



**MICHIGAN
LANGUAGE
ASSESSMENT**

ECPE

Writing Resource Pack
January 2021

How to Use this Guide

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

Table of Contents

How to Use this Guide	2
For STUDENTS	3
For TEACHERS	4
ECPE Writing Section	5
Writing Lesson Plan Template.....	6
SPECIFIC EXERCISES and PRACTICE ACTIVITIES.....	8
Appendix 1	13
Appendix 2	23

For STUDENTS

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

- See general tips for independent practice (below).
- Become familiar with the task description and rating criteria on p. 4.
- Read the sample essays and work through accompanying exercises, pp. 7-8.
- Work through the lesson/study plan to accompany practice prompts, pp. 9-10.
- 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

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.

Use this resource pack to break down your writing practice into manageable steps.

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.

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.

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.

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 on p. 4
- Review lesson plan template (pp. 7-8) and adapt as needed
- Refer to specific example exercises for use with sample essays (pp. 5-6)
- Refer to suggested lesson plan for use with new prompts; adapt as needed for your time and available resources.

General tips for teaching writing online

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.

Create a supportive atmosphere. Be patient with the use of technology.

Use screen-sharing to share documents with the entire class.

Use low-tech equipment (e.g., whiteboards) for variety.

Provide feedback: both in real time, and after students submit work, via email or other messaging platform.

Match students in small groups/pairs and encourage peer editing via email or video chat outside of designated class time.

Establish clear deadlines and communicate the agenda and expectations for each session ahead of time.

ECPE Writing Section

The ECPE Writing Section was revised beginning with the May 2021 administration. The writing section now offers test takers a choice of two options— the first option is either an article or proposal, the second is an essay—in which they have to consider multiple points of view. Test takers refer to sources provided in the form of simple charts, graphs, or quotations. There is no word limit, but test takers are advised to write one-and-a-half to two pages

According to the CEFR, C2 level writers are able to:

- produce clear, smooth, complex responses
- consider multiple perspectives
- distinguish original ideas and opinions from those in sources
- display a variety of organizational patterns
- provide an effective and logical structure
- maintain consistent grammatical control
- convey finer shades of meaning
- use vocabulary accurately
- have a broad lexical repertoire

Writing Assessment Criteria

Task Completion:

- On topic
- Multiple viewpoints
- Test taker's opinion
- Source integration

Development:

- Depth of support
- Organization

Language:

- Grammatical control
- Vocabulary range and usage

Authorial Voice:

- Originality
- Reader engagement

Writing Lesson Plan Template

This template is provided here to help teachers structure a set of lessons to teach writing for the ECPE.

The timing of each step in the lesson sequence will depend on many factors, but it is a good idea 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 essays that are acceptable but still need improvement.

Specific Elements to Analyze:

- Structure and characteristics of the relevant genre
- 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 representation (e.g., outline format, word web, spider map, 2- or 3-column chart/table).
- 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**Specific Steps:**

- Write an introduction.
- Use the outline, word web, etc. to order paragraphs.
- Draft each paragraph, making sure the examples and details support the main idea of each paragraph, and making sure each paragraph has only one main idea.
- Refer to vocabulary notes.
- Write a conclusion.

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.

SPECIFIC EXERCISES and PRACTICE ACTIVITIES**STAGE 1 Practice: Read and Analyze Model Essays**

Four sample ECPE responses with rater commentary are provided in Appendix 1, presenting an example of each of the possible task types (two essays, one article, and one proposal). Refer to these sample responses for the following exercises.

A. General Questions to Accompany 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. List or outline 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. Find any errors, inconsistencies, or examples of sentences that could be improved.
8. Finally, study the commentary provided and refer back to the essays.

B. Additional Specific Study Questions for Each Writing Sample (see Appendix 2)**Questions for Writing Sample #1:**

1. The writer states that there are ‘many reasons’ people support the idea of using social media for class activities, but only lists two. List these two reasons.
Can you elaborate on the reasons stated?
2. The writer lists only one drawback to the idea but mentions ‘several drawbacks.’ How can you provide more detail here? Are there other drawbacks you can think of?

