

Е. Б. ЯСТРЕБОВА

# AS YOU WRITE IT

УЧЕБНОЕ ПОСОБИЕ  
ДЛЯ РАЗВИТИЯ НАВЫКОВ  
ПИСЬМЕННОЙ РЕЧИ

Уровень А2 → В2

Компетентностный подход

МГИМО

2012

Пособие, состоящее из четырех частей, предназначено для развития умений и навыков письменной речи как компонента коммуникативной компетенции студентов первого и второго курсов факультетов и отделений МО, регионоведения, межкультурной коммуникации с исходным уровнем коммуникативной компетенции не ниже А2 (первый курс) и В1 (второй курс).

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## ПРЕДИСЛОВИЕ

Настоящее пособие предназначено для работы со студентами первого и второго курсов факультетов и отделений международных отношений, регионоведения и межкультурной коммуникации, имеющих исходный уровень коммуникативной компетенции не ниже A2 (первый курс) и B1 (второй курс) по классификации Совета Европы.


Конечная цель пособия — развитие письменной речи как компонента речевой компетенции студента. Одновременно, обязательной промежуточной целью является развитие языковой компетенции как фундамента речевой; кроме того, содержание текстов и система заданий обеспечивают развитие общекультурных компетенций. Таким образом, пособие способствует развитию профессиональных компетенций бакалавра по указанным направлениям.

*Структура и содержание пособия.* Пособие состоит из четырех частей. Первая часть *From Sentence to Paragraph* (6 уроков) обучает основам написания кратких текстов с использованием сложных предложений разного типа. Вторая часть *Staying in touch* (5 уроков) обучает основам ведения официальной переписки, в том числе электронной, и закрепляет навык написания неофициальных писем в разных ситуациях письменного общения. Третья часть *From Paragraph to Essay* (5 уроков) направлена на развитие навыков написания разных типов эссе и документов, связанных с наймом на работу; а также на закрепление навыка написания краткого письменного сообщения (Paragraph). Четвертая часть *Writing a Survey Report and a Summary* (4 урока) посвящена наиболее профессионально значимым “жанрам”: обзору, написанному на основе опросов и анализа статистических данных, и резюме текстов разных жанров. В конце пособия предлагаются задания для активизации пройденного (раздел *Revision*).

Первый раздел (Section 1) каждого урока посвящен языковым явлениям, лежащим в основе грамотной письменной речи, в том числе “академической”. Задания во втором разделе направлены на обучение написанию собственных текстов (разные типы краткого письменного сообщения, эссе, деловые письма, обзоры и резюме) на основе анализа образцов с точки зрения структуры текста и отработки навыка написания отдельных элементов текста (например, тезиса, основных положений, аргументов; вводной и заключительной части). Текстовый материал пособия является аутентичным и современным; в качестве источников использовались отрывки из современных англоязычных произведений разных жанров: публикации в газетах и журналах, художественная и научно-популярная литература, интернет ресурсы и образцы деловой и личной переписки. В пособие включены “human interest stories” и тексты, представляющие профессиональный интерес, в том числе тексты лингвокультурологического и страноведческого плана. Текстовый материал обоих разделов в основном представляет собой связанные тексты.

*Методические рекомендации.* Работа с пособием предполагает сочетание аудиторной и самостоятельной работы студентов. Каждая часть рассчитана на один семестр при сетке шесть часов в неделю; на обучение письменной речи рекомендуется отводить 30–40 минут аудиторного времени в неделю. Языковой материал в первом разделе (Section 1) вводится на занятии, но отрабатывается самостоятельно дома, с последующим анализом типичных ошибок. Важной частью работы является написание собственных текстов в аудитории (“paragraphs”, эссе, кратких обзоров и резюме). Во всех разделах предусмотрены упражнения для более сильных студентов\*.

Настоящее издание дополняет учебник “Курс английского языка для международных и регионоведов” Е.Б. Ястребовой, О.А. Кравцовой, Д.А. Крячкова, Л.Г. Владыкиной и учебник “Курс английского языка для студентов языковых вузов” Е.Б. Ястребовой, Л.Г. Владыкиной и М.В. Ермаковой, однако может использоваться и в качестве самостоятельного пособия. Автор выражает глубокую благодарность доцентам О.А. Кравцовой и Д.А. Крячкову за неоценимую помощь в подготовке пособия.

\* уровень 2 обозначен знаком 

# **PART I**

## **FROM SENTENCE TO PARAGRAPH**

# UNIT 1

## SECTION 1. WRITING A SIMPLE SENTENCE

### THE STRUCTURE OF A STATEMENT

#### Basic Sentence

**Remember** that an English sentence has a more rigid structure than a Russian sentence.

#### Study the patterns of a basic sentence:

##### Pattern 1. Subject + Predicate (verb or aux+verb) + Object

e.g.

*Columbus discovered America. He did not reach India.*

##### Pattern 2. Subject + Predicate (verb or aux+verb)

e.g.

*The experiment failed. The researchers were disappointed.*

##### Pattern 3. Subject + Predicate (verb or aux+verb / aux"be"+predicative/ complement<sup>1</sup>)

e.g.

*A bride should look happy.*

*The expedition was a success.*

*Ex. 1. Read the sentences and identify their basic structure. Group them according to the above patterns.*

Pattern 1	Pattern 2	Pattern 3
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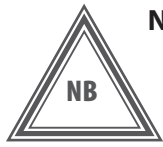
1. John Quincy Adams was the first US representative to Russia.
2. He [first] visited Russia [in 1781].
3. [Later] Adams became sixth President of the United States.
4. [In 1989], the Berlin Wall fell.
5. [On July 13, 1935,] the U.S.S.R. and the U.S. signed their first trade agreement.
6. The war broke out [in 1914].

### RECOGNIZING THE PREDICATE IN A SENTENCE

#### Look for 'signals':

auxiliaries	modals	endings
am, is, are was, were do, does, did have, has, had shall, will	can, could, may, might must, should, ought to, would	-(e)s and -(e)d can be misleading (do you know <b>why</b> ?) but are worth a second glance

<sup>1</sup> Именная часть составного именного сказуемого.



**Note:** No verbal (*to do* or *doing*) can be a predicate.

**e.g.**

The secretary **writing** a letter ... (no predicate)

She **is writing** a letter. (predicate)

## PRACTICE 1

*Ex. 2. Decide which of these words/phrases are predicates, can be predicates, are not predicates.*

predicate	predicate?	not predicate
was discussed (+11)	discussed (+8)	be discussed (+6)

am proud, educated, have been educated, adopts, stress, was ashamed, dislikes, do not show, proud, can communicate, are competing, adopted, has fought, being, had to be done, wishes, to dress, unknown, must suffer, appeared, fall, improving, cut, to be made, care.

*Ex. 3. Find the predicate in the sentences. If in doubt, do it by elimination (find the only likely candidate).*

- I am proud to be English. (Michael Bywater)
- I am ashamed to be white and middle-class.
- Educated at an elitist university he speaks Received Pronunciation.
- The English still take care of the weak and the poor.
- Englishmen do not show emotion and do not cry.
- The English sense of humour has never deserted him.
- The Parliament Act adopted in 1998 granted Scotland certain privileges.
- Englishmen no longer dress up for dinner.
- The English could never be slaves.
- John, being an only child, grew up hating his father.

*In each find the basic sentence.*

*Ex. 4. Check the word order in the following sentences. Make necessary corrections.*

- The minuteman is the American of soldier the symbol.
- This image associated with the American is Revolution.
- The minutemen were the first people to fight in among the American Revolution.
- A quarter of the entire colonial militia their teams constituted.
- They a highly mobile force provided.
- The minutemen equipped and prepared to fight should be "on a minute's notice".
- Hence these "minutemen" were nicknamed men.
- The first military attack failed against the Indians.
- Every American soldier was a minuteman killed at the battle of Lexington (1775).
- The monument to the Minute Man* depicts a typical minuteman erected in 1875.

## RECOGNIZING THE SUBJECT IN A SENTENCE

- The subject is **to the left** of the predicate
- Most subjects are
  - nouns (*table, people, history, news*);
  - pronouns (*I, he, we, they, someone, nobody*)
- Some subjects are
  - groups of words that function like nouns (*to learn a language, moving to the East*),
  - a clause (*what I liked most...*), etc





**Note:**

1. The pronoun *it* is often used as a “dummy” subject (when the true subject is unknown or nonexistent).

**e.g.**

*It* snows a lot in winter. *It* was cold yesterday.

*It* is difficult to understand your idea. (*To understand your idea* is difficult.)

*It* is a nice surprise that you can speak Chinese. (*That you can speak Chinese* is a nice surprise.)

2. *There* is also a dummy subject.

*There* is someone at the door. *There* were a lot of new people at the party.

**PRACTICE 2**

*Ex. 5. Find the subject in the sentences. Start with finding the predicate*

**e.g.** *The car imports* have gone up *despite the crisis.* (*'have gone up'* — predicate; *'imports'* — subject)  
*Europe imports* most of its oil and gas. (*'imports'* — predicate; *'Europe'* — subject)

1. St. Paul's Cathedral was built between 1675 and 1710.
2. For one of the best views of London you must climb 650 steps up to the top.
3. To reach the Whispering Gallery one has to climb 259 steps.
4. To see London was his lifelong dream.
5. Today his dream is to sing at the London's Wembley.
6. It can seat up to 12,500 people.
7. What I like about London is its infinite variety.
8. There have always been many theatres around the Convent Garden.
9. Looking through the north Victoria Gate in Hyde Park discovers a Nineteenth Century Pet Cemetery.
10. Expecting no problems the group arrived at Heathrow Airport.

*Ex. 6. Complete the text by choosing an appropriate subject from the list below to fill in the gaps in the sentences. In some cases more than one variant is possible.*

**e.g.**

*Learning English=To learn English;*

*His most admirable quality=What I admire most about him [his honesty]*

\_\_\_\_\_ (1) Covent Garden is a must for everybody on their first trip to London. \_\_\_\_\_ (2) used to be a market supplying fruit and vegetables to Westminster Abbey. In the restored market buildings \_\_\_\_\_ (3) are lots of small specialist shops. \_\_\_\_\_ (4) is on sale from kitchen equipment and garden herbs to toys and clothes. \_\_\_\_\_ (5) are also stalls selling original art and craft work, such as handmade pottery, jewellery and knitting. \_\_\_\_\_ (6) are displayed on Victorian stands from the old flower market. \_\_\_\_\_ (7) is a separate covered market called the Jubilee Market. On Sundays \_\_\_\_\_ (8) sells art and craft work. But \_\_\_\_\_ (9) is the Royal Opera House.

Subjects: a visit to, there (3), it, visiting, Covent Garden, what Covent Garden is most famous for, everything, they, to visit

*Ex. 7. Write ten simple sentences using the above patterns and the prompts.*

subject	verb	object
Peter the Great	proclaim	empire
Muscovite Russia	become	the Northern War
Russia	win	provinces

subject	verb	object
Country	acquire	access to the sea
Military reform	get	new capital
Nine-member senate	build	government
	reorganize	provinces and districts
	be divided into	modern state
	lay the foundations	the old boyar Duma
	be successful	
	replace	

## SUBJECT-VERB AGREEMENT

Useful Hints:

1. Make a verb agree with its subject in

Number (singular or plural)	Person (he/she/it/ vs I/we/you/they)
The British Isles <i>are</i> to the west of Europe. The USA <i>is</i> a big country. Your clothes <i>need</i> cleaning.	I <i>don't like</i> tea. He <i>doesn't like</i> coffee. The news* <i>hasn't</i> come yet. Physics <i>is</i> a difficult subject.



**Note:**

Remember there are nouns with the ending -s that have a singular meaning.

2. If a sentence begins with *there is/are* the verb "be" agrees with the noun that immediately follows it.

**e.g.**

There *is* a theatre production and two films based on this book.

There *are* two films and a theatre production based on this book.

3. If there is a *phrase* or a *clause* between the subject and the verb, do not mistake the last word in it for the subject

**e.g.**

**subject**

**verb**

Sometimes the pleasures of *a sea cruise* include being seasick.

**subject**

**verb**

The problems *that many students face in their first year* are psychological.

## PRACTICE 3

Ex. 8. Choose the right form of the verb.

1. The walks described in the leaflet reflects/reflect the history and architecture of the great capital.
2. The history and architecture of London is/are amazing.
3. The Houses of Parliament sometimes referred to as the Palace of Westminster is/are the very heart of British political life.

4. Extra facilities for MPs is/are provided in Portcullis House opened in 2001.
5. The city is lively and its outskirts seem/seems to stretch for miles.
6. There is/are a great hall and 30 luxury rooms in the hotel.
7. The police was/were investigating the disappearance of two teenagers.
8. The riches of a country depend/depends upon its territory and population density.
9. New arms has/have been developed since the Montreux Convention.
10. The USA was/were expected to reduce its carbon emissions by 7 % by 2012.
11. Paper money were/was first used in China.
12. Advice is/are more agreeable in the mouth than in the ear.

Ex. 9. Fill in the gaps with the right form of the verb.

There _____ always been many theatres around the Covent Garden Area.	have
One of the most famous _____ the Royal Opera House.	be
The royal Opera and Ballet companies _____ on its stage.	perform
The audience _____ first-class productions with world class opera singers.	enjoy
From time to time echoes of a performance _____ heard in the street below.	be
There _____ the famous Theatre Royal and a great many other attractions in Covent Garden.	be
The first Punch and Judy show in England _____ performed in front of St Paul's Church.	be
Ever since the Piazza _____ been famous for street theatre.	have
Everyone _____ something to their taste: mime artists, jugglers, dancers, buskers <sup>2</sup> and many others.	find
Food and refreshment _____ provided in numerous restaurants and cafes.	be

Ex. 10. Write ten simple sentences on one of the topics given below:

- A place you like best
- A popular festival
- A day at the university

### ADJUNCTS<sup>3</sup>

Adjuncts in a sentence add information about place, time, manner, frequency, reason, etc. The adjunct may be an adverb phrase (*recently, quite unexpectedly*), a prepositional phrase (*on the table, in the morning*), or a noun phrase (*this week*).

Adjuncts are typically used in three positions: end, front, mid position.

Ex. 11. Study the chart and fill in the third column with examples from the list below.

Adjuncts of	Position	Example
place	<b>END or Front*</b>	The industrial revolution began <u>in Great Britain</u> .
time		The industrial revolution began <u>during the 1700s</u> .

<sup>2</sup> buskers are people who perform in public places for tips.

<sup>3</sup> Обстоятельство или определение.

Adjuncts of	Position	Example
manner		
reason		
purpose		The settlers had to cut their rations <u>to survive the harsh winter</u> . = <u>To survive the harsh winter</u> the settlers had to cut their rations.
indefinite frequency <sup>4</sup>	<b>Mid</b> (between the subject and the verb)	Columbus <u>never</u> reached the land that is known as the United States.



**Note:** **Front** position gives the adjunct greater emphasis.

**e.g.**

In the Netherlands the industrial revolution began 50 years later. (in the Netherlands, NOT in Great Britain) *OR*

Fifty years later industrial revolution began in the Netherlands. (NOT in the 1750s, but 50 years later.)

Adjuncts normally do NOT come between a verb and an object.

**e.g.**

**DO NOT:** Columbus reached instead of India America.

**DO:** Columbus reached America instead of India.

*The list of sentences with adjuncts to choose from:*

1. The officer smiled at us in a friendly way.
2. Most students usually have lunch at University.
3. We have already had lunch.
4. Captain Cook should never have returned to Hawaii.
5. They left the ship for safety reasons.



**Note on punctuation** used with adjuncts of time and place:

Commas set off the year in a full date.

**e.g.**

On April 12, 1961, Yuri Gagarin became the first human to orbit Earth. *OR*

In April 1961, a new era in space exploration began.

Commas set off elements of an address.

**e.g.**

The University of Idaho in Moscow, Idaho, offers a wide range of graduate programmes.

#### PRACTICE 4

*Ex. 12. Put these sentences right by changing the word order where necessary.*

##### The Birth of Bermuda (1)

1. During the daylight hours of July 28, 1609, 150 men, women and children, and a dog left the wreck of the merchant ship *Sea Venture*.
2. They found on St. George's island, Bermuda shelter.
3. The *Sea Venture* carried to the English settlement Jamestown supplies and settlers in Virginia.

<sup>4</sup> *always, ever, usually, normally, often, frequently, seldom, never, etc.*

4. Hit by a dreadful storm they managed to sail through the reef surrounding a gap in the island.
5. Over the next days, their ship was destroyed on the reef completely.
6. The survivors were from England within an archipelago 600 miles from America and 3,500 miles on an uninhabited island.
7. The Bermudas were named for the Spanish navigator Juan de Bermudez.
8. In 1503 the Spanish visited the island.
9. Because of its dangerous reef system the Spanish nicknamed the archipelago the Isle of Devils.
10. On the island they brought hogs ashore to establish a supply depot.

Ex. 13. Make up sentences out of these blocks.

**The Birth of Bermuda (2)**

1. The survivors of/ pleasantly surprised by the island's climate/ were/ the *Sea Venture*.
2. Even more/ were delighted/ they to find wild hogs and seas full of fish.
3. Birds/with ease/the newcomers could/unused to humans/kill.
4. To take them on/the commander made/ build a craft *Deliverance*/ to Virginia/the survivors.
5. Work /from time to time/ the sailors/ would stop.
6. On the island/ they /demanded /for the rest of their life/ to stay.
7. Another group/ the *Patience* /their own boat/ decided to build/ to sail back to England.
8. The *Deliverance* arrived/ finally/on 23 May, 1610/ at Jamestown.
9. The settlers in Virginia/ because of/a 'starving winter'/ had had / their neglect to plant crops.
10. For fish, hogs and foul/ the commander/ had to return to /Sir George Sommers /Bermuda.

Ex. 14. Put the text right by changing the word order in the sentences where necessary.

**The Tower of London**

William the Conqueror in the 11<sup>th</sup> century started to build the Tower. Different people added bits to make it into a large fortress over the years with two walls and several towers. Royalty lived in the White Tower at first. During the reign of Henry III the White Tower was rebuilt substantially with a new Great Hall and kitchens. Henry III added ten new towers, gateways and drawbridges. The moat (po) was extended and flooded successfully with water from the River Thames.

From the Tower to the place of coronation every King or Queen walked for over 250 years. For this reason the Crown jewels are still kept in the Tower.

To keep state prisoners they started to use the Tower during the 15<sup>th</sup> century. The Tower was used as a prison most regularly in the reign of Henry VIII. Prisoners accused of treason were beheaded usually on Tower Hill.

In the Tower they also used to store weapons. The Tower Armouries are the national Museum of arms and armour today. The Tower every year attracts over two and a half million tourists.

**MORE THAN ONE ADJUNCT IN END POSITION**

The most neutral order in this case is: manner — place — time.

**e.g.**

The crowd cheered loudly in Red Square on Victory Day.

She played brilliantly at the contest.

They fought fiercely till night.

The two armies met at the River Boyne on the 1st of July.

**PRACTICE 5**

Ex. 15. Complete the sentences by putting adjunct(s) in the appropriate position.

1. The smugglers quarreled on the deck most of the night.	angrily
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2. They left the ship an hour ahead of the police.	in a hurry
3. The conspirators met secretly during the early 1800s.	in the Casa de Corregidora
4. Hall went out alone onto the square.	in broad daylight
5. The negotiations went on for two months.	with little success
6. The general spoke without a pause for an hour.	in a half empty theatre
7. The old man used to walk aimlessly through the house.	at all times of the day and night
8. A few people died at the excavation site the next month.	unexpectedly
9. The archeologist discovered the tomb by chance.	In May, at the abandoned excavation site.
10. The most important treaty was signed.	on 28 <sup>th</sup> June 1919, at Versailles

Ex. 16. Check the word order in the following sentences. Make necessary corrections.

**An ideal classroom?**

1. In this classroom everything smoothly works.
2. The teacher arrives at 8:15 punctually.
3. Quietly the students are already sitting at 8 sharp at their desks.
4. Looking for his notes on the desk or in his bag the teacher never loses time.
5. He exactly starts the class at 8:30
6. The students for 80 minutes are without any interruption doing assignments.
7. Without putting their hands up no one speaks during the whole class.
8. The students can't talk all through the class period to each other even in a whisper.
9. Out of the window no one dreamily gazes.
10. Using a mobile phone no one under the desk sends sms messages.
11. After the bell some never get up from their desks even.
12. Isn't it a waste to spend your day in such a boring class in such a boring way?

Ex. 17. Write ten sentences using adjuncts on one of the topics given below.

Geographical discoveries

An episode in the history of Great Britain/Russia/the USA



## SECTION 2. READING A PARAGRAPH AND LEARNING TO THINK CRITICALLY

**A paragraph is a short text that presents ONE main idea. This idea is usually but not always stated at the start. Other sentences develop the main idea.**

Ex. 18. Read the paragraphs and find the main idea. Decide in which paragraph the writer develops their ideas most effectively.

I. English monarchs started using surnames in formal documents rather late. The first English monarch to use a hereditary surname was Edward IV (1442–1483). He used the surname Plantagenet to emphasise that he was descended from the elder branch of the royal family — unlike Henry VI, his rival in the War of the Roses. Until then monarchs adopted second names such as “Fair”, “Iron-

side”, “Harefoot”. The name Plantagenet refers back to Henry II, who came to the throne in 1154. It must have been in informal use over that period as it was clearly of practical benefit to Edward IV. (102 words)

**II.** Different empires go through a similar life cycle. Each has seven stages of development. The first is the age of pioneers, the second is the age of conquests, the third — the age of commerce. Next comes the age of affluence followed by the age of intellect; then comes the age of decadence. The last one is the age of decline and collapse. Great empires of the past such as those of Babylon, Persia, Rome, Islam, Spain and Britain went through this cycle. Each stage helps to lead to the next as the values of the empire’s people change over time. Military, political, economic, and religious developments all influence an empire’s people to act and believe differently over time. (118)

**III.** An empire is like a state only with one more layer of government. States generally have at least four levels of administration; empires have five. An empire is generally made up of many states joined together. Sometimes these states are still mostly independent, sometimes they are totally part of the empire. The usual pattern of empires is that one state becomes stronger than its neighbors and conquers them, creating an empire. The more it conquers, the stronger it gets, and so it conquers more and more of its neighbors. Eventually the empire stops growing, sometimes because it meets neighbors who are stronger than it is, but more often just because it is inconvenient to fight so far from home. After some time, the empire weakens and breaks up into smaller states again. (132)

**IV.** In the autumn of 1938, the British Prime Minister Chamberlain arrived at Heston aerodrome (west of London). He waved a piece of paper in the air and declared that there would be “peace in our time”. What was actually written on the paper? It was not a copy of the Munich Agreement. It was a private accord signed earlier that day by Chamberlain and Hitler. Its three short paragraphs stressed the importance of Anglo-German relations, expressed the “desire of our two peoples never to go to war with one another again” and stated the common resolve to use negotiations in all future disagreements. This accord was central to Chamberlain’s attempt to stop Hitler. (113)

**V.** Thomas Jefferson dominates the historical landscape of modern America. His personal story — from Virginian farmer to presidency — is a saga of remarkable intellectual and political brilliance. His writings and ideas helped to shape the modern USA. He was no public speaker, so he contributed his pen rather than his voice to the patriot cause. As the “silent member” of the Congress, Jefferson, at 33, drafted the Declaration of Independence. In years following he worked to make its words a reality in Virginia. What is more, he wrote a bill establishing religious freedom, enacted in 1786. Even in an age of titanic contemporaries, Jefferson stands out. (104)

*Decide what is wrong with the other paragraphs. Suggest ways to improve them. (How can you change the sequence of sentences?)*

## UNIT 2

### SECTION 1. WRITING COMPOUND AND COMPLEX<sup>5</sup> SENTENCES

#### INDEPENDENT CLAUSE

An **independent** clause is a grammatically complete statement, question or exclamation. It can stand alone as a full sentence.

**e.g.**

*Most people enjoy summer holidays.*

*Do you enjoy summer holidays?*

*Enjoy your summer holidays!*

#### COMPOUND SENTENCE: JOINING INDEPENDENT CLAUSES

1. with a **coordinating** conjunction (**and, but, for, or, nor, so, yet**<sup>6</sup>):

independent clause 1, + **coordinating conjunction** + independent clause 2

**e.g.**

*Most people enjoy summer holidays, **and** I am no exception.*

*Have they come to agreement, **or** are they still arguing?*

2. with a **semicolon**:

**e.g.**

*A lot of my friends have been to Great Britain; a few have visited Ireland.*



**Note:** avoid a run-on sentence

**DO NOT:** *They were to arrive yesterday they missed their flight.*

(no conjunction or punctuation is used to join the two clauses)

**DO:** *They were to arrive yesterday, **but** they missed their flight.*

#### PRACTICE 1

*Ex. 1. Read the text and explain the title. Find compound sentences and explain how they were produced.*

##### Cautionary Tale

I met John at a disco in a small town near Edinburgh. My friend Ann and I went there regularly, yet neither of us got asked to dance any too often. I had little romantic success until the evening John asked me to dance. I hadn't noticed him earlier, but I certainly noticed him then. He wasn't very tall, nor was he particularly good looking; the most attractive thing about him was that he chose *me*.

He and his friend Mike had a car, so he offered to drive us back home. Since then we went out a lot — to hotel bars or to watch films, or we took day trips to the seaside and spend hours kissing in the car.

I was madly in love, and, eventually, I decided to introduce him to my parents. Arrangements were made, and he was to arrive the next Friday evening at 7:30. At six the telephone rang, and my mother answered it. That was John's mother; she said John was a married man with a wife and a baby at home. In my mother's eyes I should be ashamed of myself. I was ashamed, but I couldn't understand

<sup>5</sup> compound — сложносочиненное; complex — сложноподчиненное.

<sup>6</sup> **Are, but, or** are the most common coordinating conjunctions; some authors consider *for* a coordinating conjunction as well.



why she blamed me, not him. I thought we were Romeo and Juliet, but we were just two idiotic teenagers making a mess of our lives.

*Ex. 2. Correct run-on sentences.*

1. Today parents fear for their children's safety they keep them indoors.
2. Parents view the world as a dangerous place 'stranger danger' is their biggest worry.
3. Many parents think bullying is a serious problem they can't do much about it.
4. Parents' 'safety mania' can seriously affect their children they do not learn survival skills.
5. Parents worry about the dangers outside the home they ignore statistics about accidents in the home.
6. Many children aged 15 are not allowed to sleep over at a friend's house they are not allowed to visit their closest park alone.
7. On average children today can walk to school on their own by the age of 11 they can use public transport alone at 12.
8. The Government imposed 139 regulations on schools only 24 relate to education.
9. Parents should change their attitude we will have a generation of cotton-wool kids.
10. Mothers are more careful drivers their children feel safer in the car with the mother behind the wheel.

*Ex. 3. Combine the sentences using appropriate conjunctions or a semicolon. Add commas where necessary.*

1. Migration to America in the 1790s was very gradual \_\_\_\_\_ the coming of independence did not lead immediately to a great new wave of people.
2. Most immigrants came from England \_\_\_\_\_ they assimilated quickly in English speaking communities.
3. About 1820 the flow of new settlers began to increase dramatically \_\_\_\_\_ many were from continental Europe.
4. Many of the migrants came from Germany \_\_\_\_\_ there were also great numbers from Ireland.
5. The Germans, mainly Protestants, were assimilated easily enough \_\_\_\_\_ the Irish, all Catholics, kept themselves rather more separate.
6. Irish immigrants met some hostility \_\_\_\_\_ they threatened the Protestant domination.
7. Immigrants from eastern Europe and Italy were regarded as inferiors \_\_\_\_\_ most stayed in America and helped their relations to come and join them.
8. Some immigrants failed to assimilate into a new country \_\_\_\_\_ did they have the money to go back home.
9. Many of the new arrivals followed their friends and relatives \_\_\_\_\_ many had heard news of possibilities of employment.
10. American Indians live in reservations, in rather primitive conditions \_\_\_\_\_ they have become assimilated into the ordinary American community.

*Ex. 4. Complete the following sentences.*

1. Many first-year students can't balance their studies and social life, and ...
2. University life may seem easy, so...
3. Life at university can be costly, for ...
4. Adjusting to university life can be difficult, and ...
5. Many students come to the university with a good knowledge of English, yet ...
6. Students of international relations can study a third language, but...
7. Many students tend to put off doing homework, and....
8. Students should hand in their papers on time, or ...

9. Taking exams is stressful; most students....  
 10. Cutting down on sleep during the exam period is common, ...

## COMPLEX SENTENCE

Main (independent clause) + **subordinating conjunction/relative pronoun** + subordinate (dependent) clause  
**OR**  
**subordinating conjunction** + subordinate clause, + main clause

A **subordinate** clause is introduced by a **subordinating** conjunction (*as, because, although, if, when, etc.*<sup>7</sup>) or a **relative** pronoun (*who, which, that, etc.*). It is a sentence fragment which needs a main clause to make a full sentence:

**e.g.**

*Although summer holidays are more popular, ....* →

*Although summer holidays are more popular, I prefer to take mine in winter. =*

*I prefer to take mine in winter although summer holidays are more popular.*

*Who intended to go to Virginia... →*

*The Pilgrim Fathers, who intended to go to Virginia, had to stay at Cape Cod.*



**Note on punctuation:** after a subordinate clause at the beginning of a complex sentence we use a comma.

## PRACTICE 2

*Ex. 5. Read the sentences and group them according to the type:*

- a) simple
- b) compound
- c) complex

*Point out the subordinate conjunctions.*

When Damon Hill (a British racing hero) and his wife Georgie's first child, Ollie, was born with Down's syndrome, they were told to expect little of him. The doctor broke the news as if the world had ended. Life had prepared Damon for such shocks, so he was ready to deal with the unexpected situation. While Georgie and Ollie were in hospital, people advised the parents to put the baby away and get on with their lives. Instead, they took Ollie home. As they invested limitless care in Oliver, he developed into a charming, sweet-tempered and caring child.

Today, Ollie's life is typically teenage. He enjoys tennis and swimming, and he is also popular with girls. He is a fabulous dancer and drummer, and he loves skiing. He is not materialistic; he cares nothing for status, nor does he understand the concept of fame. He doesn't want the latest brands and fashions.

Ollie goes to a special school, where he is learning the basics of independent living. His parents hope he will marry one day and live a semi-independent life.

*Ex. 6. Combine two clauses with the conjunction. Mind the punctuation.*

1.	the USA is so big and its people have different ethnic origins	it is less varied than Europe	although
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<sup>7</sup> Other subordinating conjunctions include: after, as if, as long as, as soon as, as though, before, in order that, provided (that), since, so (that), that, though, till, unless, until, whenever, where, wherever, while, why.

2.	North America belongs to people	came there across the Atlantic	who
3.	the Americans got rid of the English pound in 1787	they took the word 'dollar' from the old German 'thaler'	when
4.	the colonists gained their independence	their aim was greater freedom from authorities	when
5.	the new settlers were looking for lands	the climate was mild, the soil fertile and Indians friendly	where
6.	a city grows	its suburbs tend to spread out beyond the city limits	as
7.	Harvard College was founded 140 years	America gained independence from Great Britain	before
8.	research has shown	there are several causes of poverty	that
9.	large families can find themselves below poverty line	they have low incomes	if
10.	today many women with young children work	their husbands can't provide for the family	because

*Ex. 7. Complete the sentences adding a main clause. Add a comma where necessary.*

1. Although oil prices went down ...
2. Since the global financial crisis hit the world ....
3. .... because they (many people) have lost their jobs.
4. When the government introduced USE (ЕГЭ) at school .....
5. As long as parents decide for their children....
6. If all universities accept USE results...
7. As more people buy cars ...
8. If drivers do not follow traffic rules ...
9. After the attempts to stop the oil leak in the Mexican Gulf failed ...
10. ...though the Russian football team didn't take part in the World Cup.

*Ex. 8. Add a subordinate clause to produce a complex sentence.*

1. Many students do not read for pleasure (because)...
2. Today students spend less time reading (though)...
3. Reading habits have changed dramatically (since) ...
4. Few young people will choose to read books (which)....
5. Teenagers often build better reading habits and a love of reading (if) ...
6. Parents and teachers worry (that) ...
7. The MTV Generation reads books (only when) ...
8. More and more young people choose online sites as a reading source ...
9. The Internet may also provide some quality reading material ...
10. Most boys/girls love reading ...

*Ex. 9. Write ten sentences (complex and compound) about university students' reading habits.*



### Linking adjuncts

Linking adjuncts clearly indicate the relationship between clauses, sentences and paragraphs. They are used to add information, express result, concession, contrast.

Study the chart and do exercises in Practice 3

Linking Adjuncts of	Position	Example
<b>Addition</b> also, above all, besides, furthermore, in addition, moreover, similarly, what is more, etc.	<b>FRONT or Mid (mid is more formal)</b>	He passed his exams successfully, <u>besides</u> he got a part-time job for the summer. Redford is a talented actor. <u>Besides</u> , he is a successful businessman
<b>Result</b> accordingly, as a result, consequently, hence, so, therefore, thus	<b>FRONT or Mid (mid is more formal)</b>	Our problems are man-made, <u>therefore</u> , they may be solved by man. She didn't understand any Dutch. <u>Therefore</u> , she never watched TV in Amsterdam.
<b>Contrast</b> in/by comparison, in/by contrast, on the contrary, on the other hand, otherwise, rather, etc.	<b>FRONT or Mid (mid is more formal)</b>	Put the articles into the correct forums, <u>otherwise</u> , they will be deleted. All papers must be submitted by the 1 <sup>st</sup> of May. <u>Otherwise</u> , they will not be accepted.
<b>Concession</b> anyway, at the same time, however, nevertheless, nonetheless, though <sup>8</sup> , yet	<b>FRONT or Mid (mid is more formal)</b>	The girls were not feeling well; <u>however</u> , they had no fever. Spontaneous people are lively and open-minded. <u>However</u> , they can get bored quickly.



**Note:** Linking adjuncts **follow** conjunctions.

**e.g.**

Learning a third language is difficult, **but** at the same time it gives you an extra advantage.



**Note on punctuation:**

Between two independent clauses we use a combination of a semicolon and a comma.

**e.g.** They travelled all night; however, daybreak still found them a long way from their destination.

Linking adjuncts between sentences placed at the front of the sentence are set off by a comma.

**e.g.**

The job was well-paid. At the same time, it involved responsibilities he was not willing to take.

PRACTICE 3

Ex. 10. Connect the two clauses with a suitable linking adjunct from the table above.

Add punctuation marks. First decide what type of adjunct is appropriate:

- Addition
- Result
- Concession/contrast

**e.g.**

Teenagers love reading fiction and stories on real-life topics. Nonfiction or books set for homework are a turn-off. = Teenagers love reading fiction and stories on real-life topics. **In contrast**, nonfiction or books set for homework are a turn-off. / ... on real-life topics; **in contrast**, nonfiction...

- The time was very limited. The presenter managed to produce some interesting arguments.
- Many teenagers find news programs boring. They never watch any.

<sup>8</sup> End position for 'though' in this meaning is more typical. **E.g.** We invited them They refused to join, though.

3. Reading on line is better than not reading at all. It encourages teenagers to write for their own blogs.
4. The traffic was heavy. We missed the train.
5. John Kennedy wanted to make a successful career. He wanted his family to be proud of him.
6. It was snowing. We decided to stay indoors.
7. They'd better agree to our proposal. They might lose the election.
8. At first they seemed at a loss. They quickly recovered.
9. Solar energy does not cause any pollution. It is a renewable source of energy.
10. The candidate did not look defeated. He seemed full of energy.
11. She had the right qualifications and experience. Her appointment was logical.
12. Any reform should aim to improve the situation. The school reform should focus on improving student achievement.

*Ex. 11. Choose a suitable linking adjunct between sentences.*

1. The expedition faced a lot of hardships. \_\_\_\_\_, (therefore/nevertheless), they succeeded in reaching the fort before winter.
2. While Lewis and Clark were battling with the Missouri River in north-west Louisiana Territory, Pike led his team to explore the southwest. \_\_\_\_\_, (by comparison/in addition) Pike's journey was uneventful. But rain and fog reminded them that winter was approaching \_\_\_\_\_, (however/therefore) in mid-October, Pike set his men to work on a winter camp.
3. Women are still underrepresented in a number of professions. \_\_\_\_\_, (above all/thus) women are still far from attaining real equality.
4. As better performers at school and at university girls have the pick of professions that are competitive, \_\_\_\_\_, (yet/besides) they seem attracted to those areas that bring lower status and pay.
5. Since the summer of 2008, the Russian economy underwent a major economic meltdown. \_\_\_\_\_, (consequently/however) economic growth resumed in the second quarter of 2009.
6. By 2008, Russia had become one of the 10 largest economies in the world. In only 10 years, its GDP had increased more than eightfold. \_\_\_\_\_, (what is more/in contrast) real wages increased significantly, from \$62 in 1999 to \$529 in 2007.
7. African waters account for 56% of all pirate attacks, \_\_\_\_\_, (on the contrary/moreover) the attacks are more violent than in Asia. Pirates near Somalia, the Gulf of Aden, Nigeria and Tanzania took 172 hostages in the first half of the year.
8. Moscow's underground railway system is a model of speed and efficiency, which puts London to shame. \_\_\_\_\_, (at the same time/in contrast) it suffers from overcrowding. The rush hour seems never to end.
9. In the 1980s Moscow had only about 300,000 cars; today Moscow has over 3 million cars. But the government has not adjusted to the new situation. \_\_\_\_\_, (similarly/as a result) Moscow's traffic jams are presumably the worst in the world at present.
10. The National Education Association (UK) notes that reading to and with one's children is likely to increase their reading success in the future. \_\_\_\_\_, (similarly/at the same time) discussing books and magazine articles read by young adults is also likely to produce fruitful results.

*Ex. 12. Complete the text by adding a suitable linking adjunct between sentences.*

**North America: a potpourri of facts**

1. In 1775 the first shots were fired in Lexington by the British; the first fighting occurred at Concord. 1) \_\_\_\_\_, the American War of Independence began. 2) \_\_\_\_\_, for more than a year the colonists showed themselves extremely unwilling to sever their links with the mother land.

In 1783 peace was made in Paris, and the Thirteen Colonies from Maine to Georgia became a union of independent sovereign States. Canada, 3) \_\_\_\_\_, remained loyal to the British flag.

In the 19<sup>th</sup> and early 20<sup>th</sup> century, England's population rose from 8 million to 40 million. The country was 4) \_\_\_\_\_forced to export millions of people to its colonies — including Canada. 5) \_\_\_\_\_, Canada's French speaking population had dropped to under 30%. 6) \_\_\_\_\_, by the mid-20<sup>th</sup> century Quebec was becoming an ever smaller element in an ever growing Canadian state.

II. The opening of the West in the early and middle 1800's was one of the most exciting times in United States history. It was, 7) \_\_\_\_\_, a period of great hardship and suffering.

One of America's most brilliant explorers was Jedediah Smith, who found a trade route to California. 8) \_\_\_\_\_, he had a remarkable sense of direction. Smith circled through the California interior, had come over the most inhospitable mountains and the wildest desert in America with no instruments, no guides, no trails to follow. 9) \_\_\_\_\_, he arrived at the exact spot he had left the previous year — the south shore of the Great Salt Lake.

In 1837 the American nation suffered its first major financial collapse; the depression followed. 10) \_\_\_\_\_, farmers could not meet the mortgage payments on their land. These farmers headed for free land on the west coast.

Most emigrants used oxen as draft animals; they were relatively cheap: they cost only \$55 to \$65 per yolk. 11) \_\_\_\_\_, mules might be as much as \$100 each. 12) \_\_\_\_\_, oxen could survive on little food.

After the American Civil War, thousands of people looked for an escape from their devastated homes. To all these people the West was, 13) \_\_\_\_\_, a means to achieve health, wealth and happiness.

*Ex. 13. Write ten sentences on one of the topics using suitable linking adjuncts.*



- Russia's advance to the East (the Pacific)
- America's advance to the West (the Pacific)
- Migration in Russia/the USA

## SECTION 2. READING A PARAGRAPH AND BUILDING YOUR OWN.

*Ex. 14. Read the paragraphs and decide which is more effective.*

*Decide what is wrong with the other paragraphs. Suggest ways to improve them (change the order of sentences, the position of adjuncts; the use of linking adjuncts: too economical or liberal).*

I. Is America an "empire"? After all, this nation did not systematically conquer and directly rule for long time periods large numbers of alien people having different cultures and languages. However, a nation also can have influence without conquering and then controlling an area with its own officials. By using occasional military interventions, economic aid, business investment, and the mechanisms of "informal empire," America's influence spreads much further than just over the areas it has now or had in the past. In the Caribbean, Latin America, and elsewhere in the world today, American political power can persuade people to make decisions they otherwise would not make. Thus, comparing the United States with past empires is still sound. (115)

II. In November 1953, the newly crowned Queen Elizabeth II and the Duke of Edinburgh left London for a tour of the Commonwealth. Britain was embarking on a PR exercise that no other empire in history had ever attempted. The idea was to divest itself (get rid) of its former colonies and still keep some hold over them. By comparison, no one has ever managed that, the Romans didn't manage it; it's hard to

think of an empire that would even attempt to do that. Bombed out and bankrupt Britain could no longer afford to keep its colonies. However, unlike France and Portugal, Britain did not “throw out the toys out of the pram”, but came up with a new organization, the Commonwealth. It has been a remarkably successful idea, and the Queen’s tour managed to cement this loose union of nations. Consequently, today there are more countries in the Commonwealth than there ever were in the empire. (152)

III. What is missing in the current commemoration of D-Day (June 2009) is any mention of the other half of the war in Europe which had a huge impact on the result of the Normandy landings. Moreover, between 22 June and 29 August 1944 the Red Army destroyed Hitler’s Army Group Centre in Belarus, costing the Wehrmacht over 300,000 soldiers. There were 165 Nazi divisions in the east; in contrast, the Nazis had just over 30 in the west. Thanks to both the Russian war effort and also the air war over Germany, the Luftwaffe’s aerial superiority had also long gone. Otherwise, the Normandy campaign might have been even more difficult than it was. To remember the gigantic Russian sacrifices between 1941 and 1945 surely is not too much to ask. (129)

*Ex. 15. Build up a paragraph on the topic “Why we should study history” out of the following blocks.*

1. **Make a list of points you’d like to say on the subject.**
  2. **Read the sentences below. Choose those which reflect your understanding of the topic.**
  3. **Use appropriate linking adjuncts.**
  4. **Write your version of a paragraph.**
  5. **Read your paragraph critically to make sure it is logical.**
- A. There are many reasons why people would want to study history.
  - B. People generally study history because it is interesting and educational; it gives an understanding of the world we live in.
  - C. Learning about past events and people who shaped the countries and societies is fascinating.
  - D. Another aspect of the study of history is that it is educational.
  - E. The study of history (it) can teach us how to avoid repeating the mistakes of the past.
  - F. It (the study of history) is also educational because there are important people throughout history that have inspired and motivated us to do the things we do.
  - G. The most compelling reason to study history is to learn from the past.
  - H. Our past is full of information that we can use to piece together how people used to live.
  - I. Without history a country would lose its identity, its culture. History explains the traditions preserved in that country. A person is defined by his history; it explains his religion, his actions, and his background.
  - J. We study history because it’s essential to understand the past in order to understand the present. We can learn how events from the past affected us today, and from that we can perceive how the things we do now can affect the future.
  - K. Studying history broadens the mind; since everything has a history, it helps us understand people and societies.
  - L. The knowledge of history is an integral part of one’s national identity because without history countries and individuals alike lose their culture and their identity.

*Ex. 16. Build up a paragraph on the topic “Why the Russians sold Alaska”.*

1. **Make a list of points you’d like to say on the subject.**
2. **Read the sentences and pick up those which are relevant to the topic.**
3. **Build up a paragraph arranging them logically and using linking adjuncts. If necessary add sentences of your own.**



- A. Over a hundred and forty years ago, sovereignty over Alaska was transferred from the Russian Empire to the United States.
- B. The transfer was one of the greatest bargains of all time.
- C. The Russians who came to Alaska between 1741 and 1867 always had trouble getting the food they wanted and needed.
- D. Since the Russians in Alaska were unable to make themselves self-sufficient in agriculture, they founded a new colony, Fort Ross, in northern California in 1811–12.
- E. This venture never became profitable, and Fort Ross was abandoned in 1841.
- F. The Russian government could not maintain a fur monopoly in Alaska and control the waters surrounding the colony; Europeans and Americans began to move into the region during the first half of the 19th century.
- G. Russia didn't want to spend the money necessary to keep Alaska.
- H. It was fur trade that first drew the Russians to Alaska.
- I. Alaska was very difficult for the Russians to defend.
- J. Alaska was a very minor part of the Russian Empire; there were no more than 500 Russians in Alaska at any given time.
- K. Alaska's mineral resources hadn't been discovered until after the sale.
- L. The great distance between Alaska and the Russian capital of St. Petersburg made it virtually impossible for the Russian government to control its colony.
- M. The Crimean War made Russia concentrate its effort in Europe.
- N. The purchase of Alaska completed the national territory on the North American continent.
- O. In 1867 the Russians sold Alaska to the United States for \$7.2 million.



# UNIT 3

## SECTION 1. WRITING A PARAGRAPH: AVOIDING REPETITION

### AVOIDING REPETITION: USE OF PRONOUNS

Pronouns are used instead of nouns and noun phrases to avoid repetition. They must agree in number (singular or plural) and gender (masculine, feminine, or neuter) with the words they represent.

**e.g.**

1. Americans are seldom impressed by government officials. They distrust people who call themselves experts.
2. Margaret Thatcher was Britain's first female prime minister. She is one of the dominant political figures of the 20<sup>th</sup> century Britain.



**Note:** It = an object, an animal, a baby/child

**e.g.**

The nearest green spot was Victoria Park. It was beautiful.

The cat must be hungry. Let's take it home.

She had her child at a mother and baby home. Then it was taken from her and adopted.

Pronouns have subjective, objective, possessive and reflexive forms

Read the extract. Which facts about Mahatma Gandhi are new to you? Look through the text again and fill in the table below with the examples of pronoun forms.

Mahatma Gandhi was the political and spiritual leader of India. He is officially honoured in the country as the Father of the Nation.

Gandhi spent three years in England. His mother sent him to study law at University College, London.

Gandhi's concept of non-violent civil disobedience was first employed in South Africa. His ideas inspired movements for civil rights and freedom across the world.

Though a lawyer, politician, and journalist, Gandhi saw himself as a simple, poor man of the people.

Gandhi himself believed that his own Supreme God was Truth.

Pronoun forms	Examples
Subjective	
Objective	
Possessive	
Reflexive*	



**Note:** Reflexive pronouns are used

- a) when subject and object are the same person/ thing
- b) for emphasis

## PRACTICE

*Ex. 1. Read the following and say what nouns the pronouns in italics represent.*

Fatik, a 35-year-old Bengali fisherman, was in the river trying to catch some prawns for lunch. That was when a tiger attacked *him*. Fatik felt *its* weight land on *his* shoulders. *His* legs buckled. "I looked over *my* shoulder and at that moment *it* bit *me*."

Fatik managed to escape death, but the attacks are on the increase. Fifteen people in *his* village have been attacked by tigers this year; six attacks were fatal. Yet, the villagers cannot bring *themselves* to hate the tigers. The animals are part of the jungle and part of *their* lives, they explain.

If the noun and the pronoun which replaces it stand too far apart, the reader may be confused. To avoid confusion rephrase the sentence or repeat the noun.

*Compare and decide which is clearer:*

1. Fifteen people in *his* village have been attacked by tigers this year; six of *them* died. (six people? six tigers?)
2. Fifteen people in *his* village have been attacked by tigers this year; six attacks were fatal/ six people died.

*Ex. 2. Read the following paragraphs and improve them by using pronouns.*

### Life in the 1930s

There was little work and even less money. There were children neglected, dressed in rags, with no shoes on children's feet. Children slept four and five to a bed in freezing-cold bedrooms. Children were always hungry. Children's parents were not necessarily bad parents. The parents were probably doing what parents could, but it wasn't always enough.

#### Henry Morton Stanley, a journalist and an explorer of Africa

Henry Morton Stanley was a very confused man, a sad man. Stanley was practically an orphan: Stanley's mum was a prostitute, Stanley's dad was a drunkard and Stanley had to stay in the workhouse for the poor. Stanley ran away to start a new life in America. Stanley never quite got over that terrible childhood. Stanley was always trying to make Stanley's name, to prove Stanley as a true explorer.

*Can you further improve the text about Stanley using different nouns instead of his name?*



*Ex. 3. Write the same story in the third person singular: the writer is the British comedian Alex Kirk. Make all the necessary changes.*

I am the first to admit that I talk too much. So I've decided to shut up for a whole week. Lucy, my girlfriend, made me a £20 bet and laughed: "You won't last a day."

On Monday I awake at seven as Lucy gets ready for work.

"Morning," she says. I wave back. She goes off to the shower. I remain in bed. It is silent at breakfast. Lucy kisses me at the door and leaves. The day is hell. I am afraid to leave the house for fear of getting into a conversation.

When Lucy comes home, I perform a series of gestures to explain how I've been wandering about the house going mad. Lucy doesn't understand and I sit nodding as she tells me about her day. After dinner we watch TV in silence.

Ex. 4. Continue the story. What do you think happens on Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday? Each student is responsible for ONE day.



Ex. 5. Replace the nouns with pronouns where appropriate. Make sure it is clear which noun the pronoun refers to.

After the death of King Henry's first wife, Matilda, King Henry searched the courts of Europe for a suitable bride, but could not locate a princess who was not related to King Henry. At last King Henry sent an embassy to distant Kiev, which returned with Anna. Anna was the daughter of Yaroslav, Grand Prince of Kiev, and Yaroslav's wife Princess Ingegerd of Sweden. Anna was the youngest of Yaroslav and Ingegerd's daughters. Anna and Henry were married at the cathedral of Reims on May 19, 1051. Anna and Henry had three sons. For six years after Henry's death in 1060, Anna served as regent for Henry and Anna's son Philip, who was only seven at the time. Anna was the first queen of France to serve as regent.

Ex. 6. Improve this passage. Make sure the pronouns are used appropriately (use nouns if necessary). Rephrase awkward sentences.

There had been no stability in England until Edward was crowned King of England in 1043. England was a country invaded by the Danish and divided by internal conflicts. Later he became known as Edward the Confessor. In his childhood his father, Ethelred the Unready, took him to Normandy when the Danish invaded England. He never forgot the welcome he had received from the Duke of Normandy. He had no children, so he chose his nephew William, the young duke of Normandy, as heir to its throne.

## SECTION 2. WRITING A PARAGRAPH: NARRATION

A paragraph is a mini-essay.  
 It consists of 3–8 sentences on ONE topic.  
 The topic sentence presents the main idea.  
 It is usually at the beginning of the paragraph.  
 The sentences that follow support or illustrate this idea.  
 The last sentence may restate the main idea<sup>9</sup>.  
 Only the first sentence is indented<sup>10</sup>.

Ex. 7. Analyze the text and decide whether it has the features described above.

Over the past two centuries, the American Constitution has had considerable influence outside the United States. Several other nations have based their own forms of government on it. It is interesting to note that Lafayette, a hero of the American Revolution, drafted (wrote) the French declaration of rights when he returned to France. And the United Nations Charter also has clear echoes of that once revolutionary document.

*/after American Life and Institutions by D. Stevenson p. 34/*



**Note:** Some paragraphs (narrative, descriptive ) may contain no single topic sentence. Such paragraphs have an *implied* main sentence.  
**e.g.** This is how it was. That is what it is like.

<sup>9</sup> but not necessarily.

<sup>10</sup> с отступом.

Ex. 8. Read and choose the main idea of this paragraph from the list below.

### The East End in the 1950s

More than fifty years ago east of London was a very different place from the one we see today. There were pubs on most street corners and small local shops. My favourite shop was the baker's owned by Alice and George, because they let me help them squirt jam into the doughnuts before they were cooked. A lot of traffic was still horse-drawn, and trolley buses ran past our house in Grove Road. Few families had holidays, but lots of us went hop<sup>11</sup>-picking each year to enjoy the countryside and earn some extra money. Not many people had telephones those days, TVs were rare and private cars were almost unheard of where we lived.

/from *East End Tales* by Gilda O'Neill/

The main idea is:

1. More than fifty years ago east of London was a very different place from the one we see today.
2. EastEnders in the 1950s were poor and lived a simple life.
3. Life in The East End in the 1950s was different from the one people live now; things taken for granted today were not affordable at that time.

In this book, you are to learn to write three types of paragraphs: narrative, descriptive, argumentative. These skills will help you write effective essays, reports and letters.

A **narrative** paragraph describes an event, feeling or experience in story form in the chronological order. Simple Past is usually used.

Narrative paragraphs are used in writing **stories, biographies, historical accounts**.



**Note:** In a story the topic sentence is sometimes at the end and tells the moral of the story.

Ex. 9. Look through these paragraphs and decide what type of written product they are a part of. Can you find the topic sentence in each?

#### Text 1

In Albany, where Franklin served in the state Senate from 1910 to 1913, Eleanor started her long career as political helpmate. She gained a knowledge of Washington and its ways while he served as Assistant Secretary of the Navy. When he was stricken with poliomyelitis in 1921, she tended him devotedly. She became active in the women's division of the State Democratic Committee to keep his interest in politics alive. From his successful campaign for governor in 1928 to the day of his death, she dedicated her life to his purposes. She became eyes and ears for him, a trusted and tireless reporter.

#### Text 2

On the 12<sup>th</sup> August, 1940, the German air force began its mass bomber attacks on British radar stations, aircraft factories and fighter airfields. During these raids radar stations and airfields were badly damaged and twenty-two RAF planes were destroyed. This attack was followed by daily raids on Britain. In the second half of the month more aircraft were destroyed than produced and there were heavy losses among pilots.

#### Text 3

I never had a childhood. By the age of eleven, I was caring for two children every night after school. Once they were in bed, I had to clean their parents' shops. Every Friday, after their fish and chicken had been cooked, I had to take their cooker apart and clean it. I never got home until eleven o'clock.

<sup>11</sup> hop — хмель

**Text 4**

My cousin disappeared for a few months. It was only later in life that I found out she had been sent away to a mother and baby home, where she had her child. Then it was taken from her and adopted. It seems so cruel to think of it now, but she was not married and her mum was worried what people would think and say. Gossip can be very harmful.

*Ex. 10. Find the topic sentence. Arrange supporting sentences logically.*

1. Even before formal diplomatic relations were established there were important links between the two countries.
2. Among the people who contributed greatly to developing the relations were Benjamin Franklin, the American patriot and revolutionary, and Ekaterina Dashkova, the Russian princess and one of the century's most impressive women.
3. The U.S. — Russia relations go back a long way.
4. In their own way, they helped to establish formal relations between Russia and the USA in 1807.
5. As a result of this meeting Franklin invited Dashkova to become the first woman to join the American Philosophical Society and the only woman to be so honored for another 80 years.
6. Later, Dashkova made him the first American member of the Russian Academy of Sciences.
7. They met only once, in Paris in 1781. Franklin was 75 and Dashkova was 37.

*Ex. 11. Put the sentences in each paragraph in the right order. Decide in which order the paragraphs make a logical story. Compare your version with that of your partner.*



**Canada's Other Nation**

**I.** 1. Both American revolutionaries and the British government tried to win over the people of Quebec. 2. First, Britain desperately needed to keep the French Canadians on its side. 3. In the end, with the Quebec Act of 1774, Britain won the battle for the Quebec's elite loyalty. 4. The American Revolution had a great impact on Canadian history in two profound ways. 5. The British gave the French-speaking Canadians the right to freely practice Roman Catholicism, to continue using their own civil law and their land-owning system.

**II.** 1. From the early 17<sup>th</sup> century onwards, English and French colonial expansion led to almost a century and a half of Anglo-French warfare in the region, ending in the British conquest of French Canada in 1759/60. 2. Gradually that situation changed, creating conditions for French Canadian nationalism. 3. At that stage virtually all former French Canada's 70,000 European inhabitants were French-speaking. 4. It was part of the world's first truly global military conflict, the Seven Years' War.

**III.** 1. After the rebels had won the day, some 10,000 pro-British Americans emigrated from the newly formed USA to the newly conquered territories. 2. In a sense, this marked the beginning of English-speaking Canada. 3. They had no wish to live under French-style laws in a Roman Catholic country. 4. So, in 1791, Britain divided the former French territory into two parts: Upper and Lower Canada. 5. The new English-speaking immigrants — virtually all Protestants — settled in the south-west part of the colony, now known as Ontario. 6. What's more, the new arrivals demanded a more representative form of colonial government. 7. The American Revolution had a second crucial impact.

*Ex. 12. Make up a story out of the following blocks. Add missing parts. For extra information use the texts on p.p. 25 and 116<sup>12</sup> and the internet. Make use of the prompts below.*

**Commonwealth of Nations**

1884/ while visiting Australia/ to describe the British Empire/ Commonwealth of Nations/ Lord Rosebury.

<sup>12</sup> See «Курс английского языка для международных и регионоведов». Часть I. МГИМО. 2009.

Since 1887/at colonial (imperial) conferences /British and colonial Prime Ministers/ to meet periodically.

To be recognized/ the self-governing colonies/ especially of dominions/ at these conferences/ independence of/

After World War II, to remain/ 14 British overseas territories/only

April 1949/ the word "British"/ the title of the Commonwealth/ to reflect its changing nature/ to be dropped from.

Sixteen members of the Commonwealth/the Queen/ their head of state/ recognize

Republics/ the majority of members/ to be/, thirty-three,

Queen Elisabeth/ head of

Conference every two years/to be held/ rotating by/ invitation amongst its members.

*Ex. 13. Write ONE paragraph which is a short a) historical account, b) story, c) biography*

**NB! Proofreading. Check your paragraph for**

- Paragraph structure
- Sentence structure (simple, compound or complex)
- Word order (identify predicate — subject — adjunct)
- Use of tenses
- Use of pronouns
- Spelling errors

**Make the necessary corrections**

*Ex. 14. Pairwork. Have your partner read your paragraph, while you read theirs. Exchange your comments.*

*Ex. 15. Write a story in Present Simple to make it more dramatic. See ex. 3 (Alex Kirk's experience of keeping silent) for reference.*



# UNIT 4

## SECTION 1. WRITING A PARAGRAPH: MAKING USE OF RELATIVE CLAUSES

### MORE ABOUT THE USE OF PRONOUNS + REVISION

I you one

In writing *I* always represents the **writer** and *you* the **reader**. In formal writing *one* is often used instead of *you*.

