



MICHIGAN LANGUAGE ASSESSMENT

A2-C1

WRITING



Study at Home

MET Writing Resource Pack

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 Cambridge Assessment
English

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How to Use This Guide

This resource pack is provided for both students preparing independently to take the MET and for teachers designing lessons to help their students improve their writing skills for MET. This document includes exercises and study questions to accompany a set of sample writing responses and commentary as well as a set of additional MET writing prompts. Both of those resources are included in the appendix at the end of the document.

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For STUDENTS

Here are some specific suggestions about how you can use this guide to help you improve your writing skills as you prepare for the MET:

- See general tips for independent practice (below).
- Become familiar with the task description and rating criteria (pp. 4-5).
- Read the sample essays and work through accompanying practice activities (pp. 8-11).
- Work through the lesson/study plan (pp. 12-13) to accompany new practice prompts.
- Find a classmate or a friend to study with and share your writing samples. Giving and receiving feedback will help you improve your writing skills.

General Tips for Independent Practice

1. The most important way to learn to write is by writing! It takes time and practice to become a good writer; there are no easy shortcuts.
2. Use this resource pack to break down your writing practice into manageable steps.
3. Clear and effective writing implies clear and logical thinking about your topic. Make sure you do not skip over the essential steps of pre-writing, including brainstorming, vocabulary study, outlining, and organizing your thoughts.
4. The editing and revision process is the key to improving your writing. Once you have a first draft, leave it for a day or more, then come back to it with fresh eyes. Look for errors, repetition, grammar and vocabulary mistakes, and a clear, logical flow of ideas with each paragraph.
5. Pay special attention to memorized phrases or idioms. Correct use of idioms can make your writing stronger, but avoid using 'cliches' (idioms that are over-used) or the wrong idiom.
6. In order to improve your writing, it is most helpful if you have someone who can read your essays and provide feedback. This could be a teacher, tutor, fellow student, or other peer. The more detailed feedback you receive, the better, but any feedback is helpful. Go back to the essay with fresh eyes after any feedback, and remember that your reader's reaction is important. If something is not clear to a reader, it can usually be re-written to make it clearer.

For TEACHERS

- See general tips for teaching online (below).
- Review task description and rating criteria (pp. 4-5).
- Review lesson plan template (pp. 6-7) and adapt as needed.
- Refer to practice activities for use with sample essays (pp. 8-11).
- Refer to suggested lesson plan for use with new prompts (pp. 12-13); adapt as needed for your time, class needs, and available resources.

General Tips for Teaching Writing Online

1. Engage with the learners: give all students a chance to participate in some way (chat, audio, etc.), and invite students who haven't spoken to participate.
2. Create a supportive atmosphere. Be patient with the use of technology.
3. Use screen-sharing and digital whiteboards to share and edit documents with the entire class.
4. Use low-tech equipment (e.g., whiteboards) for variety.
5. Provide feedback in real time and after students submit work, via email or other messaging platform.
6. Match students in small groups/pairs and encourage peer editing via email or video chat outside of designated class time.
7. Establish clear deadlines and communicate the agenda and expectations for each session ahead of time.

MET Writing Section

The MET Writing Section consists of two separate tasks to cover a range of writing types and functions. Test takers write a few sentences in response to three related questions about personal experiences and then write a formal, multi-paragraph essay in response to a prompt. There is no word limit for the essay, but test takers are advised to write one to two pages. One of the two tasks focuses on an academic topic, and test takers have 45 minutes for the entire section.

According to the CEFR (Council of Europe, 2001: 61-62), writers at levels A2 to C1 are able to:

CEFR Level	Description
A2	write a series of simple phrases and sentences linked with simple connectors like “and,” “but,” and “because.”
B1	write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
B2	write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
C1	write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

Writing Assessment Criteria

<p>Grammatical Accuracy</p> <ul style="list-style-type: none"> Quantity of error Severity of error Ability of reader to process intended meaning <p>Vocabulary</p> <ul style="list-style-type: none"> Lexical sophistication Appropriate word choice Degree of word misuse <p>Mechanics</p> <ul style="list-style-type: none"> Appropriate sentence boundaries Punctuation Spelling 	<p>Cohesion and Organization</p> <ul style="list-style-type: none"> Ability to create cohesion Ability to link ideas together Use of connective devices <p>Task Completion</p> <ul style="list-style-type: none"> Relevance to the task Degree of supporting detail Successful completion of task
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Writing Lesson Plan Template

This template is provided here to help teachers structure a set of lessons to help students prepare for the writing section of the MET.

The timing of each step in the lesson sequence will depend on many factors, but it is suggested to spread these steps out across at least 3 to 4 separate lessons.

