

C.N.GRIVAS

Cambridge English Proficiency

WRITING



**Cambridge English
Proficiency**

WRITING

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HEAD OFFICE

3 Irodotou St. 193 00 - P.O.Box 72 Attiki, Greece

Tel.: +30-210.55.73.470

Fax: +30-210.55.73.076, +30-210.55.74.086

www.grivas.gr

e-mail: info@grivas.gr

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SAMPLE PAGES

PAPER 2 - WRITING

Paper Format

The paper contains two parts.

Number of Questions

Candidates are required to complete two tasks: a compulsory task in Part 1 and one task from a choice of five in Part 2.

Task Types

A range from the following: essay; article; report; letter; review.

Timing

1 hour 30 minutes.

Marks

Each question on this paper carries equal marks.

PART	TASK TYPE AND FOCUS	FORMAT	LENGTH
1	Writing an essay with a discursive focus.	Candidates are required to write an essay summarising and evaluating the key ideas contained in two texts of approximately 100 words each. The texts may contain complementary or contrasting opinions, and may be extracts from newspapers, books, magazines, online source material, or could be based on quotations made by speakers during a discussion.	240-280 words
2	Writing one from a number of possible text types based on: <ul style="list-style-type: none">• a contextualised writing task• a question related to one of two set texts.	Candidates have a choice of task. In questions 2-4, the tasks provide candidates with a clear context, topic, purpose and target reader for their writing. Question 5 consists of a choice between two tasks based on the set reading texts. The output text types are: <ul style="list-style-type: none">• essay• article• letter• report• review	280-320 words

TASK TYPES IN PAPER 2

The following are brief definitions of the task types which candidates are expected to be able to produce for Paper 2.

An essay is usually written for a teacher. It should be well organised, with an introduction, clear development and an appropriate conclusion. The compulsory Part 1 essay question will involve reading two short input texts on a particular topic and summarising and evaluating the key points from these texts in the context of a coherent essay on the topic, including the candidate's own views.

The set text essay questions specify what particular aspect of the set text (development of character or significance of events) should form the content of the essay.

An article is written on a particular theme in a style which makes it suitable for publication in an English-language newspaper, magazine or newsletter. The question identifies the topic for the article, and the type of publication mentioned gives the candidate guidance as to the appropriate register to be used – for example how academic or lively the article should be. The purpose of an article is to convey information; it may contain some description and / or narrative, and candidates should bear in mind the need to engage the interest of their readers.

A letter is written in response to the situation outlined in the question. Letters in the *Cambridge English; Proficiency Writing* paper will require a response which is consistently appropriate for the specified target reader, and candidates can expect to be asked to write letters to, for example, the editor of a newspaper or magazine, to the director of an international company, or to a school or college principal. A letter to a newspaper or magazine may well include a narrative element which details personal experience; other letters may be more concerned with giving factual information.

A report is written for a specified audience. This may be a superior, for example, a boss at work, or members of a peer group, colleagues or fellow class members. The question identifies the subject of the report and specifies the areas to be covered. The content of a report is mainly factual and draws on the prompt material, but there will be scope for candidates to make use of their own ideas and experience.

A review may be about a book, magazine, film, play, or concert but it may also be about, for example, a restaurant, hotel, or perhaps an exhibition. The target reader is specified in the question, so the candidate knows not only what register is appropriate, but also has an idea about the kind of information to include. A review does not merely require a general description of, for example, an event or publication, but it specifies the particular aspects to be considered. For example, the review may employ narrative, as well as descriptive and evaluative language, and a range of vocabulary relating, for example, to literature and the media such as cinema or TV.

Set text questions may be articles, essays, letters, reports or reviews.

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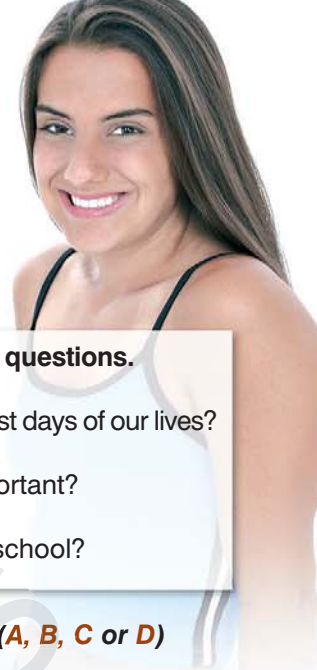
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SAMPLE PAGES

UNIT 1

WRITING AN ESSAY

EDUCATION



I ORAL SKILLS

Look at the photos and answer the questions.

