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ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ИМЕНИ Н.Г. ЧЕРНЫШЕВСКОГО

Ю.Н. Мухина
Т.М. Метласова

*Writing:
technical,
functional,
creative*

Учебно-методическое пособие по письменной речи
для изучающих английский язык

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Рецензенты:

кандидат филологических наук доцент Т.Н. Александрова
кандидат педагогических наук Г.А. Никитина

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Пособие предназначено для студентов языковых факультетов высших учебных заведений, а также лиц, изучающих английский язык с подготовкой начального и среднего уровня (elementary – upper-intermediate).

Основная цель пособия – развитие и совершенствование навыков письменной речи. В пособии изложены основные правила, а также предлагается комплекс заданий на формирование навыков технического и творческого письма.

Ключи к упражнениям и методические рекомендации по выполнению упражнений даны в приложении, выпущенном в виде отдельной брошюры.

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Punctuation

Capital letters

We use capital letters

- at the beginning of a sentence: *He came into the room.*
- at the beginning of names (of people, places, days of the week, holidays, months, books, films, planets, countries, counties, cities, seas, streets etc):
Alice Smith, Russia, Moscow, Mount Everest, Saratov State University, Thursday, Independence Day, New Year, Christmas, January, War and Peace, The Tale of Two Cities, Tomorrow Never Comes
- for titles that come before the names of particular persons and characters:
Mayor Bloomberg, Doctor Sanjay Gupta, Professor Minerva McGonagall, Lady Bracknell, Queen Elizabeth II, President Obama, Captain Jack Sparrow, Aunt Bee
- for the names of particular nationalities, languages, ethnic groups, and religions:
Filipino people, African-American, a native Newfoundlander, the Welsh language, Judaism, Buddhism
- for the names of deities and holy books:
God, Krishna, Allah, the Qur'an, the Bible
- for the names of particular businesses, buildings, schools, and organizations:
Google, General Motors, Westminster Abbey, Trump World Tower, the Salvation Army, Oxfam International, the Girl Scouts, the League of Women Voters
- for the formal names of government units, agencies, and divisions:
White House, House of Representatives, House of Commons, Supreme Court, Department of Education, Georgia Department of Natural Resources
- for the formal names of acts, treaties, and government programmes:
Declaration of Independence, the Act of Union, the Marshall Plan, the Treaty of Versailles
- for the official titles of armies, navies, and other military and police units:
Army National Guard, the Royal Australian Air Force, the Armed Forces of the Philippines, the Royal Canadian Mounted Police
- for the names of wars and major battles:
Second World War, Spanish Civil War, the Norman Conquest, the Gulf War

- for the names of particular historical periods, events, and documents:
the Great Depression, the Troubles (Northern Ireland), the Middle Ages, Magna Carta
- for legally protected brand names and trademarks:
Xbox 360, Kit Kat, Coca Cola, Adidas, Range Rover, Kleenex
- for the principal words in the titles and subtitles of books, movies, plays, magazines, journals, TV shows, video games, musical compositions, and pieces of art:
War and Peace, Avatar, A Midsummer Night's Dream, Entertainment Weekly, Journal of Organic Chemistry
- for the names of awards, prizes, and scholarships:
Rotary Youth Leadership Awards, the Nobel Prizes, the Academy Award (and the Oscar), National Merit Scholarship
- for the pronoun I: *What shall I do?*

At-hand exercises

Task 1. Rewrite the paragraphs below and make necessary corrections. Pay attention to the words that normally start with capital letters.

if you want to see a monster, go to london! they live in the natural history museum in south kensington. there are several big museums in this part of london: the victoria and albert and the science museum. so you can go and look at furniture and clothes in the morning, old cars and engines in the afternoon and monsters after tea.

the natural history museum has models of some of the enormous animals, which used to live on earth. it also has fossils and bones of some of these animals. scientists have studied these fossils and bones, and have decided what the animals looked like.

in fact, at the time britain's climate was tropical: tapirs used to live there. today, tapirs only live near the equator in asia and south america.

how would you like to celebrate new year's day on midsummer eve? that is just what the ancient romans found themselves doing many years ago. their months were moon-months, and lasted from one new moon to the next. moreover, they only had ten of them. they started with march, named after mars, the god of war, and finished with december.

by the time they reached september they seemed to have run out of gods after which to name their months, and contented themselves with numbers. ‘septen’ was latin for seven, ‘octo’ for eight, ‘novem’ for nine, and ‘decem’ for ten.

now these ten months only added up to two hundred and ninety-five days, and we all know that there are 365 days in a year – that is to say, in the time the earth takes to go round the sun. no wonder they felt that something ought to be done about it. two extra months must be added. so they invented january and february. january, they thought, would be a good name for the first month of the year, for it was in honour of janus, a two-faced god. with one face he could look back on the old year, while with the other he could view the new.

Task 2. In the sentences below correct the mistakes connected with capitalization.

1. "You must realize," she said, "That no one is born a criminal."
2. Every Winter, my friend Sam heads out into the Mojave desert and sings Bob Dylan songs by the light of the moon.
3. We searched the internet for the best deal on a Toshiba DVD player.
4. Before going to bed, the children watched the movie Back To The Future and read the book Where the Wild Things are.
5. In her first semester at college, my sister enrolled in four courses: Calculus, French, Political Science, and English.
6. Bernice took a kleenex from her purse and wiped the chocolate off her son's PlayStation console.
7. My Father smoked Marlboros, drank tequila, and rooted for the New York Mets.
8. My Girlfriend was brought up on a farm in wisconsin by her Aunt Katie and Uncle Bill.
9. Sent to live with her Aunt and Uncle in Atlanta, Georgia, Cara felt out of place in the big city.
10. From 1969 to 2003, the supersonic airliner Concord flew regular Transatlantic flights from London to New York.

Full stop

We use a full stop (.)

- at the end of a sentence: *We are going to the seaside in summer.*
- in **abbreviations** (in an abbreviation the last letter of the word and of the abbreviation are not the same): *Co. (Company), etc. (et cetera), M.P. (Member of Parliament)*

Full stops are often left out after the **contractions** (in a contraction the last letter of the word and of the contraction are the same): *Ltd (Limited), Dr (Doctor), St (Saint), Mr (Mister)*

At-hand exercises

Rewrite the paragraphs below using full stops at the end of the sentences. Pay attention to the words that normally start with capital letters.

the importance of learning the words of a language has been known for a long time shakespeare's 'henry V' includes a very enjoyable scene in which a language lesson takes place in it katherine, a french princess, is to be married to king henry V from england and asks her gentlewoman for help with the english words for some parts of the body interestingly enough, no grammar questions arise another example has been given by krashen who stated that when a person goes to a foreign country they take a dictionary with them, not a grammar book

americans tend to smile they smile to you in the street without any particular reason in the same way they will smile to an unknown grandma buying vegetables in the supermarket, to a driver in a next car or some teens skating they might also say hello to you even if you are just a passerby that's because americans like meeting new people and they try to be nice and friendly when they are introduced to someone new, they are eager to shake hands and of course they again smile

russian people like to smile, too but a russian person will carefully think before he eventually smiles he will consider whether a person he sees is his acquaintance or not if so, you'll see a shining smile on his face if not, a serious expression on his face will let you know he is too busy with his own problems and has no time for being nice to a stranger when russians are introduced to a new person, they shine with their best smiles and if a russian says he wants to meet a person some day, it means he really thinks so and you can start to get ready for a dinner upon the whole, russians are hospitable and can be true friends, but for some reason it hasn't become a tradition to be polite to those they don't know

Comma

We use a comma (,)

- to separate the main clause and the subordinate clause attached by means of one of the conjunctions: for, and, nor, but, or, yet, so (FANBOYS):

*I want to see you on Monday, **but** I'm busy in the evening.*

*They smell really bad, **so** they will be easy to find.*

- to separate items in a list:

Don't forget to buy some bread, butter, a dozen of eggs, two bottles of milk and a newspaper.

- to separate discourse markers (words or phrases which show how ideas in a text link together):

***In addition**, many disabled people suffer discrimination at work.*

***Finally**, local councils need to consider the cost of recycling schemes.*

*This problem can't, **however**, be solved quite simply.*

*There are more jobs in the city, but, **of course**, the cost of living is higher.*

NOTE: where an adverb describes an adjective, commas are not needed:

*This was matched by a **similarly dramatic** increase in May.*

- to separate two or more adjectives that are *not* joined by a conjunction (usually *and*), modify the same word and are interchangeable:

He is a strong, healthy man.

He is a healthy, strong man.

BUT: *We stayed at an expensive summer resort.*

- to set off expressions that interrupt the sentence flow:

I am, by the way, very nervous about this.

My chemistry book, which weighs about 100 pounds, has some really great examples.

- to set off the name, nickname, term of endearment, or title of a person directly addressed:

Will you, Aisha, do that assignment for me?

Yes, old friend, I will.

- to separate the day of the month from the year:

It was in the Sun's June 5, 2003, edition.

At-hand exercises

Task 1. Add commas in the sentences below where needed.

1. What happens if for example you forget your password?
2. To sum up I'd like to recap the advantages and disadvantages.
3. Statistics can however be misleading.
4. Low-lying countries such as Bangladesh are particularly at risk.
5. Furthermore not everyone will be able to afford to install new telephones.
6. Contact sports like rugby will inevitably involve more injuries.
7. A similarly priced house in the city center would only have one bedroom.
8. We will of course reimburse any travel expenses.
9. Unfortunately there were no more tickets available.
10. People who live in cold countries such as Norway have to spend more on heating.

Task 2. Add commas in the following passages.

1. For the next two hours Lizzie cut bread dunked pasta wrapped things (not terribly well) got drinks out of the fridge ran up and down to the tiny cellar for more tomatoes and was generally run ragged.

From 'West End Girls' by J. Colgan

2. She was a person of distinction he saw at once and moreover very handsome. She was tall carried her beautiful head proudly and moved with ease and certainty. (...) Wilson noted her dress too - for in his way he had an eye for such things - particularly her brown furs and her hat. He got a blurred impression of her fine color the violets she wore her white gloves and curiously enough of her veil as she turned up a flight of steps in front of him and disappeared.

From 'Alexander's Bridge' by W. Cather

3. Tom as has been said had come up from the third with a good character but the temptations of the lower-fourth soon proved too strong for him and he rapidly fell away and became as unmanageable as the rest. For some weeks indeed he succeeded in maintaining the appearance of steadiness and was looked upon favourably by his new master whose eyes were first opened by the following little incident.

From 'Tom Brown's Schooldays' by T. Hughes

4. Lady Anselman stood in the centre of the lounge at the Ritz Hotel and with a delicately-poised forefinger counted her guests. There was the great French actress who had every charm but youth chatting vivaciously with a tall pale-faced man whose French seemed to be as perfect as his attitude was correct. (...) A very beautiful young woman tall and fair with grey-blue eyes and a wealth of golden almost yellow hair was talking to a famous musician. A little further in the background a young man in the uniform of a naval lieutenant was exchanging what seemed to be rather impressive chaff with a petite but exceedingly good-looking girl. Lady Anselman counted them twice glanced at the clock and frowned.

From 'The Kingdom of the Blind' by E.P. Oppenheim

Task 3. Correct the mistakes in the following sentences.

1. In conclusion the world population is expanding at an unsustainable rate.
2. If we look for example, at sport at schools.
3. Similarly animals, kept outdoors, are also vulnerable to infection.
4. Which option you choose, depends to a certain extent on your budget.
5. Water is, particularly, scarce in arid regions for instance in Africa.
6. However, careful you are accidents can always happen.
7. Inevitably there's always something, you forget.
8. On the, other hand, the unemployment rate has fallen.
9. Lizzie smiled hopefully at him, but his face briefly, looked concerned.
10. I could tell, it was going to be a terrible horrible no good very bad day.

Colon

We use a colon (:)

- to announce, introduce, or direct attention to a list, a noun or noun phrase, a quotation, or an example/explanation:

We covered many of the fundamentals in our writing class: grammar, punctuation, style, and voice.

My roommate gave me the things I needed most: companionship and quiet.

- to connect two sentences when the second sentence summarizes, sharpens, or explains the first. Both sentences should be complete, and their content should be very closely related:

Life is like a puzzle: half the fun is in trying to work it out.

Time is a great teacher: unfortunately it kills all its pupils.

- to separate titles from subtitles:

Everest: The Last Frontier.

- after the salutation in a formal business letter:

To Whom it May Concern: Please accept my application for the position advertised in the News and Observer.

At-hand exercises

Task 1. Select the pairs of words between which a colon should be placed.

1. Many jobs interest me teaching, writing, editing, and social work.

- a) job, interest b) interest, me c) me: teaching

2. There were a number of famous people at the restaurant Brittany Spears, Jack Nicholson, and Helen Hunt.

- a) people: at b) restaurant: Brittany c) Nicholson: and

3. There are a lot of chores I do not like doing dishes, washing windows, and vacuuming rugs.

- a) doing: dishes b) like: doing c) dishes: washing

4. He was a world class athlete a rowing champion.

- a) was: a b) class: athlete c) athlete: a

5. She did not pass the most important of her exams math.

- a) pass: the b) important: of c) exams: math

6. I like all kinds of desserts lemon pie, carrot cake, strawberry ice cream, and chocolate pudding.

- a) kinds: of b) desserts: lemon c) cake: strawberry

7. Some cities are known for being friendly Buffalo.

- a) are: known b) known: for c) friendly: Buffalo

8. There are several hobbies I particularly enjoy cake decorating, dancing, and bicycling.

- a) enjoy: cake b) hobbies: I c) dancing: and

9. One factor made our winter more difficult than usual ice storms.

- a) winter: more b) usual: ice c) ice: storms

10. She prized only one possession her diamond necklace.

- a) prized: only b) only: one c) possession: her

Task 2. Rewrite the following sentences following the rules of using a colon.

1. My favorite cake is made of: carrots, flour, butter, eggs, and cream cheese icing.
2. Many graduate students discover that there is a dark side to academia, late nights, high stress, and a crippling addiction to caffeinated beverages.
3. The very best peaches are: those that are grown in the great state of Georgia.
4. There are many different types of paper, including: college ruled, wide ruled, and plain copy paper.
5. Shakespeare said it best; "To thine own self be true."
6. You may be required to bring many things sleeping bags, pans, utensils, and warm clothing
7. I want the following items, butter, sugar, and flour.
8. I want: butter, sugar, and flour.
9. He got what he worked for. A promotion.
10. This I know. Do or do not. There is no try.

Semi-colon

We use a semi-colon (;)

- to help separate items in a list, when some of those items already contain commas:
I bought shiny, ripe apples; small, sweet, juicy grapes; and firm pears.
- to join two sentences:
I went to the grocery store today; I bought a ton of fruit.

At-hand exercises

Choose whether a comma or semicolon could be used in each blank.

1. He told me to wait _____ but I didn't.
2. That was Thomas _____ my husband.
3. He couldn't afford the big house _____ however, he was able to buy a smaller one.
4. The guests were Tom, an architect _____ Rachel, a doctor _____ and Bill, a dentist.
5. The guests were German _____ French _____ and Italian.
6. He was drunk _____ this is why he crashed the car.
7. He didn't really laugh at them _____ he just smiled.
8. I like to read _____ and I like to write as well.
9. He wants to make a lot of money _____ in fact, he wants to be a millionaire.
10. He travelled to Frankfurt, Germany _____ Paris, France _____ and Barcelona, Spain.

Apostrophe

We use an apostrophe (')

- in short forms: *I'm, haven't, we'll, don't, can't*
- to show possessions:
Give me Michael's shirt.
Can you prepare the dog's dinner, please?

At-hand exercises

Task 1. Rewrite the following sentences using apostrophe where necessary.

1. Dave Carters my best friend.
2. I think its a good idea to give children names of famous people.
3. I wont be able to see very well if you stand by me.
4. The weather is awful – its cold and hasnt stopped raining since I arrived.
5. Whats the best present youve ever received?
6. Potatoes have been one of mankind's most important food staples for the past millennium.
7. Our mornings excursions had been too much for my weak health, and I was tired out in the afternoon.
8. After Holmes departure for the concert, I lay down upon the sofa and endeavoured to get a couple of hours sleep.
9. The more I thought of it the more extraordinary did my companions hypothesis, that the man had been poisoned, appear.
10. Then, again, if not poison, what had caused the mans death, since there was neither wound nor marks of strangulation?

Task 2. Rewrite the paragraphs below adding apostrophe where necessary.

A cats tongue is actually a very sophisticated cleaning device, in addition to its other functions. Its covered with tiny, hooklike extensions called papillae, something like one half of a Velcro connector.

When it cleans its fur by licking with its tongue, a cat is pulling these hooks through the fur. As the hooks pass through, they pick up dirt and skin flakes, and more importantly, any fleas, flea eggs, or other skin parasites that might be present. The cat swallows these along with any loose hair, and they are killed by the strong acid in the cats stomach.

The cats tongue is also important for eating, of course. In nature, cats use their rough tongues as efficient tools for scraping the flesh from the bones of their animal prey.

My first names Susan, but the only person who calls me Susan is my dad. And my sister when shes angry with me, but fortunately that doesn't happen very often now. Most of my friends call me Sue, and so do the people I work with. My old friends call me Maggsie, because my surnames Maggs, and I was always called Maggsie at school. I hated it. Of course, theres only one person who calls me Mum, and thats my son, but when hes with his friends he calls me Sue. My mum calls me Sweetheart, and my best friend calls me Suzanne because shes French. My Japanese sister-in-law calls me Suki – apparently, Suki means 'loved one' in Japanese, so thats really nice. My husband calls me Bunny, but thats another story...

Speech marks (inverted commas)

We use speech marks (inverted commas) (‘’) in direct speech to separate the words a person says:

The teacher said, ‘You have to take part in this concert’.

Question mark

We use a question mark (?) at the end of a direct question:

Do you prefer tea or coffee?

What would you like to eat?

Exclamation mark

We use an exclamation mark (!) at the end of a sentence to show that something is surprising, or exciting, or interesting:

Parents gave me a new bike for my birthday!

We're going to Brazil on holiday!

At-hand exercises

Rewrite the following paragraphs adding the missing punctuation marks.

Last week my brother and I decided to paint our bedrooms while our parents were out for the day. Our parents usually have the painting done by a local firm, but we thought we could save some money if we did it ourselves. We had watched the painters the last time the house had been painted, so we thought we would be able to do the job.

First of all the surfaces have to be washed my brother said.

That can't be very difficult I replied. We'd better put some newspapers on the carpet. If we make a mess, we'll get into trouble.

After that had been done, we looked for some paint in the garden shed.

We could use this red paint I suggested.

My brother said that he preferred green paint.

Just as we were going to start, our parents arrived home.

You should have asked us first my mother said. You can paint the rest of the house too.

A friend and her husband were enjoying a romantic evening at an expensive restaurant when they saw an elderly lady. She was sitting all alone looking in their direction. They smiled back politely and the old lady went across to their table. I am sorry to trouble you she began, trying not to cry but you look like my daughter. She was killed last year and I do miss her terribly. I wonder if you would do something very kind for me. The couple said yes.

It would make me very happy if, just as I'm leaving, you would say, "Goodbye mum" and wave to me.

Certainly the couple replied. How could they possibly refuse. A few minutes later the old lady stood up to leave so the couple waved and said 'goodbye' as 'mum' walked out.

Then the couple asked for their bill. But after checking and rechecking, they called the manager because they thought the total was wrong.

This £25 is for your mother's meal the manager told them. Before she left she said that her daughter would pay.

Two Golfers were approaching the first tee. The first guy goes into his golf bag to get a ball and says to his friend Hey, why don't you try this ball. He draws a green golf ball out of his bag. Use this one - you can't lose it.

His friend replies What do you mean you can't lose it.

The first man replies I'm serious, you can't lose it. If you hit it into the woods, it makes a beeping sound, if you hit it into the water it produces bubbles, and if you hit it on the fairway, smoke comes up in order for you to find it.

Obviously, his friend doesn't believe him, but he shows him all the possibilities until he is convinced. The friend says Wow. That's incredible. Where did you get that ball.

The man replies I found it.

Dash

A dash is almost never required by the laws of grammar and punctuation.

We use a dash (–)

- to set off material for emphasis:

After eighty years of dreaming, the elderly man realized it was time to finally revisit the land of his youth — Ireland.

- to indicate sentence introductions or conclusions:

Books, paper, pencils — many students lacked even the simplest tools for learning in nineteenth-century America.

At-hand exercises

For each of the following sentences, use a dash where one is needed by rewriting each sentence.

1. Marcus Christina's obsessive and controlling boyfriend purchased concert tickets for all of us.
2. Are you paying attention this is very important!
3. All three of her sons Anthony, who is 24; Francis, who is 27; and Marco, who is 28, studied abroad their junior year.
4. I would love to go away for the weekend with you as long as I can choose our destination.
5. It's virtually impossible to please my parents; no matter what I do, they are unhappy with me.
6. Mr. Campbell advised the class that the first group of students the ones whose last names begin with A through L would present their projects on Monday.
7. Please start dinner if it is not too much trouble I must pick up Cassie from dance class.
8. The roof was leaking, the living room windows were broken and the yard is overflowing with debris all thanks to the major storm we had last night.
9. Everyday Americans not the big banking institutions feel the crunch of a bad economy the most.

Spelling

Noun plurals/ Present Simple with *he/she/it*

These rules are the same for noun plurals and the Present Simple, third person.

- words that end in *-ch, -s, -sh, -x, and -z* add *-es*:

watch → *watches*, *address* → *addresses*, *box* → *boxes*, *dash* → *dashes*

- most words that end in *-f* change *-f* into *-ves*:

scarf → *scarves*, *wife* → *wives*, *knife* → *knives*, *leaf* → *leaves*

- words that end in a *consonant+y* change *-y* into *-ies*:

diary → *diaries*, *marry* → *marries*, *try* → *tries*, *party* → *parties*

NOTE: words ending in a *vowel+y* are regular:

play → *plays*, *day* → *days*

At-hand exercises

Task 1. Write the plural of the following nouns.

diary	loaf	dictionary	community
battery	bench	difficulty	documentary
society	fox	boy	movie
university	city	joy	bus
enemy	study	commentary	property

Task 2. Rewrite the following sentences in the third person singular.

1. I go to bed late on Saturdays.
2. Ask Tim and Jane, I'm sure they know the answer.
3. You like chocolate cakes.
4. We always play the guitar in the evenings.
5. I stay at my granny's during my summer holidays.
6. They usually go to the nearest café after they finish their work.
7. I try to do my best in playing the piano, but the progress is slow to come.
8. They never cry even when it really hurts.
9. You kiss this girl as though she is your girlfriend.
10. In the morning we wash our hair, brush teeth and dress for school.

Past tense endings

These rules are for the *-ed* endings in the Past Simple.

- verbs that end in *-e* add *-d*:

live→ *lived*, *change*→ *changed*, *breathe*→ *breathed*, *care*→ *cared*

- verbs that end in a *consonant+y* change *-y* into *-ied*:

study→ *studied*, *carry*→ *carried*, *worry*→ *worried*, *try*→ *tried*

NOTE: verbs ending in a *vowel+y* add *-ed*:

stay→ *stayed*, *play*→ *played*, *enjoy*→ *enjoyed*

- verbs of one syllable that end in one *vowel+consonant* double the consonant and add *-ed*:

plan→ *planned*, *drop*→ *dropped*, *jog*→ *jogged*

At-hand exercises

Task 1. Write what Wayne M.Hilburn, who collected 104 recipes for bananas, did using the Past Simple tense.

- peel them, cut them in half and fry them in butter;
- boil them in milk with sugar and coconut;
- grill them with brown sugar on top;
- mix them with rice for a Caribbean dish;
- bake them in the oven in their skin;
- fry them in batter to make banana fritters;
- whisk them with milk and ice-cream for a delicious milkshake;
- blend them with yogurt to make banana smoothies;
- slice them in half with vanilla ice-cream to make a banana-split;
- chop them and eat them raw in fresh fruit salads.

Present Continuous endings

Some of the rules for the Present Continuous endings are the same as the rules for the past tense endings.

- verbs that end in *-e* change *-e* into *-ing*:

live→ *living*, *dive*→ *diving*, *shake*→ *shaking*, *breathe*→ *breathing*

- verbs of one syllable that end in one *vowel+consonant* double the consonant and add *-ing*:

plan→ *planning*, *jog*→ *jogging*, *step*→ *stepping*, *grab*→ *grabbing*

At-hand exercises

Task 1. Choose the correct spelling in each pair of words.

writing/ writting

diging/ digging

takeing/ taking

deciding/ decideing

swiming/ swimming

haveing/ having

lying/ lieing

readding/ reading

using/ useing

waiting/ waitting

washeing/ washing

riding/ rideing

flyeing/ flying

studing/ studying

going/ goeing

enjoying/ enjoing

Task 2. Write each verb with an *-ing* ending.

control

thicken

grip

improve

choose

fly

make

swim

upset

hook

write

ride

Task 3. Correct the spelling in this letter.