STAGE 1: Read and Analyze

Students need to read examples of appropriate model essays and analyze them to help familiarize themselves with good writing. In addition to reading examples of good or model essays, students can also benefit from reading responses that are acceptable but still need improvement.

Specific Elements to Analyze

Structure and characteristics of the relevant genre:

- Short answers (MET Writing Section Part 1) and opinion essays (MET Writing Section Part 2)
- Vocabulary, idioms, and effective phraseology
- Sentence structure and paragraph structure
- Details of the argument or claims, and why it is (or isn't) convincing
- Effective use of examples, rhetorical devices, and descriptive language

STAGE 2: Pre-Writing

In the pre-writing stage, students consider a topic, organize their thoughts, activate their background knowledge, and take notes on relevant vocabulary.

Specific Steps:

- Brainstorm all ideas, concepts, examples, and words related to the topic
- Form an opinion or decide on a perspective
- Consider relevant personal experience, background information, or specific knowledge
- Cluster ideas using a graphic organizer (e.g., wh-word wheel, spider map, word web, etc.). Appendix 3 shows five examples of graphic organizers you can use.
- Evaluate reasoning: Is it logical? Is it convincing? Do the details support the claim? Are the examples memorable? Are the implications of the examples clear? Do you anticipate counter arguments?

STAGE 3: Composing the First Draft

The only way to improve writing is by writing. In this stage, students start putting the ideas they gathered in the previous stage into a first draft.

Specific Steps:

MET Writing Task 1 (short answers):

- Read the questions or prompts carefully and answer each of them with specific examples.
- Make sure your first sentence for each response clearly answers the question. For example, if the question is “What do you like about this place and why?,” describe things you like about the place and the reasons why you like them.
- Include additional sentences to add more details.

MET Writing Task 2 (opinion essay):

- In the previous stage, you identified ideas and examples and grouped them under key main ideas.
- Start by writing an introduction to state your opinion or preference. You can also explain how you are going to develop your essay (e.g., by comparing advantages and disadvantages of each side, or by describing three different examples).
- Write a paragraph to elaborate on each key idea.
- Make sure that each paragraph has sufficient supporting examples and details, all of which support only one main idea.
- Also, make sure that you have a separate paragraph to respond to each part of the writing prompt. For example, if you are asked to explain whether you would prefer an interesting job with low pay or a boring job with high salary, you can write separate paragraphs to explain why you would prefer one option and why you would not prefer the other option mentioned in the prompt.
- Write a brief conclusion summarizing your opinion and describing how your examples and details support it.

STAGE 4: Editing and Revising

- Re-read both at the time of drafting, and after a break, to come back with fresh eyes.
- Edit for grammar, vocabulary, sentence structure, and paragraph structure.
- Ask: is the point clear? Could the argument be stronger? Are there additional details that could be added?
- Encourage peer editing in early drafting stages.
- Formal feedback should be focused, and always followed by opportunities to rewrite.

PRACTICE ACTIVITIES for MET Writing

STAGE 1: Read and Analyze Sample Answers and Essays (see Appendix 1)

A. General Questions to Accompany Task 1 Sample Responses

Answer the questions based on the sample answers for task 1 (Samples 1-a, 2-a, 3-a, and 4-a). (see Appendix 1)

1. Is the question/prompt answered? Does the response include appropriate and relevant information?
2. Are the ideas logically organized? Are they well connected?
3. Is vocabulary appropriately used? Can you find ideas that could be expressed better using other words?
4. Are there any mistakes in grammar, punctuation, word choice, spelling that can be corrected?
5. Look at how the ideas are connected. Are there any transition words or phrases? Can you think of other words or phrases to connect the ideas?
6. Is the answer detailed enough, or could you expand on it?
7. Finally, study the commentary provided and compare with your analysis.

B. Suggested Additional Practice Questions for Task 1

Read the following questions carefully. Pay attention to the Wh- questions (What, Who, Where, When, Why) or similar question words like how long, how often, etc.

Use the wh- word wheel in Appendix 3 to write notes and organize your answers to the questions. Then, write complete sentences with as much detail as possible.

1. What is your favorite kind of food? How often do you eat it?

2. Who is your best friend? How long have you known him/her/them?

3. Where is your favorite place in the city? What do you usually do there?

4. When were you born? What is special about that place?

5. Why are you studying English? How long have you studied it?

6. Where do you exercise? How often do you exercise?

C. General Questions to Accompany Task 2 Sample Essays (see Appendix 1)

1. Find the thesis statement or main argument.
2. Write the supporting details/arguments.
3. Write down 3-4 transition phrases or signposting devices the writer uses. (Signposting devices: words and phrases that guide the reader through the essay, structure it, and help make transitions.)
4. List adjectives and other descriptive language the author uses to support their argument and convince the reader.
5. Write down the specific details or examples used.
6. Vocabulary and phraseology:
 - a. List any vocabulary words that are new to you.
 - b. List any words that you could think of a synonym for.
 - c. What key phrases do you notice? Are these effective, or do they sound memorized?
 - d. Is there any repetition that could be avoided?
7. Errors: Find any errors, inconsistencies, or examples of sentences that could be improved.
8. Finally, study the commentary provided and refer back to the essays.