- 1 Is it true that school days are the best days of our lives?
- 2 Why is a good education so important?
- 3 What do you like / dislike about school?

II WRITING SKILLS

- 1 Read this paragraph about the value of learning languages and choose the best answer (A, B, C or D) for each space.

Education in schools consists of the [1] _____ of knowledge in many different [2] _____ and each has its own value. If we didn't learn foreign languages, for example, there would be little [3] _____ between nations. More significantly nowadays, we would be less well-equipped to [4] _____ the workforce as one or more foreign languages are essential in many fields today. Even the learning of so-called [5] _____ languages, such as Latin and ancient Greek, is not without value as both form an [6] _____ part of modern European languages. Few would argue, however, that these should be [7] _____ priority over modern languages in the school curriculum. It is important, [8] _____, that schoolchildren have the opportunity to learn whichever languages they feel will be of the most [9] _____ to them in the future. Some learners might [10] _____ for a rather difficult language such as Russian over French or German. Indeed, many people believe that knowing a slightly unusual language will make finding a good job much easier.

- | | |
|-------------------|------------------|
| 1 A purchase | B acquisition |
| C earning | D accomplishment |
| 2 A subjects | B topics |
| C lessons | D classes |
| 3 A communication | B community |
| C conduct | D conference |
| 4 A go | B become |
| C meet | D enter |
| 5 A dead | B old |
| C lifeless | D stale |
| 6 A integrated | B integral |
| C intact | D intensive |
| 7 A considered | B made |
| C given | D regarded |
| 8 A although | B still |
| C though | D yet |
| 9 A use | B purpose |
| C worth | D significance |
| 10 A opt | B favour |
| C take | D prefer |

- 2 Fill in the correct form of the appropriate verb.

assess, equip, aim, abolish, provide, nourish, develop, participate, satisfy, serve

- 1 In my opinion, exams should be _____. They are a complete waste of time.
- 2 Education _____ the intellect.
- 3 School must _____ students with the skills needed to cope with life today.
- 4 The primary aim of education should be to _____ social awareness.
- 5 A good education should _____ us with the sound foundation we need to get on in life.
- 6 Students should be required to _____ more in the classroom.
- 7 New strategies for _____ students' ability are called for.
- 8 Education is a means of _____ our natural thirst for knowledge.
- 9 A good teacher _____ to do more than merely provide facts and figures.
- 10 The ideal educational system would _____ the needs of society.



3 Look at these words and phrases related to exams.

means of assessment, make progress, everything depends on your performance on the day, proof of ability, qualifications are a passport to success, stress / anxiety, revise for / revision, get a high / low mark in an exam, be under pressure to do well

Now discuss the following statements.

- Exams should be abolished.
- There should be more to education than certificates.
- Alternative means of assessment do exist.

4 A Match the phrasal verbs with their meanings.

- | | |
|------------------------|----------------------|
| 1 enter into _____ | 6 force into _____ |
| 2 drop out _____ | 7 do away with _____ |
| 3 scrape through _____ | 8 add up _____ |
| 4 open up _____ | 9 bear out _____ |
| 5 take on _____ | 10 build up _____ |

- A** just pass
- B** make someone do something
- C** join
- D** develop
- E** abolish, get rid of
- F** employ
- G** leave (school, university, a course, etc.) before the appropriate time
- H** make possible
- I** find the total of a group of numbers
- J** prove

B Now fill in the correct form of the appropriate phrasal verb.

- 1 John just managed to _____ his biology exam. It's never been his best subject.
- 2 You won't be _____ by that airline unless you can speak two foreign languages.
- 3 This report about the unemployment rate amongst young people will _____ what I said.
- 4 Subjects such as information technology _____ new employment opportunities.
- 5 No child should be _____ doing a subject at school which he really dislikes.
- 6 So many young people _____ of school today as they feel the education system has nothing to offer them.
- 7 In my opinion, we should simply _____ exams. They achieve nothing.
- 8 Students should be assessed on their willingness to _____ discussions in the classroom.
- 9 School should be about _____ knowledge and nothing else.
- 10 Having a wide range of subjects on the curriculum is no good if school leavers can hardly write their names or _____.