3. The final sentence of the essay states 'If they can achieve that, classes will be both fun and learning.' Revise this sentence to make it more idiomatic and concrete. Who does 'they' refer to? Why would this be fun for students?
4. The article begins by addressing students directly ("Fellow students"). Is this effective? If so, how could you re-phrase the final paragraph so that it also ends by addressing students directly?
5. Which two sources did the writer use? Would you use the same two sources?

Questions for Writing Sample #2:

1. In your own words, write one sentence that summarizes the writer's main argument.
2. The writer lists three positive features of social media as examples in the second paragraph. Fill in the sentence to describe these:
Social media has made communication _____,
_____, and _____.
3. Can you think of additional examples not specifically mentioned by the writer to support the benefits of social media?
4. What are the negative aspects of social media the writer lists? Can you think of additional negative aspects?
5. The final two sentences of the essay use the word 'it' three times. Can you replace one or two of these with a noun to make the sentences stronger?
6. Which two sources did the writer use? Would you use the same two sources?

Questions for Writing Sample #3:

1. a. Paragraphs 2-5 of this sample essay each begin with a 'signposting' device—words or phrases that guide the reader through the essay, help to structure it, and let the reader know what content is coming next. Signposting devices flag the important parts of an argument, signal transitions, point out contrasts or comparisons, and introduce examples. Write the signposts the writer uses, in order:
_____, _____, _____, _____.
- b. Two of these signposting devices are not idiomatic; write the corrected versions here:

- c. Does the use of these phrases sound effective, or do they sound formulaic and memorized? Can any of them be eliminated or rephrased? Can you write more effective topic sentences for any of these 3 paragraphs?
2. There are several sentences in this essay that need revisions or corrections. The following are two examples; correct or rephrase these. You may choose to expand the ideas into two sentences.

Paragraph 1, Sentence 2:

This is because managers believe that in this way can make the employees to feel more comfortable at the working place.

Paragraph 3, Sentence 2:

Particularly, if the services or the products, which made, were in high quality then the customer can promote the store in the other people.

3. Re-read the third paragraph. Can you summarize or re-phrase the main idea you think the writer is trying to express here and how it relates to employees' passion mentioned in the first paragraph?
4. Describe the relationship between these ideas and how these factors relate to the main topic of the essay?

company's products new customers increased supplies
increased sales higher salaries

5. There are many incorrect words or phrases. Find and correct the following ones with more accurate or idiomatic phrases:

(Note: * indicates original test taker spelling)

pressure* at the customer _____

well employees _____

luxury conditions _____

fat incomes _____

old technics* _____

6. The writer did not refer to any of the provided data sources or quotes in this essay. Look at the sources and choose which one(s) you would include. Write a sentence for each source and indicate where you would include this additional information.

Questions for Writing Sample #4:

1. The author does not refer to any of the sources. Which sources would you include and how would you incorporate them into the proposal?
2. Create a list of the main positive and negative points and examples the writer discusses.
Can you think of additional examples to support these points?
3. The writer overuses commas. Can you find and correct at least 5 comma errors?
4. Why do you think the author chose to focus on the advantages first, even though they do not agree that this is a good idea? Is this strategy effective?

Stages 2 and 3: Pre-writing and Drafting**Lesson Plan and Exercises for Use with New Prompts (see Appendix 2).****General Suggestions:**

1. Consider practicing one of the prompts without a timer. Give yourself/ students as much time as you/they need, and focus on producing clear, organized, and grammatically correct writing.
2. Make sure you/your students get feedback from a teacher, tutor, or peer editor.
3. Focus on the feedback when you write your next essay, so you can work on your specific weaknesses.
4. When you have done the un-timed essay, time yourself for the second one so you can practice under test conditions. After each essay, get someone (teacher/tutor/peer editor) to read and comment if possible.

Specific Steps: Summary

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

Details:**1. Pre-write/brainstorm.**

- 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), and create a graphically organized list of key content words you think you will need: verbs, nouns, and adjectives/adverbs. Your vocabulary may be represented in an outline format, word web, 2- or 3-column chart (e.g., showing word, definition, example, synonyms), or any other format you find useful.

