

Collins

Cambridge IGCSE®

English

WORKBOOK

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Conventions of speeches and talks

Speeches and talks need to show your engagement with your audience and reflect your role or point of view.

1.

Read this opening paragraph from a speech about the benefits of living in another country for an extended time. Identify the features that make the speech effective by:

- underlining the relevant phrase or sentence
- numbering it, using the key below.

I'm here today to talk to you about an experience that can change lives: living in another country. As you may already know, there is a saying – 'a change is as good as a rest' – but is this true? In other words, is living in another culture, dealing with a new language, even getting used to the food, so wonderful? Just imagine being lost in a strange, cold city, the babble of voices all around, in a totally different time zone. That was my experience just last year.

Feature

1. Sets out context (focus of) speech
2. Use of first and second person pronouns to connect with audience
3. Use of **rhetorical** question/s
4. Use of descriptive images
5. Pattern of three ideas for impact
6. Mentions personal experience or **anecdote**

Key terms

rhetorical:

designed to have a powerful effect on a reader; rhetorical questions are intended to create impact rather than elicit information
(*Should we simply forget the awful suffering and hardship?*)

anecdote:

short story to exemplify or back up a writer or speaker's point

Verb tenses can help you connect with an audience and express your views.

2. Draw a line to match the verb tense forms with statements from a speech.

present simple	I will talk about homesickness; I will talk about fear.
past simple	I am speaking to you as someone who loves travel.
modal form expressing certainty	I visited Scandinavia one winter.
modal form expressing obligation	I was losing my sense of direction.
present progressive	It is great to see so many people here today.
past progressive	We must welcome those who have no home.

3. Write the most appropriate verb tenses of the words in brackets in the speech below.

Last year, I _____ [to live] for three months in New York. I imagine most of you _____ [to think] what a lucky person! Actually, it _____ [to be] what I _____ [to have] expected. No – if someone offers me a chance to go again, I _____ [will/would/may/might] say 'no'. I _____ [to see] you are very surprised!

Conventions of interviews

A convincing written interview needs to show distinct differences between interviewer (the person asking the questions) and interviewee (the guest or expert).

1. Interviews have some common 'turns of phrase'. Put the letter corresponding to each of the phrases below in the correct column of the table, according to its purpose.

- a This is a scandal, isn't it?
- b I want your listeners/viewers/readers to be in no doubt.
- c Yes, on the whole.
- d You didn't act fast enough, did you?
- e Exactly!
- f Absolutely!
- g Let me be clear about this.
- h I want to make this absolutely clear.
- i No, that is not the case at all.
- j That is not correct/is only partly true/is entirely false.
- k Broadly speaking, that is correct/true.

Phrases for agreeing	Phrases for disagreeing	Phrases for emphasis	Use of question tags to make a point

2. Put a tick (✓) next to the features that you would expect to see in an interview written out on the page.

- speech marks
- names of speakers on the left
- present and present progressive tense
- inner thoughts of characters
- one- or two-word lines or utterances

Read this transcript from an interview about home schooling. The interviewee is a parent who supports home schooling.

I'm talking today with Mrs Laura Suarez, who advocates home schooling. So, Mrs Suarez – what's so great about it? Firstly, can I say 'thank you' for having me on the show. We're glad to have you. But, I want to make this absolutely clear – home schooling isn't for everyone. Really? That sounds like you don't completely believe in it, doesn't it?

3.

Using what you know about interview conventions and layout, set out the interview correctly in the template below. Then continue the interview, adding your own ideas.

Interviewer: *I'm talking today with* _____

Mrs Suarez: _____

Interviewer: _____

Mrs Suarez: _____

Interviewer: _____

Mrs Suarez: _____

Interviewer: _____

Mrs Suarez: _____

Interviewer: _____

Conventions of diaries and journals

Diaries and journals express personal feelings, but they also recount recent events in an engaging way. The most common verb tenses used in diaries are:

- **the past simple:** *I met Jo at our favourite café.*
- **the past perfect:** *We had left the station at 5:00 p.m.*
- **the simple present tense:** *I feel awful.*

1.

Read the diary entry below.

- Underline any past simple verbs.
- Circle any past perfect verbs.
- Highlight or shade any simple present tense verbs.