**e.g.**

I believe you/one will enjoy watching this film.

You should check your writing for spelling mistakes.

One should check one's writing for spelling mistakes.



**Note:** the possessive form of *one* is *one's* or *his*

### PRACTICE 1

*Ex. 1. Make the sentences less formal replacing "one" with "you" where appropriate.*

1. Innovation! One cannot be forever innovating. I want to create classics. (Coco Chanel)
2. If one expects nothing and asks nothing, he can never be deceived or disappointed.
3. When one acts as if he loves others, he will presently come to love them. (Lewis)
4. One must not forget that the patience of language is not unlimited. (Nikolai Trubetzkoi)
5. Muslim women have more rights than one might think.
6. *One Does Not Play with Love* is a 1926 silent German drama film directed by Georg Wilhelm Pabst.
7. One should never judge a person by external appearances.
8. One will have to ensure that the dog is provided with fresh water all the time.
9. If one wishes to learn to play guitar, there are several choices that should be made prior to a purchase. (*a beginner's guide to purchasing a guitar*)
10. If one knew the future, life would be boring.

*Ex. 2. Fill in the gaps with a pronoun (I, you, one and their appropriate forms). When in doubt pay attention to the source given in brackets.*

1. Never apologize for showing feeling. When \_\_\_\_\_ do so, \_\_\_\_\_ apologize for the truth. (Benjamin Disraeli)
2. Habit can push \_\_\_\_\_ up to success or down to failure. (from the article "The Nature of Habit")
3. If \_\_\_\_\_ enroll more ethnic minorities in your college, it doesn't mean \_\_\_\_\_'re making the playing field even. (internet forum)
4. If \_\_\_\_\_'re like me, you don't want to spend money if \_\_\_\_\_ can do it yourself and get the same results. (blog)
5. \_\_\_\_\_ can assume that the main reason Golding used British school boys in his "Lord of the Flies" is that he was himself British. He had attended the sort of schools that these boys were attending... (literary review)
6. \_\_\_\_\_ can be \_\_\_\_\_ greatest enemy. (Buddha's advice to lay followers)
7. \_\_\_\_\_ think life will not improve in poor countries by \_\_\_\_\_ sending food parcels. (internet forum)

8. \_\_\_\_\_ greatest comfort in life is helping unlucky people. \_\_\_\_\_ worst failure in life is his arrogance. (ancient oriental wisdom)
9. "Be \_\_\_\_\_" is the worst advice \_\_\_\_\_ can give some people. (Tom Masson)
10. In the United States, \_\_\_\_\_ sometimes has a literary or pretentious feel to it; the more it is used, the more pretentious it feels. In British English, the use of the impersonal or generic \_\_\_\_\_ is more common and has no such stigma (клеймо). In the U.S., \_\_\_\_\_ is often replaced by \_\_\_\_\_. (*The New Fowler's Modern English Usage*)

*Ex. 3. Proofreading: check if the pronouns are used consistently and correctly.*

There are times when you should call a meeting, and times when one shouldn't. Next time you are holding a meeting, ask oneself if they are really necessary. There are a number of reasons for holding a meeting. One may want to share information with her colleagues (employees), or to gain information from his employees (colleagues). If you work for a multinational corporation, this may involve a lot of traveling. He should then suggest an online conference. They will save both time and money. However, the first thing I should do is to find out if time difference between countries will make it possible; you may also need expert advice.

## RELATIVE CLAUSES: THE BASICS

Relative clauses are essential in all kinds of paragraphs, particularly descriptive.

Type of clause	Conjunction	Example
<b>Type 1.</b> Relative clauses that <b>define</b> the noun: subject (1)  object (2)	which that who whom whose*	The house <b>which/ that</b> stands on the hill belongs to the MacPhersons. (1) The actress <b>who/that</b> stars in Avatar is Sigourney Weaver. (1) The house <b>which/ that/ 0</b> the MacPhersons live in stands on the hill. (2) The actress <b>who/that/whom</b> <sup>13</sup> / <b>0</b> I like best is Sigourney Weaver. (2) We invited the people <b>whose</b> families had settled here long before us. (2)
<b>Type 2.</b> Relative clauses that <b>describe</b> the noun (give extra information about it): Subject (1)  Object(2)	which who whose	The White House, <b>which</b> was built between 1792 and 1800, is the official residence of the US President. (1) The actress Sigourney Weaver, <b>who</b> stars in Avatar, celebrated her 60 <sup>th</sup> birthday. (1) The meeting took place in the Oval Study, <b>which</b> displayed the president's collection of ship models. (2) They invited Sir Paul McCartney, <b>who</b> is popular with the public, to open the meeting.(2) Stanley, <b>whose</b> bravery is well-known, volunteered at once.(2)
<b>Type 3.</b> Relative clauses that refer to the whole sentence	which*	This film has made millions worldwide, <u>which is not surprising.</u>

<sup>13</sup> **whom** is used in more formal style than *who* or *that*





**Notes:**

1. *Whose* can apply to both people and to things.
2. *What* is not used instead of *which*\* in relative clauses!
3. Relative pronouns are never omitted in relative clauses of **type 2** and **3**.



**Note on punctuation:** in relative clauses of **type 2** and **3** relative pronouns are set off by commas.

PRACTICE 2

*Ex. 4. Analyze the following sentences and decide which type they are. Add commas where necessary. Which relative pronoun can be omitted?*

*The Victoria* which sank in the English Channel on a stormy night in 1744 took with it \$1 billion worth of gold. The shipwreck, a grave to 1,100 sailors who went down with the ship, was discovered in 2008. The ship was carrying four tons of gold that it picked up in Lisbon on the way to Gibraltar. Today its raw weight has a value of 125 million pounds which means it is worth about 1 billion dollars.

Thirty one brass cannons that were found by the Florida-based company Odyssey Marine Exploration helped to identify the wreck as the HMS Victory. The company whose conflict with Spain made headlines 2 years ago is currently negotiating with the British government over collaboration on the Victory project.

*Ex. 5. Choose an appropriate relative pronoun to complete the following sentences. More than one variant can be correct. Leave a blank where possible.*

1. The problem *what/that/* \_\_\_\_ all internet users face today is that Google provides too much information.
2. In *The Curious Case of Benjamin Button*, *which/who/* \_\_\_\_ has gathered 13 Oscar nominations, Brad Pitt plays a man *that/who/what* is born old and then ages backwards.
3. Bright children in state schools are being failed by teachers *which/that/who* refuse to give them extra help for fear of promoting "elitism".
4. Schools were asked to nominate bright pupils for extra support *that/which/* \_\_\_\_ included after-school and weekend classes in order to ensure that they realize their potential.
5. There is a gap between independent schools and the best state schools *which/that/who* offer rigorous tuition and examination and failing state schools.
6. Bill Gates, *who/whom/whose* fund Gates Foundation addresses the world's health and education problems, is donating more than usual to his fund this year.
7. Any pain *that/which* \_\_\_\_ medication does not help is the most difficult to bear.
8. Even Henry VIII, *who/whom/that* believed himself directly favoured by God, could not stay young forever.
9. Henry was an extraordinarily charismatic king *who/which/* \_\_\_\_ married six times and who broke with the Roman Catholic Church.
10. Lady Health Workers, *whom/whose/* \_\_\_\_ the National Health Programme committee in Pakistan selects individually, have a minimum of eight years of education and permanently live in the community *that/which/* \_\_\_\_ they serve.

*Ex. 6. Complete the extracts by adding an appropriate relative pronoun and commas where necessary; more than one variant is possible.*

I. English gardens \_\_\_\_ have often been described as 'picturesque' are probably Great Britain's greatest contribution to the visual culture of Europe. Among those \_\_\_\_ ideas helped to shape the ideal English garden was John Ruskin.

Ruskin \_\_\_\_\_ name is associated with Pre-Raphaelites supported naturalism in art. He was a lover of the Alps, \_\_\_\_\_ he often visited, and of the Lake District, where he lived. He insisted that natural beauty is the antidote to the misery of industrialization. While the French theorists admired medieval architecture for its engineering, Ruskin valued the stones \_\_\_\_\_ it was made from. William Morris, influenced by Ruskin's ideas admired the old-fashioned gardens \_\_\_\_\_ surrounded the ancient manor houses of the countryside. His followers also idealized cottages and the free-blowing gardens \_\_\_\_\_ went with them.

II. China's approach to human rights might be a serious concern, but in these days of global economic turndown, there are more pressing issues \_\_\_\_\_ should be at the top of the West's agenda. The government should continue bilateral exchanges between London and Beijing \_\_\_\_\_ began in 2004. The appetite for cheap consumer goods \_\_\_\_\_ the West has developed over the past decades has been the driving force behind China's rapid economic growth. In recent years China has been one of the highest buyers of the US debt \_\_\_\_\_ Beijing regarded as a safe investment. If the Chinese \_\_\_\_\_ might react to Washington's protectionism, withdrew their financial support for the West's economies, the recession could rapidly turn into something much worse. The Chinese premier Wen Jiabao \_\_\_\_\_ proclaims himself a fan of Adam Smith resists any attempt by the West to make China the scapegoat for the global crisis.

But just as Russian Prime Minister Vladimir Putin \_\_\_\_\_ country is also suffering economic turn-down, has discovered the benefits of working with the West, so China has woken to the responsibilities \_\_\_\_\_ go with being a modern global power.

*Ex. 7. Proofreading. Correct mistakes in the use of relative pronouns and punctuation.*

### **That sinking feeling in the suburbs**

Sam Mendes's *Revolutionary Road* is an adaptation of the best-known fiction by Richard Yates, an American novelist and short-story writer. This film reunites Leonardo DiCaprio (Frank) and Kate Winslet (April) for the first time since *The Titanic*. This time the ship which is sinking is a marriage. Frank and April live in mid-Fifties Connecticut. He is a salesman for a corporation which work he can't fully explain; yet, he is seen by his bosses as a fast-rising star. April that used to be a stage actress is now a suburban housewife looking after two young children. She can't stand living there. She tells Frank they should go to Paris, a place they loved when they visited it before, and a city whose bright lights, European glamour and urban energy she longs for.

He agrees, but then a fear, that he prefers to call good reason, sets in. His excuses are absolutely in keeping with social conformism from whom she wants to break away. Soon the couple are quarrelling bitterly. April tells him truths about their marriage that appall him. They rage endlessly.

Winslet, one of the most gifted actresses of her generation, has always been able to get right to the emotional centre of any film in which she is starring. DiCaprio doesn't have her acting reach or power yet. Partly this is down to his boyish looks what makes it hard to take him seriously when he complains about feeling old and trapped.

*Revolutionary Road* is the work of a totally thorough director which has studied a lot of good films and iconic paintings. Too many: it feels removed from the messy energy and emotions he depicts. The film can impress but never truly move us.

*/from a review of the film Revolutionary Road/*

*Ex. 8. Write ten sentences with relative clauses about historical figures/politicians of today or literary characters from the book you are reading.*

**e.g.**

Barack Obama, who is the 44<sup>th</sup> President of the United States, is the first African American to hold the office.

Ex. 9. Write ten sentences with relative clauses to describe a place or an object.

e.g.

In the corner there is an old Olympia typewriter, which belonged to my grandfather.



## SECTION 2. WRITING A PARAGRAPH: DESCRIPTION

A **descriptive** paragraph presents a single, clear picture of a person, a place, a thing, an event, or an idea



**Note:**

Whatever you are going to describe, start with a draft, make a list of the most important things you want to mention.

### I. DESCRIBING A PERSON

Useful tips:

1. A detailed description includes:  
physical appearance,  
personality characteristics,  
interests, hobbies.  
You can start with the name, your relationship with the person, his/her occupation, etc.
2. You need not give such a detailed description to produce a clear picture of a person, though. Instead, you may concentrate on the most important, in your view, characteristics.

Ex. 10. Read the descriptions below and say what we learn about each person.

I. With pin-curved hair and red lipstick, my grandmother, Jane Hale, was the kind of person who would walk into a room and everyone would take notice. She didn't need to wear make-up, though; she was a natural beauty who possessed the incredible grace that comes with being a ballet dancer.

II. Mrs. Philips was small as her son was large, grey-haired, very neat. She looked as though she had never stopped working from the day she was born. Virginia watched her move about the kitchen, deft and quick and wished her mother were just like that, a sea of calm in any crisis, cheerful and good-humoured.

III. The man who stood in the door was young, tall, and very good-looking. He wore a suit, a regular business suit, and a stiff white collar and a tie, and yet he managed to look fresh and cool despite the heat of the day. He was the picture of a well-bred Englishman abroad. The young man introduced himself and came across the room to shake George's hand. George thought *Firm grip. Keen, straight eye, absolutely reliable.* And then, as an afterthought, *Dead bore.*

IV. Young King Henry was a striking figure. Six feet tall and powerfully built, he excelled in many athletic events. He loved to dance and did it well; he was a remarkable tennis player. Henry also enjoyed intellectual pursuits, often discussing mathematics, astronomy and theology with Thomas More. The young king knew Latin and French, a little Italian and Spanish, and even studied Greek for a time. He was also a great patron of musicians, and was a notably gifted musician himself. Henry was bold, outgoing, and energetic; he could be charming, generous and kind. He was also hot-tempered, stubborn, and incredibly self-centered — the hub of the universe.

Ex. 11. a) Analyze the paragraphs above to find out what makes them effective.

b) find the following combinations:

adjective + noun (e.g. *red lipstick*)

to be/look/seem + adjective (*was tall...*)

adverb + adjective (*very neat*)

relative clause (*who...*)

metaphor (*a sea of calm*)

*Pairwork. Compare your findings with those of your partner.*

Ex. 12. Write a description based on your discussion

A historical figure/politician?

An actress/actor?

Literary character?

Ex. 13 a) Read the three descriptions and decide which of these better illustrate(s) the following idea:



Gardens like cars and dogs tell the truth about their owners.

Mrs. Robertson was a woman of charm and warmth when I knocked on her front door. But when she realized I was a gardener, she became a lot more brisk and instructed me to go round to the back door. She knew exactly what she wanted: a natural habitat. Mrs. Robertson wanted nothing to do with plants she labelled pompous. Despite all her talk she wanted every corner of her natural paradise to have a job description, in other words, to serve a purpose.

Next door lived Dr Dormskory, a doctor of physics in his sixties who wore a hat indoors and had an accent that made him sound like a Russian spy. In contrast to Mrs. Robertson, all he wanted was a peaceful life, calm and order. He wanted no surprises. Every plant in his garden was a different shade of green; even the flowers had green blooms. He did not want to come out one morning and find something bright pink.

Next door to him was Mr. Walters. He was a thin man with long fingers, married to a woman who reminded me of a well-trimmed poodle. She stood obediently at his side and yet he spoke of her as if she were not there. "Mrs. Walters likes her flowers in rows six inches apart," he said. There was something of a dictator about Mr. Walters, who inspected the flower beds as if he were a visiting head of state. Any plant too short, stunted or not colourful enough was dug up and went to the compost. He wanted order and privacy. He chose shrubs which made good blockades.

*/from A Rake's Progress by Mar Wallington, Reader's Digest July 2006/*

b) Which of the characters do you like/dislike most?

Analyze the paragraphs to find out how the writer achieves the desired effect.

Ex. 14. Write a description of a person you admire.



## II. DESCRIBING AN OBJECT

Ex. 15. Read the paragraph and explain what effect the writer aims at in her description:

When I inherited my grandmother's ballet point shoes, I was thrilled. From the outside they don't look much; they are inside an old blue felt bag with the name "Jane Hale" handwritten on it. The ballet shoes are made from pale pink satin with ribbons that lace up the dancer's legs. They are so worn that the wood of the point shows through the toe — but to me that's the best part, because it shows how much my grandmother achieved. (Lily Collins)

Useful tips:

1. Say what it is and explain its significance to you. (topic sentence).
2. Describe the object in 4-5 sentences, using the important details (use your draft: shape, size, colour, etc.).
3. Conclude with a sentence that explains why it is so special to you.

*Ex. 16. Describe an item you cherish in a similar way.*

### III. DESCRIBING A PLACE

*Ex. 17. Read the descriptions of the two places Virginia<sup>14</sup> visited on the same day while on holiday in Cornwall. Which place do you like better? Why?*

I. The house stood at the top of the hill. A cool salty wind was blowing from the sea. Virginia went along a muddy pathway which led to the once dark red front door and unlocked it. She saw a tiny flight of stairs, a worn rug on the bare boards, which was damp and smelled of mice. She had a glance at the tiny kitchen with its ancient cooker and stained sink; the sitting room cluttered with ill-matching chairs. An electric fire sat in the cavern of the huge old fireplace, like a savage animal at the mouth of its cave. Upstairs the bedrooms were dim with tiny windows and unsuitable pieces of furniture, too large for the rooms. At the top of the stairs was a closed door. She opened this; the blast of light was dazzling. The room was small, completely square, windowed on three walls. It stood high above the sea, like the bridge of a ship. It was an extraordinary, a terrible house.

II. Tired and hot, Virginia drove to Lanyon village, up the narrow main street to a small white-washed pub called The Mermaid's Arms. Because of the fine weather, there were tables and chairs set up outside the pub, along with brightly coloured sun-umbrellas and tubs of orange nasturtiums. A man and a woman in holiday clothes sat and drank their beer, their little boy played with a puppy. As Virginia approached they looked up and smiled good morning, and she smiled back. Inside it was dark-panelled, low-ceilinged, dimly illuminated by tiny windows veiled in lace curtains; there was a pleasant smell, cool and musty. Behind the bar, framed by rows of hanging beer-mugs, the barman, in short-sleeves and a checkered pullover, was polishing glasses with a dishcloth.

It was peaceful and quiet.

*Can you answer the questions:*

1. Where is it?
2. What is it like?
3. How does the writer feel about the place?
4. How does the writer use the senses (sight, hearing, taste, smell, and touch) in the description?

*Ex. 18. a). Analyze the paragraphs above to find out how the writer achieves the effect produced. b) Make a list of the phrases you find particularly effective. Is there anything you would like to change/improve?*

*Can you divide each paragraph into two?*

*Ex. 19. Read the paragraph and check it against the tips below. Suggest ways to improve it.*

#### **New York**

New York is not the capital of the USA but I have been there many times and I love it. New York is a very big and busy city with a lot of sky-scrapes in the centre. It is situated at the mouth of the Hudson River and if you arrive by sea the first thing you see is the Statue of Liberty. It consists of five boroughs,

<sup>14</sup> A character from Rosamunde Pilcher's *The Empty House*.

of which Manhattan is the most interesting. There are a lot of interesting places to see there: the Empire State Building, Central Park, Times Square and many others. If you love the theatre you should go to Broadway and choose a musical or a play. There are a lot of art galleries, and, of course, the Metropolitan Museum, which has one of the richest collections of paintings. Or you can just relax in the park or at a restaurant. New York is famous for a great variety of restaurants, Italian, Chinese, Japanese, even Russian. So, there is something for everyone. It is a place everybody must visit.

#### Useful tips:

1. First decide on the dominant impression.
2. Say what place you want to describe and why (topic sentence).
3. Avoid using such common adjectives as *good, nice*, etc.
4. Conclude with your feelings/final thoughts about the place or your recommendations.

*Ex. 20. Warm up: brainstorming. Teamwork*

**Describe a house/town starting from scratch.**

**Team 1: It is an old small house/town**

**Team 2: It is a new large /house/town**

*Ex. 21. Write a description of a place based on the brainstorming session .*

*Ex. 22. Write a paragraph describing your favourite place or a place you'd recommend your friend to visit.*



# UNIT 5

## SECTION 1. WRITING A PARAGRAPH: MAKING USE OF ADVERBIAL CLAUSES

Adverbial clauses modify (give more information about) the main clause. They may be placed before or after the main clause.

Ex. 1. Complete the chart. Match the type of adverbial clauses with appropriate conjunctions from list A and supply examples from list B. The first is done for you.

1. Adverbial clauses placed <u>before or after</u> the main clause	conjunctions	example
of time	<i>as, after, as soon as, before, till, until, while, when, whenever, since</i>	As I entered the room, my mobile rang. My mobile rang as I entered the room.
of condition		
of reason		
of purpose		
of concession		
<b>2. Adverbial clauses placed <u>mostly after</u> the main clause</b>		
of place		
of contrast		
of result		

List A	List B
<ol style="list-style-type: none"> <li>1. <i>as</i> (more formal than <i>since</i>), <i>because</i><sup>15</sup>, <i>since</i>, <i>for</i> (very formal);</li> <li>2. <i>if, unless, as/so long as, provided, in case</i></li> <li>3. <i>where, wherever</i></li> <li>4. <i>in order to/that, so as to</i></li> <li>5. <i>while, whereas</i></li> <li>6. <i>so, so...that</i></li> <li>7. <i>(al)though, even though; whatever, wherever, whoever</i></li> </ol>	<ol style="list-style-type: none"> <li>1. In order to survive in the jungle, one must go native.</li> <li>2. One must go native in order to survive in the jungle.</li> <li>3. The travelers were so tired that they couldn't sleep.</li> <li>4. Unless the situation improves, we will not go abroad for the holiday.</li> <li>5. We will not go abroad for the holiday unless the situation improves.</li> <li>6. As the situation has not improved, we are not going on holiday this year.</li> <li>7. We are not going on holiday this year, as the situation has not improved.</li> <li>8. She kept cats too, though her number one passion was dogs.</li> <li>9. He always carried his umbrella wherever he went.</li> <li>10. The Germans are pedantic and punctual, while the Italians are not.</li> </ol>

<sup>15</sup> Normally not used in the front position.



**Note on punctuation:**

Comma is normally placed after the adverbial clause if it comes before the main clause. If the adverbial cause is short, the comma may be omitted.

PRACTICE

*Ex. 2. Combine the simple sentences to make a complex one with a clause of contrast. The first is done for you.*

**English Class-Indicator Words**

**e.g.**

'Posh' is a lower-class word, while 'smart' is the correct upper-class word.

1. 'Posh' is a lower-class word. The correct upper-class word is 'smart'.
2. The lower class people say "Pardon?" if they can't hear you properly. The upper class people say "Sorry?"
3. The higher classes use the words 'loo' or 'lavatory'. The working-class people all say 'toilet'.
4. The lower classes use a fancy French word 'serviette'. The upper classes insist on using 'napkins'.
5. The uppers always refer to their midday meal as 'lunch'. The working classes often call it 'dinner'.
6. In working-class families the evening meal is often 'tea'. The uppers call this meal 'dinner' or 'supper'.
7. 'Tea', for the upper classes, is taken at around four o'clock and consists of tea and cakes, perhaps little sandwiches. The lower classes call this 'afternoon tea'.
8. The middle classes have a 'settee' or 'couch' in their living room. The upper classes sit on a 'sofa'.
9. 'Settees' are found in 'living rooms' or 'lounges'. Sofas belong to 'sitting rooms' or 'drawing rooms' (short for 'withdrawing room').
10. The sweet course at the end of a meal is called 'the pudding' by the upper classes (whatever it consists of). The lower classes say the 'sweet', 'desert' or 'afters'.

*/ after Watching the English by Kate Fox/*

*Ex. 3. Supply conjunctions to make clauses of reason or concession.*

1. \_\_\_\_\_ women account for a third of the labour force, men are still usually paid higher salaries.
2. The British lost \_\_\_\_\_ the war was expensive, too far away, and lacked support at home.
3. The battle was lost \_\_\_\_\_ the army fought bravely.
4. \_\_\_\_\_ the bank went bankrupt there is little chance to get our money back.
5. The country might face a disastrous farming season \_\_\_\_\_ there was little activity on the farms due to the rains.
6. We all know who the French are \_\_\_\_\_ they've produced a culture that the whole world wants to imitate.
7. The African slaves continued to work the fields, \_\_\_\_\_ there was no other option open to them.
8. \_\_\_\_\_ America was founded on the principles of democracy, the founding fathers were thinking solely of themselves.
9. Most people prefer to do their shopping in supermarkets \_\_\_\_\_ the prices are higher.
10. Nixon's attempt failed \_\_\_\_\_ no one was prepared to do the job for him.

*Ex. 4. Make up complex sentences out of these blocks using conjunctions: (al)though, even though; whatever, wherever, whoever. Add commas where necessary.*

1. many believe there are "major problems" ahead / most Americans don't believe the country faces an energy crisis.
2. China's economy grew by 6.8 per cent last year / its export has dropped considerably.
3. BP (British Petroleum) could not / how was Obama supposed to plug up the leaking pipe?



4. President Obama seems to be continuing many of ex-President's policies / his reasons may be.
5. you go / you can't get rid of yourself.
6. they must be open to change / takes over.
7. Russia is nearly twice the size of the United States / its population is only a little more than half the U.S. total.
8. South Africa's highest court ruled that the song was hate speech / ANC Youth League leader Julius Malema keeps singing the apartheid-era song «Kill the Boer» .
9. living standards are steadily rising / one in four children in Scotland lives in poverty.
10. your destination is / travelling on Queen Mary 2 is an unforgettable experience.

*Ex. 5. Write ten sentences about stereotyping or any other relevant topic using clauses of contrast and concession.*



**e.g.**

The Polish language, even though it sounds similar, is different from Russian.  
Russian has a Cyrillic alphabet while Polish has a Latin alphabet.

*Ex. 6. Complete the text by supplying conjunctions of time, condition and concession (when, if, while).*

What if Russia decides to keep out third world immigrants and instead welcome Europeans from anywhere in the world? Right now few people would go, but \_\_\_\_\_ Russia improves its judicial system and infrastructure and \_\_\_\_\_ Europe and the US continue their demographic changes, Russia will look more appealing.

\_\_\_\_\_ Christian Europeans become a minority in Europe, which is inevitable, many will want to leave. There is a history of the white flight in American cities and also in South Africa and Zimbabwe \_\_\_\_\_ they lost control of their governments.

\_\_\_\_\_ demographic trends continue in Europe and the USA, as many as 100 million people may seek refuge in Russia around the middle of this century. This will cause an economic crisis in the U.S. and Western Europe. \_\_\_\_\_ that happens, the nations of Eastern Europe may want to break away from the European Union before it is too late and embrace a free and prosperous Russia. As early as 2050 Russia could be the richest and nicest place in the world \_\_\_\_\_ the U.S. would be in hopeless decline.

/after James Schneider/

*Ex. 7. Make predictions about the future using clauses of condition and time. The first two are done for you.*

**e.g.**

1. If the crisis continues the government will have no money to pay higher pensions and salaries. When the situation improves, Russia's GDP will start to grow.
2. As long as the Americans stay in Afghanistan, the war will continue.

*Ex. 8. Construct sentences out of these blocks.*

1. to meet state graduation requirements /all public high school students/ to earn a diploma/ are required /in order .
2. in order /major changes/ to save jobs/ must be made.
3. to adapt/ in order/ US newspapers /need/ to survive.
4. Malaysia/ in order not to be overtaken/ must do something/ by other countries.
5. one /to achieve a compromise/ has to negotiate.
6. A lot of women/ can be a good mother/sacrifice their career /so that they. Does it pay?
7. Some(women) are / at the end of the day at home/ that/ going back to work/ so exhausted/ they dream of.

8. a few / will not be bored /so that they / take up volunteer work.
9. with the money /a stay-at- home mom/ to survive on one income/ has to be very careful.
10. a working woman has to share/ so that she can continue her career/ to benefit from family life/ the family role with her husband.

*Ex. 9. Make the text complete by supplying the missing conjunctions in compound and complex sentences (adverbial and relative clauses).*

The type and breed of pet Englishmen keep is a reliable class indicator. Dogs, for example, are universally popular, \_\_\_\_ the upper classes prefer Labradors, golden retrievers and King Charles spaniels, \_\_\_\_ the lower classes like rottweilers, alsatians, poodles and cocker spaniels. Cats are less popular than dogs with the upper class, \_\_\_\_ those \_\_\_\_ live in grand country houses keep them \_\_\_\_ there will be no mice or rats. The lower social ranks, by contrast, may keep mice and rats as pets — as well as guinea pigs, hamsters and goldfish. \_\_\_\_ they keep expensive exotic fish in their garden pond, the owners are definitely middle class. Horses are widely regarded as ‘posh’ animals \_\_\_\_ they are associated with hunting and racing, the favourite entertainment of aristocracy. Social climbers<sup>16</sup> often take up riding or buy ponies for their children \_\_\_\_ become part of the ‘horsey’ set<sup>17</sup>. \_\_\_\_ they also manage to perfect the appropriate accent and vocabulary, manners and dress, they do not fool anybody  
*/after Watching the English by Kate Fox/*

## SECTION 2. WRITING AN ARGUMENTATIVE PARAGRAPH BASED ON FACTS

THERE ARE TWO TYPES OF ARGUMENTATIVE PARAGRAPHS:

- I. argumentative paragraph based on facts
- II. argumentative paragraph based on opinion

### STRUCTURE

1. topic sentence (statement of thesis or opinion)
2. supporting sentences (facts/illustrations/reasons)
3. concluding sentence (re-statement of the thesis/opinion)

A SAMPLE OF ARGUMENTATIVE PARAGRAPH BASED ON FACTS:

#### **Can't Queue, Won't Queue**

A generation used to ready meals and instant information from the internet now will not wait for even the most important things in life. Two-fifths of 18-to 29-year-olds do not go to the doctor because they cannot bear waiting for an appointment. A sixth have become ill as a result. Around a third do not have time to get to the dentist and twenty per cent plan to stay single because getting married is such a long process, says the survey by easyMoney.com. They just do not want to queue. (87 words)

A SAMPLE OF ARGUMENTATIVE PARAGRAPH BASED ON OPINION:

#### **Banning Lotteries**

In my opinion, lotteries should be banned. Firstly, lotteries are a waste of money. Every time we buy a lottery ticket, we have less money to buy things we really need such as food or medicine. In addition, playing the lottery is very addictive. When we buy a lottery ticket, but do not win, we may want to buy more and more tickets. Finally, in my view, there is little chance to make money in a lot-

<sup>16</sup> Someone who tries to move into a higher social class.

<sup>17</sup> People who are enthusiastic about horses, sports involving horses; usually belonging to upper classes.

tery. We cannot use our skills or abilities to win; the only thing we can depend on is luck. To sum it up, for these reasons, I believe that banning lotteries is a good idea. (110)

*Ex. 10. Read the paragraph and decide which type it is. Answer the questions:*

**Is the structure clear?**

**What is the topic sentence?**

**What facts support it?**

### **Fast Food**

Fast food is not a new thing, though it was different from what people buy today. In the 1950s, pie and mash shops were all over the East End, London. They sold meat pies and mashed potatoes, or hot stewed eels (угорь) all covered with thick green sauce. As soon as the shops were open, a line of people would appear outside. The food could be taken away to eat at home, or eaten in the shops themselves. Fish and chip shops were also very popular; they did not have benches or tables, though, and the food was sold to eat at home. Old people say it smelled good and tasted delicious. So, people started to buy ready prepared food a long time ago, but obviously it was better quality. (128 words)

## WRITING AN ARGUMENTATIVE PARAGRAPH BASED ON FACTS

Useful tips:

- a) clear writing in the active voice
- b) no personal pronouns (I, me, my, you, your, we, our)
- c) no contractions (can't, won't)
- d) no short forms or symbols (etc., eg., &, %)
- e) numbers under 100 must be written as words — all numbers that start sentences must be written as words
- f) vary the words and structures you use
- g) always write in formal tone — avoid using words that are too strong (in either a positive or a negative sense) — avoid being too dramatic

*Ex. 11. Read, choose a topic sentence which best presents the main idea of the paragraph.*

### **Baby Boom is Over**

The topic sentence: \_\_\_\_\_ . A report by Skipton Building Society has found that the number of children in the average household has fallen from 2,4 to 1,3. It cites (gives) financial pressures as the primary reason. Some ninety per cent of the study's 2, 428 participants said they struggled with the cost of living so much that one in five has decided not to have children and a quarter have had to wait at least five years to start a family. Of those who already have kids, twenty one per cent said they can't afford to have any more. It seems Great Britain is running out of children. (108)

The topic sentence:

1. A demographic study reveals that birthrate in Great Britain is on decline.
2. The growing cost of bringing up a baby is shrinking the British family.
3. Most families in Great Britain cannot afford to have many children.

*Ex. 12. Read the paragraph and write a concluding sentence.*

### **Time, an international magazine**

The weekly US newsmagazines — the best known are *Time*, *Newsweek*, and *U.S. News and World Report* — serve as a type of national press. They also have considerable international impact, above all, *Time*. There are three reasons why *Time* has such international influence. First, this newsmagazine appears each week in several international editions. There are some for various parts of the USA, for the Far East, for Australia, for Europe and so on. Secondly, several leading newsmagazines

in France, Germany, and Italy are modeled on *Time*. Thirdly, *Time* also sells news, interviews, photographs, graphics and charts to other publication throughout the world.

*Ex. 13. Read and decide which is the topic and which is the concluding sentence. Choose supporting sentences/examples for the topic one. Arrange them logically. Add linking adjuncts where appropriate.*



#### **Youth culture for sale**

Films, TV shows, magazines, and websites, are, in fact, dictating social expectations.

Today, five enormous companies are selling nearly all of youth culture. This youth culture not only follows trends and fads (преходящее увлечение), but it creates them.

Supporting sentences/examples:

1. The entertainment companies look at the teen market as part of the empire they're colonizing...
2. Their weaponry are films, music, books, CDs, Internet access, clothing, amusement parks, sports teams.
3. Kids' culture and media culture are now one and the same, and it becomes impossible to tell which came first—the anger or the marketing of the anger.
4. Look at their two "cool" creations: the "mook" and the "midriff."
5. The midriff, on the other hand, is a mini Britney Spears, obsessed with appearances — a sexual object, but proud of it. While the mook is immature, the midriff is prematurely adult.
6. The true merchants of cool are Rupert Murdoch's Newscorp, Disney, Viacom, Universal Vivendi, and AOL/Time Warner.
7. The mook is a caricature of the wild, outrageous and amoral male.

*Ex. 14. Scrambled sentences: build a paragraph. Explain your reasoning. Suggest a topic sentence of your own.*

1. According to Kate Fox's anthropological research, a person with an upper-class accent, using upper-class terminology, will be recognized as upper class even if he or she is earning low wages, doing menial work and living in a council flat<sup>18</sup>.
2. Class in England has nothing to do with money, and very little to do with occupation. Speech is all-important.
3. Speech is the most important and obvious class indicator.
4. Or even (if they are) unemployed and homeless.
5. At the same time, a person with working-class pronunciation, who calls his midday meal "dinner", will be identified as working-class even if he is a multi-millionaire living in a grand country house.
6. There are two factors at work: terminology and pronunciation — the words you use and how you say them.

*Ex. 15. Write a paragraph based on FACTS; make your research first.*

*a) make use of the topic sentences below:*

All empires eventually collapse.

Russia's advance to the East was fast and comparatively bloodless.

The USA uses more energy than any other industrialized country.

*b) write on any of the suggested topics*

Traffic in Moscow/ any large city

Communication via the internet

The world's most multi-ethnic city (Toronto/...)

**or any other topic of your choice.**



<sup>18</sup> A flat owned by the local council for which you pay a low rent.

# UNIT 6

## SECTION 1. WRITING A PARAGRAPH: MAKING USE OF PARTICIPLES

There are a number of ways to add variety to your writing; using participles is one of them.

Participle (*-ing* and *-ed* forms) can be used as adjective or adverbial phrases. The use of participles instead of clauses makes your writing more formal.

Adverbial meaning	Example
time	<i>Looking out of the window</i> , he saw mountain peaks. <i>While travelling</i> <sup>8</sup> in Europe they spent a week in Paris. <i>Having landed</i> in the desert, they had to walk to the nearest settlement.
reason and result	<i>Faced with murder charges</i> he told the police everything. <i>Having been brought up</i> in England she knew the language perfectly.
manner and attendant circumstances	He walked along Oxford street <i>looking</i> aimlessly at shop windows.



### Note: avoid dangling participles

If a participle phrase comes before the main clause, it must refer to the subject of the main clause.

### Compare:

*Crossing* the street he was hit by a car.

*Crossing* the street a car hit him. (dangling participle)



**Note on punctuation:** at the beginning of a sentence the participle phrase is followed by a comma.

## ADJECTIVAL MEANING

Participle phrases	Example
Present Participle ( <i>-ing</i> )	The room was at the top of the house <i>overlooking</i> the sea. <i>A smiling</i> lady met us at the door.
Past Participle ( <i>-ed</i> )	We could see the mountain tops <i>covered</i> with snow. The boy couldn't forget the <i>broken</i> promise.



**Note:** Participle phrases with adverbial meaning are used instead of relative clauses.

Be careful with *-ing* and *-ed* Participles which refer to feelings:

*A boring* film **vs** *bored* spectators

*Exciting* news **vs** *excited* people

### PRACTICE 1

Ex. 1. Read the text to find out what happened in the Andes. Look at the participles (in italics) and decide on their function in the text (see the tables above).

**e.g. heading** — present participle as an adverbial modifier of manner or attendant circumstances  
OR adverbial meaning = a clause of manner or attendant circumstances.

### 72 days in the Andes (1)

On Friday October 13, 1972, our rugby team flew out of Montevideo *heading* for Santiago to play top squad. Most of the passengers were my friends and teammates, but family members were also with us including my mother and younger sister Susy. *Having hit* severe turbulence the pilots of our little plane went to Planchon Pass, a thin corridor through the Andes. *Looking out* of the window, I saw steep slopes and narrow glacial valleys. *Forced* to fly so dangerously close to the rocky mountain, the pilots tried to climb. The fuselage began to vibrate violently. Then a powerful tremor rocked the plane. I saw open sky above me and clouds swirling in the aisle. I was thrown to the front of the plane into complete darkness.

The plane's *battered* fuselage had come to rest at 12,000 feet on a *snow-packed* glacier *flowing* down the eastern slope of a massive, *ice-cruste*d mountain. Thirteen passengers died, 32 were still alive, some badly wounded. *Surviving* passengers became workers, *helping* to free *trapped* people, *taking care* of badly wounded mates. I lay *shivering* on the plane's floor, *listening* for my sister's voice, and *glancing* about for my mother. Gustavo, one of my teammates, sat beside me *pressing* snow to my lips. "Where is my mother?" I asked. "Where is Susy?"

/ after *Miracle in the Andes* by Nando Parrado/

Ex. 2. Make the text complete by supplying participles of the verbs in brackets.

### 72 days in the Andes (2)

In the chaos of that (to break) plane, stranded in the Andes, there was nothing much I could do. But I made a silent promise to my father. *I will struggle. I will come home. I will not die here.*

Twenty seven survivors now remained of the original 45 on board. For drinking water we melted snow; to keep ourselves as warm as possible, we slept side by side, (to breathe) each other's breath. On the 10<sup>th</sup> day there was practically no food (to leave). At 12,000 feet, the body's caloric needs are astronomical. A climber (to scale) any of the mountains around the crash site would require 10,000 calories a day. I saw my friends (to grow) thin and weak.

(To starve) we tried eating strips of leather (to tear) from our luggage. We ripped open seat cushions (to hope) for straw but found only plastic. But, of course there was food on the mountain. It was as near as the bodies of the dead (to lie) outside the fuselage under a thin layer of frost. I knew those bodies represented our only hope of survival but (to horrify) I kept quiet. I noticed, though, that the others were also staring at the dead bodies. Finally, (to eat) next to nothing for days, we recognized human flesh as food.

Ex. 3. Paraphrase the sentences using participles instead of adverbial or coordinating clauses in italics.

1. You are not supposed to send text messages or make calls *while you are driving*.
2. *When teenagers were being tested on their speaking skills*, they showed a lack of understanding of when and how they can use informal language.
3. *As Brad Pitt has just flown in from Berlin* he is feeling a little jet-lagged.
4. Many immigrants worked hard, often for low wages, *and contributed to Great Britain's economic growth*.
5. *As the strikers were backed by their trade union*, they demanded that the immigrant workers be sent home immediately. (begin with Past Participle)
6. *While I was reading some of the feedback to my article on the internet sites*, I discovered that many people shared my views.
7. *When the MP was forced to justify his actions*, he gave an unsatisfactory explanation.
8. *After the experts had completed the Good Childhood study*, they got their results published in major newspapers.
9. TV violence is often shown as part of a normal human life; *and it encourages children's aggressive behavior*.
10. *When the results of the study were published in all major newspapers*, they shocked the British public.

*Ex. 4. Paraphrase the sentences using Participles instead of relative clauses.*

1. In 2008 Romanians made up the largest foreign worker group, which represented seven per cent of the workforce on London Olympic sites.
2. According to the *Mail* the Olympic Park jobs which offer salaries up to 65,000 pounds a year are currently being advertised abroad.
3. Figures which were obtained by Conservative MPs indicate that 136 illegal immigrants were caught working on the Olympic Park site.
4. Many BP (British Petroleum) employees who draw up strategy and work on wind energy development have been recently sacked.
5. Retailers who sell their goods over the Internet make huge profits.
6. The success of online retailing depends on the security systems which are put in place to protect customers' card details.
7. One problem which is raised by the report "A Good Childhood" is that parents are too concerned with themselves.
8. Family and benefits policies which encouraged single parenthood as a lifestyle choice for young girls have helped to raise a generation of unhappy children.
9. According to the report three-year-olds who live with single or stepparents have many behavioural problems.
10. Children who are looked after by their mother do much better than those who are left in a crèche (ясли) at a very young age.

*Ex. 5. Write a text out of the following blocks. Use participles where possible (max — 10). Add prepositions and punctuation marks where necessary.*

**In memory of Yvette Pierpaoli**

1. In the 1990s, Yvette Pierpaoli / to be a European representative / Refugees International, an aid organization / to work with refugees, street children, war widows, land-mines victims.
2. Though in her late fifties but / to possess the strength and enthusiasm / a much younger person / Yvette to be one of the first Westerners to show up when a refugee crisis/ to develop.
3. She would live / families in their homes / to gather information / their needs and/ to arrange supplies.
4. To live in Cambodia for ten years/ during the Vietnam War/she to return /France with her / to adopt son.
5. To bring to the orphanage / to organize by Yvette / at the age of three / the boy 'to adopt' her as his Mum.
6. To return / her home / Avignon / she to continue to work / on behalf / of refugees.
7. She / to start several relief programmes / to travel the globe to wherever wars / to create refugees.
8. She/to have a reputation for/to do the impossible / she / can get funding/to use her charm and flattery with politicians and wealthy donors.

*Ex. 6. Write ten sentences or a text using participles to describe people, objects or events.*



**PRACTICE 2: REVISION**

*Ex. 7. Make the text complete by using appropriate coordinating or subordinating conjunctions, linking adjuncts, participle phrases instead of gaps; add punctuation marks where necessary (some prompts are given in brackets).*

**Two girls swap places in a new TV programme (1)**

Kirree Kermode, 19, earns 100 pounds a week 1)\_\_\_\_\_ (to work) on her family's sheep and cattle farm on the Isle of Man. Banker's daughter and former public schoolgirl Alice Simpson, 21, works for a top public relations firm in London.

**Alice says:** I am what people call a 'posh bird'. I am lucky to have led a privileged lifestyle 2) \_\_\_\_\_ I have always lived in elegant houses — both Mum's and Dad's. 3) \_\_\_\_\_, I have always worked since I was 14, 4) \_\_\_\_\_ (to do) all kinds of shop, office and promotions work. This was purely for extra money for travelling 5) \_\_\_\_\_ my parents paid for everything else. 6) \_\_\_\_\_, I have never done any physical work 7) \_\_\_\_\_ it came as a complete shock to find myself on a huge sheep and cattle farm in the middle of nowhere.

I came in my pink coat and high-heeled shoes, 8) \_\_\_\_\_ (to carry) my little dog under my arm. 9) \_\_\_\_\_ I arrived at the farm, I had to change into Kirree's clothes, 10) \_\_\_\_\_ they made me pull a lamb out of a sheep's womb. 11) \_\_\_\_\_ (to cover) in blood and muck I was nearly sick. I thought it was the most disgusting thing I'd ever had to do. Kirree has a lot of hard work to do 12) \_\_\_\_\_ I was tired at the end of the day, 13) \_\_\_\_\_ it was a relief to go to my bedroom. Most of Kirree's social life was linked to the Young Farmers' Association and I went to their annual dinner 14) \_\_\_\_\_ was great fun. 15) \_\_\_\_\_ there was a prize-giving, and I had to collect four prizes on Kirree's behalf.

16) \_\_\_\_\_, the biggest difference was in the family set-up. Carol (Kirree's mother) works very hard 17) \_\_\_\_\_ (to look) after her family. She does everything and is very traditional they all sit down together for every single meal. I watched Carol 18) \_\_\_\_\_ (to lay) the tea table for the workers every afternoon. My Mum wouldn't do that. I am lucky 19) \_\_\_\_\_ she cooks a meal now and then. It was nice to be part of such a traditional family — I didn't think that existed in real life.

*Ex. 8. Make the text complete by using appropriate coordinating or subordinating conjunctions, linking adjuncts, participle phrases instead of gaps; add punctuation marks where necessary.*



**Two girls swap places in a new TV programme (2)**

**Kirree says:** I was terrified at the thought of going to a big city, 1) never \_\_\_\_\_ (to be) to one before 2) \_\_\_\_\_ I knew I would feel intimidated by all the fashionable people. 3) \_\_\_\_\_ (to realize) I was really heading for London, I started crying 4) \_\_\_\_\_ I was so nervous. And 5) \_\_\_\_\_ Alice was going to have my bedroom and live among my family in our homely farmhouse Alice's parents 6) \_\_\_\_\_ are divorced were too busy to have me. 7) \_\_\_\_\_ I had to live in a hotel in Kensington out of a suitcase, 8) \_\_\_\_\_ is pretty much as Alice does 9) \_\_\_\_\_ she is staying with either of them.

I felt very lonely at first. The ten days was a series of firsts for me. I have never been to a hairdresser's before. 10) \_\_\_\_\_ on the first day I found myself in a designer hairdressing salon 11) \_\_\_\_\_ (to have) my hair washed, cut and highlighted. I usually wear second-hand clothes from a charity shop 12) \_\_\_\_\_ Alice loves all the vintage designer clothes, 13) \_\_\_\_\_ I went shopping in the West End. I spent 400 pounds in one go 14) \_\_\_\_\_ is the cost of a good cow or 16 lambs.

The next day I had to do Alice's job 15) \_\_\_\_\_ I've never been in an office before. My first task was to make telephone calls 16) \_\_\_\_\_ (to ask) the press if they were sending a photographer to cover the band The Jets 17) \_\_\_\_\_ were making a personal appearance at Virgin Megastore. 18) \_\_\_\_\_ I had to handle Eddie Izzard's fan mail. It was very glamorous 19) \_\_\_\_\_ (to compare) to farm work, 20) \_\_\_\_\_ claustrophobic to be indoors all day. I was also shocked to see one girl 21) \_\_\_\_\_ (to wear) a miniskirt, a micro top and massive Moon Boots.

Eating the type of food Alice eats was a bit of a shock. Her friends took me to a sushi bar 22) \_\_\_\_\_ I hated it and couldn't get my head around eating raw fish 23) \_\_\_\_\_ have I ever eaten croissants for breakfast. 24) \_\_\_\_\_, I normally have Rice Krispies and a cup of tea, and we eat potatoes with well-cooked meat and 25) \_\_\_\_\_ (to boil) vegetables.



## SECTION 2. WRITING ARGUMENTATIVE PARAGRAPH BASED ON OPINION

*Ex. 9. Read the paragraph and decide which type it is. Find the topic sentence, the arguments and the concluding sentence.*

### Humans and cars

Across all cultures, humans have a strange and complex relationship with the car. The thing is that the car is not primarily a means of transport. In other words, it has little to do with the fact that the car gets us from A to B. Trains and buses get us from A to B: cars are part of our personal territory. A bus can take you to the shop and back, but you do not feel at home in it or possessive about it. A train can get you to work, but it does not make socially and psychologically significant statements about you. In short, the car is a part of our personal and social identity. (118 words)

*/after Watching the English by Kate Fox/*

*Ex. 10. Read the sample paragraph and decide which type it is. Find the topic sentence and supporting sentences (arguments).*

### Is Russia a European country?

Russia is a European country though it is located in both Europe and Asia. It may seem to be a Eurasian country. While this is true in the geopolitical sense, from the point of view of culture and values, Siberia and the Russian Far East are even more European than European Russia. These Asian areas of Russia's territory were first developed by the Cossacks, the most democratically organized and economically free group of the time. Another group which had a huge cultural impact on Russia's eastern regions included exiled revolutionaries such as the Decembrists, Poles and social democrats. All of them took Europe as their reference point. Siberia and the Far East also attracted the Old Believers, a Russian analogue to the Puritans, and the group that gave rise to the big Russian entrepreneurs of the late 19th and early 20th centuries. It was in the Asian part of the country that values closest to those of Europe emerged — values that emphasized entrepreneurial spirit, freedom and personal responsibility.

*Compare the two paragraphs. Which do you like better? Why?*

*Ex. 11. Read and choose sentences relevant to the topic. Decide on the topic sentence which best presents the main idea of the paragraph. Build up a paragraph. Add necessary linking adjuncts.*

### Teenagers: sheltered life

1. A recent study in Great Britain found that teens today are more obese, drink more alcohol and do more drugs than any generation before.
2. Diabetes in adolescents, and other illnesses related to lack of physical fitness, are much more common today than ever before.
3. Today's teens are less honest; 65% of Canadian teenagers, for example, do not believe that downloading music illegally from the internet is wrong.
4. Today most teens would rather be given an allowance by their parents so they can spend the weekend in front of the X-Box, than use some of their free time actually earning their own money.
5. Teenagers have no idea, nor do they want to know what life was like for their parents and grandparents.
6. These days few teenagers are eager to get a weekend or summer job.
7. Babysitting or taking a neighbour's dog for a walk is no longer an obvious alternative to asking one's parents for extra money.

8. Many say good luck is more important than hard work.
9. Most teenagers do not appreciate the comfortable lives they live – and I think their parents should force them off the couch, and out into the workplace to find out what real life is like.

The topic sentence:

1. Teenagers are more dependent on their parents.
2. Teenagers value freedom more than money.
3. Teenagers today are lazy and uninterested in anything that involves hard work or personal sacrifice.

*Ex. 12. Scrambled sentences: build up a paragraph.*

1. When an employer hires anyone because he or she is a minority, even if someone else is more qualified to do the job, it is discrimination.
2. When whites are discriminated against and minorities are being discriminated for, the situation is just as wrong as when minorities are discriminated against and whites are discriminated for.
3. Affirmative action is wrong because it is discrimination.
4. Therefore, affirmative action doesn't make discrimination right just because it is reverse (against whites instead of blacks).
5. Affirmative action is also insulting to minorities. They may feel they have to be helped out just to get a job or go to college.
6. You are hired or admitted to college because of your race, not due to your qualifications or proven abilities. Your self-esteem may suffer.
7. Affirmative action is against the equal opportunities law. The law states that all people should be treated as equals.
8. If you enroll more minorities in your college, it doesn't mean you're making the playing field even. When someone isn't good enough to get into a certain college, they're out of their league when they get in. (191)

*Proofreading: check the paragraph for*

- sentence structure (can you use complex sentences instead of simple ones?)
- use of pronouns (is the text formal enough?)
- variety (can you use synonyms to avoid repetition?)

*Ex. 13. Build a paragraph out of these scrambled blocks. You may add supporting sentences or examples of your own if you feel it is necessary<sup>19</sup>. Make use of linking adjuncts. Write your own concluding sentence.*



1. In these hard times children can learn about earning, saving and making the most of the money available.
2. If a family has to cut down on spending, parents have to explain to their children what is happening and what is to be done about it. Being in the dark while something is clearly very wrong is the worst thing for adults and children alike.
3. The current financial crisis affects every family, including children, but there is a positive side to it as well. It is a good time to teach children about money.
4. If a teenager can get a summer job, it can take a lot of pressure off the situation. Teenage joblessness is at its highest since World War II at least in the USA, so this may not be an option.
5. Taking the bus to school instead of driving a car can be tough for teenagers, but knowing that many other families are also changing their spending does help.

<sup>19</sup> You need not use all of the given sentences.

6. When children are involved in setting a budget for their family, they learn to plan their finances. Parents who enlist their children's help when prioritizing the family's spending act wisely.
7. It might be a good idea to put together a clear write-up of the family's expenses, so that the children can see the big picture and understand why they cannot go abroad this summer, or why the family can no longer afford a new car.
8. If there is any work about the house which a hired help does, teens in the family can take over, contributing to the family budget.

*Ex. 14. Write a paragraph based on OPINION*

*a) using the topic sentences below:*

Britain did a good job of turning the British Empire into Commonwealth.

"Maternity capital" alone cannot raise the birthrate in Russia.

No one should enjoy privileges when applying to university.

The internet has dramatically changed our life.

*b) on any of the suggested topics*

**Topics to write about:**

Depopulation of Russia's Far East: is there a way out?

Travelling: life's greatest experience.

What is the ideal number of children to have?



**Proofreading. Check your paragraph for**

- Paragraph structure
- Sentence structure (simple, compound or complex)
- Word order (identify predicate — subject — adjunct)
- Use of tenses
- Use of pronouns
- Spelling errors.

# **PART II**

## **STAYING IN TOUCH**

## UNIT 1

### WRITING INFORMAL LETTERS; REVIEWING A BOOK; REVISION: NARRATIVE PARAGRAPH

#### SECTION 1. STYLE MATTERS: FORMAL VS INFORMAL

*Lead-in. What is the difference? Discuss with your classmates and teacher. Fill in the table.*

<b>Contractions, long words, complex sentences, compound sentences, simple sentences, phrasal verbs, personal/impersonal language, personal pronouns, words of Latin origin</b>	
formal	informal
<hr/>	

#### PRACTICE 1

##### SENTENCE STRUCTURE AND VOCABULARY

*Ex. 1. Make the narrative below more formal by using complex and compound sentences instead of the simple ones.*

Louis Napoleon was a nephew of Napoleon Bonaparte. He was exiled to Switzerland after the battle of Waterloo. He took part in a coup against the French king in 1840. The coup failed. Louis Napoleon was jailed for life. He escaped to England six years later. The king abdicated in 1848. Louis Napoleon returned to Paris. He was elected to the first parliament of the Second Republic. Then he was chosen as its first president. In 1852 a plebiscite confirmed him as emperor. Emperor Napoleon III lost the Franco-Prussian War in 1870. He lost the throne and died in exile in England in 1873.

*Ex. 2. a) Make a less formal narrative choosing appropriate blocks;  
b) make a more formal narrative using more complex structures to combine the appropriate blocks.*

- [ From exile and ignominy / from nowhere ]  
Louis Napoleon  
[ reached the summit of European power / came to power in just four years. ]
- For twenty two years he was  
[ president and later emperor of France / one of the world's most benevolent / generous dictators. ]
- [ He made friends with England / his friendship with England ended centuries of conflict. ]  
England and France  
[ became allies from the Crimean War onwards / have been allies since the Crimean War. ]

4. [ **It was Louis Napoleon who ordered Haussmann to rebuild Paris / Louis Napoleon had Haussmann rebuild Paris.** ]
5. Louis Napoleon  
[ **improved healthcare, helped to develop industry, commerce, shipbuilding and railways / encouraged industry, commerce, shipbuilding and railways; under his rule healthcare was improved** ]
6. The emperor  
[ **was the patron of arts / loved arts;** ]  
he encouraged Impressionism by  
[ **launching / opening** ]  
the Salon des Refuses.
7. He restructured wine industry; he  
[ **made French cheeses world famous / promoted French cheeses worldwide.** ]
8. The emperor  
[ **restored all the joie de vivre (joy of living) lost in the years of Revolution / restored the former glamour of Paris.** ]  
Gaslit Paris  
[ **became Europe's capital for pleasure / attracted tourists.** ]
9. His finest period was from 1855 and 1867;  
[ **in both these years he staged vast national exhibitions / both in 1855 and 1867 he held huge national exhibitions;** ]  
world leaders  
[ **came to admire / flocked to Paris to marvel at** ]  
France's scientific, industrial and artistic advances.
10. In 1856, after the victorious end of the Crimean War,  
[ **the peace talks were held in Paris / France achieved massive prestige by hosting the peace talks.** ]
11. [ **His biggest mistake was marrying the Spanish countess Eugenie / his decision to marry the Spanish countess Eugenie turned out to be his greatest misfortune** ]
12. [ **She pushed him to / was a leading advocate of** ]  
the disastrous war with Prussia. It led to his abdication.

*What makes the two narratives different? (see ex. 3 & 4)*

*Ex. 3. Read the review and say what the writer thinks of the author.*

This year saw the death of J.G. Ballard, one of the most original and disturbing writers of his generation. I only knew his work through the film of *Empire of the Sun*, about his childhood in a Japanese prison camp in Shanghai. His death prompted me to get hold of his memoirs *Miracles of Life* and an armful of his novels.

The first part of his autobiography deals with the Shanghai life that was already covered in *Empire of the Sun*, but it is charmingly told. Early on, he knew that the world had changed and that his

literary tastes and his politics would reflect this. His early novels are variations on the genre of science fiction. Later on he developed a darkly satirical view of the world.

Of the handful of his works which I have read so far I'd particularly recommend a novel called *Concrete Island*. It's a sort of modern Robinson Crusoe about a man whose Jaguar gets a blowout in the front tyre. It skids off the Westway flyover\* coming out of Marylebone in London, and he is stuck on a concrete island compelled to live off potato chips and other discarded snacks thrown out of the windows of the swiftly-passing traffic. Events on the island go from bad to gruesome worse.

It is a fantastic book, for the concrete island is not just an imagined concrete horror, modern Britain itself — hostile, soulless and frightening.

