

Week 24

IGCSE English

Homework bundle for this week

本周作业合集

exercises.lol

Contents 目录

Topic 9 quiz	2
Exercise sheet 9.1	5
Exercise sheet 9.2	9
Exercise sheet 9.3	13

IGCSE English

Name: _____ Score: _____

1. How many times do you hear each recording?
☐ Once
☐ Twice
☐ Three times
2. Strong, emotional words usually show...
☐ the time
☐ the speaker's feelings
☐ the price
3. If a meaning is 'implied', it is...
☐ said directly
☐ suggested, not stated
☐ written on the page
4. Before you listen, you should _____ the kind of answer you need.

5. Words like 'but' and 'so' help you follow how ideas connect.
☐ True ☐ False
6. A speaker says 'I wanted tea, but I had coffee.' They drank...
☐ tea
☐ coffee
☐ nothing
7. The answers usually come in a random order.
☐ True ☐ False
8. In a recording with two speakers, match each opinion to the right _____.

9. A wrong option designed to trick you is called a _____.

10. A speaker says 'I wanted blue, but I chose _____'. The colour they chose is...

- ☐ Blue
- ☐ Green
- ☐ Both

IGCSE English

1. **Twice**

Each recording is played twice.

2. **the speaker's feelings**

Word choice reveals the speaker's feelings.

3. **suggested, not stated**

Implied = suggested, not stated openly.

4. **predict**

Predicting prepares your ears.

5. **True**

Yes — these signal words link ideas.

6. **coffee**

Listen to the whole idea: they had coffee.

7. **False**

They usually follow the order of the questions.

8. **speaker**

Match each opinion to its speaker.

9. **distractor**

Distractors are the tempting wrong options.

10. **Green**

Listen to the whole idea: they chose green.

9.1 Listening for specific information

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS recording 录音 • predict 预测 • listening for specific information 听取具体信息 • specific 具体的
• distractors 干扰项

Objective

Build the skills to answer exam questions on **listening for specific information** 听取具体信息 — catching a detail that is said once, at normal speed.

You must be able to:

- use the pause before each part to predict what to listen for
- write answers in the short form the mark scheme accepts
- recover when you miss something instead of losing the next answer too

1 Worked examples

■ Use the pause

Before each recording you are given time to read the questions. Use it to predict the **shape** of each answer:

Question: What time does the tour begin? → a **time** is coming.

Question: How much is a family ticket? → a **price**.

Question: Name two things visitors must bring. → **two nouns**.

Knowing the shape means you recognise the answer the moment it is said, instead of translating the whole sentence.

■ Distractors are deliberate

Recordings often give a wrong value first and correct it:

“The tour starts at ten — sorry, from April it’s half past nine.”

The answer is **9.30**. Listen to the end of the sentence. Words that signal a correction: *actually, sorry, in fact, but from..., that’s changed to...*

■ Write short

Answers are usually one to three words, or a number. Write only what is asked. A long sentence risks contradicting itself, and a contradiction cancels a correct answer.

■ If you miss one

Leave it and move to the next question immediately. Chasing a missed answer costs the following one as well — and the recording is played twice, so the second listening is when you fill gaps.

2 Practice

Read this transcript extract, then answer as though you had heard it.

“Good morning, everyone. The museum opens at nine, though the café doesn’t start serving until half past. Entry is eight dollars for adults, and children under twelve go free — sorry, that’s under ten from this month. Please leave large bags at the desk; you may keep cameras, but flash photography isn’t allowed anywhere in the building.”

2.1 What time does the café begin serving? [1]

2.2 Which children enter free? [1]

2.3 Name **two** rules visitors must follow. [2]

2.4 In 2.2, why would “under twelve” be wrong? [1]

3 Exam-style questions

3.1 For each question, predict the shape of the answer before listening. [3]

(a) “How long does the journey take?”

(b) “Where should passengers wait?”

(c) “Give two items included in the price.”

