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WRITING ROUTINE

Asosiy o`rganilayotgan chet tili
(Yozma nutq amaliyoti) fanidan
o`quv qo`llanma

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Asosiy o`rganilayotgan chet tili (Yozma nutq amaliyoti) fanidan "Writing Routine" nomli o`quv qo'llanma, 2023.-145 b.

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Ushbu o`quv qo'llanma Oliy o`quv yurtlarining 5120100-Filologiya va tillarni o`qitish (ingliz tili) yo`nalishi III bosqich talabalari uchun mo'ljallangan. Mazkur o`quv qo`llanma Asosiy o`rganilayotgan chet tili (Yozma nutq amaliyoti) fanining predmeti, asosiy tushunchalari, maqsadi va vazifalari, shuningdek, talabalarga kasbiy yo`nalish doirasida tilning yozma shakllarini o`rgatish, ularning ijtimoiy-madaniy muloqot malakalarini rivojlantirish, xususan o`rganilayotgan chet tilining funksional shakllari va uslublarini, til to`g`risidagi amaliy va nazariy bilimlarini takomillashtirish, C1 daraja talabiga javob beruvchi matnlarni yoza olish mahoratiga ega bo'lishlari va egallangan yozish ko`nikmalarini kasbiy va ilmiy faoliyatda erkin qo`llay olish qobiliyatiga ega bo'lish ehtiyojlaridan kelib chiqqan holda, o`quv dasturida berilgan reja asosida yaratilgan. Har bir mavzuga doir matnlar, mavzuni mustahkamlashga doir turli testlar, mashqlar va o`tiladigan mavzularga doir autentik materiallar orqali berilgan.

Shuningdek, muallif o`quv qo`llanmani tuzishda chet el adabiyotlaridan unumli foydalangan. Manba va o`quv materiallar talabalarning yoshi, til darajasi, qiziqishlari hisobga olib yaratilgan.

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Mundarija

Introduction

Contrary to common assumption, academic writing doesn't have to be pretentious, difficult to understand, and filled with convoluted phrases that only inspire dread and anxiety. You may think that some of your textbooks are written in the academic version of hieroglyphics, to be fair. However, that does not obligate you to adopt that look.

The issue is that the majority of kids have never actually been taught how to write. As a result, they tend to rely too heavily on quotes, definitions, and paraphrasing what previous academics have said when faced with what seems to be a whole new method of writing.

Writing Routine is a predetermined method for reviving your creativity and unlocking its potential. You can think of it as a word workout in which you skillfully and controllable hone your writing skills. As a writer, the more creative you are, the more prepared you will be for the academic requirements of your course.

This book isn't a magical formula, but if you work through the exercises attentively, you will develop vital writing skills that you will use for the rest of your life. This book is about writing for real-world situations. It seeks to provide you with the abilities to communicate effectively and passionately on a wide range of topics.

Responding to the needs of our ever changing and expanding society requires doing this in order to be effective. By accepting personal accountability for your writing abilities, you can empower yourself. Choosing your self-assured attitude will take you far, not to mention aid in your quest for the highest exam scores!

So, dear reader, it is my hope that this book may help you experience the same levels of self-expression and confidence that I have. I'm hoping you can find a little time in between obligations, deadlines, and the stress of pursuing a degree to practice writing. I wish you could feel the joy of being able to write openly, simply, and succinctly. But above all, I hope you'll be there, balanced and waiting to act, when you hear the beautiful call of luck.

Author

Lesson 1. Are you ready to write?

Are you ready to write? You might be a little shocked to learn that this lesson won't involve you composing any compositions. Instead, you will investigate your writing-related ideas, emotions, and beliefs, which will help you develop into a whole-brain writer.

This section is essential because it forms the basis for the work that will follow. Don't skip it, whatever you do. You'll get better results later if you spend more time on these tests and activities.

Read the following statements, then check the ones that apply to you. There are no right or incorrect answers.

Writing is....

greater than a nightmare	❑
truly challenging	❑
a difficulty to get my thoughts on paper	❑
a task that I detest doing	❑
an enjoyable means of expressing my opinions and emotions	❑
something I naturally do on a regular basis	❑
a complete surprise	❑
good, aside from all that grammar and spelling	❑
something with correct and incorrect responses	❑
a skill a person is blessed with	❑
another course at the university that I can choose to take or not	❑

How did it go? Honestly, how sincere were you? Were you surprised by any of your responses?

You need to be consciously aware of your thoughts, regardless of how you feel about writing—whether you love it, detest it, or have no feelings at all.

Select the writing category that best describes you

I like	❑
I love	❑
I hate	❑
I am indifferent	❑

Let's continue by getting a little further. What do you enjoy most about writing? Why?

_____
_____
_____
_____

What do you dislike about writing? Why?

_____
_____
_____
_____

Explain why you selected the "indifference" checkbox if you did. What, for instance, does writing mean to you?

_____
_____
_____
_____

Which writing assignments do you find the simplest?

_____
_____
_____
_____

What types of writing are the most difficult for you?

_____
_____
_____
_____

There is a considerable probability that you enjoy the tasks that are easy. The purpose of this book is to make writing much simpler and, consequently, more pleasant.

You have confronted your true thoughts and feelings regarding writing. It's time to adjust some of your thinking at this point. This is essential since your world is mostly shaped by your thoughts and feelings. Many of your beliefs about writing are simply myths, or just wrong ideas.

Let's use a pepper as an explanation. You will like eating peppers if you believe they are tasty. Again, if you believe they are the worst vegetable ever, that is the truth. The truth is that your opinion of peppers depends entirely on your viewpoint. However, if you detest them, you can teach your mind to accept and even relish them. The same applies to your writing.

Many scientists have spent several years looking at people's mindsets. Here are some instances of positive versus negative thinking:

Negative thinking	Positive thinking
To be good at writing I have to know everything about spelling and grammar.	I can learn practical techniques as I go along. This book is a journey, where step by step I'll learn what I need to learn.
People who excel at writing are simply smarter than the rest of us.	Learning to write is something I can do. I'll improve as I practice with more intention and precision using the activities in the book. Naturally, some authors are exceptionally intelligent, but this does not imply that good writers are unique among everyone else.
Words seem to flow naturally to people who are good at writing.	Writing requires focus and effort; while talented writers may make it appear simple, they are actually working hard to

	choose the right words to put on the page. Furthermore, it takes time to become an expert in anything worthwhile.
Good writers are inspired; everything comes effortlessly to them.	My motivation will arise but then go, but when I begin somewhere, I may expand my ideas from there. I shouldn't wait inspiration to come because I often have to complete independent work. No matter how I feel, I have to be able to sit down and finish.
Writing is stress and pain.	I create everything from scratch. I've made the decision to view writing as a challenge rather than a burden. Even though it sometimes seems like a pain, I can actually love writing once I start it.
It should always be enjoyable and simple to write. If it's not, I'm obviously doing something wrong.	Writing will occasionally be enjoyable and simple, and other times it may be challenging and hard. I must appreciate my accomplishments and keep in mind that my ability to write properly will put me ahead of others both at university and life.
I should be intelligent enough to write immediately in the style of a professional writer and cope with challenging essays.	Learning anything worthwhile takes effort. I may gradually implement new strategies as I discover the differences between several types of essays.

We've now examined which ideas about writing are beneficial and which are less so. Check out the personalities below to see if you can spot yourself in

any of them. Then consider whether your behaviors are assisting you in achieving your objectives.

What type of writer are you?

Keep track of everything you do related to your writing over the coming week. Alternatively, if you don't think it will work, ask a friend or groupmate to watch what you do when you have a pen, pencil, or keyboard in your hands.

Perfectionist. Your writing, in your opinion, is either flawless or completely useless. You put a lot of time on one task or piece of work and feel as though nothing you produce is ever quite good enough. Ironically, despite your constant desire for accuracy and precision in your writing, a lot of it has been crossed out. You have a high level of diligence, work diligently, and earn good grades.

Fretful. You detest having your work marked in red by your professor. In order to avoid writing mistakes, you play it safe. This indicates that you typically stick to established patterns in your work and are reluctant to adopt novel approaches.

Lazy. You simply never give something your all. Although you are aware of your great potential, you choose to just work to the level necessary to "survive". Although your professors and friends don't think you're very smart, on occasion you go above and beyond to earn outstanding grades before returning to your carefree routine. The disadvantage is that you are starting to notice knowledge gaps and that maintaining your grades is becoming more difficult.

A fun loving person. You would much rather be active and outdoors than isolated in front of a book and a pad of paper. You prefer not to think too much. The most important thing is to have fun, because writing simply cannot compete with other hobbies.

Careless writer. You complete tasks with incredible speed, but your work is filled with careless mistakes that could have been avoided with a bit more diligence. Additionally, you go right in and get to work without even creating a strategy.

Last minute doer. Simply because you haven't left yourself enough time to finish it, you frequently hand in work late. Since you put off finishing the majority of written work until the last minute, every assignment you are doing looks like a 100-meter race.

Single-skilled specialist. You particularly enjoy writing about music on your blog, for example. But when it comes to something difficult for you, you become stuck. Sometimes it's easy to start but difficult to finish. Other times, you may feel as though you lack the necessary abilities to complete a university essay.

The first step to success in writing is to examine your writing habits, regardless of whether you identify with any, all, or none of the types. You can use affirmations to assist transform your negative attitudes and thoughts once you've identified them.

You don't have to believe that writing is difficult or a nightmare even if it still is. You may teach your mind to think more optimistically, which will make the experience much more enjoyable and make it much simpler to bring about change.

Create a minimum of three affirmations for your writing at this time, and if necessary, as much as ten. When you express affirmations in the present tense, as if they actually occur, they are most effective. Each one should begin with "I am," "I think," "I can," or "Writing is." You may state, for instance, "I write in an easy, fluent way" or "I can find excellent essay topic ideas everywhere." I am taking time to write more carefully and with more care, you might say if you identified with *Careless writer* in the writing types.

Lesson 2. Register and style

The formality scale that we employ when we write and speak is known as language register. Consider how you speak to your coworkers, doctors, friends, children, and even your pet differently. Your formality register is what makes a difference in how you speak in these situations. The first thing you might want to know is what register is in English writing. The formality scale that we employ when we write and speak is known as language register.

Consider how you speak to your coworkers, doctors, friends, children, and even your pet differently. Your formality register is what makes a difference in how you speak in these situations. The study of register in linguistics can be broken down into five fundamental levels, each of which describes distinct register or formality definitions used in writing and speaking. English has high formal, formal, neutral, informal, and vulgar registers. As speakers and writers, we use these, which are also sometimes referred to as "address registers," to address individuals in a variety of settings. They work to make languages more diverse and more appropriate for writing and speaking. The distinctions between when, why, and how we use formal or informal language in our day-to-day lives are also referred to as register.

Writing in an appropriate and consistent English register can help authors show rather than tell their stories. Using a specific register for your characters can make them come to life. You could use a different register for the story.

For writers of blogs and articles, sticking to a consistent register makes it easier to convey your message in your own voice and style. For writers of blogs and articles, sticking to a consistent register makes it easier to convey your message in your own voice and style.

There are five types of English register we use in writing and speaking. We use them to maintain a consistently appropriate register in different aspects of our daily life.

High formal. When addressing the Queen, an archbishop, the president, or the prime minister, you would use a language level known as "high formal." This is the level of English spoken at formal events.

Additionally, it is frequently utilized in court proceedings, correspondence, and correspondence.

Formal. When you talk to your boss, a client, or write a transactional letter, you would use formal language.

The consultative register is another name for the formal language definition. You use it, for instance, when addressing or conversing with your doctor and using the polite name Dr.

Neutral. It is the level of formal or conventional language that would be used in transactions. Writing reports, creating business plans, giving marketing presentations, or speaking with a client are all examples of these.

In order to avoid attribution, blame, or responsibility, it frequently uses the passive voice.

Informal. When communicating with friends, family, or coworkers at work, you use informal or casual register.

Vulgar. The language of a snarky joke does not fit the definition of vulgar. This intimate register refers to the language we use when speaking to a child, a family pet, very close friends, or members of our immediate or close family.

Frozen or static register. This is yet another type of register, though it is not discussed in this article. It refers to the use of language that is unaffected by etiquette or custom, particularly when written down or frequently repeated. Biblical passages, oaths of office, prayers, and allegiance pledges are all examples of items that fall under the category of "frozen register."

When we talk to your friends, we will use a very different register than when we talk to our grandparents. What we say will depend on who we are speaking to. When we write, the register of the words we use and the

grammar we use will also vary. Writing, on the other hand, typically uses a more formal register of speech.

In English writing, it is essential for all writers to master the skill of maintaining a consistent register. It's a way to avoid using long, descriptive words to describe what a character says. or, even worse, describing a character's speech using adverbs.

A fiction writer can use register to keep the characters' voices consistent and the narrative consistent. In English, the proper use and control of register can control everything. If your character is dressed in a suit or other formal attire when you write fiction, you should probably use formal register.

If you're wearing jeans and a t-shirt, you might use language that is more casual or even rude. Remember that you should never mix formal and informal registers. This is the most important thing to keep in mind. You can check the table above to make sure you stay at the level of formality you chose. The fundamental guidelines for maintaining register are fairly consistent across all forms of English, despite the fact that American English and British English have some minor register differences.

Activity 1. Answer the questions.

1)   What is a language register?

2)   How many basic levels is the register divided into in linguistics?

3)   What is a rarely used register?

4)   What is the difference between formal and informal register?

5)   What else is the frozen register called?

Activity 2. Read the sentences below. Decide if they seem formal or informal. Write an *"F"* for Formal or *"I"* for Informal on the line beside .

Openings

_____   Hi Janice !

_____   Regarding our phone conversation yesterday , I would like to meet with you

____ How are you doing ? Hope you're OK .

____ I am writing to tell you about a recent robbery in our neighbourhood.

Requests

____ Could you come at 10 ?

____ I would appreciate it if you could arrive at 10:00 am .

____ Sorry , can I bother you to check if I left my wallet on the table ?

____ Hey , could you see if I left my wallet on the table ?

Apologies

____ We apologize for any inconvenience this may have caused .

____ Please accept our sincere apologies .

____ PL Sorry for the trouble .

____ We're really sorry !

Suggestions

____ I am wondering if we could schedule a different time to meet for brunch .

____ Do you think we could meet some other time for brunch?

____ I was thinking that perhaps you might like to invest in our company.

____ How about if you meet me at Starbucks for coffee ?

Complaints

____ I am writing to express that I am not satisfied with your product .

____ I'm really annoyed with Maria today .

____ I find it unsatisfactory that I needed to wait for 30 minutes.

____ I would like to complain about the service I received yesterday at your store .

Closings

____ Lots of love , Jim .

____ Best wishes , Marnie .

____ Sincerely , Cynthia R.Jones .

____ Love you , Mom & Dad .

Activity 3. Using the words in the box below, find and write 2 synonyms of Formal, Informal, High Formal, Vulgar, Frozen register.

Causal, advise, notify, apprise, educated, literate, offixial,legal,rude,danger, indecent,frosty,solidify, frosted,huge,lofty.

Activity 4.Match the formal and informal words / phrases.

Informal	Formal
1. about	a. assist
2. happy	b. inform
3. need	c. require
4. get	d. apologize
5. buy	e.concerning
6. tell	f. inquire
7. help	g. receive
8. ask	h.as soon as possible
9. asap	i. pleased
10. say sorry	j. purchase

Activity 5. Read the essay questions and put them in the suitable register.

Informal	Formal

A) Your mother 's birthday is just around the corner and you are planning an unforgettable surprise birthday for her. Write an email to your sister on the planning.

B) You are arranging a weekend getaway with a friend. He asked you about the location of the getaway and the activities that would be done for the whole day. Reply to this questions with an email.

C) Your school is having a campaign on Health Lifestyle. Write an article about tips for maintaining your personal health and wellbeing to be published in your school's magazine.

D) Write a letter to your overseas pen pal about your family cultures and traditions.

E) It is much easier to communicate with family and friends than in our grandparents' time. Do you agree with this statement?

Activity 6. **For questions 1-8 read the informal letter below and use the information to complete the numbered gaps in the Rules for visitors to Sandypoint Holiday Villages. Use no more than two words for each gap. The words you need do not occur in the informal letter.**

Informal Letter

Dear Vanessa

How are you? The brochure for our holiday came in the post today and there's quite a list of rules to help us get the best out of our stay. I'd better tell you about the main ones we've got to stick to.

We aren't going to be able to drive our car around the village as none of us are in a wheelchair or anything like that. However, we can drive up to the apartment the day we get there and when we leave to drop off and pick up our suitcases and stuff.

Not surprisingly they expect us to look after the things and it'll be our fault if we damage anything in the place. Remember we needed to pay some extra money as a deposit just in case? Well, if we're really careful we'll get it all

back at the end of the holiday if nothing bad has happened. The good news is that we're allowed to take Bruno with us so long as we tell them in advance.,br /> I'm really looking forward to the break.

Love,

Adam

To ensure maximum enjoyment from your holiday all visitors are required to (1) ... with the following Village regulations:

Cars and motorbikes:

Motor vehicles are (2) ... in the Village except in the following circumstances:

- if you are registered (3) ... and make this known at the time of booking

- when you take your car to your apartment on your day of (4) ... and departure to unload and load your (5) ... .

You are expected to take reasonable (6) ... the contents of your apartment. You are (7) ... any loss or damage to the (8) ... during your visit.

Activity 7. Write a letter to your friend congratulating him/her on his/her success in IELTS exam.

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Lesson 3. Formal letters.

Any type of writing that is written formally is considered formal writing. Being formal in writing is writing in a clear, concise manner to express information as well as abiding by social norms, traditions, and etiquette. Letters are the most common type of formal writing, although it can also take the shape of a news report, an email, an essay, or a work of non-fiction. Formal speaking and writing go hand in hand.

Although formal writing can be modified, it is important to understand its primary characteristics. Here is a helpful checklist of the essential components for formal writing:

• Consistently use compound sentences: In formal writing, sentences are frequently drawn-out and complicated. They frequently employ compound sentences, which are composed of two or more clauses. For instance, "Ian liked to swim but preferred to play football."

• Strives for objectivity: Facts rather than opinions are more important to provide in formal writing. While you will undoubtedly have an opinion on the matter, you must back it up with facts and figures. Additionally, official writing should always be written in the third person, with neither "I" nor "you."

• Does not contain any slang: Formal writing is thought to be more expert. That entails refraining from using terms like "bright" or "on point". If the essay was about slang or colloquial language, this rule would not apply.

• Wider and more varied vocabulary: Formal writing demands a high level of writing in addition to refraining from using slang. That entails avoiding repetition by employing synonyms and more evocative language. As an illustration, emphasize the advantages of something rather than just saying it is nice.

• Doesn't Use Contractions: Contractions should be avoided at all costs when writing in formal contexts. That entails substituting "can not" for "can't" and "will not" for "won't."

A letter is one type of official writing you can be required to do. If you needed to write to your bank or apply for a job, you would write one of these. Your address, the date, the recipient's address, a welcome, the message, and a farewell should all be included in formal letters.

Formal Emails. You probably won't need to write and mail many letters because email is the most common form of communication. Therefore, the same guidelines only apply to the letter's content when you're composing a professional email as part of a job application, a complaint, or any other formal situation.

The salutation and closing should be the same, but your address won't need to be at the top. In addition, you should have a signature with your full name, job position, website, and/or social media connections in it, as well as a subject line with a suitable title.

News Reports. A journalist must write news articles in a formal style in order to provide the facts in a collected, succinct, and thorough manner. One justification for this is that some news is bad news, and it wouldn't be proper to write about that in a lighthearted, casual manner. They don't use any colloquial language because they're meant to inform rather than amuse.

Not every story you read in newspapers and on news websites, though, is a news report. The language used in feature stories and columns is more casual because they are meant to amuse as much as inform.

Essays. When writing an essay, which is typically done in academic settings, you must maintain formality. In an essay, you typically provide an argument and support it with data and proof from a variety of sources. They are there to provide information, not to amuse. You should avoid using personal

pronouns like "I" and "me" when writing essays. A reading list and footnotes should be included with any sources you use.

<u>Non-Fiction Books.</u> Non-fiction books can also be written in a formal style. They are written to educate readers on a subject, usually one related to geography or history. Cookbooks, which contain numerous directions, are yet another example of formal non-fiction writing.

Non-fiction books instruct readers, thus even though they won't be as formal as essays, they must include several dates, names, and events without making the reader confused. It is simpler to grasp things when they are written in concise formal language, and for more complicated themes, a lot of technical jargon would also be employed.

Informally written non-fiction books include certain autobiographies, while creative non-fiction books combine formal and informal writing techniques.

<u>Activity 1.</u> Do the following statements agree with the information mentioned above?