2. Organize your main ideas.

- Start from the big picture: your opinion
- 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).
- Edit carefully for grammar, vocabulary, sentence structure, and paragraph structure.
- Make sure you have not forgotten any of your main ideas or details from steps 1 and 2.

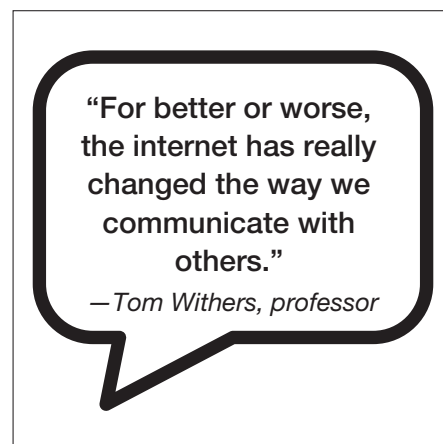
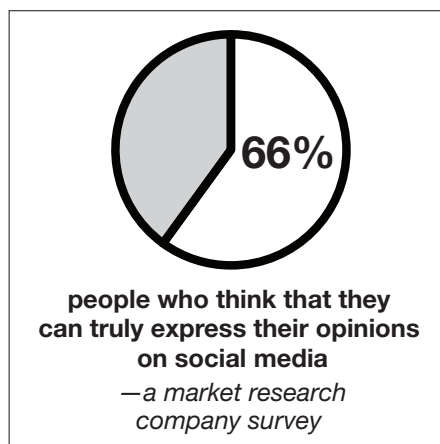
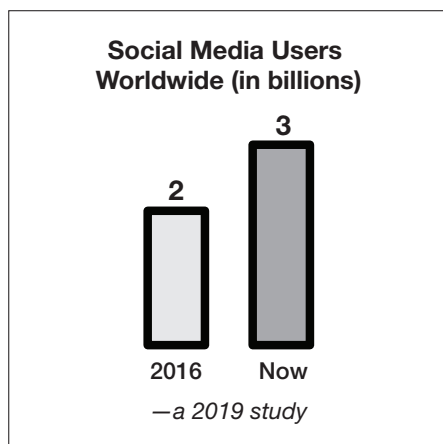
Appendix 1

ECPE Writing Samples with Commentary

Four sample ECPE responses to two different prompts are presented here along with writing rater commentary, representing an example of each of the possible task types: two essay responses, an article, and a proposal.

Prompt 1 (Samples 1 and 2):

Writing Prompt

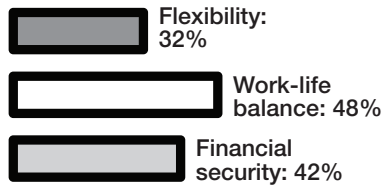
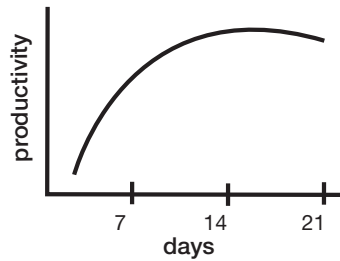


Task 1: Article

Teachers in your school plan to use a popular social media platform for class activities. Some teachers and students are excited about this idea, but others are not. Write an **article** for the school newspaper on the effects of forcing teachers and students to use social media for class work and your opinion about it. Include at least one piece of information given above to support your response.

Task 2: Essay

Social media has allowed people to connect from around the world. What positive and negative impact might this have? Write an **essay** addressing this topic, and explain what you think about it. Include at least one piece of information given above to support your response.

Prompt 2 (Samples 3 and 4):**Writing Prompt****What Employees Consider Most Important About Their Jobs***—a recent UK study***Having more time off increases employee productivity.***—a 2019 study*

“Employees are the greatest asset that a company has and should be treated accordingly.”

—Jaime Jacobs,
business manager
and author

Task 1: Proposal

A local company wants to allow its employees to make decisions about their working hours and create their own schedules for coming into the office. Some people at the company think that this is not a good idea. Write a **proposal** to the president of the company evaluating the different options, and explain what you think should be done. Include at least one piece of information given above to support your response.

Task 2: Essay

Some people believe that an employee’s wellness is connected to their working conditions. What positive and negative effects do you think that a company’s working conditions might have on employees? Write an **essay** addressing this topic and discuss what you think about it. Include at least one piece of information given above to support your response.

