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IMPROVE YOUR WRITING SKILLS
“Asosiy o`rganilayotgan chet tili” fanidan
O’QUV-METODIK QO’LLANMA



Buxoro-2021 «Iste'dod»

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KIRISH

Asosiy o'rganilayotgan chet tili fani talabalarga chet tilida og'zaki nutqni tushunish, o'z fikrini chet tilida bayon qilish, o'qish va yozish mahoratini o'rgatish, va chet tilida so'zlashuvchi xalqlarning madaniyatini anglash hamda chet tilida chop etilgan turli matbuot manbaalaridagi autentik materiallarni tushuna olishni o'rgatishni nazarda tutadi. Mazkur fan doirasida talabalar Yevropa Kengashining “Chet tilini egallash umumevropa kompetentsiyalari: o'rganish, o'qitish va baholash” to'g'risidagi umume'tirof etilgan xalqaro me'yorlari (CEFR) ga ko'ra kurslar kesimida A2 – S1 darajaga mos keladigan til materiallarini tushunish, mazmunini tahlil qilish, mavzularga oid turli matn turlarini o'qib, tinglab mazmunini tushunishlari va o'z fikrlarini og'zaki va yozma ravishda ifoda etishni o'rganadilar.

Mazkur «Yozish nutq amaliyoti» moduli bo'yicha mustaqil ishlash uchun tayyorlangan o'quv-metodik qo'llanma oliy ta'limning filologiya va tillarni o'qitish ta'lim yo'nalishi II bosqich bakalavriat talabalari uchun mo'ljallangan bo'lib, u “Asosiy o'rganilayotgan chet tili (o'qish va yozish)” fanidan O'zbekiston Respublikasi OO'MTVning 2018 yil 27 iyun 6-sonli buyrug'ining 2-ilovasi bilan tasdiqlangan fan dasturi asosida tuzilgan.

O'quv-metodik qo'llanmada talabalarining turli xildagi xatlar yozish, sabab va natija esse (insho), taqriz, qisqa hikoyalar yozish hamda ijodkorona yozish kabi mashqlar o'z ifodasini topgan.

Muallif

THEME 1. TYPES OF LETTER

When you write a composition you need to understand the type of writing required. Your piece of writing can be in the form of a **letter**, an **article** for a magazine/ newspaper or a **report**.

LETTERS are written to a person (e.g. your pen friend, a newspaper editor, etc) or a group of people (e.g. the students' society, the local football club, etc) for a specific reason (e.g. *to give advice, to make a complaint* etc). They include:

Informal letters to people you know well, written in a personal chatty style.

Formal letters to managers/officials etc, written in a polite formal style.

Semi-formal letters to people you do not know well or people you know but you want to sound polite and respectful e.g. a teacher of yours, your pen friend's parents, etc, written in a polite and respectful style.

TASK 1. Read the extracts (A-G) and decide which type of writing they are from (1-7).

- | | |
|-------------------------------|----------------------------------|
| 1. ___ third person narrative | 5. ___ informal letter |
| 2. ___ formal letter | 6. ___ description of a person |
| 3. ___ first person narrative | 7. ___ description of a festival |
| 4. ___ description of a place | |

Dear Sir/Madam, ,

- A. I am writing to complain about the service I received during a visit to your restaurant on 6th November. Firstly. I had booked a table for eight o'clock, but when we arrived, our table was not ready and it was half an hour before we were seated. I was very annoyed.
- B. As the last band played their final song, I felt sad that the festival was about to end. All the fun moments of the week passed through my mind in a split second. Dancing to the beat of the music, I looked at my friend and said, "I can't wait until next year's Jazz Festival!"
- C. Dear Aunt Carol.

I'm sorry about not replying to your letter sooner but I've been extremely busy.
Guess what! I finally found a position as a nursery school teacher in Brighton!
Isn't that wonderful?

- D. Debbie is tall, slim and attractive, with long brown hair and beautiful blue eyes.
She likes wearing smart clothes and always looks good.
- E. When I opened my eyes, bright sunlight was streaming through my bedroom window.
As I was about to get out of bed, I heard a noise coming from the kitchen downstairs.
- F. Aruba is a tiny island in the Caribbean Sea. It is only 29 kilometres off the
north coast of Venezuela. With its white sandy beaches and clear blue waters, ¹
Aruba is the perfect place for a relaxing holiday.
- G. It was a bright, sunny morning when Jill Wilson waved goodbye to her mother.
"Have a nice day at school - and be careful!" called Mrs Wilson. The birds were
singing as Jill stopped on the old wooden bridge to look down at the ducks on
the water below.

➤ TYPES OF LETTERS

There are various types of letters, such as:

- **letters of application • letters of complaint • letters to the editor**

The type of letter you should write depends on the reason for writing (i.e. to give your news, to invite somebody to a party, etc to make a complaint, to apply for a job, etc). Depending on the rubric, you may be asked to write a letter for more than one reason (i.e. to give your news and ask for advice.) The most common reasons for writing a letter are:

- giving/asking about **news** • **congratulating** someone
- giving/asking for **advice** • **inviting** someone
- giving/asking for **information** • **accepting/refusing** an invitation
- **apologising** for something • making **suggestions** etc
- thanking someone

LAYOUT OF LETTERS

All letters should include the following:

- an **appropriate greeting** (e.g. *Dear Sir/Madam, Dear Aunt Claire, Dear Mrs Baker*, etc);
- an **introduction**, in which you write your **opening remarks** (e.g. *Hi! How are you?*) and **reason(s) for writing** (e.g. *I'm just writing to congratulate you on passing your exams, I'm writing to apologise for..., We were thrilled to hear that..., I was sorry to hear...* etc);
- a **main body**, in which you write about the specific topics of the letter in detail;
- a **conclusion**, in which you write your **closing remarks** (e.g. *Please forgive me - it won't happen again, I promise; Looking forward to seeing you ...I, Please write soon, Take care!, Can't wait to hear from you, I'd better sign off now, That's all for now*); and
- an **appropriate ending** (e.g. *Yours faithfully* + your full name, *Lots of love* + your first name).

➤ WRITING STYLE IN LETTER

The writing style you should use (i.e. Informal, formal or semi-formal). depends on who you are writing to. More specifically

- when you are writing to someone you know well (i.e. a close relative, your best friend, etc.) you should use informal style.
- when you are writing to someone you do not know, or to someone who is in authority (i.e. the manager of a hotel, a doctor, etc) you should use formal style.
- when you are writing to someone you do not know very well, or someone you want to be polite and respectful to (i.e. a friend's parents, your teacher, etc) you should use semi-formal style.

(See Appendix II for examples of each style.)

CHARACTERISTICS Of:

I) INFORMAL LETTERS address & date

i.e. your address in the top, right-hand corner, followed by the date.

- greeting
- (e.g. *Dear John, Dear Mum*, etc.) informal language

(e.g. *I've been meaning to write to you for ages; Don't worry; By the way; It was a piece of cake; I'd pick you up; We can give a try, etc*)

- ending

(e.g. *Yours! Love! Best wishes! Regards! etc + your first name*)

b) FORMAL LETTERS

- address & date

i.e. your address as well as the recipient's address. Your address in the top, right-hand corner, followed by the date. The recipient's position, the name and address of the company, organisation, etc on the left-hand side.

greeting (e.g. *Dear Mrs Davis* - when you know the person's name - *Dear Sir/Madam* - when you do not know the person's name) formal language (e.g. *I am writing with regard to your advertisement; I would appreciate a reply at your earliest convenience; The product which was delivered, proved to be faulty; etc*) ending (e.g. *Yours sincerely! Faithfully + your full name*)

- Note: when you begin with *Dear Mr/Mrs/Ms Marcus*, you should end with *Yours sincerely + your full name*. When you begin with *Dear Sir / Madam*, you should end with *Yours faithfully + your full name*.

SEMI-FORMAL LETTERS

address & date

i.e. your address in the top right-hand corner, followed by the date greeting

i.e. *Dear Mr/Mrs/Ms + person's surname* (e.g. *Dear Mrs Marcus*) semi-formal

language ending

(e.g. *Regards/Best wishes! etc + your first name or full name*)

Task 2. Read the extracts (A-F) and decide what type of letter each is from (1-5). Which keywords helped you decide? Underline them.

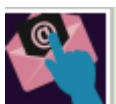
A. I'm writing to ask you what you think I should do about Robert. I'd really like your advice as he's been...

- B. I'm writing to ask you what you think I should do about Robert. I'd really like your advice as he's been...
- C. I received your leaflet in the post. I am very interested in the course and would be grateful if you could give me some more information.
- D. I have enclosed my CV. I would be grateful if you could consider my application. I look forward to hearing from you.
- E. I am writing to complain about the dishwasher which I purchased from your company last Monday.

THEME 2. WRITING FORMAL EMAIL LETTERS



Formal email letters are written to people we don't know on a personal level for different reasons: to find out information, to apply for a job or a course, to make a complaint...



Step 1: *Decide how formal your letter needs to be*

Step 2: Organise your writing

1. Opening formula
2. Introductory paragraph: initial *greeting* and/ or introduction of the reason to write.
3. Body: main information divided into one or more paragraphs depending on the length of the letter/ email.
4. Final remarks: say what you expect from the letter's recipient, whether you want them to write back, to see you soon...
5. Closing formula.
6. Name/ Signature

Step 3: Use useful expressions

Email Format

Let us look at these important steps to follow to get the format of a formal email right.

1. Subject line

The first part of an email which your recipient sees is the subject of the email.

So, getting the subject line on point is the first important thing to consider when you have to write a formal email.

Here are some things to keep in mind:

- Make the subject line specific, simple, and to the point. For example, instead of 'The internship report you asked for', write, 'Internship Report, {date/week/month}'.
- The subject line should be short. Ideally, your subject line should stand around six words.
- Keep the most important and informative words in the beginning of the subject line.
- Use markers like Fwd, Reply, Urgent, or Notice to further narrow down the subject. It informs your reader about the nature of your email.

Some of the examples of good subject lines when you write a formal email can be:

Marketing Data for July 2018

Marketing Budget, October 2018

List of New Freelancers

Job Application for the Post of XYZ

Leave Application

Query Regarding the Missing Information in the Document

Contract Agreement - XYZ Assignment

2. Salutation

The next factor to get right when you write a formal email is its salutation.

Each email is directed towards someone. Start your formal email with addressing the recipient in a manner fitting the relationship you have with them.

For people you are unfamiliar with or do not know the names of, use 'To Whom It May Concern' or 'Dear sir/madam'.

For senior officials, stick to their designation or follow it with their name, for example, 'To the Manager', 'Dear Dr. Ghosh', or 'Dear Ms. Kapoor'.

Among colleagues, it may be appropriate to simply precede the name with a 'Hi'.

Do not skip the salutation and always be respectful. Never use nicknames or just surnames or first names when you write a formal email.

3. Body of the email

The body text is the main part when you write a formal email.

It is important to follow a certain pattern to get the format of a formal email uniform.

The opening paragraph should set the tone and reason for your email. Introduce yourself if you are a stranger to the person you are writing to, and jot down why you are writing to them.

For example, you can begin with 'My name is Abc, and this email is with reference to Xyz.' or 'This is with reference to the marketing budget as discussed in the meeting.'

Elaborate on your concern, question, or response as comprehensively as possible. Write in a way that is easy to understand, but at the same time, do not lose your point in providing unnecessary information. Say only what is required.

The closing of the email should also support the nature and format of a formal email. If you are asking a question, close with something like 'Hope to have an answer from you soon', or 'Looking forward to hearing from you soon', and if you are addressing a question, end with 'Hope I have sufficiently answered your query/doubts.'

4. Signature

These are the last words when you write a formal email and is capable of forming a lasting impression on your reader.

- Sign off with a simple word or phrase, which conveys respect. Safe choices are '*Best regards*', '*Warmly*', '*Sincerely*', '*Kind regards*', or simply '*Thanks*'.
- If you are writing to someone for the first time or someone who is not an immediate colleague or senior, use your full name.
- Furnish your name with contact information. Your phone number and/or work address are enough.
- If you are writing on behalf of or as an employee of an institution, make sure to mention it along with adequate contact details
- To make your signature even more effective, you may also choose or design an attractive (but not flashy) template.

Task 1. Look at the exam question and email and do the exercises to practise and improve your writing skills. Preparation Circle True or False for these sentences.

1. You should use polite expressions and more formal grammatical structures.
True or False
2. You don't have to include all the points mentioned in the question. **True or False**
3. You can use contractions in a formal email. **True or False**
4. You should avoid using conventional expressions for starting and finishing the email. **True or False**
5. You should use this style for a person you don't know. **True False**

Task 2.

Central School of English
Come and study English at our school!

- Two-week courses for all levels
- Highly qualified, experienced teachers
- Reasonable prices
- Accommodation with host families
- Extensive social programme

For further information contact Jane Black:
j.black@central-school.co.uk

Can I do a three-week course?

How much exactly?

With other students or on my own?

More details?

Exam question

You are interested in studying English in the UK. Read the advertisement (right) which you saw in an international magazine and some notes you have made in red. Write an email to Jane Black using all the notes. You should write approximately 150 words.