/ from *Reader's Digest* August 2009/

*Ex.4. Read another review and compare it with the one above.*

*Which do you think is meant for publishing? What is the main difference between the two?*

Have you heard of J.G. Ballard? I didn't know much about him either until now. I only saw the film of *Empire of the Sun* based on his book. It is about his childhood in a Japanese prison camp in Shanghai. Recently a friend mentioned he is worth reading and I decided to give one of his books a try. I must say I do not regret it.

So far I've read a novel called *Concrete Island*. It's a sort of modern Robinson Crusoe story. A guy driving a Jaguar has a sort of an accident and finds himself on a concrete island right in the centre of London. There's no way he can escape, so he has to live off potato chips and other discarded snacks thrown out of the windows of the passing cars. And it gets from bad to worse.

I heard Ballard started as a sort of science fiction writer, but this one is really much much better than any science fiction. The man did know his job. This concrete island is a real horror – right in the middle of modern Britain. And it is a lot more frightening than the island Robinson Crusoe had to live on.

It's a terrific read, and I'm absolutely sure you'll enjoy it too.

*Ex. 5. Choose the more formal words to complete the review of the book "A History of Diplomacy" by Jeremy Black.*

Jeremy Black, himself 1) \_\_\_\_\_ (no mean/ a distinguished) historian of the diplomacy of 18<sup>th</sup> century Europe, takes a very different approach to the history of conduct of international relations from its 2) \_\_\_\_\_ (origins/beginnings) to the present.

3) \_\_\_\_\_ (For one thing/ to begin with) Black prefers to locate the origins of diplomacy 4) \_\_\_\_\_ (well/long) before the Renaissance, in the medieval era (and even in ancient Greece). Another 5) \_\_\_\_\_ (thing about/distinctive feature of) Black's book is the way the extra-European world is shown to have played a more independent role than is generally understood.

In his survey Black demonstrates a 6) \_\_\_\_\_ (huge / encyclopedic) knowledge, and 7) \_\_\_\_\_ (brims with/is full of) thought-provoking insights and 8) \_\_\_\_\_ (remarks/observations). If the book has any weaknesses, these in large part follow from its strengths. Sometimes the 9) \_\_\_\_\_ (deluge / flood) of examples, information and ideas is 10) \_\_\_\_\_ (too much / amounts to overload). But 11) \_\_\_\_\_ (despite /for all) its faults this is an innovative and remarkably wide-ranging historical survey.

#### USEFUL TIPS FOR REVIEW WRITING:

- remember to mention the title and the author;
- describe the plot and/the main characters OR the subject matter, the main ideas;
- explain why you recommend the book.

*Ex.6. Make this review less formal by using simple sentences, active voice, less formal words instead of the underlined ones. You may find the list of words below useful.*

In *Juliet, Naked*, Nick Hornby returns to the *High Fidelity*<sup>1</sup> territory of male obsessions and the women who have to put up with them. In the grim northern resort of Goolness, Duncan runs a website about Tucker Crowe, a never-very-famous American singer who disappeared entirely from public view in 1986. (Among other things, the novel is one of the first to explore the effect of the internet on shared obsessions.) But then the tiny world of Crowe worshippers is rocked by the news that an acoustic demo<sup>2</sup> version of his best known album *Juliet*, is about to be released. Duncan duly hails the result as a masterpiece, but his long-suffering girlfriend Annie is more objective — and says so online. As a result she gets an admiring email from Tucker Crowe... Is she really going to find proper love on a damp and windy seafront, when Tucker finally arrives in England?

One thing you have to give Nick Hornby credit for, is his ability to steer clear of the predictable path all the time throughout the novel. Hilarious and tender, *Juliet, Naked* will profoundly move the reader. It's Nick Hornby at his brilliant best. (232 words)

**Word list:** describe, to tell a story, long forgotten, irritated, fans, excited, to shake, to praise, to have doubts/to be doubtful, true, to develop... (story, etc) in an unexpected way, touching, funny

*Ex. 7. Make the review less formal.*

Nicolas Mosley's *Hopeful Monsters* is a modern classic.

A young English physicist in the 1930s falls in love with a German Jewish anthropologist.

The fates draw them together, tear them apart and draw them together again. Between them, they experience the whole mid-20<sup>th</sup>-century nightmare-tragedy-adventure — the Spanish Civil War, the rise of fascism, the revolution in quantum physics, the challenges to accepted philosophical and religious views. As well as being the ultimate novel of ideas, it is a tremendously moving love story. It is a most suitable book for school reading programme. (92)



*Ex. 8. Write your own short review of a book you like as if you are writing a) to a friend recommending a read; b) to a newspaper / Reader's Digest*



#### USEFUL LANGUAGE:

This book is about/investigates/ deals with/ examines/takes us back to

It is a simple/straightforward/complex/pungent\compelling narrative (that brings smb/smith to life)

A highly readable/exciting/..... book

A formidable/prolific/brilliant..... writer

The book is a brisk, delightful read...

## SECTION 2. WRITING AN INFORMAL LETTER

*Lead-in. Read a piece of advice below. Do you share this point of view?*

It is worthwhile to make time to write to a friend or relative when you are away. While text (sms) and emails are all very well, they can't compare with the thrill of finding a handwritten envelope in one's letter box. Love letters — even a note — are always welcome, especially when least expected. So are those sent at the time of hardship or emotional stress. It is the letters never written that we most regret, seldom those sent. (Elspeth Thompson)

<sup>1</sup> The first novel by Nick Hornby, published in 1995.

<sup>2</sup> a piece of recorded music that a new singer or group sends to a recording company.



Ex. 9. Read the letters and rank them according to the degree of formality.

LETTER 1

4-Aug.-05

Dear Tatjana,

Sorry to have missed you on your recent visit to the UK. Various hospital appointments and problems with my travelling made this difficult. Thank you for the excellent book on Russian Art which we have added to our now substantial collection (at least those left after one of our granddaughter's raid for her A level art examinations last year). She has recently spent seven months teaching in India and now four months in Hong Kong, Vietnam, currently in Laos, then a brief visit to Thailand in the company of her boyfriend prior to starting at Manchester University.

Your son tells us that in the new year you are due for an operation. In this we wish you an excellent recovery as soon as possible. June is still not fully fit after hers last year.

Nearly forgot, June has reminded me to thank you for the chocolates (she is only having one a day to make them last). This doesn't apply to other chocolates which disappear in a few days.

We look like having a very dry August/September, saves cutting the lawn and the roses and dahlias seem to like the heat.

We hear you are still lecturing at your school in Moscow, are you continuing to take parties to overseas cultural/pleasure visits? The Chinese have now decided to visit London in substantial number and are purchasing many pairs of Clarks shoes (many of these are made in China.) One newspaper was rather amused that they visited Chinese restaurants for their food!! Actually I do not blame them if this is true as they are better than most fast food outlets.

We tend to eat at very local restaurants which are either in walking distance or have adequate parking (a major problem locally as the town centre is being rebuilt to house another supermarket!!)

June has just returned from the cinema after seeing "Charlie and the Chocolate Factory", a recent new release.

All the best  
Sincerely and with love,  
Phil and June

LETTER 2

10/12/2005

Dear Irina,

Do you know that I got married and am living in Galmpton (a lovely small hamlet near Brixham)? We are house hunting at the moment (not much luck yet).

How has your year been? Do you spend most of your time in Moscow or a little relaxing in the countryside? How is your daughter? Are you a grandmother yet?

Do you still organise student language holidays in Torbay? When are you planning to visit England?

My address is: 6 Manor Court, Galmpton, Nr Brixham, S.Devon. Surname now is Fierett.

Do keep in touch  
I hope you are well.

Regards,  
Jacqueline, Tony and Ben

## LETTER 3

IATEFL  
Darwin College,  
University of Kent,  
Canterbury,  
Kent CT2 7NW  
United Kingdom  
Tel: +44 1227 824430  
2 November 2010

Prof. Elena Orlova  
MGIMO University  
Prospect Vernadskogo 76  
119454 Moscow  
Russian Federation

Dear Prof. Elena Orlova,

We would like to formally invite you, Prof. Elena Orlova, to participate in the Annual International IATEFL Conference and Exhibition to be held in Harrogate, UK from 7th to 11th April 2010.

This will be a major ELT event and will consist of over 300 talks, workshops, and symposiums. There will be four plenary sessions by top ELT professionals. Speakers and participants are expected from over 80 countries.

In addition there will be a major ELT Resources Exhibition with over 50 exhibition stands showing the latest published materials, teaching resources and equipment, computer software and services.

We look forward to seeing you at the conference in Harrogate.

Yours sincerely,

*signature*

Glenda Smith

Executive Officer

For and on behalf of IATEFL

## LETTER 4

2b Dixon Court,  
Cottingham,  
East Yorkshire, HU16  
Tel: 01482 875740  
12 December 2008

111 Buckingham Palace Road  
London SW1W 0DT  
The Daily Telegraph

Sir,

Burning three tons of domestic waste generates about the same amount of heat as burning one ton of coal. It is criminal that we are dumping this valuable resource into landfill (мусорная свалка).

Modern waste-recovery incinerators (мусоросжигательная печь) such as the one in Sheffield can recover this energy safely to run district heating schemes and generate electricity.

Using waste in this way has the triple advantage of reducing the need for fuel imports, reducing the need for landfill and ensuring that the carbon content of the waste goes into the atmosphere as carbon dioxide rather than as methane: the powerful greenhouse gas which results when waste matter rots in landfill.

Given a choice between a modern incinerator and a nuclear power station in my neighbourhood I would choose the incinerator every time.

Yours faithfully,  
*signature*  
 Roger Evans,  
 Real estate agent.

*Ex. 10. Make two lists of useful expressions: A — for informal and B — for formal letters out of the following. Arrange the words in the order they might be used in a letter/letters.*

Look forward to hearing from you, keep in touch, I am looking forward to, we are happy to be able to, did you know, did I tell you, I regret having to tell you this, thanks for (your letter), your letter was such fun to read, yours sincerely, love, best wishes, best regards, write to me soon, yours faithfully, I am writing to (inform you/...), this is a brief reminder, I am wondering if..., I wonder if you are aware, according to your letter, I am sorry about, please say hello to, we appreciate your (contribution/ the time and effort)..., thank you for your patience and understanding, well, that's all for now, thank you for your letter received 25 January...

USEFUL TIPS FOR WRITING AN INFORMAL LETTER

1. The less you know a person, the more formal the letter will be.
2. Use a positive cheerful tone (unless you or your reader is going through sad times). Avoid using words like *don't, haven't, won't, can't, bad, awful, hard, difficult, terrible*.
3. Write about happenings and news, films, book or plays you've seen or read recently, etc.
4. Write about ideas that are important to you, share your opinions, your reaction to current events.
5. Make your letter enjoyable to read, hence: ELABORATE that is, give more details.
6. Avoid complaining.

*Ex.11. Read Letter 1 in ex. 8 again. Does it meet the requirements suggested above?*

*Ex. 12. Fill in the format of an informal letter below with your own content. (If short of ideas make use of the story below to make the letter more interesting)*

	Address (if unknown to your addressee) Date of writing
Salutation: Dear John,	
Paragraph 1 (indented)	
Paragraph 2 (indented) Paragraph 3 (indented)	
Paragraph 4 (indented)	
Closing <i>signature</i>	

### **Narration: telling a story**

My sisters Mary and Suzanne decided to treat themselves to a meal in an expensive restaurant. They had just placed their orders when they became aware of the loud tones of the gentleman at the next table arguing with the waiter. Nothing was good enough for him: the soup was too salty, the bread too dry, the service slow and the tablecloth filthy.

The waiter brought him a steak. The man took a mouthful, put down his knife and fork, and walked off. My sisters were astonished.

"What a rude man," said Suzanne. "And what a waste of good food. I'm taking it back for the dog."

With that she walked over to the table, picked up the steak, wrapped it in a paper napkin and plopped it into her handbag.

Just then, the man returned. He'd only been to the toilet.

*Ex.13. Write an informal letter (to a friend, parent, relative) using the format and the tips above.*



## UNIT 2

# WRITING FORMAL LETTERS; REVISION: ARGUMENTATIVE PARAGRAPHS BASED ON FACT/OPINION

## SECTION 1. LANGUAGE OF COMPARISON

### REVISION: FORMAL VS INFORMAL STYLE

What makes your writing more formal? Cross out the irrelevant points.

1. Formal and impersonal language
2. Fixed expressions
3. Phrasal verbs and idioms
4. Longer words (e.g. words of Latin origin)
5. Longer sentences (complex and compound)
6. Fillers and hedges (e.g. *so to speak, in a sense, I mean, etc.*)
7. Personal pronouns

*Ex. 1. Write the following in a formal style. Use the words from the list below instead of the underlined ones in the text.*

#### Pet Rescue

This is a not-for-profit group. It is all about Animal Cruelty, and what we can do to stop it. We like to help all Animal Cruelty Charities, such as RSPCA<sup>3</sup>, or the WWF<sup>4</sup>. And if you support any of them kinds of charities, then join us now!

Our group wants to save pets from cruelty in their homes. We find new homes for homeless animals. We save pets from beatings and death in animal pounds (приюты). We tell people how to treat their pets. We try to make everybody understand how important pets are in our lives. Our members give out flyers to people. These leaflets explain what people can do to help those poor beaten up animals. We need your support: both money and food, toys and collars are welcome. Every penny you give will help a lot of animals.

Let's all pitch in and make a difference in the world!

### WORDS TO BE USED

To prevent cruelty, to support, abandoned pets/ companion animals, to make a joint effort, to educate/ the public/ pet owners, rights and responsibilities, to rescue, to provide shelter, aim/mission, to aim (to do), to collect, to donate generously, donation, non-profit charity, to share views/values

Whenever you are writing a letter to express your opinion you give reasons to support it. In a formal letter you resort to facts and quite often rely on statistics to support your position. To do it skillfully you need to know how to write **figures** and use **comparison structures**.

*Ex. 2. Read and analyse the examples below. Find the main idea in each; which figures and statements support it?*

1. There is a clear link between poverty and health. Recent NHS Scotland figures show that a child born in Claton (a poor neighbourhood in Glasgow) can only expect to live to 54 and is three times

<sup>3</sup> Royal Society for the Prevention of Cruelty to Animals.

<sup>4</sup> World Wildlife Fund.

as likely to suffer from heart disease and four times as likely to be hospitalized as a child born in the west end of the city. They are also ten times more likely to grow up in a workless household.

2. Smoking is a real calamity (бедствие) for the health of the Russian nation. As many as forty two per cent of Russia's 142 million people smoke, including two thirds of men, according to government statistics. Smoking is a major cause of premature death worldwide. In Russia some 250,000 men are estimated to have died in 1995 alone due to tobacco use.

### USEFUL TIPS (1): WRITING NUMBERS

1. numbers under 100 must be written as words<sup>5</sup> — all numbers that start sentences must be written as words;
2. round numbers between one thousand and ten thousand can be expressed as hundreds:  
1200 = 12 hundred (mostly informal style)
3. figures involving thousands can be written in two ways:  
10 000 *or* 10,000
4. fractions:  
 $\frac{3}{4}$  *OR* three-quarters  
with decimal fractions use a point:  
130.75
5. ordinal numbers are often written in abbreviated form:  
1st = first; 2<sup>nd</sup> = second, 3d = third, 4<sup>th</sup> = fourth, 5<sup>th</sup> = fifth;
6. avoid short forms or symbols ( &, %, etc.):  
ten per cent, two and a half per cent, fifty dollars, etc .

#### Remember, too, how to write dates:

(on) July 4, 1998, *OR* 4 July 1998

July 4<sup>th</sup> *OR* July fourth

(in) the 1980s

the 20<sup>th</sup> century

### PRACTICE 1

*Ex. 3. Write the numbers as required in formal writing.*

15%, 12000,  $\frac{1}{2}$ , 250000, 35, 15000000, 3 billion, \$65, 21 century, 9000, January 1.

*Ex. 4. Make the text more formal by writing the numbers in an appropriate way.*

America has the best health care in the world: the most talented doctors, the most sophisticated medical technology. But we don't have the best health care system.

Here's a look at America's health care crisis by the numbers 44.8 million Americans have no health insurance according to 2005 Census Bureau estimates, which means that 15% of the U.S. population lacks health insurance. 18,000 people die prematurely each year because they lack health coverage. The mortality rate of uninsured people could be reduced by 10–15 % if they were provided with health coverage. 47 per cent reported that they postponed seeking medical care because of its cost during the past year.  $\frac{1}{4}$  report that they spend less on food and heating in order to pay medical bills.

At the same time health care spending per year is 2 trillion dollars, which makes up 16% of GDP. The United States spends more of its income on health care than other developed countries and that share is rising. The U.S. spent 2 times as much as the UK on health care in 2009. Yet, 90% of Americans believe the U.S. health care system needs fundamental changes.

<sup>5</sup> Newspapers spell out numbers from one to nine and round numbers ( five hundred or two million).

Ex. 5. Rewrite the following in a formal style. Pay attention to punctuation, too. Choose more formal words from the list below instead of the underlined ones.

**A few facts on Russia's health care**

As of July 1 2001 Russia's total population was 144.4 million people — a loss of 458,400 over the first 6 months of the year. Although the birth rate increased slightly in the first half of 2001 and the death rate similarly decreased, there were still 2 times as many deaths as births. 1.13 million people died compared to 644 200 born. In 2000, the number of deaths was more than the number of births by approximately 958 000. Natural population growth is taking place in only 15 of the country's 89 regions this growth is concentrated primarily in the North Caucasus.

The Russian Statistical Commission said that only 3.2–4.5% of GDP was devoted to health sector between 1990 and 1995. The total spending on health care is now 5.4% of GDP. Public expenditure of this makes up 76.9% and private (out-of-pocket) expenditure 23.1%. The Russian estimates for actual money spent per capita in 1990–1995 ranged from \$245 to \$23.

**Word list:** estimated, is estimated as, stood at, currently, exceeded, expenditure

**MAKING USE OF COMPARISON STRUCTURES**

USEFUL TIPS (2)<sup>6</sup>

1. to show equivalence use:
  - as...as
  - the same as
  - as many as
  - as much as
2. to show non equivalence use:
  - not so/as ...as
  - adj *comparative* than
  - fewer (+**count.noun**)... than
  - less (+*uncount noun/adj*).... than
  - not so many ...as
  - not so much ... as
3. to show smth/smb is "super" use
  - superlative adjective*
4. to show parallel increase use
  - two comparatives (the more...the better)

PRACTICE 2

Ex. 6. a) Read the text and the sentences below the table. Do the sentences accurately reflect the data in the table?

b) Find comparison structures in the sentences.

**Life of Ma's**

On Mother's Day we are all reminded of how much we value mums. But how many of us know what they are really worth? In a recent "Value of a Mum" survey it was found that mothers spend around seventy-four hours a week on childcare and household chores, labour worth some 33,000 pounds a year.

TASK	Hours per	week	Weekly	cost
	Mum	Dad	Mum	Dad
cook	8	4	74	36

<sup>6</sup> For more details see «Курс английского языка для международников и регионоведов» часть I, стр. 88–91.

TASK	Hours per week	Weekly	cost
cleaner	12	7.5	90
housekeeper	13	9,5	103
childcare	33	16,5	294
driver	3	3	28
gardener	1	3	11
other	4	3,5	31
<b>Total</b>	<b>74</b>	<b>53</b>	<b>631</b>

The figures were obtained using average earnings figures for household tasks, compiled from the Office of National Statistics 2008 Annual Survey of Hours and Earnings.

1. Mum spends twice as much time cooking as Dad.
2. Dads spend far less time/fewer hours cleaning than Mums do.
3. Dad does not spend so much time on housekeeping as Mum (does).
4. Fathers spend less time cooking but, much more time gardening than mothers.
5. Dad spends the same hours driving as Mum does.
6. Childcare takes the most of Mum's time (thirty three hours a week). Dads spend only sixteen and a half hours. Mums spend twice as much time taking care of the children as Dads do.
7. Childcare takes mothers as much time as cooking, cleaning and housekeeping put together.
8. The most time consuming household task is childcare.
9. Gardening is the best paid of all household jobs. One hour of gardening costs eleven pounds. One hour of childcare costs less than ten.
10. The least paid job about the house is cleaning.
11. The weekly cost of Mum's work about the house is much higher than Dad's (is). Mothers could earn 631 pounds while Dads only 406.
12. The more time Mum spends on household tasks the more money she should earn. But does she?

*c) Add linking adjuncts where appropriate to make the sentences into a more cohesive paragraph:*

In contrast, by comparison, similarly, so, thus, at the same time

Mum spends twice as much time cooking as Dad. Dads spend far less time/fewer hours cleaning than Mums do. 1) \_\_\_\_\_, Dad does not spend so much time on housekeeping as Mum (does). Dads/ Fathers spend less time cooking but, 2) \_\_\_\_\_, much more time gardening than Mums/mothers. Dad spends the same hours driving as Mum does. Childcare takes the most of Mum's time (thirty three hours a week). 3) \_\_\_\_\_, Dads spend only sixteen and a half hours. Mums spend twice as much time taking care of the children as Dads do. Childcare takes mothers as much time as cooking, cleaning and housekeeping put together. 4) \_\_\_\_\_ The most time consuming household task is childcare. Gardening is the best paid of all household jobs. One hour of gardening costs eleven pounds. 5) \_\_\_\_\_ One hour of childcare costs less than ten. One earns the least money cleaning. The least paid job about the house is cleaning. The weekly cost of Mum's work about the house is much higher than Dad's (is). 6) \_\_\_\_\_ Mothers could earn 631 pounds while Dads only 406. The more time Mum spends on household tasks the more money she should earn. But does she?



*Ex. 7. Read the text, study the table and write ten sentences to compare how polite/courteous people are in different cities/countries/regions, using different comparison structures. You can add your comments as well.*

Global Courtesy Test was the world's biggest real-life test of good manners, which consisted of more than 2,000 separate tests of actual behaviour. Three tests were conducted in 35 cities: "door tests" (would anyone hold the door open for me?), "document drops" (who would help me pick up a pile of "accidentally" dropped papers?) and "service tests" (which sales assistants would say "thank you" for a purchase?). Figures reflect the percentage of people who passed the tests in each city.

New York	USA	80%
Zurich	Switzerland	77
Toronto	Canada	70
Berlin	Germany	68
Sao Paulo	Brazil	68
Zagreb	Croatia	68
Auckland	New Zealand	67
Warsaw	Poland	67
Mexico City	Mexico	65
Stockholm	Sweden	63
Budapest	Hungary	60
Madrid	Spain	60
Prague	Czech Republic	60
Vienna	Austria	60
Buenos Aires	Argentina	57
Johannesburg	South Africa	57
Lisbon	Portugal	57
London	United Kingdom	57
Paris	France	57
Amsterdam	Netherlands	52
Helsinki	Finland	48
Manila	Philippines	48
Milan	Italy	47
Sydney	Australia	47
Bangkok	Thailand	45
Hong Kong		45
Ljubljana	Slovenia	45
Jakarta	Indonesia	43
Taipei	Taiwan	43
Moscow	Russia	42

Singapore		42
Seoul	South Korea	40
Kuala Lumpur	Malaysia	37
Bucharest	Romania	35
Mumbai	India	32

**e.g.** The second most/least courteous place...  
 There is more courtesy/politeness...  
 Fewer people are polite...

*Ex. 8. Study the data below and write a paragraph of 10–12 sentences on private transport ownership in different countries and deaths in road accidents by the end of the 20<sup>th</sup> century.*

	Japan	Germany	UK	Mexico	USA
Numbers of cars	37,076,0656	36,952,000	19,737,000	7,332,120	142,955,623
Number of motorcycles and mopeds	17, 295 204	3,405,000	750,000	218,700	4,177,037
Number of cars per 1000 persons	299	450	353	82	566
Number of motorcycles and mopeds per 1000 persons	140	42	13	2,4	16,5
fatalities	11,105	11,300	4,570	5,700	41,462
Fatality rate per 100 million vehicle miles	2,7	3,5	1,8	17,6	1,9

*Make your own conclusion about the road safety situation in different countries.*



## SECTION 2. WRITING FORMAL LETTERS BASED ON ARGUMENTATIVE PARAGRAPHS; LETTERS TO THE EDITOR

### I. REVISION: WRITING AN ARGUMENTATIVE PARAGRAPH BASED ON FACTS/ OPINION.

*Ex. 9. Write a paragraph about the healthcare system in a country of your choice (see Project work unit 7 p. 30-31<sup>7</sup>).*

<sup>7</sup> Курс английского языка для международных и регионоведов.

Ex.10. Find out about the situation in the Russian healthcare system. State your opinion: current health care in Russia is good / poor / improving / declining / etc.



## II. WRITING A LETTER TO THE EDITOR.

### In a letter to the editor

1. You agree or disagree with an article, news item, editorial position, etc.
2. You need to correct published information.
3. You have an opinion on the topic of strong national or local interest.
4. You want to reach a large number of people with information you think other readers would be interested in.

### USEFUL TIPS:

- Be brief — one hundred to two hundred words is the right length;
- Be timely (refer to a recent issue or publication)
- Stick to one narrow idea;
- State your position clearly;
- Be reasonable, moderate, fact-oriented.

Ex.11. Read the letters below and decide why each of these was written (consult the list "In a letter to the editor").

#### LETTER 1

It is obvious that our political system needs an overhaul (пересмотр), but how do we achieve it? Here are a few ideas.

There should be fixed-term parliaments so prime ministers can't mess around<sup>8</sup> with dates. Politicians should live in their constituencies so they know the problems of the area they represent. Most importantly, there should be a form of proportional representation so that every vote counts. I would add that if MPs want our votes, they should be prepared to work together for the good of our country.

#### LETTER 2

How very depressing the editor must find the letters received regularly from his readers. I have been a subscriber for the last year and am constantly amazed that the letters are so negative. For example — and typically — six out of seven of the letters in the June magazine were complaining about inaccuracies, and none is commenting on the wide-ranging subject matter, attractively presented and full of interest, which is the norm of this excellent 100-page publication. Do the readers go through it searching for mistakes? Shame on you all!

Liz Hallett

Romsey (History magazine July 2010)

#### LETTER 3

The letters Editor  
The Mail on Sunday  
Northcliff House  
2 Derry Street  
London W8 5TS

Dear Editor

Designer coffees are now a huge business and sold at premium prices. But a cappuccino should taste of coffee.

<sup>8</sup> наносить вред кому-л. / чему-л. неаккуратным использованием, вмешательством, недобросовестным отношением и пр.

Motorway service stations, supermarkets, some restaurants and many cafes sell what is advertised as a cappuccino but often they are simply mugs of milk with no taste of coffee.

On a couple of occasions I have persuaded the salespeople to check the machine and they have found there is no coffee in it.

Most of the time the staff do not actually know what a cappuccino is.

Mrs G.C.Phelps, Manchester

## LETTER 4

Sir

Cornelius Shaw (Letters, January 29) suffers from a popular misconception of computer hacking.

A "hack" is merely a quick and inelegant fix to a computer problem. As a web designer, I must frequently use hacks to get my job done. The process of illegally breaking into a secure network to access (get) information or gain control of another's computer is known as "cracking".

The phishing and spam emails that Mr Shaw worries about do not fix or break into anything, so they are neither hacks nor cracks. They are merely annoying.

Iwan Price Evans

Enfield, Middlesex (The Daily Telegraph 30 January 2009)

*Ex. 12. Analyse the letters to find out if each meets the suggested requirements (see "Useful hints" list).*

*Ex. 13. Pairwork. Decide which expressions used in response to a publication or a statement you would like to include in your personal phrase file (choose the more neutral and impersonal expressions).*

Divide these into lists: How to agree (1) and How to disagree (2)

There are some which are neither! These are used to introduce your own opinion.

I read with great/considerable interest

I agree/fail to agree/disagree with your editorial position on

I have read your May issue/ March 12 *Financial Times* article on...I am a bit surprised/disappointed...

Your infuriating article on...OUT

Many thanks for your editorial/article

I am puzzled by the reference to

... presented a false/distorted picture of

I found the short story/article in your June issue ...

I am writing to express my appreciation for your excellent coverage of...

I am still fuming after reading...OUT

Regarding the Prime Minister's proposal to...

I was disturbed/pleased/ angry/disappointed to learn...

I am writing on behalf of...

Several important facts/factors/aspects of ... were omitted from your article

The writer seems/ed to have little (factual) understanding of...

I expect to see a retraction<sup>9</sup> ( in tomorrow's paper).

I look forward to seeing a published retraction of the incorrect information given in this article.

*Ex. 14. Read the letter below and answer the questions*

What type is it? (What's the writer's purpose in writing this letter?)

What is the writer's main idea?

<sup>9</sup> Отказ, отзыв.

What is the writer's position?  
Does the writer achieve his purpose?  
Is he reasonable and fact-oriented?

27 Dark Lane  
Birstall, W. Yorkshire  
WF17 9LN  
United Kingdom  
April 2, 2010

The letters Editor  
*The Mail on Sunday*  
Northcliff House  
2 Derry Street  
London W8 5TS

So, Gordon Brown<sup>10</sup> tells us he wants a society that is fair for all. I do not call a society fair if it taxes hard-working families so that people who do not want to work can stay at home.

I do not call a society fair that allows child allowance to be paid to people who make more than 45,000 pounds a year, yet refuses increased payments to pensioners.

I do not call a society fair that pays more attention to law-breakers than the old and vulnerable.

Above all, I do not think it is fair that we ask young men to risk their lives fighting for this country, yet treat them with such appalling disrespect when they return home injured and broken.

I think my idea of a fair society is quite a long way from Gordon Brown's.

B. McErlain

*Compare the letter above with the format below. Is any part missing?*

Your address Telephone number Email address ( <i>optional</i> ) Date of writing month/date/year	
The addressee's name, title or office Name of the company/institution Full address	
Salutation: Dear Editor	
Paragraph 1 (indented)	
Paragraph 2 (indented)	
Paragraph 3 (indented)	
Closing: Sincerely (yours), <i>Signature</i> Your name, Your title if any and relevant	

<sup>10</sup> British Prime Minister (2007–2010).

*Ex. 15. Read the passages and respond to one of these with a letter to the editor.*

1. I am originally from Zimbabwe, a country gripped by political and economic turmoil (in ... crisis). I do my best to help those back home, but often wonder if the expectation of hand-outs breeds a sort of dependency. It is certainly frustrating to feel your efforts are taken for granted.

2. Recently Moscow has become overrun with stray dogs. Most of them have no collars, and they run in pack of five to eight. Sometimes they attack people, and it has become dangerous to let small children play outdoors.

3. Russia has the most smokers per capita and is the largest tobacco producer after China, India and the United States. As many as 42% of Russia's 142 million people smoke, including two thirds of men, according to government statistics. Russians spent 400 billion rubles on cigarettes in 2009. The new health warnings on cigarette packs are expected to lead to declines in tobacco sales. However, the new measure "is not likely" to have an impact on cigarette sales in Russia, according to Vadim Zhelnin, head of Tabakprom.

4. What do prosperous countries have in common? Democracy, equality, freedom of speech, and capitalism. What do poor countries have in common? The lack of these things. These aren't secrets kept by the jealous rich, the techniques of running a successful country are well known. Citizens of poor countries should expect help from) their own governments first. *Guy Hammond, London, England*

5. The gap between the rich and the poor can be reduced if the governments of the poorest countries implement a policy of population control. Their programs for development will never be met, because more people are born than die, and there will always be shortages in services and wealth for the majority of world population, provoking poverty and despair (отчаяние).

*Ex. 16. Read the following publications and respond with a letter to the editor.*

**Text 1**

A family of scroungers ("халявщик") who refuse to work and cost taxpayers £32,000 a year now demand a cleaner.

The Cromptons also want a £700 compensation for a water leak that caused damage to bedding and a mattress that were bought for them.

The mother of ten children Tracey, 37, hasn't had a job since Michael, 18, was born and her husband Harry, 48, hasn't worked for 13 years because of ill health. They already have two rent-free homes for them and their children, packed with widescreen TVs and computer games. The couple, whose children are aged three to 18, are given £32,656 of taxpayers' money in benefits each year.

Some of this they have used to buy electronic gadgets including a DVD player, Xbox, hi-fis, two widescreen TVs and three computers.

Two years ago the local council knocked two houses together to give the Cromptons a spacious, seven-bedroom home. Soon after, the family started complaining that the house needed repairs - and expected the taxpayer to pay for them as well.

Since that time the mess has built up. "The way we are being forced to live is making us ill," Tracey complained. "It's not right. We have been treated badly."

Now she wants her local council to send someone to clean up the mess that she says the family were unable to tackle themselves because of repairs.

Unbelievably, the council in Hull — officially Britain's poorest city - has agreed to pay £500 for professional cleaners to come in.

Local taxpayers don't have sympathy for the Cromptons. One said: "We pay our taxes and they spend them. They should be more grateful than they seem to be."

Amazingly, the Cromptons don't see themselves as freeloaders. Tracy claimed: "We're not scroungers. We don't want to be on the dole (пособие по безработице). We just want a good place to live."

### Text 2

Sir,

Your leading article on 12 billion pounds NHS<sup>11</sup> computer project (January 28) suggests that patients should keep their own medical records.

I believe this is already the case in Spain, where people are considered responsible enough to be trusted with their medical notes and sensible enough to remember to take them along to hospital appointments.

Clearly the Spanish are allowed to think for themselves, instead of being smothered (подавлять, ограничивать свободу) expensively by the nanny state.

Marion Smith  
St Ives, Cornwall

*Ex. 17. Write your own letter on one of the issues:*

- Education reform
- Banning smoking
- Improving bus service in Moscow/...



### III. WRITING A FORMAL LETTER

*Ex. 18. Choose the words and expressions for a formal letter (formal and semi-formal words).*

Dear sir, Dear Mr./Ms, yours sincerely, love, yours faithfully, I will/would appreciate any information (you can give me), best regards, I am writing to ask you, thank you for your letter of Sept 21, what's new, I am interested in, I have (some) experience with, I am so glad to hear from you, thanks again, if you have any problems, my work skills include, sorry to hear, we regret to, if I can be of any further assistance, I am very grateful, I would greatly appreciate, sorry to bother you, it's pretty urgent, would you please send me, I am counting on you, a prompt reply will be most welcome, get in touch as soon as you can, yours, I apologise for this belated response, look forward to hearing from you, hope to hear from you soon, best wishes.

#### GENERAL GUIDELINES ON A FORMAL LETTER.

1. State the main idea in the first or second sentence.
2. Be factual. Avoid emotion in business letters.
3. Be specific – give all the necessary details.
4. Avoid slang, jargon, elitist language.
5. Use the active voice.
6. Avoid overused words (very, basically, etc.).
7. Be pleasant, polite and encouraging.

*Ex. 19. Write the main body of a letter to a local animal shelter using the guidelines and the prompts below.*

I am writing to ask/enquire

I can be of any use to your charity/organization/group/.

<sup>11</sup> National Health Service.

I would like to volunteer to work for your shelter /group/...  
 I am (not) able to donate time/money/items (food/collars, toys)  
 To offer professional service (plumber, electrician, legal advisor, accountant)  
 I/my family have had pets/dogs/cats/etc.... /always/for years  
 I have learned a great deal about  
 I can/ am prepared to walk/feed (animals)/ /clean cages/ provide transportation/collect money/  
 do office work (phones, Web updates, photography of available pets) / do fundraising (organize  
 a fundraising event)  
 I am prepared/ready/willing to go through some training  
 If you require any further information  
 Do not hesitate

*Ex. 20. Write a formal letter to an international charity to offer your help.  
 Fill in the format with your own content or use the text below. Make use of the formal  
 words and expressions from ex. 18.*

The addressee's name(if known), title or office Name of the company/institution Full address	Your address Telephone number Email address ( <i>optional</i> ) Date of writing <i>month/date/year</i>
Salutation: Dear Mr./Ms.+ surname <sup>10</sup>	
Paragraph 1 (indented) Introduce yourself (if the recipient does not know you) and state the purpose of your letter	
Paragraph 2 (indented) Justify the importance of the main point you make; give out details or background information to support it	
Paragraph 3 (indented) — <i>if necessary</i> Add information that does not fit in the previous paragraph	
Paragraph 4 (closing) Thank the addressee for their time and attention and provide your contact information	
Closing: Sincerely (yours), <i>Signature</i> (Leave four spaces) Your name, Your title if any and relevant	

<sup>10</sup> If you do not know the name, use "Dear Sir or Madame" and "Yours faithfully" at the end.



### Help the homeless

The exact number of homeless people in the capital is unknown — for obvious reasons. These people are extremely hard to keep track of. By some estimates, the number of city homeless could be as high as 100,000. So far, efforts by local authorities to aid these individuals do not meet all the needs, and hundreds of homeless folk freeze to death every winter.

Several organisations in the city collect donations and distribute the collected items among those in need. Among them are the Orthodox service Miloserdiye (Charity); the Orthodox people's movement Kursky Vokzal — Bezdomnye Deti (Kursky Railway Station — Homeless Children); the Sofia foundation; the international public organisation Spravedlivaya Pomoshch (Fair Aid); and several churches and other religious organisations around the city.

In winter, warm trousers and underwear, sweaters, knitted hats, scarves and gloves, overcoats and shoes are especially needed. Other problems cannot be solved through donations only. There is an acute shortage of washing stations for homeless people, the Orthodox charity web site Diaconia.ru reported. Ilya Kuskov, who is in charge of the homeless program at the Orthodox church's synodal department, was quoted as saying that the existing facilities allow only some 900 people a week to wash themselves, compared with 10,000 homeless people in the city — by his conservative estimate.

/online Independent Newspaper themoscownews, 22.11.2010/

### Spravedlivaya Pomoshch (Fair Aid)

In summer 2010 at Spravedlivaya Pomoshch (Fair Aid), a 3-year-old charity organization based within walking distance of the Kremlin, dozens of volunteers gathered to help deliver food and other aid to regions devastated by the ongoing summer wildfires that had killed more than 50 people and burned entire villages to the ground.

Coordinator Natalya Avilova said Fair Help was locating the places and the people most in need of assistance, and then sending them medical help and the specific supplies that they needed — materials to build shelters, long-life food products, drinking water, and firefighting equipment like shovels and heat-resistant clothing.

Homeless people regularly receive food and medicines from the Spravedlivaya Pomoshch (Fair Aid) charity foundation's employees at Moscow's Paveletsky Railway Station.

Executive director of the Spravedlivaya Pomoshch (Fair Aid) charity foundation is Yelizaveta Glinka; their address is Moscow, 115035, Ulitsa Pyatnitskaya 17/4, bldg. 1

### Volunteer to help the homeless

1. Today I sat at a picnic table in a local park during the lunchtime Farm Market. This was the only open picnic table. Reason being, there was a homeless person asleep on the other side. My friend and I sat there and ate our lunch, and I was deeply bothered by this. Almost daily on my way to work I see these mostly homeless men, wandering our town. It breaks my heart, yet I haven't done much to help them out.

I want to start by donating money and services to a local homeless shelter, and eventually volunteer my time and skills as needed.

2. I want to help people — sometimes it's easy to get caught up in my own problems or think that I'm too busy, but I think it would be nice to help others who have more problems than me, and make the time. I'm looking to volunteer with the homeless — I just feel that it is important to look out for those in the community less fortunate than yourself. I'm lucky in that I've got a good job which gives me the means to have a nice unit, and if something went really wrong I have a great family that I could call on if necessary. Some people just aren't that lucky and I'd like to see if I can help them somehow.

[www.43things.com/things/view/.../volunteer-to-help-the-homeless](http://www.43things.com/things/view/.../volunteer-to-help-the-homeless)

## UNIT 3

# WRITING EMAILS; REVISION: ARGUMENTATIVE AND DESCRIPTIVE PARAGRAPHS

Today emails have become the most common type of written communication for both personal and business purposes.

## SECTION 1. LANGUAGE FOR EMAILS

*Lead-in. Are email letters different from paper ones? Compare the paper letters and emails below.*

### LETTER 1

Dear Mr. Bateman,

I saw your advertisement for an Assistant Manager in this week's issue of The Hotelier and I should like to apply for the position.

I enclose my CV and a recent photograph.

As you see I have been Assistant Manager at the Granada Hotel in Madrid for a year and I would very much like to have experience of hotel work in England.

I am at present on holiday in England and staying with friends at the above address. I shall be returning to Spain at the end of the month, but if required I could come to England for an interview.

I look forward to hearing from you.

Yours sincerely,  
Maria Sanchez

*/from Applying for a job in English by M.D. Spooner, J.S. McKellen/*

### EMAIL 1

**Subject:** Vacancy number 2010/040

Dear Dr. Wessels,

>>>>>

please find attached my application for the Bioinformatics Postdoc announced at your website, including an application letter and a resume.

I am looking forward to hearing from you.

>>>>>

Sincerely,  
Katja Fisher

## LETTER 2

Dear Mr. Kinnunen,

Some time ago we purchased from you Nokia 5130 XpressMusic mobile phones. As this model was so popular with our customers, we would like to know if it is still available. If so, would you kindly advise us your terms of payment and any discounts available. Could you also include details of any new models in the same price range.

Sincerely yours,

Boris Efimoff  
Sales Manager

## EMAIL 2

**Subject:** Re inquiry order no CD 439

Re yr inquiry rec'd today, we can supply the qty u require April,20. Pls confirm asap if that'd be acceptable. Rgrds, Mikko

### Can you point out the differences:

1. language: more or less formal?
2. length: shorter, longer, same length?
3. letter structure : rigid, the same or loose?
4. sentence structure: simpler, more complicated, the same ?
5. abbreviations: acceptable or not?
6. leaving out words: acceptable or not?

## PRACTICE

### 1. Words that can be left out

- the subject "I" in *I think, I guess, I hope, etc*
- the subject "I" and the auxiliary (am, was, have, will be)
- the subject "you" and the auxiliary (are, were, have, will be) in questions
- "that" and "it" and often a form of "be"
- a form of 'be'
- the article "the"

*Ex. 1. Read the emails and add the missing words.*

Two school friends, Jenny and Tamasin, are reunited in middle life. There is one rule to their intimate online correspondence — they have a pact to see the best in their lives.

JENNY: Thank you for such a lovely weekend in Somerset. Fabulous to walk among whortleberries<sup>12</sup>, all way up to the top of the windy Quantock Hills<sup>13</sup>. Glad to see you in such good form. Sorry we had to leave early to rush to Eric Clapton at the Royal Albert Hall.

<sup>12</sup> черника.

<sup>13</sup> Area of outstanding natural beauty In Somerset, England.

TAMASIN: So love having you and Glenn to stay. Particularly enjoyed Saturday morning breakfast and coffee, each of us shut into separate rooms — me writing the novel, Glenn practising guitar and you playing flute. Getting ready to go to LA, aren't you? Hope you enjoy the trip.

*/Reader's Digest August 2009/*

## 2. The most common abbreviations:

- i.e. (id est) + this is (to say);
  - e.g. (exempli gratia) = for example;
  - NB (nota bene) = "note well", pay attention;
  - PS (post scriptum) = adding information at the end which a sender forgot to mention earlier.
  - R.S.V.P. (répondez, s'il vous plait) = please reply
  - Re (regarding) - used in subject lines when replying an email
- Many people use many more **abbreviations** to write an email more quickly. There are three common **techniques** which you should know to be able to UNDERSTAND such emails.
- using a letter to stand for a sound ('u' = you);
  - making a short form of a common word ('thx' = thanks;)
  - writing the first letters of a well-known phrase ('asap' = as soon as possible, 'btw' = by the way).

*Ex. 2. Guess what these stand for.*

Yr, v convt , avail, to spk, sb, wkng hours, msg, qnt, rgds, hv, wd, pls, 2 ,4, otoh, tmrw

Your, convenient, available, to speak, somebody, working hours, message, quantity, regards,  
have, would, please, to, for, on the other hand, tomorrow

*Ex. 3. Read the emails to a friend/ a business partner and write the abbreviated words in full; supply the missing words.*

#1

Dear All,

plan for tmrw:

1. going to see film "The men who stare at goats" (with George Clooney, Kevin Specey, Jeff Bridges etc) in 'Pathe De Munt' at 17:20 (know, it's v early, but convnt if we follow plan)
2. get some food at "Szmulewicz" restaurant/pub Rembrandtplein: <http://www.szmulewicz.nl/> (Femke's recommendation)
3. more drinks etc.

Pls, let me know ASAP, have to book restaurant.

Cheers, Maciej

#2

Subject:RE vacancy #2010/040

Dear Katia

Thx 4 yr quick response. Can certainly use mobile number. Wd u be avail 4 visit to NKI next wk Wed or Thu if telephone interview goes well?

Rgrds, Lodewyk

## OPENING AND CLOSING PHRASES

Ex. 4. Read the phrases and decide whether they are opening or closing. Rank them according to the degree of formality (F — formal, S/F — semi-formal, I — informal)

- Just a quick note to say
- Do not hesitate to contact us (again)
- I am writing with regard to your recent email
- Thank you for your email of...
- Nice to hear from you
- (hope to) see you soon
- Regards
- I am looking forward to hearing from you
- Thanks again for the invite
- Thanks for the quick response
- We are writing to advise you about
- Yours
- Sorry, was out of office
- Thank you for the confirmation
- Cheers
- Best regards
- Great! I'd love to join...
- Bye for now
- How lovely to hear from you
- With very warmest wishes

Ex. 5. Match the email opening and closing phrases. In some cases the same ending can match several beginnings.



	Opening		Closing
1	Dear Partners, I hope this email finds you well. I am very pleased to send you our Summer Social Programme ....	a	I hope to have been of service to you, and I look forward to hearing from you. Kind regards
2	Thank you very much for your invitation. Let's hope we can arrange the workshop somehow some time in May!	b	If I can be of further help to you, please do not hesitate to get back to me. All best regards
3	I am so sorry for not replying to you sooner. I cannot believe just how busy we are here at the moment....	c	We look forward to receiving your order. Yours sincerely
4	Received with thanks.	d	With very best wishes
5	We thank you for your enquiry and your interest in our product.	e	All the best and hope to see you back at work next week.
6	Thank you, Ms Bush, for acknowledging receipt.	f	I'll be in touch soon. Best wishes as always
7	You do not have to thank me for anything — I was very happy to help and it was a real pleasure to have you here.	g	Thank you again for inviting me. With very warmest wishes.

	Opening		Closing
8	Just a brief reminder...	h	Best regards
9	Thank you for your e-mail message. I have forwarded it to my colleagues at the University, I expect they will be able to inform you about .....	j	Please give my best to Galina when you see her next. We miss you!
10	Yes, that's fine. I wish you a speedy recovery.	k	Best wishes

## SECTION 2. WRITING EMAILS: BASIC RULES; INQUIRIES, REQUESTS, ARRANGEMENTS

### I. Basic rules

*Lead-in. Make up all possible combinations of emails out of the two "parties": **person** and **business**, e.g. **person-to-business**.*

*Read the emails and decide what types they are. What are the differences in style if any?*

*Have a look at the General guidelines on a formal letter in unit 2. Which do you think apply to business emails as well?*

### EMAIL 1

Dear Sir / Madam

I am writing to introduce Apex College. We are located in the London Borough of Croydon, which is in South London, approximately 10 minutes away from London Bridge by train. We are ASIC<sup>14</sup> accredited and 'A' rated by the UK Border Agency (UKBA). We have been established since 2009 and are currently running courses in business, advanced business, accountancy (ACCA), post graduate diploma and of course English, for which we focus on IELTS. We are currently recruiting for 2011 courses and still have some places available. You have been recommended to us by ASIC and we are therefore approaching you with a view to recruiting students through yourselves.

I very much hope that you may be able to assist us with this and look forward to receiving your response.

I have attached some literature on the college for your information. Our website address is [www.apexcollege.co.uk](http://www.apexcollege.co.uk)

Should you require any further information, please do not hesitate to contact us.

Best regards

*Sean Barrett*

Marketing Director

Apex College

Address, Telephone number

<sup>14</sup> ASIC – Accreditation Service for International Colleges.

## EMAIL 2

Dear Lodewyk,

Thank you for inviting me for an interview. I am available next week; Tuesday 29th is the best option for me.

Would it be possible for you to use my mobile phone number?

Best wishes,  
Katja Fisher

## EMAIL 3

Dear Elena,

Thank you for your email.

April sounds an excellent time to come to Moscow. I agree that November would be rather hasty. I am accustomed to Russian winters in St Petersburg and Yekaterinburg in the mid 90's. I went running (warmly wrapped up) in both cities and enjoyed it greatly in temperatures well below zero! My hosts thought I was utterly mad. (They were/are probably right!!!) The topics you mention sound very interesting and relevant and within my "skills family." I was teaching methodology for Spanish teachers of adults who work with adult students in the Castilla y Leon region of Spain.

I look forward to hearing from your colleagues and, of course, keeping in touch with you.

Warmest regards from an overcast but dry Kent.

Robin

## EMAIL 4

Dear Mark,

Thank you for your email. As you started an order on the 18th May you will be unable to do another order until the previous one has been completed or cancelled. Unfortunately you are unable to get back into the original order. You could either send me your card details and I shall complete the order or I can cancel it and you can make another order.

I have attached a credit card form for you to complete.

Kind regards

Helen Walker

Membership Administrator

IATEFL

## EMAIL 5

Hi Everyone,

Are you looking for a dynamic spring program for ages 12-18 that combines ESL with classes in drama, music, art, computers and physical education integrated with Canadian students?

IGK offers this in conjunction with our partner high school, Vedanta Academy. Please see the attachment for further information.

Last year we hosted students from Japan, Germany and Taiwan for this program.

I look forward to your comments.

Yours truly,

Dave Stapleton

Director

International Gateway Kelowna

### GENERAL GUIDELINES:

- Person to person emails tend to be more informal (remember, though, the rule: "the less you know the person, the more formal you are")
- Person to business/ business to person emails are usually written in neutral style, though in some cases (complaints, e.g.) the formal style is more appropriate
- Business to business email correspondence can be either formal, semi-formal (neutral) or informal depending on the company's culture.
- It is safer to use more formal language when writing the first email; modify your writing according to email replies you receive

*Illustrate these points using the above emails.*

### USEFUL TIPS:

1. "one subject per email is best" (*Paul Emmerson*)
2. fill in a "subject line" with a clear sum-up of the subject matter
3. until you master the skill, write a draft of your email
4. make sure to read and edit your email before you press "Send" button ("Only write what you would be comfortable saying to the person's face" *Paul Emmerson*)

*Ex. 6. Choose subject lines for the emails above:*

1. Vacancy number 2010/040
2. Training in Moscow next April.
3. Re: IATEFL Membership Renewal Due
4. IGK-ESL+ High School Experience program
5. Greetings from Apex College London

*Ex. 7. Write subject lines for the emails.*

#1

**Subject:**

Dear Katja

We have now evaluated all the applications and are happy to inform you that you have been shortlisted. Will you be available for a (telephone) interview next week? Possible times are:

>>>>

Mo 28-6: 12:00–15:00

Tu 29-6: 13:00–17:00



We 30-6: 9:00–15:00  
Fri 2-7: 9:00–16:00  
>>>>  
Regards  
Lodewyk Wessels.

# 2

**Subject:**  
Hi  
Can you please advise the availability and price of a double/twin room for 2 people for 3 nights for either 22–24 or 23–25 August 2011?  
  
Thank you.  
Regards,  
Paul Simmons

# 3

**Subject:**  
Dear Members of the Executive Board of UN-Women,  
  
We are pleased to inform you that the following documentation for the first regular session 2011 (24–26 January 2011) of the Executive Board of UN-Women is available in the six official United Nations languages on the official United Nations document website: <http://documents.un.org>.  
  
We look forward to seeing you on Monday in Conference Room 1 for the session.  
  
With best regards,

# 4

**Subject:**  
Hello,  
  
I hope you are doing well. My name is Anna Timone. I would like to be involved with the Permanent Mission of the Russian Federation to the United Nations in New York. Could you please put me on your mailing list for current news and events? Or please let me know how I can be more involved with the Mission by either participation or in any other form that can be useful to your organization.  
  
My contact information is below. Please let me know if you have any questions. Thank you very much.  
Sincerely,  
Anna

# 5

**Subject:**

Hi Katja,

Can we count on you for the seminar here in Luxembourg on January 26? If not, we should find a replacement pretty soon, most people hate short notice about seminar preparation. Another argument for your presence next week here in LUX is the visit of Sampsa Hautaniemi on January 27, he will talk about SB of Cancer. The decision is yours, but let me know the outcome.

Carsten

# 6

**Subject:**

Dear Richard

This is to confirm that we have received your order for spare parts. These will be sent to you on Monday at the latest. To track your order, click on the link below.

Best wishes  
Tom Farrell

## II. Emailing: making a request, inquiry, arrangement

Letters of request and of inquiry are an important means of exchanging ideas and resources between people and organizations. They are often the first point of contact.

*Lead-in. Look at the emails above and decide which is: request, inquiry, making arrangements, giving information, the first contact.*

### USEFUL TIPS:

1. Begin with a clear polite statement of what you want to know or what you are requesting;
2. If it is the first contact, explain how you got it;
3. If appropriate explain why you need it;
4. State the specific response or action you need from your addressee/reader;
5. Express your thanks or appreciation for any help you may get;
6. Avoid implying that you have a right to the information, service, etc.

**NB: however,** do not feel apologetic about making requests — everybody asks for things, so avoid phrases such as “I’m sorry to bother you”, “I hope this is not too much trouble”, etc.

*Ex. 8. Read the two emails and decide what are the strong and weak points of each (follow the tips above).*

#1

---

**Subject:** Model UN

Hello my name is Cody Jellison and I am representing the Russian Federation in Model UN and I have some questions for you on some of the topics that will be discussed. The topics are human trafficking, Israeli-Palestinian relations to a peace settlement, Iranian nuclear weapons program, and prosecuting and imprisoning pirates operating off the coast of Somalia. I would like to know your views on these topics and why. Any information you can provide me with will better help me accurately represent your country. I am using my teachers e-mail address so you can write me back on that email address thank you.

---

#2

---

**Subject:** LTM Awards 2011

Dear Elena,

Last year's theme of our voting campaign for the LTM<sup>15</sup> Star Award was all about love if you remember (very appropriate on this Valentine's day).

Every day our team works hard to provide excellence to your clients and to you. We pay great attention to the feedback we receive so that we can learn and improve as we go along.

That makes me very proud of our team which is why I'd like to ask you to vote for us this year again in the Spanish school category: <http://www.hothousemedia.com/ltm/staragentvote.php> If you have any comments or suggestions, let us know: we learn from every conversation with you. Thank you in advance.

Sincerely,  
Steven Muller  
Managing Director

---

*Ex. 9. Write an email (request, inquiry, etc.) matching the following response.*

#1

Hello Paul,  
Sorry for the slow response over the Xmas period.  
We will have availability next August.  
Our rate is £ 34.00 per night for a double or £ 38 for the twin room.  
Thank you for your enquiry.  
Chris

---

<sup>15</sup> LTM — Language Travel Magazine

#2

Hi Andrei

It should be fine next Wednesday at 10:30. I have two staff away on a training course that day but at the moment it looks like I will be able to meet with you then.

Have a safe journey.

Best wishes as always

Glen

#3

Hi guys,

We currently have between 8–12 °C and rain, so please take warm clothes.

Additionally, if you want to go to sauna (I thought of the smoke sauna in Rauhalampi on Tuesday evening) and jump into the lake, you can bring swimming stuff with you (or go naked)!

See you all soon in Kuopio!

Tatjana

# 4

Hi Monica,

I do so hope to meet you soon. Things never seem to calm down but I live in hope.

Re – advice on flower arrangements for weddings – I'll put my thinking cap on. I'm sure we've got stuff here that I can scan through to you.

See you soon.

Lorraine

# 5

Dear Alex,

I do understand your predicament and the difficulty you are experiencing. Unfortunately we are unable to notify you about the committee's decision on your proposal before the end of November.

I do hope you will still have enough time to make all the arrangements for the trip.

Kind regards

Rosemary Dexter

Finance Officer

#6

Hi Olga

Great to hear your children are finally coming to Moscow! I am sure we can find a nice hotel and not too overpriced! Otherwise I would be happy to put them up if it's OK with them. It'll definitely be a lot cheaper and no problem for me as I have plenty of space.

Love  
Anna

*Read the emails above again. Do they have anything in common?*

#### USEFUL TIPS ON REPLIES (FORMAL STYLE):

1. Express your thanks for the email referring to the date and its central point;
2. Say what you are attaching (if you are);
3. Highlight the key points and answer any specific question(s);
4. If unable to respond completely to an inquiry, include contacts where more information can be obtained;
5. If appropriate offer further assistance.

*Ex. 10. Read the emails and suggest ways to improve them.*

#1

---

Dear Mr. Orlando,

Re your inquiry about our summer language school please find enclosed several brochures describing the programmes and courses we offer.

If you have any further questions do not hesitate to contact us.

Yours

Peter White

Managing Director

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#2

---

Dear Partners,

I apologise for this belated response — I'm snowed under with work right now and it's become increasingly hard to answer mail appropriately.

However, I am here now and hope to give you some more useful information.

You mentioned Robin doing a 1.5 hour workshop, every day after teachers finish teaching their classes. Our daily fee is 500 GBP and unless we all try and get some other work for Robin for the rest of each day, it will be very expensive for you. Is there no other way this can be arranged more intensively?

We do have one or two more contacts in Moscow and would appreciate your help with any contacts you may have.

I look forward to hearing from you.

Warm Regards  
Mandy Breeze  
International Workshops Co-ordinator

Ex. 11. Write a reply to email #2 (p. 87 ex. 8)

Ex. 12. Write your own email

1. inquiry (you want to take a course at a summer language school and want detailed information);
2. request: ask for assistance or donation OR...
3. ask for an appointment with a professor, doctor etc.



