

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

ИНГЛИЗ ТИЛИ НАЗАРИЙ АСПЕКТЛАРИ №3 КАФЕДРАСИ



***ЎҚИШ ВА ЁЗИШ ФАНИДАН
ЎҚУВ-УСЛУБИЙ МАЖМУА***

ТОШКЕНТ – 2017

«ЎҚИШ ВА ЁЗИШ» фанидан ўқув-услубий мажмуа. Тошкент, ЎзДЖТУ,
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Ушбу мажмуа 5111400 – «Хорижий тил ва адабиёти (инглиз тили)» ва 5120100 «Филология ва тилларни ўқитиш (инглиз филологияси)» бакалаврият таълим йўналишлари 3-босқич талабалари учун мўлжалланган.

Мазкур ўқув-услубий мажмуа университетнинг илмий-услубий кенгашида муҳокама этилган ва чоп этишга тавсия этилган (2017 йил 20 майдагисонли баённома)

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SYLLABUS:

Кириш

Ўқиш ва Ёзиш амалиёти курси амалий курс бўлиб талабаларнинг тилнинг оғзаки ва ёзма шаклларини ўргатиш, уларнинг ижтимоий-маданий мулоқот малакаларини ривожлантириш, хусусан ўрганилаётган чет тилининг функционал шакллари ва услубларини, тил тўғрисидаги амалий ва назарий билимларини такомиллаштириш ҳамда эгалланган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлайди. Ушбу курс икки модулни ўз ичига олади ва 5-семестрда 76 аудитория ва 6-семестрда 38 аудитория соатини ташкил этади.

Фаннинг мақсад ва вазифалари

Учинчи курс якунида талабаларнинг тил билишнинг умумэътироф этилган халқаро меъёрлари (CEFR) га кўра B2, C1 даражасига мос келадиган мавзуларга оид турли жанрга тааллуқли матн турларини ўқиб, мазмунини тушунишлари назарда тутилади.

Ўзма нутқ бўйича талаба талаба қуйидаги билим ва кўникмаларни эгаллаши шарт:

:

- 500-1500 сўздан иборат мураккаб матн ёзиб, унда фикрини аниқ ва мантиқий баён қила олиши;
- мақсадга кўра матн қатор турларини танлаши ва ёза олиши;
- иншо турларини, жумладан ҳал қилувчи жиҳатларни тасдиқловчи ва исботловчи далилларни ўз ичига олган баҳс - мунозарали ва ўз фикрини ифодаловчи иншолар ёзиш;
- ўзма нутқдаги турли услублардан маҳорат билан фойдаланиш;
- танқидий фикрларини чет тилида баён қилиш малакаларини ривожлантириш;
- ўз ўзма нутқини таҳрир қилиш ва текшириш орқали она тили интерференцияси муаммоларини анқилаш ва бартараф этиш;
- режалаштириш, баҳолаш, таҳрир қилиш ва қайта кўриб чиқиш малакасига эга бўлиши шарт.

Ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Ўқиш ва Ёзиш амалиёти курси мазкур таълим йўналиши ўқув режасидаги бошқа ихтисослик фанлари билан ўзаро боғлиқ бўлиб, модуллар кетма-кетлиги ва мазмунига мос равишда 5 ва 6 семестрлар давомида ўқитилади. **Ўқиш ва Ёзиш амалиёти курси** ўқув режанинг “тил кўникмалари интеграцияси”, “Тил аспектилари амалиёти”, методика, курслари ва ўрганилаётган чет тилининг назарий курслари - тил назарияси, стилистика ва матн таҳлили ва қиёсий типология фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган кўникма ва малакалар муҳим аҳамият касб этади.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Фанни ўқитишда шахсга йўналтирилган таълим методи ва чет тилини ўқитишга коммуникатив ёндашувдан максимал даражада фойдаланиш талаб этилади. Машғулотларда дарслик ва ўқув қўлланмалардан ташқари аутентик материаллар: аудио, видео, газета ва журналлар, интернет манбаларидан, интерактив усулларни қўллаган ҳолда ақлий ҳужум, кейс-стади, лойиҳалар тайёрлаш, ролли ўйин, дебатлар, презентация методларидан кенг фойдаланилади.

Модул: Ўзма нутқ амалиёти модули бўйича машғулотларнинг мавзулар ва соатлар бўйича тақсимланиши:

Фактларга асосланган ўзма нутқ:

- ҳисоботлар (учрашув ҳисоботлари, ташриф ҳисоботлари);
- тадқиқот ҳисоботлари;
- яхши ва ёмон томонларини баҳолаш ва таҳлилий ҳисобот

Иншолар:

- фикр билдирувчи иншо;
- “қарши ёки қарши эмаслик фикрини баён этувчи” иншо
- баҳс мунозарали иншо тури

- танқидий баёнлар 2-курсдагига қараганда батафсил ва кенг бўлиши лозим;
- воқеа-ҳодисалар шарҳи;
- мақола шарҳи

Хатлар ва расмий ҳужжатлар:

- расмий хатлар;
- ариза;
- илова хати;
- тавсиянома;
- тушунтириш хати ва б.

Ўқиш ва ўқитишга ёндашув

- топшириқларга асосланган амалий иш;
- турли матнлар таҳлили (газета, журнал мақолалари)
- матнларни ўрганилаётган чет тили ва она тилида параллел, қиёслаган ҳолда таҳлил қилиш;
- дарсдан ташқари ёзма вазифалар;

Ёзма нутқ жараёни:

- ёзма нутқ учун тайёргарлик машқлари;
- дастлабки (хомаки);
- ўзаро қайта кўриб чиқиш;
- ўз-ўзини баҳолаш

Асосий қисм

Фаннинг амалий машғулоти мазмуни

Мустақил ишларни ташкил этишнинг шакли ва мазмуни

Инглиз тилида сўзлашувчи мамлакатлар даврий нашрлари тилининг ўзига хос хусусиятлари ва уларнинг таркибий тузилмалари, жанрлари; турлидаражадаги ахборот хабарлари: аниқ воқеа-ҳодисалар тўғрисида сиёсий-иқтисодий-маданий ахборотлар; энг аҳамиятли воқеа ва ҳодисаларни изоҳлаб бериш; ўз мамлақати ва жаҳондаги аниқ сиёсий-иқтисодий-маданий воқеаларга жараёнларни назарий жиҳатдан умумлаштириш.

Талаба мустақил ишни тайёрлашда муайян фаннинг хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиши тавсия этилади:

- турли хил луғатлар, грамматик маълумотномалар ёрдамида лексик ва синтактик бирликлар устида чуқур иш олиб бориши; тил ва маданият борасида турли хил ўхшашликлар ва тафовутларни аниқлаши;
- компьютерлашган лингафон воситалари билан ишлаш;
- эркин мавзуда иншо ёки баён ёзиш; тақдимот қилиш, дебатда иштирок этиш;
- ўрганилаётган ва муаммоли мавзуларда лойиҳавий – тадқиқот ишларини олиб бориш;
- ўрганилаётган тил ва нутқ материалига доир машқлар ва тестлар тузиш;
- газета, журнал мақолаларни ўқиш ва улардан таржимаи ҳол, резюме, аннотация ёзишда фойдаланиш;
- бадиий адабиёт ўқиш ва уни тақдимот қилиш;
- турли хил функционал услубдаги матнларни таржима қилиш;
- формуляр, анкета тузиш, таржимаи ҳол, резюме, аннотация ёзиш;
- E-mail бўйича ахборот жўнатиш ва қабул қилиш;

- дебат, муҳокама, келишувлар, учрашувлар, ўйинлар ўтказиш.

Талаба мустақил ишни тайёрлашда фаннинг хусусиятларини ҳисобга олган ҳолда куйидаги шакллардан фойдаланиш тавсия этилади:

Дарслик ва ўқув қўлланмалар бўйича фан боблари ва мавзуларини ўрганиш; Тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;

Махсус адабиётлар бўйича фанлар бўлимлари ёки мавзулари устидаишлаш;

Интернет имкониятларидан фойдаланиш;

Масофавий (дистанцион) таълим имкониятларидан фойдаланиш;

Мустақил иш натижалари юзасидан ёзма ва оғзаки ахборот бериш;

Мустақил иш учун ажратиладиган вақт ҳажмини ва вазифани

кўпайтириш;

Талабаларнинг мустақил ижодий ишларини назорат қилиш ва баҳолаш.

Курс лойиҳасининг мақсади талабаларни инглиз тили назарий фонетикаси ва фонологияси бўйича мустақил ишлаш қобилиятини ривожлантириш, олган назарий билимларини қўллашда амалий кўникмалар ҳосил қилиш, улардан ўз фаолиятида унумли фойдаланиш, курс лойиҳаларини инглиз тилида ёзиш кўникмасини шакллантиришдан иборатдир.

Курс иши мавзулари фан талабидан келиб чиқиб тузилади ва ҳар йили янги ланиб ва тўлдириб борилади. Курс ишлари мавзулари олдинроқ тайёрланади ва талабаларга таништирилади.

Илмий раҳбар ҳар бир талабага шахсий топшириқ беради, курсишининг режаси тузилади ва тегишли адабиётлар тавсия қилинади ва доимий равишда назорат қилиб боради.

Дастурнинг инфор­мацион – услубий таъминоти

Асосий ўрганилаётган чет тили фанини ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот коммуникатив технологияларидан фойдаланиш назарда тутилган.

Мазкур фаннинг курси юзасидан машғулотларда аудио-видеовоситалари ва компьютер технологиялари ёрдамида такдимотлар ўтказиш.

Амалий машғулотлар дарсларида аклий ҳужум, гуруҳли фикрлаш, диалог, полилог, коммуникатив мулоқот каби интерфаол усулларидан фойдаланиш.

Кичик гуруҳ мусобақалари, интернет янгиликлари ва илғор педагогик технологияларни қўллаш назарда тутилади.

Бундан ташқари тизимли ёндошув асосида талабаларнинг ўқиш – билиш фаолиятини тасвирлайдиган таълим жараёнининг лойиҳаси тузиб чиқилади. Таълим мақсади реал, аниқ диагностик бўлишига эришилади ватаалабанинг билим, ўзлаштириши сифати объектив баҳоланади. Таълим жараёнининг тузилиши ва мазмуни яхлитлиги, ўзаро боғлиқ ва ўзаро таъсирида бўлишига эришилади. Амалий машғулотлар талабанинг фаоллигига таяниб зигзаг, брейн­сторм, скарабей ва шу каби методлар ёрдамида олиб борилади. Оралиқ ва якуний назорат ва баҳолашнинг керакли ўринлари белгиланган мезонларга биноан талабаларнинг тест вазифаларини бажариши орқали амалга ошириладики, Бунда талабалар билим даражаси шакллантирувчи ва жамловчи баҳо­лар ёрдамида аниқланади.

Фойдаланиладиган асосий дарслик ва ўқув қўлланмалар рўйҳати

Асосий дарсликлар ва ўқув қўлланмалар

- Blass, L., & Pike-Baky, M. (1996). *A Content-Based Writing Book*. McGraw-Hill. Third Edition.
- Coe, N., Rycroft, R., & Ernest, P. (1983). *Writing Skills: A problem-solving approach*. Cambridge University Press. Cambridge
- Evans, V. (1998). *Successful Writing*. Upper Intermediate. Express Publishing
- Jordan, R. R. (2003). *Academic Writing Course: Study Skills in English*. Pearson Education Limited. Third Edition.
- O'Donnell, T.D., & Paiva, J. L. (1993). *Independent Writing*. Heinle & Heinle Publishers. Boston, Massachusetts.
- Reid, J.M. (1993). *Teaching ESL Writing*. New Jersey: Prentice Hall Regents.
- Stephens, M. (1996). *Practise Writing*. Longman, China.
- Weigle, S. C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

Қўшимча адабиётлар

1. O'Donnell, T.D., & Paiva, J. L. (1993). *Independent Writing*. Heinle & Heinle Publishers. Boston, Massachusetts.
2. Reid, J.M. (1993). *Teaching ESL Writing*. New Jersey: Prentice Hall Regents.
3. Stephens, M. (1996). *Practise Writing*. Longman, China.
4. Weigle, S. C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

Интернет сайтлари

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.tesol.org
4. www.tefl.com
5. www.teachertrainingvideos.com
6. www.learnenglish.org.uk
7. www.macmillanenglish.com/readers
8. www.busyteacher.com

ASSESSMENT SPECIFICATIONS

The subject of Reading and Writing will continue during the first term, writing - through the academic year. At the end of term 5 students will get one grade for both aspects.

Writing:

Aim: By the end of Year 3 students will be able to write a range of text types to a level of proficiency equivalent to Band B2 - C1 in the CEFR.

Objectives

By the end of Year 3, students will

- be able to express themselves at length (500-1500 words) in writing from a clear point of view on a range of complex subjects;
- be able to write a range of text types for different purposes;
- be able to write different types of essays such as argumentative and opinion essays emphasizing decisive points and including supporting details;
- be able to write in a range of styles;
- have developed their critical thinking skills in English and thus have become more adept at writing effectively;
- have developed awareness of mother tongue interference problems in their own writing through proof-reading and checking
- have had further practice of planning, evaluating, editing and revising.

Assessment profile

Semester 5

Continuous Assessment <ul style="list-style-type: none">• Survey based on project work done or social problems• Formal letter	40% 20% 20%
Mid-course Assessment <ul style="list-style-type: none">• An opinion essay	30%
Final Assessment <ul style="list-style-type: none">• Report on event	30%

Semester 6

Continuous Assessment <ul style="list-style-type: none">• A final draft of extended argumentative essay	40% 20%
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• Critical Review of a Newspaper Article	20%
Mid-course Assessment • Critique based on readings	30%
Final Assessment • Reflective log	30 %

For each type of task there will be dead line. At the end of each month Ss will submit required task for Reading and Writing separately.

Lesson Plan 1 Course title: Writing

Topic: Application letter. Recommendation letter

Level: B2

Time: 40 min

Materials: One copy of the worksheet for every pair of students, successful writing proficiency student`s book.

Objectives: to introduce students to types and style of letters, to show them the peculiarities of this type of letters to develop their writing skills, to give them opportunity to learn the main strategies of writing letters.

Task/ Activity	Procedure	Objective s	Mode of interaction	Time	Materials
Pre-teaching activity	T. gives questions according to the topic. Ss. should predict the answers. 1. Have you ever written letter? Whom? 2. Have you followed any rules? 3. Do you know any types or style of letters?	to predict answers	whole group	5 minutes	none
Activity 1	T. shows the PPP about the topic which is going to teach. And explain the types and style of letters.	pre-teach differentiating types and styles of letters	Whole group	10 minutes	PPP
Activity 2	T. Shows Video about	to give SS	Pair work	10min	Video

	letters.	general information about trends			
Activity 3	T. distributes handout 1 read the extracts and say which is a) informal b) semi-formal c) formal and Which one would you use to write a letter to a) someone you know but are not on intimate terms with?	to understand differences	Pair work	5 min	Handout 1
Activity 4	T. distributes handout asks to read the extracts and say which is a) informal b) semi-formal c) formal and Ss. check their answer	To develop their knowledge	The whole group	10 min	Handout 2
Activity 5	T. distributes handout and asks to read the following text and differentiate the different types of letters	To identify Ss. Understanding about the topic	Individual	10 min	Handout 3
Activity 6	T. gives handout and asks to study the exercises. Put an F for formal and an I for informal language. Give reason.	To practice the topic	Pair work	15 min	Handout 4
Homework	Ss should do the task. Match beginning with ending and Ss should write the main body of the letter		Individual	5 min	Home task 1

HANDOUT 1

- 1 Look at the different layouts. Which are used to write a formal, semi-formal or informal letter? Which one would you use to write a letter to a) someone you know but are not on intimate terms with? b) a relative? c) a company manager whose name you know/ don't know? d) the authorities?

(B)
Dear Mr and Mrs Connelly,
Best Wishes,
Alberto Ponti

(D)
Dear Sir/Madam,
Yours faithfully,
Helen Perkins
Helen Perkins

(A)
Dear Margot,
Love,
Chris

(E)
Dear Sirs,
Yours faithfully,
Jessica Collins
Jessica Collins

(C)
Dear Mr Ford,
Yours sincerely,
Adam Clayton
Adam Clayton

HANDOUT

2

2 Read these extracts and say which is a) informal, b) semi-formal and c) formal. Then, underline the characteristics which indicate the style in each extract. What is the purpose of writing these letters? Who are the letters addressed to?

A Regarding the future opportunities in your field of work, I would recommend that you consider trying to find a position of greater seniority. You have already proved yourself to be a highly competent and effective member of your company, and I believe that you now possess sufficient skills and experience to tackle the challenge of additional responsibility.

On the matter of further training, I would suggest that you might try to upgrade your IT skills to enable you to take advantage of the full range of modern technology available. There are some very well-run and useful courses operating locally, at least one of which you should find appropriate to your needs.

B If you really hate living in Winkleborough that much, I'd say do yourself a favour and leave. Don't hang about either. If you come back here soon, I'm sure you can find a job without any problem, and you know you can stay with me until you find yourself a place to live.

Why don't you pull yourself together and get on with building a better life back here where you belong? It's high time you took a few risks again, like when you were a kid. Get a new job, find some other stuff to fill your time. Move back here and go for it!

C Of course, it will be a big change going to live in a different part of the country, away from your family and all your old friends, but it need not be as difficult as you seem to think. Why not apply for a room in a university hall of residence? Everything is provided, and because you live with a lot of other students, it is easy to make new friends.

