Introduction

New Fowler Proficiency Writing Skills I is the first part of a two-part course which aims to teach the techniques students require to attempt any of the variations among the six forms of writing task set in the revised Cambridge Proficiency examination. Approximately one third of the material in Writing Skills has been revised for this book. All the other material in this book is new. Eleven of the twenty units consist of two facing pages, and should, under normal circumstances, be completed in a lesson, with a writing task to be done later in approximately one hour, the time allowed for it in the examination. In the remaining nine units of four pages, two lessons will normally be required.

The changes in the examination
The biggest change in the writing paper of the revised Cambridge Proficiency examination is that it now has two parts, as do FCE and CAE.

Part I consists of a compulsory question comprising instructions and a text or texts which provide candidates with a clear context. There is always more than one point to address in this question, and candidates should learn to identify these points and ensure that they cover them when writing. The question is discursive, and candidates are expected to write one of the following:

- an article
- an essay
- a letter
- a proposal

In Part 2, candidates choose one question comprising instructions which give candidates guidance to the context. In order to be successful in Part 2, candidates should be competent at narrating, analysing, hypothesising, describing, giving reasons, persuading, judging priorities, evaluating, making recommendations, giving information and summarising. Candidates are expected to write one of the following, from a choice of three:

- an article
- a letter
- a proposal
- a review
- a report

For those candidates who have studied one of the three set texts, Question 5 consists of three questions, one for each of the set texts. Candidates are required to write one of the following:

- an article
- an essay
- a letter
- a review
- a report

The time limit (2 hours) and length of writing tasks (300-350 words), remain unchanged.

Teaching writing skills
It is important for students to understand that while credit is given to Proficiency candidates for their use of structure and vocabulary, these are not the only considerations to be taken into account; organisation and the relevance of the answer to the task are at least equally important. Different writing tasks require specific techniques to deal with them, and such techniques can be taught effectively through models written within the capacity of a good student that can be analysed, imitated and practised. These models are supported with revision of the necessary grammatical structures and lexical items by means of accompanying exercises and the reference section and the appendix at the end.

Doing justice to oneself in an examination
The Proficiency examination requires a considerably more sophisticated use of English than First Certificate and the difference between these two levels is often underestimated by students. The difference, however, is not so much a matter of using more complicated structures or a wider range of vocabulary as of providing an answer relevant to the question, well organised in good, clear sentences and paragraphs. The range of questions open to the examiner is considerable, as indicated by the contents pages of this book, but learning the right technique to deal with each is half the battle. Therefore, it is recommended that students pay particular attention to the tips provided throughout the book. These consist of practical advice on what to do and what not to do in a given situation and should make it possible for students who take it to do justice to themselves in the exam.
## Contents

<table>
<thead>
<tr>
<th>UNIT</th>
<th>PART</th>
<th>TECHNIQUE</th>
<th>MODELS</th>
<th>REVISION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>2</td>
<td>Describing and narrating</td>
<td>What a difference!</td>
<td>Tenses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Close friends again</td>
<td>Used to and would</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Taking sides</td>
<td>Who’s freedom? Theirs or ours?</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Balancing an argument</td>
<td>Computers: a dream or a nightmare?</td>
<td>Connectors and modifiers:</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>balancing an argument</td>
<td>balancing an argument</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Providing solutions</td>
<td>Too many people, not enough earth</td>
<td>Conditionals</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preserving the planet for future generations</td>
<td>Should, ought to and would</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2 Complaining</td>
<td>Semi formal: A resident's concerns</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Formal: An official complaint</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Giving information</td>
<td>A letter of welcome to exchange students</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Making suggestions</td>
<td>Preserving and restoring a town</td>
<td>Articles</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Improving a town</td>
<td>Should</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Giving opinions</td>
<td>Young people on the streets</td>
<td>Conditionals</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Comparing</td>
<td>Public and private transport in the city</td>
<td>Connectors and modifiers</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responding to generalisations</td>
<td>Relation between national character and climate</td>
<td>Articles</td>
<td>32</td>
</tr>
<tr>
<td>I</td>
<td>1</td>
<td>Providing information</td>
<td>The importance to good health</td>
<td>Connectors and modifiers</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Alternative medicine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Contents

<table>
<thead>
<tr>
<th>UNIT</th>
<th>PART</th>
<th>TECHNIQUE</th>
<th>MODELS</th>
<th>REVISION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>SECTION 4: PROPOSALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>Applying for funds</td>
<td>First aid facilities at the Five Oaks Sports Centre</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Assessing choices</td>
<td>Spending the proceeds of a summer fair</td>
<td>Passive voice</td>
<td>42</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Evaluating a situation</td>
<td>Decline in local tourism</td>
<td></td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A college newspaper</td>
<td>Should</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SECTION 5: REVIEWS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>Reviewing a book</td>
<td><em>Not without my daughter</em></td>
<td>Tenses in 'timeless' time</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>Reviewing a film</td>
<td><em>Castaway</em></td>
<td>Tenses in 'timeless' time</td>
<td>52</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Reviewing a restaurant/hotel</td>
<td><em>The Willows</em></td>
<td>Phrases in apposition</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SECTION 6: REPORTS</td>
<td>Compound adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessing facilities</td>
<td>The Majestic Hotel</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Assessing suitability</td>
<td>The Jorvik Viking Centre</td>
<td>Connectors and modifiers: developing an argument</td>
<td>60</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>Giving information</td>
<td>A college film club</td>
<td></td>
<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reference section</td>
<td></td>
<td>64</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Appendix</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CPE Writing Sheets</td>
<td></td>
<td>72</td>
</tr>
</tbody>
</table>
In this article, Martin Fraser describes his return to a small town in England after an absence of 25 years. Read the article and complete the exercises that follow.

What a difference]

When I was a boy I used to spend a fortnight every summer with my aunt Elizabeth in Leabury, a small town in the Midlands. But twenty-five years ago she retired and moved to the seaside, and I did not return until I had to go there on business last week.

My aunt’s house was on the outskirts of the town so I often used to ride out into the country on my bicycle. I would follow the London road for a mile or two and then branch off for a circular tour of the neighbouring villages, eventually finding my way back by the other main road. About a mile from home there was a small pond with ducks swimming on it. I used to stop there to watch them and skim stones across the water. Beyond the pond was Hayward’s Farm, with cows grazing in the fields, and then I would come down the hill into the town and turn right into my aunt’s road to complete the circuit.

There have obviously been changes since I was a boy but I was not prepared for many of those I saw last week. For one thing, the motorway that passes close to the town actually goes over two of the villages I used to ride to. As you come into Leabury, you no longer pass a farm with cows grazing in the fields. A vast housing estate stretches from the motorway to what used to be the outskirts.

The centre of the town has been entirely transformed. The old buildings have been knocked down and there is a big shopping centre with a multi-storey car park beside it. There are no family shops in the main street now, only the same offices, stores and fast-food restaurants you find everywhere. The old town used to have a character of its own but now it is like any other place in England.

On the way back, I went to see my aunt’s old house, though I hardly recognised it at first. The present owners have painted it bright yellow so it looks like a big jar of mustard. I shook my head in disbelief and turned towards home. But just before I reached the motorway, I suddenly saw something familiar, a little pond with a wall round it, some ducks, and two boys skimming stones across the water. At least some things have not changed.
Describing and narrating

This article refers to four separate times:

A 25 or more years ago, when the writer was a boy
B last week, when he visited the town again
C the present moment
D some time or period of time in between his childhood and now

Study Reference section 12 on page 68 and Reference section 14 on page 69 and then answer these questions, writing the correct letter of time reference (A, B, C or D) in the space, as in the example.

Which period or periods are referred to in:

a the first sentence?

b the whole of the second paragraph?

c the first sentence of the third paragraph?

d the description of the entry to the town?

e the description in the fourth paragraph?

f the writer’s comments in the last paragraph?

Which tenses (present, present perfect or past) or forms (used to, would) does the writer use to deal with each period?

B ........................................
C ........................................
D ........................................

3 Look at the pictures of Athens and work with another member of the class to decide what changes have taken place in the period of 70 years between the times when the photographs were taken.

Write an article about changes that have taken place in one of the following in recent years:

a your neighbourhood

b a place where you went on holiday as a child

c a city or country you first visited many years ago and have seen again recently

Follow this plan of four stages (though there may be more than four paragraphs):

1 Introduction, indicating the place and your association with it

2 Description of the place as it used to be

3 Description of the place as it is now, emphasising changes that have occurred

4 Your reactions to these changes
The description of changes in a place (pages 6-7) was told from the point of view of the present moment. In many articles of this kind, however, the main narrative tense is past.

**Study Reference section 12b and d on page 68 and then read Gloria's article about a meeting with a school friend she met again after ten years who had changed. Most of the verbs have been left in brackets. Complete the article by putting them into the most suitable tense.**

**Close friends again**

Soon after I left school my family (move) to Bristol and I (touch) with all my friends, when I (return) to London last year after ten years, I (find) some of their names in the phone book and we (organise) a reunion. But there was no trace of Eugenia, my closest friend. The others told me they (not see) her for a long time.

Eugenia was the most attractive girl in my class. She was tall and slim and (have) lovely dark brown eyes and long black hair that (come) half way down her back, she was very popular because she (have) a wonderful sense of humour, she used to invent games to keep us all amused and always (seem) to be laughing and smiling.

One morning last month I (go) into a jeweller's shop in the city to buy a watch. The only assistant was a tall woman who (look) a few years older than me. Her hair was grey and although she still (have) a young, slim figure, there were lines around her eyes, and she (have) a long, deep scar on her cheek. I (ask) to see some watches, our eyes (meet), and she (give) a little cry of amazement. She (stare) at me for a few seconds and then she (say): "Gloria, (you not remember) me?"

I (shake) my head and her face (grow) sad, but then she (say) quietly: "No, I (change) a lot, I suppose. I'm Eugenia."

I was so embarrassed that I (not know) what to say so I just (put) my arms round her. We (arrange) to meet and then she (tell) me the story of her life. She said that after leaving school, she (go) to America and had married a man she had met there. They (live) together happily for several years until her husband (kill) in a car crash, she (be) injured in the crash and her hair (turn) grey overnight. After that she (return) to London but (have to) take the first job she could find.

I (see) her several times since then. I want to do everything I can to help her. It was a terrible shock at first to see how much she (change) but now we (become) close friends again and can be together.
Describing and narrating:

Gloria gives us a lot of information about herself and Eugenia. Find the paragraph in which she tells us the following and write the correct paragraph number in the space, as in the example.

a how she lost contact with Eugenia
b how she met her again
c how she feels about her now
d what Eugenia was like at school
e what she looked like at school
f what she used to do at school
g what she does now
h what she looks like now
i what she was doing in the years between
j where Gloria first met her
k why Eugenia has changed

What do you think is the most important point in the story? Why? How does Gloria emphasise it?

Look at the pictures of the man and the woman and work with another member of the class to note down how they have changed physically in the course of thirty years.

Write an article with the main narrative tense in the past about the changes you noticed in someone you saw again not long ago but had not seen for a long time. The person may be someone you know or a famous person you saw in real life or on TV (not an actor/actress playing different parts).

Follow this plan of four stages (though there may be more than four paragraphs):

1. Introduction, indicating how you first saw the person
2. Description of what they used to look like
   If you knew them, what they were like; if you write about a famous person, say what impression they gave you.
3. Description of what they looked like when you saw them again, what they were like, or the impression they gave
4. Say how and why you think they had changed, and how you felt about the changes.
Read the question and the article below and complete the exercises that follow.

The following comments were made during a public discussion, held at your town hall. The discussion was about the freedom of the press. You have been asked to write an article for the local newspaper responding to the comments and giving your own opinion.

Journalists have a responsibility to the public to investigate a story and uncover the real facts - no matter who they upset.

They are encouraged to invade peoples privacy by shameless celebrities who want press coverage at any cost.

If you can't deny that a good dal elli can newspaperi

Whose freedom? Theirs or ours?

Every time there is an outcry against the excesses of the popular press and they are threatened with some kind of sanction, usually no more than the responsibility to print an apology where no one will notice it, editors and newspaper owners take refuge in the sacred concept of 'the freedom of the press' and warn against the evils of censorship. They argue that it is their duty to invade people's privacy, in effect to deprive them of their freedom to live their own lives in peace, because it is 'in the public interest.'

No one who believes in democracy and the freedom of speech wants newspapers to be silenced if they are genuinely engaged in exposing corruption in high places. In the newspapers' defence, it can also be argued that many figures in the public eye are desperate for almost any kind of publicity. Some of them seem to have no higher aim in life than a vague desire to feature in magazines, posing for photographs or recounting the intimate details of their lives in interviews.

Those who create news stories with sensational headlines, however, - the photographers who pursue the famous on motor cycles, the journalists who bribe their servants to disclose the secrets of their employers' private lives, the editors who send armies of employees with microphones and tape recorders to the home of anyone, rich or poor, whose relatives have died tragically - have a very clear aim in life. For them the freedom of the press is really the freedom to make money out of other people's shame and misery.

Most of us would be reluctant to impose censorship on the press but would like to put a stop to their intrusion into people's private lives. Not long ago there was a play on TV that suggested a neat solution. A Member of Parliament proposed that if a newspaper published an untrue story about someone, he would be given the same amount of space in the newspaper to write a story about the journalist or editor, true or false. I wonder how they would react if similar lies and half-truths about their own private lives and those of their families were published 'in the public interest!'

If you write an article where you are strongly in favour of something or against it, remember that others may have different opinions. It is more effective to mention them and then show they are wrong than not to mention them at all.
Taking sides

Choose the sentence, a or b, that best describes what the writer is saying in each paragraph. Then read the correct sentences together to summarise the argument.

Paragraph 1
a Editors are right to defend the freedom of the press when they are criticised.
b Editors use the popular belief in the freedom of the press to justify their invasion of people's privacy.

