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Сумський державний педагогічний університет  
імені А.С. Макаренка**

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# **IMPROVE YOUR WRITING SKILLS: STRATEGIES AND GUIDELINES**

**АНГЛІЙСЬКЕ ПИСЕМНЕ МОВЛЕННЯ:  
СТРАТЕГІЇ ВДОСКОНАЛЕННЯ**

**Навчальний посібник**

з практики писемного англійського мовлення для студентів 3-4 курсів  
факультетів іноземних мов вищих навчальних закладів

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**A47 Improve your writing skills: strategies and guidelines (Англійське писемне мовлення: стратегії вдосконалення): навчальний посібник з практики писемного англійського мовлення для студентів 3-4 курсів факультетів іноземних мов вищих навчальних закладів / С.Ф. Алексенко. – Суми: Вид-во СумДПУ імені А.С. Макаренка, 2021. – 132 с.**

Навчальний посібник спрямований на вдосконалення студентами навичок писемного англійського мовлення і охоплює такі типи академічного письма (від найпростішого до найскладнішого): описове (резюме, тексти-розповіді та тексти-перекази), аналітичне (ділові та новинні доповіді), аргументоване (статті у редакцію та рецензії), критичне (дискурсивне та академічне есе). Матеріали посібника, на яких ґрунтуються вправи на тренування навичок письма, є автентичними та суспільно-актуальними за тематикою.

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## ПЕРЕДМОВА

Навчальний посібник зорієнтований на формування у студентів іншомовної комунікативної компетентності через вдосконалення письмового мовлення на основі особистісного комунікативно-діяльнісного підходу до опанування англійською мовою.

У рекомендованому навчальному посібнику розглядаються правила структурної організації, лексико-стилістичне оформлення та дискурсивні особливості різних видів академічних текстів. Навчальний матеріал посібника поділено на чотири розділи за типами академічного письма: описовим, аналітичним, аргументованим, критичним. Кожен з розділів містить необхідний теоретичний мінімум щодо мети, композиційно-мовленнєвих форм і типових функцій відповідного типу академічного письма та практичні завдання, які спрямовані на формування вмінь і навичок комунікативно виправданого користування засобами мови для створення письмових текстів.

При навчанні написання різних композиційно-мовленнєвих форм певного типу академічного письма подано вправи на тренування розуміння письмового завдання, стилю викладу, мовленнєвих функцій та структурних компонентів, технік написання початкових та заключних абзаців. Особливий акцент робиться на таких лексико-стилістичних та дискурсивних аспектах письмового мовлення, як релевантна лексика та принципи побудови абзацу (єдність, зв'язність, ключове та супровідні речення, адекватний розвиток ідеї через аргументацію, слова- та вирази-зв'язки, риторичні переходи між ідеями та реченнями тощо). Вправи на аналіз запропонованих моделей письма надають змогу студентам усвідомити вірні та хибні техніки виконання письмових завдань.

Наприкінці кожного підрозділу для актуалізації набутих через виконану низку вправ вмінь та навичок письма міститься завдання з написання власного тексту, супроводжене чіткою інструкцією щодо

алгоритму його виконання та об'єму за кількістю слів, що уможливорює чіткість і правильність його виконання.

Додатки у кінці посібника унаочнюють мовленнєво-дискурсивні маркери, представлені у таблицях, які найчастіше вживаються при написанні академічних текстів. Практичні завдання, що входять до посібника, можуть виконуватися і під час аудиторного навчання, і в самостійній роботі студентів.

## TO A STUDENT

English writing is thought to be a valuable skill for success in the modern global world. Sufficient mastery of English writing and reasoning skills is important in higher education. Although the nature of university-level study has changed in recent years, not least because of technology, it is writing that has remained constant, guaranteeing success to students with mastery of it.

Students will have to use academic writing to convey their ideas and thoughts formally. Academic writing is writing that is used mostly in high school and universities or done by scholars for scholars. It is a formal, organized, and concise form of writing providing factual knowledge backed up by evidence and logic and directed towards a scholarly audience. Academic writing is one of the highest forms of English writing. For some students it might seem a daunting task, but if we are to look at it as a succession of small steps to follow rather than the big final product, writing can be fun and easy. Writing is learned through the process of instruction, for students to master the written form of the language and learn certain structures which are less used in speech.

Any piece of writing, whether or not it is addressed to a specific reader, has a communicative purpose, or a function, to fulfil which the resources of the written language should be used appropriately. The pivotal points to be addressed before starting any composition are: understanding the rubric (the text of a writing assignment), the purpose of writing, identifying the target reader and the ensuing appropriate style of writing, the typical structure, or layout. These as well as language-related issues are tackled through a variety of writing tasks and exercises in this training manual.

Good writing makes a good student. Consistency of training, expanding the personal bulk of vocabulary, thorough practice in planning, preliminary research and organizing ideas, alongside pursuing viable strategies on structuring and finishing off the required piece of composition will be the keys to improving your writing skills.

## INTRODUCTION

Learning to write correctly, eloquently and effectively equals mastering the art of composing. In the literary sense, a composition (from the Latin "to put together") is the way a writer assembles words and sentences to create a coherent and meaningful work. Composition can also mean the activity of writing, the nature of the subject of a piece of writing, the piece of writing itself.

The four **classical types of composition** (description, narration, exposition, and argumentation) are not categories, per se. They would almost never stand alone in a piece of writing, but rather are best-considered modes of writing, pieces of writing styles that can be combined and used to create a whole. That is to say, they can inform a piece of writing, and they are good starting points for understanding how to put a piece of writing together.

**A description**, or descriptive writing, is a statement or account that describes something or someone, listing characteristic features and significant details to provide a reader with a portrayal in words. Descriptions are set as a representation of a person, place, or thing in time to provide the look and feel of objects, a simultaneous whole, with as many details as you'd like.

**A narration**, or narrative writing, is a personal account, a story that the writer tells his or her reader. It can be an account of a series of facts or events, given in order and establishing connections between the steps. It can even be dramatic, in which case you can present each individual scene with actions and dialog. The chronology could be in strict order, or you could include flashbacks.

**Exposition**, or expository writing, is the act of expounding or explaining a person, place, thing, or event. Your purpose is not to just describe something, but to give it a reality, an interpretation, your ideas on what that thing means. In some respects, you are laying out a proposition to explain a general notion or abstract idea of your subject.

**Argumentation**, or argumentative writing, is basically an exercise in comparing and contrasting. It is the methodological presentation of both sides of an argument using logical or formal reasoning. The end result is formulated to persuade why thing A is better than thing B. What you mean by "better" makes up the content of your arguments.

The numerous **functions of written English** include: *accounting for, analysing, arguing, balancing, being critical, clarifying, comparing, concluding / drawing conclusions, contrasting, deducing, defining, demonstrating, describing, developing an opinion, discussing, elucidating, estimating, evaluating / weighing up, examining, explaining, giving evidence, identifying, illustrating, interpreting, justifying, outlining, proving, reviewing, stating, summarizing, synthesizing* etc. Depending on the functions the four main types of academic writing are to be distinguished: **descriptive, analytical, persuasive and critical**. Each of these types of writing has specific language features and purposes. In many academic texts you will need to use more than one type.

## **UNIT ONE**

### **DESCRIPTIVE WRITING**

**Descriptive** is the simplest type of academic writing. Its purpose is to provide facts or information. The types of composition where descriptive writing becomes manifest would be summaries, narratives, factual reports or a report of the results of an experiment. The kinds of instructions for a purely descriptive assignment include: 'identify', 'report', 'record', 'summarise' and 'define'. To make your study more descriptive use time words and phrases while organising and sequencing events, processes etc, employ descriptive adjectives, adverbs and verbs, similes, metaphors relevant for the description, flashbacks and flashforwards as narration techniques. The purpose of the descriptive writing style is to make the reader feel like they are experiencing the events for themselves.

#### **1.1. Writing a summary**

When you write a summary, you are demonstrating your understanding of the text and communicating it to your reader. To summarize is to condense a text to its main points and to do so in your own words. To include every detail is neither necessary nor desirable. Instead, you should extract only those elements that you think are most important—the main idea (or thesis) and its essential supporting points, which in the original passage may have been interwoven with less important material.

#### **A SUMMARY VERSUS A PARAPHRASE**

There is a distinct difference between a paraphrase and a summary. When you retell a story that someone has told you, you repeat the story in your own words. If your retelling is about the same length as the original and includes many of the details, it is a paraphrase. If you shorten the story-retelling only the most important points and leaving out the details-it is a summary.

## ANALYZING THE MODEL

### **Ex.1 Read the model. Then answer the questions.**

#### Original passage (85 words)

*Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries.*

#### Paraphrase (63 words, about the same length as the original)

*Humans communicate through language. Because there are so many different languages, however, people around the world have a difficult time understanding one another. Some people have wished for a universal international language that speakers all over the world could understand. Their reasons are straightforward and clear. A universal language would build cultural and economic bonds. It would also create better feelings among countries.*

#### Summary (28 words, much shorter)

*People communicate through language; however, having different languages creates communication barriers. A universal language could bring countries together culturally and economically as well as increase good feelings among them*

1. How many sentences are there in the original passage? In the paraphrase? In the summary?
2. What are some other differences between the paraphrase and the summary? What two details were left out of the summary?

## WRITING A SUCCESSFUL SUMMARY

To write a successful summary, you must focus on the most important points of the original passage. These are strategies for writing a good summary:

- Use your own words and your own sentence structure.
- Remember that a summary is much shorter than a paraphrase. Include only the main points and main supporting points, leaving out most details.
- Do not change the meaning of the original.

The method for writing a summary is as follows:

✓ Read the original passage several times until you understand it fully. Look up any words that you don't understand.

✓ Decide what the most important points are. It helps to underline them. It also helps to take notes on the passage. Write down only a few words for each idea-not complete sentences.

✓ Write your summary from your notes. Don't look at the original while you are writing.

✓ Include a sentence that sums up the main idea of the article.

✓ Use transition signals between sentences as needed.

✓ Check your summary against the original to make sure you have used different words but have not changed the meaning.

✓ Add an in-text citation at the end of the summary.

## CHOOSING THE BEST SUMMARY

**Ex.2 Read the original passage and the two summaries. Then answer the questions.**

Original passage

### **Bilingualism and Its Advantages**

*It was once believed that learning to speak two languages at an early age could create confusion between them. However, research today indicates that bilingualism, or speaking two or more languages, has many advantages.*

*One very obvious benefit is that individuals who speak several languages can communicate with more people.*

*Being bilingual also can have a deep impact on how the brain functions. Research shows that bilingual children are often better able to learn words, form rhymes, and solve problems than monolingual children. Children who are bilingual are adept as well at categorizing words ("The Advantages of Being Bilingual"). This is because the brains of bilingual children, according to experts, are able to process information with great efficiency. Having to switch between two languages on a constant basis seems to help these children develop a capacity to focus and ignore distractions. At the same time, they are able to retain information (Cuda-Kroen).*

*Bilingualism has been shown to have advantages for adults as well as children. At St. Michael's Hospital in Toronto, researchers found that being bilingual can delay the onset of Alzheimer's symptoms. Alzheimer's disease, an illness that affects the brain and memory, seems to progress more slowly in bilingual adults. This may be because their brains are better prepared to compensate for changes in brain function (Bhattacharjee). Based on these and other findings, it seems clear that being bilingual is not only beneficial for children. It may also be vital to a person's health and wellness later in life.*

Sources:

1. "The Advantages of Being Bilingual." *American Speech-Language-Hearing Association.*
2. Bhattacharjee, Yudhijit. "The Benefits of Bilingualism" -NYTimes.com.
3. Cuda-Kroen, Gretchen. "Being Bilingual May Boost Your Brain Power": NPR.

### Summary A

*Research suggests that speaking more than one language has many benefits. First, a person who speaks another language can communicate with*

*more people. Also, learning another language can help brain development. Bilingual children are better at learning vocabulary, rhyming, problem solving, and analyzing words. Experts think bilingual children's brains are better at these tasks because changing from one language to another helps the brain become better at focusing. Being bilingual also has an advantage when a person is older. Researchers in Toronto found that Alzheimer's disease progressed more slowly in bilingual adults. In conclusion, bilingualism is great for both children and adults.*

### **Summary B**

*Being bilingual is advantageous in many ways. Bilingual people can speak to more people around the world. Children that are bilingual are smarter, too. They can learn words, rhyme, and problem solve better than monolingual children. Their brains process information better because they have to go back and forth between languages. Being bilingual is also good for adults and helps stop diseases such as Alzheimer' s.*

### **Questions about the summaries**

1. Which summary is better? Why?
2. Which summary contains an idea that was not in the original passage?

### **USING SYNONYMS**

Knowing and using a variety of synonyms can help you to avoid repetition in your writing and to add interest and nuance to it. Synonyms can have slight variations in meaning or connotation, and that you therefore need to be careful about which synonyms you choose to include in a particular passage. Reference works such as a dictionary and thesaurus can be helpful guides when you need to find a synonym or to confirm a synonym's precise meaning.

**Ex.3 Write synonyms for the words. Use a dictionary or thesaurus as needed.**

1. technology \_
2. software -----
3. languages \_
4. communicate \_
5. revive \_

**Ex. 4 On a separate sheet of paper, write four pairs of sentences with the words from Ex.3. Include one of the given words in the first sentence of each pair and its synonym in the second sentence.**

#### COMMONLY CONFUSED WORDS

Just as a mason uses bricks to build sturdy homes, writers use words to build successful documents. Some words in English cause trouble for speakers and writers because these words share a similar pronunciation, meaning, or spelling with another word. These words are called commonly confused words.

Familiarize yourself with the following list of commonly confused words. Recognizing these words in your own writing and in other pieces of writing can help you choose the correct word.

Accept, Except

- *Accept* (verb). Means to take or agree to something offered.  
They **accepted** our proposal for the conference.
- *Except* (conjunction). Means only or but.  
We could fly there **except** the tickets cost too much.

Affect, Effect

- *Affect* (verb). Means to create a change.  
Hurricane winds **affect** the amount of rainfall.

- *Effect* (noun). Means an outcome or result.

The heavy rains will have an **effect** on the crop growth.

Are, Our

- *Are* (verb). A conjugated form of the verb *to be*.

My cousins **are** all tall and blonde.

- *Our* (pronoun). Indicates possession, usually follows the pronoun *we*.

We will bring **our** cameras to take pictures.

By, Buy

- *By* (preposition). Means next to.

My glasses are **by** the bed.

- *Buy* (verb). Means to purchase.

I will **buy** new glasses after the doctor's appointment.

Its, It's

- *Its* (pronoun). A form of *it* that shows possession.

The butterfly flapped **its** wings.

- *It's* (contraction). Joins the words *it* and *is*.

**It's** the most beautiful butterfly I have ever seen.

Know, No

- *Know* (verb). Means to understand or possess knowledge.

I **know** the male peacock sports the brilliant feathers.

- *No*. Used to make a negative.

I have **no** time to visit the zoo this weekend.

Loose, Lose

- *Loose* (adjective). Describes something that is not tight or is detached.

Without a belt, her pants are **loose** on her waist.

- *Lose* (verb). Means to forget, to give up, or to fail to earn something.

She will **lose** even more weight after finishing the marathon training.

Of, Have

- *Of* (preposition). Means *from* or *about*.

I studied maps **of** the city to know where to rent a new apartment.

- *Have* (verb). Means to possess something.  
I **have** many friends to help me move.
- *Have* (linking verb). Used to connect verbs.  
I should **have** helped her with that heavy box.

#### Quite, Quiet, Quit

- *Quite* (adverb). Means *really* or *truly*.  
My work will require **quite** a lot of concentration.
- *Quiet* (adjective). Means not loud.  
I need a **quiet** room to complete the assignments.
- *Quit* (verb). Means to stop or to end.  
I will **quit** when I am hungry for dinner.

#### Right, Write

- *Right* (adjective). Means proper or correct.  
When bowling, she practices the **right** form.
- *Right* (adjective). Also means the opposite of left.  
The ball curved to the **right** and hit the last pin.
- *Write* (verb). Means to communicate on paper.  
After the team members bowl, I will **write** down their scores.

#### Set, Sit

- *Set* (verb). Means to put an item down.  
She **set** the mug on the saucer.
- *Set* (noun). Means a group of similar objects.  
All the mugs and saucers belonged in a **set**.
- *Sit* (verb). Means to lower oneself down on a chair or another place  
I'll **sit** on the sofa while she brews the tea.

#### Suppose, Supposed

- *Suppose* (verb). Means to think or to consider  
I **suppose** I will bake the bread, because no one else has the recipe.
- *Suppose* (verb). Means to suggest.  
**Suppose** we all split the cost of the dinner.

- *Supposed* (verb). The past tense form of the verb *suppose*, meaning required or allowed.  
She was **supposed** to create the menu.

#### Than, Then

- *Than* (conjunction). Used to connect two or more items when comparing  
Registered nurses require less schooling **than** doctors.
- *Then* (adverb). Means next or at a specific time.  
Doctors first complete medical school and **then** obtain a residency.

#### Their, They're, There

- *Their* (pronoun). A form of *they* that shows possession.  
The dog walker feeds **their** dogs everyday at two o'clock.
- *They're* (contraction). Joins the words *they* and *are*.  
**They're** the sweetest dogs in the neighborhood.
- *There* (adverb). Indicates a particular place.  
The dogs' bowls are over **there**, next to the pantry.
- *There* (pronoun). Indicates the presence of something  
**There** are more treats if the dogs behave.

#### To, Two, Too

- *To* (preposition). Indicates movement.  
Let's go **to** the circus.
- *To*. A word that completes an infinitive verb.  
**to** play, **to** ride, **to** watch.
- *Two*. The number after one. It describes how many.  
**Two** clowns squirted the elephants with water.
- *Too* (adverb). Means *also* or *very*.  
The tents were **too** loud, and we left.

#### Use, Used

- *Use* (verb). Means to apply for some purpose.  
We **use** a weed whacker to trim the hedges.
- *Used*. The past tense form of the verb *to use*  
He **used** the lawnmower last night before it rained.

- *Used to*. Indicates something done in the past but not in the present  
He **used to** hire a team to landscape, but now he landscapes alone.

Who's, Whose

- *Who's* (contraction). Joins the words *who* and either *is* or *has*.  
**Who's** the new student? **Who's** met him?
- *Whose* (pronoun). A form of *who* that shows possession.  
**Whose** schedule allows them to take the new student on a campus tour?

Your, You're

- *Your* (pronoun). A form of *you* that shows possession.  
**Your** book bag is unzipped.
- *You're* (contraction). Joins the words *you* and *are*.  
**You're** the girl with the unzipped book bag.

**Ex. 5 Complete the following sentences by selecting the correct word.**

1. My little cousin turns \_\_\_\_\_(to, too, two) years old tomorrow.
2. The next-door neighbor's dog is \_\_\_\_\_(quite, quiet, quit) loud.  
He barks constantly throughout the night.
3. \_\_\_\_\_(Your, You're) mother called this morning to talk about the party.
4. I would rather eat a slice of chocolate cake \_\_\_\_\_(than, then) eat a chocolate muffin.
5. Before the meeting, he drank a cup of coffee and \_\_\_\_\_(than, then) brushed his teeth.
6. Do you have any \_\_\_\_\_(loose, lose) change to pay the parking meter?
7. Father must \_\_\_\_\_(have, of) left his briefcase at the office.
8. Before playing ice hockey, I was \_\_\_\_\_(suppose, supposed) to read the contract, but I only skimmed it and signed my name quickly, which may \_\_\_\_\_(affect, effect) my understanding of the rules.
9. Tonight she will \_\_\_\_\_(set, sit) down and \_\_\_\_\_(right, write) a cover letter to accompany her résumé and job application.
10. It must be fall, because the leaves \_\_\_\_\_(are, our) changing, and \_\_\_\_\_(it's, its) getting darker earlier.

**Ex. 6 Circle the correct word in these sentences. Use a dictionary if necessary.**

1. I have always tried not to *intervene/interfere* in things that are not my business.
2. The traffic was *stationary/stationery* for a few minutes, then it began to move again.
3. She paid me a nice *compliment/complement*; she said I was the most intelligent person she had ever worked with.
4. I'm sorry! I wasn't trying to *evade/avoid* you. I just didn't know you were here.
5. At the entrance there was a big *signal/sign* saying "No children".
6. The teacher *intervened/interfered* to stop the argument between the two students.
7. The other benefits I received in the job were *complimented/complemented* by an excellent pension plan.
8. If you need *stationary/stationery* for your office, just ask the secretary.
9. He was *continually/continuously* complaining about something or other.
10. He was fined £20,000 for *avoiding/evading* taxes and failing to declare his income.
11. The *signal/sign* changed to green and the tram moved away from the station.
12. You have to press the button *continually/continuously* until the red light comes on. Don't take your finger off it, or it won't work.

## REPORTING WORDS

Reporting verbs are an essential part of academic writing. These verbs are used to introduce a quote or a paraphrase. Avoid using the same reporting verb or phrase. Also, make sure you understand what the word means as they can indicate your thoughts about the claim being made.

Rules for forming reported speech (this unit assumes that the basic rules for forming reported speech are already known.)

- The most important rule for forming reported speech is to use verb forms that are natural in the situation.

*'I'm happy to help you' she said.*

*She told me she is happy to help us.*

In the above example, the verb has not been put one stage back in the past. In the following example, the same is true.

*I wanted to go to the cinema, but John wasn't so keen,' said Sue.*

*Sue said that she wanted to go to the cinema, but John wasn't so keen.*

- Reported speech with modal auxiliaries

If the reporting verb is in a past verb form, modals change where there is a 'past' equivalent.

