

JUNIOR CERTIFICATE ENGLISH HIGHER LEVEL STUDY GUIDE



FUNCTIONAL WRITING

GUIDELINES AND SAMPLE ANSWERS

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*When something can be read without effort, great effort has gone into its writing.
~Enrique Jardiel Poncela*

INTRODUCTION TO FUNCTIONAL WRITING

The functional writing section is worth **30** marks. This is the same as the marks given for each of the six sections in Paper 2, so it is well worth taking the time to prepare for this task.

Usually, the functional writing section asks you to write one of the following:

- Letters
- Short Talks
- Reports
- Diary Entries
- Reviews or 'blurbs' on book jackets/DVD covers.
- Newspaper or Magazine Articles
- Instructions
- Advertisements

I have made a table for you of the options that have come up from 2001 to 2008. As you can see from the table, letters are a firm favourite with the examiners.

	2008	2007	2006	2005	2004	2003	2002	2001
Review			X		X			X
Letter	X		X		X	X	X	X
Ad				X				
Report	X						X	
Instructions		X						
Article				X				
Speech or Talk						X	X	X

Points to note

- Functional writing is different to personal writing in that you have far less freedom in the way you approach the task. There are certain standard and accepted ways of writing letters, reviews, reports etc. and the purpose of this question is to ensure that you know how to tackle such things. You may have an opportunity to be a little bit creative, but you must abide by the rules.
- This is a short piece of writing, not an essay, so keep an eye on the length. Depending on the question, you will be writing around 200 words. There are roughly 30 lines in a typical foolscap page and the average person writes approximately 10 words to the line. Therefore, your functional writing piece may be around two thirds of a page to a page in length, depending on your handwriting.
- Read the question very carefully and underline the important words. (I have shown you how to do this in the sample answers.)
- Think about the target audience for this piece. Who are you writing to? If you are writing a letter to your friend the tone can be chatty and informal, if you are writing a letter to a newspaper or if you are applying for a job, the language must be formal.
- Plan your answer very carefully. You may find that the question can help you with this by mentioning things you should include in your letter, review, report etc.
- Organise your thoughts and express yourself clearly. This is an exercise in communication, be sure that you are easily understood. Keep your sentences short and simple, particularly if you have a tendency to let your writing get out of control! Before you begin writing a sentence, know how it is going to end. Don't just see where it takes you.
- Make sure that your writing is relevant and that you only include information which helps to answer the question you were asked.

LETTER WRITING - FORMAL

You may be asked to write a formal or an informal letter in the functional writing section of Paper 1. Formal letters are far more commonly asked than informal letters but it is worth knowing how to write both. I have laid out the instructions in the form of a letter, to show you how it should be done.

The most commonly asked formal letters are for the following purposes:

- Making a complaint.
- Applying for a job.
- Inviting someone to an event.
- Writing to a newspaper, commenting on a topical issue.
- Making a request.
- Asking for information.

Always use a fictitious (false) name and address when writing a letter in an exam. You should have one ready before the Junior Cert; you will have enough to do on the day without trying to think up of a false name and address on the spot. The easiest way to do it is to juggle your name and address around a little. You can do the same with the address of your school if you are asked to do so by using a mixture of your primary and secondary school names and a neighbouring town, for example.

When you are writing to a newspaper, it is acceptable to begin with 'Sir' and end with 'Yours etc.' If you don't know the name of the person to whom you are writing, you may begin with 'Dear Sir/Madam' or 'Dear Sir or Madam'.

When you are learning the layout of a formal letter, it is best to be as correct as possible. Some textbooks say you can write the date 02/01/2009, for example, but others disagree. Therefore, it is wise to stick to a format that everybody will find acceptable. You cannot be too correct. I think it is sensible to write the date as I have shown it on the next page.

(Sender's address)

Address Line 1,
Address Line 2,
Address Line 3.

2nd January 2009

(The address of the person receiving the letter)

Address Line 1,
Address Line 2,
Address Line 3.

Dear _____,

In the first paragraph you should say why you are writing the letter. This is usually a short paragraph. Think of the tone, if you are asking for money, you will want to be persuasive. Ask yourself who will be reading the letter and keep this person in mind throughout. Skip a line before beginning the next paragraph.

In the second paragraph, you should make your next point. Be clear. Make sure you have made a plan and that there is a logical sequence to the paragraphs. Skip a line before beginning each new paragraph.

In the third and subsequent paragraphs, you should continue to develop the theme of the letter, giving any facts that you think relevant. Four or five points should be plenty. Remember to avoid slang, exaggeration, deeply personal anecdotes and any remarks which may be racist, sexist or otherwise prejudiced. It is best to avoid contractions in formal letters. For example, you shouldn't write "I'm" or "We're", you should write "I am" and "We are" instead.

The final paragraph is usually quite short, thanking the person for taking the time to deal with your complaint or consider your request and so forth. If you would like them to take some action on your behalf, this is the time to ask what they intend to do. You may also tell the recipient not to hesitate to contact you if they have any further queries.

Yours faithfully, (if you have opened with Dear Sir or Madam)

Signature

Yours sincerely, (if you do know the recipient's name and have used it at the start of the letter)

Signature

(If you are writing to a newspaper, it is acceptable to sign of 'Yours etc.' if you wish.)

Sample Formal Letter

You need a reference letter from your Principal to secure a summer job. Write the letter you would like him or her to supply you with. The address you use should not be that of your actual school nor should you use your own name. (Junior Cert 2001)

Note: Underline the key words. It is vital to read the question carefully – you are being asked to write the reference letter, not a letter asking your principal for a reference.

Letter – tells you the form the task must take. It will be a formal letter.

Referenceto secure a summer job– tells you the purpose of the letter.

A reference letter will need to highlight your good points – this tells you what the content should be.

