

Week 22

IGCSE English

Homework bundle for this week

本周作业合集

exercises.lol

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Name: _____ Score: _____

1. A discursive essay...

- ☐ Argues for one view only
- ☐ Looks at both sides
- ☐ Tells a story

2. How long should an essay introduction be?

- ☐ Several pages
- ☐ Two or three sentences
- ☐ One word

3. Where does your conclusion go?

- ☐ At the very start
- ☐ In every paragraph
- ☐ At the end

4. In your conclusion, you should...

- ☐ add a brand-new argument
- ☐ sum up your view
- ☐ start a new topic

5. An argumentative essay argues for _____ main view. (one / two)

6. Put _____ main idea in each body paragraph. (one / five)

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1. Looks at both sides

Discursive = balanced, both sides.

2. Two or three sentences

Keep the introduction short.

3. At the end

The conclusion comes last and sums up.

4. sum up your view

A conclusion sums up; it adds nothing new.

5. one

Argumentative = one clear view.

6. one

One main idea per paragraph keeps it clear.

8.1 Discursive and argumentative essays

Name: _____ Class: _____ Date: _____

Total: 18 marks

KEY WORDS essay 议论文 • conclusion 结论 • discursive 论述的 • argumentative 议论的 • introduction 引言

Objective

Build the skills to answer exam questions on **discursive and argumentative essays** 论述文与议论文 — knowing which one the task wants, and writing it.

You must be able to:

- tell a discursive task from an argumentative one
- plan the right number of paragraphs for each
- take a position without ignoring the other side

1 Worked examples

■ Two kinds of essay

	Discursive	Argumentative
The task says	<i>Discuss both sides / What are your views?</i>	<i>Argue that... / Do you agree?</i>
Your job	present both sides fairly, then judge	make a case, answering objections
Balance	roughly equal	weighted to your side
Conclusion	a judgement that follows from both sides	a restated position, now supported

Both require you to deal with the opposing view. The difference is how much space it gets.

■ Reading the task

“Every student should learn a second language, even if they do not want to.” Write an essay giving your views.

Giving your views means a position is required. A pure list of arguments with no view at the end will not reach the top band.

■ The plan that fits both

1. Introduction: the issue in one sentence, then your position
2. Argument for, developed
3. Second argument for, developed
4. The strongest counter-argument, stated fairly, then answered

5. Conclusion: your position, with the condition it depends on
Five paragraphs. Write the plan in two minutes before starting.

■ **Taking a position without overstating**

The strongest conclusions name a condition:

A second language should stay compulsory, because students cannot predict what they will need — but schools should answer the objection by changing how the lessons work, not by dropping the requirement.

2 Practice

2.1 For each task, say whether it is discursive or argumentative. [3]

(a) “Discuss the advantages and disadvantages of living in a large city.”

(b) “Homework should be abolished. Do you agree?”

(c) “What are your views on the amount of time young people spend online?”

2.2 Write a five-line paragraph plan for: “*Schools should teach cooking to every student.*”
Do you agree? [3]

2.3 Write a conclusion sentence that states a position and the condition it depends on,
for the task in 2.2. [2]

3 Exam-style questions

3.1 “Young people today have more freedom than any generation before them, and less real independence.” Write an essay giving your views. Write about 200 words. [8]

3.2 A student's essay gives four arguments for and none against, then concludes. Explain why this limits the mark even if every argument is well developed. [2]

Solutions

2.1 (a) discursive. (b) argumentative. (c) discursive, though it also requires a view.

2.2 Any five-line plan with one idea per line: an introduction stating a position; two developed arguments; a counter-argument; a conclusion.

2.3 Any conclusion stating a position and a condition, e.g. “Cooking should be taught to everyone, because it is one of the few skills every student will use every week — provided it replaces something of less value rather than being added to an already full timetable.”

3.1 Content (4): a clear position, at least two developed arguments, a fairly stated counter-argument that is answered, and a conclusion that follows. Language (4): appropriate formal-neutral register, varied linking, accurate and varied sentences, roughly within the limit.