5 Complete these sentences with the correct form of the word in capitals.

- 1 Teachers, as _____, should consider all aspects of a child's learning. **EDUCATE**
- 2 In oral exams, it's the responsibility of the _____ to make the candidate feel at ease. **EXAMINE**
- 3 The head teacher decided all students should be assessed on their written _____. **ASSIGN**
- 4 Gaining _____ experience is just as important as acquiring knowledge. **PRACTISE**
- 5 In most schools, subjects like maths and English are compulsory, but others are _____. **OPT**
- 6 Unfortunately, in some parts of the world, there is still a high rate of adult _____. **LITERATE**



6 Choose the correct word.

- 1 At what age do most students **leave / leave from** school in your country?
- 2 Students **sit / give** exams twice a year at this school.
- 3 My school **timetable / programme** doesn't leave me with much spare time for other pursuits.
- 4 You need to have passed certain exams in order to **go / get** into university.
- 5 When **revising / reading** for an exam, take plenty of short breaks.
- 6 **A / The** knowledge of German is useful for anyone hoping to work in Europe.
- 7 Sciences are becoming more and more important, **specially / especially** disciplines such as computer technology and nuclear physics.
- 8 Most pupils feel nervous when they are waiting to be given their school **report / card** to see how well they've **done / gone**.

7 When writing essays, you can make your language more formal by using negative inversion. Rewrite these sentences, as in the example.

Educationalists should not ignore students' opinions under any circumstances.

Under no circumstances should educationalists ignore students' opinions.

- 1 Pupils must not be left unsupervised in the laboratory on any account.
On no account _____
- 2 Exams are an unfair means of assessment and they also cause stress.
Not only _____
- 3 Candidates will only be allowed to leave the exam room under exceptional circumstances.
Only under exceptional circumstances _____
- 4 The school board will consider changing its policy only if students, parents and teachers agree.
Only if _____
- 5 The validity of the exam was never in doubt.
At no time _____

III WRITING TASKS

1 Part 1 of the CPE Writing Paper is a compulsory task. You will be asked to summarise and evaluate the key points from two short passages, and include your own ideas on the subject.

