

5 Her cousins never send her invitations to family celebrations. - **She is never sent invitations to family celebrations by her cousins./Invitations to family celebrations are never sent to her.**

6 The examiner didn't explain to me the exam regulations at the beginning. - **Exam regulations were not explained to me by the examiner at the beginning./I wasn't explained the exam regulations by the examiner at the beginning.**

1.6 Rewrite in Passive. Do not forget about the prepositions

Example: *His word is of no value and one cannot count on it.* → *His word is of no value and cannot be counted on.*

1 My sister is very forgetful and you cannot rely on her. - _____.

2 Parents often provide for their children - _____.

3 All team members agreed on the rules. - _____.

4 Magazines write about the new movie a lot. - _____.

5 Visitors often look with admiration at her artwork. - _____.

6 They laughed at him sometimes for his unusual fashion choices. - _____.

7 They looked for the missing keys everywhere. - _____.

8 Her classmates often made fun of her. - _____.

exam skills

1.1 Match a piece of text with the mistake

- It is not surprising because how can we respect wildlife and ecosystems if we are not aware of its problems?
- Apply basic first aid is selected by 12%
- The students can't make decisions in stressful situations
- I have found a pie-chart with the results of a survey.
- According to the data in the pie-chart, answering the survey question "What protective measures in case of a natural disaster do you know?" most of the responses choose "Follow the teacher's instructions" (30%).
- According to the data in the pie-chart, answering the survey question "What protective measures in case of a natural disaster do you know?" most of the responses choose "Follow the teacher's instructions" (30%).
- a simple listing of information, not a statement of a fact
- a language mistake leading to lower score for the content
- wrong punctuation leading to senseless sentence structure
- non-substantial comment + rhetorical question (style) + grammar
- contraction (style)
- an illogical comment on the percentage

- It can be clearly seen that the figure for “Proceed to the shelter” is 11% higher than the figure for “Support your emergency buddy”.
- It can be inferred that the respondents, like many other people in the world prefer to hide in a shelter than to help a friend in an emergency because having ensured one's own safety, a person can then help others.
- a disconnect of the comment from the survey topic + punctuation
- no data to confirm the statement

