

III-SEMESTER:

LESSON 1. GENERAL INFORMATION ABOUT THE COURSE.

Dear students, we are very glad to congratulate you with a new academic year. Now you are holding a new course of «Practical course of reading and writing» which was created specially for the second year students.

The course uses a communicative approach to help you read and write in English which is used every day in the world.

The course consists of two directions:

1) Reading skills

2) Writing skills.

Which are divided into 19 units full of interesting activities, games, reading and writing tasks.

The topics of texts and dialogues emphasize international, cross-cultural and our national values and notions.

Lessons of the course may include the following sections:

Reading Section:

It can help you to develop your comprehension skills.

Writing Section:

It provides opportunity to share ideas, build conversations and dialogues, prepare speeches etc.

Vocabulary. Enjoy with a good process of enlarging your own vocabulary.

Grammar. Without dull and complicated explanations you can use tables and then practice them doing various exercises.

Activities Section:

Pair-work. You and your partner can talk, write, and read during the lesson.

Group-work. Here you have a possibility to gather 3-5 of your groupmates to discuss different topics, even negotiate.

Role play. Especially for you we have some challenging activities. Are you dreaming to be an actor/ actress? Here are a lot of chances to show your acting.

Discussion. Are you ready to solve the most important problems, which are still bothering minds of a mankind? We are very happy to interest you in this issue.

Home work. This section suggests you different activities for improving your academic skills independently.

We hope this course will lighten up the learning process and heighten the joy of learning English.

Lesson 2. Reading topic: Menus and recipes.

Getting started

- 1 What are these people doing?
- 2 What restaurants do you like going to?
- 3 How do you choose which restaurant to go to?
- 4 What do you read when you are in a restaurant?



A Deciding where to eat

1 You are in San Francisco. You look at some restaurant reviews online. Before you read, match the place to the type of food it serves.

- | | |
|---------------|--------------------|
| 1 Diner | a East/South Asian |
| 2 Curry house | b American |
| 3 Noodle bar | c Italian |
| 4 Pizzeria | d Indian |

2 Read the website *very quickly* then check your answers to Exercise A1.

your online guide to
San Francisco

Places to stay Places to eat Things to do Events

Places to eat

| | | | |
|---|---|---|---|
| Taj Mahal Curry House **** (57 reviews) Food: Indian Price: \$\$ Good for: romantic dinners, business lunches Special offer: 2 course set menu for \$30 <i>'Delicious Indian food at reasonable prices...'</i> |  | San Fran Diner *** (23 reviews) Food: American Price: \$ Good for: families, large groups, parties, budget meals, local cuisine Special offer: 10% off check for groups of 10 or more <i>'Yummy burgers but terrible service...'</i> |  |
| Golden Gate Noodle Bar ** (20 reviews) Food: East/South Asian Price: \$\$ Good for: large groups, parties, families Special offer: Two course set lunch menu \$40 <i>'Disgusting starters and disappointing main courses...'</i> |  | Bella Vista Pizzeria ***** (97 reviews) Food: Italian Price: \$\$\$ Good for: special occasions, romantic meals Special offer: 25% off check Tuesday to Thursday <i>'A great restaurant with excellent food...'</i> |  |

Key:
Rating: Five star rating system from * (the worst) to ***** (the best).
Price: \$ = Cheap \$\$ = Moderate \$\$\$ = Expensive

3 Read the reviews again and suggest a restaurant or restaurants to these people.

1 I want to go to the place with the highest star rating.

Bella Vista Pizzeria

2 We don't have much money and are travelling on a very small budget.

.....

3 I'm eating out with my kids.

...../.....

4 I'm planning a romantic meal with my wife.

...../.....

5 I love pizza – Italian food is my favourite!

.....

6 I always like to taste the local food of the place I'm staying. Here in San Francisco, that means I'm looking for a great burger!

.....

4 Write the adjectives under the correct heading.

delicious yummy terrible disgusting disappointing excellent

| | | | |
|------|--|--|--|
| Good | | | |
| Bad | | | |

B Reading the menu

1 Complete the food labels.

1



b...r.....

2



...e...t....e

3



f.....s

4



t..m....o

5



...t.....k

6



i...e...r.....m

7



ch.....s...

8



g...r...ic

- 2 Read the menu *very quickly*. Which restaurant does it belong to? Complete the menu with the restaurant's name.

THE



MENU

| Appetizers | |
|---|------------------------|
| Shrimp cocktail <i>Boiled shrimps served with a delicious homemade cocktail sauce</i> | \$7.95 |
| Chicken wings <i>Deep-fried chicken wings served with a sweet & sour sauce</i> | \$6.95 |
| Potato skins <i>Deep-fried potato skins served with a spicy mayonnaise dip</i> | \$5.95 |
| Mains | |
| San Fran House Special: Steak sandwich <i>Grilled 9oz steak served with mayonnaise, lettuce, onions & fries</i> | \$9.95 |
| Chef's Original Burger <i>The classic burger served in a bun with tomatoes & onions with cheese</i> | \$7.95 |
| Tuna salad <i>Freshly made salad with tuna, lettuce, cucumber, olives & egg</i> | \$8.95 |
| San Jose omelette <i>A classic American omelette with mushrooms, bell peppers & cheese</i> | \$8.95 |
| Sides | |
| Basket of fries | \$2.95 |
| Bowl of onion rings | \$3.95 |
| Garlic bread | \$2.95 |
| Desserts | |
| 3-scoop ice cream sundae | \$3.95 |
| Lemon meringue pie | \$4.95 |
| Pineapple cheesecake | \$5.95 |
| Soft drinks | |
| Cola and lemonade (free refills!) | \$1.95 |
| Fresh orange juice | Reg \$2.75 Lge: \$3.75 |
| Coffee (free refills!) | \$1.95 |

Service not included! (For groups of 10 or more, a discretionary 15% tip will be added to your check).

- 3 Are the sentences true or false? Correct any that are false.

- 1 Chicken wings are served with a spicy mayonnaise dip.
False. They are served with a sweet and sour sauce.
 - 2 A Chef's Original Burger with cheese costs \$9.95
-

3 You can also order fries, garlic bread or salad.

4 You can have free refills of cola, lemonade and coffee.

5 Fresh orange juice comes in three sizes: small, regular or large.

6 Service is not included for a group of six people.

Language note: American English and British English

Did you notice the American words used in the menu?

| American | British |
|------------|----------|
| appetizers | starters |
| shrimp | prawn |
| fries | chips |
| check | bill |

4 Your friends are late and ask you to order for them. Complete the sentences.

- 1 Jane is vegetarian. I'll order her the *potato skins* for appetizer and the for main.
- 2 Lee loves fish. I'll order him the for appetizer and the for main.
- 3 Kim likes meat, especially steak so I'll order her the for appetizer and the for main.
- 4 And as for me, well let's see, I'll have the for appetizer and the for main.

5 Match the beginnings to the ends of the sentences.

- | | |
|------------------------------|-----------------------------------|
| 1 Boiled food is cooked ... | a in oil in a frying pan. |
| 2 Fried food is cooked ... | b in lots of water in a saucepan. |
| 3 Baked food is cooked ... | c under a grill or on a barbecue. |
| 4 Grilled food is cooked ... | d in an oven. |

My review

I can read reviews to find a good restaurant.

I can choose what to eat from a menu.

I can understand words for different foods and different ways of cooking.

Lesson 3. Prescription and notes.

Note making.

The figures are staggering. We are emitting four times as much carbon today than we were just ten years ago – despite the Kyoto agreement. In the early 19th century, levels of carbon dioxide in the atmosphere were 280 parts per million. Today they are 380 parts per million. It may not mean much to you, but let's look at the consequences ...

First, as ice in Greenland and Antarctica melts – and it is melting far faster than anyone had predicted, by the way – as the ice melts, sea levels will rise, possibly by as much as six metres. Flooding will affect millions of people living in coastal areas all around the planet. Huge populations, entire cities, will have to move to higher ground. Second, heat waves will become more common, with tens of thousands of people dying from heat, and from the wild fires that will sweep across the planet in the dry conditions. In the rising temperatures, severe droughts will mean crops fail, so millions more will starve to death. We don't have to look far into the future to see this. Just a few years from now, a recent study estimates that as many as 300,000 people a year will die directly as a result of global warming ... and that's not counting the impact on animals, birds and fish.

So, what can we do? In all this despair, is there any hope? Well, if we take action individually, we can collectively make a huge difference. There are plenty of things we all can do to fight global warming. First, recycling. Recycle everything you can and buy recycled goods. Second, think about your food. Buy fresh food, not frozen food. It costs ten times more energy to produce frozen food. And buy locally grown produce, too. Did you know the average meal in the US has travelled 1,200 miles to get on your plate? Third,

save energy. You can save up to 30 percent of the energy you use by doing simple things like turning off the light if you are not in the room, and using long-life light bulbs, which are 60 percent more efficient than normal light bulbs. Use the air-conditioning less, wash your clothes at a lower temperature if possible, don't use a dishwasher, turn off electronic appliances when you are not using them ... So, we can all save energy very easily. And fourth, transport. Don't take a car – use public transport, or even better, walk or cycle. If you have to use a car, do so as part of a car pool and take others. Even just checking the tyres are inflated correctly will make a three-percent saving in efficiency.

Yes, there are many things you can do. And there are many things governments can do too. Did you know there are over 200 separate environmental agreements? Sounds impressive, doesn't it? Until you realize all of them are hard to enforce and poorly coordinated. Each government needs to pass effective laws to force individuals and industry to take responsibility for climate change.

The fact is, we must do something. We are in the middle of a fight for the very survival of the planet here. Some people say it is too late already and that the planet is doomed to die ... We are not at that point yet, but it's not far away. Now, let's look at ...

Compare the notes made by two students.

Jorge's notes

Consequences

1. Ice fields melting (Greenland / Antarctica)
 - sea level (1m?) >> Flooding - millions move to higher ground
2. Heat wave - deaths (+ wild fires)
 - crops fail >> millions starve
 - 300,000 a yr soon die

Cynthia's notes



Consequences

Ice in Greenland and Antarctica is melting faster than anyone had predicted. Sea levels will rise - up to six metres. Flooding will affect millions of people living on coast. Will have to move. Heat waves more common, people dying from heat / wild fires (caused by dry conditions). Severe droughts - crops fail - starvation. Just a few years / recent study up to 300,000 people a year will die (not counting impact on animals, birds and fish).

2 Whose notes do you think are better? Why?

.....

.....

.....

.....

.....

Write notes under each heading.

What we can do

- 1 Recycling
- 2 Food
- 3 Save energy
- 4 Transport

Did you know ...

Studies show that most students note only 20-40% of the important information of a lecture.

Learning tip

Deciding what is and is not important is a useful listening skill. Look at the audioscript on pages 97-98 and cross out any words that are not important. Then compare with the notes you made in Exercise 3. How accurate were your notes?

Lesson 4. Reading topic: E-mails and messages

Getting started

- 1 What do you think this person is doing?
- 2 How do you usually make plans – by email, phone, text, or just by talking?
- 3 Where do you record your plans?



A Reading texts to plan a social activity

1 You are going to read some text messages. Before you read, match the text abbreviations with the words.

- | | |
|--------|---------------------------|
| 1 r | a you are / you're / your |
| 2 cu | b tomorrow |
| 3 ur | c see you |
| 4 4wd | d today |
| 5 2day | e forward |
| 6 2mro | f are |

Language note: text-speak smileys

We often use these smileys to show how we are feeling in our text messages:

:) OR 😊 = I'm happy

:(OR 😞 = I'm sad

:) or 😜 = I'm joking

:-@ or 😡 = I'm angry

:-? or 😕 = I'm confused

Reading tip: reading numerals in text messages

Numerals can have more than one meaning in text messages, for example '2' can mean 'two', 'to' or 'too'. '4' can mean 'four' or 'for'. They can also form parts of words, for example '4wd' means 'forward' and 'l8' means 'late'.

Ru going 2 the party today? I want 2 go 2!

OK! I will 4wd the invitation 2 u l8r!

2

Read the text messages between Leila and Sophia. Answer the questions.

Hi Sophia, r u free 2day
4 coffee and chat? 😊 L x

Sorry Leila, busy 2day. 😞
What abt 2mro?

Morning is ok. Where do u
want 2 meet?

Come to my hse? 2 tired
2 go out! 😊
Also, got to be home
4 a delivery in the morning.

No probs, what time
gd 4 u?

10.30? Can I c ur holiday pix?
Planning 2 go 2 Greece and
want 2 c what it's like! S x

Sure! Look 4wd 2 seeing
u! L x

1 Why does Leila text Sophia?
To suggest meeting today for a coffee and a chat.

2 When do they plan to meet?

.....

3 Where do they plan to meet?

.....

4 Why must Sophia be at home tomorrow morning?

.....

5 What does Sophia ask to see and why?

.....

3

Read the text messages. What do they say?

1 r u free 2day 4 coffee? = *Are you free today for a coffee?*

2 Sorry, busy 2day. = Sorry, I busy

3 What abt 2mro? = What

4 What time gd 4 u? = What time is for

5 Can I c ur holiday pix? = Can I holiday

6 Look 4wd 2 seeing u! = I'll look to seeing

B Reading a group email

1 Read the group email *very quickly* then choose the best subject for the group email. Start with the earliest email (at the bottom).

- your birthday party!
- Saturday night...
- Holiday plans!

To: Sophia, Mei
Subject:

Yes, I can do the first week of September. We're going to have such a good time!
XX

From: Mei
To: Sophia; Erika
Sent: 3 June 14:12
Subject:

Oh, Greece is a great idea! I'm going to visit friends in Denmark in July, but the first week of September is good for me. Erika – can you do September? Let's get together next week to plan it.

Soooooo excited!

Love
Mei x

From: Sophia
To: Erika; Mei
Sent: 3 June 11:18
Subject:

I am definitely still interested in going away together! How about Greece? I was looking at my friend's photos today and it looks great. I can't do August because I'm going to Rome, but I might be free at the start of September.

Mei, what are your plans?

S x

From: Erika
To: Sophia; Mei
Sent: 3 June 11:13
Subject:

Hi girls!

Right, we need to start planning our summer or all the holidays will be booked up ... are you both still up for going away together somewhere? July is no good for me because I'm working but I can do August? How about you two?

Is August good for you? And where are we going to go? We talked about somewhere hot and sunny, didn't we? But where?!

Erika xx

2 Read the emails again. Are the sentences true or false? Correct any that are false.

- 1 Erika, Sophia and Mei are going to go to Greece for their holidays this year.
True.

2 Erika is not free to go in August.

.....

3 Mei suggests that they go to Greece.

.....

4 Sophia is not free to go on holiday in August because she's going to Rome.

.....

5 Mei thinks it's a bad idea to go to Greece.

.....

Language note: informal emails

The language of informal emails is often closer to spoken English than written English, for example:

Sooooooooo excited = I'm so excited

How about Greece? = What do you think about Greece?

How about you two? = What do you two think?

3 Complete the table with phrases from the emails for making plans.

1 To ask if somebody is free

a *is August good for you?*

b

2 To say that you are free

a

b

3 To say that you aren't free

a

b *I can't do August.*

4 You can use the present continuous OR 'going to' to talk about future plans. Complete the sentences showing both ways of writing these forms.

1 *I'm having / going to have* (have) dinner with my brother tonight.

2 I (visit) Rome next week.

3 We (stay) with friends in France over Christmas.

4 He (go) to Greece this September.

5 My friends (meet) me in town.

My review

I can understand text abbreviations.

I can follow a group conversation by email.

I can understand useful phrases to make plans.

Lesson 5. Time tables and information boards.

Lesson 6. Dairies.

Diary

A **diary** is a record (originally in handwritten format) with discrete entries arranged by [date](#) reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comments on current events outside the writer's direct experience. Someone who keeps a diary is known as a [diarist](#). Diaries undertaken for institutional purposes play a role in many aspects of human civilization, including government records (e.g. [Hansard](#)), business [ledgers](#) and military [records](#). In British English, the word may also denote [a preprinted journal format](#).

Today the term is generally employed for personal diaries, normally intended to remain private or to have a limited circulation amongst friends or relatives. The word "journal" may be sometimes used for "diary," but generally a diary has (or intends to have) daily entries, whereas journal-writing can be less frequent.

Although a diary may provide information for a [memoir](#), [autobiography](#) or [biography](#), it is generally written not with the intention of being published as it stands, but for the author's own use. In recent years, however, there is internal evidence in some diaries (e.g. those of [Ned Rorem](#), [Alan Clark](#), [Tony Benn](#) or [Simon Gray](#)) that they are written with eventual publication in mind, with the intention of self-vindication (pre- or posthumous) or simply for profit.

By extension the term **diary** is also used to mean a printed publication of a written diary; and may also refer to other terms of journal including electronic formats (e.g. [blogs](#)).

Sample Travel Diary

July 11, 2012 – London, England

What a busy day!

To start off, I could barely sleep last night because of the hard bed we slept on (can't say I don't miss my own bed from home!) and because of my excitement at touring London for the first time! I've always wanted to visit London, and I'm finally here! After Jim and I got ready in our tiny room, we went downstairs for our complimentary breakfast. The tea and pastries were delicious, and they made amazing pancakes! We asked the concierge about some hot spots she recommended, and with our list and map in hand, we were off!

Since our hotel is in a great central spot, we were able to walk to a lot of places. First, we wanted to see about getting tickets to a show for the evening, since London theatre is top notch. Then we wanted to make our way to Buckingham Palace. What an experience! We wanted to try out London's public transportation, and after having a hard time figuring out which way to go and which stop to take, we finally asked some locals, who were very friendly and helpful. The tube wasn't very crowded, which was nice, and it wasn't a very far ride, which was double nice! Once we got off the tube, it was a bit of a walk to the actual palace, but since it was such a nice day (only a little London drizzle), we didn't mind. Plus, the Palace grounds are absolutely gorgeous!! I

think I found my new dream home. :) The gardens themselves are exquisite. We got to see the changing of the guards, which is one of the things I've always wanted to do, took lots and lots of pictures, and sent our regards to the queen!

Once our Buckingham Palace experience was over, we were already getting hungry for lunch. So a guide at the Palace recommended a pub nearby that was within walking distance. Jim was especially excited about going to an authentic British pub; I was mostly really hungry and tired! The pub, which was called The Frog and the Toad, was adorable, and the food and drink hit the spot! We asked how to get to the famous London Eye, and the bartender recommended taking a taxi, since that can be fun too! It was! Especially because they drive on the other side of the road. When we got to the Eye, we knew we'd have to wait in line, but we didn't think it would be two hours! Oh well...we really wanted the experience, and it was a great way to see all of London without having to walk so much. :) There were other Americans in our little pod, too! They were from Texas and were just as excited as we were about the London experience.

After the Eye, we wanted to make sure to find a double-decker bus so we could see even more of the sights. Some highlights that we saw were Big Ben, the River Thames, and the Parliament building. Such history!!! Jim got his picture taken with everything! Our tour guide recommended a "charming little tea house" where we could experience afternoon tea. It was great to be able to sit in one place for a while and enjoy a bit of class. We felt quite elegant drinking our tea and eating our scones!

We decided to head back to our hotel after tea for a much needed rest and to get ready for dinner and the show. Then, back out we went to a lovely bistro that our concierge recommended. It was delicious and romantic! We enjoyed it so much that we were almost late for our show! We rushed out of the restaurant and rushed over to the theatre (luckily it wasn't too far away!!). We were very happy with our show choice, too; it was exquisite!

After the show, we stopped at a little cafe for some coffee and then straight to bed! Jim passed out right away, but I just had to get it all down on paper while my head was still swimming with the day's events...

I can't wait to head out to Paris tomorrow afternoon after some more souvenir shopping! I'm sure I'll have just as many details of our experiences, and I hope they will be just as good as London's!

Until then...

Sample Diary Entries

March 3, 2012

Dear Diary,

I'm so upset!! I don't even know where to begin!

To start off, I think I completely failed my geometry quiz, which I know I should've studied more for...my dad's not gonna be happy about that. :(Then, we had a pop quiz

in history on the reading homework from last night, and I completely forgot most of what I read, which made me even more upset because I actually did the reading! But what really made me mad was the note that Sarah slipped into my locker during passing period. She said she was sad that I've been hanging out with Jane more lately and thinks that I don't want to be her friend anymore. I can't believe she thinks that, especially after talking with her on the phone for hours and hours last month while she was going through her breakup with Nick! Just because I've been hanging out with Jane a little more than usual doesn't mean I'm not her friend anymore. She completely blew me off at lunch, and when I told Jane, she thought that Sarah was being a "drama queen."

This is just what I need! My parents are getting on my case about doing more extracurricular activities, I have a huge paper due for AP English soon, and I can't understand a thing in advanced Spanish! The last thing I need is for my best friend to think I hate her and barely text me back anymore.

Uggh! I can't concentrate on anything right now because of it. I hope she gets over it!!!

Love,

Kate

March 4, 2012

Dear Diary,

Today was a little better. I texted Sarah last night asking if she wanted to have lunch with me today, just the two of us, and she said sure. I told her that just because I'm hanging out with Jane, it doesn't change anything about our friendship. After all, we've been friends since first grade! She said that she knows that, but she just felt like the third wheel because she doesn't think that Jane likes her and because Jane and I have a lot of classes together. I told her not to worry about what Jane thought and that I'd talk to her about it. Sarah felt a lot better, and after we both cried a little, we spent the rest of lunch catching up on the latest gossip, which I missed!

During English, I talked to Jane about what Sarah said. She said that it's not that she doesn't like Sarah; she just thinks that she gets too worked up about things sometime, like her breakup with Nick. I explained why Sarah was so upset about it and how Nick had cheated on her, which Jane didn't know, and she felt bad for saying mean things about Sarah. I think Jane's really cool, but I wish she wouldn't assume things about people. I'm worried she was saying mean things about Sarah to our other friends when she didn't know the truth. She sometimes likes to spread rumors even when she doesn't know if they're true.

I thought it would be fun for the three of us to get some coffee after school and try to make everything better. I'm not sure how well that worked, because even though Jane was trying really hard to be nice to Sarah, I could tell that Sarah was being really fake with Jane. When I texted Sarah later, she said everything was fine, but I know her well enough to know that's not completely true.

::Sigh:: Oh well. I'm not her mom, and I can't force her to feel anything. It just frustrates me because I don't want things to change between us...

We'll see what happens. I have to get some math homework done now!

Night!

Kate

March 6, 2012

Dear Diary,

Sorry I didn't get to write last night! It was such a busy day, and I was too tired to write anything...

I was right about Sarah not being okay. Yesterday, she barely spoke to me, and anything she did say was a "yes" or "no" answer. I tried so hard to get her to cheer up, but of course she just kept saying, "I'm fine, I'm fine." Uggh! I wish she would just be honest with me! I'm always honest with her! It's not fair!

Jane also seemed mad all day because she could tell that Sarah was being fake nice to her. I hate being in the middle of all of this. What am I supposed to do? Sarah's been my friend since forever, and Jane is my new friend, and I don't want to hurt anyone's feelings! But I think that Jane is right about Sarah. I think Sarah sometimes gets too dramatic about things. She's being kind of a brat about all of this, but I don't want to tell her that to her face, she'd never forgive me.

I wish things were simple like they were in elementary school. :(:(:(

<3,

Kate

Lesson 7. Advertisement on TV.



Television was still in its experimental phase in 1928, but the medium's potential to sell goods was already predicted by this magazine cover from that year.

A **television advertisement** (also called a **television commercial**, **commercial** or **ad** in American English and known in British English as a **TV advert** or simply an **advert**) is a span of television programming produced and paid for by an organization. It conveys a message, aimed to market a product or service. Advertisers and marketers may refer to television commercials as **TVCs**.^[1]

Advertising revenue provides a significant portion of the funding for most privately owned television networks. During the 2010s, the number of commercials has grown steadily, while at the same time, the length of each commercial has diminished.

Advertisements of this type have already promoted a wide variety of goods, services and ideas even from early times in the history of television.^[4]

The effects of television advertising upon the viewing public (and the effects of mass media in general) have been the subject of philosophical discourse by such luminaries as Marshall McLuhan.

The viewership of television programming, as measured by companies such as Nielsen Media Research, is often used as a metric for television advertisement placement, and consequently, for the rates which broadcasters charge to advertisers to air within a given network, television program, or time of day (called a "daypart").

In many countries, including the United States, television campaign advertisements are considered indispensable for a political campaign. In other countries, such as France, political advertising on television is heavily restricted,^[5] while some countries, such as Norway, completely ban political advertisements.

The first official, paid television advertisement came out in the United States on July , 1941, over New York station WNBT (subsequently WNBC) before a baseball game between the Brooklyn Dodgers and Philadelphia Phillies. The announcement for Bulova watches, for which the company paid anywhere from \$4.00 to \$9.00 (reports vary), displayed a WNBT test pattern modified to look like a clock with the hands showing the time. The Bulova logo, with the phrase "Bulova Watch Time", appeared in the lower right-hand quadrant of the test pattern while the second hand swept around the dial for one minute.

The first TV and broadcast in the UK went on air on ITV on September 22, 1955, advertising Gibbs SR toothpaste. In Asia, the first TV and broadcast appeared on Nippon Television in Tokyo on August 28, 1953, advertising Seikosha (subsequently Seiko); it also displayed a clock with the current time.

The television market has grown to such an extent that it is estimated to reach \$69.87 billion for TV ad spending in the United States for 2018.

General background

Television advertising involves two main tasks: creating a television advertisement that meets broadcast standards and then, placing the advertisement on television via a targeted air time media buy that reaches the desired customer.

To accomplish the first step means different things to different parts of the world depending on the regulations in place. In the UK for example, clearance must be given by the body Clearcast. Another example is Venezuela where clearance is governed by a body called CNAC.

The clearance provides guarantee to the broadcasters that the content of the advertisement meets legal guidelines. Because of this, special extended clearance sometimes applies to food and medical products as well as gambling advertisements.

The second is the process of TV Advertising Delivery and usually incorporates the involvement of a Postproduction House, a Media agency, Advertising Distribution Specialists and the end-goal, the broadcasters.

Characteristics

It is important to choose a television production company and advertising agency with pertinent expertise in these two areas, and it is preferable to choose an agency that both produces advertisements and places air time, because expertise in broadcast quality production and broadcast standards is vital to gaining the advertisement's acceptance by the networks. After the advent of cheap video software and consumer cameras, numerous individuals have offered video production services on the internet. Video production companies that do not regularly place TV advertisements on the air often have their productions rejected by networks for technical or content issues, due to their inexperience with creating broadcast-ready content.

Many television advertisements feature songs or melodies ("jingles") or slogans designed to be striking and memorable, which may remain in the minds of television viewers long after the span of the advertising campaign. Some of these ad jingles or catch-phrases may take on lives of their own, spawning gags that appear in films, television shows, magazines, comics, or literature. These long-lasting advertising elements may be said to have taken a place in the pop culture history of the demographic to whom they appeared. An example is the enduring phrase, "Winston tastes good like a cigarette should", from the eighteen-year advertising campaign for Winston cigarettes from the 1950s to the 1970s. Variations of this dialogue and direct references to it appeared as long as two decades after the advertising campaign expired.

Animation is often used in advertisements. The pictures can vary from hand-drawn traditional animation to computer animation. By using animated characters, an advertisement may have a certain appeal that is difficult to achieve with actors or mere product displays.

Animation also protects the advertisement from changes in fashion that would date it. For this reason, an animated advertisement (or a series of such advertisements) can be very longrunning, several decades in many instances. Notable examples are the series of advertisements for Kellogg's cereals, starring Snap, Crackle and Pop and also Tony the Tiger. The animation is often combined with real actors.

Animated advertisements can achieve lasting popularity. In any popular vote for the most memorable television advertisements in the UK, such as on ITV[11] or Channel 4,[12] the top positions in the list invariably include animations, such as the classic *Smash* and Creature Comforts advertisements.

Other long-running advertising campaigns catch people by surprise, even tricking the viewer, such as the Energizer Bunny advertisement series. It started in the late 1980s as a simple comparison advertisement, where a room full of battery-operated bunnies was seen pounding their drums, all slowing down except one, with the Energizer battery. Years later, a revised version of this seminal advertisement had the Energizer bunny escaping the stage and moving on (according to the announcer, he "keeps going and going and going..."). This was followed by what appeared to be another advertisement: viewers were oblivious to the fact that the following "advertisement" was actually a parody of other well-known advertisements until the Energizer bunny suddenly intrudes on the situation, with the announcer saying "Still going..." (the Energizer Battery Company's way of emphasizing that their battery lasts longer than other leading batteries). This ad campaign lasted for nearly fifteen years. The Energizer Bunny series has itself been imitated by others, via a Coors Light Beer advertisement, in motion pictures, and by current advertisements by GEICO Insurance.

Lesson 8. Horoscopes.

WEEKLY HOROSCOPE FOR THE WEEK OF:

September 18 – September 24,2017

ARIES

This week's scenario may be a little off due to your lack of people skills. Your ready smile and openness to everyone may escape you now. Try to reduce your social & professional obligations. Get as much work done, alone, as you can. This is not a permanent hermit condition, just a little time of needed time off, time away from other human beings. You can love people, but you don't need to be with them, all of the time. You could reveal a secret, or someone else could spill the beans about you. In either case, discretion would be a wise course to take. There's just one more secret that needs to come out, or one more piece of unpleasant business to finish before you're back to feeling like your old self. In spite of your highest ideals, you have human stuff to deal with. By the end of the week, the pendulum should be swinging back in your direction. The old groove will return, and you should be able to play with the best of 'em.

LUCKY NUMBERS: 23,25,37,43,44,48

TAURUS

This week's scenario is highlighted by getting back on track and meeting your commitments. A mature friend will be able to help you. Thanks to a frank conversation, you get clearer about your responsibilities to the team. Your sense of self-esteem will rise as you realize just how talented you are. It's not flash, however, that gets you where you want to go now. It's solid, reliable work that earns respect, and possibly money. Of course, let's not rule out the possibility of a fresh new idea! Sometimes you can step into a situation and see it better than anyone else in the room. This could be one of those times. You may think it's logic that brings the right answer, but it's intuition that provides you with the key. While others bang their heads doing the calculations, your instincts can guide you to the ideal solution. You can mystify others with this ability, but don't take it lightly. It's a gift that should be rewarded handsomely.

LUCKY NUMBERS: 9,19,25,26,28,40

GEMINI

This week's scenario is highlighted by responsibilities and professional matters that may make you wonder whether you really want to continue on your current path. The information that you've been seeking for weeks may come to you now, but it still might not be entirely clear to you. Pay careful attention in conversations where facts

are handled carelessly. The clues lie between the words. Use your intuition to determine the truth. A person in authority may ask you an incriminating question. Think carefully before responding, because the answer could be potentially damaging to you or to someone you admire. The best way to combat problems is to set your own agenda. Then you'll really know what responsibility is all about. Maybe you've over-committed yourself, and need to make some priorities. Such planning is not really the Gemini way. Whatever happened to the freedom of the past, when life was so simple and all you were concerned with was the next thrill? Well, there's still plenty of time for fun in your future. All you have to do is clear your calendar, drop a few projects, and then go out and play.

LUCKY NUMBERS: 10,18,19,20,33,42

CANCER

This week's scenario is highlighted by the possibility of a start of a new romance or a rekindling an old relationship. Whatever the case, passion will reign high. This is not just about romance, it can also be about friendships and professional partnerships. Don't be afraid to take the steps necessary to feel happier with your life. An act of kindness or gesture of caring can melt the resistance and get you what you want. Unpredictable events may disrupt your progress greatly. Make plans, follow through & put your power behind your presence. Positive flow from opposite sex will set you into motion. Be careful not to burn yourself out. When dealing with peers, be yourself & you'll draw energy from deep inside. Follow your basic instincts & you'll do very well. Exercise your rights & don't fear the unknown. Discovery will become your passion.

