

33 Look at the third paragraph.

- A The writer says that *South* describes 'one of the most astonishing journeys'. Is there anywhere in the text where the writer suggests that Shackleton has exaggerated?
- B Which phrase in the text is a probable paraphrase of 'detail'? Look at the surrounding sentence. Is it a match for B?
- C Is there anything in the text that refers to 'factual information'? What about 'personal reflection'? Does the writer say that these two things are given equal attention in the book *South*?
- D What does the phrase 'spirit of cheerfulness' mean? And 'any mention of ... anguish ... is brief'?

34 Look at the fourth paragraph.

- A Where in the text does it mention Scott's men/team? What kind of encouragement might he have given them? Are there examples of this in the text?
- B What 'circumstances' did Scott and his men find themselves in? Is there a sentence in the text which means something similar to 'Scott knew it was his fault'?
- C What does 'unambiguous' mean? In Scott's diary, does he say 'I know we aren't going to survive'?
- D 'To have exacting standards' means to have 'high expectations of a person's work or behaviour'. Is this expressed anywhere in the text?

35 Look at the fifth paragraph.

- A Which word or phrase in the text might be a paraphrase of 'detracts from the truth'? Is the surrounding sentence an exact match for option A?
- B Having 'the benefit of hindsight' means that you think more wisely and make better decisions about an event *after* it has occurred. Is this a point of view that the writer expresses in the text?
- C In the text, who sees Scott as an iconic image? Was Scott 'deliberately misrepresented' (lied about) in his published diary?
- D Which phrase in the text is similar to 'modern types of memoir'? Do 'discreet' and 'sensational' mean similar or opposing things?

36 Look at the sixth paragraph.

- A Does 'fade' mean 'to get stronger' or 'to disappear'? Does the writer refer to the level of Scott's fame decreasing or increasing in the text?
- B Which word in the text is a synonym for 'assess'? Is the surrounding sentence referring to Scott and Shackleton an exact match for option B?
- C What does the phrase 'he went through it' mean in the penultimate sentence? And who is it referring to in the phrase 'blind to what the next 24 hours will bring'?
- D The writer says that Shackleton became as famous as Scott 30 years after he had died. Does she suggest that this is a generally strange occurrence?

Now return to page 16 and use these exercises to help you answer the questions.

Now check your answers to Part 5 of the test.

Part 6

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

You are going to read four extracts from books on the subject of travel. For questions 37–40, choose from the extracts A–D. The extracts may be chosen more than once.

Travel and travel writing

Four writers comment on the experience of travel and the function of travel writing

A Naturally, as a travel writer, I had read much in this genre before embarking on my own career. Early on, it was the unpretentious sort of guide book with recommendations for budget accommodation and quirky entries on outlandish local customs. I travelled and took numerous pictures of folk I encountered and landscapes I found compelling. Certainly many of my jaunts were eye-opening experiences and I like to think they had a constructive effect on my character. I must concede, however, that this kind of book has probably lead to the spoiling of many 'off the beaten track' village and the displacement of its inhabitants. Later, I began to read more reflective volumes for the chance to explore without being there, and this is the goal of true travel writing, I believe. If the description allows readers that intense sensory experience of local spices, of the taste of the air, of the glare of the sun on extraordinary architecture, then its mission is fulfilled.

B Shortly before finishing this book, I was in the remote Egyptian village of El Nazla, captivated by the hands of an elderly craftsman turning a grey lump of clay into a perfectly proportioned pot. It was a transformation needing to be witnessed wholly by the eye and processed through imagination, not merely documented by the intrusive camera lens. As I watched the mud take shape, I could sense the ancestral connection, and knew that this was a skill passed down through countless generations. It is moments like these when any scepticism regarding the notion that travel broadens the mind is swiftly put down – moments that make me need to put pen to paper and encourage others to set forth and experience other worlds firsthand. This is a key reason for the existence of travel writing. Even a basic guidebook has the potential to encourage people to visit remote locations – their money is often crucial to the sustaining of family-run industry.

