopping centre because of the shorter walk and free parking.

2.3 The first “however” contrasts the council’s explanation with the shop owners’ explanation. The second contrasts the bleak picture of empty units with the one hopeful development, the Saturday market.

2.4 The Saturday market. *Not the group of residents — the market is what has run for four months.*

3.1 C. The two facts pull in opposite directions: it loses money, yet they want it to continue.

3.2 The council is defensive and shifts responsibility, arguing that shoppers simply chose a better option. The writer treats the market as genuinely promising, calling it “one sign of change” and citing the sharp rise in Saturday takings. The contrast is between explaining a decline and reporting a recovery.

3.3 Any correct linking word joining the two, for example: “The rents doubled, **so** the shops closed” or “**Because** the rents doubled, the shops closed”.

1.3 Note-making and summary

Name: _____ Class: _____ Date: _____

Total: 14 marks**KEY WORDS** summary 概括 • note-making and summary 做笔记与总结 • note-making 做笔记 • phrase 短语

Objective

Build the skills to answer exam questions on **note-making and summary** 做笔记与总结 — selecting only the points the question asks for, and rewriting them in your own words within a word limit.

You must be able to:

- identify the points that answer the question and reject everything else
- write notes as short phrases, not sentences
- turn notes into a connected summary in your own words, inside the word limit

1 Worked examples

■ Notes are not sentences

The question tells you what to look for. Write only that, as briefly as possible.

Text: Cycling to school saves money that would otherwise be spent on bus fares, and because the journey involves twenty minutes of exercise, students arrive more alert.

Question: *Note two advantages of cycling to school.*

- **Good note:** saves money on fares; provides exercise / arrive more alert
- **Poor note:** “Cycling to school saves money that would otherwise be spent on bus fares” — this copies a whole sentence and wastes time

■ Turning notes into a summary

Three rules decide the mark:

1. **Only the points asked for.** A summary of advantages must contain no disadvantages, however interesting.
2. **Your own words where you can.** Technical terms may be copied; ordinary words should be changed.
3. **Connected prose, inside the limit.** Join the points with linking words, and count.

■ Own-words substitutions

- *the journey involves twenty minutes of exercise* → *riders get regular exercise*
- *arrive more alert* → *are more awake when they get there*
- *saves money that would otherwise be spent on bus fares* → *costs less than the bus*

2 Practice

Read the text, then answer the questions.

School uniforms are debated every year. Supporters point out that a uniform removes the daily competition over clothing, which can be a real source of stress for students from families with less money. They also argue that a uniform makes a school safer, because anyone who does not belong is immediately visible, and that it saves parents money over a year, since a small number of hard-wearing items replaces a wardrobe.

Opponents reply that the initial cost is high and falls in a single month, usually just before term begins. They say that uniforms are often uncomfortable in hot weather, and that requiring students to dress identically discourages the individuality schools claim to value. Some also note that enforcement takes up staff time that could be spent teaching.

2.1 Make notes on **three** arguments in favour of school uniform.

[3]

2.2 Make notes on **three** arguments against school uniform.

[3]

2.3 Rewrite this phrase in your own words: “removes the daily competition over clothing”.

[1]

3 Exam-style questions

3.1 Write a summary of the arguments **against** school uniform. Write about 50 words, in your own words as far as possible. [5]

3.2 A student begins a summary of the arguments in favour like this: “School uniforms are debated every year. Supporters point out that a uniform removes the daily competition over clothing.” Give **two** reasons this is a weak start. [2]

Solutions

2.1 Any three of: removes competition over clothing / reduces stress for poorer families; makes the school safer as outsiders are visible; cheaper for parents over a year.

2.2 Any three of: high cost all at once before term; uncomfortable in hot weather; discourages individuality; enforcement takes staff time away from teaching.

2.3 Any accurate rewording, for example “stops students competing about what they wear each day”.

3.1 Up to four content points, each worth a mark, plus one mark for connected own-word prose inside the limit. Model answer (48 words): “Those against uniform say the cost arrives all at once, usually just before term starts, which is hard for families. They add that the clothes are often too warm in summer, that dressing everyone the same works against the individuality schools claim to encourage, and that checking uniform wastes teaching time.”