D. Additional Specific Study Questions for Each Sample Essay**Sample 1-b, Level A2 (p.15)**

1. Where is the main idea of the paragraph expressed? What is the main reason given in support of the main idea?
2. This is a short response, and not all ideas directly support the main idea. Can you find ideas that are not relevant or clearly connected to the main idea of the paragraph?
3. Look at sentence 2. Many ideas are described in this sentence, but incorrect sentence punctuation makes it difficult for the reader to understand.
 - How many separate ideas are mentioned in this sentence?
 - Rewrite each of those ideas as an independent sentence.
4. The last sentence does not seem to be relevant or connected to the main idea of this paragraph. Write a different concluding sentence that summarizes the main idea of the paragraph.
5. The writer prefers a boring job with a high salary. Can you write an additional paragraph with opinions this writer may have about having an interesting job with low pay?

Sample 2-b, Level B1 (p. 17)

1. The main idea of paragraph 1 is that the writer would prefer an interesting job without thinking about the salary.
 - There are two main sentences, but punctuation is used incorrectly. Can you correct the punctuation to separate both sentences?
 - What word is missing between “I don’t care” and “the salary”?
 - “but” is not the right word to connect those two ideas. How would you express the idea that the writer is trying to explain?
 - Can you think of two additional examples to support the main idea of this paragraph?
2. In paragraph 2, the word “accessible” is not used correctly. What word would accurately express the idea the writer wants to convey?
3. In paragraph 1 the writer chooses an interesting job without thinking about the salary, but paragraph 2 identifies two scenarios based on the salary. Do either of these ideas better support the main idea of paragraph 1? Should either of them be included as part of paragraph 1?
4. At first the writer does not seem to care about the salary, but different and inconsistent views are expressed later. Can you find evidence in the response that salary is not important? Can you find evidence that salary is actually important to the writer? Which of these ideas would you keep in this written response?
5. Write a paragraph explaining your opinion about the relationship between job satisfaction and salary.
6. The writer talks about playing on a football team as the perfect job.
 - What reasons does the writer provide to explain this is a perfect job?
 - Can you add more examples to support this?
 - How is this perfect job related to the question the essay is trying to answer?
 - What additional information should be included in this paragraph to better address the question?

Sample 3-b, Level B2 (p. 19)

1. What is the main idea of the essay? How is it supported? Draw a graphic organizer with the main idea of paragraphs 1, 2, and 3 and the details that support each of them.
2. As mentioned in the commentary, this “response is generally very cohesive.”
 - What makes this essay cohesive?
 - What words or phrases does the author use to connect sentences and paragraphs?
3. After “In my opinion,” paragraph 1 includes many ideas that are not separated into sentences. Identify each separate idea and provide the correct end-of-sentence punctuation, or re-write the ideas as separate sentences.
4. Punctuation in the first sentence of paragraph 2 needs to be improved. There are many clauses that need to be separated by commas. Can you identify them and add the appropriate commas?
5. From the commentary about this written response, we know that the writer uses some sophisticated vocabulary. Improving your use of vocabulary will help you improve your writing. Can you identify frequently used words in the response that could be replaced by more sophisticated words?

Sample 4-b, Level C1 (p. 21)

1. The thesis statement of the essay is at the end of the first paragraph. How does the writer start this essay? What purpose does this entire paragraph serve? How does this introduction contribute to the delivery of a cohesive message?
2. What does the writer look for in a job? Go over the essay and underline what the writer values in a job. How many times is this information mentioned in the essay?
3. In the first paragraph, the writer mentions different reasons. What words are used to connect these reasons?
4. Paragraph 2 says that a monotonous job that is not intellectually challenging is not appealing to the author. Can you elaborate more on this idea by giving three or four examples to support it?
5. Although the last sentence of paragraph 2 can be understood, it can be improved. Can you rewrite it using better sentence structure?
6. Paragraph 3 is important because it acknowledges a different and valid point of view. What supporting arguments could be added to this main idea?
7. Compare the grammar and the vocabulary of the B2 (sample 3-b) and C1 (sample 4-b) responses. What differences do you notice? What aspects of grammar and vocabulary show a higher level of proficiency in the second sample?

