

Week 29

IGCSE English

Homework bundle for this week

本周作业合集

exercises.lol

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IGCSE English

Name: _____ Score: _____

1. 'Make a decision' is an example of a...

- ☐ collocation
- ☐ spelling rule
- ☐ paragraph

2. A report mainly...

- ☐ gives facts to a person in charge
- ☐ tells a funny story
- ☐ lists your feelings

3. Learn a new word with its meaning, its spelling and how it _____.

4. An essay...

- ☐ gives short facts only
- ☐ argues a point of view
- ☐ is a message to one friend

5. All text types use exactly the same style.

- ☐ True
- ☐ False

6. An _____ is written for many readers, like a magazine. (article / email)

7. All text types use exactly the same style.

- ☐ True
- ☐ False

IGCSE English

1. **collocation**

Words that naturally go together are collocations.

2. **gives facts to a person in charge**

A report gives factual information.

3. **sounds**

Knowing how a word sounds helps you use it.

4. **argues a point of view**

An essay argues a point of view.

5. **False**

No — each text type has its own style.

6. **article**

An article reaches a general audience.

7. **False**

No — each text type needs its own style.

11.1 Building vocabulary

Name: _____ Class: _____ Date: _____

Total: 16 marks

KEY WORDS vocabulary 词汇 • building vocabulary 积累词汇

Objective

Build the skills to answer exam questions on **building vocabulary** 积累词汇 — learning words in a way that makes them available when you write.

You must be able to:

- record a word with the information you will actually need
- use collocation and word families to multiply what one word gives you
- choose a precise word instead of a vague one plus an adverb

1 Worked examples

■ Record more than the translation

A word list of English and Chinese alone will not help you write. Record four things:

Word	Part of speech	Collocation	Your sentence
reluctant	adjective	<i>reluctant to do something</i>	She was reluctant to admit she was lost.
decline	verb	<i>decline an invitation</i>	He declined the invitation politely.

The **collocation** is what stops you writing *reluctant of doing*. The preposition is part of the word.

■ Word families multiply one word

decide (v) → decision (n) → decisive (adj) → decisively (adv) → indecisive (adj)

Learning the family costs a few minutes and gives you five words, plus the ability to vary a sentence: *He decided quickly → He was decisive.*

■ Precision beats intensifiers

Vague + intensifier	Precise
very tired	exhausted
very hungry	starving
very surprised	astonished
very big	enormous
very small	tiny
very good	excellent

An examiner sees *very* many times a day. A precise word is what earns the vocabulary credit.

■ Learn words from your own reading

The words worth learning are the ones you meet in something you were reading anyway. A word met in context, in a sentence you understood, is remembered; a word from a list of fifty is not.

2 Practice

2.1 Replace each phrase with one precise word.

[4]

(a) very cold

(b) very happy

(c) very frightened

(d) very interesting

2.2 Complete the word family.

[3]

(a) succeed (v) → _____ (n) → _____ (adj)

(b) strong (adj) → _____ (n) → _____ (v)

(c) analyse (v) → _____ (n) → _____ (adj)

2.3 Give the correct preposition.

[3]

(a) It depends _____ the weather.

(b) She is good _____ chemistry.

(c) He apologised _____ being late.

3 Exam-style questions

3.1 Rewrite this paragraph, replacing every vague word with a precise one.

[4]

The trip was very good. We saw some very nice buildings and the guide was very interesting. It was a very long day but we were all very happy.

3.2 Explain why recording only the English word and its translation is not enough to be able to use the word.

[2]

Solutions

2.1 (a) freezing. (b) delighted / overjoyed. (c) terrified. (d) fascinating / gripping.

2.2 (a) success, successful. (b) strength, strengthen. (c) analysis, analytical.

2.3 (a) on. (b) at. (c) for.

3.1 One mark per successful replacement, up to four, e.g. “The trip was memorable. We saw several magnificent buildings and the guide was genuinely knowledgeable. It was an exhausting day, but we came back delighted.”

3.2 A translation does not tell you the grammar the word needs — its preposition, whether it takes a noun or a verb after it, or which words it normally goes with — so the word is likely to be used incorrectly. It also gives no sense of register or of the situations the word suits, so a word may be technically right but wrong for the context.

11.2 Common text types

Name: _____ Class: _____ Date: _____

Total: 16 marks**KEY WORDS** report 报告 • article 文章 • review 评论 • essay 议论文 • common text types 常见文本类型

Objective

Build the skills to answer exam questions on **common text types** 常见文本类型 — recognising what a text is for, and matching your writing to the form the task names.

You must be able to:

- identify a text type from its features
- name the features each type requires
- choose the right register and format for a named form

1 Worked examples

■ The six forms, and what identifies each

Form	Reader	Register	Must have
Informal email	friend or family	informal	greeting, paragraphs per point, friendly sign-off
Formal letter	someone in a role	formal	purpose sentence, matching greeting and sign-off
Report	a decision-maker	formal, impersonal	headings, findings, recommendations
Article	a general readership	informal but controlled	title, engaging opening, a view
Review	someone deciding whether to try it	personal, readable	description, judgement, recommendation
Essay	an examiner or general reader	formal-neutral	position, both sides, conclusion

■ Reading the task for the form

The task always names it. Underline the noun:

*Write a **report** for your head teacher...* → headings required.

*Write an **article** for your school magazine...* → title and a view required.

Writing an excellent article when the task asked for a report loses content marks that no amount of good language recovers.

■ Features that belong to one form only

- **Headings** — report only
- **A title** — article and review
- **Yours faithfully** — formal letter only
- **A recommendation aimed at a reader** — review, report
- **A counter-argument** — essay, article

2 Practice

2.1 Identify the text type from each description. [4]

(a) Has headings, gives findings and then recommendations.

(b) Has a title, addresses the reader directly, and argues a view.

(c) Begins “Dear Sir or Madam” and ends “Yours faithfully”.

(d) Describes something, judges it, and says who would enjoy it.

2.2 Name **two** required features of each. [4]

(a) A report

(b) An article

2.3 A task says: “Write a report for your class teacher about the school trip.” A student writes an article with a title and a lively opening. Explain what will be lost. [2]

3 Exam-style questions

3.1 For each task, name the form and state the register required. [4]

(a) “Write to the local council about the state of the park near your school.”

(b) “Write for the school website about a concert you attended.”

(c) “Write to your cousin about your new school.”

(d) “Write for your head teacher on whether the library should open at weekends.”

3.2 Explain why the register of a review is different from the register of a report, even though both give a judgement. [2]

Solutions

2.1 (a) report. (b) article. (c) formal letter. (d) review.

2.2 (a) Any two of: headings; an introduction stating the source of information; findings supported by evidence; recommendations; formal impersonal register. (b) Any two of: a title; an engaging opening; direct address to the reader; a clear view; a controlled informal register.

2.3 The form is wrong, so the content marks tied to format — headings, findings, recommendations — cannot be awarded. The register is also wrong: a report to a teacher should be formal and impersonal, and a lively article register does not fit the reader or purpose.

3.1 (a) formal letter, formal register. (b) review or article, personal but readable. (c) informal email or letter, informal. (d) report, formal and impersonal.

3.2 A review is written for a reader deciding whether to spend their own time or money, so a personal voice — *I*, opinions, reactions — is what makes it useful. A report is written for someone deciding on behalf of others, so it must appear impartial: findings come before judgement and the writer's personality is kept out until the recommendations.