*Will - would can - could may - might*

*Could, would, and might do not change.*

*/ might be late. She said (that) she might be late.*

*Should changes to would if it is used as a first person form of would.*

*I should love to come. She said (that) she would love to come.*

Otherwise *should* remains unchanged.

*You should rest. They said (that) I should rest.*

*Must* can be reported as either *had to* or remain as *must*.

- Reported speech with conditional sentences

After a past tense reporting verb, real situations include verb form changes.

*If we leave now, we'll catch the train.*

*I told him that if we left then we'd catch the train.*

In reported hypothetical situations, verb form changes are not made if the event has reference to a possible future.

*If you came back tomorrow, I'd be able to help you.*

*She said that if I came back the next day, she'd be able to help me.*

If the event is clearly hypothetical and impossible, time changes are made.

*If I had a spanner, I could fix it.*

*He said that if he had had a spanner he could have fixed it.*

Hypothetical past conditional sentences do not change.

- Statements reported with verbs of thinking such as *think*, *expect*, *suppose* can transfer the negative from the statement to the verb.

*I suppose she won't come.* (This means I don't suppose she'll come.)

There are numerous reporting verbs, which report the words of others, or our own words and thoughts. Only a selection is given here:

- Verbs followed by *that* + clause (with \* can be followed by a person)

<i>add</i>	<i>confirm</i>	<i>feel</i>	<i>predict</i>	<i>say</i>
<i>admit</i>	<i>consider</i>	<i>hope</i>	<i>promise*</i>	<i>state</i>
<i>agree</i>	<i>decide</i>	<i>imply</i>	<i>reassure *</i>	<i>suggest</i>
<i>announce</i>	<i>deny</i>	<i>insist</i>	<i>reckon</i>	<i>suppose</i>
<i>argue</i>	<i>doubt</i>	<i>mean</i>	<i>remark</i>	<i>tell*</i>
<i>believe</i>	<i>estimate</i>	<i>mention</i>	<i>repeat</i>	<i>think</i>
<i>claim</i>	<i>expect*</i>	<i>object</i>	<i>reply</i>	<i>threaten</i>
<i>complain</i>	<i>explain</i>	<i>persuade</i>	<i>report*</i>	<i>warn*</i>

- Verbs followed by person + to

*advise forbid invite persuade*

*remind warn*

*tell ask instruct order*

- Verbs followed by subjunctive or *should*

Most of these verbs can also be used in the other ways given. As these verbs contain the sense that someone 'should do' something, *should* can follow them.

*They suggested that she should apply again.*

More formally, the subjunctive can be used instead of *should*. This is formed from the base of the verb (without third person V).

*They suggested that she apply again.*

Some other verbs of this type are:

*advise* (also: someone to do/against something)

*agree* (also: to do something, *that* + clause)

*demand* (also: to do something)

*insist* (also: on someone doing something)

*prefer* (also: someone to do something)

*propose* (also: doing something)

*recommend* (also: doing something)

*request* (also: someone to do something)

*suggest* (also: *that* + clause)

*urge* (also: someone to do something)

- Verbs which can be followed by *that* + clause containing *would*

All these verbs report statements containing *will*. These verbs can also be followed by 'to do something'.

*I'll leave at 8.00.*

*She decided to leave at 8.00.*

*She decided (that) she would leave at 8.00.*

Others are: *expect, hope, promise, threaten.*

- Many verbs describe a function, rather than report words.

*Look, if I were you I'd leave early.*

*She advised me to leave early.*

Examples are:

*admit complain request suggest*

*advise invite remind warn*

*agree persuade threaten*

- Some verbs describe actions.

*Hi, Dave, how are you?*

*He greeted me.*

Examples are:

*accept, congratulate, decide, greet, interrupt, introduce*

- Changes of time, place and person reference are assumed known at this level. In reported speech, there is no longer a clear reference which can be understood by two people in the same place.

*I left the parcel on **this chair**.*

In reported speech one would have to specify which chair:

*He said he had left the parcel on **the chair by the window**.*

Or the reference may be replaced by a more general one:

*I love this town.*

*She said that she loved **the town**.*

**Ex.7 Underline the correct word or phrase in each sentence.**

- a) The government spokesperson *denied/refused* that there was a crisis.
- b) Jane *said me/told me* there was nothing the matter.
- c) Peter *persuaded me/insisted me* to stay to dinner.
- d) The director of studies *advised me/suggested me* to spend more time in the library.
- e) Sheila *explained me/warned me* not to leave the heater on all night.
- f) The chairperson *mentioned us/reminded us* that time was extremely short.
- g) Bill *answered them/replied them* with a detailed description of his plans.
- h) Michael and Sarah *announced/reported* that they were going to get married,
- i) Paul *accepted/expected* that he had made a mistake, and apologised,
- j) The manager *confirmed/reassured* that our room had been reserved.

**Ex. 8 Rewrite each sentence in reported speech, using the verbs given in the appropriate verb form. Some may be negative.**

- a) I think I'll take the brown pair/ said the customer. (decide), (decide) + (will), (say) + (will)

*Example: The customer decided to take the brown pair*

- b) 'Me? No, I didn't take Sue's calculator.' said Bob. (deny), (deny)
- c) 'Don't forget to buy some milk, Andy,' said Clare. (remind), (say) + (should), (remind) + (need)
- d) 'I'm sorry I couldn't come on Saturday,' said David. (say) + (could), (say) + (be able to), (apologise for)
- e) 'Why don't you go back to Singapore, Brian?' I said. (ask) + (do), (suggest) + (should), (suggest)
- f) 'Make sure you don't take the A20, Tim,' said Jack. (say) + (should), (warn), (warn)

## WRITING ASSIGNMENT

Your assignment is to write a one-paragraph summary of an article entitled "How Technology Aids Language" which is adapted from a news article that was published online. The reading discusses the role of technology in language learning and preservation.

Use the summary models on pages 10, 12-13 to help you. The article that you will summarize for this assignment follows "the Steps in the writing process". To complete the assignment, first read the article. Then follow the steps in the writing process.

### *THE STEPS IN THE WRITING PROCESS:*

#### **STEP 1: Prewrite to get ideas.**

- After you have read the article once, reread it several times until you are sure that you fully understand its meaning. Underline important points.
- Make notes on a separate sheet of paper. Summarize the author's main idea in your own words at the top.
- Then list the other important points, changing vocabulary words wherever possible. Write down only a few words for each point.

#### **STEP 2: Organize your ideas.**

- Review your list of important points. Arrange them in a logical order. Which point will you discuss first in your summary? Which will you discuss second?
- Ask yourself whether each point on your list is essential to understanding the article. If a reader could understand your summary without that point, then it may be a detail that you could leave out.

#### **STEP 3: Write the first draft.**

- Write your summary from your notes. Don't look at the original while you are writing.
- Sum up the main idea of the article in your paragraph's topic sentence, using your own words.
- Use transition signals between sentences as needed.
- Check your summary against the original to make sure you have used different words but have not changed the meaning.
- Add an in-text citation at the end of the summary.

#### **STEP 4: Revise the draft.**

- Ask yourself whether someone who has not read the original text could understand your summary.
- Remember that a summary should be brief and focus only on the most important points. Is there anything you want to leave out of your summary? If so, delete that word, detail, or sentence.
- Make notes in the margin about anything you want to improve.
- Ask a classmate to read and give you feedback on your first draft using the Chapter 3 Peer Review on page 325.
- Discuss your classmate's suggestions and decide which ones to take.

#### **STEP5: Edit and proofread the draft.**

- Make sure that you have identified all of the changes you want to make in content and organization. Then review your summary for errors in format, mechanics (capitalization, punctuation, and spelling), grammar, and sentence structure.
- When you find an error, make a note on your paper.

#### **STEP6: Write a new draft.**

- In your new draft, include the changes you identified in Steps 4 and 5.
- Proofread your new draft again carefully. Make sure it is neat and error free.
- Hand in your summary to your teacher.

### ***HOW TECHNOLOGY AIDS LANGUAGE***

*In the past, learning a language could be difficult, if not impossible, unless you were able to travel to a foreign country or study with a skilled teacher. But now, with web-based training and software available, learning a new language is possible for almost anyone with Internet access. Indeed, the boom in technology has helped millions to speak, read, and write foreign languages. For example, one popular software program offers training in more than 30 languages for tourists and businesses alike.*

*Along with teaching language, technology is also being used to translate languages. These include ones that can be difficult for native*

*English language speakers to learn, such as Arabic and Urdu. Many tools are available on the Internet for quick and easy translations. In addition, experts are working on advanced software to translate the subtle meanings and nuances of different languages. One such program is currently being used to analyze and translate Twitter feeds from Urdu into English (Joyce). With so few Americans fluent in Asian and Arabic languages, this type of technology can help close that language gap.*

*One very significant use of technology has been to preserve dying or endangered languages. Through technology, dictionaries of diverse languages can be recorded and preserved online for generations to come. In the United States and Canada, experts are working with several Native American tribes, including the Inuit and Siletz peoples, to help record and preserve their languages (Banse). Microsoft has also begun translating its operating system and software programs into several languages. Language activists helped inspire this initiative. They believe that using an endangered language every day on computers can help revive a language.*

*Despite these remarkable accomplishments, technology alone can't spread or revitalize a language. Keeping a language alive and viable requires a group of people who communicate in the language on an everyday basis.*

Sources:

1. Article adapted from Spitbaum, Anna. "How Technology Aids Language."
2. Banse, Tom. "Digital Technologies Give Dying Languages New Life: AIJ Tech Considered: NPR."
3. Joyce, Christopher. "Computer Translator Reads between the Tweets: NPR."

## **1.2. Writing a narrative**

A narrative is a way of presenting connected events in order to tell a good story. Whether it's a narrative essay, a biography, or a novel, a narrative unites distinct events by concept, idea, or plot. Common types of narratives normally contain a beginning, middle, and an end. Narratives have been around since the beginning of storytelling, from folk tales to ancient poetry.

Narratives are written either in the first person (I/we) or in the third person (he/she/they). They may be accounts of real events that happened to us or somebody else, or imaginary stories. These can be humorous stories, spy stories, detective stories, fairy tales, etc. Before we start writing the story, we should decide on the plot line - that is, the events which make up the story.

*A narrative should consist of:*

- an **introduction** in which the scene is set - that is, when and where the story took place, who the people in the story were and what happened first.
- a **main body** of two or more paragraphs where the story is developed describing the events, usually in chronological order. One of the events should be the climax event - that is, the event where interest, suspense and feelings reach their peak.
- a **conclusion** which includes what happened at the end of the story, as well as people's feelings, final comments or reactions. A twist - that is, a surprising ending - makes a long-lasting impression on the reader. A narrative may also have a catchy title in order to attract the reader's attention, especially if it is for a magazine, newspaper, etc.

*Points to consider:*

✓ You should never start writing your story before you have decided on a plot.

✓ Sequence of events is very important. Use time words such as: **at first, before, until, while, during, then, after, finally**, etc.

✓ Use of various adjectives (disgusted, exhilarating, etc.) and adverbs (fearlessly, surprisingly, etc.) to describe feelings and actions, as well as use of direct speech and a variety of verbs, will make your story more exciting to read.

✓ Be careful with the tenses you choose. You can use Past Continuous to set the scene (*e.g. It was raining hard and the wind was blowing as Jonathan drove towards the small cottage.*), Past Simple to describe the main events of the story. (*e.g. Jonathan opened the garden gate and went through*

*the garden towards the front door. He knocked on the door but there was no answer.) or Past Perfect to give the background of the story (e.g. Jonathan had been planning to visit the old cottage for months before he was able to do so). Present and past participles can also be used. e.g. startled, he went round the house towards the back door.*

✓ Descriptions of people, places, objects or events and descriptive techniques can be used in a narrative when you want to emphasise specific parts of your narration.

**Ex.9 Read the model below, which begins with the words "Sleep tight, Scottie,"... and write down the topic of each paragraph. In which person is the story written? Underline the parts of the story where descriptive techniques are employed. Underline the time words, adjectives, adverbs and direct speech. Has the writer used a variety of adjectives and adverbs, or are the same words used several times?**

*"Sleep tight, Scottie" his mother said as she kissed him goodnight and turned off the light. As soon as she had closed the door behind her, Scott was fast asleep. He was completely exhausted after spending the whole afternoon assembling his new train set and then watching it go around the tracks and through the tunnels. Suddenly, a ball of brilliant yellow light shot past the window. Scott woke with a start when the ball entered his room. The light was so bright that he had to shut his eyes. (set the scene: Scottie in bed -a ball of light enters his room)*

*When he opened them, he saw a strange, little man, about a foot tall with orange skin and huge blue eyes. Scott, not the least bit frightened, said in a friendly voice, "Hetoo, I'm Scott. Who are you?" The miniature man said nothing, but picked up a battery from the untidy heap of toys on the floor. He started running around the room, pointing urgently at the rest of Scott's toys. "What do you want?" asked Scott, who was puzzled. (\_\_\_\_\_)*

*The man began shaking the battery frantically, and Scott realized that that was what he wanted. Scott opened all his toys, took out the batteries and piled them on the floor. Immediately gathering up all the batteries, the little man leapt onto the window sill, smiled warmly at Scott and disappeared.*  
(\_\_\_\_\_)

*When Scott woke up the next morning, he thought about his unusual dream. He stared at his train set before jumping out of bed and trying to switch it on. Nothing happened. Then Scott realised that it had no batteries ... and there were no batteries in any of his other toys, either.*  
(\_\_\_\_\_)

## UNDERSTANDING THE RUBRIC I

**Ex.10 Read the rubric and underline the key words. Then, answer the questions.**

Your local newspaper is holding a short story competition and you have decided to enter. Your story should start with *'The day of my holiday arrived, but I wasn't looking forward to it.'* Write your story for the competition in 120 - 180 words.

1. Who is going to read your story?
2. Who should the story be about? a your best friend b yourself
3. What should your story be about?
  - a) a trip you didn't feel excited about at first
  - b) your ideal holiday
  - c) a trip you had been dreaming of, which turned out to be disappointing.

**Ex.11 Read the story and put the paragraphs in the correct order. Then, answer the questions that follow.**

### **A Lucky Mistake**

*A \_\_\_\_ After I had checked in, I made my way slowly to the departure gate. As I was waiting to board the plane, I kept thinking about my ideal holiday destination: Jamaica, with its long, sandy beaches and crystal-clear water.*

**B** \_\_\_\_ *So there I was, lying on the beach, enjoying the music and sampling the marvellous food of Jamaica! As for Aunt Rosa, I suppose she just had to live without me!*

**C** \_\_\_\_ *The day of my holiday arrived, but I wasn't looking forward to it. I had little money and had only been able to afford to stay with my Aunt Rosa in Spain. So, I wasn't really thrilled as I knew exactly what it was going to be like: lots of noisy cousins, and Aunt Rosa begging me to take her for a ride.*

**D** \_\_\_\_ *As soon as the plane took off, I fell fast asleep and only woke to the sound of the announcement "Ladies and gentlemen, please fasten your seatbelts, as we will shortly be landing in Kingston." I froze in my seat. Was I dreaming? Kingston? Jamaica? I had boarded the wrong plane!*

**E** \_\_\_\_ *Immediately after the plane had landed, I explained the situation to the authorities. It seems there were also three other passengers heading for Spain. Apparently it had been the airline's fault, since the flight numbers for Spain and Jamaica were exactly the same! Therefore, with no flight back to London for a week, the airline had no choice but to pay for our stay!*

1. Which tenses have been used? What does each verb describe (actions, events, feelings, etc)?
2. Underline the adjectives used and say which have a positive or a negative meaning.
3. Identify the adverbs used and decide which show manner, time or degree.
4. Which words show the sequence of events?
5. Which words/clauses describe the writer's feelings / moods?
6. Which is the climax event? Underline it.

## TIME WORDS AND PHRASES

To show the sequence of events in a story we can use linking words such as:  
*when - while - as soon as - after - before - at that moment - by the time - first - next - soon - then - eventually - meanwhile - after a while - suddenly - at first - finally - as*

**Ex. 12 Read the following short texts and fill the gaps with linking words or phrases from the lists below,**

*A as soon as, at last, immediately, meanwhile, then, when, while*

The aeroplane had only been in the air for about twenty minutes

- 1) \_\_\_\_\_ suddenly it began to dive towards the ground.  
2) \_\_\_\_\_ the passengers began to panic. 3) \_\_\_\_\_ the flight attendants realized what was happening, they did their best to calm everyone down, 4) \_\_\_\_\_ the plane continued to lose altitude.  
5) \_\_\_\_\_, in the cockpit, the pilot was struggling to control the plane. 6) \_\_\_\_\_ it righted itself and he sighed with relief. The flight 7) \_\_\_\_\_ continued without any further problems.

*B after, before, finally, since, then, when*

- There had never been a storm like it 1) \_\_\_\_\_ at least not  
2) \_\_\_\_\_ the great flood in 1962. Kevin was trying to steer his car through the pouring rain 3) \_\_\_\_\_ all of a sudden his car stopped. The engine continued to run for a few seconds,  
4) \_\_\_\_\_ coughed twice and fell silent. Reluctantly, Kevin got out of his car and watched it sink slowly into the mud at the side of the road.  
5) \_\_\_\_\_ staring at his useless car for a few minutes, he  
6) \_\_\_\_\_ stuck his hands into his pockets, bent his head and began the long walk home.

**Ex. 13 Read the extract below and underline the time words and phrases.**

As soon as the taxi pulled up outside the hotel, we knew we had made a terrible mistake. When we had booked our holiday, the travel agent said that the hotel: *Mirage* was a 4-star hotel in the centre of town. This was an old rundown building and we were miles from anywhere!

While we were waiting to check in, we heard one of the guests complaining that there was no hot water in the bathroom and her room was crawling with cockroaches! At that moment we both decided that we would only spend one night there and first thing in the morning we would look for another place to stay.

**Ex. 14 Read the rest of the story and fill in appropriate time words and phrases from the list above.**

1) \_\_\_\_\_ it was our turn to check in but the hotel receptionist said she couldn't find our reservation. 2) \_\_\_\_\_ we did not know what was wrong. 3) \_\_\_\_\_, she asked to check our confirmation details. "You're in the wrong place," she said eventually. "This is *Le Mirage*. Your hotel is called *Mirage* and it's in the centre of town." She called a taxi for us and 25 minutes later we arrived at a beautiful, luxurious hotel.

4) \_\_\_\_\_ we had checked in and the porter had taken our luggage up to our suite overlooking the pool, we both breathed a sigh of relief. 5) \_\_\_\_\_ our holiday was about to begin.

**DESCRIPTIVE ADJECTIVES, ADVERBS AND VERBS**

To make a narrative more interesting to the reader, we should relate the characters' moods and feelings. We can do this by:

- ✓ using a variety of adjectives and adverbs such as *wonderful, fascinating, horrible, depressed, etc* instead of simplistic ones such as *good, nice, bad*.
- ✓ using a variety of verbs such as *whisper, scream, sigh, exclaim* etc.

**Ex. 15 The following adjectives or adverbs can be used instead of other simplistic ones. Put them into the correct box. Can you think of any more words?**

*absolutely, delightful, enormous, entirely, horrible, massive, miniature, microscopic, superb, terrific, thoroughly, horrifying, extremely, gigantic, tiny, nasty, disgusting, huge, terrible, wonderful, unpleasant, fabulous*

<b>big</b>	
<b>small</b>	
<b>very</b>	
<b>bad</b>	
<b>good / nice</b>	

**Ex. 16 Read the two paragraphs below and compare them, saying which is more interesting to the reader and why.**

*A The next morning we decided to go to the beach. It was a bright, warm, sunny day, and even though it was early, there were quite a few people there already. We found a lovely spot and spread out our towels on the warm, golden sand. The sea looked very inviting. It was a beautiful, clear, turquoise blue and it seemed to sparkle in the sunlight. We spent the whole morning sunbathing and swimming.*

*B Julie sat in the cafe in the nice fishing village. She was watching people getting off the big cruise ship. Her nice face lit up and she smiled as she saw her nice 80-year-old grandmother walking towards her wearing a nice dress. She hugged Julie, sat down opposite her and gave a small sigh of joy. After the bad time she had had getting there, she felt very lucky to finally be on the island with her nice granddaughter.*

**Ex. 17 Use the adjectives in the list below to make paragraph B more interesting to read. Compare with your partner.**

• delightful • pleasant • tiny • enormous • horrible • colourful • beautiful • wonderful

**Ex. 18 The paragraph below has no adverbs. Improve the writing style by placing the adverbs from the list in the suitable places in the underlined parts.**

• gratefully • anxiously • carefully • suddenly • quickly • absolutely

We had been sightseeing all day and we were exhausted. We were on our way back to our hotel when I realised that my purse was missing. I remembered that the last time I had used it was at the cafe where we had stopped for a drink. We made our way back to the cafe and went over to the table we had been sitting at. We checked to see if it had fallen on the floor, but it wasn't there. We asked to see the manager and we explained that my purse was missing. He asked us to describe what it looked like and what was inside it. He listened, then went back into his office and came out carrying my purse. We thanked him and he offered us coffee and dessert on the house.

