

Exercise walk-through

# 3.1

## Purpose and audience

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IGCSE English

## Original task: the museum visit

You recently visited a science museum with your class. Something unexpected happened. Write an email to your friend Sam.

Explain why your class chose the museum. Describe the unexpected event and how you responded. Say what you enjoyed most and why.

Write 120–160 words. You may invent plausible details consistent with this fictional task.

## Read each command: original planning attempt

Identify the **prompts** and what each asks you to do.

Choose a reason for the visit, an unexpected event and response, and a favourite activity with a reason.

Does “I went on Friday; it was great” answer these demands? What is missing?

## Planning: worked choices

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|                    |                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------|
| Why this museum?   | Our class was studying space and wanted to explore how astronauts live.                                                 |
| Event and response | The lights failed; we waited in the corridor and asked the guide questions.                                             |
| Favourite and why  | Planning a Mars journey let us compare ideas and choose equipment together.                                             |
| Check relevance    | A date alone does not explain the choice of museum. These details are fictional choices, not facts about a real museum. |

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## Cover prompts through meaning

“Explain why” needs a reason. “Describe” needs relevant information about the event.

“Say what you enjoyed most” needs a clear choice.

Address every requested point and develop it sufficiently. A missing point weakens task fulfilment.

Check the whole response against the actual criteria rather than guessing a fixed deduction. Ticking a planning box is a checking tool, not proof that the response is good.

## A relationship, not task evidence



Friendship illustrates the reader relationship. The pictured people establish no facts about our fictional visit.

## Exercises 2.1·2.2

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**2.1** For this task, list the content points: *Write to a friend who has been ill. Ask how they are, tell them what they have missed at school, and offer to help them catch up.* [3]

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**2.2** Develop this sentence into three sentences that would earn content credit: “I went to a concert.” [2]

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### 2.1

- ask how they are
- tell them what they have missed at school
- offer to help them catch up

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**2.2** Develop this sentence into three sentences that would earn content credit: “I went to a concert.” [2]

### 2.2

- add specific detail and a reaction
- e.g. “I went to a concert on Friday with Yusuf. The band played for two hours and the last song was so loud I could feel it in my chest. I lost my voice completely and had to write notes to my mother the next morning.”

## Exercise 2.3

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**2.3** Rewrite this opening so it sounds like an email to a friend rather than a formal letter:  
“I am writing to inform you of recent events at school.” [1]

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[[pagebreak]]

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[[pagebreak]]

### 2.3

- any natural informal opening
- e.g. “**Hi Sam – you will not believe what has happened here.**”

## Exercises 3.1·3.2

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**3.1** Write an email to a friend who has moved to another country. In your email you should: say what has changed since they left, describe something you have done recently, and ask about their new life. Write about 120 words. [8]

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**3.2** Explain why an email that covers all three content points in a single short paragraph is likely to score poorly, even if it has no grammatical errors. [2]

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### 3.1

- **content (4)**: all three points covered and each developed with detail
- **language (4)**: consistently informal, a range of vocabulary and structures, clear paragraphing, roughly within the word limit
- a model covers each point in its own paragraph, includes at least one question, and ends with a natural sign-off

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### 3.2

- content marks are for **development**, not coverage, so three mentions in one paragraph cannot reach the higher band
- **paragraphing** is assessed as organisation, so a single block loses credit there as well

## Exercise 3.3

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**3.3** Write a 60–80-word original informal email paragraph to a friend. Describe a fictional club visit, develop one detail about someone you met and make a specific invitation. Keep the tone friendly.

[4]

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### 3.3

Local practice rubric, not an official band conversion: a visit developed with a relevant detail; a person developed through description/action; a specific invitation with a usable time or plan; clear friendly language and a response within 60–80 words.