As far as the course goes, I am sure you will manage very well. The work is at a higher level, but I am certain you'll enjoy the challenge. In fact, I think you will enjoy the opportunity to study your subject in depth, so I really think you should give it a try.

HANDOUT 3

3 Read the following writing task instructions and say what type of letter you would be expected to write in each case.

- 1 You are moving to China for a year and have arranged with an agency to exchange houses with a Chinese family who are moving to your country for the same period of time. Write a letter to the Wong family to welcome them to your home. Include information about the house and neighbourhood which they might find useful and make a few suggestions that might make their stay more pleasant and interesting.
- 2 You have read a magazine article which you believe is inaccurate and offensive towards people of your profession. Write a letter to the editor expressing your opinion on the subject, and suggesting ways to make amends.
- 3 You are a member of a famous pop group. You are about to visit your home town as part of a tour. Write a letter to an old schoolfriend informing him/her of the event and describing the ways in which your life has changed since you were at school.

4 A new community centre for disabled people is to be built in your town. The local authorities have invited the public to give their views on the a) location, b) opening hours, c) value to the community and d) facilities and services that should be provided. Write a letter to the local authorities stating your views on these points.

5 You want to open a small business but do not have sufficient finances. Write to the New Community Enterprise Programme giving reasons why you think they should provide you with financial assistance. You should include details of the type of business it will be, where it will be located and explain why you think it will be successful.

6 You recently spent the weekend at your employer's cottage. Write a letter to him/her, outlining what you enjoyed most about your visit and inviting him/her to visit you at your own house in the near future.

Handout 4

4 Put an F for formal and an I for informal language. Give reasons.

- | | |
|--|---|
| 1 Thank you very much for your cooperation in this matter. | 12 I would like to inform you about the proposed changes due to take place over the coming months. |
| 2 It'll be great to see you again after so long! | 13 Sorry I haven't written for ages, but I've been up to my ears in work. |
| 3 My husband and I request your presence... | 14 We thought we'd have a get-together in the near future and wondered if you'd like to come. |
| 4 It is with deep regret that I must inform you ... | 15 It appears that our records are out of date so it would therefore be most helpful if you could forward the information requested overleaf. |
| 5 Hope this advice will be of some help to you. | 16 I look forward to receiving the information requested. |
| 6 Would it be possible to get together over lunch sometime soon? | 17 I am writing in response to the advertisement concerning .. |
| 7 I sympathise completely with your predicament but unfortunately no further action can be taken at this time. | 18 I am writing in my capacity as chairman of ... |
| 8 I am writing to complain about the service we received ... | 19 I would be most grateful if you could offer some advice .. |
| 9 I'm looking forward to seeing you both on Saturday. | 20 I'll be more than happy to put you up for a few days. |
| 10 On behalf of our company, I would like to apologise for ... | |
| 11 I'm really sorry about the misunderstanding and I'm sure it won't happen again. | |

Home task

- 5 Match the beginnings and endings below, and then identify the purpose of writing the letter from which each pair of paragraphs is taken.**

BEGINNINGS...

- 1 I am writing in response to your advertisement in yesterday's *Daily Scope* concerning a vacancy in your sales department.
- 2 I am writing in reply to your letter requesting information about our products.
- 3 I am writing in my capacity as chairman of the residents' association to draw your attention to the problem of excessive noise levels in our neighbourhood.
- 4 I am writing to request permission to use the company premises for a meeting which will be held during the holidays.
- 5 I am writing to advise you of the changes in the schedule for the forthcoming seminar on "Safety in the Home."

...ENDINGS

- A I hope that these changes will not cause you too much inconvenience and that you will still be able to attend.
- B We feel confident that you will find something in our range that meets your requirements and look forward to receiving your order.
- C I am available for interview any weekday between 9 am and 5 pm, and I look forward to meeting you in person to discuss the possibility of my employment.
- D We trust that you will give this matter your urgent consideration and look forward to receiving any suggestions you might have to help overcome the problem.
- E We would be extremely grateful if you were to allow us to use the facilities for the duration of our meeting. Thank you in anticipation of your kind cooperation.

Keys

- 1 • Layouts for formal letters: C, D, E
Layout for semi-formal letters: B
Layout for informal letter: A
- a. B b. A c. C, D d. D, E
- 2 A - formal
complex sentences: e.g. On the matter of ... modern technology available.
non-colloquial English: e.g. Regarding ...; I would recommend ...; On the matter of ...; ... you should find appropriate to your needs.
advanced vocabulary: e.g. seniority; competent; sufficient; upgrade; operating; appropriate
- B - informal
idioms: e.g. pull yourself together; It's high time you ...
phrasal verbs: e.g. get on with ...; go for it
colloquial English: e.g. do yourself a favour and leave; you know you can ...; back here where you belong ...; ... like when you were a kid; find some other stuff to fill your time
abbreviated forms: e.g. I'd say ...; I'm sure ...; Why don't ...; It's high time ...
- C - semi-formal
(writer has used a combination of formal and informal language)
informal language: e.g. Of course, it will ...; Why not apply for ...; In fact, I think ...; ... so I really think ...
formal language: e.g. *it need not be ...; ... to study your subject in depth.*
- The purpose of writing these letters is to **give advice**. **Extract A** is addressed to someone the writer does not know personally and who has requested information, **extract B** is addressed to a close friend and **extract C** is addressed to someone the writer knows but is not on intimate terms with. (Extract C could appear in an advice column in a magazine. In such publications the style is semi-formal even though the writer does not know the person personally.)
- 3 1. semi-formal letter giving information and making suggestions
2. formal letter of complaint (expressing an opinion and making suggestions)
3. informal letter giving information
4. formal letter making suggestions
5. formal letter of request
6. semi-formal letter expressing thanks and including an invitation
- 4 1. F (complex sentence, non-colloquial English)
2. I (abbreviation, colloquial English)
3. F (advanced vocabulary, non-colloquial English)
4. F (advanced vocabulary, non-colloquial English)
5. I (omission of pronoun)

6. I (colloquial English)
7. F (advanced vocabulary, Passive Voice, complex sentence)
8. F (non-colloquial English)
9. I (abbreviation)
10. F (complex sentence, non-colloquial English)
11. I (abbreviations, colloquial English)
12. F (complex sentence, advanced vocabulary)
13. I (omission of pronoun, idiom, abbreviations)
14. I (colloquial English, abbreviations)
15. F (complex sentence, advanced vocabulary)
16. F (complex sentence, Passive Voice, advanced vocabulary)
17. F (advanced vocabulary, complex sentence)
18. F (advanced vocabulary)
19. F (complex sentence, non-colloquial English)
20. I (abbreviation, phrasal verb, colloquial English)

- 5 1. C letter of application (for a job)
2. B letter giving information
3. D letter to the authorities (making a complaint)
4. E letter of request
5. A letter giving information
- 6 *(T can ask Ss to give examples of the features of the style each letter is written in. e.g. 1 informal: **colloquial English** [do your best, make it].)*
1. informal, ending, letter of invitation
 2. formal, ending, letter giving information/letter of apology
 3. formal, beginning, letter of apology
 4. formal, ending, letter of complaint
 5. formal, beginning, letter of complaint
 6. formal, beginning, letter of application (for a job)
 7. formal, ending, letter of apology
 8. informal, beginning, letter of apology

➤ a. Letters of Request

- 1 a. To request permission to use/rent the community centre (for a month) as a venue for an exhibition.
b. The work of local potters.
c. The community centre is big and centrally located.
d. They will be able to put on a better exhibition and more people will become familiar with the centre's facilities.
e. To thank them in advance.

- 2 • 1. c 2. b 3. a 4. d

• Paragraph Plan

Main body

Para 2: why visit would be useful for class

Para 3: what students would like to do during visit

Para 4: suggestions/benefits to the company

Para 5: employment/recruitment possibilities for the company

Conclusion

Para 6: thanking the company for considering the visit

Recommendation letter

Topic: writing letter of recommendation

Level: B2

Time: 40 min

Materials: handouts-Worksheets 1, 2, 3, 4

Aim: Students will be able to do a self assessment and write a letter of recommendation about themselves.

Students will use full block style of letter writing with proper heading, salutations and closings.

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Activity 1 Brainstorming	T. asks the students to make a written list of 10 positive things about themselves in which the teacher would agree and think about personal characteristics, classroom and on the job attributes (good things about them!) It could include attendance, attitude, willingness to go the extra mile, etc.	<ul style="list-style-type: none">• pre-teach English developing vocabulary	Whole group	10 minutes	Worksheets
Activity 2 Mini lecture	1. T. explains the structure of recommendation letter on the PPT and give s list of useful vocabulary and Recommendation Letter	<ul style="list-style-type: none">• to teach new type of letter	Group work	30 min	Worksheets, video

	Requirements for Students.				
Activity 3 Speaking	Ss watch the video material about how to write letter of recommendation.	<ul style="list-style-type: none"> to focus on the ways how to scan and comprehend the given material 	Pair work	20 min	Successful writing p.95 ex.4
Activity 4	T. asks to read the instructions and model letter and list the suggestions made and their expected results. Is the writer`s opinion positive or negative.	<ul style="list-style-type: none"> to give SS opportunity to discuss given material, finding main points 	Whole class	10 min	Successful writing p.95 ex.5
Activity 5	T. should encourage students to check their answers in pairs before checking as a class.	<p>to develop successful learning strategies</p> <ul style="list-style-type: none"> 	Group work	10 min	Successful writing p.96 ex.6
Summary of the lesson	T.puts Ss in small groups and asks them to match the given suggestions to the expected results and link them with appropriate linking words.	to help to achieve a concrete output, using appropriate language for			Successful writing p.96 ex.7

		the context;			
Home task	T.asks the students to read the instructions and the given model letter and correct the mistakes. T. divides the Ss into 3 groups and explains the ex.7 on p.100				

- 4** Read the instructions and the model letter and list the suggestions made and their expected results. Is the writer's opinion a positive or a negative one? Find expressions in the letter which justify this.

You recently went to a museum where the staff were particularly helpful. Write a letter to the museum's curator, giving your overall opinion of the museum and suggesting what might be done to further improve the standard of what it has to offer the public.

Dear Sir/Madam,

I am writing to commend you on the exceptional service the Museum of Natural History offers the community of Kempton. I recently visited the museum for the first time and viewed your exhibition entitled "The Age of Dinosaurs" which was, to my mind, extremely interesting and informative.

I was particularly impressed by how approachable and helpful the museum staff were; they showed themselves willing to help with any questions or requests which arose during my visit. Moreover, I appreciated the fact that the guides were very knowledgeable about their subject.

In my opinion, the subject of your feature exhibition was both fascinating and enlightening. It was obviously carefully researched and its excellent presentation made it interesting to people of all ages. I was equally impressed with the permanent exhibits and found your late closing time very considerate and convenient for working people such as myself.

There are, however, one or two suggestions I would like to submit which I feel would further improve the standard of the museum. Firstly, a service offering guided tours in foreign languages would be useful for tourists visiting the museum. Additionally, installing ramps would make access easier for disabled people, thus making their visit more enjoyable.

Finally, may I suggest that you publicise the museum's forthcoming exhibits more widely? As a result, many more people like myself who are interested in natural history would be made aware of the regular exhibitions you present.

Once again, I would like to congratulate you on the very high standard of your museum, and assure you that I shall be a regular visitor from now on.

Yours faithfully,
P. Morrison
Mrs P. Morrison

- 5** Match the following suggestions to the expected results and link them with appropriate linking words.

Suggestions

- a I would suggest hiring more staff.
- b May I suggest that you renovate the premises.
- c Another suggestion would be to install computers.
- d I would venture to suggest hiring a bouncer.

Results

- 1 Less time would be wasted on writing down personal information.
- 2 You would succeed in retaining a higher standard of clientele.
- 3 Work could be delegated and done more efficiently.
- 4 You would attract a greater number of younger people and make more of a profit.

- 6** Read the instructions and the following model letter and correct the mistakes which have been highlighted.

You are on the committee of a local charity organisation which recently held auditions for its annual fund-raising variety concert. You have been asked to write a letter to one of the groups/people who auditioned, thanking them for taking part, expressing your opinion of their performance, suggesting how it might be improved and explaining why these changes are necessary.

Dear Mr Potts,

I am writing on behalf of the 'Featherton Friends' with regard to our recent audition **about** our fund-raising concert. Unfortunately a large **amount** of people involved makes it impractical to hold rehearsals, and **actions** are selected on the basis of being ready for performance.

To begin with, I would like to thank you for your generosity in agreeing to appear in the concert. We realise that a great deal of time and effort **were** necessary to prepare your act.

We were very **impressive** with your performance at the audition. The members of the **committee** enjoyed it enormously. We felt that your singing and dancing were of a **great** standard and your **group** members showed a very professional approach.

We would like to suggest one or two minor alterations, **all** of which we feel would improve the overall performance. First, the committee believes that it would **have been** better if the dancers were already positioned on the stage as the curtain goes up. The reason for this is that the venue for the concert is very small and, consequently, the space behind the stage is limited. Secondly, we would like to suggest that you omit the last chorus from your performance **in order** to make it shorter. We feel that this is necessary because your performance was quite long and, in order to have a wide variety of acts in the concert, it is necessary to limit each performance to a maximum of fifteen minutes.

I hope that you will appreciate the need for these changes and would be grateful if you **can** contact me to arrange rehearsal times. I look forward to hearing from you soon.

Yours faithfully,
J. P. Douglas
J.P. Douglas

- 7** Look at the following writing task instructions and answer the questions below. The questions apply to all three tasks.

- a) *As a social worker, you have received a letter from a foreign family who moved to your country three months ago and are having difficulty adjusting to their new surroundings. Write a letter advising them how to deal with the situation. You should offer certain practical suggestions and reassure them that they need not worry.*
- b) *There are plans to tear down an old cinema in the town where you live. Write a letter to the authorities stating why you think this should not be done, and suggesting alternative ways in which the building might be used.*
- c) *You recently visited a new supermarket or fast food restaurant which has opened in your neighbourhood. Write a letter to the manager expressing your opinion of the establishment and suggesting ways in which it could be improved.*

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What useful expressions can you think of for making suggestions?
- What paragraph plan would you use?
- What useful expressions could you write as opening and closing remarks?
- How would you sign the letter?

II. Letters Making Suggestions/ Recommendations

4 Suggestions

- offer guided tours in foreign languages
- install ramps
- publicise the museum's exhibits more widely

Results

- useful for tourists
- make access easier for disabled people
- more people made aware of the regular exhibitions
- The writer's opinion is a positive one.

Expressions to justify this:

- ... extremely interesting and informative ...
- ... particularly impressed ...
- ... how approachable and helpful the museum staff were ...
- ... I appreciated the fact that ...
- ... knowledgeable and informative about their subject ...
- ... fascinating and enlightening ...
- ... carefully researched ...
- ... excellent presentation ...
- ... interesting to people of all ages.
- ... I was equally impressed ...
- ... considerate and convenient ...

Answer keys

- ... I would like to congratulate you on ...
- ... high standard of your museum ...

5 a. 3 b. 4 c. 1 d. 2

(Suggested answers)

- a. I would suggest hiring more staff; **consequently** work could be delegated and done more efficiently.
- b. **May I suggest** that you renovate the premises, **thus** attracting a greater number of younger people and making more of a profit?
- c. Another suggestion would be to install computers; **as a result**, less time would be wasted on writing down personal information.
- d. I would venture to suggest hiring a bouncer; you would **therefore** succeed in retaining a higher standard of clientele.

6 (about) for (groups) group's
 (amount) number (although) however/though
 (actions) acts (have been) be
 (were) was (of) for
 (impressive) impressed (that) to
 (committee) committee (can) could
 (great) high (faithfully) sincerely

- 7 a) • Dear Mr and Mrs + surname,
- To advise the family of ways in which they can deal with living in a new country.
 - To offer reassurance.
 - e.g. It might be useful to ...; I feel your best course of action would be to ...; I would strongly suggest that ...

• Suggested Paragraph Plan

Para 1: reason for writing / express understanding of problem

Para 2, 3: offer advice/suggestions (e.g. language classes; booklets from social services on specific problems; clubs/societies, etc in area to make new friends; addresses of other immigrants from same country, etc)

Para 4: offer reassurance (e.g. natural/common to feel unsettled; situation will soon improve; several organisations offer further help if needed, etc)

Para 5: closing remarks

- e.g. I am writing in reply to your letter concerning the difficulties you are experiencing adjusting to life in this country.
e.g. I hope that these suggestions will be of some assistance.
- Yours sincerely, + full name

Lesson Plan 2

Topic: Cover letters (CV/ Resume)

Level: B2

Time: 80 min

Materials: One copy of the worksheet for every pair of students, successful writing proficiency student`s book

Objectives: to introduce students to types and style of letters, to show them the peculiarities of this type of letters to develop their writing skills, to give them opportunity to learn the main strategies of writing letters.

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Pre-teach Activity	Teacher asks students to brainstorm their ideas on a covering letter Students tell their ideas what a covering letter is like.	In small groups students share their ideas on the structure, variety of vocabulary and mechanics of a sample A covering letter/ Recommendation letter	Whole group	10 min	
Activity 1	Video about formal letter writing	Ss read the sample.	Pair work	10 minutes	PPT presentation
Activity 2	Teacher gives out a copy of a covering letter/ Recommendation letter sample and asks students to analyze the organization, structure, variety		Pair work	10min	Worksheet

	of vocabulary, and mechanics of it in small groups.				
	Teacher asks students to fill in the sample of the covering letter		Pair work	15 minutes	worksheet
Homework	Teacher asks students to finish their final drafts at home.				

