

Manual de expresión escrita

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Introducción

Este manual consta de 11 unidades para mejorar la expresión escrita en lengua inglesa. En la Unidad 0 se dan consejos generales, incluyendo puntuación y ortografía. Las Unidades 1 a 10 están divididas en cuatro secciones. Primero se ofrece uno o varios ejemplos tipo para familiarizarse con el tipo de texto o la función a estudiar. A continuación, en la sección de estructura, se dan pautas sobre cómo organizar el texto. En la sección de “Useful expressions” se ofrecen conectores y expresiones habituales. Por último, se dan las respuestas a los ejercicios propuestos.

Un cordial saludo,

Departamento de Lenguas Germánicas de la EMID. Febrero 2021

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INDEX

Introducción	2
Unit 0 Tips for Effective Writing	
1. Interpreting Writing Tasks.....	5
2. Steps for Effective Writing.....	5
3. Looking at the Language	9
4. Types of Writing	14
5. Writing Styles	16
6. Tips to Improve your Writing Style	16
Unit 1 Description	
1. Description-Samples	17
2. Description–Structure.....	21
3. Description -Useful Expressions.....	26
4. Description –Answers	28
Unit 2 Narration	
1. Narration-Sample	30
2. Narration–Structure.....	31
3. Narration –Answers.....	37
Unit 3 Instructions	
1. Instructions-Sample	38
2. Instructions-Structure	38
3. Instructions - Useful Expressions.....	41
4. Instructions–Answers	42
Unit 4 Introduction to Essays	
1. Samples	43
2. Structure	45
3. Introduction to Essays- Useful Expressions	51
4. Introduction to Essays–Answers.....	56
Unit 5 For & Against Essays	
1. For&Against Essays-Sample.....	59
2. For&Against Essays–Structure	61
3. For&Against Essays- Useful Expressions.....	62
4. For&AgainstEssays–Answers.....	64
Unit 6 Opinion Essays	
1. Opinion Essays -Sample	66
2. Opinion Essays – Structure.....	68

3. OpinionEssays-UsefulExpressions	70
4. OpinionEssays–Answers	71
Unit 7 Problem/Solution Essays	
1. Problem/Solution Essays – Sample	73
2. Problem/Solution Essays - Structure	75
3. Problem/Solution Essays - Useful Expressions	77
4. Problem/SolutionEssays–Answers	78
Unit 8 Reports	
1. Reports-Samples	79
2. Report–Structure	84
3. Reports-Useful Expressions	87
4. Reports –Answers	89
Unit 9 Letters	
1. LettersI-Request&Opinion	91
2. LettersII–Complaint & Application	107
3. Emails	116
Unit 10 Articles	
1. Articles–Sample	117
2. Articles–Structure	118
3. Articles–Answers	121
Appendix Useful Words and Expressions	122
Bibliography	128

Unit 0

Tips for Effective Writing

1. Interpreting Writing Tasks

Before you start writing it is important to read the writing task carefully as it contains all the information necessary for planning your text. More specifically, the writing task establishes the following:

- What must be written –an essay, an article, a report...
- The target reader –who is going to read your piece of writing
- The register and style you should use – formal, informal...
- The role of the writer –who are you writing as
- The reason(s) for writing – to inform, to narrate, to complain...
- What must be included in your piece of writing - your opinions, specific information about an event...

The key words in the writing task also help you to identify what type of text you should write.

Key words

Describe a place, person...

Describe an event, time...

Discuss, examine, analyze, explain,

give reasons, suggest...

Types of writing

descriptive

narrative

discursive

2. Steps for Effective Writing

Step 1 - Preparing

Before you are ready to begin writing your composition, you must know what you want to say and how to organize your ideas. The following ideas will help you to do so:

1. Brainstorming

Once you have chosen your topic:

- Make a list of all ideas that come to your mind
- Do not worry about grammar and spelling
- Do not worry whether the idea is relevant or not
- You do not even have to write in English

2. Grouping your ideas

Read through the list of ideas you have written down. Are some of them related to others? Your ideas will probably fall into a few main groups. Write the same number or letter next to all the ideas that form a group. Do the same for the next group of related ideas.

3. Getting rid of irrelevant ideas

Cross out ideas that do not fit into any of your groups.

4. Naming the groups

Give each group a name. This will help you in the next stage to write the first sentence of each paragraph (the topic sentence).

5. Ordering your ideas

Number the groups in the order you would like to mention them.

Step 2 - Writing

Now that you have a clear idea of what you want to say, you are ready to begin writing. Again, do not worry about grammar, spelling or punctuation. Just try to get your ideas down on paper as quickly as possible.

If you cannot think of a word in English, write it in your mother tongue. If you cannot spell a word, write it any way you can. Highlight the word so you will remember to come back and check it at the next stage.

Keep on writing.

Your composition will include the following parts:

1. **The opening**

The opening is a general presentation of the topic in one or two sentences. Try to start your composition with an opening that will catch your reader's interest. If you cannot think how to begin, do not worry. Go on to the body of the composition; you can always come back to the opening later.

2. **The body**

Use the notes you prepared to help you write the body of your composition.

The names you gave to your groups in Step 1 (Preparing) will help you write the first sentence of each paragraph. The ideas that belong to each group should all be in the same paragraph

3. **The closing**

The closing sentences or paragraph usually restate the opening in different words. They summarize the main idea and should leave the reader with a strong impression.

Step 3 – Improving

When you have finished writing the first rough draft, you will almost certainly need to improve it. Reread your composition and clearly mark the things that need improving. Check the following areas:

1 The content

- Have you included all the points you wanted to mention? You can still add new information, details or examples, or cross out any ideas that seem irrelevant.
- Be a critical thinker. Evaluate the paper. Is it effective?

2 The organization

- Are your ideas easy to follow?
- Have you presented them in a logical order?
- Have you used connectors to link your ideas?
- Are your paragraphs clearly indicated?

3 The language

- Are your sentences complete?
- Is the word order correct?
- Is the vocabulary appropriate?
- Do your sentences have a subject?
- Do your subjects and verbs agree?
- Have you used the appropriate tenses?
- Have you repeated the same word too often?
- Is the tone appropriate (too formal /informal)?
- Is the tone consistent (not mixing formal and informal)?

4 The spelling and punctuation

- Is your spelling correct?
- Have you used capital letters where necessary?
- Have you used punctuation marks?

PUNCTUATION

Some general ideas can help you when checking your spelling and punctuation:

COMMAS

1. Use a comma after an introductory clause or phrase.

Introductory phrase: *To be honest, I don't know where he comes from.*

2. Use commas to set off nonessential clauses and phrases.

Nonessential clause: *Jeffrey, who didn't take the final exam, failed his biology course.*

Nonessential phrases: *The final exam, I assume, will be comprehensive.*

3. Use a comma to separate two independent clauses joined by a coordinating conjunction (and, or, but, so....)
Two independent clauses: *I have a lot of homework, but I'll be able to finish it.*
4. Use a comma to mark the subordinate clause when it precedes the main clause
Subordinate clause: *While I was watching the news, she ran into the room.*
5. Use commas to separate a series of similar items.
Series of subjects: *Frank, his brother, and I are going to Ireland together.*
Series of verbs: *We hope to swim, sunbathe, relax, and eat good seafood.*
6. Use commas to set off items in an address or date.
She was born in Chicago, Illinois; U.S.A on March 5, 1978.
7. Separate quoted sentences.
"It's you!", she said.

PERIODS/FULL STOP, SEMICOLONS, AND COLONS

1. End a complete sentence with a period/full stop.
2. Use a semicolon to separate independent clauses that are closely related and not joined with a conjunction.
He cried; she tried to comfort him; they made up.
3. Use a colon after a complete sentence to announce a list, a long quotation, or an explanation of the sentence.
List: *You'll probably need to bring these items on the hike: a tent, a sleeping bag, and food and water for three days.*
Long quotation: *In "America as a Civilization", Max Lerner says: "What holds America together? ...a democracy has a special problem of cohesion."*
Explanation: *There is something I have never understood about Jeffrey: his inability to arrive anywhere on time.*

CAPITALIZATION

Use a capital letter for:

- The personal pronoun "I"
- The start of a sentence
- Abbreviations and acronyms
- Trade-marks and names of companies and other organizations
- Days, months and holidays
- Countries, languages, nationalities and religions
- People's names and titles
- Names of vehicles like ships, trains and spacecraft
- Places and monuments
- Titles of books, poems songs, films, etc.

Step 4 – Rewriting

When you are satisfied with your work, revise it.

- Be sure you include all your corrections.
- Make sure your writing clear and easy to read.
- Make sure your paragraphs are clearly indicated. Either by editing (moving the first word of the paragraph to the right) or by skipping a line before beginning a new paragraph.

3. Looking at the Language

BASICS

3.1. THE SENTENCE

A sentence is a group of words which contains a subject and a verb and expresses a complete idea.

SENTENCE WORD ORDER

In English a sentence has a basic word order: S + V + O + MANNER + PLACE + TIME

Sean does his homework alone at home after class

- **Frequency adverbs** come before the main verb and after the verb to be.

She usually gets up at 6.30. She is never late for class.

- The frequency adverbs **sometimes** and **usually** and adverbials of time can come at the beginning of a sentence.

Sometimes I like to sleep late on weekends.

This past winter, we had higher than normal heating bills.

- The negative frequency adverbs **never**, **rarely**, and **seldom** can also come at the beginning of a sentence, but are then followed by inverted word order.

Never have I seen such a huge watermelon before!

- When there are two objects in a sentence, the **indirect object** goes immediately after the verb; if it is necessary to place it after the direct object, it takes a preposition.

He wrote her a letter / He wrote a letter to her.

- A verb and its **direct object** are almost never separated:

I like your new hat very much.

- **Also** usually goes before a single-word main verb, but after be and after the first auxiliary. Too goes at the end of the clause and is preceded by a comma.

They've registered for their required classes. They also want to register for a gym class.

Not only is he my cousin, he is also my friend. Carl's grandparents will also come to visit him.

You will have to do homework and be ready for an exam, too.

SUBJECT/VERB AGREEMENT

Singular subjects have singular verbs and plural subjects have plural verbs. However, note the following:

- Some **uncountable nouns ending in -s**, including academic subjects and diseases take singular verbs. Pronouns and modifiers used with these nouns should also be singular.

The news is not good, I'm afraid.

- Some words, such as **species** and **series**, are the same in the plural and singular forms.

The series about dolphins was very interesting.

Eight series of tests were performed on that new product.

- **Indefinite pronouns** (anyone, everybody, everything, etc.) usually take a singular verb.

Everybody likes him.

- **Collective nouns** are usually singular if members of the group are functioning as a unit: However, they can be plural if members of the group are functioning as individuals.

My family agree with me. / My family agrees with me.

3.2 THE PARAGRAPH

A paragraph is a group of sentences about a certain topic. A paragraph has three main parts:

- The **topic sentence** is usually the first sentence of the paragraph. It should be a short, general statement which states the main idea in the paragraph.
- The **supporting sentences** develop the topic sentence by giving reasons, details and examples. All of the supporting sentences in a paragraph must relate to the topic sentence. Do not include unrelated ideas.
- The **concluding sentence** summarizes the main idea of the paragraph, although it is not always necessary.

E.g.: *There are several reasons why more and more people are moving out of cities. (topic sentence) Some people, tired of living in crowded blocks of flats, prefer a private house with garden in the country. Others are attracted by the peace and quiet of life in the suburbs. Many are looking for a healthier environment for their children. (supporting sentences) For these reasons, country life is becoming more attractive to growing numbers of people. (concluding sentence)*

A good paragraph expresses one main idea. The moment you want to discuss a different idea, you must begin a new paragraph.

A good paragraph makes sense because all the parts fit together well and logically. It must be easy to read and understand. You can achieve this by:

Using pronouns to refer back to the key nouns in the text. Sometimes, we may choose to repeat the key nouns to remind the reader who or what are you talking about.

E.g.: *There are many working children all over the world. Some of them are*

employed in agriculture, others in factories where they may work for long hours, often ruining their health.

Organizing your ideas logically. There are several ways in which a paragraph can be organized logically. (Order of importance/chronological order/ for and against/ comparison and contrast/ cause and effect....)

Using connectors

Linking words/phrases (connectors) make your writing more interesting to the reader and easier to understand. They are powerful tools for pulling ideas together if used correctly.

Whilst they are used to establish a relationship between sentences in a paragraph, they are also used to create a logical progression of ideas between paragraphs.

Some connectors (and, because, so.....etc.) can join two short sentences to make one longer sentence.

E.g.:

Tess is happy. She passed her exams.

*Tess is happy **because** she passed her exams.*

Some connectors (in addition, however, on the other hand, etc.) show how ideas are related either between two sentences or two paragraphs.

E.g.:

*I have written to you three times already. I still have not received a reply from you. I have written to you three times already. **However**, I still have not received a reply from you.*

Connectors can be used to:

- Show purpose
- Show cause and result
- Give opinion
- Add information
- Contrast information
- Sequence events

USING CONNECTORS TO SHOW PURPOSE

Use connectors of purpose to show the reason or purpose of people's actions.

- Some connectors of purpose are followed by the infinitive.

I'm going shopping to buy a new PC.

- Some connectors of purpose are followed by a clause.

She bought a new PC so that she could work at home.

Connectors of purpose

To

So as (not) to + infinitive

In order (not) to

So that + clause

USING CONNECTORS TO SHOW CAUSE AND RESULT

Use connectors of cause with clauses and nouns to show the cause of an action

- Connector + clause

I'm studying because I want to pass my exams.

- Connector + noun

They passed the exams because of their hard work.

Connectors of cause

Because

Since + clause

As

Because of

Due to + noun

Use connectors of result with clauses to show the result of an action.

They failed their exams, so they had to take them again.

Connectors of result

So

Thus

Therefore + clause

Consequently

As a result

As a consequence

USING CONNECTORS TO ADD INFORMATION AND GIVE OPINION

Use connectors to add points to the same topic.

Technology is changing our world. GM food threatens our health as well as the environment. Human activity also generates increasing pollution.

Connectors to add information

And in addition also

As well as furthermore moreover

Too* What's more besides

* "Too" almost always appears at the end of the sentence.

Use connections to indicate your opinion of a topic.

In my opinion, all scientific research should be controlled.

Connectors to give opinions

Personally,	I think/feel/believe that...
In my opinion,	It is clear that...
From my point of view,	I am against...
Undoubtedly,	I don't agree with...
As I see it,	As far as I am concerned,
To be honest,	

USING CONNECTORS TO CONTRAST INFORMATION

Use connectors in your composition to compare and contrast information.

- Some connectors are followed by a clause.

I don't like pets in general, but I love cats.

- Some connectors are followed by a gerund or a noun.

They understood me in spite of my strong accent.

Connectors to contrast information

Even though	Although	
Yet	While	
But	However	+ clause
Alternatively	On the one hand	
Though	Nevertheless	
Whereas	On the other hand	
In spite of		
Despite		+ gerund/noun

USING CONNECTORS TO SEQUENCE EVENTS

Use sequence connectors to show the sequence of events in a story or in a process. They introduce a sentence and take a comma immediately after the connector.

That day everything went wrong. First, my sister couldn't come to look after the children; then, the cleaner called to say that she was sick. Eventually, my mum came to take care of the kids while I went to work.

