



GRADE: IGCSE-2	SUBJECT: English	DATE: 28/03/2020
WORKSHEET NUMBER: 04	WORKSHEET TOPIC: Grammar	
INSTRUCTION (IF ANY):		

Exercise

A

☛ Fill in the blanks with the correct alternatives from the brackets.




1. They _____ all the window panes. (**broke/were broken**)
2. A rotten egg _____ at the minister. (**threw/was thrown**)
3. Nepali _____ in most parts of Nepal. (**speaks/is spoken**)
4. She _____ English fluently. (**speaks/is spoken**)
5. The exams _____ next month. (**will hold/will be held**)
6. The car _____ in the accident. (**has damaged/has been damaged**)
7. A new hospital _____ in our town. (**is building/is being built**)
8. You _____ your house clean. (**should keep/should be kept**)
9. The teacher _____ the students severely. (**had punished/had been punished**)
10. The computer _____. (**could have stolen/could have been stolen**)
11. A new car _____. (**is going to buy/is going to be bought**)
12. I _____ breakfast. (**am making/am being made**)
13. The car _____ due to a traffic jam. (**delayed/was delayed**)
14. He _____ anything to you. (**won't say/won't be said**)
15. Why _____? (**was the house sold/the house sold**)

Exercise

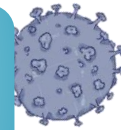
B

☛ Use the verb in the brackets in its active or passive form whichever is appropriate; the tense of the verb is given in brackets.

1. This house _____ in 1963. (**build - past simple**)
2. The police _____ the whole building. (**search - past simple**)
3. The painting _____ to the highest bidder. (**sell - future simple**)
4. His hands _____ with a rope. (**tie - past simple**)
5. Don't go near the dog. It _____ you. (**bite - future simple**)
6. A man _____ by the police. (**question - present continuous**)
7. The boys _____ football. (**play - past continuous**)
8. She _____ the lost purse. (**find - present perfect**)
9. A stone wall _____ round the city. (**build - past perfect**)
10. Her room _____. (**decorate - past continuous**)
11. Meat _____ uncooked. (**not eat - present simple**)

 Cambridge Assessment International Education	 SANSKAR SCHOOL <i>The Revival of Tradition</i>	
GRADE: IGCSE-2	SUBJECT: English	DATE: 28/03/2020
WORKSHEET NUMBER: 02	WORKSHEET TOPIC: Comprehension	
INSTRUCTION (IF ANY):		

CORONAVIRUS



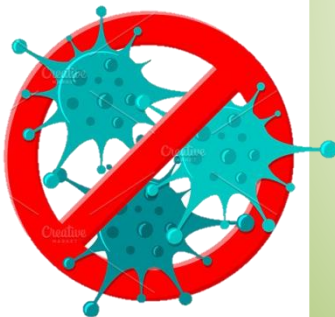
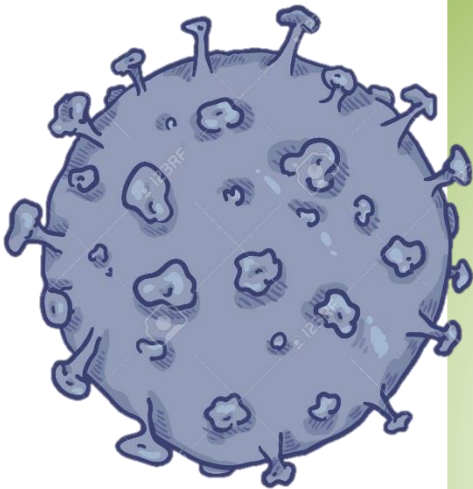
Coronavirus is a newly discovered virus. It causes a disease called Covid-19. In some parts of the world, it has made lots of people sick. Corona is a Latin for crown, because under the microscope, these viruses look like a crown with spikes ending in little blobs.

A lot of symptoms are similar to the flu. You may have dry and itchy cough, fever, lots of sneezing and even hard to breathe. Most of people who has gotten sick with this coronavirus have had a mild case. It means you will not feel the disease. But, for people who are much older or who already have health problems are more likely to get sicker with coronavirus.

If anyone gets sick and feels like they may have coronavirus, they can immediately call their doctors and get help. If there is something we are not sure about the information, confused or worried about, don't be afraid to ask someone we trust.

Here are some things you can do to protect yourself, family and friends from getting sick: 1) wash your hands often using soap and water. 2) Sneez into your elbows. It is believed that coronavirus spread through little liquid from our lungs. If you sneeze into your elbows, you can prevent germs for going far into the air. 3) Avoid touching your face. Don't pick your nose. Don't touch your mouth. Don't rub your eyes. They are the places where the virus enter our bodies.

Remember that this kind of virus can affect anybody. It doesn't matter where you come from or what country you are from. Don't forget, there are a lot of helpers out there who are working to protect us from the virus. We can take a part by



keeping our health and stay at home to stop the virus spread to others.

Edited from

<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus>

Say TRUE or FALSE

1. Coronavirus causes a common flu. (.....)
2. Under a microscope, the virus is look like a crown. (.....)
3. The symptoms of disease by Coronavirus are different with the flu. (.....)
4. Older people will get more illness with coronavirus. (.....)
5. We should call firefighter to get help from coronavirus. (.....)
6. We should not touching our faces to avoid the virus. (.....)
7. It is enough to wash our hands only by water. (.....)
8. Staying at home is our part to stop the virus. (.....)
9. The virus only affect people in Asia. (.....)

Answer the following questions.

1. What is the text about?
2. Why is it called coronavirus?
3. What are the symptoms of flu?
4. What will happen to older people when they have gotten the disease from the virus?
5. What should you do when you are confused about the virus information?
6. Why should we sneeze into our elbows?
7. Why should not we touch our faces?
8. What can we do stop the virus to spread?

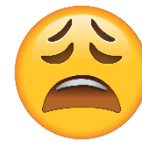
What do you feel about this virus pandemic?




(put a tick on one of the emojis)

angry

sad

tired



 Cambridge Assessment International Education		
GRADE: IGCSE-2	SUBJECT: English	DATE: 28/03/2020
WORKSHEET NUMBER: 03	WORKSHEET TOPIC: Comprehension	
INSTRUCTION (IF ANY):		

Exercise 3

Read the article about areas of the world where living to 90 years of age is common, and then complete the notes on the following page.

THE SECRET OF LIVING LONGER

There is something really interesting about Ikaria, a Greek island in the Aegean sea, 50 kilometres off the coast of Turkey. It has the highest percentage of inhabitants over the age of 90 in the world. Among these inhabitants are a 95-year-old man who still plays the violin, a 98-year-old woman who runs a hotel, and a 102-year-old man who can beat almost anyone in an arm-wrestling competition.

Since 2008, Donald Brueckner, a writer and explorer, has been studying the island to discover its secrets. He has also tried to identify other areas of the world where there is a higher proportion of people who live considerably longer than is normal. He analysed the lifestyles of each place in order to find out if there were similarities which might explain such long lives, and named these places 'blue zones'.

In addition to Ikaria, there are other areas in the 'blue zone' category. They include Okinawa in Japan, where the population lives on average seven years longer than people in America. Another is the mountainous Barbagia region on the island of Sardinia, where a large number of people have reached 100 years of age. Finally, the Nicoya peninsula in Costa Rica in Central America has the lowest rate of middle-age death in the world.

So what is the secret?

Brueckner believes that long life is not all related to genetic factors. Scientific studies have suggested that only about 25 per cent of long life is determined by genes. The remaining 75 per cent is to do with lifestyle, and this is the aspect which particularly interests Brueckner.

Although these 'blue zones' are spread around the world, the daily routines of the oldest living people are in fact very similar, and there are several features which they have in common. These 'blue zones' are all places which preserve tradition and where modernisation is not so advanced. The people living there also appreciate and celebrate age, rather than youth. There is no single secret to a long and healthy life, but it is more a combination of factors. Brueckner has also found that in these communities there is a strong connection to the land and nature. They also have a healthy diet which includes a lot of beans.

