

Week 27

IGCSE English

Homework bundle for this week

本周作业合集

exercises.lol

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IGCSE English

Name: _____ Score: _____

1. Your answer in the speaking test should be...
 - ☐ One word
 - ☐ Short, then add a little more
 - ☐ Completely silent
2. In a short talk, you should...
 - ☐ list points with no detail
 - ☐ develop each point with a reason or example
 - ☐ stay silent
3. It is fine to ask the examiner to repeat a question.
 - ☐ True ☐ False
4. Use a phrase like 'for _____' to give an example.

5. If you forget a word, say it _____ way.

6. Speaking very fast is more important than speaking clearly.
 - ☐ True ☐ False

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1. **Short, then add a little more**

Answer, then develop it a little.

2. **develop each point with a reason or example**

Develop your points, don't just list them.

3. **True**

Yes — a polite request for repetition is fine.

4. **example**

'For example' introduces an example.

5. **another**

Paraphrasing keeps the conversation going.

6. **False**

No — clear is better than fast.

10.1 Conversation and interview

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS conversation 对话 • conversation and interview 对话与面试 • develop 展开

Objective

Build the skills for the **conversation and interview** 对话与面试 part of the speaking test — answering at the right length and keeping a conversation going.

You must be able to:

- extend an answer beyond one sentence without rambling
- use the language of opinion, comparison and hesitation naturally
- keep going when you do not know a word

1 Worked examples

■ The length problem

- **Too short:** “Do you enjoy sport?” — “Yes.” The examiner now has to do all the work.
- **Too long:** four minutes on your cousin’s football team, and the examiner cannot ask what they planned to.
- **Right:** answer, reason, and one extension.

“Yes, I do — I swim three times a week. It’s the only exercise I’ve found that I actually look forward to, probably because you can’t check your phone in a pool.”

■ The three-part habit

1. **Answer** the question directly.
2. **Give a reason** — *because, the main reason is, what I like about it is*
3. **Extend** — an example, a comparison, or a contrast with the past.

Practise this until it is automatic. It converts a one-word answer into a scoreable one.

■ Language worth having ready

- **Opinion:** *I’d say, personally, what I find is, in my experience*
- **Comparing:** *whereas, compared with, the difference is*
- **Hesitating naturally:** *Let me think... / That’s a good question... / I suppose the main thing is...*

- **Not knowing a word:** *I don't know the word in English, but it's the thing you use for...*

That last one matters. Stopping dead loses far more than a paraphrase does; describing the word you lack is itself a skill being assessed.

■ What lowers the mark

- One-word answers, or answers that stop as soon as the question is answered
- Repeating the examiner's words back instead of adding
- Long silences with no attempt to fill them
- A memorised speech that does not answer the question asked

2 Practice

2.1 Extend each answer using answer, reason, extension.

[3]

(a) “Do you like where you live?” — “Yes.”

(b) “Is homework useful?” — “Sometimes.”

(c) “Would you like to travel?” — “Yes, a lot.”

2.2 Write a natural way to fill a pause while you think.

[1]

2.3 You need the word “screwdriver” and cannot remember it. Write what you would say instead.

[1]

3 Exam-style questions

3.1 A student answers every question with one sentence and then stops. Explain **two** effects this has on the mark. [2]

3.2 Write a full three-part answer to: “What is the best thing about your school?” [3]

3.3 Write a full three-part answer to: “How has the way people spend their free time changed since your parents were young?” [3]

Solutions

2.1 One mark each for an extended answer with a reason and an extension, e.g. (a) “Yes, more than I expected to. It’s quiet, and I can walk to school in ten minutes — when we lived in the city that same journey took forty.”

2.2 Any natural filler, e.g. “That’s a good question — let me think for a second.”

2.3 Any workable paraphrase, e.g. “I don’t know the English word, but it’s the small tool you use to turn a screw.”

3.1 Any two: the examiner cannot assess a range of vocabulary and structures from a single short sentence, so the language mark is capped; the conversation does not develop, so the student cannot show they can extend or explain; the examiner has to ask more questions, leaving less time for the topics that would suit the student.

3.2 One mark each for answer, reason and extension.

3.3 One mark each for answer, reason and extension. *A strong answer here uses a comparison structure — “whereas my parents...”, “compared with...” — which is exactly what the question invites.*

10.2 Giving a short talk

Name: _____ Class: _____ Date: _____

Total: 12 marks**KEY WORDS** giving a short talk 做简短演讲 • develop 展开 • respond 回应

Objective

Build the skills for **giving a short talk** 做简短演讲 — planning and delivering a few minutes of connected speech on a topic card.

You must be able to:

- plan a short talk in the preparation time you are given
- structure it so it has a beginning, a middle and an end
- speak from notes rather than reading or reciting

1 Worked examples

■ Use the preparation time for a plan, not a script

You will not have time to write a talk, and reading one aloud sounds wrong and scores badly. Write **five short lines**:

Card: A place that is important to you

1. My grandmother's kitchen — the smell of it
2. Why it matters — where everyone talks
3. One story — the power cut, candles, three hours
4. What has changed — she moved last year
5. What I take from it — a place is the people

Five lines is enough to speak for two minutes without ever being lost.

■ The shape

- **Open** with something concrete — a place, a moment, a sound. Not *"I am going to talk about..."*
- **Middle:** two or three points, each with a detail or a short story.
- **Close** with a thought, not a summary: what it means, or what you would do differently.

■ **Language that holds a talk together**

- **Signposting:** *The first thing I'd say is... / What surprised me was... / The other side of it is...*
- **Sequencing:** *At first... / Later... / By the end...*
- **Concluding:** *So for me... / What I take from it is...*

■ **Delivery**

- Look up. Notes are prompts, not a text.
- Vary your pace — slow down for the point that matters.
- If you lose your place, say so naturally: *Sorry, where was I — yes, the power cut.* That is normal speech, and it costs almost nothing.
- Do not recite a memorised passage. It is audible, and it stops you responding to follow-up questions.

2 Practice

2.1 Write a five-line plan for the card: *A skill you would like to learn.* [3]

2.2 Write an opening sentence for that talk that begins with something concrete. [1]

2.3 Write a closing sentence for it that gives a thought rather than a summary. [1]

3 Exam-style questions

3.1 Write a five-line plan for: *Something you have changed your mind about.* [3]

3.2 Explain **two** reasons why memorising a talk word for word is a bad strategy. [2]

3.3 A student's talk consists of six unconnected facts about their topic. Explain what is missing and how they would fix it. [2]

Solutions

2.1 Any five-line plan with one idea per line: a concrete opening; a reason it matters; a specific example or story; a difficulty or change; a closing thought.

2.2 Any concrete opening, e.g. “There is a piano in the hall that nobody plays, and every time I walk past it I think the same thing.”

2.3 Any closing thought, e.g. “I think what I actually want is not to play well, but to be the kind of person who finished learning something.”

3.1 As 2.1, applied to the new card.

3.2 Any two: a recited talk sounds unnatural and the examiner can hear it, so it does not demonstrate real fluency; if you lose your place in a memorised text there is nothing to fall back on, whereas notes let you continue; a memorised talk cannot adapt, so follow-up questions expose that the language was not produced spontaneously.

3.3 The talk has no structure and no development — six facts with nothing connecting them, and no point being made. The fix is to choose two or three of the facts, give each an example or a short story, and end with what they add up to.