Dear Becky,

I'm sorry that I haven't written to you for so long. I'm afriad I've been very bussy at shool, and I haven't had much time for writeing leters. Last week I finised my examinations, so now I'm geting redy to go on holyday.

I was wundering wether you wood like to come to stay for a few days? You cann meat my freinds, and we coud all go swimming. The wheather is realy good now hear in Italy, and I'm shure you will engoy yourshelf.

Best wishes,

Silvia

Linking words

In English, we don't write lots of very short sentences. We use linking words to join parts of sentences. Here are some common linking words.

● *and* – to link two affirmative sentences:

*Minty got up early **and** she had breakfast.*

● *but, however* – to link two sentences that are different, or when the second is surprising:

*I got up early, **but** I was late for work.*

*People like this are usually harmless. They can, **however**, be a nuisance.*

- *or* – to link two choices:

*We can go to the museum **or** (we can go) to the park.*

- *after, before, when* – to link two sentences and show how the times in the sentences are related:

*I spoke to my manager **after** he arrived at the office.*

*I always drink coffee **when** I'm tired.*

*Bill could only say Hello! **before** the door closed.*

- *because* – to give a reason for an action:

*I arrived late at the office **because** I got up late.*

- *so* – to give the reason why something happens, why someone does something

*I heard a noise **so** I got out of bed and turned the light on.*

- *if* – to talk about something that might happen

*What can you do **if** your child behaves badly in a public place?*

- *although, however, nevertheless* – in spite of the fact

*I don't really enjoy sports, **although** I did watch the game.*

*What you said was true. It was, **nevertheless**, a little unkind.*

- *moreover, besides, in addition* – to make another point or statement after one that you have already made

*I don't want to go to the cinema; **besides** I'm feeling too tired.*

*The rent is reasonable and, **moreover**, the location is perfect.*

*The hotel itself can accommodate 80 guests and, **in addition**, there are several self-catering apartments.*

- *therefore, thus* – as a result of something that has just been mentioned

*The dollar has gone down against the yen, **therefore** Japanese goods are more expensive for Americans.*

For full list of linking words refer to APPENDIX 1.

At-hand exercises

Task 1. Complete the sentences on the left with appropriate linking words on the right.

1. You should switch to a healthier diet and ... stop smoking.

2. ... you don't leave now I'm calling the police.

if

- | | |
|---|-------------|
| 3. She got the job ... she was the best candidate. | although |
| 4. I can see his point, ..., I have to say, he is wrong. | after |
| 5. There was no food in the house ... we rang out for a pizza. | moreover |
| 6. This method has been widely adopted. ... it is not yet clear that it is the best method. | however/but |
| 7. ... months of arguing they decided to divorce. | because |
| 8. Do you want to leave now ... would you rather set off later? | or |
| 9. Most of the evidence was destroyed in the fire. ... it would be almost impossible to prove him guilty. | thus |
| 10. We'll have to reduce costs ... borrow more money. | and |
| | so |

Task 2. Use conjunctions or conjunctive adverbs to combine the pairs of sentences below. Remember that the punctuation rules are different for conjunctions and adverbs.

1. Many young people want to travel to other countries.
They don't have enough money. (but)
2. Air travel and hotels are very expensive.
There are other ways to see foreign countries. (however)
3. Educational exchanges are cheaper than vacations.
They involve valuable learning experience. (in addition)
4. Most young Americans have part-time jobs.
They can save some money for travel. (as a result)
5. Sara goes to school and helps her mother.
She finds time to work at a grocery store, too. (even though)
6. She has \$1000 of her own money.
She is planning to visit her uncle in Venezuela. (so)
7. Sara works hard.
She has very little free time. (so...that)
8. Sara often works.
Her friends are having fun. (while)
9. She likes to have fun with her friends.
She has exciting travel plans. (on the other hand)
10. She can't go to Venezuela.
She pays for part of the airplane ticket. (unless)
11. Sara has an uncle in Caracas.
She doesn't need to pay for a hotel. (therefore)
12. Sara will be very happy.
She sees her uncle and her friends in Venezuela. (when)

Task 3. Consider the following three sentences. Transform these now, using transition phrases: *unlike, because, consequently*.

1. The entire building had to be searched.
2. They started the search on the third floor.
3. It took three hours to complete the search.

Note: The three separate statements are all valid sentences. They convey the bare essential facts of the situation, but nothing more. In fact, they raise almost more questions than they answer. For example:

- Was it a serious incident?
- Had it ever happened before?
- Why did they start on the third floor?
- What about the first two floors?
- How big/high was the building?
- Is three hours a long time for that?
- How long does it usually take?

These are all logical (and obvious) questions that the average person might ask when reading a paragraph made up of the three sentences above.

Task 4. Choose the correct linking words in the right column to complete the gaps:

E-rubbish

<p>1. _____, every household produces electronic rubbish (or e-rubbish) – an old TV or computer printer, or an out-of-date mobile phone we no longer need. 2. _____ when we throw these everyday items away, not many of us know where these objects go. The journalist and photographer, Peter Essick, decided to follow this e-rubbish to several different countries around the world.</p>	<p>Instead</p> <p>As a result</p>
<p>3. _____, Essick found a lot of e-rubbish goes to Ghana. There, he saw mountains of old computers in the local markets. The sellers resell some of them but not much equipment works. 4. _____, they recycle the broken computers by melting the parts inside. These parts contain a little metal such as copper or even gold sometimes. 5. _____, this process of recycling is dangerous for the workers because it produces a lot of toxic chemicals.</p>	<p>In particular</p> <p>But</p> <p>Nowadays</p>
<p>6. _____, Peter Essick thinks it's important to stop exporting e-rubbish. It's bad for the environment and it's bad for people's health. 7. _____, he believes manufacturers need to produce more eco-friendly electronics in the future; in other words, electronic products which you can recycle cheaply, safely and in the country where they were made.</p>	<p>Instead</p> <p>However</p>

Grammar. Reported Speech.

When rendering the content of one's utterance in your story, you should be careful with tenses, especially in subordinate clauses.

- If the reported action belongs to the past tense at the moment of speaking, we use one of the past tenses in the subordinate clause, i.e. Past Simple, Past Continuous, Past Perfect or Past Perfect Continuous:

*"It's too late" – She **said** that it **was** too late.*

*"I'm not married yet" – Susan **said** that she **was not married** yet.*

*"Do you live far from your college?" – Phil **asked** me if I **lived** far from my college.*

- To report a sentence describing an action that happened before the moment of speaking the Past Perfect Tense is generally used:

*"He returned from his business trip two days ago" – His wife **informed** us that he **had returned** from his business trip two days before.*

*Laura **explained** she **had seen** my brother that's why she knew about his plans.*

- However, both actions can be expressed by the verbs in the Past Simple Tense if the precedence of the action in the reported statement is clear from the context:

*"I bought the tickets in advance" – Mrs. Crawford **stated** that she **bought** the tickets in advance.*

- If the situation in the reported statement is simultaneous to the moment of speaking or the action described is of constant or repeated nature, the Present Tense is used in the subordinate clause on condition that the main clause is in the Present Tense, too:

*He **says** that he **prefers** reading to watching video.*

*She **insists** that she **is** very busy today.*

- If the verb in the subordinate clause is used in one of the present tenses it means that the situation in the reported statement is still current at the present moment:

*He **stated** that Henry **is** his best friend.*

*She **said** her sister **likes** grapes very much.*

- In reported speech some words should be changed according to the context:

1. pronouns

*"I graduated from Cambridge", Mary said. – Mary said that **she** had graduated from Cambridge.*

2. adverbs denoting place and time

Direct Speech	Reported Speech
now	then/ immediately
today	that day
yesterday	the previous day/ the day before
tomorrow	the following day/the next day
two days ago	two days before/ earlier
last week	the week before
next day	the next day/the following day
here	there

3. demonstrative pronouns

this	that
these	those

● A number of verbs are used to render the meaning of the reported statement: **to accept, to promise, to forbid, to invite, to warn, to complain, to argue, to confess, to deny, etc.**

*“How about taking a walk after lunch?” Dave asked. – Dave **suggested** taking a walk after lunch.*

At-hand exercises

Task 1. Complete the gaps using the verb in the required tense.

1. She says that she on a visit yesterday night.

- A. has been B. was C. have been D. had been

2. He asked me if I their performance.

- A. enjoy B. have enjoyed C. enjoyed D. had enjoyed

3. Stanly claimed that he where the girl lives.

- A. knows B. knew C. has known D. had know

4. He enquired why they their country house which they fancied so much.

- A. sell B. have sold C. sold D. had sold

5. Bart he had never been there.

- A. states B. has stated C. stated D. had stated

6. She she is experienced enough to start her own business.

- A. believes B. wonders C. believed D. wondered

7. Ian told me he a new picture.

- A. paints B. painted C. has painted D. was painting

Task 2. Render the following sentences in reported speech.

1. “You’d better not use this electric kettle, it’s out of order”, my room-mate said. (to warn)
2. “I’ve just passed my last exam”, Sophie said. (to announce)
3. “I always get high grades for my chemistry tests”, Steve said. (to boast)
4. “But I didn’t even touch your diary. I never take other people’s things”, Ann said. (to argue)
5. “I’ll phone you as soon as I am free”, he said. (to promise)
6. “Don’t forget to take your poster with you when you leave”, Julia said. (to remind)
7. “Yes, you can take my books when I don’t study for the exams”, he said. (to allow)
8. “You never listen to what I’m saying”, Kitty said. (to complain)
9. “Do you feel like going out tonight? There’s a new film on at the “Sunrise”, Phill said. (to suggest)
10. “No, I won’t take part in this performance. I have no desire for that”, Max said. (to refuse)

Paragraphs

When we write, we use sentences to separate ideas. If we use a lot of sentences, we need to use paragraphs to put similar ideas together. A paragraph is the collection of sentences that are related to one main topic. The main topic is basically what the paragraph is about.

For example, look at the information below about a person. It has four paragraphs, and each one is about a different part of Martin’s life:

1. Martin’s early life and education.
 2. His university years.
 3. His job at Oxford and life in England.
 4. His wife and family.
1. Martin Robertson was born in 1974 in Washington. He lived with his family – his parents and two sisters – in a large town house near the centre of the city. He went to the local elementary school and junior high school.
 2. When Martin was 19, he went to Yale University. He studied American and British literature, and he got a very good degree. He stayed at the university to do some research, and he left in 1998.
 3. After a few months, Martin left the USA and took a job at Oxford University, England, as a lecturer in American literature. He has written three books and he is now very well-known. He is still at Oxford University and he plans to stay there.
 4. During Martin’s years in Yale, he met Annabel. Annabel decided to come to

England with Martin and they got married in 2000. They had their first child, a daughter, in 2003 and their second, a son, in 2005.

NOTE: One way to remember when to indent a new paragraph in a story is when the place changes, the action changes, the speaker changes, and the time changes.

At-hand exercises

Rewrite the following passages using paragraphing. Think of a suitable title for each of the paragraphs.

Winter is dangerous because it's so difficult to know what is going to happen and accidents take place so easily. Fog can be waiting to meet you over the top of a hill. Ice might be hiding beneath the melting snow, waiting to send you off the road. The car coming towards you may suddenly slide across the road. Rule Number One for driving on icy roads is to drive smoothly. Uneven movements can make a car suddenly very difficult to control. So every time you either turn the wheel, touch the brakes or increase your speed, you must be as gentle and slow as possible. Imagine you are driving with a full cup of hot coffee on the seat next to you. Drive so that you wouldn't spill it. Rule Number Two is to pay attention to what might happen. The more ice there is, the further down the road you have to look. Test how long it takes to stop by gently braking. Remember that you may be driving more quickly than you think. In general, allow double your normal stopping distance when the road is wet, three times this distance on snow, and even more on ice. Try to stay in control of your car at all times and you will avoid trouble.

A month ago I had no idea that on a Saturday afternoon in November I'd be hanging 30 metres above the ground and enjoying it. Now I looked down at the river far below me, and realised why people love rock-climbing. My friend Matt and I had arrived at the Activity Centre on Friday evening. The accommodation wasn't wonderful, but we had everything we needed (beds, blankets, food), and we were pleased to be out of the city and in the fresh air. On Saturday morning we met the other ten members of our group. Cameron had come along with two friends, Kevin and Simon, while sisters Carole and Lynn had come with Amanda. We had come from various places and none of us knew the area. We knew we were going to spend the weekend outdoors, but none of us was sure exactly how. Half of us spent the morning caving while the others went rock-climbing and then we changed at lunchtime. Matt and I went to the caves first. Climbing out was harder than going in, but after a good deal of pushing, we were out at last - covered in mud but pleased and excited by what we'd done.

When I opened the first 'Body Shop' in 1976 my only object was to earn enough to feed my children. Today 'The Body Shop' is an international company rapidly growing all around the world. In the years since we began I have learned a lot. Much of what I have learned will be found in this book, for I believe that we, as a company, have something worth saying about how to run a successful business without giving up what we really believe in. It's not a normal business book, nor is it just about my life. The message is that to succeed in business you have to be different. Business can be fun, a business can be run with love and it can do good. In business, as in life, I need to enjoy myself, to have a feeling of family and to feel excited by the unexpected. I have always wanted the people who work for 'The Body Shop' to feel the same way. Now this book sends these ideas of mine out into the world, makes them public. I'd like to think there are no limits to our 'family', no limits to what can be done. I find that an exciting thought. I hope you do, too.

Norwich, the capital of the part of Britain known as East Anglia, has existed as a place to live for more than two thousand years. It began as a small village beside the River Wensum. At the time of the Norman invasion in 1066 it had grown to become one of the largest towns in England. With two cathedrals and a mosque, Norwich has long been a popular centre for various religions. The first cathedral was built in 1095 and has recently celebrated its 900th anniversary, while Norwich itself had a year of celebration in 1994 to mark the 800th anniversary of the city receiving a Royal Charter. This allowed it to be called a city and to govern itself independently. Today, in comparison with places like London or Manchester, Norwich is quite small, with a population of around 150,000, but in the 16th century Norwich was the second city of England. It continued to grow for the next 300 years and got richer and richer, becoming famous for having as many churches as there are weeks in the year and as many pubs as there are days in the year. Nowadays, there are far fewer churches and pubs, but in 1964 the University of East Anglia was built in Norwich. With its fast-growing student population and its success as a modern commercial centre, the city now has a wide choice of entertainment: theatres, cinemas, nightclubs, busy cafes, excellent restaurants, and a number of arts and leisure centres. Now the city's attractions include another important development, a modern shopping centre called 'The Castle Mall'. The people of Norwich lived with a very large hole in the middle of their city for over two years, as builders dug up the main car park. Lorries moved nearly a million tons of earth so that the roof of the Mall could become a city centre park, with attractive water pools and hundreds of trees. But the local people are really pleased that the old open market remains, right in the heart of the city.

———— TYPES OF WRITING ————

Formal letter

There are many reasons for writing business letters. Maybe you would like to write to your local council asking them to provide a skate park, or you might be applying for a job to earn some money during the school holidays. Perhaps you could write a letter to the Editor of your local paper.

- At the top of the letter, write your address (using English letters) on the right hand side. As well as your postal address, you may want to include your telephone or fax number (if you are not in the same country as the person to whom you are writing, you should use the international way of writing this, including the country code. You may also want to include your e-mail address.
- On the right hand side, underneath your own address, write the date on which you wrote the letter.
- In Britain, when you do not know the name of the person to whom you are writing (or if you know the name but you want to write in a very formal style), you normally start a business letter with the words '*Dear Sir/Madam*'. You should end the letter with '*Yours faithfully*' ('*Faithfully yours*' is only used in American English).
- If you know the person's name (e.g. Mr Green), you should normally start a business letter with '*Dear Mr Green*'. If you are writing to a woman who is married (e.g. Mrs Green) you should start the letter '*Dear Mrs Green*'. If you are writing to a woman who is not married and refers to herself as Miss Green, you should start the letter '*Dear Miss Green*'. If you are not sure if the woman is married or not, it is more polite to write '*Dear Ms Green*' (Ms can be an abbreviation for either Mrs or Miss). You should end the letter with '*Yours sincerely*'.
- Note that you shouldn't add a full stop at the end of abbreviated words if the last letter of the abbreviation is the same as the last letter of the full word. For example, you should write Mr Smith (short for Mister) or Dr Smith (short for Doctor), but Prof. Smith (short for Professor) - there is a full stop in the last example because 'f' is not the last letter of the word 'professor'.
- Do not use contractions (e.g. *I am, they are, I would like, etc.*)
- Use formal vocabulary.
- In the **first paragraph** say what the letter is about (e.g. *to complain about something, to give instructions, to persuade, to say what you did, to explain something*).
- In the **middle** of the letter give more information, order information well.
- In the **last paragraph** say again what the letter is about and say what you want.
- If you are sending some documents with your letter, you should mention this (e.g. '*Please find enclosed my completed application form*', or '*Please find attached a copy of my CV*')

Address, date	<p style="text-align: right;"><i>15 Westbrook Road, Lenton, Nottingham NG72TD</i></p> <p style="text-align: right;"><i>24th September, 2009</i></p>
Greeting	<i>Dear Sir/Madam,</i>
What the letter is about (opening sentence)	<p><i>I am writing with reference to your advertisement in the newspaper yesterday. I am interested in applying to the Trust and I would be grateful if you would send me further information.</i></p>
Order the information (use linking words) See Appendix 1.	<p><i>First of all, I would like to know a little more about the Trust. Your advertisement says that it is for young people. Could you please tell me how old I must be to apply? I am going to be 18 next month.</i></p> <p><i>In addition, I would appreciate more information about the kinds of projects that you support. For instance, is it possible to receive a grant to help with my university studies?</i></p>
Say what you want	<p><i>Finally, I would appreciate it if you could send me an application form.</i></p>
Closing sentence	<p><i>I look forward to hearing from you soon.</i></p>
	<p><i>Yours faithfully, Cosmo Brikett.</i></p>

At-hand exercises

Task 1. Read the following informal letter (A) of complaint about a computer bought through a mail order catalogue and use the information to complete the numbered gaps in the more formal letter (B).

A.

Dear Sir or Madam

I'm really fed up. It took me ages to save up to buy a computer. And then what happens? The wretched thing goes wrong almost as soon as I got it.

I ordered a computer from your catalogue a month ago and I got it yesterday. I set it up OK, it worked for about five minutes and then just gave up. I can't get anything out of it for the life of me.

I want my money back please – immediately – and some compensation for all this bother. Can you please fix this up as quickly as you can.

Yours sincerely,

James Brown

B.

Dear Sir or Madam,

I am writing to make a (1) about a computer which I purchased (2) weeks ago from your mail order catalogue.

On (3) of the computer, I plugged it in and (4) to get it to work satisfactorily. (5), this was the case for no more than five minutes, after which it (6) and refused to work again.

The situation is (7) unacceptable. It has taken me a (8) amount of time to save up for this computer.

I insist on an immediate (9) of my money as well as some compensation for the (10) this has caused me.

I look forward to your prompt action.

Yours sincerely,

James Brown

Informal letter

Personal letters can include letters to and from family or friends, letters to or from pen pals, 'thank you' letters or Christmas letters. They can be written in a relaxed or conversational tone and there are not really any strict rules about the type of language used in these letters (obviously you want to write kind things though)

- At the top of the letter, write your address (using English letters) on the right hand side.
- On the right hand side, underneath your own address, write the date on which you wrote the letter.
- Informal letters often begin with '*Hi+first name*', **not** '*Dear+name*' or '*Dear Friend*' (the greeting).
- In the **opening sentence** we usually thank the recipient (the person we are writing to) for their last letter (or phone call/email, etc.)
- In the **first paragraph** write something about you. Don't write things they don't know about you.
- In the **middle** remember why you are writing the letter (*describe* an event, place; *ask* for information or help; *persuade* someone to do something; *pass on* information or instructions). Write about this, ask questions.
- In the **last paragraph** say again what the letter is about and say what you want.
- In the **closing sentence** we usually mention a future plan or wish (e.g. *I hope you can come/ Write soon/ See you soon/ Speak to you soon*)
- We normally end with '*Best wishes/ From/ Love/ All the best*'. If you don't know the person very well, end with '*Regards/ Kind regards*'
- Use contractions (e.g. *I'm, you're, I'd like, etc.*)
- Use informal vocabulary.

<p>Address, → date</p>	<p style="text-align: right;"><i>45 Walpole Rd Bournemouth BH1 4EH 6th July 2008</i></p>
<p>Greeting → (use the person's first name)</p>	<p><i>Dear Magda,</i></p>
<p>Thank for the → previous letter (opening sentence)</p>	<p><i>Many thanks for your letter. It was good to hear from you and it fantastic news that you're coming to England. I think it's a really good idea to spend a week travelling around the country before coming to see me.</i></p>
<p>Pass on information or instructions →</p>	<p><i>If I were you I'd hire a car. The trains are expensive and not very good, and the buses are slow. I suggest that you start in Oxford. It's a beautiful city and it's near the airport. And you could visit Eleanor while you're there. The next day, you could drive to Stratford and visit Shakespeare's birthplace and, if you have time afterwards, you could also visit Warwick Castle.</i></p>
<p>Write about this, ask a question →</p>	<p><i>I know you like the countryside, so why don't you go to the peak District after that? It's wonderful for walking and there aren't too many tourists.</i></p>
<p>Closing sentence →</p>	<p><i>Anyway, it's all for now. I hope I've given you a few ideas. I'll write again very soon.</i></p> <p><i>All my love, Jane</i></p>

At-hand exercises

Task 1. Read the letter and replace the underlined phrases 1-10 with a phrase from the list below.

Dear Nicky,

(1) Thanks so much for writing. (2) It was good to hear your news. (3) I'm sorry I haven't written for so long, but (4) I've been really busy.

My big news is that I've split up with Michael. At first, I was really sad, but I feel much better about it now. I met a really nice guy the other day, but I don't think I'm ready for another boyfriend right now. I've got so much work to do that I haven't got the time!

Anyway, (5) that's all the news for now, but (6) I promise I'll write again soon. (7) I must stop now to catch the post. By the way, Doris (8) sends her love. (9) Take care and write back soon.

(10) All the best,
Barbara

- a) asked me to say 'hi'
- b) Best wishes
- c) I have to go
- d) I'll be in touch soon
- e) I've had so much to do
- f) I was really pleased to read your news
- g) Look after yourself and keep in touch
- h) Many thanks for your letter
- i) Sorry it's been so long since I last wrote
- j) That's about it for the moment

Task 2. Write a letter to a new pen friend. Make notes to help you plan your letter.

Name	My name is
Age	I am years old.

Live	I live in
Family	
Pets	
Hobbies	
Question	

Task 3. Put the letter 'F' next to those phrases or language types that are used in formal letters and 'I' next to those used in informal letters.

- | | |
|--|---|
| <ul style="list-style-type: none"> • I am sorry to inform you that... • phrasal verbs • I am very grateful for... • Why don't we... • I will not be able to attend the... • idioms and slang • contracted verb forms like <i>we've</i>, <i>I'm</i>, <i>etc.</i> • Give my regards to... • I look forward to hearing from you... • Let me know as soon as... • short sentences | <ul style="list-style-type: none"> • Dear Tom, • Dear Ms Smithers, • Best wishes, • Yours faithfully, • I'm really sorry I... • Unfortunately, we will have to postpone... • We had a little bit of luck... • Our computers are used for a variety... • I use my pencil sharper for... • polite phrases • fewer passive verb forms |
|--|---|

Email

Email means 'electronic mail'. Emails can be formal or informal.

- We don't include addresses or dates in the text of emails.
- Informal emails often begin with '*Hi+name*', not '*Dear+name*' (the greeting).
- Formal emails begin with '*Dear+Mr/Mrs/Miss/Ms+surname*' or '*Dear Sir/Madam*'.
- At the end of an email to a friend or colleague we write '*Best wishes, + name*'. For a close friend or family member we can write '*Love, + name*'.
- At the end of a formal email we write '*Yours sincerely*' or '*Yours faithfully*'.
- If you are writing about business in an e-mail, the style used is often less formal, although you can follow the formal rules above if you wish. For example, it is common to start the message without the word '*Dear*', or to use the person's first name (if someone writes to you in this way, it is normally alright to reply in the same style). A less formal ending would be just '*Yours*', or something like '*Regards*' or '*Best wishes*'. As a signature, it is common just to type your name.

Greeting	→ Hi Dan
Opening sentence	<p>→ Thanks for your email.</p> <p>I'm so glad that you want to come to Ireland. It's a very beautiful country with a lot of thing to see.</p> <p>I come from Cork, in the south of Ireland. But now I live in Dublin, in the east. It's the capital city. It's got lots of shops and pubs, and it's got some interesting museums. There are lots of lovely buildings in the city.</p> <p>There are mountains in the west of Ireland. There aren't any big cities but there are lots of beaches. We often go there for our holidays.</p>
Closing sentence	→ I hope you can come this year!
Ending email	<p><u>the</u> Best wishes,</p> <p>Sylvia</p>

At-hand exercises

Task 1. Write a reply to Helen's invitation in the form of an email.