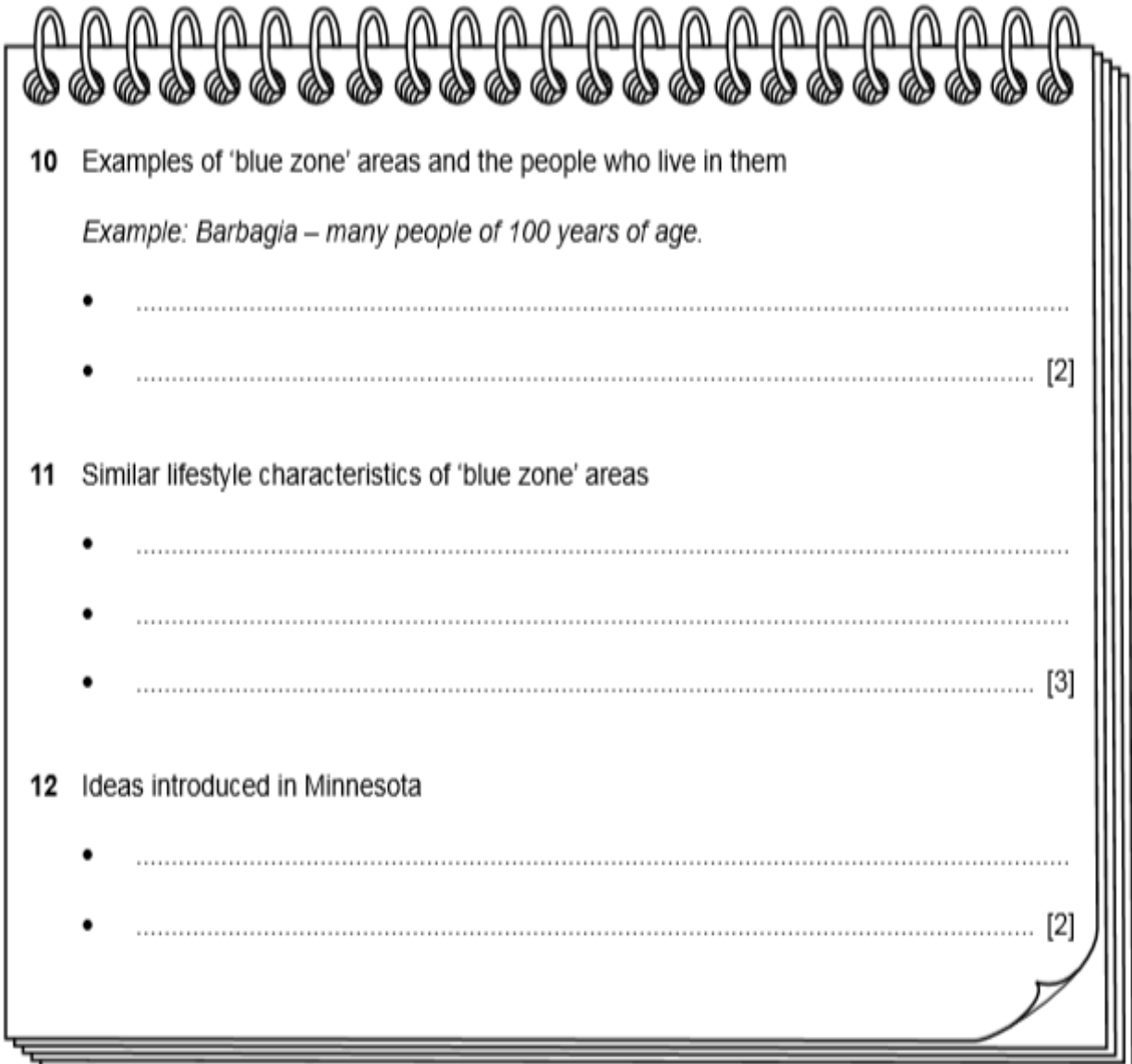
It is possible to try and encourage these habits and customs in other countries in the world. Brueckner has been working with the authorities in a city of 18000 people in Minnesota, USA, where the average life expectancy was 78 years until 2009. The city now has public gardens and a nature trail around its lake, and people who were semi-isolated are coming together to start exercise programmes. The results of Brueckner's trial are impressive: life expectancy has increased by 3.1 years.

"We have encouraged them to become healthy citizens," says Brueckner. "We haven't forced it upon them."

Now, more and more city authorities are taking note of these findings and are trying to follow this example. The big problem is that inevitably, globalisation will reach all these 'blue zone' communities and start to change their centuries-old traditions. This will have huge implications for the lives of the inhabitants.

You are going to give a talk about 'blue zones' to your class at school. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.



10 Examples of 'blue zone' areas and the people who live in them

Example: Barbagia – many people of 100 years of age.




-
- [2]

11 Similar lifestyle characteristics of 'blue zone' areas

-
-
- [3]

12 Ideas introduced in Minnesota

-
- [2]

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GRADE: IGCSE-2	SUBJECT: English	DATE: 28/03/2020
WORKSHEET NUMBER: 03	WORKSHEET TOPIC: Comprehension	
INSTRUCTION (IF ANY):		

Reading: What are coronaviruses? (Lesson 1)

Coronaviruses were discovered in the 1960s. They are a group of viruses that cause diseases in mammals and birds. In humans, coronaviruses cause respiratory tract infections that are typically mild, such as the common cold. The name "coronavirus" is derived from the Latin *corona*, meaning crown or halo. The characteristic appearance of the infective form of the virus, which is reminiscent of a crown or a solar corona. It is believed that the virus was transmitted from animals to humans.



as the common cold. name refers to the crown or a solar corona.

The symptoms of the new coronavirus

Some of the symptoms of the coronavirus are fever, cough, runny nose, sore throat, headache, and trouble breathing. These symptoms are very much like those people have with a cold or the flu. The virus can be more serious in some people, especially if they are sick or have health problems.

While it is early to have a definite picture of the disease because scientists are still collecting the data, some patterns have already emerged. Some early reports reveal that children seem to be getting coronavirus at much lower rates than adults. Even if they get infected, the symptoms are milder. However, most people who get severely infected are those with a weak immune system, like the elderly. Coronavirus may be life-threatening for these people. They may develop more serious respiratory tract illnesses that may be fatal. There is no specific vaccine or medication to cure the disease, but generally, symptoms will go away on their own. However, experts recommend seeking medical care early if symptoms feel worse than a standard cold. Doctors can relieve symptoms by prescribing pain or fever medication. As far as antibiotics are concerned, they are useless to treat coronavirus.

How does the virus spread?

The virus appears to spread mainly from person to person. The transmission occurs when someone Comes into contact with an infected person. For example, a cough, sneeze or handshake could cause transmission. The spread may also be caused by coming into contact with something an infected person has touched and then touching your mouth, nose or eyes.

I. ANSWER THE QUESTIONS

1. What are some of the symptoms of the recent coronavirus?

.....

.....

2. What part of the body does it affect?

.....

.....

3. How can you prevent spreading this infection?

.....

.....

4. How do experts believe the coronavirus is transmitted?

.....

5. What do you think about the content of the text? What is the author intention?

.....

II. **GROUP WORK:** discuss these questions and then report your answers.

6. What is your opinion about the world pandemic?

7. What should people do in the future to avoid coming into contact with coronaviruses?

Reading: (Lesson 2)

III. Look at the pictures and write the symptoms of corona virus



1



2



3



4

IV. Read the text again and check TRUE or FALSE

	TRUE	FALSE
1. Coronaviruses were discovered in 2019.		
2. The source of the new coronavirus probably comes from animals.		
3. Children get infected more than adults		
4. Doctors prescribe antibiotics to treat the coronavirus.		

V. Now look at the text again,

and complete the chart with the things you should do and the things you should not do to prevent the infection

Dos	Don'ts
1.....	1.
2.....	2.
3.....	3.
4.....	4.
5.....	5.

VI. Group Work:

1. What is your opinion about the world pandemic?

.....

2. What hygiene habits will you change to have a healthy life?

.....




3. How will you and your family prevent the corona virus at home?

.....