**Ex. 19 The adverbs below describe the way a person might speak or act. Explain what each adverb means, then choose suitable words from the list to complete the sentences.**

*sarcastically, angrily, threateningly, frantically, hurriedly, miserably, confidently, suddenly, urgently, nervously, patiently, calmly*

1. The woman on the third-floor balcony of the burning building waved her arms \_\_\_\_\_ to attract the fireman's attention.
2. "Get out of here!" Bill shouted \_\_\_\_\_, his face turning red.
3. "My dog has run away!" the little girl sobbed \_\_\_\_\_.
- 4 \_\_\_\_\_, without any warning, her guide spun round and held a knife to her throat.
5. The detective looked at him in disbelief. "Oh, yes, of course a criminal like you wouldn't want J5 million," he said \_\_\_\_\_.
6. She gathered her papers together \_\_\_\_\_ and rushed off to the meeting, which had already begun.
7. "If you tell anyone, you'll be sorry," said the kidnapper \_\_\_\_\_.
- 8 "Don't worry, I'll kill the dragon," the knight said \_\_\_\_\_ to the king.

**Ex. 20 Put the following verbs into the correct boxes. Try to think of further words to add to each box. Then use suitable words from the boxes to complete the following sentences.**

*gaze - dash - giggle - hiss - murmur - peer - stroll - wander - yell - sigh - chuckle - mutter - peep - moan - shriek - grin - whisper - exclaim - rush*

<i>walk / run</i> _____ _____ _____	<i>Look</i> _____ _____ _____
<i>Say</i> _____ _____ _____	<i>smile / laugh</i> _____ _____ _____

## WALK/RUN

1. We \_\_\_\_\_ lazily along the waterfront, enjoying the warm sunshine as we watched the fishermen mending their nets.

2 At the sound of the doorbell she \_\_\_\_\_ eagerly to the front door, excited to be meeting him again after so many years.

## SAY

3 "Stupid old fool!" he \_\_\_\_\_ angrily to himself, pushing rudely past the elderly man limping down the steps.

4 "Oh, well," Jill \_\_\_\_\_ "perhaps it doesn't really matter - but I wish you'd asked me first before telling everyone about it."

5 "Don't look round now, but I'm sure that man sitting behind us is the escaped prisoner I was reading about in the paper," I \_\_\_\_\_ nervously to John.

6 "Help!" Karen \_\_\_\_\_ hysterically. "Somebody help me!"

## LOOK

7 The couple \_\_\_\_\_ lovingly into each other's eyes, completely unaware of the people hurrying past.

8 Kevin \_\_\_\_\_ through the windscreen, hardly able to see where he was going in the pouring rain.

## SMILE/LAUGH

9 David \_\_\_\_\_ cheerfully as he waved to the crowd, accepting their applause for the magnificent race he had run.

10 Sally and Lynne \_\_\_\_\_ with embarrassment when the two boys crossed the room and asked them to dance.

## SETTING THE SCENE

Use of the senses (sight, smell, touch, hearing, taste) to set the scene or describe people, places, events or objects involved in your story helps to increase the reader's interest.

**Ex. 21 Underline the words or phrases which are used to describe senses. What sense does each refer to?**

*Maitland staggered across the road, hardly aware of the hooting cars and foul-smelling exhaust fumes. The cut on his arm was burning, his head was throbbing with pain, and the salty taste of blood filled his mouth. A police car screeched around the corner, siren wailing and lights flashing, and Maitland dashed into a dark doorway.*

*It was a hot, lazy afternoon and, from where I sat on the shady verandah, I could see the purple mountains in the distance. The fragrant flowers around me blazed with colour as, sipping my sharply sweet lemonade, I listened to the gentle hum of crickets and twittering of birds. A soft, cool breeze brushed my skin while I enjoyed the smell of the rich earth. Suddenly, a familiar, annoying buzz sounded in my ear.*

**Ex. 22 Look at the following list of verbs, all of which refer to sounds and light, and fill in the correct verbs in the gaps below. Some verbs may be used more than once. Which of these could be used in a story entitled 'Haunted House'?**

*bang, crackle, creak, flash, flicker, hoot, howl, pound, rattle, rumble, roar, rustle, twinkle, wail*

1. leaves/paper \_\_\_\_\_
2. wind/wolves \_\_\_\_\_
3. chains \_\_\_\_\_
4. sirens/cats . \_\_\_\_\_
5. staircase/floorboards \_\_\_\_\_
6. flames \_\_\_\_\_
7. stars \_\_\_\_\_
8. lions/crowd/fire \_\_\_\_\_
9. thunder/lorries \_\_\_\_\_
10. waves/rock music/heart \_\_\_\_\_
11. doors/guns/explosion \_\_\_\_\_
12. owls/cars \_\_\_\_\_
13. candles \_\_\_\_\_
14. lightning \_\_\_\_\_

## PAST TENSES

We can use various past tenses in a story:

- past simple, to describe actions which started and ended in the past, or actions which happened one after the other in the past.
- past continuous, to set the scene or to describe events/actions in progress at a certain time in the past.
- past perfect, for actions which happened before other past actions, or to give the background of the story.

**Ex. 23 Read the extract and put the verbs in brackets into the correct tense: past simple, past continuous or past perfect simple.**

The Smiths' problems 1) \_\_\_\_\_ (begin) when they 2) \_\_\_\_\_ (arrive) at the airport. They 3) \_\_\_\_\_ (stand) in the queue to check in, when they 4) \_\_\_\_\_ (hear) that their plane had been delayed. They would have to wait around at the airport for another four hours! They 5) \_\_\_\_\_ (decide) to do some shopping in the airport shops, but ten minutes later all the shops 6) \_\_\_\_\_ (start) closing. Apparently, the shops 7) \_\_\_\_\_ (shut) at 9:00pm.

They 8) \_\_\_\_\_ (find) a newsagent that was open and they 9) \_\_\_\_\_ (buy) some magazines and a few sweets to eat on the plane. The airline representative 10) \_\_\_\_\_ (give) them food coupons to use at the airport cafeteria, but when they 11) \_\_\_\_\_ (get) there it 12) \_\_\_\_\_ (be) so full that they couldn't find a seat. They 13) \_\_\_\_\_ (think) they might treat themselves to a meal in the expensive restaurant near the first class lounge. Unfortunately, when the bill 14) \_\_\_\_\_ (come), they 15) \_\_\_\_\_ (realise) that they 16) \_\_\_\_\_ (change) most of their money into US dollars and they couldn't pay it!

## TECHNIQUES TO BEGIN AND/OR END YOUR STORY

An interesting beginning is important in order to catch the reader's attention and make them want to continue reading. An interesting ending will make them feel satisfied.

We can start our story by:

- ✓ using the senses to set the scene and describe the weather, atmosphere, surroundings or people's actions to create mystery and suspense.

*e.g. A strange sensation came over me as I walked a/on; the cold, dim corridor. Suddenly, a delicate glow appeared at the end and my heart began pounding quickly.*

We can start or end our story by:

- ✓ using direct speech: *e.g. "Watch out! That branch is about to fall!" shouted Greg urgently.*

✓ asking a rhetorical question (a question that doesn't expect an answer):  
*e.g. Have you ever had the feeling that you were being watched?*

- ✓ referring to feelings/moods: *e.g. Vivian was so nervous that, just as she was about to deliver her speech, she froze and stared blankly at the audience.*

- ✓ addressing the reader directly: *e.g. I'm sure you would have done the same thing in my place.*

We can end our story by:

✓ describing people's reactions to/feelings about the events developed in the main body: *e.g. It had definitely been a horrifying experience and I was lucky to be alive in the end.*

**Ex. 24 Match the beginnings of the stories to the endings and say which techniques have been used in each one.**

### BEGINNINGS

1. *It was an extremely hot August night and Paul was ring in bed. As he tossed and turned he could hear the strange sounds of the unfamiliar city in the distance. He got up, walked to the window and looked out. "What am I doing here?" he asked himself.*

2. *Have you ever had one of those days where no matter what you do everything seems to go wrong? Well, I had one of those days last year.*

3. *Dark clouds were gathering outside and the wind was howling. As the hotel guests gathered in the lobby, their faces looking extremely worried, Andrew looked at his wife and said, "Don't worry, darling. Everything will be alright."*

## ENDINGS

**A.** *No matter how many times I go over that day in my mind, I am amazed at how the events just fell into place. But I suppose that's life, isn't it?*

**B.** *Stepping carefully over the broken pieces of glass, Andrew and his wife followed the others out of the hotel. They were all tired, hungry and still in shock, but they were very happy to be alive!*

**C.** *As the jeep rolled across the vast desert, Paul looked back at the walled city, now only a small dot on the horizon. With a deep sigh of relief he said, "I'm so glad it's all over!"*

## UNDERSTANDING THE RUBRIC II

**Ex. 25** **Read the following rubrics and suggest suitable beginnings and endings for each task, applying appropriate techniques.**

**A** You have been asked to write a story for your school magazine. The story must begin with these words: *"As soon as I opened my suitcase, I realised that something was wrong."*

**B** A travel magazine has decided to publish a collection of travel stories written by their readers. All stories must end with these words: *"As the plane took off, they both hoped that the rest of their holiday would be less stressful."*

**Ex. 26** **Read the rubric and the two models that follow and decide which one best answers the question. Compare and contrast the two models in terms of:**

- title
- interesting beginning & ending
- use of adjectives & adverbs
- time words/phrases
- use of direct speech
- variety of vocabulary
- use of past tenses

**The rubric:** Your teacher has asked you to write a short story beginning with the words: *"It was a beautiful sunny morning and Tom had the day off work."*

### **Model A**

#### **Caught in a Storm**

*It was a beautiful sunny morning and Tom had the day off work. He thought it would be a good idea to visit his cousins, Bob and Paul, who had recently rented a summer cottage near the seaside. He threw a towel and a pair of swimming trunks into his travel bag and set off on his motorbike.*

*When he arrived the boys were pleased to see him. "We've rented a speedboat to go water-skiing," they said. "Do you want to come with us?" Tom wasn't sure because he had never been water-skiing before. "Don't worry, we'll teach you how to do it," promised the boys. After a while, Tom managed to stand on the skis without falling into the sea. They were having so much fun that they didn't notice the dark clouds in the sky.*

*It was about six o'clock in the afternoon when Paul called to Tom. "This is your last run, Tom," he shouted. "It's getting dark and it's time we went back." While they were pulling Tom along, the engine suddenly stopped. The boys tried hard to get the engine started, but they couldn't. Then the boat slowly began to drift out to sea.*

*As they were sitting there wondering what to do, there was a loud crash of thunder and a flash of lightning lit up the evening sky. The sea was dark and angry and it looked as if there was going to be a storm. Tom noticed that Paul and Bob looked worried and that made him feel frightened. Just then the boys saw a lifeboat approaching in the distance and they breathed a sigh of relief!*

### **Model B**

#### **A Storm**

*Tom had the day off work. He decided to visit his cousins, Bob and Paul, for the day. They had rented a cottage near the sea. Tom put some things in a bag and left.*

*When he got there, the boys asked him to go waterskiing with them. Tom didn't know how to water-ski, but they said they would show him. After some time Tom could ski. They were having a good time. They didn't see the dark clouds in the sky.*

*About six o'clock in the afternoon it was nearly dark. Paul told Tom that they should go back. They were pulling Tom along when the engine stopped. They tried to start it again, but they couldn't.*

*They were sitting there thinking what to do and there was loud thunder. It looked like there was going to be a storm. Paul and Bob looked worried. Tom felt frightened, too. Then the boys saw a lifeboat and they felt happy.*

**Ex. 27 Look at the following writing tasks, underline the key words, and for each one, answer the questions that follow.**

**A** Your teacher has asked you to write a story **ending** with these words "*He was far, far away at last.*"

**B** A popular teen magazine has asked its readers to submit short stories about travelling and you have decided to send in a story. Your **story** must **begin** with these words: "*We felt surprised as the train pulled into the empty station.*"

**C** Your school magazine is holding a short story competition and you have decided to enter. Your story must **begin** with these words: "*I will never forget my first camping holiday*"

1. Do you have to write a first- or a third- person narrative?
2. Who is going to read the story?
3. Where and when will your story take place?
4. Who are the main characters in your story?
5. What are the main events in your story?
6. How can you end your story?
7. Can you think of a catchy title?

## WRITING ASSIGNMENT

**Choose one or more of the tasks in Ex. 27 and write your answer(s) in 120-180 words.**

Before handing in your piece of writing, check the following.

✓ *content*

- Is the story line interesting?
- Is it well-developed?
- Is the beginning/ending interesting?
- Is there a climax event? What is it?

✓ *organisation*

- Are the events organised in paragraphs?
- Are the sentences/paragraphs well-linked together?

✓ *Accuracy*

Are there any errors in spelling, punctuation, grammar, etc?

✓ *range*

- Have you used a range of vocabulary & grammar?

## UNIT TWO

### ANALYTICAL WRITING

It's rare for a university-level text to be purely descriptive. Most academic writing is also analytical. **Analytical** writing includes descriptive writing, but also requires you to re-organise the facts and information you describe into categories, groups, parts, types or relationships. Sometimes, these categories or relationships are already put in place or identified, while in other cases you will create them specifically for your text. The kinds of instructions for an analytical assignment include: 'analyse', 'compare', 'contrast', 'relate', and 'examine'. The types of composition of analytical writing include analytical essays, survey and business reports, transactional letters. To make your writing more analytical: spend plenty of time planning; brainstorm the facts and ideas, and try different ways of grouping them, according to patterns, parts, similarities and differences; create a name for the relationships and categories you find, for example, advantages and disadvantages; build each section and paragraph around one of the analytical categories.

#### **2.1. Writing a report: general guidelines**

Reports are usually written to present information in formal situations. They are usually divided into sections. Each section is written as a paragraph, in the same way as other types of writing, but the sections are given headings. You will be given a role (*e.g. You are the secretary of your local music club...* ) and specific instructions as to what you should include (*e.g. Write a report outlining the activities held by the club in the last twelve months*).

Reports tend to be about past events or present situations.

*A report should contain:*

- An **introduction** in which the reason for writing is stated.
- A **main body** with headed sections. It is essential to choose appropriate section headings in order to answer the question properly.
- A **conclusion** in which the main points are summarised. The conclusion may include a reference to future action.

## UNDERSTANDING THE RUBRIC

**Ex.28** Read the rubrics below, paying careful attention to the underlined words and phrases. Then, answer the questions that follow.

**A** You are the secretary of your college debating society and your instructor has asked you to compile a report for the college principal on the main social issues that you have covered this term. Write your report, clearly stating the subjects you have covered, and including any other relevant information, such as conclusions reached. class participation. etc. You should mention any subjects which are scheduled for future meetings of the society.

**B** As a member of your local Neighbourhood Watch scheme. you have been asked to submit a proposal to the local police outlining what you feel individuals could do in order to reduce their chances of becoming victims of crime.

Questions:

- 1.What is your role?
2. What do you have to write? 3. Who is the target reader? How formal does your writing need to be?
4. What is the purpose of your report/proposal? What does the target reader need to know?
5. In pairs, suggest appropriate section headings.
6. In pairs, suggest relevant information that you could include in each section.

## ANALYSING A REPORT

**Ex. 29a** In the phrases below, fill in the missing word, as in the example.

• to • agreed • in • range • on • favour • of • main

1 led to; 2 wide .....of; 3 in .....of;

4 members .....the public; 5 focused .....

6 all .....all; 7 the .....issues; 8 unanimously .....

**Ex. 29b** The model below is the answer to the first rubric in Ex. 28. Fill in the gaps with the appropriate phrases from Ex. 29a. Then, mark the statements which follow *True* or *False*.

To: Mr Simkins, Principal

From: Tom Wheeler, Debating Society Secretary

Subject: Issues covered in the Summer Term

Date: 18June 20...

### **Purpose**

The purpose of this report is to present 1) \_\_\_\_\_discussed by the society in the last term.

### **Crime**

By far the most controversial issue that we have covered is the crime rate in modern times. In the three separate debates, chaired by Jonathan Deacon, we had almost maximum attendance. A 2)\_\_\_\_\_ opinions was expressed and a final vote was taken, in which the majority were 3) \_\_\_\_\_stricter policing but more lenient punishment.

### **Homelessness**

In the first of two debates, James Lawton put forward the suggestion that homelessness was a matter of choice. This 4)\_\_\_\_\_ a lively exchange with several members voicing their strong disagreement The second debate 5) \_\_\_\_\_the government's responsibilities in this area. A final vote on the question of whether the situation would improve in the near future revealed that over sixty per cent of our members were undecided.

### **Poverty**

The approach which the society took to this matter was twofold. Firstly, it was suggested that banks should cancel debts owed by developing countries. After the facts were presented by Jane Howell and Doreen Rose, there was tremendous support for the motion and our members voted overwhelmingly in favour. In addition, it was suggested that the problem of debt needed to be addressed on a local level, with more focus on the individual. It was 6) \_\_\_\_\_that financial counselling should be made more freely available to 7) \_\_\_\_\_ .

## Conclusion

8) \_\_\_\_\_, this was a successful term, with over eighty per cent attendance on average. For the autumn term we hope to sustain these figures when we discuss the subjects of animal rights, urban anonymity and the use of surveillance cameras.

The report

1. is written in formal style.
2. begins and ends like a letter.
3. states the reason for writing at the very beginning.
4. consists of sections with headings.
5. has got paragraphs which start with a topic sentence.
6. presents the information in short sentences without linking devices.
7. is written in impersonal style.
8. contains passive structures.
9. is written in a chatty style.
10. contains language which is suitable for the Principal of a college.

## SENTENCE CONSTRUCTION

**Ex. 30a Match the two halves to make complete sentences.**

1. ___By far the	a) to be addressed urgently
2. ___The majority of people	b) is to increase the number of part-time jobs
3. ___One suggestion which has been put forward	c) most serious issue is poverty
4. ___ This problem needs	d) matters could be helped if there was greater police presence on the streets
5. ___ It has been suggested that	e) are against the suggestion

**Ex. 30b** Now write similar sentences of your own beginning with the phrases given.

1. In recent years, \_\_\_\_\_.
2. I would suggest/recommend that \_\_\_\_\_.
3. I wholeheartedly support \_\_\_\_\_
4. This situation \_\_\_\_\_.
5. As far as \_\_\_\_\_ is concerned, \_\_\_\_\_.
6. During the last academic year, we have \_\_\_\_\_.
7. In the next six months, we intend to \_\_\_\_\_.
8. All in all, \_\_\_\_\_.

**Ex. 31** Complete the missing words. Some common expressions for generalizing

1. Generally **sp** \_\_\_\_\_ people think
2. In **g** \_\_\_\_\_ people think
3. The general **v** \_\_\_\_\_ is that certain improvements need to be made.
4. It is generally **co** \_\_\_\_\_ / **de** \_\_\_\_\_ / thought
5. **Ov** \_\_\_\_\_, the majority of students think

**Ex. 32** Rewrite the following sentences.

Making suggestions

1. Please buy new computers

We suggest \_\_\_\_\_

2. You ought to improve the registration process.

It would be advisable \_\_\_\_\_

3. Why don't you make the classes smaller?

We propose \_\_\_\_\_

4. You really should change the opening hours.

I strongly recommend \_\_\_\_\_

5. It would be much better if classes lasted an hour.

It would be far preferable for classes \_\_\_\_\_

## EXPRESSING CONTRAST

**Ex. 33 Complete these sentences with an appropriate contrasting word or phrase from his list. One item is required twice. In some cases more than one answer is possible.**

*Although / despite / however / nevertheless / but / even / though / in spite of the fact*

- a) The restaurant has a very good reputation \_\_\_\_\_, the night we went the service was terrible.
- b) \_\_\_\_\_being busy at work, I still find time for the occasional game of tennis.
- c) \_\_\_\_\_ computers can be valuable educational aids, many parents think their children spend too much time staring at the screen.
- d) Some people think holidays are relaxing \_\_\_\_\_, I don't agree.
- e) \_\_\_\_\_ that I was exhausted after the match, I couldn't sleep.
- f) I'm mad about football. My older brother Tom, \_\_\_\_\_-, prefers hockey.
- g) \_\_\_\_\_it was raining hard, I went for my usual morning run.
- h) I had seen the film twice at the cinema. \_\_\_\_\_, I watched it again when it was shown on TV.

## FORMAL STYLE

**Ex. 34a Read the section below and, in pairs, discuss how the underlined words and phrases could be replaced with the more formal expressions given.**

- an alarming increase
- offenders as young as
- in the near future
- by far
- carried out
- prompt action is taken
- in terms of statistics
- the most frequently committed crimes
- with the exception of
- a relatively small number of
- a sharp increase in these figures

12-to15-year-olds

*Apart from very rare instances, there were very few crimes committed by children under the age of twelve. In the twelve to fifteen age group, there has been a shocking rise in the number of crimes committed. Easily the most*

*serious of these include knife attacks, which have been done by kids who are only thirteen. If we're just looking at numbers, however, the things that happen most often are shoplifting and petty theft. Our organisation believes that, unless we do something quickly, we are likely to see these numbers rise a lot very soon.*

**Ex. 34b Using the prompts given, write a formal paragraph like the one above.**

16- to19-year-olds

*The crimes / committed / most / this age group / vehicle theft / driving offences.*

*On average, / three cars / stolen each day / people under 20.*

*In addition/ magistrates courts / deal with / up to 200 cases / reckless driving / driving without a license.*

*Majority / these cases / teenagers.*

*The only way / prevent such crimes / severely punishing offenders.*

*The effect / this / deter others.*

### BEGINNINGS AND ENDINGS

Reports and proposals usually begin with the following:

To: .....

From: ..... } (The exact information you include

Subject: ..... depends on the rubric).

Date: .....

The first paragraph is usually a short section entitled Purpose or Introduction which gives the reason for writing.

in the conclusion you can:

- summarise the points in the main body
- make a recommendation for future action
- offer a personal opinion
- reassure the target reader

**Ex. 35a Read the following beginning and try to predict what will be included in the main body.**

To: Mr J. Oxley, Chief Administrator

From: Niall Connolly, Seminar Organiser

Subject: Global Issues Seminar

Date: 2 April 20...