LUCKY NUMBERS: 20,22, 33, 34, 43, 47

LEO

This week's scenario is highlighted by more communication & your ability to express your creative ideas. Whatever your religious beliefs are, you will feel a spiritually awakened, this week. You know it is impossible to accomplish anything, if you try to do it alone. Bring your leadership qualities to the surface & help organize your mutual efforts. Your ability to communicate effectively will help you implement new ideas, procedures. Pay close attention to detail & don't put serious issues on the backburner. Objectivity is needed for you to make the best decision. The better choice should become very clear to you. Much to your surprise, your efforts will be rewarded. Realize your potential. Think Big. Take action, stop procrastinating.

LUCKY NUMBERS: 12,15,18,28,30,42

VIRGO

This week's scenario is highlighted by traditions & new doors of opportunity. Your

charisma is strong and your personal magnetism is evident. People will vie for your time & attention. You may be invited to travel for business, pleasure. Long distance communication will bring you closer to your goals. You could use an objective opinion to see the situation more clearly. Ask your partner or a friend for their input. Relationships are the main event. Avoid difficulties, by being more open and honest, with your natural gentleness. Investigate new possibilities in matters of business & trade. Look past the present & you'll be able to visualize future prospects. Express your true feelings, if you deal with little problems, they won't compound. Set your goals & focus on them full force.
LUCKY NUMBERS: 29,34,35,43,46,49

LIBRA

This week's scenario is highlighted by your universal appeal & your ability to make everyone in your presence, feel right at home. Use your creative talents to make changes in your domestic life. If you want to make long term plans, make sure you share them with those who will be affected. They'll appreciate your consideration. Ask direct questions if you have any doubts. Give yourself some room to breathe. Don't commit to too many new projects. Time limits will deter you from success. Focus on your priorities. Don't allow your emotions to make decisions for you. It may cause trouble to control your actions or re-actions. You may need to learn to let others do things for you for a change. Pamper yourself a little, you deserve it.
LUCKY NUMBERS: 6,16,36,39,46,47

SCORPIO

This week's scenario is highlighted by domestic changes that will improve your outlook. A careless remark could get you into trouble with a colleague, watch what you say. What you consider meaningless information can be very important to someone else. Compassionate friends could help you overcome your feeling of isolation. Positive emotions will promote healing, understanding. Your knowledge & good sense will help more than you expect. When you do something for yourself your energy flows more freely. Loved ones will lend much support. Enjoy quiet time to refresh your energy & get back to the little joys of life that make you happy. Seek recommendations from older individual, to find the perfect mixture. Use physical outlets to combat any emotional stress you feel. Your determination to succeed may become your greatest asset.
LUCKY NUMBERS: 17,27,30,37,38,43

SAGITTARIUS

This week's scenario is highlighted by the struggle of busy family & social commitments. An intense conversation could be important to you. Reevaluate your

past, try to bring out your best qualities, set aside your insecurities. You may need to test your talent of diplomacy & tact, while balancing your emotions. Try not to hurt feelings but you cannot please everybody. You can get others to do things for you if you use your charm. Dealing with “wishy-washy” people may test your patience. Try to keep your workload to a normal level, no more long hours. You need your rest, even if you see yourself as too tough to quit. Communication & discussion are necessary to resolve negative feelings. Plan to enjoy your new found energy with the most important people in your life. Share yourself.
LUCKY NUMBERS: 8,11,16,20,22,40

CAPRICORN

This week’s scenario is highlighted by much needed relaxation & personal safety. Your hectic pace needs to slow down to a more manageable level in order for you to focus yourself. Do your homework, look past the superficial. Once you’ve thought it out, speak your mind. Be fair to all concerned when negotiating or settling contracts, trading terms. Festive season is a good time to spend quality time with loved ones, but you must start planning your future. Your path will cross with someone who will show you simple ways to increase your potential income. Listen closely & follow directions to the word. Your involvement with family situation could prove to be very interesting. You may want to watch what you say, though. Your words could be misinterpreted. Your intuitive insights and healing energies can be used positively to help others. Take the time to let your lover know how much you really care. You’ll be able to see the bigger picture and understand that you’ll be enjoying a change of venue, very soon.
LUCKY NUMBERS: 15,19,21,29,37,42

AQUARIUS

This week’s scenario is highlighted by your sense of timing & luck. Communications & understanding will increase greatly. Plan outings with family or friends with fun filled conversation. Competition could help your team, especially if you approach it in a positive manner. The goal is not to beat the other person, but only to motivate one another. Utilise your ability to analyse data & you’ll be able to meet important deadlines. Your universal appeal will make you very popular & successful this week. There are plenty of opportunities in real estate or consumer products and services. Listen to your heart & your intuition will be right on. Don’t allow yourself to be tricked into questionable schemes. Keep up the pace & your goals will clearly come into focus. You’ll be going places.
LUCKY NUMBERS: 5,4,17,24,25,35

PISCES

This week’s scenario is highlighted by the strength you feel from personal and

professional relationships. You may need to re-evaluate your priorities. Take some time out to do things with children. You may just find they really need more than you imagined. Try not to lose your patience, support will work better than criticism. Utilize your energy to organize, re-build & prepare for changes. Your personal magnetism & sex appeal will give you an edge, this week. Be careful not to mislead others, be honest with your intentions. Recent personal changes in your lifestyle could prove to be a positive influence on others. You may be pleasantly surprised with other's observations. Your ability to work through complex situations can come in very handy. You need to eliminate distractions and get straight to the heart of the matter. LUCKY NUMBERS: 7,8,19,41,42,47

Lesson 9. Stereotypes

DON'T LET STEREOTYPES WARP YOUR JUDGMENT

Robert L. Heilbroner The economist Robert L. Heilbroner was educated at Harvard and at the New School for Social Research, where he has been the Norman Thomas Professor of Economics since 1972. He has written *The Future as History* (1960), *A Primer of Government Spending: Between Capitalism and Socialism* (1970), and *An Inquiry into the Human Prospect* (1974). "Don't Let Stereotypes Warp Your Judgments" first appeared in *Reader's Digest* in 1962, and it is a particularly timely essay for people who are seeking understanding and respect for all in a culturally diverse, pluralistic society. 1 Is a girl called Gloria apt to be better looking than one called Bertha? Are criminals more likely to be dark than blond? Can you tell a good deal about someone's personality from hearing his voice briefly over the phone? Can a person's nationality be pretty accurately guessed from his photograph? Does the fact that someone wears glasses imply that he is intelligent? 2 The answer to all these questions is obviously, "No." 3 Yet, from all the evidence at hand, most of us believe these things. Ask any college boy if he'd rather take his chances with a Gloria or a Bertha, or ask a college girl if she'd rather blind date a Richard or a Cuthbert. In fact, you don't have to ask: college students in questionnaires have revealed that names conjure up the same images in their minds as they do in yours—and for as little reason. 4 Look into the favorite suspects of persons who report "suspicious characters" and you will find a large percentage of them to be "swarthy" or "dark and foreignlooking"—despite the testimony of criminologists that criminals do not tend to be dark, foreign or "wild-eyed." Delve into the main asset of a telephone stock swindler and you will find it to be a marvelously confidence-inspiring telephone "personality." And whereas we all think we know what an Italian or a Swede looks like, it is the sad fact that when a group of Nebraska students sought to match faces and nationalities of 15 European countries, they were scored wrong in 93 percent of

their identifications. Finally, for all the fact that horn-rimmed glasses have now become the standard television sign of an “intellectual,” optometrists know that the main thing that distinguishes people with glasses is just bad eyes. 5 Stereotypes are a kind of gossip about the world, a gossip that makes us prejudge people before we ever lay eyes on them. Hence it is not surprising that stereotypes have something to do with the dark world of prejudice. Explore most prejudices (note that the word means prejudgment) and you will find a cruel stereotype at the core of each one. 2 6 For it is the extraordinary fact that once we have typecast the world, we tend to see people in terms of our standardized pictures. In another demonstration of the power of stereotypes to affect our vision, a number of Columbia and Barnard students were shown 30 photographs of pretty but unidentified girls, and asked to rate each in terms of “general liking,” “intelligence,” “beauty” and so on. Two months later, the same group were shown the same photographs, this time with fictitious Irish, Italian, Jewish and “American” names attached to the pictures. Right away the ratings changed. Faces which were now seen as representing a national group went down in looks and still farther down in likability, while the “American” girls suddenly looked decidedly prettier and nicer. 7 Why is it that we stereotype the world in such irrational and harmful fashion? In part, we begin to typecast people in our childhood years. Early in life, as every parent whose child has watched a TV Western knows, we learn to spot the Good Guys from the Bad Guys. Some years ago, a social psychologist showed very clearly how powerful these stereotypes of childhood vision are. He secretly asked the most popular youngsters in an elementary school to make errors in their morning gym exercises. Afterwards, he asked the class if anyone had noticed any mistakes during gym period. Oh, yes, said the children. But it was the unpopular members of the class--the “bad guys”--they remembered as being out of step. 8 We not only grow up with standardized pictures forming inside of us, but as grownups we are constantly having them thrust upon us. Some of them, like the half-joking, half-serious stereotypes of mothers-in-law, or country yokels, or psychiatrists, are dinned into us by the stock jokes we hear and repeat. In fact, without such stereotypes, there would be a lot fewer jokes. Still other stereotypes are perpetuated by the advertisements we read, the movies we see, the books we read. 9 And finally, we tend to stereotype because it helps us make sense out of a highly confusing world, a world which William James once described as “one great, blooming, buzzing confusion.” It is a curious fact that if we don't know what we're looking at, we are often quite literally unable to see what we're looking at. People who recover their sight after a lifetime of blindness actually cannot at first tell a triangle from a square. A visitor to a factory sees only noisy chaos where the superintendent sees a perfectly synchronized flow of work. As Walter Lippmann has said, “For the most part we do not first see, and then define; we define first, and then we see.” 10 Stereotypes are one way in which we “define” the world in order to see it. They classify the infinite variety of human beings into a

convenient handful of “types” towards whom we learn to act in stereotyped fashion. Life would be a wearing process if we had to start from scratch with each and every human contact. Stereotypes economize on our mental effort by covering up the blooming, buzzing confusion with big recognizable cutouts. They save us the “trouble” of finding out what the world is like--they give it its accustomed look. 3 11 Thus the trouble is that stereotypes make us mentally lazy. As S. I. Hayakawa, the authority on semantics, has written: “The danger of stereotypes lies not in their existence, but in the fact that they become for all people some of the time, and for some people all the time, substitutes for observation.” Worse yet, stereotypes get in the way of our judgment, even when we do observe the world. Someone who has formed rigid preconceptions of all Latins as “excitable,” or all teenagers as “wild” doesn’t alter his point of view when he meets a calm and deliberate Genoese, or a serious-minded high school student. He brushes them aside as “exceptions that prove the rule.” And, of course, if he meets someone true to type, he stands triumphantly vindicated. “They’re all like that,” he proclaims, having encountered an excited Latin, an ill-behaved adolescent. 12 Hence, quite aside from the injustice which stereotypes do to others, they impoverish ourselves. A person who lumps the person who lumps the into simple categories, who type-casts all labor leaders as “racketeers, all businessmen as “reactionaries,” all Harvard men as “snobs,” and all Frenchmen as “sexy,” is in danger of becoming a stereotype himself. He loses his capacity to be himself, which is to say, to see the world in his own absolutely unique, inimitable and independent fashion. 13 Instead, he votes for the man who fits his standardized picture of what a candidate “should” look like or sound like, buys the goods that someone in his “situation” in life “should” own, lives the life that others define for him. The mark of the stereotype person is that he never surprises us, that we do indeed have him “typed.” And no one fits this straitjacket so perfectly as someone whose opinions about other people are fixed and inflexible. 14 Nor do we suddenly drop our standardized pictures for a blinding vision of the Truth. Sharp swings of ideas about people often just substitute one stereotype for another. The true process of change is a slow one that adds bits and pieces of reality to the pictures in our heads, until gradually they take on some of the blurriness of life itself. Little by little, we learn not that Jews and Negroes and Catholics and Puerto Ricans are “just like everybody else”--for that, too, is a stereotype--but that each and every one of them is unique, special, different and individual. Often we do not even know that we have let a stereotype lapse until we hear someone saying, “all so-and-so’s are like such-and-such,” and we hear ourselves saying, “Well--maybe.” 15 Can we speed the process along? Of course we can. 16 First, we can become aware of the standardized pictures in our heads, in other people’s heads, in the world around us. 17 Second, we can become suspicious of all judgments that we allow exceptions to “prove.” There is no more chastening thought than that in the vast intellectual adventure of science, it takes but one tiny exception to topple a whole edifice of ideas.

4 18 Third, we can learn to be chary of generalizations about people. As F. Scott Fitzgerald once wrote: “Begin with an individual, and before you know it you have created a type; begin with a type, and you find you have created--nothing.” 19 Most of the time, when we typecast the world, we are not in fact generalizing about people at all. We are only revealing the embarrassing facts about the pictures that hang in the gallery of stereotypes in our own heads.

●●A Check your character

1 Read the following personality questionnaire and choose an answer for each question.

What are you like? What are you like? What are you like?



1 At the end of a romantic film when the girl and the boy finally say they love each other, do you:
a wish you'd gone to a film with lots of guns and explosions?
b feel bored?
c cry?

2 You watch a friend or relative win in a sports competition. Do you:
a clap politely but happily?
b clap enthusiastically, and encourage other people to do the same?
c jump up and down, cheering as loudly as you can?

3 It's Friday evening. You've had a long and tiring week. Do you:
a stay at home and read a book?
b go to a show or film with a friend?
c go to a club with a group of friends?

4 Someone wants to talk to you about their problems while you are watching a TV programme. Do you:
a say 'Not now, I'm watching television.'
b continue to watch television while they talk?
c turn off the television and listen attentively?

5 Your brother's friend rings to say that he's just arrived in your town, but you already have plans to go out with another friend. Do you:
a say 'How lovely to hear from you. What a pity I'm just going out.'
b try and find out how long he's going to stay before asking him over?
c invite him to your house straight away?

6 A friend criticises something new you are wearing. Do you:
a say 'I don't care what you think. I like it.'
b decide never to wear it again?
c go home and change immediately?

7 Someone asks you to give them a lift in your car, but they want to go somewhere different from you. Do you:
a say 'I'm sorry, I don't want to go that way.'
b say 'Yes, but I wasn't going to go that way.'
c say 'Yes of course', even though it's inconvenient?

8 At work, your boss asks you if you can work at the weekend to finish an urgent job. Do you:
a refuse politely and say 'The weekend is for my family.'
b say 'I'm not sure. I need to think about it.'
c agree immediately because you want to be helpful?

9 You don't feel like going to work or school because you went to a party last night. Do you:
a call and say 'My friend isn't feeling very well. I'm staying at home to look after him.'
b call and say you are ill?
c go into work or school and try your best?

10 Someone falls off their bicycle in the street in front of you. Do you:
a call out 'Are you OK?' but keep on walking?
b run to get help?
c keep walking because you have an important appointment and you don't want to be late?

2 Check your answers with the questionnaire key (shown at the bottom of the page). Write the words that describe you.

3 Find the words in the questionnaire with the following meanings. (The first letter of each word is given.) The first answer is done for you.

- a Someone who is linked to you by marriage or blood is a r. relative.
- b If you do something with a lot of energy and passion you do it e.....
- c If you listen, read or watch very carefully, you do it a.....
- d If you say something bad about someone or something you c..... them/it.
- e Something that is not helpful because it wastes your time is i.....
- f If you do something to the best of your ability you t..... y..... b.....

4 Look again at the questionnaire. Write three more questions about the situations below. Use the questions in the questionnaire as models (give three alternatives, a, b and c) for each situation. If you can, find someone else to answer them.

1 You see a child crying at a bus stop. Do you:

a

b

c

2 Two people are arguing loudly in a restaurant where you are having dinner. Do you:

a

b

c

3 Your grandfather has given you a special book. Your friend asks to borrow it. Do you:

a

b

c

QUESTIONNAIRE KEY

Find out what your answers mean.

If you answered mostly a: If you answered mostly b: If you answered mostly c:

If you are often assertive, decisive, strong and sincere. You are a good leader and the perfect person to follow in an emergency.

friendly, patient and honest. People trust you and they are right to do so.

kind, romantic and sympathetic. People turn to you when they have problems. You like to be with others and they like to be with you.

If you chose different letters each time you must have all of these characteristics and are therefore probably perfect.

READING 2 The hero within

Before you read

- 1 Do you ever read comic books or watch movies or TV shows about superheroes? Why or why not? Discuss with a partner.

I often / sometimes / never read comic books about superheroes because ...

- 2 Preview *The hero within*. What is it about?

Global reading

Read *The hero within*. Underline the seven things that make a superhero.

Close reading

- 1 Complete these sentences. Use no more than three words for each answer.

- 1 Superheroes are enjoying a _____.
- 2 In some cases, friends or family know a superhero's _____, but it's usually a secret.
- 3 Because of the superhero's _____, he or she rarely kills.
- 4 Superheroes and super-villains symbolize the opposite ideas of _____.
- 5 A superhero would be very _____ without a weakness.
- 6 Superhero stories speak important truths about _____.
- 7 Two examples of what a superhero's enemies may symbolize are _____ and _____.
- 8 A superhero is a true hero because he or she is not _____.

USING PRONOUNS

A pronoun is a word that replaces a noun. We use pronouns to avoid repeating the noun. It must always be clear what a pronoun refers to. This is called the pronoun's antecedent.

One common error with pronouns is when there is no antecedent.

*In the restaurant, **they** said I had to leave.* (Who said I had to leave?)

Another common error is when the antecedent is ambiguous.

*Maria told Lynn that **her** purse was missing.*
(Is Maria's purse or Lynn's purse missing?)

- 2 Read these sentences from *The hero within*. Write the words the pronouns in bold refer to.

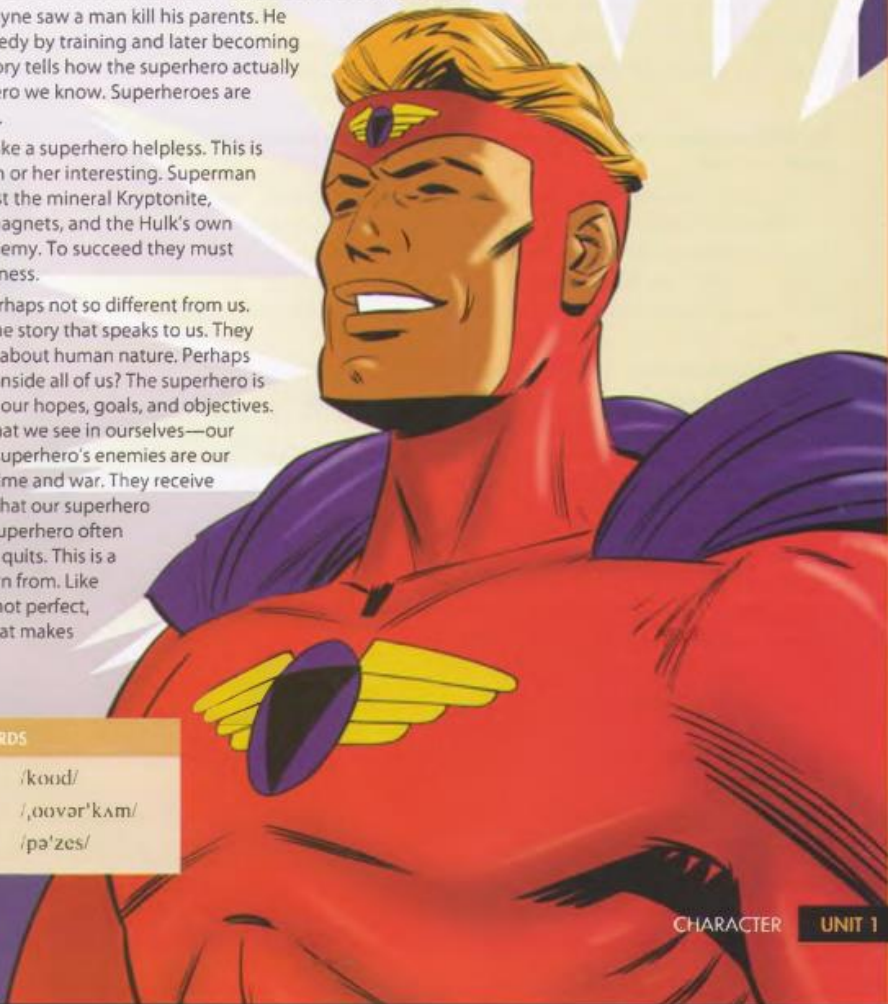
- 1 All superheroes are honest and possess a strong moral code. **They** respect the law but will break it if doing so will contribute to the greater good.
 - a They = _____
 - b it = _____
- 2 A weakness can make a superhero helpless. **This** is also what makes him or her interesting.
 - a This = _____
 - b him or her = _____
- 3 And the superhero's enemies are our own fears, such as crime and war. They receive names and faces so that our superhero can face **them**.
 - a They = _____
 - b them = _____

THE HERO WITHIN

- ¹ Batman, Jubilee, the X-Men—all are superheroes. We find them in comic books, movies, novels, toys, and video games all over the world. Superheroes were part of Western culture for much of the 20th century, and they are currently enjoying a rebirth in this century. What makes a superhero, and why are they likely not going anywhere soon? Let's look at seven things that superheroes share.
- 1** ² Nearly all fictional superheroes have super-human powers. For example, Superman can fly and Wonder Woman can talk with animals. Some add to their powers with technology, such as Iron Man's metal suit or the Green Lantern's ring.
- 2** ³ A secret identity helps protect the superhero's family and friends. In a few cases friends and family know the superhero's identity—that Spider-Man is really Peter Parker or that Bruce Banner is actually the Hulk. Some superheroes also have secret headquarters, like Batman's Batcave.
- 3** ⁴ A colorful costume, such as Spider-Man's web design or Captain America's U.S. flag costume, helps the public recognize the superhero, and at the same time it hides his or her identity. Some costumes also have an emblem, such as Superman's S or the 4 for members of the Fantastic Four.
- 4** ⁵ All superheroes are honest and possess a strong moral code. They respect the law but will break it if doing so will contribute to the greater good. Superheroes expect no reward and rarely kill.
- 5** ⁶ Superheroes would not exist without the super-villain. Superheroes and super-villains often have similar powers, but one uses the power for good and the other for evil.
- 6** ⁷ As a child Bruce Wayne saw a man kill his parents. He coped with this tragedy by training and later becoming Batman. The backstory tells how the superhero actually became the superhero we know. Superheroes are rarely born that way.
- 7** ⁸ A weakness can make a superhero helpless. This is also what makes him or her interesting. Superman has no power against the mineral Kryptonite, Wolverine dislikes magnets, and the Hulk's own anger is his worst enemy. To succeed they must overcome this weakness.
- ⁹ The superhero is perhaps not so different from us. It is the purpose of the story that speaks to us. They tell important truths about human nature. Perhaps there is a superhero inside all of us? The superhero is an ideal, a symbol of our hopes, goals, and objectives. These are qualities that we see in ourselves—our inner hero. And the superhero's enemies are our own fears, such as crime and war. They receive names and faces so that our superhero can face them. The superhero often loses but never, ever quits. This is a lesson we can all learn from. Like us, the superhero is not perfect, but that's exactly what makes a true hero.

ACADEMIC KEYWORDS

| | | |
|----------|-----|--------------|
| code | (n) | /kəʊd/ |
| overcome | (v) | /.oʊvər'kʌm/ |
| possess | (v) | /pə'zɛs/ |



Developing critical thinking

1 Discuss these questions in a group.

- 1 Why are superhero comics, movies, and video games so popular?

I think they're popular because ...

- 2 Do you agree with the article's definition? How would you define a superhero?

I do / don't agree. I would define a superhero as ...

2 Think about the ideas from *Are you a natural leader?* and *The hero within* and discuss these questions in a group.

- 1 Can an everyday hero be a superhero? Think about the things in the box on the right.

I believe that an everyday hero can / can't be a superhero because ...

- 2 Do you think superheroes are natural leaders? Why or why not?

In my opinion, superheroes are / aren't natural leaders because ...

THINK ABOUT:

| | |
|--------------|----------|
| intelligence | strength |
| money | villains |
| powers | weakness |

Vocabulary skill

USING EXAMPLES TO FIND MEANING

When you find a new word, context clues such as examples help you discover the word's meaning. Sometimes the text will give an example that helps you to understand a word's meaning.

Words that signal examples: *for example, for instance, such as, like*

1 Read these sentences from *The hero within*. Circle the correct meaning of the words in bold.

- 1 Nearly all fictional superheroes have **super-human** powers. For example, Superman can fly and Wonder Woman can talk with animals.
- something all humans have
 - beyond what humans have
- 2 Some superheroes also have secret **headquarters**, like Batman's Batcave.
- the leader of an organization
 - administrative center of an organization
- 3 Some costumes also have an **emblem**, such as Superman's S or the 4 for members of the Fantastic Four.
- a sign that represents something else
 - any costume decoration

2 Read these sentences about superheroes. Circle the correct meaning of the words in bold.

- 1 There have been several **sequels** to the original 1989 Batman film, such as *Batman Returns*, *Batman and Robin*, and *The Dark Knight Rises*.
- movies that continue a previous story
 - movies that are better than the original
- 2 Sometimes a superhero's senses are **enhanced**. For instance, a superhero may be able to hear noise from a great distance.
- weakened
 - strengthened
- 3 Superheroes are popular in several **genres**, like comic books and movies.
- things that young people enjoy
 - literary categories



WRITING Describing a hero

You are going to learn about writing topic sentences and using the simple present tense. You are then going to use these to write a paragraph describing a person you think is a hero.

Writing skill

WRITING TOPIC SENTENCES

A paragraph is a sequence of sentences that work together to support one main idea. This main idea is expressed in a topic sentence. All the sentences in a paragraph should support the main idea of the topic sentence. A topic sentence is *not* a title or a statement of what you are going to write about. It usually comes at or near the beginning of a paragraph.

1 Read these statements about topic sentences. Write T (True) or F (False).

- 1 A paragraph consists of sentences that support one idea. _____
- 2 Several ideas are expressed in a topic sentence. _____
- 3 The sentences in a paragraph need to support the topic sentence. _____
- 4 A topic sentence is the same thing as the title of a paragraph. _____
- 5 A topic sentence is always at or near the beginning of a paragraph. _____

2 Look back at the *The hero within*. Underline the topic sentence in each paragraph.

3 Circle the best topic sentence for each topic.

Topic 1: Heroes

- a My heroes
- b All heroes have five important qualities.
- c I will write about what a hero means to me.

Topic 2: Personality tests

- a Online personality tests
- b Most personality tests are unreliable.
- c The best place to find personality tests

Topic 3: How to build character

- a This paragraph discusses character building.
- b Building character is not only the job of teachers.
- c The definition of "character"

4 Write two possible topic sentences for these topics.

Topic 1: Superhero movies

Topic 2: My personality

Topic 3: Everyday heroes

Lesson 11. Personal letters.

You have received a letter from your English-speaking pen friend Bill who writes

...I don't think it will be a problem for me to choose a good job in the future as I'm really interested in foreign languages, cultures and countries and I hope I'll work as a translator or teacher of foreign languages some day. Have you already decided on your career? What job are you going to choose? Why?

I've lived in the USA my whole life but I'd really love to travel to other countries...

Write a letter to Bill. In your letter

- answer his questions
- ask 3 questions about his plans for travelling.

Write 100 - 140 words.

12, Roditeleva Street

Kaliningrad

Russia

236023

16/05/2008

Dear Bill,

I was very happy to get your letter. Sorry, I have not written for so long because I have been busy at school studying for my exams. How are you keeping?

In your letter you speak about issues which are interesting for all teenagers. I think a lot about my future career. Furthermore, my parents help me to choose my future profession. So I have already decided on my career. I want to become a teacher of foreign languages, too. I do like to work with children. They make me feel happy.

I know that you are fond of traveling. Where are you planning to go next? Are you planning to go with your parents or friends? Where will you live there?

I am looking forward to your answer. Keep in touch.

Love,

Lesson 13. Short stories.

The Black Cat

A short story by Edgar Allan Poe

Wordchecker (vocabulary in context)

For the most wild, yet most homely narrative which I am about to pen, I neither expect nor solicit belief. Mad indeed would I be to expect it, in a case where my very senses reject their own evidence. Yet, mad am I not - and very surely do I not dream. But to-morrow I die, and to-day I would unburthen my soul. My immediate purpose is to place before the world, plainly, succinctly, and without comment, a series of mere household events. In their consequences, these events have terrified - have tortured - have destroyed me. Yet I will not attempt to expound them. To me, they have presented little but Horror - to many they will seem less terrible than *barroques*. Hereafter, perhaps, some intellect may be found which will reduce my phantasm to the common-place - some intellect more calm, more logical, and far less excitable than my own, which will perceive, in the circumstances I detail with awe, nothing more than an ordinary succession of very natural causes and effects.

From my infancy I was noted for the docility and humanity of my disposition. My tenderness of heart was even so conspicuous as to make me the jest of my companions. I was especially fond of animals, and was indulged by my parents with a great variety of pets. With these I spent most of my time, and never was so happy as when feeding and caressing them. This peculiarity of character grew with my growth, and in my manhood, I derived from it one of my principal sources of pleasure. To those who have cherished an affection for a faithful and sagacious dog, I need hardly be at the trouble of explaining the nature or the intensity of the gratification thus derivable. There is something in the unselfish and self-sacrificing love of a brute, which goes directly to the heart of him who has had frequent occasion to test the paltry friendship and gossamer fidelity of mere *Man*.

I married early, and was happy to find in my wife a disposition not uncongenial with my own. Observing my partiality for domestic pets, she lost no opportunity of procuring those of the most agreeable kind. We had birds, gold-fish, a fine dog, rabbits, a small monkey, and *a cat*.

This latter was a remarkably large and beautiful animal, entirely black, and sagacious to an astonishing degree. In speaking of his intelligence, my wife, who at heart was not a little tinctured with superstition, made frequent allusion to the ancient popular notion, which regarded all black cats as witches in disguise. Not that she was ever *serious* upon this point - and I mention the matter at all for no better reason than that it happens, just now, to be remembered.

Pluto - this was the cat's name - was my favorite pet and playmate. I alone fed him, and he attended me wherever I went about the house. It was even with difficulty that I could prevent him from following me through the streets.

Our friendship lasted, in this manner, for several years, during which my general temperament and character - through the instrumentality of the Fiend Intemperance - had (I blush to confess it) experienced a radical alteration for the worse. I grew, day by day, more moody, more irritable, more regardless of the feelings of others. I suffered myself to use intemperate language to my wife. At length, I even offered her personal violence. My pets, of course, were made to feel the change in my disposition. I not only neglected, but ill-used them. For Pluto, however, I still retained sufficient regard to restrain me from maltreating him, as I made no scruple of maltreating the rabbits, the monkey, or even the dog, when by accident, or through affection, they came in my way. But my disease grew upon me - for what disease is like Alcohol! - and at length even Pluto, who was now

becoming old, and consequently somewhat peevish - even Pluto began to experience the effects of my ill temper.

One night, returning home, much intoxicated, from one of my haunts about town, I fancied that the cat avoided my presence. I seized him; when, in his fright at my violence, he inflicted a slight wound upon my hand with his teeth. The fury of a demon instantly possessed me. I knew myself no longer. My original soul seemed, at once, to take its flight from my body and a more than fiendish malevolence, gin-nurtured, thrilled every fibre of my frame. I took from my waistcoat-pocket a pen-knife, opened it, grasped the poor beast by the throat, and deliberately cut one of its eyes from the socket! I blush, I burn, I shudder, while I pen the damnable atrocity.

When reason returned with the morning - when I had slept off the fumes of the night's debauch - I experienced a sentiment half of horror, half of remorse, for the crime of which I had been guilty; but it was, at best, a feeble and equivocal feeling, and the soul remained untouched. I again plunged into excess, and soon drowned in wine all memory of the deed.