11:15
Cancel New Message Send

To: j.black@central-school.co.uk
Subject: English courses

Dear Ms Black,

I am writing in response to the advertisement I saw for your English school in 'World Teens Today' magazine. I am interested in doing one of your courses and I would be grateful if you could provide some further information.

Firstly, it says in the advertisement that the courses are two weeks long. Would it be possible to do a three-week course? I would also like to know how much your courses cost exactly.

Secondly, your advert mentions accommodation with host families. Could you tell me if I would be staying on my own with the host family or if there would be other students staying there as well?

Finally, I have a question about the social programme. Would you mind sending me more details about this? I am very keen on sport and I would like to know if there are any sports activities included in the social programme.

I look forward to hearing from you.

Yours sincerely,

Lili Song

Task 3. Check your writing: gap fill – indirect questions. Rewrite the direct questions as indirect questions.

1. When does the course start? Could you tell me
2. Do I need to do a level test? Please let me know
3. How much does the course cost? Would you mind telling me
4. Do you have native teachers? Could you tell me
5. When do your courses begin? I would be grateful if you could tell me
6. Is the accommodation near the school? I would like to know if
7. How many students are in each class? Could you tell me
8. Which book will we use? Would you mind telling me

Task 4. Check your writing: gap fill – useful phrases Write a word to fill the gaps and complete the email.

1 _____ Mr Cotton, I am interested 2 _____ studying at your language school and I am writing 3 _____ request further information about your courses.

Please could you tell me 4 _____ there are still places available on the summer courses? I 5 _____ also like to know how much a three-week course 6 _____. Finally, I would be 7 _____ if you could send me details of the accommodation that is available.

I look 8 _____ to 9 _____ from you.

Yours 10 _____, Amit Khan.

Task 5. Read the exam question and write your email below.

Exam question You are interested in doing some volunteer work during your school holidays. Read the advertisement (right) which you saw on the internet and some notes you have made in red. Write an email to Caroline Robinson using all the notes. You should write approximately 150 words.

Any longer projects? —

- One-day and two-day projects
- Wide range of projects and locations
- Morning and afternoon work, with a break for lunch
- Highly experienced group leaders
- No admin fees

Any other costs? —

- More details?

- Provided, or should I bring my own?

Subject:.....

This image shows a full page of white paper with horizontal dotted lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

THEME 3. INFORMAL E-MAIL LETTERS

Informal e-mails are sent to people you know well (e.g. friends, relatives, etc) about your recent news, personal problems, information you need, etc. They are written in an informal style with a chatty, personal tone.

An informal letter should consist of:

- an informal greeting (*Dear KenfAunt Joanfetc*);
- an introduction in which you write your opening remarks (i.e. asking about your friend's health, etc) and mention your reason for writing
e.g. *Hi! How are you? I thought I'd write and let you know that...*;
- a main body in which you write the main subject(s) of the letter in detail, starting a new paragraph for each topic;
- a conclusion in which you write your closing remarks e.g. *That's all my news for now. Write back soon...*;
- an informal ending (e.g. *Lots of love! Best wishes/etc* + your first name).

Task 1. Read the letter and underline the correct tenses in bold. Then, label the paragraphs with the headings below.

- ❖ *opening remarks I reason (s) for writing*
- ❖ *writer's feelings about the change*
- ❖ *closing remarks*
- ❖ *life in the new city*

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

Dear Sharon,

How are you? Sorry **1) I'm taking/I've taken** so long to write, but I've been busy settling in. Anyway, I thought **2) I'd drop/I've dropped** you a line to let you know how I'm getting on here.

Birmingham is a really exciting city with millions of things to do. There's so much to choose from, I sometimes find it hard to make up my mind where to go! Although I still 3) **didn't get/ haven't got** used to the traffic, the noise and the huge crowds, I think it's a great city.

I like living here now, but I sometimes feel homesick as I miss lots of things about Gowrie. 4) **I'll never/I don't** forget the beautiful countryside and the old stone cottages. Living in the city means I can't go for long walks by the sea, either. Most of all, I miss my friends - especially you, of course! We always 5) **had/were having** such a great time together, 6) **haven't/ didn't** we?

Well, that's all my news for now. Please write back and let me know' what 7) **you were/you've been** up to since I 8) **heard/have heard** from you last. Say "hi" to Tom and Joanna, too. I promise I'll come back and visit all of you as soon as I can.

Lots of love,

Angela

!!! OPENING/CLOSING REMARKS

1. **Opening remarks** in informal letters may include:
 2. questions/wishes about recent events, the person's health, etc
 3. a thank you to the person for their last letter, comments about their news
 4. an apology for a delay in writing/replying
 5. the reason why you are writing
6. **Closing remarks** in informal letters may include:
 7. the reason why you must end the letter
 8. greetings to the person's family/friends
 9. wishes, a promise (e.g. to write again soon), an invitation, etc
 10. a request to the person to reply soon

Task 2. Match sentences 1-8 to points a-h in the box above.

1. Hello - how are you? I hope you're feeling better.
2. I was sorry to hear that you aren't going to....
3. I write as soon as I can and let you know about...
4. Please write soon and tell me all your news.
5. Well, that's all my news. I'd better end now, because...
6. The reason I'm writing is to ask you if...
7. Give my best wishes to your parents.
8. Sorry I've taken so long to put pen to paper, but...

INFORMAL STYLE

When writing friendly letters, you normally use informal style. Informal writing is characterised by the use of:

- *everyday vocabulary (e.g. I had a great time)*
- *colloquial expressions/idioms (e.g. drop me a line)*
- *phrasal verbs (e.g. get on, settle in)*
- *short forms (e.g. can't, don't, I'm, I'll)*

Task 3. Which of the following sentences are written in informal style?

- a) I'm writing to see how you're getting on in your new flat. *Informal*
- b) I look forward to receiving a prompt reply.
- c) Give your sister a big hug from me.
- d) What are you up to this summer?
- e) We're having a fantastic time here at the camp.
- f) Would it be possible for you to attend the club's annual meeting next month?
- g) You'd never believe how well I've been getting on at school.

THEME 4. LETTERS FOR DIFFERENT PURPOSES

Learn how to write a letter of complaint.

Before reading do the preparation task first. Then read the text and tips and do the exercises.

Warm-up activity

Match the definitions (a-h) with the vocabulary (1-8).

Vocabulary Definition

- | | |
|---|--|
| 1. a prescription | a. a strong feeling of disappointment or worry |
| 2. dismay | b. a shop that sells medicine |
| 3. a pharmacy
medicine | c. a piece of paper from a doctor that says what |
| 4. to call for something | d. to demand or ask for something |
| 5. to take steps to do
dangerous
something | e. an amount of a medicine or drug that is |
| 6. to bring something to
someone's attention | f. at work; doing work |
| 7. an overdose | g. to inform someone of something |
| 8. on duty | h. to take action to achieve a particular result |

Reading text: A letter of complaint

Dear Sir/Madam,

I am writing to express my dismay at the service at your Eden Hill branch on Saturday 14 January.

I often collect prescriptions from the pharmacy on behalf of my grandmother, Mrs Elaine Bingham. On this occasion there were two prescriptions: one for 10 x 50 mg Kendomol and one for 50 x 100 mg Leoprone. I was served quickly even though there appeared to be only one pharmacist on duty. However, as I was leaving I saw that I had been given 500 mg tablets of Kendomol. This is ten times stronger than

the prescription called for. If I hadn't noticed the difference between the prescription and the actual tablets, my grandmother could have taken a dangerous overdose of Kendomol. I would be worried about getting any future prescriptions at Eden Hill.

The pharmacist apologised and corrected the mistake but I wanted to bring it to your attention. I think it happened because there were not enough staff on duty. I understand that mistakes happen but there needs to be a minimum of two pharmacists at all times so all prescriptions can be checked.

I hope you can take steps to make sure this mistake does not happen again.

Yours faithfully,

Roger Bingham

Tips

1. Focus on the most important facts. Don't give unnecessary background information.

2. Make sure you include:

- *the reason for writing (e.g. I am writing to ...)*
 - *what went wrong*
 - *what you would like to happen now.*
3. *Complaint letters are usually written in a formal style.*
4. *Use passives to be less direct and more formal, e.g. I was served quickly.*
5. *Use Yours faithfully to sign off if you don't know the name of the person you're writing to.*

Task 2. Match the sentences (1-6) with the parts of the email (a-f).

Sentences Parts of the email

- | | |
|---|--|
| 1. Yours faithfully, | a. greeting |
| 2. I have been a regular customer of your shop for many years. | b. introducing your reason for writing |

3. I would like a refund of the difference as soon as possible. c. background information
4. Dear Sir/Madam, d. what went wrong
5. ... I am writing to express my dissatisfaction at the service I received. e. what you'd like to happen
6. After leaving your shop today, I realised I had been charged £100 instead of £10. f. closing

Task 3. Rewrite these sentences using the passive to avoid saying the pharmacist.

1. The pharmacist served me within ten minutes.
I within ten minutes.
2. I realised the pharmacist had given me the wrong medicine.
I realised I the wrong medicine.
3. The pharmacist should have checked the prescription more carefully.
The prescription should more carefully.
4. The pharmacist corrected the mistake.
The mistake
5. The pharmacist must not make this mistake again.
This mistake must again.

Task 4. Discussion

Have you ever made a complaint? What happened?



What is business writing?

Business writing refers to professional communication including genres such as policy recommendations, advertisements, press releases, application letters, emails, and memos. Because business writing can take many forms, business writers often consider their purpose, audience, and relationship dynamics to help them make effective stylistic choices. While norms vary depending on the rhetorical situation of the writer, business writers and audiences tend to value writing that communicates effectively, efficiently, and succinctly.

If you have been assigned a genre of business writing for a class, it may help to think about the strategies business writers employ to both gather and produce knowledge. A business communicator or writer may use the following forms of evidence: statistics, exploration of past trends, examples, analogy, comparison, assessment of risk or consequences, or citation of authoritative figures or sources. Your knowledge of and relationship to your audience will help you choose the types of evidence most appropriate to your situation.

Who is your audience?

To communicate effectively, it is critical to consider your audience, their needs, and how you can address all members of your audience effectively. As you prepare to write, think about the following questions:

- ❖ What are your audience's priorities and expectations?
- ❖ What does your audience need to learn from your document?
- ❖ How will you grasp the attention of readers when you are competing for their attention?
- ❖ How will you help your reader move through your document efficiently? When is it effective to use bulleted lists, visuals, boldface, and section headers to guide your reader's attention?
- ❖ What does your audience most need to know?
- ❖ What is your audience expecting? Is your goal to satisfy their expectations, or do you want to surprise them with a new idea?
- ❖ How will you communicate about setbacks? When is it appropriate to spin bad information with a positive outlook? How will stakeholders, customers, or employees respond to bad news?
- ❖ In general, how can you tailor the organization and style of your writing to address your audience's considerations and needs?

Task 1. Read the sample of business letter answer the following comprehension questions.

- ✓ Have they been in contact before?
- ✓ What's it about?
- ✓ What are the problems with the system?
- ✓ what's wrong with the text. (Too informal, doesn't follow letter-writing conventions).

*Fine Foods Ltd.
10 Bridge Street
London
SW10 5TG*

Hello Mr. Roger Jones:

I got the letter you sent on 1st September, and the stuff about the stock control system you make. It sounds great for us, but I want to check some things before we buy it. You said the system is bang up-to-date, but what happens if you update it again soon? Do we get money off the new one? You said it takes 3 weeks to install the system – that's too long! Can't you do it any quicker? Hope you can reply soon, we're in a bit of a hurry.

Thanks,

Janet Brown

Task 2. Re-write the letter to make it more appropriate as a formal business letter.

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THEME 6. CV OR RESUME



Have you ever had to write a curriculum vitae? Did you find it difficult? This activity will help you to think about the language you need to write a good CV.

Learn how to write a curriculum vitae, often called a CV in the UK or résumé in American English.

A **CV** is a document which you give to an employer when you apply for a job. It is a summary of your education, skills and work that you have done. A CV—short for the Latin phrase “curriculum vitae” meaning “course of life”—is a detailed document highlighting your professional and academic history. CVs typically include information like work experience, achievements and awards, scholarships or grants you’ve earned, coursework, research projects and publications of your work. A CV is typically two or three pages long, but it’s not unusual for it to be much longer for mid-level or senior job applicants as it serves as a full outline of one’s career accomplishments.

A CV and resume are similar in that they're both documents that summarize your professional history, education, skills and achievements. They're also both documents you might provide an employer for consideration for an open position.

It is important to note that in the United States and most of Europe, resumes and CVs are not interchangeable. A resume is typically a one-page document that provides a concise overview of your previous roles, skills and details about your education. The French word *résumé* translates to "abstract" or "summary." A CV, on the other hand, is typically a longer, more detailed document focused largely on academic coursework and research. CVs are commonly required in industries such as education and academia as well as science and research.

There are a few exceptions, however. In India, South Africa and Australia, the terms CV and resume are interchangeable.

If you're practiced in writing resumes, you may be tempted to shorten your CV to keep it to one page. However, because CVs require so much information, they're typically multiple pages in length. In other words, don't cut crucial details to save space.