### **Purpose**

This is a report compiled to assess the success of the seminar held to discuss global issues. The opinions below reflect the views expressed on the weekend of the 14th and 15th of March.

**Ex. 35b Now read the following ending and say what information has been included**

### **Conclusion**

The overall response to the event was encouraging. According to the majority of people I spoke to, the seminar can be considered a great success. I have no doubt, therefore, that plans should go ahead to organise further weekends.

**Ex. 36 Read the rubric below and discuss the questions that follow.**

A television production company is planning to make a series of programmes on social conditions in different countries of the world. Your English class has been taking part in a project on social issues and your teacher has now asked you to write a report based on your country.

1. What is your role?
2. Who is going to read it?
3. What is the purpose of each piece of writing?
4. What does the reader want to know?
5. What information will you include in the first section?
6. What points do you have to cover?
7. Which tenses will you use?
8. What section headings will you use?
9. Which formal words and phrases from this unit would be suitable?
10. What could you include in your ending?

## WRITING ASSIGNMENT

**Read the note below from your teacher, the original advertisement from the TV company on which you have made some notes, and the comments that have been made by your fellow students. Then use this information to write your report in about 250 words.**

*Could you please put together the information we have gathered from our discussions and write a report to send to “Show and Tell Productions”. It would be good for us and the whole country if we could get on this programme, so remember to keep it as realistic and accurate as possible.*

### ***SHOW AND TELL PRODUCTIONS***

*in its continues efforts to make realistic programmes, invites you to contribute to its forthcoming series entitled “Living in the Real World”. Please send us a report on the current conditions in your country and we promise to try to include as many different viewpoints as we can. We are particularly interested in your opinions on:*

- ***Poverty*** (remember to compare with other countries)
- ***Equal opportunities*** (mention job opportunities)
- ***Attitudes towards animals*** (be positive)

### **Class Comments**

- Poverty is a real problem in certo.in parts of the country.
- We should be careful what we say about human rights because it would be easy for other countries to judge us unfairly.
- Women are **STILL** not equal in the workplace!
- There's a big problem with stray dogs - especially in the city centres. If that appeared on a TV programme, maybe we could finally get something done.

## 2.2. Writing a news report

A news report describes a particular event or topic which is of interest to the public. It is always written in a formal impersonal style and gives accurate facts only, not chatty descriptions.

A good news report should consist of:

- a) a **short eye-catching headline** which introduces the subject of the report;
- b) an **introduction** which summarises the event giving information about the time, place and the people involved;
- c) a **main body** consisting of two or more paragraphs in which the event is developed in detail. Information about the cause(s) and result(s) of the incident should also be included;
- d) a **conclusion** in which action to be taken or people's comments on the event are given.

Such pieces of writing can be found in newspapers, magazines and newsletters.

### Points to consider

- Give all necessary information accurately and in detail.
- Do not write about your feelings or your point of view concerning the incidents.
- Use passive voice and direct/reported speech to include people's comments and make the news report more interesting.

**Ex.37 Read the news report below and write down the topic of each paragraph, then write out all the words related to a car crash.**

### *Two seriously injured in car crash*

*Two people were seriously injured in a collision at the junction of Mill Road and Wrights Lane, Westbridge, early yesterday morning.*

*Jackie Hill, 22, was driving a yellow Nissan Cherry when she approached the junction and crashed into a delivery van coming out of Wrights Lane. A local resident who witnessed the accident said that it was*

*obvious that Mrs Hill had not seen the stop sign at the junction as she had not even slowed down.*

*Mrs Hill was on her way home from her job as a night nurse when the accident happened. She is said to be in a serious but stable condition at St Michael's Hospital. The driver of the van, William Stephens, 27, is being treated for head and back injuries.*

*A neighbourhood association spokesman commented later: "This is the fourth accident to happen at the crossroads in the past month. We have been lobbying for a set of traffic lights there for months, -but so far nothing has happened." According to city councillor David Wilkins, plans are being made to put up traffic lights at the junction in the near future.*

## HEADLINES

Headlines are an important feature of news reports. They should both catch the reader's attention and inform the reader about the subject of the report. Since headlines must be short, words such as articles, parts of tenses, etc. are omitted. For example, instead of writing SOME ILLEGAL WEAPONS WERE FOUND IN AN ABANDONED FACTORY, the headline would read: ILLEGAL WEAPONS FOUND IN ABANDONED FACTORY.

**Ex. 38 Write headlines for the following opening sentences of news reports. What do you think the reports go on to say?**

1. A bridge collapsed last Monday as a result of an earthquake which hit Southern California.
2. Last night's blackout has been traced to a mistake made by an employee at Peterville's central power plant. Engineer Harold Petty, 27, admitted having pushed the wrong button on a control panel.
3. Medical researchers in Britain say they may have found a cure for the common cold. In a series of controlled tests a combination of certain vitamins has been found to reduce symptoms dramatically.

4. It was announced yesterday that the planned motorway extension outside Peterfield will go ahead despite protests from environmental groups.
5. Two brothers who had gone missing three days before were found last night by a farmer, David Jones. They had been hiding in an abandoned barn on his property.

## FORMAL STYLE

A **news report** is normally written in a formal style and deals only with detailed accurate facts. The writer's feelings are not mentioned. A news report starts with a summary of the event which is then developed in detail. To end a news report, we can mention people's comments using direct speech.

**Ex. 39 Match the beginnings with the endings, then decide which belong to news reports and which to stories, justifying your answers.**

### BEGINNINGS...

1. *A hurricane hit northern Scotland yesterday morning, causing thousands of pounds worth of damage to buildings and littering the area with debris.*
2. *Underground workers remained on strike yesterday as negotiations with transport bosses broke down for the third time in two months*
3. *"I don't know what we're going to do!" Cathy cried as she watched their boat drift further and further away. "Do you think anyone will find us?"*

### ...ENDINGS

- A. *As they sat by the fire shivering with fear, they suddenly heard the distant sound of a motor. Bob jumped up, took a lighted branch from the fire and ran towards the beach. Help had come at last!*
- B. *"This is one of the worst natural disasters to hit the area for a long time," said the mayor of Thurso, one of the worst hit towns. Clean-up operations are already under way in an attempt to reduce the disruption caused by the damage.*
- C. *Transport authorities announced that they would be providing alternative means of transport for commuters, but long delays are expected at peak hours today.*

**Ex.40a Read the five extracts A-E and decide where each might be from. Choose from this list and write your answers in the boxes.**

- a) a reminder card sent by a dentist
- b) passport application form
- c) holiday brochure
- d) notification to the winner of an award
- e) mail-order catalogue
- f) invitation to a reception
- g) memo about hotel arrangements

*A It gives me great pleasure to inform you that you have been chosen to receive a special prize, and a cheque in your name is waiting to be claimed now.*

*B All items can be ordered on your regular order form. Simply write the code number(s) of your chosen item(s) in the appropriate boxes.*

*C We would be most grateful if you could call or telephone at your convenience to make an appointment.*

*D Your rooms have been allocated and will be reserved for you. Please notify us of any changes in advance to avoid additional charges.*

*E Take your completed form, photographs, required documents and fee in person to one of the following offices.*

**Ex. 40b Read the extracts and underline the formal equivalents of these words and phrases. The extract which contains the phrase which matches is given in brackets.**

- |                            |                               |
|----------------------------|-------------------------------|
| a) I'm very pleased (A)    | h) whenever you can (C)       |
| b) tell (A)                | I) let us know (D)            |
| c) get (A)                 | j) before you come (D)        |
| d) everything (B)          | k) extra (D)                  |
| e) the things you want (B) | l) filled in (E)              |
| f) right/best (B)          | m) official papers needed (E) |
| g) Please will you (C)     |                               |

## PASSIVE VOICE AND REPORTED SPEECH

### Ex. 41 Rewrite the following sentences in the passive.

- 1) Police finally caught convicted arsonist Thomas Wells early last Sunday morning. Prison guards found that Wells had escaped ten days earlier. Investigators believe that he has set two warehouses on fire since his escape.
- 2) The Council is providing temporary housing for citizens of Newton after Tuesday's flood damaged hundreds of homes. The location of the shelters is the nearby town of Holbrook, and authorities will allow the residents to stay in them until the Council rebuilds their homes.
- 3) Late Monday morning the police arrested two men who were selling stolen car stereo systems to unsuspecting customers. They seized all the stolen goods and are holding the men in custody.

### Ex. 42 Both sentences in each pair have the same meaning. Complete the second sentence. The first set has been done as an example.

- a) The crowd was slowly filling the huge stadium.

The huge stadium was slowly being filled by the crowd.

- b) The inventor of the computer simplified the work of the accountants.

Since the computer \_\_\_\_\_ the work of accountants \_\_\_\_\_ simplified.

- c) Someone has suggested that the shop should close.

It \_\_\_\_\_ that the shop should close.

- d) I'd take out some travel insurance if I were you, Mr Smith.

Mr Smith \_\_\_\_\_ take out some travel insurance.

- e) The waitress will bring your drinks in a moment.

Your drinks \_\_\_\_\_ in a moment.

- f) Someone used a knife to open the window.

This window \_\_\_\_\_ a knife.

- g) You will hear from us when we have finished dealing with your complaint.

After your complaint \_\_\_\_\_, you will hear from us.

- h) An announcement of their engagement appeared in the local paper.

Their engagement \_\_\_\_\_ in the local paper.

i) Nobody ever heard anything of David again.

Nothing \_\_\_\_\_ David again.

j) They paid Sheila £1,000 as a special bonus.

£1,000 \_\_\_\_\_ Sheila as a special bonus.

**Ex. 43 Put each verb in brackets into an appropriate passive verb form**

a) The boxes ***have not been packed*** (not / pack) yet.

b) Your food \_\_\_\_\_ (still/prepare).

c) The new ship \_\_\_\_\_ (launch) next week.

d) Luckily by the time we got there the painting \_\_\_\_\_ (not/sell).

e) We had to go on holiday because our house \_\_\_\_\_ - (decorate).

f) I'm afraid that next week's meeting \_\_\_\_\_ (cancel).

g) If we don't hurry, all the tickets \_\_\_\_\_ (sell) by the time we get there.

h) All main courses \_\_\_\_\_ (serve) with vegetables or salad. At least that is what is written on the menu.

i) The second goal \_\_\_\_\_ (score) by Hughes in the 41<sup>st</sup> minute,

j) The cathedral \_\_\_\_\_ - (build) in the fourteenth century.

**Ex. 44 Rewrite each sentence in a more formal style so that it contains a passive form of the word given in capitals. The first sentence has been rewritten as an example.**

a) Sorry, but we've lost your letter. *Unfortunately, your letter has been mislaid* (MISLAY)

b) The police are grilling Harry down at the station. (QUESTION)

c) They've found the remains of an old Roman villa nearby. (DISCOVER)

- d) You'll get a rise in salary after six months. (RAISE)
- e) They stopped playing the match after half an hour. (ABANDON)
- f) They stopped traffic from using the centre. (BAN)
- g) They took Chris to court for dangerous driving. (PROSECUTE)
- h) You usually eat this kind of fish with a white sauce. (SERVE)
- i) I don't know your name. (INTRODUCE)

**Ex.45 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.**

- a) 'Helen, would you like to come to lunch on Sunday?' asked Mary.

**if**

Mary asked Helen if she would like to come to lunch on Sunday

- b) 'You are not allowed to smoke in your room, Dick/' said his mother.

**forbade**

Dick's mother \_\_\_\_\_ in his room.

- c) Sue thought it would be a good idea for me to see a doctor.

**advised**

Sue \_\_\_\_\_ see a doctor.

- d) The minister proposed regular meetings for the committee.

**suggested**

The minister \_\_\_\_\_ should meet regularly.

- e) Jack demanded \_\_\_\_\_ urgent action from the police.

**do**

Jack demanded \_\_\_\_\_ something urgently.

- f) My bank manager invited me to visit him at home.

**could**

My bank manager \_\_\_\_\_ visit him at home.

- g) 'No, I really don't want to stay the night, Sophia,' Ann said.

**staying**

Ann insisted \_\_\_\_\_ the night at Sophia's house.

h) 'I'll call off the football match if you don't behave,' the teacher said.

**threatened**

The teacher \_\_\_\_\_ the children's behaviour improved.

i) 'Ok mum, I'll do my homework, I promise,' said Laura.

**that**

Laura \_\_\_\_\_ do her homework.

j) 'Congratulations on getting engaged, Sue,' said Harry.

**congratulated**

Harry \_\_\_\_\_ engagement.

**Ex. 46 Underline the most suitable word to complete each sentence.**

a) I thought Jim would say something about his new job. But he didn't *mention/state/declare* it.

b) Sorry, I wasn't being insulting. I simply *offered/reassured/remarked* that you seem to have put on rather a lot of weight recently.

c) The police *requested/estimated/advised* that the crowd was under 50,000, although the organisers of the march put it at nearer 100,000.

d) The children *complained/threatened/persuaded* that their parents were always checking up on them.

e) It has been *objected/hoped/predicted* that by the year 2050 some capital cities will be almost uninhabitable because of the effects of air pollution.

f) During the months before Smith's transfer from City, it had been *rumoured/doubted/threatened* that he and the manager had come to blows in the dressing-room, though this was denied by the club.

g) Brown *forbade/recommended/claimed* that the arresting officers had treated him roughly, and that one of them had punched him in the eye.

h) An army spokesman stressed that all troops patrolling the streets had been *denied/ordered/announced* to issue clear warnings before firing any shots.

i) Although he didn't say so directly, the Prime Minister *told/ordered/suggested* that an agreement between the two sides was within reach.

j) The witness *suggested/insisted/gave* her name and address to the court before the cross-examination began.

## ANALYSING THE MODELS

**Ex.47 Read the following models, then decide which is a narrative and which is a news report, justifying your answers. Who was each model written by? Which person is each model written in? Give the paragraph plan and suggest a headline/title for each model.**

### **Model A**

*Disabled swimmer Peter Carlton raced ahead of his opponents to take the gold medal in an incredible moment at yesterday's world Championship Watersports in Sydney. Carlton, a paraplegic, established a firm lead at the start of the race, his powerful arms more than making up for his weak legs. His final time was an impressive 1 minute 53 seconds which gave him the gold.*

*Carlton, who was badly injured in a car crash in 1992, is a former world champion. The accident, however, left him in a wheelchair with almost no feeling or movement in either of his legs. Following three major operations, he was told by doctors that he would never swim completely again.*

*Since that time Carlton has made amazing improvement under his trainer Phil Stretton. His devotion to the sport made Carlton determined to prove the doctors wrong, and that determination has paid off.*

*"I'm ecstatic", Carlton told reporters after the race but the real credit for winning has to Phil, for his patience and faith in my ability.*

### **Model B**

*I heard the roar of the crowd, saw the constant flashing and clicking of cameras, felt water dripping down my back, and then I was being turned around and pushed towards the podium. On this slow motion journey, I began thinking about how familiar, and at the same time strange all this was.*

*This time the faces weren't my manager's or trainer's - they were ambulancemen and nurses; the flashing wasn't cameras but police car lights; the liquid dripping was not from the swimming pool but blood from my own legs, and I was being carried on a stretcher towards the waiting ambulance.*

*Strangely enough, the worst moment wasn't the car accident itself nor the pain, but when the doctor told me I wouldn't be doing very much swimming in the future. What do you mean? What are you trying to tell me?" I yelled, knowing from his expression exactly what he meant. My resentment against that doctor - a man who didn't have the courage to tell me clearly that I would never swim or walk again - was such that I was determined to prove him wrong. And so I spent the next five years struggling against the odds, learning how to swim again with just my arms. fighting with those who said I couldn't and with myself when my body said I couldn't.*

*And now I had done it. I had won the World Championship, and I'd broken my own record. When I received the medal, I heard a voice from behind saying, "Congratulations! I suppose you don't remember me. I was your doctor about five years ago."*

**Ex.48 Put the words listed below under the appropriate headline. Can you think of other related words? Now write a short news report about each one of the events.**

*gun, security guard, flashing lights, country lane, silver spacecraft, hover above, cashier, staff, threaten to shoot, activate the alarm, strange whirring sound*

**A BANK ROBBED OF MILLIONS      B UFO SIGHTED**

#### WRITING ASSIGNMENT

**Choose any two of the topics below and write in the appropriate style using 120 - 180 words.**

1) you work for a newspaper as a reporter. Write a news report about a missing child who was safely returned home.

- 2) you work for a shipping newspaper. Write a news report about a ship that sank recently.
- 3) you have been asked to write a report on a car crash which cost the driver his life.

### **2.3. Writing a business report**

Business reports are always formal, objective, and heavily researched. Every fact must be clear and verifiable, regardless of whether the report focuses on a single situation or examines the overall performance of an entire company.

Because objectivity is crucial in a business report, avoid subjective descriptions that tell the reader how to feel. For instance, if sales were down last quarter, don't say "Sales were terrible last quarter," but rather "let the sales data speak for itself". There should also be no personal pronouns, such as "I think we should invest more capital." A business report should remain impersonal and framed from the company's perspective.

### **UNDERSTANDING THE RUBRIC**

**Ex. 49 Read the rubric below, underline the key words, and answer the questions that follow.**

Following a difficult year financially, the head office of the company you work for has asked you to prepare a confidential report on the conditions in your department. Write a report for the Managing Director, mentioning factors that affect the day-today running of the department. Your report should include any recommendations you feel would increase efficiency and profits.

1. How formal does your writing need to be? Give reasons
2. What do you think the Managing Director most wants to read in your report?
  - a) How smoothly and efficiently your department is running
  - b) Which members of your department are not working hard enough

- c) The main complaints your department has
- d) How your department can be made more profitable
3. Which of the following section headings could you use if you were writing about the department where you work? For the sections that you choose, suggest what you could include.

- *Working environment*
- *Staff morale*
- *Management-Worker relations*
- *Recommendations*
- *Equipment*
- *Office conditions*
- *Other*

## ANALYSING THE MODEL

**Ex. 50 Read the model and fill in the gaps with the phrases given. Then answer the questions that follow.**

• tend to • as are • resulting in • were to be • would mean that • due to • with the result • such as

To: Mr Mark Dixon, Managing Director

From: Brian Cox, Margate Branch

Subject: Report on Conditions in the Sales Department

Date: 4th October 20...

### **Purpose**

The purpose of this report is to comment on the conditions in the Margate Sales Department and to make recommendations for improvements.

### **Working Environment**

Generally speaking, the working environment is a pleasant and safe one which is conducive to efficient work. Disciplinary problems are rare,

1) \_\_\_\_\_ absences, thanks to a high level of motivation and loyalty 10 the firm. Nevertheless, there are problems,

2) \_\_\_\_\_ the lack of a reception area for customers who

visit the premises. Furthermore. The noise level is unacceptably high on occasion 3) \_\_\_\_\_ the large number of staff involved .in telephone sales. These factors 4) \_\_\_\_\_ have a distracting effect on other workers.

### **Equipment**

Some of the equipment in the department is outdated. In particular, the computers we are using are not powerful enough to cope with the volume of sales. In addition, the telephone switchboard is faulty and is frequently jammed, 5) \_\_\_\_\_ delayed or missed calls.

### **Recommendations**

Firstly, I would strongly recommend that, for the above reasons, we upgrade the office computers and replace the switchboard. Another change which would benefit the department is the conversion of the storerooms into offices. Exploiting this space 6) \_\_\_\_\_ the telephone sales staff could be separated from other office workers, 7) \_\_\_\_\_ that noise levels could be kept to a minimum. This would have the added advantage of freeing up space for visiting members of the public.

### **Conclusion**

I feel that if the above changes 8) \_\_\_\_\_ made, we would be able to significantly improve the efficiency of the department. Although these recommendations clearly involve some expense, I feel that the increased efficiency and resulting sales will more than compensate for the costs incurred.

1. Is the language used suitable for a Managing Director? Why (not)?
- 2 There is only one sentence in the first section; what else could you say?
3. Why does the second section begin with positive factors?
4. What recommendations are made in the fourth section? How do they relate to the previous two sections?
5. How does the writer justify the expense of the proposed changes?

## SENTENCE CONSTRUCTION

**Ex. 51 Match the three columns to make full sentences, as in the example below.**

*Orders have fallen dramatically, **to the extent that / with the result that** we may be forced to close down.*

<i><u>Orders have fallen dramatically</u></i>	<i><b>due to / because of/ as a result of</b></i>	<i>rectify the situation.</i>
<i>Problems have arisen</i>	<i><b><u>to the extent that / with the result that</u></b></i>	<i>in the exports department.</i>
<i>The contract was lost</i>	<i><b>even though / despite the fact that /</b></i>	<i>much better working conditions.</i>
<i>These proposed changes will</i>	<i><b>so as to / in order to</b></i>	<i>the staff had worked overtime.</i>
<i>The figures are excellent</i>	<i><b>result in / lead to</b></i>	<i><u>we may be forced to close down.</u></i>
<i>Cutbacks will have to be made</i>	<i><b>particularly / especially</b></i>	<i>the disastrous start to the year.</i>
<i>Steps have been taken</i>	<i><b>in view of/ considering</b></i>	<i>the new measures.</i>

**Ex. 52 You may be asked to comment on conditions in your place of work and sometimes it might be necessary to brainstorm for ideas. Below is a list of guidelines for healthy conditions in offices. Read them and try to add others to suit your place of work. Then look at the table of problems and solutions and fill in the gaps.**

Office guidelines	Problems	Solutions
1. Your workspace should be large enough to allow	1. Some workplaces are too small – employees risk injury	Purchase larger desks and workbenches

you to avoid uncomfortable positions when answering the phone, moving files from cabinets, etc.		
2. Do not hold a telephone receiver between your shoulder and ear	2. Reception staff have to type and answer calls at the same time	..... ..... .....
3. Noise from heating units, telephones, printers (and colleagues!) should be kept to a minimum	3. .... ..... .....	Move telephones. Put up notices about talking. Relocate printers.
4. Ensure a suitable working temperature	4. Office is cold in winter, hot in summer	..... .....
5. Chairs should be stable, adjustable, and ergonomically designed	5. .... .....	Purchase new adjustable chairs
6. Don't sit at a computer for hours at a time	6. Employees suffering from headaches – absent from work	..... ..... .....
7. (Your own guidelines) .....	7. .... .....	..... .....

