

**Collins**

**Cambridge IGCSE®**

# English

**WORKBOOK**

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**Also for Cambridge IGCSE® (9–1)**

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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!

4.

**Write 100 words of a speech about the pleasures of home – what it means to you/others and why it should be cherished. Use verb tenses to move between past, present and future. You could use some of these typical phrases to structure your paragraphs.**

- **Start:** Use present tense: *I'm here today to talk about...*
- **Opening point:** Use present tense to comment on what 'home' means: *For me, home means...*
- **Further point:** Use past and present tense to talk about how your home area has changed, whether you have moved home and, if so, how that felt: *However...*
- **Clarifications:** Use either past or present to further explore previous idea: *In other words...*
- **Summing up:** Use future tense to look at what 'home' will mean in years to come: *To conclude, I know that in years to come, I will...*

[illegible]

# 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 _____.