HANDOUT 1

HOW MUCH DO YOU KNOW ABOUT WRITING FORMAL LETTERS?

Read the following statements, then decide if they are true or false:

1. When the letter starts Dear sir we end it with yours sincerely,
You can send a letter to someone you know with Best wishes,
The first paragraph of the letter should explain your reason for writing.
4. You should start a new paragraph for each sentence.
5. You should leave a space between each paragraph.
6. Ms is the title used for a married woman.
7. Master is the title used for a man.
8. If you are writing a formal letter, it is not a good idea to use contractions.
(*I'm is the contraction of / am*
can't is the contraction of cannot)
9. When you are writing an application for a job, it is a good idea to say what a wonderful person you are. For example, */ an intelligent, honest and / work very hard.*
10. When you apply for a job, it is a good idea to use a recycled envelope.

Hand out 2

Exercise 1

1 Fill in the correct words/phrases from the list below. Try to include them in your letters.

inevitable, gift voucher, isolated incident, circumstances beyond our control, at your disposal, compliments, complimentary, oversight

- 1 I assure you that this is a(n) (single occurrence which is unlikely to happen again)
- 2 Unfortunately due to, we will not be able to offer an alternative venue for the concert. (something which we have no control over)
- 3 Failure to repair the equipment was due to a(n) on our part. (failure to notice something)
- 4 It is that our prices will rise periodically. (certain)
- 5 We are delighted to enclose tickets for our forthcoming concert, by way of compensation. (free)
- 6 A complete refund cannot be given but a(n) for the amount has been enclosed. (token)

Handout 2

Exercise 1

1 Fill in the correct words/phrases from the list below. Try to include them in your letters.

inevitable, gift voucher, isolated incident, circumstances beyond our control, at your disposal, compliments, complimentary, oversight

- 1 I assure you that this is a(n) (single occurrence which is unlikely to happen again)
- 2 Unfortunately due to, we will not be able to offer an alternative venue for the concert. (something which we have no control over)
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- 4 It is that our prices will rise periodically. (certain)
- 5 We are delighted to enclose tickets for our forthcoming concert, by way of compensation. (free)
- 6 A complete refund cannot be given but a(n) for the amount has been enclosed. (token)

Handout 2

COVER LETTER EXERCISE

_____ *Your name and address*

_____ *Date*

_____ *Employer's name and address*

_____ *Dear....*

_____ *Sincerely,*

_____ *(Be sure to sign)*

_____ *Your Name*

Lesson Plan 3
Course title: WRITING (Year 3)

Week 5: Transactional letter

Topic: Social issues

Level: B2

Time: 40 min

Materials: Successful writing Proficiency, Headway (advanced),

Aim: to introduce students with the transactional letter and give them opportunity to practice strategies of writing and expressing their purpose of writing letter, to teach Ss how to improve writing skills.

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Activity 1 Warm- up activity	1.T. asks Ss what does “Social issues” mean. T .asks to discuss social problems.	<ul style="list-style-type: none"> pre-teach English vocabulary 	Group work	3 minutes	Power p. presentation 1
Activity 2 Pre-writing task	1. T. presents the slide about writing transactional letter. 2.Then T. asks Ss to look trough the structure of transactional letter and make notes	to give instructions	Individual work	2 min	Handout 1
Activity 3 Writing Comprehension	1.T. Asks Ss to answer the question concerning two transactional	to develop writing structure of letter	Group work	3 min	Video

	letter sample. 2.T. shows Ss. video on topic “ How to write transactional letter”				
Activity 4 While writing activities	1.T. asks S.s to look through the structure and asks Ss to do activities in Successful writing.	to develop learning strategies and logically thinking ;	Individual work	5min 5min	Handout 2
Activity5 Writing practice	1.T asks Ss to listen and write transactional letter to this topic using the model(slide 2) . 2.T.divides Ss into two groups and asks to present types of letters by mapping	to focus the students’ attention in writing transactional letter;		15 min	Power p. Presentation 2
Homework	T. asks Ss to write transactional letter.	to revise previous lessons		10 min	

Unit 7g Transactional Letters

2 Both letters on page 111 were written in response to the situation presented in the rubric, prompts and notes below. Read these carefully (several times if necessary) and answer the questions which follow.

You recently attended a seminar about safety at work. Your office manager has asked you to write to the managing director of the company you work for, with recommendations for increasing safety in your workplace. Read the leaflet from the seminar (1), as well as the memo from your office manager (2), together with your notes on these.

1

SAFETY IN THE WORKPLACE

HOLD FIRE DRILLS:
A full fire drill should be held every 6 months and all employees should be made aware of fire exits and assembly points. It is essential that the building can be evacuated quickly in the event of an emergency. ✓

LEARN TO USE EQUIPMENT PROPERLY:
All members of staff must be made fully aware of operating instructions for machinery they will be expected to use, and a suitable period must be allowed for training. Unsupervised use of equipment by untrained workers can be fatal.

KEEP YOUR WORK AREA CLEAN AND TIDY:
Since so many accidents are caused by equipment being left unattended, doors being left open, etc, encourage employees to be tidy. Cleaning should be carried out at suitable times and notices should be clearly displayed to warn of wet floors.

A HEALTHY WORKPLACE MEANS A HEALTHY STAFF:
Safety from illness is as important as safety from accidents. There are laws governing the preparation of food and drinks, as well as hygiene in kitchen and bathroom areas. Booklets with guidelines are available. Make sure your company has them and that people read them. ✓

TAKE NOTICE!
Notices concerning all of the above safety regulations must be placed in prominent positions. Strict disciplinary action should be taken if employees do not obey rules.

*Not often enough!
New staff every month*

Our place is OK (checked it personally)

Suggest one week for all new staff

Cleaning staff to be told

Done - 8/7/97

Need to print a leaflet warning employees

Now write:

- i) a letter to the Managing Director notifying him of your findings from the seminar and explaining what changes you feel should be made in your place of work. You should also mention anything you have done or intend to do regarding your findings.
(approximately 200 words)
- ii) a brief letter thanking the organisers of the seminar for allowing you to participate.
(approximately 50 words)

- According to task instruction i) in the box above, what are the purposes of the letter? Does letter a include these?
- Underline the phrases/sentences in letter a dealing with each point in the notes accompanying the leaflet. Are there any points in the notes which have *not* been dealt with?
- The memo from the office manager instructs the writer to be positive and reassuring. Does letter a follow this instruction?
- Does letter b follow the instruction given for task ii)? Why/why not?
- Does either letter use expressions from the rubric, prompts or notes without rephrasing these?
- Do the letters contain appropriate style expressions and greetings? What examples can you find?

2 M E M O

From: JD To: PWS Date: 8/7/97
 "Safety in the Workplace" Seminar 7/7/97
 Please write to Mr Savage about the seminar, making any recommendations for our firm. Keep it positive and reassure him as much as possible.
 Also, please write and thank the seminar people.

Important!

3 Write a brief memo (*about 40 words*) to your office manager ("JD") informing him/her how you have carried out his/her instructions.

g. Transactional Letters

Transactional letters are letters responding to a particular situation, which is presented by means of **written prompts** (letters, leaflets, advertisements, news reports, etc, as well as handwritten notes and comments) and/or **visual prompts** (diagrams, maps, etc). They may be formal, semi-formal or informal, depending on who you are writing to.

- Transactional letters can be of any type – **e.g. to give information, to complain about something, etc** – and may have one or more additional purposes. You may be asked to write two or more transactional letters related to the same situation and based on the same information. These tasks, however, will usually be different in length, style and/or purpose.
 - e.g. a) a formal letter of application for a job**
 - b) a brief note to a friend informing them of your career plans.**
- All the relevant information given in the rubric and prompts must be included in your letter(s), but you should use your own words as much as possible, and will be expected to decide which information is relevant and which is not.
- The information included should be clearly and logically arranged, with each point presented in a separate paragraph containing a clear topic sentence.
- Transactional letters should use:
 - appropriate greetings and endings;
 - standard expressions of suggestion, complaint, apology, etc.



1 Read these two letters and answer the questions which follow.

Dear Mr Savage,

Following the "Safety in the Workplace" seminar which was recently delivered here at Savage Engineering Ltd. and my subsequent inspection of our premises, I am writing to you to inform you of certain recommendations concerning the company's own safety standards.

Firstly, with regard to fire safety, I have personally checked that our premises can be quickly and safely evacuated should the need ever arise. However, due to our rapid turnover of staff, I feel that fire drills should be held every four months, rather than every six months as recommended in the guidelines.

Similarly, regarding equipment training, I would like to suggest a period of one week for all new employees to be familiarised with the safe and correct operation of machinery. This would ensure that any risk of accidents involving equipment is kept to a minimum.

As far as the other guidelines are concerned, I feel confident that we are taking adequate precautions. I have already circulated booklets on hygiene and, in the coming week, I will be notifying cleaning staff of revised procedures. I will also be printing handouts warning all staff of the consequences should any of the safety regulations be contravened.

I trust the above information is to your satisfaction.

Yours sincerely,
P.W. Stewart
P.W. Stewart

Dear Sir/Madam,

I am writing on behalf of Savage Engineering Ltd. to thank you for allowing me the opportunity to attend your recent seminar on "Safety in the Workplace".

Your guidelines were both practical and clearly expressed, and I am sure they will be of benefit to all those who participated.

Thanking you once again,

Yours faithfully,
P.W. Stewart
P.W. Stewart

- What is the main purpose of each of these letters (e.g. *thanks, complaint, etc*)? Which letter has more than one purpose? What additional purpose(s) does it have?
- What is the subject of each letter?
- What is the topic of each paragraph in letter a)?
- Are the letters similar or different in style, length, greeting and ending?

Lesson Plan 7
Course title: Writing (Year 3)
February

Topic: Letter of request

Level: B2

Time: 40 min

Materials: Worksheets 1, 2, 3, 4,

Aim: to develop their analytical thinking, cooperative learning, writing activity and give them opportunity to ask and answer questions appropriately.

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Activity 1 Brainstorming	T. introduces the topic of the lesson on the board. T. asks questions about letters: 1. What is a letter? 2. What kind of letters do you know? 3. How do you think the letters are essays? And then T. shows presentation about the letter of request	pre-teach English speaking skills	Whole group	10 minutes	Power point presentation

<p>Activity 2</p>	<p>1. T. explains the structure of a letter of request on the board and asks watch video about how to write a letter of request. T. should monitor and help where necessary, and then he/she should elicit ideas from students as a whole class discussion. T. asks the following questions according to the video: <i>Which part of letter should we include sender's address and date? How can we address the letter to when we do not know the name of the person? Should we introduce ourselves as less information as possible?</i></p>	<p>to teach new type of a letter</p>	<p>Group work</p>	<p>20 minutes</p>	<p>Video</p>
<p>Activity 3</p>	<p>T. asks do activities 1a and 1b in pairs and gets them to check their answers together</p>	<ul style="list-style-type: none"> to focus on the ways how to scan and comprehend 	<p>Pair work</p>	<p>20min</p>	<p>Handout 1</p>

	before checking as a class.	d the given material			
Activity 4	1.T. gives instructions and the model letter, Ss should re-arrange paragraphs in the correct order 2. Then Ss should suggest alternative ways to begin and end the letter	to let the students get involved in the topic discussed;	Whole class	10 min	Handout 2
Activity 5	T. puts Ss in small groups and asks them to discuss the questions which is given in exercises 5 together.	to enhance students' interest in the lesson;	The whole group	10 min	Handout 3
Activity 5	T. distributes handout and asks to read the following text, which describes the graph below. Select the words that are needed to complete the text	To identify Ss. Understanding about the topic	Pair work	15 min	Handout 4

	from the dropdown lists.				
Homework	T. asks the students to revise the structure and useful expressions of a letter Ss should write a letter of request for the situation “ You want information from a college or university about a particular course of study you are interested in.			5 min	

Handout 1a

Read the instructions and the model below and insert the following topic sentences in the appropriate spaces in the letter.

- a *I would like to offer certain suggestions as to how such a visit would be of benefit to your company.*
- b *It would likewise be valuable if we could tour the premises to get an overall impression of the production system.*
- c *It would be most useful to see how the theory we have been taught has been put into practice in a real-life situation.*
- d *In addition, I feel that your company might wish to use the visit as an opportunity for interviewing the students.*

Your economics class at school/college has chosen you to write to a local company asking permission to visit their premises. Write the letter, explaining why your class would like to visit the company's premises, and suggesting how the results of your study might be of benefit to them.

Dear Mr. Collins,

I am writing on behalf of my economics class at Lawsford Business College, to request that you be so kind as to permit us to visit your company premises for study purposes. Our class has been learning about the development of technology in industry, and would greatly appreciate the chance to visit your premises.

1).....
..... . Furthermore, we are keen to do our study on a successful company like yours, which has an excellent reputation both financially and in terms of planning for the future.

2).....
..... . We would also like to ask questions about the processes involved and your economic policy, as well as information on management and staffing structures.

3).....
..... . Firstly, allow me to suggest that the local press could be invited to cover the visit, which would generate very positive publicity. Then, after the initial visit, it might be useful for each of us to complete and submit a full profile and analysis of your company. You would be invited to select the best of these and would be welcome to use any of the recommendations in the chosen profile.

4).....
..... . It is highly likely that, by establishing firsthand contact with

young people who will be looking for employment when they complete their studies, you would save on your advertising for vacancies in the future.

We would be delighted if you would consider the visit outlined in this letter and I would like to thank you for your time and cooperation in this matter.

Yours sincerely,
E. Ballard
Miss E. Ballard

Handout 1b

Complete the paragraph plan, identifying the topic of each paragraph.

Introduction -

*reason for writing

Main Body -

- *
- *
- *

Conclusion –

.....
.....

Handout 2

For each one of the situations below write a suitable beginning and ending using appropriate expressions. Then suggest reasons for writing them and the expected results of each request.

- 1.You want to request a loan from your bank manager for home improvements.
- 2.You want information from a college or university about a particular course of study you are interested in.
- 3.You want the director of an art gallery to look at your work and consider the possibility of holding an exhibition.
- 4.You want the town council to place special bins in your area to encourage recycling.

5. You want a travel agency to send you brochures concerning the package holidays they offer for large groups.

Activity 3

Read the instructions and the model letter below and re-arrange the paragraphs in the correct order. Then, suggest alternative ways to begin and end the letter. Finally, give the topic of each paragraph.

You are a member of an environmental protection society which is organising a “clean-up” weekend. Write a letter to the headmaster of your local school asking for students’ help. Explain what activities will be involved and how useful it will be for the community as a whole.

Earth
10, Hamilton House
Heslington
London
13th October, 1997

The Headmaster
St Paul’s Secondary School
Heslington
London

Dear *Mr. Hills*,

O There are various activities *planned for* the weekend, which will *take place on 22nd and 23rd June*. Volunteers are requested to *meet* at 11 am on Saturday at the shopping centre on Market Street. Black bin-liners will *be* distributed *and* volunteers will be split into *groups for safety*. *The* collection *of* rubbish and materials *for recycling will take* place within the inner- city area and the bags will be *collected from* the meeting point at 4 pm.

O I am writing on behalf of *Green Earth* to request your students’ help on a *special “clean-up”* weekend which we are organising.

O *Then, on Sunday*, volunteers will meet on the beach at 9 am so that rubbish can be collected during the morning. There will also be a “clean-up” art competition which will be open to young people between eight and eighteen. Applicants are asked to submit drawings or paintings, on an environmental *theme*, by *21st June*. *The* winners will be announced at noon on Sunday, *when prizes will be awarded*.

O would be most *grateful if you* could pass on the above information to your students. Thank you *in advance for your cooperation*.

O Furthermore, the entire community will benefit since the town will attract *more* visitors, thus increasing business and tourism. In addition, the town *and beach* will be much cleaner and *safer for* our children.

O We fee 1 sure *that* you will agree that, in recent years, *our* town and beach have become unsightly *and that there are huge benefits to be gained from such a project*. National surveys *have* shown that the more young people *feel* involved in protecting the environment, the cleaner the area will stay *after the initial efforts*.

Yours faithfully,

P.D. Midgeley

P.D. Midgeley.

Activity 4

Look at the following writing task instructions and answer the questions below. The questions apply to both tasks.

a) You coach an amateur football team. Write a letter to a local school requesting permission to use their facilities and explaining why your team cannot find facilities elsewhere. Suggest how this may be arranged so that your team's training will not interfere with the school's activities.

b) You work for a children's home which needs volunteers to help at weekends. Write to the local newspaper requesting that they publicize the vacancies. You should include details of what is required of the applicants and explain the ways in which both volunteers and children might benefit

- What greeting would you use?
- What is the main purpose for writing the letter?
- What is the additional purpose?
- What paragraph plan would you use?
- What useful expressions could you use as opening and closing remarks?
- How would you sign the letter?

Lesson Plan 8
Course title: Writing

Topic: Letters giving information.

Level: B2

Time: 80 min

Materials: One copy of the worksheet for every pair of students, successful writing proficiency student`s book

Objectives: to introduce students to types and style of letters, to show them the peculiarities of this type of letters to develop their writing skills, to give them opportunity to learn the main strategies of writing letters.