In the meantime the cat slowly recovered. The socket of the lost eye presented, it is true, a frightful appearance, but he no longer appeared to suffer any pain. He went about the house as usual, but, as might be expected, fled in extreme terror at my approach. I had so much of my old heart left, as to be at first grieved by this evident dislike on the part of a creature which had once so loved me. But this feeling soon gave place to irritation. And then came, as if to my final and irrevocable overthrow, the spirit of PERVERSENESS. Of this spirit philosophy takes no account. Yet I am not more sure that my soul lives, than I am that perverseness is one of the primitive impulses of the human heart - one of the indivisible primary faculties, or sentiments, which give direction to the character of Man. Who has not, a hundred times, found himself committing a vile or a silly action, for no other reason than because he knows he should not? Have we not a perpetual inclination, in the teeth of our best judgment, to violate that which is *Law*, merely because we understand it to be such? This spirit of perverseness, I say, came to my final overthrow. It was this unfathomable longing of the soul *to vex itself* - to offer violence to its own nature - to do wrong for the wrong's sake only - that urged me to continue and finally to consummate the injury I had inflicted upon the unoffending brute. One morning, in cool blood, I slipped a noose about its neck and hung it to the limb of a tree; - hung it with the tears streaming from my eyes, and with the bitterest remorse at my heart; - hung it *because* I knew that it had loved me, and *because* I felt it had given me no reason of offence; - hung it *because* I knew that in so doing I was committing a sin - a deadly sin that would so jeopardize my immortal soul as to place it - if such a thing were possible - even beyond the reach of the infinite mercy of the Most Merciful and Most Terrible God.

On the night of the day on which this cruel deed was done, I was aroused from sleep by the cry of fire. The curtains of my bed were in flames. The whole house was blazing. It was with great difficulty that my wife, a servant, and myself, made our escape from the conflagration. The destruction was complete. My entire worldly wealth was swallowed up, and I resigned myself thenceforward to despair.

I am above the weakness of seeking to establish a sequence of cause and effect, between the disaster and the atrocity. But I am detailing a chain of facts - and wish not to leave even a possible link imperfect. On the day succeeding the fire, I visited the ruins. The walls, with one exception, had fallen in. This exception was found in a compartment wall, not very thick, which stood about the middle of the house, and against which had rested the head of my bed. The plastering had here, in great measure, resisted the action of the fire - a fact which I attributed to its having been recently spread. About this wall a dense crowd were collected, and many persons seemed to be examining a particular portion of it with very minute and eager attention. The words "strange!" "singular!" and other similar expressions, excited my curiosity. I approached and saw, as if graven in *bas relief* upon the white surface, the figure of a gigantic *cat*. The impression was given with an accuracy truly marvellous. There was a rope about the animal's neck.

When I first beheld this apparition - for I could scarcely regard it as less - my wonder and my terror were extreme. But at length reflection came to my aid. The cat, I remembered, had been hung in a garden adjacent to the house. Upon the alarm of fire, this garden had been immediately filled by the crowd - by some one of whom the animal must have been cut from the tree and thrown, through an open window, into my chamber. This had probably been done with the view of arousing me from sleep. The falling of other walls had compressed the victim of my cruelty into the substance of the freshly-spread plaster; the lime of which, with the flames, and the *ammonia* from the carcass, had then accomplished the portraiture as I saw it.

Although I thus readily accounted to my reason, if not altogether to my conscience, for the startling fact just detailed, it did not the less fail to make a deep impression upon my fancy. For months I could not rid myself of the phantasm of the cat; and, during this period, there came back into my spirit a half-sentiment that seemed, but was not, remorse. I went so far as to regret the loss of the animal, and to look about me, among the vile haunts which I now habitually frequented, for another pet of the same species, and of somewhat similar appearance, with which to supply its place.

One night as I sat, half stupified, in a den of more than infamy, my attention was suddenly drawn to some black object, reposing upon the head of one of the immense hogsheads of Gin, or of Rum, which constituted the chief furniture of the apartment. I had been looking steadily at the top of this hogshead for some minutes, and what now caused me surprise was the fact that I had not sooner perceived the object thereupon. I approached it, and touched it with my hand. It was a black cat - a very large one - fully as large as Pluto, and closely resembling him in every respect but one. Pluto had not a white hair upon any portion of his body; but this cat had a large, although indefinite splotch of white, covering nearly the whole region of the breast. Upon my touching him, he immediately arose, purred loudly, rubbed against my hand, and appeared delighted with my notice. This, then, was the very creature of which I was in search. I at once offered to purchase it of the landlord; but this person made no claim to it - knew nothing of it - had never seen it before.

I continued my caresses, and, when I prepared to go home, the animal evinced a disposition to accompany me. I permitted it to do so; occasionally stooping and patting it as I proceeded. When it reached the house it domesticated itself at once, and became immediately a great favorite with my wife.

For my own part, I soon found a dislike to it arising within me. This was just the reverse of what I had anticipated; but - I know not how or why it was - its evident fondness for myself rather disgusted and annoyed. By slow degrees, these feelings of disgust and annoyance rose into the bitterness of hatred. I avoided the creature; a certain sense of shame, and the remembrance of my former deed of cruelty, preventing me from physically abusing it. I did not, for some weeks, strike, or otherwise violently ill use it; but gradually - very gradually - I came to look upon it with unutterable loathing, and to flee silently from its odious presence, as from the breath of a pestilence.

What added, no doubt, to my hatred of the beast, was the discovery, on the morning after I brought it home, that, like Pluto, it also had been deprived of one of its eyes. This circumstance, however, only endeared it to my wife, who, as I have already said, possessed, in a high degree, that humanity of feeling which had once been my distinguishing trait, and the source of many of my simplest and purest pleasures.

With my aversion to this cat, however, its partiality for myself seemed to increase. It followed my footsteps with a pertinacity which it would be difficult to make the reader comprehend. Whenever I sat, it would crouch beneath my chair, or spring upon my knees, covering me with its loathsome caresses. If I arose to walk it would get between my feet and thus nearly throw me down, or, fastening its long and sharp claws in my dress, clamber, in this manner, to my breast. At such times, although I longed to destroy it with a blow, I was yet withheld from so doing, partly by a memory of my former crime, but chiefly - let me confess it at once - by absolute dread of the beast.

This dread was not exactly a dread of physical evil - and yet I should be at a loss how otherwise to define it. I am almost ashamed to own - yes, even in this felon's cell, I am almost ashamed to own - that the terror and horror with which the animal inspired me, had been heightened by one of the merest chimaeras it would be possible to conceive. My wife had called my attention, more than once, to the character of the mark of white hair, of which I have spoken, and which constituted the sole visible difference between the strange beast and the one I had destroyed. The reader will remember that this mark, although large, had been originally very indefinite; but, by slow degrees - degrees nearly imperceptible, and which for a long time my Reason struggled to reject as fanciful - it had, at length, assumed a rigorous distinctness of outline. It was now the representation of an object that I shudder to name - and for this, above all, I loathed, and dreaded, and would have rid myself of the monster *had I dared* - it was now, I say, the image of a hideous - of a ghastly thing - of the GALLOWS! - oh, mournful and terrible engine of Horror and of Crime - of Agony and of Death!

And now was I indeed wretched beyond the wretchedness of mere Humanity. And *a brute beast* - whose fellow I had contemptuously destroyed - *a brute beast* to work out for *me* - for me a man, fashioned in the image of the High God - so much of insufferable wo! Alas! neither by day nor by night knew I the blessing of Rest any more! During the former the creature left me no moment alone; and, in the latter, I started, hourly, from dreams of unutterable fear, to find the hot breath of *the thing* upon my face, and its vast weight - an incarnate Night-Mare that I had no power to shake off - incumbent eternally upon my *heart!*

Beneath the pressure of torments such as these, the feeble remnant of the good within me succumbed. Evil thoughts became my sole intimates - the darkest and most evil of thoughts. The moodiness of my usual temper increased to hatred of all things and of all mankind; while, from the sudden, frequent, and ungovernable outbursts of a fury to which I now blindly abandoned myself, my uncomplaining wife, alas! was the most usual and the most patient of sufferers.

One day she accompanied me, upon some household errand, into the cellar of the old building which our poverty compelled us to inhabit. The cat followed me down the steep stairs, and, nearly throwing me headlong, exasperated me to madness. Uplifting an axe, and forgetting, in my wrath, the childish dread which had hitherto stayed my hand, I aimed a blow at the animal which, of course, would have proved instantly fatal had it descended as I wished. But this blow was arrested by the hand of my wife. Goaded, by the interference, into a rage more than demoniacal, I withdrew my arm from her grasp and buried the axe in her brain. She fell dead upon the spot, without a groan.

This hideous murder accomplished, I set myself forthwith, and with entire deliberation, to the task of concealing the body. I knew that I could not remove it from the house, either by day or by night, without the risk of being observed by the neighbors. Many projects entered my mind. At one period I thought of cutting the corpse into minute fragments, and destroying them by fire. At another, I resolved to dig a grave for it in the floor of the cellar. Again, I deliberated about casting it in the well in the yard - about packing it in a box, as if merchandize, with the usual arrangements, and so getting a porter to take it from the house. Finally I hit upon what I considered a far better expedient than either of these. I determined to wall it up in the cellar - as the monks of the middle ages are recorded to have walled up their victims.

For a purpose such as this the cellar was well adapted. Its walls were loosely constructed, and had lately been plastered throughout with a rough plaster, which the dampness of the atmosphere had prevented from hardening. Moreover, in one of the walls was a projection, caused by a false chimney, or fireplace, that had been filled up, and made to resemble the red of the cellar. I made no doubt that I could readily displace the bricks at this point, insert the corpse, and wall the whole up as before, so that no eye could detect any thing suspicious. And in this calculation I was not deceived. By means of a crow-bar I easily dislodged the bricks, and, having carefully deposited the body against the inner wall, I propped it in that position, while, with little trouble, I re-laid the whole structure as it originally stood. Having procured mortar, sand, and hair, with every possible

precaution, I prepared a plaster which could not be distinguished from the old, and with this I very carefully went over the new brickwork. When I had finished, I felt satisfied that all was right. The wall did not present the slightest appearance of having been disturbed. The rubbish on the floor was picked up with the minutest care. I looked around triumphantly, and said to myself - "Here at least, then, my labor has not been in vain."

My next step was to look for the beast which had been the cause of so much wretchedness; for I had, at length, firmly resolved to put it to death. Had I been able to meet with it, at the moment, there could have been no doubt of its fate; but it appeared that the crafty animal had been alarmed at the violence of my previous anger, and forebore to present itself in my present mood. It is impossible to describe, or to imagine, the deep, the blissful sense of relief which the absence of the detested creature occasioned in my bosom. It did not make its appearance during the night - and thus for one night at least, since its introduction into the house, I soundly and tranquilly slept; aye, slept even with the burden of murder upon my soul!

The second and the third day passed, and still my tormentor came not. Once again I breathed as a freeman. The monster, in terror, had fled the premises forever! I should behold it no more! My happiness was supreme! The guilt of my dark deed disturbed me but little. Some few inquiries had been made, but these had been readily answered. Even a search had been instituted - but of course nothing was to be discovered. I looked upon my future felicity as secured.

Upon the fourth day of the assassination, a party of the police came, very unexpectedly, into the house, and proceeded again to make rigorous investigation of the premises. Secure, however, in the inscrutability of my place of concealment, I felt no embarrassment whatever. The officers bade me accompany them in their search. They left no nook or corner unexplored. At length, for the third or fourth time, they descended into the cellar. I quivered not in a muscle. My heart beat calmly as that of one who slumbers in innocence. I walked the cellar from end to end. I folded my arms upon my bosom, and roamed easily to and fro. The police were thoroughly satisfied and prepared to depart. The glee at my heart was too strong to be restrained. I burned to say if but one word, by way of triumph, and to render doubly sure their assurance of my guiltlessness.

"Gentlemen," I said at last, as the party ascended the steps, "I delight to have allayed your suspicions. I wish you all health, and a little more courtesy. By the bye, gentlemen, this - this is a very well constructed house." [In the rabid desire to say something easily, I scarcely knew what I uttered at all.] - "I may say an *excellently* well constructed house. These walls are you going, gentlemen? - these walls are solidly put together;" and here, through the mere phrenzy of bravado, I rapped heavily, with a cane which I held in my hand, upon that very portion of the brick-work behind which stood the corpse of the wife of my bosom.

But may God shield and deliver me from the fangs of the Arch-Fiend! No sooner had the reverberation of my blows sunk into silence, than I was answered by a voice from within the tomb! - by a cry, at first muffled and broken, like the sobbing of a child, and then quickly swelling into one long, loud, and continuous scream, utterly anomalous and inhuman - a howl - a wailing shriek, half of horror and half of triumph, such as might have arisen only out of hell, conjointly from the throats of the damned in their agony and of the demons that exult in the damnation.

Of my own thoughts it is folly to speak. Swooning, I staggered to the opposite wall. For one instant the party upon the stairs remained motionless, through extremity of terror and of awe. In the next, a dozen stout arms were toiling at the wall. It fell bodily. The corpse, already greatly decayed and clotted with gore, stood erect before the eyes of the spectators. Upon its head, with red extended mouth and solitary eye of fire, sat the hideous beast whose craft had seduced me into murder, and whose informing voice had consigned me to the hangman. I had walled the monster up within the tomb!

B The story of Vedran Smailovic

(Before working on this section, make sure you have read the text in the previous section (Section A).)

1 Read Text 1 and then answer the questions.



TEXT 1

In the early 1990s, there was a terrible war in Yugoslavia. Many people died, both soldiers and civilians. The city of Sarajevo was for many months one of the most dangerous places in the world. It was constantly under attack and its civilian inhabitants had to live with no electricity and little water. Only a few shops stayed open to sell food.

On 27 May 1992, one of the shops, a bakery, opened in the afternoon and a long line of men, women and children queued to buy fresh bread. But it was not to be. At four o'clock a mortar shell exploded in the street and 22 innocent people were killed.

A man called Vedran Smailovic lived near the scene of this terrible tragedy. He was 35 at the time, and when he heard the news he decided to do something about it.

- Why was there a queue of people in the street on 27 May 1992?
- What happened at four o'clock?
- How many people died?
- When exactly did they die?
- Who were they?
- Who is or was Vedran Smailovic?

2 Read Text 2 and then answer the questions.



TEXT 2

Before the war, Vedran Smailovic had been a cellist with the Sarajevo Opera. When he heard about an explosion that had killed men, women and children in a bread queue in Sarajevo, he decided to do something about it. And so he did what he did best. He played his cello.

For the next 22 days at exactly four o'clock in the afternoon he put on his concert clothes, took his cello and a plastic chair into the empty streets and played a piece of music by the composer Albinoni – his Adagio in G Minor, one of the saddest pieces of music ever. Around him there was fighting and death. Shells fell and bullets flew while he played, but he was never hurt. With the world collapsing around him he played for compassion and peace, to ease the pain of loss and to preserve the dignity of the human race.

- What was Vedran Smailovic's job before the war?
- What did Vedran Smailovic decide to do when he heard the news and how did he do it?
- What piece of music did he play?
- Why did he play his cello?
- Was he ever hurt?

- 1 Read these two ways of telling the same story. Text A is a complete story and Text B is the beginning of the same story.

A

One day, Robert Barnes was in his garden and he was planting flowers. He heard a voice behind him. The voice said 'Leave us alone'. He turned around. There was no one there. He looked into the history of the house and found that the house had a long history. Many bad things happened there.

B

One beautiful, sunny day last week, I was at home, just relaxing in my garden. I knew that spring was on its way, and I felt like planting some flowers. I started digging the hole. It was hot work, but I felt happy and optimistic. Suddenly, even though I was hot, and the sun was burning down on my back, I felt the air around me go cold. The hairs on my arms stood up. It grew extremely quiet. Even the birds seemed to have stopped singing. I stood there, spade in hand, knowing, with a feeling of dread, that I was not alone ...



- 2 What are the differences between the two ways of telling the story? Complete the table.

| | A | B |
|---|-----------------------------------|---|
| Who tells the story? | Someone who is not Robert Barnes. | |
| How does the writer describe the scene? | | |
| How are feelings described? | | |
| Does the writer use a lot of detail? | | |

Lesson 15. Brochures and Bucklets about films.

Film Booklets

Browsing through the pages is like viewing again the film, each page has a frame of it and here and there a quote helps to remember the characters and their story.

I started this project moved by love for some films, which are for me the most touching, and which I want to keep with me for the following years as inspiration.

Les Amours Imaginaires

The Artist

The Tree of Life

The Royal Tenenbaums

Into the wild

Restless



7 ways to make your brochure design stand out

By Creative Bloq Staff November 06, 2013 Graphic design

As brochure printing becomes ever more complex, both in terms of technology and creativity, we examine ways to think outside the box and come up with something truly unique.

The majority of brochures are only 20 or 30 pages long at most. And once you've designed an eye-catching front cover, sorted out your typography and layout, included some great images and compelling copy, one brochure is much like another, right? Wrong.

From large corporates to individual creatives, everyone is trying to think outside the box these days and brochure printing is becoming ever more complex in an attempt to keep up with new design ideas and technical requirements.

So how can you make your brochure designs have that je ne sais quoi, that little bit of something extra that makes them stand out from the crowd and starts people talking? One way to make a difference is through the physicality of the brochure itself. Whether it's by using especially large or very tiny paper, by utilizing unusual folding techniques or by including something your audience isn't expecting, doing something unusual can not only be great fun to design, but be fresh and stimulating to your readers, and that's got to be good news.

Here are a few ideas to get your creative juices flowing:

01. Corporate folder with loose-leaf inserts

A corporate folder with loose-leaf inserts can look stylish and incorporate all manner of optional extras (CDs, DVDs, postcards, fact-files, business cards etc.), making it ideal when you want to add something extra to your brochure.

Designed by Rebecca Williams for travel company Astray, these brochures are categorized by region, season and trip style, and open up to reveal information about the company and what to expect when you travel with them

The most useful thing about this approach is that you can customise your brochure according to an individual client, only sending them the elements that are relevant to them.

As well as giving your customer exactly what they need, the loose inserts will ensure that you make cost savings on brochure printing and be more environmentally friendly.

There is a pocket inside which holds the trips being showcased in the brochure; each trip has its own card that is reminiscent of a postcard. The information about the trip is on one side, while the back of the card has a full-bleed image from that specific trip

It's also easy to extend your marketing with this design, since you can send your clients updated or new inserts to add to their brochure. This not only encourages your customers to keep the folder, but also ensures that they look back at it from time to time and allows you to maintain contact with them.



02. Folded paper/origami

Folding paper is a cost-effective and memorable way to connect with your readers, and a surprising amount of information can be contained within a relatively small space.

An unusual folding brochure concept by Khyati Trehan for Artistes Unlimited

Just be careful when to use this approach, since brochures which don't lie flat can be more difficult for your clients to keep and refer back to.



03. Tabs

Something as simple as adding tabs to your brochure can have an immediate effect in terms of usability and navigation. And combining tabs with a strong, confident use of colour and striking typography means that it can look good too.

This brochure combines colour, typography and tabs to great effect

The example above was created by Oslo-based design studio Heydays, for Westerdale School of Communication.



04. Cut-cuts/Die-cuts

Die-cutting can lend some visual interest to a brochure, and when used in conjunction with careful layout design, can be very effective and even add to the message of the brochure itself.

This cut-out brochure was created by Lakosi Kriszián for the Budapest Architecture Film Festival

The technique is typically used on front covers, but with a bit of creativity, can be applied anywhere within the body of the brochure too, as shown here.



05. Unusual shapes

There are a whole lot of reasons why most brochures are square or rectangular, from layout issues and printing techniques through to packaging and even psychological considerations. But now and again it's nice to break out of the box. Or out of the square, so to speak.

Not only can an unusually shaped brochure create a talking point, but in some cases it can contribute to the marketing potential and brand awareness of the piece, as shown above.



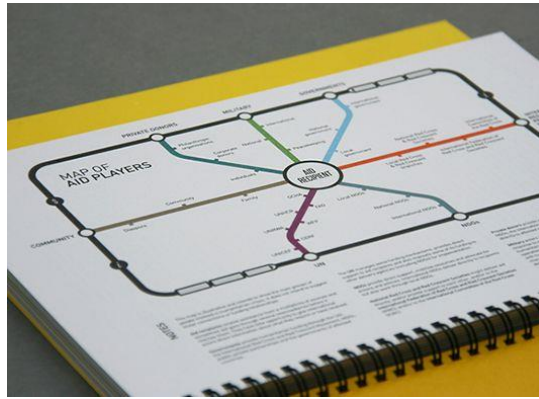
06. Binding

Choosing an unusual binding method for your brochure can create a strong first impression. Since the majority of brochures are saddle-stitched (or perfect bound, if they are longer), almost anything else can catch your readers' attention.

When combined with bright yellow, this spiral-bound brochure design from Hype & Slippers gave GHA a solid branding sense and allowed their information to shine through

So spiral-bound or your choice of binding will, of course, affect your brochure printing costs, but unusual bindings needn't be expensive. From threading or sewing, through to using an unusual clip or pin, it doesn't have to be pricey or complicated to be effective.

When combined with bright yellow, this spiral-bound brochure design from Hype & Slippers gave GHA a solid branding sense and allowed their information to shine through.



07. Keeping it real

Always make sure that the choices you make about the physical look and feel of your brochure tie in with the company's branding, style and the message they want to give. So if you're designing for a top-end luxury restaurant, it's unlikely that a graffiti-style die-cut front cover is going to fit the bill, no matter how cool it looks. You get the picture.

Of course, there's a fine line to draw between brilliant idea and short-lived gimmick, and you don't want your crazy structural idea to overshadow the brochure itself. As with all good design, it's important to keep your eye on the big picture. The purpose of a brochure is to inform the reader, so if your design is so wacky that your reader misses the crucial information, it hasn't worked.

One final consideration is the important fact that brochures need to be read, so make sure that your brochure is large enough to be legible and not so complicated that it's difficult to open, close or navigate. As the designer, you should do the hard work so that the reader doesn't have to.

The world of brochure design and brochure printing has moved on considerably in recent years and despite the multitude of great designs out there, there's always room for one more. Whether you want to use pop-ups, mix different sizes or textures of paper, or go crazy with lamination or embossing, there's always something new to try. So go on, what are you waiting for? Get designing!

C 'Small ads'

① **Good-looking rock climber,** 28, WLTM adventure-loving, athletic female for a lifetime of fun, the outdoor life and lots of parties. Box 555

② **Duty manager.** Salary £260 per week. Experienced person needed for busy self-service restaurant in Gratten Centre. Applicant must be good with people and be responsible for good hygiene standards. 5-day week, daytime only. Call Steve for interview (01522)

③ **Harland Motors requires full-time qualified mechanic.** Start immediately. Must be reliable and self-motivated. Good rate of pay for the right applicant. Tel: Sam or Adi on 01522

④ **Female teacher, 40-something,** loves classical music, theatre, art, seeks honest, gentle, sensitive, capable and amusing man for marriage. Box 329

⑤ **TELESALES** person required for fast-growing company. Experience preferred. Salary, hours negotiable. Call Ruth on 01229

1 Look at the newspaper advertisements (often called 'small ads'). Which one is looking for:

- a ... someone to talk on the telephone all day? []
- b ... a wife/girlfriend? []
- c ... someone to work with cars? []
- d ... a husband/boyfriend? []
- e ... someone to work with food? []

Write the matching number in the brackets for each.

2 Match the words in the box with their meanings (a-i).

- a friendly and polite:
- b keeping things clean:
- c walking, cycling etc.:
- d something that can be changed or agreed through discussion:
- e someone who asks someone for a job:
- f someone who fixes cars:
- g the money that is paid every month:
- h would like to meet:
- i the amount of money offered for a job:

| |
|------------------|
| applicant |
| hygiene |
| good with people |
| mechanic |
| negotiable |
| rate of pay |
| salary |
| the outdoor life |
| WLTM |

3 Complete the following sentences using words from the advertisements.

- a Mary on 01229 ...
- b negotiable.
- c 50-something man happy, artistic woman.
- d Cook for new restaurant.
- e Experience but not essential.
- f The successful will earn a lot of money.
- g The applicant must with people.

Lesson 17 Magazine Articles.

Being British

How important is it to British people that they are British? Do they feel they 'belong' to Britain? Perhaps because of the long tradition of a clear separation between the individual and the state, British people, although many of them feel proud to be British, are not normally actively patriotic. They often feel uncomfortable if, in conversation with somebody from another country, that person refers to 'you' where 'you' means Britain or the British government. They are individualistic and do not like to feel that they are personally representing their country. During the last quarter of the twentieth century there was a dramatic and severe loss of confidence in British public institutions. Nearly one third of the people questioned in an opinion poll in the early 1990s said that they could think of nothing about Britain to be proud of. In addition, almost half said that they would emigrate if they could - suggesting a low degree of attachment to the country. This decrease in confidence was accompanied by a change in the previous rather patronizing attitude to foreigners and foreign ways. In the days of empire, foreigners were often considered amusing, even interesting, but not really to be taken seriously. These days, many foreign ways of doing things are admired (although perhaps a bit resentfully) and there is a greater openness to foreign influences.

Along with this openness, however, goes a sense of vulnerability, so that patriotism often takes a rather defensive form. For instance, there are worries about the loss of British identity in the European Union. This is perhaps why the British cling so obstinately to certain distinctive ways of doing things, such as driving on the left and using different systems of measurement.

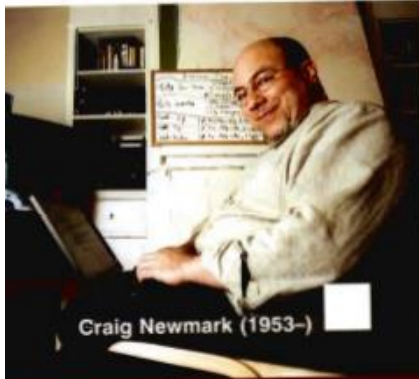
The modern British are not really chauvinistic. Open hostility to people from other countries is very rare. If there is any chauvinism at all, it expresses itself through ignorance. Most British people know remarkably little about Europe and who lives there. The popular image of Europe seems to be that it is something to do with the French. An entry in the Radio Times can serve as an example. This is a very popular magazine which gives details of all the week's radio and television programmes. In April 1994 it subtitled its introduction to a programme which previewed that year's entries for the Eurovision Song Contest as 'tips for le top'. Notice the 'le'. It is an indication of the apparently widespread assumption that Europe is a place where everybody speaks French.

The British continue to be very bad about learning other peoples' languages. Fluency in any European language other than English is generally regarded as exotic. But there is nothing defensive or deliberate about this attitude. The British do not refuse to speak other languages. They are just lazy.

Lesson 18. Articles about famous people.

A Reading: The people quiz

1 Read the text. Match the paragraphs with the pictures. Write the correct paragraph number 1-5 in the boxes.



Craig Newmark (1953-)



Ian Wilmut (with Dolly) (1944-)



Wangari Maathai (1940-)

DO YOU KNOW THESE PEOPLE?

Who are the people described below?

Try our quiz.

1 This man is a biologist from Scotland. The first ever clone of a mammal was grown by him – a sheep named Dolly. As a child he wanted to be a farmer, but one summer when he was working in a laboratory he became interested in cells and animals.

2 On December 10, 1997, this woman climbed into a Redwood tree that is 55 metres (180 feet) tall. Some people wanted to cut the 1,000-year-old tree down and destroy it, but she wanted to protect it.

She came down from the tree on December 18, 1999. While she was in the tree (she called the tree 'Luna'), people from all over the world became interested in her, because of the way she was defending the forest. She has inspired thousands of people to help protect the environment.

3 In 1995, this man started an online bulletin board where people could post messages on almost any subject in his hometown of San Francisco. The idea was very popular and there are now Craigslist in over 100 cities in North and South America, Europe, Asia and Australia. On Craigslist you can look for a place to live, you can look for a job, you can buy and sell things, or you can just post a message and read replies to your message.

4 In 2002, this young chef started a cooking school for young people. The school was for people who were unemployed and had problems in their lives. The well-known chef started a new restaurant and the 'difficult' students at the school were then given jobs there. Every year a group of young unemployed people study at the school. They are all inspired by this chef.

5 This environmentalist is from Kenya and won the Nobel Peace Prize in 2004 for her work for human rights and the environment. In 1976 she started a movement called 'The Green Belt Movement' which plants trees to protect the environment and to improve life in Africa. 20 million trees have been planted since 1976.



Julia 'Butterfly' Hill (1974-)



Jamie Oliver (1975-)

2 Write the words from the box in the blanks.

- a A group of people. They want to change things. movement
- b Scientists work in one of these.
- c The air, water, and earth; we live in it.
- d They are animals. They drink their mother's milk.
- e They study plants and animals.
- f To make someone feel excited and confident.

biologists environment
 inspire laboratory
 mammals movement

3 Read the text again. Who or what ...

- a was Dolly? a cloned sheep
- b is 'Luna'?
- c is a Craigslist?
- d is for people who have had problems in their lives?
- e plants trees?
- f protects the environment?

4 Complete these sentences with one of the words in blue from the texts.

- a When you ride a motorcycle you wear a helmet to protect your head.
- b He is a great The food he makes looks good and is delicious.
- c This animal is exactly the same as that one - in fact it looks like a
- d They want to the building because it is dangerous. Now they are going to build a new, safer building.
- e Please put your message on this Then everyone can see it.
- f All living things are made up of
- g All people have These are the basic things that we expect, like the right to live and the right to work.
- h I don't have a job, so I am

WRITING. LESSON 1. Writing official documents (Applications)

15 JOB APPLICATIONS

Getting started

- 1 Have you ever had a part-time job? How did you apply for it?
- 2 Do you have a CV? How often do you update it?
- 3 Have you ever written a covering letter?



Looking closely

- 1 Read the advert for a job. Answer the questions.

- 1 Is the job part-time or full-time?
- 2 What must you be / have to get this job?
- 3 What skills are useful for you to have to get this job?
- 4 What will the company do to help the assistant with the job?

SHOP ASSISTANT REQUIRED

- ▶ Mode Fashions requires a weekend shop assistant for immediate start.
- ▶ Duties include serving customers, keeping the shop tidy and taking payments.
- ▶ You must be friendly and have a neat appearance. Many of our customers are tourists so language skills would be helpful.
- ▶ Experience preferred but not essential. Training provided.

Email jane@mode-fashions.co.uk with your CV and a short covering letter.

- 2 Match the phrases to their meaning.

- | | |
|------------------------|---|
| 1 immediate start | a The employer will show you how to do your job. |
| 2 experience preferred | b The employer would prefer it if you have done this kind of work before. |
| 3 not essential | c You look clean and tidy, with nice clothes and hair. |
| 4 training provided | d The job begins right away. |
| 5 neat appearance | e You do not need to have this. |

Language note

When you apply for a job, you usually send the employer a CV and a covering letter. You can do this as a letter or (more often) by email.

CV = curriculum vitae (British English), résumé (American English)

Your CV should list your qualifications, work experience and contact information.

Your covering letter should say how you heard about the job and summarise why you should get it.

Read the CV and covering letter from Angus, who is applying for the job at Mode Fashions. Complete the checklist for Jane, the Manager at Mode Fashions.

Angus Smith CV

Contact details

Address: 14 Winston Park Road, Brighton B1 7RG
Phone: 0773564677 Email: angus.smith256@speedymail.co.uk

Qualifications

- 2011–2012 NVQ Business and Administration from Brighton Business College
- 2011 A-levels: French (B), English (A), Maths (B)

Work Experience

- 2010–2011 Worked part time as a shop assistant at Comfy Sofas, Brighton. I served customers, ordered new sofas and arranged the window displays.
- 2009 Summer job as a waiter at La Pizzeria, Brighton. I served food and drink to the customers, kept the restaurant clean and took payments.