C Now that nearly every inch of our planet has been televised, it might be thought that the works of travel writers must become an obsolete genre. Certainly we do not need to be informed about what foreign places look like. But what they feel like is another matter entirely. A travel writer records the impressions of a temple or a fish market on their own self, expressing the experience, not the occurrence. It is subjective, and therefore, whether or not the location is a saturated tourist destination or a far-flung polar town, the experience is individual. Yet the reader has empathy with these feelings, and that is, and always has been, the point of true travel writing. I am not referring to guide books, which encourage the exploitation of already-underprivileged groups. Real travel is about approaching experience with the excitement of a newcomer and gaining insight and maturity from it. And unlike some in the field, I bear no hostility towards the taking of simple snaps; these images we later peruse at our leisure are souvenirs doing no harm to the environment.

D Travel writing, even at its most well-intentioned, can never claim more than entertainment as its end goal. But it is since the 1960s that an epidemic of the so-called guidebook has spread to library shelves and more recently onto websites. Professing to enlighten the amateur traveller, in fact they encourage little interaction that will benefit the long-established inhabitants subsisting beyond the boundaries of tourist resorts, places which often take away livelihoods when land and other resources become inaccessible. Does travel expand one's own horizons? For many, it merely serves to validate existing prejudices; the local cuisine is indeed unpalatable, the language unfathomable. Even so, digital recording devices are ubiquitous, flashing at people who have no say in the matter, and whose sense of offence is ignored for the sake of a memento.

Which writer

has a different opinion from the others on the effect of travel on people's personal development? 37

shares writer B's opinion of the validity of travel photography? 38

expresses an opposing view to writer C regarding the way in which a genre of travel writing impacts on local communities? 39

takes a similar view to writer C on the purpose of travel writing? 40

Part 6: Cross-text multiple matching

In Part 6, there are four short texts followed by four multiple-matching questions. Candidates must read the texts to match a prompt (one of the four questions) to elements in the texts.

Tips

- Read the instructions, the title and the sub-title carefully. This will give you a good idea about the central theme of the four texts; in other words, the

single topic that the four different writers are all commenting on.

- Read the four questions to identify the most important information to focus on.
- Quickly read the four texts to get a general understanding of what each one is about.
- Read each text more carefully to locate a reference to each of the four questions.
- Identify the opinion that each writer has on each question and compare it to that of the other writers.

A detailed study

The exercise below will help you to make sure you have chosen the correct options for the task on page 20. Use the Macmillan Dictionary, www.macmillandictionary.com, to help you where necessary.

1 Match the underlined words in each sentence with the definitions below.

Question 37 (*the effect of travel on people's personal development*)

- A many of my jaunts were (i) eye-opening experiences and ... they had a (ii) constructive effect on my character.
- B It is moments like these when any (iii) scepticism regarding the notion that travel broadens the mind is swiftly (iv) put down...
- C Real travel is about approaching experience with the excitement of a newcomer and gaining (v) insight and (vi) maturity from it.
- D Does travel expand (vii) one's own horizons? For many, it merely serves to (viii) validate existing prejudices ...

- | | | | |
|--|-----------------------|---|-------|
| 1 experience, wisdom | <u>vi</u> | 5 disbelief, doubt | ..... |
| 2 productive, useful | ..... | 6 revealing, surprising | ..... |
| 3 to bring an end to something | ..... | 7 confirm, endorse | ..... |
| 4 an understanding of the true nature of something | ..... | 8 the range of a person's knowledge or experience | ..... |

Question 38 (*the validity of travel photography*)

- A I travelled and took (i) numerous pictures of folk I encountered and landscapes I found compelling.
- B It was a transformation needing to be witnessed wholly by the eye and processed through imagination, not merely documented by the (ii) intrusive camera lens.
- C ... I bear no (iii) hostility towards the taking of simple (iv) snaps; these images we later peruse at our leisure are souvenirs doing no harm to the environment.
- D digital recording devices are (v) ubiquitous, flashing at people who have no say in the matter, and whose sense of (vi) offence is ignored for the sake of a memento.