3.2 It repeats the opening sentence of the text, which is not one of the arguments and wastes words from the limit. It copies the wording “removes the daily competition over clothing” instead of rewording it, so it cannot earn the own-words mark.

1.4 Inference and the writer's attitude

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS attitude 态度 • implies 暗示 • inference 推断 • word choice 用词 • paragraph 段落

Objective

Build the skills to answer exam questions on **inference and the writer's attitude** 推断与作者的态度 — working out what a writer thinks when they never say it directly.

You must be able to:

- infer meaning that the text implies but does not state
- identify a writer's attitude from their word choices
- support an inference by quoting the exact words that led to it

1 Worked examples

■ Inference is evidence plus reasoning

An inference is not a guess. It is a conclusion the text forces, even though the text does not say it.

She checked the timetable for the fourth time and looked down the empty road.

We can infer she is **anxious** and that the bus is **late**. The text says neither. The evidence is *the fourth time* and *empty road*.

■ Attitude lives in word choice

Two writers can report the same fact and reveal opposite attitudes.

- *The council has finally agreed to repair the road.* — *finally* implies the writer thinks it took too long.
- *The council has already agreed to repair the road.* — *already* implies the writer thinks it was quick.

Watch for: adverbs (*merely, only, finally, supposedly*), adjectives with a judgement in them (*cramped* rather than *small*), and verbs of doubt (*claims, insists, admits*).

■ How to write the answer

Always quote. A statement of attitude with no quotation earns half of what it could:

The writer is impatient with the delay. He writes that the work “should have been finished two winters ago”, which shows he thinks the delay is unreasonable, not merely unfortunate.

2 Practice

Read the text, then answer the questions.

The new sports centre opened in March, four years after it was promised and roughly twice over its original budget. The mayor described the building as “a facility this town has long deserved”. Standing outside on opening day, I counted three cycle racks and a car park for two hundred vehicles.

Inside, the equipment is genuinely good. The pool is the length the swimming club asked for, and the coaches I spoke to were delighted. But the membership fee is forty dollars a month, and the town’s two secondary schools have been told there is no free session available for their pupils until the autumn.

I asked the manager about the fee. He explained that the centre must cover its costs, which is true, and that a discount scheme is “under consideration”, which he has said before.

2.1 What can you infer about the writer’s opinion of the car park and cycle racks? Support your answer with evidence. [2]

2.2 Explain what the writer suggests by putting “under consideration” in quotation marks and adding “which he has said before”. [2]

2.3 Is the writer’s view of the centre entirely negative? Support your answer. [2]

3 Exam-style questions

3.1 Which word in the first paragraph most clearly signals the writer’s disapproval?

- **A** opened
 - **B** promised
 - **C** roughly
 - **D** deserved
-

3.2 Explain the effect of the phrase “four years after it was promised and roughly twice over its original budget” being placed in the very first sentence. [2]

3.3 Choose **one** phrase from the text and explain what it reveals about the writer’s attitude. [3]

Solutions

2.1 The writer thinks the centre has been designed for drivers rather than for people arriving on foot or by bike. The evidence is the contrast between “three cycle racks” and “a car park for two hundred vehicles”, and the fact that the writer counted them at all.

2.2 The quotation marks distance the writer from the manager’s phrase, suggesting he does not believe it; “which he has said before” implies the promise is repeated and never acted on.

2.3 No. He praises the equipment directly — “the equipment is genuinely good”, the pool is what the club asked for, and the coaches were delighted.

3.1 D. The mayor’s word “deserved” is quoted, and the writer immediately undercuts it by counting the cycle racks — the quotation is used to expose the claim rather than to support it. *Accept C with a strong justification about “roughly” implying carelessness with money.*

3.2 It places the delay and the overspend before any of the centre’s merits, so the reader judges everything that follows against that failure — a positive opening would have produced a different impression of the same facts.

3.3 One mark for a correctly chosen phrase, one for an accurate statement of the attitude, one for explaining how the words create it. For example: “a discount scheme is ‘under consideration’” shows scepticism, because reporting an official phrase in the manager’s own words, rather than as a fact, invites the reader to doubt it.