INTRODUCTION

New Fowler Proficiency Writing Skills 2 is the second 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 ten per cent of the material in Writing Skills has been revised for this book. All the other material in this book is new. Each of the twenty units consists of four-pages, which should, under normal circumstances, be completed in two lessons, with a writing task to be done later in approximately one hour, the time allowed for it in the examination.

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 taking the exam to realise their full potential.
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Articles Describing

Before reading the question and article below, look at Reference section 3 on page 86 and complete this exercise. Put the adverb in brackets in the most suitable place in the sentence.

a I get up at seven o'clock, (usually) .................................................................

b My first appointment is at 8.45. (generally) ...........................................................

c I don't have time to read the paper after breakfast, (often) ...........................................

d I have kept up with the latest research, (always) ...........................................................

e I have had to go out in the middle of the night, (sometimes) ...........................................

2 Now read the question and the article below and then do the exercises that follow.

You live and work locally. The careers office in the town publishes a monthly magazine for students. The magazine has invited local business people, doctors, teachers, etc to write articles describing their working day. You have decided to write an article for the magazine describing your normal working day.

My working day

Most GPs these days belong, as I do, to a medical practice shared with four other doctors. This has the advantage of our being able to employ two nurses and two secretaries. Unlike the other doctors in my practice, I am married with two young children and my husband, Michael, has a full-time job in London.

Michael and I usually get up every day about six thirty and have a shower and get dressed before we wake the children. We have breakfast at 7.30 and get the children ready for school. Fortunately, my husband passes the school on the way to the station so he drops them off. My first appointment is not usually until 8.45 but the children nearly always need something at the last minute so I don't often have time to read the paper after breakfast.

In our practice, we ask patients to telephone for an appointment unless they are seriously ill. Most of those who come to the surgery just need a prescription for the chemist or a certificate to stay away from work. I normally finish surgery at about 11 o'clock and then start my rounds, visiting patients in their homes. With luck, I am home for lunch by 1.00, and have time to read one of the medical journals before the children come home from school at about 3.30. I have always tried to keep up with the latest research.

The children have lunch at school, but I am always there when they arrive home and can give them some tea and get dinner ready for my husband before I return for the evening surgery at six. Michael gets home before then so I never have to leave them alone. I am normally home again by 8.30 when the children go to bed, and by then the working day is generally over. We don't often go out in the evenings because I feel too tired but I have sometimes had to get up and go out in the middle of the night to answer an emergency call from one of my patients.
3 Underline all the adverbs of frequency in the article.

4 Complete the diary page for the doctor in note form, indicating what she does at different times of the day, as in the example.

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5 Look at Reference sections 13 and 14 on page 90 and complete the short article below with the prepositions provided. You will have to use some of them more than once.

at in on

My working day

I work as a porter (1).............the Grand Hotel (2).............Grippon Road. My working day starts very early as I have to be at work by 7 am to take over from the night porter. My alarm clock wakes me up (3).............5.30 am, so I have time for a shower and a good breakfast before I leave the house (4).............6.30 am. The hotel is a 15-minute bus ride away and I generally buy a paper to read on the journey.

My job is quite interesting as I get to meet plenty of different people; some of them are friendly and sometimes give us good tips, whereas others can be quite rude and treat us like servants. Most guests leave (5).............the morning, so I am kept busy bringing their luggage down to reception while they check out. Then there is usually a quiet period (6).............lunchtime before things get busy again (7).............the early afternoon when the new guests arrive.

As the Grand Hotel is (8).............the city centre, a lot of tourists stay with us. Sometimes two coaches will arrive full of visitors, which always makes my job more tiring. Another busy time is (9).............New Year, when lots of people stay overnight in the city to go to a show, take in the sights or go shopping in the sales for bargains.

My shift finishes (10).............3 pm when another porter takes over. I am lucky that I still have the best part of the afternoon free to run a few errands or have a walk (11).............the park before going home to my family (12).............the evening.
Look at the question below. In what way is it different from the question on page 6?

Your college magazine has decided to run a feature entitled *A working day in the life of...*. Students have been asked to write articles about people who do different jobs. Write an article describing the working day of someone you know whose job you think other students would be interested in finding out more about.

Look at Reference section 18a and 18c on pages 91 and 92 and then read the article below. Complete the spaces with the correct form of the verb in brackets.

**A working day in the life of a florist**

People are often surprised when I tell them that my mother is a freelance florist. It’s quite an unusual job and is certainly varied.

My mother (1) is lucky enough to work from home, so she (2) does not have a flower shop to run. She (3) arranges flowers for weddings, parties, birthdays, anniversaries and other occasions. Although she (4) put a small advertisement in a local paper, most of her commissions so far (5) come by word of mouth: when people are pleased with someone’s work, they are quick to recommend them to others.

A typical working day for my mother (6) often start very early, especially if it is a day when she has to travel to London to the flower market. This (7) is a huge market where fresh flowers are sold to florists and people in the trade. The market (8) begins at 6 am, so she (9) has to get up at 4 am to be sure of arriving early and finding what she wants.

Once she (10) purchased the blooms and foliage, she (11) brings them back home in her van. My father (12) built a special shed for her in the back garden where she can work in peace. Inside she (13) has all the equipment she (14) needs and plenty of space for doing the flower arranging. Space is very important because she (15) sometimes needs to make up to twenty or thirty table decorations.

On some days she (16) spends the morning and the afternoon arranging flowers. She (17) always listens to classical music while she’s arranging as she says it helps give her inspiration. Other days, when she (18) has no arrangements to do, she (19) visits potential clients to discuss their requirements or she may go shopping for supplies such as ribbons, baskets, containers and so on. If business is quiet, she can spend the day with her family or catch up on housework.

I think my mother is fortunate to have a job she loves and one where she can arrange her working time to suit her and her family’s needs. I hope to be able to do the same when I start work.
Choose one of the questions below and write an article.

a. Your local newspaper has a section for teenagers who are thinking about what career to follow when they are older. The newspaper has invited local people to write articles describing their typical working day. You have decided to write an article for the newspaper.

b. Your teacher has asked you to write an article describing the daily routine of a policeman, a taxi driver or a teacher. Write your article.

You can prepare for either task by doing the exercise below.

Draw up a diary reference like the one you did for the doctor on page 7. Think of the answers to these questions:

• What time does the person get up?
• What time does he/she have breakfast, lunch, dinner?
• What time does he/she leave the house to go to work?
• What time does he/she start and finish work?

If you write about people who do not work regular hours, think of how their working day is different. Do they work in the mornings, the afternoons, at night? Do they do shift work? Is each working day different?

6.00
7.00
9.00
10.00
11.00
12.00
1.00

2.00
3.00
5.00
6.00
7.00
8.00
9.00

Make sure you have understood whether the question requires an article in the first person or the third person singular before you start writing. Check your tenses carefully.
A Sunday newspaper has invited readers to send in articles for their series on childhood. Readers are invited to write an article entitled A key moment in my childhood. Write your article describing an important childhood experience and say how it affected your character.

A key moment in my childhood

This incident occurred (1).................I was about ten years old, just after the war. I had spent the war years in the country but when it was over my parents returned to London and I found myself a stranger in a class of 40 boys in a state primary school.

I had had advantages most of the boys had lacked. There were plenty of books in the house and my parents had encouraged me to read. The teacher in this London school, a man called Jones, (2)...............found that when he asked the class a question, I was the first to put up my hand and (3).................knew the answer. Because of this, he started calling me 'Professor' and though I was not trying to show off, a lot of the boys obviously thought of me as 'The Teacher's Pet'.

(4)...............Mr Jones asked a question and several boys failed to answer it before he turned to me. (5)...............I got the answer hopelessly wrong and he was so used to relying on me that he was irritated. 'No, don't be silly, Professor,' he said.

(6)..................later, the bell rang and when I went down to the playground, a group of my classmates followed me. I tried to ignore them but they gathered round me, laughing and jeering and calling me names. (7)...............a boy I hardly knew pushed his way through the group, stood beside me, and turned to face them. His name was Ian Scott and I can still see him clearly. He had fair hair and bright blue eyes, and always wore a red jersey. 'What are you laughing at?' he demanded. 'None of you ever know the answer and he just got one question wrong, just one!' He put his hand on my shoulder and the crowd fell silent, and (8)...............dispersed.

That incident taught me two things that I have always remembered. One is that most of us envy those who are more successful than we are, and it does not take very much for a group of ordinary people to turn into a mob, eager to humiliate them. The other is that one brave man or woman willing to face such a mob can make them ashamed of themselves and bring them to their senses. I have found that as true in politics as it was in the playground.
Describing and narrating

2 The writer uses a variety of time expressions to ensure that the reader knows the order in which the main events occur. Read the article again and fill the gaps using the words below.

a few minutes one day soon suddenly
then this time usually when

3 Answer these questions.

a Why did the writer not know any of his classmates?

b In what way was the writer privileged in comparison to the other boys at school?

c Why was the writer known as 'Professor'?

d Why did the boys make fun of the writer in the playground?

e What did this incident teach the writer?

4 In the article the writer uses the past simple, the past perfect and the present perfect tenses. Look at Reference section 18c and e on page 92 and underline all the examples you can find of the past perfect and present perfect tenses. Then decide which of the three tenses above the writer has used to:

a provide an explanation of the background to the story,

b tell the story of the incident.

c show the effect of the story on the writer's life since then.

5 The article has five paragraphs. What is the purpose of each one? Write the correct paragraph number on the dotted line.

a Account of the situation that provoked the incident

b Conclusion explaining why the writer thinks the incident important

c Account of the incident that is 'the key moment'

d General introduction establishing time and place

e Introduction explaining the background to the incident
Articles

Look at these examples of direct speech which the writer has used to intensify his writing.

a  'No, don't be silly, Professor,' he said.
b  'What are you laughing at?' he demanded. 'None of you ever know the answer and he just got one question wrong, just one!'

Which example is used to emphasise that:

1  the teacher was angry? ..........................
2  the words said had a great effect on the writer? ..........................

Look at Reference section 7 on page 88 and then write sentences in direct speech to express the following situations.

a  He agreed that we had been stupid to think we could get away with it.
b  Mrs Smith asked how long we had been listening at the door.
c  He advised me to write down any ideas that came to me when I was sleeping.
d  She warned me not to do it again, or she would call my parents.
e  They denied writing graffiti on the playground walls.
f  She refused to let anyone help her with the project.
g  David regretted wasting so much time during the school year.
h  Her mother complained that she should have been more responsible.
Look at the questions below, think of an incident for each one and complete the paragraph plans which follow with your ideas.

a  A Sunday newspaper has invited readers to send in articles for their series on school days. Write an article describing an unfortunate incident that occurred at school. Say how you think the incident changed your outlook on life.

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b  A popular magazine is running a competition for the best article entitled A chance encounter. You decide to submit an entry. The article should describe an important chance meeting with someone, and say how you think the incident influenced your life.

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9 Now write an article in answer to one of the questions above, using your paragraph plan, and taking the things you have learnt in this unit into consideration.

Tip
Remember, the person and incident you describe do not have to be real, as long as the description you give is believable.
Read the question and the article below and then complete the exercises that follow.

You recently attended a discussion and heard these comments. The discussion was about whether mothers should go out to work or not. You found the discussion very interesting and have now decided to write an article for your local newspaper discussing these comments and giving your own point of view.

Women have fought for equality in the workplace and should be allowed to continue working even when they have children.

I wish I could stay at home, but we need the second income.

Children need the stability that only their mothers can provide.

Should mothers go out to work?

Women’s position in society has changed dramatically in recent years. Gone are the days when a woman was only expected to get married, have children and keep the family home running smoothly, catering for everyone’s needs. Nowadays women are able to go to university, pursue a career and delay marriage and motherhood indefinitely if they choose. However, should those women who do have a family give up their career in order to stay at home and look after their children, or not?

Numerous arguments have been put forward as to why women should stay at home and care for their children. For example, it is known that children need stability in their lives. Some people believe that this can only come from the mother and that outside help is detrimental to the children. However, who is to say that outside help cannot provide children with the stability they need? There is good quality childcare available, although it is often expensive. More importantly, forcing a woman who would rather be out in the workplace to stay at home to look after her children may create problems of its own. She may become bored, frustrated and even resentful of her children if her own needs are not met. Furthermore, it is not every woman’s dream to stay at home with her children. Women who have worked hard to build themselves a career are understandably reluctant to give it up.

Factors other than what a woman wants also play a role in deciding whether or not a woman goes out to work. The cost of living is high and people now expect a comfortable home with all mod cons, foreign holidays each year, fashionable clothes and so on, all of which cost money. Very often, one salary is insufficient to meet the needs of a family’s members. As a result, the woman is obliged to work in order to contribute financially to the family.

In conclusion, I believe that the decision about whether a woman stays at home to raise her children or goes out to work is one that should be made by each family individually. Everyone’s situation is different and such a wide variety of factors must be considered that it is impossible to come up with one rule for all.
Find words and phrases in the article that have a similar meaning to the words and phrases below.

a. providing what each person wants

b. put off for some time, maybe forever

c. suggested

d. has a bad effect on

e. angry towards

f. unwilling

g. are partly responsible for

h. things in a house which make it more comfortable to live in

Look again at the article and answer the questions below.

a. What grammatical structure does the writer use in the first sentence of the second paragraph to introduce the opinion that mothers should stay at home to care for their children?

b. What example is used as justification of this opinion?

c. What argument does the writer use to show that this opinion is wrong?

d. What arguments are mentioned in the second paragraph to support the idea that this opinion is wrong?

e. How many factors does the writer discuss in paragraph three?

f. Which statement is true of this article?
   (i) The writer thinks that mothers should stay at home with their children.
   (ii) The writer thinks that mothers should go out to work.
   (iii) The writer thinks that mothers should do what is best for their family depending on their own situation.
Look at Reference section 11 on page 89.

Look at how this sentence taken from the article can be rewritten.

it is known that children need stability in their lives.

... children are known to need stability in their lives.

Now rewrite the sentences below practising impersonal and personal passive structures.

a  It has been reported that older people benefit from spending time with younger members of their families.
    Older people,.................................................................................................................................

b  A university education is said to be invaluable.
    It,..........................................................................................................................................................

c  Society is believed to benefit from these measures.
    It,..........................................................................................................................................................

d  It was believed that prison was the most suitable punishment.
    Prison...................................................................................................................................................

e  Families have been reported to be having fewer children than in the past.
    It

f  It was considered that on-the-job training was better than theoretical knowledge.
    On-the-job training............................................................................................................................
Choose one of the questions below and write an article. Complete the paragraph plan with notes before you start writing to help you organise your ideas.