1.2 Look at the exercise and sort the content according to the paragraphs

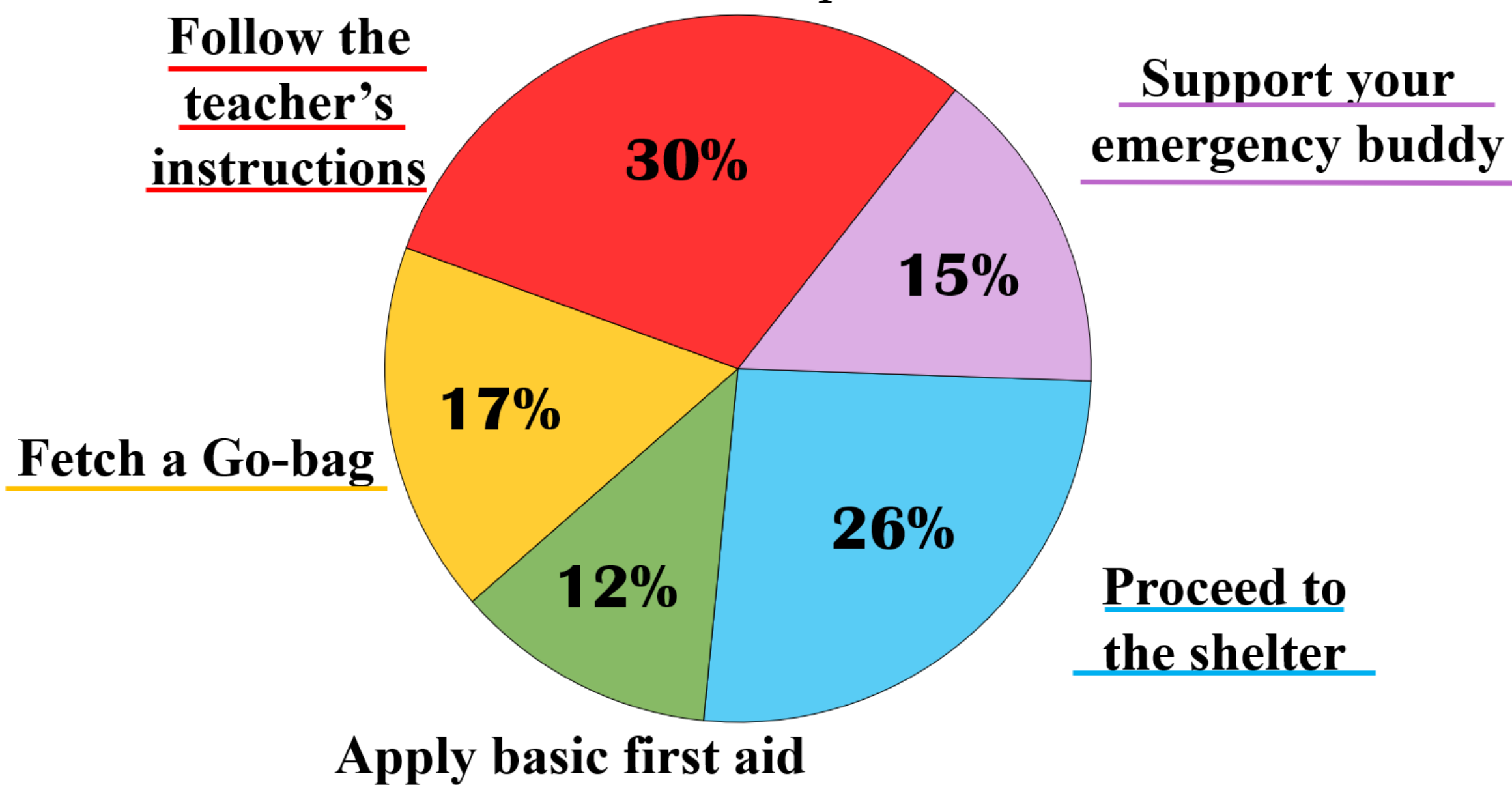
Imagine that you are doing a project on **what protective measures in case of natural disasters school students in Zetland know**. You have found some data on the subject – the results of a survey conducted among school students in Zetland (see the pie chart below).

Comment on the survey data and give your opinion on the subject of the project.

The survey question:

What protective measures in case of a natural disaster do you know?

Choose one option



Write 200–250 words.

Use the following plan:

- make an opening statement on the subject of the project;
- select and report 2–3 facts;
- make 1–2 comparisons where relevant and give your comments;
- outline a problem that school students can face when taking protective measures in an emergency situation and suggest a way of solving it;
- conclude by giving and explaining your opinion on the importance of integrating safety lessons in the school curriculum.

- I am conducting a project on what protective measures students in Zetland are aware of in case of natural disasters
- schools should conduct regular drills and training sessions on emergency procedures.
- A further analysis of the data shows that
- As part of my project, I have found a pie chart that shows the results of a survey on this topic
- The pie chart reveals that the most common response
- the measure “Follow the teacher’s instructions” is named as twice more familiar than “Support your emergency buddy”
- panicking during a natural disaster is the first that comes to mind.
- to the question “What protective measures in case of a natural disaster do you know?”
- is “Follow the teacher’s instructions,”
- with 30% of the students selecting this option./The second most popular answer is “Proceed to the shelter,”
- (30% and 15% respectively).
- In conclusion,
- not only helps them respond effectively during emergencies but also builds their confidence.
- chosen by 26% of respondents.
- However only 12% of the surveyed opted for “Apply basic first aid”
- In such situations, students might forget what they have learned or become too scared to act.
- This suggests that students may feel more confident in following directions from adults during emergencies
- , making it the least familiar protective measure.
- rather than taking independent action.
- To tackle this problem,
- I believe it is vital to integrate safety lessons into the school curriculum.
- I will analyze the survey data and share my thoughts on the subject of my project.
- Unfortunately, among problems that school students may face when taking protective measures,
- Teaching students about protective measures

Aspect 1, paragraph 1:

Aspect 2, paragraph 2:

Aspect 3, paragraph 3:

Aspect 4, paragraph 4:

Aspect 5, paragraph 5:

1.3 Choose quality comments

- “Follow the teacher’s instructions” (30%) vs “Proceed to the shelter” (26%): It can be assumed that students are more frequently taught to rely on authority figures than make their own decisions in case of a natural disaster.
- “Proceed to the shelter” (26%) vs “Support your emergency buddy” (15%): It can be inferred that the respondents, like many other people in the world, prefer to hide in a shelter than to help a friend in an emergency because having ensured one's own safety, a person can then help others.
- “Fetch a Go-bag” (17%) vs “Support your emergency buddy” (15%): The similar percentage for supporting an emergency buddy indicates that while students recognize the value of teamwork, they may not have received as much formal instruction on this aspect. The knowledge about fetching a Go-bag may stem from awareness campaigns or discussions about personal preparedness.
- “Follow the teacher’s instructions” (30%) vs “Support your emergency buddy” (15%): I think this is probably because supporting a friend is important, but it is not the main thing that person should do in a dangerous situation. At the same time, the respondents have had many lessons at school where teachers told them safety rules.
- “Follow the teacher’s instructions” (30%) vs “Apply basic first aid” (12%): This shows that students learn more about listening to teachers because it is easy to understand and practice during drills. But applying first aid needs special training, which students might not get in school.
- “Proceed to the shelter” (26%) vs “Apply basic first aid” (12%): Students might remember going to shelters in case of a natural disaster because they practice this in school drills. However, applying first aid is harder and needs more training, which may not happen often in schools.
- “Follow the teacher’s instructions” (30%) vs “Apply basic first aid” (12%): I think the reason is that not many pupils in Zetland know how to apply basic first aid and it’s easier for them to just follow their teacher’s instructions.

1.4 Choose options where both the problem and solution will be accepted

- A problem that can arise with visiting some parts of Russia: A problem that can arise with visiting some parts of Russia is the location of some natural attractions that are worth seeing. They often lie very far from the places that can be reached on foot or by public transport. An effective way of solving it is to hire a local person who knows the place and can drive tourists in their car to the attraction and back.

○ A problem students can face when taking measures in an emergency situation: It is worth mentioning that there are some typical problems that one can arise with taking protective measures in an emergency situation. One of them is that people may start to panic. To solve the problem one should gather his thoughts, take a deep breath and start taking coordinated measures.

○ A problem that can arise with environmental lessons at school: Unfortunately, there is a problem that can arise with environmental lessons at school. Teachers can not be able to do this lessons interesting because of lack knowledge in this theme. To solve this problem, schools must buy books about the environment.

○ A problem students can face when taking measures in an emergency situation: One common problem students may face during an emergency situation is panic and confusion because students might feel scared and unsure of what to do. To solve the problem, teachers can teach breathing exercises or other calming techniques that students can use if they start to feel anxious.

○ A problem that can arise with environmental lessons at school: One problem that can arise with environmental lessons at school is a lack of interest from students as many students may find environmental topics difficult to relate to their everyday lives. To solve this problem, teachers can use hands-on activities and in their environmental lessons. For example, a field trip to a local recycling center or participation in a community clean-up event.

○ A problem that can arise with visiting some parts of Russia: One of the problems that can arise with visiting some parts of Russia is lack of money to go somewhere. An effective way of solving it is to travel together with friends to make it cheaper.

1.5 Choose conclusions that were NOT accepted by examiners

○ The importance of integrating safety lessons in the school curriculum: In conclusion, even though safety lessons are hard to teach, it is important to include them in the curriculum because they can help a lot in case there is danger to safety.

○ The importance of integrating safety lessons in the school curriculum: To conclude, I find it extremely important to include safety lessons in the school curriculum because they prepare students for emergencies and encourage responsibility.

○ The importance of developing inner tourism: In my opinion, it is important to develop inner tourism because it can boost the local economy by creating jobs and supporting small businesses. When people travel within their own country, they spend money on hotels, restaurants, attractions, and local services, which helps communities thrive.

○ The importance of developing inner tourism: To sum up, I strongly agree that it is important to develop inner tourism even though it is less comfortable than travelling to other countries. You should show love to your country first and the best way is by visiting different places.