4. Make a poster with some tips to help people prevent the spread of corona virus. The title for this poster is ...

"Let's prevent the Corona virus spread"



 Cambridge Assessment International Education		
GRADE: IGCSE-2	SUBJECT: English	DATE: 28/03/2020
WORKSHEET NUMBER: 01	WORKSHEET TOPIC: Comprehension	
INSTRUCTION (IF ANY):		

5 Teens on Being Stuck At Home Because Of The Coronavirus



Natalie Radu — 17, Manalapan, New Jersey



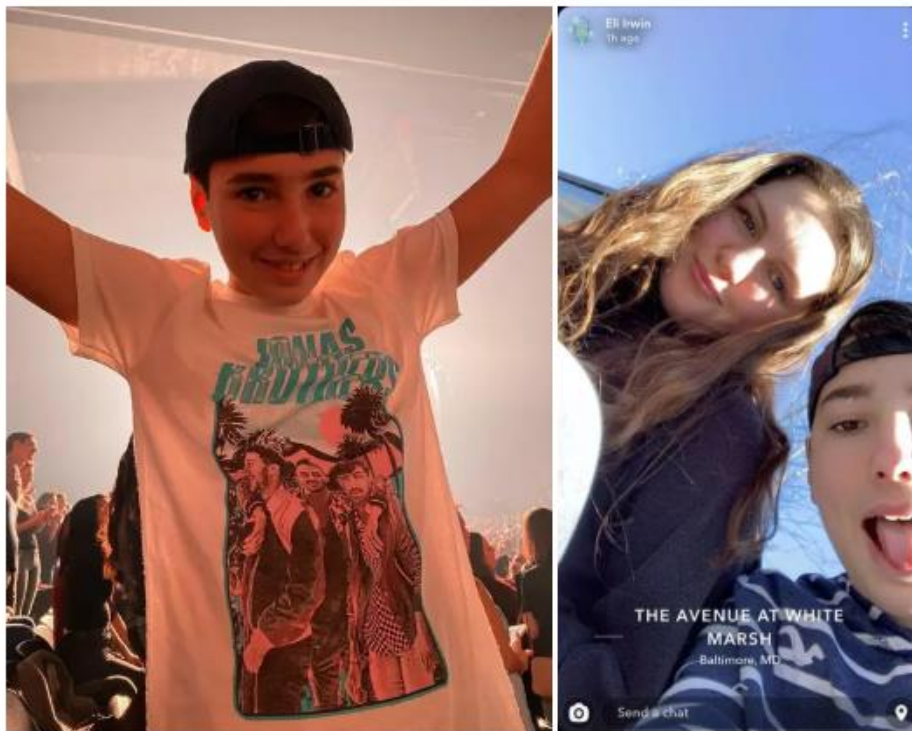
Courtesy of Natalie Radu

The whole thing's been a false utopia. First day was really hype. A nasty chem test swerved! My Google calendar loaded with self-care and projects I'd been putting off for months because of schoolwork. I spent my waking hours with my cats. My skin cleared up. I literally said the words "I am so happy!" for the first time in years, just because I couldn't contain such genuine emotion. My siblings and parents started

working from home that afternoon. We didn't butt heads at first — the constant presence of our beloved cats had put us all at ease — but it was inevitable.

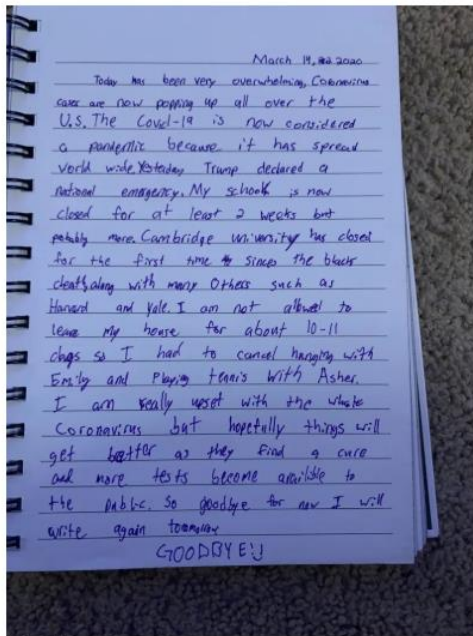
Technical difficulties with online school had the 9-year-old howling from downstairs. I took my first day of online school pretty seriously, but by day two, my focus had waned. I deleted TikTok and Snapchat to try to keep the ball rolling with my projects, but my enthusiasm is fading. Most of my projects were for competitions that are probably gonna get canceled. My friends feel far away. But I had to actually exercise for gym — and provide a screenshot proving I went for a run — so that's pretty cool. The world kinda feels like it's quietly on fire.

Eli Irwin — 13, Baltimore, Maryland



Courtesy of Eli Irwin

I am sending two photos of my journal since my school shut down. I miss hanging out with my friends (which seems like so long ago even though it's only been a few days). I'm lucky to have a fun dad at home who can help me make TikTok videos.



Courtesy of Ed Hinkle

Grace Wong — 16, Morganville, New Jersey

When I first went into self-isolation, I expected almost nothing to change. After all, even when I had to physically go to school, I mostly kept to myself, ever the introvert. Even at home, I would shut myself in my room and spend all my time on my computer, limiting my interaction with others as much as possible.

But now, I find myself actually venturing out of my room and interacting with others more than ever during this isolation. Maybe it's the boredom already getting to me, but I've started bonding with my parents more, my mom especially. She's started teaching me how to cook and bake, and she's been encouraging me to find recipes that I'd like to try out. So far, she's taught me how to bake banana bread, and she let me help prepare dinner! In all honesty, she's not the best at cooking, but she wants to teach me all that she can while she still has time and I'm still interested. And honestly? I'm thankful for it. It's nice cooking with another person; it's like you're a team on a mission to make the most delicious treats and meals you can, and I'm a little regretful that I didn't start cooking with my mom earlier in my life.

So if there's anything this self-isolation has taught me so far, it's this: It's never too late to bond with family and awaken new interests. I can only hope that I'll be able to cook and bake with my mom for years to come. And to think, it all started because for once in my life, I decided to interact with other people during a time when

I was supposed to self-quarantine.



Sophia — 15, Chattanooga, Tennessee



I'm lucky with this quarantine in that I don't rely on school for food and that my parents can continue to work and make money, but I've got something different: I have to work on a farm. I don't usually work and live on my parents' farm, but for the next month I will live, breathe, and sleep out in the middle of nowhere. I help with the chores of feeding 34 horses and mucking 16 stalls and I help run a riding camp. In the meantime, I get to ride and horse vault (look it up; picture horse gymnastics) amid schoolwork.

It's definitely a fun balance, camp running from 10 to 4, riding taking two hours, and mucking taking another one. I'm trying to be a good student and a good friend, but geographic isolation and demanding work win out again. It'll be fun trying to manage all of it amidst a pandemic and the ever-present flooding north Georgia seems to hold. Will I have to swim to catch horses tomorrow or will I just metaphorically drown in schoolwork? Who knows? Guess I'll find out.

Max Bielawski — 17, Kahului, Hawaii



Courtesy of Max Bielawski

Aloha, my name is Max and I am a 17-year-old from Maui. I am a high school journalist for my school Kamehameha Schools Maui. The whole coronavirus predicament has affected my life in ways I could have not imagined just a mere month ago. A lot of things have changed. People have seemed to change with some kind of spell cast on them, compelling them to hoard toilet paper and meat. With both school going online and prom being canceled, I can say my junior year of high school is a bit unique.

I'm on spring break right now, but we'll eventually "go back" to school, through videoconferencing, I guess. Being stuck on an island, we have this existential threat of the ports being possibly closed, so that's quite gloomy. Resources and job security have been a challenge. While in line at a local grocery store, I overheard this guy talking about laying off 75% of workers in this tour company, due to nobody traveling or doing anything anymore, and it was quite sad. The one silver lining to this situation is that at least the beaches won't be closed anytime soon.