CV format

While your CV should be specific to your background and tailor to the job for which you're applying, there are several steps you can take to ensure you write an effective CV.

Most CVs include the following sections:

- Contact information
- Academic history
- Professional experience
- Qualifications and skills
- Awards and honors

- Publications
- Professional associations
- Grants and fellowships
- Licenses and certificates
- Volunteer work
- Personal information (optional)
- Hobbies and interests (optional)

1. Include your contact information

This includes your full name, phone number and email address. Including your address is optional. If you do include it, only list city, state and ZIP.

2. Detail your academic history in reverse-chronological order

This can include your post-doctoral programs, graduate school, undergraduate school and high school. Only include your most recent two educational experiences. Dates attended is only recommended if you've graduated in the past five years. Employers are more interested in your professional experience, so it's best to ensure the reader's focus is on that information.

3. Record your professional experience

List the company or organization, job title and dates employed starting with your most recent job. List your job duties, experience gained and achievements. Start each bullet point with an action verb to demonstrate your responsibilities. It's also best to use numbers to measure your impact when possible. This shows employers the exact results you've gained for other organizations.

For example, instead of writing *“Responsible for drafting proposals on muscle cell motility studies,”* you might say, *“Developed research proposal on structure studies of muscle cell motility in collaboration with a 6-person research team that secured a \$20K federal grant.”*

4. Include relevant skills and qualifications

This can be in a separate skills section. Reread the job description to highlight the most important skills employers are looking for. These can include both hard and soft skills that make you the best candidate for the job.

5. List honors and awards

Use this section to outline your achievements in the field related to your application. Start with the award name followed by the year it was awarded, the organization that gave you the award and details about the award such as how often the award is given, how many people receive it, etc.

For example: **Honors and Awards**

<i>UT</i>	<i>Teaching</i>	<i>Awards,</i>	<i>2018,</i>	<i>2019,</i>	<i>2020</i>
<i>Brazil</i>	<i>Study</i>	<i>Abroad</i>	<i>Grant,</i>	<i>Summer</i>	<i>2017</i>
<i>Dissertation Fellowship, 2016</i>					

6. Include relevant publications and presentations

Include relevant citations of presentations, papers, studies, books or other publications important to your professional history. For publications, include authors, date published, summary, volume, page and DOI number. For presentations, include the title, date and location of presentation.

7. List your professional associations and affiliations

This should include the name of the organization, geographic location or chapter and dates of active membership. For example:

Memberships and Affiliations

National Society of Black Engineers (2015–Present)

8. Proofread your CV for errors

Before submitting your job application, be sure to thoroughly review your CV for any errors or inconsistencies. Consider asking a trusted colleague or professional mentor to review it as well—especially if they are experienced in the industry you’re applying to. A second opinion can be useful in helping you craft a well-polished CV. Some employers, especially post-secondary institutions, may offer their own CV template and CV examples to help make sure you include all required information in the format they prefer. Before you submit your application, look for any special CV guidelines the employer has outlined. For example, some institutions may require you to list only relevant coursework, fieldwork, dissertations and professional references.

Task 1. Look through the CV format and introduce the content of CV.

The diagram illustrates a CV format template. It features a central white box with a pink border, set against a pink background decorated with blue geometric shapes. The template is divided into seven numbered sections, each with a corresponding label on the left. The sections are: 1. Name and contact information, 2. Summary, 3. Professional history, 4. Education, 5. Skills, 6. Awards and Achievements, and 7. Publications. The 'indeed career guide' logo is located in the bottom left corner.

CV Format

1 Name and contact information

2 Summary

3 Professional history

4 Education

5 Skills

6 Awards and Achievements

7 Publications

Janet Chobot

Summary

Professional History

Educational History

Skills

Awards and Achievements

Published Works

indeed
career guide

Task 2. Before reading Do the preparation task first. Then read the text and tips and do the exercises. Preparation task Put the phrases in the correct groups.

Photography	Degree in Marketing	Professional blogger
Business Development Manager	Taekwondo	
Certificate in Presentation Skills	B driving licence	
Research Assistant	Proficient knowledge of analytics software	
Sales Executive Class	Masters in Public Relations and Digital Marketing	
Diploma in Innovation Design		

Work experience	Education	Skills and Interests

Reading text: A CV

Maria Jones

Digital Marketing Specialist

Profile

I have five years' experience in various digital marketing roles. I have a proven ability to create successful marketing campaigns in line with brand identity and values. I am a strong collaborator with outstanding communication skills, and have comprehensive experience of using my specialist knowledge and expertise in analytics for a wide variety of marketing initiatives.

Employment History

June 2017 – present

Digital Marketing Specialist for Zinco, a global insurance start-up

- My role involves working to tight deadlines to design, create and launch marketing campaigns via social media.
- I have developed advanced knowledge of a range of social media platforms and digital marketing tools.
- I specialise in driving successful campaigns and excel in analysing their impact.
- I have experience launching digital billboards in places such as train stations and shopping centres.

Sept 2016 – June 2017

Creative break from employment to travel and blog

- I travelled through 12 countries, met several professional bloggers and started my own travel blog.
- I built up a community of followers and started to monetise my blog through sponsored posts.

May 2014 – Aug 2016

Digital Marketing Assistant, Krunch Ltd

- Responsibility for overall social media strategy and regular posting on key channels.
- I played a key role in numerous campaigns to boost engagement with our brand.
- I also supported three product launches.

Education

2014 Diploma in Digital Marketing, Leeds Beckett University, UK

2012 A-levels (Psychology, English, Art & Design), Leeds City College, UK

Skills and Interests

Competent WordPress developer

Skilled in Adobe InDesign and Adobe Illustrator

Advanced Spanish (C1)

Intermediate German (B1)

Photography

Travel

References

Available on request

Tips

- 1. Start with a short profile to show who you are and what you offer.*
- 2. List your employment history, starting with the present.*
- 3. Explain any gaps, for example time spent travelling or having children.*
- 4. Use bullet points for your main responsibilities and experience in each role. Choose the aspects of your previous jobs that are most relevant to the new job you are applying for.*
- 5. Then give your educational background. List the relevant qualifications that you have, starting with the most recent. Include the title of your qualification, where you studied and the date you successfully completed it.*
- 6. Consider putting Education above Employment if you don't have a lot of work experience yet.*
- 7. List other experience or interests you may have if they are relevant to the job.*
- 8. If you have someone who could support your application, add their contact details or say References available on request at the end.*

Task 3. Are the sentences true or false?

1. It is a good idea to start with a short summary about you.
2. You should write your work history in order, with your most recent job at the end.
3. You should list all your responsibilities in detail.
4. You should give the full title of your qualifications, with the date you passed each one and the organisations that awarded them to you.
5. It is a good idea to include hobbies if they are relevant to the job.
6. Include references to support your application if you can.

Task 4. Put the words and phrases in order to make sentences.

1. roles. I have in various experience five years'
2. My involves working deadlines. role tight to
3. a create ability to I have successful campaigns. proven
4. digital in specialise I marketing.
5. in excel I impact analysis.
6. I of knowledge advanced statistics. Have

Task 5. Write the correct form of the word in brackets.

1. I have a proven to deliver successful marketing campaigns. (able)
2. I am a strong (collaborate)
3. I have specialist of marketing. (know)
4. I use my in analytics to assess the success of campaigns. (expert)
5. I was for the overall social media strategy. (responsibility)
6. I played a key role in campaigns. (number)
7. I started to my blog through sponsored posts. (money)
8. I worked on several initiatives to boost customer..... (engage)

Task 6. Discussion

Have you got a CV? Do you have any tips to share?

THEME 7. SHORT STORY

The short story is usually concerned with a single effect conveyed in only one or a few significant episodes or scenes. The form encourages economy of [setting](#), concise narrative, and the omission of a complex [plot](#); character is disclosed in action and dramatic encounter but is seldom fully developed. Despite its relatively limited scope, though, a short story is often judged by its ability to provide a “complete” or satisfying treatment of its characters and subject.

There are 7 different kinds of short stories, each with its own distinct characteristics.

1. **Anecdote:** A brief account of something interesting and often humorous whose purpose is to support a point. They function much like parables: short narratives with a core moral lesson.
2. **Drabble:** A short story of about 100 words whose main purpose is to test the author’s skill, both in prose and in successfully getting a meaningful point across in so few words.
3. **Feghoot:** A funny short story that ends in a pun.
4. **Fable:** A short story featuring anthropomorphic creatures, usually animals, whose narrative reveals some kind of a moral point at the end. (Note: while a parable serves the same function, it does not use animals to make its point, while a fable almost always does. Aesop’s Fables are a great example.)
5. **Flash fiction or micro-fiction:** [Flash fiction or micro-fiction](#) refers to stories shorter than 1,000 words. One of the most famous examples of the form is the following short story, often attributed to Ernest Hemingway: “For sale: baby shoes, never worn.”
6. **Sketch:** A piece of writing that doesn’t typically contain a plot. Instead, the point of a sketch is to illuminate a particular character, setting, or location.

7. **Vignette:** A short scene which can be part of a larger body of work. The point of a vignette is to capture a single moment or detail about an element in the story, such as a character, idea, or object.

How to Write a Short Story? Follow this step-by-step guide to writing a great short story.

1. **Pick the mood you want to evoke.** This is the feeling or emotion you want to give to your readers, and what all the elements in your short story will work together to achieve. What kind of story do you want to tell—and why?
2. **Start with a strong opening.** Because of the restrictions of the short story format, you won't have a lot of room for exposition. To get around this, consider starting your story *in medias res*—a writerly practice that means opening in the middle of the action and filling in details later. This takes you straight to your important scene.
3. **Build your story, remembering that you only have a certain number of words.** Don't waste time and space. Everything in the short story needs to be vital. Read and re-read every sentence and ask yourself: does it really need to be there? Does it serve the higher purpose of illuminating your story's mood? As Edgar Allan Poe once said: "A short story must have a single mood and every sentence must build toward it."
4. **Land the ending.** Everything has been building up to this key moment. When writing the ending of your short story, focus on the mood you're trying to create and ask yourself: what would be the most satisfying way for the ending to capture this mood? Remember, a short story is still a story, which means the plot has to make sense, and nothing should be too obvious. Does the ending follow naturally from where the story began? Does it make sense?
5. **Edit, edit, edit.** Spend some time away from your story, and go back later with a pair of fresh eyes. Once again, keep in mind the key mood you're trying to express. Read your short story back at least three times, paying attention to how plot, characters, dialogue, scenes and settings all work together toward one

common goal. Note any inconsistencies and fix them—or get rid of them. Strike anything which feels superfluous or slows down the pace.

Task 1. Look at the short story and do the exercises to practise and improve your writing skills.

A short story

It was Katia's 20th birthday and she was looking forward to seeing her friends. They were meeting at Mamma Mia's, her favourite Italian restaurant, for a (special birthday dinner. Katia was excited and got to the restaurant at exactly 7 o'clock, the time they had arranged to meet. She looked around for a familiar face, but no one had arrived yet. So she decided to wait outside and stood patiently in the warm evening sunshine. The restaurant quickly filled up with customers, but none of them were Katia's friends. 'Where are they?' she thought. At half past seven she was still waiting, so she called her best friend Isa. 'Why doesn't she answer her phone?' Katia asked herself. Then she called Jonty, Alex and Yoko, but they didn't answer either. What's going on?' she wondered.

At 8 o'clock Katia went home. Her friends had forgotten her birthday and she felt lonely and miserable. She opened the front door and walked into the dark house. The living room door was closed. "How strange," she thought because she always left it open. Nervously, she opened the door. Suddenly the lights went on and all her friends jumped up and shouted 'Surprise!' So they hadn't forgotten and in the end it was the best birthday ever.

Preparation

Match the part of the story to what usually happens in it and write a–c next to the numbers 1–3.

- | | |
|------------------|--|
| 1..... beginning | a. a problem or difficulty is introduced |
| 2..... middle | b. the problem or difficulty is resolved |
| 3..... ending | c. the characters and the situation are introduced |

Task 2. Check your understanding: multiple choice – choose a title. Circle the best title for the story.

- a. The accident
- b. The surprise
- c. My lucky day

Task 3. Check your understanding: true or false. Circle True or False for these sentences.

- | | |
|--|------------|
| 1. Katia didn't want to celebrate her birthday. | True False |
| 2. Katia was the first person to arrive at the Italian restaurant. | True False |
| 3. Katia waited outside the restaurant for 30 minutes. | True False |
| 4. Jonty is Katia's closest friend. | True False |
| 5. Katia went home after waiting for her friends for an hour. | True False |
| 6. Katia's friends hadn't forgotten her birthday. | True False |

Task 4. Check your writing: matching – story structure. Match the parts of the story with the examples and write a–d next to the number 1–4.

1..... beginning a. ‘So they hadn’t forgotten and in the end it was the best birthday ever.’

2..... middle b. ‘Then she called Jonty, Alex and Yoko, but they didn’t answer either.

“What’s going on?” she said to herself.’

3..... ending c. ‘They were meeting at Mamma Mia’s, her favourite Italian restaurant, for a special birthday dinner.’

4..... final line d. ‘Suddenly the lights went on and all her friends jumped up and shouted “Surprise!”.’

Task 5. Look at the exam question and write the short story.

