

Е. Б. ЯСТРЕБОВА

# AS YOU WRITE IT

## PART 3 FROM PARAGRAPH TO ESSAY

УЧЕБНОЕ ПОСОБИЕ ДЛЯ РАЗВИТИЯ  
НАВЫКОВ ПИСЬМЕННОЙ РЕЧИ

Часть III

Уровень B2

Компетентностный подход

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## ПРЕДИСЛОВИЕ

Настоящее пособие является продолжением первой и второй части и предназначено для работы со студентами второго курса факультетов и отделений международных отношений, регионоведения и межкультурной коммуникации, имеющих исходный уровень коммуникативной компетенции не ниже В1 по классификации Совета Европы.

Конечная цель пособия — развитие письменной речи как компонента речевой компетенции студента. Одновременно, обязательной промежуточной целью является развитие языковой компетенции как фундамента речевой, т.е. направлено на развитие одной из профессиональных компетенций бакалавра по указанным направлениям. Кроме того, содержание текстов и система заданий обеспечивают развитие общекультурных компетенций.

*Структура и содержание пособия.* Третья часть “From Paragraph to Essay” направлена на развитие навыков написания эссе и написания документов, связанных с наймом на работу; а также закрепление навыка написания краткого письменного сообщения (Paragraph). Первый раздел (Section 1) каждого урока посвящен базовым языковым явлениям наиболее важным для овладения «академической» письменной речью. Задания во втором разделе направлены на обучение написанию собственных текстов (разные типы эссе, деловые письма.)

Текстовый материал пособия является аутентичным и современным; в качестве источников использовались отрывки из современных англоязычных произведений разных жанров: публикации в газетах и журналах, художественная и научно-популярная литература, интернет ресурсы и образцы деловой переписки. В пособие включены “human interest stories” и тексты, представляющие профессиональный интерес, в том числе тексты лингвокультурологического и страноведческого плана. Текстовый материал обоих разделов в основном представляет собой связные тексты.

*Методические рекомендации.* Работа с пособием предполагает сочетание аудиторной и самостоятельной работы студентов. Третья часть рассчитана на один семестр при сетке часов шесть в неделю; на обучение письменной речи рекомендуется отводить 30–40 минут аудиторного времени в неделю. Важной частью работы является написание собственных текстов в аудитории (“paragraphs” и эссе). Во всех разделах предусмотрены упражнения для более сильных студентов\*.

Настоящее издание дополняет учебник «Курс английского языка для студентов языковых вузов» Е.Б. Ястребовой, Л.Г. Владыкиной и М.В. Ермаковой, однако может использоваться и в качестве самостоятельного пособия.

Автор выражает глубокую благодарность доценту О.А. Кравцовой за неоценимую помощь в подготовке пособия.

\* уровень 2 обозначен знаком



## FOREWORD

# THERE'S ONLY ONE WAY TO LEARN TO WRITE — START WRITING

THERE IS A GOOD WAY TO IMPROVE YOUR WRITING:

1. LEARNING FROM OTHER WRITERS
2. PROOFREADING AND EDITING YOUR OWN WRITING.

WHEN DOING EITHER ASK YOURSELF THE FOLLOWING  
QUESTIONS:

- What is the author's *purpose* — for example, to inform, persuade, or entertain?
- How well does the author *succeed* in this purpose?
- What *audience* does the author have in mind, and how does this help shape the content, organization, tone, and style of the writing?
- Does the author state his or her ideas *clearly*?
- Does the author *organize* these ideas in an effective manner?
- Does the author provide sufficient *detail* to support his or her points – examples, facts, statistics, reasons, quotations, anecdotes, and so on?
- Does the author clearly separate *fact* from *opinion*?
- Does the author rely primarily on *logic* to make his or her points?  
Does the author appeal to the reader's *emotions*?
- Does the author take into account *different points* of view relating to the topic?

GOOD LUCK!

## UNIT 1

### SECTION 1.

#### LANGUAGE MATTERS: JOINING SENTENCES AND IDEAS (1)

Each piece of writing consists of sentences and / or paragraphs that are joined by connectives. There are three basic groups of connectives: of **AND** type, of **BUT** type and of **OR** type.

#### JOINING INDEPENDENT CLAUSES<sup>1</sup> BY CONNECTIVES OF *AND* TYPE

##### a. Connectives of addition<sup>2</sup>

*AND, ALSO, ABOVE ALL, BOTH ... AND, BESIDES, IN ADDITION TO, AS WELL*

**e.g.**

Ann is a full-time student, **and** studies take most of her time.

She is a full-time student, she **also** works part time.

##### b. Connectives of cause / effect (result)

*SO, THEREFORE, AS A RESULT, THUS, HENCE, CONSEQUENTLY, ACCORDINGLY*

**e.g.**

My brother was older, **so** he often had to take care of me.

My mother often left me in his care; **therefore**, I came to take him as a father figure.



##### Note on punctuation:

In compound sentences we use a **comma** before a connective (of *AND, BUT, OR* type), or a **semicolon** if there is no connective or a connective other than *AND, BUT, OR*. (see part 1, unit 2)

#### PRACTICE 1

*Ex.1. Join the sentences using suitable connectives.*

- a.**
1. Single parents hang a key around their kid's neck. They leave a list of emergency numbers on the refrigerator.
  2. About three-quarters of divorced persons remarry. Every divorce involves on average one child.
  3. The developing capitalism demanded that women should join the labour market. Children had to work.
  4. Many women have become breadwinners. They do most of the housework.
  5. Divorce doubles the incidence of poverty among children. It entails serious emotional and social problems.
  6. Many people have a real desire to have more children. They are distressed because they can't afford them.
- b.**
1. Friendship is based on shared interests. Friendships are bound to change when interests change.
  2. Families needed a second income. Mothers had to go to work.

<sup>1</sup> A clause is a group of words that includes a verb and a subject and is a sentence or a main part of it.

<sup>2</sup> See also part 1 unit 2.

3. Departing from the traditional pattern of mum as homemaker and dad as provider is never easy. Feelings of mutual envy are inevitable.
4. We lived and travelled in a house trailer most of the winters. I learned to read and write from my parents instead of going to school.
5. Working mothers had no time to look after their children. Day-care centres became part of children's life.
6. Drug use among unmarried teenage mothers has been growing steadily. The number of infants born addicted to drugs increased sharply in the 1980s.

*Ex. 2. Fill in the gaps with an appropriate connective; explain the punctuation marks.*

**Janine di Giovanni: a war correspondent**

I am writing a letter to my five-year-old son before I leave on a dangerous assignment in Afghanistan. I did this only once when my son was five months old. I was with a newspaper then, 1) \_\_\_\_ it was my turn to go to Baghdad. I still have the letter I wrote then. I was crying, so the ink runs in places. It is about how much I love my son, how desperately I wanted him; 2) \_\_\_\_, it is about how much I would miss him.

I didn't want to put myself in a risky situation while my son was small; 3) \_\_\_\_, I didn't want to be a mother who missed everything — his first step, his first tooth — while I was away working. Being away was hell, 4) \_\_\_\_ I came home and announced "OK, for the next five years, I do stories closer to home."

Now I am doing it again. I've lost most of my savings in the economic crisis, \_\_\_\_ the work of a successful freelance dried up; 5) \_\_\_\_, my personal life has changed. I have to earn a living, I have to support my son; 6) \_\_\_\_, I am back on the road to Afghanistan.

*Ex. 3. Add appropriate connectives and punctuation marks where necessary; correct run-on sentences.*



**Samuel Johnson: the father of the English Dictionary**

Dr Johnson was an English poet, essayist, moralist, literary critic, biographer, editor and lexicographer.

Samuel Johnson was born on September 18, 1709, in Lichfield, Staffordshire he liked to say that he grew up in poverty. It was not quite true. Samuel's father was a bookseller and Sheriff of Lichfield his mother was connected to various members of gentry.

The boy showed extraordinary promise and at the age of 19 went to Pembroke College, Oxford. A year later Johnson the elder fell into debt Samuel had to leave Pembroke for years he went into depression.

In 1737 poverty-stricken Johnson went to London where he began to write for *The Gentleman's magazine*. There was the simple need for money (as he pointed out, "No man but a blockhead<sup>3</sup> ever wrote except for money") he turned out to be a genius. He had an astonishing ability to use the simplest words to mint (создавать/делать) observations that were both fresh and true and which have survived until today.

It took forty Frenchmen fifty-five years to produce a dictionary of French. It took the Accademia della Crusca twenty years to produce a dictionary of Italian. It took Johnson nine years to produce his dictionary he personally wrote 40,000 entries it was an act of fantastic self-assertion. He dared to freeze a great number of words and say, "That's it. That's what they all mean and they mean it because I say so."

*/based on Dr Johnson: The Angel of Death Row by Boris Johnson, RD August 2009/*

<sup>3</sup> stupid person.

## JOINING CLAUSES BY CONNECTIVES OF BUT TYPE

**Connectives of concession** (indicate the surprising nature of what follows in view of what was said before; a kind of contrast is indicated):

*BUT / YET, ALTHOUGH / EVEN THOUGH, HOWEVER, NEVERTHELESS, IN SPITE OF / DESPITE (THAT), WHILE / WHEREAS (fmI)*

**e.g.** Trading traditional roles should be simple, **but** most couples find it difficult.

**Despite** the fact that trading traditional roles should be simple, most couples find it difficult.

### PRACTICE 2

*Ex. 4. Join the sentences using suitable connectives.*

1. The marital status of parents is a private matter. It has important social consequences.
2. Stepfamilies look like intact nuclear families. They are different in at least ten different ways.
3. Educators, psychologists, and parent groups have all spoken on the issue. The children themselves rarely have the opportunity.
4. Marriage is no longer so indispensable as it used to be. We find people marrying more than ever and earlier.
5. Everyone in our family works different hours. We can sometimes have dinner together.
6. In the past people didn't think love was indispensable and sufficient for marriage. Both men and women hoped for affection.
7. Love stresses the unique perfect image in the lover's mind. Affection stresses the uniqueness of the actual person.
8. In America when children become adults, most of them leave their parents' house and set up their own households. They are not married.

*Ex. 5. Fill in the gaps with an appropriate connective explain the punctuation marks.*

#### **Tony Cuthbert: the UK's most brilliant inventor?**

At the age of 65, Tony can't remember how many bright technological ideas he has had, but Michael Laughton, professor of electrical engineering at London University says Cuthbert is unique. "Given the right support, he would surpass Edison's record of a thousand patents." Technological creativity can make an inventor a millionaire; 1) \_\_\_\_\_, Tony lives on the breadline with just three dogs for company, and a state pension is his only income.

2) \_\_\_\_\_ being a dyslexic<sup>4</sup> he made a career in the Merchant Navy. 3) \_\_\_\_\_ he had no qualifications, he had risen to chief electrical officer — at 19, the youngest in the fleet. He stayed with the Merchant Navy for twenty years; 4) \_\_\_\_\_, a severe arthritis forced him to retire early. He bought an old cottage in a tiny village in mid-Wales and settled to a quiet life; 5) \_\_\_\_\_, he quickly became famous as a local Mr Fixit. The word about Tony soon spread far beyond Wales — to no less than the Ministry of Defence, who have sometimes called upon him for advice.

6) \_\_\_\_\_ Tony is always able to offer at least a couple of solutions to other people's problems, he is mostly interested in working on his own ideas. "I find my mind constantly bubbling with ideas for new inventions," he says, "but not small things like a new corkscrew. I like the big stuff."

*Ex. 6. The writer stuck to the "but" connective all through the story. Can you use a few different ones? Rephrase sentences if necessary.*



#### **Tom Brady: a former war correspondent**

I can't remember exactly when I decided I didn't want to die for my job, but I do remember the first time I lay awake all night wondering what I was doing with my life. In mid-1999 I was to go to

<sup>4</sup> неспособный обучиться чтению.

the exotic island of Ambon. Events in Indonesia were the big story of the moment, and we were keen to go there, but our translator had just put the fear of God into me. "Do not come," he said. "They are killing people in the street. It is too dangerous."

Perhaps it was the fact that this was my fourth war zone of the year or my wife's pregnancy, but that night I paced the house like a restless animal. I convinced myself to carry on, but I can see now it was the beginning of the end.

I had wanted to be a foreign correspondent since I was a teenager. Civil war, riots, conflict... my God, it all seemed so exciting, but it didn't take long for doubts to set in. Sure, the five-star hotels and the locations were glamorous and the stories always fascinating, but the human suffering was unbearable and the danger unnerving. I talked with my colleagues; a lot of them felt like me, but we all struggled on as if this doubt was a truth we didn't dare to accept.

But this approach came to an end for me in 2000 in Jakarta. I was outside the parliament building when a rocket flare almost took my leg off. I went up in flames; I was rushed to hospital for four hours intensive surgery to save my leg. I survived intact and I thought "I'm invincible (неуязвим)!"; but this feeling did not last. I knew it was over.

## JOINING IDEAS<sup>5</sup>

### 1. Connectives used to **add information**:

*ALSO, ABOVE ALL, FURTHERMORE, MOREOVER, SIMILARLY, WHAT IS MORE, BESIDES, etc.*

**e.g.** The majority of Russian women work. **In addition**, they do most of the housework.

### 2. Connectives used to express **result**:

*AS A RESULT, SO, THEREFORE, THUS, HENCE, CONSEQUENTLY, etc.*

**e.g.** The majority of women work. **As a result**, it is not always possible for them to take care of an elderly relative.

### 3. Connectives used to express **contrasting ideas**:

*HOWEVER, YET, NEVERTHELESS, NONETHELESS, IN CONTRAST, ON THE OTHER HAND, CONVERSELY, AT THE SAME TIME, etc.*

**e.g.** Divorce is quite common. **Nevertheless**, most divorced people remarry.



### Note on punctuation:

We use a comma after the connective at the beginning of an independent clause.

## PRACTICE 3

*Ex. 7. Choose the right connective.*

- Eighty percent of unmarried fathers in the US do not live with their children. **As a result / Furthermore**, a substantial majority of children born out of wedlock receive welfare.
- In theory, as long as someone's working and bringing home the bacon and someone's looking after the kids, it shouldn't matter who does it. **On the other hand / But**, theory doesn't change nappies.
- The young people have a high share of divorces. **However / In contrast**, their haste to get out of wedlock is less puzzling than their eagerness to rush into it.
- A hundred years ago both sexes needed marriage far more than they do now – no drip-dry shirts, cleaners, canned foods – and not much hospital care, insurance, or social security. **Therefore / In addition**, the family was all important.

<sup>5</sup> As a result of the transformation there are two independent sentences with a connective between them.



5. The desirability of marriage is regarded unquestionable. Divorce, on the other hand, strikes us as a problem worthy of serious attention. **Yet / In comparison**, marriage precedes divorce, as a rule, and frequently causes it.
6. In Britain people tend to live in nuclear families. **As a result / Moreover**, the care of the old is a social problem and the state needs to intervene. **What is more / At the same time**, if the relationship between husband and wife breaks down, the children are immediately at risk, and state intervention may be necessary for them too.
7. One feels lonely surrounded by crowds and machines in large cities, and we have so much time to feel lonely. **Besides / Thus**, one longs more acutely than in the past for somebody to be individually and definitely one's own body and soul.
8. Divorce is quite common, and one of the most significant changes is that millions of children are being brought up by only one parent. **On the other hand / Nevertheless**, most divorced people remarry and many of these remarriages include at least one child from a former marriage. **At the same time / Consequently**, new patterns of family life are emerging in the US.
9. First-born children accept their parents' values more easily. **Also / At the same time**, they are more prepared to take responsibilities beyond their age.
10. It is impossible to get married today in the complete conviction that this marriage will last "until death us do part". **Hence / However**, many children experience the divorce of their parents before they themselves grow up.
11. The children of divorced parents tend not to make successful and happy marriages themselves. **Above all / So**, the higher the divorce rate, the more unhappiness and instability for the future relationships of our younger citizens.
12. When going on a blind date (свидание с незнакомым человеком) expect to make some sort of compromise. **Above all / Conversely**, do not expect to meet the love of your life – chances are, you are not going to. **Moreover / But**, if you are looking forward to meeting someone new, someone you would never have come across on your own, you can't be disappointed.

*Ex. 8. Fill in the gaps with suitable connectives.*

In most countries families have traditionally taken care of older relatives. Today, in the United States, \_\_\_\_\_, families often find it impossible to act as caregivers for their aging relatives. Since more than 50 percent of women have jobs outside their homes, they are \_\_\_\_\_ unable to take care of their parents. \_\_\_\_\_, most people live in apartments or houses that are not large enough for an extended family. \_\_\_\_\_, because Americans are a very mobile society, families may be spread from coast to coast. \_\_\_\_\_, although children might want to provide care for their parents, they cannot always do so. Another important factor is that many parents, ingrained with the American spirit of independence, do not want to live with their children.

*Ex. 9. Make the text complete and easily readable by adding connectives to join clauses and ideas (sentences). You are expected to make 11 additions. Add punctuation marks where necessary. What message does the author have for the reader?*



Forty years ago I moved to London from suburban New York, a wide-eyed student about to embark on Life. I arrived on my 18<sup>th</sup> birthday it was the most thrilling present I could have hoped for.

Forty years is a long time time perhaps to reflect on my adopted home. I love it as much as I loved it when I first explored it, full of excitement. I feel sad that we seem to have lost the very Britishness that attracted me in the first place.

When I arrived in 1970, London was already fabulously cosmopolitan. This multiculturalism was a part of certain traditional British ideals: tolerance, equality, plurality. Everyone I met, no matter what their background, seemed to share these values. They regarded themselves fortunate to be living here.

Over the past dozen years or so, more and more of our inhabitants (indigenous as well as newcomers) show a disdain for the Britishness I have always admired: the self-deprecating (умалыющий собственное достоинство) humour, the stiff upper lip, the sense of duty and common sense.