Write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

1. Formal writing can also be a nonfiction work, an essay, a news article, or an email.

2. Your address, the date, the recipient's address, a welcome, the message, and a farewell should all be included in informal letters.

3. In contrast to formal writing, which uses longer, more complicated sentences, informal writing uses short, basic sentences.

4. While informal writing is more impersonal and objective, formal writing allows for greater empathy and personalization.

5. Writing informally is permitted to use contractions.

6. Slang is not appropriate for official writing.

A formal letter

The first paragraph of a formal letter usually states the reason for writing. Some useful phrases are:

Thank you for your letter of….
I was sorry to learn from your letter that…
I saw your advertisement in the local newspaper and would like to…
I am writing to you about…
I am writing to apologize…

The middle paragraph usually contains the body of your letter and explains the situation in detail. (You may use more than one paragraph for this.)

The conclusion of your letter should normally include some polite remark such as:

I look forward to hearing from you soon.
Would you please let me know as soon as possible whether…
Please accept my apologies for any inconvenience.
I would be grateful if you would…

Activity 2. Study the language shown in the boxes below, then answer the questions.

1 Dear Sir/Madam, Yours faithfully,	2. Dear Mr. Smith, Yours sincerely,
3. Dear Mrs. Jones, Best wishes, or Yours faithfully,	4. Dear John Love, or Regards, or Best wishes,

Which of the above would you use when writing to:

- your landlady?
- your friends?
- the manager of a company? (You do not know his/her name.)
- the Principal of your college?

Activity 3. Write out the following addresses and dates correctly.

smith street 269   august 9th 1983

november 16th 1984   fitzgeral avenue 28

england london   john brown ltd oxford

Activity 4. Look at the box below and then write opening sentences for letters on the following topics:

> *I am writing to you about a tartan kilt which I bought from your shop while on holiday this summer.*

1. You weren't able to attend a meeting last week because you were ill. You want to apologise.

2. You received an expensive gift from a relative for New Year. You want to thank him.

3. You have seen an interesting job advertisement in the newspaper. You would like to know more.

4. You have passed your examination. You want to inform your prospective employers.

5. The noise from the local disco kept you awake all night. You want to complain.

Activity 5. The sentences in the letter below are in the wrong order. Unscramble them, and then write the letter again, setting out the facts, in logical paragraphs.

71 Cherry Court
Southampton
SO53 5PD
UK

24ᵗʰ November 2022

Marks & Spencer,
Oxford Street,
London W1

Dear Sir,
I would be grateful if you would let me know whether anybody has handed it in and if it would be possible to have it sent to me.

It is a gentleman's gold digital watch with a black strap and with the initials J.E. inscribed on the back.

I am writing to enquire about a gold watch which I think I lost in your store last Saturday morning.

I look forward to hearing from you.

Although it is not very valuable, it is of great sentimental value. I will, of course, send on the cost of postage if necessary.

Yours faithfully,
John Smith
John Smith

Activity 6. Notice the usual order of adjectives, shown below, then describe the things illustrated. Use the language in the yellow box to help you.

A	lady's/gentleman's	brown	leather	wallet,	with a zip fastener.
	OWNER	COLOUR	MATERIAL		ADDITIONAL INFORMATI
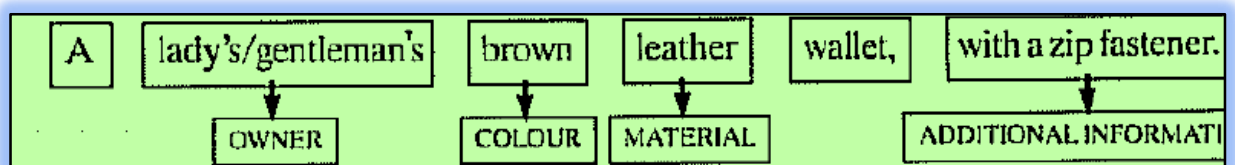
lady's, gentleman's, child's, boy's, leather, plastic, with a strap, a pop fastener, a zip fastener, with short/long handles, with initials/name/X inscribed on it/printed on it/written on it

Activity 7. **Read the situation below, and write a formal letter.**

While staying at a hotel some distance from your home, you lost something valuable. Write a letter to the hotel manager, describing what you lost and where you might have left it. Set your letter out clearly, with the address included, as in the model letter at the beginning of this lesson.

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Lesson 4. Writing resumes.

What are the differences between a CV and a resume? Curriculum vitae, or CV, is a document submitted with a job application. It enables you to briefly describe your training, expertise, and experience so that you may effectively market your capabilities to potential employers. In addition to your CV, companies frequently need a cover letter as well.

CVs are referred to as résumés in the United States and Canada. These are typically shorter texts that don't adhere to any particular formatting guidelines.

A typical resume shouldn't be longer than two A4 sides. That said, there is no one size that fits everyone. For instance, a fresh graduate or school dropout with little work experience may just need to use one page of A4. Although it is less common, high-level positions, those with extensive experience, or those who have held numerous jobs over the past five to 10 years may require a three-page resume. Depending on your experience, some academic or medical resumes, for instance, can be longer. While it's crucial to keep your resume brief, you shouldn't minimize your experience.

Just briefly summarize your education and experience to save space. Don't duplicate anything from your cover letter; instead, stick to pertinent details. If you're having trouble editing your resume, consider whether particular details help to sell you. If it doesn't, remove it. Delete it if it has no bearing on the position you're looking for, and sum up any information from 10 years ago.

What to include in a resume?

Contact details. Your full name, home address, phone number, and email address should be included. You don't need to provide a photo unless you're asking for a modeling or acting job, and your date of birth is unnecessary.

Profile. A resume profile is a succinct summary of your essential qualifications that makes you stand out from the competition. Usually at the top of a resume, this section highlights a few noteworthy accomplishments

and talents while outlining your professional goals. Since your cover letter will be tailored to the position you're applying for, a strong resume profile concentrates on that industry. Keep your resume personal statements succinct and brief; 100 words is the ideal amount. Learn to include a personal statement in your resume.

Education. Include all prior schooling and credentials, including dates, on the list. the most current should come first. Include the dates, qualification type, and grades. Mention certain modules only when necessary.

Work experience. Make sure everything you describe is pertinent to the job you're looking for when you list your employment history in reverse chronological order. Include your employment title, the firm name, the length of time you worked there, and your main responsibilities. This part should appear before education if you have a ton of relevant work experience.

Skills and achievements. Here, you can discuss the other languages you can speak and the IT programs you are proficient with. Your list of essential qualifications ought to relate to the position. Don't overstate your skills because you'll need to provide evidence for them in the interview. If you possess a wide range of job-specific skills, your resume should be skills-based.

Interests. A recruiter isn't going to be interested in activities like "socializing," "going to the movies," or "reading." Relevant interests, however, can paint a more complete image of who you are while also giving you conversation starters during interviews. Examples include participating in a theater group if you want to work in sales, producing your own blog or community newsletters if you want to work in journalism, and your involvement in climate change action if you want to work in the environment. Leave this box blank if you don't have any relevant interests or hobbies.

References. The referees' names are not required at this time. If you're short on space, you can omit the phrase "references available upon request" because most employers will think that this is the case.

Resume format

• Don't use the terms "curriculum vitae" or "resume" in the document's title. The space is being wasted. Let your name be the title instead.

• Using section titles to divide out your resume is a fantastic idea. Make them bold and larger (font size 14 or 16) to make them stand out.

• Steer clear of fonts like Comic Sans. Pick a font like Arial, Calibri, or Times New Roman if you want something formal, legible, and easy to read. To make sure that potential employers can read your resume, use a font size of between 10 and 12. Make sure the fonts and font sizes are all uniform.

• Organize the information in reverse-chronological order. The hiring manager will then view your most recent accomplishments and employment history.

• Be succinct by using bullet points and clean space. Potential employers can rapidly scan your resume and identify the most crucial information by using this arrangement.

• When saving, give the file a name rather than just "Document 1." Make sure your name and professional title—such as "Joe-Smith-resume"—are prominently displayed on the document.

• Save your document with a.PDF file extension to make sure it can be opened and read on any computer, unless the job posting specifies otherwise (for instance, it might ask you to submit your resume and cover letter as a Word document).

• If you're sending your resume via mail, print it on white A4 paper. Your resume should only be printed on one side, and you should avoid folding it because it might arrive crumpled.

How to write a good resume?

- Use active verbs whenever you can. Use terms like "made," "analyzed," and "devised," for instance, to demonstrate your initiative.

- A quality resume is free of grammatical and spelling errors. Use a spell checker, and ask someone else to look the document over.

- Steer clear of general, overused words like "team player," "hardworking," and "multitasker." Instead, give instances from everyday life to illustrate each of these abilities.

- Customize your resume. Make sure your resume is targeted to the position and employer by checking out the company's website and social media accounts, checking to see if they've recently been covered in the local paper, and using the job advertisement.

- Create the best kind of resume for your situation. Select the chronological, skills-based, or academic resume that best suits your needs.

- Ensure the tone of your email address is formal. Create a new account if your personal address is unacceptable for business use.

- Do not embellish or lie on your resume or in a job application. You could face harsh repercussions in addition to exposing your dishonesty to a prospective employer. For instance, changing a 2:2-degree grade to a 2:1 is considered degree fraud and carries a potential prison sentence. Check out this advice and direction for students about degree fraud.

- If you upload your resume online, avoid including your home address because fraudsters can target you.

- Unless the company specifically requests otherwise, always attach a cover letter. You can customize your application with it. You can highlight a specific section of your resume, make a disability disclosure, or explain any gaps in your employment history.

<u>Activity 1.</u> Fill the gaps in this resume with the correct information from the box.

> date of birth, address, email, education, mobile, references, work experience, skills and interests, languages

Resume – Martin Luke Moore

_____ : 26 August 1997

_____ : 94 Albion Street, Birmingham, B23 2TF

_____ : Mooro@myworld.com

_____ : 0778 445 288

_____ : 7 GCSEs including English, Mathematics and Science

_____ : Cashier at a large supermarket

_____ : French – A2, German – A2

_____ : Mountain biking, drawing and computer programming

_____ : Mr. Williams, Albion High School, Park Drive, Birmingham

<u>Activity 2.</u> Read the questions and discuss your answers with your partner.

1. Which of the five main sections in the CV/resume can you choose not to include?

2. What is the reason why the different sections on the CV/resume are in the order they are?

3. Why are the section titles in the middle of the page and use a large font?

4. Why do some of the sentences on the CV/resume have bullet points (•) in front of them?

5. What is the main purpose of the profile section on a CV/resume?

6. What style of vocabulary should you use on a CV/resume?

7. Why do some jobs in the work experience section have a list of 'responsibilities & achievements', while others don't?

8. Why should a CV/resume be short (2 pages long), well organised/structured and only contain information relevant to the job you are applying for?

Activity 3. Complete the CV using the information on the right.

CURRICULUM VITAE

1. Surname ....
2. First names ....
3. Address ....
4. Tel. N°. ....
5. Mobile N°. ....
6. Email ....
7. Date of birth ....

Education   -   Lycée St. Exupery

                -    Business School, Nice

8. Qualifications   -

                -

9. Work Experience   -

                -

10. Personal qualities   ....

     References: The Principal, Lycée St. Exupery

                    Head of Business School, Nice

a) +33 141 58 96 20

b) 20 November 1985

c) Dupont

d) jean.dupont@yahoo.com

e) Baccalaureate Professionale ; BEP certificate in Tourism

f) Sociable, conscientious, quick worker & reliable

g) +33 76031455267

h) G.O. (Gentil Organisateur) Club Med Ibiza

    Front office – Hilton London – 2 years

i) Jean Pascal

j) 55 rue de France, 83600 Fréjus.

Activity 4. Name the icons which may appear in resumes.
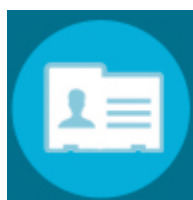
1._____   **2.**_____   **3.**_____

Activity 5. Now you have learnt about what information you need to place within your CV. You could use the free text boxes below to enter the information for your CV or if you are feeling adventurous why not create your own CV using Microsoft Word

Section 1 - Contact Details

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Section 2 – Personal Profile

