

Successful Writing

PROFICIENCY

Virginia Evans



Express Publishing

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Successful Writing Proficiency provides a thorough preparation for the different types of writing necessary for students at advanced levels. The book focuses on the needs of students wishing to sit the Cambridge CAE and CPE examinations as well as any other examinations at a similarly advanced level and prepares students to write all types of composition, including descriptive, discursive, narrative, reports, articles, letters, transactional letters and reviews.

Each unit starts with a listening activity to stimulate the students' interest. The lead-in is followed by theory, plans and full-length model compositions which help students produce successful pieces of writing.

Successful Writing Proficiency is accompanied by a separate **Teacher's book** and a cassette or audio CD.

Components

Successful Writing Proficiency

Successful Writing Proficiency

Teacher's Book

Class Cassette

Class Audio CD



Express Publishing



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**Liberty House, New Greenham Park, Newbury,
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Tel.: (0044) 1635 817 363

Fax: (0044) 1635 817 463

e-mail: inquiries@expresspublishing.co.uk

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Introduction

To the Teacher

Successful Writing Proficiency consists of nine units which cover all types of composition writing (descriptive narratives, letters, discursive essays, articles, reviews) required at advanced levels. Each unit starts with a lead-in listening activity through which the basic plan for the type of writing the unit deals with is introduced. This also serves as a brainstorming activity, giving the teacher the chance to elicit useful language and ideas on the topic under discussion. Detailed theory and plans are provided to be used as a reference by students. A variety of models to which the theory is applied are followed by exercises to improve students' writing skills, focusing on register and style. The exercises are graded, leading to the acquisition of those skills needed for students to be able to write successfully at advanced levels. Topic identification, "discuss and write" sections and study check sections reinforce students' knowledge and remind them of the structures previously presented, thus helping them revise the writing areas covered in the book. The Teacher's Book provides answers to the exercises, model plans, transcripts of the listening exercises and useful teaching tips. At the back of the Teacher's Book are marked model compositions to help teachers mark students' compositions. The book is accompanied by a cassette with all the listening exercises.

The units can either be presented in the order they appear in the book or teachers can select the unit they want to present according to their own judgement and their students' needs. The course can be covered in approximately 30 one-hour lessons.

Brainstorming Technique

The brainstorming technique can be used in all the units in this book. The technique may be applied each time the students come across a new topic, whether in a model or a writing assignment.

The technique is used as follows: the teacher invites students to think of as many words or ideas as possible related to the topic and writes them on the board. The teacher may choose to guide the students further by having them list or categorise related terms.

This technique aims to stimulate students' knowledge about the topic, thus drawing together ideas and vocabulary necessary for writing a successful composition.

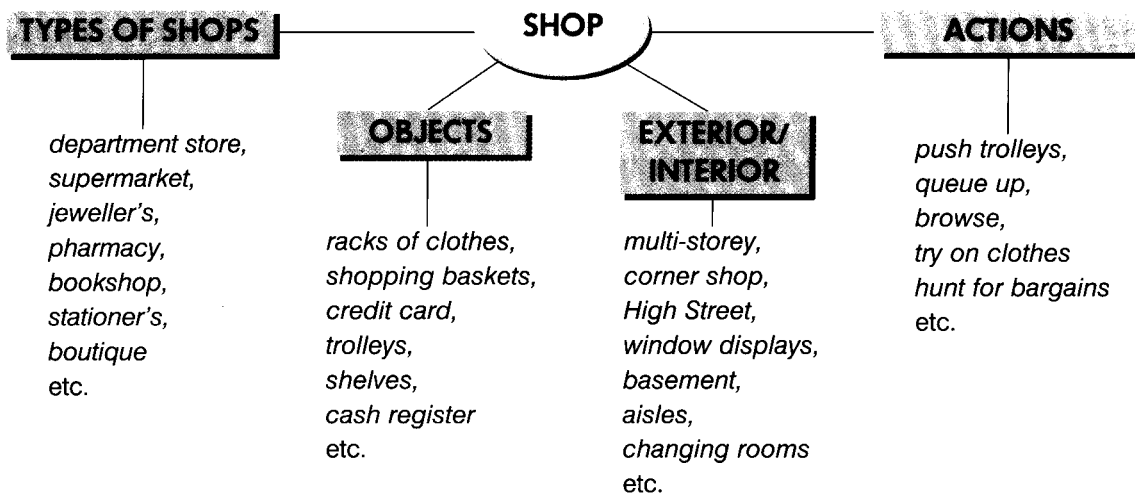
e.g. Discuss the advantages and disadvantages of technological progress.

Brainstorming: *computers, genetic engineering, information networks, unemployment, satellite communication, cloning, nuclear accidents, medical research, etc.*

Ss can then be asked to think of the positive and negative aspects of each item.

e.g. Describe a popular shop in your neighbourhood.

Brainstorming: T writes the following key words on the board and asks Ss to give him/her as many words as possible related to each key word.



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UNIT 1 Describing People

- 1 Look at the people in the photographs and talk about each in terms of appearance, personality and life/lifestyle.

Appearance: *How would you describe each person's appearance?
Which features of their appearance are most noticeable?
What does their way of sitting, looking, etc. suggest?*

Personality: *What do you imagine each person is like?*

Life & Lifestyle: *What else do you imagine about each person concerning such things as profession, ambitions, interests/hobbies, daily routine, etc?*



A composition describing a person should consist of:

- a) an **introduction** giving brief information about who the person is, where/how you met him/her, how you heard about him/her, etc;
 - b) a **main body** which may include description of such things as physical appearance, personality/behaviour, manner/mannerisms and/or details of the person's life and lifestyle, (hobbies, interests, everyday activities, etc.) and
 - c) a **conclusion** in which you comment on why the person is of interest, express your feelings/opinion concerning the person, etc.
- In a descriptive composition of a person, you may also be asked to *explain why* this person is successful/admirable/unusual, etc., why he/she made such a strong impression on you, how he/she has influenced you, etc.
 - Each paragraph should start with a topic sentence which summarises the paragraph. The content of the paragraph depends on the topic itself and where the emphasis is placed.
 - Descriptions of people may be included in several other types of writing tasks such as narratives, letters, assessment reports, etc.

Points to Consider

- To describe **physical appearance**, you should give details of the person's **height/build, age, facial features, hair, clothing**, etc. moving from the most general aspects to the most specific details. *e.g. Bill, who is in his early twenties, is quite tall and well-built, with thick black hair and piercing blue eyes. He is usually dressed in jeans and a T-shirt.*
- To describe **personality and behaviour**, you can support your description with examples of manner and mannerism: *e.g. Mark is rather unsociable, usually sitting silently in a corner observing others from a distance.*
- To describe **life, lifestyle and beliefs**, you should talk about the person's habits, interests, profession, daily routine, opinions, etc. *e.g. Being both a university student and a part-time assistant in a supermarket, Janet has little free time to go out in the evenings.*
- If the instructions for the writing task ask you to describe someone related to the present, *e.g. "Describe a person who is unusual ..."*, you will describe the person using Present tenses. If you are asked to describe sb related to the past, sb who is no longer alive, or sb whom you met some time ago ... *e.g. "Describe a famous person you met who was not as you expected ..."*, you will describe the person using Past tenses.
- The use of descriptive vocabulary, *e.g. stunning, slender, etc.* and a variety of linking words and structures will make your writing more interesting.

Introduction

Paragraph 1

*who the person is/
when/how you first met/
saw him/her*

Main Body

Paragraph 2

physical appearance

Paragraph 3

*personality/behaviour (with
justification/examples)*

Paragraph 4

life/lifestyle/beliefs

Paragraph 5

explanation 1 + justification

Paragraph 6

explanation 2 + justification

Conclusion

Final Paragraph

*comments/feelings about
person*

- 2 Read the following composition and fill in the missing information in the plan. Look at the highlighted adjective-noun combinations, then close your books and try to remember as many of these as possible. What other words can you think of which could be used to describe a person's physical appearance?

Describe a person you know well

When I began working at Hillcrest Nursery School three years ago, I was introduced to Sharon Dunn, the school's headmistress.

Her **smart appearance** and **warm, friendly expression** made me like her immediately. She is a **small-boned, smiling woman** in her early fifties, with **twinkling blue eyes** and **soft, silver curls**. Although she dresses simply she always manages to look elegant.

She is a very **fair-minded person** who treats everyone at the school with equal respect. Despite clasping her hands nervously when she is upset, she is actually very calm, which is shown by her ability to keep her temper in the most difficult situations. Her quiet voice and **gentle, caring manner** make her popular with the children.

Ms Dunn has no children of her own; however, she says that she feels like a mother to all of the children in her school. In fact, she has no time for family life, since she dedicates her life to her job. Besides taking care of various administrative tasks every day, she always takes time to talk to the teachers and parents. In addition, she often holds meetings with the school's Board of Directors, as well as with staff and parents.

To my mind, Sharon Dunn is a dedicated professional who is a wonderful role model, not only for the children but for the teachers, as well.

Introduction

first met Ms Dunn at Hillcrest Nursery School, headmistress

Main Body

• Appearance

smart; warm, friendly expression

• Personality/Behaviour

• Life/Lifestyle/Beliefs

Conclusion

PHYSICAL APPEARANCE

- A description of a person's appearance could include such aspects as **height/build, age, facial features/expression, hair, clothes, etc.** You may describe **visual details** (e.g. *A tall, heavily-built man wearing a black leather jacket ...*) and/or use words and phrases which describe the **general impression** created by the person's appearance (e.g. *Donna's slender, youthful build makes her look younger than she is, while her face, with its bright smile and friendly expression, is very attractive*).

Note that when you describe someone for official purposes e.g. *a police report*, you emphasise the person's physical appearance, giving the most accurate description possible.

sparkling/watery/piercing eyes
sarcastic/condescending/friendly smile
scars/freckles/wrinkles



C

- 3 Look at the photographs, choose the most appropriate descriptive words from those suggested, and then write a short description of each person, as in the example.



broad/hooded/button nose
fair/smooth/swarthy skin
bloodshot/sunken/protruding eyes

He has a hooked nose, swarthy skin and bloodshot eyes.



portly/slender/powerful build
tanned/clean-shaven/fine-featured face
flabby/bulging/withered biceps



flowing/silver/curly hair
warm/hostile/arrogant expression
dimples/pimples/wrinkles

Linking Words and Structures

- Writing which contains a series of short sentences or the same simple linking words (such as "and") soon becomes boring and repetitive. To avoid this, you should use a wide range of linking words and structures.

with

*She is tall and striking, **with** long blonde hair.*

Relative Clauses who/which/whose

*My neighbour, **who** is slightly eccentric, has dozens of filthy cats.*

*He is a scruffy child **whose** clothes are torn and dirty.*

*He has a broken nose, **which** makes him look like a boxer.*

Result so/such (a) ... (that)

*She is **so** beautiful (**that**) she looks like a film star.*

Addition in addition to, as well as/besides, moreover, furthermore, not only ... but also ..., etc.

*He is very tall, **in addition to** being very thin.*

*My grandmother has deep wrinkles, **as well as** thin grey hair.*

*He is **not only** artistic, **but also** a successful businessman.*

Contrast but/yet/However/Nonetheless/Even so + clause

Although/(Even) though/While + clause

In spite of/Despite + -ing form/noun/the fact that

*He is temperamental, **but/yet** he is a loyal friend.*

*He looks as though he's an old man. **However**, he is only 35.*

***Although** he has a huge, powerful body, he's a very gentle person.*

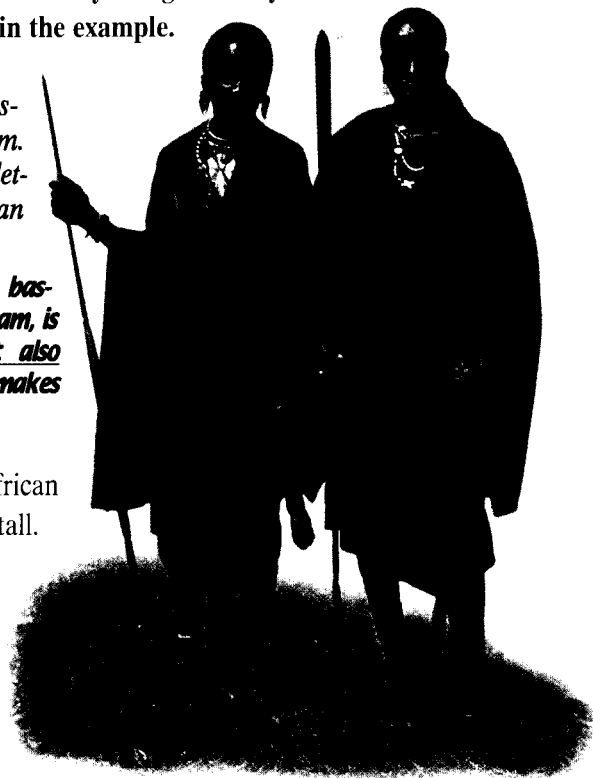
***In spite of** being very busy, she always has time for her children.*

- 4** Join the following sentences by using a variety of the structures shown in the table above, as in the example.

e.g. *Kevin Boyce plays basketball for our school team.
He is very tall. He is athletic, too. This makes him an excellent player.*

*Kevin Boyce, **who** plays basketball for our school team, is **not only** very tall **but also** very athletic, **which** makes him an excellent player.*

- 1** The Masai are East African tribespeople. They are tall. They have noble features. They look extremely graceful.



- Grace Kelly reached Hollywood stardom in the 1950s. She was famous for her delicate features. She married a prince too
- The postman is 56. He has thick black hair. It has only a few touches of grey. He has smooth skin. This makes him look younger than he is.
- Mrs Russell is tiny. Her flat is next to mine. She has white hair and wrinkles. She looks 90 years old.
- Maurice has black hair. He has a thick black moustache. He has a dark complexion.
- The policeman's muscular build filled his large uniform. He had a high, broad forehead and a strong, square jaw. These gave him an air of authority.

PERSONALITY AND BEHAVIOUR

- In descriptions of people we can include a clear description of a person's personality and behaviour with a variety of **character words**.

e.g. *He is **friendly** and **honest**.*

*She speaks very **rudely**.*

*He is **greedy** and a **miser**.*

These words should be **justified** in an explanation or example. e.g. *Brian, **who** is very **sociable**, **enjoys** going to parties and meeting people.*

- If you describe negative qualities, you should use mild language. Use: **tend to**, **seem to**, **is rather**, **can sometimes be**, etc. e.g. *Sarah is an excellent worker, **but** she **can sometimes be** rather impatient. (not: ~~She is~~ impatient.)*
- You may describe personality and behaviour with examples of **manner** and **mannerisms** (the gestures people use, the way they speak/walk, etc) e.g. *Timothy is a very **tolerant** father; **no matter what** his children do **he doesn't lose** his temper.*

Note that personality characteristics should be stressed in certain types of writing, for example when you recommend someone for a job.

Linking Words and Structures

● LINKING CAUSE AND EFFECT

She is open and friendly. (Cause)

She is popular. (Effect)

because/as/since

owing to/due to (+ -ing/noun/the fact that) ...

As a result/consequence of

A/the result of ... is... ... ; as a result, ...

*She is popular **because** she is open and friendly.*

*She is popular **due to being/due to the fact that** she is open and friendly.*

*A **result of her being open** is that she is popular..*

... , so ... therefore/for this reason ...

The reason (that/why) ... is...

*She is open and friendly, **so** she is popular.*

*She is open and friendly, **therefore** she is popular.*

*The **reason** she is popular **is** that she is open and friendly.*

- 5 All the sentences below use the simple linking word "because". Look at the table above, then rewrite each of the sentences using the linking word or phrase in bold type.

e.g. People often find him offensive because he says exactly what he thinks.

A result of ...

*A **result of his saying exactly what he thinks** is that people often find him offensive.*

- | | |
|---|------------------------|
| 1 People trust Paul because he is so honest. | Since ... |
| 2 He is very successful because he works extremely hard. | The reason ... |
| 3 Joan is an interesting person because she has lived in exotic places and has had so many strange experiences. | ... ; as a result, ... |
| 4 Don comes across as being inquisitive because he tends to ask people a lot of questions. | ... , so ... |
| 5 I dislike her because she is vain and self-centred. | ... due to ... |

Impressions, Opinions and Reactions

I think/feel/etc (that)

It seems to me that

To me/To my mind

As far as I'm concerned

In my opinion/view/eyes

sb seems/appears **to be** ... sb strikes people/comes across **as (being)** ...

sb gives the impression **of being** .../the impression that ...

I/people/etc find/consider sb **to be** ... I think of/see/regard sb **as being** ...

- 6 Using the expressions in brackets, write a complete sentence from each of the following 'skeleton' sentences, as in the example.

e.g. Graham / sometimes / be insincere / result / try / flatter / everyone (come across)
*Graham **sometimes comes across as being insincere, as a result of trying to flatter everyone.***

- 1 He has / habit / speak with / mouth full / which I / be / disgusting (find)
- 2 Sarah / people / be / immature / since / often giggle / when someone / speak / her (strike)
- 3 Owing / fact / David / never pay / anything, he / be / mean (impression)
- 4 As / he / not return things / he borrow / he / be / dishonest (opinion)
- 5 Since my sister often forget / where she put / things, she / be / absent-minded (appear)

Compound Adjectives

Compound adjectives are formed with:

- a) **present participles**: a quick-acting officer, a hard-working doctor
- b) **past participles**: a stylishly-dressed woman, an open-hearted young man, a narrow-minded politician, a widely-known football player
- c) **cardinal numbers + nouns**: a three-year-old boy, a six-foot tall man
- d) **well, badly, ill, poorly + past participle**: a well-intentioned friend, an ill-mannered actress

- 7 Make compound adjectives to describe the following:

- 1 A baby who is crying constantly.
- 2 A speaker who has prepared thoroughly.
- 3 Students who are organised well.
- 4 A girl who has curly hair.
- 5 A boy who has brown eyes.
- 6 A basketball player who is 42 years old.
- 7 An artist who is dressed in funny clothes.
- 8 A child-minder who has been specially trained.
- 9 A man who has a short temper.
- 10 A man with one leg.
- 11 A dentist who has gentle manners.

Participles

In formal writing, present and past participles can be used to replace clauses as in the following examples.

She is so rich that she can buy anything she wants.

Being so rich, she can buy anything she wants.

She was so rich that she could buy anything she wanted.

Having been so rich, she could buy anything she wanted.

When he is seen from a distance, he resembles Paul Newman.

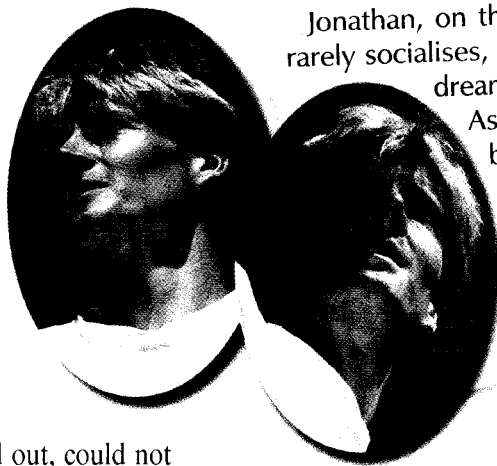
Seen from a distance, he resembles Paul Newman.

Monica, who was dressed entirely in red, entered the room.

Dressed entirely in red, Monica entered the room.

8 Rewrite the following sentences using participles.

- Oliver, who was covered in dust, climbed down the ladder.
- Veronica, who was tired out, could not go on with the journey.
- Richard is so rude that he has no friends.
- She is so intelligent that she can speak six languages.
- Frank is so absent-minded that he always forgets his car keys.
- Susan, who was laughing hysterically, couldn't speak.
- Paul, who was walking on crutches, left the room slowly.
- Louise is so patient that she is cut out to be a teacher.



- The following text describes twin brothers. Read it, circle the words or phrases describing personality and behaviour, and underline the justifications or examples given.

Describe two people who are very different, despite their apparent similarity

Jason and Jonathan are identical twin brothers, who are in the same year at school as I am. Physically, they are indistinguishable; they are like "two peas in a pod", as the saying goes. They have the same short blond hair and fine features, and they tend to dress in the same casual style. When you get to know them, however, it soon becomes clear that their personalities are completely different.

Jason is very outgoing, assertive and ambitious — the sort of person who might run a large corporation. An example of this is the fact that he is already the president of the school debating society. Although people tend to find him rather pompous and conceited, to me he simply seems full of confidence. For instance, he is much more likely to say "I can do it" than "I'm the best". It is true that he comes across as stubborn, though, due to his habit of refusing to admit he is wrong in any disagreement.

Jonathan, on the other hand, is more of an introvert. He very rarely socialises, preferring to spend his time on his own. He is a dreamer who can spend hours staring at the clouds.

As a result, he sometimes gives the impression of being lazy, while a few people even regard him as slow-witted. On better acquaintance, however, he turns out to be not only enthusiastic and energetic, but also deeply caring which is shown by his tireless work on behalf of various charities.

- Use the adjectives listed below to complete the following sentences describing character as in the example:

childish, cruel, dishonest, friendly, lazy, mean, moody, rude, shy, stubborn, tactless


Then choose from the list below the adjective which has a meaning almost the same as the word you have just used. Write each adjective next to its synonym.

blunt, deceitful, idle, immature, insolent, miserly, obstinate, timid, sociable, spiteful, temperamental

e.g. Maria is a **friendly/sociable** girl who loves meeting people and gets on well with everyone.

- A good example of Roger's behaviour was the time that he refused to finish a game of chess because he was losing.

- 2 Andrew is so that he does nothing all day except sit and watch television.
- 3 Sandra is a rather girl who enjoys upsetting people and getting them into trouble.
- 4 Gerald tends to be a(n) person; it's difficult to believe what he says or to trust him.
- 5 Speaking to strangers is terrifying for Elaine because she is so
- 6 Melissa tends to be and often upsets people by saying what she thinks without considering their feelings.
- 7 My brother is very ; he can suddenly change from being perfectly charming to angry or miserable.
- 8 Mr Purvis is a rather old man who refuses to change his mind once he has reached a decision about something.
- 9 The way that he shouts at his teachers is just one example of his behaviour.
- 10 I think Carol is because she only spends money when she absolutely has to.

- 11  Read the table, then listen to the cassette and complete the missing information. Using the information in the table and the linking words in the list, compare Anthony and June.

Similarities: also, too, as well as

Differences: however, on the other hand, whereas, while, but, although

e.g. *In some ways, Anthony and June are very similar.*

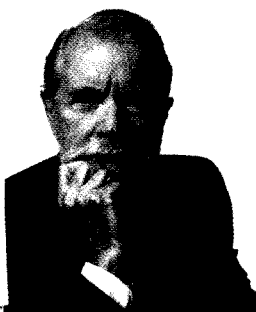
For example, they are both fashionable ... However, ...

	BOTH	ANTHONY	JUNE
Appearance:	<i>fashionable</i>	.....	..... , <i>conservative</i>
Personality	<i>self-confident,</i>	..... ,	<i>not outgoing,</i>
& Behaviour:	<i>sensitive</i>	<i>enjoys</i> <i>easily</i>	<i>seems</i>

Manner and Mannerisms

- 12 Complete each of the following sentences with the set of character words which best matches the manner/mannerisms described.

- a arrogant, smug and condescending
b sensitive, generous and caring
c energetic, outgoing and confident
d distant, absent-minded and impolite



- 1 William comes across as because he holds his head up high, speaks in a loud, clear voice and looks at people with a steady gaze.
- 2 Most people regard him as on account of his sarcastic tone of voice and sneering expression.
- 3 The reason Lydia seems is that she often looks away in the middle of a conversation and sometimes doesn't answer when she is spoken to.
- 4 Phillip strikes me as since he always realises when someone is upset or worried and offers them comfort, advice and practical help.

- 13 Read the following descriptions and fill in each blank with a "character" word from the list below. Then rewrite each description in one sentence as in the example. Use as many different linking techniques as possible.

aggressive, impatient, insincere, nervous, timid, vain

e.g. *Kevin bites his nails. He jumps at loud noises. He is nervous.*

As well as biting his nails, Kevin, who is a very nervous person, jumps at loud noises.

- 1 Cathy spends hours doing her make-up. She is always looking at herself in the mirror. She is
- 2 Jerry blushes easily. He looks at the floor when he is talking to people. He's very
- 3 Gordon shouts at people a lot. He also clenches his fists whenever he gets angry. He is
- 4 Paula flatters people she dislikes. She pretends to agree with them, even if she's of a different opinion. She's
- 5 Roberta taps her foot if she has to wait. She sighs if things don't happen quickly. She's

LIFE, LIFESTYLE AND BELIEFS

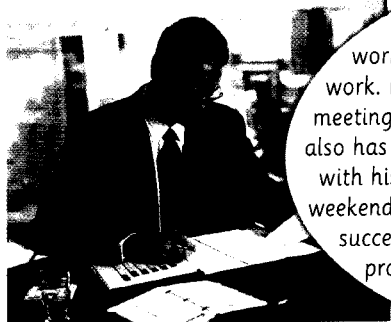
- In a description of a person you could include information that relates to their life, lifestyle and beliefs. You may refer to factual details such as **profession, qualifications, family, etc e.g. He is an eminent scientist who is famous for his research in genetics.** or aspects such as **daily routine, hobbies, interests, achievements, beliefs, ambitions, future prospects, etc. e.g. George is working hard because he wants to be promoted.**
- Information about life, lifestyle and beliefs gives the reader a clearer idea of what the person is and does, and often also suggests what the person's character is like.
e.g. Andrew's ambition is to climb Mt Everest = athletic, adventurous

14 Read the descriptions of three people's lifestyles and beliefs and try to guess what each person does. Which aspects of their life, lifestyle and beliefs do they mention? Now write a similar paragraph about a teacher or a reporter.

Ann has a very unpredictable lifestyle because she doesn't have a regular job. When she has a part, however, she tends to get up late as she works until late in the evenings. Then, she goes to the gym because it's important for her to be healthy. After that Ann learns her lines or attends extra rehearsals. She goes to work at about six o'clock. Ann's profession enables her to fulfil one of her dreams — to travel. She tries to keep an optimistic approach to life as you never know what the future holds.



Steve has a very busy lifestyle — getting up at five thirty, working out in the gym and then going straight to work. He often has working breakfasts and lunches and meetings to attend that go on until the early hours. Steve also has to travel a lot, so he isn't able to spend much time with his family and friends, although he tries to keep his weekends free. He believes in hard work and that the key to success lies in honesty and determination. His recent promotion gives him reason to hope that he will be a senior partner of the firm one day.



Claire's life is pretty much the same from day to day. On weekdays she gets up at seven, wakes up her teenaged sons and sees them off to school. Then she starts the housework, shopping and so on. She spends a lot of time working in the garden, which she really enjoys. Claire always tries to arrange something special for the weekends — a drive in the country with the whole family, for instance. She believes that taking care of her family is a job in itself and one that she takes great pride in.



15 Read the short extract below, and say which aspects of the person's life and lifestyle the paragraph deals with.

Moirá's career as a respected painter keeps her busy from dawn to dusk. Fortunately she loves meeting new people, so she can combine her interests with her career. When she is not attending exhibitions and gallery openings she leads a very disciplined life. She paints from 6 o'clock in the morning until 4 o'clock in the afternoon. She usually spends the early evenings with her husband and two children. Her ambition is to have a one-woman-show in an important London gallery — and her dream is to own an art gallery one day.

16 You will hear two people talking about a successful writer. Read the table, then listen to the cassette and fill in the missing information. Use the notes, first say then write description of Emma's life and lifestyle similar to the one in Ex. 15

CAREER

successful writer

INTERESTS

DAILY ROUTINE

writes from am to pm

FAMILY

AMBITIONS

start school for

- 17** Read the model below and give the topic of each paragraph. Then, list which aspects of description have been included, and underline the justifications/examples given.

Describe a person you regard as eccentric

Chris Martin moved into the house next door to mine two years ago. Even before he came round to introduce himself the following day, I could tell that he was truly eccentric.

Perhaps the most striking thing about Chris is his appearance. His slender body is usually adorned in some kind of tight-fitting, multi-coloured catsuit which makes him look like a comic book super hero. He generally tops this off with one of his flowing capes and a mask. His hair is as crazy as his clothes, going from yellow at the front, to red, to blue to green at the back, and it sticks up as if he's styled it with the aid of a powerful electric current. He has some rather strange mannerisms, too, such as his tendency to bow when introducing himself for the first time.



In spite of his strange appearance, Chris is a truly decent person and the world would be a better place if there were more people like him. He is very polite, friendly and is genuinely caring, always remembering birthdays with a photograph of a bouquet of flowers and bringing me chicken soup or Japanese tea if I'm ill. Chris will help if he possibly can and is ready to listen to everyone's problems. He tends to be aggressive from time to time, but this is because people make fun of him.

Although Chris could never be described as ordinary, I enjoy having him as a neighbour. Life is never boring when you have someone like him living next door, and his combination of unpredictability and genuine kindness make him a valuable friend.

- 18** You will hear Stella telling her friend about a person she dislikes. Read the questions, then listen to the tape and answer them. You may keep notes while listening. Looking at your notes, describe the person.

- 1 Who is Stella describing?
.....
- 2 What do Stella and her friend say about his appearance?
.....
- 3 What does she say about his personality and/or behaviour?
.....
- 4 What *two* reasons does she give for disliking him?
.....

Writing techniques

Certain writing techniques (use of weather description, direct speech or dramatic language to create mystery/suspense, reference to feelings/moods, etc.) can be used when describing people in order to make your description more vivid and interesting. See how an ordinary beginning can be made more exciting:

Instead of writing: *I first met my future wife, Heidi, in a café where I was doing my crossword on a warm afternoon in July.*

You could write: *I watched with a mixture of irritation and apprehension as the busker approached my table where I was doing the crossword on that balmy July afternoon. I felt irritated because I hate being disturbed when I'm enjoying my own company and apprehensive because I never know how to tell people politely to go away. To my surprise, however, the woman sat down opposite me and put her guitar down on the floor. "Can I play something for you?" she said with a cheeky grin. Little did I know right then that this woman, Heidi Tierney, was to be my future wife.*

- 19** Read the following sentences and rewrite them using writing techniques.

- 1 I first met Marion Browne, the famous writer, at a party where I hardly knew anyone.
- 2 The man who was to become the greatest influence in my life, William Morrison, was introduced to me by my boss.
- 3 The oddest person I have ever known was Jack Simpson.

20 Read the model below and compare it with the composition in exercise 17. Which writing techniques have been used?

It was late on a cold January night two years ago when I first laid eyes on Chris Martin, after hearing a removal van in front of the vacant house next door. Curious to see who my new neighbour was going to be, I peered out from between the curtains. Under the street lamp there appeared to be a multi-coloured clown-like figure gesticulating wildly and shouting, "Be careful with that box! That's a ten-thousand-pound amp you've got there!"

When Chris came round to introduce himself the following day, I was rather taken aback to discover that his curious guise the previous night had not been a trick of the light, but that it was, in fact his "normal" appearance. His slender body was adorned in a comic book, super hero catsuit, cape and mask and his rainbow hair looked as if it had been styled with the aid of an electric socket and a wet finger. He introduced himself with a low bow then took my hand and gently kissed it before murmuring in a deep, husky voice, "Chris Martin, at your service, Madam."

In the months that followed, I soon realised that Chris was one of the politest, friendliest and most genuinely caring people I've ever met — although he has a strange way of showing this. For instance, on my birthday, he rang my doorbell, greeted me with a bow when I opened the door, said "This is for you," and handed me a photograph of a bouquet of flowers. He brings me chicken soup and Japanese tea when I'm ill, and I know he's always ready to listen to my problems and cheer me up. Once, when I was feeling a bit low, he said, "I know! Let's go to the zoo — there's nothing like a nice elephant to make you feel better!"

Although Chris could never be described as ordinary, I enjoy having him as a neighbour. Just the other day he came round unexpectedly with an entire Thai meal beautifully laid out on a tray. When I thanked him, he merely shrugged and said, "What else are neighbours for?" It's this sort of thing that makes him such a valuable and unpredictable friend.

INTERPRETING THE TOPIC

- Various composition tasks in examinations ask you to describe a person or people; however, this description may be only one part of the composition. Composition tasks often ask you to **describe** a person **and explain** something about them.

In order to complete such a composition task successfully, you should not describe every aspect of appearance, personality, etc. You should choose the aspects which are most relevant to the particular question.

e.g. "Describe a person who has done a great deal for others, and explain how he or she has managed to achieve so much."

In answering this question, it is not as relevant to describe appearance
e.g. "He is a tall, well-built man with pale blue eyes ..."

as it is to describe the person's character, achievements and so on. *e.g. "She is strong-willed, outgoing, and dedicated to ..."*

- It is important to **interpret the instructions** carefully. The instructions contain certain **key words** and phrases which you must not ignore; for instance, if the instructions say "Describe a famous person ..." you cannot describe someone who is unknown to the general public.
- The instructions may also ask you to **explain** the reasons for your impressions/reactions, for somebody's success, etc. *e.g. Describe a person who has influenced you greatly and explain the reasons for this influence.* You should state each reason in a separate paragraph with a clear **topic sentence** which summarises the main idea of each paragraph, and supports this with **examples** and/or **justification**.

e.g. The main reason I found him eccentric was the way he dressed.

[Topic sentence]

For instance, he often wore strange, enormous hats that seemed to belong to some other period in history. Furthermore, ...

[Examples/Justification]

21 Read the following composition task and underline the key words. What information will you include in each paragraph? How would you adapt the paragraph plan to organise your composition?

- 1 Describe a person whom you associate with a particular place and explain why you make this connection.
- 2 Describe a famous person from history whom you admire. Give reasons for your choice.
- 3 Describe a person you know well and say how he/she has changed since you first met him/her.
- 4 Describe two people you know well and say how their hobbies reveal their different personalities.
- 5 Describe someone you knew in the past and say in what ways you were influenced by him/her.

22 Read the model below, underline the topic sentences of each paragraph, and then complete the outline plan on the right.

Describe a person you admire and explain why you admire him or her.



- * Introduction - Gary - fellow student
- * Main Body

DESCRIBE

physical appearance

.....

Personality/Behaviour/Interests

.....

Life/lifestyles/beliefs

.....

EXPLAIN/REASON

"Why":

.....

"Why":

.....

- * Conclusion

.....

The person I admire most is not famous at all, yet to my mind his achievements are as important as those of any historical figure. Gary Young is a fellow student of mine at college, and for him this fact itself is a major achievement.

Gary suffers from cerebral palsy, which makes it almost impossible for him to control his movements. As a result, he spends his life in a wheelchair, cannot write with a pen or pencil, and speaks so slowly and strangely that it takes patience to understand what he is saying. This, together with his thin, twisted body and awkward facial expressions, can often cause people to treat him as if he were a backward child.

However, behind his physical appearance, Gary is a warm, fun-loving, intelligent person. His disability affects his muscles, not his mind or personality. He enjoys the same things any student does — listening to music, meeting friends, and so on — and he is not only the best student in our class, but also has a wonderful sense of humour and genuine interest in other people. Unable to express himself easily in conversation, he uses a special typewriter to write letters to his friends, and beautiful poems which show the true depth of his thoughts and character. He lives a very regular life, studying every day and never allowing himself to fall behind in his schoolwork. Of course he enjoys going out as well, and he believes that a balance of work and play make life happy and fulfilling.

The main reason I admire him so much is that he is determined to lead a normal life, in spite of the physical difficulties he has to overcome. Although his condition prevented him from going to school, he gave himself an education by studying at home. He lives alone, cooking and cleaning with the help of equipment he designed himself, and he leads a full social life with his many friends, including visits to the theatre, or even (on one memorable occasion when I was with him) to the funfair.

Another reason I admire Gary, is the fact that he never feels sorry for himself. He says, for instance, that being unable to move around simply gives him more time to think. In fact, he always manages to see the bright side of any situation, so that, far from needing his friends to comfort him, he actually cheers us up when we are worried or depressed!

I would admire Gary as a person even if he didn't have any disability; the fact that he does, and refuses to let it spoil his life, makes him the most remarkable person I know.

- 23** You will hear a film star talking about the importance and influence of her grandmother during her childhood. Listen and complete the notes below. Using the notes write two paragraphs about Liliana's grandmother.

Took care of me

- used to
- used to take me
- nursed me during long illness

Made me feel safe

- one thing in my life that never
- always there when I

Taught me everything

- always things to me
- taught me the difference between and

- 24** Fill in the topic sentences in the text opposite, then give the paragraph outline. What information is included in each paragraph? What tenses have been used? Why?

- During the years I worked with her, my admiration for Miriam steadily increased.
- Her ability to deal with several matters at once seemed almost miraculous.
- My first impression of her was one of politeness verging on stiffness.
- All in all, Miriam is the most admirable person I've ever met.
- The most striking thing about Miriam, though, was her sensitivity towards others.
- On my first day of work at Acrol Assurance I arrived nervous, soaking wet — and nearly half an hour late.



Describe a person who has influenced your life and explain why you admire him/her.

1 I had forgotten to take an umbrella, had missed the bus and was not ready for a good scolding. It was then that I met Miriam Bellings, the Managing Director, who was to have an enormous influence on my life and career.

2 She was a small, birdlike woman, her appearance giving the impression of a nervous, easily-flustered person. I soon learnt, however, that her true character was calm, warm and kind, yet unbendingly professional. After reminding me that lateness would not be tolerated in the office, she laughingly confessed to me that she had been over an hour late on her first morning because she had lost her way, which was typical of her sympathetic character. She then proceeded to explain the workings of the office to me with such clarity and accuracy, and with such patience to my rather naive questions, that I was left with the impression that she was a sort of superwoman of office management.

3 No crisis in the office ever caught her off-guard, and on the rare occasions when she could not answer a question, she would make sure that she had an answer for you within the hour.

4 I remember on one occasion when nearly everyone in the office had gone down with the flu, Miriam managed to keep the office running smoothly without seeming stressed or harassed in the least. We sometimes used to joke that if everyone in the office had been absent on the same day, Miriam would not even have noticed!

5 Although she had never married, she seemed to have a deep understanding of family relationships, and could always tell when an employee was having problems at home. She was not a "pull-yourself-together" sort of boss at all. If she sensed that something was wrong, she would call you into her office and encourage you to talk. Not only was she a good listener, but the advice offered was always sound as well.

6 I lost touch with Miriam after her retirement, but I will always remember her as the "guiding light" in my working life, the woman who — through her example, help and advice — enabled me to be as successful as I am today.

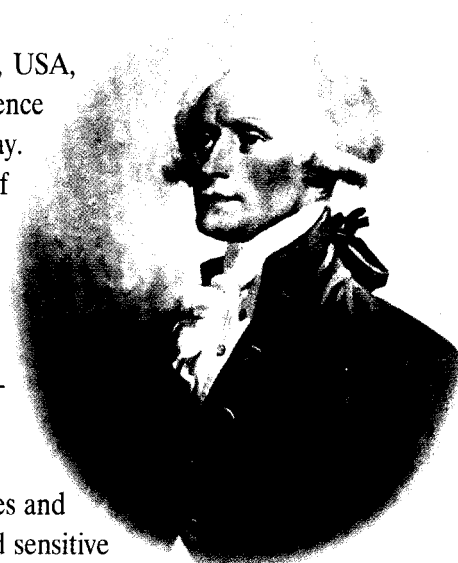
- 25** Read the model below and correct the highlighted words. Write S for spelling, WO for word order, G for grammar, P for punctuation or WW for wrong word. Then, fill in the paragraph plan.

Describe an important person from the past and explain why he/she is of significant importance

in G

Paragraph 1
who the person is

Thomas Jefferson, who was born **on** 1743 in Virginia, USA, was an extraordinarily able and gifted man **who's** influence on American politics and culture is still felt to this day. Best known as the author of the Declaration of Independence, (which stated America's reasons for needing to be free of British rule) and as the third president of the United States, Jefferson was a highly educated and multi-talented man **which** left his mark not only on politics but on agriculture, architecture, linguistics and philosophy, as well.



Paragraph 2

Jefferson was a tall, well-built man with striking features and a memorable physical presence. He was perceptive and sensitive in personal relations and, although **was he** involved in many political controversies, he did not bear grudges against his opponents. Despite the fact that he was a public figure, and often had as **much** as fifty people staying in his home, he was a very private person who kept his private life to himself. He was a linguistically learned man who **at least knew** six languages, had a keen interest in developing new varieties of food plants, instigated the first systematic study of American Indian dialects and designed his own home, Monticello, an outstanding example of 18th century neo-classical architecture.

Paragraph 3

Admirable in many ways, this man was most to be respected for his belief in the freedom of the individual, which he spent all of his life fighting for. His **more** fundamental belief was that every person has the right to be economically independent and to decide his or her own destiny, and this philosophy formed the basis of American thought which **still today survives**. He was scandalised by proposals to establish a dictatorship in the United **states**, and declared that "the very thought alone was treason against the people".

Paragraph 4

Jefferson believed in the importance of education for **whole** people. He held the belief that no country could function properly if its citizens were uneducated, and he fought **hardly** for the establishment of schools and also founded the University of Virginia, even designing the buildings and supervising their construction himself. He **referred** to this act as "The last service I can render my country", and it was indeed a valuable one.

Paragraph 5

All in all, Thomas Jefferson was a person **who he** earned esteem and affection **while** his lifetime, and who deserves our respect for his influence on political thought and for the long-lasting effects of all that he accomplished during his long and fruitful career.

Unit 1 Describing People

26 Descriptions of people can be found in stories, letters of recommendation, police reports, newspaper articles etc. Read the following extracts and decide:

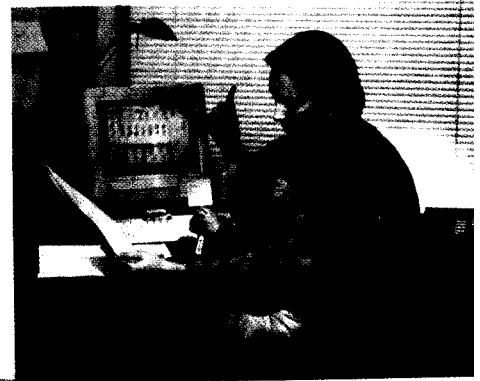
- where each extract is taken from.
- who the writer of each extract is.
- who each extract is addressed to.
- which extracts are written in formal/informal style.

1 To whom it may concern:

Paul Webster has been in our employment for the last five years. During that time, I have found him to be honest, reliable and trustworthy. He has proven himself to be a dedicated and highly-motivated member of our workforce. Always professional in his appearance and approach to his responsibilities, Mr Webster has been a great asset to our company and I have no hesitation in recommending him for any related post.



4 Although a career-girl through and through, Sonya claims motherhood hasn't changed her life very much. "I was lucky to be able to work from home," says the bright, 25-year-old publicity agent. Her short brown hair swept behind her ears and minimal use of make-up are signs that she has to be practical about combining the joint responsibilities of work and parenthood. But her trim figure and professional clothes help ensure that she maintains her dynamic business-woman appearance.



2 Meryl Streep may be successful and talented, but she is not entirely satisfied that she is doing her best in either of her roles, as an actress or as a parent. Each job takes time and energy from the other, and she feels that if she had dedicated herself to one career she would have had greater satisfaction. But when we asked her what she would do if she had to choose between her glamorous acting career and motherhood she replied, "I cannot live without either!"



3 Matthew Robbins was reported missing on the night of Saturday 22nd August. He is of African origin, aged thirty-two, and of medium height (5 feet 10). He has a muscular frame and his black hair is cropped short. He also has a small moustache and a goatee. Robbins was last seen in the Maxwell Park area and was wearing a grey vest-type T-shirt and black jeans at the time. Robbin's family are appealing for any information on his whereabouts.



5 She was a lively child with long, golden hair and tight curls. She had inherited her mother's big blue eyes but when she smiled, I could see that she was the image of her father. There was such a directness in the way that she looked at you, while her thin lips gave away the insecurity that Michael had shown all those years before. She was so much his daughter and, while I played with her, all the old, painful memories came flooding back.



- 27** Read the extracts and write appropriate topic sentences for them. Where do you think the extracts are taken from?



1

.....

.....

.....

This is not immediately apparent as she still looks very much the same. Her youthful face and slim figure remain unchanged, and her clothes are as elegant as ever. However, to people who know her well the change is obvious. She was once a carefree and even frivolous person, but the difficult circumstances of her life have made her a more serious, compassionate and understanding person.

2

.....

.....

.....

There is nothing he cannot succeed in once he sets his mind to it. As a student at university, he worked at weekends in order to help pay his way while completing his degree in business studies. He started out at the bottom of the company, but his dedication and determination have meant that after just ten years he is now a director. Over the years his positive qualities have brought him success repeatedly, and he has earned the admiration of all who know him.



3

.....

.....

It's not that he's ever done anything to me or to any of our colleagues, but there's something about the way he looks at you that makes you feel uneasy. He is quite good-looking, but there is a rather sly, cagey look in his small brown eyes that makes you distrust him from the moment you meet him. He tends to be obsequious as well, telling everyone exactly what they want to hear and over-complimentary to anyone in a higher position than his. There may be no real basis for my dislike, but he is a person I simply cannot trust.



DISCUSS & WRITE

- 28** Look at the following composition task instructions and answer the questions below.

a) Describe a person from your past you would like to see again, and explain why.

- 1 What are the key words in the task instructions?
- 2 What do the phrases "your past" and "see again" suggest?
- 3 Could you choose to describe someone you dislike? Why (not)?
- 4 Which features/aspects of description will you include?
- 5 What reasons can you think of in answer to the "explain" part?
- 6 What examples/justification could you include?
- 7 What would a suitable paragraph plan for this composition task be?

b) Describe a person you dislike, and explain why you feel this way about him or her.

- 1 What are the key words in the task instructions?
- 2 Should you describe someone you know personally? Why (not)?
- 3 Should all of your description emphasise negative features?
- 4 Which features/aspects of description will you include?
- 5 What reasons can you think of in answer to the "explain" part?
- 6 What examples/justification could you include?
- 7 What would a suitable paragraph plan for this composition task be?

- 29** Choose ONE of the composition tasks above, and write a complete paragraph plan with notes. Then write the composition in about 350 words.

UNIT 2 Describing Places/Buildings

- 1 You will hear a man talking to a travel agent about a city he finally decides to visit. Read the table then listen to the tape and tick the information mentioned. Finally, use the table to talk about the city described.

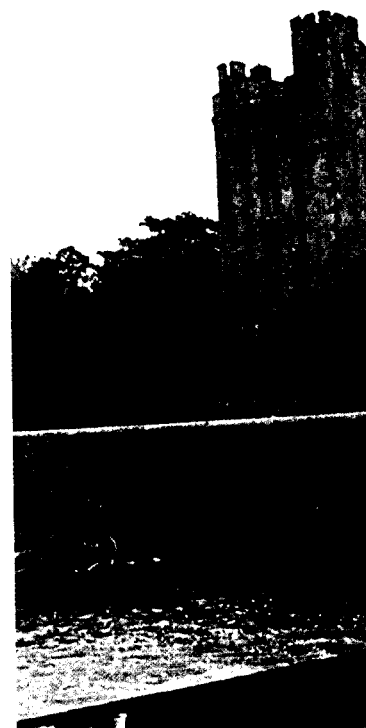
name:	Athens	<input type="checkbox"/>	Dublin	<input type="checkbox"/>	Edinburgh	<input type="checkbox"/>
location:	Greece	<input type="checkbox"/>	Ireland	<input type="checkbox"/>	Scotland	<input type="checkbox"/>
reason for visiting:	holiday	<input type="checkbox"/>	business	<input type="checkbox"/>		
sights:	castle	<input type="checkbox"/>	Royal Palace	<input type="checkbox"/>	St Patrick's Cathedral	<input type="checkbox"/>
free-time activities:	pubs	<input type="checkbox"/>	museums	<input type="checkbox"/>	theatres	<input type="checkbox"/>
	cafés	<input type="checkbox"/>	parks	<input type="checkbox"/>	funfairs	<input type="checkbox"/>
recommendation:	highly recommended	<input type="checkbox"/>	expensive	<input type="checkbox"/>	boring	<input type="checkbox"/>

A composition describing a place/building should consist of:

- an **introduction** giving brief information about the name and location of the place/building and stating the reason for choosing to write about it (*e.g. What it is famous for, what makes it so special, etc.*)
 - a **main body** giving both general and specific details about the place/building usually moving from the general features to specific ones. i) when you describe a **place** you should give the overall impression by referring to landscape, buildings, landmarks, etc, and particular details (sights to see, places to go, things to do) ii) when you describe a **building** you should write about its surroundings (*e.g. situated in Oxford Street ...*), then give a detailed description of its exterior and interior; and,
 - a **conclusion** in which you express your feelings or opinion concerning the subject or give a recommendation.
- You may also be asked to **explain why** a particular place is important to you, popular, etc. Note that the number and length of paragraphs varies depending on the topic.
 - Descriptions of places/buildings may be included in several other types of writing tasks, such as stories, assessment reports, articles, brochures, letters and magazine articles.

Points to Consider

- Descriptions of places/buildings may include: **factual information** such as age, size, colour, materials, etc (*e.g. The temple, with 10-metre tall marble columns, was built in 800 BC.*), details relating to the **senses** (sight, hearing, smell, touch, taste) to suggest mood and atmosphere (*e.g. Visitors' footsteps on the worn stone floors echo through the cool, dark corridors, disturbing the tranquil silence.*), opinions/impressions of the place or building (*e.g. Tourists are fascinated by its air of mystery.*)
- Each aspect of the description should be presented in a separate paragraph beginning with a clear topic sentence.
- The use of descriptive vocabulary (*e.g. exquisite, exclusive, towering, etc*), a variety of linking words and structures as well as narrative techniques will make your writing more interesting.
- Present tenses are normally used when describing a place for a tourist brochure or a magazine article. Past tenses are normally used when describing a visit to a place/building. First and second conditionals (will/would) can be used when you describe your ideal city/house, etc. Note that when we give factual information about a place or building this is normally given using Present tenses. (*e.g. I flew to Madrid last Monday. Madrid is situated in the central point of the Iberian peninsula with a population of about 3,000,000.*)



Introduction

Paragraph 1

name/location/population of the place, reason for choosing the place

Main Body

Paragraphs 2 - 3

general features and particular details

(**place:** surroundings, sights, facilities, free-time activities)

(**building:** surroundings, detailed description of exterior/interior)

Paragraphs 4 - 5

explanation and example/justification

Conclusion

Final Paragraph

comments/feelings and/or a recommendation

- 2 Read the model below and fill in the plan on the right. Then, look at the highlighted adjective-noun combinations, close your books and try to remember as many of them as possible.

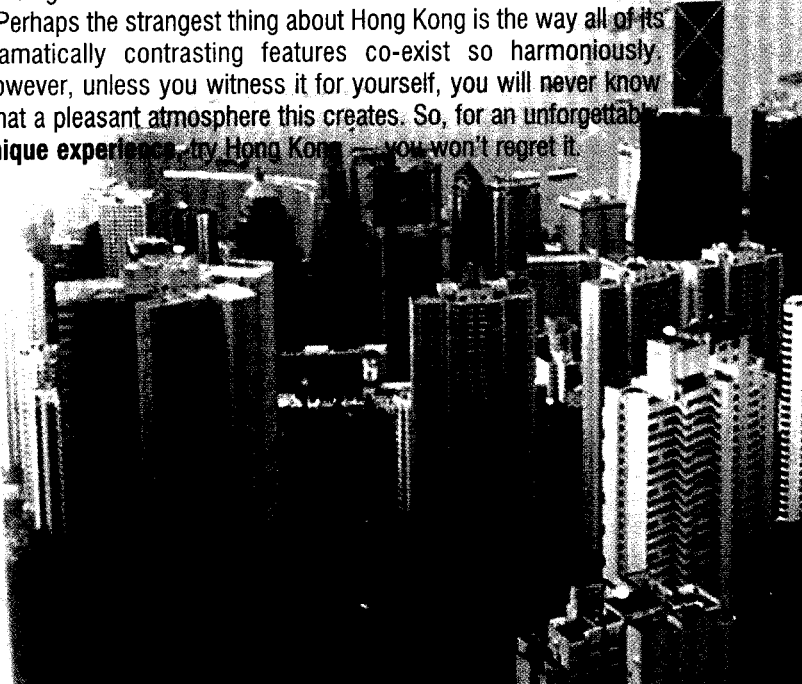
Describe a large, busy city

Built around a small peninsula in the south east of China, Hong Kong, now one of the most densely populated places on earth, is a city of extreme contrasts, where East meets West, and the latest technology is equally as important as ancient customs are.

The streets of Hong Kong are a frenzy of activity and **deafening noise**. The roads are congested with vehicles, from **sparkling limousines** to dusty rickshaws, while **countless hordes** of people stream past on the pavements, and in the crowded narrow alleyways, the senses of the pedestrian are bombarded with a **bewildering variety of exotic sights** and smells. In contrast, not far from the **chaotic, cramped city centre** lie parks with **cool streams**, shrines and **chirping birds**. Meanwhile, **tranquil mountains** form a breathtaking backdrop to the **towering skyscrapers** of steel and concrete packed closely around the harbour, where huge modern ships float alongside little Chinese junks..

Below the **bright neon lights**, garishly advertising every brand name conceivable, visitors will find an endless variety of shops and restaurants competing for space on Hong Kong's **manic streets**. You can buy anything here, ranging from state-of-the-art computer technology to hand-made silk suits. There are also fish and bird markets all over the city, where heaps of **gleaming silver fish** can be found displayed next to **brilliantly-coloured squawking parrots**. Tourists and locals alike flock to the Jade Market, hidden on a side street, with its intricately-carved pieces depicting Chinese icons, Buddhas and dragons made of smooth green stone. For food, Hong Kong is second to none, as it offers a wide choice of dishes in all sorts of eating establishments. The city's nightlife, like its shops and restaurants, caters for all tastes, whether you are searching for the opportunity to **serenade your loved one** in a karaoke bar or are simply after a beer and a bit of dancing.

Perhaps the strangest thing about Hong Kong is the way all of its dramatically contrasting features co-exist so harmoniously. However, unless you witness it for yourself, you will never know what a pleasant atmosphere this creates. So, for an unforgettable **unique experience** - try Hong Kong - you won't regret it.



• Introduction

location, population, reason

• Main Body

• general features

.....

.....

.....

• particular details

.....

.....

.....

• Conclusion

.....

.....

.....

Location Verbs and Prepositions

- There are a number of verbs used to describe the location and/or surroundings of a place. These may explain **position** (e.g. the old house is situated next to/is surrounded by ..); they may also give some suggestion of **movement** (e.g. the road leads up to/winds past ...) and/or **action** (e.g. the statue towers above/stands at the top of ...).
- These verbs are naturally used with **prepositions** and **prepositional/adverbial phrases** (e.g. leads up to - winds past - stands at the top of, etc).

- 2 Read the model below and fill in the plan on the right. Then, look at the highlighted adjective-noun combinations, close your books and try to remember as many of them as possible.

Describe a large, busy city

Built around a small peninsula in the south east of China, Hong Kong, now one of the most densely populated places on earth, is a city of extreme contrasts, where East meets West, and the latest technology is equally as important as ancient customs are.

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• Introduction

location, population, reason

• Main Body

• general features

.....
.....
.....

• particular details

.....
.....
.....

• Conclusion

.....
.....
.....

Location Verbs and Prepositions

- There are a number of verbs used to describe the location and/or surroundings of a place. These may explain **position** (e.g. the old house is situated next to/is surrounded by ..); they may also give some suggestion of **movement** (e.g. the road leads up to/winds past ...) and/or **action** (e.g. the statue towers above/stands at the top of ...).
- These verbs are naturally used with **prepositions** and **prepositional/adverbial phrases** (e.g. leads up to - winds past - stands at the top of, etc).

3 Fill in the gaps with words from the list below: Use the words only once.
stretch out, is set in, winds through, nestles at, is perched on, curves around, sprawl out, is located in, slopes down to

- 1 The small house, which the centre of town, is packed with antiques.
- 2 The narrow country lane the wooded valley.
- 3 The steep hillside the seashore.
- 4 The hotel the towering Welsh mountains.
- 5 The river the base of the mountain.
- 6 The plains in every direction.
- 7 The cabin precariously a cliff-top.
- 8 The suburbs into the countryside.
- 9 A tiny village the foot of the high mountain.

4 Read the following description. Fill in each of the gaps with a suitable preposition or adverb and circle each of the 'location' verbs.

Standing **1)** *at* the top of the old stone steps, you can see the variety of architectural styles **2)** the houses that line the main street. The steps lead **3)** to a small, open area just **4)** the corner **5)** the main street.

Facing you as you stand **6)** the bottom of the steps is a shop, which is **7)** a four-storey building that stands **8)** the corner of the street.

9) your right there are a few tables **10)** the pavement **11)** a small café which is housed **12)** a large, imposing building. A small balcony **13)** the first floor hangs **14)** the entrance to the café.