Sample Lesson Plan and Exercises for Use with New Prompts (see Appendix 2)

STAGES 2 and 3: Pre-Writing and Drafting

General Suggestions:

1. Decide how many essay prompts you/your students will have time to practice. We suggest starting with 4 prompts.
2. Half of the prompts (first 2) should be used without a timer. Give yourself/ students as much time as you/they need, and focus on producing clear, organized, and grammatically correct writing.
3. Get feedback from a teacher, tutor, or peer editor.
4. Focus on the feedback when you write your next essay, so you can work on your specific weaknesses.
5. When you have done the un-timed essays, switch to timed essays, so you can practice under test conditions. After each essay, get someone (teacher/tutor or peer editor) to read and comment if possible.
6. Teachers: You may want to separate each of the new prompts onto separate pages and choose the topics/prompts for the students, especially after they have completed the un-timed practice.

Specific Steps: Summary

1. Pre-writing/brainstorming
2. Organizing main ideas
3. Adding details
4. Drafting/putting paragraphs together
5. Editing

Details:

1. Brainstorming/pre-writing

- What is your true opinion about the topic? It will be easier to write about a topic if you are writing about what you believe. Alternatively, you can practice writing two essays for each topic, taking both sides of the issue.
- What vocabulary will you use for this topic? Brainstorm your active vocabulary (avoid using a dictionary or other resource when you are practicing under test conditions). Focus on key verbs, nouns, and adjectives/adverbs.
- Use a graphic organizer to arrange key ideas and content words you think you will need (see Appendix 3 for samples). For example, a word web or spider map could be used for brainstorming main ideas and grouping related vocabulary; a wh-word wheel could be used for answering personal questions or organizing a narrative; a two-column chart is a useful way to outline pro and con arguments, advantages and disadvantages, main ideas and details, facts and opinions, causes and effects, problems and solutions, or vocabulary words/concepts and definitions.

2. Organize your main ideas

- Start from the big picture: state your opinion.
- Identify the main reason you hold this opinion.
- Other reasons—first, list them in any order. Then when all main ideas are listed, put them in a logical order.

3. Add details

- Add some specific examples or details that make your point.

4. Compose paragraphs

- Group your ideas into coherent paragraphs with clear topics, and draft the paragraphs of your essay.

STAGE 4: Edit and Revise

- Check for organization and logical flow of your ideas.
- Eliminate repetition and clichés (overused and unoriginal phrases).
- Make sure you have not forgotten any of your main ideas or details from steps 1 and 2.

Self-assessment questions:

Did you clearly state your opinion or argument?

Is your text cohesive? Is there a clear connection between each of your examples and the points they support?

Do you have enough supporting details and relevant examples?

Did you use relevant and convincing vocabulary?

Appendix 1

Sample Response 1-a

CEFR Level: A2

Task 1:

1. Where do you live? How long have you lived there?

I live in Shkoder
I live since when I have born

2. What do you like about that place and why?

I like much things in this place, like castle of Shkoder, people in this place, because make me happy and comfortable

3. Tell us about what you do there.

I am student in university, in third class

Commentary	
✓	✗
<ul style="list-style-type: none"> • Some supporting detail is provided. • The connection of ideas is partially successful. 	<ul style="list-style-type: none"> • Most sentences contain grammatical errors (“I like much things in this place,” “because make me happy and comfortable.”). • Only simple vocabulary is used. • Little to no correct punctuation is used. • The response is very short and simple.

Sample Response 1-b

CEFR Level: A2

Task 2:

Would you prefer an interesting job with low pay or a boring job with a high salary? Explain.

I think I would prefer a boring job with a high salary, because you will have more money to spend on your family or, on you. And you also have more money to the thinks that you always want like going on holiday and for your sons for them to have a better education and to enjoy life I a different way the experiences of life can be enjoyed only once. However, it would be more difficult for studing it at the university, if I have the chan

Commentary	
✓	✗
<ul style="list-style-type: none"> The writer is able to convey some basic ideas (e.g., earning more money will provide a better education and life for your family). Some simple grammar constructions are error free. 	<ul style="list-style-type: none"> There is little control over end of sentence punctuation, which makes it difficult for the reader to follow the ideas presented (see sentence 2). The ideas presented are not always connected (“the experiences of life can be enjoyed only once. However, it would be more difficult for studing it at the university”). There are frequent spelling errors (“salary,” “thinks,” “studing”). The response is very short and simple.

Sample Response 2-a

CEFR Level: B1

Task 1:

1. What do you like to do in your free time? How often do you do it?



In my free times I play football, I like playing football with friends and family Three times a week I play it

2. What do you like about that activity and why?

I love doing sports, and my favourite is football. About the activity I like it because of playing with a team and not alone like in tennis

3. Tell about the last time you did this.

The last time I went to play football, I was with some friends and we found an other group of friends so we organize a match.