- | | | | |
|--------------------------|-------|---------------------------|-------|
| 1 insult | ..... | 4 disturbing, invasive | ..... |
| 2 resentment, aggression | ..... | 5 unsophisticated photo | ..... |
| 3 many, various | ..... | 6 everywhere, inescapable | ..... |

Question 39 (*a certain genre of travel writing impacts on local communities*)

- A ... guide book ... this kind of book has probably lead to the (i) spoiling of many 'off the beaten track' village and the (ii) displacement of its inhabitants.
- B Even a basic guidebook has the potential to encourage people to visit remote locations - their money is often (iii) crucial to the sustaining of family-run industry.
- C I am not referring to guide books, which encourage the (iv) exploitation of already-underprivileged groups.
- D an epidemic of the so-called guidebook has spread to library shelves and more recently onto websites. (v) Professing to (vi) enlighten the amateur traveller, in fact they encourage little interaction that will benefit the long-established inhabitants ...
- 1 very important, necessary
 - 2 abuse, taking advantage
 - 3 inform, make clear to
 - 4 pretending, claiming falsely
 - 5 (unwanted) relocation
 - 6 destruction

Question 40 (*the purpose of travel writing*)

- A If the description allows readers that (i) intense (ii) sensory experience ... then its mission is fulfilled.
- B ... to put pen to paper and encourage others to (iii) set forth and experience other worlds (iv) firsthand. This is a key reason for the existence of travel writing.
- C But what they (foreign places) *feel* like is another matter ... the reader has (v) empathy with these feelings, and that is ... the point of true travel writing.
- D Travel writing, even at its most (vi) well-intentioned, can never claim more than entertainment as its end goal.
- 1 understanding (of another person's feelings/situation)
 - 2 having a desire to do something good, but often producing bad results
 - 3 relating to the physical senses
 - 4 powerful, concentrated
 - 5 personally, directly
 - 6 to begin a journey

Now check your answers to Part 6 of the test.

Part 7

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs A-G the one which fits each gap (41-46). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

The fight to save New Zealand's giant parrot

For many years Don Merton has battled to save the kakapo, New Zealand's extraordinary green parrot. In 1995, when numbers fell to 50, it looked like the end for this bird. But this year they staged a comeback. The last survivors of this unique species have produced 26 chicks - more than in the whole of the past two decades. Instead of having no future at all, the kakapo suddenly has prospects.

41

Males gather at an arena to compete for females. After mating, the females raise their young alone. 'The kakapo is important because it has combinations of features found in no other bird,' says Merton, the longest serving member of the National Kakapo team. Unfortunately, its peculiarities have also made it vulnerable. Before man arrived, their only enemies were predatory birds and the kakapo's green plumage provided perfect camouflage against the vegetation.

42

Then after years of searching, Merton and a team from the New Zealand Wildlife Service discovered a single bird in a valley in Fjordland in the far south. It was an old male. Search parties found 17 more - all old males. Three years later, Merton's team finally uncovered signs of kakapo in the south of New Zealand's Stewart Island. It turned out to be a colony of 200 birds and some were breeding. 'We thought the kakapo was safe then,' says Merton. They were wrong. Cats were killing them at an alarming rate.

43

Merton knew what he had to do. The birds had to breed before it was too late and nothing could jeopardize this. From now on, the team would manage almost every aspect of kakapo life. They laid traps for rats and watched nests 24 hours a day.

If anything other than a kakapo entered the nest, a watcher set off a tiny explosive charge that made a small bang, enough to startle intruders. By 1999, all the kakapo had been successfully moved to two islands - Maud Island, and Codfish Island, both free of rats.

