

Week 5

IGCSE English

Homework bundle for this week

本周作业合集

exercises.lol

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IGCSE English

Name: _____ Score: _____

1. You write to your head teacher. Which opening is best?
 - ☐ Hey, what's up?
 - ☐ Dear Mr Lee, I am writing to ask about...
 - ☐ Hi!! I wanna ask u sth
2. Each paragraph should contain...
 - ☐ as many ideas as possible
 - ☐ one main idea
 - ☐ no ideas at all
3. Using the same easy words again and again earns the most marks.
 - ☐ True ☐ False
4. You should write to a friend and a teacher in the same way.
 - ☐ True ☐ False
5. Choose a result word: 'It rained, _____ we stayed inside.'

6. Use _____ to avoid repeating a word (words with the same meaning).

7. Choose a contrast word: 'I like tea. _____, I prefer coffee.'

8. Which TWO of these are contrast linkers?
 - ☐ although
 - ☐ however
 - ☐ also
 - ☐ therefore

Tick every correct option.
9. Before you finish writing, you should...
 - ☐ hand it in immediately
 - ☐ check for small mistakes

☐ add more pages

IGCSE English

1. **Dear Mr Lee, I am writing to ask about...**

A head teacher needs formal, polite language.

2. **one main idea**

One main idea per paragraph keeps it clear.

3. **False**

No — show a range and use synonyms.

4. **False**

No — the register changes with the reader.

5. **so**

'So' shows the result of the rain.

6. **synonyms**

Synonyms are words with the same meaning.

7. **However**

'However' shows contrast between two ideas.

8. **although; however**

'although' and 'however' turn the idea around; 'also' adds, 'therefore' concludes.

9. **check for small mistakes**

Checking can save several marks.

2.1 Purpose, audience and register

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS inform 告知 • audience 读者 • formal 正式 • informal 非正式 • register 语域

Objective

Build the skills to answer exam questions on **purpose, audience and register** 目的、读者与语域 — deciding how formal to be, and keeping that decision consistent for a whole piece of writing.

You must be able to:

- work out the purpose and audience from the task before writing anything
- choose formal or informal language to match them
- keep the register consistent, and spot where a draft slips

1 Worked examples

■ Read the task, then answer three questions

1. **Who** will read this? A friend? A head teacher? A magazine's readers?
2. **Why** am I writing? To invite, to complain, to persuade, to report?
3. **What form** is it? An email, a letter, a report, an article, a review?

Those three answers decide everything else.

■ The register scale

Informal	Neutral	Formal
Hi Sam	Dear Mr Lee	Dear Sir or Madam
I'm really sorry	I am sorry	I would like to apologise
get in touch	contact me	I look forward to hearing from you
loads of people	many people	a considerable number of people
Can't wait!	I am looking forward to it	I anticipate the event with interest

■ Where students slip

- **Contractions** (*don't, I'm, can't*) belong in informal writing only.
- **Exclamation marks** almost never appear in a formal letter.
- A formal letter that begins "Dear Sir or Madam" ends "Yours faithfully"; one that names the reader ends "Yours sincerely".

- One informal phrase in an otherwise formal letter is noticed. Keep the register **consistent**.

2 Practice

2.1 For each task, state the audience and whether the register should be formal or informal.

(a) An email to your cousin about your holiday. [1]

(b) A letter to a company about a faulty phone. [1]

(c) An article for the school magazine about homework. [1]

2.2 Rewrite each sentence in a formal register.

(a) “Thanks loads for sorting that out.” [1]

(b) “I’m writing ‘cause your delivery never turned up.” [1]

(c) “Get back to me soon, OK?” [1]

2.3 Rewrite this formal sentence so it suits an email to a friend: “I would be grateful if you could inform me of your availability.” [1]

3 Exam-style questions

3.1 Read this extract from a letter of complaint to a shop manager. Identify **three** places where the register is wrong, and correct each one. [3]

Dear Mr Osei,

I'm writing about the jacket I bought last week. It's rubbish — the zip broke after two days! I want my money back ASAP.