Monday 3rd

I am so angry! I met Jacob as planned for our band rehearsal but no one else turned up. We waited and waited by the music room, but there was no sign of them. I had lugged my huge double bass all the way from home, too. So, we practised on our own for two hours. But what is the point? We need a full band, not half of one.

Take care with irregular past simple verbs:

I speak to Jacob = I spoke to Jacob

I take my guitar to the rehearsal = I took my guitar to the rehearsal

I give the others an ear-bashing! = I gave the others an ear-bashing!

For the negative, remember to:

- keep the present verb form when you add *did*: *I **didn't speak** to Jacob.*
- change the verb form when you use *had* in the past perfect: *I **hadn't spoken** to him.*

2.

Underline the correct past simple verbs in this diary entry.

I hadn't *spoke/speaked/spoken* to the rest of the band for ages, and *think/thought/thinked* it was all over. Jacob *drive/drived/drove* us to the music venue. To my amazement, Rae and Alex *meet/met/meeted* us at the door! 'We *make/made/making* a big mistake,' Alex *says/said/saying*. I *told/tell/telled* him it was OK – as long as we were a band once again.

Try to use interesting and powerful adjectives when you are describing emotions in a diary entry.

3.

Add two or three more synonyms for each of the adjectives below. Use a thesaurus if you need to. The first has been done for you.

- a **boring:** monotonous, banal, tedious
- b **interesting:** _____
- c **embarrassed:** _____
- d **shocked:** _____
- e **excited:** _____
- f **worried:** _____
- g **sad:** _____

4.

Select suitable adjectives from your list in Task 3 to fill the spaces in the text below. Make sure that you know what they mean first!

I was _____ when the music began and Alex forgot the words. I blushed terribly – the whole audience must have noticed! I looked across at Jacob – he just looked completely _____ about what had happened. I looked at my parents in the front row: they just looked totally _____.

Conventions of reports

Reports need to set out clearly information about a situation, event or issue. You might want to recount what has happened, but reports also feature comments or perspectives on the information given.

Read the two paragraphs below from a report about the popularity of cycling.

Yesterday's opening of a new cycle lane along the coast road from East Harbour to Green Point is the latest evidence of a surge in people taking to two wheels. At 2:00 p.m., the mayor cut the ribbon and hundreds of keen cyclists set off. I was there to witness cyclists from the young to very old enjoy the sensation of rolling along the newly laid tarmac.

Yet, although cycling has long been popular in our region, this is the first time local residents have asked for – and got – their own dedicated route. Later, I spoke to cyclists at Green Point and mentioned a recent survey in which over 60 per cent of people nationally stated that they'd still rather use their car than a bike for short journeys. However, this represents a dip in numbers who would use a car over a bike from a few years ago when the figure was 75 per cent. Local cyclists have already made their decision: the vast majority will be using their bikes whenever they can. I, for one, might join them.

1. What are the different focuses for each paragraph?

a Paragraph 1 focus: _____

b Paragraph 2 focus: _____

2. Write down any specific factual information about the event (for example, time, place and people) given in the report.

What (happened)	Time	Place/s	People involved

3.

Identify at least three words or phrases related to measurement/numbers.

4.

Identify at least three linking words or phrases that help to give information about when things happened, or the order in which they happened.

5.

Which two phrases in the final two sentences tell us about future actions or outcomes?

Here are some other phrases for talking about numbers and changes in them.

- One in four people experience...
- A significant majority/minority of people believe...
- These numbers have risen/fallen sharply.
- There has been a huge/steady increase/decrease in...
- These numbers reached their peak/their highest levels/their lowest levels...
- There has been an upturn/dip in...
- The number of X has doubled/trebled/halved since...
- Levels have remained steady/constant...

6.

Using your own made-up statistics or facts, write two paragraphs reporting a proposal by a cycling organisation to provide free bicycle hire in your local area. Use a separate piece of paper.

The report should include:

- an opening paragraph explaining the popularity of cycling (you could include statistics on how many local people would like to cycle if they had the chance, and how they could do so)
- a follow-up paragraph explaining the health benefits of cycling and what could increase/decrease as a result
- at least two of the 'number phrases' above
- a final sentence that looks forward or suggests what the outcome might be.

Conventions of news reports and magazine articles

News reports and magazine articles are closely linked. But while news reports tend to deal with the facts about something that has just happened, an article is more likely to reflect on the issues raised by the event.

