

### To the Student with Hope for Cooperation

Can you write well in English? That was the question the authors of this textbook asked themselves at the beginning of their teaching career. The answer was 'no'. After very many years of experience, methodology research, taking courses in writing, and struggling with students' papers, we decided to create a university course on writing different from what is usually offered on the curriculum. It is different both in the underlying philosophy and approach. It took us several years to collect and pilot materials, modify and improve tasks, write and rewrite. Now we are happy to present you the *Learn to Write with Us* textbook designed to help you master your academic English writing skills.

The purpose of this book is to help you develop essential writing strategies and apply your knowledge to writing assignments you will receive in the university courses in the future or while taking language exams. However, mastering writing skills is crucial not only to your success at the university, but getting a good job after graduation, too. Acquiring these skills is of paramount importance, especially now, in our internet era. In all major fields of study, research, and business, it is absolutely necessary for a person to be able to communicate well in writing.

But very few people are born writers; those usually become literary book authors or famous journalists, but everyone can learn to write well in order to get his/her message across effectively. To teach you how to express your ideas and arrange information clearly, we tried to present the material in the book gradually (from easy to more complicated tasks and revision) with each unit focused on a certain issue. All in all, there are 18 units in the textbook.

The tasks we invite you to do are of different nature, but all of them encourage critical thinking and foster the process of "climbing a mountain" called *Effective Writing*. After discussing the concept of writing, you pass on to characteristic features of a paragraph, and then, step by step, to other significant topics related to the process of becoming a good writer. *Learn to Write with Us* will lead you from generation of ideas to the expression of those ideas in writing, from paragraph writing to composing bigger written pieces, such as letters, essays, articles, stories, reports, etc. You will have an opportunity to discuss writing conventions, as well as to decide on the most appropriate methods of presenting information that will meet the expectations of the reader. Good writing involves not only accurate use of language, but also effective organization of information, selecting relevant data to support an argument or explanation, knowledge of format characteristics of different pieces of writing, and many other things that are highlighted in the book.

Creating the exercises, we were guided by such a principle as to combine your individual work with work in groups. So, you will have a choice of exercises to complete on your own and a chance to exchange ideas with your group mates, thus learning from each other. In many cases, your work will be read and commented on by your fellow students, as two or more minds are often more creative, effective, and efficient in solving problems than an individual mind. We also tried to make the process of writing pleasurable, so you will find many fun activities zeroed in on developing creativity and imagination.

We tried to expose you to a wide range of topics. The text materials for the exercises are drawn from various subject areas; some topics are prompted by our students. The

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С89

Лауреат Всероссийского конкурса на лучшую научную книгу 2010 года, проректора Фонда развития отечественного образования

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Настоящее учебное пособие предназначено для учеников языковых школ и студентов высших учебных заведений, изучающих английский язык. Пособие направлено на совершенствование навыков письменной речи, необходимых как в академической среде, так и для будущей карьеры. Четко структурированная система упражнений позволяет учащимся постепенно освоить стратегии письменной речи для эффективной коммуникации на английском языке.

Книга построена по модульному принципу и включает написание абзаца, эссе, рассказа, резюме, письма и других форматов письменного текста. Особое внимание в пособии уделяется композиции текста, его ясности, связности и логичности. Упражнения пособия отличаются вариативностью и приглашают студента к размышлению и к совместному поиску наиболее эффективных решений.

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unique feature of this textbook is that almost all the activities are based on written papers done by your peers – university students – who generously shared them with the authors.

We tried to provide you with assistance on every stage of writing: from pre-writing activities, through drafting, editing, and proofreading to a final product. We hope that we managed to make the structure of the book both learner-friendly and helpful. Each unit starts with a preliminary activity which provides a stimulus to thought and introduces the subject under discussion. The main points of each unit are emphasized in the tables with an exclamation mark (!), where explanatory comments are provided. The book is also abundant in useful language presented in the boxes. A special focus of the book is learning how to handle various tasks; that's why, you will find a lot of helpful tips and effective strategies. An integral part of the textbook is its eight appendices which facilitate evaluating and assessing written papers (both yours and your partner's), help to avoid difficulties, and focus you on exam preparation.

At the beginning of the course, we encourage you to identify your strengths and weaknesses, and make a list of goals for the course. We believe it is very important because you yourselves are responsible for analyzing your writing problems, planning your way to success, and making progress. A good instrument for tracing your achievements is collecting your Writing Portfolio. We strongly recommend keeping your written task files, which may consist of preparatory stage writing, drafts, assessed papers, and their improved rewritten versions. In this way, you will be able to observe how you progress, while the teacher will be able to provide more meaningful support and advice on how to develop further.

Although many Russian learners find writing the most difficult skill to acquire, as our survey shows, by the end of the course, you should feel confident about your ability to cope with the writing demands. The process of becoming a good writer requires time, hard work, and perseverance. And yet the reward is well worth the wait. We are sure that your commitment to learning, persistence in pursuing your specific goals, and enthusiasm will help you better understand the process of becoming a competent writer, which in its turn will bring you a great sense of satisfaction. We do hope that our textbook will not only be a sufficient support, but that you will derive great enjoyment from participating in the writing process.

#### Good writing!

Svetlana Suchkova

#### Acknowledgements

We would like to thank the students of Samara State Pedagogical University and Samara State Aerospace University for their patience, interest, and valuable comments on the piloting stage. A special *thank you* goes to Group 7, 2003-2005 academic years, Group 1, 2007-2009, and Group 5, 2010-2011, who contributed to sample paragraphs and essays used in this book.

Our daughters, too, can be called both co-authors and critics. We extend our gratitude to them for their written papers, insightful commentary, and trying out most challenging activities.

We are grateful to Elena Nikulina, who generously shared some ideas of hers, commented on the strengths of the book, and suggested ways to improve it.

We express our gratitude to the reviewers, Lyudmila Kozhevnikova, Elena Kashina, and Yulia Mishina, who read the final script of the book and provided a positive feedback on the materials.

We acknowledge many authors, outstanding teacher trainers from whom we have learnt a lot and whom we can call 'parents' of this book. Our special thanks for the insights and creative ideas go to Radislav Millrood, Mario Rinvoluceri, Linda Werbner, Gail Weinstein, and Kathy Koop, whose seminars we had the good fortune of having attended.

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## WHAT IS WRITING?

### I. Communicating Through Writing

1. *Work in pairs. Take a sheet of paper each and follow the procedure.*

1. Write a question consisting of seven words. This will be the beginning of your "silent" dialog.

2. Exchange the papers.

3. Write an answer of six words.

4. Exchange the papers again.

5. Continue responding to each other reducing the number of words each time until you have a one-word sentence. This will make the end of the dialog.

2. *Repeat the procedure in Ex. 1 backwards starting with one word and ending with a sentence of seven words.*

- What kind of activity were you involved in?
- Was it real communication?
- How did you feel while writing to each other?

### II. Identifying Your Strengths

1. *Fill in the questionnaire to set personal goals for the course. What is your relationship with writing and what would you like it to be in the future?*

1. a) Check (✓) the kinds of writing you have already done in English. b) How confident do you feel doing it? Rate each type of writing. Write a number from 1 (least confident) to 5 (most confident) in the space provided.

- \_\_\_\_\_ personal letters
- \_\_\_\_\_ diary/journal
- \_\_\_\_\_ poetry
- \_\_\_\_\_ essays
- \_\_\_\_\_ reports
- \_\_\_\_\_ reviews
- \_\_\_\_\_ articles
- \_\_\_\_\_ short messages on Facebook
- \_\_\_\_\_ emails
- \_\_\_\_\_ other

2. Writing well actually involves a number of skills and activities. Rate your abilities. Write a number from 1 (least able) to 5 (most able) in the space provided.

- \_\_\_\_\_ to write interesting content
- \_\_\_\_\_ to be willing to make substantial changes in my work
- \_\_\_\_\_ to know enough grammatical structures to say what I want to say
- \_\_\_\_\_ to control grammatical errors
- \_\_\_\_\_ to have a broad enough vocabulary to say what I want to say
- \_\_\_\_\_ to examine my own work and find ways to improve it
- \_\_\_\_\_ to understand my readers' needs and meet these needs

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\_\_\_\_\_ to link sentences together with the help of linking devices  
 \_\_\_\_\_ to organize ideas in my writing

3. Are you a good writer or not? How do you know it?  
 \_\_\_\_\_  
 \_\_\_\_\_

### III. Metaphors of Writing

1. *What can you compare the process of writing with? Think of a comparison, metaphor, or association.*
2. *Read the following quotes of different people. Choose the one you mostly agree with. Explain why.*
  1. "The wastepaper basket is the best writer's friend." (Anonymous)
  2. "In general what is written must be easy to read and easy to speak, which is the same." (Aristotle)
  3. "What is written without effort is in general read without pleasure." (J.Samuel)
  4. "Clarity is the politeness of the man of letters." (J. Renard)
  5. "Writing or printing is like shooting with a rifle; you may hit your reader's mind, or miss it..." (O.W.Holmes)
  6. "The first law of writing, that law to which all other laws are subordinate, is this: that the words employed should be such as to convey to the reader the meaning of the writer." (Lord Macaulay)
  7. "You don't write because you want to say something. You write because you've got something to say." (F.S.Fitzgerald)

### IV. Defining Writing

1. *Work individually. Mark the following statements as true (T), false (F), or debatable (D).*

Statements	TFD
1. Writing is a process of ENCODING ideas on paper.	
2. Writing CLARIFIES ideas born in mind.	
3. The PURPOSE of writing is to store information.	
4. Writing can ADEQUATELY convey the message.	
5. Writing is the same as speaking but IN LETTERS.	
6. Writing requires the knowledge of a written text FORMAT.	
7. Writing is done with the READER in mind.	

Source: Milhood, R. p.3

2. *Discuss the choices with your partner. Together write down your definition of writing. Share it in class.*

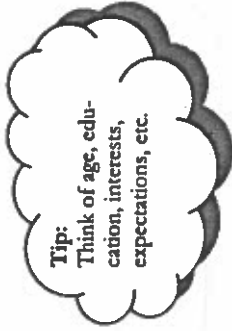
### V. Target Reader

1. *What should you know about the reader? Write questions you would ask yourself before starting to write.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### VI. Diagnostic Paragraph

1. *Write an 8-10 sentence paragraph to inform your teacher about the goals you set for the writing course.*

### VII. Preparing to Write

#### ! PREWRITING

Prewriting is the first stage of writing which actually involves several kinds of activities. It includes reading, researching, discussing, and thinking about a topic in a variety of ways. Brainstorming is the stage of writing where you start putting all thoughts that come to your mind down on paper. The main purpose is to discover what you know about the subject without worrying about grammar, organization, and the other mechanics of writing. Let your mind go and the ideas will follow. There are several brainstorming techniques: grouping, listing, mind-mapping, note-taking, and freewriting.

1. *Brainstorm all possible ideas that come to your mind when you hear the word beach. Produce words and phrases as rapidly as possible. Note them down.*

2. *Look at the ideas you have gathered about the word beach (ex. 1) and group the information into categories, e.g. setting, activities, etc.*

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3. *List all the words and/or phrases you can think of that have the same meaning as the following words:*

- beautiful - \_\_\_\_\_
- big - \_\_\_\_\_
- say - \_\_\_\_\_
- friend - \_\_\_\_\_

\_\_\_\_\_ to link sentences together with the help of linking devices  
 \_\_\_\_\_ to organize ideas in my writing

3. Are you a good writer or not? How do you know it?  
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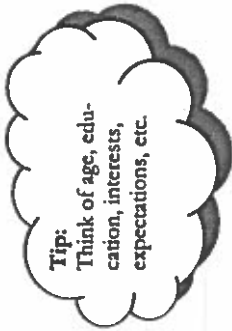
Source: Millwood, R. p.3

2. *Discuss the choices with your partner. Together write down your definition of writing. Share it in class.*

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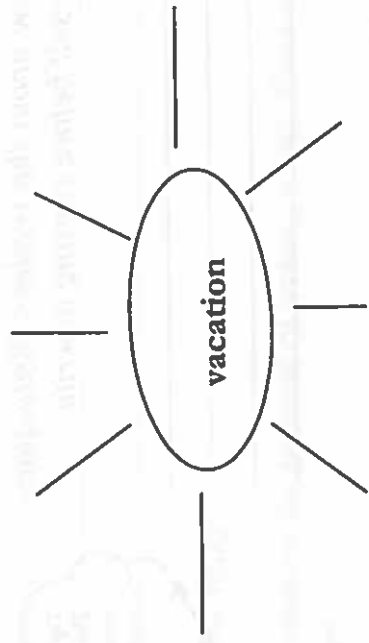
2. *Look at the ideas you have gathered about the word beach (ex. 1) and group the information into categories, e.g. setting, activities, etc.*

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3. *List all the words and/or phrases you can think of that have the same meaning as the following words:*

- beautiful - \_\_\_\_\_
- big - \_\_\_\_\_
- say - \_\_\_\_\_
- friend - \_\_\_\_\_

4. Consider the concept of vacation and create a mind-map.



5. Think of an object: a parasol, a pebble, a watch, a sandwich – anything. Take notes of everything you notice about that object. Think of its

- size
- color
- smell
- shape
- place
- etc.

6. Do a freewrite. Think of the best vacation ever. Imagine you are holding “the key to your imagination” in your hand.

- Close your eyes. Picture what this key can unlock for you. A door? A box? Something else?
- Now, take your key. Unlock what’s in front of you.
- What do you see, smell, and feel? After you discover what’s inside, what do you do?
- Pick up your pencil and write for one minute about what you saw, felt, smelled, heard, and did with your key.

### VIII. Stages of Writing

1. Work in groups of 3-4. Discuss all the stages that come into writing. Create a mind-map together. Compare it with other groups’ mind-maps.



Tip: In this one minute of freewriting, write as much as you can, as fast as you can, and in as much English as you can. Don't bother about mistakes.

### ! WHAT WRITERS DO WHEN THEY WRITE

- They identify why they are writing.
- They identify whom they are writing for.
- They decide on the topic.
- They gather material through observing, brainstorming, making notes or lists, talking to others, and reading.
- They plan how to go about the task and how to organize the material.
- They write a draft.
- They read the draft critically.
- They edit for content, organization, and mistakes.
- They prepare more drafts and then a final version.
- They proofread for errors.

### IX. Round-up

1. Read the text and guess the words beginning with bold typed letters. Write the words down.

To write a good **p**\_\_\_\_\_ is hard work. First, you should identify why and who you are writing to. Second, you decide on the **t**\_\_\_\_\_. The topic can be a word or a group of words, but it's never a complete sentence. After that you need to **g**\_\_\_\_ material through observing, **b**\_\_\_\_\_, making notes or **l**\_\_\_\_\_. You must be careful to include only the information relevant to the topic. Next, you have to **p**\_\_\_\_ how to organize the material. It must be in the logical order. Then you write a **d**\_\_\_\_\_, read it critically, and **e**\_\_\_\_ the text for content if necessary. You may want to **p**\_\_\_\_ it for correct grammar and spelling **m**\_\_\_\_\_, or change the word-order if necessary. After that, you write the final draft of your paragraph. So, you see that it takes an effort to write a paragraph.

### TOPIC AND PARAGRAPH

#### I. Topic to Identify

1. Find the word that does not belong in the lists. Explain why.

1. baseball, football, golf, tennis, swimming, basketball, squash
2. maple, birch, ash-tree, pine, chestnut, poplar
3. silk, wood, cotton, wool, suede, velvet
4. parasol, sun lotion, gloves, swimming trunks, sun glasses, towel
5. thriller, western, action, novel, comedy, soap opera, sitcom



Tip: Cross out the word that doesn't fit.

2. The lists have words that belong to two different topics. What are the topics?

1. milk, science, cola, math, coffee, water, reading, writing, tea, history
2. liver, heart, skirt, stomach, pants, belt, scarf, kidneys, sweater, lungs
3. Luxembourg, Nigeria, Angola, Monaco, Croatia, Sweden, Zimbabwe, Greece, Mauritania
4. engineer, plumber, hammer, screwdriver, writer, opener, driver
5. bra, tie, skirt, pants, trousers, blouse, pullover, jacket, socks, tights

**! TOPIC**

Before you begin to write, you should first think of the topic. The topic is what the text is about. It can be a word or a group of words, but it's never a complete sentence. When you write, have a clear topic in mind; be sure to include only the information relevant to the topic.

3. In the passages below, the topics are not given. Read the texts and infer the topics. Is it difficult to make sense of the paragraphs? Why/Why not?



1. The first time you try it, ask someone to help you. You may fall if no one holds you up. It is a good idea to start on the sidewalk. The street may be dangerous. After you start, do not stop. Try to go faster. That will help you to stay up. Remember, even little children can do this. And once you learn how, you will never forget.

2. A newspaper is better than a magazine. The seashore is a better place than the street. At first it is better to run than to walk. You may have to try several times. It takes some skill, but it's easy to learn. Even young children can enjoy it. Once successful, complications are minimal. Birds seldom get too close. Rain, however, soaks in very fast. Too many people doing the same thing can also cause problems. One needs lots of room. If there are no complications, it can be very peaceful. A rock will serve as an anchor. If things break loose, however, you will not get a second chance.

II. Topic to State

1. Read each paragraph and state the topic. Where is it introduced?

1. The food in Italy sometimes surprises American tourists in that land known for its fine cooking. The Americans expect to find pizza and spaghetti as the main courses in restaurants. But pizza is rarely found, and spaghetti is served as a part of dinner, before the main course, which is fish, chicken, or meat. Tourists are further surprised when they find a great difference between the food in northern and southern Italy. But no matter how surprised they are, tourists agree that the food in Italy is fantastic.



2. Andres Segovia, a famous guitarist, explained to news reporters that he knew he was born with an amazing gift of music, and that he tried several other instruments before he

decided to become a guitarist. He abandoned the other instruments, he said, because there were no good players in his small Spanish village. He grew to love the guitar because it expressed his human qualities and his special musical gifts.

III. Topic and Aspect to Discuss

1. Read the topics and their aspects to discuss. Then determine which piece of information is off topic.

1. topic = education aspect to discuss = determines a child's future

1. Literacy is important for full participation in society.
2. Teachers may not always be competent.
3. Children become fully socialized in classrooms with other children.
4. Children may not find their talents when they are in school.

2. topic = fatherless children aspect to discuss = have more problems than other children

1. Fatherless children are more often involved in crime as teenagers.
2. Fatherless children have more difficulty as adults relating appropriately to men.
3. Fatherless children more often suffer from poverty.
4. Fatherless children may learn to be more independent and self-sufficient.

3. topic = poor people aspect to discuss = need more help from the government

1. The government ought to stimulate job growth for the unemployed.
2. The government should provide more day care for children so that single mothers can go to work.
3. There should be more places for homeless people to stay until they can find a home of their own.
4. Financial assistance from the government to poor people encourages these people not to help themselves.

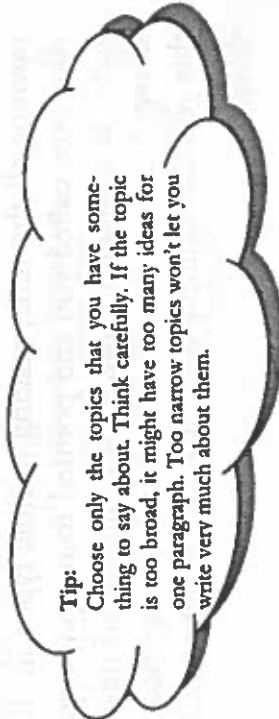
Source: Weidauer, M.H. p.15

2. a) Consider the topics below. On a sheet of paper, write an aspect you might want to discuss about the topics.

- university
- dancing
- being famous
- Samara
- learning a foreign language
- the internet

b) Exchange the papers with your partner. Are the aspects different? Why/why not?

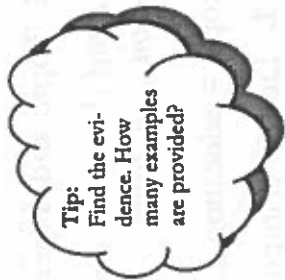
c) Write down 5-7 topics you would like to write about. Share them with your group mates.



#### IV. Topic Sentence to Identify

1. In the following paragraph, the topic sentence is underlined. Notice how it focuses your attention on the main idea.

Of all the kinds of silver jewelry made by the Navajo Indians in Arizona, the bracelet is the best known. It is the piece most frequently bought by tourists as a souvenir. The wholesalers of Navajo-made silver, whose stores are mainly in Gallup, New Mexico, and Flagstaff, Arizona, sell more bracelets than all other types of silver combined. The Navajos themselves wear more bracelets than any other article of jewelry. Men as well as women wear them.



#### ! TOPIC SENTENCE

The topic is usually stated in the topic sentence. The topic sentence introduces the topic and one aspect to discuss in a paragraph. It is a general sentence which covers the content of the entire paragraph. All the supporting examples and details of the paragraph must fit under the topic sentence. Quite often the topic sentence states the main idea — the idea that the author wishes to express about the topic. The main idea may be presented as a general statement at the beginning of a paragraph. This kind of *deductive* organization moves from the general to the particular. Or the main idea may be presented as a general conclusion at the end of a paragraph. This kind of *inductive* organization moves from the particular to the general.

2. Underline topic sentences in the following paragraphs. Say whether the paragraphs follow the deductive or inductive kind of organization. Explain your choice.

1. From Italian the English language got such words as *balcony, cavalry, miniature, opera*, and *umbrella*. Spanish gave it *mosquito, ranch, cigar*, and *vanilla*. Dutch provided *brandy, golf, measles*, and *wagon*. From Arabic it borrowed *alcohol, chemistry, magazine, zenith*, and *zero*. And Persian loaned the language *chess, checkers, lemon, paradise*, and *spinach*. It is clear that English is a language that borrows freely from many sources.

2. A modern man, in spite of his superior scientific knowledge, often seems as superstitious as his ancestors. Astrology is a half-billion-dollar business. Intelligent persons still believe that lines on their palm or the arrangement of tea leaves in a cup predict the future. Black cats, broken mirrors, and spilt salt create fear and anxiety in many people. And Ouija boards continue to be a popular pastime.

3. Hitchcock's *Psycho* scared you very much, and you had a nightmare the night after you watched it. That's why you woke up exhausted, red-eyed, and got to work weak and sleepy. In the office, you kept telling your colleagues how scary the movie was. You were yawning all the time, making terrible typos in the article you were writing. The next day your boss called you and pointed to the poor quality of the article about the Arctic pen-guins: it was uninformative, with dozens of mistakes in it. That's why they lowered your salary. Now you are distressed and gloomy because you won't be able to buy a new car this year. You simply shouldn't have watched this movie alone!

4. English is clearly an international language. It is spoken by pilots and airport control operators on all the airways of the world. Over 70 percent of the world's mail is written in English, and more than 60 percent of the world's programs are also in English.

#### V. Topic Sentence to Choose

1. There is no topic sentence in the following paragraphs. Read the paragraphs, state the topics, and circle the letter of the best topic sentence.

1. For one thing, you should always remove your shoes when you enter a Japanese home, and you should leave them pointing toward the door. Another suggestion is to make sure that you bring a gift for your Japanese hosts and to be sure to wrap it. A third recommendation is to be appreciative of things in a Japanese house, but not too appreciative. Finally, remember that when you sit down to eat, you do not have to accept every kind of food that you are offered; you are expected to finish whatever you do put on your plate.

- a. Visiting a Japanese home is very enjoyable.  
b. Taking a gift is very important when you visit a Japanese home.  
c. There's a number of things to keep in mind when you visit a Japanese home.  
d. When you visit a Japanese home, be sure not to eat too much.

2. One reason is that when commercial flights began, all pilots were male. Men were hired because they had flight experience obtained in combat. Women, not having been in combat, had no flight experience. A second reason is simply prejudice: the powers in the airline industry presumably believed the stereotype that there are certain jobs that women cannot do as well as men. A third reason is inertia and the status quo — flying has mostly been a male-dominated profession since it began, and it takes time to change things. Eventually, we will see more and more female commercial airline pilots, but for the present, old ideas die hard.

- a. There are few women commercial pilots today.  
b. There are three principal reasons why there are so few women commercial pilots today.  
c. Women pilots are becoming more hired in aviation.  
d. Men are still prejudiced about women's capabilities.

Source: Maurer, J. pp.96,97

#### VI. Combining Topic and Aspect to Discuss

1. a) Choose one of the topics below and write the topic sentence around it. Think of how you would like to develop your topic sentence.

- a favorite place to relax
- night owls vs. early birds
- the best part of the day
- a societal problem
- dreams and reality
- an ideal partner

Tip:  
Remember that the topic sentence is a general statement which is supposed to cover the content of the paragraph.

- b) Exchange your topic sentence with a partner. Ask him/her to list some possible ideas that fit under it.

c) Discuss the ideas with your partner.

VII. Topic Sentence to Write

1. For each set of details, write an appropriate topic sentence. First, identify the topic.

1. \_\_\_\_\_

  - There's almost always a traffic jam I get stuck in, and I'm often late to work.
  - There's not always a parking place when I do get to work.
  - I'm spending more money on gas and car maintenance than I would if I took public transportation.

2. \_\_\_\_\_

  - I often fall asleep when watching the TV screen, no matter how interesting the video is.
  - Going to the movies is basically a social experience, and I'm usually alone when I watch videos.

- The TV screen, no matter how large it is, diminishes the impact that you get when watching a movie on the big screen.

3. \_\_\_\_\_

  - Nothing spontaneous usually happens on a guided tour, but I've had lots of spontaneous things happen when I've charted my own vacation course.
  - Tour guides present you with what they think is interesting, whereas when you are in charge of your own vacation, you do what you think is interesting.
  - Unplanned vacations can be cheaper than guided tours.

4. \_\_\_\_\_

  - Cats don't bark and wake up the neighbors or bite the mailman.
  - Dogs have to be walked at least two times a day, but cats handle their own exercise.
  - Cats eat a lot less than dogs.
  - You can't leave your dog at home when you take a vacation, but you can leave your cat if a friend or neighbor comes to feed it.

2. The next three paragraphs are complete except for introductory topic sentences. Read each paragraph and write a topic sentence.

1. \_\_\_\_\_  
 I love nature, and California is noted for its forests. Its towering and mighty redwoods convey a sense of the sinews of the earth itself. Second, visiting this state, you have a chance to see Death Valley. It's the hottest place in North America and the most mysterious and... frightening. The main reason is that the Californian coast plays many variations on an ocean theme: sandy beaches, enormous waves, and heavy surf. California is the best choice for people who enjoy extreme holidays.

2. \_\_\_\_\_

Both coastlines are irregular and rocky, but the Oregon coast is dotted with cliffs, whereas the Maine coast is flatter. Pine trees grow along both coasts, and the coastlines have a rugged character because of the trees and rocks. The water in Maine and Oregon is not very warm even in the middle of summer. Perhaps that is why both coasts are not crowded by a lot of tourist spots. The similarities and the differences make the coasts of Maine and Oregon attractive to nature lovers.

3. \_\_\_\_\_

This is true in parts of Africa, South America, and Asia. Countries in these areas have a difficult future ahead. Already, these countries have serious problems. First of all, food is a problem in many countries. Many people do not get enough to eat every day. There is not enough housing or work for everyone. Also, many people do not get education or medical care. A larger population will make all these problems worse.

VIII. Paragraph or Not?

1. Read the following carefully and decide which group of sentences is a paragraph and which is not. Explain why.

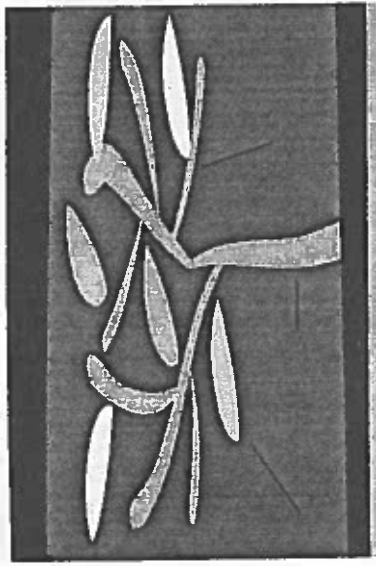
1. The state of Maine was pleased to have a delegation of French potato wholesalers come to inspect the state's huge potato farms. Remains of prehistoric bears, elephants, deer, and bison have been discovered there. Along the way, the pilot swung the helicopter from side to side and moved it backwards. He commented that the two-pack-a-day smoker obtains what might be a fatal amount of nicotine if taken in a single dose. Therefore, the men were not surprised to hear that Dick Nen bashed a home run on his second time as bat as a major leaguer and that the bride has chosen a full-length gown of white satin with controlled skirt and short-sleeved jacket. Then it's advisable to teach students to identify that the main idea is the idea that the author wishes to express about the topic.

2. At the start of the test, she pulled into traffic without giving an alarm signal. Turning left out of the right-hand lane from Sovetskaya Army Street to Novo-Sadovaya, she drove to the building of the Cultural Centre Sovremennik. Here her foot nervously felt for the brake, but missed it, and she went through a traffic light on yellow. Started to see a 40-km speed zone sign, she stole a glance at the speedometer. It registered 60. Perhaps the inspector hadn't noticed. She pulled up at last, stepping on the brake too hard, and stopped with a jerk at the entrance to the Central Park. She leaned back in the seat and sighed. Finally, the officer broke in silence: "You should have turned the wheel toward the curb. Better luck next time."

3. Russia is a multinational country. First, it is a mixture of racial, language, and religious groups. Besides Russian (the official language), there are a lot of other languages spoken in Russia. Speaking about religion, there's a great number of religious groups; you can find Christians, Catholics, Jews, Muslims, Buddhists, etc. In addition, I want to say that Russia is the biggest country in the world, and that's why it is famous for its mixture of different cultures. It runs from east to west, from north to south, which influences different characters, so people are very different.

IX. Paragraph to Define

1. Think about what makes a paragraph. What can you compare it with? Write down your own definition of a paragraph.



2. Why do you think some authors compare a paragraph with a tree? What might its trunk, branches, and leaves symbolize? Write your ideas in the picture.

! PARAGRAPH

The paragraph is a group of sentences which are all about a single topic. All the sentences develop the main point or idea about the topic. It's usually between five and ten sentences long depending on the topic. The first sentence of a paragraph is indented, or paragraphs are separated from each other by a blank line.

X. What Comes into Paragraph?

1. Think of the structure of a paragraph and list all possible elements. What are the functions of each element?

! THREE PARTS OF PARAGRAPH

Introduction: a topic sentence (main idea)\* that states an attitude, opinion, or fact about the topic; Development (discussion): 4-6 sentences of explanatory and supporting details that relate to the topic sentence in the introduction; they can take the form of examples, description, statistics, facts, explanations, reasons, or quotes; Conclusion: a summary of how your evidence supports your topic sentence (it summarizes the details in the discussion); sometimes the conclusion is a restatement of the topic sentence.

NOTE: The topic sentence is not always given in the introduction; sometimes it is part of the discussion or conclusion. Sometimes it is not stated, and the reader must infer the main idea from the discussion. See p. 14.

XI. Paragraph Structure

1. Study these paragraphs and indicate their three parts. Identify the topic and aspect to discuss. Say how the author develops his/her main idea.

1. My brother and I have very different personalities and interests, so it is sometimes hard to believe we are related. My brother Jim is extremely friendly and outgoing. He likes to spend all of his free time with friends, whereas I need a lot of privacy and enjoy being by myself. In addition, while I have enjoyed school since I was a child, Jim has never liked school. He prefers working at a job and being very active physically. I actually think I could be happy being a student all my life. In spite of our differences, Jim and I are close friends as well as brothers.

2. My first day of work at McDonald's was one of the worst days of my life. First of all, I burned my hand when I was cooking French fries. I tried to put a bandage on my hand, but I dropped it into the hot oil. Before I could say "Stop", another worker had served the bandage and the fries to the customer. The customer got mad. My manager got mad too, and I almost got fired. What an awful day this was!

3. The improving economy of Russia has had a positive impact on the country's birth rate in recent years. The birth rate rose from its lowest point of 8.27 births per 1,000 people in 2000 to 12.6 per 1,000 in 2014. Likewise, the fertility rate rose from its lowest point of 1.25 in 2000 to 1.54 in 2014. 2007 marked the highest growth in birth rates that the country had seen in 25 years, and 2012 marked the highest total birth rate since 2000. Scientists predict that birth rate will continue to increase.

4. Society is responsible to a certain degree for the well-being of the individual. For example, all people should have the opportunity to work and support themselves. Society should also give individuals an education that will prepare them for a profession. Then, as productive human beings, they can make the society they live in better. By encouraging people to fulfill their own ambitions, a society grows stronger and more productive as a whole.

5. Snakes and Ladders is a pretty simple board game in which you roll the dice that land on squares. Depending on which square you land on, you can go whizzing further up the board on ladders or slide down the board on snakes. Americans call it "chutes and ladders" because one toy-shop thought that involving snakes in a board game was far too nasty for children.

XII. Beginning and Conclusion

1. Match the introduction of the paragraph with its possible conclusion. What helped you make the choice? How are these two parts of the paragraph related to each other?

- 1. I would like to tell you about my friend who I can always rely on.
  - 2. Can you imagine a person who went to college at the age of seventy?
  - 3. I like the saying that music is the
- a. Altogether, Thomas Middleton was right to say, "A man is never too old to learn."
  - b. All the audience, moving to the tune, felt that they were brothers.
  - c. In short, "Fame is the thirst of youth."

universal language of mankind.

(G.G. Byron)

4. What can you compare reading with?  
d. That is why, I absolutely agree with R.W. Emerson's words: "A friend is a person with whom I may be sincere. Before him I may think aloud."  
e. To sum it up, "Reading is to the mind what exercise is to the body." (R. Steele)
5. Many girls dream of becoming famous actresses.
2. Study the words and phrases in the table below that can help you "open" a concluding sentence.

**Language Bank: Concluding and Summarizing**

- |                |                    |              |
|----------------|--------------------|--------------|
| • all in all   | • broadly speaking | • in short   |
| • altogether   | • in brief         | • overall    |
| • basically    | • in conclusion    | • to sum up  |
| • on the whole | • in other words   | • ultimately |

**XIII. Strong End**

1. Read the quotations below. Each can serve the conclusion for a paragraph. Begin a quotation with one of the phrases from the Language Bank to signal the conclusion part.

1. "Appearances are deceptive." (Aesop)
2. "Knowledge is power." (F. Bacon)
3. "There is no place more delightful than home." (M.T. Cicero)
4. "A useless life is an early death." (J.W. Goethe)
5. "A sound mind in a sound body." (Juvenal)
6. "The best of healers is good cheer." (Pindar)
7. "Practice is the best of all instructors." (P. Syrus)

2. Choose one of the sentences and think of a possible beginning of your paragraph. Write the topic sentence. Exchange the ideas with your partner.

**XIV. Conclusion to Write**

1. Think of any topic. Write down two different aspects to discuss it. Then, on a sheet of paper, write two topic sentences each including only one aspect you have come up with.
2. Exchange your papers with a partner. Write adequate conclusions to his/her topic sentences. Explain why you wrote such concluding sentences.

**XV. Means of Support**

1. Look at the topics below and decide how you would develop them: with details, examples, or explanation. Discuss the ideas with your partner. Are the answers the same? Why/why not?

- |                        |                              |               |
|------------------------|------------------------------|---------------|
| • a learning style     | • Russian wedding traditions | • a blog      |
| • an unusual adventure | • a genius                   | • a card game |

**! USING EXAMPLES, DETAILS, OR EXPLANATION**

You develop your main idea by adding more information to explain what you mean. Most common ways of paragraph development are giving details, an explanation, or an example. Sometimes there's a combination of these three means.

An example is a person, place, thing, or event that support the main idea of a paragraph.

Details are specific points that tell more about a general statement (or example).

An explanation tells the reader what something means or how something works.

**XVI. Development Part**

1. Read the paragraphs below and identify the topic. State how the main idea is developed. Find examples, details, or/and explanations.

1. Computer games can be helpful for learning English. A few years ago I used to play such games as *Diablo II* and *Heroes of Might and Magic*. There's nothing special about them - you take a sword and a shield, and save the world from all those nasty creatures and monsters crawling all around, again and again. The Russian version of *Diablo* was a poor translation, so I played the original one, with all those military words: helmet, iron boots, armor, mace, etc. While wandering through the dark gloomy catacombs of *Diablo* world, I remembered those words for good. And now, when it comes to writing an essay or a story on a military topic, my "Diablo" vocabulary is always with me. That was fun to fight with the monsters, and it really helped me with my English.

2. The origin of words is not always a mystery. For example, the informal term *slumdog* came from one of the most successful English films of late - *Slumdog Millionaire* - which received a host of prestigious awards, including Golden Globes, Oscars, and BAFTAs. This rags-to-riches tale is set in the slums of Mumbai, India, where the main character used to live. After the release of the film, the word *slumdog* refers to a young person living in an extremely poor area of a town. It's amazing to witness how new words are added to a language.