Exam question

Your teacher has asked you to write a short story with the title ‘The surprise’.

Think about:

- the beginning: who are the characters? What situation are they in?
- the middle: what problem or difficulty do they have?
- the ending: how is the problem or difficulty resolved?

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THEME 8. STORY WRITING

Warm –up activity

- **Case Study: Thoughts about Drinking and Driving**
- *Read the case study*

On the last day of school in June, the teachers of Bright High School hosted a party for all the twelfth-grade graduates. Although the teachers did not supply alcohol to this group of underage drinkers, many of the students sneaked alcohol into the party. One such student was Anna Kofski, who had five drinks.

Anna parents gave her the car that day so that she can drive some of her friends' home from the party. Anna's parents had often told her never to drink and drive or to get into a car with a driver who had been drinking. They told her to call anytime she needed a ride in such a situation.

Before leaving the party, Anna thought about calling her parents but decided against it because both her parents were working at the time and she did not want to be a nuisance. So Anna, despite the refusal of one of her friends to get into the car, drove home with two passengers.

En route, she turned onto a street and drove on the wrong side of the road, causing the driver of a school bus to lose control of the bus while trying to avoid Anna's car. The bus flew down an embankment and the accident resulted in the death of all 25 passengers, who were young middle-school students, and the bus driver. Anna and her two passengers survived with no injuries.

Task 1. Work in pairs and discuss the task of the following questions:

- 1) What is the structure of this case study?
- 2) How many paragraphs are used in it? What each paragraph represent?
- 3) How would you feel as a parent of one of the victims? What can a parent do to be an advocate for not drinking and driving?

Task 2. Story Writing Tips Working in groups, study each statement carefully and compare with your answers.

- PLAN your story.
- REVISE your story to correct mistakes.
- Give your story a title.
- Make sure you have at least 4 paragraphs.
- Paragraph 1 – background information.
- Paragraphs 2 and 3 the main part of the story.
- Paragraph 4 – EITHER the climax or key moment of the story OR what happened after the climax.
- Don't change the words you are given at all.
- Read the words you are given carefully. Sometimes you can choose whether to start or finish with the words. At other times you have no choice.
- Use past continuous for background information.
For example – It was raining heavily as we left the house....
- Use past perfect before the main events of the story.
For example – ... but Anne had kindly lent me her umbrella.
- Use simple past for the main events. There wasn't a single person on the street.
- Try to include some direct speech.
- You can use contraction (haven't, couldn't, etc.). But a story should not be as informal as an email to a friend, for example.

Task 3. Useful phrases (Writing stories)

Time phrases	Phrases for dramatic effect	Direct speech	Concluding stories
<i>It all began</i>	<i>Suddenly</i>	<i>".....", said Fred</i>	<i>When it was all</i>

<i>Shortly afterwards</i>	<i>All of a sudden</i>	<i>“.....”, shouted Fred</i>	<i>over</i>
<i>Meanwhile</i>	<i>Without warning</i>	<i>“.....”, screamed</i>	<i>Looking back now</i>
<i>Not long afterwards</i>	<i>Out of the blue</i>	<i>Fred</i>	<i>In retrospect</i>
<i>Some time later</i>	<i>Just at that moment</i>	<i>“.....”, whispered</i>	<i>In the end</i>
<i>Later that day</i>	<i>Quite unexpectedly</i>	<i>Fred</i>	<i>After all that had</i>
<i>A little later</i>	<i>As if from nowhere</i>	<i>“.....”, announced</i>	<i>happened</i>
<i>Finally</i>		<i>Fred.</i>	
<i>In the end</i>		<i>”.....”, thought Fred</i>	
<i>Eventually</i>		<i>“.....”, cried Fred</i>	
		<i>“.....”, promised</i>	
		<i>Fred</i>	

More Useful Phrases for Writing Stories

Near the beginning	Near the middle	Near the end
At first...	At the end of the first day/ hour...	Eventually...
First of all...		In the end...
One day/ morning/ evening/ night...	In the first couple of minutes/ days/ hours...	At the end (of)...
I decided...	Unfortunately, ...	Looking back now I'm (so) glad that I.../
At that time... When/ While I was...	To my amazement, ...	I'm (so) happy I didn't.../ I (really) regret...
During lunch/ work/ a lecture...	By the middle of the...	After it was all over...
	I seemed to be running out of time...	It wasn't (at all/ quite) what I had expected but...
	However, my plans changed completely	

	when... Suddenly.../ Completely out of the blue, ... Then/ Next/ (Just/ Straight) after that/ (A moment/ A little while) later...	On the last day, ... Just in time, ... Luckily, / To our relief, ... It was then that (I realized)...
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Task 3. Case Study

Malika and her friends were given an assignment to read and analyze the story. They were also supposed to discover and write tips for writing story after reading the given sample story.

The story was approximately as follows:

The English Exam

Anvar woke up at 7:00 a.m. He had been chatting with a friend on the computer until nearly midnight the previous night so he was feeling quite tired but also rather nervous this was the day of an important exam at school. Anvar had been studying very hard for this exam for the previous two weeks so he thought he had a good chance of passing it.

While Anvar was travelling to school on the bus, he remembered that he had forgotten to take his wallet with him so he didn't have any money to buy lunch. Just after this, his friend Sanjar got on the bus.

“Can I borrow some money, Sanjar?” asked Anvar.

“Sure, no problem,” replied Sanjar. “Here you go.”

The two boys did the English exam. While they were having lunch, Anvar asked Sanjar if he thought the exam had been difficult. Sanjar smiled and picked up the slice of the chocolate cake that he was eating.

“It was so easy! it was a piece of cake!” said Sanjar, smiling.

Having completed reading the story, Malika and her team members discussed the task and found out the following tips:

1. A story should have a clear beginning, middle and end.
2. We need to use clear paragraphs.
3. We should use a variety of narrative tenses.
4. We can use direct and indirect speech when the characters talk.

What else would you add to the list above if were one of the team members?

THEME 9. RECIPE WRITING



The Parts of a Recipe



Recipe Writing Basics

The rules for recipe writing are pretty intuitive and straightforward. Yet, if you don't practice them, you can leave a cook confused, hopeless, and with a batch of inedible food. Likely, you've tried to follow a poorly written recipe, and you know just how frustrating it can be. When writing a recipe in English, list the ingredients first. Then write the directions. The first word of each step of the directions, if possible, should be a verb.

Example: Peel the apples and remove core.

Sauté vegetables in 1 Tbs. vegetable oil.

Separate egg yolks from the whites.

Cream sugar and eggs together until smooth and well-blended.

Refrigerate the mixture for two hours.

Drain cooked pasta and rinse with cold tap water.

Etc., etc., etc. . . .

Task 1. Cooking Verbs . Discuss definitions with your partner.

bake

mix

blend

beat

fold in	stir	set aside	separate
chop	slice	mince	crush
refrigerate	chill until set	fry	sauté
cream	boil	crush	coat
pour	combine	simmer	<u>reduce</u> heat
strain	add	puree	whip
peel	grate	shred	<u>remove</u> seeds
toast	cover	steam	drain
broil			

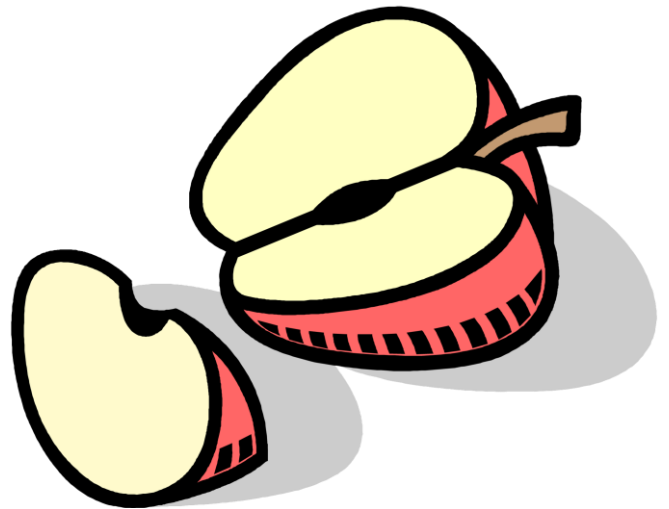
Task 2. Read the recipe of Apple Crisp and learn how to write recipes.

Rosie Erskine Lamrhari

USA

Ingredients

4 cups cooking apples
 $\frac{1}{4}$ cup water
 $\frac{1}{2}$ cup brown sugar
 $\frac{1}{2}$ cup white sugar
 $\frac{3}{4}$ cup flour
 $\frac{1}{4}$ cup softened butter
1 tsp. cinnamon
 $\frac{1}{2}$ tsp. salt

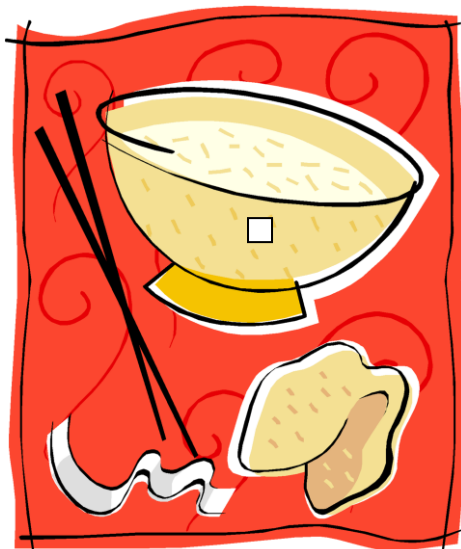


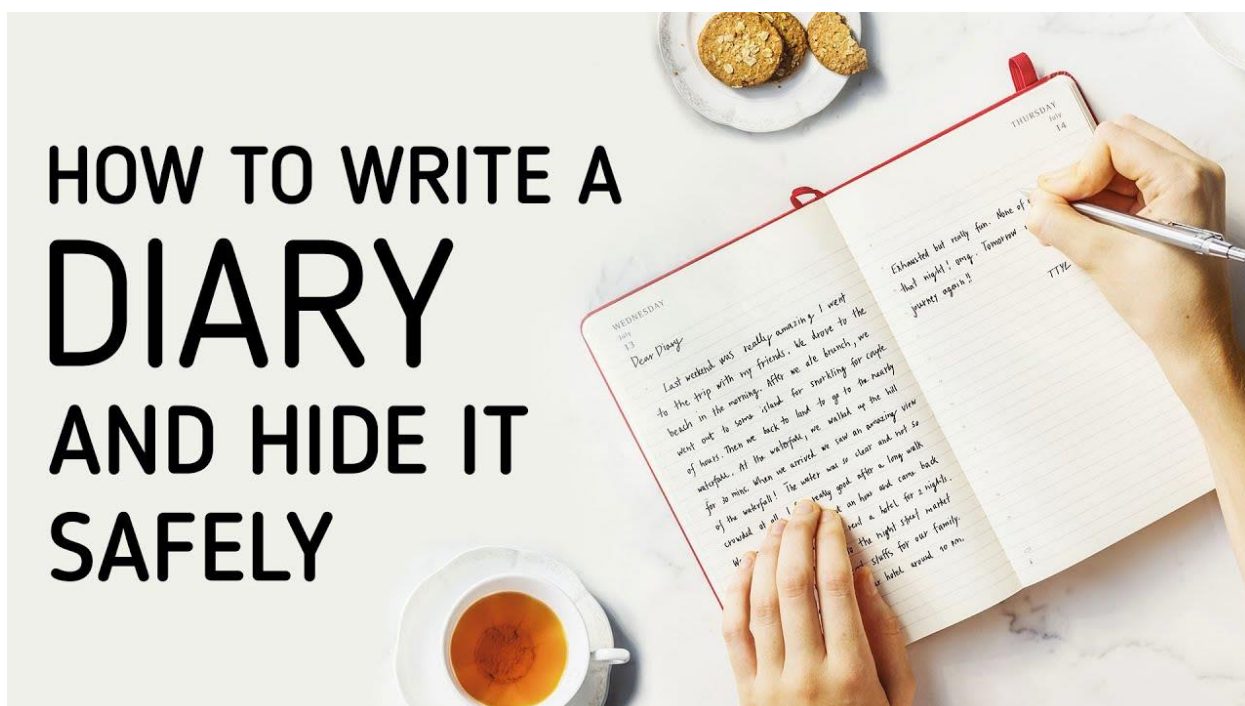
Directions

Peel and slice apples. Place them in a buttered 8 x 8 inch baking dish. Pour the water over apples and sprinkle with the salt and cinnamon. In a bowl, work together the sugars, flour, and softened butter until crumbly. (Use a fork to do this.) Spread this crumbly mixture evenly over the apples. Bake about 45 minutes at 350 degrees. The aroma from baking apple crisp is heavenly. A typical American dessert. It is delicious served hot with vanilla ice cream. Try it!