Brenda,
The office is holding the annual Christmas party on December 21st this year. They've hired the Ministry of Dance and they've got a really good DJ. It would be great if you could come. Ask Mehmet to look after the baby - he hates dancing anyway.
Let me know before the end of the week if you're coming.

Love
Helen

P.S. Why don't you get your answering machine fixed?!

Task 2. Look at the advert below. Complete the email to the hotel.

<p style="text-align: center;">Manor Bridge Hotel A beautiful hotel in the heart of the English countryside</p> <ul style="list-style-type: none">● 6 double rooms ● swimming pool● 2 single rooms ● much more! <p style="text-align: center;">Come to Manor Bridge Hotel for a weekend away or a holiday! manorhotel@burbank.net</p>

From:
To:
Subject:

Dear

I some more information about your hotel.

- Do you have a room available for my wife and me on?
- is it for two nights?
- Is breakfast?
- Has the hotel got?

I to your reply.

Yours,

.....

Postcard

Postcards have a very limited space on them to carry your message. Hence it is essential you come to the point, and come to it soon! It is best to leave out extremely personal details while writing a postcard, since the card is not enclosed in an envelope, and anyone who can see the text on the postcard can potentially misuse it.

Holiday postcards have three main characteristics. They're short, positive (even if it's raining) and predictable in their content.

- Holiday postcards have the same structure as informal letters (greeting, description of the place and your impressions, closing sentence, signature).
- Use the present continuous to describe what you're doing.
- Your postcard can be as short as you like. You don't need to include all the elements above.
- Even if you're having a terrible time, don't complain in your postcard. Use an exclamation mark to show you don't mind that your holiday isn't perfect. *'As usual, it's tipping down with rain in our wonderful British summer!'*

Greeting →	<i>Dear Bill,</i>
Don't complain →	<i>I got here last Friday and I'm having a great time. The weather is not really good, but there are plenty of things to do.</i>
Description of the place and your impressions →	<i>There are a few cafes near the hotel where I play cards and chat with other tourists. I've met a lovely girl from Madrid who is taking me to a great new club tomorrow. The nightlife is interesting - so different from at home. I'm always really tired in the morning after going out so much - I'll need a holiday after this!</i>
Signature →	<i>Best wishes, Sam</i>

At-hand exercises

Task 1. Write a holiday postcard using the words and phrases below.

a few days ago	Helsinki	professor of archeology
evening	lots	sightseeing
fabulous	Love	some interesting ruins
food	Mum and Dad	take photographs
go in the afternoon	places of interest	terrible

Task 2. On what occasion would you send each of these greeting cards?

1.



2.



3.



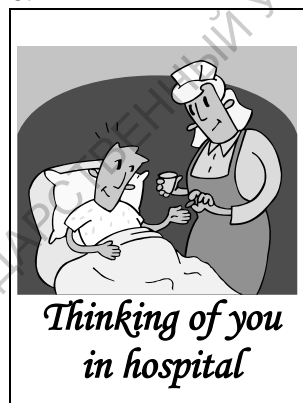
4.



5.



6.



7.



8.



Task 3. Match the greeting cards to the following messages.

A. Congratulations! Hope she has her mother's looks and her father's talent for golf.	B. On this your special Day Best wishes go to you That this wonderful Love you share Lasts your lifetime through!	C. Good luck! When's the housewarming party?	D. A true friend remembers your birthday but not your age.
--	--	---	--

E. That was a lovely party. We really had good fun.	F. Congratulations! When's the big day?	G. Get well soon	H. All the best! We'll miss your smile around the office.
---	--	----------------------------	---

Reproduction (retelling) of the story

Reproduction (retelling) of the story is a creative type of writing, aimed at the reconstruction of what has been read or heard, either with the change of the person of narration or without it. It is widely used in the classroom (for study purposes) to develop and check communicative skills, spelling and punctuation.

Reproduction for study purposes is performed in several steps.

- Getting acquainted with the text (usually a short story, a joke or a personal anecdote – a short story based on your personal experience) by listening to it or reading.
- Note-taking of numbers, dates, names, key words and a string of facts (usually done during the second listening/reading).
- Writing a rough draft (retelling the most important facts of the story following an outline:
 - Who/what is the story about?
 - Where did it take place?
 - What happened at the beginning?
 - What happened in the middle?
 - What happened at the end of the story?
- Proof reading (checking up content, structure, vocabulary, grammar, spelling and punctuation).
- Writing a fair copy.

At-hand exercises

Task 1. Read the story and make notes that contain the most important information.

Once upon a time there was a stone cutter. The stone cutter lived in a land where a life of privilege meant being powerful. Looking at his life he decided that he

was unsatisfied with the way things were and so he set out to become the most powerful thing in the land.

Looking around his land he wondered to himself what it is to be powerful. Looking up he saw the Sun shining down on all the land. "The Sun must be the most powerful thing that there is, for it shines down on all things and all things grow from its touch." So he became the Sun.

Days later, as he shone his power down on the inhabitants of the land, there came a cloud which passed beneath him obstructing his brilliance. Frustrated he realized that the Sun was not the most powerful thing in the land, if a simple cloud could interrupt his greatness.

So he became a cloud, in fact, he became the most powerful storm that the world had ever seen. And so he blew his rain and lightning, and resounded with thunder all over the land, demonstrating that he was the most powerful. Until one day he came across a boulder. Down and down he poured and his thunder roared, lightning flashed and filled the sky, striking the ground near the boulder. His winds blew and blew and blew, and yet, despite all his efforts, he could not budge the boulder.

Frustrated again, he realized that the storm was not the most powerful thing in the land, rather it must be the boulder. So he became the boulder. For days he sat, unmovable, and impassive, demonstrating his power, until one day, a stone cutter came and chiselled him to bits.

Task 2. Retell the most important facts of the story following the outline:

- Who/what is the story about?
- Where did it take place?
- What happened at the beginning?
- What happened in the middle?
- How does the story finish?
- What is the moral of the story?

Task 3. Check up content, structure, vocabulary, grammar, spelling and punctuation.

Summary

There is so much information today that it is not easy to keep up to date. We therefore trust in others to summarize the most important facts for us.

To make a summary, first of all, you should read the text/watch the film and make notes of the most important facts.

- In the introduction give a brief overview.
- In the content tell the main points of the plot/content in your own words.

- The most important tense for a summary is the **Simple Present**. Actions happening one after the other are in the Simple Present. Note, however, that you have to use different tenses for everything happening at the same time or before. Some summaries are written in simple past. This is the case for example when summarizing newspaper articles.
- Leave out unimportant details. Always check your notes and only use details in your summary that are really essential for the plot.
- Don't put your own opinions, ideas, or interpretations into the summary

For helpful phrases see APPENDIX 2.

At-hand exercises

Task 1. Read the following passage and then complete the table that follows it.

The inter-office memorandum or memo is a means of informal communication within a firm or organization. Although a memorandum may be typed on a plain sheet of paper, it is usually typed on special form. These forms are usually 148 mm X 210 mm (A5), but some companies prefer larger sizes. Although there are more detailed systems, the format is generally simple and comprises two major parts: the *heading*, consisting of the printed guide words (*To*, *From*, *Date* and *Subject*) and the *body* or *message*.

Although the heading contains only the above guide words, other guide words such as *Telephone Extension* or *Department* may be added. The *To* line identifies the individual(s) intended to receive the memorandum and should usually include the addressee's name, but courtesy titles (Mr., Ms), job titles and department are optional. The *From* line indicates the name of the writer and again courtesy titles, job titles and department are generally not included. Although some companies accept abbreviated or all numerical forms in the *Date* line, it is better to type the date in full. The *Subject* line pinpoints the gist of the memorandum. Although it should be as brief as possible (usually not more than one line in length), it may be longer if this is necessary for filing purposes.

	General information	Exception
Forms	Typed on a special form	Typed on plain sheets of paper
Form size		
Format		
Heading		
<i>To</i> line		
<i>From</i> line		
<i>Date</i> line		
<i>Subject</i> line		

Task 2. Write a summary of the passage in Task 1 from the table you have completed. Use only the *General information* column of the table – leave out all exceptions.

Task 3. Continue your summary by using information from the following paragraph. Again include the generalisations and leave out the exceptions. Give your summary a suitable title.

The body or message of the memorandum is separated from the *Subject* line by two or three blank lines. Some typists still prefer indented style but nowadays most use block style. Although wider spacing is sometimes used for short memorandums, they are usually single-spaced. There is usually no signature at the bottom of the memorandum form, but the writer's initials are sometimes printed in. Memorandums are usually distributed unfolded without an envelope, but some companies have special envelopes for inter-office communications.

Story

Everybody knows writing a story is not easy. Like the drama or the poem, it is imaginative literature that should appeal to the emotions of the readers.

- In order to be able to write a good short story, you must **read** other short stories first. This will not only give you the motivation and inspiration for your own story, but it will also help you learn how other authors made an impression on the reader and use their style as basis to create your own style and impression.
- **Conceptualize** your story. Think of something you want to talk about with your readers. This could signal a good beginning for your story. From here, you would have the notion what to write down.
- **Write down** the possible characters of your story and list the main events in order. You don't have to put so much detail on them because this only serves as a rough sketch of how your story will look like.
- **Choose your point of view.** Who tells the story and how it is told is very critical for a short story to be effective. The point of view can change the feel and tone of the story radically.
- **Show, don't tell.** Rather than saying, 'Annette was really mad at her best friend Christina for stealing her boyfriend', say 'Annette felt an ache in her stomach and a strong pang of betrayal as Christina approached her and flashed her with a sweet smile.'
- Use **active verbs.** Put as much life into your story as you can. In order to do this,

employ verbs in the active voice in your story. Instead of saying, ‘The flower was picked by Johanna’, say ‘Johanna picked the flower.’

● Use **some dialogue**. Dialogue is important in bringing your story to life. Use it in direct quotes like ‘Go there!’ instead of indirect quotes as ‘She told him to go there.’

<p>Use narrative tenses</p>	<p><i>It all happened last summer. I was staying at my cousin's house in the mountains and I was bored. I really wanted something exciting to happen so I decided to go for a walk alone.</i></p>
<p>Use phrases to show when things happened (linking words)</p>	<p><i>At first, it was sunny, the mountains were beautiful and I felt happy. But time passed quickly and soon it was getting dark. I realised that I was a long way from my cousin's house and I was completely lost!</i></p>
<p>For more linking words see Appendix</p>	<p><i>Suddenly, I heard a strange noise and saw a large dog. He was barking and he seemed to be asking me to go with him. So I decided to follow him. After a while, he took me to my cousin's house. He ran off into the night and I never saw him again.</i></p>

Use interesting vocabulary

At-hand exercises

Task 1. Write your own story including at least ten of the suggested words in the box. The questions below can help you think about the plot of the story.

Andy	Kelly	Martin	breathtaking	island	storm
	acquaintance	journey	local inhabitants		steamer
frightening		£50,000	tickets		rescue team
	suitcase			helicopter	

1. Who called Andy one day? What did she/he tell him?
2. Where did they decide to go? Why? What did they take with them?
3. When did they arrive at the quay? Who did they meet there?
4. What happened on board the steamer?
5. What was the weather like?
6. How long did they stay on the island?
7. Who helped the situation?
8. Who did Kelly stay with? Why?

Task 2. Look at the picture. Answer the questions below in writing in as much detail as possible.

- What can you say about the characters in the picture?
- Where are the children?
- What are they doing?
- What do you think is going on?
- Is the room in order?
- What are the children speaking about?

Task 3. Write the conversation between the children filling in the bubbles.

Task 4. Write the story based on the picture using your notes in I-II.



Essay

An essay is a piece of writing, usually from an author's personal point of view. Essays are non-fictional but often subjective. The **five paragraph essay** is a highly structured form requiring an introduction presenting the thesis statement; three body paragraphs, each of which presents an idea to support the thesis together with supporting evidence and quotations; and a conclusion, which restates the thesis and summarizes the supporting points. It teaches students how to organise their thoughts clearly in writing.

Introductory paragraph

- Start the introductory paragraph with a sentence that piques the interest of your readers. That first sentence will lead into three or four sentences that provide details about the subject of your essay. The last sentence of this paragraph must also include

a transitional "hook" which moves the reader to the first paragraph of the body of the essay.

NOTE: you should try to have a first sentence that engages your reader. Consider these ideas for creating a strong beginning: a surprising fact, humour, quotation.

- Write the thesis statement the role of which is to state the central message of your entire paper. In every thesis statement you will give the reader a preview of your paper's content, but the message will differ a little depending on the essay type.

Body

- Write the first paragraph of the body that includes the strongest argument, most significant example, cleverest illustration, or an obvious beginning point.

NOTE: The first sentence should contain the "reverse hook" which ties in with the transitional hook at the end of the introductory paragraph. The subject for this paragraph should be in the first or second sentence. This subject should relate to the thesis statement in the introductory paragraph. The last sentence in this paragraph should include a transitional hook to tie into the second paragraph of the body.

- Write the second and the third paragraphs in the same way.

Conclusion

- Write the fifth paragraph, that is a summary paragraph including the following:
 - an allusion to the pattern used in the introductory paragraph;
 - a restatement of the thesis statement, using some of the original language or language that "echoes" the original language;
 - a summary of the three main points from the body of the essay;
 - a final statement that gives the reader signals that the discussion has come to an end.

NOTE: It is important to restate the thesis and three supporting ideas in an original and powerful way as this is the last chance the writer has to convince the reader of the validity of the information presented.

At-hand exercises

Task 1. Read the introductory paragraph of a sample essay and match the numbered sentences with their type.

1. Stephen King, creator of such stories as "Carrie" and "Pet Sematary", stated that the Edgar Allan Poe stories he read as a child gave him the inspiration and instruction he needed to become the writer that he is. 2. Poe, as does Stephen King, fills the reader's imagination with the images that he wishes the reader to see, hear, and feel. 3. His use of vivid, concrete visual imagery to present both static and

dynamic settings and to describe people is part of his technique. **4.** Poe's short story "The Tell-Tale Heart" is a story about a young man who kills an old man who cares for him, dismembers the corpse, then goes mad when he thinks he hears the old man's heart beating beneath the floor boards under his feet as he sits and discusses the old man's absence with the police. **5.** In "The Tell-Tale Heart," a careful reader can observe Poe's skillful manipulation of the senses.

A. a thesis statement

B. a transitional hook

C. supporting sentences

Task 2. Choose the correct option to answer the questions about the introductory paragraph in Task 1.

1. By what means is the reader's attention drawn in the first sentence?
a. a joke b. a quotation c. paraphrasing
2. What is the topic of the essay?
a. Poe's use of visual imagery;
b. S. King's liking for Poe's stories;
c. peculiarities of Poe's short story "The Tell-Tale Heart".
3. What is a mini-outline of the essay?
a. Poe's use of imagery in the description of static and dynamic settings;
b. Poe's use of imagery in three places in his writing: description of static setting, description of dynamic setting and description of a person;
c. Poe's skill of describing human suffering.

Describing a diagram

A diagram makes information easier to understand by showing how two or more sets of data are related. The skill of describing a diagram is needed for presentations, professional development and a number of international examinations.

● **Identify trends.** A trend is the changes and movements in facts and figures over a period of time:

- what is happening/what happened;
- the main change over time;
- the most noticeable thing about the graph.

For useful vocabulary see APPENDIX 3.

Introduction

● **Describe the graph.** You can use some slightly different words or word forms from those on the question paper, but be careful to give the full information. Start with "The graph shows".

- **In the second sentence give the trend or trends.** You can put two trends in this sentence or only one - you can keep the other one for the conclusion. Start with "Overall, ..."

Paragraph 1: Trend 1

- Start with a sentence with no number.

City size increased sharply over the period.

The most obvious trend in the graph is that women are having fewer babies.

Oil production has increased slightly in all the countries in the graph/

- Follow this sentence with an example (sentence with number) and perhaps another example (another sentence with number). Keep alternating.

Conclusion

- Finish by repeating the main trends, or identify a second trend. Use different vocabulary.

- Don't have any numbers in the conclusion (you can use words like "most", "the majority", "a minority", "a small number").

- Don't give an opinion.

NOTE:

- Don't write about everything on the graph. Pick the biggest, the smallest, the main points, the main trends. Group similar things together.

- Don't write about the line or the bar: *The line went up /The bar went down.* Instead, write about the idea.

The number of people going to work by train increased gradually.

Oil production shot up in 1965.

- Don't use "I feel", "as I have written," "as you can see," etc. Keep it academic.

- Don't start sentences with But, So, Also, And, For, Since, Because, Although

At-hand exercises

Task 1. Draw the following charts and say what is happening using helpful phrases:

The pie chart is about ...

The bar chart deals with ...

The line graph (clearly) shows ...

The slices of the pie chart compare the ...

For more phrases see APPENDIX 3.

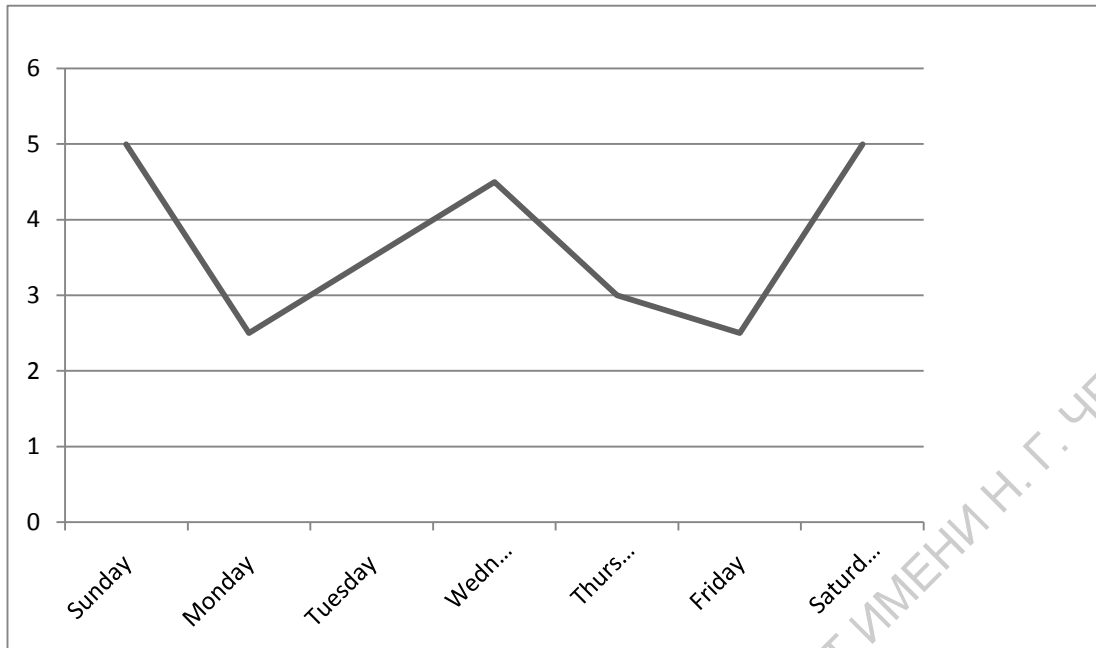
table	
pie chart	
bar chart	
single-line graph	
multiple-line graph	
bubble diagram	

Task 2. Look at the example “My free time graph” below. Choose a topic (or think of your own topic) from the list on the right and draw your own graph. Then write sentences about your graph.

Example sentences:

1. My free time reached its peak at five hours on Sunday because I had two classes the next day and not much homework.
2. My free time reduced quickly on Monday as I had a lot of work about the house and an evening on-line course in Spanish.
3. There was a gradual growth on Tuesday because I had only three classes.
4. It continued a slow rise on Wednesday as I didn't have to go to university.
5. There was again a substantial decline on Thursday because I had two classes and optional classes in English.
6. It continued to decline moderately on Friday because I had much homework.
7. My free time reaches its peak at five hours on Saturday as I had no classes.

My Free Time Graph



laziness

happiness

study

money

problems

weight

work time

home task

progress
in English

time for
sport

BANK OF EXERCISES

SKILLS OF WRITING

Punctuation

Task 1. Rewrite the sentences and add the commas where they are needed.

1. They played checkers until it was time to go home.
2. Even though Lee prefers blue Charlotte picked yellow.
3. Since there was no school that day the children played in the snow.
4. We thought she was nice because she smiled a lot.
5. Mike ate his vegetables before he ate his dessert.
6. While the class took a test the teacher graded papers.
7. My bath was too hot I got soap in my eyes my marble went down the drain and I had to wear my railroad-train pajamas.
8. The rain grew stronger and the sea rougher as the night progressed.
9. Even when I knew him very well encounter after encounter I had difficulty recognizing him.
10. Munnar is a small hill station surrounded by some of the highest tea estates in the world.

Task 2. Combine the sentences using a comma and a coordinating conjunction.

1. I don't want to argue with you. I don't want to give in.
2. She had a lot of friends. She was a friendly girl.
3. I had a cute puppy. I lost him.
4. He studied for the test. He got a good grade.
5. Jim can boil eggs. Sally can make toast.
6. We can go to Disneyland. We can go to Sea World.
7. Dan moved to Michigan. He moved home again.
8. They didn't want to be late. They hurried.
9. Jill runs a mile every day. She swims on Fridays.
10. You can choose vanilla ice cream. You can choose chocolate.

Task 3. Choose the pairs of words between which a colon should be placed.

1. Some items I want to buy at the grocery store are the following bread, butter, jelly, honey, and milk.
a) store: are b) following: bread c) no colon
2. Above all traits, I prize one in particular kindness.
a) one: in b) particular: kindness c) no colon

3. To construct this poster, I need the following items poster board, markers, and a ruler.

- a) following: items b) items: poster c) no colon

4. He wants to try out for all three sports teams, including baseball, basketball, hockey.

- a) teams: including b) for: all c) no colon

5. If only the handyman could do one thing fix the sink.

- a) do: one b) thing: fix c) no colon

6. The grocery store at the corner sells all kinds of food products as well as some camping supplies.

- a) corner: sells b) products: as c) no colon

7. Mark Twain once said this "the reports of my death have been greatly exaggerated."

- a) this: the b) once: said c) no colon

8. Many tennis players excel in one other sport, usually a racquet sport.

- a) players: excel b) sport: usually c) no colon

9. Since he does not know algebra, he should probably register for basic math.

- a) algebra: he b) probably: register c) no colon

10. John F. Kennedy made this statement "Ask not what your country can do for you. Ask what you can do for your country."

- a) made: this b) statement: ask c) no colon

Task 4. In each question choose the correctly punctuated sentence/sentences.

1.

- a) The potion contained: fruit, biscuits and glue.
b) The potion contained fruit, biscuits and glue.
c) The potion: contained fruit, biscuits and glue.

2.

- a) You have only one choice: leave now while you can.
b) You have only one choice leave now while you can.
c) You have only one choice. Leave now while you can.

3.

- a) I can see only one thing: the old lighthouse.
b) I can see only one thing the old lighthouse.
c) I can see: only one thing the old lighthouse.

4.

- a) In the bag were: scissors, a hairbrush and her address book.
- b) In the bag were the following: scissors, a hairbrush and her address book.
- c) In the bag there were: scissors, a hairbrush and her address book.

5.

- a) Mankind has only one choice left stop burning fossil fuel.
- b) Mankind has only one choice left, stop burning fossil fuel.
- c) Mankind has only one choice left: stop burning fossil fuel.

6.

- a) My favourite breakfast cereals are: corn flakes, frosties and golden nuggets.
- b) These are my favourite breakfast cereals: corn flakes, frosties and golden nuggets.
- c) My favourite breakfast cereals: corn flakes, frosties and golden nuggets.

7.

- a) Our old French teacher used to say: 'Look at the text lad!'
- b) Our old French teacher would say: 'Look at the text lad!'
- c) Our old French teacher had a favourite saying: 'Look at the text lad!'

8.

- a) I have only one thing to say to you: 'Get off my land.'
- b) The pot contained: sausages, mushrooms and beans.
- c) My favourite books are: 'On the Road' and 'The Naked Lunch'.

9.

- a) These are a few of my favourite things: sausages, beans and more sausages.
- b) For breakfast I would like: sausages, beans and more sausages.
- c) This would be my favourite breakfast: sausages, beans and more sausages.

10.

- a) We have to stop: polluting the rivers, burning fossil fuels and using our cars.
- b) We have to stop doing these harmful things: polluting the rivers, burning fossil fuels and using our cars.
- c) These things cause environmental damage: polluting the rivers, burning fossil fuels and using our cars.

11.

- a) The new house was: modern, spacious and luxurious.
- b) Our new house looked: modern, spacious and luxurious.
- c) I like a new house to be all of the following: modern, spacious and luxurious.