Those qualities can still be found in individuals they no longer mark us as a society. Too many of us are openly hostile to them too many refuse to do anything about it. People used to be proud to be British. Now they seem to be ashamed. Today you can wear any ethnic or cultural identity with pride — except for Britishness itself we are made to feel it is a sign of racial elitism. That makes me angrier than anything else, despite the fact that I am not British. I can't see this culture criticized by those who are too stupid to appreciate it. We have no reason to be ashamed of our history or our civilization!

*/from Forty years on by Monica Porter, Reader's Digest July 2010/*

## SECTION 2. PARAGRAPH WRITING

*Lead-in. What are the characteristic features of a paragraph? What are the common paragraph types?*

**A paragraph normally consists of several sentences which are all concerned with the theme contained in the topic/key sentence. It is usually the first sentence, which contains the main idea. The other sentences support it by adding further information or examples.**

*Ex. 10. Use the following key sentences to fill in the boxes in the paragraphs below (there is one extra sentence which you need not use). What type of paragraphs are these?*

- a. What is clear about Britain in the 1990s is that it is more socially acceptable to have alternative lifestyles, relationships and ways of bringing up children than it has ever been.
  - b. For the past twenty-five years the needs, values, styles and demands of the young have been the major concern of nearly the whole of the adult female population.
  - c. It is doubtful whether many families ever lived such a life, especially in Victorian times.
  - d. Many people think that there was once a golden age in which the world was filled with happy families.
- 
1.  The mother ran the house, and the father went out to work to bring back enough money for this ideal family to live its life. The family — mother, father and three or four healthy, happy children — would go out for an occasional treat. Roles were very clear for the parents and children. Discipline within the family unit was strong, and moral standards were high. This image is the kind of family life people mean when they talk about "Victorian values".
  2.  Working hours were long for most families, and children were often poorly fed and badly clothed. The vision of a golden age is based perhaps on how we think perfect family life should be.
  3.  One-parent families are common, many children are given more freedom when young; when they move away from home, they move earlier (usually at around 18), and go further. People experiment with relationships before committing themselves to marriage and there is greater acceptance of homosexual relationships. In Britain's multi-cultural society there are many examples of different ways of living. Nowadays, our primary sexual characteristics — whether we are men or women — no longer seem to completely dictate what roles we should take in life.

Ex. 11. Use the following supporting sentences (a–d) to complete in the paragraphs below (1–4). Find the right place for them.

- a. Parents can be on their own because of the death of a partner, divorce, the breakdown of live-in relationships, or births outside marriage to single people.
  - b. Women are clearly at a disadvantage in a society where the state assumes a man will be the main breadwinner, and there are few opportunities for lone mothers to earn a good income while continuing to look after their children.
  - c. An alternative is child-care centres run by the local council but it is not always easy to get a place there.
  - d. British society doesn't expect men to have their working life disrupted by the need to care for a sick child, for example.
1. One in seven families in Britain is a single-parent family. There are several types of one-parent family.
  2. Fathers face particular problems as single parents. Men may have to fight for the right to look after their children — the mother, is often presumed to have more rights to them.
  3. In the majority of one-parent families it is the mother who is the single parent. A lone parent with a well-paid job may be able to pay for a nanny, but this is rare. Around 70% of lone parents rely on state benefits as their main source of income.
  4. A big problem for working mothers in the UK is the low standard of child-care facilities for pre-school children. Employing a nanny or a child-minder to look after children during the day is very expensive.

Ex. 12. Read the following key sentences and match them with the supporting sentences.



KEY SENTENCES:

1. The first and most obvious effect of taking a certain position in the family is the relationship we have with respect to the people already there.
2. Many psychologists believe that birth order<sup>6</sup> can greatly influence the way you are, the type of people you select as friends, and the kind of marriage you have.
3. The child becomes known as the family's only child, oldest child, middle child, or youngest child, depending on his birth order.
4. The first child, who becomes the older or oldest child, does not have the unlimited time to view himself as *the child* in the relationship with his parents.
5. The first child serves as a barrier between later children and the parents.
6. The attitude of the other members of the family toward each child depends on his birth order.

SUPPORTING SENTENCES:

- a. Both in his mind and in the minds of other people an important part of his identity is his family position.
- b. If there are only adults present, we are in a very close and often intense relationship with them, as anyone knows who has had a child or who has watched first-time parents hovering over their infants.
- c. They recommend that people make use of birth-order theory to get to know themselves better and to better understand the personality of their husband or wife.
- d. When a sibling arrives, he tries to suppress the view of himself as a child and he struggles to be parental.
- e. Later children in a family do not feel the same dependency on the parents for sustenance and companionship as did the first child, because they have a "peer" to turn to when the parents are not available.

<sup>6</sup> birth order — последовательность рождения детей в семье

- f. Parents usually expect their oldest child to be more capable and more responsible than the younger children.

*Ex. 13. Take the combination of 1 and C as the topic sentence, and write a paragraph on "The effect of birth order on marriage", joining the scrambled sentences and ideas below, using the connectives in the margin. Which sentence is a concluding one?*

- |             |   |
|-------------|---|
| and         | 1. Researchers say that opposites attract each other.   |
| while       | 2. A first-born can teach responsibility to a youngest.   |
| for example | 3. People who have the same birth order may find they encourage the worst characteristics of their group in each other. |
| although    | 4. Good birth-order matching may help in a marriage.  |
|             | 5. Understanding and sensitivity toward your mate are also important.   |
|             | a. Two middle children could try so hard to avoid conflict that they might end up not communicating.                    |
|             | b. It is not a guarantee of happiness.  |
|             | c. They suggest that life is less complicated for people who marry outside their own birth order.                       |
|             | d. A youngest can help a first-born relax and be more carefree.   |

*Ex. 14. Develop the following key sentence into an argumentative paragraph.*

**When traditional roles are reversed, couples face serious problems.**

**A.** To write supporting sentences answer these questions first:

1. What are the possible consequences for the woman?
  - a. having to do most housework besides being the breadwinner
  - b. feeling isolated from her natural role of mother and wife
  - c. feeling deprived of what should be hers (the pleasure of staying at home with the children, etc.)
  - d. enjoying financial independence
  - e. \_\_\_\_\_?
  
2. How could the man feel in this new role?
  - a. enjoy taking care of the children and doing the housework
  - b. resent doing a woman's job at home
  - c. feel emasculated by the lack of "real" work and continuing child care in a woman's world
  - d. depressed at being dependent on his wife financially
  - e. \_\_\_\_\_?

**B.** Think of suitable connectives to add information and express contrasting ideas.

**C.** Write a paragraph of 120 words "When Mum is the main breadwinner".

*Ex. 15. Write a paragraph on the most common causes of conflict and friction between young people and their parents.*



## UNIT 2

### SECTION 1. WRITING IN STYLE: ACADEMIC WRITING

*Lead-in. What do you think are the features of academic style? Discuss the following with a partner. Share your conclusions with the class.*

use of contractions (short forms)  
use of fillers (*well, you know, etc.*)  
impersonal tone  
(strong) personal expressions  
colloquialisms  
mixing styles

objective approach  
use of passive voice  
use of complex grammar structures  
personal bias  
hedging (cautious language)  
punctuation

### COMPLEX SENTENCES & COMPLEX GRAMMAR STRUCTURES (1)

**Note:** compound and complex sentences are typical of academic writing.

Do you remember the difference between the two?

#### PRACTICE 1.

*Ex. 1. Read the text and find out the author's view on immigration. Point out all the features of academic style (words, compound and complex sentences and structures).*

#### **Politicians have been scared of discussing immigration for years**

Britain has long been a country of immigrants. From the Anglo-Saxons and Norsemen who poured across the North Sea in the Dark Ages to the generations of Huguenots, Dutchmen, Indians and Jamaicans, waves of migration have left an impact on British life.

Even the language we use, which is a blend of old West Germanic, Norse and Norman French and is full of imported words such as bungalow and pyjamas, testifies to our ethnic and cultural heterogeneity. And far from being an all-white nation Britain has long had a significant black population. One estimate suggests that as early as 1800, the black community in our ports and cities was 10,000 strong.

And yet, fears of immigrants are still a very powerful political force, despite the fact that migrants have made manifold contributions to British life. After the 2010 election, more than a few Labour MPs remarked that immigration had been one of the chief issues. What makes it remarkable, though, is how little voters' fears have changed. Working on my new book on the early 1970s, I was struck by the similarities between today's debate and that surrounding the arrival of the Ugandan Asians, after Idi Amin expelled them in 1972. And although the people of Leicester boast today of their multicultural spirit, the city fathers at that time did all they could to stop refugees (беженцы) coming to the east Midlands.

Anti-immigration attitudes are alleged to be a form of disguised (замаскированный) racism. I have never been convinced by this explanation. Even National Front<sup>7</sup> supporters back in the 1970s appeared to recognize there are other issues involved, and they directed their fire at politicians in power.

In my view the current concern about immigration has far more to do with unemployment, crime and urban breakdown rather than race itself. And, unless the new leaders get the issue out in the open, it will fester (become much worse) for another fifty years.

*/after Dominic Sandbrook **Politicians have been scared of discussing immigration for years** History magazine July 2010/*

<sup>7</sup> a far right whites-only political party.

Ex. 2. This is a story of the Osmond family<sup>8</sup> as Jimmy Osmond remembers it. Rewrite the text in a more formal style. Make use of compound and complex sentences instead of the simple ones. Add punctuation marks where necessary.

1. I had a very unusual childhood as the youngest member of the Osmond family. My mum had the ability to make all nine of us feel special.
2. She travelled everywhere with us. She never had a break.
3. My dad was the disciplinarian in the family. He had been an army sergeant. He knew how to keep order.
4. We never celebrated our achievements. Dad didn't want us to get big-headed.
5. I had no idea I was the youngest performer, aged nine, ever to have UK number one. I only found out from my daughter the other day that the record still stands.
6. On the Osmonds 50th Anniversary tour, I was really moved to see 30,000 people singing along to songs. My brother Alan wrote them all those years ago.
7. Alan has MS<sup>9</sup>. It was Alan's last tour. The fans made him feel appreciated.
8. I used to be a little scared by all the fans. We had to be smuggled out of venues in all sorts of different ways. Those crazy girls would literally rip us apart.
9. I didn't go to school. I was twelve. I stayed for one day only.
10. We had private tutors and correspondence courses. I missed out the social aspect of school, not the education.
11. We've had conflicts in the Osmond family. It was because someone's manager or agent or lawyer has got in the middle and stirred up trouble.
12. We made a fortune and we lost a fortune. We've managed to pull together as a family, move on, laugh and cry. My life feels like a life well lived.

Ex. 3. Rewrite the text in academic style. Make use of "cautious language" (infinitive and infinitive structures) and of compound and complex sentences and passive voice.

**e.g.** "cautious language":

1. Russians marry and bear children young. = Russians tend to marry and bear children young.
  2. There is strong social pressure to marry. = There seems to be strong social pressure to marry.
  3. Women do most of the housework and childcare. = Women are believed to do most of the housework and childcare.
- 
1. Some researchers call Russian families *quasi-patriarchal*.
  2. Husbands and wives rely on one another for emotional support and help in decision making. Men, nonetheless, have higher status, expect to be the main breadwinners. They leave most housework and childcare to their wives.
  3. Equal distribution of household labour is rising, especially among young couples. In the majority of families traditional gender roles are maintained.
  4. Women are in charge of day-in-and-day-out domestic tasks, including the nurturing of children. Adolescents feel much closer to their mothers than to their fathers.
  5. Most Russians respect and admire motherhood. Traditionally Russians see *Mother* as a woman always ready to sacrifice for her children.
  6. It is known that during the Soviet period, wives and mothers came to be the de facto family heads. Their contributions—financial support plus domestic labour—were greater than men's financial support only.

<sup>8</sup> The Osmonds are an American family music group with a long and varied career—a career that took them from singing barbershop music as children, to achieving success as teen-music idols, to producing a hit television show, and to continued success as solo and group performers.

<sup>9</sup> multiple sclerosis.

7. This pattern has persisted into the post-Soviet era. Today many young women prefer to stay home if they can afford it.

*Ex. 4. Read the text and say what problem(s) Sam faces. How different is the style of the text from the one in ex.1? Point out the words and structures typical of an informal style. Write down possible equivalents in formal style. Compare your list with that of a partner.*



So things were ticking along quite nicely. In fact, I'd say good stuff had been happening pretty solidly for about six months.

- For example: Mum got rid of Steve, her rubbish boyfriend.
  - For example: Mrs Gilbert, my art and design teacher, took me to one side after a lesson and asked whether I'd thought of doing art at college.
  - For example: I'd learned two new skating tricks, suddenly, after weeks of making an idiot of myself in public. (skating = skateboarding)
- All that, and I'd met Alicia too.

This was a couple of years ago — this time when things were ticking along OK — so I was nearly sixteen, but this feeling that life was OK was new to me. I don't mean to say that I'd been unhappy. But there had always been something wrong before, somewhere — something to worry about. For instance, my parents were getting divorced, and they were fighting. Or they'd finished getting divorced, but they were still fighting anyway, because they'd carried on fighting long after they got divorced. Or maths wasn't going very well — I hate maths — or I wanted to go out with someone who didn't want to go out with me...

Here's another thing I want to say. The story of my family is always the same story, over and over again. Someone — my mum, my dad, my grandad — starts off thinking that they're going to do well at school, and then they go to college, maybe, and then make pots of money. But instead they do something stupid, and they spend the rest of their lives trying to make up for the mistake they made. In our family people always slip up on the first step. In fact, most of the time they don't even find the stairs.

My mum's dad made the mistake of thinking he was going to be a footballer. He ended up with no skills and no training. My mum reckons she could have gone to university, but instead she was married just before her seventeenth birthday. I'd like to be the one to break the pattern. Mrs Gilbert asking me whether I'd thought of doing art and design at college ... That was a big thing.

*/from Slam by Nick Hornby/*

## USE OF CONNECTIVES

**Connectives or linking words and phrases indicate logical relationship in the text.**

IN AN ESSAY CONNECTIVES ARE USED:

to introduce points: *Firstly / To begin with / In the first place; One point in favour of (against) ... is / One advantage of ... is / One disadvantage of ... is, etc.*

to add more points: *Secondly / What is more / Furthermore / A further advantage of ... is, etc*

to indicate cause/effect: *So / Therefore / As a result / Thus / Hence / Consequently / Accordingly*

to make contrasting points: *However / On the other hand / Although / In spite of / Conversely, etc.*

to conclude: *To sum up / In conclusion / On balance / All things considered*



**Note on punctuation:**  
connectives are set off by a comma

PRACTICE 2

*Ex. 5. Fill in the gaps with suitable connectives:  
however, at the same time, therefore, firstly, secondly, as a result*

In setting out to describe America and the Americans, it would be easy to assume that the United States is just another country, and try to approach it as such. It is a superpower, to be sure; 1) \_\_\_\_\_, it has its population centers, high and low temperatures, economic statistics, educational systems, arts and crafts, politics and problems, just like any other country. To take this approach, 2) \_\_\_\_\_, would mean ignoring two fundamental problems. 3) \_\_\_\_\_, we all carry around in our minds images of America, blurred or sharp. 4) \_\_\_\_\_, most readers, like most tourists, set out in search of America wanting to find what they're looking for, and are displeased with their guides if they don't find it. 5) \_\_\_\_\_, we all know and certainly feel that America – that dream and that promise, those myths, legends, and hopes — is somehow different. The very subject of America attracts opinions and judgments as no other country does. In approaching America, 6) \_\_\_\_\_, we first need to take a closer look at these problems if we hope to get closer to the central question of what America is and what it means.

*Ex. 6. Add connectives to the text to make the logic more clear.  
Pay attention to punctuation.*



Our cultural mythology about parenting is that there is “one right way” to raise children. Most people believe that the best way to raise children is with both a stay-at-home mother (at least while the kids are young) and a breadwinner father in a long-term marriage that lasts “till death do us part.” Any family that is different from this norm is said to shortchange<sup>10</sup> youngsters.

The majority of families do not fit this model. Most mothers have to, or want to, be part of the paid workforce; about half of all marriages will end in divorce; and many more people than ever before will choose to have children without getting married.

New scientific information that has emerged in the last 10 years contradicts the idea that there is one right way. We now know that children can thrive in many different family forms. The scientific evidence shows conclusively that what is important for them is the quality of the relationships they have with the people who care for them, rather than the number, sex, or marital status of their caregivers.

Perfectly normal families that do not fit into the traditional pattern feel abnormal and blame themselves for providing their offspring with an inferior version of family life. For these parents, trying to conform to the Myth of the Normal Family often generates guilt, anxiety, power struggles, and other stress.

Psychologists suggest that rather than trying to find the ‘one right way,’ parents need to be flexible and creative in finding strategies that work for their particular family.

*Ex. 7. Indicate logical relationship in the essay by filling in the gaps with connectives.*

**Advertising: good or evil?**

Whether it is on TV, radio or hoardings (рекламные щиты) at the side of the road, advertisements have become a part of our lives. Advertising has become a highly creative and powerful industry. Is it aimed at simply informing the public or does it encourage consumers to purchase products they do not really need?

\_\_\_\_\_ Advertising generates wealth for a country. That is to say, taxes paid on goods sold, help governments to pay for essential services such as education and health care. \_\_\_\_\_, the number of

<sup>10</sup> Give less than they need.



jobs created for producing, marketing and servicing these goods helps to reduce unemployment, which is also a great advantage for a country's economy.

\_\_\_\_\_, advertising raises money for a great number of sporting events and artistic performances. Without sponsorship from companies who advertise their products, these events would never be held. In other words, although consumerism is promoted through advertising, it is beneficial to both the consumer and society.