Commentary	
	
<ul style="list-style-type: none"> • Some simple grammatical constructions are error free (“I like playing football with friends and family”). • The response is mainly relevant to the task. • Some supporting detail is provided. • There are few spelling errors and none that cause confusion. 	<ul style="list-style-type: none"> • Many sentences contain grammatical errors (“Three times a week I play it,” “About the activity I like it”). • Most of the vocabulary used is simple. • There are some sentence boundary errors (see sentence 1).

Sample Response 2-b

CEFR Level: B1

Task 2:

Would you prefer an interesting job with low pay or a boring job with a high salary? Explain.

If you do a boring job, your life will be boring, so I will choose a job that interest me, I don't care the salary, but the salary might be enough to live.

If the salary is too low I will prefer the boring job, but if the salary is accessible in the interesting job, I will choose it.

My perfect job will be about playing in a football team. Because football is the most activity I like to do in life and you will earn a big money.

In conclusion, if they pay low or a high money, I will away chose the interesting job.

Commentary	
✓	✗
<ul style="list-style-type: none"> The response is mainly relevant to the task. Some simple grammatical constructions are error free (“I don’t care about the salary,” “If the salary is too low I will prefer the boring job”). The writer uses some connective devices (“but,” “because,” “In conclusion”). 	<ul style="list-style-type: none"> There are frequent sentence boundary errors. Some vocabulary words are misused (“the salary might be enough to live,” “football is the most activity”). The response is short and simple.

Sample Response 3-a

CEFR Level: B2**Task 1:****1. What do you like to do in your free time? How often do you do it?**

In my free time I like to talk to my friends and I do it everyday. I also like to watch movie, but only during the weekends, because I don't have much time during the week.

2. What do you like about that activity and why?

I like talking to my friends because they always make me laugh. And watching movies is a good thing because you can travel to many other places just by sitting on the sofa.

3. Tell about the last time you did this.

I did both things two days ago. My friends and I went to the cinema and, after that, we stayed at the mall just talking and laughing.

Commentary	
✓	✗
<ul style="list-style-type: none"> • The response is directly relevant to the task. • The writer provides supporting detail that clearly relates to the task (“I like talking to my friends because they always make me laugh”). • The grammatical errors that are present do not interfere with meaning. • Word choice is generally appropriate. • There are no spelling or sentence boundary errors. 	<ul style="list-style-type: none"> • The writer does not attempt to use any sophisticated vocabulary.

Sample Response 3-b

CEFR Level: B2

Task 2:

Would you prefer an interesting job with low pay or a boring job with a high salary? Explain.

Honestly, I would prefer an interesting job rather than a boring job even though this job could only give me a low salary. In my opinion, one person’s job is really important, it is essential for your happiness since it’s something you do almost every single day of your life, if you don’t like it because it’s boring, you are bound to spend lots of hours being miserable even more hours that the ones you would spend happy at the shopping making use of your high salary.

Perhaps if your job doesn’t pay you much you don’t get to go shopping every single day but I’m positive you will be happier this way as long as your job is doing something that you like. There’s a saying that says “if you work doing something that you like, you don’t have to work at all” and I think that couldn’t be more true.

In conclusion, even though I’m the kind of person that loves spending money (we all do), I love even more spending my time doing what I like.

Commentary	
✓	✗
<ul style="list-style-type: none"> • The response is generally very cohesive. • The writer gives some supporting details that are clearly relevant to the task (“if you don’t like it because it’s boring, you are bound to spend hours being miserable”). • A combination of simple and more sophisticated vocabulary is used (“essential,” “bound to,” “miserable”). 	<ul style="list-style-type: none"> • There are some sentence boundary errors (see paragraph 1). • Some grammatical errors are present (“even more hours that the ones you would spend happy at the shopping”) but none that interfere with meaning.

Sample Response 4-a

CEFR Level: C1

Task 1:

1. Where do you live? How long have you lived there?

I live in Cali, in a neighborhood called Villa del Sol, it's located in the north of the city. I've lived there every single year of my life and living there allows me to have such a relaxed lifestyle.

2. What do you like about that place and why?

Well, as I said above I've always lived there so I know a lot of people. And I think you need to know your neighbors well in order to have a good environment.

3. Tell us about what you do there.

I like to hang out with my childhood friends, play music and have some fun. My friends and I enjoy all of the places that our neighborhood has to offer and we go dancing all the time.

Commentary	
✓	✗
<ul style="list-style-type: none"> • There are no grammatical errors. • The response is directly relevant to the task. • The vocabulary words are carefully chosen to match the context. • There are no spelling or sentence boundary errors. • There is a clear connection of ideas. 	<ul style="list-style-type: none"> • The vocabulary used is not exceedingly sophisticated.

Sample Response 4-b

CEFR Level: C1

Task 2:

Would you prefer an interesting job with low pay or a boring job with a high salary.