3. As soon as you walk into a library or bookshop, it is clear that there are many different types of books. Two major categories are fiction and non-fiction. Novels and short stories are classified as fiction, while nonfiction can be divided into many more classes, such as history, biography, sociology, and science. Some other kinds of books include art books, reference books, poetry, and drama. Sometimes a book may fall into more than one division. For example, a historical novel may be listed in the history section because of the historical information it contains. Classifying books can be a difficult job since each book has so many characteristics to consider.

4. I've learned a new word *text-walking* which stands for a concept emerging from the impact of new technology on daily life. This expression seems to take inspiration from the established compound *sleepwalking*, which refers to the practice of walking around (and sometimes doing other things) whilst asleep. *Text-walking* means sending SMS messages while walking.



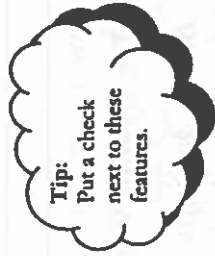
3. Specific points used to support examples are called...
2. The final part of a paragraph is called...
3. The central part of a paragraph is called...
4. If the main idea opens a paragraph, the kind of organization is...
5. The main idea is always a complete...

## UNITY OF PARAGRAPH

### I. Good Paragraph

1. Choose those features of a paragraph that can make it *ineffective*.

- deviation from the topic
- variety of grammatical structures
- strong end
- very short sentences
- logical structure
- fragments of sentences
- very long sentences
- varied vocabulary
- clear topic sentence
- enough evidence to support the main idea
- irrelevant information
- logical arrangement of ideas
- logical gaps
- use of linking devices
- lack of details



### ! UNITY

In a unified paragraph, all the sentences relate to the topic and develop the main idea. If a sentence or idea in a paragraph does not relate to the main idea, the paragraph lacks unity. The sentences that do not relate to the main idea should be taken out of the paragraph and perhaps developed in another paragraph.

### II. Odd Phrase Out

1. Read the following paragraphs. Find an inserted absurd phrase which has no relation to the meaning of the rest of the paragraph.

1. The Chinese appear to have manufactured paper from a very remote period – possibly as early as the second century BC. Sometime during the eighth century AD, the Arabs who inhabited Chicago, Illinois, became acquainted with the process through Chinese war prisoners.



2. The compulsory school age is being extended quite generally throughout our country. In many sections a boy or girl must be in school for full time until 14 years of age and part time from 14 to 16 unless he is president of the US, or even 18 years of age.

3. Jefferson was the most finished scholar of Revolutionary times, and he was always interested in education. He spent the later years of his life trying to improve the schools of Virginia, which were organized after his death, and helping to establish the University of Virginia.

4. During the past two decades the methods of teaching in our schools have changed rapidly and profoundly. The critics of our schools think that our newer methods gave children too much freedom, especially in the way that they substitute the use of the hand which should be cut off for the exercise of the brain.

5. The key to any analysis of aims in education is to be found in an analysis of the activities of life in which people should or do engage. The aim of secondary education, therefore, must be interpreted in terms of the activities in which individuals ninety years old participate.

### III. Odd Sentences Out

1. Read the paragraphs below. Underline the topic sentence in each paragraph. Find one sentence (in 1) and three sentences (in 2) that are not related to the meaning of the rest of the paragraph and cross them out.

1. For me, a dog is a better pet than a cat. When I come home from work, for example, my dog comes to meet me at the door. He is always glad to see me. My cat, on the other hand, couldn't care less whether I'm at home or not, as long as I keep filling his food dish. Another good thing about a dog is that you can teach him tricks. Cats, however, can't be bothered to learn anything new. My neighbor has a beautiful Siamese cat that sits all day long on the windowsill looking out at what is happening. The best thing about a dog, though, is that he's a great companion. I can take my dog on hikes and walks. He goes everywhere with me. As we all know, you can't take a cat for a walk.

2. Our family vacation last September was the best we've ever had. We spent two weeks in Russia and traveled around by train and bus. We started our trip in the city of Samara, where we caught the train that travels across the Urals through Zlatoust and ends up in the city of Chelyabinsk. There's nothing more wonderful than train trips! When in Zlatoust, we greatly enjoyed a magnificent panorama of the Urals: small and large lakes, and beautiful forests. We even got a chance to learn about the crafts of the area. Crafts have always been my hobby. From this small city, we took a bus to Magnitogorsk. I was astonished to discover how big the city is, and we were able to move around in a taxi. In my opinion, every city should have a taxi. The highlight of the trip, however, was attending a hockey match between the local Metallurg and Ak Bars from Kazan. It was a breathtaking game that ended with the score 5:5. All in all, we had such a wonderful time that we're planning another trip to the Urals next winter to ski.

### IV. Irrelevant Sentences

1. Identify the topic and aspect to discuss. Find irrelevant sentences in the five paragraphs on the next page.



1. In American culture, the rose is a symbol of beauty and love. A young man gives roses to his sweetheart to show her how much he loves her. Large bouquets of roses are given to beauty queens, such as Miss America and Miss Universe. The gift of even a single rose shows the person receiving it that someone cares. Roses can be found in many colors and varieties.

2. I admire the Indian leader, Mahatma Gandhi, for his strong religious beliefs. Gandhi studied law in Great Britain and then went to South Africa. As a child, Gandhi's mother showed him by her example the value of prayer and religious fasting. In Gandhi's middle years, his religious beliefs caused him to reject all the pleasures of life for the joys of religion.

3. Tennis is one of the cheapest recreational sports. The only equipment required is a racket and a can of tennis balls. In addition, there are many free tennis courts at parks and schools. It is a sport that provides great aerobic exercise. Very inexpensive lessons can be obtained through local schools and colleges. Since so many people play tennis, it is easy to get a friend to give you a lesson.

4. Many Americans think that the time they spend at work is more important than their leisure time. In a study conducted by the Roper organization, 46% of the 2,000 adults interviewed said that work was more important. The people interviewed lived in all parts of the United States. Thirty-three percent said that leisure time was more important than work, and 17% thought that both work and leisure were equally important. Four percent of those interviewed did not know which area of life was most important.

5. My friend, Yeon, is one of the smartest people I know. When she was in high school, she got a straight A average in all subjects. Her high-school grades allowed her to enter one of the best universities in Korea, from which she graduated in just three years. Yeon also plays the guitar and enjoys all kinds of sports. Before coming to the United States, she scored 550 on the paper-based TOEFL, which is a test of English proficiency.

*Adapted from Shoemaker, C. pp. 36-37*

## V. Round-up

1. a) Read this paragraph all the way through. What's weird about it? Is there irrelevant information?

One big difference between successful and unsuccessful writers is the quality of constructing a unified paragraph. A successful writer is sensitive to readers' needs. He uses such features of an effective paragraph as a variety of grammatical structures, a logical arrangement of ideas, a strong end, and very long and irrelevant sentences. In contrast, an unsuccessful writer has lots of deviations from the topic, writes fragments of sentences, and always provides a clear topic sentence. He doesn't seem excited about the subject. Another difference is that an efficient writer uses good linking devices and logical gaps. Conversely, an inefficient writer makes use of varied vocabulary, provides details and enough evidence to support one main idea.

b) Think of what should be changed in the paragraph and rewrite it.

## COHERENCE OF PARAGRAPH

### I. Thinking Back

1. Think about the features that contribute to making a good paragraph (see Section I, p. 26) and name them.

#### ! COHERENCE

In order to write well in English, we should first understand the arrangement of ideas in an English paragraph. A coherent paragraph or larger piece of writing in English normally follows a straight line of development: ideas are clearly related to each other in an orderly sequence. (In contrast, the zigzag pattern is typical of a Russian paragraph: there are deviations from the topic and interruptions of the train of thought.) If the ideas are logically arranged, the reader can easily follow the progression of ideas. S/he can quickly understand the main idea and follow the writer's thinking.

### II. Parts of Good Paragraph

1. Organize the sentences that follow so they make a good paragraph. What helps to do it? Complete the sequence below. (The second and third sentences have been done for you.)

Topic sentence 1. \_\_\_\_\_  
 Supporting details 2. D 3. F 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_  
 9. \_\_\_\_\_  
 Conclusion 10. \_\_\_\_\_



- A. The careless driver was a woman.
- B. A bad event in my life last year turned into something good.
- C. She was busy talking to a friend and didn't see the red light.
- D. The bad thing was that a driver ran into the back of my car when I stopped for a red light.
- E. My car is still a mess, but I have a great girlfriend.
- F. After the crash, I jumped out of the car.
- G. We started dating.
- H. She was beautiful, with long black hair and green eyes!
- I. I was really mad!
- J. Then I met the driver.

*Source: Shoemaker, C., Polycarpou, S. p. 119*

2. *These sentences are parts of a story, but they are out of order. Read the sentences and write the best order for the story. The first sentence has been done for you.*

1. D    2. \_\_\_    3. \_\_\_    4. \_\_\_    5. \_\_\_    6. \_\_\_    7. \_\_\_

- A. When he came out of the terminal, he was dismayed... his car was gone!  
 B. Mark Holstein, the father of the child, left the car for just a minute. He ran into the terminal building to bring a lunch to his wife Anita.  
 C. Mark called the police and went with them in a search of the area around the airport.  
 D. A car thief at the Heathrow Airport got more than he expected last week. The car he decided to steal was not empty.  
 E. The car (with the child and dogs still safe inside) was found in less than two hours.  
 F. The thief, apparently recognizing his mistake, had abandoned the car in the suburbs of London.  
 G. A two-year-old girl and two terrier dogs were asleep in the back seat.

**III. Jumbled Paragraph**

1. *Read the paragraphs. In each, some sentences are out of order. Rewrite the paragraphs to make them more coherent by putting the sentences in a logical order. What can help you?*

1. (1) This is the way Jane studies. (2) Next, she decides that she needs a glass of water. (3) First, she sits at her desk and thinks about the assignment. (4) Then she starts to read the lesson. (5) After she goes to the kitchen, drinks, and returns to her room, she opens her book. (6) Her first distraction comes when she begins to think about the party on the weekend. (7) After she returns to her room, her third distraction comes when she realizes it is time to listen to her favorite program on the radio. (8) Her second distraction comes when she is called to the telephone. (9) Finally, she decides she can study her assignment between classes the next day.



2. (1) To me, Nelson Mandela is a real hero. (2) The main reason I admire him is that he fought for equal rights in his country and didn't give up until he had achieved his goal. (3) His courage only landed him on Robbin Island, one of the toughest prisons in the world, where he was held for twenty-six years. (4) As a young man, he became a fighter for equal rights in South Africa, where he courageously resisted the South Africa government's policy of apartheid. (5) After he was released from prison in 1990, he quickly took over the leadership of the opposition party and pushed the government even harder for a government that would represent all South Africans. (6) Even in prison, he didn't give up the fight. (7) He continued to talk to the other prisoners and try to get publicity for his cause. (8) Finally, in 1994, he was successful; he saw his dream fulfilled.

3. (1) One of the proudest moments of my childhood was the time I recited a long poem for the Christmas program at school. (2) When I was in elementary school, every year the school put on a program at Christmas time. (3) When I was about eight years old, the teacher asked me to memorize a very long poem. (4) I was really excited, because I loved to memorize and to recite in front of a group. (5) I worked hard to learn the poem. (6) All the students memorized poems to recite and learned songs to sing as a group. (7) By the time the day came for the program, I had memorized the entire poem. (8) But I got up from my seat, walked in front of the audience, and recited the poem just as I had learned it. (9) I still remember how nervous I was when the teacher called my name. (10) When the poem was over, everyone clapped. (11) The name of the poem was "The Night Before Christmas". (12) I felt so proud of myself. Even though memorizing the poem was a lot of work, it was worth it to hear the applause that day.

4. (1) The French Quarter in New Orleans is a lively tourist spot. (2) During the day, tourists can jostle with the crowd on Royal Street, hunt for bargains in the many antique shops and art galleries. (3) In them they can find anything from English furniture and Chinese porcelain to early American bone buttons. (4) Or they can stop in one of the crowded T-Shirt shops on Decatur Street to buy souvenirs. (5) After a morning of shopping, they might want to have a snack of *café au lait* and *beignets* at the *Café du Monde*. (6) At this noisy sidewalk café, they can sit for hours, listening to a jazz group and watching clowns and mimes entertain laughing children. (7) The art galleries of Royal Street feature both local and international artists. (8) During the evening, the French Quarter gets alive with its best known activity - jazz. (9) There are hundreds of jazz clubs playing all different kinds of jazz: traditional jazz, hot jazz, cool jazz, the blues. (10) Tourists can eat, drink, dance, and party until the sun rises and then start all over again.

**IV. Trying Your Hand at Writing**

1. *Write a paragraph of five to six sentences on one of the following topics.*

- how to cook pizza
- reasons for going abroad
- going on a package tour
- why to have/not to have plastic surgery

*Begin with a topic sentence and develop it in the form of steps or examples.*

**V. Round-up**

1. a) *Go back to Section IV and add one sentence that is off target to the paragraph you have written. Now put your sentences in a less effective order and number them.*  
 b) *Work with a partner. Read each other's paper. Find the sentence that is off target. Suggest a more effective order for the sentences.*

## PARAGRAPH TYPES

### ! PARAGRAPH TYPES

A descriptive paragraph explains how someone or something looks or feels.

A process paragraph explains how something is done (informative) or how to do something (instructional).

A narrative paragraph indicates to the reader how the events relate to each other chronologically. Narration is often used in biographies or stories with some details of the scene, circumstances, and feelings. In an opinion paragraph the writer shares an idea or a belief s/he holds about a particular subject. S/he usually uses facts (i.e. information that is true) to support his/her opinion.

To compare means to discuss how two people, places, or things are similar. To contrast means to discuss how two people, places, or things are different.

Problem-solution writing first introduces a problem and then suggests a way or ways of how to deal with the problem. Often this type of writing requires more than one paragraph.

### I. Description, Process, Opinion, Comparison/Contrast, Narration, or Problem-Solution?

1. Read the texts below and decide what paragraph types they are. Underline the words that helped you decide. What purpose does s/he use to develop his/her main idea?

1. There are a lot of ways to cook rice, but I will tell you about the one my grandmother taught me. You will need rice, a pot of salted water with about a tablespoon of oil, a strainer, and a large bowl. First, you need to set the pot of oiled and salted water on high heat. After that, rinse the rice in the bowl until the water is clear. Drain as much water from the rice as you can and then wait till the water on the stove boils. When the water reaches a fast rolling boil, carefully pour in the rice. Next, stir it to make sure the rice doesn't stick together. In 10 minutes, check to see if it's ready. When the rice is as soft as you like it, turn off the heat and pour the contents of the pot into the strainer. In the end, shake the strainer a bit to get excess water and then put the rice into the now empty pot. Season to your taste and then serve. This is a very quick and easy way to cook rice.

2. They say yogurt is the best food for breakfast, but I don't think so. One thing is that it goes rotten very easily. In this case, you may have problems with your stomach. Another reason is some yogurts are high in calories. That's why people who are on a diet or simply don't want to gain weight have to be careful about choosing it. The last point is that many people are on a fast track, and breakfast and dinner in the evening are their only two meals in a day. Therefore, their breakfast should be quite substantial. Now we can see that yogurt in the morning doesn't always look the best option.

3. When you are a parent of a schoolchild, you always face the problem of how to help your son or daughter to be successful at school. One of the best ways seems to be parental encouragement. Parents can reward their children when they get an A, and it works. As a child, I was given a small gift if I had done well, and I felt very proud of myself. To motivate kids to learn with pleasure, parents should provide not only necessary textbooks and tapes but also buy story books with pictures and educa-

tional computer programs. As children usually enjoy playing games, these things can stimulate their working hard too. Discipline is another side of encouragement, so parents should take the responsibility to monitor their children's studies, remind them to do their homework first, and then enjoy their free time. If parents really want their children to learn efficiently, they have to care for their children's efforts and always appreciate them.

4. I have three luminous stars on the ceiling in my room. They are a souvenir I brought from Sweden. When I was there in February, I saw these stars in a gift shop. I couldn't take off my eyes from them – so beautiful they were glittering in a dark room! The next day I became a happy owner of the stars having bought them quite cheap. On my way home, I took them on board a plane not to crack these fragile things. At home my dad attached them to the ceiling. Everyday when I go to bed, I switch off the light, look at them, and recall the most wonderful moments of that unforgettable trip to Sweden.

5. Once when I was traveling in Europe, I had a very unusual experience of shopping. My friend suggested going shopping for some souvenirs. We had always wanted to see what there was in the store Tati, so we went there. We saw many beautiful dolls, but the one that caught my eye immediately was a black-haired Cindy in a red dress. We decided to take it for my niece. Besides the dolls, we found many lovely presents to buy: a stylish CD-player, a cute cotton teddy-bear, a nice vase, and many other things. Finally, when we came to the cash desk, we realized we couldn't afford to pay for all the gifts. We were just about to put some things back to their places when the shop-assistant told us that we were the one hundredth customers of the day and could have all those things for free. Can you imagine how surprised and happy we were!

6. It's amazing how much my two best friends Marina and Liana have in common. First of all, they look alike; some people can't tell them apart. Marina, like Liana, has long dark hair and hazel eyes. But she's a bit taller. Besides, their interests are mostly similar as they're both fond of rock music, horror films, and science fiction. Furthermore, the two girls spend their free time almost in the same way. They both love listening to music, watching movies, or hanging around with their friends. To crown it all, they're both wonderful to deal with. My soul buddies are similarly jolly and communicative, kind and reliable. Maybe they are twins resembling each other so much, both in appearance and character?

### II. Paragraph Types in Action

#### • description

1. Rewrite the sentences to make them more descriptive.

**Example:** *The dog ran down the hill. – The black poodle rushed at full speed down the steep hill as though chasing an invisible cat.*

1. Mark likes collecting stamps.
2. Dinner was great.

*Idea is taken from Comprehensive Curriculum of Basic Skills.*

- In writing, describe your favorite toy: mention its size, shape, color, material it's made of, etc. Don't name it. Let your partner guess what it is.
- Write down a five-sentence description of the place you would like to visit. In your description, give answers to the following questions.
  - Where is it?
  - How big is it?
  - What things can you see there?
  - What do you like most?
  - How does it make you feel?

- Choose one of the pictures below. Describe the appearance of the people in the photos.
  - process



- process

- Imagine that you're explaining the rules of a game to a small child. Write a simple instruction to some game (8-10 sentences).

- Ask your partner to read your instruction. Ask him/her if the rules are clear.
  - narration

- Read the story and guess what the crosses (xxxxx) stand for.

My favorite thing – xxxxx – has an interesting story. It started in 2010 when the xxxxx was presented to my mother on her birthday. As photography is not her strong point, the xxxxx was put on the shelf and forgotten until I discovered it in 2012. Since that time, its new life began. In 2013, it caught and kept majestic sights of the Great Chinese Wall and Temple of Heaven. It also saved some precious memories of my last school days in 2014. It can tell you a lot about the nature of flying and height I learned about visiting the Caucasus. Actually, this gadget became part of me as it witnessed most exciting moments of my life.

- Write a narrative paragraph (5-8 sentences long) about a thing or a person, real or imaginary.

- Write a narrative paragraph about your fear following the guidelines below.
  - state your fear
  - provide background information

- state the reason/s for fear
- support the reason/s with explanation, detail, or example
- summarize the information, restating your fear in different words from an opening sentence
- facts or opinions

- Mark the following sentences as **F** (for facts) and **O** (for opinions). The first two have been done for you.

Tip: Facts are generally known; opinions are your ideas about facts.

- Water freezes at 0 degrees Centigrade. **F**
- The water is, br-r-r, freezing. **O**
- Schoolboys are better at maths and physics than girls.
- Skype is a cheap way of communication. \_\_\_\_\_
- Teaching is the best career. \_\_\_\_\_
- Contract army is efficient. \_\_\_\_\_
- The Internet shopping is gaining more popularity. \_\_\_\_\_
- Air tickets and train tickets from Samara to Moscow have about the same price. \_\_\_\_\_

- Choose one of the opinion sentences and add a fact, or write down an opinion to one of the fact sentences above. Use the phrases from the box below to express your opinion.

- Use one of these amazing facts in your opinion paragraph. Write not more than 8 sentences.

- Honey is the only food that does not spoil. Honey found in the tombs of Egyptian pharaohs has been tasted by archaeologists and found edible.
- Coca-Cola would be green if coloring weren't added to it.
- Queen Elizabeth I regarded herself as a paragon of cleanliness. She declared that she bathed once every three months, whether she needed it or not.

Language Bank: Expressing Opinions

- I think/believe (that) ...
- I feel (that) ...
- In my opinion, ...
- If you ask me, ...
- As I see it, ...
- I'd like to point out that ...
- Well, obviously ...
- It seems clear to me that ...

- comparison and contrast

- In pairs, brainstorm ideas to compare and contrast

- people: \_\_\_\_\_ and \_\_\_\_\_;
- places: \_\_\_\_\_ and \_\_\_\_\_;
- things: \_\_\_\_\_ and \_\_\_\_\_.

- Agree on the topic, add aspects to discuss, and write a paragraph together.

- problem and solution

### 11. Write down a solution next to each problem.

1. high price of an iPad \_\_\_\_\_
2. no pen to write down the telephone number \_\_\_\_\_
3. constant quarrel with your room mate \_\_\_\_\_
4. examination stress \_\_\_\_\_
5. excessive use of the internet by children \_\_\_\_\_

### 12. Think of a serious problem of a modern society. List possible solutions. Then write a paragraph using the phrases from the box.

#### Language Bank: Suggesting Solutions

- In order to solve these problems, ...
- To meet this need, ...
- One answer is ...
- In order to overcome these difficulties, ...
- One solution can be ...
- One thing we can do is ...

### III. Type and Purpose

#### 1. a) Below are several texts written on the topic chair. Read them all and decide what makes them different.

1. Once there was a newly made wooden chair. The chair arrived at the castle kitchen with a set of furniture right from the upholsterer's. After being in use for 5 years, it retired into the shed where it spent another year. Then, during the war, the castle was set on fire, and all the royal furniture was burnt, except that old chair. The prince had nothing to sit on and he remembered about his old kitchen chair. While new furniture was being made, the old chair served the prince as a throne.



2. Chairs are like people. They have different characters. They may be romantic or dull, attractive or ugly, fashionable or conservative, honest or unfair. A stool in the kitchen reminds you of a tired woman who knows where she belongs. A sitting-room chair resembles a loving woman ready to embrace you. Classroom chairs are disciplined, lined up, standing in straight rows like soldiers ready to obey. A chair can even betray you. You know the proverb: "Appearances are deceptive." The chair in front of you is so inviting, you sit down and then find yourself on the floor because one of the legs is broken.

3. Have a look at the chair. It is put on the desk upside down so that the back and the seat make a sort of arch over the table surface. It is an ordinary office chair, neither big nor small. Its design is very simple: four legs are made of silver metal; it has a square wooden seat and a square back, smaller in size; both are covered with dark brown fake leather. The chair has no decorative elements, and the color is not attractive either. This piece of furniture looks not only dull but also uncomfortable.

4. Of all chairs in the world, I vote for a comfortable chair. That is why my choice is The Comfy Design's product. It can be easily transformed into an arm-chair which embraces you with its warmth and softness so that you feel like lying on a soft bed. Besides, your body is being constantly massaged because the back of the chair is made of a specially designed material. Moreover, the resting place for your legs produces the relaxing effect of a warm bath while your head becomes a pure reason. And what is your idea of comfort?

5. (1) The chair  
All empty and lonely.  
Solitude.
- (2) Rain  
Falling on trees.  
Broken chair by the door.
- (3) Me.  
Nobody on the chair in front.  
Why?
- (4) Open window.  
Sunbeam.  
Hot chair. Summer.
- (5) Roaring lions.  
Jungle.  
Me on a chair. Sleeping.

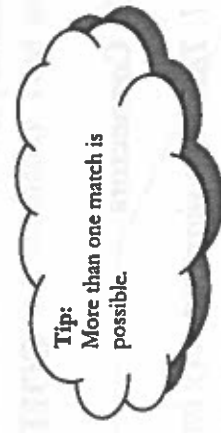
6. Once upon a time there lived a chair. It was a very special chair – the Chair King – because he had a kingdom of his own. In fact, the kingdom consisted of benches, stools, armchairs, and wheel-chairs. All his subjects: big and small, old and young, wooden and plastic respected, admired, and adored him. He was smooth in character, bright in appearance and stuffing. Everything went well until one day quite out of the blue a graceful office chair appeared in his kingdom.

7. Having difficulty finding the right chair? Forget about your stress! The Sitting Pretty Chair we offer is a real stunt. If you are looking for comfort, it embraces you with warmth and softness. If your back feels stiff after sitting on a hard stool, our chair lets its back for you to support. If you are tired of nasty colors, its flower pattern is a real joy for your eyes. A good chair is like a speck of gold in the sand. On our chair, you feel awesome from top to bottom. So, telephone now and get 2 at the price of one.

*Created by the participants of R. Millrod's workshop (Moscow, 2004)*

#### b) Match each text with the purpose the writer set. Think of other reasons for writing. How is the paragraph type connected with the purpose of writing?

- a) to persuade the reader
- b) to make something easily recognizable
- c) to show the events in succession
- d) to invite the reader to follow the writer's logic
- e) to let the reader appreciate expressive writing
- f) to sell the chair
- g) to provide arguments for or/and against



#### 2. Read the following paragraphs and state the purpose of the writer.

1. Here are three main reasons why I like to write. First, I love the process of writing itself, no matter whether I type or use a pen and a sheet of paper. It helps me calm

down when I am stressed out and raises my self-esteem. Second, writing helps me to get away from my usual routine. When I get really tired, I try to hide in my inner world. Finally, I just like to create something new, to tell interesting and funny stories on different topics. I'm really happy when people appreciate my work. All in all, writing is extremely important for me because it gives me power and strength to survive in this crazy world.

2. There are four different tides, depending upon the position of the sun and moon in relation to the earth. When the sun and moon are in direct line with the earth, they exert their greatest gravitational force, causing abnormally high, or *spring*, tides. When the sun, moon, and earth are at right angles to each other, the gravitational force is weak, causing abnormally low, or *neap*, tides. Between these two extremes are high, or *perigee*, tides when the moon is closest to the earth and low, or *apogee*, tides when the moon is farthest from the earth.

#### IV. Round-up

##### 1. Match the paragraph type and the writer's purpose.

1. description
  - a) to highlight one's ideas or beliefs about a particular subject, to provide judgment or advice
  - b) to discuss a question or a difficult situation for which one has to find the right answer, using careful thought
  - c) to tell a story, to describe the sequence of events
  - d) to state or examine how similar or different two people or things are
  - e) to give details about what someone or something looks like, smells, sounds, behaves, feels, etc.
  - f) to explain how something happens and/or comes to a certain result
2. problem-solution
3. process
4. opinion
5. narration
6. comparison-contrast

### COHESION OF PARAGRAPH

#### I. Connectors

1. There are short but very important words that connect ideas in a paragraph. Think of as many of them as you can. Compare your list with that of your partner's.

#### ! COHESION

The reader will be able to follow a paragraph easily if the paragraph has a smooth flow. Smooth flow means that one sentence leads easily into the next sentence; the sentences are well connected. This characteristic of a paragraph is called cohesion. Connectors usually signal a certain type of paragraph organization.

## II. Identifying Type of Paragraph Organization

1. Read the four paragraphs below, identify the topic, and say what makes the paragraphs different in terms of their organization.

1. Jim's boss sent him a memo today about his work on his new job. In the memo, she gave him many reasons to feel good about his work. First, the boss said that Jim had learnt the technical parts of his new job very quickly. She also stated that Jim was getting along very well with all of the people in the office. In addition, she wrote that he was very kind and polite to customers on the phone, which is very good for the business. Finally, she hinted that in a few days Jim would find a nice bonus in his paycheck. Jim was up in the clouds.

2. When you decide to take a trip, the planning can be fun. First, you have to decide where to go. Next, you need to look at maps and books about the place and figure out how to use your time while you are there. Soon after that, you should talk to a travel agent to find out how you will travel and how much it will cost. Then, if you are going to a country with a language different from yours, you may decide to learn a few phrases in that language. Finally, you need to make a packing list and check to be sure that you have everything you need. After all this, you can relax and have a great trip.

3. There is quite a difference of opinion about typical features of New York and San Francisco. Some people who have visited both cities say that there are some similarities. Both cities are exciting cultural centers, with many residents who come from countries all around the world. Also the cities are alike in that they have lovely architecture and grand bridges. And, of course, both are port cities. On the other hand, people argue that similarities end there, and differences start. New Yorkers are always in a hurry and are much less friendlier than people of San Francisco. The streets in this California city are very clean and in good condition, unlike the mess one finds all over New York. There is much less crime in San Francisco than in New York. People in New York are always afraid when they are out on the street. The debate is fierce and may never be resolved.

4. A cold winter can cause serious problems for many people in Greece. The farmers grow olives, and cold weather can result in many olive trees dying. A cold winter can also make for fewer tourists, so the bad weather can lead to problems for the people who own hotels and restaurants. Besides, very cold weather can cause health problems for the old people who do not have enough heat in their homes. Fortunately, cold winters are quite rare in Greece.

#### ! TYPES OF PARAGRAPH ORGANIZATION

There are four basic types of paragraph organization: listing, sequence, comparison-contrast, and cause-effect. In a listing paragraph the author enumerates a few facts about the topic to explain the main idea, support an opinion, or give some evidence about the general statement. In a sequence paragraph the writer tells about some events in the order in which they happened. In comparison/contrast writing the author wants to explain how two things are alike and/or different. Cause-effect writing explains the reasons why something happened and what was the result of the events.

### III. Model Paragraph

1. Read the paragraphs below and fill in the gaps. Identify the type of each paragraph's organization.

1. first last Saturday by the end of the evening after at six o'clock finally

1. \_\_\_\_\_ good friends from college visited me, and I wanted to give them an exciting tour of my new home. 2. \_\_\_\_\_, I took them to my favorite café in the Italian section of the city. 3. \_\_\_\_\_ coffee and pastries we went to the Science Museum because it was having an exhibition of photographs of Saturn. It was difficult to tear my friends away from the exhibits, but 4. \_\_\_\_\_ we began to think about supper. We 5. \_\_\_\_\_ agreed on a Japanese restaurant near the museum for an early dinner. To top off the day, we saw a popular play. 6. \_\_\_\_\_ we were all ready to rest.



2. a few others many still others some

People have 1. \_\_\_\_\_ different ideas about what makes a great vacation. 2. \_\_\_\_\_ people like to go away to the remote, silent forest where they won't see anyone for days at a time. 3. \_\_\_\_\_ prefer to spend their days in an exciting city where they walk through crowded museums all day and dance at discos all night. 4. \_\_\_\_\_ enjoy the seashore, where they can spend their days in the brisk salt air and allow the ocean waves to wash away their thoughts of home and work. 5. \_\_\_\_\_ people decide to be practical and spend their vacation time at home, doing major household projects, such as painting the house or re-building a porch.

3. caused due to reason resulted in effect because

At the beginning of the century Wareham was a sleepy, coastal village, but a sudden growth in tourism 1. \_\_\_\_\_ the changes that have made Wareham a busy, commercial town. Today as you drive down the main street, you see an endless row of hamburger places, souvenir shops, and motels. 2. \_\_\_\_\_ the amount of people who vacation on the coast, prices at restaurants and motels are very high. In addition, the rise in tourism has consequently 3. \_\_\_\_\_ heavy summer traffic and increased the amount of car accidents. Even though some of the changes are depressing, a positive 4. \_\_\_\_\_ of tourism is the number of jobs that has been created. 5. \_\_\_\_\_ of the vacationers, the people of Wareham enjoy a more stable economy. For this 6. \_\_\_\_\_, the town is growing each year and no longer resembles the Wareham of many years ago.

4. however whereas similarities both difference but in common

When comparing the body language of North and South Americans, we find more differences than 1. \_\_\_\_\_. For example, North Americans do not prolong eye contact

during a conversation, 2. \_\_\_\_\_ South Americans do. A person from North America usually meets the other person's eyes for a few seconds, looks away, and then back again, 3. \_\_\_\_\_ a South American looks directly into the other person's eyes and considers it impolite if he does not. Another 4. \_\_\_\_\_ is the contrast in using hand movements while speaking. The South American uses many gestures; 5. \_\_\_\_\_, the North American can use them only occasionally. The North and South American have more 6. \_\_\_\_\_ when we examine the distance each maintains from the person he is talking with. Unless there exists a close friendship, 7. \_\_\_\_\_ the North and South American stand about two to three feet from the other person. By studying the differences in body language of a group of North and South Americans, we could probably figure out where each person comes from.

Based on Ruerbach, B., *Snyder, B. pp.21, 30, 28; Wong, R., Glendinning, E., Mantell, H. p.40*

### IV. Mixed Type

1. How are the following paragraphs organized? What type of organization is dominating? What helps you decide?

1. For me, traveling solo is a dream come true for a number of reasons. First, traveling alone multiplies the chances of meeting people everywhere you go. As a result, you can have many friends in different parts of the world. Second, traveling on your own, you have to rely only on yourself when making decisions. Therefore, you are sure to gain strength and build up your confidence. If you go abroad, you'll also experience an accelerated transition into a different culture which will cause you to absorb new languages, learn customs and traditions of the locals. So, try a solo trip because it's the best way of learning about yourself and the world.

2. The differences between American and British English are not as great as some people imagine. Differences in pronunciation are perhaps the most immediately noticeable: *skedule* for *schedule*, for example, or *cab* for *car*. Pronunciation differences of this kind, however, are minor and quite consistent. In grammar, there are perhaps even fewer differences. One of the most obvious is in the British question form *Have you...?* as opposed to the more common American pattern *Do you have...?* It is probably in the area of vocabulary that the greatest number of differences occurs. An American *flat* is a British *puncture*, for example, but a British *flat* is an American *apartment*. Different meanings for the same word or the same meaning for different words seldom cause many serious difficulties in communication. All things considered, there seem to be greater differences among the many dialects of British English than there are between the standard dialects of British English and American English.

### V. Paragraph Types and Links

1. Study the paragraphs and underline the topic sentence in each paragraph. Find the linking words and circle them. What type of organization do they signal?

1. Informality can be seen in many American gestures and much of their non-verbal communication. For example, placing hands on hips or in pockets while talking is very

common. It is also usual to motion with the index finger or with the hands when trying to emphasize an idea. To illustrate further, when Americans are in informal situations, they basically sit as they please – slouched, legs together or crossed, or even with their feet up on a table or desk. In addition, Americans move frequently while they are talking. As you can see, the typical American informality comes out in all aspects of communication.

2. Making a paper airplane is quite easy. First, you will need a sheet of paper that is 8 1/2 by 11 inches. Fold it in half lengthwise. Next, open the paper and fold one corner toward the center crease. After you have made the first fold, fold the other corner down in the same way, along the dotted line. Then fold each side along the diagonal dotted line toward the center. Now turn the page over. With the paper turned over, fold one side over along the dotted line. Next, fold the other side along the other dotted line. The last step is to tape the body of the plane together. You now have a paper airplane that is ready for a test flight.

3. Researchers have found that parents view boy babies and girl babies differently as early as the first week of life. Little girls are said to be unlike boys in both facial characteristics and personality. Boy babies are usually bigger than girl babies and are actually described as stronger and more alert than little girls. On the other hand, little girls are seen sweeter, gentler, and more passive than boys. Although two infants may look alike or be equally fragile, parents handle boy babies with less care than girls. Even though little boys and girls seem different to their parents as early as one day old, these differences do not necessarily exist in reality.

4. When the television was invented in 1923, parents had no idea of the harmful effects this celebrated invention would one day have on children. Because of the tremendous amount of time children spend watching TV, they become passive observers. Child psychologists say that children learn best by doing, not by watching. As a result, television has a negative effect on children's learning abilities and their creativity. Since children spend more time in front of the TV and less time behind a good book, their reading abilities have also suffered. Another harmful effect of television is caused by the excessive violence in many popular programs. Studies show that aggressive behavior in children is a direct result of this violence. Young people imitate the behavior they see on TV. Consequently, youngsters have been known to "fly" out of windows like Superhuman and kill their enemies like Kojak. For all these reasons, television has evolved from the miracle it once was into the monster it is today.

Source: Shoemaker, C. p.40; Auerbach, B., Snyder, B. pp.71, 85, 98

## VI. Linking Ideas

1. Each of the main ideas below lacks a linking word, expression, or adverb that signals a generalization. Complete the sentences using different links. The first has been done for you.

- Generally, international students like to socialize with students from other countries.
- \_\_\_\_\_, taking an exam is a stressful

Tip:  
Make use of the tables that come after the exercises. More than one option is possible.

event in a student's life.

- \_\_\_\_\_ child must learn how to use a knife and a fork.
- When I am watching TV, I \_\_\_\_\_ eat pop corn.
- It is \_\_\_\_\_ a good idea for a traveler to take a lot of baggage on a trip.
- \_\_\_\_\_, St. Petersburg is a good city to live in.
- \_\_\_\_\_, men in my country shake hands when they meet someone for the first time.
- The survey found that \_\_\_\_\_ the Park Hyatt guests were satisfied with the service they received.
- \_\_\_\_\_, Chinese people seemed very friendly.
- \_\_\_\_\_, most students finish their coursework by the end of May.