Match the sentences:

- | | |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. I literally said the words "I am so happy!" for the first time in years, | ___ I can say my junior year of high school is a bit unique. |
| 2. I took my first day of online school pretty seriously, | ___ but for the next month I will live, breathe, and sleep out in the middle of nowhere. |
| 3. I'm lucky to have a fun dad at home | ___ and she's been encouraging me to find recipes that I'd like to try out. |
| 4. She's started teaching me how to cook and bake, | ___ just because I couldn't contain such genuine emotion. |
| 5. I don't usually work and live on my parents' farm, | ___ who can help me make TikTok videos. |
| 6. With both school going online and prom being canceled, | ___ but by day two, my focus had waned. |

Questions

1. Who is helping Eli make TikTok videos?

2. What has Grace been doing since she went into isolation?

3. What has self-isolation taught Grace?

4. Where is Sophia living at the moment?

5. Does Sophia help with chores? What does she do?

6. How was Max affected by the current situation?

7. Does Sophia help with chores? What does she do?

Preparation Task

Vocabulary

___ To rely on

___ To hang out

___ Though

___ Journal

___ To venture out

___ Boredom

___ Horse vault

___ To muck

___ silver lining

___ to wane

Definition

1. to decrease in size, extent, or degree
2. a daily record of news and events of a personal nature; a diary.
3. gymnastics and dance on horseback, which can be practiced both competitively or non-competitively.
4. an advantage that comes from a difficult or unpleasant situation.
5. the state of feeling bored.
6. remove manure and other dirt from a horse's stable or other animal's dwelling. (British)
7. to go out of something cautiously.
8. to spend a lot of time in a place or with someone.
9. to need (someone or something) for support, help, etc.; to depend on (someone or something).
10. despite the fact that; although.



GRADE: IGCSE-2	SUBJECT: English	DATE: 04/04/2020
WORKSHEET NUMBER: 01	WORKSHEET TOPIC: Comprehension	
INSTRUCTION (IF ANY):		

TSUNAMIS

1. Read the text about Alcatraz.
2. Highlight the descriptive language.
3. Answer the questions.

Tsunamis are enormous walls of water that engulf everything in their path. The name tsunami is actually Japanese and it means harbour wall. Today we have many early detection systems that warn us about approaching tsunamis. A tsunami doesn't actually look like a normal wave. Initially a tsunami is seen as the ocean actually leaving the shore. This is the trough of the wave and is the first warning sign of an oncoming tsunami. As the wave draws near it is seen as a rapidly approaching tide. This large wave can be up to ten times higher than a normal wave. Most tsunamis are caused by earthquakes or volcanic eruptions. They can also be caused by landslides or meteorite strikes. In 2004 a 9.1 magnitude earthquake hit just off the coast of Sumatra, which resulted in a 50m tsunami causing over 200,000 deaths and billions of dollars worth of damage. On the 11th of March in 2011 a powerful tsunami was caused by a 9.0 magnitude earthquake. The tsunami hit Japan and killed more than 18,000 people and the damage even caused a nuclear emergency when a nuclear power plant started leaking radioactive materials.

Use the words from the story to fill in the missing space.

1. Tsunamis are enormous wall of _____
2. The name tsunami is _____ and means _____
3. Most tsunamis are caused by _____ or _____
4. A tsunami can be up to _____ times higher than a normal wave.
5. The tsunami that hit Japan killed more than _____ people.

Challenge questions

What should you do if a tsunami is approaching?

Why do you think there are less deaths from tsunamis today than 50 years ago?



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The Revival of Tradition



GRADE: IGCSE-2

SUBJECT: English

DATE: 04/04/2020

WORKSHEET NUMBER: 02

WORKSHEET TOPIC: Grammar

INSTRUCTION (IF ANY):

PAST TENSE

1. *Read each sentence carefully.*

2. *Re-write the sentence by changing the underlined verb to past tense.*

1. Last Monday, my football team defeat the opposition by 2 points.

2. Sarah write an interesting story at school yesterday.

3. I study very hard for this test, so I hope I do well tomorrow.

4. I go to dinner with my friends last night and ordered pasta.

5. Last week, I cook a delicious meal at home for my family.

6. I was very worry when you were late for our meeting today.

7. I laugh at the funny joke my best friend told me yesterday.

8. We swim in the river last weekend because the sun was shining.



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The Revival of Tradition



GRADE: IGCSE-2

SUBJECT: English

DATE: 04/04/2020

WORKSHEET NUMBER: 03

WORKSHEET TOPIC: Writing

INSTRUCTION (IF ANY):

Read and complete : How would you feel if...

1. ... everyone forgot your birthday. _____
2. ... you won the lottery. _____
3. ... you had an important test tomorrow. _____
4. ... you found out you were adopted. _____
5. ... you were going on holiday tomorrow. _____
6. ... you had just run 10 kilometres. _____
7. ... someone stole your wallet. _____
8. ... your father went missing. _____
9. ... you got 100% on a test. _____
10. ... the doctor told you you had one week to live. _____
11. ... you got lost in the desert. _____
12. ... you could meet your favourite celebrity. _____
13. ... you won the first prize in a competition. _____
14. ... you bought a car and it broke down the next day. _____
15. ... everyone asked for your advice. _____



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**SANSKAR
SCHOOL**
The Revival of Tradition



GRADE: IGCSE-2

SUBJECT: English

DATE: 04/04/2020

WORKSHEET NUMBER: 04

WORKSHEET TOPIC: Comprehension

INSTRUCTION (IF ANY):

THE BERMUDA TRIANGLE

1. Read the text about the Bermuda Triangle.
2. Highlight the descriptive language.
3. Answer the questions.

The Bermuda Triangle is also known as the Devil's Triangle. It is a mysterious area in the North Atlantic Ocean between Bermuda, Miami and San Juan. This triangle of ocean has caused many disappearances throughout history. So far over 75 planes and hundreds of ships have vanished in this area. In 1945 five training flights left from a Florida Naval Base and never returned. The boat that was sent on a rescue mission to find the planes also strangely vanished. No traces were ever found. In 1918, navy ship USS Cyclops disappeared in the Bermuda Triangle. The crew of 309 were never found. Most recently a small plane vanished when flying from Puerto Rico to South Florida. Many of these disappearances have occurred during fine weather conditions. There are some possible reasons behind the disappearances in the Bermuda Triangle. The area is known for dangerous tropical cyclones that have killed thousands of people. Large gas explosions caused by drillings or landslides under the surface of the earth could also be blamed for the disappearances. This gas could cause boats to sink to the bottom of the ocean or it could blow planes up. Electronic fog is another possible cause. It is a strange phenomenon that sticks to planes and ships.

Use the words from the story to fill in the missing space.

1. The Bermuda Triangle is also known as the _____.
2. The Triangle has caused many _____ throughout history.
3. The Triangle is located between Bermuda, _____ and _____.
4. Many disappearances have occurred during _____ weather.
5. The area is known for deadly _____ cyclones.




Challenge questions

List two possible causes for the disappearances in the Bermuda Triangle.

1. _____

2. _____

What do you think causes the disappearances in the Bermuda Triangle?

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GRADE: IGCSE-2	SUBJECT: English	DATE: 10/04/2020
WORKSHEET NUMBER: 01	WORKSHEET TOPIC: Comprehension	
INSTRUCTION (IF ANY):		

Exercise 1

Read the brochure about different activity holidays for families, and then answer the following questions.

Holidays with the Family Adventure company

Cycling in France

Whether you're a keen cyclist or simply enjoy bike rides at the weekend, we have plenty of one- or two-week cycling holidays to choose from. Trips are designed for teenagers and their families, so there's every opportunity to make new friends while enjoying some great rides. The holiday package includes accommodation in some lovely hotels, as well as bike hire and the cost of food and drink. However, there is an additional local charge for staying in private houses that we use when we visit more remote areas during the trip. We avoid city routes – spending the majority of the time cycling on country lanes, and because the bikes we provide are ideal for more challenging riding, those who wish to can also explore mountain tracks.

Hiking in Morocco


This trip to Morocco combines a challenging climb of North Africa's highest mountain, Jebel Toubkal, with a visit to the exciting city of Marrakech, a favourite destination with our customers since we arranged our first visit there a decade ago. We hike for one day through villages with their beautiful traditional houses, to reach the mountain top at 4167 metres. There are majestic views, and we spend an unforgettable night in a campsite under the stars. We end our trip in the ancient city of Marrakech, which was founded in 1062. Here, you can take a break in your hotel before exploring the bustling markets and the lively city centre.

Kayaking in Croatia

Imagine kayaking in the glorious blue Adriatic Sea – now make that dream a reality! You stay on the island of Sipan, 17 kilometres northwest of the city of Dubrovnik in Croatia. A typical day's programme, which is fully guided by our friendly team, will see you kayaking between 15 and 20 kilometres and there'll be time for swimming and taking photos. If you want a break from water activities, and you are not a fan of stony beaches, then a trip to the island's nature reserve is well worth doing. You are guaranteed a holiday to remember!