**a** You recently watched a television debate you found very interesting. The debate was about whether criminals should spend time in prison regardless of their crime. Some of the points made are outlined below. You have decided to write an article for your local newspaper commenting on these points and giving your own opinion.

| All criminals must be punished and the best way to do this is by locking them up. | Not all criminals are a danger to society. Shouldn't they be made to help society through community service programmes? | Why should tax payers' money be spent on feeding, clothing and generally looking after criminals? Criminals should be made to pay for their crimes in other ways. |

**b** You belong to your college debating society and attended a debate about whether it is better to have qualifications or experience when looking for a job. The comments below were made. You have decided to write an article for the college magazine discussing these comments and giving your own opinion.

| Many professions demand certain qualifications before you can even be considered for a position. | Nothing can prepare a person better for a job than on-the-job training. | Different people are suited to different things and not everyone excels in the academic world. |

**Introduction** Introduce the subject in a general way.

**Main Body** An opinion on the subject

**Example**

Argument(s) to support this opinion ...

Argument(s) to refute this opinion ...

**Conclusion** Provide a summary of your opinion.
Responding to generalisations

1. Read the question and the article below and complete the exercises that follow.

Your tutor has shown you the following extract on the subject of crime. You have been asked to write an article for the college magazine entitled Crime: genes or upbringing? Write your article taking the points raised on the right into consideration and giving your own opinion.

Until the second half of the nineteenth century, it was widely accepted that it is something in a person's biological makeup that determines whether or not he will become a criminal. Since then, however, there have been many theories which claim that criminality is the result of factors in an individual's environment.

Crime: genes or upbringing?

Crime is not a new problem in society. Even today, instruments of torture used to punish criminals during the Middle Ages can be seen on display in European castles. Although present-day methods of punishing criminal behaviour may bear little or no resemblance to the barbaric methods of centuries past, opinions on what causes crime remain, to all intents and purposes, divided.

It is difficult for many people to accept the theory that criminal behaviour is determined biologically, that a person is born a criminal. Although the original evolutionary theory that criminals had a certain ape-like appearance lost credence more than a century ago, there are still criminologists who believe that there are inherited character traits which contribute to criminal tendencies. Do we have the right to condemn people from birth to a life of crime in this way? Furthermore, if this is the case, it could be argued that there is no need for crime prevention, nor for criminal rehabilitation. If it is in some people's nature to commit crimes, it follows that there is little point in trying to teach them that such behaviour is unacceptable.

Difficult as it may be to accept heredity as the cause of crime, the argument that criminal behaviour is dependent on the external environment in which the individual lives is by no means irrefutable. While it is true that crime is widespread in what are commonly known as 'bad' neighbourhoods, studies have shown that not all people who are brought up in unfavourable circumstances are involved in criminal activity. Furthermore, it has been proved in similar studies that crimes are also committed by people from well-adjusted families and good social circumstances.

The view that a person's genes are responsible for criminal behaviour is an unpopular one, and it is doubtful that a person's character traits act in isolation. Therefore, I believe it is fair to say that criminal behaviour can be attributed to individual traits in conjunction with social influences.

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

**Paragraph 1**
- **a** People still can’t agree on the reasons for criminal behaviour.
- **b** The methods used to punish criminals are sometimes barbaric.

**Paragraph 2**
- **a** Some criminologists believe that it is in some people’s nature to commit crimes, and that these people look alike.
- **b** Some criminologists maintain that criminal behaviour is hereditary, although this opinion may be difficult to accept.

**Paragraph 3**
- **a** It is easier to accept that people’s involvement in criminal activity is due to an unfavourable upbringing.
- **b** Another theory which proposes that people develop criminal behaviour as a result of being brought up in adverse conditions is also debatable.

**Paragraph 4**
- **a** Crime is probably caused by a combination of character traits and social influences.
- **b** As the argument that crime is caused by a person’s genes is unpopular, it is more likely that social influences are to blame.

---

Although you are not expected to be an expert on the subject you are writing about, it is important that your writing is convincing. One way to achieve this is by supporting statements you make with explanations or examples.

---

Read the article again and answer the following questions.

**a** Why does the writer mention instruments of torture on display in European castles?

**b** How does the writer express her difficulty in accepting the argument that criminal behaviour is hereditary?

**c** What explanation does the writer give for the argument that there is no need for crime prevention, nor for criminal rehabilitation?

**d** What evidence does the writer give to refute the argument that criminal behaviour is dependent on the external environment in which the individual lives?

Find phrases in the article which mean the same as:

**a** are not like, ..........................

**b** in almost every way, ..........................

**c** if it is true, ..........................

**d** it is logical that, ..........................

**e** not at all, ..........................
Articles

Responding to generalisations

5  The writer used three compound adjectives in the model article. Read Reference section 2c on page 86 and then underline the three compound adjectives that appear in the article.

6  Now rewrite the following sentences using compound adjectives.

   a  Many people who mean well actually do more harm than good.
   b  Locals have to put up with tourists in high spirits making a lot of noise late at night.
   c  For the reasons which I mentioned above, I believe that new legislation must be introduced immediately.
   d  Scientists who are famous all over the world have been asked to contribute to the research programme.
   e  It is only fair that people who work hard are rewarded for their effort.

7  Based on the article on page 18, put the paragraph plan below into the correct order.

   a  Discuss one of the views mentioned in the question, supporting statements with examples and explanations.
   b  Introduce the subject in general terms and then indicate that there are different views on the subject.
   c  Reach a conclusion, summarising your personal opinion in two or three sentences.
   d  Discuss the other view mentioned in the question. Again, support statements with examples and explanations.

It is not necessary to agree or disagree with one of the opinions expressed in the question. The important thing to remember is that you must discuss the views mentioned, but you can come to your own conclusion, which could be a compromise.
Choose one of the questions below and answer the questions about it before you write your article.

a  You work in a local travel agency. Your employer has shown you the following extract on the subject of tourism. He has asked you write an article for the local newspaper discussing the subject. Write your article responding to the points made below and giving your own opinion.

Local people are, once again, at loggerheads over the local tourism industry. Some people believe that commercialism is destroying the area, both environmentally and culturally, while others welcome the financial prosperity that visitors to the area bring.

Your tutor has shown you the following extract on the subject of genetically modified food. You have been asked to write an article for the college magazine discussing the subject. Write your article taking the points raised below into consideration and giving your own opinion.

The subject of genetically modified food is one which is becoming increasingly difficult to ignore. While it is true that GM foods can provide plant resistance to drought, disease and insects, critics say they are potentially hazardous to the environment and to human health.

What do you know about the subject in general?

ii) What examples or explanations can you think of for the first opinion mentioned?

iii) What examples or explanations can you think of for the second opinion mentioned?

Do you agree or disagree with one of the opinions expressed in the question?

Can you think of a title for your article?
Dear Sir/Madam,

When I first heard about the competition to find the Teacher of the Year, one name sprang to mind immediately: Mr David Canavan. He has taught me law for three years now and, in my opinion, this man is more than worthy of the title.

One of the characteristics that makes Mr Canavan so much more than a run-of-the-mill teacher is his enthusiasm for his subject; it is impossible to sit through one of his lectures and not be caught up in it. He manages to hold his students’ attention and make what is a potentially dull subject come to life through his examples and anecdotes.

His knowledge and expertise is, without doubt, as extensive as his memory, in the three years I’ve known him as a teacher, I have never once seen him refer to notes, a textbook or even stumble through what he has to relate to us. Furthermore, he is always punctual and well prepared, showing that he respects his job and the students in his classes. In turn, his students give him the respect that he deserves and, as a result, his classes are always packed.

Another trait which must be mentioned is his approachability. His door is always open and students are welcome to drop by with queries from a lecture or to talk to him about something that is troubling them. I remember very clearly one occasion when I was in the first year of my course. I had arranged to spend one month working in a company, researching the effect of new technology on a small business, but the placement fell through at the last moment. Mr Canavan came to my rescue and suggested that I should research a legal issue working from his office, which is exactly what I did. He was full of interest and encouragement and the cancellation of my first placement turned out to be a blessing in disguise.

As far as I am concerned, the decision of who is Teacher of the Year is easy to make: Mr David Canavan.

Yours faithfully,

James Hudson
Describing

In this kind of letter it is very important to support your choice of person with justification for the points you make. Look at James’ letter again and complete the table below.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>a enthusiastic</td>
<td></td>
</tr>
<tr>
<td>b having extensive knowledge/memory</td>
<td></td>
</tr>
<tr>
<td>c respects his subject and students</td>
<td></td>
</tr>
<tr>
<td>d approachable</td>
<td></td>
</tr>
</tbody>
</table>

Or which of the characteristics does James also give an example?

Now imagine a person with the following characteristics. What examples could be given that would justify the person being characterised in this way?

- hard-working
- dishonest
- tolerant
- amusing
- narrow-minded

Look at Reference section 2 on page 86 and compare these sentences:

He is punctual and well prepared.

He is a punctual, well-prepared man.

Complete these sentences, converting from one form to the other.

a He is a dishonest, hypocritical man.

b He is honest and hard-working.

c She is an intelligent, broad-minded woman.

d He is rude and ill-mannered.

e She is cheerful and good-humoured.

Read the question below and complete the table with characteristics and justification in support of them. Remember that the person you describe does not have to be real as long as the description you give is believable.

Your local newspaper is running a competition. It is inviting readers to write letters nominating one of their neighbours for the annual ‘Neighbour of the Year’ award. You know someone who deserves this award and decide to write to the newspaper. Write your letter, saying who your neighbour is and explaining why they deserve to win the award.

<table>
<thead>
<tr>
<th>Characteristic</th>
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Letters

Describing

The question on page 22 required a description of a person's character. Other questions may require some kind of narrative description or a physical description as well. Look at the question below and then read the letter putting the verbs in brackets into the correct narrative tense.

You have recently read an article in a magazine entitled *The most unpleasant person I have ever met*. At the end of it, the writer asked readers to write in with their own stories. You have decided to write a letter to the magazine about a person you used to work with. Write your letter.

Dear Sir/Madam,

After reading your article entitled *The most unpleasant person I have ever met*, I felt I just had to write and tell you of my own experience that involves someone I used to work with, Mr Lampitt.

I (1) (work) for a big engineering firm called Mardex. I (2) (start) as a junior typist, but after a few months, I (3) (promote) to the position of secretary to Mr Walton, a kind, good-humoured man of about fifty. He (4) (be) very patient and tolerant and (5) (always help) me when I made mistakes. But everything (6) (change) when Mr Lampitt, the new area manager, arrived at our office one day.

I (7) (arrive) at the office early that day and when I (8) (enter) the building, I (9) (see) a big, aggressive-looking, middle-aged man standing in the lobby. He (10) (wear) a dark blue suit and (11) (carry) an umbrella. 'I'm Lampitt, the area manager,' he said. 'Where's Walton? And who are you? What do you do here?' I told him and (12) (show) him into Mr Walton's office. Mr Walton (13) (come) in a few minutes later, with his usual friendly smile, but his face (14) (fall) when he saw Lampitt. He (15) (suddenly look) tired and worried.

After that Mr Lampitt (16) (come) to see us at regular intervals. He even (17) (bring) a man called Jackson with him, an efficiency expert. He (18) (be) a thin-faced, untrustworthy fellow. Jackson used to spy on us and make notes about our work. Lampitt used to shout and accuse us of being inefficient, lazy and useless. Poor Mr Walton (19) (change) overnight. In a few months his hair (20) (go) white and his face (21) (grow) tired and old. He (22) (ask) for early retirement and (23) (leave) the firm.

I (24) (get) a job with Bradshaw's, another firm in the area. The day I (25) (leave) Mardex, I (26) (see) Mr Lampitt. T see you're still here,' he said. T suppose you're the best of a bad lot. You can come and work for me at the area office if you like.' 'No, thank you, Mr Lampitt,' I replied. T expect my boss to be polite, good-tempered and pleasant.' You should have seen the look on his face! I shall never forget it or him, the most unpleasant person I have ever met.

Yours faithfully,

Sue Crossman
The letter has five paragraphs. Which paragraph matches the following points? Write the correct paragraph number on the dotted line.

- a) Last meeting with Mr Lampitt
- b) First meeting with Mr Lampitt
- c) Introduction
- d) Lampitt's effect on the staff
- e) Some background information

Read the letter again and answer the questions below about Mr Walton and Mr Lampitt.

a) What adjectives does Sue use to describe Mr Walton's character?

b) Does Sue describe Mr Lampitt's character or his appearance?

c) What effect did Mr Lampitt have on Mr Walton?

d) What does this change in Mr Walton show us about Mr Lampitt's character?

e) What examples does Sue use to reinforce her opinion of his character?

Read this question and complete the paragraph plan that follows.

You have recently read an article in a magazine entitled *The most interesting person I have ever met*. At the end of it, the writer asked readers to write in with their own experiences. You have decided to write a letter to the magazine about someone you know. Write your letter.

**Introduction**

State that he/she is the most interesting person you have ever met.

**Main Body**

**Conclusion**

State whether you still see the person.

Choose either the letter in exercise 5 or 9 and write your letter. Use the notes you have made to help you.

**Tip**

Remember to support your choice of person with justification for the points you make.
Sir,

I am writing in response to the letters recently published in your magazine regarding the aims of education, while the subject of education is one which has always been controversial, it is slowly being accepted that educators are responsible not only for students’ general knowledge, but also for providing young people with skills for living.

Many people feel that so-called academic subjects should be studied by everyone, regardless of student interest or ability. Some older people believe that, just as they had to struggle to pass exams in subjects that would prove to be of very little practical value to them in their working lives, so today’s students should be forced to do the same. Many teachers believe that students must be exposed to certain subjects such as literature and classical languages during the course of their school years precisely because it is highly unlikely they will come into contact with such subjects later on in life.

On the other hand, although teachers may have a point regarding the reasons for certain subjects being taught at school, it has become increasingly apparent over recent years that students must also be given the opportunity to acquire the skills required in the world for which they are supposedly being prepared. Many employers complain of skills shortages, claiming that the young people of today are ill-equipped to apply theoretical knowledge to a career. Moreover, as many students find the more academic lessons boring, they have no interest in staying on at school and, consequently, enter the job market with no qualifications or skills.

It is, therefore, essential that students have the opportunity to study what are known as vocational subjects, such as business and information technology, as well as the more academic subjects, in this way, students can be provided with knowledge and practical skills which are more likely to prove useful in their adult lives, but not at the expense of more academic qualifications.

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

Sam Henderson
Giving opinions

Letters

1. Now read the letter again and answer the following questions.

a. Which paragraph does Sam:
   1. give her side of the argument, giving examples and saying who supports her view?
   2. think of one or two ideas for the other side of the issue and say what sort of people are likely to support them?
   3. explain why she is writing?
   4. express hope that her letter will be published?
   5. introduce the subject in general terms?
   6. first suggest which side she is on?
   7. summarise her personal opinion?
   8. say to what extent she disagrees with the arguments, and give reasons?

b. Answer these questions about the letter.
   a. The writer mentions the opinions of three kinds of people. Who are they?
   b. Who believes that schools must teach academic subjects because it is the only chance children will have to learn about them?
   c. Who believes that today's students should be made to study academic subjects whether or not they are interested in them, or good at them?
   d. Who believes that young people are not prepared for the workplace?
   e. Who does the writer partly agree with?

   How does the writer manage to incorporate everyone's views in her conclusion?