<p style="text-align: right;">St. Francis College, Main Street, Carrigaline, Co. Cork.</p> <p style="text-align: right;">3rd June 2009</p> <p>The Manager, Castle Hotel, Middleton, Co. Cork.</p> <p>Dear Sir or Madam,</p> <p>Orla Hurley has been a pupil at St. Francis College since 2004 and as her principal, I have no hesitation in recommending her for a summer job in your hotel.</p> <p>Orla is a pleasant, hardworking, co-operative girl who always goes out of her way to help others. Last year, she was chosen by her classmates to be the third year representative on the Student Council and she undertook this role with diligence and enthusiasm. The majority of the meetings were in the evenings and Orla was unfailingly punctual and reliable. She was asked to take minutes of the meetings on a number of occasions and she showed great initiative in typing up the minutes and distributing them to all the council members the next day.</p> <p>In November, the transition year students were asked to help in organising the Open Day for prospective parents and Orla was given the task of preparing and delivering a short talk on her experiences as a pupil in the school. The parents were most impressed with her communication skills and many of them praised her to me later on.</p> <p>I believe that Orla would be an excellent employee and I am very happy to recommend her for a position in your hotel. If you require any further information, please do not hesitate to contact me at the above address.</p> <p>Yours faithfully, <u>Maura Creedon</u> Maura Creedon Principal</p>	<p><i>Both addresses given.</i></p> <p><i>Date written in full.</i> <i>Address of the hotel is given in this case as the person is trying to secure a specific job.</i></p> <p><i>Appropriate greeting.</i> <i>For a general reference letter, you could begin, 'To whom it may concern'.</i></p> <p><i>Having explained her relationship with the subject of the letter, the writer goes on to list the pupil's attributes. Specific examples are given.</i></p> <p><i>Example which is relevant to the job – good communication skills usually required in hotel work.</i></p> <p><i>Conclusion.</i></p> <p><i>Formal sign-off.</i></p>
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LETTER WRITING - INFORMAL

(Sender's address)

Address Line 1,

Address Line 2,

Address Line 3.

3rd March 2009

Dear _____,

In an informal letter, the tone can be much more relaxed. You may use some slang but avoid text language and of course, bad language. If you must use exclamation marks, use them with caution and never use more than one at a time.

The content of an informal letter depends on the person to whom you are writing and the reason for your letter. Use personal stories and try to keep the tone lively and interesting.

How you sign off depends again on the person to whom you are writing. 'Love', is probably the most common way to sign off, other possibilities are, 'All the best', Regards, 'Thanks again' or 'Best wishes'.



Sample informal letter

Imagine the girl in the picture is your pen pal. Write a letter telling her about a good book you have enjoyed recently. (Junior Cert 2003)

<p>25 Castle View, Macroom, Co. Cork.</p> <p>14th April 2009</p> <p>Dear Maria,</p> <p>How are you? It was great to get your last letter, telling me all about your school and your family.</p> <p>I was really interested to read that Art and English are your favourite subjects, they're mine too. In fact, I have just finished a book that I think you might enjoy, it's "The Diary of a Young Girl" by Anne Frank. Our English teacher told us each to pick something from the school library to read over the Easter holidays and I chose this. To be honest, I wouldn't have chosen it at all but there wasn't a great selection left on the shelves by the time I got there. However, once I began the book, I found the story absolutely gripping. I started reading it on Friday evening, in bed and I had finished the entire book by Sunday afternoon.</p> <p>The book is written by Anne Frank, a young Jewish girl living in Holland during World War Two. She and her family are forced to hide in an attic to avoid capture by the Nazis and her diary entries really bring the incredible story to life. It's hard to believe that someone our own age had to stay hidden in such a small space for so long, in fear of her life. The more I read, the more I felt that I knew Anne, her diary entries are like a window into her heart and soul. There were times when I didn't like Anne very much and other times when I agreed with everything she said. I won't tell you too much about the story in case you are planning to read it. You really should, it's the best book I have read in a long time, utterly compelling.</p> <p>If you have read anything recently that you think I'd enjoy, let me know. I think we share a lot of the same tastes and I'd trust you to pick something interesting. Think about it anyway.</p> <p>I'm looking forward to your next letter, I love catching up with all the news and hearing what you've been up to.</p> <p>All the best,</p> <p>Niamh</p>	<p><i>Only give your address when writing an informal letter.</i></p> <p><i>Chatty, informal tone.</i></p> <p><i>Book review, as asked for in the question. Review is linked to letter by mention of shared interests.</i></p> <p><i>Signs off informally.</i></p>
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SPEECHES AND SHORT TALKS

You may be asked to write a short talk or a speech as part of your Functional Writing Section or you may choose to write a speech in the Personal Writing Section. Whichever is the case, the most important things to remember are:

(a) your audience and (b) to plan what you are going to say.

If you are giving a talk, the tone and the form of address can be less formal than in a speech.

Imagine you are delivering the speech aloud. You want to capture your audience's attention and hold it. You don't want them to wonder what the speech was about or what point you were trying to make. .

- Before you even begin to plan your talk/speech, underline the key words in the question and decide the following:
 - Have I been asked to write a speech or a short talk?
 - Who is my target audience? Who will be listening to me?
 - What will my speech or talk be about? What point or points will I be trying to make?
 - Open with the correct form of address: 'Ladies and Gentlemen' or 'My fellow students'.
 - If you are giving a talk, the tone and the form of address can be less formal than in a speech.
 - Rhetorical questions, an argument framed in the form of a question to which there can be only one possible answer, may be used. 'Why should we allow our parents to rule every aspect of our lives?' (Answer expected – we shouldn't.)
 - Be definite in your speech, you are trying to win the audience over to your way of thinking.
 - 'Persuader' words can be used to good effect:
 - Clearly*
 - Plainly*
 - Surely*
 - Undoubtedly*
 - Obviously*

Sample Talk

A Class Talk.

Imagine you were asked to give a talk to younger students about how they would deal with some common childhood fears. Write the talk you would give.

<p>Good morning everybody. My name is Carol and I used to be a pupil at this school. I'm in sixth year at St. Bridget's Secondary School now and your teacher, Mrs. McCarthy asked me to come and talk to you today about something that you've been discussing in your SPHE classes. Can anyone guess what that might be? I'll give you a hint, Mrs. McCarthy told you that she used to feel this way about spiders! That's right, it's fears - things we're all afraid of at some time or other.</p> <p>It's easy to think that you're the only one who has fears, isn't it? But of course, that's not true. We all feel frightened of something at some stage in our lives and that's not always a bad thing. I'm sure your mums and dads, as well as your teachers, have taught you to be very careful when crossing the road and they have warned you against playing with matches. It's sensible to know how dangerous traffic and fire can be and this kind of fear makes us take more care. I'm here today to talk to you about another kind of fear, however.</p> <p>When I was your age, I was afraid of the dark. I bet some of you are too, am I right? Do you know how I got over my fear? I talked to my mum and dad about it. I was worried about doing that at first, what if they laughed at me? They didn't, of course; they listened to what I had to say and then they helped me to get over my fears. Dad showed me how he locked the doors every night and checked on us all before he went to bed. Mum got a night light that I hadn't used since I was very small and she plugged it in for me. All of this made me feel much better, but what really made me feel great was having them listen to me and tell me that I wasn't silly, that everyone has fears like that at some stage or other.</p> <p>What I'm really trying to say to you is that you're not alone. No matter how silly you think your fear may be, or no matter how worried you are about telling someone all about it, I can promise you that you will feel better when you do. Sometimes even saying it out loud can make your fear seem less scary. Your mums and dads and your teacher are here to help but they can't if they don't know what's bothering you. So speak up and above all, don't be afraid of being afraid!</p> <p>Thank you all for being such good listeners and thank you, Mrs. McCarthy, for inviting me here today to meet your class. I hope what I said will be of some help and I look forward to seeing you all again some time. Goodbye.</p> <p style="text-align: right;"><i>Approx 400 words</i></p>	<p><i>Introduces herself to audience in a friendly way, Informal tone, chatty and relaxed and appropriate to a young audience.</i></p> <p><i>Uses rhetorical questions to involve the audience.</i></p> <p><i>Reassuring tone suits target audience.</i></p> <p><i>Personal memories to make audience feel they are not alone in feeling the way they do.</i></p> <p><i>Summarises main point of talk, gives advice.</i></p> <p><i>Thanks audience, teacher. Makes it clear talk is over.</i></p>
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Sample Speech