3.2 A student writes this answer: “The museum opens at nine o’clock in the morning and the café opens later than that.” The question asked what time the café begins serving. Explain why this scores zero. [2]

3.3 Explain what a student should do if they miss an answer during the first listening. [2]

Solutions

2.1 9.30 / half past nine.

2.2 Children under ten.

2.3 Any two of: leave large bags at the desk; no flash photography. *Cameras are allowed, so “no cameras” is wrong.*

2.4 The speaker corrects themselves — “sorry, that’s under ten from this month” — so twelve is the distractor and ten is the answer.

3.1 (a) a length of time. (b) a place. (c) two nouns, things.

3.2 It does not answer the question asked: it gives the museum’s opening time and then only says the café is later, without a time. It is also too long — the extra information creates a chance to contradict the answer, and an answer containing both a wrong and a right value cannot be credited.

3.3 Leave it blank and move immediately to the next question, because the recording continues and chasing the missed answer loses the following one as well; fill the gap during the second playing.

9.2 Opinions, attitudes and connections in listening

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS opinion 观点 • connect 连接 • attitude 态度

Objective

Build the skills to answer exam questions on **opinions, attitudes and connections in listening** 观点、态度与联系 — hearing what a speaker thinks, not only what they say.

You must be able to:

- identify a speaker's opinion and distinguish it from a fact they report
- hear agreement and disagreement between two speakers
- follow a speaker who changes their mind

1 Worked examples

■ Fact or opinion

"The new timetable adds twenty minutes to the day. Personally, I think that's twenty minutes too many."

The first sentence is a fact; the second is the opinion. A question asking what the speaker **thinks** must be answered from the second.

■ Signals of opinion

I think, in my view, personally, to be honest, if you ask me, what worries me is, the trouble is

■ Signals of attitude

- **Enthusiasm:** *absolutely, definitely, I'd jump at it*
- **Doubt:** *I suppose, in theory, up to a point, we'll see*
- **Disagreement, politely:** *I take your point, but... / That's true, although... / I'm not so sure*
- **Reluctant agreement:** *I suppose so, if we have to*

Note that *I take your point, but* is a **disagreement**. Students often hear the first half and record agreement.

■ Changing position

“At first I thought it was a waste of money. Having seen it in use, though, I’ve changed my mind completely.”

If a question asks the speaker’s opinion, it wants the **final** position. Listen for *though*, *however*, *having said that*, *actually*, *in the end*.

2 Practice

Read this transcript extract, then answer as though you had heard it.

Amina: They’re putting cameras in the corridors next term.

Ben: I’d heard. Honestly, I think it’s a good thing — the bag thefts last year were awful.

Amina: I take your point about the thefts. I’m just not sure a camera stops anything; it only tells you who did it afterwards.

Ben: That’s fair. I suppose I was assuming they’d act as a deterrent, and I don’t actually know that they do.

Amina: They might. I’d rather the money went on lockers, that’s all.

2.1 What is Ben’s opinion at the start? [1]

2.2 Does Amina agree with him? Quote the words that show it. [2]

2.3 How does Ben’s position change, and which words show the change? [2]

2.4 What does Amina think the money should be spent on? [1]

3 Exam-style questions

3.1 For each phrase, say whether it signals agreement, disagreement or doubt. [4]

(a) “I take your point, but...”

(b) “Absolutely — I’d jump at it.”

(c) “In theory, I suppose.”

(d) “That’s fair.”

3.2 A student answers “Ben thinks cameras are a good thing” to a question asking for Ben’s opinion at the end of the conversation. Explain why this is wrong. [2]

Solutions

2.1 He thinks the cameras are a good thing, because of last year's bag thefts.

2.2 No, she does not fully agree. "I take your point about the thefts. I'm just not sure a camera stops anything" — the phrase "I take your point, but" concedes before disagreeing.