44

'The challenge was to work out a diet and persuade them to eat it,' says Merton. The team eventually found that kakapo were especially partial to nuts. The birds thrived on the extra food, but still wouldn't breed. They seemed to be waiting for some special cue. On Maud Island it wasn't clear what that cue was, but on Codfish island there was no doubt that the birds bred in response to some signal from the rimu tree that alerts them to a coming mast.

45

Armed with this new knowledge, the team was ready to swing into action as soon as they spotted signs of masting on Codfish Island. Last year, it became obvious that the rimu were going to produce a large crop of seeds the next autumn. Merton moved all the adult females to Codfish Island. As the breeding season drew nearer, the kakapo rescue team arrived with electronic monitoring equipment, and spent the next months watching nests throughout the long nights.

46

The result was a large batch of chicks, a remarkable breakthrough, but there are still only 86 kakapo in the world. Do they really have good prospects? Merton is confident they do. 'As long as we keep using the same techniques, the population will steadily rise,' he says. 'The kakapo won't be extinct in our lifetime.'

- A** What followed was an intensive rescue operation. During the following 15 years all the kakapo were moved to islands free from cats, stoats or possums. 'We thought we'd put them out of reach of predators,' says Merton. Again they were mistaken. They hadn't realized how dangerous the rats were. Not only did they compete with kakapo for food, they also ate eggs and chicks. It finally came to the point where only 50 kakapo remained.
- B** In September the team began to put out extra food. 'We provided enough so the birds could breed but not so much that they'd get fat,' says Merton. 'We wanted to keep their weight down to encourage them to produce female chicks.' In December the males began their booming noises, and the females trekked to the courtship areas to choose a mate, unaware that electronic eyes were watching them.
- C** The kakapo is nocturnal, looks like an owl, smells sweet and makes some very odd noises – from growls to deep resonant booms. Kakapo can't fly, but they are excellent climbers. They live a very long time and are the world's biggest parrots. The kakapo also has a unique breeding system.
- D** Persuading the birds to breed was the next harder step as this only occurs when certain plants produce large crops of fruit and seeds, an event known as masting. At other times, the birds manage on very little. It's enough to support their metabolism, but not enough to raise a family. In the past, the kakapo from Fjordland and Stewart Island bred in response to masting by a range of plants including rimu trees. The team hoped with extra food the birds might breed.
- E** Merton estimates this could take at least 15 years, less if they can trick the birds into breeding more often. 'We're looking for whatever it is in rimu that triggers breeding. It's probably chemical,' says Merton. 'Or it might be nutritional,' The team is currently testing an improved food pellet to see if that works.
- F** There was nothing the team could do but patiently wait for nature to take its course. They continued with the food programme to ensure the females were in top condition and monitored the males to keep an eye on their numbers. The population remained stable but the team recognized the fact that it was only the rimu tree that would turn things around.
- G** Once man arrived, bringing with him not only his dogs but rats that could sniff out nests, it was a different story. The rats went for eggs, chicks and even adults. The decline in numbers accelerated once European settlers arrived. They cleared large areas of kakapo habitat and brought more predators – cats, rats, stoats, and possums. Soon enough, the kakapo was feared extinct.

Part 8

You are going to read an article about the archaeological discovery of the ancient Egyptian king Tutankhamen and its effect on the British public. For questions 47–56, choose from the sections (A–E). The sections may be chosen more than once.

Mark your answers **on the separate answer sheet**.

In which section are the following mentioned?

a competitive approach being responsible for the rumours concerning the Earl of Carnarvon

47

a reference to the types of people who first conceived of curses being associated with Egyptian tombs

48

examples of how Egyptian mummies were later routinely exploited for practical purposes

49

the fact that people accepted the word of a certain respected individual without question

50

the sensational approach of the modern-day media in reporting mummy-related stories

51

the implication that bringing an anonymous ruler to public attention can only be a good thing

52

the implication that one particular person may have caused offence by his comment

53

reasons why the discovery of Tutankhamen's tomb was so celebrated by the general public

54

apparent coincidences that helped create the belief that Carnarvon's death was linked to a curse

55

the genuine potential for people who have entered tombs to become sick

56

The curse of Tutankhamen? Pure invention

On April 5, 1923 one of the men behind the discovery of Tutankhamen, Lord Carnarvon, died in Egypt. Some said he had been 'cursed'. Where did this superstition arise from?