## CONSTRUCTING A PARAGRAPH

**Ex. 53** Look at the two paragraphs below and discuss the differences. Which one most closely resembles your own writing style?

**A** Some workspaces are too small (problem) The *result of this is that* a number of employees have complained of sprained muscles. (effect of problem). I would strongly suggest that we purchase larger desks and workbenches. (suggestion) This *will lead to* fewer days lost due to work-related injuries. (expected result)

**B** Some workspaces are too small, *with the result that* a number of employees have complained of sprained muscles. (problem and effect) I would strongly suggest that *if we were to* purchase larger desks and workbenches, *it would lead to* fewer days lost due to work-related injuries. (suggestion and expected result)

**Ex. 54a** Now look at a paragraph based on point 2 in Ex. 52 and delete the phrases in bold which are not suitable, giving reasons.

*A number of reception staff have complained of headaches and neck complaints **due to** / **I thanks to** / **I as a consequence of the fact that** they have to adopt awkward positions **in order to type** / **so as to be able to type** / **with the intention of typing** while answering the telephone. **In view of** / **with a view to** / **Considering** the potential risk of long-term damage, I strongly recommend that we take action immediately. I propose that we purchase either speakerphones or special 'hands-free' headsets **leading to the eradication of the problem** / **so that the problem can be eradicated** / **in order to eradicate the problem.***

**Ex. 54b** Use the useful vocabulary to write a paragraph of your own based on one of the other points in Ex. 52 (see the column “Office Guidelines”)

**making suggestions:** A useful suggestion would be to ...; could be solved by ...; The situation could be improved if ...; it would help if ...; I would strongly suggest ...

**presenting results & consequences:** This would mean/lead to ..., By doing this, ... ; If ...the result would be ...; in this way ...

## WRITING ASSIGNMENT

**A careers magazine is putting together a special edition entitled “The Right Job for You?” in which they will feature a variety of professions and occupations to help school-leavers to decide on their own careers. You have been asked to send them a report on the requirements of your job. Write the report, giving information which would be useful to anyone considering a career in your line of work.**

**You should write about 250 words.**

*Before writing consider the following aspects:*

1. What do you have to write?
2. Who is the target reader? How formal does your writing need to be?
3. Will you use section headings? If so, which ones are appropriate?
4. How will you begin the task?
5. Which points must you include in the main body?
6. What would be a suitable way to end the task?

## UNIT THREE

### PERSUASIVE WRITING

In most academic writing, you are required to take at least one step further than analytical writing, to persuasive writing. **Persuasive** writing has all the features of analytical writing (that is, providing information as well as re-organising it), with the addition of your own point of view. Most essays are persuasive, and there is a persuasive element in at least the discussion and conclusion of a research article. Points of view in academic writing can include an argument, recommendation, interpretation of findings or evaluation of the work of others. In persuasive writing, each claim you make needs to be supported by some evidence, for example a reference to research findings or published sources. The kinds of instructions for a persuasive assignment include: 'argue', 'evaluate', 'discuss', and 'take a position'. The types of composition characterized by persuasive mode of writing are opinion essays, articles, letters making suggestions. To develop your argument: list the different reasons for your point of view; think about the different types and sources of evidence which you can use to support your point of view; consider different ways that your point of view is similar to, and different from, the points of view of other researchers. To present your argument, make sure: your text develops a coherent argument where all the individual claims work together to support your overall point of view; your reasoning for each claim is clear to the reader; your assumptions are valid; you have evidence for every claim you make; you use evidence that is convincing and directly relevant.

#### **3.1. Writing an opinion essay**

Opinion essays are formal in style. They require your opinion on a topic which must be clearly stated and supported by reasons. It is necessary to include the opposing viewpoint in another paragraph.

*A successful opinion essay should have:*

- a) an **introductory paragraph** in which you state the topic and your opinion clearly;
- b) a **main body** which consists of two or more paragraphs. Each paragraph should present a separate viewpoint supported by your reasons / examples. Another paragraph giving the opposing viewpoint and reasons may be included;
- c) a **conclusion** in which you restate your opinion using different words.

Points to consider

- First decide whether you agree or disagree with the subject of the topic and make a list of your points and reasons.
  - Write well-developed paragraphs consisting of more than one sentence.
  - Begin each paragraph with a topic sentence which summarises what the paragraph is about.
- Linking words should be used throughout your composition.
  - Use the techniques shown on p. 78 to begin and end your essay.

### **Useful Language**

To express opinion: I believe·, in my opinion, I think, in my view, I strongly believe, The way I see it, It seems to me (that)

To list points: in the first place, first of all, to start with, Firstly, to begin with

To add more points: what is more, another major reason, also, furthermore, moreover, in addition to this/that, besides, apart from this, not to mention the fact that

To introduce contrasting viewpoints: It is argued that, People argue that, Opponents of this view say, There are people who oppose, Contrary to what most people believe, As opposed to the above ideas

To introduce examples: for example, for instance, such as, in particular, especially

To conclude: To sum up, All in all, All things considered, Taking everything into account

## UNDERSTANDING THE RUBRIC

**Ex. 55 Read the rubric, underline the key words and answer the questions.**

Your town has recently been given a large youth development grant from the government to improve the recreational facilities for young people in your town. The money could be spent on *either* a new sports centre *or* a new entertainment complex. Write a letter to the editor of your local newspaper, giving your opinion on how the money should be spent and why.

1. What do you have to write?
2. Who is the target reader?
3. What style should you use? Why?
4. What is your opinion on the topic?
5. Which of the following points are relevant to the question? (tick them off)
  - a) \_\_\_ Sports facilities in schools are limited.
  - b) \_\_\_ The town's cinema is old.
  - c) \_\_\_ Young people have few free-time activities.
  - d) \_\_\_ The grant is a large amount of money.
  - e) \_\_\_ There is no sports centre at present.
6. How would you support each of the- points you chose from above?
7. What information should you include in your introduction?
8. How could you end your letter?

## TOPIC AND SUPPORTING SENTENCES

### **What makes a good paragraph?**

One main idea

Topic sentence (statement of your idea)

Supporting sentences (development of your idea)

Unity

Concluding sentence

### **Topic Sentence and Supporting Sentences**

The topic sentence is usually found at the beginning of the paragraph and introduces the reader to the topic of the paragraph. It has two parts: the topic

and the controlling idea. The topic states the subject, and the controlling idea tells what specific aspect of the subject the paragraph will discuss. Look at the following examples. What is the topic? What is the controlling idea?

- *Exercise is good for both mental and physical health.*
- *Exercise can be practiced from a very early age to a very old age.*
- *Exercising in the outdoors has many benefits.*
- *Afghan weddings are expensive, especially for the groom.*

What does the controlling idea do?

It tells you what specific aspect of the subject the paragraph will be about. It narrows the focus. So if we look at the example about Afghan weddings being expensive for the groom, everything that follows that sentence must be about wedding expenses paid by the groom. You cannot, for example, write about traditional wedding dances in that paragraph unless it is somehow related to the groom's expenses. Likewise in the third example, you could not include information about exercising indoors.

The topic sentence limits the scope of the paragraph. Look at the previous examples of topic sentences. What kind of information would you include in each paragraph?

The topic sentence should be neither too general, nor too specific. It should express an idea that you can develop in one paragraph. (Remember, paragraphs in academic writing usually have longer paragraphs than paragraphs in news writing.)

**Ex. 56 Read the following sentences. Identify those that would make good topic sentences. Which sentences are too general? Which ones are too specific?**

1. Everybody loves pizza.
2. Though pizza has its roots in Italy, this much-loved fast food has become a true world traveller.
3. Springtime is a season that many people enjoy.
4. Trees in Rome usually start to blossom in early March.

5. Smartphones are very useful.
6. Smartphones have revolutionized workplace communications.
7. Smartphones have changed the way teenagers communicate.

**Ex. 57 Read the following paragraphs and circle the best topic sentence for each one.**

Paragraph 1

Everyone knows you can buy bagels everywhere in the US, but anyone who's ever tried a New York bagel will tell you there is no comparison. Texans love their barbecued meat, and in southern California, fish tacos are a specialty, In Maryland and Virginia you can enjoy crab cakes, while a little further north, in the state of Maine, you can order a lobster sandwich or New England clam chowder. Wisconsin, a state with over 11,000 dairy farms, is known for numerous varieties of cheese. No matter which part of the US you travel to, you're sure to find regional food that's worth tasting.

- a. There is a variety of food in the United States.
- b. Food in the United States varies from beef to crab cakes.
- c. Different cities and regions of the United States have their own special food.
- d. Food in the United States is quite delicious.

Paragraph 2

The grapefruit diet, which has been around at least since the 1930's, promises a weight loss of 10 pounds in 12 days. The cabbage diet surfaces frequently, and advises people to eat cabbage soup with most meals. In the 1980's, the Atkins diet was popular. Dieters who follow this regime are supposed to eat mostly protein and vegetables, and no carbohydrates. The South Beach diet, which became popular in the 1990's, is a healthier version of the Atkins. Carbohydrates are forbidden in the first two weeks of the diet, but then are re-introduced in small amounts. Whatever kind of diet you can think of, it's sure to be out there, if not today, then some day soon.

- a. Many popular diets promise rapid weight loss.

- b.** Over the years, several different diets have been popular with people trying to lose weight.
- c.** Low carbohydrate diets are popular with people who want to lose weight quickly.

**Ex. 58 Work with a partner. Write a topic sentence for the following topics. The topics listed below are very general; you need to limit them to something that is manageable in one paragraph.**

- Sports
- Teaching
- Learning English
- Being a journalist
- Flowers

**Ex. 59 Read the model composition and write down the topic of each paragraph. Underline any linking words or phrases and replace them with other similar ones. How else could you start this essay?**

**ARE YOU IN FAVOUR OF OR AGAINST EXAMS BEING ABOLISHED?**

*Is too much emphasis placed on examination results today? In my view, their role needs to be re-examined if they are to continue to play a part in the educational system.*

*In the first place, exams do not actually test a person's knowledge of a subject but rather how much they can remember on the day of the exam. In addition, facts such as students feeling unwell or suffering from a case of nerves on the day of the exams are not taken into consideration.*

*Furthermore, the exam system is unfair to people who have studied hard but have a poor memory for facts and figures. Also, it is often the case that people who have not studied can copy from someone else who has.*

*It is argued that exams are the most efficient way of comparing the abilities of a group of people and that an exam will often encourage people to compete to get better grades. Making grades and exam results the main point of learning though, gives students the wrong idea of what education is all about.*

*In conclusion, it seems to me unfair to give a person only one chance to show what they are capable of. I think that the whole educational system needs to be changed so that exams are not the only way of assessing a student's knowledge.*

## ANALYSING AN OPINION LETTER

**Ex. 60a Read the model and choose the correct topic sentences from the ones below.**

A On the other hand, a sports centre also has its disadvantages.

B What is more, playing a sport can build character

C To start with, it will provide many new jobs.

D Firstly, there are very few sports facilities in our town.

E However, an entertainment complex would also be a good addition to our town.

F Furthermore, I could suggest an excellent location.

*Dear Sir/Madam,*

I am writing with regard to the youth development grant our town was recently awarded. I am of the opinion that the money should be spent on a new

sports centre for a number of reasons.

1. \_\_\_ If a sports centre were built, more young people would have the opportunity to play sports. Moreover, it would provide youngsters with a pleasant and positive pastime. As it is, they have very few options open to them. In addition, it would give them access to better facilities available in schools.

2. \_\_\_\_ Positive qualities, such as team spirit, fair play and friendly competition are developed. This is something we should encourage in our young people.

3. \_\_\_\_ In particular, a modern cinema is a facility sorely lacking in our area. Nevertheless, I feel helping our youth stay healthy and fit is more important.

To sum up, I believe building a sports centre is the best use for the grant money as it would be most beneficial for young people in our town. I hope that the town council agrees and starts work as soon as possible.

Yours faithfully,

Clive Dunn

**Ex. 60b Has the writer mentioned all the points in the rubric? Suggest an alternative conclusion for the model.**

## PLANNING THE PARAGRAPHS

**Ex. 61a Complete the plan with the questions below.**

- a) What can you say in support of your opinion?
- b) What do you hope the reader(s) will do?
- c) What is the opposing viewpoint?
- d) What is your opinion?
- e) What is the reason/justification for this?

### **Plan**

*Dear Sir / Madam,*

### **Introduction**

(Para1)

- What is your reason for writing?
- .....

### **Main Body**

(Para 2)

- .....
- What would the consequences / results be?

(Para3)

- What else can you say in support of your opinion?
- .....

(Para 4)

- .....
- Why does this not change your opinion?

**Conclusion**

(Para 5)

- What is your opinion again?
- .....

*Yours faithfully,*

*(your full name)*

**Ex. 61b Does the model in Ex. 60a follow the paragraph plan above?**

**FOCUSING EXPRESSIONS**

**Ex. 62a Match a beginning a-f with a suitable ending 1-6. There is an example to start with.**

Beginnings

- a) As regards recent experience, 2...
- b) As far as travelling is concerned,
- c) Regarding my salary,
- d) In answer to your second question,
- e) As for getting on with colleagues,
- f) Moving on to my long term plans,

Endings

1. will I be paid on an hourly or a weekly basis?
2. I have a reputation for being easy to work with.
3. I am used to driving rather than travelling by train.
4. I have to run my own production company eventually.
5. my last job was working as a TV cameraman.
6. no, I'm not particularly interested in working abroad.

**Ex. 62b** Now rewrite sentences a)-e) below adding the focusing expressions in brackets. You may have to change the word order of the first sentence and in some cases add or omit one or more words.

EXAMPLE

I really enjoy working in television. (As regards)

*As regards working in television, I really enjoy it.*

a) I really want to be a newspaper editor. That's my ambition. (With regard to ...)

b) I worked in the United States for three years. That's my answer to your second question. (In answer to ... )

c) I am married and have one child. These are my family commitments. (As far as ... are concerned, ... )

d) I have never called a radio phone-in programme. (As regards ... )

e) When does the job start? This is the only question I have. (My only question is ... )

TECHNIQUES FOR BEGINNINGS AND ENDINGS

The first paragraph may:

- make reference to a strange scene or situation, e.g. *Some scientists believe that in the future everyone will be genetically perfect.*
- address the reader directly, e.g. *Are you aware of any characteristics which you may have inherited from your parents?* or ask a rhetorical question (question to which no answer is expected), e.g. *Isn't it amazing how some children look so much like their parents?*
- start with a quotation, e.g. *"Genetics holds the key to the future"*

The last paragraph may:

- state a personal opinion, e.g. *In my opinion, I believe, in my view, it seems to me, The way I see it, I think, etc.*
- give the reader something to consider, e.g. *Perhaps the world would be a safer and more efficient place if everyone was genetically perfect.*
- end with a quotation, e.g. *"Genetics holds the key to the future"*, or a rhetorical question, e.g. *What will they think of next?*

**Ex. 63** *"Cars are the greatest danger to human life today."* Give your opinion with reasons. Then read what these people think about cars and match their viewpoints with their reasons.

*Malcolm:* "As I see it, cities would be less polluted if cars were banned."

*Barbara:* "In my view, cars are by no means as life-threatening as wars or violent acts of crime."

*Patrick and Sandra:* "I think that cars give us more personal freedom"

*Louisa:* "In my opinion, cars are responsible for thousands of deaths every year."

**Reasons:**

A) It is people themselves who cause the greatest harm to society, not technology or machines as such. Cars are not at all dangerous if they're driven with care and attention.

B) Every day we hear about fatal car accidents. Increasingly often people are killed or seriously injured on the roads.

C) Exhaust fumes are one of the major causes of air pollution and as a result, our health is at risk as well as the environment.

D) We can decide for ourselves where and when we want to travel without having to rely on anyone else.

**Ex. 64** First give your opinions and reasons concerning the topic below, then read the model and give the topic of each paragraph. Next, replace the underlined linking words with similar ones. Finally, underline the reason given for each viewpoint. Which quotation is included in this essay? Which techniques have been used to begin and end the essay?

PEOPLE SPEND TOO MUCH TIME AND MONEY ON FASHION.

DO YOU AGREE OR DISAGREE?

Every season, the great fashion houses of Europe and America present their new collections in the hope of persuading people to renew their wardrobes by purchasing the latest designs. In my opinion, one does not have to be a slave to fashion in order to look smart.

To start with, following the latest trends in fashion can be extremely expensive. This is especially true for those who buy costly designer clothing. There is also the risk of getting into debt in order to keep up with the latest fashions.

In addition to this, followers of fashion often give up their individuality for the sake of fashion. They choose clothes which suit neither their figures nor their personalities. This is unfortunate, as the way we dress should reflect who we really are.

On the other hand, some people argue that it is necessary to dress fashionably in order to create the correct image for their careers. This is particularly true of those who work with the public, as they reflect the image of their company. This does not mean that the latest fashions are the most appropriate, however. Simple but well-made clothes are almost always the best choice for business wear.

To conclude, I strongly believe that it is advisable to dress with style by choosing good quality clothes which suit you as an individual and have lasting elegance. As the famous designer Coco Chanel put it, "Fashion is made to become unfashionable." So instead of changing your wardrobe constantly, isn't it better to build up a collection of clothes which you can always wear?

**Ex. 65 Read the essay on the topic: “*Will life be better in the future?*” and answer these questions: Which paragraph(s) a) state the writer's opinion? b) give the other side of the argument? What tenses are used and why? Which are the topic sentences?**

Can you imagine space travel being affordable and entertaining for anyone willing to partake, or an opportunity to choose between working from home or at the office? In my opinion, life in the future will be much more pleasant than it is today.

In the first place, there will be many improvements in the field of medicine. Scientists are confident that cures for diseases such as cancer

and AIDS will have been found. Therefore, the lives of thousands of people will be saved.

Also, new technological breakthroughs will make our lives easier. Computers will be able to perform more time-saving functions, transport will be faster and more efficient and new inventions will continue to help us carry out daily tasks with ease and comfort.

On the other hand, there are those who believe that life in the future will not be so trouble-free. We will have used up the world's natural resources, therefore our planet will be on the verge of destruction. What is more, some fear that pollution will have increased due to problems such as deforestation, and that acid rain will only have been made worse. They do not consider, however, that modern technology can solve environmental problems as well as less pressing ones.

All in all, I feel that life in the future will definitely be better. We are all searching for ways to improve our lives and we can only look ahead in order to do this.

**Ex. 66 Read the following model of an opinion essay and answer the question: How is each viewpoint supported? Write down the topic of each paragraph.**

***Discuss the advantages and disadvantages of travelling by plane***

*The aeroplane is one of the most popular and widely used forms of transport today. However, it does have both its advantages and disadvantages, as outlined below.*

*To begin with, you always feel that you are well looked after when travelling by plane. Once you have checked your luggage in, you need not worry about it until you reach your destination. What is more, once you are on board the plane, you are made to feel comfortable and are served refreshments and meals by friendly, helpful cabin crew. Finally, the speed of an aircraft ensures that you will reach your destination in a matter of hours.*

*However, air travel can be expensive and there are often long delays in airports which can be irritating. Also, many people are afraid of flying, and the cramped seats and claustrophobic atmosphere of a plane can be frightening, especially if there is turbulence. What is more, travelling from one time zone to another within a few hours means that you are likely to suffer from jet lag. This can take up to a week to recover from, which is not a good way to start a holiday.*

*All things considered, it seems that although air travel does have its bad points, it has one overwhelming positive aspect - the fact that it is far quicker than any other means of transport. This means that most travellers are willing to ignore its drawbacks if it means that they are able to make their journeys shorter.*

**Ex. 67 In an opinion essay your opinion should be mentioned in both the first and last paragraphs. Refer to “Techniques for beginnings and endings” on page 78, then write different beginnings and endings for the model above practising the techniques mentioned.**

**Ex. 68 Give your viewpoints (topic sentences) with reasons (supporting sentences) on the topic: *Was life better in the past?***

## WRITING ASSIGNMENT

**Choose any of the rubrics below and write an opinion essay:**

➤ Your teacher has asked you to write a composition on the topic: *Cinema will soon be a thing of the past.* Write a composition for your teacher.

➤ Your local newspaper is investigating the question: *Are newspapers necessary nowadays?* Write an essay on the topic.

### **3.2. Writing a review**

Reviews are brief accounts of books, films, plays, CDs, etc. Their purpose is to inform readers and viewers while also giving opinions and recommendations about whether or not they should buy a CD, read a book, watch a film, etc.

Reviews are usually written for newspapers, magazines, newsletters, etc, and their style (formal or semi-formal) depends on how serious the publication is. The purpose of a review is to give your opinion about a book/film/play/CD/etc.

You might be asked to do a combination of the following:

- ✓ describe (*e.g. the characters in a play, the songs on a CD, the style of writing, etc*);
- ✓ narrate (*e.g. the plot of a film/book, etc*);
- ✓ explain (*e.g. why you think the book/play was (not) successful*);
- ✓ compare (*e.g. two characters/two films/two CDs/etc*).