Writing Sample 1 (Prompt 1): Article

Fellow students, as you know there has been a debate whether our school using a popular social media platform for class activities will be helpful or not. Some teachers and students are excited about this idea while others are not.

Those who support this idea have many reasons to do so. Firstly, since we are the newest generation, we are used to using technology on a daily basis, so it will be easy for us to use it in school activities too. Moreover, a market research showed that 66% of people worldwide think that they can truly express their opinions on social media. This can help both students and teachers make classes easier to understand.

On the other hand, there are several drawbacks on this idea. One of them is that since it is on the internet many students will be able to find the answer online, without having to spend time answering it themselves. This can lead to students not working hard enough and not being able to do anything on their own.

To sum up, I personally believe that the idea of using a social media platform is great as long as there are limits, for example not using it all the time, so that students can work on their own. If they can achieve that, classes will be both fun and learning.

Writing Sample 1 – Commentary

- The writer addresses the prompt and refers to one of the provided sources in paragraph 2: “a market research showed that 66% of people worldwide think that they can truly express their opinions on social media.” The response is framed as an article addressed to the study body and includes the writer’s opinion.
- The response is logically organized, but the writer’s ideas are not fully developed and, overall, the response is short. In paragraph 2, there are two ideas presented (students are used to technology; classes will be easier to understand if social media is used) but not elaborated on. In paragraph 3, only one drawback is presented (the ease of finding answers online).
- The writer demonstrates control of both simple and some complex syntactic structures (“One of them is that since it is on the internet many students will be able to find the answer online, without having to spend time answering it themselves.”). The writer uses simple and sometimes sophisticated vocabulary (“newest generation,” “drawbacks,” “limits”).
- The response engages the reader in the opening paragraph (“Fellow students, as you know there has been a debate”); however, this awareness of the reader (school newspaper audience) wavers as the response continues (in the final paragraph, the writer refers to the students in the third person rather than in the first).

This test taker is adequately prepared to take the ECPE Writing section.

Writing Sample 2—Essay**Social Media in My Life**

Social media has made a huge change in my life. I wish I could say that all the changes have been an improvement in my life, but that is far from being true.

Most people will argue that there are more positive features with what social media offers the billion users. For example, the speed at which people are able to communicate with each other, or how one can minimize the spacial distance the world has, making communication easier for most everyone. The fact that it is getting cheaper and more available to people also shows a positive aspect. For me these are a few of the positive changes my life has had thanks to social media.

On the other hand I feel social media has made my life more stressful. From the moment I get up I have to check my social media. Even while sleeping I interrupt my dreams with my inner mind reminding me that I must check or write something through social media for my next day. I get messages from my family, from my job, from my friends, even from people I don't know who might be offering or asking for something. I feel that if I'm not connected I'm missing out on something important and that makes my life more stressing.

Social media has also affected my leisure time in ways I did not know were dangerous. Everyone needs to relax from the daily grind, for me a good TV show or a movie have always been the way to do this. Lately I've noticed that I'm more concerned with the message ringtone than the plot of the movie. I thought it would go away but it is getting rowse. This is another reason why my life is becoming addicted to social media and it's stressing me out.

As Tim WWithers said, "For better or worse, the internet has really changed the way we communicate with others." I feel that it has made my life a rollercoaster of emotions each day. I need to learn to live with it , because it is here to stay.

Writing Sample 2—Commentary

- The writer fulfills all of the task requirements, including crafting an essay, discussing the impact of social media, and providing her opinion. The writer includes one of the sources verbatim at the end of her response to support her final point about the internet being here to stay.
- Ideas in the response are well thought out and supported, as in paragraphs 2, 3, and 4. The writer's ideas are clearly described and organized in a realistic manner. Each paragraph moves forward the writer's argument all the way to the concluding paragraph.
- The writer uses precise and sophisticated vocabulary that is appropriate for the essay ("positive features," "spacial distance," "inner mind," "the daily grind"). The writer's use of syntax is mostly accurate, and both simple and complex structures are controlled. There are few errors ("that makes my life more stressing") but these do not cause confusion.
- The writer's response is highly engaging and original. The title that the writer gives her response sets the stage for an effectively written essay. The writer uses personal examples from her life to add character to her response (especially to support ideas in paragraphs 3 and 4) and highlight the complexity of the issue presented in the prompt.