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Section 3 – Key Skills

```



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Section 4 – Employment / Work Experience History

Section 5 – Education

Section 6 – Hobbies

Section – 7 References

Lesson 5. A letter of application.

To show your interest in a position, you can send a stand-alone application letter to a potential employer. The cover letter for a job application outlines your qualifications both professionally and personally. Your accomplishments and skills should be highlighted in the letter to draw the hiring manager's or recruiter's attention as they assess applications. When written correctly, this letter outlines the reasons the reader should request an interview with you and emphasizes your most important qualifications.

A cover letter for a job application might help you stand out from the competition and win over a potential employer. You can also want to demonstrate in your letter how well you are acquainted with the organization you are applying to. You might discuss how your professional aims and goals fit with the objectives of the business. It's crucial to highlight characteristics of your personality in your job application letter.

1. Highlight your aptitudes and capabilities

Your chance to promote yourself as a top contender for the open position is in the application letter. Give concrete instances where you used your experience, talents, and abilities to advance the organization. It also helps to provide evidence for your allegations.

2. Be concise

Be succinct even if it could be tempting to give a lot of specific information about yourself. A hiring manager might not have the time to read a letter if it is many pages long. A succinct letter is easier to manage and more enticing.

3. Check the letter for errors.

You want to make sure that this letter makes a good first impression because it will represent you to the reader. To prevent making a potentially bad first impression, make sure your letter is free of grammatical and typographical problems.

4. Examine the keywords in the job posting

The hiring manager and supervisor will typically list the qualifications they are looking for in applicants in the job ads. By including these terms in your cover letter, you may demonstrate to the individual reading it that you would be a good fit for that particular position.

5. Send a cover letter with each application you make.

It is a good idea to send an application letter for each job you apply for, unless the job description clearly instructs you not to. With the help of this letter, you can introduce yourself to a possible employer and differentiate yourself from other candidates.

How to format a letter of application?

The following guidelines will help you add information in your application letters for jobs that may interest hiring managers about you and your professional experience:

1. Adopt a formal format

2. Make a heading

3. Write the recruiting manager's name on the letter.

Adopt a formal format.

Compared to a thank-you note or email to a friend or coworker, a job application letter has to be more formal. Single spacing, one-inch margins, and left alignment should all be used in the document's alignment. It's ideal to choose a formal, conventional typeface at a size between 10 and 12 points, like Times New Roman. Try to limit your cover letter for a job to one page. Take the effort to style it correctly and keep it brief because the hiring manager will use it to establish their initial impression of you as a possible employee.

Make a heading

To start your letter of application for a job, use a professional business header. The headline should include the date, the name and address of the business, your name and contact information, and the time. If you send your

cover letter for a job by email, you can omit the header and place your name and contact information after your signature at the bottom of the email.

Example header:

[Your name]

[Your city and ZIP code]

[Your phone number]

[Your email address]

[Date]

[Name of hiring manager or supervisor]

[Title of hiring manager or supervisor]

[Company name]

[Company physical address]

By including a professional and detailed heading, you can make it easier for the hiring manager to follow up with you regarding the position.

Write the recruiting manager's name on the letter.

Try to identify the person whose applications are being reviewed for the position in your study. Use a standard business salutation, such as "Dear Mr./Ms.," and their last name when writing to this person. You can use "Dear [first and last name]" or "Dear Hiring Manager" if you can't find the person examining your application using their preferred gender pronouns (she/her, them/they).

Activity 1. Write a whole process of writing an application letter by matching the names of each stage with description.

---

1. Review information about the company and position

2. Open the letter by describing your interest

3. Outline your experience and qualifications

4. Include aspects of your personality

5. Express appreciation

6. Close the letter

_____ **A.** Your experience, credentials, and skills should be highlighted in the following paragraphs of your letter in a manner that is consistent with the objectives and mission of the organization. You can include your prior involvement with nonprofit organizations or educational opportunities if you are looking for a job with a nonprofit organization that offers educational chances to people of the underserved community. It's beneficial to include information about your experience that relates to the position you're seeking for because a job application letter should be able to stand on its own without a resume.

_____ **B.** Most individuals end their letters with "Sincerely" or "Best," but you can use any formal closing. Your entire name should be on the letter's last line. Include your signature above your typed name if you are sending a hard copy of the letter. Instead of putting it in the header, place your contact information behind your name when sending an application letter by email.

_____ **C.** Think about how you may be professional while also expressing bits of your individuality in your job application letter. A welcoming and interesting letter is more likely to grab the reader's attention, especially if they can see how well you would mesh with the team. For instance, in the aforementioned circumstance, highlight in your letter how you cherish community spirit or how you are strong at relating with children.

_____ **D.** Mention the position title for which you are applying in the first paragraph of your letter, along with the website where you found the job posting. So that the reader understands that this is not a general application letter, mention your particular interest in the position and firm. Give a succinct description of the major skill or experience you possess that makes you a good fit. It is crucial to make an immediate and effective connection with the hiring manager in this area, which will lure them into reading the rest of your application letter. Example: *"I noticed the advertisement for the marketing intern position on the internet job board of my institution, and I*

am really intrigued. I'm intrigued by your company's commitment to innovation and placing the needs of the consumer first. I believe my educational background has equipped me to work in a fast-paced marketing department like the one in your company. I am now in my last year of obtaining my bachelor's degree in marketing with a minor in communications."

_____**E.** Express your gratitude to the hiring manager for reading your letter and taking you into consideration for the position before you sign off on it. It takes time out of the hiring manager's day to read what you have written, so thanking them for their time is a courteous and professional way to end the document.

For instance: *"Thank you for taking the time to review my application letter. I am very appreciative of the time you took to read about me and why you would think I would be a good fit for this post since you probably received a number of applications and letters for this open position".*

_____ **F.** It's best to write a new application letter for each position you're applying for so that you can include relevant details and demonstrate your interest in the specific open position. Spend some time reviewing the company information, which is likely to be available on the website, as well as the job listing. Compare your qualifications and experience to the skills listed in the job posting. You may also want to consider specific experiences that have prepared you for the role, such as team leadership or event management.

_____ **G.** Mention the job title for which you're applying and where you saw the job posting in the first paragraph of your letter. Include your specific interest in the role and company to demonstrate to the reader that this is not a generic application letter. Briefly describe your main experience or qualification that makes you a good fit. This is the section of your application letter that will entice the hiring manager to read it, so make your case quickly and succinctly.

<u>Activity 2.</u> Read the following questions and choose one correct answer.

1._____ is also known as a job letter.

(A). Cover letter

(B). Application

(C). Prospecting letter

(D). Resume

(E). None of these

2.A good cover letter is that which:

(A). explains the answer to "Why should I hire you?"

(B). makes a good first impression

(C). presents your qualification directly

(D). all of the above mentioned

(E). None of these

3.What resume and the job application perform?

(A). The same tasks

(B). Overlapping tasks

(C). Two opposite tasks

(D). Two different tasks

(E). None of these

4._____ is the job application letter.

(A). A statement of your job objective

(B). A summary of your qualifications and experiences

(C). A description of your core strength and suitability for job

(D). A foreword

(E). None of these

5.Choose from the following option that is not something that a cover letter should always contain in its closing paragraph:

(A). Any statement that you wanted to hear from the recipient

(B). Any statement considers the cover letter from the employer

(C). Request for an interview

(D). None of these

6.For searching or seeking a job, the letter written is called _____

(A). Job Application

(B). Resume

(C). CV

(D). Prospecting Letter

(E). None of these

7.How should be the Job letter?

(A). Informal

(B). Formal

(C). Both a and b

(D). None of these

8.The font size in the job application should be _____

(A). Time new roman

(B). Arial

(C). None of these

(D). Both a and b

9.First paragraph of job application contains _____

(A). Educational information

(B). Professional information

(C). Personal information

(D). All of these

(E). None of these

10.What type of information is needed when you write a formal letter?

(A). Date

(B). Name

(C). Contact details

(D). None of these

(E). All of the above

Activity 3. Complete the sentences with a preposition from the box.

at,from,for, into,of, in, on,in,at,to,in,in,with,to,in,to

1.I am writing _____ you with regard _____ the voluntary work placement.

2.I am planning ____ doing a degree_____ veterinary science ____university.

3.As you will see _____ my CV, I have always shown an interest _____working _____ animals.

4._____this position I was responsible _____taking care _____ the dogs' daily needs.

5.Undertaking a degree _____ veterinary science confirms my interest _____ and commitment _____ the field.

6.Working _____ your animal sanctuary will provide an invaluable insight _____ working with animals.

Activity 4. Complete the sentences with the correct form of the word in brackets.

1.There are several _____ online for a variety of work placements. (advertise) 2. She's always known that she wants to work as a _____ after university. (science) 3. He has an/a _____ offer from medical school, which means he's definitely got a place, whatever his exam results. (condition) 4. Learning music is interesting, but it's _____ to what I want to do at university. (relevant) 5. At the animal sanctuary I had sole _____ for looking after the birds. (responsible) 6. She _____ spends time helping out on her uncle's farm. (regular) 7. My time helping out at the animal sanctuary _____ my decision to become a vet. (reinforcement) 8. Hands-on experience provides an _____ insight into any profession. (value) 9. It was a unique opportunity to acquire new skills and _____. (expert) 10. My previous employers would be willing to provide _____ to support my application. (refer)

Activity 5. Complete the letter of application with given words.

working,organisational,enclosed,advertisement,team,available,worked, position,graduated from, forward, apply

Dear Sir or Madam,

I am writing in reply to your ....in The Times on Friday 30th October 2020. I would like to.........for the.........of receptionist in your hotel. I am well-orginised, ...and conscientious person. I have........and computer skills. I speak English fluently and I work well in a.....................
I have not ....as a receptionist before, but last year I worked in Hotel President for six months as a waitress. I................Hotel and Tourism School and I have Diploma in Tourism.
Please find..................a copy of my resume. I am .... for interview at any time. I look............to hearing from you.

Yours faithfully,
Tim Hogwarts

Activity 6. Look at the job advertisement below, and write a complete outline plan with notes. Then write an application letter in about 200 words.

JOB ADVERTISEMENT

Unilever Hungary is looking to hire a Junior Sales Manager to work in sales and marketing, especially with our household product lines. In addition to having a strong command of the English language, appropriate computer skills, and a valid driver's license, applicants should have previous experience in sales and marketing.

Lesson 6. A letter of complaint

A complaint letter is a letter that asks for a change in circumstances. You essentially outline any mistakes or issues you have had in the past in your letter. Everyday mistakes are a part of life. To correct them, you must first recognize them; in this case, have someone else correct it. But you need to know how to get rid of it properly. You have the right to voice your complaints if you are suffering losses or receiving subpar services.

Three different letter formats exist for complaints: *formal, informal, and email.* The most prevalent style of complaint letter is an official one. It adheres to a particular format and contains precise components, including the date, your contact information, the recipient's contact information, and an explanation of the problem.

Although less official than a formal complaint letter, an informal letter nevertheless allows the writer the chance to voice their grievance. Any format is acceptable, including handwritten on notepaper and given in person or transmitted through email. Informal complaint letters are most frequently used for private grievances (such as when a neighbor's dog is bothering you). When a complaint results from an online purchase, an email complaint letter is employed. The product may have been ordered and delivered, however there may be some missing or damaged parts. You can also submit this form of complaint if you had issues with a digital download (for example, music downloads).

A client may write a letter of complaint to an individual or business in response to a concern or grievance that has occurred. The letter's objectives are to express the dissatisfaction, demand that something be done to fix the problem, and document the complaint for future reference.

Before turning to a consumer protection organization for assistance, you should always try to fix the issue with the company. You can do this by chatting with the salesman or management personally, or if that doesn't work, by submitting a letter of complaint.

These are some common phrases you can use in a complaint letter that will help you to get the right tone:

Reason for writing:
I am writing in order to complain about
I am writing to complain about
I am writing regarding
I am writing to express my dissatisfaction with
Introducing the complaint:
Topic sentence stating the positive point. + However, + problem....
Example: We thoroughly enjoyed the first week of the holiday. However, after that we experienced a number of problems.
I am (extremely) dissatisfied / disappointed with the service / goods that I received / bought because
First complaint:
Firstly
First of all
The first problem is / was
My first complaint is
My first concern is
The first thing I would like to draw your attention to is
Further complaints:
Secondly
Also
In addition to this
Added to this
...... is / was also unsatisfactory / unacceptable
Not only ......, but also
To make matters worse,
Furthermore

> **Mentioning negative consequences/Expressing Dissatisfaction:**
>
> *I'm afraid that...*
>
> *Unfortunately,*
>
> *It is not acceptable to / that*
>
> *I am not at all pleased that*
>
> *I am disappointed because*

Activity 1. Answer the following questions.

1.What is a complaint letter?

2.How many types of complaint letters?

3.How do you start complaint letter?

4.How do you write strong complaint?

5.What is a professional complaint letter?

Activity 2. Put the words in order to make complaint letter phrases.

1. I / complain / in /am / about /writing /to / order

2. with/ dissatisfaction/ I/ to /express/ my/ am /writing

3. extremely/ that/ with/ I/ the/ received /am/ dissatisfied/ service/ I.

4. like / draw /first/ to/ thing/ attention/ The / I/ would/ your/ to/ is

5. all / am/ at/ pleased /I/ not/ that

6. am / disappointed/ I / because

7. the/ replace / you/ I /suggest/ that / item

8. suggest/ a full/ I/ therefore / that/ be/ given/ I/ refund

9. was/ be/ if/ grateful/ I /would/ money/ my / refunded

10. I /would /be/ grateful/ if/ you /could /give /me /a full /refund

11. problem/ you/ if/ appreciate/ To/ I / resolve/ the / would/ it/ could

12. hearing /forward/ I/ look/ from /to/ you

13. forward/ look/ I/ to/ a full / receiving/ refund

14. receiving/ forward / I/ to / look / a replacement

15. forward/ I / receiving/ look/ to/ explanation/ your

16. my/ I /look /forward/ to/ your/ reply/ and/ to/ a resolution/ problem

Activity 3. Put the sentences in order to make a letter of complaint.

A. I am really disappointed with the service and I hope you will take prompt action after investigating the letter.

B. I am one of your loyal customers and I always take your service for any computer repair works.

C. So, I took my computer to your store on 15th September and your customer care officer promised to fix the problem in a day or two.

D. Dear Sir or Madam,

E. However, this time I am writing to complain about a poor customer service that I received on 20th September from your shop.

F. In fact, I didn't pay much attention to this issue until the problem became more frequent.

G. A few days ago my computer showed some anomalies and every few hours, it got restarted automatically.

H. Yours faithfully,

I. However, he took a week to call me and when I brought my computer home, I found that nothing has been done.

J. Milad Rahimi

K. This is a frustrating and daunting experience that I have had with your service and I would ask you to investigate the reason for this poor customer support.

L. The restarting problem reappeared as usual while I paid $100 to your shop and waited for one week to have it fixed.

M. I am looking forward to hearing from you soon.

N. Please send someone to my home to have the issue fixed or refund the service charge that I have already paid for apparently nothing.

Activity 4. Fill in all the gaps using the words from the box.

> **would look into this matter, secondly, would appreciate it, however, I am writing to complain about, Sir or Madam, although, sincerely**

I am (2) _____ the bungalow accommodation provided for my family at the Palm Tree Resort, Phuket, Thailand, from 2 - 16 December 2021.

When we arrived, the accommodation had not been cleaned, the air conditioning was not working and there was no running water in the bathroom. (3) _____ these problems were immediately pointed out to your representative, Mr Kitching, it took nearly a day to restore the running water supply and it was another three days before the air conditioning was repaired.

(4) _____, your brochure clearly states that all bungalows have a sea view and are situated in pleasant, surroundings.

(5) _____ our bungalow was a five-minute walk from the beach and located between a car park and a disco that was open every night until 3 a.m. When we requested a change of bungalow, Mr Kitching was offhand and unwilling to try to find a solution.

These problems detracted significantly from our enjoyment of the holiday as it was necessary to spend the first day having the room put into a habitable condition, while for the remainder of our stay we had very little sleep at night.

I (6) _____ if you would (7) _____ as soon as possible with a view to refunding my money in full.

Yours (8) _____,

_____ (Name)

Activity 5. Written task.

You have been sent a gift for New Year but there is something wrong with it. Write to the shop/ manufacturer's to complain. Set your letter out clearly, with the address included, as in the model at the beginning of this lesson.

Lesson 7. Informal letter writing (e-mails)

Catherine's boyfriend is on a working holiday in Scotland. This is the letter she has just received from him.

Hello from Scotland   _ ⤢ ×

cathy00@gmail.com

Hello from Scotland
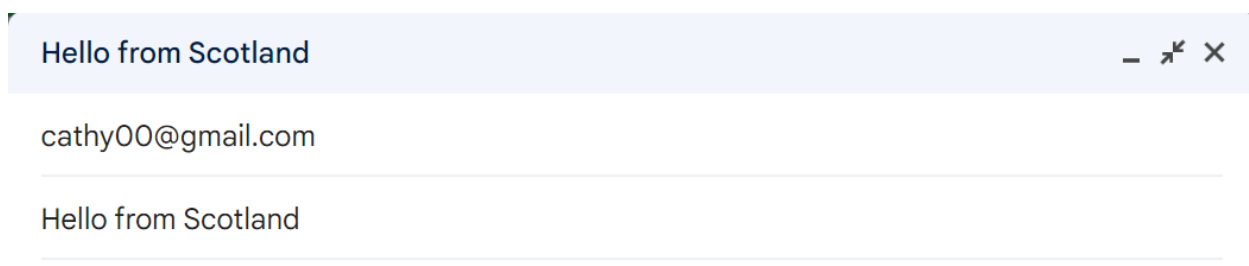
Dear Cathy,

Now that I've been here for a few days, I thought I had better write and let you know how I'm going on in this beautiful country.

When I first arrived, I couldn't get used to the slow pace of life! However, I'm gradually learning to take things easy, and I'm beginning to feel really at home. My first impression of the Scottish is that they are really friendly and helpful people – and they certainly know how to enjoy life!

I'm staying at a little guest house here in Edinburgh. The countryside round about is marvelous, and I've been doing a lot of walking and fishing. I've made friends with some of the people in the village, and we spend most evenings in the local pub chatting.

Well, I must rush now to do my reports. Do send me an e-mail when you have time. I miss you!

Love,

Jim
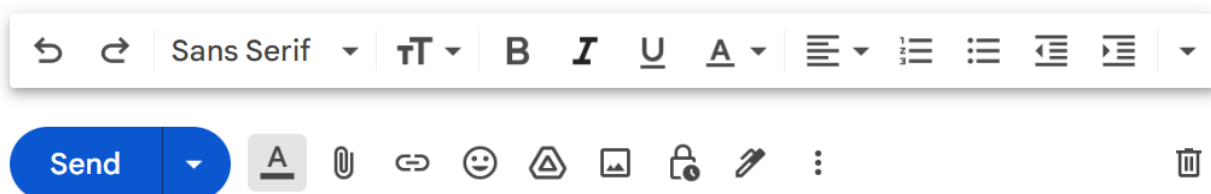
Activity 1. Study Jim's e-mail and then answer the following questions:

1. Should you write your name at the top of the e-mail?

2. Where should you write the salutation (Dear Cathy, etc.)?

3. Are contractions allowed to use in such e-mails?

A letter usually contains the following stages:

SALUTATION
(Dear John, etc.)

↓

REASONS FOR WRITING

↓

DEVELOPMENT

↓

CLOSING REMARKS

You should use at least one paragraph for each of the main stages.

Activity 2. **Read Jim's e-mail again, notice that is a friendly letter, so the vocabulary and structure are informal. Some examples of informal and formal styles are given below. Always think about who you are writing to before you begin your letter. Mistakes in style make your letter look odd or impolite.**

Informal	Formal
I've been here....	I have been here....
I thought I'd better just write and let you know that...	I am writing to inform you that...
Do drop me a line....	I look forward to hearing from you in the near future...
Love,...	Yours faithfully,/Yours sincerely,...
your address date Dear John, (*main points of the letter*) Do write back soon. Love/Best wishes, *your name*	*your address* *date* *address of the person you are writing to* Dear Sir/Madam, (*main points of the letter*) I look forward to hearing from you. Yours faithfully, *your signature* (M. Smith)

Activity 3. The letter below contains several serious errors. Work with a partner to write the letter out again correctly.

Dave Smith

charles street, 66

bristol

october 12th, 2022

Hello Anne!

Just a quick line to say that I'll be in London on Wednesday and to ask if you'd like to meet me for lunch. I'm sorry this is such short notice, but I only heard about the meeting yesterday. I really do hope you can come as I've got a lot of news to give you and I'd like your advice on a couple of things. Anyway, let me know as soon as possible – maybe you could give me a ring tonight? Well, I must dash now. Hope to hear from you soon

yours faithfully, Dave

Activity 4. Use the prompts given below to write a complete letter:

King's Hotel,
Buckingam Avenue,
London W1
3rd March 2022

Dear Pablo,

Now /we / be/ here / one /week /I /think / I/ better / write / tell / you / how / we / get / on.
When / we / first/ arrive / we / can / not/ understand / anyone! However, / we / be/ slowly / get / use / to / everything / and / begin / enjoy / ourselves. English people / be /very helpful / and / friendly / but / they / be / always /in a hurry!
We / stay/ hotel/ near Oxford street. Of course / we /already / do/ a lot / sightseeing / and also go / theatre / every night. I / do / plenty / shopping /too. Some things / be / really/ quite cheap!
Well / must /dash / now / post letter. We /really / look / forward / see /you /when / we / get back / next month.
Love,
Maria

Activity 5. You are spending a few weeks abroad. Write a brief letter to a friend, telling him/her about your recent activities.

Lesson 8. The role of punctuation in writing

Punctuation is crucial for conveying and elaborating on the meaning of written language. Simple markings like a full stop or comma, as well as more complicated ones like semicolons and hyphens, are used. The meaning of a sentence might be completely altered by incorrect punctuation. So read on if you want to ensure that your written English is understood.

<u>Commas.</u> Perhaps more than any other punctuation mark, commas can make your English writing unclear, funny, or even dangerous if they are omitted or used incorrectly. Examine the following sentence with and without the comma:

"Bob, let's eat."

"Bob, let's eat."

Look at your friend Bob while you read the first sentence if you don't see why the comma is so crucial in this sentence. He ought to appear quite concerned. He might even jokingly suggest that a prime rib might be more appetizing than a middle-aged Englishman out of nervousness.

> Commas function in four main ways:
>
> 1. Before or after adverbial units.
>
> 2. Before various connectives to join two independent clauses.
>
> 3. To separate some non-defining phrase from the rest of the sentence.
>
> 4. To separate words, phrases and clauses in a series.
>
> 5. To separate adjectives that separately modify the same noun.

<u>The Oxford comma.</u> The Oxford comma appears after the final item in a list that contains three or more items. Here's an illustration: The shawls were yellow, blue, and red. This sentence has the same meaning whether or not a comma is present. English speakers frequently disagree about whether or not this kind of comma is required.

However, in certain contexts, the Oxford comma can be extremely significant. You write, for instance, "I love my parents, Martin Luther King,

Jr., and Dolly Parton." When they read this, most people who speak English will have a good time imagining that your parents are MLK and Dolly Parton. The Oxford comma makes things much more clear: " Martin Luther King Jr., my parents, and Dolly Parton are my heroes. They all four of them. Or, as in, " I had toast, eggs, and orange juice for breakfast. Bleurgh! Try: "I had toast, eggs, and orange juice for breakfast. a lot more appealing.

In addition to their use in speech and book quotations, quotation marks are frequently used by authors to separate themselves from the words. It's the same as using air quotes to express disapproval or disagreement.

