

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ЗАПОРІЗЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ

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**ПРАКТИКА ПИСЕМНОГО МОВЛЕННЯ  
З ДРУГОЇ ІНОЗЕМНОЇ МОВИ (АНГЛІЙСЬКОЇ)**

Навчально-методичний посібник  
для здобувачів ступеня вищої освіти бакалавра спеціальності  
«Філологія» освітньо-професійних програм  
«Мова і література (німецька)», «Мова і література(французька)»,  
«Мова і література (іспанська)»,  
«Переклад (німецький)», «Переклад (французький)»

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Каніболоцька О.А., Іваненко С.В. Практика писемного мовлення з другої іноземної мови (англійської): навчально-методичний посібник для здобувачів ступеня вищої освіти бакалавра спеціальності «Філологія» освітньо-професійних програм «Мова і література (німецька), «Мова і література (французька)», «Мова і література (іспанська)», «Переклад (німецький)», «Переклад (французький)». Запоріжжя : ЗНУ, 2019. 99 с.

Навчально-методичне видання розроблено з метою забезпечення студентів факультету іноземної філології навчально-методичними рекомендаціями щодо активного використання іншомовного писемного мовлення в рамках формування іншомовної комунікативної компетенції студентів 4 курсів здобувачів вищої освіти бакалавра. Основним призначенням видання є розвиток комунікативних умінь писемного мовлення, збагачення тематичного словникового запасу, розширення соціолінгвістичної компетенції студентів. Перевагою запропонованого навчально-методичного видання є виклад необхідного для студентів практичного писемного матеріалу, що максимально оптимізує процес розвитку іншомовного писемного мовлення. Посібник укладено відповідно до робочої програми дисципліни «Практика писемного мовлення з другої іноземної мови (англійської)» для здобувачів ступеня вищої освіти бакалавра. У зміст цього видання включено матеріал з таких основних 10 тем: *Biography, CV, Job Interview, Letters, Leaflet, Review, Article, News Report, Essay, Charts*. Структура розділів уніфікована і включає сучасні інформативні автентичні тексти, комплекс мовних і мовленнєвих вправ та завдань, спрямованих на розширення активного тематичного словника і формування комунікативних умінь писемного мовлення.

Посібник розраховано на студентів денної та заочної форм навчання факультету іноземної філології, які навчаються за освітньо-професійними програмами «Мова і література (німецька), «Мова і література (французька)», «Мова і література (іспанська)», «Переклад (німецький)», «Переклад (французький)».

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## ВСТУП

Основна мета видання – подальший розвиток комунікативних умінь та писемного мовлення, розширення соціолінгвістичної компетенції, збагачення тематичного словникового запасу студентів завдяки виконанню письмових завдань. Метою навчальної дисципліни «Практика писемного мовлення з другої іноземної мови (англійської)» є формування та вдосконалення письмової комунікативної компетенції студентами-бакалаврами, яка включає оволодіння письмовими знаками, змістом і формою англомовного письма. Навчання письма як засобу спілкування спрямовано на розвиток умінь передавати за допомогою графічного коду мови, що вивчається, смислову інформацію. Цей курс передбачає оволодіння студентами вміннями продукувати письмове висловлення, враховуючі всі його особливості.

Завдання, які вирішуються при навчанні писемного мовлення, пов'язані зі створенням умов для оволодіння змістом навчання писемного мовлення. Ці знання включають формування у студентів необхідних графічних автоматизмів, мовленнєвих навичок і вмінь формулювати думку відповідно до письмового стилю та у відповідності з цілями, завданнями спілкування із урахуванням адресата, розширення знань і світогляду, оволодіння культурою та інтелектуальною готовністю створювати зміст письмового твору англійською мовою, формування автентичних уявлень про предметний зміст, мовний стиль і графічну форму письмового тексту. Дисципліна «Практика писемного мовлення з другої іноземної мови (англійської)» спрямована на формування комунікативної компетенції у письмовому мовленні й тісно пов'язана з усіма дисциплінами, на основі яких вивчається друга іноземна мова (англійська), оскільки комунікативна компетенція в письмовому мовленні є однією з базових компетенцій для успішного засвоєння цих дисциплін. Окрім того, у наш час з'являється все більше можливостей завдяки електронним засобам спілкування.

Відповідно до робочої програми дисципліни «Практика писемного мовлення з другої іноземної мови (англійської)» для студентів IV року навчання основними завданнями курсу є:

- сформувані у студентів відповідну базу знань для вільного користування англійською мовою у професійних, наукових та інших цілях;
- забезпечити володіння чотирма видами мовленнєвої діяльності на відповідному рівні;
- на базі синтаксичних, семантичних і фонетичних правил і закономірностей англійської мови та соціокультурних знань і вмінь здійснювати іншомовну комунікацію;
- застосовувати культурологічну інформацію у професійній діяльності та використовувати власний досвід оволодіння іншомовним мовленням у викладацькій діяльності;
- удосконалювати мовленнєву підготовку шляхом використання автентичних англомовних матеріалів;

- демонструвати впевненість і позитивну мотивацію у користуванні англійською мовою;
- усвідомлювати важливість і необхідність оволодіння всіма чотирма видами мовленнєвої діяльності;
- усвідомлювати зміст і основні завдання курсу практики писемного мовлення.

Використання навчально-методичного посібника *сприятиме*:

- збагаченню словникового ділового запасу студентів шляхом засвоєння тематичних мовних блоків спеціальної лексики;
- формуванню навичок самостійного читання інформативних автентичних текстів з писемного мовлення з метою вилучення найважливішої інформації;
- розвитку навичок та умінь монологічного висловлювання у письмовій формі;
- вдосконаленню навичок писемного мовлення.

У результаті використання пропонованого посібника студент повинен *знати*:

- мовні блоки лексики за відповідними темами;
- фактичну ділову письмову інформацію в рамках тем, що вивчаються;
- структурні елементи різних видів іншомовної письмової комунікації та приклади типових слів і фраз для певного виду письмового висловлювання;

*уміти*:

- вільно розуміти інформативні автентичні тексти збільшеного обсягу і вилучати найважливішу інформацію із змісту текстів;
- складати власні письмові висловлювання на запропоновану тему із урахуванням особливостей видів письмової комунікації.

Структуру видання складають 10 тематичних розділів: *Biography, CV, Job Interview, Letters, Leaflet, Review, Article, News Report, Essay, Charts*

Кожен розділ містить уніфіковану структуру і включає: теоретичні питання укладання письмових робіт – **Top Tips for Writing**; приклади автентичних продуктів писемного мовлення – **Samples**; практичні завдання та вправи – **Class activities**; практичні самостійні завдання – **Home practice**; творчі завдання та проекти – **Creative tasks**. Багатоаспектний характер зазначених завдань реалізує комплексний підхід до опрацювання проблематики кожної теми та поетапний розвиток писемного мовлення в рамках формування іншомовної комунікативної компетенції. Всі письмові здобутки студентів наприкінці семестру оформлюються у **Мовний портфель («Language Writing Portfolio»)**.

## ПОЗНАЧКИ, ЩО СУПРОВОДЖУЮТЬ ВПРАВИ ТА ЗАВДАННЯ



- TOP TIPS FOR WRITING



- SAMPLES



- CLASS ACTIVITIES



- HOME PRACTICE



- CREATIVE TASK



ATTENTION



- LANGUAGE WRITING PORTFOLIO

## TOPIC 1

### HOW TO WRITE A BIOGRAPHY



#### TOP TIPS FOR WRITING

1. A personal bio is a great way to express to people who you are and what you do. Whether your bio is for a college application, a professional website, or a social media account, take your time and be thoughtful about what you write so you get the right message across.
2. **Identify your purpose and audience.** Before you get started writing, you need to know who you're writing for. Your bio is your first introduction to your audience. It should quickly and effectively communicate who you are and what you do. The bio you would write for a personal web page might be very different than the bio you would write for a college application. Adjust your tone to make your bio appropriately formal, funny, professional, or personal.
3. **Look at examples directed toward your target audience.** One of the best ways to understand what your audience will expect from your bio is to look at the bios others in your field have written. For example, if you're writing a professional bio for your website in order to market yourself and your skills, look at websites created by others in your field. See how they present themselves, and figure out what you think they do well. Good places to look for professional bios could be professional websites, Twitter accounts and LinkedIn pages.
4. **Narrow down your information.** Be ruthless here even the most interesting of anecdotes may not be appropriate. For example, an author's bio on a book jacket often mentions past writing accomplishments, whereas an athlete's bio on a team website often mentions the person's height and weight. While it's often okay to add a few extraneous details, they should not make up the majority of your bio. Remember that your credibility is important here. While you may enjoy going on pub crawls with your buddies on a weekend, that may not be what you want to advertise in a bio aimed at finding a job. Keep your details relevant and informative.
5. **Writing in the third person** will make your bio sound more objective – like it's been written by someone else – which can be useful in a formal setting. Experts recommend that you always write professional bios in the third person. For example, begin your bio with a sentence such as “Joann Smith is a graphic designer in Boston”, rather than “I am a graphic designer in Boston”.
6. **Begin with your name.** This should be the first thing you write. Assume that the people reading the bio know nothing about you. Give your full preferred name, but avoid nicknames. For example: *Dan Keller*.
7. **State your claim to fame.** What are you known for? What do you do for a living? How much experience or expertise do you have? Don't leave this to the end or make your readers guess – they won't and they may well lose interest quickly if it's not up front. This should be explicitly stated in the first or second sentence. Usually,

combining it with your name is easiest. *Dan Keller is a columnist for the Boulder Times.*

- 8. Mention your most important accomplishments, if applicable.** If you have earned achievements or awards that are relevant, include them. However, this element is tricky and might not be applicable in all situations. Remember that a bio is not a resume. Do not simply list your accomplishments; describe them. Remember that your audience may have no idea what these accomplishments are unless you tell them. *Dan Keller is a columnist for the Boulder Times. His 2011 series “All that and More” earned him Boulder’s prestigious “Up-and-Comer” award for innovation.*
- 9. Include personal, humanizing details.** This is a nice way to invite the reader to care. It’s also your chance to get some of your personality across. However, avoid too much self-deprecation in your tone, and don’t include details that are too intimate or potentially embarrassing for either you or your audience. Ideally, these personal details will serve as conversation-starters should you meet your audience in real life. *Dan Keller is a columnist for the Boulder Times. His 2011 series “All that and More” earned him Boulder’s prestigious “Up-and-Comer” award for innovation. When he isn’t glued to a computer screen, he spends time working in the garden, learning French, and trying very hard not to be the worst pool player in the Rockies.*
- 10. Conclude by including information on any projects you have in the works.** For example, if you’re a writer, state the title of the new book you’re working on. This should be kept to a sentence or two. *Dan Keller is a columnist for the Boulder Times. His 2011 series “All that and More” earned him Boulder’s prestigious “Up-and-Comer” award for innovation. When he isn’t glued to a computer screen, he spends time working in the garden, learning French, and trying very hard not to be the worst pool player in the Rockies. He is currently working on a memoir.*
- 11. Include contact information.** This is usually done in the last sentence. If it’s to be published online, be careful with the email address in order to avoid spam. Many people write email addresses online as something like: greg (at) fizzlemail (dot) com. If space permits, include a couple of ways of contacting you, such as your Twitter profile or a LinkedIn page. *Dan Keller is a columnist for the Boulder Times. His 2011 series “All that and More” earned him Boulder’s prestigious “Up-and-Comer” award for innovation. When he isn’t glued to a computer screen, he spends time working in the garden, learning French, and trying very hard not to be the worst pool player in the Rockies. He is currently working on a memoir. You can reach him at dkeller (at) email (dot) com or on Twitter at @TheFakeDKeller.*
- 12. Aim for at least 250 words.** For an online blurb, this is just enough to give the reader a taste of your life and personality without becoming a bore. Avoid a profile that is longer than 500 words.
- 13. Proofread and revise.** Rarely is writing perfect the first time it hits the pages. And because personal bios are only a small snapshot of a person’s life, upon rereading your bio, you might realize there was information you forgot to include. Have a friend read your bio and give you their feedback. This is important because they can tell you if all the information you want to get though is coming across clearly.



**14. Keep your bio up to date.** Every once in a while, go back and update your bio. By putting in a little work frequently to keep it up to date, you'll save yourself a lot of work when you need to use it again.

### PLAN OF BIOGRAPHY

1	Date & place of Birth
2	Family information
3	Life Time Accomplishments
4	Major Events in Life
5	Last impact of society



## SAMPLES

### Sample 1



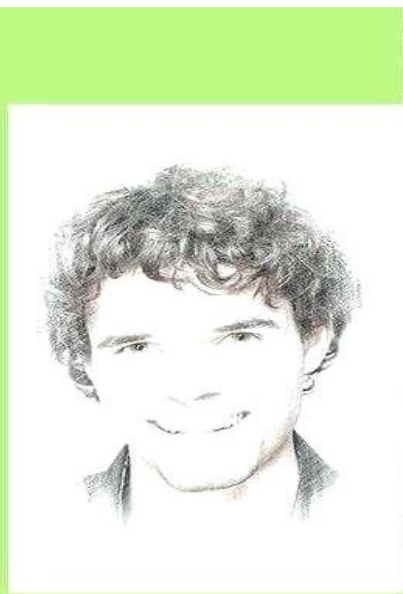
**Bhim Singh** (SM'99) was born in Rahamapur, India, in 1956. He received the B.E. degree in electrical engineering from the University of Roorkee, Roorkee, India, in 1977, and the M.Tech and Ph.D. degrees in electrical engineering from the Indian Institute of Technology (IIT) Delhi, New Delhi, India, in 1979 and 1983, respectively.

In 1983, he joined the Department of Electrical Engineering, University of Roorkee, as a Lecturer, and in 1988 became a Reader. Since December 1990, he has been with the Department of Electrical Engineering, IIT Delhi, where he was an Assistant Professor, became an Associate Professor in 1994, and a Professor in 1997. His current research interests include power electronics, electrical

machines and drives, active filters, flexible ac transmission systems, high-voltage dc, and power quality. Dr. Singh is a Fellow of the Indian National Academy of Engineering; the National Academy of Science, India; the Institution of Engineers (India); and the Institution of Electronics and Telecommunication Engineers (IETE). He is a Life Member of the Indian Society for Technical Education (ISTE), the System Society of India, and the National Institution of Quality and Reliability.

He was the General Chair of the IEEE International Conference on Power Electronics, Drives and Energy Systems (PEDES 2006) held in New Delhi. He was the recipient of the Khosla Research Prize of the University of Roorkee in 1991, the J. C. Bose and Bimal K. Bose Awards of the IETE for his contributions to the field of power electronics in 2000, the Maharashtra State National Award of the ISTE in recognition of his outstanding research work in the area of power quality in 2006, and the PES Delhi Chapter Outstanding Engineer Award for 2006.

### Sample 2



My name is Scott Henson. I am the eldest of a nine children. Given that I was the most mature, I lived my entire life trying to help out my parents in terms of financial support in order for my siblings to stay at school and have a decent meal. I never really learned how to be a kid especially that my childhood can be comprised of jumping from one errand to another.

I always ranked poorly in schools as I never had enough time to study. Fortunately, I graduated high school just in time before my father left us. After graduating, I immediately played the role of a father to my eight siblings. This role suits me as I understand the value of money and gives me the ability to train myself to look on the better side of life instead of focusing on problems.



## CLASS ACTIVITIES

**Exercise 1: Brainstorming and gathering information** Think of a famous living person. Answer the following questions about this person:

1. What is the person's name and where are they from? .....
2. What things did he / she do to become famous? .....
3. How long has he / she been famous?.....
4. Have you seen him / her on television or in real life? .....
5. What is he / she like? .....
6. What does he / she do now? .....
7. Why is this person important to you?.....

**Exercise 2: Present Perfect Simple / Past Simple.** Fill in the blanks with the appropriate form of the verb.

1. Queen Elizabeth II \_\_\_\_\_ (is / was / has been) queen since 1952 and she is in her 80s now.
2. Since 2001, Josie Peters \_\_\_\_\_ (writes / wrote / has written) four books.
3. The scientist \_\_\_\_\_ (discovers / discovered / has discovered) the cure for a major illness in 1948.
4. The first man \_\_\_\_\_ (lands / landed / has landed) on the moon in 1969. Since then, twelve people \_\_\_\_\_ (walks / walked / have walked) on the moon.



## HOME PRACTICE

1. Write a biography of a famous person. Start with a topic sentence and use who / which and linking words. Write at least 100 words. Finish with a concluding sentence.

.....  
.....

**Read your paragraph and check:**

Topic sentence
Verbs – Present Perfect + Past Simple
Time expressions for, since
Who / which
Sentences in a good order
Concluding sentence
Spelling (use a dictionary)
Capital letters at the start of sentences
Full stops at the end of sentences

2. Write your biography



## TOPIC 2

### HOW TO WRITE A CURRICULUM VITAE (CV)



#### TOP TIPS FOR WRITING

##### ***What Is the Difference Between a Resume and a CV?***

The primary differences between a resume and a curriculum vitae (CV) are length, what is included, and what each is used for. While both are used in job applications, a resume and a CV are not always interchangeable.

##### ***What Is a Curriculum Vitae?***

Like a resume, a curriculum vitae provides a summary of one's experience and skills. Typically, CVs are longer than resumes – at least two or three pages. CVs include information on one's academic background, including teaching experience, degrees, research, awards, publications, presentations, and other achievements. CVs are thus much longer than resumes, and include more information, particularly related to academic background.

A **curriculum vitae summary** is a one-to-two-page, condensed version of a full curriculum vitae. A CV summary is a way to quickly and concisely convey one's skills and qualifications. Sometimes large organizations will ask for a one-page CV summary when they expect a large pool of applicants.

##### ***What is a Resume?***

A **resume** provides a summary of your education, work history, credentials, and other accomplishments and skills. There are also optional sections, including a resume objective and career summary statement. Resumes are the most common document requested of applicants in job applications. A resume should be as concise as possible.

Typically, a resume is one page long, although sometimes it can be as long as two pages. Often resumes include bulleted lists to keep information concise.

Resumes come in a few types, including chronological, functional, and combination formats. Select a format that best fits the type of job you are applying for.

##### ***When to Use a CV***

CVs are used almost exclusively in countries outside of the United States. In Europe, the Middle East, Africa, or Asia, employers may expect to receive a curriculum vitae.

Within the United States, people in academia and medicine tend to use CVs rather than resumes.

CVs are thus used primarily when applying for international, academic, education, scientific, medical or research positions or when applying for fellowships or grants.

##### ***How to Write a Successful Resume***

- Choose the right format for your needs. Your industry, experience, and desired role will inform your choice of resume format – e.g. chronological, functional, or combination. See sample resumes organized by occupation and industry, [here](#).

- Write for both robots and humans. Your resume needs to get past the Applicant Tracking System and grab the attention of the human being on the other end. These resume writing tips will help you craft a document that appeals to both software and HR.

**How to Write a Successful CV**

- Know what to include and how to format the information. These sample CVs form a helpful guide; this piece offers tips for writing your very first CV.

- Choose an appropriate format. Make sure you choose a curriculum vitae format that is appropriate for the position you are applying for. If you are applying for a fellowship, for example, you won't need to include the personal information that may be included in an international CV.

**What to Include in a Curriculum Vitae**

A curriculum vitae, commonly referred to as CV, is a longer (two or more pages), more detailed synopsis than a resume. Your CV should be clear, concise, complete, and up-to-date with current employment and educational information.

The following are examples of information that can be included in your curriculum vitae. The elements that you include will depend on what you are applying for, so be sure to incorporate the most relevant information to support your candidacy in your CV.

- **Personal details and contact information.** Most CVs start with contact information and personal data but take care to avoid superfluous details, such as religious affiliation, children's names and so on.

- **Education and qualifications.** Take care to include the names of institutions and dates attended in reverse order; Ph.D., Masters, Undergraduate.

- **Work experience / employment history.** The most widely accepted style of employment record is the chronological curriculum vitae. Your career history is presented in reverse date order starting with most recent. Achievements and responsibilities are listed for each role. More emphasis / information should be put on more recent jobs.

- **Skills.** Include computer skills, foreign language skills, and any other recent training that is relevant to the role applied for.

<ul style="list-style-type: none"> <li>✓ <i>Brief biography</i></li> <li>✓ <i>Scholarships</i></li> <li>✓ <i>Training</i></li> <li>✓ <i>Study abroad</i></li> <li>✓ <i>Dissertations</i></li> <li>✓ <i>Theses</i></li> <li>✓ <i>Bibliography</i></li> <li>✓ <i>Memberships</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Research experience</i></li> <li>✓ <i>Graduate Fieldwork</i></li> <li>✓ <i>Teaching experience</i></li> <li>✓ <i>Publications</i></li> <li>✓ <i>Presentations</i>      <i>and</i></li> <li>    <i>lectures</i></li> <li>✓ <i>Exhibitions</i></li> <li>✓ <i>Awards and honors</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Grants, fellowships, and assistantships</i></li> <li>✓ <i>Technical, computer, and language skills</i></li> <li>✓ <i>Professional licenses and certifications</i></li> <li>✓ <i>Hobbies and Interests</i></li> </ul>
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**What not to Include**

There is no need to include your photo, your salary history, the reason you left your previous position, or references in your CV. References should be listed separately and given to employers upon request.

## ***How Long Should a CV Be?***

A good curriculum vitae should ideally cover no more than two pages and never more than three. Aim to ensure the content is clear, structured, concise and relevant. Using bullet points rather than full sentences can help minimize word usage.

## **8. TIPS FOR WRITING A CV OR RÉSUMÉ**

In American English, a summary of your work history is typically known as a résumé; however, in British English, the word CV (the abbreviation of *curriculum vitae*) is preferred. First impressions are crucial. When you meet people, you weigh them up within seconds. Are they organized, dynamic, trustworthy? Employers reading your CV effectively ‘meet’ you for the first time. They ask themselves the same questions about you and make their decision within seconds.

That is why making the right first impression with your CV is crucial.

### **1. MAKE YOUR CV EASY TO READ**

Research shows that one thing recruiters expect in a CV is ease of reading. By making yours easy to read, you are demonstrating a valuable transferable skill from the outset: the ability to present information in a coherent, appealing manner.

**Ways of making your CV easy to read include:**

- a brief summary of where you are now and where you want to go,
- short sentences and paragraphs,
- clear headings for the standard parts of the CV,
- good use of bullet points,
- appropriate type faces.

### **2. USE LANGUAGE EMPLOYERS WANT TO HEAR**

The key points you write about your experience and skills must match those required for the job as advertised. Mirror key terms used in the ad, but avoid repeating word for word what the ad says. Find the right ‘tone of voice’. Your language does not need to be overly formal – but do not be too informal either. And avoid unnecessary jargon.

### **3. PRESENTATION IS EVERYTHING**

Think of your CV as an advertising brochure: it is advertising **you**. It should be as visually attractive as you can make it. At the very least, it has to be neat and tidy. Using lots of different typefaces will make it look cluttered and untidy. Choosing the right type size is also important.

And never print your CV double-sided.

### **4. BE CONCISE YET INFORMATIVE**

The standard length for a CV is two pages (on separate sheets). If you write more than that, for most jobs it is unlikely to be read. However, if you have more than 10 years of work experience, your CV may be longer. Your challenge is to condense your experience, career history, skills, and talents in the most effective way. Every word you use has to count, has to have a purpose. In a CV, **short is good**. Short words, short sentences, short paragraphs.

## 5. EDIT YOUR CV WITH A FINE-TOOTH COMB

Employers automatically reject a CV containing spelling mistakes or typos. This is fact, not just a myth invented by teachers and lecturers. That means you must make sure your CV is absolutely typo-free and has correct grammar. And do not rely on spellcheckers. They accept things like *'there responsibilities include'* instead of *'their responsibilities'*.