2.3 He becomes less certain; the words "That's fair. I suppose I was assuming... and I don't actually know that they do" show him giving up the assumption his opinion rested on.

2.4 Lockers.

3.1 (a) disagreement. (b) agreement / enthusiasm. (c) doubt. (d) agreement, or at least concession.

3.2 That was his opinion at the START. By the end he has accepted Amina's objection and admits he does not know whether cameras deter anything, so his final position is uncertain rather than positive — and a question about the end of a conversation wants the final position.

9.3 Inference in listening

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS inference in listening 听力中的推断 • multiple-choice 选择题

Objective

Build the skills to answer exam questions on **inference in listening** 听力中的推断 — working out what a speaker means when they do not say it.

You must be able to:

- infer a speaker's meaning from tone, hesitation and what they avoid saying
- recognise polite refusal and indirect criticism
- choose the option that the speaker implies rather than the words they used

1 Worked examples

■ People rarely say the hard thing directly

"The food was... interesting. Very filling."

The pause and the choice of *interesting* imply the speaker did not enjoy it. Nothing negative was said.

■ Common indirect moves

- **Polite refusal:** *I'd love to, but I've got quite a lot on that week.* → No.
- **Indirect criticism:** *It's certainly different from the last one.* → Worse.
- **Reluctance:** *I could do, I suppose, if nobody else can.* → Would rather not.
- **Doubt about someone:** *He's very confident.* → Possibly overconfident.
- **Softened disagreement:** *That's one way of looking at it.* → I disagree.

■ The exam question shape

Multiple-choice listening questions often set a **literal** option against an **implied** one:

What does the speaker think of the new bus route? **A** It is convenient. **B** It is too expensive. **C** It does not go where she needs. **D** She has not used it.

"Oh, the new route's very convenient — if you happen to live near the station."

The literal word *convenient* points to A. The implication of *if you happen to live near*

the station — and she does not — points to **C**.

■ The rule

Ask what the speaker WANTS the listener to understand, not which words appeared. And when a sentence ends with a qualification (*if...*, *though...*, *for some people...*), that qualification usually carries the real meaning.

2 Practice

For each extract, write what the speaker really means.

2.1 “Would you like to come to the concert on Friday?” — “Friday... I’ve got quite a lot to finish this week.” [1]

2.2 “How was the film?” — “Well, the cinema was comfortable.” [1]

2.3 “Do you think we should ask Marco to lead it?” — “He’s certainly keen.” [1]

2.4 “The new system is much faster — once you’ve spent a week learning it.” [2]

3 Exam-style questions

3.1 What does the speaker think of the restaurant?

“It’s very reasonably priced, and the staff couldn’t be friendlier. We waited fifty minutes for a sandwich.”

- **A** It is good value.
 - **B** The staff are rude.
 - **C** The service is too slow.
 - **D** She will go back often.
-

3.2 Explain how you chose your answer to 3.1, and why option A is a trap. [2]

3.3 Write an indirect way of saying each of the following.

[3]

(a) “I don’t want to help with this.”

(b) “Your idea will not work.”

(c) “I did not enjoy the meal.”

Solutions

2.1 They are refusing politely / do not want to go.

2.2 They did not like the film — praising the cinema instead of the film implies there was nothing good to say about it.

2.3 They have doubts about Marco — “certainly keen” praises his enthusiasm and pointedly not his ability.

2.4 The speaker thinks the system is fast but that the week of learning is a real cost, so the improvement is not as straightforward as it sounds.

3.1 C.

3.2 The first two clauses are genuine praise, but the final sentence — a fifty-minute wait for a sandwich — is placed last and undercuts them, which is where the speaker’s real point sits. A is a trap because the words “very reasonably priced” appear literally, and a listener matching words rather than meaning will choose it.

3.3 Any plausible indirect version, e.g. (a) “I could, I suppose, if nobody else is free.” (b) “That’s certainly one approach — how would it handle the busy period?” (c) “The portions were generous.”