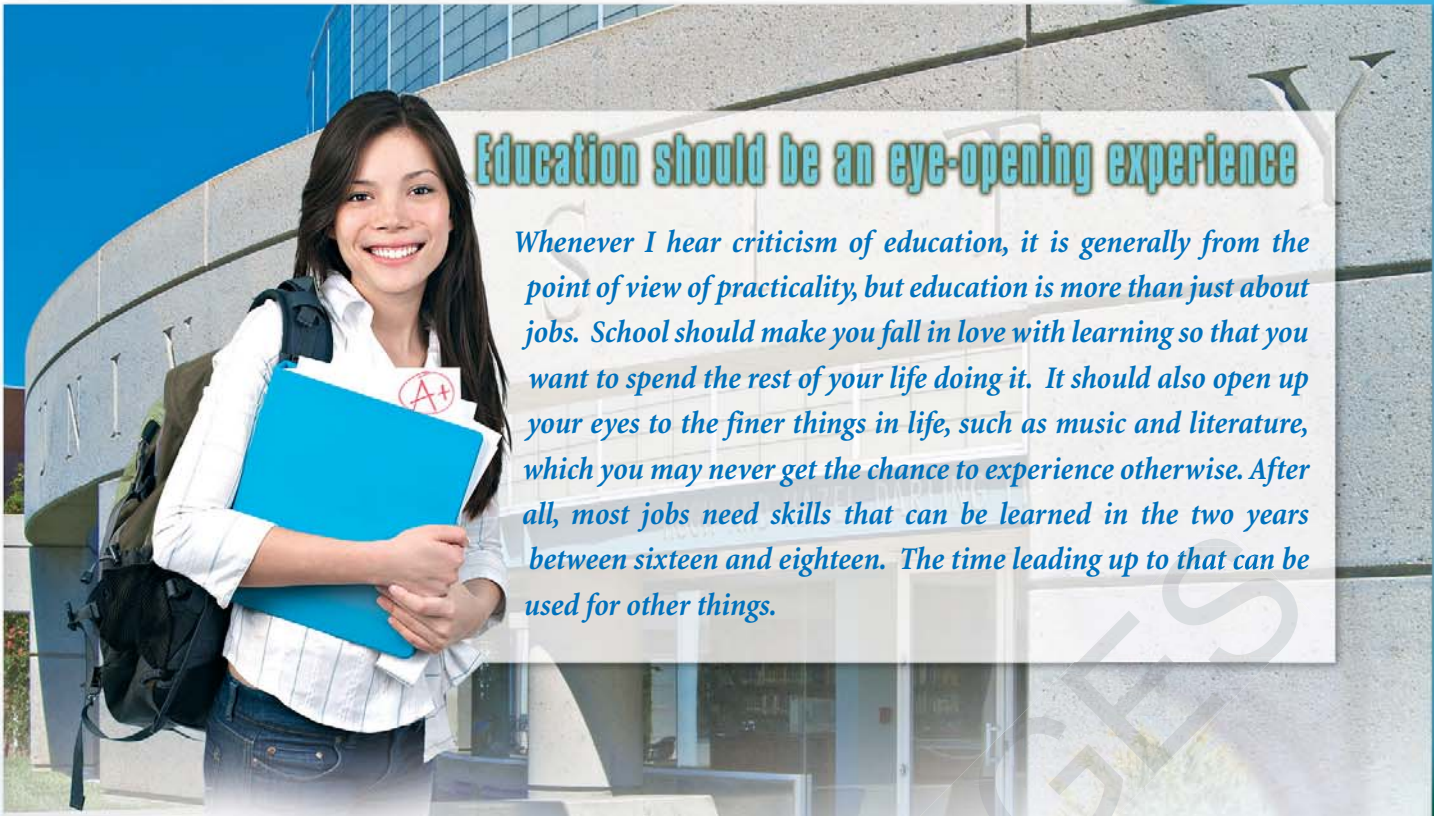
Look at this example.

Read the following two texts. Write an **essay** summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.



Teach us how to work

In order to prepare young people for life today, the school curriculum needs to be changed. There must be less emphasis on traditional academic subjects and more on those which teach the skills needed to compete in the twenty-first century. After all, aren't computer skills, for example, more valuable than a deep knowledge of history when we go out into the world in search of employment? Considering the fact that youth unemployment is at a record high all over Europe, perhaps it is time we viewed the arts as more of a hobby, and education as something we need purely in order to get a job.



Education should be an eye-opening experience

Whenever I hear criticism of education, it is generally from the point of view of practicality, but education is more than just about jobs. School should make you fall in love with learning so that you want to spend the rest of your life doing it. It should also open up your eyes to the finer things in life, such as music and literature, which you may never get the chance to experience otherwise. After all, most jobs need skills that can be learned in the two years between sixteen and eighteen. The time leading up to that can be used for other things.

2 Look at the task again and answer these questions.

1 What is your essay going to be about?

2 Do the texts contain complementary or opposing opinions on the subject?

3 What's your opinion on the subject?

4 Which of these two plans below would be best for an essay like this?

Plan One

Introduction: general comment about the topic; say the topic needs to be discussed

Paragraph 2: discuss the reasons for having a more practical, work-based curriculum

Paragraph 3: discuss the reasons for studying more abstract subjects like music

Conclusion: state your opinion on which argument is the best, or whether a balance is needed

Plan Two

Introduction: say why education should be about the work you intend to do

Paragraph 2: talk about the problems of unemployment among young people in Europe

Paragraph 3: discuss the reasons for studying more abstract subjects like music

Conclusion: state the consequences of taking the steps you have suggested

3 Read this essay, which a student wrote in response to the task.

No one would deny the importance of a good education, but definitions of exactly what this consists of are prone to change. Perhaps the demands of life and work in the twenty-first century justify a reassessment of today's education system.

There was once a time when only the most academic subjects were valued. However, the world has changed significantly and many top employment opportunities today are to be found in the field of computer technology. Even if they are not, I would argue that there are very few jobs where the ability to use a computer is not necessary. Yet Computer Studies is not a compulsory subject, but English is. Youth unemployment is at epidemic levels all over Europe, but we are still forcing students to read Shakespeare instead of how to create a website.