*A review should contain:*

- An **introduction** in which you give the main details (e.g. names of film/book, writer/director, main stars/ characters, etc).
- A **main body** which focuses on the details requested by the rubric (e.g. description, narration, analysis, etc).
- A **conclusion** which can contain a summary of the main body and/or a positive/negative opinion. The conclusion usually contains a recommendation.

Present tenses are usually used for reviews (*e.g. The action takes place in a small cottage in the country*).

Past tenses can be used if you are writing a personal account of a performance you have attended, etc. (*e.g. We arrived just before the curtain went up but it was obvious that the audience were already restless; I thought the first act was spectacular.*)

Past tenses are also used to describe the making of a CD/writing of a book/setting up of an exhibition/etc. (*e.g. The band spent six months in the studio before they were satisfied with these remixes.*)

**Key success factors:**

- ✓ being able to express a reasonably sophisticated opinion
- ✓ using a range of vocabulary to describe what you are reviewing (plot, dialogue, characters, etc.)
- ✓ being able to summarize

When writing a book or a film review, give your reader a brief idea of the plot (without giving away the whole story!). Try to make your description as concise as possible to leave you space to give your own opinion.

**ANALYSING THE MODEL**

**Ex. 69 Which of the following would normally influence you to read a certain book?**

- a) A friend of yours has recommended it
- b) It's a best-seller – everybody is reading it
- c) You've seen and enjoyed a film based on it
- d) You were told to read it at school or university
- e) You have read a good review of it

**Read the suggested newspaper book review. In which paragraph do you find the following information? Write 1-4 in the gaps, or “DS” if the review doesn't say. Does the review make you want to read the book?**

The strong points of the book \_\_\_\_\_

The basic outline of the plot \_\_\_\_\_

What happens in the end \_\_\_\_\_

Where and when the story is set \_\_\_\_\_

The weaknesses of the book \_\_\_\_\_

Whether the reviewer recommends the book or not \_\_\_\_\_

How good the English translation is \_\_\_\_\_

Who the author is \_\_\_\_\_

Who the main characters are \_\_\_\_\_

How much the book costs \_\_\_\_\_

Who the book is suitable for \_\_\_\_\_

## THE GIRL WHO PLAYED WITH FIRE

(1) *The Girl Who Played with Fire is the second novel in the Millennium trilogy by Swedish writer Stieg Larsson. A thriller, set in modern day Sweden, it immediately became an international best-seller.*

(2) *In this book the same main characters from the first book reappear. journalist Mikael Blomkvist and the extraordinary girl Lisbeth Salander. a freelance investigator. This time Lisbeth herself becomes the suspect of a triple murder. Three people are shot on the same day, and her fingerprints are found on the murder weapon. She goes quickly into hiding, and Mikael, whose life she saved in the previous book. is determined to prove her innocence. Devastated by the fact that two of the murder victims were colleagues of his, but convinced that Lisbeth cannot possibly have been involved, he works first on his own. and then with the police, to discover what really happened. Meanwhile Lisbeth, carefully keeping out of everyone's sight. is making her own investigations ...*

(3) *The great strength of this book, and what makes Larsson's books so different from other recent detective fiction and thrillers, is the character of Lisbeth. Most famous fictional detectives or investigators tend to be either middle-aged policemen with marital problems, female forensic scientists. or middle-aged male intellectuals. Lisbeth. however, is a young slightly autistic girl from a broken home, who is also a computer genius. She is an intriguing character. and in this book we find out a lot more about her, among other things who her father is, and why she spent her teenage years in a psychiatric hospital. My only criticism of the novel would be that the early sub-plot about Grenada is not very relevant and could have been cut.*

(4) *Not only is this a complex and absolutely gripping novel, but it also tackles real problems in society, and most unusually I think for a sequel, is even better than its predecessor. For all lovers of crime novels and thrillers the Millennium trilogy is a must.*

## USEFUL LANGUAGE

**Ex. 70** Choose phrase from the Useful Language section to make sentences based on the model above.

e.g. *“A Girl who played with fire” is set in modern-day Sweden.*

### Useful Language: Vocabulary / Phrases / Expressions

#### Background

- The film/story is set in ...
- This well-written/informative/ fascinating book ...
- This original first novel ...
- The film/book tells the story of .
- The book/novel was written by .
- The film is directed by .
- This work is based on .
- It is a comedy/horror film/love story.

#### Main points of the plot:

- The plot focuses on ...
- The story begins/concerns/is about .
- The plot has an unexpected twist .
- The film reaches a dramatic climax .
- The plot is (absolutely) thrilling/(rather) boring.

#### General comments and opinion:

- It is rather confusing/long/slow/boring.
- The cast is excellent/weak/awful/unconvincing.
- The script is dull/clever/exciting.
- It has a tragic/surprising/dramatic end.
- It is beautifully/poorly/badly written.
- It doesn't come across as ...
- The arrangements are simple/effective/ complicated.
- rich/dull sound
- catchy tune

- features a variety of musical instruments
- powerful / weak voice
- musically satisfying

**Ex. 71 Underline the correct word / phrase**

1. The film *The Lord of the Rings* had a **cast/script** of thousands.
2. Mel Gibson plays one of the main **characters/ actors** in the film.
3. *Elizabeth* is an outstanding film **based on/set in** the life of Queen Elizabeth I.
4. Many famous actors and musicians attended the film's **special effects/premiere**.
5. Most of the film was rather boring but it did have an interesting **twist/script** at the end.
6. *Chicago* is one of the best films I've seen in a long time. It's sure to be a **box office hit/highly entertaining read**.
7. The *Harry Potter* books are so **well-written/acted** that even my husband enjoys reading them.
8. Nicole Kidman **tells the story/plays the part** of Virginia Woolf in the film *The Hours*.
9. Robert De Niro got very good reviews for his **role/plot** in the film *Raging Bull*.
10. The story has such a **dull/tragic** end that you'll leave the cinema in tears.

**Ex. 72a Which of the following nouns refer to films only?**

- *script* • *screenplay* • *acting* • *scenery* • *plot*
- *sound effects* • *story* • *cast* • *end*
- *role* • *character* • *special effects*

**Ex. 72b Which of these adjectives can be used to describe the nouns above?**

- dull* • *excellent* • *terrible* • *moving* • *superb*
- *awful* .. *fantastic* • *fascinating* • *touching*

- *dreadful* • *thrilling* • *hilarious* • *entertaining*
- *amusing* • *starring* • *tragic* • *dramatic*
- *spectacular*

**Ex. 72c Make up sentences about a film you have recently watched.**

## PARTICIPLE CLAUSES

**Ex. 73a Look at these extracts from the second paragraph of the model (see Ex. 69). Which words did the author leave out to make it more concise? Then read the rules for Participle clauses to check.**

*Because he is devastated by the fact that two of the murder victims were colleagues of his, but he is convinced that Lisbeth cannot possibly have been involved, he works first on his own, and then with the police, to discover what really happened.*

*Meanwhile Lisbeth, who is carefully keeping out of everyone's sight, is making her own investigations ...*

The writer uses participles (*devastated, convinced, keeping*) instead of a subject+verb. Past Participles replace verbs in the active. The subject of the clause is usually the same as the subject of the main clause.

Participle clauses can be used:

- instead of a conjunction (*after, as, when, because, although, etc.*)+ subject + verb, e.g. *Devastated by the fact...* instead of *Because he is devastated...*
- instead of a relative clause, e.g. *carefully keeping* instead of *who is carefully keeping*.

**Ex. 73b Rewrite the underlined phrases to make them more concise using participle clauses.**

1. As she believes him to be the murderer, Anya is absolutely terrified.
2. Annelle, who has been forced to marry a man she does not love, decides to throw herself into her work.
3. Simon, who realizes that the police are after him, tries to get out of the country.

4. It was first published in 1903 and it has been reprinted many times.
5. Because he is deeply ashamed of how he has behaved, Luke cannot face his family and friends.
6. It is set during the First World War, and it tells the story of a young soldier.
7. When he hears the shot, Mark rushes into the house.

## RELEVANT VOCABULARY

**Ex. 74** For each of the sentences below, circle the words/phrases which could be used to fill in the gaps. Then suggest how you would use the words/phrases you have not circled.

1. It is definitely one of the most \_\_\_\_\_ghost stories I have ever read.

• *compelling* • *humourless* • *chilling* • *spine-tingling* • *entertaining*

2 Most critics agree that this play is \_\_\_\_\_

• *underrated* • *well-received* • *slow-moving* • *depressing* • *hilarious*

3 When listening to this CD, one of the things that instantly grabs your attention is the \_\_\_\_\_ music.

• *moving* • *rousing* • *stirring* • *haunting* • *unimaginative*

4. If you get the chance, go; you are unlikely to see a more \_\_\_\_\_film this year.

• *thought-provoking* • *overcomplicated* • *spectacular* • *marvellous* • *action-packed*

## ADJECTIVES AND ADVERBS

When writing reviews, you need to use a variety of adjectives (*e.g. a marvellous performance, an interesting plot, etc*). To add emphasis, you can use adverbs such as *extremely, completely, absolutely* etc. (*e.g. The performance was absolutely marvellous.*) Some adverbs (*e.g. really*) collocate with both gradable and non-gradable adjectives. Since not all adverbs and adjectives collocate, you should be careful to avoid mistakes such as *extremely breathtaking, totally moving*.

Study the table and the examples given below.

Adverbs	Adjectives	Adverbs	Adjectives
incredibly	enjoyable	absolutely	brehtaking
extremely	moving	totally	magnificent
exceptionally	convincing	completely	ridiculous

*e.g. This is an exceptionally enjoyable film with an incredibly moving story and absolutely breathtaking scenery.*

**Ex. 75** Check that you know the meaning of the adjectives below. Then make sentences using appropriate adverbs, as in the examples.

### **BOOKS / FILMS / PLAYS**

<i>character(s)</i> -- shallow, unconvincing, likeable, convincing, believable
<i>plot</i> -- overcomplicated, predictable, absorbing, gripping, riveting
<i>special effects</i> -- cheap, laughable, stunning, staggering, astounding
<i>photography</i> -- poor, amateurish, breathtaking, incredible, impressive
<i>acting / performance(s)</i> -- wooden, appalling, natural, powerful, spectacular
<i>writing / script</i> -- contrived, confusing, realistic, thought-provoking, compelling

*e.g. One of the problems with this film is that the main character is extremely shallow and unconvincing. The plot, however, is absolutely riveting.*

**Ex.76a** Read the short extract from a film review, below. Then replace the underlined sections with other positive adjectives from the table above.

*This is definitely a film worth seeing; not only are the special effects absolutely stunning, but there is some spectacular acting as well. The main characters are entirely believable and Vivian Farlough (who plays Copeland) is particularly powerful, due in part to the extremely realistic script.*

*As far as the plot is concerned, I found it totally absorbing, especially when. halfway through the film. The action shifts to North Africa and the storyline becomes even more gripping. Another point worth mentioning is that ...*

**Ex.76b** Now make the review negative by replacing the underlined expressions with negative adjectives from the table. Begin like this:

*This is definitely a film to avoid: not only are ...*

**Ex. 77** Read the extract from a negative review below and replace the underlined adjectives with others from the table below to make the review more *positive*

*As far as the individual tracks are concerned, most of them are very weak. The CD opens with their best-known song, known “Down Low”, which is an extremely unimaginative piece of work. In my opinion, the use of violins in this piece completely over-the-top. As for the lyrics, well, there are four verses of awful poetry and one of the most cliched choruses I have ever heard. Most of the other tracks are equally dull with the possible exception of...*

## MUSIC

**songs / tracks** -- outstanding, impressive, remarkable. weak, dull

**music** -- stimulating, moving, inventive, over-the-top, unimaginative

**lyrics** -- thought-provoking, profound. meaningful, cliched, awful

## ANALYSING A BOOK REVIEW

**Ex.78** Read the book review and put the paragraphs into the correct order. What is each paragraph about? How does the writer recommend the book? Suggest an alternative recommendation

## WOMAN IN THE MISTS

\_\_\_ **A** *The book relates how Fossey, a zoologist, moves to the Varunga mountains to study gorillas. After months of hard work, she is finally accepted into their group, playing, wrestling and even hugging the animals. Soon, however, Fossey's world is threatened as poachers start to hunt and kill her beloved friends.*

\_\_\_ **B** *I highly recommend "Woman in the Mists". It is beautifully written and will leave the reader with better understanding of this truly remarkable woman.*

\_\_\_ **C** *The drama-filled story gripping from beginning to end. It is full of touching moments as Fossey struggles to save these often misunderstood but affectionate animals. Mowat's admiration for Fossey shows clearly in the book's description of her love for the gorillas and her deep respect for the natural environment in which she lived.*

\_\_\_ **D** *"Woman in the Mists", by Farley Mowat, is an inspiring story that takes place in the Varunga Mountains in Rwanda, Africa. This wonderfully written book is the biography of Dian Fossey, an intelligent and determined woman who devoted her life to protecting the wild mountain gorillas.*

### UNDERSTANDING THE RUBRIC 1

**Ex. 79a Read the rubric and underline the key words. What information should you include in your review? What style should you use? Why?**

The editor of the newspaper you work for has asked you to write a review of a CD you like. Write your review, including a description of some of the tracks and saying why you recommend it to your readers.

**Ex. 79b Compare and contrast the two models below. Which model:**

- ✓ uses a variety of adjectives?
- ✓ is informal in style (e.g. uses short sentences, contractions, colloquial language)?
- ✓ doesn't give reasons for its recommendation?
- ✓ uses simple linking devices?
- ✓ doesn't have paragraphs?

Model A

### **Sting: Brand New Day**

*Brand New Day*, by Sting, is a brilliant CD which is by far one of his best. There are ten tracks to enjoy, each one better than the last. And although the main theme of the CD is love, each song tells its own different story.

The CD's title track and first single, *Brand New Day*, is an upbeat song about never giving up on love. The arrangements are simple and effective. The rich sound of *Desert Rose* promises to be the second single from the CD and is full of surprises. The minute-long introduction is sung in Arabic by Cheb Marni and the song, with its Middle Eastern influences and Sting's powerful voice, is unlike anything he has ever done before. *After the Rain Has Fallen* is an energetic song that tells a fairy-tale story of love. You'll be humming this catchy tune long after you first hear it! *The End of The Game* features a variety of musical instruments from loud drums to calming keyboards and violins.

Once again, Sting will fascinate audiences from all over the world with his powerful voice and catchy tunes. I definitely recommend that you add this CD to your collection. It is a must!

Model B

### **Sting: Brand New Day**

Sting's CD, *Brand New Day*, is really great. There are ten tracks on it and even though the main theme is about love, the songs tell a different story. The title track, *Brand New Day*, is also the name of the first single. This song is really good and the way it's put together is really interesting. *Desert Rose* is the second single from the CD and it's also great. The beginning of the song is sung in Arabic and then you hear Sting's voice. I really liked this song! The song *After the Rain Has Fallen*, is another song that I loved. *The End of the Game* has a lot of different instruments like drums, keyboards and violins. Sting is a man who has played almost everywhere in the world. If I were you, I'd go out and buy this CD today!

**Ex. 79c** In pairs, divide model B into paragraphs, then suggest another conclusion. In which type of publication could you read such a review?

## UNDERSTANDING THE RUBRIC 2

**Ex. 80** Read the rubric below, underline the key words and answer the questions that follow.

You have been asked to write a review for a magazine aimed at students of English, of a film or a play that you have seen and which is in some way related to life in your country.

Your review should say how the film or play portrays aspects of your culture and whether or not you thought the portrayal was accurate. You should write approximately 250 words.

### **Plot /Theme**

1. Does this rubric require you to give a summary of the plot?
2. Should you write about the whole film/play or just those aspects that relate to your country?

### **Cast / Acting**

3. Is it important to remember all of the names?
4. Would it matter if you did not include any comment about the acting?

### **Relation to your country/Accuracy**

5. Which aspects of your country's culture could be portrayed?
6. In what ways could a country's culture be portrayed in a film or play?

### **Style / Register**

7. How formal should your writing be? Give reasons

## ANALYSING THE MODEL

**Ex. 81a** Read the model and fill in the gaps with the words given. Then, answer the questions that follow.

• *which* • *with* • *this* • *to* • *what* • *also* • *who* • *as*

*On a recent visit to the US, I was lucky enough to catch a performance of Eduardo de Filippo's 'Saturday, Sunday, Monday', at the Angus Bowmer*

*Theatre in Ashland, Oregon. This comedy, 1) \_\_\_\_\_ was written in Italian but has been translated into English, provides a valuable insight into the life of an Italian family.*

*The play is set in the family home of Rosa, 2) \_\_\_\_\_ is the mother, and the events take place over a weekend, 3) \_\_\_\_\_ the action based either in the kitchen or around the dining table. As the plot evolves, we learn about the things that matter to a group of ordinary but very diverse characters.*

*4) \_\_\_\_\_ is striking about this production is the way the script makes us feel that we are actually present at a traditional family gathering. The use of a real cooker on the set fills the theatre with the unmistakable smells of Italian cooking. 5) somehow intensifies the experience as you begin to sense the atmosphere from the moment you enter the theatre.*

*I would say that the portrayal of the details of Italian home life was extremely realistic. The importance of family meals comes across clearly, 6) \_\_\_\_\_ does the fact that Italian people are hospitable - traditions which we, as a nation, hold very dear. The everyday problems of relationships are 7) \_\_\_\_\_ brought into focus in a way which is totally believable.*

*I would thoroughly recommend this play 8) \_\_\_\_\_ anyone, regardless of their nationality. If nothing else, it will prepare you for what to expect if you ever visit Italy!*

### **Ex. 81b**

1. Find examples of: present tenses; past tenses; a future tense. Why have these tenses been used?

2. Find words or phrases in the model which mean the same as the following:

- ✓ managed to see, helps people understand (para 1)
- ✓ develops, different (para 2)
- ✓ impressive, as soon as (para 3)
- ✓ in my opinion, are proud of (para 4)

3. The following phrases have been taken from the model. Finish the sentences by describing a film or a play you have seen. Then suggest alternative phrases for each sentence.

- The film/play is set in \_\_\_\_\_
- The events take place \_\_\_\_\_
- The action is based \_\_\_\_\_
- As the plot evolves \_\_\_\_\_
- What is striking \_\_\_\_\_
- I would say \_\_\_\_\_
- If nothing else \_\_\_\_\_

### PARAGRAPH PLANNING

**Ex. 82 Complete the paragraph plan below by filling in your own notes.**

**How could you have written the model from Ex. 77 differently?**

<b>Introduction</b> .....
<b>Paragraph Two</b> .....
<b>Paragraph Three</b> .....
<b>Paragraph Four</b> .....
<b>Conclusion</b> .....

### RECOMMENDING

#### **For positive reviews**

- I would advise anyone to (see / watch / go to / etc) ...
- This is (a film / book / play / etc) that you should not miss.
- If you have the chance, make sure you (see / watch / go to / etc) ...
- If you only (see one film / buy one CD / etc) this year, this should be it.
- This (film / book / play / etc) is well worth seeing.
- I would thoroughly recommend (name of film / book / play / etc).

### For negative reviews

- (Name of film *I* book *I* play *I* etc) is not worth (seeing *I* buying *I* reading *I* etc).
- This is a (film *I* book *I* play *I* etc) to avoid.
- Unfortunately, this (film *I* book *I* play *I* etc) fails to live up to expectations.

**Ex. 83 Think of a film and a book that a) you really enjoyed; b) you did not like. Then, using the expressions above, as well as information of your own, write your recommendations, as in the example. Compare your recommendations with a partner.**

*e.g. 'Dynamite Alley' is not worth seeing unless you are a great fan of special effects. Even then, you have to be very dedicated to sit through such a long film.*

### BEGINNINGS AND ENDINGS

**Ex. 84 Look at the words below, taken from the beginnings and endings of reviews, and use them to fill in the gaps in the phrases. Then suggest ways of extending each phrase into a complete sentence.**

- *collaboration* • *persevere* • *release*
- *recommend* • *published* • *hype* • *seeing* • *opened*

#### BEGINNINGS

With the 1) \_\_\_\_\_ of his latest film, the director has ...

When this play 2) \_\_\_\_\_ critics were...

The book, 3) \_\_\_\_\_ last year, is a novel which ... This CD, which is the result of a 4) \_\_\_\_\_ between two great recording artists, ...

#### ENDINGS

This is a film which is well worth 5) \_\_\_\_\_, if only ...

I would unreservedly 6) \_\_\_\_\_

If you 7) \_\_\_\_\_ with this book, ...

In spite of all the media 8) \_\_\_\_\_ this CD

## ANALYSING STYLE

### **Ex. 85a Read the extracts below and say:**

- ✓ what is being reviewed
- ✓ what kind of publication the review might appear in
- ✓ which tenses are used and why

**A** *There's nothing quite like 'Chocks Away'. Designed for two to six players, it will keep you amused for hours. It's not only a lot of fun but it's good value for money too - an ideal gift for any teenager. Buy it!*

**B** *One of the best bits was the traditional dance performed by the local group. Of course, the costumes were fantastic and that helped a lot with the overall look. The other thing that helped us really enjoy it was that we'd managed to get our hands on a programme That was good because we knew what time everything started (the announcements were terrible!)*

**C** *Tastefully decorated, conveniently located and with a wide range of courses to suit all occasions, this is the perfect meeting place after a hard day's work. On our arrival, we were quickly and courteously shown to our table, where we were served with complimentary appetisers. Despite the fact that it was exceptionally busy, the service throughout was unfailingly prompt and attentive.*

**D** *Based on the critically acclaimed course book by John Sweeney, 'Learn English Fast' is now available as a set of four CD-ROMs. The computer version retains all the key features of the original, as well as having the added advantage of being very clearly presented, a factor which is so frequently overlooked by other producers in the vast field of computer-based educational material.*

### **Ex. 85b Look back at the extracts and find examples of:**

- sophisticated vocabulary
- simple vocabulary/contractions
- the passive voice
- direct address
- formal linking devices

- simple linking devices
- complex sentence structure
- simple sentence structure

**Ex. 85c Choose two of the extracts and re-write them in a different style**

**Ex. 86 Read the rubrics below and, for each one, answer the questions that follow.**

**Rubric A** Your college newsletter regularly publishes book reviews which have been written by students. Write a review of a book you have read, giving a brief outline of what the book was about and giving reasons why you think your fellow students would benefit from reading it.