Sequence connectors

In the	First/Firstly	
Next	After	Eventual
To begin with	Second/secon	At the
Later	Then	Finally
At last	In the end	

Use time connectors and expressions to show the relationship between events in a story. They are followed by a complete clause.

We were walking in the park when suddenly a man appeared. Before I knew it, he had taken my bag and run away. By the time the police arrived, the man had disappeared.

Time connectors and expressions

When	As soon as	Last night	One day
While	Until	During	A day
After	By the	That evening	Suddenly
Before	As	The previous day	

4. Types of Writing

The principal areas of writing can be divided into the following categories:

4.1 DESCRIPTIONS

Descriptive writing is intended to create a word picture for the reader. It should include:

For People

- Physical appearance
- Attitudes, behavior
- Interests, hobbies, profession
- Personality, character
- Biographical details
- Your personal opinion of that person

For Places

- Location
- Physical characteristics, atmosphere
- Special features and points of interest
- People, way of life, aspects of culture
- Historical details

For Things

- Physical appearance
- Origin (where it was made)
- Use

For Events

- Scene (time, place, participants...)
- Description of actual event

4.2 NARRATIONS

A narrative reporting events can include descriptions, dialogues and speech.

It usually answers the following questions: **Who? What? Where? When? Why? and How?**

It should include:

- A **title**
- An **opening**, which sets the scene and answers as many of the “Wh-questions as possible.
- A **main body**, which describes the various occurrences that take place one after the other.
- A **conclusion**, which wraps up the story or event.

The language you use depends on your subject and your audience

Either direct or indirect speech can be used.

4.3 INSTRUCTIONS

Instructions are a series of steps explaining how to make or do something.

They should include:

- A **title**
- An **opening**: a short, general introduction to the topic
- A **main body**: the input (material or equipment needed) and the process (the steps you need to follow in the correct chronological order)
- A **closing sentence** or paragraph: the output (the end result, the finished product)

4.4 DISCUSSING ISSUES AND EXPRESSING OPINIONS

When **discussing issues**, our purpose is to inform, that is, to present a fair and balanced picture by giving the “pros and cons”. You should include:

- A **title**
- An **opening**: to capture the reader’s interest as well as introduce the topic
- A **main body**: giving a clear presentation of the facts and specific examples to support them
- A **closing sentence** or **paragraph**: usually with a concluding remark that leaves an impression on the reader.

The language should be **formal**.

When **expressing opinions**, our purpose is to convince our reader that our viewpoint is correct. You should include:

- An **opening**: to introduce the topic and state your opinion clearly
- A **main body**: giving arguments to support your opinion
- A **closing sentence** or **paragraph**: to restate your opinion

The language should be **formal**.

5. Writing Styles

The writing style you should use depends on the type of composition you are writing, the situation and the intended reader. Therefore, you should not use the same style of writing for every composition. The two main types of writing are formal and informal.

Formal style is characterized by:

- Formal expressions, advanced vocabulary, longer sentences
- Formal linking words/phrases
- No use of short forms
- Impersonal tone
- Factual presentation of the information

Informal style is characterized by:

- Everyday/colloquial expressions, vocabulary and idioms
- Frequent use of short forms
- Informal phrasal verbs
- Simple linking words/phrases
- Shorter sentences
- Personal tone

6. Tips to Improve your Writing Style

Starting off

- Catch your reader's attention by beginning your essay with a question, a quote or a strong statement.

Being concise

- Omit unnecessary words. Do not use many words where a few will express the idea well.

Emphasizing ideas

- When we write, we often want to emphasize a particular idea. There are many ways of doing this. One of the most common ways is by repeating important words.

Varying vocabulary

- English is a rich language with many synonyms. Vary your vocabulary to make your writing more interesting. You will find examples of synonyms in a monolingual dictionary.

Being consistent

- Try to be consistent in your use of tenses. For example, don't shift needlessly from past to present. In addition, avoid any unnecessary changes in person or number.

Unit 1

Description

1. Description-Samples

SAMPLE 1 – DESCRIBING A PERSON

Read the following composition describing a person.

My First Boss: Sharon Dunn

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 very 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.

EXERCISE 1: Match each paragraph with the corresponding information provided.

PARAGRAPHS

- Paragraph 1
- Paragraph 2
- Paragraph 3
- Paragraph 4
- Paragraph 5

INFO PROVIDED

- Conclusion
- Introduction
- Life/lifestyle/beliefs
- Appearance
- Personality/Behavior

SAMPLE2-DESCRIBING A PLACE

Here you can find an example of how a place could be described. Can you guess which city the text refers to?

A Large, Busy City

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

The streets 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 pavement. 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 harbor, 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 the 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, this city is second to none, as it offers a wide choice of dishes in all sorts of eating establishments. The city's nightlife caters for all tastes, whether you want to serenade your loved one in a karaoke bar or simply have a beer or go dancing.

Perhaps the strangest thing about this place is the way all of its 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 unforgettably unique experience, try this amazing city – you won't regret it.

SAMPLE3-DESCRIBINGANEVENT

Here you have two different models.

MODEL A: An Annual Event I Attended

About a year 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 organized, 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.

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: The Night before All Saints Day

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 organized. Most importantly, a jack-o'-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.

EXERCISE 2: What tenses have been used in each description of events? Could you explain why the tenses are different in the two models?

2. Description – Structure

2.1. DESCRIBING PEOPLE

2.1.1. Structure of a text describing a person

A text 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.
- b) a **main body** which may include description of such things as physical appearance, personality/behavior, manners and/or details of the person's life and lifestyle (hobbies, interests, everyday activities, etc.).
- c) a **conclusion** in which you comment on why the person is of interest, express your feelings/opinion concerning the person. This does not apply to all descriptive texts like reports, where subjectivity is not desirable.

2.1.2. 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 to the most specific details. E.g. *Bill, who is in his 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 behavior**, you can support your description with examples of manners. 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, opinion, etc. E.g. *Being both a university student and a part-time assistant in a supermarket, Janet has little time to go out in the evenings.*

- Be sure to choose the appropriate verb tense when describing a person. If you want to describe someone related to the present, use present tenses. If you want to describe somebody related to the past, someone who is no longer alive, or somebody you met some time ago, use past tenses.

EXERCISE 1: Read the sample again describing “a person you know well” and fill in the missing information:

INTRODUCTION

- First met Ms. Dunn at Hillcrest Nursery School, headmistress

MAINBODY

- Appearance: *smart, warm, friendly expression* _____

- Personality/Behavior: _____

- Life/Lifestyle/Beliefs: _____

CONCLUSION

2.2. DESCRIBING PLACES

2.2.1. Structure of a text describing a building or a place

A text describing a place/building should consist of:

a) an **introduction** giving brief information about the name and location of the place/building. If you are asked to describe a place of your choice, you could state here the reason for writing about it (e.g. what it is famous for, what makes it so special, etc.).

b) 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. where it is situated, then give a detailed description of its exterior and interior.

c) a **conclusion** in which you express your feelings or opinion concerning the place or building or give a recommendation.

2.2.2. Points to consider

- Descriptions of places/buildings may include: **factual information** such as age, size, color, 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** which will introduce the main idea of the paragraph.

- The use of **descriptive vocabulary**, a variety of **linking words** and structures, as well as narrative techniques, will make the writing piece more interesting.

- Note that descriptions of places/buildings may be included in different types of texts, such as compositions, reports, letters, articles etc.

EXERCISE 2: Read the text and fill in the missing information.

INTRODUCTION
- Location, population, reason

MAINBODY
- General features

- Particular details

CONCLUSION
-

2.2.3. 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.*)

2.3. DESCRIBING AN EVENT

2.3.1. Structure

A descriptive text about an event should consist of:

- a) an **introduction** in which you mention the name/type, time/date, place and reason for celebrating the event.
- b) a **main body** in which you describe the preparations for the event and the event itself.
- c) a **conclusion** in which you describe people's feelings or comments on the event.

2.3.2. Points to consider

When you describe annual events (e.g. a celebration or 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 is usually 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.*

EXERCISE 3: Rewrite the following paragraph in the passive.

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.

3. Description - Useful Expressions

3.1. EXPLAINING IMPRESSIONS

Expressing impressions caused by the people/places/events that we are describing is quite a common practice. However, there are some texts, like reports, where subjectivity and emotion must be avoided.

- ... is the first thing one notices ...

A huge statue of a lion is the first thing one notices upon entering the temple.

- The most noticeable/outstanding/impressive feature (thing) of ...

The most noticeable/outstanding feature of the place is its golden dome.

STRONG FEELINGS (from an impersonal point of view):

- The thing which makes the strongest/most enduring impression is ...
(can be used in the past as well)

The thing which makes the strongest/most enduring impression is the hospitality of the locals.

- makes an immediate/enduring/lasting impression on... **(can be used in the past as well)**

Paris makes an immediate/enduring/lasting impression on all who visit it, since it is such a glamorous city.

- One cannot help but be impressed/moved/struck by ...

One cannot help but be impressed/moved/struck by the natural beauty of the region.

STRONG FEELINGS (from a personal point of view) – Make sure you know when to use these expressions as such emotional language might not be appropriate for all types of descriptions.)

- I was immediately struck by

I was immediately struck by the staggering number of huge skyscrapers.

- confirmed my initial impression

The filthy, congested streets confirmed my initial impression that it was an unpleasant city.

EXERCISE 1: 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.

E.g. When visiting Paris, one cannot 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. What strikes visitors to Mykonos most is the perfect combination of glamour and tradition.

immediate

3.2. EXPRESSING COMPARISON

Expressing comparison is another function which is likely to appear when describing.

My best friend is as intelligent as / more intelligent than / twice as intelligent as / less intelligent than / me.

To compare places or buildings you can use:

a) (just/nearly) as... (positive degree) ... as...

E.g. In those days the main streets were just as congested as they are today.

b) the same as...

E.g. The cottage was the same as it had been fifty years before.

c) (relatively/considerably) less... (positive degree) ... than...

E.g. The new buildings are considerably less ornate than the old ones.

d) (much/far/considerably) more + adjective/adverb + than...

E.g. The Northern area is more picturesque than the Eastern area.

e) (by far) the most + adjective

E.g. Hill Manor is by far the most elegant hotel in the region.

f) comparative + and + comparative

E.g. The streets are becoming dirtier and dirtier.

g) the comparative..., the + comparative

E.g. The further south you travel, the warmer it becomes.

4. Description – Answers

4.1. Samples - Answers

EXERCISE 1:

Paragraph 1 – Introduction Paragraph 2- Appearance
 Paragraph 3- Behavior
 Paragraph 4 – Life/lifestyle/beliefs
 Paragraph 1- Conclusion

EXERCISE 2:

In Model A, past tenses have been used because it is a description of an event in the past.
 In Model B, however, present tenses are used to describe the annual event.

4.2. Structure- Answers

EXERCISE 1:

INTRODUCTION

First met Ms. Dunn at Hillcrest Nursery School, headmistress.

MAIN BODY

- Appearance:

smart, warm, friendly expression, early fifties, twinkling blue eyes, soft, silver curls, dresses simply, look elegant.

- Personality/Behavior:

Very fair-minded; treats everyone with equal respect; clasps her hands nervously when upset; very calm, keeps her temper in the most difficult situations; quiet voice; gentle; caring manner.

- Life / Lifestyle/Beliefs:

Feels like a mother to all children; no time for family life; dedicates her life to her job; takes care of various administrative tasks; talks to teachers and parents; holds meetings with Board of Directors; staff and parents.

CONCLUSION

Opinion: a dedicated professional, a wonderful role model.

EXERCISE 2:

INTRODUCTION

Location, population, reason (city of extreme contrasts).

MAIN BODY

- General features: streets filled with activity/noise, pavements, crowded narrow alleyways, variety of exotic sights and smells, chaotic cramped city centre, parks with cool streams, shrines, chirping birds, tranquil mountains, towering skyscrapers, huge modern ships, little Chinese junks

Particular details: bright neon lights, state-of-the-art computer technology, hand-made silk suits, fish and bird markets, silvery fish, brilliantly-coloured squawking parrots, Jade Market, intricately-carved pieces, Chinese icons, Buddhas and dragons, city's nightlife, karaoke bars

CONCLUSION

- Comments: harmony despite contrasts, pleasant atmosphere, unique experience
 - Recommendation: well worth visiting

EXERCISE 3:

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

4.3. Useful expressions - Answers

EXERCISE 1:

1. The thing from the entire building which made the strongest impression was the lavishly-decorated reception hall.
2. The most noticeable thing about the city is its many well-preserved medieval buildings.
3. What makes an immediate impression on visitors to Mykonos is the perfect combination of glamour and tradition.

Unit 2

Narration

1. Narration-Sample

Read the following narration.

Frustration at the Airport

I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home. Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun.

This was my first visit to the international section of the airport, and nothing was familiar. I could not make sense of all the signs. Where was the ticket counter? Where should I take my luggage? I had no idea where the customs line was. I began to panic. What time was it? Where was my airplane? I had to find help because I could not be late!

I tried to ask a passing businessman for help, but all my words came out wrong. He just scowled and walked away. What had happened? I had been in this country for a whole semester, and I could not even remember how to ask for directions. This was awful! Another bus arrived at the terminal, and the passengers came out carrying all sorts of luggage. Here was my chance! I could follow them to the right place, and I would not have to say a word to them.

I dragged my enormous suitcase behind me and followed the group. We finally got to the elevators. Oh, no! They all fit in, but there was not enough room for me. I watched in despair as the elevator doors closed. I had no idea what to do next. I got on the elevator when it returned to the floor I was on and gazed at all the buttons. Which one could it be? I pressed button 3. The elevator slowly climbed up to the third floor and jerked to a stop. A high, squeaking noise announced the opening of the doors, and I looked around timidly.

Tears formed in my eyes as I saw the deserted lobby and realized that I would miss my airplane. Just then an old airport employee shuffled around the corner. He saw that I was lost and asked if he could help. He gave me his handkerchief to dry my eyes as I related my predicament. He smiled kindly, took me by the hand, and led me down a long hallway. We walked up some stairs, turned a corner, and, at last, there was customs! He led me past all the lines of people and pushed my luggage to the inspection counter.

When I turned to thank him for all his help, he was gone. I will never know that wonderful man's name, but I will always remember his unexpected courtesy. He helped me when I needed it the most. I can only hope that one day I will be able to do the same for another traveler who is suffering through a terrible journey.

2. Narration – Structure

2.1. STRUCTURE OF A NARRATIVE TEXT

A narrative presents a connected series of events, either imaginary or based on your experience, in a vivid descriptive style. Any subject can be suitable. Events can be reported in many different ways: as a newspaper report, as a composition, as a letter... A narrative can include different writing styles such as descriptions, dialogues and speeches.

When you tell a story, you usually answer the following **Wh-questions**:

Who was involved?

When did it happen?

Where did it happen?

What happened?

Why did it happen?

How did it happen?

Narratives are usually organized in chronological order.

You should include the following **parts**:

1. **A title**

2. **An opening**: which sets the scene and answers as many of the Wh-questions as possible.

3. **A body**: which describes the various stages that take place, one after the other.

4. **A conclusion**: which sums up the event or tells how it ended. It may also say how the event might affect the future, or state your personal opinion.

2.2. POINTS TO CONSIDER

- Narratives are normally set up in the past, and therefore use a variety of past tenses. For example, Past Continuous is often used to set the scene; Past Simple is used for the main events; Past Perfect is used to describe an event before the main event(s).