Paragraph 2
a No one wants censorship for political reasons and it is true that many well-known figures seek publicity at all costs.
b Newspapers have a duty to expose corruption and have to publish stories about well-known figures if they are required to.

Paragraph 3
a So newspapers work hard to find out the facts of the cases they investigate.
b But newspapers only investigate stories about people's private lives to make money out of them.

Paragraph 4
a Newspapers should be censored if they tell lies.
b Newspaper staff should be subjected to the same treatment as their victims if they tell lies.

In which paragraphs is the writer following the technique suggested in the tip on the opposite page?

3 The writer tries to influence the reader with his choice of words. Answer the questions below to understand more about this.

a Find words or phrases in the first two paragraphs that suggest the following:

- The press
  1 go too far in pursuing news stories.
  2 are not really sorry for what they do.
  3 are hypocritical in their defence of their actions.
  4 upset people's lives.

- Many well-known people
  5 will do anything to be noticed.
  6 have no serious aim in life.
  7 invite the invasion of their privacy.

b What is the effect of substituting these words for those the writer uses: follow (pursue), pay (bribe), information (secrets), numbers (armies), unhappiness (misery)?

c Which of these words is obviously an exaggeration but effective because it also implies aggression?
4 Based on the composition and the tip on page 10, put the paragraph plan below into the correct order.

a Say why you disagree with these arguments and disregard them because those you support are more important. Give examples.

b Reach a conclusion, summarising your personal opinion in two or three sentences.

c Think of one or two ideas for the other side of the issue and say what sort of people are likely to support them.

d Introduce the subject in general terms. Do not reach a conclusion immediately though you can suggest which side you are on.

Look at this question and then put the paragraph notes below into the correct order according to the plan in exercise 4. Can you think of a suitable title?

You heard the following comments about vivisection while you attended a debate on the subject at college recently. You have decided to write an article for publication in the college magazine responding to these comments and giving your own opinion.

So many once fatal diseases are now curable and it's all thanks to research, carried out on animals.

Under no circumstances should animals be used in laboratory experiments. Animals feel pain and shouldn't be made to suffer in this way.

'Scientists - must carry out research on someone/something - better animals than humans. 1000s lives saved through medical breakthroughs - only possible because of experiments on animals. Humans are higher life form than animals - using animals justified.

Conflict surrounding use of animals in labs - nothing new. Laws brought in - ban some experimentation. Extend law to cover ALL experiments?

Medical research to save lives OK if NO other way of doing research possible. Cosmetic research not acceptable - total ban.

Animal rights activists all forms banned no justification.

Pain/Suffering extreme. Humans - no right to treat animals like this. Alternative methods must be found, Some research done for cosmetic reasons only!
Choose one of the questions below and write your article using the paragraph plan opposite. Don’t forget to think of a title.

You belong to a debating society and overheard these comments at a recent debate. The debate was about whether capital punishment should be restored for some crimes. You feel strongly about the issue and have decided to write an article for your local newspaper responding to the comments and giving your own opinion.

An eye for an eye, a tooth for a tooth!

\[ Jabin \]
\[ another \] perion-i
\[ life \] is never riqLt
\[ whatever \] tL

If the restoration of capital punishment prevents even one murder, then its worthwhile.

What if someone who's innocent is found guilty?

You live in a small town some of whose residents are becoming increasingly worried about sports and hobbies that harm the environment. The town council held a meeting to discuss the problem and you attended. After hearing what local people had to say, you decided to write an article for the local paper responding to the comments and giving your own opinion.

\[ Jlie quiet \]
\[ country \] lanei around tL
\[ town, are overrun with \]
\[ eir \] motorllei and creating, a
\[ nuisance \] let alone
\[ putting tL livei oJH
\[ other \] in danger.

The wildlife of Granger's Lake is being terrified every weekend by jet ski shattering the silence of this once peaceful haven. It's a disgrace.

We live in this town too and should be able to do what we like, where and when we like. Were not any laws.

\[ if I can't ride my jet ski on the Lake, where am I sup-posed to go? \]
Your tutor has shown you the following extracts on the subject of computers. You have been asked to write an article for the college magazine entitled *Computers: a dream or a nightmare?* Write your article taking the points raised below into consideration and giving your own opinion.

**Technological progress in the world of computers saves everyone time. At the touch of a button, massive amounts of information can be accessed. Furthermore, work done on a computer can be updated and changes can be made speedily.**

**Future generations will come to rely on computer technology to such a great extent that they will no longer need to learn to do things for themselves. This would appear to be acceptable, but what happens when the machines go wrong?**

### Computers: a dream or a nightmare?

Within a few years, we have come to regard computers as an indispensable part of everyday life. We see them in operation in almost every office and they are increasingly common in the home. While this has been a great advantage for some people because it has made their work easier, it has been a nightmare for others, who have had difficulty in learning new skills. In the same way, while some parents believe that their children can learn faster with computers, others worry that they will become totally dependent on them before they have learnt to read, write and count for themselves.

On the one hand, the benefits computers have brought are obvious. Above all, they save space and time. Vast quantities of data can be kept economically on disks and reproduced at any time instead of filling rows of filing cabinets, and there are hundreds of time-consuming tasks that can now be performed very simply. In a minute or two, a typist can now edit and retype a letter; in a few seconds, a bank can check how much a customer has in an account in another city.

On the other hand, however, there are also disadvantages. Computers do make mistakes although they are always the result of a human error. We read of people receiving gas bills for millions of pounds because the computer has been badly programmed or an operator has pressed the wrong key. The trouble is that computers do not recognise such errors so there is a danger that the next generation may be taught to rely on them absolutely before they have learnt the basic skills necessary to work out problems for themselves.

On balance, computers are neither a dream nor a nightmare. They are admirable tools that improve the quality of life but, like all tools, they must be used sensibly. We must never forget that human beings provided them with the information they contain so we cannot trust them until we know enough to recognise when it is inaccurate. In this respect, the greatest risk comes at the national level; the advice given by a government computer could lead to disaster if those responsible for making the decisions were tempted to take it just because it came from a machine that is supposed to be infallible.

---

**Tip**

Good articles of this kind do not require the use of very complicated structures but they do require connectors to be well used. Always check the appendix on page 70 before writing one.
Answer these questions.

a Which two sentences in the first paragraph are examples of the writer balancing by using contrast. Which phrase does he use to show that he regards the examples as equal?

b What contrast exists between paragraphs 2 and 3?

c What conclusion does the writer reach? Is he in favour of computers or against them?

d Indicate the purpose of each paragraph, writing the correct number in the space.

Advantages of computers Conclusion Disadvantages Introduction.

The writer supports general statements with explanation or examples. Underline the phrases or sentences in the article that support these statements.

a We regard computers as an indispensable part of everyday life.

b For some people this has been an advantage, for others a nightmare.

c Computers save space.

d Computers save time.

e Computers make mistakes.

f The information they contain may not be correct.

A magazine is inviting readers to submit articles about different forms of transport. You have read the personal account below and have decided to write an article on the advantages and disadvantages of travelling by train. Write your article responding to the points below and giving your own opinion.

It seems that nowadays cars and aeroplanes are much more popular forms of transport than the train, depending, of course, on whether your journey is short or long distance. But I remember years ago, when I was a young child, that travelling by train was considered the best way to go.

Before writing your article, look at the plan below and make some notes. You can write four paragraphs, following the same plan as the article on computers.

a Title. Think of a title for your article. While it is important for your article to have a suitable title, do not spend too much time on it.

b Introduction. Give a general impression of the current situation. Do not at this stage give explanations of advantages or disadvantages.

c Advantages of travelling by train. List three in comparison with cars or planes, and give an example or explanation for each, as in the table.

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Example/Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No traffic jams.</td>
<td>difficult to calculate time of journey.5</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

d Disadvantages. List three disadvantages and give an explanation or example, as for paragraph 2.

<table>
<thead>
<tr>
<th>Disadvantage</th>
<th>Example/Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

e Conclusion. Sum up your argument, giving your own opinion.
You belong to a society that is concerned about the environment. A guest speaker recently gave a talk to the society on the subject of the problem of population growth which you attended. You took some notes and have been asked to write an article for the society's monthly newspaper. Write your article.

**Providing solutions**

World pop, doubled since 1950. UN predict +50% by 2050.

World’s natural resources - running out!

Impose birth control? - human rights/religion/tradition would not agree (eg China)

Politicians in developing countries say developed countries use too many resources - reduce, BUT still not a solution.

Put pressure on govts to find solution. If not = war, famine, disease!

**Too many people, not enough earth**

Of all the problems the human race is responsible for that threaten life on Earth, population growth is the most serious. The world's population has more than doubled since 1950 and the United Nations predict that it will grow a further 50% by 2050 to nine billion. All these additional people will require more food, more land to grow it on and more houses to live in, and will consume more raw materials to provide the basic requirements of everyday life. The world's resources cannot support such an increase indefinitely.

At first sight, the solution seems simple. Experts in developed countries argue that we should impose birth control worldwide. If parents only had the children they really wanted, they say, population growth would be manageable, as it is in Europe. People should be educated in reliable methods of birth control, and where necessary, these should be supplied. If a birth is not desired, the pregnancy should be terminated by abortion.

However, the failure of countries to reach agreement on problems like global warming indicates that there would be even stronger resistance if a plan of this kind were put into practice. In this case, the opposition would be due not merely to selfish national interests but to individual wishes and conviction, family or tribal tradition and the powerful influence of religious authorities. In some parts of the world, large families are considered desirable and a son is regarded as essential. In China, where the government has pursued a ruthless policy of limiting families to one child, population growth has only been controlled at the cost of considerable personal suffering.

Politicians in many developing countries, where the population is growing much faster than in Europe, refuse to accept that it is the main cause of environmental problems. They point out that countries like the United States consume far more than their fair share of the world’s resources. Developed countries should reduce their consumption, but even if they did, this would not prevent disaster unless population growth was brought under control. We should put pressure on governments to find a viable solution. Otherwise, the painful alternative will become unavoidable; the population will eventually be decimated by war, famine and disease.

2 Choose the best heading for each paragraph, and write the correct number in the space. Note that two of the choices are not correct.

| a | An alternative solution |
| b | A straightforward solution |
| c | Why solutions are not easy |
| d | Why a solution must be found |
| e | Selfish opposition |
| f | The size of the problem |

3 Look at Reference section 4a and b on page 64 and Reference section 11 on page 67 and then study the use of should, would and will in the article above and underline them where they appear.
Providing solutions Articles

Read Sarah’s article on the environment. Complete it by putting the verbs in brackets in the correct tense or using should or would where necessary.

Preserving the planet for future generations

Human activity (1)..............................(have) a devastating effect on the environment since the industrial Revolution. Factories and their products have polluted the air in cities, and the water in rivers and seas; forests (2).............................................(be transformed) into desert by poor methods of cultivation; in our hunger for land, we (3)..............................(invade) the natural habitat of other species, now in danger of extinction. Our activities (4).............................................(probably increase) the temperature of the earth, bringing with it the risk of flooding. What (5).............................................(we do) to resolve these problems before it is too late?

Solutions certainly exist. In general, we (6).............................................(consume) less and recycle raw materials. In particular, we (7).............................................(restrict) the use of cars in cities; we (8).............................................(close) factories that pollute the air or the rivers; we (9).............................................(protect) wildlife by banning indiscriminate hunting; and we (10).............................................(protect) the rainforests by providing poor farmers with the means to cultivate efficiently. Above all, we (11).............................................(try) to control population growth, which (12).............................................(add) to the problems as fast as we take steps to resolve them.

If we could accomplish this, we (13).............................................(preserve) the planet for future generations. But it (14).............................................(not be) possible unless governments laid aside self-interest and (15).............................................(agree) to co-operate. In fact, laws protecting the environment already exist in almost every country. The trouble is that they are often broken, in many countries with the consent of the rulers. Perhaps a real solution (16).............................................(only be found) if every country in the world had an honest, democratic government.

in such circumstances we may think that there is nothing we can do as individuals to save the environment. But we can do a great deal if we are prepared to make sacrifices. We (17).............................................(ask) ourselves if we really need to go out in the car or buy something new. And we (18).............................................(respect) the environment at all times, we (19).............................................(not leave) litter around the countryside or throw rubbish in rivers. We (20).............................................(plant) trees and not cut them down.

Sarah is following the same paragraph plan that was used for the article on population growth. In paragraphs 1, 2 and 4, circle the topic sentence and underline the examples that support it.

Write an article in answer to the question below, using the paragraph plan in exercise 2.

The extract below was taken from a letter you read in your college magazine. You have decided to write an article for the magazine responding to the letter and proposing some solutions to the problem.

... is just not the same any more. I remember walking along the river as a child and even swimming in it when the weather was warm. Now, the water is stagnant and polluted and the path along the bank is littered with rubbish.

The town centre itself has also been affected. Traffic blocks the roads and the poor pedestrians are choked with exhaust fumes. It really is time that something was done to save our town and the surrounding countryside before it’s too late.

If you answer a problem-solving question, do not make vague general statements that you cannot support. Make use of any facts that you know to be true from what you have experienced or read. Take account of opposition to any solution you propose and bear in mind that there is probably no simple answer to the question.
Sheila Donaldson is annoyed about the way in which people behave in the park near her house. Read her letter to the secretary of the local neighbourhood watch scheme and complete the exercise that follows.

Dear Anne,

I'm writing on behalf of my family and my neighbours to ask you if you would mind writing to the council about Russell Park. We are fed up because, as you know, we've written to them several times to protest but they still haven't done anything.

The real problem is that there aren't any walls or fences round the park and young people bang around inside at night shouting and laughing so loudly that we can't sleep. Some of them are vandals and have broken the swings that the children play on and trampled all over the flowerbeds.