Task 3. Directions for Writing a Recipe and Making a Presentation

1. Choose a dish that is typical from your own country—something that would not be too expensive or complicated to make or take too long to prepare.
2. Write out a list of ingredients. Use American measurements. Be sure not to leave anything out.
3. Write the directions. Directions, for the most part, should be written as imperative sentences. Example: Mix ingredients well. Chop the onion. Add the wet ingredients to the dry ingredients. Etc. Be sure to give detailed directions. Don't leave any step out.
4. After writing the first draft of the ingredients and directions, check the draft for errors in grammar, spelling, omissions, etc.
5. Finally, when you are sure your recipe is complete and correct, type it on the computer in the same format that is given as an example. If you are writing the recipe, use the same format and be sure to print so that we can all read your handwriting.
6. If you want to draw/add any illustrations to your recipe, you may do so.
7. You will need to make enough copies for everyone—about 13.
8. Prepare for your presentation (4 minutes maximum). Also prepare by reading over the ingredients and working on the pronunciation of words in your recipe since you will pass out your recipe and go over it with us, answering any questions we may have about ingredients or directions.
9. That's it! Have fun!





A diary is a private place where you can keep your thoughts, feelings and opinions on everything from work to school and everywhere in between. There are all different types of diaries, like food diaries, health diaries or academic diaries. But your diary doesn't have to be specific if you don't want it to be, it can also just be a place where you write about whatever you want. If you're just getting started, maybe you haven't decided what you want to write about, and that's fine. That is what we are here for – to help you with all those moments of writer's block you may be having.

1. *Brainstorm what you're going to write about*

Take a few minutes before you begin writing to decide what your entry is going to be about. Hopefully you have already decided what your diary is about, so dig a bit deeper into the topic or topics you have decided to focus on and get specific.

2. *Ask yourself questions.* To get yourself writing, ask yourself questions:

What did you learn today?

What do you want to accomplish?

What do you want to fix?

How are you feeling?

These can relate to your general life, or specific parts of it, but turn inward and ask yourself things.

3. Write down your answers

Your diary entry can be your answers to the questions you have asked yourself. This is a great way to get writing when you don't know what to write about.

4. Pick a format

Your entries can be in all different types of formats, depending on what you're writing about. Maybe you are making a list of things you want to accomplish in your future. Maybe you're writing about a conversation you had, or wish you had. Maybe your entry is just bullet points of thought you have had that day. Some people prefer writing in short notes, others like writing in detailed paragraphs. Decide what you enjoy most and go for it.

5. Make them different

Try and have a variety of different entries, so you don't get bored. You may be writing about a certain type of topic, but you never want to write the same entry. Differentiating your entries will also highlight progresses you've made and things you have learned.

6. Don't be hard on yourself while you're writing

Your diary is a judgement-free zone, so don't feel like they need to be perfect. Let the words flow.

7. Keep your thoughts in order

Your entries date themselves, so you know when you write what, but also try and keep your thoughts in order. Your diary will become a journey as you add

more entries, try to keep the narrative something you can follow. For example, try to write about events in the sequence they happened. Avoid jumping around.

8. Get your creative juices flowing

Your entries don't just have to be words, Penzu also let's you add pictures. Adding some visuals to your entries will add some colourful and vibrant reminders.

Task 1. Read the instruction above and write a personal diary.

[illegible]

THEME 11. ARTICLE FOR A UNIVERSITY NEWSPAPER

Critical response to an on-line article or blog

For this entry Students will have to read an article or text on a website or internet blog on language learning and teaching. Write a direct response to the author of the articles or blogs. St's can take articles and texts from on - line sources¹(e.g. www.teachingenglish.org.uk, www.online-literature.com/).

In their response include the following points:

- Name of the addressee and the addresser and the date of issue
- Points of St's agree or disagree with the author
- St's own point of view on the article
- Points for the author to consider

Criteria for critical response to websites or internet blogs

Evidence of understanding of the text;

Ability to detect author's point of view/attitude towards the subject of the text from website or blog (with evidence from the text);

Ability to give own opinion about the text with reasons;

Does st. agree/disagree with the writer?

What can st. suggest to the author.

Materials handout 1.

In order to write a review of educational sites, students should know first of all how to write an article.

What is an article?

An article

- is a piece of writing usually intended for publication in a newspaper, magazine or journal;

¹ .www.teachingenglish.org.uk, www.online-literature.com

- is written for a wide audience, so it is essential to attract and retain the readers' attention;
- may include amusing stories, reported speech and descriptions;
- can be formal or informal, depending on the target audience
- should be written in an interesting or certain manner;
should give opinions and thoughts, as well as facts;
- is in a less formal style than a report.

An article can

- describe an experience, event, person or place;
- present an opinion or balanced argument;
- compare and contrast;
- provide information;
- offer suggestions;
- offer advice.

There are certain specialised types of articles, however. These include:

- **news reports**, which are brief, factual pieces of writing written for publication in newspapers, describing important current events in a formal, impersonal style; and
- **reviews**, which are specialised articles written to describe, discuss and/or evaluate a film, book, theatrical performance, TV series, etc. Such pieces are usually published in a magazine or newspaper.

A realistic article should consist of:

1. An eye-catching **title** which attracts the readers' attention and suggests the theme of the article. (Think about why you read a magazine or newspaper article recently – what made you read it?). Articles can also have subheadings before each paragraph.
2. An **introduction** which clearly defines the topic to be covered and keeps the reader's attention.

3. The **main body** of two to five paragraphs in which the topic is further developed in detail.

4. The **conclusion** – summarizing the topic or a final opinion, recommendation or comment.

Title/Headline;

Introduction

Paragraph 1 (state the topic of the article, news, report, review);

Main body

Paragraphs 2, 3, 4, 5... (Development of the topic – each new aspect should be presented in a separate paragraph with a clear topic sentence)

Conclusion

Final paragraph (summary of the topic and / or opinion / comments / recommendation(s)) *(the exact number of paragraphs will depend on the specific requirements of each writing task)*

Remember

Before you begin writing it is important to consider:

- Where is the article going to appear- in a magazine or newspaper?
- Who are the intended readers- a specific group such as students or teenagers, or adults in general?
- What is the aim of the article- to advice, suggest, inform, compare and contrast, describe, etc.?

These three points are the deciding factors in the layout of your article, its style, language and level of formality. Determine the information you are going to use and organize your ideas carefully into paragraphs. Each paragraph should have a clear topic sentence.

The article could be formal, semi-formal or informal, depending on your intended audience. Use vocabulary and describe language appropriate for the article. Linking words and expressions, and a variety of vocabulary will only improve your work and make it more interesting.

Don't use over-personal or over-emotional language or simplistic vocabulary. Don't talk about yourself. You are writing for the general public, not a close circle of friends. Your opinions are only interesting to other people if you can make amusing, justify them or explain them.

A title is absolutely necessary when writing an article, and should be a concise summary of the information which is going to follow in the article. In other words, the main topic of the article should be stated in the title. Stimulating the reader's interest is also essential – if the title looks uninteresting, why would anyone read it? It should not be too long and should mirror the style of the article-formal or informal.

Task1. Match the topics (1-10) below the titles (A-K) on the next page.

There is one extra title that you do not need.

1. A healthy diet. _____
 2. School exams. _____
 3. Eating out inexpensively _____
 4. The internet. _____
 5. A famous person. _____
 6. Genetic Engineering. _____
 7. Drug taking. _____
 8. An outdoor activity. _____
 9. How to attract a man. _____
 10. A successful career. _____
-
- a. How To Reach The Top
 - b. Do You Need To Be Connected?
 - c. The Crack In Our Schools
 - d. Mouth-watering Recipes
 - e. Is Jogging Bad For Our Health?
 - f. An Apple A Day Keeps The Doctor Away
 - g. To Flirt or Not to Flirt?-That Is The Question

- h. A Testing Time
- i. The Man Behind The Prime Minister
- j. Would You Like To Be Cloned?
- k. Cheap and Cheerful

Activity 2. Match the following paragraphs with the titles.

1. It is now official that they are the reason man has AIDS. Scientists agree that although Chimps do not suffer from AIDS themselves, eating them, as is common and considered a delicacy in some countries, is the reason the virus is passed on to humans.
2. It is said that everyone has the ability or potential to write that blockbuster that will ensure our fame and fortune. Now a bus-driver from London has done just that and proved the point by writing a novel that has already been nominated for the prestigious Booker Prize.
3. After a hectic morning shopping, all my friend and I wanted to do was to sit down, drink a cup of tea and have a cigarette. Easy enough you might think, but not so. Every coffee bar, café and fast food restaurant we looked in, did not allow smoking. It seems us smokers truly are the pariahs of society.
4. Eco-friendly vehicles will soon be a fact of life. No more popping into the local garage for £5.00's worth of petrol. Instead, we will be plugging a battery into a spare socket at home, filling up with water from the tap, or using whatever idea the scientists come up with. Great you might think. But is it really possible that no giant corporation will be making money out of us.
5. One of the most unusual places that I have visited on my travels around the globe is Petra in Jordan. Nicknamed "The Rose City", as the color of the rock changes throughout the day, depending on the angle of the sun, it is also fascinating because every structure except one is built out of the rock of the mountains. The exception is a temple built by the Romans, who obviously did not have the instinct of the Nabataeans.
6. They are too famous film stars in their own right, who between them have married seven times. After starring together in "Elizabeth", they are now divorcing

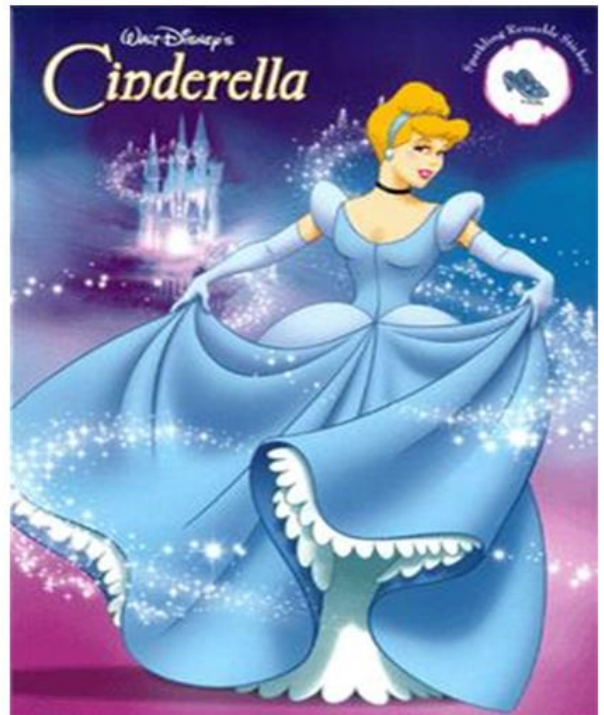
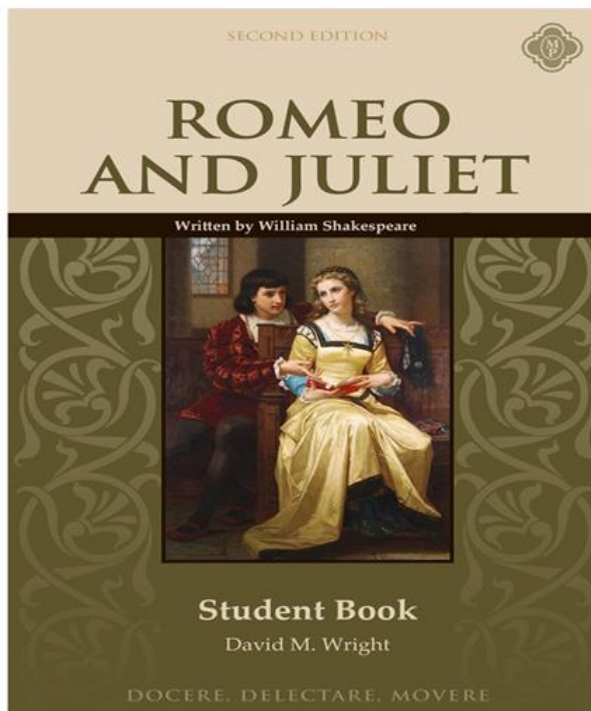
their respective partners to marry each other. They say it was an instant attraction that is much deeper and more intense than either have ever experienced before. So what makes this time different? I went along to see them both at the Hilton Hotel to discover their secret.

7. The British are said to be the most watched people in the world. Video cameras on nearly every set of traffic lights, on motorways, on street corners, car parks, football grounds and shopping centers-to name but a few- they cannot make a move without being seen. For a country of people that refuse to have Identity Cards as they consider them an invasion of privacy, who do they tolerate this?

8. They say there is nothing like a woman scorned, and after the exploits of Polly Metcalfe, they might just be right. Her partner left her not just for another woman, but a woman half Polly's age and Polly was miffed, to say the least. What did she do in reply? Cut all his clothes in half and destroyed one of each pair of his shoes.

- a. Social outcasts
- b. Revenge was so sweet
- c. Love at first sight
- d. They are carriers of HIV
- e. The future of oil companies
- f. Building sights
- g. We all have a best seller in us
- h. Are they intrusive?

THEME 12. BOOK REVIEWS



Reviews are short descriptions of books, films, plays, TV programmes, etc. They are written to inform readers and viewers, and to give them your opinion/recommendation about whether (or not) they should read a book or see a film/play/etc.