Cheers, Ana Silva

3.2 Explain why the phrase “I want my money back” is less effective than “I would like to request a full refund” in a formal letter. [2]

Solutions

2.1 (a) a family member / a friend — informal. (b) a company or its customer service department — formal. (c) other students at the school — informal to neutral, but written for a wide readership rather than one friend.

2.2 (a) “Thank you very much for resolving this matter.” (b) “I am writing because the delivery did not arrive.” (c) “I look forward to hearing from you.”

2.3 Any natural informal version, for example “Let me know when you’re free.”

3.1 Any three, each with a correction:

- “I’m writing” — a contraction; use “I am writing”.
- “It’s rubbish” — too informal and emotional; use “The jacket is of unacceptable quality”.
- The exclamation mark after “two days!” — remove it.
- “ASAP” — an abbreviation; use “at your earliest convenience”.
- “Cheers” — an informal sign-off; a named recipient takes “Yours sincerely”.

3.2 “I want” states a demand and sounds aggressive, which can make a reader defensive; “I would like to request” is polite and uses the expected formal wording, which is more likely to be acted on and matches the register of the letter.

2.2 Organising ideas and linking devices

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS plan 计划 • paragraph 段落 • linking words 衔接词 • range 多样性

Objective

Build the skills to answer exam questions on **organising ideas and linking devices** 组织观点与衔接手段 — putting paragraphs in an order the reader can follow, and joining them so the argument moves.

You must be able to:

- plan a piece of writing as a short list of paragraphs before you start
- give each paragraph one main idea
- link sentences and paragraphs with a varied range of connectives

1 Worked examples

■ One paragraph, one idea

A paragraph that contains three unrelated points is harder to mark and harder to read. Before writing, list your paragraphs as a plan:

Task: an article on whether students should have a longer school day.

1. Opening — a picture of the current day
2. For — more time for sport and clubs
3. For — teachers can go more slowly
4. Against — tiredness and travel home in the dark
5. Conclusion — my view, with a condition

Five lines. Two minutes. It prevents the commonest structural fault, which is repeating in paragraph four what was already said in paragraph two.

■ Linking devices, by job

- **Adding:** *also, in addition, moreover, furthermore, as well as this*
- **Contrasting:** *however, on the other hand, although, whereas, even so*
- **Giving a reason:** *because, since, as, this is why*
- **Giving a result:** *therefore, so, as a result, consequently*
- **Sequencing:** *first, then, after that, finally*

- **Concluding:** *in conclusion, overall, on balance*

■ Two traps

- **Do not start every sentence with a connective.** Three or four well-placed ones beat a connective on every line.
- **Match the connective to the relationship.** “The bus was late. Therefore I enjoyed the film.” makes no sense — the relationship is contrast, not result.

2 Practice

2.1 Choose the correct connective for each gap.

- (a) The team trained every day. _____, they lost the final. [1]

- (b) The library closed at four. _____, students had nowhere to revise. [1]

- (c) The scheme is expensive. _____, it has reduced accidents by a third. [1]

2.2 Write a five-line paragraph plan for this task: *Write a letter to your head teacher suggesting one improvement to the school day.* [3]

2.3 The sentences below are in the wrong order. Write the correct order as a list of letters. [2]

- **A** Finally, the money saved could pay for more books.
- **B** I am writing to suggest that the school day should start half an hour later.
- **C** There are three reasons for this.
- **D** Second, the school could reduce its heating costs in winter.
- **E** First, many students travel a long way and arrive tired.

3 Exam-style questions

3.1 Read this paragraph and explain **two** problems with its organisation. [2]

Sport is important. Our school has a good football team, and the science block needs repairs. Exercise helps students concentrate, and the canteen is too noisy. Many students would join a club if one existed.

3.2 Rewrite the paragraph above so that it contains one idea, developed, with at least two linking devices. [4]

Solutions

2.1 (a) However / Even so / Nevertheless. (b) As a result / Therefore / Consequently. (c) However / On the other hand / Even so.