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Pre-teaching activity	<p>T. gives questions according to the topic. Ss. should predict the answers.</p> <ol style="list-style-type: none"> 1. Have you ever information letter? 2. Is it the same with other types of letters? 3. What is the a similarities and differences of request and information letter ? 	to predict answers	whole group	5 minutes	none
Activity 1	T. puts a track according to the topic and Ss should tick the right answer.	To improve listening skills	Whole group	10 minutes	Track

Activity 2	T. explains the topic.	to give SS general information about information letters	Pair work	15 min	PPT
Activity 3	T. distributes handout 1 asks to read the extracts and Ss should give the topic for each paragraph	to understand differences	Pair work	5 min	Handout 2
Activity 4	T. asks Ss to look through two models of letters and identify the difference of both.	To develop their background	The whole group	15 min	Handout 3
Activity 5	T. puts the tape asks to listen to track and fill the gaps. Afterword Ss should do the task.	To identify Ss. Understanding about the topic	Individual	10 min	Track Handout 4
Activity 6	T. gives handout and asks to study the exercises.	To practice the topic	Pair work	15 min	Handout 5
Homework	Ss should choose one topic from handout 5 and write letter giving information		Individual	5 min	Handout 5

Handout 1

- 1**  You will hear two people discussing the information they have received concerning an annual dinner party. Look at the table below, then listen to the cassette, and tick the correct boxes. Using the notes, say what information is included in the letter about this dinner party.

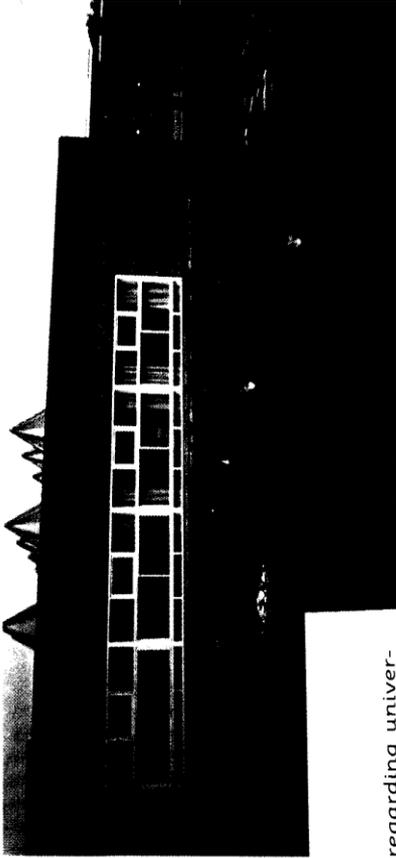
- type of meal: buffet formal family
- cost (per person): £10 £20 £45
- entertainment: band DJ comedy act
- venue: hall hotel garden
- confirm booking/details no later than: 4th November 1st November
- contact by : phone fax letter



Handout 2

2 Read the instructions and the model letter below and give the topic of each paragraph.

As the University Accommodation Officer, you have received a letter requesting information. Write a letter in reply, including details of the available housing facilities, the amenities provided, location, transportation, facilities, and rent costs.



Dear Mr Houston,

I am writing in response to your request for information regarding university accommodation. I have included details of our accommodation in general, as well as a booklet describing the individual halls of residence.

As you can see from the booklet, the university has a number of student halls of residence, ranging from those offering full board and lodgings to those with self-catering accommodation only. Students who prefer to have their meals provided can expect to have three meals a day, served at set times in the hall dining-room. The self-catering units, however, are based on five people sharing a kitchen - crockery and cutlery is not provided - and bathroom facilities comprising two showers and a bath per corridor.

All the halls of residence have a laundry room with washing machines (£1 per load) and tumble dryers (50p for 10 minutes' drying). Irons and ironing boards are also provided. The rooms are cleaned twice weekly by the domestic staff, and clean linen is distributed once every two weeks.

As well as halls of residence, accommodation is also available in the form of private flats and houses, which can be shared with other students. Bedsits are also available. Private accommodation is limited so you are urged to submit your application as soon as possible.

Most of the accommodation is near the campus; buses run frequently and are relatively cheap. The halls are mostly situated in residential areas and a number of them have tennis courts and croquet lawns. Access to these facilities is restricted, though, to protect playing surfaces.

University accommodation prices range from £30 per week for self-catering to £75 per week for a room with an en suite bathroom and full board. Private accommodation varies from £40 to £90 per week.

I trust this information will be of some assistance and I look forward to meeting you in September when term starts. I have enclosed application forms for you to complete. Please do not hesitate to contact me should you require any further information.

Yours sincerely,
Keith Raymond
 Keith Raymond
 (Accommodation Officer)

- * **Paragraph 1:** reasons for writing
- * **Paragraph 2:**
- * **Paragraph 3:**
- * **Paragraph 4:**
- * **Paragraph 5:**
- * **Paragraph 6:**
- * **Paragraph 7:**

- 3** Read the instructions and the two models and answer the questions: a) which one successfully covers the requirements of the topic? b) which one uses an inappropriate style and tone? and c) how is each paragraph introduced in the good model?

An international conference is to be held at the hotel where you work. Write a letter of welcome to be sent to the delegates in advance, telling them what the hotel and the district have to offer them.



Model A

Dear Sir/Madam,

I'm writing to welcome you to the Moonshine Hotel where the international conference starts next week. I want to remind you that there'll be a champagne reception upon your arrival. Now, I would like to give you some information about the hotel itself and the local district.

In the first place, I am sure you will be satisfied with our accommodation. We have been working very hard to get things ready for you and your colleagues. Our rooms have lots of space and are quite luxurious. Each room has a bathroom, jacuzzi and sauna. Don't hesitate to use our new Olympic Leisure Centre, which contains a weights room and swimming pool, a great way to cool off after a tiring day! By the way, make sure you have a drink at our fabulous Napoleon Bar.

There are many interesting sights to see in the local district. The hotel will provide you with a tour guide or a map, if you decide to explore the area on your own. You'll also be glad to know that a famous TV series was made here. I'm looking forward to your stay at our hotel.

Yours faithfully,
Rex Truth
 Rex Truth
 (General Manager)

Model B

Dear Sir/Madam,

As General Manager of the Moonshine Hotel, I am writing with regard to your stay with us during the international conference weekend which we shall be hosting.

The Moonshine Hotel prides itself on its luxurious accommodation and highly-trained staff. We are certain you will be delighted with your accommodation as each of our rooms is very spacious with its own en suite bathroom, jacuzzi and sauna. Room service is available twenty-four hours a day should you require meals, snacks or drinks in your room.

We also hope that you will find time during your weekend here to take advantage of our wide range of guest facilities. As a conference delegate, you will be entitled to use our newly-opened Olympic Leisure Centre, equipped with a swimming pool, gym and squash courts, completely free of charge during your stay. At the Moonshine Hotel we also have a first-class restaurant, brasserie, coffee shop and bar, so you will undoubtedly find an area to relax in. The Moon Restaurant has a superb view over the town of Wickby and has a reputation as one of the best eating establishments in the area.

If time permits, we would also recommend you explore the picturesque medieval town of Wickby as it boasts the fascinating ruins of an ancient castle as well as some fine shops and public houses. In Wickby you can also take a stroll along the beautiful banks of the Lockerton Canal, which was made famous by the recently-screened "Lost Lockerton" television series.

In advance of your arrival, I would like to wish you a very happy stay here, and hope that you will not hesitate to contact me personally should you have any enquiries prior to, or during the conference itself.

Yours faithfully,
Rex Truth
 Rex Truth
 (General Manager)

7  You will hear the training director of a company talking to her secretary about the training course referred to in Ex. 6. Look at the secretary's notes below, then, listen to the cassette and fill in the gaps in the notes.

TRAINING COURSE 19/06-20/06

Wed 18/06: _____ pm Reception at _____ Hotel

Thur 19/06: _____ am Lecture by _____
12:30 pm Lunch
_____ pm Visit to factory
8:00 pm Dinner at _____ Restaurant

Fri 20/06: 9:00 am _____ group (with Prof. Jones)
12:30 pm Lunch
_____ pm Address by _____ Manager
8:30 pm Cocktail party (Hotel Lounge)

Sat 21/06: 10:00 am Car to _____

BOOKINGS - CONFIRMED?

- Car - airport → hotel (18/06 - flight arrives 2:00 pm)
- Royal Oaks Hotel (18/06 - 21/06)
- 2 minibuses for factory visit
- Restaurant (30 people)
- Car - hotel → airport (21/06 - Flight leaves 11:00 am)



8 Now use the information from the notes above to write the letter referred to in Ex. 6 on p. 91, in about 300 words.

- 9** Look at the following writing task instructions and then answer the questions below. The questions apply to all three tasks.



- a) *Your drama class is planning to stage a play. Write a letter to a local magazine, giving details of the performance and requesting that they help to publicise the event.*
- b) *Your friends have accepted an invitation to come and stay in your house while you and your family are away. Write a letter giving them all the information necessary to make their visit enjoyable and trouble free.*
- c) *You are organising an event to raise money for a worthwhile cause. Write a letter to your local newspaper giving details of the event and explaining how the money will be used.*
- What greeting would you use?
 - What is the main purpose for writing the letter?
 - What is the additional purpose?
 - What paragraph plan would you use?
 - What useful expressions could you use as opening and closing remarks?
 - How would you sign the letter?
- 10** Choose ONE of the writing tasks above, and write a complete paragraph plan with notes. Then write the letter in about 300 words.

Keys

Handout 1

- 1 type of meal: **formal**
cost per person: **£45**
entertainment: **band**
venue; **hotel**
confirm booking/details no later than: **1st November**
contact by: **phone**

Handout 2

Para 2: information concerning types of university accommodation available

Para 3: information concerning cleaning and laundry facilities

Para 4: information concerning private flats and houses

Para 5: information concerning location of accommodation and local public transport

Para 6: information concerning price range of accommodation

Para 7: closing remarks

Handout 3

- a) **Model B** (appropriate formal style, suitable length, follows specific elements of task instructions; Model A uses inappropriate style, is too brief, and provides no details of local attractions)
- b) **Model A** contains a mixture of formal and informal expressions (**contractions:** e.g. *I'm writing ...*; **colloquial English:** e.g. *By the way ...*; **informal, chatty tone:** e.g. *I want to remind you ...*; *make sure you have a drink ...*)
- c) with a clear, relevant topic sentence

Handout 4

- **8.00 pm / Crown Hotel**
- **9.00 am / by Professor Jones**
- **2.00 pm (visit ...)**
- **at Smith's Restaurant**
- **discussion group**
- **2.00 pm Address by the General Manager**
- **Car to (take Professor Jones to) the airport**

8 Paragraph Plan

Introduction

Para 1: explain reason for writing: to give details of training and social activities

Main Body

Para 2: details of training activities

Para 3: details of social activities

Para 4: confirm arrangements concerning transport and accommodation

Conclusion

Para 5: closing remarks

Lesson Plan 6
Course title: Writing

Topic: Describing graphs (one-line graph)

Level: B2

Time: 80 min

Materials: One copy of the worksheet for every pair of students

Objectives: to introduce students to new type of graphs, to show them the peculiarities of this type of graphs to develop their writing skills, to give them opportunity to learn the main strategies of writing one-line graphs. .

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Pre-teaching activity	T. gives questions according to the topic. Ss. should predict the answers.	to predict answers	whole group	5 minutes	
Activity 1	T. shows the pictures about the topic which is going to teach. Ss should try to guess the types of the graphs. Answers: 1. Table 2. Bar 3. Line 4. Pie chart 5. Map	pre-teach differentiating types of graphs	Whole group	10 minutes	Handout 1
Activity 2	T acquaints Ss with the «graphs» and trends which can be used in describing statistics, diagrams. T. asks Ss. To make up at least 5 sentences using	to give SS general information about trends	Pair work	25min	Handout 2

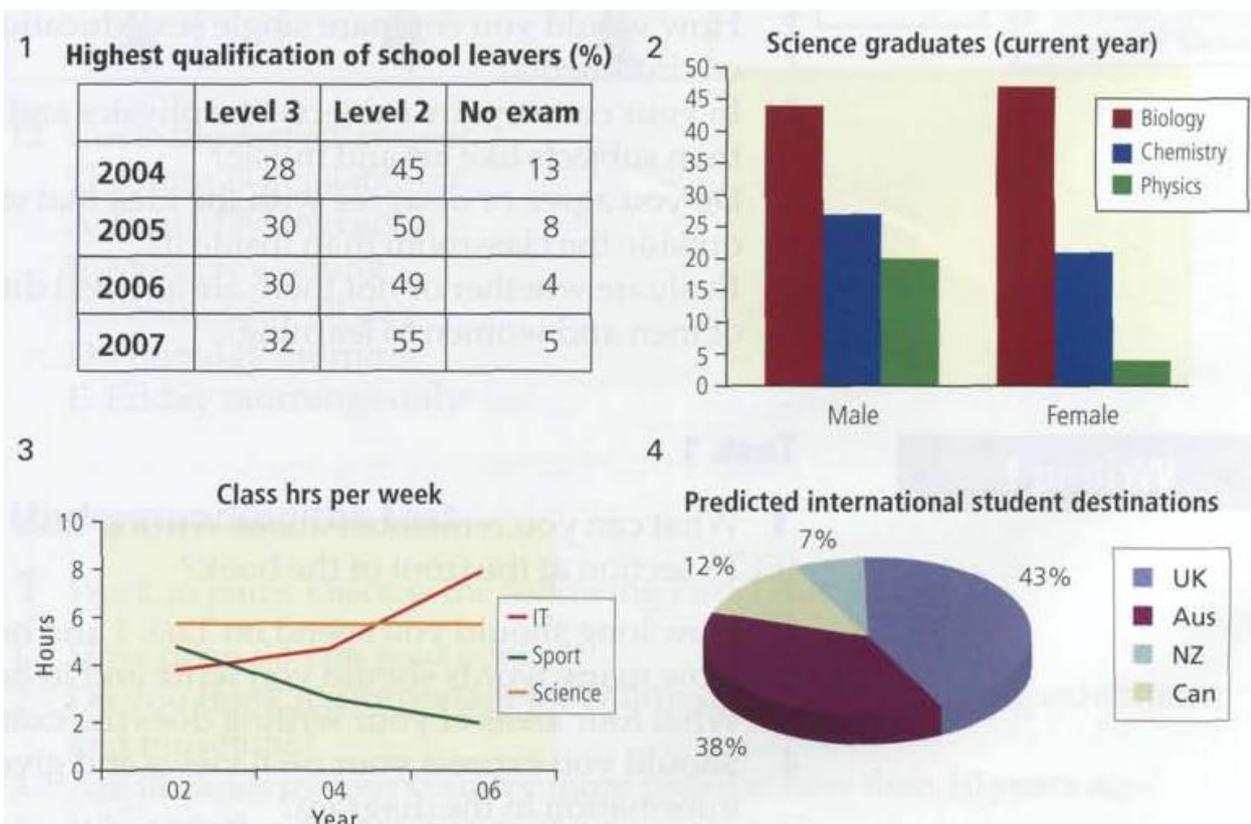
	active vocabulary which is connected to topic?				
Activity 3	T. distributes handout 3a) Look at the example graph below. Can you correctly name the different parts of the graph? Fill the gaps with appropriate words in the box. b) T. gives handout 3 b) and Ss. check their answer	to understand how to present a graph	Pair work	10 min	Handout 3a) b)
Activity 4	T. shows Video about "HOW TO WRITE GRAPH". Study the line graph and then read the statements below. Decide if they are true or false and select the appropriate answer.	To develop their knowledge line graphs	The whole group	10 min	Video 1.
Activity 5	T. distributes handout and asks to read the following text, which describes the	To identify Ss. Understanding about the topic	Pair work	15 min	Handout 4

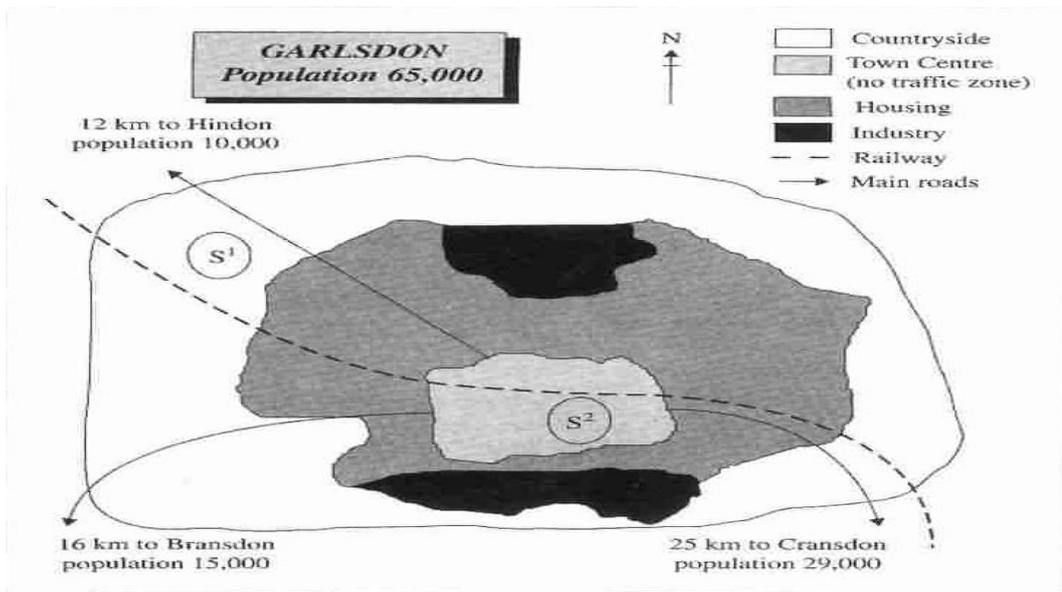
	graph below. Select the words that are needed to complete the text from the dropdown lists.				
Activity 6	T. gives handout and asks to study the graph. Write a brief paragraph in the box describing the data shown in the graph.	Describing a graph	Pair work	15 min	Handout 5
Activity 7	Ss. Should find any kind of one-line graph and should describe and write description about that graph	To improve Ss. Writing skills	Individual work	20 min	Handout 6
Homework					

Questions

1. Does anyone know the difference between a bar graph and a line graph?
2. Would we use a line graph to show how many people like pizza, how much it rained each month, and how many people live in East Meadow?
3. Can we think of things that do not stay constant temperature, stock market, miles traveled in a car, calories burned in a day, amount of babies that are born in a year.
4. How a line slants and how steep the line is tells a lot about our information.
5. How do we draw a line graph?
6. A line graph has an axis on each base line.
7. What is an axis? An axis is either the horizontal line (called x) or the vertical line (called y) that form the base lines of a graph.
8. Draw the outline of a line graph.