## 6. DYNAMIC VERBS MAKE A GOOD IMPRESSION

Your CV should make it clear what you have achieved to date. That will give employers a clue about what you will be able to achieve. Active, dynamic verbs put the emphasis on your achievements.

For example, *'I devised and implemented a new system'* makes your active role very clear.

## 7. KNOW WHAT TO INCLUDE, WHAT TO EXCLUDE

There is no set pattern for CVs, but they all must include certain things, such as personal details and skills and qualifications.

- You are not obliged to include your interests, though people usually do.
- However, if you can present them in a way that highlights skills relevant to the job, including them is beneficial.
- It is not necessary to state your nationality.
- Depending on the level of job applied for, if you have already had a couple of jobs or so, you do not have to elaborate on your performance at university or college.

## 8. DECIDE WHAT TYPE OF CV SUITS YOU

There are three main types:

1. **Chronological**, which lists your career history in reverse chronological order, with your current job described first.
2. **Functional**, which concentrates on your experience and transferable skills.
3. **A one-page summary**, which condenses your career history and dynamically summarizes your key strengths.



## SAMPLES

**Read and analyze these samples.**

### *Sample 1*

### **Curriculum Vitae Example**

The following is a curriculum vitae example for a job seeker with international work experience. This CV includes employment history, education, competencies, awards, skills, and personal interests.

**Allen Yan**  
**(86)1338-1111-420**  
**yhnasa@123.com**

#### **EDUCATION**

**Sept. 20XX – Present, Shanghai University, BE**

- Candidate for Bachelor in Mechanical Engineering (ME)

- Major academic course highlights: Company Property Management, Marketing, Technology Communication, Information Management System, Modern Fabrication System.

**May 20XX, Certified Public Accounting Training (CPA)**

### **EMPLOYMENT HISTORY**

**Dec. 20XX - Present, ITT Flygt Investment, China**

*Application Engineer, Sales & Marketing*

- Achieve sales budget goals through application support and new industry market application research.
- Pay visits to end users and DI for seminars and technical presentations with salespersons or distributors while collecting marketing information and competitor information analysis.

**July 20XX – Sept. 20XX, Intel Products Co., Shanghai, China**

*CPU Assembly Engineer (Internship)*

- Analyzed yield ratio trends, documented and solved current problems.
- Participated in and helped oversee the training of marketing, business process modeling, and analysis at Intel University.
- Developed and led a project review with multi-media animation, which was highly appreciated by department manager.

**June 20XX – July 20XX, GF Fund Management Co., LTD.**

*Campus Intern*

- Analyzed investment principles and related financially derived products.
- Formulated the scheme of market popularization and network marketing.

### **AWARDS**

- 20XX-20XX, Scholarship for Excellent Students of Shanghai University
- 20XX-20XX, Imagine Ambassador of Shanghai Tennis Popularization Prize

### **COMPETENCIES & INTERESTS**

**English Ability:** Band 6; intermediate competency

**German Ability:** 600 hours of Germany lessons at Tongji University

**Computer Skills:**

- National Computer Lever 3rd Certificate (Network Communication)
- Professional Certificate of Assistant Information Officer (AIO).
- Fluent in: C++, VBA, Provision, JMP, AutoCAD, 3Dsmax, Photoshop, Solidworks,

Aftereffect.

**Personal Interests:** Basketball; Speed Skating; Snooker.



*Sample 2*

**Janine Patterson**

12 Murphy Street

Ponsonby, Auckland 5671

Phone: (04) 909 000; Mobile: 029 567 2341

Email: [janine.patterson@email.com](mailto:janine.patterson@email.com)

### **Summary of Skills and Attributes**

#### **Management**

- Two years' successful experience as an assistant manager at an electronics store.

#### **Interpersonal**

- Confident and skilled in managing and leading a small sales team and getting the best from them.
- Hiring and training staff.
- Sales and customer service experience.

### **Personal management**

- Initiative and ability to take responsibility, make decisions and achieve good results shown in current work.
- Planning, organising and time management demonstrated in project management and working while studying.
- Pays attention to details.
- Experience in purchasing, implementing branding and advertising campaigns, and project management.

### **Communication**

- Strong level of verbal and written communication skills, demonstrated in employment and successful tertiary study.

### **Electronics and technology**

- Keeping up to date with the latest technologies and dedicated to working in the electronics retail industry.

### **Practical**

- Administrative skills and experience developed in employment.
- Physically active, healthy and fit.

### **Employment History**

2011-2016 (current), **Assistant Manager**, Electric Al's, Auckland.

- Leading a team of five staff.
- Involved in wider company decision making, including policy and purchasing decisions.
- Planning and implementing advertising campaigns and branding strategies.
- Hiring, training and supervising staff.
- Created a social media presence, leading to 25% increase in visits to Electric Al's website.
- Successfully project managed the establishment of Electric Al's Porirua branch, which opened in December 2012.

2009-2011, **Sales Representative**, FonesRus, Auckland (independent mobile phone outlet).

- Worked as part of a dedicated sales team providing a high level of customer support and after sale service.
- Responsible for stock purchasing.
- Organised weekly team meetings.
- Managed projects and supervised a major contract to provide mobile phones to a nationwide media company.

- Kept up to date with the latest in mobile phone technology.

2007-2008, **Delicatessen Assistant**, Supermarket City, Wellington.

- A part-time job, while at University, enabling development of sales and customer service, cash handling, and store display skills.

### **Education and qualifications**

**Bachelor of Commerce**, (marketing major), Victoria University of Wellington, 2008.

- *Relevant papers include:* Buyer Behaviour, Commercial Law, Sales and Marketing Principles, and Project Management.

### **Personal interests / activities**

- A very active person who enjoys the outdoors, running and swimming.
- Currently in training for first half-marathon.
- Member of Wellington Forest and Bird, involved in setting and checking traps at local reserve.



## Referees

### Jan Claremont

Manager, Electric Al's, Auckland  
Phone: (09) 382 78544  
Mobile: 020626341  
Email: [jan.claremont@comptele.co.nz](mailto:jan.claremont@comptele.co.nz)

### Rick Wylde

Owner, FonesRus, Wellington  
Phone: (04) 055 3586  
Mobile: 020 852 369  
Email: [rick.wylde@freemail.com](mailto:rick.wylde@freemail.com)



## Sample 3

### Janine Patterson

12 Murphy Street

Ponsonby

Auckland 5671

Phone: (04) 909 000

Mobile: 029 567 2341

Email: [janine.patterson@email.com](mailto:janine.patterson@email.com)

#### Personal statement

I currently work as an assistant manager at an electronics store but am looking to further develop my sales and management skills. I am passionate about keeping up to date with the latest technologies coming on the market and dedicated to working in the electronics retail industry.

#### Work history

**Assistant manager**, Electric Al's, Auckland

June 2011 – Present

Leading a team of five staff at Electric Al's busy Auckland-based electronics store. As well as managing my team, I am involved in wider company decision making, including policy and purchasing decisions.

#### *Strengths and achievements:*

- Planning and implementing advertising campaigns and branding strategies.
- Hiring, training and overseeing staff.
- Creating a social media presence, which saw a 25% increase in visits to Electric Al's website.
- Successfully project managed the establishment of Electric Al's Porirua branch, which opened in December 2015.

**Sales Representative**, FonesRus, Auckland

February 2009 – April 2011

Worked as part of a dedicated sales team for the independent mobile phone outlet, FonesRus. My job was primarily customer-focused, but also involved stock purchasing.

#### **Responsibilities:**

- Keeping up to date with the latest in mobile phone technology.
- Customer service and sales.
- Cash handling.
- Managing projects.
- Organising and overseeing weekly team meetings.
- Overseeing a major contract to provide mobile phones to a nationwide media company.

**Delicatessen Assistant**, Supermarket City, Wellington

June 2007 – December 2008

This was a part-time job while completing my Bachelor of Commerce at Victoria University of Wellington.

**Strengths and achievements:**

- Cash handling.
- Creating store displays.
- Developing excellent customer service skills.
- Becoming proficient at stock management.

**Education**

**Bachelor of Commerce**, (marketing major)

Victoria University of Wellington, 2008 (academic transcript available on request).

**Relevant papers include:**

- Buyer behavior.
- Commercial law.
- Sales and marketing principles.
- Project management.

**Interests and hobbies**

I am a very active person and enjoy swimming, playing football and running in my free time. I am currently in training for my first half-marathon. I am also a member at Wellington Forest and Bird and volunteer checking forest traps every week.

**Referees**

**Jan Claremont**, Manager, Electric Al's,  
Auckland  
Phone: (09) 382 78544  
Mobile: 020626341  
Email: jan.claremont@comptele.co.nz

**Rick Wylde**, Owner, FonesRus, Wellington  
Phone: (04) 055 3586  
Mobile: 020 852 369  
Email: rick.wylde@freemail.com



**CLASS ACTIVITIES**

*Exercise 1. Select appropriate action verbs and verb phrases from List 1 below to complete the following sentences. More than one phrase could apply in each sentence.*

**Work Experience**

1. .... electronic leave booking system.
2. .... the in-sessional team.
3. .... academic schools and English Language Programmes departments in comparator universities.
4. .... financial outlay on Open Access English for Academic Purposes programme.
5. .... of tuition of English language and study skills.
6. .... a wide range of English language university entrance examinations.
7. .... heads of academic schools in order to achieve an improved income for English language programmes.

**List 1**

Action phrases ... work history	Gained in-depth knowledge and
... to boost productivity	experience of ...
... to increase efficiency	Improved ...
Carried out extensive research in ...	Managed and motivated ...

Chosen to ...	Prepared ... presentations and reports for ...
Co-ordinated ...	...
Dealt with ... customers on a daily / weekly basis	Reported to ...
Delivered high standards of ...	Responsible for ...
Developed and implemented processes and procedures to ...	Successfully implemented ...
Developed relationships with ...	Successfully increased ...
Established ...	Successfully introduced ...
	Successfully led ...
	Successfully negotiated with ...

**Exercise 2. Write a Profile**

So thinking about your main skills and attributes in relation to any known career goals you may have, try writing your own profile. You may wish to refer to the list of Helpful Words and the example in Lisa Cheung’s Functional CV Sample in this booklet, then write two versions of your own profile below:

*Specific Career profile version – if aimed at a specific job or career goal you may have*

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*General version – if you do not currently have a specific career goal*

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**Exercise 3. Write a letter of application (300 words) according to the following plan:**

**Plan**

**Introduction**

**Paragraph 1**

state reason(s) for writing

**Main Body**

**Paragraphs 2-3-4-5**

education & qualifications, previous experience, personal qualities, suitability

**Conclusion**

**Final Paragraph**

closing remarks / full name

**Exercise 4. Fill in the correct preposition.**

- 1 Having lived in Hong Kong for twelve years, I have a wide knowledge ... the Chinese language.
- 2 I have a degree ... Middle Eastern politics and am fluent ... Arabic.
- 3 I have been a teacher for the past fifteen years and am very familiar ... the new teaching approach.
- 4 I am very experienced ... dealing with financial crises since I have worked as a financial advisor for twenty years.

- 5 As an auctioneer, I feel that I have experience ... assessing works of art.
- 6 Having worked as a foreign minister, I am an expert ... foreign affairs.
- 7 As a consultant for the Special Olympics Committee, I am well versed ... the needs of the disabled.
- 8 I am currently employed as a chef and excel ... catering for large groups.

**Exercise 5.** *Collocate the following words and then explain their meaning. Try to include them in your letters.*

**fulfil, handle, attend, work, have, show, operate, graduate, broaden, gain**

1. to a course
2. to initiative
3. to a word processor
4. to one's potential
5. to from university
6. to shifts
7. to one's horizons
8. to an inquiring mind
9. to experience
10. to clients

**Exercise 6.** *Look at the following writing task instructions and answer the questions below. The questions apply to both tasks.*

a) You have seen an advertisement in the newspaper for the position of Hotel Manager at a popular ski resort. Write a letter of application giving information about yourself, your qualifications and previous experience, as well as explaining why you would be suitable for the job.

b) You have been studying English for several years in your own country, and feel that you would benefit from an eight-week intensive course for foreign students offered by a college in the south of England. Write a letter applying for a place on the course, stating your reasons for choosing this particular college.

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is / are the additional purpose(s)?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?



## HOME PRACTICE

1. Make your CV.
2. Make your CV skills.



## TOPIC 3

### HOW TO PREPARE FOR A JOB INTERVIEW



#### TOP TIPS FOR WRITING

Do you have a job interview coming up? The best way to get ready for an interview is to take the time to review the most common interview questions you will most likely be asked. Knowing what you're going to say can eliminate a lot of interview stress.

You don't need to memorize an answer, but do take the time to consider how you'll respond. The more you prepare, the more confident you'll feel during a job interview. When you're not sure what to expect during an interview, also review this refresher on how job interviews work.

#### Job Interview Questions and Best Answers

Review examples of the best answers for the most frequently asked interview questions in several different categories, and advice on how to answer.

#### MOST FREQUENTLY ASKED INTERVIEW QUESTIONS

- Top 10 Interview Questions and Answers
- Interview Questions Listed by Job

#### INTERVIEW QUESTIONS ABOUT YOU

Interviewers will ask questions about you to gain insight into your personality, and to determine whether you're a fit for both the job and the company.

- *Tell me about yourself.*
- *What is your greatest strength?*
- *What is your greatest weakness?*
- *Tell me about something that's not on your resume.*
- *How will your greatest strength help you perform?*
- *How do you handle failure?*
- *How do you handle success?*
- *Do you consider yourself successful? Why?*
- *How do you handle stress and pressure?*
- *How would you describe yourself?*
- *Describe a typical work week.*
- *Are you lucky?*
- *Are you nice?*
- *Describe your work style.*
- *Do you work well with other people?*
- *Do you take work home with you?*
- *How are you different from the competition?*
- *How do you view yourself? Whom do you compare yourself to?*
- *How does this job fit in with your career plan?*
- *How many hours a week do you normally work?*
- *How would you adjust to working for a new company?*
- *How would you describe the pace at which you work?*
- *How would your co-workers describe your personality?*
- *Is there anything else we should know about you?*
- *What motivates you?*
- *Are you a self-motivator?*
- *What do you find are the most difficult decisions to make?*
- *What has been the greatest disappointment in your life?*
- *What are you passionate about?*
- *What are your hobbies?*
- *What are your pet peeves?*
- *What is your dream job?*
- *What will you miss most about your last job?*
- *What won't you miss about your last job?*
- *Would you rather be liked or respected?*
- *Why should I take a risk on you?*
- *If you could relive the last 10 years of your life, what would you do differently?*

## QUESTIONS ABOUT LEAVING YOUR JOB

Employers almost always ask about why you left, or are leaving, your job. Be prepared with an explanation for why you're moving on.

- *Why are you leaving your job?*
- *Why do you want to change jobs?*
- *Why were you fired?*
- *Why were you laid-off?*
- *Why did you quit your job?*
- *Why did you resign?*
- *What have you been doing since your last job?*
- *Why have you been out of work so long?*

## INTERVIEW QUESTIONS ABOUT SALARY

Some of the hardest questions to answer during a job interview are about compensation.

Here's what you will be asked and examples of the best answers.

- *What were your starting and final levels of compensation?*
- *What are your salary expectations?*
- *What are your salary requirements?*
- *Why would you take a job for less money?*

### Questions About Qualifications

The most important thing for interviewers to determine is whether you're qualified for the job. Here's what they will ask to find out.

- *What applicable experience do you have?*
- *Are you overqualified for this job?*
- *How did you impact the bottom line?*
- *Interview questions about your abilities.*
- *Sell me this pen.*
- *What can you do better for us than the other candidates for the job?*
- *What part of the job will be the least challenging for you?*
- *Which parts of this job are the most challenging for you?*
- *What philosophy guides your work?*
- *What strength will help you the most to succeed?*
- *Why are you interested in taking a lower level job?*
- *Why are you interested in a non-management job?*

## QUESTIONS ABOUT JOB PERFORMANCE

How you performed in previous roles can indicate how you will perform in the job for which you're applying. Be prepared to answer questions about what you did well – and what you didn't.

- *What do people most often criticize about you?*
- *What is the biggest criticism you received from your boss?*
- *What is the worst thing that you have ever gotten away with?*
- *What makes you angry?*
- *What problems have you encountered at work?*
- *Why weren't you promoted at your last job?*
- *Tell me about something you would have done differently at work.*
- *If the people who know you were asked why you should be hired, what would they say?*
- *What type of work environment do you prefer?*

- *What strategies would you use to motivate your team?*
- *What would you be looking for in an applicant?*
- *When was the last time you were angry? What happened?*
- *How do you evaluate success?*
- *Describe a difficult work situation or project and how you overcame it. Describe a time when your workload was heavy and how you handled it.*

## **INTERVIEW QUESTIONS ABOUT YOUR WORK HISTORY**

Is your work history stable, has it prepared you for the job you're interviewing for, and do you have any gaps in your employment history that the company should be concerned about? Here's what you'll be asked about.

- *Questions about your work history.*
- *Questions about your resume.*
- *What were your expectations for the job and to what extent were they met?*
- *What were your responsibilities?*
- *What major challenges and problems did you face? How did you handle them? What have you learned from your mistakes?*
- *What did you like or dislike about your previous job?*
- *Which was most / least rewarding?*
- *What was the biggest accomplishment / failure in this position?*
- *Questions about job demotions.*
- *How have you impacted worker safety? Describe the gap in your employment history.*

## **QUESTIONS ABOUT MANAGEMENT AND TEAMWORK**

How you get along with others, including both co-workers and managers, is important to all employers. Here are some of the questions employers ask about getting along at work.

- *Who was your best boss and who was the worst?*
- *Describe your ideal boss.*
- *If you know your boss is 100% wrong about something how would you handle it?*
- *What do you expect from a supervisor?*
- *Have you ever had difficulty working with a manager?*
- *How did you fit in with the company culture?*
- *Describe how you managed a problem employee.*
- *Do you prefer to work independently or on a team?*
- *Give some examples of teamwork.*
- *More teamwork interview questions.*

## **QUESTIONS ABOUT WHY YOU SHOULD BE HIRED**

Why should you be hired over the other candidates? Here's when you'll have the opportunity to make the case for getting a job offer.

- *Why should we hire you?*
- *Why shouldn't we hire you?*
- *Why should we hire you instead of the other applicants for the job?*
- *Why are you the best person for the job?*
- *What can you contribute to this company?*

Interview Questions About the New Job and the Company

What do you know about the company, why do you want the job, and what would you do if you were to be hired, are just some of the questions you'll be asked about the position and employer.

- *How is our company better than your current employer?*
- *What interests you about this job?*
- *What do you know about this company?*
- *Why do you want this job?*
- *Why do you want to work here?*
- *What challenges are you looking for in a position?*
- *What do you see yourself doing within the first 30 days on the job?*
- *What can we expect from you in the first 60 days on the job?*
- *Are you willing to travel?*
- *What is good customer service?*
- *What would be your ideal company culture?*
- *When could you start work?*
- *Is there anything I haven't told you about the job or company that you would like to know?*

## **INTERVIEW QUESTIONS ABOUT THE FUTURE**

Are you going to stick around if you're hired is something most employers want to know. All these questions will gauge your interest in making a commitment.

- *What are you looking for in your next job? What is important to you?*
- *What is your professional development plan?*
- *Where do you see yourself 5 years from now?*
- *Where do you see yourself in 10 years?*
- *What are your goals for the next five years / ten years?*
- *How do you plan to achieve your goals?*
- *What will you do if you don't get this position?*
- *Where else are you interviewing?*

## **THE FINAL QUESTION**

The last question you'll most likely be asked is whether you have any questions. Here's how to respond.

- *Do you have any questions for me?*

### **Behavioral Interview Questions**

In addition to being ready to answer these standard questions, prepare for behavior-based interview questions. This is based on the premise that a candidate's past performance is the best predictor of future performance. You will need to be prepared to provide detailed responses including specific examples of your work experiences.

### **Interview Questions Employers Should Not Ask**

There are some interview questions, typically known as illegal interview questions, that employers should not ask during a job interview. Here are questions that shouldn't be asked during a job interview and how to best respond.

### **Phone Job Interview Questions**

Have a phone interview on the agenda? Here are common questions asked during a telephone interview, plus tips on how best to answer so you can move to the next stage of the interview process.



## **Interview Questions to Ask**

The last job interview question you may be asked is “What can I answer for you?” Have an interview question or two of your own ready to ask. You aren't simply trying to get this job – you are also interviewing the employer to assess whether this company and the position are a good fit for you.

## **Top 5 job interview mistakes**

Whether you're a first-timer or a seasoned professional, it's surprisingly easy to trip yourself up in a job interview – especially if you're unaware of common mistakes.

Never have first impressions mattered more than when interviewing for a job. Competition for vacancies is fierce and for every position you apply for you'll be up against a number of talented graduates.

It's essential to use this opportunity to showcase your best qualities, and ensure that you're memorable for all the right reasons. Nerves do play their part in the interview process and everyone has areas that they could improve upon. However, more often than not it's the most preventable errors that cost you the job.

To make sure that this doesn't happen to you, follow our advice and avoid these common interview pitfalls.

### **1. ARRIVING UNPREPARED**

Preparation before an interview is crucial to arriving confident and ready to tackle the interviewer's questions.

Read up on the company's background, its place in the market and its competitors, and familiarise yourself with its key members. Make sure that you fully understand the role on offer. Failing to do so will make you look lazy and uninterested.

Prepping for an interview can take a number of forms and research into the organisation is just one of them. Being prepared also means figuring out how you're going to get to your interview, planning your route and factoring in any delays you may encounter. There are no excuses for tardiness when it comes to job interviews so show your enthusiasm by arriving on time.

Sometimes delays are unavoidable and as long as the circumstances are out of your control they shouldn't take you out of the running. Take the details of your interview contact with you so you can let them know if you encounter any problems on your way.

### **2. DRESSING INAPPROPRIATELY**

Being well presented is a must so choose your outfit carefully. Clothes should be clean and freshly ironed. Turning up in ripped jeans and a pair of trainers hardly gives a professional impression.

Knowing the type of a company you have applied to should give you a clue as to the dress code for example, in legal or business firms dress is usually more formal, while in creative companies or IT the dress code is more relaxed. However, if in doubt always err on the side of caution. It's better to go too formal than not formal enough.

If you'd wear the same or a similar outfit on a night out or on the weekend you may want to rethink your choice.

You need to make sure that you look the part and still feel confident.

### **3. TALKING TOO MUCH OR NOT ENOUGH**

Learning to strike a balance between talking too much and talking too little can be a challenge. Taking part in practice interviews with your university careers service can really help to ensure that you give the right amount of information.

Waffling is a common interview weakness and tends to be the result of nerves, but avoid talking about everything all at once. It's important to sell your skills and experience without rambling. Once the interviewer asks a question, pause for a couple of seconds, take a breath and gather your thoughts before responding. If you're talking too much or too fast you also run the risk of talking over or interrupting the interviewer.

Not giving enough information and forgetting to mention important points can be just as detrimental as waffling. To make sure this doesn't happen practise answers to common interview questions beforehand and make sure you have a number of examples from your studies and previous work experience to draw upon.

Employers understand that nerves play a part in the process so if your mind goes completely blank politely ask for a couple of seconds to gather your thoughts or ask if it's ok to come back to the question at the end, once you've had some time to think.

### **4. CRITICISING PREVIOUS EMPLOYERS OR COLLEAGUES**

Complaining about colleagues, drawing attention to the negative aspects of your previous or current job or moaning about your superiors is a sure-fire way to blow your chances of success. This gives employers the wrong impression of you and makes them question what you'd say about them in similar circumstances.