A When George Herbert, otherwise known as the fifth Earl of Carnarvon, died just over 90 years ago he was one of the most famous men on Earth. Having spent an estimated £35,000 on excavation in Egypt, hunting for glory, he finally got it. His man in the field, Howard Carter, had discovered the steps down to the unbroken seals on the tomb of Tutankhamen in the Valley of Kings. Together they broke in a small portion of the door. 'Well, can you see anything?' the Earl asked. 'Yes,' came the reply, as Carter waved his candle and caught the glint of 'wonderful things.' The story was a press sensation in a gloomy post-war world still mourning the dead of that terrible conflict and the influenza pandemic that had followed shortly afterwards. The tomb was formally opened in February 1923, with visiting royalty, dignitaries and the world's press in attendance.

B But it was just six weeks after the grand opening of Tutankhamen's tomb that Carnarvon died in Cairo, having contracted a blood infection as a result of a mosquito bite, and then getting pneumonia. His death helped lend more credibility to one of the most enduring superstitious stories in modern times: the curse of the mummy. Rumours about the death abounded. It was said that the lights had flickered off across Cairo at the precise moment of the Earl's death and that when the mummy of the king was unwrapped, a wound on the cheek exactly matched the place where Carnarvon had been bitten. The day after Carnarvon died, English writer Sir Arthur Conan Doyle, who was admired at the time as a man of great intelligence, stepped off a boat in New York and confidently declared to the waiting press that an evil spirit may have caused Lord Carnarvon's fatal illness. A gullible public were duly impressed and the stories have continued up to the present day.

C Exasperated professional Egyptologists always point out that such 'curses' have nothing to do with the beliefs of the Ancient Egyptians. An obscure, transitional pharaoh in the Middle

Kingdom, dead at 18 and shoved in a cramped and unfinished tomb, was raised to eternal fame by his unearthing. This would be a blessing, not a curse. Indeed, there are no curses or imprecations marked on the doors or walls of any tomb in the Valley of the Kings. The mummy's curse was actually a fevered invention of those who came later, clambering through the Egyptian necropolis: tomb-raiders and excavators, greedy for riches.

D This is also a story later generated by the rivalry of the press. The assembled journalists waiting outside the tomb were seething with rage because Carnarvon had signed an exclusive deal with the *Times*. Rival titles sent journalists over with the explicit aim of spoiling it all. It was Arthur Weigall, writing for the *Daily Express*, who told the story that he had given Carnarvon six weeks to live after seeing his arrogant demeanour on the day of the grand opening. The tabloids went crazy after their own prophecy seemed to be fulfilled. More seriously, though, the curse must surely derive from an inherent taboo against messing around in burial grounds. It seems wise to avoid being too close to dead bodies, and there are many explanations of the curse that explain it as infection resulting from bacterial build-up in confined tombs.

E Yet it is striking how unconcerned Europeans have been about Egyptian mummies until recently. For centuries, the wealthy carried a bag of powdered mummy which was rubbed on wounds as a salve. When the artist Edward Burne-Jones discovered what was put in 'Mummy Brown' he insisted on giving a formal burial to a tube of oil paint in his garden. And since the bitumen-soaked mummies burned for a long time, 19th century American writer Mark Twain even joked that steam trains were fuelled by them. His sense of transgression and what might be culturally-appropriate seems to have escaped him. The Egyptian mummy only became an object of scientific interest in itself in the 1830s when they became museum objects. Nevertheless, we can hardly say we have got over this superstition. We remain obsessed with mummy curses. Ötzi, the mummified iceman of the Alps, was discovered in 1991. The team that lifted him from the ice have steadily met with accidents, so it is said, in a variety of Alpine disasters, each incident thrillingly reported by the tabloids.