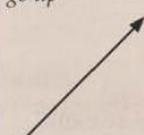
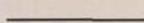
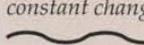
Handout 1





Handout 2

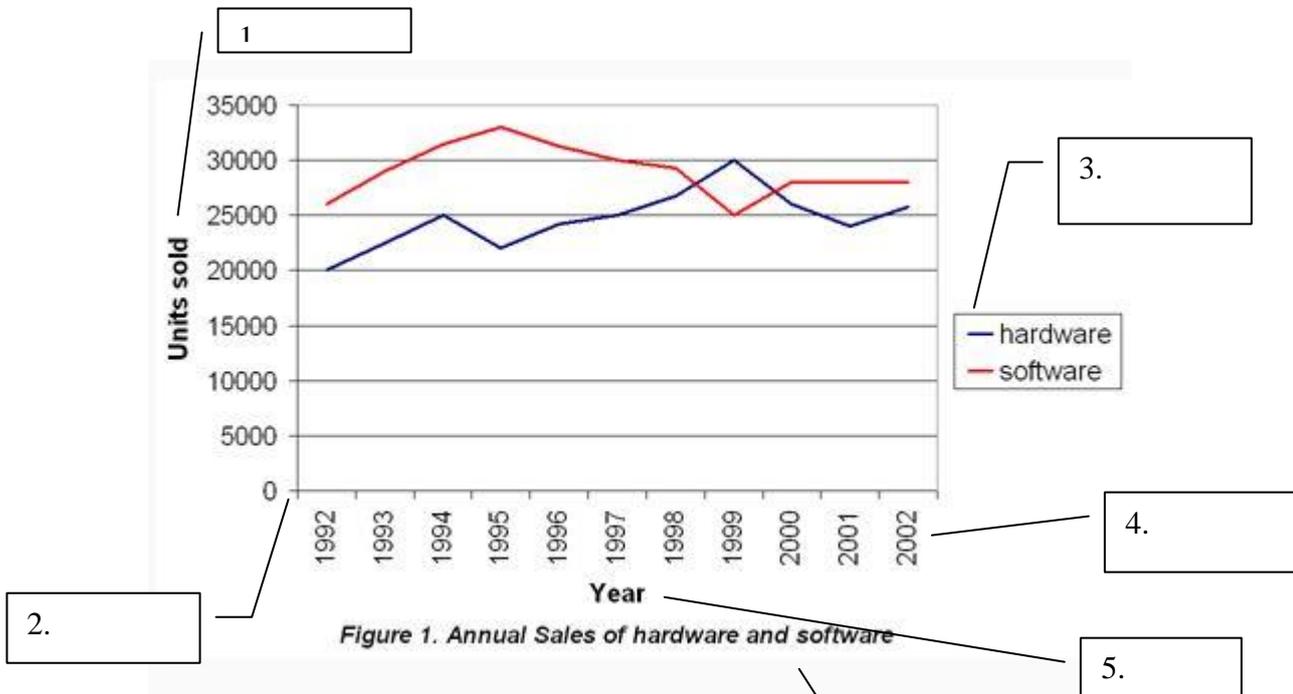
Useful language: describing trends

Meaning	VERB	NOUN	Meaning	ADJ/ADV
go down 	decrease fall drop decline plunge (big change) plummet (big change)	same same same same / /	small change large change	steady(ly) slight(ly) gradual(ly) considerable (ly) sharp(ly) dramatic(ally) significant(ly) substantial(ly)
go up 	increase rise grow double treble rocket (big change)	same same growth doubling in + n trebling in + n /		
no change 	level off remain the same remain stable stabilize	a levelling off at / / /		
constant change 	fluctuate	fluctuation in + n		
position 	reach a high / peak of reach a low of stood at	a high of a low of /		

ADJ & ADV PATTERNS	TIME PHRASES
Sb + v + ADJ + N There was a substantial increase in students in 2006.	from 2000 to 2005 from 150 to 200 units in 2006
Sb + V + ADV The number of students increased substantially throughout the period from 2002 to 2006.	for 5 years between 2000 and 2005 during / throughout the period from 2000 to 2005

Handout 3

a) Look at the example graph below. Can you correctly name the different parts of the graph? Fill the gaps with appropriate words in the box.



Caption	Horizontal axis	Horizontal axis label
Key	Vertical	Vertical axis label

B) Check your prediction

All these features are important to include if you are using graphs in your written work.

The **Caption** on a graph, table, chart or image should describe the kind of information displayed in graph so that readers immediately understand the information being presented to them.

The **Key** gives important information about the data in the graph and helps reader to understand the data.

The **axis labels** also give important information which is crucial to understanding the data correctly.

The caption, the key and the axis labels must always be included when using graphs in your writing (when writing about tables or charts, you are unlikely to need axis labels but you must include a caption and key). This helps readers to understand the data that you are writing about. It also helps to support the credibility of your argument or report by showing that you have a good knowledge and understanding of your subject.

Handout 4

Study the line graph and then read the statements below. Decide if they are true or false and select the appropriate button.

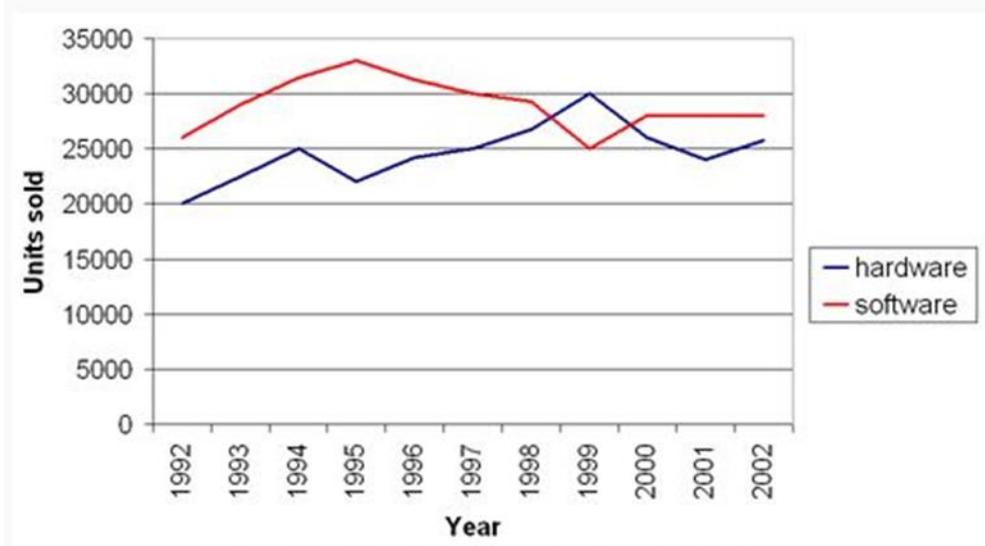


Figure 1. Annual Sales of hardware and software

The graph shows annual sales of hardware and software over a period of ten years. True / false

The horizontal axis on the graph shows the number of units sold. True / false

The vertical axis shows the number of units sold and is measured in numbers which go up by 5000 at each level. True / false\

The graph only shows where sales have increased. True / false

It would be fair to say that sales figures have gone up and down over the period described. True / false

Handout 5

Read the following text, which describes the graph below. Select the words that are needed to complete the text from the dropdown lists.

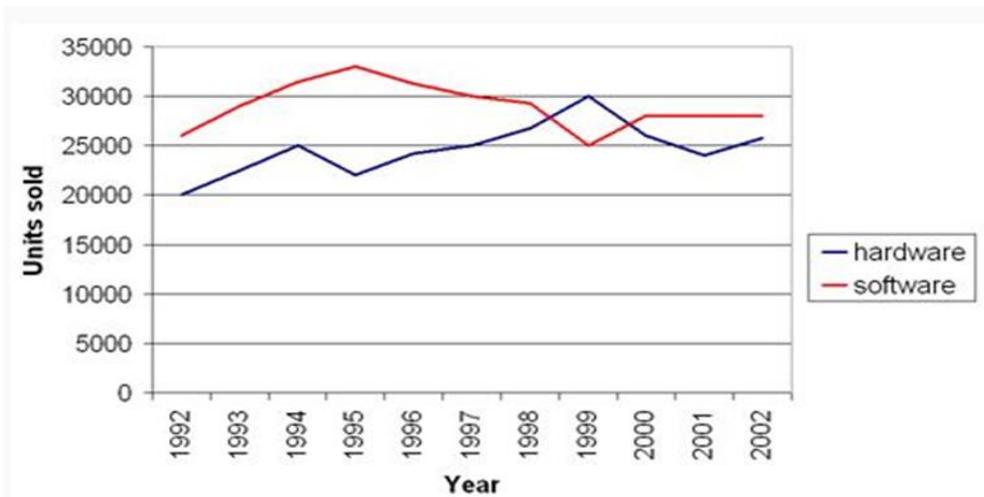


Figure 1. Annual Sales of hardware and software

The graph 1. _____ the sales figures for two products from 1992 to 2002.
 The 2. _____ axis represents years and the 3. _____ axis represents units sold. The
 graph 4. _____ both the 5. _____ and the 6. _____ in sales for both products, as
 sales 7. _____ during the ten-year period.

- a) Horizontal b) vertical c) shows d) presents e) increase f) decline g) fluctuated h) decreased

Handout 6

Study the graph below. Write a brief paragraph in the box describing the data shown in the graph.

In this activity, you are going to study a graph showing data about international student numbers on a particular course at a UK university, and then practice writing a simple description of the data it shows.

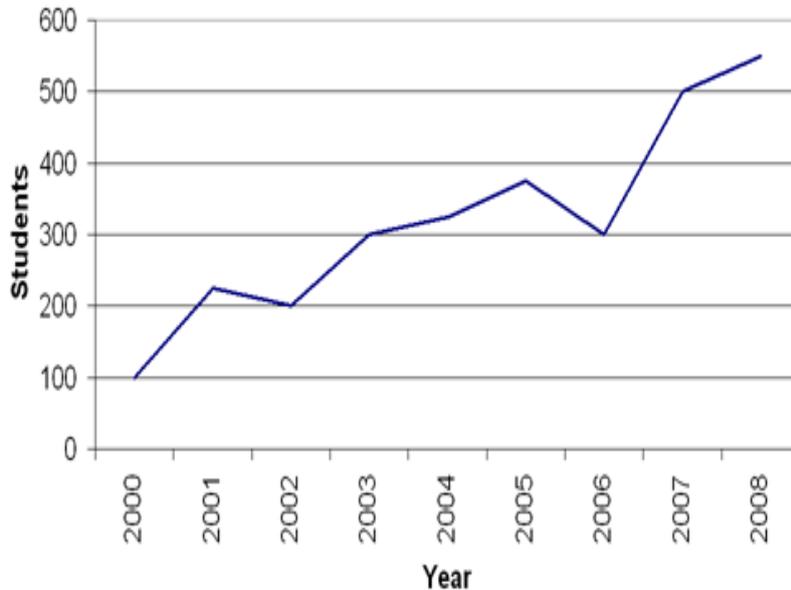


Figure 2. International students on a pre-session course at Southfield University

The graph shows ...

Answer keys for teachers

Handout 1.

1. Table 2. Bar 3. Graph 4. pie chart 5. Map

Handout 3

1. Vertical axis label
2. Vertical axis
3. Key
4. Horizontal axis
5. Horizontal axis label
6. Caption

Handout 4

1. True 2. False 3. True 4. False 5. True

Handout 5

1. C) 2. A) 3. B) 4. D) 5. E) 6. F) 7. G)

Handout 6

Here is an example paragraph describing the graph:

The graph shows the number of international students on a pre-sectional course, at Southfield University, from 2000 to 2008. The horizontal axis presents the years and the vertical axis shows students numbers. The graph indicates that numbers of international students on the course each year have fluctuated. There was a decline in student numbers from 2001-2002, and 2005-2006 , but generally, student numbers have increased over the period.

Teachers` note

In many subject areas you may need to refer to numbers, statistics and other data during the course of your studies. This is likely to be data collected by other people which you will use to support your written work, but it may be data that you have collected yourself as part of your studies. Data is generally presented in the form of tables, charts and graphs, which makes it easier for readers to understand. However, it is often necessary to reproduce and refer to this type of information in words, as part of a report or written assignment. If you include a graph, chart or table in your writing, you must explain very clearly what the data in it means, and why it is relevant to your report or assignment.

Lesson Plan 8
Course title: WRITING (Year 3)

Week 12: Description two lines graph

Topic:

Level: B2

Time: 80 min

Materials:

Aim: to introduce students how to describe line graph and give them opportunity to practice strategies of writing and expressing their opinion, to teach Ss to improve writing skills.

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Activity 1 Warm- up activity	1.T. asks Ss some questions: a) What kind of graph do you know?	<ul style="list-style-type: none"> pre-teach English vocabulary 	Group work	10 minutes	
Activity 2 Pre-writing task	b) For what do we need the graph?	to give instructions to develop writing;	Individual work	15 min	PPT Laptop
Activity 3 Writing Comprehension	c) Have you ever written description to the graph	to focus the students' attention in writing descriptive review;	Individual work	15 min	Video
Activity4 Writing practice	1. T. presents the slide about "Graphs".		Individual	10 min	Handout 1 Handout 2
Activity5	2.Then T. asks Ss to look through the difference between graphs.	to find suitable word	Individual	10min	
Activity6		To practice writing f.and ag.es.	Individual	10 min	Handout 3
Activity 7			Individual	10 min	

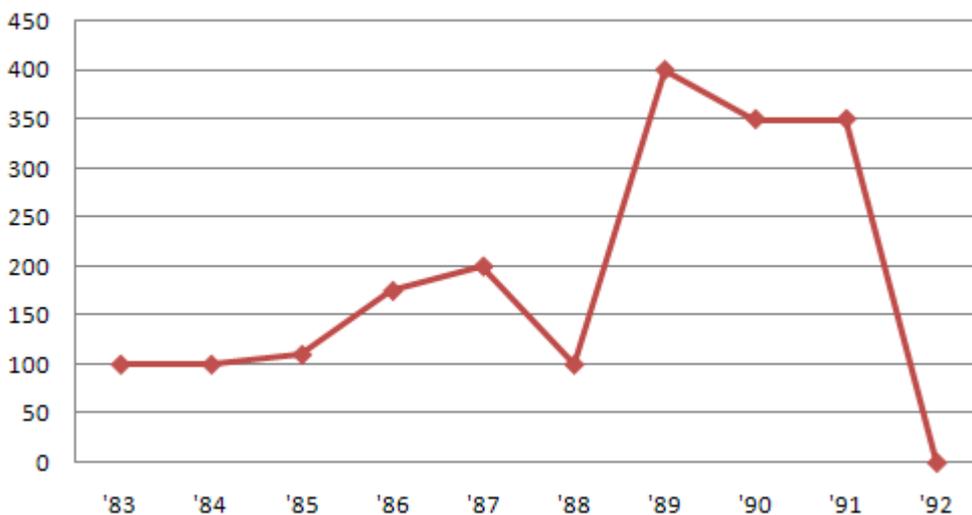
<p>Homework</p>	<p>1.T. shows Ss. video on topic “Writing line graph example with structure” and asks to make notes</p> <p>T. asks Ss to fill the gaps in first activity and in second activity they should match graph with the most appropriate description below.</p> <p>Ss read the model text and decide whether each missing phrase is a verb, a noun or an adverb.</p> <p>T. asks to complete the gaps</p> <p>T disturbs worksheet papers Ss have to match each linking phrase with a correct function.</p> <p>T. asks Ss to</p>	<p>to examine reading comprehension; To work with expressions by paraphrasing</p> <p>to give direct trend of each line.</p>	<p>Individual</p>		<p>Handout 4</p> <p>Handout 5</p>
------------------------	---	---	-------------------	--	-----------------------------------

	summarize the information by selecting and reporting the main features, and make comparisons where relevant.				
--	--	--	--	--	--

Verbs	Nouns
Rise (to)	a rise
Increase (to)	an increase
Go up to	
Grow (to)	growth
Climb (to)	a climb
Boom	a boom
Peak (at)	(reach) a peak (at)
Fall (to)	a fall (of)
Decline (to)	a decline (of)
Decrease (to)	a decrease (of)
Dip (to)	a dip (of)
Drop (to)	a drop (of)
Go down (to)	
Reduce (to)	a reduction (of)
	A slump
Level out	a leveling out
No Change	no change
Remain stable (at)	
Remain steady (at)	
Stay (at)	
Stay constant (at)	
Maintain the same level	

Fill in the gaps with the vocabulary from the table above. Make sure you adapt the words to make the sentences grammatically correct. The completed paragraph below is an example of a body paragraph for a line graph.