A review should consist of:

- an **introduction** in which you summarise all the background information of the book/film/etc. (i.e. title, name of author/director, type, setting, etc);
- a **main body** consisting of two paragraphs: one about the main points of the plot, presented in chronological order, and another including general comments on the plot, the main characters, the acting, the directing, etc.
- **Note:** You should not reveal the end of the story to the reader.
- a **conclusion** in which you recommend or do not recommend the book/film/play/etc, giving reasons to support your recommendation.
- Reviews are normally found in newspapers, magazines or as parts of a letter. The style you use depends on the publication and the intended reader and can be formal or semi-formal.

- You normally use **present tenses** and a variety of adjectives to describe the plot and make your comments more clear and to the point.

Task 1. Read the reviews carefully and analyze them according to the steps that are highlighted in the handout № 1. What kind of words are used in each part. Highlight these words:

Book review № 1

I have just finished a wonderful book! Love, Ruby Lavender is a realistic fiction book by Deborah Wiles. I think this book would be right reading level for 3rd, 4th, or 5th grades.

Ruby Lavender is a ten year old tomboy who lives Halleluia, Mississippi. Her best friend is her grandmother, Miss Eula Dapplevine. Over one busy summer, Ruby steals chickens, Miss Eula goes to Hawaii, and they both have to deal with the loss of Ruby's grandfather in a fatal car accident. Ruby's arch enemy, Melba Jane Latham, also causes trouble. We learn about these events through letters between Ruby and Miss Eula.

I truly loved reading this book. The characters are humorous, and the letters between them are interesting. One of my favourite part was when and how Melba Jane's hair turns blue. The author keeps you guessing about the accident that killed Ruby's grandfather and Melba Jane's father. At the end of the book, I wanted to keep reading to find out what happened to the characters.

I would recommend this book to anyone with a sense of humour and who cares about family. Don't read this book if you don't like to laugh because there are so many funny events. Some of this book is sad, but sad parts are important to tell. If you want to read about the hilarious adventures of a girl and her chickens, then this is a book for you.

Book review № 2

Julie of the Wolves

By Jean Craighead George

What would it be like to become part of a pack of wolves? That is what an Eskimo girl named Miyax does in the novel *Julie of the Wolves* by Jean Craighead George. Miyax has run away from home to try to join her pen pal in San Francisco, who calls her Julie. On the way, she gets lost in the Alaskan wilderness. She survives by using the traditional Eskimo skills taught her by her father, Kapugen, and by making friends with a pack of wolves led by the great wolf Amaroq. Miyax travels with the wolves, shares their food, and learns their ways. She even learns how to “talk ” to them.

In the course of the book, Miyax grows up. Her survival makes her stronger, but some of the things she learns also make her sadder. They made me a little sad too. The book is both exciting and moving. It gives many fascinating details about wolves and about getting along in the wilderness. You feel that you are in Alaska along with Miyax, trying to survive. Read the book, but only when you have time. You may find it hard to stop reading once you begin, I did.

Book review № 3

Life of Pi

Yann Martel

2001

326 pages

Fiction

After his family's ship, carrying zoo animals from India, sinks in the Pacific Ocean, Pi Patel, the son of a zookeeper, finds himself in a lifeboat with a hyena, an orangutan, a wounded zebra, and a Bengal Tiger.

Once the tiger has “taken care of” the other passengers, Pi must struggle to keep the tiger at bay, while he desperately tries to find land.

I really enjoyed this book because it was entertaining, despite the main character's unfortunate circumstances. The story was full of lessons about the

ethical matters surrounding the existence of zoos and the art of survival. It also had more than enough action to keep my attention span page after page.

If you like unique “page turners” and wild tales, I highly recommend that you read *Life of PI*. You’ll find it hard to put down and probably want to discuss the symbolic twist that presents itself at the end. I hope you enjoy reading this novel as much as I did because I rate it a nine out of ten!

Task 2. Useful vocabulary used in the book reviews:

Background:

1. The book tells the story of...
2. The story is set in...
3. The book/novel was written by...
4. It is a comedy/ horror/love story...

Main points of the plot:

1. The story concerns/is about/begins...
2. The plot is rather boring/thrilling...
3. The plot has an unexpected twist...

General Comments:

1. It is rather long/confusing/boring/slow...
2. It is beautifully/poorly/badly written...
3. It has a tragic/dramatic end...

Recommendations:

1. I wouldn’t recommend it because...
2. I highly/thoroughly recommend it...
3. It is a highly entertaining read...
4. It is a bore to read...

Task 3. Fill in the tables below the adjectives from the list:

Dull, excellent, terrible, moving, superb, awful, fantastic, fascinating, touching, dreadful, thrilling, hilarious, entertaining, amusing.

1. good/interesting _____
2. exciting _____
3. funny _____
4. sad _____
5. boring _____
6. bad _____

Task 4. Underline the correct word/phraze:

1. Angela's Ashes is a **well-written/acted** book that tells the struggle of a poor Irish family.
2. The plot has an **unexpected twist/cast** when little John finds out the truth.
3. The story has a **dull/tragic** end when the helicopter crashes on a mountain.
4. The book is **based on/set in** the incredible life story of Charlie Chaplin.
5. *Mad Park* is a **box office hit/dull** read. You'll fall asleep after the second page.
6. *Captain Correlli's Mandolin* **plays the part/tells the story** of a young Italian soldier who falls in love with a Greek girl.

Task 5. Read this Case study and write a book review.

The editor of the magazine you work for has asked you to write a review about a book you have recently read. Write your review, giving a brief summary of the plot and saying why you think other readers might enjoy it.

A book review by _____

Title:

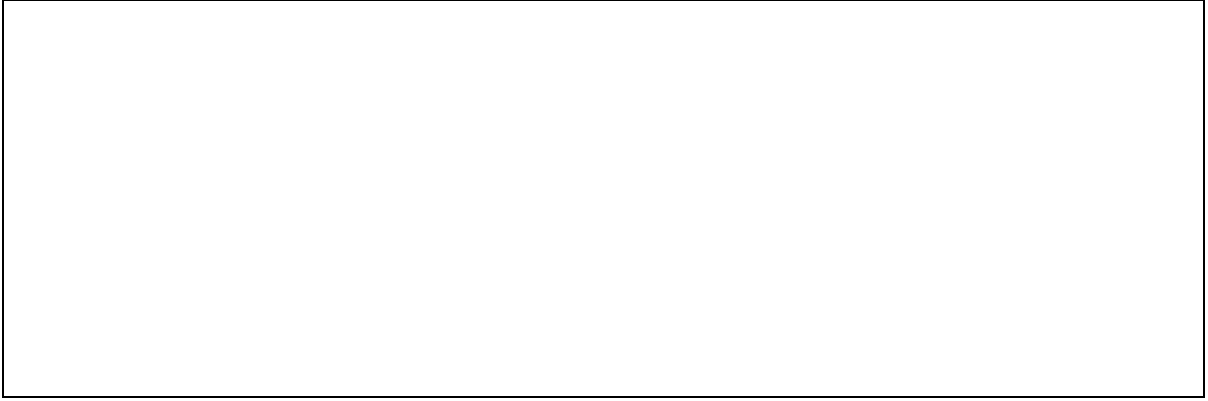
Author:

What was the story about?

Who were the characters?

What was your favourite part?

Draw a picture the book



Book review form

Name: _____

Something I liked was

The most memorable part was

I would recommend the book because

THEME 13. FILM REVIEW



MR. BEAN



Warm-up activity

-Match the types of films or books to their definitions.

- | | |
|--------------------|--|
| 1. Comedian | A) a film in which cartoons are brought to life |
| 2. Romance | B) an exciting film full of adventure and danger |
| 3. Animated film | C) a book or a film about a frightening story |
| 4. Mystery | D) a film that makes people laugh |
| 5. Action Film | E) a book or a film about life in space/the future |
| 6. Science fiction | F) the story of a person's life written by sb else |
| 7. Horror films | G) a book or a film about a love story |
| 8) Biography | H) a book or a film |

Genre

The film review is a popular way for critics to assess a film's overall quality and determine whether or not they think the film is worth recommending. Film reviews differ from scholarly film articles in that they encompass personal and

idiosyncratic reactions to and evaluations of a film, as well as objective analyses of the film's formal techniques and thematic content.

Preparing to Write the Review

While film reviews tend to be fairly short (approximately 600 to 1200 words), they require a lot of preparation before you begin writing. Prior to viewing the film, you may want to get a sense of the bodies of work by the director, writer, or individual actor. For instance, you may watch other films by the same director or writer in order to get a sense of each individual style. This will enable you to contextualize the film and determine whether it works as a continuation and/or disruption within the broad trends of the director's or writer's work.

Writing a film review often requires multiple viewings of the film. Plan to watch the film two or even three times. During the first viewing, surrender yourself to the cinematic experience; in other words, get lost in the narrative and enjoy the film without worrying about the argument you will eventually cultivate. During your second viewing, try distancing yourself from the plot and instead focus on interesting elements of the film that you can highlight in the review. You may separate these elements into two broad categories: 1) *formal techniques* such as cinematography, editing, mise-en-scene, lighting, diegetic and non-diegetic sound, genre, or narratology, and 2) *thematic content* that resonates with issues such as history, race, gender, sexuality, class, or the environment.

After watching the film a second time, take careful notes on the formal and thematic elements of the film. Then attempt to create a central idea for your review that brings together the film's formal and thematic elements. If your second viewing does not yield a strong central claim for the review or if you need to take more notes, you may have to watch the film or parts of the film a third time.

Writing the Film Review

Although there is not a set formula to follow when writing a film review, the genre does have certain common elements that most film reviews include.

1) Introduction

- In the opening of your review, provide some basic information about the film. You may include film's name, year, director, screenwriter, and major actors.
- Your introduction, which may be longer than one paragraph, should also begin to evaluate the film, and it should allude to the central concept of the review. A film review does not have to contain a thesis or main claim, but it should focus on a central analysis and assessment.

2) Plot Summary

- Remember that many readers of film reviews have not yet seen the film. While you want to provide some plot summary, keep this brief and avoid specific details that would spoil the viewing for others.

3) Description

- While the plot summary will give the reader a general sense of what the film is about, also include a more detailed description of your particular cinematic experience watching the film. This may include your personal impression of what the film looks, feels, and sounds like. In other words, what stands out in your mind when you think about this particular film?

4) Analysis

- In order to explain your impression of the film, consider how well the film utilizes formal techniques and thematic content. How do the film's formal techniques (such as cinematography, editing, mise-en-scène, lighting, diegetic and non-diegetic sound, genre, or narrative) affect the way the film looks, feels, and sounds to you? How does the thematic content (such as history, race, gender, sexuality, class, or the environment) affect your experience and interpretation? Also, do the formal techniques work to forward the thematic content?

5) Conclusion/Evaluation

- The closing of your film review should remind the reader of your general thoughts and impressions of the film. You may also implicitly or explicitly state whether or not you recommend the film. Make sure to remind the reader of why the film is or is not worth seeing.

Examples of Film Reviews

One of the best ways to learn how to write a film review is simply by reading good film reviews. You can find examples in most major newspapers and magazines. Check out the arts and entertainment sections of *The New York Times*, *The Washington Post*, *The Guardian*, *The New Yorker*, *The Atlantic*, or *Rolling Stone*.

Task 1. Read the film review. Does the writer answer all these questions?

Check and tick (✓)

1. What is the title of the film?
2. What genre is it?
3. What is it about?
4. Is it based on a book?
5. Where is the film set?
6. When is the film set?
7. Who stars in the film?
8. Who plays the main role(s)?
9. Who is your favourite character in the film? (Why?)
10. What kind of person would like this film?

- Film review
- The Theory of Everything
- Biographical drama, 2014
- The Theory of Everything is **about** the scientist Stephen Hawking. The film is **based on** a book,
- ‘Travelling to Infinity: My Life with Stephen’ by his wife, Jane Wilde Hawking. The film is **set in**
- England and starts in the early 1960s. It **tells the story of** Hawking’s relationship with Jane, the
- diagnosis of his motor neuron disease and his success as a physicist.

- **I love** the acting in this film. Eddie Redmayne **stars as** Hawking and Felicity Jones **plays the role**
- **of** Jane. My favourite character is Stephen Hawking because he is very clever and brave.
- **I think this is an ideal film for** people who like true stories. It is a bit sad at times but the story is
- very interesting and there is a lot of action. I give The Theory of Everything
- ★★★★★. Go and watch it soon!
- ★★★★★Fantastic!
- ★★★★★Really good!
- ★★★ OK
- ★★ Bad
- ★ Terrible!

Task 2. Follow the steps to write your own film review.

1. Think of a film you have watched.
2. Make notes for each of the questions in Activity 1.
3. Write your review using the your notes and the model text.

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THEME 14. A REPORT ON A SCHOOL TRIP ABROAD

Warm-up activity

Match the vocabulary with the correct definition and write a–j next to the numbers 1–10.