\_\_\_\_\_, advertisements can make people dissatisfied with what they already have, and make them want more. Being exposed again and again to products which one cannot afford produces frustration and dissatisfaction. \_\_\_\_\_, not all parents are in a position to afford the goods which their children see advertised and want to have. This often leads to feelings of inadequacy, especially among the less well-off.

\_\_\_\_\_, advertising creates materialism; people place too much importance on material goods. People are prepared to work long hours at the expense of their health or family time or even turn to crime in order to gain the goods advertised, which cannot benefit society.

\_\_\_\_\_, it is true to say that advertising does provide some benefits, first of all, it contributes to the wealth of a society. \_\_\_\_\_, the drawbacks of a greedy, materialistic society far outweigh the advantages. In my opinion, advertising is not about informing the public but about promoting inequality and competition, which does no good to anyone, particularly to the younger generation.

## SECTION 2. WRITING ARGUMENTATIVE ESSAYS (FOR and AGAINST). WRITING A GOOD INTRODUCTION

An essay is defined as a short piece of writing on a particular subject a) by a student (academic essay), b) by an author to be published in a book, magazine or newspaper.

There are different types of academic essays. In this book you will learn to write two types of argumentative essays<sup>11</sup> (for and against and based on opinion) and descriptive essays.



Learning to write an academic essay is not an aim in itself but a way to learn writing for professional purposes; writing essays is also a way to learn how to present your ideas and position logically, coherently and concisely when speaking.

**An argumentative (for and against) essay is a formal, impersonal piece of writing in which you are expected to consider a topic from opposing points of view.**

### STRUCTURE:

#### **Introduction (Paragraph 1)**

The subject or topic: thesis statement.

Comments on the way it is to be treated.

#### **Main body (Development)**

Paragraph 2.

Arguments for (= advantages). The main ideas supported with details, examples.

Paragraph 3.

Arguments against (= disadvantages). The main ideas supported with details, examples.

#### **Conclusion (Final paragraph)**

A summary of the main points. Optional: own views / opinions.

<sup>11</sup> These are also described as discursive.

POINTS TO REMEMBER:

1. Make a list of the points *for* and *against* before you start to write.
2. Never write an argument *for* or *against* without supporting it with justification.
3. Start each paragraph with a key sentence which summarizes what the paragraph is about.

**Note:** paragraphs are either indented from the left margin or a line of space is left at the end of a paragraph and the next paragraph is started on the left margin.

*Ex. 8. Analyse the text in ex. 7 and say what type of essay it is. Give your reasoning. What is the thesis statement? Can you suggest a different one?*

*Ex. 9. Choose the thesis statement which best suits each topic and discuss your choice with a partner.*

List A

1. Fast food and modern lifestyle
2. Living in an extended family
3. Raising bilingual children
4. Women bosses
5. Generation gap
6. Online dating
7. Changing family patterns

List B

1. a) Eating fast food saves time but is dangerous, though many young people enjoy it.  
b) Fast food fits the pace of modern life but puts you on a fast track to premature death.
2. a) Three generations living together is a situation which can be both advantageous and difficult.  
b) There are advantages and disadvantages to living in an extended family.
3. a) Providing children with academic and cognitive advantages of bilingualism takes a lot of effort on both parents' part.  
b) Being bilingual has many advantages for education and employment, that's why parents try to provide their children with a good knowledge of both languages.
4. a) Few women want to be in the position of power, but those who do make better managers than men.  
b) Women bosses have their strengths and weaknesses.
5. a) "Generation gap" does not necessarily cause disagreement.  
b) Arguments between parents and children are a necessary, though painful, part of growing up.
6. a) Online dating has many advantages though it may be difficult and at times disappointing.  
b) Online dating has its pros and cons.
7. a) Family patterns in developed countries are becoming more varied, affecting both the young and the old.  
b) Changing family patterns give more freedom to the young and less security to the old.

**To produce a good thesis statement turn the topic into a question and answer it — you've got it!**

### USEFUL TIPS:

A **strong** thesis statement

1. expresses ONE idea;
2. is clear and specific;
3. justifies discussion

*Ex.10. Read the topics and write strong thesis statements. Discuss with a partner.*

**e.g.** Topic: Birth control: a way to fight global poverty

Question: How does birth control help reduce poverty?

Thesis statement: Reducing population growth through birth control can combat global poverty.

### Topics:

1. Birth control: a way to fight global poverty?
2. Siblings: friends or rivals?
3. Effects of marital status on men's health
4. The trend towards a smaller family
5. Teaching "digital natives"
6. Advantages and disadvantages of home schooling
7. An only child
8. Early retirement
9. Aging population and migration
10. Children of famous parents

*Ex. 11. Write a paragraph in a formal style based on the text in ex. 4. Start with stating the boy's problem(s) and give reasons and examples to support the statement.*



## WRITING A GOOD INTRODUCTION

Apart from making a strong thesis statement a good introduction should "hook" the reader, i.e. make them want to read what you've written.

### USEFUL TIPS:

1. Start with an interesting or surprising fact or refer to an unusual situation.
2. Address the reader directly with a question.
3. Give a quotation.
4. Suggest a definition.
5. Supply some important background information.

*Ex. 12. Read the paragraphs and decide what introduction "technique" is used. Find the thesis statement. Which paragraph do you find more effective? Discuss with your partner.*

*Suggest the topics for these introductions.*



- I. The great Chinese philosopher Confucius advised, "Have no friend not equal to yourself." Writing in a very hierarchical society he probably meant that you should make friends with people your own social class. But I'd like to interpret his dictum more broadly — meaning that friendship requires mutual respect.

- II. A man and a woman were seated in a car that had been circling the same area for half an hour. The woman was saying, "Why don't we just *ask* someone?" The man was saying, not for the first time, "I'm sure it's around here somewhere. I'll just try this street." Why are men so reluctant to ask directions? Why aren't women? The explanation is that men and women use language in different ways.
- III. Scientists tell us that the human genome in all of us is made up of elements that are 99,97% the same. While that is true that no two humans are exactly alike, what really makes us unique and different is our culture. Culture is a human design for living within small groups and for those groups within a larger context. How does this design work in intercultural marriages? Although there can be many problems in these international marriage relationships, they can also be very successful.
- IV. It's a sad fact that more than half the marriages in the U.S. end up in divorce. Statistics on divorce in many other developed countries are almost as bad. We seem to be living in a world where we get married with the idea, "If it doesn't work, I can always get a divorce." Does it mean that marriage as an institution will become extinct?

Ex. 13. Write an introduction using some of these scrambled sentences: "hook" the reader and produce a strong thesis statement.



- 1. Birth order affects our choice of partner and even our careers, but it is never more evident than when we are with our family.
- 2. Siblings can be increasingly important in adult life; this relationship, even if it involves rivalry is too important to jettison (throw away).
- 3. Three adults come together for a family reunion and the eldest is soon running the show.
- 4. The characteristics resulting from birth order are imprinted between the ages three and seven.
- 5. Meanwhile, the younger plays the charmer and the harassed middle one tries to keep the peace.
- 6. Siblings are programmed to compete for parental attention, and to do that we have to be different; so, because we are rivals we continue to quarrel like five-year-olds.

Which topic in ex. 10 can this introduction fit?

Ex. 14. Write an essay on "Marrying Young". Follow the steps.

A. Writing an outline of an essay: brainstorming

1. **List the points for and against and discuss them with a partner/team**

FOR	AGAINST
1. helps one mature early	1. interferes with one's studies
2. ....	2. ....
3. ....	3. ....

2. **Write supporting sentences and compare them with those of a partner/team**

FOR	Marrying young makes one mature early because starting a family involves greater responsibilities. To begin with, ...
AGAINST	Early marriage will inevitably interfere with either husband's or wife's studies (if they are both students), as someone in the family has to be the provider. Furthermore, ...

3. **Make use of facts to support your ideas. Do your research.**

There is a fact file below which may be useful.

**B. Write an introduction**

**Use any of the introduction techniques (develop the sentence you've chosen + write a thesis statement):**

1. "Have you ever wondered why fewer people tend to marry young nowadays?"
2. "Are there more advantages or disadvantages in marrying young?"
3. "A student with a wedding ring on his ring finger, rushing to a job after classes and falling behind with his studies..."
4. Until the 1990s marriage in Russia was still very early compared to what was observed in Western Europe. In the 2000s age at first marriage has been increasing.

**C. Write a conclusion**

**Use any of these techniques<sup>12</sup> (develop a chosen sentence into a paragraph):**

1. summarize the topic, e.g. "To sum up, marrying young seems to have fewer advantages than disadvantages, but there are and have always been people eager to get married young despite all the difficulties involved."
2. end with a rhetorical question, e.g. "Would it be wiser to postpone marriage just because one is young?"
3. give the reader something to consider, e.g. "All in all, though marrying young leads to many problems, (I think) it is for the young people to decide whether to marry or not. Perhaps the state should help the young couples to cope with their problems."



Do not introduce new ideas in the conclusion!

**FACT FILE**

- The probability of first marriage by age 18 is low for both men and women: 6% for women and 2% for men.
- There is a 50% probability that women will have married for the first time by the age of 25. Not until age 27 is there a 50% probability that men will have married for the first time.
- The probability of first marriage by age 30 is 74% for women and 61% for men.
- The probability of first marriage by age 40 is 86% for women and 81% for men.
- Women have higher probabilities than men of experiencing a first marriage by each age shown, except at age 40 (where the difference is not statistically significant).



**Proofreading. Check your essay for**

- essay structure
- presentation of ideas:
  - thesis statement
  - key/topic sentences developed by supporting sentences and examples
  - relevant conclusion
- use of grammar structures
- use of vocabulary: synonyms, pronouns, etc.
- spelling errors

**Make all necessary corrections**

*Ex. 15. Write any of the following essays using ~250 words.*

1. Marriage of convenience.
2. "Old-fashioned" marriages have a better chance of success.
3. Intercultural marriage.



<sup>12</sup> More of these are discussed in unit 4, part 3.

## UNIT 3

### SECTION 1. LANGUAGE MATTERS: JOINING SENTENCES AND IDEAS (2)

#### JOINING INDEPENDENT CLAUSES BY CONNECTIVES OF OR TYPE

Connectives of *OR* type introduce a reformulation of what has come before to make the idea clearer, or to explain or to modify it.

*IN OTHER WORDS, TO PUT IT (MORE) SIMPLY, IT WOULD BE BETTER TO SAY, OR RATHER, IN THAT CASE, THAT IS, I.E., NAMELY.*

**e.g.** Most of the interesting things take place on Saturday and Sunday. In other words, a weekend is the best time for a visit.

#### PRACTICE 1

*Ex. 1. Fill in the gaps with suitable connectives.*

1. Universities and Colleges of Advanced Technology, \_\_\_\_\_, places of higher learning, are financed partly by the state and partly out of private funds.
2. The film "The Big Lebovsky" is for adults only, \_\_\_\_\_ people over 18 years of age.
3. In August there are few Parisians in Paris, as everyone goes away, \_\_\_\_\_, everyone not connected with the tourist industry.
4. This brochure mainly concerns self-employed people, \_\_\_\_\_, people who work but are not employed by somebody else.
5. Good language schools, \_\_\_\_\_, schools where students learn quickly, charge high prices.
6. There are only two universities in this league, \_\_\_\_\_, Oxford and Cambridge.
7. I believed that home tutoring produces brilliant but eccentric children who suffer from lack of socialisation, and so on: \_\_\_\_\_ not for the likes of us.
8. Concerned about our daughter's progress, \_\_\_\_\_, lack of it, we raised the matter with the teachers. They smiled and said: "She is a lovely girl, though". \_\_\_\_\_, they thought she was pretty but thick.
9. GCSE examinations do not just test knowledge as the old exams tended to do, and results depend partly on continuous assessment: \_\_\_\_\_, on marks awarded by the teacher for work done in lessons throughout the course.
10. Some people say that if you are good at music, \_\_\_\_\_, if you have a sensitive "ear," you will learn languages easily.

*Ex. 2. Make one sentence out of two parts using suitable connectives.*

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. A forum administrator has to do a lot of work,</li> <li>2. Are Africans inherently "lazy",</li> <li>3. We face serious financial difficulties,</li> <li>4. 'Life is sacred,</li> <li>5. Why does nuclear radiation cause visible birth defects,</li> <li>6. The school's biggest problem,</li> <li>7. We cannot talk about any complex situation without using metaphors;</li> </ol> | <ol style="list-style-type: none"> <li>a. metaphors matter.</li> <li>b. the lack of good teachers is the result of poor funding.</li> <li>c. how does it work?</li> <li>d. have "reduced work capacity"?</li> <li>e. government subsidy and support especially in times of want</li> <li>f. answer questions, keep the web site up-to-date, delete spam, etc</li> </ol> |
|--|---|

- |   |  |
|---|--|
| <p>7. Formulae that had clearly been written on a pair of sports shoes were there to 'assist' their owner,</p> <p>8. They say I'm difficult, so</p> <p>9. Socialism, ... is a wonderful thing</p> | <p>j. tell the world I never cared it was against me.'</p> <p>k. We are broke</p> <p>l. it is the supreme value, to which all other values are subordinate.'</p> <p>m. to help them cheat.</p> |
|---|--|

*Ex. 3. Complete the following by adding a suitable ending.*

1. At British universities students cannot usually repeat a year. In other words, failing exams .....
2. Everybody can take part in the dancing, or rather everybody except .....
3. In 1976 the Labour government made comprehensive education compulsory. In other words, all schools .....
4. Grammar schools used to be very selective, that is to say .....
5. The Open University founded in 1969 is non-residential and uses correspondence courses. In other words, .....
6. This welfare system concerns single-parent families, i. e. ....
7. Parents have a legal obligation to ensure that the children receive an adequate education but none whatsoever to send them to school. To put it simply, .....
8. There is only one city in Great Britain with more than 8 million inhabitants, .....
9. Their opponents argue that public schools still give some children an unfair advantage, namely .....
10. State schools provide basic tuition free of charge. In other words, .....



## EXEMPLIFICATION

It is often useful to give examples to support one's reasoning. There are different ways of exemplifying:

*FOR EXAMPLE, FOR INSTANCE, SUCH AS, AN (A GOOD) ILLUSTRATION / EXAMPLE (OF THIS), AS SHOWN BY, A CASE IN POINT*

All of these are used **within** a sentence, but two: *FOR EXAMPLE, FOR INSTANCE* can begin a sentence.

**e.g.**

Popular American music was first resisted as "a danger to our (British) nation's youth". The BBC, **for instance**, banned rock and roll until 1962.

The American Dream is an idea that can mean many different things to many different people. **For instance**, the American Dream for my family may be to live without financial worries. (Cory Richford)

## PRACTICE 2

*Ex. 4. Fill in the gaps with suitable connectives. In which sentence these are not used to connect?*

1. Some universities are very selective. The University of California at Berkeley, \_\_\_\_\_, admitted about 65% of all applicants in 2004.
2. Some degrees focus on technological education, \_\_\_\_\_, on vocational instruction. Some focus on business or agricultural education.
3. Many schools offer specialized master's degrees in Special Education. \_\_\_\_\_, the University of Kansas offers Special Education degrees in six areas.
4. The traditional Russian situation has some unique features. \_\_\_\_\_, motherhood is held in special reverence as is demonstrated in centuries of literature, art, and folklore.

5. A typical writer's block is a psychological block, when the writer cannot bring himself or herself to let the words appear on the paper. The process of getting started is \_\_\_\_\_.
6. British and American schools have always stressed "social skills" through extracurricular activities, \_\_\_\_\_ organized sports, theatre and drama groups and various clubs.
7. Many of the world languages belong to a group of related languages which we call language families. \_\_\_\_\_ of such a family is the Latin group of languages.
8. A good \_\_\_\_\_ of this growing interest in so-called dead languages is the sheer number of Latin courses offered.
9. The phrase \_\_\_\_\_ signals that the list that follows is illustrative, not exhaustive.
10. When you mean \_\_\_\_\_ use e.g. It is an abbreviation for the Latin phrase *exempli gratia*. When you mean \_\_\_\_\_ use "i.e." It is an abbreviation for the Latin phrase *id est*. Either can be used to clarify a preceding statement, the first by example, the second by restating the idea more clearly or expanding upon it.

*Ex. 5. Make the sentences meaningful by adding exemplifiers. Decide in which case you can make one sentence or two or both; add punctuation marks.*



1. Greece, which is in a serious financial crisis, pursued unsustainable<sup>13</sup> policies; many Greeks retire before age 60 with benefits at three-quarters salary.
2. More and more diplomats whose original language is not English are learning it in preference to others.
3. This car crash on the Ring Road is the dangers of winter driving.
4. The committee reviews developed countries and developing countries, Switzerland and Timor Leste are two very different countries with very different economic situations.
5. There are a number of problems concerning diplomats, the wife of a diplomat cannot have a career travelling with the husband.
6. In Victorian Britain there were some good schools, grammar schools and public schools.
7. Middle class professionals doctors, dentists, lawyers are accused of tax evasion.
8. Pressure and lack of quality time cause many relationships to fail the rock star's recent divorce is...
9. Japan is making a relatively greater effort to support its schools, the percentage of its total public spending.
10. Web sites Twitter are becoming increasingly favored by hackers.

*Ex. 6. Read the text. What problem does it raise? Make the text complete by using connectives of reformulation and exemplification.*

There is a growing problem in UK primary schools. Many youngsters seem to be disengaged from a formal classroom education, 1) \_\_\_\_\_ they get bored sitting in the classroom and listening to the teacher.

When asked what pupils think about their lessons, a boy said, 2) \_\_\_\_\_; "Why should I sit and listen to someone telling me lots of facts when I can find them on the internet in five minutes?" This isn't arrogance. These children are "digital natives", 3) \_\_\_\_\_ they've grown using the web on a daily basis and have developed different ways of absorbing information from older generations.