There is also a problem with tramps - New Age Travellers as they are called these days - sleeping on the benches at night. So every morning the park looks a mess with paper and beer cans lying about. The council ought to send people round to clear up every day, instead of once a week.

Really these are just signs of bigger social problems that the council should try to tackle. They ought to provide a shelter for the homeless and teach the vandals a lesson by enforcing the laws that I suppose exist.

We would really be very grateful if you could write on our behalf - maybe your letter would carry more weight and get some results. I'll see you at our meeting next month.

Best regards,

Sheila Donaldson

2 Decide whether the following statements are true or false. Underline the phrases in the letter that justify your answers.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>This is the first time Sheila has complained.</td>
<td>.</td>
</tr>
<tr>
<td>b</td>
<td>She is complaining about young people because they:</td>
<td>.</td>
</tr>
<tr>
<td>c</td>
<td>make a noise in the park at night,</td>
<td>.</td>
</tr>
<tr>
<td>d</td>
<td>have destroyed installations in the play area,</td>
<td>.</td>
</tr>
<tr>
<td>e</td>
<td>She is complaining about New Age Travellers because:</td>
<td>.</td>
</tr>
<tr>
<td>f</td>
<td>they sleep in the park during the day,</td>
<td>.</td>
</tr>
<tr>
<td>g</td>
<td>create litter,</td>
<td>.</td>
</tr>
<tr>
<td>h</td>
<td>She thinks the council should:</td>
<td>.</td>
</tr>
<tr>
<td>i</td>
<td>send people round to clean the park once a week,</td>
<td>.</td>
</tr>
<tr>
<td>j</td>
<td>provide accommodation for New Age Travellers,</td>
<td>.</td>
</tr>
<tr>
<td>k</td>
<td>pass laws to control vandals,</td>
<td>.</td>
</tr>
<tr>
<td>l</td>
<td>punish vandals by enforcing the present laws.</td>
<td>.</td>
</tr>
</tbody>
</table>
Complaining

Read Anne's letter to the council, written in formal language, and complete the exercise that follows.

Dear Sir/Madam,

I am writing on behalf of my neighbours in the vicinity of Russell Park to express our annoyance that in spite of repeated protests, nothing has been done to improve the situation there.

The problem stems in part from the fact that there are no walls or fences round the park and young people remain there at night making so much noise that it keeps everyone awake. A number of them are vandals who have broken the swings in the children's play park and destroyed the flowerbeds.

Apart from that, the park is used as a refuge at night by New Age Travellers sleeping on benches, with the result that every morning the area is covered with litter. In our view, the park should be cleaned every day, instead of once a week.

We are aware that the real solution lies in dealing with more general social problems affecting society. However, we consider that action should be taken to provide a shelter for homeless people and that if laws exist to prevent young people from vandalising the park, they should be enforced.

We look forward to hearing from you,

Yours faithfully,

Anne Banks

Two ways in which formal and informal language are different

We've written several times to protest but they still haven't done anything.
Young people hang around inside at night shouting and laughing so loudly that we can't sleep.
Some of them are vandals and have broken the swings that the children play on.
The park looks a mess with paper and beer cans lying about.
The council ought to send people round to clear up.
They ought to teach the vandals a lesson by enforcing the laws that I suppose exist.

Read the question and the notes below and write your letter, using Anne's letter as a model for form and style.

You attended a residents' meeting recently which was held to discuss the problems with a football ground near your house.

You heard the complaints below at the meeting and have decided to write to the council on behalf of your neighbours to ask them to take action to improve the situation.

They make so much noise - no games late at night!

Keep rival fans apart! Stop the fighting! Police should escort visiting supporters to and from the ground.

Don't let them park their cars on the pavement! Tow them away!

Buses and coaches in the club car park! Stop people throwing stones at visiting teams!
Dear Visitor,

Welcome to Welford College of Education. I hope that you have a pleasant stay during the Student Exchange Programme. The information which follows is intended to help make your stay more pleasurable.

**College Facilities**

The Main Library is open from 8 am - 10 pm on weekdays and from 10 am - 7 pm at the weekend. Books may be borrowed for a one-week period, with the exception of books in the Reference Library (Anderson Building), which must not be removed under any circumstances.

The Halls of Residence provide half-board accommodation, so lunch can be bought at the college canteen (Main Building), or the Students' Union, or off campus itself. However, that the college is some distance from town (20 minutes by bus) so students should ensure they have sufficient time between lessons if they want to leave campus.

A map of the campus can be found on the noticeboard situated in the entrance to the Main Building. Further information regarding lessons, extra activities, etc can also be found there, while the noticeboard outside the Students' Union is the best place to find out about upcoming social events.

**Places of Interest**

The town itself has lots to offer. With its tiny streets and winding alleys, it is a great place to buy souvenirs. The Art Gallery and the Natural History Museum are situated in the town centre.

**Special Events**

As part of the National Students' Council Arts Festival, the college has organised a week of concerts to be held in the Students' Union from 15th May. Programmes and tickets are available from members of the Entertainment Committee.

A quiz night is scheduled for the 25th May. This is a charity event; all proceeds will go to the local children's hospital. Students interested in taking part should contact Sarah on the Entertainment Committee.

We hope that this information and that you enjoy your stay. Please contact the College Secretary should you require further information.

Yours sincerely,

Tom Aldridge
Student Counsellor
Read Tom's letter again and fill in the gaps with the phrases below.

<table>
<thead>
<tr>
<th></th>
<th>are available from</th>
<th>do not hesitate to contact</th>
<th>will be helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>is being held on</td>
<td>it should be noted</td>
<td>on behalf of</td>
</tr>
</tbody>
</table>

The question stated that the writer should give information on college facilities, describe places of particular interest in the area as well as mention special events which will take place during their stay. Complete the chart with the things the writer mentions on each of the topics.

<table>
<thead>
<tr>
<th>College facilities</th>
<th>Places of particular interest</th>
<th>Special events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Look again at the letter and answer the following questions.

**Why** does the writer mention:

a the Reference Library?

b the Halls of Residence?

c the fact that the college is some distance from town?

d the noticeboards?

e the National Students’ Council Arts Festival?

f the local children's hospital?

---

*It is very important that letters giving information do not sound like long lists. The information will sound more realistic if there is a reason for giving the information.*
The following table summarises all the information given in Tom's letter. Complete the table with the words and phrases below.

<table>
<thead>
<tr>
<th>Art Gallery charity</th>
<th>enough time</th>
<th>Entertainment Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halls of Residence</td>
<td>off campus</td>
<td>Reference Library</td>
</tr>
<tr>
<td>Upcoming social events</td>
<td>I week borrowing</td>
<td>15th May</td>
</tr>
</tbody>
</table>

**College facilities**

<table>
<thead>
<tr>
<th>Library</th>
<th>Main Library - 8-10 weekdays, 10-7 weekends: Anderson Building - no borrowing allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>lunch</td>
<td>canteen: Main Building</td>
</tr>
<tr>
<td></td>
<td>college 20 mins from town: National History Museum</td>
</tr>
</tbody>
</table>

**Places of interest**

<table>
<thead>
<tr>
<th>town</th>
<th>souvenirs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>National History Museum</td>
</tr>
</tbody>
</table>

**Special events**

<table>
<thead>
<tr>
<th>week of concerts</th>
<th>National Students' Council Arts Festival</th>
<th>Students' Union</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>programmes and tickets: National History Museum</td>
<td></td>
</tr>
<tr>
<td>quiz night</td>
<td>25th May</td>
<td>proceeds to local hospital</td>
</tr>
<tr>
<td></td>
<td>interested? - Sarah, Entertainment Committee</td>
<td></td>
</tr>
</tbody>
</table>
Giving information  Letters

6 Read the question below and prepare your letter by completing the table with the kind of information you would give.

The Tourist Board in your area has decided to produce welcome letters which will be given to tourists on their arrival at the local airport to help them make the most of their holiday. You have been asked to write the letter for English-speaking visitors. You should mention places to visit in the nearest town, describe the surrounding area and recommend any events you think visitors would find interesting.

| Places to visit |
|-----------------|-----------------|-----------------|

| Surrounding area |
|-------------------|------------------|------------------|
|                   |                   |                   |
|                   |                   |                   |

| Interesting events |
|---------------------|-------------------|-------------------|
|                     |                   |                   |
To such an extent that those who live nearby are unable to sleep because of the noise. In my view the airport should be closed at night and tourist flights should be restricted to the hours of daylight.

It used to be very pleasant to walk through the narrow streets of the old town in the evening, with their restaurants and cafes, but now they have been replaced by bars and night clubs open till very late, playing loud music, and there are so many cars parked on the pavements that it is impossible to walk safely. The centre should be restored to its former attractive state. Bars should be required to close by 12.00 pm, the streets should be converted into a pedestrian precinct and a multi-storey car park should be built on the vacant site near the market.

Another useful innovation the council could introduce would be an information centre for tourists in the square outside the town hall. At present many visitors arrive without accommodation and wander through the streets in search of hotels and boarding houses, or stop passers-by to ask the way. If there were a properly equipped information centre, it would not only be of help to them but would be of great benefit to the tourist industry.

Alexander Martin

Read Mr Martin’s letter again, and make notes about the problems he mentions and the solutions he suggests in the table below.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1</td>
</tr>
<tr>
<td>b</td>
<td>2</td>
</tr>
<tr>
<td>c</td>
<td>3a</td>
</tr>
<tr>
<td>d</td>
<td>3b</td>
</tr>
<tr>
<td>e</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose the best heading for each paragraph, and write the correct number in the space. Note that two of the choices are not correct.

a A town for young people
b Information for tourists
c The airport
d The newspaper’s appeal
e The old town
f Tourists in the town

Note the form of address used to the editor of a newspaper, unless you know that she is a woman, in which case ‘Madam’ is used instead.
Letters

Young people usually have a different set of priorities from their parents and grandparents. Before you read Anna Margolis’s letter, look at Reference section I on page 64, Reference section 11 on page 67 and Reference section 13 on page 69. Now complete the letter by putting the verbs in brackets in the most appropriate form, using active or passive forms with would, should, must or could, and writing the or a in the spaces, only where necessary.

Sir,

While I agree with some of (1) suggestions (2) readers have made for improving (3) town, (4) main problem in my opinion is that (5) council is only concerned with attracting (6) tourists. In my view there are (7) number of improvements that (8) (undertake) for the benefit of (9) residents, especially (10) younger ones.

In (11) first place, there are not enough sports and leisure facilities. Instead of building (12) multi-storey car park on (13) vacant site near (14) town centre, they (15) (construct) (16) indoor swimming pool and (17) tennis courts that (18) (use) in (19) winter.

Secondly, I have read that (20) old railway station is going to be pulled down. The space (21) (transform) into (22) park and it (23) (not cost) much to provide a place for (24) small children to play (25) games. Part of it (26) (turn into) (27) adventure playground or (28) children’s zoo.

Lastly, tourists who go as far as (29) river (30) are disgusted by (31) litter along (32) banks and (33) pollution from (34) few old factories that are still in (35) operation. The area (36) (clean up), the factories (37) (close down) and (38) serious effort (39) to transform (40) riverside area into (41) place where (42) people (43) enjoy (44) kind of pleasant walk they once had through (45) old part of (46) town.

Anna Margolis

--- lists three kinds of improvements, with a paragraph for each:
  a introducing something new
  b transforming something already in existence
  c remedying something unsatisfactory

I: -- select the table below by referring to her letter.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a enough leisure facilities</td>
<td>1 ..........................................................</td>
</tr>
<tr>
<td>b Open space created when railway station is pulled down</td>
<td>3 ..........................................................</td>
</tr>
<tr>
<td>: Litter on river bank</td>
<td>5 ..........................................................</td>
</tr>
<tr>
<td>: Pollution of river</td>
<td>6 ..........................................................</td>
</tr>
</tbody>
</table>

**-- a letter addressed to the editor of your local newspaper, suggesting improvements that could be made to your town or the area of a city where you live. Follow the paragraph plan of Anna’s letter and try to include at least one example of each kind of improvement.**
Read the question and the letter below and complete the exercises that follow.

You have read the extract below as part of a letter to a local newspaper. You decide to write a letter to the same newspaper responding to the points raised and expressing your own views.

J know I am not alone in feeling threatened by the presence of groups of young people who seem to have nothing better to do than hang around the town centre making a nuisance of themselves. It is a reflection of our society nowadays: a society that encourages laziness and allows the younger generation to waste their time in this way. If something is not done soon, then I fear that these individuals will turn to crime and our town will no longer be the safe peaceful place it once was.

Sir,

I am writing in response to a letter I read in Tuesday’s edition of The Kenton Herald and have to say I feel the opinions expressed are a little one-sided in that the letter implies that young people are to be blamed for this situation and that it is what they want. It is my opinion that the community should accept some of the blame too. If solutions to this problem had been sought earlier, the situation might not have got so out of hand.

While I admit that our town centre is increasingly a place where teenagers and young adults congregate, I also appreciate that many of them have no alternative. Young people have nowhere else to go. There are no youth clubs or centres in our area that could provide some form of occupation for them during the day. They are forced to either meet at each other’s homes, often an impossible or undesirable option, or in public places, namely the town centre.

In addition to this, it is well known that unemployment in our area is a serious problem among 18-25 year olds. Job opportunities are limited and any that are available are taken by people with qualifications or previous work experience. As a result, it has long been the case that if school leavers cannot go on to further education for whatever reason, they will be unlikely to find jobs locally. Moreover, there is the age-old problem: without experience, you can’t get a job and if you can’t get a job, how do you get experience?

Finally, I am of the opinion that we should show more understanding towards these young people, who are, after all, our neighbours. Although it is unpleasant to see people hanging around on the streets, it must be even worse for those who are in this situation. If we were to offer them the chance to change their situation, I am sure they would do so. It is time for us all to take some responsibility for them and their position.

I look forward to seeing my letter published in a forthcoming issue.