Horse Riding in Portugal

The fantastic Alves Riding Centre is in southern Portugal and is great for families. Our beginner riding course is very popular. We provide you with safety equipment including a riding helmet. It's a good idea for you to learn the basic riding terms that your instructor will use so that you can understand what is going on in your lessons. On completion of the course, you'll get a certificate of achievement. Intermediate and advanced riders are not forgotten, as there are 20 trail rides available, with a set of fact sheets which give you details about the levels of difficulty of each trail. Centre staff are all local to the area and are happy to answer questions about the region's wildlife.



(a) What will you have to pay extra for on a cycle holiday in France?
..... [1]




(b) When did the holiday company start organising their trips to the city of Marrakech?
..... [1]

(c) What accommodation is provided on the tour in Morocco? Give two details.
.....
..... [2]

(d) What is the maximum distance you can expect to kayak in one day?
..... [1]

(e) Where does the holiday company recommend visiting on the island of Sipan?
..... [1]

(f) What information is available for more confident riders?
..... [1]

 Cambridge Assessment International Education		
GRADE: IGCSE-2	SUBJECT: English	DATE: 10/04/2020
WORKSHEET NUMBER: 03	WORKSHEET TOPIC: Comprehension	
INSTRUCTION (IF ANY):		

Exercise 3

16-year-old Michelle Riley lives in Bramwell in southern Scotland. The town's museum regularly has exhibitions, and Michelle enjoyed one she saw before called 'Aztec Cities', about the culture of Central America. She knew that the next exhibition was 'Sunken Treasures', because a friend of hers had queued for tickets at the museum in London when the exhibition was on there. It had great reviews in London, so Michelle wanted to see it when it opened in her town on 7 April 2018. She looked online to see if tickets were available and immediately bought one for the first day of the exhibition.

The ticket arrived at her home at 57 Garston Avenue, Bramwell just in time, on 6 April. She arrived at the museum at 11:00, and the helpful reception staff explained that it was better to visit the exhibition at midday, when it would be quieter. She decided to have a drink in the museum café while waiting. In the end, it was lucky that she had plenty of time, because the service in the café was incredibly slow. The café staff took a long time to clear the tables and there was nowhere to sit.

After her drink, she headed to the exhibition. There were fascinating items on display, and the information was clear and interesting. What Michelle particularly liked was the use of 3D film, which allowed visitors to get a better idea of what life in an ancient city was like. In her opinion, although the exhibition ticket cost a lot, it was still good value.

When she had seen everything in the exhibition, she looked round other parts of the museum. She had often visited the Sculpture Hall, although this time, some art students were drawing the statues, so Michelle decided to leave that for another day. She saw the collection of Japanese costumes and art, but only briefly, as the museum was about to close. A member of the museum staff asked her to complete a feedback form. She was happy to give her opinion, and also wanted information about future museum events. She has chosen her mobile number, 07965 384756 to be contacted on, as she often isn't at home to answer her home phone, 01566 8567945.

Imagine you are Michelle. Fill in the form, using the information above.

Bramwell Museum
Exhibition feedback form

Section A: Personal details

Full name:

Address:

Preferred contact number:

Section B: Exhibition

Date visited:

Exhibition name:

Ticket purchase: (please underline)

online booking

phone booking

at museum desk

Section C: Your opinion

Please rate your experience: (please tick)

Value for money

satisfied

not satisfied

Reception staff helpfulness

satisfied

not satisfied

Other areas of the museum visited: (please circle)

Sculpture Hall




Ancient Rome

Japanese Room

Would you like to receive information on future events? (please delete) YES / NO

Section D

Write **one** sentence explaining what you liked best about the exhibition you saw, and **one** sentence giving information about any of the museum facilities you didn't like.

 Cambridge Assessment International Education	 SANSKAR SCHOOL <i>The Revival of Tradition</i>	
GRADE: IGCSE-2	SUBJECT: English	DATE: 10/04/2020
WORKSHEET NUMBER: 02	WORKSHEET TOPIC: Comprehension	
INSTRUCTION (IF ANY):		

Exercise 2

Read the article about a race in the Sahara Desert, and then answer the following questions.

The Marathon of the Sands

The Marathon des Sables, or 'Marathon of the Sands', which takes place in the Sahara Desert, has gained a reputation as the 'toughest footrace on Earth' since it began in 1986 with 186 competitors. Runners have to complete 250 kilometres in 6 days in one of the most challenging environments on the planet. The event has 1400 entries, with a support team of 400, and 200 members of the media are also involved in it this year.



The race attracts runners from all over the world, and Moroccan runners have been particularly successful. Irishman Ben Turner, who is 71, is hoping to become the race's oldest finisher ever. In order to prepare for the race, he has spent the last month training in a hotter climate in Spain. For most runners, it is not about winning but about finishing the race and receiving the famous kiss on each cheek from Patrick Bauer, the man who originally set up the race.

The rules state that competitors must be able to rely on themselves: organisers provide everyone with water, but individual competitors are free to choose their own food items. There are strict rules about the weight of the items that competitors take with them. Equipment must weigh between 6.5 and 15 kilograms, and though tents are supplied, runners need to bring lightweight sleeping bags. Most runners aim for the lower end of the weight range, as it decreases the effort they need to put in during the race.

Marathon des Sables: numbers and facts	
72	number of medical personnel present
28	age of the person making first attempt to complete the course
14	average speed in kilometres per hour of slowest runners
10	highest number of race wins by a single person
2	helicopters available to follow runners' progress
5	quad bikes to move equipment quickly

Deciding what to take is hard. Hot food or a music player? Runner David Kelly explains his choice. "I was happy to give up the luxury of a small stove to warm my food," he says. "The only time I don't have




music playing to keep me going is when I'm doing the special hot yoga classes I do to help me prepare for the desert."

This year, over 200 runners are women, including Marie Davies who is competing for the third time. She has learnt from experience that the weight of her equipment is very important, so this time she is making sure that it is lighter than in her previous attempts. She has also been training on a running machine in a heated room to prepare for the conditions that she will face.

The temperatures in the Sahara Desert are very high during the day, but sink to freezing at night. For another runner, Jordan Smith, recreating these conditions in the UK is a challenge – particularly in the British winter. Jordan knows that he cannot prepare for heat and sun, so he ensures that he runs an average of one hundred kilometres a week, which has helped him to improve his strength. At weekends, he tends to have a break from this routine by cycling in a nearby park. Often, runners have to be inventive with training. Some run in boxing tracksuits, which are designed to make the wearer very hot and so lose weight as they sweat. Others improve their technique by going to special sand tracks used for athletics.

Although Jordan has been preparing for the event for a year, his biggest fear is the thought of not finishing, rather than the more common concern of being stung by a scorpion. With entry fees, and travel costs coming to more than five thousand dollars, there's a lot at stake. "I've done all I can to prepare myself physically for the race, and I know I'm at the peak of fitness. On its own that's not enough – determination is everything. I'll make it, even if I have to crawl!"

- (a) How many competitors are running in the race this year?
..... [1]
- (b) Who organized the first Marathon des Sables?
..... [1]
- (c) What items are given to all competitors? Give two details.
.....
..... [2]
- (d) Why do runners want to carry as little weight as possible?
..... [1]
- (e) According to the chart, how many times has the most successful competitor won the race?
..... [1]
- (f) What is David Kelly's biggest motivation while running?
..... [1]
- (g) What is different about the equipment that Marie is bringing with her on this race?
..... [1]
- (h) How does Jordan Smith train for running long distances?
..... [1]
- (i) What is Jordan most worried about?
..... [1]
- (j) What does Jordan think is the most important factor for success in the race?
..... [1]

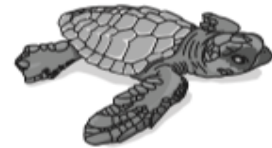
 Cambridge Assessment International Education		
GRADE: IGCSE-2	SUBJECT: English	DATE: 10/04/2020
WORKSHEET NUMBER: 04	WORKSHEET TOPIC: Comprehension	
INSTRUCTION (IF ANY):		

Exercise 4

Read the article about loggerhead turtles, and then complete the following notes.