- | | |
|---|---|
| 1..... a reminder | a. the act of being friendly and welcoming to guests and visitors |
| 2..... to converse | b. to be better than expected |
| 3..... to contract someone | c. food, especially food prepared in a particular style of cooking |
| 4..... a counterpart | d. to give someone a job |
| 5..... reluctant | e. a person who is similar to somebody but who is in a different place or situation |
| 6..... to exceed (someone's) expectations | f. to have a conversation with someone |
| 7..... hesitation | g. unwilling to do something |
| 8..... hospitality | h. a written record of what you have done each day and your experiences |
| 9..... a journal | i. something that helps you remember a particular event or situation |
| 10..... cuisine | j. the act of pausing before doing something |

Task 1. Read the report on a school trip abroad

Report on Year 12's trip to Madrid

Introduction

This report describes Year 12's recent trip to Madrid and its aim is to assess the success of the trip in order to recommend it to future Year 12 students of Spanish Host families

All students agreed that the hospitality of the host families exceeded their expectations. Not only did they make our students feel welcome in their homes. But

they went out of their way to ensure that the British exchange students experienced the Spanish way of life, including the culture, language and cuisine. Many students commented that they showed exceptional kindness and generosity. However, some host- family homes were located great distances from the school and. as a result they had to leave extremely early in the morning to guarantee they got to school on time. I propose that on future exchanges host families are selected within a 5-mile radius of the school.

Cultural activities

The Spanish school staff ensured that our students got the most out of each visit by contracting tour guides who were entertaining and spoke Spanish at a comprehensible level for our students. Consequently the cultural activities were a resounding success. Not only were our students shown most of the city's main sights, they also had the opportunity to visit stunning nearby towns of historical interest such as El Escorial, Segovia and Toledo. Unfortunately, the Spanish exchange students had to attend school while their British counterparts were sightseeing. This was a shame as they would have welcomed the chance to spend more time with the host students. I would suggest that next time the Spanish students are invited to go on the day trips.

Language

The majority of our students made the most of the opportunity to practise their Spanish with their host family and exchange partner. In addition a few students made a real effort to converse with the tour guides during the day trips. However, some students were reluctant to speak Spanish with their exchange partners, who had to speak to them in English. On future exchanges I would recommend students complete a travel journal of their visit, as this would benefit their language development and provide a reminder of the trip.

Conclusion

On the whole, both Spanish and British students found the experience a positive one from a cultural and an educational point of view. Provided that opportunities to

use Spanish are extended on future trips, I have no hesitation in recommending this language exchange for students taking Spanish at our school.

Task 2. Check your understanding: gap fill Complete the notes with a point from the box.

- a. High standard and enjoyable.*
- b. Keep a written record of the trip in Spanish.*
- c. Some houses were far from the school.*
- d. Some students only spoke English.*
- e. The British students were well looked after.*
- f. Only involved British students.*
- g. Choose families that live nearer the school.*
- h. Allow Spanish students to accompany the British students.*
- i. Most students practised a lot of Spanish*

1. Host families

Positive _____

Negative _____

Recommendation _____

2. Cultural activities

Positive _____

Negative _____

Recommendation _____

3. Language

Positive _____

Negative _____

Recommendation _____

Task 3. Complete the sentences with the correct form of the word in brackets.

1. The quality of the hotel exceeded our _____. (expect)
2. The host families showed us incredible _____. (kind)
3. We really appreciated their _____ during the trip. (generous)
4. When people speak quickly I can't understand anything. It's totally _____.
(comprehend)
5. We were hoping to visit more places of great _____ interest.
(history)
6. I'm sure the trip will _____ their language development.
(beneficial)
7. Some students did not _____ much with their exchange partner.
(conversation)
8. He didn't finish his journal so it was _____ on his return.
(completion)
9. It was an interesting day out from an _____ point of view. (educate)
10. The trip was a success and I have no hesitation in _____ it to
future students.
(recommendation)

Task 4. Circle the option in the correct style to complete these sentences.

1. The hospitality of the host families was way better than we thought it was going to be! / exceeded our expectations.
2. Many students commented that the host families showed exceptional kindness. / were so amazingly sweet and kind.
3. The cultural activities were totally awesome. / a resounding success.
4. Unfortunately, / I was so sad that the Spanish exchange students could not go sightseeing with the British students.
5. Both Spanish and British students found the experience a positive one. / had the best time ever!

Task 5. Writing a report.

Think of a school trip that you have been on. Choose three aspects of the trip and consider their positive points, negative points and what changes you would recommend. Then write your report. Make sure you give the purpose of the report in the introduction and conclude by saying how successful you think the trip was overall.

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THEME 15. SURVEY REPORT

A survey report is normally a formal piece of writing based on research. It may be less formal depending who it is addressed to, e.g. a friend. A good survey report should consist of:

- an **introduction** in which you state the purpose and content of your report;
- a **main body** in which all information collected on the topic is presented in detail. You can use sub-headings, numbers or letters to separate each piece of information; and
- a **conclusion** in which you summarise all points mentioned before. Your recommendation or suggestion(s) can be included as well.

Points to consider

Before starting your report, consider who you are supposed to be, according to the topic, and who the report is addressed to. This will help you decide on the style of the report, *e.g. You work for a travel agency. Your boss has asked you to write a report...* This means you are an employee in a travel agency and that your report will be addressed to your boss; therefore it should be formal in style.

Decide on the main heading of the report, then carefully plan the information you will include in your report and divide it into sub-headings.

Present tenses should be used in survey reports to introduce generalisations. Use a variety of reporting verbs such as: *state, report, agree, claim, complain*, etc., to introduce reported speech.

- Use expressions such as: *one in five, seven out of ten, thirty per cent of the people questioned, the majority of those questioned, a large proportion of, a minority of*, etc. to report the results of the survey.

Facts may be supported by generalisations, *e.g. Fifty-five percent of young people go to the cinema at least twice a month, (fact) This indicates that the cinema is still quite a popular form of entertainment among young people, (generalisation)*

Useful Language for Survey Reports

To introduce: *The purpose/aim of this report, As requested, This survey was carried out*

To generalise: *In general, Generally, On the whole*

To introduce other people's opinions: *Many people consider. Some people argue/believe/claim*

To conclude/summarise: *In conclusion. All things considered. To sum up. All in all*

Task 1. Read the following report and write down the topic of each paragraph. Is the style formal or less formal? What questions do you think were asked in the survey?

To: James Lawton, Council Representatives

From: Jane Sigmund

Subject: Public satisfaction with local underground railway system

Purpose

The aim of this report is to analyse the results of a survey in which 500 residents were questioned about the local underground railway system and whether or not they were satisfied with it.

Convenience

Many people do not find the system convenient. This is illustrated by the fact that more than fifty per cent complained that stations are too far from their homes and that there are not enough trains. There were also complaints that the system can only be used to reach a few areas of the city, forcing many customers to use other means of public transport to complete their journeys.

Cost

Seventy per cent of those questioned had no complaints \ about the cost of the service. This shows that the majority of passengers consider the cost reasonable, and that a slight increase would be considered acceptable.

Comfort

A large number of people who participated in the survey stated that they felt the trains are insufficiently heated in cold weather. There were also comments on the hardness of the seats and that trains are not always as clean as they might be. This indicates that passengers are not entirely satisfied as far as comfort is concerned.

Recommendation

All points considered, some improvements evidently need to be made if passengers are to be satisfied with the service. Perhaps a slight increase in the fare would make it possible for the service to be improved in the areas mentioned in this report.

Task 2. Use the expressions below to complete the sentences about the results of the survey regarding young people's reading preferences.

<i>Minority</i>	<i>a small number,</i>	<i>a reasonable number,</i>	
<i>majority,</i>	<i>per cent,</i>	<i>by far the largest.</i>	<i>two in four</i>

1. Slightly more than..... of those surveyed prefer reading magazines.
2. A.....of young people surveyed read comics in their free time.
3. of young people choose to read non-fiction.
4. of those surveyed read fiction.
5. Only eightof the people surveyed prefer to read nonfiction.
6. The of the young people surveyed read magazines.
7. number of those surveyed read magazines.

Task 3. Your pen-friend has asked you to write a report about how young people in your country entertain themselves. Read the report and punctuate it. Is it formal or less formal? Into which sections can it be divided?

In my country young people have various options for entertaining themselves during the holidays and at weekends many young people relax with friends or might even go window-shopping on cold days they usually go to the cinema or stay at home watching TV sports are popular football and swimming for example are widely enjoyed as most districts have excellent facilities with reduced rates for students evenings out are often spent at a bar most young people enjoy playing a game of darts and chatting with their friends occasionally they visit a night club or disco attending a rock concert is another favourite outing some young people are also keen on the arts and take advantage of theatre and dance performances since there is a great variety of forms of entertainment to choose from it seems that everyone decides to enjoy themselves the way they find suits them the most.

Task 4. Write one of the topics below in the appropriate style using 120-180 words.

1. Your teacher has asked you to conduct a survey into the reasons why people decide to learn a foreign language. Write a report analysing the results of the survey.
2. You work for a fitness magazine which has recently conducted a survey into the popularity of various forms of exercise. Write a report analysing the results of the survey.
3. Your pen-friend has asked you to write a short report on the eating habits of young people in your country to include in his report for his school project. Write a report for your pen-friend.

THEME 16. CRITICAL REVIEW OF POPULAR SCIENCE ARTICLE

For this entry you will have to read 1 popular science article and write a critical review for the article. You can take professional articles from magazines in print (for example, English Teaching professional, Modern English Teacher) or on-line (e.g. www.teachingenglish.org.uk). In your review include the following points:

- Title, author, magazine, date of issue or URL and date accessed
- Brief summary of the article
- Critical comments on the article

Criteria for critical review on professional and science articles:

Ability to give a brief summary of the article;

Ability to detect author's point of view/attitude towards the subject of the article (with evidence from the text);

Ability to give own opinion about the article with reasons (What have you learnt from the text? (do you agree/disagree with the writer? Was the article interesting/useful for you?))

Topic sentence

To ensure unity in a paragraph, it is necessary to group sentences around a main idea. This means that it is necessary to begin by finding a theme or Topic Sentence which sums up the main idea of the whole paragraphs. The best position for this sentence is normally at the beginning of the paragraph, but it need not always be there. Sometimes there is no topic sentence, but only a topic or main idea around which the paragraph is written. However, it is preferable when writing an article to place the Topic Sentence at the beginning to help the reader to quickly comprehend the topic of the whole paragraph and minimize the likelihood of losing the theme altogether.

Task 1.

In the following paragraphs, only the supporting ideas are given. The paragraphs are followed by three possible topic sentences. Circle the letter of the sentence that would best introduce the paragraph.

1. _____

Today, it is a science fact that technology has advanced to the point where anything is possible. Used as a means of increasing productivity, many factories are switching to automation-R2D2 does not require holidays, a bigger office, sick pay, a pension, and most importantly he does not go strike.

- a. Star Wars is alive and well and living in our factories.
- b. At one time, robots were only found in science fiction books and films.
- c. Robots, once a fantasy and every housewife's dream, have become a part of our lives.

2. _____

Although initially building a subterranean home is more expensive than a conventional home, in the long run it can save the owner a great deal of money in heating and air-conditioning costs. These homes require much less energy, as the temperature of soil is relatively stable and concrete walls store the sun's heat, but keep the warm at night.

- a. Underground homes are not a new idea.
- b. Underground homes are increasing in popularity.
- c. Underground homes can be cost effective and energy efficient.

3. _____

Two million microscopic bugs live in our beds, making a meal of our bed linen and anything else they find on the sheets. Our wardrobes support a breed of mouth that not only eats through our clothes, but disguises itself by weaving a 'coat' from whatever it is eating at the time. This system breaks down when it moves from one garment to another, but is still extremely successful. Our eyelashes support a whole ecosystem, and these three are just the tip of the iceberg!

- a. If you think you are clean, think again.
- b. Most of the time we only worry about the insects we can see.
- c. Wherever we sit, stand, sleep or walk, we are engulfed by invisible to the naked eye mites.

4. _____

We set so many stores by it, and rush around to be in different places at the precise time we are mean to be there. Deprive people of a watch or clock, and most of them have no conception of

what the time rally is. It is manmade and man imposed. People used to go to bed when the sun set, and rise when the sun came up. In antiquity, man had no timepieces but worked with the seasons-the flooding of the Nile meant irrigation of crops and therefore the populace could be fed. The rural Egyptian did not care if this happened at eight o'clock in the morning or four in the afternoon; of paramount importance was the season.

- a. Have you ever wondered about time?
- b. Is time two or three-dimensional?
- c. Whether it is a Rolex or a Timex, is it really significant?

5. _____

We all want pearly white, even, straight teeth, but all eat the wrong foods and drink liquids full of sugar. How many people do you know who have actually wanted to become dentists? Yet they are everywhere and we all at some point in our lives need them, however long we put off that visit. It is usually when the pain becomes so bad that we finally venture into their surgery, quivering at the knees and shaking like a jelly. Have you ever noticed too, how that pain miraculously disappears once are there?

- a. How many people are suffering from mercury or lead poisoning from all those fillings?
- b. They are a necessary evil but nine of ten people are frightened to death of them.
- c. Don't you just dread the sound of that drill?

When you have checked your answers, write a title for each of the paragraphs.

Task 2. Planning an article.

It can now be seen that in order to write a good article you need first to find the theme or topic sentence which summarizes what you are going to write about, and then make a plan. This strategy will enable you to write quickly and clearly, help you think of a little more easily and your work will have cohesion.

Imagine you have been asked to write the following article:

Have you studied abroad?