Further **15)** the street, **16)** the right hand side is a quaint two-storey building with gable windows built into the attic. The street disappears **17)** the distance as the wooded hillside rises **18)** the whole scene.

Participles & Relative Clauses

Short sentences with the same subject may be joined with **participles** (~ing/~ed) or **relative pronouns** (who/which/whose).

The cottage stands at the top of a cliff. It faces out to sea.

The cottage, which stands at the top of a cliff, faces out to sea.

The cottage, standing at the top of a cliff, faces out to sea.

The farmhouse was built in 1850.

It is surrounded by fields.

The farmhouse, [which was] built in 1850, is surrounded by fields.

The participial clause is often put at the beginning of the sentence:

Standing at the top of a cliff, the cottage faces out to sea.

Built in 1850, the farmhouse is surrounded by fields.

Note how the meaning of the sentence changes when two sentences with different subjects are joined with a participle.

① Tourists walk through the streets.

② Noises and smells greet them.

③ Walking through the streets, ② noises and smells greet the tourists.

This means that the noises and smells are walking! Instead, you must keep the same subject for both clauses, or use time words such as "while":

Walking through the streets, tourists are greeted by noises and smells.

While the tourists walk through the streets, noises and smells greet them.

5 Link the sentences below starting each sentence with the correct form of the word(s) in bold.

- 1 The castle **dominates** the skyline. It is built of local stone.
- 2 The museum **was opened** in 1939. It is visited by thousands of people every day.
- 3 The temple **is surrounded by** trees. It is difficult to see from a distance.
- 4 Greater London **covers** 610 square miles. It is the largest city in Britain.
- 5 The monument **was erected** in 1919. It is a memorial to those who died in World War I.



6 Correct the following sentences as in the example.

e.g. *Sinking behind the mountain, I watched the sun fill the sky with red.* (WRONG)

Sinking behind the mountain, the sun filled the sky with red. (CORRECT)

OR *As I watched the sun sinking behind the mountain, it filled the sky with red.* (CORRECT)

- 1 Stretching into the distance, we were amazed by the length of the queue.
- 2 Squeezing your way onto the packed bus, the other passengers press even closer together to make room for you.
- 3 Shuffling towards the supermarket's busy tills, heavy baskets hang from the shoppers' tired arms.
- 4 Standing squashed among the screaming fans, the roar of the enormous crowd was deafening.

Descriptions of places often include subjects such as a popular restaurant, a busy market, etc. In a description of this sort, you should describe both the place and the activity (people, cars, commotion, etc). You may describe details relating to the **senses** (sight, hearing, smell, touch and taste) to suggest **mood** and **atmosphere** (e.g. *The bazaar is a riot of exotic smells, dazzling colours and a deafening babble of voices ...*).

- In order to describe a human scene you will need to use a variety of words and phrases relating to **crowds** (e.g. *busy, crowded, bustling, etc*) and **activity** (e.g. *customers queue up, passengers rush to the train, etc*).

7 Read the following descriptions, underline the phrases which refer to the senses and identify each sense. What tenses are used in each description? Why?

A The market buzzes with the sound of women's voices, while the smells of fresh fish, vegetables and spices fill the hot, humid air. Crowds of shoppers jostle each other as they squeeze past the displays of goods, voices grow louder as the people haggle over prices, and the clang of metal bowls and boxes rings through the market.



B A faint smell of crushed grass wafted up from the court as the hot sun beat down on the crowd watching the players. The silence was punctuated by the rhythmic sound of the tennis ball and the muted gasps of the spectators; then, suddenly, the crowd surged to their feet with a roar.



8 Identify the sense(s) referred to in each of the phrases below. Then look at the two photographs and decide which each phrase describes. Some phrases may apply to both photographs.

hot, golden sand **touch; sight - B**
 hum of laughter and voices
 clinking glasses
 colourful sails
 strong odour of fish
 mouth-watering plates of food
 cries of seagulls
 warm sun on white buildings
 splash of breaking waves
 salty water



9 Now read this description of photograph A and use the notes above with further details of your own to write a similar description of photograph B.

Approaching the central square, you could hear the hum of laughter and voices, along with the clinking of glasses from the outdoor cafés and restaurants. There was a friendly, relaxed atmosphere as the tourists enjoyed their midday meal. Busy waiters bustled to and fro carrying mouth-watering plates of food, against a picturesque background of bright sun shining on the white buildings.

- 10** In the skeleton sentences below, the word underlined is the main verb of the sentence. Write each as a complete sentence as in the example.

e.g. *Stand / top / hill / massive fortress / dominate / city*

Standing at the top of the hill, the massive fortress dominates the city.

- 1 Palm trees / sway / gentle evening breeze / frame / sun / set / horizon.
- 2 Stand / top / cliffs / you can / hear / waves / crash / rocks below.
- 3 Line / cobbled street / be / row / terraced houses / design / John Wood.
- 4 Surround / mountains / all sides / city / look / as if / be in / enormous bowl.

When describing a **monument**, you should include factual information (age, size, reason built, etc), a description of the surrounding area and comments/feelings. Do not include information about sights, facilities or activities.

- 11** You will hear part of a TV documentary describing Nelson's Column. Listen and complete the notes below. Then, looking at your notes, describe the monument.

Factual Information

- Built: 18..... - 18.....
- Size: the column stands metres high
- Reason: commemorate Nelson's at the Battle of Trafalgar

Surroundings

- the column stands at the centre of Trafalgar Square in the heart of
- the square is the site of a beautiful, the National and other impressive buildings
- at street level the column is flanked by four lions

Comments/Feelings

- the monument towers above the London as a reminder of grander days in Britain's when this once-great nation ruled the seas



- 12** Look at the brief description below. What is the topic of each paragraph? Circle the location verbs used in the description and underline the words/phrases used to express impression/opinion.

The construction of the monument on Mount Rushmore began in 1927 and finished in 1941. The memorial, which attracts over two million tourists every year, commemorates four former presidents of the USA and consists of four heads carved out of granite, each standing sixty feet high.

Situated in the Black Hills of South Dakota, the memorial stands out from the mountainside which rises high above the surrounding farmland, and can be clearly seen from a far distance.

To Americans, the spectacle of these massive heads is a powerful reminder of their country's historic glories and achievements, while foreign tourists are struck by the strange sight of these dignified faces lending a human form to the bare mountain scenery.



- 13** Using the text in Ex. 12 as a model and your notes from Ex. 11, write a description of Nelson's Column, in about 200 words.

- 14** You will hear two friends talking about a particular place. Read the questions, then listen to the cassette and answer them. Looking at your answers, talk about the place, then write a description of it.

- 1 What place are they talking about?
- 2 Where is it?
- 3 How old is it?
- 4 What is it built of?
- 5 How many rooms are there?
- 6 How does he feel about the place?

CHARACTERISTICS OF FORMAL AND INFORMAL STYLE

Descriptions of places can be written in a formal or informal style depending on whom they are addressed to and how the writer wants to present the description. For example, a description of a place you visited in a letter to a friend of yours would be informal, whereas a description of a place issued by the Tourist Authority in order to promote the place would be written in a formal style.

Formal style is characterised by an impersonal non-emotional way of expressing your ideas, frequent use of the passive, non-colloquial English and complex sentences. Short forms are acceptable only in quotes.

Informal style is characterised by a personal, emotional and chatty way of expressing your ideas and use of colloquial English (idiomatic expressions), idioms and short forms.

Compare the examples: — *The cottage, once inhabited by a famous poet, was built atop a steep, rocky hillside overlooking an idyllic landscape of lush fields divided by ancient dry stone walls.* (formal) — *My dad's cottage is out of this world as it's right on the top of a hill and looks down on gorgeous green fields which are split up by old dry stone walls.* (informal)

- 15** Which of the following extracts is a formal description and which is an informal one? Why? Where has each extract been taken from?

Corfe Castle

The medieval castle of Corfe is perched high on a hill overlooking the small community below. The ruins stand as a reminder of the English Civil Wars when the castle was dismantled by Parliamentary forces in 1646. Today, visitors are attracted by the opportunity to marvel at the splendours of a bygone age, and leave behind, for a moment, the cares of the modern world.



Stonehenge

I have to admit I was a bit disappointed when I realised Stonehenge isn't like it looks in the pictures. I mean, you imagine it being sort of lonely and isolated, but actually there are tourists everywhere. We couldn't go right up to it either because it's surrounded by a fence. Even so, it was pretty impressive. How those ancient people moved such huge stones is anybody's guess, but they certainly made an amazing structure! I felt tiny standing there.

Expressing Impressions & Reactions

- You can express **positive** impressions of a place by:
 - a using a variety of **adjectives** such as:
awe-inspiring, breathtaking, delightful, elaborate, eye-catching, exquisite, majestic, outstanding, overwhelming, picturesque, quaint, spellbinding, superb, tranquil, etc
e.g. The castle, standing at the top of the mountain overlooking the city, is awe-inspiring.
 - b using a variety of **present or past participles** from such verbs as:
amaze, astonish, astound, impress, inspire, overwhelm, refresh, stimulate, etc
e.g. I was/felt astounded at how beautiful Florida is in winter.
... the astonishing image of children pushing rickshaws.
 - c using a variety of **nouns** in expressions such as:
to my amazement/astonishment/delight/surprise/etc
e.g. To my delight, the place had kept its character.
- You can express **negative** impressions of a place by:
 - a using a variety of **adjectives** such as:
barren, bleak, derelict, dilapidated, disreputable, inhospitable, neglected, squalid, etc
e.g. The building was in a dilapidated state.
 - b using a variety of **present or past participles** from such verbs as:
depress, disappoint, dismay, terrify, shock, etc
e.g. ... the disappointing view of the unsightly housing.
 - c using a variety of **nouns** in expressions such as:
to my disappointment/surprise/etc
e.g. To my disappointment, the once-tranquil village had turned into a crowded tourist resort.

16 Choose the most appropriate word from those given in brackets, and put it into the correct form to fill in the gaps in the following sentences.

e.g. Rio is a thrilling place to visit, with its riotous colours and raucous noise.
(thrill/relax/refresh)

- 1 To the _____ of most visitors, the caves in the area cannot be visited, as they have been declared unsafe. (*disappoint/delight/impress*)
- 2 Several old, traditional houses have been converted into quaint pensions which tourists find _____. (*horror/delight/depress*)
- 3 Visitors are _____ during the trip up the steep mountain path, but the view makes it worthwhile. (*puzzle/terrify/offend*)
- 4 It is _____ to see how quickly the area where I grew up is being spoiled. (*shock/excite/inspire*)
- 5 The enormous ancient structures strike people as _____, since even using modern equipment they would be difficult to construct. (*amuse/dismay/amaze*)

17 Read the brief descriptions 1 and replace each of the underlined words or phrases with the suitable word from the list given

Description A

abandoned, bleak, cramped, miserable, run-down

The row of (1) empty houses along the bank of a stagnant canal present a (2) sad picture. When I lived in, they were (3) too small, filthy and in need of paint. Now they are (4) old and broken, their windows boarded over and fences sagging. The landscape in which they stand is (5) empty and ugly; behind the canal and ruined houses stretch flat fields with no trees or grass.

Description B

astounded, enormous, exquisite, imposing, tranquil

Visitors to the cathedral are usually (6) surprised at the (7) impressive elegance of its size and proportions. The (8) very big stained-glass windows with their (9) wonderful centuries-old pictures flood the interior with soft light and colour, creating (10) peaceful, quiet atmosphere.

Now replace each of the ten words you have just used with its synonym from the following list.

astounded, bare, crowded, deserted, depressing, dilapidated, magnificent, massive, serene, superb





Useful Language: Explaining Impressions

- Paris **makes an immediate/enduring/lasting impression on** all who visit it, since it is such a glamorous city.
What strikes/impresses/delights visitors about the resort most **is** its unique surroundings.
The most noticeable/outstanding feature of the palace **is** its golden dome.
 A huge statue of a lion **is the first thing one notices** upon entering the temple.
One cannot help but be impressed/moved/struck by the natural beauty of the region.
Without doubt, the most impressive thing about San Francisco **is** the Golden Gate Bridge.
The thing which makes the strongest/most enduring impression is the hospitality of the locals.
 I **was immediately struck by** the staggering number of huge skyscrapers.
One particularly marvels/wonders at the variety of attractions offered.
- **The first thing one notices about** the house is its overgrown garden.
The reason that the area is so depressing **is that** there are so many derelict buildings.
 The filthy, congested streets **confirmed my initial impression** that it was an unpleasant city.
 Undoubtedly, **the thing/feature that will disappoint** any visitor **is** the lack of facilities.

19 Read the extract below and replace the underlined words and phrases with phrases from the following list.

- *take a particular delight in*
- *the thing which makes the strongest impression*
- *here one has the leisure to appreciate*
- *few visitors can fail to be charmed by*
- *to sum up*
- *furthermore, one cannot help but wonder at*
- *gives the impression of being*
- *hustle and bustle*
- *combines the spirit of a community with a well-deserved respect for nature*
- *paid them the compliment of*

Describe a place in the countryside and explain why it is worth visiting.

Concerning Littlewood village itself, (1) what you notice is the hospitality of the locals. (2) Everyone enjoys the welcoming smiles and the genuine interest that the villagers show in anyone who has (3) bothered visiting their small community. It is as if they (4) really like sharing their charming village with outsiders.

(5) Also, anyone would like the natural beauty of the region. Sheltered from the outside world by the hills which surround it, the village (6) seems untouched by the technological age and the (7) noisy hurry of modern towns. (8) You can enjoy the late afternoon sun glistening on the river or shining through the autumn leaves, and realise that this is a very special place.

(9) So, Littlewood (10) is a place with nice people and scenery. For anyone who wants to escape from the pressures of modern life for a while, it is well worth a visit.

18 Rewrite the sentences using the words in bold without changing the meaning.

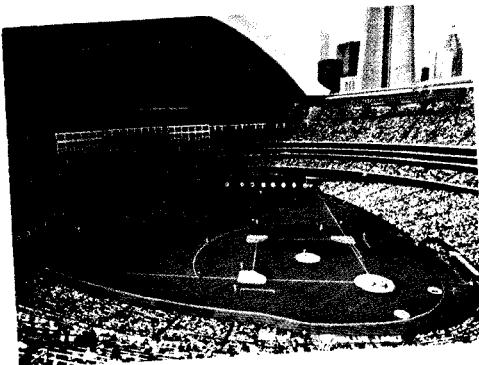
- 1 When visiting Paris, one particularly marvels at the incredible architecture of the Pompidou Centre.
help
*e.g. When visiting Paris, one **cannot help but marvel** at the incredible ...*
- 2 What impressed me most about the entire building was the lavishly-decorated reception hall.
strongest
- 3 The first thing that one notices about the city is that there are so many well-preserved medieval buildings.
noticeable
- 4 Undoubtedly the thing that will impress you most about Sydney is the amazing Opera House.
doubt
- 5 What strikes visitors to Mykonos most is the perfect combination of glamour and tradition.
immediate

Unit 2 Describing Places/Buildings

20 Read the following description. Then, using the notes below, rewrite it in a formal style. Start like this. *Toronto is a truly impressive city ...*

Toronto is a really great city! There are so many places for you to see and things to do that you'll hardly have time to rest while you're there.

One of the things that will immediately impress you is the architecture of the buildings. It's definitely a sightseer's paradise. You can go up the CN Tower, which is one of the tallest buildings in the world, and you can have a wonderful dinner in the revolving restaurant at the top of the Tower. What a view! You'll be able to see the whole of Toronto. You can also visit the Casa Loma, which is just like a fairy-tale castle. A millionaire built it at the beginning of the century. The Skydome is another place that you'll find amazing. It's an ultra modern sports stadium that has a roof that opens and closes, so matches or concerts don't have to be called off when it rains or snows!



- NOTES:
- impressive city
 - an ideal place for those ...
 - impressive architecture
 - one place especially worth visiting ...
 - visitors can enjoy dining ...
 - spectacular view of ...
 - resembling a castle
 - built at the turn of the century
 - retractable roof
 - events are held all year round

- Certain techniques can be used to make your description more vivid. You can start or end your description by:
 - using your senses to describe the weather, surroundings, etc
 - using direct speech
 - asking a rhetorical question (a question which doesn't need an answer)
 - creating mystery, suspense or anticipation
 - addressing the reader directly
 - describing people's feelings about or reactions to the place, building or monument
 - using a quotation (e.g. As Ernest Hemingway once said, "Paris is a movable feast.")

21 Read the following paragraphs and identify the narrative techniques which have been used in each one.

- 1 "Yes, it's been empty for years," the man said as we stood outside the old one-room schoolhouse. Some of my earliest memories are associated with that place, and it seemed a shame that the big room no longer rang with the voices of happy children.

2 I shivered in the chill, damp air as entered the old one-room schoolhouse. It smelt of mildew and dust, and I could see stains on the walls where the rain had come through the roof. This abandoned place had once been the scene of lively lessons for twenty children, including myself.

3 Standing outside the door of the abandoned one-room schoolhouse, I heard a strange noise coming from inside. I knew it had been empty for years but I seemed to hear the sound of children's voices. Holding my breath, I pushed the door open.

4 How many people have had the opportunity to be educated in an old one-room country schoolhouse? When I went back to visit my old school, which is now no longer used, I suddenly realised how lucky I had been, and what an influence the place and its surroundings had had on my life.

5 Everyone who went to the old one-room school in my village feels the same way about it. They all remember the time they spent there as the best years of their lives, and I believe the place itself had influenced this feeling.

6 You may have attended a big, inner-city school with a library, labs, a gymnasium and all the facilities considered necessary for a good education. In that case, you cannot imagine what it is like to go to a tiny one-room school surrounded by green, rolling countryside.

7 Shakespeare's description of "the wailing schoolboy ... creeping like a snail to school" certainly does not apply to my schooldays. I attended a one-room country school and, as I remember, going there was always a pleasure. I think this was partly due to the beauty and quaintness of the place itself.

22 Write possible beginnings and endings for a composition entitled "The city I admire most."

- 23** Read the models and give the paragraph plan. Which of the models involves narration? How do these two models differ (paragraphs, tenses, style etc)? Where would you find these pieces of writing?

Model A

Describe a visit to a famous capital city you particularly enjoyed

I spent last weekend with my friend Leo in the Hungarian capital, Budapest. Leo was anxious for me to join him for the St. Stephen's Day celebrations and I was only too glad to oblige.

After arriving at Ferihegy Airport, Leo took me on a whirlwind tour of the city so I could get my bearings. The sixteen mile journey from the airport to the city centre took us through Pest, the area situated to the east of the Danube River. We sped through streets of stunning Baroque architecture and past museums which I couldn't wait to visit. After crossing the river, via the Szecheny Chain Bridge, we entered Buda, which was officially joined together with Pest in 1873 to form the modern-day capital. I was delighted with the fantastic view of Buda Castle and the Citadel, sat atop the three hills which line the banks of the river. After I had been introduced to Leo's family, we went to explore the city together. We paused to admire Buda's cobbled-streets and Gothic architecture, and visited some museums before we went back home and enjoyed a typical Hungarian meal Leo's mother had carefully prepared for us.

The next day, I had the chance to explore Budapest more thoroughly. After a brief visit to the excellent Museum of Fine Art, I went to see the animals at Budapest Zoo before sampling some more delicious Hungarian cuisine for lunch at a lovely little restaurant. In the afternoon, I went back to Buda where I was amazed to discover that the castle houses not only the National Gallery, but also the National Library and Castle Museum too. That evening, however, was certainly the highlight of my trip. After a short nap, I returned, once more, to Buda Castle with Leo, where we watched the extravagant fireworks display held to celebrate St. Stephen's Day.

I spent an interesting couple of days in Budapest and managed to soak up a lot of Hungarian culture and history thanks to Leo and his captivating stories. Although I only spent a short time there, I feel I left Budapest with a vivid insight into Hungarian life.



Model B

Describe a famous capital city

Budapest, the Hungarian capital, is situated on the glorious Danube River in western Hungary. Before amalgamation in 1873, the site was home to two separate towns, Buda and Pest, located on either side of the river. The city's fascinating variety of architectural styles brings its long and turbulent history alive for the visitor, and because of this it is a fabulous location for a trip into the past.

Once you have arrived in the city centre from nearby Ferihegy Airport, take a tour round the entire city so you can find your bearings and get a taste of this fantastic city's atmosphere. Buda, which can be reached by means of the cheap and efficient underground train or the Szecheny Chain Bridge, is the oldest part of the city. First settled in the Middle Ages, its cobbled streets and Gothic houses are dominated by the recently-restored Buda Castle and the Citadel on their imposing hilltop sites. The castle is definitely worth visiting as it houses the National Library, the Castle Museum and the National Gallery. Across the river, in Pest, you will find stunning examples of Baroque architecture, and a number of fascinating museums. Impossible to miss is the Millennium Monument, a striking colonnade displaying statues of Hungarian kings and leaders, along with a huge statue of the archangel Gabriel surmounting a 188-foot-high central column.

But Budapest is not just a place to look at. There are excellent shopping facilities, a fascinating zoo, and plenty of theatres and concert halls offering fine performances. You can end your day by having a delicious meal in one of the many traditional restaurants, and if you are lucky enough to be in Budapest on St. Stephen's Day, you can witness the stunning fireworks display which is launched from the Citadel.

All in all, Budapest is a delightful city which embodies centuries of the Eastern European past. Its fascination is partly due to the Hungarians' resourcefulness, a quality necessary to ensure the survival of a city which has had to be rebuilt so many times. Budapest is well worth a visit at any time of the year.

Interpreting the topic

- Various composition tasks ask you to describe a place, building or monument; however this description may be only **one part of the composition**. Composition tasks often ask you to describe a place, building or monument and to **explain** why you have chosen it, why it is important, etc.

In order to complete such a composition task successfully, you should interpret the instructions carefully and choose the aspects which are most relevant to the particular question.

e.g. "Describe a place you have recently visited and explain why you would like to visit the place again in the future."

In answering this question, you should describe the place using narrative style. Past tenses are required. You should also give reasons why you would like to visit the place again, supporting them with justifications.

- Certain questions may ask you to **compare and contrast** two different places, buildings or monuments. Alternatively, you could be asked to describe the ways in which a place has changed over a period of time.

e.g. "Describe two places you have been to on holiday which were very different from each other. Say which you liked better, giving reasons for your choice."

This composition task requires a brief description of the two places, then a comparison of them using suitable linking words and expressions in order to explain the reason why you liked one more than the other.

- Remember to start each paragraph with a topic sentence which summarises what the paragraph is about.

- 25** Read the model below and give the paragraph plan. Then underline the topic sentences. What tenses have been used? Why? Finally look at the highlighted adjective-noun combinations, then close your books and try to remember as many as possible.

Describe a town or city you have visited and explain why you found it particularly impressive

Situated on two rivers near the Yorkshire Moors, York is a fascinating and **memorable place** to explore. My first visit there was organised while I was in my last year at school. Since it was a history trip, York seemed to be the best choice as it is such a **well-preserved city** which has been of **historical importance** for nearly two thousand years.

Surrounded by high, medieval stone walls, the old part of the town is like a journey back in time. As you wander through the maze of **busy, narrow streets**, you cannot fail to be struck by the quaintness of the **irregular, half-timbered houses**. Rising above these and dominating the skyline are **breathtaking examples** of medieval and Gothic architecture.

Of the many things York has to offer, there are several which stand out in my mind. York Minster, in particular, with its intricate stonework and **stained-glass windows**, is an **awe-inspiring sight**. There are museums of all kinds, including a railway museum and Jorvik Viking Centre, where visitors can learn more about the individual periods of the city's rich history. Finally, the many tea-rooms, coffee-shops and restaurants, each with its own brand of charm, are ideal places to

relax for a while and take in the atmosphere.

One thing that makes York unique among English towns is the care with which it has been preserved. There are few cities where such attention has been paid to detail in an attempt to preserve

the authenticity of the many historic buildings. Medieval and Gothic structures have been painstakingly restored and the present residents seem to share a sense of pride in the splendour of their surroundings.

York is also notable for the fact that it has managed to incorporate modern life into such a **historic setting**. Shops and offices offer a range of goods and services while still maintaining the charm and continuity of a bygone age. All the usual twentieth century requirements catered for in an atmosphere reminiscent of a time when the pace of life was much slower.

The combination of ancient and modern held such a fascination for me during that first visit that I have been back many times since, each time discovering something new.



- 24** Read the following topics and underline the key words. Which tense should you use? What information will you include in each paragraph?

- Describe the centre of your town or city during the Christmas season.
- Describe a restaurant in your neighbourhood which you would highly recommend, giving reasons why it is worth going to.
- Describe a popular park in the area you live in as it is on a pleasant Sunday morning.
- Describe a place of historical significance, explaining why it is important.
- Describe a visit to a famous place and explain why it is so well-known.
- Describe how you think your town or city have changed in fifty years' time, giving reasons why you think these changes will have occurred.
- Describe a new shop in your town or city which you feel will be successful, giving reasons for your opinion.

Making comparisons

To compare places or buildings you can use:

- (just/nearly) as ... (positive degree) ... as e.g. *In those days the main streets were **just as congested as they are today**.*
- the same as e.g. *The cottage was **the same as it had been fifty years before**.*
- (relatively/considerably) less ... (positive degree) ... than e.g. *The new buildings are **considerably less ornate than the old ones**.*
- (much/far/considerably) more + adjective/adverb + than e.g. *The northern area is **more picturesque than the eastern area**.*
- (by far) the most + adjective e.g. *Hill Manor is **by far the most elegant hotel in the region**.*
- comparative + and + comparative e.g. *The streets are becoming **dirtier and dirtier**.*
- the comparative ..., the + comparative e.g. *The further south you travel, **the warmer it becomes**.*

26 Rewrite the following sentences without changing the meaning.

e.g. *The castle was renovated and is now much more impressive than any other in the region.*

After being renovated, the castle is now by far the most impressive one/castle in the region.



- 1 Some of the archaeological sites are fascinating, whereas the museums are rather uninteresting.
The museums are not nearly
- 2 The shopping centre in Harries Road has many more shops than the one in Bridge Street.
The shopping centre in Bridge Street hasn't got
- 3 As the population of the city grew the number of schools and hospitals being built increased.
As the population of the city grew, so
- 4 The Anderson Sports Centre has better equipment than the Pollock Centre.
The Pollock Centre is not
- 5 The layout of our old flat was very impractical in comparison to the layout of the new flat.
The layout of our new flat is far
- 6 As the traffic in the city increases, the city centre becomes more congested.
The more traffic there is,

Useful Language

To show similarity: it looks (very much) like/(very similar to, it has the same/similar/ identical ..., it resembles ..., the places are alike/similar ..., both ... and, neither ... nor

e.g. *Both Nice and Cannes are cosmopolitan resorts.*

To show contrast: it is unlike ... in that, it differs from ..., they differ in that ..., they are different as/because ..., the (main) difference between ... and ... is ..., compared to ..., not only ... but also, although, even though, though, despite, in spite of, whereas, while, but, however, on the other hand, on the contrary, as opposed to, in contrast (with), however, yet, but, even so, still, nevertheless.

e.g. *Compared to Paris, Rome is much warmer during summertime.*

27 Rewrite each sentence using the word in brackets without changing the meaning.

- 1 Both Blackpool and Brighton have a promenade on the sea front. (alike)
- 2 The new government buildings are very different from the old ones as they are modern and lavish. (compared to)
- 3 The house I grew up in looked almost the same as all the others in the street. (similar)
- 4 In the winter the resort is deserted, whereas in the summer it is swarming with tourists. (in contrast)
- 5 The two areas differ in that one is residential and the other is industrial. (difference)
- 6 The new school is very much like the old one both in design and size. (resembles)
- 7 Mario's restaurant is small and crowded, yet it is more popular than the others with the locals. (Despite)

28 Read the model and underline the phrases showing comparison/contrast, then match the paragraphs with the paragraph descriptions. How does this paragraph plan differ from the one shown on p. 18?

- | | |
|--|--|
| a change 1 and result | d change 2 and result |
| b comments/feelings | e name of street and when writer lived there |
| c description of street as it used to be | f description of street as it is now |

Describe the street you used to live in when you were young and how it has changed, explaining how you feel about those changes

1 I lived on Rose Street until I was eleven, when my father got a better job and we could afford to move to a nicer part of town. Nevertheless, I still felt attached to my old home until I returned there ten years later, only to be astounded by the way it had changed.

2 Rose Street, as I remembered it, was a warm, neighbourly place. Although some of the ageing blocks of flats were in need of renovation, they were clearly in a much better state of repair than those in other parts of the town. It was also a considerably safer place to live, with relatively little crime compared to other areas. There were only a few shops in our street; a busy launderette next door, a small corner shop run by a jolly man called Mr Braithwaite and a greengrocer's.

3 Today, however, the street has changed beyond recognition. Most of the old buildings have been torn down and replaced by newer, more spacious constructions, each one fitted with security cameras. Unlike before, there are no children playing in the streets — a sign that the crime rate is higher and that people are more cautious. In addition, there are now shops on the ground floor of nearly every block, which makes the street seem like one in the town centre.

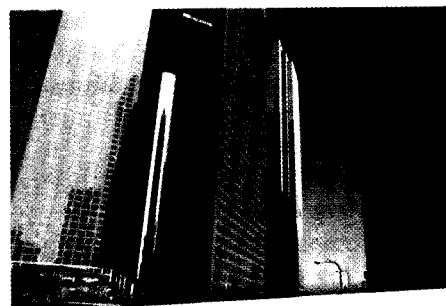
4 What I liked most about Rose Street before the changes was that there seemed to be much more community spirit. A friendly chat or a piece of advice was never far away, and I am sure people felt closer then than they do now. The sense of belonging and the fact that everyone knew each other helped ensure that daily life was relatively peaceful and secure.

5 Nowadays, because people are more and more isolated, the heart of the community appears to have gone. It must be said, however, that the living conditions and the general appearance of the area have improved greatly. Not only is the architecture much more pleasing to the eye, but the streets and public areas are considerably better maintained than they used to be.

6 Still, I have mixed feelings about these changes. I believe that Rose Street was a better place to live ten years ago, since a sense of security and community is much more important than appearance or convenience. I would love to see Rose Street again as it used to be.

29 Look at the notes below, then, use words/phrases from the tables on p. 1 to compare and contrast the two towns.

e.g. Town A is full of modern buildings while Town B is a mixture of old and buildings.



Applebury

full of modern buildings
plenty of green space
large population
limited educational facilities
wide range of shops
many wealthy people
many things to see and do



Bunston

mixture of old and new buildings
plenty of green space
small population
good educational facilities
wide range of shops
a few wealthy people
many things to see and do

- 30** Read the model and correct the highlighted words. Write **S** for spelling, **WO** for word order, **G** for grammar, or **WW** for wrong word then give the paragraph plan. What tenses have been used? Why?



Describe an area of the town you live in which you believe will change in the near future and explain in what ways it will become different

Allenby, one of the most run-down areas of town, is located to the south of the town centre, close to the canal. It used to be occupied by the cotton industry, but the mills were closed down many years before and most of Allenby has lain derelict since then. ago **G**

The general impression of the place is one of neglect and emptiness: broken glass, a **little** stray cats, rubbish blown by the wind. Most of the stone buildings have turned almost black over the years, giving them a sombre, and in some cases, quite **forbiding** appearance. This is especially the case at night when the streets are **unlighted** and deserted.

The structures that most catch the eye are the big old mills and warehouses. These towering shapes are punctuated regularly with row upon row of **high** windows. Being **such** huge, they would have dwarfed the hundreds who once worked inside, but now they are empty and not even the old machinery **remain**. The nearby houses, in contrast, are tiny dilapidated terraces, all **the same more or less**.

Recently, however, the town council has released plans to clean up Allenby, following the successful development of similar areas in cities such as London and Liverpool. The mills and warehouses **will transformed** into airy open-plan apartments and galleries, while bar and restaurant owners will be encouraged to invest in the terraced houses along the canal. This transformation will undoubtedly draw an up-market crowd, as **more and much** people seem to be showing an interest in the **areas** distinctive architectural and industrial past.

In the addition to this, the council has also promised to revamp the canal and **it's** tow-path in an attempt to help Allenby shed its reputation for being a magnet for dangerous and shady characters. As a result, the area is bound to attract business and Allenby will be able to develop a cleaner, safer and **all together** more appealing image.

If the example of London's riverfront properties are anything to go by, the redevelopment of Allenby will certainly revitalise the area and ultimately enhance the image of the town as a whole.

DISCUSS & WRITE

- 31** Look at the following composition task instructions and answer the questions below.

a) Describe a well-known landmark in your country and explain why it is famous.


- 1 What are the key words?
- 2 Which landmark in your country would you choose to describe?
- 3 What particular features of this landmark would you choose to describe?
- 4 What reasons can you think of that make the landmark famous?
- 5 What would a suitable paragraph plan for this task be?

b) Describe two areas of the town or city you live in which are very different from each other, and explain why they are so different.

- 1 What are the key words?
- 2 Which two areas of your town would you choose to describe?
- 3 What elements would you include in order to show how these two areas differ?
- 4 What words would you use to compare/contrast these two areas?
- 5 What would a suitable paragraph plan for this task be?

- 32** Choose **ONE** of the composition tasks above, and write a complete paragraph plan with notes. Then write the composition in 300 to 400 words.

UNIT 3 Describing Objects

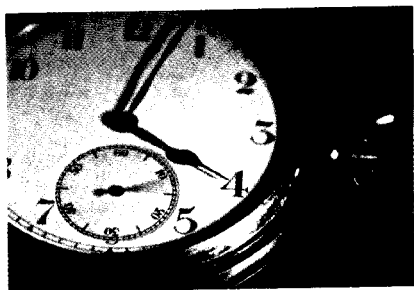
1  Read the table below then listen to the cassette and tick the information that you hear. Then, using the information, describe the object.

Size	quite small <input type="checkbox"/>	huge <input type="checkbox"/>	average <input type="checkbox"/>
Weight	light <input type="checkbox"/>	heavy <input type="checkbox"/>	
Age	late 8th century <input type="checkbox"/>	late '80's <input type="checkbox"/>	late 18th century <input type="checkbox"/>
Shape	round <input type="checkbox"/>	rectangular <input type="checkbox"/>	square <input type="checkbox"/>
Pattern	plain <input type="checkbox"/>	carved <input type="checkbox"/>	striped <input type="checkbox"/>
Colour	blue <input type="checkbox"/>	aqua-green <input type="checkbox"/>	green <input type="checkbox"/>
Origin	Vienneze <input type="checkbox"/>	Venetian <input type="checkbox"/>	Venezuelan <input type="checkbox"/>
Material	glass <input type="checkbox"/>	porcelain <input type="checkbox"/>	crystal <input type="checkbox"/>
Special characteristics	two handles <input type="checkbox"/>	one handle <input type="checkbox"/>	small base <input type="checkbox"/>
Reason for being special	expensive <input type="checkbox"/>	family heirloom <input type="checkbox"/>	



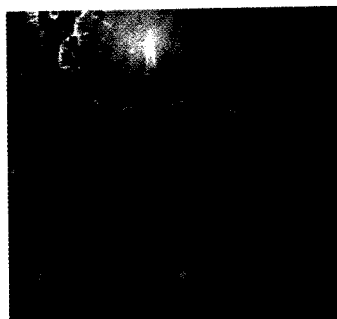
- When you describe objects you should give accurate information concerning the **size** and **weight** (e.g. *big, small, heavy, light, etc*) **shape** (e.g. *triangular, oval, square, etc*), **pattern and decoration** (e.g. *tartan, striped, etc*), **colour** (e.g. *red, green, etc*) **origin** (e.g. *Chinese, Hungarian, etc*) and **material** (e.g. *woollen, silk, wooden, etc*). You should not use all of these adjectives one after the other because this will make your description sound unnatural. You can give necessary information in separate sentences. **e.g. *It is a large brown suitcase. Its hard leather is worn and scratched.***
- Descriptions of objects can be found in catalogues, advertisements, leaflets or as part of letters, reports, articles or stories.

2 Read the following descriptions and underline the correct word. Where could each description have been taken from?



a The pocket watch is made of 1) *brass/chrome* and is attached to a long chain. It has an 2) *ebony/ivory* face with 3) *roman/arabic* numerals and a separate dial for the 4) *second/hour* hand. There is a small inscription on the back which reads "J.G.W. 1927".

b She stared across the cold dark room at the solitary candlestick on the table. A weak, 1) *flickering/flash-*
ing flame rose from the tall 2) *dark/pale* stem which

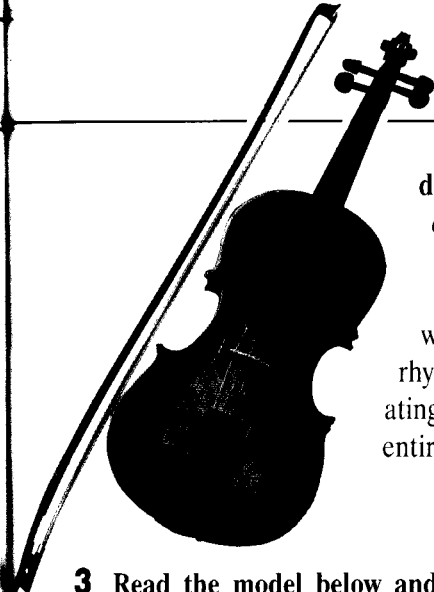


appeared to have been 1) *lioned* from 3) *mud/*
Intrigued by its 4) *obscure*
design, she lifted herself
the bench and walked tow
the candlestick.



c This beau
piece is
one of J
Pot
new
lectic

brooches, now available
branches of Woodche:
A spray of 1) *shimme*
shuddering mother-of-
leaves rest on a 2) *sickly*
cate gold stem. Below
leaves nestles a 3) *single*,
ly, 4) *round/cylindrical* p



d The soloist lifted the small 1) *wood/ wooden* violin and settled it carefully under his chin. Then his 2) *slender/skinny* bow began to dance over the 3) *taut/distraught* strings while his left hand moved to a different rhythm at the other end of the instrument creating a 4) *raspy/sweet* sound which filled the entire concert hall.

- 3 Read the model below and underline the words which are used to describe the family album, then give the paragraph plan.

Describe a family album and explain its importance to you.

Last year, having embarked on an attempt at an attic clear-out, I came across an old family album. It was buried under a pile of junk and had probably been there for at least ten years. I dug it out from under all the odds and ends that had accumulated and took it downstairs to have a closer look.

On wiping it over with a cloth, I found that the album was beautifully bound in leather and even had the family crest embossed on the cover in gold leaf. Its corners had become slightly tatty, but on the whole it was in surprisingly good condition. As I opened the cover, the leather creaked under the strain and I breathed in the faint scent of lavender.

The first page of faded old sepia prints was dated 1900, and the stiff figures wore blank expressions as they stared into the lens. I browsed through the pages of unfamiliar names and faces until I found my grandparents' wedding photos. There was my grandfather, immaculately dressed in his tailored suit, and my grandmother, who looked stunning in a flowing white wedding gown. As I turned the pages, I saw my grandfather going off to the War, smiling bravely in his smart uniform. My own father's infancy and youth followed, his childhood expression showing the playful twinkle in his eye which he still has to this day.

Since discovering the album I have felt closer to my family, having witnessed, through the photographs, occasions in their lives which I would never have known about otherwise. I gained a real feeling of how one generation adds to the next, and could see that all of the qualities of past generations survive in each and every member of the family.

Leafing through this album also gave me a strong sense of the realities of history. The clothes, houses and vehicles depicted in the photos all looked so strange and old-fashioned that it was easy to assume that the people were very different as well. But having actually known some of these people, I knew that they were much the same as I am and that, while external things may change, humans remain fundamentally the same throughout history.

I would like to think that maybe one day, one of my descendants will cherish the album's value. Then they, too, will be able to recapture those long-forgotten moments preserved in these pictures, which are indeed worth more than a thousand words.



DISCUSS & WRITE

- 4 Using the text in Ex. 3 as a model, describe your favourite childhood toy and explain why you liked it so much. Before you start writing, decide on the paragraph plan you will follow and the tenses you will use. Write your essay in 300 - 350 words.

UNIT 4 Describing festivals/events/ceremonies

1 Read the following table, then listen to the cassette and tick the information mentioned. Finally, using the information from the table describe the festival.

Name of festival	Ch'u Yan Festival <input type="checkbox"/>	the Dragon Boat Festival <input type="checkbox"/>
Time	5th day of the 5th month in Chinese lunar calendar <input type="checkbox"/>	5th day of the 5th month in Chinese solar calendar <input type="checkbox"/>
Reason	to protect the river from dragons and spirits <input type="checkbox"/>	to remember the tragic suicide of a politician <input type="checkbox"/>
Preparations	repaint boats <input type="checkbox"/> train for boat races <input type="checkbox"/>	build boats <input type="checkbox"/> design route of boat race <input type="checkbox"/>
Actual day	throw rice dumplings into river <input type="checkbox"/> eat rice cakes <input type="checkbox"/>	boat races <input type="checkbox"/> search for Ch'u Yan's body <input type="checkbox"/>
Feelings	not very interesting <input type="checkbox"/>	an unforgettable experience <input type="checkbox"/>



- A descriptive composition about an event should consist of:
 - an **introduction** in which you mention the name/type, time/date, place and reason for celebrating the event;
 - a **main body** in which you describe the preparations for the event and the event itself; and,
 - a **conclusion** in which you describe people's feelings or comments on the event. Such pieces of writing can be found in magazines, newspapers or travel brochures, or as part of a letter, story, etc.

Points to Consider

- When you describe annual events (e.g. a celebration / festival which takes place every year), present tenses are used and the style is formal. However, when giving a personal account of an event which you witnessed or took part in, past tenses are used and the style may be less formal. The passive is frequently used to describe preparations / activities which take place. *e.g. Pumpkins are carved and placed in windows and costumes are designed.*
- To make the description more vivid and interesting, narrative techniques and a variety of descriptive vocabulary can be used to set the scene and describe the atmosphere. *e.g. Bright lights sparkled over the water as the fireworks spread like huge, colourful flowers and the onlookers who crowded the harbour gasped in wonder and admiration.*

Interpreting the topic

- The number of paragraphs depends on whether the composition task asks for only a description of events or also asks you to explain its significance or how important it is. Compare the topics below. *"Describe a typical wedding in your country"* This topic asks only for a description of an event. The style is impersonal. Present tenses should normally be used. *"Describe a wedding you attended and explain why it made an impression on you."* This topic asks for a description of an event in narrative form, together with reasons why you enjoyed the event. The style is rather informal. Past tenses should be used.

Introduction

Paragraph 1

set the scene

(name, time/date, place of event, reason(s) for celebrating)

Main Body

Paragraph 2

preparations

(decorations, rehearsals etc.)

Paragraph 3

description of actual event

(costumes, food, atmosphere, activities, etc.)

Paragraph 4

explanation 1 and reason

Paragraph 5

explanation 2 and reason

Conclusion

Final Paragraph

feelings, comments, final thoughts

- 2** Read the models and give the paragraph plan for each. What tenses have been used? Why? Where could you find such pieces of writing?

MODEL A

Describe an annual event that you attended and explain why you enjoyed it.

About four years ago I was invited to a Halloween party at the home of a friend. I was reluctant at first but I decided to go to help out with the arrangements.

On the afternoon of the party, I drove to my friend's house with a huge box of materials which I thought might be useful for the preparations. The children were full of enthusiasm as they worked on their masks and costumes. But the best part of all was making the lanterns. I was amazed at the imagination that the children showed when cutting grotesque faces out of the hollowed-out pumpkins. The mood of anticipation was so intense that, by the time the last costume had been made, I was as excited as the children.

By six o'clock, the party was well under way and the house was full of screaming children, with me running around in a mask trying to scare them. At one point during the evening, prizes were awarded to the children who had made the best costumes. Games were organised, including one where the children had their hands tied behind their backs while they tried to pick apples out of a barrel of water using only their teeth. When the party finally ended, the children left in a noisy group, running ahead of their parents and doing their best to scare any unfortunate passers-by.

Rediscovering what it is like to have fun without feeling embarrassed was a fantastic experience. My initial hesitation disappeared once I had decided to get involved. Helping with the children's games enabled me to enter into the party spirit. I saw it as an opportunity to experience the sheer joy that comes so naturally to children.

Another thing that made it a particularly enjoyable occasion was that it brought back memories of my own childhood experiences. I remembered my own excitement when we were dressing up in scary costumes, and the thrill of going from house to house, bags held open for whatever goodies would be put in when we shouted, "Trick or treat!" I also remembered the time we had been chased by a stingy neighbour after spraying his windows with shaving foam.

Since those days I had nearly forgotten about Halloween, but this party gave me so much pleasure that now it is a regular fixture in my diary. I think everyone should have the chance to feel like a child at least once a year.

MODEL B

Describe an annual event that takes place in your country.

Halloween, which takes place every year on 31st October, is an important event, particularly in America. It originated hundreds of years ago when it was believed that on this night the souls of the dead came back and walked among the living. Today, it is treated light-heartedly and celebrated mainly by children.

A certain amount of preparation is required of those who take part. Costumes and masks, typically of ghosts or witches, have to be made. Sweets are bought and parties are organised. Most importantly, a lantern is made. This is done by taking a large pumpkin and cutting out the inside, which is then used to make a pie. Next, holes are cut out of one side in the shape of an evil face, and a candle is placed inside the lantern so that the light glows through the eyes and mouth.

On the day itself, or rather in the evening, children wander around the streets dressed in their costumes. The custom is for children to knock on doors in their neighbourhood and say "Trick or treat". This means that their neighbours have to treat them to sweets or candies, otherwise the "ghosts and witches" will play a trick on them. Usually the adults offer them something, but if they fail to, then a practical joke might be played. This is usually something harmless such as putting shaving foam on the uncooperative neighbour's windows.

If a party has been arranged, then the lights are turned out and the children take part in a variety of activities. This might include anything from telling ghost stories to dancing. Although the parties are based on a rather frightening theme, the emphasis is, of course, on having fun. A typical party game for Halloween is played by putting apples into a barrel of water and inviting the children to pick them up with their teeth. Special drinks are made, which are served with the traditional pumpkin pie.

Many people enjoy Halloween as an excuse to dress up and have fun. It is unique in that its theme is essentially not a pleasant one. However, it remains popular and is eagerly anticipated every year by people of all ages.

3 Read the following topics and underline the key words. Which tenses should you use? What information will you include in each paragraph? How will you adapt the paragraph plan shown on p. 34 to organise your composition?

- 1 Is there a festival in another country that you would like to attend? Describe it explaining why it is important to you.
- 2 Describe a religious ceremony in your country.
- 3 Describe a celebration you attended as a child. Why do you remember this one especially?
- 4 Describe the ceremony of a national event and explain its importance to the people in your country.

4 Rewrite the following paragraphs in the passive. What tenses are used? Why?

A We hold the festival of Shrove Tuesday on the eve of Ash Wednesday, when the 40-day fast before Easter begins. The English have come to know the day as *Pancake Day* since, traditionally, housewives make pancakes to use up the last eggs and milk which they do not eat during Lent. Until the 19th century, villages celebrated Shrove Tuesday by holding carnivals during which they played ball games, ate pancakes and drank mead. Carnivals which people hold in other parts of the world keep the same tradition alive.

The festival of Shrove Tuesday is held on the eve of Ash Wednesday ...

B Everyone awaited the Park Jazz Festival with anticipation. The local newspaper published articles about the arriving musicians, and hotel rooms which the local council had booked were filling up fast. On the first night, people packed the park and the mayor introduced the first act. During the weekend over twenty-four soloists and bands performed modern and traditional jazz and blues. It was a festival which lifted everyone's spirits.

5 Use of sophisticated adjectives or adverbs when describing events makes the description more vivid. Read the short extracts below and replace the words in bold with words from the lists.

A *handsomely, exhilarating, picturesque, gleaming*

The San Fermin is a(n) **1) nice** July festival held in Pamplona, Navarra. On the first day young men, **2) well** dressed in **3) bright** white with scarlet bandanas and sashes, are chased through the **4) nice** medieval streets by fierce bulls.



B *blissful, striking, quaint, romantic, gifted, radiant*

Marie and Victor's wedding reception was held at a **1) good** seaside restaurant. Marie was in her **2) nice** wedding dress and looked **3) good**. After the meal the **4) happy** newly-weds entertained their guests in dancing accompanied by a large group of **5) good** musicians playing **6) nice** waltzes and jazz numbers. Soon everyone was on the dance floor.



C *delicious, gorgeously, heartily, fantastically, rousing, huge, bizarre*

In my home town, the carnival is celebrated in a **1) nice** way. People dress up in **2) strange** costumes and parade **nicely** decorated floats through the streets while bands play **4) nice** music and people dance and sing **5) happily**. It all ends with a **6) big** bonfire followed by an outdoor feast with **7) delicious** food.

- 6 Read the model below and correct the highlighted words. Write **S** for spelling, **WO** for word order, **G** for grammar, **P** for punctuation or **WW** for wrong word. What is the topic of each paragraph? Underline the topic sentence of each paragraph. What tenses have been used?

Describe an event you have attended and explain why it was important to you.

excellent S

Our community decided that a sponsored bike ride would be an excellent way of raising money to send a 12-year-old local boy to America for major surgery. So, last July in a beautiful sunny day, hundreds of people gathered in Witherington town centre to **take place** in and support the event.

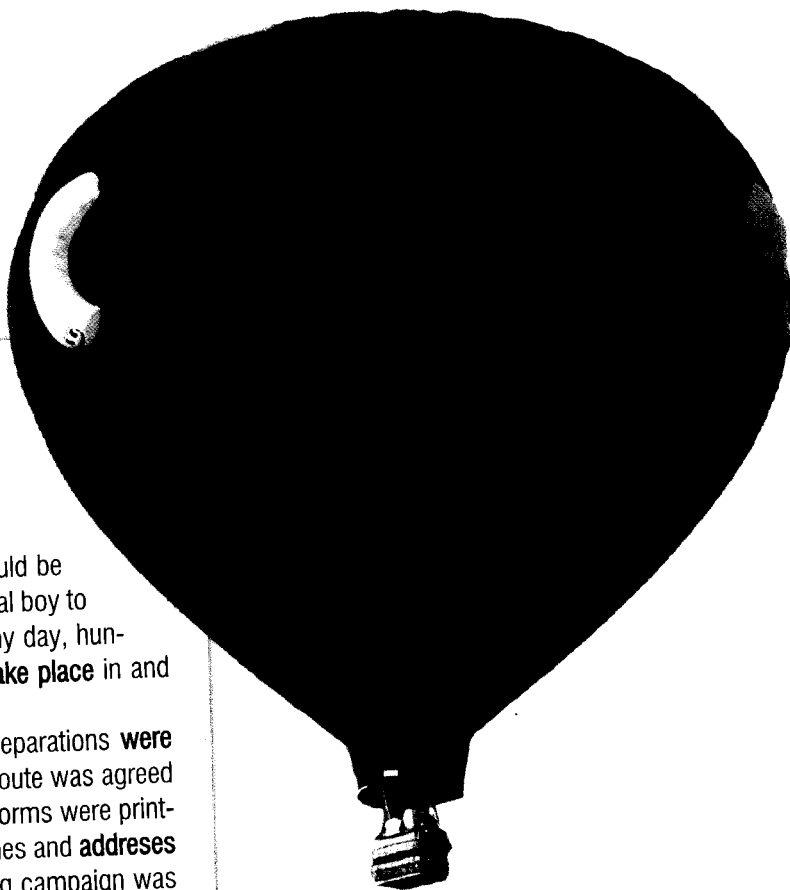
In the weeks leading up to the special day various preparations **were been made**. Meetings were held to plan the day itself, the route was agreed upon and officials were chosen to line the route. Sponsor forms were printed and distributed to participants so they could collect names and **addresses** of people wishing to sponsor them, and a huge advertising campaign was launched in and around the town centre to **rise** awareness of the event.

The day it was a huge success. **Early everyone woke** and gathered at the starting point outside the Town Hall. A huge hot-air balloon was launched and it hovered over the crowds and cyclists throughout the event. Moments before the starting pistol was fired, I glanced round to find myself **surrounded with** cyclists and bikes of all shapes and sizes. Cycling through the streets, I barely had time to notice my tiredness. **Crowds cheering** lined the route waving flags, banners and balloons. Thankfully, refreshments were handed to us as we rode **passed** various points along the way. Everyone managed to finish, and **were given all** a huge round of applause.

Never before **I had** realised how much can be achieved through cooperation. We not only managed to achieve our aim but also strengthened our sense of community spirit. All those **which** participated in the Witherington sponsored bike ride were left with a feeling that almost anything can be achieved through community effort and now we are planning another event to raise money for a new library.

Participated in this event also gave me a sense of personal satisfaction for having helped, in however small a way, to save another human being's life. This moving experience actually **effected** my future. I am now studying to become a nurse so that I can help those in need of medical care.

The event will be remembered and talked about for a long time to come. We were all delighted to **listen** that young William Stokes received his operation and is now **in the perfect** health. After all, deeds are better than words when people need help.



DISCUSS & WRITE

- 7 Look at the following composition task instructions and answer the questions below, then write the composition in 300-350 words.


Describe a festival you have attended and explain its popularity.

- 1 What are the **key words** in the task instructions?
- 2 What kind of festival can be described?
- 3 What tenses are required? Why?
- 4 What reasons can you think of in answer to the "explain" part? Give examples or justification for each reason.
- 5 What would a suitable paragraph plan for this composition task be?

UNIT 5 Narratives

- 1 Look at the two photographs which show the beginning and end of a story, as well as the list of words below, and guess what the story is about.

lawyer, office security guard, moonlit sky, chilly, cashmere coat, grab, grow worried, police chief, reward, organising fund-raising events, shelter, homeless, hostel, counsellor, ragged clothes, tramp, frown

- 2  Read the questions below, then listen to the cassette and answer them. Finally, looking at your answers, retell the story.

- | | |
|-----------------------------|---------------------------|
| 1 Who is the story about? | 5 What happens to him? |
| 2 Where is John? | 6 How does Miriam feel? |
| 3 What is the weather like? | 7 What does Miriam do? |
| 4 What time of year is it? | 8 How does she find John? |



A narrative presents a connected series of events, either imaginary or based on your own experience, in a vivid descriptive style. It may be written in the first person (I/we) or third person (he/she, etc), and often includes the thoughts, reactions, etc of the main character(s), describing the action as it would be seen through their eyes.

- A good narrative should consist of:
 - a **introduction** which sets the scene (place, time, character(s), etc), creates an interesting mood/atmosphere to make the reader want to continue reading, and/or begins dramatically to capture the reader's attention;
 - a **main body** which develops the series of events clearly, gives vivid description of the people/places involved, etc; and
 - a **conclusion** which completes the story, perhaps in an unexpected way, and may describe people's feelings/reactions, the consequences of what happened, etc.

Points to Consider

- Before you start writing, you must first think of a suitable story outline, then you should decide on a detailed **plot**, including how the story will begin, who the characters will be, where the story will happen, the events in the order you will present them, and how the story will end.
- Writing techniques include the use of **vivid description** of people, places, objects, etc, especially to **set the scene** at the beginning of the story; description of feelings and actions, suggesting a certain mood/atmosphere; the use of direct speech and a variety of adjectives, adverbs, etc. This will make your writing more interesting.
- Narratives are normally set in the past, and therefore use a variety of **past tenses**. For example, Past Continuous is often used to set the scene (e.g. *The wind was howling ...*); Past Simple is used for the main events (e.g. *He entered the room, looked around, and ...*); Past Perfect is used to describe an event before the main event(s) (e.g. *She had set out in the morning, full of hope, but now she felt ...*).
- The sequence of events is important; therefore you must use time words such as: *before, after, then, in the beginning, later, in the end, until, while, during, finally, etc*

Introduction

Paragraph 1

set the scene

(who/what/when/where)

Main Body

Paragraphs 2 - 3 - 4

develop the story

(describe incidents leading up to the main event and the event itself in detail; describe people/places; emotions/actions/etc)

Conclusion

Final Paragraph

end the story

(complete the plot; describe feelings/reactions; explain the consequences)

3 Read the story below and complete the tasks in the box on the right.

The Visitor

A **cold feeling of shock gripped me** as I stared at the splintered, shattered wood of my front door. The lock hung, twisted out of shape, having been forced violently apart, and I felt my pulse quicken as I noticed that the door was ajar.

Scarcely breathing, I pushed it lightly with my fingertips and it swung open with the slightest groan. Inside, the house was deathly silent. I tiptoed down the hall, peering into the rooms on either side. They stared blankly back at me, deserted and unchanged, revealing nothing. There were no burglars still inside, or so it seemed.

As far as I could see, there was nothing missing. I heaved a sigh of relief at finding my precious collection of crystal untouched, and my heartbeat slowed as my initial shock subsided. Somebody had certainly broken in — but why?

At the far end of the passageway I hesitated, puzzled, then cautiously climbed the stairs. As I neared the top, there was a noise; a light, hurried, scrabbling sound like one that mice might make, only coming from something rather bigger. I turned quickly towards my open bedroom door, only to be confronted by the strangest sight: an elderly man lying uncomfortably face-down on the floor, his plump, flushed cheek pressed against the carpet, which had been pulled back to reveal the floorboards underneath.