Tracking turtles

Following the movements of turtles through the ocean, a process known as tracking, is not an easy job. Researchers have even tried swimming behind baby turtles for their first few hours to see where they go, but it proved too difficult to keep up with them. Now, thanks to tiny solar-powered devices, or 'tags' that can be followed by satellites, researchers are discovering more about a species of turtle called a loggerhead.



When baby loggerhead turtles hatch out of their eggs, they head to the ocean from their nests in sandy beaches. This happens at night, when there is less chance of them being eaten by other animals before they reach the ocean. However, when they get to the open sea, a growing problem that turtles face is mistaking plastic floating in the sea for food. When turtles become adults they return to the same beaches years later, but unfortunately for these turtles, some nesting beaches are threatened by expanding tourism development. The fact that turtles choose to nest on a beach, however, is good for the natural environment because the eggshells provide nutrients for plants that help to keep the sand in place, making it less likely to wash away.

In order to successfully track adult turtles, researchers can fix equipment to their shells. However, baby turtles grow so quickly that whatever device is attached usually falls off as the shell gets bigger. A breakthrough came when a team of biologists tried tiny solar-powered tags, originally designed for tracking birds. These tags are much lighter, whereas the heavy batteries used before seriously affected the turtles' movements. To attach the tags, a liquid called acrylic was painted onto a small area of the turtles' shells, to which the tags were stuck with strong glue. This allowed some movement. Researchers had previously attempted to allow for expanding shells by using an elastic belt around the turtles that expanded as the turtles grew. However, the belts still damaged the shells, whereas fixing the solar-powered tags using acrylic did not cause any damage.

Researchers put solar-powered tags on young turtles, and placed them on a type of seaweed floating in the ocean off Florida in the USA. Sea currents in this area move in a big circle. Previously, it was thought that turtles swam around the circle on these currents, before returning to the beach to lay eggs. However, satellite data from the tags showed that many turtles travel into the centre of the circle where large amounts of seaweed are found. The temperature readings are higher in the centre than in the surrounding water, and researchers think that the seaweed keeps turtles warm, helping them grow. From this information, researchers have identified climate change as a potential danger – this can alter the ocean's currents, meaning turtles are unable to reach the safety of the seaweed.

Worryingly, numbers of loggerhead turtles are decreasing. Turtles provide habitats for other creatures, and adults grow large enough to carry tiny plants and animals around on their backs. Their large size, however, means that they are sometimes caught in fishing nets, which reduces their numbers. This decrease in population has a negative effect on the health of a marine plant called sea-grass. Sea-grass is an important part of the marine ecosystem and by eating it, turtles encourage the growth of this essential plant, and therefore have a key environmental role.

You are going to give a talk about loggerhead turtles to your class.

Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

Problems with the tracking equipment the researchers have used:




-
-

Threats to loggerhead turtle populations:

-
-
-

Why the turtles are important:

-
-

 Cambridge Assessment International Education		
GRADE: IGCSE-2	SUBJECT: English	DATE: 18/04/2020
WORKSHEET NUMBER: 01	WORKSHEET TOPIC: Listening	
INSTRUCTION (IF ANY):		

Link:- <https://youtu.be/dE4LTsbaBWk>

1. As per your understanding of the speech, mention atleast three pieces of advice the speaker intends to give.

Ans.

2. Mention the element of humour used by the speaker in the speech.

Ans.

3. Mention the figure of speech used by the speaker with an example of each.

Ans.

4. According to your inference what are the ethical duties that one needs to practice.




Ans.

5. Write a short narrative not more than 250 words to express your understanding of the speech.

Ans.

6. Write a short reflective not more than 250 words to express your understanding of the speech.

Ans.

 Cambridge Assessment International Education		
GRADE: IGCSE-2	SUBJECT: English	DATE: 25/04/2020
WORKSHEET NUMBER: 01	WORKSHEET TOPIC: Comprehension	
INSTRUCTION (IF ANY):		

A typical Day

Hi, my name is Susan. I am ten years old. I am Portuguese and I live with my mother, my father and my brother in Lisbon.

The day starts about 7 o'clock, when dad and mum get up. We usually have breakfast at 8 o'clock. I like to eat cereal with milk and a toast.

After breakfast my brother and I brush our teeth. We all leave the house by 8.30. Dad goes to work. He is a doctor. Mum, my brother and I go to school then my mother catches the bus to her work place. She is a shop assistant.

I always have lunch at school.

My friend picks me up from school at 18.30. Sometimes we go to the shops and if we are lucky we play with our friends in the park before we do our homework.

Dad usually gets home about 19.30 and we all have dinner together. My favourite meal is fish with salad.

In the evenings, I sometimes watch TV or chat with my friends on my computer.

I go to the ballet on Wednesdays and my brother plays football on Tuesdays.

At weekends I play on my computer and I usually go out with my friends.

I. Choose the best title for the text:

- a. - Susan's vacation
- B.-Susan's daily routine
- c. - Susan's hobbies

II.-Decide whether the sentences are true or false.

1. _____ The text is about a ten-year old girl.
2. _____ She lives in a flat in north-west Scotland.
3. _____ Susan gets up at 7 o'clock.
4. _____ All the family has the breakfast together.
5. _____ School finishes at a quarter past five.
6. _____ She likes fish and salad.
7. _____ At weekends she goes to the ballet.

III.-Aswer the following questions about the text.

1. Who is Susan?

2. Who does she live with?

3. What time does she get up?





4. What does she have for breakfast?

6. What does she do after school?

7. What time does the family have dinner?

8. When does she do ballet?

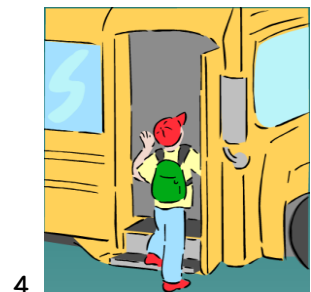
II.- write the expressions in the corresponding images. Be careful! There are some extra expressions.

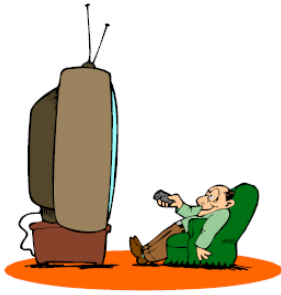
 watch tv	take the bus	have dinner
 get up	do a homework	chat
 brush your teeth	play football	play on the computer
 go to school	have lunch	do a homework



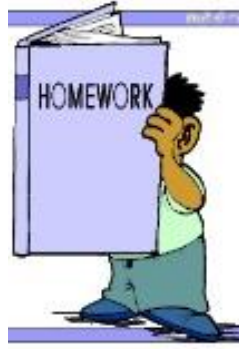








5. _____



6. _____



7. _____



8. _____



GRADE: IGCSE-2	SUBJECT: English	DATE: 25/04/2020
WORKSHEET NUMBER: 02	WORKSHEET TOPIC: Grammar Sheet	
INSTRUCTION (IF ANY):		

WRITTEN TEST

My name is Susanna Ryan and I'm 9 years old. My friends call me Little Sue because I am very short. I am from the United States but my family moved to Europe last year and now we are living in Edinburgh, Scotland. I come from a big family. I've got an older brother. His name is Joe and he's 12 years old. I also have got a twin sister. Her name is Sophie. We all go to the same school. My father's name is James and my mother's called Helen. She is a kindergarten teacher. She loves teaching and playing with small children. My father is a lawyer in a very important law firm. He has got two brothers, George and Vincent. George hasn't got any children. But Vincent has a girl, Maryanne, and two boys, Tim and Billy. Their mother's name is Ella. Tim has also got a girlfriend. Her name is Maria. She's from Spain. She hasn't got a big family. She lives with her mother. My grandmother Linda and my grandfather Anthony also live with us. I like my granny very much because she is very sweet. They are both very old. I almost forgot to mention Fluffy, my toy rabbit. He is my best friend.



Meet Susanna

I - TEXT COMPREHENSION

20

A. Answer the questions in complete sentences.

- Where is Susanna from?

- How old is her sister?

- What's her father's job?

- Who are Susanna's uncles?

- How many sons does Ella have?

- What is Maria's nationality?

- Are Susanna's grandparents young?

- Who is Susanna's best friend?

B. TRUE OR FALSE? Correct the false statements. 10

- Susanna is a tall girl.

