

Week 17

IGCSE English

Homework bundle for this week

本周作业合集

exercises.lol

Contents 目录

Exercise sheet 6.1 2

Exercise sheet 6.2 6

6.1 Article — purpose and engaging the reader

Name: _____ Class: _____ Date: _____

Total: 16 marks

KEY WORDS article 文章 • title 标题 • engage 吸引 • flat 平淡 • varied 多样的

Objective

Build the skills to answer exam questions on **the purpose of an article and engaging the reader** 目的与吸引读者 — writing something a reader chooses to finish.

You must be able to:

- open an article in a way that makes a reader continue
- address the reader directly and keep a consistent voice
- use rhetorical questions, contrast and anecdote without overusing them

1 Worked examples

■ An article is chosen, not delivered

Nobody has to read an article. That single fact explains every technique below: the writing has to earn the next sentence.

■ Openings that work

- **An anecdote:** *Last Saturday I served coffee for six hours and earned enough for one pair of headphones.*
- **A surprising fact:** *Our school throws away four hundred plastic bottles a week.*
- **A question the reader has an answer to:** *When did you last read a book you were not told to read?*

Weak opening: *In this article I am going to write about part-time jobs.* It announces rather than begins.

■ Techniques, used sparingly

- **Direct address:** *you, we, any of us*
- **Rhetorical question:** one or two in a whole article, not one per paragraph
- **Contrast:** *We are told to read more. We are given less time than ever to do it.*
- **The rule of three:** *cheaper, faster and far less trouble*
- **A closing that returns to the opening** — the headphones sentence coming back at the end

■ Voice

An article has a personality. Vary sentence length: a very short sentence after two long ones lands hard. Keep it informal but controlled — no slang, no exclamation marks in every paragraph.

2 Practice

2.1 Improve this opening: “In this article I will discuss whether students should wear uniform.” [2]

2.2 Write a rhetorical question that could open an article about screen time. [1]

2.3 Rewrite this flat sentence with contrast and a short final sentence for effect: “Reading is good for you but people do not do it much.” [2]

2.4 Give a title for an article arguing that homework should be reduced. [1]

3 Exam-style questions

3.1 Write an article for your school magazine on whether students should be allowed to use phones during break. Give a title, engage the reader, and reach a clear view. Write about 180 words. [8]

3.2 A student's article contains seven rhetorical questions in five paragraphs. Explain why this weakens the writing. [2]

Solutions

2.1 Any opening that begins rather than announces, e.g. “On Monday I was sent home to change my shoes. I was wearing black trainers; the rule requires black shoes. Nobody could tell me what difference it made.”

2.2 Any genuine question, e.g. “How many hours did your phone tell you that you spent on it last week — and did you believe it?”

2.3 Any version using contrast and a short closing sentence, e.g. “We are told every year that reading makes us sharper, calmer and better at almost everything. We are also given more homework every year. Something has to give.”

2.4 Any title with some appeal, e.g. “Four hours a night: is homework working?”

3.1 Content (4): a title, an engaging opening, at least two developed points, and a clear view. Language (4): informal but controlled register, varied sentence lengths, at least two identifiable techniques used purposefully, accurate writing, roughly within the limit.

3.2 A rhetorical question is effective because it is unusual; using seven makes them ordinary and the reader stops noticing. It also avoids the work of making a claim — a question implies an argument without stating one, so the article can end up with no developed points at all.

6.2 Article — structure and lively language

Name: _____ Class: _____ Date: _____

Total: 16 marks

KEY WORDS flat 平淡 • varied 多样的 • article 文章 • interest 兴趣

Objective

Build the skills to answer exam questions on the **structure and lively language of an article** 结构与生动的语言 — organising an argument and choosing words that carry it.

You must be able to:

- structure an article so the argument develops rather than repeats
- choose precise, vivid vocabulary
- concede an objection and answer it

1 Worked examples

■ The shape of a persuasive article

1. **Hook** — anecdote, fact or question
2. **The case** — two or three developed points, strongest last
3. **The objection** — the best argument against you, stated fairly
4. **The answer** — why your view survives it
5. **Close** — a decision, ideally returning to the hook

Paragraph 3 is what most students omit, and it is what makes an article persuasive rather than one-sided. An argument that never acknowledges the other side reads as though the writer has not thought about it.

■ Lively language is precise, not decorated

Flat	Lively
The canteen is very noisy.	You cannot hear the person opposite you.
Lots of students are tired.	Half the class arrives already yawning.
It was a bad decision.	It solved a problem nobody had.

Notice that the lively versions are not longer. They are more specific.

■ Conceding well

It is true that a phone in a lesson is a distraction, and any teacher who has taken one away will say so. But break is not a lesson.

State the objection in its strongest form, then answer it in a sentence. A weakly stated objection is obvious and earns nothing.

2 Practice

2.1 Rewrite each sentence to be more precise and vivid. [3]

(a) “The library is a nice place to work.”

(b) “Lots of people were unhappy about the change.”

(c) “The trip was really good.”

2.2 Write a concession-and-answer pair for this claim: *Students should be allowed to choose their own seats.* [2]

2.3 Put these paragraph purposes in the best order: the answer, the hook, the objection, the close, the case. [1]

3 Exam-style questions

3.1 Write an article for a youth website arguing either for or against compulsory sport at school. Include a concession and answer it. Write about 180 words. [8]

3.2 Read this paragraph and explain **two** ways it could be made livelier without making it longer. [2]

Solutions

2.1 (a) e.g. “In the library you can hear the clock.” (b) e.g. “Forty parents signed the letter within a week.” (c) e.g. “We came back sunburnt, exhausted and already asking to go again.”

2.2 One mark for a fairly stated objection, one for an answer, e.g. “It is true that friends sitting together talk more, and any teacher can name the pair who prove it. But the same pair talk wherever they are put; what changes is that everyone else is now sitting next to someone they will not ask for help.”

2.3 the hook, the case, the objection, the answer, the close.

3.1 Content (4): a clear position, two developed points, a fairly stated objection, and an answer to it. Language (4): controlled informal register, precise vocabulary, varied sentence length, accurate writing, roughly within the limit.

3.2 Any two: replace the empty evaluative words “very good”, “interesting”, “nice” with specific detail; name one thing actually seen instead of “a lot of things”; replace “everybody enjoyed it” with an observed reaction; give a reason with the recommendation instead of asserting it.