There he was with his right arm thrust down into a gap between the boards.

"What on earth are you doing?" I demanded.

He rolled himself slowly into a sitting position and ruffled his thinning hair, looking embarrassed. "I'm sorry," he mumbled. "I used to live in this house and I put a box down here with my savings and some papers to keep them safe." He brushed thick dust and cobwebs off his shirt and sighed. "But when I moved out I forgot, and I didn't know if you would let me have them. What else could I do?"

A List the events referred to in each paragraph.

1 writer returns - door broken

2

3

4 goes upstairs - hears noise - sees stranger in bedroom

5

6

B Underline the words/phrases in each paragraph which describe or suggest the emotions listed below.

1 shock/fear

2 fear/apprehension

3 relief

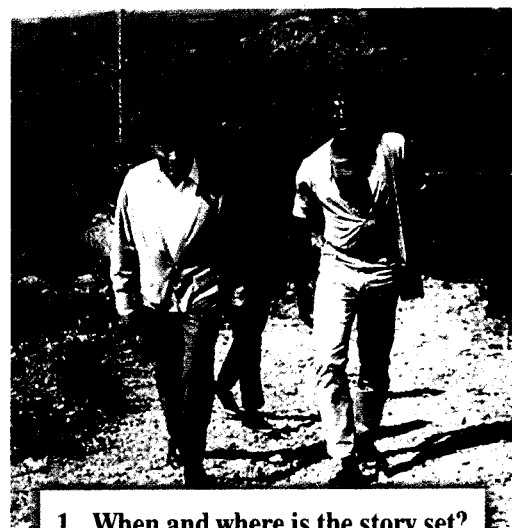
4 uncertainty/surprise

5 surprise/anger

6 embarrassment

Set the scene

- The beginning of a narrative story should usually give the reader a clear picture of what is happening, and may include descriptions of:
 - **setting:** *place, time* (time of day/year, historical period), *weather*, etc;
 - **people:** *name, appearance, feelings*, etc of the character(s) involved.
- Vivid description is important when beginning stories. To describe the setting, you may use details involving the **senses** to suggest a particular **atmosphere** (e.g. *lapping waves, soft sand* = *peaceful scene*). When describing people/actions, you may use vivid description of emotions, mannerisms, etc to suggest a particular **mood** (e.g. *"Stunned, she sat down shakily and buried her face in her hands."* = *shock, grief*)
- A **dramatic beginning** to a narrative helps to capture the reader's attention and makes them want to continue reading. Sudden or exciting action, description of strong emotions, the use of direct speech and a variety of adjectives, adverbs and verbs may all be used to make the beginning more dramatic.
- You may create an atmosphere of **mystery** and/or **suspense** by describing a strange character, a dangerous situation, etc.



- 1 When and where is the story set?
- 2 What is the weather like?
- 3 Who are the people involved, and how do they feel?
- 4 What would you see, hear, etc if you were physically present at the scene?
- 5 How might the story continue?

4 Look at the photograph on the right which shows the scene introducing a story, and answer the questions about how you imagine the story might begin.

- 5** Read the paragraph below about the photograph in Ex. 4 to see whether the story is as you had predicted. Underline all references to the senses, and the words/phrases describing emotions. Then answer the questions from Ex. 4 again, based on what you have read.

The cool of the morning turned quickly to scorching heat as the sun rose higher and began to beat down relentlessly. Doctor McLintock took off his cardigan while he and his two companions continued to trudge up the slope towards the village. The smell of parched earth and dry scrub filled the doctor's nostrils, and the heat of the stony track burned the soles of his feet through his thin shoes. Apart from the occasional call of a bird and the strained breathing of the three men there was absolute silence. Oppressed by the monotony of the barren African landscape, the doctor turned to Michael and sighed, "Is it much further?" Then he looked at Gideon and Michael's anxious faces and added gently, "I'm sure she'll be all right."

- 6** Describe the photograph below using the words/phrases given, then write a paragraph setting the scene for a story.



*Tom crouched
staring
dense undergrowth
sweat
cuts on cheek
flies buzzing
motionless
humidity
heart pounding
holding breath
rustle of branches*

Techniques for beginning or ending stories

- A good beginning is as important as a good ending. A good beginning should make your reader want to go on with your story. A good ending will make your reader feel satisfied.
- You can **start** your story by:
 - describing the weather, place, people, etc, using the senses
 - using direct speech
 - asking a rhetorical question
 - creating mystery or suspense
 - referring to feelings or moods
 - addressing the reader directly
- You can **end** your story by:
 - using direct speech
 - referring to feelings or moods
 - describing people's reactions to the events developed in the main body
 - creating mystery or suspense
 - asking a rhetorical question
- Note that more than one technique can be used in the beginning or ending of a story.

- 7** Match the following beginnings a endings, then say which technique have been used in each paragraph.

BEGINNINGS...

- Brightly-coloured fish swam among the coral, and ribbons of seaweed reached upward to the sunlight on the surface of the sea. I gazed with happiness and wonder at the underwater world around me. Then a sudden movement caught my eye and I turned to see a huge, sleek shape hurtling toward me.
- "Don't move!" a voice hissed. Steve froze, peering at the shape of a thin figure in a long coat, standing in the shadows. A dustbin clattered in the alley outside, and the figure turned sharply, dim light glinting off the barrel of a gun. Steven launched himself at the figure, as the flash and crack of a gunshot filled the bare concrete room.
- Have you ever had one of those days when everything goes wrong? When your alarm clock doesn't ring, and you race out of the house in a panic, desperately putting on your jacket, only to find that the car won't start and the bus drivers are on strike? Let me assure you that such minor inconveniences pale into insignificance beside the catastrophes I endured yesterday.

...ENDING

- After such a terrible day, I was happier than ever to reach the safety of my home. As I poured myself a strong coffee, I closed my eyes for a moment and asked myself "Why did this have to happen to me?"
- When I awoke, I was lying in a hospital bed with medical staff peering down at me. I felt exhausted but relieved, and all I really remember was one of the doctors saying "You're lucky to be alive."
- The sunlight hurt his eyes as he reached the end of the tunnel. He stopped, listened, and breathed a sigh of relief when there was no sound of footsteps behind him. Then, as he crept out of the tunnel, the figure stepped forward to bar his way: a thin figure in a long coat, laughing softly.

Before you start writing, you must think of a basic **story outline** for a story which is both:

- i) **appropriate** to the title/instructions for the task; and
- ii) **manageable** — that is, does *not* need specialised knowledge and/or vocabulary which is too advanced for you, and does *not* contain too many events for you to write about fully in 350 words.

8 Answer the following questions about the three suggested story outlines on the right.

- 1 Which basic story outline is *not* appropriate to the title/instructions given? Why not? *e.g. B - because the "act" is not really "heroic"*
- 2 Which story outline, when written as a full narrative, would need very advanced or specialised vocabulary?
- 3 Which would need specialised knowledge of a particular subject?
- 4 Which contains too many events to write about fully in 350 words?
- 5 Which story outline, therefore, is both *appropriate* and *manageable*?

Past Tenses and Time Words

- **PAST HABITS** are not described using Past Continuous. Instead, use Past Simple, "used to" or "would", with an appropriate adverb of frequency.

*e.g. When I was a child, my father often (etc) told/sometimes used to tell/
would always tell me stories to get me to fall asleep.*

Adverbs of Frequency: **always** - **usually** - **frequently/often** - **sometimes/**
occasionally - **seldom/rarely** - **never**

- **PAST CONTINUOUS** is used to talk about an action in the past which:

- was going on at the same time as another action
- was interrupted by another action
- happened at an exact time

*e.g. I **was watching** TV while he was trying to phone.
when there was a knock on the door.
at 3 o'clock yesterday.*

Time Words/Phrases: **(at the same time) as** - **meanwhile** - **when** - **while**

- **PAST PERFECT** is used to talk about an action which happened before another past action.

*e.g. By the time I arrived, my friends **had already** left.*

Time Words/Phrases: **after** - **as soon as** - **before** - **by the time** -
no sooner - **not until** - **once** - **(only) when**

Write a story with the title "A Heroic Act".

A • Two boys are playing by a canal. One falls in. • An ex-policeman sees them, dives in and rescues the drowning boy. • The boy survives and is now learning to swim.

B • When you were at university you had an important exam. • For three days you studied day and night; you hardly slept or ate, and went nowhere. • You took the exam and passed.

C • During World War II, a young partisan goes behind enemy lines to blow up a key bridge. • He impersonates an enemy officer to get access to enemy information. • He establishes a system for passing this information to Allied Headquarters, with the cooperation of a beautiful woman who is later captured. • He succeeds in disrupting the enemy's supply line, but he is injured in an explosion and loses his memory for several months.

9 Read the following short text and fill in the gaps using words/phrases from the list below, then identify the tense of each verb in bold type and explain why this tense has been used.

after, before, by the time, meanwhile, sometimes, when, while, until

- 1) I **was** a child, I **would**
- 2) **be left** at home alone
- One day, 3) I **was playing**
- with my dolls, I **decided** to cook a proper meal for my "children". I **had watched** my mother making chips 4)
- and so, 5) I **had put** a pan of oil on the gas ring to heat up, I **began** to peel potatoes carefully 6)
- there was a huge pile. 7) the oil **was getting** hotter and hotter, and 8) I **had finished**, clouds of smoke **were rising** from the pan. Trying to lift the red-hot pan, I spilt the oil, and huge flames instantly leapt upward, setting fire to the kitchen curtains.

Inversion

- Some words, especially adverbs of frequency and time words/phrases, are followed by **inversion** when they are used **at the beginning of a sentence**.

e.g. *Jamie **had never imagined** that he would find himself in such a situation.*

***Never had** Jamie imagined that he would find himself in such a situation.*

- The words/phrases followed by inversion are **negative in meaning**:

Never (before/again), **No sooner**, **No longer**; **Nowhere**

Not often, **Not always**; **Not only** (... but also)

Seldom/Rarely = "not often"; **Hardly ever/anywhere** = "almost never/nowhere"

* **Not until**, **Not before**

* **Only when** = "not until/before", **Only if** = "not unless"

e.g. ***No sooner had** I stepped under the shower than the doorbell rang.*

***Not only was** I exhausted, but also extremely hungry.*

- * Notice that "Not until/before" and "Only when/if" are followed by **inversion in the second part** of the sentence.

e.g. * ***Not until** it grew dark **did they stop** searching for the missing dog.*

- 10** Look at the following 'skeleton' sentences and, using the appropriate tenses, write a complete sentence from each skeleton as in the example. Then rewrite each sentence beginning with the word(s) in bold type.


e.g. *I / no sooner / sit down / my seat / curtain rise / play begin*

*I **had no sooner sat** down in my seat than the curtain rose and the play began.*

***No sooner had** I sat down in my seat than the curtain rose and the play began.*

- Lights / be / **rarely** / on / in / museum / midnight, / so I / realise / something strange / happen / that night
- It / be / **not until** / he / tell / Linda / his name / she / recognise / Eric, / who / use / be / schoolfriend / hers
- Rollercoaster / **no sooner** / start / move / I know / I make / terrible mistake / by / agree / get on
- Cathy's front door / **not only** / stand wide open / when she / get / home, / but / lock / be / also / broken
- We / **seldom** / use / enjoy / visit / my grandparents / when I / be / child because / they / be / often / strict / us

- 11** You will hear a woman telling her friend about the time she nearly drowned. Number the following list of events in the chronological order in which you think they happened, then listen to the cassette and check your answers. Finally, retell the story in your own words.



<input checked="" type="checkbox"/> 8 developed fear of water	<input type="checkbox"/> panicked
<input type="checkbox"/> drifted into current	<input checked="" type="checkbox"/> 1 went on holiday
<input type="checkbox"/> finally rescued	<input type="checkbox"/> began to feel tired
<input type="checkbox"/> decided to go for a last swim	<input type="checkbox"/> got cramp

- 12** Look at the task instructions below, together with the beginning/ending of a story on each topic, and decide on a suitable plot for each story.

A Write a story entitled "The Birthday Party".

Ending: Suddenly the lights went on and a chorus of happy voices yelled, "Surprise!"

B Write a story that **begins**: "She took the piece of paper out of her pocket and reached for the phone."

Ending: She looked around the luxurious room and smiled at the thought that all her dreams had come true.

C Write a story that **ends**: "At last he was free."

Beginning: Joe sat on the crowded train, rehearsing his speech one last time.

Descriptive vocabulary

- Avoid using simplistic adjectives or adverbs (e.g. *good, bad, nice, well, etc*) as these will make your composition sound uninteresting. Instead, try to use more sophisticated vocabulary (e.g. *luxurious, extravagant, threatening, etc*) which will make your composition more exciting to read. A variety of verbs (e.g. *murmur, whisper, mutter* instead of "say") will make your story more lively.
e.g. "Oh, don't bother!" he **growled**, and **stormed out** of the room. (Instead of "said", "went")
e.g. Jack **strode up to me** and **thrust out his hand**. (Instead of "walked", "put")

13 Look at the two photographs below, and try to imagine what you would *hear* if you were physically present at each scene, then look at the following list of words. Which photograph do you think each word is related to, and which of the three verbs in brackets describes most accurately the sound you would expect to hear? Finally, listen to the cassette and check your answers.

- | | |
|--|---|
| <input type="checkbox"/> breeze (howl/ <u>whistle</u> /roar) | <input type="checkbox"/> seagulls (twitter/chirp/cry) |
| <input type="checkbox"/> thunder (rumble/crash/bang) | <input type="checkbox"/> sails (clap/flap/rip) |
| <input type="checkbox"/> waves (hammer/splash/smash) | <input type="checkbox"/> tyres (squeal/shout/hiss) |
| <input type="checkbox"/> rain (splash/drip/trickle) | <input type="checkbox"/> wood (creak/snap/crack) |
| <input type="checkbox"/> engines (moan/throb/growl) | <input type="checkbox"/> siren (screech/wail/whistle) |



14 Look at the words below dealing with sensory details of sight and touch. Which photograph is each related to, and which of the three words in brackets best matches what you can see in or imagine about each?

- | | |
|---|--|
| <input type="checkbox"/> sun (blazing/ <u>warm</u> /dull) | <input type="checkbox"/> spray (freezing/hot/salty) |
| <input type="checkbox"/> lightning (spark/flash/bang) | <input type="checkbox"/> breeze (gentle/stiff/violent) |
| <input type="checkbox"/> waves (sparkling/sharp/damp) | <input type="checkbox"/> tarmac (cracked/hot/soft) |
| <input type="checkbox"/> wet street (gleam/steam/glitter) | <input type="checkbox"/> clouds (heavy/dark/fluffy) |
| <input type="checkbox"/> lights (brilliant/blinding/dim) | <input type="checkbox"/> fumes (cloud/trail/puff) |

15 Look at the description below of Photograph A; then, using your notes from Exs. 13-14, write a similar description of Photograph B.

We barely moved under the warm sun, until a stiff breeze began to whistle through the rigging, filling the flapping sails and sending us surging forward. The sparkling waves splashed against the creaking wood of our yacht, flinging salty spray over the deck, while seagulls cried overhead, silhouetted against the fluffy clouds.

16 Look at the photograph below, and try to imagine the scene as if you were physically present. Make notes of the various sensory details you can see or imagine, and the mood/atmosphere which the scene suggests to you. Then list words and phrases which describe these vividly. Finally, write a description of the scene in about 50-75 words.



Unit 5 Narratives

17 Read the story below and replace the words in bold type with suitable words from the following list.

Para. 1 *lingering, rustled, streamed, swirled*

Para. 2 *evaporated, a flurry, frenzied, an uproar*

Para. 3 *gathered, rumours, stumbled, stunned, wailed*

Para. 4 *drifting, in ruins, slumped, stared, tossed*

Para. 5 *grinning, lifting her head, warmly*

Para. 6 *admired, autumn, fresh, lit up, radiant, thrilled*

Write a story which ends with the words: "She knew the events of the day would change her life for ever."

It was a clear, crisp autumn morning, and the wind made Edith's cheeks tingle pleasantly as she walked briskly to work. Pale sunlight **shone** through the bare branches of the trees lining the road, and fallen leaves **moved** and **made a noise** round her feet, while the smell of bonfires **staying** in the air brought back nostalgic memories of her childhood half a century ago.

Her contentment **went away**, however, the moment she reached the office, where she was greeted by **the noise** of angry voices and **a lot of quick** activity. Puzzled, she asked innocently what was wrong.

"We've been taken over by another company," someone **said** hysterically, "and they've fired everyone!" Edith's heart sank; she had refused to believe office **stories** of the takeover, and now she felt lost and afraid. She had no idea what she could do, or where she should go. **Very surprised**, she didn't even take off her coat, but simply **took** a few personal possessions from her desk before she turned and **walked** blindly out of the office.

Slowly making her way to the park, Edith **sat** dejectedly on a bench and **looked** at the ducks **moving** on the river. After thirty years of loyal service, she told herself bitterly, she had been **put** aside, and her life was **not good**. No one would hire an elderly secretary who knew nothing about computers.

Then a familiar voice suddenly interrupted her thoughts: "Cheer up, Edith — it's not the end of the world!" **Looking up**, she saw her boss, Mr Blake, **smiling** happily. As soon as he had heard about the takeover, he explained, he had decided to make other plans, and had bought a small hotel in the south of France. "My wife and I need a housekeeper," he continued **nicely**, "and you'd be perfect for the job."

Edith **looked at** the beautiful colours of the fallen leaves and realised instinctively that this was the chance of her dreams.

She was **happy** at the idea of making a **new** start in the **later** part of her life, and a **big** smile **was seen on** her face. She knew the events of that day would change her life for ever.



18 Read the model again, and identify which *techniques* for beginning a story have been used in the first paragraph. Then underline the *time words/phrases*. Finally, identify the *main events/emotions* in each paragraph.
(e.g. *Para. 1: Edith walks to work; she is happy.*)

19 Put the following descriptive verbs into the correct categories, and then add as many words as you can think of to each category.

A *glance, glimpse, inspect, nod, peer, plod, saunter, signal, step, stroll, squint, trudge, wander*

GESTURES

*shrug
wave*

*stare
gaze*

*stroll
march*

B Now do the same with the following words and categories.

bellow, clutch, crush, dash, embrace, jump, plunge, sprint, glare, grasp, grimace, grin, groan, mumble, mutter, roar, scowl, seize, shout, slither, smirk, snatch, sneer, tiptoe



20 Complete the following excerpt by replacing the verbs in brackets with words from the list below, making any changes necessary.

spot - glance - creep - sprint - glare - grin - glimpse - dart - pause - stride

Stella was suddenly reminded of herself and Gregory, many years before, playing a game of hide-and-seek. Crouching, she had 1) crept (come) out from her hiding place behind a hedge. Across the lawn she had 2) (see) Gregory heading for some trees. 3) (Come) out, she had raced across the open grass, quickly 4) (look) towards Gregory to see what he was doing. She 5) (stop) briefly to rest beside a bush, then dashed on again, making her attempt to run for "base".

Suddenly, she realised he had 6) (see) her, as Gregory was 7) (walk) straight towards her. For a little while, she thought she still might make it by 8) (run) her hardest, but Gregory was already 9) (smile) triumphantly. Reaching the tin that marked base, he casually kicked it over. She stopped short, out of breath, and 10) (look) at him angrily.

21 Read the following descriptions and underline the descriptive words or phrases describing manner and mannerisms, then circle the adverbs and adjectives used in each sentence. Finally, write each description in simplified form, as in the example, and say what emotions and/or personality characteristics are suggested in each description.

e.g. Sarah strode (briskly) to the window, then stood with legs apart and her hands on her hips, listening (intently) her head cocked to one side.

Sarah went to the window and listened carefully. (impatient, aggressive)

1 Daphne sprawled on the sofa, noisily leafing through the glossy pages of her magazine as she chewed gum and slurped a soft drink.

2 His brows knitted, Alex stared blankly at the computer screen, scratching the back of his head and drumming his fingers on the table, then he sighed deeply and reluctantly reached for the phone.

3 The children stopped abruptly and gazed at the shop window with wide, unblinking eyes, nudging each other and pointing at the dazzling piles of toys.

22 Fill in the gaps in the following sentences by choosing the most suitable word from those given in brackets and putting it into the correct form.

e.g. "Can't you sit still?" the teacher shouted angrily (*shy, angry, cheerful*) as the children fidgeted restlessly (*restless, abrupt, unexpected*).

1 The old man leant (*heavy, sly, weary*) on his walking stick and gazed (*sad, happy, angry*) towards the house where he and his wife had lived until her death.

2 Eleanor muttered (*peace, impatient, content*) as her parents wandered (*slow, quick, imaginative*) around her room to make sure it was tidy.

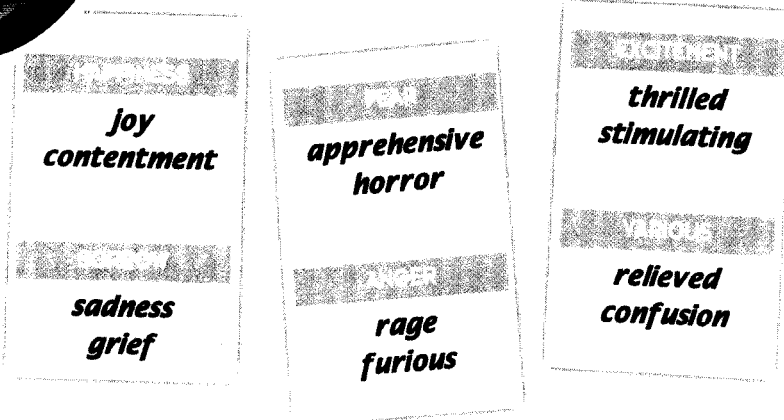
3 The injured cyclist hobbled away (*abrupt, pain, cheek*), embarrassed by the (*concern, casual, complicate*) stares of the onlookers.

4 The landowner shook his fist (*violent, calm, noisy*) at the trespassers. "Get off my land or I'll set the dogs on you!" he bel-lowed (*furiously, soft, proud*).

- 23** Put the following words describing emotions into the correct categories, then add as many words as you can think of to each category. Make sure that you know the various forms of each word (noun, verb, adjective, opposite, etc).



alarm, amused, annoyed, anxious, bliss, calm, cheerful, delighted, depressing, dread, ecstatic, enthusiasm, exhilarating, frightened, glad, irritating, infuriating, miserable, melancholy, mournful, panic, patience, puzzled, regret, satisfaction, stirring, temper, terrified, upset



- 24** Fill in the gaps in each of the following sentences by choosing the most appropriate word from those given in brackets and putting it into the correct form, as in the example.

e.g. The job was exciting at first, but when I realised that it offered me no future, I became disillusioned. (fortune/illusion/thrill)

- 1 After I had walked round the War Museum, I felt at mankind's ability to inflict pain and suffering on others. (disappoint/appal/excite)
- 2 I found it hard to with him as we both knew that what he had suffered had been nobody's fault but his own. (apology/joy/sympathy)
- 3 We all clapped and cheered after the performance, hoping that the band would come back on stage. (thrill/impatience/enthusiasm)
- 4 We were spending the summer holiday in a little cottage near the sea, when disaster suddenly struck. (delight/surprise/regret)
- 5 When I saw how much damage the fire had caused and realised that five years' work had been destroyed, I was (devastate/puzzle/disappoint)



- 25** Replace the numbered words in the following paragraphs with those in the lists given.

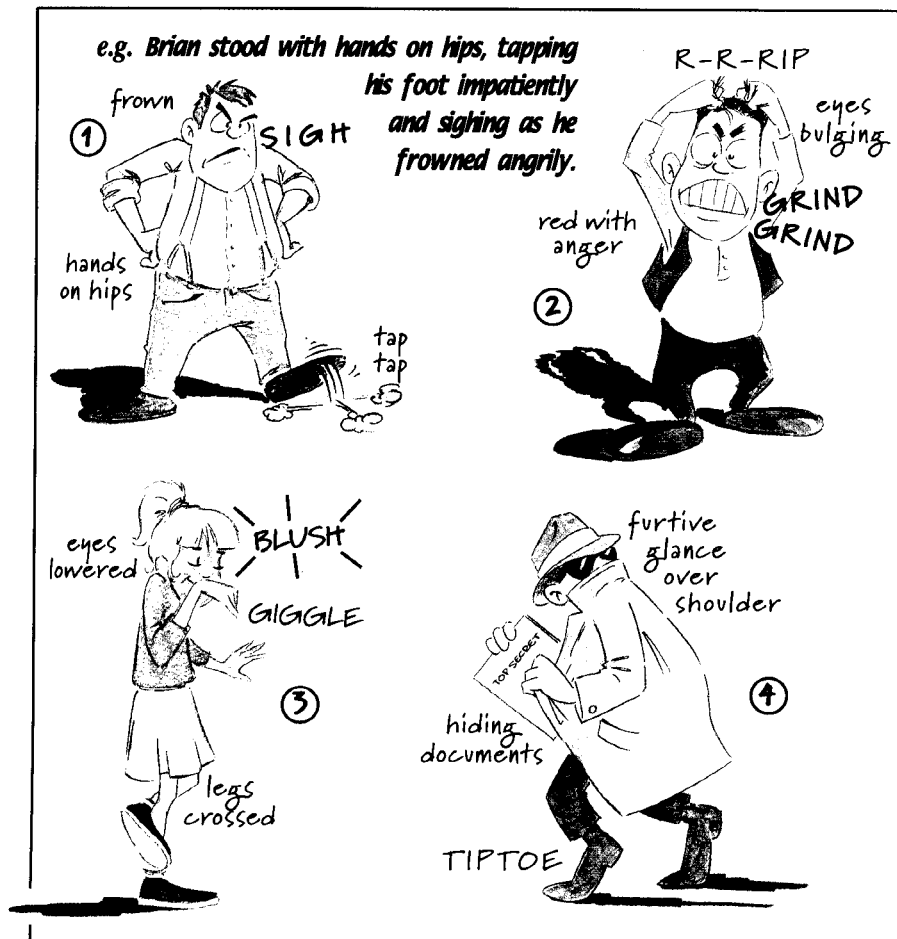
awful, brightly, extremely, huge, lovely, pleasant, raging, terribly, tiny, whisperer

A. There was a 1) **big** crash of thunder and a flash of lightning. Jess was 2) **very** frightened as she sat in her 3) **little** bed listening to the 4) **bad** storm which was 5) **happening** outside. She picked up her teddy bear and 6) **said** to it, "I'm 7) **very** afraid, but I must try to think of 8) **nice** things." When Jess woke the next morning the sun was shining 9) **nicely**; it was going to be a 10) **good** day.

burst, furious, hurled, marched, muttered, peered, rainswept, screaming, glaring, terrified

B. Steve sat 1) **looking** at the clock on the wall and 2) **saying** something to himself. He was absolutely 3) **angry** at being kept waiting. Suddenly he stood up, 4) **walked** towards the window and 5) **looked** up at the sky. Without warning, a stranger 7) **came** in and 8) **threw** a heavy chair across the room, 9) **saying** "You! Get out of here this instant!" Steve was 10) **afraid**, and ran outside without a backward glance.

- 26** Look at the cartoon drawings below showing actions and mannerisms and write a description of each one, as in the example.



- 27** Replace the word “said” in the following passage with more descriptive reporting verbs from the list below, and add the missing punctuation. The words which are underlined are in Direct Speech.

exclaimed, laughed, shouted, snapped, stammered, teased, wailed, yelled

go said the skydiving instructor the first student jumped out of the plane go the instructor said to the next student in line

i cant do it the terrified novice said im scared

look if you dont jump now you'll never be allowed to try again the instructor said over the noise of the aeroplane

but but the student said i have a wife and two children

come on its not dangerous just get a hold of yourself and remember what youve learned

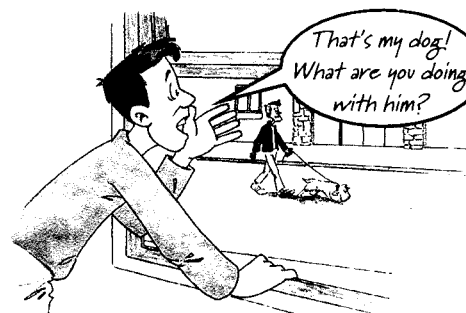
the nervous student looked out the plane door and saw the green fields below ok ill do it he said with determination and jumped

the parachute opened properly and he floated gently towards the ground

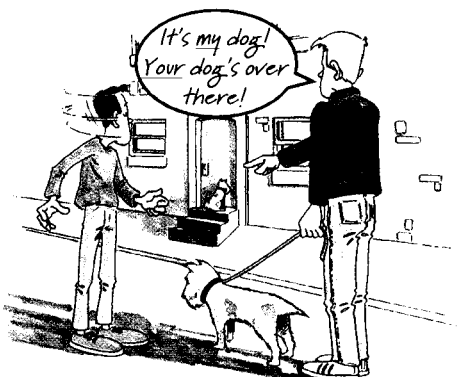
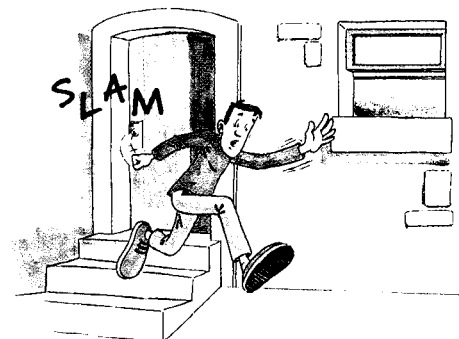
i bet you were terrified said his wife when he touched down

no he said i cant wait to do it again

- 28** Look at the cartoon strip below a write a brief descriptive paragraph about each picture, as in the exam



Staring out of the window, Mike couldn't believe his eyes: Somebody was walking along the street with Rex, Mike's dog. Throwing the window open, he leaned out and bellowed, "That's my dog! What are you doing with him?"



Flashback Narration

Narrative sequence does not always follow the chronological sequence of events. You may choose to begin with a particular (usually dramatic) event, and then use **flashback** narration to describe the events up to this point (usually in Past Perfect), before continuing with the rest of the story.

- Some narrative writing tasks tell you to begin your story with a given sentence which often suggests clearly that another important event has already taken place; in such cases you *must* use flashback narration.

- 29** Read the story below and underline the time words/phrases, then put the verbs in brackets into the correct tenses.

Write a story beginning with the words:
"He sat down, unable to believe what had happened."

He sat down, unable to believe what had happened. Angus (1) (hear) the metal door clang shut and the policeman trudging away down the corridor and, gazing around at the bare brick wall of the narrow cell, he (2) (become) aware of the stale, sour smell of the rough blanket covering the crude bed on which he (3) (sit).

A few hours earlier, Angus had been a carefree tourist looking forward to an exotic holiday as he stepped out of a taxi in front of his hotel. Then, suddenly, events (4) (take) a nightmarish twist. Three policemen had rushed up, waving guns and shouting at him in a language he couldn't understand before clamping handcuffs on his wrists. After bundling him into a battered police car, they had raced to the police station. Nobody could speak a word of English, it seemed, and Angus (5) (be pushed) into a cell without knowing what crime they thought he (6) (commit).

Now, through the bars of the tiny window in his cell, Angus watched the evening sky grow dark, until the door of the cell was flung open. Two burly policemen seized his arms and (7) (lead) him to a small room, bare except for a wooden table with a telephone on it. A tall, swarthy man in a neat uniform and shiny boots entered the room, and the other policemen (8) (spring) to attention. The man, obviously a senior officer, (9) (speak) to Angus in broken English; but Angus' relief at finding someone he could understand turned to dismay when he realised what the man (10) (say). The officer was accusing him of a robbery which (11) (carry out) the previous week.

"But that's ridiculous!" Angus spluttered. "I (12) (arrive) in the country today — I've never been here before in my life!"

At that moment, the telephone rang, and the officer held a long conversation. Finally he (13) (put) the phone down and muttered, "Mistake ... sorry ... another man ...," then showed Angus to the door and explained that he was free to leave.

Angus stepped out into the warm night air, still shaken by the terrifying experience but immensely thankful that it was over. He knew he would feel angry later at the way he (14) (be treated) — but he hoped that by that time he (15) (be) on an aeroplane, flying home. He was no longer in the mood for a holiday.



- 30** Complete the list of events below the order in which they appear in story. Then number the events *chronological* order and say which part of the story uses flashback narration. Finally, tell the story briefly *your own words* without using flashback narration.

Paragraph 1

- ☒ 4 Angus sits in a cell in a police station.

Paragraph 2

- ☐
☐ Three policemen arrest him.
☐

Paragraph 3

- ☐ He is taken into a small room.
☐
☐

Paragraph 4

- ☐ Angus denies the accusation.

Paragraph 5

- ☐
☐
☐ Angus is told that he is free.

Paragraph 6

- ☐
☒ 13 He decides to fly home immediately.

31 Which of these “beginning” sentences would require flashback narration, which would suit chronological narration, and which could use either approach? Explain the reason for your choice, and then suggest a suitable plot for each story.

A “He couldn’t help wondering if he had done the right thing.”

C “The chances of such a coincidence were a million to one.”

E “As she looked at the courtroom at the members of the jury started crying.”

B “As I answered the telephone, little did I realise how my life was about to change.”

D “It had all been a terrible misunderstanding.”

F “She walked into the restaurant, looking forward to a pleasant meal with old friends.”

32 Read the models below and number the paragraphs in chronological order. Which model uses flashback narration, and in which paragraph(s) are the flashback events included? What tense has been used for these events? Finally, select a different paragraph as a starting point for flashback narration, and tell the story again in your own words.

MODEL A

A1 Peter and Mike climbed onto a rock to admire the terrific view of the valley far below them, and inhaled the cool, pine-scented air, pleased with their decision to climb the steep mountain near the village where they lived that Sunday morning.

B But then disaster struck. As Peter clambered down from the rock his foot slipped and he tumbled awkwardly to the ground. Michael stared in horror as his friend’s leg which was bent at a painful angle beneath him. Anxiously he pulled off his jacket and draped it around Peter’s shoulders. “Look, I’ll be right back,” he said, hoping that his voice sounded reassuring, and began the long trek back down the mountainside to fetch help.

C Three hours later, Michael found himself in a helicopter along with three mountain rescue workers. He felt increasingly helpless, as the mountain looked totally different from the air and the network of tiny paths was mostly obscured from view by the thick covering of pine trees. To make matters worse, the light was fading fast and a blanket of mist was starting to form. Eventually, the pilot announced that they would have to go back and continue the search for Peter on foot.

Write a story entitled “The Rescue”

MODEL B

A Michael looked down on the mountainside from the window of the helicopter. He felt increasingly helpless, as it looked totally different from the air and the network of tiny paths was mostly obscured from view by the thick covering of pine trees. To make matters worse, the light was fading fast and a thick blanket of mist was starting to form. Eventually the pilot and the three mountain rescue workers in the helicopter agreed that they would have to go back and continue the search for Michael’s friend, Peter, on foot.

B Everything had been totally different that Sunday morning, when the two boys had set out on their walk up the cool, pine-scented mountainside near the village where they lived. Near the top, Peter and Michael had climbed onto a rock to admire the view of the valley far below them.

C That was when disaster had struck. On clambering down, Peter had tumbled awkwardly to the ground, his leg bent at a painful angle beneath him. Unable to move, he was forced to wait where he was, wrapped in Michael’s jacket, while Michael had begun the long trek down the mountainside to fetch help.

BOTH MODELS

D4 By seven o’clock that evening, they had left the helicopter in the village and gathered a mountain rescue team of fifteen men. Michael felt disheartened and scared for his friend’s safety. Slowly they ascended the mountain, scouring the numerous paths for Peter. The only sounds were crunching footsteps and the crackle of static on the walkie-talkies that the rescue workers carried to talk to each other. The mountainside was an eerie place after nightfall and gradually Michael started to wonder whether they would ever find Peter at all.

E5 Suddenly Michael heard a voice come over one of the walkie-talkies, “We’ve got him. We’re taking him down.”

F6 “I’m sorry,” said Michael to his friend later in the warm safety of the hospital room, “I didn’t realise it would take so long.” Peter smiled painfully. “It’s okay,” he croaked, still weak from his ordeal, “I’m just glad to be here, alive.”

G7 The doctors decided to keep Peter at the hospital for the night in case of complications with his leg. Before leaving, Michael looked down at his friend and patted his shoulder as, silently, they both vowed never to go walking in the mountains again.

- 33** Read the main body of the story below, as well as the different beginnings and endings. Which techniques have been used in each of the beginnings and endings? Who narrates the story?

BEGINNINGS...

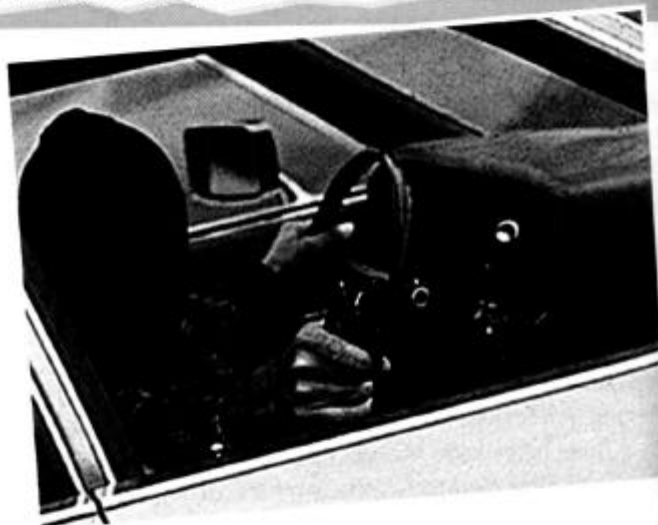
- A** It was a normal Friday afternoon in the sleepy village of Lishwood and I had gone to the bank as usual to withdraw some money from my account so that I could pay for my grocery shopping. How was I to know that I'd be enduring the most frightening experience of my life in only a few minutes' time?
- B** I just knew I shouldn't have gone out that Friday afternoon. I'd had a strange feeling all morning, a feeling that something was going to happen, but I told myself, "Don't be stupid, Ida, you and your funny feelings! — pull yourself together and go and get the groceries." So I did, and you'll never guess what happened!
- C** You know how someone feels when he is about to pay for his grocery shopping and finds his wallet is almost empty. Mumbling a poor excuse I headed for the bank, not prepared at all for what I was about to experience there.

I was waiting patiently in the queue when suddenly two men pulling black masks over their heads, rushed through the front door and began shouting and waving guns in the air. "This is a robbery," yelled one of the masked men. "Do as we say and no one will get hurt!" The other bank robber herded us into a corner of the room and ordered us to lie face-down on the floor.

I was terrified. My whole body froze in fear. Someone helped me down to the ground where all the other customers were huddled together, hardly even daring to breathe in case the men decided to carry out their threat and start shooting.

The cashiers were remarkably calm but I suppose their training had prepared them for such a situation. They busily emptied the contents of their tills into a bag the robbers had pushed over the counter to them. I kept expecting to hear the wailing of sirens as the police hurried to rescue us, but there was only an unbearable silence.

Almost as suddenly as they had entered, the masked raiders grabbed their bag and left the building, jumping into a beige getaway car. Minutes later, the police arrived. Several officers took off in their cars to see if they could catch the criminals,



while others tried to calm us down enough so that they could take coherent statements.

After a while, the feelings of shock and fear began to subside. I was still a bit shaken, but I had recovered from the ordeal enough to give the police my account of what had happened, then went to collect my shopping.

...ENDINGS

- 1** As I entered the grocer's I felt strangely uneasy. It was then that I heard a sharp voice hissing: "This is a robbery!"
- 2** As I was walking back to the grocer's I kept thinking of what had happened minutes before. Slowly I opened the door, only to come face to face with two armed masked men. "Lightning never strikes twice in the same place," I thought before I fainted.
- 3** Would you be prepared to experience the same thing twice in less than an hour? I wasn't, but I had no choice when, on opening the grocer's door, I came face to face with two masked men.

- 34** Read the model below and correct the highlighted words. Write S for spelling, WO for word order, G for grammar, P for punctuation or WW for wrong word. Read the story again and put the events in chronological order; then retell the story without flashback narration. Suggest a suitable title for the story.

G was

As he got off the train, he looked up and down the platform. There **were** no one there and, as he stood listening to the sound of the train rattling off into the distance, he **begun** to feel a little worried. His brother had promised to meet him, but was nowhere to be seen. **Stood** there checking his watch and anxiously peering into a darkness beyond the station, Matt felt terribly alone.

Matt Black was a merchant seaman. Ten years previously he **has left** home to go **at** sea because there were **little** jobs in the village **which** he grew up. After being so long at sea, he had made enough money to return **back** and set up a small business. He had been nervous about his **familie's** reaction to his homecoming, but one telephone call had been enough to put his mind at rest. They sounded **such** excited that he was coming back. His mother had even cried, **that** Matt had found embarrassing.

Now, standing **in** the deserted platform, he did not know what to think. It was two in the morning and, since **it** was no telephone, he decided to walk the five miles to the village. Somebody **will** pick him up, he thought. So, dragging his two huge bags behind him, he set off down the narrow country lane. After walking **only for** ten minutes, one of his bags caught on a stone and tore open, spilling the contents over the muddy road. Cold, tired and now bad-tempered, he sat on a rock for a while. **this** was not the way he had imagined his return.

Once the lights of his village came into view, his mood lifted slightly. He **wandered** whether **would he** be able to readjust to life in a small community after years on board a ship and his experience of so many foreign cultures. But, he decided, this was where he wanted to be, and his pace quickened as he approached **to** the family home.

Walking up the drive, he **was noticing** the flickering light of a television in a downstairs window. Through the open curtains he could see his brother, **asleep fast** on the sofa. He **taped** on the glass and his brother woke up, dazed and confused. "Matt!" he shouted **excited**. "Oh no, I fell asleep! How did you get here?" Matt thought back to when the two of them **leaved** there as teenagers and, with a sigh of relief, said to himself, "At least some things haven't changed."

- 35** Look at the following composition task instructions and answer the questions below.

a) • **Write a story that begins or ends with the words: "It had all been a case of mistaken identity."**

- What sort of narrative (e.g. *mystery, adventure, human drama, etc*) does the title suggest to you?
- Would you use flashback narration? Why/Why not?
- Does the topic require specialised knowledge and/or vocabulary you may not have?
- Can you suggest a possible plot using this sentence to begin your story?

b) **Write a story entitled "The Locked Door".**

- What sort of narrative story (e.g. *mystery, adventure, human drama, etc*) does the title suggest to you?
- What techniques would you use to begin and end your story?
- Is it necessary for you to write this composition using flashback narration? Why/Why not?
- What time words/phrases would you use to link the events?
- Can you suggest a possible plot?

- 36** Choose ONE of the composition tasks above, and write a complete plan with notes. Then write the composition in 300 to 400 words.



Study Check 1

A Describe a well-known holiday destination and account for its popularity.

- 1 What kind of composition is this?
- 2 What are the key words?
- 3 Which paragraph plan would you follow?
- 4 Which tenses would you use? Why?
- 5 What style does the composition need to be written in? Why?
- 6 How could you begin/end your composition?

B Describe a prominent person from the past whom you wish you could meet, giving reasons for your choice.

- 1 What kind of composition is this?
- 2 What are the key words?
- 3 Which paragraph plan would you follow?
- 4 Which tenses would you use? Why?
- 5 Which aspects of description would you include?
- 6 Is it necessary to justify the reasons for your choice? If so, think of the possible reasons and justify them.

C Write a short story entitled "*The Opportunity*".

- 1 Is it necessary to decide on a plot before writing your story?
- 2 Would you use flashback narration? Why/Why not?
- 3 Which information would you give in order to set the scene?
- 4 What tenses would you use to set the scene?
- 5 Which techniques would you use to begin and end your story? Give examples.
- 6 Can you suggest a plot? How would you present the events chronologically?

D Describe a visit to a restaurant in your country and give your impressions of the atmosphere, decor, service and food.

- 1 What are the key words?
- 2 What information would you give when describing the restaurant?

3 Would you use narrative techniques? If so, give examples.

4 What paragraph plan would you follow?

5 Would your composition be written in a formal or informal style? Why?

6 What descriptive techniques would you use?

E Describe the activities and atmosphere at a celebration or festival in your country.

1 What kind of composition is this?

2 What are the key words?

3 Would your composition be written in a formal or informal style? Why?

4 What tenses would you use? Why?

5 Would you use narrative and/or descriptive techniques? If so, give examples.

6 Which paragraph plan would you follow?

F Write a short story beginning with the words: "*After reading the letter, she realised her life would never be the same again.*"

1 What should you decide on before starting to write your story?

2 Would you use flashback narration? Why/Why not?

3 Which tenses would you use throughout your story?

4 Which technique(s) could you use to end your story?

5 Which techniques would you include in order to make your story more interesting?

6 Can you suggest a plot using flashback narration?

G Describe a typical market in your country and account for its continuing success.

1 What kind of composition is this?

2 What are the key words?

3 Which tenses would you use? Why?

4 Would you refer to the senses in order to describe the place? If so, give examples.

5 How would you make your description more interesting?

- 6 What reasons would you present which could account for the market's success? Provide justification.

H Describe an educational visit you have been on and say what you think you have learned from this experience.

- 1 What are the key words?
- 2 What could be described as "an educational visit"?
- 3 Would you use narrative techniques? If so, give examples.
- 4 Which tenses would you use? Why?
- 5 What aspects of description would you mention? Give examples.
- 6 Which paragraph plan would you follow?

I Describe your first meeting with a famous person and explain in what ways you found him or her to be different from your expectations.

- 1 What are the key words?
- 2 What tenses would you use? Why?
- 3 Which words would you use to express contrast?
- 4 What aspects of description would you mention?
- 5 Is this a pure descriptive composition of a person? Why/Why not?
- 6 Which paragraph plan would you follow?

J Describe an important twentieth-century invention and explain how it has changed people's lives.

- 1 What kind of composition is this?
- 2 What are the key words?
- 3 What inventions can you talk about?
- 4 How detailed should your description of the invention be?
- 5 What aspects of description would you mention? Why?
- 6 Which paragraph plan would you follow?

K Write a story ending with the words: "*How could I have been so wrong?*" he wondered.

- 1 Would you use flashback narration? Why/Why not?
- 2 What information would you give to set the scene?

- 3 Which technique(s) would you use to begin your story?
- 4 What tenses would you use throughout your story?
- 5 Which techniques would you include in order to make your story more interesting?
- 6 Can you suggest a suitable plot?

L Describe a person whom you regard as successful and define the qualities needed to achieve success.

- 1 What are the key words?
- 2 What tenses would you use? Why?
- 3 What aspects of description would you include?
- 4 Must the description be of someone who is a) alive; b) well known?
- 5 What qualities would you mention?
- 6 Which paragraph plan would you follow?


M Write a story beginning or ending with the words: "*He took a deep breath and knocked on the door.*"

- 1 Would you use flashback narration? Why/Why not?
- 2 What should you decide on before starting to write your story?
- 3 If you use the given sentence to begin the story, can you suggest a plot without flashback narration?
- 4 If you use the given sentence to end the story, can you suggest a plot without flashback narration? What tenses would you use?
- 5 If you use the given sentence to end the story, can you suggest a plot with flashback narration? What tenses would you use?

N Describe your most prized possession and explain why you value it so much.

- 1 What kind of composition is this? What are the key words?
- 2 What tenses would you use? Why?
- 3 What type of possession could you describe?
- 4 What information would you give in order to describe this possession?
- 5 What paragraph plan would you follow?

UNIT 6 Discursive Essays

- 1  You will hear four people on a radio programme discussing whether progress is good for us. Look at the following questions, then listen to the cassette and answer the questions.

- A Which speaker discusses possible solutions to a problem? ☐ Speaker 1
 B Which speaker gives a personal opinion on the subject? ☐ Speaker 2
 C Which speaker discusses various aspects (e.g. economic, social, etc) of the subject? ☐ Speaker 3
 D Which speaker presents a balanced argument discussing points in *favour of progress* as well as *against progress*? ☐ Speaker 4

A discursive essay is a piece of formal writing which discusses a particular issue, situation or problem.

There are three main types of discursive essays.

- i **For and against essays** present both sides of an issue, discussing points in favour of a particular topic as well as those against, or the advantages and disadvantages of a particular question. Each point should be supported by justifications, examples, and/or reasons. The writer's own opinion should be presented only in the final paragraph.
- ii **Opinion essays** present the writer's personal opinion concerning the topic, clearly stated and supported by reasons and/or examples. The opposing viewpoint and reason should be included in a separate paragraph before the closing one, together with an argument that shows it is an unconvincing viewpoint. The writer's opinion should be included in the introduction, and summarised/restated in the conclusion.
- iii **Essays suggesting solutions to problems**, in which the problem(s) associated with a particular issue or situation are analysed and possible solutions are put forward, together with any expected results/consequences. The writer's opinion may be mentioned, directly or indirectly, in the introduction and/or conclusion.

A good discursive essay should consist of:

- a) **an introductory paragraph** in which you clearly state the topic to be discussed;
- b) **a main body**, in which points are clearly stated in separate paragraphs and exemplified or justified; and
- c) **a closing paragraph** summarising the main points of the essay, in which you state/restate your opinion, and/or give a balanced consideration of the topic.

Points to consider

- Present each point in a separate paragraph. A well-developed paragraph contains a clear **topic sentence**, which summarises the contents of the paragraph, as well as a clear **justification**, explanation or example in support of the point presented.
- Well-known quotations (e.g. *As writer Somerset Maugham once said, "It is bad enough to know the past; it would be intolerable to know the future."*), rhetorical questions (e.g. *If people today are not concerned enough about tomorrow, will the future still be there for man?*) or thought-provoking statements (e.g. *The fact is that one's future is what one makes it. There is no such thing as chance.*) are useful devices to make your composition more interesting.
- **Before** you begin writing, you should always make a list of the points you will present.
- Do not use informal style (e.g. *contracted forms, colloquial language, etc*) or very strong language (e.g. *I know, I am sure ...*)
- Use appropriate linking words/phrases to show the links between paragraph, as well as to link sentences within paragraphs.

topic sentence

Many people, however, prefer living in flats because they feel safer.

justification

With increasing crime rates, people are afraid to live in a house, as they feel more vulnerable to burglars and other criminals. Therefore, they prefer the feeling of security that the proximity of neighbouring flats offers them.



- 2** Look at the essay plans below for the three types of discursive essays, then say what features the plans have in common and how each plan differs from the others.

For and Against	Opinion	Solutions to Problems
<p>Introduction</p> <p>Paragraph 1 state topic (without stating your opinion)</p> <p>Main Body</p> <p>Paragraphs 2 - 3 arguments for & justifications, examples or reasons</p> <p>Paragraphs 4 - 5 arguments against & justifications, examples or reasons</p> <p>Conclusion</p> <p>Final Paragraph balanced consideration or opinion</p>	<p>Introduction</p> <p>Paragraph 1 state the topic and <u>your</u> opinion</p> <p>Main Body</p> <p>Paragraphs 2 - 4 viewpoints & reasons/ examples</p> <p>Paragraph 5 opposing viewpoint and reason/example</p> <p>Conclusion</p> <p>Final Paragraph summarise/restate your opinion</p>	<p>Introduction</p> <p>Paragraph 1 state the problem and its cause(s)/effect(s)</p> <p>Main Body</p> <p>Paragraphs 2 - 5 suggestions & results</p> <p>Conclusion</p> <p>Final Paragraph summarise your opinion</p>

- 3** Look at the essay topics below, and say whether each topic asks for a “for and against” essay, an opinion essay or an essay suggesting solutions to problems. Then, choose *two* of the topics and make a list of the points you would include in an essay on each topic.
- “Animals should be treated with the same respect as humans.” Do you agree with this view?
 - “The generation gap is one which cannot be bridged.” Discuss.
 - Do you believe that equality for women means that women should also do such things as military service?
 - “One language spoken worldwide would lead to better international relations.” Discuss.
 - Genetic engineering poses a number of worrying problems, both moral and practical. Discuss some of these problems and suggest what could be done to overcome them.
 - “Celebrities should be allowed to keep their private lives private, without the invasion of the media.” Discuss.
 - “Fear and ignorance are the root causes of racial hatred.” Discuss this statement and offer some possible solutions to the problem of racial prejudice.
 - “The motion picture industry is threatening to destroy culture and tradition.” Do you agree?
 - “Too much money is spent on sport when it could be used to help the poor.” What are your views on this issue?
 - What are the advantages and disadvantages of our ever-increasing use of computer technology?

Formal style

- Discursive essays are written in formal style. This means you **should** use:
 - ✓ passive voice, impersonal constructions
(e.g. ***It is argued that ...; It is a common belief that ...***)
 - ✓ a range of advanced vocabulary (verbs, adjectives, abstract nouns, etc)
(e.g. ***heated debate concerning the controversial issue ...***)
 - ✓ formal linking words/phrases (e.g. ***furthermore, however, nonetheless***)
 - ✓ complex sentences with a variety of links, dependent clauses, etc
(e.g. ***Although it is widely accepted that compulsory military service, which provides an army with abundant manpower, is beneficial to a country's ability to defend itself, closer analysis of military efficiency suggests that it is advanced weaponry which plays a crucial role in ...***)
 - ✓ inversion, especially in conditionals
(e.g. ***Were this true, we would ...; Never has this been more obvious ...***)
- You should **not** use:
 - ✗ short forms (e.g. ***I'm, it's***) except when these are part of a quotation
 - ✗ colloquial expressions, phrasal verbs, idioms
(e.g. ***lots of, put up with, be over the moon about ...***)
 - ✗ simplistic vocabulary (e.g. ***Experts say they think this is bad, ...***)
 - ✗ a series of short sentences (e.g. ***Many people think so. They are wrong.***)
 - ✗ simple linking words (e.g. ***and, but, so***) except for variety

- 4** Read the following excerpts and find examples of each of the features of formal and informal style listed in the table above.

EXCERPT A

A matter of considerable controversy at present is the issue of whether works of art should remain in their country of origin, or rather the owners of such works should be allowed to sell them to collectors abroad, thus depriving the country's population of a vital part of its cultural heritage. Strong arguments exist in support of both sides of this debate, which implies that it is worth examining both points of view before reaching any conclusions.

Should such sales be permitted, it is argued that the country of origin would lose pieces of art which rightfully belong where they were created. In addition, works of art which were created to be viewed in a certain setting, or as part of a particular structure, lose a great deal of their artistic impact when removed from this context. **Venus de Milo**, an ancient statue of Aphrodite is a clear case in point: this conspicuous example of the Hellenistic sculptural tradition, carved in 150 BC and found on the Aegean island of Melos in 1820, is now decorating nothing more inspiring than a room at the Louvre Museum in Paris ...



EXCERPT B

People argue a lot nowadays about whether or not works of art from one country should be sold to another. don't think they should be. If they are then the people in the country of origin lose out on the chance to see stuff that really belongs to them. This just isn't right. It's a problem, too, when you see works of art in the wrong place. I mean the Parthenon friezes look boring the way they show them in the British Museum. That's just not where they belong. But if you could see them at the Parthenon, they'd look great ...

Beginning and ending discursive essays

In the **first paragraph**, you should state the topic and/or your opinion, and you may include one or more of the following techniques.

- Make reference to an unusual or striking idea/scene/situation
e.g. ***Imagine millions of people coming home from school or work every day to sit staring at a wall for four hours.***
- Address the reader directly
e.g. ***You may think this is an exaggeration.*** and/or ask a rhetorical question.
e.g. ***Have you ever wondered what the world would be like without cars?***
- Start with a quotation or thought-provoking statement.
e.g. ***"Television is an invention that permits you to be entertained in your living room by people you wouldn't have in your home."*** David Frost once said.

In the **last paragraph**, you should state your opinion and/or give a balanced consideration of the topic, and you may include one or more of the following techniques.

- Finish with a quotation
- Ask a rhetorical question
- Give the reader something to consider
e.g. ***Perhaps then people will re-discover what it is like to actually communicate with each other.***

5 Match the following beginnings and endings. Then, say which technique has been used in each.

BEGINNINGS...

- 1 You may live in a comfortable house in a clean neighbourhood with all the amenities. You would probably not be so lucky in one of the cities where urban growth has been allowed to get completely out of control. This problem is virtually destroying a number of large cities, particularly in developing countries, and a solution must be found before it is too late.
- 2 "An eye for an eye, a tooth for a tooth" is the biblical phrase we use to refer to capital punishment, the killing of criminals in order to punish them for their crimes. But whether the neat balance suggested by the phrase is reflected by the actual practice is a moot point, and whether one human has the right to kill another in any circumstances remains a much-debated question.
- 3 While most people agree that a woman has the right to work as a heavy-machine operator and a man to become a midwife, is this supposed open-mindedness being put into practice? There is plenty of evidence to suggest that workers are still being judged by their gender and not by their skills, and this is a situation which needs to be dealt with.