John Holmes
read the letter again and answer the following questions.

bexa paragraph(s) does John:

a refer to the lack of facilities for young people?

b talk about whose responsibility the problem of young people on the streets is?

c talk about unemployment being a reason for the situation?

d explain why he's writing?

d agree to some extent with what the writer of the letter in The Kenton Herald said?

cc< at these conditional sentences taken from the letter.

a If solutions to this problem had been sought earlier, the situation might not have got so out of hand.  
   ... if school leavers cannot go on to further education they will be unlikely to find jobs locally.  
   ... were to offer them the chance to change their situation, I am sure they would do so.  

; ; -ne is an example of:

1 a present or future action in which the result will probably happen?

2 a present or future action which is unlikely to happen

3 a past action which cannot be changed?

• a: Reference section 4c on page 64 and then write a conditional sentence to express the following situations.

  a those boys didn't have jobs and spent their time doing a great deal of voluntary work.

  b This teenager was not offered the job so he didn't take it.

  The police didn't allow young people to hang around on the streets in the past which is probably why they didn't do so.

  d There weren't groups of young people in the town centre years ago which meant people didn't feel threatened.
Letters  Giving  opinions

5 Now look at Reference section 4e on page 65. Look at how the conditional sentences from the letter can be rewritten.

a  'If solutions to this problem had been sought earlier, the situation might not have got so out of hand.'

   Had solutions to this problem been sought earlier, the situation might not have got so out of hand.

b  'Tf school leavers cannot go on to further education for whatever reason, they will be unlikely to find jobs locally.'

   Should school leavers be unable to go on to further education for whatever reason, they will be unlikely to find jobs locally.

c  'Tf we were to offer them the chance to change their situation, I am sure they would do so.'

   Were we to offer them the chance to change their situation, I am sure they would do so.

6 Rewrite these sentences practising the more formal ways of writing conditional sentences.

a  If young people have no qualifications or training, they will not be able to find work.

b  If opportunities for training existed, I am sure people would take advantage of them.

c  If we all take an interest in our town, things will get better.

d  If teenagers had been encouraged to go on to college, they would have had better chances of finding work.
Look at this question below and then do the exercise which follows.

You have read this extract about relationships between different generations in a national newspaper. You decide to write a letter to the same newspaper responding to the points discussed and giving your opinion.

I look at the younger generation now and can see no similarities with my own when we were young. Nowadays they have altogether too much freedom. They’re encouraged to go out and see the world; to travel rather than settle down. Their priorities have changed. No longer do they want to raise a family; they’re more interested in buying fast cars, expensive holidays and generally wasting their money. In my day we were expected to show respect to our elders, raise a family and become law abiding citizens.

You will find it easier to answer this kind of question if you disagree with the points that have been raised in the extract. Answering these questions will help you to think of ideas to include in your letter.

a The extract says that young people have ‘too much’ freedom. ‘Too much’ means ‘more than they need or is good for them’. How can you support the alternative view that the freedom young people have is not excessive?

b How have young people’s priorities changed?

c How can these changes be seen as a positive thing?

4 Is it true to say that young people ‘no longer want to raise a family’?

" is the writer implying about young people today when he says: ‘we were expected to show respect to our elders, raise a family and become law abiding citizens’?

eetter to help you organise your opinions into a paragraph plan and then write your letter.

You really got out of hand. Everywhere you look there are pictures of people who are supposed to represent perfect people. We’re aid. directly or indirectly, that appearance is everything. Have you forgotten that ‘beauty is only skin deep’? Doesn’t personality count anymore? The cost of keeping fit and dressing fashionably is je the majority of people. Magazines, advertisements and the like making ordinary people feel inferior.

You don’t have to disagree with everything that is said. You may agree to a certain extent but feel the opinions expressed are one-sided.
Comparing

I Look at the question and the essay below and do the exercises that follow.

Your tutor shows you two extracts from articles about transport.

Working out which bus route is best and then waiting at stops for buses which are more often than not delayed or overcrowded is not my idea of fun. Nothing beats the convenience of being able to hop in my car and drive quickly to my destination.

Public transport is better now than ever before. It’s cheap, reliable and avoids the problem of finding or affording parking.

Your tutor asks you to write an essay about public and private transport in the city, stating which form of transport you prefer.

(1)........................................ the answer to the question ‘Which is better in the city - public or private transport?’ may seem obvious. Almost people would rather use their own car than stand in a queue waiting for a bus. (2)............................... however, driving a car may not always be the most convenient form of transport in a city, even if the authorities allow you to take it into the centre.

Having your own form of transport, which usually means a car, naturally has advantages. (3).......................... at least (4)............................. is the fact that you can start and finish your journey when and where you like, driving from your house to your office, for example. (5)............................................. even if you have your own parking space at home, you may find it difficult or expensive to park near your office, if that is the case, it would have been quicker and cheaper to travel by bus.

(7)................................. bus journeys are only quicker if the use of private cars is restricted because buses are likely to be held up in the same traffic jams. Provided you live near a bus route that takes you near your destination and the bus is on time, it is probably a better means of transport than your own car, but as we all know buses are often late and frequently crowded so you may have a very frustrating, uncomfortable journey.

When I was on holiday in London recently, I travelled in the centre of the city by taxi, bus and underground. The taxi fares were very expensive and the journey took a long time because the driver continually had to stop at traffic lights or behind a line of cars. The bus was even slower for the same reasons but also because it had to stop to pick up and set down passengers. The underground trains were crowded and uncomfortable but this was by far the fastest and cheapest way to cross the city. (8)................................. I would rather go by car than bus on the surface, but if I can travel underground in the city, I prefer public transport.

2 Study Connectors and Modifiers on page 70. Then read the essay again and complete it, choosing from the list of connecting phrases.

at first sight first and foremost however in fact in practice in theory on the other hand personally

3 Answer these questions.

a Why is private transport preferable in theory?

b Why isn’t it always better in practice?

c In what circumstances are journeys quicker by bus than by car?
Comparing

I Why are bus journeys often unreliable and unpleasant?

e Why are journeys by bus usually slower than those by car?

f Why are journeys by the underground the most convenient in central London?

G Each paragraph a heading, choosing from this list. Write the reject number in the space.

a Advantages and disadvantages of travelling by bus
b Advantages and disadvantages of travelling by car
I inclusion: it depends whether you are above ground:
lossion: is private transport always preferable?

Finish the question below, which is similar to the article you wrote in Unit 3 on travelling by train. There is a
ce. however. There you were considering the good and bad points of one thing; here you are
the two things with good and bad points in each case. Follow the same plan as the essay on the
; se, using the notes below as a guide.

' O J T class is going on a field trip to an island in the summer holidays. There has been much discussion about
est way to travel. Here are some of the comments that were made.

Flying is quicker, is much more relaxing and gets
us with more time to
pend on our holiday.

Boating is cheaper, getting to the Island.

Think of the cost: flying is really expensive.

Think of the cost: flying is really expensive.

TFOUR tutor has asked you to write an essay on this subject: Which is the better way of travelling to an island, by
? Write your essay, responding to the views expressed and stating your own preference.

.: auction. Write a balanced paragraph but do not go into too many details.

Explain the advantages and disadvantages of travelling by air. (But see TIP below)

.: the advantages and disadvantages of travelling by sea.

:. a conclusion. If you have a preference, say so and support it with an example, preferably from
al experience. If not, you can balance your conclusion, suggesting that the choice depends on
such as the reason for the journey or the time of year etc. Give an example in each case.

1 inten an essay
- T i o dungs, and
bmr m smng preference for
mat of ALJI deal with the kind
wsm pm fu in paragraph 3
tmm&t m *U lead more
mmntA into your conclusion,
hktscmse. if you would rather
p., i**an: rever the order of
xnx\nphs 2 and 3.
Essays

Read the question and the essay below and complete the exercises that follow.

Your tutor shows you two extracts from articles about national character.

It is only natural that the climate affects people’s personality. How can a worker from a hot country possibly work as hard as his northern counterpart? The same can be said for the happy-go-lucky attitude that so many people from warm places have, which is rarely seen in most colder countries.

Assumptions that people have the same character simply because they are from the same country are completely unfounded. It is unfair to base opinions like this on what are, quite obviously, stereotypes.

Your tutor asks you to write an essay about the relation between national character and climate responding to the points raised and giving your own views on the matter. Write your essay.

Responding to generalisations

Years ago, (1) historian Arnold Toynbee based his theory of (2) .. history on (3) climate. Comparing groups of immigrants to (4) United States, he argued that (5) Pilgrim Fathers in (6) New England were forced by their harsh climate to work hard and so became self-reliant and stern and puritanical in (7) temperament, while those who settled in (8) warmer southern states were easy-going and relaxe. and depended on (9) slave labour. If his theory was correct, similar comparisons should be possible between the people of northern and southern Europe.

Needless to say, such generalisations cannot be applied to (10) individuals, and generalisations about people from different countries are based on stereotypes that foreigners form about them, which may be inaccurate or out of date. Some people in Greece may still imagine the typical Englishman as someone carrying (11) umbrella and wearing (12) bowler hat, even though the English tourists who come to Greece seldom remind anyone of this picture in their appearance or behaviour.

All the same, there is no doubt (13) grain of (14) truth in this theory that makes (15) sense. People from Scandinavia, historically confined to their houses throughout the long winter by ice and snow, had more reason to be gloomy and introspective than people in Mediterranean countries, who could get out into (16) sun all the year round. It is even reasonable to suppose that when the long summer evenings come to Norway and Sweden, with eighteen hours of daylight, the people have more excuse to celebrate by going a little mad and getting drunk.

Where the theory is generally accepted is in the comparisons made in almost every country in Europe between people from the north and the south. In England, southerners have always regarded those from the north as hard-working, but unpleasantly direct in speech and mean about money, while the northerners see Londoners, in particular, as lazy, self-indulgent and insincere. Anyone who goes to Milan or Barcelona will find people making the same criticisms of southerners from Naples or Seville and being condemned by them in the same way. Everywhere the warmer weather in the south seems to have produced the same contrast. Greece is a smaller country, with less scope for climatic differences and in ancient times, it was the Spartans, from the south, who were by tradition tougher and less pleasure-loving, is Greece an exception to the general rule?

Answer these questions.
Responding to generalisations

these questions and write an essay on one of them.

Your tutor shows you two extracts from articles about personality traits.

Courage is the greatest virtue. If you are not brave, the rest are no use. In this day and age, there is no place for the faint-hearted.

Nowadays, it appears that the only thing which will help us survive is our sense of humour. There's absolutely no point in being conscientious when all around you are slacking off. The main thing is that you are able to laugh things off.

Your tutor asks you to write an essay about the most important personality trait in today's world responding to the points raised and giving your own views on the matter. Write your essay.

"... can prepare for this choice by completing these exercises first.

"... following virtues in ranking order. Write a number from 1 to 7 in the space provided.

courage honesty generosity, a sense of humour

Irish work chastity humility

answers to these questions to help you come up with a plan for the composition.

I judge people by one virtue alone or a combination?

Nevertheless, some virtues are more important than others. Which ones and why?

How do you rate courage and humour against the others you have mentioned?

How accurate do you think the extracts are?

Your tutor shows you two extracts from articles about personal happiness.

It is true to say that money can't buy happiness, you can't be happy without certain basic necessities, it is unrealistic to expect to be happy.

There is nothing more important in the world than one's health. Without it, one's life is at best uncomfortable, at worst a complete misery. One cannot be expected to be happy if in pain, or if one's friends or family are ill. Therefore, the only guarantee to happiness is one's health.

Your tutor asks you to write an essay about personal happiness responding to the points raised and express your views on the matter. Write your essay.

points made in the extracts in a four-paragraph

Short introduction, indicating your opinion

If money does not make people happy, what does? Define what you think does make them happy.

Can the lack of money cause unhappiness and prevent people from enjoying life? Think of examples.

How far are the extracts true? To what extent does money contribute to happiness and how does it do so?

Most people would not immediately answer yes or no to questions like the ones in this unit. The best way to answer is to find something interesting to say, giving examples from what you know. Do not fill your essay with well-meaning generalisations.
You have attended a course on health and have been asked by your tutor to write an essay on the importance of diet to good health. You have been to a lecture on the subject and have made the notes below. Write your essay using your notes and expressing your own opinions.

THE IMPORTANCE OF DIET TO GOOD HEALTH

What should we eat?

Which meal is most important?

big meals? small snacks?

dangers of food poisoning (meat, fruit, seafood)

Health risks

Mediterranean diet (people live longer)

(1) .................................., that diet is essential to good health, choosing the right diet,
(2) .................................., depends on a number of factors. (3) .................................., what we eat is
obviously important. (4) .................................., we need to consider how often we have a meal and
which meals should be the main meals of the day. (5) .................................., even if our diet is
suitable, we must do our best to ensure that the food we eat is not contaminated.

Even the experts disagree about what constitutes the best diet. There is, (6) ..................................,
fairly general agreement that a balanced diet like the 'Mediterranean diet', mainly consisting of
fruit, vegetables and fish but also including some meat, is the healthiest and, (7) ..................................
people who follow it live longer. The key to a good diet is really variety, in places where people
depend entirely on one kind of food, their diet will lack some vitamins and their health will suffer.

We may have our main meal during the day or in the evening but there is no doubt that it is
better to have a good breakfast than eat a lot late at night, we need energy at the beginning of a
day's work but not when going to bed, when a big meal may lead to indigestion. Regular meals are
also important. Young people often get indigestion because they eat sweets, cakes and fast food in
between meals and have no appetite when they go home for lunch or dinner.

(8) .................................., the right diet does not always prevent illness, though we can minimise
the risks by insisting on cleanliness in restaurants and refusing to eat anything that is not quite
fresh. Some diseases contracted by animals may be passed to human beings eating meat; insecticides
sprayed on fruit trees may be poisonous if we eat the fruit raw; some coastal waters are
contaminated and seafood caught there can cause food poisoning. In normal circumstances, however,
the right diet is the essential factor for good health, it can make us strong, keep our weight down
and so enable us to live longer.