12.

- a) Give me: mushrooms, cheese, ham and coleslaw.
- b) I love: mushrooms, cheese, ham and coleslaw.
- c) I love a huge breakfast: mushrooms, cheese, ham and coleslaw.

Task 5. In each sentence, decide whether a colon or a semi-colon would be most appropriate.

4. If you get lost in the snow, this is what you should do ___ stay where you are, make yourself warm and comfortable and wait for help.
5. Java ___ a popular programming language for the World Wide Web.
6. Marina failed her English test ___ nevertheless, she was able to get a good job.
7. I took my umbrella ___ it looked like it was going to rain.
8. There are two things about him that drive me crazy ___ his music and his cooking.
9. The USA has a very large land area ___ Canada is even larger.
10. This is what I told him ___ "Buy yourself a bicycle, so that you don't have to borrow mine!"
11. I had lamb for lunch ___ Fred had steak.
12. I bring everything I need to class every day ___ my pens, my books and my dictionary.
13. Three countries are involved in the discussions ___ however, only Mexico and Canada will sign the treaty immediately.

Task 6. Punctuate the following text.

MARDI GRAS SEASON IN NEW ORLEANS

Do you celebrate Fat Tuesday If you live in New Orleans Louisiana or any place else along the coast of the Gulf of Mexico you probably do

Every year the people of New Orleans celebrate Mardi Gras which is French for Fat Tuesday This holiday is the day before Ash Wednesday and it begins a season of fasting called Lent for many Christians leading up to Easter Sunday It's called Fat Tuesday because its the last day that many people eat meat and fatty foods before Lent begins

Today Mardi Gras season in New Orleans is a time of merry-making and festivity Many clubs in the city called krewes (pronounced "crews") sponsor extravagant parades and masked balls in the weeks leading up to Fat Tuesday Its a lot of fun to try to catch the trinkets that are thrown to the crowds from the parade floats Every krewe has a king and queen whose identities are kept secret until the night of the ball Its all part of the fun and mystery of Mardi Gras

Task 7. Rewrite the text following the rules of capitalization.

AFRICANS MARK THE END OF THE SLAVE TRADE

two hundred years ago, on march 25th, 1807, britain banned the trade in slaves from africa. africans marked this anniversary on sunday with a special ceremony in ghana, from where british slave ships transported countless numbers of innocent black africans to the usa. descendants of these slaves gathered at one of the most infamous trading posts, fort elmina, known as "the door of no return". they remembered the tens of millions who crossed the atlantic, many perishing, in barbaric conditions to provide free labour in the new world. ghana's president john kufor gave

a speech recalling their suffering: "through this dark era of human history, the...human spirit...could not be broken," he said. he added: "man should never descend to such low depths of inhumanity to man as the slave trade ever again."

Spelling

Task 1. The letters below are all jumbled. Put the letters in the right order to make words.

Jumbled vegetables and fruit

1. oomatt
2. nabaan
3. brumuecc
4. pishcan
5. groane
6. nosion
7. culteet
8. freputigar
9. leetnowarm
10. ciborloc

Tips for the teacher

- *The alternative ways to use these exercises are:
- as a warm-up activity (either individual or competitive between groups) before the dictation or story writing;
 - as a time filling activity (especially with those students who take less time to complete the major task).

Jumbled weather words

1. msmure
2. nair
3. nhrruace
4. oefrcsat
5. mtuaun
6. odluc
7. niilhggtm
8. htndre
9. nswoflla
10. ilcamet

Jumbled house words

1. rolfo
2. liafceerp
3. bdermoo
4. imnasno
5. reclal
6. idnign-orum
7. oscy
8. tisraaces
9. csyksearrp
10. netickh

Jumbled family words

1. ieraltev
2. socuin
3. iamrraeg
4. darnetgafhre
5. lisbign
6. dsuhabn
7. nlhcirde
8. uatn
9. ienec
10. eenhpw

Jumbled travelling words

1. tlfgh
2. rciues
3. juonrye
4. ccadmootaino
5. egulagg
6. ausstice
7. roiarpt
8. aspsnegre
9. otntedsiain
10. hocac

Jumbled appearance words

1. sahndmoe
2. iebuatufl
3. ksnniy
4. yees
5. xocpmeloin
6. tefareu
7. gifuer
8. sixeuqiet
9. ttaarctvie
10. veorwiegth

Jumbled illnesses words

1. aetpmeruter
2. pmystmo
3. eaproitno
4. lpsatre
5. inomtnet
6. timxrue
7. psamllxo
8. zenilfuna
9. ythpodi
10. onisnmai

Jumbled sightseeing words

1. ciPdcaiyll
2. imsenWsttre
3. edugi
4. hmTeas
5. acehtdalr
6. lbiudhgi
7. hWiehtlla
8. econahpt
9. oPotcam
10. qsauer

Jumbled education words

1. redgee
2. eersacrh
3. rotpsagdauet
4. lpaacpiitno
5. laifsn
6. eltrcue
7. raMtse
8. aBlhcero
9. olcleeg
10. outtirla

Task 2. Complete the following sentences.

1. He wasn't sure whether he needed a licen_e to collect money for charity.
2. The ability to find mistakes improves with practi_e.
3. An advi_e note tells the customer that the goods he ordered are being delivered.
4. He had to licen_e two of the firm's cars at the end of the month.
5. It is not advi_able to learn to type to music.
6. A letter-opening machine is a devi_e for cutting open the envelopes received in the incoming mail.
7. If you are practi_ing speed rather than accuracy, your mistakes will increase in number.
8. To practi_e speed and accuracy at the same time usually does not help speed or accuracy.
9. A keyboard has been devi_ed which works by blowing on the keys.
10. If you want to attend a full-time training course it is best to take advi_e to find the right one.

Task 3. Fill in the blanks in the following passage with either 's' or 'c'.

Although Charlie was licen_ed to drive a car, he wanted to become a lorry driver and so he needed a special driving licen_e. To get this he had to take a test devi_ed to measure his skill in driving large vehicles. His friends advi_ed him to

practi_e as they knew the test was tough, but Charlie was confident and prophe_ied that he would pass with no trouble.

After practi_ing for a day or two, Charlie went along to take the test. The examiner made him drive round a test course and practi_e several manoeuvres that a lorry driver would use. Then he asked Charlie a few questions about driving.

‘What is the function of the steering wheel?’ he asked.

‘The steering wheel,’ replied Charlie, ‘is a devi_e to hang on when you go round a corner too fast!’

Charlie failed the test. His prophe_y had not come true. The examiner advi_ed him to practi_e a lot more and to read the highway code before he applied for another licen_e. This time Charlie decided to listen to the advi_e he was given and he devi_ed a way to raise money to pay for proper lesson.

Task 4. Find the word that is spelled correctly to complete each phrase.

Variant 1.

1. to _____ signal

- a. tranzmit b. transmit c. trannsmit d. transmitt

2. a _____ liquid

- a. flamible b. flamable c. flammible d. flammable

3. the _____ pants

- a. camouflage b. camoflage c. camoflaug d. camuflage

4. an _____ seat

- a. aisle b. asle c. aile d. aisel

5. a _____ in the army

- a. sergent b. sergeant c. seargent d. sargaent

6. _____ from each other

- a. apart b. aparte c. apporte d. appart

7. _____ not

- a. mabey b. maybe c. mabe d. maby

8. a _____ tent

- a. canvis b. canvas c. canvvas d. canvvas

9. to prescribe an _____

- a. anibiotic b. anntibiotic c. antibiotic d. annibiotic

10. an _____ party

- a. extravagant b. extravigate c. extravegant d. extravigante

Variant 2.

1. a newspaper _____

- a. artecle b. artacle c. artictle d. article

2. to settle an _____
 a. argeument b. arrgument c. argument d. arguement
3. the _____ airport
 a. internationel b. innernational c. intrenational d. international
4. to receive an _____
 a. acknowledgment b. aknolegement c. agnolegment d. aknowlegement
5. the dog's _____
 a. pedagree b. pedigree c. pedigre d. pediggree
6. the man's _____
 a. stubbornness b. stuberness c. stubornness d. stubborness
7. to _____ the cars
 a. maunufacture b. manufachure c. manufacture d. manufacure
8. with complete _____
 a. accurcity b. accurasy c. accuricy d. accuracy
9. an important _____
 a. engagiment b. engagment c. ingagment d. engagement
10. _____ Day
 a. Remembrance b. Remeberance c. Rememberence d. Remembrece

Variant 3.

1. an _____ reaction
 a. alergic b. allergic c. alerject d. alergect
2. a _____ in college
 a. sophomore b. sophmore c. soffamore d. sophamore
3. an outdoor _____
 a. consert b. concert c. conesert d. concer
4. to _____ the question
 a. omit b. omitt c. ommit d. omet
5. to discover an _____
 a. artifac b. artafact c. artifact d. artifact
6. to drop _____
 a. ancher b. anchor c. anckor d. ainchor
7. a _____ fracture
 a. coumpound b. compound c. compond d. componde
8. of _____ quality

a. comparable b. comprable c. cumprable d. comeparable

9. wildlife _____

a. consirvation b. consevation c. conserveation d. conservation

10. an _____ freeze

a. archtic b. arrtic c. artic d. arctic

Variant 4.

1. Her boss will _____ her to supervisor.

a. prommote b. pramote c. promote d. promoat

2. The _____ of the kitchen impressed the inspectors.

a. clenliness b. cleanliness c. cleanlyness d. cleanlilness

3. The _____ tested the bacteria samples.

a. scientist b. scientest c. sientist d. sceniees

4. He learned to _____ the machinery well.

a. manipulate b. manipilate c. manippulate d. menipulate

5. An itch on my back began to _____ me.

a. irratate b. iritate c. irritate d. irretate

Task 5. Find ten spelling mistakes in each text below and correct them.

It was seven o'clock in the mourning. There was a nock at the door of a flat on the second flour. The survant opened the door, and the milkman handed her a can. "There you are, a quart of milk."

The survant took the can, lifted the cover, and saw nothing but some water on the botom of the can. She called back the milkman, "Here, I say! It's water that you have given me!"

The milkman quikly returned, glansed at the bottom of the can and exclaimed: "What a stupid fellow I am! I've fogotten to add milk to it".

An English turist came to Paris. It was his first visit there. On the same day he sent a tellegram to his wife who was in London. In the tellegram he told her the adress of the hotel where he was going to stay. He also told her that he was quiet well.

As he was in Paris for the first time, he was very eger to see the places of interest. After dinner he went for a wolk and then decided to go to the theatre to see a new play. It was very late when the play was over. It was time to go home. But at that moment he realized that he couldn't get to the hotel: he didn't remember aither the name of the hotel or the adress. The Englishman was at a los because he didn't know

what to do. Suddenly he remembered sending that morning a telegram to his wife. So, late at nite his wife got a very strange telegram: "Please send me my adress at once."

Task 6. Correct the errors in the following paragraphs.

A new supercomputers, designed by the Energy Departement and intel coporation can handle 1 trillion Mathematical operations per secodn. The intel computer is "almost" three times "faster" then the the current supercomputing record-holder which is a machine at a Japanese university. The new supercomputer can perform 667 million instruction in the time it takes a bullet too travel one foot. Intel created this supercomputer by means of linking more than 7,000 Pentium processors and programming them to work togehter. The 7,264 processors alll work at the same time in a paralell fashion and at the same time to solve a problem. The computer will used to simulate nuclear tests, to forcast the weather, to conduct genetic or space research or a host of other sophisticated expriments.

The increasing power of computers such as the one mentioned above will change our life forever. The next time we go shoping in our homes, for instance, computers connected to refrigerators may tell us what we need to purchase the commuter chip in the refrigerator will communicate with another one in our shoes. The latter will tell us what purchases to make as we pass by various types of stores. All of this microchips will learn about our preferences and make suggestion based on previous purchases.

Task 7. Spelling test. The 50 words in this test are among the most frequently misspelled words in English. What's more, these words are usually misspelled the same way by everyone. Choose the correct spelling for each word in the list below.

A **below-average** speller will get only 6 of the 50 right. The **average** speller will feel certain about the first 15 but have an even chance of being right on the rest. The **superior** speller will do well on the first 40 and after that will be wrong half the time. The **perfect** or **near-perfect** speller will know how to spell all 50 words. Words are listed in order of difficulty.

1.	a. grammer	b. grammar
2.	a. arguement	b. argument
3.	a. supprise	b. surprise
4.	a. achieve	b. acheive
5.	a. annoint	b. anoint
6.	a. definatly	b. definitely
7.	a. separate	b. seperate
8.	a. desirable	b. desireable
9.	a. developement	b. development
10.	a. existence	b. existance
11.	a. pronounciation	b. pronunciation

12.	a. occasion	b. occassion
13.	a. assistant	b. assisstant
14.	a. repitition	b. repetition
15.	a. privilege	b. priviledge
16.	a. dependant	b. dependent
17.	a. irresistible	b. irresistable
18.	a. consensus	b. concensus
19.	a. accommodate	b. accomodate
20.	a. occurence	b. occurrence
21.	a. concience	b. conscience
22.	a. commitment	b. committment
23.	a. embarrass	b. ambarass
24.	a. indispensable	b. indispensable
25.	a. alloted	b. alotted
26.	a. liason	b. liaison
27.	a. proceed	b. procede
28.	a. harrass	b. harass
29.	a. perseverance	b. perseverance
30.	a. ecstasy	b. acstasy
31.	a. antiquated	b. antequated
32.	a. insistent	b. insistant
33.	a. exhillarate	b. exhilarate
34.	a. vacuum	b. vaccuum
35.	a. ridiculous	b. rediculous
36.	a. nickel	b. nickle
37.	a. oscilate	b. oscillate
38.	a. tyrannous	b. tyranous
39.	a. drunkenness	b. drunkeness
40.	a. dissention	b. dissension
41.	a. connoisseur	b. connoisseur
42.	a. sacreligious	b. sacrilegious
43.	a. battalion	b. batallion
44.	a. prerogative	b. perogative
45.	a. iridescent	b. irridescant
46.	a. inadvertent	b. inadvertant
47.	a. geneology	b. genealogy
48.	a.villify	b. vilify
49.	a. innoculate	b. inoculate
50.	a. dilettante	b. dilletante

English Teaching Forum January 1997

Linking words

Task 1. Use the words in the box to complete the story so that they correspond to the following symbols.

It was raining hard. * I went to get an umbrella, I found 🖐 out of 😊 five umbrellas we have ☼ home @ was not one I could use. I decided to take all 😊 five umbrellas ♥ an umbrella-maker. So I took them, ✎ left them ☼ 😊 umbrella-maker's, saying 🖐 I would call ✧ 😊 umbrellas ☆ my way home # 😊 evening. * I went to dine # 😊 afternoon, it was still raining very hard. I went ♥ a nearby restaurant, sat down ☼ a table ✎ had been @ only a few minutes * a young woman came # ✎ sat down ☼ 😊 same table with me. I was 😊 first to finish 😊 meal ✎ * I got up, I absent-mindedly took her umbrella ✎ started ✧ 😊 door. She called out ♥ me ✎ reminded me 🖐 I had taken her umbrella. I returned it ♥ her with many apologies. # 😊 evening I called ✧ my umbrellas, bought a newspaper ✎ got ☆ a train. 😊 young woman was # 😊 train too. She looked ☼ me ✎ said: "You've had a successful day today, haven't you?"

the	at	to	in	on
for	there	that	and	when

* =		# =	
🖐 =		✎ =	
😊 =		☼ =	
@ =		✧ =	
♥ =		☆ =	

Task 2. Work in pairs to choose suitable words from the box to complete the story. Some of the words are not from the story; some of them can be used more than once.

A man who lived in one of the was on his wayfrom the..... The road wasand

He heardbehind him and he had an feeling that he was being..... He increased his speed. The also quickened. Theman started down the street. The still followed him. At last the man could notany more. He stopped and asked the man who him: "What do you? Why are you following me?"

"I'm going to And the man at the told me to follow you as you next door. Excuse me, but shall we have much more before we get there?"

lonely	had followed	decorated	live
to speak	hospital	run	angry
want	bright	nervous	followed
suburbs	running	footsteps	to fight
Mr.Brown's	had visited	work	dark
furious	to go	uncomfortable	noise
home	station	happy	railway station
towns	extraordinary	caught	move
smiling	frightened	house	answer

Task 3. Rewrite the text below and vary the length of the sentences. You may make some longer by combining them with coordinate conjunctions, subordinate conjunctions, or conjunctive adverbs.

coordinate conjunctions	subordinate conjunctions	conjunctive adverbs
and	after	as a result
but	although	besides
or	because	however
so	before	in addition
	even though	moreover
	if	nevertheless
		on the other hand
		therefore

CATS AND DOGS

Some people like cats. Other people like dogs. People have strong ideas about cats. People have strong ideas about dogs. People often don't have both cats and dogs in the same house.

Cat owners talk about their pets with love. Cats are quiet. Cats are clean. Cats are good at apartments. They don't need a lot of space. They don't run around a lot. The apartment has mice. Cats catch them. Cats are independent. They can stay home alone. The owners go to work. Cats are pretty animals. They are fun to watch.

Dog owners think dogs are nice. They don't want any other animal. Dogs are friendly. Dogs are loyal. Dogs are patient. Dogs are good with children. They can learn to behave correctly. They can learn to stay out of your food. Cats can't learn to stay out of your food. Dogs protect the house. Dogs show their love. Cats don't show their love.

Task 4. Unscramble the text below, pay attention to the linking words and phrases.

- A. For **these lucky ones** it's the beginning of an unforgettable air-sea holiday with the world's leading cruiser company: the Royal Seafaring Line.
- B. **What's more**, our chefs will prepare food for you that is as varied as it is delicious; you will find it difficult to choose from the range of Caribbean and international specialities.
- C. **So** don't delay – see your travel agent today!
- D. **Whether** you choose the relaxation on board **or** the stimulation on land, you will have the holiday of a lifetime.
- E. **So** you can relax on the vast sundeck, bide your time with a cocktail, or dance till dawn in the nightclub or in the discotheque.
- F. For many of the passengers it's just a normal scheduled flight, but for some it's the start of something very special.
- G. In Kingston, Jamaica's capital, RSL's own cruiser is waiting to introduce **them** to the unique world of the Caribbean.
- H. While you can **thus** spend a perfect holiday without leaving the ship, there is also the added attraction of fascinating shore visits at each of our ports of call.
- I. And **it's all** included in the price – just \$1,996 for 21 days.
- J. Every Tuesday a British Airways flight leaves Heathrow for Jamaica.
- K. Like all our ships, **this cruiser** has been specially designed to give you maximum comfort, luxury and enjoyment.

Task 5. Use the connectors in the box to complete the joke.

and	that	as to me	for
when	though		

One bright summer morning a young man was whitewashing his garden gate. 1) the man didn't seem to enjoy his job, he did his best to finish it up soon, 2) his wife expected it done by dinnertime. He turned round 3) he heard his neighbour shout: "Hello, boy!" and saw 4) the old man was painting the door of his house.

"Aren't you lucky?" the old neighbour said. "You've only a fortnight leave. 5), I'll be free for two months 6) I'm afraid my wife will make me paint the house from top to bottom."

Task 6. Fill in the gaps with correct prepositions.

to	without	on	with	from	about	of	in	on	over
----	---------	----	------	------	-------	----	----	----	------

ABOUT THE ORIGIN OF SOME ENGLISH WORDS

The word “sandwich” comes 1) the name of an English politician, John Montague, The Earl 2) Sandwich (1718-1792), who was very fond of gambling. He invented sandwiches 3) order to be able to eat 4) leaving the gambling table.

A sandwich-man is not the man who sells sandwiches. It is a man who walks 5) the streets, carrying advertisements 6) two boards, one hanging 7) his chest and the other on his back.

The word “hamburger” derives from the name of the German city Hamburg and not from the word “ham”, and so the word “cheeseburger”, sometimes used 8) mean a similar kind of sandwich 9) cheese instead of meat, is based 10) a false analogy.

Task 7. Read some facts about famous British people and complete the sentences with suitable linking works and phrases.

Margaret Thatcher was given the nickname the Iron Lady 1)..... she was Prime Minister of Britain 2) her forceful style of government.

1	a. whenever	b. while	c. as soon as	d. meanwhile
2	a. that	b. as long as	c. because of	d. in spite of

3) being a detective writer, Agatha Christie has written several romantic novels under the pseudonym Mary Westmacott, some plays and poems. She 4) assisted her husband 5) was an archaeologist on many expeditions to the Near West.

3	a. though	b. besides	c. because of	d. by the time
4	a. moreover	b. otherwise	c. unless	d. also
5	a. such as	b. who	c. also	d. which

Jeffrey Archer, a novelist and a leading member of the Conservative Party, became an MP in 1969 but had to resign the seat, 6) financial problems. His novels, 7) sold so widely that he is now a millionaire and one of the highest-paid authors in Britain.

6	a. in case	b. apart from	c. especially	d. because of
7	a. however	b. whenever	c. whatever	d. whatsoever

Jackie Collins is the writer of the popular novels 8) about the lives of rich and fashionable people, 9) in Hollywood.

8	a. naturally	b. especially	c. specially	d. eventually
9	a. i.e.	b. e.g.	c. i.q.	d. etc.

Florence Nightingale, an English nurse, who became a national heroine 10) the Crimean war 11) she set up a hospital for soldiers in Turkey. She became known as “the Lady with the Lamp” 12) she used to walk round the hospital in the evenings with the lamp to check that everything was in order.

10	a. while	b. when	c. during	d. by the time
11	a. meanwhile	b. when	c. while	d. because of
12	a. because	b. so	c. besides	d. that

Enid Blyton was an English writer of children’s books, many of which feature the same characters 13) Noddy and Big Ears, the Famous Five and the Secret Seven. 14) her writing has been criticized by some adults for being racist; her books remain popular among young readers.

13	a. so	b. such as	c. as much as	d. than
14	a. unless	b. if	c. although	d. except for

Task 8. Fill in the gaps with the connectors from the box.

although	apart from	otherwise	in spite of	except for
in case	by the time	naturally	as soon as	
eventually	luckily			

- _____ we arrived before the storm broke out.
- She couldn’t resist the temptation of buying a new handbag _____ she honestly tried to.
- Please, let me know _____ you get there.
- She was wearing a flimsy dress _____ the piercing wind.
- _____ being a good musician he is a talented artist.
- _____ we got to the station the last train had left.
- _____ they managed to stop a car to give them a lift after waiting for about an hour.
- She felt depressed for several weeks after she had learned the truth about him.
- Please don’t forget to text me _____ the meeting is cancelled.
- “I must have changed a lot”, I thought. “_____ she would have recognized me much quicker”.

Grammar

Reported speech

Task 1. Render the conversation in reported speech.

“Rob, is there something the matter or are you just being awkward?” ...

“I’m tired and my back aches. I can’t go on yet.”

“Look, Rob,” said Mr Willison gently, “I wasn’t going to tell you this, because I meant it to be a surprise, but when you get home you’ll find a present waiting for you.”

“What kind of present?”

“Something very special I’ve bought for you. The man’s coming this morning to fix it up. That’s one reason why I suggested a bike ride this morning. He’ll have done it by now.”

“What is it?”

“Aha. It’s a surprise. Come on, get on your bike and let’s go home and see.”

Rob sat up, then slowly clambered to his feet. “Isn’t there a shot cut home?”

“I’m afraid not. It’s only twelve miles.”

Rob said nothing.

“And a lot of that’s downhill,” Mr Willison added brightly.

From “Manhood” by John Wain

Task 2. Render the following joke in reported speech.

The phone rang at the firehouse. The man took up the receiver and heard a voice inquire:

“Is this the Jerktown Fire Department?”

“Sure is.”

“I’ve just planted a garden with a lot of very expensive plants in it,” a woman said.

“That’s fine but where is the fire?”

“You know expensive plants can’t be replaced easily.”

“Look here, madam,” cried the man angrily, “you don’t want the firehouse, you want a greenhouse.”

“Oh, no, I don’t,” came the reply, “I’m just going to tell you everything. My neighbour’s house is on fire and I don’t want your firemen to trample all over my new garden when you get here.”

Tenses in summaries

Task 1. Decide whether to use simple present, simple past, present perfect, conjunctive or passive voice. Use the long forms.

A. The Fellowship of the Ring (be) the first book of J.R.R. Tolkien’s The Lord of the Rings trilogy, which (set) in a fictive world, Middle Earth. It (tell) the story of Frodo, a hobbit, and a magic ring.

As the story (begin), Frodo (give) a magic ring. The wizard Gandalf then (tell) him of the Rings of Power and of Sauron, the Dark Lord, who (make) the Master Ring to rule all other Rings. Gandalf (advise) Frodo to leave home and keep the ring out of Sauron's hands who already (send) his Black Riders in search for it. Frodo's ring (give) Sauron the power to enslave Middle Earth.