Your community has been offered €100,000 euro for use on any local project. Write the speech you would make to a meeting of your local Community Association in which you outline the project that you think the money should be spent on.

<p>Good evening, ladies and gentlemen. My name is Niamh McCarthy and I am a resident of Oakfield Park. Like everybody here tonight, I was extremely pleased to hear that the local businesses have donated such a large sum of money, €100,000 to be exact, for use on a community project. As you all know, there has been much excitement generated and many people have strong views on how the money should be spent. Although we may have different proposals, I'm sure you will all agree with me that this is a marvellous opportunity for us to improve our local amenities in a way that can, and should, benefit the whole community.</p>	<p><i>Greets the audience appropriately, this is a speech, not an informal talk.</i></p>
<p>I have heard several different ideas put forward on how the money should be used to help specific groups within the area: the elderly, children, teenagers and so forth but what I am proposing is something which I believe will benefit every single member of our community.</p>	<p><i>Gives brief introduction to purpose of speech.</i></p>
<p>Everybody here is familiar with the large plot of waste ground between the library and the boy's primary school. At the moment, this is nothing more than a dumping ground for rubbish, it is a dreadful eyesore which badly needs to be tackled once and for all.</p>	<p><i>Tries to persuade audience to agree. (Refer to language genres handout – section on persuasive writing.)</i></p>
<p>Everybody here is familiar with the large plot of waste ground between the library and the boy's primary school. At the moment, this is nothing more than a dumping ground for rubbish, it is a dreadful eyesore which badly needs to be tackled once and for all.</p> <p>I propose that we use the money to turn this overgrown field into a community park, with a playground at one end and the rest landscaped with trees and grass. We could also lay some cement pathways and place a number of benches around the park. I have spoken to a landscape gardener who says that all this could be easily achieved for €100,000. The land is owned by the Council and they have already stated that they would have no objection to such a plan, indeed, they have agreed to maintain it by mowing the grass and picking up any litter.</p>	<p><i>Sets out basis of proposal, acknowledges other viewpoints but says own idea is better. Introducing specifics of proposal by using contrast - how the park is now. Concrete proposal, definite plans. Optimistic that it can be easily achieved.</i></p>
<p>A local park with a playground and benches would be an ideal area for people of all ages to stroll and meet friends and a playground would be of great benefit to parents of young children. Such an amenity would also enable residents to walk their dogs and would be a safe place for teenagers to meet and chat.</p>	<p><i>Outlines benefits.</i></p>
<p>I would strongly encourage you to accept this proposal as I believe it will kill two birds with the one stone. An ugly eyesore will be removed and replaced with an attractive, functional park. In catering to young and old and providing a place in which all the members of our community can enjoy themselves, won't we be truly benefiting everyone in our area, not just one specific group? I think so and I hope you do too.</p>	<p><i>Rhetorical question to persuade audience to agree.</i></p>
<p>Thank you for giving me the chance to speak to you all here this evening. I look forward to your decision.</p>	<p><i>Ends speech quite formally.</i></p>
<p><i>Approx 400 words</i></p>	

REPORTS

When you are writing a report, ask yourself the following questions:

- ◆ Who has asked me to write the report and why?
- ◆ What is the problem or issue on which I am reporting?
- ◆ What tone is appropriate for my audience/readers?
- ◆ Do I need facts and figures?
- ◆ What topics are to be covered?
- ◆ What is supposed to happen as a result of the report?

Planning your report

- ◆ Give your report a title. This can be a simple rewording of the question.
- ◆ State the aim of the report in the introduction/title.
- ◆ Say who commissioned (asked you to write) the report and what was examined as a result.
- ◆ State what research was carried out.
- ◆ Look at the facts, detail any problems and highlight any good points.
- ◆ If you wish, you may use bullet points or numbers to organise your findings.
- ◆ Draw a conclusion from what you have just outlined.
- ◆ Make recommendations for remedying any problems.

Writing your report

- ◆ You will be using the language of information, so be as objective, clear and concise as possible.
- ◆ Avoid slang, it is too informal for this type of task.
- ◆ Be factual and avoid any words which may imply judgement or subjectivity.
- ◆ Do not use commercial jargon, it is out of date and appears slightly ridiculous now. For example, say 'I enclose' instead of 'Enclosed herewith'. Keep your style simple and straightforward.

Sample Report

Greater Freedom for Students

Write a report to your school principal suggesting ways in which more freedom could be given to senior students in the school.

<p>Report on the ways in which more freedom could be given to senior students in St. Philomena's College, Waterford.</p> <p>Under instruction from the principal, Mr. Murphy, the following report has been authorised and a list of conclusions and recommendations drawn up.</p> <p>A total of 135 senior cycle students were given a detailed questionnaire designed to establish what they are dissatisfied with at present and what changes they would like to see brought about. Students were encouraged to add their own suggestions at the bottom of the questionnaire.</p> <p>The findings were as follows:</p> <ol style="list-style-type: none">1. 84% of the students surveyed feel there should be a greater distinction between the freedoms allowed to junior and senior cycles.2. 92% of students surveyed believe they would not abuse additional privileges and would be happy to agree to a code of conduct drawn up by the staff and the student council.3. 90% of students surveyed feel that greater freedom in senior cycle would better prepare them for life after school. <p>Based on the findings and students' own suggestions, the following recommendations have been drawn up:</p> <ol style="list-style-type: none">1. The large alcove beside the library should be turned into a social area for senior students, with couches, a fridge, a microwave and a kettle provided. Students are willing to fund raise for these items themselves.2. Senior students should be in school between 9.30 and 3.30 but if they have no classes outside of these times, should be free to go home.3. Senior students should be consulted about the subject choices available in fifth and sixth year. The subject blocks should be organised based on the numbers of students who wish to study particular subjects. <p>The majority of students, 93%, accept that greater freedoms must be accompanied by greater responsibilities and they agree that such privileges, if granted, would be reviewed on a term-by-term basis to see if they were working well for both students and staff.</p> <p>Niamh McCarthy 6th Year November 2009</p>	<p><i>Title / Introduction</i></p> <p><i>Who commissioned the report.</i></p> <p><i>Procedure.</i></p> <p><i>Findings. Bullets and numbering are optional.</i></p> <p><i>Language of information used throughout. No opinion given.</i></p> <p><i>Suggestions / Recommendations.</i></p> <p><i>Conclusion</i></p> <p><i>Name of person who compiled report (optional).</i></p> <p><i>320 words approx.</i></p>
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DIARY ENTRIES