3.2 The task requires engagement with the opposing view, and an essay with none has not fulfilled it. A reader cannot tell whether the writer considered and rejected the other side or simply did not think of it, so the argument is less persuasive and cannot reach the top content band.

8.2 Essay structure — introduction, body and conclusion

Name: _____ Class: _____ Date: _____

Total: 18 marks

KEY WORDS body 主体 • essay 议论文 • conclusion 结论 • introduction 引言

Objective

Build the skills to answer exam questions on **essay structure: introduction, body and conclusion** 结构: 引言、主体与结论 — building an essay whose parts each do a distinct job.

You must be able to:

- write an introduction that frames the issue and states a position
- develop a body paragraph with a claim, support and a link
- write a conclusion that adds something rather than repeating

1 Worked examples

■ The introduction

Three moves, three sentences:

1. **Context** — why this is being asked now: *Almost every school now teaches a second language, and in many countries it is compulsory for years.*
2. **The issue** — what is disputed: *Some argue that a student with no interest in languages is wasting hours.*
3. **Your position** — where you stand: *I believe it should remain compulsory, although it should be taught differently.*

Do not begin *In this essay I will discuss...* The introduction should do the framing, not describe itself.

■ The body paragraph: claim, support, link

- **Claim** — the point of the paragraph, in the first sentence
- **Support** — a reason, an example, or evidence
- **Link** — a sentence connecting it back to your position

The strongest argument for compulsory language learning is that students cannot yet know what they will need. (claim) A fourteen-year-old who dislikes French may work for a French company at thirty, and it is far

harder to learn then. (support) Compulsory subjects exist precisely because young people cannot predict their futures. (link)

■ The conclusion

A conclusion should **add**: a condition, a consequence, or a recommendation. What it must not do is repeat paragraph two in different words.

Schools should respond to the objection not by dropping the requirement but by changing the lessons, so that the students who resist are the ones the teaching reaches.

2 Practice

2.1 Write a three-sentence introduction (context, issue, position) for: *Should students be allowed to use calculators in every maths lesson?* [3]

2.2 Identify the claim, support and link in this paragraph. [3]

Reading for pleasure improves writing more than any exercise. Students who read widely absorb sentence patterns without being taught them, which is why their written work varies in rhythm while a non-reader's does not. If we want better writing, the cheapest intervention available is time to read.

2.3 Rewrite this conclusion so that it adds something: "In conclusion, I think school uniform is a good idea because it is cheaper and fairer." [2]

3 Exam-style questions

3.1 “It is better to travel widely than to know one place well.” Write an essay giving your views. Write about 200 words. [8]

3.2 Read this introduction and explain **two** weaknesses. [2]

In this essay I am going to write about whether phones should be allowed in school. There are many arguments on both sides. I will discuss them.

Solutions

2.1 One mark each for context, issue and position, e.g. “Calculators have been standard equipment in maths lessons for a generation. Some teachers argue that using one from the first lesson prevents students from ever developing number sense. I believe calculators should be allowed, but only after the method has been mastered without one.”

2.2 Claim: the first sentence, that reading for pleasure improves writing most. Support: the second, that wide readers absorb sentence patterns and their writing varies in rhythm. Link: the third, connecting it to what schools should do.

2.3 Any conclusion that adds a condition, consequence or recommendation, e.g. “School uniform is worth keeping, but the argument only holds while the uniform is genuinely cheap: the moment a school specifies a supplier and a badge, the saving it was defended for disappears.”

3.1 Content (4): position, two developed arguments, a fairly stated counter-argument answered, a conclusion that adds. Language (4): appropriate register, varied linking, accurate and varied sentences, roughly within the limit.

3.2 Any two: it announces the essay rather than beginning it; it takes no position, so the reader does not know where the essay is going; “there are many arguments on both sides” is true of every essay topic and says nothing about this one; it wastes three sentences of a limited word count on no content.