- The sequence of events is important. Connectors of sequence are especially useful in organizing a narrative. They guide the reader through your composition, showing chronological order and making your ideas easy to follow, therefore you must use time words such as:

First

second

finally

Firstly

secondly

last

First of all

then

in the end

In the

beginning

next

after (that)

until

while

during

2.3. PAST TENSES AND TIME WORDS:

- **Past Simple.** Past habits are described using Past Simple, “used to” or “would” with an appropriate adverb of frequency.

Adverbs of frequency: always, usually, frequently/often, sometimes, occasionally, seldom, rarely, never...

E.g. *When I was a child, my father often told me stories to get me to fall asleep.*

- **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

Time words/phrases: at the same time (as), meanwhile, when, while...

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.*

- **Past Perfect** is used to talk about an action which happened before another past action.

Time words/phrases: after, as soon as; before, by the time, no sooner, not until, once, (only) when...

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

2.4. REPORTING WHAT SOMEONE SAID

When reporting events, we often need to report what someone said. We can do this by using either direct or indirect speech.

2.4.1. Direct speech

If you use direct speech to report someone’s exact words, remember the following rules:

1. Write the speaker’s words in quotation marks (“ ”)
2. Start the quotation with a capital letter.
3. Write a comma before the quotation. Mark asked, “How are you?”
4. End the quotation:
 - a. with a full stop, question mark or exclamation mark if it comes at the end of the sentence.

The reporter said, “A lot of damage was done.” The officer asked, “Has anyone been injured?” The man cried, “Come quickly!”

b. with a comma, question mark or exclamation mark if it comes at the beginning of the sentence.

"A lot of damage was done," the reporter said. "Has anyone been injured?" the officer asked.

"Come quickly!" the man cried.

2.4.2. Indirect speech

No special punctuation is necessary in indirect speech, just the necessary changes in the verb tense.

The reporter said that a lot of damage had been done. The officer asked if/ whether anyone had been injured.

EXERCISE 1: 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 re-hot pan, I **split** the oil, and huge flames instantly **leapt** upward, setting fire to the kitchen curtains.

EXERCISE 2: Read the extract from a police report of a car accident below, and answer the following questions:

1. Who was involved? _____
2. What happened? _____
3. When? _____
4. Where? _____
5. Why? _____

... the Ford Escort driven by Mr. A. Arnold, 45, from Cardiff collided with the Golf GTI driven by Ms. M. O'Brien, 30, from London.

The accident happened in the outskirts of Cardiff at 22.18 (see map for exact location) when Mr. Arnold was trying to overtake a slow-moving lorry in a no-overtaking area.

Ms. O'Brien swerved to avoid the oncoming car, but lost control, crashed into Mr. Arnold's car and went off the road.

According to the lorry driver, who was the first to help the injured, Mr. Arnold showed clear signs of having been drinking.

Both drivers were taken to hospital for a check-up...

EXERCISE 3: Number the sentences below in the correct order to form a newspaper report. For numbers 2-10, underline the words and expressions that helped you link each sentence to the previous one. Number 1 is done for you.

BLASTS ROCK THE EAST END

___ A second blast, stronger than the first, occurred only minutes later.

___ Soon the street was filled with people, many dressed in pyjamas and wondering what would happen next.

___ Soon afterwards, the fire brigade arrived, and managed to put out the fire before much damage had been done.

___ Later, Mr. Donahue, owner of the flat, told our reporter, "It sounded as if a bomb had exploded in my bedroom!"

1 Thirty families were forced from their homes late last night when a fire broke out in a block of flats in London's East End.

___ Then one of the neighbours in the street spotted flames and called the fire brigade.

___ He continued, "My wife and I jumped out of bed, grabbed our two children and run out into the street. Luckily, no one was hurt."

___ This morning, a police spokesman said that they believe that the fire was caused when two small gas cylinders exploded in a flat on the ground floor.

___ At about 1.30 a.m., a loud blast rocked the quiet neighbourhood.

___ The two strong blasts, which were extremely loud, frightened most of the neighbours from their beds.

3. Narration – Answers

EXERCISE 1:

1. When
2. Sometimes
3. While
4. Before
5. After
6. Until
7. Meanwhile
8. Bythetime

EXERCISE 2:

1. Mr. A. Arnold from Cardiff and Ms. M. O'Brien from London were involved.
2. There was a collision between their two cars. Both drivers were injured and taken to hospital for a check-up.
3. The accident happened at 22.18.
4. The accident happened in the outskirts of Cardiff.
5. Mr. Arnold was trying to overtake a slow-moving lorry in a no-overtaking area.

EXERCISE 3:

- 3** A second blast, stronger than the first, occurred only minutes later.
- 5** Soon the street was filled with people, many dressed in pyjamas and wondering what would happen next.
- 7** Soon afterwards, the fire brigade arrived, and managed to put out the fire before much damage had been done.
- 8** Later, Mr. Donahue, owner of the flat, told our reporter, "It sounded as if a bomb had exploded in my bedroom!"
- 1** Thirty families were forced from their homes late last night when a fire broke out in a block of flats in London's East end.
- 6** Then of the neighbours in the street spotted flames and called the fire brigade.
- 9** He continued, "My wife and I jumped out of bed, grabbed our two children and ran out into the street. Luckily, no one was hurt."
- 10** This morning, a police spokesman said that they believe that the fire was caused when two small gas cylinders exploded in a flat on the ground floor.
- 2** At about 1.30 a.m., a loud blast rocked the quiet neighbourhood.
- 4** Two strong blasts, which were extremely loud frightened most of the neighbours from their beds.

Unit 3

Instructions

1. Instructions-Sample

Read this instructions to apply to an American University.

Applying to an American University

Although the process for applying to an American university is not complicated, it is important to follow each step. The first step is to choose several schools that you are interested in attending. Next, write to these schools to ask for information, catalogs, and applications. You may also want to visit the schools' website. After you have researched several schools, narrow your list between three to five schools. Then mail all the required forms and documents only to your final list of three to five schools. If the school of your choice requires you to take a standardized test, such as SAT, ACT, or TOEFL, be sure to do it early. In addition, ask various school officials and teachers to write letters of recommendation for you if the university requires them. Finally, almost all the schools have an application fee. This fee should be sent in the form of a check or money order. One last piece of advice is to start early because thousands of high school students are all applying at the same time.

2. Instructions -Structure

2.1. STRUCTURE OF INSTRUCTIONS

Instructions are a series of steps explaining how to make or do something.

Instructions should include the following parts:

1. **A title**
2. **An opening:** which is usually a short, general introduction to the topic.
3. **A body:** where the information is arranged by time and includes:
 - the input: what you need before you start.
 - the process: the steps you need to take, in the correct chronological order.
4. **A closing (optional):** which consists of the end result.

EXERCISE 1: Look back at the model on “Sample 1” and label the following:

- the title
- the opening
- the body
- the closing

EXERCISE 2: The following sentences make up a paragraph. Number them from 1 to 8 to indicate the best order. Then underline all the words or phrases that show time order or sequence.

- ___a. Hit the ball into the small box on the opposite side of the net.
- ___b. After you hit the ball, continue swinging your racket down and across the front of your body.
- ___c. Just before the ball reaches its peak, begin to swing your racket forward as high as you can reach.
- ___d. First, toss the ball with your left hand about three feet in the air. The best position for the ball is just to the right of your head.
- ___e. At the same time, move your racket behind your shoulder with your right hand so that your elbow is pointed towards the sky.
- ___f. After you have completed the serve, your racket should be near your left knee.
- ___g. Many people think serving in tennis is difficult, but the following steps show that it is quite easy.
- ___h. If you are left-handed, you should substitute the words left and right in the preceding directions.

EXERCISE 3: You have been asked to prepare a simple Fire Safety poster for your workplace. You need to make it clear and visually attractive.

- a) Read this extract from a Health and Safety Adviser. Highlight the key information.

The first priority if you discover a fire is to raise the alarm by operating the nearest alarm call point, then dial 999 and ask for the fire brigade. If it is just a small fire then you might be able to tackle it yourself by using a fire extinguisher, but don't take any unnecessary risks. If you hear an alarm, obviously the first thing you do is to clear the building immediately by the quickest route, without stopping to collect personal belongings – instructions are posted in each room about the best route to take – and report to the assembly point. After that, it is very important you don't re-enter the building until the fire officers say it is safe to do so.

b) Look at the draft answer below which will be eventually edited by you. Read and answer the following questions.

FIRE INSTRUCTIONS

If you discover a fire:

- you must sound the alarm
- don't forget to phone the fire brigade

If you hear the fire alarm:

- get out quick (quickest route) and report to the assembly point
- don't bother about personal belongings

1. Which important information from extract is missing in the draft?

2. What changes could you make

- to make the presentation clearer?
- to make the order of information more logical?
- to improve the style? (Look at phrases like: don't forget to, get out quick, don't bother.)

c) Edit the draft and write a paragraph.

2.2. POINTS TO CONSIDER

Instructions need to be clear and concise and convey the important information simply.

2.2.1. We often use the imperative form (**Turn** on the water) and sometimes we do not use the article (Turn on **water**).

2.2.2. We can show the order in which things happen by using:

- Sequence expressions (First, Secondly...)
- Time words (Monday, Tuesday...)

2.2.3. When writing instructions often we use:

- Time clauses (**When** you get there.../**As soon as** you can.../**After** you've finished...)
- Conditional clauses (If any pipes leak...)
- Structures which give a reason or state a purpose: to make/
In order to make...

3. Instructions - Useful Expressions

3.1. EXPRESSING SEQUENCE

Sequence, or order, is important in giving instructions. Below you can find some common expressions used in instructions.

Firstly, First of all, To begin with, Initially	The first step is The first stage is begins with commences with
Beforehand, Previously, Earlier,	Before this, Prior to this,
At the same time, Simultaneously,	During When this happens While
Secondly, Thirdly etc. Next,	After this, The next step is Then, In the next stage,
Subsequently, Later,	In the following stage, Following this, As soon as,
Eventually, Lastly Finally, In the last stage,	until finishes with concludes with The last step is

3.2. EXPRESSING MANNER - How something is done

in such a way that..
slowly, carefully, etc.
with care/precision
in a careful way/manner

3.3. EXPRESSING PURPOSE - Why something is done

so as to
so as not to so that
in order to
in order not to

4. Instructions – Answers

EXERCISE 1:

TITLE – Applying to an American University

OPENING – Although the process for applying.....it is important to follow each step.

BODY – The first step is to choose several schools..... This fee should be sent in the form of a check or money order.

CLOSING –One last piece of advice.....at the same time.

EXERCISE 2:

5 a. Hit the ball into the small box on the opposite side of the net.

6 b. After you hit the ball, continue swinging your racket down and across the front of your body.

4 c. Just before the ball reaches its peak, begin to swing your racket forward as high as you can reach.

2 d. First, toss the ball with your left hand about three feet in the air. The best position for the ball is just to the right of your head.

3 e. At the same time, move your racket behind your shoulder with your right hand so that your elbow is pointed towards the sky.

7 f. After you have completed the serve, your racket should be near your left knee.

1g. Many people think serving in tennis is difficult, but the following steps show that it is quite easy.

8 h. If you are left-handed, you should substitute the words left and right in the preceding directions.

EXERCISE 3:

c) Possible answer:

The first thing to do if you discover a fire is to sound the alarm. Then, phone the fire brigade (999). After this, try to put out the fire if possible by using the fire extinguisher, but don't take any unnecessary risks.

If you hear the alarm, leave the building immediately by the quickest route. Do not stop to collect personal belongings and report to the assembly point.

Do not re-enter the building until you are authorized to do so.

Unit 4

Introduction to Essays

1. Samples

A discursive essay is a piece of formal writing which discusses a particular issue, situation or problem. It has a certain structure and is written in formal style.

EXERCISE 1: Read the following texts. Compare them and decide which one is more formal. Give reasons to support your answer.

TOPIC: "Money is not the most important thing in life".

Model A: Money is Not the Most Important Thing

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 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 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 could be nice! What's 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 say that money is everything? I know they are 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 is 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 out of it and if you're happy, enjoy yourself.

Model B: Money is Not the Most Important Thing

Money is a subject which is often discussed in today's world. 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 hypothermia each winter occur among low-income groups.

On the other hand, many people claim that one of the factors in life which is undoubtedly of greater importance than money is health. As 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 not a 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 if this were kept in proportion and society placed more emphasis on moral issues.

2. Structure

2.1. STRUCTURE OF AN ARGUMENTATIVE ESSAY

The argumentative essay must have:

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

EXERCISE 1: Identify the three parts in the samples about “Money is not the most important thing in life”.

2.1.1. Introduction

In general, a good opening paragraph captures the interest of the reader and states why the topic is important. It can also provide some background information about the topic.

In argumentative essays, the introduction can reveal the motive for arguing or show that the topic to be addressed is controversial.

Sometimes introductions start with a catchy sentence. This may make reference to an unusual or striking idea/scene/situation or could also be a quotation or a thought provoking statement.

EXAMPLE 1:

A spate of recent murders at American schools has proved the issue of gun ownership to be a very controversial one. While some believe that private individuals should not be allowed to own guns, others maintain that gun ownership is an important personal right.

EXAMPLE 2:

We can scarcely turn on our televisions or check social media these days without being confronted with yet another depressing report about the environment.

EXERCISE 2: Look at the quotations and the essay subjects below. Which quotation would be most relevant to each of the topics?

- 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" (Hoolbrook 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 W. Barrett)

1. Too much emphasis is placed on educational qualifications. What are your views?
2. Teenagers have an important contribution to make to society.
3. It's everybody's responsibility to protect the environment.
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.

2.1.2. Body

Each subtopic should be presented in a separate paragraph. A well-developed paragraph contains these two parts:

- a clear **topic sentence** which summarizes the contents of the paragraph
- a clear **justification, explanation** or **support** of the point presented

2.1.2.1. Constructing the arguments – topic sentence

A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although not all writers start their paragraphs with a clear-cut topic sentence, this is an easy way for non-native professional writers to make sure the reader (the grader) follows the argument in the composition.

EXAMPLE 1:

One of the main arguments in favor of advertising is that it generates wealth for a country. Taxes are paid on goods sold and this helps 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.

EXAMPLE 2

The lives of older people could 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 provide pensioners with greater mobility, the problem of loneliness would be alleviated.

2.1.2.2. Supporting ideas /examples

Ideas introduced in topic sentences must be developed or justified, otherwise our argumentation will be weak. Similarly, the supporting ideas must always be related to the idea expressed in the topic sentence. Keep just one main idea to one paragraph and develop it.

Avoid personal examples (e.g. *in my school*) and rather use general statements and make references to other sources (E.g. *In some/most schools...*) to provide the essay with a more professional appearance.

Do not use very emotional language to support your ideas (e.g. *I absolutely detest people who...*). Do not express personal opinions too strongly (e.g. *I know...*); instead use milder expressions (e.g. *It seems to me that...*).

2.1.3. Conclusion

A good conclusion does some or all of the following:

- rephrases the question;
- summarizes the main ideas;
- gives your opinion in an impersonal tone, if you haven't given it already;
- looks to the future (say what will happen if the situation continues or changes).