This test taker is well prepared to take the ECPE Writing section.

Writing Sample 3—Essay

In the last year's companies gave more attention and the company organization and especially at the working conditions. This is because managers believe that the in this way can make the employees to feel more comfortable at the working place. As a result, the employees can work with more passion and more effective work.

First of all, it is very important the working conditions to be advanced and friendly for the workers. In particular, when the conditions in the work are advanced the employees can move faster without problems. In this way, improved the service or the products at the company with, finally, pleasure at the customer.

Secondly, good companies products means that more and more new customer. Particularly, if the services or the products, which made, were in high quality then the customer can promote the store in the other people. In addition, new customers mean that the supply has increased. As a result, the incomes factories can be more. Moreover, if the sales increased, the factory will give higher salary for the well employees.

In the other hand, there are some drawbacks for the luxury conditions of the factory. Additionally, it is a higher risk, for the factories with a huge cost to make the ideal working conditions with fat incomes for the employees because after that the factory hasn't the budget for the products invention. This means that the products with old design or old techniques have a disadvantage in controversy with the others, similar products.

In concluding, it is very important the employees wellness but with some limits. In addition, I believe that the factory should have the correct working conditions but they mustn't spend all the budget in this part of the factory because some other parties maybe stay in the same place that is very risky in the dynamic economy. I support that the balance spend of budget is the correct way for the success.

Writing Sample 3—Commentary

- The writer does not refer to any of the provided sources in his response. The writer also does not address the prompt-specific topic of how employees' wellness is connected to their working conditions. It's not clear that the writer knows what working conditions are referring to because he doesn't give any examples of good or bad working conditions.
- The connection between sentences is not always logically organized (e.g., the use of "Additionally" to connect the first two sentences of paragraph 4 is confusing). The support that is given is not fully developed. For example, paragraph 3 describes why good products lead to more customers, but the writer does not successfully connect this idea to the topic presented in the prompt.
- The writer demonstrates inconsistent control of simple and complex syntactic structures, and grammatical errors are present in most sentences ("This is became because," "plessure at the costumer," more new costumer"). The writer attempts to use some sophisticated vocabulary but the words sometimes cause confusion, as in paragraph 4 ("the luxury conditions," "fat incomes," "in controversy").
- The writer's response does not engage the reader. The writer presents very few examples and none are original.

This test taker is not prepared and should work on developing his writing skills before taking the ECPE Writing section.

Writing Sample 4—Proposal

Dear president,

I'm writing this letter as a proposal or a solution to this problem.

First of all, in my opinion, allowing employees making decisions about their working hours isn't, actually, a very good idea. But, let's first focus on the advantages and not the disadvantages of the situation.

So, letting employees create their own schedule might be good because, they will like more the place that they're working. For example some employees don't really like working in the day but prefer, having, night shifts. Now, another advantage, is that they will have more time to spend with their families or even themselves. This method could, actually, be used in a lot of jobs so workers-employees are not only happier with their working hours, but also satisfied and confident with them.

But with all the advantages, there also are, some disadvantages that could shut down the company and leave many employees without a job.

Letting employees manage their own schedules is not the best idea, because a company must be opened for certain hours and when employees choose their working hours the company can't let the building open twenty four hours a day and seven days a week. So that's one problem, that the president, must manage. Another problem, can be the money. Some employees will work longer than others because the working hours aren't stable and when it's time to get paid they'll ask for more money and may get in a lot of trouble. Others will also come for a very short while and then leave and then ask for money which will lead into even more trouble.

In the end, as I mentioned earlier, I, personally, don't think that this method will be very good or efficient for both the employees and also the president that runs that company.