Study Connectors and Modifiers on page 70 and complete the essay above with the phrases below.

apart from that as a result however finally in the first place

It goes without saying nevertheless of course

Essays providing information generally make a number of main points, contained in topic sentences. These are supported by examples or explanation. Find the main points in the essay opposite and the sentences 2: support them. The first has been done for you.

Paragraph 1: One main point followed by examples.

Choosing the right diet depends on a number of factors.

Paragraph 2: One main point, followed by a sentence of explanation.

Paragraph 3: Two main points, each followed by explanation or example.

Paragraph 4: Two main points, one followed by examples, the other by a comment.

The question below and then do the exercises.

If you have attended a talk about alternative medicine and the value of homeopathic remedies in particular, and have made the notes below. Your tutor has now asked you to write an essay on this topic using your notes.

- Why are people turning to homeopathic remedies?
- What is the advantage of using them?
- What example of a homeopathic remedy is given?
- What is it used for?
- How long have homeopathic remedies been in use?
- What principle is behind homeopathic remedies?
- What precautions must you take if you use them to treat yourself?
Read Lucy's essay to see how she has organised the information from her notes into paragraphs.

"In recent years, many people have become suspicious of traditional drugs prescribed by their doctors because they have read that a number of them have dangerous side effects. As a result, they are turning to alternative medicine and homeopathy.

Herbal remedies have an advantage of being harmless, even if they do not always cure disease. An example of one such remedy is Dr Bach's flowers, which are supposed to have special properties helping people to overcome symptoms of stress and similar psychological illnesses.

Homeopathy is essentially a natural healing process, stimulating the body's natural forces to recovery. Remedies used are generally obtained from plants. They are available to treat a wide range of illnesses and can be used without consulting a doctor, provided the patient chooses the right cure, that matches his symptoms, and he follows instructions for use very carefully.

Although turn towards alternative medicine would seem to be a recent phenomenon, in fact, homeopathic remedies people use today have been in existence a century. The principle behind them is even older and derives from Hippocrates, the father of medicine, who recognised that it is necessary to treat the whole person, and not just disease he is suffering from."
Write an essay on the importance of exercise to good health.

**THE IMPORTANCE OF EXERCISE TO GOOD HEALTH**

What is a good exercise programme?

- resting
- enjoyable

What exercise should we do?

- low impact
- high impact

Health risks:

- heart disease
- obesity

You have been asked by your tutor to write an essay on the importance of exercise to good health.

- Write your essay using the notes below and expressing your own ideas.

- can take many forms: alcohol, smoking, taking drugs, work
- all can be dangerous to your health
- some are deadly: lung cancer, cirrhosis of the liver
- passive smoking
- pregnant women can pass their drug addiction on to their unborn baby
- are started by peer pressure, stress/anxiety, curiosity
- difficult to quit - special support groups & rehabilitation programmes
- eg Alcoholics Anonymous
Read through the question and the proposal below to get a general idea of the meaning and then complete the exercises that follow.

You are a member of a sports club and have been asked by the club to write a proposal to the local authorities asking for financial help to develop the first aid facilities currently available at the sports centre. It has been suggested that you focus on existing facilities, what exactly is required and how the funds would benefit those people using the sports centre. Write your proposal.

This proposal aims to outline the reasons why funding is required by the Five Oaks Sports Centre in order to improve first aid facilities available at the centre. It will also show that these improvements are necessary and will benefit members.

Currently the first aid provisions at the centre are insufficient. There is a first aid box in the reception area and a qualified member of staff is on duty to deal with minor injuries and accidents. Unfortunately this member of staff has other duties to perform during working hours and is not always easy to locate. Valuable time could be lost trying to track down the individual in the event of an accident of a more serious nature. This is obviously an undesirable situation that needs to be corrected.

In the event that funding is made available, the first priority is the creation of a first aid station within the sports centre. This would need to be clearly signposted so people can find it quickly and easily, and fully equipped with the necessary supplies. Secondly, the appointment of qualified, full-time members of staff employed to work within the station is also necessary. There would only need to be one on duty at any one time although other employees who have some first aid training could be on call should they be required. These members of staff would need to be supplied with beepers, so they could be contacted at any time regardless of where there may be. Finally, telephones connected directly to the first aid centre should be installed to enable people requiring assistance at the site of an accident to phone for that assistance.

At present those people using the sports centre who suffer an injury or become unwell are not being properly catered for. If the suggestions above were implemented, fast and effective assistance would be readily available at all times. This would benefit our members and the public who use the centre, increasing the confidence that people have in the Five Oaks Sports Centre.

2 Choose the best heading for each paragraph, write the numbers 1-4 on the dotted lines below, and write the headings in the spaces in the proposal.

a How funding would be spent
b Purpose
c Existing facilities
d Benefits
Applying for funds

---

2: Write the proposal again and answer these questions.

a) What are the two shortcomings of the first aid facilities currently provided by the Five Oaks Sports Centre?

b) How many suggestions does the proposal include?

---


does the proposal include?

### Table: Proposal, Existing Shortcomings, and Benefits

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Existing Shortcomings</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>- create a study &amp; own library with computers</td>
<td>1. no local computer facilities except Internet cafes</td>
<td>1. work on own</td>
</tr>
<tr>
<td></td>
<td>2. no quiet area for study</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3. occupy children</td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>4. reference section - homework, research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. school leavers - further education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. the unemployed - training/job opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. no help/advice for school leavers, the unemployed or people wanting to return to work</td>
<td></td>
</tr>
</tbody>
</table>

- mind / childcare
- i-ge shopping centre
- career advisory service
- improving sports facilities
- community

---

39
Proposals  Applying for funds

A proposal needs to be written in a formal style. Look at these sentences below and tick (/) those that you think would be suitable to include in a proposal.

1 I think that a place where mums and dads can leave their kids for an hour or two is a really good idea.

2 Unfortunately, the sports facilities available are inadequate and much of the equipment is either old or damaged.

3 Lots of people don't want to sit in a smoky, noisy cafe just so they can surf the net.

4 This proposal tries to say why our town needs a career advisory service.

5 The provision of such a service would leave parents free to shop in the knowledge that their children are being well looked after.

6 I'm sure you'll agree that a computer and study area is just what our town library needs.

7 If the sports centre is really good and cheap, lots of people will use it.

8 This proposal outlines the reasons why Upper Cheston requires funding to create a Careers Advisory Service that would be of benefit to local people of all ages.

Can you rewrite the sentences from exercise 5 that you did not tick, so they are in a more suitable style?
Applying for funds

Proposals

You work at the local library and you and your colleagues have decided to ask the local authority for funding to extend the services offered. The funding would be used to create a quiet study/reading area and provide a computer area where members of the public would be able to see the computers and also access the Internet. Write a proposal outlining why these facilities are necessary and how they would benefit the community as a whole.

You are a qualified child minder and have decided to write a proposal applying for funds to start up your own business. You would like to use the money to provide childcare facilities at a shopping centre in the nearby town. It has been suggested that you include details of the lack of facilities in the area, how you would spend the money and how your plans would be of benefit.

You are a youth counsellor and have been asked to write a proposal to the local authority asking for funds to create a careers advisory service in your town. You should explain why this service is needed and how it would benefit the community.

You are a member of the Student Union at your university. There have been a number of issues about the lack of sports facilities available to students and it has been decided that the university will apply to the local authority for funds to make improvements. You have been asked to write a proposal outlining the existing facilities and explaining how the money should be spent.
Read the question and the proposal below and complete the exercises that follow.

You have read a notice in the local newspaper from the town council inviting residents to give their opinions on how money raised at a recent fair could be used. The town councillors have made some suggestions - extending the town library, improving the local park or renovating a local building. You decide to send in a proposal, commenting on these possibilities, and stating which idea would be the best for the local community and why.

Purpose
The aim of this proposal is to discuss the suggestions which were made by the town councillors on how the money raised at the 1st Annual Summer Fair should best be spent.

Town Library
The town library, which is very popular with the local residents and is said to be one of the best in the country, is very cramped, with space being at a premium. This is partly due to the fact that the new audio section occupies a considerable amount of space in the main library, which means that the wide variety of books available has to be crammed into a much smaller space than would otherwise be desirable. It is, therefore, logical that some people feel that building an extension would be a sure way to spend the money raised at the Summer Fair.

St Leonard’s Park
The park on St Leonard’s Street has long been a meeting place for old and young alike. However, with the exception of the gardens, which are very well cared for, the park is in need of repair. The open-air stage, which was once the venue for many plays and concerts, has been badly vandalised, and a considerable amount of money will be needed in order that it be restored. Furthermore, the children’s playground is, for want of a better word, a safety hazard, and this must be rectified immediately if the town council is to avoid being held accountable for accidents.

The Old Schoolhouse
For many years now, there has been talk about the renovation of the old schoolhouse in the main town square. Unfortunately, this has not yet been brought to fruition. It is a great pity that this building, which is part of our local heritage, has been allowed to fall into disrepair. However, the cost of renovating such a building would exceed the funds available at this time.

Recommendation
In conclusion, while all three suggestions would benefit the local community in some way, it is my belief that St Leonard’s Park deserves our immediate attention. I hope that the points outlined in this proposal will receive your consideration.

2 Read the proposal again and fill the gaps using the adjectives and adverbs below. More than one answer may be possible.

<table>
<thead>
<tr>
<th>badly</th>
<th>commendable</th>
<th>considerable</th>
<th>immediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>serious</td>
<td>substantial</td>
<td>surely</td>
<td>undoubtedly</td>
</tr>
</tbody>
</table>
Assessing choices  Proposals

3 Find words and phrases in the proposal which mean the same as:

a limited ......................................................
b takes up ......................................................
c really needs mending ......................................
d fixed ..............................................................
e blamed for ....................................................
f carried out .....................................................
g deteriorate in condition ....................................
h be more than ................................................

ree Questions about the proposal on the previous page.

• Which paragraph does the writer state the purpose of the proposal?

• Which paragraph does the writer state which of the suggestions he thinks is the best?

• What do the writer do in the first sentences in paragraphs 3-5?

• Why do you think this is?

• Determine the explanations/examples given for the reasons. Are there explanations/examples for all three
  • Why do you think this is?

the three suggestions in order, starting with the one the writer thinks is the most appropriate, writing the you find your answer.
5 Look at the sentences below. They are written in the active voice. In the proposal, find corresponding sentences in the passive voice and write them below.

a The aim of this proposal is to discuss the suggestions which the town councillors made.

b They say that the town library is one of the best in the country.

c They have to cram the wide variety of books available into a much smaller place.

d Someone has badly vandalised the open-air stage, which was once the venue for many plays and concerts.

e You will need a considerable amount of money in order that it be restored.

f You must rectify this immediately if the town council is to avoid someone holding them responsible for accidents.

6 Rewrite the following sentences using the passive voice where possible.

a Someone must hire a bus when the hockey team plays away from home.

b Unfortunately, we will not raise a lot of money for the field trip.

c They said that the science lab at this college is the best in the country.

d Someone needs to look after the employees' children while employees are working.
Assessing choices

Proposals

should buy a cooker or a microwave oven for people to heat up food.

uld set up a gym in the basement, which nobody uses.

5al on one of the following questions. Do the exercises before you begin writing to help you.

e has been given funding by a famous former student and the Student Committee has made suggestions - a new science lab, a new mini-bus or a field trip abroad. You decide to send in a commenting on these possibilities, and stating which idea would be the best and why.

i owing questions to complete the paragraph plan.

- oduction: What is the aim of your proposal?

parag 2: What reason and explanation/example can you think of for building a new science lab?

arag 3: What reason and explanation/example can you think of for a new mini-bus?

arag 4: What reason and explanation/example can you think of for a field trip abroad?

ion: What is your recommendation?

ny you work for has been given funding to improve working conditions. The board of directors e suggestions - childcare facilities, cooking facilities or building a gym. Employees have been ed in proposals commenting on these possibilities, stating which idea would be the best and your proposal.

i owing questions to complete the paragraph plan.

-roduction: What is the aim of your proposal?

arag 2: What reason and explanation/example can you think of for childcare facilities?

arag 3: What reason and explanation/example can you think of for cooking facilities?

arag 4: What reason and explanation/example can you think of for a building a gym?

Conclusion: What is your recommendation?
Proposals

Read the question and the proposal below and do the exercises that follow.

You are a member of the local tourist association which recently held a meeting on the problem of the reduction in the number of visitors to the area. You attended the meeting and have been asked to write a proposal for the local authorities evaluating the situation and making some recommendations, using the notes you took at the meeting.

Problem:
- drop in tourism in 5 yrs
- hotels, restaurants and shops had to shut down
- 10% more people out of work

Solutions:
1. advertising
2. clean up beaches
3. appeal to different tourists

Purpose
The purpose of this proposal is to discuss the problems the local tourist industry faces and to put forward measures that could be taken to improve the situation.

Current Situation
Unfortunately, our town is confronted by the same problem that is crippling the rest of the country. The fall in the number of tourists visiting our town is having a devastating impact on the local community. In just five years, local tourism has declined by 30%, forcing many businesses to close. As a result, local unemployment has increased by 10%.Outlined below are some suggestions that could help rectify this situation.

Recommendations
1. Many of our members feel that the key to increasing local tourism is to diversify into other kinds of tourism. Perhaps the local council should consider different ways of promoting our town as a holiday resort by providing financial assistance to those who wish to invest in our area. If grants were given to investors to set up new ventures, such as specialist holiday companies, there would be more variety which would encourage different sorts of tourists to visit our area.