**Rubric B** A music magazine which you read regularly is planning a feature called '100 Classic Albums'. Readers have been asked to send in a review of their favourite CD, saying why they think it deserves to be called a classic.

1. What do you have to review?
2. Who is the target reader? How formal does your writing need to be?
3. What information should you include in the introduction?
4. Will your review be largely favourable or unfavourable?
5. Which aspects do you need to cover in the main body?
6. How will you conclude the review?

#### WRITING ASSIGNMENT

**Using the information you have learned in this unit, write one of the reviews you discussed above. You should write about 250 words**

## UNIT FOUR

### CRITICAL WRITING

**Critical** writing has all the features of persuasive writing, with the added feature of at least one other point of view. While persuasive writing requires you to have your own point of view on an issue or topic, critical writing requires you to consider at least two points of view, including your own. The types of composition characterized by persuasive mode of writing are all types of discursive letters, articles, compositions (for and against essays, balanced arguments etc). The kinds of instructions for critical writing include: 'critique', 'debate', 'disagree' and 'evaluate'.

Critical writing requires strong writing skills. You need to thoroughly understand the topic and the issues. You need to develop an essay structure and paragraph structure that allows you to analyse different interpretations and develop your own argument, supported by evidence.

#### 4.1. Writing a “for and against” essay

A “for and against” essay is a formal piece of writing in which a topic is considered from opposing points of view. Outlining advantages and disadvantages.

- In the **first paragraph** we introduce the topic. In articles and compositions, we may use any of the following techniques to make the beginning more interesting to the reader:
  - a reference to an imaginary scene or situation
  - addressing the reader directly
  - a rhetorical question
  - a quotation
- The **main body** usually consists of two paragraphs. One presents the points for the issue, along with our justifications or examples. The other presents the points against the issue with supporting sentences.

- In the **final paragraph** we give our opinion and/or a balanced summary of the topic. To make the ending of the composition more effective, we can use one of the following techniques:
  - state a personal opinion
  - give the reader something to consider
  - use a quotation or rhetorical question
- Do not include opinion words (*I believe, I think, etc*) in the introduction or the main body of compositions, reports and articles.
- Pros and cons can be found in articles, compositions, reports or letters. The style of writing is usually semi-formal or formal.

## UNDERSTANDING THE RUBRIC

**Ex. 87 Read the rubric below, then answer the questions that follow.**

Your class has been doing a project on the role of computers in modern society. As part of this project, your teacher has asked you to write a composition with the following title: *Computers have both positive and negative effects on our lives.*

1. Who is going to read your composition?
2. Which style of writing will you use?
  - very informal
  - quite formal
  - chatty and colloquial
3. Which of the following points could be included in your essay? Tick them off. Which points are pros and which are cons? Can you add any other ideas?
  - make people dependent on them \_\_\_\_\_
  - save space \_\_\_\_\_
  - save time \_\_\_\_\_
  - can provide entertainment \_\_\_\_\_
  - can make mistakes \_\_\_\_\_
  - are a source of information \_\_\_\_\_

## ANALYSING A “FOR AND AGAINST” COMPOSITION

**Ex. 88a Read the model and fill in the gaps with the appropriate linkers from the list.**

• *such as* • *in addition* • *Another negative effect* • *To begin with* • *On the one hand* • *As a result* • *On the other hand* • *All things considered* • *Finally*

Can you imagine your life without computers? Whether in the office, school or at home, computers have become an indispensable part of our everyday existence. Yet, have the changes they brought about really been for the better?

1) \_\_\_\_\_ the benefits of computers cannot be denied.

2) \_\_\_\_\_ they save valuable time and space. Time-consuming tasks, 3) \_\_\_\_\_ checking bank accounts, can now be

done in a matter of minutes and large amounts of information are economically stored on tiny disks. 4) \_\_\_\_\_ with immediate

access to the Internet, they allow us to explore the world from the comfort of our homes. 5) \_\_\_\_\_ we can always keep up-to-date with global and

current issues. 6) \_\_\_\_\_ computers provide entertainment, for instance in the form of amusing games.

7) \_\_\_\_\_ there are also disadvantages with the computer age.

Computer technology may progress rapidly, but machines still make mistakes. It is not uncommon for computers to suddenly crash, deleting

whole files of essential information. 8) \_\_\_\_\_ of

computers is that people easily become dependent on them. How often do we hear of youngsters spending all their free time in front of the computer,

isolating themselves from other people their age?

9) \_\_\_\_\_ it seems to me that computers are admirable

tools that improve the quality of life but only when used sensibly. No matter how advanced machine is, it can never replace a human being.

**Ex. 88b Look back at the model and answer the following questions.**

1. What are the topic sentences in the main body paragraphs? Underline them and suggest other appropriate ones.
2. What are the supporting sentences?
3. What technique is used to start/end the essay?

**Ex. 88c Now replace the beginning and ending with the best option from the ones below.**

### **Beginnings**

**A** Imagine computers organizing every aspect of our lives.

**B** Do you feel threatened by computers?

### **Endings**

**A** What does the future hold for us?

**B** As Elbert Hubbard once said, "One machine can do the work of 50 ordinary men. No machine can do the work an extraordinary man".

**Ex. 88d What is the writer's opinion on the topic? Is it clearly stated? How far do you agree with his points?**

## LINKING

In a "for and against" (or discursive) composition ideas should be linked with appropriate linking words and phrases. Examples of these include:

**To list or add points:** firstly / in the first place / to start / to begin with; Secondly / in addition / furthermore / moreover / besides; thirdly / finally / last; last but not least

**To introduce points:** one major / main / most important advantage/disadvantage of, a further advantage, one point of view in favour of/against

**To add more points to the same topic:** what is more, furthermore, also, in addition to this/that, besides, apart from this/that, not to mention the fact that

**To make contrasting points:** on the other hand, however, in spite of, while, nevertheless, despite, even though, although, it can be argued that

**To introduce examples:** for example, for instance, like, especially, such as, in particular

**To conclude:** to sum up, all in all, all things considered, in conclusion, on the whole, taking everything into account, as was previously stated

**Ex. 89 Underline the correct linking word/ phrase.**

1. One point of view **against / in favour of** paying in cash is that you know exactly what you spend.
2. **Even though/Nonetheless** a large number of people have no real need for them, more and more people are buying mobile phones.
3. Many people **feel /are against** that hypermarkets make their lives easier.
4. **Despite/Besides**, older people have a lot to offer to society.
5. **For example/Such as**, you can have everything delivered to your home without waiting in endless queues.

**Ex.90 Complete the following sentences, then replace the words in bold with other similar ones.**

1. Public transport is often more convenient than taking one's car, **and is also** \_\_\_\_\_.
2. Being able to speak a foreign language is very useful when abroad. **Furthermore**, \_\_\_\_\_.
3. **Although** living abroad can be an interesting experience, \_\_\_\_\_.
4. Being self-employed means that you are your own boss. **However**, \_\_\_\_\_.
5. Exercise can help you to lose weight. **What is more**, \_\_\_\_\_.
6. Experimenting on animals is cruel, **not to mention the fact that** \_\_\_\_\_.
7. Package holidays are cheap. **On the other hand**, \_\_\_\_\_.

8. **While** living alone can be lonely, it  
\_\_\_\_\_.

9. Keeping up with fashion takes a lot of effort. **In addition,**  
\_\_\_\_\_.

10. Watching television can be educational. **Nevertheless,**  
\_\_\_\_\_.

## ANALYSING THE MODEL

**Ex. 91a** You have been asked to write the following essay: *Text-messaging is an important advance in communication - or is it?* **With a partner, discuss three reasons you think text messaging represents an important advance in communication and three reasons why it does not. Order them 1-3 according to their importance.**

**Ex. 91b** Read the model essay and see if the writer has mentioned some or all of your arguments. Does the writer put her main argument first in both paragraphs?

### **Text-messaging is an important advance in communication - or is it?**

*Introduction*.....

#### Arguments in favour

Being able to send short, written messages via mobile phone has clearly advanced communication in certain respects.

The greatest benefit of texting is that it allows us to communicate instantly with other people wherever they are, but without interrupting them in the way that a phone call would, and allowing them to reply whenever it is convenient for them to do so. In addition, sending a text, for example to arrange where to meet someone, is a quick, concise, and efficient way of communicating, as people normally only include the vital information. Finally, text messaging is a very cheap form of communication, which is a particular advantage for young people or for people who are travelling, when mobile phone conversations can be prohibitively expensive.

Arguments against

On the other hand, however, there are strong arguments to suggest that text messaging has had a negative effect on how we communicate. One downside is that there is a tendency for people to use texts as an excuse to get out of conversations which might be uncomfortable to have either face-to-face or on the phone. Another drawback is that people increasingly text while they are in company, suddenly switching off from a conversation and focusing on their phone screens. However, perhaps the most important and worrying downside of texting is the effect it is having on written communication. Teachers worldwide complain that the idiosyncratic language of text messages, such as abbreviated words and the use of letters and numbers to convey meaning has led to a generation of young people being unable to spell or form correct sentences.

*Conclusion* .....

INTRODUCTIONS AND CONCLUSIONS

In an essay it is important that the introduction engages the reader's attention. It should introduce the topic, but should not include the specific points that you are going to mention in the body of the text.

A good introductory paragraph describes the present situation and gives supporting evidence. It should refer to the statement or question you have been asked to discuss. This can often be done in the form of a question to the reader which the subsequent paragraphs should answer.

The conclusion should briefly sum up the arguments you have made, and can include your personal opinion. The opinion you express should follow logically from the arguments you have presented.

**Ex. 91c Look at the three introductory paragraphs below and choose which one you think is best for the model essay above. Compare with a partner, and discuss why you think it is the best, and why the other two are less suitable. Then do the same with the concluding paragraphs.**

### *Introductory paragraphs*

1. Since the first SMS was sent in 1992, text messaging has become one of the most popular forms of communication, especially among the younger generation. with billions of messages being sent every year. But has this technology really improved interpersonal communication?
2. Text messaging clearly has important advantages and disadvantages. In this essay, I am first going to analyse the advantages of SMS technology and then I will outline some important disadvantages before finally drawing my conclusions.
3. Can you imagine life without sending and receiving SMSs? Almost certainly not, as this cheap and convenient technology has become such a vital tool for organizing our social lives and communicating instantly with our friends and family. How did we manage before it was invented?

### *Concluding paragraphs*

1. In conclusion, text messaging has important advantages and disadvantages, but on the whole. o believe that it has improved our lives in a significant way.
2. In my view, text messaging has improved communication considerably and it is highly useful. for example, if you are trying to contact someone in a very noisy place, such as a club, where it would be impossible to hear a phone call. In conclusion, it is a very vital piece of technology.
3. To sum up, although text messages are a cheap and useful way of communicating, they have arguably led to young people being less able to express themselves correctly in writing. On balance, I believe that text messaging does not represent an advance in communication.

**Ex. 92 Read the concluding paragraphs below and say whether they express a balanced consideration or the writer's opinion.**

1. In conclusion, getting married has, to my mind, more advantages than disadvantages. After all, what can be more fulfilling than a steady relationship with the person you love that lasts for the rest of your life?

2. To sum up, camping holidays do have advantages, the main one being that they are far cheaper than other holidays. In my opinion, however, there is too much hard work involved for them to ever feel like a real holiday.
3. To conclude, by looking after animals and helping them to breed, zoos play an important part in protecting many species from becoming extinct. Therefore, the negative aspects of keeping animals in captivity are balanced out by the positive ones.
4. All in all, computers have both advantages and disadvantages. They may have replaced humans in many jobs, but they have also made our lives considerably easier, and it is now difficult to imagine life without them.
5. On the whole, while most people go on holiday to rest, this is one thing you are unlikely to do on an adventure holiday. In my opinion, this disadvantage outweighs all the advantages associated with this kind of holiday.
6. Taking everything into account, there are both advantages and disadvantages in keeping pets. In the end it is up to the individual to decide whether the pleasure associated with owning a pet is worth the work that goes with it.

TECHNIQUES FOR BEGINNINGS AND ENDINGS are the same as those for writing an opinion essay:

*The first paragraph may:*

- make reference to a strange scene or situation
- address the reader directly or ask a rhetorical question (question to which no answer is expected)
- start with a quotation

*The last paragraph may:*

- state a personal opinion
- give the reader something to consider
- end with a quotation

**Ex. 93** Read the main body of the “for and against” essay below on the topic *"Discuss the advantages and disadvantages of living in a foreign country"*. Then read the beginnings and endings and say which technique has been used in each one. Finally, replace the underlined words or phrases in the main body with other synonymous words or phrases.

One of the main advantages of living in a foreign country is that it gives you the opportunity to experience an entirely different way of life, which can be a valuable form of education. Moreover, one is given the chance to learn and become fluent in another language through everyday use. In addition, many people become more independent and self-reliant by having to cope with difficult situations on their own. Finally, living in a country with a different climate can prove beneficial to both one's health and state of mind.

On the other hand, even if you try your hardest to adapt to your new surroundings it is likely that you will often experience moments of isolation, frustration and loneliness. This can be caused by communication problems, especially if you cannot speak the language yet. What is more, finding a job can often be a stressful experience as in some countries foreigners are not easily accepted.

### **Beginnings ...**

**A** Every morning some people strap on their skis, climb into their canoes or ride a horse to get to their jobs. They are not eccentrics, though; they have simply chosen to live in a place where ways of getting to work differ from those in their own country.

**B** As foreign travel becomes increasingly cheap and convenient, more and more people are discovering new places. Many prefer them to their own countries and decide to move there. But is living abroad as easy as it seems?

**C** Have you ever thought of settling down in your dream country? It is undoubtedly a big decision to make, but it can often change your life for the better.

**...Endings**

**A** To conclude, although living in a strange place can be stressful at first, it is something that almost everybody is capable of adjusting to. As Lydia Hearn once said, "A foreigner is only a foreigner until you've been introduced."

**B** In conclusion, living abroad is a good way to learn to co-exist with others. Perhaps if everyone experienced life in a foreign country, relations between countries might improve and the world would become a more peaceful place.

**C** However, in my view, living successfully in a foreign country depends on the individual. The more effort that is made to participate and become part of one's new surroundings, the more welcome and comfortable one will feel.

**MAIN BODY PARAGRAPHS**

**Ex. 94a Match each argument about advertising to its corresponding justification. Which points are 'for' and which are 'against'?**

Arguments	Justifications
1. __ creates jobs 2. __ can make people dissatisfied with what they already have 3. __ increases the wealth of a country 4. __ causes people to place too much importance on material goods	a. tax paid on goods sold can be used for essential services in society b. many people are willing to work long hours so they can afford the goods on offer c. children of poorer parents feel inferior when they cannot buy the same things as their classmates d. the unemployment problem is reduced, which is an important advantage for a country's economy

**Ex. 94b Now use linking words/phrases to complete the main body paragraphs below with the arguments and justifications from Ex. 94a**

1. There are certain arguments in favour of advertising.

.....

.....

.....

2. However, some people feel that advertising also has its drawbacks.

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

**Ex. 95 Think of an appropriate topic sentence for each set of supporting sentences. Each set deals with a different topic.**

**A** For example, customers are able to visit the online store without having to leave their house. An additional advantage of electronic shopping is that goods are delivered to our door.

**B** The main disadvantage of mobile phones is that they are expensive to use. Another point against them is that they might be harmful to our health.

**Ex. 96 Read these topic sentences, then, think of appropriate supporting sentences.**

1. It is suggested that budget airlines have many advantages.
2. However, there are certain disadvantages to receiving junk mail.
3. The main disadvantage of fast food is that it is bad for your health.
4. One point in favour of graffiti is that it allows people to express their artistic ability.

**Ex. 97a Read the two models (A & B). Which is the good model? Why?**

**Tick off the appropriate items**

- the style is fairly formal; no short forms are used \_\_\_\_
- the paragraphs are well developed \_\_\_\_
- there are clear topic sentences for each paragraph \_\_\_\_
- there are supporting sentences for each point presented \_\_\_\_
- the writer's opinion is only expressed in the last paragraph
- a variety of linking words are used \_\_\_\_
- the writer has used an interesting beginning and ending \_\_\_\_

## Model A

Statistics show that more and more: people are shopping on credit. In my view, credit cards have many advantages, but we-shouldn't forget that there are some bad points too.

Using credit cards makes our lives easier in many ways. Credit cards are international and can be used all over the world, wherever you see the logo on your card. I even used mine in Africa once! I believe that the best thing about them is that you can buy whatever you want over the phone or online. But you need to check your receipts against your monthly statement because they always make mistakes. Some credit cards offer extras such as discount vouchers or air miles, which' is great. The only bad thing is that it's so easy to over-use your credit card. I've been in debt more than once. But if you're careful there's no problem.

So, for most people shopping on credit is a blessing

## Model B

"Just put it on my credit card!" It seems there are very few people nowadays who do not use this phrase when shopping. Along with the Internet, mobile phones and electronic mail, credit cards have become an essential aspect of modern living. But have they actually made our lives better?

There is no doubt that shopping on credit has its advantages. Firstly, there is no longer a need to carry much cash with you. As a result, you reduce the risk of losing your money or having it stolen. An additional advantage of credit cards is that they are convenient. In particular, people with little time to spare appreciate the fact that they can order products or services without leaving their homes.

However, the most important drawback of credit cards is that they can easily be misused. For example, many people spend more than they ought to and consequently find themselves in debt. Another disadvantage is the risk of falling behind with payments. This often results in an increase in the amount of interest you have to pay.

All in all, I think that credit cards are a welcome, practical tool, though not free from risks. If we bear those risks in mind, credit cards can indeed be a blessing.

**Ex. 97b Look at this list of things you should avoid in a “for and against” essay. How many of these can you find in model A? Tick.**

- opinion in the first paragraph \_\_\_\_
- personal examples \_\_\_\_
- short forms \_\_\_\_
- one sentence paragraph \_\_\_\_
- blind use of statistics \_\_\_\_
- overgeneralization \_\_\_\_
- badly laid out composition \_\_\_\_

**Ex. 97c Now rewrite the beginning and ending of model A in an appropriate way.**

**Ex. 98 Look at the writing tasks below, underline the key words and, for each one, answer the questions that follow.**

Task 1 You have had a class discussion on the following question: *What are the pros and cons of keeping fit?* Now your teacher has asked you to write a composition on this question, including your opinion.

Task 2 Hilda, your friend from Canada, is thinking of coming to your country in order to study. She has asked you to tell her what life is like for university students in your city. Using your notes below, write a letter to Hilda, informing her of the pros and cons.

**Good points**

- *Many facilities for students (wonderful student sport centre with special discounts / Internet cafe)*
- *Social life (opportunity to meet people from all over the world)*

## Bad points

- *Life is expensive (student rents high)*
- *Lots of traffic (noisy, especially around university campus)*

1. What do you have to write?
2. Who is the target reader? What style is appropriate?
3. What would be a suitable way to begin/end?
4. How many points will you include in the main body?
5. Which reasons/examples will you give for each of these points?
6. Which linking words and phrases could you use?

## WRITING ASSIGNMENT

**Using the information you have learned in this unit, write one of the tasks above. You should write between 120 and 180 words. Check for:**

- grammar • spelling • balance of pros and cons • paragraph organisation • range of vocabulary • linking words and phrases • topic sentences • relevance of points

### 4.2. Writing a critical essay

A critical essay is a form of academic writing that analyzes, interprets, and/or evaluates a literary text, a movie, a philosophical or social issue. In a critical essay, an author makes a claim (thesis) about how particular ideas or themes are conveyed in a text, then supports that claim with evidence from primary and/or secondary sources.

Writing critically presupposes the development of critical thinking and reading skills. Critical thinking and reading are processes that take time to develop. When you start a new topic, you need basic information to understand it. Ask simple questions: What/When/Who/Where? As you start to understand the topic, ask more in-depth questions: Why/How/What if/So what/What next? You are starting to analyse and evaluate what you reading.

*A critical essay should consist of:*

- An **introduction** containing introductory statement (the hook), a brief summary/overview of the book/movie, thesis statement

- A **main body** containing two or three paragraphs each developing its own argument supported by evidence, accompanied with analysis and evaluation
- A **conclusion** which includes summary of the main points of the essay, reassertion the thesis statement, additional insights (optional), concluding statements.

## HOOK AND THESIS STATEMENT

A hook will be helpful to catch your reader's attention. It can be a mind-blowing fact about the movie / book, a quotation or a question. The thesis statement, which is what you're setting out to prove, will be the first thing that you write, as it will be what you'll need to find support for in the text and in research materials. You'll likely start with a broad idea of what you'd like to investigate and then narrow that down, focusing it, as you start your preliminary research, writing down your ideas and making your outline of how you want to present your points and evidence.

While a thesis statement may be argumentative in nature, there are actually two types of thesis statements in writing: an informative thesis and a persuasive thesis. For essays that involve an argument, a persuasive thesis is required. This is usually made up of an opinion and the reason why it's true.