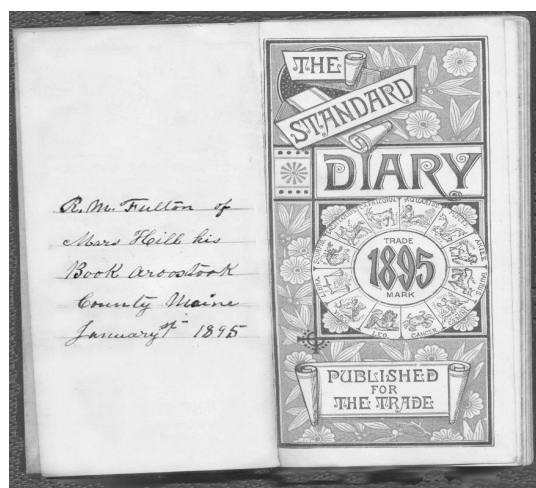
A diary is a personal account through which we see an individual's view of the world. The language is generally chatty and relaxed and would suit those students who find the structure of speeches and reports difficult. The diary entry seems to be one of the examiners' most popular tasks, it has come up four times in the last six years.

In your diary entry, you can:

- Record events that have taken place or give details of a way of life.
- Record travels. (This is called a journal.)
- Entertain your readers.
- Give your opinions.
- Talk about your secret hopes and wishes.

Remember to choose the appropriate tone (formal or informal) and language for whichever type of diary you decide to write. If you are writing a personal diary, or one which is intended to entertain your readers (the diary is commonly used in newspapers) then the tone can be informal, chatty and relaxed.

You must give the date and start by saying, 'Dear Diary'.



Sample Diary Entry (based on the comprehension given in full below)

TEXT I

THE RESCUE

This true story is adapted from Michael Smith's biography of Tom Crean, the Antarctic explorer. On 4 January, 1912, a three-man party — Crean, Lashly and Evans — set out on a punishing 750-mile journey across the South Pole. However, only 35 miles from base camp, disaster struck. Evans fell ill. Crean was forced to make the rest of the dangerous journey on his own. The survival of all three men depended on Crean's success.

1. Crean now took the bravest decision of his life and volunteered to make the solo walk to Hut Point. Lashly had offered to go but Crean had told him to remain and look after the very frail Evans. Then Lashly stuffed Crean's pockets with the only food they could find. Before he left, Crean ducked his head inside the tent to say goodbye to his two companions. They watched the courageous Irishman stagger forward in knee-deep snow, to begin his lonely march for survival.

2. Crean was bitterly cold, thirsty, starving and physically drained as he began his journey. The travelling was hazardous. His thighs frequently sank in the soft snow and there was the ever-present fear of crashing through a crevasse. The wind was blowing up the drifting snow and blinding Crean. A blizzard could be seen approaching in the distance. In his tiredness, Crean frequently slipped on the glassy ice. He scrambled down the hill as the wind picked up and made his way slowly towards the hut.

3. Then to his utter relief, Crean saw dogs and sledges in the distance out on the sea-ice. He somehow found enough strength to reach the camp. When Crean finally stumbled into the hut, he fell to his knees, almost delirious with hunger and exhaustion. Inside, he found the Russian dog-driver, Dimitri, and Atkinson, the one doctor within 400 miles of Hut Point. He blurted out the alarming news about his two companions and collapsed on the floor. A rescue party set off immediately to find Lashly and Evans.

4. Lashly had wisely torn up an old piece of clothing and attached it to a long piece of bamboo so that the recovery party would not miss the tiny green tent on the vast Barrier landscape. After hours on the Barrier, the two men had almost given up hope of being rescued. Suddenly the howling and yelping of Atkinson's dogs which galloped right up to the tent door shattered the stillness and silence. One animal stuck his head through the little tent flap and licked the face and hands of the stricken Evans. To hide his emotions, Evans grabbed his ears and sank his face into the hairy mane of the grey Siberian dog. Then both men laughed uncontrollably. They never should have doubted the courage and determination of the Irishman. They couldn't believe that they had been saved. It was as if a heavy weight had been lifted from their shoulders.

Diary Entries

Imagine that you are Lashly. Write two diary entries describing your thoughts as you wait to be rescued.

I underlined the important words in the question to keep myself on track in my answer.

30 th January 1912 11a.m.	Date and time given
<p>Dear Diary,</p> <p>It is now over an hour since Tom set off, I hardly dare to hope that he will make it and manage to bring help. I gave him the last of our food, Evans is too weak to eat and it is surely better to give Tom every advantage on his mission.</p> <p>It's odd, really – when we set out on this adventure all those weeks ago, I knew we risked death but the possibility seemed somehow remote. Maybe it was arrogance, but I never honestly thought I would die out here; instead, I only thought of our triumphant return home. Now that we are faced with the bleak prospect of slowly freezing to death in this hostile wilderness, I find that I am terribly afraid.</p> <p>Evans is weakening more with every passing moment, I fear that even if Tom does reach us with help, it may be too late. I've never been a very religious man but I am praying now.</p>	<p><i>Correct opening.</i></p> <p><i>Refers to text - facts are correct.</i></p> <p><i>Private thoughts – as asked for in the question.</i></p> <p><i>Language is reasonably formal as would be appropriate for 1912. No modern slang or expressions used.</i></p>
<p>30th January, 1912 3.30p.m.</p> <p>It is nearly six hours since Tom left and, although we talk cheerfully to one another about his return, I think that Evans and I have little hope of rescue. I ventured outside a short time ago and saw that the snow had drifted into high mounds around our tent, making it even more difficult to spot. It occurred to me that if Tom were to make it back here with a rescue party, there is little chance that he would be able to pinpoint our exact location. I rigged up a sort of flag, using a long pole and an old red shirt. Hopefully that will make us more visible from a distance.</p> <p>Evans is dozing again, he is sleeping more and more, which is not a good sign. I don't know if I should wake him or if that would simply be cruel. Perhaps our best hope is to fall asleep and simply not wake again. It is lonelier than I could ever have imagined, out here in the snowy wastes and I find it difficult to avoid thinking morbid thoughts. I wonder if we do die, will anybody find our bodies? It seems unlikely. It will undoubtedly be harder for our families if they do not know exactly how, or when we died and it will obviously make any sort of burial impossible. It is odd how much my thoughts drift towards God at this time, I had always considered myself more a man of science.</p> <p>Evans is stirring once more, I will stop writing now and put on as cheerful a countenance as possible so that we may spend what may well be our last hours in pleasant conversation. God speed Tom on his quest.</p>	<p><i>Again, refers to text. Shows close reading of text and uses facts.</i></p> <p><i>Private thoughts given – fears and doubts expressed.</i></p> <p><i>Ends diary in a plausible way. Does not mention rescue, as question did not ask for this.</i></p> <p><i>Approx 450 words</i></p>