From: angus.smith256@speedymail.co.uk
To: jane@mode-fashions.co.uk
Subject: Shop Assistant job at Mode Fashions

Dear Jane

I saw the Shop Assistant job advertised in the Brighton News today and I would like to apply for the position.

This September I start my degree in Business and French at the Open University, and I am looking for a part-time job while I study. I have worked in a shop and in a restaurant before. I am very friendly and I enjoy serving customers. I have a neat appearance. I can also speak French and some German.

Unfortunately I am going on holiday for a week from tomorrow, but I can start after that.

I look forward to hearing from you.

Best regards

Angus

Mode Fashions Shop Assistant Checklist

Do they have ...

1. experience?
2. a neat appearance?
3. a friendly personality?

Can they ...

1. start immediately?
2. speak any foreign languages?
3. serve customers?
4. take payments?

4 Angus's CV is very simple. CVs can have several different sections. Match the CV headings to their descriptions.

- | | |
|-------------------------|---|
| 1 Contact details | a A list of people who will recommend you. |
| 2 Qualifications | b A list of the jobs you have had. |
| 3 Work experience | c A paragraph that summarises your skills and goals. |
| 4 Hobbies and interests | d Your address, phone number and email address. |
| 5 Personal statement | e A list of things you do that aren't work or study (e.g. sport). |
| 6 References | f A list of the exams you have passed and the grades you got. |

Language note

Many CVs start with a personal statement – a paragraph about main skills and goals for the future. It is a summary of the CV. A personal statement should:

- Contain positive adjectives to describe you, e.g. confident, hardworking, reliable.
- Say what your main skills are.
- Say what your goals are, e.g. I am looking for a sales job.

5 Fill the gaps in Angus's personal statement. Use words from the box.

serving friendly tidy degree experienced waiter using goal

I am an 1 shop assistant and 2 I am hardworking, 3 and reliable. My skills include 4 customers, 5 a till, and keeping my working area neat and 6 My 7 is to get part-time work in a shop while I study for my 8 in Business and French.

Looking closely

1 Read this covering letter. Complete the table comparing Angus and Megan's applications. Who do you think is suitable for the job – Angus or Megan, or both?

From: megan.jones@freemail.co.uk
To: jane@mode-fashions.co.uk
Subject: Shop Assistant position

Dear Jane

My friend Alice told me about the Shop Assistant position at Mode Fashions. I think I would be perfect for this job. I am studying Fashion Design at art college and am looking for a job in fashion.

I have worked at several restaurants so I can serve customers and use a till. I have also worked in an office doing admin work. Unfortunately I can't speak any foreign languages, but I love fashion and always have a neat appearance. I am friendly and hardworking. I can start work immediately.

Kind regards

Megan

| | Angus | Megan |
|---------------------------|-------|-------|
| work experience in a shop | Yes | No |
| other work experience | | |
| languages | | |
| immediate start | | |
| other notes | | |

Get writing

- 1 Imagine you are Megan. Write a 40–50 word personal statement for her CV.
 - 1 Choose three positive adjectives to describe Megan.
 - 2 Summarise her work experience.
 - 3 Say what her future goals are.
- 2 Write your own personal statement. Use the prompts above to help you.
- 3 Now write your CV.
 - Start with your name at the top, then your contact details
 - Add your personal statement
 - List your main qualifications
 - List your work experience
- 4 Write a covering letter / email to apply for the Shop Assistant job at Mode Fashions.
 - Say how you heard about the job.
 - Read the advert again. List the skills that match the job advert (e.g. language skills).
 - Say if you can start immediately.

Useful vocabulary and phrases: applying for a job

I heard about the job from ...

I enjoy talking to customers.

I am a hard-working person.

I can start work immediately.

I have worked as a waitress / teacher / shop assistant.

I look forward to hearing from you.

My review

I can read and understand a job advert.

I can write a personal statement.

I can write a short CV.

I can write a short covering letter.

Writing a research report

A research report can be based on practical work, research by reading or a study of an organisation or industrial/workplace situation.

1. Preparing

Identify the purpose/the aims of the research/research question.

Identify the audience.- lecturer/supervisor/company/organization management/staff. The amount of background included will vary depending on the knowledge of the "audience".

2. Collecting and organising information

There are two main sources of information depending on the research task:

1. Reading — theory and other research
2. Research — experiments, data collection - questionnaires, surveys, observation, interviews.

Organise and collate the information in a logical order. Make sure you record the bibliographic information of your reading as you go along.

See Quick Tips on mind mapping techniques.

3. Planning

Before writing the report, prepare a detailed plan in outline form.

Consider the following:

Logical organisation

Information in a report must be organized logically. Communicate the main ideas followed by supporting details and examples. Start with the more important or significant information and move on to the least important information.

Headings

Use headings and suitable sub headings to clearly show the different sections. In longer reports the sections should be numbered.

4. Writing the report

1. Draft the report from your detailed plan.
2. Do not worry too much about the final form and language, but rather on presenting the ideas coherently and logically.
3. Redraft and edit. Check that sections contain the required information and use suitable headings, check ideas flow in a logical order and remove any unnecessary information.
4. Write in an academic style and tone.
 - Use a formal objective style.
 - Generally avoid personal pronouns; however, some reports based on your own field experience or work placement can be reflective the first person can be used. For example, "I observed.". If in doubt about this, check with the lecturer.

Writing a research report

Sections of a research report

The table below summarises the general headings often used in research or laboratory reports. Check with your lecturer on the headings required for your assignments.

NB Further headings and sub-headings are content based and are particular to the individual report.

| Section | Purpose |
|-------------------------------------|---|
| Title page | Title of report Student name/student number Course/subject Date due |
| Table of contents | Shows the sections of the report |
| Executive summary or Abstract | Gives a summary of the whole report Outlines purpose, research method, findings, main conclusions and recommendations Mainly past tense Written last |
| Introduction | Outlines context, background and purpose Defines terms and sets limits of the research The reader/audience can easily identify what, how, why (Mainly uses past tense and can be written later although presented first) |
| Methodology | Explains how research was done and outlines how the data was collected |
| Results/Findings may be combined | Presents findings of the research Facts only - no interpretation Uses graphic form (eg. tables & graphs) |
| Discussion ↓ | Presents an interpretation and evaluation of the results. Analyses results - draws together different aspects of the findings, findings of other studies and refers to literature |
| Conclusion may be combined | Brief statement of what was found |
| Recommendations ↓ | Suggest suitable changes/solutions |
| Appendix | Attachments of additional information (eg. surveys, questionnaires, glossary etc) |
| References | All references used |

Lesson 3. Personal letters.

1 Read questions 1 to 3, then listen to the cassette and choose the correct answers. Finally, use your answers to talk about Monique's letter.

- 1 Who is Monique writing to? 2 What is her main reason for writing?
 A a complete stranger A to tell Jackie some good news
 B someone she knows well B to apologise for not writing sooner

3 Which of these statements are true? Tick (✓).

In her letter to Jackie, Monique ...

- A mentions her future plans D complains about Jackie's last letter
 B invites Jackie to visit her E asks Jackie to reply soon
 C promises to write soon F sends her regards to Jackie's parents



Informal letters 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:
 - a) an informal **greeting** (Dear Ken/Aunt Joan/etc);
 - b) 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 ...*;
 - c) a **main body** in which you write the main subject(s) of the letter in detail, starting a new paragraph for each topic;
 - d) a **conclusion** in which you write your closing remarks
e.g. *That's all my news for now. Write back soon ...*;
 - e) an informal **ending** (e.g. Lots of love/Best wishes/etc + your first name).

2 Read the rubric and underline the key words, then answer the questions.

You recently moved to a big city and have decided to write to a friend from your old neighbourhood. Write a **letter** describing life in your new city and your feelings about the change.

- 1 Who is going to read your letter?
- 2 Where is this person now?
- 3 Where are you now?
- 4 Why are you writing the letter?
- 5 What topics should your letter include?
- 6 How will you begin and end the letter?
- 7 Which of the following are *positive* aspects of life in a big city? Which are *negative*?
 - heavy traffic (*negative*)
 - constant noise from cars
 - ugly grey buildings
 - plenty of sports facilities
 - wide choice of things to do
 - huge crowds
 - good public transport system
 - large modern shops
- 8 Make sentences using the prompts above and the phrases in the boxes on the right, as in the example.

Introduction

Paragraph 1

opening remarks/reason(s) for writing

Main Body

Paragraphs 2 - 3 - 4 *

development of the subject(s)

Conclusion

Final Paragraph

closing remarks

* The number of main body paragraphs may vary, depending on the rubric



Likes

I like living here because ...

What I like most is that there is/are ...

The best thing is that there is/are ...



Dislikes

I hate/can't stand ...

I can't get used to ...

Unfortunately, there is/are ...

e.g. *What I like most is that there are lots of cafés and cinemas.*

I can't stand the constant noise from the cars.

9 What can you do in a big city? What can't you do? Use the prompts to make sentences, as in the examples. You can use your own ideas.

- go for a walk in the fields
- go shopping in huge shopping centres
- get around easily
- make lots of new friends
- do lots of different things
- walk home safely at night

e.g. You can't go for a walk in the fields.
You can go shopping in huge shopping centres.

10 Match the feelings to the reasons, then make sentences, as in the example.

| | | |
|-------------|---------------|--|
| 1 homesick | because as | a the city never sleeps |
| 2 pleased | | b there's more crime in the city |
| 3 unsafe | | c there are always new things to do |
| 4 disgusted | | d I miss my friends and my old neighbourhood |
| 5 excited | | e there's rubbish everywhere |

e.g. I **d** I feel homesick because I miss my friends and my old neighbourhood.

3 a) Read the letter and underline the correct tenses in bold. Then, label the paragraphs with the headings below.

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

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 I 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 Gourie. **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 I 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

Introduction

Main Body

Conclusion

Para 1

opening remarks/
reason(s) for
writing

Para 2

.....
.....
.....

Para 3

.....
.....
.....

Para 4

.....
.....
.....

b) Underline the topic sentences in the main body paragraphs, then suggest other appropriate ones.

4 Use the prompts to make sentences, as in the example.



- streets are crowded – I soon got used to it (**even though**)
- lots of things to do – heavy traffic makes it difficult to get around (**however**)
- plenty of sports centres – expensive to join (**although**)

e.g. *Even though the streets are crowded, I soon got used to it.*



- not many shops – you can find almost everything you need (**but**)
- few buses and trains – always arrive on time (**nevertheless**)
- no restaurants – a few inns that serve delicious homemade food (**although**)

e.g. *There aren't many shops, but you can find almost everything you need.*

OPENING/CLOSING REMARKS

- **Opening remarks** in informal letters may include:
 - a) questions/wishes about recent events, the person's health, etc
 - b) a thank you to the person for their last letter, comments about their news
 - c) an apology for a delay in writing/replying
 - d) the reason why you are writing
- **Closing remarks** in informal letters may include:
 - e) the reason why you must end the letter
 - f) greetings to the person's family/friends
 - g) wishes, a promise (e.g. to write again soon), an invitation, etc
 - h) a request to the person to reply soon

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

- 1 **a** Hello – how are you? I hope you're feeling better.
- 2 **b** I was sorry to hear that you aren't going to ...
- 3 I'll 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*)

6 Which of the following sentences are written in informal style?

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

7 Some phrases in the following extracts are written in the wrong style. Read them and correct the mistakes using the words/phrases in the lists.

ages, drop you a line, let you know, really, sorry

Dear Bob,

How are you? 1) I apologise for the fact that I haven't written for 2) a considerable time, but I've been 3) extremely busy. Anyway, I thought I'd 4) communicate with you briefly to 5) inform you that I've just passed my driving test!

can't wait to hear, lots of love, that's all for now, write soon, you've been up to

Well, 6) I have no further news at present. Please 7) reply promptly – I 8) am anxious to learn what 9) your recent activities have been. Take care.

10) Yours sincerely,

Karen

8 Suggest opening and closing remarks for the letters below, as in the example.

- 1 congratulate a friend on passing his/her exams
- 2 invite a friend to your birthday party
- 3 apologise to your friend because you couldn't go to his/her birthday party
- 4 ask your friend for advice on how to lose weight

e.g. 1 Opening remarks:

Hi, how's everything going? I've just heard that you passed all your exams. Congratulations!

Closing remarks:

Well, I'd better go and do some work! Once again, well done! Write soon.

9 Correct the mistakes, as in the example.

- 1 Congratulations ~~X~~ passing your driving test! ...on...
- 2 Write and tell me how it's like in Paris.
- 3 I still can't get used to wake up so early in the morning.
- 4 I thought I'd write and ask you to give me an advice.
- 5 I hope that everything will turn up all right.
- 6 Sorry I haven't written from ages, but I've been busy.
- 7 Write me a line and tell me all your news.
- 8 I'm writing to apologise about not coming to your wedding.
- 9 I look forward to hear from you soon.
- 10 Don't you think my news are exciting?

MAIN BODY PARAGRAPHS

In informal letters you usually talk about more than one topic.

- The rubric gives you information about the subject of the letter and often tells you specific topics which you must write about. – e.g. *You have just passed an important test or examination. Write a letter ¹telling a pen friend about your success and ²describing your plans for the future.*
- These topics will be discussed in the main body of your letter. You should begin a new paragraph for each topic.

Para 1: Opening remarks

Para 2: Tell friend about success

Para 3: Describe plans for future

Para 4: Closing remarks

10 Read the rubrics below. How many main body paragraphs would each letter have? What would each paragraph be about?

A You are about to visit a friend in another country and you are not sure what clothes to take with you or how to get to their house.

e.g. *two main body paragraphs*

Para 2 – ask about clothes to take with you

Para 3 – ask how to get to friend's house

B You have recently moved into a new house. Write a **letter** to your friend describing your new house and inviting him/her to spend a weekend with you.

C Your uncle has invited you to attend his wedding in a month's time. Write a **letter** thanking him for the invitation and asking him what you should buy as a wedding present.

D You've got two tickets for a week's cruise in the Mediterranean. Write a **letter** to your friend, inviting him/her to join you, giving details of which places you are going to visit and suggestions as to what he/she will need to take with him/her.

E Your cousin is moving to your city. He/She wants to attend the same school as you. Write a **letter** to him/her, describing your school, teachers and timetable, and mentioning extra activities the school offers.

Useful expressions for making suggestions

- | | |
|---|---|
| • <i>I think I/you/we should ...</i> | • <i>How do you feel about + ... ing ...?</i> |
| • <i>Perhaps I/you/we could ...</i> | • <i>How about + ... ing ...?</i> |
| • <i>What do you think about + ... ing ...?</i> | • <i>Why don't I/you/we ...?</i> |
| • <i>What about + ... ing ...?</i> | • <i>Would you like me/us to ...?</i> |
| | • <i>Would you like to ...?</i> |

11 Use the prompts below and expressions from the table above to make suggestions.

- 1 come / dinner / my house / next Monday
- 2 spend / weekend / in / mountains
- 3 go shopping / in / city centre
- 4 visit / art gallery / while / be / in London

- 12** Look at the town map and, with a partner, suggest where and when you could meet and what you could do there.

e.g. A: *What about meeting at the Fairview Museum at noon?*

B: *That's a good idea. We could admire the local art.*



- 13** a) Read the following rubric and answer the questions.

A friend of yours, who has been living in another country for some time, is going to visit you for a week. Write a **letter** suggesting what you might do together and what sights you might visit.

- 1 Where would you take your friend?
- 2 What is the most popular attraction in your city/town?
- 3 Are there any bazaars, outdoor markets, fairs, restaurants, etc which are worth visiting?
- 4 What kind of traditional dishes would you suggest your friend should try?

b) Use your answers from questions 1 to 4 and appropriate expressions to write the main body paragraphs of this letter.

ASKING FOR ADVICE

To ask for advice, you can use phrases such as:

Do you think I should ...?, Should I ...?, What do you think I should do?

Do you have any idea about ...?, I'd like to know what you think about ...

Can you think of anything that ...?, I was wondering if you ...

What would you advise me to ...? etc

- 14** a) Read the rubric and underline the key words, then answer the questions.

You want to go on holiday in the summer but don't have enough money. Write a **letter** to a friend asking for his/her advice about ways to earn extra money.

- 1 Why are you writing the letter?
- 2 Who is going to read your letter?

- 3 How many paragraphs should you include in the main body?
- 4 Which phrases would you use to ask for advice?

b) Read the letter and underline the phrases that Mary uses to ask for advice.

Dear Pam,

Sorry that I haven't written for ages, but I've been very busy studying. I'm writing because I'd really like your advice about a problem I have.

My friends and I have decided to go away on holiday in the summer, but I don't have enough money. I was wondering if you had any ideas about earning some extra cash. If I don't save up enough money by August, I'll have to go away with Mum and Dad instead. Can you think of anything that would help me to make some money quickly?

I know that you always have lots of great ideas! What would you advise me to do? Please write back as soon as you can.

Lots of love,
Mary

GIVING ADVICE

An informal letter **giving advice** should offer sympathy and encouragement, as well as specific advice with reasons. Each piece of advice is written in a separate paragraph.

- **Opening remarks** –
I was sorry to hear that ...
Cheer up! Don't worry too much.
Don't let it get you down.
I'm only too glad to help.

- Giving advice –**
If I were you/in your position, I'd / I wouldn't ...
You should/shouldn't ...
It would(n't)/might be a good idea (for you) to ...
(I think) the best thing would be (for you) to ...
Why don't you ... ?
Have you thought of/about ... (+ -ing)?
Another good idea is to ...
- Result –**
This will/would mean that ...
Then/That way ...
If you do this, you would ... so that you could/would ...
- Closing remarks –**
I hope that this/my advice helps.
!(Let's hope that things get better/ that everything turns out all right.
Let me know what happens.

15 Match the problems to the advice, then make sentences.

- I can't stop eating junk food every day. I'm overweight.
- I haven't got any friends. I'm lonely.
- I'm very bad at Maths. I'm going to fail my exam.
- I haven't got much money. I can't go out with my friends.
- I argued with my friend. He/ She won't talk to me now.

- Talk to your teacher. You will get extra help.
- Join a gym. You will lose weight.
- Apologise to him/her. You'll be friends again.
- Join a club. You will meet new people.
- Get a part-time job. You will earn some money.

e.g. *Why don't you join a gym? If you do this, you'll lose weight.*

16 a) Read Pam's reply and replace phrases 1-6 with phrases A-F.

- | | | | |
|----------------------------|----------------------------------|----------------------------|-------------------------------|
| <input type="checkbox"/> A | <i>I'd be happy</i> | <input type="checkbox"/> D | <i>how things go</i> |
| <input type="checkbox"/> B | <i>Don't let it get you down</i> | <input type="checkbox"/> E | <i>if I were you, I'd</i> |
| <input type="checkbox"/> C | <i>How about</i> | <input type="checkbox"/> F | <i>Perhaps you could also</i> |

Dear Mary,

Thanks very much for your letter, and of course 1) I'm only too glad to help. Here are a few things you can try to earn all the money you need.

First of all, 2) I think you should get a Saturday job. 3) Have you thought of trying to get one in a local shop so that you can be close to home? This will mean that you won't have to travel so far on Saturdays.

4) Another good idea is to get a job babysitting. Why don't you ask your neighbours? My only advice is not to get very young children, because they need all your attention.

I hope my advice helps. 5) Don't give up if you can't find a job immediately. Write and let me know 6) what happens.

Yours,
Pam

b) What advice does Pam give to Mary? What other advice could you give to Mary? How else could you start and end the letter?

17 Read the rubric, underline the key words, and answer the questions.

Your pen friend has written you a letter asking for advice on how to improve his/her eating habits and get fit. Write a **letter** offering advice.

- What is the reason for writing? Who is going to read your letter?
- How many paragraphs should you include in the main body?
- What opening and closing remarks should you write in your letter?
- Match the advice in column A to the results in column B. Then, use appropriate expressions to make sentences, as in the example.

| A | B |
|---|---|
| 1 join a gym – exercise regularly | a follow balanced diet, won't put on weight |
| 2 try not to eat so much junk food, sweets, etc | b body won't become lazy |
| 3 eat plenty of fish, fruit and vegetables | c body won't store so much sugar and fat |
| 4 don't go everywhere by car/bus | d soon get in shape and feel fitter |

e.g. *1d If I were you, I would join a gym and exercise regularly. This will mean that you'll soon get in shape and feel fitter.*

18 Read the rubric in Ex. 17 again, then write your letter (120-180 words). Use the letter in Ex. 16 as a model, as well as your answers from Ex. 17.

You have received a letter from your English-speaking pen friend Bill who writes

...I don't think it will be a problem for me to choose a good job in the future as I'm really interested in foreign languages, cultures and countries and I hope I'll work as a translator or teacher of foreign languages some day. Have you already decided on your career? What job are you going to choose? Why?

I've lived in the USA my whole life but I'd really love to travel to other countries...

Write a letter to Bill. In your letter

- answer his questions
- ask 3 questions about his plans for travelling.

Write 100 - 140 words.

12, Roditeleva Street

Kaliningrad

Russia

236023

16/05/2008

Dear Bill,

I was very happy to get your letter. Sorry, I have not written for so long because I have been busy at school studying for my exams. How are you keeping?

In your letter you speak about issues which are interesting for all teenagers. I think a lot about my future career. Furthermore, my parents help me to choose my future profession. So I have already decided on my career. I want to become a teacher of foreign languages, too. I do like to work with children. They make me feel happy.

I know that you are fond of traveling. Where are you planning to go next? Are you planning to go with your parents or friends? Where will you live there?

I am looking forward to your answer. Keep in touch.

Love,

Anna

Lesson 4. Writing CV (Types of CV)

A **curriculum vitae** (English: [/kəˈrɪkjʊləm ˈviːtɑɪ, -ˈwiːtɑɪ, -ˈvɑɪtiː/](#))^{[1][2]} (often shortened **CV** or **vita**) is a written overview of a person's experience and other qualifications for a job opportunity. It is akin to a [résumé](#) in North America. In some countries, a CV is typically the first item that a potential [employer](#) encounters regarding the job seeker and is typically used to screen applicants, often followed by an [interview](#). CVs may also be requested for applicants to postsecondary programs, scholarships, grants and bursaries. In the 2010s, some applicants provide an electronic

text of their CV to employers using [email](#), an online [employment website](#) or using a job-oriented [social networking service' website](#), such as [LinkedIn](#).

CURRICULUM VITAE

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PERSONAL DATA

Date of Birth July 6, 1937

Citizenship: U.S.A.

Home Address: 4608 15 th Street

Lubbock, Texas 79416

Telephone: upon request

Social Security Number: upon request

Marital Status: Married - 4 children

Texas Tech University Health Sciences Center Department of Anesthesiology Office

3601-4 th Street, MS: 8182

Lubbock, TX 79430

Lesson 6. Types of paragraphs.

Introduction: Process Writing

In this unit, you will ...

- learn about process writing, the writing method used in most English-speaking university classes.



The writing process

I These words are important for understanding the writing process. Match each word with the correct definition.

- | | |
|--------------|---|
| a. step | 1. to check a piece of writing for errors |
| b. topic | 2. a group of related sentences |
| c. gather | 3. one thing in a series of things you do |
| d. organise | 4. subject; what the piece of writing is about |
| e. paragraph | 5. to change or correct a piece of writing |
| f. essay | 6. a short piece of writing, at least three paragraphs long |
| g. proofread | 7. to arrange in a clear, logical way |
| h. edit | 8. to find and collect together |

The six steps of the writing process

2 Read about the writing process. These are the steps you will practise in this book.

Process writing

When we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing.

Pre-writing

STEP ONE: Choose a topic. Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

STEP TWO: Gather ideas. When you have a topic, think about what you will write about that topic.

STEP THREE: Organise. Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

Drafting

STEP FOUR: Write. Write your paragraph or essay from start to finish. Use your notes about your ideas and organisation.

Reviewing and revising

STEP FIVE: Review structure and content. Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information. Ask a classmate to exchange texts with you. Your classmate reads your text, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. Learning to give opinions about other people's writing helps you to improve your own. You may want to go on to step six now and revise the structure and content of your text before you proofread it.

Rewriting

STEP SIX:

Revise structure and content. Use your ideas from step five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organisation so that your text is more logical. Together, steps five and six can be called *editing*.

Proofread. Read your text again. This time, check your spelling and grammar and think about the words you have chosen to use.

Make final corrections. Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make. Now your text is finished!

Steps five and six can be repeated many times.

Review

3 Complete this chart, summarising the steps of the writing process.

Pre-writing

• **STEP ONE:** Choose a

• **STEP TWO:** Gather

• **STEP THREE:** Decide



Drafting

• **STEP FOUR:** Write



Reviewing and revising

• **STEP FIVE:** Check



Rewriting

• **STEP SIX:**
May need to ... ■ explain

 ■ add

 ■ change

Steps and may be many times.

Lesson 7. Writing parts of paragraphs.

Understanding a paragraph

1 Read this paragraph. It is the beginning of an article about Switzerland in a student newspaper. Then answer the questions.

Switzerland — Something Interesting at Every Turn

By Ken Jones

If you dream of travelling to a country with beautiful mountains, delicious food, wonderful places to go sight-seeing and polite people, you should visit Switzerland. If you look at the map, the first thing you notice is that



Switzerland has many mountains, including some of the highest in Europe. Climbing or skiing down the mountains is great fun. Another thing you will notice is that Switzerland shares its borders with five different countries: France, Germany, Italy, Austria and Liechtenstein. In fact, there are four official languages in Switzerland: German, French, Italian and Romansch. All these groups of people make Swiss culture very interesting. Finally, Switzerland has many cities and interesting places to visit. Cities such as Bern have modern buildings like the Paul Klee Zentrum, yet the traditional alpine refuges in the mountains show that the country's old traditions are still alive. All the people, places and things to see definitely make Switzerland a great place for a holiday.

a. What is the topic of the paragraph?

.....

b. What is the main idea about the topic?

.....

c. What ideas help explain the main idea?

.....

.....

.....

Paragraph organisation

○ What makes a paragraph?

A paragraph has three basic parts:

- 1. The topic sentence.** This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.
- 2. The supporting sentences.** These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.
- 3. The concluding sentence.** This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.

Xxxxx xx xxxxx xxx xx xxxxx xxxx xx
xxxx xx xxxxxxx xxx xx xxxx xxxxx xx
xxxxxxxxxx xx. Xxx xxx xxxxxx xxx xx x
xxxxxxxxxx xx xxxx xxx xxxxx xxxxxxx
xxxx xxxxxxxxxx xxxxx xx xxx x xx xxxxx
xxxxxxxxxxxx xxx xxxxxxxxxx xxxxx. Xxxx xx
x xxxx x xxxxxx xxx xxx xxx. Xxxx x xxx
xxxxxxxx xxx xxxxxx xx xx xx x xxxxxxxxxx
xx xxxxx xxxxxx xxxxxx. Xxxx xx x xxxx x
xxxxx xxx xxx xxx. Xx xxxxxxx xxxxxxxxxx
xx xx xxxxxxxx x xxxxx x xxx xxxxxx xx x
xxx xx xxx xx x xxx x xxxxx xxx.



- 2 Read the paragraph about Switzerland in exercise 1 on page 11 again. Circle the topic sentence, put one line under the supporting sentences, and put two lines under the concluding sentence.
- 3 Put a tick (✓) next to the group of sentences that makes a good paragraph. Why are the other groups of sentences not good paragraphs?

a.

My best friend has many different hobbies, such as skiing, cooking, and playing the piano, and she is very good at all of these activities. For example, she has played the piano for ten years and has won three piano competitions. She also likes to spend time travelling, and she has been to many different countries in the world. She grew up speaking Spanish and English, but now she can also speak French and Italian. I like my best friend very much.

b.

Classes in literature are useful no matter what job you intend to have when you finish university. Books are about life. People who study literature learn the skill of reading carefully and understanding characters, situations, and relationships. This kind of understanding can be useful to teachers and business people alike. Literature classes also require a lot of writing, so they help students develop the skill of clear communication. Of course, a professional writer needs to have this skill, but it is an equally important skill for an engineer. Finally, reading literature helps develop an understanding of many different points of view. Reading a novel by a Russian author, for example, will help a reader learn more about Russian culture. For anyone whose job may bring them into contact with Russian colleagues, this insight can help encourage better cross-cultural understanding. Studying literature is studying life, so it is relevant to almost any job you can think of.

c.

One good way to learn another language is to live in a country where that language is used. When you live in another country, the language is around you all the time, so you can learn to listen to and speak it more easily.

2

The topic and the main idea

☞ The topic sentence ...

- usually comes first in a paragraph.
- gives the writer's main idea or opinion about the topic and helps the reader understand what the paragraph is going to talk about.

4 Circle the topic of the sentence. Underline the main idea about the topic.

- (Switzerland) is a very interesting country to visit.
- Dogs make excellent pets.
- A really good place to study is the library at my school.
- Learning a foreign language creates job opportunities.
- Football is my favourite sport because it is exciting to watch.
- One of the most valuable tools for students is the computer.
- My sister and I have very different personalities.
- Summer is the best time to travel in my country.
- My hometown is a friendly place to live.

5 For each of these paragraphs, choose the sentence from the list below that would make the best topic sentence.

a.

.....
..... When Ken wanted to enter a good university, he studied hard to pass the examination. The first time he took the exam, he did not do well, and he felt very discouraged. But he knew he wanted to study at that university, so he studied more. The next year, he tried taking the exam again. The second time, he did very well, and now he is studying engineering. I believe Ken is a good role model for me, and he has taught me that never giving up is the best way to succeed.



1. One of my closest friends, named Ken, is a person I can trust.
2. My friend Ken is a very successful student.
3. I admire my friend Ken because he doesn't give up.

Lesson 8. Organizing paragraphs.

➤ Paragraph development

After you have chosen a topic and written a topic sentence, you *develop* your main idea by adding more information to explain what you mean. This unit will explain three common ways to develop a paragraph: giving *details*, giving an *explanation*, and giving an *example*.

Details

- 1 Details are specific points that tell more about a general statement. Read this brochure from a health club. Notice the details that help develop the paragraph.



ATLAS HEALTH CENTRE

You'll love working out at the Atlas Health Centre, and you'll love what it does for you! We have state-of-the-art exercise equipment in large, air-conditioned rooms. You can work out alone or with the help of one of our professional personal trainers. If you like exercising with friends, join an aerobics or swimming class — or even try kickboxing! Our staff nutrition experts are always on hand to talk with you about health issues. When you've finished, you can relax with a whirlpool bath or a sauna. Come and exercise with us at Atlas, and you'll soon be feeling strong and looking good.

- 2 In the paragraph above, underline the topic sentence. Below, list the details used to support the topic sentence. Compare your answers with a partner.

- a.
- b.
- c.
- d.
- e.
- f.

Explanation

- 3** An explanation tells the reader what something means or how something works. In this paragraph, underline the topic sentence. Then answer the questions.

'A stitch in time saves nine.' My mother, who likes sewing, used this simple saying to teach me the value of working on problems when they are still small. Originally, the saying referred to sewing—if you have a small hole in a shirt, you can repair it with one stitch. But if you wait, the hole will get larger, and it will take you nine stitches. This simple sentence reminds me to take care of small problems before they become big problems.



- a. What is the writer trying to explain?
- b. Is she successful? Do you understand the explanation? yes / no

Example

- 4** An example is a specific person, place, thing, or event that supports an idea or statement. This paragraph includes an example from the writer's own experience. Underline the topic sentence.

Even when a first date is a disaster, a couple can still become good friends. For example, my first date with Greg was terrible. I thought he was coming to pick me up at 6.30, but instead he came at 6.00. I didn't have time to do my hair, and my make-up looked messy. When I got into his car, I scraped my leg against the car door and tore my tights. Next, he took me to an Italian restaurant for dinner, and I accidentally dropped some spaghetti on my shirt. Then we went to a film. Greg asked me which film I wanted to see, and I chose a romantic comedy. He fell asleep during the film, and I got angry. Now that Greg and I are good friends, we can look back and laugh at how terrible that first date was!