2. In order to attract visitors to our area, it is essential that we have attractive beaches and coastlines. This would entail clearing beaches of rubbish, and making sure that all beach bars and seaside restaurants are attractive to look at, unlike some of the monstrosities which are spoiling the coastline at present. Providing this measure is taken, the visitors who come here on beach holidays would be encouraged to return, and our reputation as a beach resort would improve.

3. Another answer to the problem would be to launch an international advertising campaign. If local government funds were made available for such a campaign, the local tourist association would do its utmost to make a sizable contribution. This would be an excellent way to promote the region and encourage tourism. Had we done this earlier, we may have been able to avoid the unfortunate situation in which we find ourselves today.

Conclusion
It is imperative that something is done to ensure the revival of local tourism. It is our firm conviction that the implementation of the suggestions above would make a significant contribution to this.
Evaluating a situation

Proposals

As in the proposal which are similar in meaning to the ones below. Sometimes more than one.

J: r.e are out of work

Don't use the same words and phrases in your writing that are in the question. Try to use synonyms, or paraphrase as far as possible.

m and the proposal again and answer the following questions.

Does the writer:

- General situation at the time of writing?
- Aim of the proposal is to evaluate the situation and make recommendations?
- Recommendations will help improve the situation?
- Recommendation can be implemented?
- Information about the problem given in the notes?
- Importance of measures being taken?
- The result of the recommendation will be?

1. That business is bad is having a huge effect on the local community.

2. People feel that giving grants to new businesses is the way to increase trade.

3. People must be trained properly if we are to reduce the unemployment level.

4. We must do something before it's too late,
Proposals

Evaluating a situation

You are head editor of the college newspaper and you recently attended a staff meeting about the problem of low readership. You have been asked to write a proposal for the Principal evaluating the situation and outlining some suggestions, using the notes you took at the staff meeting.

Problem:
- College wants to stop publishing
- College newspaper not popular enough
- Local advertisers want to pull out

Solutions:
1. Make appearance more up-to-date
2. Make available in other areas of college
3. Special features on local events

Purpose

The purpose of this proposal is to discuss the problems the college newspaper faces and to make recommendations which (1) (improve) the situation.

Current Situation

Unfortunately, our newspaper is in grave danger of being closed down. The college is seriously considering withdrawing its funding, on the grounds that circulation is not high enough. Furthermore, local advertisers are contemplating withdrawing from the newspaper for the same reason. Outlined below are some suggestions that (2) (help) rectify this situation.

Recommendations

1. In order to increase the circulation of the college newspaper, it is imperative that there are a number of points of sale apart from the English Department, where it is sold at present. This (3) (entail) persuading other members of staff on the newspaper to give up some of their time in order to sell papers at the main college entrance. The Students’ Union (4) (be) another suitable location. (5) (this/think of) sooner, we may already have been making a profit.

2. Some members of staff believe that the key to increasing circulation is to bring the newspaper into the 21st century. Perhaps the design department could create a new concept for the paper. If the newspaper looked more modern, students (6) (undoubtedly find) it more attractive.

3. Another answer to the problem would be to have new features and articles which students want to find out about. For example, a ‘What’s On’ section could be included, with details of local cinemas, concerts, etc. This (7) (be) an excellent way to encourage students to buy the newspaper on a regular basis.

Conclusion

It is vital that something is done to prevent the college newspaper being closed down. If suggestions such as the ones above (8) (take) seriously, we believe that the newspaper can be saved.
Evaluating a situation

- re-tes: on and the proposal again and complete the paragraph plan.

```
- z-: :zz on:

discuss newspaper's problems and suggest improvements

Z. -i- 5 t-a-tion:
Goeri sanation?

relations:
1?

pitmen t?

art?
```

- _ -!r\il". on 3?

| H w i ^ k n i e n t ?|

```
Z :< Co-jon:
-- a-xce of measures being taken,
xir recommendations will improve the situation.
```

- ire "c e wing proposal using the notes below.

tai H= a -emper of the local business people's association which recently held a meeting on the
mâceșii " have local authorities evaluating the situation and outlining some suggestions, using the

- 0 0 0 0 0 0 0

business is bad - down 25% in 3 yrs
more and more businesses are closing
area almost deserted
unemployment up

Solutions:
1 tidy up area
2 training for the unemployed - old and young alike
3 grants for new business people
Reviews

Reviewing a book

I

Look at the question below and read Julia's review that follows. Then complete the exercises that follow.

A magazine which regularly reviews books has invited its readers to send in a review of a book in which courage and determination play an important role. Write a review for the magazine saying what you learnt from it.

Not Without My Daughter was recommended to me as the amazing true story of one woman's courage and love for her daughter in a particularly difficult and dangerous period of her life. Betty Mahmoody, the author, (1) was betrayed by her husband, Dr Sayyed Bozorg Mahmoody (Moody) and imprisoned without rights, with no means of returning to her own country. Despite the terrible treatment and hardships she (2) endured, which would have broken many a strong-willed person, she (3) determined to escape with her daughter, Mahtob.

The book (4) began inside an aeroplane which (5) was making its descent into her husband's homeland. On board (6) were Betty, Moody and Mahtob. Even at this stage of the book the readers (7) understood that Betty (8) was having misgivings about her journey to a country which, at the time, so despised America and its citizens. However, she (9) felt that she (10) had to allow her daughter to visit her husband's family before being enrolled in school back in the States.

The story (11) unfolded to reveal that Betty's worst nightmare (12) had come true: she and her beloved daughter (13) had become prisoners at the mercy of her husband and his often cruel family. Betty (14) couldn't come to terms with her fate and (15) vowed to escape and return to America. Understandably, she (16) was unwilling to do so without Mahtob but (17) found, to her horror, that the people she (18) met (19) couldn't or (20) wouldn't help her.

Finally she (21) came into contact with Amahl, who (22) was able to arrange her escape across the border. The story (23) ended with a detailed account of Betty and Mahtob's treacherous trek through the mountains during a snowstorm and their final arrival in Turkey, from where they (24) travelled back to America.

As well as being well-written, this extraordinary book is also thought-provoking. I found I was unable to put it down, and finished reading it within 48 hours of starting it. Although it is upsetting at times, the overwhelming love of a mother for her child (25) was apparent on each page. I realised that not everyone in this world has a safe and peaceful existence; something that many people, myself included, often take for granted. It will remain an unforgettable account of courage, love and determination that should be an inspiration to us all.

2 Read the review again and answer the following questions.

In which paragraph(s) does Julia:

a give her reaction to the book?

b give us a brief overview of the plot?

c mention the title and author of the book?

d support her choice of book while expanding on the plot?
Reviewing a book

Reference section. Julia wrote her review as a past tense narrative. Change the \textit{e-rs} in italics into the tenses that should be used to write about a book.

Introduction
I

Paragraph 2
4

6

8

9

10

Paragraph 3
12

14

15

17

19

i: are questions below and choose one. Write a paragraph plan using Julia's review as a guide. Expand 

a review practising present tenses.

- \( \text{i gaz ne is running a feature in which they review books} \)
  - e - ecers to send in reviews on books they think would
  \( \text{Write a review of a book you think would make a} \)

\( z \): e ong to a book club and have been asked to \( z \)
  - e next newsletter recommending a book to
  \( z - e - oers. \) Write a review of a book which has had an

\( z \):

\( \text{author?} \)

\( \text{brief overview of plot?} \)

\( \text{a. - Body main points of the plot that support your choice?} \)

\( \text{Conclusion reaction} \):
Reviews

Reviewing a film

Read the question and the review below and do the exercises which follow.

A popular monthly magazine, which regularly reviews films, has invited its readers to write a review of a film recently released on video for the magazine. Write your review of a film recently released on video and say what you consider to be the disadvantages of watching a film on video rather than at the cinema.

Castaway, which (1) just released on video, (2) is one of the biggest blockbusters of 2000. For some strange reason, I (3) not see it at the cinema, so I (4) decide to get it out on video. Although I (5) very glad I did, I now (6) regret not having seen it on the big screen.

Chuck Noland (Tom Hanks) (7) a FedEx executive who (8) live by the clock and (9) not spend enough time with his girlfriend Kelly (Helen Hunt), as his work frequently (10) take him to the four corners of the earth. At a Christmas party, Chuck (11) and must leave immediately for Asia. During the flight, Chuck’s plane (12) crash and Chuck (13) hit a terrible thunderstorm, the plane (14) (be) the only survivor.

He (15) float in a life raft to a desert island somewhere in the Pacific. Relying on his wits and instinct, Noland (16) create a makeshift home. He (17) face assorted challenges, including learning how to crack open coconuts and how to make a fire by rubbing one piece of wood against another. As the days (18) turn into weeks, his hopes of being rescued (19) dwindle.

Chuck’s adventure (20) be a lonely, desolate one: a fact which is constantly reaffirmed by shots of the massive ocean and starry skies. After four years of lonely existence, Chuck (21) build a raft and (22) make a final attempt at escape. Chuck (23) battle with the waves for hours on end and (24) give up hope of being rescued when he (25) spot by a cargo ship and (26) take back to civilisation, where things (27) not be at all the way he (28) imagine them to be.

The film (29) be very impressive, but it would have been even more so on the big screen. As with all action scenes watched on a TV screen, justice cannot have been done to the plane crash, which must have been terrifying when seen (and heard) at the cinema. Similarly, the scenery must have been breathtaking, and the vastness of the sea and sky would have made Chuck’s loneliness even more painful to watch. Unfortunately, this (30) the price one has to pay for watching a video rather than the ‘real thing’.

Study Reference section 121 on pages 68-69 and fill in the blanks in the review with the correct tense of the verbs in brackets.

Underline any words and phrases used in the review to show when something happened, or the passing of time.
Reviewing a film

sd on the review on the previous page, put the paragraph plan below into the correct order. Write Introduction, Main Body, Conclusion.

State your general reaction to the film. Comment on the disadvantages of watching the particular film on video and discuss the general disadvantages of films on video.

State the title of the film and give a reason for watching the film on video. Indicate that watching films on video has its disadvantages.

Briefly describe the plot. Mention aspects of the film which exemplify your opinion of watching films on video.

r. -e questions below, think of a film for each one and complete the paragraph plans which follow with

Dopular film magazine has invited its readers to write a review for the magazine. Write a review of a blockbuster and say what you consider to be the essential qualities that make a blockbuster.

Introduction title?, . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . reason for watching the blockbuster?, . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Indicate that blockbusters have essential qualities.

Main Body plot?, . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . examples of blockbuster qualities? . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Conclusion your general reaction?
qualities of film?
general qualities of blockbusters?

a popular monthly magazine, which regularly reviews films, has an awards ceremony every year. Readers have been invited to nominate a film for the category 'Comedy of the Year'. Write a review about a film that deserves to win the award and say what you consider to be the essential qualities that make a comedy film.

Introduction title?, . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . reason for watching the comedy? Indicate that comedies have essential qualities.

Main Body plot?, . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . examples of qualities of comedies?

Conclusion your general reaction?
qualities of film?
general qualities of comedies?

as a review in answer to one of the questions above, using your paragraph plan, and taking the things you learnt in this unit into consideration.
Read the question and the review below and complete the exercises that follow.

You are employed in a large company whose manager is retiring. The company wants to organise a leaving party as a token of its appreciation for the manager's many years of service. You have been asked to write a review of a restaurant in your area that you consider suitable for the occasion. You should include details of seating capacity, cuisine and any other services you feel would make this a suitable venue.

The Willows, (1), has a reputation for providing top-quality, traditional English cuisine together with high-class service. It also has the advantage of being able to provide a private dining area that can be hired for an evening or lunchtime event.

The restaurant is set in the attractive surroundings of the hotel where guests and those using the restaurant are able to enjoy a walk through the extensive gardens, (2), down to the lake that gives the hotel its name. The private dining room itself, (3), provides seating for a maximum of 100 people, although there is a dance floor and DJ area if required. In this event, seating would be reduced to a maximum of 80. Should a DJ be required, the hotel can organise this or those hiring the room can do so. If a DJ is not required, then the hotel will arrange for some pleasant background music in keeping with the event.

The waiting staff at The Willows, (4), do their utmost to make one's visit enjoyable and the chefs are renowned for their skill and the variety in the dishes they create. The manager suggests a set menu for an occasion such as a retirement party, a number of which are available, varying in price according to what is chosen. She assures me that vegetarians and other dietary needs can be catered for, providing advanced notification is given.

As The Willows is situated on the outskirts of Tonbridge, (5), those using public transport should not encounter difficulties in reaching the restaurant. There is also ample parking for those who would be driving.

I would not hesitate to recommend The Willows as an ideal location for Mr Witherton's retirement party. It offers excellent service and good food in a relaxed, pleasant environment that can be conveniently reached by members of our staff.

Look at Reference section 7 on page 66 and study the examples there before completing the review with the phrases below.

- a large nearby town
- a beautiful, wood-panelled room overlooking the grounds
- friendly and professional individuals
- lovingly maintained since they were planted at the turn of the twentieth century
- the well-known restaurant situated in the grounds of The Lake Hotel
Reviewing a restaurant/hotel

...ases in the review that mean the following:

...ed belonging to and surrounding a building,...

Ut E fe a view of

a: ity of

Hi Milici 1B ml

nizem *

= *: again and answer these questions about it.

es : fe restaurant has the writer focused on?

mati : in is given in direct answer to the question set?

her ifman is given in support of this venue?

-is *ve paragraphs. Which of the headings
::: :::::::: to each of the five paragraphs?
. J —e*sI-5 on the dotted lines to indicate
Look at Reference section 2c on page 64 and compare these sentences:

The dining room has wood panels.

It is a wood-panelled dining room.

Rewrite these sentences, converting them from one form to another.

a. The hotel has twenty bedrooms.

b. It is a glass-roofed swimming pool.

c. The building has three floors.

d. They are all dark-haired waiters.

e. She is a well-mannered receptionist.