...ENDINGS

- A On the whole, I believe that those cities suffering as a result of urban growth could solve their problems, given financial support. Sadly, however, the chances of this happening are slight, especially in developing countries. Should we not, therefore, be thinking about encouraging people to return to rural areas in order to shift the balance of populations?
- B To sum up, gender should not be an issue in any workplace, since a powerfully-built female is just as capable of hard manual labour as a kind and gentle male is of child-care. The only obstacles are those which exist in our own minds; as the American therapist Dr F. S. Perls once said, "We have to lose our minds to come to our senses."
- C All in all, it is easy to understand the reasons behind the continued existence of capital punishment in a number of countries. In spite of this, however, I cannot personally condone it, since to my mind the act itself is simply legalised murder, the ultimate crime.

6 Look at the quotations and the essay subjects below. Which quotation would be most relevant to each of the topics, and which type of essay does each topic require?

A. *"You're either part of the solution or you're part of the problem."* (Eldridge Cleaver)

B. *"A mother never realises that her children are no longer children."* (Holbrook Jackson)

C. *"One machine can do the work of 50 ordinary men. No machine can do the work of an extraordinary man."* (Elbert Hubbard)

D. *"Education is what survives when what has been learnt is forgotten."* (B.F. Skinner)

E. *"It is the familiar that usually eludes us in life. What is before our nose is what we see last."*
(Professor William Barret)

- 1 "Too much emphasis is placed on educational qualifications." What are your views?
- 2 "Teenagers have an important contribution to make to society." Discuss.
- 3 "It is everyone's responsibility to protect the environment." Discuss.
- 4 "People today take material comfort for granted." Do you agree?
- 5 "As technology advances, humans are becoming redundant." Discuss the problem and suggest what might be done to remedy the situation.



Useful Tips for Discursive Essays

- When writing a discursive essay, you **should**:
 - ✓ use formal, impersonal style (see *Formal Style*, p. 56)
 - ✓ use topic sentences to introduce the subject of each paragraph
 - ✓ write well-developed paragraphs, giving reasons/examples
 - ✓ use generalisations (e.g. *In most developed countries, education ...*)
 - ✓ use sequencing (e.g. *Firstly, Secondly, etc*) and linking words/phrases (e.g. *however, although, etc*)
 - ✓ make references to other sources (e.g. *Experts have proved that ...*)
 - ✓ use quotations, either word-for-word or in paraphrase, being careful to identify the source (e.g. *As Winston Churchill said, " ... "*)
- You should **not**:
 - ✗ use short forms, informal/colloquial language, etc (see *Formal Style*, p. 56)
 - ✗ use very emotional language (e.g. *I absolutely detest people who ...*)
 - ✗ express personal opinions too strongly (e.g. *I know ...*); instead, use milder expressions (e.g. *It seems to me that ...*)
 - ✗ use over-generalisation (e.g. *All politicians are ...*)
 - ✗ refer blindly to statistics without accurate reference to their source (e.g. *A recent study showed ...* — *which study?*)
 - ✗ use clichés (e.g. *Rome was not built in a day.*)
 - ✗ use personal examples (e.g. *In my school ...*)

7 Read the two models and give reasons why model A is good and model B is bad.

"Money is not the most important thing in life." Discuss.



A Money is certainly something which is often discussed in today's world. Hardly a day goes by without the subject of money being raised in most people's lives. However, it is highly debatable whether it is more important than other considerations, such as health and happiness, which some people consider to be of greater significance.

To begin with, it is often argued that having money enables people to exert influence over others. Wealthy businessmen, for example, are often the most highly respected members of society, and business tycoons are often consulted by world leaders, who then make policies which affect the whole population. As a consequence, money can be seen as the single most important factor in daily life.

Secondly, from the point of view of the individual, money is vital for survival. Western society is structured in such a way that, without money, people are deprived of the means to obtain proper nutrition and health care. Furthermore, in some cases where state benefits are inadequate, the inability to pay heating bills can indeed become a matter of life and death. This is clearly illustrated by the fact that, according to Social Services, the majority of deaths due to hypother-

mia each winter occur among low-income groups.

On the other hand, many people claim that one of the factors in which is undoubtedly of greater importance than money is health. Izaak Walton said, health is "a blessing that money cannot buy. What is more, money is of little consolation to those who are suffering from health problems. Despite the fact that money can pay for the best medical care available, this is no guarantee of a longer life.

In addition, most people would agree that personal happiness easily outweighs money in importance. Even if an individual is extremely rich, this does not necessarily lead to happiness. In some cases, the contrary is true and vast wealth brings with it a whole range of problems and insecurities. Genuine happiness cannot be bought and is usually independent of financial status.

On the whole, although there are those who would rank money as the single most important thing in life, the vast majority would disagree. Money, they argue, has an important part to play but perhaps the world would be a more harmonious place to live in if this were kept in proportion and society put more emphasis on moral issues.

B In recent years life has greatly improved. The standard of living is higher and all people can afford to buy things they couldn't in the past. I truly believe that life today is better and many things make people happy.

To begin with, unless people are healthy, a person's life is unbearable and not worth living. When my father was seriously ill in hospital, I clearly remember how nothing else mattered to any of us, and we then learnt that the people we love are more important than money.

Then there's the question of your boyfriend or girlfriend. I don't think it matters if they're rich — although it would be nice! What is more important is whether you see eye to eye. I once went out with a really rich guy but we didn't get on and I finished with him. This shows that money isn't everything.

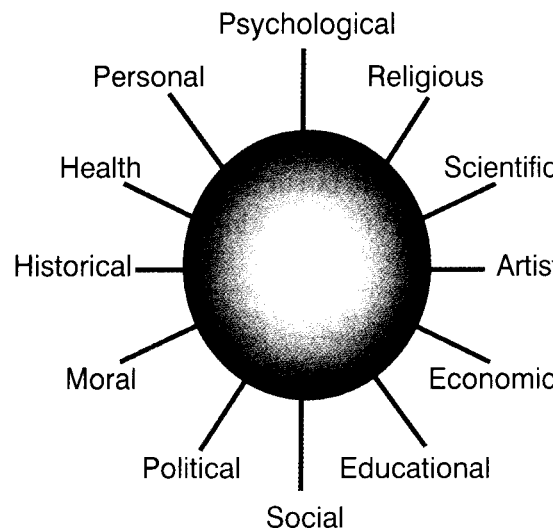
Also, statistics show that different people can be unhappy. Rich people can be just as unhappy as poor people. So why do some people always say that money is everything? I know they're wrong to think that. Money can't buy happiness.

But it's nice to live a life of luxury. Why take the bus when you can take a taxi? And why not send your children to the best schools and pay for the best doctors? There's no doubt about it, it's a good feeling being rich and powerful.

So, money is great — while it lasts! But you can't beat having a good time. So if you've got money, make the most of it and if you're happy, enjoy yourself.

The Discussion Clock

- When considering a topic you may refer to the discussion clock, which will help you think of ideas when planning your essay.
- Referring to the discussion clock is a useful "brainstorming" technique, as it helps you examine a topic from various viewpoints and decide on ideas/points to include in your essay.
- Keep in mind that a topic may not relate to all the aspects presented in the discussion clock.
- Remember that for each viewpoint you have thought of, there is usually an opposing argument. Think of the opposing arguments when planning your essay.



8 Match each of the following viewpoints with the corresponding opposing argument.

Viewpoints

- 1 From a political point of view, space exploration enables superpowers to demonstrate their level of technical advancement.
- 2 From a scientific standpoint, space exploration has been responsible for rapid developments in materials and processes which have also been of benefit to people on earth.
- 3 From an economic standpoint, the investment of time and money in space exploration could, in future, repay humanity many times over. The discovery of resources in outer space could be of great benefit to our planet.
- 4 Regarding the social implications of space exploration, there are those who argue that the potential that other planets hold for colonisation could prove to be the salvation of the human race.


Opposing Arguments

- a However, it can be argued that the money would be better spent on alleviating the problems of developing countries.
- b Nevertheless, many sociologists argue that colonies in space would create more social problems than they would solve.
- c On the other hand, some political analysts claim that the Space Race has led to unnecessary competition between nations and a consequent failure to cooperate and collaborate on international issues.
- d Opponents argue that space technology is of limited use to society and that the research could be used more profitably to try to solve some of the more pressing problems which we face.

9 Read the points below, and looking at the discussion clock identify the aspect each viewpoint relates to.

- 1 As far as is concerned, allowing cigarettes to be advertised is extremely damaging, since cigarette smoking causes cancer and heart problems, as well as affecting unborn babies.
- 2 From a standpoint, it may be argued that the individual faces such problems as depression, anxiety and attempted suicide, as a result of the pressures of modern life.
- 3 From a(n) viewpoint, popular sports create jobs for a large number of people in addition to generating income for the state.
- 4 As for the aspect, allowing children at school to express themselves more freely would help them to develop their creative talents.
- 5 With regard to matters, the use of computers gives students a chance to increase their knowledge and develop their research skills.

A. For and Against Essays

- 1 What is genetic engineering? In what fields is it used today? What achievements do you know of that have been made in genetic engineering?
- 2  You will hear part of a TV discussion programme about genetics. Look at the points in favour of and against genetic engineering, then listen to the cassette and tick the points which the speakers mention.

FOR

- 1 choosing sex of our children ☐
- 2 creating ideal people for any job ☐
- 3 curing diseases ☐
- 4 providing food for everyone ☐
- 5 new species of plants created ☐

AGAINST

- 6 morally wrong to alter humans ☐
- 7 dividing world into rich and poor ☐
- 8 loss of national characteristics ☐
- 9 unpredictable consequences ☐
- 10 creating too large a population ☐

Now read the theory and the plan below and listen to the cassette again. Then, using the linking words and phrases below as well as your notes give a one-minute talk on the advantages and disadvantages of genetic engineering.

One major advantage of, A further advantage of, In addition, On the other hand, Moreover, Finally

A "for and against" essay is a formal piece of writing in which a topic is considered from opposing points of view. You should present both sides in a fair way by discussing them objectively and in equal detail.

A good essay of this type should consist of:

- a) an **introductory paragraph** in which you clearly state the topic to be discussed, without giving your opinion;
- b) a **main body** in which the points for and against along with your justifications, examples or reasons are presented in separate paragraphs; and
- c) a **closing paragraph** in which you state your opinion or give a balanced consideration of the topic.

Note: Opinion words (*I think, I believe, In my opinion, etc.*) can only be used in the closing paragraph where you give your opinion on the topic.

Points to consider

- Before you start writing your essay you should make a list of the points for and against.
- Each paragraph should start with a topic sentence which summarises the topic of the paragraph.
e.g. In addition, many people feel reading is a relaxing and worthwhile activity.
- Do not use informal style (*e.g. short forms, colloquial language, etc.*) or strong language to express your opinion (*e.g. I know ..., etc.*). Express your opinion in a non-emotional way (*e.g. It seems that, I therefore feel, ..., etc.*).
- Well-known quotations relevant to the topic you are writing about will make your composition more interesting. For example, if you are writing an essay on education, a quotation you may include is: "*Education is a progressive discovery of our own ignorance.*" (*Will Durant*)

Note: Although these are "balanced" arguments, if you feel that either the *for* or *against* side is stronger and should be supported, this side should be presented in paragraphs 4 & 5, thus leading the reader to your conclusion.



Introduction

Paragraph 1

state topic (summary of the topic **without** giving your opinion)

Main Body

Paragraphs 2 & 3

arguments for & justifications, examples, and/ reasons

Paragraphs 4 & 5

arguments against & justification, examples, and/or reasons

Conclusion

Final Paragraph

balanced consideration/ your opinion directly or indirectly

- 3** Read the model below and write down the topic of each paragraph in the outline plan on the right. Underline the linking words. What aspects of the 'Discussion Clock' (page 59) do the points included relate to?

"Censorship is necessary in modern society." Discuss.

Censorship is an issue which frequently generates a great deal of heated debate, with supporters maintaining that it is vital in order to protect society, whilst opponents claim that it is an unjustifiable restriction of public access to information.

Firstly, all countries have secrets which must be safeguarded for reasons of national security. For instance, if an enemy country were to acquire such highly sensitive information, the effects could be catastrophic. Consequently, governments have to have the power to restrict access to information concerning areas such as the armed forces or particular aspects of foreign policy.

Secondly, it is often argued that censorship is necessary to prevent the broadcast and publication of obscene material which is considered offensive or harmful to public morals. Many people feel that, without censorship the public would be constantly subjected to material that the majority would find offensive. For this reason, the government has a duty to impose certain restrictions on the mass media by censoring films and texts which contain explicit scenes of sex, violence or foul language.

In contrast, opponents of censorship point out that when it is abused by governments, censorship becomes an instrument used to misinform society and maintain power. In order to control the flow of information which reaches the public, repressive regimes try to put constraints on the media, thus denying citizens the right to information owing to the fact that governments believe it may lead them to seek greater freedom.

Furthermore, it is generally felt that mature adults are able to make informed choices about what they watch, read and listen to and should, therefore, be permitted to make their own decisions. For example, some comedians make use of offensive language and taboo subjects in their performances. Critics of censorship argue that the only people who will watch or listen to such material are adults who have made a conscious decision to do so. Thus, it is claimed, it is unjust to censor material like this since it is not forced upon people who may subsequently be offended by it.

All things considered, it can be concluded that a certain degree of censorship is always necessary. The best course of action would be to attempt to achieve a balance between the requirements of the country and the public on the one hand, and individuals' rights on the other.

* *Introduction* -
Summary of the topic

* *Main Body* -

*

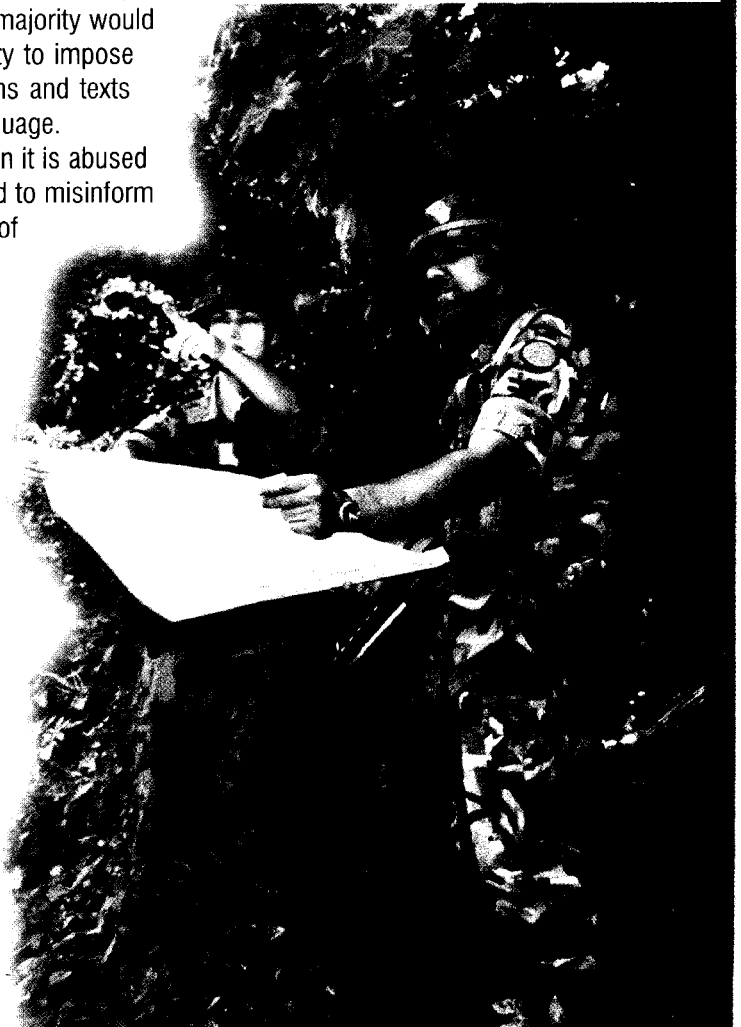
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*

*

* *Conclusion* -

.....
.....



Useful expressions and linking words/phrases

● To list points:

Firstly, First of all, In the first place, To begin/start with,
Secondly, Thirdly, Finally

● To list advantages:

One/Another/A further/An additional (major) advantage of ... is ...
The main/greatest/first advantage of ... is ...

● To list disadvantages:

One/Another/ A further/An additional (major) disadvantage/drawback of ...
The main/greatest/most serious/first disadvantage /drawback of ...
Another negative aspect of ...

● To introduce points/arguments for or against:

One (very convincing) point/argument in favour of ... / against ...,
A further common criticism of ... / It could be argued that ...

It is	often	claimed/suggested	that ...
	widely	argued/maintained/	
	generally	felt/believed/held	

some/many/ most people/experts/ scientists/sceptics/ critics	claim/suggest/argue/feel that ...	
	maintain/believe/point out/agree/hold that ...	
	advocate (+ing/noun)/support the view that ...	
	oppose the view that ...	
are	in favour of/against ...	
	of the opinion that/convinced that ...	
	opposed to ...	

4 Complete the following sentences without changing the meaning of the sentence before.

- 1 It is widely maintained that recycling some products reduces the amount of damage we do to the environment.

Most people advocate

- 2 Some people still oppose the view that mothers can be career women too.

Some people feel

- 3 One argument against nuclear testing is that it has long-lasting effects on surrounding areas.

Sceptics point out that

- 4 It is generally held that harsher punishments for criminals would result in a decrease in the crime rate.

Many people support

- 5 Critics often argue that the use of computers is reducing levels of literacy.

A further common

5 Fill in the gaps using words from the table.

- Some people support the that the wealthier countries of the world should support the less developed countries.
- One major of public transport is that it can get crowded during busy periods.
- Environmentalists the use of cars in the city centre.
- Another negative of keeping pets is that veterinary bills can be extremely expensive.
- It is widely that nuclear weapons should be banned worldwide to eliminate the threat of nuclear war.
- A advantage of owning a mobile phone is that one can contact others from almost anywhere.



Useful expressions and linking words/phrases

● To add more points to the same topic:

in addition (to this), furthermore, moreover, besides, apart from, what is more, as well as, not to mention (the fact) that, also, not only ... but also/as well, both ... and, There is another side to the issue/question/argument of ...

● To make contrasting points:

on the other hand,
however, still, yet,
but, nonetheless,
nevertheless, even so,

it may be said/argued/claimed that, ...

others/
many people

oppose this viewpoint
(strongly) disagree ...,
claim/feel/believe this argument is
incorrect/misguided

although, though, even though, while, whilst, whereas, despite/in spite of (the fact that), regardless of the fact that

Opponents of ... argue/believe/claim that ...

The fact that ... contradicts the belief/idea that ...

While it is true to say that ... , in fact ...

While/Although ... , it cannot be denied that ...



8 Read the items below and say whether the second sentence presents an additional or contrasting point. Then, join the sentences using words/phrases from the table.

- 1 Alternative medicines treat the symptoms of a disease. Conventional medicines treat the underlying cause of a disorder.
- 2 Alternative medicine makes use of natural products rather than drugs. Alternative medicines are not tested on animals.
- 3 Conventional doctors have recognisable and respected qualifications. Conventional treatments are widely available to everyone.
- 4 People trust conventional treatments because they are tested scientifically. People are often suspicious of alternative methods which sometimes rely on a "trial and error" technique.
- 5 Alternative treatments cause few or no side-effects. Conventional treatments can cause severe side-effects.

6 Join the sentences using the words/phrases given in brackets.

- 1 Pets can prove to be good companions. They teach children a sense of responsibility. (**not only**)
- 2 Many people nowadays decide to open their own business. A slump in the economy has resulted in the closure of many small business. (**even though**)
- 3 Computers are time-saving devices. They can do things which people could hardly do before. (**apart from**)
- 4 Living in the countryside can be beneficial for your health. Some essentials are not so easily available in the country as in the city. (**despite**)
- 5 Voting gives you a voice in the decisions of the government. It gives you a feeling of belonging to a larger community. (**not to mention that**)

7 Complete the following sentences, then replace the phrases in bold with other similar ones.

- 1 **Regardless of the fact that** country life can be much healthier than city life,
- 2 Efforts have been made to reduce discrimination between men and women; **nonetheless**,
- 3 **In spite of** making some attempts to end wars worldwide,
- 4 Many people feel that the testing of products on animals is cruel, **while**

Useful expressions and linking words/phrases

- **To introduce examples:**
for example, for instance, such as, like, in particular, particularly, especially,
This is (clearly) illustrated/shown by the fact that...
One/A clear/striking/ typical example of (this) ...
The fact that shows/illustrates that ...
- **To emphasise a point:**
clearly, obviously, it is obvious, naturally, of course, needless to say, indeed
- **To express reality:**
In fact, the fact (of the matter) is, actually, in practice, it is a fact that, in effect
- **To make general statements:**
as a (general) rule, generally, in general, on the whole, by and large, in most cases
- **To make partially correct statements:**
to a certain extent/degree, to some extent/degree, in a way/sense, this is partly true (but), to a limited extent, there is some truth in (this), in some cases, up to a point
- **To explain/clarify a point:**
in other words, that is to say, this/which means that

9 Fill in the gaps using words/phrases from the list. Some words/phrases can be used more than once.

up to a point, especially, indeed, this means, needless to say, in general, in fact, the fact that, obviously, example

- 1, people have mixed feelings about the effects tourism has on a country.
- 2 Most people believe that computers always make life easier, but, the opposite is sometimes true since they often cause problems when they break down.
- 3 testing products on animals is cruel, but it is difficult to find a suitable alternative.
- 4 A typical of the benefits of country life is the fact that there is very little pollution from traffic.
- 5 more and more zoos are closing down shows that fewer people agree with keeping animals in captivity and, therefore, do not want to visit them any longer.
- 6 Using public transport can be a nuisance, when buses and trains are late during rush hour periods.
- 7 Advances in medical science mean that cures have been found for many diseases. people live longer nowadays.
- 8, most people agree that more effort should be made where the recycling of materials is concerned.
- 9 More and more women are going back to work after the birth of their children and they have to find someone to look after the children during the day.

Useful Language and linking words/phrases

To express cause: owing to, due to (fact that), on account of, on the grounds that, given that, because, as, since

To express effect: therefore, thus, as result/consequence, consequently, for this reason, if ... were to happen the effect/ result would be ...

To express intention: to, so as to, in order to, so that, with the intention of (+ -ing)

10 Join the sentences using the linking words in the list below.

due to, in addition to, on the grounds of, therefore, with the intention of

- 1 The government has launched a campaign to promote new business in rural areas. They hope to draw people away from the large urban centres.
- 2 Television is a highly entertaining medium. It can also be an excellent educational tool.
- 3 Freedom of expression is one of the basic, inalienable rights. People should be allowed to publish books containing all their beliefs and ideas.
- 4 Consumerism is becoming more and more a part of modern societies. This is because of advertising and the media.
- 5 Many people object to smoking. This is because passive smoking can be extremely harmful to one's health.



Useful expressions and linking words/phrases

Conclusion expressing balanced considerations/opinion indirectly

In conclusion,	it can/must be said/claimed that ...
On balance,	it seems/appears that ...
All things considered,	it would seem that ...
Taking everything into account/consideration,	it is likely/unlikely/possible/foreseeable that ...
To conclude,	it is clear/obvious that ...
To sum up,	there is no/little doubt that ...
All in all,	the best course of action would be to ...
Finally/Lastly,	achieving a balance between ... would be ..
	it is true to say that ...
	although it must be said that ...
	it may be concluded/said that ...

All things considered, the obvious conclusion to be drawn is that .../
 There is no absolute answer to the question of ...
 In the light of this evidence, it is clear/obvious/etc that ...

In conclusion,	clear/apparent			evidence
All in all,	it is plain/obvious	from the	above	points
To sum up,	evident		foregoing	arguments

Conclusion expressing opinion directly

In conclusion,	it is my belief/opinion that ...
On balance,	I (firmly) believe/feel/think that ...
All things considered,	I am convinced that ...
Taking everything into account/consideration,	I am inclined to believe that ...
To conclude,	I (do not) agree that/with ...
To sum up,	
All in all,	
Taking everything into account, I therefore conclude/feel/believe (that) ...	
For the above-mentioned reasons, therefore, I (firmly) believe that ...	

NOTE:

- A "for and against" essay can end in a **balanced consideration** in which you restate that there are points **for** and **against** the topic using appropriate expressions from the table.
- Alternatively, it can end by expressing an **opinion**, in which case you state, directly or indirectly, that you are either in favour of **or** against the topic, using expressions from the table.

12 Read the conclusions below and say whether they express a balanced consideration, or the writer's opinion directly/indirectly.

- 1 To conclude, although it must be said that a sense of responsibility is one of the most important qualities which can be instilled in young people, it should not be forgotten that there are other, equally important qualities.
- 2 For the above-mentioned reasons, therefore, I firmly believe that if people are taught a keen sense of responsibility towards themselves and others, then they will have the best possible start in life. The way I see it, taking full responsibility for one's own actions is central to leading an honest life.
- 3 To sum up, it would seem that, once young people know how to take responsibility for their actions, they are better equipped to learn about life. While there are other important qualities, a highly-developed sense of responsibility provides the ideal foundation for personal development.
- 4 On balance, it seems that a sense of responsibility has a role to play in a young person's development. Nevertheless, when placed alongside other human qualities, such as honesty and integrity, it is by no means the most useful.

11 Replace the phrases in bold with other similar ones.

- 1 **All things considered, I believe that** corporal punishment should not be reintroduced into our schools as it is a cruel method of disciplining students.
- 2 **Lastly, it may be concluded that** freedom of speech is a basic right of every individual, regardless of race or creed.
- 3 **To conclude, I am convinced that** all the governments of the world should embark immediately on a joint policy of total disarmament.
- 4 **To conclude, it is clear that** in the light of the many miscarriages of justice in the past, capital punishment is not ethical or humane, and should be abandoned entirely.
- 5 **In conclusion, it is my opinion that** school uniforms are an unfortunate necessity and therefore should not be abolished.



- 13** Read the main body of the for and against essay below on the topic: *"Discuss the view that advertising promotes excessive consumerism."* Then read the beginnings and endings and say which of the techniques on p. 56 has been used in each one. Finally, replace the bold type words or phrases in the main body with ones similar in meaning.

BEGINNINGS...

- 1 Whether it is on TV, radio or hoardings at the side of the road, advertisements have become a part of our lives. advertising simply a means of informing the public or does it encourage consumers to purchase products they do not really need?
- 2 Advertising is a powerful and persuasive medium. You may feel this is an intrusion in your daily life, and resent the pressure on you to spend money. Others, however, enjoy the variety which this highly creative industry brings to everyday life.
- 3 Advertising is an effective way of selling new products, and many people argue that its effectiveness brainwashes people into unnecessary spending. Others, however, disagree. As Jeremy Tunstall says, "Advertising can't sell any product: it can only help to sell a product the people want to buy."

One of the main arguments for advertising is that it generates wealth for a country. That is to say, taxes paid on goods sold, help governments to pay for essential services **such as** education and health care. **Moreover**, the number of jobs created for producing, marketing and servicing these goods helps to reduce the unemployment problem, which is also a great advantage for a country's economy.

What is more, advertising raises money for a huge number of sporting events and artistic performances which would otherwise not be held. Without sponsorship from companies who advertise their products, these events would disappear due to lack of funding. **In other words**, although consumerism is promoted through advertising, it is beneficial to **both** the consumer **and** society.

On the other hand, advertisements can cause

people to be dissatisfied with what they already have, and make them want more. Being exposed again and again to products which one cannot afford produces frustration and dissatisfaction. **Further more**, not all parents are in a position to afford the goods which their children see advertised and want to possess. This often leads to feelings of inadequacy, **especially** among the less well-off.

In addition to this, advertising creates materialism and causes people to place too much importance on material goods. The fact that people are prepared to work long hours, or even turn to crime **in order to** gain the goods on offer, shows that advertising persuades people to go to great lengths to keep the same standard of living as those they see around them. It is a fact, though, that neither crime nor the stress caused by overwork can benefit society.

...ENDING

- A To sum up, it is true to say that** advertising does provide some benefits. **However**, do you not agree that the drawbacks of a greedy, materialistic society far outweigh the advantages, and we need to be careful that we do not lose sight of what is most important — a spirit of co-operation rather than competition?
- B To conclude, it must be said that**, while advertising may create jealousy and inequality in society, without it we would lose a valuable source of revenue which is used for the benefit of the majority. What would our lives be like without advertisements?
- C In conclusion, I believe that** advertising exists to generate wealth by encouraging people to spend unnecessarily. It fosters greed and breeds dissatisfaction while distracting us from focusing on more vital things. As Marion Harper said, "Advertising is found in societies which have passed the point of satisfying the basic animal needs."

- 14** Read the four topic sentences below and match each with the corresponding paragraph. Does each topic sentence adequately summarise the argument it presents? What would a suitable introduction and conclusion be for this essay?

"Living in a foreign country cannot be better than living in your own."
Discuss.

- a Furthermore, people who move to a foreign country may be regarded with suspicion and treated unfairly.
- b On the other hand, living abroad can be a way to escape a variety of problems presented in one's country of birth.
- c One argument in favour of staying in one's native country is that the problems of adapting to a new way of life cannot always be overcome.
- d Finally, it may be said that by living in a foreign country, people are able to establish a greater understanding between nations.

- 15** Which of the following are arguments in favour and which are arguments against the topic: ***"School plays a more important role than the family in shaping one's personality."*** Discuss. Suggest examples/justification for each argument. Finally, write the composition in about 350 words.

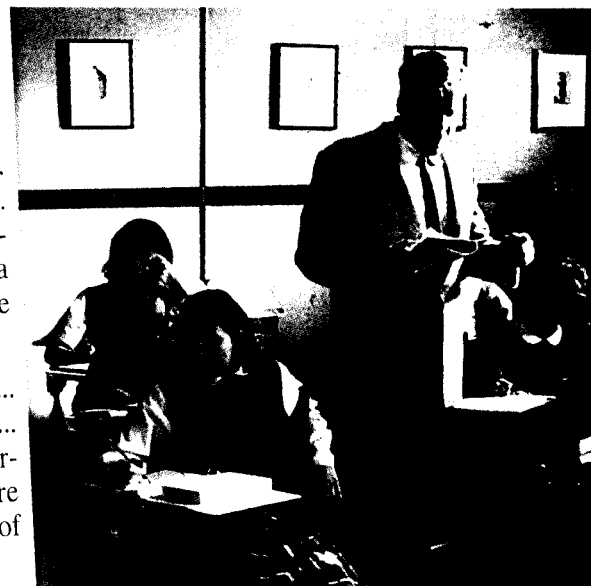
- 1 Moreover, so much of the school day is devoted to competition and preparation for examinations that there is little time left for personality development.
- 2 On the other hand, most children have a closer relationship with their parents than with their teachers.
- 3 An additional argument in support of school is that young people are exposed to a wide variety of subjects.
- 4 One point in favour of the role of schools is that it is at school where children first learn to socialise.
- 5 Furthermore, children usually spend five years of their lives at home before they even go to school.
- 6 What is more, the average child spends as many as eight hours a day in school.

1
The fact of the matter is that, even in cases where the language is the same, there are other changes, such as cultural differences, which an outsider might find difficult to adjust to. Even the weather can force some people to return to their country of origin. For example, take an Inuit and an Amazonian Indian. They would almost certainly find it impossible to adapt to the extreme climates of each other's native homes.

2
In countries with a large number of immigrants there are often social problems, and immigrants stand out as being "different" and even inferior. As a consequence, the host country may react in a variety of ways, from open hostility and racism to depriving the immigrants of the right to equal pay.

3
For example, war, political or religious intolerance, and natural catastrophes are among the reasons for people seeking a new home in a foreign land. In such cases, people are often able to start a new life abroad with greater freedom and a higher standard of living.

4
That is to say, by working and living among foreigners, some of the barriers between countries can be broken down, helping to create a more peaceful world. Needless to say, better diplomatic relations would be of benefit to all.

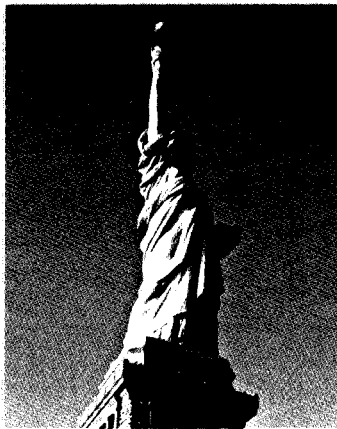


PLANNING & ORGANISATION

- There is an alternative paragraph plan you may use when writing for and against essays. When following this plan you present **both** an argument in favour **and** the opposing viewpoint in the **same paragraph**.

In such essays the arguments for and against must be equal in number. For the introduction and conclusion you should use the techniques suggested on p. 56.

- 16** *"Greater freedom does not necessarily lead to greater happiness." Discuss.* Read the model and say which arguments have been presented in each paragraph. Do the topic sentences clearly summarise the content of each paragraph? Finally, underline all the useful expressions and linking words or phrases and replace them with ones similar in meaning.



Over the years, mankind has recognised the need for personal and social freedom, and this is perhaps one of the most important social advancements ever made. However, whether it has led to increased personal happiness is highly debatable; many people would argue that greater freedom has led to increased social disorder and personal dissatisfaction.

Firstly, it is true that people are now more at liberty to choose how to live their lives. For example, in the Western world at least, the choice of where to live, what career to pursue and which religion to follow has never been greater. In addition to this, people have more leisure time in which to enjoy a wider range of recreational activities. On the other hand, it can be argued that this increased freedom can lead people to take things for granted and expect too much from life. As an example of this, the greater choice of material goods available has resulted in people quickly growing bored with their possessions. Consequently, no sooner have they acquired something new than they tire of it. They find short-term happiness in material goods and entertainment, but boredom and frustration soon send them looking for fresh distractions.

Secondly, social and moral attitudes have become less rigid. This has allowed for a greater variety of lifestyles and freedom in human relations. This is illustrated by the fact that pupils and teachers now treat each other as equals, and parent-child relationships are now much more relaxed. Nevertheless, some people believe that this increase in freedom has resulted in the escalation of social problems. They argue that the current lack of discipline has given rise to a breakdown in the traditional family and the decay in educational standards as well as the rise in juvenile delinquency. They may be said that society is becoming more and more dangerous because of the very fact that people are more open-minded than they were in the past.

To conclude, there is evidence both to support and refute the view that greater freedom does not necessarily lead to greater happiness. On the one hand, people have more opportunities to raise their standard of living. On the other hand, the many examples of protests, strikes and criminal activities which are a feature of modern society are a sign that although people may be free, they are not necessarily happier.

Introduction

Paragraph 1

State topic (summary of topic without stating your opinion)

Main Body

Paragraph 2

first argument for & against

Paragraph 3*

second argument for & against

Conclusion

Final Paragraph

give balanced consideration/ your opinion expressed directly/indirectly

- * You may include more paragraphs in the main body if you wish to include more points


- 17** Read the following arguments and match each argument in favour of using animals for entertainment with the corresponding argument against. Then, following the paragraph plan on page 68, say which arguments you would include in each paragraph. Finally, write a clear topic sentence for each paragraph.

Arguments for using animals for entertainment.

- 1 Zoos can be educational and also help to increase the numbers of endangered species through controlled breeding programmes.
- 2 Animals used in television programmes, advertisements and films are very appealing and attract large audiences.
- 3 Circus animals are loved, well-treated and only perform for short periods.
- 4 Racing animals have a very short working life and are well-treated throughout.

Arguments against using animals for entertainment.

- a Animals are forced to perform unnatural acts for the pleasure of the public.
- b Keeping animals in cages so the public can see them is unnecessary because documentaries produced today take away the need for such places.
- c With new technology and special effects, there is no need to use live animals as realistic models can be used instead.
- d Racing animals have gruelling training schedules and are often placed in unnecessary danger.

- 18**  First, think of as many points for and against early retirement as possible. Then listen to the cassette and fill in the gaps in the boxes below. Were your arguments the same as those you heard? Finally, write the paragraph plan you would use if you were to write an essay on the topic:

"Discuss the advantages and disadvantages of early retirement."

FOR

- time for and
- opportunity to
- more free time and friends

AGAINST

- people get
- difficult to live
- waste of

DISCUSS & WRITE


- 19** Read the following composition topic and answer the questions below.

"Should countries encourage tourism?" Discuss.

- What are the two sides of the question?
- Which of the following arguments are for and which against?
 - 1 The desire to attract tourists to a certain area often encourages governments to improve local facilities.
 - 2 Over-development leads to ugly, crowded tourist spots and environmental damage.
 - 3 The impact of tourism may destroy the local way of life.
 - 4 Many people claim that tourism is an important source of income.
 - 5 A country's economy may become so dependent on tourism that it is weakened.
 - 6 Tourism allows people to experience other cultures.
- What aspects of the discussion clock do these arguments deal with?
- Can you think of any additional arguments?
- Which paragraph plan would you follow to write this essay?
- Which arguments would you include and in what order?
- Which techniques would you use to begin and end your essay?
- Which useful phrases and linking words could you use?

- 20** Now, using the information from your answers to the above questions, write the essay in about 350 words.

b. Opinion Essays

- 1 What are your views on the question, "Should people convicted of minor crimes do community service rather than go to prison?"
- 2  Read the viewpoints and reasons mentioned in the table below, then listen to the cassette and match each of the viewpoints with the appropriate reason. Then, identify which aspects of the Discussion Clock on p. 59 the points relate to. Finally, using the notes, give a one-minute talk on the subject, using words from the following list.

I firmly believe

The reason for this

In addition

For example/instance

Furthermore

Because

Finally

VIEWPOINTS	REASONS
1 Community service saves taxpayers' money	a Punishment includes providing care for the aged, maintaining parks, etc
2 Benefits other members of the community directly	b They keep their jobs, live at home with their families, etc
3 Prison turns minor offenders into hardened criminals	c Prisons are expensive to run, while community service costs little
4 Minor offenders doing community service remain part of normal society	d To survive prison life, they must become like other prisoners

An opinion essay is a formal piece of writing. It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and/or examples. You should also include the opposing viewpoint in another paragraph.

A successful opinion essay should have:

- a) **an introductory paragraph** in which you state the topic and your opinion.
- b) **a main body** which consists of several paragraphs, each presenting a separate viewpoint supported by reasons. You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint; and
- c) **a conclusion** in which you restate your opinion using different words.

Points to consider

- Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons.
- Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Do not forget to start each paragraph with a topic sentence which summarises what the paragraph is about.
- Linking words and phrases should also be used to join one paragraph with the other.
- Apply techniques presented on p. 56 to begin and end your essay.

Introduction

Paragraph 1

state the topic and your opinion clearly

Main Body

Paragraph 2

viewpoint 1 & reason, example

Paragraph 3

viewpoint 2 & reason, example

Paragraph 4

viewpoint 3 & reason, example*

Paragraph 5

opposing viewpoint & reason/example*

Conclusion

Final Paragraph

summarise/restate opinion

* You may include more points, and thus more paragraphs in the main body

- 3 Read the model below and complete the paragraph plan on the right, identifying the topic of each paragraph. Has the opposing viewpoint been included, and if so, in which paragraph? Then, replace the linking words or phrases in bold type with other synonymous ones.

Throughout this century, the role of women within society has changed, and the majority of people feel that this change is for the better. More women work than ever before, and it is accepted in Western culture that many women now have careers. Nonetheless, **in my opinion** there is still a great deal of sexual discrimination against women within society, and the belief that sexual equality has been achieved is not altogether accurate.

To begin with, many women find it very difficult to return to work after having children. The main reason for this is that there are rarely any provisions made for childcare in the workplace and, in these cases, women are forced to find someone to look after the children while they are at work. Obviously, this can prove to be a time-consuming and expensive process, yet it must be done if mothers are to be able to resume their careers.

"Although the position of women in society today has improved, there is still a great deal of sexual discrimination."
Do you agree?

Secondly, the traditional views of the position of women within society are so deeply ingrained that they have

not really changed. **For instance**, not only is the view that women should stay at home and look after their family still widely held, but it is reinforced through images seen on television programmes and advertisements. **An example of this** is that few men are ever seen doing housework on television, since this is traditionally thought of as "a woman's job".

Thirdly, since families often need two incomes in order to enjoy a good standard of living, a woman finds herself doing two jobs: one at home and one at the office. So, it could be said that a woman's position has, in fact, deteriorated rather than improved, with the result that women carry the burdens of equality but get none of the benefits.

In contrast, there are some people who claim that the problem of sexual discrimination no longer exists. They point out that women do, after all, have legal rights intended to protect them from discrimination. **In addition**, a few women are now beginning to reach top positions as judges, business leaders and politicians, while a number of other previously all-male professions are opening their ranks to women. **Nonetheless**, these examples are not the norm and discrimination is still very much with us.

Taking these points into consideration, I would say that the position of women has improved only slightly. **While** rules and laws have changed, it is the deep-rooted opinions of people within society which are taking a longer time to evolve. **Needless to say**, until these attitudes have changed, sexual discrimination will remain a problem which we all need to face and fight against.

• **Introduction** -

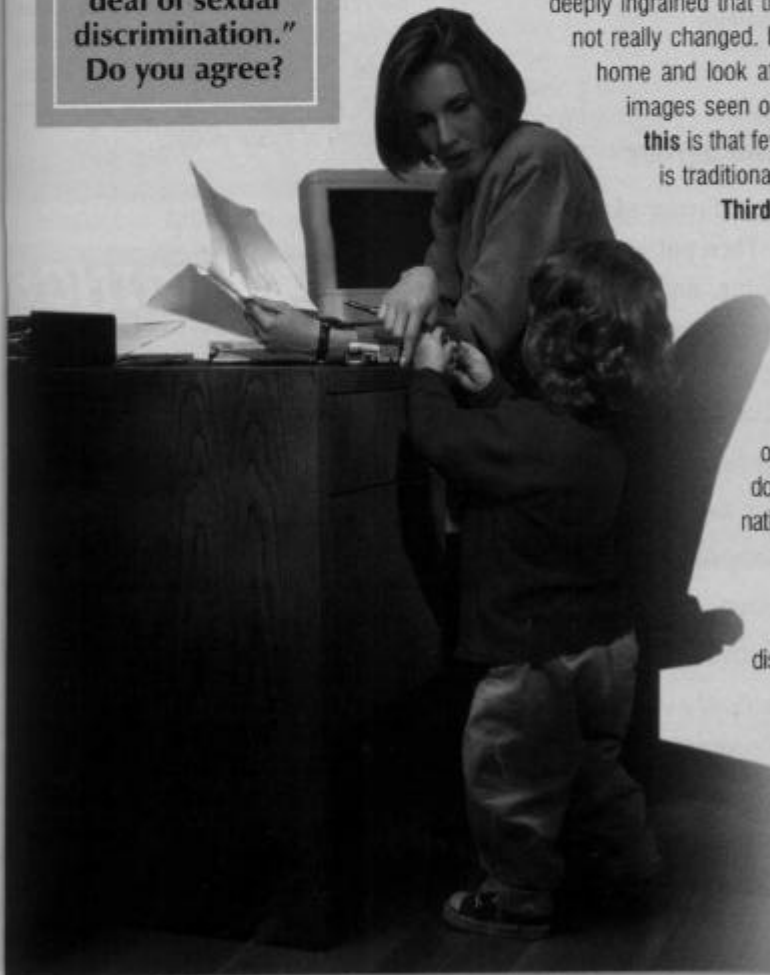
summary of the topic -
clear statement of opinion

• **Main Body** -

- *
- *
- *
- *

• **Conclusion** -

.....
.....





Useful Expressions for Giving Opinions:

- To my mind/To my way of thinking, ...
- It is my (firm) belief/opinion/view/conviction (that) ...
- In my opinion/view ... My opinion is that,
- I (firmly) believe ... I (definitely) feel/think that ...
- I am (not) convinced that ... I am inclined to believe that ...
- I (do not) agree that/with ... It seems/appears to me ...
- It strikes me that ... As far as I am concerned, ...

4 Look at the following skeleton sentences and decide whether you agree or disagree with each statement. Then, give your opinion on each, using expressions from the above table and expanding the sentences.

- 1 television / have / negative effect / society
- 2 carry out experiments / animals / be / morally wrong
- 3 wildlife parks, if / be / managed properly, / can help / protection / certain endangered species
- 4 real problem / be / lack / public awareness / and / not / lack / recycling facilities
- 5 more responsibility / one / have / less freedom one / enjoy
- 6 only alternative / some poor people / be / steal

5 *"It is important to follow fashion."* Do you agree?

Identify whether the arguments listed below are in favour of (F) or against (A) the statement in the essay title above. Then put a tick (✓) against each argument which you feel is convincing, and suggest a suitable justification or example. Finally, add any further arguments of your own.

- | | | |
|----------|-------------------------------------|--|
| A | <input checked="" type="checkbox"/> | 1 expensive to keep up with changing fashions |
| | <input type="checkbox"/> | 2 not accepted by friends/peers unless fashionable |
| | <input type="checkbox"/> | 3 certain fashions don't suit certain people |
| | <input type="checkbox"/> | 4 good clothes thrown away when fashion changes |
| | <input type="checkbox"/> | 5 fashion helps people decide how to dress |
| | <input type="checkbox"/> | 6 fashionable clothes/etc often impractical |
| | <input type="checkbox"/> | 7 dressing fashionably increases self-confidence |
| | <input type="checkbox"/> | 8 unfair to people who can't afford latest fashion |
| | <input type="checkbox"/> | 9 everyone looks the same, like flock of sheep |
| | <input type="checkbox"/> | 10 creates image that doesn't show one's character |

6 *"Traditional values are irrelevant to modern society."* Do you agree?

Look at the following beginnings and endings for the essay, and say which have been taken from an opinion essay and which from a for and against essay. In what ways do they differ?

BEGINNINGS...

- 1 Has modern society changed so much that the values of the past no longer have any place? In my view, society will always need values, and the society we live in today would function better if traditional values were retained.
- 2 Imagine you were given the chance to step back in time. You would probably be struck by the difference in values between then and now. On the one hand it could be said that those values belong to a bygone age. There are those, however, who feel that society today would benefit from the application of some of those values.

...ENDINGS

- a) To conclude, traditional values are clearly necessary for the proper functioning of society. However, it cannot be denied that society is evolving, and values should also change with the times. If this were to happen, perhaps people would no longer look back nostalgically to the past and talk about the "Good old days."
- b) To sum up, I strongly believe that, whatever changes may occur in society, we must fight to maintain our traditional sense of right and wrong. As Pope Paul VI said: "We must see to it that enthusiasm for the future does not give rise to contempt for the past."

- 7** Read the main body of the essay below on the topic: *"State benefits should be available to all."* Do you agree? Then, read the beginnings and endings and say which of the techniques on p. 56 has been used in each one. Next, list the viewpoints presented and the justifications or examples given for each. Finally, replace the bold type words or phrases with other synonymous ones.

BEGINNINGS...

- 1** A man wakes up and sees well-shod feet rushing by within inches of his face. His filthy sleeping bag is damp, and the sodden cardboard box which shelters him is about to collapse. Yet, he cannot afford a real home and state benefits are not available to him. This situation is not uncommon although, in my opinion, such unfortunate people should all be eligible for financial aid.
- 2** Have you ever wondered what it must be like to wake up on a cold pavement, knowing that you will have to spend the day wandering from place to place, penniless, and hungry? For thousands of people in the western world this is an everyday experience - although in my opinion, it does not have to be that way if the state administers benefits properly and fairly.
- 3** George Bernard Shaw once wrote, "The greatest of evils and the worst of crimes is poverty." The question is why the homeless, the disabled and the elderly should be treated like criminals by the state rather than be given the help and services they rightfully deserve. I believe that all people in need should be given help and support by the state.

In the first place, I think it is wrong to deny state benefits to any person in need. **It seems to me** totally unfair that a homeless person should be denied state benefits simply because he or she has no fixed address. **In effect**, the homeless person is being punished for being homeless, **whereas** state benefits would allow that person to find and maintain a home.

In addition, it is not only the homeless who suffer from lack of state aid but the handicapped are also neglected. **Although** all disabled people are entitled to state benefits, many are unaware of the range and variety of benefits they could be receiving in order to improve the quality of their lives. **This is a result of** the complexity of the state system and the lack of clear information about benefits. **It appears that** these people are suffering for the simple reason that the state does not care enough to make information freely available to those who are **clearly** in need of financial help.

Furthermore, the elderly are another sector of society who suffer both from lack of information and lack of concern. It is often the case that medical benefits are denied simply because a person is not visibly or dramatically ill, **whereas** in fact this person is in need of additional benefits **in order to** maintain a reasonable level of health. Such people **obviously** deserve to receive all the benefits they are entitled to.

There are those who argue, on the other hand, that many people receive state aid although they do not deserve it. **It is true that there** is such a problem. Certain people take advantage of the system by registering for benefits in more than one country, or claim to have dependents who do not even exist. **It is my belief that** it is the responsibility of the state to impose tighter controls so that only those who are truly in need of benefits receive them.

...ENDINGS

- A** While it cannot be denied that state benefits are sometimes wasted on those who do not deserve them, it is my firm belief that, with proper controls, all those who are truly in need should receive financial help from the state. I believe that the homeless, the disabled and the elderly should all be given the chance to lead productive and healthy lives.
- B** All in all, I believe that all deserving people should receive state benefits so that they have the chance to lead productive and healthy lives. If you suddenly found yourself out of work and homeless, wouldn't you expect the state to help you get back on your feet again?
- C** To sum up, it would seem that benefits should be available to all who deserve them, and that clear information should be made available to all who may be in need of help. It is the responsibility of the state to give all its citizens the chance to lead productive and healthy lives.

- 8** Read the following extracts and the table of “Do’s” and “Don’ts”. Find an example of each point in the extracts, and write this in the table.

“The mass media have an adverse effect on moral standards.”
Do you agree?

A Newspapers, in one form or another, have been in existence for centuries, their purpose being to spread news. Public radio and television services, on the other hand, have only been available in the UK since 1922 and 1932 respectively, and were introduced with the intention of informing, educating and entertaining. While radio seems to have largely maintained its standards, newspapers and TV have, in my opinion, totally abused their position of power, resulting in a serious decline in moral standards. As Richard Hoggart said, “They are full of a corrupt brightness, of improper appeals and moral evasions ...”.

Perhaps the most serious offender is television, as today’s broadcasters seem to have completely abandoned the issue of ethics. This is more than apparent in the films and programmes which are intended to entertain, as they bombard the viewer with explicit language, sex and violence. Similarly, the news “informs” us using devastating images of grief, desperation and death. It is often felt that by exposing the public to such graphic depictions, television producers have contributed to our becoming immune to shocking behaviour and events which, in the past, we would have been upset or offended by.

Furthermore, newspapers, especially the tabloids, have come to depend on overly-explicit articles and pictures in order to guarantee sales. It is commonplace nowadays to see, for instance, photographs of celebrities’ most private moments or horrific scenes of death occupying the front pages of daily publications. The fact that these images are intended — and generally manage — to sell newspapers displays the craving for sensationalism which exists within society today.

In contrast, it must be admitted that the mass media have a lot to offer in the way of information and entertainment. The news and documentaries can be very informative and educational as long as the material is handled in a responsible manner. The problem is that, because people are willing victims of the media’s irresponsibility, the media continue to produce material which is unacceptable by all moral standards.

To conclude, it is clear that the public have a right to know and that producers should be allowed a certain degree of artistic licence, but should we not draw the line somewhere before we lose sight of our principles altogether?

B I definitely agree with this statement, and there are many reasons why. The media include newspapers, magazines, radio and television. All of these play an important role in society because they give us information and entertainment, and of course everybody is interested in them, so that makes them popular.

Every single day on the news, however, you can see horrible, bloody scenes with people screaming and crying. Perhaps there’s been a bomb or other disaster. We can see the injured people, and blood and of course it’s all real. I find this extremely appalling and disgusting. Of course, TV is interesting sometimes, especially documentaries and other real-life programmes. I also like comedies and cartoons, but nobody likes being shocked or horrified.

In my opinion, there are numerous examples. My little brother was watching a horror film one evening, and when he went to bed he had terrible nightmares. And there have been cases of children trying to do things their superheroes do, such as jumping off buildings. According to statistics, at least half of the young children have had such problems, which is pretty shocking.

A lot of stars have problems too. Reporters and photographers hound them everywhere and they never have a moments’ peace. But then, everything in life has its price. This of course is bad for moral standards because we shouldn’t know about these people’s private lives. I think this should be kept under control.

But the worst thing is when they show a private tragedy on TV for everyone to watch. I think this is terrible, and should be stopped.

DO’S

formal style	.....
introduction states topic clearly	.....
clear topic sentences	.....
well-developed paragraphs	.....
linking words & phrases	.....
generalisation	.....
quotation	.....
examples	.....

DON'TS

informal style	a) colloquial expressions	.....
	b) short forms	.....
introduction fails to state topic clearly		.....
unclear/irrelevant topic sentences		.....
emotive vocabulary		.....
over-generalisation		.....
blind use of statistics		.....
personal examples		.....
use of clichéd expressions		.....

9 "Cars enslave us rather than liberate us." Do you agree?

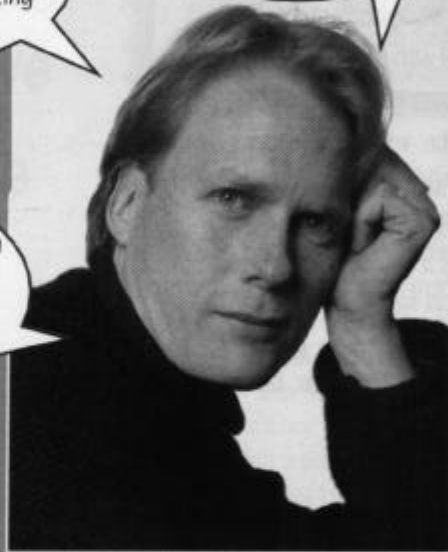
Give your opinion with reasons. Then read what these two people believe and match the viewpoints they express with their reasons.

2 Also, people who own cars are always worried about their cars being stolen or damaged.

1 In the first place, you must work much harder in order to afford a car.

3 I'm also of the opinion that the quality of life in our cities is made worse because of cars.

4 Cars enable you to go to places and do things that you couldn't otherwise.



a For example, there are traffic jams all the time which cause a lot of inconvenience, and the pollution gets worse every day, so the city is becoming a worse and worse place to live.

b To be exact, you can take off for the coast, or any other place, at a moment's notice and if there is no public transport to a place it doesn't matter.

c That is to say cars are not only expensive to buy but cost a lot to run, too. So, you have to work more hours if you want to have a car and still be able to live a decent life.

d In order to cope with this worry they have to install expensive alarm systems and, to make matters worse, car-owners have to avoid areas of the city where cars get broken into or stolen.




DISCUSS & WRITE

- Can you think of any additional arguments for and/or against the topic in Exercise 9?
- What paragraph plan would you follow to write this essay?
- Which arguments would you include and in what order?
- What techniques could you use to begin and end this essay?
- Suggest a suitable introduction and conclusion.
- Is the style in which the arguments are expressed appropriately formal? Why (not)?
- What useful expressions could you use?

10 Now, using the notes and answers to the questions in Ex. 9 and above, write a composition on the topic "Cars enslave us rather than liberate us." in about 350 words, using appropriately formal style, useful expressions and linking words or phrases.

C. Essays Suggesting Solutions to Problems

- 1  You will hear two people discussing the problem of stress and what can be done about it. Look at the table below and match the suggestions with the results; then listen to the cassette and check your answers. Finally, use the linking expressions listed below to explain each suggestion and its result in your own words.

SUGGESTIONS	RESULTS
1 talk to friends	a feel more relaxed
2 take more exercise	b clear your mind
3 find an hour a day for yourself	c see things differently
4 make a list of your worries	d deal with problems individually

A useful suggestion ... would be to ...

Another solution is to ...

The problem could be solved by ...

If you were to ...

This would help you to ...

The effect of this would be ...

As a result, you would ...

You would be able to ...

e.g. **A useful suggestion** for anyone suffering from stress **would be to** talk to friends about their problems. **This would help them to** see things differently.

An essay discussing problems and suggesting solutions is a formal piece of writing. You should state the problem and its causes clearly, then present your suggestions and the expected results or consequences these might have.

A successful essay of this type should consist of:

- an **introductory paragraph** in which you clearly state the problem, what has caused it, and the consequences;
- a **main body** in which you present several suggested solutions, each in a separate paragraph together with its consequences/results; and
- a **conclusion** in which you summarise your opinion.

Points to consider

- Each paragraph should start with a topic sentence which summarises what the paragraph is about.
- Appropriate linking words and phrases should be used to show the connection between paragraphs as well as to link sentences within a paragraph.
- Use the techniques shown on p. 56 to begin and end your essay.

Useful Language

- To express cause:** since/because, in view of/because of/owing to/due to (the fact that) ..., The reason that .../why .../for ... is that...

To express effect: thus/therefore/so/consequently, as a result/consequence, the result of ... would be ..., ...would result in ...