Number of cases of X disease in Someland between 1983 - 1992



Fill in the gaps with the correct vocabulary. You should use no more than two words for each gap.

The number of cases began at 100 in 1983 and then the figure 1. steadily to reach 200 in 1987. In the following year, there was 2. back to 100 before rising to 3. 400 in 1989. The number 4. slightly to 350 in 1991 and then 5. dramatically to a low of 0 in 1992.

Task 1 Describing trends

1 The graphs relate to sales of media technology. Which graph a-h do you think shows sales for each item in the photos 1-4?

2 Match each graph (a-h) with the most appropriate description below (1-10).

- 1 Sales of audio cassettes fell steadily.
- 2 iPod sales rose gradually.
- 3 Plasma TV sales fluctuated wildly, but the trend was upward.
- 4 Sales of video cassettes fluctuated wildly, and the trend was downward.
- 5 Total digital camera sales dropped slightly.
- 6 Sales of audio cassettes fell and then levelled off.
- 7 The sales of MP3-players rose gradually and then climbed sharply.
- 8 Purchases of video cassette recorders declined dramatically.
- 9 Sales of games consoles decreased and then levelled off.
- 10 CD sales dropped suddenly.



3 Underline the verbs in 2 used to describe trends.

Example

1 Sales of audio cassettes fell steadily.

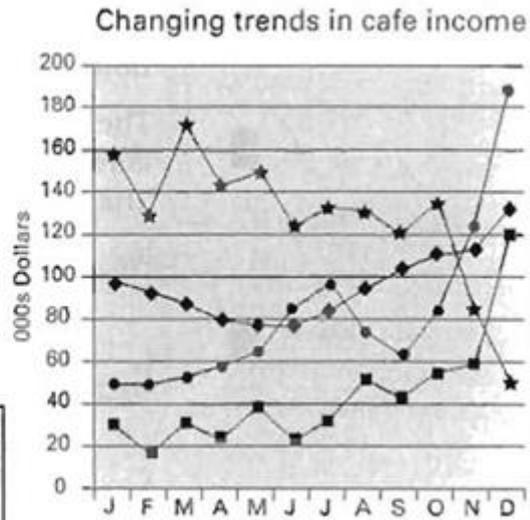
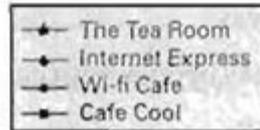
Task 1

You should spend about 20 minutes on this task.

The graph shows the income of four cafes in New York over last year.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



The graph shows information about the income trends of four cafés over the last year.

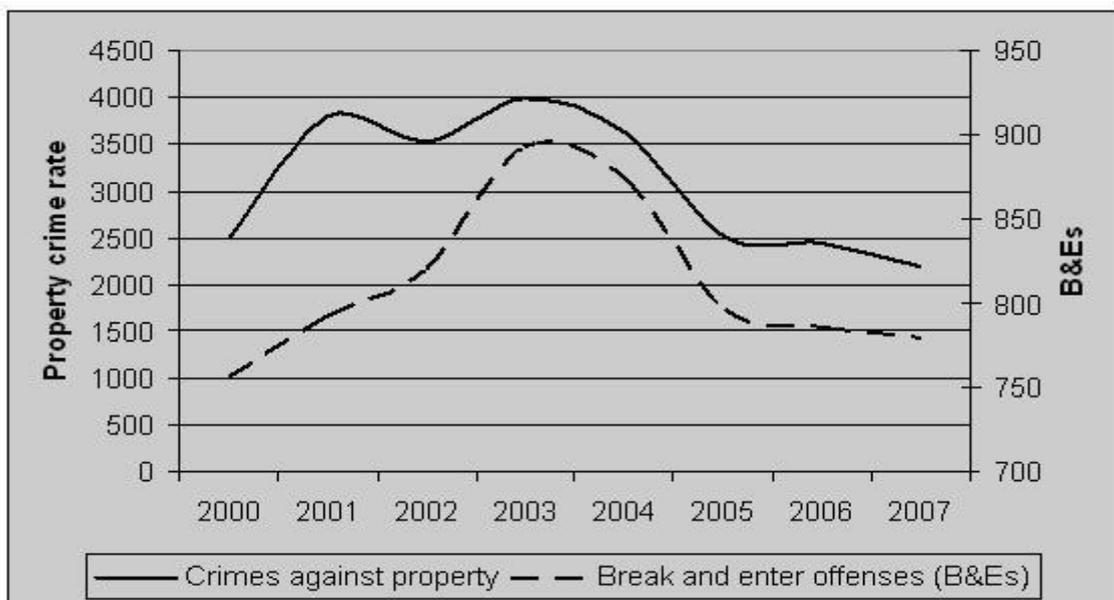
There are two basic general trends: downward and upward. As regards the first, the earnings for the Tea Room were down over the year, falling from almost \$160,000 earnings a month to just under \$50,000 in December.

By contrast, the income for the other three cafes went up by varying amounts. There was In Café Cool’s sales over the first ten months, followed by a sudden increase to \$120,000. Furthermore, the income for both Internet Express and the Wi-Fi Café in December. The former experiencedto June, but after that, income rose ending the year at approximately \$130,000. Likewise, the trend for Wi-Fi was upward. Between January and July, earnings ... from \$50,000 to nearly \$100,000, and to around \$190,000.

It is noticeable that the income for the Tea Room is lower in the winter months than for the other three cafés.

a rise , then rocketed , significantly, steadily, also ended the year up,

a steady fall, doubled



Fill in all the gaps.

Findings.

In 2000 the total property crime rate was 2500 offences per 100 000 population. Then the rate 1) rose [] (sharply/sharp) and reached 3800 in 2001. After a 2) [] (moderate/moderately)fall in 2002, the rate started to 3) [] (increase/decrease) again and reached a 4) [] (peak/top) in 2003. However, after 5) [] (stabilizing/fluctuating) for some months, the total property crime rate dropped 6) [] (considerably/considerable) throughout 2004 and the beginning of 2005. The rate stayed at about 2400 offences from mid-2005 7) [] (to/until) mid-2006 before 8) [] (decreasing/decrease) again.

In 2000 the break and enter rate was about 760 offences per 100 000 population. 9) From(From/since) 2000 to 2003, there was a steady 10) [] (upward/downward)trend in the B rate. The rate 11) [] (reached/arrived) its highest point in 2003 and then 12) [] (showed/fell) a significant downward trend until mid-2005. After being stable for a few months, the rate continued to fall 13) [] (slightly/slight), dropping to around 780 in 2007.

3 .Conclusion

The total property crime rate fluctuated from 2000 to 2003, whereas the break and enter rate showed a general upward trend. Both rates peaked in 2003, fell significantly until mid-2005, stabilized for some months and 14) [] (fell/grew) slightly during 2006 and 2007 .

Linking phrases

11 Linking phrases mark the functions of other sentences and phrases, such as solutions, results, and examples. Match each linking phrase with the correct function.

- | | | | |
|-----------|-------|---------|-------|
| addition | and | purpose | |
| condition | | reason | |
| example | | result | |

and consequently,
and so since for instance,
because in order to
therefore, if furthermore,
as a result, for example,

Answers

Activity 1

Answers

- | | |
|----|--|
| 1. | Rose / increased / climbed / grew / went up. |
| 2. | A fall / a decline / a slump / a decrease. |
| 3. | Peak at |
| 4. | Dropped / fell / declined / decreased. |

5. Dropped / fell / declined / decreased / plummeted / plunged.

Handout 2

1 g	2 c	3 d	4 a	5 b
6 h	7 f	8 e	9 h	10 e

Handout 3

There are two basic general trends: downward and upward. As regards the first, the earnings for the Tea Room were down over the year, falling **significantly** from almost \$160,000 earnings a month to just under \$50,000 in December.

By contrast, the income for the other three cafes went up by varying amounts. There was **a rise** in Café Cool’s sales over the first ten months, followed by a sudden increase to \$120,000. Furthermore, the income for both Internet Express and the Wi-Fi Café **also ended the year up** in December. The former experienced **a steady fall** to June, but after that, income rose **steadily** ending the year at approximately \$130,000. Likewise, the trend for Wi-Fi was upward. Between January and July, earnings **doubled** from \$50,000 to nearly \$100,000, and **then rocketed** to around \$190,000.

It is noticeable that the income for the Tea Room is lower in the winter months than for the other three cafés.

Handout 4

1 sharply	8 decreasing
2 moderate	10 upward
3 increase	11 reached
4 peak	12 showed
5 stabilizing	13 slightly
6 considerably	14 fell
7 to	

Handout 5

addition: and, furthermore	purpose: in order to
condition: if	reason: because, since
example: for instance, for example	result: consequently, and so, therefore, as a result

Lesson Plan- 10
Course title: writing (Year 3)

Topic: Describing charts. Pie chart

Level: B2

Time: 80 min

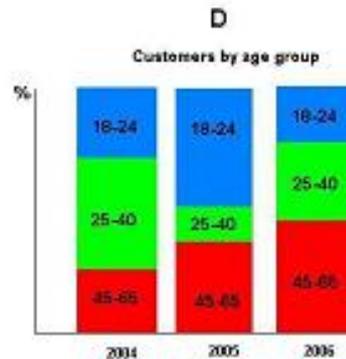
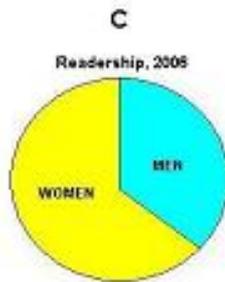
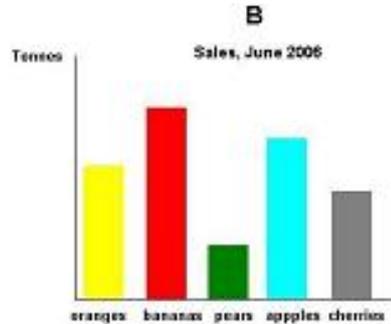
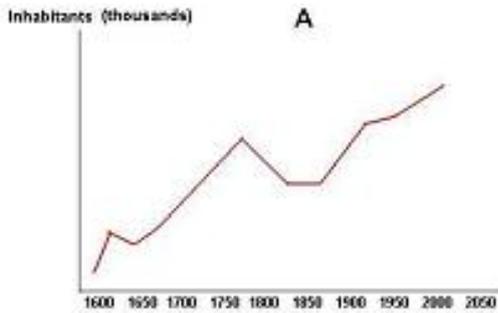
Materials: Ielts Target Band 7, Grammar for Ielts

Aim: to introduce students with the topic describing pie charts, give them opportunity to practice a variety of strategies to achieve comprehension, including grammar for main points, to teach Ss how to improve writing quality.

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Activity 1 Warm- up activity	1. T. shows Ss different types of charts and asks them if they know charts. Students give responses. Teacher accepts the answers.	pre-teach to develop logical thinking; charts	Pair work	10minutes	Handout 1
Activity 2 reading task:	T asks Ss to read the tips for successful description of pie chart.	to focus students' attention on learning the tips	Individual	15 min	Handout 2
Activity 3	1.T explains how to start a pie chart, to use useful vocabulary and how to describe and compare pie charts 2.T shows Ss sample written pie chart	to use a variety of strategies to achieve comprehension, comprehension by using contextual clues	Individual	15 min	Handout 3

Activity4 Vocabulary practice	T. Asks to complete the phrases refer to Pie chart exercise		Pair work	15minutes	Handout 4
Activity5 Reflection	1.T. distributes the sheets reasons for using nominalisation 2. T. Asks students to put down the appropriate form of the nouns.			20 minutes	Handout 5
Homework	T distributes a pie chart to students and asks to write a report no less than 150 words.			5 min	Handout 6

Handout 1



Handout 2

The first things you should do when you attempt IELTS task 1 are...

- read the question *twice* very carefully.
- look at the table or chart very carefully until you are sure what it shows - and what it *doesn't* show.

There are three important things to look at in a chart before you write

- the **title** of the chart - this will tell you what is being shown overall, and it usually gives the time period that it represents (e.g. 1980-2000)
- the **titles of the vertical and horizontal axes** - these will tell you what the units of measurement are (e.g. centimetres, kilos, euros) and what groups are being compared
- the **key or legend** (if there is one) - this will tell you what groups or time periods are shown.

[Tip: The titles and labels on the chart also give you useful vocabulary to use in your description]

Look at this chart and decide if the statements below are true (T) or false (F) according to the information shown, or if it is impossible to tell (I).

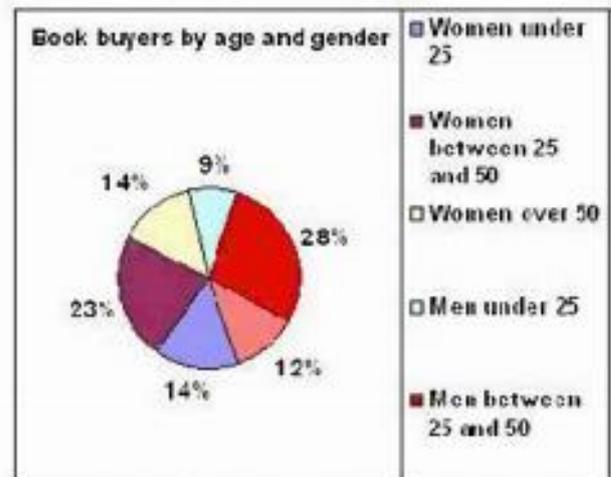
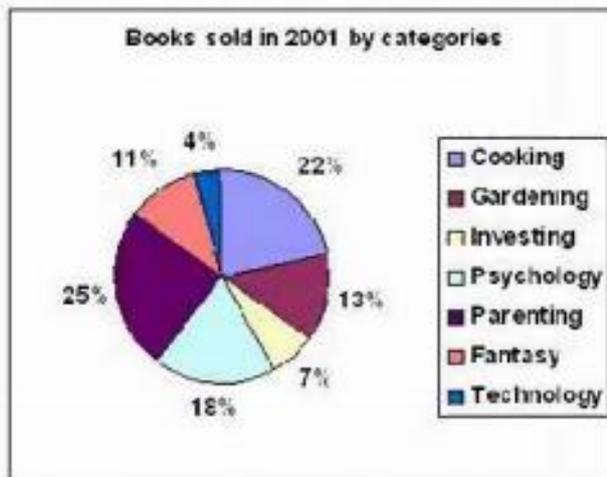
Handout 3
Pie chart sample task

You are advised to spend a maximum of 20 minutes on this task.

The chart below describes books sales of Famous Book Store in 2001.

Write a report for a university tutor describing the information shown.

You should write at least 150 words.



Sample answer:

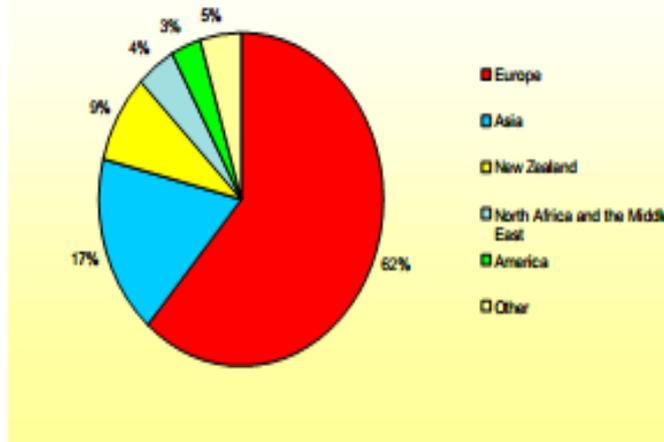
The pie charts compare quantities of books of various categories sold to customers belonging to different age groups and gender during year 2001 by Famous Book Store. It can be clearly seen that parenting books are the most popular and that the biggest proportion of books was sold to men between the ages of 25 and 50.

The two domineering categories, parenting (25 %) and cooking (22 %) are followed very closely by psychology, with only 4 percent less sales than in cooking books. Sales of fantasy and gardening literature recorded much smaller figures, 11 and 13 percent accordingly. Technology and investing books were the two least popular categories, resulting in seven percent of investing books sold and only 4 percent of technology books sold.

Most of the books were sold to women and men from 25 to 50 years old (23 and 28 percent respectively). Sales figures amongst women older than 50 or younger than 25 as well as men over 50 were very similar, 12 to 14 percent. Only 9 % of the books were purchased by men under 25.

Handout 4

Immigrant labour force in Australia by region or country of birth, 1991 (thousands)



This information is from the OECD statistics website:

http://www.oecd.org/statsportal/0,2639,en_2825_293564_1_1_1_1_1,00.html

Specifically: <http://stats.oecd.org/WBOS/default.aspx?DatasetCode=CSP6>

b) Now complete the text with phrases, words and numbers from the box.

1991 a fifth a tenth four majority second largest smaller smallest the third largest three (x2) two thirds
--

The chart shows the different nationalities that made up the immigrant work force in Australia in 1..... It's clear from the chart that there were 2..... main groups of workers: Europeans, Asians and New Zealanders. Only a relatively small number of workers were from other regions.

The 3..... of foreign workers came from Europe. In fact, nearly 4..... of all immigrant workers were of European origin. The 5..... group of foreign workers in the labour force were Asians. They represented just under 6..... of the immigrant labour force. New Zealanders, who made up almost 7..... of the foreign workforce in that year, were 8..... group.

The number of workers from other nationalities was much 9..... Workers from North Africa and the Middle East, for example, were only 10..... per cent of the whole foreign labour force. The 11..... nationality group, however, were Americans. These represented only 12..... per cent of all foreign workers in Australia in 1991.