E.g. *Supporters of gun ownership claim that these weapons have been part of our life for centuries. Nevertheless, the problems of increasing crime and family conflict in today's society make gun ownership difficult to accept. Handguns are too dangerous to be made freely available to just anyone who wants them.*

A good conclusion **DOES NOT add new information**. Never add a new idea just because you have thought of it at the end! **Consider linking your conclusion to your introduction to establish a sense of balance**. Frame your discussion within a larger context or **show that your topic has widespread appeal**.

Finish with a strong sentence. The conclusion is the last part of the essay and it is the part that the reader may remember most.

2.2. Style

2.2.1. Characteristics of formal writing

- Use of the passive voice,
- Use of impersonal constructions e.g. *It is argued that, It is a common belief that*
- Use of a range of advanced vocabulary

E.g. *...having money enables people to exert influence over others.*

Western society is structured in such a way that, without money, people are deprived of the means to obtain proper nutrition and health care.

- Use of a variety of linking words: e.g. *furthermore, nonetheless, however*
- Use of different types of sentences: simple, compound, and complex sentences.
- Use of impersonal tone (not giving personal examples)

This is a personal example from Model A

When my father was seriously ill in hospital, I clearly remember how nothing else mattered to any of us, and we learnt that the people we love are more important than money.

Using an impersonal tone we could rephrase it as:

Seeing relatives hospitalized often makes people reflect upon their priorities, realizing that loved ones are more important than money.

 **Remember** that formal texts

- Do not necessarily include **really long sentences** -The average sentence length in English is 15-20 words.
- Do not necessarily include pompous or high-sounding sentences (such as introduction or closing expressions) that you have learned by heart and that you might use almost like a template because it will sound artificial.

2.2.2. Characteristics of informal writing

- Use of **contractions**
E.g. *I'm, isn't*
- Use of **colloquial vocabulary and expressions**
E.g. *lots of, a pretty big thing*
- Use of **simplistic vocabulary**
E.g. *Experts say they think this is bad...*
- Use of **simple linking words**
E.g. *and, but, so, then*

- Simple and compound sentences are more frequently used

E.g.

Many people think so. They are wrong.

I believe that life today is better and many things make people happy.

EXERCISE 3: Read the following excerpts and find examples of each of the features of formal and informal style listed above.

EXCERPT A

Art has always been considered an important part of a country's cultural heritage. Some people think that works of art should remain in their country of origin; otherwise their inherent beauty is lost. Others believe that the owners of such works should be allowed to sell them to collectors abroad, depriving the country's population of a vital part of its history.

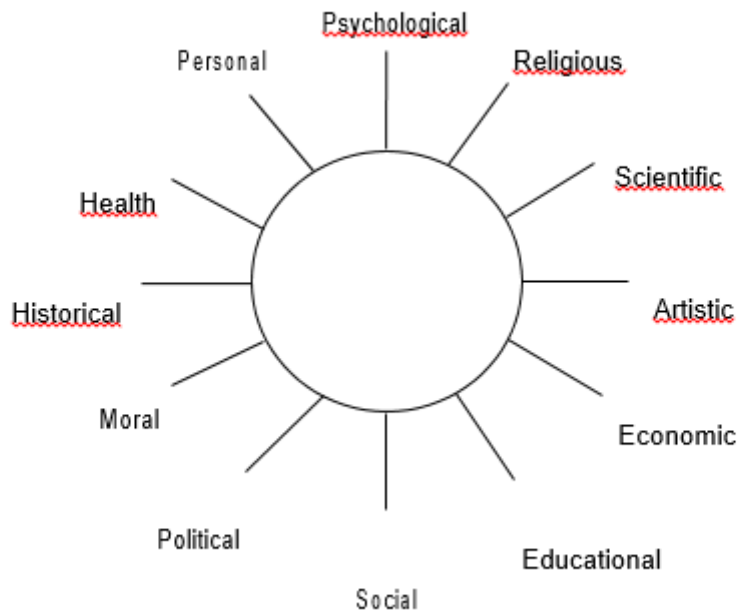
Should such sales be permitted, it is argued that countries would lose pieces of art which rightfully belong where they were created. In addition, works of art which were created to be viewed in a certain setting, or as part of a particular structure, lose a great deal of their artistic impact when removed from this context. Venus de Milo, an ancient statue of Aphrodite, is a clear case in point: this example of Hellenistic sculptural tradition, 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. I don't think they should be. If they are, then the people of 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 on the Parthenon, they'd look great....

2.3. Brainstorming technique: 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.



EXERCISE 4: 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.

3. Introduction to Essays - Useful Expressions

3.1. Argumentative language: to present opposing arguments

When supporting our opinion in an essay, we can present opposing arguments to reinforce our stance. By doing this, we can justify which side is more convincing in a less biased, and therefore more professional way.

This opposition becomes more effective if we present it from an impersonal point of view and if we use a broad vocabulary to express the opposing views.

We can introduce the various sides by using the following terms:

+	-
Supporters	Opponents
Proponents	Opponents
Those in favour of ...	Those opposed to ...
Defenders of ...	Critics of ...
Advocates of ...	Objectors
Pro-... (e.g. Pro-	Anti-... (e.g. Anti-

Similarly, it would be unimpressive if we only used the verb **say** to refer to people's opinions. Find below a list of useful alternatives.

... say that...	
... claim that insist that + clause /
... assert that suggest that ...
... contend that point out that ...
... allege that ...	

EXERCISE 1: Complete the text below using words/phrases from the tables above where solid lines relate to the first table above and dotted lines relate to the second.

_____ of TV that it exposes us to too much violence and, as a result, we become less sensitive to real-life violence. They also that school-children neglect homework and have problems concentrating in class as a result of spending too much time glued to the box. Finally, they..... that television has turned many of us into over-weight, unfit “couch potatoes”.

_____, on the other hand, that it is a blessing for lonely, elderly or housebound people. Furthermore, they, it does not simply entertain; it can be very educational as well. Another argument _____ of TV alleges is that it sometimes plays an important role in fundraising for disaster relief and various charities. For example, the “Live Aid” rock concert in 1984 raised millions of pounds for victims of the Ethiopian famine.

3.2. To establish a sequence

3.2.1. To list points in a specific sequence

Beginning: To begin/start with, **Firstly, First of all, In the first place,** *the Home Secretary will make an introductory speech.*

Continuing: **Secondly, Afterwards, Then,** *the Prime Minister will speak.*

Concluding: **Finally, Lastly, Last but not least,** *the Chancellor of the Exchequer will announce the new budget.*

3.2.2. To add more points to the same topic

Besides (this, that),.../ In addition to this,.../ Furthermore,.../ Moreover,.../ What is more,.../Apart from this(that) *your choice of career is a fundamental decision which will influence the rest of your life.*

Not only *is your choice of career a fundamental decision, but it is also one that will influence the rest of your life.* (Note that when using the expression ‘not only...but also’ there is an inversion used for emphasis.)

*Your choice of career is **both** a fundamental decision **and** something that will influence the rest of your life.*

There is another side to the issue/question/argument of ...

3.2.3. To conclude

Finally, Lastly, All in all, Taking everything into account /consideration, All things considered, In conclusion, On balance, Therefore I feel that, To sum up, *it is unlikely that there will be peace in all countries of the world concurrently.*

3.3. To Summarize

In short, Briefly, To put it briefly, *his performance on stage was fantastic.*

3.4. To make contrasting points

On the other hand, However, Yet Nonetheless Nevertheless Even so	It may be argued / said / claimed that...	
	others many people	oppose this viewpoint (strongly) disagree... claim / feel / believe this argument is

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...

EXERCISE 2: 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)**

EXERCISE 3: 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 recognizable 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.

3.5. To give examples

For instance / for example, *by establishing day-care centers across the country, working mothers can be encouraged to resume their careers.*

By providing incentives, such as / like *day-care centers 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 centers is essential.

3.6. To clarify / rephrase a point

In other words, / That is to say, / To put it in another way, / This means that *if you drive more carefully you are less likely to have an accident.*

.... which means that *if you drive more carefully, you are less likely to have an accident.*

3.7. To make partially correct statements

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.*

3.8. To express reality

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 period of time will seriously increase the risk of heart disease.*

3.9. To make general statements

As a (general) rule, By and large, Generally, In general, On the whole, *countries nearer the equator have warmer climates.*

EXERCISE 4: 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.

4. Introduction to Essays – Answers

4.1. Samples - Answers

EXERCISE 1:

Model B is more formal.

Reasons why Model A is less formal:

- Contractions – e.g. there's
- informal/colloquial language – e.g. *I finished with him; money is great*
- very emotional language – e.g. *unbearable and not worth living*
- personal opinion expressed too strongly – e.g. *I know they're wrong*
- personal examples – e.g. *When my father was...*
- predominant use of simple linking words – E.g. *Also; So; But*
- simplistic vocabulary – e.g. *many things make people happy*

Reasons why Model B is more formal:

- impersonal style – e.g. *it is often argued that having money enables people to exert influence over others*
- passive voice – e.g. *is often discussed*
- linking words/sequencing – e.g. *In addition, On the other hand/secondly*
- each paragraph has a clear topic sentence – e.g. *On the other hand, many people claim that one of the factors in life which is undoubtedly of greater importance than money is health.*
- Different types of sentences- in model B there are more compound and complex sentences. (Simple sentences can also be used, especially to emphasize a point.)

4.2. Structure-Answers

EXERCISE 1:

Samples A & B:

Introduction: 1st paragraph Body: 2nd – 5th paragraph Conclusion: last paragraph

EXERCISE 2:

- 1-D (opinion)
- 2-B (for and against) 3-A (for and against) 4-E (opinion)
- 5-C (solution/problem)

EXERCISE 3:

Excerpt A- some formal characteristics:

- Passive voice, impersonal constructions - eg *Art has always been considered an important part of a country's cultural heritage, it is argued* etc.
- Arrange of advanced vocabulary –e.g. *inherent beauty, sculptural tradition, depriving, rightfully belong, etc.*
- Formal linking words/phrases – e.g. *Otherwise, Should such sales be permitted, In addition*
- Different types of sentences - e.g. *Art has always been considered an important part of a country's cultural heritage, Some people think that works of art should remain in their country of origin; otherwise their inherent beauty is lost* etc.
- Inversion –e.g. *should such sales be permitted...*

EXERCISE 4:

1. health
2. personal/psychological
3. economic
4. artistic/educational
5. educational

4.3. Useful expressions - Answers

EXERCISE 1: (suggested answers but not the only possible ones)

Critics of TV **claim/allege** that it exposes us to too much violence and, as a result, we become less sensitive to real-life violence. They also **assert/claim/allege** that school children neglect homework and have problems concentrating in class as a result of spending too much time glued to the tube. Finally, they **point out** that television has turned many of us into over-weight, unfit “couch potatoes”.

Supporters, on the other hand, **claim/assert/contend** that it is a blessing for lonely, elderly or housebound people. Furthermore, they **insist**, it does not simply entertain; it can be very educational as well. Another argument **those in favour** of TV allege is that it sometimes plays an important role in fundraising for disaster relief and various charities. For example, the “Live Aid” rock concert in 1984 raised millions of pounds for victims of the Ethiopian famine.

EXERCISE 2:(suggested answers but not the only possible ones):

1. Not only can pets prove to be good companions, but they also teach children a sense of responsibility.
2. Many people nowadays decide to open their own business even though a slump in the economy has resulted in the closure of many small business. (or: Even though a slump in, many people)
3. Apart from being time-saving devices, computers can do things which people could hardly do before.

4. Living in the countryside can be beneficial for your health, despite the fact that some essentials are not so easily available in the country as in the city. (or: Despite the fact that some)

5. Voting gives you a voice in the decisions of the government, not to mention that it gives you a feeling of belonging to a larger community.

EXERCISE 3: (Suggested answer but not the only one possible)

1. (Contrasting point): Alternative medicines treat the symptoms of a disease, while conventional medicines treat the underlying cause of a disorder.

2. (Additional point): In addition to making use of natural products rather than drugs, alternative medicines are not tested on animals.

3. (Additional point): Not only do conventional doctors have recognizable and respected qualifications, but conventional treatments are widely available to everyone as well.

4. (Contrasting point): Whilst people trust conventional treatments because they are tested scientifically, they are often suspicious of alternative methods which sometimes rely on a "trial and error" technique.

5. (Contrasting point): Alternative treatments cause few or no side-effects whereas conventional treatments can cause severe side-effects.

EXERCISE 4:

1. Needless to say / In general / In fact / Indeed,

2. in fact

3. Obviously

4. example

5. The fact that

6. especially

7. This means (In general)

8. In general / In fact / Indeed / Obviously

9. this means

Unit 5

For & Against Essays

1. For & Against Essays - Sample

“For & 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.

SAMPLE: “Censorship is Necessary in Modern Society”.

Censorship is an issue which frequently generates 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, 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 unjust to censor material like this since it is not forced upon people who

may subsequently be offended by it.

In conclusion, 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.

EXERCISE 1: Read the model above and write down the theme of each paragraph in the outline below.

INTRODUCTION

- *Summary of the topic*

MAINBODY

- _____

- _____

- _____

CONCLUSION

- _____

EXERCISE 2: Underline the linking words.

EXERCISE 3: What aspects of the "Discussion clock" do the points included relate to?

2. For & Against Essays – Structure

A “For & Against” essay presents a formal piece of writing in which a topic is considered from opposing points of view, discussing points in favor as well as those against, or the advantages and disadvantages of a particular question. Both sides of an issue must be presented in a fair way by discussing them objectively and in equal detail by using justifications, examples, and/or reasons.

2.1. STRUCTURE

a) Introduction

Paragraph 1: state the topic (summary of the topic without giving your opinion).

b) Body

Paragraphs 2&3: arguments FOR & justifications, examples and/or reasons.

Paragraphs 4&5: arguments AGAINST & justifications, examples and/ or reasons.

c) Conclusion

Final paragraph: balanced consideration OR your personal opinion. It is desirable to place the paragraphs whose view you support right before the final paragraph. This way your final opinion will seem more supported (E.g. if you support the “for” view, start the body of the composition by mentioning the “against” arguments).

2.2. 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 summarizes 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.*)

3. For & Against Essays - Useful Expressions

3.1. To list advantages

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

3.2. To list disadvantages

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

3.3. To introduce points/arguments for or against

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

It is	often widely generally	claimed/suggested/ argued/maintained/ felt/believed/held	that...
Some/Many Most people/Experts Scientists/Sceptics/ Critics	claim/suggest/argue/feel/hold that... maintain/believe/point out/agree that...		
	advocate (+ing/noun)/support the view that oppose the view that...		
	are	in favor of/against of the opinion that/convicted that... opposed to...	

*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.

EXERCISE 1: Complete the following sentences without changing the meaning of the original sentence.

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 criminal rate.

Many people support _____

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

A further common _____

EXERCISE 2: Fill in the gaps using the words and expressions studied above.