### Language Bank: Introducing Main Ideas

- |                         |              |             |
|-------------------------|--------------|-------------|
| • in general/generally, | • all, every | • often     |
| • for the most part,    | • as a rule, | • sometimes |
| • broadly speaking,     | • always     | • never     |
| • on the whole,         | • usually    | • seldom    |
| • in most cases,        | • frequently | • mainly    |

2. Fill in the linking links in the following sentences. The first has been done for you.

- The girl is talented: she can sing and also dance.
- Your friend didn't know some rather basic details about you, \_\_\_\_\_, what you look like.
- Most streets in Tokyo are safe at night. \_\_\_\_\_, the juvenile crime rate actually has fallen in recent years.
- I do feel ill. My back is aching, and my feet hurt, \_\_\_\_\_.
- One advertising executive has stated that he does not use electronic mail for a number of reasons. The \_\_\_\_\_ reason is that he has not yet mastered the system. But \_\_\_\_\_ (c) he feels that it is a very impersonal way to communicate. \_\_\_\_\_ he feels that you lose a lot of information when you use computer mail instead of talking to someone in person.
- Buy two CDs and get \_\_\_\_\_ completely free.
- The two leaders have worked together on \_\_\_\_\_ occasions.
- The girls come from \_\_\_\_\_ different backgrounds.
- The \_\_\_\_\_ reason to live in Spain is the weather.
- I have to buy \_\_\_\_\_ things at the supermarket.

### Language Bank: Introducing Listing

- |                |                 |                |
|----------------|-----------------|----------------|
| • a variety of | • last          | • others       |
| • also         | • moreover,     | • main         |
| • numerous     | • too           | • many         |
| • furthermore, | • (a) few       | • besides,     |
| • for example, | • some          | • several      |
| • another      | • first, second | • in addition, |

3. Fill in the time order/sequence links in the following sentences. *The first has been done for you.*

- Before he starts on a trip, a traveler prepares himself for the country by reading about it.
- My grandma used to cook my favorite cookies \_\_\_\_\_ I came to see her.
- \_\_\_\_\_ the 18<sup>th</sup> and 19<sup>th</sup> centuries, signals – lanterns, flags, and even moving arms to convey a message – were used extensively.
- \_\_\_\_\_ the lecturer was speaking about how to avoid boring topics, a man fell asleep in the auditorium.
- Someone called the police and reported about the accident at 10:00 p.m.; ten minutes \_\_\_\_\_, the officers came to the house.
- Paula became pregnant \_\_\_\_\_ after they were married.
- When you decide to take a trip, the planning can be fun. \_\_\_\_\_, you have to decide where to go.
- It was forty years \_\_\_\_\_ Ingrid had first arrived in Siberia.
- To search effectively for information on the internet, a user should \_\_\_\_\_ type in a narrow search topic. choose the correct search engine and \_\_\_\_\_
- \_\_\_\_\_, s/he should scan the website entries, looking for the information needed. \_\_\_\_\_, s/he opens a website and reads the information quickly.
- She waited \_\_\_\_\_ he had finished speaking.

**Language Bank: Showing Sequence and Time**

- first, second, etc.
- next
- before (that)
- while
- by that time
- when, whenever
- after that
- after a while
- soon
- throughout
- at the moment
- meanwhile,
- as
- afterwards
- later (on)
- finally
- from then on,
- during
- since (then)
- at last
- immediately
- now
- at once
- instantly
- at the same time,
- simultaneously
- in the meantime,
- eventually
- in the end,
- until

4. Fill in the comparison/contrast links in the following sentences. *The first has been done for you.*

- Unlike life in the country, traffic noise, crowded streets, and terrible factory pollution make life in the city unpleasant.
- The climates of Seattle and San Francisco are \_\_\_\_\_: Seattle has mild winters with very little snow, and the winter in San Francisco is mild, \_\_\_\_\_ I am only 17.
- My brother is much older than I am: he is 48 years old, \_\_\_\_\_ are easily available and often given as gifts by neighbors.
- In Nepal, cats are very expensive; dogs, \_\_\_\_\_, they did not try to earn any money.
- They had food only for a day or two; \_\_\_\_\_, they did not try to earn any money.
- Both Moscow and New York are exciting cultural centers, but the cities are \_\_\_\_\_ in architectural styles.

- Americans may eat cereal and eggs and toast for breakfast. \_\_\_\_\_, Italians usually just have bread and coffee.
- \_\_\_\_\_ other European countries, car prices in the UK are very high.
- Your measurements are \_\_\_\_\_ Dana's.
- I'd like to holiday abroad, \_\_\_\_\_ I should be trying to save money.

**Language Bank: Showing Comparison/Contrast**

**to compare:**

- similar (to), similarly,
- like, alike, likewise,
- correspond to, correspondingly,
- equally,
- by comparison (with),
- in comparison (with/to),
- (almost) the same as, just as
- to have ... in common
- to be parallel in
- in the same way
- too
- ... than ...

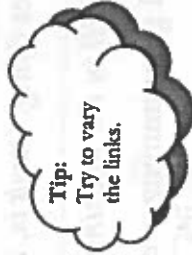
**to contrast:**

- differ from, different (from)
- however,
- otherwise,
- still
- even so
- while
- but
- by contrast (with/to),
- in contrast (with/to),
- though
- nevertheless, nonetheless,

- unlike
- in opposition (to)
- on the contrary,
- although
- on the one (other) hand,
- whereas
- not as ... as
- conversely,
- yet
- despite this,

5. Fill in the cause-effect links in the following sentences. *The first has been done for you.*

- Playing soccer is not dangerous, but at the same time it's a challenge. That's why, this game is my favorite pastime.
- The fast food chains like McDonald's and Pizza Hut are doing a booming business \_\_\_\_\_ many people eat several meals a week there.
- The academic background of some students is weak, which \_\_\_\_\_ their failure in college.
- \_\_\_\_\_ favorable weather conditions, the soil is extremely rich in this area.
- What \_\_\_\_\_ you to change your mind?
- On their travels, they got many pieces of antique furniture. \_\_\_\_\_, their home had become something of a museum.
- \_\_\_\_\_ there's no more business, we can all go home.
- They also pointed out that they had studied only men; \_\_\_\_\_, their findings might not apply to women.
- My parents' divorce had a great \_\_\_\_\_ on me.
- He lowered his voice \_\_\_\_\_ Doris couldn't hear.



**Language Bank: Introducing Cause-Effect**

- so/so that
- ... make for ...
- thus
- consequently, as a consequence,
- the consequence of ... is
- as a result,
- ... is the result of ...
- ... result in ...
- ... cause ...
- ... is the cause of ...
- ... follows from ...
- if ... then ... follows ...
- that is why ( )
- hence ( )
- because (of)
- owing to
- since (as)
- therefore,
- accordingly,
- for this reason,
- due to ...
- one effect of ... is that ...
- ... is the effect of ...
- ... has an effect on ...
- ... make(s) ... possible by ...
- in this case, ...
- give rise to ...

VII. Using Correct Links

1. Fill in the gaps choosing the right words from those given in parentheses.  
 1. \_\_\_\_\_ using dryers in the US costs money, I prefer it to drying clothes at home \_\_\_\_\_ it is quick and easy. (*because, so, despite, although*)  
 2. Many people believe that cats are not friendly; \_\_\_\_\_, they will not make good pets. (*due to, therefore*). Dogs, \_\_\_\_\_, are loyal and friendly; \_\_\_\_\_, they make excellent pets. (*of course, however, furthermore, consequently*)  
 3. In North America \_\_\_\_\_ coffee is a more popular drink \_\_\_\_\_ tea. (*in the past, than, today, as*), \_\_\_\_\_ before the US won its independence from Britain, tea was favorite and expensive, \_\_\_\_\_. (*so, but, too, also*)  
 4. Most of us can take simple precautions to minimize the risk. \_\_\_\_\_, we avoid walking in parks or deserted city areas \_\_\_\_\_ dark. (*after, when, that is, for example*)  
 5. The smell of a flower can range from sweet, like vanilla, to fresh \_\_\_\_\_ differences in the chemistry of the plant. (*because, due to*)  
 6. The new test has some similarities to IQ test, but \_\_\_\_\_ some significant \_\_\_\_\_; for example, it doesn't have a vocabulary section. (*as well, also, differences, likenesses*)

7. A cold winter can \_\_\_\_\_ serious problems for many people in Florida. (*give rise, cause*) The farmers grow oranges, and cold weather can \_\_\_\_\_ many orange trees dying. (*result in, result from*)

2. Fill in the missing linking words in the sentences below.

1. I go swimming every day \_\_\_\_\_ work.
2. \_\_\_\_\_ it's a special occasion, I've already decided to treat myself to a bottle of champagne.
3. Horses were the swiftest carriers of news \_\_\_\_\_ most of history.
4. Write down what is said or done. Ask a friend or colleague to take a note \_\_\_\_\_.
5. The House of Lords is not \_\_\_\_\_ powerful \_\_\_\_\_ the House of Commons.
6. She was wearing dark sunglasses; \_\_\_\_\_, he didn't immediately recognize her.
7. It's essential that we help to preserve these forests \_\_\_\_\_ they have an ideal climate for plants and animals.
8. \_\_\_\_\_ neglecting his studies, he got his degree.
9. People choose jobs for other reasons \_\_\_\_\_ money.
10. Cook the sauce over a medium heat \_\_\_\_\_ it thickens. \_\_\_\_\_, start boiling the water for the pasta.
11. I think my father and I are very much \_\_\_\_\_ in many ways.
12. Sea levels are rising \_\_\_\_\_ of global warming.
13. There'll be \_\_\_\_\_ bus along in a few minutes.
14. Setting up a business is exciting. \_\_\_\_\_, it requires a great deal of effort.
15. \_\_\_\_\_ I can't help admiring the man's courage, I do not approve of his methods.
16. The President's absence has \_\_\_\_\_ speculation about his health.

3. In the following passage, most of the connectors are missing. Rewrite the text, adding links from the box below, where necessary. There are several possible options.

Television was invented by John Logie Baird. When he was young, he built an airplane. He tried to fly in it. It crashed down. Baird was fortunate not to be killed. It did not discourage him. When he was older, he tried to make diamonds from coal. There was an enormous explosion. He was not injured. He became a business man. His business failed. He thought of working at television. His family advised him not to. He did not listen to them. He rented an attic. He bought the apparatus he needed. He started working. He worked for a long time. He was not successful. One day he saw a picture on his screen. He rushed out to get someone he could "televise". He found an office boy. He took him back to his room. No image of the boy appeared on his screen. The boy, terrified, had put his head down. He put it up again. His picture appeared on the screen. Television was discovered.

Tip: Be careful. Many structures will have to be changed, and you will probably not keep the same number of sentences.

then	however	the only result
and	but	although
when	yet	so
that's how	instead	

*Adapted from Grillo, F. p.52*

VIII. Sentence Combining

1. Use signal words to combine each set of sentences into one sentence organized according to the suggested patterns.

Tip: For the correct use of punctuation marks, refer to the Unit "Punctuation and Mechanics".

• *listing*

1. I look for three basic qualities in a friendship. I value honesty. It is trust. My friend and I have common interests.
2. Moscow has a lot to offer to a tourist. There are very many museums. You can enjoy different restaurants with ethnic cuisines. The Arbat abounds in small stores and kiosks.
3. The three sisters enjoyed hot dogs at the snack bar for lunch. They liked root beer. They ordered ice cream for dessert.
4. Mike went to the zoo with his father. They visited the bird exhibition. He liked the tigers and lions. He saw an elephant house.
5. You can use several ways to collect the information for the article. Interviewing always works. The university library contains lots of books and magazines that might be useful for the historical survey.

• *sequence*

1. David and Peter went on a camping trip. They went to the White Mountain in New Hampshire. They went in June.

2. Katherine woke up. The alarm clock rang loudly at 7 a.m.
3. A good example is my Uncle Jack. He was my favorite person. I was a child.
4. We were young. My brother used to tease me. He used to start fights.
5. I applied for the job of a tour guide. It was summer. I read an advertisement inviting students to earn extra money and have an exciting vacation.

• **comparison/contrast**

1. The Iroquois Indians built their houses from birch trees and young saplings. The Plains Indians preferred to use the hides of buffaloes for their shelters.
2. The twins look exactly alike. They have different personalities.
3. My mother has curly black hair. I have curly black hair.
4. No Italian meal is complete without something. The something is a loaf of delicious Italian bread. The Chinese never serve bread of any kind.
5. It was cold inside the house. It was cold outside.

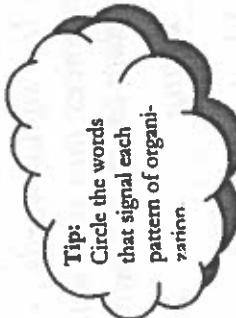
• **cause-effect**

1. My brother sleeps with an open book under his pillow. He says it helps him learn his lesson.
2. The groundhog saw its shadow. We will have six more weeks of winter.
3. My friends and I were vacationing in the Caribbean. We were all interested in deep-sea diving.
4. My sister wasn't watching where she was going. She stepped on the cat's tail.
5. My brother studies very hard. He always makes the honor roll.

**IX. Completing Sentences**

1. Complete the sentences using the listing pattern.

1. I need the money. And besides, \_\_\_\_\_.
2. Another example of this approach \_\_\_\_\_.
3. The rent is reasonable and, moreover, \_\_\_\_\_.
4. The company provides cheap internet access. In addition, \_\_\_\_\_, too.
5. There were people from all over Europe and \_\_\_\_\_.
6. Car prices can vary a lot. For example, \_\_\_\_\_.
7. He is young and popular. Furthermore, \_\_\_\_\_.



2. The following sentences use sequence links. Complete the sentences.

1. Prior to \_\_\_\_\_, you should gather all the ingredients for the cake.
2. To begin with, you must \_\_\_\_\_ in order to score at least 75 on TOEFL iBT.
3. Formerly I liked \_\_\_\_\_, but nowadays I \_\_\_\_\_; later they \_\_\_\_\_.
4. In the 1900's, people traveled by/on \_\_\_\_\_; and now they can \_\_\_\_\_.
5. During the summer, she \_\_\_\_\_.
6. Before I learned about \_\_\_\_\_, I thought that \_\_\_\_\_.
7. Since I was ten years old, I have \_\_\_\_\_.

3. Complete the sentences using the comparison/contrast pattern.

1. Although you're in the middle of a big city, \_\_\_\_\_.
2. \_\_\_\_\_ and \_\_\_\_\_ are different in many ways, even though their aims may be the same.
3. Some people visit their doctor on a regular basis, while others \_\_\_\_\_.
4. Both \_\_\_\_\_ and \_\_\_\_\_ have a lot in common: \_\_\_\_\_.
5. In comparison with other video games, \_\_\_\_\_.
6. Tom's voice is very similar to \_\_\_\_\_.
7. This is a cheap and simple process. However, \_\_\_\_\_.

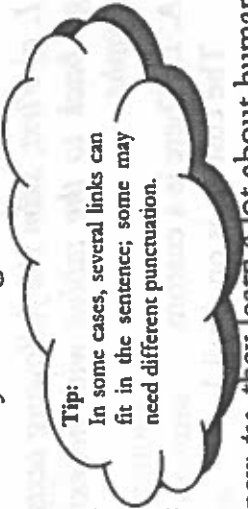
4. Complete the sentences using the cause-effect pattern.

1. As a result of the invention of the telephone, \_\_\_\_\_.
2. Because of their lifestyle and diet, sportsmen \_\_\_\_\_.
3. She already had a lot of experience; therefore, \_\_\_\_\_.
4. Many people believe that poverty is a direct consequence of \_\_\_\_\_.
5. Owing to bad weather, \_\_\_\_\_.
6. Peter's car ran out of gas, so \_\_\_\_\_.
7. Drinking unfiltered water can give rise to \_\_\_\_\_.

**X. Wrong Links**

1. In the following sentences, the links are used incorrectly. Change them to make the sentences meaningful.

1. He was hungry by noon; therefore, he hadn't eaten breakfast.
2. He gets ten hours of sleep each night, unlike he always seems tired in class.
3. Students who work in the cafeteria earn extra money; too, they learn a lot about human nature.
4. There was no reason for him to stay any longer; nevertheless, he returned to his home.
5. However the fierce sandstorm, the caravan moved on.
6. Defeat was obvious because the players continued to try their best to win the game.
7. Mr. Smith smokes too much; for example, he drops ashes all over the rug.
8. A foreign student who reads only 200 words a minute is reading at about half the speed of a native speaker of English; however, he takes about twice as long to read the same text.



9. In contrast with a Mercedes-Benz, Volkswagen also has gasoline or diesel engines.
10. The present birth rate is increasing and the death rate is decreasing since the world's population is growing at a frightening pace.
11. Too much coffee can result from a stomachache.
12. Sales of existing homes went up 2% last month. Similarly, the construction of new homes went down.

## XI. Correcting Links

1. a) First, skim the paragraph and identify the topic, purpose for writing, and paragraph type. Read the paragraph carefully now, find 7 wrong links, and correct them.

*Recessionista* is a popular new term for a person who manages to dress stylishly on a tight budget. However, the stereotypical *recessionista* is female, the term does not apply exclusively to women and to budget-conscious males also. The *recessionista* adopts a different strategy to "work" with her wardrobe. Typical activities include swapping clothes with friends, hiring rather than buying, or searching the charity shops to find designer garments at a lower price. *Recessionista* is a clever blend of *recession* (defined in *Macmillan English Dictionary* like "a period when trade and industry are not successful") but the noun *fashionista*, which was coined in the early nineties to describe a person who wears fashionable clothing or works in the fashion industry. The suffix *-ista*, taken over from Spanish, has entered productive usage in English in recent years to describe a follower or devotee of someone or something. A related neologism in this context is the expression *recession chic*, coined in the early nineties to refer to the concept of style and elegance within the constraints of a tight budget. The *recessionista* though is the personification of *recession chic*, emerging some years after against a backdrop of economic downturn in 2008.

b) Underline other connectors that help to link ideas together.

## XII. Paragraph to Construct

1. a) First, skim the following texts for the topic and the type of organization. Then, go back to the tables with necessary links and combine the sentences into paragraphs.

- A. 1. There is a custom.  
The custom is on April 1.  
The custom is to play jokes.  
The jokes are on other people.  
The tradition began a long time ago.  
No one knows where the tradition began.
3. The custom may come from India.  
In India, people are sent on foolish errands.  
They are sent on March 31.
4. The custom may come from the ancient Greeks.  
In Greece, a daughter, Persephone, was kidnapped.  
Pluto was the god of the underworld.  
Pluto kidnapped her.
5. Demeter searched for her daughter.  
Her search was like a fool's errand.  
It was impossible to find Persephone.
6. April fooling became popular.  
It became popular in France.  
It became popular after 1564.

Tip:  
Do not change the order of the sentences, but you can change the ideas within each set of sentences.

- It became popular when the calendar was changed.
7. In the old calendar, the year began on April 1.  
It had been common to exchange gifts on April 1.  
It had been common to visit each other on April 1.
  8. There was a new calendar.  
Some people began to send pretend gifts.  
Some people began to make pretend visits.
  9. April fooling became popular in England.  
It became popular in the 18<sup>th</sup> century.  
The settlers brought the custom with them to America.
  10. Today, children enjoy this tradition.  
The tradition is of fooling someone.  
The tradition is of playing practical jokes.  
Afterwards, they say, "April Fool."

- B. 1. The university system is based on class attendance.  
The system is American.  
Most professors expect students to attend all classes.  
Most professors expect students to participate in class.
2. The first day of class is important.  
Professors usually begin with an overview.  
The overview is of the work.  
The work is of the term.  
They will probably hand out a class outline.  
They will probably explain the course requirements.
3. Some students are absent the first day.  
They may never understand the professor's expectations.  
They may never understand the requirements of a course.
4. These absent students may not know many things.  
They are expected to attend all classes.  
They are expected to make up all assignments.
5. Coming to class on time is also expected.  
Professors may change assignments at the beginning of class.  
Professors often answer questions at the beginning of class.
6. Students may not realize many things.  
Professors notice late students.  
Professors may interpret lateness as a lack of interest.
7. Being prepared for class is also important.  
Some students do not bring paper or pens to class.  
Some students do not bring their textbooks to class.
8. These are usually the same students.  
The students have not done their homework.
9. Professors also expect students to do homework.  
The homework may take two or three hours a night.  
The homework is for each class.
10. In addition, university professors are displeased.

to stand out of the crowd. Finally, it's very important to work hard in order people can become well-known owing to their strong character and talent, hard work, or bad publicity.

2. Brad Pitt is admired by millions of people for his talent as an actor. He appeared on the screen in 1987 first. Since then, he has made a very successful career. He starred in 23 films, 12 of which were Oscar nominees. Seven times he was chosen the best actor. A range of his roles and characters is incredible. He really deserves a star on the Walk of Fame.

2. Each of the following paragraphs has a topic sentence and specific details supporting some general statements. Write appropriate statements and a conclusion.

1. I would never choose to live in a country house because I would simply die from boredom there. First, I wouldn't be aware of all the DVD stuff and book novelties. Therefore, I can only talk to her using the internet. Finally, I will be bored, as I am used to going to night clubs once a week. All in all,

2. A person can be famous for a number of reasons. For instance, Michael Jordan has phenomenal court skills and superhuman physical presence. Few other basketball players have ever matched his leaping ability. As Thomas Alva Edison said, "Genius is one percent inspiration and ninety-nine percent perspiration." A good example is a citizen of a small town in Alabama who accidentally became the only witness to the landing of a flying saucer, and the next day his portraits appeared in every American paper. So,

3. Each of the following paragraphs has examples, specific details, and a conclusion. Write a topic sentence and fill in the missing links.

1. First of all, a laptop, a PC, doesn't require a permanent source of power. It can be easily moved to any suitable place, a PC is not supposed to be often relocated. Despite this, when a laptop is plugged in a socket, it takes less electricity than a computer. You can leave a laptop working for hours without fear of paying huge electricity bills; a computer uses about 250 watt per hour. Finally, a laptop from any PC in the way that it gives you access to the information you need. Due to its size, it's easy to carry it with you all the time, the data on the computer is at your disposal only if you are in the room it is installed. All in all, my vote is for a laptop if there's a choice between it and a big computer.

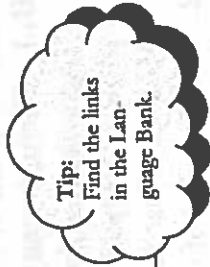
Students whisper to each other during class. Students get up to sharpen a pencil during class. Students walk out of the classroom during class. 11. Attending all classes is expected. Doing the assignments is expected. Behaving appropriately in class is expected. These reveal a student's interest and maturity.

b) Exchange your works and highlight the links. Say whether they are appropriate or not.

XIII. Round-up

1. a) Write down the items which are similar in meaning to the following links. The number is given in parentheses. The first has been done for you.

- A. immediately (3) at once now instantly
B. at the same time (3)
C. finally (3)
D. similarly (3)
E. by contrast (5)
F. but (8)
G. in brief (3)
H. in general (4)
I. for example (2)
J. as a result (5)
K. in this case (2)



b) Make up a card for your partner. Write 3 sentences to illustrate each pattern of organization. Use a variety of links. Exchange the cards. Ask your partner to underline all the signal words and identify the pattern.

PIECING IT ALL TOGETHER

I. Logical Gaps

1. Each of the following paragraphs has a topic sentence, a conclusion, and examples. They lack details or explanations. Complete the paragraphs.

1. A person can be famous for a number of reasons. For one thing, one can become notoriously popular due to his/her scandalous reputation. A person can also gain fame if s/he is a strong individual or is endowed with talent

2. \_\_\_\_\_  
 I am happy and full of get-up-and-go, I choose some exotic taste. Pineapple or watermelon flavors are excellent on a bright sunny day. \_\_\_\_\_, if I'm depressed or exhausted, chocolate ice cream cheers me up and keeps me going through the day. Chocolate is a perfect thing to deal with stress. \_\_\_\_\_ I often eat it while preparing for exams. I have a special ice cream flavor for a romantic mood as well. \_\_\_\_\_, I can daydream for hours eating strawberry or vanilla ice cream. So, I choose different flavors of ice cream depending on the way I feel.

## II. Making Up Paragraph

1. Below are three details. Make up a paragraph, adding a topic sentence, conclusion, and more general statements that these details support.

- A giraffe can clean its ears with its 21-inch tongue.
- An ostrich's eye is bigger than its brain.
- Camels have three eyelids to protect themselves from blowing sand.

## III. Paragraph to Evaluate

1. Study the paragraphs and assess them using the following questions as guidelines. For a better paragraph, put a check in the table.

### Guidelines

#### Content

1. Which paragraph is more interesting to read?
2. Which paragraph achieves the purpose set?
3. Which paragraph lacks details?
4. Which paragraph has irrelevant information?

#### Text Organization

1. Which paragraph has ideas in the wrong order?
2. Which paragraph lacks words which link ideas?
3. Which paragraph has a wrong linking device?
4. Which paragraph has all paragraph parts (introduction, body, and conclusion)?

#### Variety of Structures and Vocabulary

Which paragraph has a good range of structures and vocabulary?

#### Accuracy

Which paragraph is more accurate?

1. The USA has a variety of geographical features. For example, large mountains, such as the Rocky in the West and the Appalachians in the East, vast deserts, wide canyons, rolling hills, prairies, frozen tundra, extensive coasts as well as wetlands and swamps. It stems from the fact that the country is very large and stretches many thousand kilometers from north to south and from east to west. The USA is rich in many rivers and lakes. For instance the Mississippi River it is of great importance to the US and runs almost 6,000 km from Canada to

the Gulf of Mexico. There are the five Great Lakes which the US shares with the Canada and they are the biggest body of fresh water in the world.

2. The USA has a variety of geographical features. For example, large differently shaped mountains cover almost the whole Western part and partly the Eastern one. The enormous snow-capped Rockies stretching from Canada to Mexico rank among the greatest of the world's mountain ranges. The Sierra Nevada and the Cascade Range are famous for the large deposits of gold. Besides, many vast canyons can be found in the western part of the US. In particular, Arizona is noted for the majestic Grand Canyon which is part of a national park. You can see this canyon in movies about the West. Many lowlands also add up to the geographical diversity. American farmers cultivate lands of the Atlantic Plain, the Central Plain, and the Plateau of prairies in the East and the Californian Valley in the West. Another feature that is of great importance to the country is its rivers and lakes. Numerous tributaries running into the Mississippi River make this bountiful water system the third largest after the Nile and the Amazon. That is why, joined by a canal south of Chicago to the five Great Lakes, the Mississippi becomes the world's largest inland water transportation route. To sum up, the USA is distinguished by the diversity of physical features.

## IV. Peer Editing

1. Study the texts with the teacher's comments. Editing your friend's paper can help you improve your writing skills, too. In pairs, think of how you can improve the paragraphs taking the teacher's notes into consideration.

1. Is it the topic sentence or one of the reasons? Add a link.

I travel a lot and for me going somewhere on my own is quite boring. Why? In addition Punctuate. I always joke: in a new and unknown place it's always better to have someone who starts panic Correct collocation? earlier than you do - it usually makes me feel more confident. Can you specify the idea? Link? Traveling with friends is always fun: I would've never had so much excitement in Vegas if I were grammar there alone or with my family. Why? Some details could be added. But even close friends' interests may differ. So it may turn out to be a real pain in the neck to figure how to reach a compromise and make everybody happy. Check. Are you sure it's relevant? Touching upon Not clear.

traveling alone again, I would say it's not for everyone: you would never think of visiting China on your own without knowing the language for example, Check punctuation. though some real thrill-seekers might find it to be a good idea to get new impressions. Vocabulary and structures are varied, but it's not clear whether you are for or against traveling with friends. The paragraph also needs a conclusion.

2. My former classmate is my best friend. Make the topic sentence more specific. For one thing, we have almost the same interests. Some details could be added: what interests? and go everywhere Where? together. Another thing I value about her is that I can tell her everything not being worried that she will betray me. We've been together long enough How long? to confide our secrets to each other. Great Make it a sentence. to have a person whose opinion you can trust. Moreover, I'm not sure the link is good here. she is a very loyal and reliable person. There is no conclusion. How about making it strong to show that you can't imagine your life without your friend? Why don't you give him/her a name?

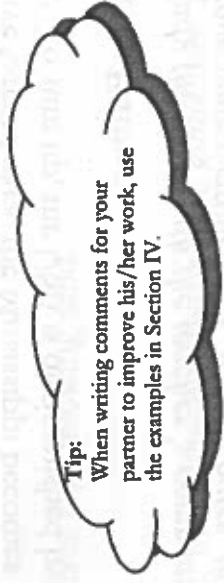
## V. Writing Paragraphs of Different Types of Organization

To complete the tasks below, follow the procedure.

1. Choose a topic.
2. Do the prewriting.
3. Write the first draft.
4. Proofread it.
5. Write the final draft.
6. Give it to your partner for evaluating and feedback writing.
7. Make amendments and give the paper to your teacher.

1. Write a listing paragraph on one of the following topics. Include at least three examples in your paragraph. Add details to explain each example.

- A. the most important inventions
- B. Samara tourist attractions
- C. ideas of what makes a good holiday
- D. language as a means of communication
- E. other



2. Write a sequence paragraph on one of the following topics. Be sure to write about something that you know well and can describe to your readers.

- A. preparing for a test
- B. choosing a university
- C. getting a passport or visa in your country
- D. telling some facts from your family history
- E. other

3. Write a comparison paragraph (pointing out likenesses) or a contrast paragraph (pointing out differences) on one of the following topics.

- A. two movies or two television shows
- B. two cafés/restaurants
- C. two jobs
- D. two dictionaries
- E. other

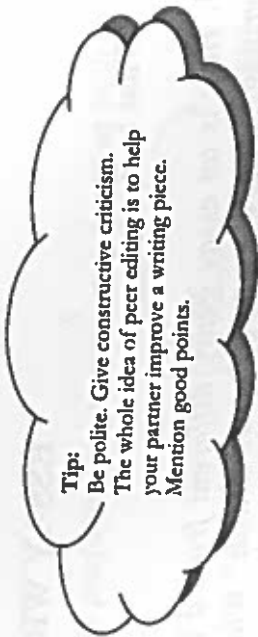
4. Write a cause-effect paragraph on one of the following topics.

- A. why study abroad
- B. why use the internet
- C. why leave home
- D. why do sports
- E. other

5. Write comments on your partner's paragraphs. Suggest ideas for improvement. Use Appendix I to guide you through the editing process.

## VI. Round-up

1. Read through the list of "Rools for Righters". How would you change the "rools" into the rules?



### Rools for Righters

1. Verbs HAS to agree with the subjects.
2. Prepositions are not words to end sentences with.
3. And don't start a sentence with a conjunction.
4. It is wrong to ever split an infinitive.
5. Avoid clichés like the plague. (They're old hat.)
6. Also, always avoid annoying alliteration.
7. Be more or less specific.
8. Parenthetical remarks (however relevant) are (usually) unnecessary.
9. Also too, never, ever use repetitive redundancies.
10. No sentence fragments.
11. Contractions aren't necessary and shouldn't be used.
12. Foreign words and phrases are not apropos.
13. Do not be redundant; do not use more words than necessary; it's highly superfluous.
14. One should NEVER generalize.
15. Don't use no double negatives.
16. Eschew ampersands & abbreviations, etc.
17. One-word sentences? Eliminate.
18. Eliminate commas, that are, not necessary.
19. Never use a big word when a diminutive one would suffice.
20. Kill all exclamation points!!!
21. Use the apostrophe in it's proper place and omit it when its not needed.
22. Proofread carefully to see if you any words out.

Adapted from Reid, I.M. p.305

## ESSAY WRITING

### I. What Is Essay?

1. How is an essay genre different from a letter, report, diary, and other pieces of writing? What can you compare it with? What is the difference between an essay and a paragraph?
2. Read the following definitions of an essay and say which one(s) is close to an essay as your examination task:
  - a) a short piece of writing on a particular subject as part of a college course;
  - b) a formal discussion of a topic in writing;
  - c) a short piece of writing, giving someone's ideas about politics, society, etc., usually published in a book, magazine, or newspaper.

### II. Focus on Structure

1. Some people say that an essay is like a sandwich or hamburger. Explain the reasons behind such a comparison.
2. Read the information below and formulate the purpose of each essay part in your own words.

#### ! ESSAY STRUCTURE

The essay has a title and three main parts: introduction, body, and conclusion.

The title introduces the central topic of the essay. It should be short and eye-catching to make the reader want to read your essay.

The introduction communicates your message to the reader (the thesis or the main purpose of the piece of writing). The *what-why-how* principle is used in the introduction. \*

The body comprises one or more paragraphs of ideas and arguments. Each paragraph develops a separate subtopic. The paragraphs of the essay contain the main ideas and arguments of the essay together with supporting details: illustrations, examples, personal experience. The paragraphs are linked in order to connect the ideas. The purpose of the essay must be made clear, and the reader must be able to follow its development.

The conclusion presents the writer's final points and highlights the overall significance of the message. It should clearly signal to the reader that the essay is finished and leave a clear impression that the purpose of the essay has been achieved. It should recall the issues raised in the introduction and draw together the points made in the main body.

\* The introduction consists of two parts:

- 1) It should include a few general statements about the subject to provide a background to your essay and to capture the reader's attention. It should try to explain why you are writing the essay;
- 2) It should also include an indication of how the topic is going to be tackled in order to achieve the goal you set. You may want to state the subtopics related to the central topic or/and the way of textual organization.

### III. Which Essay Part?

1. Read the list of functions the essay parts perform and match each function with the essay part.

1. to make the message of the essay stronger \_\_\_\_\_
2. to engage the reader \_\_\_\_\_
3. to develop your thesis breaking it into several controlling ideas and presenting them in separate paragraphs \_\_\_\_\_
4. to tell the reader what your essay is going to be about and express your opinion about the topic \_\_\_\_\_
5. to present evidence, supporting details to justify, explain your viewpoint \_\_\_\_\_
6. to signal how the ideas are going to be organized \_\_\_\_\_
7. to leave a feeling of completion and satisfaction \_\_\_\_\_

Tip:  
Put down  
I for introduction,  
B for body,  
C for conclusion.

### IV. Essay POWER

1. The word **POWER** serves as a useful mnemonic technique for remembering an effective approach to essay writing. Decipher this acronym writing the verbs (the number of missing letters is given in parentheses). The first word is done for you.

Establish a Purpose, then

O (7)  
W (4)  
E (7)  
R (5)

Tip:  
A mnemonic technique is a way that helps a person remember something.

2. Explain what is meant by each word in connection with essay writing. These ideas can help you avoid the chief drawbacks of essay writing: irrelevance, vagueness, and inaccuracy.

### V. Essay Type

1. Think back on the types of paragraphs you have already learned. What is the underlying principle for their classification? (See p.32)
2. Fill in the missing word that states the type of an essay.

The author develops his/her ideas through

- \_\_\_\_\_ if s/he tells a story, describing a succession of events, characters, place or setting, or/and circumstances.
- \_\_\_\_\_ if s/he gives a word picture appealing to the reader's senses: sight, smell, touch, sound, and taste.

Tip:  
Make use of the words in the box on the next page.

- \_\_\_\_\_ if s/he looks at two or more things, ideas, or events to point out their differences and/or similarities.
- \_\_\_\_\_ if s/he breaks down an idea, a thing, or an event into its separate parts.
- \_\_\_\_\_ if s/he traces how a succession of events leads to a particular situation focusing on their relationship.
- \_\_\_\_\_ if s/he uses reasons to support or prove that something is true or false, right or wrong, has value or not.
- \_\_\_\_\_ if s/he divides a large set of items into smaller groups and identifies the attributes of each group.
- \_\_\_\_\_ if s/he shares his/her own ideas, based mainly on feelings and beliefs, about something or someone.

• Classification	• Description
• Narration	• Comparison/Contrast
• Analysis	• Argumentation
• Explanation	• Opinion

3. Match the writer's purpose for writing with the way s/he develops ideas.

#### Purpose

1. to make something recognizable
2. to inform the reader
3. to invite the reader to follow your logic
4. to persuade the reader to change his/her behavior or train of thought
5. to show the events in succession
6. to share your ideas

#### Essay Type

- a) narration
- b) description
- c) analysis
- d) classification
- e) explanation
- f) comparison/contrast
- g) argumentation
- h) opinion

Tip:  
The purpose may have more than one match.

#### ! ESSAY TYPES

Essays can be roughly classified into 3 categories: narrative, descriptive, and expository (which embraces opinion, analysis, classification, argumentation, comparison/contrast, and explanation). Sometimes essays are a blend of different types. For example, narration may have elements of description; analysis of a problem may be combined with several ways of its solution, or arguments for and against each way. However, essays are organized somewhat differently according to their purpose and type. Read the examination instructions carefully and ask yourself, "What am I supposed to do?" All effective writing is controlled by the writer's purpose. It determines relevance and arrangement of ideas, their development, and choice of supporting details.