- 5** Why do you think the writer chose to use an example to develop the paragraph in exercise 4 above? Write your reason here, and then compare with a partner.
-

Choosing a means of support

- 6** Would you develop each of these topics with details, an explanation, or an example? Explain your choices to a partner. (More than one answer is possible.)
- what freedom means to me
 - an unusual holiday
 - weddings in my country
 - why I don't like swimming
 - the ideal job

- 7** Develop your own paragraph. Look back at the topic sentences you wrote in Unit 2, exercise 6 on page 15. Follow these steps.

Step one: Choose one that you would like to develop into a paragraph.

Step two: Brainstorm some ideas using any method you like.

Step three: Develop your paragraph with supporting sentences.

Step four: Exchange paragraphs with a partner. Say what kind of support your partner used. Could your partner tell what kind of support you used?

Concluding sentences

➤ How to end a paragraph

The final sentence of a paragraph is called the *concluding sentence*. It sums up the main points or restates the main idea in a different way. A sentence that sums up the paragraph reminds the reader of what the writer's main idea and supporting points were. A sentence that restates the main idea should give the same information in a slightly different way, perhaps by using different words or by using different word order. A concluding sentence should not introduce a new point.

- 8** Read the example paragraphs in exercises 3 and 4 on page 18 again. Underline the concluding sentences. Do the concluding sentences sum up the information in the paragraph or restate the main idea?
- 9** Work with a partner. Take turns reading these paragraphs aloud. Is the main idea developed by details, an explanation, or an example? Is there a concluding sentence? Circle *yes* or *no*. If there is no concluding sentence, write one with your partner.

Even simple study habits can improve your marks. At university I learned how important it is to get enough sleep. When you are well-rested, it is easier to learn. Research shows that when people don't get enough sleep, their memories aren't as effective. If students are really tired, they might even fall asleep in class! It's easy to see how getting enough sleep can improve your performance at university.

- a. means of support:
- concluding sentence? yes / no
-

My favourite subject is psychology. I enjoy learning about the ways people think and behave. I am also interested in learning about the way children's minds develop.

- b. means of support:
 concluding sentence? yes / no

I am too nervous to sing karaoke songs with my friends. The last time I tried was on my birthday, when my friends took me to a karaoke club. I told my friends I didn't want to sing, but they encouraged me until I said yes. When I stood up in front of the microphone, I was so scared, I felt dizzy. It was hard to hear the music, and my mouth was too dry to make a sound. I just stood there until a friend jumped up next to me and finished the song.

- c. means of support:
 concluding sentence? yes / no

I will never eat dinner at The Little French Bistro again. The restaurant is not very clean. You can see dust in the corners and on the shelves. The food is expensive, but the portions are small. I never feel full after I've finished eating. In addition, the waiters are not very friendly. For these reasons, I will not visit that restaurant again.



- d. means of support:
 concluding sentence? yes / no

For me, a friend is someone who accepts you the way you are. A friend doesn't want you to change your personality or your style. I like people who don't care if the people they are with are wearing popular clothes or listening to trendy music.

- e. means of support:
 concluding sentence? yes / no

Peer editing

➤ What is peer editing?

Showing your work to another student is a very useful way to improve your writing. This is called *peer editing*. You read your partner's writing and your partner reads yours. You comment on your partner's writing and your partner comments on yours. You might talk together, write comments on a sheet that your instructor gives you, or write directly on your partner's work.

Here is the first draft of the paragraph about the writer's first date with Greg. The writer has shown the paragraph to another student, who wrote some comments.

| | |
|-----------------------------|---|
| <i>Topic sentence</i> | Even when a first date is a disaster, a couple can still |
| <i>Developed by example</i> | become good friends. For example, my first date with Greg <u>wasn't very good</u> . I thought he was coming to pick me up at 6.30, <u>but he didn't</u> . When I got into his car, <u>I tore my tights</u> . Next, I accidentally <u>got some spaghetti</u> on my shirt. Then we went to <u>a film</u> . <u>He fell asleep</u> during the |
| | <i>Can you make this stronger?</i> <i>When did he come?</i> <i>Explain how you tore them.</i> <i>Tell me more about this.</i> <i>What kind of film?</i> <i>How did you feel about that?</i> |
| <i>Concluding sentence</i> | film. Now that Greg and I are good friends, <u>we can look back and laugh</u> because <u>even when a first date is a disaster, a couple can still become good friends</u> . |
| | <i>Good!</i> <i>The same as the topic sentence</i> |

10 Look at the handwritten comments on the paragraph above, and answer these questions with a partner.

- How many of the comments are statements? How many are questions?
- Why do you think the peer editor sometimes wrote questions instead of statements? For example, why did she write 'Can you make this stronger?' instead of 'Please make this stronger'?
- Why do you think the peer editor marked the topic sentence and the concluding sentence?
- Do you agree with the peer editor's comments?
- What do you think the writer will do next?
- Go back to exercise 4 on page 18 and read the paragraph about the date again. Did the writer use the reader's suggestions?

Lesson 9. Descriptive paragraphs.

In this unit, you will learn about ...

- descriptive paragraphs and reasons for writing them.
- organising and writing descriptive paragraphs using adjectives and prepositions.
- process paragraphs and reasons for writing them.
- using transition words to write a process paragraph.

☞ Describing people, places, and processes

A descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done.

Descriptive paragraphs

☞ Using adjectives

Adjectives are words that tell us how things look, feel, taste, sound, or smell. Adjectives also describe how you feel about something. Here are a few common adjectives.

| shape and size | atmosphere | how you feel | appearance |
|----------------|-------------|--------------|---------------|
| large / small | cosy | amazed | colourful |
| wide / narrow | comfortable | surprised | unforgettable |
| round | warm / cool | happy | beautiful |
| rectangular | cold / hot | nostalgic | unattractive |

A description of a place may answer some of these questions:

- Where is the place?
- How big is it?
- How warm or cold is the place?
- How does the place make you feel? Why?
- What things can you see in this place?
- What colours do you see?

I List some words to describe these places.



- 2 Read this description from a travel brochure. Circle the adjectives.

Niagara Falls, a popular destination for thousands of visitors each year, is a beautiful place. When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature. The tree-lined river that leads into the falls is fast-moving, pouring over the edge of

the falls and crashing to the bottom in a loud roar. If you want to experience the falls close up, go for a boat ride. You'll come near enough to look up at the roaring streams of water flowing over the edge and feel the cool mist that rises as the water hits the rocks below. Seeing Niagara Falls is an unforgettable experience!

Describing the place around you

Using prepositions

Prepositions tell us how a space is organised. These are some common and useful prepositions:

in front of / behind

on top of / on the bottom of

next to

above / below, underneath

to the right of / to the left of

in the middle of

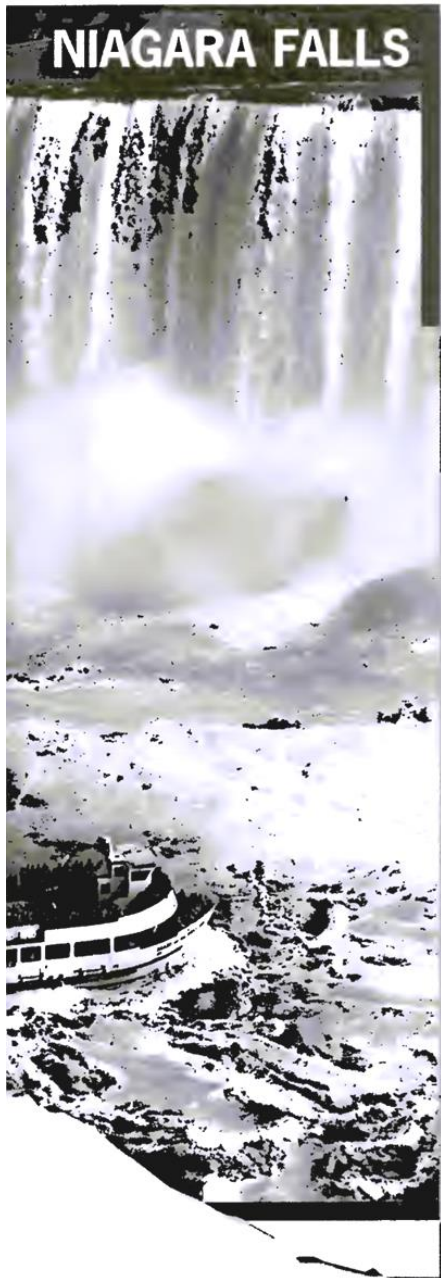
around

between

- 3 Read this paragraph that describes someone's favourite place. Underline the prepositions.

My favourite place to relax is a small café down the street from where I live. This café is on a small side street and as soon as you see it, you feel like going in. There are three windows on either side of the door, and each window has a small window box with brightly coloured flowers. There is a small wooden door that opens into the café, and as you go in, you can see a dozen small tables all around the room. Even though it isn't a big place, its size makes it very cosy and comfortable. I always like to sit at a small table in the corner near the front windows. From here, I can look at the artwork on the walls and at the pretty green plants hanging from the ceiling. With a strong cup of coffee and a good book, I feel very happy and relaxed in my favourite café.





4 Write six sentences to describe the place where you are right now. Try to answer some of the questions under 'Using adjectives' on page 25. Use adjectives and prepositions.

Describing a character

☞ **Describing people**

Here are some common adjectives for describing people:

| <i>Personality</i> | <i>Physical characteristics</i> |
|--------------------|------------------------------------|
| happy, satisfied | big, large, tall |
| relaxed | small, tiny, short |
| exciting | thin |
| nervous | heavy |
| angry | strong |
| serious | weak |
| sad, depressed | brown-, black-, blond-, red-haired |
| outgoing | light-, dark-skinned |

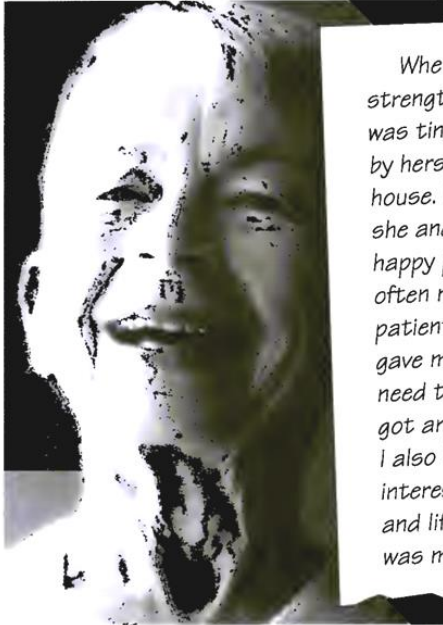
.....

A description of a person may answer some of the following questions:

- Who is the person?
- What does the person do?
- What does he or she look like?
- How does the person act—what is his or her personality like?
- How does he or she make others feel?

5 With a partner, add at least two other adjectives to the two lists above.

- 6 Read this description written by a young woman about her grandmother. Circle the adjectives that describe the grandmother.



When I was young, I admired my grandmother for her strength and kindness. She was not very big. In fact, she was tiny and very thin. She was strong, though. She lived by herself and still did a lot of the chores around her house. When I was a child, I saw her almost every day, and she and I would talk about everything. She was a very happy person and was always smiling and joking, and she often made me laugh. My grandmother was also very patient, and she would listen to all of my problems. She gave me very good advice whenever I needed it. I didn't need to be afraid to tell her anything, because she never got annoyed with me. She just listened and tried to help. I also liked to spend time with her because she had interesting stories to tell me about her own childhood and life experiences. When I was young, my grandmother was my best friend.

- 7 Describe one of these people. Write eight sentences. Try to answer three or more of the questions at the bottom of page 27. Use your imagination!



- 8 Think of a person or place you know well. Then brainstorm your ideas, narrow down your topic, and write a descriptive paragraph.

Process paragraphs

- 9 A process paragraph is a description of how to do something. It explains the steps you need to follow to complete an activity. Read this recipe and do the exercises below.

Ingredients

two cups of brown rice
 one tablespoon of cooking oil
 three tablespoons of chilli sauce
 three cloves of garlic
 one green pepper
 one red pepper
 one onion
 two tomatoes
 two spring onions
 salt
 pepper

Mike's Brown Rice and Vegetables

Brown rice and vegetables is a simple and delicious meal to make. First, cook the rice, following the directions on the packet. Then, cut the vegetables into one-inch pieces. Next, heat the oil, chilli sauce, and garlic in a frying pan. After that, add the vegetables and fry them until they are soft, but still a little bit crunchy. Now it's time to stir in the cooked rice. After stirring the rice and vegetables together, add salt and pepper to your own taste. Finally, put the rice and vegetables into a large bowl and serve it with freshly chopped tomatoes and spring onions on top. Now you are ready to enjoy your delicious brown rice and vegetables!

- Underline the topic sentence and the concluding sentence of the paragraph.
- List the steps for making brown rice and vegetables in the order you find them.
 - Cook the rice......
 -
 -
 -
 -
 -
 -
- How are the steps in the paragraph connected together? What words do you see that help show the sequence to follow? Underline them.

Lesson 10. Writing contrast paragraph.

☞ Paragraphs that compare and contrast

To *compare* means to discuss how two people, places, or things are *similar*: *Both teachers and students need to spend a lot of time preparing for classes.* To *contrast* means to discuss how two people, places, or things are *different*: *One main advantage of a bicycle over a car is that a bicycle doesn't create any pollution.*



Choosing a topic

- 1 Brainstorm ideas to compare and contrast. Think of people, places, and things. Then compare your lists with a partner.

People: and

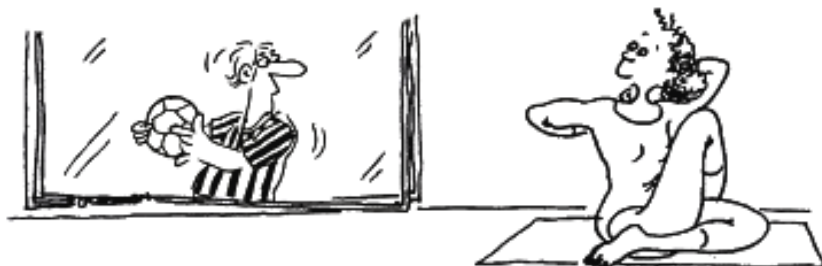
Places: and

Things: and

➤ **Using contrastive structures**

These words and phrases are used for writing contrasts:

| | |
|---|--|
| more / less + adjective / adverb + than | <i>Eating out is usually more expensive than cooking at home.</i> |
| adjective + er + than | <i>My bedroom is bigger than my sister's room.</i> |
| but, while, though | <i>I enjoy eating fruit for dessert, but / while / though my friend likes chocolate.</i> |
| not the same as | <i>This book isn't the same as the one you bought.</i> |
| not as ... as | <i>Some people feel that doing exercise isn't as fun as watching TV.</i> |
| different from | <i>That style of shirt is different from the styles most people wear.</i> |
| in contrast | <i>The lakes we swam in were very clean and beautiful. In contrast, the lakes in my country are polluted.</i> |
| however | <i>The new shop sells its clothing at low prices. However, other shops have better quality clothing.</i> |
| on the other hand | <i>My boyfriend likes doing sport. On the other hand, I prefer doing yoga.</i> |

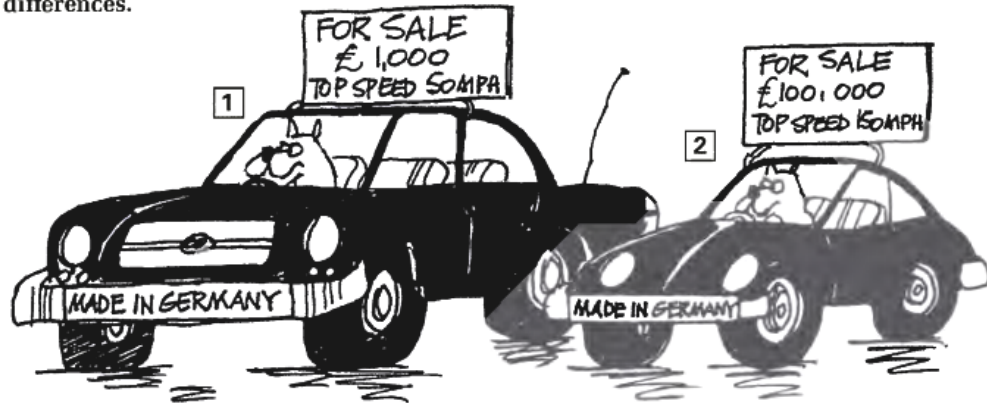


4 Complete these sentences with phrases from above.

- Some tourists enjoy going on organised tours, many other tourists prefer travelling on their own.
- The two books are very each other.
- The cost of studying in a college or university in Britain is very high, in many other countries, the cost is much lower.
- Changes in technology are occurring quickly in the past.

Similarities and differences

- 5 Write eight sentences about these two cars. Write about four similarities and four differences.



Comparison / contrast organisation

- ▷ Two methods for organising a comparison / contrast paragraph

Method 1: Block organisation

First, write about supporting points for the first topic. Then compare or contrast those same points to the second topic. This type of organisation could be outlined like this:

Topic sentence comparing / contrasting two topics (A and B)

Points of comparison / contrast about Topic A

Points of comparison / contrast about Topic B

Concluding sentence

Reading a story in a book is often very different from seeing it as a film. When you read a story, you need to use your imagination. A book usually gives a lot of description about the people, places, and things in the story, so you can create pictures in your mind. In addition, the conversations between people are always written with details that describe how the people look or feel while they are talking. When you read, you use a lot of imagination to help 'see' the characters in the story. However, when you see a film, it is a different experience. When you watch a film, you don't need to use your imagination. The pictures on the screen give all the details about the people, places, and things in the story. The conversations are spoken out loud, so you just listen and watch. The feelings of the people come through their faces, body movements, and voices. Although a book and a film might tell the same story, reading a book and watching a film are very different experiences.

Method 2: Point-by-point organisation

Compare or contrast one point about the two topics, then a second point, then a third point, and so on. This type of organisation could be outlined like this:

Topic sentence comparing or contrasting two topics (A and B)

First point of comparison / contrast (A1, B1)

Second point of comparison / contrast (A2, B2)

Third point of comparison / contrast (A3, B3)

Fourth point of comparison / contrast (A4, B4)

Fifth point of comparison / contrast (A5, B5)

Concluding sentence

Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities. First of all, both women had a difficult childhood. Monroe spent many years without parents in an orphanage, and Diana's mother left the family when she was only six. Later in their lives, both women married famous men. Princess Diana married Prince Charles, and Marilyn Monroe married a famous baseball player and later a famous writer. They also had difficult marriages and eventually separated from their husbands. Another similarity between Marilyn Monroe and Princess Diana was that they were both very popular. Diana was called 'The people's princess' because she was so friendly. Although Monroe was famously sexy, she was well-liked because she seemed very innocent. However, although they both seemed to have very happy lives, both women actually had emotional problems and often felt sad and depressed. Monroe went through serious depression and had to go to a hospital for treatment. Likewise, Diana suffered from an eating problem and was depressed during parts of her marriage. A last similarity between Marilyn Monroe and Princess Diana was their deaths at an early age. In fact, they were both thirty-six years old when they died, Monroe in 1962 and Diana in 1997. Maybe their similar life circumstances and lifestyles explain why Princess Diana and Marilyn Monroe also had similar personalities.

6 Read the two paragraphs above then answer the questions.

- Which paragraph mostly compares and which mostly contrasts?
- Finish filling in the outlines on page 46 for each paragraph.



6

Block organisation: Paragraph 1

Topic sentence: Reading a story in a book is often very different from seeing it as a film.

Topic A—reading a book

Supporting points:

1.
2.

Topic B—

Supporting points:

1.
2.

Point-by-point organisation: Paragraph 2

Topic sentence: Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities.

First point of comparison—difficult childhood

A1:

B1: Princess Diana—mother left family

Second point of comparison—

A2: Princess Diana—married Prince Charles, later separated from him

B2:

Third point of comparison—

A3:

B3:

Fourth point of comparison—had emotional problems

A4: Marilyn Monroe—

B4:

Fifth point of comparison—

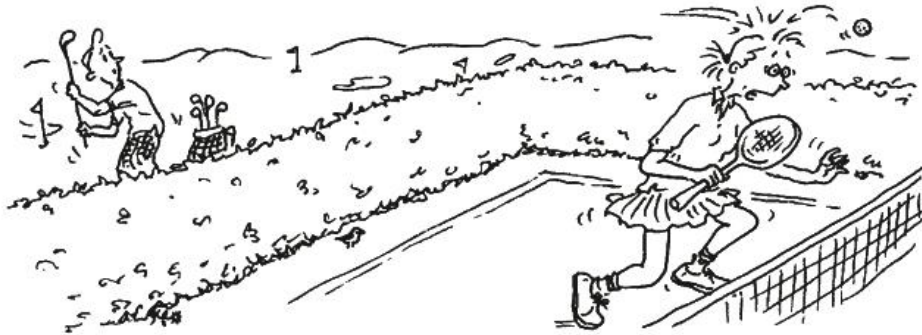
A5:

B5:

- 7** Look again at the second paragraph in exercise 2 on page 41. Does it use point-by-point or block organisation? How do you know?

8 Read this list of details about two popular sports. Then make a list of similarities and a list of differences below. Discuss your answers with a partner.

| Golf | Tennis |
|--|--------------------------------|
| played outdoors on a large, open area | a racket is used to hit a ball |
| played with at least two people | played by pairs of people |
| clubs are used to hit a ball | played on a court with a net |
| both men and women play | played outside or inside |
| very expensive to play in some countries | both men and women play |
| accuracy is an important skill | fairly cheap to play |
| few spectators | speed is an important skill |



Similarities between the sports

.....

.....

.....

.....

.....

.....

.....

.....

Differences between the sports

.....

.....

.....

.....

.....

.....

.....

.....

9 Write a comparison or contrast paragraph. Use either point-by-point organisation or block organisation.

Comparing and contrasting

2 Read Yuko's e-mail message to her friend and answer the questions.

- a. What two things does the second paragraph talk about?
- b. Is the second paragraph mostly comparing or mostly contrasting? How do you know?

From: yuko@toko.com
To: sharifa@abz.net
Subject: Stratford University

Hello Sharifa

How are you? I hope everything is OK with you. The English course has almost finished now – can you believe it? I was just talking to Yu Peng yesterday and she told me that you're planning to go to Stratford University. That's great. As I'm planning to go to St John's University, we'll be living in the same city!

Have you decided where you're going to live? My parents want me to live with a host family in the city, but I want to live in a shared flat in a hall of residence on the campus. I think they're both good places to live, but a flat in a hall would be better. When you live with a family, you usually have to fit in with their timetable. On the other hand, when you live in a flat in hall you can do what you want when you want. Another difference is that, with a family, you don't have to cook. In a flat in hall, of course, you have to cook for yourself! That would be good for me because I like cooking. My parents have pointed out that all the food is included in the price when you live with a family, but you have to pay extra for this in hall. Plus there could be complications about sharing the kitchen if everyone wants to cook at the same time. However, when you live in a flat in hall, you get to choose what you eat and when you eat it.

I hope I can convince my parents that living in hall would be better for me than living with a host family!

Talk to you soon.

Love

Yuko

6

Comparative and contrastive structures

Using comparative structures

These words and phrases are used for writing comparisons:

and *The man **and** the woman are tall.*
both ***Both** of the tables have broken legs.*
both ... and ***Both** my neighbour **and** I are selling our cars.*
also *The shops are closing for the bank holiday. The post office is **also** closing.*

too *Kathy is planning to go to the party, and I am, **too**.*
neither ... nor ***Neither** Joe **nor** Steve went to the meeting last night.*
similar to *Their new computer is **similar to** the one my brother bought.*
the same as *Is the restaurant where you had dinner **the same as** the place where I ate last month?*

(just) as + adjective + as *His coat is **just as warm as** the more expensive one.*

likewise *My parents were born in a small village. **Likewise**, my brothers and I also grew up in a small town.*

similarly *There are many parks to visit in that city. **Similarly**, there are several parks in my hometown, too.*

3 Complete these sentences with phrases from above.

- The architecture of some modern government buildings is the type of construction used hundreds of years ago.
- In recent years, new technology such as mobile telephones has made life more convenient., the Internet has made a wide variety of information available to everyone.
- the rivers the lakes are clear and beautiful.
- The capital city is just modern the cities in many other countries.



Advantages and disadvantages

○ Writing about advantages and disadvantages

Another way to compare or contrast is to talk about *advantages* (positive points) or *disadvantages* (negative points) of a topic. If you are writing about one topic, it is usually best to discuss advantages and disadvantages in two separate paragraphs. If you are comparing or contrasting two topics, you could organise the paragraph in either point-by-point or block style.

10 Read this paragraph from a school newspaper. List the supporting points. Does the paragraph discuss advantages or disadvantages?

Studying abroad and studying in your own country both have definite benefits for a student. Living in another country can be an exciting experience because everything seems new and different. The challenge of living in a new environment can give you courage and self-confidence, too. If you want to learn another language, living abroad is a great way to do that because you can read magazines or newspapers, watch television programmes, or make friends with people who are native speakers. Another good reason to live abroad is to learn more about another culture. On the other hand, there are also advantages to staying in your own country to study. It is cheaper than living abroad, so you can save more money. Also, in your home country, everything is familiar. You don't need to worry about being taught in a foreign language, and you can understand the culture and the expectations of teachers. Finally, if you stay in your own country, you can be close to your family and friends. So, if you are thinking about where to study, consider all of these benefits and make a decision that is right for you.

11 Write one or two paragraphs comparing or contrasting topics of your choice or one of these.

- action films / romantic films
- the advantages and disadvantages of living abroad
- living in a small town / living in a big city
- doing sport / watching sport on TV
- the advantages and disadvantages of having a job while at university

Review

12 List five words or phrases of comparison and five of contrast. Use them to compare and contrast two things at your university. Share your sentences with the rest of the class.

| Comparison | Contrast |
|------------|----------|
| | |
| | |
| | |
| | |
| | |

13 Work with a partner. Separate these ideas into advantages (A) and disadvantages (D).

Studying English

- a. takes a lot of time
- b. classes are fun
- c. grammar is difficult
- d. useful for talking to people from other countries
- e. good for using the Internet
- f. lots of vocabulary to learn
- g. too many tests to do
- h. helps to understand English-language films
- i. my friends like English
- j. pronunciation is difficult

14 Now, in pairs, one person should write a paragraph about the advantages and the other person should write about the disadvantages of studying English. Add one new idea of your own to your paragraph.

15 Share your paragraphs with another pair of students.

Lesson 12. Writing short story .

Time Relationship Transitions

| | |
|-----------------|-----------|
| after | meanwhile |
| afterwards | next |
| before | now |
| during | once |
| earlier | second |
| eventually | soon |
| first | sooner |
| in the meantime | then |
| later | today |

Using Transitions in Narrative Writing

Exercise

The following narrative paragraph lacks time transitions. Fill in the blanks with the appropriate transitions to give the paragraph coherence. (glues the structure together)

Let me tell you the story about a woman named Jyll and a friend of hers called Jack. – The 1. _____ thing that happened was that Jyll was running out of fresh water at her cabin. She decided she would have to walk into town to pick up some fresh spring water. 2. _____ she left she wanted to contact her neighbour, Jack, to let him know she would be out of the area for the day. 3. _____ she left the cabin, she grabbed the old wooden pail. 4. _____ she would use it as a signal to Jack that she was absent from the cabin. She tied a rope around the handle of the pail and 5. _____ was able to toss the pail up into the air and over the giant arbutus tree next to the cabin. High up there it could be seen by Jack while he stood on the porch of his cabin down the road. He would know she was away from the cabin. This was a safety measure. Jyll 6. _____ went off to town for the spring water not knowing that Jack had gone tumbling down. 7. _____ that day, it was discovered what had happened. 8. _____ Jyll had gone to fetch the pail for water, she hadn't noticed Jack coming around the bend in the forest path. 9. _____ the doctor and police were able to reconstruct the scene of the crime. It seems that when Jyll threw the pail up in the tree, it hit Jack's crown on its way down. 10. _____ Jack has had his nob patched, but he hasn't seemed the same fellow. 11. _____ Jyll has been known to giggle at Jack's disaster which sometimes gets her in trouble with his mother. 12. _____ Jack and Jyll still play at being neighbours, but Jack won't go near the water pail.

Unity in the Narrative Paragraph

The order in which the events are presented in the narrative paragraph is very important to the overall unity of a paragraph. If your ideas are not presented in time sequence, then the paragraph will be scrambled. We may like our eggs scrambled, but scrambled ideas create a lack of understanding.

Exercise

Try to unscramble the following paragraph by numbering the sentences in the order they should appear.

_____ Finally I was able to calm down long enough to understand what the man was saying

_____ In downtown Calgary it can sometimes seem quite dangerous when the sun goes down.

_____ This danger became very real to me one summer evening.

_____ Next he leaned ominously into the car blowing toxic liquor fumes across my face.

_____ During the rush hour one evening after work, I was driving down Centre Street, and was stopped by the red light across from the York Hotel.

_____ Before I knew what had happened an old man had grabbed my door handle.

_____ Later I realised how foolish I had been to drive with the doors unlocked.

_____ Now I started to panic as his hands fumbled on the car seat because I thought he was grabbing for my purse.

_____ After this experience, my sense of safety in Calgary was destroyed.

_____ Then I realised all he wanted was a cigarette, and gingerly I extended the pack to him

_____ When he started muttering, I drew back even further against the driver's door.

_____ After snarling, "Darn light stuff", he took two smokes and my lighter, and backed out of the car.

Using Connotative Language in Narrative Writing

Exercise

Try re-writing each of the following sentences to make them more connotative. Use your thesaurus.

1. The man walked down the street.
2. The girl hit her knee on the stairs.
3. The baby cried in her crib.
4. The cowboy fell off his horse.
5. The child ran out the school doors.

Exercise

Re-write the following topic sentences into concluding sentences.

1. Last night my television set seemed to conspire against me.
2. The worst thing that ever happened to me was the night of the bear.
3. During my teens, school became an enemy that tortured my brain, especially in my grade 1 English class.
4. An adventure can happen to you everyday, so just listen to my story.
5. I'm not the most organised person in the world, and the results of this can have disastrous effects.

Lesson 13. Writing reviews on books.

1. Stylistic Analysis of Katherine Mansfield's story «A Cup of Tea»

The author of the story under discussion is Katherine Mansfield - a prominent modernist writer of short fiction. Her stories often focus on moments of disruption and frequently open rather abruptly.

«A Cup of Tea» - is psychological short story. The plot is centered round the main heroine's emotional state, her inner thoughts which completely revealed through the use of images, dialogues, monologues and other stylistic tools.

The theme of social distinction runs through the text. The author reveals the selfishness of the upper society.

The story is written in ironic key, K. Mansfield ridicules such vices of the protagonist as selfishness, avarice, arrogance and constant need for being pleased and entertained.

The text presents a piece of narration and skillfully comprises such types of narration as description, dialogue, represented speech and account of events.

The main character is Rosemary Fell, her husband and the beggar serve to bring out different sides of Rosemary's personality.

Rosemary Fell – is a rich arrogant member of the British upper class. The author uses direct methods of her characterization through the chain of epithets («young, brilliant, extremely modest»), prolonged with parallel construction («exquisitely well dressed, amazingly well read in the newest of the new books»), litotes («was not exactly beautiful. No, you couldn't have called her beautiful»), rhetorical questions («Pretty?»). The very name of the main heroine Rosemary is an example of antonomasia, this stylistic device reveals the idea of hothouse conditions to which the main heroine is got used to.

K. Mansfield uses gradation prolonged with the repetition of word «rich» to emphasize the great fortune of Rosemary's family: «They were rich, really rich, not just comfortably well off, which is odious and stuffy and sounds like one's grandparents». The author enhances the image of her as a very rich person by the comparison that goes further: «But if Rosemary wanted to shop she would go to Paris as you and I would go to Bond Street», thus pointing out the consciousness of the class distinctions that exist between Rosemary and the reader, and the polysyndeton in her words in the shop: «I want those and those and those». This conveys the idea that money is nothing for her and she can possess anything she wants.