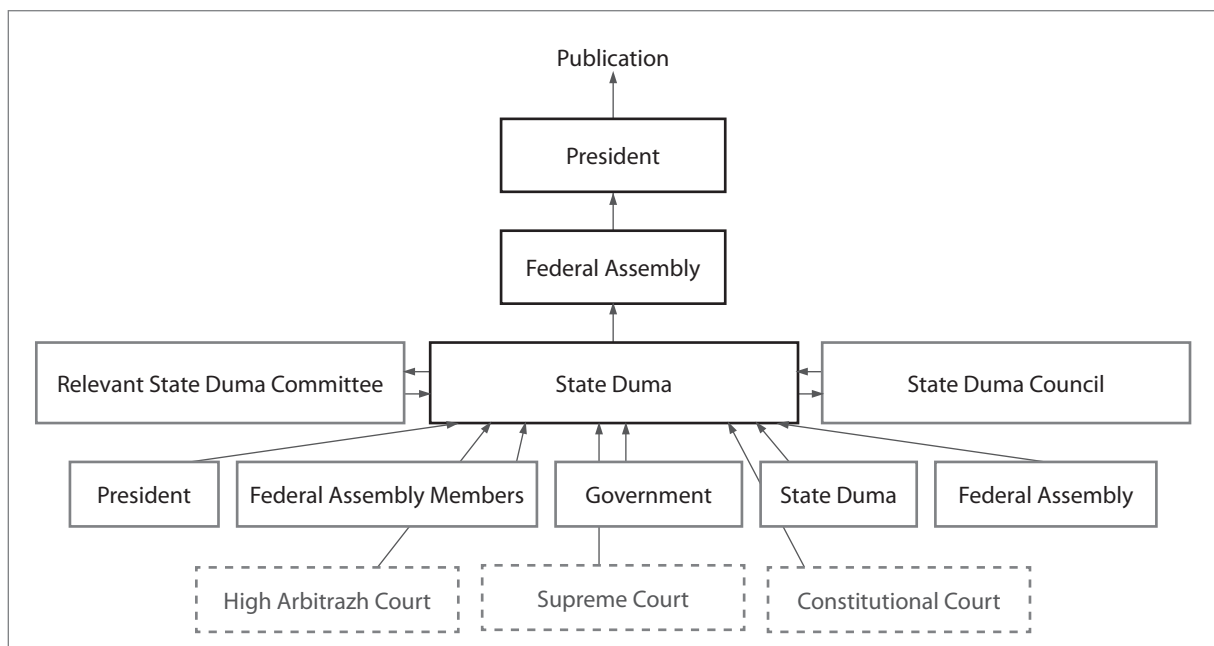
### REVISION: ARGUMENTATIVE AND DESCRIPTIVE PARAGRAPHS

Ex. 13. Write a paragraph based on opinion about the situation with children's rights in Russia (Project work in unit 9<sup>16</sup>, p.106–107)

Ex. 14. Write a letter (based on a descriptive paragraph) to a pen friend abroad explaining how laws are made in Russia. Do your research first and make use of the chart below.

Answer the questions first:

1. Who has the right to propose/initiate a law?
2. What are the stages of adopting a law?
3. Who is to sign the bill to make it a law?
4. When does a law come into force?



<sup>16</sup> Курс английского языка для международных и регионоведов, Е.Б. Ястребова, О.А. Кравцова, Д.А. Крячков, Л.Г. Владыкина. М.: МГИМО, 2009.

## UNIT 4

# WRITING LETTERS OF COMPLAINTS AND APOLOGIES; REVISION: ARGUMENTATIVE PARAGRAPH BASED ON OPINION

## SECTION 1. LANGUAGE FOR COMPLAINTS AND APOLOGIES

*Lead-in. Why do you think people make complaints?*

*Read the letter below and say if it is a typical letter of complaint. Explain your reasoning.*

January 21, 2000

DaimlerChrysler  
Customer Relations Department  
1000 Chrysler Drive  
Auburn Hills, Michigan 48326-2766

Dear Chrysler:

I own a new Plymouth Neon. Actually, most of it is new. In five years, I've had to replace most of the car because of faulty parts and second-rate engineering and inferior workmanship. Am I exaggerating? I wish I were. The fact is that I've had several mechanics and dealers literally laugh at me for buying this Neon. "You should have bought Japanese!" they say.

In 1999 alone I spent over \$2000 trying to fix stupid problems on this car, not including some expenses that you paid for! This is a typical year. However, I'm happy to report that I still have the original air bags in the dash and steering wheel! Since my car is in the shop much of the time, there's less of a chance I'll get into an accident. So, you've at least built a safe vehicle. Bravo!

There isn't much on this car that hasn't failed yet. It's quite remarkable. The trunk latch mechanism at the driver's seat broke, the turn signals stick, the trunk won't stay open on its own most of the time. Thinking these are only small, insignificant defects? Au contraire, mes amis! They just exemplify the lousy construction of this vehicle, which has resulted in thousands of dollars in major repairs, both to you and to me. Pardon my French.

I've replaced the starter, oxygen sensors, and some other major components. Did I mention the car has been towed 7 times? Can you imagine how inconvenient that has been for me? I have nothing against tow-truck drivers; they are usually better conversationalists than cab drivers, but I want to drive my own car. It's a special privilege I think I deserve.

I want to get rid of this car. Will you buy it back? This car has given me nothing but problems. It has cost me thousands of dollars, in repairs and rental cars and time. It has been in the shop for months cumulatively. Hardly something to be expected from a good car company such as yours.

I look forward to your enthusiastic and prompt response. Since I didn't get one last time from you ninnies<sup>17</sup>, I'm also sending this letter to a few other people, just to see if they might care more. I've got nothing to lose and nothing better to do since I don't have a car to get out.

Sincerely,  
Scott Furrow

Plymouth Neon Owner  
CC: Al Gore (the then US Vice-President)  
George W. Bush (the then US President)  
Donald Trump (an American business magnate, author and television personality)  
Prince Charles of Windsor  
Pamela Anderson Lee  
Bill Gates  
Robert J. Eaton (the retired Chairman of the Board of Management of DaimlerChrysler AG )  
Better Business Bureau

*/http://www.telegraph.co.uk/news/newstoppers/howaboutthat/4357553/Top-5-best-complaint-letters.html/*

*Read the second letter and say how different it is from the one above. Pay attention to the language of the letter.*

Dear Wheatley Office Products:

On April 3, I purchased your four-draw, self-locking EZ-open File Cabinet, serial number 007800, from your Wheatley outlet on Broadway. I paid a sale price of \$329.99 plus tax for the unit.

Unfortunately, the file cabinet does not function as claimed. It self-locks arbitrarily, half the time it does, half the time it doesn't, and no one is able to predict just when it will do which. The one-touch unlocking mechanism does not work at all, which means that usually the drawers have to be unlocked manually with the "emergency only" key. Even when the drawers are not locked, they are difficult to open because of a design problem with overlapping inside shelving.

Mr. Denny Swinton, who sold me the unit, informs me, that because the unit is on sale I am unable to return it. I am certain, however, that, sale price or no, I have a right to expect that the unit will perform as promised.

I would like to hear within the next several days that a truck will be coming from Wheatley to pick up the defective unit and that my purchase price will be refunded.

Sincerely,  
Martha Siddons

*/From How to Say it by Rosalie Maggio/*

<sup>17</sup> Ninny (*infm*) – a stupid person



PRACTICE

**Letters of complaints are usually written in a formal style**

*Ex.1. Study the list of typical phrases and fill in the table.*

- I am writing regarding ...
- I had a problem with your service and ...
- I am writing to complain/ to obtain compensation
- I feel /am sure you will know how to solve this problem
- I believe that an apology is due us
- I feel you should know/be aware of this
- I am expecting the courtesy of a prompt reply
- I regret/am sorry to inform you of the following unpleasant/upsetting situation
- I/we object (most) strongly to
- I would appreciate hearing from you immediately
- I will appreciate an explanation of
- I had a very frustrating/upsetting/costly/etc. experience
- I urge you to have this situation/incident investigated at once
- On (date), I (bought, leased, rented, or had repaired) a (name of the product with serial or model number or service performed) at (location, date and other important details of the transaction)
- Please call me at [number] within [5] days/ by [date]
- I expect a confirmation that you will honour/satisfy my/our request
- I would like to register a complaint about (one of your employees)

Opening phrases	Closing phrases
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*Ex.2. Complete the letters of complaint with appropriate phrases, rephrase sentences if necessary.*

1. Dear Sears,

On February 14, 2011, I purchased your 14 MD digital camera online for in-store pickup. It did not arrive on the date scheduled. Nobody, either at the store (Burlington, MA), or at sears.com could tell me where it was, when it shipped, if it shipped. I was promised phone calls by the Pickup Manager, Store Coach, and District Manager — nothing! The item arrived a week later with no explanation.

2. Dear MagicTravel,

On January 11, 2011, we booked a trip to Paris through your agency; we were to arrive in Paris on February 1.

Upon our arrival at the airport we learned that our flight was overbooked and our reservations were not confirmed. We were unable to get seats and couldn't be booked on another flight to Paris that day. As a result we were charged for the Paris hotel in which we were to stay that night and charged for the hotel near the airport at which we had to stay waiting for the flight next day. We believe your agency owes us the total cost of the two nights: \$ 350.

Please find the receipts for these expenses enclosed.

3. Sheffield Ski Village

Dear General Manager,

This January I took my son to Sheffield Ski Village to take skiing lessons. We spent ten days at the place and it was the most traumatic experience we've ever had. The ski instructors are curt and unhelpful and totally disinterested in their clients' progress, particularly Bob Downfield, who was downright rude. My son often came back in tears and finally refused to take the lessons!

4. Sberbank Russia

Dear Manager,

COMPLAINT

Account Number: 42307.910.9.3881.4205543

I have a problem: there are extra charges on my savings account for the month of December. I enclose a copy of my monthly statement which shows that I was charged twice for getting cash out of an ATM in Dorogomilovskaya Street, Moscow, on the 21th December 2010. I have highlighted the relevant section. The reference for the transaction on my statement is ABCD 42307. I am sure that this must be an error and I would like you to credit my account for 50 roubles.

Yours sincerely

**Linking devices<sup>18</sup> are often used in complaints to present the case clearly**

*Ex. 3. Read this extract from a letter of complaint to find out what the problem was and what compensation the customer wants. What linking devices does the writer use to explain his case?*

We are afraid we really must complain about the hotel room that we stayed in at the Comfort Inn Ramsgate, on the 29<sup>th</sup> of March. We arrived at Comfort Inn around 2 o'clock on the check-in date. The Front Office Agent gave us room 154.

<sup>18</sup> See part I, p. 22.

We opened the door and found out that there were some problems in the room. Firstly, the floor had not been vacuumed. Besides, the bed cover was tainted with red wine. Moreover, the bed sheets were not spread flat enough. In addition, there were 2 pieces of hair left on the pillow case. Furthermore, the bulb of the lamp was out of order. Finally, when we entered the bath room, the bath towels were missing.

We should be obliged if you would look into the matter because the cleaning was unacceptable. We should be happy if you could send us one or two complimentary buffet coupons of your hotel restaurant for our compensation.

We look forward to hearing from you with the attachment of buffet coupons in the near future.

*Ex. 4. Read the letter and fill in the gaps with the words and phrases from the box to clearly explain the complaint.*

therefore, but, here are the facts, besides, last but not the least, rather than, what's more, in addition, first, as a result

SuperStar Hotel,  
General Manager

Dear Sir,

I am writing to inform you of my dissatisfaction with the customer service and cleanliness at your hotel.

We stayed at the SuperStar Hotel, ..., for the weekend of 9&10 February. Unfortunately, I had no chance to make this complaint in person, but I feel you should be aware of this unpleasant situation. 1) \_\_\_\_\_.

2) \_\_\_\_\_, the front desk service. When we arrived I approached the check-in desk. The clerk, who was not wearing a name tag, did not even bother to look up let alone<sup>19</sup> greet me and welcome me to his establishment. 3) \_\_\_\_\_, it took him years to find the reservation in the computer; 4) \_\_\_\_\_ apologize he implied I hadn't made one.

5) \_\_\_\_\_ the check-in was the best part. Once in the room we had a second shock. The room was appalling. The bathroom was filthy, the towels dirty. 6) \_\_\_\_\_, when we pulled the covers back, it was obvious the sheets had not been changed either, there was hair and trash all over the bed, and a roach fell out of the bed linen; 7) \_\_\_\_\_ the pillows had dark yellow stains. We were offered a new room but it was not better, but worse.

8) \_\_\_\_\_: on the second day the lift was not working, and we were on the fourth floor. The girl at the desk promised it would be fixed when we returned, but it still was not working by the time we checked out! 9) \_\_\_\_\_, we had to bring the luggage down ourselves as there was no one to help us.

<sup>19</sup> Let alone — не говоря уже.

As you can see our stay was not really a pleasant one. Your hotel was recommended to us by your regular customers, and we regret that the actual experience was rather depressing.  
10)\_\_\_\_\_ I think you should immediately rectify the situation. I am not looking for compensation but I do think an apology is due.

I look forward to hearing from you.

Yours faithfully  
Richard Harrison

*Ex. 5. a) Complete the table with the phrases/sentences used to express apology from the list.*

- I/we accept the blame for
- I feel sorry/terrible/bad about
- to compensate for
- thank you for advising us of this error
- we are taking steps to avoid this ... in future
- to make amends
- I reproach myself
- please accept my/our apology/apologies for
- this will not happen again
- the least I can do
- it was very rash on my part
- I am so sorry for the inconvenience/misunderstanding/confusion
- sincerely regret/apologise
- I shouldn't have done what I did
- what happened in your case is not typical of
- very sorry about the error in/mix-up
- you will receive credit/discount/ a refund/free...
- we appreciate your calling our attention to
- I owe you an apology for
- we will make certain this doesn't happen again
- to correct/rectify the situation
- I accept full responsibility for what happened
- thank you for bringing the matter/issue/problem to my/our attention
- let me assure you
- I know this was completely my fault

**Expressing an apology**

**F, S/F, I**

Saying you regret a specific offence/incident

Accepting the blame

Offering to make up for it

Expressing an apology	F, S/F, I
Promising this will not happen again	
Thanking the person for bringing it to your attention	

*b) mark the phrases according to the degree of formality (F,S/F, I)*

*Ex. 6. Complete the letters of apology with appropriate phrases, rephrase sentences where necessary.*

#1

Dear Ruth,

I wasn't able to make it to your birthday party last Saturday, because I had to attend an important business meeting instead of a colleague who suddenly fell ill. The meeting was out of town and I came back very late. Had it not been so important, I would never have missed your party. I hope you forgive me.

With best wishes,  
Warmly,  
Ron

#2

Dear customers,

The negative experience that you had with our company in November is not representative of the way we treat our customers.

We have recently had a number of key staff changes which might have resulted in delays in payments. However, we would like to inform you, that payments will reach you before the 21 of December 2010.

Thank you for your patience.  
Sincerely

#3

Dear Mr. and Mrs. Haden,

How unfortunate that you were disappointed with the service on the Venice Simplon Orient-Express. We have well-trained staff and our customers enjoy "old fashioned courteous attention" of the stewards. Over the years we have received numerous compliments from fellow passengers with regards to their experience.

As to the portion sizes for the food served I admit I was unaware that customers find them too small. I have passed this matter to our Executive Head Chef for review.

Thank you for taking the time and trouble of writing to us.  
Andrew M. Lloyd  
General Manager

#4

Dear subscribers,

As editor of ABC online newsletter I admit that we failed to cover the latest ABC exhibition in full in our previous issue. We also inadvertently misinformed you by mentioning Ms. Carry Davis as our major sponsor while in fact it was Mr. David Carlsberg who covered most of the costs. The mistake was due to a minor computer error. A correction will appear in the next issue.

We do feel bad about this mistake and are grateful to Mr. D. Carlsberg for his support.

We promise to publish a detailed review of the exhibition in our next issue.

Regretfully

Mark Foolbright

## SECTION 2. WRITING COMPLAINTS AND APOLOGIES

**Letters are the most reliable and effective way to complain, especially in case of serious complaints<sup>20</sup>**

*Lead-in. What do you think makes a complaint letter effective? Discuss the following suggestions and decide which are the most important.*

letters of complaint should be

- **concise**
- **factual**
- **constructive**
- **friendly**

letters of complaint should include

- **background**
- **problem**
- **solution**
- **warning**
- **closing**

*Ex. 7. Read the letter and compare it with the tips below. Suggest ways to improve it.*

Dear Star of the Far East

I recently had a very frustrating and extremely costly experience with your airline. I feel that I am owed compensation from Star of the Far East for my expenses.

On October 9, 2010, I was confirmed on flight SF 0237 from Kiev to Shanghai. I was travelling to a very important business meeting that would determine whether my firm acquired a much-desired client. I arrived at the airport well in advance for my flight's scheduled departure but discovered that your reservation agents double booked the flight's seats. Despite my protests I was informed that there was no room for me on the flight. I missed my flight and lost my client. I paid in advance to confirm my reservation. Moreover, we had a contract. You had an obligation to reserve and hold my seat. Therefore, as compensation for my experience I would like you to provide me with two round-trip domestic tickets to any location I choose in the next year and \$300 in cash. Nothing can compensate me for the professional loss I sustained, but I want to ensure that you think seriously about your customers. Treating them badly will only bring bad publicity and loss of business.

Please call me at + 38 987 34 26 57 within a week to confirm that I will be compensated for this distressing experience. If I do not hear from you I will report you to the appropriate regulatory agencies.

<sup>20</sup> In less serious cases you can make your complaint informally speaking to a "decision-maker" directly or by phone. If it fails, put your complaint in writing: email or paper letter.

### USEFUL TIPS:

1. state the problem clearly and briefly;
2. give all important facts (dates, numbers, names, addresses, reference to previous correspondence);
3. state clearly what you expect (request a reasonable solution);
4. suggest a deadline for the action required;
5. express confidence that the problem will be solved to your satisfaction.

*Ex. 8. Read an abridged version of a complaint letter<sup>21</sup> sent to Sir Richard Branson, the owner of Virgin Atlantic Airline, and rewrite it in an appropriately formal style.*

Dear Mr. Branson,

I love the Virgin brand, I really do, which is why I continue to use it despite a series of unfortunate incidents over the last few years. This latest incident takes the biscuit<sup>22</sup>.

I took some pictures on the flight from Mumbai to Heathrow 7<sup>th</sup> December 2008.

Look at this, Richard. I imagine the same questions are racing through your brilliant mind as were racing through mine on that fateful day. What is this? What have I done to deserve this? And, which one is the starter, which one is the desert?

I KNOW you will have spotted the tomato next to the two yellow shafts of sponge on the left. It must be the pudding, though no sane person would serve a desert with a tomato, would they? So let's peel back the tin-foil on the main dish and see what's on offer.

It's mustard, Richard. **MUSTARD**. More mustard than any man could consume in a month. On the left we have a piece of broccoli and some peppers in a brown glue-like oil and on the right the chef had prepared some mashed potato. The potato masher had obviously broken and so it was decided the next best thing would be to pass the potatoes through the digestive tract of a bird.

By now I felt I needed a sugar hit. Luckily there was a small cookie provided. Imagine biting into a piece of brass, Richard. That would be softer on the teeth than that specimen.

I was exhausted. All I wanted to do was relax but I had to sit with that mess in front of me for half an hour. Once cleared, I decided to relax with a bit of your world-famous onboard entertainment. I switched it on: I apologise for the quality of the photo, it was incredibly hard to capture Boris Johnson's face through the flickering white lines running up and down the screen.

Perhaps it would be better on another channel. Is that Ray Liotta? A question I found myself asking over and over again throughout the half-hour I attempted to watch the film like this. After that I switched off. I'd had enough. I was the hungriest I'd been in my adult life and I had a splitting headache from squinting at a crackling screen.

As I said at the start I love your brand, I really do. It's just a shame such a simple thing could bring it crashing to its knees and begging for sustenance.

Yours

Sincerely

*<http://www.telegraph.co.uk/travel/travelnews/4344890/Virgin-the-worlds-best-passenger-complaint-letter.html/>*

<sup>21</sup> this letter was emailed globally and considered by many to be the world's funniest passenger complaint letter.

<sup>22</sup> to take the biscuit — to be the most stupid or annoying thing

Ex. 9. Read the “perfect apology” letter and compare it with the useful tips below.

Dear JetBlue Customers,

We are sorry and embarrassed. But most of all, we are deeply sorry.

Last week was the worst operational week in JetBlue's seven year history. Following the severe winter ice storm in the Northeast, we subjected our customers to unacceptable delays, flight cancellations, lost baggage, and other major inconveniences. The storm disrupted the movement of aircraft, and, more importantly, disrupted the movement of JetBlue's pilot and inflight crewmembers who were depending on those planes to get them to the airports where they were scheduled to serve you. With the busy President's Day weekend upon us, rebooking opportunities were scarce and hold times at 1-800-JETBLUE were unacceptably long or not even available, further hindering our recovery efforts.

Words cannot express how truly sorry we are for the anxiety, frustration and inconvenience that we caused. This is especially saddening because JetBlue was founded on the promise of bringing humanity back to air travel and making the experience of flying happier and easier for everyone who chooses to fly with us. We know we failed to deliver on this promise last week. We are committed to you, our valued customers, and are taking immediate corrective steps to regain your confidence in us. We have begun putting a comprehensive plan in place to provide better and more timely information to you, more tools and resources for our crewmembers and improved procedures for handling operational difficulties in the future. We are confident, as a result of these actions, that JetBlue will emerge as a more reliable and even more customer responsive airline than ever before.

Most importantly, we have published the JetBlue Airways Customer Bill of Rights — our official commitment to you of how we will handle operational interruptions — including details of compensation. I have a video message to share with you about this industry leading action.

Sincerely,

David Neeleman  
Founder and CEO  
JetBlue Airways

[/http://www.perfectapology.com/sample-apology-letter.html/](http://www.perfectapology.com/sample-apology-letter.html/)

#### USEFUL TIPS:

1. write as soon as possible after the incident;
2. be brief, clear and sincere;
3. explanation could accompany the apology, however, **do not** justify the error/behavior;
4. use a respectful tone;
5. end on a positive note.

Ex. 10. Write an apology based on the following official response to the letter in ex. 8.

- Paul Charles, Virgin's Director of Corporate Communications, confirmed that Sir Richard Branson had telephoned the author of the letter and had thanked him for his “constructive if tongue-in-cheek” email. Mr. Charles said that Virgin was sorry the passenger had not liked the in-flight meals which he said was “award-winning food which is very popular on our Indian routes.”



*Ex. 11. Read the email correspondence below. In what way is it different from the paper one?*

#1

---

Subject: transfer to ROSEVROBANK

Dear Elena,

Can you send me the correct name of the account holder (ROSEVROBANK JSCB bank)? Otherwise I cannot make a transfer.

Sincerely,

Katja Fisher

---

#2

---

Subject: Re transfer to ROSEVROBANK  
ISGSB 2010 wrote:

Dear Katja,

you're making a transfer from Amsterdam Bank? Then you should transfer money to German bank Commerzbank which is an intermediary bank, and they'll transfer it to Roseurobank.

New data of their account is:

You can make transfer up to March, 21<sup>st</sup>.

Sincerely,

Elena

---

#3

---

Subject: Re transfer to ROSEVROBANK

Dear Elena,

thank you for the information. I strongly suggest that next time you provide the correct details from the start because this failed bank transfer has cost me almost 80 euros.

Sincerely,

Katja

---

#4

Subject: Re transfer to ROSEVROBANK

Dear Ekaterina,

We are very sorry for this mistake, the matter is our bank changed its details on February 15<sup>th</sup> and informed us only on February 24<sup>th</sup>, and we had the same problems until the letter from the bank had come :(

Sincerely,  
Elena

*Ex. 12. Write an email complaint and an apology (student A emails a complaint to student B who emails an apology).*

**Suggested topics:**

food poisoning as a result of a restaurant dinner;  
mix-up: the time/venue of a meeting;  
inconsiderate behavior of hotel guests.

*Ex. 13. Write your own genuine complaint.*

*Ex. 14. Write an apology in answer to the above complaint.*



**REVISION: ARGUMENTATIVE PARAGRAPH BASED ON OPINION**

*Ex. 15. Write a paragraph based on the opinions of well-known tennis coaches*

**What it takes to become a tennis champion?**

**Alex Corretja**, a part-time coach to Andy Murray:

"I am not worried about the physical aspects. You never know how a kid will develop physically. The first thing I look for is attitude. I want to see a look in their eyes that tells me they are focused and determined to succeed. I want kids who are fast learners; who can understand what you are telling them and can adjust their game quickly. And I want to see how fast the ball comes off their rackets. Kids who have natural timing generate exceptional speed early on."

**Darren Gahill** who started working with Lleyton Hewitt when the future Wimbledon champion was 12, says:

"Speed, footwork, attitude and athleticism are all important factors. I always look to see how well they track the ball. Do they have an instinctive feel of where it is going off their opponent's racket? Do they move towards the ball or are they backing off? I didn't know Lleyton was going to turn into the speedster he became, but I saw a kid who always got to the ball and was determined to get it back."

Rafael Nadal's coach and uncle **Tony Nadal** says:

"I was lucky to find Rafa in the family, and lucky, too, not to be his father. One stage removed is better. Then it was a question of teaching the little boy the right way to play the game. Not just technically but attitude, too. I told him very early that if he ever threw a racket and broke it I wouldn't be his coach any more. I told him there are millions of kids in the world who cannot afford a racket. And I was lucky. He wasn't the sort of kid you needed to tell something important to twice. He had this great desire to be as good as he could be. Without it talent is not enough."

*/from Reader's Digest July 2010/*

## UNIT 5

# WRITING LETTERS FOR DIFFERENT OCCASIONS; REVISION: WRITING A PARAGRAPH AND A SHORT STORY

## SECTION 1. LANGUAGE MATTERS

*Lead-in. Which type of letters (see below) do people write more often? (in Russia, in western/eastern countries)?. Which of these tend to be more formal? On what occasion is a formal paper letter preferable?*

congratulations  
thank you letters

invitations  
acceptances  
refusals

“get well” letters  
letters of sympathy

*Study the list below and chose two formal and two informal phrases in each section to add to your personal file of useful phrases. Discuss your choice with a partner.*

### I. Congratulations

Accept my heartiest congratulations on (your success/the occasion of)  
My warmest/sincere/heartiest congratulations to you (both)  
Permit me to congratulate you  
Congratulations on  
I (on behalf of)/we/all of us here congratulate you on  
I've just heard the news — congratulations!

#### Praise

Well done!  
I am so impressed!  
It was a splendid performance/brilliant speech/great triumph  
My hat's off to you!  
You've done a superb/great job of it  
You richly deserve

### II. Invitations

I am pleased to invite you to (a conference/meeting/evening /reception/dinner)  
We would like to invite you to attend  
Mr. and Mrs. So-and-So invite you to/to do  
Can you join us (for) ...  
Do drop in — if only for a few minutes  
You are invited to attend/to join/ to hear/etc.  
Request the pleasure of the /your company (in)

#### Cancellations and other useful phrases

We are obliged to cancel/recall/postpone  
We regret it is necessary to cancel  
Please confirm that you can attend  
Please let us know if you can join us

### III. Acceptances and refusals

I/we accept with great pleasure (your kind invitation)  
I will be delighted (to attend/take part in)  
We are pleased/happy/honoured to accept your invitation  
I regret that I am unable to accept your kind invitation  
Please accept my sincere regrets at not being able to join you  
Unfortunately I will not be able to attend

### IV. Letters of sympathy

Please accept my/our sincere condolences/sympathy (on)  
I was so sorry/shocked to hear of  
My heartfelt sympathy/thoughts/love is/are with you (and your family) at this sad time  
I am thinking of you in this time of sorrow  
All of us send our deepest sympathy  
I wish I could be with you at that time

### V. "Get well" letters

Best wishes for a speedy recovery  
We are all distressed/very sorry to hear  
We all miss you  
Do hurry up and get well/get better  
We are hoping you'll be back on your feet in no time  
We are thinking of you and hoping you'll feel better soon.

### VI. Thank you letters

Thank you so much [for the delightful/enjoyable evening/dinner/etc]  
Thank you for making my visit to/stay in ... a memorable one  
Thank you for your kind invitation  
We enjoyed the theatre/evening/book enormously  
Thank you for your kind hospitality  
I don't know what I would have done without you/your help  
Thank you very much indeed  
Thank you for your cheerful note  
I owe you one  
You are so thoughtful/generous

## PRACTICE

*Ex. 1. Read the letters, decide what type they are and fill in the gaps with appropriate phrases from your personal file of useful phrases.*

### LETTER 1

Dear Jean and Rick,

I just wanted to write a note \_\_\_\_\_ for the wonderful visit we had with you. We are so grateful for your love and truly appreciate the time you spend with us and the kids. \_\_\_\_\_.

The dessert you brought for the Thanksgiving dinner was outstanding, Jean, and \_\_\_\_\_, Rick, for all of the help around the house. We hope that you enjoy your visits as much as we appreciate them. They really mean a lot to us!

Sincerely,  
Laura

## LETTER 2

Dear Atlantic Language Centre Team,

It was indeed a pleasure to hear that you have been short listed for the prestigious Star Educator 2011 Prize. I just read the news in Language Travel Magazine. \_\_\_\_\_

The entire team of Interlingua is happy about your short listing<sup>25</sup>. We have shared great professional relationship for the last ten years. We have voted for you as our favourite language educator all these years. You \_\_\_\_\_ this recognition for your first class education services.

Once again, \_\_\_\_\_ Interlingua staff, I \_\_\_\_\_ the nomination. Getting short listed for such a prize in the category "Best English Language School — Europe" is an honor in itself. All of us here will be keeping our fingers crossed until the selection committee announces you as a winner on December 20, 2011.

All the best

*Yours sincerely*

Dimitri Smirnov

Interlingua  
General director

## LETTER 3

Dear Helen and Martin,

Jenny and I \_\_\_\_\_ in joining us to celebrate the forthcoming marriage of our son Graham and his fiancée Debbie.

The wedding will take place at St. Luke's Church in the village of Bramwell at 2pm on Saturday, June 9, 2007.

Following the ceremony, \_\_\_\_\_ to join us at the Cross Keys Hotel in Hoyton for the wedding reception beginning at 4pm.

RSVP with the attached card by April 6, 2007

Mr. and Mrs. Archer

## LETTER 4

Dear Paul and Jenny,

We \_\_\_\_\_ to the wedding of Graham and Debbie at St. Luke's Church on Saturday June 9, 2007 and to the reception at the Cross Keys Hotel that follows the ceremony.

We both look forward to seeing you on June 9.

Yours truly,

Helen and Martin Oldham

<sup>25</sup> A selection of candidates for a job, prize, award, political position, etc.(out of a much larger number).

## LETTER 5

Dear Bob,

\_\_\_\_\_ the death of your grandmother.

We wanted to let you know that you have our greatest sympathy, and our hearts are truly saddened.

Barbara was more than just a wonderful person; she was always so kind and considerate to us that we always welcomed seeing her at every opportunity.

Barbara will always remain within our hearts.

\_\_\_\_\_. If there is anything that we can do to help you in anyway, please do not hesitate to call us at anytime. You can phone either of us at [number].

With our deepest sympathy,

## LETTER 6

Dear colleague

Greetings from China!

IATEFL China will hold its 4<sup>th</sup> International Annual Conference at the English Coaching Paper Office in Tonghua, Jilin Province during 25–29 September 2008. The theme of the conference is *TEFL New Trends and Challenges*.

We \_\_\_\_\_ or give a presentation at the Conference. IATEFL China is sure your participation will be a valuable learning and sharing experience.

Please \_\_\_\_\_ more information about the conference.

We look forward to hearing from you!

Yours sincerely,

## LETTER 7

Dear Bill,

The flowers are gorgeous! \_\_\_\_\_ for sending them, and for choosing such a beautiful bouquet. I felt like a queen. You really made my day!

Love,

Magdalene

## LETTER 8

Dear Hanna,

\_\_\_\_\_ you went down with pneumonia and have been hospitalized. We all wish \_\_\_\_\_.

As for work, do not give it a thought, we'll manage, John will take over the project while you are getting well.

Give us a call when you are feeling better and ready for visits.

\_\_\_\_\_.

Love

Kate

## SECTION 2. WRITING LETTERS FOR DIFFERENT OCCASIONS

*Lead-in. Comment on the following: "A rule of thumb: never express more than you feel" (Rosalie Maggio). What guidelines for letter writing does it imply?*

*Pairwork. Which of the following advice is general and which is specific of a certain type of letter?( see p. 54)*

1. be specific (mention the specific occasion/gift /favour/etc.)
2. offer help in some concrete way
3. write promptly
4. avoid excessively dramatic language
5. concentrate on the task at hand (do not ask questions, give news, comments)
6. be brief
7. express concern and sympathy
8. praise the person
9. mention the person's name
10. include the address
11. mention R.S.V.P. ("Please respond")
12. thank the person
13. express regret
14. avoid lengthy excuses and apologies
15. do not give advice

*Ex. 2. Write a list of general guidelines. Compare it with the one on p. 61*

*Ex. 3. Read the emails and check them against the general guidelines. Point out the differences in style.*

### EMAIL 1

---

Dear Elena,

I just wanted to say a very big thankyou to you and Galina for making my time in Moscow so enjoyable. I really appreciate the time you spent with me on my first day showing me the delights of the Kremlin and, perhaps more importantly, the Metro! I would have been completely lost without you. The dinner at Galina's was wonderful and I was so impressed with the opera too — I have told everyone here how good it was and they are all very jealous.

I know I asked you if there was anything I could send you from London but please do not be shy and let me know if you think of anything. Once again, a very big thankyou.

Best wishes

Peter

---

### EMAIL 2

---

Dear Ambassador Churkin,

On behalf of the World Affairs Council of Connecticut, I would like to thank the Russian Federation mission for meeting with our Model United Nations students from Southington high school on November 4, 2010.

The visit to the Russian Federation mission and the day the students spent at the United Nations provided them with unique insight into global issues.

The World Affairs Council of Connecticut has been the proud sponsor and coordinator of the Model United Nations program for high-school students in Connecticut over 60 years. The program serves as an important tool in spreading the World Affairs Council's mission to raise awareness and dialogue on international issues in Connecticut.

Again, thank you for your consideration and commitment.

Sincerely,

Eve Pech  
World Affairs Council  
Director of Educational Programs  
66 Forest Street  
Hartford, CT 06105  
Tel:  
Fax:

---

*Ex. 4. Compare the two emails. Comment on the style of each. Write an appropriate response.*

#### EMAIL 1

---

Dear friend,

On behalf of the Global Watch for Humanitarian Affairs (G.W.H.A), I Miss Lillian Mason, invite you to participate in the fourth Annual International Global Conference on Child Abuse and Global Peace, which the Global Watch for Humanitarian Affairs (G.W.H.A) is excited to be hosting in November 15<sup>th</sup>–19<sup>th</sup> 2010, Venue; Miami Central Hall (Miami Florida — U.S.A), and from November 22<sup>nd</sup>–26<sup>th</sup> 2010 at Hotel Max (Dakar Senegal West Africa) for the second phase.

The Workshop welcomes paper presentation from any interested participants and Participants will enjoy shows and tours in the host countries. Also awards will be given out to ten best candidates.

For registration details, write an acceptance letter to Mrs. Angela D. Harrison (Conference Organizing Secretariat)  
E-mail: secretary\_gwha@globomail.com

Note: you will be provided with air tickets, visa assistant, and accommodation for the period of stay in the United States.

Register Now!  
Miss Lillian Mason  
lillian\_gwha@globomail.com

---



## EMAIL 2

---

Dear friends,

I've already had goodbye parties at VU and CWI<sup>24</sup> which many of you attended but I will also have a "final" goodbye party at home on Saturday 17<sup>th</sup> of October from around 20:00 and you are all very welcome!

Feel free to also bring partners and if you realize that I have forgotten to put somebody on the list for this e-mail please bring her/him along. My address is Herengracht 253. It would be handy to know in advance if you are planning to come so I know a bit how much drinks & snacks to prepare. Hope to see you all!!!

Cheers,  
Hanna

---

*Ex. 5. Compare the email below with letter 2 in ex. 1. Comment on the differences. Write a response to each.*

---

Hi, Katja!

Happy Birthday to you  
Happy Birthday to you  
Happy Birthday dear Katja  
Happy Birthday tooo youuuuuuuuu....

belated, and in this version for sure better than sung by my humble self ;)

And I also congratulate you on your successful inburgerings<sup>25</sup> exam.

How are you doing? It has been a while since last time, and I'm very much looking forward to your party!

For me all days are perfectly fine!!

Have a good night and see you soon!

Kisses,

Claudia

---

*Ex. 6. Write an email letter of congratulation to your friend on the occasion of his/her entering university or successfully passing exams in winter or any other achievement (student A). Student B responds with a thank you letter.*

*Ex. 7. Write a "get well" letter or card to a friend or relative who is ill/had an accident.*

*Ex. 8. Send an email invitation to your friends/former classmates/ fellow students to join a club, charity/ take part in a sports event, etc.*

---

<sup>24</sup> VU Free University of Amsterdam and Center for Mathematics and Computer Science, Amsterdam.

<sup>25</sup> Integration exam in the Netherlands.

## REVISION: WRITING A PARAGRAPH AND A SHORT STORY

*Ex. 9. Describe a visit to a museum, theatre, concert which impressed you most.*

*Read a sample paragraph first.*

Last summer I went to Paris and visited the Louvre. The picture I wanted to see most was Mona Lisa, a 16-th century portrait painted in oil by Leonardo Da Vinci in Florence during the Renaissance. It is a half-length portrait which depicts a seated young woman with a half smile on her lips. The famous enigmatic smile. She seems to be looking in your direction but she is not exactly looking at you. I stood in front of the picture, lost in its pure beauty. The woman is not exactly beautiful but her graceful poise and serenity hold the eye. I forgot about the time and the crowd around me. It was an unforgettable experience.

*Ex. 10. Read the text and if you had a musical moment like Alex James's "William Tell Overture" experience, write a paragraph about it.*



What is a good piece of music? Alex James, bassist with one of Britain's most successful rock bands, Blur, hated classical music when he was at school. Now he presents a Sony Award-winning show for Classical FM — *The A to Z of Classic FM Music*.

"All my adult years had been driven by this purpose ... being in a band that had become a global monolith. But in 2003 when Blur was disintegrating before my eyes I found I had nothing much to do."

To fill his days Alex started playing his old Beatles records, then went back to rock pioneers like Roy Orbison. "Eventually I started wanting to dig deeper into musical history and remembered about Rossini's "William Tell Overture", which I hadn't heard since I was a twelve-year-old schoolkid. I bought a copy, sat in my studio, turned the speakers up loud and ... my God I just burst into tears. Rossini's command of music, the sheer scope and ambition of the piece, the standard of musicianship ... I tried to imagine the extravagance and scale of Rossini's opera — and it seemed to stretch way beyond pop music."

*Ex. 11. Do you agree with Alex James's opinion: "Music is just a huge garden. It might be full of different plants and vegetables, but the important thing is everyone is welcome in that garden." ? Write a paragraph to express your opinion.*

*Ex. 12. Contest: write a story of 100 words. Read a sample story first.*

*Say whether you like it and why.*

Muttering to himself in the Café Sperl, an old Viennese — not a tramp but an obvious loner — avoids human contact. Once this cracked, dishevelled figure was a gifted artist and the youngest professor at the Academy.

There, many years before, he had interviewed a student from Linz. He gained the impression that to be accepted would alter this young man's life radically. But the paintings were no good. The student in despair at his rejection came to plead with him.

He professor was almost willing to make a special case, but he said no — and Adolf Hitler went away.

*/after Nicholas Shakespeare from Rider's Digest October 2010/*

### **Guidelines:**<sup>26</sup>

1. write promptly
2. concentrate on the task at hand
3. be specific
4. be brief
5. avoid excessively dramatic language

<sup>26</sup> For more information see *How to Say It* by Rosalie Maggio.

# **PART III**

## **FROM PARAGRAPH TO ESSAY**

# UNIT 1

## SECTION 1.

### LANGUAGE MATTERS: JOINING SENTENCES AND IDEAS (1)

Each piece of writing consists of sentences and / or paragraphs that are joined by connectives. There are three basic groups of connectives: of **AND** type, of **BUT** type and of **OR** type.

#### JOINING INDEPENDENT CLAUSES<sup>1</sup> BY CONNECTIVES OF *AND* TYPE

##### a. Connectives of addition<sup>2</sup>

*AND, ALSO, ABOVE ALL, BOTH ... AND, BESIDES, IN ADDITION TO, AS WELL*

**e.g.**

Ann is a full-time student, **and** studies take most of her time.

She is a full-time student, she **also** works part time.

##### b. Connectives of cause / effect (result)

*SO, THEREFORE, AS A RESULT, THUS, HENCE, CONSEQUENTLY, ACCORDINGLY*

**e.g.**

My brother was older, **so** he often had to take care of me.

My mother often left me in his care; **therefore**, I came to take him as a father figure.



##### **Note on punctuation:**

In compound sentences we use a **comma** before a connective (of *AND, BUT, OR* type), or a **semicolon** if there is no connective or a connective other than *AND, BUT, OR*. (see part 1, unit 2)

#### PRACTICE 1

*Ex. 1. Join the sentences using suitable connectives.*

- a.**
1. Single parents hang a key around their kid's neck. They leave a list of emergency numbers on the refrigerator.
  2. About three-quarters of divorced persons remarry. Every divorce involves on average one child.
  3. The developing capitalism demanded that women should join the labour market. Children had to work.
  4. Many women have become breadwinners. They do most of the housework.
  5. Divorce doubles the incidence of poverty among children. It entails serious emotional and social problems.
  6. Many people have a real desire to have more children. They are distressed because they can't afford them.
- b.**
1. Friendship is based on shared interests. Friendships are bound to change when interests change.
  2. Families needed a second income. Mothers had to go to work.

<sup>1</sup> A clause is a group of words that includes a verb and a subject and is a sentence or a main part of it.

<sup>2</sup> See also part 1 unit 2.

3. Departing from the traditional pattern of mum as homemaker and dad as provider is never easy. Feelings of mutual envy are inevitable.
4. We lived and travelled in a house trailer most of the winters. I learned to read and write from my parents instead of going to school.
5. Working mothers had no time to look after their children. Day-care centres became part of children's life.
6. Drug use among unmarried teenage mothers has been growing steadily. The number of infants born addicted to drugs increased sharply in the 1980s.

*Ex. 2. Fill in the gaps with an appropriate connective; explain the punctuation marks.*

### **Janine di Giovanni: a war correspondent**

I am writing a letter to my five-year-old son before I leave on a dangerous assignment in Afghanistan. I did this only once when my son was five months old. I was with a newspaper then, 1) \_\_\_\_ it was my turn to go to Baghdad. I still have the letter I wrote then. I was crying, so the ink runs in places. It is about how much I love my son, how desperately I wanted him; 2) \_\_\_\_, it is about how much I would miss him.

I didn't want to put myself in a risky situation while my son was small; 3) \_\_\_\_, I didn't want to be a mother who missed everything — his first step, his first tooth — while I was away working. Being away was hell, 4) \_\_\_\_ I came home and announced "OK, for the next five years, I do stories closer to home."

Now I am doing it again. I've lost most of my savings in the economic crisis, \_\_\_\_ the work of a successful freelance dried up; 5) \_\_\_\_, my personal life has changed. I have to earn a living, I have to support my son; 6) \_\_\_\_, I am back on the road to Afghanistan.

*Ex. 3. Add appropriate connectives and punctuation marks where necessary; correct run-on sentences.*



### **Samuel Johnson: the father of the English Dictionary**

Dr Johnson was an English poet, essayist, moralist, literary critic, biographer, editor and lexicographer.

Samuel Johnson was born on September 18, 1709, in Lichfield, Staffordshire he liked to say that he grew up in poverty. It was not quite true. Samuel's father was a bookseller and Sheriff of Lichfield his mother was connected to various members of gentry.

The boy showed extraordinary promise and at the age of 19 went to Pembroke College, Oxford. A year later Johnson the elder fell into debt Samuel had to leave Pembroke for years he went into depression.

In 1737 poverty-stricken Johnson went to London where he began to write for *The Gentleman's magazine*. There was the simple need for money (as he pointed out, "No man but a blockhead<sup>3</sup> ever wrote except for money") he turned out to be a genius. He had an astonishing ability to use the simplest words to mint (создавать/делать) observations that were both fresh and true and which have survived until today.

It took forty Frenchmen fifty-five years to produce a dictionary of French. It took the Accademia della Crusca twenty years to produce a dictionary of Italian. It took Johnson nine years to produce his dictionary he personally wrote 40,000 entries it was an act of fantastic self-assertion. He dared to freeze a great number of words and say, "That's it. That's what they all mean and they mean it because I say so."

*/based on Dr Johnson: The Angel of Death Row by Boris Johnson, RD August 2009/*

<sup>3</sup> stupid person.

## JOINING CLAUSES BY CONNECTIVES OF *BUT* TYPE

**Connectives of concession** (indicate the surprising nature of what follows in view of what was said before; a kind of contrast is indicated):

*BUT / YET, ALTHOUGH / EVEN THOUGH, HOWEVER, NEVERTHELESS, IN SPITE OF / DESPITE (THAT), WHILE / WHEREAS (fmI)*

**e.g.** Trading traditional roles should be simple, **but** most couples find it difficult.

**Despite** the fact that trading traditional roles should be simple, most couples find it difficult.

### PRACTICE 2

*Ex. 4. Join the sentences using suitable connectives.*

1. The marital status of parents is a private matter. It has important social consequences.
2. Stepfamilies look like intact nuclear families. They are different in at least ten different ways.
3. Educators, psychologists, and parent groups have all spoken on the issue. The children themselves rarely have the opportunity.
4. Marriage is no longer so indispensable as it used to be. We find people marrying more than ever and earlier.
5. Everyone in our family works different hours. We can sometimes have dinner together.
6. In the past people didn't think love was indispensable and sufficient for marriage. Both men and women hoped for affection.
7. Love stresses the unique perfect image in the lover's mind. Affection stresses the uniqueness of the actual person.
8. In America when children become adults, most of them leave their parents' house and set up their own households. They are not married.

*Ex. 5. Fill in the gaps with an appropriate connective explain the punctuation marks.*

### **Tony Cuthbert: the UK's most brilliant inventor?**

At the age of 65, Tony can't remember how many bright technological ideas he has had, but Michael Laughton, professor of electrical engineering at London University says Cuthbert is unique. "Given the right support, he would surpass Edison's record of a thousand patents." Technological creativity can make an inventor a millionaire; 1) \_\_\_\_\_, Tony lives on the breadline with just three dogs for company, and a state pension is his only income.

2) \_\_\_\_\_ being a dyslexic<sup>4</sup> he made a career in the Merchant Navy. 3) \_\_\_\_\_ he had no qualifications, he had risen to chief electrical officer — at 19, the youngest in the fleet. He stayed with the Merchant Navy for twenty years; 4) \_\_\_\_\_, a severe arthritis forced him to retire early. He bought an old cottage in a tiny village in mid-Wales and settled to a quiet life; 5) \_\_\_\_\_, he quickly became famous as a local Mr Fixit. The word about Tony soon spread far beyond Wales — to no less than the Ministry of Defence, who have sometimes called upon him for advice.

6) \_\_\_\_\_ Tony is always able to offer at least a couple of solutions to other people's problems, he is mostly interested in working on his own ideas. "I find my mind constantly bubbling with ideas for new inventions," he says, "but not small things like a new corkscrew. I like the big stuff."

*Ex. 6. The writer stuck to the "but" connective all through the story. Can you use a few different ones? Rephrase sentences if necessary.*



### **Tom Brady: a former war correspondent**

I can't remember exactly when I decided I didn't want to die for my job, but I do remember the first time I lay awake all night wondering what I was doing with my life. In mid-1999 I was to go to

<sup>4</sup> неспособный обучиться чтению.

the exotic island of Ambon. Events in Indonesia were the big story of the moment, and we were keen to go there, but our translator had just put the fear of God into me. "Do not come," he said. "They are killing people in the street. It is too dangerous."

Perhaps it was the fact that this was my fourth war zone of the year or my wife's pregnancy, but that night I paced the house like a restless animal. I convinced myself to carry on, but I can see now it was the beginning of the end.

I had wanted to be a foreign correspondent since I was a teenager. Civil war, riots, conflict... my God, it all seemed so exciting, but it didn't take long for doubts to set in. Sure, the five-star hotels and the locations were glamorous and the stories always fascinating, but the human suffering was unbearable and the danger unnerving. I talked with my colleagues; a lot of them felt like me, but we all struggled on as if this doubt was a truth we didn't dare to accept.

But this approach came to an end for me in 2000 in Jakarta. I was outside the parliament building when a rocket flare almost took my leg off. I went up in flames; I was rushed to hospital for four hours intensive surgery to save my leg. I survived intact and I thought "I'm invincible (неуязвим)!", but this feeling did not last. I knew it was over.

## JOINING IDEAS<sup>5</sup>

### 1. Connectives used to **add information**:

*ALSO, ABOVE ALL, FURTHERMORE, MOREOVER, SIMILARLY, WHAT IS MORE, BESIDES, etc.*

**e.g.** The majority of Russian women work. **In addition**, they do most of the housework.

### 2. Connectives used to express **result**:

*AS A RESULT, SO, THEREFORE, THUS, HENCE, CONSEQUENTLY, etc.*

**e.g.** The majority of women work. **As a result**, it is not always possible for them to take care of an elderly relative.

### 3. Connectives used to express **contrasting ideas**:

*HOWEVER, YET, NEVERTHELESS, NONETHELESS, IN CONTRAST, ON THE OTHER HAND, CONVERSELY, AT THE SAME TIME, etc.*

**e.g.** Divorce is quite common. **Nevertheless**, most divorced people remarry.



### Note on punctuation:

We use a comma after the connective at the beginning of an independent clause.

## PRACTICE 3

*Ex. 7. Choose the right connective.*

- Eighty percent of unmarried fathers in the US do not live with their children. **As a result / Furthermore**, a substantial majority of children born out of wedlock receive welfare.
- In theory, as long as someone's working and bringing home the bacon and someone's looking after the kids, it shouldn't matter who does it. **On the other hand / But**, theory doesn't change nappies.
- The young people have a high share of divorces. **However / In contrast**, their haste to get out of wedlock is less puzzling than their eagerness to rush into it.
- A hundred years ago both sexes needed marriage far more than they do now – no drip-dry shirts, cleaners, canned foods – and not much hospital care, insurance, or social security. **Therefore / In addition**, the family was all important.

<sup>5</sup> As a result of the transformation there are two independent sentences with a connective between them.

5. The desirability of marriage is regarded unquestionable. Divorce, on the other hand, strikes us as a problem worthy of serious attention. **Yet / In comparison**, marriage precedes divorce, as a rule, and frequently causes it.
6. In Britain people tend to live in nuclear families. **As a result / Moreover**, the care of the old is a social problem and the state needs to intervene. **What is more / At the same time**, if the relationship between husband and wife breaks down, the children are immediately at risk, and state intervention may be necessary for them too.
7. One feels lonely surrounded by crowds and machines in large cities, and we have so much time to feel lonely. **Besides / Thus**, one longs more acutely than in the past for somebody to be individually and definitely one's own body and soul.
8. Divorce is quite common, and one of the most significant changes is that millions of children are being brought up by only one parent. **On the other hand / Nevertheless**, most divorced people remarry and many of these remarriages include at least one child from a former marriage. **At the same time / Consequently**, new patterns of family life are emerging in the US.
9. First-born children accept their parents' values more easily. **Also / At the same time**, they are more prepared to take responsibilities beyond their age.
10. It is impossible to get married today in the complete conviction that this marriage will last "until death us do part". **Hence / However**, many children experience the divorce of their parents before they themselves grow up.
11. The children of divorced parents tend not to make successful and happy marriages themselves. **Above all / So**, the higher the divorce rate, the more unhappiness and instability for the future relationships of our younger citizens.
12. When going on a blind date (свидание с незнакомым человеком) expect to make some sort of compromise. **Above all / Conversely**, do not expect to meet the love of your life – chances are, you are not going to. **Moreover / But**, if you are looking forward to meeting someone new, someone you would never have come across on your own, you can't be disappointed.

*Ex. 8. Fill in the gaps with suitable connectives.*

In most countries families have traditionally taken care of older relatives. Today, in the United States, \_\_\_\_\_, families often find it impossible to act as caregivers for their aging relatives. Since more than 50 percent of women have jobs outside their homes, they are \_\_\_\_\_ unable to take care of their parents. \_\_\_\_\_, most people live in apartments or houses that are not large enough for an extended family. \_\_\_\_\_, because Americans are a very mobile society, families may be spread from coast to coast. \_\_\_\_\_, although children might want to provide care for their parents, they cannot always do so. Another important factor is that many parents, ingrained with the American spirit of independence, do not want to live with their children.

*Ex. 9. Make the text complete and easily readable by adding connectives to join clauses and ideas (sentences). You are expected to make 11 additions. Add punctuation marks where necessary. What message does the author have for the reader?*



Forty years ago I moved to London from suburban New York, a wide-eyed student about to embark on Life. I arrived on my 18<sup>th</sup> birthday it was the most thrilling present I could have hoped for.

Forty years is a long time time perhaps to reflect on my adopted home. I love it as much as I loved it when I first explored it, full of excitement. I feel sad that we seem to have lost the very Britishness that attracted me in the first place.

When I arrived in 1970, London was already fabulously cosmopolitan. This multiculturalism was a part of certain traditional British ideals: tolerance, equality, plurality. Everyone I met, no matter what their background, seemed to share these values. They regarded themselves fortunate to be living here.



Over the past dozen years or so, more and more of our inhabitants (indigenous as well as newcomers) show a disdain for the Britishness I have always admired: the self-deprecating (уменьшающий собственное достоинство) humour, the stiff upper lip, the sense of duty and common sense.

Those qualities can still be found in individuals they no longer mark us as a society. Too many of us are openly hostile to them too many refuse to do anything about it. People used to be proud to be British. Now they seem to be ashamed. Today you can wear any ethnic or cultural identity with pride — except for Britishness itself we are made to feel it is a sign of racial elitism. That makes me angrier than anything else, despite the fact that I am not British. I can't see this culture criticized by those who are too stupid to appreciate it. We have no reason to be ashamed of our history or our civilization!

*/from Forty years on by Monica Porter, Reader's Digest July 2010/*

## SECTION 2. PARAGRAPH WRITING

*Lead-in. What are the characteristic features of a paragraph? What are the common paragraph types?*

**A paragraph normally consists of several sentences which are all concerned with the theme contained in the topic/key sentence. It is usually the first sentence, which contains the main idea. The other sentences support it by adding further information or examples.**

*Ex. 10. Use the following key sentences to fill in the boxes in the paragraphs below (there is one extra sentence which you need not use). What type of paragraphs are these?*

- a. What is clear about Britain in the 1990s is that it is more socially acceptable to have alternative lifestyles, relationships and ways of bringing up children than it has ever been.
  - b. For the past twenty-five years the needs, values, styles and demands of the young have been the major concern of nearly the whole of the adult female population.
  - c. It is doubtful whether many families ever lived such a life, especially in Victorian times.
  - d. Many people think that there was once a golden age in which the world was filled with happy families.
- 
1.  The mother ran the house, and the father went out to work to bring back enough money for this ideal family to live its life. The family — mother, father and three or four healthy, happy children — would go out for an occasional treat. Roles were very clear for the parents and children. Discipline within the family unit was strong, and moral standards were high. This image is the kind of family life people mean when they talk about "Victorian values".
  2.  Working hours were long for most families, and children were often poorly fed and badly clothed. The vision of a golden age is based perhaps on how we think perfect family life should be.
  3.  One-parent families are common, many children are given more freedom when young; when they move away from home, they move earlier (usually at around 18), and go further. People experiment with relationships before committing themselves to marriage and there is greater acceptance of homosexual relationships. In Britain's multi-cultural society there are many examples of different ways of living. Nowadays, our primary sexual characteristics — whether we are men or women — no longer seem to completely dictate what roles we should take in life.

Ex. 11. Use the following supporting sentences (a–d) to complete in the paragraphs below (1–4). Find the right place for them.

- a. Parents can be on their own because of the death of a partner, divorce, the breakdown of live-in relationships, or births outside marriage to single people.
  - b. Women are clearly at a disadvantage in a society where the state assumes a man will be the main breadwinner, and there are few opportunities for lone mothers to earn a good income while continuing to look after their children.
  - c. An alternative is child-care centres run by the local council but it is not always easy to get a place there.
  - d. British society doesn't expect men to have their working life disrupted by the need to care for a sick child, for example.
1. One in seven families in Britain is a single-parent family. There are several types of one-parent family.
  2. Fathers face particular problems as single parents. Men may have to fight for the right to look after their children — the mother, is often presumed to have more rights to them.
  3. In the majority of one-parent families it is the mother who is the single parent. A lone parent with a well-paid job may be able to pay for a nanny, but this is rare. Around 70% of lone parents rely on state benefits as their main source of income.
  4. A big problem for working mothers in the UK is the low standard of child-care facilities for pre-school children. Employing a nanny or a child-minder to look after children during the day is very expensive.

Ex. 12. Read the following key sentences and match them with the supporting sentences.



KEY SENTENCES:

1. The first and most obvious effect of taking a certain position in the family is the relationship we have with respect to the people already there.
2. Many psychologists believe that birth order<sup>6</sup> can greatly influence the way you are, the type of people you select as friends, and the kind of marriage you have.
3. The child becomes known as the family's only child, oldest child, middle child, or youngest child, depending on his birth order.
4. The first child, who becomes the older or oldest child, does not have the unlimited time to view himself as *the child* in the relationship with his parents.
5. The first child serves as a barrier between later children and the parents.
6. The attitude of the other members of the family toward each child depends on his birth order.

SUPPORTING SENTENCES:

- a. Both in his mind and in the minds of other people an important part of his identity is his family position.
- b. If there are only adults present, we are in a very close and often intense relationship with them, as anyone knows who has had a child or who has watched first-time parents hovering over their infants.
- c. They recommend that people make use of birth-order theory to get to know themselves better and to better understand the personality of their husband or wife.
- d. When a sibling arrives, he tries to suppress the view of himself as a child and he struggles to be parental.
- e. Later children in a family do not feel the same dependency on the parents for sustenance and companionship as did the first child, because they have a "peer" to turn to when the parents are not available.

<sup>6</sup> birth order — последовательность рождения детей в семье

- f. Parents usually expect their oldest child to be more capable and more responsible than the younger children.