1. Some people support the _____ that the wealthier countries of the world should support the less developed countries.

2. One major _____ of using public transport is that it can get very crowded during busy periods.

3. Environmentalists _____ banning the use of cars in the city centre.

4. Another negative _____ of keeping pets is that veterinary bills can be extremely expensive.

5. It is widely _____ that nuclear weapons should be banned world-wide to eliminate the threat of nuclear war.

6. A _____ advantage of owning a mobile phone is that one can contact others from almost anywhere.

4. For & Against Essays – Answers

4.1. Sample-Answers

EXERCISE 1:

INTRODUCTION

- Paragraph 1: Summary of the topic

MAIN BODY

- Paragraph 2: (FOR) National security (e.g. military secrets)
- Paragraph 3: (FOR) Restrictions on offensive material
- Paragraph 4: (AGAINST) Repressive governments abuse censorship
- Paragraph 5: (AGAINST) Adults should have the freedom of choice

CONCLUSION

- Paragraph 6: Balanced consideration of the topic (achieve balance between requirements of country and individual's rights)

EXERCISE 2:

Paragraph 1: Whilst

Paragraph 2: Firstly, For instance, Consequently

Paragraph 3: Secondly, For this reason Paragraph 4: In contrast,

Paragraph 5: Furthermore, Therefore, For example, Thus

Paragraph 6: In conclusion,

EXERCISE 3:

Aspect of the "discussion clock" related to: Political, moral, social

4.2. Useful Expressions - Answers

EXERCISE 1:

1. Most people advocate recycling some products in order to reduce the amount of damage we do to the environment.
2. Some people feel that mothers cannot be career women too.
3. Sceptics point out that nuclear testing has long-lasting effects on surrounding areas.
4. Many people support the view that harsher punishments for criminals would result in a decrease in the crime rate.
5. A further common criticism of computers is that their use is reducing levels of literacy.

EXERCISE 2:

1. view
2. drawback/disadvantage
3. advocate
4. aspect
5. held/maintained/believed, etc.
6. further

Unit 6

Opinion Essays

1. Opinion Essays - Sample

In an opinion essay, you will state your opinion on a topic and support it with reasons.

SAMPLE: An Opinion Essay

The New Role of Women

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.

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. Until these attitudes change, sexual discrimination will continue to be a widespread problem that needs to be addressed.

EXERCISE 1: Read the model on the previous page and complete the paragraph plan below identifying the topic of each paragraph. Has an opposing view been included, and if so, in which paragraph?

INTRODUCTION
- *Summary of the topic*

MAINBODY

- _____

- _____

- _____

CONCLUSION

- _____

2. Opinion Essays – Structure

An opinion essay is a formal piece of writing where your opinion on a topic is stated. This opinion must be stated clearly, giving various viewpoints on the topic supported by reasons and/or examples.

STRUCTURE

- a) An **introductory paragraph** in which you state the topic and your opinion.
- b) A **main body** which consists of several paragraphs, each presenting the viewpoint supported by reasons. You could also include a final paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint.
- c) A **conclusion** in which you restate your opinion using different wording.

Read the three different introductions below on the topic: “State benefits should be available to all”. These are three different ways of writing an introduction to an opinion essay. There is not one “right” way or magic formula.

A man wakes up and sees well-shod feet rushing 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.

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.

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.

Benefits for Those in Need

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.

EXERCISE 1: List the viewpoints presented and the justifications or examples.

EXERCISE 2: Replace the bold type words or phrases with other synonymous ones.

3. Opinion Essays - Useful Expressions

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...
 I (firmly) believe that...
 I am (not) convinced that...
 I (do not) agree that/with...
 It strikes me that...
 I am inclined to believe that...
 It seems/appears to me that...
 As far as I am concerned, ...

EXERCISE 1: 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

EXERCISE 2: Read the text about the role of women again and replace the linking words or phrases in bold with other synonymous ones.

4. Opinion Essays – Answers

4.1. Sample-Answers

EXERCISE 1:

MAIN BODY

- Viewpoint 1: Difficult for women who have children to resume career
 - Viewpoint 2: Traditional views (e.g. Women as housewives) unchanged
 - Viewpoint 3: Women do two jobs = worse position- (SOCIAL/PERSONAL)
 - Opposing viewpoint: legal rights, (a few) top jobs for women
- CONCLUSION
- Summary/restatement of opinion

EXERCISE 2: 5th paragraph

4.2. Structure-Answers

EXERCISE 1:

Viewpoint 1: unfair a homeless person is denied state benefits

Justification: the homeless person is being punished for being homeless
Viewpoint 2: the disabled are entitled to state benefits

Justification: if they were aware of benefits they could be receiving, they would improve the quality of their lives

Viewpoint 3: the elderly are entitled to state benefits
Justification: they would maintain a reasonable level of health

Opposing viewpoint: many people receive state aid although they do not deserve it

EXERCISE 2: (These are some of the possible answers.)

In the first place, I think: First of all, I feel/believe

It seems to me: I am inclined to believe

In effect: In fact

Whereas: while

In addition to: Furthermore, Moreover, Additionally

Although: Though, Even though

This is a result of: This is due to

It appears that: It seems that

Clearly: obviously

Furthermore: Moreover

Whereas: while

In order to: so as to

Obviously: indeed, clearly

There are those who argue, on the other hand: it can also be argued / One has to acknowledge, however,

It is true that: It cannot be denied that, There is no doubt that

It is my belief that: It is my conviction/view/opinion that

4.3. Useful expressions - Answers

EXERCISE 1: (Suggested answers)

1. In my opinion television has exerted, to a certain extent, a negative effect on society.
2. I firmly believe that carrying out experiments on animals is morally wrong.
3. I am convinced that wildlife parks, if they are managed properly, can help in the protection of certain endangered species.
4. I am inclined to believe that the real problem is that of public awareness and not the lack of recycling facilities.
5. I do not agree that the more responsibility one has, the less freedom one enjoys.
6. I am not convinced that the only alternative some poor people have is to steal.

EXERCISE 2:

In my opinion: I firmly believe, As far as I am concerned, etc. To begin with: First of all, Firstly, etc.

Secondly: Furthermore, Moreover, etc. For instance: For example, etc.

An example of this: For instance, This is clearly illustrated/shown by the fact that...

Thirdly: Furthermore, What is more, etc.

In contrast: However, On the other hand, etc.

In addition: Furthermore, Moreover, Besides that

Nonetheless: Nevertheless

Taking these points into consideration: Finally/ All things considered,

While: Although, Even though, etc.

Unit 7

Problem/Solution Essays

1. Problem/Solution Essays – Sample

An essay discussing problems and suggesting solutions is a formal piece of writing where the causes of a problem are stated and the solutions presented, as well as the expected result or consequences.

EXERCISE 1: Read the model below and complete the paragraph plan.

TOPIC: What could be done to improve the lives of the elderly?

For many elderly people the final 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 older 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 the elderly. If governments and individuals alike were to help, that would make retirement and old age a time to look forward to, rather than dread.

EXERCISE 2: Identify which aspects of the Discussion Clock have been mentioned.

EXERCISE 3: Underline the linking words/phrases and replace them with synonyms.

2. Problem/Solution Essays - Structure

An essay discussing problems and suggesting solutions is a formal piece of writing where the causes of a problem are stated and the solutions presented, as well as the expected result or consequences.

2.1. STRUCTURE

- a) An **introductory paragraph** where you clearly state the problem, what has caused it, and the consequences.
- b) A **main body** in which you present several suggested solutions, each in a separate paragraph together with its consequences/results.
- c) A **conclusion** in which you summarize your opinion.

2.2. POINTS TO CONSIDER

- Each paragraph should start with a topic sentence which summarizes 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 explained previously about the way to begin and end an essay.

EXERCISE 1: Read the following essay and fill the gaps with the appropriate topic phrases below.

TOPIC: Smoking is on the increase among young people. Discuss the problem and suggest what might be done about it.

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.

Smoking is on the Increase among Young People

While smoking is on the decline among adults, the latest US Surgeon-General’s report indicates that an increasing number 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.

3. Problem/Solution Essays - Useful Expressions

3.1. Calls for Action

Steps	should	so as to	solve/overcome/combat
Measures	must	be taken	
	could	in order to	deal with/eradicate

Serious attempts to halt/prevent/solve... must be made

People	should focus	to solve/overcome the problem of
Governments	our attention on	to improve the situation of
We	ways	to reduce the impact of... on

3.2. Effects

The	effects/consequences	of (+noun/-ing)	would be
	outcome/result		might

3.3. Proposes solutions

One (possible)		solve/overcome	this problem	would be ...
Another	way to	combat/deal with	the problem (of)	is ...
An alternative		eradicate		

3.4. Justifications of solutions

If steps/measures were taken to ...	the effect / result/
If happened/were to happen	consequence would be
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	

4. Problem/Solution Essays – Answers

4.1. Sample-Answers

EXERCISE 1&2:

MAIN BODY

- (ECONOMIC) Suggestion 1: better pension, free financial advice; stress could be reduced
- (HEALTH) Suggestion 2: government funding for health care; old people enjoy better health and peace of mind
- (SOCIAL) Suggestion 3: community centres, visits, free bus passes; solve the problem of loneliness
- (SOCIAL/PERSONAL) Suggestion 4: education to change prejudice; encourage greater understanding.

CONCLUSION

- Summary of opinion/consequences

EXERCISE 3:

- Paragraph 1: But rather = instead, however, it is...
Owing to = as a result of
Therefore = thus
- Paragraph 2: Obviously = clearly
Furthermore = moreover
So that = in order to
- Paragraph 3: As a result of = as a consequence of
Due to = owing to
As well as = consequently
Not only... but also = both... and
- Paragraph 6: To sum (it) up = in conclusion
Rather than = instead of

4.2. Structure-Answers

EXERCISE 1:

- 1.C, 2.A, 3.E, 4.B, 5.D

Unit 8

Reports

1. Reports - Samples

When writing a report you should:

1. think carefully about what points you need to include. Imagine you are the target reader – what do you need to know?
2. organize the information into topic paragraphs.
3. remember to choose the appropriate register and style.

EXERCISE 1: Read the task below and underline the separate parts of the report. How many sections do you think the report should have?

The sports centre you attend is concerned that it is not attracting enough young people to take part in competitive sports. You have been asked to write a report for the management committee detailing why members are not taking part in competitive sports and providing suggestions for encouraging them to do so.

EXERCISE 2: Choose the best title for the report.

- a) Competitive sports: popular or not? An overview
- b) Reasons why students don't participate in sports
- c) The current situation regarding competitive sports and recommendations for the future.

EXERCISE 3: Read this sample report and fill in the missing headings for each paragraph. Choose from the headings below.

- Background information
- Sports done in school
- Current situation
- Recommendations
- Conclusion

SAMPLE 1: INFORMATIVE

----- (TITLE)

The aim of this report is to examine the reasons why students are reluctant to take part in competitive sports and to make recommendations for ways of encouraging more students to participate.

a) (HEADING)

Most young people enjoy team sports because they are a social event. They like playing with friends and are less interested in open competition. They are keen on fitness and training in the gym, but some are totally uninterested in sport. It also appears that although many enjoyed activities like swimming, they were put off by the current state of the changing rooms, which they felt were dirty and unattractive.

b)

Students want to socialise, so sports competitions should be run at times when as many as possible can participate and watch. At present they take place on Saturdays, when many students are reluctant to return to college – this should be changed.

The changing rooms around the swimming pool must be improved for those who are currently discouraged from using them because of the state they are in.

The college could run teams for different year groups and offer a prize annually. This would provide motivation, as everyone likes to be a winner.

Most importantly, students lack information and should be made more aware of the importance of sport for health and well-being. I recommend that leaflets should be circulated as part of an overall fitness awareness campaign.

c).....

If these recommendations are implemented, I feel sure that there will be a marked increase in popularity of competitive sports.

EXERCISE 4: Look at paragraph b). Underline the evidence used by the writer to support each recommendation.

EXERCISE 5: Which statement connected with reports below is NOT true?

1. The conclusion should link clearly to the rest of the report with an appropriate linking word or phrase.
2. Reports should state their aims in the first paragraph.
3. The writer should not include his or her opinion until the conclusion.
4. A report uses dramatic and informal language.
5. Recommendations should be supported by evidence.

SAMPLE 2: ASSESSMENT

Another type of report is the assessment report in which you evaluate an event, a program, etc. and make recommendations.

EXERCISE 1: What features are typical of report writing? Choose from these alternatives.

1. A State your aims at the introduction.
B State your recommendations at the introduction.
2. A Use headings for each section.
B Have one general heading.
3. A Give mostly opinions rather than facts
B Give mostly facts rather than opinions
4. A Use mostly active tenses
B Use mostly passive tenses
5. A Give recommendations based on your personal experience
B Give recommendations based on facts

EXERCISE 2: Read the report below and check your answers.

EXERCISE 3: Read the report again. Underline words or expressions the writer uses to introduce recommendations.

E.g. should introduce

EXERCISE 4: Read the report again and highlight six different ways that customers' opinions are reported.

E.g. commented that

However, nearly all customers commented that the cost of the internet service at two pounds per hour was too high and suggested half-hour rates.

Worldnet report

Introduction

The purpose of this report is to evaluate Internet services provided by Worldnet, a chain of 24-hour cafés in London. There has been a steady decrease in the number of customers over the past six months. This report will attempt to analyse and explain this trend based on findings from a series of customer questionnaires. It will evaluate the current services in relation to client needs, and will conclude with recommendations for improvement.

Main areas for improvement

Worldnet caters for a wide range of customers with different backgrounds and ages. However nearly all customers (65%) commented that the cost of the Internet service at two pounds per hour was too high and suggested half-hour rates. The speed of Internet connection was also criticized. At peak times the service was said to be extremely slow and unstable.

Other areas for improvement

In terms of hardware, the computer terminals were generally thought to be out of date and badly maintained. The screens were felt to be small and the seating uncomfortable. On a more positive note, the café was considered to be good value. The prices compared favourably with other cafés, and customers were satisfied with the quality of the food provided. However, although the café was popular, there were some complaints about the lack of variety.

In order to become more competitive, Worldnet should introduce new half-hour rates immediately. Special student rates should also be considered as this would attract 16-25-year-old customers, who represent the majority of Internet users. In addition, I would strongly recommend a faster and more reliable Internet service provider. The computer terminals and chairs also need upgrading and maintaining more regularly. Finally, the café could be improved by introducing a wider variety of food and drinks. If these recommendations are put into practice, the number of Worldnet customers should start to increase substantially.

SAMPLE 3: PROPOSALS

At some point you may need to write a proposal. The structure is similar to a report. Make sure your proposal is persuasive. Use persuasive language and give reasons for your suggestions. The persuasive language is underlined in the text.

EXERCISE 1: Read this task. You see this announcement on a mobile phone company website.

Can we help?

Mobile phone companies are often criticised for making too much money. We would like to give something back to society. We want to help by issuing free phones to charity organizations for them to use as they wish. If you know a charity that would benefit from this, write us a proposal outlining what the organization does, how it could use the phones we give and how this would help the organization.

EXERCISE 2: Read this sample answer and complete the gaps with appropriate headings. Use the points in the question to help you decide. Choose *a* or *b*.

- | | |
|---|--|
| 1. a) Introduction | b) A proposal |
| 2. a) Who are the kids? | b) The charity organization |
| 3. a) Why the phones are important
phone | b) How the organization would use the
phone |
| 4. a) How the organization would benefit | b) Why we need the phones |

1.

The aim of this proposal is to suggest a charity organization which would benefit from having free mobile phones.

2.

A very worthy charity organization is KidsHelp. This is an organization in my local school which looks after and helps kids who do not have the opportunity to do many things. It may be that their parents do not have much money or maybe they have a lot of other children in their family. KidsHelp provides them with time in the gymnasium, where they can practise sports or get together to do other activities, and it also takes the children out for the day during the holidays to local museums or beaches.