- Her family lives in Europe.

- Susanna has got two brothers.

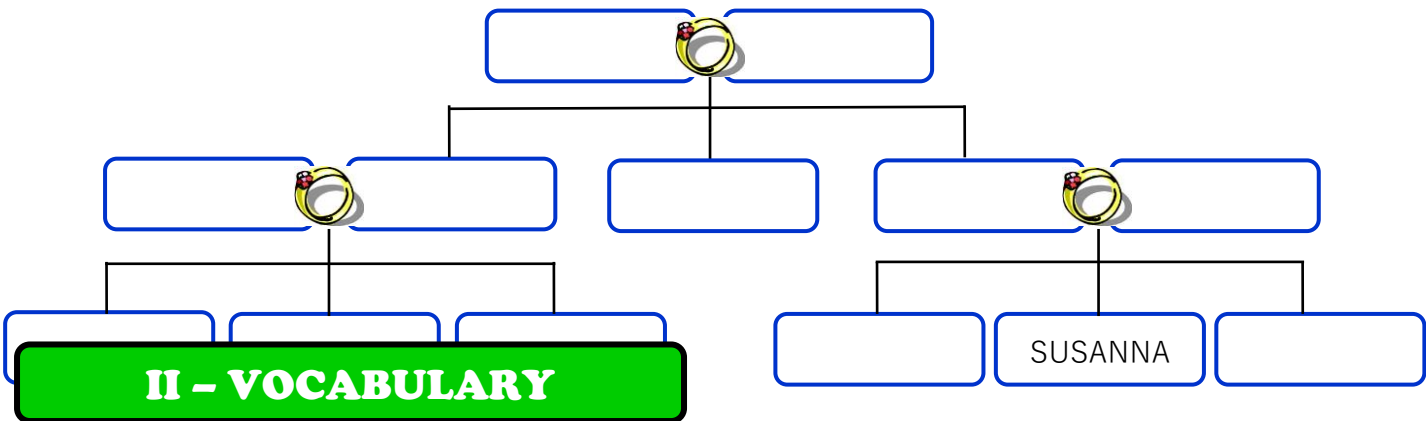
- Her mother works in a school.

- Tim and Billy are Susanna's brothers.

- Susanna's grandmother is not very nice.

C. Complete Susanna's family tree according to the 6

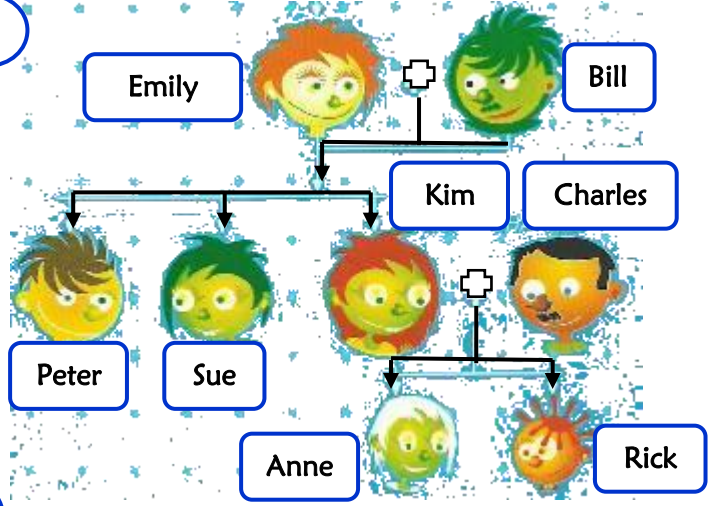




II - VOCABULARY

A. Complete the gaps with the right family **8**

1. Kim is Bill's
2. Emily and Bill are Peter's
3. Rick is Peter's.....
4. Sue is Anne's.....
5. Charles is Kim's
6. Rick is Kim's and Charles's
7. Anne is Sue's
8. Peter, Sue and Kim are Emily's



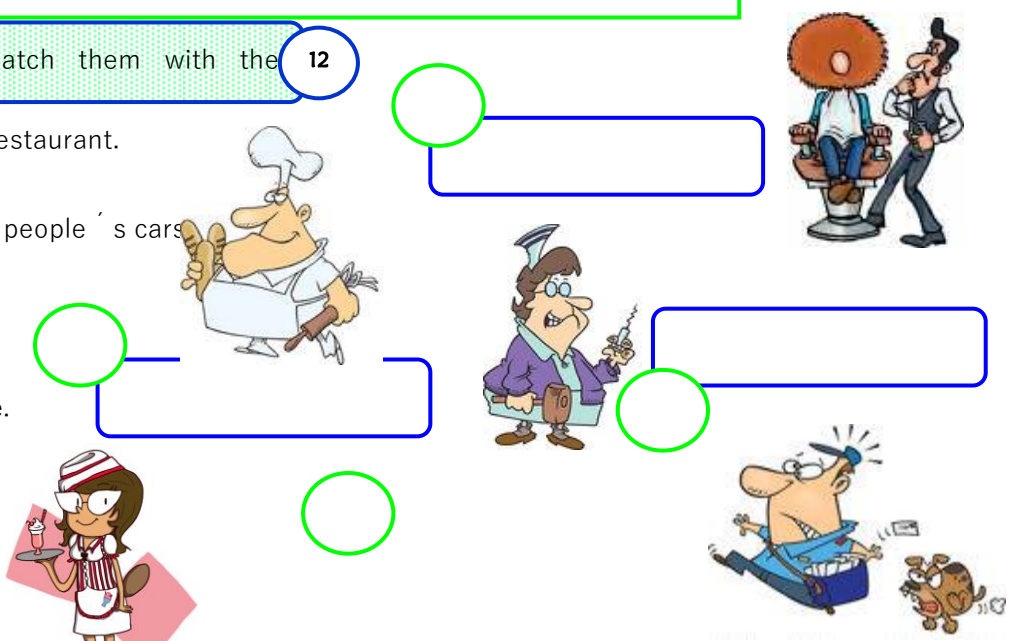
B. Complete the gaps with the words on the **8**

I am an only (1) I live with my mother and our relationship is (2) I (3) her a lot because she works hard so that I can have everything I want. Of course, we have our problems because she has these (4) I don't like. For example, I must be in bed before 10 o'clock on school days. Occasionally we also (5) over my clothes and boys. She can be very (6) sometimes. But not everything is bad. My mum is always there for me and she always (7) my decisions. I love (8) time with her because she always has interesting things to say.

- rules
- supports
- child
- fight
- spending
- admire
- strict
- great

C. Label the jobs and match them with the **12**

1. I serve food and drinks in a restaurant.
2. I cut people's hair.
3. I work in a garage and repair people's cars.
4. My job is to put out fires.
5. I make bread and cakes.
6. My job is to fix pipes.
7. I deliver letters to your house.
8. I treat you when you are sick.





Cambridge Assessment
International Education

SANSKAR
SCHOOL
The Revival of Tradition



GRADE: IGCSE-2

SUBJECT: English

DATE: 02/05/2020

WORKSHEET NUMBER: 01

WORKSHEET TOPIC: Comprehension

INSTRUCTION (IF ANY):

Exercise 1

Read the article about Neil Armstrong, the American astronaut, and then answer the following questions.

THE FOOTSTEPS OF AN ASTRONAUT

On 21 July 1969, Neil Armstrong became the first man to step onto the moon. As he did so, he spoke the memorable words: "That's one small step for man, one giant leap for mankind." An estimated 600 million people, which in 1969 was one fifth of the world's population, watched or listened to the moon landing.

Neil Armstrong was the commander of the *Apollo 11* spacecraft, on the most daring space mission of the twentieth century. The early stages of the flight were very stressful and incredibly noisy, and during the launch phase of *Apollo 11*, Armstrong's heart reached a top rate of 110 beats per minute.

Apollo 11 was larger than any previous spacecraft. It consisted of a command module, which the astronauts travelled in; a service module, which provided power; and a lunar landing module, for landing on the surface of the moon. An advantage of travelling in this spacecraft was that the astronauts could move around more easily. Armstrong was pleased about this because as a child he had suffered from motion sickness, and even during the training for the space flights he had sometimes felt ill after doing aerobatics.