*Ex. 13. Take the combination of 1 and C as the topic sentence, and write a paragraph on "The effect of birth order on marriage", joining the scrambled sentences and ideas below, using the connectives in the margin. Which sentence is a concluding one?*

- |             |   |
|-------------|---|
| and         | 1. Researchers say that opposites attract each other.   |
| while       | 2. A first-born can teach responsibility to a youngest.   |
| for example | 3. People who have the same birth order may find they encourage the worst characteristics of their group in each other. |
| although    | 4. Good birth-order matching may help in a marriage.  |
|             | 5. Understanding and sensitivity toward your mate are also important.   |
|             | a. Two middle children could try so hard to avoid conflict that they might end up not communicating.                    |
|             | b. It is not a guarantee of happiness.  |
|             | c. They suggest that life is less complicated for people who marry outside their own birth order.                       |
|             | d. A youngest can help a first-born relax and be more carefree.   |

*Ex. 14. Develop the following key sentence into an argumentative paragraph.*

**When traditional roles are reversed, couples face serious problems.**

**A.** To write supporting sentences answer these questions first:

1. What are the possible consequences for the woman?
  - a. having to do most housework besides being the breadwinner
  - b. feeling isolated from her natural role of mother and wife
  - c. feeling deprived of what should be hers (the pleasure of staying at home with the children, etc.)
  - d. enjoying financial independence
  - e. \_\_\_\_\_?
  
2. How could the man feel in this new role?
  - a. enjoy taking care of the children and doing the housework
  - b. resent doing a woman's job at home
  - c. feel emasculated by the lack of "real" work and continuing child care in a woman's world
  - d. depressed at being dependent on his wife financially
  - e. \_\_\_\_\_?

**B.** Think of suitable connectives to add information and express contrasting ideas.

**C.** Write a paragraph of 120 words "When Mum is the main breadwinner".

*Ex. 15. Write a paragraph on the most common causes of conflict and friction between young people and their parents.*



## UNIT 2

### SECTION 1. WRITING IN STYLE: ACADEMIC WRITING

*Lead-in. What do you think are the features of academic style? Discuss the following with a partner. Share your conclusions with the class.*

use of contractions (short forms)  
use of fillers (*well, you know, etc.*)  
impersonal tone  
(strong) personal expressions  
colloquialisms  
mixing styles

objective approach  
use of passive voice  
use of complex grammar structures  
personal bias  
hedging (cautious language)  
punctuation

### COMPLEX SENTENCES & COMPLEX GRAMMAR STRUCTURES (1)

**Note:** compound and complex sentences are typical of academic writing.

Do you remember the difference between the two?

#### PRACTICE 1.

*Ex. 1. Read the text and find out the author's view on immigration. Point out all the features of academic style (words, compound and complex sentences and structures).*

#### **Politicians have been scared of discussing immigration for years**

Britain has long been a country of immigrants. From the Anglo-Saxons and Norsemen who poured across the North Sea in the Dark Ages to the generations of Huguenots, Dutchmen, Indians and Jamaicans, waves of migration have left an impact on British life.

Even the language we use, which is a blend of old West Germanic, Norse and Norman French and is full of imported words such as bungalow and pyjamas, testifies to our ethnic and cultural heterogeneity. And far from being an all-white nation Britain has long had a significant black population. One estimate suggests that as early as 1800, the black community in our ports and cities was 10,000 strong.

And yet, fears of immigrants are still a very powerful political force, despite the fact that migrants have made manifold contributions to British life. After the 2010 election, more than a few Labour MPs remarked that immigration had been one of the chief issues. What makes it remarkable, though, is how little voters' fears have changed. Working on my new book on the early 1970s, I was struck by the similarities between today's debate and that surrounding the arrival of the Ugandan Asians, after Idi Amin expelled them in 1972. And although the people of Leicester boast today of their multicultural spirit, the city fathers at that time did all they could to stop refugees (беженцы) coming to the east Midlands.

Anti-immigration attitudes are alleged to be a form of disguised (замаскированный) racism. I have never been convinced by this explanation. Even National Front<sup>7</sup> supporters back in the 1970s appeared to recognize there are other issues involved, and they directed their fire at politicians in power.

In my view the current concern about immigration has far more to do with unemployment, crime and urban breakdown rather than race itself. And, unless the new leaders get the issue out in the open, it will fester (become much worse) for another fifty years.

/after Dominic Sandbrook. Politicians have been scared of discussing Immigration for years. *History magazine*, July 2010/

<sup>7</sup> a far right whites-only political party.

*Ex. 2. This is a story of the Osmond family<sup>8</sup> as Jimmy Osmond remembers it. Rewrite the text in a more formal style. Make use of compound and complex sentences instead of the simple ones. Add punctuation marks where necessary.*

1. I had a very unusual childhood as the youngest member of the Osmond family. My mum had the ability to make all nine of us feel special.
2. She travelled everywhere with us. She never had a break.
3. My dad was the disciplinarian in the family. He had been an army sergeant. He knew how to keep order.
4. We never celebrated our achievements. Dad didn't want us to get big-headed.
5. I had no idea I was the youngest performer, aged nine, ever to have UK number one. I only found out from my daughter the other day that the record still stands.
6. On the Osmonds 50th Anniversary tour, I was really moved to see 30,000 people singing along to songs. My brother Alan wrote them all those years ago.
7. Alan has MS<sup>9</sup>. It was Alan's last tour. The fans made him feel appreciated.
8. I used to be a little scared by all the fans. We had to be smuggled out of venues in all sorts of different ways. Those crazy girls would literally rip us apart.
9. I didn't go to school. I was twelve. I stayed for one day only.
10. We had private tutors and correspondence courses. I missed out the social aspect of school, not the education.
11. We've had conflicts in the Osmond family. It was because someone's manager or agent or lawyer has got in the middle and stirred up trouble.
12. We made a fortune and we lost a fortune. We've managed to pull together as a family, move on, laugh and cry. My life feels like a life well lived.

*Ex. 3. Rewrite the text in academic style. Make use of "cautious language" (infinitive and infinitive structures) and of compound and complex sentences and passive voice.*

**e.g.** "cautious language":

1. Russians marry and bear children young. = Russians tend to marry and bear children young.
  2. There is strong social pressure to marry. = There seems to be strong social pressure to marry.
  3. Women do most of the housework and childcare. = Women are believed to do most of the housework and childcare.
1. Some researchers call Russian families *quasi-patriarchal*.
  2. Husbands and wives rely on one another for emotional support and help in decision making. Men, nonetheless, have higher status, expect to be the main breadwinners. They leave most housework and childcare to their wives.
  3. Equal distribution of household labour is rising, especially among young couples. In the majority of families traditional gender roles are maintained.
  4. Women are in charge of day-in-and-day-out domestic tasks, including the nurturing of children. Adolescents feel much closer to their mothers than to their fathers.
  5. Most Russians respect and admire motherhood. Traditionally Russians see *Mother* as a woman always ready to sacrifice for her children.
  6. It is known that during the Soviet period, wives and mothers came to be the de facto family heads. Their contributions—financial support plus domestic labour—were greater than men's financial support only.

<sup>8</sup> The Osmonds are an American family music group with a long and varied career—a career that took them from singing barbershop music as children, to achieving success as teen-music idols, to producing a hit television show, and to continued success as solo and group performers.

<sup>9</sup> multiple sclerosis.

7. This pattern has persisted into the post-Soviet era. Today many young women prefer to stay home if they can afford it.

*Ex. 4. Read the text and say what problem(s) Sam faces. How different is the style of the text from the one in ex.1? Point out the words and structures typical of an informal style. Write down possible equivalents in formal style. Compare your list with that of a partner.*



So things were ticking along quite nicely. In fact, I'd say good stuff had been happening pretty solidly for about six months.

- For example: Mum got rid of Steve, her rubbish boyfriend.
  - For example: Mrs Gilbert, my art and design teacher, took me to one side after a lesson and asked whether I'd thought of doing art at college.
  - For example: I'd learned two new skating tricks, suddenly, after weeks of making an idiot of myself in public. (skating = skateboarding)
- All that, and I'd met Alicia too.

This was a couple of years ago — this time when things were ticking along OK — so I was nearly sixteen, but this feeling that life was OK was new to me. I don't mean to say that I'd been unhappy. But there had always been something wrong before, somewhere — something to worry about. For instance, my parents were getting divorced, and they were fighting. Or they'd finished getting divorced, but they were still fighting anyway, because they'd carried on fighting long after they got divorced. Or maths wasn't going very well — I hate maths — or I wanted to go out with someone who didn't want to go out with me...

Here's another thing I want to say. The story of my family is always the same story, over and over again. Someone — my mum, my dad, my grandad — starts off thinking that they're going to do well at school, and then they go to college, maybe, and then make pots of money. But instead they do something stupid, and they spend the rest of their lives trying to make up for the mistake they made. In our family people always slip up on the first step. In fact, most of the time they don't even find the stairs.

My mum's dad made the mistake of thinking he was going to be a footballer. He ended up with no skills and no training. My mum reckons she could have gone to university, but instead she was married just before her seventeenth birthday. I'd like to be the one to break the pattern. Mrs Gilbert asking me whether I'd thought of doing art and design at college ... That was a big thing.

*/from Slam by Nick Hornby/*

## USE OF CONNECTIVES

**Connectives or linking words and phrases indicate logical relationship in the text.**

### IN AN ESSAY CONNECTIVES ARE USED:

to introduce points: *Firstly / To begin with / In the first place; One point in favour of (against) ... is / One advantage of ... is / One disadvantage of ... is, etc.*

to add more points: *Secondly / What is more / Furthermore / A further advantage of ... is, etc*

to indicate cause/effect: *So / Therefore / As a result / Thus / Hence / Consequently / Accordingly*

to make contrasting points: *However / On the other hand / Although / In spite of / Conversely, etc.*

to conclude: *To sum up / In conclusion / On balance / All things considered*



**Note on punctuation:**  
connectives are set off by a comma

## PRACTICE 2

*Ex. 5. Fill in the gaps with suitable connectives:*

*however, at the same time, therefore, firstly, secondly, as a result*

In setting out to describe America and the Americans, it would be easy to assume that the United States is just another country, and try to approach it as such. It is a superpower, to be sure; 1) \_\_\_\_\_, it has its population centers, high and low temperatures, economic statistics, educational systems, arts and crafts, politics and problems, just like any other country. To take this approach, 2) \_\_\_\_\_, would mean ignoring two fundamental problems. 3) \_\_\_\_\_, we all carry around in our minds images of America, blurred or sharp. 4) \_\_\_\_\_, most readers, like most tourists, set out in search of America wanting to find what they're looking for, and are displeased with their guides if they don't find it. 5) \_\_\_\_\_, we all know and certainly feel that America – that dream and that promise, those myths, legends, and hopes — is somehow different. The very subject of America attracts opinions and judgments as no other country does. In approaching America, 6) \_\_\_\_\_, we first need to take a closer look at these problems if we hope to get closer to the central question of what America is and what it means.

*Ex. 6. Add connectives to the text to make the logic more clear.*

*Pay attention to punctuation.*



Our cultural mythology about parenting is that there is "one right way" to raise children. Most people believe that the best way to raise children is with both a stay-at-home mother (at least while the kids are young) and a breadwinner father in a long-term marriage that lasts "till death do us part." Any family that is different from this norm is said to shortchange<sup>10</sup> youngsters.

The majority of families do not fit this model. Most mothers have to, or want to, be part of the paid workforce; about half of all marriages will end in divorce; and many more people than ever before will choose to have children without getting married.

New scientific information that has emerged in the last 10 years contradicts the idea that there is one right way. We now know that children can thrive in many different family forms. The scientific evidence shows conclusively that what is important for them is the quality of the relationships they have with the people who care for them, rather than the number, sex, or marital status of their caregivers.

Perfectly normal families that do not fit into the traditional pattern feel abnormal and blame themselves for providing their offspring with an inferior version of family life. For these parents, trying to conform to the Myth of the Normal Family often generates guilt, anxiety, power struggles, and other stress.

Psychologists suggest that rather than trying to find the 'one right way,' parents need to be flexible and creative in finding strategies that work for their particular family.

*Ex. 7. Indicate logical relationship in the essay by filling in the gaps with connectives.*

### **Advertising: good or evil?**

Whether it is on TV, radio or hoardings (рекламные щиты) at the side of the road, advertisements have become a part of our lives. Advertising has become a highly creative and powerful industry. Is it aimed at simply informing the public or does it encourage consumers to purchase products they do not really need?

\_\_\_\_\_ Advertising generates wealth for a country. That is to say, taxes paid on goods sold, help governments to pay for essential services such as education and health care. \_\_\_\_\_, the number of

<sup>10</sup> Give less than they need.

jobs created for producing, marketing and servicing these goods helps to reduce unemployment, which is also a great advantage for a country's economy.

\_\_\_\_\_, advertising raises money for a great number of sporting events and artistic performances. Without sponsorship from companies who advertise their products, these events would never be held. In other words, although consumerism is promoted through advertising, it is beneficial to both the consumer and society.

\_\_\_\_\_, advertisements can make people dissatisfied with what they already have, and make them want more. Being exposed again and again to products which one cannot afford produces frustration and dissatisfaction. \_\_\_\_\_, not all parents are in a position to afford the goods which their children see advertised and want to have. This often leads to feelings of inadequacy, especially among the less well-off.

\_\_\_\_\_, advertising creates materialism; people place too much importance on material goods. People are prepared to work long hours at the expense of their health or family time or even turn to crime in order to gain the goods advertised, which cannot benefit society.

\_\_\_\_\_, it is true to say that advertising does provide some benefits, first of all, it contributes to the wealth of a society. \_\_\_\_\_, the drawbacks of a greedy, materialistic society far outweigh the advantages. In my opinion, advertising is not about informing the public but about promoting inequality and competition, which does no good to anyone, particularly to the younger generation.

## SECTION 2. WRITING ARGUMENTATIVE ESSAYS (FOR and AGAINST). WRITING A GOOD INTRODUCTION

An essay is defined as a short piece of writing on a particular subject a) by a student (academic essay), b) by an author to be published in a book, magazine or newspaper.

There are different types of academic essays. In this book you will learn to write two types of argumentative essays<sup>11</sup> (*for* and *against* and based on opinion).



Learning to write an academic essay is not an aim in itself but a way to learn writing for professional purposes; writing essays is also a way to learn how to present your ideas and position logically, coherently and concisely when speaking.

**An argumentative (*for* and *against*) essay is a formal, impersonal piece of writing in which you are expected to consider a topic from opposing points of view.**

### STRUCTURE:

#### **Introduction (Paragraph 1)**

The subject or topic: thesis statement.

Comments on the way it is to be treated.

#### **Main body (Development)**

Paragraph 2.

Arguments for (= advantages). The main ideas supported with details, examples.

Paragraph 3.

Arguments against (= disadvantages). The main ideas supported with details, examples.

#### **Conclusion (Final paragraph)**

A summary of the main points. Optional: own views / opinions.

<sup>11</sup> These are also described as discursive.



### POINTS TO REMEMBER:

1. Make a list of the points *for* and *against* before you start to write.
2. Never write an argument *for* or *against* without supporting it with justification.
3. Start each paragraph with a key sentence which summarizes what the paragraph is about.



paragraphs are either indented from the left margin or a line of space is left at the end of a paragraph and the next paragraph is started on the left margin.

*Ex. 8. Analyse the text in ex. 7 and say what type of essay it is. Give your reasoning. What is the thesis statement? Can you suggest a different one?*

*Ex. 9. Choose the thesis statement which best suits each topic and discuss your choice with a partner.*

#### List A

1. Fast food and modern lifestyle
2. Living in an extended family
3. Raising bilingual children
4. Women bosses
5. Generation gap
6. Online dating
7. Changing family patterns

#### List B

1. a) Eating fast food saves time but is dangerous, though many young people enjoy it.  
b) Fast food fits the pace of modern life but puts you on a fast track to premature death.
2. a) Three generations living together is a situation which can be both advantageous and difficult.  
b) There are advantages and disadvantages to living in an extended family.
3. a) Providing children with academic and cognitive advantages of bilingualism takes a lot of effort on both parents' part.  
b) Being bilingual has many advantages for education and employment, that's why parents try to provide their children with a good knowledge of both languages.
4. a) Few women want to be in the position of power, but those who do make better managers than men.  
b) Women bosses have their strengths and weaknesses.
5. a) "Generation gap" does not necessarily cause disagreement.  
b) Arguments between parents and children are a necessary, though painful, part of growing up.
6. a) Online dating has many advantages though it may be difficult and at times disappointing.  
b) Online dating has its pros and cons.
7. a) Family patterns in developed countries are becoming more varied, affecting both the young and the old.  
b) Changing family patterns give more freedom to the young and less security to the old.

**To produce a good thesis statement turn the topic into a question and answer it — you've got it!**

### USEFUL TIPS:

A **strong** thesis statement

1. expresses ONE idea;
2. is clear and specific;
3. justifies discussion

*Ex.10. Read the topics and write strong thesis statements. Discuss with a partner.*

**e.g.** Topic: Birth control: a way to fight global poverty

Question: How does birth control help reduce poverty?

Thesis statement: Reducing population growth through birth control can combat global poverty.

### Topics:

1. Birth control: a way to fight global poverty?
2. Relationships between siblings.
3. Effects of marital status on men's health
4. The trend towards a smaller family
5. Teaching "digital natives"
6. Advantages and disadvantages of home schooling
7. An only child
8. Early retirement
9. Aging population and migration
10. Children of famous parents

*Ex. 11. Write a paragraph in a formal style based on the text in ex. 4. Start with stating the boy's problem(s) and give reasons and examples to support the statement.*



## WRITING A GOOD INTRODUCTION

Apart from making a strong thesis statement a good introduction should "hook" the reader, i.e. make them want to read what you've written.

### USEFUL TIPS:

1. Start with an interesting or surprising fact or refer to an unusual situation.
2. Address the reader directly with a question.
3. Give a quotation.
4. Suggest a definition.
5. Supply some important background information.

*Ex. 12. Read the paragraphs and decide what introduction "technique" is used. Find the thesis statement. Which paragraph do you find more effective? Discuss with your partner.*

*Suggest the topics for these introductions.*



- I. The great Chinese philosopher Confucius advised, "Have no friend not equal to yourself." Writing in a very hierarchical society he probably meant that you should make friends with people your own social class. But I'd like to interpret his dictum more broadly — meaning that friendship requires mutual respect.

- II. A man and a woman were seated in a car that had been circling the same area for half an hour. The woman was saying, "Why don't we just *ask* someone?" The man was saying, not for the first time, "I'm sure it's around here somewhere. I'll just try this street." Why are men so reluctant to ask directions? Why aren't women? The explanation is that men and women use language in different ways.
- III. Scientists tell us that the human genome in all of us is made up of elements that are 99,97% the same. While that is true that no two humans are exactly alike, what really makes us unique and different is our culture. Culture is a human design for living within small groups and for those groups within a larger context. How does this design work in intercultural marriages? Although there can be many problems in these international marriage relationships, they can also be very successful.
- IV. It's a sad fact that more than half the marriages in the U.S. end up in divorce. Statistics on divorce in many other developed countries are almost as bad. We seem to be living in a world where we get married with the idea, "If it doesn't work, I can always get a divorce." Does it mean that marriage as an institution will become extinct?

*Ex. 13. Write an introduction using some of these scrambled sentences: "hook" the reader and produce a strong thesis statement.*



1. Birth order affects our choice of partner and even our careers, but it is never more evident than when we are with our family.
2. Siblings can be increasingly important in adult life; this relationship, even if it involves rivalry is too important to jettison (throw away).
3. Three adults come together for a family reunion and the eldest is soon running the show.
4. The characteristics resulting from birth order are imprinted between the ages three and seven.
5. Meanwhile, the younger plays the charmer and the harassed middle one tries to keep the peace.
6. Siblings are programmed to compete for parental attention, and to do that we have to be different; so, because we are rivals we continue to quarrel like five-year-olds.

*Which topic in ex. 10 can this introduction fit?*

*Ex. 14. Write an essay on "Marrying Young". Follow the steps.*

*A. Writing an outline of an essay: brainstorming*

**1. List the points for and against and discuss them with a partner/team**

FOR	AGAINST
1. helps one mature early	1. interferes with one's studies
2. ....	2. ....
3. ....	3. ....

**2. Write supporting sentences and compare them with those of a partner/team**

FOR	Marrying young makes one mature early because starting a family involves greater responsibilities. To begin with, ...
AGAINST	Early marriage will inevitably interfere with either husband's or wife's studies (if they are both students), as someone in the family has to be the provider. Furthermore, ...

**3. Make use of facts to support your ideas. Do your research.**

There is a fact file below which may be useful.

**B. Write an introduction**

**Use any of these introduction techniques (develop the sentence you've chosen + write a thesis statement):**

1. "Have you ever wondered why fewer people tend to marry young nowadays?"
2. "Are there more advantages or disadvantages in marrying young?"
3. "A student with a wedding ring on his ring finger, rushing to a job after classes and falling behind with his studies..."
4. Until the 1990s marriage in Russia was still very early compared to what was observed in Western Europe. In the 2000s age at first marriage has been increasing.

**C. Write a conclusion**

**Use any of these techniques<sup>12</sup> (develop a chosen sentence into a paragraph):**

1. summarize the topic, e.g. "To sum up, marrying young seems to have fewer advantages than disadvantages, but there are and have always been people eager to get married young despite all the difficulties involved."
2. end with a rhetorical question, e.g. "Would it be wiser to postpone marriage just because one is young?"
3. give the reader something to consider, e.g. "All in all, though marrying young leads to many problems, (I think) it is for the young people to decide whether to marry or not. Perhaps the state should help the young couples to cope with their problems."



Do not introduce new ideas in the conclusion!

**FACT FILE**

- The probability of first marriage by age 18 is low for both men and women: 6% for women and 2% for men.
- There is a 50% probability that women will have married for the first time by the age of 25. Not until age 27 is there a 50% probability that men will have married for the first time.
- The probability of first marriage by age 30 is 74% for women and 61% for men.
- The probability of first marriage by age 40 is 86% for women and 81% for men.
- Women have higher probabilities than men of experiencing a first marriage by each age shown, except at age 40 (where the difference is not statistically significant).



**Proofreading. Check your essay for**

- essay structure
- presentation of ideas:
  - thesis statement
  - key/topic sentences developed by supporting sentences and examples
  - relevant conclusion
- use of grammar structures
- use of vocabulary: synonyms, pronouns, etc.
- spelling errors

**Make all necessary corrections**

*Ex. 15. Write any of the following essays using ~250 words.*

1. Marriage of convenience.
2. "Old-fashioned" marriages have a better chance of success.
3. Intercultural marriage.



<sup>12</sup> More of these are discussed in unit 4, part 3.

## UNIT 3

### SECTION 1. LANGUAGE MATTERS: JOINING SENTENCES AND IDEAS (2)

#### JOINING INDEPENDENT CLAUSES BY CONNECTIVES OF OR TYPE

Connectives of *OR* type introduce a reformulation of what has come before to make the idea clearer, or to explain or to modify it.

*IN OTHER WORDS, TO PUT IT (MORE) SIMPLY, IT WOULD BE BETTER TO SAY, OR RATHER, IN THAT CASE, THAT IS, I.E., NAMELY.*

**e.g.** Most of the interesting things take place on Saturday and Sunday. In other words, a weekend is the best time for a visit.

#### PRACTICE 1

*Ex. 1. Fill in the gaps with suitable connectives.*

1. Universities and Colleges of Advanced Technology, \_\_\_\_\_, places of higher learning, are financed partly by the state and partly out of private funds.
2. The film "The Big Lebovsky" is for adults only, \_\_\_\_\_ people over 18 years of age.
3. In August there are few Parisians in Paris, as everyone goes away, \_\_\_\_\_, everyone not connected with the tourist industry.
4. This brochure mainly concerns self-employed people, \_\_\_\_\_, people who work but are not employed by somebody else.
5. Good language schools, \_\_\_\_\_, schools where students learn quickly, charge high prices.
6. There are only two universities in this league, \_\_\_\_\_, Oxford and Cambridge.
7. I believed that home tutoring produces brilliant but eccentric children who suffer from lack of socialisation, and so on: \_\_\_\_\_ not for the likes of us.
8. Concerned about our daughter's progress, \_\_\_\_\_, lack of it, we raised the matter with the teachers. They smiled and said: "She is a lovely girl, though". \_\_\_\_\_, they thought she was pretty but thick.
9. GCSE examinations do not just test knowledge as the old exams tended to do, and results depend partly on continuous assessment: \_\_\_\_\_, on marks awarded by the teacher for work done in lessons throughout the course.
10. Some people say that if you are good at music, \_\_\_\_\_, if you have a sensitive "ear," you will learn languages easily.

*Ex. 2. Make one sentence out of two parts using suitable connectives.*

- |  |   |
|--|---|
| 1. A forum administrator has to do a lot of work,                      | a. metaphors matter.  |
| 2. Are Africans inherently "lazy",                                     | b. the lack of good teachers is the result of poor funding.         |
| 3. We face serious financial difficulties,                             | c. how does it work?  |
| 4. 'Life is sacred,  | d. have "reduced work capacity"?                                    |
| 5. Why does nuclear radiation cause visible birth defects,             | e. government subsidy and support especially in times of want       |
| 6. The school's biggest problem,                                       | f. answer questions, keep the web site up-to-date, delete spam, etc |
| 7. We cannot talk about any complex situation without using metaphors; |   |

- |   |  |
|---|--|
| <p>7. Formulae that had clearly been written on a pair of sports shoes were there to 'assist' their owner,</p> <p>8. They say I'm difficult, so</p> <p>9. Socialism, ... is a wonderful thing</p> | <p>j. tell the world I never cared it was against me.'</p> <p>k. We are broke</p> <p>l. it is the supreme value, to which all other values are subordinate.'</p> <p>m. to help them cheat.</p> |
|---|--|

Ex. 3. Complete the following by adding a suitable ending.

1. At British universities students cannot usually repeat a year. In other words, failing exams .....
2. Everybody can take part in the dancing, or rather everybody except .....
3. In 1976 the Labour government made comprehensive education compulsory. In other words, all schools .....
4. Grammar schools used to be very selective, that is to say .....
5. The Open University founded in 1969 is non-residential and uses correspondence courses. In other words, .....
6. This welfare system concerns single-parent families, i. e. ....
7. Parents have a legal obligation to ensure that the children receive an adequate education but none whatsoever to send them to school. To put it simply, .....
8. There is only one city in Great Britain with more than 8 million inhabitants, .....
9. Their opponents argue that public schools still give some children an unfair advantage, namely .....
10. State schools provide basic tuition free of charge. In other words, .....



## EXEMPLIFICATION

It is often useful to give examples to support one's reasoning. There are different ways of exemplifying:

*FOR EXAMPLE, FOR INSTANCE, SUCH AS, AN (A GOOD) ILLUSTRATION / EXAMPLE (OF THIS), AS SHOWN BY, A CASE IN POINT*

All of these are used **within** a sentence, but two: *FOR EXAMPLE, FOR INSTANCE* can begin a sentence.

**e.g.**

Popular American music was first resisted as "a danger to our (British) nation's youth". The BBC, **for instance**, banned rock and roll until 1962.

The American Dream is an idea that can mean many different things to many different people. **For instance**, the American Dream for my family may be to live without financial worries. (Cory Richford)

## PRACTICE 2

Ex. 4. Fill in the gaps with suitable connectives. In which sentence these are not used to connect?

1. Some universities are very selective. The University of California at Berkeley, \_\_\_\_\_, admitted about 65% of all applicants in 2004.
2. Some degrees focus on technological education, \_\_\_\_\_, on vocational instruction. Some focus on business or agricultural education.
3. Many schools offer specialized master's degrees in Special Education. \_\_\_\_\_, the University of Kansas offers Special Education degrees in six areas.
4. The traditional Russian situation has some unique features. \_\_\_\_\_, motherhood is held in special reverence as is demonstrated in centuries of literature, art, and folklore.

5. A typical writer's block is a psychological block, when the writer cannot bring himself or herself to let the words appear on the paper. The process of getting started is \_\_\_\_\_.
6. British and American schools have always stressed "social skills" through extracurricular activities, \_\_\_\_\_ organized sports, theatre and drama groups and various clubs.
7. Many of the world languages belong to a group of related languages which we call language families. \_\_\_\_\_ of such a family is the Latin group of languages.
8. A good \_\_\_\_\_ of this growing interest in so-called dead languages is the sheer number of Latin courses offered.
9. The phrase \_\_\_\_\_ signals that the list that follows is illustrative, not exhaustive.
10. When you mean \_\_\_\_\_ use e.g. It is an abbreviation for the Latin phrase *exempli gratia*. When you mean \_\_\_\_\_ use "i.e." It is an abbreviation for the Latin phrase *id est*. Either can be used to clarify a preceding statement, the first by example, the second by restating the idea more clearly or expanding upon it.

*Ex. 5. Make the sentences meaningful by adding exemplifiers. Decide in which case you can make one sentence or two or both; add punctuation marks.*



1. Greece, which is in a serious financial crisis, pursued unsustainable<sup>13</sup> policies; many Greeks retire before age 60 with benefits at three-quarters salary.
2. More and more diplomats whose original language is not English are learning it in preference to others.
3. This car crash on the Ring Road is the dangers of winter driving.
4. The committee reviews developed countries and developing countries, Switzerland and Timor Leste are two very different countries with very different economic situations.
5. There are a number of problems concerning diplomats, the wife of a diplomat cannot have a career travelling with the husband.
6. In Victorian Britain there were some good schools, grammar schools and public schools.
7. Middle class professionals doctors, dentists, lawyers are accused of tax evasion.
8. Pressure and lack of quality time cause many relationships to fail the rock star's recent divorce is...
9. Japan is making a relatively greater effort to support its schools, the percentage of its total public spending.
10. Web sites Twitter are becoming increasingly favored by hackers.

*Ex. 6. Read the text. What problem does it raise? Make the text complete by using connectives of reformulation and exemplification.*

There is a growing problem in UK primary schools. Many youngsters seem to be disengaged from a formal classroom education, 1) \_\_\_\_\_ they get bored sitting in the classroom and listening to the teacher.

When asked what pupils think about their lessons, a boy said, 2) \_\_\_\_\_; "Why should I sit and listen to someone telling me lots of facts when I can find them on the internet in five minutes?" This isn't arrogance. These children are "digital natives", 3) \_\_\_\_\_ they've grown using the web on a daily basis and have developed different ways of absorbing information from older generations.

Schools should make use of this fact to keep children motivated and improve both their understanding of core subjects and exam results. An experiment held on the edge of a Delhi slum 12 years ago is 4) \_\_\_\_\_. A weatherproof computer was placed in the wall of the offices of an IT company to test how it would work outside. Instead of vandalising it computer-illiterate slum children were fascinated. They formed groups and learnt, 5) \_\_\_\_\_ taught themselves — through

<sup>13</sup> impossible to keep at the same level.

trial and error — how to operate the computer and find information from it. This led to placing other computers in outdoor public locations in poor communities across much of Asia and Africa. This was a huge success, too, 6) \_\_\_\_\_ in the report “The Hole in the Wall Gang”.

Sometimes an adult mentor would ask children to look into specific subject. In one southern Indian village, 7) \_\_\_\_\_, some information on biotechnology was left on the public PC, and the children were asked to find out more. They uncovered huge amounts of knowledge and *retained* it – scoring an average of 70 per cent in a test a few months later, 8) \_\_\_\_\_ this self-organised learning in remote areas with few teachers turned out to be a useful addition to formal education.

/after Teaching Made Easy PC by Prof. Sugata Mitra, *Reader's Digest* March 2011/

## USE OF CONNECTIVES

*Ex. 7. Read the following paragraph and a) fill in the gaps with connectives from the list below; b) find the words which express opinion.*

*moreover, in addition, the first / second / third reason, despite the fact.*

### Choosing Sons or Daughters

I feel that whenever it becomes possible for parents to choose the sex of their child, they should be allowed to do so even though it may lead to more males than females. 1) \_\_\_\_\_ is that persons carrying an inherited disease that affects males would be able to choose to have a girl. 2) \_\_\_\_\_ is that there would be fewer deliberate abortions done because parents wanted a child of a different sex. 3) \_\_\_\_\_ is that we still have wars, and more men than women are killed in wars. 4) \_\_\_\_\_, since women live longer than men, many widows would welcome a larger population of available males. 5) \_\_\_\_\_, I don't believe the problem of more males in our society would be a permanent situation. 6) \_\_\_\_\_ that there probably would be more male children born for some time, it is likely that a shortage of women would eventually lead to an increase in the number of females born so that there would be more women available as marriage partners. After a time, the ratio of men to women would probably settle into a fairly even balance.

*What other words to express opinion can you suggest?*

## SECTION 2. PARAGRAPH WRITING: EXPRESSING OPINION. WRITING A GOOD CONCLUSION

*Lead-in. What are the typical features of a paragraph expressing opinion? Use the text in ex. 7 to illustrate your point.*

*What is the difference between them?*

*Ex. 8. Look at the list of topics and say which suggest a paragraph expressing opinion. Match these with appropriate topic sentences (list B). Which do you think make strong thesis statements? Write them down adding words used to introduce opinion.*

### List A

1. It's still a man's world.
2. Competition among siblings
3. Online education: pros and cons



4. Juggling college and work
5. Computer in the classroom

**List B**

1. a) In modern society man rules the world.  
b) However modern we appear to be, men still hold most positions of power, while women play second fiddle.
2. a) It is common knowledge that brothers and sisters are often jealous of each other and have difficult relationships.  
b) Relationships between siblings can be difficult though a great deal depends on parents' role in their children's lives.
3. a) Online courses give the freedom and flexibility you can't find in the classroom but deprive you of social contacts.  
b) You can work toward an online Bachelor's degree from the comfort of your home or on the road, at 2:00 A.M. or 12 noon – whatever works best for you.
4. a) A full time career and full time education are impossible to combine.  
b) Combining college or university and a full time job means your education will take more time and effort.
5. a) Computers in the classroom will never replace the teacher.  
b) Computers can be indispensable in teaching "digital natives".

*Ex. 9. Analyse the paragraph. What is the author's viewpoint? What arguments does he use? What is the function of the concluding sentence?*

It is my belief that Self-Organising Learning Environment method (SOLE) can keep youngsters stimulated in class, improve both their knowledge and exam results. Under this technique children are asked a question and left to do research online in small groups. The kids are engaged without realizing they are actually doing school work. Their results are impressive for a number of reasons. Firstly, they feel more relaxed looking for information and answering questions in small groups. Besides, they know they won't be made to look foolish if they get something wrong. Secondly, through reasoning, discussion and cooperation they can discover new ways to find information and to understand far more of what they have found than they would individually. The last but not the least reason is that SOLE improves children's attention span and behaviour, too. So, I really believe that, if this method is adopted across the UK, all children will benefit and some will be able to pass their GCSEs<sup>14</sup> much earlier.

*/after Teaching Made Easy PC by Prof. Sugata Mitra, Reader's Digest March 2011/*

*Ex. 10. Brainstorming. Support the following viewpoint with the arguments/ reasons from the list below. Suggest your own arguments.*

**We can learn a lot from studying a so-called dead language.**

Reasons:

1. You find out a lot about history, philosophy, architecture, literature, science, language and politics.
2. Only someone weird could enjoy studying a dead and difficult language.
3. With a dead language there is no embarrassment about the accent.
4. You can trace all sorts of words, ideas, forms of expression that you come across in your own culture back to much earlier time.
5. Only doctors and lawyers can make any use of the Latin language.

<sup>14</sup> general certificate of secondary education (exams are usually taken at 16).

Ex. 11. a) Write a paragraph on this topic developing the arguments and giving examples. Use reformulation (in other words, etc.) and exemplification if necessary.

e.g.

Do you know, **for example**, what “ad hoc committee”, the phrase you come across often enough, means? Those of us with some knowledge of Latin understand that it is a committee formed for a specific task, **in other words**, it is the opposite of a standing committee.

#### USEFUL HINTS:

- Roman philosophers, poets, writers: Horatius, Vergilius, Seneca, Ovidius, Cicero, Appulejus, Archimedes;
- Roman emperors and politicians: Julius Caesar, Tiberius, Gracchus;
- The Roman law;
- Well-known phrases: *primus inter paris* (первый среди равных); *a priori* (независимо от опыта; заранее); *modus vivendi* (временное соглашение по какому-либо международному вопросу); *In vino veritas* (истина в вине); *Veni, vidi, vici* (пришел, увидел, победил); *Nota bene* (NB) (надо заметить); *Perpetuum mobile* (вечный двигатель).

b) What arguments against can you suggest? Write a paragraph expressing an opposing point of view.

Ex. 12. Write a paragraph about the advantages of physical education. Support the following viewpoint with reasons of your own or from the list below:

#### Physical education should be an integral part of school curriculum.

Reasons:

1. Doing sport at school gives children an excellent opportunity to exercise.
2. PE classes help children to get rid of excess energy.
3. Doing sport at school interferes with children’s studies.
4. Team sports as part of PE develop social skills and encourage children to cooperate with others.
5. Children who are not good at sport can develop an inferiority complex.

Ex. 13. Write a paragraph expressing your opinion about physical education as a compulsory subject at universities and colleges; or the subject which you feel should be included in your curriculum.



## WRITING A GOOD CONCLUSION

The main aim of the conclusion is to show the reader that you have fulfilled the task set in the introduction: have considered different aspects of the problem objectively (in a *for and against* essay) or have proved your point of view (in an opinion essay). In other words, the conclusion links back to the thesis statement.

#### USEFUL TIPS:

1. Restate the thesis statement but do not repeat it!
2. Do not introduce new ideas.
3. Sum up the main points made in the body of the essay.
4. Do not pretend you have proven more than you have.
5. Make it emphatic: use an appropriate quotation or your own punchy<sup>15</sup> comment.

<sup>15</sup> having a strong effect due to the use of clear simple language and not too many words.

*Ex. 14. Read the two pairs 'introduction — conclusion'. Which useful tips for writing conclusions have been applied appropriately? Discuss with a partner.*

**I. Introduction:**

The great Chinese philosopher Confucius advised, "Have no friend not equal to yourself." Writing in a very hierarchical society he probably meant that you should make friends with people your own social class. But I'd like to interpret his dictum more broadly – meaning that friendship requires mutual respect.

**Conclusion:**

"A friend in need is a friend indeed". True as this well-known saying is, it doesn't cover all aspects of this most wonderful of relationships. Only if people respect each other for special qualities, which have nothing to do with status or money, can they become real friends. Mutual admiration and high opinion of each other make friends equal.

**II. Introduction:**

A man and a woman were seated in a car that had been circling the same area for half an hour. The woman was saying, "Why don't we just ask someone?" The man was saying, not for the first time, "I'm sure it's around here somewhere. I'll just try this street." Why are men so reluctant to ask directions? Why aren't women? The explanation is that men and women use language in different ways; this breeds misunderstanding which can destroy the relationship.

**Conclusion:**

Women and men talk for different reasons. Women use language to make connection, to build intimacy, while men are concerned with hierarchy and use language to confirm status. Understanding gender differences in ways of talking is the first step to improving the relationship.

*Ex. 15. Restate the thesis statements in ex. 8 to make a conclusion.*

**e.g. Thesis statement:**

However modern we appear to be, men still hold most positions of power, while women play second fiddle.

**Restatement:**

The world has changed, and we have women ministers and even prime ministers, but by and large, in politics and business alike power is concentrated in the hands of men.

*Ex. 16. Read the text in ex. 9 again. Develop the concluding sentence into the conclusion (final paragraph) using the tips above.*

*Ex. 17. Write a conclusion using some of these scrambled sentences.*

**Thesis statement:**

Teaching to write in a foreign language is first of all helping to acquire a skill of overcoming a fear of writing.

**Conclusion:**

1. Communicating ideas when writing in a foreign language is a skill to be learnt step by step.
2. All in all, building writing skills 'brick by brick' is the right way to produce a confident and competent writer.
3. Well-structured practice which takes students step by step from producing meaningful sentences on to writing effective paragraphs and essays is a very useful and efficient tool.
4. It helps students to get beyond their fears associated with academic writing.
5. It is less stressful for students to first learn how to organise paragraphs and then acquire different patterns of academic writing.
6. Writing is a powerful medium in any language, and communicating ideas in their complexities requires patience and practice.



## UNIT 4

### SECTION 1. WRITING IN ACADEMIC STYLE

#### COMPLEX GRAMMAR STRUCTURES (2)

**Note:** complex grammar structures (infinitive and gerundial complexes) are often used in academic writing.

##### PRACTICE 1

*Ex. 1. Read the text to find the answer to the question in the title. Analyse complex grammar structures in Point I. and paraphrase parts of sentences in italics using gerundial and infinitive structures in II.*

#### **What's wrong with American education?**

**I.** Along with a deepening recession, the war in Iraq and Afghanistan, dealing with immigration and health care, the poor performance of the institution of American Education is believed to be one of the most severe problems facing the nation. Yet, depending on the source, the definition of our concern varies widely.

The definition of Education's failure comes in many forms, largely based on the source from which it originates. The victims (students) tend to have their own definition — school is boring, useless, its only value being one of meeting friends and, for some, participating in sports. Try asking a kid what he learned in school today, and you will get the "thousand mile stare," which quickly informs you of your belonging with those who are ancient and intellectually challenged.

**II.** Parents have many complaints. If their children are in their teens or older, parents complain of 1). *they have changed from the compliant, respectful children so fondly remembered, to defiant, lying, empty-headed, drug-using brats.*

They are certain this condition results from 2). *their kids' heads are filled with all kinds of ideas that have no place in a traditional American home.* 3). *if the parents are financially supporting a \$25,000 a year college tuition to get these results makes the situation even worse.*

Teachers look at their unmotivated, cheating, noisy classes, with occasional deadly violence thrown in, and either leave the profession, or stay, longing for the days when students were eager to learn, respectful, did their homework, and trembled at the threat of 4). *a parent will be informed or they will get a failing grade.*

Employers insist on 5). *employees are unable to perform their jobs,* their lack of productivity, motivation, and perhaps most of all, honesty and integrity. Remedial and on-the-job training have become the norm rather than the exception in the private sector. 6). *One cannot deny the fact that there no longer exists a ready pool of exceptional candidates for positions requiring knowledge, skill, and judgment* 7). *Even though many more graduates come from colleges and universities.* Instead, employers seek an increasingly immigration-restricted pool of foreign technical and scientific workers. In Government, from the President of the United States all the way down to the lowliest clerk, complete incompetence is the rule of the day. 8). *It seems that none of them can get it right, even when they try.* Most of the time they don't even make the effort.

If all of the above is true, how have we made the enormous progress in technology, science, medicine, and electronics during the last half century? The answer, 9) *it seems, is that this progress has resulted in spite of,* rather than because of the institution of Education as it exists in this country. Today,

despite 10) *we still maintain a hugely rich source of intellectual power*, we no longer stand alone as the world's leader in brain power.

/based on//www.scribd.com/doc/193920/Whats-wrong-with-American-Education/

Ex. 2. Read the text about the education reform in the UK as seen by a sixth-former. Make the text more formal by using complex grammar structures instead of the underlined parts and words from the list below instead of those in italics.



### A graduate tax is the fairest solution

When hundreds of thousands of students take out their iPod headphones and tear themselves away from Call of Duty<sup>16</sup> to rally in the streets, you know the government has done something seriously wrong. After all the pre-election talk of a fairer education system, why does the coalition government think that they will achieve this 1) if they increase tuition fees and cut the teaching budget by 80 per cent?

2) Make no mistake (use *the fact that*), if fees rise huge numbers of bright, but 3) *poorer* students will not be able to apply to university. As a sixth-form pupil, I am 4) *pretty sure* that for 5) *a lot of* school leavers university 6) *is no longer an option*. This is not only completely unfair, but, it also reduces Britain's ability to produce a high-quality workforce. 7) Is it possible that the government will ignore the problem 8) which we face when only people 9) who can afford it can go to university? (use of + gerundial construction)

10) It's fine to complain — and even to take to the streets in protest – but that is pointless unless solutions can be found. One possible 11) *solution* is a graduate tax. This idea is supported by the Labour Party and the National Union of Students. It 12) looks like a good solution, it allows the abolition of high fees, replaced by the introduction of a heavier income tax on graduates. This tax would last for roughly 20 years and would be paid only if the graduate was employed and earning 13) *more than* £15,000 a year.

This would be fairer than the current system, because it would be easier for lower-income graduates than if they paid a fixed price for fees. This in turn would create an incentive for students from a low-income background to strive for higher education, increasing social mobility. 14) Of course, higher-income graduates may end up paying more under the system — but then, they can afford to. The graduate tax also 15) prevents the situation when students have to choose their university based on price.

16) Call me an idealist, but an efficient graduate tax could completely remove the burden of higher education from the general taxpayer. I still think, though, that the taxpayer should contribute to higher education because Britain 17) *will benefit* 18) if we have highly educated workers. After all, the next generation of workers will be the ones driving the economy — while those who have enjoyed heavily subsidised higher education in past decades sit back and draw their pensions.

/based on www.newstatesman.com/blogs/the-staggers/.../graduate-tax-higher-education/

**Prompts:** affluent, to be convinced, a great many, to become an unaffordable option, wealthy, in excess of, alternative, enjoy the benefit of

## USE OF CONNECTIVES

In an essay expressing opinion connectives are used:

1. to express opinion: *I believe, In my opinion, I think, In my view, I strongly believe<sup>17</sup>, I feel that, It seems to me that, etc.*

<sup>16</sup> A popular video game.

<sup>17</sup> emotionally coloured.

2. to present the other side of the argument: *Contrary to what most people believe, As opposed to the above ideas, Some people argue that...*
3. to join each viewpoint with the others: *In the first place, To start with, What is more, Furthermore, Besides, Apart from this, It is argued that, etc.*

When writing an essay expressing opinion, we use different words and phrases that bring out our attitude to what we are saying:

Apparently	очевидно, несомненно
Admittedly	надо признать
Clearly	ясно, понятно
Evidently	очевидно
Frankly	откровенно (говоря)
Generally speaking	вообще говоря
In fact	на самом деле
In my opinion	по моему мнению
Naturally	как и следовало ожидать
Obviously	явно, безусловно
Personally	что касается меня
Quite properly	безусловно
Really	по правде говоря
To be (more) precise	точнее говоря
Understandably	понятно
Undoubtedly	Несомненно

## PRACTICE 2

*Ex. 3. Choose the most appropriate word or phrase from the list above to fill in the gaps in the sentences.*

1. \_\_\_\_\_, I am convinced that job satisfaction is far more important than material values.
2. \_\_\_\_\_, there is nothing worse for the interviewer than hearing that the candidate knows nothing about the company.
3. \_\_\_\_\_, I am surprised that such a high percentage of dentists enjoy their work. \_\_\_\_\_, starting into other people's mouths is very unattractive,
4. \_\_\_\_\_, people in such demanding jobs as air traffic controllers should work in short shifts.
5. \_\_\_\_\_, schoolteachers in Russia, especially in rural areas are underpaid, \_\_\_\_\_, schools are understaffed.
6. \_\_\_\_\_, nurses, who also have low incomes, but carry on working have a strong sense of vocation.
7. \_\_\_\_\_, job satisfaction is only relevant to industrialized societies. In developing countries work is mostly a means of survival.
8. Astronauts have to be physically and mentally prepared for the stress and strain of a space mission. \_\_\_\_\_, being an astronaut is one of the most challenging jobs in the world.
9. \_\_\_\_\_, the major problem a working mother faces concerns her children.
10. Most girls think that modelling means glamour. \_\_\_\_\_, many are disappointed when they find out it is hard work as well.

*Ex. 4. Fill in the gaps in the text with suitable words and expressions from the list.*

*To sum up*

*Firstly*

*In my opinion*

*What is more*

*To begin with*

*In conclusion*

*Some critics argue that...*

*In my view*

*In addition*

*All in all*

*Contrary to what many people believe*

*I feel*

This year's sixth-formers were the first to complete a new modular system<sup>18</sup> of A-level exams. Now many students and their parents ask whether the new system is an improvement on the old one.

1) \_\_\_\_\_, sitting for four or five AS-levels in your first year and then taking three of the subjects to full A-level in the second makes it easier to pass the exams successfully. If your AS grades contribute to your full A-level result you are not under so much pressure all the way through, though the first year puts more stress on students than it used to.

2) \_\_\_\_\_, the rise in the pass rate and a record number of students who score straight As indicate that the new system filters out poorer A-level candidates in the first year. The AS-level results can be used by pupils to decide whether they go on to take a full A-level.

3) \_\_\_\_\_, the new system broadens the curriculum and gives students a chance to take up a wider range of subjects in the first year (e.g. drama or music or mass media). 4) \_\_\_\_\_ it is unfair that many universities do not accept what they call "soft" A-level subjects.

5) \_\_\_\_\_ there is no need for the AS-level. They would prefer students to simply sit their exams at the end of two years' study. They say this generation of school pupils is overexamined and never relaxes. Their idea is to abolish AS-levels and introduce the International Baccalaureate instead.

6) \_\_\_\_\_, 7) \_\_\_\_\_ that we should give the new system time. Constant changes have turned pupils into guinea pigs for education reform. Give them a break!

*Ex. 5. Read an extract from an article in The Times to find out the Education Secretary's position on weak schools. Fill in the missing connectives.*

There remains a persistent problem in too many of our secondary schools. Around one in seven has fewer than a quarter of its pupils achieving five or more good GCSE passes.

Many say this is simply the result of poverty and deprivation. Of course, these factors matter, which is why such schools are better resourced: we are spending £200 more on every pupil than was previously the case. 1) \_\_\_\_\_, new research by my department shows that schools with the poorest GCSE results are found in leafy suburbs as well as in inner cities.

We have raised the number of pupils gaining five good GCSEs from 45 per cent to 48 per cent, and are well on course to reach our target of 50 per cent by 2002. 2) \_\_\_\_\_, in 530 schools identified as underperforming, 75 per cent of their pupils or more face adult life without the educational foundation to go on to Advanced level study.

3) \_\_\_\_\_ I am setting schools a new challenge — that by 2004 there should be no secondary with fewer than 20 per cent of its pupils achieving five good GCSE passes. By 2006 this should be raised to 25 per cent or more.

Since 1997 I have sought to create a culture of improvement in schools, with Government and education authorities giving schools the support they need. All schools now have GCSE targets. This new approach will strengthen the targets in the weakest schools.

The challenge will be difficult and I can already hear the cries from those who say it can't be done. Those same complaints were made when we set our challenging literacy and numeracy targets. 4) \_\_\_\_\_, I am convinced that we can and must meet this challenge — and we will be monitoring those schools which fail to reach the new benchmark (точка отсчета, уровень), and taking action where necessary.

5) \_\_\_\_\_, I will maintain the firm approach we take towards failing schools. This policy is already paying huge dividends. At the end of 1999, 424 schools were failing — 91 fewer than in July 1998. Schools now have two years to improve, or have a Fresh Start (with new name, management and staff), or be closed with pupils transferred to other schools.

<sup>18</sup> Introduced in 2000.

6) \_\_\_\_\_, we need to build on our successful approaches for targeting disadvantage and underachievement, particularly through our targeted programme for inner cities — Excellence in Cities. I will be introducing a new scheme to twin weak schools with those that have succeeded.

7) \_\_\_\_\_ We are planning to pilot new “super head”, experienced heads who will work with and help to rescue schools at risk of failing. I will be discussing the important issues involved with head teachers and education authorities.

8) \_\_\_\_\_, I want to strengthen school-business partnerships to expand the successful national mentoring pilot project for pupils in poorly performing schools. The development of this new network will help to improve school discipline and offer new opportunities to dissatisfied pupils.

9) \_\_\_\_\_, we must spread the good practice of excellent and improving schools just as we are tough on weak and failing schools. Taken together, these measures will help us to achieve these tough targets.

*/The Times. March 1, 2000/*

*Compare the connectives you added with those used by the author:*

yet, however, that is why, yet, secondly, thirdly, fourthly, finally, also.

*Ex. 6. Read the following Fact File. There are connectives missing. Add them to make the text more logical.*



In Great Britain children are allowed to work from the age of thirteen. They can be employed for two hours on a school-day, only one of which may be in the morning, plus two hours on a Sunday.

Thirteen- and fourteen-year-olds may work for five hours on a Saturday plus up to 25 hours a week in school holidays. Over fifteens may work for eight hours on a Saturday and 35 hours a week in the holidays. At least two weeks of the school holidays a year should be work-free. Some young people work not only on Saturdays but on Sundays, plus a few evenings in the week.

Saturday girls and boys have the same legal rights as adults. This means they can claim unfair dismissal where justified, as long as they are working legally.

Young people need to obtain an employment card from the local authority before they work.

## SECTION 2. WRITING AN ARGUMENTATIVE ESSAY EXPRESSING OPINION

*Lead-in. Look through the text in ex. 4 and decide if it is "for and against" essay or an opinion essay. Compare your reasons with those of a partner.*

**An essay expressing opinion is a formal piece of writing in which your own opinion is clearly stated and supported by reasons.**

STRUCTURE:

**Introduction** (Paragraph 1)

The subject or topic. Thesis: a statement of your opinion.

**Main body**

Paragraph 2

Viewpoint 1 supported by a logical reason.



Paragraph 3

Viewpoint 2 supported by a logical reason.

Paragraph 4

The opposing viewpoints and reasons

You might include a lead-in opinion to your conclusion

**Conclusion** (Final paragraph)

A summary of your viewpoints.



Each viewpoint should be presented in a separate paragraph, so you may include more paragraphs in the main body if you have more viewpoints.

*Ex. 7. Compare opinion essay with “for and against” essay (see unit 2 ex. 7). Note the differences and similarities in structure and language.*

*Ex. 8. Develop your paragraph on learning a dead language (unit 3 ex. 11) into an essay expressing opinion.*

*a) Choose a beginning you like best or suggest your own. Give your reasoning. Add a thesis statement.*

**Beginnings:**

1. When I tell people that I studied Latin until I was 23 they look at me as if I had a banana sticking out of my ear.
2. Latin used to be an integral part of classical education. Every public school in Great Britain had it on its curriculum. For the past two decades public schools have become less classical and Latin is no longer compulsory.
3. Do you think that learning Latin is a waste of time, and only someone weird can take it up seriously?

*b) Choose an ending which best fits your introduction or suggest your own. Give your reasoning. How can you develop it into a complete final paragraph?*

**Endings:**

- A. Brilliant minds used Latin in the millennium before last. It would be criminal to ignore their heritage just because people consider the language elitist.
- B. Learning Latin is enjoyable and highly satisfying. It gives you an insight into things you may have never discovered otherwise.
- C. On balance, the main advantage of learning Latin is that it puts our own society, literature and language into perspective.

*c) Brainstorming. Look through the endings B and C and work out the possible viewpoints to be dealt with in the paragraph giving the opposing opinion.*

**Opposing points of view:**

- It is a waste of time learning a language nobody speaks today.
- Latin is a dead language that could only be part of elitist education.
- Latin can be of interest to the few studying ancient history, philosophy and theology.
- .....?

*d) Write a paragraph expressing opposing viewpoints and reasons.*

*e) Write an essay on the topic “Why I would like to study Latin.”*

*Ex. 9. Brainstorming. Read the following topics and give the paragraph outline for each, listing the viewpoints. Write supporting reasons for the viewpoints on one of the topics. Finally write an essay expressing your opinion.*



1. Should we keep entrance exams?
2. Traditional schooling should no longer be compulsory.
3. Is school the best preparation for entering university?
4. Russian education system is one of the best in the world.



**Proofreading. Check your essay for**

- opinion essay structure
- thesis statement expressing your opinion
- one idea per paragraph to present your opinion
- supporting sentences and examples in each paragraph
- clearly presented opposing point of view in a separate paragraph
- relevant conclusion
- use of grammar structures
- use of vocabulary: synonyms, pronouns, etc.
- spelling errors

**FOR AND AGAINST ARGUMENTATIVE ESSAY VERSUS ARGUMENTATIVE ESSAY EXPRESSING OPINION: A BLEND OF THE TWO**

*Ex. 10. a) Look through an extract from the article in which the Education Secretary speaks on the subject of weak schools (ex. 5). Is this piece of writing argumentative or opinion? Give your reasons.*

*b) Analyse the way the Education Secretary presents his plans and argues with his opponents. Does he make use of facts? Give examples.*



In a similar way you can make use of facts to support your arguments in an argumentative essay expressing opinion.

*Ex. 11. Read the text and find the main points the author makes and the facts used to support them.*

Since 2008 we've had enough doom and gloom. Everybody seems to be too worried about the economy and the rising prices to see the brighter side of the recession. Bad as it is for the county's finances, there is an upside to the economic crisis. It may seem odd but when an industrialized country goes through recession and people lose their jobs, they become healthier.

Firstly, joblessness inevitably leads to a change in lifestyle. People change the things which are known to make us less healthy: smoking, failing to exercise and eating badly. Dr. Christopher Ruhm's research shows that physical activity rises and diet improves when the economy weakens. As for smoking, Dr. Ruhm found that during the 1990s recession, for example, smoking in the US declined by five per cent. His huge study also shows that, for every per cent increase in unemployment, there is a two per cent decline in the death rate of 20- to 44-year-olds.

Apart from this, in recessions people tend to drive less, either as an economy measure, or because they are no longer commuting or driving as part of their work. So not only do people walk and cycle more, but there is also a direct effect on road-traffic accidents. According to Ruhm's study, a one-point increase in joblessness is expected to reduce road fatalities by 4,6 per 100,000.

There are other, less obvious, benefits, too. Families tend to spend more time together, and people become more conscious of the environment as they cut back on expensive pursuits. In the UK, since the recession began, councils have noted an increased use of libraries and a fall in household rubbish.

Obviously there is a bleak side to losing your job and the prestige and finance it gives to your life. However, spending time on yourself, reducing stress and exercising more does make a difference to your life: it makes you fitter and healthier. So if you are temporarily out of job, make the most of it, and do not forget this important lesson once you are back in employment.