B. Frodo (leave) the shire with three travelling companions: Sam, Merry and Pippin. First they (know/not) that the Dark Riders (pick up) their trail already. But soon the four friends (find out) about that. They (have) a few encounters with the Dark Riders which Frodo and his friends (can) only just escape. In one attack by the Dark Riders, however, Frodo (wound) badly. Still, his friends (manage) to escape with him. Travelling on, they (reach) the country of the elves. There Frodo (heal) by Elrond, an half-elven.

C. A council then (decide) that the ring (must / destroy) and (send) nine individuals, the fellowship of the ring, to the Cracks of Doom to fulfil this task. The group (travel) through the lands of Hollom and finally (come) to the mines of Moria. There they (have to) fight against orcs and a demon of flames called Balrog. Fighting Balrog on the bridge of Khazad-Dum, Gandalf (save) his friends. Gandalf himself, however, (drag) into the depths by the demon. The others (manage) to escape. When Boromir, one of the fellowship, (try) to steal the ring, Frodo (realise) that he (have to) continue on his own. His dear friend Sam, however, (want/not) to let him go alone. So he (accompany) him and eventually the two of them (reach) the evil land of Mordor.

Word order in questions

Task 1. Find 20 questions in the box:

Are often how long does it take you to get to the classes in the morning at who is your favourite actor is n't he when did you last go swimming is it w hy you think when is your birthday what do you like sea food how much a ve you ever ridden a horse regularly for thr present what is your favou rite colour too if you had a yacht where would you go also yesterday far how many times have you been abroad since and would you like to bec ome famous how where did you go for your last holiday often what did y ou have for breakfast today like was how many cousins have you got th en long what is your father's favourite sport because we'll do you speak any foreign languages other do they now are you fond of cooking long what is your brother's name can he did would have you got a pet a thom

how beyond what colour are your mother's eyes aren't you learning English is fun isn't it oh?

Task 2. Match the questions with the following answers.

1. _____	a. No, but I've always dreamt to.
2. _____	b. Vladislav, but we call him Vlad.
3. _____	c. Twice, for the present.
4. _____	d. A little Siamese kitten called Silver.
5. _____	e. On a two-week European tour. It was terrific!
6. _____	f. Half an hour, usually, if I walk.
7. _____	g. Not, actually, I prefer to buy food in a takeaway.
8. _____	h. Six, but I regularly see two of them.
9. _____	i. Well, it was cheese omelette and toast with jam.
10. _____	j. White.
11. _____	k. German and a bit of Spanish.
12. _____	l. Oh, yes. I love it. Especially oysters.
13. _____	m. Keanu Reaves.
14. _____	n. I think I'd sail round the world.
15. _____	o. They are dark brown.
16. _____	p. But of course. I like it immensely.
17. _____	q. I don't think so. I hate to think my private life might be open to the public
18. _____	r. Baseball.
19. _____	s. In the beginning of April.
20. _____	t. Last summer. We went to the Mediterranean.

Task 3. Work in pairs to ask and answer these questions.

TYPES OF WRITING

Formal letter

Task 1. In the following sentences the linking words and phrases are missing. Working in groups of two or three, decide which of the given words would be possible to use. Note that in some cases more than one option is possible. Then compare your answers with those of other groups.

1. We are writing to you clarify certain confused points.
a) to b) in order to c) so as to d) for
2. Our reply has been delayed the recent postal strike.
a) because of b) owing to c) for d) by
3. These matters are difficult to deal with in writing. we feel that it would be better for us to have a meeting.
a) This is why b) That is why c) This is because d) Consequently
4. I am sending you my curriculum vitae, as well as other information, you will have a chance to study it before our interview.
a) so that b) because c) for d) since
5. Unfortunately, your letter arrived after the final date for applications. we cannot consider you for the post.
a) As a result b) That is because c) Consequently d) For this
6. you are an import-export company, you will no doubt be pleased to know that I speak several foreign languages.
a) For b) Since c) As d) Because of
7. I have had no regular work during the last year a persistent illness.
a) because b) owing to c) for d) because of
8. You suggest a visit in the first week of June. June 2nd is a public holiday in our country, we would like to suggest the second week instead.
a) For b) Because c) Unfortunately d) Since
9. Most companies take their holidays in August. there is little chance of much work being completed then.
a) So b) Therefore c) Thus d) So that
10. I am enclosing a photocopy of the letter you judge its tone for yourself.
a) so that b) in order for c) because d) since

Task 2.

A. Read the inter-office memorandum. Think about the pros and cons of working in the city centre or suburbs.

ALLEN-FOSTER INSURANCE COMPANY
“Where your happiness is our success”

MEMO

To: Company Employees
From: Howard Allen and David Foster
Re: New Office Building

Please write us a short note about your opinion: Which is better for our new office building, the city or the suburbs? We want you to be happy. Choose a location and give us all your reasons.

Thank you.

B. Write your answer in the appropriate style.

	Month date, year
Dear Mr. Allen and Mr. Foster,	
You are very kind to ask our opinions about the new office building. I like to work in the _____, for there (is/are) _____. Also, there (is/are) _____.	
I don't like to work in the _____, because there (is/are) _____. Besides this, there (is/are) _____.	
For these reasons, please build the new office building in the _____.	
Thank you.	
Sincerely, Name	

Task 3. Complete the letter of application adding the missing information.

Global Travel Ltd
110 Edward Street
Birmingham

Dear _____,

I have seen your advertisement in the *Evening News*, and I _____ to apply to work in your travel agency this summer.

I have some experience of _____ and _____. After leaving school, I worked for a firm of accountants, where I was given _____ and learned how _____ and _____. I have also worked as _____ in a department store, so I am used to dealing with _____ and helping with problems.

I have visited Spain and Portugal several times, and know many of _____ in both countries. I speak _____ fluently, and I have basic knowledge of _____. I have always been interested in _____ and I have a good sense of _____.

I am an _____ and _____ person, and I think I would enjoy working for you.

I am looking forward to _____.

Yours _____,

Diana Jarvis

Task 4. Read the following advertisement for an active holiday in New Hampshire, USA and write a letter to the travel agency to get more detailed information about

- the price;
- accommodation;
- facilities provided for tourists.

Everybody enjoys life
in Pittsburg, NH
TOP OF NH HOSPITALITY!

A four season recreation area!
Fishing, boating, swimming, hiking,
mountain biking, skiing, snowmobiling.
Despite the wilderness setting, Pittsburg
offers cottages with the comforts of
home. Cottages range from 1 to 4
bedrooms and have a lakefront or a
panoramic view setting.

Task 5. Read the following advertisement for a holiday in the countryside and write a letter to the travel agency to get more specific information about it.

You would like to know

- when it's possible to reserve a room;
- how you can get to the place;
- how much you will have to pay for a two week stay on the farm.

The farm by the river bed & breakfast and stables: Experience New England the way you always dreamed it would be!

Relax in this award-winning 18th century home on 70 scenic acres of forest and pastures along the Saco River. The inn radiates authentic New England country charm with ten rooms, some with Jacuzzis and fireplaces – family suites also. Summer guests can enjoy a patio breakfast with views to the mountains, horses and gardens. In the cooler months, a cozy fireside breakfast is served. Right outside our door: horseback riding year-round, group or romantic sleigh rides for two, snowshoeing, fishing, swimming, nature walks. Nearby: lake, hike, golf, shopping.

Task 6. You've read the following advertisement about a holiday in Great Britain. Write a letter to the travel agency to specify some details. You are especially interested about:

- the location;
- type of accommodation;
- if half or full board is included;
- the services;
- excursions and entertainment.

Family Holidays in Wales

Wales an area of magnificent landscapes, scenic coastlines, beautiful beaches, vibrant resorts. British Holidays have chosen some of the most delightful locations in Wales to offer you a wonderful selection of tempting holiday parks. Fabulous, friendly destinations with everything you could want for a fun packed family holiday. All you have to do is decide where!

Fun Family Holiday Parks
Beautiful Beaches
Heated Indoor and Outdoor Aqua Centres
Bradley Bear Kids Club
Action Time – Family Activities
Fun Amusements Centre
Mini Sports, Team Games
Outdoor Play Area, Indoor Soft Play Area
Pool/Snooker
Bike Hire, Fishing, Watersports
Nightly Family Entertainment
Live Music, Dancing, Shows and Bingo
Great Bars, Restaurants and Take-Aways
Summertime Barbecues
Well Stocked Mini Market
Luxury Holiday Homes Sleeping 2-8 People
Touring available

Informal letter

Task 1. Look at the phrases 1-11 and match them with a purpose A-K

- | | |
|-----------------------------------|------------------------------------|
| 1. That reminds me,... | A. to finish the letter |
| 2. Why don't we... | B. to apologize |
| 3. I'd better get going... | C. to thank the person for writing |
| 4. Thanks for your letter... | D. to begin the letter |
| 5. Please let me know... | E. to change the subject |
| 6. I'm really sorry... | F. to ask a favor |
| 7. Love, | G. before signing the letter |
| 8. Could you do something for me? | H. to suggest or invite |
| 9. Write soon... | I. to ask for a reply |
| 10. Did you know that.. | J. to ask for a response |
| 11. I'm happy to hear that... | K. to share some information |

Task 2. You have received a letter from your English pen friend, Megan. Write 150 words to answer her letter.

Elementary

You were asking about my life at college. It's pretty fun. I attend classes in the morning and twice a week there are classes in the afternoon. Then we have lunch at our college canteen or at a nearby cafe. We take a short walk and return to the hostel. I share the room with Emily; she studies IT. We've got many things in common, so we're never bored. In the evening we join a sports or a drama club.

What is your school routine like? Are there any clubs or societies at your school? What's your favourite subject?

Task 3. You have received a letter from your English pen friend, Susan. Write 150 words to answer her letter.

Elementary

You were asking about my hobbies and favourite pastime activities.

Well, I can say I'm really fond of theatre, so whenever I have a free evening I try to see a new play or ballet at one of our theatres. I also like to collect information about the history of theatre and famous actors and actresses.

Or, alternatively, I enjoy walking at weekends. There's a group of people who are really keen on walking so we contact each other and plan where to go on a one or two days walk. That's great fun really, because it's both healthy and gives you lots of opportunities to socialize.

What do you usually do at weekends? Have you got any particular interests? Do you collect anything?

Looking forward to hearing from you soon,

Susan

Task 4. Answer the letter of your English friend, Daisy, about her last holidays. Write 180-200 words to answer her letter.

Pre-Intermediate

Hi, Anna.

... I'm writing to tell you about our recent trip to Scotland which was really unforgettable. We visited several small towns with their special rural atmosphere and wonderful nature. We took several walks in the countryside enjoying the beauty of green hills and wild fields. Of course we visited the capital, Edinburgh, with its magnificent castle and did a lot of sightseeing.

But the most amazing part of our holiday was visiting Highland Games. I wish you had been there too! This was the first time I had seen so many traditions at once. We saw several competitions of traditional Scottish sports like throwing the

hammer or tossing the caber. There were lots of people dressed in their national costumes, you know, kilts and all. There was even a competition for the best-dressed Highlander! But what I liked most was Highland dancing performed to bagpipe music.

I think it's the most memorable and exciting holiday I've ever had. You can have a look at the photos I'm sending you.

How did you like your holiday? What is your most memorable trip? If there's a place that you've visited and liked most of all could you describe what you saw and what you did there. I'd be delighted to see some photos, too.

Love, Daisy.

Task 5. Read Cathy's letter to her parents and write the letter of her parents which she has answered. Ask about the University, the studies, accommodation and facilities the college offers, about Cathy's new friends and student life at the University. Mind the layout of the letter. Write about 180 words.

Dear Mum and Dad,

Here I am, a student of FSU. Everybody here calls us, first year students, freshmen. Everything about the University is just great. It's huge; there are fifteen colleges and ten hostels that we call dormitories here.

You wanted to know how I was settled here, so now I'm settled in a nice spacious room with two room-mates. The dormitory, where we live is a modern building, completely wired, so we can study for our classes without leaving the room. There's also a massive library and a number of computer labs and multimedia classrooms which makes learning easy, convenient and enjoyable. Teaching staff are all nice, professional and helpful. I like it here more and more each day!

You asked me about new friends, so I can say I've become really good friends with several people here and I'm on friendly terms with most of the others. The University is multicultural, there are students from about forty countries, I think, which I find really exciting because there are a lot of national events celebrated here and I can learn about the customs and ways of other cultures and make friends with young people from different parts of the world.

But what I like most is that there are great sports and recreational facilities here. We have loads of things to do out of the classroom. We can choose a sport to do, games to play, dancing and performing, walking and hiking, student societies and clubs. No one is ever bored here, as you can imagine.

Please, don't worry about me; I'm in my element here.

Lots of love,

Cathy.

Task 6. Choose one of the three subjects and write a letter to a friend or family member.

1. Write a letter to a friend you haven't seen or spoken to for a long time. Tell him/her about what you have been doing and ask them how they are and what they have been up to recently.
2. Write a letter to your cousin and invite them to your wedding. Give them some details about your future husband/wife.
3. Write a letter to a friend you know has been having some problems. Ask him/her how they are managing the problems.

Task 7. Unscramble the following letters to get:

- a) a formal e-mail, b) a letter to a friend, c) a holiday e-mail**

Yours sincerely Ralph Bingham
I get up at 7 o'clock and have breakfast but Jeremy gets up at 9 o'clock. He starts work at 10 o'clock. We finish work at 6 o'clock and Jeremy cooks dinner. In the evening we watch TV or read a book.
Dear Waterbridge Hotel,
Hi Claudia How are you?
How are you? Long time, no see!
Love, Fran
I look forward to your reply.
I would like some more information about your hotel.
See you on Tuesday!
We're on holiday in Switzerland. We're in Lausanne. Our hotel is The Atlantis Hotel. It's great. The Lausanne is small and beautiful. It's on Lake Geneva.
How is your life? Are you still a builder?
I live in Nottingham now. My new address is at the top of this letter. I'm a PA in a computer company and Jeremy is a sales assistant in a department store. Life is good and I'm very happy.
Dear Fatima,
<ul style="list-style-type: none">- Do you have a double room available on Saturday 3rd June and Sunday 4th June?- How much is a double room for two nights?- Is breakfast included?

- Has the hotel got a swimming pool?
The two attachments are photos. Photo 1 is Jason and me. We're at Lake Geneva. Photo 2 is Jason in our hotel room.
Love, Louise
Please write and tell me your news.

Task 8. These two letters have been mixed up. In each letter find three sentences that belong to the other letter.

Dear David,

(1) I thought that I really should write to you to say how sorry I was about last weekend. (2) I didn't see you when I left, which is why I'm writing to thank you now. (3) I hate to think what the others must think of me!
(4) I know I shouldn't have been dancing on the table, but I was having such a good time. (5) I'm afraid I didn't realize that it wasn't strong enough for my weight. (6) I don't know what to say. (7) Brilliant!
(8) Anyway, please accept my apologies for being so stupid. (9) It was an evening I'll never forget. (10) I hope the enclosed cheque will cover the damage.

Best wishes,
Benita

Dear David,

(1) I'm just writing to say how much I enjoyed your party at the weekend. (2) I feel awful about it and I hope you'll forgive me. (3) There was a really good atmosphere and we all had a wonderful time.
(4) You must have spent ages getting everything ready. (5) The food was wonderful and the cocktails you prepared were out of this world. (6) It was a really good idea to have the music and the dancing in the garden, too. (7) What an embarrassment!
(8) Anyway, thanks again. (9) I promise that it won't happen again, although you probably won't invite me next time. (10) When I've had the film developed, I'll send you the best pictures.

Love

Complete the table with the phrases to be used in the letters of thanks and in the letters of apology.

Letters of thanks	Letters of apology

Task 9. Compare these two letters and find the differences between a formal letter and an informal one. Pay attention to the address, layout and style. In the first letter find the equivalents of the phrases underlined in the second letter.

ROSEFIELD HOTEL

Rosefield Hotel
32 Boundary Road
Ireland

19 February 2009
Mr H. Marley
4 South Beach
California
USA

Dear Mr Marley

I'm pleased to confirm your reservation for 2nd June for three nights, in a single room with private bathroom, at the rate of \$80 per night.

I will reserve a parking space for you as requested. The hotel is approximately 30 minutes drive from the airport and I enclose a map of the area to help you to find us. Please do not hesitate to contact me if you have any further queries. I look forward to welcoming you to the Rosefield Hotel and hope that you will have a pleasant stay with us

Yours sincerely
L. Edwards
Reservations Dept.

Dear Terry,

It's great to hear from you and I'm happy you're finally coming to see Ireland. It's fine for you to stay here in the beginning of June - but you're welcome to stay as long as you like! Yes, I think it's a great idea to hire a car at the airport, then you can see much more of the country. It's about half an hour drive to the house and I'll make sure there's somewhere for you to park - don't worry.

I'm sending you some photos of the country side, and some of the hills, to give you an idea how fantastic the scenery is here... what do you think? The weather should be fine here in June, so you'll be able to do lot's of walking. I'm sure you'll have a great time here!

Anyway, do get in touch if you've got any questions, but if not I'll see you on the 2nd. I can't wait to see you again.

Love,
Emily

Task 4. Write a short letter/message for one of the following situations.

- You've been staying with your friend and his/her parents at their country house at the weekend.
- You've just returned from a visit to your friend in another city.
- You've lost the book that you borrowed from your acquaintance.
- You've forgotten your cousin's birthday.
- You are returning the encyclopedia that you borrowed from your fellow student to get ready for the examination.

Task 5. Imagine that you are on holiday abroad. Write a holiday postcard to your friend describing the place and your impressions. Mind the rules of writing a postcard.



Reproduction

Task 1. Read one of the following stories. Close the book. Retell the story in writing. Check your story for content and accuracy.

Elementary

GOOD NEIGHBOURS

by Tara Benwell

After school one winter day, Jack's mother told him to go out and play in the snow.

"But it's so cold outside, Mother!" Jack said.

"Put on your coat and your hat and your mittens," his mother said. "You can build a snowman before your father comes home."

"I'm going to need a carrot for the nose," Jack said. "And I'll need some things for the snowman's hat and face."

Jack got a bucket and collected everything he needed to decorate his snowman. His mother promised she would watch him build the snowman from the window.

Outside, in his front yard, Jack started with a very small ball of snow. He got on his knees and rolled the snow into a big ball. At another window, someone else was watching Jack play. It was his new neighbour Naoko. Naoko asked her mother if she could go outside and help Jack build his snowman.

"It's very cold outside. Are you sure you want to go out and play?" her mother asked.

"Yes, Mother!" Naoko said. "I will wear my coat and my hat and my mittens."

Naoko's mother helped her put on her winter clothes and promised to watch her from the window.

"You can play until your father comes home," her mother said.

Naoko ran outside to Jack's yard and asked if she could help him finish his snowman.

"Yes, please help me," Jack said. "My father will be home from work very soon."

"Okay. What can I do?" Naoko asked.

"I built my snowman's body with two snowballs. I need to roll one more for my snowman's head."

"But snowmen only have two snowballs. One is for the body and one is for the head," Naoko said.

"No, snowmen always have three snowballs," Jack said. "I don't think I need you to help me after all."

Jack picked up some snow and made it into a small snowball. He got on his knees and rolled the snow away from Naoko to make the snowman's head.

Naoko walked into her own yard and began to build her own snowman.

"I don't want to build a snowman with Jack anyway," she thought to herself. "I'm going to make my own."

Naoko rolled two big balls of snow and put them on top of each other. When she finished that she took off her hat and scarf and decorated the snowman. Lastly, she found some sticks and pine cones and made her snowman's eyes and mouth and arms. Her mother clapped from the window.

Jack made a hat for his snowman with his bucket. He used his mother's sewing buttons for the eyes and mouth. Lastly, he added a carrot for the snowman's nose. After he finished, Jack's mother smiled and pointed. His father was driving up the street.

Suddenly a terrible thing happened. The head fell off Jack's snowman and crashed to the ground!

"Oh, no! My snowman fell apart," Jack said, "and my father is almost home!"

Naoko heard Jack's cry and ran over to his yard to see what the problem was.

"I'll help you roll another snowball," Naoko said. "If we do it together we can finish it before your father gets home."

Together, Jack and Naoko rolled a new snowball. They shaped it with their mittens until it was round. Then they lifted it up onto the snowman's body and decorated it with the carrot and bucket and buttons.

"We finished it just in time," Jack said. "Thank you for your help."

"You're welcome. I like your snowman better," Naoko said. "Mine doesn't have a nose."

Jack walked over to look at Naoko's snowman. He loved the pine cone eyes and mouth and the sticks for arms, but he knew it wasn't finished. Jack ran back to his snowman and pulled the carrot out. He broke it into two pieces and gave half to Naoko.

"Hurry," Jack said. "Your snowman needs a nose and your father is driving up the street too."

"Thank you," Naoko said.

"You're welcome," Jack said. "I think our snowmen make good neighbours."

Pre-Intermediate

THE DUST

Mr. White was sitting on a train which was travelling from Glasgow to London. The train was quite empty and quiet so Mr. White was finding the journey enjoyable and relaxing.

At Birmingham a man with a long beard got onto the train. He looked a little eccentric. He had pink trousers, a yellow shirt with a green tie, a silver hat, orange socks and bright red shoes.

After a few minutes the man opened a small brown bag and took out some fine white powder. It looked like chalk dust. He started to throw the dust around the railway carriage. He continued doing this for about five minutes. Then he smiled to himself and sat down. Mr. White ignored him and kept reading his newspaper.

However twenty minutes later the man took out his bag again and sprinkled the white powder around the carriage. Mr. White continued to ignore the man. However the man kept scattering his powder around the carriage every twenty minutes and this began to irritate Mr. White. After two hours Mr. White asked angrily,

"Excuse me, but what are doing?"

The man stopped throwing the white powder and said,

"Look in my bag, sir. This powder is not ordinary powder. This is ANTY-TIGER DUST. It's very special, very rare and very expensive."

In an irritated voice Mr. White shouted,

“But why are throwing it around the railway carriage?”

“Ah,” said the man. “By sprinkling it around the carriage I am keeping all the tigers away.” Mr. White was astonished. How could anybody be so stupid, he thought to himself. He protested to the man,

“But there are no tigers around here!”

The man smiled and said,

“That shows you how good my dust is.”

THE RIGHT DECISION?

In May 1985 two climbers, Joe Simpson and Simon Yates, left their base camp by a lake and started climbing the north face of a mountain called Siula Grande in the Peruvian Andes. This climb was incredibly dangerous but the two men were experienced climbers and physically fit. On Day 1, the weather was good and the climb began well. At night they made a snow cave and slept on the side of the mountain. Three days later, after some very difficult climbing and bad weather, the two men stood at the summit. Unfortunately, the weather was getting worse so they didn't stay long. As they were going down a mountain ridge, a disaster happened. Simpson fell and broke his knee. Quickly, Yates tied a rope to himself and then to his friend. He began lowering Simpson down the mountain and, for hours and hours, Yates helped Simpson get down the mountain. They were getting close to the glacier at the bottom of the mountain but suddenly Simpson slipped. This time he went over the edge of a cliff. He was hanging in mid-air. Simpson shouted up to Yates, but the wind was blowing loudly and Yates couldn't hear him.

Yates didn't know what was happening below. He waited for an hour but the rope was too heavy and it was pulling Yates down the mountain towards the cliff. He had two choices: hold the rope but then both of them might die, or cut the rope and survive. It was an impossible decision for Yates but, at the last second, Yates cut the rope and saved himself. Immediately, Simpson fell thirty metres into a crevasse. The next day, while Yates was desperately looking for Simpson, he found the crevasse. He called for Simpson but he heard nothing. Sadly, he decided that Simpson was dead. Yates didn't know it but Simpson was – unbelievably – still alive inside the crevasse. Simpson waited for hours but when he realised Yates wasn't coming, he decided to take a risk. He had some rope so he abseiled to the bottom of the crevasse. He managed to find a way out. For three days, Simpson drank water from the snow and ice. He crawled back towards the base camp and at four o'clock in the afternoon of Day 7, Simpson was very near.

In the middle of that night, Yates was sleeping in his tent at base camp when he woke up. He was sure someone was shouting his name. Excitedly, he ran outside and looked around. Finally, after searching and searching he found Simpson. He was lying on the ground, not moving, but he was still breathing. After a few days, the two men returned home and their story became famous. Unfairly, some climbers criticised Yates for cutting the rope. But, in 1988, Simpson wrote a book about the events and defended Yates. Simpson believed Yates made the right decision.

Summary

Task 1. Read one of the following articles. Write a summary of the story. Check your piece of writing for content and accuracy.

Pre-Intermediate

A BOAT MADE OF BOTTLES

The Plastiki looks similar to many other boats or yachts in Sydney harbour. It's eighteen metres long, six metres wide and it weighs about twelve thousand kilogrammes. It carries a crew of six people and has an average speed of five knots. However, once you get near to the Plastiki you realise there's a big difference. It's made of twelve thousand five hundred reclaimed plastic bottles.