3.

If we had some mobile phones this would help us enormously, as we have no official office we can use on the school premises. We could use the phones to check up on children in their own homes and to find out where they are if they miss a session. Additionally, the phones would be very important when we are travelling for the day, both to stay in touch with the whole group and to allow children to speak to their parents while they are away, for example if we are delayed getting back.

4.

I would strongly recommend that our organization be given the free phones as it would improve our safety and security and make the parents feel more confident about letting the children come to us for activities and so on. Also, it would allow us to make a range of calls seeking sponsorship for our charity, without having to use our private numbers for this.

EXERCISE 3: A proposal is usually written in quite formal or very formal language. Match the informal language in box 1 on the left to the more formal language in box 2 on the right.

- | | |
|--|--|
| <p>1) gives</p> <p>2) I'm going to suggest</p> <p>3) so we can stay</p> <p>4) possibly</p> <p>5) so we don't have to</p> | <p>a) it may be that</p> <p>b) provides</p> <p>c) both to stay</p> <p>d) I would strongly recommend</p> <p>e) without having</p> |
|--|--|

2. Report–Structure

2.1. TYPES

A report is an informative formal piece of writing concerning a particular person, place, situation, 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:

- a)** 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.
- b)** Informative reports which present information concerning a meeting that has taken place, progress made on a project, etc.
- c)** proposal reports which present plans, decisions or suggestions concerning possible future courses of action for approval by one's superior at work, members of a committee, etc.

2.2. STRUCTURE

A successful report should consist of:

- a)** an **introductory paragraph** which clearly states the purpose and content of the report.
- b)** a **main body** in which the relevant information is presented in detail under suitable subheadings, 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.).
- c)** a **conclusion** which summarizes the information given, and may include an opinion and/or suggestion/recommendation.

Note that before writing your report you should give information indicating who the report is written to (name/position/unit, etc.), who the report is written by (name/position), the subject of the report and the date, e.g.:

To: Col. Peter Robertson, Director of the Engineering School, Rome

From: Maj. Juan García López

Subject: Counter-IED operational course

Date: 05 February 2021

2.3. 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: (heading: **purpose**)
 State the purpose and content of your report

MAIN BODY
 Paragraphs 2-3-4-5..... (one **subheading for each paragraph**)
 Present each aspect of the subject under separate subheadings (positive/negative points of each aspect are presented in same paragraph)

CONCLUSION
 Final paragraph - (heading: **conclusion**)

2.4. 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))

As requested, this is a report concerning/regarding...

This report contains/outlines/examines/assesses...

This report outlines the advantages and disadvantages of...

To end reports:

-Summarizing

To conclude/To sum up/In conclusion/On the whole, ...

On the basis of the points mentioned above, it would seem that

The obvious conclusion to be drawn from these facts is that

- General assessment

Unfortunately, progress has not been as fast as expected/a number of difficulties have been encountered/the issue has not been resolved

I am pleased to inform that arrangements are progressing smoothly/according to schedule/faster than anticipated/ahead of schedule

- 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...

3. Reports - Useful Expressions

3.1. To refer to other sources

With reference to/ According to the latest scientific research, the use of mobile phones can be damaging to one's health in the long run.

3.2. To express reality

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.

3.3. To express purpose

*Due to the storm, the pilot decided to turn back, **so that** the flight would not be jeopardized.*

*Due to the storm, the pilot decided to turn back, **so as to / in order to** avoid jeopardizing the flight.*

*Due to the storm, the pilot decided to turn back, **in case the flight** was jeopardized.*

*They purchased the old mansion **with the purpose / intention of** converting it into a luxury hotel.*

EXERCISE 1: Join the sentences using the word(s) in brackets.

1. He got the car out of the garage. He wanted to wash it. (so that)

He got the car out of the garage so that he could wash it.

2. I always lock the doors and windows. I don't want to be burgled. (avoid)

.....

3. The doctor examined the patient. He wanted to find out what was wrong with him. (so as to)

.....

4. I've taken out a loan. I want to buy a car. (to)

.....

5. We'll take some food with us. We might get hungry. (in case)

.....

6. She is studying medicine. She wants to become a doctor. (so that)

.....

7. He put his keys in his briefcase. He didn't want to lose them. (in order not to)

.....

8. They will take some magazines with them. They may get bored. (in case)

.....

9. She set her alarm clock. She didn't want to oversleep. (so that)

.....

10. We put the letters on the table. We didn't want to forget to post them. (so as not to)

.....

EXERCISE 2: Complete each sentence with two to five words, including the word in bold.

1. We took a taxi. We didn't want to be late. **Not**

We took a taxi so as not to be late.

2. Tony is employing more staff. He wants to expand his business. **That**

Tony is employing more staff his business.

3. Take your mobile phone. It is possible that someone may call you. **In case**

Take your mobile phone you.

4. We use a microwave oven to cook food quickly. **For**

We use a microwave oven food quickly.

5. We took a camera. We wanted to take some photographs. **That**

We took a camera some photographs.

6. She applied sunscreen. She didn't want to get sunburnt. **Not**

She applied sunscreen sunburnt.

7. I did my homework. I didn't want the teacher to be angry with me. **That**

I did my homework not be angry with me.

8. Mark called John. He wanted to ask him for some advice. **To**

Mark called John for some advice.

9. He checked his answering machine. There may have been a message for him. **In case**

He checked his answering machine message for him.

10. She put her jewellery in the hotel safe. She didn't want it to get stolen. **Prevent**

She put her jewellery in the hotel safe stolen.

4. Reports – Answers

4.1. Sample 1 - Answers

EXERCISE 1:

The sports centre you attend is concerned that it is not attracting enough young people to join in with competitive sports. You have been asked to write a report for the management committee detailing why members are not taking part in competitive sports and providing suggestions for encouraging them to do so.

Four SECTIONS: an introduction (stating aims), a section on why members are not taking part, a section on recommendations and a conclusion.

EXERCISE 2: The correct answer is c; a is too general and b covers only half of the content of the report)

EXERCISE 3: a) Current situation, b) Recommendations, c) Conclusion

EXERCISE 4:

Students want to socialise, so sports competitions should be run at times when as many as possible can participate and watch. At present they take place on Saturdays, when many students are reluctant to return to college – this should be changed.

The changing rooms around the swimming pool must be improved for those who are currently discouraged from using them because of the state they are in.

The college could run teams for different year groups and offer a prize annually. This would provide motivation, as everyone likes to be a winner.

Most importantly, students lack information and should be made more aware of the importance of sport for health and well-being. I recommend that leaflets should be circulated as part of an overall fitness awareness campaign.

EXERCISE 5: Number 4 is NOT true.

4.2. Sample 2 - Answers

EXERCISE 1: 1a 2a 3b 4b 5b

EXERCISE 3: should introduce, should also be considered, would strongly recommend, could be improved by

EXERCISE 4:

1. The speed of the internet was also criticized.
2. At peak times the service was said to be extremely slow and unstable.
3. In terms of hardware, the computer terminals were generally thought to be out of date and badly maintained.
4. The screens were felt to be small and the seating uncomfortable.
5. On a positive note, the café was considered to be good value.

6. The prices compared favorably with other cafés, and the customers were satisfied with the quality of the food provided.

4.3. Sample 3 - Answers

EXERCISE 2: 1.a, 2.b, 3.b. 4.a

EXERCISE 3: 1) b 2) d 3) c 4) a 5) e

4.4. Useful Expressions - Answers

EXERCISE 1:

1. He got the car out of the garage so he could wash it.
2. I always lock the door and windows to avoid being burgled.
3. The doctor examined the patient so as to find out what was wrong with him.
4. I've taken out a loan to buy a car.
5. We'll take some food with us in case we get hungry.
6. She is studying medicine so that she can become a doctor.
7. He put his keys in his briefcase in order not to lose them.
8. They will take some magazines with them in case they get bored.
9. She set her alarm clock so that she wouldn't oversleep.
10. We put the letters on the table so as not to forget to post them.

EXERCISE 2:

1. So as not to be late
2. so that he can expand
3. in case someone calls
4. for cooking
5. so that we could take
6. so as not to get/in order not to get
7. so that the teacher would
8. (in order/so as) to ask him
9. in case there was a
10. to prevent it from getting

Unit 9

Letters

1. Letters I-Request & Opinion

1.1. SAMPLES

1.1.1. SAMPLE 1: LETTER OF REQUEST

In this unit you will study four different types of letters: request, opinion, complaint and application. At the end of unit 9 you will also look at how to write emails.

EXERCISE 1: Complete the letter with the words in the box.

appreciative	aware	behalf	kind	mutually	pleased
possible	question	understand		wondering	

Dear Mr. Skinner,

I am an English language teacher at the Gates School of English in Chichester and I am writing to you on (1) of my students. I (2) that you are visiting Chichester during the week beginning 3. November and I was (3) ... whether it might be at all for you to visit the school and give a short talk to the students.

The students are aged between 18 and 30 and come from a variety of countries. My current class is fascinated by the political system in the UK and has been working on a project about our electoral system. I know that would be extremely (5) of a visit by a Member of Parliament.

I am well (6) that you must be extremely busy and that your schedule may already be completely full, but I truly believe that you would find such a visit most rewarding.

If you feel that you could make time to visit the school, would you be (7) ... enough to ask your secretary to contact our academic administrator, Miss Markham, who would be (8) to arrange a (9) convenient time. However, if such a visit is out of the (10), perhaps you would be so kind as to send the students a letter, which they could then include in their project.

Thank you for taking the time to read this letter and I hope to hear from you in the near future.

Yours sincerely,

Kelly Gilbert

EXERCISE 2: Useful expressions for requesting things. Complete the sentences with one word.

1. Could you do me a and email me with any suggestions you have for the portfolio?
2. I was if there was any you could find the original letter for me?
3. You wouldn't to know anything the speaker we have booked for next Friday, You?
4. I don't you could possibly do me a huge favour and explain the situation to Mark, You? I be incredibly

EXERCISE 3: We often use **would** to make a sentence more tentative. For example:

Further negotiation is needed before we agree a price. Further negotiation would be needed before we agree a price.

Put the words in brackets in order to make common tentative expressions with *would*.

1.(to /be /all /it /would /possible /at) cross-link some of the items featured on the site?
2. (you /as /kind /to /be /so /would) examine the document thoroughly?
3. (could/ would / I / grateful/ possibly / you/ most/ be / if) help with any suggestions or hints.
4. (it / would / you / I / could / greatly / appreciate/ if) get back to me about this as soon as possible.
5.(enough/ be/ wondering / if/ I / was/ you/ to / would / kind) forward this e-mail to the appropriate member of your editorial staff.
6. (afraid / to/ be / able/ I/ not/ I/ would / am) meet the suggested deadline. Could it be moved back?

1.1.2. SAMPLE 2: LETTER OF OPINION

Look at this extract from a newspaper editorial, and read the letter to the editor.

“CANNABIS is no different from cigarettes in terms of health risks. And, unlike cigarettes, for certain conditions such as multiple sclerosis, it has been proven to have medicinal qualities. In short, there is no real reason why cannabis shouldn't be legalized”

Legalize cannabis? We want to hear from YOU. Write a letter to the editor with your opinion at: *In the News, PO Box 33, Bristol BH2 7 YH.*

Juan Pérez
15 Hessel Road
London N7 6PS

The Editor
In the News PO Box 33
Bristol BH2 7YH

7th March

Dear Editor,

A _____ *There has been much debate about drugs in the papers recently, and I am very concerned about the arguments put forward in support of new, more liberal laws. I feel that legalization would not only be the wrong decision to make, but also a dangerous one.*

B _____ *According to your article, cannabis is no more harmful than cigarettes. You state that in some circumstances, such as the treatment of MS, it can actually be beneficial. It is also claimed that cannabis is not a gateway harder than drugs, and that there is no proof to support the argument that it is.*

Finally the article insists that it is a waste of police time and money to bring a cannabis user to court, when this money could be better spent in preventing “real” crime.

C _____ *Tests have shown that the average joint contains more than twenty times the amount of cancer-causing agents than cigarettes.*

Moreover, it is a well-known fact that heavy users develop acute mental problems and dependency on drugs. This far outweighs any beneficial effects. Secondly, it is not true that cannabis use is unrelated to hard drugs. As rehabilitation centres have shown, there is a disturbing trend from cannabis use to cocaine, then heroine use. Essentially all these drugs feed addiction. Thirdly, I would argue that contro-

lling the drug is not a waste of time and money. Preventing people from buying cannabis ultimately saves money for the health and social services, as well as saving lives.

D. _____ Legalizing a drug which is addictive and encourages the use of other drugs is not only irresponsible but downright dangerous.

Yours faithfully,

Juan Pérez

EXERCISE 1: Now match paragraphs A-D to the descriptions below. Which paragraph...

- summarizes arguments in the article that the writer disagrees with?
- concludes and restates the writer’s point of view?
- puts forward arguments the writer agrees with?
- introduces the reason for writing and states the writer’s point of view?

EXERCISE 2: Choose the best introductory sentence for each paragraph.

Paragraph A

1. Here’s my reply to your article about making cannabis legal.
2. I am writing in response to your article on legalization of cannabis.

Paragraph B

1. One of the main arguments for legalization is related to health.
2. In your article you say that cannabis really isn’t that bad for our health.

Paragraph C

1. Taking each of your arguments in turn, first of all it has been scientifically proven that cannabis is more of a health risk than cigarettes.
2. Looking at your arguments one by one, it really is true that cannabis is a lot riskier than smoking cigarettes.

Paragraph D

1. To be honest, I can think of lots of reasons why cannabis users should be arrested.
2. To conclude, there are many reasons why cannabis should not be legalized.

EXERCISE 3: Rewrite these sentences in the passive, using phrases from the box. There may be more than one possible answer.

It could be argued that	It is believed that
It is assumed that	It would seem that
It would appear that	It has been proven that

1. If we ban cigarettes, we should ban hamburgers too.

It could be argued that if cigarettes were banned, hamburgers should be banned too.

2. Young people's friends often encourage them to smoke.

.....

3. Lack of exercise and unhealthy diet causes most ill health.

.....

4. Passive smoking kills people.

.....

5. People know about the risks of smoking.

.....

6. Companies have increased the nicotine content in cigarettes.

.....

7. You can't frighten people into giving up smoking.

.....

1.2. Letters I – Structure

1.2.1. Types

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
- i) transactional letters

1.2.2. Structure

A successful letter should consist of:

- a) an **appropriate greeting**: e.g. *Dear Ms. Jones, Dear Mr. and Mrs. Matthews, Dear Sir/Madam, Dear Tony*
- b) an **introductory paragraph** which clearly states your reasons 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 summarize the subject.
- e) an **appropriate ending** e.g. *Yours faithfully,/sincerely, + full name/ Best wishes, + first name.*

1.2.3. Style

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.

1.2.3.1. Formal letters

Formal letters contain:

- Formal greetings and endings
- Formal language i.e.

a. complex sentences (Having spoken to the manager in person, I still feel my requests have not been satisfied.)