Although you must have an opinion on the subject to answer a question like the one in the model, it is not necessary for you to be completely for or against a subject in order to write about it.
4 Study **Connectors and modifiers** on page 94. Which words or phrases has the writer used to:

a establish balance/contrast two things (paragraph 1).

b indicate an alternative point of view? (paragraph 3).

c introduce a second reason of a different kind, but one
that has the same result as the first? (paragraph 3).

d indicate the logical development of an argument? (paragraph 3).

5 **Now fill the gaps using suitable connectors and modifiers from the box.**

<table>
<thead>
<tr>
<th>according to</th>
<th>as a general rule</th>
<th>as a result</th>
<th>however</th>
<th>on the other hand</th>
<th>personally</th>
</tr>
</thead>
</table>

a Too many people are studying medicine, **as a result** there will be lots of unemployed doctors in the near future.

b On the one hand, we cannot stand in the way of scientific progress, **however** some people wonder if it's right to interfere with nature.

c I would like to go to university, **personally** it won't be the end of the world if I don't get in.

d **According to** scientists, human cloning will, one day, be a routine procedure.

e Some people believe that taking a year out is a waste of time, **on the other hand** I think it's a perfect opportunity to think carefully about the future.

f **According to** only a small percentage of prison inmates are actually a threat to the community.

6 Look at the question below and answer the questions.

You see the following extracts taken from two letters printed in your local newspaper. You decide to write a letter to the newspaper, responding to the points raised and expressing your own views.

In my opinion, criminals are a menace to society. They should be kept out of harm's way. I say we lock them up and throw away the key!

*Nora Robins, senior citizen*

Too much taxpayers' money is spent on the upkeep of prisons. Why should we have to foot the bill? The criminals should pay, not the law-abiding public!

*Brian Chambers, civil servant*
Giving opinions

Letters

What does Nora mean by ‘criminals are a menace to society’?

Is this always true? Why/Why not?

What are the consequences of locking them up and throwing away the key?

Do you agree with Brian’s point of view in theory? Why/Why not?

Is there any way prisoners could pay for the maintenance of prisons?

- jse Sam's letter to help you organise your opinions
  - a paragraph plan and then write your letter.

Don't forget to mention the kind of people who hold the opinions you discuss in your letter.

- the question below and, before you write your letter, ask yourself questions, as in exercise 6 above, help you think of ideas.

You see the following extracts taken from two letters printed in a magazine.

Nobody can stand in the way of scientific progress. Human cloning will, one day in the not too distant future, be a routine procedure.

Jan Smythe, scientist

It isn't right to interfere with nature like that. We have no idea what the psychological consequences of being a clone could be!

James Witherspoon, social worker

The magazine is inviting readers to express their views on the subject of human cloning. You decide to write a letter to the magazine, responding to the points raised and expressing your own views.
Dear Sir/Madam,

I am writing to draw your attention to the inconvenience caused to passengers by the lightning strike of your pilots last Thursday, July 2nd, affecting a number of flights. Among them was HA 5295 to Barcelona, a flight I take at regular intervals. While I realise that the strike took place at short notice, your preparation for such emergencies is clearly inadequate.

I arrived at Heathrow Terminal 2 at 10am, two and a half hours before the flight was due to take off. There was no indication on the TV monitor that, together with some others, it had just been cancelled. As only two of the six Hispanic check-in counters were manned, the queues were already very long, but during the forty minutes I stood in one of them, no attempt was made to inform passengers of cancellations. When I reached the front of the queue, I was asked by one of the ground staff 1) (decide) immediately if I was willing to fly via Madrid, which would mean a three-hour delay. When I asked her why the flight 2) (cancel), she said that she 3) (not know), and she made no apology for the inconvenience caused.

In my opinion, the cancellation of the flight 4) (announce) as soon as it was known that the incoming flight had not left Barcelona. All six check-in counters 5) (man) in order to deal with the additional problems caused, and passengers in the queues 6) (inform) of the situation while queuing. If that 7) (do), they 8) (have) time to consider alternatives and telephone relatives before making a decision. Above all, some apology 9) (make) for the delay.

If your pilots persist in irresponsible actions of this kind and you are not better organised to cope with the problems that arise, it is almost certain that you will lose custom to competing airlines. I would be interested to hear what you propose to do to avoid such situations in future.

Yours faithfully,

Malcolm Stephens

Malcolm Stephens
The writer used reported speech to explain what happened at the check-in desk. Study Reference section 26 on page 91. Read the letter again and complete the second paragraph by putting the verbs in brackets into the correct form, using the passive where necessary.

Izzy Reference section 4c on page 87 and Reference section 17 on page 91. Then read the letter again and complete it by putting the verbs in brackets in the third paragraph into the correct form, using the passive where necessary.

--- at the informal complaint below.

Why weren't passengers in the queues informed of the situation while queuing?

-ire a corresponding sentence in the model letter and write it below.

---e writer then goes on to explain what would have happened in different circumstances:

If it had been done, they would have had time to consider alternatives and telephone relatives before making a decision."

I£-ge these complaints from informal to more formal and use the words in brackets to form a conditional sentence explaining what people would have done.

a Why didn't you man all the check-in counters? (have enough staff on duty, passengers not have to spend so long in the queue)

b Why didn't you explain the situation to the passenger? (tell him, not lose his temper)

c Why didn't you apologise for the delay? (apologise, people not get so angry)

d Why didn't the pilots give advance notice of the strike? (warn people, many passengers stay at home)

It is important that you make your points in a firm but polite manner when writing a letter of complaint. This is best done using formal language.
Letters  

**Complaining**

6  
**Based on the letter on page 30, put the paragraph plan below into the correct order. Write Introduction, Paragraph 2, Paragraph 3, Conclusion.**

- Explain what happened.
- Say what will happen if nothing is done to avoid this happening again. Request a reply.
- Describe what should have happened, in your opinion.
- Give reason for writing; mention nature of problem.

7  
**The paragraph notes below are in answer to the question in exercise 1. Put them into the correct order according to the plan in exercise 6.**

NiNiViVNiTiSiVNiTiNi

- Why didn’t they ensure all luggage transferred before Edinburgh plane took off?
- Why didn’t they wait till *morning* to deliver brown suitcase?
- Why didn’t they read the label and deliver blue suitcase properly?
- Why were staff in Edinburgh rude and not apologetic when complained?

Expect explanation. Otherwise, will not travel by Ailing again

Ailing Airlines Flights AA999 from Athens to London and AB000 from London to Edinburgh, June 24th. Luggage not transferred

Brown suitcase delivered Kirriemuir 2.00 am, June 25th. Blue suitcase not delivered. Telephone call to airline office in Edinburgh indicated sent by mistake to Munich. Too late to send it to Kirriemuir, so told them to send it to home address in Athens.

8  
**Although perfectly acceptable, one of the paragraph notes above does not follow the plan in exercise 6. Which one is it?**
Complaining Letters

_ - : • -: the questions below, think of a situation for each one and complete the paragraph plans which follow with :: eas.

a You are a keen cinema-goer. A film festival recently held at your local cinema failed to live up to your expectations. You have decided to write a letter to the cinema manager. Write a letter of complaint, describing what happened, and saying what you think should have happened.

Introduction Reason for writing?

Nature of problem?

Paragraph 2 What happened?

Paragraph 3 What should have happened?

Conclusion What will happen if nothing is done?

Request a reply.

You recently had a weekend break at a luxury hotel. Despite the assurances of the travel agent who booked the weekend break, the hotel did not live up to your expectations. You have decided to write a letter to the travel agent. Write a letter of complaint, describing what happened, and saying what you think should have happened.

Introduction Reason for writing?

Nature of problem?

Paragraph 2 What happened?

Paragraph 3 What should have happened?

Conclusion What will happen if nothing is done?

Request a reply.

Now write a letter in answer to one of the questions above, using your paragraph plan, and taking the things you have learnt in this unit into consideration.

Do not express anger or indignation too forcefully. If you appear too aggressive or emotional, you lose credibility and your letter is not as persuasive.
Letters

Applying for a job

I Read the question and the letter below and then complete the exercises that follow.

A charity organisation is looking for people who would be willing to work on a voluntary basis at a summer camp for physically disabled teenagers. Volunteers would need to be available for a minimum period of two weeks in July or August. Write a letter saying that you would like to be considered for the job and explaining why.

Dear Sir/Madam,

I am writing in reply to your advertisement that appeared in the Swansea Gazette last week. I have heard many good things about your organisation and the summer camps it runs and, therefore, I would like to be considered as a volunteer at this year’s camp.

Currently I am in full-time education and attend the Swansea College of Higher Education. As you are probably aware, students have considerable vacation time in the summer and, as a result, I would be available for any two-week period during July or August.

Despite the fact that I have never worked with disabled people, I feel that I have a lot to offer. I am enthusiastic and enjoy working as a team member. I can imagine that being part of a summer camp would be very rewarding and I see it as an opportunity to meet new people and form new friendships. I am not afraid of hard work and am fit and healthy.

I have always loved sport, especially swimming. At the age of seven, I joined the Swansea Swimming Club and after two or three years, I became a member of the junior swimming team. While at college, my love of swimming has increased and I now coach children two evenings a week. I also belong to the college basketball team. I believe my interest in swimming, and in sport in general, is something I can share and pass on to the teenagers at the camp, as sport is something that lots of people can enjoy in spite of physical limitations. Furthermore, I successfully completed a first-aid course last summer run by the Red Cross organisation.

Your advertisement gave no details about what the job would involve and, for this reason, I would welcome an opportunity to meet you so I could find out more about the summer camp and what my duties would be. It would also give you the chance to decide if I am suitable for the work involved. I am available most mornings and weekends as my classes are all in the afternoon.

I look forward to hearing from you.

Yours faithfully,

Kevin Lockhart
Applying for a job

Read Kevin's letter again and decide which paragraph:

a. tells us about Kevin's availability.
b. requests a meeting.
c. gives reasons for Kevin wanting the job.
d. tells us about Kevin's skills/qualifications.
e. explains the purpose of the letter.

Kevin supports his application with a number of points. Look back at his letter and find examples of:

a. personality traits.
b. interests.
c. qualifications.

In letters of application, hypothetical situations are often referred to. Look at the clauses below and find them in Kevin's letter. Read them in context and say whether they refer to real or hypothetical situations. Write R for real and H for hypothetical.

a. students have considerable vacation time.
b. being part of a summer camp would be very rewarding.
c. sport is something that anyone can do in spite of physical limitations.
d. Your advertisement gave no details.
e. what the job would involve.
f. what my duties would be.

Again at the clauses you wrote H against. Which verb form is used to show that the situation is hypothetical?

- e, would + bare infinitive can also be used to express other things.
- i. a clause in Kevin's letter that uses would + bare infinitive but does not refer to a hypothetical situation. Why has he used this verb form?
Dear Sir/Madam,

I am writing to put myself forward as a representative for the student conference to be held in Birmingham later this year.

Throughout my time here, I have taken an active part in university life, namely the student union and the debating society, and believe that I have benefited enormously as a result. Furthermore, I am an articulate individual and I am more than capable of communicating my experiences to other students, given the chance to do so.

As many students in their first year do, I joined the student union within a few days of arriving at university. I soon became involved in the organisation of the very popular quiz nights, which led to a position on the entertainment committee, of which I now chairperson. I take pride in the events we organise and I believe that an active social life is very important to students, particularly as many live away from home for the first time. The student union is a place where they can form friendships above and beyond those they will have with students on the same courses as themselves.

I also enjoy being a member of the debating society, which not only provides the opportunity of hearing varied opinions on wide-ranging subjects, but is a stimulating way to pass an evening. Taking part in a debate is a challenge that gives students the chance to hone their public speaking skills, which I believe to be of good stead later in life.

Although I am not someone who plays sport regularly, I am very aware of the variety of sports available both on campus and on weekend excursions and day trips. Friends of mine who have taken advantage of such facilities and opportunities speak highly of them. This is another area of university life which I am quick to comment on at the conference.

Finally, to be chosen to represent our university at the conference is an honour. I undoubtedly find it a rewarding experience and hopefully be able to bring back information and ideas from other students attending other universities around the country.

I look forward to hearing from you.

Yours faithfully.

Vivien Cunniniiham
Applying for a job

Letters

• Vivien’s letter is slightly different to Kevin’s in that she gives examples of her own experiences which support her application. Look again at her letter and say which paragraph(s):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>tells us why Vivien thinks she is suitable.</td>
</tr>
<tr>
<td>b</td>
<td>tells us what Vivien feels she would gain from the experience.</td>
</tr>
<tr>
<td>c</td>
<td>gives examples of what Vivien and people she knows have gained from university life.</td>
</tr>
<tr>
<td>d</td>
<td>explains the purpose of the letter.</td>
</tr>
</tbody>
</table>

eic the questions below and complete the paragraph plans. Then choose one of the questions and write a letter.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>You have seen an advertisement for a temporary summer job at the tourist information centre, run by the local council, in the town where you live. You have decided to apply for the job. Write a letter of application, saying why you want the job and giving details of any relevant skills and qualifications you have.</td>
</tr>
</tbody>
</table>

Introduction Reason for writing?

Main Body Why you want the job? Relevant skills/qualifications?

Conclusion Request meeting/interview?

: You work for a large international company. The company has decided to send three employees to work in one of their offices abroad for a period of six weeks. Travel and hotel expenses will be covered. Employees wishing to be considered for this opportunity must write a letter of application, saying when they would be able to go, why they should be chosen for this trip and what they hope to learn from such an experience.

Introduction Purpose of the letter? ..............................................

Main Body Availability? ..........................................................

Suitability? (+ examples in support) ..........................................................

Conclusion Learn from the experience? ..................................................

When you have finished writing your letter, look again at the verb tenses and forms you have used. Make sure you use 

When you refer to a hypothetical situation.
I Read the question and the essay below and then do the exercises that follow.

Your teacher shows you two extracts taken from articles about the future of entertainment.

Things are progressing so far that electronic games and technological entertainment will make the live arts obsolete in the future.

Nothing can replace the excitement of sitting in a crowded theatre waiting for the curtain to go up. Live arts will never die out because that feeling cannot be aroused by computer games and DVDs.

Your teacher asks you to write an essay on what will happen to live art in the future. Write your essay responding to the points raised and expressing your own opinion.

No one would disagree with the statement that technology in leaps and bounds, particularly in recent years, and nowhere is this more evident than in the field of entertainment. With the invention of electronic games, home cinema systems and virtual reality, it is little wonder that some people say the theatre and other forms of live art (become) outdated and disappear in the years to come.

However, the live arts provide something that technology cannot. The anticipation after booking your seats, be it to see a play or hear a concert, coupled with the excitement of a live performance cannot be recreated by a DVD or a CD, no matter how good the quality is. As long as the experience of live art offers something more than technology does, it will never become obsolete.

The danger, though, that technology very quickly and it logical to assume that it its race to create a new experience or the ultimate sound system, in this case, the live arts as we know them, may be that, in the future, people (not need) to leave the comfort of their own homes: technology may bring the experience of the live arts to them at home. This even more credible when you consider that the youth of today more than ever before, being surrounded by hi-tech equipment and (be able to) while away their time playing games, watching the latest films or listening to their favourite bands all at the touch of a button or two. This generation (grow up) with electronic games and technological entertainment and (have) no need for theatres and concert halls.