7 Complete the table with the adjectives below that can be used to describe food, staff and hotels/restaurants.

<table>
<thead>
<tr>
<th>delicious</th>
<th>elegant surroundings</th>
<th>extortionate (x2)</th>
<th>first-class</th>
<th>fresh</th>
<th>friendly</th>
<th>inattentive</th>
</tr>
</thead>
<tbody>
<tr>
<td>inefficient</td>
<td>luxurious</td>
<td>neglected</td>
<td>overcooked</td>
<td>overpriced (x2)</td>
<td>polite</td>
<td>professional</td>
</tr>
<tr>
<td>rude</td>
<td>shabby</td>
<td>spacious</td>
<td>tasteless</td>
<td>unhelpful</td>
<td>varied</td>
<td>welcoming</td>
</tr>
</tbody>
</table>

Hotels/Restaurants
Reviewing a restaurant/hotel

Two more questions. Complete the paragraph plans below them with notes to help you organise facts and ideas for each review. Then choose one review to write, following your plan and practising the vocabulary you met in exercises 3, 6 and 7.

We have been reading an issue of Out on the Town, a magazine to do with entertainment. You saw an advertisement and have decided to answer it. Write a review for the magazine recommending a restaurant in your area, explaining why it would be a good choice.

**We are looking for restaurants that would be suitable venues for a 21st birthday celebration. Do you have any ideas?**

<table>
<thead>
<tr>
<th>Introduction</th>
<th>name, location of restaurant? .............................................................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A - Body</strong></td>
<td>food available? .................................................................................................................................</td>
</tr>
<tr>
<td></td>
<td>staff? ............................................................................................................................................</td>
</tr>
<tr>
<td></td>
<td>atmosphere? ....................................................................................................................................</td>
</tr>
<tr>
<td></td>
<td>cost, other facilities? .....................................................................................................................</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Sum up your recommendation.</td>
</tr>
</tbody>
</table>
Assessing facilities

Marina works for a travel agency and stays in hotels in order to assess their facilities. Afterwards she writes a report. Look at her comments on the Majestic Hotel and put a tick beside positive comments and a cross beside negative comments.

O O O O O 0 0 0 0 0

a Hall porter very helpful, booked theatre tickets, gave directions.

b Long queue at breakfast. Took 20 minutes to find a free table. No separation between smoking and non-smoking tables.

Room old fashioned. Mattress uncomfortable, couldn’t sleep.

d Receptionist barely polite, no smile. Couldn’t find my reservation. Did not offer to help with luggage, gave me the wrong key.

e Bathroom spotlessly clean, modern, shower, useful toiletries.

f Room service forgot my order of sandwiches. Had to ring three times.

g Excellent menu at lunch, first-class service, fine cuisine.

j/h TV only offered local channels. Reception very poor.

Read Marina’s report opposite. Compare it to the comments she made and find the paragraph where she has used each of the comments. Write the correct letter (a-h) in the spaces below.

Paragraph 2:          . and.
Paragraph 3:          . and.
Paragraph 4:          . and.

To make a report as clear as possible, information is separated into paragraphs, each of which is given a heading. Choose the best heading for each paragraph, write the numbers 1-5 on the dotted lines below and the headings in the spaces in Marina’s report.

a Staff and service on offer
b Introduction
c Restaurant facilities
d Accommodation
e Conclusion
Reports

John Pettiman
Marina Sanches
The Majestic Hotel
"January 2003

I outline my assessment of the Majestic Hotel, where I stayed overnight on the 18th January 2003.

- The accommodation and restaurant facilities the hotel offers.

- Majestic Hotel was mixed. While some of the hotel staff were very helpful - the hall porter not only gave me precise directions for getting to the theatre - others were barely polite. He took a long time to find my reservation and when he did find it, he gave me the wrong key, which turned out to be the wrong one, and instead of getting a porter to help me with this, he told me to get myself. I have no complaint to make of the chambermaids but the room service was very poor. I ordered a sandwich but had to ring three times before it was brought and I had forgotten my order.

- The pleasant but the furniture was rather old-fashioned and the bed was a nightmare; the sheets were not supplied with the newspaper I asked for the next morning because I had made my reservation abroad and the computer automatically excluded my request. The one good thing about the room service, I had breakfast the next morning in the breakfast room, but this was

- The Majestic Hotel cannot claim to be majestic as there are rather more criticisms to be made than points to be raised in its favour.

In answering this sort of question in an examination, don't make the mistake of only concentrating on negative points; mention both the good and bad points.
Assessing suitability

Reports

1 Look at the question and the report below. Then complete the exercises that follow.

You work for a company that organises excursions to places of historical interest for groups of foreign visitors. You went to visit such a place locally (a museum, castle, etc) and have been asked to write a report giving details of what the place offers visitors, why it would be interesting historically and saying whether it would be suitable for foreign visitors.

To: Mr Jenkins
From: Jane Hendle
Subject: The Jorvik Viking Centre, York
Date: 12th February 2003

Introduction
This report relates to my recent visit to The Jorvik Viking Centre in the historic city of York. The purpose of my visit was to determine the centre’s historical interest and also its suitability for foreign visitors. The centre has been built on the archaeological site where many artefacts relating to everyday life in Viking times were uncovered.

The Exhibition
Visitors travel around the main exhibition in vehicles called magic timecars. (1), they are transported back in time to the streets of a busy market town in 948 AD and experience the sights, sounds and smells of that time! Visitors then go through other areas such as a Viking home and the harbour which are all recreated to be typical of England at that time. This visually stimulating exhibition is fascinating to all ages, even the very young, as they can experience the everyday life of our ancestors in Viking England. (2), it would appeal to foreign visitors because commentary, via audio cassette, is available in five languages.

The next section of the centre is more modern and focuses on the excavation of the site in the 1980s. Visitors see and hear what the site looked and sounded like. There are also numerous objects recovered from the site on display, including tools, pots and jewellery.

The exhibition itself does not become crowded because visitors are confined to their timecars, which are carried along at a constant pace. (3), other areas of the centre were fairly busy on the day I visited due to a number of school visits on that day.

Facilities
(4), the Jorvik Viking Centre has a small café where visitors can buy refreshments and snacks, I was unable to use it as there were too many people queuing to make purchases or waiting for free tables. (5), it would be advisable for a group of visitors to make other arrangements at one of the nearby cafés or restaurants in York. There is also a souvenir shop which sells postcards, posters and gifts, (6), the choice is limited.

Conclusion
(7), the Jorvik Viking Centre would certainly be of interest to visitors historically as it is an unusual and memorable experience providing an insight into Viking England. It is also suitable for foreign visitors as information is provided in a number of languages. (8), attempts should be made to arrange visits at times when other group visits have not been booked.

Study Connectors and Modifiers A on page 70 and then complete the report with these connecting words and phrases. 
Reports

Assessing suitability

- should have a clear introduction explaining the purpose of the report and a conclusion that
  answers the question. Read the beginnings and endings below that have come from various reports.
  Match the conclusions and underline words and phrases that help you identify:

: a report was written.

- cation for why the writer does or does not recommend a particular place.

ons

TIC <jbject of this report is the Langton Wildlife Park. The report aims to outline what the park

° • its visitors in general as well assessing its suitability for families with young children.

- : this report is to outline the suitability of Alton Towers Theme Park as the

 sane for this year's school trip in May. Access, facilities and cost have been considered.

- • the report commissioned by A & M Travel to assess the value of including Canterbury

 n the list of excursions currently available at this travel agency.

- report on the newly-opened Gateway Art Gallery, which I visited last week.

- des information about the gallery, its owner and the exhibits. The gallery opened

 months ago in Haven Street and is proving to be very popular.

Z : - : - ons

: the points mentioned above, this cathedral would prove to be popular. The building

 of historical interest even to those who are not religious. In addition to the stunning

ire and grounds, the inside of the building contains many interesting features as well as

 on regarding its history.

p. despite the interest shown by the public, I feel that something is missing. As a result of

ng, the showrooms do not do the works on display justice. Although there may be one or

ings worthy of note, the majority of exhibits seem to be of poor quality.

ide. the park is extremely well-organised and offers value for money, especially if visitors

ntage of the special offers that are available.

sion, this attraction, which is conveniently located, would seem to be a suitable venue,

i the cost of entrance does appear to be high, unlimited use of the rides is included,

tore, the other facilities on offer would make this an enjoyable day out for all.

be conclusions is not related to the introduction, and therefore the question set?

- - - i' i"e questions below and write your report.

". - : • - i tourist office that wants to increase the variety of tours and

; . - : - s t i-ers customers. You have been asked to write a report about a

- • i _ -ently visited. You should give details of what kind of museum it is,

r-e - : tei c- offer and say how suitable it would be for visitors of various ages.

: it ege s having a group of foreign visitors to stay for a week. The principal

w- ments to write reports on a cultural festival that they think the

moms would enjoy. Write a report giving information about the festival

 ; : * a: the /visitors would learn from it about your country's culture.

Remember that your introduction should outline what your report will cover and
make sure your conclusion sums up your findings and that it answers the question.
Read the question and the model report below and complete the exercises that follow.

As secretary of the college film club, you have been asked to write a report for the club's annual meeting. Write your report, commenting on membership, activities and special events which have taken place over the past year, and mention any plans which have been discussed for next year.

Purpose
The purpose of this report is to outline the progress made by the film club this year, its first year of existence, and to discuss its plans for the future.

The Members
Although we did not start off as well as expected, the situation improved as the year went on and students learnt more about what the film club is all about. To date, our members number forty, which is quite remarkable considering the lack of publicity.

Activities
As well as our weekly meetings to discuss film in general, the club has developed special interest groups where people meet, depending on their interests in different genres. This has proved to be quite popular, and the discussions are carrying on into our normal meetings, which is stimulating the interest of other members. However, the most successful aspect of the club is the film-making meetings; which, quite frankly, have been phenomenally popular.

Special Events
The series of lectures by young directors which were held in January was a resounding success. According to those who attended, the quality of the lectures was second to none. Unfortunately, the film festival held in March was not as successful as we has anticipated, due to circumstances beyond our control. The film bureau proved to be unreliable, and the organisers were forced to change the programme without notice on a number of occasions.

Future Plans
It has been agreed that funding must be found for more equipment, due to the popularity of the film-making lessons, and a new series of lectures is already being investigated. Furthermore, some members have suggested that the lack of initial interest and the failure of the film festival were mainly due to lack of publicity, so this is also being looked into. It has also been decided that we must find a more reliable film bureau to work with.

Conclusion
On the whole, it would be fair to conclude that, although a number of setbacks have been encountered, the Film Club has managed to establish itself as a popular extra-curricular activity, and is here to stay.

Read the report again and answer the following questions.

a In the introduction, apart from stating the purpose of the report, the writer gives a piece of information. What is it?

b In paragraph 2, what is mentioned apart from the number of members?

c What are the three main activities mentioned in paragraph 3?
Giving information

eriine any extra information which is given about these activities.

ie two special events mentioned in paragraph 4?

rt mentions negative points as well as positive ones. Circle these points in the model. Where does _ - comment on what can be done to avoid them in the future?

es the writer mention in this paragraph?

- ag-am plan of the model report using the words below.

--an festival film-making meetings lectures special meetings weekly meetings

owndogram plans for both of the questions below and write one of the reports.

Entertainment Committee at your college, which is organising a fancy behalf of a local charity. Write a progress report for a meeting with the chanty, wemng what arrangements have been made regarding food and drink, music and tickets, and .. done.

responsible for wheelchair access in the town, write a progress report for ngs and private businesses and shops and describing what remains to be done.
A an

An is used before a vowel sound: an elephant, an umbrella, an aeroplane; but not when u is pronounced like 'you': a useful book. It is also used before h when h is not pronounced: an honest man.

When we mention something for the first time, we normally use a/an; when that thing is referred to again, we use the definite article the, because by now it is understood which one we mean: A photographer took his photograph without permission. He got so angry that he broke the photographer's camera.

We also use a/an in numerical expressions (for example, in expressions of frequency or quantity): She has classes three times a week. Petrol costs about sixty pence a litre here.

Adjectives

a Position

1 Adjectives generally come before the noun or as a complement after be and some other verbs (look, seem, feel etc.)
   She's a pretty girl. She looks very pretty.

2 When we use more than one adjective before a noun we do not usually write and between the adjectives. We use commas if the combination is not usual, but not if it is very common. Compare:
   He's a nice little man. (common)
   He's a shy, secretive woman. (not usual)
   We use and when the adjectives are a complement after be, seem, feel, etc.:
   He's short and fat./She seems charming and intelligent.
   With three adjectives, we usually put a comma after the first:
   We were cold, wet and tired.

b Order

In normal usage, we prefer to put some adjectives before others:
   He's a nice little man (NOT little nice).
   The rule is that general adjectives like nice or pretty come before more precise ones. Note these examples:
   a I've read the first hundred pages.
      (ordinal-cardinal)

3 Adverbs of frequency

a Adverbs of frequency, like always and often and other single-word adverbs of indefinite time like recently, generally go before the main verb but after forms of be:
   Margaret is never late; Jane never comes late, either.

b They usually go between an auxiliary and the main verb or after the first auxiliary if there are two or more:
   I have never seen such a good film.
   She must sometimes have wondered if she made the right decision.

4 Conditional sentences

a Present and future

We generally use the present tense for the condition and a future tense for the main clause but note the alternative with the imperative:
   If I see him tomorrow, I'll give him your message
   If you see him tomorrow, give him my message.

   Modals may also be used in the main clause:
   If you go out, you must put on your coat. It's a

b Imaginary situations in present or future

We use the past tense for the condition and the conditional tense (would + infinitive) for the main clause. With the verb be, we usually use were for all persons:
   If I were (was) rich, I'd buy a house by the sea.
   If we offered you the job, would you accept it.

