

Exercise walk-through

3.3

Improving your email

IGCSE English

Development: original attempt

Starting point: “I enjoyed the Mars activity.”

Add what you did and why you enjoyed it.

Does “My pencil was blue” improve the answer to this prompt? Does repeating “It was really, really good” explain the enjoyment?

Choose information for a purpose rather than making the response longer.

Development: worked revision

“I enjoyed planning a journey to Mars because we could compare ideas and choose the equipment together.”

A **reason** answers why; an **example** makes an idea concrete; a **detail** gives relevant information.

The idea is **developed** because it connects the activity to enjoyment. Pencil colour does not explain that enjoyment here. Repetition does not add a new reason.

Relevant explanation develops an idea

I enjoyed the Mars activity.

— bare choice

I enjoyed it because we could compare ideas.

— relevant reason

We planned the journey and chose equipment together.

— explaining detail

Development depends on relevance, not a word count or an automatic mark ladder.

There is no automatic mark ladder. Additional words help only when they serve the task.

Check grammar in the event's time frame

Original repair: “Last Friday I have visited the museum. While we waited, the guide answers our questions.”

Correct the two verb forms for a completed past account.

Explain why a future invitation at the end need not use the same tense as the visit.

Grammar: worked check

“Last Friday I visited the museum. While we waited, the guide answered our questions.”

The completed-time phrase “last Friday” fits the past simple here. The guide’s answers also belong to that past event.

Different tenses can suit background, earlier events and future plans. Do not force the whole email into one tense or add complex forms merely to display them.

Exercise 2.1 (a)

2.1 Improve each sentence by adding specific detail and a reaction.

(a) “I saw a film.”

[2]

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(a) “I saw a film.”

[2]

(a)

- named film or detail plus a reaction
- e.g. “I finally saw the film everyone has been quoting at me for a month, and I still do not understand the ending – I may have to watch it again.”

Exercise 2.1 (b)

2.1 Improve each sentence by adding specific detail and a reaction.

(b) “The new teacher is nice.”

[2]

Exercise 2.1 (b)

2.1 Improve each sentence by adding specific detail and a reaction.

(b) “The new teacher is nice.”

[2]

(b)

- named teacher plus a reaction
- e.g. “The new teacher, Ms Adeyemi, learned all thirty names in one lesson, which none of us expected and which makes it much harder to hide.”

Exercise 2.2

2.2 This paragraph is made only of short sentences. Rewrite it as two sentences of varied length. [2]

I went to the market. I bought some fruit. It was expensive. I did not buy much.

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I went to the market. I bought some fruit. It was expensive. I did not buy much.

2.2

- combine into two sentences of varied length
- e.g. “I went to the market to buy fruit, but the prices had gone up so much that I came home with three apples and a bad mood.”

Exercises 3.1·3.2

3.1 Read this email and identify **three** ways it could be improved. Do not correct grammar; comment on content and style. [3]

Hi Sam, Thanks for your email. My holiday was good. We went to the beach and it was nice. We also went to a museum. The food was good too. See you, Ali

3.2 Rewrite the email above so that it would reach the upper band. Write about 100 words. [6]

Exercises 3.1-3.2

3.1 Read this email and identify **three** ways it could be improved. Do not correct grammar; comment on content and style. [3]

Hi Sam, Thanks for your email. My holiday was good. We went to the beach and it was nice. We also went to a museum. The food was good too. See you, Ali

3.1

- any **three**: every point mentioned but none developed; “good”/“nice” used for three different things; no reaction or opinion; no closing question; one block with no paragraphs

3.2 Rewrite the email above so that it would reach the upper band. Write about 100 words. [6]

3.2

- **content (3)**: each point developed with specific detail
- **language (3)**: varied sentence length, precise vocabulary replacing “good” and “nice”, clear paragraphing, a closing that invites a reply