It is sad to say, but I do believe that the live arts (suffer) because of technological advances in the world of entertainment. I only hope that there (be) enough people in the future who want to experience music or drama live so that the live arts do not become completely obsolete.
Expressing opinions

Reference sections 18 a, b and c on pages 91 and 92. Then read the essay again, completing it with the form of the verbs in brackets. Be careful because one of them needs passive voice.

Read the essay again and answer the following questions.

a. How has the writer avoided giving away her point of view in the first paragraph?

b. According to the writer, what do the live arts offer us that technological entertainment doesn’t?

c. What is the danger that the writer talks about in the third paragraph?

4. What is the writer’s general opinion about the future of the live arts?

5. Read the essay and put the following paragraph plan into the correct order.

   a. Introduce the subject in a general way, but do not state your opinion yet.
   
   b. Discuss one point of view, giving explanations or examples where possible.
   
   c. Discuss the other point of view, giving explanations or examples where possible.

   b. Introduce the subject in a general way, but do not state your opinion yet.
   
   a. Discuss the other point of view, giving explanations or examples where possible.
   
   c. Discuss one point of view, giving explanations or examples where possible.
Sometimes a writer wants to make what they are writing more emphatic. One way of doing this is to use inversion. Look at the example below, which was taken from the first paragraph of the essay.

'... nowhere is this more evident than in the field of entertainment.'

This could have been written as follows:

... this is more evident in the field of entertainment than anywhere else.

Read Reference section 4e on page 87 and Reference section 9 on page 89 and then rewrite the following sentences practising inversion.

a  We are ruining our planet for ourselves and for future generations.
Not only........................................................................................................for future generations.

b  Time passes so quickly that we need to start preparing for the future now.
So,..............................................................................................................that we need to start preparing for the future now.

c  People will only realise they should have done something when it is too late.
Only..............................................................................................................they should have done something.

d  Life doesn't offer us such opportunities very often.
Seldom........................................................................................................such opportunities.

e  The damage would not have been so great if precautions had been taken in time.
Had,..............................................................................................................the damage would not have been so great.

f  Pollution has never reached such high levels before.
Never........................................................................................................such high levels.

g  Our planet can only be saved by governments working together.
Only..............................................................................................................be saved.

h  If you decided what you want to do in the future, it would be easier to choose a university course.
Were..............................................................................................................it would be easier to choose a university course.

i  We didn't realise that the countryside would be so badly affected until it actually happened.
Not until......................................................................................................how badly the countryside would be affected.

j  One group of tourists had hardly left when the next group arrived.
Hardly..............................................................................................................the next group arrived.
Expressing opinions

See one of the questions below and write an essay. Complete the paragraph plan with your notes before you begin writing.

You belong to the school debating society and recently attended a debate on the importance of planning for the future. You heard some of the comments below. Your teacher has now asked you to write an essay on the same subject, responding to the comments and expressing your own opinion.

There is no point whatsoever in planning for the future. No one knows where they will be or what they will be doing. It’s a complete waste of time.

Your teacher has shown you two extracts about tourism and environmental damage.

This area of the country used to be quiet and unspoilt. It is now overrun with tourists for the best part of each year who care little about the noise they make, the litter they leave lying around or the wildlife they disturb. There should be a complete ban on tourism so that what is left of our valuable countryside can be preserved.

It is true that tourism has had an effect on the local countryside, but reports have been exaggerated. What is required is support for green tourism* and encouraging tourists to respect the area they are visiting. Besides, if tourism were banned, the local economy would suffer.

Your teacher asks you to write an essay on the effect of tourism on the environment. Write your essay responding to the points raised and expressing your own opinion.

If you support one point of view more strongly than the other, it is better to discuss this point of view in the paragraph before the conclusion. In this way the conclusion will follow logically and you avoid jumping back and forth between opinions.

Introduction: Introduce the subject in a general way. Do not state your opinion.

Main Body

One point of view

Explanation/example

Another point of view

Explanation/example

Conclusion: Reach a conclusion. Give your own point of view.

* green tourism is environmentally friendly tourism
Essays

Comparing

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

As secretary of the college book club, you took notes at a recent debate with the college film club entitled Films vs Books. You have been asked by your tutor to write an essay on the subject. Write your essay using your notes and expressing your own opinions.

Many people believe that the book is fast becoming an endangered species. It is an indisputable fact that most people spend more time watching films than they do reading books. They prefer to sit in front of a screen and watch a story unfold before their eyes than read. However, it should not be taken for granted that reading is not a worthwhile activity.

Watching a film nowadays can be an intense experience indeed. Multi-million-dollar productions dazzle viewers with spectacular special effects, breathtaking scenery and outstanding soundtracks. Moreover, it is now no longer necessary to go to the cinema to fully appreciate a film. With the introduction of home cinemas and DVDs, home viewing has improved to such an extent that it has reached a standard which was, until very recently, available only in cinemas. However, the fact remains that watching a film is a passive experience, one in which all the ‘work’ has been done for the viewer; there is no place for imagination.

Reading a book, on the other hand, is a much more demanding experience. Without the help of sound and images available to those who watch films, readers must use their imaginations to create their own images of the story as it unfolds before them. In this way, they are not influenced by actors’ performances, or by directors’ decisions, but by what is written on the page. Furthermore, books are more convenient than films. Readers are restricted neither by time nor by location; they can read a book whenever and wherever they want, within reason.

As a pastime, reading may well be less popular than watching a film, but that does not necessarily mean that it does not have as much to offer. Personally, I would not replace the satisfaction of reading the last page of a book with any film ending, no matter how spectacular.
Comparing Essays

When you have to compare two things that each have advantages and disadvantages, deal with them in separate paragraphs, concentrating on one at a time.

Review the model essay again and complete the paragraph plan.

Introduction* Introduce the subject in a general way, without going into too many details.

Paragraph 2:

Paragraph 3:

Paragraph 4:

Reread the essay again to help you decide whether the following statements are true or false. Underline the phrases in the essay that justify your answers.

1. The majority of people watch films more frequently than they read books.
2. Everyone should know that reading is a waste of time.
3. The availability of home cinemas and DVDs has changed the quality of home viewing.
4. Reading a book involves more effort than watching a film.
5. The writer feels that watching a film with a spectacular ending is better than coming to the end of a book.

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

1. Watching a film can be intense.
2. You don’t have to go to the cinema to fully appreciate a film.
3. Reading a book is demanding.
4. Books are more convenient than films.
Comparing

Read Reference section 2d on page 86 and then find the words and phrases the writer used in the essay to compare watching a film to reading a book.

Now choose the correct word to complete the sentences below.

a. Friends can be just as supportive  
   than / as  
   family.

b. Far more  
   people work from home now than twenty years ago.

c. The older my brother and I get, the  
   closer / closest  
   we become.

d. It's not  
   nearly / less  
   as stressful as working in an office.

e. Playing a team sport is  
   as / more  
   enjoyable than playing an individual sport.

Read these general statements and write examples or explanations for each one using comparison where possible.

a. Owning your own company offers opportunities for success.

b. Being self-employed can be very stressful.

c. Having an employer provides a sense of security.

d. Taking orders is unavoidable when you work for somebody else.
Comparing Essays

Comparing the questions and the notes below, and write an essay on one of the questions, following the paragraph plan.

- are studying business at college. You tutor has asked you to write an essay on the advantages and disadvantages of working for an employer and being self-employed. You have made some notes during a class on the subject. Write your essay using your notes and expressing your own opinions.

- secretary of the college debating society, you took notes at a recent debate entitled --ends vs Family. You have been asked by your tutor to write an essay on the subject. Write your essay using your notes and expressing your own opinions.

**Introduction**
Write a balanced paragraph but do not go into too many details.

**Paragraph 2**
Discuss the advantages and disadvantages of first topic.

**Paragraph 3**
Discuss the advantages and disadvantages of second topic.

**Conclusion**
If you have a preference, say so and support it with an example, preferably from personal experience. If not, you can balance your conclusion, suggesting that the choice depends on certain factors. Give an example in each case.
Proposals  

Applying for funds

1. Read the question and the proposal below and complete the exercises that follow.

You work for a small museum which is in grave danger of being closed down if funding is not given. At a recent staff meeting, various opinions were voiced:

- In order to be cost effective, we must attract more visitors.
- We desperately need to do something about the state of the building.
- We must update our educational facilities if school visits are to continue.

You decide to send a proposal to the local council describing the current situation, explaining what is required to save the museum and saying how the funds would benefit the local community. Write your proposal, using the opinions expressed above and your own ideas.

The purpose of this proposal is to outline the reasons why funding is required by the Newtown Natural History Museum in order to avoid certain closure. It also aims to show how the local community would benefit, should funding be given.

While we are aware of the fact that the museum must make some attempt to cover its costs, at present this is not possible for a number of reasons. First and foremost, due to the fact that the building is in such a bad state of repair, it is difficult to keep up with maintenance costs. This, in turn, makes it impossible to allocate money to other aspects of the museum which would increase the museum’s income considerably.

If funding were made available, the money would be spent in two ways. The first priority would be to deal with the basic repair work needed to bring the building up to standard. This would involve jobs such as fixing broken windows and radiators, and repairing sections of the roof. The second priority would be to make improvements which would make the museum more appealing to a variety of people, thus increasing the museum’s income. School visits, which were once a major source of income, have declined dramatically because the museum is not properly equipped for educational visits. This could be rectified immediately by improving the educational facilities of the museum. Schools would be far more likely to visit the museum if there was a modern lecture hall with all the necessary equipment available, and if they were provided with student worksheets and teacher information packs. Finally, funding could be spent on organising temporary exhibits from museums in other parts of the country together with local advertising, which would attract more local people, as well as giving them a reason to visit the museum on a regular basis.

If the suggestions above were implemented, the local community would be able to enjoy a well-maintained museum. They would have the opportunity to see exhibits from all over the country, and local parents would be assured that their children were being offered worthwhile educational trips to the museum.
Applying for funds

- nz :-e question and the model again and write a heading for each paragraph on the dotted lines.

ook at the proposal again and answer these questions.

a What two reasons are given for the museum’s inability to cover its costs?

jnding were made available, what would be the museum’s first priority?

: What would this entail?

4 What would be the museum’s second priority?

t What would this entail?

According to the proposal, who would benefit if the suggestions were implemented, and how?

:-Diete the diagram plan of the model proposal using the phrases below.

- windows & radiators
- improve educational facilities
- local advertising
- museum more appealing
- repair roof
- repair work
- temporary exhibits
- exhibits
Proposals   Applying for fune

Read the question below and complete the diagram plan with your own ideas.

There is a disused piece of land in the area where you live. At a recent meeting of the residents' association, various opinions were voiced:

Something must be done to that place. It's an eyesore.

Children in this area have nothing to do and nowhere to go. Why can't it he made to a playground?

I'm surprised there hasn't been a serious problem.

The residents' association has decided to make it into a park with a children's playground. You have been asked to send a proposal to the local council describing the current situation, explaining what would be required to create the park and saying how the funds would benefit the local community. Write your proposal, using the opinions expressed above and your own ideas.

6 Read Connectors and modifiers H on page 95 and underline the three words or phrases in the model on page 46 that the writer has used to give reasons.

7 Rewrite the sentences below using the words in bold. Use between two and five words.

a Young people are on the streets because they don’t have anywhere else to go.
   The……………………………………………………………………being on the streets is that they don’t have anywhere else to go.

b The newspaper is doing badly because it looks old-fashioned.
   due
   The newspaper is doing badly,…………………………………………………………….it looks old-fashioned.

c In order to make a profit, we must attract more advertisers.
   why
   The……………………………………………………………………..attract more visitors is to make a profit.

d There is no one to help the unemployed find a job. so some of them feel hard done by.
   as
   Some unemployed…………………………………………………………………….there is no one to help them find a job.
Applying for funds

Unemployment is so high in the area because the car factory closed down two years ago. We want to remain competitive, so our image must be updated, since our image must be, to remain competitive.

You work for a local newspaper which is in grave danger of being closed down if funding is not given. At a recent staff meeting, various opinions were voiced:

- We must update our image if the paper is to remain competitive in the local market.
- We desperately need to upgrade the computers and programs in the design department.
- In order to be cost effective, we must attract more advertisers.

You decide to send a proposal to the owner describing the current situation, explaining what is required to save the paper and saying how the funds would benefit the local community. Write your proposal, using the opinions expressed above and your own ideas.

You live in an area where unemployment is very high and the majority of young people have nothing to do. At a recent meeting of the residents' association, various opinions were voiced:

- Something must be done to keep young people off the streets.
- I hate having nothing to do and nowhere to go.

The residents' association has decided to set up a day centre. You have been asked to send a proposal to the local council describing the current situation, explaining what would be required to set up the centre and saying how the funds would benefit the local community. Write your proposal, using the opinions expressed above and your own ideas.
Proposals

Assessing choices

Read the question and the proposal below and then complete the exercises that follow.

There was an article recently in your local newspaper about an old building in the town centre. The building is in bad condition and cannot be left as it is: it must either be renovated or pulled down. The town council are asking residents for their opinions and you have decided to write a proposal assessing the suggestions and giving your own opinion about what should be done.

Purpose

This proposal aims to discuss the suggestions that have been made regarding the Opera House in Monson Road. The building is (1), and has been out of use (2).

Renovation

The Opera House was built at the beginning of the twentieth century and is a fine example of the architecture at that time. As such, it is a valuable part of our town’s history that should be looked after. As far as renovation is concerned, two suggestions have been put forward. The first concerns the entire building. (3). Such an undertaking would require (4), and would take many months to complete. However, it would be worthwhile as our town would then have a functional Opera House to be proud of. The second suggestion involves restoring the outside of the building to its former glory, but modernising the inside. Consequently, the attractive architecture will be kept while the building is used for other purposes. A restaurant and a youth centre are two ideas that have been mentioned.

Demolition

An alternative proposal to renovation is demolition. At the present time, the building is both unsightly and hazardous. Knocking it down would be (5) than renovating it. Moreover, it would result in a large site becoming available in the town centre for development. The land could then be sold, no doubt fetching a high price due to its central location. Alternatively, the site could be developed by the town council. Our town (6), more parking spaces, so a multi-storey car park near the town’s main shopping area would seem to be a good idea.

Recommendation

(7), that our town’s heritage should be protected. Although renovation is expensive, restoring the Opera House is the best suggestion. Such a building deserves to be a focal point of our town. If the cost of total restoration is prohibitive, then restoring the facade (8).
Assessing choices

Proposals

• lead the proposal again and decide which phrase, a or b, is most appropriate for each space.