Activity 4 > Static and dynamic charts > 10 minutes

The pie chart in activity 3 showed the situation at one point in time. This kind of chart is called a static chart. When you describe a static chart, you only need to use simple tenses (present simple or past simple, for example).

a) Look again at the description you completed in Activity 3 and underline all the verbs in past simple.

2 Reasons for using nominalisation

Making texts impersonal and authoritative

By turning actions into nouns we make the text sound less personal and more authoritative. We don't use personal pronouns (e.g. *I, you, he*) as much.

Compare:

Following a bee sting the normal reaction is burning pain, redness, irritation and itching. In this situation there may be swelling in the area around the bite.

Then really quickly *my foot began to go red and swell up. It just got bigger and bigger. It itched a bit too. I was really surprised by how much it hurt.*

The nominalisations have been underlined. The spoken account is much more personal and uses active verbs.

Adding information

Nominalisation is particularly useful for Academic Writing Task 1 because we can do several things to add information to nouns in English:

- ◆ count: *the two charts*
- ◆ describe: *the two coloured charts*
- ◆ classify: *the two coloured bar charts*

We cannot do the same with verbs. It is only by changing verbs into nouns that we can add information words to a text in such a concise way.

Avoiding repetition

We can use nominalisation to avoid repetition when we want to refer back to a previously mentioned idea (see Unit 21):

*The number of unemployed increased by 5% last month. The reason for **this increase** is still unclear.*

Nominalisation can also be used to paraphrase what has been said. In the IELTS Listening and Reading tests different words are used in the texts and the questions. Compare:

C Grammar exercises

1 Write possible noun forms for the following verbs.

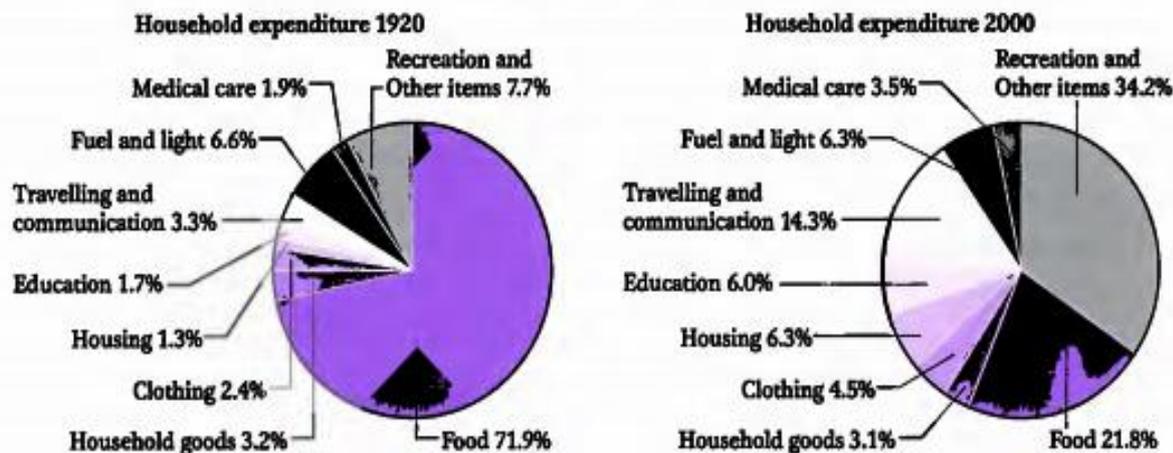
- 1 to research: *research, researcher*
- 2 to study:
- 3 to find:
- 4 to respond:
- 5 to measure:
- 6 to earn:
- 7 to advertise:
- 8 to examine:
- 9 to suggest:
- 10 to create:

2 Complete the sentences with the noun form of the adjectives in brackets.

- 1 The graphs show a significant *difference* (*different*) between the ages at which men and women marry.
- 2 The (*strong*) of the government's argument for changing the law is that many car accidents happen whilst drivers are speaking on their mobile phones.
- 3 The (*deep*) of the lake means that no one has ever seen the bottom.
- 4 Some parts of the world are not only important in terms of their biodiversity, but they also have a special (*beautiful*) that must be conserved.
- 5 This is a good essay in parts, but you need to express yourself with more (*clear*) at times.
- 6 The discovery of a new species of monkey in Africa is of great (*interesting*) to both naturalists and the general public alike.
- 7 The (*difficult*) facing the scientists now is how to prove their theory.
- 8 The results of this research need to be treated with (*cautious*).
- 9 The (*significant*) of the findings surprised even the researchers.
- 10 Many older people are afraid to go out at night due to the increase in (*violent*) in our larger cities.
- 11 The current (*controversial*) over pensions is likely to continue for some time.
- 12 We apologise for any (*confusing*) caused by the last-minute change to the schedule.

The two pie charts show the average spending by households in a country at two different points in its economic development.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Notes for teachers

- 1)
- B) bar chart
- C) pie chart
- D) proportional bar chart

A Line chart

Pie chart

How to start

“The pie charts compare... (*what, who, when, where*). It can be clearly seen that ... (describe the most noticeable feature).”

Vocabulary

When describing a pie chart, write about **the highest (significant, lowest) percentage, the greatest (smallest) proportion, the lowest number, the most (least) popular (common) item, etc.**

How to describe and compare pie charts

Describe and compare the pieces one by one. If a certain piece is two or three times bigger than another, you could write “**twice (three times) as many Xs were used as Ys**”. Another idea is to write “**X is much more (or considerably less) common than Y**”.

Activity 3

- 1 1991
- 2 three
- 3 majority
- 4 two thirds
- 5 second largest
- 6 a fifth
- 7 a tenth
- 8 the third largest
- 9 smaller
- 10 four
- 11 smallest
- 12 three

Activity 4

a)

The chart shows the different nationalities that made up the immigrant work force in Australia in 1991. It's clear from the chart that there were three main groups of workers: Europeans, Asians and New Zealanders. Only a relatively small number of workers were from other regions.

The majority of foreign workers came from Europe. In fact, nearly two thirds of all immigrant workers were of European origin. The second largest group of foreign workers in the labour force were Asians. They represented just under a fifth of the immigrant labour force. New Zealanders, who made up almost a tenth of the foreign workforce in that year, were the third largest group.

The number of workers from other nationalities was much smaller. Workers from North Africa and the Middle East, for example, were only four per cent of the whole foreign labour force. The smallest nationality group, however, were Americans. These represented only three per cent of all foreign workers in Australia in 1991.

Answer for handout 5

C: Grammar exercises

1 2 study; studies; student 3 findings; find 4 response; respondent 5 measurement; measure 6 earnings; earner 7 advertisement; advertiser; advertising 8 examination; examiner 9 suggestion 10 creation; creator; creativity (> B1)

2 2 strength 3 depth 4 beauty 5 clarity 6 interest 7 difficulty 8 caution 9 significance 10 violence 11 controversy 12 confusion (> B1)

Answer for handout 6

The two pie charts give information about 1 *what households spent their money on / household expenditure on goods and services* in 1920 and 2000. It is immediately obvious that 2 *there are some quite significant differences / some things are significantly different* between the two charts.

In 2000 3 *the largest proportion of expenditure was / most money was spent* on recreation and other items whereas in 1920 it was on food, with recreation and other items accounting for just 7.7%. There is a great difference in terms of 4 *the amount of money people spent on food / food expenditure* between the two years. In 1920 nearly 72% of 5 *the total household budget / the total of what households spent* went towards food, compared to only 22% in 2000.

6 *There has been a notable increase in / People have notably increased* the amount of money spent on travelling and communications between the two dates. In addition, the charts show 7 *a significant rise in the proportion of money spent on clothing / that people spent more on clothes* in 2000 compared to 1920.

There are some similarities, however. For example, in both 1920 and 2000 8 *people spent a similar proportion on fuel and lighting. / the proportion of fuel and lighting expenditure was roughly the same.*

3 2 *there are some quite significant differences* 3 *the largest proportion of expenditure was* 4 *food expenditure* 5 *total household budget* 6 *There has been a notable increase in* 7 *a significant rise in the proportion of money spent on clothing* 8 *the proportion of fuel and lighting expenditure was roughly the same. (> B1 and B2)*

Lesson Plan 11
Course title: Writing

Topic: Describing charts (pie chart)

Level: B2

Time: 80 min

Materials: One copy of the worksheet for every pair of students

Objectives: to introduce students to new type of graphs, to show them the peculiarities of this type of graphs to develop their writing skills, to give them opportunity to learn the main strategies of writing one-line graphs. .

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Pre-teaching activity	T. gives questions according to the topic. Ss. should predict the answers.	to predict answers	whole group	5 minutes	
Activity 1		pre-teach differentiating types of graphs	Whole group	10 minutes	Handout 1
Activity 2	T. shows the pictures about the topic which is going to teach. Ss should try to guess the types of the graphs.	to give SS general information about pie charts	Pair work	25min	Handout 2
Activity 3	T acquaints Ss with the “pie chart” and the fraction which can be used in describing statistics. T. asks Ss. To make up at least 5 sentences using active vocabulary which is connected to topic.	to understand how to present a pie chart	Pair work	10 min	Handout 1
Activity 4	T. distributes handout 1. Look at the	To develop	The whole group	15 min	Video 1.

Activity 5	example pie chart below. Ss should make chart according to statistics.	their knowledge pie chart	Pair work	15 min	Handout 2
Activity 6	T. shows Video about “HOW TO WRITE pie chart”.	To identify Ss. Understanding about the topic	Pair work	15 min	Handout 3
Activity 7	Study the pie chart and then read the statements below. Ss should answer the questions.	Describing a graph	Individual work	20 min	Handout 4
Homework	T. distributes handout and asks to read the following text, which describes the graph below. Select the words that are needed to complete the text from the dropdown lists. T. gives handout and asks to study the chart. Write a brief paragraph in the box describing the data shown in the graph.	To improve Ss. Writing skills			

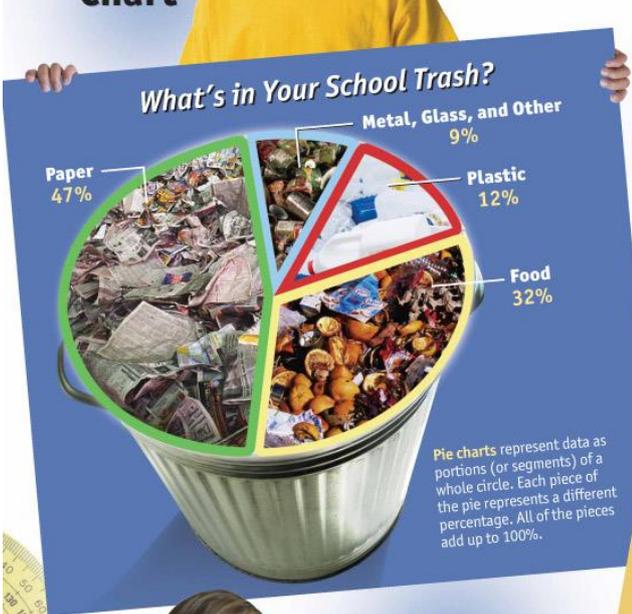
	Ss. Should find any kind of pie chart and should describe and write description about that graph				
--	--	--	--	--	--

Expect the Unexpected With
Math

Bars, Lines, & Pies

Graphs are diagrams that visually show the relationship between numbers or amounts.

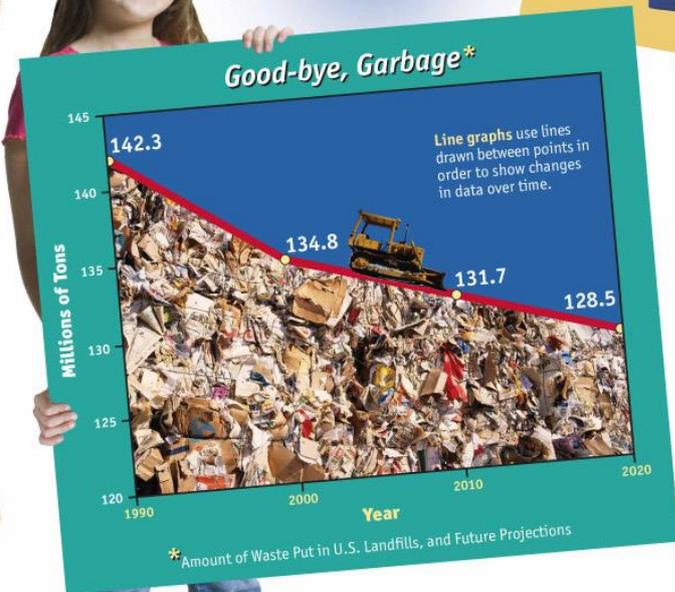
Pie Chart



Bar Graph



Line Graph



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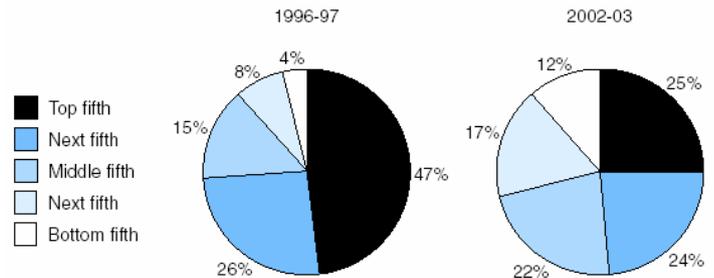
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Charts, graphs and diagrams

Business English



Charts created by the author using data from the Family Expenditure Survey (Social Trends, 2002) and the Expenditure and Food Survey (ONS, 2004)

Figure 8.9 Pie charts showing ownership of mobile phones by different income bands (Source: based on Office for National Statistics, 2002 and 2004h)

Introduction to Pie Charts

You are usually asked to compare 2 pie charts but sometimes you only have 1 chart to describe.

Single Pie Chart

Paragraph 1

Describe what sort of chart it is and what it is about.

Paragraph 2

Describe the sections of the graph starting with the biggest and working your way down.

Paragraph 3

A short conclusion giving an overall view of what the chart is about.

Two Pie Charts

If you have 2 pie charts they will be giving similar information so you can compare the two. This type of writing is similar to a compare and contrast essay.

Paragraph 1

Explain that they are pie charts and say what they are describing. This is the same as line graphs except there are 2.

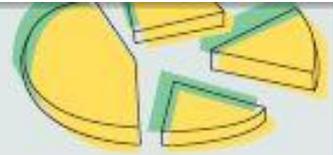
Paragraph 2

Compare the data between the two charts. Start with the biggest sectors and work your way down.

Paragraph 3

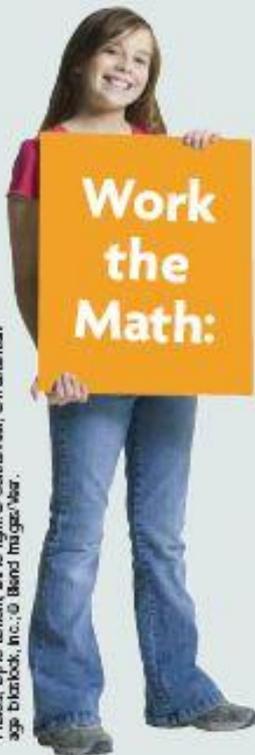
Conclusion. Mention the important similarities and differences.

It's as Easy as Pie



Name: _____ Date: _____

Each and every day, schools use lots and lots of paper. Once tossed, some is recycled and some is taken to a landfill. Read on to learn how the amount of paper being tossed compares with other landfill materials. Then draw a pie chart to review the information, make comparisons, and calculate how many trees can be saved through paper recycling.

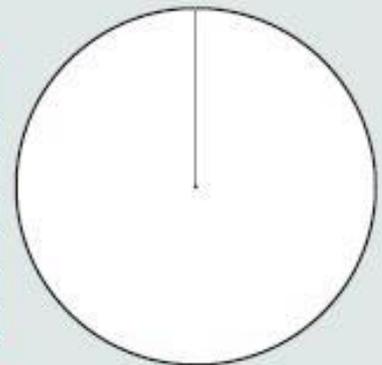


Photos, top to bottom, left to right: © Corbis/Veer; © iStockphoto; age blinkok, Inc.; © Blend Images/Veer.

- 1 Make a Pie** The table below shows typical school waste produced each year. Use this data to create a pie chart that shows the percentage of different waste materials in schools. Use the table to record the degree to represent in each slice of the pie. (*Hint: Use this formula to convert a percentage into a degree: $3.6^\circ \times X\% = Y^\circ$.*) When done, use the blank chart on the right to create a pie chart, and then answer the questions below.

Type of School Waste

Type of Waste	% of Total School Waste	Degree Amount in Pie Chart
Paper	40%	
Food	32%	
Plastic	12%	
Metal	4%	
Glass	2%	
Miscellaneous	3%	



- 2** What two types of waste make up nearly $\frac{4}{5}$ of school waste? _____
- 3**
- If a school uses 600 cases of paper, how many tons does this represent? (*Hint: 40 cases = one ton*) _____
 - If $\frac{1}{3}$ of this paper is recycled, how many tons would be saved from the landfill? _____

- 4** If a school produced 350 total tons of waste in a single month, how many tons would be food? _____
How many would be metal? _____

- 5** Your school decides to use 100% recycled paper. It buys 3,500 cases of recycled paper each month. How many trees would the school save in a school year? (*Hints: 40 cases = one ton; one ton of recycled paper saves 17 trees; one school year is*



Task 1: Interpreting pie charts

As mentioned in Unit 4 (p.47), a common form of presenting information in IELTS Writing module Task 1 is in pie charts. These are circles divided into sections (the 'slices' of a pie) which show percentages.