No matter the reason for you leaving your previous or current employment, always be diplomatic. You don't want potential employers to think of you as disloyal or complaining. Instead of highlighting the mistakes of others, emphasize the positive steps you took in order to overcome them. This shows how proactive you can be.

### **5. FAILING TO ASK QUESTIONS**

As the interview draws to a close the recruiter will ask if you have any questions you'd like to ask them. It's never a good idea to say no. This is your opportunity to get answers to your queries about the role and the company so don't waste it. Asking a couple of relevant questions shows your interest in the role. You could ask about any current major projects your team is working on, progression opportunities or where the company sees itself in five years' time.

Avoid asking what the company does (you should have done your research), how much paid leave you're entitled to and how soon you can book holidays, if you can work from home, or if you've got the job. Also avoid asking a question if the answer has already been covered during the interview.

Try where possible to prepare two or three questions; that way you've always got a backup.

#### **How to succeed at interview.**

It's all well and good knowing what not to do at an interview, but not much use if you don't know what you should be doing to win the job.

Setting aside your nerves is easier said than done but learning to conquer job interview jitters is important if you want to give the impression of confidence. Try to

relax and show your natural personality; the employer will get a much better feel of how you'll fit into their team if you do. Take comfort from the fact that if you're being interviewed the recruiter is already impressed with what you have to offer, and after sifting through countless applications they'll be rooting for you to do well.

Enthusiasm and a positive attitude also go a long way and instantly make a more appealing candidate. Throughout the interview, evidence and reiterate your motivation for the role and the company. Employers like forward thinking graduates who can commit so to really put yourself above the competition, talk about the future of the company and your role within it.

Another good tip is to observe the basics. It can be easy to underestimate the power of good manners, regular eye contact, a firm handshake or a smile. Be polite to everyone you come into contact with as you never know who might be on the selection panel.



## CLASS ACTIVITIES

*Exercise 1. Play role game.* The group will be divided into two main groups, group of interviewers and of interviewees.

The interviewers will know what position they are wanting and they themselves have to think of the criteria some minutes ahead the interview.

The interviewees will randomly pick up a piece of paper which tells them what position they are applying for and also they have to prepare what to answer in order to be chosen. Group will have about 20 minutes to practice interviewing activity.

Before they go, teachers may review some words, expressions related to the topic. After the allowed time, each interviewer have to decide and report to class who they choose with convincing reasons.

### *Exercise 2:*

- You are working in the customer support team of a retail firm. A customer who bought a ginger beer from one of your stores discovered that it had a dead snail in it after drinking and is now threatening to call the consumer watchdog. Contact the customer to resolve their issue.
- You have recently been promoted to the manager of your team over Sarah and because of this she is deciding to move to your competitor. Persuade Sarah to stay without damaging the reputation of the company.



## HOME PRACTICE

1. Watch videos and analyze mistakes:
  - ✓ [https://www.youtube.com/watch?v=\\_6AvYC5v3vc](https://www.youtube.com/watch?v=_6AvYC5v3vc)
  - ✓ <https://www.youtube.com/watch?v=yBtMwyQFXwA>
  - ✓ <https://www.youtube.com/watch?v=OVAMb6Kui6A>
2. Make a list of questions for interviewer and interviewee.
3. Complete your portfolio by these documents.



## TOPIC 4 HOW TO WRITE LETTERS



### TOP TIPS FOR WRITING

#### Letters:

- Formal letters (recommendation letters, cover letters, resignation letters, legal correspondence, company communications, etc.);
- Informal letters (e-mail, letters to friends, etc.).

Typically, a business letter is reserved for only the most important of job-related or other professional communications

Since it's such a formal mode of communication, you'll want to make sure you have all of the formatting in place correctly. That's especially true if you're sending a hard copy to the recipient rather than an email. In English there are a number of conventions that should be used when writing a formal or business letter. Furthermore, you try to write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language like contractions.

#### Addresses:

##### 1) Your Address

The return address should be written in the top right-hand corner of the letter.

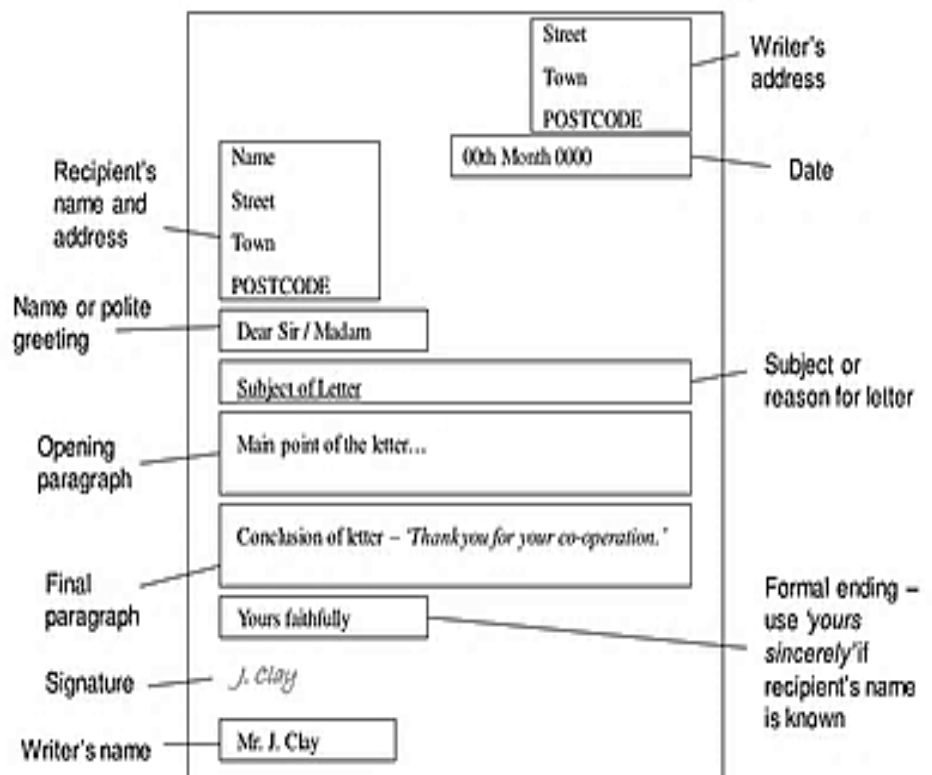
##### 2) The Address of the person you are writing to

The inside address should be written on the left, starting below your address.

#### Date:

Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

## Formal Letter Writing



#### Salutation or greeting:

##### 1) Dear Sir or Madam,

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

## 2) Dear Mr Jenkins,

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, you can use Ms, which is for married and single women.

### Ending a letter:

#### 1) Yours Faithfully

If you do not know the name of the person, end the letter this way.

#### 2) Yours Sincerely

If you know the name of the person, end the letter this way.

#### 3) Your signature

Sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name.

## LETTERS OF REQUEST

### Useful language for the letters of request

#### • To begin letters:

ask if you would be so kind / generous as to ...

I am writing to / request your assistance concerning the matter of ...

I wonder if you could possibly/if it would be possible for you to help me ... I would (greatly) appreciate it if you could ...

I would be most grateful if you could ...

I am writing to ask / enquire if / whether you could possibly tell / inform me ...

I am writing to	ask if / whether I might (perhaps) be permitted / allowed to ... request your (kind) permission for ... / (for me) to ...
-----------------	---

I wonder if I might ask you for / request your valuable advice on / concerning ...

#### • To end letters:

I hope that my request will not inconvenience you too much.

I must apologize for troubling you with this matter.

I hope that you will forgive me for, taking up your valuable time.

I look forward to hearing from you / receiving your reply as soon as possible.

Thank(ing) you in anticipation of your / in advance for your kind cooperation.

## INFORMATIVE LETTERS

A letter giving information is a formal piece of writing related to a particular situation. Its main purpose is to give information, usually when this has been requested by someone else. It may also provide suggestions, request help, give an opinion, etc.

• Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and / or justification.

Useful language.

To begin letters:

I am writing to inform you that / advise you of / let you know that...

I regret / am delighted / would like / feel obliged to inform you ...

I am writing	in response to in reply to with regard to in connection with	your letter requesting information about ... your enquiry about ... our telephone conversation concerning ...
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I am writing (to you)	on behalf of ... in my capacity as ...
-----------------------	--

• To end letters:

I hope that this information will be of some assistance ...

I hope / trust that I have been able to answer all of your questions ...

I would be pleased / happy to provide you with any additional information ...

I look forward to	being able to help you again in the future, answering your queries.
-------------------	---

Please do not hesitate to contact me should you	require further information, have any further questions.
---	--

## OPINION LETTERS

A formal letter of advice is usually written in response to a request or enquiry, whereas a letter making suggestions offers an opinion and suggestions on a particular situation. Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and / or justification.

### Useful Language

To begin letters:

I am writing in reply / response to your letter requesting advice about ...

Thank you for your letter requesting advice about ...

I hope the following advice / suggestions will be of (some) help to you ...

### Advice / Suggestions:

It might / would be useful / to your advantage (if you were) to ...

I feel / believe (that) the / your best course of action would be ...

I would like to offer one or two suggestions concerning ...

I would (strongly) suggest / recommend + -ing / (that) ...

You should / ought to ...

### To end letters:

I hope that these suggestions	will (prove to) be of some assistance, have been useful / of use
-------------------------------	---

I hope / trust that you will accept / follow this advice ...

I would be pleased / happy to offer any additional advice you may require.

Please do not hesitate to contact me should you have any further questions / queries / problems.

## LETTERS MAKING SUGGESTIONS / RECOMMENDATIONS

In this type of letter you are usually requested to express your opinion on a certain matter and also to provide suggestions supported by expected results / consequences. You can introduce suggestions with: **To begin / start with, Firstly, Secondly, Additionally, Finally, etc.** It is advisable to use the following linking words in order to introduce the expected result: **thus, as a result, consequently, therefore, as a consequence** e.g. **I would also suggest advertising in the local newspaper; as a result, you would attract more attention to your new range of special offers.**

## LETTERS TO THE AUTHORITY / EDITOR

Letters to the authorities / editor are formal pieces of writing. They express a person's concern about and views on a certain matter and usually contain suggestions on how to tackle a problem. You need to state the nature of the problem and its causes and effects. Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.

### Useful Language for Letters to the Authorities / Editor

#### • To begin letters:

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

#### • To state your opinion:

In my opinion / view, I feel / believe / think, It seems to me that, I tend to think that, I am totally opposed to / in favour of, It is my firm belief / opinion / conviction that, I am convinced that

#### • To express cause:

because / owing to the fact that / due to the fact that / on the grounds that / since / as / In view of / Because of / Owing to / For this reason / Seeing that

#### • To express effect:

thus, / therefore, / so / consequently, / as a result, / as a consequence, / for this reason

#### • To end letters:

I look forward to hearing from you.

I hope you will give this matter your urgent consideration/attention.

I hope (that) you will give this matter careful / further consideration.

Letters to the editors of magazines and newspapers are written when:

a) we wish to express our approval or disapproval of something which is of interest to the general public or;

b) when we wish to reply to letters or articles previously published and on which we have strong views.

Letters of this type tend to contain a combination of formal and informal language such as idioms, phrasal verbs and rhetorical questions. This is done in order to have a more persuasive effect on the readers.

When writing a letter to the editor it is necessary to refer to what other people may think of the subject we are expressing our views on.

## LETTERS OF COMPLAINT

A formal letter of complaint is written to complain about a problem which has arisen (**e.g. faulty merchandise, rude staff, inaccurate information, etc.**). It should explain the reasons for the complaint, and usually includes a suggestion / request / demand concerning what should be done (**e.g. refund, compensation, etc.**).

Mild or strong language can be used depending on the writer's feelings and the seriousness of the complaint, but abusive language must never be used, **e.g.**

### Mild Complaint:

**I am writing to complain about a factual error in yesterday's newspaper.**

**I hope that you will give this matter your prompt attention.**

### Strong Complaint:

**I am writing to express my strong disapproval concerning the offensive behaviour of an employee at your company's Winchester Road branch.**

**I demand a full, written apology or I will be forced to take legal action.**

The nature of the complaint should be clearly stated in the first paragraph. Each aspect of the topic should be presented in a separate paragraph containing a clear topic sentence. Each complaint should be supported by clear justification.

### Useful Language

#### To begin letters:

Mild complaint

I am writing to	complain about / draw your attention to (the problem of) ... express my disappointment / dissatisfaction with ...
-----------------	--

Strong complaint

I (must) insist on ... / insist (that) / demand ... / warn you that ...

Unless this matter is resolved ... / Unless satisfactory compensation is offered ... I will have no choice but to / I will be forced to take further / legal action.

Linking words:

I purchased the camcorder only a month ago **but** the rewind button does not function properly.

I purchased the camcorder a month ago. **Nevertheless, / However,** the rewind button does not function properly.

The rewind button does not function properly **in spite of / despite the fact that**

I purchased the camcorder only a month ago.

**Although / Even though** I purchased the camcorder only a month ago, the rewind button does not function properly.

## LETTERS OF APOLOGY

If you have received a letter of complaint, it is polite to reply to it. The purpose for writing a letter of apology is to explain the reason(s) for the problems stated in the letter of complaint and to ensure that the situation will be resolved / improved. You may also offer some form of compensation.



A letter of apology is written in a formal style and requires a dignified and polite tone. You should deal with each aspect of the complaint in a separate paragraph.

### **Useful Language**

- **Opening remarks:**

I am writing to apologize for ... / offer my apologies for ...

Please accept my / our sincere / profuse apologies for (the unavoidable delay, etc.) I must / would like to apologize for (the unfortunate confusion, etc.).

- **To introduce new points:**

With regard to / As regards ...

As far as ... is / are concerned ...

Firstly / First of all / Secondly / Finally, ...

- **To emphasize what you say:**

Clearly / Obviously / Needless to say, ...

- **To express reality:**

In fact / As a matter of fact / Actually / Indeed, ...

- **Making amends:**

Please allow me to offer / suggest ... as compensation (for ...).

I insist on (+ -ing) to make up for your loss / inconvenience, etc.

- **Closing remarks:**

Once again, my / our sincere(st) apologies for the inconvenience caused.

I hope that you will accept my apologies / that my apologies will be accepted.

I hope that you can forgive / overlook this regrettable error.

## **LETTERS OF APPLICATION**

A formal letter of application is written when applying for a job or a place on an educational course. A job application usually includes educational / professional qualifications, details of previous experience as well as the applicant's qualities and skills. Previous experience should be presented in a clear order using linking words such as: currently, before this, subsequently, prior to this, following, whereupon, etc.

### **Useful Language: Applying for Jobs**

- **To begin letters:**

I am writing to apply for the post / position of... advertised in yesterday's ...

I am writing in connection with / with regard to the vacancy in your Sales Department, as advertised in The Times on / of 14th October.

- **Experience / Qualifications:**

I am currently / At present I am employed / working as ...

I was employed as (position) by (company) from (date) to (date) ...

During this time, I held the position of ... / was responsible for ... / my duties included ... / I have received training in ... / completed an apprenticeship, etc. ...

My qualifications include ... / I am presently studying / attending a course ...

I am due to take my final examinations in June ...

I have / hold / obtained / was awarded a degree / diploma / certificate in ...

I have successfully / recently completed a course in (subject) at (place).

• **To end letters:**

I enclose / Please find enclosed my CV / references from ...

I would appreciate a reply at your earliest convenience / as soon as possible.

I would be available for an interview at any time / until the end of June / etc.

I would be pleased / happy to supply you with any further information / details ...

Please contact me should you have any further questions / queries

## USEFUL VOCABULARY



### FORMAL AND INFORMAL LETTERS

	FORMAL	INFORMAL
<b>Name</b>	Dear Mr/Mrs/Ms Dupuis Dear Mary	Hi/Hello Mary Mary,...(or no name at all)
<b>Previous contact</b>	Thank you for your e-mail of... Further to your last e-mail,... I apologise for not getting in contact with you before now.	Thanks for your e-mail. Re your e-mail,... Sorry, I haven't written for ages, but I've been really busy.
<b>Reason for writing</b>	I am writing in connection with... I am writing with regard to... In reply to your e-mail, here are... Your name was given to me by... We would like to point out that...	Just a short note about... I'm writing about... Here's the...you wanted.  I got your name from... Please note that...
<b>Giving information</b>	I'm writing to let you know that... We are able to confirm that... I am delighted to tell you that... We regret to inform you that...	Just a note to say... We can confirm that... Good news! Unfortunately,...
<b>Attachments</b>	Please find attached my report. I'm sending you ... as a pdf file.	I've attached... Here is the...you wanted.
<b>Asking for information</b>	Could you give me some information about... I would like to know... I'm interested in receiving/finding out...	Can you tell me a little more about... I'd like to know... Please send me...



## SAMPLES

### SAMPLE LETTER FORMAT

**CONTACT INFORMATION** (*Your contact information. If you are writing on letterhead that includes your contact information, you do not need to include it at the start of the letter.*)

Your Name

Your Address

Your City, State, Zip Code

Your Phone Number

Your Email Address

**DATE**

**CONTACT INFORMATION** (*The person or company you are writing to*)

Name  
Title  
Company  
Address  
City, State, Zip Code

### **GREETING** (Salutation Examples)

Dear Mr. / Ms. Last Name: *(Use a formal salutation, not a first name, unless you know the person extremely well. If you do not know the person's gender, you can write out their full name. For instance, you could write "Dear Pat Crody" instead of "Dear Mr. Crody" or "Dear Ms. Crody." Note that the person's name is always followed by a colon (:) in a business letter, and not a comma. If you do not know the recipient's name, it is still common (and safe) to use the old-fashioned "To Whom It May Concern:").*

### **BODY OF LETTER**

When writing a letter, your letter should be simple and focused, so that the purpose of your letter is clear.

Single space your letter and leave a space between each paragraph. Left justify your letter. Use a plain font like Arial, Times New Roman, Courier New, or Verdana. The font size should be 10 or 12 points.

Business letters should always be written on white bond paper rather than on colored paper or personal stationary.

The first paragraph of your letter should provide an introduction as to why you are writing so that your purpose is obvious from the very beginning.

Then, in the following paragraphs, provide more information and specific details about your request or the information you are providing.

The last paragraph of your letter should reiterate the reason you are writing and thank the reader for reviewing your request. If appropriate, it should also politely ask for a written response or for the opportunity to arrange a meeting to further discuss your request.

Leave a blank line after the salutation, between each paragraph, and before the closing.

### **Closing**

Best Regards, (Closing Examples)

### **Signature**

Handwritten Signature *(for a hard copy letter – use blue or black ink to sign the letter)*

Typed Signature

If you're sending an email letter, here's what to include and how to format your signature.

## Layout for a formal letter

	Sender's address and other contact info: Email Telephone Fax
	Date
Recipient's address Reference number if available	
Dear..... (If name is unknown use Sir/Madam)	
<ul style="list-style-type: none"> <li>• It may be appropriate to start with a reference line <i>Re:.....</i></li> <li>• Do not use contracted forms - write all words in full.</li> <li>• Use formal standard English - no slang</li> <li>• Keep sentences precise and get straight to the point</li> <li>• Keep business letters focussed and do not waffle on!</li> <li>• If complaining, be polite and use intelligent vocabulary.</li> </ul>	
Sum up your main point and state that you look forward to a response to your letter / query / complaint etc if appropriate. <i>Thank you, in advance, for taking time to respond to my ...</i>	
Yours faithfully – (if greeting is to Sir/Madam) Yours sincerely – (if name is given)	

## Layout for an Informal letter

	Sender's address
	Date
Dear.....	
<ul style="list-style-type: none"> <li>• You may have more than 2 paragraphs. Depending on who the recipient is you will have varying levels of informality.</li> <li>• It is generally accepted that in informal letters contracted forms can be used: <i>can't</i> instead of can not; <i>haven't</i> instead of have not etc.</li> <li>• You may also use a more colloquial language register – chatty tone that you might use in speech / mild slang words.</li> <li>• Punctuation can be less formal: exclamation mark! used to signify shock or a joke; dashes - instead of commas; brackets used to separate additional ideas/references...</li> </ul>	
Degree of intimacy with recipient will determine the way you sign off: Best wishes / Kind regards / Yours truly / <i>With love...</i>	



## SAMPLES OF KEY WORDS

### E-mail writing

**Starting the e-mail (greeting):**

- Hi Mary!
- Dear Mr, Mrs, Ms ...
- Hello Pat ...
- Dear John ...
- My dear family ...



**Opening sentence:**

- Thanks (very much) for your e-mail.
- This is to say thanks for your last e-mail.

**Giving a reason**

- I'm (just) writing to ...
- Just a short e-mail to inform you ...

**Closing sentence:**

- I look forward/m looking forward to hearing from you ...
- Hope to hear from you soon.
- Feel free to drop a line to me.
- Hope all is well with you.
- Have a nice/great/lovely/wonderful day/weekend/time.



**Ending the e-mail:**

- Yours sincerely
- Kind/best regards
- Best wishes
- All the best
- See you soon
- Take care
- Bye (for now)

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## writing to a friend

informal

### opening:

Hi James, / Hello James, / Hey James,  
 It's been ages since we last spoke / Sorry for not being in touch for so long  
 How are you? / How's life treating you? / How's life? / How are things?  
 Any news? / Anything strange? / What are you up to these days?

### expressing thanks

Thanks a million for ... / Thanks a lot for ... / Cheers for ... / I really appreciate it

### giving news

Guess what. I've ... / I've got some good news / Great news James, I've ...  
 Unfortunately, I've got bad news / I'm afraid I have some bad news / Bad news James, ...

### responding to news

I'm so happy for you / That's fantastic news / I was delighted to hear that ...  
 I'm glad to hear that you ... / I'm thrilled for you / What great news! / Congrats!  
 Sorry to hear that / That's awful news / Poor you / Is there anything I can do?

### offering, accepting and declining an invitation

I'd love for you to come to ... / Have you any plans for ... ? / 1<sup>st</sup> July, save the date!  
 Do you fancy ... ? / Fancy coming to ... ? / Would you like to ... ?  
 I'd love to! / Count me in / I'll be there / I wouldn't miss it for the world  
 I'm afraid I can't / Count me out / I wish I could but ... / I'll take a rain check

### offering advice and making suggestions

If I were you, I'd ... / If I were in your shoes, I'd ... / You should ... / You simply have to ...  
 Why don't you ... ? / Have you thought about ... ? / What about ... ? / How about ... ?  
 I'd recommend that you ... / I'd suggest that you ... / The best thing to do is ...

### closing

Well, that's all for now / I'd better get back to work here / I must go / I must dash  
 Do write soon / Hope to hear from you soon / Can't wait to ... / Looking forward to ...  
 Pass on my regards to your family / Give my love to ... / Tell Anna I was asking for her  
 Take care / All the best / All my love / Lots of love / Love



## CLASS ACTIVITIES

**Exercise 1.** Read the following writing task instructions and say what type of letter you would be expected to write in each case.

1. You are moving to China for a year and have arranged with an agency to exchange houses with a Chinese family who are moving to your country for the same period of time. Write a letter to the Wong family to welcome them to your home. Include information about the house and neighbourhood which they might find useful and make a few suggestions that might make their stay more pleasant and interesting.

2. You have read a magazine article which you believe is inaccurate and offensive towards people of your profession. Write a letter to the editor expressing your opinion on the subject, and suggesting ways to make amends.

3. You are a member of a famous pop group. You are about to visit your home town as part of a tour. Write a letter to an old school friend informing him / her of the event and describing the ways in which your life has changed since you were at school.

4. A new community centre for disabled people is to be built in your town. The local authorities have invited the public to give their views on the: a) location, b) opening hours, c) value to the community and d) facilities and services, that should be provided. Write a letter to the local authorities stating your views on these points.

5. You want to open a small business but do not have sufficient finances. Write to the New Community Enterprise Program giving reasons why you think they should provide you with financial assistance. You should include details of the type of business it will be, where it will be located and explain why you think it will be successful.