To express purpose: so that ..., so as/in order (not) to ..., with the purpose of/intention of (+ ing)

To express possibility/probability: It can/could/may/might ..., It is possible/probable/ (un)likely/foreseeable/certain that ..., ...is (un)likely to/bound to/certain to/possible/probable ..., The likelihood/possibility/probability of (-ing/noun) is ...



Introduction

Paragraph 1

state the problem and its cause(s)/consequence(s)

Main Body

Paragraph 2

suggestion 1 & result

Paragraph 3

suggestion 2 & result

Paragraph 4

suggestion 3 & result

Paragraph 5

suggestion 4 & result*

Conclusion

Final Paragraph

summarise your opinion

* You may include more suggestions, and thus more paragraphs in the main body.

- 2 Read the model below and complete the paragraph plan on the right. Then identify which aspects of the Discussion Clock (p. 59) have been mentioned. Finally, underline the linking words/phrases and replace them with synonymous ones.

"What could be done to improve the lives of the elderly?"

For many elderly people the latter part of their life is not a time to relax and enjoy retirement, but rather a difficult and unhappy period, owing to financial worries, failing health and loneliness. As life expectancy increases, the average person lives well beyond the age of retirement. As a result, the elderly make up an ever-increasing percentage of society, which makes it more important than ever for a real effort to be made in improving the lives of senior citizens.

One way to deal with the situation would be to ensure that the elderly have enough money on which to live.

Obviously, when a person stops working, they still require a source of income to cover their basic needs such as food, accommodation and heating. A clear solution to the problem is for the government to make sure that the state pension is adequate for these needs. Furthermore, free financial advice should be made available to retired people so that the stress of worrying about money could be reduced as far as possible.

Steps should also be taken to overcome problems the elderly face as a result of deteriorating health due to old age, and inadequate health-care provisions. Again, the responsibility should fall to the government to provide access to the best health care available, which may necessitate paying for residential homes where the elderly can have round-the-clock nursing, or, at the very least, providing medication free of charge to all people over a certain age. As a result, old people would enjoy not only better health, but also peace of mind from the knowledge that they need not fear falling ill and being unable to pay for treatment.

The lives of old people could also be improved if attempts were made to address the problem of social isolation which so many of them face. If we organised trips for the elderly to community centres, visits from social workers or free bus passes to allow pensioners greater mobility, the effect would be to alleviate the problem of loneliness which marks the lives of so many old people living alone and far from their families.

One final suggestion, which would help enormously, is to change the attitude of the community towards its older members, who are all too often seen as a burden on society and dismissed as having little to do with modern life. We need to be taught from an early age to respect the views of old people, and appreciate their broader experience of life. This would help society as a whole, and encourage appreciation of the role that old people can still play today.

To sum up, there are several measures which could be taken to improve the lives of old people. If the government and individuals alike were to help, it would make retirement and old age a time to look forward to, rather than dread.

* *Introduction* -

state problem, reasons and consequences

* *Main Body* -

- *
- *
- *
- *

* *Conclusion* -

.....



Useful Expressions: Problems & Solutions

Steps Measures	should must could	be taken	so as to in order to	solve/overcome/combat ... deal with/eradicate ...
-------------------	-------------------------	----------	-------------------------	--

Serious attempts to halt/prevent/solve ... must be made.

- One (possible)
Another
An alternative
 - People
Governments
We
 - If steps/measures were taken to ...
If ... happened/were to happen,
If attempts were made to address the problem
By (+ing) ..., we/governments/etc, can ensure that /prevent ...
The ... situation could be improved if .../It would be a good idea if ...
 - The
- | | | | |
|---|---|---|---------------------|
| way to | solve/overcome
combat/deal with
eradicate | this problem
the problem (of) ... | would be/
is ... |
| should focus their/
our attention
on ways | to solve/overcome the problem of ...
to improve the situation of ...
to reduce the impact of ... on society ... | | |
| | | the effect/result/
consequence
would be ... | |
| effect/consequence
outcome/result | of (+noun/-ing) | would
might | be ... |

- 3 Look at the topic below, then read the suggested solutions (1-4) and match each with its corresponding result (a-d). Finally, complete each of the sentences, as in the example.

"Crime is on the increase." Discuss this statement and offer some possible solutions.

- One way to combat crime would be to provide more job opportunities for the poor and unemployed. The result **of this would be the eradication of poverty, which is a major cause of crime.**
- Furthermore, if the prison sentences received for certain crimes were made longer, the outcome
- It would certainly be a good idea if police patrols were increased in high crime areas, especially at night. This would improve
- One final suggestion which would help to solve the problem of increased crime might be to establish recreational facilities, such as sports centres. If this

- keep idle youths off streets and away from crime
- eradication of poverty which is a major cause of crime**
- discouraging criminals with immediate police presence
- make criminals afraid of consequences of being caught

- 4 Rewrite the following sentences using the words in brackets without changing the meaning.

- The environmental damage caused by factories will probably become more extensive if adequate measures are not imposed. (**quite likely to**)
- If the number of patrols is reduced, burglaries in the area will almost certainly increase. (**highly probable**)
- The public will probably react negatively to any decisions by the government to increase taxes. (**bound to**)
- The problem of overpopulation will probably not be solved over the next few decades. (**rather unlikely that**)

- 5 Look at each of the following sentences, identify the problem and say what solution is suggested. Then, using expressions from the chart, write sentences explaining possible results, as in the example.

PROBLEM

e.g. *One way to deal with pollution in cities is to promote the use of public transport.*

SOLUTION

The result of this would be fewer cars polluting the atmosphere.

- One way to combat famine would be to provide affected countries with financial aid.
- An effective method of combating the spread of disease in poverty-stricken areas of the world might be to send doctors from developed countries.
- One way to prevent illnesses such as heart disease is to ensure you take regular exercise and follow a healthy diet.
- It could help the world's rain forests if we used more recycled paper.

6 Read the following essay and fill the gaps with the appropriate topic phrases on the right.

Smoking is on the increase among young people. Discuss the problem and suggest what might be done about it.

While smoking is on the decline among adults, the latest US Surgeon-General's report indicates that increasing numbers of youngsters are taking up the habit. Perhaps the main reason for this alarming fact is the seductive advertising campaigns aimed at young people by the tobacco companies. Other contributing factors include the lack of awareness on the part of school children of the dangers of smoking, and the widespread availability of cigarettes. Furthermore, smoking retains an image of sophisticated maturity among young people, making the habit a magnet for those still in the process of moulding themselves into what they want to be.

Firstly, one way to combat this problem would be for the government to (1)

..... This ban could also prohibit smoking on television and in films. As a result, young people would no longer be constantly exposed to seductive images of cigarettes.

Secondly, by introducing a "negative image" advertising campaign, governments could (2)

..... Not only would such a campaign deter young people from wanting to start smoking, but others might also be encouraged to give up.

Another way to overcome this problem would be to (3)

..... Consequently, smoking would become far too costly a habit for most young people to take up or maintain.

If measures were taken at school to (4)

..... Teachers could tell their students what will happen to them if they smoke and teach them about the wide variety of ailments that smoking produces. In this way, children will never want to start smoking, thanks to their knowledge of what it could do to their bodies.

One final suggestion which would help, would be to (5)

..... If it were impossible for young people to buy cigarettes before they are eighteen, it would, therefore, be impossible for them to smoke.

All in all, I think that it would be quite easy to reduce the number of young people that smoke or even to eliminate smoking altogether, were it not for the lackadaisical attitudes of those who have the power to do something about it. Until they find the motivation to act, however, it seems likely that the problem will simply get worse.



Topic Phrases

- A ... expose the truth – that smoking is a dangerous habit which kills thousands of people every year.
- B ... warn children more effectively about the dangers of smoking, the situation might improve.
- C ... ban all cigarette advertising in order to reverse this disturbing trend.
- D ... place a ban on the sale of cigarettes to under-eighteens, and ensure that this ban is strictly enforced.
- E ... impose heavier taxes on cigarettes, thus making them even more expensive than they already are.

7 In the essay below there are a number of mistakes. Read the model and underline examples of the following:

- 1 Three misused linking words.
- 2 An over-generalisation.
- 3 An irrelevant sentence.
- 4 A sentence containing over-emotional language.
- 5 Two sentences written in very informal, colloquial language.
- 6 Two irrelevant/unclear topic sentences.

Now rewrite the topic sentences so that each is clear and relevant and replace the words/phrases you have underlined with correct alternatives.



Various ecosystems are being systematically destroyed by man. What measures do you think should be taken to prevent further destruction?

We can scarcely turn on our televisions or pick up a newspaper these days without being confronted with yet another depressing news item about the environment. As the population of many cities increases, more and more land is being converted from its natural state to accommodate homes and factories. The direct result of this is the systematic destruction of different ecosystems all over the world which, in turn, has led to seas becoming polluted with poisons, rivers becoming contaminated by pesticides and the air becoming polluted with fumes from vehicles and industry. While the problems of pollution and habitual destruction are obvious, the solutions are elusive. Moreover, serious attempts to halt the destruction of ecosystems must be made immediately.

As Paul Claudel once said: "Nature is only an immense ruin". Clearly, individuals need to become more aware of the consequences of their actions and should act more responsibly. Only if people do so will the Earth be saved from further destruction and the world become a healthier, safer place to live in.

People should not expect governments to provide all the solutions. Citizens must begin to recycle goods and packaging whenever possible, as well as buy only environmentally friendly products. Nonetheless, domestic food scraps should be recycled; for example, potato peelings and melon rinds can be turned into substances that enrich the soil. By doing this, we can reduce the amount of non-biodegradable waste being dumped at rubbish tips, thus ensuring that materials such as glass and plastic are not left in earth which could be used as farmland in the future.

Despite this, individuals can help protect the earth by using public transport whenever possible. Where such facilities do not exist, sharing lifts is recommended to reduce traffic congestion, noise and vehicle emissions on the roads. The less petrol our societies burn, the better the air quality will be. In addition, if there were fewer cars in circulation, there would be fewer road accidents.

Another possible measure to combat industrial pollution would be the imposition of strict fines on wicked, greedy corporations and unfeeling, ignorant businesses which contaminate land, air or water. To be effective, the fines should be heavy enough to deter potential polluters; if they are too small, they could simply be regarded by industries as "the cost of doing business" and they might be ignored.

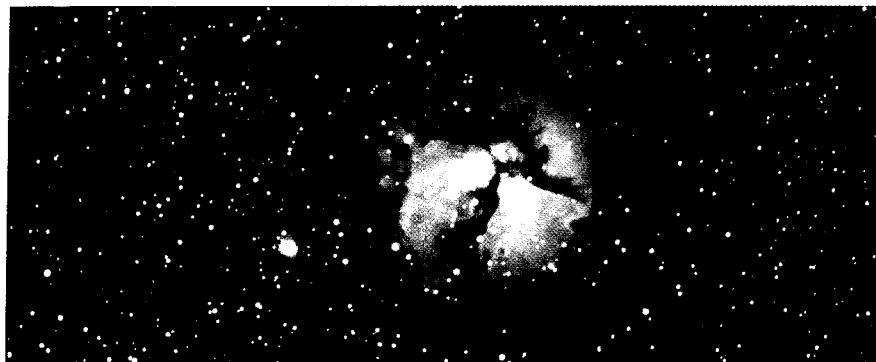
Finally, governments should be far more responsible. All governments have the funds and technology to provide solar, wind, geothermal and tidal power. The problem is that many governments couldn't care less and wouldn't lift a finger to help their countries by funding research to develop such sources or to discover new ways to produce energy. If, however, this were to happen, the consequence would be that depletion of finite resources such as oil and coal would be slowed down, or even halted altogether.

To sum up, the earth is suffering as a result of the destruction wreaked upon it by humanity. Don't you think it's time we cleaned up this dreadful mess?

8 Answer the following questions for each of the topics listed below.

- What kind of a discursive essay is this?
- What paragraph plan would you follow?
- What points can you think of to include in your essay?
- Which aspects of the discussion clock would you include?
- Which techniques would you use to write the introductory paragraph and the conclusion?
- Which useful words/phrases would you include in your essay?

- Road accidents claim far too many lives. What can governments and individuals do to reduce this problem?
- Discuss the advantages and disadvantages of living at home past the age of eighteen.
- "In today's large cities flats are preferable to houses." Do you agree?
- "Computers will soon render books obsolete." Discuss.
- Parents are often unaware of the difficulties and problems their teenage children face and are unable to help them. What could parents and children do to overcome the gulf between them?
- Discuss the arguments for and against using live animals for scientific experimentation.
- Many countries are in danger of losing their cultural identity on account of globalisation. Discuss this problem and say what could be done to avoid this.
- "You can choose your friends but not your relatives." Do you feel that friends are more important than family?
- "Capital punishment is never justified." What is your opinion?
- "Too much money is being spent on space exploration while people are starving on Earth." Discuss.



DISCUSS & WRITE

9 Look at the following topic and then answer the questions below.

Discuss the problems of unemployment and offer possible solutions.

- What has caused the problem?
 - What are the consequences?
 - Match each of the suggestions (1-3) below with the corresponding result (a-c).
- Governments to create incentives/subsidise industries.
 - Better education/training so workers can operate computers, sophisticated machinery, etc.
 - Free sports/recreational centres for unemployed to help people spend their time constructively.
- Reduce crime/social problems connected with idleness/boredom.
 - Create more positions, limit number of workers made redundant.
 - People will have proper qualifications for types of jobs available.
- Can you suggest any other solutions to this problem? What would the expected result of each be?
 - What paragraph plan would you follow to write this essay?
 - Which techniques could you use to begin and end your essay?
 - What useful expressions could you include?

10 Using your notes and the answers from Exercise 9, write the composition in about 350 words.

UNIT 7 Letters

There are various types of letters, such as:

- a) letters of request; b) letters giving information; c) letters of advice; d) letters making suggestions/recommendations; e) letters of complaint; f) letters of apology; g) letters of application; h) letters to the editor/authorities (expressing an opinion and/ or providing solutions/suggestions); i) transactional letters, etc.

A successful letter should consist of:

- a) an appropriate greeting:
e.g. **Dear Ms Crawley, Dear Mr and Mrs Jones, Dear Sir/Madam, Dear Tony;**
- b) an introductory paragraph which clearly states your reason for writing;
- c) a main body in which you develop the subject, and deal with the additional objective(s) of the letter if necessary,
- d) a conclusion in which you summarise the subject; and
- e) an appropriate ending e.g. **Yours faithfully/sincerely + full name, Best Wishes + first name**

Style in Letters

The style of the letter varies depending on who it is addressed to. For instance, a letter to someone you do not know requires a formal style, a letter to someone you know but are not intimate with requires a semi-formal style, while a letter to a friend requires an informal style.

Formal letters contain:

- formal greetings and endings;
- formal language i.e. complex sentences (*Having spoken to the manager in person, I still feel my requests have not been satisfied.*), non-colloquial English (*Please keep me informed regarding any further developments.* NOT: ~~*Please keep me posted about what's happening.*~~), frequent use of the passive (*A two-week package holiday to the picturesque village of St Martin's is being offered by our agency for only £3,600.*), and advanced vocabulary (*I feel it is appropriate to explain to you some of the practices which are enforced throughout all of our branches.*);

- no abbreviated forms.

Informal letters contain:

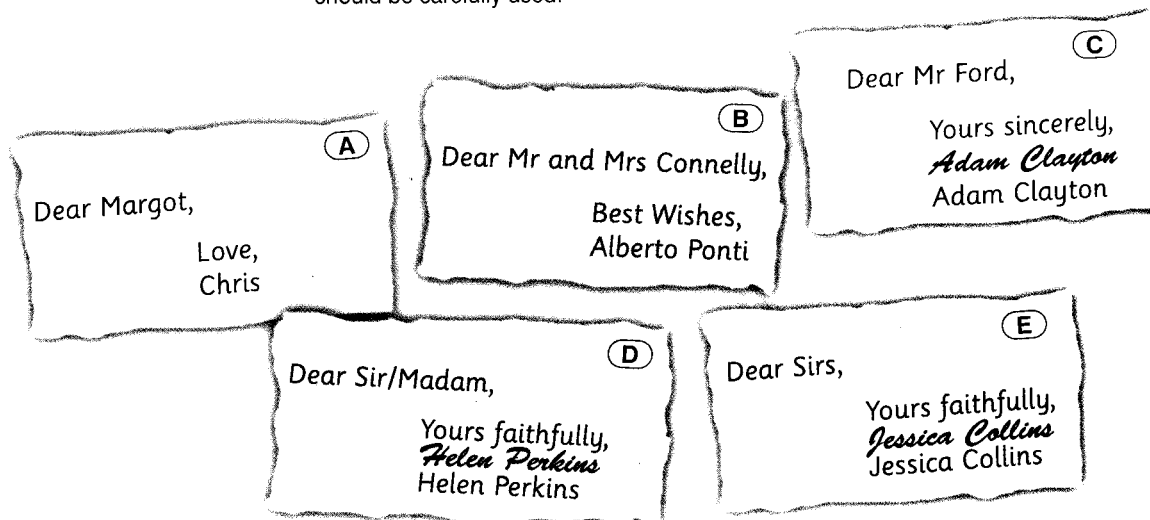
- informal greetings and endings;
- informal language and style i.e. idioms (*It was a blessing in disguise that I didn't apply for the job as that company is now in deep financial trouble.*), phrasal verbs (*I'll look you up next time I'm in Brussels.*), colloquial English and omission of pronouns (*Hope to see you soon!*);
- abbreviated forms.

Semi-formal letters contain:

- formal greetings (*Dear Mr and Mrs Smith*);
- informal endings (*Best Wishes/Yours + full name*);
- a respectful tone, depending on the relationship you have with the recipient of the letter. Also, pronouns should not be omitted and idioms should be carefully used.



- 1** Look at the different layouts. Which are used to write a formal, semi-formal or informal letter? Which one would you use to write a letter to a) someone you know but are not on intimate terms with? b) a relative? c) a company manager whose name you know/ don't know? d) the authorities?



2 Read these extracts and say which is a) informal, b) semi-formal and c) formal. Then, underline the characteristics which indicate the style in each extract. What is the purpose of writing these letters? Who are the letters addressed to?

A Regarding the future opportunities in your field of work, I would recommend that you consider trying to find a position of greater seniority. You have already proved yourself to be a highly competent and effective member of your company, and I believe that you now possess sufficient skills and experience to tackle the challenge of additional responsibility.

On the matter of further training, I would suggest that you might try to upgrade your IT skills to enable you to take advantage of the full range of modern technology available. There are some very well-run and useful courses operating locally, at least one of which you should find appropriate to your needs.

B If you really hate living in Winkleborough that much, I'd say do yourself a favour and leave. Don't hang about either. If you come back here soon, I'm sure you can find a job without any problem, and you know you can stay with me until you find yourself a place to live.

Why don't you pull yourself together and get on with building a better life back here where you belong? It's high time you took a few risks again, like when you were a kid. Get a new job, find some other stuff to fill your time. Move back here and go for it!

C Of course, it will be a big change going to live in a different part of the country, away from your family and all your old friends, but it need not be as difficult as you seem to think. Why not apply for a room in a university hall of residence? Everything is provided, and because you live with a lot of other students, it is easy to make new friends.

As far as the course goes, I am sure you will manage very well. The work is at a higher level, but I am certain you'll enjoy the challenge. In fact, I think you will enjoy the opportunity to study your subject in depth, so I really think you should give it a try.

3 Read the following writing task instructions and say what type of letter you would be expected to write in each case.

- 1 You are moving to China for a year and have arranged with an agency to exchange houses with a Chinese family who are moving to your country for the same period of time. Write a letter to the Wong family to welcome them to your home. Include information about the house and neighbourhood which they might find useful and make a few suggestions that might make their stay more pleasant and interesting.
- 2 You have read a magazine article which you believe is inaccurate and offensive towards people of your profession. Write a letter to the editor expressing your opinion on the subject, and suggesting ways to make amends.
- 3 You are a member of a famous pop group. You are about to visit your home town as part of a tour. Write a letter to an old schoolfriend informing him/her of the event and describing the ways in which your life has changed since you were at school.

Paragraph Plan for Letters

Introduction

Paragraph 1

reason(s) for writing

Main Body

Paragraphs 2-3-4*

development of the subject

Conclusion

Final Paragraph

closing remarks

(Full) name

* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

- 4 A new community centre for disabled people is to be built in your town. The local authorities have invited the public to give their views on the a) location, b) opening hours, c) value to the community and d) facilities and services that should be provided. Write a letter to the local authorities stating your views on these points.
- 5 You want to open a small business but do not have sufficient finances. Write to the New Community Enterprise Programme giving reasons why you think they should provide you with financial assistance. You should include details of the type of business it will be, where it will be located and explain why you think it will be successful.
- 6 You recently spent the weekend at your employer's cottage. Write a letter to him/her, outlining what you enjoyed most about your visit and inviting him/her to visit you at your own house in the near future.

4 Put an F for formal and an I for informal language. Give reasons.

- | | |
|--|---|
| 1 Thank you very much for your cooperation in this matter. | 12 I would like to inform you about the proposed changes due to take place over the coming months. |
| 2 It'll be great to see you again after so long! | 13 Sorry I haven't written for ages, but I've been up to my ears in work. |
| 3 My husband and I request your presence... | 14 We thought we'd have a get-together in the near future and wondered if you'd like to come. |
| 4 It is with deep regret that I must inform you ... | 15 It appears that our records are out of date so it would therefore be most helpful if you could forward the information requested overleaf. |
| 5 Hope this advice will be of some help to you. | 16 I look forward to receiving the information requested. |
| 6 Would it be possible to get together over lunch sometime soon? | 17 I am writing in response to the advertisement concerning .. |
| 7 I sympathise completely with your predicament but unfortunately no further action can be taken at this time. | 18 I am writing in my capacity as chairman of ... |
| 8 I am writing to complain about the service we received ... | 19 I would be most grateful if you could offer some advice .. |
| 9 I'm looking forward to seeing you both on Saturday. | 20 I'll be more than happy to put you up for a few days. |
| 10 On behalf of our company, I would like to apologise for ... | |
| 11 I'm really sorry about the misunderstanding and I'm sure it won't happen again. | |

5 Match the beginnings and endings below, and then identify the purpose of writing the letter from which each pair of paragraphs is taken.

BEGINNINGS...

- 1 I am writing in response to your advertisement in yesterday's *Daily Scope* concerning a vacancy in your sales department.
- 2 I am writing in reply to your letter requesting information about our products.
- 3 I am writing in my capacity as chairman of the residents' association to draw your attention to the problem of excessive noise levels in our neighbourhood.
- 4 I am writing to request permission to use the company premises for a meeting which will be held during the holidays.
- 5 I am writing to advise you of the changes in the schedule for the forthcoming seminar on "Safety in the Home."


...ENDINGS

- A I hope that these changes will not cause you too much inconvenience and that you will still be able to attend.
- B We feel confident that you will find something in our range that meets your requirements and look forward to receiving your order.
- C I am available for interview any weekday between 9 am and 5 pm, and I look forward to meeting you in person to discuss the possibility of my employment.
- D We trust that you will give this matter your urgent consideration and look forward to receiving any suggestions you might have to help overcome the problem.
- E We would be extremely grateful if you were to allow us to use the facilities for the duration of our meeting. Thank you in anticipation of your kind cooperation.

6 Read the following sentences and say which are formal and which are informal. Which sentences are beginnings of a letter, and which are endings? What kind of letter (e.g. complaint) does each sentence belong to?

- 1 It would be lovely to see you again, so please do your best to make it.
- 2 Please do not hesitate to telephone if there should be any further problems.
- 3 I was most concerned to hear that you are not completely satisfied with one of our products.
- 4 I trust that this situation will be rectified without further delay.
- 5 I am writing to express my dissatisfaction with the meal I had at your restaurant last week.
- 6 I am writing with reference to the vacancy in your accounts department.
- 7 I assure you that we will give this matter serious consideration and would like to thank you for bringing the situation to our attention.
- 8 I'm just writing to let you know how sorry I am about missing your graduation ceremony.

Q. Letters of Request

- 1  You will hear two members of a pottery society discussing a letter which they plan to send to their local community centre. Look at the questions below, then listen to the cassette and fill in the answers.

- a) What is the main purpose of the letter?
.....
- b) What do they want to exhibit?
.....
- c) What explanation do they offer?
.....
- d) What are the expected benefits?
.....
- e) Which closing remark does the man suggest they use to end the letter?
.....

A formal letter of request is written to ask for permission, help, information, advice, etc. It may also provide information, explain a situation, make suggestions, present arguments in support of an opinion, etc, as requested in the topic instructions.

- Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.

Useful Language for Letters of Request

To begin letters:

I am writing to | ask if you would be so kind/generous as to ...
| request your assistance concerning the matter of ...

I wonder if you could possibly/if it would be possible for you to help me ...

I would (greatly) appreciate it if you could ...

I would be most grateful if you could ...

I am writing to ask/enquire if/whether you could possibly tell/inform me ...

I am writing to | ask if/whether I might (perhaps) be permitted/allowed to ...
| request your (kind) permission for .../(for me) to ...

I wonder if I might ask you for/request your valuable advice on/concerning ...

To end letters:

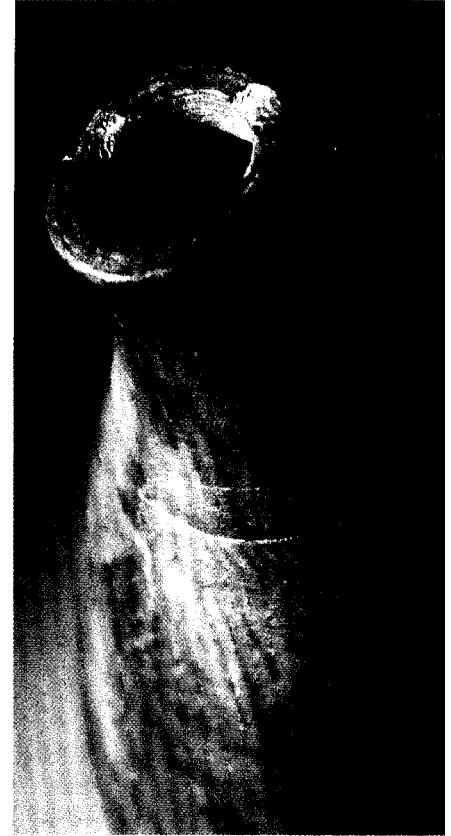
I hope that my request will not inconvenience you too much.

I must apologise for | troubling you with this matter.

I hope that you will forgive me for | taking up your valuable time.

I look forward to hearing from you/receiving your reply as soon as possible.

Thank(ing) you in anticipation of your/in advance for your kind cooperation.



Introduction

Paragraph 1

state reason(s) for writing

Main Body

Paragraphs 2-3*

explain reasons for
making the request

Paragraphs 4-5*

state expected results/
consequences

Conclusion

Final Paragraph

closing remarks

Full name

* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

2 Read the instructions and the model below and insert the following topic sentences in the appropriate spaces in the letter. Then, complete the paragraph plan on the right, identifying the topic of each paragraph.

- a I would like to offer certain suggestions as to how such a visit would be of benefit to your company.
- b It would likewise be valuable if we could tour the premises to get an overall impression of the production system.
- c It would be most useful to see how the theory we have been taught has been put into practice in a real-life situation.
- d In addition, I feel that your company might wish to use the visit as an opportunity for interviewing the students.

Your economics class at school/college has chosen you to write to a local company asking permission to visit their premises. Write the letter, explaining why your class would like to visit the company's premises, and suggesting how the results of your study might be of benefit to them.

Dear Mr. Collins,

I am writing on behalf of my economics class at Lawsford Business College, to request that you be so kind as to permit us to visit your company premises for study purposes. Our class has been learning about the development of technology in industry, and would greatly appreciate the chance to visit your premises.

1) Furthermore, we are keen to do our study on a successful company like yours, which has an excellent reputation both financially and in terms of planning for the future.

2) We would also like to ask questions about the processes involved and your economic policy, as well as information on management and staffing structures.

3) Firstly, allow me to suggest that the local press could be invited to cover the visit, which would generate very positive publicity. Then, after the initial visit, it might be useful for each of us to complete and submit a full profile and analysis of your company. You would be invited to select the best of these and would be welcome to use any of the recommendations in the chosen profile.

4) It is highly likely that, by establishing first-hand contact with young people who will be looking for employment when they complete their studies, you would save on your advertising for vacancies in the future.

We would be delighted if you would consider the visit outlined in this letter and I would like to thank you for your time and cooperation in this matter.

Yours sincerely,
E. Ballard
 Miss E. Ballard

* *Introduction* -
 reason for writing

* *Main Body* -

*

*

*

*

*

* *Conclusion* -

.....

.....

3 For each one of the situations below write a suitable beginning and ending using appropriate expressions. Then suggest reasons for writing them and the expected results of each request.

- 1 You want to request a loan from your bank manager for home improvements.
- 2 You want information from a college or university about a particular course of study you are interested in.
- 3 You want the director of an art gallery to look at your work and consider the possibility of holding an exhibition.
- 4 You want the town council to place special bins in your area to encourage recycling.
- 5 You want a travel agency to send you brochures concerning the package holidays they offer for large groups.

- 4** Read the instructions and the model letter below and re-arrange the paragraphs in the correct order. Then, suggest alternative ways to begin and end the letter. Finally, give the topic of each paragraph.

You are a member of an environmental protection society which is organising a "clean-up" weekend. Write a letter to the headmaster of your local school asking for students' help. Explain what activities will be involved and how useful it will be for the community as a whole.

Green Earth
10, Hamilton House
Heslington
London

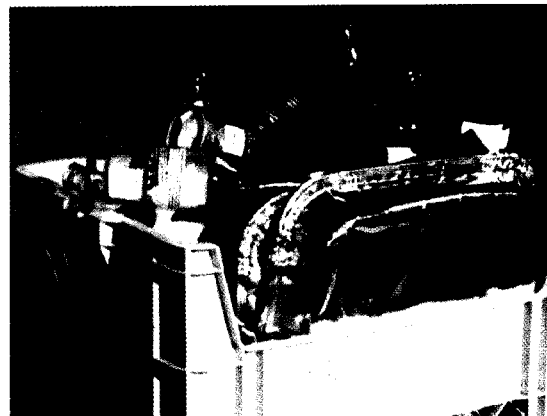
13th October, 1997

The Headmaster
St Paul's Secondary School
Heslington
London

Dear Mr. Hills,

- There are various activities planned for the weekend, which will take place on 22nd and 23rd June. Volunteers are requested to meet at 11 am on Saturday at the shopping centre on Market Street. Black bin-liners will be distributed and volunteers will be split into groups for safety. The collection of rubbish and materials for recycling will take place within the inner-city area and the bags will be collected from the meeting point at 4 pm.
- ① I am writing on behalf of Green Earth to request your students' help on a special "clean-up" weekend which we are organising.
- Then, on Sunday, volunteers will meet on the beach at 9 am so that rubbish can be collected during the morning. There will also be a "clean-up" art competition which will be open to young people between eight and eighteen. Applicants are asked to submit drawings or paintings, on an environmental theme, by 21st June. The winners will be announced at noon on Sunday, when prizes will be awarded.
- I would be most grateful if you could pass on the above information to your students. Thank you in advance for your cooperation.
- Furthermore, the entire community will benefit since the town will attract more visitors, thus increasing business and tourism. In addition, the town and beach will be much cleaner and safer for our children.
- We feel sure that you will agree that, in recent years, our town and beach have become unsightly and that there are huge benefits to be gained from such a project. National surveys have shown that the more young people feel involved in protecting the environment, the cleaner the area will stay after the initial efforts.

Yours faithfully,
P. D. Midgeley
P.D. Midgeley



DISCUSS & WRITE


- 5** Look at the following writing task instructions and answer the questions below. The questions apply to both tasks.

- a) **You coach an amateur football team. Write a letter to a local school requesting permission to use their facilities and explaining why your team cannot find facilities elsewhere. Suggest how this may be arranged so that your team's training will not interfere with the school's activities.**
- b) **You work for a children's home which needs volunteers to help at weekends. Write to the local newspaper requesting that they publicise the vacancies. You should include details of what is required of the applicants and explain the ways in which both volunteers and children might benefit.**

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

- 6** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

b. Letters Giving information

- 1**  You will hear two people discussing the information they have received concerning an annual dinner party. Look at the table below, then listen to the cassette, and tick the correct boxes. Using the notes, say what information is included in the letter about this dinner party.

- type of meal: ☐ buffet ☐ formal ☐ family
- cost (per person): ☐ £10 ☐ £20 ☐ £45
- entertainment: ☐ band ☐ DJ ☐ comedy act
- venue: ☐ hall ☐ hotel ☐ garden
- confirm booking/details no later than: ☐ 4th November ☐ 1st November
- contact by : ☐ phone ☐ fax ☐ letter



A letter giving information is a formal piece of writing related to a particular situation. Its main purpose is to give information, usually when this has been requested by someone else. It may also provide suggestions, request help, give an opinion, etc.

- Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.

Useful Language

- **To begin letters:**

I am writing to inform you that/advise you of/let you know that ...

I regret/am delighted/would like/feel obliged to inform you ...

I am writing	in response to	your letter requesting information about ...
	in reply to	your enquiry about ...
	with regard to	our telephone conversation concerning ...
	in connection with	

I am writing (to you)	on behalf of ...
	in my capacity as ...

- **To end letters:**

I hope that this information will be of some assistance ...

I hope/trust that I have been able to answer all of your questions ...

I would be pleased/happy to provide you with any additional information ...

I look forward to	being able to help you again in the future.
	answering your queries.

Please do not hesitate to contact me should you	require further information.
	have any further questions.

Paragraph 1

state reason(s) for writing

Paragraphs 2-3*

give information required

Paragraphs 4-5*

provide further explanations/suggestions/opinion as stated in the task instructions

Final Paragraph

closing remarks

Full name

* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

2 Read the instructions and the model letter below and give the topic of each paragraph.

As the University Accommodation Officer, you have received a letter requesting information. Write a letter in reply, including details of the available housing facilities, the amenities provided, location, transportation, facilities, and rent costs.



Dear Mr Houston,

I am writing in response to your request for information regarding university accommodation. I have included details of our accommodation in general, as well as a booklet describing the individual halls of residence.

As you can see from the booklet, the university has a number of student halls of residence, ranging from those offering full board and lodgings to those with self-catering accommodation only. Students who prefer to have their meals provided can expect to have three meals a day, served at set times in the hall dining-room. The self-catering units, however, are based on five people sharing a kitchen - crockery and cutlery is not provided - and bathroom facilities comprising two showers and a bath per corridor.

All the halls of residence have a laundry room with washing machines (£1 per load) and tumble dryers (50p for 10 minutes' drying). Irons and ironing boards are also provided. The rooms are cleaned twice weekly by the domestic staff, and clean linen is distributed once every two weeks.

As well as halls of residence, accommodation is also available in the form of private flats and houses, which can be shared with other students. Bedsits are also available. Private accommodation is limited so you are urged to submit your application as soon as possible.

Most of the accommodation is near the campus; buses run frequently and are relatively cheap. The halls are mostly situated in residential areas and a number of them have tennis courts and croquet lawns. Access to these facilities is restricted, though, to protect playing surfaces.

University accommodation prices range from £30 per week for self-catering to £75 per week for a room with an en suite bathroom and full board. Private accommodation varies from £40 to £90 per week.

I trust this information will be of some assistance and I look forward to meeting you in September when term starts. I have enclosed application forms for you to complete. Please do not hesitate to contact me should you require any further information.

Yours sincerely,
Keith Raymond
Keith Raymond
(Accommodation Officer)

* *Paragraph 1:*
reasons for writing

* *Paragraph 2:*

*

* *Paragraph 3:*

*

* *Paragraph 4:*

*

* *Paragraph 5:*

*

* *Paragraph 6:*

*

* *Paragraph 7:*

*

- 3 Read the instructions and the two models and answer the questions: a) which one successfully covers the requirements of the topic? b) which one uses an inappropriate style and tone? and c) how is each paragraph introduced in the good model?

An international conference is to be held at the hotel where you work. Write a letter of welcome to be sent to the delegates in advance, telling them what the hotel and the district have to offer them.



Model A

Dear Sir/Madam,

I'm writing to welcome you to the Moonshine Hotel where the international conference starts next week. I want to remind you that there'll be a champagne reception upon your arrival. Now, I would like to give you some information about the hotel itself and the local district.

In the first place, I am sure you will be satisfied with our accommodation. We have been working very hard to get things ready for you and your colleagues. Our rooms have lots of space and are quite luxurious. Each room has a bathroom, jacuzzi and sauna. Don't hesitate to use our new Olympic Leisure Centre, which contains a weights room and swimming pool, a great way to cool off after a tiring day! By the way, make sure you have a drink at our fabulous Napoleon Bar.

There are many interesting sights to see in the local district. The hotel will provide you with a tour guide or a map, if you decide to explore the area on your own. You'll also be glad to know that a famous TV series was made here.

I'm looking forward to your stay at our hotel.

Yours faithfully,
Rex Truth
Rex Truth
(General Manager)

Model B

Dear Sir/Madam,

As General Manager of the Moonshir Hotel, I am writing with regard to your stay with us during the international conference weekend which we shall be hosting.

The Moonshine Hotel prides itself on its luxurious accommodation and highly-trained staff. We are certain you will be delighted with your accommodation as each of our rooms is very spacious with its own en suite bathroom, jacuzzi and sauna. Room service is available twenty-four hours a day should you require meals, snacks or drinks in your room.

We also hope that you will find time during your weekend here to take advantage of our wide range of guest facilities. As a conference delegate, you will be entitled to use our newly-opened Olympic Leisure Centre, equipped with a swimming pool, gym and squash courts, completely free of charge during your stay. At the Moonshine Hotel we also have a first-class restaurant, brasserie, coffee shop and bar, so you will undoubtedly find an area to relax in. The Moon Restaurant has a superb view over the town of Wickby and has a reputation as one of the best eating establishments in the area.

If time permits, we would also recommend you explore the picturesque medieval town of Wickby as it boasts the fascinating ruins of an ancient castle as well as some fine shops and public houses. In Wickby you can also take a stroll along the beautiful banks of the Lockerton Canal, which was made famous by the recently-screened "Lost Lockerton" television series.

In advance of your arrival, I would like to wish you a very happy stay here, and hope that you will not hesitate to contact me personally should you have any enquiries prior to, or during the conference itself.

Yours faithfully,
Rex Truth
Rex Truth
(General Manager)

- 4** Read the instructions and the model letter below and find the topic sentence of each paragraph. What are the *two* purposes of writing the letter? Then underline any words and phrases which you feel are too informal for a letter of this kind. (The numbers in circles are next to the lines in which these words and phrases occur.)

Your school or college has decided to organise a service in your area to collect waste paper and glass for recycling. Write a letter to your local radio station, giving details of the planned service and asking them to pass on this information for the benefit of local residents.

The Manager,
Star Radio Station,
St Michael's Walk,
Tipton

Tipton College,
2, Crescent Road,
Tipton
11th May, 1997

Dear Sir/Madam,

- I am writing to you on behalf of the students at Tipton College
 ① so you can tell your listeners of a recycling project we are starting
 ② in this area. I am sure you know that there are currently no recycling facilities in Tipton itself. There are a number of large stores outside the town centre which provide this service, but this is inconvenient for many residents.

- The students of Tipton College have decided to organise a scheme whereby volunteers will collect any waste paper and glass
 ③ for delivery to a local company which will recycle it. We think that if we do this on a regular basis, more residents of the town will stop discarding their reusable rubbish and recycle it instead.

- The service will begin on the first Monday of next month, and collections will take place every Monday thereafter. There will be collection points at various locations around the town, which will be
 ④ clearly marked for easy identification. All you have to do is take your waste paper and glass to these points. All glass products should be washed thoroughly and have their lids removed beforehand.

- ⑤ We'd like it if the above information could be included in your
 ⑥ bulletins of local news. I'm sure you'll agree that this service will be of interest to many people who are willing to help in environmental matters but cannot do so for practical reasons.

- ⑦ Furthermore, it would be great if the announcement could be
 ⑧ repeated several times during the day. This way, the maximum number of people will be made aware of the scheme.

- ⑨ Thanks a lot in anticipation of your assistance in this matter. Please
 ⑩ do not hesitate to contact me if you want to know anything else.

Yours faithfully,
Alison Brown
Alison Brown


- 5** Look at the phrases below and say which could be used to replace the informal expressions in Ex. 4.

- a We would be extremely grateful
- b in the hope that you could inform ①
- c It is hoped that by doing this
- d As you are doubtless aware,
- e Residents need only take their
- f should you require any further information
- g I would like to express my thanks
- h This would ensure that
- i it would be greatly appreciated
- j This service will undoubtedly

- 6** Read the following instructions, and answer the questions below.

You are the training director for a large international company, and you are organising a two-day training course for senior staff. You have invited Professor William Jones, a leading expert on industrial relations, to take part in the course as a guest lecturer. Write a **letter** to Professor Jones, giving details of the training and social activities which have been planned for the course and confirming the arrangements you have made for him concerning transport and accommodation.

- What greeting would you use?
- What is the main purpose of writing the letter?
- What information could you include as the 'details' referred to?
- What additional objectives do the task instructions mention?
- In which paragraph(s) would you deal with this?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

- 7**  You will hear the training director of a company talking to her secretary about the training course referred to in Ex. 6. Look at the secretary's notes below, then, listen to the cassette and fill in the gaps in the notes.

TRAINING COURSE 19/06-20/06

Wed 18/06: ____ pm Reception at ____ Hotel

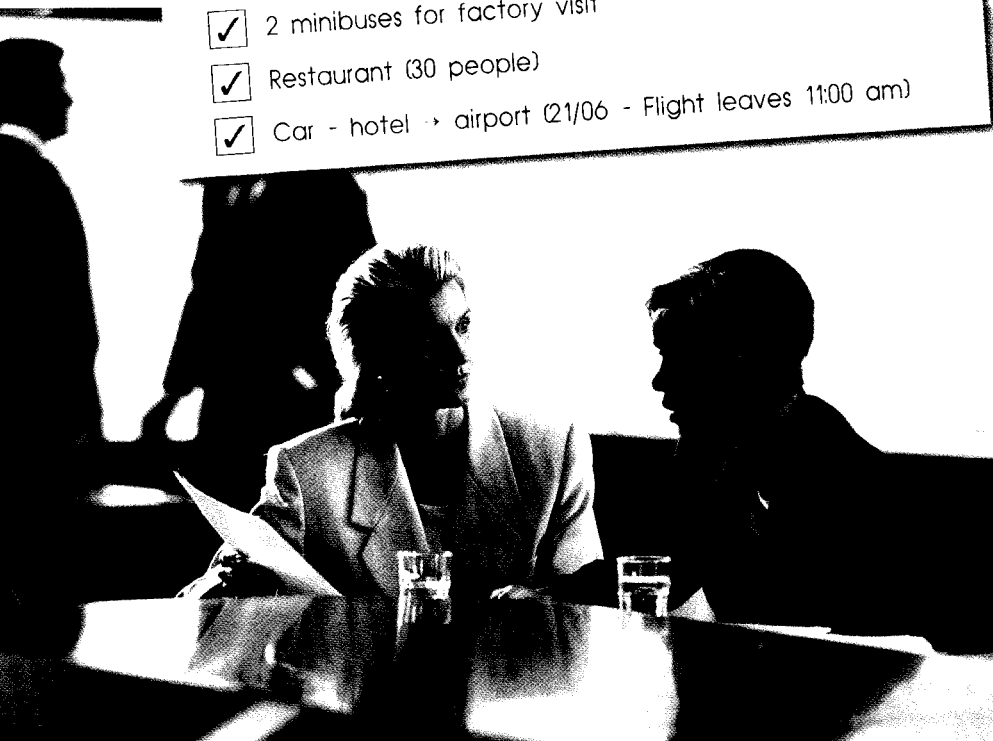
Thur 19/06: ____ am Lecture by ____
 12:30 pm Lunch
 ____ pm Visit to factory
 8:00 pm Dinner at ____ Restaurant

Fri 20/06: 9:00 am ____ group (with Prof. Jones)
 12:30 pm Lunch
 ____ pm Address by ____ Manager
 8:30 pm Cocktail party (Hotel Lounge)

Sat 21/06: 10:00 am Car to ____

BOOKINGS - CONFIRMED?

☒ Car - airport → hotel (18/06 - flight arrives 2:00 pm)
☒ Royal Oaks Hotel (18/06 - 21/06)
☒ 2 minibuses for factory visit
☒ Restaurant (30 people)
☒ Car - hotel → airport (21/06 - Flight leaves 11:00 am)



- 8** Now use the information from the notes above to write the letter referred to in Ex. 6 on p. 91, in about 300 words.

DISCUSS & WRITE

- 9** Look at the following writing task instructions and then answer the questions below. The questions apply to all three tasks.




- a) *Your drama class is planning to stage a play. Write a letter to a local magazine, giving details of the performance and requesting that they help to publicise the event.*
- b) *Your friends have accepted an invitation to come and stay in your house while you and your family are away. Write a letter giving them all the information necessary to make their visit enjoyable and trouble free.*
- c) *You are organising an event to raise money for a worthwhile cause. Write a letter to your local newspaper giving details of the event and explaining how the money will be used.*

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

- 10** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

C. Letters Giving an Opinion

I. Letters of Advice

- 1  You will hear two people discussing a letter which they have just received from the town council. Look at the questions below, then listen to the cassette and fill in the answers.

a) How does the letter begin and end?

Dear → *Yours*

b) What is the main purpose of the letter?

c) What general advice is given in the letter?

d) What specific suggestion does the letter make?



A formal letter of **advice** is usually written in response to a request or enquiry, whereas a letter **making suggestions** offers an opinion and suggestions on a particular situation.

- Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.

Useful Language

- To begin letters:**

I am writing in reply/response to your letter requesting advice about ...

Thank you for your letter requesting advice about ...

I hope the following advice/suggestions will be of (some) help to you ...

- Advice/Suggestions:**

It might/would be useful/to your advantage (if you were) to ...

I feel/believe (that) the/your best course of action would be ..

I would like to offer one or two suggestions concerning ...

I would (strongly) suggest/recommend + -ing/(that) ...

You should / ought to ...

- To end letters:**

I hope that these suggestions | will (prove to) be of some assistance.
| have been useful/of use.

I hope/trust that you will accept/follow this advice ...

I would be pleased/happy to offer any additional advice you may require.

Please do not hesitate to contact me should you have any further questions/queries/problems.

Introduction

Paragraph 1

state reason(s) for writing/express understanding of problem

Main Body

Paragraphs 2-3*

offer advice/suggestions

Conclusion

Final Paragraph

closing remarks

Full name

* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

- 2** Read the instructions and the model below and identify the topic of each paragraph. Then replace all phrases in bold with other similar ones. Which phrases in the letter are used to give reassurance?

The student representative body at the university or college which you attend offers an advisory service to help students with their problems. As a member of the advisory committee, you have received a letter from a foreign student who is concerned about various problems related to studying abroad. Write a reply, offering practical advice and reassuring them that they do not need to worry.

Dear Ms Yagniq,

I am writing on behalf of the Students' Advisory Service in reply to your letter of 13th May, and would like to congratulate you on obtaining a place at Shelbourne University. I understand that you are nervous about moving to a foreign country, and I hope the following advice will be of some help to you.

You mentioned that you are afraid of being lonely and unable to make friends when you get to university. Firstly, I would suggest that you try to meet as many people as possible during the first few days, as this is when many friendships are formed. I would also recommend joining some clubs and societies as a way of meeting people with the same interests as yours.

Let me reassure you that, if you follow this advice, you will not feel lonely. When you arrive, you will realise that everyone is in the same situation and that your fellow students will be more than willing to make friends.

In your letter, you also refer to your worries about coping with the work. I would advise you to make sure that you always do each piece of work immediately after it is assigned so that you do not fall behind. Additionally, if you find that you need help, the best course of action would be to speak to your tutor. Most important of all, I strongly recommend that you organise your timetable carefully so that you can combine work and recreation.

You may rest assured that, although some students take time to adjust to the workload, with proper organisation they find it easy to cope with.

I would like to wish you good luck with your course. Please do not hesitate to contact me again should you have any further questions.

Yours sincerely,
Jessica Hill
Jessica Hill



- 3** Read the following situations and offer advice for each one using appropriate expressions.

- 1 John Smith has been working for a computer supply company for the last ten years. He finds his job boring and now wants to use the experience he has gained over the years to open his own computer supply centre.
- 2 Pamela Wilson is a working mother. She works a 40-hour week and takes care of her two young children. When she arrives home after work, she has barely enough energy or patience to help her children with their homework.
- 3 Sarah Jones is a student who is about to graduate from university. She wants to start looking for a job, but does not know how to go about it.

II Letters Making Suggestions/Recommendations

In this type of letter you are usually requested to express your opinion on a certain matter and also to provide suggestions supported by expected results/consequences. You can introduce suggestions with: **To begin/start with, Firstly, Secondly, Additionally, Finally**, etc. It is advisable to use the following linking words in order to introduce the expected result: **thus, as a result, consequently, therefore, as a consequence** e.g. *I would also suggest advertising in the local newspaper; as a result, you would attract more attention to your new range of special offers.*

- 4** Read the instructions and the model letter and list the suggestions made and their expected results. Is the writer's opinion a positive or a negative one? Find expressions in the letter which justify this.

You recently went to a museum where the staff were particularly helpful. Write a letter to the museum's curator, giving your overall opinion of the museum and suggesting what might be done to further improve the standard of what it has to offer the public.

Dear Sir/Madam,

I am writing to commend you on the exceptional service the Museum of Natural History offers the community of Kempton. I recently visited the museum for the first time and viewed your exhibition entitled "The Age of Dinosaurs" which was, to my mind, extremely interesting and informative.

I was particularly impressed by how approachable and helpful the museum staff were; they showed themselves willing to help with any questions or requests which arose during my visit. Moreover, I appreciated the fact that the guides were very knowledgeable about their subject.

In my opinion, the subject of your feature exhibition was both fascinating and enlightening. It was obviously carefully researched and its excellent presentation made it interesting to people of all ages. I was equally impressed with the permanent exhibits and found your late closing time very considerate and convenient for working people such as myself.

There are, however, one or two suggestions I would like to submit which I feel would further improve the standard of the museum. Firstly, a service offering guided tours in foreign languages would be useful for tourists visiting the museum. Additionally, installing ramps would make access easier for disabled people, thus making their visit more enjoyable.

Finally, may I suggest that you publicise the museum's forthcoming exhibits more widely? As a result, many more people like myself who are interested in natural history would be made aware of the regular exhibitions you present.

Once again, I would like to congratulate you on the very high standard of your museum, and assure you that I shall be a regular visitor from now on.

Yours faithfully,
P. Morrison
Mrs P. Morrison

Introduction

Paragraph 1

state reason(s) for writing

Main Body

Paragraphs 2-3

give opinion

Paragraphs 4-5

make suggestions and comment on the expected results

Conclusion

Final Paragraph

closing remarks

Full name

- 5** Match the following suggestions to the expected results and link them with appropriate linking words.

Suggestions

- a I would suggest hiring more staff.
- b May I suggest that you renovate the premises.
- c Another suggestion would be to install computers.
- d I would venture to suggest hiring a bouncer.

Results

- 1 Less time would be wasted on writing down personal information.
- 2 You would succeed in retaining a higher standard of clientele.
- 3 Work could be delegated and done more efficiently.
- 4 You would attract a greater number of younger people and make more of a profit.

- 6** Read the instructions and the following model letter and correct the mistakes which have been highlighted.

You are on the committee of a local charity organisation which recently held auditions for its annual fund-raising variety concert. You have been asked to write a letter to one of the groups/people who auditioned, thanking them for taking part, expressing your opinion of their performance, suggesting how it might be improved and explaining why these changes are necessary.

Dear Mr Potts,

I am writing on behalf of the 'Featherton Friends' with regard to your recent audition **about** our fund-raising concert. Unfortunately, the large **amount** of people involved makes it impractical to hold group rehearsals, and **actions** are selected on the basis of being ready for performance.

To begin with, I would like to thank you for your generosity in offering to appear in the concert. We realise that a great deal of time and effort **were** necessary to prepare your act.

We were very **impressive** with your performance at the audition and the members of the **committee** enjoyed it enormously. We felt that the singing and dancing were of a **great** standard and your **groups** members showed a very professional approach.

We would like to suggest one or two minor alterations, **although**, which we feel would improve the overall performance. Firstly, the committee believes that it would **have been** better if the dancers were already positioned on the stage as the curtain goes up. The reason **of** this is that the venue for the concert is very small and, consequently, the space behind the stage is limited. Secondly, we would like to suggest that you omit the last chorus from your performance in order **that** make it shorter. We feel that this is necessary because your act was quite long and, in order to have a wide variety of acts in the concert, it is necessary to limit each performance to a maximum of fifteen minutes.

I hope that you will appreciate the need for these changes and would be grateful if you **can** contact me to arrange rehearsal times. I look forward to hearing from you soon.

Yours faithfully,
J. P. Douglas
J.P. Douglas

Introduction

Paragraph 1

state reason(s) for writing

Main Body

Paragraph 2

express thanks

Paragraph 3

give opinion of act

Paragraph 4

suggest changes and give reasons

Conclusion

Final Paragraph

closing remarks

Full name

DISCUSS & WRITE


- 7** Look at the following writing task instructions and answer the questions below. The questions apply to all three tasks.

- a) *As a social worker, you have received a letter from a foreign family who moved to your country three months ago and are having difficulty adjusting to their new surroundings. Write a letter advising them how to deal with the situation. You should offer certain practical suggestions and reassure them that they need not worry.*
- b) *There are plans to tear down an old cinema in the town where you live. Write a letter to the authorities stating why you think this should not be done, and suggesting alternative ways in which the building might be used.*
- c) *You recently visited a new supermarket or fast food restaurant which has opened in your neighbourhood. Write a letter to the manager expressing your opinion of the establishment and suggesting ways in which it could be improved.*

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What useful expressions can you think of for making suggestions?
- What paragraph plan would you use?
- What useful expressions could you write as opening and closing remarks?
- How would you sign the letter?

- 8** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

III. Letters to the Authorities/Editor

- 1  You will hear two people discussing a letter which one of them has received. Look at the table below, then listen to the cassette and fill in the missing information. Using the notes, talk about the problem and its consequences.

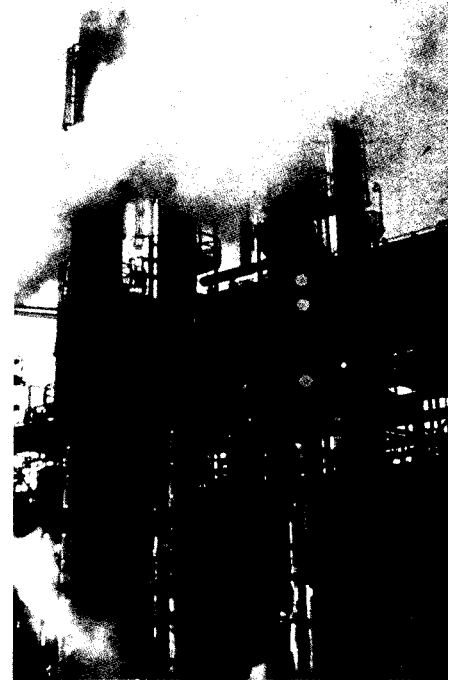
Problem: waters being contaminated by 1) from factories

Effects:

- people have developed 2) problems
- farmers' annual 3) have been damaged by chemicals
- everyday life has become 4) due to the overwhelming stench

Suggested measures

- 5) the factories
- impose heavy 6) on owners of factories
- factories must have 7) fitted on their chimneys



- Letters to the authorities/editor are formal pieces of writing. They express a person's concern about and views on a certain matter and usually contain suggestions on how to tackle a problem. You need to state the nature of the problem and its causes and effects.
- Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.

Useful Language for Letters to the Authorities/Editor

• To begin letters:

I am writing to

draw your attention to ... / bring ... to your attention ... / you on behalf of ...
you in my capacity as ... / express my approval/disapproval of / support for ... / protest about ...

• To state your opinion:

In my opinion/view, I feel/believe/think, It seems to me that, I tend to think that, I am totally opposed to/in favour of, It is my firm belief/opinion/conviction that, I am convinced that

• To express cause:

because/owing to the fact that/due to the fact that/on the grounds that/since/as/ In view of/Because of/Owing to/ For this reason/Seeing that

• To express effect:

thus, / therefore, / so / consequently, / as a result, / as a consequence, / for this reason

• To end letters:

I look forward to hearing from you.

I hope you will give this matter your urgent consideration/attention.

I hope (that) you will give this matter careful/further consideration.

Introduction

Paragraph 1

state reason(s) for writing and opinion

Main Body

Paragraphs 2-3*

describe the problem(s) and consequences .

Paragraphs 4-5*

suggest solutions/ measures to be taken

Conclusion

Final Paragraph

closing remarks

Full name

* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

- 2** Read the instructions and the letter and complete the paragraph plan on the right, identifying the topic of each paragraph. Is each topic clearly stated in a topic sentence? Then, look at the words and phrases in bold, and think of similar ones which could be used to replace them.