*Ex. 12. Read the two topics and decide which suggests a "for and against" argumentative essay and which — opinion:*

1. A weekend job: a way to ensure employment or academic failure?
2. A weekend job: more money and sense.

*Decide what type of essay you are going to write.*

*Ex. 13. a) Read the following arguments and divide them into "for" and "against". Add some of your own according to the chosen topic and type of essay.*

1. A weekend job helps to pay for an increasingly expensive wardrobe and expanding social life.
2. A weekend job can provide a sense of purpose during free time.
3. It interferes with one's social life.
4. The fact that a child has been employed looks good on CV (автобиография).
5. A job helps children to develop a sense of responsibility.
6. Too much work can affect one's GCSE results.

*b) Write supporting sentences for each of the arguments. Two are given below. Decide which arguments they support:*

- A. Hairdressers, for example, often take on Saturday staff with a view to recruiting them full time when they leave school.
- B. Significant amount of work needs to be done outside school hours for GCSEs and post-16 courses.

*c) Find facts you can use to support your arguments. Make use of Fact File in ex. 6.*

*Ex. 14. Write a beginning and a conclusion of your essay. An example of each is given below. They are not complete, though. If you are going to use them develop them into full paragraphs depending on the type of your essay.*

Practically everywhere you shop at the weekend, there is a Saturday person at the counter. Small shops, supermarkets, garages, cafes — all are liberally sprinkled with students keen to supplement their pocket money with a bit of earned income.

A Saturday job offers many advantages as long as a child keeps a sense of proportion.....

*Ex. 15. Write an essay on the topic using ~250 words.*

*The following extracts from the column "Children at work" from The Express Parent magazine (March 2000) can be used to support your viewpoints:*

No minimum rate of pay applies to Saturday staff, so small shopkeepers are happy to use this source of labour on the busiest day of their week.

Many young people start their career with a paper round. A paper girl or boy can expect to earn between £10 and £15 a week for delivering newspapers to around 20 houses each morning.

A Saturday job typically pays £20–30 a day. Under 16s pay no income tax. Catherine Lomax, 17, worked for two years at a local pet shop: “The job made me more confident when dealing with people because I served in the shop most of the time. I helped order the products, too, which gave me an insight into how a business was run. It didn’t interfere with my school work — I still managed to get my GCSEs — but it did get in the way of my social life.”

Tom Nelson, 17, now studies Art and Design at college: “My first job was in a garage. I spent Saturday and Sunday mornings there and they paid me 25 pounds a morning. I was there for a year and a half and the money helped to pay for holidays and outings with friends.”

Steve Edgar, head teacher at Amersham School: “The interaction with adults builds up children’s social skills. We are living in a world where academic skills are not the only things that matter – other factors, such as the ability to dress well, be punctual and work with a wide range of people are also important. But when young people overcommit themselves, their school work suffers.”

*Ex. 16. Write an essay on one of the topics.*

1. Should a full-time student work?  
(you can use the text “Who is the modern student?”<sup>19</sup>)
2. University education for everyone?
3. Living in college rooms or halls of residence helps students mature early.



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<sup>19</sup> см. Курс английского языка для студентов языковых вузов Е. Б. Ястребова, Л. Г. Владыкина, М. В. Ермакова. М. 2007. С. 190.

## UNIT 5

### SECTION 1. LANGUAGE MATTERS: APPLICATIONS

*Lead-in. In what way do you think writing applications is different from academic writing? How does this affect the choice of the language?*

#### APPLICATION LETTER:

important details

There are various ways of writing the date:

UK	USA
12 <sup>th</sup> September 2011	September 12 2011
12 September 2011	9.12.2011
12.9.2011	

#### INSIDE ADDRESS & ADDRESS ON THE ENVELOPE

UK	USA
Name (if known)	Name (if known)
Position	Position
Firm	Firm
Number, Street, Avenue	Number, Street, Avenue
Town	Town
County	State, Zipcode
Post code	Country
Country	

**P.S.** A similar way (certain variations) of writing address is used in the EU

**e.g.** in France:

Name  
Position  
Company  
Number, Street  
Post code, Town  
Country

#### SALUTATION AND COMPLIMENTARY ENDINGS:

Dear Mr/Mrs/Ms Brown	(Yours) sincerely
Dear Dr Kellermann	(Yours) sincerely
Dear Sir	Yours faithfully
Dear Madam	Yours faithfully
Dear Sir or Madam	Yours faithfully
Dear Sirs	Yours faithfully



In the USA the salutation is usually 'My dear...' and the ending 'Yours truly' or 'Very truly yours'; in the UK 'My dear...' is less formal than 'Dear...'

## NOTE ON PUNCTUATION

In the UK the salutation is usually set off by a comma ('Dear Sir;'), in the US a colon is used (Dear Sir or Madam:')

## PRACTICE 1

*Ex. 1. Write the dates in all the possible ways common in writing business letters in English.*

Второе октября 2012, тринадцатое февраля 2013, двадцать первое мая 2012, седьмое июля 2011, тридцать первое августа 2015, первое января 2012, одиннадцатое декабря 2011.

*Ex. 2. Make corrections in the following inside addresses.*

# 1

P.O. Box 100, One Bungtown Road  
Cold Spring Harbor, New York 11724  
Cold Spring Harbor Laboratory

# 2

1081HV Netherlands  
Vrije Universiteit Amsterdam  
De Boelelaan, 1085  
Amsterdam  
Katja Fisher MSc

# 3

UK  
Kent  
University of Canterbury  
Canterbury  
CT2 7NY  
Chair of Publications Committee

#4

York. YO26 9SS  
Queen Ethelburga's College  
Managing Director  
Thorpe Underwood Estate  
England

#5

International Criminal Court  
First Vice President  
Fatoumata Dembele Diarra  
The Netherlands  
P.O. Box 19519  
2500 CM The Hague

#6

United States of America  
1600 Pennsylvania Ave NW  
D.C. 20500  
Washington  
President Barak Obama

Ex. 3. Choose acceptable forms of salutation and match them with an appropriate ending from the list above.

Salutations	Endings
Dear Prof. Fisher	
Dear Mrs Fiona Bullock	
Dear Personnel Manager	
Dear Manager Hitchcock	
Dear Alison	
Dear Mr. President	
Dear Mr. Prime Minister Cameron	
Hello, Mr. Joe	
To whom it may concern	
My dear Ms. Baldwin	

Ex. 4. Make corrections in the following extract from a letter (UK style)

Moscow State Institute of International Relations (University)  
Ministry of Foreign Affairs  
119454 MOSCOW  
76 Prospect Vernadskogo  
RUSSIA  
  
09. 22. 2011

England  
Canterbury  
Kent CT1 2JA  
Orange Street 4-6  
Dr J.F. Banks  
Director of Studies  
Pilgrims Ltd

Dear Dr J.F. Banks,

Yours truly,

Emails have become the most common form of applying for a job. Below is a list of phrases used in job application emails:

- With reference to your advertisement on ... website, I am interested in applying for the post/position
- I am very/ highly interested in the ....position
- I'd like to apply for the position... advertised on your website
- I attach my CV as requested
- I have attached my CV as a Word document
- Please find attached my CV (resume)
- You can email me or telephone me at the number given in my CV
- I believe I would be a suitable candidate for the position
- I appreciate your time and consideration and I hope to hear from you soon
- I am available for an interview
- I would be grateful if you would consider my application

*Ex. 5. Fill in the gaps in the following email.*

**Subject:** application vacancy number 1.2011.006

---

Dear Sir/Madam,

\_\_\_\_\_ the Postdoc position in "The Causes and Consequences of Multilevel Governance" 2) \_\_\_\_\_ (vacancy number 1.2011.0068).

I have international academic experience as I did my BA in PPE at Oxford and MSc in Political Science at the University of Amsterdam. I have completed my PhD in the social sciences at the Free University of Berlin, and the manuscript has been approved by the assessment committee.

While doing my PhD I gained considerable experience in applying computational science to social and political modeling. I am also very motivated to learn new modeling techniques. As I have worked for a number of EU agencies I have a good knowledge of the EU structures; I have also gained good organizational skills.

I wish to further pursue a career in regional studies and I am particularly interested in taking part in a project that will work on coding the rules and authority of regional regimes.

\_\_\_\_\_ due to my experience and interest in the project.  
\_\_\_\_\_ my application letter, resume and two references  
\_\_\_\_\_.

\_\_\_\_\_ if you consider my application.

\_\_\_\_\_

Yours sincerely,

---



## THE CV/ RESUME & COVER LETTER

THERE ARE THREE STYLES OF WRITING A RESUME:

1. In the first person (*I have...*)
2. In the third person (*he/she has ...*)
3. 'impersonal' (without any pronoun, 'clipped')

USEFUL TIPS:

1. Stick to one style
2. Do not overuse 'I' (in case of style 1)
3. Use action words ('managed', 'accomplished', 'improved' etc)
4. Work on word choice: avoid repetition
5. Check your grammar and spelling

Your language should be simple, direct, and clear. Describe your job history in terms of job skills. Make every word count (e.g., instead of "in society today," use "now").

A list of useful phrases for resume and cover/ motivation letter:	Action words
ability to get along with people ability to develop relationships and networks able to present facts clearly and briefly leadership abilities a good working knowledge of excellent (communication/etc.) skills I was responsible for My responsibilities include(d) (extensive) experience (with) my diverse/distinctive background (am) highly skilled in a good/sound understanding of (have) specialized in my ... (three/ five/ten) years as / with I believe I could contribute (am) a good candidate/match for the job very interested in pursuing a career with / in	achieved coordinated restructured trained managed implemented improved won motivated generated proposed recommended opened supervised

### PRACTICE 2

Ex. 6. Improve the part of a resume by following the **Useful tips**.

a) Paraphrase the sentences so as to avoid too many personal pronouns.

b) Rewrite to make it easier to understand the applicant's achievements.



#### Profile

I have specialized increasingly in the management of complex multi-cultural projects and their staffs at international levels. I have experience in: strategic forward-planning; operating

within the tight financial disciplines imposed by ambitious budgets which I have helped to plan; methodical administration to deadlines (not to speak of crisis management where necessary); and the application of modern leadership methods (through staff motivation and involvement in both decision-making and target-setting, clarity in communication, and easy personal inter-relations). I come from a cosmopolitan background and I have always had analytical interests in other cultures, as well as a command of several European languages, so I am confident in handling negotiations that require the reconciliation of different national approaches to otherwise common problems.

*Ex. 7. Check the extracts from a resume for spelling and grammar mistakes, punctuation.*

*Suggest rephrasing sentences where appropriate.*



### **EDUCATION**

#### **University of Central London**

May 2003

HND<sup>20</sup> in Computing

Modules includes software development, database systems, Intro to Multimedia and Systems Analysis.

### **EMPLOYMENT HISTORY**

#### **The Salvation Army**

IT Mentor Volunteer

April 2009 — Present

My duties involve training endusers how to use and operate software applications such as Word, Excel and PowerPoint. On occasions I also instruct beginners in the use of tools such as operating a keyboard and mouse. Responsible for maintenance of hardware and software used for training purposes and recommending repairs to management.

#### **European Training Services**

Graphic Design Intern

Czech Republic, Prague

April 2008 — July 2008

Worked at a creative design studio my duties included creating web content, editing graphics and writing copy for client's websites and promotional materials. In addition I learnt to edit web pages using applications such as Dreamweaver. As part of my internship I had to take basic Czech lessons for approx two weeks, the most challenging was to use what I learnt and converse with my co-workers on a daily basis using Czech.

#### **HM Revenue & Customs**

Admin Assistant

Dec 2006 — Dec 2007

My duties include organising and filing paperwork, setting up mailing systems as and when required. Typing documents and entering customer details onto database systems. In addition I learnt how to manage my time effectively and prioritize my workload and as a result of this I managed to consistently hit my targets on a daily basis.

<sup>20</sup> A higher National Diploma is a higher education qualification in the UK. This qualification can be used to gain entry into universities, and is considered equivalent to the first or second year of a university degree course.

## INTERESTS

In my leisure time and on voluntary basis I help to edit and proofread manuscripts and documents for a nonprofit organization calling The Headless Way. I enjoy reading books as a pastime and occasionally visit the gym to keep fit and swim on a regular basis.

*Ex. 8. Fill in the gaps using the words from the lists above. Suggest how you can improve the text.*

I am excited at the possibility of joining xxx University as Senior Training Manager. 1) \_\_\_\_\_ a lot to your organization due to my 2) \_\_\_\_\_ described in my resume.

I possess a unique combination of 3) \_\_\_\_\_ teaching, management and marketing \_\_\_\_\_, which makes me 4) \_\_\_\_\_. I have 5) \_\_\_\_\_ in programme/project management, which will be extremely valuable in this position. I 6) \_\_\_\_\_ a number of innovative projects and I have demonstrated 7) \_\_\_\_\_ which helped to build organizations from start-up base.

A particular strength of mine is to apply solid 8) \_\_\_\_\_ in conflict situations. I also have 9) \_\_\_\_\_ how to create successful people-oriented programmes that help people set goals and cope with change.

I 10) \_\_\_\_\_ in academic programme development at your university.

*Ex. 9. Transform this text (extract from an interview) into a suitable draft of a cover letter.*



Sujeevan Satheesan, 29, works for the Foreign and Commonwealth Office as head of the France and Common Foreign and Security Policy team.

### **What does your job involve?**

Policy jobs at the Foreign Office are either based around a country or region, like Pakistan or Africa; or a theme, like counter-terrorism or human rights. I'm head of a team working on the European Union's common foreign policy, which is where the 27 member countries of the EU act together externally. That might mean the EU training Iraqi judges and prosecutors; running a border checkpoint with the Palestinians between Gaza and Egypt; or calling on the Sudanese president to accept blue-helmeted UN peacekeepers in Darfur. When an action is proposed, we look at the legal base for it, its budget and, more broadly, what the UK thinks about it.

### **Why do you love your job?**

International affairs is a fascinating area to work in. You get to work with people from all over the world, coming across different mindsets and ideas — and your colleagues tend to be very interesting people, too.

Plus, it's always varied. My first job was managing the UK's relationship with Kuwait and with Oman. Then I was posted to Paris as a press attaché, where I was charged with explaining the UK's policies, on everything from trade issues to Iraq, to French journalists. After two years there, I came back to London to work on the parliamentary bill that ratified Bulgaria and Romania's Accession Treaty.

As you see, we move between jobs quite frequently, so you might be working on arms control, then switch to economic relations with China.

### **What's tough about it?**

It's definitely challenging. You're often dealing with complex, sensitive issues, so it follows that the job can be difficult at times. And you need consistently to produce work at a high level, because it's your job to represent and protect your country's interests — it's a big responsibility. A lot of people find it can be difficult to co-ordinate overseas postings with their spouse's job and children's schooling, although that isn't an issue for me yet.

### **What skills do you need to be a good diplomat?**

You've got to be able to think things through in a considered, well-organised way. The job isn't just about persuading colleagues or other diplomats — you might also have to give advice directly to ministers, so you've got to be totally up-to-speed (в курсе дел) on your area. You need to pay attention to detail, but also have the capacity to look at the bigger picture. The ability to learn languages, and then be confident about using them, also helps.

*/from an interview by Alex McRae,  
The Independent, 15 February 2007/*

## **SECTION 2.**

### **WRITING TO GET A JOB**

#### **WRITING AN OPINION ESSAY WITH ELEMENTS OF DESCRIPTION**

Applying for jobs, internships, and graduate/professional programs often requires, apart from filling out an application form<sup>21</sup>, writing a resume and a cover or application letter. Applicants are expected to outline their strengths confidently and concisely.

*Lead-in. What are the main features of a formal letter?*

*Look at the guidelines below and say whether all of these are relevant when writing a letter of application.*

#### **FORMAL LETTER — GENERAL GUIDELINES:**

1. State the main idea in the first or second sentence.
2. Be factual. Avoid emotion in business letters.
3. Be specific — give all the necessary details.
4. Avoid slang, jargon, elitist language.
5. Use the active voice.
6. Avoid overused words (very, basically, etc.).
7. Be pleasant, polite and encouraging.

#### **USEFUL TIPS:**

1. match your application to the job description given in the ad
2. be brief, descriptive and dynamic
3. address your application to a specific person in the company<sup>22</sup>
4. emphasise your flexibility and adaptability

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<sup>21</sup> These are usually filled out online.

<sup>22</sup> Look it up or make a call to find out the name and make sure to spell it right!

## LETTER OF APPLICATION

The purpose of a letter of application is to attract enough positive attention so that the employer will call you to set up an interview.

Ex. 10. Study the sample letter of application paying attention to its organisation.

### Southern Leisure Hotels Group Manager

Write with full CV to Mr George Davies. Director,  
Southern Leisure Hotels Ltd, 24 Lakeland Road,  
Bedhampton, Mendleshire KR5 9 UJ

46 Chorleywood Road  
Rickmansworth,  
Herts WD3 4 ES  
25<sup>th</sup> April 2000

Write your  
address on  
separate lines  
in the top  
right-hand  
corner. Do  
not write your  
name.

Write the  
date below  
your address.

Write the  
name and  
address of the  
person or com-  
pany you are  
writing to on  
the left-hand  
side below the  
date.

Mr George Davies. Director,  
Southern Leisure Hotels Ltd,  
24 Lakeland Road,  
Bedhampton, Mendleshire KR4 9 UJ

Dear Mr Davies,

I saw your advertisement for a Group Manager in this week's issue of The Caterer and Hotelkeeper and should like to apply for the position.

As requested, I enclose my CV. I served a six-year apprenticeship at l'hotel Geneve, spending time in all departments of this 5-star hotel.

German is my mother tongue but as I worked at a French-owned hotel I became almost bilingual. I have always studied English, and with many English visitors, and occasionally some English trainees, I was able to practice my spoken English.

My three years at Bailey's Hotels also gave me experience in English hotels and an opportunity to use my English when I worked at hotels in Brighton, Eastbourne and Torquay. Since leaving Bailey's I have been manager at the Belleau Hotel, Swaby. I now feel I should like the greater challenge of managing a group of prestigious hotels.

If I am given two or three days' notice I could attend an interview at any time.

Use sepa-  
rate para-  
graphs to:  
— say why  
you are  
writing  
— give  
details  
or extra  
informa-  
tion  
— conclude  
your letter

Write Dear  
... next to the  
left-hand mar-  
gin, followed  
by a comma.

End your  
letter Yours  
faithfully, or  
Yours sincerely,  
followed by a  
comma.

Write your  
name clearly  
after your  
signature.

Yours sincerely,  
signature  
Hans Gunter

Check your understanding.

1. What do you write in the top right-hand corner?
2. What do you write below it?

3. Where do you write the name and address of the person or company you are writing to?
4. When do you use the following salutations?  
Dear Mr Brown / Ms Smith  
Dear Sir  
Dear Madam  
Dear Sir or Madam
5. When do you use these endings?  
Yours faithfully  
Yours sincerely  
Yours truly
6. How should you sign your letter?
7. What information do you give in separate paragraphs?

*Ex. 11. Put the paragraphs of the letter in the right order.*

12 Rue Chantily  
Paris de France  
15<sup>th</sup> August 2008

Mr J.K.Green  
Personnel Manager  
Thrush Books Ltd  
15 Rowans Road  
Boundley  
Wessex UV20 8DT

Dear Mr Green,

1. I am 20 years old, and have just completed a year's intensive study of English at the Language Academy at Rouen. My father is French and my mother is Austrian, so I am bilingual in French and German.
2. I hope this is the information you need and I am the kind of person you are looking for. If so I would be grateful for more details about the job and an application form. I look forward to hearing from you.
3. I am writing in reply to your advertisement in the Daily News for a secretary in the Foreign Department.
4. I have also completed a course for English secretaries at the Mountain Secretarial College; my typing speed in English is 50 wpm, I am used to audio typing in English and I can use a word processor.

Yours sincerely,  
Marthe Lachasse

*Ex. 12. a) Read the following letter of application and point out which rules of letter writing are not observed. Make corrections.*

Dear Mr Manager,

I am writing about your advertisement for a bilingual secretary. My father is Italian and my mother is English, so I grew up fluent in both languages. I passed both of the Cambridge Examinations (First Certificate and the Certificate of Proficiency in English).

My shorthand speed in English is 120 wpm and my typing speed is 150 wpm. I was also trained in office procedure.

I am also interested in international communications, and therefore I am extremely interested in the position you are advertising.

I enclose a recent photograph of myself and I should be grateful to receive further information about the position.

I look forward to hearing from you.

Yours sincerely,

b) Compare the letter with the corresponding job advertisement in ex. 14 and decide if the letter gives all the necessary information. Make a list of the things such letters must include.

Ex. 13. Read the ad for a bilingual secretary again and answer the following questions in writing as if you were going to apply for the job.

### **Bilingual Secretary**

A well-established American company requires a bilingual secretary for their new office in Milan. He / she must be bilingual in Italian and English; one or more other European languages would be welcome. Competitive salary and good benefits package, with a challenge to grow within this expanding international group, are offered to 19–24 year olds with excellent secretarial skills, the ability to communicate, an outgoing personality and high ethical standards. The Company is an Equal Opportunities Employer.

*Our agent is The European Communications Group, Ave. de Mont Noir, 6942 Basel, Switzerland. Applications with photograph, addressed to the International Marketing Consultant, are welcome.*

1. What position are you applying for?
2. How did you find out about the opening?
3. Why are you interested in this position with this company?
4. What makes you specially qualified for the position? (skills, special abilities, background, education, experience, motivation, etc.)
5. What can you contribute to the company?
6. When can you start work?
7. When and how can the employer reach you to set up an interview?

Ex. 14. Compose your own letter of application for the position of a bilingual secretary.

Ex. 15. Find a job advertisement on <http://www.jobfinder.com> and write a letter of application.



**CV (CURRICULUM VITAE) = RESUME<sup>23</sup> = BRIEF PERSONAL HISTORY**

*Ex. 16. Study the CV and the resume given below. Work out the main requirements for a CV/resume.*

# 1

**DOLORES TERESA ARANA**

Born on 20<sup>th</sup> April, 1984

Spanish Citizen

c/Calvet 54 6º  
08021 Barcelona  
Spain  
Phone: 34 (3) 200 14 37  
Email dol\_ter@mail.com

**Education**

2002–2008	<b>C.D.E.S. ABAT OLIBA. University of Barcelona.</b> Barcelona Bachelor's Degree in Business Administration Management.
1998–2002	<b>C.C.L. Private Institution.</b> High School and College.

Professional experience

Sept.07-present	<b>Centros shopping, S.A.</b> Barcelona Sales Auditory. Controller.
Oct.06–Apr.2007	<b>Benkers, A.V., S.A.</b> Barcelona. Stock Trading Company. Account Manager Department.
Oct.2005	<b>Grifé &amp; Escoda, S.L.</b> Barcelona. Sales Department.
Summer 2005	<b>Viajes Eros.</b> Barcelona. Travel Agency. Account Department.
Summer 2004	<b>Tubcor, S.A.</b> Vilafranca del Penedés. Metallurgy sector. Quality Control Department.

Language and computer skills

Languages	Spanish and Catalan (mother tongues) English (fluent) French (basic notions)
Computer Skills	Fluent in Windows, Word, Excel, Dbase and MS Access.

Extracurricular activities

- Member of the university magazine AULA 13.
- Course about Futures and Options organized by MEFF Rent a Fija.

<sup>23</sup> CV — Br E, resume — Am E.



#2

Name: Collins Kent Carlos  
Address: P.O BOX 454646 New Jersey  
Contact information: E-mail: keyata@yahoo.com  
Tel: 243536456  
Cell phone: 234535468

**Career Objective:**

To work in a fair and transparent firm committed to seeking justice on behalf of the clients at all costs.

**Educational Qualification:**

**Academic Qualification:**

- Bachelor's Law degree from Harvard law school (2001).
- Bachelor's Degree in Sociology (June 1997) from Brown university.

**Professional Qualification**

- Registered as an attorney by the US government after passing the professional law exam in 2003.

**LEGAL EXPERIENCE**

2004 to date: Claims manager at Kaplan & Stratton firm.

Responsibilities

- Ensuring clients have been paid in civil cases.
- Managing the budget for claims.
- Moderating compensation packages for employees in the claims department.

2001–2003: Legal services clerk at James law firm

Responsibilities:

- Keeping of legal records for court proceedings.
- Drafting court summons papers for clients.

**Achievements**

- Reduced fraud in claims by 25% as a result of implementing strict evaluation criteria before claims are handed out.
- Re-organized the legal record keeping system by computerization of the records which reduced the time for searching for records. This eventually improved efficiency by 25%.
- Chief Editor of Harvard law review.
- Graduated in the upper 95<sup>th</sup> percentile of undergraduate class at Brown University.
- Winner of Rhodes scholarship in 2001.

**RESUME — GENERAL GUIDELINES:**

1. Divide your resume into sections:
  - personal information<sup>24</sup>
  - career objective
  - education
  - work experience
  - special skills, activities, honours
2. Use reverse chronological order for work experience
3. Keep the format clear and the text concise.

<sup>24</sup> Info about age and marital status is considered optional in the USA.

Ex. 17. Look through the text "Fleur's Career"<sup>25</sup> and find the facts necessary to write Fleur's resume. Look up the missing information in the Reader, Employment, text 1. Write Fleur's resume.

Ex. 18. Write Benedict Allen's CV using the text below and the guidelines. Look for additional information in the internet if necessary. / e.g. [http://www.benedictallen.com/about\\_Benedict\\_Allen.htm/](http://www.benedictallen.com/about_Benedict_Allen.htm/)



'There is a lot to recommend my job. You meet interesting people, have a challenging work environment, get lots of fresh air. But at times it is also undeniably dangerous. So why does anyone choose to become an adventurer? The answer in my case seems to be that, at least in the early days, I didn't accept that I was seriously at risk. Just like any other youngster I thought I was immortal. The fact that I carried on taking risks, though, could be because my father was a test pilot and so I've inherited a "fearlessness gene." In the end, adventure has become my profession: although I've perhaps been lucky to get away with it at times, I survive because that's what I am trained to do.' (Benedict Allen)

Benedict Colin Allen (born March 1, 1960) is a British traveller, best known for his survival modus operandi (образ действия): relying on local, indigenous knowledge instead of modern inventions.

Allen was educated at Bradfield College, and read Environmental Science at the University of East Anglia, which he entered in 1978. He joined three scientific expeditions during his last year and gained full marks for his thesis. The first of these expeditions (to a volcano in Costa Rica) was to be the catalyst for his wanderlust (страсть к путешествиям); by the end of the third, he recognised the local people as «the real experts». It was at this point that he decided not to participate in any further scientific expeditions and to travel alone, learning from the locals.

In 1981 he went onto the University of Aberdeen to read Ecology for MSc, but was distracted and flunked the final exam; instead, he tried to work out how to cross perhaps the remotest forest on earth, which lay between the mouth of the Orinoco and the mouth of the Amazon.

Having worked in a book warehouse to get basic funds, he arrived in South America and that same year, 1983, he and a group of locals undertook a dangerous 600 mile journey through the forest by foot and canoe. It was a remarkable feat — and it almost cost him his life. He walked out of the forest alone and with two sorts of malaria — having been attacked by gold miners, fled and eventually eaten his dog to survive. His first book *Mad White Giants*, an account of this journey, was published in 1985.

Having written his second book *Into the Crocodile Nest* (1987), which describes a journey inside New Guinea, Allen set off in search of the lost ape-men of Sumatra (1988); a year later he wrote the third book *Hunting the Gugu*.

In 1989, Allen travelled to Papua New Guinea, crossed the Torres Strait to Australia and finally reached the Gibson Desert. In an Aborigine community highly suspicious of all "whitefellas," he gained an extraordinary level of acceptance. Ten years after his first expedition in the Amazon he crossed the whole of the Amazon Basin, a 3,500 mile journey of almost eight months. To describe this perilous journey he wrote a book *Through Jaguar Eyes*.

It was then that the BBC asked Allen to take a video camera on his adventures. His first programme, *Raiders of the Lost Lake*, gained the highest viewing figures in the history of the Video Diary strand; there followed *The Skeleton Coast* series, the story of his arduous three and a half month walk through the Namib Desert (1995); *The Edge of Blue Heaven*, about his five month trek through Mongolia, culminating in a six-week lone walk across the entire Gobi Desert (1997).

<sup>25</sup> см. Курс английского языка для студентов языковых вузов Е. Б. Ястребова, Л. Г. Владыкина, М. В. Ермакова М. 2007, с. 255.

In 1999, Allen persuaded the BBC to undertake the biggest ever such TV series: an investigation into the dramatic and mysterious world of shamans and witchdoctors around the globe from Tuva to Haiti and Mexico; he also wrote a book, *Last of the Medicine Men* (2000).

In his next book *The Faber Book of Exploration* (2002), Benedict Allen presents his view of an explorer — a person pushing frontiers in any sphere of human life. His most recent book *Into the Abyss: explorers on the edge of survival* (2006) tells the full story of the Icedogs expedition and Benedict's quest to understand what it is that enables any of us to survive hardship.

More recently, Allen has presented *Adventure for Boys*, a documentary on Rider Haggard for BBC 4, and *Travellers Century*, a series on the great tradition of British travel writing.

In 2009–2011 Benedict Allen is a much sought after speaker at corporate meetings, conferences, seminars in Britain and around the world — but he also gives talks, when time permits, at schools.

**Prompt:**

The career objective: to launch a new TV programme for teenagers  
“Living in harmony with Nature”.

## GRADUATES' CV/RESUME

### USEFUL TIPS:

With no work history concentrate on

Education section:

- educational institutions
- courses taken, degrees earned
- major fields of studies,
- awards, honours, scholarships;
- extracurricular activities
- skills you've learnt

Special qualities (dependability, ability to learn quickly, etc., give examples)



Any small thing counts if it is relevant to the job you are applying for.

Ex. 19. Find a job ad on <http://www.jobfinder.com> and write your own resume.

## COVER LETTER ~ MOTIVATION LETTER ~ PERSONAL STATEMENT

The purpose is to tie all of the pieces of your application (application form, resume) together.

Cover letter is the most formal of these three, motivation letter, as the name implies, focuses most on why you want this position and personal qualities; personal statement is more common when applying to a university.



NONE of these should REPEAT the information given in your resume but DWELL on the most important points which are:

1. Why you are writing the letter, i.e. why you want the position;
2. Why the employer/university should be interested in you;
3. Additional information (anything you think is likely to LEAD to an invitation for an interview).

Ex. 20. Read the following academic cover letter (1) and motivation letter (2) and say whether the applicants followed the advice above.

#1

Glen Smart  
321 Willow Lane  
Lawrenceville, NJ 08648  
609-555-1212  
glensmart@yahoo.com

November 21, 2008  
Dr. Serena Bright  
Chair, English Department  
Box 58  
Dexter College  
Arcadia, WV 24803

Dear Dr Bright:

I am writing to apply for the position of assistant professor of English with an emphasis on rhetoric and composition that you advertised in the October MLA Job Information List. I am a graduate student at \*\*\*University working on a dissertation under the direction of Professor \*\*\*. Currently revising the third of five chapters, I expect to complete all work for the Ph.D. by May of 2009. I believe that my teaching and tutoring experience combined with my course work and research background in rhetoric and composition theory make me a strong candidate for the position outlined in your notice.

As my resume shows, I have had excellent opportunities to teach a variety of writing courses during my graduate studies, including first-year writing for both native speakers and second language students, advanced writing, and business writing. I have also worked as a teaching mentor for new graduate students, a position that involved instruction in methods of composition teaching, development of course materials, and evaluation of new graduate instructors. Among the most satisfying experiences for me as a teacher has been instructing students on an individual basis as a tutor in our university Writing Lab.

My work in the composition classroom has provided me with the inspiration as well as a kind of laboratory for my dissertation research. My project, Applications of Recent Models of Subjectivity in Composition Theory, examines the shift since the 1960s from expressive models of writing toward now-dominant postmodern conceptions of decentered subjectivity and self-construction through writing. After developing my dissertation into a book manuscript, I plan to continue my work in current composition theory through a critical examination of the rhetoric of technological advancement in the computer-mediated writing classroom.

Syllabi and other materials for my writing courses can be viewed at my website: <http://machine.prestigious.edu/~name>. In all of my writing courses I encourage students to become critical readers, thinkers, and writers; my goal is always not only to promote their intellectual engagement with cultural texts of all kinds but also to help them become more discerning readers of and forceful writers about the world around them.

I have included my resume and would be happy to send you additional materials such as a dossier of letters of reference, writing samples, teaching evaluations, and past and proposed course syllabi. I will be available for an interview at either the MLA or the CCCC convention, or elsewhere at your convenience. I can be reached at my home phone number or you can reach me at (203) 416-1890.

I thank you for your consideration and look forward to hearing from you.

Sincerely  
Glen Smart

#2

From: K.N. Fisher  
Subject: Motivation letter  
Date: 26<sup>th</sup> of May 2010

Dear Sir/Madam,

I am very interested in the Postdoc “Design and dynamics of intracellular signalling algorithms” position in your group.

I have completed education both in molecular and Systems biology and proceeded to do my PhD research in the area of kinetic modeling combined with experimentation. During my period as an early stage researcher in a Marie Curie training network I have worked primarily on the modeling of eukaryotic gene transcription in collaboration with experimental groups in Kuopio (Finland) and Luxembourg. This allowed me to gain experience in various modeling approaches, data interpretation and experimental design.

I have considerable experience with ODE<sup>26</sup> and stochastic modeling frameworks and parameter fitting. I am also very motivated to learn new modeling techniques. Additionally, I come from the experimental molecular biology background, which would be beneficial for this position.

I wish further to pursue a career in the area of quantitative modeling of biological phenomena and the proposed project would give me opportunity to gain new experience in this field. I am particularly interested in working in a project which allows quantitative testing of the model predictions.

I believe I would be a suitable candidate for the position due to my experience and interest in the project.

I appreciate your time and consideration and hope to hear from you soon.

Sincerely yours,  
Katja Fisher

*Ex. 21. Read the text and write your version of Helen’s motivation letter to Halo in a) 2004, b) 2009.*

Helen Gray, 30, from Scotland is head of all-women team in Mozambique — and they have one of the most dangerous jobs in the world — de-mining. Helen was brought up on an East Lothian<sup>27</sup> farm; after finishing her BSc in biology and anthropology at Durham University she worked for the Scottish Sea Bird centre and then as an expedition guide in Peru’s threatened rainforests. By the time Helen returned to Britain she had decided she wanted to work in a humanitarian field. She sent her CV to Halo<sup>28</sup>, non-profit non-governmental organization with its head office in Dumfries, Scotland. It deployed its first de-mining team in Mozambique on February 20, 1994, and by now has exploded more than 100,000 mines.

Helen has worked for Halo since 2004 — when she was just 24 — doing her initial six month training on the northern border of Mozambique, in the minefields laid by the Portuguese back in the early 1970s, when the country was fighting for its independence from Portugal. Learning to be a de-miner is painstaking work; the drill they learn is systematic and repetitive, but it is the only way to do the job well and to stay alive.

<sup>26</sup> ordinary differential equation.

<sup>27</sup> South east Scotland.

<sup>28</sup> Hazardous Area Life-Support Organisation.

De-miners are awake since 4.30 am — work in the minefields starts at 6am, finishing at 1 pm in the afternoon. The working day is dictated by the need to avoid the worst of the heat. Even so, it is hard to maintain physical strength and concentration — both crucial for de-miners. Since lapses in concentration could be fatal, they take a ten-minute break every hour. They work for three weeks in the minefields and then have an eight-day leave.

In February 2009, Helen Gray was asked to run the country's operations, with responsibility for all its 370 staff and a budget of £1.8 million.

"My job gives me tremendous satisfaction," Helen says. "It is brilliant to be able to send de-miners to an unsafe area to clear the land. That land then goes back to the local community, and you can return in a few months and see maize growing or the houses or schools that have been built there. The landmine problem has gone — forever. You don't get that sort of reward in many jobs."

### PROJECT WORK

Prepare an application "package" (letter/ email + resume + cover or motivation letter) for a person of your choice. Use the internet sources.



## WRITING AN OPINION ESSAY WITH ELEMENTS OF DESCRIPTION

*Lead-in. What are the typical characteristics of a descriptive paragraph? Discuss what you can describe:*

- an object
- a place
- an idea
- an event
- an experience
- ..... ?

*what is important in writing a description?*

- use of imagery<sup>29</sup>
- use of metaphorical language (metaphors, comparisons)
- use of scientific data
- use of facts, statistics
- focus on details
- reliance on senses
- clear structure

*What does this genre have in common with an opinion paragraph / essay? (see part I unit 4 if in doubt).*

### Brainstorming

*What elements of description should be used to produce an effective essay "My dream job"?*

<sup>29</sup> The use of words and phrases in literature to create a vivid image of something.

*Ex. 22 . Study the list of adjectives. Which words can describe a job/work?*

ambitious	manual
arrogant	menial
awkward	mundane
bright	natural
challenging	neat
clever	outgoing
competitive	outstanding
(over)confident	particular
cordial	personable
courageous	polite
critical	prestigious
(un)demanding	professional
decent	quick
delicate	(ir)responsible
eager	rude
efficient	satisfying
exceptional	serious
excellent	skilled
exciting	slow
(in)experienced	steady
fair	tedious
firm	top
flexible	(un)grateful
formidable	white-collar
generous	
high-profile	
high-pressure	
ideal	

*Make more wcollocations with the following adverbs:*

Brilliantly, completely, extremely, fiercely, highly, incredibly, perfectly, totally

*Ex. 23. Study the list of compound participle adjectives and choose those which can describe an employee/worker and a job/ work.*

back-breaking, easy-going, far-reaching, good-looking, ground-breaking, high-powered, high-ranking, labour-saving, low-paid, money-laundering, short-lived, time-consuming, well-behaved, well-balanced, well-bred, well-connected, well-grounded, well-paid, well-rounded, well-spoken

### **Brainstorming.**

*Is the outline suitable for a descriptive essay? Decide which aspects are worth considering (you don't have to include all of them).*

1. times: full-time / part-time job, office hours / shifts, retirement age, business trips
2. location: inner / outer city, near home or not, etc.
3. conditions: pay, facilities, work environment, job security, career prospects, etc.
4. type of work: skilled / unskilled, repetitive / creative, clerical / managerial, challenging / routine, etc.
5. job satisfaction

*Ex. 24. Choose a beginning. Which first paragraph technique do the following beginnings match? (see part 3 unit 2). Which do you find more appropriate to an opinion essay based on description? Is there a satisfactory thesis statement?*



*Suggest your own beginning*

1. With so many people out of work and university graduates ending up on the dole, there doesn't seem to be much point in describing an ideal job. But in our heart of hearts we all dream of it. I am going to tell you about my dream job.
2. The traditional attitude towards work makes a full-time and well-paid job with good career prospects the ideal of an average adult. Is it your ideal too? To answer this question you have to consider different aspects of a job and decide which are the most important to you.
3. Are financial gain and material values more important than job satisfaction? Do we work to live or live to work?

*Ex. 25. Write the conclusion. Sum up what you have considered; state your personal views and aspirations for the future. A draft conclusion is given below. Is anything missing in it?*

All in all, I believe that an ideal job is the one which gives both moral satisfaction and material gain. Personally, I am convinced that only creative and challenging work can be satisfying. At the same time, it must be financially rewarding so that you can support your family and enjoy life outside work.

*Ex. 26. Write an essay "My dream job".*



# **PART IV**

## **WRITING A SURVEY REPORT AND A SUMMARY**

## UNIT 1

### SECTION 1. LANGUAGE FOR SURVEY REPORTS (1): COMPARISON & CONTRAST

In writing survey reports we often need to bring out similarities and differences, to compare and contrast things.

#### REVISION

*Lead-in. There are different ways of making comparison. Can you give examples of structures which show the following?*

1. equivalence use,
2. non equivalence use,
3. smth/smb is "super" use,
4. parallel increase use.

*If in doubt consult part 2, unit 2.*

*Ex.1. Read the text and find the structures discussed above.*

#### Unemployment trends

In early 2000, fewer than 20 million persons were unemployed in the EU, slightly below 9 % of the total labour force.

In the first quarter of 2008, the EU unemployment hit a low of 16 million persons (a rate of 6.7 %) before rising sharply as a result of the economic crisis. Seasonal unemployment rate in August amounted to the same 10 % as in July, 2010; however, compared to August 2009 it increased by as much as 2 %.

The deeper the economic crisis gets, the higher the unemployment rate. In August 2010 the highest increases were registered in Estonia (13.5 % to 18.6 % between the second quarter of 2009 and 2010), Lithuania (13.5 % to 18.2 % between the second quarter of 2009 and 2010) and Bulgaria (7.0 % to 10.1 %).

In 2000, the unemployment rate in the United States was around 4 %, considerably lower than in the EU. By mid-2009, it had reached the same level as in the EU.

*Ex.2. Describe the situation with the Russian language using the above structures and the data of a survey report.*

In 2002, the Ministry of Foreign Affairs of the Russian Federation prepared The Russian Language in the World Report which covered the Russian language situation in 140 countries of the world. According to this Report, the largest number of people who speak Russian lives in the following countries:

- Ukraine — 37 mln (80% of population)
- Uzbekistan — 17 mln (70%)
- Kazakhstan — 12.6 mln (85%)
- Belarus — 8 mln (80%)

- Germany — 6 mln (6%)
- Azerbaijan — 5.5 mln (70%)
- Bulgaria — 5 mln (70%)
- Moldova — 3.5 mln (100%)
- Armenia — 2.7 mln (70%)
- Turkmenistan — 2.5 mln (70%)

**Other ways to express:**

similarity	contrast
both ... and, alike, similar in (that), similar to, like, similarly, as well, also	in comparison, by contrast, on the one hand ... on the other hand, on the contrary, unlike, though, however, etc.

*Ex. 3. Paraphrase the following using the above structures*



**Youth unemployment**

There are 27 members of the European Union, but only 17 belong to the euro area. In August 2010, the youth unemployment rate (those aged under 25) was 19.8 % in the euro area and 20.2 % in the EU. In August 2009 the youth unemployment rate was 20.1 % and 20.4 % respectively. The youth unemployment rate was estimated as 8,5 % in Austria and 8,8% in Germany and the Netherlands : the three EU leaders in this respect. The situation, however, was extremely serious in Spain, Lithuania and Estonia. Youth unemployment rate stood at 41,6%, 37,6% and 37,2% respectively. On the whole, educational qualifications are of use to job-seekers, as unemployment rates tend to decrease the higher the level of education attained.

**PRACTICE 1**

*Ex. 4. Paraphrase the sentences in as many ways as possible to express similarity.*

- e.g.** Nurses and engine drivers work in shifts.  
Both nurses and engine drivers work in shifts.  
 Nurses and engine drivers alike work in shifts.  
Like engine drivers nurses work in shifts.  
 Nurses are similar to engine drivers in that they both work in shifts.

1. The US and Japan have low unemployment rate.
2. Youth unemployment is high in Spain and Italy.
3. Early school leavers and young people with no skills and qualifications face long-term unemployment.
4. Qualifications and work experience are important in getting a job.
5. The two leading companies offer good pay, fringe benefits and a four-week holiday.
6. In the euro area and in the EU the youth unemployment rate fell in July and August 2011.
7. Long-term unemployment negatively affects social cohesion and economic growth.
8. Globalisation and technological progress have an ever-increasing effect on daily life.
9. Historically, women have been more affected by unemployment than men. High unemployment rates have been characteristic of young people.
10. Income and career prospects play a large role in job satisfaction.

*Ex. 5. Fill in the gaps with words expressing difference.*

1. \_\_\_\_\_ white collar workers, who receive salaries, blue collar workers receive wages.
2. \_\_\_\_\_ with other EU countries Germany is doing significantly better in tackling youth unemployment.
3. Dr. Bard suggests that there has been a considerable lessening of parents' control over their children. \_\_\_\_\_, our research suggests that the experiences of children and adolescents are not all that different from those of a preceding generation.
4. \_\_\_\_\_ the participation in education and training is about the same for males and females, five percent fewer young women are in employment.
5. Boys in 1977 were no more likely to spend evenings away from home than boys in 1924. \_\_\_\_\_, girls were substantially more independent of their parents in 1977.
6. Most youth surveys seem to indicate that children are dissatisfied with their lives. Our poll, \_\_\_\_\_, reveals that children are much happier about their lives, families and schools than most adults believe.
7. In the Benelux countries the impact of the crisis was no more than a 1.0 per cent increase in unemployment. \_\_\_\_\_, Latvia, with an increase of 10 per cent recorded the largest annual increase.
8. The average unemployment rate in the EU for young people with a lower secondary education was 12.8 %, \_\_\_\_\_ for those with a university degree it stood at 4,5%.
9. Income and career prospects play a large role in job satisfaction. \_\_\_\_\_, careers with the highest number of happy workers are not necessarily the best-paying.
10. Eighty eight per cent of all American workers say that they are "satisfied" at work. \_\_\_\_\_ a mere 4% of the total workforce claim to be "very dissatisfied".

*Ex. 6. Transform the sentences into a text using as many comparison structures as possible.*



**The most patriotic nation in Europe**

1. Only twenty-one per cent of the Britons polled in 2001 considered themselves to be European.
2. Forty-two per cent of Italians and 36 per cent of Germans said they are Europeans.
3. Thirty-four per cent of the French defined themselves as Europeans.
4. The answers compared to those in a similar poll ten years previously did not change.
5. In 1991 the number of Britons who declared themselves European rather than British was 15%; among older people (over 50) ninety per cent had a strong sense of national identity and were against close political union with the EU.

**QUALIFICATION OF COMPARISON**

considerably a great deal (very) much rather somewhat a little slightly hardly	smaller larger cheaper etc.	than...	totally completely entirely quite	different	from Y.
---	--------------------------------------	---------	--	-----------	---------

exactly precisely virtually practically almost nearly approximately about	the same	as	not quite as / so	big expensive etc.	as...
not exactly / quite	the same	as	different dissimilar	in every	way respect

PRACTICE 2

Ex. 7. Complete the sentences with appropriate words from the table. Use a) the prompts in brackets; b) your knowledge.

- a)**
1. Employment rate among the young in Europe (50%) is \_\_\_\_\_ in Japan (78%).
  2. Youth unemployment in Finland (30%) is \_\_\_\_\_ in Italy (33%).
  3. The employment rate in Japan (78%) was \_\_\_\_\_ in the U. S. (70%).
  4. The situation in Germany with its well-developed apprenticeship system for the young is \_\_\_\_\_ in other EU countries.
  5. Potential employers in Europe and in the USA complain that education is too far removed from the world of work. Skills shortage among young applicants in Europe is \_\_\_\_\_ in the U. S.
  6. The number of young people who complete secondary education (75%) is \_\_\_\_\_ the number of school drop outs (25%).
  7. By 2005 Europe had more people over 60 than young people over 20. By 2005 the labour force in Europe was \_\_\_\_\_ than in the late 1990s
  8. In 2000, the unemployment rate in the United States (around 4%) was \_\_\_\_\_ in the EU (9%)
  9. In July 2010, the unemployment rate in the United States (9.6 %) was \_\_\_\_\_ in Japan (5.2 %).
  10. The fall in jobless rate in Malta (1%) was \_\_\_\_\_ in Austria (0,9%).
- b)**
1. The demographic trend in Africa is \_\_\_\_\_ that in Europe.
  2. The female unemployment rate is \_\_\_\_\_ for males.
  3. On-the-job training is \_\_\_\_\_ (cheap/expensive) than external training.
  4. Attitudes to work and life in the West and in the East are \_\_\_\_\_.
  5. Wages of immigrant workers in Europe are \_\_\_\_\_ average earnings of EU citizens but \_\_\_\_\_ wages back home.
  6. Obviously, qualifications of immigrant workers from developing countries are \_\_\_\_\_.
  7. People's attitudes to wealth in the West and in Russia are \_\_\_\_\_.
  8. Starting a career in bank management and in waste management is \_\_\_\_\_.
  9. Difficulties involved in getting a job for school leavers are \_\_\_\_\_ for university graduates.
  10. Jobs in education bring \_\_\_\_\_ money \_\_\_\_\_ careers in finance.

Ex. 8. Analyse the data in the table "The highest and lowest paid jobs in Euritania"<sup>1</sup>. Make comparisons using the structures above. Write ten sentences.

- e.g.** Lawyers make considerably more money than accountants even though they fall in the same pay league.  
Research scientists are paid nearly twice as much as clergymen.

<sup>1</sup> Euritania is an imaginary country in Europe. Its currency is eu.

highest paid	average yearly pay	lowest paid	average yearly pay
company director	40,000	research scientist	19,000
lawyer	38,000	school teacher	18,000
stockbroker	35,000	shop manager	17,000
dentist	34,500	skilled manual jobs	16,500
doctor	33,000	laboratory assistant	14,500
vet	29,000	nurse	13,000
programmer	25,500	unskilled manual jobs	11,000
accountant	22,000	secretarial / clerical jobs	10,500
insurance agent	21,000	clergyman	9,500

*Useful words and phrases:*

earnings, income, pay, salary, wages, to make/earn money, to be paid

*Ex. 9. Analyse the data in the table "Job Satisfaction" which sums up the answers to the question "Would you carry on with your present job if you won 150,000 eu in a lottery?" Compare job satisfaction in different occupations. Write ten sentences.*

- e.g. Clergymen are as likely to continue their work as doctors.  
 Unskilled workers find the least satisfaction in their work.  
 Nurses, who fall in the same group, are rather less likely to carry on than vets.

Most likely to carry on	%	Least likely to carry on	%
clergyman	89	accountant	48
doctor	88	insurance agent	45
dentist	83	laboratory assistant	40
Lawyer	78	secretarial / clerical jobs	40
Vet	77	skilled manual jobs	35
Programmer	70	shop manager	31
school teacher	70	unskilled manual jobs	22
Nurse	69		
research scientist	68		
Stockbroker	68		
company director	67		

## SECTION 2. WRITING A SURVEY REPORT: STRUCTURE AND CONTENT

*Lead-in. Pairwork. What is a survey? What kind of surveys are you familiar with? Have you ever taken part in one?*

*Which of the following points are most important for writing a survey report?*

A survey report should:

- be based on facts;
- have a clear structure;
- contain a detailed analysis of the data
- give the writer's opinion
- be written in formal style;
- .....????

**A survey report is a formal piece of writing based on research**

*Ex. 10. Read the sample survey report and compare it with the structure given below.*

### **Survey of Academic and General Reading in English**

On 8<sup>th</sup> February 1999, a survey was conducted among 16 overseas postgraduate students at the University of England. The purpose of the survey was to discover the reading habits in English of the students.

The survey was conducted by means of a questionnaire given to the students to complete. The first part of the questionnaire dealt with the type of reading and its frequency. The second section was concerned with newspapers: the type of items read and those that were read first.

From the table of data, the most significant items are as follows. In the first section 81% of the students regularly read academic books, while 44% regularly read academic journals. Nothing else is read regularly or often by 40% or more of the students. The following comments can be made about the reading of newspapers, magazines and fiction. 75% sometimes read regional or local newspapers, 69% sometimes read books of fiction, 62% sometimes read general magazines, and 56% sometimes read national daily newspapers. On the other hand, 37% never read Sunday newspapers and 31% never read fiction.

In the second section, not surprisingly, 100% read news about their own country in newspapers and 56% read this first. 94% read international news, 25% read this first. 81% read about Britain and look at radio and TV information. The only other item that is usually read by more than 50% of the students is current affairs (read by 56%).

If any conclusions may be drawn from the data, they are, perhaps, as follows. Overseas students presumably have little time for general reading: most of their reading time is spent on books and journals on their own subject. Outside their studies, apart from reading news about their own country, international news, and news about Britain, they probably spend most time watching TV and listening to the radio.

/from Academic Writing Course  
by R. R. Jordan/

### STRUCTURE:

#### **Introduction**

States the purpose / aim of the report, and the source of information (when and how the information was gathered).

#### **Main Body**

All the information collected and analysed is presented clearly and in detail.

### Conclusion

Sums up the points mentioned above. If necessary a recommendation can be included as well.

*Did the writer follow the useful tips?*

#### USEFUL TIPS:

1. present the data clearly in detail ( use subheadings and numbers if necessary)
2. use Present Tenses and Reported Speech to introduce/present the data
3. use Past Tense to describe the survey in the introduction
4. use Present Tense to draw conclusions and make recommendations
5. write in formal style

### Writing introduction

#### USEFUL LANGUAGE:

- This survey was carried out/conducted to find out/examine...
- The purpose / aim of this report
- This report presents the findings of the survey...
- This survey aimed to/at + verb/ -ing...
- ... (number) respondents answered the questions on...
- The survey/ questionnaire was concerned/dealt with...

*Ex. 11. Write an introductory paragraph of a survey report using the data in the following paragraphs.*

I. A MORI<sup>2</sup> poll found that Britons felt the least in touch with the Continent, with three quarters defining themselves as British rather than European. The study, which compared attitudes among 1,200 people aged 21 to 35 in Britain, France, Italy and Germany, will please Conservative Eurosceptics. This conclusion is the result of a survey commissioned by MORI in February 2001. The study used both paper questionnaires and an online survey.

II. Gallup surveys in 2010 show that one in three Britons say they would like to leave their country permanently if they had the opportunity. The same question was asked of people in another 24 countries of the European Union. Results are based on telephone and face-to-face interviews with approximately 1,000 adults, aged 15 and older, conducted between May and August 2010.

III. What worries young Britons?

Young people worry about money, street violence ... and their looks but don't care much about climate change, according to a survey published in January, 2011. ITV Fixers researchers visited schools, colleges, universities and youth groups across England during December 2010, when the student protests against increasing tuition fees were dominating the nation's news. They persuaded more than 3,000 young people to fill out the multi-choice questionnaires, finding out about the opinions of many who would not normally take part in a formal survey.



IV. Young people are fiercely proud to be British and value the nation's history, according to the findings of a Google poll. Powerful national symbols such as flags, royalty, monuments and even sausages and beans are the most popular themes to have emerged in a report from the internet search engine representing the views of some 15,000 youngsters who submitted a doodle (a kind of design) based on their own interpretation of "Britishness" in October 2006.

<sup>2</sup> Market and Opinion Research International — a survey research organization in the UK.



**Writing main body**

USEFUL LANGUAGE:

- It has been found that...
- There was a (slight/big/considerable/etc.) increase/rise/decrease/fall in....
- One-third/Two-thirds/A quarter/Half/About half of respondents/students/etc. said that...
- Twenty-five percent/A large percentage/A small percentage of respondents stated/claimed that...
- Several/A significant number of respondents commented/ agreed/suggested/etc. that...

*Ex. 12. Write the main paragraph of a survey report "The profile of the United Kingdom's potential migrants" using the data below.*

**Ideally, if you had the opportunity, would you like to move permanently to another country or would you prefer to continue living in this country?**

AGE	would like to move permanently
15 to 29	42%
30 to 44	45%
45 to 54	35%
55 to 64	18%
65+	12%
EDUCATION	
primary or less	—
secondary education	33%
university degree or higher	38%

**Writing conclusion**

USEFUL LANGUAGE:

To draw conclusions:

- The findings indicate/reveal/show/suggest that...
- From the results of the survey, we can see that...
- According to the findings, it is clear/evident that...
- It is not easy to reach any definite conclusions...
- If any conclusions can be drawn from the data...
- All things considered...
- To sum up...

To make recommendations:

- It is therefore proposed/advised/recommended that...
- Based on the above findings, there is a clear need for...
- People should be encouraged to...
- The importance of ... must be emphasised

*Ex. 13. Write a paragraph about the highest and lowest paid jobs in Euritania based on the table in ex. 8. (Do they have much in common? Are there any exceptions to the general pattern?)*

**e.g.** The difference between the highest and lowest pay in both pay leagues is about the same. Company directors make nearly twice as much as insurance agents while the difference between the pay of research scientists and clergymen is even bigger.

Ex. 14. Sum up the results of your analysis in ex.9 and write a concluding paragraph on your findings (What do the jobs that score 70% and over have in common? Why do you think jobs which score 40% are less satisfying than those that score 70% and more?)

Ex. 15. Write the main paragraph of a short report "How people in Euritania feel about their work" (about 120 words). Compare the information on job satisfaction and average yearly pay.

Write the concluding paragraph to complete the report.



### PROJECT WORK 1

Carry out a survey of students' use of leisure time.

Stage 1. Team work. Complete a questionnaire given below. Decide with your partners which points you would like to add or leave out. Do not include more than five points in each section.

#### Questionnaire "Students' Use of Leisure Time"

##### Holidays

	yes	no
1. going to the seaside: abroad / at home		
2. going to the countryside		
3. hitchhiking		
4. going to historical places: at home / abroad		
5.		

##### Time out

	times a week	times a month
1. going to the cinema		
2. going to the theatre, opera, concerts, etc.		
3. dancing		
4. going to evening classes		
5.		

##### At Home

	hours a day
1. listening to music	
2. reading books	
3. watching TV	
4. playing computer games	
5.	

SEX		AGE		RESIDENCE	
Male	Female	under 20	over 20	Hostel	Home

*Stage 2. Individual work. Have ten students complete the questionnaire. A team is expected/supposed to interview at least 30 students. Make sure you have an approximately equal number of male/female respondents, respondents of under 20 and over twenty years of age, etc.*

*Stage 3. Team work. Pool the data collected and analyse the results:*

- break the data into groups according to sex, age and place of residence;
- analyse the data within each group;
- find out main differences between groups (sex, age, residence)
- decide on aspects that you find unusual or interesting

*Stage 4. Write an account of the findings in the survey "Students' Use of Leisure Time." Decide whether you distribute the work between team members (who is to write the introduction, main body, etc.) or each member writes their own version.*

**A reminder:**

In the introduction

1. state the date when the survey was conducted, the number of students who answered the questions
2. state the purpose (e.g. ...to discover popular leisure time activities of ...)
3. describe how the data were collected (e.g. the survey ... by means of ..., the questionnaire consisted of ...)

In the conclusion

1. make general comments to sum up:  
**e.g.** Evidently, female students are more inclined to go to the seaside abroad, while male students prefer to go hitchhiking. Watching TV seems to be equally popular among male and female students living at home. Students living in halls of residence (hostels), however, prefer ...
2. make your own recommendations to students on the best way to use one's leisure time.