○ The importance of integrating lessons on environmental protection in a school curriculum: In conclusion, environmental education is important as it encourages students to think critically about complex issues and develop problem-solving skills. They learn to analyze data, evaluate solutions, and consider the long-term impacts of their actions on the environment.

○ The importance of integrating lessons on environmental protection in a school curriculum: To conclude, I believe teaching students about environmental issues is crucial because it helps them to be responsible for their actions towards our planet.

1.6 Check the essay for content

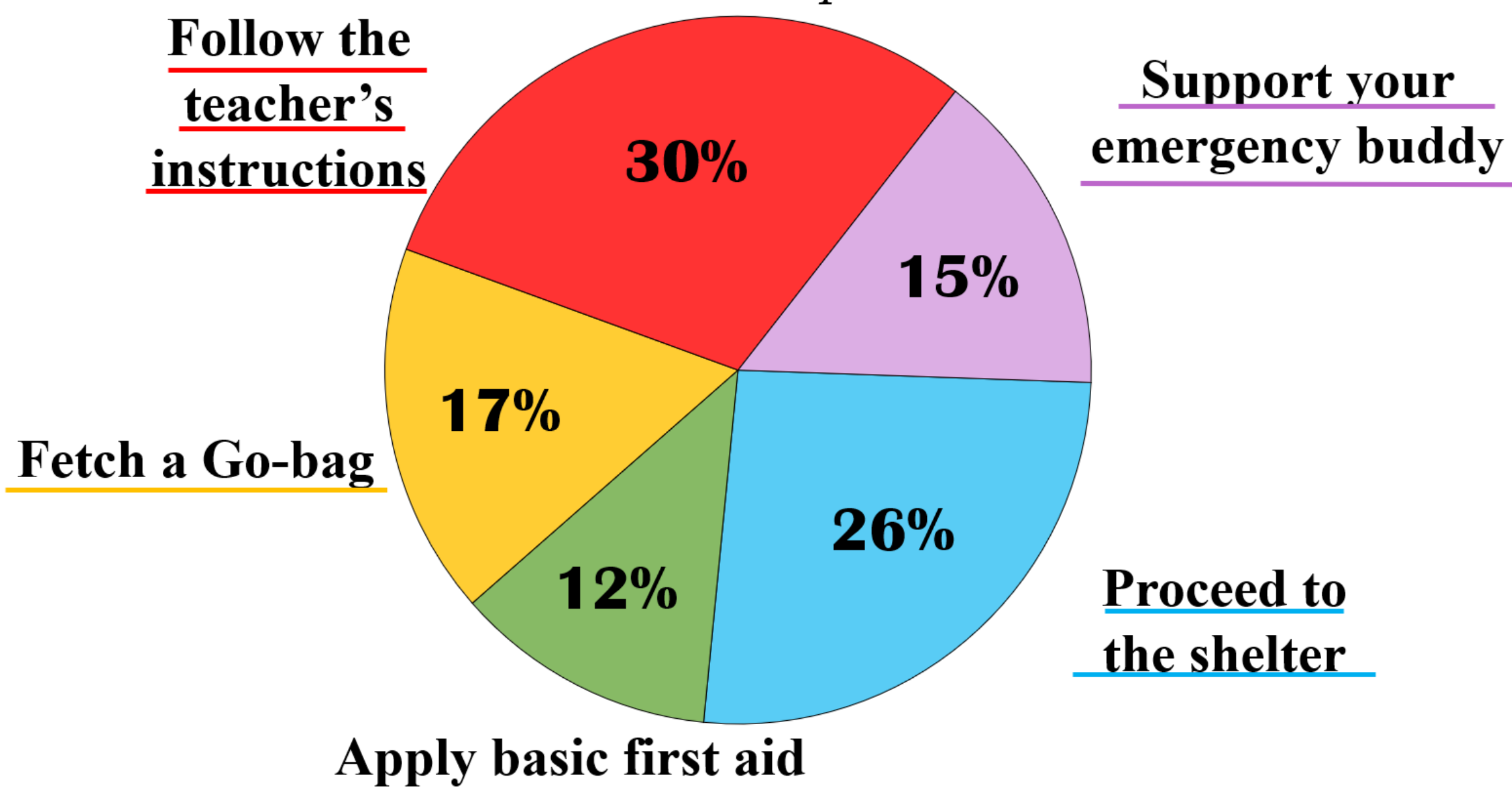
Imagine that you are doing a project on **what protective measures in case of natural disasters school students in Zetland know**. You have found some data on the subject – the results of a survey conducted among school students in Zetland (see the pie chart below).