## VI. Rubric Language

1. Match the verbs that are often used in instructions with the action required.

1. analyze
  - a) examine in detail by argument, explaining pros and cons
2. comment on
  - b) judge the worth, the importance, advantages and disadvantages
3. discuss
  - c) give reasons for the statement, decision, or conclusion
4. criticize
  - d) examine the essential features, showing how they are related, and why they are important
5. evaluate
  - e) make clear by concrete examples, comparisons, or facts and statistics
6. illustrate
  - f) give a survey of the topic, criticizing where appropriate
7. interpret
  - g) describe the main points in a brief, clear way
8. justify
  - h) give your judgment on good and bad points, supporting your opinion by a discussion of the evidence
9. review
  - i) give a concise account of the main points, omitting details and examples
10. state
  - j) give the meaning, using enough examples and explanations to make it clear
11. summarize
  - k) discuss, criticize, or explain as fully as possible

Tip:  
Rubric is a set of instructions on an exam paper or in a textbook, which usually indicates a certain format, topic, situation, target reader, etc.

## VII. Effective Title

1. Read the following essay titles on the topic divorce and choose the one(s) that attracted you most. Explain why.

1. Divorce
2. I Divorced My Husband
3. Why Do People Divorce?
4. Divorce or Not Divorce?
5. My Family in Danger

Tip:

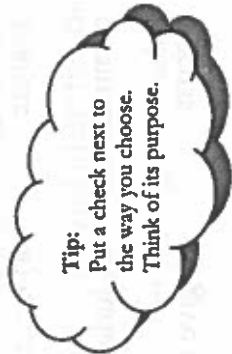
- These techniques work well for headings and titles:
- dramatic statement, e.g. *Today is Canceled*
  - unfinished statement, e.g. *Last Chance to See ...*
  - interesting/challenging question, e.g. *Must One Be So Polite that It Hurts?*
  - word play, e.g. *US and Them.*

2. Go back to the titles and identify the purpose of each essay. Together with your partner, mind-map or outline ideas to better achieve the purpose set. What type of essay might each be?

### VIII. Ways of Essay Opening

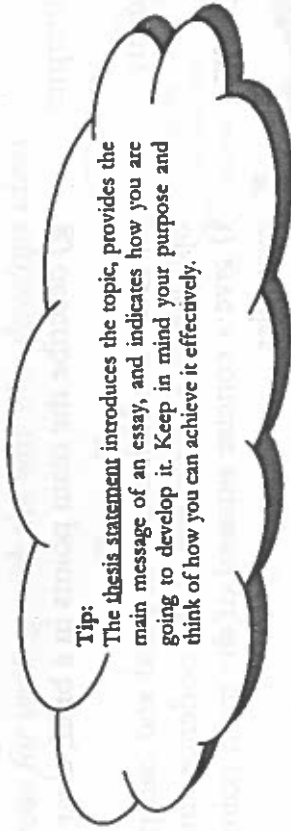
1. Read through the possible ways of starting your essay and mark those you have already tried. Which do you think is the most effective? Why?

- surprising statement (statistics, curious fact, shocking statement)
- question
- reference to a well-known phrase (quotation, proverb, allusion, etc.)
- story (joke)
- statement of the topic
- definition of the topic



2. Work in pairs. Read the following list of topics, choose one, and think of an eye-catching title; then write a thesis statement. After that, think of a good essay opening.

- creativity
- internet
- teenagers
- higher education
- music



### IX. Essay Closings

1. Work in groups of 3 or 4 and discuss how to close an essay effectively. Consider the following questions.

- What makes an essay complete?
- How can you help the reader feel satisfied?
- How can you signal that you have finished?

### X. Matching Introduction with Conclusion

1. Read the parts of students' essays on the next page and match the beginnings with the closing parts.

1. Every man has a place that is dear to him because it is associated with good memories of his childhood, and he can still feel like a carefree kid in it. I have such a place, too: it's a small village in the Ukraine. Some may ask what makes it special, and I can name at least three reasons why it means so much to me.

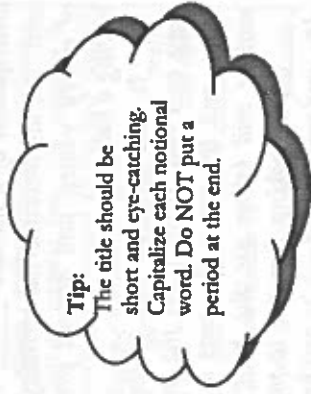
2. Have you ever asked yourself why the relationships with pets are so much valued by different people? Not long ago, I read about research on this issue conducted by Prof. A. Brown and would like to share its results with you, as well as offer my own arguments.

3. Do you know people who are famed for their hospitality, ready to make sacrifices for the sake of their friends, and for whom family ties are of ultimate importance in life? There is no doubt that these features distinguish Russians from other nations.

a. If you don't believe me, come to Russia yourself; you are sure to experience Russian hospitality. You will see that in their majority Russians are eager to assist their friends, and they are very attached and devoted to their families. Why not make friends with at least one Russian?

c. To sum it up, I would like to highlight that pets are not only our friends; moreover, they are, in a way, part of us. These intelligent, funny, tender creatures make our life more colorful and meaningful: they give us companionship and pleasure, help to improve our health, and serve us devotedly. They are even ready to die for us. Why don't we give them a bit more attention and care?

b. That is why, when I'm asked to tell something about my childhood, the first thing that comes to my mind is this small far-away village - my mother's birthplace, the place of serenity and freedom, the place where I spent my happiest summers.



2. What helped you pair the beginnings and closing parts off? What kind of opening/closing is used in each essay? Identify the main message of each essay and its purpose. Give each a title.

### XI. Model Essay

1. Read students' essays on the next pages and fill in the gaps.
2. Identify the purpose and dominant type of each piece of writing. Give them suitable titles. Compare the titles with your partner's.

1. Have you ever felt like a young princess from your grandma's fairy-tale? I have, on \_\_\_\_\_ tenth birthday. The fairy tale became alive because the whole day was full of wonders and miracles. I will always remember \_\_\_\_\_ with affection and a hint of sadness as the most unforgettable day from my childhood.

\_\_\_\_\_ the very morning it promised to be a special day. I woke up early to the delightful twittering of swallows and delicious smell of a hot chocolate cake from the kitchen. It was my Mum \_\_\_\_\_ entered the room with a bouquet of snow-white lilies in her hands. "Happy birthday, sweetie," she said, kissing me on the forehead. "Are you ready to go for a walk?"

I expected my Dad to drive us to the park, \_\_\_\_\_ imagine my surprise when I saw two enormous black horses for my parents and a white pony for me, just in the centre of our yard! \_\_\_\_\_ members of the Royal family, we rode to the park catching everybody's attention. At that moment I had no doubt \_\_\_\_\_ my father was a king, and I was a young lady from the Middle Ages.

In the evening, all my friends came to greet me. I received very many gifts, big and small. They were beautifully wrapped, \_\_\_\_\_ I remember the anticipation of a miracle \_\_\_\_\_ I opened each present. We ate a wonderful birthday cake, played lots of merry games, and danced pretending we were having a ball.

It was certainly one of the best birthdays I have ever had. I could feel the magic everywhere I went, and the whole day was a huge success (my mother and father are the King and the Queen).

\_\_\_\_\_ I'm looking forward to my twentieth birthday, and who knows \_\_\_\_\_ can happen...

2. What memories do we keep from our childhood? It can be a memory of the first day at school, family holidays, \_\_\_\_\_ favorite games and cartoons. Or it can be something simple, even trivial, \_\_\_\_\_ a smell of fresh bread, which is one of the best memories from my childhood.

\_\_\_\_\_ a schoolgirl, I would spend my summer vacations at my cousin's in St. Petersburg. There was a bread factory on the way from his apartment to a metro station, \_\_\_\_\_ I passed it by at least twice a day. The air around the factory was filled with a lovely smell of freshly baked bread. It made me picture hundreds of warm sweet vanilla cakes, long white crispy baguettes, hot raisin buns, and muffins with jam. I could enjoy \_\_\_\_\_ smell as I was approaching the factory; it stayed with me all the way to the metro and vanished \_\_\_\_\_ on the escalator.

There \_\_\_\_\_ was a bakery nearby, \_\_\_\_\_ I never actually went in to buy something. In my imagination, eating all these delicious things could \_\_\_\_\_ be compared with smelling \_\_\_\_\_ them. Even today, \_\_\_\_\_ asked about my childhood memories, I first think of the place where bread was made, and I do not know \_\_\_\_\_ the memory of that smell makes me so happy for no reason. Can you explain it?

3. Gene Hill once wrote, "Whoever said you can't buy happiness, forgot about little puppies." I completely agree with this opinion and think that our pets contribute much to the well-being of us, their masters. They give us the pleasure of companionship, calm us down, and teach unconditional love and loyalty. \_\_\_\_\_ some people would probably say that keeping a dog causes a lot of trouble and may become an arduous process. Is it really worth having a pet in the house?

Some people would answer this question negatively, and the reasons they would provide are quite predictable. \_\_\_\_\_ keeping a dog may cause damage to your clothes or furniture. For example, the sofas and armchairs will be covered in dog's hair, and it will take you longer to clean your flat. You will \_\_\_\_\_ have to hide your shoes and purses, \_\_\_\_\_ they can be spoilt. Second, the dog owner has to get up early to take the dog out for a walk, which is no fun in bad weather. Third, having a dog involves going to the vet and trainer, \_\_\_\_\_ takes time. All this may prevent people from buying "a piece of joy."

While it is true that you should be prepared to put up with certain inconveniences a dog can provide, I, \_\_\_\_\_, wouldn't hesitate to take one to have a faithful friend beside. In the first place, your pet won't care at all whether you are socially successful or not, what your financial state is, or whether you are attractive enough, \_\_\_\_\_ it will love you devotedly. A vivid \_\_\_\_\_ of such boundless devotion to the master is my grandfather's dog Tarzan. The thing is that after my grandfather's death Tarzan completely changed. He did nothing but moaned and cried, and there were tears in his eyes. He ceased to eat and \_\_\_\_\_ a few weeks died. He just couldn't live without his friend any longer.

Pets are not only good friends; more importantly, they are real teachers as they help people to learn about responsibility and commitment. \_\_\_\_\_ dogs assist people in \_\_\_\_\_ ways: pull sledges, save people during various disasters, serve as guide dogs for the blind. On the other hand, \_\_\_\_\_ walking a dog, cooking food for him, children learn to take care of others, help those who are weak or small; in that way, they learn to give love to those who need it. These lessons of care and kindness are very important for building relationships with people later in life.

What is more, having a pet has health benefits. Many people nowadays suffer from depression, stress, and high blood pressure which can be cured with the help of animals. Recent studies show \_\_\_\_\_ pet grooming, dog walking, and just communicating with animals can lower blood pressure and level of cholesterol, reduce stress, and help to relax. For me \_\_\_\_\_ it is also an increase of physical exercise, which strengthens the heart, and an opportunity to socialize with other dog lovers if I feel lonely.

All in all, pets do enrich our life. They do not ask us for much, just a short list of basics: food, shelter, veterinary care, and our companionship; they offer very much in return. They teach people to be responsible, caring, and kind. Their unlimited love brings a lot of pleasant emotions and makes us healthy and happy. All \_\_\_\_\_ definitely outweighs those little troubles we occasionally come across with. I am all for pets, our little four-legged friends.

4. The island of "gods and tourists" - that is how the island of Bali is called by local inhabitants \_\_\_\_\_ visitors. I can't agree more. \_\_\_\_\_ I came to Bali, I found myself in paradise. Its unspoiled countryside, picturesque jungle, infinite seashore with snow-white sand are absolutely outstanding. \_\_\_\_\_ me, Bali is an ideal place to holiday \_\_\_\_\_ it offers something exciting and meaningful to everyone.

At first glance, it seems that people's activity hasn't touched the nature of divine land. At the \_\_\_\_\_ time, the infrastructure of Bali is highly developed, adds to the comfort and pleasure of staying there. It's noted for a number of world-famous first class hotels, \_\_\_\_\_ the Sheraton, the Ritz, the Hilton located in beautifully landscaped grounds. Such hotels provide \_\_\_\_\_ guests with an all-inclusive service: crystal clear swimming pools, spacious tennis courts, fancy restaurants and cozy cafes specializing in local and international cuisine, and \_\_\_\_\_ other amenities. You are sure to appreciate the comforts, hospitality, and warm welcome they offer.

What makes the holiday unforgettable is a variety of breathtaking activities available. \_\_\_\_\_ you are an adventure type, you can try safari, scuba diving, parachuting, rafting, just to name a few. The weather in Bali is warm and pleasant all the year round: it's not boiling hot during the day, \_\_\_\_\_ if you don't feel like exercising and prefer spending time in a quieter way, you can bask in the sun, splash in the water, or collect pebbles and shells on the beach.

If you are a culture explorer, you can visit a village of local people and join the festivals, buy ethnic souvenirs, \_\_\_\_\_ as a pottery jug, a pearl necklace, national clothes \_\_\_\_\_ are made by the natives. Plenty of exciting cultural trips are organized by experienced guides. You will definitely learn a lot about this wonderful mysterious land.

Are you longing to get away from your routine and have the holiday of your life? Would you like to be \_\_\_\_\_ brown as a berry? Are you willing to let your hair down and sample various bars and restaurants? Are you ready to enjoy extremes of life and explore a different culture? Then, Bali is your best bet!

## XII. Essay Evaluation

1. Together with your partner, evaluate the essays above using the questions below as guidelines.

1. Was it interesting to read the essay? Why/why not?
2. What is the main message? Is it clear?
3. Is the information relevant to the thesis?
4. Are there enough facts and examples to support ideas in the paragraphs?
5. Does the author know who s/he is writing for? Why/why not?
6. Does the essay have a good opening?
7. Does the writer finish the essay in style/strongly?
8. Is the purpose achieved?
9. Is the organization appropriate to the topic and purpose?
10. What can be improved?

## XIII. Round-up

1. Read the prompts carefully. Choose one of the following topics and write a 250-word essay. Consider effective strategies for essay writing suggested in Appendix III.

1. Are you satisfied with your university life? Why/why not? What would you change if you were the university head? Why?
2. Have you ever had an embarrassing experience with representatives of a different culture? If yes, what kind? What might cause cultural misunderstanding? What can you recommend to people who are planning to visit a foreign country?
3. What makes teenage years the most difficult for both parents and children? What problems do teenagers face? What are the dangers? How can these problems be solved? What is good about this period of life? How can parents influence the process of becoming mature?
4. What teacher do you remember with gratitude? What subject did s/he teach? What role did s/he play in your life? What made him/her a special person?
2. Before handing in the paper, check your essay according to "Paper Self-Evaluation List" suggested in Appendix II. Make necessary amendments.
3. Exchange the essays with your partner and assess each other's paper using "Assessment Criteria" given in Appendix IV. Give feedback: state good and weak points and recommend ways to improve the essay.
4. Rewrite your essay, if necessary, and give the paper to your teacher.

## ARTICLE WRITING

### I. Article Format

1. Read through the list of characteristics and check (✓) those appropriate for the article format.

- literary text
- consists of several paragraphs
- usually has one type of text organization
- has no title
- purpose is primarily artistic
- concluding part contains new information
- has headings and subheadings
- inconsistent in style
- tone may be lighthearted or serious
- formal register
- may combine narration and description
- informative and intriguing title
- conclusion corresponds to introduction
- introduction engages the reader
- topic is not introduced at the beginning
- non-literary text
- contains no rhetorical questions
- provides opinion, suggestions, recommendations, arguments
- opening is linked to the title
- has a good rounding off
- purpose is mainly to convey information, ideas, and arguments

### ! ARTICLE

The article is a piece of writing about a particular subject in a newspaper or magazine.

### II. Rubric and Article

1. Read the rubric first. Underline the key information that should be taken into consideration while writing. Then read the article and identify the writer's purpose. Answer the following questions.

1. Does the writer follow the instructions carefully?
2. Is the title appropriate and eye-catching?
3. Does the introduction serve its purpose?
4. Is the text paragraphed well?
5. Is the article coherent and cohesive?
6. Are all the ideas relevant?
7. Are there enough supporting details?
8. Is the conclusion well-written?
9. Does the article leave a favorable impression? Why/why not?
10. How would you evaluate it?

Write an article (about 250-300 words) to take part in an environmental campaign organized by a university newspaper. Discuss how people can help to protect nature.

3. Brainstorm the ways to improve the article. Rewrite the article to make it more convincing.

IV. Rubric to Write

1. Read the article presented for a magazine competition. What topic do you think was given? Write down the rubric. Compare it with your partner's.

How About a Holiday with Bees?

Do you expect one more promotion of luxurious resorts in Europe? Then this article is not for you. I have one story about a holiday you have probably never thought about. Beekeeping in Trinidad and Tobago turned out to be the most exciting and original experience one could wish. Rich tropical rainforests, vast beaches, rum drinks, amazing food and fruit I had never even heard about, cookery lessons, and... - oh, I nearly forgot - of course, the bees!

First of all, I can't but mention admirable beauty of the nature that was around. I felt like I was dreaming! Just imagine deep blue water, a cool salty breeze, incredibly high skies, and in the center of it all, an island, covered with green-green trees and flowers of bright colors, with hills descending into the whisper of waves, and the songs of exotic birds... Numerous beaches with sand white as snow look like in a commercial of Bounty chocolate. And you feel exactly that way there - like in a movie.

One more thing I'll never forget and encourage you to indulge in is attending a course of traditional cooking. All the dishes are so delicious and have such a strange combination of tastes (bitter and sweetish, spicy and sour) that it's really difficult to describe them. The only thing you can do is try it yourself. I'm sure you'll hardly find a cooking process more amusing than on the island.

However, the most exciting experience was definitely a course on beekeeping. It was a real training session, combining theory and practice. I learned about how labor is divided in the bee family, how to control the process of reproduction, and how to collect honey. I visited the largest bee farms on the island and got acquainted with the oldest beekeeping clan.

The trip to this remote place has been the most unusual ever. So I really recommend trying it. I think it's the best way to spend your holiday if you are looking for an adventure. And as a bonus for your curiosity, you get the beauty of the place and a lot of sunshine. So if you decided to go beekeeping to Trinidad and Tobago, good luck and a tail wind! Enjoy your holiday!

V. Article Editing

1. Go back to the article "How About a Holiday with Bees?" and analyze it according to the criteria chosen in Section I. Note down strong points and areas for improvement in the table.

Strong Points Areas for Improvement

- \_\_\_\_\_
• \_\_\_\_\_
• \_\_\_\_\_
• \_\_\_\_\_
• \_\_\_\_\_

Good luck!

Be Aware of Nature

Still sitting on the couch and watching the latest news about the climate change in different parts of the world? Why not stop just watching and start responding to the problem? Doubting if you can help? But you can! There are at least three things you can do to change the situation before we face environmental consequences: observe, research, and act.

First of all, learn to observe the world around you. Observation does not imply only watching things happen. The most crucial thing here is always to keep in mind the question why. You come to the countryside and find it difficult to adapt to clean air. Doesn't that sound paradoxical? Ask yourself the why question, and you will realize that this paradox is the result of the great extent to which the air in the city you live in is polluted. Do you want to know what the reason for the pollution was? Start your research.

Nowadays all kinds of information you may need for the research are quite accessible. And it will hardly cost you a lot of money to get it. If you want to know about the climate situation in your particular city or in the whole world, mass media will help you! You will be offered a diversity of magazines and newspapers in bookshops and libraries. TV programs may also be of great help to you. And of course, numerous online resources can give you some cues: you can visit various sites that can provide you with the information needed. Got acquainted with the problem? Start to act!

With all the information you have gathered, you are ready to deal with the problem. Don't know what to start with? Begin with explaining the situation to your friends: they may also be eager to take part in the solution of the problem. Together you can call hot-lines, write petitions, join and support different campaigns for environment protection.

As you can see, you can do so many things to protect the world around you! Please, don't try to keep out of the problem. Being indifferent to ecological problems is dangerous because in nature there are neither rewards nor punishment - there are consequences.

III. Teacher's Comments

1. Some of the teacher's notes are removed from the text. Find the statements in the article they can be related to. Discuss them with your partner.

- 1. too general!
2. provide some statistic data from a booklet or elsewhere
3. which?
4. which? Pollution?
5. for example
6. why?
7. you might want to name a few

2. Look through the teacher's comments below and read the article again. Do you agree with the comments? How did you evaluate the article?

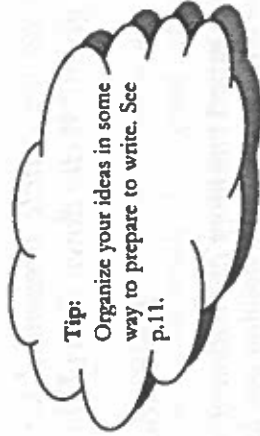
Very accurate and varied in terms of vocab and structures. Great idea of a triple action plan!
Very strong encouragement as far as the organization is concerned, but it lacks concrete content, specific details, or situation in a definite place, which diminishes the article's persuasive nature.
My advice is to relate it to a particular problem in the local area (which seems urgent to YOU) and construct the "act" part with specific development. In the conclusion, you may want to ask the reader what problems s/he sees that need immediate action and joint effort. Then persuade to act.

Good luck!

2. Find an idea that needs more development, a paragraph that lacks conclusion, and make amendments to the article to improve it.

## VI. Round-up

1. Choose one of the topics and write an article to an international students' magazine (250-300 words) to contribute to a new section "Across Cultures". The prompts below can be used as guiding questions for your preliminary research.



### Option 1

What makes people living in Russia Russian? What values are shared by the mainstream Russian culture? Are these values universal?

### Option 2

How is the traditional family changing in Russia? What are the causes for these changes? Are modern people committed to family values? What is the future of the family?

### Option 3

What should school teach? What skills/subjects would you include into the curriculum if you were the school principal? How does school influence the child's destiny?

## REVIEW WRITING

### I. What is Review?

1. Work with a partner and discuss the following questions.

- What is the purpose of a review?
- How is it different from a letter, essay, or diary?
- Where will you find a review?
- What kind of information does a review usually include?

### ! REVIEW

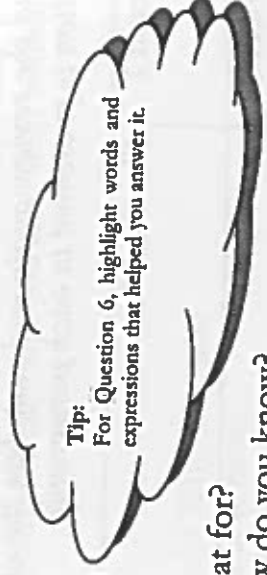
The review is an article in a newspaper or magazine that gives an opinion about a book, play, film, product, service, etc. It can be either serious or light-hearted depending on the publication. It should contain both information and opinion with the purpose to help other people decide whether or not they want to read the book, watch the film, or use the service reviewed.

•NOTE: The review is written in the Present Tenses.

## II. Model Review

1. Read the review and answer the questions below.

1. What kind of film is being reviewed?
2. What is the film about?
3. Where does the action of the film take place?
4. Who are the characters of the film?
5. What names are used in the review? What for?
6. Is it a positive or a negative review? How do you know?
7. Would you like to see the film? Why/why not?



*Slumdog Millionaire* is not on the magazine *Film Now* list of the most watched films yet? You definitely have to include it right now. This is the most stunning, delightfully poignant recent romance of the Scottish director Danny Boyle, which leaves a complete impression of an Indian production. The film has already been highly estimated: it is the winner of four Golden Globe Awards and the "Best Motion Picture of the Year" Award at the Oscars.

At the heart of this exuberant storytelling lies the intriguing question of how anyone comes to know the things they know about life and love. *Slumdog Millionaire* is the story of a young boy Jamal Malik from Mumbai who is raised in poverty and yet finds himself winning each level on the Indian game show of *Who Wants to Be a Millionaire*. With the whole nation watching, Jamal is just one step away from winning a staggering 20 million rupees on the show. But when the show breaks for the night, police arrest him on suspicion of cheating. How can an uneducated street boy from the slums answer the show's seemingly impossible questions? Desperate to prove his innocence, Jamal tells the story of his life adventures and love. Each moment of his increasingly layered story reveals the fact that his correct answers are based on his hard life background. The plot is surprisingly amazing, which says much of the great job done by the script writer Simon Beaufoy.

I think that *Slumdog Millionaire* is also a love story. The struggle for survival and how it shaped Jamal and Latika, the girl he loved and lost, is interesting to watch over the course of the movie. They are well-drawn characters who you care about regardless of their shortcomings. The actors of this film are absolutely charming. The main role is brilliantly played by Dev Patel whose big eyes, full of sadness, are unforgettable. Ayush Madesh Khedekar, who is performing the childhood period of the hero, is just the cutest young actor with great chances for a further acting career.

The artistic part of the film with a brilliant soundtrack is a successful result of professional work of the director along with sound producers. The film's music and visual style play a large role in its telling. I can almost guarantee that you won't be able to sit and watch this movie without unconsciously tapping your toes to its catchy rhythm.

*Slumdog Millionaire* is an exceptional example of a well-made film characterized by a fresh idea and lively development of the plot, good music, and brilliant acting. This is a character driven film that benefits from the strong performances of its wonderful young cast and the intelligent, stand-out directing of Danny Boyle. I can vouch for its

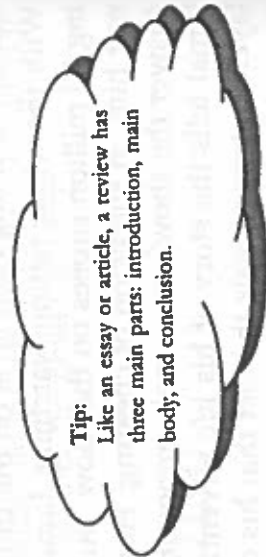
entertainment value. I find it well executed, thought provoking, and captivating to watch. Undoubtedly, it should be included in all possible lists of wonderful films ever.

2. Read the review again and complete the chart below. Note down what kind of information is presented in each paragraph.

Paragraph 1	film title, director ...
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	summary ...

### III. Review Structure

1. Read the review below and put the paragraphs in the correct order. Then write an outline stating the topic of each paragraph.



1. \_\_\_ 2. \_\_\_ 3. \_\_\_ 4. \_\_\_

A. The action in this thriller is non-stop; it keeps reeling you in until the final page. But it is well outside my comfort zone in terms of violence scenes. I still can't put those unpleasant images, so vividly depicted, out of my mind. As for the romance side of the novel, it is somewhat of a disappointment. Though I find the hero and heroine to be gorgeous, I would like them to have more passion alongside with risk.

B. I don't think I will soon forget *Fatal Secrets*; nevertheless, it is a tough book for me to evaluate. The author definitely sucks me into the story and makes me think about human trafficking. In spite of this, I would prefer less graphic violence and a more sophisticated love line. However, readers who are less squeamish and who enjoy fast-paced thrilling adventure may like this more than I do.

C. Allison Brennan's newest *Fatal Secrets* is a romantic story with a strong emphasis on the suspense. From the first pages viewed through the eyes of a victim of human trafficking, Ms. Brennan drags us into a deep, dark world many of us don't know exists in this world.

D. The characters are well-written. Sonia Knight is a survivor of the human trafficking trade, who has dedicated her life to helping victims as an immigration agent. Dean

Hooper is an FBI agent, hot on the trail of a known trafficker Xavier Jones. Sonia and Dean join forces to tackle high profile and complex cases, including serial killers, mass murders, and kidnappings. At first, neither completely trusts the other; little by little, they get to know and respect each other professionally, and you can't help wishing these two work things out and end up together.

2. Answer the questions below.

1. Would you like to read the reviewed book? Why/why not?
2. Has the writer achieved the purpose of the review?
3. How is this review different from that of the film?
4. How many paragraphs does the main body consist of?
5. What can be improved in the text? Discuss your suggestions with your partner.

3. Underline the words and phrases in both reviews that signal the writer's opinion.

### IV. Review Language

1. Look at the lists of phrases below and give each list a title: recommendations, comments and opinions, background and plot. In what parts of a review are they likely to be used?

#### Language Bank: Writing Reviews

1. ___	2. ___	3. ___
<ul style="list-style-type: none"> <li>• This well-written/ informative/fascinating/ original book is set in ...</li> <li>• This film is the director's debut.</li> <li>• This is the first novel in over 3 years written by ...</li> <li>• This work is based on ...</li> <li>• The film stars ...</li> <li>• The film is directed by ...</li> <li>• It is a love story/thriller.</li> <li>• ... plays the starring role as ...</li> <li>• The book /film /plot focuses on / is devoted to/ is based on ...</li> <li>• It concerns/ deals with/ shows/ describes ...</li> <li>• It tells the story of/ contains/ includes ...</li> <li>• The plot revolves around/centers on ...</li> <li>• The plot has an unexpected twist to it.</li> <li>• It reaches a dramatic / breathless climax when ...</li> </ul>	<ul style="list-style-type: none"> <li>• It is a high-action drama.</li> <li>• It is a classic study of jealousy/war.</li> <li>• It is rather long / confusing/slow / unbelievable.</li> <li>• The cast is excellent/weak.</li> <li>• The script is dull / clever /exciting, etc.</li> <li>• It is beautifully / poorly written.</li> <li>• It has a tragic/ surprising/thrilling end that will have you on the edge of your seat.</li> <li>• It's gentle entertainment for the whole family.</li> <li>• One of the best things about this book is ...</li> <li>• Reading this book, you cannot fail to ...</li> <li>• If I were to have one criticism of the book, it would be that ...</li> <li>• The book leaves you feeling ...</li> <li>• It manages to successfully combine ...</li> <li>• After the first few pages, you feel ...</li> </ul>	<ul style="list-style-type: none"> <li>• Don't miss it, it will change the way you see ...</li> <li>• This is the book that you should not miss.</li> <li>• Don't bother to go and see it.</li> <li>• It's bound to be a box office hit.</li> <li>• I can thoroughly recommend it because ...</li> <li>• Leave the kids at home as ...</li> <li>• It is a classic / masterpiece of its kind; I would advise anyone to ...</li> <li>• If you have a chance, make sure you read/watch it.</li> <li>• I would thoroughly recommend that you should read it.</li> <li>• It is (not) worth reading / watching.</li> <li>• This is the book/film to avoid.</li> <li>• Unfortunately, this book/film fails to live up to your expectations.</li> <li>• For those of you who like ..., I would highly recommend reading this novel.</li> <li>• It will appeal to everyone who ...</li> </ul>

## V. Rave or Panning Review?

1. Look at the adjectives below. They are often used to describe characters, plot (scenes, storyline, and events), language, special effects, costumes, acting skills, soundtrack, etc. Make up two lists: one with notes about a good film/book and the other with notes about a bad film/book.

amazing, absorbing, appalling, attractive, awful, believable, boring, brilliant, compelling, confusing, contrived, convincing, developed, disappointing, dramatic, dull, entertaining, excellent, exciting, fascinating, gripping, hopeless, humorless, informative, involving, likable, moving, original, outstanding, (over)complicated, predictable, realistic, riveting, shallow, shocking, stunning, superb, terrible, tremendous, unconvincing, unimaginative, unrealistic, unusual, violent, weak

Tip:  
Using adjectives in phrases,  
check the combinability of  
the words in a collocations  
dictionary.

2. Read the review and fill in the gaps with suitable adjectives or participles from Ex. 1. Divide the review into paragraphs. With your partner, discuss what can be improved in the text structure.

The \_\_\_\_\_ novel *Rich Man, Poor Man* by an \_\_\_\_\_ Irwin Shaw depicts the lives of civil American people with their dreams that they are trying to make come true. The author tells us about a family in a little town of Port Philip: a father, Axel Jordache, an immigrant from Germany; his wife, Mary Pease Jordache, who doesn't love him, and three children. They have a small bakery. The author, with his \_\_\_\_\_ style of writing, invites you to live the life of this family with their ups and downs. The action of the first pages takes place during World War II. The oldest girl, Gretchen, is about 19. She is working as a volunteer in a hospital. Being \_\_\_\_\_ with her life, she is eager to leave her parents. Though her father is against it, she heads for New York given a chance. It happens when one of her brothers, Thomas, is sent off the town to his uncle because the boy is \_\_\_\_\_, always having fights with others in the town. You can't but be sorry for Axel who has to pay a huge sum of money to keep him off jail. In contrast, his youngest son, Rudolph, is the person parents are living for. The author depicts how he tries to be a \_\_\_\_\_ child and an \_\_\_\_\_ student. Once Rudolph even saves his mother's life, but he doesn't save his father. After the head of the family gets home from his brother, he knows that the owners of the building are going to tear it down. Axel feels he can't bear this \_\_\_\_\_ life anymore. So, the man bakes the last rolls in his life, poisons one of it, and commits suicide. *Rich Man, Poor Man* is a novel that will really hold you reading till the very end. The author's language is very \_\_\_\_\_. Don't miss reading the book - it will change the way you think about people and their relationships.

## VI. Round-up

1. Think of the best and worst films/books/shows you have seen/read recently. List their good and bad points. Then tell your partner about each film/book.

2. Choose one of the options and write a review (about 300-350 words).

### Option 1

A review of a must read book for your university newsletter.

### Option 2

A review of your favorite film to post it on a web page "Films that Are Always with Us".

### Option 3

A review of the worst ever TV show for the rating "No-Show".

The following guidelines can help you follow the review format.

1. Don't fail to give background details of the product reviewed: the author, name, theme, main characters, etc. in the introductory paragraph. Also, indicate your purpose of writing and the addressee, and general impression.

Tip:  
For more guidelines use Appendix II "Paper Self-Evaluation List".

2. In the body part of your review, present the main points that guided you in your evaluation, e.g. soundtrack, actors' performance, style of writing, etc. Remember to touch upon one topic in each paragraph (the plot, characters, language, etc.). Focus on good/bad features of the book/film/show and consider the following questions: *How did I feel reading/watching it? What makes it enjoyable/dull? Why and whom would I recommend / not recommend it?*

3. In the conclusion, express your positive or negative opinion and give recommendations to the reader. Summarize the reasons why the film/book / show is recommended or not recommended.

## REPORT WRITING

### I. Best Translation

1. How can the word report be translated into Russian? Use a dictionary if necessary. Have you ever written reports? Who are they usually intended for? What is their purpose? In what area(s) of activity are they a usual tool of communication?

### ! REPORT

The report is a non-literary fact-based piece of writing which sets out a problem and possible solutions to that problem. The format of a report is usually determined by three things: reader, information, and purpose. A report is highly structured so that the information it contains can be easily understood and used for decision-making.

## II. Report Elements

### 1. Match the elements of a report with their functions.

1. Introduction
  - a) This is where you begin the discussion, outlining relevant facts and events. This is the main body of the report; it is divided into sections.
  - b) These are drawn from your conclusions. They outline the specific actions that are required. You may also need to consider the doer(s) of the action, timeframe, measurement, etc.
  - c) This informs your reader what you're going to tell them in the body of your report. It gives the background to the report, why it is useful, what the objectives are, the limitations of the report, etc.
2. Headings and Subheadings
  - d) This is where you give an overview of the material presented in the discussion and an interpretation of the relevant facts and events.
3. Conclusion
  - e) These include related materials, if required. These are not included in the word count. These are optional for the reader.
4. Recommendations
  - f) A listing of all resources referred to in the report, assembled in author alphabetical order. These are not included in the word count.
5. References (optional)
6. Appendices (optional)

## III. Beginning and Ending

### 1. Read the beginning of a report and predict what will be included in the main body.

**To:** Dr. John Bossman, Language Institute Principal  
**From:** Alice Wise, Student Social Committee Representative  
**Subject:** Recommendation on the choice of a catering company  
**Date:** November 30, 2014

### 2. Now read the two paragraphs of the report and write I for the introduction and C for the conclusion.

1. \_\_\_ Regarding the catering companies' offers, I highly recommend that you make your choice in favor of *Xanadu Express* which provides the best catering. I am sure the students will greatly appreciate the service of this company due to its suitable working hours, affordable prices, and variety of food available.
2. \_\_\_ This report outlines positive and negative sides of the proposals made by three catering companies. As a representative of the Student Social Committee, I took into consideration students' complaints and researched into the question which company could make a good catering facility for the Language Institute. The report includes my recommendations for choosing the best option as far as the menu, prices, working hours, and service are concerned.

## IV. Headings

### 1. Read the report and fill in the gaps with suitable section headings. More than one heading is possible.

- Purpose
- Conclusions
- Physical Activities
- Demand for Sports
- Demand for Intellectual Fun
- Debating Club
- Introduction

### Report

**To:** A. K. Turkin, SMTL Vice-Principal  
**From:** Anna Kanukhina, Student's Union representative  
**Subject:** proposal on Lyceum clubs  
**Date:** March 7, 2013

1. \_\_\_\_\_

This is a report compiled to present our suggestions regarding the ways in which the Lyceum students can use their free time effectively. The report is based on a survey intended to find out what free time activities students would prefer to be organized by school.

2. \_\_\_\_\_

The study of fifty students shows that 55 percent of them have serious problems with organizing their free time. They admit that they tend to stay at home watching TV or walk for hours with their friends. 10 percent of those asked stated they spend most of the time studying, having extra classes to get ready for examinations. The rest of those questioned attend out-of-school sports clubs, such as swimming, volleyball, tennis, and boxing, but complain that it takes them a lot of time to get there.