Further on Katherine Mansfield dwells on one of the visits to an antique shop. The salesman is always happy to see her as he knows that she can buy a lot. His joy is expressed through his action depicted in the way of gradation: “He clasped his

hands; he was so gratified he could scarcely speak.” And such word combinations as “breathing deeply”, “pale finger-tips” also tell about that. The box is bound to draw Rosemary’s attraction and that is obvious from the way it is described with various similes: “it looked as though it had been baked in cream”, “no bigger than a geranium petal”, “a pink cloud like a watchful cherub floating above their heads” And the box has impressed her a lot and this idea is conveyed through the gradation and an example of epiphora: “Yes, she liked it very much. She loved it; it was a great duck. She must have it.”

Rosemary treats the world as if belonged to her, where she can buy everything and almost everyone, but she refuses to face the fact, that she is scared by the reality, the detachments supports this idea : « There are moments, horrible moments in life, when one emerges from shelter and looks out, and it's awful». The encounter with Miss Smith, a young beggar, gives Rosemary the chance to regain the comfortable feeling of superiority and the compensate for that moment of weakness.

Rosemary intends to prove her power over the environment by «breaking the social barriers», shocking her family and friends, secretly believing that her ability to manipulate the girl and the circumstances affirms her dominance over the world. But Mansfield bitterly points out the true reason for Rosemary’s success: «Hungry people are easily led».

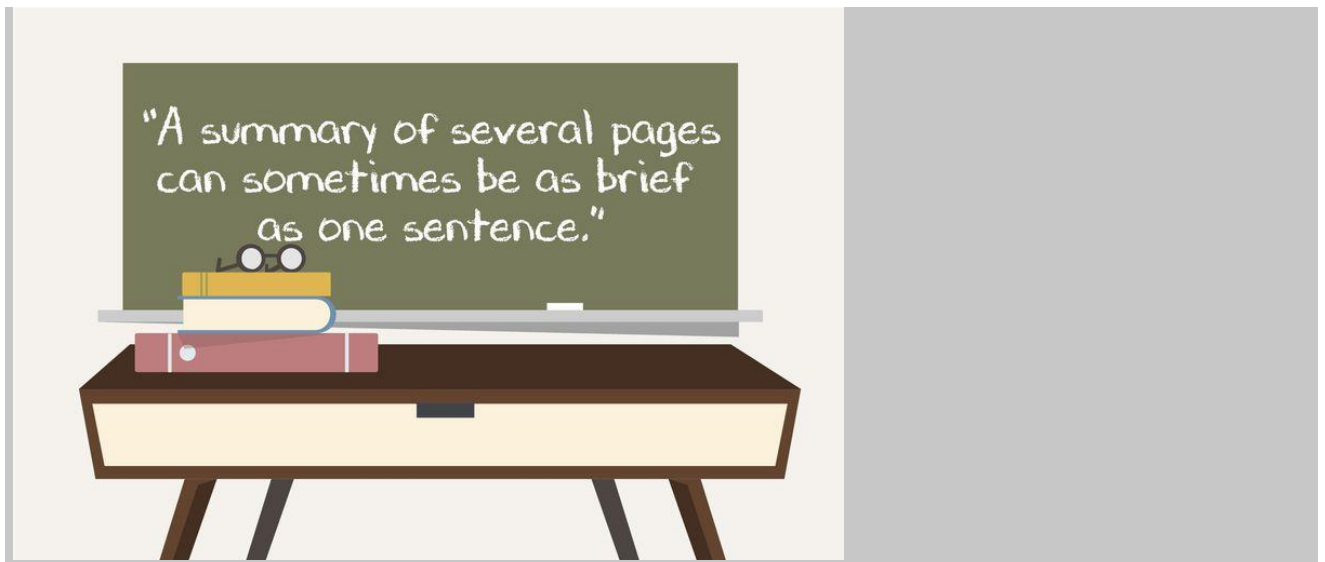
The story reaches its climax, when in the middle of Rosemary’s ardent and heated vows to «Be frightfully nice to her» and to «Look after her», her husband, playing to Rosemary’s jealousy, mentions how pretty Miss Smith is.

Rosemary’s subsequent actions, when she retrieves three pound notes, and presumably sends the girl away, represent the denouement of the story.

The abrupt change of syntax, in one of the final passages of the story, numerous exclamatory sentences, represented speech, repetitions and detachments reveal the true face of Rosemary Fell: « Pretty! Absolutely lovely! Bowled over! Her heart beat like a heavy bell. Pretty! Lovely! She drew her check-book towards her. But no, checks would be no use, of course. She opened a drawer and took out five pound notes, looked at them, put two back, and holding the three squeezed in her hand, she went back to her bedroom».

Thus, through masterly use of various lexical and stylistic devices K. Mansfield characterizes her personages and reveals to the reader the deepest fears and desires of the protagonist’s psyche.

2. Summarizing .



Brenda Spatt, *Writing From Sources*, 8th ed. (Bedford/St. Martin's, 2011).

by **Richard Nordquist**

Updated April 26, 2017

A summary is a shortened version of a text that highlights its key points.

The primary purpose of a summary is to "give an accurate, objective representation of what the work says." As a general rule, "you should not include your own ideas or interpretations" (Paul Clee and Violeta Clee, *American Dreams*, 1999).

Etymology

From the Latin, "sum"

EXAMPLES AND OBSERVATIONS

- **"Summarizing** condenses in your own words the main points in a passage. . . .
 1. Reread the passage, jotting down a few keywords.
 2. State the main point in your own words. . . . Be objective: Don't mix your reactions with the summary.
 3. Check your summary against the original, making sure that you use quotation marks around any exact phrases that you borrow."

(Randall VanderMey, et al., *The College Writer*, Houghton, 2007)

- **A Summary of the Short Story "Miss Brill" by Katherine Mansfield**
"Miss Brill is the story of an old woman told brilliantly and realistically, balancing thoughts and emotions that sustain her late solitary life amidst all the bustle of modern life. Miss Brill is a regular visitor on Sundays to the Jardins Publiques (the Public Gardens) of a small French suburb where she sits and watches all sorts of people come and go. She listens to the band playing, loves to watch people and guess what keeps them going and enjoys contemplating the world as a great stage upon which actors perform. She finds herself to be another actor among the so many she sees, or at least herself as 'part of the performance after all.'

"One Sunday Miss Brill puts on her fur and goes to the Public Gardens as usual. The evening ends with her sudden realization that she is old and lonely, a realization brought to her by a conversation she overhears between a boy and a girl presumably lovers, who comment on her unwelcome presence in their vicinity. Miss Brill is sad and depressed as she returns home, not stopping by as usual to buy her Sunday delicacy, a slice of honey-cake. She retires to her dark room, puts the fur back into the box and imagines that she has heard something cry."

(K. Narayana Chandran, *Texts and Their Worlds II*. Foundation Books, 2005)

- **A Summary of Shakespeare's *Hamlet***

"One way of discovering the overall pattern of a piece of writing is to **summarize** it in your own words. The act of summarizing is much like stating the plot of a play. For instance, if you were asked to summarize the story of Shakespeare's *Hamlet*, you might say:

It's the story of a young prince of Denmark who discovers that his uncle and his mother have killed his father, the former king. He plots to get revenge, but in his obsession with revenge he drives his sweetheart to madness and suicide, kills her innocent father, and in the final scene poisons and is poisoned by her brother in a duel, causes his mother's death, and kills the guilty king, his uncle.

This summary contains a number of dramatic elements: a cast of characters (the prince; his uncle, mother, and father; his sweetheart; her father, and so on), a scene (Elsinore Castle in Denmark), instruments (poisons, swords), and actions (discovery, dueling, killing)."

(Richard E. Young, Alton L. Becker, and Kenneth L. Pike, *Rhetoric: Discovery and Change*. Harcourt, 1970)

- **Steps in Composing a Summary**

"Here . . . is a general procedure you can use [for composing a summary]:

Step 1: Read the text for its main points.

Step 2: Reread carefully and make a descriptive outline.

Step 3: Write out the text's thesis or main point. . . .

Step 4: Identify the text's major divisions or chunks. Each division develops one of the stages needed to make the whole main point. . . .

Step 5: Try summarizing each part in one or two sentences.

Step 6: Now combine your summaries of the parts into a coherent whole, creating a condensed version of the text's main ideas in your own words."

(John C. Bean, Virginia Chappell, and Alice M. Gillam, *Reading Rhetorically*. Pearson Education, 2004)

- **Characteristics of a Summary**

"The purpose of a **summary** is to give a reader a condensed and objective account of the main ideas and features of a text. Usually, a summary has between one and three

paragraphs or one hundred to three hundred words, depending on the length and complexity of the original essay and the intended audience and purpose. Typically, a summary will do the following:

- **Cite the author and title of the text.** In some cases, the place of publication or the context for the essay may also be included.
- **Indicate the main ideas of the text.** Accurately representing the main ideas (while omitting the less important details) is the major goal of the summary.
- **Use direct quotations of key words, phrases, or sentences.** *Quote* the text directly for a few key ideas; *paraphrase* the other important ideas (that is, express the ideas in your own words.)
- **Include author tags.** ("According to Ehrenreich" or "as Ehrenreich explains") to remind the reader that you are summarizing the author and the text, not giving your own ideas. . . .
- **Avoid summarizing specific examples or data** unless they help illustrate the thesis or main idea of the text.
- **Report the main ideas as objectively as possible.** . . . Do not include your reactions; save them for your response.

(Stephen Reid, *The Prentice Hall Guide for Writers*, 2003)

- **A Checklist for Evaluating Summaries**

"Good summaries must be fair, balanced, accurate, and complete. This checklist of questions will help you evaluate drafts of a summary.

- *Is the summary economical and precise?*

- *Is the summary neutral in its representation of the original author's ideas, omitting the writer's own opinions?*

- *Does the summary reflect the proportionate coverage given various points in the original text?*

- *Are the original author's ideas expressed in the summary writer's own words?*

- *Does the summary use attributive tags (such as 'Weston argues') to remind readers whose ideas are being presented?*

- *Does the summary quote sparingly (usually only key ideas or phrases that cannot be said precisely except in the original author's own words)?*

- *Will the summary stand alone as a unified and coherent piece of writing?*

- *Is the original source cited so that readers can locate it?"*

(John C. Bean, Virginia Chappell, and Alice M. Gillam, *Reading Rhetorically*. Pearson Education, 2004)

- **The Summary App: *Summly***

"Upon hearing, in March of [2013], reports that a 17-year-old schoolboy had sold a piece of software to Yahoo! for \$30 million, you might well have entertained a few preconceived notions about what sort of child this must be. . . .

"The app [that then 15-year-old Nick] D'Aloisio designed, *Summly*, compresses long pieces of text into a few representative sentences. When he released an early iteration, tech observers realized that an app that could deliver brief, accurate **summaries** would

be hugely valuable in a world where we read everything--from news stories to corporate reports--on our phones, on the go. . . .

"There are two ways of doing natural language processing: statistical or semantic,' D'Aloisio explains. A semantic system attempts to figure out the actual meaning of a text and translate it succinctly. A statistical system--the type D'Aloisio used for *Summly*--doesn't bother with that; it keeps phrases and sentences intact and figures out how to pick a few that best encapsulate the entire work. It ranks and classifies each sentence, or phrase, as a candidate for inclusion in the summary. It's very mathematical. It looks at frequencies and distributions, but not at what the words mean."

(Seth Stevenson, "How Teen Nick D'Aloisio Has Changed the Way We Read." *Wall Street Journal Magazine*, November 6, 2013)

- **The Lighter Side of Summaries**

- Dave Barry's Summaries of Famous Works of Literature**

- "Here are some . . . famous works of literature that could easily have been **summarized** in a few words:

- *Moby-Dick*--Don't mess around with large whales, because they symbolize nature and will kill you.

- *A Tale of Two Cities*--French people are crazy.

- *Every poem ever written*--Poets are extremely sensitive.

Think of all the valuable hours we would save if authors got right to the point this way. We'd all have more time for more important activities, such as reading newspaper columns."

(Dave Barry, *Bad Habits: A 100% Fact-Free Book*. Doubleday, 1985)

- **A Summary of the Major Problem With Governing People**

- "To **summarize**: it is a well-known fact that those people who must *want* to rule people are, ipso facto, those least suited to do it. To summarize the summary: anyone who is capable of getting themselves made President should on no account be allowed to do the job. To summarize the summary of the summary: people are a problem."

- (Douglas Adams, *The Restaurant at the End of the Universe*. Pan Books, 1980)

Lesson 14. Writing analytical reviews.



How to Write a Book Analysis Paper

College students may feel like a book analysis paper is just a grown-up book report. However, a book analysis paper is an essay describing factual and personal information regarding a work of literature. Book analyses are typically only about four paragraphs. They are meant to provide a brief overview and review of the details. Writing a book analysis potentially helps writers think critically about the literature piece or determine their literary preferences through active reading of the text and essay writing. In order to write a book analysis paper, first read the book and then create an outline followed by the actual book analysis essay writing.

Read the Assigned or Chosen Book

First, in order to write a book analysis paper, you need to have to read the assigned book or book of your choice. This will enable you to analyze the book and better comprehend its positive and

negative attributes. You can find a book to read online, at the library or bookstore.

Create an Outline

Create an outline in order to organize your information for the book analysis paper. Your outline should have at least four headings. The first heading can be the introduction while the second heading can be the literary objective. The third section can be about the characters in the book, and the fourth section can be the positive and negative aspects of the book.

Organize Introduction

Organize the introductory information in the outline. The introductory paragraph of

the book analysis paper should contain basic information about the book, such as the title, the author, the publication date, a very brief summary, whether or not the book is part of a series, and the

Determine Literary Objective

Determine the literary objective of the book. Under the second heading of your outline, write notes about the message the author wanted to portray when writing the book. For example, the author may have written a book about friendship in order to display its typical characteristics. Also, list some of the prominent literary devices within the book. For example, the author may have used foreshadowing in order to provide you with insight on how the book would end.

Take Character Notes

Take notes on the characters within the story. When you write the outline and the book analysis paper, you have to explain the qualities of the main characters

within the book. For example, the main character of the book may have a bold personality whereas the friend of the main character may be shy and timid.

Record Positive and Negative Aspects

Record notes about the positive and negative aspects of the book. Your book analysis should describe the strengths and weaknesses of the book. For example, the positive aspects of the book might be that the plot and characters were engaging. The negative aspects of the book could be that more characters were not involved in the story and that the final outcome was disappointing.

Write Analysis Paper

Write the book analysis paper. Use your outline to help you write the paper. Each heading corresponds to a separate paragraph. As you write the paper, do not use the pronoun "I."

Proofread Analysis Paper

Proofread your book analysis paper. When you proofread your paper, read it aloud.

This will help you to find mistakes that you will not always notice by reading it silently. Also, have a friend read your paper aloud. Then, fix your mistakes and create the final draft of your analysis paper.

Lesson 15. Writing online review .

5 Tips for Writing Effective Online Reviews

Ryan Bronson



If you own a computer or a smartphone, chances are that you've done some form of online shopping before.

Online shopping has many pros and cons as you have probably experienced. On one hand, you can shop in the comfort of your home or on the go. On the other, you can never really be sure of the quality of the product... until you receive it.

Because customers can't see or test the product before buying, it means they will almost **always read product reviews first.**



In addition to popular review sites such as Amazon, Reddit, or Trust Pilot, a lot of people are even turning platforms like YouTube for expert reviews of technical products like laptops or smartphones.

All of these online reviews help a person choose the perfect product without testing it in real life. It also helps companies grow their following and brand awareness.



The power of good online reviews

Statistically, more than 90% of people go through reviews of a product before even going to the company's website.

For this reason, it's vital for your products to have an ample number of reviews, especially if it's new. A high number of positive reviews will help people discover it more quickly.



What's more, Google uses the reviews to rank the same products in order, from most popular to least popular. Customers then follow the reviews to choose their product, thereby, increasing the click-through rates to your website. Sounds simple right?

There's one caveat though: the reviews need to be good and authentic.

It goes without saying, but customers will trust the products with the most favorable reviews. However, if the reviews smell fake, consumers can sniff it out within seconds and quickly dismiss them. For this reason, **businesses need to encourage more good online reviews, and people need to write them.**

3 reasons why you should write good online reviews

You may think that a lot of people who write online reviews are being paid or compensated in some way. The truth is, many of them actually do it for selfless reasons, and here are some of the key ones:

1. Sharing is caring

How many times have you avoided buying a sketchy product thanks to good, honest reviews? A number of people that write them genuinely do it to help others make good decisions. Why not do the same for them?

2. Better products

Good reviews help companies improve their products. It's basically free user feedback! So, clearly stating what you don't like about a product and why will allow the company to understand exactly what they need to change.

3. To restore faith in the review system

According to [Spectoos](#), a percentage of people out there actually write good reviews so they can "reinforce the interdependency of the review system". It makes sense because if we want to benefit from good reviews, we need to write and encourage to write them.

It sounds simple, but you can't how do you write a good and credible online review? In this blog post, we'll be exploring 5 tips which can help you.

5 Tips to follow when writing reviews

We have come up with some special tips that will bring the X-factor in your reviews. As everyone and their grandmas are writing reviews, you need to have some secret ingredient in your review to stand out.

#1: Avoid promotional jargon

Always remember while writing the review that **you are not advertising the product**. There is a special team dedicated to that. What the company and customers want is honest reviews about what happened when you used the product.

For example, if you are reviewing a face mask that sold on AliExpress , you should include things like how it made your skin feel, did you have reactions to it, etc.

A generic statement like, “It is the best product. It’s better than anything out there!” isn’t descriptive enough and over-promotional. **You need to stay in a neutral position in your review** even if it IS the best face mask you’ve ever used.

Here are some key points to keep in mind when you write your next review:

- It should sound like an anecdote or personal experience
- Provide proof like screenshots, product shots, or before and after shots
- If you didn’t like the product, try not to overemphasize on the fact that they should buy it – Just give your opinion and let your readers decide

#2: Be responsive

It is a good idea to write the review in a conversational manner, this lets readers respond and suggest their point of view.

What’s more, when you reply back people will find your review more credible and authentic.

You can do the following things to ensure that you are engaging your review readers:

- Leave a contact information where they can ask you more questions or share your experience with them
- Respond to comments about your review diligently
- In case you wrote a completely different review from what one client experienced, you can try to explain your situation or send his/her complaint to the company
- Explain the whole process of using the product like telling a story

Describe all the steps you did and the problems you encountered on the way so the **readers can follow and comment on specific steps in your process**.

#3: Stay neutral

A perfect online review should be neutral as possible.

If you are writing a review after having a bad day at work, this could impact your review and it wouldn’t be as accurate as it should be. Therefore, try and put yourself in a neutral mood when starting to write.

On the other hand, when you are writing only good things about the product, it may seem artificial and could be harder for the customers to believe the review. Reviews generally seem more credible when bad or constructive points are included.

Here are some things to keep in mind:

- Start with some positive points but definitely include constructive feedback
- Try to have an equal number of pros and cons
- The negative points, avoid terms like “terrible,” “agonizing” or “awful” because they project more your feelings, not like real facts

#4: Proofread

When people read reviews in general, there is a certain level of quality that is expected.

So write carefully and try to read aloud while you are writing to ensure fluidity. The writing can be in a friendly format not academic. You can use personal pronouns and try to write in the active tense instead of passive.

Write clearly and concisely, and **always proofread.**

We would suggest you first to break up your review into a few parts:

Introduction

In this part you will talk about the product:

- What is it?
- How to use?
- What does it do?
- Where did you get it from?

Pros

This part will consist of all the benefits of the product. You may also write in this part that the expectation vs. the result.

Cons

As you would have already understood that the disadvantages are the main focus of the review as well. Try to be honest and impartial. **Provide explanations for why you didn't like a feature.**

Another method is to explain the pros and cons of each process after explaining the action. For example, while applying the black mask, the advantage is that it takes less time to dry, but the disadvantage is that it gave you a rash.

Your own suggestion

Finally, add a small paragraph where you can give your own suggestion about whether you will buy it again or not. Finish by giving the link from where you bought it. Additionally, give your contact if people have further queries about it.

Tip #5: Details of the product

The details of the product should be accurate and precise. If you are talking about offline services like a home tutor, you can add details of the person, the agency used, the date when started or the schedule followed.

If it is an online product, you should add the shopping website, the date when it was bought, the date it was delivered, and the condition of the product. Also, delivery is a problem in many countries and, therefore, people would be really interested in knowing the time taken for delivery. Consequently, your article will stand apart from your competitor's articles.

Over to you

Providing good online reviews is a huge part of not only online shopping, but also countless apps that help make our lives easier every day such as Uber and Airbnb.

For this reason, it's essential for businesses as well as customers to encourage writing solid online reviews. Do you have any tips on writing good reviews? Tell us in the comments!

Lesson 16. Writing short simple articles.

C Headlines and newspapers

1 Match phrases from the two columns below to make newspaper headlines.

| | | |
|--------------------|-------------------------|------------------------------------|
| a Fuel | Fuel gauge | sees attack |
| b Hero | Hero pulls | terrifies teenager |
| c Horrified | Horrified driver | sharp-eyed flight attendant |
| d Saved | Saved by | neighbour from fire |
| e Turbulence | Turbulence | failure traps couple |

2 Look at the headlines you have made and answer the following questions.

a Which kinds of word are commonly left out?

b Which kinds of words are included?

c What happens to the tense of the verbs?

3 Match the following stories with the headlines from Exercise 1.

a

A teenager flying from Istanbul to New York was absolutely terrified when the plane she was travelling in encountered major turbulence over the Atlantic.

'We'd just had our meal when the pilot warned us about the weather,' said 16-year-old Gulay Menguç ...

b

A horrified car owner watched as youths attacked his car with bricks and a baseball bat.

'I had just come out of the house, when I saw this gang of youths. They were throwing things at my car and hitting it with a baseball bat ...'

c

How good is your eyesight? Could you see a burning ship from 35,000 feet? That's just what Julie did and today we say 'She's a hero!'

Julie was working on a flight between Taipei and Sydney when she looked out of the window ...

d

A courageous villager battled through a burning bungalow to carry his neighbour to safety.

Hero Laurence Broderick rescued Jean Buitter after a fire tore through her home in High Street, Waresly, destroying much of the roof.

e

A frightened couple spent the night in their car in freezing temperatures after they ran out of fuel.

'The gauge said we still had half a tank of petrol,' said Jane Bakewell after their ordeal, 'but then the car suddenly stopped and I had forgotten to bring my mobile phone with me, so ...'

4. Answer the following questions.

a Who was terrified where, after what?

.....

b Who attacked what with what?

.....

c Who saw what, from where?

.....

d Who was saved from what, by who, where?

.....

e Who had forgotten what, and what effect did it have?

.....

5. Write headlines to go at the beginning of these newspaper articles.

a

A worker at Simpsons, the California meat packing company, was locked in a freezer cabinet all night when the door was closed while he was inside. 'It was so cold I nearly died,' he said, 'but I ran around all night and that kept me warm ...'

b

Two people were killed on Thursday when a large lorry crossed over the central section of the M40 motorway and smashed into a car. Police are investigating the incident.

c

Fans of the band Warmheart were disappointed last night when their concert was cancelled. They were given tickets for the next concert tour in June.

'We were very sorry,' said Warmheart's manager, 'but two of the band members, Ronnie and Chris, were very unwell. They just couldn't play. I nearly sent them to hospital.'

d

A brave young girl is running a special marathon race in Bangkok tomorrow to raise money for cancer research.

'My mother had cancer,' said Emma. 'She's better now, but I wanted to do something for people in the future.'

Emma, who is 15 years old, has been training for two weeks. 'I'm nervous about the race,' she said. 'It's very long. But I'm going to raise a lot of money from my sponsors.'

6. Using any words from this unit, write a newspaper headline. Then write a short newspaper article to go with it.

.....

.....

.....

.....

.....

Lesson 17. writing articles for university publications.

PROBLEMS OF BILINGUAL CONSCIOUSNESS FORMATION

Bazarova S.M.

Abstract: *in this article the authors consider the problems of bilingual language consciousness formation. This topic is relevant due to the fact that people can not develop in isolation, and the diversity of languages and their close proximity simply do not leave any choice to man, how to learn foreign languages. The study of other languages allows not only to establish communication and information, but also to enrich the culture of their own people through the introduction of a part of the culture of the people of the studied language.*

Keywords: *bilingualism, language consciousness, foreign language, language ability.*

Today, practical requirements of teaching foreign languages require using “the communicative focused methods, which are directed to formation of abilities adequately to express thoughts in concrete language” [1, p. 60] Moreover, as N. Dauletova states: Despite of the unambiguity of the term “bilingualism”, we still found some discrepancy.

Two types of this phenomena (pure bilingualism and mixed bilingualism) require two types of language acquisition. The first type takes place in the assimilation of the second language “without translation” by its native speakers and, therefore, nationally specific cognitive structures are assimilated, being represented by units of language, without distortion. In case of mixed bilingualism, the studied language is perceived through the prism of the native one. The structure of the studied language is distorted by categories of native language, because there are no absolutely identical concepts among speakers of different languages, moreover, words can denote the same subject, but represent it in different ways, so the translation is never accurate. As N. Nikolina states, “Мышление и речь могут быть рассмотрены только в совокупности” [3, p. 43].

Issues of typology of modern bilingualism are covered in detail in the works of Uzbek and foreign scientists from different conceptual positions. Thus, one of the most common criteria for identifying types of bilingualism is the level of proficiency in the language code. According to this parameter, it is common to distinguish the following types:

- 1) receptive bilingualism (level of perception, understanding and interpretation of the received message);
- 2) reproductive bilingualism (level of reproduction of what is heard or read);
- 3) productive bilingualism (level of proficiency in all types of speech activity).

Studying the features of the formation and functioning of cognitive structures in the received message);

- 2) reproductive bilingualism (level of reproduction of what is heard or read);

3) productive bilingualism (level of proficiency in all types of speech activity).

Studying the features of the formation and functioning of cognitive structures in the minds of emerging artificial bilinguals, one should take into account the level of language proficiency. We adhere to the interpretations of the studied phenomena from the standpoint of cognitive linguistics. Within the framework of this scientific paradigm, language consciousness is the property of the individual, so the question of language/speech ability of a person must inevitably be touched upon. We list the basic properties of the language ability of the individual, allocated researchers: the dynamism of language ability, the interaction of developing language ability and speech skills, the complexity of the mechanism of language ability in the emerging linguistic personality.

The problems of bilingual linguistic consciousness formation were considered in the theory of bilingualism, although the term itself was not used by the authors. Thus, we may state that every person, being a native speaker, has a certain set of skills of coding and decoding information in his language. When a person begins to learn a foreign language, he forms new skills of coding and decoding, which come into some interaction with existing ones. When bilinguals move from one language to another, the two systems of coding and decoding skills come into more or less conflict. In this regard, the author considers the concepts of mixed and coordinate bilingualism. According to our theory, a mixed type of bilingualism is characterized by the presence of one common semantic basis for two languages in bilingual consciousness, that is, one system of meanings serves two language codes at once. This type of bilingualism is formed in the process of traditional foreign language teaching, and is typical for children brought up in bilingual families.

Thus, based on the analysis of the concepts of bilingual linguistic consciousness formation proposed by different authors, it can be concluded that the knowledge of a foreign language is carried out through the native language, as a result, a hybrid structure is formed in the consciousness of the subject, represented by the integrated unity of the two pictures of the world.

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Lesson 18. Revision.

Writing.

Write a 1000-1500 word report on one of the events you participated. In your report cover the following points:

- What was the event? When and where did it happen? Description of people and the place.
- Who participated in the event?
- What makes this event so significant?
- Would you like to go to the event again if you had a chance?

Reading

Discovered in the early 1800s and named nicotianine, the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions. In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today. Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer. As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to secondhand tobacco smoke during childhood and adolescence. A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand

cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs. The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers. This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body. The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related

diseases. The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places,

schools and public places.

Choose the appropriate letters A—D and write them in boxes 1-4 on your answer sheet.

1. According to information in the text, leukemia and pneumonia
A . are responsible for 84,000 deaths each year.

B. are strongly linked to cigarette smoking.

- C. are strongly linked to lung cancer.
 - D. result in 30 per cent of deaths per year.
2. According to information in the text, intake of carbon monoxide
- A . inhibits the flow of oxygen to the heart.
 - B. increases absorption of other smoke particles.
 - C. inhibits red blood cell formation.
 - D. promotes nicotine absorption.
3. According to information in the text, intake of nicotine encourages
- A. blood circulation through the body.
 - B . activity of other toxins in the blood.
 - C. formation of blood clots.
 - D. an increase of platelets in the blood.

Questions 4-7

Do the following statements reflect the claims of the writer in Reading Passage?

- YES** *if the statement reflects the claims of the writer*
- NO** *if the statement contradicts the claims of the writer*
- NOT GIVEN** *if it is impossible to say what the writer thinks about this*

- 4. Thirty per cent of deaths in the United States are caused by smoking-related diseases.
- 5. If one partner in a marriage smokes, the other is likely to take up smoking.
- 6. Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.
- 7. passive smoking are far greater on non-smokers than on smokers.
- 8. Opponents of smoking financed the UCSF study.

Write the appropriate letters in boxes 9-11 on your answer sheet.

- 9. Passive smoking ...
- 10. Compared with a non-smoker, a smoker ...

11. The American Medical Association ...

- A. includes reviews of studies in its reports.
- B. argues for stronger action against smoking in public places.
- C. is one of the two most preventable causes of death.
- D. is more likely to be at risk from passive smoking diseases.
- E. is more harmful to non-smokers than to smokers.
- F. is less likely to be at risk of contracting lung cancer.
- G. is more likely to be at risk of contracting various cancers.
- H. opposes smoking and publishes research on the subject.
- I. is just as harmful to smokers as it is to non-smokers.
- J. reduces the quantity of blood flowing around the body.

Write the appropriate letters A—D in boxes 12-15 on your answer sheet.

NB You may use any letter more than once.

12. Smokers' cardiovascular systems adapt to the intake of environmental smoke.

13. There is a philosophical question as to whether people should have to inhale others' smoke.

14. Smoke-free public places offer the best solution.

15. The intake of side-stream smoke is more harmful than smoke exhaled by a smoker.

A. a finding of the UCSF study

B. an opinion of the UCSF study

C. a finding of the EPA report

D. an assumption of consultants to the tobacco industry

PRACTICE SESSION FOR THE 2ND TERM

READING. Lesson 1. Interview with Stars.

Boy bands

Presenter: The internet is full of articles about what makes a good boy band. But many bands appear and disappear without a trace. Alana, it can't be as easy as following a formula, can it?

Alana: No, I don't think so. The traditional formula is that you have four or five good-looking young guys with some musical ability and the ability to dance – the choreographed dancing was very important to boy bands in the past. They tended to wear the same, or very similar, clothes when they performed, so you had to decide on a 'look' for the group. The most important element, however, was said to be that the band members had different and very distinct personalities.

Presenter: Right, the cute one, the rebel, the joker, the shy one, mysterious one ...

Alana: Yeah, although sometimes they all just seem to like the cute one! The idea is that different boys appeal to different girls, so you can have a bigger fan base. There's someone in the band for everyone.

Presenter: So, do you think this all still holds true? Or have things changed in the 21st century?

Alana: Yeah, I guess things have changed for several reasons – partly just because we needed a change, but mainly because of changes in the media and with new technology. Take One Direction ...

Presenter: Ah, I've been counting the seconds before you mentioned One Direction!

Alana: Well, we have to talk about them because they're the biggest thing at the moment, although who knows how long they will last.

Presenter: Oh, ages and ages ...

Alana: We'll see. Anyway, One Direction, as you know, came to fame through the X Factor, a reality show and that was a great way to start. You had loads of people watching them every week and wanting them to win. They felt as if they had a personal stake in their story as they voted for them every week.