Schools should make use of this fact to keep children motivated and improve both their understanding of core subjects and exam results. An experiment held on the edge of a Delhi slum 12 years ago is 4) \_\_\_\_\_. A weatherproof computer was placed in the wall of the offices of an IT company to test how it would work outside. Instead of vandalising it computer-illiterate slum children were fascinated. They formed groups and learnt, 5) \_\_\_\_\_ taught themselves — through

<sup>13</sup> impossible to keep at the same level.



trial and error — how to operate the computer and find information from it. This led to placing other computers in outdoor public locations in poor communities across much of Asia and Africa. This was a huge success, too, 6) \_\_\_\_\_ in the report “The Hole in the Wall Gang”.

Sometimes an adult mentor would ask children to look into specific subject. In one southern Indian village, 7) \_\_\_\_\_, some information on biotechnology was left on the public PC, and the children were asked to find out more. They uncovered huge amounts of knowledge and *retained* it – scoring an average of 70 per cent in a test a few months later, 8) \_\_\_\_\_ this self-organised learning in remote areas with few teachers turned out to be a useful addition to formal education.

*/after Teaching Made Easy PC by Prof. Sugata Mitra, Reader’s Digest March 2011/*

## USE OF CONNECTIVES

*Ex. 7. Read the following paragraph and a) fill in the gaps with connectives from the list below; b) find the words which express opinion.*

*moreover, in addition, the first / second / third reason, despite the fact.*

### Choosing Sons or Daughters

I feel that whenever it becomes possible for parents to choose the sex of their child, they should be allowed to do so even though it may lead to more males than females. 1) \_\_\_\_\_ is that persons carrying an inherited disease that affects males would be able to choose to have a girl. 2) \_\_\_\_\_ is that there would be fewer deliberate abortions done because parents wanted a child of a different sex. 3) \_\_\_\_\_ is that we still have wars, and more men than women are killed in wars. 4) \_\_\_\_\_, since women live longer than men, many widows would welcome a larger population of available males. 5) \_\_\_\_\_, I don’t believe the problem of more males in our society would be a permanent situation. 6) \_\_\_\_\_ that there probably would be more male children born for some time, it is likely that a shortage of women would eventually lead to an increase in the number of females born so that there would be more women available as marriage partners. After a time, the ratio of men to women would probably settle into a fairly even balance.

*What other words to express opinion can you suggest?*

## SECTION 2. PARAGRAPH WRITING: EXPRESSING OPINION. WRITING A GOOD CONCLUSION

*Lead-in. What are the typical features of a paragraph expressing opinion? Use the text in ex. 7 to illustrate your point.*

*What is the difference between them?*

*Ex. 8. Look at the list of topics and say which suggest a paragraph expressing opinion. Match these with appropriate topic sentences (list B). Which do you think make strong thesis statements? Write them down adding words used to introduce opinion.*

### List A

1. It’s still a man’s world.
2. Competition among siblings
3. Online education: pros and cons

4. Juggling college and work
5. Computer in the classroom

**List B**

1. a) In modern society man rules the world.  
b) However modern we appear to be, men still hold most positions of power, while women play second fiddle.
2. a) It is common knowledge that brothers and sisters are often jealous of each other and have difficult relationships.  
b) Relationships between siblings can be difficult though a great deal depends on parents' role in their children's lives.
3. a) Online courses give the freedom and flexibility you can't find in the classroom but deprive you of social contacts.  
b) You can work toward an online Bachelor's degree from the comfort of your home or on the road, at 2:00 A.M. or 12 noon – whatever works best for you.
4. a) A full time career and full time education are impossible to combine.  
b) Combining college or university and a full time job means your education will take more time and effort.
5. a) Computers in the classroom will never replace the teacher.  
b) Computers can be indispensable in teaching "digital natives".

*Ex. 9. Analyse the paragraph. What is the author's viewpoint? What arguments does he use? What is the function of the concluding sentence?*

It is my belief that Self-Organising Learning Environment method (SOLE) can keep youngsters stimulated in class, improve both their knowledge and exam results. Under this technique children are asked a question and left to do research online in small groups. The kids are engaged without realizing they are actually doing school work. Their results are impressive for a number of reasons. Firstly, they feel more relaxed looking for information and answering questions in small groups. Besides, they know they won't be made to look foolish if they get something wrong. Secondly, through reasoning, discussion and cooperation they can discover new ways to find information and to understand far more of what they have found than they would individually. The last but not the least reason is that SOLE improves children's attention span and behaviour, too. So, I really believe that, if this method is adopted across the UK, all children will benefit and some will be able to pass their GCSEs<sup>14</sup> much earlier.

*/after Teaching Made Easy PC by Prof. Sugata Mitra, Reader's Digest March 2011/*

*Ex. 10. Brainstorming. Support the following viewpoint with the arguments/ reasons from the list below. Suggest your own arguments.*

**We can learn a lot from studying a so-called dead language.**

Reasons:

1. You find out a lot about history, philosophy, architecture, literature, science, language and politics.
2. Only someone weird could enjoy studying a dead and difficult language.
3. With a dead language there is no embarrassment about the accent.
4. You can trace all sorts of words, ideas, forms of expression that you come across in your own culture back to much earlier time.
5. Only doctors and lawyers can make any use of the Latin language.

<sup>14</sup> general certificate of secondary education (exams are usually taken at 16).

Ex. 11. a) Write a paragraph on this topic developing the arguments and giving examples. Use reformulation (in other words, etc.) and exemplification if necessary.

e.g.

Do you know, **for example**, what “ad hoc committee”, the phrase you come across often enough, means? Those of us with some knowledge of Latin understand that it is a committee formed for a specific task, **in other words**, it is the opposite of a standing committee.

#### USEFUL HINTS:

- Roman philosophers, poets, writers: Horatius, Vergilius, Seneca, Ovidius, Cicero, Appulejus, Archimedes;
- Roman emperors and politicians: Julius Caesar, Tiberius, Gracchus;
- The Roman law;
- Well-known phrases: *primus inter paris* (первый среди равных); *a priori* (независимо от опыта; заранее); *modus vivendi* (временное соглашение по какому-либо международному вопросу); *In vino veritas* (истина в вине); *Veni, vidi, vici* (пришел, увидел, победил); *Nota bene* (NB) (надо заметить); *Perpetuum mobile* (вечный двигатель).

b) What arguments against can you suggest? Write a paragraph expressing an opposing point of view.

Ex. 12. Write a paragraph about the advantages of physical education. Support the following viewpoint with reasons of your own or from the list below:

#### **Physical education should be an integral part of school curriculum.**

Reasons:

1. Doing sport at school gives children an excellent opportunity to exercise.
2. PE classes help children to get rid of excess energy.
3. Doing sport at school interferes with children’s studies.
4. Team sports as part of PE develop social skills and encourage children to cooperate with others.
5. Children who are not good at sport can develop an inferiority complex.

Ex. 13. Write a paragraph expressing your opinion about physical education as a compulsory subject at universities and colleges; or the subject which you feel should be included in your curriculum.



## WRITING A GOOD CONCLUSION

The main aim of the conclusion is to show the reader that you have fulfilled the task set in the introduction: have considered different aspects of the problem objectively (in a *for and against* essay) or have proved your point of view (in an opinion essay). In other words, the conclusion links back to the thesis statement.

#### USEFUL TIPS:

1. Restate the thesis statement but do not repeat it!
2. Do not introduce new ideas.
3. Sum up the main points made in the body of the essay.
4. Do not pretend you have proven more than you have.
5. Make it emphatic: use an appropriate quotation or your own punchy<sup>15</sup> comment.

<sup>15</sup> having a strong effect due to the use of clear simple language and not too many words.

Ex. 14. Read the two pairs 'introduction — conclusion'. Which useful tips for writing conclusions have been applied appropriately? Discuss with a partner.

**I. Introduction:**

The great Chinese philosopher Confucius advised, "Have no friend not equal to yourself." Writing in a very hierarchical society he probably meant that you should make friends with people your own social class. But I'd like to interpret his dictum more broadly – meaning that friendship requires mutual respect.

**Conclusion:**

"A friend in need is a friend indeed". True as this well-known saying is, it doesn't cover all aspects of this most wonderful of relationships. Only if people respect each other for special qualities, which have nothing to do with status or money, can they become real friends. Mutual admiration and high opinion of each other make friends equal.

**II. Introduction:**

A man and a woman were seated in a car that had been circling the same area for half an hour. The woman was saying, "Why don't we just ask someone?" The man was saying, not for the first time, "I'm sure it's around here somewhere. I'll just try this street." Why are men so reluctant to ask directions? Why aren't women? The explanation is that men and women use language in different ways; this breeds misunderstanding which can destroy the relationship.

**Conclusion:**

Women and men talk for different reasons. Women use language to make connection, to build intimacy, while men are concerned with hierarchy and use language to confirm status. Understanding gender differences in ways of talking is the first step to improving the relationship.

Ex. 15. Restate the thesis statements in ex. 8 to make a conclusion.

**e.g. Thesis statement:**

However modern we appear to be, men still hold most positions of power, while women play second fiddle.

**Restatement:**

The world has changed, and we have women ministers and even prime ministers, but by and large, in politics and business alike power is concentrated in the hands of men.

Ex. 16. Read the text in ex. 9 again. Develop the concluding sentence into the conclusion (final paragraph) using the tips above.

Ex. 17. Write a conclusion using some of these scrambled sentences.

**Thesis statement:**

Teaching to write in a foreign language is first of all helping to acquire a skill of overcoming a fear of writing.

**Conclusion:**

1. Communicating ideas when writing in a foreign language is a skill to be learnt step by step.
2. All in all, building writing skills 'brick by brick' is the right way to produce a confident and competent writer.
3. Well-structured practice which takes students step by step from producing meaningful sentences on to writing effective paragraphs and essays is a very useful and efficient tool.
4. It helps students to get beyond their fears associated with academic writing.
5. It is less stressful for students to first learn how to organise paragraphs and then acquire different patterns of academic writing.
6. Writing is a powerful medium in any language, and communicating ideas in their complexities requires patience and practice.



## UNIT 4

### SECTION 1. WRITING IN ACADEMIC STYLE

#### COMPLEX GRAMMAR STRUCTURES (2)

**Note:** complex grammar structures (infinitive and gerundial complexes) are often used in academic writing.

##### PRACTICE 1

*Ex. 1. Read the text to find the answer to the question in the title. Analyse complex grammar structures in Point I. and paraphrase parts of sentences in italics using gerundial and infinitive structures in II.*

#### **What's wrong with American education?**

**I.** Along with a deepening recession, the war in Iraq and Afghanistan, dealing with immigration and health care, the poor performance of the institution of American Education is believed to be one of the most severe problems facing the nation. Yet, depending on the source, the definition of our concern varies widely.

The definition of Education's failure comes in many forms, largely based on the source from which it originates. The victims (students) tend to have their own definition — school is boring, useless, its only value being one of meeting friends and, for some, participating in sports. Try asking a kid what he learned in school today, and you will get the "thousand mile stare," which quickly informs you of your belonging with those who are ancient and intellectually challenged.

**II.** Parents have many complaints. If their children are in their teens or older, parents complain of 1). *they have changed from the compliant, respectful children so fondly remembered, to defiant, lying, empty-headed, drug-using brats.*

They are certain this condition results from 2). *their kids' heads are filled with all kinds of ideas that have no place in a traditional American home.* 3). *if the parents are financially supporting a \$25,000 a year college tuition to get these results makes the situation even worse.*

Teachers look at their unmotivated, cheating, noisy classes, with occasional deadly violence thrown in, and either leave the profession, or stay, longing for the days when students were eager to learn, respectful, did their homework, and trembled at the threat of 4). *a parent will be informed or they will get a failing grade.*

Employers insist on 5). *employees are unable to perform their jobs,* their lack of productivity, motivation, and perhaps most of all, honesty and integrity. Remedial and on-the-job training have become the norm rather than the exception in the private sector. 6). *One cannot deny the fact that there no longer exists a ready pool of exceptional candidates for positions requiring knowledge, skill, and judgment* 7). *Even though many more graduates come from colleges and universities.* Instead, employers seek an increasingly immigration-restricted pool of foreign technical and scientific workers. In Government, from the President of the United States all the way down to the lowliest clerk, complete incompetence is the rule of the day. 8). *It seems that none of them can get it right, even when they try.* Most of the time they don't even make the effort.

If all of the above is true, how have we made the enormous progress in technology, science, medicine, and electronics during the last half century? The answer, 9) *it seems, is that this progress has resulted in spite of,* rather than because of the institution of Education as it exists in this country. Today,

despite 10) *we still maintain a hugely rich source of intellectual power*, we no longer stand alone as the world's leader in brain power.

/based on//www.scribd.com/doc/193920/Whats-wrong-with-American-Education/

Ex. 2. Read the text about the education reform in the UK as seen by a sixth-former. Make the text more formal by using complex grammar structures instead of the underlined parts and words from the list below instead of those in italics.



### A graduate tax is the fairest solution

When hundreds of thousands of students take out their iPod headphones and tear themselves away from Call of Duty<sup>16</sup> to rally in the streets, you know the government has done something seriously wrong. After all the pre-election talk of a fairer education system, why does the coalition government think that they will achieve this 1) if they increase tuition fees and cut the teaching budget by 80 per cent?

2) Make no mistake (use *the fact that*), if fees rise huge numbers of bright, but 3) *poorer* students will not be able to apply to university. As a sixth-form pupil, I am 4) *pretty sure* that for 5) *a lot* of school leavers university 6) *is no longer an option*. This is not only completely unfair, but, it also reduces Britain's ability to produce a high-quality workforce. 7) Is it possible that the government will ignore the problem 8) which we face when only people 9) who can afford it can go to university? (use of + gerundial construction)

10) It's fine to complain — and even to take to the streets in protest – but that is pointless unless solutions can be found. One possible 11) *solution* is a graduate tax. This idea is supported by the Labour Party and the National Union of Students. It 12) looks like a good solution, it allows the abolition of high fees, replaced by the introduction of a heavier income tax on graduates. This tax would last for roughly 20 years and would be paid only if the graduate was employed and earning 13) *more than* £15,000 a year.

This would be fairer than the current system, because it would be easier for lower-income graduates than if they paid a fixed price for fees. This in turn would create an incentive for students from a low-income background to strive for higher education, increasing social mobility. 14) Of course, higher-income graduates may end up paying more under the system — but then, they can afford to. The graduate tax also 15) prevents the situation when students have to choose their university based on price.

16) Call me an idealist, but an efficient graduate tax could completely remove the burden of higher education from the general taxpayer. I still think, though, that the taxpayer should contribute to higher education because Britain 17) *will benefit* 18) if we have highly educated workers. After all, the next generation of workers will be the ones driving the economy — while those who have enjoyed heavily subsidised higher education in past decades sit back and draw their pensions.

/based on www.newstatesman.com/blogs/the-staggers/.../graduate-tax-higher-education/

**Prompts:** affluent, to be convinced, a great many, to become an unaffordable option, wealthy, in excess of, alternative, enjoy the benefit of

## USE OF CONNECTIVES

In an essay expressing opinion connectives are used:

1. to express opinion: *I believe, In my opinion, I think, In my view, I strongly believe<sup>17</sup>, I feel that, It seems to me that, etc.*

<sup>16</sup> A popular video game.

<sup>17</sup> emotionally coloured.

2. to present the other side of the argument: *Contrary to what most people believe, As opposed to the above ideas, Some people argue that...*
3. to join each viewpoint with the others: *In the first place, To start with, What is more, Furthermore, Besides, Apart from this, It is argued that, etc.*

When writing an essay expressing opinion, we use different words and phrases that bring out our attitude to what we are saying:

Apparently	очевидно, несомненно
Admittedly	надо признать
Clearly	ясно, понятно
Evidently	очевидно
Frankly	откровенно (говоря)
Generally speaking	вообще говоря
In fact	на самом деле
In my opinion	по моему мнению
Naturally	как и следовало ожидать
Obviously	явно, безусловно
Personally	что касается меня
Quite properly	безусловно
Really	по правде говоря
To be (more) precise	точнее говоря
Understandably	понятно
Undoubtedly	Несомненно

## PRACTICE 2

*Ex. 3. Choose the most appropriate word or phrase from the list above to fill in the gaps in the sentences.*

1. \_\_\_\_\_, I am convinced that job satisfaction is far more important than material values.
2. \_\_\_\_\_, there is nothing worse for the interviewer than hearing that the candidate knows nothing about the company.
3. \_\_\_\_\_, I am surprised that such a high percentage of dentists enjoy their work. \_\_\_\_\_, starting into other people's mouths is very unattractive,
4. \_\_\_\_\_, people in such demanding jobs as air traffic controllers should work in short shifts.
5. \_\_\_\_\_, schoolteachers in Russia, especially in rural areas are underpaid, \_\_\_\_\_, schools are understaffed.
6. \_\_\_\_\_, nurses, who also have low incomes, but carry on working have a strong sense of vocation.
7. \_\_\_\_\_, job satisfaction is only relevant to industrialized societies. In developing countries work is mostly a means of survival.
8. Astronauts have to be physically and mentally prepared for the stress and strain of a space mission. \_\_\_\_\_, being an astronaut is one of the most challenging jobs in the world.
9. \_\_\_\_\_, the major problem a working mother faces concerns her children.
10. Most girls think that modelling means glamour. \_\_\_\_\_, many are disappointed when they find out it is hard work as well.

*Ex. 4. Fill in the gaps in the text with suitable words and expressions from the list.*

*To sum up*

*Firstly*

*In my opinion*

*What is more*

*To begin with*

*In conclusion*

*Some critics argue that...*

*In my view*

*In addition*

*All in all*

*Contrary to what many people believe*

*I feel*

This year's sixth-formers were the first to complete a new modular system<sup>18</sup> of A-level exams. Now many students and their parents ask whether the new system is an improvement on the old one.