1 a in a terrible state
   b in disrepair

2 a for ages
   b for a considerable time

3 a both internally and externally
   b inside and out
   a loads of money
   b substantial funding
   a considerably less expensive
   b a lot cheaper

4 a is desperately in need of
   b really needs

5 a I think
   b I am of the opinion

8 a is the next best thing
   b is the best alternative

Exercise 2. You had to decide which phrase was most appropriate in each case. How did you make your choice? Look at the sentences below. The underlined parts are expressed too informally. Rewrite the sentences, rephrasing the underlined phrases in a more formal way.

a A few hundred pounds would be just the thing to make young people go in for the competition.

b The reception area is crying out for a lick of paint.

At the end of the day, our company stands to gain from this scheme.

1 We could take on some of the youngsters who gave the training programme their best shot.

e Lots of people have said they are interested in having somewhere they can buy drinks or snacks.

f What might happen is that a youngster with a new qualification will go and work somewhere else when they finish their course.

Look again at the model. Which words or phrases has the writer used to:

a refer to a particular subject? (paragraph 2)

b limit or contradict the previous point made to some extent? (paragraph 2)

c show the result of an action? (paragraph 2)

d introduce a second reason for a particular point? (paragraph 3)

e offer an alternative suggestion? (paragraph 3)
Proposals  **Assessing choices**

The writer discusses a variety of points relating to demolition and renovation before arriving at a conclusion. Fill in the paragraph plan below with the phrases in the box.

<table>
<thead>
<tr>
<th>create funds for town council</th>
<th>expensive</th>
<th>good example of local architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>cost effective</td>
<td>need multi-storey car park</td>
<td>regain use of the Opera House</td>
</tr>
<tr>
<td>retain an attractive example of early 20th century architecture</td>
<td>time-consuming</td>
<td></td>
</tr>
</tbody>
</table>

### Purpose

State the aim of your proposal.

### Main Body

#### Renovation

**Reason?**

- Internal and external:
  - argument for
  - arguments against

- Exterior only:
  - argument for
  - arguments against

#### Demolition

**Reason?**

- Selling site:
  - argument for?

- Development:
  - argument for?

### Recommendation

State your recommendation and a brief reason why.
You work in a senior position in a large company that is interested in setting up a scheme to help young people in the area. Three suggestions have been made - a competition called Young Inventor with money as a prize, a scholarship to the local college and a training programme within the company. You have been asked to write a proposal, discussing these suggestions and saying which idea you think is best.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>State the purpose of your proposal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Body</strong></td>
<td>Reason?, ........................................</td>
</tr>
<tr>
<td>Competition</td>
<td>argument(s) for, ................................</td>
</tr>
<tr>
<td></td>
<td>argument(s) against .........................</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Reason?, ........................................</td>
</tr>
<tr>
<td></td>
<td>argument(s) for, ................................</td>
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<tr>
<td></td>
<td>argument(s) against .........................</td>
</tr>
<tr>
<td>Training programme</td>
<td>Reason?, ........................................</td>
</tr>
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<td></td>
<td>argument(s) for, ................................</td>
</tr>
<tr>
<td></td>
<td>argument(s) against .........................</td>
</tr>
<tr>
<td><strong>Recommendation</strong></td>
<td>State your recommendation and a brief reason why.</td>
</tr>
</tbody>
</table>

The sports centre you belong to has been given a large amount of money to upgrade the facilities on offer. The management has put forward three suggestions - redecorating the reception area, creating a café/bar area, renovating the changing rooms - and has asked members of the club for their opinion. Write a proposal assessing the suggestions and recommending which one you think is best.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>State the purpose of your proposal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Body</strong></td>
<td>Reason?, ..................................</td>
</tr>
<tr>
<td>Redecorate reception</td>
<td>argument(s) for, ..................</td>
</tr>
<tr>
<td></td>
<td>argument(s) against ..............</td>
</tr>
<tr>
<td>Create café/bar</td>
<td>Reason?, ..................................</td>
</tr>
<tr>
<td></td>
<td>argument(s) for, ..................</td>
</tr>
<tr>
<td></td>
<td>argument(s) against ..............</td>
</tr>
<tr>
<td>Renovate changing rooms</td>
<td>Reason?, ..................................</td>
</tr>
<tr>
<td></td>
<td>argument(s) for, ..................</td>
</tr>
<tr>
<td></td>
<td>argument(s) against ..............</td>
</tr>
<tr>
<td><strong>Recommendation</strong></td>
<td>State your recommendation and a brief reason why.</td>
</tr>
</tbody>
</table>
You have read an article in your local newspaper about the problem of traffic in the town centre. The town council have asked local residents to suggest possible solutions to the problem. Write a proposal evaluating the situation and making suggestions as to how the problem could be solved.

Purpose
This proposal aims to discuss the problem of traffic in the town centre and to make suggestions which might solve the problem.

Current Situation
(1),................., Sadly, this is no longer true due to the large quantity of traffic that passes through the centre. While some of the vehicles are bound for the town centre itself, there are many that are simply passing through on their way to other destinations. In addition to the increase in exhaust fumes that pollute our air and destroy our buildings, the queues of vehicles which can often be seen are unsightly and hinder pedestrians. A further problem that has resulted from the increase in traffic is that the parking available is insufficient. Therefore, people park their cars in the streets, which obstructs the efficient flow of traffic through our narrow streets.

Recommendations
1 (2),................., Providing an alternative faster route that avoids the busy town centre would reduce the number of vehicles in the town, as those drivers who are merely passing through would be able to avoid it.

2 (3),................., The first is to provide adequate off-road parking. A multi-storey car park in or near the town centre would help to ease the problem of parking and reduce the number of cars parked on the roadside. In this way, traffic would move more easily through the centre. The second solution is to implement a park and ride scheme. People wishing to come into the town centre would park their cars in car parks provided outside the town centre and then travel in on specially provided buses. These buses would run regularly to and from the car parks. This would reduce the number of vehicles having to come into the town centre.

Conclusion
(4),................., Although the suggestions outlined above are costly, it would be money well spent if it meant that our town centre was to become the attractive place it once used to be.
Evaluating a situation

Proposals

In clear well-organised writing, each paragraph begins with a topic sentence that tells the reader the purpose of the paragraph. Read the proposal again and put the topic sentences below into the correct places.

a. As far as the problem of parking is concerned, two solutions exist.
b. Providing an effective solution to the problem of traffic in our town centre is of the utmost importance.
c. For many years, our town has been hailed as one of the most attractive in the area.
d. It has been suggested by some residents that the construction of a ring road would ease the situation.

Identify words and phrases in the proposal (including the missing topic sentences) that are similar in meaning to those below.

a. praised for being
b. unpleasant to look at

...
When making her recommendations, the writer justifies them by explaining how they will help. Read the section called Recommendations again and complete the table below with information taken from the proposal.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>ring road</td>
<td>(1)</td>
</tr>
<tr>
<td>multi-storey car park</td>
<td>(2a)</td>
</tr>
<tr>
<td></td>
<td>(2b)</td>
</tr>
<tr>
<td></td>
<td>(3)</td>
</tr>
</tbody>
</table>

Read the questions below and then complete the paragraph plans with the relevant information given below.

advertise at local schools and the youth club to get new young members
advertise performances more widely
area is not as safe as it once was
be observant, report anything suspicious
high production costs because performances are poorly attended
home and car insurance has increased
no new members for the past eighteen months
offer reduced ticket prices to school parties or groups of friends attending performances
petition police for more presence on the streets
residents are afraid in their own homes
stage different kinds of productions that will appeal to more people
take extra precautions - burglar alarms, car alarms, park cars in garages if at all possible

You belong to a local theatre club that puts on amateur performances and also arranges trips to professional productions. Unfortunately, the theatre club’s membership is falling and it is in danger of closing. The chairman of the club has asked members to write proposals evaluating the situation and putting forward suggestions about how to improve the situation. Write your proposal.

Current Situation

Recommendations

Increase membership

Increase interest in performances
You are a member of a neighbourhood watch scheme and you have read an article in your local newspaper about the increase in burglaries and car theft in the area. You have decided to write a proposal for the other members of the scheme in your area outlining the problem and suggesting ways of tackling this problem.

**Current Situation**

**Recommendations**

Read the question below and then write a proposal. Answer the questions in the paragraph plan first to help you come up with ideas.

You work for a large company that is relocating to another area of the city. This move will mean that many members of staff will have difficulty in getting to work. You have been asked to write a proposal discussing the problem and suggesting ways of solving the problem.

**Purpose**

State what your proposal will do.

**Current Situation**

Why will people not be able to get to work easily?

What will people do if they can't get to work easily?

What effect will this have on the company?

**Recommendations**

Provide transport: what kind?

Allow staff to work from home: how would this work?

**Conclusion**

State that it is important that something is done.

State that your recommendations will work.
Proposals 

Giving reasons

1 Read the question and the proposal below and complete the exercises that follow.

A company is launching a new snack onto the market, and is running a competition inviting people to send in proposals for different ways of promoting it. The company wants people to comment on the use of advertising, introductory offers, and the kind of image you think the product should have. Write your proposal, explaining why you think your ideas would be effective.

Purpose
The purpose of this proposal is to discuss different ways of promoting the new snack from Jupiter. It also aims to show that these suggestions would be effective.

Advertising
1 The first priority would be to have a large advertising campaign, as this would make the product a household name in a relatively short space of time. The advertising campaign should definitely include TV, radio and billboards, but not necessarily newspapers and magazines, since these have relatively small readerships in this country.

2 The advertisements should be funny and appealing to people of all ages. The reason for this is that, while snacks are eaten mostly by young people, they are often bought by parents and grandparents too. Moreover, the adverts should depict everyday situations, as people can identify with these. TV and radio advertisements should have the same catchy jingle, preferably with a memorable slogan, because this will make the product instantly recognisable.

Image
1 It is essential that the product be given an appropriate name. It could be something that can be associated with the snack itself, but, at the same time, it should be something which is easy to say, and instantly memorable.

2 Due to the fact that there are already so many snacks on the market, this snack should be promoted in such a way that the public believe it to have a special characteristic which makes it unique. This could be a particular flavour, or it could be that the snack itself is a new combination of flavours.

Introductory offers
Depending on the budget allocated for this promotion, introductory offers such as 'buy one, get one free' could be used to persuade people to buy the product. However, at this stage, it is more important to heighten awareness of the product. This could be achieved at major points of sale, where promotional sales staff could tell customers about the product and give out samples.

Conclusion
I believe that for a product to be successful, it must be advertised effectively, it must appeal to a wide range of people and it must be instantly recognisable. In my opinion, if the suggestions above are implemented, the new snack from Jupiter will be very successful indeed.
Giving reasons

Connectors and modifiers

In proposals of this nature, you should have a good grasp of vocabulary which is relevant to the topic.

*read Connectors and modifiers H on page 95 and underline the six words that the writer has used to give reasons.

-rc words and phrases in the proposal which mean:

i  a misled programme of advertisements
b  someone or something that has become very well known
c  a short song that is easy to remember and is used in advertising
d  i =ord or phrase that is used to attract people’s attention or to suggest an idea
*  ordinary people
ff  the money available
f  Activities done in order to increase the sales of a product or service
k  the main places where a product is sold
j  a small amount of something that can be tried to see what it is like

= = section(s) does the writer:

i  like suggestions for promoting the product?
£  er opinion on what makes a product successful?
c  mention why this proposal has been written?
4  summarise her ideas from the main body of the proposal?
«  support her suggestions with reasons?

% Answer the following questions about the model proposal.

He writer believes that one of the things suggested in the question should be appropriate or effective.

i  What is it?

l  What example of an introductory offer does the writer give?

g  According to the writer, why would an offer like this be used?

4  What does the writer imply with the use of 'depending on the budget allocated ...'?

The writer believes that there is something which is more important than introductory offers.

e  What is it?

f  How does she suggest this could be achieved?
6 In the conclusion, the writer gives three conditions for a product's success. These conditions actually summarise the main points made in the main body of the proposal. Write the relevant points from the model proposal on the dotted lines.

a It must be advertised effectively.

b It must appeal to a wide range of people.

c It must be instantly recognisable.

7 Read these conditions of the success of a drugs awareness campaign and think of relevant points which could be included in a proposal on the subject.

For a drugs awareness campaign to be successful, it must be advertised effectively, it must deal with the problem in a way that the public can relate to, and it must reach a wide range of people.

a It must be advertised effectively.

b It must deal with the problem in a way that the public can relate to.

c It must reach a wide range of people.
Write a proposal on one of the following questions. Complete the paragraph plan before you begin writing to ensure you, and use the things you have learnt in this unit.

### The government is launching a new drugs awareness campaign, and is running a competition inviting people to send in proposals on what the campaign should include. The government wants people to comment on the use of advertising, school visits, and the kind of approach you think the government should take. Write your proposal, explaining why you think your ideas would be effective.

**Introduction:**
Purpose of proposal?

**Main Body**
Suggestions & reasons: advertising? .
                         school visits? .
                         approach? .

**Conclusion:**
Personal opinion on subject?
Summarise ideas from Main Body.
State that suggestions will be successful.

A company is planning to launch a new radio station. The owner wants to find out what people would like to hear on the radio, and is inviting proposals about the possible content as well as ideas on how to promote the station. Write a proposal, explaining why you think your suggestions should be implemented.

**Introduction:**
Purpose of proposal?

**Main Body**
                         promotion? .

**Conclusion:**
Personal opinion on subject?
Summarise ideas from Main Body.
State that suggestions will be successful.
Read the question and the review below and complete the exercises that follow.

An arts magazine is running a feature on festivals. It has invited its readers to send in a review of an arts festival that they have recently attended. Write a review of the festival and say why you think it was worth attending.

The Edinburgh International Festival is believed to be one of the greatest celebrations of the arts, attracting audiences from around the world. Held every August, the festival actually consists of a variety of festivals, all independently organised. Combined, they form one of the biggest celebrations of the arts in the world, claiming to offer entertainment for all tastes. The biggest problem for festival-goers is deciding what to see, and what to miss.

On arrival in Edinburgh, the festival spirit is immediately apparent. Those who cannot afford to attend theatres make the most of the free street shows on the High Street. Hundreds of visitors from around the world watch as street artists perform everything from tightrope walking to fire eating. These performers are part of the Fringe, which was established in 1947 (the first year of the Edinburgh International Festival) by independent companies who performed in small theatre spaces without the approval of the official festival.

This year the Fringe brought the Chinese State Circus to Edinburgh. Superb performers demonstrated incredible balance and flexibility, showing off their acrobatic skills. The troupe formed human pyramids and back-flipped from poles, miraculously avoiding crashing to the ground. Eight girls kept 64 plates spinning continuously, while boys smashed bricks with their bare hands. A real spectacle, this was family entertainment at its best.

No trip to Scotland’s capital in August would be complete without attending the Edinburgh Military Tattoo, a military show with music which is performed at night. I was lucky enough to have booked tickets in advance, as the Tattoo is a sell-out every year. First performed in 1950 as the Army of Scotland’s contribution to the Festival, today the range of music performed is as diverse as the countries represented. Set against the magnificent backdrop of Edinburgh Castle, the most moving sight and sound of the evening was that of the pipe bands. It was definitely worth splash out on an expensive seat, as it allowed me to enjoy the spectacle to the full.