6. You recently spent the weekend at your employer's cottage. Write a letter to him / her, outlining what you enjoyed most about your visit and inviting him / her to visit you at your own house in the near future.

**Exercise 2.** Put an *F* for formal and an *I* for informal language. Give reasons.

1. Thank you very much for your cooperation in this matter.
2. It'll be great to see you again after so long!
3. My husband and I request your presence ...
4. It is with deep regret that I must inform you ...
5. Hope this advice will be of some help to you.
6. Would it be possible to get together over lunch sometime soon?
7. I sympathize completely with your predicament but unfortunately no further action can be taken at this time.
8. I am writing to complain about the service we received ...
9. I'm looking forward to seeing you both on Saturday.
10. On behalf of our company, I would like to apologize for ...
11. I'm really sorry about the misunderstanding and I'm sure it won't happen again.
12. I would like to inform you about the proposed change due to take place over the coming months.
13. Sorry I haven't written for ages, but I've been up to my ears in work.
14. We thought we'd have a get-together in the near future and wondered if you'd like to come.
15. It appears that our records are out of date so it would therefore be most helpful if you could forward the information requested overleaf.
16. I look forward to receiving the information requested.
17. I am writing in response to the advertisement concerning ...
18. I am writing in my capacity as chairman of ...
19. I would be most grateful if you could offer some advice ...
20. I'll be more than happy to put you up for a few days.

**Exercise 3.** Read the following sentences and say which are formal and which are informal. Which sentences are beginning of a letter, and which are endings? What kind of letter (e.g. complaint) does each sentence belong to?

1. It would be lovely to see you again, so please do your best to make it.
2. Please do not hesitate to telephone, there should be any further problems.

3. I was most concerned to hear that you are not completely satisfied with one of our products.

4. I trust that this situation will be rectified without further delay.

5. I am writing to express my dissatisfaction with the meal I had at your restaurant last week.

6. I am writing with reference to the vacancy in your accounts department.

7. I assure you that we will give this matter serious consideration and would like to thank you for bringing the situation to our attention.

8. I'm just writing to let you know how sorry I am about missing your graduation ceremony.

**Exercise 4.** Write a letter of request according to the following plan:

**Introduction**

**Paragraph 1**

state reason(s) for writing

**Main Body**

**Paragraphs 2-3**

explain reasons for making the request

**Paragraphs 4-5**

state expected results / consequences

**Conclusion**

**Final Paragraph**

closing remarks / Full name

**Exercise 5.** For each one of the situations below write a suitable beginning and ending using appropriate expressions. Then suggest reasons for writing them and the expected results of each request.

1. You want to request a loan from your bank manager for home improvements.

2. You want information from a college or university about a particular course of study you are interested in.

3. You want the director of an art gallery to look at your work and consider the possibility of holding an exhibition.

4. You want the town council to place special bins in your area to encourage recycling.

5. You want a travel agency to send you brochures concerning the package holidays they offer for large groups.

**Exercise 6.** Look at the following writing task instructions and answer the questions below. The questions apply to both tasks.

a) You coach an amateur football team. Write a letter to a local school requesting permission to use their facilities and explaining why your team cannot find facilities elsewhere. Suggest how this may be arranged so that your team's training will not interfere with the school's activities.

b) You work for a children's home which needs volunteers to help at weekends. Write to the local newspaper requesting that they publicize the vacancies. You should include details of what is required of the applicants and explain the ways in which both volunteers and children might benefit

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

*Exercise 7. Choose ONE of the writing tasks in previous exercise, and write a complete paragraph plan with notes. Then write the letter in about 300 words.*

*Exercise 8. Write an informative letter (300 words) using the following plan:*

**Paragraph 1**

state reason(s) for writing

**Paragraphs 2-3**

give information required

**Paragraphs 4-5**

provide further explanations / suggestions / opinion as stated in the task instructions

**Final Paragraph**

closing remarks



*Exercise 9. Read the following instructions, and answer the questions below.*

You are the training director for a large international company, and you are organizing a two-day training course for senior staff. You have invited Professor William Jones, a leading expert on industrial relations, to take part in the course as a guest lecturer. Write a letter to Professor Jones, giving details of the training and social activities which have been planned for the course and confirming the arrangements you have made for him concerning transport and accommodation.

- What greeting would you use?
- What is the main purpose of writing the letter?
- What information could you include as the 'details' referred to?
- What additional objectives do the task instructions mention?
- In which paragraph(s) would you deal with this?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

*Exercise 10. Look at the following writing task instructions and then answer the questions below. The questions apply to all three tasks.*

a) Your drama class is planning to stage a play. Write a letter to a local magazine, giving details of the performance and requesting that the help to publicize the event.

b) Your friends have accepted an invitation to come and stay in your house while you and your family are away. Write a letter giving them all the information necessary to make their visit enjoyable and trouble free.



c) You are organizing an event to raise money for a worthwhile cause. Write a letter to your local newspaper giving details of the event and explaining how the money will be used.

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

**Exercise 11.** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

**Exercise 12.** Write a letter (300 words) giving an opinion using the following plan:

**Introduction**

**Paragraph 1**

state reason(s) for writing / express understanding of problem

**Main body**

**Paragraphs 2-3**

offer advice / suggestions

**Conclusion**

**Final Paragraph**

closing remarks

Full name



**Exercise 13.** Read the following situations and offer advice for each one using appropriate expressions.

1. John Smith has been working for a computer supply company for the last ten years. He finds his job boring and now wants to use the experience he has gained over the years to open his own computer supply centre.

2. Pamela Wilson is a working mother. She works a 40-hour week and takes care of her two young children. When she arrives home after work, she has barely enough energy or patience to help her children with their homework.

3. Sarah Jones is a student who is about to graduate from university. She wants to start looking for a job, but does not know how to go about it.

**Exercise 14.** Write a letter making suggestions / recommendations (300 words) according to the following plan:

**Introduction**

**Paragraph 1**

state reason(s) for writing

**Main Body**

**Paragraphs 2-3**

give opinion

**Paragraphs 4-5**

make suggestions and comment on the expected results

**Conclusion**

**Final Paragraph**

closing remarks

Full name



**Exercise 15.** Match the following suggestions to the expected results and link them with appropriate linking words.

**Suggestions**

- a. I would suggest hiring more staff.
- b. May I suggest that you renovate the premises.
- c. Another suggestion would be to install computers.
- d. I would venture to suggest hiring a bouncer.

**Results**

1. Less time would be wasted on writing down personal information.
2. You would succeed in retaining a higher standard of clientele.
3. Work could be delegated and done more efficiently.
4. You would attract a greater number of younger people and make more of a profit.

**Exercise 16.** Look at the following writing task instructions and answer the questions below. The questions apply to all three tasks.

a). As a social worker, you have received a letter from a foreign family who moved to your country three months ago and are having difficulty adjusting to their new surroundings. Write a letter advising them how to deal with the situation. You should offer certain practical suggestions and reassure them that they need not worry.

b). There are plans to tear down an old cinema in the town where you live. Write a letter to the authorities stating why you think this should not be done, and suggesting alternative ways in which the building might be used.

c). You recently visited a new supermarket or fast food restaurant which has opened in your neighbourhood. Write a letter to the manager expressing your opinion of the establishment and suggesting ways in which it could be improved.

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What useful expressions can you think of for making suggestions?
- What paragraph plan would you use?
- What useful expressions could you write as opening and closing remarks?
- How would you sign the letter?

**Exercise 17.** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

**Exercise 18.** Read the instructions and the model letter and list the suggestions made and their expected results. Is the writer's opinion a positive or a negative one? Find expressions in the letter which justify this.

You recently went to a museum where the staff were particularly helpful. Write a letter to the museum's curator, giving your overall opinion of the museum and suggesting what might be done to further improve the standard of what it has to offer the public.

*Dear Sir / Madam,*

*I am writing to commend you on the exceptional service the Museum of Natural History offers the community of Kempton. I recently visited the museum for the first time*

and viewed your exhibition entitled “The Age of Dinosaurs” which was, to my mind, extremely interesting and informative.

I was particularly impressed by how approachable and helpful the museum staff were; they showed themselves willing to help with any questions or requests which arose during my visit. Moreover, I appreciated the fact that the guides were very knowledgeable about their subject.

In my opinion, the subject of your feature exhibition was both fascinating and enlightening. It was obviously carefully researched and its excellent presentation made it interesting to people of all ages. I was equally impressed with the permanent exhibits and found your late closing time very considerate and convenient for working people such as myself.

There are, however, one or two suggestions I would like to submit which I feel would further improve the standard of the museum. Firstly, a service offering guided tours in foreign languages would be useful for tourists visiting the museum. Additionally, installing ramps would make access easier for disabled people, thus making their visit more enjoyable.

Finally, may I suggest that you publicise the museum’s forthcoming exhibits more widely? As a result, many more people like myself who are interested in natural history would be made aware of the regular exhibitions you present.

Once again, I would like to congratulate you on the very high standard of your museum, and assure you that I shall be a regular visitor from now on.

Yours faithfully,  
Mrs P. Morrison

**Exercise 19.** Write a letter to the authorities / editor (300 words) according to the following plan:

- Plan**  
**Introduction**  
**Paragraph 1**  
state reason(s) for writing and opinion  
**Main Body**  
**Paragraphs 2-3\***  
describe the problem(s) and consequences,  
**Paragraphs 4-5\***  
suggest solutions / measures to be taken  
**Conclusion**



**Exercise 20.** Collocate the following words and then explain their meaning. Try to include them in your letters.

**last, hasty, constructive, to fight, thing, long, empty, step, worthy, limited, losing**

1. a(n) battle	6. a(n) criticism
2. a(n) promise	7. a(n) budget
3. a(n) in the right direction	8. a(n) resort
4. a(n) decision	9. in the run
5. a(n) of the past	10. a(n) cause

**Exercise 21.** Look at the following writing task instructions and then answer the questions below. The questions apply to both tasks.

a) A motorway is to be built near your house. As you think that it will destroy areas of natural beauty, write a letter to the local authorities expressing your views. You should explain what damage will be caused and suggest alternative routes.

b) You have recently received a number of comments from local residents, some of which are printed below. As the representative of your local residents' committee, write a letter to the authorities outlining people's concerns and suggesting what should be done.

- They throw bottles into my garden and tear up my plants!
- Teenagers roam in gangs and I get frightened!
- The streets are dirty and full of litter!
- The walls are covered with graffiti!
- The public telephone's always broken!
- Young hooligans race round the square on motor bikes!
- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

**Exercise 22.** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

**Exercise 23.** Read the model letter below. What is the purpose of the letter? Find examples of formal and informal language and give the topic of each paragraph. In which paragraph does the writer contradict the opposing viewpoint?

*Dear Sir,*

*I am writing with regard to the upcoming reception which is to be held on 2nd June to welcome foreign VIPs. As a tax-payer, I consider this event an extravagant waste of money, and would like to offer a little constructive criticism.*

*Officials took the hasty decision to spend outrageous amounts of money organizing a two-hour event, while our school and roads are badly in need of repair. At the local council meeting held last month our honourable judge, Mr Peter Stevens, stated that the local government did not have the funds to repair these facilities. At the same time, they were arranging for foreign dignitaries to visit our town, at our expense. As a result, our children face a cold winter without proper heating in their classrooms, and as motorists, we will risk our lives driving on roads which require resurfacing.*

*Also, the local hospital has stated time and time again that as they do not have the medical equipment to tend to patients properly, they feel they are fighting a losing battle. It is unbelievable that the town's needs are being sacrificed for a few hours of rubbing shoulders with VIPs. If the council can spend thousands of pounds welcoming a*

*handful of officials, then surely it can spend some money on improving the standards of services within our community – or do we not qualify as a worthy cause?*

*While I understand the significance of providing an appropriate function for these officials, I do not believe that the needs of our town and its residents should be overlooked.*

*To sum up, I believe that a compromise could be made by scaling down this expensive reception party and spending some of the money to meet our community's needs. What better way to greet visitors than by proudly showing off our town and its citizens?*

*Yours faithfully,  
Alison Brown*

**Exercise 24.** *Read the instructions and the letter and complete the paragraph plan on the right, identifying the topic of each paragraph. Is each topic clearly stated in a topic sentence? Then, look at the words and phrases in bold, and think of similar ones which could be used to replace them.*

You live near a dangerous road junction where several accidents have occurred. Write a letter to the authorities, describing the problem and suggesting how further accidents could be avoided.

*Dear Sir / Madam,*

*I am writing to bring to your attention the dangerous state of the road junction between Ellis Road and Wiltshire Avenue in the village of Hazlemere. During the last year there have been a large number of accidents at this junction and it seems to me that something must be done.*

*The basic problem is the lack of road signs on Ellis Road warning drivers of the junction. In particular, for traffic approaching from the north, there are no warning signs at all until they have reached the junction. Since the speed limit on this road is 60 mph, drivers do not have time to slow down, with the result that they go through the stop sign directly into the lane of east-bound traffic on Wiltshire Avenue.*

*Furthermore, the junction also presents a danger to the children walking to and from the local primary school. Due to the fact that there is no safe place to cross, several children have been injured in minor accidents. Yet more accidents have been caused by the fact that drivers have swerved to avoid children stepping off the pavement.*

*One solution to the problem would be to install signs on Ellis Road. These should be clearly visible and large enough to make drivers aware of the junction. Also, the speed limit must be reduced to make sure that cars travel at a speed at which they are able to slow down and stop safely.*

*In addition to this, a proper crossing must be provided for pedestrians at the junction. Doing so would ensure that drivers were not distracted by people crossing the road. Moreover, flashing lights would act as a further warning, forcing drivers to slow down even more, thus reducing the danger to local people.*

*I hope you will give this matter your urgent consideration and that suitable measures will be taken before more accidents occur.*

*Yours faithfully,  
K.J. Wright*

**Exercise 25.** *Read the instructions and the model letter below. How many of the suggested points are covered? What is the topic of each paragraph? Underline any words / phrases the writer uses to express her opinion.*

Your local authorities have decided to open an adult education centre in your area where people from 18 to 30 can follow courses and activities which interest them. They have invited the public to write giving their views on:

- its value to the community,
- opening hours,
- facilities which the building should have,
- the people who would use the centre,
- location.

Use some or all of these points in a letter to the local authorities setting out your views about their proposal.

*Dear Mr Connelly,*

*I am writing in response to the decision to open an adult education centre in our area.*

*Firstly, let me state that I was delighted when I heard the news that such a centre was to be established in our community. In my view, it will provide valuable services not normally available to most people. It is not often that one has the chance to go back to school due to responsibilities such as work and child-rearing.*

*I believe that the centre should have as many courses and activities as possible. For example, by providing facilities such as a science laboratory, computer and arts centres, a fully-equipped gymnasium and a library, not only will students benefit, but the centre will as well.*

*In order for people to be able to use the centre effectively, I think that the most suitable opening hours would be from 8.30 am to 8.30 pm, Monday to Friday. For those of us who cannot attend during the week, the centre could open on Saturdays from 8.30 am to 1.00 pm.*

*As far as people with children are concerned, perhaps the centre could set up a day-care unit so that youngsters could be looked after while their parents attend classes.*

*Regarding location, I would suggest that the centre be built along the riverside, overlooking Sunset Bay. It is a most inspiring place and very convenient as it is close to the bus and train stations. Alternatively, the centre could be built in the park beside the Museum of Fine Arts.*

*All in all, I think that an adult education centre will help to enhance our community both culturally and financially. I am looking forward to taking advantage of the wonderful opportunity that is being offered.*

*Yours sincerely,  
Martha Flowers*

**Exercise 26.** Write a letter of complaint (300 words) according to the following plan:

**Plan**

**Introduction**

**Paragraph 1**

state reason(s) for writing

**Main Body**

**Paragraphs 2-3\***

state complaint(s) with justification

**Paragraphs 4-5\***

suggest what should be done

**Conclusion**

**Final Paragraph**

closing remarks / Full name



\* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

**Exercise 27.** Match the complaints and justifications below, then join them using appropriate linking words / phrases.

**Complaints**

1. The goods we ordered have not been received yet.
2. Our wooden floors have become dull.
3. The batteries died after a few hours.
4. The hotel was an hour's drive from the beach.
5. The film was too long and very boring.
6. The knife became blunt after only a month's use.
7. The mascara made my eyes water.
8. My daughter's watch stopped after she swam with it on.

**Justification**

- a. The label on the packet claims they are long-lasting.
- b. We were told they would not lose their shine.
- c. They were shipped a month ago.
- d. We were told it was within walking distance.
- e. The manufacturer claims it is hypoallergenic.
- f. The trailer said it would keep me on the edge of my seat.
- g. The package label states that it is water-proof.
- h. You said it was guaranteed to stay sharp for five years.

**Exercise 28.** Look at the following writing task instructions and then answer the questions below. The questions apply to both tasks.

a) You are the manager of a supermarket which is losing customers because employees of the company next door park their cars in the supermarket parking area. Write a letter of complaint to the company and suggest what should be done.

b) You have noticed that students at your son's school are often left unattended. Write a letter of complaint to the headmaster and ask him to ensure that the situation does not continue.

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

**Exercise 29.** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

**Exercise 30.** Read the following situations, and say whether mild or strong language would be more appropriate for a letter concerning each one. Then, choose two situations and write a suitable beginning and ending for a letter of complaint about each.

1. Your neighbour's dog barks at night – you can't sleep.
2. The hotel receptionist forgot to place your wake-up call – you overslept, missed your flight and had to pay for another ticket.
3. You found a piece of glass in a packet of frozen food - you nearly swallowed it.
4. The TV guide always has inaccuracies concerning dates and times – you can't be sure what programs will be shown.
5. The birthday cake you ordered wasn't delivered on time – the children were extremely disappointed
6. There was no lifeguard on duty at the public swimming pool – your child almost drowned

**Exercise 31.** Read the instructions below and the beginnings and endings from letters of complaint. Then match the beginnings and endings and say whether the language in each pair is mild, strong or abusive. Which level of language would be most appropriate for the situation described?

You recently travelled by coach and were very disappointed with the service provided by the staff, and the delays you encountered. Write a letter to the company to complain and to demand compensation.

1. I am writing to express my total dissatisfaction with the appalling service I experienced on one of your coaches from Cardiff to Coventry on 24th May.
2. I am writing to complain about the poor quality of the service I experienced on one of your coaches from Cardiff to Coventry on 24th May.
3. I am writing to draw your attention (if you have any, which I doubt) to the fact that the staff who 'served' us on your Cardiff – to – Coventry coach on 24th May are incompetent, idle fools.

**A.** I hope that you will look into this situation as a matter of some urgency, and that the service offered by your company will improve.



**B.** Organise your pitiful company efficiently and stop cheating the public by charging outrageous prices for fifth-rate service.

**C.** I insist that my wife and I receive a full refund of the price of our tickets, and must warn you that unless this matter is resolved at once I will not hesitate to take legal action.

*Exercise 32. Write a letter of apology (300 words) according to the following plan:*

**Plan**

**Introduction**

**Paragraph 1**

state reason(s) for writing

**Main Body**

**Paragraphs 2-3**

give explanations

**Paragraph 4**

suggest compensation

**Conclusion**

**Final Paragraph**

closing remarks

Full name



*Exercise 33. Look at the following writing task instructions and answer the questions below. The questions apply to all three tasks.*

a) As the owner of a gym, you have recently received a number of complaints concerning the state of the changing rooms, the bad condition of equipment and overcrowded classes. Write a letter apologizing for these problems, explaining the reasons and giving details of what you intend to do to rectify the situation.

b) As a sales representative of a large manufacturing company you have received several letters from a customer complaining about a long delay in the delivery of goods on order. Write a letter of apology to the customer explaining why the goods have not been delivered and giving information concerning dates and means of shipment of a new delivery.

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions would you use as opening and closing remarks?
- How would you sign the letter?

*Exercise 34. Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.*

*Exercise 35. Fill in the correct words / phrases from the list below. Try to include them in your letters.*

***inevitable, gift voucher, isolated incident, circumstances beyond our control, at your disposal, compliments, complimentary, oversight***

1. I assure you that this is a(n) ... (single occurrence which is unlikely to happen again).
2. Unfortunately due to ... , we will not be able to offer an alternative venue for the concert. (something which we have no control over)

3. Failure to repair the equipment was due to a(n) ... on our part. (failure to notice something)
4. It is ... that our prices will rise periodically. (certain)
5. We are delighted to enclose ... tickets for our forthcoming concert, by way of compensation. (free)
6. A complete refund cannot be given but a(n) ... for the amount has been enclosed. (token)

**Exercise 36.** Fill in the gaps with a suitable preposition.

1. This situation was due ... an oversight, which resulted ... a breakdown in communication and led ... your losing the contract.
2. The company cannot be held responsible ... any inconvenience caused as a result ... bad weather.
3. Unfortunately, our client is ... no obligation to offer any compensation according ... the terms of the contract.



### HOME PRACTICE

1. Act some role-plays using different types of letters.
2. Choose some samples of different kinds of letters and analyze them.

## TOPIC 5

### HOW TO MAKE A LEAFLET



#### TOP TIPS FOR WRITING

**LEAFLETS** are a type of open letter which is designed to be handed out to the people, either by hand, by post, inserted in local newspapers for distribution, to grab their attention.

Leaflet campaigns can highlight the benefits of your latest product, promo or showpiece event – placing your message squarely in front of your audience.

But what makes a leaflet campaign successful? Clever content, succinct messaging and solid tone of voice are all important. Explore how to write a leaflet in six simple steps:

#### **Step 1: Establish your own tone of voice**

Tone of voice is summed up as the way in which a brand communicates with its customers and the wider world. All content you create – from press ads and blog posts to site copy and social media – must sound consistent in terms of words used, sentence structure, chattiness, cultural references etc.

The most successful brands totally master tone of voice. Think about the way Apple, for example, speaks. Or the offbeat charm of Innocent smoothies – all Fruit Towers and the Banana Phone.

Consider the language your target audience will be most receptive to and use this to pique their interest with convincing and compelling wording that's true to your brand.

## **Step 2: Create eye-catching headlines**

We are bombarded with hundreds of marketing messages every day. So how can your message rise above the background noise?

Grab the attention of your audience with a headline that's catchy, relevant, and benefit-led. One key tip is to place the main benefit of whatever you're advertising in the headline, surrounded by supporting language. This is called benefit-led. *For example:*

- **Sale:** lead with the offer itself
- **Event:** use the details of where and when
- **Product:** focus on the main benefit

## **Step 3: Focus on the USPs**

What's special about your event, product or service? What does it have that its competitors do not? These are the questions you should be focusing on when it comes to crafting your USPs, or unique selling points.

Build your leaflet around these features, and translate them into lifestyle benefits. Say, for example, you're selling a smartphone that offers a better screen than others. You don't simply say 'it has a better screen'.

You say something like: 'Netflix on your phone looks as sharp as on your TV with the screen on the ...' Turn features into benefits.

Position them in prominent places in an eye-catching way. Lists are a brilliant way of clearly highlighting the take-home points of your leaflet – and grouping additional USPs. Your new phone has more to shout about than its new screen, after all.

## **Step 4: Include key details**

The essentials of your promotion must be included in your leaflet. News stories, for example, are always written to cover the who, what, when, where, why and how. And your leaflet should follow the same principle.

Company contact details, event dates, locations, product prices and promotional discounts are all vital.

They're the snippets of information your readers need to act upon the call to action within your leaflet.

While the title takes precedence for drawing in the reader, these nuggets of information will help to guide them towards your desired action.

## **Step 5: Get straight to the point**

Keep it concise when you're listing important information related to your promotion. Be expressive, but also ensure what you're saying is pertinent.