There are many who would say that this is unfair, that students can learn computer skills and still have time for the subjects that cultivate their minds and spirits. Where else, they say, would many young people encounter the works of Shakespeare, one of the greatest writers of all time? Education is meant to open the mind, not just set each child on a pre-ordained path for them to head towards the job that has been chosen for them. It is my firm belief that the arts are often more interesting, and the happy student is more likely to view knowledge and education positively throughout their life.

I am of the opinion that an education should ready you for the world of work, but what is not recognised is that many people make a very good living from the arts, whether they are a musician, an artist or, like Shakespeare, a writer. What is really needed is a modernisation of subjects to make them more relevant to life in the twenty-first century.

4 Look at the essay again and underline the three places where the writer clearly gives his / her opinion. Add these ways of giving an opinion to the box below.

Giving an Opinion

Personally, I believe that ...

It seems to me that ...

I am convinced that ...

I am in favour of / against ...

To my mind, ...

My opinion is that ...

In my opinion, ...

IV FINAL PREPARATION for PART 1

1 Look at the task below.

Read the two texts below. Write an **essay** summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Examinations are not fair

Making judgments about the ability of students based on examinations that take place just once or perhaps twice a year is simply not fair. So many students fail to show their true ability due to anxiety, stress and a number of other factors. Many students who do well in exams do so simply by cramming facts into their heads the week before the exam, to be forgotten by the following weekend. Surely assessment of the work done in class and at home throughout the school year would be a fairer system?

Classroom Assessment is idealistic

It's all very well to talk about teachers judging their students work in the classroom, and students working alone at home on their projects, but everyone knows that continuous assessment doesn't work like that. Teachers are only human, and tend to be softer on their students than an examiner would be (or, in a worse scenario, harder on a student they don't like). Parents or older siblings help students with the projects they have to do at home, even if it's just coming up with ideas for them. Exams may not be fun, but at least we get to see what each individual student is capable of.

2 Planning your essay.

A Answer these questions orally:

- 1 Is it fair to use examinations to test people?
- 2 What kind of people do well in exams? What kind don't?
- 3 What are the benefits of testing students through assessment throughout the year?
- 4 What kind of assignments could be part of such an assessment scheme?



B Think about the content of your essay.

1 Look at the texts again and make notes below.

Points against exams / in favour of continuous assessment:

Points against continuous assessment / in favour of exams:

**2 Are there any ideas of your own that you could add?
Are you going to agree with the first or the second text,
or suggest a balance in the conclusion?**

3 How to organise your CPE writing task.

The plan below will help you write your essay.

Introduction: general comment about the topic, indicate there are two sides to the debate

Paragraph 2: discuss the key points from the first text; add your own ideas

Paragraph 3: discuss the key points from the second text; add your own ideas

Conclusion: state which argument is the best one, or whether a balance is needed

REMEMBER:

- Don't worry if you write too many words – you will not be penalised.
- Justify your views.

Now write your essay (page 207).

Cambridge English Proficiency WRITING aims to prepare students for Paper 2 of the examination, both by enriching their language skills and offering ample practice in all the writing tasks.

Each unit is both task and topic based, and contains the following features:

➤ **Oral work**

At the beginning of each lesson, candidates are given the opportunity to discuss the general topic of the unit, thus preparing for the written work to come.

➤ **Vocabulary exercises**

Through these, students will enhance and expand their language skills and build up a knowledge of the advanced vocabulary required at this level.

➤ **Error correction exercises**

In every unit there is a special focus on error correction. Students are thus alerted to the most common mistakes made by foreigners learning English.

➤ **Task analysis**

Candidates are offered invaluable guidance in analysing typical exam tasks and understanding exactly what is required of them.

➤ **Models**

Model pieces of writing (report, letter, review, essay, etc.) and related exercises highlight what learners need to be aware of in order to fulfil the requirements of the writing section of the exam.

➤ **Plans**

For each piece of writing students will attempt, they are supplied with a straightforward plan to encourage them to organise their ideas in an appropriate way.

Cambridge English Proficiency WRITING is a systematic approach to teaching writing skills at an advanced level.

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