1) \_\_\_\_\_, sitting for four or five AS-levels in your first year and then taking three of the subjects to full A-level in the second makes it easier to pass the exams successfully. If your AS grades contribute to your full A-level result you are not under so much pressure all the way through, though the first year puts more stress on students than it used to.

2) \_\_\_\_\_, the rise in the pass rate and a record number of students who score straight As indicate that the new system filters out poorer A-level candidates in the first year. The AS-level results can be used by pupils to decide whether they go on to take a full A-level.

3) \_\_\_\_\_, the new system broadens the curriculum and gives students a chance to take up a wider range of subjects in the first year (e.g. drama or music or mass media). 4) \_\_\_\_\_ it is unfair that many universities do not accept what they call "soft" A-level subjects.

5) \_\_\_\_\_ there is no need for the AS-level. They would prefer students to simply sit their exams at the end of two years' study. They say this generation of school pupils is overexamined and never relaxes. Their idea is to abolish AS-levels and introduce the International Baccalaureate instead.

6) \_\_\_\_\_, 7) \_\_\_\_\_ that we should give the new system time. Constant changes have turned pupils into guinea pigs for education reform. Give them a break!

*Ex. 5. Read an extract from an article in The Times to find out the Education Secretary's position on weak schools. Fill in the missing connectives.*

There remains a persistent problem in too many of our secondary schools. Around one in seven has fewer than a quarter of its pupils achieving five or more good GCSE passes.

Many say this is simply the result of poverty and deprivation. Of course, these factors matter, which is why such schools are better resourced: we are spending £200 more on every pupil than was previously the case. 1) \_\_\_\_\_, new research by my department shows that schools with the poorest GCSE results are found in leafy suburbs as well as in inner cities.

We have raised the number of pupils gaining five good GCSEs from 45 per cent to 48 per cent, and are well on course to reach our target of 50 per cent by 2002. 2) \_\_\_\_\_, in 530 schools identified as underperforming, 75 per cent of their pupils or more face adult life without the educational foundation to go on to Advanced level study.

3) \_\_\_\_\_ I am setting schools a new challenge — that by 2004 there should be no secondary with fewer than 20 per cent of its pupils achieving five good GCSE passes. By 2006 this should be raised to 25 per cent or more.

Since 1997 I have sought to create a culture of improvement in schools, with Government and education authorities giving schools the support they need. All schools now have GCSE targets. This new approach will strengthen the targets in the weakest schools.

The challenge will be difficult and I can already hear the cries from those who say it can't be done. Those same complaints were made when we set our challenging literacy and numeracy targets. 4) \_\_\_\_\_, I am convinced that we can and must meet this challenge — and we will be monitoring those schools which fail to reach the new benchmark (точка отсчета, уровень), and taking action where necessary.

5) \_\_\_\_\_, I will maintain the firm approach we take towards failing schools. This policy is already paying huge dividends. At the end of 1999, 424 schools were failing — 91 fewer than in July 1998. Schools now have two years to improve, or have a Fresh Start (with new name, management and staff), or be closed with pupils transferred to other schools.

<sup>18</sup> Introduced in 2000.



6) \_\_\_\_\_, we need to build on our successful approaches for targeting disadvantage and underachievement, particularly through our targeted programme for inner cities — Excellence in Cities. I will be introducing a new scheme to twin weak schools with those that have succeeded.

7) \_\_\_\_\_ We are planning to pilot new “super head”, experienced heads who will work with and help to rescue schools at risk of failing. I will be discussing the important issues involved with head teachers and education authorities.

8) \_\_\_\_\_, I want to strengthen school-business partnerships to expand the successful national mentoring pilot project for pupils in poorly performing schools. The development of this new network will help to improve school discipline and offer new opportunities to dissatisfied pupils.

9) \_\_\_\_\_, we must spread the good practice of excellent and improving schools just as we are tough on weak and failing schools. Taken together, these measures will help us to achieve these tough targets.

*/The Times. March 1, 2000/*

*Compare the connectives you added with those used by the author:*

yet, however, that is why, yet, secondly, thirdly, fourthly, finally, also.

*Ex. 6. Read the following Fact File. There are connectives missing. Add them to make the text more logical.*



In Great Britain children are allowed to work from the age of thirteen. They can be employed for two hours on a school-day, only one of which may be in the morning, plus two hours on a Sunday.

Thirteen- and fourteen-year-olds may work for five hours on a Saturday plus up to 25 hours a week in school holidays. Over fifteens may work for eight hours on a Saturday and 35 hours a week in the holidays. At least two weeks of the school holidays a year should be work-free. Some young people work not only on Saturdays but on Sundays, plus a few evenings in the week.

Saturday girls and boys have the same legal rights as adults. This means they can claim unfair dismissal where justified, as long as they are working legally.

Young people need to obtain an employment card from the local authority before they work.

## SECTION 2. WRITING AN ARGUMENTATIVE ESSAY EXPRESSING OPINION

*Lead-in. Look through the text in ex.4 and decide if it is an argumentative essay or an opinion essay. Compare your reasons with those of a partner.*

**An essay expressing opinion is a formal piece of writing in which your own opinion is clearly stated and supported by reasons.**

STRUCTURE:

**Introduction** (Paragraph 1)

The subject or topic. Thesis: a statement of your opinion.

**Main body**

Paragraph 2

Viewpoint 1 supported by a logical reason.

Paragraph 3

Viewpoint 2 supported by a logical reason.

Paragraph 4

The opposing viewpoints and reasons

You might include a lead-in opinion to your conclusion

**Conclusion** (Final paragraph)

A summary of your viewpoints.



Each viewpoint should be presented in a separate paragraph, so you may include more paragraphs in the main body if you have more viewpoints.

*Ex. 7. Compare opinion essay with “for and against” essay (see unit 2 ex. 7). Note the differences and similarities in structure and language.*

*Ex. 8. Develop your paragraph on learning a dead language (unit 3 ex. 11) into an essay expressing opinion.*

*a) Choose a beginning you like best or suggest your own. Give your reasoning. Add a thesis statement.*

**Beginnings:**

1. When I tell people that I studied Latin until I was 23 they look at me as if I had a banana sticking out of my ear.
2. Latin used to be an integral part of classical education. Every public school in Great Britain had it on its curriculum. For the past two decades public schools have become less classical and Latin is no longer compulsory.
3. Do you think that learning Latin is a waste of time, and only someone weird can take it up seriously?

*b) Choose an ending which best fits your introduction or suggest your own. Give your reasoning. How can you develop it into a complete final paragraph?*

**Endings:**

- A. Brilliant minds used Latin in the millennium before last. It would be criminal to ignore their heritage just because people consider the language elitist.
- B. Learning Latin is enjoyable and highly satisfying. It gives you an insight into things you may have never discovered otherwise.
- C. On balance, the main advantage of learning Latin is that it puts our own society, literature and language into perspective.

*c) Brainstorming. Look through the endings B and C and work out the possible viewpoints to be dealt with in the paragraph giving the opposing opinion.*

**Opposing points of view:**

- It is a waste of time learning a language nobody speaks today.
- Latin is a dead language that could only be part of elitist education.
- Latin can be of interest to the few studying ancient history, philosophy and theology.
- .....?

*d) Write a paragraph expressing opposing viewpoints and reasons.*

*e) Write an essay on the topic “Why I would like to study Latin.”*

*Ex. 9. Brainstorming. Read the following topics and give the paragraph outline for each, listing the viewpoints. Write supporting reasons for the viewpoints on one of the topics. Finally write an essay expressing your opinion.*



1. Should we keep entrance exams?
2. Traditional schooling should no longer be compulsory.
3. Is school the best preparation for entering university?
4. Russian education system is one of the best in the world.



**Proofreading. Check your essay for**

- opinion essay structure
- thesis statement expressing your opinion
- one idea per paragraph to present your opinion
- supporting sentences and examples in each paragraph
- clearly presented opposing point of view in a separate paragraph
- relevant conclusion
- use of grammar structures
- use of vocabulary: synonyms, pronouns, etc.
- spelling errors

**ARGUMENTATIVE ESSAY VERSUS OPINION ESSAY  
EXPRESSING OPINION: A BLEND OF THE TWO**

*Ex. 10. a) Look through an extract from the article in which the Education Secretary speaks on the subject of weak schools (ex. 5). Is this piece of writing argumentative or opinion? Give your reasons.*

*b) Analyse the way the Education Secretary presents his plans and argues with his opponents. Does he make use of facts? Give examples.*



In a similar way you can make use of facts to support your arguments in an argumentative essay expressing opinion.

*Ex. 11. Read the text and find the main points the author makes and the facts used to support them.*

Since 2008 we've had enough doom and gloom. Everybody seems to be too worried about the economy and the rising prices to see the brighter side of the recession. Bad as it is for the county's finances, there is an upside to the economic crisis. It may seem odd but when an industrialized country goes through recession and people lose their jobs, they become healthier.

Firstly, joblessness inevitably leads to a change in lifestyle. People change the things which are known to make us less healthy: smoking, failing to exercise and eating badly. Dr. Christopher Ruhm's research shows that physical activity rises and diet improves when the economy weakens. As for smoking, Dr. Ruhm found that during the 1990s recession, for example, smoking in the US declined by five per cent. His huge study also shows that, for every per cent increase in unemployment, there is a two per cent decline in the death rate of 20- to 44-year-olds.

Apart from this, in recessions people tend to drive less, either as an economy measure, or because they are no longer commuting or driving as part of their work. So not only do people walk and cycle more, but there is also a direct effect on road-traffic accidents. According to Ruhm's study, a one-point increase in joblessness is expected to reduce road fatalities by 4,6 per 100,000.

There are other, less obvious, benefits, too. Families tend to spend more time together, and people become more conscious of the environment as they cut back on expensive pursuits. In the UK, since the recession began, councils have noted an increased use of libraries and a fall in household rubbish.

Obviously there is a bleak side to losing your job and the prestige and finance it gives to your life. However, spending time on yourself, reducing stress and exercising more does make a difference to your life: it makes you fitter and healthier. So if you are temporarily out of job, make the most of it, and do not forget this important lesson once you are back in employment.

*Ex. 12. Read the two topics and decide which suggests a "for and against" argumentative essay and which — opinion:*

1. A weekend job: a way to ensure employment or academic failure?
2. A weekend job: more money and sense.

*Decide what type of essay you are going to write.*

*Ex. 13. a) Read the following arguments and divide them into "for" and "against". Add some of your own according to the chosen topic and type of essay.*

1. A weekend job helps to pay for an increasingly expensive wardrobe and expanding social life.
2. A weekend job can provide a sense of purpose during free time.
3. It interferes with one's social life.
4. The fact that a child has been employed looks good on CV (автобиография).
5. A job helps children to develop a sense of responsibility.
6. Too much work can affect one's GCSE results.

*b) Write supporting sentences for each of the arguments. Two are given below. Decide which arguments they support:*

- A. Hairdressers, for example, often take on Saturday staff with a view to recruiting them full time when they leave school.
- B. Significant amount of work needs to be done outside school hours for GCSEs and post-16 courses.

*c) Find facts you can use to support your arguments. Make use of Fact File in ex. 6.*

*Ex. 14. Write a beginning and a conclusion of your essay. An example of each is given below. They are not complete, though. If you are going to use them develop them into full paragraphs depending on the type of your essay.*

Practically everywhere you shop at the weekend, there is a Saturday person at the counter. Small shops, supermarkets, garages, cafes — all are liberally sprinkled with students keen to supplement their pocket money with a bit of earned income.

A Saturday job offers many advantages as long as a child keeps a sense of proportion.....

*Ex. 15. Write an essay on the topic using ~250 words.*

*The following extracts from the column "Children at work" from The Express Parent magazine (March 2000) can be used to support your viewpoints:*

No minimum rate of pay applies to Saturday staff, so small shopkeepers are happy to use this source of labour on the busiest day of their week.

Many young people start their career with a paper round. A paper girl or boy can expect to earn between £10 and £15 a week for delivering newspapers to around 20 houses each morning.

A Saturday job typically pays £20–30 a day. Under 16s pay no income tax. Catherine Lomax, 17, worked for two years at a local pet shop: “The job made me more confident when dealing with people because I served in the shop most of the time. I helped order the products, too, which gave me an insight into how a business was run. It didn’t interfere with my school work — I still managed to get my GCSEs — but it did get in the way of my social life.”

Tom Nelson, 17, now studies Art and Design at college: “My first job was in a garage. I spent Saturday and Sunday mornings there and they paid me 25 pounds a morning. I was there for a year and a half and the money helped to pay for holidays and outings with friends.”

Steve Edgar, head teacher at Amersham School: “The interaction with adults builds up children’s social skills. We are living in a world where academic skills are not the only things that matter – other factors, such as the ability to dress well, be punctual and work with a wide range of people are also important. But when young people overcommit themselves, their school work suffers.”

*Ex. 16. Write an essay on one of the topics.*

1. Should a full-time student work?  
(you can use the text “Who is the modern student?”<sup>19</sup>)
2. University education for everyone?
3. Living in college rooms or halls of residence helps students mature early.



<sup>19</sup> см. Курс английского языка для студентов языковых вузов Е. Б. Ястребова, Л. Г. Владыкина, М. В. Ермакова. М. 2007. С. 190.

## UNIT 5

### SECTION 1. LANGUAGE MATTERS: DESCRIPTIVE LANGUAGE

*Lead-in. Which of the following can best create a vivid picture of what you describe?*

- complex grammar structures
- adjectives and adverbs
- participles
- metaphors
- similes (comparisons)
- synonyms
- compound and complex sentences

*Explain the advice to a writer of a descriptive essay: "You become the reader's eyes, ears, nose, and body".*

#### DESCRIPTIVE WORDS

Metaphor is a word or phrase describing something by comparing it to something else that has similar qualities without using the word 'like'.

**e.g.**

a sea of calm; that book kindled my interest in politics.

Simile is an expression describing something by comparing it to something else using the word 'as' and 'like'.

**e.g.**

Her smile is like sunshine. Her skin is as soft as velvet.

#### PRACTICE 1.

*Ex. 1. Read the two texts and say which makes a stronger impression. What "tools" does the author use to achieve this effect?*

#### Lionfish

Text 1

The red lionfish (*Pterois volitans*), is a poisonous coral reef fish in the family *Scorpaenidae*. *P. volitans* is natively found in Indo-Pacific region, but it has caused a huge problem invading the Caribbean Sea and the Atlantic along the East coast of the United States. Red lionfish are clad in white stripes alternated with red, maroon, or brown. Adults can grow as large as 17 inches (43 cm) in length while juveniles may be shorter than 1 inch (2.5 cm). They can live up to 10 years. The fish has large poisonous spines that protrude from the body like a mane, giving it the common name of the lionfish. These spines put off most potential enemies. Lionfish reproduce monthly and are able to quickly expand into a new region.

Text 2

I've come to the Bahamas with the marine biologists who are looking for ways to stop the spectacular population growth of red lionfish, a non-native species now eating its way through the Caribbean and up the Atlantic coast.

One lionfish — so named because their fins resemble a lion's mane — eats more than 20 small fish in 30 minutes. Worst of all, lionfish are devouring the species that prevent seaweed from choking the reefs, making many scientists fear for the whole ecosystem. "Explosive' is a good word to describe the lionfish's advance," says Mark Hixon, one of the team.

Ten years ago, lionfish in Atlantic waters were rare. These maroon-striped beauties that hide an arsenal of venomous, needle-sharp spines among their feathery, translucent fins are native to the Pacific and Indian oceans. "Suddenly they were being spotted in the Atlantic. It was like seeing a polar bear in Hawaii," says Hixon.

As our boat bobs gently in the clear turquoise waters of the Bahamian island of Great Exuma, I feel anxious and just a little bit edgy, to see what some called "Frankenfish" in action. Once in the water we soon spot an 18-inch-long lionfish, its majestic fins displayed like a peacock's feathers, which stares eerily at us. It is spectacularly beautiful, its body glistening with red, white and gold stripes, and its delicate wispy fins swaying and fluttering hypnotically in the gentle current.

Suddenly, the fish darts away and reveals its true nature. I marvel as it spreads its fins to mesmerize a small wrasse (рыбан). Slowly, it backs the fish against the reef. Then in one lightning-fast strike, the lionfish lunges at the wrasse and sucks it into its mouth, swallowing it whole. Now I understand what researchers mean when they say the lionfish is the perfect eating machine.

/after *Red Alert* by Robert Kiener Reader's Digest July 1010/

*Make a list of words that have created a vivid image of the lionfish in your mind.*

Nouns:

Verbs:

Adjectives:

Adverbs:

Metaphoric language:

#### USEFUL TIPS:

1. use vivid language:
  - avoid words like *good* or *bad*, use synonyms
  - use sensory words (e.g. *glowing*, *whistling*, *musty*, *frosty*, *juicy*.)
2. do not overdo it:
  - avoid using too many adjectives and adverbs
  - avoid using too many metaphors and similes

*Warm-up. Can you continue the list of synonyms for the two words to be avoided?*

*Good:* fantastic, tremendous, spectacular...

*Bad:* appalling, dreadful, horrifying, ...

*Ex. 2. Make the description more vivid by filling in the gaps and substituting words in italics with those from the list below.*

Kibera in Nairobi, Africa's largest slum, is only a mile square but contains more than a million people. Houses are 1) \_\_\_\_\_ shacks with corrugated iron roofs, roads are litter strewn paths and raw sewage is 2) *everywhere*. Six in ten residents have HIV/AIDS and around 20% of children, who are undernourished and 3) *horribly thin*, die before their fifth birthday. The average pay is 35 p a day.

Samantha Womack, who spent a week there when the documentary *Famous, Rich and in the Slums* was being shot, says, "The first time you see it, it's breathtaking. It's tragic and beautiful at the same time. You stand on this massive train track right at the top where these trains 4) *pull* into Kibera — because it's on the railway land — and you look down and there are all these 5) \_\_\_\_\_

roofs and furling smoke and this 6) \_\_\_\_\_ smell of sewage, fat, smoke and dust. It was 7) \_\_\_\_\_; that first impact will stay with me.”