Have you spent time studying in another country? We invite you, our readers, to submit an article on your experiences in that country, to be included in our forthcoming series on living and studying abroad. Share your experiences with us. Tell us what you studied and about any difficulties you faced while you were there. Have you changed as a result of this?

Write your **article** (250 words)

First think about:

- **Where** is the article going to appear? (In a magazine.)
- **Who** are the intended readers? (Probably a fairly wide age group.)
- **What** is the aim of the article? (to talk about your experiences, good, and bad, while studying abroad.)

Then you need to decide:

- **Which** country have you studied in?
- **How** long were you there for?
- **What** did you study?
- **What** problems did you have while you were there?
- **How** have you changed?

Brainstorm your ideas and make notes of what you are going to include. **Wish you good luck in your writing!**

THEME 17. OPINION ESSAYS

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

A successful opinion essay should have:

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

Points to consider

First decide whether you agree or disagree with the subject of the topic and make a list of your points and reasons

Write well-developed paragraphs consisting of more than one sentence.

Begin each paragraph with a topic sentence which summarises what the paragraph is about.

- Linking words should be used throughout *your* composition.

Use the techniques shown on p 66 to begin and end your essay.

Useful Language

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

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

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

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

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

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

Task . Look at the exam question and essay and do the exercises to improve your writing skills.

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | |
|--|---|
| 1..... a portion | a. an extra charge added by the government to the price of some goods and services |
| 2..... to outweigh something | b. a special, enjoyable thing or experience, often given as a gift to somebody or to yourself |
| 3..... a tax | c. harmful or dangerous |
| 4..... detrimental | d. the amount of food served to one person |
| 5..... a treat | e. extreme and unpleasant |
| 6..... drastic | f. to look for something or someone, often requiring effort |
| 7..... to victimise somebody | g. to be a more important factor in an evaluation or decision (than some other factor) |
| 8..... to seek out something intentionally | h. to treat someone in an unfair way |

Exam question

In some countries an increasing number of people are suffering from health problems as a result of eating too much fast food. It is therefore necessary for governments to impose a higher tax on this kind of food.

To what extent do you agree or disagree with this opinion?

Nowadays more and more people are affected by health issues such as diabetes and heart disease which are linked to overconsumption of cheap mass-produced food. Some people believe the only solution is to make fast food less affordable by taxing it highly. Despite the severity of the problem, I think this is quite wrong. Increasing the tax on fast food would unfairly penalise people and may not necessarily bring about the desired health benefits.

First, fast food is about more than just nutrition. Many teenagers spend money on fast food not because they need to eat out but because this is how they socialize. Fast-food restaurants provide a safe, convenient place for young people to meet friends. For another group, low-income families, fast food can provide an inexpensive treat for their children. Denying people a small pleasure in life could affect their social lives or happiness.

Another important point is that if the reason for taxing fast food is to reduce obesity, it may be ineffective. It is true that fast food is high in sugar, salt and fat, all of which cause weight gain and are detrimental to our health. However, we also know that there are other factors which contribute to the risk of obesity, such as lack of exercise and inappropriate portion size.

While home-cooked food is generally healthy, this is not always the case. I personally know a family that used to eat high-fat, home-cooked food in enormous portions. They all suffered from health problems due to obesity.

On the other hand, I do understand the point of view of those who say drastic action is needed. If fast food were taxed and became expensive, people would be forced to seek out healthier options. In addition, food producers would have an incentive to provide healthier foods. However, there is likely to be resistance from consumers and producers who want to have a wider choice.

To **conclude**, although imposing a higher tax on fast food could have some positive effects, these would be outweighed by the drawbacks. For one thing, some sectors of society would feel victimised and there is also the fact that simply raising tax would not result in a much healthier society. What we really need is greater awareness of diet and cheaper healthy food.

Task 2. Check your understanding: matching

Match the essay paragraphs with their content and write a–e next to the numbers 1–5.

- | | |
|--------------------|--|
| 1..... Paragraph 1 | a. Restate your opinion on the issue and the reasons for it. |
| 2..... Paragraph 2 | b. Give a reason for your opinion and explain it. |
| 3..... Paragraph 3 | c. Give another reason for your opinion and explain it. |
| 4..... Paragraph 4 | d. Briefly introduce the issue and why it's important, and state your opinion. |
| 5..... Paragraph 5 | e. Consider the opposite viewpoint and highlight a problem with it. |

Task 3. Check your vocabulary: gap fill

Complete the sentences with a collocating word from the box.

Severity

crisis

detrimental

deny

Penalise

urgent

size

treats

1. It is hard to _____ that the problem is getting worse.
2. Giving children little _____ like sweets and chocolate is actually

bad for their teeth.

3. There is an _____ need for more beds at the local hospital.

4. It isn't fair to _____ people who have a lower income.

5. Smoking is very _____ to health.

6. Shared plates of food make it hard to control portion _____.

7. The obesity _____ is linked to the increase in processed food.

8. The _____ of the situation has meant that the government is now taking action.

Task 4. Circle the correct linker for these sentences. Both may be possible, or neither may be correct.

1. Some people think it is bad to eat carbohydrates. _____, most dieticians believe they are part of a healthy diet.

a. However

b. Nevertheless

c. Both of the above

d. Neither of the above

2. _____ what many people think, the USA does not have the most obese population.

a. Despite

b. Although

c. Both of the above

d. Neither of the above

3. _____ I can see their point, I still believe that they are wrong.

a. Although

b. Even though

c. Both of the above

- d. Neither of the above
4. Vegetables are a good source of dietary fibre. _____, they contain many nutrients and vitamins.
- a. On the other hand
 - b. In addition
 - c. Both of the above
 - d. Neither of the above
5. _____ fast food is bad for us, many people enjoy it.
- a. Despite
 - b. Despite the fact that
 - c. Both of the above
 - d. Neither of the above
6. _____ the economic crisis, the employment rate is falling.
- a. In spite of
 - b. Despite
 - c. Both of the above
 - d. Neither of the above
7. _____ there is a lot of traffic in city centres, pollution is a problem.
- a. Since
 - b. Because of
 - c. Both of the above
 - d. Neither of the above
8. Young people are thought to be lazy. _____ most young people I know are extremely hard-working.
- a. Another important point is that
 - b. On the contrary,
 - c. Both of the above
 - d. Neither of the above

Task 5. Complete the sentence with the correct form of the word in brackets.

1. Restricting pollution is now a matter of some _____. (urgent)
2. The president was accused of lying, but she issued a _____ this morning. (deny)
3. _____ water shortages have led, in turn, to food shortages. (severity)
4. Students sometimes have to work to pay for their education, to the _____ of their studies. (detrimental)
5. Recycling more waste would be _____ for everyone. (benefit)
6. There should be stiff _____ for criminals who reoffend. (penalise)
7. In many countries sport is compulsory at school, but art and music are _____. (option)
8. In my view, the most _____ solution would be for citizens to vote online. (effect)

Task 6. Write an opinion essay on one of the questions below.

- In some countries an increasing number of people are suffering from health problems as a result of eating too much fast food. It is therefore necessary for governments to impose a higher tax on this kind of food. To what extent do you agree or disagree with this opinion?
- Many children consume drinks containing high levels of sugar, which can adversely affect their health. For this reason, some have recommended that sugary drinks should be banned in schools. To what extent do you agree or disagree with this opinion?
- Producing meat takes up large amounts of land, water and other resources. Some people are promoting vegetarian diets as better for people and the planet. To what extent do you agree or disagree with this opinion?
-

THEME 18. FOR AND AGAINST ESSAY

One type of argumentative essay is that which gives advantages and disadvantages is For and against essay. It is a formal piece of writing in which a topic is considered from opposing points of view.

A good essay of this type should consist of:

- **an introductory paragraph** in which you state the topic. This means that you talk generally about the topic without giving your opinion;
- **a main body** in which the points for and the points against, along with your justification, appear in two separate paragraphs; and
- **a closing paragraph** in which you give either your opinion or a balanced consideration of the topic.

Note: In this type of essay writing, you must **not** include opinion words (I believe, I think, etc.) in the introduction or the main body. Opinion words can **only** be used in the final paragraph, where you may state your opinion on the topic.

Points to consider

Make a list of the points for and against a topic before you start writing.

Write well-developed paragraphs in which the points you present are supported with justification, (i.e. reasons or examples). Make sure each paragraph has more than one sentence, e.g. *One advantage of using a word processor is that it saves time. It is much quicker to make corrections on one than it is to do them by hand.*

Do not use informal style (e.g. short forms, colloquial language, etc.) or strong language (e.g. *I firmly believe*, etc.)

Try to include a quotation relevant to the topic you are writing about. For example, if you are writing an essay on space exploration, a quotation you may include is: *"One small step for a man, one giant leap for mankind."* (Neil Armstrong)

Begin each paragraph with a topic sentence which summarises what the paragraph is about.

Techniques for beginnings and endings

The first paragraph may:

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

The last paragraph may:

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

Linking Words/Phrases

To introduce points: one major advantage/disadvantage of, a further advantage, one point of view in favour of/against **To list points:** in the first place, first of all, to start with, secondly, thirdly, finally, last but not least

To add more points to the same topic: what is more, furthermore, also, in addition to this/that, besides, apart from this/that, not to mention the fact that **To make contrasting points:** on the other hand, however, in spite of, while, nevertheless, despite, even though, although, it can be argued that

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

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

Task 1. Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | |
|--|---|
| 1..... a snippet | a. to take part in or do something |
| 2..... to engage in something | b. the world |
| 3..... the globe | c. long-distance |
| 4..... to empathise with somebody
clean and shiny | d. to rub something to make it |
| 5..... to polish something | e. to understand how someone feels |
| 6..... to embellish something
something to happen | f. to make it more difficult for |
| 7..... long-haul | g. a small piece of information or conversation |
| 8..... to impede something
adding decoration | h. to make something more attractive by |

Task 2. Read the essay and Discuss these questions.

- ❖ *Do you prefer online or face-to-face communication? Why?*
- ❖ *Which type of communication do you think is more important in today's world? write the features of communication in the correct group.*

Online communication is preferable to face-to-face communication. Discuss.

In today's world we find ourselves communicating more and more through online channels such as messaging, social media and video calls, often at the

expense of face-to-face dialogue. There are certain situations where online communication is unavoidable but others where we opt for virtual over real-life conversation. Which begs the question: is online communication preferable in today's world?

To begin with, I'd like to outline the advantages of online communication. One of the main arguments in its favour is that it opens up the possibility of communicating with people in different places around the globe. This has considerable benefits in the workplace as meetings can take place via videoconferencing between Stockholm, San Francisco and Shanghai without the need for time-consuming, exhausting, long-haul business trips. Furthermore, it provides opportunities for long-distance families and friends to keep in touch on a daily basis. Another point is that written online communication gives us the option of responding either immediately or at a time that suits us as well as allowing us to edit and polish our message.

On the other hand, there are several significant drawbacks to over-reliance on online communication. Some experts are concerned that a lack of face-to-face interaction impedes the development of vital social skills such as empathising and reacting to situations in real time. Also, the very nature of conversation is different in the virtual world. If short snippets of dialogue embellished with emoticons replace longer stretches of direct conversation with emotions expressed on real faces, we're running the risk of losing the art of real conversation.

On balance, I believe that online communication brings an overall advantage in today's fast-paced, global society. However, we should take care of not to overlook the benefits of engaging in face-to-face dialogue.

Check your understanding: grouping

Write the features of communication in the correct group, according to the text.

- a. edited messages b. close proximity required c. immediate response
- d. develops social skills such as empathy e. facial expressions
- f. emoticons g. possible delayed response h. talk to people far away

online communication	<i>face-to-face communication</i>

Task 3.

2. Check your understanding: reordering. Put these words in the correct order by writing a number in the brackets.

- we find ourselves () through online channels. () communicating more and more () In today's world, ()
- begs the question: () online communication () Which () is () preferable () in today's world? ()
- main arguments () opens up the possibility () is () in favour () One of the () that it () of long-distance communication. ()
- written online communication () gives us () either immediately or later. () the option of responding () is that () Another point ()
- the development of () face-to-face interaction () impedes () in () that a lack of () Some experts () vital social skills. () are concerned ()
- real conversation. () losing. () we're () running the risk of () the art of () So, ()

7. I believe that (___) there are (___) On balance, (___) online communication. (___) several advantages to (___)

8. face-to-face dialogue. (___) However, (___) we should (___) the benefits of (___) to overlook (___) take care (___) not (___)

**Task 4. Complete the second sentence so it has the same meaning as the first.
Write only one word in each gap.**

1. Online communication is sometimes impossible to avoid. Online communication is sometimes _____.

2. Sometimes we opt for conversation in the real world.
Sometimes we opt to _____ in the real world.

3. Do people prefer online communication?
Is online communication _____?

4. Online communication is hugely beneficial in the workplace.
Online communication has huge _____ in the workplace.

5. We can respond immediately.
It gives us the option of an immediate _____.

6. There are drawbacks if we over-rely on online communication.
An _____ on online communication can cause drawbacks.

7. We don't develop social skills which allow us to empathise with others.
We don't develop social skills such as _____ for others.

8. We embellish short snippets of dialogue with emoticons.
Short snippets of dialogue are _____ with emoticons.

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