   In talking about the past, we usually use the perfect tense for the condition and the conditional perfect (would have + past
Some verbs can be used in indirect speech to indicate the way things are said and the purpose of what was said. In the table below, note the purpose of the verb from the example in direct speech, and the constructions possible with the verbs we can use instead of say and tell in indirect speech:

<table>
<thead>
<tr>
<th>Purpose of the Verb</th>
<th>Indirect speech and paraphrase example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say</td>
<td>'You stole it, didn't you?'</td>
</tr>
<tr>
<td>Tell</td>
<td>I accused him of stealing it</td>
</tr>
<tr>
<td>Promise</td>
<td>'Yes, I took it'</td>
</tr>
<tr>
<td>Promise</td>
<td>'You should take more exercise.'</td>
</tr>
<tr>
<td>Promise</td>
<td>He advised her to take more exercise.</td>
</tr>
<tr>
<td>Promise</td>
<td>He advised taking more exercise.</td>
</tr>
<tr>
<td>Promise</td>
<td>'I think you're right'</td>
</tr>
<tr>
<td>Promise</td>
<td>She agreed with me/the idea.</td>
</tr>
<tr>
<td>Promise</td>
<td>'All right I'll help you'</td>
</tr>
<tr>
<td>Promise</td>
<td>She agreed to help me.</td>
</tr>
<tr>
<td>Promise</td>
<td>'That's the best method.'</td>
</tr>
<tr>
<td>Promise</td>
<td>We agreed that it was the best method.</td>
</tr>
<tr>
<td>Promise</td>
<td>We agreed on the best method.</td>
</tr>
</tbody>
</table>

Some alternates to a we can suggest that the promise is unlikely:

- Should you see him, will you give him my message?
- If you take the job, will you accept it?
- If you have the job, would you accept it?
- If you are offered the job, would you accept it?
- If you are offered the job, you would accept it?
- If you were offered the job, would you accept it?
- If you were offered the job, you would accept it?

The present or future tense are used if no condition in the past, the main verb will become imperf., and the sentence is indefinite in structure:

- It's coming by the sea.
- She will be back tomorrow.

Some alternates to a we can suggest that the offer is unlikely:

- Should you see him, will you give him my message?
- If you accept the job, will you accept it?
- If you accept the job, you would accept it?
- If you were to accept the job, would you accept it?
- If you were to accept the job, you would accept it?

The present or future tense are used if no condition in the past, the main verb will become imperf., and the sentence is indefinite in structure:

- It's coming by the sea.
- She will be back tomorrow.
7 Phrases in apposition

One way of giving additional information about a person or thing is to use a phrase in apposition (instead of a relative clause with a relative pronoun and a form of be).

Mr Taylor, (who is) the team manager, said...
The cathedral, (which is) the oldest building in the city, was built...

8 Prepositions of place

a at, in, on
At is used:
for particular points: at the end of the road, at number 27.
for places when we are concerned with their purpose or location, not their size or shape: at the station, at the supermarket.
She works at the post office.
(Compare: She's in the post office, buying some stamps (= inside),)
for places (small towns, villages etc.) the speaker does not consider very important or does not know very well: at Melton Mowbray, a town near Leicester. (Someone who lived there would probably say: / live in Melton Mowbray.)

In suggests:
‘inside’ or a situation with three dimensions: in the kitchen, in the High Street (but USA = on Main Street) because of the houses on both sides,
a large area, like a country, province, city:
in New Zealand, in Kent, in Manchester.

On suggests:
a surface: on the wall, on Earth, on a small island.
a line: on the coast, on the River Thames, on the road, on the way to on the left-hand side of the street.

Also note the following:
They aren’t here. They must be in the cinema. (inside the building)
On the screen (surface), on the radio, on
b into, onto, out of, off
With verbs of movement, we generally use into and onto, though in and on are common:
He fell into the water.
He got onto his bicycle.

Out of indicates the opposite movement to into and off the opposite movement toonto (See in and on in above, for the idea of bei ‘inside’ or ‘on a surface’. Compare:
He took the knives and forks out of the drawer.
(opposite of into/in)
We’ll have to take the tyre off the wheel.
(opposite of onto/on)

9 Prepositions of time

a at, in, on
Use this list as a check:
at for exact periods of time: at five o’clock, dinner time, at this moment.
at for festivals: at Christmas, at Easter, at New Year.
others are: at night (but during the day), at weekends, at present (= now)
on for days and dates: on Monday, on June 10th, on Christmas Day (compare at the festive period), on summer evenings, on Sunday morning on Friday night
in for longer periods of time: in August, in spring, in 1985, in the nineteenth century, in the Middle Ages, in the past, in the future (compare at present)
in for periods of time within which or at the of which something may happen: in the morning, in five minutes, in a week’s time.

10 Reported speech

a Statement
When we convert direct speech to reported speech and the introducing verb is in the past, the tense changes. Expressions of time and place also change unless the speaker is still in the same place on the same day (here is still here, and today is still today). Use the conversion tab
**Orders and requests**

These are made with the imperative in direct speech. In reported speech we use the object + infinitive after tell (for orders) and ask (for requests):

**Direct**

Don't worry.

**Reported**

She told him not to worry.

Please keep quiet!

She asked them to keep quiet.

When we do not reproduce the actual words used in direct speech we can paraphrase what was said by using other verbs (offer, suggest, etc.) (See **Indirect speech: paraphrase**)

**Should**

*a should and ought to*

**Should** and **ought to** indicate obligation or advice. We prefer **ought to** if we are doubtful that the obligation will be met or the advice will be taken:

You've got a bad cough. You should/ought to see a doctor.

You ought to see a doctor, but I don't suppose you will.

The past forms are should/ought to have + past participle. They are used to express regret in the first person, blame or criticism in the second and third:

/ shouldn't have said that to her. It was very unkind, (regret)

You should have been more careful. Then you wouldn't have broken it. (blame or criticism)

**Should and would**

Should and would can both be used for the first person in the conditional tense, and as the past of shall for the first person in reported speech. But they have separate meanings and usage. (For **would** see Conditional sentences 4b, 4c and 4e.)

Where they are often seen in combination is where sentences of advice or regret/blame (see should a) are followed by conditional sentences: They shouldn't (should not) allow motor cycles in the forest. If they kept them out, these fires wouldn't (would not) start. You should have taken my advice. If you had, this wouldn't (would not) have happened.
Tenses

a Present tenses

The present simple tense is used for actions that occur repeatedly or at any time, often with adverbs of frequency like always and time expressions like every day. The question form and negative are formed with do as auxiliary:

She lives in the country but she doesn’t work there.

Do you ever wonder what’s going to happen in the future?

Everything comes to those who wait, so they say.

The present simple tense can be used to refer to future time.

The present continuous tense is used for actions that are going on at present and for temporary situations. The tense is formed by the verb be + present participle:

Look! They’re waving at us!

What is she doing these days? She’s writing a novel.

The present continuous tense can be used to refer to future time.

b Present perfect and past tenses

The present perfect tenses are used:

1 to talk about actions or situations that began in the past and are still going on, sometimes with a time expression which refers to the present:
   I’ve been working hard this year.

2 to talk about actions which have taken place repeatedly up to the present:
   I’ve seen that film six times.

3 with for, since and expressions like all my life:
   I’ve lived in the village for ten years, but my husband has lived here all his life.

They are not used with past time expressions, which always require a past tense. Compare:
   I haven’t seen her recently/for a long time.
   I saw her yesterday/three days ago.

We use the present perfect for questions and answers referring to past events without a time reference, but the past must be used when a time is mentioned:

Have you seen the film at the Palace?
   No, I haven’t/Yes, I saw it on Saturday.

c Past simple and continuous

The past simple is used to refer to past actions in the order they occurred, but also for customary or continuing actions in past time:

He spent his childhood in London, and did not move to the country until he got married at age of twenty-five.

The past continuous is used for continuing actions in past time in relation to a main action in the past simple.

He met his wife in the city; at that time he was studying at the university, (before and after he met her)

In everyday situations, we usually find these tenses in three combinations:

1 a sequence of completed actions (past simple):
   She came in, took off her hat and coat, a sat down.

2 an action taking place before and possibly after a completed action (past continuous and simple):
   I was talking to my father on the phone when she came in.

3 two actions continuing side by side in past time (past continuous):
   While he was talking to me I was looking out of the window.

d Past and past perfect tenses

We use the past perfect tenses when we are already talking about the past and want to refer to a previous time:

When he finally arrived, we had been waiting for over three hours.

Until he met her, he had never been in love.

e Past and conditional tenses

We use the conditional tense (would + infinitive) in combination with the past when we refer forward in time in a narrative:

I hoped that she would soon feel better.

(Compare: I hope you will soon feel better.)

f Tenses in ‘timeless’ time

We do not normally use the present tenses as the main narrative tenses unless we are dealing with what always happens - for example, ‘a typical day in someone’s life’ or in describing
what happens in books, films, etc. Note the use of tenses in this kind of narrative: "Hamlet" takes place in Denmark. When Hamlet comes on stage he is mourning his father, who died before the play began, but the audience have already seen his ghost appear to Hamlet's friends. Seen afterwards, they will come to tell him what they have seen (or saw the night before).

de use and omission

- the definite article in English often differs in other languages. Check each example in your own language.

a Use

- we use the when talking about:
  - weights and measures: Petrol is sold by the litre. (but: *it's sixty pence a litre*)
  - musical instruments: She can play the violin.
  - groups or classes of people: the young, the blind (NOT the youngs) but the verb form is plural:
    - The young/Young people today are very different from my generation.
  - rivers, seas, oceans, mountain ranges (but not mountains or lakes): the Thames, the Mediterranean, the Atlantic, the Alps.
  - unique objects and points of the compass: the world, the sun, the moon, the north. The moon is the earth's moon, though there may be others.
  - We say travel north (direction) but travel to the north (compass point, area).

* Used to

- used to and would

Used to, followed by the infinitive, refers to what habitually happened in the past in contrast to what happens now. The negative is either used not to or did not use to. Used to has no present form. For customary actions in the present, we use the present simple tense:

/ used to live in London, but now I live in Bristol.

We usually prefer would + infinitive for repeated actions in past time in a context already established by a verb in the past simple tense or used to. It does not always indicate a contrast with present time but rather *Whenever!Every time this happened...*

When I was a child, we used to visit my grandmother every Sunday. The whole family would put on their best clothes and we would walk to her house.
Appendix

CONNECTORS AND MODIFIERS

Expressing opinion in modern English depends to a considerable extent on the correct use of connecting words and phrases that help the reader or listener to understand what is being said. Such words or phrases can be used to show how an argument is organised, to prepare the reader for what is coming next or to convey the tone of what is being said. In completing a writing task, above all that requires you to organise an argument or express an opinion, use this Appendix for reference. It is also worthwhile, whenever you come across any of the words or phrases listed below in this book or your general reading, to make a note of it and see how it is being used.

A DEVELOPING AN ARGUMENT

1 Sequence

Making a list of points:
Point 1: In the first place, To begin with, To start with, First of all, First and foremost (when it is the most important point).
Point 2: Secondly, In the second place (used if there are further reasons to come); In addition to that (usually the second and final reason); Apart from that, What is more (conversational), Moreover (formal) (used for second reasons of a different kind, but tending towards the same conclusion as the first); Besides (for a second reason so strong that it makes the first almost irrelevant).
Final point: Finally, Lastly; Above all (only used if the last point is the most important).
Conclusion: In conclusion, To sum up (usually at the beginning of the last paragraph, not at the end of a list); Taking everything into account, All things considered, All in all (reaching a conclusion, whether or not the points listed agree); In brief, In short, In a word (the last two conversational) (only used if what you say is brief).

2 Contrast

This can be established by clauses with but or concession clauses with although, in spite of etc. Connectors are also available, however, to show that a point contradicts or limits the previous point(s) made to some extent: However, Nevertheless, All the same, At the same time; After all (a strong argument against previous points that has apparently not been considered); In contrast (a direct contrast to what has gone before); On the other hand (used for balance - see below - but also alone to indicate an alternative point of view).

3 Balance

This can be established by clauses using while. In presenting opposing arguments of equal strength, use On the one hand and On the other hand. To indicate that you are reaching a balanced conclusion, use On balance.

4 Result

To show the result of an action, or to indicate the logical development of an argument from examples you have given, use As a result, In consequence, Consequently.

B ESTABLISHING FACTS

In fact, The fact of the matter is that...; As matter of fact (indicating that the hearer may be surprised by it).
At first sight, On the face of it (used in contrast to In fact to show the difference between appearance and fact).
In practice, used in contrast to In theory, In principle to establish what happens in reality; In effect, close to In fact in meaning, suggests 'for practical purposes'.

C EXPRESSING PERSONAL OPINION

In my opinion, In my view, To my mind, As I see it (conversational); Personally, For my part (contrasting the individual view with that of the majority); As far as I'm concerned (conversational) = 'In so far as it affects me'.

D MODIFYING

1 General statements

Generally, In general, As a rule, As a general rule, On the whole, In the main, For the most part.

2 Partly correct

To some extent, To a certain extent, Up to a point.
Lack of knowledge
As far as I know, To the best of my knowledge; For all I know (conversational).
• ignorance.

According to ...; By all accounts (indicating validity with a number of people).

Under the circumstances, As it is, Things are (conversational) (what is valid in present circumstances, not in circumstances).

Obviously dearly. Obviously, Of course, Needless to say As everyone knows, It goes without saying.

2 Especially
In particular, Especially. Note that especially appears as an adverb, not as a connector at the beginning, like clearly, obviously.

F Rephrasing
In other words, That is to say.

G Referring to a subject or person
As regards ..., With regard to .... In this connection, As far as ... is concerned.

H Terminating discussion
In any case, Anyway, At any rate (the last two more conversational). All these suggest 'whatever happens', 'whatever the facts are', and in effect imply that nothing else can be said or needs to be said.