People do jobs for different reasons. Some work as breadwinners to be able to put food on the table each evening. Others have the additional focus of developing a healthy career path and seek jobs to suit their particular goals while on the career path. And then there are the more fortunate ones who do not have the worry about earning to run their life and so seek a job or career to make productive use of their time. I consider myself fortunate to fall in this category and so for me my job has to be very much to my interests.

What I seek is not a high or a low salary, but a stimulating work environment that offer new challenges and learning opportunities to keep me involved and motivated. A high salaried job but one that is monotonous or poses little intellectual involvement is certainly not my game.

I can equally well appreciate the point of view of those who may need to work to be able to discharge the responsibilities of self and family.

While on this, it is also relevant to understand that as a young person at the start of one’s career, one may be required to work through boring jobs, irrespective of the salary offered. This may be part of an overall plan of gaining experience to meet one’s life goals.

Commentary	
✓	✗
<ul style="list-style-type: none"> • Errors are rare, even in complex sentences. • Sophisticated vocabulary is properly used (“breadwinner,” “fortunate,” “stimulating,” “irrespectively”). • The writer provides appropriate context (see paragraph 1) and the supporting details given are clearly developed. • The response is very cohesive with ideas clearly connected. 	<ul style="list-style-type: none"> • Some vocabulary is misused based on the context (“a healthy career path”). • While errors are rare, some wording at times is a bit awkward (“earning to run their life,” “I can equally well appreciate”).

Appendix 2

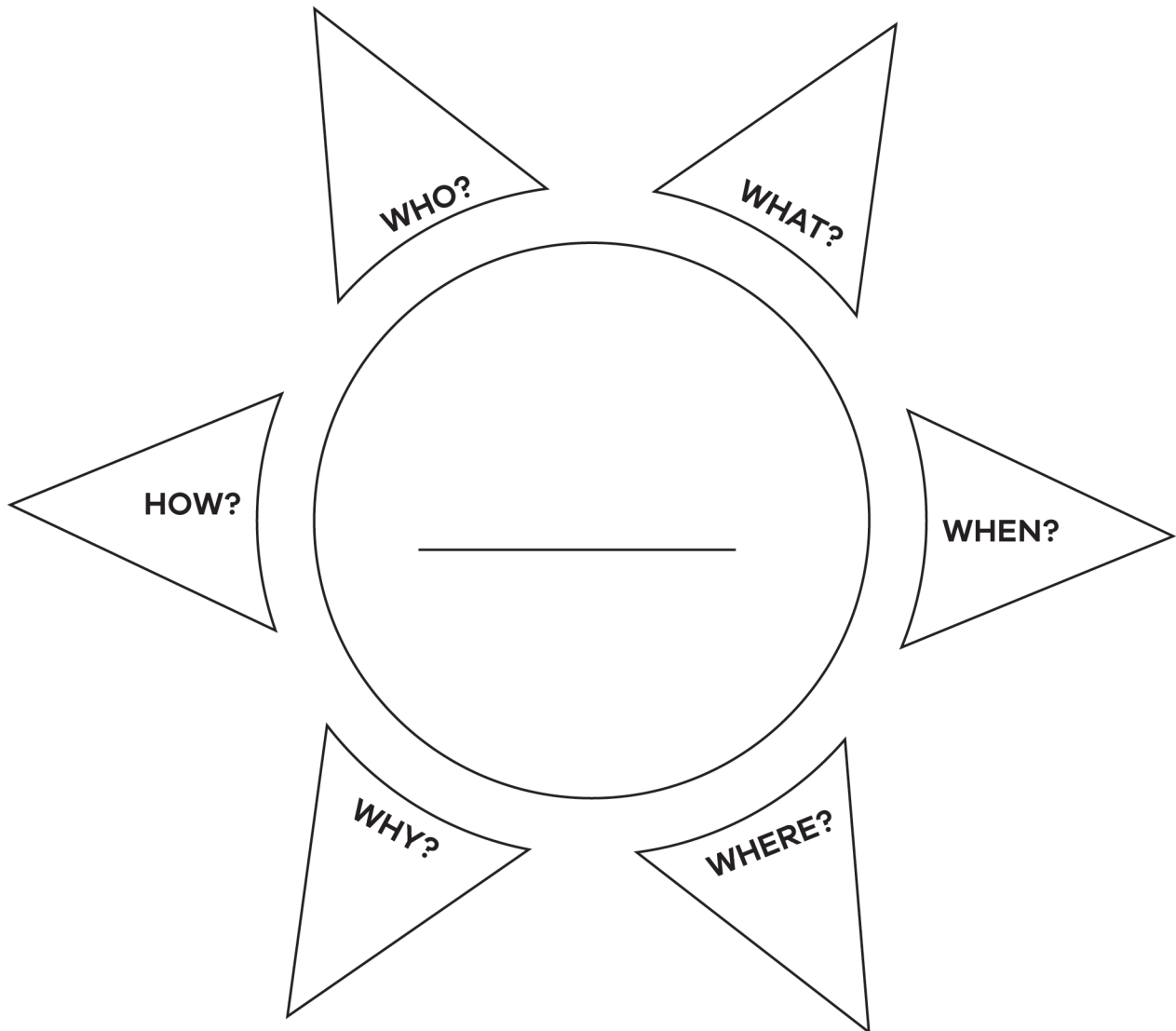
New Practice Writing Prompts for MET Task 2