You live near a dangerous road junction where several accidents have occurred. Write a letter to the authorities, describing the problem and suggesting how further accidents could be avoided.

*** Introduction**

reason for writing & brief description of situation

*** Main Body**

*

*** Conclusion**

.....

Dear Sir/Madam,

I am writing to bring to your attention the dangerous state of the road junction between Ellis Road and Wiltshire Avenue in the village of Hazlemere. During the last year there have been a large number of accidents at this junction and it seems to me that something must be done.

The basic problem is the lack of road signs on Ellis Road warning drivers of the junction. In particular, for traffic approaching from the north, there are no warning signs at all until they have reached the junction. Since the speed limit on this road is 60 mph, drivers do not have time to slow down, with the result that they go through the stop sign directly into the lane of east-bound traffic on Wiltshire Avenue.

Furthermore, the junction also presents a danger to the children walking to and from the local primary school. Due to the fact that there is no safe place to cross, several children have been injured in minor accidents. Yet more accidents have been caused by the fact that drivers have swerved to avoid children stepping off the pavement.

One solution to the problem would be to install signs on Ellis Road. These should be clearly visible and large enough to make drivers aware of the junction. Also, the speed limit must be reduced to make sure that cars travel at a speed at which they are able to slow down and stop safely.

In addition to this, a proper crossing must be provided for pedestrians at the junction. Doing so would ensure that drivers were not distracted by people crossing the road. Moreover, flashing lights would act as a further warning, forcing drivers to slow down even more, thus reducing the danger to local people.

I hope you will give this matter your urgent consideration and that suitable measures will be taken before more accidents occur.

Yours faithfully,
K. J. Wright
 K.J. Wright



- Letters to the editors of magazines and newspapers are written when a) we wish to express our approval or disapproval of something which is of interest to the general public or b) when we wish to reply to letters or articles previously published and on which we have strong views.
- Letters of this type tend to contain a combination of formal and informal language such as idioms, phrasal verbs and rhetorical questions. This is done in order to have a more persuasive effect on the readers.
- When writing a letter to the editor it is necessary to refer to what other people may think of the subject we are expressing our views on.

3 Read the model letter below. What is the purpose of the letter? Find examples of formal and informal language and give the topic of each paragraph. In which paragraph does the writer contradict the opposing viewpoint?

Dear Sir,

I am writing with regard to the upcoming reception which is to be held on 2nd June to welcome foreign VIPs. As a tax-payer, I consider this event an extravagant waste of money, and would like to offer a little constructive criticism.

Officials took the hasty decision to spend outrageous amounts of money organising a two-hour event, while our school and roads are badly in need of repair. At the local council meeting held last month our honourable judge, Mr Peter Stevens, stated that the local government did not have the funds to repair these facilities. At the same time, they were arranging for foreign dignitaries to visit our town, at our expense. As a result, our children face a cold winter without proper heating in their classrooms, and as motorists, we will risk our lives driving on roads which require resurfacing.

Also, the local hospital has stated time and time again that as they do not have the medical equipment to tend to patients properly, they feel they are fighting a losing battle. It is unbelievable that the town's needs are being sacrificed for a few hours of rubbing shoulders with VIPs. If the council can spend thousands of pounds welcoming a handful of officials, then surely it can spend some money on improving the standards of services within our community — or do we not qualify as a worthy cause?

While I understand the significance of providing an appropriate function for these officials, I do not believe that the needs of our town and its residents should be overlooked.

To sum up, I believe that a compromise could be made by scaling down this expensive reception party and spending some of the money to meet our community's needs. What better way to greet visitors than by proudly showing off our town and its citizens?

Yours faithfully,
Alison Brown
 Alison Brown

Introduction

Paragraph 1

state reason(s) and give opinion

Main Body

Paragraphs 2-3*

give arguments to support your opinion/Suggest what can be done

Paragraphs 4

Present opposing viewpoint and contradict it

Conclusion

Final Paragraph

closing remarks

Full name

* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

4 Collocate the following words and then explain their meaning. Try to include them in your letters.

last, hasty, constructive, to fight, thing, long, empty, step, worthy, limited

- a losing battle
- a(n) promise
- a(n) in the right direction
- a(n) decision
- a(n) of the past
- criticism
- a(n) budget
- a(n) resort
- in the run
- a(n) cause

- 5** Read the instructions and the model letter below. How many of the suggested points are covered? What is the topic of each paragraph? Underline any words/ phrases the writer uses to express her opinion.

Your local authorities have decided to open an adult education centre in your area where people from 18 to 30 can follow courses and activities which interest them. They have invited the public to write giving their views on:

- its value to the community
- opening hours
- facilities which the building should have
- the people who would use the centre
- location

Use **some** or **all** of these points in a letter to the local authorities setting out your views about their proposal.

Dear Mr Connelly,

I am writing in response to the decision to open an adult education centre in our area.

Firstly, let me state that I was delighted when I heard the news that such a centre was to be established in our community. In my view, it will provide valuable services not normally available to most people. It is not often that one has the chance to go back to school due to responsibilities such as work and child-rearing.

I believe that the centre should have as many courses and activities as possible. For example, by providing facilities such as a science laboratory, computer and arts centres, a fully-equipped gymnasium and a library, not only will students benefit, but the centre will as well.

In order for people to be able to use the centre effectively, I think that the most suitable opening hours would be from 8.30 am to 8.30 pm, Monday to Friday. For those of us who cannot attend during the week, the centre could open on Saturdays from 8.30 am to 1.00 pm.

As far as people with children are concerned, perhaps the centre could set up a day-care unit so that youngsters could be looked after while their parents attend classes.

Regarding location, I would suggest that the centre be built along the riverside, overlooking Sunset Bay. It is a most inspiring place and very convenient as it is close to the bus and train stations. Alternatively, the centre could be built in the park beside the Museum of Fine Arts.

All in all, I think that an adult education centre will help to enhance our community both culturally and financially. I am looking forward to taking advantage of the wonderful opportunity that is being offered.

Yours sincerely,
Martha Flowers
Martha Flowers

DISCUSS & WRITE

- 6** Look at the following writing task instructions and then answer the questions below. The questions apply to both tasks.

a) ***A motorway is to be built near your house. As you think that it will destroy areas of natural beauty, write a letter to the local authorities expressing your views. You should explain what damage will be caused and suggest alternative routes.***


b) ***You have recently received a number of comments from local residents, some of which are printed below. As the representative of your local residents' committee, write a letter to the authorities outlining people's concerns and suggesting what should be done.***

- ***They throw bottles into my garden and tear up my plants!***
- ***Teenagers roam in gangs and I get frightened!***
- ***The streets are dirty and full of litter!***
- ***The walls are covered with graffiti!***
- ***The public telephone's always broken!***
- ***Young hooligans race round the square on motor bikes !***

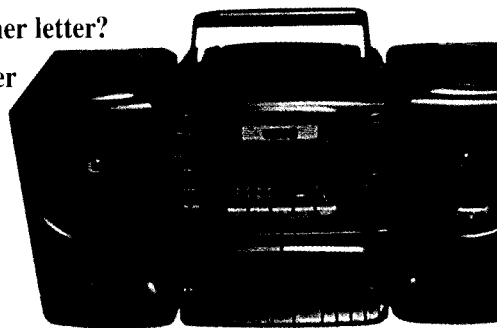
- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

- 7** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

d. Letters of Complaint

- 1  You will hear two people discussing a letter which one of them is going to send. Listen to the cassette and answer the questions below.

- What is the main purpose of the letter?
- What complaints does Cathy make in her letter?
- What does Cathy want the manufacturer to do?
- What is Cathy going to do if her letter is ignored?



A formal letter of complaint is written to complain about a problem which has arisen (*e.g. faulty merchandise, rude staff, inaccurate information, etc.*). It should explain the reasons for the complaint, and usually includes a suggestion/request/ demand concerning what should be done (*e.g. refund, compensation, etc.*).

- Mild or strong language can be used depending on the writer's feelings and the seriousness of the complaint, but abusive language must never be used.

e.g. **Mild Complaint:**

*I am writing to complain about a factual error in yesterday's newspaper.
I hope that you will give this matter your prompt attention.*

Strong Complaint:

*I am writing to express my strong disapproval concerning the offensive behaviour of an employee at your company's Winchester Road branch.
I demand a full, written apology or I will be forced to take legal action.*

- The nature of the complaint should be clearly stated in the first paragraph. Each aspect of the topic should be presented in a separate paragraph containing a clear topic sentence. Each complaint should be supported by clear justification.

Useful Language

- To begin letters:**

Mild complaint

I am writing to | complain about/ draw your attention to (the problem of) ...
| express my disappointment/dissatisfaction with ...

Strong complaint

I am writing to express my annoyance/extreme dissatisfaction with /anger at /protest about

I regret to/feel I must inform you how appalled/shocked I was ...

- To end letters:**

Mild complaint

I hope/trust this matter will | be dealt with/resolved as soon as possible.
| receive your immediate attention.
| not be treated lightly.

I feel that you should .../I am entitled to compensation/a refund/a replacement.

Strong complaint

I (must) insist on .../insist (that)/demand .../warn you that ...

Unless this matter is resolved .../Unless satisfactory compensation is offered ...

I will have no choice but to/I will be forced to take further/legal action.

Introduction

Paragraph 1

state reason(s) for writing

Main Body

Paragraphs 2-3*

state complaint(s) with justification

Paragraphs 4-5*

suggest what should be done

Conclusion

Final Paragraph

closing remarks

Full name

* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

- 2** Read the instructions and the model letter below and find the topic sentence of each paragraph. Then, underline any phrases which you feel are too informal for a letter of this kind, as in the example. (The numbers in circles indicate the lines which contain the informal phrases.) Replace these with the phrases from the list below.

- a) compensate me for, b) otherwise I will be forced to, c) I am writing to express my extreme dissatisfaction with, d) I insist that you, e) Despite my objections, f) Having no other alternative, g) I therefore request that you, h) Contrary to what I had been told

You recently hired a car for a part of your holiday. However, there were several problems with the arrangements. Write a letter of complaint to the manager/manageress explaining the problems and requesting compensation.

Dear Sir/Madam,

- ① I'm writing this because I'm really upset about the service I received when I rented one of your cars on 20th July.

- Firstly, I had specifically requested a four-door model. However, I was given a smaller two-door version which, apart from being too small for
② my needs, was clearly in need of extensive repair. I moaned about it but your employees informed me that it was the only car available and
③ assured me that it was in perfect order. I couldn't do anything else, so I accepted the vehicle.

- ④ Although they said there weren't, there were, in fact, several things wrong with the car. Despite the fact that I had driven it for only one hour, I was forced to stop when the engine showed signs of overheating. Having added two litres of water to the radiator, I was able to continue, although during the course of my journey a knocking sound from the engine became increasingly persistent and the windscreen wipers stopped working.

My subsequent journey was most uncomfortable. Not only did I have the worry of driving a car which was not roadworthy, but I also had to stop on three occasions to refill the radiator. Finally, I had no choice but to leave the car at your Oxford branch and continue my journey using public transport.

- I feel that your employees acted irresponsibly in issuing a car which was not safe to drive, and I believe I am entitled to compensation for
⑤ the interruption to my holiday. So I want you to send me the sum of
⑥ £200 to cover the cost of my train ticket and to make me feel better after the distress I was forced to suffer as a result of your negligence.
⑦ You'd better give this matter your urgent attention, or else I really
⑧ will have to take legal action.

Yours faithfully,
S. Mallison
Mr S. Mallison

Linking Words

Complaints and justifications can be linked together as follows:

I purchased the camcorder only a month ago **but** the rewind button does not function properly.

I purchased the camcorder a month ago. **Nevertheless, / However,** the rewind button does not function properly.

The rewind button does not function properly **in spite of / despite the fact that** I purchased the camcorder only a month ago.

Although / Even though I purchased the camcorder only a month ago, the rewind button does not function properly.

- 3** Match the complaints and justifications below, then join them using appropriate linking words/phrases.

Complaints

- 1 The goods we ordered have not been received yet.
- 2 Our wooden floors have become dull.
- 3 The batteries died after a few hours.
- 4 The hotel was an hour's drive from the beach.
- 5 The film was too long and very boring.
- 6 The knife became blunt after only a month's use.
- 7 The mascara made my eyes water.
- 8 My daughter's watch stopped after she swam with it on.

Justification

- a The label on the packet claims they are long-lasting.
- b We were told they would not lose their shine.
- c They were shipped a month ago.
- d We were told it was within walking distance.
- e The manufacturer claims it is hypoallergenic.
- f The trailer said it would keep me on the edge of my seat.
- g The package label states that it is water-proof.
- h You said it was guaranteed to stay sharp for five years.

- 4 Read the instructions and model letter, and complete the paragraph plan on the right, identifying the topic of each paragraph. Then, fill in the blanks in the letter with the words and phrases below, as in the example. Some of the words can be used more than once.

in the meantime, therefore, not only ... but also, while, nevertheless, thus, furthermore, as a result, although, since

You are a regular customer of a local restaurant. The last time you ate there, however, you felt that the standards had dropped slightly. Write a letter explaining why you were disappointed and suggesting what could be done to improve the situation.

Dear Mr Seward,

It is with regret that I feel I must write to express my disappointment at the quality of food and service I received at your restaurant yesterday evening.

(1) your food is usually of a very high standard I felt that, on this occasion, the meal left a lot to be desired. The preparation and presentation seemed hurried and careless. (2), neither my guest nor I felt inclined to finish our meal.

(3), the service was not what I have come to expect from your establishment. Our waiter was rather inattentive and slow, (4) ... **not only** ... in taking our order ... **but also** ... in bringing the dishes. (5) the reason for my visit was to entertain a client, I was somewhat disturbed at the apparent fall in standards. On the basis of my previous experience of your restaurant, I had promised my guest an especially memorable dinner, and was (6) deeply embarrassed to be proved entirely wrong.

Might I suggest that, as the manager, it would be advisable for you to oversee the preparation of food personally. (7) I realise the work involved in running a restaurant is very demanding, I (8) feel that the standard of the food served is of utmost importance. I would recommend, (9), that you give this matter your urgent attention.

Regarding the service, I would suggest that you speak to the waiter concerned to ensure that other customers are not similarly inconvenienced. This would help your restaurant maintain its well-deserved reputation.

I look forward to hearing from you as soon as possible. (10), I hope you will take my comments into consideration.

Yours sincerely,
P. A. Hogan
P.A. Hogan

* *Introduction*

reason for writing

* *Main Body*

*

*

*

*

*

* *Conclusion*

.....

.....



- 5** Read the instructions below and the beginnings and endings from letters of complaint. Then match the beginnings and endings and say whether the language in each pair is mild, strong or abusive. Which level of language would be most appropriate for the situation described?

You recently travelled by coach and were very disappointed with the service provided by the staff, and the delays you encountered. Write a letter to the company to complain and to demand compensation.

BEGINNINGS...

- 1 I am writing to express my total dissatisfaction with the appalling service I experienced on one of your coaches from Cardiff to Coventry on 24th May.
- 2 I am writing to complain about the poor quality of the service I experienced on one of your coaches from Cardiff to Coventry on 24th May.
- 3 I am writing to draw your attention (if you have any, which I doubt) to the fact that the staff who 'served' us on your Cardiff to-Coventry coach on 24th May are incompetent, idle fools.

...ENDINGS

- A I hope that you will look into this situation as a matter of some urgency, and that the service offered by your company will improve.
- B Organise your pitiful company efficiently and stop cheating the public by charging outrageous prices for fifth-rate service.
- C I insist that my wife and I receive a full refund of the price of our tickets, and must warn you that unless this matter is resolved at once I will not hesitate to take legal action.

- 6** Read the following situations, and say whether mild or strong language would be more appropriate for a letter concerning each one. Then, choose *two* situations and write a suitable beginning and ending for a letter of complaint about each.

- 1 your neighbour's dog barks at night — you can't sleep
- 2 the hotel receptionist forgot to place your wake-up call — you overslept, missed your flight and had to pay for another ticket
- 3 you found a piece of glass in a packet of frozen food — you nearly swallowed it
- 4 the TV guide always has inaccuracies concerning dates and times — you can't be sure what programmes will be shown
- 5 the birthday cake you ordered wasn't delivered on time — the children were extremely disappointed
- 6 there was no lifeguard on duty at the public swimming pool — your child almost drowned



DISCUSS & WRITE

- 7** Look at the following writing task instructions and then answer the questions below. The questions apply to both tasks.

- a) *You are the manager of a supermarket which is losing customers because employees of the company next door park their cars in the supermarket parking area. Write a letter of complaint to the company and suggest what should be done.*
- b) *You have noticed that students at your son's school are often left unattended. Write a letter of complaint to the headmaster and ask him to ensure that the situation does not continue.*

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

- 8** Choose **ONE** of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

e. Letters of Apology

- If you have received a letter of complaint, it is polite to reply to it. The purpose for writing a **letter of apology** is to explain the reason(s) for the problems stated in the letter of complaint and to ensure that the situation will be resolved/improved. You may also offer some form of compensation.
- A letter of apology is written in a formal style and requires a dignified and polite tone.
- You should deal with each aspect of the complaint in a separate paragraph.

Useful Language

- **Opening remarks:**
I am writing to apologise for ... /offer my apologies for ...
Please accept my/our sincere/profuse apologies for (the unavoidable delay, etc)
I must/would like to apologise for (the unfortunate confusion, etc).
- **To introduce new points:**
With regard to/As regards ...
As far as ... is/are concerned ...
Firstly/First of all/Secondly/Finally, ...
- **To emphasise what you say:**
Clearly/Obviously/Needless to say, ...
- **To express reality:**
In fact/As a matter of fact/Actually/Indeed, ...
- **Making amends:**
Please allow me to offer/suggest ... as compensation (for ...).
I insist on (+ ing) to make up for your loss/inconvenience, etc.
- **Closing remarks:**
Once again, my/our sincere(st) apologies for the inconvenience caused.
I hope that you will accept my apologies/that my apologies will be accepted.
I hope that you can forgive/overlook this regrettable error.

1 Fill in the correct words/phrases from the list below. Try to include them in your letters.

inevitable, gift voucher, isolated incident, circumstances beyond our control, at your disposal, compliments, complimentary, oversight

- 1 I assure you that this is a(n) (single occurrence which is unlikely to happen again)
- 2 Unfortunately due to, we will not be able to offer an alternative venue for the concert. (something which we have no control over)
- 3 Failure to repair the equipment was due to a(n) on our part. (failure to notice something)
- 4 It is that our prices will rise periodically. (certain)
- 5 We are delighted to enclose tickets for our forthcoming concert, by way of compensation. (free)
- 6 A complete refund cannot be given but a(n) for the amount has been enclosed. (token)

Introduction

Paragraph 1

state reason(s) for writing

Main Body

Paragraphs 2-3

give explanations

Paragraph 4

suggest compensation

Conclusion

Final Paragraph

closing remarks

Full name

- 7 Please accept the enclosed with our (regards)
- 8 In light of your previous experience, I would like to assure you that all computers will be (available for use whenever you like)

2 Fill in the gaps with a suitable preposition.

- 1 This situation was due an oversight, which resulted a breakdown in communication and led your losing the contract.
- 2 The company cannot be held responsible any inconvenience caused as a result bad weather.
- 3 Unfortunately, our client is no obligation to offer any compensation according the terms of the contract.

- 3** This letter of apology is a reply to the letter of complaint on page 102. Read the model letter and correct the punctuation errors in the sentences indicated by a number. Then, give the topic of each paragraph. Finally, underline all examples of useful language for apologising and replace them with similar ones.



DISCUSS & WRITE

- 4** Look at the following writing task instructions and answer the questions below. The questions apply to all three tasks.

- a) *As the owner of a gym, you have recently received a number of complaints concerning the state of the changing rooms, the bad condition of equipment and overcrowded classes. Write a letter apologising for these problems, explaining the reasons and giving details of what you intend to do to rectify the situation.*
- b) *Write a letter of apology in reply to the letter of complaint on p. 103.*
- c) *As a sales representative of a large manufacturing company you have received several letters from a customer complaining about a long delay in the delivery of goods on order. Write a letter of apology to the customer explaining why the goods have not been delivered and giving information concerning dates and means of shipment of a new delivery.*

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions would you use as opening and closing remarks?
- How would you sign the letter?

- 5** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

① Dear Mr Mallison,

In response to your letter regarding the unsatisfactory service that you received when renting a car on the 20th July, I would like to begin by giving my sincere apologies for the inconvenience that you experienced.

② Firstly, the problem of being given the wrong car; needless to say

③ a smaller one; occurred because the original car that had been booked for your had not been returned by the time you arrived.

Unfortunately, the person who had rented the car prior to you, had not adhered to the rental period originally agreed and as a result

④ was two day's late in returning it. We were unable to contact him and therefore had to provide you with another vehicle. All of our

⑤ four door models were at that time rented out, and rather than not providing you with any car at all, we were forced to provide a smaller two-door model instead.

⑥ as regards the problems encountered with the engine and the wind-screen wipers, these were unfortunate mishaps that could not have

⑦ been foreseen before rental. Each time a car is returned to us, it automatically undergoes a rigorous inspection before being given an inspection pass sheet. Our records show that this particular car had

⑧ passed each inspection stage successfully which leads myself and the mechanics concerned to believe that the problems occurred after the car had been rented to you.

This is truly a regrettable occurrence. Please allow me to offer you £100 by way of compensation and to contribute towards the cost of your train ticket. In addition to this I would also like to offer


⑨ you our newest model, a luxurious four-door Rover for a six-day rental period at a time most convenient for you. I hope this offer will make up for the distressing journey you encountered, and will

⑩ restore your confidence in our Company as a customer-friendly organisation.

May I apologise again for this inconvenience. Meanwhile, I look forward to hearing from you to arrange a suitable date for renting our courtesy car.

Yours sincerely,
J. Robins
Mr J. Robins
(Manager)

f. Letters of Application

- 1  You will hear two business partners discussing a job application which they have just received. Look at the table below, then listen to the cassette and tick the appropriate boxes. Using the notes, say what details the person applying for the job included in the letter of application.

Job applied for	<input type="checkbox"/> car salesman	<input type="checkbox"/> car mechanic	<input type="checkbox"/> carpet fitter
Qualifications	<input type="checkbox"/> degree	<input type="checkbox"/> A Levels	<input type="checkbox"/> O Levels
Current position	<input type="checkbox"/> permanent	<input type="checkbox"/> temporary	<input type="checkbox"/> unemployed
Experience - 1	<input type="checkbox"/> telephone repairs	<input type="checkbox"/> telephone sales	
Experience - 2	<input type="checkbox"/> car maintenance	<input type="checkbox"/> car sales	
Qualities	<input type="checkbox"/> reliable	<input type="checkbox"/> mature	<input type="checkbox"/> cheerful
Enclosures	<input type="checkbox"/> CV	<input type="checkbox"/> references	<input type="checkbox"/> photo



A formal letter of application is written when applying for a job or a place on an educational course. A job application usually includes educational/professional **qualifications**, details of previous **experience** as well as the applicant's qualities and skills. Previous experience should be presented in a clear order using linking words such as: *currently, before this, subsequently, prior to this, following, whereupon, etc.*

Useful Language: Applying for Jobs

● To begin letters:

I am writing to apply for the post/position of ... advertised in yesterday's ...
I am writing in connection with/with regard to the vacancy in your Sales Department,
as advertised in *The Times* on/of 14th October.

● Experience/Qualifications:

I am currently/At present I am employed/working as ...
I was employed as (*position*) by (*company*) from (*date*) to (*date*) ...
During this time, I held the position of .../was responsible for .../my duties included ...
I have received training in .../completed an apprenticeship, etc ...

My qualifications include .../I am presently studying/attending a course ...
I am due to take my final examinations in June ...
I have/hold/obtained/was awarded a degree/diploma/certificate in ...
I have successfully/recently completed a course in (*subject*) at (*place*).

● To end letters:

I enclose/Please find enclosed my CV/references from ...
I would appreciate a reply at your earliest convenience/as soon as possible.
I would be available for an interview at any time/until the end of June/etc.
I would be pleased/happy to supply you with any further information/details ...
Please contact me should you have any further questions/queries.

Introduction

Paragraph 1

state reason(s) for writing

Main Body

Paragraphs 2-3-4-5*

education & qualifications,
previous experience,
personal qualities,
suitability

Conclusion

Final Paragraph

closing remarks

Full name

* The exact number and division of paragraphs and the order of presenting information will depend on the specific instructions for each letter-writing task.

- 2** Read the advertisement, instructions and model below, then look at the CV on the right. Say which information in the CV has not been included in the letter, and why. Finally, suggest alternative beginnings and endings to this letter.

Rapidly expanding marketing company seeks marketing manager for overseas office in Tokyo. The successful candidate should be fully qualified in the marketing field and have a knowledge of the Japanese language. The applicant should be between 30-40 years old, single and willing to relocate at very short notice. All letters, including a CV and one photograph, should be marked for the attention of Mrs Dominique Lloyd (Personnel Manager) CFF Marketing Ltd 7, Brompton Rd, Surrey, Tel.: 8219434

You have decided to apply for the job advertised above. Write your application, stating clearly why you think you are suitable for the job.

Dear Mrs Lloyd,

I am writing to apply for the position of Marketing Manager in your Tokyo office, as advertised in last week's Guardian newspaper on 9th October.

As outlined in my curriculum vitae, which I have enclosed, I attended Riverside Secondary School in Gloucester where I completed my GCSE and 'A' Level studies. In 1987, I graduated from the University of Wales with a BSc in Business Studies and Marketing.

After graduation, I moved to Tokyo where I trained as a market researcher for the Yen Company for two years. On my return to England, I continued working as a market researcher until 1993 when I obtained my present position.

I am currently employed as Assistant Managing Director at Melton Enterprises, where my duties include the organisation of staff and stock, as well as the allocation of budget within the sales department. I am also responsible for overseeing the whole business, and am generally noted for my good organisational and managerial skills.

I believe that I would be an ideal candidate for the position you have outlined, as I have had extensive marketing training with a well-known Japanese marketing and public relations firm. My time spent living in Tokyo also ensured that I obtained a valuable insight into Japanese culture and working practices. I also have a number of very good business contacts in Tokyo, as well as a basic understanding of the Japanese language which is necessary if one is to be able to work effectively. Finally, I am willing and able to relocate at short notice, which I understand to be a requirement of the position.

I enclose my curriculum vitae and photograph as requested, and I would be happy to supply you with further details should they be required. I thank you for considering my application and am willing to attend an interview at any time.

Yours sincerely,
Steven Bradley
Steven Bradley

CURRICULUM VITAE

Name: Steven Bradley

Date of Birth: 6 December 1964

Address: 21, Tiffen Avenue, Gloucester

Education/Qualifications:

1976-1983

Riverside Secondary School, Gloucester
GCSEs: Maths, Economics, English,
Computing, History, Political
Science, Japanese, Asian
Studies

'A' Levels: Maths (B), Economics (B),
General Studies (B),
Business Studies (B)

1983-1987

B.Sc in Business Studies —
University of Wales

Work Experience:

April 1993 - Sept 1997

Assistant Managing Director, Melton
Enterprises, London

Sept 1989 - April 1993

Market Researcher, BLD Services,
Oxford

June 1987 - Aug 1989

Trainee Market Researcher, The Yen
Company, Tokyo

Other Information:

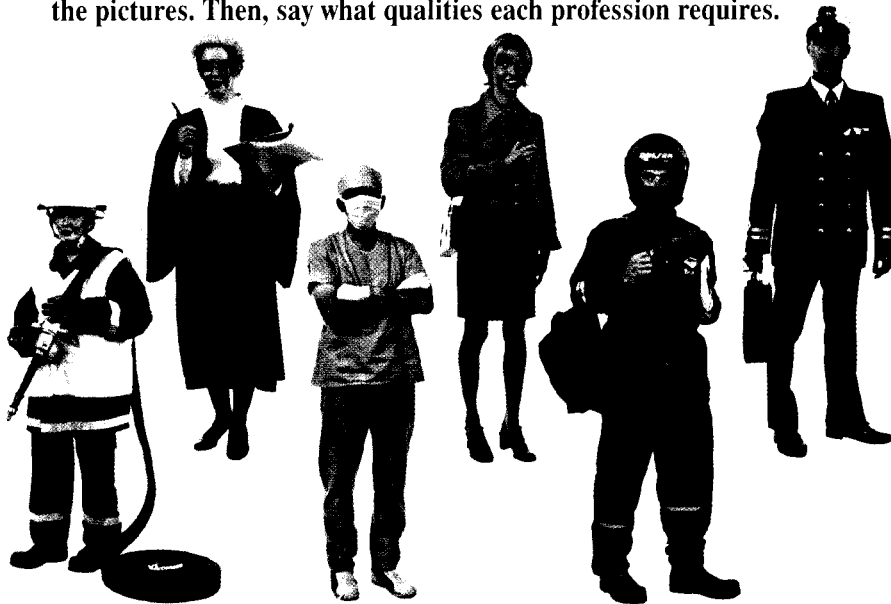
- Basic Japanese
- Full, clean driving licence
- Interests: sailing, cooking, jogging, karate

Referees:

Carl Spencer (President)
BLD Services
2, Downing St,
Oxford

Susan Marcus (Managing Director)
Melton Enterprises
42, St Catherines St,
London

3 Fill in the gap in each extract with the correct profession as shown in the pictures. Then, say what qualities each profession requires.



- 1 While working as a(n), I had to drive carefully so that deliveries were transported safely and on time. My boss must have believed I was reliable and trustworthy to give me a position in which I handled goods worth thousands of pounds.
- 2 There was always complete silence in the operating room as I had to concentrate on every move I made. When I first became a, I used to be nervous before an operation but eventually I learned to cope with the stress that came with being responsible for people's lives. Although I worked long hours and neglected my family sometimes, saving people's lives was definitely worth the sacrifice.
- 3 When I worked as a(n) for a major airline, I had to get accustomed to working unsociable hours. As I was in control of a large aircraft carrying up to 300 passengers, I had to find ways to deal with stress, especially in emergency situations. I realised over the years that those who were best at the job were level-headed and able to remain calm during a crisis.
- 4 When I made my living as a(n) I had to be alert. I managed to be ready even at a minute's notice when a story broke out. My job also entailed having good communication skills and being innovative and persistent. I loved the challenge of being the first one to report a new and exciting story.
- 5 As a(n), I quickly learnt to work under pressure. My job involved being brave as I had to take risks. I was given an award for courage in 1992 in recognition of my dedication to duty.
- 6 While working as a(n), I looked forward to the challenges I faced in proving my clients' innocence. Although it was difficult to be objective, I always managed not to allow my personal feelings to interfere. It was extremely rewarding to win a case and to know that I had saved an innocent client from prison.

4 Fill in the correct preposition.

- 1 Having lived in Hong Kong for twelve years, I have a wide knowledge the Chinese language.
- 2 I have a degree Middle Eastern politics and am fluent Arabic.
- 3 I have been a teacher for the past fifteen years and am very familiar the new teaching approach.
- 4 I am very experienced dealing with financial crises since I have worked as a financial advisor for twenty years.
- 5 As an auctioneer, I feel that I have experience assessing works of art.
- 6 Having worked as a foreign minister, I am an expert foreign affairs.
- 7 As a consultant for the Special Olympics Committee, I am well versed the needs of the disabled.
- 8 I am currently employed as a chef and excel catering for large groups.

5 Collocate the following words and then explain their meaning. Try to include them in your letters.

fulfil, handle, attend, work, have, show, operate, graduate, broaden, gain

- 1 to a course
- 2 to initiative
- 3 to a word processor
- 4 to one's potential
- 5 to from university
- 6 to shifts
- 7 to one's horizons
- 8 to an inquiring mind
- 9 to experience
- 10 to clients

Useful Language: Applying for a Course

● Opening remarks:

I am writing to apply for admission to the course in ...
I would like to be considered for a place on

● Closing remarks:

I enclose further details of my education/qualifications to date.
Please find enclosed a copy of my degree/diploma/etc.
I hope that you will consider me for entry/admission to ...

- 6** First, read the instructions below and underline the key words. Then, read the model and check if all the information required by the instructions has been included. Finally, identify the topic of each paragraph.

You wish to apply for a course of study in Britain. Write a letter of application to the college or university concerned, giving your personal details and your academic qualifications, including your level of English. Include information about the course and subjects you wish to study, and why you have chosen this particular college or university.

Dear Sir/Madam,

I am writing to apply for the Journalism Foundation Course offered by your university for the academic year beginning October, 1998.

I am a 24-year-old French citizen, currently living in Paris. Since leaving school in 1990, I have held a variety of positions working for local newspapers. For the last two years I have been employed as an assistant in the editing department of an English Language newspaper published in Paris.

I am a holder of the Bac.C. as well as having successfully completed a DEUG in English Literature. Furthermore, I have been studying English since the age of 12 and have recently obtained a grade B in the Cambridge Proficiency in English examination.

I believe that I am well-suited to a career in journalism and I am keen to continue working in this field. However, I feel that I lack the formal qualifications and training necessary to progress beyond my present level of assistant editor. A foundation course would give me an excellent basis for further study, together with an insight into journalism from an international perspective.

Your university has an extremely good reputation in the field of journalism and media studies. The facilities which you offer to students seem both practical and up-to-date. The "Gender and Media" option on your syllabus is of particular interest to me, as is the opportunity to study in a large city such as London.

Please find enclosed a copy of my CV, giving further details of my educational qualifications and work experience. I hope you will consider my application and I look forward to hearing from you soon.

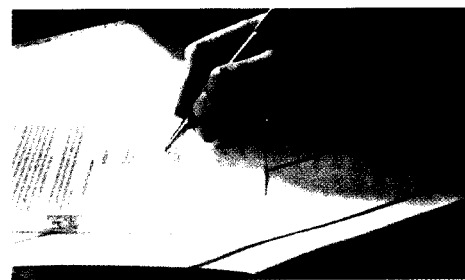
Yours faithfully,
Marcel Martin
Marcel Martin

DISCUSS & WRITE

- 7** Look at the following writing task instructions and answer the questions below. The questions apply to both tasks.

- a) *You have seen an advertisement in the newspaper for the position of Hotel Manager at a popular ski resort. Write a letter of application giving information about yourself, your qualifications and previous experience, as well as explaining why you would be suitable for the job.*
- b) *You have been studying English for several years in your own country, and feel that you would benefit from an eight-week intensive course for foreign students offered by a college in the south of England. Write a letter applying for a place on the course, stating your reasons for choosing this particular college.*

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is/are the additional purpose(s)?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?



- 8** Choose ONE of the writing tasks above, and write a complete outline plan with notes. Then write the letter in about 300 words.

g. Transactional Letters

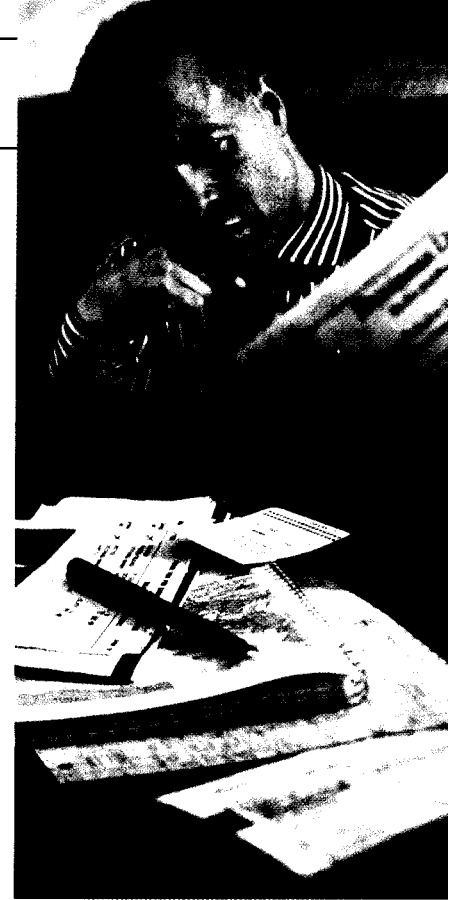
Transactional letters are letters responding to a particular situation, which is presented by means of **written prompts** (letters, leaflets, advertisements, news reports, etc, as well as handwritten notes and comments) and/or **visual prompts** (diagrams, maps, etc). They may be formal, semi-formal or informal, depending on who you are writing to.

- Transactional letters can be of any type — **e.g. to give information, to complain about something, etc** — and may have one or more additional purposes. You may be asked to write two or more transactional letters related to the same situation and based on the same information. These tasks, however, will usually be different in length, style and/or purpose.

e.g. a) a formal letter of application for a job

b) a brief note to a friend informing them of your career plans.

- All the relevant information given in the rubric and prompts must be included in your letter(s), but you should use your own words as much as possible, and will be expected to decide which information is relevant and which is not.
- The information included should be clearly and logically arranged, with each point presented in a separate paragraph containing a clear topic sentence.
- Transactional letters should use:
 - appropriate greetings and endings;
 - standard expressions of suggestion, complaint, apology, etc.



1 Read these two letters and answer the questions which follow.

Dear Mr Savage,

Following the "Safety in the Workplace" seminar which was recently delivered here at Savage Engineering Ltd. and my subsequent inspection of our premises, I am writing to you to inform you of certain recommendations concerning the company's own safety standards.

Firstly, with regard to fire safety, I have personally checked that our premises can be quickly and safely evacuated should the need ever arise. However, due to our rapid turnover of staff, I feel that fire drills should be held every four months, rather than every six months as recommended in the guidelines.

Similarly, regarding equipment training, I would like to suggest a period of one week for all new employees to be familiarised with the safe and correct operation of machinery. This would ensure that any risk of accidents involving equipment is kept to a minimum.

As far as the other guidelines are concerned, I feel confident that we are taking adequate precautions. I have already circulated booklets on hygiene and, in the coming week, I will be notifying cleaning staff of revised procedures. I will also be printing handouts warning all staff of the consequences should any of the safety regulations be contravened.

I trust the above information is to your satisfaction.

Yours sincerely,

P.W. Stewart

P.W. Stewart

Dear Sir/Madam,

I am writing on behalf of Savage Engineering Ltd. to thank you for allowing me the opportunity to attend your recent seminar on "Safety in the Workplace".

Your guidelines were both practical and clearly expressed, and I am sure they will be of benefit to all those who participated.

Thanking you once again,

Yours faithfully,

P.W. Stewart

P.W. Stewart

- What is the main purpose of each of these letters (e.g. *thanks, complaint, etc*)? Which letter has more than one purpose? What additional purpose(s) does it have?
- What is the subject of each letter?
- What is the topic of each paragraph in letter a?
- Are the letters similar or different in style, length, greeting and ending?

- 2** Both letters on page 111 were written in response to the situation presented in the rubric, prompts and notes below. Read these carefully (several times if necessary) and answer the questions which follow.

You recently attended a seminar about safety at work. Your office manager has asked you to write to the managing director of the company you work for, with recommendations for increasing safety in your workplace. Read the leaflet from the seminar (1), as well as the memo from your office manager (2), together with your notes on these.

1

SAFETY IN THE WORKPLACE

HOLD FIRE DRILLS:

A full fire drill should be held every 6 months and all employees should be made aware of fire exits and assembly points. It is essential that the building can be evacuated quickly in the event of an emergency.

LEARN TO USE EQUIPMENT PROPERLY:

All members of staff must be made fully aware of operating instructions for machinery they will be expected to use, and a suitable period must be allowed for training. Unsupervised use of equipment by untrained workers can be fatal.

KEEP YOUR WORK AREA CLEAN AND TIDY:

Since so many accidents are caused by equipment being left unattended, doors being left open, etc, encourage employees to be tidy. Cleaning should be carried out at suitable times and notices should be clearly displayed to warn of wet floors.

A HEALTHY WORKPLACE MEANS A HEALTHY STAFF:

Safety from illness is as important as safety from accidents. There are laws governing the preparation of food and drinks, as well as hygiene in kitchen and bathroom areas. Booklets with guidelines are available. Make sure your company has them and that people read them.

TAKE NOTICE!

Notices concerning all of the above safety regulations must be placed in prominent positions. Strict disciplinary action should be taken if employees do not obey rules.

*Not often enough!
New staff every month*

Our place is OK (checked it personally)

Suggest one week for all new staff

Cleaning staff to be told

Done - 8/7/97

Need to print a leaflet warning employees

Now write:

- i) a letter to the Managing Director notifying him of your findings from the seminar and explaining what changes you feel should be made in your place of work. You should also mention anything you have done or intend to do regarding your findings.
(approximately 200 words)
- ii) a brief letter thanking the organisers of the seminar for allowing you to participate.
(approximately 50 words)

- According to task instruction i) in the box above, what are the purposes of the letter? Does letter a include these?
- Underline the phrases/sentences in letter a dealing with each point in the notes accompanying the leaflet. Are there any points in the notes which have *not* been dealt with?
- The memo from the office manager instructs the writer to be positive and reassuring. Does letter a follow this instruction?
- Does letter b follow the instruction given for task ii)? Why/why not?
- Does either letter use expressions from the rubric, prompts or notes without rephrasing these?
- Do the letters contain appropriate style expressions and greetings? What examples can you find?

2

M E M O

From: JD To: PWS Date: 8/7/97

"Safety in the Workplace" Seminar 7/7/97

Please write to Mr Savage about the seminar, making any recommendations for our firm. Keep it positive and reassure him as much as possible. Also, please write and thank the seminar people.

Important!

- 3** Write a brief memo (about 40 words) to your office manager ("JD" informing him/her how you have carried out his/her instructions.

- 4 Read the rubric and written prompts below carefully, then explain the situation and the writer's complaints in your own words. Next, look again at the letter, advertisement and notes, and find which information has been included more than once. Would it be necessary to give this information several times in your letter?

You recently arranged for some work to be carried out on your house by a building company. Unfortunately, there have been a lot of problems; the work has still not been finished, and the builders have also caused some damage to your house. Read the letter from the builder stating that the work would be finished over a week ago (1) and the newspaper advertisement for the building firm (2), together with the notes you have made on these.

1

12th February 1997

Dear Mr Roberts,

I am writing to confirm that our builders will be arriving at 9 am on Monday, 24th February to carry out your renovation work.

I understand that you have taken a week off work, and give you my assurance that four days is the maximum amount of time normally needed for such alterations.

Since our employees are experienced staff, I feel sure that you will be inconvenienced as little as possible and that disruption will be kept to a minimum.

We pride ourselves on our reputation for quality work and would like to take this opportunity to thank you for doing business with us.

Yours sincerely,

JB Stubbs
JB Stubbs

2

JB STUBBS BUILDERS

☎ 896 3991

ALL KINDS OF WORK CARRIED OUT
COMPETITIVE PRICES

* **Fast service*** **Reliable, experienced workers*** **No mess** * **No fuss** * **No delays!**

Completely untrue!

I spent three days cleaning up after them!

Broken sink, ruined carpet, damaged door, burst water pipe

Not when I had to take an extra unpaid week off work!

Already 10 days late in finishing!

Now write

- a letter to the owner of the building firm, explaining the situation and demanding that the work be finished and the damage put right. (approximately 150 words)
- a brief letter to the local newspaper which carried the advertisement, explaining that the advertisement makes false claims and suggesting that it should be withdrawn. (approximately 100 words)

- 5 Read models (a) and (b) on page 114 and find any examples of:

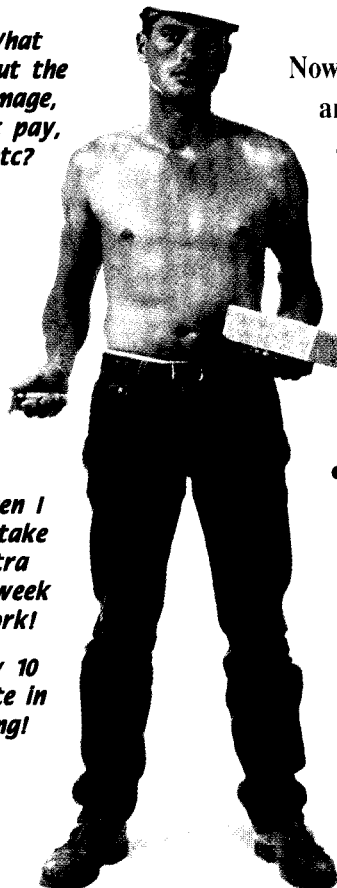
- unnecessary repetition of the same information;
- phrases taken directly from the rubric, prompts and notes rather than using the writer's own words.

Which model is better —
(a) or (b)?

Now read models (c) and (d), and find any examples of:

- phrases and expressions which are too informal for the type of letter required;
- phrases and expressions which are over-emotional, abusive or vague;
- information/comments which are irrelevant, or not given in the rubric, prompts or notes.

Which model is better,
(c) or (d)?



Dear Mr Stubbs,

Further to your letter of 12th February, I am writing to notify you that the work on my house has still not been completed, despite your assurances that it would be finished in less than a week.

I feel particularly angry at having to take an extra week off work as a result of this delay, since this has meant my losing a week's salary.

Moreover, I am extremely upset at the amount of damage and inconvenience that your employees have caused me. Not only have they broken my kitchen sink and burst a water pipe, but the subsequent flooding has severely damaged a wooden door and destroyed one of my carpets.

I must therefore insist that the work is finished immediately, and that I be compensated for the damage to my property as well as the loss of earnings caused by your failure to complete the job within the stated time period.

I expect to hear from you by return of post regarding arrangements for the prompt completion of the work.

Yours sincerely,

N B Roberts

N. B. Roberts

Dear Sir/Madam,

C

I am writing to you about an advert in your newspaper – the one for Stubbs Builders. The advert makes false claims and is really dishonest.

I used this company a little while ago and believe me, they were terrible! They made a real mess of my house and were nothing like the advert. They were sloppy and caused such a lot of damage that I nearly fainted when I saw the state of my house!

I reckon you should drop this advert right away, before other people are cheated by these cowboys.

To my mind they are a bunch of crooks and something should be done.

Yours,

N B Roberts

N. B. Roberts

Dear Mr Stubbs,

Further to your letter of 12th February, I am writing to express my disgust at the fact that the work on my house has still not been finished. Although you gave me your assurance that four days is the maximum amount of time needed for the job, it is still not finished after two weeks.

In your letter you said that I would be inconvenienced as little as possible and that disruption would be kept to a minimum. What about the damage, lost pay and so on? I had to take an extra unpaid week off work and I spent three days cleaning up after your workers.

You say in your advertisement that you have reliable, experienced workers, which is completely untrue! The damage includes a broken sink, a ruined carpet, a damaged door and a burst water pipe, and they are already ten days late in finishing! This is certainly not fast service with no mess, no fuss and no delays.

I demand that the work be finished and the damage put right immediately.

Yours sincerely,

N B Roberts

N. B. Roberts

Dear Sir/Madam,

d

I am writing to suggest that you withdraw an advertisement which regularly appears in your newspaper, on the grounds that it is misleading.

I recently engaged the services of Stubbs Builders to carry out renovations to my house, and found them to be thoroughly unreliable and unprofessional, in direct contrast to the claims made in their advertisement.

Furthermore, despite advertising prompt, trouble-free service, the company was in fact responsible for considerable delays, damage and inconvenience.

I would be happy to supply you with further details should you wish to contact me.

Yours faithfully,

N B Roberts

N. B. Roberts

- 6 Read the following rubric, written prompts and notes, then explain the situation and the writer's objections in your own words. Next, read the letter on the right, which was written as an answer to task (b) but is twice the suggested length. Which two paragraphs should be omitted, and why?

Your town was featured in a recent TV documentary which showed the town in an extremely unfavourable way. You feel that the documentary contained a number of biased and inaccurate conclusions. Using the programme guide (1) and "Pick of the Week" review (2), together with your notes, write:

- a letter to the producers of the programme, complaining that your town has been unfairly represented. (approximately 200 words)
- a letter to the town council, suggesting that they should also write to complain about the programme. (approximately 50 words)

PROGRAMME GUIDE TUESDAY 9/7

1

9:30 pm Forgotten Town

Third in a six-part series showing how some of Britain's towns have become no-go areas.

Tonight: Ambleton

Exaggeration!

Completely subjective!

PICK OF THE WEEK: DOCUMENTARY

2

Forgotten Town

In Part Three of this controversial series, the small town of Ambleton comes into the spotlight. A once popular seaside resort, Ambleton has been beset by problems since the 1970s.

Michael Finch's team show all too clearly the effects of unemployment figures as high as 50%. Be prepared for some shocking scenes of crime and drug abuse. Local people are interviewed, laying the blame for these social ills firmly at the feet of immigrants. With the city centre rapidly becoming a slum area and the closing down of the hospital, together with the withdrawal of most of the bus and train services, the programme asks, "How much worse can it get?"

10%, not 50%

Drug addicts were filmed in Swinburne, not Ambleton

Renovated historic buildings, not slums!

It still is!

Ambleton has the lowest crime rate in the whole area

Unfair to blame them - they are not troublemakers as suggested

One bus route withdrawn; train services have been increased

Dear Sir/Madam,

I am sure you are aware of the documentary "Forgotten Town", broadcast last Tuesday, which presented a negative and highly misleading impression of Ambleton.

The programme was grossly inaccurate in its suggestions of a soaring crime rate, widespread drug addiction, slums in the city centre and a faltering public transport system.

I have written to the producers to complain, and would suggest that you send a further complaint, in your official capacity, in order to set the record straight.

Obviously, the effect on tourism in the area would be disastrous if the image of Ambleton created by the programme were allowed to stand unchallenged.

Yours faithfully,

S. Bailey
S. Bailey

- 7 Read the task instructions for Ex. 6 again, and write letter (a).

- 8** Read the following rubric and written prompts carefully. Then, identify the purpose(s) of each letter, decide which information should be included, and how this should be arranged in paragraphs. Finally, write the letters according to the instructions given.

You are the deputy head teacher of a school. Your head teacher, who is on holiday, has asked you to interview the applicants for posts as new teachers at your school. Read the CV below, and the notes which you made regarding the successful candidate.

CURRICULUM VITAE

NAME: WYLDE, PENELOPE P. **TELEPHONE:** (0507) 622713
ADDRESS: 16, HOLME CRESCENT, **DATE OF BIRTH:** 25.5.68
 HEDGE END,
 CORNWALL, CN18 9BL

NATIONALITY: BRITISH
MARITAL STATUS: Single. No children
DRIVING LICENCE: Full, clean

EDUCATION: 1979 - 1986 Smithtown Secondary School
 1986 - 1990 Liverpool University
 1990 - 1991 Kingston University

QUALIFICATIONS: **July 1983 GCSE:** **June 1985 A - Level:**
 English Language **B** English **A**
 English Literature **B** Art **B**
 Mathematics **B** Mathematics **C**
 Religious Education **B** Gen. Studies **C**
 Art **B**
 History **C**
 Geography **C** **FURTHER EDUCATION:**
 French **C** **BA (Hons) English**
 Music **C** **MA Education**

WORK EXPERIENCE:
 1991 - 1993 English teacher, St Augustine's School, Truro
DUTIES INVOLVED: Teaching, curriculum development
 1993 - 1997 Department Head, St. Mark's College, St Ives
DUTIES INVOLVED: Administrative duties, teaching

OTHER EXPERIENCE:
 Summer '93 Organised summer camp for children
 1995 - 1997 Youth Leader, Dunkley Community Centre

HOBBIES & INTERESTS:
 Photography, reading and sport. At weekends and during school holidays, I particularly enjoy spending time with young children in various youth organisations for which I am a volunteer.

AVAILABLE FOR EMPLOYMENT: July 1997

REFERENCES: Mr P Miles MA,
 Head of English Dept.,
 St. Augustine's School,
 Truro
 Tel. 869396
 Mrs C Davis MA,
 Head Teacher,
 St Mark's College,
 St Ives
 Tel. 386921

Candidate: Penelope Wyld

- ✓ **Well qualified.**
- ✓ **Useful experience.**
- ✓ **Very pleasant manner**
- ✓ **Communicates well**
- ✓ **Should fit in.**
- ✓ **A lot of experience with children - loves working with them.**
- ✓ **Has many creative ideas for classroom activities.**
- ✓ **Seems young and energetic.**

Now write:

- a) a letter to your head teacher informing him/her of your decision and giving your reasons. (approximately 200 words)
- b) a letter of acceptance to the successful candidate. (approximately 50 words)



TOPICS FOR DISCUSSION

Look at the following writing task instructions and answer the questions below. The questions apply to all tasks.



- What greeting would you use?
- What is the main purpose of writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

- a) *Your local TV station has invited members of the public to make their own programme on the topic of local environmental issues. They would like some of the following aspects to be included:*

*health risks
water pollution
saving energy
recycling*

*litter
educating the public
air pollution
planning for the future*

Write a letter to the TV station describing what you would include in such a programme and explain why you think it would be interesting.

- b) *You have seen the advertisement below. Write a letter applying for the job. You should include details of your qualifications and experience as well as the reasons why you think you are suitable for the post.*

Maple & Woodlings Stockbrokers Ltd.

Our London office seeks two brokers to manage its Foreign Claims department.

Applicants should have the following:

- a degree in Economics, Accounting or other subjects considered relevant by the Board
- 3 years' experience (minimum)

Applications to be sent to:

Mrs Karen Armstrong (Personnel Manager)

Maple & Woodlings Ltd

49 Chinswick Alley

Barmbury, Wilts

- c) *You visit your local park regularly and feel that it is deteriorating rapidly. Write to the town council and suggest what needs to be done to improve the park and return it to its former glory.*
- d) *You are the manager of a well-known pop group and have received a letter from a school or college requesting that the group perform at an event they are organising to raise money. Write a suitable reply in which you agree that they will appear at the event and explain what their performance will include. You should also confirm details regarding accommodation and the facilities where the group will perform.*
- e) *You have recently graduated and have been asked by a prospective employer to provide a university reference. Write a letter to your former tutor telling him how you have been getting on and asking for a reference.*
- f) *You are the public relations manager of a large, soft drinks manufacturing company. There is a major sporting event being planned in your country. Write a letter to the organisers explaining why your company should be the official sponsors.*
- g) *You are going abroad to study for a year. You want to take some of your personal possessions including your car. Write a letter to the relevant embassy in your country requesting information on what to do.*
- h) *You have read one of your daughter's teenage magazines and have found it contains articles discussing inappropriate topics. Write a letter of complaint to the editor suggesting better ways of tackling these subjects.*
- i) *You own a small business and would like details about several items you saw in a catalogue. Write a letter to the manufacturer describing your business and requesting information about the products you are interested in. You should ask about the cost, time needed for delivery and terms of payment, and request that they send you samples of the product.*



Study Check 2

A Describe someone you once found intimidating but now feel comfortable with, giving reasons for your change in feeling.

- 1 What are the key words?
- 2 Who might you describe?
- 3 What reasons might you include as justifications?
- 4 What aspects of description would you include? Give examples.
- 5 What tenses would you use? Why?
- 6 What paragraph plan would you follow?

B You have just read the advertisement below and would like to apply for the job. Write a letter giving details of your qualifications, experience and qualities to include with your CV.

Growing investment firm is looking for highly motivated individuals to train as investment brokers. Full training given in all aspects of the investment field. Good knowledge of maths and computers and excellent communication skills a must.

Write to: Anna Smythe, Personnel Manager
Ace Investments
29 London Rd, Burghley

- 1 What type of letter is required?
- 2 Should the letter be formal or informal in style?
- 3 What could the first sentence of the introduction be?
- 4 What information should you include? Give examples.
- 5 What useful phrases could you include in the final paragraph?
- 6 What paragraph plan would you follow?

C Write a story beginning with the words: *The magazine cover caught my eye ...*


- 1 Would you include flashback narration?
- 2 Which techniques could you use to make your story more interesting?
- 3 Which technique(s) could you use to end your story?
- 4 What tenses would you use throughout the story?
- 5 What useful vocabulary would you use to link the events in the story?
- 6 Suggest a possible plot for the story.

D "The media have both harmful and beneficial effects." Do you agree?

- 1 What type of composition is this?
- 2 What is meant by "the media"?
- 3 What good/bad points can you think of?
- 4 Would you state your opinion in the first paragraph? Why/Why not?
- 5 Which beginning/ending techniques would you use?
- 6 What paragraph plan would you follow?

E You are organising a conference and are in charge of informing participants of the time and place. You should also include details of the schedule and planned activities as well as the subjects to be discussed. Write a letter to send to the participants.

- 1 What type of letter is this?
- 2 What sort of conference might this be?
- 3 What would be a suitable first sentence?
- 4 What details of the schedule, planned activities and subjects might you include?
- 5 How would you end the letter?
- 6 What paragraph plan would you follow?



F Describe the place you would most like to visit at some time in the future and explain why it appeals to you.

- 1 What are the key words?
- 2 What place would you choose to describe?
- 3 What aspects of description would you include? Give examples.
- 4 Would you include narrative techniques? Why (not)?
- 5 What reasons would you give for your choice?
- 6 What paragraph plan would you follow?

G Write an essay outlining ways in which world famine could be reduced.