2.2 Any sensible five-paragraph plan with one idea per line.

2.3 B, C, E, D, A.

3.1 Any two: the paragraph contains several unrelated ideas rather than one; the sentences about the science block and the canteen belong to a different topic altogether; there are no linking words, so the reader cannot see how the ideas relate; the final sentence introduces a new point that is never developed.

3.2 Marks for: a single controlling idea; at least two supporting details; at least two appropriate linking devices; accurate sentences throughout. Model: “Sport matters more to this school than its timetable suggests. Our football team does well, and exercise helps students concentrate in the lessons that follow it. **However**, there is no club for anyone who does not make the team. **As a result**, many students who would happily train twice a week do nothing at all.”

2.3 Grammar, vocabulary and checking your work

Name: _____ Class: _____ Date: _____

Total: 16 marks

KEY WORDS vocabulary 词汇 • grammar 语法 • tenses 时态 • paragraph 段落

Objective

Build the skills to answer exam questions on **grammar, vocabulary and checking your work** 语法、词汇与检查 — writing accurately, choosing precise words, and finding your own errors in the minutes you have left.

You must be able to:

- use tenses, articles and subject-verb agreement accurately
- replace a vague word with a precise one
- check a piece of writing systematically rather than reading it through once

1 Worked examples

■ The errors that cost most marks

- **Subject-verb agreement:** *The list of names ~are~ **is** on the door.* The subject is *list*, not *names*.
- **Articles:** English needs *a*, *an* or *the* before most singular countable nouns. *I bought ~car~ **a car**.*
- **Tense consistency:** do not drift between past and present within one account.
- **Plural after a number:** *three ~student~ **students**, but a three-year ~courses~ **course**.*
- **Prepositions:** *depend **on**, interested **in**, arrive **at** a place, arrive **in** a city, good **at** a subject.*

■ Precision beats length

Vague	Precise
a nice place	a quiet, well-lit place
very big	enormous / spacious
said	explained / admitted / insisted
a lot of problems	three recurring problems
good at maths	confident with algebra

A precise word earns vocabulary credit. A long word used wrongly loses it — so use words you are sure of.

■ **Checking, in three passes**

1. **Verbs.** Is every verb in the right tense, and does it agree with its subject?
2. **Nouns.** Does every singular countable noun have an article? Are plurals marked?
3. **Full stops.** Read each sentence alone. Does it have a subject and a verb, and does it end?

Three quick passes find far more than one slow read-through, because each pass looks for one thing.

2 Practice

2.1 Correct the error in each sentence.

- (a) Each of the students have a locker. [1]

- (b) I am living here since 2019. [1]

- (c) She is very interested on history. [1]

- (d) There is many reasons to visit. [1]

- (e) He said me that the bus was late. [1]

2.2 Replace the underlined word with a more precise one.

- (a) The room was very *big*. [1]

- (b) The film was *good*. [1]

(c) He *said* that he had not taken it.

[1]

3 Exam-style questions

3.1 This paragraph contains five errors. Rewrite it correctly.

[5]

Last summer I have visited my aunt in Kuala Lumpur. She live in a apartment near the station, and every mornings we walked to the market together. The food there were amazing.

3.2 A student writes: “The teacher gave us a very interesting and enjoyable and useful lesson about the environment which was good.” Rewrite the sentence more effectively and explain what you changed.

[3]

Solutions

2.1 (a) Each of the students **has** a locker. (b) I **have been living** here since 2019. (c) interested **in** history. (d) There **are** many reasons. (e) He **told** me that / He **said to** me that.

2.2 Any precise alternative: (a) spacious / enormous / cavernous. (b) gripping / moving / hilarious. (c) denied / insisted / claimed.

3.1 One mark per correction: “Last summer I **visited** my aunt in Kuala Lumpur. She **lives** in **an** apartment near the station, and every **morning** we walked to the market together. The food there **was** amazing.”

3.2 Rewrite, for example: “The teacher gave us an unusually useful lesson on the environment.” Changes explained: the three adjectives joined by repeated “and” are replaced by one precise adjective, which is stronger than a list; and the vague ending “which was good” adds nothing and is removed.