REVIEWS

When you are writing a review of a film, book, concert or television programme, remember to give your own opinion. Think about the content and decide what you are going to say about the quality.

Your review should be structured as follows:

1. **Introduction** – tell the reader what you are going to review.
2. If it's a book, give the title and the name of the author.
3. If it's a film, give the names of the principal actors and the director.
4. If it's a concert, give the name of the band and the venue.
5. **Description** – Describe the film/book/CD/concert in some detail but remember not to give away the ending.
6. **Evaluation** – Tell the reader what you thought of the film etc. Your opinion is important, it is what the reader wants to know. Explain why you liked or disliked it. Think of the advice you've been given for answering questions on Paper 2, a lot of it applies here. It is not enough to say that you found the film 'boring' or 'brilliant', you must say why.
7. Think of your audience when you say what you liked and disliked about the film/book/event. Are you writing for your peers (school magazine) or a serious publication? Is this film or book in a series with which they are likely to be familiar? (For example, James Bond, Twilight, Harry Potter.) You may wish to refer to previous books/films if that is the case. 'This is the third book in the "Twilight" series and it came as somewhat of a disappointment to me,' etc.
8. **Recommendation** – End with a recommendation in favour of the film/book if you liked it. If you didn't, advise your readers not to waste their time and money.

It would be no harm to prepare a review of a film/book/concert/CD that you enjoyed. This way, you will have some facts if such a task should come up in the exam.

Sample answer

Review

Write a review for your school magazine of any film that you have enjoyed. Your review should encourage other students to go and see it.

<p>Last week, I went to see 'Hot Fuzz', directed by Edgar Wright and starring Simon Pegg and Nick Frost. I had enjoyed 'Shaun of the Dead', the last film produced by this trio so I had great hopes of 'Hot Fuzz'. All too often, high expectations are dashed by a tired, clichéd re-hashing of the same themes and the trotting out of the same old jokes, but not in this case. Pegg and Wright are as hilarious as ever and there are brilliant cameo appearances by Steve Coogan and Bill Nighy among others, not to mention a startlingly funny performance by Timothy Dalton, playing a sleazy supermarket manager.</p> <p>The basic storyline is simple, Nicholas Angel (Simon Pegg) is the finest cop London has to offer, with an arrest record 400% higher than any other officer on the force. He's so good, he makes everyone else look bad. As a result, Angel's superiors send him to a place where his talents won't be quite so embarrassing -- the sleepy and seemingly crime-free village of Sandford. Once there, he is partnered with the well-meaning but overeager police officer Danny Butterman (Nick Frost). The son of amiable Police Chief Frank Butterman (Jim Broadbent), Danny is a huge action movie fan and believes his new big-city partner might just be a real-life "bad boy," and his chance to experience the life of gunfights and car chases he so longs for. Angel is quick to dismiss this as childish fantasy and Danny's puppy-like enthusiasm only adds to Angel's growing frustration. However, as a series of grisly accidents rocks the village, Angel is convinced that Sandford is not what it seems and as the intrigue deepens, Danny's dreams of explosive, high-octane, car-chasing, gun fighting, all-out action seem more and more like a reality. It's time for these small-town cops to break out some big-city justice.</p> <p>'Hot Fuzz' brilliantly pokes fun at all those high-speed, special effects-laden, high-mortality American cop films by bringing all the elements of such movies to the most unlikely setting of rural England. I think its appeal will be most appreciated by those of us who were raised on a diet of such films as the clichés and stereotypes are sent up in an incredibly clever way.</p> <p>I went to see this film with a mixed group, both girls and boys: some lovers of rom-coms, some of action movies and some of horror films. We couldn't decide what we should go to see, so chose this as a compromise, none of us knowing much about it. Every one of us thoroughly enjoyed 'Hot Fuzz', possibly the first time that we have all agreed on a film's appeal.</p> <p>If you haven't seen 'Hot Fuzz' already, go this weekend. You won't regret it.</p>	<p><i>Introduction gives name of film, director and principal actors. Mentions other films by same people.</i></p> <p><i>Gives opinions.</i></p> <p><i>Description – enough detail given without spoiling the film for those who might wish to go and see it.</i></p> <p><i>Evaluation – the writer gives opinions and explains them.</i></p> <p><i>Mentions those to whom the film might appeal.</i></p> <p><i>More evaluation.</i></p> <p><i>Recommendation.</i></p>
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NEWSPAPER OR MAGAZINE ARTICLES

When you are writing an article, you should include the following:

- Headline, by-line and subheading.
- The headline is the title, it should be clear and maybe even amusing, depending on the topic and the publication for which you are writing. For example, in a light-hearted article, the title might be snappy or humorous, using alliteration or a play on words. *Underwear Shipment Hijacked--Thief Gives Police The Slip*
- The by-line is the name of the person who has written the article. It is placed under the headline.
- Decide on the type of publication for which you are writing. This will determine the tone of your article and the type of language you use. If you are writing for a magazine, you may decide to use a more light-hearted approach than if you are writing for a serious broadsheet.
- Think about which language genre you should use. If you are writing a serious article about a controversial topic, you may choose to use the language of argument or persuasion. If you are writing a more light-hearted article on a less serious topic, you may use the language of persuasion and include several personal anecdotes (funny little stories from your own experiences.)
- Read as many articles as you can between now and the Leaving Cert. Most of the major newspapers are available online, so you don't even need to buy a paper to keep up with the news.

Two main types of article:

News Report/Sports Report.

When you are planning a news story, think of an upside down pyramid. The most important information is at the top (beginning of article) and the least important information is at the bottom (end of article). This way, the article will still make sense even if it is severely edited due to space restrictions.