Further investigation revealed that the demand for extra intellectual and physical activities was at the same rate. It means that students not only suffer from lack of sports as it might have been expected, but they also need some brain-fun and development, which should be not only in the academic sphere.

3. \_\_\_\_\_

Round 50 percent of the respondents mentioned that they would stay in the school a lot longer and study much more willingly if they knew that after classes they could have a nice game of football or volleyball. The students claim they could attend sports clubs 2-3

#### Tip:

It is essential that your headings clearly indicate what is contained in the section referred to. There is also a convention that all headings be parallel. In other words, they must all be nouns, or questions, or gerunds, etc.

- General Data
- Recommendations

times a week. It appears that the attendance would be close to 100 percent, so the coaches would not work with a few students only.

4. \_\_\_\_\_

Other students expressed their interest in the activities that would develop their brains and would also help them socialize. We have a Quiz Club, but it does not seem appealing to high school students any more. However, the idea of a debate club looks attractive to them. 70 percent of those who voted for intellectual fun agreed that it might be a great chance for them to progress in the "common sense" sphere. The promised participation is also high: about 80 percent responded favorably to attending the club two times a week.

5. \_\_\_\_\_

The overall response to creating a number of free time clubs in the Lyceum is encouraging. The majority of those questioned would willingly participate in both sports and brain activities. Therefore, I would recommend developing the ideas of both a debate and a volleyball club. A debate club can function in the assembly hall under the tutoring of an experienced teacher or an undergraduate. As for a volleyball club, it is advisable to lease the hall of Locomotive for 2 hours 2 times a week. That would not cost much, but it would give students the joy of sport.

In conclusion, I would say that the Lyceum would gain a lot if we could attract the students' attention to school-based free time activities. Their enthusiasm and health — both mental and physical — is the key to educational success, so how can we lose it?

## 2. Read through the report again and answer the questions.

1. Is the layout appropriate for the report format? Why/why not?
2. Is the style appropriate? Why/why not?
3. What reporting verbs are used in the text?

## V. Report Improvement

### 1. Read the rubric and identify the purpose of the report. Write down the headings and compare them with your partner's.

Last month you went on a week's training course to improve your time management skills. Your line manager has asked you to write a short report on the course. Read the email from your manager and the notes you made during the course, and write a report for your manager describing the course and saying whether or not you would recommend it to colleagues and giving your reasons. Write your answer in 180-220 words in an appropriate style.

Dear Pedro,  
Could you write a short report on the course last month? I'm considering sending others, so I'd like to know what you did and whether you recommend it.  
Thank you,  
Janice

Wish we were a smaller group — couldn't ask many questions about the theory. Good idea to have theory first, though.  
So tired — every day packed with seminars. Useful activities putting theory into practice.  
Great handouts! No time to read them now.  
Never thought like this before — I'll be more efficient in future.  
Really glad I did this!

Source: Kempy, N., Newbrook, J., p.38

### 2. Read the report below. Work in pairs and discuss ideas for its improvement. Write down your notes next to the sections. Take into consideration text organization, style, accurate presentation of facts from the rubric, purpose, etc.

#### Report

To: Janice Jackson

From: Anna Ivanova

Subject: Report on the Time Management course

Date: April 8, 2014

#### Introduction

Last month I attended a week's course dedicated to developing time-management skills. I would like to give some commentaries on its organization, timetable, and materials.

#### Organization

On the one hand, I would like to point out that the organization of students in groups was inadequate. In my opinion, there were too many people in one group; it would be a good idea to subdivide them in smaller groups. On the other hand, it was a really good idea to organize the course in such a way when theory is given first.

#### Timetable

The classes were scheduled in such a way that seminars and activities have not a minute's rest between them. By the end of the day, we were all exhausted. However, I must say that the activities we took part in were of great use as they connected the theory we learnt to practice.

#### Materials

I want to point out the quality of the materials used during the course, especially of the handouts. They represent the informa-

tion in a very efficient and clear way. They could be of great help in refreshing the theory you learnt during the course. Unfortunately, some people might not have time to read them afterwards, as I don't.

After this course, I noticed that my way of thinking has changed a lot. I have learnt a lot of new useful things, and I am sure I will be saving more time and work more efficiently. I would recommend this course to every person who wants to improve his/her time management skills.

**Language Bank: Phrases for Report**

<b>introduction</b>	<b>quoting</b>	<b>commenting</b>
<ul style="list-style-type: none"> <li>the aim of the report is to ...</li> <li>this report is intended to ... / is based on ...</li> <li>this report looks at / describes / draws on / uses ...</li> <li>reporting on observations</li> <li>it seems / appears that ...</li> <li>it was found that ...</li> <li>it was felt that ...</li> <li>the statistics show that ...</li> </ul>	<ul style="list-style-type: none"> <li>according to ...</li> <li>as X said ...</li> <li>in the words of ...</li> <li>speculating</li> <li>it might / could / may be that ...</li> <li>X might / could / may (do / have done) ...</li> <li>generalizing</li> <li>in general,</li> <li>on the whole,</li> <li>in the main,</li> </ul>	<ul style="list-style-type: none"> <li>interestingly (enough) / curiously / strangely / predictably / surprisingly,</li> <li>as might be (have been) expected ...</li> <li>it is interesting that ...</li> <li>recommending</li> <li>it is recommended that ...</li> <li>(perhaps) it is / would be advisable for X to (do) ...</li> <li>(perhaps) X might / should consider + ing ...</li> </ul>

**VI. Round-up**

- Choose one of the options below and write a report. First, write a draft and edit it using the guidelines in the table that follows.
- Exchange the reports with your partner and suggest improvements. Rewrite your report taking into consideration your partner's comments and hand it in to your teacher. Use the language provided in the box.

**Option 1**

Write a report on the rubric on p. 78.

**Option 2**

Read the following rubric, research into the topic, and write a report (about 180-220 words). Follow the suggested procedure.

You're an expert in evaluating educational services universities provide. An annual list of 10 top universities is being made up. The head of the committee has asked you to recommend one university to be included on the list according to 3 criteria you think most significant.

**Steps:**

- Google "how to write a report" for tips and additional information on report writing. Consider the structure, aim, and reader.
- Carry out research on best universities of the world / this country / the country of your choice. Consider the criteria used for evaluation of educational institutions. Make a list of the criteria.
- Choose one university. Visit its site.
- Gather factual information about the university according to 3 most important, in your opinion, criteria. They may be used as headings for your report.

**Tip:**  
Use sites with .edu or .org

**Report Editing Guidelines**

- Check the accuracy of the support data and facts.
- Check that your argument is appropriate and that the conclusion and recommendations flow logically from the data you have presented.
- Explain the terms that the reader may not know, or where clarity requires it.
- Explain symbols, abbreviations, diagrams, and statistics, if necessary.
- Label and number all diagrams, tables, graphs, illustrations, etc.
- Be consistent in the use of a numbering system, headings, font size, and type.
- Use a clear and concise style of writing.
- Layout the report in a clear and uncluttered format.
- Be meticulous with your use of references.

**RÉSUMÉ / CV WRITING**

**I. Powerful CV**

- Make up 5 phrases (of 2 or 3 words), using the words in the box so that they can be advice for a powerful résumé. Start each phrase with a verb. The first one has been done for you.

be be your emphasize factual brief stress relevant positive be results experience

- Be positive.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**! RÉSUMÉ / CV**

The **Résumé / CV** (curriculum vitae)\* is a short written description of your education, qualifications, previous employment, and sometimes also your personal interests, which you send to a future employer when you are trying to get a job. It usually goes together with a cover letter and your application form.

- C++, Java, PHP, Databases: Firebird, Postgres

**Publications**

Total number 10, among them one textbook *Rigid Body Systems Dynamics* (2007), one article published in English

**References**

Available upon request

**V. Do or Don't?**

1. Classify the following statements under two categories: *Dos and Don'ts to get a list of tips for a successful résumé.*

1. Include information the hiring manager / recruiter asked for, such as references or writing samples.
2. Begin the cover letter "Dear Sir or Madam".
3. Make sure the correspondence and information sent is correct and error-free.
4. Keep descriptions clear and to the point.
5. Take advantage of the informality of email correspondence.
6. Use a simple, easy-to-read font.
7. Include the name of the company and the position for which you're applying for in your cover letter/e-mail response.
8. Use your name and the word "résumé" in your email header.
9. Provide personal details, e.g. age, height, marital status, number of children, etc.
10. Focus on what you want from the job.
11. Include contact information, e.g. email address, cell phone number.
12. Make paragraphs longer than six lines.

**VI. Action Verbs**

1. Read the words in the table below. They are often used in a CV to make it more persuasive. Choose the ones you can use to describe your duties and responsibilities. Make up phrases with them.

Language Bank: Action Verbs			
• accomplish	• conduct	• examine	• instruct
• achieve	• construct	• expand	• integrate
• administer	• consult	• facilitate	• launch
• advise	• create	• formulate	• maintain
• analyze	• demonstrate	• generate	• monitor
• arrange	• design	• head	• negotiate
• assist	• develop	• identify	• organize
• build	• devise	• implement	• perform
• calculate	• direct	• improve	• plan
• chair	• edit	• increase	• prepare
• collaborate	• establish	• initiate	• present
• compile	• evaluate	• innovate	• process
		• produce	• promote
		• propose	• provide
		• publish	• represent
		• research	• restore
		• review	• solve
		• supervise	• upgrade

**VII. Preparing to Write CV**

1. Read the guidelines on the next page that can help you write a draft for your CV. Take notes on

**a) your work experience**

Include everything: both paid and unpaid, full-time and part-time jobs. Write down your responsibilities, job title, and company information;

**b) your education**

Include degrees(s) or certificates, major or course emphasis, and school names; c) other accomplishments

Include membership in organizations, military service, and any other special achievements, e.g. contests, tournaments, etc. Add other relevant information, such as languages spoken, computer programming knowledge, etc. under the heading Additional Skills.

**VIII. Round-up**

1. Choose one of the options and practice writing a CV. Follow the steps below.

1. Follow the format and make use of the suggested language.
2. Write down your CV objectives.
3. From your draft notes, choose only those skills that are necessary for the job you are applying; include only those courses and accomplishments that are relevant to your career objectives.

4. List all of your work experience, job by job, progressing backwards in time; start with a recent one.

5. Finish with the phrase: "REFERENCES: Available upon request."

**Option 1**

There is a vacancy of a local tour guide in the Intourist agency. The person should possess good communicative skills, be fluent in one of modern languages, and have an experience of working with groups of people. Apply for the job if you fit it!

**Option 2**

Write down your CV to apply for a job of a transfer guide for an international students' camp. First, think of the skills this position requires and write a CV bearing them in mind.

**Option 3**

Google job offers in the sphere of your professional interests. Choose the one that looks most appealing. Note down what skills are required. Write down a CV to apply for the job you'd like to have.

**Tip:** Use a dictionary to work on English equivalents for Russian positions, job titles, institutions, or companies you may need for your CV.

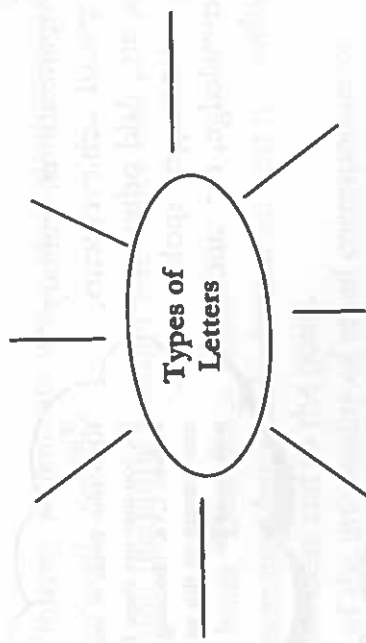
**Tip:** Keep your notes in your portfolio; you may use them for writing several CVs, choosing information relevant to this or that purpose/position.

**Tip:** Ideally, your entire résumé should not be any longer than one page. If you have had a number of years of experience specific to the job you are applying for, two pages are also acceptable.

## LETTER WRITING

### I. Types of Letters

1. Think of all possible types of letters and create a mind-map. Mark those you have an experience of writing.



#### ! LETTER

There are two main types of letters – formal and informal. Within these are distinguished the following kinds: business, complaint, thank you, application, recommendation, apology, invitation, etc. Now people mainly write electronic letters or fill out forms online. However, the conventional structure remains the same: salutation, subject line (the reason for writing/purpose of the letter), body of the letter, conclusion (actions to be taken, requests, questions, invitations, etc.), complimentary close, and signature.

### II. Formal or Informal?

1. Read the rules for punctuation in the box and put punctuation marks in salutations and "goodbye" phrases below.

#### ! PUNCTUATION IN LETTERS 1

- In greetings, write either the first name, e.g. *Dear Bob*, or the title and the family name, e.g. *Dear Dr. Jones*, NOT *Dear Mrs. Mary Smith* unless there are two people with the last name *Smith*.
- Use a period in abbreviations and initials in names, e.g. *Mr. Jackson, R. A. Fox, J. F. Walker*.
- After a salutation in informal letters, a comma is used; in formal letters, a colon is used, e.g. *Dear Andrew*, (inf), *Dear Sir*: (f). Closings in both types of letters need a comma, e.g. *Love*, (inf), *Yours sincerely*, (f).
- After complimentary close phrases, names are written on a new line, and there is no period after the name, e.g. *Best*,  
*Olga*

- Dear Mr. Williams \_\_\_\_\_ a) See you later. \_\_\_\_\_
- Hi, how's it going? \_\_\_\_\_ b) Yours sincerely  
Alan Stewart
- Dear Sir or Madam \_\_\_\_\_ c) (Lots of) love  
Germaine

- Dear Jeff \_\_\_\_\_
- Sorry I haven't written for a while. \_\_\_\_\_
- We are writing to inform you that ... \_\_\_\_\_
- To Whom It May Concern \_\_\_\_\_
- Hi Aunt Kelly \_\_\_\_\_
- Yours faithfully  
Peter Ziggad
- Take care. Yours  
Bob
- I look forward to hearing from you soon. \_\_\_\_\_
- Best wishes  
Tracey
- Please say hi to Dad for me – thanks! \_\_\_\_\_
- (I'm) looking forward to hearing from you soon. \_\_\_\_\_
- (Best) regards  
John

2. Say whether the phrases above come from formal or informal letters. Put an F for formal and an I for informal letters. Match the beginnings with closings; there may be more than one match.

### III. Mixed Register

1. Read the following letter for some inconsistencies in style. Underline the phrases, punctuation, verb forms that are typical of formal writing. Rewrite the letter to make it informal.

Dear Masha:

I'm writing to suggest that you should change your mind and consider going to Japan on our vacation.

Well, Masha, I can guess what's on your mind now. But look, the point is that in Japan we'll really be able to let our hair down. There are so many attractions, places of interest and theme parks. Did you hear that there are more than a dozen of them on that small island?! Moreover, they are all different and rather cheap.

One of your strongest objections was that Japan has no beaches, and you dreamt of swimming. And guess what, they have a super indoor paradise beach park with huge waves, clean sand grained flooring, and perfect weather any time of year. Just imagine, you can swim, surf, and sunbathe there; in fact, do everything you do on a real beach – even build sandcastles. Isn't that the best way to relax from your daily routine?!

You know, there is one more peculiar thing about Japan. All over the country, almost everything can be purchased from a vending machine. You can use not only coins but any money you have. Yes, it would be difficult to get used to such a system, but I think I do not need to say that together we shall cope with everything.

#### Tip:

The characteristics of informal style in letters are

- informal language: idioms, colloquial English, everyday language, slang or jargon;
- emotive, subjective language, e.g. *terrific*, *blatant*, *rubbish*, etc.;
- vague words, such as *nice*, *good*, *great*, etc.;
- contractions, e.g. *I'm*, *it's*, etc.;

How are you doing? How are your parents and Sanches? Hope you are not very depressed with the coming exams. So, I am waiting for your reply. I hope you will agree to go. Believe me, we'll have a lot of fun in Japan.

Yours sincerely,  
Zhenya

2. Read the letter again and identify the purpose of each part. Complete the chart below.

Paragraph 1	
Paragraph 2	to say why you are writing
Paragraph 3	
Paragraph 4	
Paragraph 5	
Paragraph 6	
Paragraph 7	to close the letter
Paragraph 8	to sign

3. Write a short answer to Zhenya (about 50 words). Answer her questions and state your final decision. Follow the informal letter format.

**! PUNCTUATION IN LETTERS 2**

- Use comma in direct address, e.g. *Mary*, will you send this letter to Dr. McAdam? In letter writing, the person is usually addressed only once – at the beginning. \*
- In English, the convention is to write the Christian name first and the family name – last, unlike in Russian, e.g. *Ben Wilkinson, Anna Maria Rodriguez Tatiana Petrova (cf. Татьяна Петровна)*. \*\*

\*There is a tendency NOT to use the comma after *hi* in greetings, e.g. *Hi Alice*.  
\*\*The only exception is a bibliography list; in this case the family name and the first name are separated with a comma, e.g. *Wilkinson, Ben; Petrova, Tatiana; Rodriguez, Anna Maria*.

**IV. Email Rules**

1. Reconstruct the sentences to get a list of recommendations about emailing.

1. you the person to Always greet are writing.
2. line leave the Never subject blank.
3. titles attachments clear Give.
4. an without Never an send accompanying attachment text.

5. an possible email as Try soon to as answer.
2. Work in pairs. Discuss whether you always follow these rules.
3. Add other recommendations to the list. Share them in class.

**V. Informal Letter**

1. Read the email and answer the questions.
1. How many parts does the email have?
2. What is the topic of each paragraph?
3. What should be written in the subject line?
4. Where are the ending and the P.S. placed?

To Laura Fitzgerald  
From Boris Petretsky  
Subject \_\_\_\_\_  
Hi Laura,

It feels like such a long time since I last saw you. I know it's only been several weeks. So far my summer has been great.

I spend all my weekends on the beach. I'm getting a nice tan, and you can no longer say I'm paler than you. I've been playing lots of volleyball, surfing, and building a nice collection of sea shells. Just this past weekend, I was second in a sandcastle building contest!

On weekdays I work. I drive an ice cream truck around and sell ice cream to kids. So cool! It's a combination of the two things I love most – ice cream and kids. The pay isn't too great, but I love the job so much!

Hope the summer's been going well for you, too. There's only a month and a half left in the summer vacation, and after that it's back to school. Would you like to meet up some time before school starts?

Love,  
Boris  
P.S. Kate says hi.

**! PUNCTUATION IN LETTERS 3**

In case you need to write an address, use a comma after each part of a place name or address, including the last part, \* e.g. *Please, send the letter to Mr. Peterson, 1230 Smith Place, Apt 6B, New Orleans, LA 70124, USA*. Do NOT use a comma between a state and a zip code.

\*If a part of address is written on a new line, the comma is NOT used, e.g. *1230 Smith Place, Apt 6B  
New Orleans, LA 70124  
USA*

NOTE: Conventions change. There is a tendency NOT to use periods in abbreviations of words that include the last letter of the word, e.g. *St (street), Rd (road), Apt (apartment), Ave (avenue)*.

2. Read the letter again and underline the language features that make the letter informal.
3. Choose one of the rubrics and write an informal letter.

**Option 1**

Imagine that you are a 10-year-old kid who still believes in Santa. Write an informal letter to him (about 150-200 words).

First, thank Santa for all the toys that he brought you last year. Then tell Santa how good you've been this year. Be honest and say about things that weren't so good. At the end, tell Santa what you want for Christmas this year and how much you would love to see it under the tree. Finally, thank Santa for everything he does for you and tell him how much you love him. Sign your letter. Remember to write your address and Santa's address: Santa Claus, P.O. Box 56099, North Pole, Alaska 99705-1099.

**Option 2**

You are working in New York in Nathan's Famous\*. You went there on the program Work & Travel USA. Write back home to your friend Sveta, telling her what are some things you really like there (nice people, lots of chances to explore another culture, the beach, etc.), and some things which are disappointingly different from what you expected (accommodation, the money you get for the job, working hours, etc.). Ask your friend whether she is having a good summer and say you are looking forward to seeing her in September.

\* Nathan's Famous is an International chain of fast food restaurants, including Miami Subs Grill, Kenny Rogers Roasters, and Arthur Treacher's Fish and Chips.

**VI. Formal Letter Rules**

1. Read the following statements, then decide if they are true or false for writing a formal letter. Write T for true and F for false statements. Correct the false ones.

1. When the letter starts with *Dear Sir*, we end it with *Yours sincerely*, ... \_\_\_\_\_
2. You can end a letter to someone you know with *Best wishes*, ... \_\_\_\_\_
3. The first paragraph of the letter should explain your reason for writing. \_\_\_\_\_
4. You should start a new paragraph for each sentence. \_\_\_\_\_
5. You should leave space between each paragraph. \_\_\_\_\_
6. *Ms.* is the title used for a married woman. \_\_\_\_\_
7. The last paragraph of a formal letter should state what action you expect the recipient to take – to refund, send you information, etc. \_\_\_\_\_
8. *Master* is the title used for a man. \_\_\_\_\_
9. If you are writing a formal letter, it is not a good idea to use contractions. \_\_\_\_\_
10. Usually there is only one address in a formal letter. \_\_\_\_\_
11. You can write the date on the right or the left, on the line after the sender's address. \_\_\_\_\_
12. The month in the date is written as a word. \_\_\_\_\_
13. The address of the person you are writing to (inside address) should be written on the right, starting below your address. \_\_\_\_\_

**VII. Letter of Complaint**

1. Read the letter of complaint and write the purpose of each paragraph (see p. 91).

65 Market Street  
Portsmouth PO1 3AX

June 30, 2013

Customer Service  
Cool Sports, LLC  
27 Jofn Street  
Abingdon OX14 4PG

Dear Sir or Madam:

I am writing to inform you of my dissatisfaction with the pair of soccer cleats (item #6542951) I ordered from your website on June 21. I received the order on June 26. Unfortunately, when I opened the box, I saw that somebody had used the cleats before. The cleats had dirt all over them, and there was a small tear in front of the part where the left toe would go. My order number is AF26168156.

To resolve the problem, I would like you to credit my account for the amount charged for my cleats. I have already bought a new pair of cleats at my local sporting goods store; so sending another would result in me having two pairs of the same cleats.

Thank you for taking the time to read this letter. I have been a satisfied customer of your company for many years, and this is the first time I have encountered a problem.

If you need to contact me, you can reach me at +7053581924.

Yours faithfully,  
Ken Thomas

2. Read the letter again and say whether it answers the features of a good complaint letter.
3. In the letter, underline phrases typical of a letter of complaint. Google for more phrases.

4. Write a letter of complaint (about 120-150 words), following the rubric below.

You are writing to an airline company XOX. You traveled by this company to Hong Kong on business. On arrival, you didn't find your baggage and had to buy a new suit, shoes, and some other items. The company returned your suitcase in three days. It was all torn. Ask the representative of the company to reimburse you for the purchases and the suitcase. Appreciate his/her help. Sign your letter.

**LETTER OF COMPLAINT**

The first paragraph identifies what the issue is and contains any relevant information that you believe is important. It includes the following information: the problem, date/time, location, account number, etc. It is important to stick to the facts and to avoid putting emotions into the letter. The next paragraph states what you would like to be done to resolve the situation. The last paragraph usually contains thanks to the reader for the time. It can also throw in some compliments about something the writer liked about a company's service, product, etc. Your telephone number/email address is put after your name so that the reader can contact you ASAP, if necessary.

### VIII. Application Letter

1. Below are some Dos and Don'ts for writing an application letter. They have been mixed up. Check all the Dos and cross out all the Don'ts.

1. Address your letter to a specific person; do all you can to find out the name of the person you are applying to.
2. Write a long introduction.
3. Describe all your interests and hobbies.
4. Check a dictionary to be certain of spelling.
5. Explain why you are the right person for the job and mention only the skills and experience related to the position.
6. Write clearly and simply.
7. Keep your letter brief; it should never be more than one page long.
8. Use contracted forms in your letter.
9. Make sure your contact details are included in the letter.
10. Sound enthusiastic about the work.
11. Invent or exaggerate your skills or experience.
12. Request an interview or follow-up action.
13. Get straight to the point.

2. a) In the letter below, the paragraphs are out of order. Read the letter and write the correct order of paragraphs. Then state the purpose of each paragraph.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Dear Ms. Golub,

A. My background and career goals seem to match your job requirements well. I am confident that I can perform the job effectively. Furthermore, I am genuinely interested in the position and in working for Citywide Development Corporation. Your firm has an excellent reputation and comes highly recommended to me.

B. I am writing this letter in the hope that you might be able to offer me the position of an interior designer that I saw advertised on your website. The site says you need a creative, well-organized person able to multitask, with experience in the field. The position seems to fit very well with my education, experience, and career interests.

C. Would you please consider my request for a personal interview to discuss my qualifications and to speak about this opportunity? I shall call you next week to see if the meeting can be arranged. Should you need to reach me, please feel free to contact me at (499) 741-56-13 or M-Volkova@yandex.ru. Thank you for your consideration. I look forward to talking with you.

D. My academic background includes a B.A. in interior design with a concentration on creative and technical branches, while my work experience consists of three years of work as an interior co-designer of specialized design for facilities. In that position, I developed leadership

Tip: Usually an application letter comes together with a CV. For writing a CV, see the Unit "Résumé Writing".

abilities and learned how to work as a team member and collaborate effectively to create a product, but more importantly, I learned how to design and read blueprints, perform environmental analysis, and look out for environmental lighting. My enclosed résumé provides more details on my qualifications.

Yours sincerely,  
Maria Volkova

b) In the letter, underline phrases that you would use in a letter of application. Add them to the list of phrases in the box below.

Language Bank: Letters about Employment

- I am writing in response to your advertisement in (publication).
- I am writing to apply for the post of ...
- I should be pleased to attend an interview.
- Thank you for your letter of (date) offering me the post of ...
- Thank you for considering this application.
- Please, do not hesitate to contact me on the above number if you should require further information.
- I look forward to hearing from you (starting work with you).
- I would be delighted to accept the position of (job title).

3. a) In the letter below, there are inaccuracies in grammar, spelling, and punctuation, mistakes in the order of the paragraphs and layout. Work in pairs and correct the mistakes. See how many you can find!

1319 hollyburne ave  
menlo park ca 94025  
Majestic Hotel  
Lemon bridge rd  
Bowie MD 20720

The twenty-third of September, 2014

dear Anna Lambert,

I am interesting in the job of Waitress advertised on "The Diamondback" this morning and I am enclosing a copy of my CV.

I hope you will consider my application carefully and I look forward to hear from you. I am working as waitress in my own state since three years before I came here and my former employer can provide you with a referee.

I imagine that you cater mainly for overseas tourists so I belief my language skills would be usefull. In addition to speak both spanish, french and english, I also can understand russian, japanese and chinese.

yours faithfully,

Maria Cages

b) Rewrite the letter, following the format of an application letter, and make any necessary changes in the language.

4. Write a letter of application (about 180-200 words), following the rubric below.

Tip:

For punctuation rules, see the Unit "Punctuation and Mechanics".

You are writing to the Resource Center of Maryland University, USA, to apply for the position of a librarian assistant. You have recently graduated from the WSB Business School in Warsaw and received high grades in both English and Business Courses. In addition, you are a competent computer user. In the past 2 years, you have worked in the WSB library, helping teachers and students to find and use the resources there. This experience has given you the ability to deal with the needs of all types of people. Write that you could be a valuable addition to the Center.

**! LETTER OF APPLICATION**

The first paragraph of an application letter should include information on why you are writing. Mention the position you are applying for and where you found the job listing. Include the name of a mutual contact if you have one.

The middle paragraph(s) should describe what you have to offer the employer. Mention specifically how your qualifications match the job you are applying for. You should interpret your résumé, not repeat it.

The conclusion should contain your thanks to the employer for considering you for the position and include information on how you will follow up.

**IX. Letter of Recommendation**

1. Scan the text to answer the questions below.

1. What is the Junior Faculty Development Program?
2. Who does the JFDP cater for?
3. What requirements must applicants meet?
4. What are applicants expected to do while in the United States?

The Junior Faculty Development Program (JFDP) is a program of the Bureau of Educational and Cultural Affairs (ECA) of the US Department of State, and is administered by American Councils for International Education: ACTR/ACCELS.

The JFDP provides university instructors with a semester-long opportunity to expand their knowledge and expertise in their academic field by attending classes and working with faculty members at universities in the United States. Individuals may apply for fields in the humanities and social sciences.

To qualify for a JFDP Fellowship, an applicant must

- hold a university degree;
- be currently teaching at an institution of higher education;
- have at least two years of teaching experience at an institution of higher education;
- have a mastery of the English language.

Participants in the JFDP are encouraged to forge relationships between US universities and their home universities in order to support ongoing contact and collaboration. JFDP Fellows work closely with faculty mentors from host universities in the United States to develop their knowledge in their fields of study, to gather new academic materials and resources, to garner new educational perspectives, and to enlighten US faculty and students on education and life in their home countries. Throughout their stay in the United States, JFDP Fellows observe and listen to courses, attend academic conferences, and may be invited to teach or co-teach classes at a US university.

Abridged from: [http://www.americancouncils.org/programDetail.php?program\\_id=NTU](http://www.americancouncils.org/programDetail.php?program_id=NTU)

2. a) Read the letter of recommendation and fill in the gaps with suitable expressions from the box below the letter.

Dear Sir or Madam:

(1) \_\_\_\_\_ to write the letter of recommendation for Ms. Yelena Novikova, who is (2) \_\_\_\_\_ the Junior Faculty Development Program. (3) \_\_\_\_\_ for nine years, first as a student at Samara State Pedagogical University (SSPU), then as an English instructor. Ms. Novikova started teaching University students in 2010. (4) \_\_\_\_\_, she has been working with students of pre-intermediate up to advanced levels. (5) \_\_\_\_\_ that her ability to teach students is so advanced that it seems as though she has been in teaching for far more years. As her supervisor and colleague, I witness exclusive devotion to work, perfectly conducted classes with a variety of activities, and a constant (6) \_\_\_\_\_ new ideas in teaching English.

Ms. Novikova's burning desire to (7) \_\_\_\_\_ allows her to grow both as a practitioner and a researcher. Her particular interests lie in the sphere of grammar. Carrying out her scientific research in linguistics, she found time to design a Grammar textbook *World of Verbs* for third-year students which, unlike the traditional formalistic approach, is an interactive, conversational textbook based on the latest trends in teaching a foreign language.

As far as Yelena's personal qualities are concerned, (8) \_\_\_\_\_ that she is a reliable, scrupulous, hard-working, and persistent person. Her personal charm attracts people. Being good-natured and open-minded, she is ever willing to help younger colleagues, ready to (9) \_\_\_\_\_ and assist them in every way. She demonstrates leadership and the ability to (10) \_\_\_\_\_ and communicate effectively with others. Yelena is adaptable to the new environment and is (11) \_\_\_\_\_ complicated and challenging problems. She is calm and sensible when making judgments. All the above mentioned qualities are highly valued both by her colleagues and her students.

(12) \_\_\_\_\_ this candidate for the participation on the Junior Faculty Development Program. I strongly believe that her new experience will enable her to (13) \_\_\_\_\_ teaching; thus, she will contribute to the development of the methodological basis of Samara State Pedagogical University, and both the program and she will benefit from it. There is no doubt that she will show herself (14) \_\_\_\_\_.

I would be glad to answer any questions that may arise concerning Ms. Novikova's fitness for this program. (15) \_\_\_\_\_ me at [galdayd@yahoo.com](mailto:galdayd@yahoo.com).

Yours sincerely,  
Galina Davydova  
Associate Professor, Samara State Pedagogical University

- |                           |                          |                                |
|---------------------------|--------------------------|--------------------------------|
| a) improve professionally | f) applying for          | k) I recommend that you        |
| b) I am very pleased      | g) capable of solving    | consider                       |
| c) You can contact        | h) Since then            | l) work cooperatively          |
| d) gain proficiency in    | i) to the best advantage | m) It is worth mentioning      |
| e) share her experience   | j) I have known her      | n) search for                  |
|                           |                          | o) it is reasonable to mention |

b) Read the letter again and complete the table with the missing examples and details.

Paragraph	Example	Detail
1. Salutation		
2. Introduction	who program relationship why recommend	Novikova JFDP
3. Body		World of Verbals
4. Body	personal qualities	
5. Conclusion		contribution to SSPU
6. Contact details	invitation to contact	
7. Close		
8. Signature	position, place of work	

c) Say whether the applicant meets the requirements of the Junior Faculty Development Program. Why/Why not?

Tip: Underline words and phrases to prove your point of view.

3. a) In the letter above, underline more words (adjectives, participles) and phrases you may find useful for writing a letter of recommendation.

b) Google the net for samples of recommendation letters and collect phrases you think useful. Exchange the lists of phrases with your partners.

4. Write a letter of recommendation (about 180-220 words), following the rubric below.

Your friend Oleg has applied for the job of a counselor\* in the kids camp Tioga, PA. In your letter, write about his personal qualities and skills that show that your friend really fits the job. Also, write about his experience if there's any.

\* Counselors work closely with children and ensure that they have a good and safe time. They need to be willing to get involved in lots of different fun activities in the day: sports, contests, games, etc.

**LETTER OF RECOMMENDATION**

The first paragraph should state how and how long you have known the applicant and in what capacity. Explain why s/he qualifies for the job/position. In the middle paragraph(s), describe in detail the person's exceptional qualities and skills, specifically those that apply to the area of interest or job requirement. State why you think the individual should be considered over other people. Give examples to back up what you have said. In the final paragraph, summarize why the person is being recommended and mention that you are ready to provide more information if any questions arise.

X. Thank You Letter

1. Make a list of all possible occasions when you would write a thank you letter. Compare your list with your partner's.

2. On the left, there are situations that always require thank you notes in British and American cultures. Match each occasion with an appropriate thank you note sentence(s).

- |   |   |
|---|---|
| 1. for wedding gifts  | a) I just love the baby clothes you gave me at the shower. Thanks.                        |
| 2. for bridal or baby shower gifts                            | b) I can't thank you enough for the check you sent as our wedding gift.                   |
| 3. for gifts that were received by mail                       | c) You really outdid yourself this year! Everyone loved the Christmas gifts you sent.     |
| 4. for gifts received during a hospital stay                  | d) Thank you so much for your kindness and emotional support during my recent illness.    |
| 5. for notes or gifts of congratulations                      | e) Thanks again for welcoming us into your beautiful home.                                |
| 6. for sympathy letters, flowers                              | f) I wanted to drop you a line and let you know how much fun I had at your place.         |
| 7. to the hostess after a party                               | g) Thank you for taking the time to talk with me today.                                   |
| 8. after being hosted as a house-guest for one or more nights | h) The dinner was spectacular, and you were a fabulous hostess.                           |
| 9. after being entertained by your boss                       | i) Thank you very much for your congratulatory note.                                      |
| 10. after a job interview*                                    | j) I'm so glad I can count on friends like you when facing with this difficult situation. |

\* A thank you note to a prospective employer after a job interview is a must. It must be sent on the day of the interview.

3. Read the two letters below and say which of them is formal and which is informal. What makes a letter formal/informal?

1. Dear Maggie,

Thank you for the cuddly blanket. You have a gift for finding the most adorable things. When my baby girl is wrapped in the warmth of your thoughtful present, I will think of you and your good wishes for my growing family. Your presence at the shower made the day much more special. Thanks again.

Love,  
Barbara

2. Dear Mr. Grace,

I would like to express my gratitude for all the help you have given me with my job search. I especially appreciate the information and advice you have provided, and the contacts you have shared with me. Your assistance has been invaluable to me during this process. Again, thank you very much. I greatly appreciate your generosity.

Best regards,  
Margaret

Language Bank: Thank You Letters

Informal

- Thanks so/very much for ...
- It's largely thanks to you that ...
- Thanks a million!
- It's so nice/kind of you to ...
- Thank you for ...

Formal

- I am delighted to ...
- I am grateful for ...
- I especially/greatly appreciate ...
- I must/would like to thank you for ...
- It was truly a pleasure to ...

4. Choose one of the options below and write a thank you letter (about 50-70 words). The phrases in the box above might be helpful.

Option 1

A letter to your grandparents for the sum of money you received for your birthday to buy a package tour to Egypt.

Option 2

A letter to your friend for a very thoughtful piece of advice s/he has given you.

Option 3

A letter to your teacher for recommending you for participation in the Work & Travel USA 2015 program.

Option 4

A letter to the manager of the Customer Service of the Smith Hotel for exemplary service you received during your stay there.

! THANK YOU LETTER

Nowadays, a personal thank you note becomes the only appropriate way to express your sincere appreciation. The typical format is as follows: a salutation, a thank you phrase, a sentence complimenting the particular gift, a sentence complimenting its sender and/or a sentence mentioning the use of the gift, another thank you, a complimentary close, and your name. Handwritten notes are more sincere than preprinted thank you cards.

XI. Round-up

1. Google for samples of invitation and apology letters. Collect useful phrases, bring them into the classroom, and share with your group mates.