1. According to most doctors, adults need thirty minutes of physical activity at least five days a week to be healthy. However, most adults do not get this recommended amount of exercise. What can be done to help people get the exercise they need? Give examples to support your answer.
2. These days, some schools do not have enough money to pay for all the programs that they think are necessary for their students. As a result, some schools are considering allowing advertisements in their buildings. Do you think this is a good idea? Why or why not?
3. Some people like to do their everyday shopping at large supermarkets. Others want to go to several small stores or local markets to buy what they need. Which style of shopping do you prefer and why? Give reasons and examples to support your answer.
4. Some high schools have a requirement that students must complete a certain amount of volunteer work in order to graduate. What do you think about this type of requirement? Give details to support your opinion.
5. Some university students move away and live on their own while they are attending school, but others live at home with their family while they are students. Which do you think is a better choice? Give reasons to explain your answer.
6. Some people think that the purpose of TV news programs is to entertain viewers. Others believe that news programs should be educational and informative. What do you think the purpose of TV news programs is? Support your opinion with reasons and examples.
7. In some schools, students must study music and learn to play a musical instrument. In other schools, studying music may not be required or there may be no music classes at all. Do you think all students should have to study music? Support your opinion with reasons and examples.
8. For some people, making a lot of money is an important goal. Others think that their free time is more important than wealth. Which is more important to you? Explain, giving specific reasons for your choice.
9. Some people believe zoos are good places for people to learn about animals. Other people believe animals belong in nature and it is wrong to keep them in zoos. What do you think? Explain, giving specific reasons for your choice.
10. Video games are very popular with children. However, some parents feel that video games can have a negative impact on their children, but others believe that they may have some positive effects. How do you feel about children playing video games? Give specific reasons and examples to support your opinion.