### **STRUCTURAL FEATURES:**

- 1) Title & a slogan
- 2) Introduction
- 3) Subheadings
- 4) Attractive illustrations and photographs
- 5) Include contact information, and where to get further details

Plainly outline what you're offering and speak directly to the customer. You're trying to persuade them to call, e-mail or visit the website, so talk to them using language such as "you" and "you're".

Emphasize the benefits they'll receive from whatever you're advertising and feed their hunger to learn more about it by being descriptive.

### **Step 6: Finish with a call to action**

Prompt your reader to act upon your leaflet by including a clear call to action, which signposts exactly what they need to do next to ...

- Take advantage of your offer
- Find out more about the product
- Book tickets for your event

Whatever action you want them to take, be clear. Write in plain English and don't confuse with flowery language or metaphor.

Phrases such as "Visit our website at ..." "Discover more by joining us on ..." and "Explore our range at ..." are perfect examples of CTAs that are expressive and lead the reader to the next point.

A strong CTA can make the difference in your leaflet campaign being a success.

### **Leaflet writing: Do's and don'ts**

#### **Do's:**

- **Do** use short, snappy sentences to keep the reader's attention
- **Do** showcase your credibility by including awards won or qualifications
- **Do** use persuasive language

#### **Don'ts:**

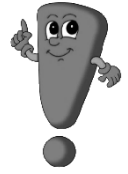
- **Don't** overload the reader with too much information
- **Don't** waste the back page – print on both sides

When you print leaflets with Solopress, you can be sure of a quality product that hits your design goals. Simply upload your artwork using our online template and we'll handle the printing.

## Remember



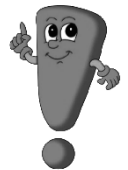
- Write in full sentences and in shorter paragraphs.
- You can use informal language, but remember to use varied, interesting, **ambitious vocabulary – no slang!**
- You can use bullet points to set out key points and information. Do this at the end or near the end of the leaflet. Make sure you have explained each point fully, earlier in your writing.
- **Use A FOREST!**
- Make sure you include lots of facts about the topic as well as opinions.
- Use lots of statistics!



# A FOREST DRIP

## You can still use some of these techniques

- Anecdotes – remember Charlie the cat that was starved by its owners and left for dead
- Facts/statistics – over 96% of the people at school said..
- Opinions – Clearly, the best way to lose weight is to cut out fatty foods
- Rhetorical question – don't we all want to go on holiday?
- Emotive language/exaggeration – the tragic loss of pies from the school lunch menu....
- Sarcasm or humour – we all know that training for a marathon does not include a daily jog to Macdonald's?
- Triples – annoyed, appalled and irritated
- Direct language/inclusive language – you, we, our, us
- Repetition – education, education, education
- Imperatives – try this, consider...picture, imagine, follow, look, stop,
- Punctuation for effect - ! ? ; -



## MAIN TIPS FOR CREATING A PERFECT LEAFLET

### Things to think about when you are planning your leaflet:

**Images – what kind of pictures will you choose?**

Colours – what would fit with the topic of your leaflet?

Information and facts that you will use to inform and persuade your readers

**Different fonts**  
**Bullet points**  
**Italics to add emphasis**

Headings and layout

Topic sentences and short paragraphs



### The words and phrases you will use to persuade your audience and suit your purpose :

Questions *Do you want to know how to make a change?*

Benefits *With determination you can defeat your demons*

Advice *Try to talk to someone you trust*

Information *Contact us on 0800 88998899 or at WWW.drugs.co.uk*

Reassurance *John's story shows that it can be done*

Understanding *It can feel like you are on a downward spiral*

Risks *If you do nothing, things are likely to get worse*

USE [A FOREST DRIP](#) TECHNIQUES



## SAMPLES

Every cigarette you smoke contains three very dangerous substances, they are;

**Tar** – Blocks arteries and causes cancer

**Nicotine** – Is addictive and causes cholesterol levels to rise

**Carbon monoxide** – restricts oxygen circulating body

**Each cigarette smoked takes between 11 and 15 minutes off your life!**

Smoking doesn't just harm you, it also harms others around you; this is called passive smoking. Passive smoking harms family, friends and children if you smoke around them.

# Smoking - the killer facts

Over half of all addicted smokers will die from their addiction. Things are getting better for stopping smoking, in 1972, just under half of all adults in the UK smoked. Now, in 2014, that has fallen to just over a quarter.

If a woman smokes during pregnancy, her child will have a much higher chance of being disabled than a child with non smoking parents. Also there is an extremely high chance of that child being an addicted smoker in later life.

Over 25% of all smokers in the UK started as under aged smokers whilst they were teenagers.

## How to stop

In three simple steps

1. **Join a 'stop smoking' club** to help you understand what you should do and to get your life back on track
2. **Try and quit with a friend that smokes**, it is always easier if you have someone helping and supporting you but yet in the same position
3. **Talk about your problems** with someone you are close to, maybe they could help talk you out of your habits and support you in your quest to quit



## HOME PRACTICE

Imagine that you work for the department of the Environment. There are some people who speak English in your country, so you were asked to write the text for a leaflet in English in which you inform the public about illegal trade in wild animals and the way it threatens wildlife with extinction and over-exploitation.

Follow the layout below.

### LEAFLET

#### Layout

- Think of a direct and eye-catching main heading.
- Use short and clear sub-headings. You may ask a question rather than state a fact.
- Break up the information into short and logical sections.
- Use visual help:
  - write important points in separate lines;
  - number your points;
  - use capital and small letters;
  - write in bold and italics, underline some phrases or words.



### CREATIVE TASK

1. Imagine that you are running your own business ... You must make up your own logo and leaflet of your company.
2. Make up a leaflet about our faculty.



## TOPIC 6 HOW TO WRITE REVIEWS



### TOP TIPS FOR WRITING

There are **two approaches** to book reviewing:

- Descriptive reviews give the essential information about a book. This is done with description and exposition, by stating the perceived aims and purposes of the author, and by quoting striking passages from the text.

- Critical reviews describe and evaluate the book, in terms of accepted literary and historical standards, and supports this evaluation with evidence from the text. The following pointers are meant to be suggestions for writing a critical review.

A review is a special type of article written for publication in a magazine, newspaper, etc., giving a brief description and evaluation of a film, book, play, TV, radio program. etc. It may be formal or semi-formal in style, depending on its intended readership, and is usually written using present tenses.

A successful review should consist of:

a) an **introduction** which mentions the title, the type of book / play / film / etc. the setting (when / where), the theme, the main characters, etc.;

b) a **main body** of two or more paragraphs containing the main points of the plot (without revealing the ending), and evaluating such features as the acting writing style. direction, characters, etc., and

c) a **conclusion** which includes an overall assessment of the work and / or a recommendation. usually with justification,

You may also be asked to give reasons why someone should see the film / play or read the book, how it has influenced you. etc. Note that the number and length of paragraphs varies depending on the topic.

#### Useful Language

##### • To begin reviews:

This well-written / informative / fascinating / thought-provoking book is ... , The film / book / play / etc. is set in ... / tells the story of ... Ms based on ... , The film / play stars ... / is directed by ... / is the sequel to ...

##### • To end reviews:

You should definitely see / read ... / Don't miss it / You might enjoy ... All in all it is well worth seeing / reading, since ...

#### Useful Language

##### To explain the plot:

The plot revolves around ... / involves ... / focuses on ... / has an unexpected twist. The story begins with ... / unfolds / reaches a dramatic climax when ... Evaluating various features:

The play / film / series has a strong / star-studded / mediocre cast.

The acting is moving / powerful / excellent / weak / disappointing / unconvincing.

The plot is gripping / dramatic / fascinating / suspense-filled / fast-moving, far-fetched / predictable / confusing / dull / unimaginative.

The script / dialogue is touching / witty / hilarious / boring / mundane.

It is beautifully / brilliantly / sensitively written / directed.



## CLASS ACTIVITIES

*Exercise 1. Write a review (400 words) based on the following plan:*

### **Introduction**

#### **Paragraph 1**

background type of story, setting, theme, main characters

### **Main Body**

#### **Paragraph 2**

main points of the plot

#### **Paragraph 3**

comments on various features e.g. acting, plot, characters, etc.

#### **Paragraphs 4-5**

explanation, reason / example

On the whole. I wouldn't recommend it. in view of the fact that ... It is a classic of its kind / It is sure to be a hit / best-seller...

### **Conclusion**

#### **Final Paragraph**

overall assessment of work / recommendation



*Exercise 2. Read the following excerpts and fill in the gaps using words from the list below.*

<i>action</i>	<i>character</i>	<i>climax</i>
<i>heroine</i>	<i>interval</i>	<i>lines</i>
<i>masterpiece</i>	<i>opening</i>	<i>plot</i>
<i>readable</i>	<i>rehearsal</i>	<i>soundtrack</i>
<i>stunts</i>	<i>themes</i>	<i>thriller</i>

a). On its **1)** ... night, Tom Watt's new production was a disappointment. The poor performance in the first act may have been due to the lack of **2)** ... as many in the cast seemed ill-prepared, uneasy in their roles and unsure of their **3)** ... . After the **4)** ..., the second half was a great improvement.

b). This star-studded, electrifying remake of an old favourite has impressive and dangerous **1)** ... spectacular special effects and an original **2)** ... by one of the hottest current rock bands. The best **3)** ... movie of the year. Don't miss it!

c). The novel is narrated in the first person by its **1)** ... Amelia Evans, and it is through her actions that the **2)** ... unfolds. From the opening chapter her **3)** ... dominates events, right up to their dramatic **4)** ... .

d). It has all the makings of a first-class **1)** ... ; it is set in 15th-century England and the **2)** ... it explores centre around the paranormal and the occult. Although it is not quite a literary **3)** ... , it is definitely very **4)** ... .



**Exercise 3.** Look at the following writing task instructions, then answer the questions below. The questions apply to both tasks.

a). The editor of your school newspaper has invited students to send in reviews of a film they have seen recently which would be of interest to their fellow students. Write your review.

b). Write a review of a book you have read which has strongly influenced your views on life. Briefly describe what the book is about and in what ways it has influenced you.

- What is the title, type, setting, etc. of the film / book?
- Who are the main characters?
- What information would you include about the plot?
- What other points would you include in the review (author, director, soundtrack, etc.)?
- Could you write an unfavourable review of the film / book? Why (not)?
- In which order would you present the information / comments to be included?
- What useful expressions could you use in the introductory and final paragraphs, and to comment on various features of the film / book?

**Exercise 4.** Read the list below and the film review on the following page. Then, tick the features from the list which have been mentioned in the review.

<b>Background</b>	<b>Main Body</b>
type of film setting – where	details of plot
setting – when	ending of film
theme	main character
adaptation from novel / play	other characters
original screenplay / script	comments on acting „
filmed in studio / on location	comments on directing
music / soundtrack	comments on plot
main actor / actress	comments on characters
name of director	other comments
name of producer	<b>Conclusion</b>
supporting cast	positive comments by critic
	negative comments by critic
	recommendation

Dangerous Minds, directed by John N. Smith, is set in a poor inner city area high school. The main character is a trainee teacher, played by Michelle Pfeiffer, who also happens to be an ex-Marine. The hit song “Gangsta’s Paradise” from the film's soundtrack gives the impression that the film is a powerful drama. However, it actually turns out to be a story of hope and optimism.

The film centres on Miss Johnson (Michelle Pfeiffer) who is put in charge of a class made up of the city's toughest and most troubled adolescents. She soon realises that by treating the youths with the respect and understanding that human beings deserve, she can maintain order; moreover, she wins the trust of her class while actually helping them to enjoy learning and to realise that they control their own lives.

Dangerous Minds covers many of the problems young people face in society today, something made possible by the fact that it is not just a film about a teacher but

also about the disturbing problems faced by members of the class. This is all done in a realistic way with which most of us can identify. Pfeiffer is brilliant in her role, and convincing in the emotions she portrays throughout.

If you like to see good triumph over evil and are fond of happy endings, then you should definitely see this film. Although it is probably not the most fascinating film you will ever watch, Pfeiffer's performance is outstanding.



### HOME PRACTICE

1. Write a book review
2. Write a film review



## TOPIC 7 HOW TO WRITE ARTICLES



### TOP TIPS for writing

Articles are pieces of writing for publication in a variety of forms, covering a wide range of possible subjects. They may be intended for the general public, or a specific group of readers (e.g. an article in your college newspaper for fellow students).

Types of articles include those printed in:

- magazines, newspapers and newsletters, presenting an opinion or balanced argument concerning social / environmental issues, describing a place / event / experience etc., providing information, offering practical advice, etc. (e.g. an article for a college magazine giving practical advice to new students who will be living away from home for the first time);
- leaflets and brochures, providing information, describing and / or advertising a company / product / service, offering advice / suggestions, etc. (e.g. an article in a brochure for a company which wants to attract new customers from around the world).

### Points to consider

- An article usually has a brief title; this should attract the reader's attention and indicate what the article is about. Articles may also have subheadings before each paragraph.
- Depending on the topic of the article and the type of publication and its readership, you may need to use formal, impersonal language, or informal language.
- Articles may be written for a wide variety of purposes and can be descriptive, narrative, discursive, etc., and the techniques, style and expressions used should be appropriate to each kind of writing, as discussed in previous units.
- Articles for leaflets and brochures are usually informative and / or descriptive, and are written for advertising purposes, or to provide readers with information, advice or suggestions. They should be clear, avoiding extremely vivid description and over-emotional, over-personal or simplistic language.
- Select and organize the ideas and information you will present in each paragraph carefully. Begin each paragraph with a clear topic sentence.

### Useful Language: Making Suggestions

• When you write an article to be published in a leaflet or brochure you should give it an eye-catching title which will attract the reader's attention. State the topic of the article in the first paragraph, then develop the topic in separate paragraphs. Each paragraph can be preceded by an appropriate subheading. End your article by summarizing the topic.



### CLASS ACTIVITIES

*Exercise 1. Read the following instructions, then decide what the purpose of each article is and what kind of information should be included.*

1. You have been asked to write an article for your college magazine giving practical advice to students on how to keep up with the workload. Write your article for the magazine.

2. The tourist information centre in your town has asked you to write an article for a brochure describing two places of interest in your area. Write your article for the brochure.

3. A young people's magazine has asked its readers to submit articles on the question: "Are young people being forced to grow up too fast?" Write your article for the magazine.

4. The company you work for is looking for representatives in other countries and has asked you to write a profile of the company for a leaflet which will be distributed abroad. Write your profile for the leaflet.

*Exercise 2. Read the extracts and say what kind of article each is taken from. What kind of publication might each appear in? Finally, think of an appropriate title for each.*

A) The High tree Leisure Centre is proud to announce the recent opening of its new extension, specialising exclusively in health and fitness facilities for senior citizens – the Roxbury Annexe. Not only our more mature customers find that the Roxbury Annexe is designed for those who may be frustrated by structural hindrances such as steps and heavy doors, but they will also be able to take part in a wide range of activities geared purely towards their needs.

B) Checking out the prices of new computers can be a pretty terrifying experience for the first-time buyer. Fortunately, there is another, less painful option. Due to the fact that 'serious' computer operators regularly upgrade their machines, there is a thriving second-hand industry which, for us less fashion-conscious individuals, makes investing in a computer far less taxing on our bank accounts. However before making your purchase, there are a number of things worth taking into account.

C) When you think of the west coast of the United States. Images of muscular surfers and glamorous Hollywood stars lolling on private beaches probably come to mind. However, the glorious Oregon coast is something altogether different. A combination of dramatic, rugged shoreline and miles of deserted, sandy beaches open to all makes the Oregon coast a unique experience.

D) In a society where governments seem more and more impersonal, and power seems to be in the hands of an elitist minority of decision-makers, how much influence does the average voter really have? The obvious answer may seem to be little or none, but I am firmly of the opinion that the voice of the voters still carries a great deal of weight as far as governmental decisions are concerned. Moreover, there are a number of facts to support this opinion.

**Exercise 3.** Match the beginnings and endings, then say what the topic of the article is, whether it is formal or informal in style, and where it might be published.

1. Nowadays, you often hear older people say, “These kids today – they’ve got everything.” Of course, they are referring to material goods such as clothes, electronic equipment and so on. Is it true that today's young people are spoiled by having too much given to them?

2. Antigua is a place blessed with glorious views, warm sunshine all year round and perfect beaches. In fact, the only thing that might disturb your peace on this lovely island paradise, is an overly-attentive waiter!

3. When people discuss pollution, they do not normally include noise in their list of problems. In fact, noise is one of the most prevalent and most damaging forms of pollution that city-dwellers have to deal with today. The question is, what can be done about this growing problem?

a). For a holiday you will never forget and will want to repeat again and again, Antigua is the place to go. There is no place that matches the beauty of this paradise.

b). On the whole, it does seem that today's young people expect a great deal and take what they have for granted. Perhaps they would learn to appreciate what they have more if they had to put a bit more effort into acquiring the goods in the first place.

c). If these suggestions were followed, the problem of noise pollution would certainly be reduced, if not solved. It is simply a matter of everyone working together in order to make our cities healthier places in which to live.

**Exercise 4.** Look at the following writing task instructions, then answer the questions below.

a) The travel company you work for has asked you to write an article for a brochure describing a new package holiday at a popular seaside resort. You should provide information on accommodation, transport, entertainment and so on.

b) You have been asked to write an article for an international magazine about equal job opportunities for men and women in your country. You should describe the existing situation and say what changes have taken place in recent years.

c) Write an article for a leaflet for travellers planning to go abroad, advising them on problems they may run into. Make suggestions and give advice about what they can do to deal with such problems.

- What is the purpose of each article?
- Who are the intended readers for each?
- What style should each article be written in? (e.g. formal / informal)
- What title would you give each article?

- What information would you include?
- In what order would you present this information, and under which subheadings (if any)?
- Should you use descriptive, narrative and / or discursive techniques? If so, which?



## HOME PRACTICE

1. Write the article about recent city news.
2. Write the article about recent university news.



## TOPIC 8

### HOW TO WRITE NEWS REPORTS



#### TOP TIPS for writing

#### ASSESSMENT REPORT

An assessment report is a formal piece of writing written on request, presenting and evaluating the positive and/or negative features of a person, place, plan, etc. It can include your proposals/suggestions as well as your general assessment, opinion and/or recommendation. An assessment report should consist of:

- a) an **introduction** in which you state the purpose and content of your report;
- b) a **main body** in which you present positive and / or negative aspects in detail, under suitable sub-headings, which show the topic of each paragraph. Positive and negative features of the same aspect should be presented in the same paragraph, using linking words/phrases showing contrast (however, although, despite, but, while, even though, etc.);
- c) a final paragraph in which you summarize the information presented in the main body and state your opinion and / or recommendation.

- Present tenses are normally used in assessment reports. Past tenses can also be used for reports related to past events, e.g. a report about a summer camp.

#### Useful Language

- **To begin reports:** The purpose / aim / intention of this report is to examine / assess / evaluate the suitability of... for ... / the advisability of (+ -ing) / the performance of..., As requested, this is a report concerning / regarding the matter / subject of ..., This report contains the assessment of ... which you requested / asked for; This report outlines the advantages and disadvantages of ...

- **To end reports: Summarizing:** To conclude / To sum up / In conclusion ... ,  
On the basis of the points mentioned above / On the whole, it would seem that ... ,  
The only / obvious conclusion to be drawn from these facts is that ...

- **Recommending:** It is (therefore) / believed / apparent / obvious (that) ... would be ideal for ... It would (not) be advisable / advantageous / practical / wise to ..., I (strongly) recommend / would suggest (that) ... My / Our recommendation is that ... should be ..., I recommend that the best course of action would be ...

## INFORMATIVE REPORTS

An informative report is a formal piece of writing, usually to one's superiors, colleagues or members of a committee. It presents information concerning the progress which has been made on a project, a meeting that has taken place or decisions which have been made concerning future action. An informative report should consist of:

- a) an **introduction** in which you state the purpose and content of your report;
- b) a **main body** in which you present various aspects of the subject under suitable sub-headings; and
- c) a **final paragraph** in which you summarize all points mentioned before.

### Useful Language

#### • To begin reports:

The purpose / aim / intention of this report is to outline / present / discuss the meeting held on ... / the progress of ... / the decision of the committee ...

As requested, this is a report concerning / regarding the matter / subject of ...

This report contains the (relevant) information / details of / concerning ... which you requested / asked for ...

This report outlines recent investments in ... / changes made to club rules and procedures / the company's achievements in ... / concerning ...

The information below summarizes the events which took place ...

#### • To end reports:

To conclude / To sum up / In conclusion, the current state of affairs is that ...

On the whole, it would be fair to conclude that ...

I am pleased, etc. to announce / inform members (that) arrangements are progressing smoothly / according to schedule / faster than anticipated ... / ahead of schedule ...

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

## SURVEY REPORTS

A survey report is a formal piece of writing presenting and analysing the results / findings of research concerning reactions to a product, plan, etc., including general assessment, conclusions and / or recommendations.

A survey report consists of:

- a) an **introduction** in which you state the purpose and content of your report;
- b) a **main body** in which all information collected on the topic is presented in detail under suitable subheadings; and
- c) a **final paragraph** in which you summarize the points mentioned before, adding your recommendation or suggestion(s).

### Points to consider

• The information presented may have been gathered in a survey / opinion poll or compiled from official statistical data, and may reflect the opinions / preferences, etc. of the general public, a particular group of people, a random sample of the population, etc. The information may be presented in the form of facts (**numbers, percentages and proportions**), or **generalizations** (**This indicates / suggests / implies that ...**), e.g.

Fifty-five per cent of young people go to the cinema at least twice a month, (*fact*). This indicates that the cinema is still quite a popular form of entertainment among young people, (*generalization*).

- Use expressions such as: one in ten, two out of five, twenty per cent of the people questioned, a large proportion, etc. as well as verbs such as: agree, claim, state.
- Present tenses are normally used to present generalizations.

**Useful Language**

• **To begin reports:**

The purpose / aim / intention of this report is to examine / assess / evaluate the results of a survey in which ... people / residents / viewers were asked about / whether / what... This report outlines the results of a survey conducted/carried out to determine / discover the reaction / popularity / attitudes / opinion of ... .

As requested, this survey report contains information compiled from ... .

The data included in this report was gathered/obtained by means of a questionnaire / a telephone survey / door-to-door interviews ... .

The information below summarizes statistics compiled by ... .

• **To end reports:**

To conclude / To sum up / In conclusion, the survey clearly shows ... , On the basis of these findings, it would seem that ... , The results of this survey suggest / indicate / demonstrate / reveal that ... , etc.

**Useful Language**

To express facts and proportions:

Of the 460 people / students / workers who, etc. were questioned / interviewed / asked ... .

Ten / fifty-six. etc. per cent	of people / consumers, etc.	were of the opinion ...
The majority / minority	of viewers / etc.	felt/believed that ...
A significant percentage	of those who responded	expressed (dis)approval of ...
A large / small proportion	of people surveyed	replied / reported that ...
Over one third / half	of those interviewed	chose / preferred ...

• **To express generalizations:**

On the whole / Mainly / In general terms / Generally speaking, ...

Most consumers prefer ...,	which is shown / illustrated	by the fact that
It is generally felt that ...,	as proved / demonstrated	
Few people approve of ...,	as confirmed / emphasized	

This fact suggests / implies / indicates that the average person chooses ...

Depending on their position, facts and generalizations can be linked by using verbs either in their active or passive form as in the examples: e.g. **Only fifteen per cent of those surveyed said that they would purchase a fur coat, which shows / indicates / illustrates / implies that most people are against the practice of using animals for their skins.**

**OR**

**Most people are against the practice of killing animals for their skins, which is shown / indicated / illustrated / implied by the fact that only fifteen per cent of those surveyed said that they would purchase a fur coat.**

### **PROPOSAL REPORTS**

A proposal report is a formal, informative piece of writing which outlines plans and/or suggestions for a future course of action, and is submitted for approval by a bank manager, superiors at work, a business customer, relevant authorities, etc.