Writing Sample 4—Commentary

- The writer does not include one of the provided sources in her response. She does successfully explain what she thinks should be done with regard to the prompt at the beginning and the end of the proposal: “in my opinion, allowing employees making decisions about their working hours isn’t, actually, a very good idea”; “I, personally, dont think that this method will be very good or efficient.”
- The writer provides well-developed support for her ideas, especially in describing the disadvantages of the idea presented in the prompt. However, the writer does not successfully refute the advantages that she presents first in the proposal, nor does she transition cohesively to the disadvantages (“But with all the advantages, there also are, some disadvtages that could shut down the company”).
- The writer demonstrates control of most simple syntactic structures (in the second body paragraph: “some employees don’t realy like working in the day”) and some complex ones (in the fourth body paragraph: “Some employees will work longer than others because the working hours aren’t stable and when its time to get paid they’ll ask for more money and may get in a lot of trouble”). The vocabulary used in the response is typically simple or taken from the prompt, but at times there are more sophisticated words used successfully (“confident,” “manage,” “stable”).
- The content of the response is straightforward. There are some attempts to engage the reader (i.e., the president of a company) at the beginning of the response (“Dear president, I’m writting this letter as a proposal or a solution to this problem”), but the writer misses opportunities to address the reader directly, as in the last paragraph: “I, personally, dont think that this method will be very good or efficient for both the employees and also the president.”

This test taker is on track but should continue to prepare for the ECPE Writing section.

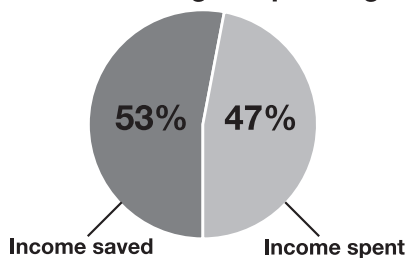
Appendix 2

New ECPE Practice Prompts

Prompt 1

- Choose either Task 1 (Article/Proposal) or Task 2 (Essay). Write on only ONE of these tasks.
- You will have 45 minutes to write your answer.
- You should write about two pages.
- You will not be graded on the appearance of your paper, but your handwriting must be readable.

Teen Saving vs Spending



Teens spend almost half of their weekly income.
—a recent survey

35%
of teens

do not have a
bank account

—a 2019 survey

“One in five
people who filed
for bankruptcy last
year were college
students.”

—Sam Miller,
financial advisor

Task 1: Article

A local bank encourages parents of teenagers to open bank accounts with debit cards to teach teens about managing their money. Some parents oppose this idea. Write an **article** for a local news website explaining your opinion about the potential benefits and pitfalls of allowing teenagers to have a bank account with a debit card and manage their own money. Include at least one piece of information given above to support your response.

Task 2: Essay

Many teenagers receive an allowance for spending money, but have very few opportunities to learn effective budgeting and money management skills. What should the role of schools be in teaching teens money management skills? Write an **essay** addressing this topic and explain your opinion about it. Include at least one piece of information given above to support your response.

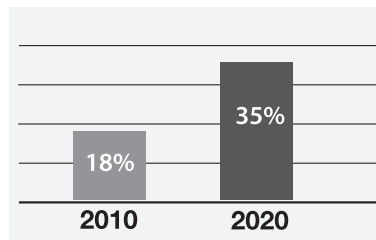
Prompt 2

- Choose either Task 1 (Article/Proposal) or Task 2 (Essay). Write on only ONE of these tasks.
- You will have 45 minutes to write your answer.
- You should write about two pages.
- You will not be graded on the appearance of your paper, but your handwriting must be readable.

**Teens' Main
After-School Activities**

1. Homework
2. Watching TV
3. Reading
4. Extracurricular activities
5. Time with friends

- a 2020 educational report

**Percentage of teens volunteering
(Ages 16-19)**

- a 2021 study

**“Mandating service
may undermine the
motivation of students
who already volunteer
on their own.”**

- Rose Smith,
High school principal

Task 1: Proposal

The local high school does not currently offer its students volunteering opportunities. Parents and students are divided on the need to require all students to volunteer. Write a **proposal** to the high school principal evaluating the different options, including what you think should be done and why. Include at least one piece of information given above to support your response.

Task 2: Essay

Community service projects are one way to help teens learn the value of volunteering. What benefits or drawbacks could a community service learning requirement have on students? Write an **essay** addressing this topic and explain your opinion about it. Include at least one piece of information given above to support your response.