Unfortunately, it is impossible to see everything on offer at the Edinburgh Festival. There are, quite simply, too many shows and too little time. All in all, it is fair to say that the Edinburgh Festival has something for everyone.
Reviewing a festival

Study Reference section 5 on page 87 and Reference section 8 on page 89. Then read the review again and complete it, choosing either the gerund or the infinitive form of the verbs in brackets.

Based on the review on the previous page, put the paragraph plan below into the correct order. Write production, Paragraph 2, Paragraphs 3 & 4, Conclusion.

Give descriptive details of one or two shows/events.
Give your general opinion of the festival as a whole. Make a recommendation.
Describe the general atmosphere of the festival.
Give general information about the festival. Mention where and when the festival takes place.

The writer uses two main tenses in his review, the present simple and the past simple. Which tense does he use:

a to give general information about the festival?
b describe the general atmosphere of the festival?
c to describe what he saw at the festival?

Underline all the verbs in the present simple tense and see in which paragraphs they mostly occur.

The writer uses different words to talk about the same thing.
What words does the writer use:

a for people who attend the festival?

..........................................................and..................................................
b for different kinds of people who take part in the festival?

..........................................................and,............

It is very important to use a wide range of vocabulary when writing at Proficiency level. Try not to repeat words and phrases over and over again.
Rewrite the sentences below using the words in bold. Use between two and five words. You may wish to look back at the model for help with the structures needed.

a. Make sure you book well ahead if you want to see that play.
   **advance**
   You must...want to see that play.

b. It's worth spending a lot of money on good seats.
   **splashing**
   It's worth...good seats.

c. Some people believe this festival is one of the best in the world.
   **believed**
   This festival...of the best in the world.

d. You could say that the band played better than ever before.
   **fair**
   It's...band played better than ever before.

e. In order to take part in the festival, the performers must have permission from festival officials.
   **approval**
   The performers cannot take part in the festival...officials.

f. They started the International Festival over fifty years ago.
   **established**
   The International Festival...fifty years ago.

The notes opposite are notes about another festival. Look at the question in exercise 1 again and then put the paragraph notes below into the correct order according to the plan in exercise 3.

W W W W W w W w w

Blue Notes - local young jazz band. Talented musicians, despite their age - played their own music, as well as some popular jazz. They were the find of the weekend.

5th Annual Youth Music Festival. Gives young people the opportunity to show off their talents, while learning more about music at the same time. Held in a different town every year. Friday 26 July - Sunday 28 July 02, Perth.

In my opinion, the Youth Festival fulfils its aims - 'to promote young musical talent and improve and advance music education.' offers something for everyone.

Friendly atmosphere. Variety of fun music workshops. Great effort put into decorating the site - local schools decorated the main arena with their own artwork.
A film magazine is running a feature on festivals. It has invited its readers to send in a review of a film festival that they have recently attended. Write a review of the festival and say why you think it was, or was not, worth attending.

Your college newspaper has asked overseas students to write reviews of festivals held in their countries. You have decided to write about a festival that is held in your home town each year. Write your review, describing the festival and saying why visitors would enjoy it.

A music magazine is running a feature on festivals. It has invited its readers to send in a review of a music festival that they have recently attended. You have decided to write about a rock festival you attended last summer. Write a review of the festival and say why you think it was worth attending.

Introduction:
General information about festival?
Where?
When?

Paragraph 2
General atmosphere?

Paragraphs 3 & 4
Descriptive details?

Conclusion
General opinion?
A recommendation?
Read the question and the review below and then complete the exercises that follow.

You belong to a holiday club. The club magazine regularly reviews different kinds of holidays and has invited club members to send in reviews of weekend city breaks they have had. The best ones will be published in the magazine. Write a review of a weekend city break you enjoyed, explaining what the city had to offer and what made your holiday special.

Having always wanted to visit Venice, I jumped at the chance when my friend Carol won a weekend away for two people and asked me to accompany her. The mention of Venice usually brings to mind canals, gondolas and tourists, but it actually offers a great deal more, as I found out.

As we were only going to be in Venice for a little over two days, we had both read up on the city before arriving: we didn't want to risk missing something while we were there. We took a water bus from the airport to San Marco, which is the stop near the famous St Mark's Square. As we crossed the square to find our hotel we gazed up at the magnificent Basilica, one of Venice's many famous sights. We visited it the following morning and saw St Mark's tomb and the stunning gold mosaics inside. Afterwards, we found a trattoria for lunch and had delicious seafood pizza. The afternoon found us wandering the maze of narrow streets criss-crossing the canals, and popping into many of the churches scattered throughout the city. As we discovered, Venice is not an easy city to navigate, but because it is fairly small, you can never really lose your way.

On Sunday, we visited just one of the many nearby islands, Murano, where the glass factories are. We spent the morning there and watched skilled craftsmen blowing glass into all manner of shapes and designs. We also chose small glass gifts for friends and relatives, which was not as easy as it sounds as we were spoilt for choice. Sunday afternoon was spent souvenir hunting. Both Carol and I treated ourselves to beautiful hand-painted masks that are traditionally worn at carnival time. Sadly our weekend had almost come to an end. Just time for one more delicious meal and then it was back to the hotel to pack as we were leaving in the morning.

My only regret is that I didn't see all I wanted to: there just wasn't time. I suppose I'll have to go back again and stay for longer. However, this weekend away was wonderful and all the more special because I was able to share it with a good friend of mine. I shall never forget it.
Look at the review again and say in which paragraph(s) the writer:

a tells us why the holiday was special?
b relates what she and her friend did?, and
c mentions for the first time which city she went to?
d gives us her last thoughts about the holiday?
e explains her reason for going on the holiday?
f tells us what she and her friend saw?, and

Read the review again and answer these questions.

a What does the writer's use of 'jumped at the chance' tell us about her feelings towards going to Venice?
h Which word in the second paragraph reinforces the fact that 'Venice is not an easy city to navigate'?
c Why was choosing gifts for friends and relatives 'not as easy as it sounds'?

Look at the Reference section 10 on page 89. Now look at these sentences taken from the review and answer the questions below.

a Having always wanted to visit Venice, I jumped at the chance ...
b The afternoon found us wandering the maze of narrow streets criss-crossing the canals and ...
c ... popping into the many churches scattered throughout the city. *
d We spent the morning there and watched skilled craftsmen blowing glass into all manner of shapes and designs.

i) Which participle clauses give us more information about a noun?, and ....
(ii) Which participle clause has the meaning off 

iii) Which participle clause refers to an action?
Rewrite the sentences below using participle clauses.

a She decided to stay at home at the weekend because she didn't feel well.

b The hotel they stayed in overlooked the picturesque bay.

c Peter recognised one of the air stewardesses who was working on his flight to Amsterdam,

d After I'd checked that my passport and ticket were in my bag, I left the house,

е He put the luggage in the boot of the car, got in and started the engine,

f We took advantage of the cheap accommodation that was offered to us.

g I realised I was going to miss my train, so I started running.

h He interrupted the guide who was talking about the castle to ask where the toilets were.

Study Reference section 2b on page 86. Using adjectives can bring a description to life. Underline phrases in the model review where the writer has used more than one adjective to describe a noun.

Now rewrite these sentences with the adjectives in the correct place.

a We stayed in Palm Court, a hotel on the coast, (seventy-bedroomed, luxurious)

b Instructors showed us how to use our equipment correctly, (diving, fully-qualified)

c There was a beach very nearby, (beautiful, sandy)

d For breakfast, there was bread everyday, (home-made, fresh)

e The staff were keen to do whatever they could to make our stay more enjoyable, (friendly, well-trained)

f The children's playground was full of swings, slides and climbing frames, (wooden, brightly-coloured)
Reviewing a holiday

Read the two questions below and complete the paragraph plans with your own ideas. Then write one review based on your notes below.

a You belong to a parent and child group that produces a magazine four times a year. The magazine is inviting members to write reviews of successful package holidays they have had for their summer issue. The holiday must be suitable for families with school-aged children. You had such a holiday last summer and have decided to write a review for the magazine. Write your review describing the holiday and explaining why it is suitable for families with children.

**Introduction**
Where? . . . . . . . . . . . . .
Reason for choosing the holiday? . . . . . . .
With whom? . . . . . . . . . . . .

**Main Body**
Brief description
Accommodation? . . . . . . . . . . .
Activities? . . . . . . . . . . . . .
Facilities? . . . . . . . . . . . . .
Surrounding area? . . . . . . . . . . .

**Conclusion**
State that holiday was good/successful/etc.
State why it is suitable for families with children.

The Student Union at your university is organising an activity holiday. Any students who have already enjoyed such a holiday have been asked to write a review of it so the Entertainment Committee can choose a holiday that would be suitable. Write a review for the committee describing the holiday and saying why it would be suitable.

**Introduction**
What kind of activity holiday? . . . . . . . . . . . . . . . . . . . . .
Where and when? . . . . . . . . . . . . . . . . . . . . . . . . . . .
With whom? . . . . . . . . . . . . . . . . . . . . . . . . . . . .

**Main Body**
Description of the holiday:
Accommodation? . . . . . . . . . . . . . . . . . . . . . . . . . . .
Activities? . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
What made it enjoyable? . . . . . . . . . . . . . . . . . . . . .

**Conclusion**
State that you enjoyed the holiday/would recommend it/etc.
State that it would be suitable.

In your description, concentrate on the aspects of the holiday which support your choice and make it suitable for the review you've been asked to write.
The National Geographic Society is the world's largest non-profit scientific and educational organisation. Founded in 1888, *National Geographic* is the society's flagship magazine. (The society also publishes *Adventure, Traveler, World, National Geographic for Kids* magazines, as well as award-winning books and CD-ROMs, and it has its own TV channel.) In addition to keeping the reader abreast of ecological issues and threats to wildlife, *National Geographic* also encourages understanding of various cultures all over the world.

As its name suggests, many of the articles in the magazine in question have a geographical slant. However, this does not mean that it is of interest only to geography students. There are also interesting articles on such topics as technology and the information revolution, as well as cultural features on societies from the four corners of the globe. As a result, students from many different faculties would have good reason to read *National Geographic*, should the library decide to take out a subscription.

The articles are, for the most part, written from an objective, unbiased yet involved point of view. They are well researched and give a full historical perspective on the issue being covered. One of *National Geographic*’s most outstanding features, however, is the incredible photography which accompanies every article. Photographs of this quality are a rarity, but it is not surprising that they are brought to us by *National Geographic* when you consider the time and money it spends in its effort to raise public awareness of the world around us.

A year’s subscription to *National Geographic* costs £29, and includes 12 monthly issues of the magazine, a world map with the first issue, and as many as 5 full-colour wall map supplements in selected issues of the magazine, which could be put up in the library for general reference purposes. Moreover, all subscriptions help support worldwide scientific research, exploration, and geography education.

In brief, many students would benefit from a college subscription to a magazine like *National Geographic*, which has so much to offer. I believe that it deserves a place on the college library shelves.
Reviewing a magazine

Study Connectors and modifiers on page 94. Which words or phrases has the writer used to:

a mention an extra point after a point? (Paragraph 1).
b show that a point limits the previous point made to some extent? (Paragraph 2).
c indicate the logical development or consequence of an argument? (Paragraph 2).
d introduce a second reason of a different kind, but one that has the same result as the first? (Paragraph 4).
e bring the argument to a conclusion in a few words? (Paragraph 5).

Read words and phrases in the review which mean:

a the most important magazine that the organisation produces
b informing the reader about the latest developments in
c point of view
d special articles about something
e pay money to receive regular copies of a newspaper or magazine
f impartial
2 one of a regular series of magazines or newspapers
h extra separate sections that are sold with a newspaper or magazine

Read the model review again and tick the points which are mentioned.

a age of magazine
b comments on articles
c cost
d details about writers
e free gifts
f methods of payment
g number of issues
h number of pages
i points of sale
j possible readership
k size of magazine
l special features
m title
n topics of interest
o type of magazine
Reviews  **Reviewing a magazine**

5  **Now complete the paragraph plan with the words you ticked in exercise 4.**

**Introduction**

**Main Body**

main points that support the writer's choice:

Paragraph 2?
Paragraph 3?
Paragraph 4?

**Conclusion**

Reasons for recommending the magazine.

6 **Complete the table below with the phrases in the box.**

<table>
<thead>
<tr>
<th>Points</th>
<th>Current affairs magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td>title</td>
<td></td>
</tr>
<tr>
<td>age of magazine</td>
<td></td>
</tr>
<tr>
<td>topics of interest</td>
<td></td>
</tr>
<tr>
<td>possible readership</td>
<td></td>
</tr>
<tr>
<td>comments on articles</td>
<td></td>
</tr>
<tr>
<td>special features</td>
<td></td>
</tr>
<tr>
<td>cost</td>
<td></td>
</tr>
<tr>
<td>number of issues</td>
<td></td>
</tr>
</tbody>
</table>

Now complete the table below with your own ideas.

<table>
<thead>
<tr>
<th>Points</th>
<th>Children's magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td>title</td>
<td></td>
</tr>
<tr>
<td>age of magazine</td>
<td></td>
</tr>
<tr>
<td>topics of interest</td>
<td></td>
</tr>
<tr>
<td>possible readership</td>
<td></td>
</tr>
<tr>
<td>comments on articles</td>
<td></td>
</tr>
<tr>
<td>special features</td>
<td></td>
</tr>
<tr>
<td>cost</td>
<td></td>
</tr>
<tr>
<td>number of issues</td>
<td></td>
</tr>
</tbody>
</table>
Read the two questions below and complete the paragraph plans. You may use your ideas from exercises 6 and 7, or other points if you think they are more appropriate. Then write one review based on your notes below.

a. The head teacher of the primary school where you work as a teacher has decided to take out magazine subscriptions for some children’s magazines. She has asked all the teachers to write a review of a children’s magazine which they believe would be appropriate. Write a review, explaining what you think it has to offer.

Introduction

Main Body
main points that support your choice:

Paragraph 2?
Paragraph 3?
Paragraph 4?

Conclusion
Reasons for recommending the magazine?

b. You work for the university newspaper. A local journalist has kindly offered to pay for yearly subscriptions to a number of magazines or newspapers. He has asked interested parties to write a review of a magazine or newspaper which they think would be a useful resource for the university newspaper. Write your review, saying why you think it would be suitable.

Introduction

Main Body
main points that support your choice:

Paragraph 2?
Paragraph 3?
Paragraph 4?

Conclusion
Reasons for recommending the magazine?
Read the question and the report below and complete the exercises that follow.

The local council has received a considerable donation from a local resident, and has decided to use the money to set up a local newspaper, radio station or TV channel. A survey was carried out to find out how local residents think that the money should be spent. You have been asked to write a report for the local council based on the opinions the residents gave in the survey, making appropriate recommendations.

Introduction
The purpose of this report is to discuss the findings of a survey which was carried out in the week beginning 17th February, 2003. 200 people aged 18-65 were asked a number of questions concerning Maintown Council's proposal to establish a local newspaper, radio station or TV channel.