Appendix 3

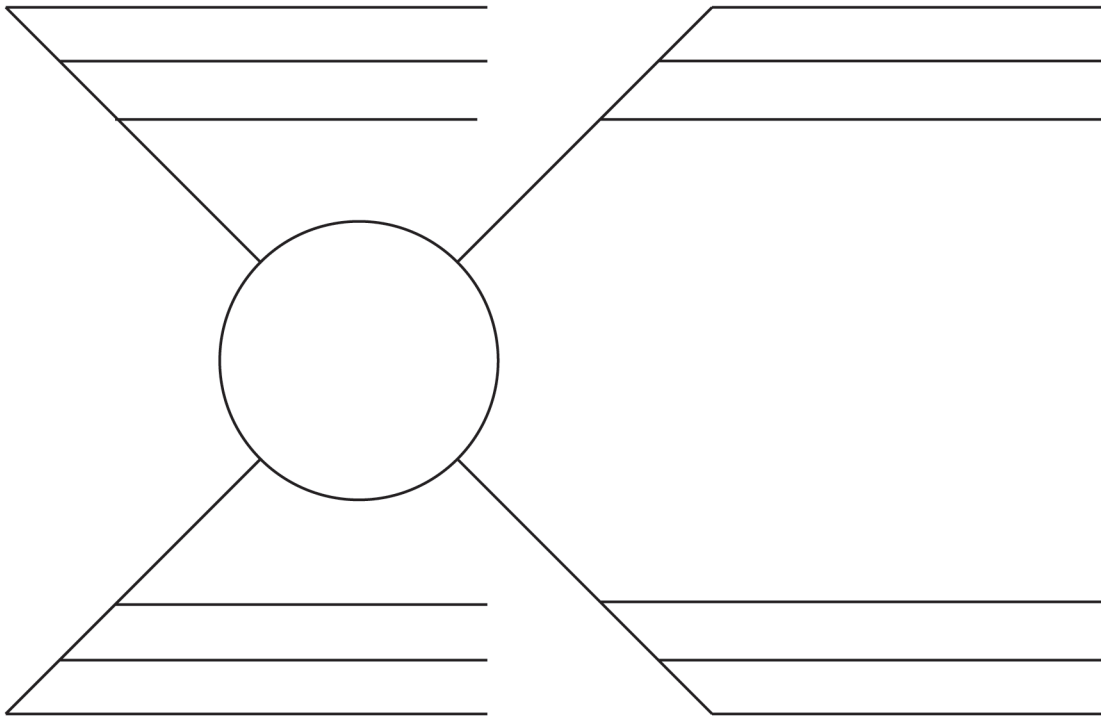
Sample Graphic Organizers

1. Wh- Word Wheel



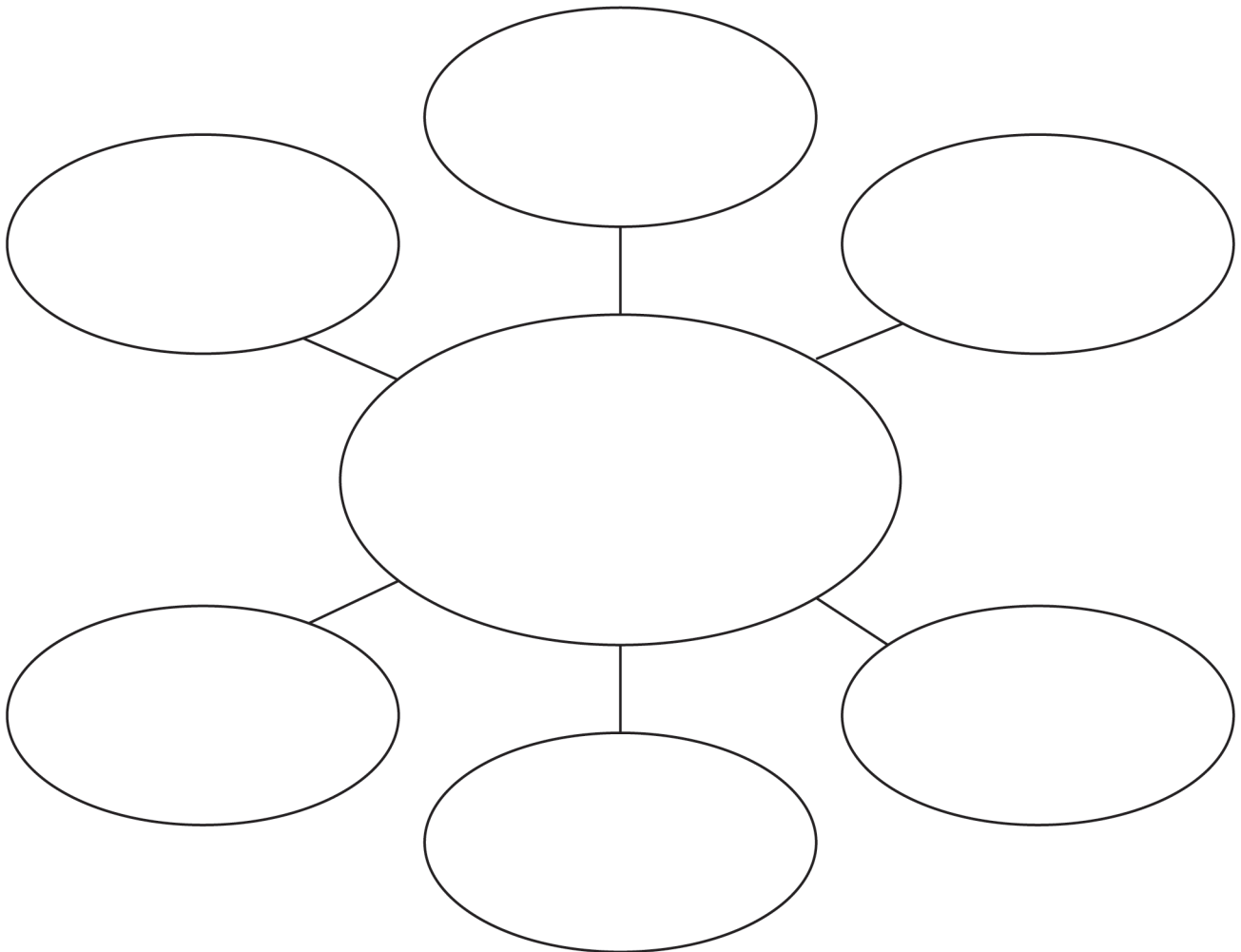
Sample Graphic Organizers

2. Spider Map



Sample Graphic Organizers

3. Word web



Sample Graphic Organizers

4. T-Chart/2-Column Chart

A blank T-chart graphic organizer template. It consists of a vertical line that intersects two horizontal lines at the top, forming a T-shape. The top horizontal line is shorter than the bottom horizontal line, and the vertical line extends downwards from the intersection point.

Sample Graphic Organizers

5. Paragraph Diagram

INDENT

(topic sentence with main idea)

(supporting details)

(closing sentence)