

Week 14

IGCSE English

Homework bundle for this week

本周作业合集

exercises.lol

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IGCSE English

Name: _____ Score: _____

1. What helps a reader find information in a report quickly?
☐ Long unbroken paragraphs
☐ Short headings
☐ A friendly greeting
2. What helps a reader find information in a report?
☐ Long unbroken paragraphs
☐ Short headings
☐ A friendly greeting
3. In a report, you should mix facts and opinions in the same part.
☐ True ☐ False
4. The facts section should be full of your personal opinions.
☐ True ☐ False
5. A report is written for a person in _____ (someone above you).

6. A report ends with a clear _____ (advice on what to do).

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1. Short headings

Headings split the report into easy-to-scan sections.

2. Short headings

Headings make a report easy to scan.

3. False

Keep facts and recommendations separate.

4. False

Keep opinions out of the facts; save them for the recommendation.

5. charge

A person 'in charge' is a manager or leader.

6. recommendation

End with a clear recommendation.

5.1 Report — purpose, audience and format

Name: _____ Class: _____ Date: _____

Total: 16 marks

KEY WORDS report 报告 • opinion 观点 • act 行动 • facts 事实 • situation 情况

Objective

Build the skills to answer exam questions on the **purpose, audience and format of a report** 目的、读者与格式 — writing for someone who must make a decision.

You must be able to:

- recognise that a report is written for a decision-maker
- use headings, and use them correctly
- separate fact from recommendation

1 Worked examples

■ What makes a report different

An article entertains; a letter asks; a **report informs so that someone can decide**. The reader is usually a head teacher, a manager or a committee, and they will skim it.

That is why a report:

- uses **headings**, so a reader can find the part they need
- puts **facts before opinions**, and keeps them separate
- ends with **recommendations** the reader could actually carry out

■ The standard headings

- **Introduction** — what the report covers and where the information came from
- **Findings** (or a heading naming the topic) — the facts
- **Recommendations** — what you advise, and why
- **Conclusion** — a short summary of the main point

Headings are content credit. A report written as continuous prose loses marks even when the content is right.

■ **Say where the information came from**

The information in this report comes from a survey of ninety students and from my own observations over two weeks.

One sentence, and it makes every later figure credible.

■ **Register**

Formal and impersonal, but not stiff. Prefer *students reported that* to *loads of people said*. Avoid *I think* in the findings; save judgement for the recommendations, where *I recommend* is correct and expected.

2 Practice

2.1 For each statement, say whether it belongs under Findings or Recommendations. [3]

(a) Sixty-one students said the queue was too long.

(b) A second serving point should be opened at lunchtime.

(c) On three of the ten days observed, the only vegetarian option was a sandwich.

2.2 Write an introduction sentence for a report on the school bus service, saying what it covers and where the information came from. [2]

2.3 Rewrite this finding so it is impersonal and formal: “I reckon loads of people hate the new timetable.” [1]

3 Exam-style questions

3.1 Your school is deciding whether to extend the lunch break by fifteen minutes. Write a report for the head teacher describing the current situation and making two recommendations. Use headings. Write about 180 words. [8]

3.2 A student writes a report as five paragraphs of continuous prose with no headings. Explain why this loses marks even if the content is accurate. [2]

Solutions

2.1 (a) Findings. (b) Recommendations. (c) Findings.

2.2 Any version stating scope and source, e.g. “This report examines the reliability and cost of the school bus service. It is based on a survey of eighty students and on timetable records for the spring term.”

2.3 Any impersonal formal version, e.g. “A majority of students surveyed expressed dissatisfaction with the new timetable.”

3.1 Content (4): a clear introduction with a source, at least two findings supported by detail or figures, two workable recommendations, and a brief conclusion. Language (4): formal impersonal register, correct use of headings, accurate sentences, roughly within the limit.

3.2 Format is part of the content assessment for a report, and headings are the feature that distinguishes it from a letter or an article. Without them the reader cannot skim to the section they need, which is the report’s whole purpose, so the writing does not fulfil the task even when the information is correct.

5.2 Headings, facts and recommendations

Name: _____ Class: _____ Date: _____

Total: 17 marks**KEY WORDS** headings 小标题 • recommendations 建议 • solution 解决办法 • report 报告 • opinion 观点

Objective

Build the skills to answer exam questions on **headings, facts and recommendations** 小标题、事实与建议 — supporting a recommendation with evidence the reader can check.

You must be able to:

- write a heading that tells the reader what is in the section
- support each finding with a specific fact or figure
- write a recommendation that is specific, justified and possible

1 Worked examples

■ Headings that do a job

- **Weak:** *Point one, More information, My ideas*
- **Strong:** *Queuing times, Vegetarian options, Recommendations*

A strong heading names the topic of its section, so a reader looking for one thing can find it without reading the rest.

■ A finding needs evidence

- **Assertion:** *The queues are too long.*
- **Finding:** *Sixty-one of the ninety students surveyed said the queue leaves them fewer than ten minutes to eat.*

The second is checkable. Numbers, dates, counts and direct observations turn an opinion into a finding.

■ A recommendation has three parts

1. **What** should be done — precisely.
2. **Why** it would work — linked to a finding.
3. **What it would cost or require** — honestly.

I recommend that a second serving point is opened at lunchtime. This

would address the queuing problem identified above, and because it need offer only cold food, it would require no new kitchen equipment.

■ Rank them

If you make three recommendations, say which should be done first. A reader deciding how to spend money needs that, and it shows judgement.

2 Practice

2.1 Improve each heading. [2]

(a) “Some things I found out”

(b) “Ideas”

2.2 Turn each assertion into a finding by adding evidence. [2]

(a) “The bus is often late.”

(b) “Students want more clubs.”

2.3 Write a full recommendation, with all three parts, about improving lighting in the school car park. [3]

3 Exam-style questions

3.1 Read this recommendation and explain **two** weaknesses. [2]

I recommend that the school should be better. It would be good for everyone and would not cost very much.

Solutions

2.1 (a) Any heading naming the topic, e.g. “Findings: queuing and choice”. (b) e.g. “Recommendations”.

2.2 (a) e.g. “The 7.40 bus arrived after 8.00 on eleven of the twenty mornings recorded.”
(b) e.g. “Forty-two of the sixty students surveyed said they would join a club if one were available after school.”

2.3 One mark each for: a specific action; a reason linked to a problem; an honest note on cost or requirement. E.g. “I recommend that four additional lights are installed along the eastern path. Students leaving evening rehearsals currently cross an unlit area, and two falls were reported last term. The main cost would be the initial installation, since the school already pays for lighting elsewhere on the site.”

3.1 It is not specific — “should be better” does not tell the reader what to do. It is not justified or costed — “would not cost very much” is asserted with no evidence and does not link to any finding.

3.2 Content (4): what the visit involved, at least one thing that worked and one that did not, each with detail, and a clear justified recommendation. Language (4): formal impersonal register, correct headings, accurate sentences, roughly within the limit.