Newspaper
Generally speaking, this option was quite popular with those interviewed. The majority of people in the 50-65 age group believed that a local newspaper would be very useful, and that they would probably buy it on a regular basis. This option was also quite popular with local residents in their forties. A few people interviewed also pointed out that, of the three proposals, this is the only one whose revenue would not depend on advertising alone, as people would have to pay to buy a newspaper. The younger people who were interviewed, on the other hand, said that they would only buy a local paper if it was written exclusively for young people.

TV Channel
Of all the projects proposed, this was the least popular. Few people interviewed thought that setting up a local TV channel was a good idea. The general consensus was that it would be so expensive to run that it is unrealistic to believe that this could be a successful long-term project.

Radio Station
Maintown Council's idea to set up a local radio station received the approval of the majority of the residents who were interviewed, regardless of age. It is believed that a radio station would be both popular and relatively easy to run, without being too expensive. Some people also mentioned that it would appeal to all age groups as well as to people with different interests if there were a variety of programmes on different subjects.

Conclusion
To sum up, while a local TV channel would not be popular with residents, both a local newspaper and a radio station would have something to offer the community. Taking into account the fact that it is in the council's interest to make decisions based on voters' wishes, it is recommended that Maintown Council establish a local radio station.

Don't confuse reports with proposals! Questions like the one above may look similar to a proposal as people have been asked to choose between different things they would like to happen, but the purpose of writing is to report on the survey, not to propose anything.
Discussing the findings of a report

Read the report again and complete the paragraph plan.

**Introduction**
State the purpose of the report. Give details of survey.

**Main Body**

**Conclusion**

Read the report again and answer the following questions.

a What information is given about the survey in the first paragraph?

b How does the writer manage to include reasons for the popularity (or lack of popularity) of the three things proposed?

What reason(s) are given for:

c the popularity of the idea of setting up a local newspaper?

d the unpopularity of the idea of setting up a local TV channel?

e the popularity of the idea of setting up a local radio station?

f Why does the writer mention voters' wishes in the conclusion?

Study Reference section 15 on page 90, then underline all the quantifiers the writer has used in the report.
5 Discussing the findings of a survey

Rewrite the sentences below using the words in bold. Use between two and five words. You may wish to look back at the model for help with the structures needed.

a Furthermore, some members of staff mentioned that they would only go to the gym if there was an instructor.
   Few
   Furthermore, .........................................................., mentioned that they would only go to the gym if there was an instructor.

b When asked about the company's idea to invest in gym equipment, everybody who works for the company said it was a good idea.
   All
   When asked about the company's idea to invest in gym equipment, ......................................................, for the company said it was a good idea.

c Most of the people who were interviewed thought that local residents would enjoy a summer concert.
   Few
   .............................................................., thought that local residents wouldn't enjoy a summer concert.

d According to those who took part in the survey, a summer fete would be enjoyable and it would be profitable too.
   Both
   According to those who took part in the survey, a summer fete, ......................................................, and profitable.

e Weekend breaks at health spas received the approval of most of the employees.
   Majority
   Weekend breaks at health spas received the ......................................................, the employees.

6 Read Reference section 11 on page 89. Look back at the model report on page 74 and find the following sentence:

'It is believed that a radio station would be both popular and relatively easy to run, without being too expensive.'

This is an example of the impersonal passive structure. It has been used instead of the sentence below to avoid having to repeat 'the residents', which was used in the preceding sentence in the report:

The residents believe that a radio station would be both popular and relatively easy to run, without being too expensive.

It could also have been written using the personal passive structure:

A radio station is believed to be both popular and relatively easy to run, without being too expensive.

Rewrite these sentences, using the structures shown above.

a The managers believe that uniforms would improve the company's image.

b The employees think that a day care centre would be a great asset to the company.
c. The residents claim that funding has been misused in the past by the local council.

d. The charity believes that a summer fete would be a good way to raise money.

e. Head teachers think that The National Parent Teacher’s Association has done a lot to improve education.

Read the questions below, and write a report on one of the questions, following the paragraph plan, and using some of the things you have learnt in this unit.

a. You are the personnel manager of a large company which has decided that it must do something about the health of its employees. A survey was carried out to find out what employees think would be the best idea: sending all employees to a health spa for a weekend break, buying some gym equipment, or hiring a gym instructor. You have been asked to write a report for the board of directors based on the opinions the employees gave in the survey, making appropriate recommendations.

b. The local council has decided to hold a summer event in the town square. A survey was carried out to find out how local residents think that the money should be spent: on a summer concert, a summer fete, or a summer play. You have been asked to write a report for the local council based on the opinions the residents gave in the survey, making a suitable recommendation.

**Introduction**
State the purpose of the report.
Give details of survey.

**Main Body**
Discuss findings of the survey, using a separate paragraph for each of the three things mentioned in the question.
Give reasons for their popularity/unpopularity.

**Conclusion**
Summarise the findings of the survey.
Make a recommendation.
Read the question and the report below and then complete the exercises that follow.

You are an independent consultant offering advice to small businesses. You have been approached by the owner of a restaurant who needs your help. There has been a decline in business and the restaurant is in danger of closing down. You have investigated the situation and are now ready to write your report analysing the possible reasons for this decline and making suggestions as to how the situation could be improved. Write your report.

Introduction
This report has been written following my inquiries and observations. It outlines my findings relating to the decline in business and also (1),..........................

The Menu
The Catherine Wheel has always been well known for its good quality food and wine. This, however, has led to complacency. The choice of food (2),..........................The menu is therefore predictable, which does not encourage customers to return. It is my opinion (3),..........................In addition, people are more willing to try a wider variety of foods than they once were and the menu could reflect this with the inclusion of more adventurous choices. This could be done by means of a Specials board, or the menu could be adapted on a regular basis, although this would be fairly costly in terms of printing.

Other Establishments
In the past twelve months, three new restaurants have opened up within walking distance of The Catherine Wheel, two of which are proving to be extremely successful. They are attracting customers in their late twenties to early forties, the age group most likely to eat out on a regular basis, by providing good food in an upbeat environment. At present (4),..........................In order to compete with these establishments, changes to decor and music should be made.

Opening Hours
Currently the restaurant only opens on Monday to Saturday nights from 6 pm until 11.30 pm. This limits the number of customers that can be served. People come into the restaurant after 11.30 pm and ask for a table (5),..........................Opening hours could be extended, especially at weekends. Furthermore, it may be worth opening at lunchtime. There are few places in town that offer good food in the middle of the day, so (6),..........................

Conclusion
Although business has declined over the recent months at The Catherine Wheel, the situation is rectifiable. My investigation has highlighted the causes of the problem and I feel certain that the measures outlined above will improve the situation.
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Conclusion
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Read the report again and decide whether a or b is the most suitable way to finish the sentences.

1. a gives you some ideas that may help  
   b puts forward some suggestions that may improve the situation

2. a has remained unchanged for a considerable length of time  
   b has stayed pretty much the same for as long as everyone can remember

3. a that it’s about time you had a change  
   b that you reassess the menu on offer

4. a *The Catherine Wheel* is really boring in comparison  
   b *The Catherine Wheel* seems very staid in comparison

5. a only to be turned away  
   b but are told to leave

6. a the opportunity should be taken advantage of  
   b you should cash in on this

When writing a report it is important to have clear paragraphs that address a particular point. In this report, each paragraph in the main body deals with one problem and its possible solution(s). Look again at the report and complete the table below in note form.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paragraph 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Paragraph 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Paragraph 4</strong></td>
<td></td>
</tr>
</tbody>
</table>

Look at this sentence taken from the report and answer the question that follows.

*The menu is therefore predictable, which does not encourage customers to return.’*

What does *which* refer to?

a the menu  

b the fact that the menu is predictable

The sentence could be rewritten as follows:

The fact that the menu is predictable does not encourage customers to return.
5 Rewrite the sentences below practising the structures you saw in exercise 4.

a The fact that the food is good value makes people come back time and again.  
   The food, ..............................................................................................................

b The fact that Mary was brought up in Italy means she often eats pasta.  
   Mary, ....................................................................................................................

c The waitresses are rude and unhelpful, which gives the restaurant a bad name.  
   The fact that, ........................................................................................................

d The fact that Jeremy hates cooking explains why he always eats out.  
   Jeremy, ..................................................................................................................

e The meal was extortionately expensive, which spoiled my birthday celebration.  
   The fact that, ........................................................................................................

6 Look at the sentence below taken from the report and answer the question which follows.

'In the past twelve months, three new restaurants have opened up within walking distance of The Catherine Wheel, two of which are proving to be extremely successful'

What does which refer to?
   a the new restaurants  
   b The Catherine Wheel

The sentence could be rewritten as follows:

In the past twelve months, three new restaurants have opened up within walking distance of The Catherine Wheel. Two of them are proving to be extremely successful.

7 Join the sentences below together, practising the structure you met in exercise 6. Remember that the relative pronoun whom is used after a preposition to refer to a person.

a One hundred customers were interviewed. Many of them said they were satisfied with the service provided.

b Five locations were considered. Two of them were ideal.

c Two candidates applied for the job. Both of them were unsuitable.

Mr Johnson read ten job advertisements. None of them was what he was looking for.

I have telephoned three hotels in the area. All of them are fully booked.
Read the two questions below and complete the paragraph plans for each question with notes.

a You are employed as manager of a small gift shop. Unfortunately, the gift shop is not doing as well as it used to. Write a report to the owner explaining the reasons for this and putting forward some suggestions as to how the situation could be improved.

Introduction
State the purpose of your report.

Main Body
Heading?
Problem 1
Solution(s)

Heading?
Problem 2
Solution(s)

Heading?
Problem 3
Solution(s)

Conclusion
State that something must be done.
State that your suggestions will solve the problem/improve the situation.

You work at a sports centre. The sports centre is not as busy as it used to be and is under threat of closure. You have been asked to write a report analysing the reasons for this and suggesting solutions to the problem.

Introduction
State the purpose of your report.

Main Body
Heading?
Problem 1
Solution(s)

Heading?
Problem 2
Solution(s)

Heading?
Problem 3
Solution(s)

Conclusion
State that something must be done.
State that your suggestions will solve the problem/improve the situation.

Choose one of the questions from exercise 8 and write a report. When you write your report don't forget to use headings like those in the report on page 78. Start a new paragraph for each point you make.
You work for a consumer magazine that is running a feature on local businesses. You have been asked to research a local dry cleaner’s for the feature. Write a report about the service that is offered by this dry cleaner’s, including details of whether it is good value for money.

**Introduction**

This report evaluates the service offered by *Mr Quick Dry Cleaner’s* on Market Square, which opened three months ago.

**The Test**

Four items of clothing were taken into the cleaner’s: a man’s suit, a lady’s silk blouse, a pair of woollen trousers and a leather jacket. The blouse had a red wine stain on the front which was more than a week old, the trousers had had salad dressing spilt on them, the suit was in need of freshening up and the leather jacket had marks on the elbows from everyday wear. The clothes were taken to the shop at 9.30 am on a Tuesday morning. The assistant told me that the garments would be ready in a week’s time. I explained that the suit was needed urgently for an unexpected business meeting and asked for it to be ready the following afternoon. She said that this could be done and pointed out that it would cost extra.

**The Results**

At 3.30 pm on the Wednesday afternoon, the suit was not ready. The assistant asked me to come back in an hour and apologised for the delay and inconvenience. No explanation was given. At 4.30 pm, I returned and the suit was ready. The following week, the other items were collected. The red wine and salad dressing stains had been removed successfully. The leather jacket still had some marks on the elbows but looked a great deal better than when it had been taken in. The cost of the cleaning came to 63 euros for all items.

**Conclusion**

In my opinion, *Mr Quick Dry Cleaner’s* provides a good service at a reasonable cost. Despite the fact that the suit was not ready when I first went to collect it, the assistant was polite and apologetic and the suit was ready by the end of the afternoon. Considering the cleaning took a week to do, perhaps the name of the cleaner’s is a little misleading.

---

**Read the report again and answer these questions.**

**In which paragraph does the writer mention:**

- a  his opinion of the service offered?
- b  the cost of the service?
- c  the condition of the clothes taken to be cleaned?
- d  the purpose of the report?
- e  when the clothes would be ready?
- f  the condition of the clothes when they were collected?
Evaluating Reports

The writer uses indirect speech in his report but avoids using the verbs *say* or *tell* repeatedly. Look at the report again and list the other reporting verbs the writer uses.

Study Reference section 7 on page 88 and then rewrite the sentences below practising indirect speech and using the reporting verbs given.

a. ‘If I were you, I’d take your car to a different garage,’ he said, advise

b. ‘This food is cold and my cola is flat,’ I said, complain

c. ‘I’ll speak to my lawyer if something isn’t done straightaway,’ she said, threaten

d. ‘Yes, I’m afraid I have overbooked the flight,’ he said, admit

e. ‘I’m sorry, but I really can’t refund your money,’ she said, refuse

f. ‘Your flight is delayed because of bad weather,’ he said, explain

Now read this question and complete the paragraph plan with your own ideas.

You belong to an amateur photography club. The club magazine is doing an article on photographic studios in the area and the services they offer for wedding photography. You recently got married and have been asked to write a report on the photographic studio you used. Write your report, including details of the service you were given and whether or not you would recommend it.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>State the purpose of your report.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name?</td>
<td>..........................................................</td>
</tr>
</tbody>
</table>

| Where? | .......................................................... |

| The Test | (What? When? Where?) | .......................................................... |

| The Results | |

| Conclusion | State your opinion of the service offered. |
This kind of report may ask you to write about a product rather than a service. Look at this question below and then read the report that follows.

You work for a women’s magazine and have been asked to research a child’s toy or game for the December issue, which will have a feature on gift ideas for children. Write a report explaining what the toy or game is and why it would make a suitable gift.

Introduction
This report concerns the board game *Travel the World*, which is sold at most Early Learning Centre shops throughout the country.

The Game
The board game is designed for children of five plus and can be played by two to four players. It consists of an attractive board with a colourful map of the world. The countries labelled on the map are those that commonly appear on maps that school children use. There is also a spinner that determines the method of transport (car, bus, boat, helicopter or aeroplane) and the number of spaces to be moved (1 to 4). Players, who have chosen three ticket cards, start from one of the countries shown on one of their tickets and travel around the board visiting the other two countries shown on their tickets before finishing at the country they started from.

The Test
*Travel the World* was played by my niece and nephew, who are seven and eight years old respectively. The rules were explained to them and they started playing. The game progressed well and was fun as (1)......For example, they discovered that a helicopter or plane could travel over any surface, but the boat was only good for covering stretches of water and no good on land.

The Results
Both my niece and nephew have asked for their own game, so (2)......They spent over an hour playing the game a number of times, which (3)......Adult help was needed initially to explain the object of the game and how it should be played, but after this they were able to play autonomously, with only occasional adult intervention. It should be noted, however, that children of five or six would probably need more adult assistance as (4)......