Unless you are writing a news article for a tabloid paper, your piece should not be opinionated. The language of information should be used.

LEAD / HEADLINE

Who? What? Where? When? Why?

Detail 1 Detail 2 Detail 3

Final Detail

Feature Article

A feature article is usually intended to amuse or inform. It often centres around human interest stories and can be opinionated. Personal anecdotes may be used and the tone is frequently light-hearted. Of course, the topic may be a serious one, in which case, the tone should be adjusted accordingly. Read the question carefully and study the text on which it is based. This will give you a clear idea of what is required.

Sample News Article – Taken from website.

<p style="text-align: center;">Scientist says monkey thought extinct may be alive</p> <p style="text-align: center;">by Frank Murphy Associated Press Feb. 6, 2004 07:00 AM</p> <p>COLUMBUS, Ohio - A species of monkey thought likely to be extinct may still be swinging through the trees in Africa, according to an anthropologist.</p> <p>The Miss Waldron's red colobus monkey was declared likely extinct in 2000 by a team that included W. Scott McGraw, an assistant professor of anthropology at Ohio State University. None had been seen since 1978, but McGraw said Wednesday he has evidence the species survives.</p> <p>Two years ago, McGraw retrieved the skin of a monkey a hunter killed in Ivory Coast that had the markings of the red colobus, he said. The pelt had the species' typical black hair on its back with reddish fur on its forehead and thighs, along with freshly dried blood.</p> <p>Recently, he received a photo from an associate in Africa that shows a dead red colobus. McGraw is convinced the photo is genuine, he said.</p> <p>The monkey grows to a height of about 3 feet, with a head that is small for its frame. It eats fruit, seeds and foliage and emits a loud shriek. The species is believed to be named for the companion of its discoverer. There are about 18 species of red colobus.</p> <p>The Miss Waldron's species was the victim of farmers who removed much of the monkeys' forest habitat and hunters who ate or sold their meat, McGraw said. He has made several trips to Ivory Coast and plans to return to the war-torn nation next summer.</p> <p>McGraw has heard of sightings by hunters and other locals but has yet to see one himself.</p> <p>"It's in the extreme southeast corner of Ivory Coast," McGraw said. "It is smack dab in the middle of the (colobus') historical distribution. All the hunters we talk to say the forests are crawling with them. This is the frustrating part."</p> <p>John Oates, an anthropology professor at Hunter College in New York City, also was part of the team that declared the species likely to be extinct. He said McGraw's findings do not surprise him.</p> <p>"We didn't dismiss the possibility that a few hung on somewhere," Oates said. "But no one's managed to see one jumping around in the trees."</p> <p>The researchers' work in 2000 suggested that the red colobus could have been the first species of primates to disappear in 200 years and warned that other species could soon become extinct unless deforestation and hunting were managed. Ivory Coast forbids hunting, but the ban is not strongly enforced, McGraw said.</p>	<p><i>Headline</i></p> <p><i>By-line</i></p> <p><i>Main fact</i></p> <p><i>The three 'Ws' are answered, Who? What? When? Where? Why?</i></p> <p><i>Facts become less important to main body of article as we read on. The piece could be cut at any time and it would still make sense.</i></p> <p><i>Quotes from source.</i></p> <p><i>Opinions are not writer's own.</i></p> <p><i>There is no definite ending, the article just comes to an end when there is nothing more to say.</i></p> <p><i>Approx 400 words.</i></p>
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Sample Feature Article

Write a feature article for a daily newspaper entitled, 'Staying Fit and Healthy'.

A feature article is usually intended to amuse or inform. It often centres around human interest stories.

<p style="text-align: center;">New Year – New You</p> <p><i>Niamh McCarthy helps you to keep those resolutions and kick start a healthier, fitter lifestyle.</i></p> <p>We all know we should eat less, exercise more and generally take better care of ourselves. After Christmas, there are very few of us who aren't feeling the effects of two weeks of over-indulgence.</p> <p>So, we pinpoint January 1st as the date when the new regime begins. We will go to the gym, we will walk the dog, we will give away those last boxes of chocolates.... Let's be honest, we won't. We make these plans every year and we break them just as regularly. The question is, why do we fail when we know how important it is to get ourselves in shape?</p> <p>I believe the answer is simple; we are too ambitious in our plans. There's no point in vowing to go to the gym every night, start with a more realistic aim and say you'll go twice a week. Setting goals that you are unlikely to achieve will only make you give up entirely, it is better to start with sensible plans and increase your level of activity if it all seems to be going well.</p> <p>The same applies to our eating habits. Crash dieting is no way to lose weight, in fact, it does more harm than good. Instead of eating less, eat more healthily. Start each day with a nutritious breakfast, you will have more energy and you won't look for that sugar 'high' at eleven. If you must snack then snack on fruit, not biscuits and cakes. Don't do your weekly supermarket shopping when you are hungry, you are more likely to impulse buy if you do. Make a list and stick to it. Plan your weekly menu. This will help you to eat a more balanced diet, you are not likely to plan to eat pizza and chips three or four times in one week but it is a habit into which you can easily drift if you are in a rush and have neglected to buy or defrost the ingredients for that evening's meal.</p> <p>Finally, don't forget that those boring household and garden chores can be a great way of burning calories and building muscles. Don't put them off, do them now. An hour's weeding, painting, mowing or hoovering can have not only you but also your home looking great!</p> <p>So remember, be realistic and sensible and before you know it, you'll be ready to show off your new look in this summer's slinkiest, skimpiest fashions</p>	<p><i>Headline, short and to the point.</i></p> <p><i>By-line and subheading combined.</i></p> <p><i>Fairly informal tone.</i></p> <p><i>Use of 'we' to draw the reader in, suggesting shared experience.</i></p> <p><i>Body of article, presenting ideas for dealing with issue.</i></p> <p><i>Writer gives own opinions in feature article.</i> <i>Language of <u>persuasion</u> and <u>narration</u> used.</i></p> <p><i>Light-hearted tone.</i></p> <p><i>Conclusion, ends on an upbeat, positive note.</i></p> <p><i>Approx 400 words</i></p>
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INTERVIEWS

The purpose of an interview is to learn more about the person being interviewed, their background, life, work, likes, and dislikes.

Points to note

- Give the name of your publication / radio station / TV show.
- State the name of the person you are interviewing and give some brief background information.
- Give each speaker a new line each time they ask or answer a question.
- Put the initials of the speaker before their question / answer each time.
- The interviewer's questions and comments should be short, one sentence should be plenty.
- The interviewee can answer in more detail, usually a short paragraph.
- The interviewer's tone is usually fairly neutral.
- The interviewee's tone is usually relaxed and chatty.
- It can be a nice touch to end the interview with some information about the book, film, concert etc. For example, you might mention where and when the concert is taking place. See the end of the interview with Drew Barrymore for another example.