Writing 1 hour 30 minutes

Part 1

You must answer this question. Write your answer in 220–260 words in an appropriate style.

- 1 You have listened to a radio discussion programme about strategies for reducing waste that schools should adopt. You have made the notes below.

Which strategies for reducing waste should schools adopt?

- technology
- recycling
- energy conservation

Some opinions expressed in the discussion:

'The cost of technology might be a problem.'

'People have to be motivated to recycle.'

'You need to teach children how to save energy.'

Write an essay discussing **two** of the strategies in your notes. You should **explain which strategy it is more important** for schools to consider adopting, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Before you write your essay, go to page 30.

What's tested?

There are two parts in the Writing paper: Part 1 (one compulsory question) and Part 2 (one question from a choice of three). You have 1 hour 30 minutes to answer both questions. Each question carries equal marks. For each task you are expected to write **220–260** words. You need to put the number of the question you are answering in the box at the top of the page of the Answer Sheet.

Part 1: Essay

In Part 1 you are required to write an essay based on two points outlined in the input text. You will be asked to explain which of the points is more important and to give reasons for your opinion. You are expected to structure your essay with an introduction, clearly separate paragraphs which deal with the two points, and a conclusion. As the target reader is often an academic tutor, your essay should be written in a formal register with impersonal language.

Part 2: Letter/email, report, proposal, review

- **a letter:** you may be asked to write a letter to, for example, a friend, an editor, a school director or a possible employer. It is therefore important to think carefully who you are writing to as this will affect the style and register you use. In other words, you could use informal language to persuade a friend to come and study in your country, but you would need to use more polite, formal language to apply for a job.

For some tasks, you can present your response as an **email**, but you must still use an opening salutation (e.g. Dear Mr Smith/Dear Jenny/To whom it may concern, etc), and clear paragraphing and close your response with an appropriate phrase (e.g. Thank you for your attention/I look forward to hearing from you/Best wishes).

- **a report:** you may be asked to write a report for a specific person or specific group of people who already have some knowledge or interest in the subject you are writing about, either a superior (e.g. your manager or college principal) or your peer group (e.g. students in your class or colleagues). The content of a report is mainly factual, based on the input material, but you will also usually be able to use your own ideas and experience.

It is generally fairly formal so you should use a clear heading and subheadings and a factual approach in presenting your information. You may also need to make suggestions and recommendations.

- **a proposal:** this is similar to a report in that it would need a clear heading and clearly separate paragraphs for each point. Although it is written in a formal way like a report, there may be more emphasis on trying to persuade the reader to accept or do something, so you will need to make clear suggestions and recommendations.
- **a review:** you may be asked to write a review for an English-language newspaper, magazine or website. In the review you should describe and give your personal opinion on something you have seen or used (e.g. a product, an exhibition, an event, a film, a book, a television programme, a concert). The target reader is specified in the instructions, so you will know which register is appropriate.
You are often asked to say:
 - what can be learned from the programme/film/book etc.
 - how a product/service, etc. can benefit people
 - if, and for what reasons, you would/would not recommend it

How can you achieve a high band in the Writing Paper?

When Writing examiners assess your writing in the Advanced exam, they give marks for 'subscales'. These subscales are Content, Communicative Achievement, Organization and Language. For each subscale, the lowest mark (or band) is 1, and the highest is 5. So, for example, a candidate might get a 4 for Content, 3 for Communicative Achievement, 3 for Organization and 4 for Language.

By planning your answer *before* you start writing, you can often achieve a high band in each subscale.