She lived in an eight-foot-by-eight-foot mud 8) \_\_\_\_\_ next to an open latrine (уборная). 9) \_\_\_\_\_ was overwhelming! Her hut had no TV or radio. “It was just me, the roaches on the floor and the rats on the roof.” 10) The *sounds* of songs and rhythms from Kibera’s residents singing and drumming together provided a constant soundtrack.

“Lying there I could hear the family next door. They had 15 children in their shack. Every now and then their little girl, Pamela, would come in and give me a cuddle. The people of Kibera are very 11) \_\_\_\_\_ with their family and friends. That holding and cuddling they do — all the holding hands — we’ve lost that. We’ve got cappuccino makers, four different kinds of milk, but we’ve fundamentally lost something they’ve got, which is human spirit.”

/From *Soap to Slum* by Benji Wilson RD March 2011/

**Prompts:** burble, affectionate, loving, stench, overpowering, pervasive, hut, emaciated, higgledy-piggledy, devastating, pummel (v), as common as stray dogs, jerry-built, run-down

*Ex. 3. Read the text and analyse the way the author<sup>20</sup> creates such a vivid description of his famous namesake. In Point II add missing words (choose the most appropriate) to produce a similar effect.*



### Samuel Johnson

- I. It is easy to forget how huge a celebrity Johnson was — and by the standards of modern celebrity he looked pretty peculiar. He had a proud Roman conk, prominent lips and small ill-fitting wig. He had scars from infantile scrofula (a form of tuberculosis) and an operation on the lymph glands in his neck, he had lost the use of one eye and when he walked it was with a lurching (пошатываясь) spasm, as though he were in fetters (в кандалах). He blurted and twitched and dribbled so compulsively that he was turned down for several jobs on the grounds that he would scare the pupils.
- II. He ate with 1) \_\_\_\_\_ concentration, veins bulging and a sheen of sweat appearing on his brow; and yet he had such charisma that women sought the right to sit near him at tea and men of power would attend his 2) \_\_\_\_\_ morning levee (прием для мужчин) in the hope that some pearl would fall from those 3) \_\_\_\_\_ lips. This 4) \_\_\_\_\_ can seem puzzling. On a casual reading he seems to be a sexist, xenophobic, monarchy-loving free-market defender of human inequality. His views on women were 5) \_\_\_\_\_ chauvinist. And yet Johnson was so 6) \_\_\_\_\_ in his lifetime that George III paid him a stipend of £ 300 a year just to exist. When he lived off Fleet Street the place was rechristened Johnson Court and tourists would come in search of a glimpse, like 7) \_\_\_\_\_ fans amid the mansions of Beverly Hills. When he died, he was buried at Westminster Abbey, with a cenotaph at St Paul’s and another memorial at Lichfield.

\* \* \*

On May 26, 1777, William Dodd, one of the most popular preachers in London, was tried for forgery and sentenced to be hanged to death. In his agony, Dodd knew that his only hope was to appeal to the king. And he knew there was only one man who had the 8) \_\_\_\_\_, the literary gifts, the force of argument and the sheer moral prestige to make that appeal — and save his 9) \_\_\_\_\_. Why did Johnson agree to help? Contrary to the force of some of his on-liners,<sup>21</sup> he was the very opposite of hard-hearted; in fact, he was a 10) \_\_\_\_\_ softie. Sadly, all his exertions were in vain.

<sup>20</sup> Mayor of London elected in May, 2008.

<sup>21</sup> a joke that is delivered in a single line.



When somebody suggested afterwards that Dodd couldn't have written all those letters and speeches and that Johnson must have had a hand in it, Johnson came up with one of his most famous 11) \_\_\_\_\_.

"Depend upon it, sir," he said, "when a man knows he is to be hanged in a fortnight, it concentrates the mind 12) \_\_\_\_\_."

*/Dr Johnson: The Angel of Death Row by Boris Johnson,  
RD August 2009/*

**Prompts:**

fierce, grim, intensive;  
shambolic, chaotic, disordered;  
driveling, dribbling, slobbery;  
admiration, adulation, servility;  
outrageously, shockingly, inappropriately;  
venerated, respected, revered;  
rubbernecking, sightseeing, gaping;  
influence, clout, connections  
(to save) one's life/ skin/ bacon;  
terrible, terrific, touching  
joke, lie, gag  
wonderfully , beautifully, effectively

**ADJECTIVES AND PARTICIPLES**

Adjectives and adjectival participles are an effective tool for descriptive writing. Adjectival participles are participles derived from verbs and used like adjectives (e.g. interesting, interested).

Compound participle adjectives = adjective / adverb + past participle  
(e.g. cold-blooded, deeply-rooted)

**PRACTICE 2**

*Ex. 4. Study the list of adjectives. Point out adjectival participles. Which words can describe a person and which a job/work?*

*Give synonyms and make up adverbs where possible.*

**e.g.**

arrogant (adj): an arrogant person;  
syn: overbearing, haughty,  
adv: arrogantly  
collocations: arrogant attitude, arrogantly confident

ambitious	high-pressure
arrogant	ideal
awkward	manual
bright	menial
challenging	mundane
clever	natural
competitive	neat
(over)confident	outgoing

cordial	outstanding
courageous	particular
critical	personable
(un)demanding	polite
decent	prestigious
delicate	professional
eager	quick
efficient	(ir)responsible
exceptional	rude
excellent	satisfying
exciting	serious
(in)experienced	skilled
fair	slow
firm	steady
flexible	tedious
formidable	top
generous	(un)grateful
high-profile	white-collar

*Make more collocations with the following adverbs:*

Brilliantly, completely, extremely, fiercely, highly, incredibly, perfectly, totally

*Ex. 5. Study the list of compound participle adjectives and choose those which can describe an employee/worker and a job/ work*

back-breaking, easy-going, far-reaching, good-looking, ground-breaking, high-powered, high-ranking, labour-saving, low-paid, money-laundering, short-lived, time-consuming, well-behaved, well-balanced, well-bred, well-connected, well-grounded, well-paid, well-rounded, well-spoken.

*Ex. 6. Choose the words from the lists above to describe Fleur and her work a) as a waitress at a diner, b) at the advertising agency (first read the text "Fleur's career"<sup>22</sup>). Write a short (~8–10 sentences) description and compare it with a partner.*

*Ex. 7. Read the story of an "independent diplomat" and use the facts to write a description of Carne Ross and his career.*



### Independent diplomat

Carne Ross was an unusual schoolboy. He didn't dream of being a footballer, a cricketer or even an engine driver. He dreamed of being a diplomat. "At quite a young age," he recalls, "I realised that I was fascinated by abroad. I decided quite early on that I was going to become a diplomat, and was very discouraged by everybody saying it was incredibly difficult and that only very clever people became diplomats."

At 22, fresh out of Exeter University, Ross proved the doubters wrong: he passed the necessary exams, joined the Foreign Office's graduate fast-track<sup>23</sup>, worked at the UK embassy in Bonn and its mission to the UN, enjoyed a good salary, status, even a sniff of power, and was on course to an ambassadorship. Then, in September 2004, the dream turned to dust. He quit the diplomatic service to become an "independent diplomat".

<sup>22</sup> см. Курс английского языка для студентов языковых вузов Е. Б. Ястребова, Л. Г. Владыкина, М. В. Ермакова. М. 2007. С. 255.

<sup>23</sup> A way of achieving something more quickly than usual.

Ross, a confident 38-year-old, spent 15 years in the Foreign Office. He loved the life but ultimately hated having to bend the truth on behalf of his country. The gradual process of disillusionment began in Germany in the mid-1990s when refugees from the war in Yugoslavia flooded into the country. It took Ross almost a decade to realise the full extent of the mistakes the Foreign Office made in the Balkans. His lack of faith in British policy in the Middle East manifested itself far more quickly.

From 1995-98 he worked in London on the Middle East peace process, before joining the British delegation at the UN; he was the key British negotiator with the Iraqi government and the weapons inspectors. He says the New York posting, which occupied him for almost five years, was "dramatic", "exciting", "challenging".

He had lost faith in the Foreign Office but had no idea what to do with his life, so he arranged a compromise – a secondment (командировка) to the UN in Kosovo. In the summer of 2004, he supplied a secret, written testimony to the Butler<sup>24</sup> inquiry on intelligence and weapons of mass destruction. The act of giving evidence finally brought his career as a British diplomat to an end.

It was a bold, some would say foolhardy (безрассудный), step. Ross gave up everything: income, status, what he calls the «grandeur» of the Foreign Office. «I had a very good career under way and it was a huge sacrifice,» he says. «I'd always wanted to be a diplomat, so it was a very painful decision. I still feel sad about it when I walk past the Foreign Office. But in the end I felt I had no choice. Although diplomacy and the Foreign Office was a deeply satisfying and enjoyable career, it wasn't answering to a deeper part of my soul.»

In June 2005, the Joseph Rowntree Charitable Trust chose Ross as one of its seven «visionaries for a just and peaceful world». For the next five years, the trust will pay him a stipend of almost £40,000 a year to attempt to prove his former colleagues wrong and turn his vision of diplomacy, which is putting right before might and morality before national interest, into reality.

*/based on Diplomat at Large by Stephen Moss, the Guardian, 20 June, 2005/*

*Ex. 8. Make up a file of words to describe a job of your dream.*

## SECTION 2. WRITING A DESCRIPTIVE ESSAY

*Lead-in. What are the typical characteristics of a descriptive paragraph? Discuss what you can describe:*

- an object
- an place
- an idea
- an event
- an experience
- .....?

*what is important in writing a description?*

- use of imagery<sup>25</sup>
- use of metaphorical language
- use of scientific data
- use of facts, statistics
- focus on details

<sup>24</sup> On February 3, 2004, the British Government announced an inquiry into the intelligence relating to Iraq's weapons of mass destruction which played a key part in the Government's decision to invade Iraq. The committee was headed by Lord Butler.

<sup>25</sup> The use of words and phrases in literature to create an image of something.

reliance on senses  
clear structure

*What does this genre have in common with an opinion essay?*

**A descriptive essay is a formal, personal piece of writing in which you are expected to create a vivid picture of a thing/person you present.**

**STRUCTURE:**

**Introduction (Paragraph 1)**

present your subject and tell the reader why you find it interesting

**Main body** (a detailed description of one characteristic per paragraph)

Paragraph 2.

Paragraph 3.

Paragraph 4

.....

**Conclusion** (Final paragraph)

A brief summary of the main points. Your feelings and thoughts about the subject.



No new description introduced!

**USEFUL TIPS:**

1. decide on the overall impression you want to make on the reader (one of beauty, power, intellect, etc.)
2. make a list of words best suited to your purpose
3. when you've written a draft, get someone to read it — you'll see whether you've produced the desired effect
4. if not, make necessary alterations.

**WRITING AN ESSAY "WHAT IS AN IDEAL JOB?"**

*Ex. 9. Read the description of an advertising agency. Does it explain why Fleur FitzPatrick was so eager to work for it?*

Advertising is really just a branch of show business. All the elements are there: the show, the stars, the critics, the audience. The great figures in advertising are showmen: fiercely professional, highly polished, well rehearsed. On the whole, the born-to-advertise man is only truly happy performing. The greatest pleasure is winning over a rival group on the creative floor, or a critical difficult client. Agency people get up every morning with a clear mission in life: to create better advertisements than the next man — or woman. In the 1960s when life was so showy and style was God, the advertising industry moved into a new era of brilliance, originality and self-obsession.

Silk diMaggio, a medium-sized agency (which meant billings of sixty million dollars) possessed all the three qualities to an excessive degree. Nigel Silk was old money, charming, deceptively languid, blond — by "Harvard out of Brooks Brother"<sup>26</sup> — who provided the agency with its business acumen, and Mick diMaggio was no money at all, eighth child of an Italian immigrant. Mick talked like an Italian ice-cream spiked with bourbon; he wrote fluid, beautiful, witty copy<sup>27</sup> that haunted the public consciousness.

<sup>26</sup> Brooks Brothers is the oldest men's clothier chain in the USA.

<sup>27</sup> Рекламный текст.

Silk diMaggio were clever, confident and highly visible ('People want to work here so badly they crawl on their hands and knees through this door,' said Poppy Blake, administrative PA to the creative department, to Fleur as she showed her round on the first morning of her job as junior secretary in the creative department). They won three major creative awards every year, and Silk and diMaggio were both millionaires several times over. The agency was actually on Madison; it occupied the second and third floors of a new building. It had a reception that was all white and chrome, with walls peppered with awards certificates and huge examples of the agency's work; it had a creative department that was one huge, buzzing, hyped-up workshop where the junior art directors and copywriters sat around a vast drawing-board and drew and wrote and shouted and threw paper aeroplanes and made up silly jokey campaigns and gossiped and got excited and bad-tempered and rejoiced and worried and produced very often superb work. It had side rooms off it where the copy heads and senior art directors did much the same in a very slightly quieter, more ordered style. Mick diMaggio's office was on a gallery, approached by a spiral staircase in the very centre of the creative floor; he could be seen there (and he could see all his staff from it) from very early in the morning until very late at night. He played classical music all day long; his mood could be gauged by the style. On really good days when the volume was turned up high, he would appear on his spiral staircase with a champagne bottle in his hand inviting everybody to celebrate.

And they would stand there, the young ones, sipping champagne and looking at his roughs, reading the funny, charming, totally relevant words and learning what advertising was all about. After a brief and noisy party they would all go back to work, and Mick would go and find Nigel Silk and try to sell the new advertising campaign to him.

\* \* \*

Fleur felt as if she had died and gone straight to heaven in her first few weeks at Silk diMaggio; she was in a state of total enchantment from the moment she walked through the door in the morning until she had to be dragged out of it at night. She sensed an instinct in herself about advertising; she could see how it worked and why; and she felt at home. She had a sense of being absolutely in the right place, that she had been born to do what she was doing. She woke up in the morning thrilled at the prospect of what lay ahead; it seemed to her better than anything, better than going to the movies, going to parties, shopping, gossiping, it was that much fun. She had been lucky to get the job, and she knew she was lucky, coming as she was from a year's temping<sup>28</sup> in tedious jobs in downtown New York<sup>29</sup> and with no more qualifications to her name than graduating from Brooklyn High School and completing a secretarial course in an admittedly excellent college and with the highest marks in the class. But she also knew that the creative department in general, and Poppy Blake in particular, had seen off six secretaries in as many months, and that she was earning every cent of the fifty dollars a week they paid her. In fact, she told herself firmly, they were lucky to get her.

By the end of the first month, Poppy and the rest of the department were immensely impressed by her. Fleur was a worker. She didn't mind how late she worked, or how menial the job she was asked to do. As well as typing with formidable speed and accuracy, and getting everybody off to meetings with all the right notes, roughs and copylines<sup>30</sup>, she would do other things too that were not in her job description. She would come in at six a.m. if she was asked, or even if she wasn't, to tidy up the studio or to sort out sheets of contacts and boxes of transparencies. She would stand in<sup>31</sup> patiently for models on photographic sessions for hours, she would book and cancel and rebook studios and locations; she would organize sandwiches and coffee and wine and cigarettes for meetings. She had even been known to wash the studio windows one morning when there had been no time to get the contractors organized.

*/from An Outrageous Affair by Penny Vincenzi/*

<sup>28</sup> временная работа.

<sup>29</sup> центр Нью-Йорка.

<sup>30</sup> черновики и тексты рекламных объявлений.

<sup>31</sup> подменять кого-либо.

*Brainstorming.* Get ready to write a descriptive essay about Fleur and/or her dream job.

A. Can the text in ex. 9 serve as a basis for writing a descriptive essay on the following topics?

- Advertising as an attractive career option
- Fleur FitzPatrick's dream job
- Fleur's typical working day
- Silk diMaggio advertising agency — an ideal workplace
- Fleur FitzPatrick: cut out for advertising

B. Work in teams. Choose a topic from the list above and decide on the thesis statement. Can you make use of the following suggestions?

1. Advertising jobs can turn into lucrative, glamorous and challenging careers.
2. Fleur's working day was filled with pressures she dealt with quickly and efficiently.
3. Glamour was in Fleur's bones; she had always wanted a glamorous lifestyle. She knew glamour when she saw it. And she saw it in the advertising profession.
4. Personality is the concept behind successful advertising. If you can give the thing you advertise a personality, it will hold people's imaginations. Fleur had the talent and boldness to create copylines which people would remember.
5. Silk DiMaggio is a wonderful combination of creative spirit and a solid financial foundation, which provides for professional development in a competitive, yet friendly work environment.
6. Fleur was a most striking figure in the advertising agency: with no qualifications to speak of she made a success due to her drive, energy and natural talent.

Ex. 10. Write an introduction.

a) Each team member writes a version of the introduction. Compare the texts and decide which is the best.

b) Discuss the main points you plan to include in the main body. Have a look at the list of items for possible inclusion (which topic do they fit?):

Fleur was a hard worker: she was able to work round the clock; she didn't mind menial and mundane work. Fleur had a flair for creating clever, beautiful and totally relevant copylines. Fleur was prepared to learn from anyone and put up with anything to succeed.

Ex. 11. Write an outline of the essay and compare your version with the rest of the team. Discuss a proper conclusion. Which topic can the one below fit?

Six years with Silk diMaggio turned Fleur into one of the high-profile copywriters, totally confident of her talent and a brilliant career ahead, well on the way to a glamorous, glitzy lifestyle she had craved for.

Ex. 12. Write a draft of the essay you've worked on. Make use of ex.6. and the text above. Remember to check it against **Useful tips**.