Sample Interview 1, adapted from the website 'movies.ie'

<p>In a recent interview for 'movies.ie', Jane Smith caught up with Drew Barrymore to talk about voicing the pampered pooch in "Beverley Hills Chihuahua", working with animals, and her thoughts on the Oscars...</p> <p>JS: What a fun movie, well done! I must ask you, as an actress, did you find it difficult to voice a talking dog in this film?</p> <p>DB: "Well that was easy for me because I have three rescue dogs so the panting and barking was my favourite part of it. But I did kind of channel to my dogs and tried to imagine how they think and feel."</p> <p>JS: What are your dogs' names?</p> <p>DB: "Flossie, Templeton and Vivien. Vivien came almost three years after Flossie and Templeton, who are brother and sister. She is the ultimate diplomat. Flossie and Templeton were rescues at six weeks old."</p> <p>JS: What kind of dogs are they?</p> <p>DB: "I don't know. They're certainly not pure breed. I love mutts. I like their personalities. Vivien's an Australian Border Collie mutt from the pound. She went right up to Flossie and got on her back in the submissive position and started licking her face. With Templeton she got up and started chewing on his leg and wrestling with him. She understood that Flossie needed to remain the queen and that Templeton would remain the playmate."</p> <p>JS: Are most of your friends four-legged or famous?</p> <p>DB: "(Laughs) Some of the people I'm friends with are in the business, but my best friend is a make-up artist. I have friends who aren't in this industry but that's also what I live and breathe a lot of the time so of course you do end up with similar people.</p> <p>JS: Do you remember your first pet?</p> <p>DB: "My first animal was a grey cat that I named Gertie because my godfather Steven Spielberg got her for me and I named her Gertie after my name in ET. She didn't have much personality though. I was much more the whip-cracking joker in that film. Gertie wasn't like that."</p> <p>JS: Do you think you'll ever complete your journey and win an Oscar?</p> <p>DB: "I don't like to talk about things like that. I think it jinxes it."</p> <p>JS: What would you choose, an Oscar or a husband for life?</p> <p>DB: "You cannot say that. You just cannot ask that question."</p> <p>"Beverly Hills Chihuahua" is in Irish cinemas from Jan 16th.</p>	<p><i>Gives background to interviewee and name of publication.</i></p> <p><i>Abbreviations given for names of interviewer and interviewee.</i></p> <p><i>Light hearted questions – appropriate for an interview of this type. The subject is not a serious one.</i></p> <p><i>Short questions.</i></p> <p><i>Longer answers.</i></p> <p><i>Says where and when film can be seen. Approx 400 words.</i></p>
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Sample Interview 2, taken from a website.

<p><u>Love at First Bite</u></p> <p>Stephenie Meyer talks about vampires, teen love, and her first novel, 'Twilight' By Rick Margolis -- School Library Journal, 10/1/2005</p> <p>RM: Were you surprised when Twilight was purchased for over \$500,000, and its film rights were sold?</p> <p>SM: It felt very strange, like some sort of practical joke for quite a while. And now, I still don't believe it. It's kind of surreal to me every time I hear somebody say, "Wow, I really loved it."</p> <p>RM: How would you describe the story?</p> <p>SM: I have a hard time with that. Because if I say to someone, "You know, it's about vampires," then immediately they have this mental image of what the book is like. And it's so <i>not</i> like the other vampire books out there—Anne Rice's and the few that I've read. It isn't that kind of dark and dreary and blood-thirsty world. Then when you say, "It's set in high school," a lot of people immediately put it in another pool. It's easy to pigeonhole with different descriptions.</p> <p>RM: When you were a teen, did you fall hard for somebody, like Bella falls for Edward?</p> <p>SM: Yes, I did once, and it wasn't one of those happy things.</p> <p>RM: Was it difficult to portray vampires sympathetically?</p> <p>SM: They ended up being vampires in the way they are because I have strong opinions on free will. No matter what position you're in, you always have a choice. So I had these characters who were in a position where traditionally they would have been the bad guys, but, instead, they chose to be something different—a theme that has always been important to me.</p> <p>RM: <i>Twilight's</i> emotional intensity reminds me of Jane Austen and the Brontë sisters.</p> <p>SM: I love Austen and the Brontës. L. M. Montgomery's <i>Anne of Green Gables</i> books were also a big influence on me, and Orson Scott Card is one of my favourite authors. Shakespeare is a big influence. I'm always coming back to things he has done.</p> <p>RM: How did you juggle writing a novel with raising three young sons?</p> <p>SM: I did a lot of writing at night, because after they were in bed was the best time to concentrate. But during the day, I really couldn't stay away from the computer; so I was up and down a lot. I'd sit down and write a few lines, and then I'd get up and give somebody juice, then sit down and write a few more lines, and then go change a diaper.</p> <p>RM: What are you working on these days?</p> <p>SM: Right now, I'm actually working on sci-fi. But again, it's sci-fi for people who don't like reading sci-fi.</p>	<p><i>'Snappy' title. (Excuse the pun.) Name of interviewer, name of publication.</i></p> <p><i>Relaxed, chatty tone.</i></p> <p><i>Short question.</i></p> <p><i>Longer answer.</i></p> <p><i>Refers to interviewee's personal experiences.</i></p> <p><i>Short answer indicates the topic is best left unexplored.</i></p> <p><i>400 words approx</i></p>
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ADVERTISEMENTS

- An advertisement is meant to grab the reader's attention immediately.
- Decide what type of customer you are trying to attract. This will dictate the tone of your advertisement.
- Start with a strong headline if possible, making a bold statement and arousing curiosity.
- You may wish to ask a provocative question, 'Have you had enough of boring TV programmes?'
- Introduce your product in an appealing way.
- Use bullet points to list the attractive features you have on offer.
- Elaborate on these points in the next part of your ad. Explain the benefits of these features in more detail.
- Be clear and be positive.
- Use plenty of adjectives.
- Make sure your grammar and spelling are correct.

Sample Advertisement - taken from Discover Ireland.ie

You are asked to write an advertisement promoting Ireland as a fun place to visit.