Therefore, it would be a severe insult to me to claim that this blog was written by a "professional" writer. Sadly, these quotation marks are used too much in English, and you'll see them everywhere they shouldn't. Would you purchase a sandwich that was "freshly made"? Or maybe you just want to talk to a "real" person in a deep and meaningful way. I don't, either.

Hyphens: Hyphens, like the quotation marks above, are frequently used incorrectly in English, even by native speakers. Even though they have the power to alter a sentence's entire meaning, their significance is often overlooked.

If your boss offered you these alternatives, would you be able to tell the difference? Are they "twenty-four-hour shifts" or "24-hour shifts"? In the first scenario, you would work long hours. You would work a lot of short shifts in the latter. It is definitely worthwhile to examine the difference.

Take a look at these two indicators and choose which one would cause you to be more cautious:

"Caution! Crocodiles are eaten by a man.

"Caution! Crocodiles that eat people.

The second one should scare you more if you're human, which I assume you are. In order to convey their own meaning, two people might punctuate the same sentence in distinct ways.

Famously, a university professor punctuated his lecture with the following sentence: Without her partner, a woman is nothing. Try it out for yourself and consider the significance of punctuation here before continuing.

The majority of men in the professor's class either added commas or did not change their punctuation. Without her man, a woman is nothing. incredibly degrading for women everywhere. The majority of the women wrote: A female: Man is nothing without her. On which side do you fall?

Activity 1. Read the questions and choose the correct option.

1. Choose the correct sentence.

    A)   Go West three blocks and turn right.

    B)   Go west three blocks and turn right.

    C)   Go West three blocks, and turn right.

2. Choose the correct sentence.

    A)   Yes, sir, I will do it immediately.

    B)   Yes sir, I will do it immediately.

    C)   Yes, Sir, I will do it immediately.

    D)   Yes Sir, I will do it immediately.

3. Choose the correct sentence.

    A)   "How," I asked, "Can you always be so forgetful?"

    B)   "How," I asked, "Can you always be so forgetful"?

    C)   "How," I asked, "can you always be so forgetful?"

    D)   "How," I asked, "can you always be so forgetful"?

4. Choose the correct sentence.

    A)   The mayor frowned, he didn't like what he saw.

    B)   The Mayor frowned, He didn't like what he saw.

    C)   The Mayor frowned; He didn't like what he saw.

    D)   The mayor frowned. He didn't like what he saw.

5. Choose the correct sentence.

    A)   Although we have a competent staff; bottlenecks do occur.

    B)   Although we have a competent staff, bottlenecks do occur.

C)   Although we have a competent Staff; bottlenecks do occur.

D)   Although we have a competent Staff, bottlenecks do occur.

6. Choose the correct sentence.

A)   We offer a variety of drinks, for instance: beer.

B)   We offer a variety of drinks, for instance, beer.

C)   We offer a variety of drinks for instance, beer.

7. Choose the correct sentence.

A)   I did not receive the order; therefore, I will not pay my bill.

B)   I did not receive the order: Therefore I will not pay my bill.

C)   I did not receive the order; therefore; I will not pay my bill.

D)   I did not receive the order, therefore; I will not pay my bill

8. Choose the correct sentence.

A)   Is that book yours'?

B)   Is that book your's?

C)   Is that book yours?

9. Choose the correct sentence.

A)   We have much to do; for example, the carpets need vacuuming.

B)   We have much to do for example: the carpets need vacuuming.

C)   We have much to do, for example: the carpets need vacuuming.

D)   We have much to do, for example. The carpets need vacuuming.

10. Choose the correct sentence.

A)   No you cannot stay out late tonight.

B)   No, you cannot stay out, late, tonight.

C)   No, you cannot stay out late tonight.

D)   No you cannot stay, out late, tonight.

Activity 2. Add commas wherever necessary. Name the function of each comma.

1. Advertising is the collective term for public announcements designed to promote the sale of specific commodities or services.

2. Advertising is a form of mass selling and it is employed when the use of direct person-to-person selling is impractical impossible or simply inefficient.

3. It is to be distinguished from other activities intended to persuade the public such as propaganda publicity and public relations.

4. Advertising techniques range in complexity from the publishing of straightforward notices in the classified-advertising columns of newspapers to the concerted use of newspapers magazines television radio direct mail and other communications media in the course of a single advertising campaign.

5. From its unsophisticated beginnings in ancient times advertising has burgeoned into a worldwide industry.

6. In the U.S. alone in the late 1980s approximately $120 billion was spent in a single year on advertising to influence the purchase of commodities and services.

7. American advertising leads the world not only in volume of business but in the complexity of its organization and of its procedures.

8. For these reasons this article deals primarily with advertising in the U.S.

9. Modern advertising is an integral segment of urban industrial civilization mirroring contemporary life in its best and worst aspects.

10. Having proven its force in the movement of economic goods and services advertising since the early 1960s has been directed in increasing quantity toward matters of social concern.

11. The continuing cancer and antidrug abuse campaigns are only two examples of the use of the advertising industry as a means to promote public welfare.

12. Advertising falls into two main categories: consumer advertising directed to the ultimate purchaser and trade advertising in which the appeal is made to dealers through trade journals and other media.

13. Both consumer and trade advertising employ many specialized types of commercial persuasion.

14. A relatively minor but important form of advertising is institutional advertising which is designed solely to build prestige and public respect for particular business concerns as important American institutions.

15. Each year millions of dollars are spent on institutional advertising which usually mentions products or services for sale only incidentally.

16. Another minor but increasingly popular form of advertising is cooperative advertising in which the manufacturer shares the expense of local radio or newspaper advertising with the retailer who signs the advertisement.

17. National advertisers occasionally share the same space in magazine advertising.

18. For example makers of pancake flour of syrup and of sausages sometimes jointly advertise this combination as an ideal cold-weather breakfast.

19. Advertising may be local national or international in scope and so the rates charged for the three different levels of advertising vary sharply particularly in newspapers.

20. Varying rates are set also by newspapers for amusement legal political financial religious and charitable advertisements.

Activity 3. Rewrite the paragraph with the correct punctuation.

driven by consumer demand there has been a rise in the number of ethical businesses one company that prides itself on its ethical values is lush a well-known cosmetics manufacturer and retailer based in the uk their four main areas of ethics are within the products themselves the packaging the staff conditions and the philanthropic donations the products....

Activity 4. Correct these sentences.

1. Although, 2020 was an economically challenging year. UK house prices were at a record high.

2. "People around the world need clean water to stay safe and healthy'
(Wateraid. 2021).

3. vegware is an innovative company which produces compostable
foodservice packaging from plants

4. IBM is one of the worlds most ethical companies.

Activity 5. Punctuate the following newspaper article.

home working

if you had the choice would you prefer to work from home or in an office
british workers seem to be in no doubt one in four of them has given up
commuting to the office in favour of a more domestic working
environment and the figure is growing

the number of home workers is likely to increase by more than 50 % over
the next five years claimed a spokesperson for data monitor the london
based market research company as a result of this trend consumers will
spend a great deal less on certain goods and services transport petrol
eating out and drinks moreover because home workers usually take fewer
showers the sale of personal care products such as deodorants and soap
will be affected

the study which shows that home workers tend to be more highly qualified
professionals in a company says that firms are in danger of losing their
best employees if they do not allow home working

unfortunately however there are some who abuse the trust which has been
placed in them data monitor discovered that many like to watch tv listen
to the radio and drink alcohol while they work

Activity 6. Make a presentation on the importance of punctuation in writing.

Lesson 9. Conjunctions and transition words

Words that link together other words, phrases, or clauses are called conjunctions. You can prevent the choppy nature of several short sentences by using conjunctions to create rich, elegant statements.

The phrases connected by conjunctions should be parallel (share the same structure). You can combine words, phrases, and clauses of the same grammatical rank in a sentence by using *coordinating conjunctions*. The coordinating conjunctions for, and, nor, but, or, yet, and so are the most frequently used ones; you can recall them by saying FANBOYS.

for, and, nor, but, or, yet, so

Correlative conjunctions are conjunction pairings that function as a unit. Either/or, neither/north, and not only/but also are a few instances.

both/and, either/or, neither/nor, not only/but, whether/or

Subordinating conjunctions link independent and dependent clauses. The relationship between the clauses may be one of cause and effect, contrast, or another kind, depending on the subordinating conjunction used. Since, because, since, as, although, though, while, and whereas are examples of common subordinating conjunctions. Adverbs like until, after, or before can occasionally serve as conjunctions. For example, *I can stay out until the clock strikes twelve.*

Here, the adverb until functions as a subordinating conjunction to connect two ideas: I can stay out (the independent clause) and the clock strikes twelve (the dependent clause). The independent clause could stand alone as a sentence; the dependent clause depends on the independent clause to make sense. The subordinating conjunction doesn't need to go in the middle of the sentence. It has to be part of the dependent clause, but the dependent clause can come before the independent clause.

Writing is held together by transitional words. They aid readers in making links between concepts or occurrences. They reveal the author's thought process and the steps taken to arrive at their findings. It's critical to comprehend their uses and meanings for this reason.

Types of Transitional Words

·   Additive words show a continuation or extension of the author's point. Examples: *also, and, for example, furthermore, in addition, likewise, moreover*

·   Sequencing words show the order of events: *first, second, third (etc.), before, after, after that, later, next, last, finally*

·   Cause and effect words show causal relationships. Some examples*: as a result, because (of), consequently, it follows that, since, so, therefore, thus*

·   Contrast words mark a different perspective. They modify or even disagree with what was stated before. Examples: *but, however, instead, nevertheless, on the other hand, still*

·   Some contrast words warn the reader that what follows is not the whole story, but an exception. Examples: *although, even though, despite, even if, in spite of, though, while*

Activity 1. Use the words at the bottom of the essay to fill in the gaps in this essay about online learning.

Choose from: also, although, because, but, even, first, however, in addition, moreover, similarly

ADVANTAGES AND DISADVANTAGES OF ONLINE LEARNING

_____online learning has both advantages and disadvantages; the benefits far outweigh the drawbacks. _____, most of the disadvantages can be reduced through careful planning.

The _____ and perhaps most obvious disadvantage of online classes is the lack of face to face interaction. Teachers cannot gauge their students' nonverbal reactions. _____, students miss the teacher's non-verbal cues: tone of voice, pauses, and gestures. They cannot spontaneously ask a question or volunteer an answer. They _____ have less opportunity to get acquainted with their fellow students.

To mitigate these disadvantages, teachers can post videos online so students can see and hear them almost as clearly as in a large class. They can also plan webinars in which students can ask questions and get answers in real-time, either by phone, Skype, or online chat. Lack of student interaction can be reduced by incorporating opportunities for students to introduce themselves and socialize (including through icebreaker-type games) into the class schedule. Students can work on projects together or organize study groups via Skype, chat, or instant messaging.

The greatest advantage of online learning is its great expansion of opportunities to many whose access to traditional education was very limited due to geography, income, or various disabilities. Online learning is accessible to anyone who has or can get the use of a computer, anywhere in the world. It enables major reductions in school expenses for overhead (buildings and utilities), as well as student expenses for transportation, texts, and sometimes living costs.

_____ computers can accommodate physical limitations with text to speech, enlargeable print, foot or mouth-operated controls and other adaptations, many students with disabilities have much better access to information than in traditional classrooms. _____, slower students or

language learners who need to hear material more than once can read or listen repeatedly and learn at their own pace.

The disadvantages of online learning can be reduced, _____ its benefits are increasing with each new technology. _____, online learning does not need to be either-or. In many cases it can be combined with traditional classroom learning to get the best of both worlds. Traditional classrooms can use online components like flipped learning to make the best use of teacher time. Online classes serving a fairly small geographic area can begin with an orientation on campus so students and teachers can meet and interact face to face. _____ in international classes, groups of students in the same area can meet and socialize. The possibilities are limited only by teacher and student imagination.

Activity 2. Read the questions and choose the correct option.

1. _____ you give up smoking _____ you will develop cancer.

A) Neither / nor

B) Both / and

C) Either / or

D) Either / nor

E) Whether / so

2. He couldn't get the job _____ his qualifications.

A) though

B) moreover

C) even though

D) despite the fact that

E) despite

3. The house wasn't very beautiful. I liked the garden, _____.

A) but

B) still

C) still

D) in spite of

E) though

4. He is very clever and hardworking _____ he can't pass his exams.

A) in spite of

B) despite

C) both

D) provided that

E) nevertheless

5. _____ it rained a lot we enjoyed our weekend.

A) In spite of

B) For fear that

C) Even though

D) Despite

E) Therefore

6. _____ I was feeling very tired, I went to bed early.

A) Although

B) Otherwise

C) As

D) Besides

E) Yet

7. You know my address exactly from now on so you can come to see me _____ you like.

A) so

B) still

C) although

D) however

E) whenever

8. The thief was arrested _____ he was trying to break into a house.

A) as

B) where

C) otherwise

D) as long as

E) now that

9. The teacher didn't punish the cheating student _____ he would never do it again.

A) in case

B) for fear that

C) provided that

D) moreover

E) otherwise

10. I will never forget your help in my hard days _____ I live.

A) during

B) as

C) no sooner

D) as long as

E) ever since

11. _____ had I left the house than I remembered the key.

A) As

B) Although

C) No sooner

D) Besides

E) Still

12. I worked very hard, but I was a freeman so I worked _____ a slave.

A) like

B) as

C) similar

D) unlike

E) as near as

13. As I don't have a car, I have to walk a long way to the office. _____ I had one.

A) In case

B) If only

C) Only if

D) Lest

E) Hence

14. He was very hungry _____ he refused to join our dinner.

A) therefore

B) seeing that

C) nevertheless

D) except that

E) as if

15. _____ you study; you will always fail.

A) If

B) As if

C) Unless

D) Lest

E) Therefore

Activity 3. Look through the conjunction types and transition words one more time. Then make up a sentence with each of them.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 10. Short book review writing

1. To write a review of a book, you should start with a few sentences explaining what the book is about, then talk about what you liked most about it and what you didn't like about it. Finalize your review. Finally, you can give the book a rating, such as a five- or ten-star rating.

A few paragraphs that summarize the book. One sentence describing the book's strengths. A single paragraph on the book's flaws. Describe the book's strengths and weaknesses in one paragraph. A book review is written in four stages: introducing the book, outlining its contents, highlighting particular chapters or themes, and providing a comprehensive evaluation are all included in the format of a book review. The body of the review is followed by an introduction. Describe the title and cover of the book. Your review is a brief critical essay of about 4-5 pages and 1000-1250 words. The following should be included in your paper as you write and edit it: Yes, you should always begin with a summary of the subject and some background information outlining the reasons for the need for a review. Make your introduction as broad as possible to reach a large audience of non-specialists and gather research to support it. This will assist in maximizing its impact and wider relevance review.

2. The book, not the author, is the focus of a good review. Concentrate on the writing, the way the subject is dealt with, the characters, the plot, the research, the facts, and so forth. Don't make assumptions about the author's faith, intelligence, relationship, parenting abilities, or parentage in any way.

3. When choosing a book to read, a movie to watch, or a vacation destination, many people rely on reviews. A detailed and sincere opinion helps them make a decision, whether you like it or not. If you want to write a book review, the information below will come in very handy. Students who are required to write a review as part of their homework and bloggers who want to share their thoughts with followers can both benefit from the hints provided below.

A Step-by-Step Guide to Writing a Book Review Before you begin, keep in mind that writing a book review as an academic assignment may necessitate including details such as the publisher, publication date, ISBN, and other details. Verify the requirements with the instructor. For reviews of other objectives, only the title and author will be required. These fundamental steps will be of assistance to you if you feel stuck or unsure of where to begin. Write a Few Sentences to Show What the Book Is About. Do Not Retell the Whole Story. Instead, Include a Brief Description of the Book. Don't give any details or spoilers. Think about why you chose this book or the title. You should probably also mention this if you talk about a book in a series or saga. Be sure to mention the book's number and whether or not you've read any other editions in the series. State All the Things You Liked It is a section in which you explain why you liked the book and why it might be interesting to other people. To assist you in including every detail, you can make a list of the things.

4. There are two ways to review books: The most important details about a book are provided by descriptive reviews. This is accomplished through exposition and description, the assertion of the author's perceived goals and objectives, and striking passages from the text. The book is described and evaluated in terms of generally accepted literary and historical standards in critical reviews, which back up their evaluation with textual evidence. The guidelines that follow are meant to serve as guidelines for writing a critical review.

Activity 1. Choose the heading for each passage above.

A.   Descriptive and critical review

B.   Helpful facts and useful tips about review

C.   Author's role in book review

D.   How to write a book review?

Activity 2. Do the multiple question test.

1.What are the four parts of book review?

a) introducing the book, outlining its contents

b) highlighting parts of book by selecting particular chapters,

c) giving a detailed evaluation

d) all of the above

2.How to write a book review?

 a) choose a book, planning, introduction, body, conclusion

 b) introduction, body, conclusion

 c)choose chapter, evaluate

3. A good review is about.....

  a) book, not author

  b) about the title

  c)about the detail

4.How many passages should be your review?

  a)4-5 pages

  b)2-3 pages

  c)none of the above

Activity 3. Read the statements and put them in correct order to write a book review.

a) round up your review...

b) start with a couple of sentences describing what the book is about...

c)mention anything you disliked about the book...

d)discuss what you particularly liked about the book...

e) you can give the book a rating, for example a mark out of five to ten...

1_____

2_____

3_____

4_____

5_____

Activity 4. **Complete the sentences with an appropriate word from the list:**

acting, acts, chapters, ending, audience, extremely, filmed, plot, readers, scene

1. The first three _____ of the book were very exciting.

2. The paly consists of five _____.

3. The film was _____ well directed.

4. The _____ clapped and cheered as the curtain came down.

5. Have you seen the film? What is the _____?

6. She won a prize for her marvelous _____.

7. His death was the most moving _____ of the film.

8. _____ of science fiction will love this new novel.

9. Although I enjoyed the novel, I thought the _____ was rather disappointing.

10. The scene was _____ in Greece.

Activity 5. **Ask your partner about a book he or she has enjoyed recently. Find out:**

- what type of book it is.
- why he/she chose it.
- where the story is set.
- who the main characters are.
- what the story is about (What is the plot?)
- what he/she thought of it.
- if she/he would recommend it to the class.

 Activity 6. **Write a report on an English book you have read recently. Collect the reports of all together and use them as a guide to library or as advice on further reading.**

Lesson 11. How to write a film review?

For those who have never written a film review before, the task can seem daunting. A lot of people who want to write have trouble expressing their feelings about an art form that is more visual and audible.

1. Choose a movie. A significant step is this one. If this is your first time writing a film review, you should pick something about which you are very passionate to give yourself a lot of material to write about. Your review might also end up feeling a little uninspired if you select a movie that doesn't move you in any way.

2. Select a medium. When writing, it's important to know how you're most at ease. Some people are content with a computer or laptop, while others may prefer pen and paper. Some people may even prefer a typewriter (Google that word if you don't know it). When learning how to write a film review, choose this approach regardless of your preference because it will make the process much more enjoyable.

3. Do your homework. Resist the urge to jump right into your thoughts and feelings after watching the movie, which must be recent and may require multiple viewings. Sure, write down your initial thoughts in detail, but you should also do some research on the movie so that when you write your film review, you can approach it with more authority and knowledge, making it much easier to write. Check out the eBook below, which provides aspiring writers with some golden nuggets, to learn more about how to write a film review and get some top tips from our Editor-in-Chief, who is also an established film critic.

The critic should try to look into every aspect of the filmmaking in a review. Film criticism is distinct from opinion in this regard. When writing a movie review, the author needs to back up their observations with specific reasons for how they feel. "I didn't enjoy this film, so it gets one star," one simply cannot say. Instead, the review should talk about the movie's good points and

bad points, compare it to other movies of the same genre, or compare it to other movies made by the same filmmaker.

Some examples of useful language are shown in the box below.

> The film is set in………
>
> It is a love story/a thriller/science-fiction….
>
> It tells the story of…….
>
> It is about….
>
> What follows is a ………. tale of ………
>
> I greatly enjoyed……….
>
> I was rather disappointed with….
>
> It was well acted/directed/written.
>
> It was rather long/confusing/unbelievable.
>
> It is a classic of its kind.
>
> I can/can't really recommend it.
>
> It is well worth watching.

Activity 1. Fill in the gaps with suitable words: *criticism, filmmaking opinion, model, promote, traits, nuggets, pour*.

1.Film……… is a fun and rewarding experience that enhances cinema.

2.Within a film review, the critic should look to explore all aspects of the ………

3. This is where film criticism differs from an ……..

4. At UK Film Review, our writers have a basic ……… to work from which they can bring their own style too.

5. Whilst we like to ……… a solid structure (see above) it is important to take each film as an individual piece of art

6.The common …….. which appear in many movie reviews.

7.E-book below which gives aspiring writers some golden ………

8. Filmmakers ……… their heart and soul into their films and the idea.

Activity 2. Read the definitions and find the film review terms.

1. _____

• When a quote from a review is used in a commercial/ advertisement

(ex – "Better than the Matrix! I would see it again and again!")

2. _____

• A professional who publishes his opinion on a particular movie/ play/book

(ex – Roger Ebert, Richard Roeper, Leonard Maltin, Pauline Kael)

3. _____

• Competent but not especially outstanding

(ex – "The film wasn't bad and it wasn't good either, it was just average")

4. _____

• Something that's been used so many times that it no longer surprises or interests the audience; overexposure

(ex – In a scary movie, a black cat jumps out and scares the character, but the real danger is RIGHT BEHIND HIM/HER!)

5. _____

• When the characters in a fictional work develop over the course of the story into people you care about

(ex – "Twilight" is about vampires, but more importantly, it's the relationship between the characters that makes us care about the story)

6. _____

• When the idea behind the story is interesting enough to get people to see the movie without knowing anything else about it

(ex – A young clownfish gets kidnapped and put into an aquarium and it's up to his father and a misfit group of fish to save him {"Finding Nemo"})

7. _____

• What the story is about

(ex – "Kung Fu Panda" is about a clumsy, overweight panda bear who dreams of becoming the ultimate kung fu warrior, etc... {note that a plot summary is about a paragraph long})

8. _____