- A good proposal report should consist of:

- a) an **introduction** in which you state the purpose and content of your report;

- b) a **main body** in which each aspect should be presented under separate subheadings; and

- c) a **conclusion** in which you summarize all points mentioned above and, if necessary, express your own opinion.

#### **Useful Language**

- **To begin a proposal report:**

The purpose / aim / intention of this report is to outline / present / discuss the future plans / the intended course of action ...

This report is submitted in support of our request for approval of ... / for permission to ... / for a loan to allow us to ... .

This report contains the (relevant) information / details of / concerning ... which you requested / asked for

This report contains details of / outlines our plans / intentions concerning ... .

- **To end a proposal report:**

To conclude / To sum up / In conclusion, our intention is to ... .

The advantage(s) of the approach proposed would be that ... .

I feel certain / believe that the course of action proposed above will achieve ... / meet with success / answer the needs of the company.

### **NEWS REPORTS**

A news report is a brief piece of writing for publication in a newspaper, giving factual information concerning an important current event. It is formal and impersonal in style, presenting facts objectively and unemotionally.

A successful report should consist of:

- a) a headline which is short and eye-catching, giving the reader an idea of the subject of the report;

- b) an introductory paragraph which summarizes the event, including information about the people involved, the place, the time, etc.;

- c) a main body in which the relevant information is developed in detail, including an explanation of the cause(s) and / or result(s) of the event; and

- d) a conclusion which mentions the significance of the event, future action to be taken, reactions / comments of a witness / spokesperson, etc.

#### **Points to Consider**

- Comments made by witnesses, victims, the police, etc. may be given in direct or reported speech:



“We won’t give in,” commented a workers’ spokesman.

The two boys later admitted that what they had done was wrong.

• Passive voice and appropriate reporting verbs (e.g. confessed, protested, etc.) are widely used in news reports, together with a range of linking words and time expressions.

**Headline**  
**introduction**  
**Paragraph 1**

summary of event –

what / who / where / when / how / why

**News reports** and **narratives** differ in a number of ways with relation to style and content.

A **news report** is written in a formal style and deals only with facts. The writer’s feelings are not mentioned. A news report starts with a summary of the event (who, when, what, where) which is then developed in detail. To end a news report, you can mention people’s comments or make reference to future developments.

A narrative is written in an informal style and includes elaborate descriptions as well as the writer’s feelings and emotions. You can begin or end a narrative by:

- a) describing the weather, place, people, etc. using the senses;
- b) using direct speech;
- c) asking a rhetorical question;
- d) creating mystery or suspense;
- e) referring to feelings or moods.



## CLASS ACTIVITIES

*Exercise 1. Write a report (300 words) using the following plan:*

**Plan**

**Introduction**

**Paragraph 1**

state the purpose and content of your report

**Main Body**

**Paragraphs 2-3\*4\***

present each aspect of the subject under suitable sub-headings (positive / negative points of each aspect are presented in the same paragraph)

**Conclusion**

**Final Paragraph**

general assessment and / or opinion / recommendation



*Exercise 2. Look at the sentences below and identify which present positive aspects and which negative ones. Then, match each positive point with the corresponding negative one, and join them into one sentence using linking words expressing contrast (e.g.*

*although, however, in spite of/despite the fact that, even though, on the other hand, but, in contrast).*

- a) This car is cheaper than others of the same size and performance.
- b) Service is slow and the menu is not very imaginative.
- c) It is by far the best sports centre in the area.
- d) Service and spare parts are expensive, and its fuel economy is poor.
- e) It is only open to the public in the evenings.
- f) Commercial breaks can cause people to switch channels.
- g) The waiters at this restaurant are very pleasant and extremely polite.
- h) Commercial TV channels usually choose popular, entertaining shows.

**Exercise 3.** *Read the model below, and fill in the appropriate sub-headings (Purpose, Recommendation, Leadership, Qualities, Personal Qualities, Achievements). Then list the good and bad points mentioned. Finally, underline the most suitable word or phrase.*

As supervisor of a children's summer camp, you have been asked by the managing director to write an assessment of one of the group leaders who is being considered for promotion to group coordinator. Write your report, describing the employee and saying whether you would recommend him / her for the position \_\_\_\_\_.

To: John Wood, Managing Director  
From: Amanda Hall, Camp Supervisor  
Subject: Assessment of Victoria Collins  
Date: 14th August 1997

### **A**

As requested, this report is an assessment of the suitability of Victoria Collins; for promotion to group coordinator. The report summarises her personal qualities, leadership qualities and work-related achievements, on the basis of which her suitability depends.

### **B**

Victoria is a very enthusiastic member of staff who is always pleasant and considerate and whose punctuality record is commendable. She has proved herself: to be reliable and helpful with a positive attitude towards all aspects of her work. For this she is admired and respected by her colleagues. (1) In addition / As well as she has a wonderful rapport with children. (2) Nevertheless / Despite the fact that she has a tendency towards timidity, this does not seem to have affected the quality of her work.

### **C**

(3) Besides this / Although Victoria has only been employed here for a short I time, she has already demonstrated good leadership qualities. (4) In spite of / Moreover her shyness, she has (5) despite / nonetheless shown that she possesses the ability to assert herself over her group in a constructive way whenever the need arises. Her organisational skills are outstanding; (6) to sum up / furthermore, she is able to work in a calm and methodical manner to achieve the desired results quickly and efficiently, even under pressure.

## D

Over the course of this summer, Victoria has voluntarily taken on many extra responsibilities involving the planning and organisation of new entertainment. (7) For instance / Therefore, she recently helped to plan a series of new activities which proved extremely successful and also very popular with the children. (8) For example / Moreover, many of her innovative ideas have been added to our existing programme, despite / thus providing group leaders and camp guests with a much wider variety of activity options to choose from.

## E

(10) Additionally/In conclusion, I strongly recommend that Victoria should be promoted to the position of group coordinator. I feel she is an excellent candidate for the job and would be a valuable addition to the team.

**Exercise 4.** Look at the following writing task instructions and then answer the questions below. The questions apply to both tasks.

a) You work for a large travel agency and have just spent a week on a small island to see if it would be a suitable destination for package holidays. Write a report for your employer describing such things as the place itself, how to get there, available accommodation, restaurants, transport, tourist attractions and so on, and state your recommendation concerning its suitability.

b) As a senior assistant in the Personnel Department of your company, you have been asked by the Managing Director to submit a report on one of the temporary employees. The report should include comments on the employee's performance, and state whether you would recommend him / her for a permanent position in the company.

- What information would you give before stating the purpose of the report?
- What is the purpose of each report?
- What information would you include in the report?
- In what order would you present this information, and under which sub-headings?
- What would your recommendation be?
- What useful expressions could you use in the introductory and final paragraphs?

**Exercise 5.** Write an informative report (300 words) using the following plan:

### Plan

#### Introduction

#### Paragraph 1

state the purpose and content of your report

#### Main Body

#### Paragraphs 2-3-4 (5)

present each aspect of the subject under suitable subheadings

#### Conclusion

#### Final Paragraph

general assessment / summary of points



**Exercise 6.** Look at the following writing task instructions and then answer the questions below.

As secretary of the school / college photography club write a report for the club's annual meeting. You should report on such matters as membership, special projects and activities during the past year, and what has already been proposed for next year.

- What information would you give before stating the purpose of the report?
- What is the purpose of the report?
- What information would you include in the report?
- In what order would you present this information, and under which sub-headings?
- What useful expressions could you use in the introductory and final paragraphs?

**Exercise 7.** Write a news report (400 words) according to the following plan:

**Main Body**

**Paragraphs 2-3-4**

description / details of event

cause(s) and / or result(s)

**Conclusion**

**Final Paragraph**

reference to future developments / comments / reactions



**Exercise 8** Match the beginnings with the endings, then decide which belong to news reports and which to narratives, justifying your answers.

1. A major snowstorm hit the east coast of the United States yesterday, causing road accidents, power cuts and flight cancellations in New York, Boston and Hartford.

2. “Who is it?” the voice said from behind the door. I stood on the porch, my heart pounding, my whole body cold and numb. I knew it was going to be hard to answer all of their questions after so many years of absence and hatred.

3. Two builders were seriously injured yesterday morning when the scaffolding on the building site they were working on collapsed.

A. As I glanced at the house in the distance, tears welled up in my eyes. How could I ever have known that my wish to be reunited with my parents would be met with such grief and hostility?

B. “This was the worst natural disaster in the last thirty years,” said Robert Albert, meteorologist for Channel 5 News. Schools and businesses are expected to remain closed until Thursday.

C. A spokesman for the construction company stated that the two injured builders would receive the best medical attention at the company’s expense. “We will take strict safety measures to ensure unfortunate incidents like this will not occur again in the future.”



**HOME PRACTICE**

1. Write an informative report.
2. Write a survey report



## TOPIC 9 HOW TO WRITE ESSAYS



### TOP TIPS FOR WRITING

An essay is a piece of formal writing which discusses a particular issue, situation or problem. There are three main types of essays.

**1. Argumentative essays** present both sides of an issue, discussing points in favour of a particular topic as well as those against, or the advantages and disadvantages of a particular question. Each point should be supported by justifications, examples, and / or reasons. The writer's own opinion should be presented only in the final paragraph.

**2. Opinion essays** present the writer's personal opinion concerning the topic, clearly stated and supported by reasons and / or examples. The opposing viewpoint and reason should be included in a separate paragraph before the closing one, together with an argument that shows it is an unconvincing viewpoint. The writer's opinion should be included in the introduction, and summarized / restated in the conclusion.

**3. Essays suggesting solutions** to problems, in which the problem(s) associated with a particular issue or situation are analysed and possible solutions are put forward together with any expected results' consequences. The writer's opinion may be mentioned, directly or indirectly, in the introduction and / or conclusion.

A good essay should consist of:

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

#### Points to consider

- Present each point in a separate paragraph. A well-developed paragraph contains a clear topic sentence, which summarizes the contents of the paragraph, as well as a clear justification, explanation or example in support of the point presented.

- Well-known quotations (e.g. As writer Somerset Maugham once said, "It is bad enough to know the past; it would be intolerable to know the future."), rhetorical questions (e.g. If people today are not concerned enough about tomorrow, will the future still be there for man?) or thought-provoking statements (e.g. The fact is that one's future is what one makes it. There is no such thing as chance.) are useful devices to make your composition more interesting.

- Before you begin writing, you should always make a list of the points you will present.

- Do not use informal style (e.g. contracted forms, colloquial language, etc.) or very strong language (e.g. I know, I am sure ... )

- Use appropriate linking words / phrases to show the links between paragraphs, as well as to link sentences within paragraphs.

### Plan of three types of essays:

<b>For and against</b>	<b>Opinion</b>	<b>Solution to problems</b>
Introduction	Introduction	Introduction
<b>Paragraph 1</b>	<b>Paragraph 1</b>	<b>Paragraph 1</b>
state topic (without stating your opinion)	state the topic and your opinion	state the problem and it's cause(s) / effect(s)
<b>Main body</b>	<b>Main body</b>	<b>Main body</b>
<b>Paragraphs 2-3</b>	<b>Paragraphs 2-4</b>	<b>Paragraphs 2-5</b>
arguments for and justifications, examples or reasons	viewpoints and reasons / examples	suggestions and results
<b>Paragraphs 4-5</b>	<b>Paragraph 5</b>	
arguments against and justifications, examples or reasons	opposing viewpoint and reason / examples	
<b>Conclusion</b>	<b>Conclusion</b>	<b>Conclusion</b>
<b>Final paragraph</b>	<b>Final paragraph</b>	<b>Final paragraph</b>
balanced consideration or opinion	summarize / restate your opinion	summarize your opinion

### FORMAL STYLE

✓ Essays are written in formal style. This means you should use: / passive voice, impersonal constructions (e.g. *It Is argued that ... ; It Is a common belief that ...*)

✓ a range of advanced vocabulary (verbs, adjectives, abstract nouns, etc.) (e.g. *heated debate concerning the controversial issue ...*)

✓ formal linking words / phrases (e.g. *furthermore, however, nonetheless*)

✓ complex sentences with a variety of links, dependent clauses, etc. (e.g. *Although it Is widely accepted that compulsory military service, which provides an army with abundant manpower, is beneficial to a country's ability to defend itself, closer analysis of military efficiency suggests that It Is advanced weaponry which plays a critical role in ...*)

✓ inversion, especially in conditionals (e.g. *Were this true, we would ...; Never has this been more obvious ...*)

• You should not use:

✓ short forms (e.g. *I'm, It's*) except when these are part of a quotation

✓ colloquial expressions, phrasal verbs, idioms (e.g. *lots of, put up with, be over the moon about...*)

✓ simplistic vocabulary (e.g. *Experts say they think this is bad ...*)

✓ a series of short sentences (e.g. *Many people think so. They are wrong.*), simple linking words (e.g. *and, but, so*).

### BEGINNING AND ENDING ESSAYS

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

- Make reference to an unusual or striking idea / scene / situation  
e.g. *Imagine millions of people coming home from school or work every day to sit staring at a wall for four hours.*

- Address the reader directly

e.g. *You may think this is an exaggeration. And / or ask a rhetorical question. e.g. Have you ever wondered what the world would be like without cars?*

- Start with a quotation or thought provoking statement.

e.g. *“Television is an invention that permits you to be entertained in your living room by people you wouldn’t have in your home.”* David Frost once said.

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

- Finish with a quotation.

- Ask a rhetorical question.

- Give the reader something to consider e.g. Perhaps then people will rediscover what it is like to actually communicate with each other.

### **USEFUL TIPS FOR ESSAYS.**

When writing an essay, **you should:**

- ✓ use formal, impersonal style;

- ✓ use topic sentences to introduce the subject of each paragraph / write well-developed paragraphs, giving reasons / examples;

- ✓ use generalizations (e.g. In most developed countries, education ...);

- ✓ use sequencing (e.g. Firstly, Secondly, etc.) and linking words / phrases (e.g. however, although, etc.);

- ✓ make references to other sources (e.g. Experts have proved that ...);

- ✓ use quotations, either word-for-word or in paraphrase, being careful to identify the source (e.g. As Winston Churchill said, “...);

- **You should not:**

- ✓ use short forms, informal / colloquial language, etc.;

- ✓ use very emotional language (e.g. I absolutely detest people who ...);

- ✓ express personal opinions too strongly (e.g. I know ...), instead, use milder expressions (e.g. It seems to me that ...);

- ✓ use over-generalization (e.g. All politicians are ...);

- ✓ refer blindly to statistics without accurate reference to their source (e.g. “A recent study showed...” – which study?);

- ✓ use clichés (e.g. Rome was not built in a day.);

- ✓ use personal examples (e.g. In my school ...).

### **ARGUMENTATIVE ESSAYS**

The theory and the plan of an argumentative essay:

An “argumentative” essay is a formal piece of writing in which a topic is considered from opposing points of view. You should present both sides in a fair way by discussing them objectively and in equal detail.

A good essay of this type should consist of:

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

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

### **Points to consider**

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

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

### **Useful expressions and linking words and phrases.**

- To list points:

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

- To list advantages:

One / Another / A further / An additional (major) advantage of ... is ...

The main / greatest / first advantage of ... is ...

- To list disadvantages:

One / Another / A further / An additional (major) disadvantage / drawback of ...

The main / greatest / most serious / first disadvantage / drawback of ... Another negative aspect of ... .

- To introduce points / arguments for or against:

One (very convincing) point / argument in favour of ... / against ... ,

A further common criticism of... / It could be argued that ... .

It is	often	Claimed / suggested	that
	widely	Argued / maintained /	
	generally	felt / believed / held	



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

### Useful expressions and linking words / phrases

To add more points to the same topic:

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

• To make contrasting points:

<i>on the other hand, however, still, yet, but, nonetheless, nevertheless, even so,</i>	<i>it may be said / argued / claimed that, ...</i>
	<i>others / many people oppose this viewpoint (strongly) disagree..., claim / feel / believe this argument is incorrect / misguided</i>

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

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

*The fact that ... contradicts the belief / idea that ... While it is true to say that ..., in fact ... While / Although ..., it cannot be denied that ...*

### Useful expressions and linking words / phrases

**To introduce examples:**

*for example, for instance, such as, like, in particular, particularly, especially, This is (clearly) illustrated / shown by the fact that ...*

*One / A clear / striking / typical example of (this) ...*

*The fact that ... shows / illustrates that ...*

**To emphasize a point:**

clearly, obviously, it is obvious, naturally, of course, needless to say, indeed

• To express reality:

In fact, the fact (of the matter) is, actually, in practice, it is a fact that, in effect

• To make general statements:

as a (general) rule, generally, in general, on the whole, by and large, in most cases

• To make partially correct statements:

to a certain extent / degree, to some extent / degree, in a way / sense, this is partly true (but), to a limited extent, there is some truth in (this), in some cases, up to a point

- To explain/clarify a point:  
in other words, that is to say, this / which means that

### Useful language and linking words / phrases

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

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

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

### Useful expressions and linking words / phrases

Conclusion expressing balanced considerations / opinion indirectly

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

All things considered, the obvious conclusion to be drawn is that ... / There is no absolute answer to the question of ...

In the light of this evidence, it is clear / obvious / etc. that ...

In conclusion, All in all, To sum up,	it is	Clear / apparent Plain / obvious evident	from the	above foregoing	evidence points arguments
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### Conclusion expressing opinion directly

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

Taking everything into account, I therefore conclude / feel / believe (that) ...

For the above-mentioned reasons, therefore, I (firmly) believe that ...

**Note:**

- A “for and against” essay can end in a balanced consideration in which you restate that there are points for and against the topic using appropriate expressions from the table.

- Alternatively, it can end by expressing an opinion, in which case you state, directly or indirectly, that you are either in favour of or against the topic, using expressions from the table.

### **Planning and organization:**

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

In such essays the arguments for and against must be equal in number.

Give balanced consideration / your opinion expressed directly / indirectly.

You may include more paragraph in the main body if you wish to include more points.

## **ESSAYS SUGGESTING SOLUTIONS TO PROBLEMS**

An essay discussing problems and suggesting solutions is a formal piece of writing. You should state the problem and its causes clearly, then present your suggestions and the expected results or consequences these might have.

A successful essay of this type should consist of:

a) an introductory paragraph in which you clearly state the problem, what has caused it, and the consequences;

b) a main body in which you present several suggested solutions, each in a separate paragraph together with its consequences / results; and

c) a conclusion in which you summarize your opinion.

### **Points to consider**

- Each paragraph should start with a topic sentence which summarizes what the paragraph is about

- Appropriate linking words and phrases should be used to show the connection between paragraphs as well as to link sentences within a paragraph.

### **Useful Language**

- **To express cause:** since / because in view of / because of / owing to / due to (the fact that) ... The reason that ... / Why ... / for ... is that ...

- **To express effect:** thus / therefore / so / consequently. as a result-consequence, the result of ... would be ... , would result in ...

- **To express purpose:** so that ... so as / in order (not) to ... with the purpose of / intention of (-ing)

- **To express possibility-probability:** It can / could / may / might, It is possible / probable / (unlikely / foreseeable, I certain that, is (un)likely to / bound to / certain to / possible / probable. The likelihood / possibility / probability of (-ing / noun) is ... .

### Useful expressions. Problems and solutions.

Steps Measures	should must could	be taken	so as to in order to	Solve / overcome / combat deal with / eradicate ...
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One (possible) Another An alternative	way to	Solve / overcome / combat / deal with; eradicate	this problem the problem (of)	would be / is ...
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People Governments We	should focus their / our attention on ways	to solve / overcome the problem of ..., to improve the situation of ..., to reduce the impact of ... on society ...
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If steps / measures were taken to ... ! If ... happened / were to happen, If attempts were made to address the problem	the effect / result / consequence would be ...
--	---

By ( + ing) ..., we / governments / etc., can ensure that / prevent, the ... situation could be improved if ... / It would be a good idea if...

The	Effect / consequence outcome / result	of (+noun /-ing)	would might	be ...
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## OPINION ESSAYS

An opinion essay is a formal piece of writing. It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and / or examples. You should also include the opposing viewpoint in another paragraph.

A successful opinion essay should have:

- an **introductory paragraph** in which you state the topic and your opinion.
- a **main body** which consists of several paragraphs, each presenting a separate viewpoint supported by reasons. You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint; and
- a **conclusion** in which you restate your opinion using different words.

### Points to consider

- Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons.
- Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Do not forget to start each paragraph with a topic sentence which summarizes what the paragraph is about.
- Linking words and phrases should also be used to join one paragraph with the other.

### Useful Expressions for Giving Opinions:

To my mind / To my way of thinking, ...

It is my (firm) belief / opinion / view / conviction (that) ...

In my opinion / view ...

I (firmly) believe ...

I am (not) convinced that ... I (do not) agree that / with ... , It strikes me that ...

My opinion is that,

I (definitely) feel / think that ...

I am inclined to believe that ... , It seems / appears to me ...

As far as I am concerned, ...



### CLASS ACTIVITIES

*Exercise 1. Match each of the following viewpoints with the corresponding opposing argument.*

#### Viewpoints

1. From a political point of view, space exploration enables superpowers to demonstrate their level of technical advancement.

2. From a scientific standpoint, space exploration has been responsible for rapid developments in materials and processes which have also been of benefit to people on earth.

3. From an economic standpoint, the investment of time and money in space exploration could, in future, repay humanity many times over. The discovery of resources in outer space could be of great benefit to our planet.

4. Regarding the social implications of space exploration, there are those who argue that the potential that other planets hold for colonisation could prove to be the salvation of the human race.

#### Opposing Arguments

a. However, it can be argued that the money would be better spent on alleviating the problems of developing countries.

b. Nevertheless, many sociologists argue that colonies in space would create more social problems than they would solve.

c. On the other hand, some political analysts claim that the Space Race has led to unnecessary competition between nations and a consequent failure to cooperate and collaborate on international issues.

d. Opponents argue that space technology is of limited use to society and that the, research could be used more profitably to try to solve some of the more pressing problems which we face.

*Exercise 2. Look at the quotations and the essay subjects below. Which quotation would be most relevant to each of the topics, and which type of essay does each topic require?*

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

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

C. "Education is what survives when what has been learned has been forgotten." (P.F. Skinner)

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

E. A mother never realizes that her children are no longer children. (Holbrook Jackson)

1. "Too much emphasis is placed on educational qualifications." What are your views?

2. "Teenagers have an important contribution to make to society." Discuss.

3. "It is everyone's responsibility to protect the environment." Discuss.

4. "People today take material comfort for granted." Do you agree?

5. "As technology advances, humans are becoming redundant." Discuss the problem and suggest what might be done to remedy the situation.

**Exercise 3.** Look at the essay topics below, and say whether each topic asks for a "for and against" essay, an opinion essay or an essay suggesting solutions to problems. Then, choose two of the topics and make a list of the points you would include in an essay on each topic.

1. "Animals should be treated with the same respect as humans." Do you agree with this view?

2. "The generation gap is one which cannot be bridged." Discuss.

3. Do you believe that equality for women means that women should also do such things as military service?

4. "One language spoken worldwide would lead to better international relations." Discuss.

5. Genetic engineering poses a number of worrying problems, both moral and practical. Discuss some of these problems and suggest what could be done to overcome them.

6. "Celebrities should be allowed to keep their private lives private, without the invasion of the media." Discuss.

7. "Fear and ignorance are the root causes of racial hatred." Discuss this statement and offer some possible solutions to the problem of racial prejudice.

8. "The motion picture industry is threatening to destroy culture and tradition." Do you agree?

9. "Too much money is spent on sport when it could be used to help the poor." What are your views on this issue?