**Ex. 99 Peruse the following list of thesis statements and decide which ones are informative and which – persuasive.**

1. The moral of the story is that love always prevails. (The essay would prove why this is the moral of the story. This includes supporting details and pieces of evidence of such.)

2. Because modern cinematic approaches have allowed filmmakers to show graphic content, horror flicks have exposed young audiences to violence.

3. The many issues and scandals of the Bush administration revealed a number of problems with the Republican Party's nominating process.

4. In order to ensure credible information dissemination and reporting, journalists must understand the real significance of the statistics they present.

5. Because our planet's natural cycle may depend upon biodiversity, it is our responsibility to save the sharks.

6. It is too late to save the earth; therefore, humans should immediately find livable planets to relocate to where, with proper planning, they can avoid issues of famine and global warming.

7. The internet serves as a channel for connecting people all across the globe, building new friendships and fostering the exchange of ideas that wouldn't have occurred prior to its development.

8. High levels of alcohol consumption can cause serious effects on your personal health, such as heart disease and liver complications.

9. If the American government interferes with the conflict in Syria, the war will come to a halt.

10. Why Vaccinations should be mandatory for children

11. School officials should pay attention to on-campus bullying.

12. Zoos should be banned because animals need to remain in the wild and zoos cannot provide natural experiences for animals to survive according to their nature.

## ANALYSING A CRITICAL ESSAY

**Ex. 100** Read a critical essay on Lois Lowry's novel "The Giver". Now fill the gaps in the suggested plan of this essay. You should elicit the necessary information from the whole body of the essay and work out the possible answers.

*"The real voyage of discovery consists not in seeking new landscapes, but in having new eyes." This quote by Marcel Proust speaks of discovering what's right in front of you by seeing it differently, with "new eyes". The main character, Jonas, in Lois Lowry's The Giver goes through a similar experience when he discovers his "Capacity to See Beyond." Jonas begins to see his Community differently, with an awareness or mindfulness that most people in the Community have lacked. Mindfulness, in fact, is one of central*

*themes in The Giver. Although the book begins with what seems to be a perfect place, it turns out that the people in the Community are living shallow and superficial lives. As Jonas begins his work as the Receiver of Memories, he gains wisdom and through that wisdom, learns that in protecting the Community from the memories, their lives have lacked feeling and understanding. In the end, Jonas learns to value his new way of seeing and chooses to risk everything to restore mindfulness and wisdom to everyone in the Community.*

*The people in Jonas's Community share their feelings with family members in their dwellings each evening. However, the feelings they share are merely surface feelings shared by mindless people numbly going about their day, shallow and superficial. For example, when Lily expressed anger over the incident at the park with the boy from another community who did not follow the rules, it was not truly anger. Instead, Jonas realized, she felt "impatience and exasperation" (pages 131-132), and her feelings were relieved instantly after sharing them with her family. Also, after receiving a memory of a family celebrating Christmas, Jonas asked his father, "Do you love me?" His father replied with a chuckle, being surprised Jonas used such a meaningless word. He suggested it would be more appropriate to consider whether he "enjoys" Jonas or takes "pride in his accomplishments" (page 127).*

*In the beginning of the story, Jonas seems like most of the other people in the Community, obediently following the rules. When something unexpected happened, like in a flashback description of the plane flying overhead, Jonas waited to be told what to do, before acting. "Jonas, looking around anxiously, had seen others—adults as well as children—stop what they were doing and wait, confused, for an explanation of the frightening event" (page 1). But as he receives the memories, the history of the Community, he learns about colour, diversity, and war. From the red sleigh on the hill to the war scene where he watches a boy die, Jonas takes on*

*memories that changes the way he sees his own world. He also takes on authentic feelings like joy, pain, grief, and love, feelings he had not known before. Jonas ends up with a longing to share the memories with the others, so that he can both deepen their understanding and make them mindful of how their lives are connected to the past. He tried passing on the memory of an elephant to Lily and the colours to Asher. When he recognizes a game they're all playing, he stops it. "You had no way of knowing his... It's a cruel game" (page 134).*

*Ultimately, as Jonas grew to value his new way of seeing more and more, he decided to risk his life in attempt to restore mindfulness and wisdom to everyone in the Community. The idea seemed to evolve within him when he whispered to Gabe in their sleeping room about how different things could be if everyone saw colours and knew their grandparents. He told the sleeping new child that everyone could have the memories, and best of all, "There could be love" (pages 128-129). Then, he and The Giver carefully developed a dangerous plan to return the memories to everyone in the Community, so everyone could feel, so everyone could love, and so no one would be forced to hold all of the memories and be lonely (page 154). Finally, when Jonas learned Gabe was scheduled to be released, he chose to move quickly. After stealing food and his father's bicycle, he fled with Gabe not only to restore mindfulness and wisdom to those he was leaving behind, but also to save the toddler's life in the process (pages 165-166).*

*Whether or not the Community learns to see themselves with new eyes is left up to the reader to decide. But as Jonas comes to his deepened understanding and new mindfulness, the reader is left with a new insight. Mindfulness led Jonas from superficial feelings to a place of authentic love. How can mindfulness lead the reader to recognize the places in his own life that are superficial? What experiences and new understandings might help open the reader to seeing with "new eyes?" And with whom will the reader share this new insight?*

## PLAN

### Introductory Paragraph

*The Hook:* quoting Marcel Proust

*A brief summary:*

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*Thesis statement:* willingness to change one's mindset stems from one's own free will

### Main Body

*Paragraph 1*

*Argument:* shallowness and superficiality of mindless people can be perceived by somebody who has become different from the mass

*Evidence:*

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---

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*Paragraph 2*

*Argument:* \_\_\_\_\_

---

---

*Evidence:* scenes connected with the change in Jonas's reactions to different life situations before and after his receiving memories

*Paragraph 3*

*Argument:* nothing can make others' lives meaningful unless others themselves want it

*Evidence:* \_\_\_\_\_

---

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## Concluding Paragraph

*Reassertion of the thesis:*

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*Additional Insights (if any)*

## SUPPORTING EXAMPLES AS EVIDENCE

Evidence is the foundation of an effective essay and provides proof for your points. For an essay about a piece of literature, the best evidence will come from the text itself. Without examples from the text, your argument has no support, so your evidence from the work of literature you're studying is critical to your whole analytical paper. Back up each of your supporting statements with evidence. The evidence should be relevant and clearly connected to the point you're making. Keep lists of page numbers that you might want to cite, or use highlighters, color-coded sticky notes—whatever method will enable you to find your evidence quickly when it comes time in the essay to quote and cite it. In a critical essay, evidence could take the form of: quotations and examples from the text.

**Ex. 101 Look back at the model of a critical essay in Ex. 100. Write out the supporting examples that have been drawn in as evidence of the statements made by the author. Match the supporting examples to the corresponding statements.**

## ANALYSING THE MODEL

**Ex.102 Read the model below and give answers to the questions that follow:**

### **Human freedom and free will in “Bruce Almighty”**

*As what people often say, “Freedom is not absolute.” Freedom is defined as the power to perform actions grounded on reason and will. It also means that one is a rational being who is responsible for his or her*

actions (*"Freedom"*, 2016). *Bruce Almighty* centers around Bruce, a reporter from Buffalo, New York. He meets God during one fateful day, and is granted by powers to prove that Bruce can do a better job. Unfortunately, he abuses his power and causes problems in the city (Shadyac, 2003). Bruce exercises his freedom to use his abilities differently as he slowly turns over a new leaf in his life.

Bruce exploits his human freedom to cause mischief and problems in the city. With his abilities he became the new anchor of the studio only to humiliate Evan, his rival. Another instance is when Bruce moved the full moon closer to his apartment so that his girlfriend, Grace can experience a romantic night. This particular action caused a tidal wave in Japan (Shadyac, 2003).

In the beginning and middle of the movie, it is shown that Bruce is an irrational actor because he could not bear to restrain his actions. In fact, he abuses his free will by causing problems for other people. From the examples, he does not show that he is irresponsible because he only cares about achieving what he wants to achieve without any regard to consequences or repercussions.

Bruce faces a significant character development by the end of the movie, which signifies his new approach to freedom. He realizes that he needs to be responsible and to use his abilities for the greater good. One notable scene in the movie is when Bruce allowed Evan to return to his old job. He is now a rational being because he exercises his human freedom to perform good deeds. Therefore, Bruce desires to transform his life for the better in contrast to the beginning of the movie.

Bruce used to be an irrational actor by abusing the powers bestowed to him by God. Bruce's realizations made him a more rational actor, grounding himself on good values and actions. These prove that Bruce has changed how he exercises his freedom. Although *Bruce Almighty* is a comedy movie, Bruce's story is an interesting take on how human beings can potentially

*abuse their freedom to wreak havoc to others. Freedom is not absolute, and it certainly does not entitle people to act rashly.*

### References

1. *Christian View of Freedom [PowerPoint slides]. (2016).*
2. *Shadyac, T. (Director). (2003). Bruce Almighty [Motion picture]. United States: Spyglass Entertainment.*

1. Is the introduction engaging and clear? Identify the hook and thesis statement. What technique is used for the hook?
2. Is there a deep and meaningful analysis of the movie? Give examples.
3. Is the essay organized in understandable order?
4. How many paragraphs does the main body consist of?
5. Is there evidence to support every argument? What is it?
6. Is the analysis clear and consistent? Justify your answer.
7. Does the conclusion reassert the importance of the thesis?

### WRITING ASSIGNMENT

**Study the list of critical essay topics below and pick up the topic you are the most conversant with. Follow the plan for sketching a critical essay (see Ex. 100), elaborate the content of the essay. Allot enough time to finding evidence, with citing the appropriate pages or quoting where necessary. You should write about 300 words.**

### Critical Essay Topics

#### *Literature and Movies*

1. Feminist concepts in books/movies
2. A comparative analysis on the status of women today and in the past (Perfect for books and movies that tackle women in the past)
3. Social issues highlighted in books and media
4. Stereotypes present in the media
5. The power dynamics of the characters in a book or movie
6. Symbolisms present in literature or media

7. The portrayal of historical events and figures in movies?
8. How are certain countries portrayed in the movies/news?
9. A critical essay on movie adaptations (from a comic book to a movie, or a book to a movie)

### **Optional Sections**

#### *Philosophy and Thinking*

1. The phenomenology of life
2. Human freedom and free will
3. An analysis on popular opinions/unpopular opinions
4. The philosophy of “being human” (Perfect for science fiction books and movies)

#### *General*

1. What does it mean to create quality content at this day and age?
2. The problem of the United Nations
3. Barriers hindering to eating healthily
4. Kids and cell phone use

## APPENDICES

### APPENDIX A

#### REPORTING WORDS AND PHRASES

<i>acknowledge</i>	<i>declare</i>	<i>maintain</i>	<i>reiterate</i>
<i>add</i>	<i>decree</i>	<i>mention</i>	<i>rejoin</i>
<i>address</i>	<i>demand</i>	<i>narrate</i>	<i>relate</i>
<i>admit</i>	<i>deny</i>	<i>note</i>	<i>remark</i>
<i>affirm</i>	<i>denounce</i>	<i>object</i>	<i>remonstrate</i>
<i>agree</i>	<i>describe</i>	<i>observe</i>	<i>repeat</i>
<i>announce</i>	<i>dictate</i>	<i>order</i>	<i>reply</i>
<i>argue</i>	<i>disclose</i>	<i>petition</i>	<i>reprimand</i>
<i>articulate</i>	<i>divulge</i>	<i>plead</i>	<i>request</i>
<i>ask</i>	<i>elaborate</i>	<i>point out</i>	<i>respond</i>
<i>assert</i>	<i>enunciate</i>	<i>preach</i>	<i>reveal</i>
<i>attest</i>	<i>exclaim</i>	<i>proclaim</i>	<i>rule</i>
<i>beg</i>	<i>exhort</i>	<i>profess</i>	<i>state</i>
<i>boast</i>	<i>explain</i>	<i>pronounce</i>	<i>said</i>
<i>brag</i>	<i>hold</i>	<i>propose</i>	<i>stipulate</i>
<i>call</i>	<i>hesitate</i>	<i>protest</i>	<i>suggest</i>
<i>charge</i>	<i>hint</i>	<i>prove</i>	<i>suppose</i>
<i>claim</i>	<i>implore</i>	<i>query</i>	<i>swear</i>
<i>comment</i>	<i>indicate</i>	<i>question</i>	<i>talk</i>
<i>complain</i>	<i>infer</i>	<i>quibble</i>	<i>testify</i>
<i>concede</i>	<i>inform</i>	<i>quote</i>	<i>think</i>
<i>conclude</i>	<i>inquire</i>	<i>rant</i>	<i>tell</i>
<i>concur</i>	<i>insinuate</i>	<i>read</i>	<i>translate</i>
<i>confess</i>	<i>insist</i>	<i>reason</i>	<i>urge</i>
<i>confirm</i>	<i>interject</i>	<i>rebut</i>	<i>utter</i>
<i>confide</i>	<i>interrogate</i>	<i>recite</i>	<i>vow</i>
<i>contest</i>	<i>intimate</i>	<i>recognize</i>	<i>warn</i>
<i>continue</i>	<i>lament</i>	<i>recount</i>	
<i>contradict</i>	<i>lecture</i>	<i>refute</i>	
<i>debate</i>	<i>lie</i>	<i>regret</i>	

**APPENDIX B**  
**TRANSITIONAL EXPRESSIONS**

**LOGICAL**

**RELATIONSHIP**

**TRANSITIONAL EXPRESSION**

**Similarity**

also, in the same way, just as ... so too, likewise, similarly

**Exception/Contrast**

but, however, in spite of, on the one hand ... on the other hand, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still, yet

**Sequence/Order**

first, second, third, ... next, then, finally

**Time**

after, afterward, at last, before, currently, during, earlier, immediately, later, meanwhile, now, recently, simultaneously, subsequently, then

**Example**

for example, for instance, namely, specifically, to illustrate

**Emphasis**

even, indeed, in fact, of course, truly

**Place/Position**

above, adjacent, below, beyond, here, in front, in back, nearby, there

**Cause and Effect**

accordingly, consequently, hence, so, therefore, thus

**Additional Support or Evidence**

additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then

**Conclusion/Summary**

finally, in a word, in brief, briefly, in conclusion, in the end, in the final analysis, on the whole, thus, to conclude, to summarize, in sum, to sum up, in summary

## APPENDIX C

### LINKING WORDS AND PHRASES

**Personal opinion:** *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 conflict between the parties was inevitable.*

**To list advantages and disadvantages:** *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 using the Internet is the ease with which we can access information.*

*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 using the Internet is the amount of extraneous information which slows down any search.*

**To list points:** *Firstly, First of all, in the first place, Secondly, Thirdly, Finally, To start/begin with, we have to address the underlying causes of poverty before we develop an appropriate policy.*

**To list points in a specific sequence:**

BEGINNING - *First, To start/begin with, First of all, the manuscript was submitted to the examination board.*

CONTINUING - *Secondly, After this/that, Afterwards, Then, Next, the first and second examiners assessed the manuscript.*

CONCLUDING - *Finally, Lastly, Last but not least, the final grade was decided.*

**To add more points to the same topic:** *What is more, Furthermore, Apart from this/that, in addition (to this), Moreover; Besides (this), .... not to mention the fact that technological change has made a major impact on communication, which will greatly influence the way we interact with each other.*

*Not only has technological change made a major impact on communication, but it will also greatly influence the way we interact with each other.*

Technological change is **both** having a major impact on communication **and** is something that will influence the way we interact with each other.

**To refer to other sources:** *With reference to, According to* recent data, the effects of global warming are/1 be evident within the next ten years.

**To express cause:** *The man was convicted yesterday because, owing to the fact that, due to the fact that, on the grounds that, since, as* there was a substantial body of evidence linking him to the crime.

*In view of, Because of, Owing to* a substantial body of evidence linking him to the crime, the man was convicted yesterday.

There was a substantial body of evidence linking him to the crime; **for this reason**, the man was convicted yesterday.

**Seeing that** there was a substantial body of evidence linking him to the crime, the man was convicted yesterday.

The judge will reconsider **now that** a new witness has come forward.

**To express effect:** *Sales were terrible and our debt was growing; thus, therefore, so, consequently, as a result, as a consequence*, we closed down the business.

**To express purpose:** *Due to the economic downturn, the company decided to close one of the factories, so that* profits would be maintained.

*Due to the economic downturn, the company decided to close one of the factories, so as to / in order to* maintain profits.

*Due to the economic downturn, the company decided to close one of its factories, in case* profits could not be maintained.

They purchased the land **with the purpose/intention of** developing a wildlife reserve.

**To emphasise a point:** *Indeed, Naturally, Clearly, Obviously, Of course, Needless to say*, the prestige of the backers meant that the scheme was assured of success.

**To express reality:** *It is a fact that, in effect, in fact, As a matter of fact, The fad of the matter is (that), Actually, in practice, Indeed*, failing to adequately maintain your motor vehicle will seriously increase the risk of accident.

**To express the difference between appearance and reality:** *Initially, At first, the candidate enjoyed strong support, but this would prove to be short-lived.*

**To give examples:** *For instance, For example, by providing taxation benefits, the government can encourage companies to move out of the city centre.*

*By providing incentives such as, like taxation benefits, the government can encourage companies to move out of the city centre.*

*If companies are to move out of the city centre, then the provision of incentives, particularly, in particular, especially taxation benefits, is essential.*

**To make general statements:** *As a (general) rule, By and large, Generally, in general, On the whole, the warmer the environment, the wider the variety of plant and animal species it will support.*

**To make partially true 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 students will always need the stimulation of a classroom environment.*

**To express limited knowledge:** *To the best of my knowledge, As far as I know, Margaret Thatcher is Britain's longest-serving Prime Minister to date.*

**To state other people's opinions:** *It is popularly believed that, People often claim that, it is often alleged that, Some people argue that, Many argue that, Most people feel that, Some people point out that moderate exercise actually decreases one's appetite. Contrary to popular belief, moderate exercise does not increase one's appetite.*

**To make contrasting points:** *It is a well-known fact that smoking is harmful to one's health; yet, however, nevertheless, but, even so, still, nonetheless, large numbers of young people take up smoking every year.*

*Although, Even though, Regardless of the fact that, in spite of the fact that, Despite the fact that, While smoking is known to be harmful to one's health, large numbers of young people take up smoking every year.*

**To express balance (the other side of the argument):** *Opponents of the use of nuclear energy argue, claim, believe that alternative fuels offer all of the benefits without the risks.*

*While it is true to say that genetically modified food may hold the key to solving the world's food shortage problem, in fact it should be viewed with caution.*

*The fact that there have been considerable cutbacks in funding for schools contradicts the belief/ idea that the government is committed to better educational standards*

**Negative addition:** *Neither the Minister nor the Secretary were re-elected.*

*The Minister was not re-elected; nor, neither was the Secretary.*

*The Minister wasn't re-elected, and the Secretary wasn't either.*

**To express exception:** *He has attended every tutorial apart from, but, except (for)one.*

**To clarify/rephrase:** *In other words, That is to say, To put it another way, if you wear a helmet you are less likely to be seriously injured.*

**To express similarity:** *Eating a balanced diet is essential to good health; similarly, likewise, in the same way, moderate exercise also promotes well-being.*

**To give an alternative:** *We could use (either)a whisk or an electric mixer.*

*We could use a whisk. On the other hand, Alternatively, we could use an electric mixer.*

**To express condition:** *He made a statement to the press on condition that, provided (that), providing (that), as long as he was not identified by name.*

*He would make a statement to the press only if he was not identified by name.*

*In the event of fire, In the event that, If a fire should break out, make for the nearest fire exit as quickly as possible.*

*Take a compass in case you lose your way.*

*Do you happen to know whether Mr James is available this afternoon or not?*

*You should book early otherwise, or (else) you will be disappointed.*

**To express the consequence of a condition:** *The price of petrol is due to increase again; consequently, so, in which case, I will start using public transport.*

*I'm hoping to get my bonus today; if so, I'll pay for the tickets in cash, if not, otherwise, I'll use my credit card.*

**To express comparison:** *My sister is as honest as, more honest than, twice as honest as, less honest than me.*

**To conclude:** *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, To sum up, it is unlikely that an agreement will be reached in the foreseeable future.*

**Time:** *Open the door when, whenever, before, after the buzzer sounds.*

*Wait until, till the buzzer sounds before opening the door.*

*There has been no snow in this area since 1927.*

*She saw him as she was walking down the street. She saw him while she was waiting in the queue.*

*I never see her now that she works on the fifth floor.*

**Relatives:** *It was that man over there who/that witnessed the accident.*

*That's the footballer whose goal won the match.*

*That's the barrister who/that will represent you in court.*

*That's the restaurant where I met my wife.*

*That's the woman who/that I think was responsible. /That's the woman to whom I spoke.*

**Reference:** *I am writing to request more information regarding, concerning the impact of the proposed airport on local wildlife habitats.*

*I am writing with respect/regard/reference to, in regard/reference to the vacant accountant's post in your company.*

**Summarising:** *In short, Briefly, To put it briefly, it was the performance of a lifetime!*

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Навчальне видання

**Світлана Федорівна Алексенко**

**IMPROVE YOUR WRITING SKILLS:  
STRATEGIES AND GUIDELINES**

**АНГЛІЙСЬКЕ ПИСЕМНЕ МОВЛЕННЯ:  
СТРАТЕГІЇ ВДОСКОНАЛЕННЯ  
(англійською мовою)**

**Навчальний посібник з практики писемного англійського мовлення  
для студентів 3-4 курсів факультетів іноземних мов  
вищих навчальних закладів**

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