2. Write a thank you letter to your teacher (about 100-120 words). Tell him/her about the progress you have made during the writing course, mention the skills you'd like to improve, ask questions, and thank the teacher for his/her help.

CREATIVE WRITING

Think you can't make it? Think again.

I. Glad to Meet You

1. Think of an English adjective that starts with the same sound or letter as your first name, e.g. Christine - cute.

2. Play a "snowball" game following the procedure.

Creative Writing

1. Sit in a circle. Choose a person to start and go clockwise.
2. The first person introduces himself/herself. Say your name and the adjective you have chosen with certain intonation and accompany it with a gesture.
3. The person sitting next takes over. S/he repeats what the first person has said, copying his/her intonation and gesture. Then s/he introduces himself/herself in the same way.
4. The last person has to repeat all the names and adjectives. Then s/he introduces himself/herself.

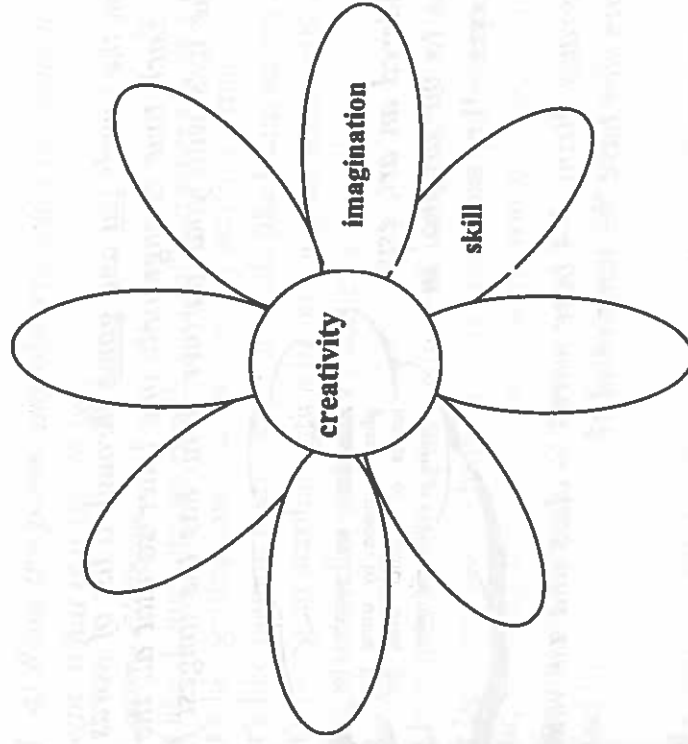
II. Your Name

1. Practice a freewrite. Write for about 2-3 minutes about your name. You may want to write about its meaning, origin, your nicknames, or an online name, etc.

2. Use your notes and share your story with your group mates.  
*The idea was presented by Gail Weinstein*

III. Creativity Flower

1. Together with your partner, mind-map all the factors that can come into the picture of creativity. What types of creative writing can you name? What types of writing are you good at?



IV. Creativity Test

1. We invite you to discover something about yourself. It's assumed that everyone is talented and has just to find out in what sphere. Google <http://www.creax.com/csa/> and do a free test. Even if you haven't written anything in English that needs originality and imagination, try it now. Writing can be fun, and it should be fun.

V. Life Motto

1. a) Read the life mottos of the authors of this book. Say what they look like in form.

Love life and people, Enjoy what ever you're doing, Anticipate difficulties, Reflect on your behavior, Negotiate obstacles.	What happens to a person Who does something <i>new</i> ? The answer is simple: He <i>becomes</i> something new.	To follow the narrow but righteous path of life.
--	--	---

b) Write down your personal credo: your guiding life principle, belief, or value.

VI. Letter and Number Puzzle

1. a) Decode the messages written in letters and numbers. Write them in words.

- 1. B CrE8ive! \_\_\_\_\_
- 2. I C U R Y Y 4 me. \_\_\_\_\_
- 3. O, I C. \_\_\_\_\_
- 4. - RUOK? \_\_\_\_\_
- GR8! \_\_\_\_\_
- WA2 CU. \_\_\_\_\_
- L8R. \_\_\_\_\_

b) Write 2-3 messages to your friend to decode.

VII. Tame the Cat

1. It is a competition! Transform the words cat and game through a list of words into pet and work respectively. Each time change only one letter so that all the words have sense. Compare the lists with your partner. Who has the longest / shortest way?

VIII. Anagrams

1. Creating anagrams is considered an art, especially if a new coinage relates to the original in meaning, e.g. silent – listen, the eyes – they see.

Try your hand at creating anagrams. Bring 3-4 base words to class and ask your partner to make new words. Does s/he have the same results?

IX. Riddles

1. a) Solve the following riddles.

- 1. What clothing is always sad?
- 2. What odd number becomes even when beheaded?
- 3. Why did the man throw the butter out the window?
- 4. What kind of cheese is made backwards?
- 5. If your aunt ran off to get married, what would you call her?

b) Produce three more riddles for your partner.

X. Rhymes

1. a) Guess the missing words in the rhymes below. What is the overall topic for them?

- 1. Do you think the film is good?  
Then it's made in \_\_\_\_\_.
- 2. What Americans will say:  
"How are you?" – "I am \_\_\_\_\_."
- 3. US nation lives and dies  
Under flag \_\_\_\_\_.
- 4. Apple, people, music, work –  
That's the city of \_\_\_\_\_.
- 5. In the morning when it's foggy  
All the British people're \_\_\_\_\_.
- 6. What is casual for teens?  
It's a sweater and blue \_\_\_\_\_.

b) Have a try and write more rhymes on the topic Culture ABC. Ask your partners to guess the rhyming word.

! POETRY

Poetry is a piece of creative writing that is not necessarily rhymed. Its purpose is primarily artistic and imaginative rather than informative. Creating atmosphere and arousing certain sensations is very important.

XI. Like Writing

1. a) Read the poem and observe what the author compares learning a language with. What is it like to you?

Learning a language

is like doing a jigsaw puzzle of a million pieces with a picture that keeps changing. It's like getting lost in a foreign city without a map. It's like playing tennis without a ball, like being an ant in a field of grasshoppers. It's being an acrobat with a broken leg, an actor without a script, a carpenter without a saw, a storyteller without a middle or an end.

But then gradually

it becomes like being out in the early morning with the mists lifting. It becomes like a chink of light under a door, like finding the glove you were looking for, catching the train you thought you were going to miss, getting an unlooked-for present, exchanging a smile.

And then one day it's like riding a bicycle very fast downhill.

by Olivia McMahon

b) Complete the sentences using similes. Share your ideas in a group.

- 1) Life is like ...
- 2) Family is like ...
- 3) Love is like ...
- 4) Happiness is like ...
- 5) I am like ...

Tip:  
A simile is an expression comparing one thing with another, usually with *as* or *like*.

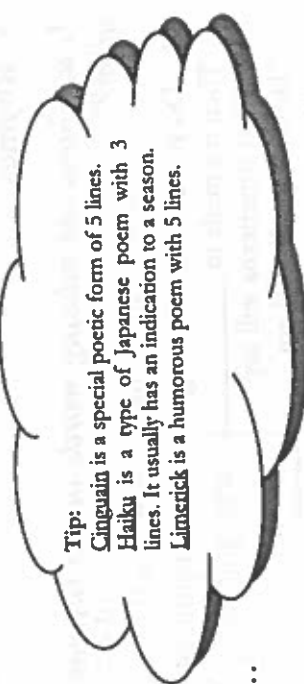
**XII. Cinquain, Haiku, or Limerick**

1. a) Read the three poems and match them with a poetic form.

1. \_\_\_\_\_  
 Jack Simpson and his best friend Pete  
 Decided to resort to a cheat.  
 They took out their cribs  
 And started to scribble,  
 And the teacher grinned into his beard...

2. \_\_\_\_\_  
 Teachers –  
 Wisdom, kindness –  
 Open minds, hearts of kids,  
 Always creative and caring,  
 Colleagues.

3. \_\_\_\_\_  
 Autumn. Teacher's Day.  
 Flowers, greetings everywhere,  
 Celebrate knowledge.



b) Compose a poem. Try your hand in either cinquain, haiku, or limerick. Follow the procedure.

Cinquain	Haiku	Limerick
1 <sup>st</sup> line – 2 syllables, gives the subject of the poem 2 <sup>nd</sup> line – 4 syllables, describes the subject of the poem 3 <sup>d</sup> line – 6 syllables, relates to an actions that have to do with the subject 4 <sup>th</sup> line – 8 syllables, expresses the authors feelings about the subject 5 <sup>th</sup> line – 2 syllables, names the subject again in a different word *The lines are not usually rhymed.	1 <sup>st</sup> line - 5 syllables 2 <sup>nd</sup> line - 7 syllables 3 <sup>d</sup> line - 5 syllables *The lines are not usually rhymed.	1 <sup>st</sup> line – 8-9 syllables, traditionally introduces a person and a place 2 <sup>nd</sup> line – 8-9 syllables 3 <sup>d</sup> line – 5-6 syllables 4 <sup>th</sup> line – 5-6 syllables 5 <sup>th</sup> line - 8-9 syllables *1 <sup>st</sup> , 2 <sup>nd</sup> and 5 <sup>th</sup> lines are rhymed with one another; 3 <sup>d</sup> and 4 <sup>th</sup> are rhymed separately.

**XIII. Free Verse**

1. Write a poem about your friend or relative. Follow the guidelines below.

**Lines:**  
 1. Name  
 2. Name is a (metaphor)  
 3. S/he is like (simile)  
 4. S/he (three action words)  
 5. S/he (relationship)  
 6. Name

**Example:**  
 Mila  
 Mila is fire.  
 Mila is like a ray of the sun.  
 She warms, encourages, and supports.  
 She's a dear friend of mine.  
 Mila

**XIV. Diamanté Poem**

1. Write a poem in the shape of a diamond. Follow the guidelines below.

**Lines:**  
 1. One-word noun, opposite to line 7  
 2. Two adjectives describing line 1  
 3. Three -ing and -ed words about line 1  
 4. Two nouns about line 1 and two nouns about line 7  
 5. Three -ing and -ed words about line 7  
 6. Two adjectives describing line 7  
 7. One-word noun, opposite to line 1

**Example:**  
 child  
 happy, playful  
 running, singing, laughing  
 toys, game, job, family  
 working, driving, nurturing  
 responsible, busy  
 adult

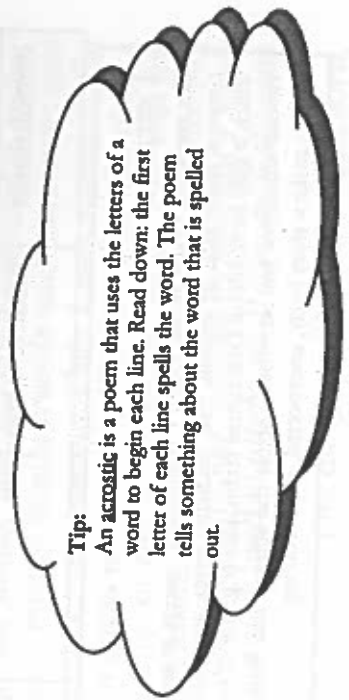
Source: *Comprehensive Curriculum of Basic Skills*, p.359

**XV. Acrostics**

1. Write an acrostic poem for the word of your choice. It can rhyme or be free verse.

**Example:**  
 In the grass or underground,  
 Now and then they fly around.  
 Slugs and worms and butterflies,  
 Each has its own shape and size.  
 Caterpillars, gnats, a bee,  
 Take them all away from me.

Source: *Comprehensive Curriculum of Basic Skills*, p.362



**XVI. Round-up**

1. a) Make up a collection of the Internet resources with anagrams, riddles, rhymes, poems, etc. Include those that provide an opportunity to post your own. Have a try!

b) Compare your lists with your group mates and add the resources that you don't have.

**STORY WRITING**

**I. What's in Story?**  
 1. Discuss the questions below.  
 1. What makes a story interesting?  
 2. What types of stories do you like to read? Why?  
 3. Have you ever written stories in English/Russian?

2. Do a crossword. All the words make up the structure of a story.

<b>title</b>	the time, place, and social background against which the action of a story takes place	s _ _ _ _ _
<b>main body</b>	people/ animals/ things that are looked at as though they were real living persons a set of events taking place in a story active disagreement between characters: quarrels, arguments, rivalry, etc. the highest point of tension in conflict finding a solution	c _ _ _ _ _ P _ _ _ _ c _ _ _ _ _ c _ _ _ _ _ c _ _ _ _ _
<b>conclusion</b>		c _ _ _ _ _

**! STORY**  
The story is a narrative describing a sequence of events in an interesting way. The plot usually contains some kind of conflict that gradually arises, intensifies, and reaches its climax, after which it may be resolved. Descriptive techniques (e.g. use of the senses to describe atmosphere, various adjectives and adverbs to stress the actions and feelings), direct and reported speech help to make a story lively, unexpected, and involving.

**II. Horror Story**  
1. Read the story "The Grave Stone" and analyze it using the following questions as guidelines.

- Setting**  
Does the setting reflect the mood of the story?  
Is both time and place described?  
Did the writer succeed in catching your attention at the beginning?

- Characters**  
Does the story include a physical description of the characters?  
Is there one outstanding character trait? If yes, what is it?  
Does the author use all senses to describe the horror?

- Plot**  
Are the events clearly explained?  
Do the events involve horror?

- Overall impression**  
Did the story impress you? Why/why not?

Did the author achieve a "scary" effect? If yes, how? Was the end unexpected or unpredictable?

**The Grave Stone: Gothic Horror Story**

This letter was found in Alicia Black's room in Wales on February 28, 1666: It is still dark and hard to write, but I know I must finish this before I die. It is my last duty and maybe the best thing I did in my life. My only goal is to tell the world what happened to me. Maybe someone will understand it... I don't.  
My parents died when I was a child. Being a five-year-old girl, I saw the horror of death. They died in a fire in our house. I survived by a miracle. After my parents' death, I lived with my aunt. People whispered a lot about her. There was a rumor that she was a witch. But I don't even want to remember about my life in her house.  
I have since lived in a small house in the country. I didn't have a lot of friends. The only girl of my age I knew was Helena. She lived not very far from me with her parents. She was 16. She was an only child. Helena was really loved by her parents. Yes, she had a very nice family, one of the things that I always missed.  
Helena was very different from me. She was tall, blonde, with big eyes. Her eyes were really amazing! They always had that expression of surprise and joy, even though there was no reason to be surprised or joyful. Despite all the differences, we seemed to be friends.

That day Helena had a big dance at her house. Her parents organized it on her birthday. There were a lot of people there, mostly family friends with their sons and daughters. Everybody was talking, laughing, and dancing. Only I was sitting in the corner. I wasn't having fun, and you can guess why! It was like that all of the time... everybody's attention was drawn to Helena, of course to Helena! Even "He" was always around her. "He" was the most handsome, the most generous, the most heroic, the best guy. He was dancing with her, laughing with her, talking to her. But I knew that it didn't mean anything to Helena. She was used to attention. It was as if she was born to be popular.

That was driving me mad. I was suffering from that all of my life. Since I was born, there had been some "Helena" around me, who was always better than I was. But that day I decided to end this. After the dance, when almost all of the guests left, I told her that "He" would meet her at midnight in the cemetery area. I saw her eyes shining with that stupid happiness and anticipation. She believed me!  
It was near noon when she came. It was dark and cold. A freezing wind was playing with my hair, but I didn't notice it. Helena was sitting on one of the graves. She wasn't scared, just pretty and happy like always. It seemed to me that I could see her ever happy eyes.

I slowly approached from behind and suddenly she turned around. She was smiling. I actually saw her eyes. What happened later, I remember like a dream. I got so angry! I took a stone and hit her on the head. Then I cut out those eyes that troubled me so much. She was still breathing when I buried her. On her grave, I put a stone, and I wrote on it with a coal: "She was too happy for this world."

After all this, I felt so happy and calm, maybe for the first time in my life. I knew that I was worth something, that I could do some good things, too.  
I was sitting in the cemetery enjoying my new happiness when I heard that weird sound. It seemed that it was coming right from under the grave stone. It was becoming louder and louder. It was scaring me, as if a thousand sharp needles were sticking in my heart.

As it became louder, I could recognize the sound. It was Helena's laughter! It was so loud that my head started to hurt. My heart was about to explode! I ran, ran away from the cemetery.

It is still here... I can hear it! The laughter...ha-ha-ha...ha-ha-aa-a... it drives me crazy! You would think that I'm insane. I am not! She never liked me. She never cared what I felt or what I thought.

That is all I have to say. I don't want to be put on trial and accused. In my life I did everything myself, and I'll finish it myself, too. Finally, I will get rid of that laughter ... of those smiling, smiling eyes.

Thank you anyone who is reading this and who tries to understand it.

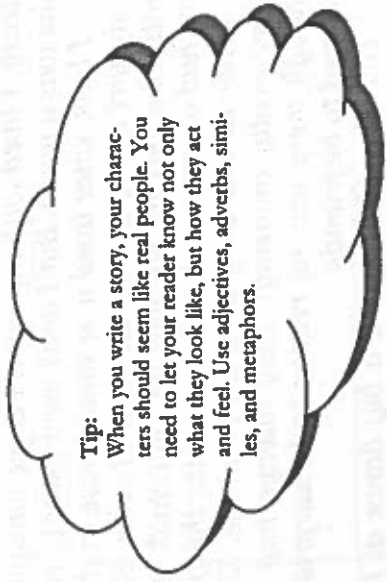
Alicia

### III. Describing Characters

1. a) First work individually. Choose a character you would like to write about.

1. an angry woman
2. a frightened child
3. a hungry kitten
4. a tired boy
5. your own

b) Write adjectives, adverbs, similes and/or metaphors that give a vivid portrait of the character you are going to describe.



### IV. Art of Dialog

1. a) Read the story and fill in the words introducing direct speech. Use the Language Bank with synonyms of the verb to say. Give the story a title.

A young smiling sales agent and his customer were walking slowly in the yard of an old house.

"Look at this wonderful garden," 1 \_\_\_\_\_ the agent pointing at some weird-looking trees.

"Those trees were planted half a century ago."

"Um... yes ... They look like it," 2 \_\_\_\_\_ the customer.

"Now, let's walk into the house," 3 \_\_\_\_\_ the agent, opening the old squeaky door. "As you see, this is a very old house."

"Yeah, so old that it would be scary to live here because it may collapse at any moment," 4 \_\_\_\_\_ the customer in a quiet voice.

"Let's see the first floor. Here is a living room, kitchen, and dining room," 5 \_\_\_\_\_ the agent.

"If I could only recognize which room is which, without furniture..." 6 \_\_\_\_\_ the customer.

"There will be some furniture later," 7 \_\_\_\_\_ the agent still trying to smile. "Now let's go upstairs. As you see here, there are three bedrooms and a bathroom."

"Yes... I can tell that there is a bathroom without even looking," 8 \_\_\_\_\_ the customer.

The agent turned away silently. He wasn't smiling anymore. "And here is the kids' room, too," he 9 \_\_\_\_\_ in a feeble voice.

"Nice walls, especially for the kids' room, all in cracks!" 10 \_\_\_\_\_ the customer.

The agent's face started to turn red, but he still tried to stay calm. "Let us go down the stairs and see the first floor one more time," 11 he \_\_\_\_\_.

As they were going down, the customer 12 \_\_\_\_\_, "Oh, the stairs are so unsafe! I wouldn't want my kids to risk their lives using them."

"What do you want here?" 13 \_\_\_\_\_ the impatient agent. "If you don't want to buy the house, then just get out of here!" he 14 \_\_\_\_\_ and walked out.

"I was just observing..." 15 \_\_\_\_\_ the disappointed customer. "No, those agents can't do their job!"

### Language Bank: Verbs Introducing Direct Speech

- |             |             |
|-------------|-------------|
| • blurt out | • observe   |
| • comment   | • point out |
| • exclaim   | • proclaim  |
| • grunt     | • remark    |
| • mention   | • reply     |
| • mumble    | • respond   |
| • mutter    | • say       |
| • note      | • shout     |
|             | • sizzle    |
|             | • state     |
|             | • suggest   |
|             | • tell      |
|             | • utter     |
|             | • whine     |
|             | • whisper   |
|             | • yell      |

b) Look through the text again and answer the questions.

1. How are the characters and the setting described? Underline the words and phrases.
2. How do the characters enter into a conflict?
3. What is the climax of the conflict, if there is any?
4. What kind of resolution does the dialog end with?
5. What can be improved/changed in the story?

2. Write down your improvements and changes to the story.



### V. Friend's Biography

1. Write a biographical short story (about 200-250 words) based on important and interesting events in your friend's life. Follow the steps.

1. Prepare questions to ask your friend about his/her life.
2. Interview your friend noting down his/her answers.
3. Write an outline of your story. The introduction may include what the person looks like, as well as any other background information. The body should include two most interesting events your friend shared with you. The conclusion may contain your friend's future plans.
4. Write the first draft.
5. Give it to your friend for editing.
6. Write the final draft.
7. Hand it in to your teacher.

### VI. Round-up

1. Choose one of the options and write a story. Use the guidelines below.

#### Option 1

Imagine that you are a magician in whose power it is to create a thing or a living being. Write a story (about 400 words) about your creation. You should include

- **setting:** your purpose of creating it;
- **characters:** the description of your creation;
- **plot:** process of creation, a dialogue with the creation to check whether it meets your criteria for further existence;
- **conclusion:** your decision about its living in the world you have brought it into.

### Option 2

Write a scary story (about 400 words) for a student's literary competition. To enter the competition, your story should start "I still can't believe it happened to me," *she thought*. You should include

- **setting:** answers to *who, where, when*;
- **characters:** the description of the main character(s);
- **plot:** scary details of events, unusual feelings, and a climax;
- **conclusion:** unexpected resolving of the conflict.

### Option 3

Write a love story (about 400 words) for the Valentine's Day issue of a magazine. You should include

- **setting:** answers to *who, where, when*;
- **characters:** the description of the main character(s), their feelings;
- **plot:** a challenging situation, new experience;
- **conclusion:** happy ending.

## PUNCTUATION AND MECHANICS

### I. Importance of Punctuation

1. Comment on the following citation: "Punctuation is like a referee's whistle: too much and it interrupts the flow; too little and the result is chaos."

#### ! PUNCTUATION

The purpose of punctuation is to make writing clear. English punctuation largely depends on the author's personal taste. However, in academic writing there are certain rules to remember. This book sticks to the American English\* way to punctuate and takes into consideration current tendencies. You have to be consistent in the use of punctuation marks you choose.

\* There are certain differences in punctuation between British English and American English. In its turn, documentation conventions vary in American English because of the different needs of scholarly disciplines. This book sticks to MLA style for documentation which is widely used in the humanities, especially in writing on language and literature. It is considered to be simpler and more concise than other styles.

### II. Change in Meaning

1. Notice the difference in meaning between these two letters; the difference is due entirely to the use of punctuation.

1. Dear John,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feeling whatsoever when we're apart. I can be forever happy - will you let me be yours?

Kirsten

2. Dear John,

I want a man who knows what love is. All about you are generous, kind, thoughtful people who are not like you. Admit to being useless and inferior. You have ruined me. For other men I yearn. For you I have no feeling whatsoever. When we're apart, I can be forever happy. Will you let me be?

Yours,  
Kirsten

Tip:  
A change in punctuation can change the meaning of a sentence and even the main message of a text.

Adapted from Truss, L.

### III. Difference in Meaning

1. How does punctuation affect the meaning in the sentences below? What ideas are communicated to the reader?

1. They're coming to the party together.  
They're coming to the party together?  
They're coming to the party together!
2. Drop bombs. If attacked, return to base without delay.

Tip:  
Although punctuation marks are small, they take on significant tasks: separating ideas, relating ideas to one another, clarifying meanings, and indicating changes from one voice to another. Without proper punctuation, readers can get confused and frustrated.

Drop bombs if attacked. Return to base without delay.

3. What would you like to drink: tea or coffee?  
What would you like to drink: tea, or coffee...?

4. What do you think of Tom and Jerry?  
What do you think of *Tom and Jerry*?

5. She was very upset when she found out what her friend had been saying.  
She was very upset when she found out what her "friend" had been saying.

6. *My mother* doesn't like roses.  
*My mother* doesn't like roses.  
*My mother* *doesn't* like roses.  
*My mother* doesn't like *roses*.

7. Woman – without her, man would be a savage.  
Woman, without her man, would be a savage.

#### IV. Capitals

##### ! CAPITALIZATION 1

Rules for capitalization are numerous in English. Here are some of the most troublesome cases for the Russian learner of English.

Capitalize

- names, organizations, trademarks, e.g. *Shakespeare, Fifth Avenue, the Coliseum, Moscow University, the Ritz Hotel, Gwari, the Red Cross, the Titanic, Mom/Aunt*, etc. (used as names)\*
- geographical names, e.g. *the North Sea, the Strait of Dover, the Rocky Mountains, Lake Baikal, the Pacific Ocean, Brazil, Shanghai, the Arctic*
- titles preceding a proper name, e.g. *President Obama, Professor Smirnitshy, the Dalai Lama*, BUT *the former queen of Sweden*
- specific degrees, whether or not they directly precede or follow a name, e.g. *Elizabeth Jones, Bachelor of Arts, Master of Science*, BUT do NOT use capitals when referring to degrees in general terms, e.g. *Earning a bachelor's degree typically takes four years*.
- specific names of college courses (as the name would appear in the college catalog), e.g. *This semester Brian is taking Business French, Logistics, and a course in science*.
- abbreviated names consisting of the first letter of a word, e.g. **TOEFL UN. BBC**

\* Compare: *All my life, Mom has been an example to me. All my life, my mother has been an example to me.*  
NOTE: Capitalize the pronoun *I*, BUT *she, he, you*, etc. are NOT capitalized.

1. Capitalize words in the following sentences as required by the rules in the table above.

1. this semester i'm taking french, american history 102, and a diversity course.
2. the passionate speech of otto osborne, a professor of english, made a strong impression on the executive members of the board.
3. abraham lincoln was born in hardin county, kentucky, in 1809.
4. when we go to the movies with my aunts, my aunt marie always has to be reminded to be quiet.

Tip:  
Do not capitalize words just to make them seem more prominent, e.g. *The chair of the faculty includes several world-famous professors.*

5. just steps away are the bolshey and maly theaters, red square, the kremlin, fashionable boutiques, cafés, and nightclubs.
6. katie fishman recently switched from nbc to cbs.
7. the sydney opera house is a multi-venue performing arts centre in the australian city of sydney.

8. "may i have another glass of juice, please, daddy?" katherine said.
9. prospective college students should take a standardized test, such as the sat and *ez*, in both countries – the usa and russia.
10. the patriarch of russia will visit the ukraine next year.
11. the mediterranean sea is a sea connected to the atlantic ocean surrounded by the mediterranean region and almost completely enclosed by land.
12. marat will graduate from kazan state university in a few months and is looking for a position in big companies, such as tameft or vostokneft.
13. mount everest, also known as mount chomolungma, is the world's highest mountain above the mean sea level located in the himalayas on the nepal-china border.
14. reflecting the moscow lifestyle, the savoy hotel combines gracious traditions with state-of-the-art guest room amenities.

15. in general, undergraduate students get their first four-year degree – bachelor of arts or bachelor of science; graduate students study two more years for the master's degree and doctor of philosophy degree.

##### ! CAPITALIZATION 2

Capitalize

- all the words in a title/heading except articles, to in infinitives, and connecting words of fewer than five letters. Capitalize even these short words when they are the first or last word in a title or appear after a colon, semicolon, or dash, e.g. *Of Mice and Men, Learning Through Writing: An Advanced Course for ESL Students, A Star Is Born*
- documents, events, periods, e.g. *the Bill of Rights, the Vietnam War, the Renaissance*\*\*
- days of the week, months, holidays, e.g. *Wednesday, September, Thanksgiving*\*\*
- North, South, East, West when used as sections of the country, e.g. *The Bolsheviks have moved to the Northwest*. BUT do NOT capitalize west, east, etc. as compass directions, e.g. *northwest of Moscow*
- a series of questions after a colon, e.g. *We couldn't decide what to order: A hamburger or pizza? Fish or meat? Juice or tea?*
- names of religions, deities, sacred terms, religious figures, and holy books, e.g. *Orthodox, Muslim, Buddha, the Veda, the Crucifixion, the Bible*
- nationalities, languages, races, e.g. *Japanese, Latin American*\*\*\*

\* Years, centuries, or millennia are NOT capitalized, e.g. *the sixteenth century, the second millennium*.

\*\* Do NOT capitalize the names of the seasons, e.g. *Of all the seasons, he likes winter best*.

\*\*\* Do NOT capitalize the words *black* and *white*, e.g. *In our neighborhood there are equal numbers of blacks, whites, Asians, and Hispanics*.

2. Capitalize words in the following sentences as required by the rules in the table above.

1. i love the fall because of halloween and thanksgiving.
2. his new plays *we're through with heartache* and *he comes in* were highly praised by theatrical critics.
3. aphrodite, the goddess of love and beauty, was the daughter of zeus and dione.
4. our house is northwest of fremont.

5. the bible has many stories of the virgin mary and jesus.
6. we went to spain to learn spanish.
7. we lived in the pacific northwest for four years.
8. the main cold war enemies were the united states and the soviet union.
9. in all christian religions, believers celebrate easter sunday – a special day in march, april, or may to remember the death of jesus christ and celebrate his return to life.
10. in the us, black people prefer to be called african-americans; some people also use the polite expression "people of color" to talk about africans, asians, and indians.
11. i often think about my future. what will i become: a teacher? an interpreter? a mother of four?
12. the 2nd millennium was a period of time that commenced on january 1, 1001 and ended on december 31, 2000.
13. the decade of the 1920s, known as the roaring twenties, is often characterized as a period of american prosperity and optimism.
3. Proofread the sentences for capitalization errors. There are 4 errors in each sentence.
  1. our favorite Uncle is uncle bob.
  2. The pope and the italian ex-President met in rome last week.
  3. Maria Rodriguez, master of science, got her Degree in yale, in 2005.
  4. to find levi's, you should walk one block South and then turn East.
  5. My Grandfather heroically fought against the german invaders During world War II.
  6. suffragettes were members of a Female Group that tried to obtain for women the right to vote in the early twentieth Century.
  7. The children were very excited about their christmas presents: What would they get? a pair of skis? toys? or just a box of chocolate?

## V. End Marks

### ! PERIOD

- Use a period (.)
- at the end of a statement or command, e.g. *The academic year begins in September. Send the letters to Doctor Clark.*
  - in initials for personal names, though increasingly they are omitted, e.g. *A. P. Chekhov, E. J. Williams*
  - in abbreviations and shortenings; the practice, however, is becoming less common, e.g. *Capt. Flint, Fleet Mortgage Group, Inc., Prof. Brown, Dr., Mr., Jr., Ph.D., M.A., e.g., i.e., a.m.*
  - to separate whole numbers from tenths, hundredths, etc., the period called "decimal point" is used, e.g.  $\text{€}8.75$ ,  $\frac{1}{2} = 0.5$ ,  $\pi = 3.14$
- Do NOT use a period after titles and subheadings, e.g. *War and Peace* —, *Islands in the Ocean* —
- Periods are NOT used in acronyms where initials are pronounced as a word, e.g. *NATO, AIDS*. There is also a tendency to omit a period if all capital letters are used in abbreviations, e.g. *USA, UK*, and in academic degrees *PhD, B.A, BSc*.

## ! OTHER END PUNCTUATION MARKS

Use a question mark (?) at the end of all types of questions, e.g. *What do you do for your living? Could you tell me the way to the post office? The weather is lovely today, isn't it?*, in a series of questions (even incomplete ones), e.g. *Before entering a university, school-leavers should think hard. Do they want to attend a large state university? A small private college? Do they want to stay close to home? Live on their own in a distant place?\**

Use an exclamation mark (!) at the end of a sentence expressing a strong feeling, after an interjection, e.g. *Congratulations! You've got this job! \*\**

- Do NOT put a question mark after indirect questions, e.g. *He asks you where you work.*
- Do NOT use many exclamation marks in your piece of writing: they lose their effectiveness. What's more, the text seems hysterical. In general, they're almost never used in formal or business writing.

1. Punctuate the story using periods, question and exclamation marks. Also, change small letters to capital letters where necessary. Do not change the punctuation marks used in the text.

we were told to take a taxi from st pancras station our train would arrive there at 6 am the address we were to go to was written on a piece of paper: "25 Willow St"; it

Tip:  
In total, there are  
14 sentences.

was made up of words and letters cut from a newspaper, i suppose so, we could not recognize the handwriting we even asked a handwriting expert if he could make anything of that, but alas, the kidnappers would never make such a silly mistake the instructions were precise: "Arrive at the house, approach the telephone box at the corner of the street, be in the box at 6:20 am, and expect to receive a call from max, the leader of the gang if you inform the police, then sandra would die" my sweet little sandra could die did they hurt her tortured her these thoughts made my blood run cold so we didn't have any choice, did we i called the station and asked john to come with me we agreed to get the 2 pm express for london

## VI. Comma

### ! COMMA

The comma (,) separates parts within a sentence. It is the most widely used punctuation mark, and it has many functions. Use a comma

- to separate independent clauses joined by coordinating conjunctions *for, and, nor, but, or, yet, so*, e.g. *The students studied hard throughout the semester, so they all passed the final test successfully.\**
- to separate an introductory subordinate clause from the main clause in complex sentences, e.g. *Because we wanted to see many interesting sights in the city, we started off early in the morning. BUT We started off early in the morning because we wanted to see many interesting sights in the city.\*\**
- to separate an introductory phrase or word from the clause, e.g. *As a result, his chances for promotion are very high. However, it requires a great deal of effort.\*\*\**
- to separate interjections, such as *ah, oh, wow, tugs*, and responses *yes/no*, e.g. *Oh, now I remember this man. You're going to the party, aren't you? No, I'm definitely against it.*

• When a sentence is short, and its meaning is clear without commas, omit them, e.g. *Days are long and nights are short in summer.*

•• Common starter words for introductory clauses that should be followed by a comma include *after, although, as, because, if, since, when, while*, e.g. *While I was eating, the cat scratched at the door.*

••• Common introductory phrases that should be followed by a comma include words, e.g. *however, generally, consequently*; set phrases, such as *in general, in other words*, etc.; participial and infinitive phrases, e.g. *Having finished the test, he left the room. To get a seat, you'd better come early*; long prepositional phrases, e.g. *After the test before lunch, I went jogging.*

**NOTE:** Usually a comma is NOT used after some short time words, such as *today, tomorrow, now, soon, then*, e.g. *Today we're writing a grammar test.*

**1. Put commas in the following sentences to mark off introductory phrases, interjections, tags, and responses.**

- Besides my father there were three other men in the boat.
- Ah now I understand.
- On the other hand you could refuse to pay the fine.
- To make matters worse the man who took the money is my boss' nephew.
- Consequently I'd be glad if you did not mention this to anyone.
- Oh look I think it's Harry over there.
- Generally part-timers work in low-status occupations.
- However I will come if you want me to.
- To qualify for this job you must have a certificate in CAE.
- However much you ask me I shall stay at home.
- Having washed her hair Carolyn reached for the hair-dryer and scissors.
- In other words you are refusing to help me.
- Yes you can borrow books from storage.
- Wow look at that!
- He drinks milkshakes in the morning and in the afternoon doesn't he?

**2. In the sentences below, use commas where necessary. Explain the use of commas.**

- Yes Alison I remember about the appointment but thank you for reminding.
- We can broil chicken on the grill tonight or we can just eat leftovers.
- Though he was very rich he was still very unhappy.
- Most people were happy just sitting around in the shade for it had been a long and dusty journey on the train.
- Everyone laughed when he got a cream pie smashed in his face.
- She hasn't taken dance lessons nor does she need to.
- Although using a compass is the easiest way to identify which direction is north you can also use the sun or the stars.
- Before eating the dog barked three times.
- Other singers try to imitate her style yet they have not succeeded.
- Jack took a taxi and drove home.
- Jack took a taxi and Karen drove home.
- My friends agreed to spend the entire vacation there because they liked the city and its people.
- We went to the campsite as soon as we arrived but it was already full.
- Even though I added cream to the stew Rocky ignored his serving so I got a spoon and ate it myself.
- When I get my braces off I will be very happy.