1. Here is an outline of a typical structure of a news report:

- A **Headline:** the main news in a few punchy words
- B **Subheading:** giving a little more detail (sometimes)
- C **Lead paragraph:** what happened, by/to whom, where, when and why (what is the consequence of this?)
- D **Later paragraphs:** more detail, expert or witness comment, direct quotation
- E **Final paragraph:** the situation now, or what might happen next

Write the letters from the structure above next to the parts of the report below.

- Tabby called Tiger responsible for killing hundreds of garden birds
- Mr Smith was interviewed by police, but they said there was very little they could do. 'It's in their nature, isn't it?' local officer PC Plum told us. He said that no crime had been committed, whatever Ms Rant thought.
- Police were called yesterday by irate resident Ava Rant after her neighbour Phil Smith of 7 Acacia Avenue admitted that his cat, a tabby called Tiger, had wiped out all the robins in the local area.
- Killer Cat on Loose
- As for the killer cat, little has been seen of her. Mr Smith told us he was keeping her indoors 'for her own protection'. Hopefully, there will be no more serial killing on Acacia Avenue.
- 'I'm not satisfied,' Ms Rant said, after the police had gone. 'I may have to take matters into my own hands.' Local people speculated as to what this might mean, but some claimed to have seen traps being laid in her back garden.

A similar structure works for feature articles. However, the style tends to be more personal, and may use humorous examples or experiences to look at an issue in an engaging way.

Read this opening to a feature article about animals.

WHO IS REALLY IN CHARGE?

We may think we're smarter than animals but it's all a clever ploy on their part.

You may have read the recent story about the cat who hitched a ride on a bus all the way back from one side of town to the other. Apparently, it knew which stop to get on and which to get off. And as far as I'm aware, it didn't pay anything either.

All this goes to show what I have known for years – animals are cleverer than us. For a start, each morning my cat orders me to get up, go downstairs and make his breakfast for him.

2.

On a separate piece of paper, continue the article in the same style, adding two more paragraphs using these prompts:

- *This made me wonder...*
- *So, I suppose that only leaves me to comment that...*

Use the checklist below to help you.

Feature	Included?
use of the first person	<input type="checkbox"/>
expression of personal viewpoint	<input type="checkbox"/>
other examples or similar anecdote or experience	<input type="checkbox"/>
choice or dilemma that you, as writer, face	<input type="checkbox"/>
include relevant facts or evidence to add variety (these can be made up here)	<input type="checkbox"/>
end with a comment about future actions or outcomes	<input type="checkbox"/>

Conventions of letters

Most of the letters you write as part of your study will be in Standard English, and may require you to persuade someone to do something or explain reasons for a course of action. For this, you will need a clear and effective structure.

1. Put these elements of a persuasive letter into the most effective order.

- A 'Call to action' setting out what needs to be done and consequences if not
- B Polite opening salutation (*Dear...*)
- C Polite sign-off (*Yours...*)
- D Reference line (for example, *Re: accident blackspot near school*)
- E Reason or explanation of issue you are concerned about
- F Information in support of your viewpoint

Certain verbs and verb tenses can help to clarify your explanations.

The present progressive (*-ing* form) + infinitive form (*to* + verb):

I am writing to inform you that/enquire about/apply for/complain about/let you know that/request...

The present or past progressive plus *that*, *if* or *whether*:

I am hoping that you will respond/act/consider/reflect about...

I am wondering if/whether you have had a chance to...

I was considering whether to...

2.

The following letter writer's use of tenses is not quite right. Correct the underlined examples, changing them to the present or past progressive.

I contact (a) you about the mess that was left after the fun run yesterday. I walked (b) home yesterday when I was astounded to see that it had not been cleared up! I consider (a) making a formal complaint to the council unless your charity clears up the paper cups, sponges and other items left on the street.

a

b

c

There are also 'typical' formal phrases and sentences that you can use, for example, when finishing off:

I look forward to hearing from you soon.

Please do not hesitate to contact me if there is any further problem.

I hope this matter can be resolved as quickly as possible.

3.

Write a formal letter to a well-known celebrity who once went to your school (it can be a made-up person). Ask them to come to your school to appear at a charity event you are organising.

Try to use some of the verb forms and phrases above.

Re: charity visit to

Dear

Yours