- b. non-colloquial English (*Please keep me informed regarding any further developments. NOT: Please keep me posted about what's happening.*)
- c. 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*)
- d. advanced vocabulary (*I feel it is appropriate to explain to you some of the practices which are enforced throughout all of our branches*)
- e. no contractions (*I am looking forward to meeting you in person. I cannot believe... He is the most suitable candidate to fill this role.*)

1.2.3.2. Informal letters

Informal letters contain:

- Informal greetings and endings
- Informal language and style
- a. Idioms (*It was a blessing in disguise that I didn't apply for the job as that company is now in deep financial trouble*)
- b. Phrasal verbs (*I'll look you up next time I'm in Brussels*)
- c. Colloquial English and omission of pronouns (*Hope to see you soon!*)
- d. Contractions (*I can't wait to see you! I'll see you this summer!*)

1.2.3.3. Semiformal letters

Semiformal 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.

EXERCISE 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

Sample A
Dear Susan,

Love,
John

Sample B
Dear Mr. and Mrs. Jones,

Best wishes,

Sample C
Dear Ms Parsons,

Yours sincerely,
Jake Varano

Sample D
Dear Sir/Madam,

Yours faithfully,
John Travolta

Sample D
Dear Sirs,

Yours faithfully,
Olivia Newton-John

EXERCISE 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?

SAMPLE 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.

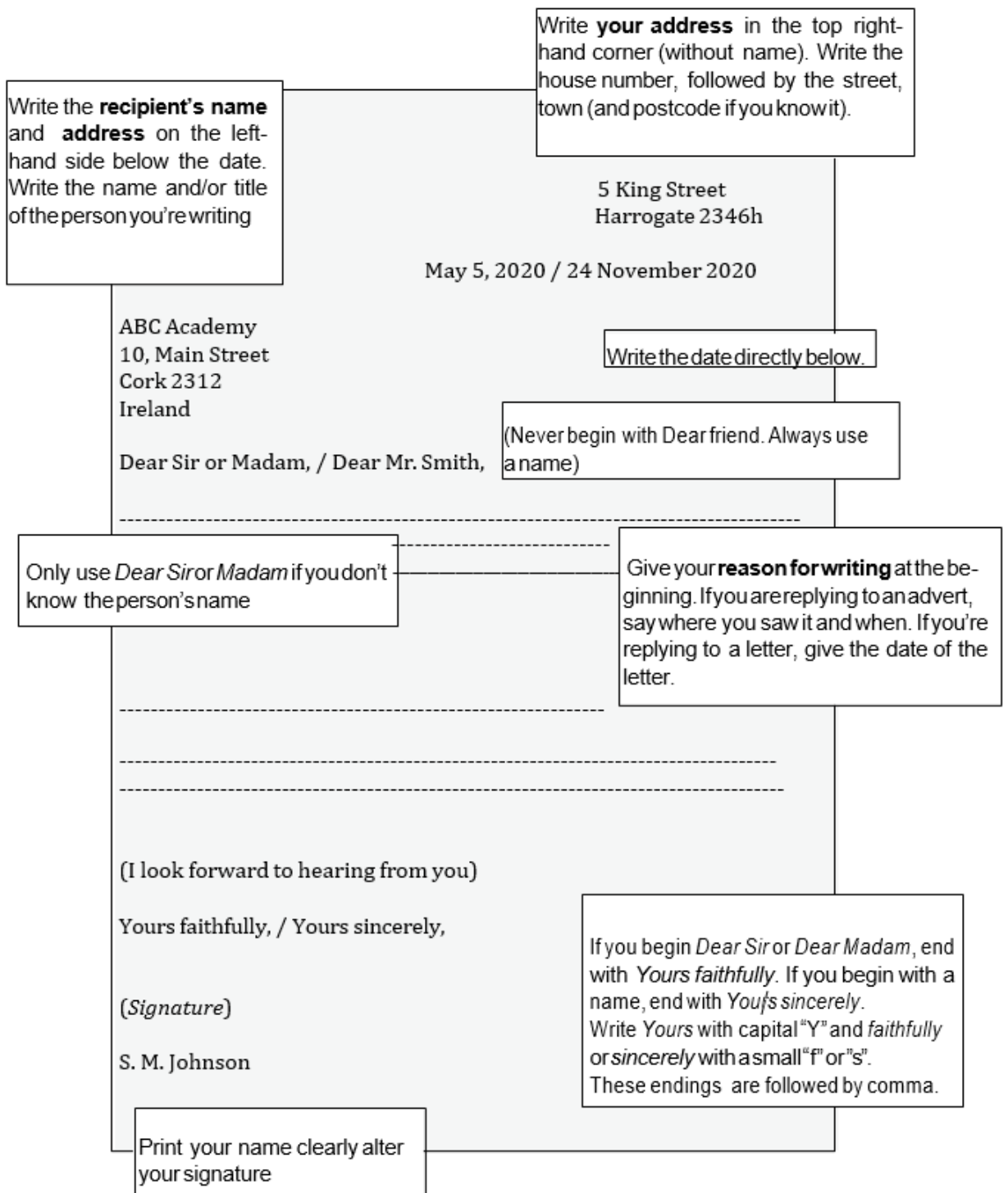
On the matter of further training, I would suggest that you might try to upgrade your IT skills to enable you to take advantage of the full range of modern technology available. There are some very well-run and useful courses operating.

SAMPLE 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.

1.2.3.4. FORMAL LETTERS LAYOUT



1.2.3.5. INFORMAL LETTERS LAYOUT

The diagram illustrates the layout of an informal letter. It features a large rectangular frame containing the following elements from top to bottom:

- Address:** 5 King Street, Harrogate 2346h. A callout box above it reads: "Write **your address** in the top right-hand corner (without name). Write the house number, followed by the street, town (and postcode if you know it)."
- Date:** May 5, 2020 / 24 November 2020. A callout box to its right reads: "Write the date directly below."
- Salutation:** Dear Ken, followed by two dashed lines. A callout box to its left reads: "(Never begin with Dear friend. Always use a name)".
- Body:** A solid line followed by three dashed lines. A callout box to its left reads: "Begin the next line under the name. Begin the first sentence with a capital."
- Closing:** Hope to hear from you soon./ Write soon. (for close friends) ...
Best wishes/ Warm regards/ Yours/ Love (for close friends) ...
(Signature) |

1.2.3.6. Points to consider

In letters giving an opinion you are usually requested to express your opinion on a certain matter and also to provide suggestions supported by expected results/consequences. Letters to the editor are formal pieces of writing which express a person's views and concern about 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 justifications.

1.3. Letters I-Useful language

1.3.1. Useful language for letters of request

To begin letters:

I am writing to | *ask if you would be so kind 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 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 ...*

To end letters:

I hope that my request will not inconvenience too much.

I must apologize for | *troubling you with this matter*
| *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

1.3.2. Useful language for letters for giving an opinion

Letters Making Suggestions/Recommendations

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 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.

1.3.3. Useful language for letters to the editor

To begin letters:

<i>I am writing to</i>	<i>draw your attention to.../ bring... to your attention... you on behalf of... / you in my capacity as.../ express my approval/disapproval of... /express my support for... protest about...</i>
------------------------	---

To state your opinion:

In my opinion/view, I feel/believe/thing, It seems to me that, I tend to think that, I am totally opposed to/in favor 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, / consequently, / as a result, / as a consequence, / for this reason/ so

1.4. Letters I – Answers

1.4.1. SAMPLE LETTERS OF REQUEST -Answers

EXERCISE 1:

1. behalf 2. understand 3. wondering 4. possible 5. appreciative 6. aware
7. kind 8. pleased 9. mutually 10. question

EXERCISE 2:

1. favour
2. wondering, way/possibility
3. happen, about, would
4. suppose, could, 'd/would, grateful.

EXERCISE 3:

1. Would it be at all possible to
2. Would you be so kind as to
3. I would be most grateful if you could possibly
4. I would greatly appreciate it if you could
5. I was wondering if you would be kind enough to
6. I am afraid I would not be able to

1.4.2. SAMPLE LETTERS OF OPINION - Answers

EXERCISE 1:

Paragraph B summarizes arguments in the article that the writer disagrees with.

Paragraph D concludes and restates the writer's point of view.

Paragraph C puts forward arguments the writer agrees with.

Paragraph A introduces the reasons for writing and states the writer's point of view.

The letter puts forward eight arguments altogether.

EXERCISE 2:

Paragraph A2

Paragraph B1

Paragraph C1

Paragraph D2

EXERCISE 3:

2. It would appear that/ It is assumed that young people are encouraged to smoke by their friends.
3. It has been proved that/ It would seem that most ill health is caused by lack of exercise and unhealthy diet.
4. It has been proved that/ It is believed that people have been killed by passive smoking.
5. It would seem that the risks of smoking are known.
6. It would appear that the nicotine content in cigarettes has been increased.
7. It could be argued that/ It would appear that people can't be frightened into giving up smoking.

2. Letters II – Complaint & Application

2.1. SAMPLES

2.1.1. SAMPLE 1: LETTER OF COMPLAINT

EXERCISE 1: Complete the letter with the words in the box.

addition attention concerning surely alternative cite speaking unaware

Dear Sir / Madam,

I live adjacent to your school in Grasmere Road and I am writing regarding the atrocious behaviour of some of your younger students. In (1) to this, I would like to bring to your (2) the irresponsibility of certain members of your staff when supervising students' evening activities.

Firstly, (3) the students' behaviour, I should like you to make it very clear to those students walking along Gasmere Road towards the station that my front garden is not a rubbish dump. When they leave school in the afternoons, they pass my house and dispose of empty cans, chocolate wrappers and even cigarette packets (although most of them are below the legal age for smoking) on my grass.

Could you also please ask your students not to shout and use bad language in the street, as this is detrimental to the reputation of both your school and the area?

Regarding certain members of your staff, you are perhaps (4) of the fact that the evening activities sometimes continue well beyond ten and the noise is excessive. I (5) as an example last Thursday night when the noise did not stop until 10.30 pm. (6) the members of staff supervising these activities could bring the events to a close at a reasonable hour.

I know that I am (7) for many households in the locality when I ask you to speak to your students and staff about these matters.

Should they continue to be so inconsiderate, I shall be forced to take matters further and shall have no (8) but to contact the council.

Yours faithfully,

Mrs J Barker

EXERCISE 2: What kind of letter is this? Select the correct ending. This is a letter...

- a) of apology
- b) for giving an opinion
- c) for giving advice/suggestions/recommendations
- d) to an author/ editor
- e) of complaint f) of request
- g) of application

EXERCISE 3: When we want to make a complaint sound softer and allow the recipient to save face, we often “hedge” things. Look at these examples:

Perhaps you are unaware of the effect of your actions on the local community.

Perhaps you are unaware of the fact that your actions have had a detrimental effect on the local community.

Complete the sentences with “of” or “of the fact that”.

1. Perhaps you are unaware people are losing a great deal of money in this venture.
2. Perhaps you are unaware the problems caused by bullying in schools.
3. You are perhaps unaware I have been waiting six months for a reply.
4. Perhaps you are unaware your chef has no qualifications whatsoever.
5. You are perhaps unaware the damage which is caused to your reputation by allowing such behaviour to continue.
6. Perhaps you are unaware..... the reasons for the decision to lay staff off.

Match the follow-up comments to the sentences above.

- a. I suggest you take up references in future when employing staff.
- b. As such, I would obviously appreciate a response in the very near future.
- c. Indeed, several investors are now on the verge of bankruptcy.
- d. Word of mouth is a powerful tool, and could go on to do your firm great harm.
- e. The school has lost money and cuts must be made.
- f. Left unchecked, it can scar victims for life.

2.1.2. SAMPLE 2: LETTER OF APPLICATION. Cover Letter

EXERCISE 1: Read the letter and complete with the words in the box.

committed currently extend interpersonal possess recruitment
 reputation role teamwork wish

549 Shaftsbury Road
 Finsbury Park
 London N6 4ST

5 February 2021

Ms Angela Cartwright
 Personnel Department
 Speed Software Development
 150 The Avenue
 Croydon CR2 0QU

Dear Madam,

I was sent your recent advertisement for a deputy manager at your Croydon venue by a 1 agency and am writing to apply for the position. I am 2 employed as assistant manager at "Atlanta" in Southampton, where I have been working for three years. Prior to this, I worked in a wine bar and gained experience in my 3 ... as duty manager.

As you will see from my enclosed CV, I have experience in all areas of retail management – from stock control to staffing levels. I 4 all relevant certificates, including the national licensee certificate and the door supervisor licence. I feel that my greatest strengths lie in my 5 skills and the ability to encourage 6 among my staff. I am always 7 to whatever challenges I accept and experiences.

I am looking to 8 my experience by working in a larger venue with an emphasis on catering and dance. I am also attracted by the 9 of your company for staff and managerial progression.

Should you need further details or 10 To arrange an interview, please do not hesitate to contact me.

I look forward to hearing from you.

Yours faithfully,

Beresford Hammond

Where you saw the post advertised.

What relevant work experience you have.

What relevant qualifications you have.

What you can bring to the job and what you hope to get out of it.

What interests you about this particular company.

EXERCISE 2: Collocations. Choose the correct word.

1. I am applying for the post of *vice/ deputy* manager in your Plymouth branch.
2. *Prior to/Before* working for British Gas, I worked for British Telecom.
3. I am able to drive in the United Kingdom as I possess a full European driving *test/ licence*.
4. Your company has an excellent record in managerial *career/ progression*.
5. I also *carry/ hold* a Master's degree in Botany.
6. I would look forward to facing new *challenges/hopes*, were I to be offered the post.
7. I trust you will feel this experience is *relevant/ necessary* to the post.
8. I have *added/ enclosed* a reference from my last employer.

EXERCISE 3: Useful expressions. Complete each sentence with one word.

1. I am writing in To your recent advertisement for a French translator.
2. I feel I would be for the post for a of reasons.
3. you require any further references, I would be happy to..... them.
4. Should you require any further information or to arrange an interview, please do not to contact me.
5. Should any vacancies become, please contact me at the opportunity.
6. I am available for interview at any
7. I look forward to from you.

2.2. Letters II–Structure

2.2.1. Letters of Complaint – Structure

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 give this matter your prompt attention.*

E.g. Strong complaint:

*I am writing to express my strong disapproval concerning the offensive behavior 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.

2.2.2. Letters of Application - Structure

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, etc.

2.3. Letters II-Useful Expressions

2.3.1. Useful expressions - Letters of Complaint

- To begin letters

MILD COMPLAINT

*I am writing to complain about / draw your attention to (the problem of...)
express my 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

This is a list with expressions that you may find useful for your letter. They are not related to each other.

	Your address (without name)
Addressee	Date
<i>Dear Sir or Madam,</i>	
<i>I am writing to complain about/ in connection with / to bring to your attention/ with reference to</i>	
<i>Had I known that I would be treated like this, I would have asked from the start to see the manager.</i>	
<i>Not only did..., but...</i>	
<i>I would like you to inform me of the action you will take with regard to...</i>	
<i>Unless I receive an apology and some form of compensation... / Unless ..., I will be forced to ...</i>	
<i>Disgusted by ... I must insist that you</i>	
<i>I am sorry to tell you that .../ I regret to inform you that...</i>	
<i>As I am sure you will understand, I was very disappointed to find that...</i>	
<i>In/ Under the circumstances, I think that it would be appropriate for you to refund the cost.../ to provide some compensation in the form of...</i>	
<i>I look forward to hearing from you at your earliest convenience.</i>	
 <i>Yours faithfully,</i>	
 Pedro García (Complete name and surname)	

2.3.2. Useful expressions - Letters of application

- 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, the advertisement in The Times on the 14th October.