Comment on the survey data and give your opinion on the subject of the project.

The survey question:

What protective measures in case of a natural disaster do you know?

Choose one option



Write 200–250 words.

Use the following plan:

- make an opening statement on the subject of the project;
- select and report 2–3 facts;
- make 1–2 comparisons where relevant and give your comments;
- outline a problem that school students can face when taking protective measures in an emergency situation and suggest a way of solving it;
- conclude by giving and explaining your opinion on the importance of integrating safety lessons in the school curriculum.

➤ **Aspect 1:** *I am currently doing a project on protective measures in case of a natural disaster. I have found a pie-chart with the results of a survey. I am going to comment on the survey data and give my opinion on the subject of the project.*

- ☐ the introduction mentions the project or goal
- ☐ it mentions a relevant survey obtained as a source of statistics
- ☐ it says that the obtained survey results are presented as a table or pie chart
- ☐ it mentions details about the survey: the country and the group of respondents
- ☐ it names the type of data: “pie chart” or “table” correctly
- ☐ it describes the project as an individual project
- ☐ it gives proposal to the content of the rest of the essay

➤ **Aspect 2:** *According to the data in the pie-chart, answering the survey question “What protective measures in case of a natural disaster do you know?” most of the responses choose “Follow the teacher’s instructions” (30%). “Fetch a Go-bag” is selected by 17% of those surveyed. “Apply basic first aid” appears to be the least common option, only 12% of the respondents opt for it.*

- ☐ all described facts are described as such (percentage, rank in the pie/chart/table, name of the option)
- ☐ numbers for 2-3 described facts are provided
- ☐ numbers are given as digits
- ☐ numbers are given correctly as they are stated in the table/pie chart
- ☐ the survey topic and the category name are stated correctly
- ☐ options from the table/chart are correctly included in sentences

➤ **Aspect 3:** *It can be clearly seen that the figure for “Proceed to the shelter” is 11% higher than the figure for “Support your emergency buddy”. It can be inferred that the respondents, like many other people in the world, prefer to hide in a shelter than to help a friend in an emergency because having ensured one's own safety, a person can then help others.*

- ☐ all 5 facts are spread evenly between paragraphs 2 and 3 OR 2 of the 3 facts described in paragraph 2 are given in a different language
- ☐ the chosen data are relevant for comparison
- ☐ in case the compared facts are mentioned for the first time, the figures for them are given
- ☐ the comment attempts a logical conclusion or explains reasons for differences/similarities between the facts
- ☐ special language tools for comparison are used
- ☐ the numerical data in comparison are given correctly
- ☐ the comment is logical and relevant to the topic

➤ **Aspect 4:** *It is worth mentioning that there are some typical problems that one can arise with taking protective measures in an emergency situation. One of them is that people may start panic. To solve the problem one should gather his thoughts, take a deep breath and start talking coordinated measures.*

- ☐ an introduction for this part to create a logical transition from describing the data to sharing our personal opinion is given
- ☐ a realistic and logical problem is suggested
- ☐ the audience that might face the problem is considered
- ☐ a logical solution is given
- ☐ the solution is specific and mentions particular measures

➤ **Aspect 5:** *To conclude, I believe that integrating safety lessons in the schools curriculum is important because it will help to reduce the number of accidents in schools. Not only is it essential, but also promotes an invaluable life experience.*

- ☐ states that the opinion is personal
- ☐ expresses an opinion strictly according to what is stated in the task
- ☐ an explanation of the opinion is attempted
- ☐ gives specific logical reasons that can relate to general experience

1.7 Find language mistakes in the essay and comment on how to correct them

1.8 Find your last essay. Record yourself evaluating it for each aspect

- Aspect 1
- Aspect 2
- Aspect 3
- Aspect 4
- Aspect 5