One day, the environmentalist David De Rothschild was reading some information about all the plastic in the seas and oceans. He couldn't believe what he was reading. For example, humans throw away four out of every five plastic bottles they use and plastic rubbish causes about eighty per cent of the pollution in the sea. Soon afterwards, Rothschild decided he wanted to help the fight against pollution in the sea. To create publicity for the problem, he started building a boat made of plastic bottles.

As well as building the boat with recycled plastic, it was important for him to make the boat environmentally-friendly and user-friendly. The boat uses renewable energy sources including wind power and solar energy. The crew can make meals with vegetables from the small garden at the back of the boat. They can take a break from work and get some exercise by using the special exercise bicycle. The energy from the bike provides power for the boat's computers. And if anyone needs to take a shower, the boat's shower uses saltwater from the sea.

De Rothschild sailed the Plastiki across the Pacific Ocean from San Francisco to Sydney. That's fifteen thousand three hundred and seventy two nautical kilometres. On the way, De Rothschild took the special boat through the 'Great Garbage Patch'. It is a huge area in the Pacific with 3.5 billion kilogrammes of rubbish. You can see every kind of human rubbish here: shoes, toys, bags, toothbrushes, but the worst problem is the plastic. It kills birds and sea life.

The journey wasn't always easy and De Rothschild and his crew had to take care during storms. There were giant ocean waves and winds of over one hundred kilometres per hour. The whole journey took one hundred and twenty nine days. Originally, De Rothschild thought the boat could only travel once but it survived so well that he is planning to sail it again one day.

Intermediate

RETURN TO TITANIC

On 15 April 1912, the largest passenger steamship ever built, appropriately named Titanic, sank in the North Atlantic Ocean after hitting an iceberg. Titanic had left Southampton, England, five days earlier and was on her maiden voyage.

In 1985, National Geographic Explorer-in-Residence Dr Robert Ballard located the wreck of Titanic. He went back to Titanic nineteen years later to see how it had changed.

“It was the height of the Cold War and in fact I was on a secret mission when we found Titanic. The US Navy had agreed to finance the development of our underwater video technology. In return, we had agreed to use the technology to find two US nuclear submarines which had disappeared in the 1960s.

Not at first, because many ships had sunk in that area. When we realised it was Titanic, we jumped for joy. Then we realised we were celebrating something where people had died. We actually stopped our work and held a memorial service at that point.

I saw champagne bottles, intact, with the corks still in. The box holding the bottles had disappeared long ago. Suddenly, my eye was drawn to a woman’s shoe. Nearby I saw a pair of smaller shoes that had perhaps belonged to a child. I felt that the people who had died here in 1912 were speaking to me again. But I knew that a private salvage company had legally removed thousands of objects from the site. A Russian submarine had taken Hollywood filmmaker James Cameron to the wreck. A New York couple had even got married on Titanic’s bow. It was exactly what I didn’t want to happen. I’d asked people to treat Titanic’s remains with dignity. Instead, they’d turned her into a freak show. The story of Titanic is not about the ship, it’s about the people”.

TRAVELLING GEOGRAPHY

Once, the traditional British holiday was a week at the seaside – either in the UK or somewhere with more reliable weather like the Mediterranean. But recently, holidaymakers have been looking for a different holiday experience. Perhaps inspired by wildlife documentaries on television, tourists have been flocking to places like Kenya and South Africa for safaris and bush camp holidays. Interest in China has been growing too. About half a million UK tourists have visited China on cultural tours since the 2008 Olympic Games. Meanwhile, tour companies have been promoting the traditional package holiday with a new twist to attract more customers – but with mixed results. One holiday operator has filled all the places on its spa holidays in Spain for this season, but they have sold only half of their available luxury breaks in Egypt.

One of the most notable changes is that the older generation of British holidaymakers has been travelling like never before. The number of holidaymakers over 60 has doubled in the last three years. Cruise destinations in the Caribbean or even to Antarctica are no longer just for young adventurers.

A BETTER LIFE?

By Peter Hessler

China's expectations are rising, with no end in sight. What's next?

The beginning of a Chinese factory town is always the same: in the beginning nearly everybody is a construction worker. The growing economy means that everything moves fast and new industrial districts rise in several stages. Those early labourers are men who have migrated from rural villages and immediately they are joined by small entrepreneurs. These pioneers sell meat, fruit and vegetables on informal stalls, and later, when the first real shops appear, they stock construction materials. After that, cellphone companies arrive: China Mobile, China Unicom. They sell prepaid phonecards to migrants; in the south-eastern province of Zhejiang, one popular product is called the Homesick Card. When the factories start production, you start to see women. Young women have a reputation for being hard-working. After the arrival of the women, the clothes shops appear. An American poet once described an industrial town in the USA as 'springing up, like the enchanted palaces of the Arabian tales, as it were in a single night.' Today it's the factory towns of China that seem to belong to another world. The human energy is amazing: the courageous entrepreneurs, the quick-moving builders, the young migrants. A combination of past problems and present-day opportunities has created an extremely motivated population. Most people in China have seen their standard of living go up in recent years.

The size of the population is both a strength and a challenge to China. Of the 1.3 billion people, 72 per cent are between the ages of 16 and 64. The movement of people from the countryside to the cities has transformed China into the world's factory floor. In 1978, there were only 172 million urban residents. Now there are 577 million. Social scientists predict that the urban population will be 60 per cent by 2030. Each year about ten million rural Chinese move to the cities, so the factories have a constant supply of labour.

Chinese schools have been very successful. The literacy rate is over 90 per cent. The next step is to develop higher education. Many people are looking for better training. In a Chinese factory town, there are many private courses: English classes, typing classes, technical classes. In Zhejiang I met Luo Shouyun, who had spent a quarter of his wages on training. Now he is a master machinist, with a salary that makes him 'middle class'. Another young man had learned Arabic in order to translate for Middle Eastern buyers.

Clearly there are environmental costs from China's rapid growth. Collaboration between China and other countries will be crucial in managing environmental problems. Nobody in the developed world should criticise China without taking a look in the mirror. The nation has become successful by making products for overseas consumers. There's nothing foreign about the materialistic dreams of the Chinese worker.

DESERT ART

The mysterious desert drawings known as the Nasca lines have puzzled people since they first became widely known in the late 1920s. Before air travel in Peru began, it was impossible to get a clear view of the giant drawings of the spider, monkey and hummingbird. Yet the Nasca people who made these patterns 2,000 years ago couldn't have seen them from above.

One of the first formal studies of the lines was by Maria Reiche. She spent half a century working for their conservation and was convinced that the lines must have been part of an astronomical calendar. Other people thought they might have been ancient Inca roads or irrigation systems. The weirdest idea was that they could have been landing strips for alien spacecraft!

This region of Peru is one of the driest places on Earth and yet successful societies, including the Nasca, lived here. Water must have had an incredible significance to these societies, so perhaps the lines were related to this. We know that the Nasca River, which comes down from the nearby mountains, runs underground for about fifteen kilometres before suddenly emerging on the surface again. This must have seemed an astonishing, even sacred, phenomenon to ancient societies. It has also become clear that there are many huge drawings in the area, not just the ones on the flat desert plain. Many are much older than the Nasca figures themselves, so the same group of people can't have created them. It now seems that the Nasca lines may have been part of a long tradition of ceremonial activities connected to water and religious beliefs.

Task 2. Write a 6-8 sentence summary for the stories in the previous section (Reproduction).

Story

Task 1. Derby writing

I. Get ready with paper and a pen.

II. Write as fast as possible until the teacher says 'Stop!' You can write about any topic, but write in sentences, not just lists of words.

- Do not worry about connecting ideas logically.

- Do not stop writing. If you do not know what to write, write the sentence, 'I do not know what to write' until you think of something.

III. After the race is over, count the words that the members of your

Tips for the teacher

*This task is a race. The class can be divided in two teams. At the end of the predetermined time for writing, each student counts the number of words they have written. The group with the most words wins.

*The task is intended to help the students to overcome the fear of making mistakes. So, do not worry about grammar, spelling and punctuation.

*The alternative ways to use this task are:

- as a warm-up activity before the

group have written and compare with the other group's results.

dictation or writing a short story;
- as a time filler after the major activity.

Task 2. Put the parts of the story in the correct order. Complete the story.

ALL FOR A PANSA
(an Indian folk tale)

<p>A. “Give him this small coin, this pansa. Tell him to go to the market, and to buy one thing with this one pansa. It must be something to eat, something to drink, something to chew on, something to plant in the garden, and some food for the cow.”</p>	<p>B. That evening the mother gave the boy the instructions and the one pansa coin. The boy started to walk to the market. As he walked he thought about the problem and became very worried. “What can I buy for only one pansa?” he asked himself. “This task is impossible!” He stopped by a river and sat down.</p>
<p>C. One day when the boy was about twenty his mother asked the merchant to look for a good wife for their son. The merchant believed the lazy son would never get married. But the mother was sure that they could find him a wife.</p>	<p>D. Once upon a time a rich merchant lived in a small town. He had one very lazy son and this made the merchant feel very unhappy. But the merchant’s wife believed that the son was wonderful and she always made excuses for him.</p>
<p>E. Finally the merchant said to his wife, “I have heard these things many times before, but I don’t believe you. You love him too much. But, to make you happy, I will give my son one final chance”.</p>	<p>F. A few minutes later a beautiful girl walked past the river. She saw the boy’s sad face and asked him, “Why are you so unhappy?” He told her everything. “I know what you can do,” she said.</p>
<p>G. “Buy a ***** with one pansa. Give it to your parents and they will be satisfied.” The boy followed her instructions. His parents were very impressed and they invited the girl’s family to their house for dinner. And so, this beautiful, clever girl married the merchant’s son; the boy learnt to work hard and they all lived happily ever after.</p>	<p>H. She said, “He is unusual and intelligent”. She said “I know that a good woman will understand his special qualities.” When she spoke like this the merchant got angry.</p>

Write your ideas about what the boy might have bought and explain why you think so.

Task 3. Find five words in the story which you can cross out without the joke losing its meaning.

An Englishman, an Irishman and a tall Scotsman were hiding from armed bandits up palm trees. The bandit chief called up one tree, "Who's there?" And the Englishman went "Cheep! Cheep!" loudly, like a bird. So the bandit chief called up the next tree, "Who's there?" And the Scotsman went "Eeek! Eeek!" just like a monkey. So the bandit chief called up the next tree, "Who's there?" And the Irishman went "Moo-oo!"

On the street stood a middle-aged man, a dog and a black horse. The dog was playing an accordion while the horse sang beautifully, and the man was collecting money from passers-by. One old lady stopped and remarked on what an amazing sight the three made.

'And how very talented you are. You should be performing in a circus.'

'Oh no, madam', said the man seriously, 'my conscience wouldn't let me do that. I'll let you into a secret, though. The horse can't really sing. The dog's a ventriloquist, actually!'

Task 4. Put the sentences in the story in the right order. Fill the table below.

THE WOLF AND THE LAMB

- A. The wolf tried again. "You drink the water in my well," he growled.
- B. "No, good sir," replied the lamb, "I have not yet tasted grass."
- C. So he said to the lamb, "Sir, last year you rudely insulted me."
- D. "No!" exclaimed the lamb, "I never drank your water because my mother's milk is both food and drink to me."
- E. I won't be hungry even though you argue against every one of my reasons for eating you."
- F. "I don't think that's possible," bleated the lamb in a sad voice, "I was not even born then."
- G. A wolf met a lamb that had walked away from the other sheep in the fold. He told the lamb that he wouldn't hurt him.
- H. So the wolf then said, "You eat the grass in my field."
- I. Suddenly the wolf jumped on the lamb and ate him up, saying, "Well!
- J. Secretly though, he planned to eat the lamb! But first he needed to find a good reason for eating the lamb.

1	2	3	4	5	6	7	8	9	10

Task 5. Put the sentences in the story in the right order. Fill the table below.

- A. The boy was standing at the door trying to reach the doorbell that was too high for him.
- B. ‘Now we must run away. Come on.’
- C. ... that its ringing could be heard all over the house. The little boy looked up at him and said laughing,
- D. Before the old gentleman knew what was happening the naughty boy had disappeared round the corner of the street.
- E. The old gentleman was a kind-hearted man so he stopped to help the boy.
- F. One day an old gentleman was walking along the street.
- G. The old man had to explain to the angry owner of the house why he had rung the bell.
- H. He saw a little boy near the door of a house.
- I. ‘I’ll ring the bell for you,’ he said and pulled the bell so hard ...

1	2	3	4	5	6	7	8	9

Task 6. Write your own story including at least ten of the suggested words in the box. The questions below can help you think about the plot of the story.

Tony	Barbara	Sue	Phil
	fortnight	airport	Jealous
escape	threaten	performance	Musician
child	violin	concert hall	fight

1. Where was Barbara one day? Who did she meet there?
2. What did she/he have in the bag?
3. What happened when they were talking?
4. How did they solve the problem?
5. What did they decide to do next? Did Phil like the idea? Why?
6. How did he spoil their plans?
7. What was Barbara’s final decision?
8. How did the story end?

Task 7. Look at the picture and write a story. Use the questions to help you. Begin your story like this:



1. What was the child doing before he went to bed that night?
2. What did his parents speak with him about?
3. Did the child sleep in the room alone?
4. What could happen during the night?
5. How did the child feel when he heard the noise?
6. What kind of noise was it?
7. What did the parents say to comfort the child?

It was a hot summer night and all the windows in the house were open to let fresh air in...

Task 8. Look at the picture. Answer the questions in writing.

- Who are the people in the picture?
- How are they related to each other?
- What is each of them doing?
- What might they be speaking about?

Write the conversation between the children.

Using your notes write the story based on the picture.

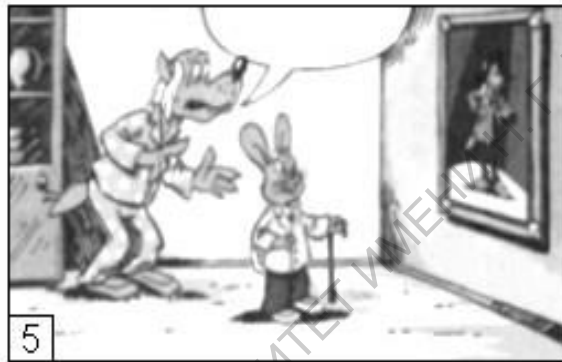
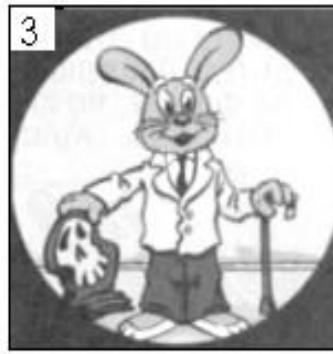


Task 9. Look at the pictures and think what the personages in them are saying. Complete the bubbles with their words. Write a story based on the pictures.

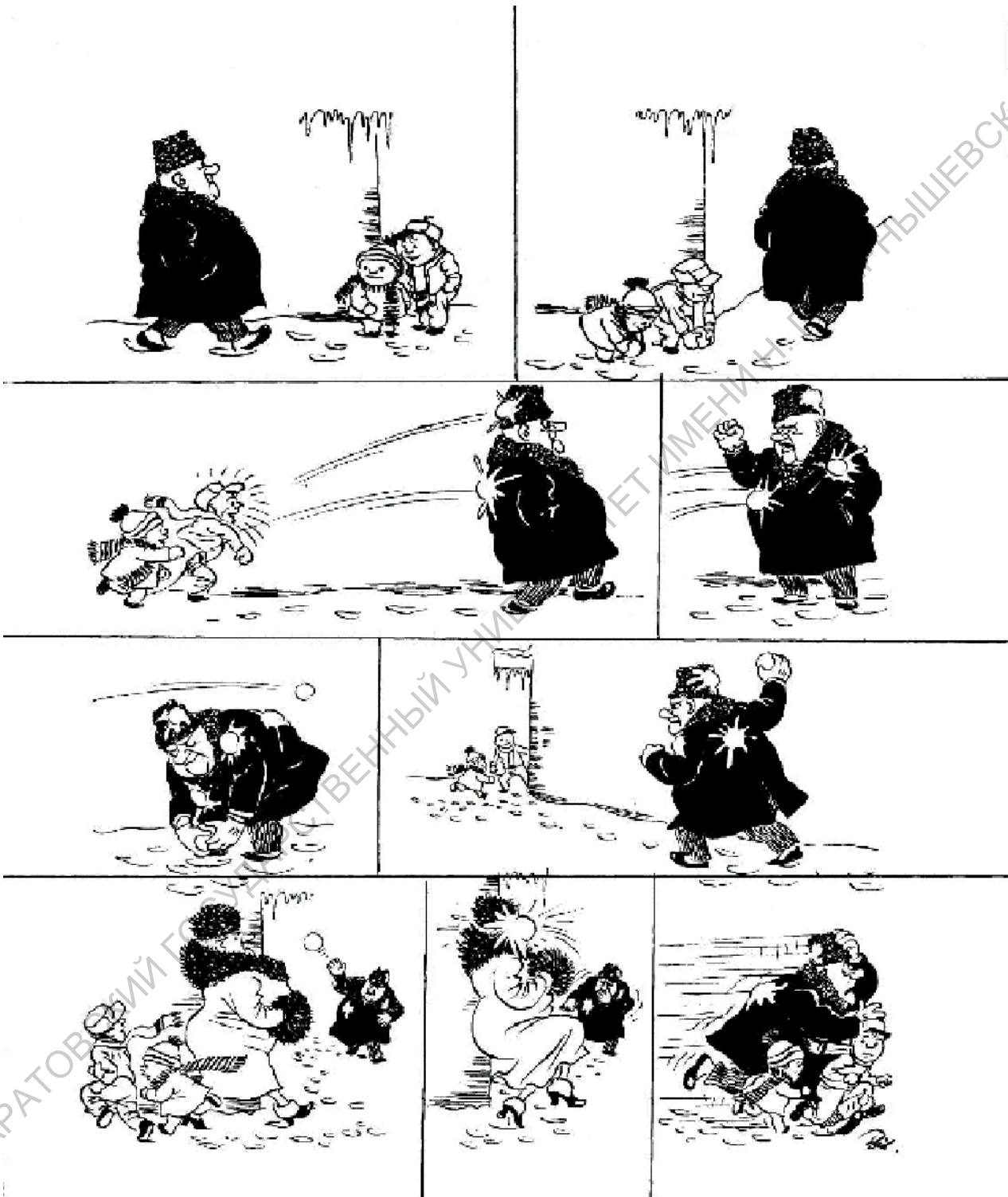
Picture story 1.



Picture story 2.



Task 10. Look at the cartoon. Make a list of a) adjectives to describe the characters of the cartoon; b) verbs to describe their actions. Write a sentence to illustrate each picture. What linking words can be used to connect the sentences? Write a story based on the cartoon.



Task 11. Write a story using the given beginning and ending.

A. *A man went to the dentist for his annual check-up and took a seat in the crowded waiting room.....*

*.....
'Well, the waiting room is full of people who want to see me and I want to go to the concert this evening.'*

B. *Maggie was always unlucky with men and one day she tried a computer dating agency.....*

*.....
It was definitely him. It was her previous husband!*

C. *One day a bus driver was in the bus when the biggest man he had ever seen got on.....*

*.....
The man reached into his pocket. For a moment, the driver was extremely scared. Perhaps he had a gun? Then the man replied, 'Because Big John has got a bus pass.'*

D. *Have I ever told you about my dog? I never really wanted a dog, but*

*.....
The woman looked at the dog and looked at me. 'What languages do you speak?' she asked. 'Well,' said the dog, 'I can talk English and I can talk dog.' 'Anything else?' asked the woman. 'Yes, of course,' says the dog, 'Miaow'.*

Essay

Task 1. Compare two sample essays on the topic given below. In what ways are they different? How would you assess each of these? Use the assessment scale in the end of the book.

Using a computer every day can have more negative than positive effects on children. Do you agree or disagree?

Essay 1

In today's modern world, computers are needed everyday. Around the world, children use computers from the time they are little. It's true that children should have fun when they are young; however, in my opinion, a child who knows how to use the computer will be more successful in the future. My reasons for this view are personal, academic and professional.

From a personal point of view, computers can help young people to learn more about the world. For example, some children use the Internet to find information on different subjects. In this way, they learn to find answers by themselves. By using the

computer when they are little, children feel more comfortable around computers. They also know how to use the computer for different reasons.

From an academic viewpoint, children have to learn how to use this new invention. For instance, when I was in college, many students used to bring their laptops to class. They used to take notes, do research and share information. They wrote their essays, made presentations and created useful lists. Children who can use the computer when they are young have more confidence than other children.

From a professional perspective, the computer is found in every kind of office. Today, employers will still hire people who cannot use computers and give them computer training. But tomorrow, companies will expect people to have these skills already. As a result, by encouraging children to use the computer for a short time every day, parents are preparing their children for future jobs.

In conclusion, it is clear that computers are now a part of our regular life. Children who can use computers easily and confidently will do better in the future.

Essay 2

In today's modern world, computers are an essential part of everyday life. Around the globe, children often use computers from a very young age. Although it is important for children to participate in various well-balanced activities, in my opinion, children who use the computer daily are actually developing a critical skill for future success. The bases for my views are personal, academic, and professional.

From a personal point of view, computers are an invaluable resource to help young people explore the world around them. For example, children who use Internet to satisfy their curiosity about diverse topics are already becoming independent learners. No child with a computer is ever bored! By starting early in their lives, children feel totally at ease around computers; they are also able to take advantage of the wide range of services computers provide.

From an academic viewpoint, children have no choice but to master this technological invention. For instance, when I was in university, students brought their laptops to class to take notes, do research and exchange information. They wrote assignments, created presentations and developed databases. Children who build early confidence and experience in these abilities are at a distinct advantage over those who have not.

From a professional perspective, the computer has found a permanent place in the workplace. Today, employers still pay to provide computer training to their employees. Tomorrow, corporations will expect prospective job applicants to already possess these critical job skills. Consequently, parents who encourage their child to use the computer for a reasonable period of time daily are in fact investing in the child's future career.

In conclusion, there is no doubt that the computer as a technological tool is here to stay. The sooner children become computer-literate, the better for many aspects of their future lives.

Task 2. Choose one of the topics on the list to write an essay. Remember the rules of essay writing.

1. Nowadays, with the invention of the microwave and with the popularity of fast food restaurants, food has become easier to prepare than ever. Do you think microwave ovens and fast food restaurants are beneficial to society? Use specific reasons and examples to support your answer.

2. "When people succeed in life, it is because of hard work. Being lucky has nothing to do with success in life." Do you agree or disagree with the quotation above? Use specific reasons and examples to explain your position.

3. Many people visit museums when they travel to new places. Why do you think people visit museums? Use specific reasons and examples to support your answer.

4. Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.

5. Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.

6. Do you agree or disagree with the following statement? Computers can translate all kinds of languages well so our children don't need to learn more languages in the future. Use specific reasons and details to explain your answer.

7. Many parts of the world are losing important natural resources, such as forests, animals, or clean water. Choose one resource that is disappearing and explain why it needs to be saved. Use specific reasons and examples to support your opinion.

8. Many people have a close relationship with their pets. These people treat their birds, cats, or other animals as members of their family. In your opinion, are such relationships good? Why or why not? Use specific reasons and examples to support your answer.

9. Films can tell us a lot about the country where they were made. What have you learned about a country from watching its movies? Use specific examples and details to support your response.

10. Some students like classes where teachers lecture (do all of the talking) in class. Other students prefer classes where the students do some of the talking. Which type of class do you prefer? Give specific reasons and details to support your choice.

11. When students move to a new school, they sometimes face problems. How can schools help these students with their problems? Use specific reasons and examples to explain your answer.

12. People listen to music for different reasons and at different times. Why is music important to many people? Use specific reasons and examples to support your choice.

13. People do many different things to stay healthy. What do you do for good health? Use specific reasons and examples to support your answer.

14. In the future, students may have the choice of studying at home by using technology such as computers or television or of studying at traditional schools. Which would you prefer? Use reasons and specific details to explain your choice.

15. Some people prefer to spend their free time outdoors. Other people prefer to spend their leisure time indoors. Would you prefer to be outside or would you prefer to be inside for your leisure activities? Use specific reasons and examples to explain your choice.

16. A gift (such as a camera, a soccer ball, or an animal) can contribute to a child's development. What gift would you give to help a child develop? Why? Use reasons and specific examples to support your choice.

17. Would you prefer to live in a traditional house or in a modern apartment building? Use specific reasons and details to support your choice.

18. Do you agree or disagree with the following statement? A person's childhood years (the time from birth to twelve years of age) are the most important years of a person's life. Use specific reasons and examples to support your answer.

19. Do you agree or disagree with the following statement? Children should be required to help with household tasks as soon as they are able to do so. Use specific reasons and examples to support your answer.