Presenter: What age group does One Direction appeal to exactly?

Alana: That's another clever thing. They seem very unthreatening, so they appeal to very young girls, they are cute so teenage girls really like them, but they also have a laddish, slightly naughty side to appeal to the mums!

The teenage girls and the mums are the ones who will spend money. The lyrics to the songs are calculated to appeal to girls who feel a bit insecure about themselves, like most teenage girls. "You don't know you're beautiful, that's what makes you beautiful", that kind of thing. Lots of girls want to feel wanted, but not scared, and that's traditionally what boy bands do. They present this image of a clean-cut, reliable boyfriend. Actually, One Direction's clothes also help here: chinos and clean casual shirts and canvas shoes. You'll have noticed that they don't wear the same clothes. Their stylists have been instructed to keep them looking individual, but despite that they all have this attractive but unthreatening look. No tattoos, or piercings, or black leather, or make-up or anything.

Presenter: nominated for loads of music awards and they've won dozens, so they're regarded as serious musicians.

Alana: OK, if you don't want to believe they're calculating you can blame their management. They're nice boys who are fantastic musicians.

Presenter: They are! And they keep proving their critics wrong. A lot of people said they wouldn't make the leap from the UK to the US market, but they did very quickly.

Alana: Yes, and that's all down to their clever use of social media, or rather their management's clever use of social media. One Direction are all over Facebook, Twitter, YouTube and Tumblr. That's how they made it in the States so quickly. In the past it was a lot more difficult and took a lot longer. Bands had to try and get air-time on local radio stations and that was really hard. But they've by-passed all that. Social media has become the new radio, as their manager said.

Presenter: Their first record, Up All Night, went to number one in the US, didn't it?

Alana: Sure did! They achieved a world record as the first British band in history to reach number one in America with a debut album. It sold 176,000 copies in the US in a single week.

Presenter: Amazing. And the boys are all rich from the merchandising too.

Alana: Yes, well, the boys and their management company. There are One Direction phones, toys and games. Dolls, even. I think that's another 21st-century thing – companies are cashing in on success in all possible ways as quickly as possible.

Presenter: May they all enjoy it while it lasts.

Questions 1 -5. Choose *True* or *False*.

1. Many boy bands are not successful.

A) True B) False

2. In the past, boy band members dressed differently but had similar personalities.

A) True B) False

3. Having different types of boy in the group is supposed to appeal to different girls.

A) True B) False

4. One Direction first became famous on YouTube.

A) True B) False

5. One Direction lyrics are written for girls who like rebellious boys.

A) True B) False

Questions 6-10. Choose the best answer *A, B, or C*

6. The words to One Direction songs are designed to

- A) make teenage girls feel good about themselves
- B) appeal to mums by being a bit cheeky
- C) communicate universal messages about love .

7. One Direction's clothes...

- A) are very individual and they each have a strong look
- B) create a clean-cut, safe and non-threatening image
- C) are casual and fashionable with a touch of rebelliousness .

8. Lots of people said One Direction wouldn't ...

- A) be regarded as serious musicians
- B) get famous in the US as well as the UK
- C) have a number one record .

9. One Direction were the first British band to ...

- A) have their first album go to number one in the US
- B) sell so many copies of their first album in just one week
- C) break into the US market by using social media .

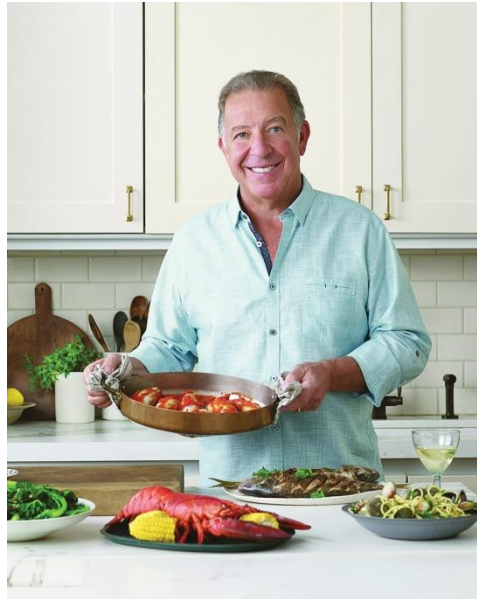
10. The boys have also made money from ...

- A) selling One Direction products like dolls and phones
- B) performing as many sell-out concerts as possible
- C) giving talks about their success .

Lesson 2. Social articles in magazines.

Joe Gurrera – Citarella

by Social Life January 27, 2019



You could say no one knows fish like Joe Gurrera. The deep passion he has for fresh catch can't be taught. It's in his blood, how he grew up, and how he has forged his life. Once the youngest kid at the Fulton Fish market, Joe is now the purveyor of gourmet excellence as the owner of Citarella. His newest book, *Joe Knows Fish*, is an ode to his roots. Within its pages, Joe shares his own favorite recipes, little known tricks of the trade, and most important, tips that make cooking a gourmet fish meal easy. I was lucky enough to catch up with Joe and pick his brain after perusing the book. Here is what he had to say:

When was your love of cooking born?

One of the first things I ever cooked was a whole fish. It wasn't intimidating because I was a fishmonger and I knew how to fillet a fish. For a long time, cooking for me was about entertaining. I really wasn't cooking every day because I was working day and night between the Citarella retail store and Lockwood & Winant wholesale market. I'm not a chef, but I've been cooking for over 40 years. I like to eat simply—not a lot of sauces—and I have always cooked the same way, even for guests. I want to taste the true flavors of the food, which is why I value fresh ingredients. I only cook with the freshest foods—and that's what I sell in my stores too. And now when I have time and a craving for something, I like to get in the kitchen and create.

What inspired you to write *Joe Knows Fish*?

Hands down to take the intimidation out of cooking seafood. I've been wanting to write this book for years. People are always telling me that they don't know how to

cook fish, that it scares them. I promise, if you can cook a beef steak you can cook a fish steak. It's that easy. I wanted to write a book for beginners, introducing them to different flavors and textures of seafood. I want people to love fish like I do.

I'm a pescatarian who is intimidated to cook fish. Why do you think so many people are scared to cook fish?

Honestly, I think people are intimidated by cooking fish because they didn't grow up with it. If their families didn't eat or cook fish, they most likely don't know what to do with it. They don't know how to buy, handle, or cook it. People are always worried they're going to ruin seafood when they cook it. And you know what, if you overcook it, you are going to ruin it. Timing is the most important element to preparing seafood. Because fish is delicate, you have to be extremely focused and not allow for any distractions when you cook it. Pay attention when you're cooking fish and you'll be successful.

What's the best way to get the smell of fish out of your kitchen?

Always turn on your exhaust fan and take out your trash! Don't leave a fish carcass or skin or seafood shells in your garbage, even for one night! And truth be told, fresh fish shouldn't smell fishy. If it does, you should rethink your relationship with your fishmonger. It should have a fresh smell, like the sea. And don't use wooden cutting boards. They hold on to fish odors. Use plastic surfaces instead.

What's your favorite recipe in your cookbook?

That's like asking if I have a favorite kid. I love them all. A few of my signature dishes, though, are my ceviche, which is perfect for summer. Spaghetti vongole is always one of my go-to dishes, and, of course, I could always eat crudo. I even eat scallops raw. I will admit, I do have a particular soft spot for soft-shell crabs and shad. I think their seasonality makes them special.

What's your favorite meal to prepare in your home in the Hamptons?

If it's just my wife and me, I usually grill whole fish, maybe branzino or porgy, or make something like roasted clams. One of my favorite things to do is cook for a crowd. Some of my favorite dishes to prepare are roasted cod and oven-roasted littleneck clams, with just a light dusting of breadcrumbs; and white-wine steamed mussels are great because you can cook up a big pot of them, and serve with crusty bread to soak up all the garlicky broth. If the weather's nice, we just bring the pot outside and let people dig in.

**To order your copy of Joe Knows Fish,
visit www.joeknowsfish.com**

Lesson 3. Cannel News.

CannalNewsAsia

Technology

Japanese self-drive cars map developer to buy rival US startup: Report

13 Feb 2019 07:30AM (Updated: 13 Feb 2019 07:41AM)

REUTERS: Japanese map platform developer Dynamic Map Platform plans to acquire Detroit-based Ushr for nearly 20 billion yen (US\$181.1 million) in a bid to cement a stronger position in the burgeoning self driving cars market, the Nikkei newspaper said.

Dynamic Map Platform would acquire U.S. map startup Ushr as it seeks a stronger position to challenge Alphabet Inc's Google and Chinese rivals, the Japanese daily said on Wednesday.

The takeover bid was expected to be lodged as soon as Wednesday, Nikkei reported.

Dynamic Map Platform, which counts some of Japan's top car makers like Toyota Motor, Nissan and Honda as investors, declined to comment when contacted by Reuters, while Ushr was not immediately available for comment.

Ushr and Dynamic Map Platform plan to invest more than 10 billion yen in collecting road data in Japan and the United States, which will be used by various automakers, said Nikkei.

(Reporting by Rashmi Ashok in Bengaluru; Editing by Stephen Coates)

Read more at <https://www.channelnewsasia.com/news/technology/japanese-self-drive-cars-map-developer-to-buy-rival-us-startup-11236870>

Health

Eating lots of meat tied to higher risk of liver disease

People who eat a lot of animal protein may be more likely to have excessive fat in their livers and a higher risk of liver disease than individuals whose main source of protein is vegetables, a Dutch study suggests.



A butcher arranges pieces of meat at his shop in Marseille, France, October 27, 2015.

(Reuters Health) - People who eat a lot of animal protein may be more likely to have excessive fat in their livers and a higher risk of liver disease than individuals whose main source of protein is vegetables, a Dutch study suggests.

Researchers focused on what's known as non-alcoholic fatty liver disease (NAFLD), which is usually associated with obesity and certain eating habits. While dietary changes are recommended to treat this type of liver disease, research to date hasn't clearly demonstrated whether these changes can work for prevention.

For the current study, researchers examined data from dietary questionnaires and liver fat scans for 3,882 adults who were 70 years old on average. Scans showed 1,337 participants, or 34 percent had NAFLD, including 132 individuals who were a healthy weight and 1,205 who were overweight.

Overweight people who ate the most animal protein were 54 percent more likely to have fatty liver than individuals who consumed less meat, the analysis found.

"This was independent of common risk factors for NAFLD such as sociodemographic factors, lifestyle, and metabolic factors, said senior study author Dr. Sarwa Darwish Murad, a hepatologist at Erasmus MC University Medical Center in Rotterdam, the Netherlands.

"Perhaps most importantly, the association was independent of total caloric intake," Murad said by email. "We also showed that a diverse diet is important."

Advertisement

Study participants without fatty liver consumed an average of 2,052 calories a day, compared with 1,996 calories per day on average for people with fatty liver, researchers report in *Gut*.

People with fatty liver also got more of their total calories from protein: 16 percent compared with 15.4 percent without the liver condition. Vegetable consumption was similar for both groups; meats accounted for the difference in protein consumption. Most people have a little bit of fat in their liver. Fatty liver disease can occur when more than 5 percent of the liver by weight is made up of fat. Excessive drinking can damage the liver and cause fat to accumulate, a condition known as alcoholic fatty liver, but even when people don't drink much, they can still develop non-alcoholic fatty liver disease.

The study wasn't a controlled experiment designed to prove whether or how diet changes might impact the risk of developing fatty liver. Researchers also relied on questionnaires to assess participants' diets and calorie intake, which can be unreliable, and they lacked data on non-dietary causes of liver fat accumulation including certain medications and viral infections.

Even so, the findings add to the evidence suggesting that healthy eating habits can minimize the risk of fatty liver disease, even when people have a genetic risk for this condition, said Shira Zelber-Sagi, a researcher at the University of Haifa in Israel who wasn't involved in the study.

"Meat contains saturated fat, especially red meat, which induces fatty liver," Zelber-Sagi said by email.

Processed meat is particularly unhealthy because it can contribute to inflammation and so-called insulin resistance, or an inability to respond normally to the hormone insulin that can lead to elevated blood sugar levels and diabetes, Zelber-Sagi added. Both inflammation and insulin resistance can lead to fat accumulation in the liver.

The current study results add to the evidence suggesting that people should limit red and processed meat and try to eat more fish and follow a Mediterranean diet, Zelber-Sagi added. A Mediterranean diet is rich in whole grains, fish, lean protein, veggies and olive oil.

At most, people should eat red meat no more than once or twice a week, Zelber-Sagi advised. Processed meat should be avoided or consumed only rarely.

SOURCE: <http://bit.ly/2Gndung> Gut, online January 17, 2019.

Read more at <https://www.channelnewsasia.com/news/health/eating-lots-of-meat-tied-to-higher-risk-of-liver-disease-11236862>

Lesson 4. Reading articles on the specific themes

Article – Methodology

Extensive reading: why it is good for our students and us.

Submitted 9 years 2 months ago by Alan Maley

In this, the first of two articles for TeachingEnglish, Alan Maley considers the benefits extensive reading can bring to English language learners and teachers.



What is Extensive Reading (ER)? Extensive Reading is often referred to but it is worth checking on what it actually involves. Richard Day has provided a list of key characteristics of ER (Day 2002). This is complemented by Philip Prowse (2002). Maley (2008) deals with ER comprehensively.

The following is a digest of the two lists of factors or principles for successful ER:

1. Students read a lot and read often.
2. There is a wide variety of text types and topics to choose from.
3. The texts are not just interesting: they are engaging/ compelling.
4. Students choose what to read.
5. Reading purposes focus on: pleasure, information and general understanding.
6. Reading is its own reward.
7. There are no tests, no exercises, no questions and no dictionaries.
8. Materials are within the language competence of the students.
9. Reading is individual, and silent.
10. Speed is faster, not deliberate and slow.
11. The teacher explains the goals and procedures clearly, then monitors and guides the students.
12. The teacher is a role model... a reader, who participates along with the students.

The model is very much like that for L1 reading proposed by Atwell (2006). It has been variously described as Free Voluntary Reading (FEVER), Uninterrupted Silent Reading (USR), Sustained Silent Reading (SSR), Drop Everything and Read (DEAR), or Positive Outcomes While Enjoying Reading (POWER).

So what are the benefits of ER? Both common sense observation and copious research evidence bear out the many benefits which come from ER (Waring 2000, 2006). There are useful summaries of the evidence in Day and Bamford (1998: 32-39) and The Special Issue of The Language Teacher (1997) including articles by Paul Nation and others, and passionate advocacy in Krashen's The Power of Reading.

(2004). The journals *Reading in a Foreign Language* and the *International Journal of Foreign Language Learning* are also good sources of research studies supporting ER. (see references for websites) And there is the indispensable annotated bibliography, <http://www.erfoundation.org/bib/biblio2.php>

So what does it all add up to? ER develops learner autonomy. There is no cheaper or more effective way to develop learner autonomy. Reading is, by its very nature, a private, individual activity. It can be done anywhere, at any time of day. Readers can start and stop at will, and read at the speed they are comfortable with. They can visualise and interpret what they read in their own way. They can ask themselves questions (explicit or implicit), notice things about the language, or simply let the story carry them along.

ER offers Comprehensible Input. Reading is the most readily available form of comprehensible input, especially in places where there is hardly any contact with the target language. If carefully chosen to suit learners' level, it offers them repeated encounters with language items they have already met. This helps them to consolidate what they already know and to extend it. There is no way any learner will meet new language enough times to learn it in the limited number of hours in class. The only reliable way to learn a language is through massive and repeated exposure to it in context: precisely what ER provides.

ER enhances general language competence. In ways we so far do not fully understand, the benefits of ER extend beyond reading. There is 'a spread of effect from reading competence to other language skills ~ writing, speaking and control over syntax.' (Elley 1991) The same phenomenon is noted by Day and Bamford (1998: 32-39) but they even note evidence of improvements in the spoken language. So reading copiously seems to benefit all language skills, not just reading.

ER helps develop general, world knowledge. Many, if not most, students have a rather limited experience and knowledge of the world they inhabit both cognitively and affectively. ER opens windows on the world seen through different eyes. This educational function of ER cannot be emphasised enough.

ER extends, consolidates and sustains vocabulary growth. Vocabulary is not learned by a single exposure. ER allows for multiple encounters with words and phrases in context thus making possible the progressive accretion of meanings to them. By presenting items in context, it also makes the deduction of meaning of unknown items easier. There have been many studies of vocabulary acquisition from ER (Day et al 1991, Nation and Wang 1999, Pigada and Schmitt, 2006). Michael Hoey's theory of 'lexical priming' (Hoey 1991, 2005) also gives powerful support to the effect of multiple exposure to language items in context.

ER helps improve writing. There is a well-established link between reading and writing. Basically, the more we read, the better we write. Exactly how this happens is still not understood (Kroll 2003) but the fact that it happens is well-documented (Hafiz and Tudor 1989) Commonsense would indicate that as we meet more language, more

often, through reading, our language acquisition mechanism is primed to produce it in writing or speech when it is needed. (Hoey 2005).

ER creates and sustains motivation to read more. The virtuous circle - success leading to success - ensures that, as we read successfully in the foreign language, so we are encouraged to read more. The effect on self-esteem and motivation of reading one's first book in the foreign language is undeniable. It is what Krashen calls a 'home run' book : 'my first'! This relates back to the point at the beginning of the need to find 'compelling', not merely interesting, reading material. It is this that fuels the compulsion to read the next Harry Potter. It also explains the relatively new trend in graded readers toward original and more compelling subject matter. (Moses)

So why don't teachers use ER more often? A good question. When I conducted an inquiry among teachers worldwide, the answers came down to these:

- a) Insufficient time.
- b) Too costly.
- c) Reading materials not available.
- d) ER not linked to the syllabus and the examination.
- e) Lack of understanding of ER and its benefits.
- f) Downward pressure on teachers to conform to syllabi and textbooks.
- g) Resistance from teachers, who find it impossible to stop teaching and to allow learning to take place.

Oddly, the elephant in the room: the Internet culture of young people, was not mentioned. There is work on the non-linear reading required by Internet users in Murray and Macpherson (2005), and articles on hypermedia by Richards (2000), and Ferradas Moi (2008) and some interesting reflections in Johnson (2006). The 'non-reader' issue will not go away but it is too important to deal with here and needs a separate article.

Extensive Reading for Teachers My contention is that reading extensively, promiscuously and associatively is good for teacher, and for personal development. 'The idea of the teacher having to be someone who is constantly developing and growing as a whole human being as a prerequisite for being able to truly help his or her pupils to be able to do the same, is such a core truth of teaching, yet it is typically ignored in FLT. (Peter Lutzker)

ER helps teachers to be better informed, both about their profession and about the world. This makes them more interesting to be around – and students generally like their teachers to be interesting people. For our own sanity we need to read outside the language teaching ghetto. For the sake of our students too.

It also helps teachers to keep their own use of English fresh. As we saw, the research on language learner reading shows how extensive reading feeds into improvements in all areas of language competence. (Krashen 2004) If this is true for learners, how much more true for teachers, who risk infection by exposure to so much restricted and error -

laden English or who only read professional literature? Regular wide reading can add zest and pleasure to our own use of the language.

Teachers who show that they read widely are models for their students. We often tell students to 'read more' but why should they read if we do not? Teachers who are readers are more likely to have students who read too.

Furthermore, the books we read outside our narrow professional field can have an unpredictable effect on our practice within it. So much of what we learn is learned sub-consciously. Its effects spread more by infection than by direct injection. And it is highly individual. Individuals form associative networks among the books they read. This results in a kind of personal intertextuality, where the patterns form and re-form as we read more different books. This gives us a rich mental yeast which we can use to interact with others, while still retaining our individual take on the texts and the world.

So Extensive Reading has a lot to offer - both for our students and ourselves Read on!.

WRITING. Lesson 1. Types of letters.

There are various types of letters, such as:

- **letters of application**
- **letters of complaint**
- **letters to the editor etc.**

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:

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

1 Read the extracts (A-F) and decide what type of letter each is from (1-6).
Which key words helped you decide? Underline them.

A I really hope you can come to my party. I'm sure we'll have a wonderful time.

D 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.

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 ...

E I have enclosed my CV. I would be grateful if you could consider my application. I look forward to hearing from you.

C I'm having a fantastic time on holiday. I went sailing yesterday and I'm going to take part in a diving competition this afternoon. I can't wait!

F I am writing to complain about the dishwasher which I purchased from your company last Monday.

1 letter of application

2 letter giving news

3 letter of invitation

4 letter asking for information

5 letter of complaint

6 letter asking for advice

Layot of letters

All letters should include the following:

- a) an appropriate greeting (e.g. Dear Sir /Madam, Dear Aunt Claire, Dear Mrs Baker, etc);
- b) 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);
- c) a main body in which you write about the specific topics of the letter in detail;
- d) 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..., Please write soon, Take care, Can't wait to hear from you, I'd better sign off now, That's all for now); and
- e) an appropriate ending (e.g. Yours faithfully +your full name, Lars of love +your first name).

2 The paragraphs in the letter below are in jumbled order. Put them into the correct order, then identify the type of letter.

A Unfortunately, I won't be able to come as I'll be at a seminar in Berlin that week. It's a pity I'll miss your big day, but I promise to make it up to you.

B Anyway, thanks again for the invitation. I wish you both all the best for the future.
Love,
Margaret

C Dear Rachel,
I'm writing to thank you very much for the invitation to your wedding. I'm really happy the two of you are finally tying the knot.

WRITING STYLE IN LETTERS

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

- when you are writing to someone you know well (e.g. 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 (Le. 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.

CHARACTERISTICS OF:

a) 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'll pick you up; We can give it 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.

c) 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)

3 Mark the phrases as F (for Formal) or I (for Informal).

- | | |
|---|--|
| 1 I would also appreciate some information about | 8 I look forward to meeting you in person |
| 2 Well, I must go now | 9 Just a quick note to tell you |
| 3 Please accept my sincere apologies | 10 I am writing to bring to your attention the |
| 4 You are cordially invited to attend | 11 Please do not hesitate to contact me |
| 5 I am writing in response to your advertisement | 12 I'm so sorry to hear you're having problems with |
| 6 Thanks for the invitation to your dinner party | 13 Write back soon |
| 7 I am writing to express my strong dissatisfaction with | 14 We regret to inform you that |
| | 15 I won't take no for an answer |

4 Read the situation below and answer the questions that follow.

This is your last year at school and you are unsure of what course to take at university. You have decided to write a letter to, asking for advice.

- What style should you use if you are writing to: A a friend? B your former teacher? C a careers advisor?
- First match the beginnings and endings and then say which of the people in part a) each letter is addressed to.

BEGINNINGS...

1 Dear Karen,

Hi! How are you? I'm writing because I've no idea which course to take at university next year. I really need your advice!

2 Dear Mrs Arnold,

I hope this letter finds you well. I am writing to ask you for some advice about which course to take at university next year.

3 Dear Sir/Madam,

I am writing to enquire whether you can advise me on which course to apply for next year at university.

...ENDINGS

A Thank you for taking the time to read this letter. I look forward to hearing from you.
Best wishes,
Amy Milton

B I would be extremely grateful if you could advise me on what to do. Thank you in advance for your kind cooperation.

Yours faithfully,

Amy Milton
Amy Milton

C What do you think I should do? Please write back soon and tell me.
Love,
Amy

5 a) Read the pairs of expressions (1-10) and the letters which follow, then choose the most suitable expression to complete each gap.

- 1) Hi – just a quick note / I am writing
- 2) thank you very much / say thanks a lot
- 3) all your help / your kind assistance
- 4) getting ready / preparations
- 5) Your contribution / What you did
- 6) played a big part / was very important
- 7) making sure / ensuring
- 8) occasion / whole thing
- 9) went so well / was such a success
- 10) tell you how much I appreciate / thank you enough for

Dear Gavin, A

1) to
 2) for
 3) with
 4) for
 the end-of-term party.
 5)
 6)
 in 7)
 that the 8)
 9)
 I can't 10)
 all your hard work.
 Love,
 Becky

Dear Mr Conway, B

1) to
 2) for
 3) with
 4) for
 the end-of-term party.
 5)
 6)
 in 7)
 that the 8)
 9)
 I can't 10)
 all your hard work.
 Best wishes,
 Becky Jones

Lesson 2. Writing Formal letters.

1 a) Read the questions below, then listen to the beginnings and endings of three letters and tick the correct box for each letter.

| | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|
| 1 Why has the letter been written? | Letter 1 | Letter 2 | Letter 3 |
| A to apply for a job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B to ask for information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C to make a complaint | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

b) Listen again and tick the correct boxes for each letter.

| | | | |
|------------------------------|--------------------------|--------------------------|--------------------------|
| 2 How does the letter begin? | Letter 1 | Letter 2 | Letter 3 |
| A Dear Advertiser | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B Dear Sir/Madam | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C Dear Mr Williams | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3 Which of the following expressions have been used in the opening/closing remarks?

A With reference to your advertisement ...

B I am writing to apply for the position ...

C I am writing to express my dissatisfaction ...

D I look forward to hearing from you ...

E I must insist on a full refund ...

F Thank you in advance ...

4 How does the letter end?

A Yours faithfully

B Lots of love

C Yours sincerely

| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Formal letters are normally sent to people in an official position or people you don't know well (e.g. Director of Studies, Personnel Manager, etc). They are written in a formal style with a polite, impersonal tone.

- You can write a formal letter to apply for a job/course, make a complaint, give/request official information, et c.

- A formal letter should consist of:

a) a format greeting (e.g. Dear Sir/Madam · when you do not know the person's name; Dear Ms Green · when you know the person's name);

b) an introduction in which you write your opening remarks and mention your reason(s) for writing e.g. I am writing to apply for the position of .. .J;

c) a main body in which you write about the main subject (s) of the letter in detail, starting a new paragraph for each topic;

d) a conclusion in which you write your closing remarks e.g. / look forward to hearing from you as soon as possible... ;

e) a formal ending (Yours faithfully – when you do not know the person 's name; Yours sincerely · when you know the person's name; + your full name).

| | | |
|--|---|--|
| <p>Introduction Paragraph 1 opening remarks/ reason(s) for writing</p> | <p>Main Body Paragraphs 2 - 3 - 4 development of subject(s)</p> | <p>Conclusion Final Paragraph closing remarks * The number of main body paragraphs may vary, depending on the rubric.</p> |
|--|---|--|

Letters of application.

When you write a letter applying for a job or a course, you should include the following information:

A) in the opening remarks/reasons for writing

- the name of the job/course, where and when you saw it advertised. e.g. ... the post on of manager advertised in yesterday's Herald.

B) in the main body paragraphs (paras 2-3-4)

- age, present job and/or studies (e.g. I am a nineteen-year-old university student)
- qualifications (e.g. I have a BA in French.)
- experience (e.g. I have been working as a waiter for the past two years.)
- skills and personal qualities that are suitable for the job/course e.g. I am a good and careful driver. I consider myself to be mature and responsible.

C) in the closing remarks

- any other important information (e.g.. when you are available for interview, where and when you can be contacted, references you can send, a remark that you hope your application will be considered, etc)
e.g. I will be available for interview in September.
I enclose references from my past two employers.
I look forward to hearing from you.

You usually use:

- the present simple to describe skills /personal qualities
e.g. I am a patient and reliable person.
- the past simple to talk about past experiences
e.g. I left school in 1994. I worked for General Motors for four years.
- the present perfect to talk about recent work/studies
e.g. I have been working 10, L1YIJ for two years. I have recently finished secondary school.

2 Read the rubric and underline the key words, then answer the questions.

You saw this advertisement in a local newspaper and have decided to apply for the job.

St George's Primary School is looking for a young, energetic and experienced schoolteacher to join us in September. Must be a good organiser and keen on sports.

Please apply in writing to Mrs Hunter, giving details of qualifications, skills and previous experience and saying why you think you are suitable for the job. Closing date 12th May.



Write your **letter of application**. Do not write any addresses.

- 1 Who is going to read your letter?
- 2 Do you know this person at all?
- 3 What style should you use?
- 4 Why are you writing this letter?
- 5 How should you begin and end the letter? Choose A to C.

A Dear Madam,

Yours faithfully,
Steven Davies

B Dear Headteacher,

Kind regards,
Steve

C Dear Mrs Hunter,

Yours sincerely,
Steven Davies

6 Which of the following points should you include in your letter? Tick (✓)

- A your favourite subjects at school
- B your qualifications
- C your present and previous jobs
- D a description of your appearance
- E your personal qualities
- F your plans for the summer

7 What do you think the successful candidate should be?

- A patient D artistic
- B enthusiastic E hard-working
- C athletic F fair

8 What experience would someone need for this kind of job?

- A experience with children
- B experience in public relations

9 What qualifications would someone need to apply for this job?

- A a driving licence
- B a BA in Education
- C a degree in Media Studies
- D a certificate in gymnastics
- E a diploma in interior design

FORMAL STYLE

Formal style is characterized by the use of:

- advanced vocabulary

e.g. I am writing to enquire whether ... (not: ~~I want to ask if~~)

- formal linking words/phrases (consequently, however, therefore, for this reason)

e.g. I have worked as a primary school teacher for ten years and therefore have experience working with children.

- passive voice

e.g. I can be contacted ... (not: ~~You can contact me ...~~)

- polite forms without contractions

e.g. I would be grateful if ...,

I would appreciate it if you could...,

I would like to apply ...,

(not: ~~I'd like ...~~)

Colloquial expressions, phrasal verbs, idioms and short forms are not used in formal style.

6 a) Read the letters below and label the paragraphs with the headings.

- opening remarks/reason(s) for writing
- experience, personal qualities
- closing remarks
- age/qualifications
- other information

Introduction

Dear Sir/Madam, **(A)**

I am writing to apply for the position of part-time shop assistant which was advertised in this week's edition of the *Frankfurt English News*.

Main Body

I am a 16-year-old student. In December I passed the examination for the First Certificate in English with grade A. It is my ambition to become a teacher of English. Therefore, employment in an English-language bookshop particularly appeals to me.

Despite my lack of formal work experience, I feel that I would be well-suited for the position. For the past two years I have been a volunteer helper in our school library. In my school report I was described by the librarian as enthusiastic, dedicated and reliable.

Since the school holidays include the months of July and August, I will have no other commitments and would be available to work at any time, excluding Saturdays, for as many hours as needed.

Conclusion

I may be contacted at the above address, or by telephone on 435 1708. I look forward to receiving a reply in due course.

Yours faithfully,
Steffi Braun
Steffi Braun

Para 1
opening remarks/
reason(s) for writing

Para 2
.....
.....
.....

Para 3
.....
.....
.....

Para 4
.....
.....
.....

Para 5
.....
.....
.....

Dear Manager, **(B)**

Hi! I've decided to drop you a line about the job you advertised in the Frankfurt English News.

I'm a 16-year-old student, and my English isn't bad. **I got an A in the First Certificate exam!** I want to be an English teacher, so it would be lots of fun to sell English books.

I haven't worked before, but I'm sure I'd be good at the job. I've helped out in our school library for ages, and **the librarian says you can count on me to work hard.**

I won't be doing anything in July and August. We've got our school holidays then, so I can work any hours you like (but not Saturdays).

You can get in touch with me at the above address, or give me a ring on 435 1708. **Let me know soon!**

All the best,
Steffi
Steffi Braun

b) Compare the two letters. Which one has an appropriate greeting and ending? Then, underline the phrases in Letter A which mean the same as the phrases in bold in Letter B. Which style is more suitable in a formal letter applying for a job? Why?

c) Read the advertisements below. Which job did Steffi apply for?

A Hard-working young assistant wanted for part-time work in a bookshop during July/August. No sales experience needed, but a good understanding of English is essential.
Apply in writing to Bookworms.

B Large department store seeking ambitious and experienced floor manager to work on a full time basis. Computer skills an asset.
For more information call J.T. Reeves at 217-3233.

