

Model writing answers

Unit 27

Exam practice: Writing Part 1 – An essay (see Unit 27, p. 187/p. 272 of Answer key)

Model answer

Just as many people are interested in researching their family histories and finding out about their ancestors, investigating the history of one's neighbourhood village or town is also becoming more popular. I will consider two of the ways in which this research can be carried out.

Perhaps the most straightforward way of finding information about the recent history of a neighbourhood is to interview elderly people who remember the place as it was in the past. These personal memories can provide us with a clear idea of what life was like in a place we know today. Unfortunately however, old people's memories may not be reliable, which means that any factual information they pass on may not be accurate or complete.

Another practical and effective approach is to consult written records in, for example, museums, churches or record offices. But today, more importantly than this, anyone who has access to a computer can search the Internet for information about the history and development of the place in question. This method will almost certainly provide factual information, as well as more personal insights, and will enable us to discover facts about our neighbourhood beyond living memory.

Although I believe that interviewing people from a neighbourhood would provide interesting and personal information, I think that the Internet is more likely to provide detailed and reliable information.

(224 words)

Unit 33

Exam practice: Writing Part 2 – A report (see Unit 33, p. 213/p. 274 of Answer key)

Model answer

Attitudes to healthy living in my country

Introduction

The purposes of this report are to outline some of the country's main health problems, to describe how people have reacted to campaigns aimed at promoting healthier lifestyles, and to make recommendations for ways of improving the situation.

Current health problems

The main health problems at the present time are smoking-related illnesses, lack of exercise and poor diet. There have been many national campaigns in recent years to inform people about these problems and to suggest small changes in behaviour that could lead to enormous health benefits. The most recent campaign has been to ban smoking on public transport.

Attitudes to health awareness campaigns

Although most people are aware of these problems and understand what they need to do to be healthier, many seem unwilling or unable to change their behaviour. Some people blame nicotine addiction for their continuing to smoke, lack of time for taking little or no exercise, and say they cannot afford to eat healthily. In addition, they object to being treated like children and insist that they have the right to decide for themselves how to lead their lives.

Recommendations

Persuading people to lead new, healthier lifestyles will never be straightforward. However, my main recommendation is that lessons on healthy living should be included in the school curriculum, starting at primary school. I hope that this will not only have a positive effect on young people themselves, but will also make parents more aware of the problems and lead to the adoption of healthier lifestyles by all generations.

(260 words)

Unit 41

Exam practice: Writing Part 1 – An essay (see Unit 41, p. 246/p. 277 of Answer key)

Model answer

Nowadays, it is common to hear employers complain that young people are unprepared for employment when they finish their education, a situation that is not beneficial for employers or young people. In this essay, I will suggest two possible solutions to this problem.

The first solution might be for schools and universities to make their existing courses for students more relevant to employers' needs. To do this successfully would require rigorous planning, during which educationalists and employers' organisations devise appropriate courses to introduce general skills needed in most working environments – skills such as language competence and computer literacy. In addition to this, young people would need to be trained in ways of relating to colleagues and to develop responsible attitudes to work.

The second solution would be for employers to provide introductory programmes for new employees. These might include general skills as well as skills specific to individual companies. Such courses would be able to provide relevant, up-to-date training. However, employers might not want to give young people on such programmes permanent jobs until they were sure that they would become successful employees. This solution might not be popular with young people themselves, if they felt their positions were not secure.

In conclusion, I would suggest that improved school and university programmes would be the best solution because they would prepare young people for a variety of working environments. This would, in my opinion, also be better for employers as they would not have the expense of providing training programmes for young people who might not be suitable.

(258 words)

Unit 45

Exam practice: Writing Part 2 – A letter (see Unit 45, p. 262/p. 278 of Answer key)

Model answer

Dear Sir / Madam

I have recently heard that our town council is considering banning private vehicles from the town centre during working hours. My initial reaction was that this was an impractical proposal and impossible to enforce. However, the more I think about it, the more sensible the idea seems. These are my current thoughts.