20. Some high schools require all students to wear school uniforms. Other high schools permit students to decide what to wear to school. Which of these two school policies do you think is better? Use specific reasons and examples to support your opinion.

21. Some people trust their first impressions about a person's character because they believe these judgments are generally correct. Other people do not judge a person's character quickly because they believe first impressions are often wrong. Compare these two attitudes. Which attitude do you agree with? Support your choice with specific examples.

22. Do you agree or disagree with the following statement? People should read only those books that are about real events, real people, and established facts. Use specific reasons and details to support your opinion.

23. When people move to another country, some of them decide to follow the customs of the new country. Others prefer to keep their own customs. Compare these two choices. Which one do you prefer? Support your answer with specific details.

LESSON PLANS

Thank you letter

Warm-up exercise

I. Read the note below and answer the questions:

- Who is the note written to?
- Who is the note written by?
- What is the reason for writing?
- What would you feel on receiving the note of the kind? What would make you to feel this way?

	Tips for the teacher
<p><i>Dear Ms. Gift-giver,</i></p> <p><i>Thanks for the gift. It was nice.</i></p> <p><i>Love,</i></p> <p><i>Me</i></p>	<p>*Discuss with the students some information that can be included in the note to make it sound more polite.</p>

II. Read the extracts from thank you letters and guess which gifts are mentioned.

1. *Thank you for the new..... . I used it in the game on Saturday and we won! I never played better. I think it was the*

2. *Thank you for the gift of..... that you sent. I used it to buy a CD that I had been wanting for some time. Every time I listen to it, I will be reminded of your generosity.*

3. *Thank you for the I have a picture of my girlfriend that will fit in it nicely. A pretty girl in a pretty - what could be more perfect?*

Tips for the teacher

III. Have a look at your prompt. Make up a short ‘thank you’ note (do not mention the present) and read it out aloud for the class to guess the present that you have got.

*Provide the students with a prompt (cut out pictures representing different objects or descriptions of presents) (See APPENDIX 4). Make sure students keep their prompt a secret and do not show to others in the class.

Vocabulary exercise.

I. Make up a list of complimentary adjectives to describe the objects in the prompts (*beautiful, lovely, etc.*)

II. Make up a list of adjectives to describe the personality of the present-giver (*thoughtful/kind of you, etc.*)

III. Make up a list of adjectives for expressing approbation of the present (*wonderful, fantastic, etc.*)

Writing practice.

Write a thank you letter using the vocabulary items in the Vocabulary exercise. Try to tell the giver things about you that will make that person feel he or she has been a part of your life through the gift.

CV and a Letter of Application

Warm-up exercise

With a partner/ partners read the following advertisement from the ‘Japan Times’ and invent an appropriate background which would secure you the position.

Tips for the teacher

*Divide the class into pairs (see Appendix)

*Alternatively, you could split the class into groups and provide each group with a different advertisement.

FEMALE VOCALIST

wanted by newly opened American style Bar & Restaurant with LIVE MUSIC in Roppongy. Cheerful American females with proper visa. Must speak Japanese.

We will audition for vocalist position. Audition songs are ‘Move over’ and ‘Sailing’. Details at interview.

Please send résumés to Ms. Yukimatsuri.

Writing practice 1.

Order relevant details concisely, correctly, and imaginatively under the sections with the following headings. Write a résumé on a separate piece of paper. Information can be given in the form of full sentences or, increasingly, as bullet points. This can make a CV clearer and easier for possible employers to read.

Name, nationality	Choose a foreign-sounding (female!) alias in place of your real name, the more dramatic the better!
Education	You have had study experience in more than two countries
Qualifications and other awards	You have the experience of participating in vocal contests
Employment	You are not younger than 25. You have had work experience in more than two countries
Interests and activities	Set your imagination free!
References	Refer to organizations and individuals to impress the employer

Speaking practice.

Read and evaluate another pair (group) résumé according to content, relevance, presentation and language, and decide on:

- three reasons why the candidate should get the job;
- two reasons why the candidate should not get the job.

Tips for the teacher

*Have the pairs (groups) swap their résumés.

*Focus the students' attention on discourse markers, like *furthermore*, *moreover*, *in addition*, *additionally*, *secondly*, *thirdly*, etc.

Vocabulary exercise.

Make up a list of adjectives describing personal qualities of people of the following existing and imaginary professions.

toy tester	president	mother	window cleaner	lion tamer
stuntman	mule handler	kitchen assistant	bank robber	spy
stewardess	tightrope walker	clown	parachutist	cook

Writing practice 2.

I. Match the following paragraphs with the corresponding headlines of a letter of application.

Introduction	A. Giving the reason why you would like this particular job, or why you would like to work for this company.
Qualifications and experience	B. Saying what experience from your past makes you suitable for this job.
Personal qualities and additional skills	C. Reference to future contact, and expressing your interest in hearing from them soon.
Say why you want the job	D. Stating what personal qualities you will bring to the job. Giving some evidence of these qualities.
End	E. Stating your reason for writing the letter, naming the position you would like to apply for, and saying where you have seen the position advertised.

II. Match the phrases and sentences with the headlines in Exercise I.

- A. I have two years' experience working in this field.
- B. I enjoy working in a team.
- C. I would like to be considered for the position of ...
- D. I would like the opportunity to learn more about...
- E. You will find a copy of my CV enclosed.
- F. I am writing in response to the job which I saw advertised in the ...
- G. I have had considerable experience working...
- H. I am writing to apply for...
- I. I am a fully qualified ...
- J. I believe that I would be suitable for this post.

- K. I enjoy the challenge of...
- L. I heard about this position through ...
- M. This job would offer me...
- N. I am patient and thorough in my work.
- O. I believe that I have all the necessary skills and qualifications for this post.
- P. I am fluent in Spanish.
- Q. I have taken courses in...
- R. I would be happy to attend an interview at a time convenient to you.
- S. I have a good working knowledge of ...
- T. I graduated from...
- U. Please do not hesitate to contact me if you require any further information.
- V. XY Systems is a leader in the field of...
- W. I hope to hear from you in the near future.

III. Complete the application letter below with the information from your CV.

Name of organization
House #, Street
City

Dear Sir/Madam,

I have seen your advertisement in the _____, and I would like to apply to work in your _____ this summer.

I have some experience of _____. After leaving school, I worked for _____, where I was given _____ and learned how to _____ and _____. I have also worked as _____ in _____, so I am used to _____ and _____.

I have visited _____ and _____ several times, and know _____ in both countries. I speak _____ fluently, and I have a basic knowledge of _____. I have always been interested in _____ and I have a good sense of _____.

I am an outgoing and _____ person, and I think I would enjoy _____.

I am looking forward to hearing from you.

Yours faithfully,
Name

Writing practice 3.

Write a letter of application to one of the universities in the USA, stating which college you choose and why, explain the reason why it's necessary or desirable for you to study at this college and how it might help your future career. Mind the address organization on the envelope. Write about 250-300 words.

Letter of Complaint

Warm-up exercise

Describe the diagram 'Dangerous Road' to your partner so that they could draw it (See APPENDIX 6).

Vocabulary exercise 1.

Match words from each column to make a phrase related to road safety.

swift	crossing
stretch	pavements
40 to 60	limit
zebra	traffic
poor	risk
number	amenities
flow	action
narrow	miles per hour
serious	calming
volume of	of traffic
car	visibility
speed	of pedestrians
traffic	accident
nearby	of road

Tips for the teacher

*Divide the class into pairs. (see APPENDIX 7)

*Alternatively, describe the diagram for all to draw. Check for differences.

All the phrases come from a letter.

Who wrote the letter, to whom and about what?

Vocabulary exercise 2.

Below is a jumbled letter about the dangerous road shown in the diagram. Insert each of the phrases on road safety, from the previous exercise, into the appropriate sentence.

Alternately, a _____ and railings to enclose nearby pavements would protect pedestrians and decrease the speed of car equally well.

The _____ along South Street peaks between 8.00am and 9.00am, which, of course, coincides with the arrival of school children at St. Mary's Junior School on The Marsh.

In reality cars often drive along this road far too fast, at _____, in both directions.

I'm writing to draw your attention to a dangerous _____ on South Street near the junction with The Marsh (see diagram above) in Chip Town.

The _____ along South Street is a maximum of 30 miles per hour.

This whole area is most definitely a _____ to pedestrians.

To sum up, some sort of _____ scheme here is much needed and long overdue.

I must express my own, and other parents', anxiety at the daily sight of crowds of school children navigating the _____ with no protection.

Need I say that any _____, at this speed, involving pedestrians, adults or children, would be horrific and fatal.

These increase the _____ in the area, who also find the lack of traffic crossing facilities alarming.

The safety of Chip Town's children is at stake and depends upon your _____.

The situation is made more hazardous by _____, which can't cope with more than two abreast.

Other _____ include retirement flats and a gift shop.

To make matters even worse, a bend in the road causes _____ of oncoming traffic when crossing from east to west.

Vocabulary exercise 3.

I. Regroup the jumbled sentences into the following topic categories in order to make a coherent letter of complaint to the Road and Safety Department of Chip Town Council about the 'trouble spot' on South Street.

- a. Introduction
- b. Volume of traffic
- c. Speed of traffic
- d. Other factors
- e. Solution

II. Underline all the phrases which describe place or direction in the letter. Draw an arrow on the diagram to illustrate the places and directions.

III. The author of the letter is dissatisfied with the dangerous road, South Street. She thinks it is obviously dangerous. Circle all the phrases in the letter which express this emotion and attitude of the author.

Vocabulary Extension exercise.

The main purpose of a letter may be to communicate information to the reader. However, another important purpose of a letter may be to express the author's attitude or emotion on the subject to the reader.

I. Put the phrases below into categories, depending on what emotion or attitude they convey.

- a) dissatisfaction
- b) satisfaction
- c) apology
- d) annoyance
- e) desires
- f) gratitude

I am particularly unhappy about...

I'm sorry to have to say...

I'm sorry that...

I'm very keen to...

Unfortunately, ...

I was delighted to see/hear that...

Thank you so much for...

Happily, ...

Please accept my apologies for...

Despite my request for...

...is not what I expected

What would suit me best is...

... was most impressive

Even though I previously mentioned...

Tips for the teacher

*The Vocabulary Extension exercise is optional and can be done individually, or, to change the pace, as a class. Make it into a game by providing teams with counters to place in the right 'emotion box' for each phrase, as they are revealed on an OHP/read out (keep the counter for correct answers etc.).

II. Complete the possible sentences below from different letters by adding a phrase from above. More than one combination may work.

- a. The way she remembered all our names _____.
- b. _____ try your new software.
- c. _____ your colleague behaved abominably.
- d. _____ we arrived in time for dinner.
- e. _____ the flowers.
- f. The design _____.
- g. _____ the mess we made.
- h. _____ her disability, no ramp was available.
- i. _____ a lecture room with an OHP.
- j. _____ privacy, the papers got to hear about it.
- k. _____ we were too late.
- l. _____ you passed your driving test.
- m. _____ we didn't make the funeral.
- n. _____ the suggested colour scheme for the kitchen.

III. Choose three sentences and decide who wrote the letter, to whom and about what.

Writing Practice

You are an office worker and below is a diagram of your office. There are a number of points that you are not happy about A-H, listed below. Write a letter to your employer explaining what is dissatisfactory about the layout of your office and what you think should be done about it. You should:

- write an introduction
- group your point into topic categories
- describe the layout with accurate phrases of place and direction
- use phrases which express your dissatisfaction about the office layout
- suggest at least one possible solution

Windows don't open – no ventilation

B. Book shelves – cut out natural light

C. Open plan desks – workers easily distracted

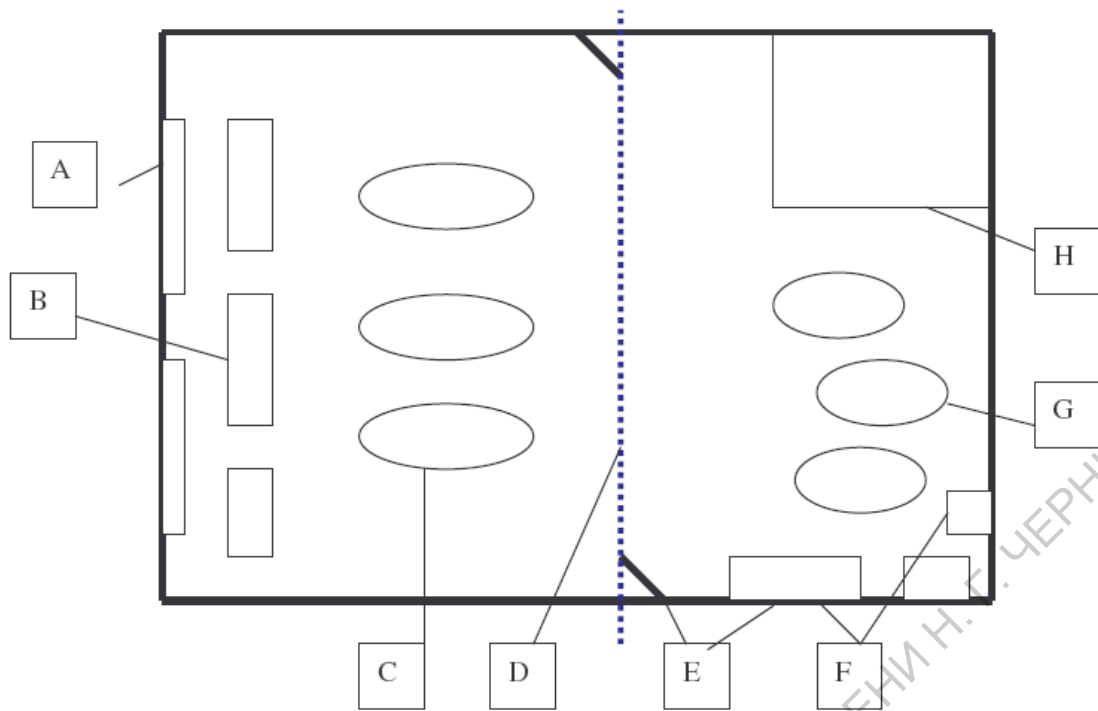
D. Office used as a corridor

E. Doors constantly opened and banged shut by through-traffic

F. Photocopier, franking machine and colour printer – noisy and give off fumes

G. Desks (your desk) too near coffee area – too noisy and smoky

H. Coffee area – always messy



Fable

Warm-up exercise

Titles of fables:

- The Lion and the Mouse
- The Crow and the Pitcher
- The Cock and the Fox
- The Wolf and His Shadow
- The Hare and the Tortoise
- The Eagle and the Cocks
- The Fox and the Crow
- The Dog and His Reflection

Choose one of the fables below, read it, understand and memorize (not word for word!)

Tips for the teacher

*This is a 'fable swap exercise' (students are allowed to walk round the classroom and retell their fables to different people. Make students retell their fables several times.

*Make sure the students have chosen all the fables.

*Have a dictionary on hand to help the students. Circulate and help the students as needed.

The Lion and the Mouse

Mr. Lion was lying asleep, but was awakened by a mouse running over his face.

'How dare you!' he roared, and raised his paw to kill the mouse.

'Please, Sir,' begged Mrs. Mouse 'let me go, and one day I may do something for you in return.'

'You help me! Ha, ha!' laughed Mr. Lion; but he let her go.

One day Mr. Lion was caught by a net spread by hunters.

'I can't get out!' he roared angrily.

'But I can help you,' said a tiny voice, and up ran the mouse, who nibbled and gnawed at the ropes until the Lion was free.

'There,' she said proudly, 'had you not let me go, I would not have found a way to help you, after all.'

The Crow and the Pitcher

A very thirsty crow found a pitcher with very little water in it. Although he stooped and stretched, he could not reach the water.

'What shall I do?' thought he, looking around at the stony ground. Then he thought of a clever plan. He dropped pebbles into the pitcher, until the water rose high enough for him to drink.

The Cock and the Fox

A Cock stood crowing on a treetop as Mr. Fox came walking by, longing to make a meal of him.

'Come down,' drawled Mr. Fox, 'I have very good news for you!'

'What news?' asked the Cock cautiously.

'All the birds and animals have promised to love each other. Come down and be loved,' coaxed the Fox.

But the Cock only looked far away, craning his neck.

'What do you see?' asked the Fox.

'A pack of Hounds, I think,' called down the Cock.

Thereupon the Fox jumped up to run.

'Don't hurry!' crowed the Cock. 'We are all friends now!'

'Ye-e-s,' stammered the Fox, 'but perhaps the Hounds have not heard the news.'

'I see,' said the Cock, smiling.

The Wolf and His Shadow

Once Mr. Wolf went out for a walk in the early evening when the sun was setting. As he went along he was delighted by his enormous shadow.

'How huge I am,' sang he. 'Fancy being afraid of Lions! Why, I ought to be King instead of the Lion.'

So proud was he that he did not notice the time and forgot that Lions come out to hunt at dusk. Suddenly a Lion sprang on him.

'Alas!' he cried. 'Had I not been so vain, I would not have been caught.'

The Hare and the Tortoise

'I can run faster than you,' boasted a Hare to a Tortoise.

'Very well,' answered the Tortoise slowly, 'let us have a race, with Mr. Fox as judge, and see who wins.'

'Ha! Ha!' laughed the Hare. 'We will!'

So off they went as fast as they could. No sooner had they set off than the Hare left the Tortoise far behind.

So confident was the Hare that when he saw this he lay down for a rest thinking 'I am so fast that I can afford to have a nap and still win the race easily.' But he slept so soundly that Mr. Tortoise not only came along but also passed him.

When Mr. Hare awoke he realized what he had done and tore on to the winning post, but he found Mr. Tortoise already there!

The Dog and His Reflection

A Dog once stole a piece of meat out of a butcher's shop, and hurried towards home as fast as he could. On the way, he had to cross a little bridge. As he trotted along it, he chanced to look at the water below.

'Hello!' said he, stopping. 'Why there's another dog there with an even better piece of meat than mine. Not only shall I have my piece of meat, but I'll have that piece also!'

Saying this, he snapped at the other dog, which was only his own reflection in the water. When opening his mouth to seize the other dog's piece of meat, his own fell into the stream and sank out of reach.

The Fox and the Crow

Miss Crow had stolen a big piece of cheese, and flew on to a branch to enjoy it. A sly fox, who wanted the cheese for himself, came up and spoke politely to her.

'Oh, Miss Crow, how beautiful you are! What a lovely beak, what lovely feathers you have! What pretty eyes! If only you could sing you would be the most wonderful bird in the world!'

Very pleased to hear all this about herself, Miss Crow gave a loud caw to show that she could sing. Of course, hardly had she opened her beak when the cheese fell down, and Mr. Fox ran away with it, laughing heartily.

The Eagle and the Cocks

Two Cocks in the same farmyard started to quarrel about which should be master. After the fight the loser hid himself in a corner, not wanting to be seen, but so jubilant was the winner that he flew onto the roof.

'It is I who won,' he crowed, so loudly that an Eagle overheard. The eagle swooped down and carried him away.

So the beaten Cock became master of the farmyard, after all.

Mill around the classroom and tell your fable to every other student. Listen to the fables of your partners and tick them off the titles list in return.

Return to your seat and with a partner match the tales heard with the morals listed below.

- A. People who work slowly and carefully often work better than people who work quickly but are careless.
- B. A way can always be found if you make up your mind to find it.
- C. People sometimes say nice things to you just to get something they want for themselves.
- D. If you rightly own a good thing be sure you do not lose it for something you are not certain about.
- E. Do not be too proud of yourself.
- F. Even the smallest may find a way to help.
- G. Do not let vanity make you careless.
- H. Other folks can play tricks as well as you.

Vocabulary exercise.

I. Underline all the verbs that describe the direct speech of the animals in the fables.

II. Find the examples of adverbs that describe the manner of speaking.

III. Find the examples of present participles which describe what the speaker is doing at the same time.

Tips for the teacher

*Explain that stories of the kind read well partly due to certain language features in them.

The examples of language from *Vocabulary exercise* give us extra information about *how* the speaker speaks and what the speaker is *doing whilst* they are speaking.

Writing practice 1.

Now write a two-line conversation between a hungry cat and a frightened mouse. Use the examples of language from Vocabulary exercise.

Grammar exercise

I. Find the examples of subject-verb inversion after direct speech.

II. Find the examples of subject-verb inversion in a conditional sentence.

III. Find the examples of subject-verb inversion after 'so+adjective'.

IV. Find three more phrases with subject-verb inversion.

Discuss exactly what is emphasized in each of the examples.

Tips for the teacher

*Explain that in the fables there is certain dramatic emphasis given by inverting the subject and verb of the sentence.

Writing practice 2.

Choose one out of these three possible morals from imaginable fables.

- Don't put off till tomorrow what you can do today.
- Do not believe all that you are told.
- By changing your appearance you cannot change your nature.

Write a fable to illustrate the moral. Use the examples of the type of language from Vocabulary and Grammar exercises to create a dramatic narrative style in your writing.

Mini Saga

Warm-up exercise

What is a saga?
What is a mini saga?

Read the mini saga below and write the title for it in less than fifteen words.

Tips for the teacher

*Write on the board the word 'saga'. Ask the students if they know what a saga is. Put all the ideas on the board in the form of a diagram.

*As an alternative you can ask the students to read the mini saga once and tell it to their partner in their own words.

The girl said she was going to come back.

The boy promised to wait.

He sat on the dock and waited.

One day while he was waiting he noticed another girl sitting and looking out to sea.

'Are you waiting too?' he asked.

'Not anymore,' she said.

They both smiled.

Writing practice.

I. With your partner choose a prompt and brainstorm ideas for your story on a piece of paper.

II. Write the first draft of a very short story based on your prompt and ideas.

III. Swap stories with another pair. Your task now is to make corrections in the others' story. Look for spelling, grammar and punctuation mistakes.

IV. When you get your story back

Tips for the teacher

*Divide the class into pairs (see APPENDIX 7). Provide the pairs with a prompt to help them focus their writing. It can be either a picture or a proverb or a quotation (See APPENDIX 5).

*Students don't have to worry about the number of words at this stage.

*Have a dictionary on hand to help the students. Circulate and help the students as needed.

*Direct the students to read each

rewrite it with corrections and make sure it is between 48-52 words exactly. Give your mini-saga a title.

others mini sagas. You could have the class vote on which is the best one.

Limerick

Warm-up exercise 1.

Read the limericks below and say:

- which lines rhyme (end with the same sounds, including a vowel);
- which lines have the same rhythm pattern (have the same number of stressed syllables).

Tips for the teacher

*To start with, encourage students to recite a limerick and comment on its peculiarities.

- 1 *There was an old man from Peru,*
- 2 *who dreamed he was eating his shoe.*
- 3 *He awoke in the night*
- 4 *with a terrible fright,*
- 5 *and found out that it was quite true.*

- 1 *There once was a fellow named Jim,*
- 2 *whose dad never taught him to swim.*
- 3 *He fell off a dock*
- 4 *and sunk like a rock.*
- 5 *And that was the end of him.*

Warm-up exercise 2.

I. Pick out the words with the same sound, like *bathe – cake – Kate [ei]*.

bite, function, battle, good, blind, shoe, lit, southern, bird, geography, done, well, drink, little, away, kept, half, Monday, biography, feet, bell, it, spell, lost, shave, mouth, kind, house, hear, do, hold, must, ought, mistake, break, inside, eaten, western, fight, bring, scarf, sheep, time, grew, kiss, knife, idea, put, left, thus, shiver,

brave, felt, blue, swine, began, lose, but, bad, know, brother, been, gone, bright, buy, gave, had, work, fly, wife, hurt, ride, make, flew, found, Sunday, bald, girl, behave, cut, youth, Japan, lie, ill, map, go, raven, freeze, on, drank, many, drunk, blow, were, child, fun, dream, river, become, light, strong, path, build, take, foot, this, mice, far, fought, went, saw, chime, learn, dwell, all, chap, cost, bought, no, thought, tiger, trust, wolf, bath, dead, much, run, elder, ate, eight, shut, find, have, became, tell, burn, shelf, fall, forget, can, long, eat, is, get, smile, life, leave, forgot, feel, did, forgive, lower, give, given, gay, tooth.

II. Find the words that rhyme, like *bake – cake – take* [eɪk].

Vocabulary exercise.

Complete the limericks below with the words that fit the rhyme and the rhythm pattern.

There was a great man of Japan, Whose name on a Tuesday ...; It lasted through Monday Till midnight on ... And sounded like stones in a	The art of ... Is different from is about maps, But ... is about chaps .
There was a Young Lady of Niger, Who went for a ride on a ... , They returned from the ... With the lady inside And a smile on the face of the	There was an Old Man with a ... Who said, 'If you choose to suppose That my ... is too long, You are certainly ...! That remarkable man with a
There was an Old Man in a barge. Whose nose was exceedingly ... But in fishing by ... It supported a light Which helped that old man in a barge.	There was an Old man in the ... Who always begged everyone's pardon. When they asked him, 'What ...?' He replied, 'You are a bore!' And I trust you'll go out of my
There was an Old Man of Peru, Who never knew what he should ...; So he tore off his hair; And behaved like a ... , That intrinsic Old Man of Peru.	There was an Old Man of the South, Who had an immoderate ... , But in swallowing a dish, That was quite full of ... , He was choked, that Old Man of the South.