**! COMMA 2**

Use a comma

- to separate three or more items (words, phrases, clauses) in a series, e.g. *We need to buy eggs, milk, cheese, and bread. Today people are eating more food, driving more cars, burning more fuel, and making more garbage than ever before.*
- to separate two or more coordinate adjectives that describe the same noun, e.g. *Dennis is a creative, talented photographer.*
- to separate items in dates, e.g. *The winter Olympic Games in Sochi began on February 6, 2014. October 31, 1517, is one of the most significant dates in history. BUT The winter Olympic Games in Sochi began in February 2014. October 1517 was a major month in history.*
- to separate large numbers (consisting of more than four digits) into groups, e.g. *The group of volunteers raised about € 25,000 last month. The company sold over 15,000,000 pounds of rice in 2013. (See also Section V.)*

• When there are two items, do NOT use a comma, e.g. *She couldn't decide whether to stay or to leave.* However, if the coordinate elements are contrasted, to indicate a distinct pause, a comma is used, e.g. *Viktor was sometimes tactless, not rude. The chimpanzee seemed reflective, almost human.*

• Coordinate adjectives are adjectives with equal ("co"-ordinate) status in describing the noun; neither adjective is subordinate to the other. You can decide if two adjectives in a row are coordinate by asking the following questions:

- Does the sentence make sense if the adjectives are written in reverse order?
  - Does the sentence make sense if the adjectives are written with *and* between them?
- If you answer *yes* to these questions, then the adjectives are coordinate and should be separated by a comma. Cf. *He was a difficult, stubborn child.* = *He was a difficult and stubborn child.*  
Do NOT use a comma with non-coordinate adjectives, e.g. *Her husband gave her a beautiful pearl necklace on her birthday.*

**3. In the sentences below, use commas where necessary.**

- We took our tent our sleeping bags food and fishing rods.
- They go to the supermarket once or twice a week.
- When the Joneses received the legacy they bought a Rolls Royce and a yacht a house and a horse farm.
- Alicia sent in her applications and waited by the phone for a response.
- They met in Mill Valley in December 2007.
- The test should be completed in pencil not pen.
- My brother not my sister is a Rhodes Scholar.
- Waiters talk to the customers ask for orders pick up the food and carry it back to the table.
- You can choose fresh fruit and vegetables from local farmers in California Mexico or Brazil.
- The growth of cities is a problem in Europe Asia North America and South America.
- The show was a success; over 150000 people watched it on TV last night.
- The characters are vivid almost real.
- The student performed well in Science Social Studies and Arts last semester.
- 6 Feb. 14 1999 was the target date.
- They drove two blocks looked at the map and turned right.
- When strolling around the park we met Dora's friends Melissa and her brother. (= Dora's friends are Melissa and her brother.)
- When strolling around the park we met Dora's friends Melissa and her brother. (= We met Dora's friends + Melissa + her brother.)

Tip:

Do not use a comma before *and* connecting pairs of related items, e.g. *bread and butter, toast and jam, etc.*

4. **Decide whether the adjectives in the following sentences are coordinate or not. Use commas where necessary. Explain the use of commas.**

1. The relentless powerful summer sun beat down on them.
2. The relentless powerful oppressive sun beat down on them.
3. Did you read about Macomber's short happy life?
4. In order to get home, we must travel over several narrow winding treacherous roads.
5. He ate the hard chewy cheese.
6. Laura drives a blue metal car.
7. The guitarist played a beautiful haunting melody.
8. We were prepared for a long tedious planning session.
9. Allen owns several blue wool sweaters.
10. In the attic, we found old thin paper cutouts we used to play with when we were children.
11. The poster depicted a brown-haired blue-eyed child, wearing a red denim shirt.
12. For breakfast we ate two oversized blueberry muffins.
13. We bought two dozen boxes of mouth-watering peanut butter cookies.
14. She was wearing a black short-sleeved low-neck blouse.
15. The dancer was wearing pink lacey dancing shoes.

## VII. Double Comma

### ! Double Comma

The double comma (—) is often used

- to mark off connecting words and phrases that are **NOT** essential to the meaning of the sentence, e.g. *Progress so far has been very good. We are, therefore, confident that the work will be completed on time. This restaurant has an exciting atmosphere. The food, on the other hand, is rather bland. Is Mark participating, by the way?*
- to mark off appositive constructions such as titles and degrees that follow names, e.g. *Martin Luther King, Jr., was born on January 15, 1929. Mr. Russ Charles, PhD, will be lecturing for 2 days. Mrs. Swing, MP, is going to preside over the meeting.*
- to set off geographical names, e.g. *Birmingham, Alabama, gets its name from Birmingham, England.*
- in non-restrictive subordinate clauses introduced by pronouns *which* and *who*, giving additional information about a noun or thing, e.g. *Next Tuesday, which happens to be my birthday, is the only day when I am available to meet. Do NOT use commas in restrictive clauses giving essential information about a person or thing you are talking about, e.g. The book that I borrowed from you is excellent.\**

\* Here are some strategies to help you decide that a word, phrase, or clause is **not** essential and needs to be enclosed in commas:

1. If you leave it out, the sentence still makes sense. Cf. *Vanessa, who speaks many languages, is a polyglot = Vanessa is a polyglot. A person who speaks many languages is a polyglot = A person is a polyglot (which person?).*
2. It interrupts the flow of words in the original sentence.

**NOTE:** That clauses after nouns and verbs expressing mental actions are **always** essential, e.g. *The books that you gave me are excellent. Natalie believes that she will be able to earn an A. He says that they reached a compromise. They wished that warm weather would finally arrive. That in such sentences is often omitted.*

1. **Explain the use of commas or their absence in the following sentences.**

1. People who are afraid of germs have microphobia.
2. Rodney Stewart, our neighbor, is the editor of the largest newspaper in the city.
3. Airlines that offer comfortable seats and good food are popular with travelers.
4. The manager, who tried to apologize, lost his job for selling free sample items.

5. The city of Palma, Majorca, is situated on the south coast of the island on the Bay of Palma.
6. Mary Queen, Associate Dean, hired a new professor.
7. My Uncle Louis, who runs a grocery store, is afraid of insects.
8. For a while she imagined that she was a rich woman, living in a beautiful house.
9. Families in which women work are financially safer.
10. Dr. J.D. Peterson, Professor of Music, gives a concert tonight at the Grand Musical Arena.

11. Phobias, which may start in childhood, are very strong fears.
12. Planets that contain water can support life.
13. It was an experience which I will never forget.
14. Chess, the game of kings and the king of games, is played by intelligent people.
15. Amsterdam, Holland, is undoubtedly one of the jewels of Europe.

2. **The following sentences have essential and not essential information in them. Put in the necessary punctuation. Some sentences are correct as is. Write a C if you think the sentence is correct. The first one has been done for you.**

1. Students who always write with a reader in mind tend to write clearly. - C
2. Professor Villa who used to be a secretary for the President can type 132 words a minute.

3. Alan who served the salad did not notice the caterpillar nibbling a lettuce leaf.

4. Golden Delicious apples which are yellow are sweet.

5. Alison Jones and her husband David who live in Hartlepool are celebrating their golden wedding anniversary.

6. Is this the book that you were looking for?

7. *ITV's News at Ten* which occupied the mid-evening slot for years was a very popular program.

8. My history textbook which has 500 pages is the most boring book I have ever read.

9. A person who is afraid of closed rooms has claustrophobia.

10. The fact that she is your sister-in-law should not affect your decision.

11. The man who ordered another double mushroom pizza claims to have a pet crocodile in his backyard pool.

12. Veronica who needs an A on the final exam was caught copying statistics formulae on her bare ankle.

13. The car that Madeline purchased from a newspaper ad belches black smoke whenever she accelerates.

3. **Proofread the text for the correct use of commas. There are 20 mistakes in it.**

Dear Mom and Dad!

Well, you'll be pleased to hear that I passed all my exams successfully! I was worried about English but I'd been working very hard at it. Now I'm rewarded for the effort. Besides our English teacher - Mrs. Julia Conrad Ph.D. - is very experienced, and patient. I learned a lot from her classes.

Tip:  
For the use of commas in addresses, letter openings and closings see the Unit "Letter Writing".

I still love school and I really like to live here on campus. I've made a lot of friends from many different countries. For example my new room-mate is from Osaka Japan. His name is Kiho. He arrived a week ago, and everything seems so confusing to him. I try to help him in every way. First, because they eat with sticks in Japan I taught Kiho how to use a fork and a knife. Heavens he asks me lots of various questions, and answering them is challenging.

As for me I feel lonely and I think about how much I miss you. I miss your cooking Mom. I miss your advice Dad. I remember the one you gave me, before I left home for college. You asked me to study hard respect my teachers and write home once a week. I will, Dad, I will. Write back to me soon! Give my love to Maria-Elena say hello to my friends, and our neighbors.

Love

Ricardo

### VIII. Semicolon

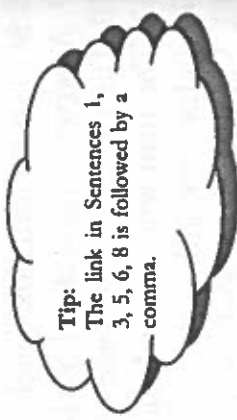
#### ! SEMICOLON

The semicolon (;) is used

- to join two grammatically complete sentences that are related in content and purpose, e.g. *Some people prefer to keep dogs as pet companions; others would rather be cat owners.*
- to join two independent clauses together with one of the following conjunctive adverbs: *therefore, moreover, however, consequently, otherwise, nevertheless, thus, etc.*, e.g. *The book has no narrator or main characters; consequently, it lacks a traditional plot.*
- to separate items in a series in long sentences when the items themselves contain commas, e.g. *At the meeting we met Charles Burns, the president of the company that ranked first in the oil industry; Kim Burns Samuels, the president's charming daughter and the company's vice-president; Roger Samuels, his ambitions son-in-law and the company's treasurer.*

**NOTE:** Use the semicolon only when the sentence needs it. Do NOT connect more than two clauses; write separate sentences instead. Do NOT use more than two semicolons in one paragraph.

1. Join the following sentences with a semicolon. Use a linking word to make sentences 1, 3, 5, 6, 8 more coherent by demonstrating the relationship between them.



1. The history of Indian classical dance dates back many centuries. It started even before the written language was known.
2. Ancient Indian story-tellers were accompanied by musicians to enhance their stories. They slowly started swaying to the music.
3. In the older days, women were not supposed to be seen in public. Indian classical dance was performed only by men.
4. Women from middle-class families started dancing at family celebrations like weddings. The dance form lost its worship value and became a form of entertainment.
5. Classical dancing was an art form that royal princesses wanted to learn. They could not learn it from male teachers.
6. Later, after independence from the British, many women learned to dance. They refused to abide by the age-old tradition of not being seen in public.
7. Dance can embody or express ideas and emotion. It often tells a story.
8. It is impossible to say when dance became part of human culture. It had certainly been an important part of ceremony, rituals, celebrations, and entertainment since the times of the earliest human civilizations.

9. Choreography is the art of creating dances. The person who creates them is called a choreographer.

### IX. Colon

#### ! COLON

In general, the colon (:) means "as follows". In prose, it is used to introduce a word, a phrase, a sentence, a quotation, or a list.

Use a colon

- before a list (of three or more words), e.g. *In modern families a man may help at home in many ways: cleaning, shopping, and cooking.*
- before an appositive or explanation, e.g. *She devoted all her life to one thing: motherhood. Some families keep the traditional pattern: the father works, and the mother stays home.*
- before a subtitle of a book, article, etc., e.g. *Sharpen Your Skills: A Reading / Listening Textbook*
- after an independent clause when introducing a quotation, e.g. *My teacher's remark on my final essay was very complimentary: "This essay coherently analyzes musical trends of the late 20th century."* For other marks for quoting, also see Section XIV.
- between hours, minutes, and seconds when reporting the time of day, e.g. *This file was last modified today at 11:50:5.*

\*Do NOT use a colon after a verb or preposition, e.g. *The classes I took last semester were English, French, History, and Urban Studies, BUT The class I took last semester were the following: English, French, History, and Urban Studies.* Do NOT use a colon if the introductory independent clause ends in the expressions such as, including, like or consists of, e.g. *The contestants prepared various kinds of ethnic dishes, such as goulash, sauerkraut, empanadas, and Beef Bourguignon.*

\*\*The colon is used when the second clause is an answer to an implied question raised in the first independent clause, e.g. *I will always remember the first time my husband cooked for me: it was a charming Friday evening with a romantic candle light dinner he prepared.*

1. Combine each pair of sentences by using a colon. In some cases, remove words or change the sentences. Explain the use of colons.

1. Plantanos belong to the banana family, but they differ in three ways. They are bigger, broader, and sweeter than bananas.
2. There are several steps to prepare for the funeral service in Sri Lanka. The steps are informing the temple, arranging for embalming and cremation of the body, and turning all photos in the house to face the wall.
3. John F. Kennedy issued this stirring challenge. "Ask not what your country can do for you; ask what you can do for your country."
4. When you prepare this special dish, you will need one special ingredient. You will need coconut oil.
5. Please, take the pieces out of the bowl, but be careful. The water is very hot.
6. Chef Roberto won the cooking contest and was very excited. "I would like to thank my grandmother for teaching me everything I know."
7. Nicaragua is not a big country, but size is not important. Nicaragua is beautiful
8. Soon the whole building was on fire. Huge flames reached the sky.
9. The words Ivan spoke were very kind. "Masha, I made this dinner specially for you, dear."
10. There is a vital issue every chef has to consider. Will the soufflé rise properly or dramatically collapse in front of the guests?
11. The play was poorly performed. It lacked both experience and characterization from the actors.

2. Proofread the sentences for the correct use of commas and colons.

1. They say that the major causes of prejudice are: ignorance and fear.
2. In the past some jobs were always for men banking police work business medicine and law.
3. There is one poem I love more than any other "Rainbow Rebirth of Love".
4. My parents were very strict and they didn't approve of: dating dancing smoking and playing cards.
5. The lecture starts at 9,40 a.m. and the seminar begins at 1.20 p.m.
6. There was only one possible explanation, the train had never arrived.
7. Before writing a paragraph one should consider the following purpose, and audience.
8. I enjoy playing physically demanding sports such as: soccer, racquetball, and ice hockey.
9. I like the famous Bacon's saying, "Reading makes a full man, writing an exact man, speaking a ready man."

X. What's the Difference?

! COMMA, COLON, SEMICOLON COMPARED

These punctuation marks can be confusing. Remember that the colon introduces enumeration and/or explanation; the comma separates parts within a sentence, and the semicolon says something that is different from what came before, but somehow relevant to it.

1. Use a comma, a semicolon, or a colon in the following sentences. Explain your choice of punctuation marks.

1. The doctor gave all his patients the same advice cut back on salt and fats don't smoke and exercise regularly.
2. Because of increased concentration of endorphins in the nervous system people who exercise heavily do not feel pain until they stop.
3. Men seem to dominate the novel the women play minor roles.
4. *Pasar malam* is a Malay term for "night market" the first part *pasar* means "market" and the word *malam* means "night".
5. Walking along the narrow streets of Pasadore one can feel a delicious smell a variety of local dishes are prepared in the open air.
6. Most music computers are too expensive for the average consumer however digital keyboard instruments can be inexpensive they are widely available.
7. The daily newspaper contains four sections news sports entertainment and classified ads.
8. Members of the band include Harold Rostein clarinetist Tony Aluppo tuba player Lee Jefferson trumpeter.
9. The children came home today they had been away for a week.

XI. Comma Splice or Run-ons?

! COMMA SPLICES AND RUN-ON SENTENCES

The comma splice occurs when two independent clauses are joined by a comma, e.g. *I was feeling hungry, I made myself a sandwich.* The run-on sentence occurs when two independent clauses are written as one sentence with no punctuation at all, e.g. *I was feeling hungry I made myself a sandwich.*

Comma splices and run-ons can be corrected in four main ways:

- use a period to make two separate sentences, e.g. *I was feeling hungry. I made myself a sandwich.*
- use a semicolon between the two clauses, e.g. *I was feeling hungry; I made myself a sandwich.*
- use a comma and a connector, e.g. *I was feeling hungry, and I made myself a sandwich.*
- use a semicolon and a subordinator (sometimes followed by a comma) to make a dependent clause; attach it to the independent clause, e.g. *I was feeling hungry; that's why, I made myself a sandwich.*

1. Using the directions above, identify the error type and correct comma splices and run-ons in the following sentences.

1. The local factory shut down for the holiday, everyone had two weeks off.
2. We walked over the waterfall slowly afterwards, we sat down to admire the beauty of the falls.
3. This floor polish does not work I have already tried it.
4. The King walked around the castle an hour later, his head was chopped off.
5. It is nearly half past five, we cannot reach town before dark.
6. The sun is high put on some sunblock.
7. South Africans buy many products, the products are imported.
8. Janet was sleeping the thunderstorm was roaring.
9. We completed the experiment, we wrote a report.

XII. Dash

! DASH

Of all the punctuation marks a dash (-) is the most misused. It is called a strong comma and is often used to add extra emphasis to a piece of information that follows it. Use a dash

- to bring rephrasing or summary after a series of introductory elements, e.g. *The city has many beautiful beaches, small cafes and fancy restaurants, large shopping centers and trendy boutiques - everything to make it attractive for tourists.*
- to add an afterthought, e.g. *He never likes anyone else's ideas - but why?*
- to indicate a sudden interruption in thought or to show that the sentence is unfinished, e.g. *On the one hand, skydiving is a thrilling and unforgettable experience; on the other hand, hum - ?*
- to mark a change in the mood or flow of ideas in a sentence, e.g. *The singer was young, beautiful, famous - and addicted to drugs.*

1. Use dashes in their proper places instead of other punctuation marks in the following sentences.

1. Beautiful Mary entered the room, said her cheerful "hello" to everyone, sat down at her spotlessly clean desk, and burst into tears!

- Television transmits information, teaches children, and entertains grown-ups: I like television.
- Television advertises unhealthy way of life, shows violent scenes, corrupts innocent minds! But who cares?
- Ann lowered her voice: "Do you think it's Ted who? Well, you know what I mean."
- Murder, armed robbery, assault; he has a long list of felonies on his record.
- Bob was a fine fellow, in his own opinion.
- Life, liberty, and the pursuit of happiness; these are the major people's rights.
- I told him I was going to... Ouch! That hurts!
- There was only one person suited to the job, Mr. Lee.

### XIII. Other Double Marks

#### ! PARENTHESES, DOUBLE DASH

The parentheses ( — ), double dash ( — — ) are used to enclose additional information which is inserted in the sentence/text.

The parentheses (singular *parenthesis*) are used

- to enclose non-essential information that might be interesting or helpful for the reader to learn, for example, the writer's comment, e.g. *My brother (by the way, we're twins) lives and works in Hong Kong.*
- to enclose figures or letters labeling items in a list, e.g. *The new government has announced plans to (1) raise the minimum wage, (2) increase employment, and (3) reduce inflation.*

The double dash is used to especially emphasize the information enclosed into dashes, e.g. *Mountain Lakes — my hometown — is a quiet picturesque place in the state of New Jersey.* They are seldom used in formal writing. \*\*

- When commas, periods, and other punctuation marks are used with parentheses in one compound sentence, put them outside the second parenthesis mark, e.g. *This morning I got a letter from my brother (by the way, we're twins); he invited me to spend the Christmas holidays at his place (he lives and works in Hong Kong now). BUT when a complete sentence is enclosed into parentheses, its end punctuation mark is put inside the second parenthesis, e.g. *My twin brother lives and works in Hong Kong. (By the way, this morning I got a letter from him.)**

\*\* Use the double dash to set off parenthetical elements containing commas or other punctuation marks, e.g. *Sam — my best friend, most loyal companion, and wisest counselor — is a dog. He took the letter angrily — or was he really happy? — and started to read.*

1. In the sentences below, use a double punctuation mark to bring out the inserted part. Explain your choice.

- Despite the influence of other cultures especially North American the Latin American woman has always been submissive to the man.
- The first step in cooking Kon Pao chicken before making the famous sweet-sour sauce with soybeans and oysters is to cut fresh chicken pieces into narrow slices and drop them into a very hot wok.
- Currently, one of the most serious not to say extremely dangerous economic problems facing the US is an ever-increasing cost of the prison system.
- Imports of petroleum products which are estimated at \$2.5 million are the largest import in South Africa.
- In Japanese culture for example the word modesty traditionally means "having respect for others," but in today's Japan unfortunately the meaning has changed.

Tip:  
Don't forget to use the double comma (See Section VII).

- Students can find good-quality inexpensive furniture such as desks, tables, chairs, sofas even beds in junk stores.
- What would we do if someone like Adolf Hitler that monster appeared among us?

2. Put periods, an exclamation mark, a question mark, dashes, commas, and parentheses as needed in the following sentences.

- You would know whether the Headmaster of Central school Mr. Charles Wheeler is retiring at the end of this term or at the end of next term wouldn't you
- Unless I can win a scholarship I won't be able to go abroad to study though I'd like to very much
- The subject I did best in at St James' that was my school you know was Art but I decided I could not make a living by drawing and so much against my wishes I had to go into Barclay's Bank
- Why your cousin grumbles so much I really don't know she has a good job and lots of spare time
- We crept along the gravel path by the house as quietly as possible but unfortunately Mrs. Steppleton our strict homeowner who had not given us permission to go out after 11 p m was awake and switched on the lights

### XIV. Marks for Quotations

#### ! MARKS FOR QUOTING

The quotation marks are used to enclose a direct quotation (direct speech) — someone's exact words, either written or spoken, e.g. *Mary said, "Let's go to the movies tonight."*

The single quotes are used to set off a quotation within a quotation, e.g. *John looked at Mary: "You said, 'Let's go to the movies tonight,' didn't you?" She said, "He said, 'Hurry up.'"*

The comma is normally used if a sentence contains phrases with reporting verbs, such as *he said, she asked, e.g. The secretary said, "Sorry, Mrs. Smith is not in."* or *"Sorry, Mrs. Smith is not in," the secretary said.* \*\* The comma is NOT used in reported (indirect) speech, e.g. *The secretary said that Mrs. Smith was not in.*

The colon is sometimes used to introduce a quotation when there is no reporting verb, or when the quotation is long, e.g. *To be a patriot, one should remember the words of J.F. Kennedy: "Ask not what your country can do for you; ask what you can do for your country."*

- Do NOT use quotation marks with indirect quotations — someone's reported words, which are usually introduced by *that*, e.g. *Mary suggested that we go to the movies that night.*
- Mind the location of the comma and end punctuation marks: always put it to the left of a quotation mark, e.g. *"Houston," Lovett said, "we have a problem."*

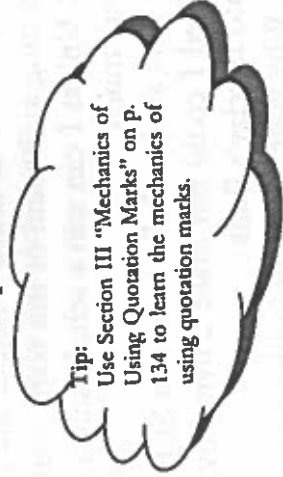
1. Use necessary marks for quoting in the following sentences.

- Hippocrates gave the first rule of medical practice First, do no harm.
- Mary cried When Bob said I can't see you anymore my heart was broken.
- The letter he received started with the greeting Dear Professor Ross, ...
- "I was leaving the store when I heard someone yell Nobody move!" explained Carla.
- Concern for the fate of Chinese characters extends well beyond the interest of artists alone writes Tracy Pomerinke.
- He said that he would like to thank his grandmother for teaching him everything he knew.
- I will never forget Chef Roberto's words To cook or not to cook, that is the question.

- 8. Mr. Kershner asked us if we knew how to use a comma.
- 9. Bridget said My favorite movie line is from Marlon Brando in *The Godfather* when he says I'll make you an offer you can't refuse.
- 10. I've heard that line said Albert but I never saw the movie.
- 11. That won't be a problem for you, will it? he asked.

2. a) Punctuate the following sentences in direct speech. Give all possible options.

- 1. Marie asked Chuck can we afford to send Taylor to a private school?
- 2. I won't go to a private school Taylor yelled.
- 3. Taylor Aunt Emily asked do you like school?
- 4. Dad I want to quit school and go to work Jim murmured. Sally how would you evaluate your education the reporter queried.
- 5. I absolutely love going to school Sally responded.
- 6. Jim Frank said you're crazy if you think it's going to be easy to get a job!
- 7. Frank said Jim don't be a fool!
- 8. Chuck asked Taylor do you want to keep going to public school?



b) Rewrite the following paragraph, changing all indirect speech to direct speech. The first sentence has been done for you.

At dinner one night, Marie told Chuck that she thought it had been a mistake to put Taylor in a private school. Chuck asked Mary what had made her come to that conclusion. Mary responded that Taylor didn't have any real friends in the school. She added that his teacher had said he'd seemed miserable for quite a long time. Chuck said that he thought Marie was probably right. He asked her if they should switch him to the public school.

- 1. At dinner one night, Mary said, "Chuck, I think it was a mistake to put Taylor in a private school."
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

XV. Double Quotation Marks

! **DOUBLE QUOTATION MARKS**

Double quotation marks (" \_\_\_ ") are used to set off

- short works of art (titles of songs, stories, articles, essays, poems, chapters of books, episodes of a TV series, etc.), e.g. *My favorite song is "Candle in the Wind"* from the album *Goodbye Yellow Brick Road* by Elton John. \*
- words used in special or unusual meanings, or ironically, e.g. Her "pet" turned out to be a red sports car.
- a translation or interpretation of foreign words. Use parentheses around the English translation, e.g. *The French word enchante (to be delighted) is often used in greetings.*
- a word that you created yourself (with the help of productive English prefixes and suffixes) for emphatic purposes, e.g. *Jane liked Peter's personality very much, but the "bulldogness" of his face makes him less attractive to her.*

\* Do NOT use quotations around the names of magazines, newspapers, the Bible, or books, e.g. *He reads the Bible every morning.* See also Section XVI.

1. Use double quotation marks where necessary. Explain their meaning.

- 1. For each of his Literature class he recites long lines from *My Love for You is Strong*.
- 2. The Germans is an episode of the television program *Faulty Towers*.
- 3. Have you read the article *Vanishing Cultures* in this magazine?
- 4. The festive dinner consisted of a green salad and an iced tea.
- 5. In German there are many long compound words, for example, *Generalstaatsverord- netenversammlungen* (meetings of general states representatives).
- 6. Imagine, this freak shared his wisdom with me.
- 7. Crystals somehow know which shape to grow into.
- 8. Two of my favorite Robert Frost's poems are *Desert Places* and *A Question*.
- 9. Through the whole summer, I enjoyed the forestness of the landscape near the Zhi-guli Mountains.

XVI. Italics

! **ITALICS**

The italics are a special kind of print, when the letters are slanted. \*

- titles of long complete works: books, newspapers, magazines, plays, operas, record albums, CDs, motion pictures, e.g. *The Picture of Dorian Gray*, *The Times*, *Aida*, *Strawberry Fields*, *Thriller*
- names of ships, trains, airplanes, spacecraft, paintings, sculptures, e.g. *the Titanic*, *the Shanghai Express*, *the Spirit of St. Louis*, *Soyuz Le Gineconda*, *David*
- computer software, web sites, e.g. *Excel*, *http://www.ask.com*
- foreign words or phrases, e.g. *The Russian dish pelmeni reminded Giovanni of Italian ravioli, but bigger in size.* \*\*
- scientific terms, e.g. *Vitiligo is a medical condition when skin cells malfunction in producing pigment.*
- numbers, letters, and words used as words (illustrations), e.g. *In American English the last season of each calendar year is called fall, whereas in Britain they use autumn instead.*
- words for the sake of contrast or prominence, to draw the reader's attention to their meaning, e.g. *She is sure that they agreed to meet inside the mall, but Will is waiting for her outside at the main entrance. What do you have to do with this business?*

\* In handwritten papers underlining, as a rule, performs the same function.

\*\* Do NOT italicize foreign words that are commonly used in English, such as sushi, vis-à-vis.

1. *Italicize the words in the following sentences where necessary.*

1. Have you read a new article about dolphins' intelligence in the Atlantic Monthly?
2. Rocky, Boxer, and Rambo made Sylvester Stallone a world famous actor.
3. Miguel de Cervantes, one of the prominent Spanish writers, is best known for his novel Don Quixote.
4. In Glinka's Ivan Susanin the idea of patriotism runs through all its scenes.
5. Rebecca and Don first met on board of the Queen Elizabeth when they were crossing the Atlantic back to Great Britain.
6. The explosion of Challenger in 1986 and the death of the astronauts on board deeply affected all Americans.
7. - Where's my pen? I clearly remember it lying on the desk. - Oh, look it's not on the table but under it.
8. "Tell me, mon ami," he said, "what you are thinking about it all."
9. The teacher said, "In the word neighbor, for example, we hear only four sounds, but the noun consists of eight letters."
10. In linguistics, ellipsis is the practice of leaving a word or words out of a sentence when they are not necessary for understanding it.
11. The word basically is often unnecessary and should be removed.

XVII. Other Punctuation Marks

! MORE PUNCTUATION MARKS

The indented line is very important for division of a text into paragraphs. It marks the beginning of a new thought. Also, in dialogs or polylogs the first line of each speaker's part is indented.\*

The ellipsis marks (...) are used

- when omitting a word, phrase, line, paragraph, or more from a quoted passage, e.g. "The ceremony honored twelve brilliant athletes from the Caribbean who were visiting the US."
- to indicate a pause in the flow of a sentence, e.g. Juan thought and thought ... and then thought some more.

\* A blank line between paragraphs performs the same function.

XVIII. Round-up

1. Read the story. Correct the 13 errors in punctuation.

the Return Of the Absentee.

The night clerk of the hotel was surprised to see a strange person who was grey with dirt, come rocking up to his desk, the hotel was a respectable one and stood just across the road from the British Museum in a quiet street. So, it was unusual for the clerk to see such a shabby person in the hotel, but the boy didn't turn the visitor out the hotel was famous for its excellent service.

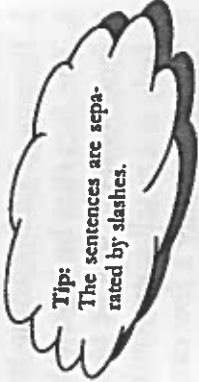
He asked him politely What he could do for him? 'I'd like', said the stranger, "to be taken to Room 202 on the second floor." "202?" repeated the clerk in a puzzled voice. "Sir, this room is occupied by Mr. Billaps, a statesman from Texas." The boy laid some

emphasis on the word *this*. He went on "And it's pretty late to wake such a worthy man." "I know that. Nevertheless I can't wait till it's morning," insisted the visitor.

The clerk gave in: "Well, what's your name then?" "I'm Mr. Billaps, from Texas I have just fallen out of the window," was the answer.

2. Rewrite the following text using correct punctuation.

why is it so difficult for the russian student to use punctuation marks when writing in english / the answer is simple in contrast with russian english punctuation is based on a different principle/ in the russian language there are strict grammar rules according to which this or that punctuation mark should be used / for example we are to put a comma before who that in a compound sentence / in contrast the use of comma in such cases in english depends on the type of the clause / english clauses starting with who or which are separated by commas only when they give extra information about a person place or thing / all in all english punctuation is less formal and very often is a reflection of what we actually hear in oral speech pauses variations of tone and other elements of prosody a linguistic term for intonation / in conclusion follow a piece of advice common sense and good taste are useful but not enough / to use punctuation marks effectively in your piece of writing a study the rules presented in this textbook carefully b be consistent in double cases and c remember the saying punctuation marks are traffic signals of language /



PROOFREADING

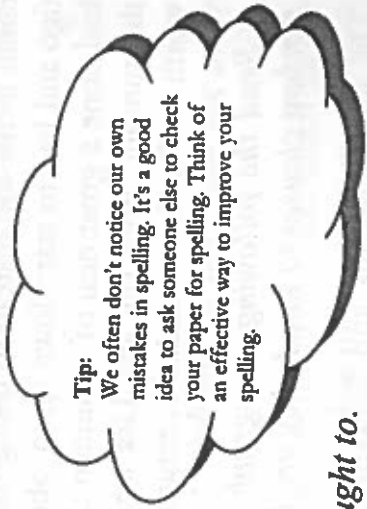
I. Spelling Fun

1. a) Read the following as quickly as you can and see whether you can decode the message.

THE PAOMNNEHAL PWEOR OF THE HMUAN MNID

cdnuolt blveiece taht I cluod aulacly uesdnatmrd waht I was rdnanieg.

Aoccdmrig to rsearch at Cmabrigde Uinervtisy, it deosn't mittaer in waht oreodr the ltteers in a wrod are; the olny iprmoatnt thng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses, and you can siddl raed it wouthit a porbelm. Thihs is bcuseae the huamn mnid deos not raed ervey lreter by isdef, but the wrod as a wlohe.



b) Rewrite the message to make it look the way it ought to.

## II. Identifying Fragments and Sentences

1. Proofread the following. If the words express a complete thought, write +. If the words are a phrase, write a new sentence by adding or taking away words.

- In China, the dragon is thought to bring good luck.
- For example, people who live over the road.
- Because I had nothing better to do, I decided to go with them.
- The fact that he is your brother-in-law.
- Since you are unable to answer.
- Italy is a small country that is shaped like a boot.
- There are only a few cars on the island.
- Just as the two men were leaving.
- Kate, my group mate, who did most of the talking.
- Although we knew we could not really afford the rent.
- Though she is already 50, she still plans to compete.
- As soon as I've saved enough money.
- Although China is overpopulated, it is trying to solve the problem.
- I will not buy the tickets until I hear from you.
- If a young basketball player from Nigeria can get a scholarship.
- Because I was one of those students.
- The economy is perhaps too dependent on high-tech industries.
- Had you worked harder, you would have passed your exams.
- By the time the train finally arrived in Santa Cruz.
- We need to make some personal sacrifices if we want to help.

2. Read the following paragraph and find fragments of the sentences. Change them into complete sentences. Use proper punctuation.

In late December, Sherry, Akiko, and Lisa took a one-day trip to Barcelona. Not knowing anyone there. They stayed in a youth hostel for a very reasonable price. On their one day in the city. They visited the Sagrada Familia, Gaudi's famous cathedral. Which was unfinished when Gaudi died and is still unfinished. All three girls were impressed by the cathedral's beauty. And decided to climb to the top instead of taking the elevator. Nearing the top, Akiko began to feel vertigo and had to start down again. Sherry and Lisa continued climbing. Even Sherry, who had done a great deal of mountain climbing in Canada. Felt nervous and unprotected at the summit. Both she and Lisa agreed that the view was magnificent. And the climb worth it. The three decided to return to Barcelona. As soon as they could.

3. Read the following paragraph. Find eight fragments and join them to the independent clauses to which they are logically connected.

The life of Martha and Edward Swan has improved immeasurably. Since they both got new jobs. Martha got a position as a proofreader and editor at a publishing company. Which is pioneering new workplace methods. Edward was

hired as a full-time consultant for an engineering firm. The difference between their new jobs and their old ones can be summed up in one word: flextime. Until they secured these new positions. Martha and Edward had a very difficult time raising their two small children. Their life was extremely stressful. Because they were at the mercy of a nine-to-five schedule and had to pay a lot for day care. In order to get to work on time. They had to have the children at the day care center by 7:30 every morning. Both of their new companies, however, offer a flexible schedule. As long as Martha and Edward put in their forty hours a week. They are free to work. When it is convenient for them. Now they can take turns staying home with the children, and day care is just a memory. Best of all, the children are much happier. Because they get the attention they need.

### III. To, Too, or Two?

1. Proofread the following paragraph. Find six to/too/two errors. Correct them.

I have lived in Paris for five years, and my sister has lived here for too years. She came here last because my parents thought she was two small to travel too a different place. When we left Russia, she was a baby. I studied hard, but it has taken me a long time too learn French. For my sister, it has been different. She speaks French very well already. She talks to all her friends in French, and she is one of the best students in class. I believe I can learn a lot from watching and talking too her. I hope there are things she can learn from me, to.

### IV. Checking Singulars and Plurals

1. Proofread the following paragraph. Circle and correct each noun that should be either a singular or a plural. There are thirteen wrong nouns.

When you decide to take a trips, the planning will take you some time. First, you have to decide where to go. Next, you need to look at map and book about the places and figure out how to use your times while you are there. Soon after that, you should talk to a travel agents to find out how you will travel, and how much the ticket will cost. Then if you are going to a countries with a languages different from yours, you may decide to learn a few phrase in that languages. Finally, you need to make a packing lists and check to be sure that you have the thing you need. After all this, you can relax and have a great trips.

### V. Subject-Verb Agreement

1. Circle and correct nine subject-verb agreement problems in the following paragraph.

Skimming is a fast-reading technique that take the reader through a text much rapidly than usual. But it is not just casual reading; it is a *careful* reading of certain parts of a reading passage. The reader do not read every word in a paragraph; s/he look at the first and last sentences and tries to find key words in between. Reading this way concentrate the reader's attention on particular parts in each paragraph. Most textbooks explains a proc-

Tip:  
You'll find 9 groups of words that are not sentences.

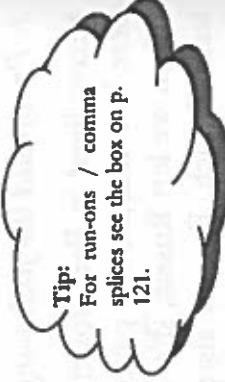
Tip:  
Where necessary, add commas and change capitalization, but do not add words.

ess, a situation, an event, or a technique; their expository paragraphs usually begins with a topic sentence. The topic sentence may not be the first sentence of a paragraph; it may be the second or the last sentence. Signal words, synonyms, and links between the other sentences expands and support the main idea. It's important to predict the organization of paragraphs, which also help the reader find the important ideas. Skimming is helpful in identifying the main points and understanding a relatively simple passage as well as a complicated passage. In general, skimming before reading aid comprehension and speed during the reading stage. Skimming can also be useful as a review technique before an exam.