- 1 What type of composition is this?
- 2 What is meant by "world famine"?
- 3 What suggestions might you include?
- 4 What would the result of each suggestion be?
- 5 What words/phrases would be useful in this type of composition?
- 6 What paragraph plan would you follow?

H You recently joined a book club and are very dissatisfied with both the service and the books you have received. Write a letter stating the reasons for your dissatisfaction and what you expect to be done.

- 1 What type of letter is this?
- 2 What reasons would you give for being dissatisfied?
- 3 What would you suggest the book club should do?
- 4 Would you use mild or strong language?
- 5 How would you end the letter?
- 6 What paragraph plan would you follow?

I "The public has the right to know about the private lives of celebrities." Discuss.

- 1 What type of composition is this?
- 2 What is meant by the word "celebrities"?
- 3 What are the points in favour of and against the statement?
- 4 What first and last paragraph techniques would you use?
- 5 What linking words/phrases would be useful for writing this topic?
- 6 What paragraph plan would you follow?

J You were unable to attend an important meeting at which you were supposed to make a presentation. Write to the chairperson, apologising for and explaining your absence and suggesting alternative arrangements for the presentation.

- 1 What type of letter is this?
- 2 What appropriate expressions/phrases could be used to begin/end your letter?
- 3 What reason(s) would you give for your absence?
- 4 What suggestion(s) might you include?
- 5 What would the style of the letter be?
- 6 What paragraph plan would you follow?

K Write a story entitled *The Hoax*.

- 1 What type of composition is this?
- 2 What is meant by the title?
- 3 Could you use flashback narration to write the composition?
- 4 Which techniques would you include to begin/end your composition?
- 5 Which techniques would you use to make your story more interesting?
- 6 Suggest a plot for the story.

UNIT 8 Reports

1 You will hear two sales executives discussing a report they are writing. Look at the headings below, then listen to the cassette and:

- say what the report is about, and who it will be sent to
- tick the sub-headings in the list below which are dealt with in the report.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Sales Figures | <input type="checkbox"/> Profit | <input type="checkbox"/> Staff Relations |
| <input type="checkbox"/> New Products | <input type="checkbox"/> Transport | <input type="checkbox"/> Expenses |
| <input type="checkbox"/> Staff Training | <input type="checkbox"/> Position in Market | <input type="checkbox"/> Advertising |

A report is an informative formal piece of writing concerning a particular person, place, situation, plan, etc; it is addressed to one's superior/colleagues, members of a committee, etc, and is written in response to a request or instruction.

There are various types of reports, such as:

- assessment reports** which present and evaluate the positive and/or negative features of a person, place, plan, etc; they also include your opinion and/or recommendation
- informative reports** which present information concerning a meeting that has taken place, progress made on a project, etc;
- survey reports** which present and analyse information gathered from door-to-door surveys/questionnaires, including conclusions drawn from this information and suggestions or recommendations
- proposal reports** which present plans, decisions or suggestions concerning possible future courses of action for approval by one's superior at work, a bank manager, members of a committee, etc.

A successful report should consist of:

- an introductory paragraph** which clearly states the purpose and content of the report;
- a main body** in which the relevant information is presented in detail under suitable subheadings; and
- a conclusion** which summarises the information given, and may include an opinion and/or suggestion/recommendation

Note that before you start writing your report you should give information indicating who the report is written to (name/position/ company, etc), who the report is written by (name/position), the subject of the report, and the date:

e.g. To: **Peter Roberts, Chairman, Grosvenor & Sons**
From: **Lindsay O'Neill, Assistant Manager**
Subject: **Appraisal of Thompson Distribution Co.**
Date: **19th March 1997**

Points to consider

- Reports should be written in a formal style (complex sentences, non-colloquial English, frequent use of the passive, linking words/phrases).
- Before you write your report you should think of who the report is being written by and who the report is addressed to.
- Give your report an appropriate subject title, then carefully plan the information you will present. Think of suitable subheadings, then decide on the information you will include under each subheading. Use linking words to join your ideas.



To:
From:
Subject:
Date:

Introduction

Paragraph 1

state the purpose and content of your report

Main Body

Paragraphs 2-3-4-5*

present each aspect of the subject under separate subheadings (positive/negative points of each aspect are presented in same paragraph)

Conclusion

Final Paragraph

general assessment
opinion and/or
suggestion/ recommendation

* The exact number and division of paragraphs will depend on the specific instructions for each report task

Useful Language

- **To begin reports:**

The purpose/aim/intention of this report is to ...

As requested, this is a report concerning/regarding ...

This report, etc contains/outlines/examines/assesses ...

- **To end reports:**

To conclude/To sum up/In conclusion/On the whole,...

On the basis of the points mentioned above, it would seem that ...

It is (therefore) felt/believed/apparent/obvious (that) ...

I/We conclude/recommend/would suggest (that) ...

My/Our recommendation is that ... should be ...

2 Look at the beginnings and endings from various reports. Match the introductions with the conclusion and say:

- who each of these reports are written by.
- who the reports are written for.
- what the purpose of each report is.
- what each of them concludes and/or recommends.

INTRODUCTIONS

- 1 This is the report commissioned by Ace Taxis Inc. to assess the suitability of the Starcar and the Sarabande for use in the Ace taxi fleet. Both models were rigorously tested and examined by expert mechanics and automotive consultants. The research data has been consolidated and the relevant information appears below.
- 2 This report contains the suggested plans for opening a small shopping centre in the Kingston area. As requested by the bank, whose financial support is required, the proposed size, number of shops and potential income of the centre are considered.
- 3 As requested by the Board of Designers, this report examines information gathered from observations made at the Miriam Hasawell and Adrian Banks spring collection shows viewed in Paris on 5th February and Milan on 9th February.
- 4 The purpose of this report is to analyse the results of a survey, conducted at the request of Family Foods plc, to gauge public response to the company's proposed new range of packaged foods. The report summarises replies to questionnaires completed by 400 families, classified according to income, who sampled the new products on 26th and 27th September.



- CONCLUSIONS**
- A It is felt, therefore, that although the initial outlay for the centre is relatively high, the future financial benefits will be considerable. In addition, the opening of such a shopping centre would be a definite asset to the community.
 - B To sum up, it is apparent that radical changes are necessary in the company's use of colours and fabrics. Furthermore, I would recommend introducing a sportswear line in the immediate future.
 - C On the basis of the points mentioned above, we strongly recommend that the client should reduce the retail price of the new products in order to make them attractive to a wider sector of the consumer market.
 - D In conclusion, it is obvious that the Starcar is preferable, being better value for money, better equipped and more reliable. It is therefore recommended that Ace Taxis Inc. supplement its fleet with Starcars.

Q. Assessment Reports

- 1 You will hear two business people discussing an employee who they may recommend for promotion. Look at the table below, then listen to the cassette and fill in the missing information. Finally, use the notes to talk about the employee's strengths and weaknesses.

Purpose of report	• to evaluate suitability of Sylvia Wells for promotion to position of Manager	
Assessment	POSITIVE FEATURES	NEGATIVE FEATURES
Personal Qualities	reliable, hard-working and	sometimes tends to be overly
Customer/Staff Relations	polite & friendly, wins trust	a little too competitive on occasions
Achievements	top salesperson for last years	once lost an important sales account
Conclusion	recommended <input type="checkbox"/>	not recommended <input type="checkbox"/>



An assessment report is a formal piece of writing written on request, presenting and evaluating the positive and/or negative features of a person, place, plan, etc. It can include your proposals/suggestions as well as your general assessment, opinion and/or recommendation. An assessment report should consist of:

- an **introduction** in which you state the purpose and content of your report;
 - a **main body** in which you present positive and/or negative aspects in detail, under suitable sub-headings, which show the topic of each paragraph. Positive and negative features of the same aspect should be presented in the same paragraph, using linking words/phrases showing contrast (*however, although, despite, but, while, even though, etc*); and
 - a **final paragraph** in which you summarise the information presented in the main body and state your opinion and/or recommendation.
- Present tenses are normally used in assessment reports. Past tenses can also be used for reports related to past events. e.g. *a report about a summer camp*.

Useful Language

- To begin reports:** The purpose/aim/intention of this report is to examine/assess/evaluate the suitability of ... for .../the advisability of (+ ing)/the performance of ...
As requested, this is a report concerning/regarding the matter/subject of ... This report contains the assessment of ... which you requested/asked for, This report outlines the advantages and disadvantages of ...
- To end reports: Summarising:** To conclude/To sum up/In conclusion...,
On the basis of the points mentioned above/On the whole, it would seem that ...
The only/obvious conclusion to be drawn from these facts is that ...
Recommending: It is (therefore) felt/believed/apparent/obvious (that) ... would be ideal for ...
It would (not) be advisable/advantageous/practical/wise to ...
I (strongly) recommend/would suggest (that) ...
My/Our recommendation is that ... should be ...
I recommend that the best course of action would be ...

To:
From:
Subject:
Date:

Introduction

Paragraph 1

state the purpose and content of your report

Main Body

Paragraphs 2-3-4*

present each aspect of the subject under suitable sub-headings (positive/negative points of each aspect are presented in the same paragraph)

Conclusion

Final Paragraph

general assessment and/or opinion/recommendation

* The exact number and division of paragraphs will depend on the specific instructions for each report task.

- 2** Read the model below and insert the following words and phrases in the appropriate spaces. Then list the positive and negative aspects of the sports centre in the table at the bottom of the page.

*also, especially, furthermore, However, In addition,
On the other hand, particularly, To sum up, therefore*

A local sports team in your town needs new facilities where they will train for national competitions. As assistant coach of the team, you have been asked to visit a new sports centre and to write a report assessing the suitability of the centre. Write your report.

To: The Chairperson, Dersley Swimming Club
From: Jim Bowen, Assistant Coach
Subject: Rotheroe Sports Centre
Date: 10th May 1997

INTRODUCTION

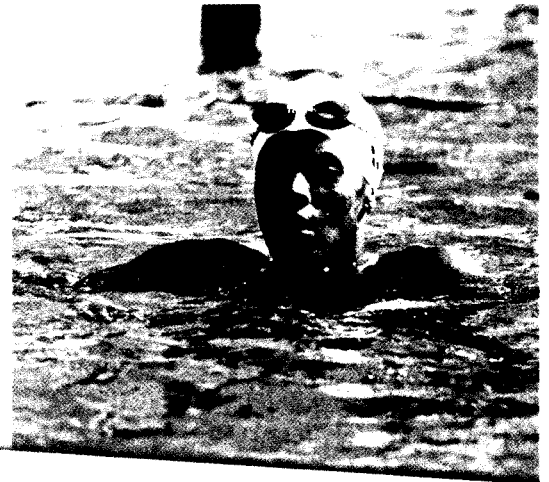
The purpose of this report is to assess the suitability of Rotheroe Sports Centre as a possible future training base for the Dersley Swimming Club.

LOCATION AND ACCESS

Rotheroe Sports Centre is conveniently located just off the Ring Road to the south of Dersley, next to the Marston Industrial Estate. It is (1) easily accessible by private transport from most parts of the city and has ample free parking. Buses run between the sports centre and the city centre every 15 minutes from 6 am to 11 pm. (2) direct services from other areas may be limited, (3) early in the morning or late at night.

FACILITIES

The Rotheroe Centre offers an excellent range of facilities. The swimming pool is of Olympic size and is fully heated. It has a large spectator area and changing rooms with ample locker space and showers. (4) the Centre has a large, well-equipped gym.



PAGE 2

(5) there is no cafeteria; (6) there are no restaurants within walking distance of the centre, which means that team members would have to bring packed lunches.

AVAILABILITY AND COST

The pool could be available for sole use by the club on weekday mornings from 7 to 8 am or on Monday and Wednesday nights after 9 pm. There is (7) the possibility of booking the pool for galas on occasional Saturday evenings. The gym is available from 8 am to 10 pm every day. The cost of hiring the pool at special club rates would be £40 per hour, compared to the £30 currently paid by the club for the City Baths.

RECOMMENDATION

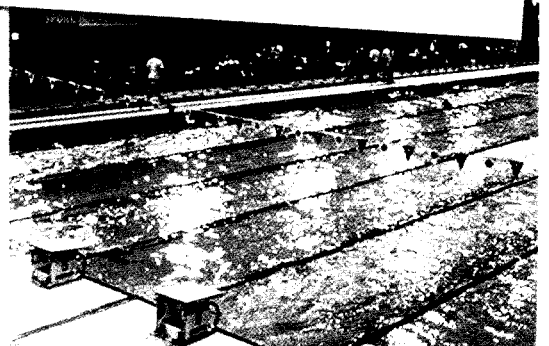
(8) Rotheroe Sports Centre would be able to provide the facilities necessary for the Dersley Swimming Club to train. Most importantly, it has an excellent 50-metre pool of the type used in top-level competitions. The slight increase in the cost of hiring the pool is acceptable, (9) in view of the fact that charges at the City Baths are due for revision in a month's time.

POSITIVE

.....
.....
.....
.....
.....

NEGATIVE

.....
.....
.....
.....
.....



3 Look at the sentences below and identify which present positive aspects and which negative ones. Then, match each positive point with the corresponding negative one, and join them into one sentence using linking words expressing contrast (e.g. although, however, in spite of/despite the fact that, even though, on the other hand, but, in contrast).

	POSITIVE	NEGATIVE
• Facilities	a	b
• Transport	.....	.....
• Shift Work	.....	.....
• Worker/Management Relations	.....	.....

b Using the information in the table, complete the following brief report assessing the work-related conditions at the factory. You should also write a final paragraph drawing conclusions and/or making your recommendation.

1 Purpose

The purpose of this report is to assess work-related conditions at the factory, following a number of complaints received from workers.

2 Facilities

A number of facilities, such as the factory canteen, provide a service which satisfies workers' needs. On the other hand, it must be pointed out that workers' complaints about poor safety and the lack of a trained nurse at the First Aid station are justified in view of the large number of accidents at the factory.

3 Transport

On the whole, arrangements concerning transport are adequate, since most workers ...



- a) This car is cheaper than others of the same size and performance.
- b) Service is slow and the menu is not very imaginative.
- c) It is by far the best sports centre in the area.
- d) Service and spare parts are expensive, and its fuel economy is poor.
- e) It is only open to the public in the evenings.
- f) Commercial breaks can cause people to switch channels.
- g) The waiters at this restaurant are very pleasant and extremely polite.
- h) Commercial TV channels usually choose popular, entertaining shows.

e.g. 1 : a) - positive d) - negative

Although this car is cheaper than others of the same size and performance, service and spare parts are expensive, and its fuel economy is poor.

4 a The Personnel Manager at the factory where you work has received several complaints from workers. Read the comments some workers have made and list them in the table, as in the example.

Workers' comments

- a. The prices at the factory canteen are reasonable and the quality of the food is usually good.
- b. There should be a trained nurse at the First Aid station. Accidents happen to workers all the time.
- c. Not enough shift rotation, and the new workers have to do all the night/weekend shifts.
- d. I take the company bus to get to the plant and never have to worry about transport.
- e. I am not required to work night or weekend shifts because I have a small child at home.
- f. Some of the workers don't pull their weight, but the overseers hardly ever seem to notice.
- g. The supervisors and overseers are usually fair, and get on well with most of the workers.
- h. All the parking spaces are reserved for management staff. Some of us have cars too!



- 5** Read the model below, and fill in the appropriate sub-headings (Purpose, Recommendation, Leadership, Qualities, Personal Qualities, Achievements). Then list the good and bad points mentioned. Finally, underline the most suitable word or phrase in bold.

As supervisor of a children's summer camp, you have been asked by the managing director to write an assessment of one of the group leaders who is being considered for promotion to group coordinator. Write your report, describing the employee and saying whether you would recommend him/her for the position.

To: John Wood, Managing Director
 From: Amanda Hall, Camp Supervisor
 Subject: Assessment of Victoria Collins
 Date: 14th August 1997



A.

As requested, this report is an assessment of the suitability of Victoria Collins for promotion to group coordinator. The report summarises her personal qualities, leadership qualities and work-related achievements, on the basis of which her suitability depends.

B.

Victoria is a very enthusiastic member of staff who is always pleasant and considerate and whose punctuality record is commendable. She has proved herself to be reliable and helpful with a positive attitude towards all aspects of her work. For this she is admired and respected by her colleagues. **(1) In addition/As well as** she has a wonderful rapport with children. **(2) Nevertheless/Despite the fact that** she has a tendency towards timidity, this does not seem to have affected the quality of her work.

C.

(3) Besides this/Although Victoria has only been employed here for a short time, she has already demonstrated good leadership qualities. **(4) In spite of/Moreover** her shyness, she has **(5) despite/nonetheless** shown that she possesses the ability to assert herself over her group in a constructive way whenever the need arises. Her organisational skills are outstanding; **(6) to sum up/furthermore**, she is able to work in a calm and methodical manner to achieve the desired results quickly and efficiently, even under pressure.

D.

Over the course of this summer, Victoria has voluntarily taken on many extra responsibilities involving the planning and organisation of new entertainment. **(7) For instance/Therefore**, she recently helped to plan a series of new activities which proved extremely successful and also very popular with the children. **(8) For example/Moreover**, many of her innovative ideas have been added to our existing programme, **(9) despite/thus** providing group leaders and camp guests with a much wider variety of activity options to choose from.

E.

(10) Additionally/In conclusion, I strongly recommend that Victoria should be promoted to the position of group coordinator. I feel she is an excellent candidate for the job and would be a valuable addition to the team.

DISCUSS & WRITE


- 6** Look at the following writing task instructions and then answer the questions below. The questions apply to both tasks.

- a) *You work for a large travel agency and have just spent a week on a small island to see if it would be a suitable destination for package holidays. Write a report for your employer describing such things as the place itself, how to get there, available accommodation, restaurants, transport, tourist attractions and so on, and state your recommendation concerning its suitability.*
- b) *As a senior assistant in the Personnel Department of your company, you have been asked by the Managing Director to submit a report on one of the temporary employees. The report should include comments on the employee's performance, and state whether you would recommend him/her for a permanent position in the company.*

- What information would you give before stating the purpose of the report?
- What is the purpose of each report?
- What information would you include in the report?
- In what order would you present this information, and under which sub-headings?
- What would your recommendation be?
- What useful expressions could you use in the introductory and final paragraphs?

- 7** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the report in about 300 words.

b. Informative Reports

- 1  You will hear two teachers who are organising a school fête, discussing the progress report they are writing on the arrangements which *have already been made*. Look at the table below, then listen to the cassette and tick the correct box. Finally, explain in your own words what progress has been made with the arrangements and what has not yet been done.

Reason for writing	<ul style="list-style-type: none"> • At request of Headmaster • Outlining arrangements and plans for school fête 	
Activities & Entertainment	<input type="checkbox"/> sports competitions	<input type="checkbox"/> sideshows
	<input type="checkbox"/> talent contest	<input type="checkbox"/> magician
Venue & Catering	<input type="checkbox"/> gymnasium	<input type="checkbox"/> sports field
	<input type="checkbox"/> sandwich stalls	<input type="checkbox"/> tea tent
Advertising & Prizes	<input type="checkbox"/> posters	<input type="checkbox"/> radio announcement
	<input type="checkbox"/> book tokens	<input type="checkbox"/> donations from shops
Conclusion	<input type="checkbox"/> ahead of schedule	<input type="checkbox"/> behind schedule

An informative report is a formal piece of writing, usually to one's superiors, colleagues or members of a committee. It presents information concerning the progress which **has been made** on a project, a meeting that **has taken place** or decisions which **have been made** concerning future action. An informative report should consist of:

- an **introduction** in which you state the purpose and content of your report;
- a **main body** in which you present various aspects of the subject under suitable sub-headings; and
- a **final paragraph** in which you summarise all points mentioned before.

Useful Language

● To begin reports:

The purpose/aim/intention of this report is to outline/present/discuss the meeting held on .../the progress of .../the decision of the committee ...

As requested, this is a report concerning/regarding the matter/subject of ...

This report contains the (relevant) information/details of/concerning ... which you requested/asked for ...

This report outlines recent investments in .../changes made to club rules and procedures/the company's achievements in ... /concerning ...

The information below summarises the events which took place ...

● To end reports:

To conclude/To sum up/In conclusion, the current state of affairs is that ...

On the whole, it would be fair to conclude that ...

I am pleased, etc to announce/inform members (that) arrangements are progressing smoothly/according to schedule/faster than anticipated... /ahead of schedule ...

Unfortunately, progress has not been as fast as expected/a number of difficulties have been encountered/the issue has not been resolved ...



To:
 From:
 Subject:
 Date:

Introduction

Paragraph 1

state the purpose and content of your report

Main Body

Paragraphs 2-3-4 (5)*

present each aspect of the subject under suitable subheadings

Conclusion

Final Paragraph

general assessment/summary of points

* The exact number and division of paragraphs will depend on the specific instructions for each report task

2 Read the task instructions and the model below, and identify the topic of each paragraph then fill in the following sub-headings in the appropriate spaces.

Performing Artists/Groups
Catering and Ticket Sales
Purpose

Conclusion
Venue, Facilities and Equipment
Projected Costs

You are organising a music concert, on behalf of a local charity which is going to take place in three weeks. Write a progress report for the next meeting of the charity committee, explaining what arrangements have been made and what remains to be done.

To: The Chairperson, Crowtree Care Group
 From: Charlotte Morris, Events Organiser
 Subject: Summer Concert
 Date: July 29th 1997

1. _____
 The purpose of this report is to outline the progress of arrangements for the concert to be held on Sunday 17th August to raise funds for the Terminal Illness Research Fund.

2. _____
 Auditions were held on 15th July to select local performers. In addition, two professional groups have agreed to appear in the concert free of charge. Unfortunately, another band we had hoped would appear is unavailable. However, our Director of Music, Ms Foxe, is confident that the standard will be more than satisfactory, and states that rehearsals are progressing smoothly.

3. _____
 The concert will be held in the main area of Crowtree Park, which is easily accessible both by private and public transport and has good public toilet facilities. Seating will be hired from a local company, and a covered stage, to be erected in the centre of the park, has already been constructed by volunteers under the supervision of Mr Wilson.

4. _____
 Refreshments will be provided by local restaurants, who will make their own arrangements regarding stalls and vendors. Mr Wilson's group of volunteers have agreed to sell tickets at the Town Hall, as well as undertaking crowd control and ticket inspection during the concert itself.

5. _____
 Permission has been granted by the council authorities for us to use the park free of charge, and Harrison Rentals have agreed to a reduced price of £100 for the hire of chairs. Excluding the cost of printing tickets and posters, the cost of the concert will be approximately £550.

6. _____
 I am delighted to inform the committee that arrangements have proceeded faster than anticipated, and the concert promises to be of a higher standard than last year's. However, it must be pointed out that no arrangements have yet been made concerning publicity and printing, which is now a matter of some urgency.



DISCUSS & WRITE


3 Look at the following writing task instructions and then answer the questions below.

As secretary of the school/college photography club, write a report for the club's annual meeting. You should report on such matters as membership, special projects and activities during the past year, and what has already been proposed for next year.

- What information would you give before stating the purpose of the report?
- What is the purpose of the report?
- What information would you include in the report?
- In what order would you present this information, and under which sub-headings?
- What useful expressions could you use in the introductory and final paragraphs?

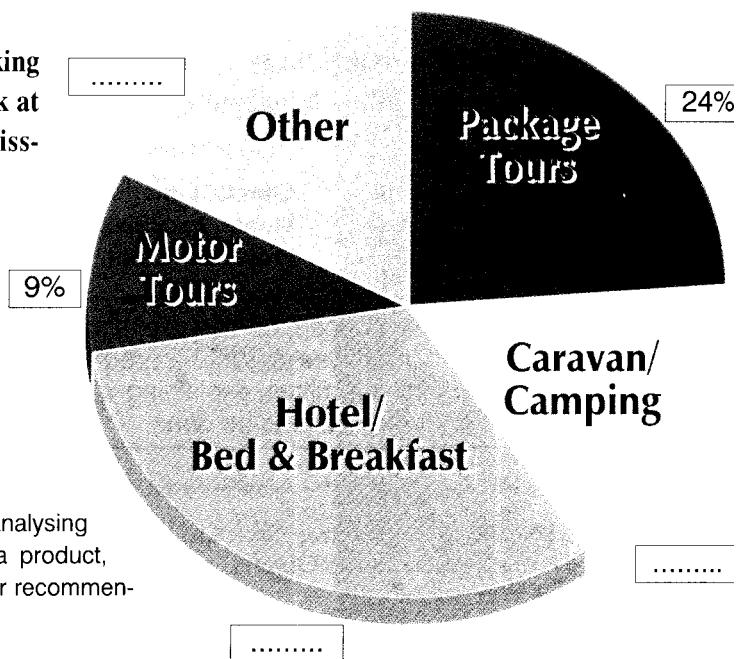
4 Now write a complete paragraph plan, with notes, for the task above. Then write the report in about 300 words.

C. Survey Reports

- 1  You will hear a market research consultant speaking to the Tourist Board about the results of a survey. Look at the pie chart, then listen to the cassette, and fill in the missing information.

What was the survey about?

What recommendation does the consultant make?



A survey report is a formal piece of writing presenting and analysing the results/findings of research concerning reactions to a product, plan, etc, including general assessment, conclusions and/or recommendation(s).

A survey report consists of:

- an **introduction** in which you state the purpose and content of your report;
- a **main body** in which all information collected on the topic is presented in detail under suitable subheadings; and
- a **final paragraph** in which you summarise the points mentioned before, adding your recommendation or suggestion(s).

Points to consider

- The information presented may have been gathered in a survey/opinion poll or compiled from official statistical data, and may reflect the opinions/preferences, etc of the general public, a particular group of people, a random sample of the population, etc. The information may be presented in the form of **facts (numbers, percentages and proportions)**, or **generalisations (This indicates/ suggests/ implies that ...)**. e.g. *Fifty-five per cent of young people go to the cinema at least twice a month. (fact) This indicates that the cinema is still quite a popular form of entertainment among young people. (generalisation)*
- Use expressions such as: *one in ten, two out of five, twenty per cent of the people questioned, a large proportion*, etc. as well as verbs such as: *agree, claim, state*
- Present tenses are normally used to present generalisations.

Useful Language

- To begin reports:**
The purpose/aim/intention of this report is to examine/assess/evaluate the results of a survey in which ... people/residents/viewers were asked about/whether/what ...
This report outlines the results of a survey conducted/carried out to determine/discover the reaction/popularity/attitudes/opinion of ...
As requested, this survey report contains information compiled from ...
The data included in this report was gathered/obtained by means of a questionnaire/a telephone survey/door-to-door interviews ...
The information below summarises statistics compiled by ...
- To end reports:**
To conclude/To sum up/In conclusion, the survey clearly shows ..., On the basis of these findings, it would seem that ..., The results of this survey suggest/indicate/demonstrate/reveal that ..., etc.

To:
From:
Subject:
Date:

Introduction

Paragraph 1

state the purpose and content of your report

Main Body

Paragraphs 2-3-4*

summarise each aspect of the survey under separate subheadings

Conclusion

Final Paragraph

general conclusion/
recommendation(s)/
suggestions

- * The exact number and division of paragraphs will depend on the specific instructions for each report task.

- 2** Read the instructions and the model below, then complete the accompanying diagram by inserting the missing percentages in the purple ovals. Finally, think of other words and phrases which could be used to replace those underlined in the model.

A manufacturing company has commissioned you to conduct a survey to determine consumer awareness and opinion concerning some of its products. Look at the diagram below outlining the results of this survey, and write a report on the findings, including the conclusions which may be drawn from them.



TO: R J Barnes, Marketing Director, MacRae Cosmetics Ltd
FROM: Jane Simmons, Excalibur Consumer Research
SUBJECT: Consumer Survey: "Healthy Shine" Products
DATE: 14th October 1997

Purpose

The aim of this report is to present the findings of a survey carried out to determine consumer awareness and opinion of the "Healthy Shine" range of hair-care products. The data included in this report was obtained from a random sample of 1,500 men and women, aged 18 - 40, who responded to a questionnaire survey on 16th and 17th September.

Consumer Awareness of Product Range

Of the 1,500 respondents surveyed, forty per cent reported that they knew of one or more of the products in the range. Of these, sixty-five per cent had seen the products advertised on television or in magazines and twenty-five per cent had seen the products displayed in stores. The remaining ten per cent of those surveyed were unaware of the product range. The fact that consumer awareness is less than a half suggests that television and magazine advertising has failed to attract the desired level of consumer attention.

Packaging

A large number of those aware of the products were of the opinion that the packaging is unattractive. This is highlighted by the fact that fifty-eight per cent (almost 3 out of 5 customers) stated that they had not sampled the product line, preferring instead to purchase competitors' products with more attractive packaging.

Quality and Price

Of the forty-two per cent of consumers who had sampled at least one product in the range, only fifteen per cent reported that they had not repurchased the product and/or purchased other products in the range. This indicates that eighty-five per cent of consumers are satisfied with quality and price.

Conclusion

On the basis of the findings above, it would seem that although the quality and retail prices of "Healthy Shine" products are competitive, a large percentage of consumers are not aware of the product range. Furthermore, many of those who are aware of the range do not find the packaging sufficiently attractive to induce them to purchase any of the products. Our recommendation, therefore, is that your company launch a new advertising campaign to increase consumer awareness, in addition to altering the packaging of the entire range so as to make the products more appealing to consumers.



HEALTHY SHINE

Consumer Survey Results



Useful Language

● To express facts and proportions:

Of the 460 people/students/workers who, etc, were questioned/interviewed /asked ...

Ten/fifty-six, etc, per cent	of people/consumers, etc	were of the opinion ...
The majority/minority	of viewers/etc	felt/believed that ...
A significant percentage	of those who responded	expressed (dis)approval of ...
A large/small proportion	of people surveyed	replied/reported that ...
Over one third/half	of those interviewed	chose/preferred ...

● To express generalisations:

On the whole/Mainly/In general terms/Generally speaking, ...

Most consumers prefer ... ,	which is shown/illustrated	by the fact that ...
It is generally felt that ... ,	as proved/demonstrated	
Few people approve of ... ,	as confirmed/emphasised	

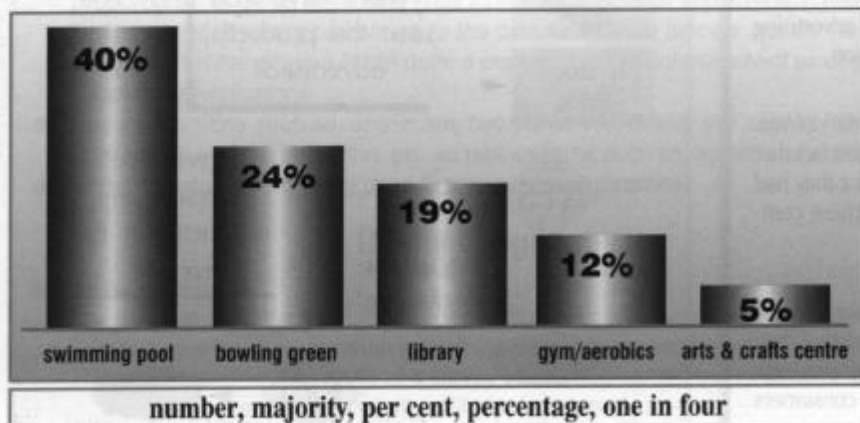
This fact suggests/implies/indicates that the average person chooses ...

Depending on their position, facts and generalisations can be linked by using verbs either in their active or passive form as in the examples:

e.g. Only fifteen per cent of those surveyed said that they would purchase a fur coat, which shows/indicates/illustrates/implies that most people are against the practice of killing animals for their skins. OR

Most people are against the practice of killing animals for their skins, which is shown/indicated/illustrated/implies by the fact that only fifteen per cent of those surveyed said that they would purchase a fur coat.

- 3** A property developer is building a retirement complex. There is some extra space, so they have surveyed prospective residents as to which facility they would like included. Look at the results of the survey, then fill in the sentences below with the vocabulary provided.



- The of those questioned wanted a swimming pool built.
- A very small of the people surveyed were interested in having an arts and crafts centre.
- A reasonably small of those who responded wanted a bowling green or library.
- Twelve of the people who responded to the survey wished to have a gym included in the facilities.
- Nearly of those questioned wanted a bowling green installed.

- 4** All the sentences in Ex. 3 state facts. Generalisations are statements which help clarify the facts. They can either precede or come after the facts. Read the facts and the generalisations listed below, and decide which sentences go together. Finally, link them using one of the two ways mentioned in the theory box on p. 130.

Facts

- About one quarter of those questioned expressed interest in having a bowling green.
- By far the largest number of those surveyed responded positively to the idea of having a swimming pool installed.
- A small minority of those questioned thought that an arts and crafts centre would be a useful addition.
- Twenty-four per cent of respondents wanted a bowling green and nineteen per cent requested a library.
- A small proportion of the people asked did want the developer to build a gym and aerobics studio.

Generalisations

- Some of the prospective residents do enjoy taking strenuous exercise.
- Sociable team-sports appeal.
- There are very few pensioners who enjoy creative activities like painting and pottery.
- Among pensioners, relaxing aquatic sports are generally preferred to working out in a gym.
- Outdoor activities and reading are quite popular pastimes.

- 5 Look at the results of an opinion poll below, and the paragraph entitled "Services" from the survey report. Circle the statistics below which have been included in the extract, say whether each phrase underlined in the report expresses a fact or a generalisation, then replace the underlined phrases with synonymous phrases from the "Useful Language" box on p. 130.

LTC Lambshorne Town Council

OPINION SURVEY RESULTS

1,000 ratepayers completed a questionnaire to indicate their opinion of the performance of Lambshorne Town Council according to the categories shown below. A wide variety of comments were recorded; only the most common remarks (by %) are shown.

	GOOD	FAIR	POOR
1 SERVICES			
Refuse Collection	12%	29%	59%
Recycling Facilities	16%	28%	56%
Maintenance of Public Buildings	49%	36%	15%

Remarks: *Too much litter in streets (49%)*

Beautiful restoration of old Corn Exchange building (51%)

2 AMENITIES

Public Parks	43%	46%	11%
Sports/Recreational Facilities	73%	11%	16%
Toilets, Bus Shelters, Street Lighting	37%	25%	38%

Remarks: *Maplegrave Housing estate needs more street lights (32%)*

New sports centre excellent (68%)

3 COUNCIL EFFICIENCY

Staff Efficiency	12%	23%	65%
Cost efficiency of services	28%	51%	21%
Helpfulness, Response to complaints	26%	40%	34%

Remarks: *Council has too many employees for work done (64%)*

Lower rates preferable to more services (36%)

- 6 Complete the spaces in the paragraph below entitled "Amenities". Then, using information from the survey results and expressions from the "Useful Language" box, write a further paragraph with the sub-heading "Council Efficiency". Finally, write a suitable introductory paragraph and a conclusion for the report.

AMENITIES

It is generally felt that public facilities are of a high standard, as shown by a)

.....
.....
..... Furthermore, sixty-eight per cent b)

..... The fact that only eleven per cent of respondents gave a negative response concerning public parks indicates that ratepayers are mainly c)

Opinion was mixed regarding other amenities, with an almost equal number of "Good" and "Poor" assessments. In particular, thirty-two per cent of those surveyed mentioned d)

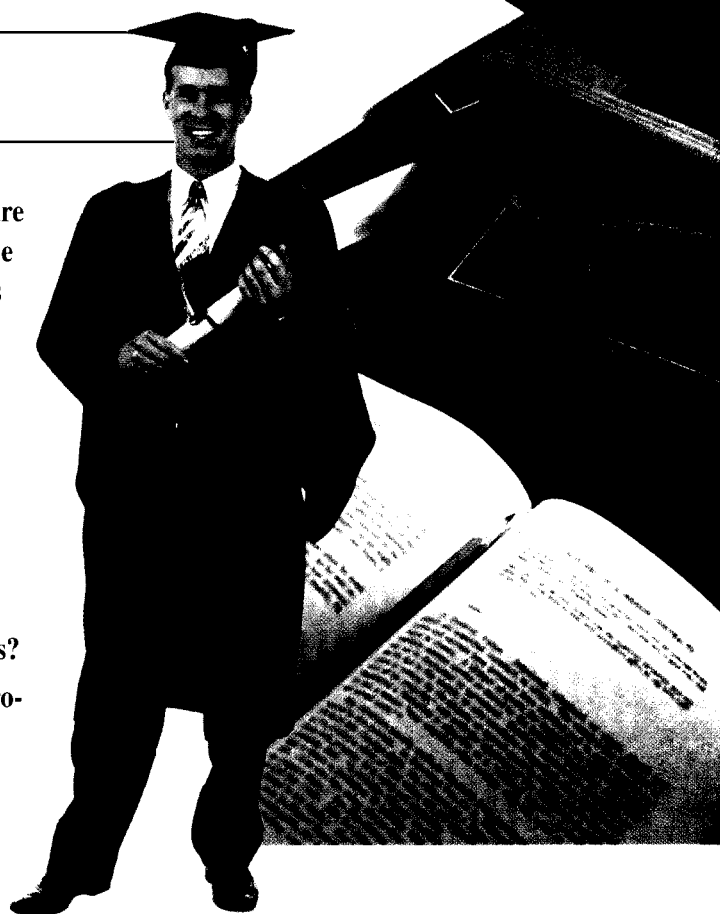
.....
.....

- 7 Using the diagram in Ex. 3 and the information given in Exs. 3 and 4, first write a paragraph plan, then your report for the developer of the retirement complex in about 300 words. Include your recommendation.

SERVICES

On the whole, the ratepayers of Lambshorne expressed dissatisfaction with the services provided by the Council. A significant percentage felt that neither refuse collection nor recycling facilities are adequate, as illustrated by the fact that over half of those questioned felt that these are poor. On the other hand, a large proportion of the public was of the opinion that maintenance of public buildings is satisfactory, which is shown by the fact that forty-nine per cent of those questioned expressed their approval. This is further emphasised by the fact that fifty-one per cent of those surveyed commented favourably on the restoration of the Corn Exchange building.

d. Proposal Reports



1 You will hear two students discussing a proposal they are writing to their university Students' Union. Read the questions, then listen to the cassette and answer the questions below.

- What is the purpose of the proposal?
- What are the sub-headings of the report?
- Which location do they suggest?
- Who do they recommend should be employed as staff?
- What do they suggest about prices?
- What further suggestion(s) do they make concerning sales?
- Why do they feel the Students' Union should give their proposal serious consideration?

A proposal report is a formal, informative piece of writing which outlines plans and/or suggestions for a future course of action, and is submitted for approval by a bank manager, superiors at work, a business customer, relevant authorities, etc.

- A good proposal report should consist of:
 - an **introduction** in which you state the purpose and content of your report;
 - a **main body** in which each aspect should be presented under separate subheadings; and
 - a **conclusion** in which you summarise all points mentioned above and, if necessary, express your own opinion.

Useful Language

- To begin a proposal report:**

The purpose/aim/intention of this report is to outline/present/discuss the future plans/the intended course of action...

This report is submitted in support of our request for approval of .../ for permission to .../for a loan to allow us to ...

This report contains the (relevant) information/details of/concerning ... which you requested/asked for

This report contains details of/outlines our plans/intentions concerning ...
- To end a proposal report:**

To conclude/To sum up/In conclusion, our intention is to ...

The advantage(s) of the approach proposed would be that ...

I feel certain/believe that the course of action proposed above will achieve .../meet with success/answer the needs of the company.

I hope/trust that the plan/scheme outlined/presented in this report meets with your approval/will receive your serious consideration.

To:
From:
Subject:
Date:

Introduction

Paragraph 1

state the purpose and content of your proposal report

Main Body

Paragraphs 2-3-4 (5)*

present each aspect under separate subheadings

Conclusion

Final Paragraph

general assessment/conclusion/opinion

* The exact number and division of paragraphs will depend on the specific instructions for each report task.

- 2** Read the model below and fill the spaces in each paragraph with the appropriate verb from the boxes on the right, making sure that you use the correct tense/form. Then, read the model again and identify the specific proposals which the writer makes.

You represent the 'Players' drama company and have submitted a request to the council asking to rent an old disused theatre. Write a proposal report in support of your request, outlining what you intend to do.

You could include the following points:

- lack of and need for a theatre in the town
- plans to renovate the interior and/or exterior of the building
- the theatre's proposed programme for the season
- projected profits and suggested terms of payment

To: Mr Edwin Hobbes, Chairman, Lansborough Town Council
 From: Sarah Hinds, Director, Players Drama Company
 Subject: Request to rent the Foley Theatre
 Date: 6th March, 1997

Purpose

As 1) I 2) a formal proposal 3) the possible use of the Foley Theatre building by the Players Drama Company. This proposal 4) the company's plans and intentions, and our reasons for wanting 5) the building.

concern - outline - rent -
request - submit

Need for theatre

Since the Foley Theatre 6) five years ago, Lansborough 7) a suitable venue for drama productions. We 8) to make the theatre available to theatrical groups in the area, of which there are a great number and variety, in addition to staging performances 9) by our company.

close - intend -
lack - produce

Renovation of the Building

If our request is 10), we do not 11) to alter the exterior in any way other than to repair and paint it. The interior, on the other hand, would 12) from extensive renovation. We also plan to install additional seating and create a further exit in order to 13) with recently 14) safety regulations.

benefit - comply - grant -
introduce - propose

Proposed Programme

Should the Players re-open the Foley Theatre, the programme would 15) productions by a range of companies. As well as the Players' usual choice of light classics or comedy, performances of many different types would be 16) by those groups which 17) keen interest in our venture.

express - include - stage

Profits and Payment

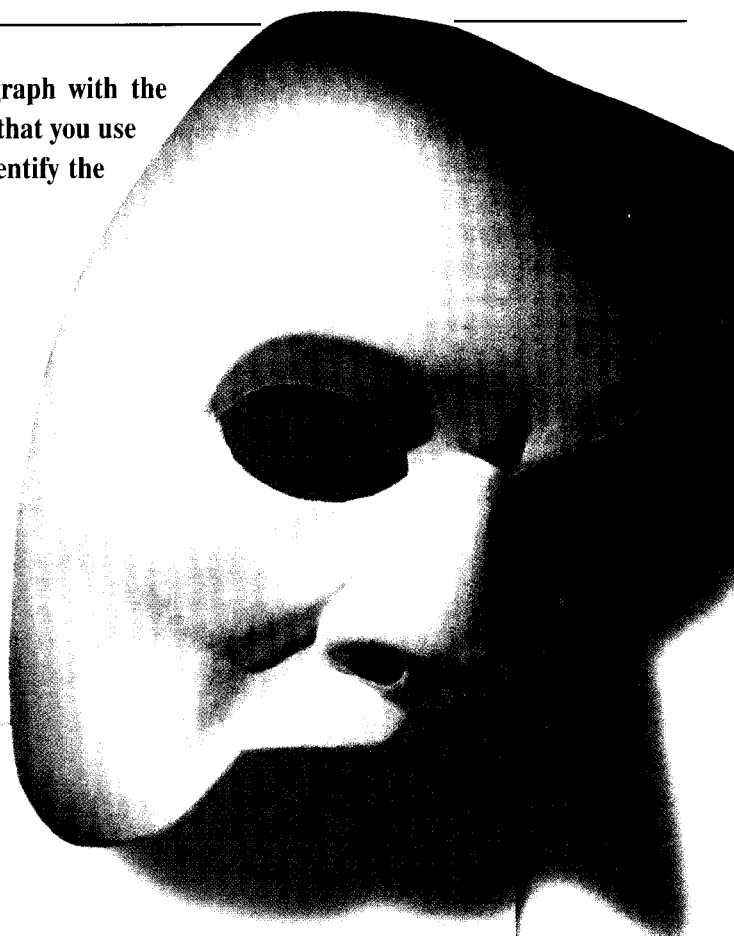
We 18) the theatre to make a profit within the first year. Since the Arts Council 19) to give our group a sizeable grant, subject to our 20) suitable premises, sufficient funds are available 21) running costs and pay a monthly rent.

agree - cover - expect -
find

Conclusion

In conclusion, we 22) that our proposed plans for 23) the Foley Theatre would bring a number of benefits to Lansborough. Not only would the building be restored and 24), but the regularity and variety of performances would 25) the theatre-going public and make a valuable contribution to the cultural life of the town.

believe - delight -
improve - rent



3 Read the task instructions below, then expand the notes given under each sub-heading into a full paragraph.

You have decided to expand your company and need a loan from your bank. Write a proposal in support of your request for the loan. Outline details of why you need the loan and what you intend to do with it.

TO: The Manager
FROM: Mrs D McLachlan
SUBJECT: Loan for the expansion of "Veggies and Stuff"
DATE: June 10th, 1997

PURPOSE

- in support of request for loan to allow for expansion of "Veggies and Stuff" vegetarian catering company

REASONS FOR EXPANSION

- currently home-based business catering for small private functions
- have had to turn down recent requests to cater for larger functions (inadequate working space/equipment, insufficient staff)
- no other exclusively vegetarian catering companies in the area, therefore gap in market

NEW PREMISES

- current premises not adequate for catering for large functions
- £50,000 will be spent on down payment for purchase of old bakery and new kitchen equipment

VEHICLES

- company presently has only one car, resulting in several journeys having to be made to deal with one function
- £40,000 will cover cost of two refrigerated vans for transportation of food

STAFF

- need to increase kitchen staff from 2 to 5 and delivery staff from 1 to 2
- £15,000 will cover wages of new staff until company starts making a profit

CONCLUSION

- hope plans outlined are clear and meet with approval
- accountant agrees that company should have made a profit (even) by January '98 and be able to start repaying loan by July '98 at latest

DISCUSS & WRITE

4 Look at the following writing tasks and identify the type of report each asks for. Suggest a subject title and sub-headings for each, then list the points you will mention in each section. Finally choose ONE of the writing tasks below and write your report in about 300 words.

- You are the secretary of a Resident's Association which is campaigning to ban motor vehicles from your area. Write a report to the local authorities outlining the present situation and suggesting the benefits of a pedestrianised area.***
- You have recently bought an old property in the centre of your town or city. Write a report in support of your request for permission to change the use of the building, outlining your plans for the property and indicating how your project may be of benefit to the community.***
- As the secretary of a charity organisation you have been asked to write a report on facilities for the disabled in your town. Write your report for the local authorities, outlining the present situation and any proposals you have for improvements. You may like to include some of the following: RAMPS, CONVERTED BUSES, ADAPTED PUBLIC TOILETS, TELEPHONE KIOSKS, etc.***
- On behalf of your college you have conducted a survey on the study habits of students. Write a report for the college authorities, mentioning such factors as where students study, what times they choose to study, whether they study alone, their use of computers, and any other factors you consider relevant.***

Study Check 3

A Write a story beginning with the words: *"Nothing is ever as simple as it seems at first glance."*

- 1 Does the topic require flashback narration? Why/Why not?
- 2 Which technique(s) could you use to end your story?
- 3 Which techniques would you include in order to make your story more interesting?
- 4 What tenses would you use throughout your story?
- 5 What words would you use to link the events mentioned in the story?
- 6 Can you suggest a possible plot for your story?

B *"Modern Science — Salvation or Disaster?" Discuss.*

- 1 What kind of composition is this?
- 2 What first and last paragraph techniques would you use?
- 3 Would you state your opinion in the first paragraph? Why/Why not?
- 4 Which linking words can be used in this type of composition?
- 5 What arguments/points could you include in this essay?
- 6 What paragraph plan would you follow?

C You have decided to open a small restaurant and need a loan from your bank. Write a proposal in support of your request for the loan. Outline what you intend to do and provide some details of what you need the loan for.

- 1 What type of report is this?
- 2 Have you already requested a loan? If yes, in what way?
- 3 Who is the report addressed to?
- 4 Is it formal or informal in style?
- 5 What information would you include in the report?
- 6 Under what sub-headings would you include this information?

D You are the head of a committee which is organising an event in aid of homeless people. Write a letter to prospective participants, telling them about the event and explaining what will be expected of them if they participate.

- 1 What type of letter is required?
- 2 What are the key words?
- 3 What might the event be?
- 4 What might be expected of the participants?
- 5 How should you begin/end?
- 6 What useful language would you use to express purpose and effect?
- 7 Which paragraph plan would you follow?


E Describe an occasion which turned out to be much more enjoyable than you had expected and give reasons why you enjoyed it.

- 1 What are the key words?
- 2 What could be described as the "occasion"?
- 3 What aspects of description would you mention? Give examples.
- 4 What tenses would you use? Why?
- 5 Give two reasons to explain why you enjoyed the occasion.
- 6 Which paragraph plan would you follow?

F You have just completed a two-week practical training course paid for by your employers. Write the report required by the manager describing the course content and saying whether you would recommend it for other members of staff.

- 1 What type of report is this?
- 2 What type of course might this be?
- 3 What information would you include at the beginning of the report?
- 4 What information could be included in the report?
- 5 What would the sub-headings be?
- 6 What reasons could you include for (not) recommending the course?

UNIT 9 Articles, News Reports & Reviews

- 1  You will hear the introductory paragraphs from four different types of articles. Listen to the cassette and match the extracts to the types of articles (a - d). Listen again and tick the correct box to indicate the content of each article.

- a magazine article: ☐ description ☐ opinion ☐ advice
 b brochure: ☐ holiday ☐ kennels ☐ computer
 c news report: ☐ accident ☐ announcement ☐ meeting
 d review: ☐ play ☐ book ☐ film

An **article**, in general, is a piece of writing for publication in a magazine, newspaper, brochure, leaflet, etc. It may be formal or informal in style, depending on its intended readership. Its purpose may be to provide information, describe a place/event/experience, etc, present an opinion or balanced argument, offer advice/suggestions, etc.

There are certain specialised types of articles, however. These include:

- news reports**, which are brief, factual pieces of writing written for publication in newspapers, describing important current events in a formal, impersonal style; and
- reviews**, which are specialised articles written to describe, discuss and/or evaluate a film, book, theatrical performance, TV series, etc. Such pieces are usually published in a magazine or newspaper.

A successful article should consist of:

- an eye-catching **title** or **headline** which suggests the topic of the article that follows;
- an **introduction** which clearly outlines the topic(s) to be covered;
- a **main body** of several paragraphs in which the subject is developed in detail; and
- a **conclusion** which summarises the topic and/or offers an opinion, comments, recommendations, etc.

Points to consider

- Before you start writing, it is important to decide:
 - where the article is intended to appear (*e.g. magazine, leaflet, etc*)
 - who the intended readers are (*e.g. the general public, fellow students, etc*)
 - what the purpose of writing is (*e.g. describe, inform, advise, etc*)
 These three factors will determine the style, language and arrangement of your article.
- The style of the article may be formal or semi-formal, depending on the intended readership; however, in all articles/news reports/reviews you should avoid extremely vivid description, over-emotional or over-personal writing, and simplistic vocabulary.
- Use suitable descriptive, narrative or argumentative techniques (as presented in units 1 - 6) and expressions which are consistent with the purpose of the article. Appropriate use of linking words/expressions and a wide range of vocabulary will make your writing more interesting.
- Select and organise the ideas and information you will present in each paragraph carefully, and begin each paragraph with a clear topic sentence.



Title/Headline

Introduction

Paragraph 1

state the topic of the article/news report/review

Main Body

Paragraphs 2-3-4-5*

development of the topic — each new aspect should be presented in a separate paragraph with a clear topic sentence

Conclusion

Final Paragraph

summary of the topic and/or opinion/comments/recommendation(s)

* The exact number of paragraphs will depend on the specific requirements of each writing task.

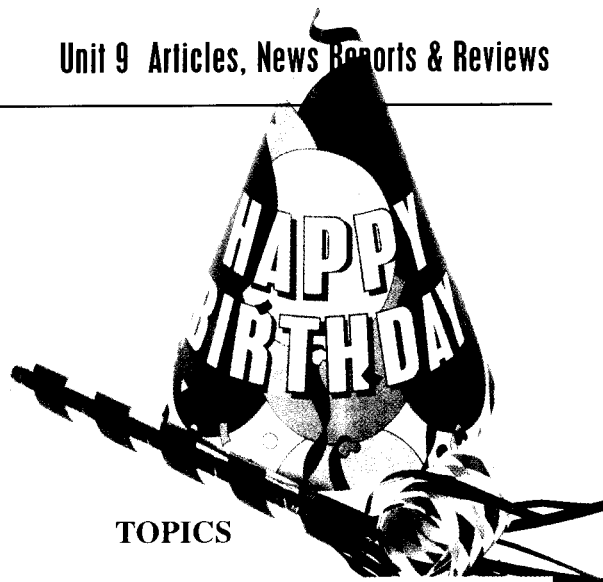
- 2** Look at the beginnings and endings from various types of articles. Match the beginnings with the endings, and then say which of the topics that follow (i - v) matches each pair.

BEGINNINGS...

- 1 The popular seaside resort of Sandy Bay was completely devastated yesterday by a freak tidal wave, the cause of which has not yet been determined. There have been several fatalities, and some residents suffering from minor injuries have been admitted to a nearby hospital.
- 2 There are several problems which you will have to face when teaching classes of young children. Fortunately, there are many ways to deal with such problems, which in the long run should improve both the effectiveness of your lessons and your own rapport with your students.
- 3 Organising a children's party can often be stressful for parents. If you feel this way, then why not allow us to do it for you? Our company will arrange everything from the decorations to the cake.
- 4 Living in a city can be very advantageous. However, more and more people are starting to agree that there are a multitude of benefits in moving to the countryside.
- 5 Greenside Drama Group is performing Samuel Beckett's *Waiting for Godot* next week at the Greenside Theatre. The play, set in an unspecified period and place, is a philosophical tale about the meaning of life. Chris Greene and Felix Harman star as the main characters, two tramps called Vladimir and Estragon.

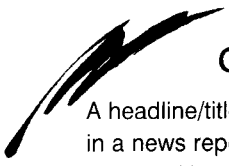
...ENDINGS

- A Despite the fact that city life is better in terms of facilities and shops, country life is certainly better for your health and peace of mind. So, city dwellers, the next time you step out of your door to battle the urban elements, perhaps you too will agree that we could all use a bit of peace and quiet.
- B Our service offers everything you could possibly wish for in a party, at a very reasonable price. If you are interested in letting us organise your child's next party, simply contact us for more details.
- C All in all, this play is extremely well produced, although it is a little confusing at times. I would certainly recommend that you see it, as it is a fascinating piece of work. However, be prepared to leave the theatre asking yourself, "Why am I here?"
- D If you follow the guidelines given above, you should have little difficulty solving the problems which you will undoubtedly have to face. What is more, your students will remain interested in your lessons, because they will enjoy themselves as they learn.
- E Rescue workers are continuing to search through the rubble in the hope of finding survivors. Residents have been warned that experts have not ruled out the chance of a repeat occurrence.



TOPICS

- i Write an information sheet advising primary school teachers on how they should deal with problems which arise in the classroom. Suggest ways in which they can make their lessons more interesting.
- ii Write a magazine article describing the benefits of moving from a city to a village in the countryside. Discuss the effects this could have on your life in general.
- iii You work for a company which organises children's parties. Write a leaflet giving details of the service you provide and explain what benefits parents will gain by using your company.
- iv A local drama group is soon to stage a play and, as the arts and entertainments editor for a local weekly newspaper, you were invited to see a preview. Write a short review, giving some details of the plot and saying whether you would recommend the play to others, and why.
- v Expand the following news telex into a newspaper report:
SEASIDE TOWN DEVASTATED BY TIDAL WAVE. RESCUE TEAMS WORKING ROUND THE CLOCK. STILL POSSIBLE CHANCE OF REPEAT OCCURRENCE.



Guidelines for Writing Titles/Headlines

A headline/title is a short, clear summary of the information which is presented in a news report/article.

When writing **titles** you should give a clear idea of what the article is about; so, the main topic of your article should be mentioned in the title. You should also try to arouse the readers' interest. There are a variety of ways to do this. For example, if you are writing a description of a holiday destination, you could use adjectives to make the place sound attractive even before the reader starts reading the article (e.g. *"The Untamed Wilderness of the Scottish Highlands"*). If the article involves the presentation of an opinion, balanced argument or solutions to a problem, etc, you can address the reader directly (e.g. *"What You Can Do to Save the Planet"*), or present a question (e.g. *"Is Capital Punishment the Answer?"*) in the title. Alternatively, and especially in more formal articles, you could just present the topic in a short statement (e.g. *"The Role of the Monarchy in Britain Today"*). Try to keep the title/headline short and remember that the style of the title/headline (e.g. *formal/semi-formal*) should reflect that of the article. If you are writing a review for a book, film, etc the title of your piece should be the same as that of the book, film, etc (e.g. *"The People Vs. Larry Flynt"*).