Subscale	What to consider when planning your answer
Content	<p>Content is about how well you have fulfilled the task, so</p> <ul style="list-style-type: none"> • for Part 1, read the instructions, the three points outlined in the notes and the three provided opinions carefully. Decide which two points you want to respond to in your answer. Your decision should be based on whether you can expand and develop these two points by providing relevant examples or subsidiary points. • to make sure that the reader is fully informed, decide early on which of the two points you will say is most important, and note down one or two clear reasons for this choice. A good place to state this final decision will be in the last paragraph. • for Part 2, underline the two or three points you need to respond to in each task. To make sure that the reader is fully informed, make notes for each of these points in your plan.
Communicative Achievement	<p>Communicative achievement is about</p> <ul style="list-style-type: none"> • achieving your communicative purpose (e.g. is it clear that you are making a complaint, suggesting alternatives, making a series of recommendations?) • holding the reader's attention (by using an appropriate register, tone and format, and communicating your ideas and arguments in a way that the reader can follow without difficulty). <p>So for both parts, choose a register and tone that is appropriate, e.g. impersonal language and an objective tone for factual tasks, informal language when writing to friends, polite language when you are trying to persuade someone in authority.</p>
Organization	<p>Organization is about the overall coherence in your writing, so</p> <ul style="list-style-type: none"> • decide whether the task requires an introduction and a conclusion and/or headings. • organize your main points into separate sections or paragraphs, and make a note of subsidiary points below each main point. • note down some cohesive devices that you are confident in using (e.g. moreover, therefore, one example of this) that you can use to show the relationship between sentences, main points and ideas. • before writing your answer in full, review your plan and ask yourself whether someone reading your writing would get a sense of logical order.
Language	<p>Language is about your use of vocabulary and grammar, so</p> <ul style="list-style-type: none"> • choose the two points in Part 1, and a task from Part 2 that will allow you to show off a range of vocabulary. • think about how you can vary the grammatical structures you use. • avoid repeating the same words and phrases by using synonyms and paraphrasing instead. • avoid making too many mistakes with basic English.

For the Cambridge Advanced Writing Assessment Scale, go to page 125.

A detailed study: Essay

Look again at Part 1 of the Writing test on page 27 and a candidate's sample answer on page 31. Answer the questions below.

Content

- 1 Which of the three main points (strategies) did the candidate write about?
- 2 What subsidiary points has the candidate included to support the main points?
- 3 Has the candidate referred to any of the three given opinions?
- 4 Has the candidate decided and clearly stated which main point is most important?
- 5 Has the candidate provided clear reasons for this decision?

Organization

- 1 Which of the following plans does the essay follow?

A	B
Introduction - provide general information about waste in schools, and support with statistics	Introduction - provide general information about waste in school, and state which two strategies I'm going to discuss
Second paragraph - introduce one strategy, and give examples of how it could work	Second paragraph - introduce one strategy, commenting on its pros and cons
Third paragraph - introduce other strategy/state that it's the most important one/give reasons why it's the most important.	Third paragraph - introduce other strategy, commenting on its pros and cons
Conclusion Reaffirm why one strategy more important than other.	Conclusion Weigh up the pros and cons of both strategies, give personal opinion about which strategy schools should adopt first, and give reasons from my experience why.

- 2 Find another cohesive device used to
 - i introduce main ideas (In regard to,)
 - ii add new ideas (and,)
 - iii show contrast or concession (but,)
 - iv show consequence (so,)

Language

Find a synonym or paraphrase in the sample answer for the underlined words.

- | | | | |
|-----------------|-------|-------------------|-------|
| 1 shows | ..... | 2 schools | ..... |
| 3 used | ..... | 4 idea | ..... |
| 5 reducing | ..... | 6 responsible for | ..... |
| 7 beneficial to | ..... | 8 money | ..... |

Waste reduction strategies in schools

In the 21st century, the amount of waste that is generated by educational institutions continues to grow at an alarming rate. In regard to the wasted materials that end up in landfill, government statistics indicate that packaging accounts for 22%, followed by paper-based materials at 20%. As for electricity, research shows that approximately 15% of heat and power consumed in schools is used unnecessarily.