*Stage 5. Proof reading.*

**Check your survey report for**

- structure
- background information of the survey in the introduction
- relevant and adequate interpretation of the data
- relevance of your conclusions to the data analysis in the main body
- use of the language for survey reports
- grammar structures
- spelling

*Stage 6. Peer reading.*

*Project work 2. Reading habits of university students.*



## UNIT 2

### SECTION 1. LANGUAGE FOR SURVEY REPORTS: GENERALISATION, QUALIFICATION AND CAUTION

#### GENERALISATIONS

In a survey report it is often necessary to make  
general comments based on facts

e.g. **Fact:**

Only about one in ten adolescents gets the recommended two to four daily servings of fruit.

**Generalisation:**

This shows that a great majority of young people do not get the necessary daily supply of vitamins.

#### PRACTICE 1.

*Ex. 1. Match facts with generalisations.*

**Facts:**

1. There are more than 3,000 new young smokers every day in the U.S.
2. More than 60% of Americans are obese or overweight — 20 years ago, it was 47%.
3. Sales of homeopathic medicine have increased by 72% over the past five years.
4. Seventy seven per cent of the young people surveyed said they would like to vote in the coming election.
5. Forty three per cent of respondents answered “no” to the question “Do politics or politicians have any impact on your life?”
6. More than half of nearly 750 respondents to the Guernsey<sup>3</sup> survey were overweight or obese.
7. In 2008 a high proportion of men, especially young men, drank above ‘lower risk levels’ of alcohol consumption, and one in five respondents drank every day.
8. Americans now consume two-fifths more grain products and a fifth more fruits and vegetables per capita than they did in 1970, eat leaner meat, and drink lower fat milk.
9. In twenty-three countries worldwide, more than 10% of deaths are due to just two environmental risk factors: unsafe water and indoor air pollution.
10. Three quarters of the 3,000 young people polled said they'd had a good year last year and a similar number said they were looking forward to a good year in 2012.

**Generalisations:**

- a. This shows that more and more people are turning to alternative health methods.
- b. This indicates that young people are quite optimistic about the future.
- c. This demonstrates that many young people in the UK are skeptical about how much of a difference formal politics make.
- d. This shows that smoking is still on the rise in the US.
- e. The data demonstrate that in many countries people's health could be improved by reducing environmental risks.

<sup>3</sup> A British island in the English Channel, off the coast of Normandy

- f. This indicates that not many Americans have adopted healthy habits.
- g. This shows that many consumers in the United States have started to rethink the role that fats and oils play in their diets.
- h. The data show that alcohol consumption remains a major issue on Guernsey island.
- i. The data demonstrate that the majority of young Britons feel it is important to use their vote.
- j. This indicates that obesity continues to be a threat to health in Guernsey.

*Ex. 2. Read the facts and write generalisations using the prompts given in brackets.*

1. Four per cent of the young people polled are members of a political party.(to be politically engaged)
2. A quarter of respondents have taken part in a protest march or demonstration; 68% have organized an event to raise money for charity.(to help the poor and the needy)
3. When asked which are the most important issues for them, 71 per cent of young people nominated schools, and 80 per cent — colleges and universities.(the main priority)
4. Among important issues only 25 per cent of respondents mentioned a single European currency, while 24 per cent went for military action abroad. (to come low on the list of priorities)
5. One out of six deaths in the US every year is a result of cigarette smoking. (a cause of premature death)
6. Over 10,000 young people are killed, and 40,000 are injured annually in alcohol-related car accidents.(alcohol abuse)
7. According to a three-year study involving 300 women selected from aerobics classes and sports centers, 18% are exhausting themselves with exercising. They just can't stop working out. (to be addicted)
8. Forty-one per cent of young Republicans are planning on voting, compared to 35% of Democrats and 13% of Independents, according to a new national poll of America's 18–29 year-olds by Harvard's Institute of Politics [IOP] .(to have more interest in)
9. When 18–29 year-olds reach their parents' age, less than half (46%) say they believe they will be better off financially. (to be less confident of reaching the "American Dream")
10. According to the recent IOP survey 55 percent of 18- to 29-year-olds approve of the president's job performance; among college students, 60 percent are happy with the president's performance. (to be still popular among young voters)

*Ex. 3. Read the generalisations and write the facts to support them using the table below.*

VIVE LA DIFFERENCE! <i>A comparison of French-American attitudes toward food</i>				
	FRENCH female	USA female	FRENCH male	USA male
THE MODIFICATION OF DIET TO IMPROVE HEALTH <i>Frequency of eating low fat foods (% at least a few times a week)</i>	36	81	22	60
THE HEALTH VALUE OF FOOD <i>I rarely think about the long term effects of my diet on health, (% true)</i>	44	28	57	26
THE EXPERIENCE OF EATING <i>Heavy cream goes best with the word: whipped or unhealthy (% who said whipped)</i>	68	46	74	60
THE PLEASURE DERIVED FROM EATING <i>Enjoying food is one of the most important pleasures in my life. (% true)</i>	73	42	77	42

*/Psychology Today, November–December 2000/ 1634 people polled/*

**Generalisations:**

1. The French are far less inclined to change their diet in order to improve health.
2. The Americans worry about food and health much more than the French do.
3. The Americans, females in particular, have a more negative attitude regarding factors affecting the food-health link.
4. The French enjoy their food and are inclined to think of it as one of the greatest pleasures in life.
5. The most extreme contrast exists between the American female and the French male: she is troubled by food, while he's content.
6. On the whole, there is greater concern among women about weight and appearance.

Ex. 4. Write generalisations to complete an extract from a survey report.



**Do Britons like classical music?**

Only twenty seven per cent of poll respondents listened to classical music in the previous week. Over a third never choose to listen to it.

Forty one per cent of the respondents do not own a single classical CD (rising to 59% among people under 35). One in five Brits owns more than five CDs—27% of men, 14% of women.

Yet only 16% say they actually dislike classical music, and 61% like it either "a little" or "a lot"; more men (65%) are keen on it than women (56%) and more people over 55 (74%) than under-35s (51%).

Forty-five per cent of respondents do not know who Bizet is; 56% do not know that Vivaldi wrote "Four Seasons" and 68% have no idea that "The 1812 Overture" was composed by Tchaikovsky.

*/Reader's Digest. September 2010/*

**QUALIFICATION**

In survey reports it is usual to introduce the information with a general comment and then describe the most important information.

**e.g.** Despite periods of economic uncertainty the American nation's level of job satisfaction is quite high. (**generalisation**). Eighty-eight per cent of all American workers say that they're "satisfied" at work. Fifty per cent of those respondents are "very satisfied," while the number of employees claiming to be "very dissatisfied" represents just 4% of the total workforce. (**facts**)

**To make generalisations more precise it is advisable to qualify them. The following "quantity" words can be useful:**

all / every / each	some
most	several
a (vast) majority (of)	a minority of
a large (the largest) percentage	
many / much / a lot of	a small (the smallest percentage)
enough	a few / a little
a (large) number of	few / little
	no / none / not any

**e.g.** A vast majority of American workers have a high level of job satisfaction/ are content with their jobs. A very small number/very few claim that they are dissatisfied at work.

## PRACTICE 2

*Ex. 5. Describe the information in the table (ex. 3) using “quantity” words instead of exact figures.*

*Ex. 6. Make the generalizations in ex. 3 (sentences 1–4, 6) more precise by using “quantity” words.*

*Ex. 7. Describe the information in the extract from the survey “Teenagers’ reading habits” using “quantity” words instead of exact figures. Make some generalizations as well.*

According to the survey 30.1% of teenagers confess to reading only a couple of books each year, and just 18.6% of teenagers read a book a week. On the contrary, 37.2% of adults claim to have read a book a week as a teenager, and just 16.4% used to read only a couple of books a year. Fifty-eight per cent of adults say they read the same amount or more now compared to when they were teenagers.

The survey shows evidence that in the 21<sup>st</sup> century eighty per cent of teens use technology to read their books. Forty-one per cent of teenagers surveyed have read a book on a computer and 17.2% have read a book on a mobile phone. Thirteen and a half per cent of teenagers have used the very latest and up-to-the-minute technologies and have read a book on a Tablet or iPad, and 9.3% on an e-reader.

In contrast, 64.2% of adults prefer to read books above magazines, newspapers, websites and blogs, comics and graphic novels, and e-books. Surprisingly, 50.5% of teenagers also prefer books.

*Ex. 8. Transform the extract in ex. 4 by using your generalisations and “quantity” words instead of figures. Use additional information given below.*



However, seventy-five per cent of poll respondents like hearing classical music in films, on television programmes or in adverts. Fifty-two per cent would like to know more about classical music, while 64% think classical music should be more popular.

## CAUTION

In survey reports it is often necessary to be careful about claims we make.

### It is advisable to use impersonal verb phrases such as:

It appears / seems that

...appears/seems to be/to do

It is assumed that

They/It tend(s) to be

There is a tendency to / for

(Some of) the evidence shows that

It is doubtful if / that

### “Cautious” adverbs and nouns:

Apparently / seemingly      assumption

approximately              claim

hardly                          evidence

practically                    possibility

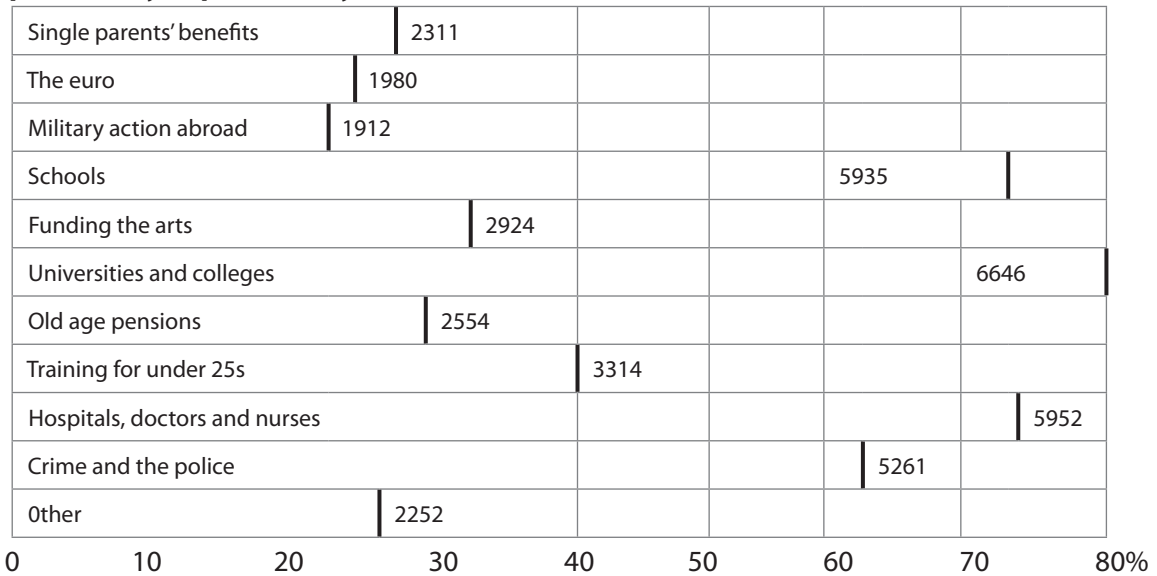
relatively                     chance

slightly                        likelihood





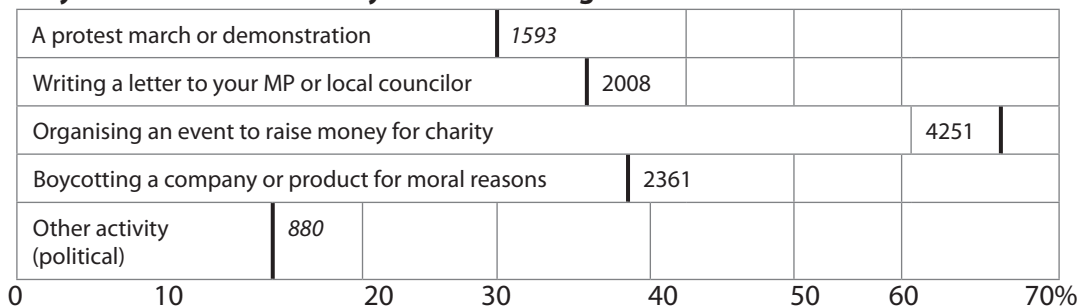
**2. All the main political parties have policies on the following issues; which of them are particularly important to you?**



**3. What do you think are the important differences between the two main parties?**

- One helps the rich, the other the poor **22%**
- One will spend on education and health, the other won't **28%**
- One will keep the pound, the other won't **42%**
- One will stop me doing what I like, the other won't **13%**
- One will create jobs, the other won't **23%**
- One cares for the future of the planet, the other doesn't **21%**
- One cares about the developing world, the other doesn't **19%**
- One favours making money, the other doesn't **19%**
- One is honest, the other isn't **20%**
- One will run the country well, the other won't **33%**
- There's little or no difference between them **52%**

**4. Have you been involved in any of the following activities?**



**B. Write a short survey report (150–200 words) according to the plan:**

**Introduction.**

**The Main Body:**

1. the attitude of young Britons to voting in an election
2. the issues particularly important to the young

3. the dividing lines between the two main parties, according to the involvement of young adults in political activities.

**Conclusion.**

**Remember to use generalisations supported by facts and “cautious” language.**

*Ex.14. Write a survey report “Who do the Britons trust?”*

**Question 1**

How many Britons trust these politicians a “great deal” or “a fair amount”?

David Cameron	43%
Nick Clegg <sup>5</sup>	32%
Ed Milliband <sup>6</sup>	22%

**Question 2**

How many Britons would describe the following world figures as trustworthy?

Barack Obama	75%
Angela Merkel	65%
David Cameron	57%
Nikolas Sarkozy	38%
Silvio Berlusconi	18%

**Question 3**

How many Britons trust the following professions “a great deal” or “a fair amount”?

Doctors	90%
Postmen	86%
The police	84%
Teachers	83%
Judges	72%
Lawyers	62%
Taxi drivers	59,2%
Weather forecasters	58,8%
Builders	42%

**Question 4**

How many Britons trust the following institutions “a great deal” or “a fair amount”?

Radio	78%
Internet	66%
Television	65%
Church	59%
Banks	47%
Newspapers	42%
UK government	37%
Trade unions	33%
Multinational companies	28%
European Union	24%

**Question 5**

Has the trust in these institutions changed over the last five years?

	Increased	Decreased
Banks	2%	50%
The UK government	9%	44%
The European Union	1%	39%

<sup>4</sup> Leader of the Liberal Democrats

<sup>5</sup> Leader of the Labour Party

	Increased	Decreased
Multinational companies	1%	30%
Newspapers	2%	29%
The Church	6%	22%
Trade unions	3%	24%
The internet	10%	18%
Television	3%	18%
Radio	4%	10%

**Question 6**

How many Britons consider/ed the following royals “completely trustworthy” or “fairly trustworthy”?

Prince William	93%
The Queen	90%
The Queen Mother	88%
Kate Middleton	87%
Prince Harry	81%
Princess Diana	75%
Prince Charles	70%
Camilla, Duchess of Cornwall	58%

**Question 7**

How many Britons trust these sites “a great deal” or “a fair amount”?

Google	80%
Amazon	70%
BBC	61%
eBay	51%
Facebook	36,6%
YouTube	36,5%
Wikipedia	36%
Twitter	7%

/ February and March 2011, Reader’s Digest nationwide poll of 2,357 adults/

*Proof reading (see p. 15 stage 5)*

*Project work. Writing a survey report “Who do the Russians trust?”*



*Team work*

- A. Carry out a similar survey among young and adult Russians. Make up a questionnaire including questions and personalities relevant to Russia (you can make it shorter than the survey in ex. 14).
- B. Collect data. Ask your peer (students and former classmates, etc) and your/their parents to fill in your questionnaire.
- C. Analyse the data
- D. Write a survey report (250–300 words).

**Fact File.**

**Which institutions do you trust?** (results of the poll of 1600 respondents conducted by the Higher School of Economics in November 2011)

- The Saving(s) Bank — 70%
- The President — 59%

The Central Bank of Russia — 55%  
 Television — 52%  
 The Government — 46%  
 The Police — 45%  
 The courts — 42%  
 The Parliament — 39%  
 Other banks — 31%  
 Insurance companies — 28%  
 PIF<sup>6</sup> — 12%

/Московские Новости. 14 декабря 2011./

## REVISION. WRITING *FOR* AND *AGAINST* ESSAYS

*Lead-in.* Look through the text to find out whether the writer is more of a city slicker or a true countrywoman? Share your opinion with your classmates.

### Country or city?

Tamsin Graig, an actress starring in the new film *Tamara Drewe*, obviously appreciates her surroundings, so which does she prefer: country or city?

#### COUNTRY

"It was wonderful for someone who lives in the city to spend time in the country. You get this sense attack; the seasons smell there. I love the way the country smells after rain. In the wide open spaces, I even like the smell of manure!"

"*Tamara Drewe* was such an enjoyable shoot — and part of the joy was doing it in the country. We were put up in a beautiful country village hotel and driven around that gorgeous Dorset countryside."

"I went to see a friend in Plymouth while I was in Dorset. I drove west at dusk. That was a wonderful journey, with all the smells, that sense of freedom, the sun going down in front of you."

Though *Tamara Drewe* is mostly comic, it hints at the countryside's problems in the characters of two mischievous teenage girls. 'They think it's boring,' says Greig. 'There's nothing for them to do. And of course, in rural areas there's a lot of unemployment and poverty. Which is the contradiction, isn't it? It looks beautiful, but there's real horror going on.'

"A real drawback to the country is that you almost have to have a car there."

#### CITY

"I like the connectedness of London's public transport. It's friendly — it's about relating to other people. I love the Tube, though it can be a bit intense. Even when it's crowded, you can read. You sometimes even see people you know!" "I love driving to school with my children in the back saying, 'I smell toast!' or 'I smell buns!' when we pass a bakery. Those smells become part of their experience. In London, I love the smell of tarmac after rain on a hot day. And the smell of jasmine in the evening." "I absolutely love London at around five in the morning. I came home from a night shift on *Tamara Drewe* around 5.30am when the sun was coming up, and I was driving across London. I love the unexpectedness of seeing people on the street at that time. What are they doing? What are their stories?"

"When I first met my husband, he walked a lot, so he looks with really good eyes. He taught me to look at things as I walk around London. One thing we enjoy doing is walking along London canals. You see a sort of undiscovered city that way. And you pass people and smile at each other, as though we're in on this conspiracy of discovering something no one else knows about..."

<sup>6</sup> Паевые инвестиционные взносы.

"On days I go to work in London, the thing I have to remember to do at the end of the day is blow my nose — to get rid of the grime that you get on the Tube."

*/from Reader's Digest September 2010/*

***Brainstorming.** Discuss the advantages and disadvantages of living in the country with a partner.*

*Ex. 15. Write an argumentative essay "Advantages and disadvantages of living in the country" (250 words).*

**A reminder**

1. Make a list of arguments for / against living in town.
2. Make a list of arguments your opponent may produce.
3. Think of statements and examples in support of your arguments.
4. Produce a clear thesis statement which reflects a balanced approach to the topic.
5. Think of the "tools" to be used in the introduction to interest the reader.
6. Make up a concluding sentence that "equals" your thesis statement.
7. If you have any personal preferences it is in the conclusion that you can express them.

**Peer reading.**

*Use the reminder above.*

## UNIT 3

### SECTION 1. LANGUAGE FOR SUMMARIES: PARAPHRASING

When writing a summary, we retell a text in our OWN words,  
i.e. we need to paraphrase the original.

*Lead-in. What do you think paraphrasing involves?*

- varying the sentence structure
- changing the structure of the text
- changing the verb form (e.g. voice)
- changing the vocabulary
- using synonyms
- keeping the tone of the original

*Compare the two passages sentence by sentence. In what way is the paraphrase different from the original?*

Original	Paraphrase
1. England is a small country with a large population, the third most densely populated country in the world after Bangladesh and Holland.	1. England, though small, has one of the highest population densities in the world.
2. Yet we continue to believe that the future belongs to suburbs, or rather to suburban sprawl.	2. However, people seem to think there is no alternative to the move to the suburbs despite the fact that suburban development is a burden on the budget and energy resources.
3. Suburbs, however, are wasteful: they waste land (using up to eight times the amount of a typical urban area), they waste energy (five times as much as an urban area) and they waste public money.	
4. It is widely assumed that most of the new homes must be in suburbs or on green-field sites, because that is what people will demand.	3. There is a widespread belief that people want new housing to be built outside the existing urban area.
5. People, it is argued, do not like living in overcrowded, noisy cities: they have abandoned towns and cities in droves over the past 30 years.	4. The argument is that cities have been abandoned because of congestion and noise.
6. But if the urban environment is attractive and well cared for, it can attract people of all incomes and classes. 7. If it is brutal, people want to move out.	5. If the quality of life in cities changes for the better, people, both well-to-do and poor, will choose to stay.

/from Let's Cram More into Cities by Richard Rogers & Richard Burdet, *New Statesman*, May 22, 2000/

## CHANGING GRAMMAR

### PRACTICE 1

#### CHANGING THE VERB FORM: ACTIVE TO PASSIVE OR PASSIVE TO ACTIVE



**Remember:** changing the verb form can change the focus.

**e.g.** Many survey respondents see Winston Churchill as a mythical person. →  
Winston Churchill is seen by many survey respondents as a mythical person.  
(The focus is shifted from the survey respondents to Winston Churchill)

*Ex. 1. Change the verb form from active to passive or passive to active. Make all the necessary changes.*

**e.g.** We need to change the way we think. →  
The way we think must be changed.

1. This property is owned by my well-to-do boyfriend.
2. Traffic, pollution and crime do not trouble me in this beautiful countryside.
3. Poor quality of life, bad schools and crime drive people into the suburbs.
4. We must use all available land in a sustainable way.
5. The true environmental cost is not reflected in the price of suburban houses.
6. A British report highlighted the inactivity of modern children...
7. We need to protect our children from the media onslaught ( attack).
8. We must wean (отучать ) them off the pop culture.
9. Feedback on children's behavior must be given.
10. We can encourage children to pursue interests that run counter to their peer group.

*Ex. 2. Paraphrase the underlined parts of the sentences using Passive Voice. In some sentences prompts are given in brackets.*

1. Researchers conducted lengthy interviews of 184 people ages 13 to 99 to determine how they solved interpersonal problems.
2. For much of the 19<sup>th</sup> century the Irish worked on some of the toughest manual jobs. (to take)
3. German immigrants in Victorian Britain undertook some of the hardest work in the East End of London.
4. Postwar British prosperity could not have happened without working-class immigrants from all over the world. (to achieve)
5. German immigrants may simply have owned some bakers and butchers shops in London.
6. Wealthy immigrants helped to establish some of Britain's largest companies.
7. During the late Victorian period continental settlers opened some of the most famous restaurants in London.
8. After the Second World War migrants from Cyprus and Italy staffed many coffee and sandwich bars.
9. Hong Kong and Bangladeshi migrants introduced 'Chinese' and 'Indian' food in the 1950s and 1960s respectively.
10. Italian 'penny ice men', who initially sold their products on the street, first introduced ice cream eating in south Wales.

Ex. 3. Make the following advice more impersonal by using passive verb forms where appropriate.



### How to Get Published

"I knew nothing about publishing when I sent off my first novel to literary agents," says Fiona Walker, who has just published her 11<sup>th</sup> novel, *Kiss and Tell*.

Within a week she had signed a contract that made her a full-time novelist. Walker admits that finishing the book is only half the story, the real challenge is getting it published.

First, try the traditional route. Few publishers accept unsolicited<sup>1</sup> manuscripts, so send it to a literary agent who publishes books similar to yours. You need not have the book completed at this stage. Agents usually require a synopsis and the first three chapters. If the agent accepts it, he'll make a deal with a publisher, who will pay royalties and an advance.

No luck? Then consider self-publishing where it is up to you to organize everything from editing and printing to marketing. You can also employ a self-publishing company listed in The *Writers' & Artists' Yearbook* to do it for you.

Or simply publish it as an e-book. UK writers can now upload their work on Amazon. With 35% of royalties and a growing readership, you could win fame and fortune without pressing "print".

*/from Readers'Diges. April 2011/*

### CHANGING THE WORD CLASS: VERB TO NOUN PHRASE OR NOUN TO VERB

Ex. 4. a) Paraphrase the underlined parts by changing verb to noun or noun to verb.

e.g. I'd be more concerned about what is happening to children's minds. →  
My concern (is more about what is happening to children's minds)

1. Men and women often respond differently to interpersonal stress.
2. Youngsters needed to rebel against authoritarian parenting.
3. We need to protect our children from the media onslaught.
4. There has been resentment towards maternity leave.
5. ... help to integrate more fully into their new environment.
6. Skills do not transfer so easily.
7. After the war British prosperity could not have happened ...
8. Germans, Frenchmen and Swiss staffed restaurants throughout the country ...
9. What is being eroded is the essential goal of parent education.
10. Fish and chips, which probably has French origin....

b) Look through the sentences and decide which you can paraphrase as in the example above.



Ex. 5. Paraphrase the sentences by changing verb to noun or noun to verb.

1. Simple ways to entertain at home can be found on this website.
2. A considerable reduction in prices is another attempt to save the company.
3. The author is concerned that English will threaten some weaker European languages.
4. The requirement for a teacher of, say, Biology to teach the subject in English is B1 level.
5. The resources required for the promotion of this approach can be used in a more sensible way.
6. The exploration of the unknown has always been a strong driving force in the history of the mankind.

<sup>1</sup> предоставленный без запроса



7. Language teaching programs across Europe have failed for a number of reasons.
8. I'd be happy to offer my explanation of the reasons behind my scepticism.
9. When faced with interpersonal stress most men choose to withdraw.
10. Parents' role is to develop and protect the child's true nature.

## CHANGING SENTENCE STRUCTURE

*Ex. 6. Complete the following so as to compress the information in the original sentences/passages.*

**e.g.** You need to know the details of their lives; their interests, the names of their friends, what they enjoy. Make time to talk. Youngsters need to spend more time with adults. →

Parents should find time to talk to their children about their interests, their friends, their likes.

1. The phrase "the Dark Continent" was coined in the mid-19<sup>th</sup> century by European travellers. It referred to the vast areas of the continent that were utterly unknown to outsiders.

The phrase "the Dark Continent" was coined in the mid-19<sup>th</sup> century by European travellers to describe ...

2. While Europeans had a fairly clear idea of the internal geography of Asia, the Americas and Australia by this date, the African interior was surprisingly poorly known. Only the middle Nile Valley, Ethiopia, areas around the Cape of Good Hope and on the lower Congo were explored.

While Europeans had a fairly clear idea of the internal geography of Asia, the Americas and Australia by this date, the African interior was surprisingly poorly known with the exception ...

3. Computer games do not teach children normal frustration tolerance<sup>2</sup>. That in turn feeds the value of acting on feelings and getting instant results.

Computer games do not teach children normal frustration tolerance, ...

4. Wean children off computers: we need to protect our children from the media onslaught so that they don't spend more than 90 minutes each day in front of the screen.

We (parents) need to protect our children from the media onslaught by limiting...

5. Rituals help provide continuing security. That can be things such as family meals, or setting them to bed with a story or kiss. Children should also be given meals and not allowed to snack. It gives them security.

Rituals such as having .... help provide ....

6. Children need guidance and many are not getting enough. That is what a parent is for. We need to give children feedback on their behaviour.

Children need guidance, and parents must ....

<sup>2</sup> Способность переносить разочарование

7. From about 14 onwards, children are not very open to their parents. This is where there should be considerable emphasis on finding other adults, especially safe men who can provide an essential role model for boys.

From about 14 onwards, children are not very open to their parents, so it is very important ...

8. We need to change the way we think and that is the emerging challenge for the new millennium.

Changing the way we think is....

9. German immigrants in Victorian Britain undertook some of the hardest work in the East End of London. Russian Jewish immigrants in the late Victorian and Edwardian years found themselves working in East End sweatshops.

Both German and ... in Victorian Britain undertook ...

10. In one study researchers found that older people had fewer interpersonal difficulties and experienced less negative emotion. According to another study people 60 and older were better at regulating their reactions to interpersonal tension than younger adults.

According to two studies people 60 and older had fewer interpersonal difficulties and were ....

*Ex. 7. Paraphrase the sentences changing the verb form and the sentence structure where necessary.*

1. We now have greater understanding of child development.
2. Last year in the US, computer games accounted for more than £4,6 billion spending.
3. Children can improve their self-esteem through interests.
4. Parent organisations need to address these issues.
5. There is little respect of parents. They are seen as people to argue with and make demands on.
6. Catering would not have developed in the way it did in Britain without immigrants from all over the world.
7. Days are spent waiting for their husbands to get home from work with news from the outside world. (women with children ...)
8. Most working people find it hard to achieve a satisfactory balance between work and other activities.
9. In Princeton there is rarely any discussion of intellectual matters outside classroom.
10. Over the years there has been a growing concern that the Great Lakes were polluted by industrial waste and sewage.

*Ex. 8. Paraphrase using the prompts.*

1. Understanding of the content of CLIL lessons may be hampered by weak language skills.



Weak language skills may prevent students ....

2. While confronting issues openly is often viewed as the best way to handle interpersonal problems, older adults often avoid this approach.

Older adults often avoid...

3. One sector of the economy in which migrants have played a central role is catering, which would not have developed in the way it did in Britain without migration.

Migration has played a central role ...

4. The vast majority of immigrants to Britain over the last two centuries have found themselves concentrated in the inner cities as a result of poverty and prejudice.

Poverty and prejudice led ...

5. At the end of the 19<sup>th</sup> century the arrival of east European Jews into Stepney<sup>3</sup> completely transformed the area. Not only did new places of worship appear in the area, but newcomers established small businesses making shoes, boots, suits and caps, and also opened kosher food shops.

...Jewish immigrants from Eastern Europe established ...completely ... Stepney.

6. But low expectations of low-caste women meant there were fewer stereotypical attitudes affecting their choices in education, and many more ended up in English-medium schools than the boys.

Many more low-caste girls went to English-medium schools than the boys as...

7. At that time the Iberians had a ship, the caravel, that could handle deep-sea voyages. They had an array of navigational devices, from the compass to the astrolabe. Finally they had guns, particularly cannons. They could now sail to distant places. When they arrived they were able to fight — and win.

The Iberians had the caravel and navigational devices, so .....; they had guns, so ...

8. From the sixteenth to the twentieth century hardly any part of the world escaped European influence and power. Everything, for good or evil, revolved around it. And the pivot of Europe was the North Atlantic. Whoever controlled that stretch of water controlled the highway to the world.

From the sixteenth to the twentieth century the world revolved ..., and the North Atlantic ...

9. Migration is one of the most distinctive and visible characteristics of human populations, and it leads to significant reshaping of population distribution and character. It is a dynamic process that is constantly changing Earth's landscapes and modifying its cultures.

Migration leads ...

10. At international scales geographers track the flows of immigrants and emigrants. At national scales they consider regional balances of in-and out-migrants or the flows from rural to urban areas, which are a principal cause of urbanization. At a local scale they consider the continuous mobility of college students, retirees, and tourists or the changes of address that occur without necessarily resulting in a job change or change in friendship patterns.

Geographers consider migration at a variety of scales:

<sup>3</sup> a district in London's East End

## CHANGING VOCABULARY

### USING SYNONYMS



When choosing synonyms of the words and phrases in the original text make sure each synonym can be used in this context.

If you wish to retain key terms, place them in quotation marks.

e.g. For years there has been a clash between the structured, streamlined culture of business and the messy world of family. There has been resentment towards maternity leave, and women having families have lost out on career opportunities. Parent organisations need to address these assumptions. We need to change the way we think and that is the emerging challenge for the new millennium.

#### Synonyms for 'to change':

- alter (more formal)
- adjust (to change smth slightly so that it is exactly in the way you want it)
- adapt (to change smth to deal with a specific situation)
- modify (make small changes to make smth more suitable for a different situation)
- transform (to change smth completely so that it looks or works better)
- vary (to make continuous or repeated changes to smth)

We need to alter the way we think and that is "the emerging challenge for the new millennium".

*Can you suggest a different synonym and why?*

### PRACTICE 2

Ex. 9. Paraphrase the text doing the tasks below.

People talk about *parenting, children, family life and schools* as if it is all *doom and gloom*, but it's not. In the past 20 years there have been many achievements and they *give me great hope for the future*.

These changes have come about partly because of great strides in the human sciences. We have greater understanding of child development and of positive approaches to bringing up children.

As the director of Family Caring Trust, the largest parent education body in Britain, I've been privileged to see these changes happening. Some 250,000 parents have taken our courses and I believe that, in the future, it *will be the norm* for parents to be educated in parenting. *It's already in the National Curriculum to a small extent* and there are also plans *for parenting skills to become part of secondary school education*. Despite these developments for 21<sup>st</sup>-century parents, there remain four *difficult areas*.

a) Choose appropriate synonyms of the words underlined in the text

original	synonyms
achievement	fulfillment, feat, accomplishment
come about	happen, take place, occur
stride	distance in one long step; progress; the speed at which you walk
approach (to)	ideas and/or actions (intended to deal with a problem or situation), notion, the movement towards smb or smth, path or road
bringing up	raising, looking after, teaching, educating

original	synonyms
body	organization, corporation, association, collection, establishment
privileged	honoured, having the advantage of/confident
change (n)	??? <i>suggest your own</i>
educate	teach, train, prepare (for)
remain	stay, to be, to continue to exist

b) Choose appropriate equivalents of the phrases italicized in the text

original	equivalent
parenting, children, family life and schools	bringing up/ nurturing/ raising children
doom and gloom	devoid of hope, utterly hopeless, gloomy, desperate
give me great hope for the future	inspire confidence/optimism, look promising, arouse expectations
<i>will be the norm</i>	??? ( <i>suggest your own</i> )
it's already in the National Curriculum to a small extent	it has been included in the National Curriculum on a small scale/ to some degree/partly
for parenting skills to become part of ... education	to make teaching ... parenting skills obligatory, to integrate parenting skills into ... curriculum
difficult areas	problem zones, challenges, trouble spots

c) Paraphrase the text changing both vocabulary and grammar.



Ex. 10. Find synonyms for the underlined words in the text "Migration of Human Population on Earth's Surface" ( ex. 21)



Adjectives	Verbs	Phrases
distinctive and visible obvious	track	a variety of scales
significant	consider	in-and out-migrants
principal	occur	flows from rural to urban areas
voluntary	vary	cause of urbanization
unavoidable	result (from)	a change in friendship patterns
attractive	influence	at the point of origin
unpleasant	reflect	at potential destinations
objective	experience	secondhand impressions
forced and involuntary unwilling	flee (fled)	impelled into migration streams

Ex. 11. a). Fill in the gaps with synonyms of the words in brackets.

On average, children now watch more than two hours of TV a day. And it's not just children's television but pop culture that is 1) \_\_\_\_\_ (hugely) seductive for young people. The values 2) \_\_\_\_\_ (communicated) in soap operas often 3) \_\_\_\_\_ (run counter to) those parents would like to communicate.

The 4) \_\_\_\_\_ (emphasis) in a lot of pop culture is: "I want what I want and I want it now and if anyone stands in my way, they will get the full torrent of my feelings." There is no 5) \_\_\_\_\_ (negotiation). The message seems to be that parents are 6) \_\_\_\_\_ (irrelevant) in the teenage world.

Last year in the US, computer games accounted for more than £4,6 billion spending in comparison to £5 billion in cinema turnover. A British report highlighted that the inactivity of children, sitting in front of a computer screen or television, has worrying 7) \_\_\_\_\_ (implications) — nearly a quarter of children are overweight. But I'd be more concerned about what is happening to children's 8) \_\_\_\_\_ (minds).

b) Paraphrase the text changing grammar as well.



Ex. 12. Paraphrase the first three paragraphs in the text "Viewpoints: CLIL" changing the vocabulary as in the example below and sentence structure.

e.g. The research uncovered a host of problems ...

The research/ investigation revealed a great number of difficulties ...

## SECTION 2.

### WRITING A SUMMARY: THE BASICS

**Summary is a short account of a piece of writing that gives only the most important information and not all the details.**

*Lead-in. In what way is writing a summary different from writing an essay? a survey report?*

*Look at the Useful tips below and say what they imply. If in doubt consult the Appendix (p. 209).*

#### USEFUL TIPS

A summary should be:

- **concise** • **accurate** • **objective** • **coherent**

#### TYPES OF SUMMARIES: INFORMATIVE AND DESCRIPTIVE

*Read the article and the two summaries. What is the difference between the two?*

#### **Continent of Mystery**

The phrase "the Dark Continent" was coined in the mid-19<sup>th</sup> century by European travellers. It referred to the vast areas of the continent that were utterly unknown to outsiders.

By 1800 the outline of Africa's coast had been known to Europeans for some generations. Certain stretches of the coast remained only sketchily known — either because hostile locals made them dangerous to approach or because the desert coastline had nothing to offer. While Europeans had a fairly clear idea of the internal geography of Asia, the Americas and Australia by this date, the African interior was surprisingly poorly known. Only the middle Nile Valley, Ethiopia, areas around the Cape of Good Hope and on the lower Congo were explored.

Hostility from Arab traders kept Europeans out of most of east Africa, while the hot deserts and rain forests seemed to offer little of value to merchants. It was only when men willing to explore for the sole purpose of finding out what was there arrived that the veil was lifted. By 1860 much of north-western Africa and the Zambezi Valley had been explored. The eastern plains followed in the 1870s and the rainforests in the 1880s and 1890s.

By 1900 only the larger deserts and a few areas inhabited by hostile peoples remained unknown. Africa was 'dark' no longer. (218)

/by Rupert Matthews. *History magazine*. July 2010/

#1

In contrast to other inhabited continents, most of Africa remained terra incognita to the outside world for a greater part of the 19<sup>th</sup> century. Hostile tribes, aggressive Arab merchants in eastern Africa and few trade opportunities in a hot and mostly desert territory discouraged the Europeans' interest in the continent. However, after true explorers came to Africa, most of it had ceased to be a mystery by the turn of the century. (72 words)

#2

In his article "Continent of mystery" published in *History magazine*, in July 2010 Rupert Matthews focuses on the exploration of Africa in the 19th century. According to the author, most of Africa remained terra incognita to the outside world for a greater part of the 19<sup>th</sup> century. His explanation is that there were hostile tribes and aggressive Arab merchants and few trade opportunities. The author concludes that after true explorers came to Africa, most of it, except for large deserts and areas with particularly unfriendly population, had ceased to be a mystery by the turn of the century. (96 words)



Informative summaries restate the main ideas of the original text without mentioning the author; descriptive summaries mention the author and title.

### GUIDELINES (THE BASICS):

1. Read the text carefully and decide on the main ideas you want to include in the summary.
2. Formulate the main idea of the whole text in one sentence. (Use this as the first sentence of your summary.) This is your thesis statement.
3. Do the same with the main ideas of the text.
4. Combine them in a way that shows the relationships among them.
5. Rephrase the sentences in your own words.
6. Read your summary to see if it reflects the author's emphasis.



Do not put your own opinions, ideas or interpretations into the summary.

## STAGES OF WRITING A SUMMARY

Reading	Writing	Editing
<ul style="list-style-type: none"> <li>— Skim</li> <li>— Read</li> <li>— Reread</li> </ul>	<ul style="list-style-type: none"> <li>— write down the main idea of each section in one sentence</li> <li>— write a thesis statement*</li> <li>— write the first draft</li> <li>— write the second /final version</li> </ul>	<ul style="list-style-type: none"> <li>— check for accuracy and objectivity</li> <li>— check if it is written in your own words</li> <li>— revise it for style, grammar and punctuation</li> </ul>

Alternatively: Start with the main ideas, then write down the thesis statement that clearly sums up the main idea of the whole text.

## READING

*Ex.13. Skim the article and divide it into sections (logical parts). Focus on the headings and subheadings (mark with numbers in the left column). How many have you got?*

	<p style="text-align: center;"><b>Perfect Parents</b></p> <p>People talk about parenting, children, family life and schools as if it is all doom and gloom, but it's not. In the past 20 years there have been many achievements and they give me great hope for the future.</p> <p>These changes have come about partly because of great strides in the human sciences. We have greater understanding of child development and of positive approaches to bringing up children.</p> <p>As the director of Family Caring Trust, the largest parent education body in Britain, I've been privileged to see these changes happening. Some 250,000 parents have taken our courses and I believe that, in the future, it will be the norm for parents to be educated in parenting. It's already in the National Curriculum to a small extent and there are also plans for parenting skills to become part of secondary school education. Despite these developments for 21st-century parents, there remain four difficult areas.</p> <p style="text-align: center;"><b>THE CHALLENGES</b></p> <ol style="list-style-type: none"> <li>1. The children's media explosion: On average, children now watch more than two hours of TV a day. And it's not just children's television but pop culture that is hugely seductive for young people. The values communicated in soap operas often run counter to those parents would like to communicate.             <p style="margin-left: 20px;">The emphasis in a lot of pop culture is: «I want what I want and I want it now and if anyone stands in my way, they will get the full torrent of my feelings.» There is no negotiation. For example, in the popular Channel 4 soap opera <i>Dawson's Creek</i>, parents are seen as people to argue with and make demands on. The message seems to be that parents are irrelevant in the teenage world.</p> </li> <li>2. Caught in the Net: Last year in the US, computer games accounted for more than £4,6 billion spending in comparison to £5 billion in cinema turnover. A British report highlighted that the inactivity of children, sitting in front of a computer screen or television, has worrying implications — nearly a quarter of children are overweight. But I'd be more concerned about what is happening to children's minds.</li> </ol>
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- One of my gurus, Dr Ron Taffle, has pointed out that these games allow the child to set his own levels of frustration, and, therefore, he isn't taught normal frustration tolerance<sup>4</sup>. That in turn feeds the value of acting on feelings and getting instant results.
3. Your child's other family: the peer group. It stresses values such as being cool and getting your own way. As adults spend less time with children, youngsters have become closer to their peer groups. What is being eroded is the essential goal of parent education — to nurture, develop and protect a child's authentic core self<sup>5</sup>.
  4. The new anger. In the past, youngsters needed to get angry to rebel against authoritarian parenting, but this battle has now been won. There are new levels of anger today that are nothing to do with repressive parents and normal, rebellious teenagers. It doesn't have deep psychological causes but is socially learned.

### THE SOLUTIONS

**Connect with your child:** You need to know the details of their lives; their interests, the names of their friends, what they enjoy. Make time to talk. Youngsters need to spend more time with adults. The breakthrough may well come when parents start to connect. Wean children off computers: we need to protect our children from the media onslaught so that they don't spend more than 90 minutes each day in front of the screen. Not just because it is unhealthy but because we must wean them off the pop culture, which prevents them from developing an authentic identity.

**Create rituals:** Rituals help provide continuing security. That can be things such as family meals, or setting them to bed with a story or kiss. Children should also be given meals and not allowed to snack. It gives them security. They know where they are.

**Teach respect:** We need to expect, and insist on respect for ourselves and others. Things such as waiting your turn do not harm children. Parents should not feel bad for setting boundaries and allowing children to live with the consequences of ignoring them. Parents have to be firm or children will not understand their responsibilities.

**Encourage interests:** The peer group may say it's not cool to have interests and to be good at things, but children can improve their self-esteem through interests and being good at things. A major survey by the Johnson Institute in Minneapolis has shown young children are far less prone to substance abuse when they have better self-esteem.

Try to encourage interests that run counter to the peer group. Don't just decide your child needs to learn chess, but follow their leads. It could be Lego, art, dinosaurs, music, cycling or cooking. Encourage them. Buy them a diary, bake with them, show interest.

**Give feedback:** Children need guidance and many are not getting enough. That is what a parent is for. We need to give children feedback on their behaviour — not on the spur of the moment — but at a quieter time. Don't lecture them, but ask them questions that make them think. How is your friend going to feel if you don't walk home with her? Which of these two solutions seem best to you — and why is that?

**Find role models:** From about 14 onwards, children are not very open to their parents. This is where there should be considerable emphasis on finding other adults, especially safe men who can provide an essential role model for boys. Uncles, neighbours, friends and coaches can all help.

**Rethink priorities:** Recently, I heard the head of a church school say he was frustrated because one of his teachers had taken time off because his child was ill. At the next staff meeting he told them that work came first, then families.

<sup>4</sup> It is defined as seeking immediate pleasure or avoidance of pain at the cost of long-term stress and defeatism

<sup>5</sup> True nature

	<p>For years there has been a clash between the structured, streamlined culture of business and the messy world of family. There has been resentment towards maternity leave and women having families have lost out on career opportunities. Parent organisations need to address these assumptions. We need to change the way we think and that is the emerging challenge for the new millennium. (1150) /Michael Quinn. Interview by Gavan Naden. <i>The Express Parent</i>. March 2000/</p>
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*Ex. 14. Read straight through to understand the author's main idea.*

1. What is the article about...: (subject matter)
  - how to become a perfect parent?
  - what shapes children's behaviour in the 21<sup>st</sup> century?
  - relations between school and parents?
  - parents' and the society's attitudes to bringing up children in the new millennium?
2. What does the author think about it? (main idea/message)

*Ex. 15. Read again to find (and underline) topic sentences and key facts.*

*Ignore the minor details (cross out). Clarify the points you do not understand (mark with a tick V).*

**e.g.**

Caught in the Net: Last year in the US, computer games accounted for more than £4,6 billion spending in comparison to £5 billion in cinema turnover. A British report highlighted that the inactivity of children, sitting in front of a computer screen or television, has worrying implications — nearly a quarter of children are overweight. But I'd be more concerned about what is happening to children's minds.

One of my gurus, Dr Ron Taffle, has pointed out that these games allow the child to set his own levels of frustration, and, therefore, he isn't taught normal frustration tolerance<sup>6</sup>. That in turn feeds the value of acting on feelings and getting instant results.V

## WRITING

*Ex. 16. Choose one as the main idea of the article (in ex. 13) or suggest your own.*

1. Parents should take a special course to learn to cope with the challenges of bringing up children in the 21<sup>st</sup> century.
2. In the 21<sup>st</sup> century parents have to deal with four problems of bringing up their children and learn the ways of coping with these difficulties.
3. In the 21<sup>st</sup> century parents face a number of new challenges that can be effectively met if parents change their attitudes and use certain strategies.

*Ex. 17. Write down the main idea of each section into which you divided the text in one sentence.*

*Ex. 18. Write a summary using the above sentences as a draft. Make sure that they are in logical order. Use your own wording and sentence structure. Add some linking words.*



A summary should be  $\frac{1}{3}$  or  $\frac{1}{4}$  of the original text.

<sup>6</sup> способность переносить разочарование

Ex. 19. a). Read the article 'Viewpoints: CLIL' and answer the questions.

Comprehension questions:



1. What does CLIL stand for?
2. In what language is CLIL normally done?
3. Why is the author skeptical about doing CLIL in English?
4. What is meant by the teacher's 'dual expertise'?
5. What is, in the author's view, the weak spot of an average CLIL teacher: the language or the subject?
6. Why does the author see CLIL as a threat to the teaching profession?
7. What is the difference between the language being acquired and learned?
8. What is 'learning the language' according to the CLIL theory?
9. Why does motivation decrease in the CLIL classroom, according to the author?
10. Is CLIL an alternative to traditional teaching?

b). Write a summary of the article using the guidelines above.

#### **Viewpoints: CLIL.**

No one really knows much about how second or foreign languages are learned. As a consequence, it is foolish to be for or against this or that approach. But one can still be critical of some, and I happen to have some serious doubts about CLIL. CLIL (Content and Language Integrated Learning) is the practice of teaching a given subject (Biology, Music, History) in an additional language. In this article I'd like to explain some of the reasons behind my scepticism. Let me start with a few general issues.

First off, I am concerned that English will in the long run threaten some weaker European languages. Granted,<sup>7</sup> CLIL does not have to be done in English, but the fact remains that English is the dominant CLIL language. Furthermore, Europe has seen a massive wave of immigration over the last decade: think of countries like Austria, France, Italy. It is often the case that kids do not master their host's language. Wouldn't it be more sensible to use some of the resources employed to promote CLIL to help these kids' learn their adopted language first and thus integrate more fully into their new environment?

Some of my reservations concern the way CLIL is being implemented. CLIL, we are told, works best when the teacher has dual expertise in both content and language. Reality, however, is a little different and at present, in several European countries the language requirement for a content teacher to teach a subject in the target language is a mere B1 level<sup>8</sup>. This is clearly not a satisfactory criterion as it is not hard to imagine that the level of some of the students may be higher than that of the teacher. If that happens, the best case scenario is that the teacher will lose credibility. The worst case scenario is that the teacher will become a laughing stock for the students.

Another problem is the lack of adequate teacher training. Here again, most ministries of education across Europe have failed to support teachers adequately and the current thinking seems to be that a two-week summer course is sufficient to be able to teach a CLIL class. This is, in my view, at best wishful thinking, it is also an insult to qualified teachers, and it may in the long run de-skill our profession. After all, would a two-week crash course on Biology make this language teacher a specialist in that subject?

Apart from the implementation problems, there are more fundamental questions I'd like to raise. First of all, CLIL seems to rely on the fact that languages are acquired, rather than learned. David Marsh, one of the main advocates of CLIL, explains, 'CLIL offers opportunities to allow youngsters to use another language naturally, in such a way that they soon forget about the

<sup>7</sup> admittedly

<sup>8</sup> intermediate

the language and only focus on the learning topic'. What puzzles me is the adverb 'naturally'. Second Language Acquisition research<sup>9</sup> has proved how important it is for the students to first notice and then practise the key features of the language. Learning by using the language alone just doesn't do it, in my view. Unless one lives in the target country, but that's another story.

Which leads me to yet another question: what is meant by 'learning' in CLIL terms? If learning means that the students can talk about a subject, then no objections here. However, learning to talk about a given subject does not imply that more general communicative skills will simply develop as a consequence. Skills do not transfer so easily; mastering English for Academic Purposes, for instance, will enable the user to follow a lecture and write an essay without any great difficulties. It doesn't necessarily follow, however, that the student in question will be able to function just as comfortably in a variety of more general, everyday contexts.

Moving on to motivational issues, it is often said that the students' motivation will increase if they're taught a CLIL class. But the research carried out does not all point in the same direction. A study in Hong Kong, for example, showed that the students' motivation actually suffered in CLIL classes. This is because CLIL teachers often have to oversimplify content to make it digestible. Understanding of the content of CLIL lessons may be hampered by weak language skills and this can reduce the delivery of this content to a depressing series of tidbits. Students lose confidence as a result; some may even develop a sense of inferiority as they sense they could do better than the grades show. Which I think is deeply unfair.

CLIL is often hailed as the alternative to traditional language teaching programs. True, language teaching programs across Europe have failed: this is essentially because, amongst other causes, language classes have not had the space that's needed in the curriculum. That said<sup>10</sup>, I feel that CLIL, with its many flaws, cannot be considered a sensible alternative to the status quo. (845 words)

/by Chaz Pugliese. *Voices* November-December 2011 Issue 223/

## WRITING THE THESIS STATEMENT OF A SUMMARY

*Ex. 20. a) Read the article and focus on the underlined parts. What do you think they represent? Answer the questions below.*

Who

---

When

---

Where

---

What

---

Why

---

What result

---

*b) Would you like to suggest a different selection to write the thesis of a summary? Discuss it with a partner.*

*c) Write your thesis statement. If you can't do it in your own words, use some from the text and paraphrase later. Compare it with your partner's.*

<sup>9</sup> research into how a second/foreign language is learned

<sup>10</sup> Having said that

#1

### The economy: migrant support

The recent arrival of east Europeans into Britain, in order to undertake employment which much of the British population shun, replicates patterns that developed during the Victorian period. For much of the 19th century the Irish formed part of the labour force working on some of the toughest manual jobs, leading some historians to doubt the extent to which industrialisation could have taken place without them.

Similarly, German immigrants in Victorian Britain undertook some of the hardest work in the East End of London, including sugar baking. Russian Jewish immigrants in the late Victorian and Edwardian years found themselves working in East End sweatshops, while postwar British prosperity could not have happened without working-class immigrants from all over the world.

However, migrants have not simply acted as a cheap labour force — as the number of foreign millionaires in contemporary London testifies. Fabulously wealthy businessmen such as Roman Abramovich have predecessors in German tycoons of the 19th century. Some of these may simply have owned bakers and butchers shops, but others helped to establish some of Britain's largest companies. Immigrant Ludwig Mond's son was one of the founders of ICI. Meanwhile, the descendants of the Russian Jewish migrants of the late 19th century have gone on to become major players in British industry and the professions, as have refugees from Nazi Germany.(222)

*/from Arriving in Style by Panikos Panayi. History Magazine. July 2010/*

Ex. 21. Read an extract from the article "The Characteristics, Distribution, and Migration of Human Population on Earth's Surface". Discuss the statements below the text. What should you do to decide whether any can be appropriate as the thesis statement? Suggest your own.

### Migration of Human Population on Earth's Surface

Migration is one of the most distinctive and visible characteristics of human populations, and it leads to significant reshaping of population distribution and character. It is a dynamic process that is constantly changing Earth's landscapes and modifying its cultures. It takes place at a variety of scales and in different contexts. At international scales geographers track the flows of immigrants and emigrants. At national scales they consider regional balances of in-and out-migrants or the flows from rural to urban areas, which are a principal cause of urbanization. At a local scale they consider the continuous mobility of college students, retirees, and tourists or the changes of address that occur without necessarily resulting in a job change or change in friendship patterns.

The context of migration varies from voluntary and discretionary<sup>11</sup> (the search for a better place to live), to voluntary but unavoidable (the search for a place to live), to involuntary and unavoidable (the denial of the right to choose a place to live).

In the two voluntary contexts, migration often results from the analysis of factors at the point of origin and at potential destinations against the costs (financial and emotional) of moving. "Pull" factors may make another place seem more attractive and therefore influence the decision to move. Other factors are unpleasant enough to "push" the migrant out of the local setting and toward another area. These factors reflect people's objective knowledge of places and also their secondhand impressions. As a consequence, many countries have experienced waves of people going from settled areas to new lands in the interior (e.g., the westward movement in the United States in the nineteenth century and the move from the southeast coast to the interior of Brazil starting in the 1960s, when the new capital city of Brasilia was built).

Voluntary and unavoidable migration occurs when much of a region's or country's population is impelled into migration streams, such as the millions of Irish who fled to the United States

<sup>11</sup> действующий по своему усмотрению

in the 1840s because of the potato famine or the millions of Somalis, Sudanese, and Rwandans who moved in the 1990s because of drought, famine, and civil war. However, some migrations are **forced and involuntary**. Such was the case with African Americans who were taken to North and South America in the seventeenth, eighteenth, and nineteenth centuries to work as slave laborers on sugar, cotton, and tobacco plantations.

*/from [www.learner.org/powerofplace/standards.html](http://www.learner.org/powerofplace/standards.html)*

1. Migration changes the face of the Earth and its populations.
2. Migration, which is the flow of people between countries and regions, and town and the country, can take place for different reasons.
3. Migration is the most decisive factor in shaping the world population map.
4. Many factors determine population movements.

*Ex. 22. Write a thesis statement of the prospective summary (see the article below). Follow the steps described in ex. 20.*



### **Eating out: changing tastes**

One sector of the economy in which migrants have played a central role is catering, which would not have developed in the way it did in Britain without migration. During the late Victorian period continental settlers established some of the most famous restaurants in London, including the Cafe Royal and the Ritz. At the same time Germans, Frenchmen and Swiss staffed restaurants of all sizes throughout the country by the outbreak of the First World War, as this French concept of bourgeois dining (the restaurant) spread throughout Britain.

Continental migrants — from Cyprus and Italy in particular — continued the work of their northern European predecessors immediately after the Second World War, establishing and staffing many coffee and sandwich bars. More obviously, Hong Kong and Bangladeshi migrants introduced 'Chinese' and 'Indian' food in the 1950s and 1960s respectively.

Ice cream eating in Britain began to develop during the 19th century as a result of the activities of Italian 'penny ice men', who initially sold their products on the street and then opened cafes, especially in south Wales.

Similarly, fish and chips, which probably has French and Jewish origins, has often been sold by migrants, initially by Jews and Italians in the first half of the 20th century and, in particular, by Greek Cypriots in the decades after the Second World War — as the Greek names of many fish bars, like the Acropolis in Telford, would suggest. (237)

## **EDITING**

*Ex. 23. Read the article and the summaries (1–5). Decide which is the best. Point out the flaws in the others.*

### **Research Dispels Myth of the Old and Grumpy**

Grumpy old men and women may not be so grumpy after all. Two new studies report that older people are better at getting along with others than younger people are, and much more content in their interpersonal relationships.

In one study, the researchers conducted lengthy interviews with 184 people ages 13 to 99 to determine how they solved interpersonal problems. It was found that the adults who were older than 80 were more likely to avoid conflict by waiting until things improved, while the younger people more often chose to leave in anger or engage in yelling and name-calling.

The older people, the researchers found, had fewer interpersonal difficulties to begin with, and when problems arose, they experienced less negative emotion and behaved less aggressively. The study appears in the May issue of *The Journal of Gerontology: Psychological Sciences*.

The second study, scheduled for publication in the June issue of *Psychology and Aging*, involved more than 1,000 people ages 25 to 74 who completed eight successive days of phone interviews, a technique that the authors believe produces more reliable recollections.

The results were similar: people 60 and older were better at regulating their reactions to interpersonal tension than younger adults, even with similar intensity and frequency of stressful situations.

«Although people often think of older adults as disagreeable, they're actually nicer when they have problems in their relationships,» said Dr. Kira S. Birditt, a research fellow at the University of Michigan and the lead author on the two studies. «When they do feel upset, they're more likely to wait to see if things improve than to yell or argue.»

It is widely believed that men and women often respond differently to interpersonal stress — men by withdrawing and women by insisting on a solution. And some research confirms this premise. But the two studies found no such variation between the sexes.

Moreover, Dr. Birditt pointed out that older adults of both sexes appeared to be better at handling conflict not only with family but with co-workers, neighbors and acquaintances. «The type of relationship didn't matter,» she said. «Older people are just better at it.»

And while confronting issues openly is often viewed as the best way to handle interpersonal problems, older adults often avoid this approach. «It may be that avoiding problems is good for relationships,» Dr. Birditt said. «Particularly if it's a personality issue, something unlikely to change, it may be helpful to just ignore it.»

The researchers point to several limitations of their study. They concede that having people report on their actions or feelings can bias the findings because people may only report what is socially acceptable. They also mention that older adults may remember the past more favorably than younger people.