There is no doubt that traffic congestion during working hours has been getting gradually worse for some time and this has become a cause of irritation for motorists who may be trying to get to work. The large number of private cars also prevents buses and taxis getting efficiently from A to B. The council has already tried other measures, such as congestion charging and the introduction of special bus lanes during rush-hour periods. Unfortunately, these measures have not had the desired effect and the situation is continuing to deteriorate.

It is to be hoped that reserving the town centre for essential traffic and public transport will make our town a much more pleasant environment for employees of shops and businesses, as well as for tourists, shoppers and others who may want to visit the town centre during working hours.

In my view, the arguments in favour of banning private vehicles are indisputable for the reasons I have given. However, for the ban to be successful, improved train and bus services must be provided for those who will have to leave their cars at home when the ban comes into force. Such services need to be regular, efficient and affordable.

Yours faithfully,

(259 words)

Writing – useful phrases

Cambridge English: Advanced Writing includes a wide range of text types (see *Cambridge English: Advanced* Exam summary on pages 6–7). The degree of formality appropriate for these text types will vary considerably. For example, essays should be written in a formal style, whereas competition entries and some letters can be more informal and conversational in style. In many cases a neutral style will be acceptable.

The exam questions will tell you the type of text to write and explain the purpose of the text. From this information, you can decide the level of formality required. For example:

Write a letter to **your friend** saying whether or not you would **recommend this job to them** and **giving your reasons**.

So, you know this is an informal, personal letter. You know you will need to include the language of recommendations and suggestions. You also know you will need to make points to support your recommendations.

This section groups expressions by purpose and indicates whether each expression is *formal*, *neutral* or *informal*.

- Stating facts

Formal: **It is certainly true that...**; **It is certainly the case that...**; **Undoubtedly...**; **Undeniably...**; **Unquestionably...**

Neutral: **Without a doubt...**; **Clearly...**

Informal: **Obviously...**; **Of course...**; **It goes without saying that...**

- Making general points

Formal: **As a general rule...**; **For the most part...**

Neutral: **Generally...**; **In general...**; **In most cases...**; **On the whole...**

Informal: **Generally speaking...**

- Introducing supporting facts

Formal: **Recent research has shown...**; **There is evidence to suggest...**

Neutral: **The latest figures suggest that...**

- Suggesting causes

Formal: **This could be a result of...**; **This may be attributable to...**

Neutral: **This could be because...**; **This could/may/might be due to...**

Informal: **Perhaps this is because...**

- Making additional points

Formal: **It is also the case that...**; **In addition...**; **Furthermore...**; **More importantly...**; **More significantly...**

Neutral: **It is also true that...**; **What is more...**

Informal: **Another reason for this could/may/might be...**; **Besides...**; **Also...**; **On top of this...**; **Another thing...**

- Stating results

Formal: **Thus...**; **Consequently...**; **This has the effect of...**

Neutral: **Therefore...**; **As a result...**; **For this reason...**

Informal: **So...**

- Presenting alternative views

Formal: **Nevertheless...**; **Nonetheless...**; **It can be argued that...**

Neutral: **Even so...**; **However...**; **On the other hand...**; **Despite this...**

- Suggesting something is not true

Formal: **It is not necessarily the case that...**

Neutral: **It is not necessarily true that...**; **Not everyone agrees that...**; **It seems unlikely that...**

Informal: **It is not very likely that...**

- Contradicting a statement

Neutral: **In actual fact...**; **In reality...**

- Writing about the present

Formal: **Currently...**

Neutral: **Nowadays...**; **These days...**; **Recently...**; **In recent years...**