**Proofreading. Check your essay for**

- Descriptive essay structure
- thesis statement clearly defining the focus of your description
- one characteristic per paragraph described
- relevant conclusion: sum-up of your feelings and thoughts
- use of DESCRIPTIVE language
- grammar structure
- spelling errors

### Peer reading.

Has the writer managed to create a vivid picture in the reader's mind?

*Write the final version with all the necessary corrections.*

*Ex. 13. Write a descriptive essay "Russia's first woman diplomat". Do your research first. Have a look at unit 4 part 1 (tips on descriptive paragraph).*



## A BLEND OF DESCRIPTIVE AND OPINION ESSAY

*Brainstorming. What elements of a descriptive and an opinion essay should be used to produce an effective essay "Your dream job"?*

*Ex. 14. "A writer's block", the feeling of being unable to write, is often a problem of "getting started". If you experience anything of the kind try jotting down your ideas about an ideal job on paper. Compare your notes with the outline suggested below.*

*Brainstorming. Is the outline suitable for a descriptive essay? Decide which aspects are worth considering (you don't have to include all of them).*

1. times: full-time / part-time job, office hours / shifts, retirement age, business trips
2. location: inner / outer city, near home or not, etc.
3. conditions: pay, facilities, work environment, job security, career prospects, etc.
4. type of work: skilled / unskilled, repetitive / creative, clerical / managerial, challenging / routine, etc.
5. job satisfaction

*Ex. 15. Choose a beginning. Which first paragraph technique do the following beginnings match? (see part 3 unit 2). Which do you find more appropriate to a descriptive essay? Suggest your own beginning.*

1. With so many people out of work and university graduates ending up on the dole, there doesn't seem to be much point in describing an ideal job. But in our heart of hearts we all dream of it. I am going to tell you about my dream job.
2. The traditional attitude towards work makes a full-time and well-paid job with good career prospects the ideal of an average adult. Is it your ideal too? To answer this question you have to consider different aspects of a job and decide which are the most important to you.
3. Are financial gain and material values more important than job satisfaction? Do we work to live or live to work?

*Ex. 16. Write the conclusion. Sum up what you have considered; state your personal views and aspirations for the future. A draft conclusion is given below. Is anything missing in it?*

All in all, I believe that an ideal job is the one which gives both moral satisfaction and material gain. Personally, I am convinced that only creative and challenging work can be satisfying. At the same time, it must be financially rewarding so that you can support your family and enjoy life outside work.

*Ex. 17. Write a descriptive essay "My dream job".*

*Ex. 18. Write a descriptive essay on one of the topics.*

1. The career of a diplomat.
2. An experience that changed my life.



## UNIT 6

### SECTION 1. LANGUAGE MATTERS: APPLICATIONS

*Lead-in. In what way do you think writing applications is different from academic writing? How does this affect the choice of the language?*

#### APPLICATION LETTER:

important details

There are various ways of writing the date:

UK	USA
12 <sup>th</sup> September 2011	September 12 2011
12 September 2011	9.12.2011
12.9.2011	

#### INSIDE ADDRESS & ADDRESS ON THE ENVELOPE

UK	USA
Name (if known)	Name (if known)
Position	Position
Firm	Firm
Number, Street, Avenue	Number, Street, Avenue
Town	Town
County	State, Zipcode
Post code	Country
Country	

**P.S.** A similar way (certain variations) of writing address is used in the EU

**e.g.** in France:

Name  
Position  
Company  
Number, Street  
Post code, Town  
Country

#### SALUTATION AND COMPLIMENTARY ENDINGS:

Dear Mr/Mrs/Ms Brown	(Yours) sincerely
Dear Dr Kellermann	(Yours) sincerely
Dear Sir	Yours faithfully
Dear Madam	Yours faithfully
Dear Sir or Madam	Yours faithfully
Dear Sirs	Yours faithfully



In the USA the salutation is usually 'My dear...' and the ending 'Yours truly' or 'Very truly yours'; in the UK 'My dear...' is less formal than 'Dear...'



## NOTE ON PUNCTUATION

In the UK the salutation is usually set off by a comma ('Dear Sir;'), in the US a colon is used (Dear Sir or Madam:')

## PRACTICE 1

*Ex. 1. Write the dates in all the possible ways common in writing business letters in English.*

Второе октября 2012, тринадцатое февраля 2013, двадцать первое мая 2012, седьмое июля 2011, тридцать первое августа 2015, первое января 2012, одиннадцатое декабря 2011.

*Ex. 2. Make corrections in the following inside addresses.*

# 1

P.O. Box 100, One Bungtown Road  
Cold Spring Harbor, New York 11724  
Cold Spring Harbor Laboratory

# 2

1081HV Netherlands  
Vrije Universiteit Amsterdam  
De Boelelaan, 1085  
Amsterdam  
Katja Fisher MSc

# 3

UK  
Kent  
University of Canterbury  
Canterbury  
CT2 7NY  
Chair of Publications Committee

#4

York. YO26 9SS  
Queen Ethelburga's College  
Managing Director  
Thorpe Underwood Estate  
England

#5

International Criminal Court  
First Vice President  
Fatoumata Dembele Diarra  
The Netherlands  
P.O. Box 19519  
2500 CM The Hague

#6

United States of America  
 1600 Pennsylvania Ave NW  
 D.C. 20500  
 Washington  
 President Barak Obama

*Ex. 3. Choose acceptable forms of salutation and match them with an appropriate ending from the list above.*

<b>Salutations</b>	<b>Endings</b>
Dear Prof. Fisher	
Dear Mrs Fiona Bullock	
Dear Personnel Manager	
Dear Manager Hitchcock	
Dear Alison	
Dear Mr. President	
Dear Mr. Prime Minister Cameron	
Hello, Mr. Joe	
To whom it may concern	
My dear Ms. Baldwin	

*Ex. 4. Make corrections in the following extract from a letter (UK style)*

Moscow State Institute of International Relations (University)  
 Ministry of Foreign Affairs  
 119454 MOSCOW  
 76 Prospect Vernadskogo  
 RUSSIA

09. 22. 2011

England  
 Canterbury  
 Kent CT1 2JA  
 Orange Street 4-6  
 Dr J.F. Banks  
 Director of Studies  
 Pilgrims Ltd

Dear Dr J.F. Banks,

Yours truly,

Emails have become the most common form of applying for a job. Below is a list of phrases used in job application emails:

- With reference to your advertisement on ... website, I am interested in applying for the post/position
- I am very/ highly interested in the ....position
- I'd like to apply for the position... advertised on your website
- I attach my CV as requested
- I have attached my CV as a Word document
- Please find attached my CV (resume)
- You can email me or telephone me at the number given in my CV
- I believe I would be a suitable candidate for the position
- I appreciate your time and consideration and I hope to hear from you soon
- I am available for an interview
- I would be grateful if you would consider my application

*Ex. 5. Fill in the gaps in the following email.*

**Subject:** application vacancy number 1.2011.006

---

Dear Sir/Madam,

\_\_\_\_\_ the Postdoc position in "The Causes and Consequences of Multilevel Governance" 2) \_\_\_\_\_ (vacancy number 1.2011.0068).

I have international academic experience as I did my BA in PPE at Oxford and MSc in Political Science at the University of Amsterdam. I have completed my PhD in the social sciences at the Free University of Berlin, and the manuscript has been approved by the assessment committee.

While doing my PhD I gained considerable experience in applying computational science to social and political modeling. I am also very motivated to learn new modeling techniques. As I have worked for a number of EU agencies I have a good knowledge of the EU structures; I have also gained good organizational skills.

I wish to further pursue a career in regional studies and I am particularly interested in taking part in a project that will work on coding the rules and authority of regional regimes.

\_\_\_\_\_ due to my experience and interest in the project.  
\_\_\_\_\_ my application letter, resume and two references  
\_\_\_\_\_.

\_\_\_\_\_ if you consider my application.

\_\_\_\_\_

Yours sincerely,

---

## THE CV/ RESUME & COVER LETTER

THERE ARE THREE STYLES OF WRITING A RESUME:

1. In the first person (*I have...*)
2. In the third person (*he/she has ...*)
3. 'impersonal' (without any pronoun, 'clipped')

USEFUL TIPS:

1. Stick to one style
2. Do not overuse 'I' (in case of style 1)
3. Use action words ('managed', 'accomplished', 'improved' etc)
4. Work on word choice: avoid repetition
5. Check your grammar and spelling

Your language should be simple, direct, and clear. Describe your job history in terms of job skills. Make every word count (e.g., instead of "in society today," use "now").

A list of useful phrases for resume and cover/ motivation letter:	Action words
ability to get along with people	achieved
ability to develop relationships and networks	coordinated
able to present facts clearly and briefly	restructured
leadership abilities	trained
a good working knowledge of	managed
excellent (communication/etc.) skills	implemented
I was responsible for	improved
My responsibilities include(d)	won
(extensive) experience (with)	motivated
my diverse/distinctive background	generated
(am) highly skilled in	proposed
a good/sound understanding of	recommended
(have) specialized in	opened
my ... (three/ five/ten) years as / with	supervised
I believe I could contribute	
(am) a good candidate/match for the job	
very interested in pursuing a career with / in	

### PRACTICE 2

Ex. 6. Improve the part of a resume by following the **Useful tips**.

a) Paraphrase the sentences so as to avoid too many personal pronouns.

b) Rewrite to make it easier to understand the applicant's achievements.



#### Profile

I have specialized increasingly in the management of complex multi-cultural projects and their staffs at international levels. I have experience in: strategic forward-planning; operating within the tight financial disciplines imposed by ambitious budgets which I have helped to plan; methodical

administration to deadlines (not to speak of crisis management where necessary); and the application of modern leadership methods (through staff motivation and involvement in both decision-making and target-setting, clarity in communication, and easy personal inter-relations). I come from a cosmopolitan background and I have always had analytical interests in other cultures, as well as a command of several European languages, so I am confident in handling negotiations that require the reconciliation of different national approaches to otherwise common problems.

*Ex. 7. Check the extracts from a resume for spelling and grammar mistakes, punctuation.*

*Suggest rephrasing sentences where appropriate.*



#### **EDUCATION**

##### **University of Central London**

May 2003

HND<sup>32</sup> in Computing

Modules includes software development, database systems, Intro to Multimedia and Systems Analysis.

#### **EMPLOYMENT HISTORY**

##### **The Salvation Army**

IT Mentor Volunteer

April 2009 — Present

My duties involve training endusers how to use and operate software applications such as Word, Excel and PowerPoint. On occasions I also instruct beginners in the use of tools such as operating a keyboard and mouse. Responsible for maintenance of hardware and software used for training purposes and recommending repairs to management.

##### **European Training Services**

Graphic Design Intern

Czech Republic, Prague

April 2008 — July 2008

Worked at a creative design studio my duties included creating web content, editing graphics and writing copy for client's websites and promotional materials. In addition I learnt to edit web pages using applications such as Dreamweaver. As part of my internship I had to take basic Czech lessons for approx two weeks, the most challenging was to use what I learnt and converse with my co-workers on a daily basis using Czech.

##### **HM Revenue & Customs**

Admin Assistant

Dec 2006 — Dec 2007

My duties include organising and filing paperwork, setting up mailing systems as and when required. Typing documents and entering customer details onto database systems. In addition I learnt how to manage my time effectively and prioritize my workload and as a result of this I managed to consistently hit my targets on a daily basis.

#### **INTERESTS**

In my leisure time and on voluntary basis I help to edit and proofread manuscripts and documents for a nonprofit organization calling The Headless Way. I enjoy reading books as a pastime and occasionally visit the gym to keep fit and swim on a regular basis.

<sup>32</sup> A higher National Diploma is a higher education qualification in the UK. This qualification can be used to gain entry into universities, and is considered equivalent to the first or second year of a university degree course.

Ex. 8. Fill in the gaps using the words from the lists above. Suggest how you can improve the text.

I am excited at the possibility of joining xxx University as Senior Training Manager. 1) \_\_\_\_\_ a lot to your organization due to my 2) \_\_\_\_\_ described in my resume.

I possess a unique combination of 3) \_\_\_\_\_ teaching, management and marketing \_\_\_\_\_, which makes me 4) \_\_\_\_\_. I have 5) \_\_\_\_\_ in programme/project management, which will be extremely valuable in this position. I 6) \_\_\_\_\_ a number of innovative projects and I have demonstrated 7) \_\_\_\_\_ which helped to build organizations from start-up base.

A particular strength of mine is to apply solid 8) \_\_\_\_\_ in conflict situations. I also have 9) \_\_\_\_\_ how to create successful people-oriented programmes that help people set goals and cope with change.

I 10) \_\_\_\_\_ in academic programme development at your university.

Ex. 9. Read the text in ex 8. Match the skills and abilities of the applicant with skills categories below. Pairwork.

Skills categories:

- communication skills
- analytical and critical thinking skills
- interpersonal skills
- leadership skills
- management or organization skills
- new product development skills
- office management skills
- promotional skills
- strategic planning skills
- supervisory skills
- technical skills
- training programme development skills
- workshop planning skills

Ex. 10. Transform this text (extract from an interview) into a suitable draft of a cover letter.



Sujeevan Satheesan, 29, works for the Foreign and Commonwealth Office as head of the France and Common Foreign and Security Policy team.

### What does your job involve?

Policy jobs at the Foreign Office are either based around a country or region, like Pakistan or Africa; or a theme, like counter-terrorism or human rights. I'm head of a team working on the European Union's common foreign policy, which is where the 27 member countries of the EU act together externally. That might mean the EU training Iraqi judges and prosecutors; running a border checkpoint with the Palestinians between Gaza and Egypt; or calling on the Sudanese president to accept blue-helmeted UN peacekeepers in Darfur. When an action is proposed, we look at the legal base for it, its budget and, more broadly, what the UK thinks about it.

### Why do you love your job?

International affairs is a fascinating area to work in. You get to work with people from all over the world, coming across different mindsets and idea — and your colleagues tend to be very interesting people, too.

Plus, it's always varied. My first job was managing the UK's relationship with Kuwait and with Oman. Then I was posted to Paris as a press attaché, where I was charged with explaining the UK's

policies, on everything from trade issues to Iraq, to French journalists. After two years there, I came back to London to work on the parliamentary bill that ratified Bulgaria and Romania's Accession Treaty.

As you see, we move between jobs quite frequently, so you might be working on arms control, then switch to economic relations with China.

### **What's tough about it?**

It's definitely challenging. You're often dealing with complex, sensitive issues, so it follows that the job can be difficult at times. And you need consistently to produce work at a high level, because it's your job to represent and protect your country's interests – it's a big responsibility. A lot of people find it can be difficult to co-ordinate overseas postings with their spouse's job and children's schooling, although that isn't an issue for me yet.

### **What skills do you need to be a good diplomat?**

You've got to be able to think things through in a considered, well-organised way. The job isn't just about persuading colleagues or other diplomats — you might also have to give advice directly to ministers, so you've got to be totally up-to-speed (в курсе дел) on your area. You need to pay attention to detail, but also have the capacity to look at the bigger picture. The ability to learn languages, and then be confident about using them, also helps.

*/from an interview by Alex McRae, *The Independent*, 15 February 2007/*

## **SECTION 2. WRITING TO GET A JOB**

Applying for jobs, internships, and graduate/professional programs often requires, apart from filling out an application form<sup>33</sup>, writing a resume and a cover or application letter. Applicants are expected to outline their strengths confidently and concisely.

*Lead-in. What are the main features of a formal letter?*

*Look at the guidelines below and say whether all of these are relevant when writing a letter of application.*

### **FORMAL LETTER — GENERAL GUIDELINES:**

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

### **Useful tips:**

1. match your application to the job description given in the ad
2. be brief, descriptive and dynamic
3. address your application to a specific person in the company<sup>34</sup>
4. emphasise your flexibility and adaptability

<sup>33</sup> These are usually filled out online.

<sup>34</sup> Look it up or make a call to find out the name and make sure to spell it right!

## LETTER OF APPLICATION

The purpose of a letter of application is to attract enough positive attention so that the employer will call you to set up an interview.

Ex. 11. Study the sample letter of application paying attention to its organisation.

**Southern Leisure Hotels**  
**Group Manager**

Write with full CV to Mr George Davies. Director,  
Southern Leisure Hotels Ltd, 24 Lakeland Road,  
Bedhampton, Mendleshire KR5 9 UJ

46 Chorleywood Road  
Rickmansworth,  
Herts WD3 4 ES  
25<sup>th</sup> April 2000

*Write your address on separate lines in the top right-hand corner. Do not write your name.*

*Write the date below your address.*

*Write the name and address of the person or company you are writing to on the left-hand side below the date.*

Mr George Davies. Director,  
Southern Leisure Hotels Ltd,  
24 Lakeland Road,  
Bedhampton, Mendleshire KR4 9 UJ

Dear Mr Davies,

I saw your advertisement for a Group Manager in this week's issue of The Caterer and Hotelkeeper and should like to apply for the position.

As requested, I enclose my CV. I served a six-year apprenticeship at l'hotel Geneve, spending time in all departments of this 5-star hotel.

German is my mother tongue but as I worked at a French-owned hotel I became almost bilingual. I have always studied English, and with many English visitors, and occasionally some English trainees, I was able to practice my spoken English.

My three years at Bailey's Hotels also gave me experience in English hotels and an opportunity to use my English when I worked at hotels in Brighton, Eastbourne and Torquay. Since leaving Bailey's I have been manager at the Belleau Hotel, Swaby. I now feel I should like the greater challenge of managing a group of prestigious hotels.

If I am given two or three days' notice I could attend an interview at any time.