• Using different techniques to get the audience excited about the story

(ex – "Come see 'Coraline' in 3-D! It's like nothing you've ever seen before!")

9. _____

• A clever play on words

 (ex – "Run to the theater to see "Running Scared!")

10. _____

• When handing over a review to a publication, the editor has the power to create a title and cut things out of the review

(ex – YOU WROTE: "This movie stunk." The editor changes it to: "This movie wasn't so good.")

11. _____

• When the same article is published in more than one newspaper or publication.

(ex – The Associated Press takes one article and sells it to 300 newspapers and 1000 websites across the country)

12. _____

• When the critic recommends that only a certain group of people should see, or not see, the film

(ex – "Kids will like 'Madagascar,' but adults will get bored."

13. _____

• When the critic cannot review the film fairly due to a personal problem with something in the film

(ex – I hated "Jaws" because I'm afraid of sharks.)

14. _____

• When a critic reveals secrets and plot points that could ruin the surprise for the audience and lessen their enjoyment of the movie.

(ex – In the end of "The Big Crazy Movie," John the main character dies)

Activity 3. **Write a film review you have seen recently. Use the template below as guide and think about you will need to use in each paragraph before you begin.**

FILM REVIEW TEMPLATE

HEADLINE: Include the movie's title—try to use a pun!

_____

FIRST PARAGRAPH: Say that you have just seen the film and would like to share your thoughts on it when you introduce it. Include a few specifics that might help the reader figure out what kind of movie you're talking about.

_____

_____

SECOND PARAGRAPH: Summarize the story's plot. When and where did it occur? Who are the protagonists? What is the plot? Keep in mind that you should not tell the story's conclusion or include any spoilers!

_____

_____

THIRD PARAGRAPH: Discuss the actors and actresses, noting who played a role and who didn't.

_____

_____

FOURTH PARAGRAPH: Discuss what you liked and didn't like about the film. Make sure to include particular scenes and details.

_____

_____

FIFTH PARAGRAPH: What themes or morals did you take away from this story? What do you think it will teach other people?

_____

_____

SIXTH PARAGRAPH: Which group of people would enjoy this film? Who do you think should hear about it? Who wouldn't you suggest it to? What are your final thoughts on the movie? Is it bad or good?

_____

_____

Lesson 12. Writing a meeting report

A meeting minute is another name of a meeting report. It is a written record of the proceedings of the meeting, a list of the participants, and, if necessary, action items that each meeting participant must complete. It might also reflect the decisions made at the conference.

This document is helpful since it outlines each person's duties and acts as a checklist to see what is required to finish the project or event.

A minute is crucial for repeat meetings since it serves as a tracking document for issues related to the meeting.

Parts of the Meeting Minute
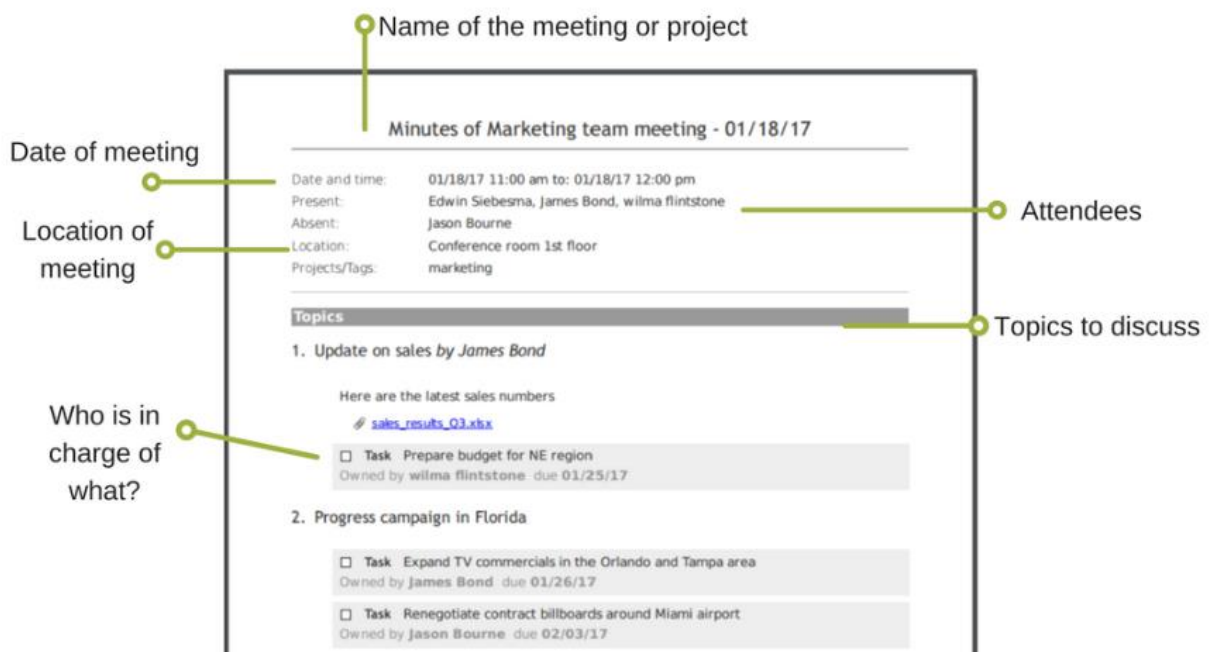
Heading: Team name, meeting place, time, and date.

List of participants: a list of the people who showed up to the meeting.

Action plans: bullet points that list each issue or action that needs to be addressed, along with what needs to be done and who will be in charge of it.

Announcements: Include any news or announcements that participants would like to discuss at the following meeting.

Next conference: give specifics about the next meeting's location and time.

The person in charge of creating the minute should send copies to everyone involved in the meeting's proceedings, regardless of whether they were present.

Activity 1. Read the questions about meeting reports/minutes, and check your answers with your elbow partner.

1. What are meeting minutes?
2. Why are they called "meeting minutes"?
3. What is the purpose of meeting minutes?
4. Why are meeting minutes important?
5. Who is responsible for taking meeting minutes?

Activity 2. Fill in the gaps with suitable words in the box below.

The fact that the term "minutes" has nothing to do with _____is an interesting fact about meeting minutes. In point of fact, it derives from the Latin word "minutia," which means "tiny things" or "_____." Some sources claim that the term "meeting minutes" originated in the 18th century directly from the Latin phrase "minuta scriptura," which means "small notes." To put it another_____, meeting minutes contain the specifics (or brief summary) of what took place during the meeting.

A historical _____of the company's discussions, decisions, and long-term planning is provided by meeting minutes. The meeting minutes can be used by participants as a record for future reference to see what kind of _____has been made. However, those who need to know about the _____and next steps but were unable to attend the meeting can refer to the minutes.

decisions , way, time, progress, record, details

Activity 3. Together with your group members write a report of a class meeting. Use the template below.

[Department Name]

Meeting Minutes/Report

[Date]

I.   Call to order

[Facilitator Name] called to order the regular meeting of the [Group Name] at [time] on [date] at [location].

II.   Attendance

The following persons were present: [attendee names]

III.   Approval of minutes from last meeting

[Group Secretary Name] read the minutes from the last meeting. The minutes were approved as read.

IV. Open issues

a)   [Open issue/summary of discussion]

b)   [Open issue/summary of discussion]

c)   [Open issue/summary of discussion]

V.   University start-up

a)   [New idea/summary of discussion]

b)   [New idea/summary of discussion]

c)   [New idea/summary of discussion]

VI.   Adjournment

[Facilitator Name] adjourned the meeting at [time].

Minutes submitted by: [Name]

Minutes approved by: [Name]

Lesson 13. Writing a visit report

You might ask, "Why should I have to write everything that happened in a visit?" Businesses and organizations find the details important for different purposes. They will ask for visit-driven data to know if you went to the site expected to visit. Besides tracking your whereabouts, they may require the time and date for such visits to see if you spent the time productively. For others, they need to know the total amount of your expenses as they may reimburse you after. Meanwhile, some companies require site visits to survey and evaluate if there is an ongoing site Project Report with defects or problems to be addressed.

Visit reports are also reliable data for any industry, may you come from a factory, small business, public office, laboratory, institution, or any other example. And since the report is expected to be informative, questions about the visit would be answered. Organizations can be updated about whatever happened during each visit, whether on an hourly, daily, weekly, or monthly basis. Indeed, a visit report is important. But it is up to the management or the organization regarding what to focus on reporting about such visits. And as someone assigned to report, be sure you stick to your purpose so the data recorded is relevant and helpful.

The Basic Design of Visit Reports

Title Page:
A title should be included in every report for easy identification. Because of this, the visit report's title and some basic information are on the title page, which is where you begin. You don't have to just say, "Visit Report." You can be more specific. For instance, you include your name, the destination address, the reason for your visit, and the departure and arrival times. You can also provide additional information, such as including your address and phone number. Therefore, management may contact you with inquiries regarding the report.

Executive Summary:
An executive summary can also be included in the visit report. Businesses frequently require a brief summary in this section of the report. Therefore, if your report is quite lengthy, ensure that you summarize the essential details so that readers can quickly grasp the overall concept without first reading the main body. The majority of people who read the report are also satisfied by this section because it highlights the most important points. However, ensure that your summary is communicated prior to the visit.
Introduction:
An introduction should be made prior to serving the main dish of your visit report. The main body of the report is opened by your introductory statement. It is acceptable to discuss your expectations from the visit assignment, the significance of the visit, and other welcome details in the introduction. Otherwise, beginning your report with a lot of information might make readers confused, especially if they haven't been introduced to the purpose, setting, or meaning of certain technical terms or acronyms.
Main Body of the Report:
The main body of your report makes up the majority of it. In this section, you should describe everything that occurred during your visit. However, it is significantly more in-depth than the executive summary. You could talk about every important thing you noticed, like who you met at the site and, if there were any, what caused certain travel delays. If an expense report is required, mention how much was spent in the same way. Additionally, you should arrange the data in a chronological order to avoid ambiguity regarding which event occurred first.
Recommendations:
You can also make a note of each thought, suggestion, or reflection. By stating your reflection first, you can begin the recommendations section. For instance, you might have discovered a less expensive and faster way to get to the location. Or perhaps you discovered that a particular site project still requires a lot of work. In addition, if you find an educational location to visit, you could suggest inviting additional students on a field trip. Even according to a report, about 9% of school administrators eliminated field trips during the 2008–2009 academic year. As a result, you can suggest and explain why field trips should be allowed.

A visit report cannot be written in a single way. Keep in mind that the report is associated with a variety of reasons, and the same can be said for the variety of the report's content, format, and design.

<u>Activity 1.</u> Fill in the gaps with suitable words:

> **option, visiting, purpose, released, accessible, included,**
> **probably, rink, number, located, hand, entrance**

Your school will be visited by an exchange group. In order for them to decide where to go with you, your English teacher has asked you to write a report about the places they could visit outside of school. Include information about cost and suitability in your report on the various locations that are available.

Introduction

The (1) _____ of this report is to review places that would be suitable for the exchange students, who will be (2) _____the school next month.

Options

The town centre has a (3)_____ of places to visit. There is a cinema in the centre. There is also an ice-skating rink not far from the centre. Another (4)_____ would be the bowling alley, which has a restaurant and disco-themed night at the weekend. It is (5)_____ on the outskirts of the town.

Expense

The (6)_____ fees for the various venues are as follows. The cinema is €6.75 per person. The ice-skating (7)_____ is €7.50 per person, which includes the hiring of the skates. The bowling alley cost €14.50 per person with a snack and drink (8)_____.

Recommendations

All in all, considering cost and location, the best venue would (9) _____ be the ice-skating rink. It is easy to reach and inexpensive. On the other (10)_____ , the bowling is expensive and not (11)_____ by public transport. Finally, although the cinema is cheap, no exciting movies are being (12)_____ next month.

Activity 2. Think about your recent visit to somewhere, and answer the following "WH" questions.

Researchers must inform readers about what took place during the visit study if they are to succeed. As a result, you must include every event that occurs during your visit research.

The following five "WH" questions can be answered with the assistance of the description section:

What:	Where:
 • **What did you see in your area of study?** • **What did you hear in your area of study?**	 • **Where does the background information of the research setting is observed and reported?**
Why: • **Why are you conducting this field research?** • **The reason behind particular thing happening, and** • **Why have you included or excluded specific information?**	Who: • **Who are the participants in terms of gender, age, ethnicity, and other relevant variables from your observation?** When: • **When is the study being conducted (day or time when occurring actions are observed and noted)?**

When evaluating your observations, consider the following additional questions for yourself:

- What implications do your observations have?
- Did your observations correspond with the study's goal?
- What advantages did your observations provide?
- What were your recorded observations' strengths and weaknesses?

Lesson 14. How to write a survey report?

An overview report is a record with significant measurements accumulated from client criticism.

The objective of an overview report is to introduce the information in a full and objective way. The report presents every one of the outcomes that were gathered.

A total overview report incorporates:

● Completion rates

● Number of reactions

● Date of last reaction

● Survey views

● Breakdown of answers per overview respondent

● Breakdown of closed-ended questions

Completion Rate

The completion rate is calculated by dividing the total number of questions in your survey by the number of questions answered. A 50% completion rate is achieved when a survey contains 12 questions, but the majority of respondents only respond to six of them. The completion rate can indicate a variety of things, depending on the survey instrument you use. For instance, if the majority of respondents were only asked six questions out of a total of twelve because half of the questions were irrelevant and were skipped, you probably won't be unhappy with the completion rate. But what if half of your survey respondents deliberately skipped questions? It might suggest that your survey needs to be improved. You won't miss out on valuable data if you don't see responses to surveys that have only been partially completed with Survicate.

Number of reactions

To properly analyze the results of your survey, you need to know precisely how many people responded. Be careful: some survey tools may only count respondents' responses to specific questions rather than their responses as a

whole. Therefore, it is essential that your survey platform permits you to count the number of distinct respondents in order to determine whether or not you have a significant sample size.

How is the required sample size determined?

This depends on the kind of data you want to analyze, whether it comes from your entire audience or just a specific subset. For instance, if you are a beauty brand that focuses on selling face creams to women over the age of 35, your survey may reveal that you also have younger women who use your products. In order to obtain the information you require, you may decide to divide these responses into distinct age categories. As a result, if you were to ask them about the efficacy of a new age-defying cream, you might find that younger women gave very different answers than older women did. You may have overlooked this kind of data, but it can assist you in your marketing efforts (and will produce a survey report that is pure gold!).

Make sure to integrate Survicate with a distribution tool that collects demographic data. Your survey can also contain questions of a demographic nature.

Date of last reaction

This may not appear to be important if you are conducting a survey for a brief and specific period of time. But if you ask customers to fill out a survey about their experience with customer service after each ticket is closed, you could get years of data. This can assist you in determining whether your customer service staff has received adequate training.

A long-term NPS or CSAT survey, on the other hand, can demonstrate the impact if you implement a significant change, such as a redesign of your website or the development of a new feature.

Splitting your data and analyzing responses pertinent to each new implementation is possible once you are able to determine the response time.

Survey views

You need to know the total number of survey views and the total number of unique survey views (the total number of views divided by the total number of people who viewed the survey, as some people may have viewed it multiple times). There may be a number of reasons why these two totals differ significantly.

First, your survey might be sent to a large number of people, and the questions might not be important enough for all of them to answer. It's also possible for respondents to view the survey and then decide not to take it: They don't have the time; They don't have the right device (open-ended questions, for example, can be difficult to answer on a small phone screen); They see the first questions and decide they don't want to take the survey. These insights can tell you if your survey design or customer segmentation need to be improved.

Breakdown of answers per overview respondent

You want to see the breakdown by respondent so you can see how each person responded to the survey's questions. This can be useful for identifying patterns in the responses of particular respondents. For instance, you might observe a pattern in the number of negative responses to your Customer Effort Score (CES) survey from each individual customer service representative.

Breakdown of Closed-Ended Questions

When you think of a report on a survey, you probably think of graphs and pie charts that show the results of closed-ended questions.

Single-choice survey question breakdown This is important for a good survey report because it makes it easy to distribute the data to people who might find it useful and lets you see a lot of data at once.

Survey analysis is made easy to use and doesn't require a lot of time or prior knowledge because of the graphic representation.

The breakdown of the NPS (Net Promoter Score) responses can be seen in the example below. We know that over 75% of respondents are promoting

our brand, 3.2% are detractors, and that we received 800 responses all together. It's simple to see and understand all of this data.

Activity 1. Answer the following questions

1. What does CES stand for?
2. In which step open-ended questions are used?
3. Which step helps to take in a large quantity of data at a glance?
4. What makes survey analysis user-friendly and doesn't require a lot of time or prior skills to analyze?
5. What does NPS stand for?
6. Explain: "what is Survicate in this passage?".

Activity 2. Think about your recent visit to somewhere, and answer the following "WH" questions.

1	In Breakdown of Closed-Ended Questions	A	you can see how individuals answered all the questions in the survey.
2	In Survey Views	B	it's important that your survey platform allows you to count how many different people responded, so you can determine whether you have a significant sample size.
3	In Completion Rate	C	This is important for a good survey report because it you to take in a large quantity of data at a glance, and can be easily distributed to those who may find the data valuable.
4	In Number of Responses	D	You need to know the total number of survey views and total of unique survey views (the number of total views versus

			the number of different people who viewed the survey, as some people may have viewed it more than once).
5	In Date of Last Response	E	it's important that your survey platform allows you to count how many different people responded, so you can determine whether you have a significant sample size.
6	In Breakdown of Answers per Survey Respondent	F	the number of questions answered divided by the total number of questions in your survey.

Activity 3. Work with numbers, complete the pieces with the words which are related to numbers. Use only one word.

1. Over 75%_____
2. 800_____
3. 3.2%_____
4. 12_____
5. 6_____

Activity 4. Read the statements and decide whether these statements are true or not.

1. The main thing to create a questionnaire for your survey report is create a good theme.

A) True.　　　B) False

2. Your research objective will guide you in choosing the king of questionnaire that should be created.

A) True.　　　B) False

3. Your objective will determine the kind of questions that would be asked in the questionnaire.

A) True.   B) False

4. Choosing a method of carrying out your research is that this method determined all of the mentioned factors.

A) True.   B) False

5. For an online matchmaking questionnaire, a qualitative method will be used.

A) True.   B) False

Activity 5. Match these words with these definitions.

Words:

1. Survey -

2. Survey report -

3. Qualitative -

4. Quantitative -

5. Questionnaire -

6. Data analysis -

7. Data collection -

8. Open ended questions -

9. Close ended questions –

Definitions:

a) is a document with important metrics gathered from customer feedback.

b) is defined as the act of examining a process or questioning a selected sample of individuals to obtain data about a service, product, or process.

c) is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making.

d) a question that cannot be answered with a "yes" or "no" response, or with a static response.

e) refers to any question for which a researcher provides research participants with options from which to choose a response.

f) is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.

g) relating to, measuring, or measured by the quantity of something rather than its quality.

 h) are data about numeric variables (e.g. how many; how much; or how often).

 I) a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions.

Activity 6. **Choose a topic which may be interesting for you. Prepare a set of questions for your respondents. After completing the questionnaire analyze the data, and write the report.**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 15. Pros and cons assessment and analytical report

Writing an analytical paragraph is a type of descriptive writing that is based on a particular chart, graph, data, outline, clues, table, and so on. Remember to cover the information provided and describe the facts in the best possible way when writing an analytical paragraph.

The analytical paragraph must be approximately 100-120 words long. Therefore, in addition to providing comprehensive information about the chart requested in the question, the paragraph must use concise language. An internal choice will be made.

FORMAT OF ANALYTICAL PARAGRAPH

1. The introduction. The first paragraph of the introduction should provide a succinct explanation of the graph's topic. It should read like an opening paragraph that explains the context of the chart to the reader. You are not required to provide any specifics when writing the introductory paragraph. You only need to mention what the question's chart or graph makes abundantly clear. The introduction should be limited to one or two lines at most.

2. The body of the paragraph. The question's graph or chart should be described in detail in this section of the analytical paragraph. It ought to include all of the essential details. The selection of the most significant information to include in the paragraph is crucial.

Depending on the data gleaned from the graph, the body can be divided into two or three subparagraphs. The reader will have an easier time comprehending the body if it is divided into subparagraphs.

i. Data organization: You should look for the significant differences that stand out the most. You can specify the smallest or largest aspect in the provided data. The next thing you should talk about is any similar aspects.

You should talk more about the aspect that hasn't changed or changed over time.

ii. Information comparison: In the analytical paragraph, refer to both parties that are mentioned in the chart, such as men and women. You must effectively present any comparisons or contrasts that could be drawn. Mention each year succinctly if the chart focuses on a specific time period or highlights trends across multiple years. You should write about any comparison or contrast that can be done for at least two years.

iii. Quantities being mentioned: It is necessary to guarantee the accuracy of any numbers or figures included. Quantities can be described in a variety of ways, including percentages, fractions, ratios, and so on.

iv. Sentences that connect: You should use connectors or linking phrases to logically connect different ideas or information. The paragraph's sentences should flow in a logical order and connect to one another.

3. The conclusion. The idea presented and the information as a whole ought to be summarized in the concluding paragraph. It should serve as the concluding statement and be conclusive. It is important to keep in mind that no personal opinions, conclusions, or observations should be included. It's best to just stick to the facts.

In order to write an effective analytical paragraph, you do not need to discard the information. The key is to choose the most important information carefully, arrange it well, state accurate facts, and properly summarize it.

Activity 1. Write the correct word in the blanks. Use the Word Bank for reference.

Word Bank:
analytical, approximately, comprehensive, concise, provided.

Writing an _____ paragraph is a type of descriptive writing that is based on a particular chart, graph, data, outline, clues, table, and so on. Remember to cover the information _____ and describe the facts in the best possible way when writing an _____ paragraph. The _____ paragraph must be _____ 100-120 words long. Therefore, in addition to providing _____ information about the chart requested in the question, the paragraph must use _____ language. An internal choice will be made.

Activity 2. Matching: For each difficult word or phrase, write the number of the matching definition.

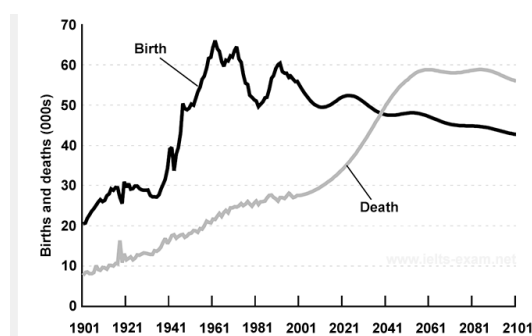**Difficult word or phrase**

_____concise

_____analytical

_____provided

_____comprehensive

_____approximately

Definition

1: (related to careful studying or deep thinking)

2: gave/given

3: about

4: complete and thorough

5: well-said (with a small number of words)

Activity 3. Below is a graph given showing birth and death rates in a country from 1901 to 2101. Write an analytical paragraph.

Lesson 16. Opinion essays.

Read this essay and match these with essay paragraphs.

A. Introduction- an explanation of essay questions in other words.

B. Main point-advantages of using memory over searching online.

C. Conclusion- Internet cannot replace memory.

D. Main point-difficulty of finding good quality of online information

E. Main point-negative social effects of internet use.

Information will soon be so easy to find on the internet that people will not need to remember anything. Do you agree?

Nowadays all the information we could ever need is available online and some people say that means the end of having to learn anything.

It is true that these days everything you want to know is a few clicks away as long as you have internet access. However, not everyone has working internet all the time, for example in certain buildings or remote locations, so we do need to be able to remember information. Moreover, it takes time to look up everything you need to know online, whereas remembering something is immediate. The human memory is a much more efficient system.

Another problem is the quality of the information online. How do we know if it is accurate or reliable? We need to think about other facts we know and remember how to compare information from different websites. Knowing (and remembering) how to find certain information will be more important than knowing the information itself.