<p style="text-align: center;">Discover Ireland.ie</p> <p style="text-align: center;">Right Here, Right Now</p> <p>Take Your Pick From Thrilling Water Sports to High Culture</p> <p>Ireland's got a lot up its sleeve when it comes to things to do!</p> <p>Did you know that we're now one of Europe's top destinations for whale watching, or that surfing dudes flock to our beaches to catch sky - high waves, or that you can clip - clop along country roads in your own horse drawn caravan?</p> <p>If you don't like getting intimate with the great outdoors, you can occupy yourself with a diverse range of sightseeing attractions from ancient monuments to multi - media interpretative centres, top theatres and art galleries and some of the most memorable festivals around the world!</p> <p>And if you are looking for a special gift, take a look at our Irish Crafts Section for details of shops, galleries and studios recommended by the Crafts Council of Ireland.</p> <p>It's all on your doorstep, so what are you waiting for - there's more to life than work, so let's play!</p>	<p><i>Sense of immediacy added by words, 'Right Here, Right Now'.</i></p> <p><i>Mentions variety, appeals to many different types of tourist.</i></p> <p><i>Rhetorical questions, one of the features of persuasive writing. Draws the reader in.</i></p> <p><i>Something for everyone, positive, upbeat tone.</i></p> <p><i>Lists more available options – short and to the point.</i></p> <p><i>Makes visiting Ireland sound fun. Challenges reader to discover it for themselves.</i></p>
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An advertisement may well be shorter than some of the other writing tasks but that does not mean it is the easiest option. In an advertisement, each word must work for you. Your job is to capture and hold your jaded reader's attention. People skip over ads in magazines and newspapers, how will you make yours stand out?

DESCRIBING A PICTURE

While this option may seem off-putting at first, it is actually quite easy once you know how to approach it.

The purpose of this task is to test your ability to describe the picture as accurately as you possibly can.

You are not required to give your opinion on the picture or to interpret it in any way, as you would be asked to do in the Media Studies section.

Structure your answer logically. Start with an overall description of the entire picture, e.g. "This is a picture of an old, two storey mansion house."

Divide the picture into sections and describe each section in turn.

Give specific detail about what you see in each section of the picture.

When you are describing the visual text, be as precise as possible. Use the following terms:

- ◆ Background
- ◆ Foreground – the space to the front of the photograph.
- ◆ Frame – the borders of the picture.
- ◆ Left, right, centre, top etc.
- ◆ Black and white / full colour / monochrome

If you observe any special features, such as camera angles or lighting effects, comment on them.

Tip: Imagine you are describing the picture over the phone. The person on the other end of the line is an artist, who will draw a picture based on your description. Have you given them all the information they need?

Sample answer:



This is a black and white picture of an old, derelict, two storey mansion house. To the left of the house is a small wing with four windows. There appears to be a wing to the right of the house too but we can only see the roof and chimney as there is a large metal container blocking the view. The main part of the house has four windows on the ground floor, five on the second floor and three on the roof. All of the windows are long and divided by small panes, in the Georgian style. The front door of the house is flanked by two columns. There are chimneys at either end of the roof on both the main house and the two wings. The house is unpainted and the façade consists of large, flat, stone slabs, all cut to the same size. There is a notice stuck to the right hand column at the front door; it is not clear but appears to be a builders' warning sign.

In the foreground, there is a pile of what appears to be builders' rubble and to the left of the frame is a heap of bricks or slabs beside a shipping container. The container is angled to the right, pointing away from the house. The driveway in front of the house is in poor condition.

EXAM QUESTIONS

Answer either Question 1 or Question 2.

You will be rewarded for:

Well-structured answers

Clarity of expression

An appropriate tone

Good grammar, spelling and punctuation.

1. You are a member of your school's Student Council. As there are now students from a range of different nationalities attending the school, your Principal has asked the Council to come up with some suggestions to help your school to develop as an intercultural community.

Write a report to be submitted by the Student Council to the Principal outlining your ideas.

OR

2. NASA (National Aeronautics and Space Administration) is running an international competition to send one student from Ireland on the next moon mission. You wish to enter the competition.

The following are the competition entry requirements:

1 Entries should be between 170 and 200 words

2. You should outline

Your suitability for the mission

Why you wish to participate in the mission

Complete your competition entry.

2007

1. Look at the material adapted from the Irish Cancer Society's Sun Smart campaign that appears on

Page 2 of Paper X.

Write a set of instructions - one instruction for each picture - designed to help people enjoy the summer sun safely.

(Make sure to put the number of each picture beside the instruction associated with it.)

OR

2. Write a list of safety guidelines to be displayed on a poster **EITHER** in your school's Science Lab **OR** in the Woodwork, Metalwork or Home Economics room.

2006

1. A national newspaper has organised a 'Person of the Year' award. Write a letter to the editor nominating the person you think is most deserving of this award. You should explain why you think this person deserves the award.

OR

2. Most books and DVDs have a short blurb on the outside of the back cover. Typically this is a brief text which describes and praises the plot, characterisation, acting, etc. Write such a blurb for any book or DVD of your choice.

2005

1. Look at the collection of coastal images that appear on Page 1 of Paper X. These images appear on the cover of a brochure about the area. Write a text for the brochure promoting the area as a tourist destination.

OR

2. Look at the Food Pyramid that appears on Page 4 of Paper X. The recommended servings on the right state the fundamentals of a healthy diet.

Using the information provided, write a short article for your school magazine promoting healthy eating.

2004

Write a review for a young peoples' magazine of any book, film, computer game or concert you have recently experienced.

Your answer should include an introduction, description, evaluation and recommendation.

OR

2. You feel strongly about Hugh Linehan's article in Section 1 of this paper (Page 2).

Write a letter to the Editor of the newspaper in which you outline your views in response to the article.

2003

1. Write a speech to be delivered to your classmates, giving your views on how books help to open up the world for people.

OR

2. Imagine the girl in the picture is your pen pal. Write a letter telling her about a good book you have enjoyed recently.

2002

1. You are the captain of a team playing in the final of a major competition. Your team is losing at half-time. Write out the **pep talk** you would give to the team.

2. The Transition Year class in your school carried out a survey of how the students in third year spent an average of ten euro pocket money per week. Based on the figures supplied below write a **report** on this survey for your school magazine.

Pocket Money Survey		Females
Males		
Food/soft drinks	3.90	2.40
Leisure goods and services	2.70	1.90
Clothing	1.00	2.40
Personal goods	1.40	2.30
Transport	1.00	1.00

2001

1. You need a **reference letter** from your Principal to secure a summer job. Write the letter you would like him or her to supply you with. The address you use should not be that of your actual school nor should you use your own name.

2. William Trevor, the writer of the passage on **Pages 2 and 3** of this paper, visits your school. You are selected to deliver a speech welcoming him. Drawing on information from the passage, write the

speech you would make.

3. Write a **review** for your local newspaper of your favourite CD or tape.