Yours sincerely,  
signature  
Hans Gunter

*Write Dear ... next to the left-hand margin, followed by a comma.*

*End your letter Yours faithfully, or Yours sincerely, followed by a comma.*

*Write your name clearly after your signature.*

*Use separate paragraphs to:*  
— *say why you are writing*  
— *give details or extra information*  
— *conclude your letter*

*Check your understanding.*

1. What do you write in the top right-hand corner?
2. What do you write below it?



3. Where do you write the name and address of the person or company you are writing to?
4. When do you use the following salutations?  
Dear Mr Brown / Ms Smith  
Dear Sir  
Dear Madam  
Dear Sir or Madam
5. When do you use these endings?  
Yours faithfully  
Yours sincerely  
Yours truly
6. How should you sign your letter?
7. What information do you give in separate paragraphs?

*Ex. 12. Put the paragraphs of the letter in the right order.*

12 Rue Chantily  
Paris de France  
15<sup>th</sup> August 2008

Mr J.K.Green  
Personnel Manager  
Thrush Books Ltd  
15 Rowans Road  
Boundley  
Wessex UV20 8DT

Dear Mr Green,

1. I am 20 years old, and have just completed a year's intensive study of English at the Language Academy at Rouen. My father is French and my mother is Austrian, so I am bilingual in French and German.
2. I hope this is the information you need and I am the kind of person you are looking for. If so I would be grateful for more details about the job and an application form. I look forward to hearing from you.
3. I am writing in reply to your advertisement in the Daily News for a secretary in the Foreign Department.
4. I have also completed a course for English secretaries at the Mountain Secretarial College; my typing speed in English is 50 wpm, I am used to audio typing in English and I can use a word processor.

Yours sincerely,  
Marthe Lachasse

*Ex. 13. a) Read the following letter of application and point out which rules of letter writing are not observed. Make corrections.*

Dear Mr Manager,

I am writing about your advertisement for a bilingual secretary. My father is Italian and my mother is English, so I grew up fluent in both languages. I passed both of the Cambridge Examinations (First Certificate and the Certificate of Proficiency in English).

My shorthand speed in English is 120 wpm and my typing speed is 150 wpm. I was also trained in office procedure.

I am also interested in international communications, and therefore I am extremely interested in the position you are advertising.

I enclose a recent photograph of myself and I should be grateful to receive further information about the position.

I look forward to hearing from you.

Yours sincerely,

*b) Compare the letter with the corresponding job advertisement in ex. 14 and decide if the letter gives all the necessary information. Make a list of the things such letters must include.*

*Ex. 14. Read the ad for a bilingual secretary again and answer the following questions in writing as if you were going to apply for the job.*

**Bilingual Secretary**

A well-established American company requires a bilingual secretary for their new office in Milan. He / she must be bilingual in Italian and English; one or more other European languages would be welcome. Competitive salary and good benefits package, with a challenge to grow within this expanding international group, are offered to 19–24 year olds with excellent secretarial skills, the ability to communicate, an outgoing personality and high ethical standards. The Company is an Equal Opportunities Employer.

*Our agent is The European Communications Group, Ave. de Mont Noir, 6942 Basel, Switzerland. Applications with photograph, addressed to the International Marketing Consultant, are welcome.*

1. What position are you applying for?
2. How did you find out about the opening?
3. Why are you interested in this position with this company?
4. What makes you specially qualified for the position? (skills, special abilities, background, education, experience, motivation, etc.)
5. What can you contribute to the company?
6. When can you start work?
7. When and how can the employer reach you to set up an interview?

*Ex. 15. Compose your own letter of application for the position of a bilingual secretary.*

*Ex. 16. Find a job advertisement on <http://www.jobfinder.com> and write a letter of application.*



## CV (CURRICULUM VITAE) = RESUME<sup>35</sup> = BRIEF PERSONAL HISTORY

Ex. 17. Study the CV and the resume given below. Work out the main requirements for a CV/resume.

# 1

### DOLORES TERESA ARANA

Born on 20<sup>th</sup> April, 1984

Spanish Citizen

c/Calvet 54 6<sup>o</sup>  
08021 Barcelona  
Spain  
Phone: 34 (3) 200 14 37  
Email dol\_ter@mail.com

#### Education

2002–2008	<b>C.D.E.S. ABAT OLIBA. University of Barcelona.</b> Barcelona Bachelor's Degree in Business Administration Management.
1998–2002	<b>C.C.L. Private Institution.</b> High School and College.

#### Professional experience

Sept.07-present	<b>Centros shopping, S.A.</b> Barcelona Sales Auditory. Controller.
Oct.06–Apr.2007	<b>Benkers, A.V., S.A.</b> Barcelona. Stock Trading Company. Account Manager Department.
Oct.2005	<b>Grifé &amp; Escoda, S.L.</b> Barcelona. Sales Department.
Summer 2005	<b>Viajes Eros.</b> Barcelona. Travel Agency. Account Department.
Summer 2004	<b>Tubcor, S.A.</b> Vilafranca del Penedés. Metallurgy sector. Quality Control Department.

#### Language and computer skills

Languages	Spanish and Catalan (mother tongues)
	English (fluent)
	French (basic notions)
Computer Skills	Fluent in Windows, Word, Excel, Dbase and MS Access.

#### Extracurricular activities

- Member of the university magazine AULA 13.
- Course about Futures and Options organized by MEFF Renta Fija.

<sup>35</sup> CV — Br E, resume — Am E.

#2

Name: Collins Kent Carlos  
 Address: P.O BOX 454646 New Jersey  
 Contact information: E-mail:keyata@yahoo.com  
 Tel: 243536456  
 Cell phone: 234535468

**Career Objective:**

To work in a fair and transparent firm committed to seeking justice on behalf of the clients at all costs.

**Educational Qualification:**

**Academic Qualification:**

- Bachelor's Law degree from Harvard law school (2001).
- Bachelor's Degree in Sociology (June 1997) from Brown university.

**Professional Qualification**

- Registered as an attorney by the US government after passing the professional law exam in 2003.

**LEGAL EXPERIENCE**

2004 to date: Claims manager at Kaplan & Stratton firm.

Responsibilities

- Ensuring clients have been paid in civil cases.
- Managing the budget for claims.
- Moderating compensation packages for employees in the claims department.

2001–2003: Legal services clerk at James law firm

Responsibilities:

- Keeping of legal records for court proceedings.
- Drafting court summons papers for clients.

**Achievements**

- Reduced fraud in claims by 25% as a result of implementing strict evaluation criteria before claims are handed out.
- Re-organized the legal record keeping system by computerization of the records which reduced the time for searching for records. This eventually improved efficiency by 25%.
- Chief Editor of Harvard law review.
- Graduated in the upper 95<sup>th</sup> percentile of undergraduate class at Brown University.
- Winner of Rhodes scholarship in 2001.

**RESUME — GENERAL GUIDELINES:**

1. Divide your resume into sections:
  - personal information<sup>36</sup>
  - career objective
  - education
  - work experience
  - special skills, activities, honours
2. Use reverse chronological order for work experience
3. Keep the format clear and the text concise.

<sup>36</sup> Info about age and marital status is considered optional in the USA.

Ex. 18. Look through the text "Fleur's Career"<sup>37</sup> and find the facts necessary to write Fleur's resume. Look up the missing information in the Reader, Employment, text 1. Write Fleur's resume.

Ex. 19. Write Benedict Allen's CV using the text below and the guidelines. Look for additional information in the internet if necessary. / e.g. [http://www.benedictallen.com/about\\_Benedict\\_Allen.htm/](http://www.benedictallen.com/about_Benedict_Allen.htm/)



'There is a lot to recommend my job. You meet interesting people, have a challenging work environment, get lots of fresh air. But at times it is also undeniably dangerous. So why does anyone choose to become an adventurer? The answer in my case seems to be that, at least in the early days, I didn't accept that I was seriously at risk. Just like any other youngster I thought I was immortal. The fact that I carried on taking risks, though, could be because my father was a test pilot and so I've inherited a "fearlessness gene." In the end, adventure has become my profession: although I've perhaps been lucky to get away with it at times, I survive because that's what I am trained to do.' (Benedict Allen)

Benedict Colin Allen (born March 1, 1960) is a British traveller, best known for his survival modus operandi (образ действия): relying on local, indigenous knowledge instead of modern inventions.

Allen was educated at Bradfield College, and read Environmental Science at the University of East Anglia, which he entered in 1978. He joined three scientific expeditions during his last year and gained full marks for his thesis. The first of these expeditions (to a volcano in Costa Rica) was to be the catalyst for his wanderlust (страсть к путешествиям); by the end of the third, he recognised the local people as «the real experts». It was at this point that he decided not to participate in any further scientific expeditions and to travel alone, learning from the locals.

In 1981 he went onto the University of Aberdeen to read Ecology for MSc, but was distracted and flunked the final exam; instead, he tried to work out how to cross perhaps the remotest forest on earth, which lay between the mouth of the Orinoco and the mouth of the Amazon.

Having worked in a book warehouse to get basic funds, he arrived in South America and that same year, 1983, he and a group of locals undertook a dangerous 600 mile journey through the forest by foot and canoe. It was a remarkable feat — and it almost cost him his life. He walked out of the forest alone and with two sorts of malaria — having been attacked by gold miners, fled and eventually eaten his dog to survive. His first book *Mad White Giants*, an account of this journey, was published in 1985.

Having written his second book *Into the Crocodile Nest* (1987), which describes a journey inside New Guinea, Allen set off in search of the lost ape-men of Sumatra (1988); a year later he wrote the third book *Hunting the Gugu*.

In 1989, Allen travelled to Papua New Guinea, crossed the Torres Strait to Australia and finally reached the Gibson Desert. In an Aborigine community highly suspicious of all "whitefellas," he gained an extraordinary level of acceptance. Ten years after his first expedition in the Amazon he crossed the whole of the Amazon Basin, a 3,500 mile journey of almost eight months. To describe this perilous journey he wrote a book *Through Jaguar Eyes*.

It was then that the BBC asked Allen to take a video camera on his adventures. His first programme, *Raiders of the Lost Lake*, gained the highest viewing figures in the history of the Video Diary strand; there followed *The Skeleton Coast* series, the story of his arduous three and a half month walk through the Namib Desert (1995); *The Edge of Blue Heaven*, about his five month trek through Mongolia, culminating in a six-week lone walk across the entire Gobi Desert (1997).

<sup>37</sup> см. Курс английского языка для студентов языковых вузов Е. Б. Ястребова, Л. Г. Владыкина, М. В. Ермакова М. 2007, с. 255.

In 1999, Allen persuaded the BBC to undertake the biggest ever such TV series: an investigation into the dramatic and mysterious world of shamans and witchdoctors around the globe from Tuva to Haiti and Mexico; he also wrote a book, *Last of the Medicine Men* (2000).

In his next book *The Faber Book of Exploration* (2002), Benedict Allen presents his view of an explorer — a person pushing frontiers in any sphere of human life. His most recent book *Into the Abyss: explorers on the edge of survival* (2006) tells the full story of the Icedogs expedition and Benedict's quest to understand what it is that enables any of us to survive hardship.

More recently, Allen has presented *Adventure for Boys*, a documentary on Rider Haggard for BBC 4, and *Travellers Century*, a series on the great tradition of British travel writing.

In 2009–2011 Benedict Allen is a much sought after speaker at corporate meetings, conferences, seminars in Britain and around the world — but he also gives talks, when time permits, at schools.

**Prompt:**

The career objective: to launch a new TV programme for teenagers  
“Living in harmony with Nature”.

## GRADUATES' CV/RESUME

### USEFUL TIPS:

With no work history concentrate on

Education section:

- educational institutions
- courses taken, degrees earned
- major fields of studies,
- awards, honours, scholarships;
- extracurricular activities
- skills you've learnt

Special qualities (dependability, ability to learn quickly, etc., give examples)



Any small thing counts if it is relevant to the job you are applying for.

Ex. 20. Find a job ad on <http://www.jobfinder.com> and write your own resume.

## COVER LETTER ~ MOTIVATION LETTER ~ PERSONAL STATEMENT

The purpose is to tie all of the pieces of your application (application form, resume) together.

Cover letter is the most formal of these three, motivation letter, as the name implies, focuses most on why you want this position and personal qualities; personal statement is more common when applying to a university.



NONE of these should REPEAT the information given in your resume but DWELL on the most important points which are:

1. Why you are writing the letter, i.e. why you want the position;
2. Why the employer/university should be interested in you;
3. Additional information (anything you think is likely to LEAD to an invitation for an interview).

Ex. 21. Read the following academic cover letter (1) and motivation letter (2) and say whether the applicants followed the advice above.

#1

Glen Smart  
321 Willow Lane  
Lawrenceville, NJ 08648  
609-555-1212  
glensmart@yahoo.com

November 21, 2008  
Dr. Serena Bright  
Chair, English Department  
Box 58  
Dexter College  
Arcadia, WV 24803

Dear Dr Bright:

I am writing to apply for the position of assistant professor of English with an emphasis on rhetoric and composition that you advertised in the October MLA Job Information List. I am a graduate student at \*\*\*University working on a dissertation under the direction of Professor \*\*\*. Currently revising the third of five chapters, I expect to complete all work for the Ph.D. by May of 2009. I believe that my teaching and tutoring experience combined with my course work and research background in rhetoric and composition theory make me a strong candidate for the position outlined in your notice.

As my resume shows, I have had excellent opportunities to teach a variety of writing courses during my graduate studies, including first-year writing for both native speakers and second language students, advanced writing, and business writing. I have also worked as a teaching mentor for new graduate students, a position that involved instruction in methods of composition teaching, development of course materials, and evaluation of new graduate instructors. Among the most satisfying experiences for me as a teacher has been instructing students on an individual basis as a tutor in our university Writing Lab.

My work in the composition classroom has provided me with the inspiration as well as a kind of laboratory for my dissertation research. My project, Applications of Recent Models of Subjectivity in Composition Theory, examines the shift since the 1960s from expressive models of writing toward now-dominant postmodern conceptions of decentered subjectivity and self-construction through writing. After developing my dissertation into a book manuscript, I plan to continue my work in current composition theory through a critical examination of the rhetoric of technological advancement in the computer-mediated writing classroom.

Syllabi and other materials for my writing courses can be viewed at my website: <http://machine.prestigious.edu/~name>. In all of my writing courses I encourage students to become critical readers, thinkers, and writers; my goal is always not only to promote their intellectual engagement with cultural texts of all kinds but also to help them become more discerning readers of and forceful writers about the world around them.

I have included my resume and would be happy to send you additional materials such as a dossier of letters of reference, writing samples, teaching evaluations, and past and proposed course syllabi. I will be available for an interview at either the MLA or the CCCC convention, or elsewhere at your convenience. I can be reached at my home phone number or you can reach me at (203) 416-1890.

I thank you for your consideration and look forward to hearing from you.

Sincerely  
Glen Smart

#2

From: K.N. Fisher  
 Subject: Motivation letter  
 Date: 26<sup>th</sup> of May 2010

Dear Sir/Madam,

I am very interested in the Postdoc “Design and dynamics of intracellular signalling algorithms” position in your group.

I have completed education both in molecular and Systems biology and proceeded to do my PhD research in the area of kinetic modeling combined with experimentation. During my period as an early stage researcher in a Marie Curie training network I have worked primarily on the modeling of eukaryotic gene transcription in collaboration with experimental groups in Kuopio (Finland) and Luxembourg. This allowed me to gain experience in various modeling approaches, data interpretation and experimental design.

I have considerable experience with ODE<sup>38</sup> and stochastic modeling frameworks and parameter fitting. I am also very motivated to learn new modeling techniques. Additionally, I come from the experimental molecular biology background, which would be beneficial for this position.

I wish further to pursue a career in the area of quantitative modeling of biological phenomena and the proposed project would give me opportunity to gain new experience in this field. I am particularly interested in working in a project which allows quantitative testing of the model predictions.

I believe I would be a suitable candidate for the position due to my experience and interest in the project.

I appreciate your time and consideration and hope to hear from you soon.

Sincerely yours,  
 Katja Fisher

*Ex. 22. Read the text and write your version of Helen’s motivation letter to Halo in a) 2004, b) 2009.*

Helen Gray, 30, from Scotland is head of all-women team in Mozambique — and they have one of the most dangerous jobs in the world — de-mining. Helen was brought up on an East Lothian<sup>39</sup> farm; after finishing her BSc in biology and anthropology at Durham University she worked for the Scottish Sea Bird centre and then as an expedition guide in Peru’s threatened rainforests. By the time Helen returned to Britain she had decided she wanted to work in a humanitarian field. She sent her CV to Halo<sup>40</sup>, non-profit non-governmental organization with its head office in Dumfries, Scotland. It deployed its first de-mining team in Mozambique on February 20, 1994, and by now has exploded more than 100,000 mines.

Helen has worked for Halo since 2004 — when she was just 24 — doing her initial six month training on the northern border of Mozambique, in the minefields laid by the Portuguese back in the early 1970s, when the country was fighting for its independence from Portugal. Learning to be a de-miner is painstaking work; the drill they learn is systematic and repetitive, but it is the only way to do the job well and to stay alive.

<sup>38</sup> ordinary differential equation.

<sup>39</sup> South east Scotland.

<sup>40</sup> Hazardous Area Life-Support Organisation.



De-miners are awake since 4.30 am — work in the minefields starts at 6am, finishing at 1 pm in the afternoon. The working day is dictated by the need to avoid the worst of the heat. Even so, it is hard to maintain physical strength and concentration — both crucial for de-miners. Since lapses in concentration could be fatal, they take a ten-minute break every hour. They work for three weeks in the minefields and then have an eight-day leave.

In February 2009, Helen Gray was asked to run the country's operations, with responsibility for all its 370 staff and a budget of £1.8 million.

"My job gives me tremendous satisfaction," Helen says. "It is brilliant to be able to send de-miners to an unsafe area to clear the land. That land then goes back to the local community, and you can return in a few months and see maize growing or the houses or schools that have been built there. The landmine problem has gone — forever. You don't get that sort of reward in many jobs."

### PROJECT WORK

*Prepare an application "package" (letter/ email + resume + cover or motivation letter) for a person of your choice. Use the internet sources.*



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