Finally, the internet is a good tool but it is not a useful replacement for our brains. If we did not remember anything, we would all spend even more time on our phones and computers than we already do, which is not good for society.

In conclusion, the internet offers us many things but it is still important to use our knowledge and memories. We need our memories to function without the internet and we also need to know how to use the internet properly.

Activity 1. Put the linking words and phrases in the correct groups.

In conclusion, finally, as well as, moreover, however, whereas, on the other hand, what's more, to sum up.

Contrasting:

_____

_____

_____

_____

Adding ideas:

_____

_____

_____

_____

Finishing:

_____

_____

_____

_____

Activity 2. It is important to spend time analysing the statement before you decide your opinion. You should look at the essay question carefully and think about the issues in the statement. Below you will see some questions to help you analyse the opinion essay title.

Every one of us should become a vegetarian because eating meat can cause serious health problems.

To what extent do you agree or disagree?

Answer the following questions:

1. Do you think vegetarians are healthier than people who eat meat?

2. Do you think the vegetarian diet is healthy?

3. Do you think people who eat meat are unhealthy?

4. Does eating meat always create health problems?

5. Is there any meat which you think is healthy to eat?

6. Do you think all people should be vegetarian?

7. Do you think all people should stop eating meat?

8. What is another way to say "vegetarian"?

Activity 3. **In essay writing, paraphrasing is very important. Here you can find some paraphrased words and expressions on this topic. In order to read these, mirror them.**

.teid nairategev a evah ot / teid rieht ni taem evah ton od ohw elpoep / taem tae ton od ohw elpoep = nairategeV

."nagev" sa "nairategev" esarhparap tonnac uoY

.slamina morf semoc taht tcudorp yna esu ro tae ton seod ohw enoemos si nagev A

Model Ideas & Structure

- Body Paragraph A: *I agree that eating a vegetarian diet is healthy.*

- Body Paragraph B: *However, not all meat is unhealthy*

- Body Paragraph C: *I believe that having a balanced diet containing predominantly vegetables with some healthy meats is best.*

Activity 4. **Now it is time to practice writing introduction. Follow the tips to create a good introductory paragraph.**

1. Using the information that has been provided, compose one statement. Your background statement will be this. Ensure that you accurately paraphrase the information and do not include any additional or irrelevant information.

2. Make sure you use words that inspire confidence when paraphrasing. It's good to paraphrase, but if you make too many mistakes, your band score will go down.

3. In the thesis statement, you should state your response. The background statement is followed by the thesis statement. It should include your response and main points.

4. For your introduction, don't go over 50 words.

Model introduction:

Eating meat is considered by some to damage our health and for that reason they believe all people should adopt a vegetarian diet. In my opinion, although a vegetarian diet is certainly a healthy option, having a balanced diet, which contains vegetables and some healthy meat, is the key.

Activity 5. Write your full opinion essay on the topic you wrote the introduction. This structure may help you.

1) Introduction

Paraphrase the question

Give your opinion

State two supporting reasons

2) Main body paragraph 1

Topic sentence – outline 1st reason for supporting this view

Explanation – explain this idea

Example – give an example or expand the idea

3) Main body paragraph 2

Topic sentence – outline 2nd reason for supporting this view

Explanation – explain this idea

Example – give an example or expand the idea

4) Conclusion

Summarise opinion and key reasons.

_____

_____

_____

Lesson 17. For and against essay types

Are these arguments for or against reality TV shows? Write them in the correct group.

1. There are lots of different types of reality shows.
2. They can discover talented people.
3. People spend a lot of money on their phones when they vote.
4. Some competitions are very difficult or dangerous.
5. They are fun to watch.
6. Reality TV is not an easy way to become famous.
7. People on reality shows have fun experiences and meet new people.
8. The winners win great prizes.
9. Reality shows are always the same.
10. Some people on reality shows behave badly.

FOR reality TV shows	AGAINST reality TV shows

A for and against essay

Reality TV shows are good entertainment

Reality shows are a very popular form of entertainment on TV nowadays. There are dozens of different types of programmes such as singing contests, cooking competitions or going to live in the jungle.

Firstly, think that there is a lot of variety in reality TV. People at home can choose which types of programme they want to watch depending on what they are interested in. Some people like watching singing or cooking competitions while others prefer watching programmes about building houses or travelling around the world. In addition, reality TV programmes are a great opportunity to discover talented singers, dancers or chefs. Several people who take part in these programmes get jobs as a result of being on TV. Another advantage is that the people on the shows have interesting experiences and meet new people.

On the other hand, some people think that reality TV is an easy way for them to become famous. However, most successful singers, actors or chefs have worked hard all their lives and are good at their job because of their hard work. Also, sometimes the people on the shows have to do really difficult or dangerous things. The competitions are very hard and there is only one winner. Another disadvantage is that some programmes always follow the same format and this can be boring to watch.

To sum up think that reality TV is good entertainment. There is lots of variety which means there is something for everyone and they are interesting to watch.

Top Tips for writing

1. Start each paragraph with a word or phrase so the reader knows what to expect, for example *Firstly, On the other hand or To sum up.*

2. Link your sentences with these words.

3. Organise your essay in paragraphs.

- paragraph 1 – Introduction
- paragraph 2 - Arguments for the subject
- paragraph 3 - Arguments against the subject
- paragraph 4 – Conclusion

Activity 1. Which of these arguments are mentioned in the essay? Tick six ideas.

1. ❑   They can discover talented people.

2. ❑   Reality shows are always the same.

3. ❑   Some people on reality shows behave badly.

4. ❑   People on reality shows have fun experiences and meet new people.

5. ❑   Some competitions are very difficult or dangerous.

6. ❑   There are lots of different types of reality shows.

7. ❑   They are fun to watch with your friends.

8. ❑   Reality TV is not an easy way to become famous.

9. ❑   People spend a lot of money on their phones when they vote.

10. ❑   The winners win great prizes.

Activity 2.   Check your writing: reordering – essay structure. Write numbers 1–4 to put the paragraph topics from the essay in the correct order.

❑   Conclusion – writer's opinion

❑   Introduction – the situation

❑   Arguments for reality TV shows

❑   Arguments against reality TV shows

Activity 3. **Check your writing: rewriting sentences – linking words. Rewrite the sentences using the word or phrase in brackets. You may need to change the punctuation.**

1. Reality shows are all the same but many people still watch them. **(however,)**...

....

2. We can discover talented people on reality TV and we can vote for the ones we like the most. **(furthermore,)** ....

....

3. One positive thing about reality TV is that it shows normal people. **(one advantage of)** ....

....

4. My first point is that reality TV is fun to watch. **(firstly,)**...

....

5. Also, you can learn many new things. **(in addition,)**

....

....

6. The opposite argument is that reality TV might set a bad example for young children. **(on the other hand,)** ....

....

Discussion
What are your views on reality TV? Are these types of shows popular in your country? Have you written a for or against essay before? What topics could you write about?

Lesson 18. Argumentative essays.

The argumentative essay is a type of writing in which a student must investigate a topic, gather, produce, and evaluate evidence, and concisely establish a position on the subject.

Assignments for argumentative essays typically require extensive literature or previously published material research. Students may be required to conduct empirical research in the form of interviews, surveys, observations, or experiments for argumentative assignments. The student can gain an understanding of the topic and the various points of view surrounding it through in-depth research, allowing them to choose a position and back it up with the data gathered.

The argumentative essay is a type of writing in which a student must research a subject; gather, create, and analyze evidence; and concisely state your position on the subject.

Kindly note: The argumentative essay and the expository essay may cause some confusion. The argumentative essay requires more pre-writing (invention) and research than the expository essay does, though these two genres are similar. In first-year writing or advanced composition courses, the argumentative essay is typically a capstone or final project that requires extensive research. Expository essays are shorter and require less research.

The following elements hold the argumentative essay together:

a thesis statement in the essay's first paragraph that is distinct, concise, and clear.

In the first paragraph of an argumentative essay, students should provide a general overview of the subject to establish the context. The author should then explain why readers should care about the subject or why the topic is important (exigence). The thesis statement should be presented by students last. In order to adhere to the assignment's guidelines, this thesis statement must be appropriately condensed. It will be extremely challenging for the student to write an essay that is both persuasive and effective if they do not

master this section of the assignment. Between the <u>introduction, body, and conclusion,</u> there are clear and logical transitions.

The focus of each paragraph should be on a single, overarching concept. This will make it possible to keep the essay's flow clear and logical. Additionally, this level of concision makes it easier for one's audience to read. It is essential to keep in mind that the thesis statement in the opening paragraph and each paragraph in the body of the essay must have some logical connection. Evidence gathered during research will be used to directly support the thesis statement in some paragraphs. The warrant must also be supported by an explanation of how and why the evidence supports the thesis.

However, argumentative essays ought to take into account and provide explanations for a variety of viewpoints on the subject. Students should devote one or two paragraphs of an argumentative essay to discussing opposing viewpoints on the subject, depending on the length of the assignment. Students should note that opinions that do not align with their thesis may not be well-informed or out of date rather than explicitly arguing that these divergent viewpoints are incorrect.

To support the thesis statement and take into account other points of view, an argumentative essay requires information that has been thoroughly researched, is accurate, is detailed, and is current. The thesis ought to be supported by some anecdotal, logical, statistical, or factual evidence. However, when gathering evidence, students must take into account multiple perspectives. A well-rounded argumentative essay, as noted in the preceding paragraph, will also discuss viewpoints that do not support the thesis. Excluding evidence that might not support the thesis is unethical. The student's responsibility is to explain how other positions may not be well-informed or up to date on the subject, not to explicitly point out that other positions are incorrect.

A conclusion that not only reiterates the thesis but also reexamines it in light of the available evidence. Students may begin to struggle at this point in the essay. The section of the essay that will have the greatest impact on the reader's mind is this one. As a result, it must be logical and efficient. In the conclusion, do not include any new information; Instead, combine the information presented in the essay's body. Reiterate the significance of the subject, go over the main points, and look over your thesis. In light of your work, you might also want to include a brief discussion of additional research that should be carried out.

Argumentative Essay Writing Template

Directions: Use the given template to write an argumentative essay on the given topic.

Beginning

Middle

Reason #1	
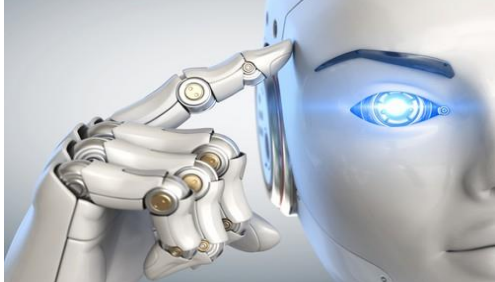
Reason #2	

Counterargument

Ending

Activity 1. **What is your opinion about each controversial topic? And write 3 supporting points for your opinion.**

DNA testing
Pro/ Con
Why?
1. can help catch criminals
2. _____
3. _____

Work from home
Pro / Con
Why?
1. _____
2. _____
3. _____

Government surveillance
Pro / Con
Why?
1. _____
2. _____
3. _____

Why?
Artificial intelligence
Pro / Con
1. _____
2. _____
3. _____

Why?
Globalization
Pro / Con
1. _____
2. _____
3. _____

Why?
Viral videos
Pro / Con
1. _____
2. _____
3. _____

Activity 2. **On the basis of the template below write down a paragraph on the topic given.**

Claim - What do you believe?)

Evidence - Give examples to support your claim

Counter-argument - What might someone say if they disagreed with you

Rebuttal - What would you say to the person who disagreed with you to change their mind

Conclusion - Restate your claim in a powerful way.

Is the Internet bad for young people?

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Lesson 19. Critical review

What is a critical review? A critical review is a detailed commentary and critical evaluation of a text, also known as a critique, critical commentary, critical appraisal, or critical analysis. Either as part of your research and preparation for writing a literature review or as a stand-alone activity, you can conduct a critical review. You can use the guidelines below to help you evaluate a research article critically.

What does "critical" mean? Not all criticism has to be negative in order to be considered critical. To be critical of a text means to question the information and viewpoints contained within it in an effort to evaluate or determine its overall worth.

What does evaluation entail? An evaluation is a determination of the benefits and drawbacks of a text. In the case of a research publication, this should be related to particular criteria. Before you can assess each section's overall contribution to the research paper as a whole, you must first comprehend its goal and be aware of the kind of data and proof that are required to support it. A research article has different tasks for each component to complete. Before evaluating the article as a whole, you can use the questions in this guide to help you critically consider each section and provide an outline of what each section should accomplish. To begin critically evaluating a research article, you do not need to be an expert in the field. You will become more critical as you gain experience, but you can still question and evaluate a text in the early stages of your studies.

THE ABSTRACT

The research's key findings and recommendations, as well as what was done and why, the methods used, and the abstract should all be presented in a clear and concise manner.

> Is there a summary?

Does it offer a brief synopsis of the research?

Does it identify the issue with the research?

Does it describe the methods that were used, the main findings, and any suggestions?

THE INTRODUCTION AND LITERATURE REVIEW

The literature review may include an introduction. The goal of the research should be stated clearly and briefly explained.

By examining and evaluating previous research conducted in the field, the literature review ought to serve as a foundation for the study. This should be combined to help determine the need for the presented new research. It should be well-organized and balanced with recent and related literature.

Is it clear what the issue is?

Is there a justification for the research?

Is the available literature current?

Is the research influenced by the literature?

Is there a balanced perspective in the literature?

Does the literature indicate that the proposed research is required?

Are there any omissions from the reviewed areas of literature?

METHODOLOGY

The precise method used in the research and the reasons behind choosing that method should be presented in this section in a clear and concise manner. To put it another way, in order for someone else to carry out the same research, each component of the method—such as sampling, analysis, and interviewing—needs to be explained and also justified. Why did one approach prevail over another? Why did seven people get interviewed instead of more or less?

The choice of method should be supported by evidence. When evaluating this section, it is helpful to consider the information that is missing and to explain why you believe it would have been useful or significant.

Is the approach in line with either quantitative or qualitative research?

Is the strategy stated clearly?

Are the methods well-described and supported?

Are crucial details provided so that the research can be replicated by others?

Are the particulars of the data collection well-described and supported?

Is there a description and explanation of any ethical considerations?

RESULTS/FINDINGS

In accordance with the stated goal of the research, the study's results or findings ought to be presented in a manner that is consistent and clear.

At this point, the results should not be commented on or analyzed; rather, they should be fully presented, with graphs or tables, if necessary.

The results should not have any "gaps," and if relevant data are missing because of circumstances beyond the researcher's control, the gap should be explained so that the reader is fully aware of the context.

Are the results presented in a consistent and clear manner?

Are any tables or graphs well-organized and presented?

Is there enough information provided?

Are any data collection holes filled in?

ANALYSIS/DISCUSSION

The researcher offers some interpretations of the findings in this section. This ought to include a discussion of the findings' advantages and disadvantages, as well as their general significance for future researchers and the field as a whole.

The researcher should also cite the points made in the literature review, as well as the presented research results and previous research.

Is the discussion and analysis balanced?

Are the strengths and weaknesses of the study acknowledged?

Does the discussion refer back to points raised in the lit review?

CONCLUSION

The most interesting and useful aspects of the research should be summarized in the conclusion. The research's claims should be based on what has already been discussed and shouldn't be too "grand."

It is also necessary to provide a summary of the research's shortcomings or gaps. The study's implications for future research and practice should also be outlined, but the conclusion should not contain any new information.

Do the results back up the conclusions?

Have the study's repercussions been identified?

RECOMMENDATIONS

Do the recommendations outline areas of possible future research?

Do they recommend ways in which current research could be improved?

Plan and write your draft. A short critical review should start with a brief introduction that explains the structure you'll use and provides information about the author and the subject of the research. Writing a paragraph or two about each section of the study in turn is the easiest way to structure a critical review. To demonstrate your comprehension, you should begin your discussion of each section with a summary of the main points, such as the key findings or utilized methodology. After that, you could describe the section's strengths and weaknesses in your own words and provide evidence to back up your ideas. To ensure that you have included everything, it is helpful to plan out each section of your review as a short list or bullet points.

Lesson 20. How to write a review of an event?

An evaluation report is the best way to evaluate the success of your most recent event. Take the time to figure out what went well and what went wrong before, during, and after your event to get the most out of what you learned. You can not only calculate your return on investment (ROI) but also plan events that will be even more successful in the future by making use of important information like sales data, insights from attendees, and feedback surveys.

When it comes time to plan an event, having all of this information in one concise and easy-to-reference event report can make the process easier and ensure that you have all of the relevant information in one place. How to write an effective report, make the most of your findings, and set goals for upcoming events are all covered in this helpful guide.

Basics of the event report There are a few essential elements that should always be included in your event report or post-event article, regardless of whether you intend to send it to sponsors, suppliers, or stakeholders. How to write a brief report on an event can be broken down as follows:

• Participant survey: Asking the people who attended your event is a great way to gauge its success. This can be accomplished through the use of an online questionnaire, a straightforward follow-up email, or questions posted on your social media channels. After that, you can organize your responses and include them in your report.

• Performers, speakers, and exhibitors: Include a list of all of your event's sessions and guests, including food stalls and musicians. Which had the highest attendance? Which, before or after, generated the most buzz on social media? Understanding what to book again for a future event and what didn't work will be easier with this information.

• Promotional and marketing activities: How did you advertise your event over the preceding few weeks and months? Include a review of any significant sponsors and a summary of key metrics (such as email open rates, social media engagement, and website visits).

Collect your data Using specific figures, you can evaluate the various aspects of your event objectively and thoroughly. Your report requires both quantitative and qualitative data, such as attendance numbers and profit margins, as well as sponsor insights and opinions. You will have a better understanding of your event's overall picture if you collect these figures. When creating your report, keep these important data sources in mind:

• Attendee and sign-up numbers: Both the number of tickets sold and the number of people who attended your event are important metrics that can be used to evaluate your overall success and provide useful information. In the lead-up to your next event, how can you increase excitement and improve communication if you sold a lot of tickets but had a lower than expected attendance? How can you promote your event more effectively in the future if you didn't sell as many tickets as you had hoped?

• Use of social media: An effective method for analyzing the online "buzz" surrounding your event is to measure key metrics like shares, likes, and comments. These metrics can be crucial for spreading the word and increasing attendance in the future. You can also get qualitative data, like what people said in the comments and what people were saying about your event. Was the majority of the information positive or negative? Did it show you any areas where you could do better the next time?

• Producing content: In a similar vein, the digital marketing strategies you employ the following time can be determined by measuring how well the content you created for your event performed. You could, for instance, measure the average amount of time spent on your website or blog post traffic. Consider the usefulness and relevance of your content, as well as how

you are directing potential attendees to your website, if your bounce rate was high (users left your site quickly after arriving). Could the user experience be made simpler?

• Earnings: When pitching future events to stakeholders, including profit and ROI data in your evaluation report is crucial. To demonstrate how much you invested in the event, include a table or graph. Then, you can figure out how much you got back from ticket sales, food, drink, and, if it was relevant, merchandise sales. With this, our reports can be helpful.

Take into account your setup and venue. Choosing the right location can make the difference between a good and great event. Include all pertinent information about your venue in the event report, including whether there was sufficient capacity, whether the facilities were accessible, and whether any unforeseen issues occurred on the day of the event. In your post-event article, it may also be helpful to note the venue's key contacts and prices. Think about the software and hosting platform you used if your event was held online. Did everything go as planned? Is it worth looking into other choices with more features?

Consider whether everything went according to plan on the day of set-up. What could be reduced in size? Did you have enough people working for your event, or will you need to hire more for the next one?

Understand your attendees One of the simplest and most effective methods for gathering feedback from attendees is through a post-event survey. Your event evaluation and preparation for future events can benefit from their insights. If your event did not live up to the expectations of attendees, you cannot consider it a true success even if it sold out. When creating your survey, keep the following in mind:

• Keep it to the point: Include only the most pertinent questions in order to maximize responses and avoid discouraging participants. A maximum of ten

questions should generate useful responses and ensure that survey participants complete it.

• Start with NPS questions: Since getting your NPS (Net Promoter Score) is an important part of your survey, you should include it early. On a scale of 1 to 10, ask your attendees how likely they are to recommend your event to others. A great way to gauge how well your event went is to figure out how many people would recommend it.

• Choose multiple options: An easy way to increase your response rate is to ask your attendees to click a button rather than write lengthy responses. These responses can also be easily transformed into a graph or chart. For custom, longer responses, you can also include an "other" option.

• Responses by segments: Even though it's always a good idea to give attendees the option to respond anonymously, it can be really helpful to gather some basic data alongside your survey. It's helpful to know what appeals to these various demographics, such as interns—CEOs might be looking for something different for your event.

• Send it right away: Send out your survey as soon as possible after your event. By sending it within 24 hours of your event's conclusion, you can capitalize on the excitement and buzz and ensure that everything is still fresh in the minds of attendees.

Debrief with the event team A truly successful event not only benefits the staff involved but also the attendees. It's just as important to find out from your team what they thought went well and what could use some work, so you can make adjustments for the next time.