Conclusion
I recommend that this game is included in our December issue as a suitable gift for children of primary school age because (5)......Furthermore, the game does not take too long to play, which (6)......It is also reasonably priced and would make an ideal gift.
Evaluating Reports

The writer uses the clauses below to explain the points she makes in her report. Can you put them into the correct place in the report?

a. they would be unable to read their tickets
b. it was obviously successful
c. means children won’t lose interest in it before a winner is found
d. it is both entertaining and educational
e. it soon became clear that it was more difficult to get from country to country than it first appeared
f. indicates that it held their interest

Read the report again and pay careful attention to the tenses the writer has used. Now answer these questions.

a. Is the writer referring to past, present or future time in:
   paragraph 1?
   paragraph 2?
   paragraph 3?
   paragraph 4?
   paragraph 5?

b. Why does the writer switch between past and present tenses in this way?

Read the question below and then complete the paragraph plan with your own ideas.

You work as a researcher for a consumer magazine. The magazine is going to do a feature on home entertainment equipment. You have been asked to try out a piece of equipment (video, DVD, stereo, etc) and write a report describing what the equipment is used for. You should include details of how easy it is to use and whether or not it is good value for money.

Introduction
State the purpose of your report.

The Test
Who tested it?
Brief description of the test

The Results
What happened (briefly)?

Conclusion
State whether or not you recommend the product and why

Write a report in answer to the question in either exercise 5 or 9. Use your notes to help you. Remember to use a variety of tenses depending on what you are referring to.
Reference Section

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.

We also use a/an in expressions (for example, in expressions of frequency or quantity):

Petrol costs about sixty pence a litre here.

We use an in numerical expressions (for example, in expressions of frequency or quantity):

She has classes three times a week.

(See also the, use and omission)

2 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)

She'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)

b An intelligent young man (mental ability-age)

c A large round ball (size—shape)

d A green cotton dress (colour-material)

e A German car factory (nationality/origin-purpose)

Compound adjectives

Compound adjectives are made up of two pan. They are usually hyphenated, and the second part is often a present or past participle.

Compound adjectives are used to describe a wide variety of nouns, but the most common ones describe personal appearance and character. The meaning is usually with, having or being:

He's a red-haired, broad-shouldered man. (He's a man with red hair and broad shoulder:)

Comparison

(a) We can use as... as and not as/so... as with adjectives for comparison:

He's as tall as his sister but not as/so intelligent as she is.

(b) We use more/less... than with some adjectives and the comparative form -er...

He's more talented but lazier than I am.

Adjectives of one syllable and two-syllable adjectives ending in -y (plus a few others) form the comparative with -er. The spelling changes from -y to -i when -er is added (heavy-heavier). Most two-syllable adjectives and all longer adjectives form the comparative with more.

(c) If we want to emphasise the difference in a comparison, we use far or much with the adjective:

She's far/much more intelligent than he is.

With plural nouns after the adjective we use far or many:

Far/Many more people came than I expected.

We use not nearly as/so... as to emphasise a negative difference.

We're not nearly as/so well off as they are.

(d) The superlative form is made with -est or most. When we compare more than two people or things we use the superlative even when the number involved is not mentioned:

She's the prettiest girl in the class. (There are more than two students.)

(e) Remember the irregular forms:

- good better best
- bad worse worst
- little less least
- much/many more most
- far 'farther' farthest/

*Both forms are used for distance, but we say further information (= "additional")

Elder/eldest are irregular forms of old but are only used for members of the family: my elder brother.

(f) When we want to say that two things happen together or in proportion to each other, we use two comparative forms:

The older I get, the more impatient I become.
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 home late, either.

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

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.

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?

4 Gerund

a General
The gerund is the term used for a verb form ending in -ing when it is used like a noun. It has the same form as the present participle:
/ like reading and listening to music.
Possessive forms are used with the gerund. In informal English, the object form of the personal pronoun or the noun is often used instead:
Do you mind my/me going without you?
Do you agree with Anthony's/Anthony getting married so young?

b Preposition + gerund
A preposition is sometimes followed by a gerund verb form:
Before leaving the house, he turned out the lights.
Some verbs are followed by the preposition to and the gerund, not the infinitive with to. The most common ones are amount to, be dedicated to, be devoted to, be given to, be limited to, be opposed to, be resigned to, be/get used to, come near to, limit oneself to, look forward to, object to, resign oneself to.

c Gerund and present participle
The form is the same but there is a difference between them in usage:
Playing games is healthier than watching them. (gerund)
He broke his leg (while he was) playing football. (participle)

d Gerund and infinitive (impersonal structure)
We prefer to use the gerund at the beginning of a sentence, the infinitive in an impersonal structure:
Eating people is wrong. It is wrong to eat people.

e Gerund and infinitive after certain verbs
Common verbs followed by the gerund, apart from those that are followed by a preposition, are: avoid, consider, delay, deny, dislike, enjoy, escape, face, feel like, finish, forgive, can't help, imagine, involve, mention, mind, miss, practise, resist, risk, can't stand, suggest, understand.
In some cases, either a gerund or infinitive may be used but there is usually a difference in meaning or usage:
6 Indirect questions: word order

In indirect questions, the question uses the affirmative or negative, not interrogative form: the word order is always subject before verb. If the direct question has no question word, the indirect question comes after if/whether; if it has a question word, this word is repeated in the indirect question:

She wants to know if she is English.
I worry where I will be tomorrow.

Note the changes in form in the present and past simple tenses:

(a) advise, allow: Infinitive with a personal object, otherwise gerund:
They don't allow smoking / you to smoke on these flights.

(b) begin, start: when these verbs are used in continuous tenses, only an infinitive can follow:
It is starting to rain.

(c) go on means 'continue' with the gerund but with the infinitive indicates a change of topic or action:
She first explained the problem and then went on to outline some solutions.

(d) like, hate, love, prefer. In the conditional - for example, would like - we use the infinitive. Like and love generally take the gerund to express general feelings, the infinitive when they refer to regular habits: / like swimming. I like to go for a swim on Sunday mornings. Hate and prefer usually take the gerund in general, the infinitive on particular occasions.

(e) remember, forget, regret take the infinitive with future reference, the gerund with past reference:
Remember to ask Sarah to give you that recipe. ('Don’t forget').
Do you remember eating that wonderful meal at Sarah's?
('Have you the memory of it or have you forgotten that occasion?')

(f) stop with the gerund means 'give up'. With the infinitive, the verb indicates purpose:
/ stopped to buy the newspaper and then drove on.

(g) try followed by the infinitive means 'attempt, make an effort'. With the gerund it means 'experiment, adopt a different method':
I've been trying to open this door for some time!

Well, try turning the key the other way round!

7 Indirect speech: paraphrase

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Referral section

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8 Infinitive

a Form
The infinitive is generally formed with to. Verbs followed by the infinitive without to are many auxiliary verbs (can, may, etc.), make (in the active, but not the passive), let (which has no passive), help (which can be used with or without to), verbs of the senses like see, hear (see Participle clauses). The negative infinitive is made by putting not before to:
/advised her not to sell the house.
The perfect infinitive is made with to have + past participle:
I'm sorry to have kept you waiting (= 'that I kept you waiting').

b Infinitive after verb
Many verbs are followed by the infinitive with to and some can also be followed by the gerund (but see Gerund for differences in meaning and usage).

c adjective + infinitive
Some adjectives can be followed by the infinitive:
/ was surprised to see her.
When the infinitive is used with a preposition this can come at the end of the sentence and in such sentences the object is not placed after the verb:
She was very pleasant to talk to. (NOT 'to talk to her.')

d Question words + infinitive
We can use how, what, who, where, when and whether with the infinitive after verbs like ask, tell, know, understand:
/ don't know where to go.
Tell me how to do it

9 Inversion

Inversion is used to make a sentence more emphatic. The verb form is inverted and the question form is used when a sentence or a clause begins with a negative form.
He had never met such an obnoxious person before. (NOT 'Never before had he met such an obnoxious person.

They didn't see her until she called out their names. Not until she called out their names did they see her.

This medicine is not only good for headaches but also for other cold symptoms. Not only is this medicine good for headaches but also for other cold symptoms.

I had hardly sat down when the doorbell rang. Hardly had I sat down when the doorbell rang.

She spoke so fast that I couldn't understand her. So fast did she speak that I couldn't understand her.

Lucy only realised how difficult the course would be when she had started it
Only when Lucy had started the course did she realise how difficult it would be.

10 Participle clauses

a Adjectival
We can use the present participle, ending in -ing, and the past participle, ending in -ed, in clauses that are rather like relative clauses. The present participle is only used when the action is happening at the same time as the main verb:
The girl (who is) dancing with John is my sister.
The man (who was) injured in the car crash lives next door to me.

b Adverbial
Present, past and perfect (having + past participle) participles can all be used:
Looking up from my book, I noticed a stain on the ceiling. ('When I looked...')
Built in the last century, the house is still in good repair. ('Although it was built...')
Having spent most of his life abroad, he found it strange to return to his own country. ('Because he had spent...')

Never having played the game before, I found it rather confusing. ('As I had never played...')

In the passive the infinitive is formed with to:
She was seen to cross the road and go into the shop.

11 Passive Voice: impersonal and personal structures

The verbs believe, consider, expect, hope, know, report, say, think, etc. can be used in the following passive structures:

Impersonal structure
It + passive verb + that + clause
It is thought that foreign languages are becoming more important every day.

Personal structure
subject + passive verb + full infinitive
Foreign languages are thought to be becoming more important every day.
Note
Remember that there are four full infinitive forms:
(Present/Future)

present infinitive
He is said to work in France.

present continuous infinitive
He is said to be working in France.
(Past)

perfect infinitive
He is said to have worked in France.

perfect continuous infinitive
He is said to have been working in France.

12 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...

13 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: I 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're sailing in their boat on the lake.

14 Prepositions of time

at, in, on
Use this list as a check:
at for exact periods of time: at five o'clock, at 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 for 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 end of which something may happen: in the morning, in five minutes, in a week's time.

15 Quantifiers

Quantifiers show how many things or how much of something we are talking about. Some quantifiers (ie both, a few, the majority of) combine with countable nouns; some (ie a great deal of, a little, not much) with uncountable and some (ie all of the, each, either) with both kinds.
The majority of the people at the party were at school with my brother.
There's a little cheese in the fridge, if you're hungry. All of my colleagues work very hard. Don't eat all of the ice cream; leave some for me!
16 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 table for reference and note that in all cases told me could replace said:

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<td>She said she was working hard.</td>
</tr>
<tr>
<td>I travel by train.</td>
<td>She said she travelled by train.</td>
</tr>
<tr>
<td>I'm going to change my job.</td>
<td>She said she was going to change...</td>
</tr>
<tr>
<td>/'// see you on Sunday.</td>
<td>She said she would see ...</td>
</tr>
<tr>
<td>I've never seen it before.</td>
<td>She said she had never seen...</td>
</tr>
<tr>
<td>I spoke to him on Monday.</td>
<td>She said she had spoken ...</td>
</tr>
<tr>
<td>I can run faster warn him.</td>
<td>She said she could run ...</td>
</tr>
<tr>
<td>The train may arrive late.</td>
<td>She said the train might arrive...</td>
</tr>
<tr>
<td>I must go to the doctor.</td>
<td>She said she had to go ...</td>
</tr>
<tr>
<td>(with general future meaning)</td>
<td>She said she would have to go ...</td>
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Other changes
here there
this that
now then
yesterday the day before, the previous day
tomorrow the day after, the next day, the following day
last week the week before, the previous week
next week the week after, the next week, the following week
ago before

b Questions
Note the word order of indirect questions (see Indirect questions). The tense changes in reported questions are the same as for statements (see table in a above).

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<td>Have you seen the film?</td>
<td>She asked me if I had seen ...</td>
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<tr>
<td>Where does he live?</td>
<td>She asked me where he lived.</td>
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17 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:
I 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)

b 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.

18 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:
Reference section

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 Future tenses
The future simple tense is used to:
1 make predictions, promises and threats.
   It will be worth all your hard work.
   I will love you forever.
   I will never speak to you again!
2 offer to do something.
   / will buy the tickets.
3 make a sudden decision.
   / will answer the phone.

It is often used after the verbs think, believe, etc and with phrases like I am sure ... to give our opinion about what will happen in the future.
/ think our holiday will be great.
I'm sure you will like Susan when you meet her.

The future continuous is used to:
1 talk about an action that will be in progress at a specific time in the future.
   She will be waiting when we arrive.
2 talk about arrangements for the future.
   They will be travelling through Italy next month.

Be going to is used to:
1 talk about plans and arrangements.
   We are going to visit Grandma tomorrow evening.
2 make a prediction about the future based on a present situation.
   Look!' He is going to win the race.

c 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;
   / 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.

d 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 the 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, and sat down.
2 an action taking place before and possibly after a completed action (past continuous and simple):
   / 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.

e 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 him for over three hours.
Until he met her, he had never been in love.
f 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:
/ hoped that she would soon feel better.
(Compare: / hope you will soon feel better.)

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. Soon afterwards, they will come to tell him what they have seen (or saw the night before).

the, use and omission
The use of the definite article in English often differs from usage in other languages. Check each example against your own language.

a Use
We use the when talking about:

1 weights and measures: Petrol is sold by the litre, (but: It's sixty pence a litre.)

2 musical instruments: She can play the violin.

3 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.

4 rivers, seas, oceans, mountain ranges (but not mountains or lakes): the Thames, the Mediterranean, the Atlantic, the Alps.

5 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).

b Omission
We do not use the when speaking about the following:

1 games and sports: She plays tennis and goes skiing.

2 subjects of study: She studies history and geography.

3 languages: She can speak English. (Note that we talk about the English (the people as a group, as in a3 above), but nationality has no article: I'm English.)

4 mountains: Everest, Aconcagua.

5 meals and clock times: She has breakfast at eight o'clock.

6 gerunds: She likes getting up early.

c Use and omission
We use the when referring to something specific, not when we are talking in general terms; something specific includes something previously mentioned. Compare the following:
We want peace, not war.
The war in that distant country is still going on. (a specific war)

The is not used unless the noun is followed by a clause that modifies it; for example, a relative clause, or a phrase containing of that modifies it. Nouns modified by adjectives before them or prepositional phrases after them do not require the:
Life is hard.
Modern life is more complex than life in the nineteenth century.
The life that we lead today is more complex than the life of our ancestors.

20 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:
I 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 one 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 in your general reading, to make a note of it and see how it is being used.

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.

ESTABLISHING FACTS

In fact, The fact of the matter is that...; As a 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'.

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'.

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.
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3 Limit of knowledge
As far as I know, To the best of my knowledge; For all I know (conversational) suggests ignorance.

4 Assigning responsibility
According to ...; By all accounts (indicating responsibility lies with a number of people).

5 Limited validity
Under the circumstances, As it is, Things being as they are (conversational) (what is said is only valid in present circumstances, not in ideal circumstances).

E INTENSIFYING

1 Obviously
Clearly, 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 GIVING REASONS
As/since/because + clause, the reason for + noun, the reason why + verb, because of/due to + noun/noun phrase/the fact that.

I 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.