Writing practice.

Write the limerick of your own following the steps 1-5.

Tips for the teacher

*For this activity the students can be divided into pairs or groups.

Step 1. An easy way to get started is to pick a boy's or girl's name that has one syllable (like Bill, Tim, Dick, Sue, or Jill).

There once was a fellow (or young girl) named ____ (pick an easy name with one syllable).

Step 2. Now make a list of words that rhyme with the last word in the first line.

Step 3. Now write the second line using one of the rhyming words. Notice that the last words in the first two lines rhyme and that both the first and second lines contain 3 stressed syllables.

Step 4. Now think of an interesting story. Notice that the last words in the third and fourth lines rhyme. And notice there are two stressed syllables in each line.

Step 5. Now you need to go back to the list of rhyming words to find one that can end the poem.

*To demonstrate the activity pass steps 1-5 together. We'll pick "Jill." So the first line is

"There once was a young girl named Jill."

*Your list of rhyming words might include: hill, drill, pill, skill, bill, will, and ill.

*Here's an example:

"Who freaked at the sight of a drill."

*Discuss what could happen to someone scared of a drill. You might have an interesting story if Jill had to go to the dentist. Here's what might happen in the third and fourth lines.

"She brushed every day."

"So, her dentist would say,"

*"Your teeth are quite perfect. No bill."

APPENDIX 1. LINKING WORDS AND PHRASES

CAUSE AND EFFECT

THEN, he moved on to the next work station.

AS A RESULT, the team lost the game.

FOR THIS REASON, she always went home for the weekend.

THE RESULT WAS always predictable.

WHAT FOLLOWED was as painful as it was inevitable.

IN RESPONSE, he quickly upped the ante.

THEREFORE, the aircraft overshot the runway.

THUS, it was just a matter of time.

BECAUSE OF THIS, the results were always the same.

CONSEQUENTLY, he was no longer friends with Frank.

THE REACTION to this event was swift and decisive.

CONTRAST

UNLIKE last year, this one was highly profitable.

DIFFERENT from this, was our approach to manufacturing.

IN SPITE OF the dot com bust, the company prospered.

ON THE OTHER HAND, earnings per share have increased.

ON THE CONTRARY, the impact was less than expected.

OPPOSING that idea was the move to new technologies.

HOWEVER, that approach may actually prove better.

CONTRARY to his findings, the revenue picture is good.

NEVERTHELESS, something still appears to be missing.

SEQUENCE AND RELATIVITY

THEN, each one followed in numerical sequence.

IN ADDITION, a fourth material was added to the mix.

TO ENUMERATE, first there was the car, second the boat, ...

NEXT in the series was the "outrigger" brand line.

BESIDES THAT, there were two other possible sources.

SIMILARITY AND COMPARISON

LIKE always, he took the company on a dangerous course.

SAME as before, he managed to meet all of the requirements.

SIMILAR things were known to happen at certain times.

CLOSE to that was the result of the second round of voting.

LIKEWISE, they made similar changes in the factory.

ALSO, there were the worker's families to consider.

NEAR that one, was where we found the faulty component.

EXPLANATION AND EXAMPLE

FOR EXAMPLE, last year's model was underpowered.

ONE SUCH occurrence was last week's power outage.

FOR INSTANCE, earnings this year are higher than last.
TO ILLUSTRATE, he went to Chicago just to make his point.
ALSO, there is a new approach to sheet-metal moulding.
TO DEMONSTRATE, I will use the new model throughout.

APPENDIX 2. HELPFUL WORDS AD PHRASES FOR WRITING A SUMMARY

FICTION

Introduction

(Title) is a novel by (author).
(Title) was written by (author).
The story is about (topic).
The novel tells the story of (hero/topic).
(Title) tells of (hero), who ...
In (title) by (author), the reader is taken into (place/time of story).
(Title) is the story of (hero/action/...)
(Title) is set in the period of (event).

Content

As the story begins, ...
During ...
While ...
As/When ...
Since/As ...
Just then ...
After ...
Before ...
Before long ...
Soon ...
Soon afterwards ...
As soon as ...
One day/evening ...
The following day ...
Some time later ...
Hours/Months/Years later,
By morning/the next day/the time ...
Meanwhile ...
However, ...
Again/Once again ...
At this point ...
To his surprise ...
This incident is/was followed by ...
To make matters even worse ...
Eventually, .../Finally, ...

NON-FICTION

Introduction

- In (title), author (author) discusses (topic).
- In (title), (author) explains the principles of (topic).
- (Title) offers a detailed and practical introduction to (topic).
- (Title) is a detailed account of (topic).
- (Title) is an essential guide to (topic).
- (Title) is a classic handbook on (topic).

Content

- (Author) provides the reader with (details).
- (Title/Author) shows how to (details).
- (Author) begins by explaining how ...
- Then (author) ...
- Chapter (number) focuses on (details).
- The (number) chapters/sections of the book encourage (aim) through a series of steps: (steps/details)

FILM

Introduction

- (Title) is a film by (director).
- (Title) is based on a novel by (author).
- The story is about (topic).
- (Title) tells the story of (hero/topic).
- (Title) is the story of (hero/action/...).
- (Title) is set in the period of (event).
- (Title) tells of (hero), who ...

Content

- As the story begins, ...
- During ...
- While ...
- As/When ...
- Since/As ...
- Just then ...
- After ...
- Before ...
- Before long ...
- Soon ...
- Soon afterwards ...
- As soon as ...
- One day/evening ...
- The following day ...
- Some time later ...
- Hours/Months/Years later,
- By morning/the next day/the time ...
- Meanwhile ...
- However, ...

Again/Once again ...
At this point ...
To his surprise ...
This incident is/was followed by ...
To make matters even worse ...
Eventually, .../Finally, ...

APPENDIX 3. PHRASES TO DESCRIBE CHARTS

The pie chart is about ...
The bar chart deals with ...
The line graph (clearly) shows ...
The slices of the pie chart compare the ...
The chart is divided into ... parts.
It highlights ...
... has the largest (number of) ...
... has the second largest (number of) ...
... is as big as ...
... is twice as big as ...
... is bigger than ...
more than ... per cent ...
only one third ...
less than half ...
The number ... increases/goes up/grows by ...
The number ... decreases/goes down/sinks by ...
The number ... does not change/remains stable
I was really surprised/shocked by the ...
So we can say ...

Expressing approximation

We use words to express approximation when the point we are trying to describe is between milestones on the graph.

just under
just over
well under
well over
roughly
nearly
approximately
around
about

Expressing the Movement of a Line

Verbs	Nouns	Adjectives	Adverbs
rise (to)	a rise	dramatic	dramatically
increase (to)	an increase	sharp	sharply
go up to		huge	hugely
grow (to)	growth	steep	steeply
climb (to)	a climb	substantial	substantially
boom	a boom	considerable	considerably
peak (at)	(reach) a peak (at)	significant	significantly
fall (to)	a fall (of)	marked	markedly
decline (to)	a decline (of)	moderate	moderately
decrease (to)	a decrease (of)	slight	slightly
dip (to)	a dip (of)	small	
drop (to)	a drop (of)	minimal	minimally
go down (to)		rapid	rapidly
reduce (to)	a reduction (of)	quick	quickly
	a slump	swift	swiftly
level out	a leveling out	sudden	suddenly
not change	no change	steady	steadily
remain stable (at)		gradual	gradually
remain steady (at)		slow	slowly
stay (at)			
stay constant (at)			
maintain the same level			

APPENDIX 4. WRITING A THANK-YOU LETTER. PROMPT

A puppy	Your favourite video	A long-distance phone card so that you can call your friend who moved away
A gift certificate to your favourite clothes store	Two tickets to the cinema	A unique doll for your collection of dolls
A pair of roller blades	A bowl with a goldfish	A collection of ancient coins
A new swim suit to wear to your swimming classes	A book by your favourite writer	A brand new Dior perfume

APPENDIX 5. WRITING A MINI SAGA

PROMPT 1. Proverbs.

The early bird catches the worm.

Look before you leap.

A rolling stone gathers no moss.

Out of sight, out of mind.

Never say die.

Let sleeping dogs lie.

Better late than never.

A bird in the hand is worth two in the bush.

The grass is always greener on the other side of the fence.

Don't cross your bridges before you come to them.

Too many cooks spoil the broth.
It's no use crying over spilt milk.
You can't teach an old dog new tricks.
A stitch in time saves nine.
All that glitters is not gold.
Don't count your chickens before they are hatched.
Don't put all your eggs in one basket.
There's no smoke without fire.
Fine feathers do not make fine birds.

PROMPT 2. Quotations.

'Solitude is fine when you are at piece with yourself and have something definite to do' (W. Goethe).

'Education is the ability to listen to almost anything without losing your temper and your self-confidence' (R. Frost).

'Everyone is a moon and has a dark side which he doesn't show to anybody' (M. Twain).

'There is nothing more tragic in life than the impossibility of changing what you have done'.

'If you do not think about the future you cannot have one' (J. Galsworthy).

'It is not enough to do good, one must do it in the right way' (J. Morley).

'How glorious it is – and also how painful – to be an exception' (A. Mussel).

'The art of being wise is the art of knowing what to overlook' (W. James).

'If there were no bad people, there would be no good lawyers' (Ch. Dickens).

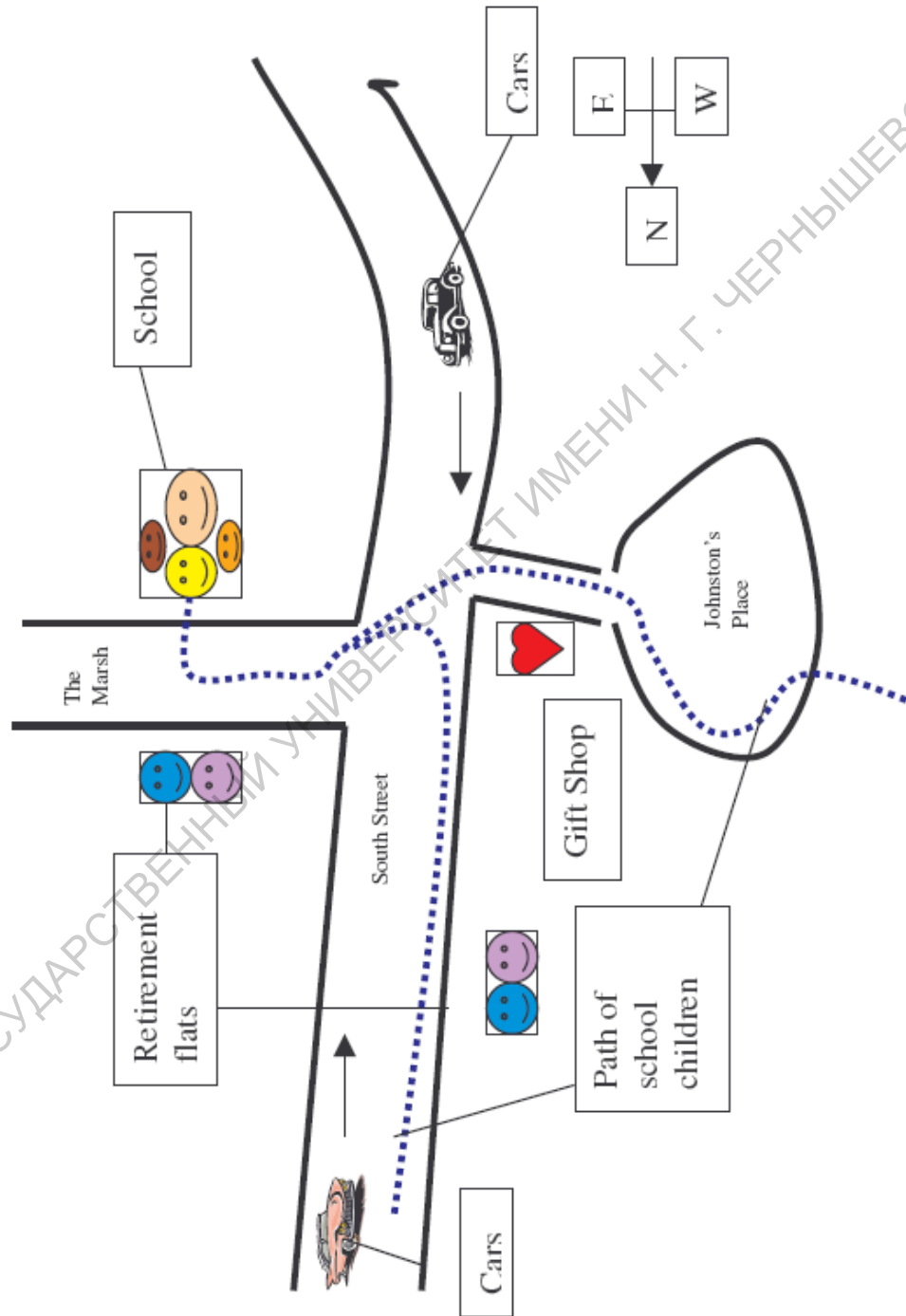
'Most people would succeed in small things if they were not troubled with great ambitions' (H. Longfellow).

'If a man could have half his wishes he would double his troubles' (B. Franklin).

'No army can withstand the strength of an idea whose time has come' (V. Hugo).



APPENDIX 6. DANGEROUS ROAD.



САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

APPENDIX 7. Matching cards “Synonyms and antonyms”

fair	dark	slim
fat	horrible	terrific
happy	miserable	wonderful
awful	cheap	expensive
dry	wet	interesting
boring	tanned	pale

Критерии оценивания письменных работ

ПИСЬМО (20 баллов)

Содержание (5 баллов)

5б – все аспекты отражены полно, т.е. точно и развернуто, соблюдены нормы вежливости, выдержан объем

4б – некоторые аспекты задания раскрыты не полностью, в основном соблюдены нормы вежливости, имеются некоторые нарушения в стиле

3б – задание выполнено не полностью, отражены не все аспекты задания, имеются 3 и более нарушений стиля, часто не соблюдаются нормы вежливости

1-2б – отход от темы или ситуации общения, подмена жанра делового письма жанром личного письма, объем менее 20% от заданного

0 – задание не выполнено

Организация (3 балла)

3б – письмо логично, средства логической связи используются правильно, текст правильно разделен на абзацы, соблюден формат (обращение, подпись и т.д.)

2б – имеется 1-2 нарушения логики, несколько недостатков или неточностей при использовании средств логической связи, 1-2 нарушения деления текста на абзацы, 1-2 нарушения в формате

1б – более двух нарушений логики высказывания, более 3 неточностей в использовании средств логической связи, целый ряд нарушений при делении текста на абзацы, более 3 нарушений в формате

0 – задание не выполнено либо отсутствует деление на абзацы

Лексика (5 баллов)

5б – лексическое оформление правильное, лексический репертуар соответствует уровню и ситуации общения, стилевое оформление речи правильное

4б – допущены отдельные неточности в употреблении слов, словарный запас ограничен, но лексика использована правильно, имеется 1-3 лексические ошибки

3б – имеется более 4 лексических ошибок, в т.ч. орфографических, ограниченный словарный запас, ведущий к затрудненному пониманию текста

1-2б – более 7 лексических ошибок, ограниченный словарный запас

0 – задание не выполнено

Грамматика (5 баллов)

5б – грамматическое оформление правильное, отсутствуют грамматические ошибки

4б – 2-3 грамматические ошибки разного типа

3б – 3-6 грамматических ошибок разного типа

1-2б – более 6 грамматических ошибок разных типов

0б – задание не выполнено

Пунктуация (2балла)

2б – пунктуационные ошибки отсутствуют

1б – имеются незначительные нарушения правил пунктуации (1-2)

0б – правила пунктуации не соблюдаются

ИЗЛОЖЕНИЕ ТЕКСТА (с элементами рассуждения)

Содержание (5 баллов)

5б – сюжетная линия полностью воспроизведена, события представлены в правильной последовательности, факты соответствуют действительности, собственные комментарии развернуты, идеи отличаются оригинальностью и новизной

4б – имеются незначительные нарушения в сюжете, или события представлены в неправильной последовательности, или важные для повествования события опущены, что, однако, не препятствует пониманию текста, собственные комментарии не отличаются оригинальностью и новизной

3б – имеются нарушения в сюжете, важные детали повествования опущены, собственные комментарии немногословны, не отражают сути затронутой проблематики, носят поверхностный или отвлеченный характер.

1-2б – значительные нарушения в сюжете, опущены важные детали повествования, объем не превышает 150 слов, собственные комментарии отсутствуют, не соответствуют проблематике или носят поверхностный характер

0б – задание не выполнено

Организация (3 балла)

3б – изложение логично, используются средства логической связи, их использование правильно, текст правильно разделен на абзацы

2б – имеется 1-2 нарушения логики, несколько недостатков или неточностей при использовании средств логической связи, 1-2 нарушения деления текста на абзацы

1б – более двух нарушений логики высказывания, более 3 неточностей в использовании средств логической связи, целый ряд нарушений при делении текста на абзацы

0б – задание не выполнено либо отсутствует деление на абзацы

Лексика (5 баллов)

5б – лексическое оформление правильное, лексический репертуар разнообразен, оригинален и соответствует уровню и ситуации общения

4б – допущены отдельные неточности в употреблении слов, словарный запас соответствует уровню обучения, в целом лексика использована правильно, имеется 1-3 лексические ошибки

3б – имеется более 4 лексических ошибок, в т.ч. орфографических, ограниченный или однообразный словарный запас, ведущий к затрудненному пониманию текста

1-2б – более 7 лексических ошибок, ограниченный словарный запас

0б – задание не выполнено

Грамматика (5 баллов)

5б – грамматическое оформление правильное, отсутствуют грамматические ошибки, используются разнообразные грамматические конструкции, умело сочетаются простые и сложные предложения

4б – 2-3 грамматические ошибки разного типа, однотипные грамматические конструкции, использование простых, нераспространенных предложений

3б – 3-6 грамматических ошибок разного типа, ошибки, ведущие в затруднительному пониманию текста, однотипные грамматические конструкции, однообразный синтаксис

1-2б – более 6 грамматических ошибок разных типов, ошибки, ведущие в затруднительному пониманию текста, однотипные грамматические конструкции, однообразный синтаксис

0б – задание не выполнено

Пунктуация (2балла)

2б – пунктуационные ошибки отсутствуют

1б – имеются незначительные нарушения правил пунктуации (1-2)

0б – правила пунктуации не соблюдаются

Пересчет баллов в оценку

18-20б. – «5»

13-17б. – «4»

7-12б. – «3»

0-6б. – «2»

СОЧИНЕНИЕ С ЭЛЕМЕНТАМИ РАССУЖДЕНИЯ (ЭССЕ)

Содержание (3б).

3б – Отражены и раскрыты полно (развернуто и точно) все аспекты (есть постановка проблемы, высказано личное мнение с двумя развернутыми аргументами, дана другая точка зрения с двумя контраргументами (либо даны по два развернутых аргументы «за» и «против») и сделан вывод). Стилизовое оформление правильное. Выдержан объем работы

2б – Некоторые аспекты задания раскрыты не полностью (все аспекты присутствуют, но даны не развернуто или представлены слабые аргументы; затронуты не все компоненты задания). Имеются отдельные нарушения в стиле.

1б – Не все аспекты присутствуют (например, не высказано другое мнение). Часто встречаются нарушения стиля (больше двух)

0б – Объем работы менее 180 слов. Произошел отход от темы (не освещены аспекты задания). Спутаны форматы «Личного письма» и «Письменного высказывания с элементами рассуждения» (эссе). Более 30% ответа имеет непродуктивный характер (т.е. текстуально совпадает с опубликованным источником).

Организация (2б.)

2б – Высказывание логично (соответствует плану). Деление на абзацы правильное. Средства логической связи использованы правильно.

1б – В основном высказывание логично (1 нарушение). 1-2 недостатка в использовании средств логической связи. 1-2 нарушения деления текста на абзацы

0б – В высказывании отсутствует логика. Отсутствует деление на абзацы. Отсутствуют средства логической связи.

Грамотность (лексика и грамматика) (3б.)

3б – Лексика соответствует уровню В2 и ситуации общения. Практически нет нарушений в использовании лексики (1 нарушение допускается). Грамматические структуры использованы в соответствии с поставленной задачей. Практически отсутствуют грамматические ошибки (1-2 допускаются)

2б – Отдельные неточности (2-4) в употреблении слов. Либо словарный запас ограничен; но лексика использована правильно. Грамматические структуры использованы в соответствии с поставленной задачей. Имеются грамматические ошибки (3-4) в 2-3 разделах грамматики.

1б – Более 4 нарушений в использовании слов. Ограниченный словарный запас, ведущий к затруднению понимания текста. Имеется 5-6 ошибок в 3-5 разделах грамматики, либо ошибки элементарного уровня (*he play, he plays good, many money*), либо ошибки немногочисленны, но затрудняют понимание текста.

0б – Ставится в том случае, если содержание оценено на 0б. Много грамматических ошибок, затрудняющих понимание текста. Ошибки более чем в 6 разделах грамматики. Грамматические правила не соблюдаются.

Орфография и пунктуация (2 б.)

2б – Орфографические ошибки практически отсутствуют (1 допускается). Текст разделен на предложения с правильным пунктуационным оформлением.

1б – Ряд (2-4) орфографических или пунктуационных ошибок, которые незначительно затрудняют понимание.

0б – От 5 и выше орфографических или пунктуационных ошибок. Пунктуационные правила не соблюдаются. Текст написан неразборчиво.

Пересчет баллов в оценку

9-10б. – «5»

7-8б. – «4»

5-6б. – «3»

0-4б. – «2»

СВОБОДНЫЙ ДИКТАНТ

Содержание (5 баллов)

5б – содержательная сторона текста полностью воспроизведена, события представлены в правильной последовательности, факты соответствуют действительности.

4б – имеются незначительные нарушения содержания, или события представлены в неправильной последовательности, или важные для повествования события опущены, что, однако, не препятствует пониманию текста.

3б – имеются нарушения содержания, важные детали повествования опущены.

1-2б – значительные нарушения содержания, опущены важные детали повествования.

0б – задание не выполнено

Организация (3 балла)

3б – изложение логично, используются средства логической связи, их использование правильно, текст правильно разделен на абзацы

2б – имеется 1-2 нарушения логики, несколько недостатков или неточностей при использовании средств логической связи, 1-2 нарушения деления текста на абзацы

1б – более двух нарушений логики высказывания, более 3 неточностей в использовании средств логической связи, целый ряд нарушений при делении текста на абзацы

0б – задание не выполнено

Лексика (6 баллов)

5-6б – лексическое оформление правильное, лексический репертуар разнообразен, оригинален и соответствует уровню и ситуации общения

4б – допущены отдельные неточности в употреблении слов, словарный запас соответствует уровню обучения, в целом лексика использована правильно, имеется 1-3 лексические ошибки

3б – имеется более 4 лексических ошибок, в т.ч. орфографических, ограниченный или однообразный словарный запас, ведущий к затрудненному пониманию текста

1-2б – более 7 лексических ошибок, ограниченный словарный запас

0б – задание не выполнено

Грамматика (6 баллов)

5-6б – грамматическое оформление правильное, отсутствуют грамматические ошибки, используются разнообразные грамматические конструкции, умело сочетаются простые и сложные предложения

4б – 2-3 грамматические ошибки разного типа, однотипные грамматические конструкции, использование простых, нераспространенных предложений

3б – 3-6 грамматических ошибок разного типа, ошибки, ведущие к затруднительному пониманию текста, однотипные грамматические конструкции, однообразный синтаксис.

1-2б – более 6 грамматических ошибок разных типов, ошибки, ведущие к затруднительному пониманию текста, однотипные грамматические конструкции, однообразный синтаксис

0б – задание не выполнено

Пересчет баллов в оценку

18-20б. – «5»

12-17б. – «4»

6-11б. – «3»

0-5б. – «2»

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Useful resources

https://depts.dyc.edu/learningcenter/owl/exercises/colons_ex1.htm

<http://grammarbook.com/punctuation-rules/colons.aspx>

<http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/colons1.htm>

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_43.htm

<http://www.slideshare.net/mobile/meerisild/describing-graphs>

<https://www.onestopenglish.com>

<https://www.learnenglish.com>

National Geographic Learning. <http://www.ngliffe.com/content/reading-texts-word>

Peter Watcyn-Jones. Fun Class Activities. Book 1

Philip Kerr, Sue Kay, Vaughan Jones. Inside Out. Workbook. Pre-Intermediate – Macmillan, 2002

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Мухина Юлия Николаевна
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