Talking to your sponsors shortly after an event is also important. What led them to the procedure? Did you miss any opportunities to make the sponsor relationship work for you more? You can either combine the responses from

conversations and emails into your report or create an additional survey to collect them.

Make a final assessment All of the aforementioned points on your event report can be used to calculate your ROI, which is the most important metric for determining whether or not your event was successful financially. First, think back to any goals you had for your event and what you wanted to accomplish: Did these objectives occur? Include a section that explains why you organized the event and what you wanted to accomplish to find out if you succeeded. The data you collect can be compared to your objectives for ticket sales, sign-ups, and social media conversations. Did you stay within your budget for your event, or did unforeseen circumstances force you to spend more than you anticipated? A great way to include a quick-reference summary of your event is to write a concise evaluation.

Presenting your findings Your personal preferences (as well as those of your stakeholders) determine how you present your data. Bullet-point lists can be used to break up longer responses from attendees, and graphs and charts are an easy way to show and contrast numerical data.

Conclusion and recommendations

To close your post-event report, summarise the key suggestions featured throughout the report. Incorporate suggestions from staff, patrons, speakers, and participants.

<u>Activity 1.</u> Read the questions about event report and answer them.

1. What is the name of the event?
2. Where is the location of event?
3. Who opened the conference?
4. How many people attended the conference?
5. Which topics are included to discuss?
6. What is the name of sponsoring organization?

Name of Event: <u>2005 Delaware Governor's Conference on Aging</u>
Date of Event: <u>May 25, 2005</u>
Location of Event: <u>Dover, Delaware</u>
Number of Persons Attending: <u>200</u>
Sponsoring Organization(s): <u>Delaware Division of Services for Aging and Adults with Physical Disabilities</u>
Contact Name: <u>Melissa Hinton</u>
Telephone Number: <u>302-255-9390</u> E-mail: <u>Melissa.Hinton@state.de.us</u>

Conference Summary

On May 25th, the Division of Services for Aging and Adults with Physical Disabilities (DSAAPD) sponsored the 2005 Delaware Governor's Conference on Aging, which focused on preparing for the aging of the baby boom population. The Conference was open to the public and approximately 200 people were in attendance. During the conference, attendees shared opinions, thoughts and suggestions for consideration during the upcoming White House Conference on Aging in Washington.

DSAAPD Director, Allan Zaback; Delaware Health and Social Services Secretary, Vincent Meconi; and Governor Ruth Ann Minner were on hand to open the conference. Governor Minner officially proclaimed May as Older Americans Month in Delaware and also honored Delaware's oldest citizens--our centenarians.

The keynote speaker was Joanna L. Sampson, Special Assistant and Counselor to Secretary for Aging Josefina G. Carbonell. Ms. Sampson spoke about a variety of issues impacting older persons as well as national-level initiatives designed to address these issues.

During the day, conference participants had the opportunity to choose among various sessions to discuss topics and develop recommendations. Topics included: Financial Literacy; End of Life; Built Environment; Ageism; Community/Religious Group Roles; Senior Centers for the Next Generation; Access to Services; and Shortage of Workers. Sessions lasted 90 minutes. At the beginning of each session, participants were presented with background information and discussion questions. Then, following a structured process of brainstorming and information exchange, participants in the sessions reached consensus on two recommendations and discussed related barriers and solutions.

<u>Activity 2.</u> Based on the above information, find TRUE and FALSE statement.

1. It is necessary to write the place and date of the event.
   A. True
   B. False
2. You don't need to mention the reporter's name.
   A. True
   B. False
3. The report should be in present tense.

A. True

B. False

4. You can include the expressions of the audience present in the event.

A. True

B. False

5. You can omit your conclusion.

A. True

B. False

Activity 3. Match the words from the text with their definitions.

Our school held a science exhibition on December 15, 2021, and invited Fazal Rehman Shamil to be the main guest. In Pakistan, he is a prominent scientist. The exhibition's purpose was to elaborate on the significance of science to our lives.

Artificial intelligence and machine learning were the main topics. The wonder science projects that students presented were chosen based on their skills and interests. Solar systems, DC motors, image recognition devices, self-driving cars, and other models were made by them. In addition, the students participated in unique activities. All of the students, particularly those who intend to pursue a career in science, were overjoyed.

The chief guest appeared on stage after the performance had concluded. By admiring the works of each participant student, he encouraged them all. He also talked about the difficulties he had with his career, which inspired the students to work harder. Following this, our principal also provided positive student performance feedback.

He said that he would put on this exhibition every year at his college to make the students more interested in and aware of the significance of new technology. He then requested that the chief guest appear on stage to award prizes to the students who displayed models and participated in a

variety of activities. Along with a module from the exhibition, students were also given a participation certificate.

_____ elaborate	**1:** a class of electrical motors
_____ artificial	**2:** special guest
_____ solar system	**3:** to divide
_____ DC motors	**4:** copy
_____ self-driving cars	**5:** opposite of natural
_____ chief guest	6: statements of opinion about smth
_____ feedback	**7:** complicated
_____ distribute	**8:** part
_____ model	**9:** consists of star, the sun and the planets
_____ module	**10:** autonomous car

Activity 4. Write a report about any event you have participated.

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Lesson 21. Writing article reviews

Scholars and students can analyze and evaluate the work of other experts in a given field using an article review format. Experts frequently evaluate the work of their peers outside of the educational system for originality, clarity, and contribution to the field of study. Understanding the level of analysis and evaluation required by your instructor is essential when responding to the questions about what an article review is and how to write one.

What is a review of an article?

That kind of professional paper requires a lot of in-depth analysis and a well-organized way to present arguments. Through summary, classification, analysis, and comparison, it is a critical and constructive evaluation of the literature in a particular field. In order to present the research in a scientific review, you must use database searches. Your primary objective is to present a clear understanding of the subject you have been working on and to summarize everything.

Writing entails:

- classification, summarization, evaluation, comparison, and critique
- The article's subject matter necessitates the application of theories, concepts, and research for the analysis, evaluation, and comparison.
- A review is also of no use if it only responds to the work of another author rather than providing any new information.
- To get a better idea of how to review the article, look at other examples.

A journal article review, like all other reviews, looks at a publication's strengths and weaknesses. A competent paper writer must demonstrate the article's value by providing the reader with an analysis and interpretation. The way it evaluates the research method used and holds that information in retrospect for analysis and critique distinguishes it from a journal article review. *Review of science articles* encompasses all aspects of science. You can use additional background information in scientific publications to conduct a more comprehensive analysis.

How to Write a Review of an Article?

Step 1: Create a title.

First and foremost, you must create a title that accurately reflects your work's primary focus. The title can be interrogative, descriptive, or declarative, respectively.

Step 2: Identify the article.

After that, create a proper citation for the article that was reviewed and insert it after the title. The citation style that your instructor has specified in the paper's requirements is the most important consideration at this stage. In the MLA style, for instance, a citation for an article should look like this: the author's first and last names. The article's title." Title and issue date of the journal: page(s).

Step 3: Identification of the item.

You must include the identifier of your reviewed article after your citation: All of this information ought to be included in the first paragraph of your paper. Title of the article Author Title of the journal Year of publication

Step 4: Introduction.

In a task like this, your organization is of the utmost importance. You should outline your assignment or use an article review template to organize your thoughts coherently before beginning the writing process. If you are unsure of how to begin an article review, you should start with an introduction that mentions the article and your review's thesis. Provide a summary of the article's main points as a follow-up. Draw attention to the publication's facts and positive aspects. Examine the publication for flaws, contradictions, textual inconsistencies, and unanswered questions.

Step 5: Give the article a summary.

Reread the author's writing to provide a summary of the article. Take note of the article's relevant facts and findings. In this section, include the author's conclusions.

Step 6: Assess It.

Describe the publication's advantages and disadvantages. Emphasize the knowledge the author has brought to the subject. Also, write about any holes in the article or contradictions you found. Whether you agree or disagree with the author's assertions, you should back up your claims with evidence and relevant theories related to the subject at hand. The author of the article can also be graded and evaluated using rubrics and templates.

Step 7: Develop a conclusion.

Revisit your article's most important points, findings, and criticism in this section. Additionally, discuss the relevance, accuracy, and validity of the article review's findings in your writing. Set a course of action for future research in the subject area. Keep in mind the following tips before submitting your article:

Highlight the main points as you read the article. You will be able to identify the article's main argument and the supporting evidence with this information.

Utilize evidence from your sources to support your argument as you write your review. Direct quotations work best for this.

Use direct quotations sparingly and carefully when selecting quotes and supporting evidence. Take your time and thoroughly examine the article.

To avoid accidentally plagiarizing your article, use a parenthetical citation whenever you use a direct quotation or reference a publication.

After you have finished writing your piece, reread it a day later. You will be able to spot any errors in your organization and grammar thanks to this.

 Get a second opinion on your paper and spell check it with a spell checker.

You might be wondering why we have devoted an entire section of this article to discussing a sample article review. We'll explain why reviewing a few good examples of review articles is an important step in your writing process, which not all of you may be aware of.

You can benefit from looking at relevant examples of article reviews in the following ways:

- to introduce you to important works written by experts in your field.
- to assist you in locating the most important people working in a specific area of science.
- to assist you in defining the significant advancements and discoveries made in your field.
- to assist you in identifying the major knowledge gaps in your field that contribute to the development of novel solutions.
- to assist you in locating solid arguments and references for your own review.
- to assist you in coming up with some concepts for any additional field of study.
- to assist you in becoming an expert in this particular field and improving your comprehension of the subject.
- to get a clear understanding of how to write an effective review.

As can be seen, going over a few examples can be very helpful to you. Therefore, searching online for an article review example that corresponds to your grade level is the most effective method for learning how to write this kind of paper.

Activity 1. **Do you know how to write a magazine article? Circle True or False for these sentences.**

1. An article should always be written using formal language.   True False

2. You should use paragraphs when writing an article.   True False

3. Don't express your opinion in an article.   True False

4. Your article should have a catchy title.   True False

5. You should ask the reader questions in your article.   True False

Activity 2. Fill in the blanks with suitable words to create a quality checklist for writing article review.

> summary, concluding, concisely , logical, bibliographic, bias, recommendation, author's.

1. Have I organized the article review in a_____ fashion with ideas clearly and _____ stated?
2. Does all information follow correct _____ format?
3. Does the _____ include a brief explanation of the article which includes the _____ point of view?
4. Does the critique of the article include evidence of_____, my own or the author's, identify the pros and cons of the article, and indicate my _____?
5. Have I summarized my personal response in a _____ statement?

Activity 3. **Read several examples of article reviews, and then choose articles to analyze. Point out bias and comment on the author's position.**

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Lesson 22. Descriptive essays.

How to Write a Descriptive Essay? The best descriptive essays are well-organized, rich in sensory language and detail, and more factual than opinion-based. A step-by-step outline for writing descriptive essays can be found below.

1. Select a specific subject. Strong descriptive essays are always focused. Before beginning to outline or write the essay, you should settle on its purpose. A thesis statement might be a good way to summarize your main idea. A good thesis statement for these kinds of essays is less about you and more about pointing to the information that should leave the most lasting impression on the reader.

2. Gather information. Names, dates, physical characteristics, background information, and sensory details are abundant in the best descriptive essays, helping to cement your main points in the reader's mind. Utilizing note cards, organize these details into distinct informational categories that you can refer to at any time.

3. Create a plan. You must organize your descriptive writing. Your essay's main points should be organized into individual body paragraphs, each of which should be a subtopic of the main topic.

4. Write the opening sentence. A well-written opening paragraph can serve as a guide for the rest of your essay. The most effective introductions begin with a catchy statement or rhetorical question. Provide global context and an outline of the questions your essay will attempt to address following your hook. The introduction should end with your thesis statement.

5. Create the body paragraphs. The first sentence of each body paragraph should be a topic sentence that draws the reader in and explains what to expect from the paragraph. Detail each body paragraph in detail. Be as specific as you can without giving the reader too much information. Generalizations are never as effective as specific examples.

6. The essay should be summarized in the last paragraph. Your essay's final button is your conclusion. It can be used to reiterate the main points you made in the first paragraph and to bring up important details from the body paragraphs. Do not use this paragraph to introduce brand-new concepts. Create a second body paragraph if you realize you still have important topics to cover.

7. Find ways to spice up your language. Go through your essay before declaring it finished and look for places where vivid sensory details could improve a description. Instead of reciting lists, look for chances to tell a story.

Your essay's descriptive language and literary devices will linger in the reader's memory long after they have finished reading it.

Types of Descriptive Writing

Writing about a person	Writing about an object	Writing about a location
When writing about a person, you should include physical characteristics and emotional details about him.	Again, when talking about an object, emotions would work less well, so try to use metaphors to make the reader feel the object.	Writing about a location requires in-depth discussion of the location as well as everything in and around it so that the reader can visualize the location.

Activity 1. Read the text about how to write a descriptive essay, and match the pieces.

1. Choose a specific topic	a) The best descriptive essays are full of detail—names, dates, physical characteristics, background information, and sensory information that can help implant your main points in your reader's mind.
2. Summarize the essay in the concluding paragraph	b) In these types of essays, a good thesis statement is less about your personal point of view and more about pointing toward the information that should make the dominant impression in your reader's mind.
3. Compile information	c) Your descriptive writing must be organized.
4. Write the introductory paragraph	d) Parse out details in each body paragraph. Be as specific as possible without overwhelming your reader with information. Specific examples always make more of an impression than generalizations.
5. Make an outline	e) The best introductions start with a hook like a rhetorical question or a bold statement.
6. Write body paragraphs	f) Look for opportunities to tell a story rather than recite lists. Descriptive language and literary tools will keep your essay in your reader's mind long after they've finished reading.
7. Look for ways to enliven your language	g) Do not use this paragraph to introduce new ideas for the first time. If you realize you still have important topics to include, create another body paragraph.

Activity 2. Work in pairs, and write a description for other types descriptive essays.

Writing about Oneself	Writing about Others .
Writing Poems	Writing about Traveling
Writing about Nature	

Activity 3. Continue the list of descriptive words.

Interesting: *amusing, captivating, absorbing………*

Small: *little, mini, petite, ………………*

Bad: *awful, crummy, …………………*

Important: *essential, major………….*

Sad: *gloomy, hateful ………….*

Activity 4. Use the following prompts to write questions and then interview your partner about his/her home town.

1. Which country/you/come from?
2. Where exactly/your home/situated?
3. What/population?
4. What/town/like?
5. What/surrounding countryside/like?

6. What/town/best known for?
7. Any historic buildings/places of interest/town?
8. Where/visitors/evenings? Theatres/shows?
9. Possible excursions/places nearby?
10. Your town/good place/holiday?

Activity 5. **Write a description of a town/holiday resort in your country. It is to be included in a tourist brochure. Use the plan below as a guide. (You may change the number of paragraphs.)**

Paragraph one

> **General introduction:** *Why should visitors come to your town/resort? Where is it situated?*

Paragraph two

> A general description of the town. *Population? Surrounding attractions? Appearance?*

Paragraph three

> *Why is the town particularly worth visiting? Is it famous for its buildings/landscape/people?*

Paragraph four

> *What can visitors do in the evening? What sort of restaurants/clubs/entertainments can they find?*

Paragraph five

> **Conclusion:** *Write a few lines encouraging tourists to come to visit your town/resort.*

Lesson 23. Narrative essays

A narrative essay presents a narrative. It describes the beginning, middle, and end of an event using descriptive language. It has an intriguing opening, specifics about the story's main event or action, and a concluding section that outlines the outcome.

Narrative Essay Organization	
INTRODUCTION	
Hook	With an intriguing or unexpected fact, the hook piques the interest of the reader.
Background	The background explains the past or what took place prior to the action.
Thesis	Although the thesis sentence gives the reader a "hint" about the story's main action, it does not tell the whole story.
BODY PARAGRAPHS	The main story is told in the body paragraphs. To bring the story to life, they use a lot of details.
Situation	Step-by-step, the situation paragraph explains when, where, what, and why the main event is taking place. Time order is used frequently.
Rising Action	The main events that lead up to the climax are the rising action. Additionally, it makes extensive use of time order.
Climax	The main action, the surprise, or the height of the action is the climax.
CONCLUSION	The writer explains: (1) what transpired following the main event; (2) a lesson learned; and (3) how the writer's life has changed.

Activity 1. Identify parts of a narrative essay. Match the parts of a narrative essay to the examples on the right.

1. Hook	a. I learned that many things in Japan look the same as in the U.K., but they are truly Japanese, and we should appreciate them. Now, travelling is more enjoyable.
2. Background	b. Getting off the airplane, and walking the streets of Tokyo, Japan was very exciting, but it also felt like home.
3. Thesis Sentence	c. Japan is known as "Land of the Rising Sun."
4. Situation	d. When I was young, I always thought Japan was an exotic country with interesting customs. I always wanted to go to Japan
5. Rising Action	e. I didn't know that I was going to learn an important lesson because of a simple pastry.
6. Climax	f. I was hungry and I wanted something to eat. I found a bakery, and I saw a strawberry jam pastry.
7. Conclusion	g. I finally bit into the pastry and was shocked to find it was not strawberry.

Activity 2. Read the text "My First Japanese Pastry". Identify parts of a narrative essay. Fill in the blanks with example sentences from the text.

Paragraph			
1	INTRO	Hook	• _____
		Background	• **I always thought Japan was an exotic country with interesting customs. I always wanted to go to Japan.**
		Thesis	• _____
2	BODY	Situation	• **Getting off the airplane, and walking the streets of Tokyo, Japan was very exciting, but it also felt the same as home.**
3		Rising Action	• **I was hungry and I wanted something cheap and delicious** • _____ • **I saw a strawberry jam pastry like back home.**
		Climax	• _____
4	CONCLUSION		• _____ • **I learned that many things in Japan look the same as in the U.K., but they are truly Japanese, and we should appreciate them.** • **Now, travelling is more enjoyable.**

Japan is known as the "Land of the Rising Sum." Ever since I was a child I always thought of Japan as an exotic country, filled with many strange and interesting customs. I had always wanted to travel to Japan and experience its old and unique culture. Luckily, it was my first year in university, and I was able to study abroad in Japan. I was so excited, but little did I know that I was about to learn an important lesson because of a simple pastry.

At first, everything was new and exciting for me. Getting off the airplane from the London and walking the streets of Tokyo for the first time was very exciting. Seeing old temples, shrines, and some people dressed in kimonos was exciting, and it fit my image of Japan exactly. I thought to myself, "My dream has come true!" However, after a while, the new buildings, the modern public transportations system, and the modern department stores with all the signs in English made me feel at home. I thought. "Basically, Japan is like the U. K Walking around, I started to feel hungry. I started looking for something cheap and delicious. I didn't know where I was so I followed my

nose and found a bakery. There were many breads and pastries everywhere. I really felt like I was back home. Suddenly, I spotted a delicious looking strawberry jam pastry. After paid. I bit into the pastry. "What is this?" I thought. I was surprised to find that it was not filled with strawberry jam. It was filled with sweet bean paste, called "anko" in Japan. It was such a disappointment.

Although I didn't like sweet bean pastry that day, I have since learned to love it. What I learned was that many things look the same in Japan as in my country. However, on the inside, they are pure Japanese, and they should be appreciated for what they are. Now, travelling is more enjoyable since I learned that lesson.

Activity 3. **The hook is the first sentence of your essay. The purpose of a hook is to get the reader's attention. There are 5 types of hooks:** *1. Shocking statement, 2. Interesting fact, 3. Statistic, 4. Question, 5. Quote*
Below is the introduction to a narrative essay. Read the paragraph and then underline the hook.

> I cannot live without pizza. If I go very long without eating a hot delicious slice of pizza, I become sick. When I lived in the United States, I ate a whole pizza every week. But when I started living in Japan, I forgot about eating pizza. I was happy eating delicious Japanese foods at first, but I eventually began to crave a hot slice of bread, sauce, and cheese. After living in Japan for six months, I ordered Japanese pizza for the first time.

1.   What type of hook do you think is used?
_____

2.   Why do you think a good hook is important?
_____

Activity 4. Look at the examples of different types of hooks below. Work together in a small group to write your own hooks. The essay topic is "Japanese pizza."

Hooks	Examples	*Write our own:*
Shocking statement	*I love pizza more than my family.*	
Interesting Fact	*Pizza was first invented in Italy, but modern pizza has changed a lot.*	
Statistic	*The average American eats 27 pizzas a year.*	
Question	*What is your favorite food in the world? Mine is pizza.*	
Quote	*Einstein once said, "Pizza is the most perfect food."*	

Activity 5. Now it's time to write your narrative essay. Use the following guidelines to help you write.

1. Write a narrative essay about something that you did for your first time in your life. Use many details to make the story come alive for the reader.

2. Use an interesting hook. (Try to catch a huge fish!)

3. Be sure to tell the reader what you learned at the end of your story. How has your life changed now?

4. Your title should be: "My First_____" (**U**se **T**itle **S**tyle)

5. Your essay must be 4 paragraphs (Intro, 2 Body Paragraphs, Conclusion). You can use the

   Narrative Essay Planner below to help you write.

6. **Word Count: 350 - 450 words.**

7. **Type your essay. Follow the teacher's typing guide.**

8. **Don't forget to write your name, group, and date at the top of your paper.**

Narrative Essay Planner

Paragraph			
1	**INTRO**	**Hook**	
		Background	
		Thesis	
2	**BODY**	**Situation**	
3		**Rising Action**	
		Climax	
4	**CONCLUSION**		

Activity 6. **Now it's time for peer editing. Use the following guidelines to help you write a feedback to your friend.**

1. Underline the hook? A. What type of hook is it? If there is no hook or you think it could be better, what is your suggestion?