Informal: **Today...**

- Writing about the past
Formal: Formerly...
Neutral: In the past...; In previous years...; Previously...; At one time...; At that time...; Over the past few years...; Once...
Informal: Back then...
- Writing about the future
Formal: In years to come...; In a future time...
Neutral: In the future...; The day will come when...
Informal: One day...
- Writing about future plans
Formal: It is our intention to...
Neutral: We hope to...
- Ending with a summary
Formal: In summary...; In conclusion...
Neutral: To sum up...; On balance...
Informal: All in all...
- Giving personal opinions and reasons
Formal: It is my feeling that...; It is my opinion that...; From my perspective...
Neutral: In my opinion...; In my view...; I believe that...; Personally, I think/believe/would say/feel...; From my point of view...; It seems to me that...; I'm convinced that...
Informal: I can honestly say that...; I think...
- Giving other people's opinions
Formal: According to X...; In X's opinion/view...; As X argues/claims/explains/points out...; Many people argue...; It is often said that...
Neutral: According to some people...
Informal: I've heard/read that...; X says that...
- Making suggestions and recommendations
Formal: My recommendations are as follows...
Neutral: I would suggest doing...; I suggest that...; I would recommend doing...; I (strongly) recommend that...; It would be a good idea to...
Informal: Why not do...; Why don't we/you do...; How about doing...; Let's do...
- Personalising
Neutral: I'm sure you will agree...; On a personal note...
- Stating objectives
Formal: The purpose/aim of this report/proposal...; In this report I will...
- Starting a letter
Formal: Dear Sir/Madam...; I am writing with regard to...; I am writing in response to...
Neutral: Dear ...; I am writing to...
Informal: Hello...; Hi...; It's great to hear from you...; Sorry that I've been out of touch...; Thanks so much for...
- Ending a letter
Formal: I look forward to your response...; I hope to hear from you soon with regards to...; Yours faithfully...; Yours sincerely...
Neutral: I look forward to hearing from you soon; Yours...; Best wishes; Kind regards
Informal: See you soon; Write soon; All the best...; Bye for now; Take care.

Spelling

British English

The words below are often misspelled in *Cambridge English: Advanced* Writing tasks. Pay particular attention to the underlined parts. They often cause difficulties for *Cambridge English: Advanced* candidates. Words marked with an asterisk (*) are the most common spelling errors recorded in the *Cambridge English: Advanced* Learner Corpus.

accommodation*; achieve; address; advertisement*

beautiful; beginning*; believe*; bicycle

cemetery; colleague*; commitment; committee*; consensus; conceive; comfortable*; convenient

decaffeinated; definitely; dependence; desirable; different; disappointed*

embarrass; environment*

February; fourteen; forty; friend; fulfil*

government*; grammar; grateful

harass; hygiene; hypocrisy

innate; independence; interesting

knowledge

library; lightning

manageable; millennium; mischievous; misspell; monkeys; mortgage; mountain

necessary; negotiate*; niece; no one; noticeable; nowadays*

occurred; occurrence; opportunity*

parallel; pastime; piece; perceive; perseverance; pursue; pollution; possession; potato; preceding; preferred; privilege; programme*

pronunciation; publicly

receive; recommend*; ridiculous; rhythm

siege; sentence; separate; seize; sincerely; speech; successful*; supersede; surprise

their; tomorrow

until*

vacuum

weird; Wednesday; which*; writing

Differences between British and American English

In the *Cambridge English: Advanced* Writing tasks, you may use British or American spelling, but you must be consistent. Here are some common differences:

British	American
-re: <u>centre</u> ; <u>theatre</u>	-er: <u>center</u> ; <u>theater</u>
-our: <u>colour</u> ; <u>neighbour</u> ; <u>favourite</u>	-or: <u>color</u> ; <u>neighbor</u> ; <u>favorite</u>
-ce: <u>defence</u> ; <u>offence</u> ; <u>pretence</u>	-se: <u>defense</u> ; <u>offense</u> ; <u>pretense</u>
-yse: <u>analyse</u> ; <u>paralyse</u>	-yze: <u>analyze</u> ; <u>paralyze</u>
2 vowels: <u>foetus</u> ; <u>haemorrhage</u> ; <u>manoeuvre</u>	1 vowel: <u>fetus</u> ; <u>hemorrhage</u> ; <u>maneuver</u>