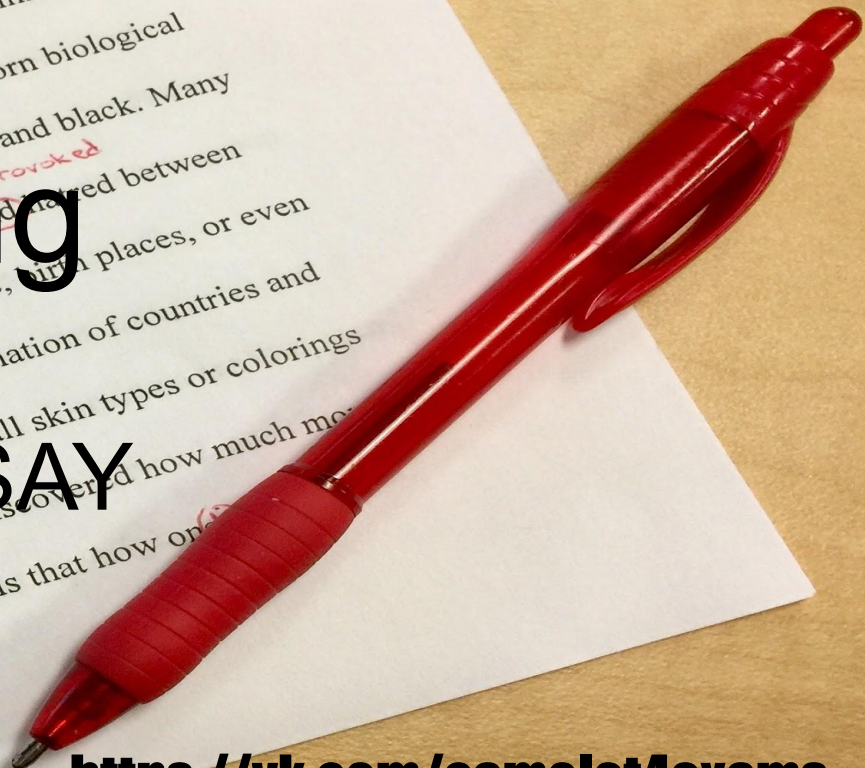


CAE Writing

ESSAY



<https://vk.com/camelot4exams>

For years Me...
then to white, then back to brown...
ews have been working hard against Mexicans in...
ould be allowed at all. Because of these views points Mexicans are se...
e given a low status even if entered through the proper channels with
ation
Who is this?
defines racism to be "the belief that a particular race is superior or inferior to
person's social and moral traits are predetermined by his or her inborn biological
s." Racism is not just labeled to one group but to two different groups like white and black. Many
nicities can have racism among themselves within itself. Racism can also be provoked between
groups. It can also be due to skin color, background, sex, language, birth places, or even
customs. Racism can influence many things like slavery or the formation of countries and
s. The belief of inferiority was not this automatic creation. Not all skin types or colorings
originally considered inferior. Many years ago the Portuguese discovered how much more
advanced Africans than themselves. An important feature of race is that how one
Source?
Specifics?

- 1 Your class has attended a panel discussion on facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?

- museums
- sports centres
- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody!"

"Sports centres mean healthier people."

"A town needs green spaces – parks are great for everybody."

Write an essay discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for local authorities to give money to, **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.

C1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

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1. Intro
(State the problem/paraphrase the task/ ask rhetorical questions/address the reader directly)

2. Para 1

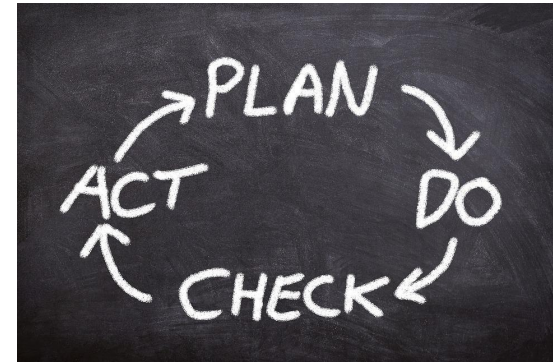
Discuss the first option you have chosen. Include a good topic sentence, give reasons for your answer. Describe some of the disadvantages to maintain a well-balanced argument.

3. Para 2

Introduce the second option. Try to present both sides of the argument and give reasons for your ideas.

Conclusion

State your final opinion. Summarise the key points for your choice.



Synonyms

No one likes **a broken record**. Find synonyms for simple words. You want to use a variety of language, and try not to repeat yourself too much. Check out these different ways of saying the same thing:

advantage = benefit, positive, upside

disadvantage = downside, drawback

effect = influence, impact, result, outcome

problem = issue, challenge, difficulty, obstacle, setback, complication

important = valuable, essential, beneficial

expensive = costly, dear, high-priced, extortionate

cheap = inexpensive, affordable, economical

big = great, large, sizeable, considerable, wide, vast

small = slight, tiny, little

Quick tip: Visit [Thesaurus.com](https://www.thesaurus.com) to study more synonyms!



COMMON MISTAKES

spelling

subject+verb agreement

singular/plurals

articles

question formation

variety of tenses

dependent prepositions

repetition



Avoid

Contractions (isn't, can't, didn't)

First person pronouns (I, we, my, us, our, me)

Phrasal verbs and idioms, typical for spoken and Informal English.