10. What are the advantages and disadvantages of our ever-increasing use of computer technology?

**Exercise 4.** Fill in the gaps using words / phrases from the list. Some words / phrases can be used more than once.

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

1. ..., people have mixed feelings about the effects tourism has on a country.

2. Most people believe that computers always make life easier, but ..., the opposite is sometimes true since they often cause problems when they break down.

3. ... testing products on animals is cruel, but it is difficult to find a suitable alternative.

4. A typical ... of the benefits of country life is the fact that there is very little pollution from traffic.

5. ... more and more zoos are closing down shows that fewer people agree with keeping animals in captivity and, therefore, do not want to visit them any longer.

6. Using public transport can be a nuisance, ... when buses and trains are late during rush hour periods.

7. Advances in medical science mean that cures have been found for many diseases ... people live longer nowadays.

8. ..., most people agree that more effort should be made where the recycling of materials is concerned.

9. More and more women are going back to work after the birth of their children and ... they have to find someone to look after the children during the day.

*Exercise 5. Replace the phrases in bold with other similar ones.*

1. **All things considered, I believe that** corporal punishment should not be reintroduced into our schools as it is a cruel method of disciplining students.

2. **Lastly, it may be concluded that** freedom of speech is a basic right of every individual, regardless of race or creed.

3. **To conclude, I am convinced that** all the governments of the world should embark immediately on a joint policy of total disarmament.

4. **To conclude, it is clear that** in the light of the many miscarriages of justice in the past, capital punishment is not ethical or humane, and should be abandoned entirely.

5. **In conclusion, it is my opinion that** school uniforms are an unfortunate necessity and therefore should not be abolished.

*Exercise 6. Write an argumentative essay using the following plan:*

**Introduction**

**Paragraph 1**

State topic (summary of topic without stating your opinion)

**Main Body**

**Paragraph 2**

first argument for & against Paragraph 3

second argument for & against

**Conclusion**

**Final Paragraph**



*Exercise 7. Complete the following sentences without changing the meaning of the sentence before.*

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

Most people advocate ...

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

Some people feel ...

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

Sceptics point out that ...

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

Many people support ...

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

A further common ...

**Exercise 8.** Join the sentences using the words / phrases given in brackets.

1. Pets can prove to be good companions. They teach children a sense of responsibility. (*not only*)

2. Many people nowadays decide to open their own business. A slump in the economy has resulted in the closure of many small business. (*even though*)

3. Computers are time-saving devices. They can do things which people could hardly do before. (*apart from*)

4. Living in the countryside can be beneficial for your health. Some essentials are not so easily available in the country as in the city. (*despite*)

5. Voting gives you a voice in the decisions of the government. It gives you a feeling of belonging to a larger community. (*not to mention that*).

**Exercise 9.** Complete the following sentences, then replace the phrases in bold with other similar ones.

1. **Regardless of the fact that** country life can be much healthier than city life, .....

2. Efforts have been made to reduce discrimination between men and women; **nonetheless**, .....

3. **In spite of** making some attempts to end wars worldwide, .....

4. Many people feel that the testing of products on animals is cruel, **while** .....

**Exercise 10.** Read the items below and say whether the second sentence presents an additional or contrasting point. Then, join the sentences using words / phrases below.

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

1. Alternative medicines treat the symptoms of a disease. Conventional medicines treat the underlying cause of a disorder.

2. Alternative medicine makes use of natural products rather than drugs. Alternative medicines are not tested on animals.

3. Conventional doctors have recognisable and respected qualifications. Conventional treatments are widely available to everyone.



4. People trust conventional treatments because they are tested scientifically. People are often suspicious of alternative methods which sometimes rely on a “trial and error” technique.

5. Alternative treatments cause few or no side-effects. Conventional treatments can cause severe side-effects.

**Exercise 11.** Fill in the gaps using words / phrases from the list. Some words / phrases can be used more than once.

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

1. ... , people have mixed feelings about the effects tourism has on a country.

2. Most people believe that computers always make life easier, but ..., the opposite is sometimes true since they often cause problems when they break down.

3. ... testing products on animals is cruel, but it is difficult to find a suitable alternative.

4. A typical ... of the benefits of country life is the fact that there is very little pollution from traffic.

5. ... more and more zoos are closing down shows that fewer people agree with keeping animals in captivity and, therefore, do not want to visit them any longer.

6. Using public transport can be a nuisance, ... when buses and trains are late during rush hour periods.

7. Advances in medical science mean that cures have been found for many diseases ... people live longer nowadays.

8. ..., most people agree that more effort should be made where the recycling of materials is concerned.

9. More and more women are going back to work after the birth of their children and ... they have to find someone to look after the children during the day.

**Exercise 12.** Join the sentences using the list words in the list below.

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

1. The government has launched a campaign to promote new business rural areas. They hope to draw p away from the large urban centres

2. Television is a highly entertaining medium. It can also be an excellent educational tool.

3. Freedom of expression is one of basic, inalienable rights. People should be allowed to publish books stating all their beliefs and ideas.

4. Consumerism is becoming more and more a part of modern societies. I because of advertising and the media.

5. Many people object to smoking. I because passive smoking car extremely harmful to one’s health.

**Exercise 13.** Write an opinion essay according to the following plan:

**Introduction**

**Paragraph 1**

state the topic and your opinion clearly

**Main Body**

**Paragraph 2**  
viewpoint 1 & reason, example  
**Paragraph 3**  
viewpoint 2 & reason, example  
**Paragraph 4**  
viewpoint 3 & reason / example  
**Paragraph 5**  
opposing viewpoint & reason / example  
**Conclusion**  
**Final Paragraph**  
summarize / restate opinion



*Exercise 14. Write an essay suggesting solution to problem according to the following plan:*

**Introduction**  
**Paragraph 1:** state the problem and its cause(s) / consequence(s)  
**Main Body**  
**Paragraph 2:** suggestion 1 & result  
**Paragraph 3:** suggestion 2 & result  
**Paragraph 4:** suggestion 3 & result  
**Paragraph 5:** suggestion 4 & result\*  
**Conclusion**  
**Final Paragraph**  
summarize your opinion



\* You may include more suggestions, and thus more paragraphs in the main body.

*Exercise 15. Look at the following topic and then answer the questions below.*

Discuss the problems of unemployment and offer possible solutions.

- What has caused the problem?
- What are the consequences?
- Match each of the suggestions (1-3) below with the corresponding result (a-c).

1. Governments to create incentives / subsidize industries.

2. Better education / training so workers can operate computers, sophisticated machinery, etc.

3. Free sports / recreational centres for unemployed to help people spend their time constructively.

a. Reduce crime / social problems connected with idleness/boredom,

b. Create more positions, limit number of workers made redundant,

c. People will have proper qualifications for types of jobs available.

• Can you suggest any other solutions to this problem? What would the expected result of each be?

• What paragraph plan would you follow to write this essay?

• Which techniques could you use to begin and end your essay?

• What useful expressions could you include?

**Exercise 16.** Rewrite the following sentences using the words in brackets without changing the meaning.

1. The environmental damage caused by factories will probably become more extensive if adequate measures are not imposed.

**(quite likely to)**

2. If the number of patrols is reduced, burglaries in the area will almost certainly increase.

**(highly probable)**

3. The public will probably react negatively to any decisions by the government to increase taxes.

**(bound to)**

4. The problem of overpopulation will probably not be solved over the next few decades.

**(rather unlikely that)**



## HOME PRACTICE

1. Write an opinion essay
2. Write for & again essay



## TOPIC 10

### HOW TO ANALYZE CHARTS



#### TOP TIPS for writing

### STATISTICS

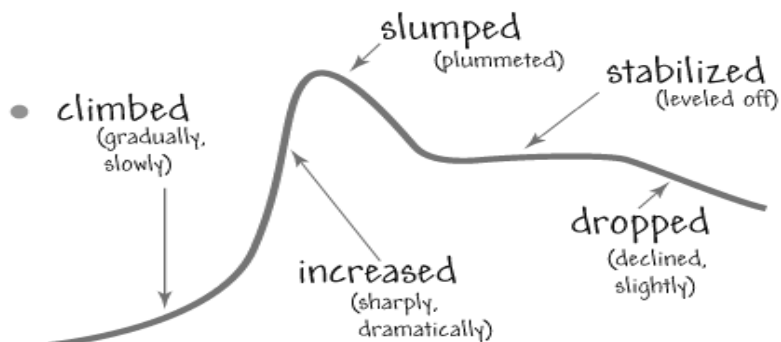
The general format for writing

Introduction + Basic / General Trends + Details Description + Conclusion (optional).

Each part has a specific format and therefore being equipped with the necessary vocabulary will help you to write the task efficiently and will save a great deal of time.

#### Use Synonyms

- Increase = rise / go up / uplift / rocketed / climb / upsurge / soar.



- Cars = automobile, motor vehicle, vehicle.

➤ **VOCABULARY FOR THE INTRODUCTION PART:**

<b>STARTING</b>	<b>PRESENTATION TYPE</b>	<b>VERB</b>	<b>DESCRIPTION</b>
The given / the supplied / the presented / the shown / the provided /	diagram / table / figure / illustration / graph / chart / flow chart / picture / presentation / pie chart / bar graph / column graph / line graph / table data / data / information / pictorial / process diagram / map / pie chart and table / bar graph and pie chart ...	shows / represents / depicts / enumerates / illustrates / presents / gives / provides / delineates / outlines / describes / delineates / expresses / outlines / denotes / compares / shows contrast / indicates / figures / gives data on / gives information on / presents information about / shows data about / demonstrates / outlines / summarizes ...	the comparison of ... the differences ... the changes ... the number of ... information on ... data on ... the proportion of ... the amount of ... information on ... data about ... comparative data ... the trend of ... the percentages of ...

**Example:**

1. The provided diagram shows data on employment categories in energy producing sectors in Europe starting from 1925 and till 1985.

2. The given pie charts represent the proportion of male and female employee in 6 broad categories, divided into manual and non-manual occupations in Freedonia.

3. The chart gives information on expenditures of 4 European countries on six consumer products namely Germany, Italy, Britain and France.

4. The supplied bar graph compares the number of male and female graduated in three developing countries while the table data presents the overall literacy rate in these countries.

5. The bar graph and the table data depict the water use in different sectors in five regions.

6. The bar graph enumerates the money spent on different research projects while the column graph demonstrates the sources of the amount spent over a decade, commencing from 1981.

7. The line graph delineates the proportion of male and female employees in three different sectors in Australia between 2010 and 2015.

**GENERAL STATEMENT PART:**

The General statement is the first sentence (or two) you write in your reporting. It should always deal with:

**What + Where + When.**

*Example:* The diagrams present information on the percentages of teachers who has expressed their views on different problems they face when dealing with children in three Australian schools from 2001 to 2005.

**What** = the percentages of teachers ...

**Where** = three Australian schools ...

**When** = from 2001 to 2005 ...

A good General statement should always have these parts.

## **VOCABULARY FOR THE GENERAL TREND PART:**

In general, In common, Generally speaking, Overall, It is obvious, As is observed, As a general trend, As can be seen, As an overall trend, As is presented, It can be clearly seen that, At the first glance, it is clear, At the onset, it is clear that, A glance at the graphs reveals that ...

### **Example:**

1. In general, the employment opportunity has increased till 1970 and has dropped down afterwards.

2. As is observed, the figures for imprisonment in the five mentioned countries show no overall pattern of increase or decrease rather shows the considerable fluctuation from country to country.

3. Generally speaking, USA had a far more standard life than all the other 4 mentioned countries.

4. As can be seen, the highest number of passengers used the London Underground station at 8:00 in the morning and at 6:00 in the evening.

5. Generally speaking, more men were engaged in managerial positions in 1987 than that of women in New York.

6. As an overall trend, the number of crimes reported increased fairly rapidly until the mid-seventies, remained constant for five years and finally, dropped to 20 cases a week after 1982.

7. At the first glance, it is clear that more percentages of native university pupils violated regulations and rules than the foreign students.

8. At the onset, it is clear that drinking in public and drink driving were the most common reasons for the US citizens to be arrested in 2014.

9. Overall, the leisure hours enjoyed by males regardless of their employment status was much higher than that of women.

## **VOCABULARY TO START THE REPORT BODY:**

Just after you finish writing your 'Introduction' (i.e. General Statement + General overview / trend), you are expected to start a new paragraph to describe the main features of the diagrams. This second paragraph is called the 'Body Paragraph / Report Body'. You can have a single body paragraph / report body or up to 3, (not more than 3 in any case) depending on the number of graphs provided in the question and the type of these graphs. There are certain phrases you can use to start your body paragraph and following is a list of such phrases:

1. As is presented in the diagram(s) / graph(s) / pie chart(s) / table ...	9. The table data clearly shows that ...	17. It is obvious ...
2. As (is) shown in the illustration ...	10. The diagram reveals that ...	18. It is clear from the data ...
3. As can be seen in the ...	11. The data suggest that ...	19. It is worth noticing that ...
4. As the diagrams suggest ...	12. The graph gives figure ...	20. It is crystal clear / lucid that ...
5. According to the ...	13. It is interesting to note that ...	21. It can be clearly observed that ...
6. Categorically speaking ...	14. It is apparently seen that...	22. It could be plainly viewed that ...
7. Getting back to the details ...	15. It is conspicuous that ...	23. It could be noticed that ...
8. Now, turning to the details ...	16. It is explicitly observed that ...	24. We can see that ...

### VOCABULARY TO SHOW THE CHANGES:

Trends	Verb form	Noun Form
<b>Increase</b>	rise / increase / go up / uplift / rocket(ed) / climb / upsurge / soar / shot up / improve / jump / leap / move upward / skyrocket / soar / surge	a rise / an increase / an upward trend / a growth / a leap / a jump / an improvement / a climb
<b>Decrease</b>	fall / decrease / decline / plummet / plunge / drop / reduce / collapse / deteriorate / dip / dive / go down / take a nosedive / slum / slide / go into free-fall	a fall / a decrease / a reduction / a downward trends / a downward tendency / a decline / a drop / a slide / a collapse / a downfall
<b>Steadiness</b>	unchanged / level out / remain constant / remain steady / plateau / remain the same / remain stable / remain static	a steadiness / a plateau / a stability / a static
<b>Gradual increase</b>	-----	an upward trend / an upward tendency / a ceiling trend
<b>Gradual decrease</b>	-----	a downward trend / a downward tendency / a descending trend
<b>Standability / Flat</b>	level(ed) off / remain(ed) constant / remain(ed) unchanged / remain(ed) stable / prevail(ed) consistency / plateaued / reach(ed) a plateau / stay(ed) uniform /immutable / level(ed) out / stabilize / remain(ed) the same	No change, a flat, a plateau.

**Examples:**

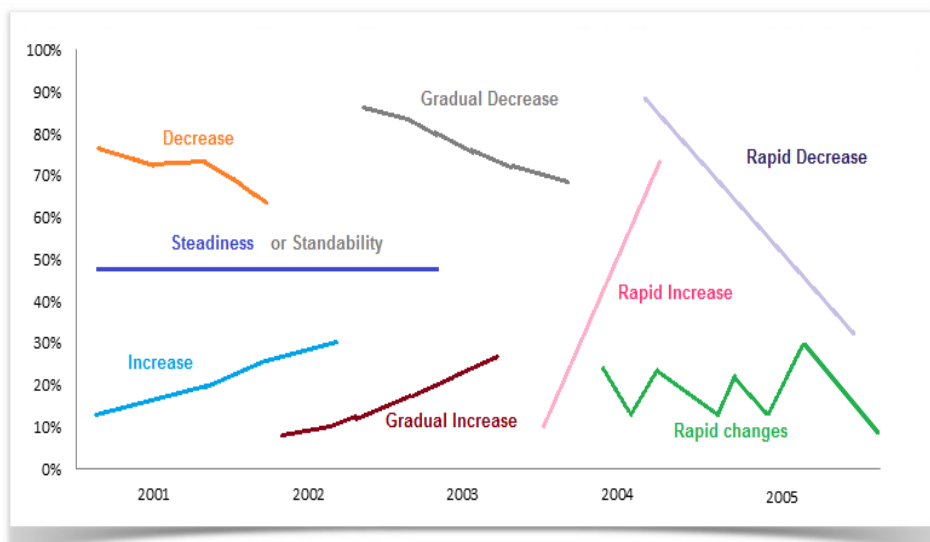
1. The overall sale of the company has increased by 20% at the end of the year.

2. The expenditure of the office remained constant for the last 6 months but the profit rose by almost 25%.

3. There was a 15% drop in the student enrollment of the University.

4. The population of the country remained almost the same as it was 2 years ago.

5. The population of these two cities increase significantly in the last two decades and it is predicted that it will remain stable in the next 5 years.



**VOCABULARY TO REPRESENT CHANGES IN GRAPHS:**

Type of Change	Adverb form	Adjective form
<b>Rapid change</b>	dramatically / rapidly / sharply / quickly / hurriedly / speedily / swiftly / significantly / considerably / substantially / noticeably	dramatic / rapid / sharp / quick / hurried / speedy / swift / significant / considerable / substantial / noticeable
<b>Moderate change</b>	moderately / gradually / progressively / sequentially	moderate / gradual / progressive / sequential
<b>Steady change</b>	Steadily / ceaselessly	Steady / ceaseless
<b>Slight change</b>	slightly / slowly / mildly / tediously	slight / slow / mild / tedious

**Example:**

1. The economic inflation of the country increased sharply by 20% in 2008.

2. There was a sharp drop in the industrial production in the year 2009.

3. The demand for new houses dramatically increased in 2002.

4. The population of the country dramatically increased in the last decade.

5. The price of the oil moderately increased in last quarter but as a consequence, the price of daily necessity rapidly went up.

➤ **VOCABULARY TO REPRESENT FREQUENT CHANGES IN GRAPHS:**

Type of Change	Verb form	Noun form
<b>Rapid ups and downs</b>	wave / fluctuate / oscillate / vacillate / palpitate	waves / fluctuations / oscillations / vacillations / palpitations

**Example:**

1. The price of the raw materials fluctuated for the first three months.
2. The graph shows the oscillations of the price of fuel from 1998 to 2002.
3. The passenger number in this station oscillates throughout the day but early morning and evening are the two busiest time.
4. The changes of car production in Japan shows a palpitation for the second quarter of the year.
5. The number of students in debate clubs fluctuated in different months as rapid ups and downs could be observed in the last three months.

**TYPES OF CHANGES / DIFFERENCES AND VOCABULARY TO PRESENT THEM:**

<b>Great change / Huge difference:</b>		<b>Medium change / Moderate difference:</b>	
<b>Adjectives</b>	<b>Adverbs</b>	<b>Adjectives</b>	<b>Adverbs</b>
Overwhelming	Overwhelmingly	Somewhat	Somewhat
Substantial	Substantially	Moderate	Moderately
Enormous	Enormously	<b>Minor change / Small difference:</b>	
		<b>Adjectives</b>	<b>Adverbs</b>
		Fractional	Fractionally
		Marginal	Marginally
		Slight	Slightly
<b>Big change / Big difference:</b>			
<b>Adjectives</b>	<b>Adverbs</b>		
Significant	Significantly		
Considerable	Considerably		

**Dates, Months & Years related vocabulary and grammar:**

From 1990 to 2000, Commencing from 1980, Between 1995 and 2005, After 2012.

By 1995, In 1998, In February, Over the period, During the period, During 2011.

In the first half of the year, For the first quarter, The last quarter of the year, During the first decade.

In the 80s, In the 1980s, During the next 6 months, In the mid-70s, Next 10 years, Previous year, Next year, Between 1980 – 1990.

Within a time, span of ten years, within five years.

Next month, Next quarter, Next year, Previous month, Previous year.

Since, Then, From.



## PERCENTAGE, PORTION AND NUMBERS:

### Percentages:

10% increase, 25 percent decrease, increased by 15%, dropped by 10 per cent, fall at 50%, reached to 75%, tripled, doubled, one-fourth, three-quarters, half, double fold, treble, 5 times higher, 3 timers lower, declined to about 49%, stood exactly at 43%.

### Fractions:

4% = A tiny fraction.	50% = Exactly a half.
24% = Almost a quarter.	51% = Just over a half.
25% Exactly a quarter.	73% = Nearly three quarters.
26% = Roughly one quarter.	77% = Approximately three quarter, more than three-quarter.
32% = Nearly one-third, nearly a third.	79% = Well over three quarter.
49% = Around a half, just under a half.	

### Proportions:

2% = A tiny portion, a very small proportion.	70% = A large proportion.
4% = An insignificant minority, an insignificant proportion.	72% = A significant majority, a significant proportion.
16% = A small minority, a small portion.	89% = A very large proportion.
	89% = A very large proportion.

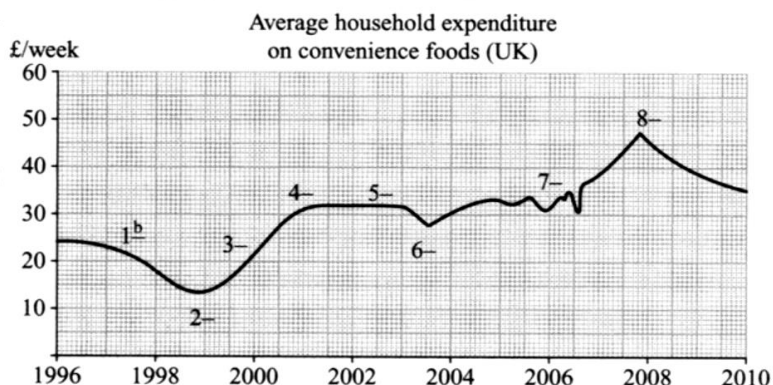
## WORDS / PHRASES OF APPROXIMATION - VOCABULARY:

Approximately	Around	Just about
Nearly	More or less	Just below
Roughly	Just over	A little more than
Almost	Just under	A little less than
About	Just around	

## LINE GRAPH

The verbs a-h can all be used to describe line graphs. Match each expression with the part of the graph it best describes.

- a rise (rose, risen)
- b fall (fell, fallen)
- c peak (-ed, -ed)
- d reach (-ed, -ed) its lowest point
- e level (-led, -led) off
- f dip (-ped, -ped)
- g remain (-ed, -ed) the same
- h fluctuate (-d, -d)



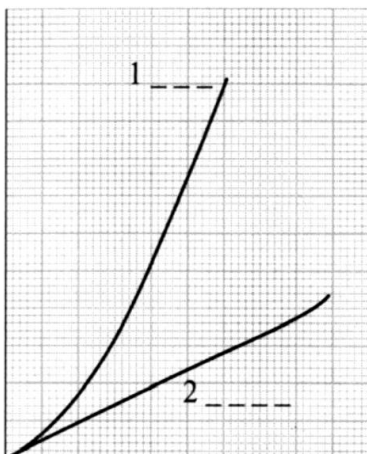
## Vocabulary for Graphs

<p><b><u>Going Up</u></b></p> <ul style="list-style-type: none"> <li>• rose</li> <li>• went up</li> <li>• Increased</li> <li>• grew</li> <li>• shot up</li> <li>• surged</li> <li>• rocketed</li> </ul> <p><b><u>Going Down</u></b></p> <ul style="list-style-type: none"> <li>• decreased</li> <li>• fell</li> <li>• dropped</li> <li>• declined</li> <li>• went down</li> <li>• plunged</li> <li>• plummeted</li> </ul> <p><b><u>No Change</u></b></p> <ul style="list-style-type: none"> <li>• stayed the same</li> <li>• remained constant</li> <li>• stabilized</li> <li>• remained steady</li> <li>• were unchanged</li> <li>• did not change</li> <li>• remained stable</li> </ul> <p><b><u>Up and Down</u></b></p> <ul style="list-style-type: none"> <li>• fluctuated</li> <li>• undulated</li> </ul>	<p><b><u>Small Changes - Adjectives / Adverbs</u></b></p> <ul style="list-style-type: none"> <li>• gently</li> <li>• gradually</li> <li>• slightly</li> <li>• steadily</li> <li>• a little</li> </ul> <p><b><u>Large Changes - Adverbs / Adjectives</u></b></p> <ul style="list-style-type: none"> <li>• suddenly</li> <li>• sharply</li> <li>• dramatically</li> <li>• steeply</li> <li>• a lot</li> </ul> <p><b><u>High Points</u></b></p> <ul style="list-style-type: none"> <li>• reached a peak (peak when the graph looks like the "peak" of a mountain)</li> <li>• peaked</li> <li>• reached their highest level</li> </ul> <p><b><u>Low Points</u></b></p> <ul style="list-style-type: none"> <li>• fell to a low</li> <li>• sank to a trough</li> <li>• reached a bottom</li> </ul>	<p><b><u>Expressions of Time</u></b></p> <ul style="list-style-type: none"> <li>• in 2012 / recent years</li> <li>• over the year / period</li> <li>• between 1980 and 2012</li> <li>• from 1980 until 2012</li> <li>• since (point of time) May / 2011</li> <li>• for (period of time) the period / five months</li> </ul> <p><b><u>Examples Using Noun and Verb Forms</u></b></p> <ul style="list-style-type: none"> <li>• Sales rose from \$50 to \$140 / There was a rise in sales of \$90</li> <li>• Sales fell to 25 million dollars in 1998 / there was a fall in sales of 25 million dollars in 1998</li> <li>• Sales fell by 2% / there was a slight fall in sales of 2%</li> <li>• It peaked at 23% / it reached a peak of 23%</li> <li>• it fluctuated between 5 and 8 percent, there was a fluctuation of 3%</li> </ul>
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The adjectives a-g can be used to describe the degree of change represented in a line graph. Adjectives are placed before the noun.