- Experience and 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 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.

2.4. Letters II – Answers

2.4.1. Sample Letters of complaint - Answers

EXERCISE 1:

1. addition 2. attention 3. concerning 4. unaware 5. cite 6. Surely 7. speaking 8. alternative

EXERCISE 2: e)

EXERCISE 3:

1. of the fact that 2. of 3. of the fact that 4. of the fact that 5. of
6. of
1.c 2.f 3.b 4.a 5.d 6.e

2.4.2. Sample Letters of Application - Answers

EXERCISE 1:

1. recruitment 2. currently 3. role 4. possess 5. interpersonal 6. teamwork
7. committed 8. extend 9. reputation 10. wish

EXERCISE 2:

1. deputy 2. Prior 3. licence 4. progression 5. hold 6. challenges 7. relevant
8. enclosed

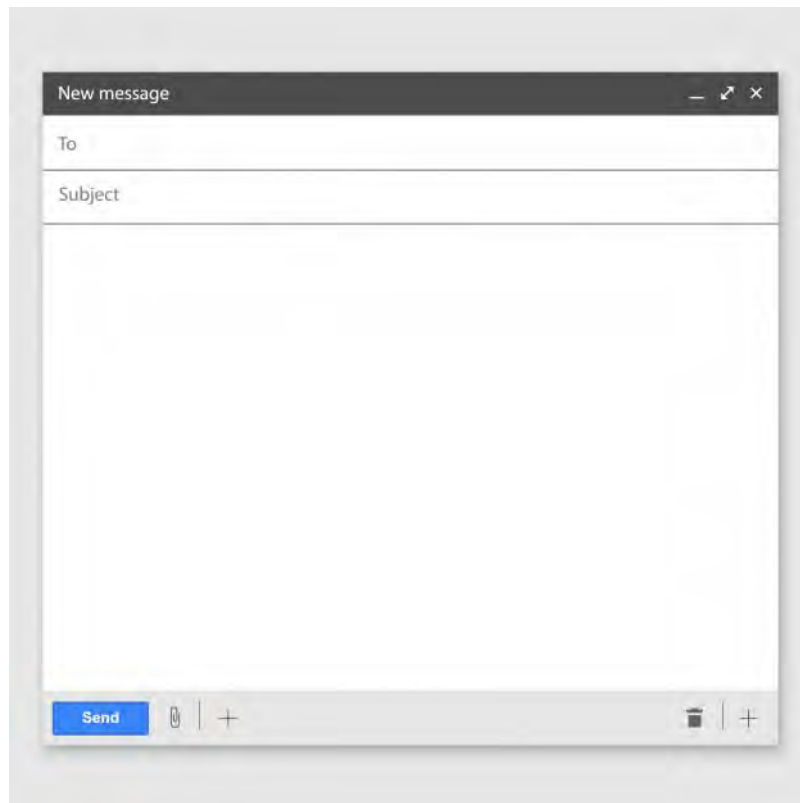
EXERCISE 3:

1. response 2. suitable, number 3. Should, supply/provide
4. wish, hesitate 5. available, earliest 6. time 7. hearing

3. Emails

In today's world, more and more people are writing emails to communicate rather than letters. The type, structure, and style of emails, whether they be formal or informal, is very similar to that of letters. The main difference has to do with the layout.

Look at the following blank email:



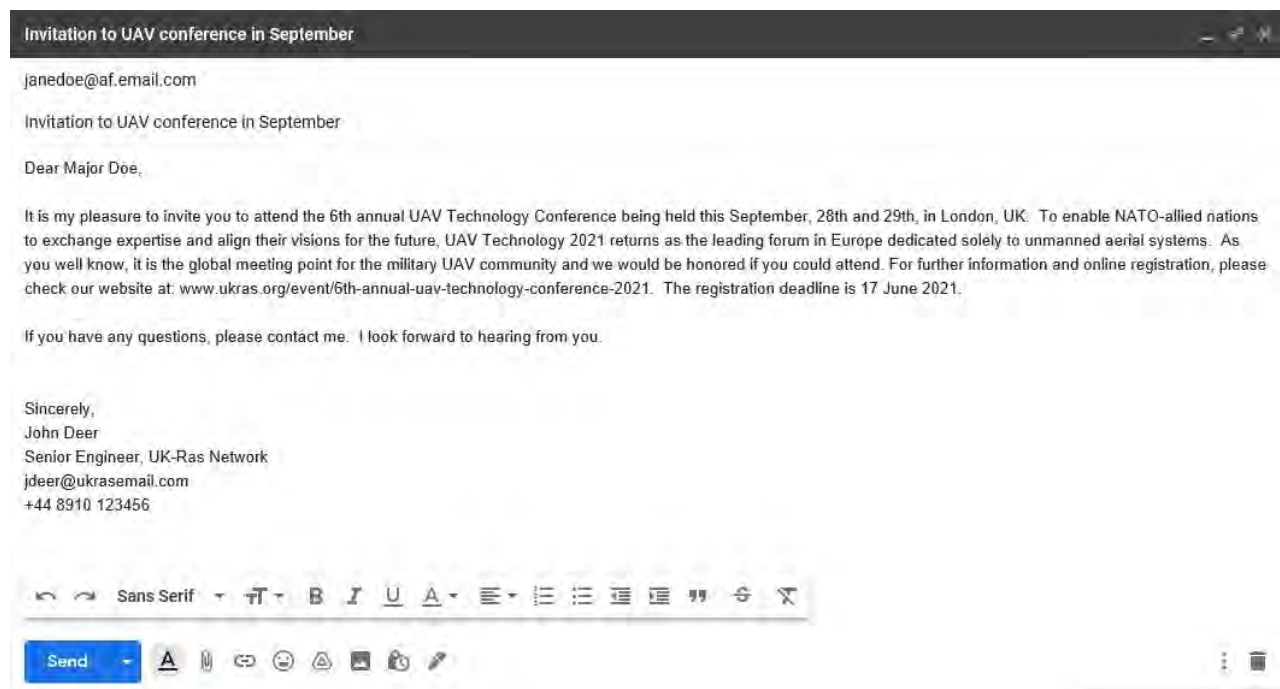
You will notice that there are two text fields at the top of the page. In “**To**” or “recipients” you write the email address of the person you are writing to, for example: *janedoe@af.email.com* and in the “**Subject**” line you should write a concise and informative title, telling the reader what you are writing about, for example: *Invitation to UAV conference in September.*

The third large text field is for the “**Message**” where you write your **email**, including:

- An **appropriate greeting**: e.g. *Dear Ms. Jones, Dear Mr. and Mrs. Mathews, Dear Major Doe, Dear Sir/Madam, To whom it may concern, Dear Tony, Hi Tony*, etc. (*Hi Tony*, is very informal.)
- An **introductory paragraph or sentence**
- A **main body**
- A **conclusion**

- An **appropriate closing**: e.g. *Yours faithfully/sincerely, + full name* (formal), *Best wishes + first name* (informal)
- **Your contact information** (usually for formal or work emails):
 - *Job title, Company*
 - *Street address (optional)*
 - *Email address*
 - *Telephone number*

Read the following formal email:



Major differences between letters and emails

- In formal letters, the recipient's name/company name and full address appear on the upper left hand side of the letter below the date. The writer or sender's address appears at the top right hand corner above the date. Formal letters do not have a title or subject.
- All emails have a text field to write the subject or title. In emails, like the one above, we can see that the only contact information that is used for the recipient is their email address: janedoe@af.email.com and it appears in the "To" text field at the top of the page.
- In formal emails, the sender's contact information is written below their name after the closing:

Sincerely,
John Deer
Senior Engineer, UK-Ras Network
25 Robotics Boulevard, London
[*jdeer@ukrasemail.com*](mailto:jdeer@ukrasemail.com)
+44 8910 123456

- In informal emails, we do not usually include this contact information and simply end with an informal closing like *Best, /Regards, /Fondly, /Love, + name:*
Best,
John
- Emails automatically include the date and time when they are sent so we do not usually include that information in the text as we would in a letter.

If you need to write a specific type of email, you can refer back to the information about different types of letters at the beginning of this unit. The content is the same whether it be an email or a letter, except for the major differences mentioned above.

Unit 10 Articles

1. Articles–Sample

SAMPLE :NEWSPAPER ARTICLE

EXERCISE 1: Read the sample below and insert the following words and phrases in the appropriate spaces. Some words/phrases can be used more than once. 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

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 section 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".

2. Articles–Structure

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/suggestion, etc.

There are certain specialized types of articles. These include:

- i) **news reports**, which are brief, factual pieces of writing written for publication in newspapers, describing important current events in a formal, impersonal style
- ii) **reviews**, which are specialized 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:

- a) an eye-catching **title** or **headline** which suggests the topic of the article that follows
- b) an **introduction** which clearly outlines the topic(s) to be covered
- c) a **body** which includes paragraphs where the topics are developed
- d) a **conclusion** which summarizes the topic and/or offers an opinion, comments, recommendations, etc.

2.1. 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 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** 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 organize the **ideas** and information you will present in each paragraph carefully, and begin each paragraph with a clear topic sentence.

2.2. 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/semiformal) 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 Flint"*).

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 cyclists were 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, ...) where possible. Write: "New York plane crashes" rather than *"A plane which was flying to New York has crashed"*.

g) **Use abbreviations** like UK, FBI, DNA, etc. Write: *"US satellite launched"*, not *"A United States satellite was launched"*.

3. Articles – Answers

Sample-Answers

EXERCISE 1:

1. In fact
2. not only
3. but also
4. therefore/thus
5. However/On the other hand
6. In addition/Furthermore
7. Furthermore/In addition
8. thus/therefore
9. In conclusion
10. On the other hand/However

Appendix

Useful Words and Expressions

<p>Personal opinion</p>	<p><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></p>
<p>Reference</p>	<p><i>I am writing to advise you of a meeting regarding, concerning the upcoming award presentation ceremony. I am writing with respect/regard/ reference to your recently published article on vivisection.</i></p>
<p>Relatives</p>	<p><i>It was those people over there who/that did it. That's the witness whose testimony will be heard later on today. That's the judge who/that will adjudicate your claim. That's the law court where you will be tried. That's the woman who/whom/that/ I think was responsible.</i></p>
<p>Summarizing</p>	<p><i>In short, Briefly, To put it briefly, his performance on stage was fantastic!</i></p>
<p>To list advantages and disadvantages</p>	<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 riding a motorbike in a large metropolis is that of not getting caught in major congestion. 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 driving a car in a large metropolis is that of finding a parking space.</i></p>

<p>To list points</p>	<p><i>Firstly, First of all, In the first place, Secondly, Thirdly, Finally, To start/To begin with, we have to address the inadequacies within the education system before we can tackle unemployment fully.</i></p>
<p>To list points in a specific sequence</p>	<p>BEGINNING – <i>First, To start/ To begin with, First of all, the Home Secretary will make an introductory speech.</i></p> <p>CONTINUING – <i>Secondly, After this/that, Afterwards, Then, Next, the Prime Minister will speak.</i></p> <p>CONCLUDING – <i>Finally, Lastly, Last but not least, the Chancellor of the Exchequer will announce the budget.</i></p>
<p>To add more points to the same topic</p>	<p><i>What is more, Furthermore, Apart from this/that, In addition (to this), Moreover, Besides (this),...not to mention the fact that your choice of career is a fundamental decision which will influence the rest of your life.</i></p> <p><i>Not only is your choice of career a fundamental decision, but it is also one that will influence the rest of your life.</i></p> <p><i>Your choice of career is both a fundamental decision and something that will influence the rest of your life.</i></p>
<p>To refer to other sources</p>	<p><i>With reference to, According to the latest scientific research, the use of mobile phones can be damaging to one's health in the long run.</i></p>
<p>To express cause</p>	<p><i>The man was acquitted of the crime because, owing to the fact that, due to the fact that, on the grounds that, since, as there wasn't any substantial evidence.</i></p> <p><i>In view of, Because of, Owing to the lack of substantial evidence the man was acquitted of the crime.</i></p> <p><i>There was a lack of substantial evidence; for this reason the man was acquitted.</i></p> <p><i>Seeing that there was a lack of substantial evidence, the man was acquitted.</i></p> <p><i>The man is to be retired now that some evidence has come to light.</i></p>

To express effect	<i>There was a sudden deluge; thus, therefore, so, consequently, as a result, as a consequence, he sprinted home.</i>
To express purpose	<i>Due to the storm, the pilot decided to turn back, so that the flight would not be jeopardized.</i>
To emphasize 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 seriously increases 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, In a sense, In a way, to a limited extent, this is true but computers will always need human input.</i>

<p>To express limit of knowledge</p>	<p><i>To the best of my knowledge, As far as I know, Canary Wharf is the tallest building in London.</i></p>
<p>To state other people's opinion</p>	<p><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 thatwealthwillbringhappiness.</i></p> <p><i>Contrary to popular belief, wealth does not necessarily bring happiness.</i></p>
<p>To make contrasting points</p>	<p><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.</i></p> <p><i>Although, Even though, Regardless of the fact, 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></p>
<p>To express balance (the other side of the argument)</p>	<p><i>Opponents of using animal experiments argue, claim, believe that alternative methods of testing can always be used.</i></p> <p><i>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.</i></p> <p><i>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></p>
<p>Negative addition</p>	<p><i>Neither smoking nor consuming too much alcohol is considered healthy.</i></p> <p><i>Smoking is not considered healthy; nor, neither is consuming too much alcohol.</i></p> <p><i>Smoking is not considered healthy and consuming too much alcohol isn't, either.</i></p>

<p>To express exception</p>	<p><i>He had collected every edition of the magazine apart from, but, except (for) one.</i></p>
<p>To clarify/to rephrase</p>	<p><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></p>
<p>To express similarity</p>	<p><i>Brushing your teeth daily is fundamental for oral hygiene; similarly, / likewise, / in the same way, not eating food containing sugar in-between meals also promotes oral hygiene.</i></p>
<p>To give an alternative</p>	<p><i>We could use (either) a chain-saw or an axe. We could use an axe. On the other hand, Alternatively, a chain-saw would be simpler and faster.</i></p>
<p>To express condition</p>	<p><i>His father promised to buy a car on the condition that, provided (that), providing (that), only if, as long as, he passed his exams to enter university.</i></p> <p><i>In the event of In the event that, If a fire alarm should ring, leave by the nearest fire exit quickly and quietly.</i></p> <p><i>Take a map in case you become disoriented.</i></p> <p><i>Do you happen to know whether (or not) this is the most direct route?</i></p> <p><i>You should call otherwise, or (else) she will start to become worried.</i></p>
<p>To express the sequence of a condition</p>	<p><i>The price of underground tickets is due to increase again; consequently, then, so, in which case, I will start taking the bus.</i></p> <p><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></p>
<p>To express comparison</p>	<p><i>My best friend is as intelligent as, more intelligent than, twice as intelligent as, less intelligent than me.</i></p>
<p>To conclude</p>	<p><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 countries of the world currently.</i></p>

Time

*Press the button **when, whenever, before, until, till, after** the light comes on.*

*There have been no earthquakes **since** July last year.*

*He saw her as he was leaving the shop. He saw her **while** he was waiting.*

*I never see him **now that** his hours have changed.*

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