In addition, the results may be influenced by the fact that constructive strategies may have survival value, and that people who use destructive strategies either do not stay together or do not live as long as those who find ways to get along.

«Over all,» Dr. Birditt concluded, «older people are experiencing less anger and less stress, and using less aggressive strategies when they have problems in their relationships. It might be that relationships get better as we age.» (550 words)

/ By Nicholas Bakalar. *The New York Times*,  
June 20, 2005/

#1

Two studies based on interviews were carried out to discover the ways people deal with difficulties in interpersonal relations. The first study revealed that people over 80 tend to wait for things to improve instead of confronting them openly, which is what young people prefer to do. In such situations older people are less aggressive; they have a more positive approach. The second study, which was more thorough, showed similar results: older people, both men and women, are better at communicating with people when there is a conflict. This, according to Dr. Birditt, a researcher from the University of Michigan, is contrary to the common belief that old people are grumpy. She also points out that older people are better at sorting out problems outside their families. However, the researchers admit that the results may not be totally valid as people may not be completely honest when speaking about behaviours they see as inappropriate, and, what's more, people with negative strategies in interpersonal relations tend to separate or not reach advanced years. (170)

#2

Two new studies reveal that old people tend to take a more constructive approach to interpersonal conflict solving than the young. The first study discovered that people over 80 are inclined to wait till the situation improves instead of arguing with the other party. What's more, in case of friction or conflict, old people appear to take things more calmly and act in a more reasonable way. The second study confirmed these findings, with no difference in men's and women's response to interpersonal tension found. Besides, senior people apparently solve interpersonal problems outside the family more efficiently. Dr Birditt, the main researcher, suggests that their strategy of avoiding conflict is more effective. The researchers admit, however, that the conclusions may not be 100% reliable for two reasons. Firstly, the respondents might not have mentioned socially unacceptable incidents. Secondly, positive attitudes may both help live longer and stay in a relationship; hence the higher percentage of those among older respondents.(157)

# 3

Researchers conducted two studies aimed to find out how people solved interpersonal problems. They found that people over 80 solve these problems by avoiding conflict. While older people behaved less aggressively, young people tended to yell and argue with each other. Both studies produced similar results and found no difference between sexes in the way they solve interpersonal conflicts. The chief researcher, Dr. Kira Birditt said, "Older people are just better at it, the type of relationship didn't matter." Older people avoid confronting issues openly, and Dr. Birditt says, it helps interpersonal relationships.(94)

#4

Old people appear to be much better at solving interpersonal difficulties than the young, according to two new studies based on interviews of people from 13 to 99 years of age. Both studies produced similar results: older people are more capable of controlling negative feelings and behaving reasonably than younger people. This is only to be expected: wisdom comes with age. Moreover, the research discovered that both sexes can deal with interpersonal friction and tension equally well. I, however, think there is no conclusive evidence to believe this is, indeed, the case. Researchers themselves admit that respondents may not have been completely honest in their answers. Besides, it is human nature to see the past in a more favourable light than the present. More importantly, researchers point out that positive strategies older people prefer in their relationships may help survive both the people and their relations, that is live longer and stay together. (152)

#5

Two studies, involving interviews with people of different ages, discovered different patterns of behavior in interpersonal conflicts. The pattern typical of people over 80 consists in older people addressing difficulties in interpersonal relationships by avoiding confrontation. A pattern which is followed by both men and women is taking no steps to solve a conflict in the hope the situation will take care of itself. A similar pattern emerges when relationships at work or within the community are examined. Another pattern characteristic of young people is taking immediate action such as shouting and accusing each other. The older respondents, the research suggests, seem to realize that if it is a matter of personal qualities it is wiser to play it down instead of demanding a change in the person in question. The researchers also point out that older people who are tolerant tend to live longer and to live as a couple. (151)



Ex. 24. Read your summary of the article "Perfect Parents". Answer the following questions:

1. Have you accurately represented the author's ideas and key points (the author's emphasis)?
2. Have you written it in your OWN words? If you quoted the author, use the quotation marks.
3. Have you included any minor details or your own ideas?
4. Is it the right length?

Revise it for style, grammar, spelling and punctuation.



Ex. 25. Compare the article and the summary. Suggest ways to improve it.

### English Shakes Caste System

Proficiency in English is an important factor in helping to free Indians, particularly women and girls, from the shackles of India's ancient caste system.

The caste system has proved hard to dent despite a series of quotas for university places and jobs to be filled by people of low caste and by Dalits (so-called 'untouchables', who lie outside the caste system). In a new study published in the American Economic Review, Indian economist Kaivan Munshi and an American colleague examined twenty years' worth of data on school enrolments and income in Mumbai (Bombay). Over that time India has seen a big rise in non-traditional white-collar jobs thanks to globalisation.

They found that low-caste boys still tended to attend schools that taught in Marathi, the local language, and from which they would graduate into 'blue-collar' occupations traditional for their caste. However, some broke with tradition and enrolled in English-medium schools. In a 1990 sample of over 4,000 low-caste males around Mumbai, those with a command of English earned 24 per cent more on average than those with little English.

More dramatic were the changes that English proficiency brought to the lives of low-caste women. In 1980, very few low-caste women were in paid work. But low expectations of them meant there were fewer stereotypical attitudes affecting their choices in education, and many more ended up in English-medium schools than the boys. The impact of this was clear: roughly 2 per cent of women surveyed in an area just outside Mumbai and who had been to Marathi-language schools were in work, compared to nearly 14 per cent of English-speaking women.

Women have surged ahead in education and employment, so much that low-caste families are now willing to spend more on educating their daughters than their sons. Low-caste women are also breaking down social barriers by marrying outside their caste: nearly a third of those who had been to English-medium schools had done so, compared to fewer than one in ten who had attended Marathi-medium schools.

The study concluded that English was the most significant of various 'forces of modernisation [that] could ultimately lead to the disintegration of a system that has remained firmly in place for thousands of years.'(371)

/by Matt Salusbury.EL GAZETTE. Issue#340.April2008/

#### Summary

A good command of English has changed the lives of many Indian women and is breaking the long-standing caste system. The rigid caste system in India has survived despite quotas for low-caste people and the 'untouchables', which were introduced both at universities and workplaces. A new study which compared the data on school enrolments and income in Mumbai for the past twenty years revealed a new trend in education choices and job selection among low-caste boys and girls. Surprisingly, it is girls who have made a breakthrough thanks to attending English-speaking secondary schools. 12% more women with proficiency in English are in work now; besides, more than 30% married into a higher caste. In my view English as a force of modernization may be overestimated but it certainly helps. (130)

Ex. 26. Read your summary of the article "Eating out: changing tastes" and revise it using the questions in ex. 24.



## REVISION: WRITING OPINION ESSAYS.

Ex. 27. Read the following paragraphs and decide which can serve as introduction or conclusion to the topics below

- I. The daily avalanche of technological innovations that make our lives easier and at the same time more complicated puts most people in a vexed mood — like the depressive who gets time out from his clinic and goes to the beach for a few days. He sends his psychiatrist a postcard. The message he writes might well have come from any of us, a reflection of technology's effect on our lives: "Having a wonderful time. Why?"
- II. If we didn't take a chance at all, then there could be no new technologies of any kind, or any applied science; and that, taken all in all, would be a bad thing. But we should always bear in mind how vast is the scope of our ignorance; that there is always a chance of disaster that may be quite different in kind from anything can yet be conceived, and far bigger.
- III. We are entering a worrying new world where some people will be cloned while others will be rendered immortal, and yet others will have their intelligences and appearances changed. Should society discourage scientists from proceeding with their research?
- IV. The possible benefits of scientific research are huge. Trying to block research for ethical or other reasons can deprive the mankind of long-awaited cures for lethal diseases. As long as we can reserve the scientists their freedom but allow them no power, then we should extract the maximum benefits with the minimum of risks.

### TOPICS:

1. The world would be a better place to live in if scientific and technological endeavour slowed down.
2. Should scientific research be discouraged for ethical reasons?

## APPENDIX

### CHARACTERISTICS OF A SUMMARY

A summary should be:

- Concise: You should include only one statement of the thesis (main idea), even if the author repeats it; review only the main points; and, if necessary, include several major supporting details.
- Accurate: You should include all of the main ideas, express them clearly, and reflect the author's emphasis.
- Objective: You should include only the author's ideas, not your own opinions, interpretations, and judgments.
- Coherent: You should have smooth transitions, or connections, between sentences.

*/from New Directions/*

## UNIT 4

### SECTION 1. USEFUL LANGUAGE FOR SUMMARIES

*Lead-in. Look through the extract below. What do you think the tone of the article is?*

**Tone is the attitude the writer wants to convey, the emotional colouring of his/her writing**

Formal, informal, angry, enthusiastic, detached, humorous, serious, optimistic, pessimistic concerned...?

*What makes you think so? How does it affect paraphrasing?*

*Read the extract and choose appropriate synonyms from the list below.*

Mr Bercow's<sup>12</sup> biggest year for Christmas splurging was 2010, when more than £26,000 was spent on Christmas tree maintenance by the Commons authorities he controls. In 2009 it was felt necessary to spend £1,240 on decorations. That's a lot to spend on fairies<sup>13</sup>, even for a man of his delicate aesthetics. Exactly what 'maintenance' of a Christmas tree entails is not explained. Does it mean Hoovering (пылесосить) the pine needles from the carpet?

*/from "The Squeaker Decks the Hall with Bags of Money".*

*The Daily Mail. March 24, 2012/*

splurging: spending spree/ shopping / money wasting

It was felt necessary: [the Speaker] thought it a good idea/ decided

a man of his delicate aesthetics: a man of fine taste / artistically minded

entails: implies/ involves/ means

#### PRACTICE 1

*Ex. 1. Read and decide on the tone of the article.*

*a) Paraphrase the underlined parts (compress if appropriate).*

*b) Rewrite the text in your own words, change sentence structure where necessary.*

#### Overseas Travel

"Travel" shares the same root as travail meaning "work". Both derive from *trepalium*, a three-staked Roman instrument of torture. Anyone attempting to drive on Bank Holiday or suffering delays at Stansted<sup>14</sup> will understand this, yet in 2004, the total number of British visits abroad overtook the number of British residents for the first time. Spain, France and Ireland remain the favourite destinations, but Bulgaria is the fastest growing. Almost one in ten Britons now is living outside Great Britain and these numbers are also rising fast — 500 British citizens leave the UK permanently each day. The country with the most British immigrants is Australia, with more than a million, followed by Spain, the US, Canada and Ireland.

<sup>12</sup> Speaker of the House of Commons since 2009.

<sup>13</sup> Fairy lights — small lights used for decorating Christmas trees.

<sup>14</sup> Stansted — London airport.

Ex. 2. Read and supply appropriate subtitles from the list below. Decide on the tone of the article. a) Choose an appropriate equivalent for the underlined words from those in the brackets<sup>15</sup>.

### How to Be an Olympic Star

There are 26 Olympic sports, covering 300 events. For Britons, statistically the easiest to get selected for is Handball. With male and female Olympic squads of 14, and fewer than 1,000 league players, the dedicated newcomer has odds of roughly one in 35 ( has a good chance/ is likely to...) of making the team - maybe not next year, but at least in 2016. This compares with odds of around one in 400,000 of getting into the England football squad.

Traditionally, the British have been good at events that can be done without standing up — rowing, horse riding, sailing, canoeing and cycling. If your outlook (attitude/preference for...) is even more sedentary, you can actually lie down for some shooting events.

The former rower Rebecca Romero won the 3km individual pursuit cycling gold in Beijing, having only taken up the sport two years earlier. If you have the fitness and the nerve, cycling is as easy as (not much different/ no more difficult than/ practically the same as) riding a bike.

World-record-holding marathon runner Paula Radcliffe devours (survives on a diet of.../consumes/ regularly eats) hundreds of *Mars* bars a year, while her male equivalent Haile Gebrselassie loves a Big Mac. Lord David Burghley won the 400m hurdles (бер с препятствиями) in the 1928 Games in Amsterdam on a steady diet of champagne.

Nauru has fielded only seven athletes in Olympic history, all of them weightlifters. That leaves 25 other sports unrepresented, provided you can make the basic Olympic standard in your chosen event and are prepared to move to a tiny South Pacific island, the Nauruans would probably be very glad to have you. Similarly, Dominica had only two representatives in Beijing; Iraq just four.

Sometimes, smaller nations' athletes are allowed to compete, even if they're not quite up to (not exactly meet/way below) Olympic standard. Remember 100m freestyle swimmer Eric 'the eel' Mousambani from the Sydney 2000 Games? He'd only learnt to swim eight months earlier, but he was fast-tracked to represent Equatorial Guinea through a wild card draw<sup>16</sup> designed to encourage developing countries without decent training facilities.

Sure, he went at exactly half the pace of (twice as slowly as/ was as slow as a snail...) his rivals, but do you remember them?

/by Jim White, the *Reader's Digest*, July 2011/

#### Subtitles:

- Change your nationality.
- Choose a sport that involves a lot of sitting around.
- Choose a sport that uses skills found in everyday life.
- Choose an unpopular sport.
- Do not restrict yourself on food.

<sup>15</sup> three dots mean that you have to paraphrase the rest of the phrase.

<sup>16</sup> 'lottery' to choose a sportsmen who wouldn't normally be allowed to take part in a competition.

b) Answer the questions below and write a summary in your own words

1. In which Olympic sport is competition less intense?
2. What kind of sports do the British traditionally excel at?
3. What skills can be crucial to sports achievements?
4. Is food restriction really necessary to break a record in sports?
5. How can taking on a new nationality raise one's chances of competing in the Olympics?

Ex. 3. Read the extract from the article "Live Forever"<sup>17</sup>, decide on its tone. Paraphrase making use of appropriate words and changing grammar and sentence structure.



The history of technology has shown over and over that as the existing mode of technology exhausts its potential, a new one, which is more sophisticated, emerges to keep us moving at an exponential pace<sup>18</sup>. Between 1910 and 1950, computer technology doubled in power every three years; between 1950 and 1966, it doubled every two years; and it has recently been doubling every year.

Of course, achieving the processing power of the human brain is necessary but not sufficient for creating human level intelligence in a machine. But by 2030, we'll have the means to scan the human brain and re-create its design electronically.

Most people don't realize the revolutionary impact of that. The development of computers that match and vastly exceed the capabilities of the human brain will be no less important than the evolution of human intelligence itself some thousands of generations ago. Current predictions overlook the imminence<sup>19</sup> of a world in which machines become more like humans — programmed to respond appropriately to human emotion, and humans become more like machines — our biological bodies and brains enhanced with billions of "nanobots", microscopic robots transporting us in and out of virtual reality. We have already started down this road: human and machine have already begun to meld.

## LANGUAGE FOR DESCRIPTIVE SUMMARIES

When writing a descriptive summary it is necessary to mention the author's name periodically

### Expressions to be used:

1. At the beginning the author<sup>20</sup> describes/ dwells on/ touches upon/ explains,/introduces/ analyses/ comments on, gives his/her (an) account of, criticizes, etc.
2. Then (after that, further, further on, next,) the author argues/explains, looks at, explores, examines/ passes on to .../goes on to say that ..., /gives a detailed (thorough) analysis (description, etc. of)/enumerates/ points out.../ according to the author
3. In conclusion the author describes ... / the author concludes with.../ at the end of the story/ article the author draws /comes to the conclusion that/ .../ the story/article ends with... at the end of the story/article, the author sums it all up (by saying)....

**NB** There are more words to introduce an author's opinion depending on the content and tone of the article.

<sup>17</sup> See «Курс английского языка для студентов языковых вузов», Е. Б. Ястребова, Л. Г. Владыкина М. В. Ермакова. М. — Экзамен, 2007.

<sup>18</sup> по нарастающей.

<sup>19</sup> неизбежность.

<sup>20</sup> after the first reference to the author by full name, reference by last name only; do not use personal pronouns.

### Sample

In the article *Let's Cram More into Cities* published in the *New Statesman*, May 22, 2000, Richard Rogers and Richard Burdet analyse the advantages of developing urban areas inner cities in particular.

The authors state that England, though, small, has one of the highest population densities in the world. However, people seem to think there is no alternative to the move to the suburbs despite the fact that suburban development is a burden on the budget and energy resources. According to Rogers and Burdet, there is a widespread belief that people want new housing to be built outside the existing urban area. The argument is that cities have been abandoned because of congestion and noise. The authors conclude that if the quality of life in cities changes for the better, people, both well-to-do and poor will choose to stay.

### PRACTICE 2

*Ex. 4. Fill in the gaps in the summary with appropriate phrases from the list above. The first is done for you.*

In the article *Viewpoints: CLIL*<sup>21</sup> published in the *Voices* November–December 2011, issue 223, 1) Chaz Pugliese explains his skeptical position on CLIL, i.e. teaching immigrants' children a second (usually English) language simultaneously with a different subject.

At the beginning Pugliese 2) \_\_\_\_\_ the flaws of CLIL. It is usually done in English even in a non-English speaking country, which doesn't help integration/assimilation. A content teacher (учитель-предметник) can have a rather poor command of English, which may undermine their authority among the students. 3) \_\_\_\_\_ the author 4) \_\_\_\_\_ the situation with teacher training. Pugliese 5) \_\_\_\_\_ that a short summer course provided for content teachers is not enough to obtain a good command of English.

The author 6) \_\_\_\_\_ basic problems inherent in language learning via CLIL. Pugliese 7) \_\_\_\_\_ that CLIL is based on the concept of language acquisition as opposed to language learning. 8) \_\_\_\_\_ the author there is little chance of knowing a language by merely using it unless the student lives in the language environment.

9) \_\_\_\_\_ the interpretation of learning in CLIL theory and at students' motivation. Learning in terms of 'general communicative skills' is difficult in the CLIL classroom while learning some English for Academic Purposes is quite possible. Students are not necessarily better motivated; research suggests that due to students' poor language skills the subject matter in the CLIL classroom is simplified, which leads to a drop in motivation.

10) \_\_\_\_\_ that whatever problems language teaching in Europe faces, CLIL is not a satisfactory solution.

*Ex. 5. Make the summary of the article "Research Dispels Myth of the Old and Grumpy"<sup>22</sup> a descriptive one.*

Two new studies reveal that old people tend to take a more constructive approach to interpersonal conflict solving than the young. The first study discovered that people over 80 are inclined to wait till the situation improves instead of arguing with the other party. What's more, in case of friction or conflict, old people appear to take things more calmly and act in a more reasonable way. The second study confirmed these findings, with no difference in men's and

<sup>21</sup> See the article in unit 3 ex. 19.

<sup>22</sup> See the article in unit 3 ex. 23.

women's response to interpersonal tension found. Besides, senior people apparently solve interpersonal problems outside the family more efficiently. Dr Birditt, the main researcher, suggests that their strategy of avoiding conflict is more effective. The researchers admit, however, that the conclusions may not be 100% reliable for two reasons. Firstly, the respondents might not have mentioned socially unacceptable incidents. Secondly, positive attitudes may both help live longer and stay in a relationship; hence the higher percentage of those among older respondents.

### Transitional phrases

For a smooth, logical flow of ideas in the summary use transitional words and phrases

1. To indicate that you are going to give additional information:  
and, also, besides, further, furthermore, in addition, moreover, too
2. To indicate where information fits in a sequence:  
and then, again, in the first place (first/firstly), in the second place (second/secondly), etc, next, last, finally.
3. To indicate that one idea is similar to another (comparison):  
also, in the same manner/way, like/likewise, similarly
4. To indicate that one idea conflicts with or contradicts another (contrast):  
but, even so, however, in contrast, instead, nevertheless, on the contrary, on the other hand, still, yet

*Ex. 6. Look through the summary in ex. 5 and find transitional phrases.*

*Ex. 7. Improve the summary in ex. 4 by adding transitional phrases where necessary.*

### PUNCTUATION: QUOTING

When writing a summary (or essay) you may have to quote the author. It is important to use punctuation correctly.

1. Quotation marks enclose direct quotations or fragments of quotations (words or phrases borrowed from others).  
**e.g.**  
The candidates stood on the platform and the returning officer started to read out the numbers: "Caroline Lucas, the Green Party, 16,238... Nancy Platts, the Labour Party, 14,986..."  
  
The mayor of London proclaimed the merits of his new Routemaster buses. 'They are made in Britain and deliver jobs to the people of this country, unlike the bendy buses which are made in Germany,' he wrote in his column.  
  
In teaching English a lot depends on the teachers' ability 'to create a world students want to belong to,' to quote Robert Dilts's aphorism on leadership.

2. Quotation marks enclose translation of borrowed or foreign terms or definitions. Specialized words are sometimes enclosed in quotation marks or italicized.

**e.g.**

Serendipity means a 'happy accident' or 'pleasant surprise'; specifically, the accident of finding something good or useful without looking for it.

3. A period or comma usually goes **within** the quotation marks.

**e.g.**

"I used to be shy," says the young coach. "But now I know how to talk to the lads and they listen to me."

In British usage, though, these are placed outside the quotation marks if the quoted text did not include the punctuation.

**e.g.**

A question mark (?) and an exclamation point (!) are placed inside if they punctuate the quoted matter **but outside** when they punctuate the whole sentence.

**e.g.**

They wouldn't believe she really said, "I love you"!

A semi-colon and colon are placed **outside** the quotation marks.

**e.g.**

Everyone in the crowd joined the cheer "Long live, Duce": adolescents and old pensioners, matrons and children chimed in.

4. In general, quotation marks are placed at the beginning and at end of the quotation. ('We've won!' she said.) However, to show that "the quoted speech continues in a new paragraph, put quotation marks at the beginning of that paragraph, and keep doing so until the passage ends." (*The Borzoi Handbook for Writers*).

**e.g.**

She [Joan McVittie] told the conference: 'Many young people learn their values in school. Sadly, some of their parents are unable to provide guidance and often the values provided by their peer groups take precedence over all else.'

'This is a huge responsibility for all of us and top of the responsibility of education.'

5. In case of a quotation within a quotation, a combination of different (double or single) quotation marks is used.

**e.g.**

"John Brown is our nationally known link to the movement to end slavery," said the Mayor "Carla Davis will close the ceremony with the song first created in memory of Brown — 'Battle Hymn of the Republic'."

### PRACTICE 3

*Ex. 8. Add punctuation marks to bring out the quoted parts in the following sentences.*

1. More than a few commentators, reflecting on the sad decline of standards since the great days of Gladstone and Disraeli, have reached for John Bright's famous lines about the Palace of Westminster as the mother of parliaments.



2. Then the officer announced: I hereby declare that Caroline Lucas has been duly elected Member of Parliament for the Brighton Pavilion Constituency.
3. The chief inspector of schools said A culture which is sometimes self-obsessed and puts such emphasis on celebrity and instant gratification doesn't necessarily foster in our young people the essential virtues of effort and diligence which are so fundamental to success at schools and colleges and life.  
Our youngsters are too often exposed to double standards, where bad behaviour and violence are publicly condemned but endlessly available as entertainment.
4. The term fair play suggests that everyone should be given an equal chance, that no one should have an unfair advantage. You [the English] just take it for granted, a Polish immigrant complained. You assume that people will play fair, and you are shocked and upset when they do not.
5. Mandy Telford, president of the National Union of Students, said It is not surprising that the majority of parents are opposed to top-up fees. The majority of the country is.
6. To sport used to mean to have fun.
7. Brian Cox: I'm not going to say, My climate model is correct. Science never claims to be 'right'. But it is the most reliable way we have to find out what is going to happen.
8. Baroque may originally come from the Portuguese word *barroco*, meaning *misshapen pearl*.
9. The statement The inhabitants of the British Isles were never called Celts has now become commonplace in many books and some television programmes.
10. According to Professor Livingstone, middle class parents tend to steer (направлять) their children towards the opportunities of the internet, so they use the internet more widely and deeply.

*Ex. 9. Check for mistakes in punctuation.*



1. The university says that students benefit from the staff spending more time on research because it makes them better teachers. It is in the interests of the whole academic community to allow more time for world-class research a spokesman for the University said. The tutorial is not being completely phased out but the number of tutorials is being reduced.  
The better your staff, the more likely it is that you will lose them, and be forced to find replacements, Anthony Smith, President of Magdalen College, Oxford, said. All of these things eat into tutorial time.
2. She [Alaska governor Sarah Palin] is feeling shackled (в оковах), she can't really do her job in the fullest because of the ethics complaints, the lawsuits, said Mike Nizich, Palin's chief of staff, at a press conference following her resignation. Nizich said that was a tactic of Palin's opponents, to throw the governor on her heels» and keep her from being able to govern.
3. On English irony. We [the English] have a tendency to say Well, I expect we'll manage somehow, when we mean Yes, certainly, no trouble and That would be quite helpful, when we mean For Christ's sake, that should have been done yesterday!; and We seem to have a bit of a problem when there has been a complete disaster.
4. The phrase going postal, meaning 'going berserk' (uncontrollably angry) originated in the USA in the 1980s and 1990s. During those two decades over forty people were killed in incidents when workers for the Unites States Postal Service shot guns randomly at their fellow employees.
5. It is not hard to understand why Brian Cox — referred to by his friends as the Peter Andre<sup>23</sup> of particle physics — has ruffled a few feathers in the scientific community. His new project

<sup>21</sup> A successful British-Australian musician.

Uncaged Monkeys: National Tour is a mixture of high-tech presentations, projections and comedy on BBC2. I want to make science so culturally important, with such widespread support, that the Government is forced to say Right, what do we need to do? says the Manchester University Professor.

*Ex. 10. Read carefully and add punctuation marks where necessary.*

The April 2012 issue of the *Reader's Digest* ran an article about Paiter Surui tribe that lives deep in the Amazonian rainforests of Brazil. Surui is the name given by the anthropologists, but the real name is Paiter which means the true people, we ourselves.

On September 1969, Naramatiga was one of a group of Surui who went to meet the Branco—their name for the white man. The tribe had come across white invaders already with the arrival of rubber planters, and these encounters had usually ended in bloodshed. But this day was to be different. We wanted to see if we could be friends. These Brancos left knives, pans and mirrors tied to tree branches for us. I wanted to ask the Branco why they were leaving these things and I wanted to see if we could make peace with them says Naramatiga.

It was staff from the Indigenous Protection Service of Brazil who were leaving the gifts. Their mandate was to make contact with indigenous people and to protect their rights.

But these meetings brought disaster to the Surui. People started dying quite soon after that first contact: three or four a day—we simply had no immunity from the diseases Naramatiga recalls.

I ask Naramatiga if he ever wishes he had never gone to meet the Branco, and he replies We Surui had only lived in war, we wanted to make peace. There were times when it was very bad, with the deaths from disease, but it has not been all negative. We now have our lands recognised by the government and we take care of them ourselves.

## WRITING TITLES

√ Words in titles of books, magazines, newspapers, long poems, plays, movies, radio and television series, works of art, etc are capitalized except for internal articles, conjunctions, prepositions and the *to* of the infinitives. Prepositions of four or more letters are often capitalized. The entire title is italicized.<sup>24</sup>

*/from Merriam-Webster's Pocket Guide to Punctuation /*

**e.g.**

*Class: A View<sup>25</sup> from Middle England*

*The Borzoi Handbook for Writers*

*The Daily Telegraph*

√ The titles of articles in periodicals, short stories, short poems, essays, dissertations, chapters of books, novellas in a collection, episodes of radio and television programs, etc. are capitalized and enclosed in quotation marks.

"Population, Computers and Culture Wars", a chapter from *The Next 100 Years* by George Friedman  
"Budapest: City of Culture and Festivals" an article in the *Economist*

## PRACTICE 4

*Ex. 11. Write the titles properly and add punctuation/quotation marks where necessary.*

1. The Time magazine described Hilary Clinton as a moral conservative.
2. Brian Cox attempted to bring astrophysics to the masses with his hit series such as BBC2 Wonders of the Universe.

<sup>24</sup> If done in hand the title is underlined.

<sup>25</sup> The first word after the colon (:) is capitalized.

3. Paradise Lost: the Birth of Bermuda by Peter Thompson published in the August 2009 issue of the History Magazine charts the decline of an island haven.
4. Soon after the death of the Apple co-founder, there appeared Steve Jobs: The Exclusive Biography, which claimed Jobs had identified the textbook industry as ripe for digital destruction.
5. In 2010 there was a lot of debate about why TIME picked Zuckerberg over Assange, director of WikiLeaks, as its Person of the Year; many editorials described Assange as a dangerous cyber-terrorist.
6. The Oxford Dictionary of National Biography suggests that Charles Fry took to writing as he found that ... was the most agreeable way of subsidizing his career as an amateur cricketer.
7. A study published by the Industrial Society last month revealed that more employers demand frequent travelling from their staff. Work is becoming more mobile, more international and more intense according to the authors, Judith Doyle and Max Nathan.
8. The language group first called Gallic was further defined as Celtic in the early 18<sup>th</sup> century by Edward Lhuyd, author of Archaeologica Britannica.
9. Richard H. Thaler and Cass N. Sunstein in their new book Nudge depict their readers as babies, unable to stop smoking biting their nails and borrowing more money than they can repay without being nudged (подталкивать) into a more sensible architecture of behaviour, to quote the authors.
10. Vanessa Redgrave<sup>26</sup> in The Year of Magical Thinking was showered with praise by theatre critics. The New York Daily News said: We are lucky to have her back on Broadway, adding it is a theatrical experience you will never forget.

*Ex. 12. Rewrite the sentence following punctuation rules.*



1. In his new study Bloody Victory: The Sacrifice on the Somme and the Making of the Twentieth Century William Philpott describes Taylor's Illustrated History as full of inaccuracies, half truths and cliches.
2. The Chinese state-run Global Times last October gave a warning: If these countries [Japan, South Korea, Vietnam, the Philippines ] don't want to change their ways with China, they will need to prepare for the sounds of cannons. / from the article China's military rise: the dragon's new teeth. /
3. China's military build-up is ringing alarm bells in Asia. The American strategic-guidance document spells out the concern. The growth of China's military power it says, must be accompanied by greater clarity of its strategic intentions in order to avoid causing friction in the region. It also says that while the US military will continue to contribute to security globally, we will have to rebalance towards the Asia-Pacific region. /The Economist/
4. In his book Austerity Britain 1945–1951 David Kynaston sums up a picture of Britain in several neat lists: no supermarkets, no motorways ... clothes boiled in a tub... Homosexual relationships illegal, suicide illegal, capital punishment legal... Heavy coins, heavy shoes, heavy suitcase, heavy tweed coats, no unbearable lightness of being. And in terms of post-war austerity, Meat rationed, butter rationed, sugar rationed, tea rationed, soap rationed, clothes, rationed. Make do and mend.
5. The golden girl of British swimming, Rebecca Adlington, remains body-conscious because she spends so much time in public wearing hardly any clothes. Her confidence wasn't helped by comedian Frankie Boyle saying that she looked like someone who is looking at themselves in the back of a spoon on BBC2's Mock the Week in August 2008. Things like that hurt, says Rebecca. I am size 12 and have big shoulders and huge calves (икры). How many people that size would be seen in front of millions in a swimming costume?

<sup>26</sup> A famous British actress.

## SECTION 2. WRITING A SUMMARY: THE PARTICULARS

*Lead in. What are the stages of summary writing? What is important in summary writing?*

- Keeping the author's main ideas
- Keeping the structure of the original article
- Keeping the tone and the style of the author
- ???

*What is a descriptive summary? Which part of a descriptive summary is particularly different from an informative summary?*

Introduction

Main body

Conclusio:

### READING & WRITING AN OUTLINE CHANGING THE STRUCTURE OF THE ORIGINAL

*Ex. 13. Read the article and make an oral descriptive summary according to the outline. Suggest a thesis statement first.*

<b>The urban landscape: inner city transformation</b>	
<i>immigrants and inner cities; the Irish impact</i>	<p>The vast majority of immigrants to Britain over the last two centuries have found themselves concentrated in the inner cities as a result of poverty and prejudice. The 19th-century Irish settled in most of the big urban centres, especially Liverpool. Not only did they transform the urban landscape by dominating particular streets, they also reintroduced, for the first time since the Reformation, Roman Catholicism as a mass religion as chapels and churches appeared all over the country.</p>
<i>East European Jews' impact</i>	<p>At the end of the 19th century the arrival of east European Jews into Stepney completely transformed the area. Not only did new places of worship appear in the area, but newcomers established small businesses making shoes, boots, suits and caps, and also opened kosher food shops. The Jewish East End survived into the postwar years, although it would break down as the upwardly mobile descendants of the migrants moved to the London suburbs.</p>
<i>South Asian immigrants; London's reputation</i>	<p>The pattern established by East End Jewry would replicate itself in the postwar period, as newcomers from South Asia in particular settled in inner city areas throughout the country. Like their Irish and Jewish predecessors, they would introduce new religions and food shops and transform whole inner city areas up and down the country, as well as reaffirming London's place as a global metropolis. (222)</p>
	<p><i>/from the article Arriving in Style by Panikos Panayi. The History Magazine July 2010/</i></p>

*Ex. 14. a) Read the text and decide if the list of key word is complete.*

**Key words:** school, parenting, (family, cultural and community) values, virtues, celebrity culture.

### **Schools 'are left to teach values as parents fail to do their job'**

Schools have become 'surrogate' families to pupils due to bad parenting and the damaging influence of celebrity culture, the head of Ofsted warned yesterday.

Sir Michael Wilshaw, chief inspector of schools, said teachers are being forced to step into the 'vacuum' and set good examples 'where few exist at home'.

Schools are having to 'make up for wider failings' in society where children lack proper 'family, cultural and community values', he added.

They must also combat a self-obsessed culture which 'puts such emphasis on celebrity and instant pleasure', he told the Association of School and College Leaders' annual conference.

Sir Michael told delegates in Birmingham that society should consider whether it is giving enough support to schools and their head teachers. He said: 'A culture which is sometimes self-obsessed and puts such emphasis on celebrity and instant gratification doesn't necessarily foster in our young people the essential virtues of effort and diligence which are so fundamental to success at schools and colleges and life.

'Our youngsters are too often exposed to double standards, where bad behaviour and violence are publicly condemned but endlessly available as entertainment.

'As a result, schools are too often asked to make up for much wider failings within families and communities. Too often, children grow up without the family, cultural and community values they need to thrive. This is, I hasten to add, not a counsel of despair - far from it - simply a belief, grounded in experience, that schools can step into the vacuum and make a difference; even if this means being unfashionable, counter-cultural and setting good examples where few exist at home.

'I have often said that schools in the most difficult circumstances have no option but to be surrogate parents so that children can achieve and I don't retreat from that position.'

Earlier, Joan McVittie, president of the ASCL, said that schools have to show pupils how to consider others, control their anger and resolve conflicts peacefully.

She told the conference: 'Many young people learn their values in school. Sadly some of their parents are unable to provide guidance and often the values provided by their peer groups takes precedence over all else.

'This is a huge responsibility for all of us and top of the responsibility of education.'

Mrs McVittie is head of Woodside High School, in Wood Green, London, which was praised by David Cameron in the aftermath of last summer's riots.

Speaking before the conference, Mrs McVittie said that her pupils are taught that hard work is crucial and very few people walk on to *The X Factor*<sup>27</sup> and achieve 'instant success'.

She added: 'When we talk to our students about rights and responsibilities, what they have to remember is that their rights and responsibilities are not more important than everyone else's. They have a responsibility to think of other people.'

Brian Lightman, general secretary of the ASCL, said some TV soap operas are unhelpful as they display 'very emotive' language and 'histrionics'. However, children need to learn that they can't 'just sound off' every time they are 'a little bit angry'.

He added: 'Children are faced with a lot of different role models these days, not all of which are the most positive. They will see examples on TV or celebrity culture of people not speaking in the right way and not interacting in the way we would expect them to.

<sup>26</sup> *The X Factor* is an American television music competition to find new singing talent; the winner of which receives a \$5 million recording contract with Epic Records.

'In many ways, schools are the last bastion of those traditional values. We do assert old-fashioned standards of discipline and we do so unashamedly.

'There's a whole raft of values we would try to incorporate into the ethos of a school. To me, that's the important part of the curriculum of a school, over and above the obvious things you have on the timetable.' (659 words)

/ by Sarah Harris. The *Daily Mail*. March 24, 2012/

b) Read again and cross out repetitions. Questions below may be helpful. Fill in the table below once you have answered them.

**Questions:**

1. What negative experience do children in modern Britain fall under?
2. Why do schools have to take greater responsibility for bringing up children?
3. What values are schools to teach their pupils according to  
a) Michael Wilshaw b) Joan McVittie, c) Brian Lightman?

Who
When
Where
What
Why

c) Write an outline/plan of your summary. You may need to rearrange the ideas to compress the article logically.

d) Discuss your outline with a partner. Suggest a thesis statement.

Ex. 15. Write a descriptive summary of the article "Schools 'are left to teach values as parents fail to do their job'".

**Editing**

Ex. 16. Read your summary and answer the questions:

1. Have you accurately represented the author's ideas and key points (the author's emphasis)?
2. Have you given the author's name and the details of the publication<sup>27</sup> in the introduction?
3. Have you mentioned the author periodically?
4. Have you written it in your OWN words? If you quoted the author, use the quotation marks.
5. Have you included any minor details or your own ideas?
6. Is it the right length?

Revise the summary for style, grammar, spelling and punctuation

Ex. 17. a) Read the article and divide it into logical parts. Decide which paragraphs are built around similar main idea. Combine these paragraphs into one part (section).

b) Write an outline.

c) Paraphrase what you intend to include in your summary. Pay attention to the underlined words.

<sup>27</sup> Identify the title of the piece you are summarizing, the date of publication the genre or type of piece (journal article, essay, economic report, etc.).

## Europe

Until the fifteenth century, humans lived in isolated, sequestered worlds. The Chinese didn't know of the Aztecs, and the Mayas didn't know of the Zulus. The Europeans may have heard of the Japanese, but they didn't really know them – and they certainly didn't interact with them. The Tower of Babel had done more than make it impossible for people to speak to each other. It made civilizations oblivious to each other.

Europeans living on the eastern rim of the Atlantic Ocean shattered the barriers between these sequestered regions and turned the world into a single entity in which all of the parts interacted with each other. What happened to Australian aborigines was intimately connected to the British relationship with Ireland and the need to find penal colonies for British prisoners overseas. What happened to Inca kings was tied to the relationship between Spain and Portugal. The imperialism of Atlantic Europe created a single world.

Atlantic Europe became the center of gravity of the global system. What happened in Europe defined much of what happened elsewhere in the world. Other nations and regions did everything with one eye on Europe. From the sixteenth to the twentieth century hardly any part of the world escaped European influence and power. Everything, for good or evil, revolved around it. And the pivot of Europe was the North Atlantic. Whoever controlled that stretch of water controlled the highway to the world.

Europe was neither the most civilized nor the most advanced region in the world. So what made it the center? Europe really was a technical and intellectual backwater in the fifteenth century as opposed to China or the Islamic world. Why these small, out-of-the-way countries? And why did they begin their domination then and not five hundred years before or five hundred years later?

European power was about two things: money and geography. Europe depended on imports from Asia, particularly India. Pepper, for example, was not simply a cooking spice but also a meat preservative; its importation was a critical part of the European economy. Asia was filled with luxury goods that Europe needed, and would pay for, and historically Asian imports would come overland along the famous Silk Road and other routes until reaching the Mediterranean. The rise of Turkey closed these routes and increased the cost of imports.

European traders were desperate to find a way around the Turks. Spaniards and Portuguese – the Iberians – chose the nonmilitary alternative: they sought another route to India. The Iberians knew of only one route to India that avoided Turkey, down the length of the African coast and up into the Indian Ocean. They theorized about another route, assuming that the world was round, a route that would take them to India by going west.

This was a unique moment. At other points in history Atlantic Europe would have only fallen even deeper into backwardness and poverty. But the economic pain was real and the Turks were very dangerous, so there was pressure to do something. It was also a crucial psychological moment. The Spaniards, having just expelled the Muslims from Spain, were at the height of their barbaric arrogance. Finally, the means for carrying out such exploration was at hand as well. Technology existed that, if properly used, might provide a solution to the Turkey problem.

The Iberians had a ship, the caravel, that could handle deep-sea voyages. They had an array of navigational devices, from the compass to the astrolabe. Finally

they had guns, particularly cannons. All of these might have been borrowed from other cultures, but the Iberians integrated them into an effective economic and military system. They could now sail to distant places. When they arrived they were able to fight – and win. People who heard a cannon fire and saw a building explode tended to be more flexible in negotiations. When the Iberians reached their destinations, they could kick in the door and take over. Over the next several centuries, European ships, guns, and money dominated the world and created the first global system, the European Age.

Here is the irony: Europe dominated the world, but it failed to dominate itself. For five hundred years Europe tore itself apart in civil wars, and as a result there was never a European empire – there was instead a British empire, a Spanish empire, a French empire, a Portuguese empire, and so on. The European nations exhausted themselves in endless wars with each other while they invaded, subjugated, and eventually ruled much of the world.

There were many reasons for the inability of the Europeans to unite, but in the end it came down to a simple feature of geography: the English Channel. First the Spanish, then the French, and finally the Germans managed to dominate the European continent, but none of them could cross the Channel. Because no one could defeat Britain, conqueror after conqueror failed to hold Europe as a whole. Periods of peace were simply temporary truces. Europe was exhausted by the advent of World War I, in which over ten million men died – a good part of a generation. The European economy was shattered, and European confidence broken. Europe emerged as a demographic, economic, and cultural shadow of its former self.

(871 words)

/ a section from chapter 1.

*The Next 100 Years* by George Friedman.2009/

**Peer reading**

*Read your partner's summary and check it against the questions in ex. 16.*

*Ex. 18. Write a summary of the article. Read the text and divide it into sections. Should the order in which the ideas are presented be preserved?*

*Go through the following stages:*

1. *Underline topic sentences and key facts. Ignore the minor details (cross out). Clarify the points you do not understand (mark with a tick V).*
2. *Write an outline.*
3. *Write a summary.*
4. *Read your summary and edit it if necessary.*



**More Food, Less Energy**

For more than 50 years fossil fuels and fertilizers have been the key ingredients in global food production and distribution. The food-energy relationship has been a good one, but it is now entering a new era. Food production is rising sharply, requiring more carbon-based fuels and nitrogen-based fertilizers, both of which aggravate global warming, river and ocean pollution, and a host of other ills.

Examining our food supply through the lens of energy use reveals opportunities for smart policies, innovative technologies and new dietary choices that can potentially solve food and energy problems together. The same steps would also make our bodies, and our ecosystems, healthier.



### **Farm to Fork is Highly Inefficient**

Simple math shows that food production is an inefficient process. Plant growth is not energy-efficient: photosynthesis typically converts less than 2 percent of incoming solar energy into stored energy. That low rate is worsened when animals convert plant matter into beef (5 to 10 percent efficiency) or chicken (10 to 15 percent). We then ingest that food and convert it into human energy stored as glycogen in muscles and as fats—notably around our midsection.

The energy used to make food is vastly greater than the amount of energy we get out of it. The U.S. expends roughly 10 units of fossil energy to produce one unit of food energy.

The magnitude of consumption is remarkable when one considers the entire population. A healthy, active adult male's power consumption is approximately 2,500 nutritional calories per day, or about 10,000 British thermal units (Btu). Thus, the 312 million people in the U.S. need about one quadrillion Btu (one quad) of food energy every year. Because we use 10 units of fossil energy to produce one unit of food energy, feeding the population requires 10 quads—which is 10 percent of the total annual U.S. energy consumption of 100 quads. If we as a society wish to reduce our food-energy consumption, we need to find ways to reduce the 10:1 ratio of energy input to food output. ?

### **Local Farming Might Not Help**

Unfortunately, thinking about some popular food production “solutions” through the lens of energy shows that they do not always help. For example, many people have joined the local-food movement, as an antidote to the energy used to transport food long distances and the energy intensity of large-scale industrialized agriculture. “Eat local” campaigns encourage residents to shop for local food from farmer’s markets or nearby community-supported farms.

Local farms, however, sometimes produce nonnative crops that require more chemicals and more energy for irrigation, and they still get low yields. (урожай ) Strangely enough, shipping food thousands of miles can sometimes require less energy, emit less carbon dioxide and do less environmental damage.

For example, it is typically less energy-intensive to grow lamb in New Zealand, where the animals graze on rain-fed grass that grows mostly without fertilizer or irrigation, and ship it to the U.K. than it is to grow lamb in the U.K. using energy-intensive inputs.

### **Exploit the Waste**

Despite all the concerns of the food-energy relation, there is some cause for optimism. With different innovations, policies, markets and cultural choices that focus on reducing waste and inefficiencies, we can reduce the 10:1 ratio of energy used to energy eaten, as well as reduce environmental damage.

A first step is to stop using corn kernels (сердцевина) to produce starch-based ethanol, which is the current U.S. practice. Let us use the kernels to feed people and livestock and use only the cellulosic stover (the stalk and leaves of the plant) to make ethanol or synthetic fuels. U.S. energy policy already includes a push for this solution.

Another step to improve the food-energy equation is to convert agricultural waste products into power. Livestock manure (навоз) is one rich resource. In the old days, small farms had a mix of animals and a variety of crops in one location; farmers spread manure instead of chemical fertilizer on fields of crops. Today that practice has been lost. The massive amounts of manure created by large animal operations far exceed any local demand, and it is too expensive to ship cross-country to big farms. The system also creates environmental hotspots such as manure lagoons, which can be a remarkable source of energy. U.S. farms generate more than one billion tons of manure annually. Anaerobic digesters and micro turbines could convert that manure into enough renewable, low-carbon biogas-fired electricity to displace 2.5 percent of the nation’s power generation.

Another waste stream that can save food energy is carbon dioxide from smokestacks (дымовые трубы) at coal plants. It can be used to grow algae for human food, animal feed and fuel, thereby avoiding some traditional energy inputs for agricultural production. Some people already eat algae (водоросли) directly for nutritional reasons, and some national restaurant chains use them as a stiffening ingredient. Algae can also be converted into biodiesel, providing a low-carbon, domestic, renewable fuel that is made from something other than food-based feedstock.

### Better Behavior

Reducing wasted food can also lower the 10:1 ratio of energy used to food eaten. As much as 25 percent or more of the food grown is wasted annually. That massive amount represents 2.5 percent of annual U.S. energy consumption—more energy than all the ethanol produced in 2011 in the U.S. and more than the energy that will be produced in 2030. Simply decreasing the amount of food we throw away might reduce energy consumption and greenhouse gas emissions more over the next decade or two than many of the expensive or controversial energy supply policies that have been proposed.

As the original green revolution showed, large-scale changes can be implemented relatively quickly over just a few decades. The changes can be dramatic, achieving outcomes far better than anticipated. Yet surprises can arise, too: years of abundant food production have increased the incidence of obesity and aggravated climate change. Technology alone is not enough; even with the original green revolution, hunger has not been solved. A global approach to reducing the energy waste in food that incorporates new behaviors, attitudes and policies will be critical to widespread success. There is no reason to think this new green revolution will be any different.

(1037 words)

/by Michael B. Webber.

*Scientific American* January 2012. abridged/

## REVISION: WRITING A SURVEY REPORT

*Ex. 19. Write a survey report based on questions 1, 2, 5, 7, 9 in 'Climate Change in the American Mind' survey, (200–250 words).*

*Ex. 20. Write a survey report based on all the questions in the survey. (250–300 words)*



### **Climate Change in the American Mind: Americans' Global Warming Beliefs and Attitudes in May 2011**

(this is an abridged version)

Interview dates: April 23 — May 12, 2011

Interviews: 1,010 Adults (18+)

Margin of error: +/- 3 percentage points at the 95% confidence level.

NOTE: All results show percentages among all respondents, unless otherwise labeled. Totals may occasionally sum to more than 100 percent due to rounding.

This study was conducted by the Yale Project on Climate Change Communication and the George Mason University Center for Climate Change Communication.

**Question 1**

Recently, you may have noticed that global warming has been getting some attention in the news. Global warming refers to the idea that the world's average temperature has been increasing over the past 150 years, may be increasing more in the future, and that the world's climate may change as a result. What do you think?

Do you think that global warming is happening?

	May 2011	Jan 2010	Nov 2008
Yes	64	57	71
No	18	20	10
Don't Know	18	23	19

People who answered yes to question 1 (i.e. those who believe global warming is happening) were asked the following question.

**Question 2.**

How sure are you that global warming is happening?

	May 2011	Jan 2010	Nov 2008
Extremely sure	21	24	35
Very sure	33	35	37
Somewhat sure	40	37	24
Not at all sure	6	5	4

People who answered no to question 1 (i.e. those who do not believe global warming is happening) were asked the following question.

**Question 3.**

How sure are you that global warming is not happening?

	May 2011	Jan 2010	Nov 2008
Extremely sure	21	28	26
Very sure	31	31	28
Somewhat sure	38	34	38
Not at all sure	11	7	8

**Question 4.**

Assuming global warming is happening, do you think it is...

	May 2011	Jan 2010	Nov 2008
Caused mostly by human activities	47	47	57
Caused mostly by natural changes in the environment	35	36	32
None of the above because global warming isn't happening	8	9	4
Caused by both human activities and natural changes (volunteered)	8	6	5
Other	1	1	1
Don't know (volunteered)	1	1	1

**Question 5.**

How worried are you about global warming?

	May 2011	Jan 2010	Nov 2008
Very worried	9	12	17
Somewhat worried	43	38	46
Not very worried	28	27	24
Not at all worried	20	23	13

**Question 6.**

How much do you think global warming will harm you personally?

	May 2011	Jan 2010	Nov 2008
A great deal	11	14	10
A moderate amount	18	23	22
Only a little	28	22	24
Not at all	25	31	22
Don't know	18	11	23

**Question 7.**

How much do you think global warming will harm future generations of people?

	May 2011	Jan 2010	Nov 2008
A great deal	37	42	44
A moderate amount	22	22	17
Only a little	10	9	7
Not at all	12	15	10
Don't know	19	12	22

**Question 8.**

How important is the issue of global warming to you personally?

	May 2011	Jan 2010	Nov 2008
Extremely important	7	5	11
Very important	15	15	21
Somewhat important	38	38	40
Not too important	25	23	18
Not at all important	14	20	11

**Question 9.**

Which of the following statements comes closest to your view?

	May 2011	Jan 2010	Nov 2008
Humans can reduce global warming, and we are going to do so successfully	5	10	6
Humans could reduce global warming, but it's unclear at this point whether we will do what's needed	41	45	51
Humans could reduce global warming, but people aren't willing to change their behavior, so we're not going to	25	17	22

	May 2011	Jan 2010	Nov 2008
Humans can't reduce global warming, even if it is happening	18	15	16
Global warming isn't happening	11	13	5

**Question 10.**

The actions of a single individual won't make any difference in global warming.

	May 2011	Jan 2010	Nov 2008
Strongly agree	15	17	9
Somewhat agree	31	29	22
Somewhat disagree	36	37	45
Strongly disagree	19	17	24

**Question 11.**

New technologies can solve global warming, without individuals having to make big changes in their lives.

	May 2011	Jan 2010	Nov 2008
Strongly agree	7	6	4
Somewhat agree	40	42	26
Somewhat disagree	33	33	46
Strongly disagree	21	19	25

**Question 12.**

Most of my friends are trying to act in ways that reduce global warming.

	May 2011	Jan 2010	Nov 2008
Strongly agree	4	5	4
Somewhat agree	41	43	44
Somewhat disagree	38	37	40
Strongly disagree	18	14	11

# REVISION

## PART I

### 1. What are the types of paragraphs below?

#1

Over 700,000 orphans live in Russia. UNICEF estimates that 95% of these children are social orphans, meaning that they have at least one living parent who has given them up to the state. There exist 2,176 orphanages in Russia today. Approximately 15,000 children leave Russian orphanages each year, usually at the age of 16 or 17 years of age; 50% of orphans after graduation fall into a high-risk category. Thirty-three per cent stay unemployed; twenty per cent become homeless. (92 words)

#2

There are some sex differences in the rules of conduct governing many sports and games. English males are supposed to adopt a strong, manly approach to the game, both as players and as spectators. It is not done to jump about and exclaim over one's own or another player's luck or skill. English males are allowed to express three emotions: surprise, anger and triumph displayed by shouting or swearing. Female players and spectators are allowed a much wider range of acceptable emotions, and a much more extensive vocabulary with which to express them. (93)

#3

The main problem with our economic affairs is that they are run by people who haven't got a clue how to get us out of the mess we are in, from Gordon Brown to George Osborne and Mervyn King. The answer is to employ people who have made big successes in business. They know what making money is all about. Let's stop relying on a few college boys who would struggle with pocket money economics to run our affairs.(79)

#4

One of the oldest attacks against Norman rule took place in Durham in 1069. A garrison of 700 men had been sent by William the Conqueror to the town but they were promptly killed by local English. In response the king reacted with strength, sending in a heavy brigade to suppress the revolt and forcing many of the inhabitants to flee. In 1072 William started building a fortress in Durham to help keep order among potentially unruly population. (78)

### 2. What useful tips should you follow to write an effective paragraph?

Complete the list:

1. A paragraph is a mini-essay.
2. It consists of 3-8 sentences on ONE topic.

3. The topic sentence ...
4. ...
5. ...
6. ...
7. ...

*What kind of paragraphs may not contain a single topic sentence?*

3. *Find in the paragraph or write a topic sentence of your own in #1.*
4. *Analyse the paragraphs and decide which needs improving and why. Then do it.*

## PART II

1. *Compare the formats of the two letters. Which will you use to write a letter to a friend, a business?*

#1

	<p>Your address Telephone number Email address (<i>optional</i>) Date of writing month/date/year</p>
<p>The addressee's name, title or office Name of the company/institution Full address</p>	
<p>Salutation:</p>	
<p>Paragraph 1 (indented)</p>	
<p>Paragraph 2 (indented)</p>	
<p>Paragraph 3 (indented)</p>	
<p>Closing: Sincerely (yours), <i>Signature</i> Your name, Your title if any and relevant</p>	

#2

	Address (if unknown to your addressee) Date of writing
Salutation:	
Paragraph 1 (indented)	
Paragraph 2 (indented)	
Paragraph 3 (indented)	
Paragraph 4 (indented)	
Closing <i>signature</i>	

2. *What types of letters are appropriate in the following situations?*

- The item you ordered did not arrive on time; upon delivery you discovered it was damaged.
- Your friend abroad has successfully passed exams.
- You strongly disagree with a publication in a newspaper.
- You forgot to send your aunt a birthday card.
- Your holiday in the mountains was fantastic you want to share your experience.

3. *What rules of letter writing should you follow in each situation?*

4. *You are to write a letter or/and an email to a perspective business partner/customer. How different are emails from letters?*

*Choose appropriate words from the list:*

- Dear Sir or Madam
- Dear Partners
- Can you send us...ASAP
- I am writing with regard to your...
- Looking forward to hearing from you
- Thanks for the quick response
- a prompt reply will be most welcome
- get in touch as soon as you can
- Best regards



letter	email	both

### PART III

1. *What are the main types of essay? What are the differences between them?*
2. *Make two essay layouts out of these jumbled blocks.*

#### **Arguments for**

#### **Introduction**

The subject or topic: thesis statement

#### **Conclusion**

A summary of the main points.  
Optional: own views / opinions.

#### **Viewpoint 1**

supported by a logical reason

The **opposing viewpoints**  
and reasons

#### **Arguments against**

**Viewpoint 2 supported**  
by a logical reason

#### **Introduction**

The subject or topic. Thesis: a statement of your opinion.

3. *Make a list of the most important points of writing Introduction and Conclusion.*
4. *Complete the lists of the following linking words:*
  1. to express opinion: *I believe, In my opinion, ...*
  2. to introduce points: *In the first place, to start with ...*
  3. to add points: *secondly, ...*
  4. to present the other side of the argument: *Contrary to what most people believe...*
  5. to make contrasting points: *however, although...*
  6. to indicate cause/effect: *So, therefore...*
  7. to illustrate a point: *for example, , such a...*
  8. to conclude: *To sum (it) up, ...*

## PART IV

### SURVEY REPORT

#### 1. *What are the main parts of a survey report?*

*Make a sample survey report out of these blocks*

1. A large number of those surveyed use the bus regularly. This is demonstrated by the fact that 63% use the bus to get to work or to school on every weekday, while 22% use it occasionally (2–3 times a week). Ten per cent use the bus if they have problems with the car; a mere 5% never go by bus.

2. In February 2009, a survey was conducted among 700 residents of Epsom, Greater London. The purpose of the survey was to determine the quality of bus service in the area.

3. In conclusion, crowding and lack of cleanliness appear to be the main problems. Passengers insist on buses running at regular intervals. As a result it is recommended that more buses should be put on all routes during peak hours.

4. Nearly half of the passengers (48%) find the bus service reliable and efficient most of the time. Quite a few (one third) stated they had to wait for the bus for more than 20 minutes with two buses coming at once. Generally passengers have a high opinion of the drivers. 49% of respondents said that the drivers are polite and helpful. However, only 35% of those surveyed sated that buses are clean and comfortable. Most respondents (70%) complain that buses are overcrowded in the rush hours.

5. The survey was conducted by means of a questionnaire given to passengers on buses and telephone interviews.. The first part was concerned with patterns of bus use; the second dealt with passengers' satisfaction with the service.

#### 2. *What information does the introduction contain?*

#### 3. *What is the function of generalizations in a survey report?*

#### 4. *What is the conclusion of a survey report to include?*

### SUMMARY

#### 1. *Which of the following advice should be included in Useful tips for summary writing?*

- compress and paraphrase
- begin with the thesis statement

- follow the author's order in presenting ideas
- include minor details
- avoid repetition
- be accurate in presenting the author's ideas
- state your own opinion in the conclusion
- keep the author's tone and style

2. *What is a taboo in a summary?*

3. *What is the difference between an informative and a descriptive summary?*

4. *Find typical mistakes in the summary below (compare it with the text in ex. 13, unit 4)*

Most immigrants to Great Britain settled in inner cities, which led to poverty and isolation. Newcomers built their own churches, opened shops and set up businesses. The pattern that emerged when Irish immigrants came was later replicated by the emigrants from South Asia after World War II, thus reaffirming London's place as a global metropolis, which to my knowledge it still is.

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