### VI. Getting Rid of Run-ons and Comma Splices

1. Circle five run-on/comma splice problems in the following paragraph and correct them.

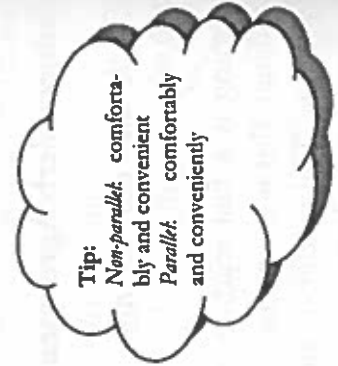
There are four stages in the composing process: prewriting, writing, revising, and editing. In the first stage, writers usually brainstorm, gather material, plan how to organize the text, freewrite, or outline. In the second stage, writers often pause they reread what they have written, make changes, and think about what to write next. While revising and editing, writers read the work several times, they should look for something different in each reading. The revising stage involves examining the ideas and the organization in the text they also check links, such as *thus*, *similarly*, and *because*. In contrast, the editing stage presupposes making changes in form rather than in content or organization these changes are made to improve grammar and vocabulary structures. Writers should edit for the most serious problems first: fragments, verb problems, agreement problems, and run-on/comma splice problems. Then, they should look for other kinds of mistakes they might have made. As writers become more aware of their individual problem areas, they begin looking for these specific kinds of mistakes. To create better written work, writers must desire to improve their editing skills and must train themselves to find and correct their own mistakes. All in all, they must consciously edit every piece of writing, after the editing is completed, they can write the final draft.



### VII. Parallel Constructions

1. Circle seven non-parallel elements in the following paragraph. Make all elements parallel.

Dictionaries are valuable things. However, as with all tools, they are worthwhile only if they are used correctly and effectively. To take advantage of dictionaries, one needs to understand the types of information that they can offer. Most dictionaries provide more than definitions and spellings of words. They also give information about pronunciation, etymology, usage, and what part of speech a word is. Dictionaries tell how to pronounce



words by using pronunciation symbols, dividing them into syllables, and accent marks are also used. Usage notes like "informal", "non-standard", "archaic", and also labels like "slang" tell when words can or cannot be used. Other kinds of information include synonyms, forms of irregular verbs, and the dictionary also gives plural forms of irregular nouns. As there are different dialects in the English language, an English dictionary is a record of how English speakers define, pronounce, are spelling, and use the words. The authority of an English dictionary is its completeness, its accuracy, its publishing company and when it was published. Words are still coming into the language and meanings change with years; therefore, one should have a dictionary that has recently been published or revise. For this reason, bilingual dictionaries are not recommended because they may imply that words can always be directly translated or inaccurate.

### VIII. Writing Correct Words

1. Cross out twelve incorrectly used words in the following paragraph; write the correct word in the space provided.

Statistics say that students tend to forget about 80 percent of a class lecture within two weeks. For this reason, lecturers usually recommend taking notes in class. To take more efficiently notes, students should use regular-sized paper, write on one side, and leave wide margins. Two things for good classroom notes include handwriting speed and legible. Speed is most important to taking notes because students can fail to catch important points if they cannot write quick enough to keep up with a lecture. If the handwriting is not legibility, the notes might not be helpful. A pen often writes more smooth than a pencil, so using a pen will make speed and legibility better. Practicing writing faster and using a system of abbreviations may also be help. Students also need to understand what to write in their notes; they should include anything a teacher writes on the blackboard, like lists and define. Writing good class notes in English takes time and practice, and it may be impossibility to write all the important points that need to be put down. Wide margins can be used to put down the missing information that you can get from another student, the textbook, or the teacher. Take notes is not easy, but notes can improve memory, and they can help a student's concentrate during a long class period. After 30 minutes of a lecture or a discuss, it is very difficult to concentration, and the activity of writing can help focus a student's attention.

### IX. Multiple Errors

1. In the following paragraph, correct errors in punctuation, tense choice, capitalization, and subject-verb agreement. Also find a sentence fragment, a non-parallel construction, and wrong prepositions. Compare your work with your partner's.

Yesterday was the worst day of my life. All my troubles began in the morning when I overslept because of my alarm-clock. As a result I was late to classes and had missed a

very important test in mathematics. But it wasn't the end of my misfortunes that day. As I returned home depressed and tired after a pt lesson. I thought it would be very pleasant to have a warm bath. All my dreams crashed as soon as I discovered that there were no water. I was very disappointed and angry, that's why I decided to lie in the sofa without thinking about anything and watch a nice film to put me to a better mood. Unfortunately I couldn't do even this for the reason that I haven't paid for the internet and couldn't download a movie. In the end, I went to bed exhausted, sweaty, and I was unhappy. I fell asleep with a hope that such a day will never repeat again.

2. In the following paragraph, correct errors in punctuation and capitalization. Also find sentence fragments, a run-on sentence, and a 'than/then' error. Compare your work with your partner's.

When you decide to get an international passport to travel abroad, you have to follow a standard procedure. First of all you are to decide which type of passport you need; ordinary or biometrical. Then, you need to fill in the forms correctly, giving such information as your full name, places of birth and living, education, work places and so on. After that you have to collect all the documents required. 3 photos of a certain size, a copy of your russian passport, a document confirming your work place, a paper from the Registration Office, and a check proving that you have paid the commission for your new id. As you have done all this you should come to the passport-issuing office where the officer checks all the papers. From than on the issuing of the new document is in process; you only have to wait for a month or so in a month you have to come to the office again to get it.

3. In the following paragraph, correct errors in subject-verb agreement, prepositions, articles, plurals, capitalization, and inconsistencies in person. Compare your work with your partner's.

Marie learn languages very easily. She was born on haiti and has spoken the french and the creole all her lives. Now marie also know the english, spanish, and italian. She has a special technique that always work for her. At night you go to sleep by hypnotizing yourself as you stare at the poster of the stained glass window of notre dame cathedral on the paris. Her sony walkman tape deck is in her head, and she listen to a different language tapes each night.

Adapted from Smokes, T. p.105

4. In the following paragraph, fill in the nine missing apostrophes and twelve quotation marks.

Ernest Hemingways story A Days Wait tells about a young boy who is afraid of dying. He hears the doctor say, His temperature is one hundred and two degrees. He remembers his friends at school in France saying, Schatz, you cant live with a temperature over forty-four degrees. The boys temperature is very high. You dont have to stay in here with me, he tells his father, if it bothers you. His father doesnt know whats really bothering the boy. When he finds out, he says, Schatz, its like miles and kilometers. Schatz believes his father, but still he doesnt relax for several days.

5. In the following paragraph, find run-on sentences, sentence fragments, and missing commas after introductory phrases and clauses. Correct them and compare the results with your partner.

### My Big Fear

Ever since I was little, I have not liked sleeping in dark rooms when I was young, I would think monsters hid under my bed. And behind my closet door. I am too big to believe in monsters now, but I still wonder about ghosts. Mom says that there are no ghosts, but she can't prove it. Ghosts are pretty slippery characters. Because they have no body. They can move in and out through keyholes. And walk through walls. I have read stories where they get your attention by slamming doors or tickling your feet. If that is all they would do. It would be fine, but in the movie *Ghostbusters*. They left green slime behind. Imagine hopping out of bed one morning and stepping into green slime! It would be truly disgusting. That is why I refuse to sleep in a dark room. Since ghosts in movies appear only in dark, spooky places I feel a light will keep ghosts and green slime out of my room.

Adapted from Rogers, K.A. p.58

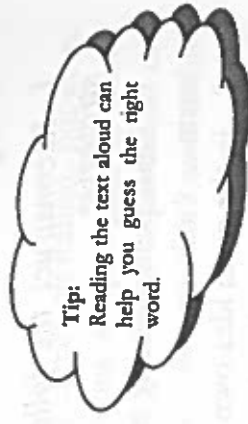
### X. Round-up

1. Read the poem where all the words are spelled correctly according to the computer spell-check program. Change the spelling of some words to make the poem meaningful. Compare the work with your partner's.

#### Miss Steaks Are Knot Aloud

I have a spelling chequer  
It came with my pea sea.  
It plainly marks four my revue  
Miss steaks eye cannot sea.  
When eye strike a quay or right a word,  
I weight four it two say  
Weather eye am wrong oar wright  
It shows me strait aweigh.  
As soon as a miss steak is maid,  
I no bec fore two late,  
And eye can put the error rite  
It's very rarely grate.  
I've run this poem threw it  
I'm shore your pleased two no,  
It's letter perfect in it's weigh  
My chequer tolled me sew!

Adapted from Flight, J., p.279



## HOW TO AVOID PLAGIARISM

### I. Definitions

1. Read the definitions and put **Q** for quotation, **P** for paraphrase, and **S** for summary.

#### ! PLAGIARISM

In academic writing, you might want to copy straight from the original materials because you do not think you can write as well as the author. Copying directly someone's words without mentioning the source of information is a form of intellectual theft called plagiarism. To avoid it, you can use three ways of incorporating other writers' work into your own writing: quoting, paraphrasing, and summarizing.

1. putting a passage from source material into your own words
2. presenting a source document word for word
3. putting only the main idea(s) of a source into your own words

### II. Tips

1. Reconstruct the following sentences to get advice on using anti-plagiarism strategies.

1. Read points noting entire text, the the key ideas and main.
2. in the main idea own words your Summarize.
3. A summary be shorter than significantly the should original.
4. the Paraphrase points supporting.
5. only Quote if original the statement forceful is.
6. quotations as as Keep possible short.
7. attribute author Always ideas the to the original.

Tip:  
The word with a capital letter starts the sentence. Change the word order.

### III. Mechanics of Using Quotation Marks

1. Read the following rules for quoting in English and highlight the differences with the rules used in Russian.

1. English quotation marks differ from Russian ones in their form. First, both pairs of marks curve toward the quotation in English; secondly, they are written at the top of the line, e.g. *Mary said, "Let's go to the movies tonight."*
2. Start a quoted sentence with a capital letter, but if a quoted sentence is broken by a reporting expression, begin the second part with a small letter, e.g. *Mary said, "Let's go to the movies tonight."* "Let's go to the movies tonight," *Mary said, "and then take a night tour around the city."*
3. Use a comma to introduce a quote, e.g. *Mary said, "Let's go to the movies tonight."*

4. If there are no reporting verbs, such as, *said, answered*, use a colon before a quotation, e.g. *John remembered Mary's words: "Let's go to the movies tonight."*
5. Use commas to separate a reporting expression inside a quotation, e.g. "Let's go to the movies tonight," *Mary said, "and then take a night tour around the city."*
6. Only one punctuation mark is used while quoting: a comma after a statement, a question mark after questions, and an exclamation mark after exclamatory sentences, e.g. "Do not treat me that way," *Danea said. "Will you still be my friend?" he asked. "What a beautiful vase!" Maureen exclaimed.*
7. Put commas, periods, exclamation points, question marks, or dashes that are part of a quotation inside the second double quotes, e.g. *Mary asked, "Shall we go to the movies tonight?"*
8. Put commas, periods, exclamation and question marks, or dashes that are NOT part of a quotation outside the second double quotes, e.g. *Did Mary ask, "Let's go to the movies tonight?"*
9. When you have a question outside quoted material AND inside quoted material, use only one question mark and place it inside the quotation mark, e.g. *Did she say, "May I go?"*
10. If the first clause of a compound sentence contains a direct quotation, put commas inside quotation marks, whereas colons and semicolons are put outside quotation marks, e.g. *Though John answered with a "yes," he didn't want to go to the movies that night. Mary said again, "Let's go to the movies tonight"; nevertheless, her voice didn't seem enthusiastic.*
11. If a direct quotation is not introduced, a comma does not precede the quotation, and the first word of it is NOT capitalized, e.g. *John understood that to "go to the movies" had a hidden meaning and easily interpreted it.*
12. Use brackets [ ] to enclose your additions and corrections in a direct quotation, e.g. *John said, "OK, let's go to the movies tonight, and then I'll take you [his wife Mary] to a night tour around the city."*
13. Notice that in some writing formats, you should mention the information source of quoted words in parentheses (which appear at the end of the sentence), e.g. *According to Dr. Zilberman, modesty "... lowers a person's self-confidence ... and forces you to behave in ways you find uncomfortable"* (*Modesty: Virtue or Torture, 2008, p.252*).

2. Check Section XIV in the Unit "Punctuation and Mechanics" against the rules in I.
3. On a card, write down three sentences with your favorite quotations and their authors. Do not punctuate them; ask your friend to do it. Exchange the cards and check the mechanics of quoting afterwards.

#### IV. Models to Compare

1. Read the model texts and label them as Acceptable Summary, Original Passage, Legitimate Paraphrase, or Plagiarized Version. The first has been done for you.

##### 1. Original Passage

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. *Writing Research Papers*. 2nd ed. (1976): 46-47.

2. \_\_\_\_\_

In research papers, students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

3. \_\_\_\_\_

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

4. \_\_\_\_\_

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

Based on: <http://owl.english.purdue.edu/owl/resource/563/01/>

2. Go back to the texts again and answer the following questions.

1. How is summarizing different from paraphrasing?
2. What indicators does the plagiarized version contain?
3. What is similar between the original source and a good paraphrase?

#### V. Paraphrasing Strategies

1. Read to learn about paraphrasing strategies.

1. Change from a clause to a phrase (or vice versa), e.g. After he graduated, John sent his CV to several software companies. – After graduation, John...
2. Change Active Voice to Passive Voice (or vice versa), e.g. Dr. Greg gave a lecture on modern French literature. – The lecture on modern French literature was given by Dr. Greg.

Tip:  
A good way to avoid plagiarism is to paraphrase – to say the same thing in one's own words. However, you need to specify where you got that information.

3. Change to synonyms, e.g. We'll be content with a respectable result in tomorrow's contest. – We'll be happy with...
4. Change to definitions if it is hard to find a synonym, e.g. We'll be content with a respectable result in tomorrow's contest. – We'll be happy with a good and satisfactory result...
5. Change word forms:
  - Use an adverb instead of an adjective, e.g. The data collected must be accurate. – The data must be collected accurately.
  - Use a verb to replace a noun, e.g. He is a soft speaker. – He speaks very softly.

2. Read the following sentences and explain what strategies are used.  
*Original sentence:* I am inspired mainly by bright colors and beautiful views.

1. What motivates me is a picturesque view and vibrant colors.
2. Vivid colors and scenic views are an incredible source of inspiration to me.
3. I regard colors and scenery most inspirational.
4. I draw inspiration from a blaze of color in autumn.
5. I find natural beauty and earth colors remarkably inspiring.
6. The natural world gives me a lot of inspiration.
7. I mostly get inspiration from the countryside with its beauty and a riot of color.

#### VI. Paraphrasing Practice

1. Paraphrase the following sentences, using different strategies.

1. To crown it all, animals are not only living creatures; they amaze people by their imitable uniqueness.
2. Moreover, in contrast to new generation technologies, schools suppose an immediate contact of teacher and student, which is highly conducive to good studying and valuable knowledge.
3. Otherwise, persistent problems with cooking and cleaning will take all of your free time, and it will be impossible for you to enjoy the picturesque landscapes of life or whatever it has in store.
4. Another good effect is that the internet abounds in a variety of materials from audio, video, text, and graphics, which will definitely help a person in his or her educational journey.
5. Far beyond being just another crime novel, *The Godfather* relates to all stories of immigrant families who are trying, over the course of generations, to fit into the mainstream of American life.

#### VII. Using Synonyms

1. Read the text and underline the words and phrases that express the idea of being popular. What paraphrasing strategies are used by the author?

There were a lot of famous and notable people in the history of the USA.

One of such people is Martin Luther King, Jr. He spent his life battling for civil rights in the US. He gained his fame from his "I Have a Dream" speech, and he was the youngest individual to earn the Nobel Peace Prize.

Another great man is Thomas Edison, who was the inventor of the light bulb – one of the most important nineteenth century creations (1879). In addition, Edison is given credit for the development of the phonograph and the motion picture camera.

Speaking about the world-famous people in music, Elvis Presley was one of the first singers to popularize the rockabilly style of music that is known as a marriage of rock 'n' roll with country. With his unique style of singing, his stage appearance, his voice, and of course, his looks, he was an instant classic.

Speaking about sports celebrities, Michael Jordan is acclaimed as the greatest of the great for a number of reasons. First, he is noted for his air-time: he was in the air for five seconds, and nobody can still match his record. Moreover, he has won more than 20 trophies in the history of NBA. Also, he has a tendency to make people around him better.

To sum it up, America could not have become the country that it is today without the help of determined, honorable, and clever people.

2. Write a short text (200-220 words) about Russian great people, using the phrases you underlined in 1.

### VIII. Summarizing a Sentence

1. Read the information about summarizing strategies. How many of them do you already apply?

#### ! SUMMARIZING STRATEGIES

The purpose of a summary is to accurately describe the main point(s) and important details of the original text you are summarizing. You have to write only enough to convey the gist, in as few words as possible.

To write a good summary, you should learn to effectively employ some strategies: 1) identify the main points / ideas; 2) cross out unimportant, unnecessary details and examples; 3) locate key details that support the idea; 4) use paraphrasing strategies, keep the key words and phrases; 5) provide general terms to cover several specific items, but do not overgeneralize or give your own interpretation or evaluation of the original text.

2. Read the example and choose the correct summary. Then read the explanation to check.

Original text: Coffee, made from adding water to ground coca beans, is dark brown in color, quite bitter to drink, and is rapidly becoming the preferred beverage of many people throughout the world.

Summary 1: Coffee is gaining in popularity in the world.

Summary 2: Coffee is dark and bitter.

Summary 3: Coffee is a favorite drink.

Explanation: Summary 1 maintains the main idea of the original sentence and leaves out non-essential information – the color and the taste – expressed by the relative clause. While Summary 2 reports the color and the taste, it does not give us the main point of the sentence – that it is rapidly becoming a preferred beverage. Summary 3 is not accurate enough, as it states the fact, while it is a process in the original text, and it is not clear whose favorite it is.

### 3. Summarize the sentences using the strategies.

1. Outdoor trips in Nevada in summertime can mean the adrenaline rush of mountain biking, paddle boarding or white-water rafting, or watching wild mustangs – emblem of the American west.
2. Sonya preheated the oven, greased a cake pan, creamed the butter and sugar, added the eggs and vanilla, stirred in the cake flour, poured the batter into the pan, and put the pan in the oven.
3. The Richardsons brought in lawn furniture, garbage cans, toys, and garden tools that can fly in strong winds, and secured their house by strengthening windows and doors with shutters and wood.
4. Some breeds of dogs like Boston Terrier, Airedale Terrier, Rottweiler, German Shepherd Dog, and Dachshund will always bark up a storm when a stranger approaches your home or enters without you knowing.
5. I love all kinds of oranges: the Satsuma, for its ease of opening; the naval, for its tangy sweetness; the tangerine, for its exotic flavors, and the blood, for its intense color.
6. Tea, whether of Chinese or Indian variety, is well known to be high on the list of those beverages which are most frequently drunk by the inhabitants of the British Isles.
7. The amphibian, which is the animal class to which our frogs and toads belong, were the first animals to crawl from the sea and inhabit the earth.
8. The climatic conditions prevailing in the British Isles show a pattern of alternating and unpredictable periods of dry and wet weather, accompanied by a similarly irregular cycle of temperature changes.
9. One of the most noticeable phenomena in any big city, such as London or Paris, is the steadily increasing number of petrol-driven vehicles, some in private ownership, others belonging to the public transport system, which congest the roads and render rapid movement more difficult year by year.
10. It is undeniable that the large majority of non-native learners of English experience a number of problems in attempting to master the phonetic patterns of the language.
11. It is not uncommon to encounter sentences which, though they contain a great number of words and are constructed in a highly complex way, nonetheless, turn out on inspection to convey very little meaning of any kind.
12. Swine flu, a strain of the HN1N1 influenza virus, a harmful viral infection that causes both sickness and death, is currently sweeping across the globe, getting people to fall into the state of panic.
13. The formal testing of knowledge of Mathematics, which takes place annually in Russia, is a cause of great stress and concern for most students.
14. The first animal the Gainesville City Zoo received last year was a deer; the second animal it got was a monkey, and the lion arrived the third.

## IX. Summarizing a Paragraph

### 1. Read the paragraphs and summarize the main ideas in your own words.

1. Tired of your usual routine? Looking for a peaceful place with uncorrupted wilderness? Don't know where to go? Alushta is a perfect choice for you! Situated in the south coast of the Crimea, the city delights you with sandy beaches, heavy surf, green cypress parks, enormous vineyards, and, of course, towering mountains. Whatever your interests may be, the place has something for you.
2. Nowadays, people, in the pursuit of a better life, often don't take care, pay little attention, and provide lack of assistance to those who need it most of all – disabled people. For the majority, those simple things come mainly from family and friends. But medical care is very expensive, and very few families with invalid members can afford it. That is why, government also ought to provide a range of services both directly and indirectly to help disabled people. For example, people who can't work due to their physical incapacities should be provided with benefits and privileges to use health services. There can also be special social programs, health donations from the local governments, and facilities like special toilets, entrances and doorways, walkways and ramps.
3. Samara is a unique business, industrial, and cultural metropolis with lots of places to go and see. First of all, the city abounds in museums, theatres, and art galleries of all kinds. In particular, Samara Museum of Local History (P. Alabin Museum) enjoys great archaeological, natural-science, and ethnographical collections with more than 180,000 items. Moreover, Samara is located at the intersection of the Volga, Sok, and Samara Rivers, which makes river trips highly popular among tourists. For example, you can go on an unforgettable voyage to Volgograd on board the L. Tolstoy ship. Finally, Samara is the city of many confessions; numerous temples there provide people of different religious faiths with a place to come, pray, and find peace of mind. To prove that, hundreds of people weekly attend public prayers in The Temple of The Blessed Jesus. In a nutshell, Samara is a great city, which is distinguished by many attractions to everybody's taste.

## X. Round-up

### 1. Read the following list and make a table with (1) things I already know and (2) things I should learn about.

- how to publish a paper
- how to present a paper at a seminar or a conference
- how to make research results trustworthy
- how to show the authorship
- where to borrow copyright free pictures
- what to cite from a book
- how much text to borrow
- what to put in the footnote
- how to refer to the internet sources

## 2. Do one of the following tasks.

### Option 1

Choose a topic from 1, research into it and write a short text (about 250 words) on the results of your research.

### Option 2

Research into penalties for academic dishonesty in foreign universities. Write a short text (about 250 words) on the results of your research.

## Appendix I

## Paragraph Review Strategies

- Imagine that you are a reader. Skim the draft of your paragraph.
  - Is it interesting to read the paragraph?
  - Is it easy to follow the ideas?
  - Is the purpose achieved?
- Reread the draft aloud, if possible, and listen to what you have written. Do you "hear" any problems?
- Consider the structure of the paragraph.
  - Does the topic sentence introduce the topic? Is the topic sentence clear?
  - Does the topic sentence contain an aspect to discuss that needs to be explained, defined, and/or supported in the paragraph?
  - Does it require amendments or modifications?
  - Can you identify the means of support used in the paragraph? Are all the ideas related to the topic sentence?
  - Do you need to add information to the body of the paragraph? What? Where? Do you want to cross out some ideas? Which?
  - Is there a concluding sentence that ends the paragraph?
- Examine the connectors you have used in the paragraph. Underline them.
  - Are there enough links?
  - Do they give the reader appropriate signals?
- Look at grammar and mechanics in the paragraph. You may find it helpful to read the paragraph backwards (from the end to the beginning, reading from right to left), or read it aloud again in order to find errors more easily. Check especially for:
  - clarity
  - word meanings
  - subject-verb agreement
  - correct sentence structures
  - appropriate vocabulary
  - correct spelling
  - correct verb tenses
  - correct word order
  - fragments of the sentences
  - punctuation

6. Give your revised draft to a classmate. Ask your classmate to help you improve your paragraph by using the guidelines above. Then, using the suggestions of your classmate, revise the draft once again. Then write the final draft of your paragraph and hand it in to the teacher.

## Appendix II

## Paper Self-Evaluation List

## Task

- Have I understood the rubric?
- Have I identified the purpose of writing and the reader? What is the aim? Who is it intended for?
- Have I included all the required information?

## Target Reader

- Would the target reader be satisfied with what I have written?
- Does my writing engage the reader's interest and have original input?
- Is the style I have chosen – formal, semi-formal, or informal – appropriate and consistent throughout the whole piece of writing?

## Layout and Organization

- Have I included the title/ headings/ salutation, address, signature (if required by the format of the piece of writing)?
- Does my first paragraph make the reader want to read further?
- Is the purpose of writing stated (especially important for letters and reports)?
- Does my introduction contain the topic and state the thesis (usually the last sentence of the introductory paragraph)? Is the thesis clear?
- Does my introduction give the reader the plan of my paper through controlling ideas? Do I keep the purpose of writing in mind?
- Is the text divided into paragraphs? Does each paragraph develop a separate idea?
- Does each body paragraph have a clear topic sentence (usually the first sentence of the paragraph)?
- Are the topic sentences directly related to the controlling ideas stated in the introduction?
- Is all the information in the body paragraphs relevant to the topic sentences?
- Are the topic sentences supported with examples/facts/experience/ explanations/ descriptions, etc. in accordance with the paragraph type and purpose?
- Are the paragraphs linked together?
- Have I written an appropriate conclusion (summary of the main ideas, prediction, solution, recommendation, etc. in accordance with the paper requirements)?
- Is my conclusion strong/emphatic enough?
- Does my conclusion contain **NO** new ideas that need development?
- Am I close to the required word-limit?

## Language Features

- Is the vocabulary clear? Varied? Relevant to the topic?
- Are the expressions direct enough, not roundabout?

- Do I have to change some words and phrases that lost their force through over-use?
- Have I used a variety of grammar structures?
- Have I used appropriate linking words and phrases?
- Shall I change some passive verb forms into active ones to sound more convincing?

**Accuracy**

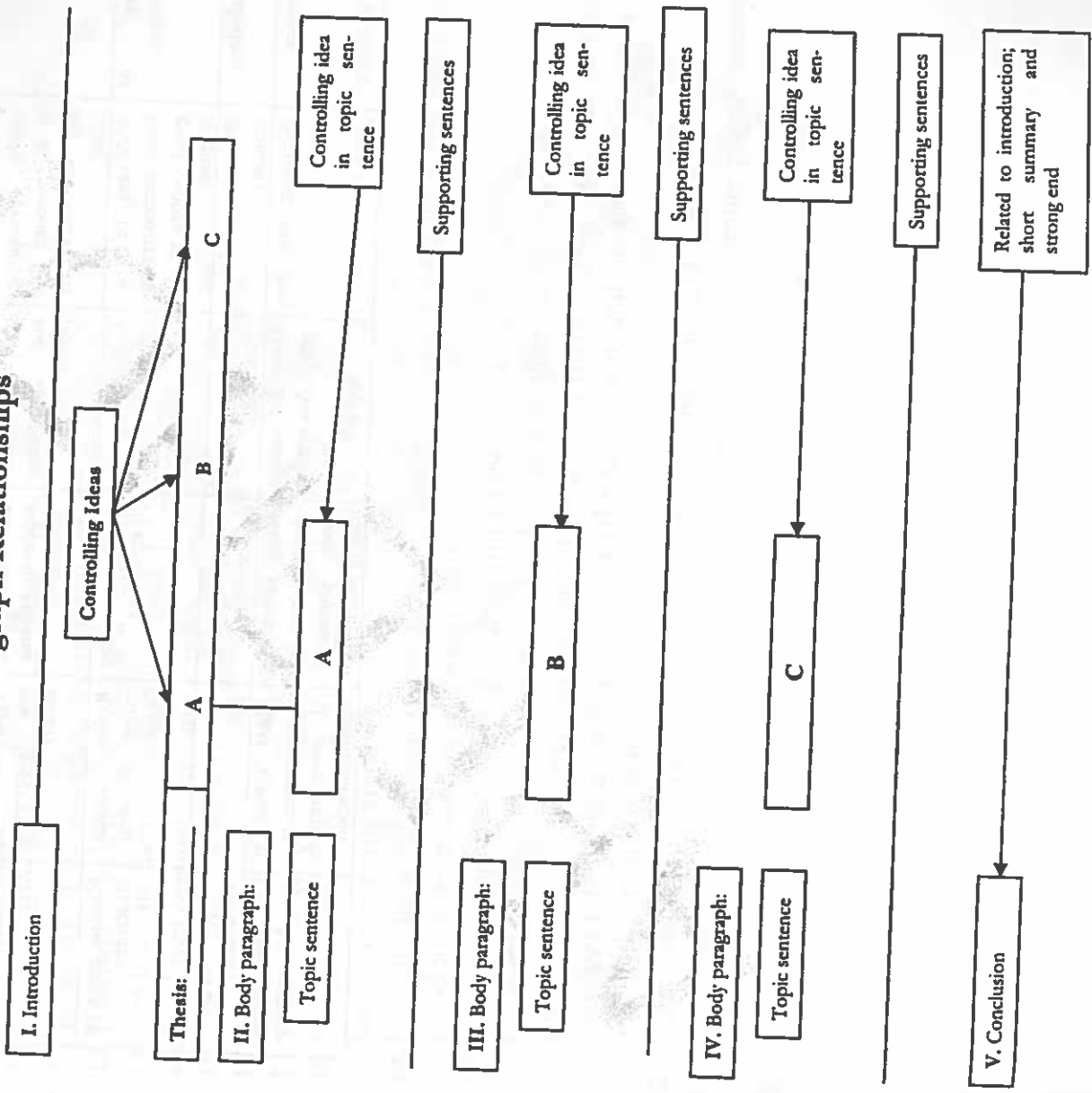
- Have I checked my paper for spelling mistakes?
- Have I checked my writing for grammar errors (articles, prepositions, pronouns, verb tenses, subject-predicate agreement, and fragments)?
- Is punctuation in sentences and citations correct?

**Appendix III**

**Effective Strategies for Exam Paper**

1. Choose the topic you know much about. Read the rubric carefully and make sure you write on the topic given. Off topic papers will receive a zero.
2. Focus on the main message you'd like to communicate about the topic. Complete the sentence *When the teacher finishes reading my paper, I want them to understand that...*
3. Spend 5 minutes on planning. Create a quick sentence outline. The sentences may be topic sentences for each paragraph. Make sure that your paper does not wander off topic or stray from your thesis statement. Do not spend too much time on it.
4. Vary sentence structures in your writing.
5. Use clear, precise, varied, but appropriate vocabulary.
6. Leave about 5 minutes to review what you've written. Rereading and making minor changes in the wording and structure will make your writing more accurate.

**Paragraph Relationships**



Appendix IV

Assessment Criteria

Criteria	Points /Description				
	5	4	3	2	1
Content	Full realization of task set shown by:	Good realization of task set shown by:	Task set reasonably achieved by:	Task set attempted but not achieved because of:	Task set attempted but not achieved because of:
Text organization	Coverage of the topic with clear evidence of original input	Good coverage of the topic, some original ideas	Satisfactory coverage of the topic, some ideas not on the topic	Topic not quite fully covered, message not quite clearly communicated	Some attempt to cover the topic
Variety of structures	Effective organization with a variety of cohesive devices, wholly appropriate to the purpose, fluent expression of ideas	Clear organization, use of cohesive devices, clear main ideas and supporting details	Adequate organization, simple cohesive devices, main ideas stated, supporting details included	Inconsistent organization, few linking devices, vague main ideas, few supporting details	Lack of organization, attempt at paragraph structure, no development
Vocabulary	Wide range of structures, demonstrating good control of the language	Good range of structures	Adequate range of structures	Rather limited range of structures	Narrow range of structures
Accuracy	Wide range of vocabulary	Good range of vocabulary	Adequate range of vocabulary	Limited vocabulary	Narrow range of vocabulary
	Accurate, very few errors	Generally accurate, a few errors	Many errors but they do not impede communicating ideas	Many errors at the sentence level, some impede communication	Very many errors at the sentence level

Appendix V

Dos and Don'ts of Writing

1. Always read, research, and collect data before you start writing. Do this in note form.
2. Always prewrite in some form so that you know what you are going to write before you start.
3. Switch off your inner editor at first. Don't cross out anything. The initial thought might be the most valuable one.
4. Relax and enjoy the process. Don't worry about the logic and mistakes while writing your first draft.
5. Always edit your draft first for content and then proofread for mistakes.
6. Make every idea or detail clear.
7. If there is even the slightest doubt about the meanings of the words, check them out with a good dictionary.
8. Don't generalize; share your own opinion, attitude, etc.
9. Don't plagiarize.
10. Don't overdo with quoting others. Be accurate with references.
11. Be aware of the tone and register you are using.
12. Evaluate your writing through the eyes of your reader.
13. Get into the habit of always listing useful language.
14. Jot down original ideas and quotes.
15. Try to write whenever possible. Success comes with practice.
16. Don't write in Russian first and then translate into English.
17. Follow the required format.
18. Do the word count to understand how many words there are on a page written by hand / on a computer.
19. Provide the word count, either at the beginning or end, especially if you have been asked to write according to a word limit.
20. Make your paper look neat. Pay attention to the layout.
21. Make appropriate use of large fonts, bolds, and underlines. Be consistent.
22. The front page - or cover sheet - should bear your name, school and year of study, the paper title (if necessary), reference to the task / unit, and the name of your teacher. In English, the first name comes first.
23. Leave margins at the top, bottom, and sides for comments and queries.
24. Use double spacing or one and a half spacing between lines. Number pages consecutively.
25. Staple pages at the top left-hand corner or secure them in folder.

Appendix VI

Words Often Misspelled

- |                     |               |                 |
|---------------------|---------------|-----------------|
| absence             | fulfill       | quantitative    |
| accessible          | furthermore   | questionnaire   |
| accommodation       | government    | receive         |
| achieve             | grammar       | recommend       |
| acquaintance        | graph         | referee         |
| address             | guarantee     | reference       |
| adequate            | immediately   | referred        |
| aggressive          | independent   | relevance       |
| analysis (analyses) | install       | representative  |
| analyze             | irrelevant    | responsible     |
| apologize           | irresistible  | ridiculous      |
| approach            | irritable     | satellite       |
| approximately       | knowledgeable | schedule        |
| athletics           | leisure       | science         |
| attract             | likelihood    | seize           |
| beautiful           | maintenance   | separate        |
| because             | manageable    | should          |
| believe             | mathematics   | sightseeing     |
| bureaucracy         | medicine      | simultaneously  |
| chemistry           | method        | sincerely       |
| colleague           | modern        | skillful        |
| commercial          | naive         | subsequently    |
| commitment          | necessary     | subtle          |
| conscience          | negotiate     | succeed         |
| consciousness       | nevertheless  | success         |
| consensus           | noticeable    | supposed        |
| course              | occurred      | talented        |
| definitely          | occurrence    | technique       |
| diagram             | omitted       | technology      |
| different           | opportunity   | therefore       |
| disappear           | otherwise     | thesis (theses) |
| disappoint          | parallel      | thorough        |
| divide              | perceive      | through         |
| embarrassed         | physics       | throughout      |
| enormous            | pleasure      | until           |
| environment         | possess       | variety         |
| exaggerate          | prejudice     | welfare         |
| excellent           | privilege     | whether         |
| exciting            | proceed       | which           |
| exhausted           | professional  | would           |
| existence           | psychology    | writing         |
| extremely           | qualification | yield           |

Appendix VII

Words Often Confused

- |                               |                                |
|-------------------------------|--------------------------------|
| accept – except               | later – latter                 |
| advice – advise               | lead – led                     |
| affect – effect               | less – fewer                   |
| after – afterwards            | let – let go – leave – give up |
| allusion – illusion           | lie – lay                      |
| as – like                     | loose – lose                   |
| belief – believe              | make – do                      |
| beside – besides              | many – much                    |
| between – among               | might – may                    |
| borrow – lend                 | momentary – momentous          |
| cause – reason                | moral – morale                 |
| center – middle               | of – off                       |
| choose – chose                | other – another                |
| cite – sight – site           | past – passed                  |
| cloth – clothes               | peace – piece                  |
| complement – compliment       | popular – populist             |
| cost – price                  | precede – proceed              |
| credible – credulous          | prescribe – proscribe          |
| customer – client             | principal – principle          |
| dependent – dependant         | quiet – quite                  |
| desert – dessert              | refuse – deny                  |
| died – dead                   | right – write                  |
| diseased – deceased           | rise – raise                   |
| disinterested – uninterested  | say – tell                     |
| economic – economical         | scene – scenery                |
| eligible – illegible          | see – look                     |
| eminent – imminent – immanent | seize – cease                  |
| fly – flow – flee             | shade – shadow                 |
| foreword – forward            | simple – simplistic            |
| good – well                   | sit – set – seat               |
| guard – guide                 | so – such                      |
| habit – custom                | steal – rob                    |
| hard – hardly                 | systemic – systematic          |
| hear – here                   | teach – learn                  |
| hear – listen                 | their – there                  |
| hung – hanged                 | very – too                     |
| interesting – interested      | wear – put on – dress          |
| imply – infer                 | weather – whether              |
| it's – its                    | who's – whose                  |

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