During the final descent onto the moon, Armstrong noticed that they were heading towards a landing area which looked dangerous. He took over manual control of the lunar landing module, which enabled him to find a safer area to land. When questioned later about this, he said, in his typically modest way, that he was just doing what his training had taught him.

Armstrong and his co-pilot, Edwin 'Buzz' Aldrin, spent nearly three hours on the moon's

surface collecting samples of rock and moon dust. Armstrong said later, "The sights were magnificent, the most incredible that I had ever experienced." The two astronauts also conducted scientific experiments during their walk. Meanwhile, the third astronaut on the mission, Michael Collins, had an important role to play. He circled the moon in the command module as his two colleagues walked on the surface.

Aldrin later said that neither he nor Armstrong were emotional people. He did admit, however, that after the landing there was a brief moment when they looked at each other, slapped each other on the shoulder and said, "We made it!" Aldrin said that Armstrong was one of the most courageous men he had ever known.

In total, twelve American astronauts walked on the moon between 1969 and the final moon mission in 1972. Alan Shepard became the oldest man to walk there when, at the age of 47, he commanded the *Apollo 14* mission in 1971.

Neil Armstrong was born in 1930 and took his first aeroplane ride at the age of six. He used to build model aeroplanes and conduct experiments in the mechanics of flying. He joined the military as a pilot and then became an astronaut on the space programme before teaching aviation at a university. He finally bought a farm in the 1970s and raised cattle.

He preferred to avoid publicity, rarely giving interviews to the media. People who knew him, however, said that he had an enormous sense of pride in the achievements of the space programme.

1 What was Neil Armstrong's role in the space mission?

.....

2 When did Armstrong's heart beat fastest?

.....

3 What was a benefit of the bigger command module?

.....

4 When did Armstrong notice a possible problem during the space mission?

.....

5 How did Armstrong and Aldrin spend their time during the moonwalk? Give **two** details.

.....

.....

6 What did Michael Collins do while Armstrong and Aldrin were on the moon?




.....

7 When did the last trip to the moon take place?

.....

8 What was Armstrong's last job connected to flying?

.....

 Cambridge Assessment International Education		
GRADE: IGCSE-2	SUBJECT: English	DATE: 05/05/2020
WORKSHEET NUMBER: 01	WORKSHEET TOPIC: E-mail Handout	
INSTRUCTION (IF ANY):		

Email writing

Worksheet 1

Formal letter, to be cut up into strips.

✂ _____

Dear Mr. Jones,

✂ _____

I am writing to enquire about your language courses in the summer. I am a university student studying to become a translator.

✂ _____

I would like to know whether your school offers courses specifically for university level students as I would like to study techniques for essay writing in English. Could you also tell me how many hours of lessons there are per week?

✂ _____

With regards to accommodation, do you only provide homestay-style lodgings or are there any other possible alternatives? I feel I would prefer to stay in shared accommodation with self-catering facilities.

✂ _____

Finally, I was wondering if any extra-curricular activities such as lectures or excursions are offered at your school. If so, are these included in the price, or at an additional cost?

✂ _____

I would be grateful for any information you can give me and I look forward to hearing from you soon.

Yours sincerely,
Jaana Nikkinen

Worksheet 2 (a)

Semi-formal email. To be cut up into strips.

✂️.....

Subject: Information about summer courses

✂️.....

Dear Mr. Jones,

✂️.....

I'm a university student from Finland and I'm writing to get some information about your language courses this summer. I've got a few questions:

✂️.....

1. Do you do a course for university students, which help them with their essay writing skills?

✂️.....

2. How many hours a week are the courses?

✂️.....

3. What sort of accommodation do you offer?

✂️.....

4. What after-school activities are there?

✂️.....

5. Do you do any trips to other towns in the UK?

✂️.....

I'm hoping to come over in June, so if you can get back to me as soon as possible, it would be great. Thanks for your help.

✂️.....

Best regards,
Jaana Nikkinen

✂️.....

Worksheet 2 (b)

Model 'good email'.

Dear Mr. Jones,




I'm a university student from Finland and I'm writing to get some information about your language courses this summer. I've got a few questions:

1. Do you do a course for university students, which helps them with their essay writing skills?
2. How many hours a week are the courses?
3. What sort of accommodation do you offer?
4. What after-school activities are there?
5. Do you do any trips to other towns in the UK?

I'm hoping to come over in June, so if you can get back to me as soon as possible, it would be great. Thanks for your help.

Best regards,

Jaana Nikkinen

 Cambridge Assessment International Education		
GRADE: IGCSE-2	SUBJECT: English	DATE: 05/05/2020
WORKSHEET NUMBER: 02	WORKSHEET TOPIC: Comprehension	
INSTRUCTION (IF ANY):		

Exercise 2

Read the magazine article about three people (A–C) who write a diary. Then answer Question 9 (a)–(h).

KEEPING A DIARY

Three young people share their thoughts on diaries

A Ji-hu Yoon

I started keeping a diary when I was eight years old, and have done it more or less continuously for almost ten years now. The first few entries were all about my first ever trip abroad – I went to New York with my family and remember that there was so much to take in, so many new experiences while we were there. I decided to write it all down each evening so that I wouldn't forget any of it – and I'm really glad I did! These days I try to spend around half an hour on my diary each evening, writing about the day, but also looking back over what I've written previously. Sometimes that can be quite amusing. But after I caught my brother trying to read my diary a few years ago, I wrote all sorts of horrible things about him. I can't quite believe I did that! After that, I kept my diary in a very safe place, though I'm sure my brother wouldn't be all that interested in reading it anymore.

B Hanan Bayraktar

I've always got a diary with me – a notebook and pen in my bag, or sometimes just my phone. It means that when there's something I want to note down, I don't have to worry about remembering it until later. That suits me much better than having a fixed time for diary writing each day – though I know some people say that's the best way to keep it up. I've always loved reading other people's diaries – famous actors or politicians, even. And there are two or three blogs that I look at quite regularly, though I've never been tempted to write one myself. I think that as soon as you know you've got an audience, it's very hard to avoid adding extra details, or changing bits here and there to make something sound more interesting or more shocking. It's funny because I'm quite happy to read all about someone else's private life, but if it was the other way round, I'd be really embarrassed about it.

C Ryan Earl

I've just started writing a diary again after a gap of a couple of years – I stopped when my schoolwork was taking up more and more of my time, and only recently realised I missed it. I think that putting everything down on paper gives you a chance to reflect on what's been going on, and to make sense of how you're feeling. If I look back at a page I can tell instantly how I was feeling that day – from the size and shape of my writing, or from how neat and tidy it looks. And sometimes I'm quite surprised by the detail of things I've written – who I met, who I talked to, what I ate even. Sometimes I write it all down, with clear headings, points one below the other. This helps me to remember all of the details – it's great for keeping a record of events for the future, even if none of it is all that remarkable.

9 The questions below are about the people (A–C) who write a diary.

For each question write the correct letter A, B or C on the line.

Which person ...

(a) sees diary writing as a way of keeping a list? [1]

(b) mentions an event that caused them to begin diary writing? [1]

(c) feels uncomfortable if they think other people might read their diary? [1]

(d) thinks that diary writing helps them to understand life? [1]

(e) thinks that not everything you read in online diaries is true? [1]

(f) admits to being shocked by a past diary entry? [1]

(g) enjoys reading their diary entries from the past? [1]

(h) suggests that their handwriting can give away as much as the actual words in the diary?

..... [1]

Class work :

21-05-20

Ted Talk Topics

Looks aren't everything. ...

- The best kindergarten you've ever seen. ...
- Everyday leadership. ...
- Grit: the power of passion and perseverance. ...
- How to speak so that people want to listen. ...
- The power of introverts.
- The power of believing that you can improve
- How do you define yourself....
- The danger of single story..
- What adults can learn from kids
- The power of passion and perseverance
- The beauty of human skin is every colour

CLASS - IGCSE YEAR II

SUBJECT – ENGLISH

- 1) do exercise-What would you change -pg no. 70 of workbook
- 2) Writing- pg no. 74. of workbook

GRADE: IGCSE-2
SUBJECT – ENGLISH
DATE – 22-8-2020

1. Do page 83-Join in the conversation
- [2.pg](#) 86-Why don't you give it a go?
- [3.pg](#) 88-Cultural Studies: putting baby to bed