7 In which letter in Ex. 6 can you find each of these features? Label each point as A or B.

- 1 short forms
- 2 passive voice
- 3 a friendly, personal tone
- 4 everyday vocabulary
- 5 formal linking words/phrases
- 6 phrasal verbs or idioms
- 7 longer, more complex sentences
- 8 advanced vocabulary
- 9 colloquial expressions
- 10 a polite, impersonal tone

Lesson 3. Informal Letters.

UNIT 2 Informal Letters

1 Read questions 1 to 3, then listen to the cassette and choose the correct answers. Finally, use your answers to talk about Monique's letter.

- 1 Who is Monique writing to?
 A a complete stranger
 B someone she knows well
- 2 What is her main reason for writing?
 A to tell Jackie some good news
 B to apologise for not writing sooner

3 Which of these statements are true? Tick (✓).

In her letter to Jackie, Monique ...

- A mentions her future plans D complains about Jackie's last letter
 B invites Jackie to visit her E asks Jackie to reply soon
 C promises to write soon F sends her regards to Jackie's parents

Informal letters 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:
 - a) an informal **greeting** (*Dear Ken/Aunt Joan/etc*);
 - b) 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 ...* ;
 - c) a **main body** in which you write the main subject(s) of the letter in detail, starting a new paragraph for each topic;
 - d) a **conclusion** in which you write your closing remarks
 e.g. *That's all my news for now. Write back soon ...* ;
 - e) an informal **ending** (e.g. *Lots of love/Best wishes/etc* + your first name).

2 Read the rubric and underline the key words, then answer the questions.

You recently moved to a big city and have decided to write to a friend from your old neighbourhood. Write a letter describing life in your new city and your feelings about the change.

- 1 Who is going to read your letter?
- 2 Where is this person now?
- 3 Where are you now?
- 4 Why are you writing the letter?
- 5 What topics should your letter include?
- 6 How will you begin and end the letter?
- 7 Which of the following are *positive* aspects of life in a big city? Which are *negative*?
 - heavy traffic (*negative*)
 - constant noise from cars
 - ugly grey buildings
 - plenty of sports facilities
 - wide choice of things to do
 - huge crowds
 - good public transport system
 - large modern shops
- 8 Make sentences using the prompts above and the phrases in the boxes on the right, as in the example.

Introduction

Paragraph 1

opening remarks/reason(s) for writing

Main Body

Paragraphs 2 - 3 - 4 *

development of the subject(s)

Conclusion

Final Paragraph

closing remarks

* The number of main body paragraphs may vary, depending on the rubric.



Likes

I like living here because ...

What I like most is that there is/are ...

The best thing is that there is/are ...



Dislikes

I hate/can't stand ...

I can't get used to ...

Unfortunately, there is/are ...

c.g. *What I like most is that there are lots of cafés and cinemas.
 I can't stand the constant noise from the cars.*

9 What can you do in a big city? What can't you do? Use the prompts to make sentences, as in the examples. You can use your own ideas.

- go for a walk in the fields
- go shopping in huge shopping centres
- get around easily
- make lots of new friends
- do lots of different things
- walk home safely at night

e.g. *You can't go for a walk in the fields.
You can go shopping in huge shopping centres.*

10 Match the feelings to the reasons, then make sentences, as in the example.

| | | |
|-------------|---------------|--|
| 1 homesick | because as | a the city never sleeps |
| 2 pleased | | b there's more crime in the city |
| 3 unsafe | | c there are always new things to do |
| 4 disgusted | | d I miss my friends and my old neighbourhood |
| 5 excited | | e there's rubbish everywhere |

e.g. *I d I feel homesick because I miss my friends and my old neighbourhood.*

3 a) Read the letter and underline the correct tenses in bold. Then, label the paragraphs with the headings below.

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

Dear Sharon,

Introduction

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.

Main Body

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?

Conclusion

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

Para 1
opening remarks/
reason(s) for
writing

Para 2
.....
.....
.....

Para 3
.....
.....
.....

Para 4
.....
.....
.....

b) Underline the topic sentences in the main body paragraphs, then suggest other appropriate ones.

4 Use the prompts to make sentences, as in the example.



- streets are crowded – I soon got used to it (**even though**)
- lots of things to do – heavy traffic makes it difficult to get around (**however**)
- plenty of sports centres – expensive to join (**although**)

e.g. *Even though the streets are crowded, I soon got used to it.*



- not many shops – you can find almost everything you need (**but**)
- few buses and trains – always arrive on time (**nevertheless**)
- no restaurants – a few inns that serve delicious homemade food (**although**)

e.g. *There aren't many shops, but you can find almost everything you need.*

OPENING/CLOSING REMARKS

- **Opening remarks** in informal letters may include:
 - a) questions/wishes about recent events, the person's health, etc
 - b) a thank you to the person for their last letter, comments about their news
 - c) an apology for a delay in writing/replying
 - d) the reason why you are writing
- **Closing remarks** in informal letters may include:
 - e) the reason why you must end the letter
 - f) greetings to the person's family/friends
 - g) wishes, a promise (e.g. to write again soon), an invitation, etc
 - h) a request to the person to reply soon

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

- 1 **a** Hello – how are you? I hope you're feeling better.
- 2 **b** I was sorry to hear that you aren't going to ...
- 3 I'll 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*)

6 Which of the following sentences are written in informal style?

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

7 Some phrases in the following extracts are written in the wrong style. Read them and correct the mistakes using the words/phrases in the lists.

ages, drop you a line, let you know, really, sorry

Dear Bob,
 How are you? **1) I apologise for the fact that** I haven't written for **2) a considerable time**, but I've been **3) extremely** busy. Anyway, I thought I'd **4) communicate with you briefly** to **5) inform you** that I've just passed my driving test!

can't wait to hear, lots of love, that's all for now, write soon, you've been up to

Well, **6) I have no further news at present.** Please **7) reply promptly** – **8) am anxious to learn what 9) your recent activities have been.** Take care.
10) Yours sincerely,
 Karen

8 Suggest opening and closing remarks for the letters below, as in the example.

- 1 congratulate a friend on passing his/her exams
- 2 invite a friend to your birthday party
- 3 apologise to your friend because you couldn't go to his/her birthday party
- 4 ask your friend for advice on how to lose weight

e.g. 1 Opening remarks:
Hi, how's everything going? I've just heard that you passed all your exams. Congratulations!
 Closing remarks:
Well, I'd better go and do some work! Once again, well done! Write soon.

9 Correct the mistakes, as in the example.

- 1 Congratulations ~~to~~ passing your driving test! ...on...
- 2 Write and tell me how it's like in Paris.
- 3 I still can't get used to wake up so early in the morning.
- 4 I thought I'd write and ask you to give me an advice.
- 5 I hope that everything will turn up all right.
- 6 Sorry I haven't written from ages, but I've been busy.
- 7 Write me a line and tell me all your news.
- 8 I'm writing to apologise about not coming to your wedding.
- 9 I look forward to hear from you soon.
- 10 Don't you think my news are exciting?

MAIN BODY PARAGRAPHS

In informal letters you usually talk about more than one topic.

- The rubric gives you information about the subject of the letter and often tells you specific topics which you must write about. – e.g. *You have just passed an important test or examination. Write a letter ²telling a pen friend about your success and ²describing your plans for the future.*
- These topics will be discussed in the main body of your letter. You should begin a new paragraph for each topic.

Para 1: Opening remarks

Para 2: Tell friend about success

Para 3: Describe plans for future

Para 4: Closing remarks

10 Read the rubrics below. How many main body paragraphs would each letter have? What would each paragraph be about?

A You are about to visit a friend in another country and you are not sure what clothes to take with you or how to get to their house.

e.g. *two main body paragraphs*

Para 2 – ask about clothes to take with you

Para 3 – ask how to get to friend's house

B You have recently moved into a new house. Write a **letter** to your friend describing your new house and inviting him/her to spend a weekend with you.

C Your uncle has invited you to attend his wedding in a month's time. Write a **letter** thanking him for the invitation and asking him what you should buy as a wedding present.

D You've got two tickets for a week's cruise in the Mediterranean. Write a **letter** to your friend, inviting him/her to join you, giving details of which places you are going to visit and suggestions as to what he/she will need to take with him/her.

E Your cousin is moving to your city. He/She wants to attend the same school as you. Write a **letter** to him/her, describing your school, teachers and timetable, and mentioning extra activities the school offers.

Useful expressions for making suggestions

- | | |
|---|---|
| • <i>I think I/you/we should ...</i> | • <i>How do you feel about + ... ing ...?</i> |
| • <i>Perhaps I/you/we could ...</i> | • <i>How about + ... ing ...?</i> |
| • <i>What do you think about + ... ing ...?</i> | • <i>Why don't I/you/we ...?</i> |
| • <i>What about + ... ing ...?</i> | • <i>Would you like me/us to ...?</i> |
| | • <i>Would you like to ...?</i> |

11 Use the prompts below and expressions from the table above to make suggestions.

- 1 come / dinner / my house / next Monday
- 2 spend / weekend / in / mountains
- 3 go shopping / in / city centre
- 4 visit / art gallery / while / be / in London

- 12** Look at the town map and, with a partner, suggest where and when you could meet and what you could do there.

e.g. A: *What about meeting at the Fairview Museum at noon?*
 B: *That's a good idea. We could admire the local art.*



- 13** a) Read the following rubric and answer the questions.

A friend of yours, who has been living in another country for some time, is going to visit you for a week. Write a **letter** suggesting what you might do together and what sights you might visit.

- 1 Where would you take your friend?
- 2 What is the most popular attraction in your city/town?
- 3 Are there any bazaars, outdoor markets, fairs, restaurants, etc which are worth visiting?
- 4 What kind of traditional dishes would you suggest your friend should try?

b) Use your answers from questions 1 to 4 and appropriate expressions to write the main body paragraphs of this letter.

ASKING FOR ADVICE

To **ask for advice**, you can use phrases such as:
Do you think I should ...?, Should I ...?, What do you think I should do?
Do you have any idea about ...?, I'd like to know what you think about ...
Can you think of anything that ...?, I was wondering if you ...
What would you advise me to ...? etc

- 14** a) Read the rubric and underline the key words, then answer the questions.

You want to go on holiday in the summer but don't have enough money. Write a **letter** to a friend asking for his/her advice about ways to earn extra money.

- 1 Why are you writing the letter?
- 2 Who is going to read your letter?

- 3 How many paragraphs should you include in the main body?
- 4 Which phrases would you use to ask for advice?

b) Read the letter and underline the phrases that Mary uses to ask for advice.

Dear Pam,

Sorry that I haven't written for ages, but I've been very busy studying. I'm writing because I'd really like your advice about a problem I have.

My friends and I have decided to go away on holiday in the summer, but I don't have enough money. I was wondering if you had any ideas about earning some extra cash. If I don't save up enough money by August, I'll have to go away with Mum and Dad instead. Can you think of anything that would help me to make some money quickly?

I know that you always have lots of great ideas! What would you advise me to do? Please write back as soon as you can.

Lots of love,
 Mary

GIVING ADVICE

An informal letter **giving advice** should offer sympathy and encouragement, as well as specific advice with reasons. Each piece of advice is written in a separate paragraph.

- **Opening remarks** –
I was sorry to hear that ...
Cheer up/Don't worry too much.
Don't let it get you down.
I'm only too glad to help.

- **Giving advice –**
If I were you/in your position, I'd I wouldn't ...
You should/shouldn't ...
It would(n't)/might be a good idea (for you) to ...
(I think) the best thing would be (for you) to ...
Why don't you ... ?
Have you thought of/about ... (+ -ing)?
Another good idea is to ...
- **Result –**
This will/would mean that ...
Then/That way ...
If you do this, you would ... so that you could/would ...
- **Closing remarks –**
I hope that this/my advice helps.
Let's hope that things get better/ that everything turns out all right.
Let me know what happens.

15 Match the problems to the advice, then make sentences.

- 1 **b** I can't stop eating junk food every day. I'm overweight.
- 2 I haven't got any friends. I'm lonely.
- 3 I'm very bad at Maths. I'm going to fail my exam.
- 4 I haven't got much money. I can't go out with my friends.
- 5 I argued with my friend. He/ She won't talk to me now.

- a Talk to your teacher. You will get extra help.
- b Join a gym. You will lose weight.
- c Apologise to him/her. You'll be friends again.
- d Join a club. You will meet new people.
- e Get a part-time job. You will earn some money.

e.g. *Why don't you join a gym? If you do this, you'll lose weight.*

16 a) Read Pam's reply and replace phrases 1-6 with phrases A-F.

- | | |
|--|---|
| <input type="checkbox"/> A <i>I'd be happy</i> | <input type="checkbox"/> D <i>how things go</i> |
| <input type="checkbox"/> B <i>Don't let it get you down</i> | <input type="checkbox"/> E <i>if I were you, I'd</i> |
| <input type="checkbox"/> C <i>How about</i> | <input type="checkbox"/> F <i>Perhaps you could also</i> |

Dear Mary,

Thanks very much for your letter, and of course 1) I'm only too glad to help. Here are a few things you can try to earn all the money you need.

First of all, 2) **I think you should** get a Saturday job. 3) **Have you thought of trying** to get one in a local shop so that you can be close to home? This will mean that you won't have to travel so far on Saturdays.

4) **Another good idea is to** get a job babysitting. Why don't you ask your neighbours? My only advice is not to get very young children, because they need all your attention.

I hope my advice helps. 5) **Don't give up** if you can't find a job immediately. Write and let me know 6) **what happens**.

Yours,
Pam

b) What advice does Pam give to Mary? What other advice could you give to Mary? How else could you start and end the letter?

17 Read the rubric, underline the key words, and answer the questions.

Your pen friend has written you a letter asking for advice on how to improve his/her eating habits and get fit. Write a **letter** offering advice.

- 1 What is the reason for writing? Who is going to read your letter?
- 2 How many paragraphs should you include in the main body?
- 3 What opening and closing remarks should you write in your letter?
- 4 Match the advice in column A to the results in column B. Then, use appropriate expressions to make sentences, as in the example.

| A | B |
|---|---|
| 1 join a gym – exercise regularly | a follow balanced diet, won't put on weight |
| 2 try not to eat so much junk food, sweets, etc | b body won't become lazy |
| 3 eat plenty of fish, fruit and vegetables | c body won't store so much sugar and fat |
| 4 don't go everywhere by car/bus | d soon get in shape and feel fitter |

e.g. *1d If I were you, I would join a gym and exercise regularly. This will mean that you'll soon get in shape and feel fitter.*

18 Read the rubric in Ex. 17 again, then write your letter (120-180 words). Use the letter in Ex. 16 as a model, as well as your answers from Ex. 17.

FINAL CONTROL WORK

Final control questions on
Writing and reading for the 2nd
year students, term 3 Protocol №

January

Final control work on
Reading and writing

Variant -1

| | |
|--|-----|
| <ul style="list-style-type: none">• <u>Content</u> (relevance to the assigned topic, in formativeness of the title, substantive development of thesis, support with details, facts, examples from readings)• <u>Organisation</u> (how well the report organised, developed logically and systematically, complete: includes all necessary parts, presents coherent overall structure which is indicated to the reader by devices such as good paragraphing and discourse markers) | 5% |
| <ul style="list-style-type: none">• <u>Style</u> (the use of formal and polite language)• <u>Variety of vocabulary and structure</u> (sophisticated range of vocabulary, effective word choice and usage, complex sentence constructions, agreement, tense, number, articles, pronouns and prepositions) | 5 % |
| <ul style="list-style-type: none">• <u>Mechanics</u> (spelling, punctuation, capitalization, appropriate headings)• <u>Layout</u> (ideas grouped into sections according to topic) | 5 % |

Write a 1000-1500 word report on one of the events you participated. In your report cover the following points:

- What was the event? When and where did it happen? Description of people and the place.
- Who participated in the event?
- What makes this event so significant?
- Would you like to go to the event again if you had a chance?

Reading

Discovered in the early 1800s and named nicotianine, the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions. In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today. Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer. As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to secondhand tobacco smoke during childhood and adolescence. A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs. The report, published in the *Journal of the American Medical Association*

(AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers. This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body. The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related

diseases. The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places.

Choose the appropriate letters A—D and write them in boxes 1-4 on your answer sheet.

2. According to information in the text, leukemia and pneumonia
A . are responsible for 84,000 deaths each year.
 - B**. are strongly linked to cigarette smoking.
 - C**. are strongly linked to lung cancer.
 - D**. result in 30 per cent of deaths per year.
2. According to information in the text, intake of carbon monoxide

- A . inhibits the flow of oxygen to the heart.
 - B. increases absorption of other smoke particles.
 - C. inhibits red blood cell formation.
 - D. promotes nicotine absorption.
3. According to information in the text, intake of nicotine encourages
- A. blood circulation through the body.
 - B . activity of other toxins in the blood.
 - C. formation of blood clots.
 - D. an increase of platelets in the blood.

Questions 4-7

Do the following statements reflect the claims of the writer in Reading Passage?

YES *if the statement reflects the claims of the writer*

NO *if the statement contradicts the claims of the writer*

NOT GIVEN *if it is impossible to say what the writer thinks about this*

- 4. Thirty per cent of deaths in the United States are caused by smoking-related diseases.
- 5. If one partner in a marriage smokes, the other is likely to take up smoking.
- 6. Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.
- 7. passive smoking are far greater on non-smokers than on smokers.
- 8. Opponents of smoking financed the UCSF study.

Write the appropriate letters in boxes 9-11 on your answer sheet.

- 9. Passive smoking ...
- 10. Compared with a non-smoker, a smoker ...
- 11. The American Medical Association ...
- K. includes reviews of studies in its reports.
- L. argues for stronger action against smoking in public places.
- M. is one of the two most preventable causes of death.

- N. is more likely to be at risk from passive smoking diseases.
- O. is more harmful to non-smokers than to smokers.
- P. is less likely to be at risk of contracting lung cancer.
- Q. is more likely to be at risk of contracting various cancers.
- R. opposes smoking and publishes research on the subject.
- S. is just as harmful to smokers as it is to non-smokers.
- T. reduces the quantity of blood flowing around the body.

Write the appropriate letters A—D in boxes 12-15 on your answer sheet.

***NB** You may use any letter more than once.*

- 12.** Smokers' cardiovascular systems adapt to the intake of environmental smoke.
- 13.** There is a philosophical question as to whether people should have to inhale others' smoke.
- 14.** Smoke-free public places offer the best solution.
- 15.** The intake of side-stream smoke is more harmful than smoke exhaled by a smoker.

***B.** a finding of the UCSF study*

***B.** an opinion of the UCSF study*

***C.** a finding of the EPA report*

***D.** an assumption of consultants to the tobacco industry*

**Final control questions on
Writing and reading for the 2nd
year students, term 3 Protocol №**

January

**Final control work on
Reading and writing
Variant – 2**

| | |
|---|-----|
| <ul style="list-style-type: none">• <u>Content</u> (relevance to the assigned topic, in formativeness of the title, substantive development of thesis, support with details, facts, examples from readings) • <u>Organisation</u> (how well the report organised, developed logically and systematically, complete: includes all necessary parts, presents coherent overall structure which is indicated to the reader by devices such as good paragraphing and discourse markers) | 5% |
| <ul style="list-style-type: none">• <u>Style</u> (the use of formal and polite language) • <u>Variety of vocabulary and structure</u> (sophisticated range of vocabulary, effective word choice and usage, complex sentence constructions, agreement, tense, number, articles, pronouns and prepositions) | 5 % |
| <ul style="list-style-type: none">• <u>Mechanics</u> (spelling, punctuation, capitalization, appropriate headings) • <u>Layout</u> (ideas grouped into sections according to topic) | 5 % |

Write a 1000-1500 word report on one of the events you participated. In your report cover the following points:

- What was the event? When and where did it happen? Description of people and the place.
- Who participated in the event?
- What makes this event so significant?

- Would you like to go to the event again if you had a chance?

Reading

A Air pollution is increasingly becoming the focus of government and citizen concern around the globe. From Mexico City and New York, to Singapore and Tokyo, new solutions to this old problem are being proposed, Mailed and implemented with ever increasing speed. It is feared that unless pollution reduction measures are able to keep pace with the continued pressures of urban growth, air quality in many of the world's major cities will deteriorate beyond reason.

B Action is being taken along several fronts: through new legislation, improved enforcement and

innovative technology. In Los Angeles, state regulations *are* forcing manufacturers to try to sell ever cleaner cars: their first of the cleanest, titled "Zero Emission Vehicles", hove to be available soon, since they are intended to make up 2 per cent of sales in 1997. Local authorities in London are campaigning to be allowed to enforce anti-pollution lows themselves; at present only the police have the power to do so, but they tend to be busy elsewhere. In Singapore, renting out toad space to users is the why of the future.

C When Dritain's Royal Automobile Club monitored the exhausts of 60,000 vehicles, it found that 12 per cent of them produced more than half the total pollution. Older cars were the worst offenders; though a sizeable number of quire new cars were also identified as *gross polluters*, they were simply badly tuned. California has developed a scheme to get these gross polluters off rhe streets: they offer a flat \$700 for any old, run-down vehicle driven in by its owner. The aim is to remove the heavier-polluting, most decrepit vehicles from the roads.

D As part of a European Union environmental programme, a London council is resting an infra-red spectrometer from the University of Denver in Colorado. It gauges the pollution from a passing vehicle - more useful than the annual stationary rest that is the British standard today - by bouncing a beam through the exhaust and measuring what gets blocked. The councils next step may be to link the system to a computerized video camera able to read number plates automatically.

E The effort to clean up cars may do little to cut pollution if nothing is done about the tendency to drive them more. Los Angeles has some of the world's cleanest cars - far better than those of Europe – but the total number of miles those cars drive continues to grow. One solution is car-pooling, an arrangement in which a number of people who share the same destination share the use of one car. However, the average number of people in o car on the freeway in Los Angeles, which is 1.0, has been falling

steadily. Increasing it would be an effective way of reducing emissions as well as easing congestion. The trouble is, Los Angelinos seem to like being alone in their cars.

F Singapore has for a while had a scheme that forces drivers to buy a badge if they wish to visit a certain part of the city. Electronic innovations make possible increasing sophistication: rates can vary according to road conditions, time of day and so on. Singapore is advancing in this direction, with a city-wide network of transmitters to collect information and charge drivers as they pass certain points. Such road-pricing, however, can be controversial. When the local government in Cambridge, England, considered introducing Singaporean techniques, it faced vocal and ultimately successful opposition.

Part Two

The scope of the problem facing the world's cities is immense. In 1992, the United Nations Environmental Programme and the World Health Organisation (WHO) concluded that all of a sample of twenty megacities - places likely to have more than ten million inhabitants in the year 2000 - already exceeded the level the WHO deems healthy in at least one major pollutant. Two-thirds of them exceeded the guidelines for two, seven for three or more. Of the six pollutants monitored by the WHO - carbon dioxide, nitrogen dioxide, ozone, sulphur dioxide, lead and particulate matter - it is this last category that is attracting the most attention from health researchers. PM10, a sub-category of particulate matter measuring ten-millionths of a metre across has been implicated in thousands of deaths a year in Britain alone. Research being conducted in two counties of Southern California is reaching similarly disturbing conclusions concerning this little understood pollutant. A world-wide rise in allergies, particularly asthma, over the past four decades is now said to be linked with increased air pollution. The lungs and brains of children who grow up in polluted air offer further evidence of its destructive power. The old and ill, however, are the most vulnerable to the acute effects of heavily polluted stagnant air. It can actually hasten death, or it did in December 1991 when a cloud of exhaust fumes lingered over the city of London for over a week. The United Nations has estimated that in the year 2000 there will be twenty-four mega-cities and a further eighty-five cities of more than three million people. The pressure on public officials, corporations and urban citizens to reverse established trends in air pollution is likely to grow in proportion with the growth of cities themselves. Progress is being made. The question, though, remains the same: 'Will change happen quickly enough?'

***NB** You may use any location more than once.*

SOLUTIONS

LOCATIONS

1 Manufacturers must sell cleaner cars.
Singapore

2 Authorities want to have power to enforce anti-pollution laws.
Tokyo

3 Drivers will be charged according to the roads they use.
London

4 Moving vehicles will be monitored for their exhaust emissions.
New York

5 Commuters are encouraged to share their vehicles with others.
Mexico City

Cambridge

Los Angeles

Questions 6-10

Do the following statements reflect the claims of the writer in Reading Passage ?

YES *if the statement reflects the claims of the writer*

NO *if the statement contradicts the claims of the writer*

NOT GIVEN *if it is impossible to say what the writer thinks about this*

6 According to British research, a mere twelve per cent of vehicles tested produced over fifty per

cent of total pollution produced by the sample group.

7 It is currently possible to measure the pollution coming from individual vehicles whilst they are moving.

8 Residents of Los Angeles are now tending to reduce the yearly distances they travel by car.

9 Car-pooling has steadily become more popular in Los Angeles in recent years.

10 Charging drivers for entering certain parts of the city has been successfully done in Cambridge, England.

11. six pollutants monitored by the UN

12. In Singapore, renting out toad space to users is the why of the future.

Questions 12-15

Choose the appropriate letters A—D and write them in boxes 12-15 on your answer sheet.

13 How many pollutants currently exceed WHO guidelines in all megacities studied?

A one

B two

C three

D seven

14 Which pollutant is currently the subject of urgent research?

A nitrogen dioxide

B ozone

C lead

D particulate matter

15 Which of the following groups of people are the most severely affected by intense air pollution?

A allergy sufferers

B children

C the old and ill

D asthma sufferers

**Final control questions on
Writing and reading for the 2nd
year students, term 3 Protocol №**

January

**Final control work on
Reading and writing
Variant – 3**

| | |
|---|-----|
| <ul style="list-style-type: none"> • <u>Content</u> (relevance to the assigned topic, in formativeness of the title, substantive development of thesis, support with details, facts, examples from readings) • <u>Organisation</u> (how well the report organised, developed logically and systematically, complete: includes all necessary parts, presents coherent overall structure which is indicated to the reader by devices such as good paragraphing and discourse markers) | 5% |
| <ul style="list-style-type: none"> • <u>Style</u> (the use of formal and polite language) • <u>Variety of vocabulary and structure</u> (sophisticated range of vocabulary, effective word choice and usage, complex sentence constructions, agreement, tense, number, articles, pronouns and prepositions) | 5 % |
| <ul style="list-style-type: none"> • <u>Mechanics</u> (spelling, punctuation, capitalization, appropriate headings) • <u>Layout</u> (ideas grouped into sections according to topic) | 5 % |

Write a 1000-1500 word report on one of the events you participated. In your report cover the following points:

- What was the event? When and where did it happen? Description of people and the place.
- Who participated in the event?
- What makes this event so significant?
- Would you like to go to the event again if you had a chance?

Reading passage

MAKING TIME FOR SCIENCE

Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it's actually a field of study that concerns one of the oldest processes life on this planet has ever known: short-term rhythms of time and their effect on flora and fauna.

This can take many forms. Marine life, for example, is influenced by tidal patterns. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal – that is, they like to come out during the hours of sunlight. Nocturnal animals, such as bats and possums, prefer to forage by night. A third group are known as crepuscular: they thrive in the low-light of dawn and dusk and remain inactive at other hours.

When it comes to humans, chronobiologists are interested in what is known as the circadian rhythm. This is the complete cycle our bodies are naturally geared to undergo within the passage of a twenty-four hour day. Aside from sleeping at night and waking during the day, each cycle involves many other factors such as changes in blood pressure and body temperature. Not everyone has an identical circadian rhythm. 'Night people', for example, often describe how they find it very hard to operate during the morning, but become alert and focused by evening. This is a benign variation within circadian rhythms known as a chronotype.

Scientists have limited abilities to create durable modifications of chronobiological demands. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms, for example, but our bodies can tell the difference and health suffers when we breach these natural rhythms for extended periods of time. Plants appear no more malleable in this respect; studies demonstrate that vegetables grown in season and ripened on the tree are far higher in essential nutrients than those grown in greenhouses and ripened by laser.

Knowledge of chronobiological patterns can have many pragmatic implications for our day-to-day lives. While contemporary living can sometimes appear to subjugate biology – after all, who needs circadian rhythms when we have caffeine pills, energy drinks, shift work and cities that never sleep? – keeping in synch with our body clock is important.

The average urban resident, for example, rouses at the eye-blearing time of 6.04 a.m., which researchers believe to be far too early. One study found that even rising at 7.00 a.m. has deleterious effects on health unless exercise is performed for 30 minutes afterward. The optimum moment has been whittled down to 7.22 a.m.; muscle aches, headaches and moodiness were reported to be lowest by participants in the study who awoke then.

Once you're up and ready to go, what then? If you're trying to shed some extra pounds, dieticians are adamant: never skip breakfast. This disorients your circadian rhythm and puts your body in starvation mode. The recommended course of action is to follow an intense workout with a carbohydrate-rich breakfast; the other way round and weight loss results are not as pronounced. Morning is also great for breaking out the vitamins. Supplement absorption by the body is not temporal-dependent, but naturopath Pam Stone notes that the extra boost at breakfast helps us get energised for the day ahead. For improved absorption, Stone suggests pairing supplements with a food in which they are soluble and steering clear of

caffeinated beverages. Finally, Stone warns to take care with storage; high potency is best for absorption, and warmth and humidity are known to deplete the potency of a supplement.

After-dinner espressos are becoming more of a tradition – we have the Italians to thank for that – but to prepare for a good night's sleep we are better off putting the brakes on caffeine consumption as early as 3p.m. With a seven hour half-life, a cup of coffee containing 90 mg of caffeine taken at this hour could still leave 45 mg of caffeine in your nervous system at ten o'clock that evening. It is essential that, by the time you are ready to sleep, your body is rid of all traces.

Evenings are important for winding down before sleep; however, dietician Geraldine Georgeou warns that an after-five carbohydrate-fast is more cultural myth than chronobiological demand. This will deprive your body of vital energy needs. Overloading your gut could lead to indigestion, though. Our digestive tracts do not shut down for the night entirely, but their work slows to a crawl as our bodies prepare for sleep. Consuming a modest snack should be entirely sufficient.

Questions 1–9

Do the following statements agree with the information given in Reading Passage ?

In boxes 1–9 on your answer sheet, write : **TRUE, FALSE, NOT GIVEN**

1 Chronobiology is the study of how living things have evolved over time.

- 2 The rise and fall of sea levels affects how sea creatures behave.
- 3 Most animals are active during the daytime.
- 4 Circadian rhythms identify how we do different things on different days.
- 5 A 'night person' can still have a healthy circadian rhythm.
- 6 New therapies can permanently change circadian rhythms without causing harm.
- 7 Naturally-produced vegetables have more nutritional value.
- 8 Breakfast is one of the most important exercise in circadian system
- 9 Scholars have restricted strengths to create continuous modifications of chronobiological requires

Questions 10 –15

Choose the correct letter, A, B, C or D. Write the correct letter in boxes 8–13 on your answer sheet.

- 10.** What did researchers identify as the ideal time to wake up in the morning?
- A 6.04
 - B 7.00
 - C 7.22
 - D 7.30
- 11.** In order to lose weight, we should
- A avoid eating breakfast
 - B eat a low carbohydrate breakfast
 - C exercise before breakfast
 - D exercise after breakfast
- 12.** Which is NOT mentioned as a way to improve supplement absorption?
- A avoiding drinks containing caffeine while taking supplements
 - B taking supplements at breakfast
 - C taking supplements with foods that can dissolve them

D storing supplements in a cool, dry environment

13. The best time to stop drinking coffee is

A mid-afternoon

B 10 p.m.

C only when feeling anxious

D after dinner

14. In the evening, we should

A stay away from carbohydrates

B stop exercising

C eat as much as possible

D eat a light meal

15. Which of the following phrases best describes the main aim of Reading Passage ?

A to suggest healthier ways of eating, sleeping and exercising

B to describe how modern life has made chronobiology largely irrelevant

C to introduce chronobiology and describe some practical applications

D to plan a daily schedule that can alter our natural chronobiological rhythms