Certain rules can be followed when writing **headlines**:

- a) use the **Present Simple** tense to describe events which have occurred very recently. *Typhoon kills ten*, for example, means ten people have died, probably in the last twenty-four hours, in a typhoon;
- b) omit the verb "be" when using the passive voice to describe a past event. Write: *Forests destroyed* or *Cyclist injured* not: *Forests were destroyed* or *cyclist was injured*;
- c) write **"to be + past participle"** when using the passive voice to describe a future event, as in: *Summit meeting to be held* (= *A summit meeting is going to be held*). When using the active voice to describe a future event, write the to-infinitive form only, as in: *Council to close nightclubs* (= *The council is going to close nightclubs*);
- d) omit articles (**a, an, the**) as in: *Man questioned in murder case* (= *A man was questioned in a murder case*);
- e) put nouns one after the other as in: *Murder investigation team baffled*, which means that a team of people working on an investigation related to a murder are baffled;
- f) avoid using prepositions (**to, from, etc.**) where possible. Write: *New York plane crashes* rather than *A plane which was flying to New York has crashed*; and
- g) use abbreviations like UK, FBI, DNA, etc. Write: *US satellite launched* not: *A United States satellite was launched*.

3 Change the following sentences into headlines, applying the theory above.

- 1 The wreck of a 14th century pirate ship has been discovered off Ross Sound.
- 2 Baroness Amelia Phipps will marry Lord Clement.
- 3 Large-scale fraud has been exposed at Verne's Bank.
- 4 Teachers from Belfast have been angered by education cuts.

- 5 The council is going to impose night-time noise restrictions.
- 6 The January sales are starting now.
- 7 Big Ben has been voted the city's favourite landmark.
- 8 The British Broadcasting Corporation are firmly against television advertising.
- 9 The roadworks are confusing many drivers in the city.
- 10 The National Union of Mineworkers will start a two-week strike.

4 Read the following titles/headlines for articles, reviews or news reports and say what you think the type and topic of each piece of writing would be.

- 1 UNICEF to launch worldwide campaign against child labour
- 2 MEN IN BLACK
- 3 Queen Elizabeth to Open New Hospital Wing
- 4 Towards a Healthier Lifestyle
- 5 Genetic Engineering - A Curse or a Blessing?
- 6 BREATH TAKING BARBADOS
- 7 Bank Robbery Hero Rewarded
- 8 Fans Riot as United Takes Cup

a. Articles

- 1 You will hear four extracts from articles. Read the titles, then listen to the cassette and match the extracts (A-D) with the titles (1-4). Which article describes a city? Which article describes a person? Which articles involve argumentative techniques?



1 Jewel of a City

2 Discipline Dilemma



3 Talent without Conceit



4 Space Waste?



Articles are pieces of writing for publication in a variety of forms, covering a wide range of possible subjects. They may be intended for the general public, or a specific group of readers (e.g. *an article in your college newspaper for fellow students*).

Types of articles include those printed in:

- **magazines, newspapers and newsletters**, presenting an opinion or balanced argument concerning social/environmental issues, describing a place/event/experience, etc, providing information, offering practical advice, etc (e.g. *an article for a college magazine giving practical advice to new students who will be living away from home for the first time*).
- **leaflets and brochures**, providing information, describing and/or advertising a company/product/service, offering advice/suggestions, etc (e.g. *an article in a brochure for a company which wants to attract new customers from around the world*).

Points to consider

- An article usually has a brief title; this should attract the reader's attention and indicate what the article is about. Articles may also have subheadings before each paragraph.
- Depending on the topic of the article and the type of publication and its readership, you may need to use formal, impersonal language, or informal language.
- Articles may be written for a wide variety of purposes and can be descriptive, narrative, discursive, etc, and the techniques, style and expressions used should be appropriate to each kind of writing, as discussed in previous units.
- Articles for leaflets and brochures are usually informative and/or descriptive, and are written for advertising purposes, or to provide readers with information, advice or suggestions. They should be clear, avoiding extremely vivid description and over-emotional, over-personal or simplistic language.
- Select and organise the ideas and information you will present in each paragraph carefully. Begin each paragraph with a clear topic sentence.

- 2 Read the following instructions, then decide what the purpose of each article is, and what kind of information should be included.

- 1 You have been asked to write an article for your college magazine giving practical advice to students on how to keep up with the workload. Write your article for the magazine.
- 2 The tourist information centre in your town has asked you to write an article for a brochure describing two places of interest in your area. Write your article for the brochure.
- 3 A young people's magazine has asked its readers to submit articles on the question: "Are young people being forced to grow up too fast?" Write your article for the magazine.
- 4 The company you work for is looking for representatives in other countries and has asked you to write a profile of the company for a leaflet which will be distributed abroad. Write your profile for the leaflet.

- 3** Read the instructions and the model below and insert the following words and phrases in the appropriate spaces. Some words/phrases can be used more than once. Next, complete the paragraph plan on the right. Is this a formal or informal article?

*but also, Furthermore, However, In addition, In conclusion,
In fact, not only, On the other hand, therefore, thus*

Are children influenced by what is shown on television?
What can be done to prevent television programmes having
a negative influence on children?

Write an **article** covering these points, to be published in a
magazine for young adults.

• **Introduction**

State topic

• **Main Body**

• **For:** children choose
programmes with positive
values; distinguish between
reality/fiction

• **Against:**

• **Suggestion 1 & result:**

• **Suggestion 2 & result:**

• **Conclusion**

TV Violence



Television has become an important part of everyday life and children today spend hours watching a variety of programmes. These facts have led people to question whether television viewing adversely influences children, and if so, to wonder what may be done to prevent such negative influence.

Supporters of television, such as the representatives of TV channels, claim that there is no need for concern. To support their opinion they cite studies by psychologists which indicate that children are not indiscriminate viewers.

1)....., they maintain that 2)..... do children tend to choose programmes that pass on positive messages, 3)..... that they are able to distinguish between reality and fiction, and are 4)..... not negatively affected by what they watch.

5)....., research has been conducted that contradicts the above findings. This second body of research indicates that the increased depiction of gratuitous violence and immorality in television programmes has indeed affected today's youth and is

directly related to the increase in juvenile crime and the breakdown of moral values in society. 6)....., the experts responsible for this research have suggested steps that might be taken to solve this problem.

One way to prevent television's negative influence would be for the government to censor the content of certain violent or immoral programmes. Types of broadcasts that are felt to exert negative influences could be shown only late at night when children are not likely to be watching. In this way the degree to which children might be exposed to negative influences would be limited.

7)....., parents could monitor what their children watch and take on the responsibility of changing channels or switching off the television set when they feel the programme being viewed may be harmful, 8)..... ensuring their children are not exposed to negative influences.

9)....., it may be said that it is not yet possible to ascertain if, or to what extent TV negatively influences children. 10)....., as the possibility does exist, it might be wise to take precautionary measures such as those mentioned above. After all, as is often said, "an ounce of prevention is worth a pound of cure."

- 4** Read the extracts and say what kind of article each is taken from. What kind of publication might each appear in? Finally, think of an appropriate title for each.

A

The Hightree Leisure Centre is proud to announce the recent opening of its new extension, specialising exclusively in health and fitness facilities for senior citizens — the Roxbury Annexe. Not only will our more mature customers find that the Roxbury Annexe is designed for those who may be frustrated by structural hindrances such as steps and heavy doors, but they will also be able to take part in a wide range of activities geared purely towards their needs.

**B**

Checking out the prices of new computers can be a pretty terrifying experience for the first-time buyer. Fortunately, there is another, less painful option. Due to the fact that 'serious' computer operators regularly upgrade their machines, there is a thriving second-hand industry which,

for us less fashion-conscious individuals, makes investing in a computer far less taxing on our bank accounts. However, before making your purchase, there are a number of things worth taking into account.

C

When you think of the west coast of the United States, images of muscular surfers and glamorous Hollywood stars lolling on private beaches probably come to mind. However, the glorious Oregon coast is something altogether different. A combination of dramatic, rugged shoreline and miles of deserted, sandy beaches open to all makes the Oregon coast a unique experience.

**D**

In a society where governments seem more and more impersonal, and power seems to be in the hands of an elitist minority of decision-makers, how much influence does the average voter really have? The obvious answer may seem to be little or none, but I am firmly of the opinion that the voice of the voters still carries a great deal of weight as far as governmental decisions are concerned. Moreover, there are a number of facts to support this opinion.

- 5** Match the beginnings and endings, then say what the topic of the article is, whether it is formal or informal in style, and where it might be published.

BEGINNINGS...

- 1 Nowadays, you often hear older people say, "These kids today — they've got everything." Of course, they are referring to material goods such as clothes, electronic equipment and so on. Is it true that today's young people are spoilt by having too much given to them?
- 2 Antigua is a place blessed with glorious views, warm sunshine all year round and perfect beaches. In fact, the only thing that might disturb your peace on this lovely island paradise, is an overly-attentive waiter!
- 3 When people discuss pollution, they do not normally include noise in their list of problems. In fact, noise is one of the most prevalent and most damaging forms of pollution that city-dwellers have to deal with today. The question is, what can be done about this growing problem?

...ENDINGS

- a) For a holiday you will never forget and will want to repeat again and again, Antigua is the place to go. There is no place that matches the beauty of this paradise.
- b) On the whole, it does seem that today's young people expect a great deal and take what they have for granted. Perhaps they would learn to appreciate what they have more if they had to put a bit more effort into acquiring the goods in the first place.
- c) If these suggestions were followed, the problem of noise pollution would certainly be reduced, if not solved. It is simply a matter of everyone working together in order to make our cities healthier places in which to live.

Useful Language: Making Suggestions

- When you write an article to be published in a leaflet or brochure you should give it an eye-catching title which will attract the reader's attention. State the topic of the article in the first paragraph, then develop the topic in separate paragraphs. Each paragraph can be preceded by an appropriate subheading. End your article by summarising the topic.

- 6** Read the following instructions and the model, and put the following subheadings in the appropriate spaces: **Avoid Starting Again - A Question of Will-Power - Alternative Approaches - If You Need Help.** Then, fill in the paragraph plan. Finally, replace the underlined phrases with appropriate expressions from the list below.

*An alternative method is to
Should these methods fail, you may
Making sure you are occupied will
It may prove helpful to*

*Firstly, it is wise to
it may also be necessary to
One way to stop smoking is to
it is important to take steps to*

Write a **leaflet** to be displayed in doctors' waiting rooms, giving practical advice to patients who want to give up smoking, including suggestions on how they can avoid starting again.

Title

Introduction

Paragraph 1

Main Body

Paragraphs 2-3-4-5

Conclusion

Final Paragraph

Do you want to give up smoking?



There are many smokers who are aware of the health hazards of their habit and want to stop, or have already tried, without success. Here is some practical advice which may help you to kick the habit.

a
You can rely on your own will-power. Simply smoke your last cigarette and do not allow yourself to pick up another. However, very few of us are strong-willed enough to do this successfully. Or you can gradually cut down on the amount you smoke each day until you stop entirely.

b
Additionally, some companies manufacture products such as chewing gum and adhesive body patches which administer small doses of nicotine to help combat withdrawal symptoms. You can use

these products if your will-power requires some assistance.

c
Otherwise, you can benefit from other available treatments like hypnotherapy or acupuncture. Many people claim that after only a few sessions of alternative therapies such as these, they have been permanently cured of their addiction. The only drawback, however, is that their effectiveness seems to depend on your desire to give up smoking. The stronger your will-power is, the more successful the treatment will be.

d
When you have stopped smoking, you should try not to begin again. You should avoid stressful situations, since stress often drives people to smoke again. Also, when boredom strikes it is often tempting to pick up a cigarette, if only for something to do. You can prevent the boredom which may lead to your taking up smoking again.

To conclude, there are several ways to give up smoking, some of which are less conventional than others. Once you have given up, you may also have to take certain measures to ensure that you remain a non-smoker for good.

- 7** Read the following instructions and the model below, then put the paragraphs in the correct order according to the paragraph plan on the right.

You have been asked to write a short article for a **brochure** on two major tourist attractions in your country. Describe the two places you consider most interesting and explain why tourists should visit them.

☐ Also worth visiting is Tower Bridge. Constructed in Victorian times, it is recognised worldwide as a symbol of London and now has its own museum, with an exhibition depicting its fascinating history up to the present day. You can also see superb views of the city from the high-level walkways on the bridge.

1 England is a beautiful country with many sights of interest to tourists. These range from magnificent historic buildings to oddly-placed rocks in the middle of the countryside, each holding its own particular charm. Two of the most important tourist sights, however, are situated in the capital city, London.

☐ Among the many other attractions which London has to offer, Buckingham Palace and Tower Bridge are two of the most outstanding. No visit to London is complete until you have explored these two memorable landmarks.

☐ Most visitors to London go to see Buckingham Palace and Tower Bridge during their stay for the reason that these two particular attractions symbolise London and England in general; they are probably the most photographed sites in the British Isles. Furthermore, the chance to see the inside of a building still inhabited by royalty is too good to miss, giving tourists a glimpse of the luxury we would all like to have.

☐ Possibly the most significant place to visit is Buckingham Palace, the London home of the Queen and other members of the Royal Family. One can tour the interior of the palace and also observe the Changing of the Guard outside.

Introduction

Paragraph 1

state topic of article

Main Body

Paragraphs 2-3

description of two places

Paragraph 4

explanation of why tourists should visit

Conclusion

Final Paragraph

summary of the topic

DISCUSS & WRITE


- 8** Look at the following writing task instructions, then answer the questions below.

- a) *The travel company you work for has asked you to write an article for a brochure describing a new package holiday at a popular seaside resort. You should provide information on accommodation, transport, entertainment and so on.*
- b) *You have been asked to write an article for an international magazine about equal job opportunities for men and women in your country. You should describe the existing situation and say what changes have taken place in recent years.*
- c) *Write an article for a leaflet for travellers planning to go abroad, advising them on problems they may run into. Make suggestions and give advice about what they can do to deal with such problems.*

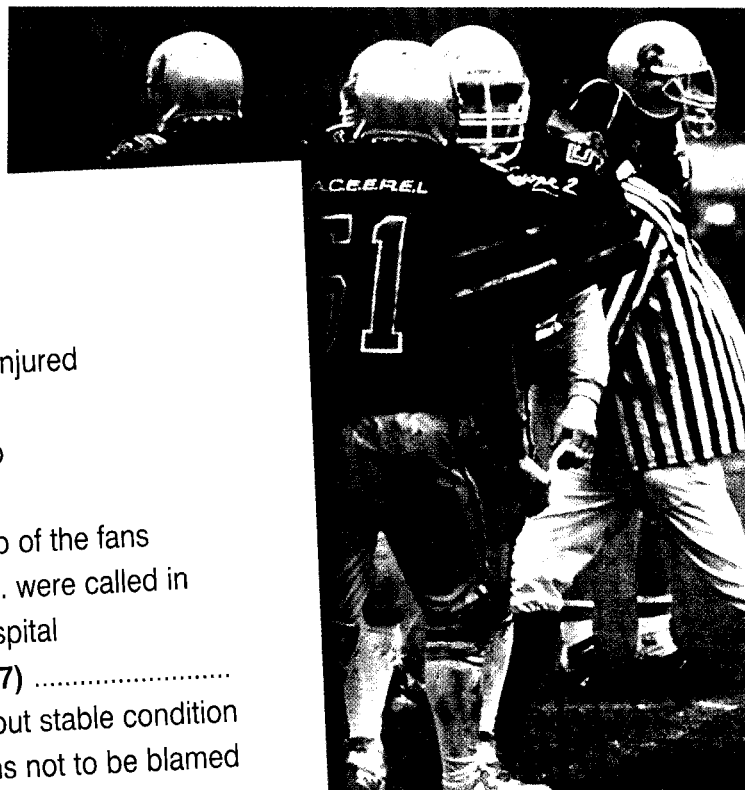
- What is the purpose of each article?
- Who are the intended readers for each?
- What style should each article be written in? (e.g. formal/informal)
- What title would you give each article?
- What information would you include?
- In what order would you present this information, and under which sub-headings (if any)?
- Should you use descriptive, narrative and/or discursive techniques? If so, which?

- 9** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then, write the article in about 300 words.

b. News Reports

- 1  You will hear part of a TV news broadcast. Read the following table, then listen to the cassette and fill in the missing information. Listen again, then using your notes, describe the event in your own words.

Incident:	gate 1)
Place:	Wellgood Stadium in Barton
Time:	early 2)
People involved:	one person dead, twenty others injured
Reason:	fault in 3)
Events:	<ul style="list-style-type: none"> • 4) queuing up • heard grinding noise • gate 5) on top of the fans • emergency 6) were called in • injured taken to St Luke's Hospital • Larry Martin was found to be 7) • others in 8) but stable condition
Comments:	terrible 9) - fans not to be blamed
Action taken:	stadium closed until a thorough structural 10) has been carried out



Headline

Introduction

Paragraph 1

summary of event —
what/who/where/when/
how/why

Main Body

Paragraphs 2-3-4

description/details of
event
cause(s) and/or result(s)

Conclusion

Final Paragraph

reference to future devel-
opments/comments/reac-
tions

A news report is a brief piece of writing for publication in a newspaper, giving factual information concerning an important current event. It is formal and impersonal in style, presenting facts objectively and unemotionally.

A successful report should consist of:

- a **headline** which is short and eye-catching, giving the reader an idea of the subject of the report;
- an **introductory paragraph** which summarises the event, including information about the people involved, the place, the time, etc.;
- a **main body** in which the relevant information is developed in detail, including an explanation of the cause(s) and/or result(s) of the event; and
- a **conclusion** which mentions the significance of the event, future action to be taken, reactions/comments of a witness/spokesperson, etc.

Points to Consider

- Comments made by witnesses, victims, the police, etc may be given in direct or reported speech:
"We won't give in," commented a workers' spokesman.
The two boys later admitted that what they had done was wrong.
- Passive voice and appropriate reporting verbs (e.g. *confessed, protested, etc*) are widely used in news reports, together with a range of linking words and time expressions.

- 2** Read the news reports below, and identify the topic of each paragraph. Then, underline all examples of passive voice, and say which tenses have been used in each report. Finally, choose the best headline for each report from those given on the right.

A A bomb exploded yesterday afternoon in the check-in hall of Hillsfield International Airport. Five people were killed and dozens more seriously injured in the blast.

The bomb went off without warning at 3 pm as hundreds of holidaymakers were preparing to board flights bound for Spain and Italy.

The explosion was caused by a substantial amount of plastic explosive connected to a timing device. The bomb was placed in a suitcase and left in the central check-in area, which was crowded with people at the time.

The emergency services arrived at the airport within minutes to deal with the widespread panic and devastation. Their first priority was to transfer the injured to hospital and put out the fires. Doctors were also called to the airport to treat the people who were in a state of shock.

The airport will remain closed until further notice. No one has yet claimed responsibility for the incident and police are appealing to the public for any information they might have.

BOMB LEFT IN SUITCASE

MASTERPIECE FOUND IN ATTIC

POLICE APPEAL TO PUBLIC

UNTITLED WORK SURVIVES

EXPLOSION ROCKS AIRPORT

1950 FIRE DESTROYS COLLECTION

B A painting by Pablo Picasso, which was thought to have been destroyed over forty years ago, was found by building workers in the attic of an old house in the village of Silverdale last Monday.

The builders were making alterations to the house when they made the discovery. The painting was wrapped in cloth and leaning against a wall in the attic, which was being cleared in preparation for restoration work.

The painting was believed to have been destroyed in a fire in 1950, along with several other well-known works of art belonging to collector Miles Duval. It is not clear how this particular work survived the blaze and came to be in the attic of the house.

The title of the painting has not yet been revealed to the public, but experts have verified that it is genuine and worth a great deal of money. The owner of the house, Mrs Brenda Freeman, said, "I had no idea it was there, so it's a wonderful surprise."



News reports and **narratives** differ in a number of ways with relation to style and content.

A **news report** is written in a formal style and deals only with facts. The writer's feelings are not mentioned. A news report starts with a summary of the event (who, when, what, where) which is then developed in detail. To end a news report, you can mention people's comments or make reference to future developments.

A **narrative** is written in an informal style and includes elaborate descriptions as well as the writer's feelings and emotions. You can begin or end a narrative by:

- describing the weather, place, people, etc using the senses
- using direct speech
- asking a rhetorical question
- creating mystery or suspense
- referring to feelings or moods

3 Match the beginnings with the endings, then decide which belong to news reports and which to narratives, justifying your answers.

BEGINNINGS...

- A major snowstorm hit the east coast of the United States yesterday, causing road accidents, power cuts and flight cancellations in New York, Boston and Hartford.
- "Who is it?" the voice said from behind the door. I stood on the porch, my heart pounding, my whole body cold and numb. I knew it was going to be hard to answer all of their questions after so many years of absence and hatred.
- Two builders were seriously injured yesterday morning when the scaffolding on the building site they were working on collapsed.

...ENDINGS

- As I glanced at the house in the distance, tears welled up in my eyes. How could I ever have known that my wish to be reunited with my parents would be met with such grief and hostility?
- "This was the worst natural disaster in the last thirty years," said Robert Albert, meteorologist for Channel 5 News. Schools and businesses are expected to remain closed until Thursday.
- A spokesman for the construction company stated that the two injured builders would receive the best medical attention at the company's expense. "We will take strict safety measures to ensure unfortunate incidents like this will not occur again in the future."

4 Replace each of the underlined words/phrases in the sentences below with synonymous ones from the list.

led to a public outcry, far-reaching repercussions, widespread fear, make a bid, fruitless, gave his seal of approval, wary, put paid to

- The Education Minister agreed to the new government proposals to reduce subsidies to universities.
- A Royal Air Force officer is planning to try to break the world land-speed record.
- A fire at Weston nuclear power station has caused a lot of worry among local residents.
- Attempts to promote non-biodegradable detergents have made a lot of people very angry due to the threat such products pose to the environment.
- Residents were advised to be cautious of anyone acting suspiciously.
- Accusations of embezzlement ruined the senator's hopes of running for president next year.
- The Prime Minister's decision to raise taxes will have a serious effect on the lives of many Britons.
- The police have appealed to the government following their unsuccessful attempts to stamp out crime among street gangs.



- 5** Read the following models and; a) say which is a news report and which is a narrative; b) give the paragraph plan for each model; c) say which requires a headline; and d) decide which model: i) is formal in style; ii) mentions the writer's feelings and reactions; iii) contains passive forms and direct speech; iv) includes rhetorical questions; and v) contains short forms.

A

A huge explosion shook the centre of Chunswick yesterday afternoon. The event occurred shortly before five o'clock when a petrol tanker caught fire in Breakerton Road. Several people were killed in the explosion, which also caused extensive damage to nearby buildings.

Seven people, including three young children, died instantly in the explosion and fifteen others were later taken to hospital suffering from serious burns. The blast also destroyed the fronts of three buildings as well as a number of vehicles parked near the stationary tanker. Fortunately, the flames did not reach the underground storage tanks at the nearby service station.

Fire experts report that the explosion occurred after a burning cigarette was dropped into a puddle of petrol which had leaked from a pipe feeding petrol from the tanker into one of the service station's storage tanks. This verdict has been confirmed by several eyewitnesses, who claim to have been alarmed at the sight of the tanker's driver smoking a cigarette next to his vehicle while the filling process was in progress.

A spokesman for BALCO, the petrol company involved, has expressed deep regret at the incident. He added that all of the explosion's victims would receive compensation for their physical and emotional suffering.

B

It was pleasantly sunny when I set off on my shopping trip. I thought I would escape the constant hassle and commotion of the city centre by taking a detour along Breakerton Road. How was I supposed to know this was a bad decision?

Breakerton Road had really changed a lot since the last time I was there. It seemed to have become one big car park with all kinds of vehicles cluttering up the pavements. The air was thick with the stench of exhaust fumes.

Was it stupidity or plain misfortune that made me choose that café on Breakerton Road for a cup of coffee? Once inside, I couldn't relax, because of the noisy traffic outside and the powerful smell of petrol from the service station next door. As I was sipping my coffee, I could see a tanker parked outside. I was alarmed to notice petrol seeping from a loose pipe onto the pavement. I felt a chill run down my spine and signalled to the waiter to bring me the bill.

As I was leaving the café, a couple of men were pointing agitatedly at the ground and then up to the tanker. The tanker driver seemed to take no notice of them as he stood at the back of the tanker smoking a cigarette. The next moment the ground was ablaze. Huge flames leapt up into the air. Thick black clouds blurred my vision. The noise was unimaginably loud, the impact immediate and ferocious. I remember the sudden flash of light. An instant later I was unconscious.

I don't know how I feel about it now. It was several days before I regained consciousness and learned that I was one of the lucky few who survived. I don't know if I should think of it as a terrible accident or search for someone to blame as so many others are doing. But I do know that things will never be the same.



6 Read the following notes from a reporter's notebook, and the brief news report which was written using these notes. Underline and number the notes in the order they appear in the news report, then say why the writer has not included the other information. Finally, give a suitable headline for the news report.

Millionaire missing – kidnapped??

- **Raymond Bradley (53) 15, Victoria St, Keswick**

Police:

- abducted 17.45, Friday 17th Sept
- possible involvement of organised crime syndicate – Bradley contributed to anti-drug fund
- suspect car found abandoned on shore of Lake Windermere
- investigations continuing

Wife (Candice, 48):

- offering reward of £50,000 for info
- "I never believed it could happen. It's like a nightmare."
- "The criminals are trying to get back the money they lost on drug sales."

Daughter (Wendy, 15):

- "He is the kindest man in the world. He was only trying to do some good, and now this happens."

Jeremy Walsh (witness, 38):

- "I saw him being pushed into a dark red Vauxhall Cavalier by a tall, dark-haired man in a black suit."

There is increasing concern for the safety of millionaire Raymond Bradley, who is believed to have been abducted from outside his home in Keswick on Friday afternoon.

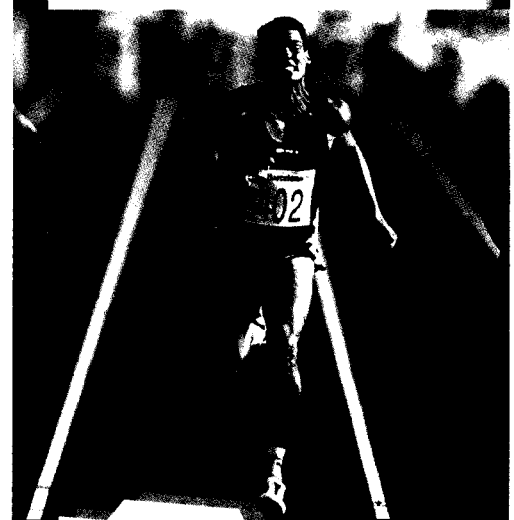
He was last seen being pushed into a dark red Vauxhall Cavalier by a tall, dark-haired man in a black suit at about 5.45 pm on Friday. The vehicle was later found abandoned on the shore of Lake Windermere.

The police suspect that an organised crime syndicate may be responsible for Mr Bradley's abduction, since he had recently helped to fund a scheme aimed at ridding the area of illegal drugs. His wife, Candice, fears that local dealers might now be seeking 'compensation' for their losses.

Mrs Bradley is offering a reward of £50,000 for any information leading to the safe return of her husband. Meanwhile, the police are continuing their investigations.

7 Now read the notes below concerning a different event, decide which information you will include, and write a news report of about 150 words, with a suitable headline.

- Trevor Johnston (22)
12, Chatham Way, Sturminster
- won gold medal for 100m in National Championships yesterday
- University student
- broke previous record by 0.13 sec.
- only athlete from Sturminster ever to win a medal
- engaged to be married next summer
- celebration organised by Mayor for next Sunday



Trevor:

"I am proud to have brought such honour to my town. I couldn't have done it without my trainer. Next stop, the Olympics!"

Bruce Anderson (Trainer):

"He deserved to win. He is a dedicated athlete, and the best runner I've ever trained."

Mother (Martha Johnston):

"Ever since he was a little boy he loved to run. He always said that one day he'd get a medal. I'm so proud of him."

8 Read the following opening paragraphs from news reports, and rewrite them by putting the verbs into the passive.

- 1 Children discovered a suspicious-looking package in a city-centre shop yesterday. The shop owner called the police, who sent a bomb-disposal team which successfully defused the package.
- 2 The council closed down a well-known restaurant in Laycock last week after they found a mouse in the kitchen. Health officials warned the owner that he could not reopen the restaurant until it met the required standards of cleanliness.
- 3 A man held passengers on a Manchester bus captive for an hour on Monday afternoon. Police later removed the kidnapper, who was unarmed. They believe the man was making a protest about public transport services in the area.
- 4 An amateur has broken the world record for windsurfing across the Channel. The mayor of Longbridge congratulated 25-year-old Dean Travers upon his return home on Thursday. Dean had completed his record-breaking trip in near-perfect conditions two days previously.

9 Rewrite the following sentences in reported speech, using the reporting verbs from the list below. Each verb should only be used once.

announced, commented, denied, objected, refused

- 1 The Prime Minister said yesterday, "A new tax will be introduced from 1st January."

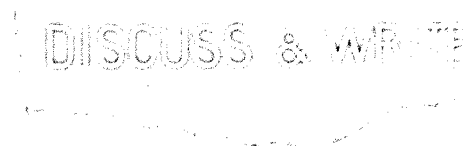
The Prime Minister announced yesterday that a new tax would be introduced from 1st January.

- 2 "That is not a matter I am prepared to discuss," the witness said to reporters.

- 3 "I don't like the fact that known criminals are released on bail while awaiting trial," said the judge.

- 4 Mr Bingley said, "I have never seen this woman before in my life, let alone tried to assault her."

- 5 The spokesman said, "It's worth noting that this is the largest crowd ever to have attended a Cup Final."



10 Look at the following writing task instructions, then answer the questions below.

a) **The newspaper you work for has asked you to write a news report covering a recent tragedy when an aeroplane crash-landed in the desert. Write the news report.**

b) **As a reporter you have been sent to interview twin brothers who were separated at birth and reunited thirty years later. Write a news report in about 150 words for the newspaper.**

c) **Choose two of the headlines below, and write two news reports of about 150 words each:**

48 VEHICLE PILE-UP ON M25

BOMB SCARE FALSE ALARM

ROYAL VISIT TO ORPHANAGE

MOUNTAIN CLIMBERS STILL MISSING

- What headlines could you use for the first two news reports?
- Which of the following information would you include in the introduction of each news report: what/where/when/who/why?
- Which details would you include in the main body of each news report, and in what order?
- How would you end each news report?

11 Now choose tasks a) and b) or, task c), and write a complete paragraph plan with notes. Then write the news reports in about 150 words each.

C. Reviews

- 1 You will hear part of a programme in which critics discuss films appearing on TV. Look at the table below, then listen to the cassette and fill in the missing information. Finally, using the information, describe the film.

Name of film:	Rain 1)
Set in:	2)
Type of film:	human 3)
Story theme:	a brother who finds out he's got an autistic brother after he inherits money
Star(s):	Hoffman and Cruise
Acting:	superb
Script:	4)
Characters:	very 5)
Recommendation:	don't 6) it



A review is a special type of article written for publication in a magazine, newspaper, etc., giving a brief description and evaluation of a film, book, play, TV/radio programme, etc. It may be formal or semi-formal in style, depending on its intended readership, and is usually written using present tenses.

A successful review should consist of:

- an **introduction** which mentions the title, the type of book/play/film/etc, the setting (when/where), the theme, the main characters, etc.;
- a **main body** of two or more paragraphs containing the main points of the plot (without revealing the ending), and evaluating such features as the acting, writing style, direction, characters, etc.; and
- a **conclusion** which includes an overall assessment of the work and/or a recommendation, usually with justification.

You may also be asked to give reasons why someone should see the film/play or read the book, how it has influenced you, etc. Note that the number and length of paragraphs varies depending on the topic.

Useful Language

To begin reviews:

This well-written/informative/fascinating/thought-provoking book is ...
The film/book/play/etc is set in .../tells the story of .../is based on ...
The film/play stars .../is directed by .../is the sequel to ...

To end reviews:

You should definitely see/read .../Don't miss it/You might enjoy ...
All in all, it is well worth seeing/reading, since ...
On the whole, I wouldn't recommend it, in view of the fact that ...
It is a classic of its kind/It is sure to be a hit/best-seller ...

Introduction

Paragraph 1

background — type of story, setting, theme, main characters

Main Body

Paragraph 2

main points of the plot

Paragraph 3

comments on various features *e.g. acting, plot, characters, etc*

Paragraphs 4-5*

explanation, reason/example

Conclusion

Final Paragraph

overall assessment of work/recommendation

* The exact number and division of paragraphs will depend on the specific requirements of each writing task.

Useful Language

● To explain the plot:

The plot revolves around .../involves .../focuses on .../has an unexpected twist.

The story begins with .../unfolds/reaches a dramatic climax when ...

● Evaluating various features:

The play/film/series has a strong/star-studded/mediocre cast.

The acting is moving/powerful/excellent/weak/disappointing/unconvincing.

The plot is gripping/dramatic/fascinating/suspense-filled/fast-moving.
far-fetched/predictable/confusing/dull/unimaginative.

The script/dialogue is touching/witty/hilarious/boring/mundane.

It is beautifully/brilliantly/sensitively written/directed.

2 Read the model below and identify the topic of each paragraph. Then, choose the most suitable word from those on the right to complete each of the numbered spaces in the model.

A student from your college has just won first prize in a national competition for young writers. Write a review for the college newspaper giving a brief summary of the book and saying why you think other students might enjoy it and learn from it.

Ellie's Success by Langbourne College's own second-year student, Katie McLean, is a **1** which has just won a major national writers' competition, and deservedly so. It is a **2** story **3** in northern England during the early part of this century which tells the **4** of a young woman, Ellie Turner, in her struggle to make herself known in the business world which was so dominated by men at that time. Her neighbour and childhood friend, William Thompson, causes her the greatest difficulties of all.

The story begins with Ellie being left a considerable sum of money in her grandfather's will. Subsequently, she decides to set up a catering business as a means of earning a living, making use of her abilities as

a good cook. The **5** follows Ellie's ups and downs as she tackles problem after problem to make her dream come true, until, despite great opposition from friends, family and acquaintances, she finally achieves her goal.

The tale is **6** , with episodes which are both **7** and **8** , and retains the reader's interest throughout. It gives a **9** insight into life in the early 1900's and the hardships encountered by people at that time.

Ellie's Success is well **10** reading, if you enjoy period fiction. It can teach the reader about fair play, or lack of it, in the business world and provides a welcome break from set literary texts and coursebooks.



- | | | |
|-----------|----------------|-----------------|
| 1 | a biography | b romance |
| | c novel | d thriller |
| 2 | a long | b well-written |
| | c box-office | d children's |
| 3 | a placed | b set |
| | c put | d timed |
| 4 | a details | b plot |
| | c character | d tale |
| 5 | a plot | b script |
| | c dialogue | d screenplay |
| 6 | a real | b historic |
| | c excellent | d spectacular |
| 7 | a moving | b growing |
| | c true | d thorough |
| 8 | a warm | b heart-warming |
| | c affectionate | d caring |
| 9 | a absorbed | b well-directed |
| | c documentary | d fascinating |
| 10 | a for | b good |
| | c worth | d rewarding |

3 Read the following excerpts and fill in the gaps using words from the list below.

<i>action</i>	<i>character</i>	<i>climax</i>
<i>heroine</i>	<i>interval</i>	<i>lines</i>
<i>masterpiece</i>	<i>opening</i>	<i>plot</i>
<i>readable</i>	<i>rehearsal</i>	<i>soundtrack</i>
<i>stunts</i>	<i>themes</i>	<i>thriller</i>

- a On its 1) night, Tom Watt's new production was a disappointment. The poor performance in the first act may have been due to the lack of 2) as many in the cast seemed ill-prepared, uneasy in their roles and unsure of their 3) After the 4), the second half was a great improvement.
- b This star-studded, electrifying remake of an old favourite has impressive and dangerous 1), spectacular special effects and an original 2) by one of the hottest current rock bands. The best 3) movie of the year. Don't miss it!
- c The novel is narrated in the first person by its 1), Amelia Evans, and it is through her actions that the 2) unfolds. From the opening chapter her 3) dominates events, right up to their dramatic 4)
- d It has all the makings of a first-class 1) ; it is set in 15th-century England and the 2) it explores centre around the paranormal and the occult. Although it is not quite a literary 3), it is definitely very 4)

• What is the subject of each review?

4 Complete the following collocations by filling the gaps with suitable words from the list below. Use the words only once.

box-office, curtain, gratuitous, long-running, Oscar, rave, standing, theatre, thunderous, TV

- | | |
|--------------------|------------------|
| 1 viewers | 6 call |
| 2 audience | 7 violence |
| 3 hit | 8 applause |
| 4 soap opera | 9 reviews |
| 5 ovation | 10 nominee |

5 Read the list below and the film review on the following page. Then, tick the features from the list which have been mentioned in the review.

Background

- ☒ type of film
- ☐ setting - where
- ☐ setting - when
- ☐ theme
- ☐ adaptation from novel/play
- ☐ original screenplay/script
- ☐ filmed in studio/on location
- ☐ music/soundtrack
- ☐ main actor/actress
- ☐ name of director
- ☐ name of producer
- ☐ supporting cast

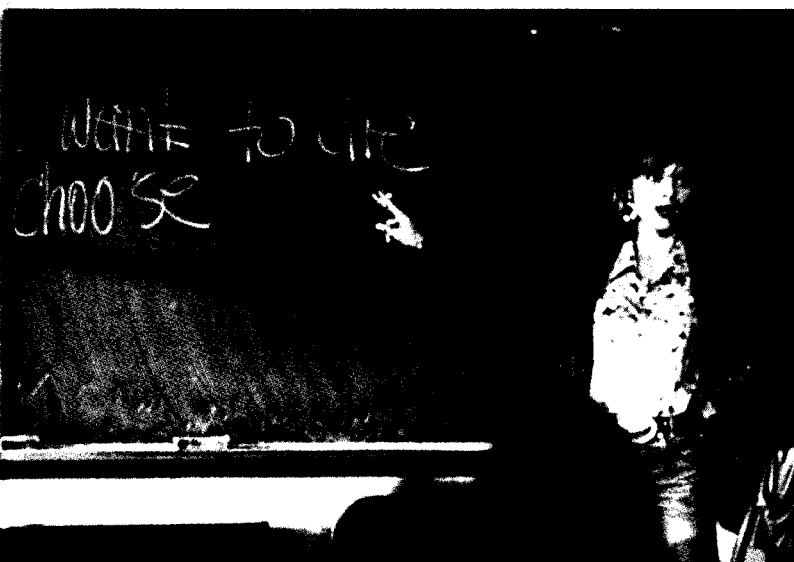
Main Body

- ☐ details of plot
- ☐ ending of film
- ☐ main character
- ☐ other characters
- ☐ comments on acting
- ☐ comments on directing
- ☐ comments on plot
- ☐ comments on characters
- ☐ other comments

Conclusion

- ☐ positive comments by critic
- ☐ negative comments by critic
- ☐ recommendation

Dangerous Minds, directed by John N. Smith, is set in a poor inner city area high school. The main character is a trainee teacher, played by Michelle Pfeiffer, who also happens to be an ex-Marine. The hit song "Gangsta's Paradise" from the film's soundtrack gives the impression that the film is a powerful drama. However, it actually turns out to be a story of hope and optimism.



The film centres on Miss Johnson (Michelle Pfeiffer) who is put in charge of a class made up of the city's toughest and most troubled adolescents. She soon realises that by treating the youths with the respect and understanding that human beings deserve, she can maintain order; moreover, she wins the trust of her class while actually helping them to enjoy learning and to realise that they control their own lives.

Dangerous Minds covers many of the problems young people face in society today, something made possible by the fact that it is not just a film about a teacher but also about the disturbing problems faced by members of the class. This is all done in a realistic way with which most of us can identify. Pfeiffer is brilliant in her role, and convincing in the emotions she portrays throughout.

If you like to see good triumph over evil and are fond of happy endings, then you should definitely see this film. Although it is probably not the most fascinating film you will ever watch, Pfeiffer's performance is outstanding.

DISCUSS & WRITE

6 Look at the following writing task instructions, then answer the questions below. The questions apply to both tasks.

- a) *The editor of your school newspaper has invited students to send in reviews of a film they have seen recently which would be of interest to their fellow students. Write your review.*
- b) *Write a review of a book you have read which has strongly influenced your views on life. Briefly describe what the book is about and in what ways it has influenced you.*

- What is the title, type, setting, etc of the film/book?
- Who are the main characters?
- What information would you include about the plot?
- What other points would you include in the review (author, director, soundtrack, etc)?
- Could you write an unfavourable review of the film/book? Why (not)?
- In which order would you present the information/comments to be included?
- What useful expressions could you use in the introductory and final paragraphs, and to comment on various features of the film/book?

7 Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then, write the review in about 300 words.



Study Check 4

A Write a story entitled *The Final Parting*.

- 1 Would you use flashback narration to write your story? Why/Why not?
- 2 What technique(s) would you use to begin your story?
- 3 What techniques would you use to make your story more interesting?
- 4 What tenses would you use throughout the story?
- 5 Suggest a plot for your story.

B You are the manager of a clothing factory and you would like to send a group of your employees abroad to study other companies' design and production methods. Write to the head of a company abroad asking if your employees can visit his/her firm and explaining the reasons for their visit.

- 1 What are the key words?
- 2 What reasons could be included?
- 3 How should you begin/end?
- 4 How should you address the recipient?
- 5 How should you sign the letter?
- 6 Which paragraph plan would you follow?

C Describe someone you have known for a long time and say what you think this person will be like in ten years' time.

- 1 What are the key words?
- 2 Who might you describe?
- 3 How would you justify the "what you think" part of the topic?
- 4 What aspects of description would you include? Give examples.
- 5 What tenses would you use? Why?
- 6 Can you suggest a plan to be followed?

D Describe a popular seaside resort in mid-summer.

- 1 What are the key words?
- 2 What type of description is required?
- 3 What aspects of description are required?
- 4 What tenses would you use?
- 5 Can you suggest phrases which involve use of the senses to describe the place?
- 6 Which paragraph plan would you follow?

E "*The quality of life was better fifty years ago than it is today.*" How far do you agree with this statement?

- 1 What type of composition is this?
- 2 What are the key words?
- 3 What first and last paragraph techniques would you use?
- 4 Which useful language can be used in this type of composition?
- 5 Would you include a quotation?
- 6 What paragraph plan would you follow?

F The library in your town or college is about to be expanded. Write a letter to the planning committee explaining how you think the present facilities could be improved and suggesting some new services which the library could provide.

- 1 What type of letter is required?
- 2 What are the key words?
- 3 What suggestions would you make?
- 4 What useful language would you use to explain/suggest?
- 5 What paragraph plan would you follow?

G Describe your plan for the ideal day and explain your choice of activities.

- 1 What are the key words?
- 2 How would you interpret the phrase "ideal day"?
- 3 What activities might you describe as "ideal"?



- 4 What tenses should be used? Why?
- 5 Would you include narration in your description? Why/ Why not?
- 6 Can you suggest a paragraph plan?

H Write a story which begins **or** ends with the words: "*I should have known all along that I couldn't trust him.*"

- 1 Does the topic require flashback narration? Why/ Why not?
- 2 Which technique(s) could you use to begin/end your story?
- 3 Which techniques would you include to make your story more interesting?
- 4 What tenses would you use? Why?
- 5 What words would you use to link the events in your story?
- 6 Suggest a possible plot for the story.

I As head of an advertising agency, you have received a letter from the manager of a clothing company asking for advice on how to boost sales. Write your letter to the manager.

- 1 What type of letter is required?
- 2 What are the key words?
- 3 What information would you include?
- 4 What useful language would you use to introduce your points?
- 5 Which paragraph plan would you follow?

J "*The world would be a much more peaceful place if there were more women in power.*" Do you agree with this statement?

- 1 What type of composition is required?
- 2 What are the key words?
- 3 Do you agree or disagree with the statement? Why?
- 4 What first and last paragraph techniques would you use?
- 5 What useful language would be helpful in writing this type of composition?
- 6 Which paragraph plan would you follow?

K Describe a place with which you have very strong emotional associations and explain the reasons for these associations.

- 1 What type of description is required?
- 2 What place might you choose to describe?
- 3 What "associations" might this place have?
- 4 What aspects of description would you include? Give examples.
- 5 What tenses would you use? Why?
- 6 Which paragraph plan would you follow?

L Your town has received a large grant. Write an article for the local newspaper giving your opinion as to how this money could best be spent.


- 1 What type of article is required?
- 2 What uses of the grant would you suggest?
- 3 What tenses would you use? Why?
- 4 What useful language would you use to make your points?
- 5 Which paragraph plan would you follow?

M A local travel agency has asked you to write a report giving information on various activities which visitors can take part in while staying in your town.

- 1 What type of report is required?
- 2 What information would you give before the first subheading?
- 3 What types of activities would you include?
- 4 What subheadings would you use?
- 5 In what order would you put the subheadings?

N You recently read an article or advertisement in a magazine which you believe to be misleading. Write a letter to the editor of the magazine stating your views and requesting that the misleading information be corrected.

- 1 What are the key words?
- 2 What might the subject of the article or advertisement be?

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- 3 In what ways can an article or advertisement be misleading?
 - 4 What useful language would you use to make your points?
 - 5 What paragraph plan would you follow?

O You are working on the final plans for a new invention and are running out of money. Write a proposal for your bank manager, giving details of the invention and reasons why you think it will be successful, in order to obtain a loan.

- 1 What type of writing is a proposal?
- 2 What information would you give before the first subheading?
- 3 What might the invention be?
- 4 Why would it be a success?
- 5 What subheadings would you include?
- 6 In what order would you put the subheadings?

P You have just returned from a package holiday with which you were completely dissatisfied. Write a letter to the travel agency setting out your complaints and asking for compensation.

- 1 What type of letter is required?
- 2 What might have gone wrong with the holiday?
- 3 What sort of compensation would you ask for?
- 4 What would you say in the first/last sentences?
- 5 Would you use "strong" or "mild" language?
- 6 Which paragraph plan would you follow?

Q Your employer has asked you to evaluate the facilities of a local hotel as the possible venue for a large conference. Write a report for your employer, including your recommendation.

- 1 What type of report is required?
- 2 What facilities would be needed for a large conference?
- 3 What subject title would you include?
- 4 What subheadings would you include?
- 5 What information would you include under each subheading?

R You have seen the following announcement in a magazine.

ENTER NOW!!

OUR READERS AND THE BOOK THEY TREASURE

- Is there one special book that has had a great influence on your life?
- Write in and tell us about it.
- Tell us briefly about the book and, more importantly, what it taught you or how it helped you.
- The best entry will be published in the near future.

Prize: £100 in book tokens to help you build up your own library!

Write your entry for the competition.

- 1 What type of composition is required?
- 2 What book would you choose to write about?
- 3 What details of time, setting, characters, facts, etc would you include?
- 4 What tenses would you use? Why?
- 5 How did the book influence your life?
- 6 Which paragraph plan would you follow?

S Write news reports based on the following headlines. Write about 150 words for each.

STATION BOMB CHAOS NEW ROAD PROTESTERS CONFRONT POLICE

- 1 When/where did the incidents take place?
- 2 Who was involved or present?
- 3 What were the causes/consequences of the incidents?
- 4 Would you include any direct comments? From whom?
- 5 What tenses would you use? Why?
- 6 Which paragraph plan would you follow?

- T You have seen the following advertisement and want to apply for the post. Write your letter, including qualifications, qualities and reasons why you are suitable for the post.

TEACHER'S ASSISTANTS WANTED

We are looking for young people who love children and want to help them learn! Must be over 18, enthusiastic and energetic.

Write to: The Director of Studies
St Mary's Nursery School
29 Wilkins Rd, Barstone

- 1 What type of letter is required?
- 2 What are the key words?
- 3 What information about yourself should you include?
- 4 Is it necessary to include a physical description of yourself?
- 5 What could the opening/closing sentences be?
- 6 Which paragraph plan would you follow?

- U A magazine has asked you to write an article discussing the question: *"Living Longer — All It's Cracked Up To Be?"*

- 1 What type of article is required?
- 2 What are the key words?
- 3 What aspects of the discussion clock would you consider?
- 4 What linking words/phrases would be useful for writing this type of composition?
- 5 Would you state your opinion in the first paragraph? Why/Why not?
- 6 Which paragraph plan would you follow?

- V Describe the two most memorable events of your life and say what the consequences of these occasions were.

- 1 What are the key words?
- 2 What type of description is required?
- 3 How many events should you describe?
- 4 What type of events could be described as "the most memorable"?
- 5 Would you describe good events, bad events or both?
- 6 What consequences could these events have?
- 7 What tenses would you use? Why?
- 8 Can you suggest a paragraph plan for this composition?

- W *"Sport and entertainment have become a matter of business rather than pleasure."* Discuss.

- 1 What kind of composition is required?
- 2 What technique(s) would you use to begin your composition?
- 3 Do you agree with the statement? Why/Why not?
- 4 Would your opinion be stated directly or indirectly?
- 5 Which paragraph plan would you follow?

- X Write an article to be published in a national airline's in-flight magazine giving practical advice to people visiting your country for the first time.

- 1 What language would you use in the article?
- 2 What information would you include in the article?
- 3 Should you use subheadings? If yes, which subheadings would be appropriate for this article?
- 4 What heading would you give your article?
- 5 Which paragraph plan would you follow?

Appendix: Linking Words / Phrases

Personal opinion:	<i>In my opinion/view, To my mind, To my way of thinking, I am convinced that, It strikes me that, It is my firm belief that, I am inclined to believe that, It seems to me that, As far as I am concerned, I think that the economic recession of the previous decade was foreseeable.</i>
To list advantages and disadvantages:	<p><i>One advantage of, Another advantage of, One other advantage of, A further advantage of, The main advantage of, The greatest advantage of, The first advantage of</i> riding a motorbike in a large metropolis is that of not getting caught in major congestion.</p> <p><i>One disadvantage of, Another disadvantage of, One other disadvantage of, A further disadvantage of, The main disadvantage of, The greatest disadvantage of, The first disadvantage of</i> driving a car in a large metropolis is that of finding a parking space.</p>
To list points:	<i>Firstly, First of all, In the first place, Secondly, Thirdly, Finally, To start/begin with,</i> we have to address the inadequacies within the education system before we can tackle unemployment fully.
To list points in a specific sequence:	<p>BEGINNING - <i>First, To start/begin with, First of all,</i> the Home Secretary will make an introductory speech.</p> <p>CONTINUING - <i>Secondly, After this/that, Afterwards, Then, Next,</i> the Prime Minister will speak.</p> <p>CONCLUDING - <i>Finally, Lastly, Last but not least,</i> the Chancellor of the Exchequer will announce the new budget.</p>
To add more points to the same topic:	<p><i>What is more, Furthermore, Apart from this/that, In addition (to this), Moreover, Besides (this), ... not to mention the fact that</i> your choice of career is a fundamental decision which will influence the rest of your life.</p> <p><i>Not only</i> is your choice of career a fundamental decision, <i>but</i> it is <i>also</i> one that will influence the rest of your life.</p> <p>Your choice of career is <i>both</i> a fundamental decision <i>and</i> something that will influence the rest of your life.</p>
To refer to other sources:	<i>With reference to, According to</i> the latest scientific research, the use of mobile phones can be damaging to one's health in the long run.
To express cause:	<p>The man was acquitted of the crime <i>because, owing to the fact that, due to the fact that, on the grounds that, since, as</i> there wasn't any substantial evidence.</p> <p><i>In view of, Because of, Owing to</i> the lack of substantial evidence the man was acquitted of the crime.</p> <p>There was a lack of substantial evidence; <i>for this reason</i> the man was acquitted.</p> <p><i>Seeing that</i> there was a lack of substantial evidence, the man was acquitted.</p> <p>The man is to be retired <i>now that</i> some new evidence has come to light.</p>
To express effect:	<i>There was a sudden deluge; thus, therefore, so, consequently, as a result, as a consequence,</i> he sprinted home.
To express purpose:	<p><i>Due to the storm, the pilot decided to turn back, so that</i> the flight would not be jeopardized.</p> <p><i>Due to the storm, the pilot decided to turn back, so as to / in order to</i> avoid jeopardizing the flight.</p> <p><i>Due to the storm, the pilot decided to turn back, in case</i> the flight was jeopardized.</p> <p>They purchased the old mansion <i>with the purpose/intention of</i> converting it into a luxury hotel.</p>

To emphasise a point:	<i>Indeed, Naturally, Clearly, Obviously, Of course, Needless to say, the scheme was bound to fail due to insufficient funds.</i>
To express reality:	<i>It is a fact that, In effect, In fact, As a matter of fact, The fact of the matter is (that), Actually, In practice, Indeed, smoking over a long period of time will seriously increase the risk of heart disease.</i>
To express the difference between appearance and reality:	<i>Initially, At first, the proposal was viewed with suspicion but after much deliberation it was finally accepted.</i>
To give examples:	<i>For instance, For example, by establishing day-care centres across the country, working mothers can be encouraged to resume their careers. By providing incentives such as, like day-care centres working mothers are encouraged to resume their careers. If working mothers are to resume their careers then the provision of incentives particularly, in particular, especially day-care centres is essential.</i>
To make general statements:	<i>As a (general) rule, By and large, Generally, In general, On the whole, countries nearer the equator have warmer climates.</i>
To make partially correct statements:	<i>Up to a point, To a certain extent/degree, To some extent/degree, In a sense, In a way, To a limited extent, this is true but computers will always need human input.</i>
To express limit of knowledge:	<i>To the best of my knowledge, As far as I know, Canary Wharf is the tallest building in London.</i>
To state other people's opinion:	<i>It is popularly believed that, People often claim that, It is often alleged that, Some people argue that, Many argue that, Most people feel that, Some people point out that wealth will bring happiness. Contrary to popular belief, wealth does not necessarily bring happiness.</i>
To make contrasting points:	<i>It is a well-known fact that living in the city is harmful to one's health yet, however, nevertheless, but, even so, still, nonetheless, a lot of people move to the city every year in search of a better future. Although, Even though, Regardless of the fact that, In spite of the fact that, Despite the fact that, While it is a well-known fact that living in the city is harmful to one's health, a lot of people move to the city every year in search of a better future.</i>
To express balance (the other side of the argument):	<i>Opponents of using animals in experiments argue, claim, believe that alternative methods of testing can always be used. While it is true to say that genetic engineering holds the key to solving many of the world's serious problems, in fact it should be viewed with caution. The fact that a great number of university graduates cannot find employment contradicts the belief/idea that a university education is the key to a successful career.</i>
Negative addition:	<i>Neither smoking nor consuming too much alcohol are considered healthy. Smoking is not considered healthy; nor, neither is consuming too much alcohol. Smoking is not considered healthy and consuming too much alcohol isn't, either.</i>
To express exception:	<i>He had collected every edition of the magazine apart from, but, except (for) one.</i>
To clarify/rephrase:	<i>In other words, That is to say, To put it another way, if you drive more carefully you are less likely to have an accident.</i>

To express similarity:	<i>Brushing your teeth daily is fundamental for good oral hygiene; similarly, likewise, in the same way, not eating food containing sugar in-between meals also promotes oral hygiene.</i>
To give an alternative:	<i>We could use (either) a chain-saw or an axe.</i> <i>We could use an axe. On the other hand, Alternatively, a chain-saw would be simpler and faster.</i>
To express condition:	<i>His father promised to buy him a car on the condition that, provided (that), providing (that), only if, as long as he passed his exams to enter university.</i> <i>In the event of a fire alarm, In the event that, If a fire alarm should ring, leave by the nearest fire exit quickly and quietly.</i> <i>Take a map in case you become disorientated.</i> <i>Do you happen to know whether (or not) this is the most direct route?</i> <i>You should call her otherwise, or (else) she will start to become worried.</i>
To express the consequence of a condition:	<i>The price of underground tickets is due to increase again; consequently, then, so, in which case, I will start taking the bus.</i> <i>I'm hoping to get paid today; if so, I'll be going out tonight, if not, otherwise, it'll be another night in front of the TV.</i>
To express comparison:	<i>My best friend is as intelligent as, more intelligent than, twice as intelligent as, less intelligent than me.</i>
To conclude:	<i>Finally, Lastly, All in all, Taking everything into account/consideration, On the whole, All things considered, In conclusion, On balance, For the above mentioned reasons, Therefore I feel that, To sum up, it is unlikely that there will be peace in all the countries of the world concurrently.</i>
Time:	<i>Press the button when, whenever, before, until, till, after the light comes on.</i> <i>There have been no earthquakes since July last year.</i> <i>He saw her as he was leaving the shop. He saw her while he was waiting.</i> <i>I never see him now that his hours have changed.</i>
Relatives:	<i>It was those people over there who/that did it.</i> <i>That's the witness whose testimony will be heard later on today.</i> <i>That's the judge who/that will adjudicate your claim.</i> <i>That's the lawcourt where you will be tried.</i> <i>That's the woman who/whom/that I think was responsible.</i>
Reference:	<i>I am writing to advise you of a meeting regarding, concerning the upcoming award presentation ceremony.</i> <i>I am writing with respect/regard/reference to, in regard/reference to your recently published article on vivisection.</i>
Summarising:	<i>In short, Briefly, To put it briefly, his performance on stage was fantastic!</i>