Example: *There was a sharp rise in fast food consumption.*

Match each adjective with the line that it best describes.



- a gradual
- b moderate
- c modest
- d sharp
- e dramatic
- f slight
- g steep



## Useful introductory expressions:

The graph shows / indicates / depicts / illustrates

From the graph it is clear

It can be seen from the graph

As can be seen from the graph,

As is shown / illustrated by the graph,

*Example: The graph shows the percentage of children using supplements in a place over a year.*

## Useful time expressions:

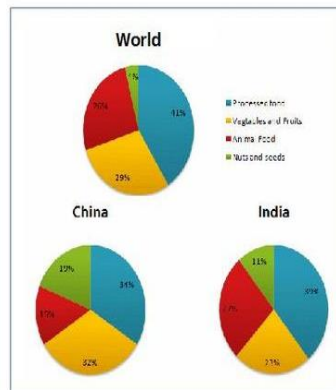
over the next ... / for the following ... (for the following two months ... over the next six months ... )

from ... to / between ... and (from June to August ... between June and August ... )  
during (during the first three months ... )



## SAMPLES

### Pie Chart



You should spend about 20 minutes on this task.

The pie charts show the average consumption of food in the world in 2008 compared to two countries; China and India.

Write a report to a university lecturer describing the data.

Write at least 150 words

Diagram and question from <http://www.ielts-writing.info/index.php/academic-writing-task-1/>

The charts illustrate the consumption of four food types in the World compared to China and India for 2008. There are similarities in three of the food group percentages but a marked difference in another.

The largest consumption was in processed foods at approximately two fifths in the World and India and about a third in China. Vegetables and fruit were the second largest group in the World and China at 29% and 32% respectively but in India only the third most used (23%).

The second most common food in India was animal food at more than a quarter (27%). This however, was similar to that of the World (26%) even though it was only the third most popular food globally. Animal food consumption was significantly lower in China than either of the other charts at just 15%.

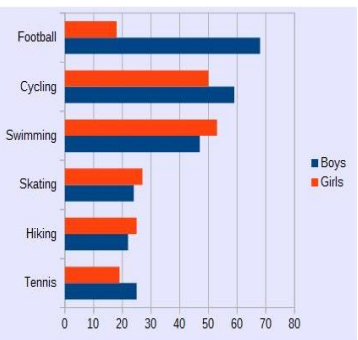
The main difference was in the usage of nuts and seeds which was 4% in the World but nearly five times larger in China (19%) and three times larger in India (11%).

Overall, the three charts showed similar consumption trends except in the use of nuts and seeds which were significantly higher in India and China.

(194 words)

### Bar Chart

The chart shows the participation by young people in sports by gender in Great Britain. Write a report for a university lecturer describing the information shown. You should write at least 150 words.



The chart indicates the number of boys and girls who took part in extracurricular sports in Great Britain in 1999.

Football was easily the most popular sport with boys and the least popular with girls, with participation levels of over 65 and less than 20 respectively. For all other sports, swimming and cycling were approximately twice as popular as other activities for both genders.

Girls participated more than boys in swimming with around 52 compared with 48 boys. Girls also preferred skating with participation levels of over 28 as opposed to boys who numbered around 24. There was also a small difference in walking/hiking numbers with girls numbering around 25, one or two more than boys.

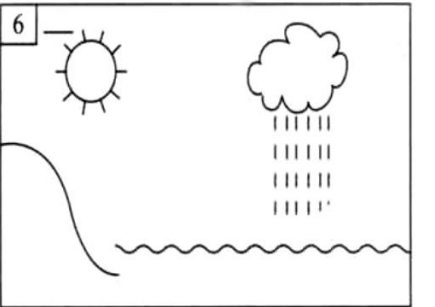
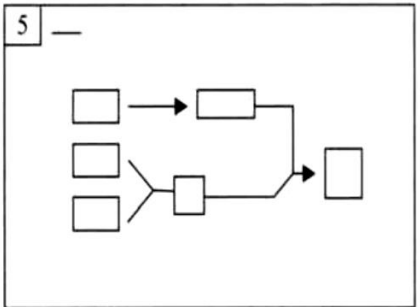
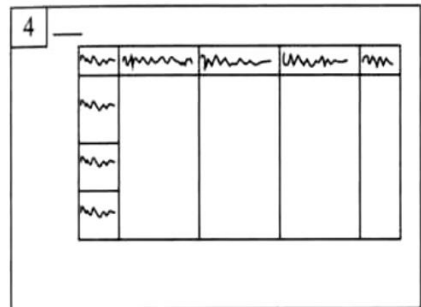
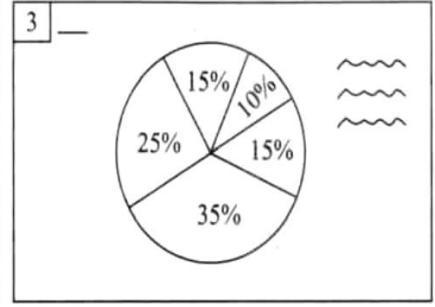
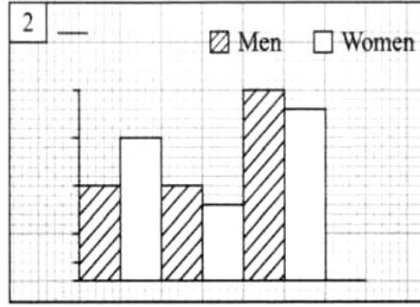
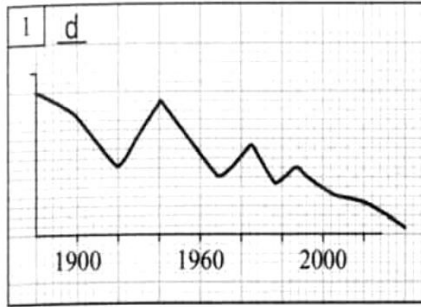
On the other hand, boys were more active in cycling, where they had almost 60 participants, 9 more than girls. Boys also participated more in tennis than girls, with around 24 whilst girls numbered just 18.

Overall, the figures demonstrate that boys spend significantly more time than girls playing football and slightly more time cycling and playing tennis. However, girls slightly preferred walking, swimming and skating but did not participate significantly in football.



## CLASS ACTIVITIES

*Exercise 1. Point out all these charts.*



- a bar chart
- b diagram

- c flow chart
- d line graph

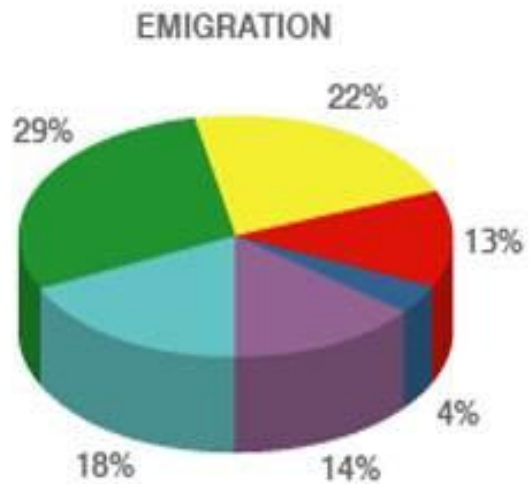
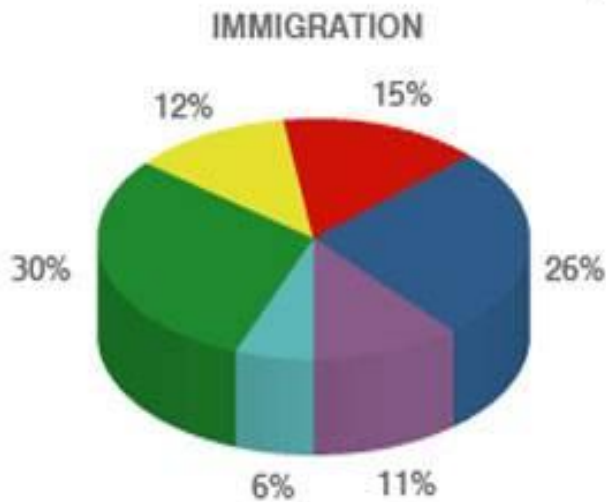
- e pie chart
- f table

**Exercise 2. Describe these charts**



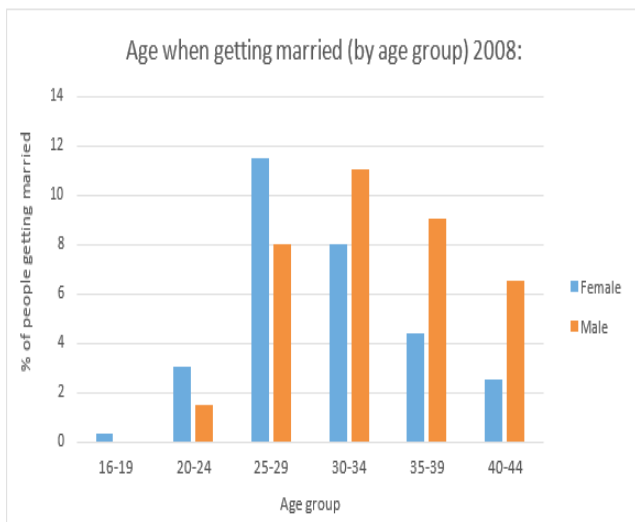
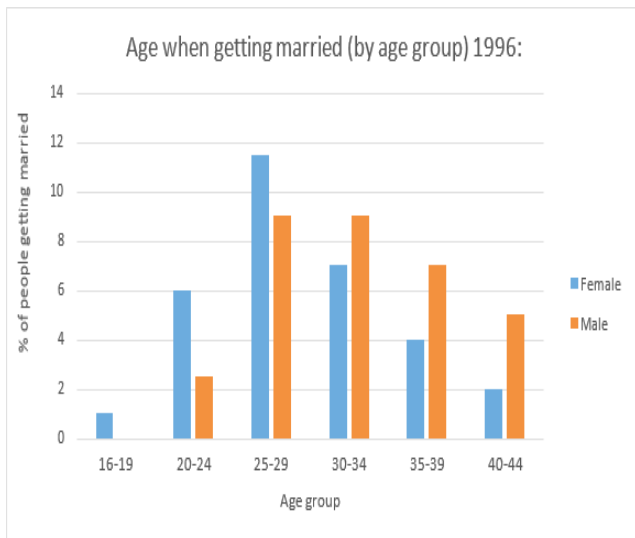
**Pie Chart 1**

**MAIN REASON FOR MIGRATION TO/FROM THE UK - 2007**

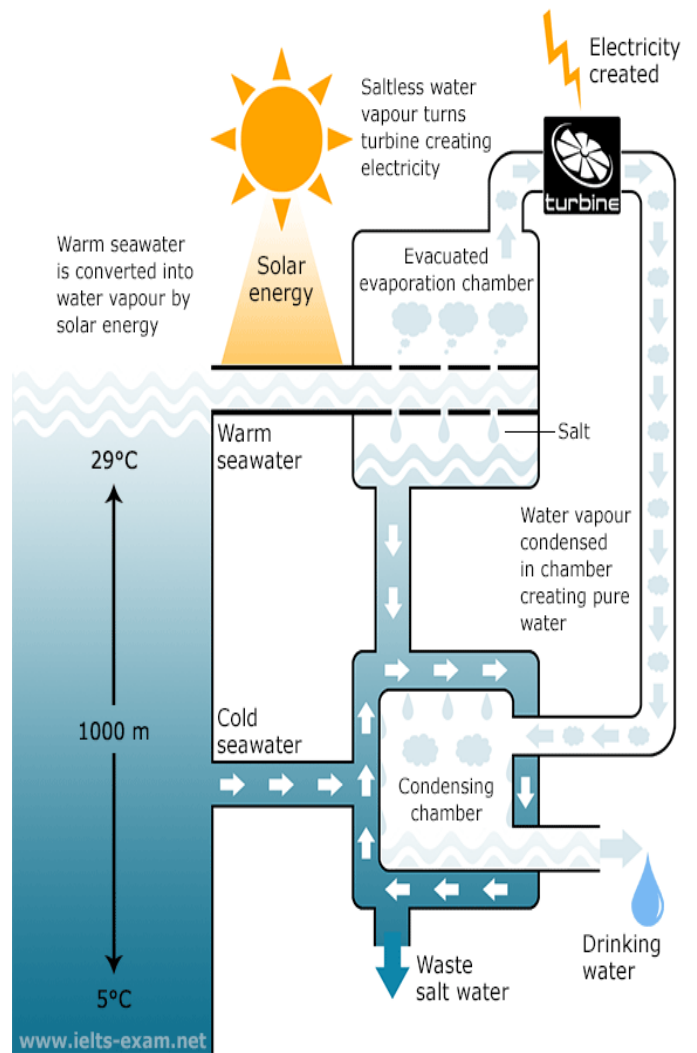


- |              |                  |                  |
|--------------|------------------|------------------|
| Formal study | Accompany/join   | Looking for work |
| Definite job | No reason stated | Other            |

## Bar Chart 2



## Diagram 3



### HOME PRACTICE

1. Write a diagram of Photosynthesis (the water cycle)
2. Write a line graph.



## РЕКОМЕНДОВАНА ЛІТЕРАТУРА

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**USEFUL VOCABULARY LIST**

<b>Personal opinion:</b>	<i>In my opinion / view, To my mind, To my way of thinking, I am convinced that, It strikes me that, It is my firm belief that, I am inclined to believe that, It seems to me that, As far as I am concerned, I think that the economic recession of the previous decade was foreseeable.</i>
<b>To list advantages and disadvantages:</b>	<i>One advantage of, Another advantage of, One other advantage of, A further advantage of, The main advantage of, The greatest advantage of, The first advantage of riding a motorbike in a large metropolis is that of not getting caught in major congestion. One disadvantage of, Another disadvantage of, One other disadvantage of, A further disadvantage of, The main disadvantage of, The greatest disadvantage of, The first disadvantage of driving a car in a large metropolis is that of finding a parking space.</i>
<b>To list points:</b>	<i>Firstly, First of all, In the first place, Secondly, Thirdly, Finally, To start/begin with, we have to address the inadequacies within the education system before we can tackle unemployment fully.</i>
<b>To list points in a specific sequence:</b>	<i>BEGINNING – First, To start / begin with, First of all, the Home Secretary will make an introductory speech. CONTINUING - Secondly, After this / that, Afterwards, Then, Next, the Prime Minister will speak. CONCLUDING – Finally, Lastly, Last but not least, the Chancellor of the Exchequer will announce the new budget.</i>
<b>To add more points to the same topic:</b>	<i>What is more, Furthermore, Apart from this / that, In addition (to this), Moreover, Besides (this), ... not to mention the fact that your choice of career is a fundamental decision which will influence the rest of your life. Not only is your choice of career a fundamental decision, but it is also one that will influence the rest of your life. Your choice of career is both a fundamental decision and something that will influence the rest of your life.</i>
<b>To refer to other sources:</b>	<i>With reference to, According to the latest scientific research, the use of mobile phones can be damaging to one's health in the long run.</i>
<b>To express cause:</b>	<i>The man was acquitted of the crime because, owing to the fact that, due to the fact that, on the grounds that, since, as there wasn't any</i>

	<p><i>substantial evidence.</i></p> <p><i>In view of, Because of, Owing to the lack of substantial evidence the man was acquitted of the crime.</i></p> <p><i>There was a lack of substantial evidence; for this reason the man was acquitted.</i></p> <p><i>Seeing that there was a lack of substantial evidence, the man was acquitted.</i></p> <p><i>The man is to be retired now that some new evidence has come to light.</i></p>
<b>To express effect:</b>	<i>There was a sudden deluge; thus, therefore, so, consequently, as a result, as a consequence, he sprinted home.</i>
<b>To express purpose:</b>	<p><i>Due to the storm, the pilot decided to turn back, so that the flight would not be jeopardized.</i></p> <p><i>Due to the storm, the pilot decided to turn back, so as to / in order to avoid jeopardizing the flight. Due to the storm, the pilot decided to turn back, in case the flight was jeopardized.</i></p> <p><i>They purchased the old mansion with the purpose / intention of converting it into a luxury hotel.</i></p>
<b>To emphasize a point:</b>	<i>Indeed, Naturally, Clearly, Obviously, Of course, Needless to say, the scheme was found to fail due to insufficient funds.</i>
<b>To express reality:</b>	<i>It is a fact that, In effect, In fact, As a matter of fact, The fact of the matter is (that), Actually, In practice, Indeed, smoking over a long period of time will seriously increase the risk of heart disease.</i>
<b>To express the difference between appearance and reality:</b>	<i>Initially, At first, the proposal was viewed with suspicion but after much deliberation it was finally accepted.</i>
<b>To give examples:</b>	<p><i>For instance, For example, by establishing day-care centres across the country, working mothers can be encouraged to resume their careers.</i></p> <p><i>By providing incentives such as, like day-care centres working mothers are encouraged to resume their careers. If working mothers are to resume their careers then the provision of incentives particularly, in particular, especially day-care centres is essential.</i></p>
<b>To make general statements:</b>	<i>As a (general) rule, By and large, Generally, In general, On the whole, countries nearer the equator have warmer climates.</i>



<b>To make partially correct statements:</b>	<i>Up to a point, To a certain extent / degree, To some extent / degree, In a sense, In a way, To a limited extent, this is true but computers will always need human input.</i>
<b>To express limit of knowledge:</b>	<i>To the best of my knowledge, As far as I know, Canary Wharf is the tallest building in London.</i>
<b>To state other people's opinion:</b>	<i>It is popularly believed that, People often claim that, It is often alleged that, Some people argue that, Many argue that, Most people feel that, Some people point out that wealth will bring happiness. Contrary to popular belief, wealth does not necessarily bring happiness.</i>
<b>To make contrasting points:</b>	<i>It is a well-known fact that living in the city is harmful to one's health yet, however, nevertheless, but, even so, still, nonetheless, a lot of people move to the city every year in search of a better future. Although, Even though, Regardless of the fact that, In spite of the fact that, Despite the fact that, While it is a well-known fact that living in the city is harmful to one's health, a lot of people move to the city every year in search of a better future.</i>
<b>To express balance (the other side of the argument):</b>	<i>Opponents of using animals in experiments argue, claim, believe that alternative methods of testing can always be used. While it is true to say that genetic engineering holds the key to solving many of the world's serious problems, in fact it should be viewed with caution. The fact that a great number of university graduates cannot find employment contradicts the belief / idea that a university education is the key to a successful career.</i>
<b>Negative addition:</b>	<i>Neither smoking nor consuming too much alcohol are considered healthy. Smoking is not considered healthy; nor, neither is consuming too much alcohol. Smoking is not considered healthy and consuming too much alcohol isn't, either.</i>
<b>To express exception:</b>	<i>He had collected every edition of the magazine apart from, but, except (for) one.</i>
<b>To clarify / rephrase:</b>	<i>In other words, That is to say, To put it another way, if you drive more carefully you are less likely to have an accident.</i>
<b>To express similarity:</b>	<i>Brushing your teeth daily is fundamental for good oral hygiene; similarly, / likewise, / in the same way, not eating food containing sugar in-between meals also promotes oral hygiene.</i>
<b>To give an alternative:</b>	<i>We could use (either) a chain-saw or an axe. We could use an axe. On the other hand, Alternatively, a chain-saw would be simpler and faster.</i>
<b>To express condition:</b>	<i>His father promised to buy him a car on the condition that, provided (that), providing (that), only if, as long as he passed his exams to</i>

	<p><i>enter university.</i></p> <p><i>In the event of a fire alarm, In the event that, If a fire alarm should ring, leave by the nearest fire exit quickly and quietly.</i></p> <p><i>Take a map in case you become disorientated.</i></p> <p><i>Do you happen to know whether (or not) this is the most direct route?</i></p> <p><i>You should call her otherwise, or (else) she will start to become worried.</i></p>
<b>To express the consequence of a condition:</b>	<p><i>The price of underground tickets is due to increase again; consequently, then, so, in which case, I will start taking the bus.</i></p> <p><i>I'm hoping to get paid today; if so, I'll be going out tonight, if not, otherwise, it'll be another night in front of the TV.</i></p>
<b>To express comparison:</b>	<p><i>My best friend is as intelligent as, more intelligent than, twice as intelligent as, less intelligent than me.</i></p>
<b>To conclude:</b>	<p><i>Finally, Lastly, All in all, Taking everything into account/consideration, On the whole, All things considered, In conclusion, On balance, For the above mentioned reasons, Therefore I feel that, To sum up, it is unlikely that there will be peace in all the countries of the world concurrently.</i></p>
<b>Time:</b>	<p><i>Press the button when, whenever, before, until, till, after the light comes on. There have been no earthquakes since July last year.</i></p> <p><i>He saw her as he was leaving the shop. He saw her while he was waiting.</i></p> <p><i>I never see him now that his hours have changed.</i></p>
<b>Relatives:</b>	<p><i>It was those people over there who / that did it.</i></p> <p><i>That's the witness whose testimony will be heard later on today.</i></p> <p><i>That's the judge who / that will adjudicate your claim.</i></p> <p><i>That's the law-court where you will be tried.</i></p> <p><i>That's the woman who / whom / that I think was responsible.</i></p>
<b>Reference:</b>	<p><i>I am writing to advise you of a meeting regarding, concerning the upcoming award presentation ceremony.</i></p> <p><i>I am writing with respect / regard / reference to, in regard / reference to your recently published article on vivisection.</i></p>
<b>Summarizing:</b>	<p><i>In short, Briefly, To put it briefly, his performance on stage was fantastic!</i></p>

Навчально-методичне видання  
(англійською мовою)

**Каніболоцька Ольга Анатоліївна  
Іваненко Станіслав Валентинович**

**ПРАКТИКА ПИСЕМНОГО МОВЛЕННЯ  
З ДРУГОЇ ІНОЗЕМНОЇ МОВИ (АНГЛІЙСЬКОЇ)**

Навчально-методичний посібник  
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освітньо-професійних програм «Мова і література (німецька)»,  
«Мова і література (французька)», «Мова і література (іспанська)»,  
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