2. What is the background information of the story? What happened before the beginning of the story?
3. Underline the thesis sentence. If there is no thesis or you think it could be better, what is your suggestion?
4. What happened at the beginning of the story? Where was the writer? What was the writer doing?
5. What transition words or time words does the author use? List them below. If they need more time words for clarity, please make a memo on their paper.
6. What was the climax of the story?
7. What did the writer learn? How did the event change the writer's life?
8. Overall, how do you like the essay? Give a comment to the writer.
9. How can the writer make it better? Make a suggestion here.
10. Grammar and Spelling. Work in a group to check the essay for mistakes. Underline and add a correction symbol if you find any mistakes. Write a question mark (?) if you don't understand something.

Lesson 24. Problem-solution essay

A type of persuasive writing is an essay on a solution to a problem. It identifies a problem, explains it in detail, and demonstrates a solution. The best problem-solution essay must be persuasive and based on solid evidence and arguments that support the chosen solution.

In contrast to argumentative and persuasive essays, this type of essay focuses on arguments and discusses various issues and their consequences.

Essays on problem-solving topics focus on finding a solution to a problem. The issue and its repercussions should be described in the essay.

A good problem-solution essay should offer a reasonable, simple, and effective solution to the problem. Keep your essay's primary focus on the subject at hand. The steps for writing an impressive problem-solution essay are listed below.

1) **Introduction**

- Paraphrase the question
- State 1 key problem/cause and related solution

2) **Main body paragraph 1 – Problem or Cause**

- Topic sentence – state the problem or cause
- Explanation – give detail explaining the problem or cause
- Example – give an example

3) **Main body paragraph 2 – Solution**

- Topic sentence – state the solution
- Explanation – give detail explaining the solution
- Example – give an example

4) **Conclusion**

- Summarise the key points

In our model essay, we will respond to the following question, followed by the three planning steps.

> One problem faced by almost every large city is traffic congestion.
>
> What do you think the causes are? What solutions can you suggest?

- **Analyse the question**
- **Generate ideas**
- **Identify vocabulary**

Analyse the question

This is a crucial step in the planning process that will guarantee that you provide an accurate response to the question. It can be done quickly and easily. You only need to identify three distinct categories of words: *1. Topic words, 2. Other keywords, 3. Instruction words.*

The words in the question's statement that define the question's broad subject matter are called topics words.

> One problem faced by almost every large city is traffic congestion.

So, the topic of this question is "traffic congestion." Many people will complete this initial step before writing about the subject in general. This is a serious oversight that results in low task completion scores. Now that we have a general understanding of the topic, the first thing we need to do is know exactly what aspect of traffic congestion we are supposed to write about.

The specific subject you must write about is indicated by **the other keywords** in the question.

> One problem faced by almost every large city is traffic congestion.

You can easily see that you are being asked to write about the issue of traffic congestion in large cities by highlighting these words. Your essay can only contain concepts that are relevant to these concepts.

The question itself contains the instructions. These tell you what kind of

problem-solving essay you need to write. This is a question about "causes and solutions."

> What do you think the causes are? What solutions can you suggest?

Generate ideas

The next step is to come up with some topics for your writing. Ideas can be generated in a variety of ways. We'll employ the "friend's technique." Because it lets you step back from the stress of the exam and think more calmly.

The process is as follows: Imagine that you are having coffee with a friend when they pose this question to you. What are the first ideas that come to mind? Consider these concepts as you plan your essay.

Instead of straining your brain to come up with amazing ideas using high-level language, which is not necessary, doing this will help you come up with simple answers in everyday language.

Cause:
- Too many cars on the roads – increasing numbers of people own cars, more convenient than buses & trains
- Inadequate public transport – crowded, old & dirty
- Poor road layout
- Rush hour traffic – most people travel to & from work at the same times each day

Solution:
- Car sharing, park-and-ride scheme, congestion charge
- Improve public transport – more frequent and better quality
- Improve infrastructure – bus lanes, cycle lanes will make it safer for people to cycle
- Flexible working hours

Write down a possible solution for each cause, you can think of right away. By doing this, you'll make sure that the problems and solutions you come up with are connected. You only need one or two ideas, so you won't need to spend much time on this. When making your selection, the recommendation is to pick concepts for which you can quickly think of an illustration.

Vocabulary

As you decide which cause and solution to write about, jot down any vocabulary that comes to mind quickly during the planning stage, particularly synonyms for key words. While writing, you won't have to stop to think of the right words because of this. For instance:

- **traffic jam**
- **heavy traffic**
- **queue**
- **vehicles**

- **commute**
- **rush hour**
- **private transport**
- **infrastructure**

Once that is finished, we can concentrate on the introduction, which is the essay's first paragraph.

How to Write an Introduction?

By rephrasing the question, you can begin your introduction. Take note of how I substituted synonyms for key words in the question statement. While you are not required to replace every key word, you should do so wherever possible while still maintaining a natural tone of voice.

Question: One problem faced by almost every large city is traffic congestion. What do you think the causes are? What solutions can you suggest?	**Paraphrased question:** One of the most serious issues facing the majority of large urban areas is traffic jams.

Now we need to add an outline statement that outlines the cause and the

solution I chose earlier, the two main points we'll cover in the rest of the essay. Again, they are here.

Cause – Too many cars on the roads. Why? – increasing numbers of people own cars, more convenient than buses & trains

Solution – Park-and-ride schemes

And, this is one way to develop them into an outline sentence.

> **Outline statement:**
>
> The main reason for this is that there are too many private cars on the roads these days and a viable solution is to introduce more park-and-ride schemes.

This introduction serves three crucial purposes:

• It demonstrates your comprehension of the question to the examiner.

• It informs the examiner of the subject of your essay.

• As you write, it also helps keep you focused and on course.

Your two main body paragraphs will be based on the two ideas in your introduction.

Main body paragraph 1 – Too many cars on the roads

Main body paragraph 2 – Park-and-ride schemes

How to Write Main Body Paragraphs?

Main body paragraphs in problem solution essays should contain 3 things:

- **Topic sentence – outline the main idea**
- **Explanation – explain it and give more detail**
- **Example – give an example**

Main Body Paragraph 1. The primary idea of the paragraph is summarized in the topic sentence. It doesn't need to be difficult because all that has to be done is that. It is crucial in ensuring that your ideas build on one another rationally. It accomplishes this by serving as a guide for what will come next, i.e., the topic of the paragraph.

For task accomplishment, cohesiveness, and coherence, you will receive excellent scores if you maintain a clear development of ideas throughout your essay. Using the thought from the first major body paragraph, we will now develop our topic phrase. Naturally, we'll start by writing about the origin of the issue.

Main body paragraph 1 – Too many cars on the roads

> **Topic sentence:**
>
> **The number of people owning cars increases year on year, with most families now having more than one car.**

Next, we must write an **explanation sentence** that develops the idea.

> **Explanation sentence:**
>
> **Most people like the convenience of travelling at the time they want to rather than being restricted to public transport timetables, so they prefer to drive themselves around rather than taking the bus or train. This is despite the fact that they frequently have to sit in long traffic queues as they near the city centre.**

Last but not least, we illustrate our main point with an example. It is acceptable to invent an example if you are unable to come up with one, so long as it is plausible. You won't have your facts checked by the examiner. Alternately, you could add additional data to back up your idea.

> **Example sentence:**
>
> **Whenever I have to attend a meeting in the city, I always drive because it means that I can leave home when I want to rather than getting stressed about getting to the station in time to catch the train.**

That's the 3 parts of our first main body paragraph complete.

<u>Main Body Paragraph 2.</u> We now follow the same process for our second main body paragraph.

Main idea 2 – Park-and-ride schemes

> **<u>Topic sentence:</u>**
>
> **A solution that is proving successful in many areas is park-and-ride schemes.**

Now for the **explanation sentence** where we expand on this idea.

> **<u>Explanation sentence:</u>**
>
> **This is where you park your car for free in a large car park on the outskirts of the city and take a bus for the final part of your journey. The fee you have to pay for the bus trip is usually very small and this public transport system is generally very regular, running every ten minutes or so.**

Finally, an **example** to support this point.

> **<u>Example sentence:</u>**
>
> **A survey carried out in the city of Exeter showed that the rush hour congestion decreased by 10% when the council set up a park-and-ride scheme to the north of the city. There was an additional drop of another 10% in traffic volume when a second scheme began operating to the south.**

That's the 3 parts of our second main body paragraph complete. Now we need a conclusion and our problem solution essay is done.

<div align="center">How to Write a Conclusion</div>

The conclusion is a summary of the main points in your essay and can generally be done in a single sentence. It should never introduce new ideas. The conclusion is the easiest sentence in the essay to write but one of the most important.

A good conclusion will:

- **Neatly end the essay**
- **Link all your ideas together**
- **Sum up your argument or opinion**
- **Answer the question**

Now all you need to do is briefly summarise the main ideas into one sentence. Here's a **top tip**. Go back and read the introduction to the essay because this is also a summary of the essay. It outlines what you are going to write about. To create a good conclusion, you simply have to paraphrase the introduction.

Introduction:

One of the most serious issues facing the majority of large urban areas is traffic jams. The main reason for this is that there are too many private cars on the roads these days and a viable solution is to introduce more park-and-ride schemes.

The same data are used to draw a conclusion here. In addition, I have included a personal statement at the conclusion to provide a link to one of my examples of sentences. You are not required to do this, but in this instance, I believe it better concludes the essay.

To conclude, the major urban problem of traffic congestion caused by the excessive number of private cars on city roads can be partly alleviated by the introduction of park-and-ride systems on city fringes. I would certainly use one if it was introduced in my area.

That's it. We've completed our essay.

Activity 1. Following the tips and the guideline above, write a problem-solution essay on this question:

The internet has transformed the way information is shared and consumed, but it has also created problems that did not exist before. What are the most serious problems associated with the internet and what solutions can you suggest?

Lesson 25. Writing a research report

The systematic investigation of a natural phenomenon, a material, a source, or the current state of society in order to identify facts, gather additional data, and draw new inferences is known as research. It is a production process that requires a number of inputs to produce new knowledge and the application of existing and new knowledge to produce technology that, in the end, may contribute to a nation's economic prosperity. Simply put, a research paper or report is a methodical report on the study's findings that includes discussion, conclusions, and other elements. adhering to a specific style. When writing a qualitative research report, the saying "Try to express, not to impress" should be kept in mind. A report or systematic write-up of a research study's findings, with an abstract, executive summary, and introduction (including a background with a literature review, justification, and goals, among other things) methodology, materials, and techniques (including, if applicable, statistical design), outcomes, discussion, recommendations, and references, among other things A Research Report is a type of writing that adheres to a specific style or format.

TYPES OF REPORT

General types of reports are -

1. *Informational*
   - Inform or instruct – present information.
   - Reader sees the details of events, activities or conditions.
   - No analysis of the situation, no conclusion, no recommendations.

2. *Analytical*
   - Written to solve problems.
   - Information is analyzed.
   - Conclusions are drawn and recommendations are made.

3. *Persuasive*

- An extension of analytical reports - main focus is to sell an idea, a service, or product.
- Proposals are the most common type.

Reports usually have a more diverse audience, more than one purpose and more detailed information.

Some other types of reports are –

- ❖ Incident Report: A report describing how close you are to completing something you planned.
- ❖ Accident Report: A report describing how many goods or services were sold, and the reasons for any differences from the plan.
- ❖ Sales Report: A report on what has happened in a place, and how close your organization is to finishing construction.
- ❖ Progress Report: An academic report on how and why something has changed over time.
- ❖ Feasibility Study/Report: A report describing something that has happened.
- ❖ Recommendation Report: A report on how practical a proposal is.
- ❖ Site: A report on what your organization should do.
- ❖ Case Study: A report describing how someone was hurt or something was damaged.
- ❖ Periodic Operating Reports: To monitor and control production, sales, shipping, service, etc.
- ❖ Situational Report: To describe one-time events, such as trips, conferences, and seminars.
- ❖ Investigative/Informational: To examine problems and supply facts – with little analysis.
- ❖ Compliance: To respond to government agencies and laws.

Articles on scientific research offer scientists a means of sharing information about their findings with other scientists. These articles follow a standard format in which the author presents the research in a logical and orderly

manner. This does not necessarily indicate the order in which you performed the work or considered it. A general outline for a research report can be found here.

Beginning Material:	i.e. title page, abstract, key word list, table of contents, list of figures and tables, acknowledgements
Chapter 1:	Introduction – statement of the problem, hypotheses, why it is important, objectives of the work, scope of the work
Chapter 2:	Background and Literature Review – discuss related work and indicate how it relates to report
Chapter 3:	Procedure – describe the procedure used in project, data used, and how it was obtained
Chapter 4:	Results – indicate what happened and interpret what it means
Chapter 5:	Conclusions and Recommendations – summarize conclusions and what they mean (i.e., answer the question, "So what?"). What changes and further work do you recommend?

When you conduct research, you are, in essence, attempting to resolve a mystery—you want to understand how something functions or why something occurred. To put it another way, you want to respond to a question about the world that you, as well as other people, have. One of the most fundamental reasons to conduct research is this.

However, even if you have solved your mystery, the research process does not end there. Imagine what would transpire if a detective gathered sufficient evidence to solve a criminal case but never shared her solution with law enforcement. The process of presenting what you have learned from the research may be just as crucial as the research itself. There are many different ways to present research findings, but the research paper is one of the most common and efficient formats. A research paper builds on information gathered from a variety of sources to present an original thesis, also known as a purpose statement, about a topic.

For instance, if you are interested in the possibility of life on Mars, you might decide to conduct research on the subject. Nevertheless, when your research is finished, what will you do? To organize your thoughts in a way that is logical and consistent, you will need a method. You might want to use the information you've learned to tell a story or prove your point. Additionally, you might want to present the outcomes of your research to your friends, teachers, or even journal and magazine editors. Writing a research paper is a great way to organize your thoughts, create narratives or arguments based on research, and impart your newfound knowledge to the general public.

Activity 1. Match the words with their definition.

1.Introduction	a.This is where you discuss the relevance of your results and how your findings fit with other research in the area. It will relate back to your literature review and your introductory thesis statement.
2. Discussion	b.This is a summary of the most significant results/findings
3. Conclusion	c.This is where you indicate what you found in your research. You give the results of your research, but do not interpret them.
4. Results	d.Some brief details of your methods and an outline of the structure of the report.
5. Appendices	e. This is used by potential readers to determine whether or not the paper is interesting enough to read, so it should be clear, concise and complete.
6. References/ Bibliography	f. is centered at the top of the page and only important words are capitalized. It includes a very brief statement of the main variables
7. Title	g.These should add extra information to the report
8. Abstract	h.This includes all references used in your report or referred to for background information

Activity 2. Read the statements and choose the options TRUE or FALSE.

1. One of the basic goals of a research report is to describe what was done to conduct the research.

A : true

B : false

2. The proper way to cite a source in a research report, when the authors name appears as the subject of the sentence, is Smith, 2005,...

A : true

B : false

3. The proper way to cite a source in a research report, when the authors name appears outside the body of the sentence, is (Smith, 2005).

A : true

B : false

4. When citing more than one publication within the same parentheses, list the items in order by date.

A : true

B : false

5. When citing a source in a research report (in APA format), the authors full first name is included.

A : true

B : false

6. When using direct quotations in an APA-style research report, you must provide the page number if it is available.

A : true

B : false

7. The running head consists of the first four or five words from the title.

A : true

B : false

8. The concise summary of the paper is called the summary.

A : true

B : false

9. The hypothesis for the study is stated at the beginning of the results section.

A : true

B : false

10. The major subsections of an APA-style method section describing a study conducted with nonhumans are: subjects and procedure.

A : true

B : false

<u>Activity 3.</u> Review the steps of the research writing process. Then answer the questions on your own sheet of paper.

In which steps of the research writing process are you allowed to change your thesis?

In step 2, which types of information should you include in your project schedule?

What might happen if you eliminated step 4 from the research writing process?

<u>Activity 4.</u> Think about the job of your dreams. How might you use research writing skills to perform that job? Create a list of ways in which strong researching, organizing, writing, and critical thinking skills could help you succeed at your dream job. How might these skills help you obtain that job?

_____

_____

_____

_____

_____

_____

GLOSSARY

A piece of cake-light words

A quick learner- to memorize all the facts immediately

A supervisor- someone who is in charge of an activity, a place, or a group of people such as workers or students

Abstract. A brief summary of an article (theoretically in plain English), a standard part of most academic writing.

Active voice. When the verb focuses on what the subject of the sentence is doing.

Adaptation. Same story in a different format, typically a screen adaptation of a novel.

Advance. If you are lucky enough to be in demand by a publisher, you might be paid an advance to write your book – prior to actually writing it.

All rights. The publisher holds all rights to publish in any form, but does not own the copyright.

Allegory. A method of telling a story using characters or objects to deliver a message metaphorically.

Antagonist. Often the villain, the antagonist is the character that tries to stop the protagonist (the hero or main character) from succeeding, like Darth Vader or the Big Bad Wolf.

Anthology. A collection of stories compiled together, usually with a loose theme or commonality.

Attribution. Giving credit for a quote, illustration or other element to its source.

Audience. The intended reader, usually described by demographics.

Autobiography. The writer's life story told in the first person.

Author. The person whose byline is on the work, not necessarily the same as the writer (such as when a ghostwriter has done the writing).

Accordingly- consequently

Accuracy- the state of being accurate; freedom from mistakes

Act(n)- one of the main divisions of a stage play

Adaptable- capable of adapting or of being adapted

Admission- the act or practice of admitting

Affluent- having a lot of money or owning a lot of things

Air conditioning- a system that makes the air inside the building, room or vehicle colder.

Amendment- a change made to a law or agreement

Back matter. Pages at the end of the book that support the manuscript, such as bibliography, acknowledgements, etc.

Backlist. Books from a previous year that are still in print.

Backstory. The history behind characters and events, often included as flashbacks or slipped into the dialogues or recollections of the characters.

Beta readers. Readers who read a manuscript before publishing to test it out on the target audience.

Bibliography. The list of sources used in researching a book or article.

Biography. A life story.

Blurb. A short summary of a book published on its back cover.

Board books. Books printed on thick cardboard, typically for preschoolers.

Boilerplate. A template of text that can be used to create multiple documents.

Byline. The name of the author credited with a book or article.

Canon. The most authoritative source of information on a given topic.

Category. General topic areas, broader than a genre, used to organize books in the market.

Chapter book. Any book organized into chapters, but usually referring to those targeting an audience under 12 years of age.

Characters. Sentient beings who .do the action and dialogue, usually people, sometimes animals and occasionally inanimate objects.

Chick lit. Fiction written specifically for a female audience.

Citation. Reference to the source of information.

Climax. The culminating point of highest tension in a story.

Clips. Published samples of a writer`s work.

Copy editing. [Editing text](#) for basic elements such as spelling, grammar and consistency.

Copy writing. Writing fairly straightforward text, usually for business or administrative purposes.

Copyright. The assignment of ownership of a work, generally covering the finished work and/or its execution, but not the idea behind it.

Denouement. The final results of a story, once all conflicts and mysteries have been resolved.

Dialogue. Words spoken by the characters in a story.

Draft. The complete unedited version of a text.

Dustjacket. Paper covering, usually in full color, covering a hardcover book.

eBook. Electronic version of a published book.

Edit. To rework a draft for grammar, flow, length or any other factor required to polish it for publication.

Editor. The person who edits a manuscript or manages the writing of a publication.

Editorial. A work expressing an opinion.

Embargo. Prohibition of publishing or distributing a work until a specified date, often (and foolishly) used with press releases.

Endnote. An explanation of a point, placed at the end of a book.

eReader. Device for reading and storing eBooks.

Fair use. The use of a small portion of a work (generally less than 10 percent) for educational or illustrative purposes, with attribution, and not infringing on copyright.

First rights. The right to publish first, but does not preclude others from publishing at a later date. There can be qualifying first rights, such as "first electronic rights" or "first print rights" or "first North American rights".

Font. The typeface used in a published work.

Footnote. An explanation of a point, placed at the bottom of a page.

Format. The layout aspects of a manuscript, including spacing, margins, indentations and font.

Front matter. Pages at the beginning of the book that support the manuscript, such as title page, table of contents, etc.

Galleys. A typeset draft of a book.

Genre. The type of book, such as true crime, biography, science fiction, etc.

Ghostwriter. A person who writes anonymously in someone else's name, so that the client is credited with the work.

Glossary. This one is just too obvious. This writing glossary is actually somewhat short compared to what some more formal glossaries are.

Grade level. A measure of readability correlating to how easy or hard a text is to read.

Graphic novel. A full novel in comic book format.

Hard copy. The printed version of a manuscript.

Hardcover. A book bound with a thick cardboard stock cover, usually with a paper dust jacket.

Half title. The page at the beginning of the book that contains nothing but the title.

High concept. The idea of a book, boiled down to a single sentence.

Historical fiction. Fiction set in the past, attempting to fit in with the events and activities of the time.

Hook. A line that draws the reader into the book from the very beginning.

House style. A specific publisher's preferred style.

Imagery. Descriptions that employ the five senses.

Imprint. A credited division within a publishing company used for branding purposes, much as a "make" of an automotive manufacturer.

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