One obvious strategy for tackling the issue of waste is recycling. Many schools focus on the idea of sustainability in their curriculum, and therefore pupils are familiar with this concept. Schools could set aside an area in classrooms for containers for plastic and aluminium waste, and encourage children to use these by removing rubbish bins from school premises. In addition, for children who bring their own lunch to school, lessons could deal with ways to minimize packaging coming from home.

The priority for schools, however, should be the introduction of an energy conservation programme as this would make a considerable difference to their carbon footprint and to the school budget. Many children have a concern for the environment, and so could easily be involved in practical projects: volunteering to read energy meters, monitoring and reporting energy consumption and setting targets for reducing it. Once schools have identified the key sources of energy waste, teams of pupils could be responsible for turning off lights and machines, or in charge of checking temperature controls and so on.

Both strategies would be beneficial to the environment, but energy conservation would also be advantageous in terms of saving money, which could be spent instead on the upgrade of facilities.

Part 2

Write an answer to **one** of the questions 2–4 in this part. Write your answer in **220–260** words in an appropriate style.

- 2 Your local newspaper is running a campaign in support of a public facility which is now facing closure. You decide to write a letter to the editor of the newspaper.
In your letter, you should say why the public facility is of importance to you, explaining its value for the wider community, and suggesting what can be done to prevent its closure.
Write your **letter**. You do not need to include postal addresses.
- 3 You have recently been working on a project for your company. Your manager has asked you to prepare a report on the progress of this project.
Your report should outline the aims of the project, describe any challenges that you have faced, and explain what you have done to overcome them.
Write your **report**.
Before you write your report, go to page 33.
- 4 You see the following announcement on a website, *Culture*:

Reviews Wanted

Send us a review of a film, programme, or book that focuses on a person of historical significance.

What aspects of the person's life and achievements are explored in the film, programme or book? For what reasons would you recommend it to others?

Write your **review**.

A detailed study: Report

- 1 Look again at Part 2, Question 3 of the Writing test on page 32 and a candidate's sample answer below. (Ignore the gaps and bracketed words in the sample answer for now.) Answer the questions below.

Communicative Achievement

- Who is the target reader for this report?
- What register and format does the candidate use?
- Which of the following key points does the candidate make?

An aim of the report is to

- explain why accidents in the workplace have occurred.
- improve the way that risks are described and dealt with.

One challenge was that staff

- felt it was taking too long to read health and safety material.
- didn't think health and safety discussions were important.

A second challenge was that

- the behaviour of some warehouse employees was dangerous.
- warehouse employees couldn't read or write well.

- What does the candidate say were the solutions to the challenges of the project?

Health and safety procedures at work

Introduction

The purpose of this report is to update management on the progress that (1. make) in the 'Health and Safety Procedures' project. As you will be aware, the project has two distinct aims:

- to help employees better report and manage hazards in the workplace
- to prepare for the Health and Safety inspection due in July

The challenges so far

Initially, staff members (2. ask) to read the new Health and Safety documents and policies in their own time as we assumed they were already familiar with most of it. However, complaints (3. receive) by department heads making it clear that this was not the case. An unanticipated problem was the low level of literacy in three employees in the warehouse. Although these men are highly competent in the work they perform, they cannot easily follow health and safety documentation or fill out forms appropriately.

Overcoming the challenges

Health and Safety sessions now (4. schedule) for an hour on Friday mornings for the next four weeks so that all staff can work through training material together, and we can deal with questions as they arise.

A literacy tutor (5. contract) to assess the needs of the three warehouse employees, and to work out a suitable development programme for them.

Future developments

All in all, the project is progressing well. Clear systems (6. put) in place for reporting and managing workplace risks. A final staff feedback session (7. hold) in early June so we can deal with any unresolved issues.

Language

Vary the range of grammatical structures in the sample by changing verbs 1–7 to passive forms.