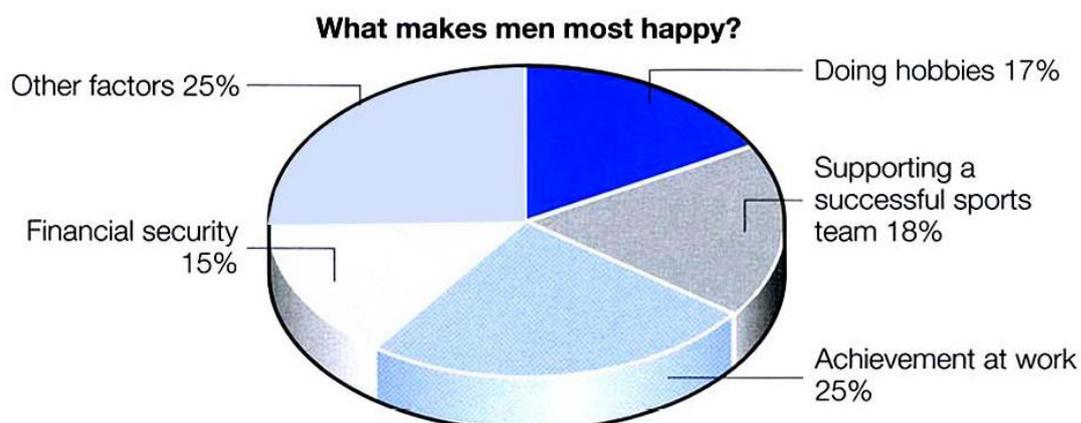
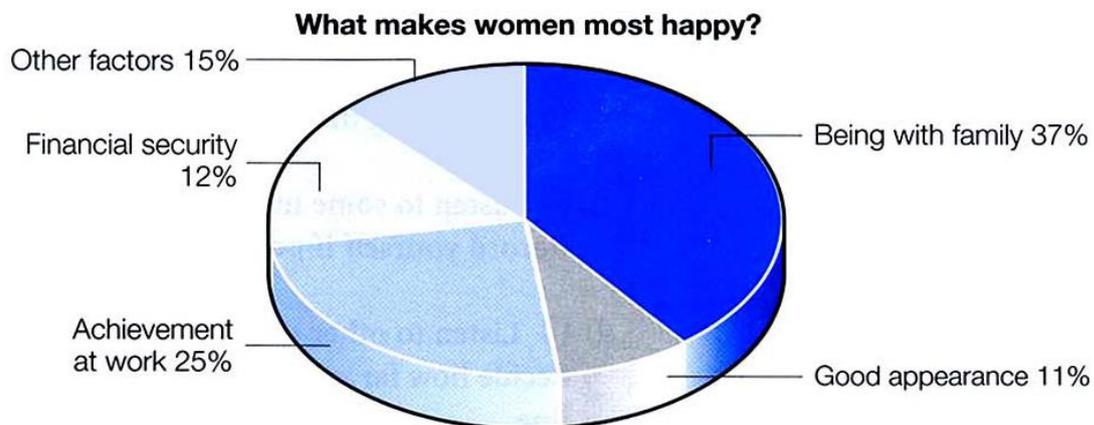
1 Read the exam task below and answer the following questions.

- 1 What is the general topic of the pie charts?
- 2 How was the information in the charts obtained?
- 3 Which two groups of people were involved in the survey?
- 4 Which four main things make women happy?
- 5 Which four main things make men happy?
- 6 Which things are similar between the two groups?
- 7 Which things are different?
- 8 What does *other factors* mean?

The charts below show the results of a survey about what men and women say makes them most happy.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

You should write at least 150 words.



► Interpreting the data

TIP We can use either present simple tense or past simple tense when describing data in pie charts. Whichever tense you choose, remember to be consistent throughout your whole answer.

2 Look at the sample answer below. What is the purpose of the different paragraphs? Choose from the list below.

- 1 The first paragraph ...
- 2 The second paragraph ...
- 3 The third paragraph ...

- A ... describes important similarities between the two groups.
- B ... summarises important general patterns shown in the charts.
- C ... describes important differences between the two groups.

3 Which word/words in the sample answer mean approximately the same as:

- a) percentage
- b) say
- c) feel
- d) important/obvious

TIP In these tasks it is helpful to quote some exact figures. However, do not simply list all the figures: only use them when you want to support a particular point.

There are a number of similarities between what men and women say makes them most happy. There are also several striking differences.

Firstly, significant percentages of both men and women mention the same two factors: achievement at work and financial security. Exactly the same proportion of men and women (25%) feel that doing well at work brings them most happiness. However, a slightly lower percentage of women (12%) than men (15%) identify financial security as the most important factor in making them happy.

Turning now to the major differences, many women regard being with family as extremely important: 37% of them state this brings them most happiness, which is the largest percentage of all the factors mentioned by this group. Also a significant minority of women (11%) mention that having a good appearance makes them happiest. Neither of these two factors is mentioned by men. Instead, 17% of men report that doing hobbies is important and 18% feel most happy when their sports team is doing well. (167 words)

EXAM PRACTICE

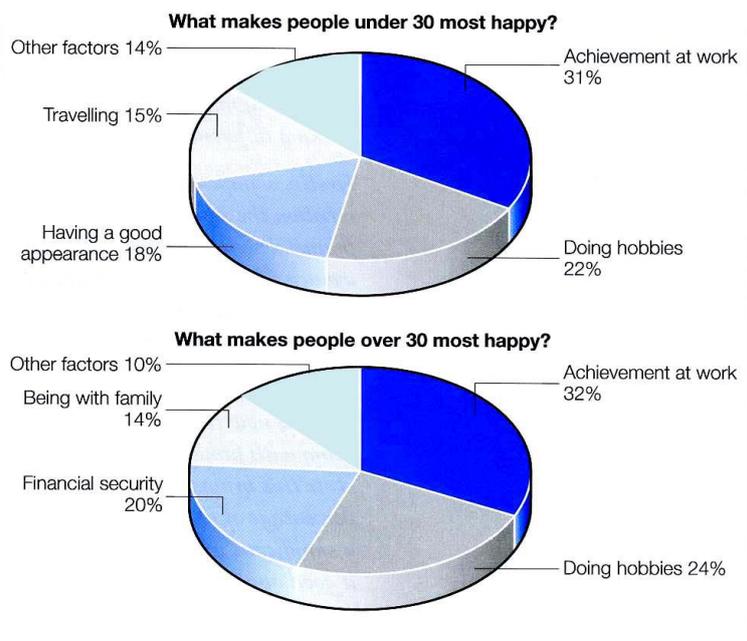
▶ Writing your answer

- 4 Look at the following task, which is based on the same survey mentioned in the task on p.114 and answer the questions below.
- 1 Which two groups of people are mentioned in these data?
 - 2 What are the main similarities between the two groups?
 - 3 What are the main differences between the two groups?
- 5 Write your own answer to the task below. Organise your answer in three separate paragraphs as in the sample answer on p.115.

The charts below show the results of a survey about what people of different age groups say makes them most happy.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

You should write at least 150 words.



Focus on vocabulary 2 page 111

- 1 1 of 2 in 3 from 4 of 5 on
6 from 7 in 8 to 9 of
10 against 11 of 12 on

Focus on grammar page 112

- 1 1 a few 2 little 3 every 4 many
5 All 6 both
2 1 both 2 all 3 many 4 each
5 any

Unit 11

Focus on writing 1 page 114

- 1 1 Happiness
2 From a survey
3 Women and men
4 Women: Being with family; Good appearance; Achievement at work; Financial security
5 Men: Doing hobbies; Supporting successful sports team; Achievement at work; Financial security
6 Significant percentages of both women and men say *achievement at work* and *financial security* make them most happy.
7 Large percentages of women identify *being with family* and *good appearance* as making them most happy – no men identify these factors. Large percentages of men identify *doing hobbies* and *supporting successful sports team* as making them most happy. No women mention these factors.
8 This category groups together all the other things which small percentages of people mention make them most happy.
2 1 B 2 A 3 C
3 a) *percentage*: proportion
b) *say*: state, report, mention
c) *feel*: regard, identify,
d) *important/obvious*: significant, striking, major
4 1 People under 30 years old and people over 30 years old.
2 Both groups say *achievements at work* and *doing hobbies* make them happy.
3 The younger group mention *good appearance* and *travel* as important whereas the older group mention *financial security* and *being with family*.

5 Sample answer

There are several similarities between what younger and older people say makes them most happy. However, there are several striking differences. Firstly, let us look at the similarities. It is noticeable that for both younger and older people, the highest percentage says that achievement at work brings them most happiness: 31% for the younger age group and 32% for the older group. Doing hobbies is also very important for both groups: the second largest percentage of both age groups mention doing hobbies as making them most happy. Turning now to the differences, many younger people regard having a good appearance as extremely important: 18% of them state this brings them most happiness. This is followed by 15% who state that travel brings them happiness. Neither of these two factors is mentioned by older people. Instead, 20% of older people report that having financial security is most important to their happiness and 14% say they feel most happy when they are with their family. (163 words)

Focus on listening 1 page 117

- 1 a) 1 A woman who is giving a talk.
2 People who would like to run their own business.
b) Possible answers: employer, employee, self-employed, earn money, resign, retire, boss, manager, worker, workforce, staff, promotion, be made redundant, interview
3 1 B 2 C 3 C 4 A
4 b) 1 How to get a grant from the Small Business Agency
2 five 3 one
4 Small Business Agency
5 5 plan 6 2 or two
7 bank 8 post or mail
9 interview 10 20,000
6 1 I really value the fact that I'm my own boss and I can decide what I do, you know...
2 I was visiting a local supermarket and I looked at what was on offer in the ready-meals section – lots of low quality, unhealthy packs. And I thought, 'I could do so much better!'

- 3 I think the thing which will make me take on new staff is if I just feel too exhausted and stop enjoying what I'm doing.
4 I think I'll need a bigger kitchen and packing area, otherwise we'll get very cramped.
5 The first thing you have to do is to draw up a business plan.
6 it should just be up to two pages in length.
7 Your best bet is to go to your bank and get them to look through it.
8 Now they advise you not to do this by e-mail but by post.
9 If they think it's good, they'll invite you to interview.
10 And then the successful candidates can get a maximum of £20,000.

Focus on grammar 1 page 119

- 1 ... *when the SBA receives your grant application, they'll judge ...*
... *If they think it's good, they'll invite you to interview ...*
Amy uses this form because she is describing the stages of a process which people might try in the future. It is not definite that everyone will be successful and go through all the stages of the process so she uses 'if'.
2 Possible answers:
1 If I get the well-paid job, I'll buy a car.
If I don't get the well-paid job, I'll buy a bicycle.
2 If the book is in stock, I'll buy it.
If the book isn't in stock, I'll order it on the Internet.
3 If I lose weight, I'll buy myself a new outfit.
If I don't lose weight, I'll try a new diet.
3 Possible answers:
1 If my team wins the championship, I'll be delighted!
2 I promise I'll buy you a car if you pass your driving test.
3 If I keep trying, I'm sure I can get a good job.
4 The business will do well if they advertise in the right places.
5 I'll have a big party if my parents go away this weekend.

Lesson Plan 12
Course title: Writing

Topic: Describing charts. Bar chart

Level: B2

Time: 80 min

Materials: Copies of the worksheet, blackboard, cards

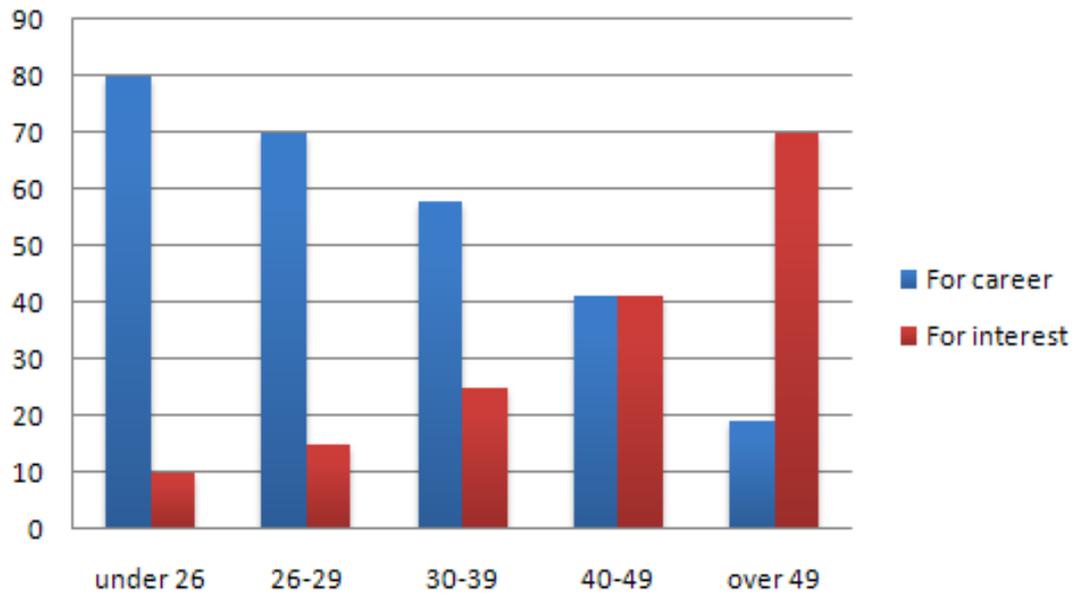
Objectives: to teach to work on describing charts and write a description of information given in a bar chart or graph, and to present the description in a clear, logical and appropriate way

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Pre-teach Warm-up activity	T gives some information about the types of description as charts are also one part of it.	pre-teach English writing skills		5 minutes	Paper for teacher
Activity 1	T shows the pictures and asks Ss to classify the types of charts verbally.	to examine the study habits of Ss and to introduce the chart types	Whole group	10 min	Handout 1
Activity 2	T explains Ss to find an appropriate word for the gaps due to the charts.	to improve knowledge on working with charts	Individual	15 min	Handout 2
Activity 3	Describing the chart, Ss should reply the questions in a written form. Then T will listen to	to develop writing skill and thinking abilities	Individual	15 min	Handout 3

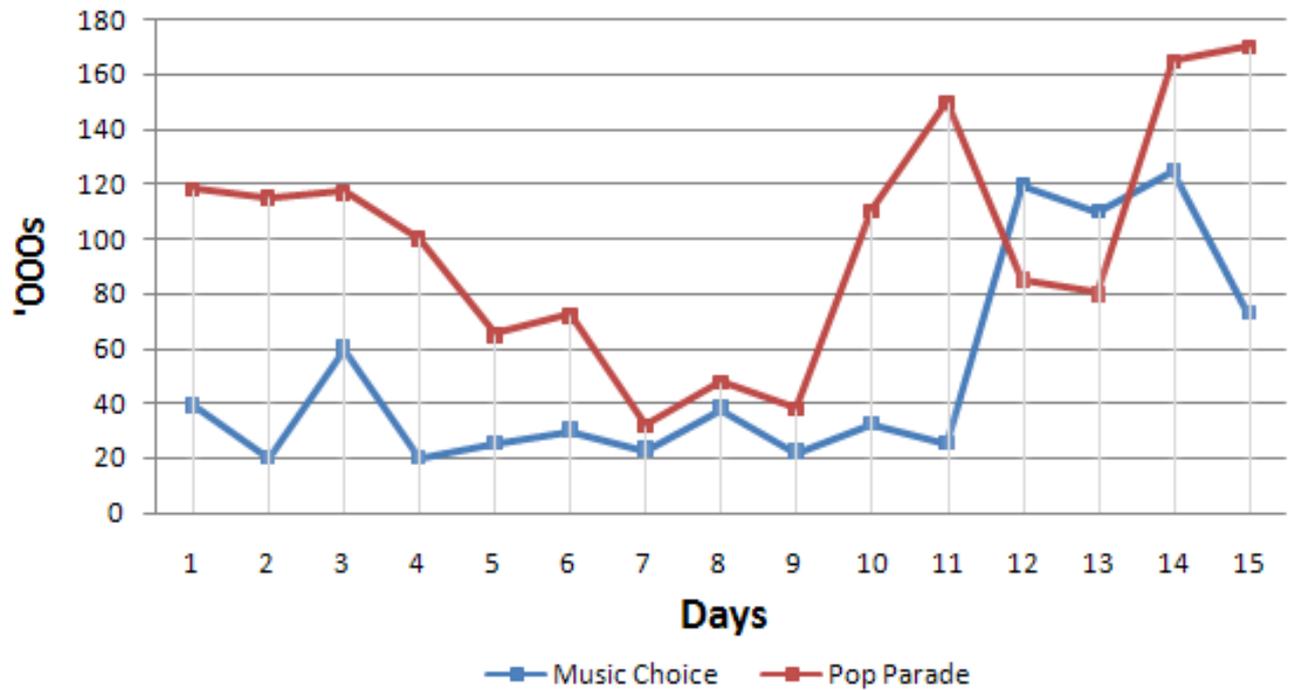
	different versions written by Ss and check up their mistakes.				
Activity 4	T asks to find ONE error in each sentence, then T explains to put the corrected sentences in order to make a model essay, using the full answers, Ss write a three-paragraph essay.	to improve an ability to write an essay	Individual	25 min	Handout 4
Activity 5	Looking at the graph, Ss should fill in the gaps choosing one of the correct bold word.	to develop writing skill	Individual	20 min	Handout 5
Home task	Write an essay for the given chart.	to develop writing skill and practice		5 min	Handout 6

Handout 1

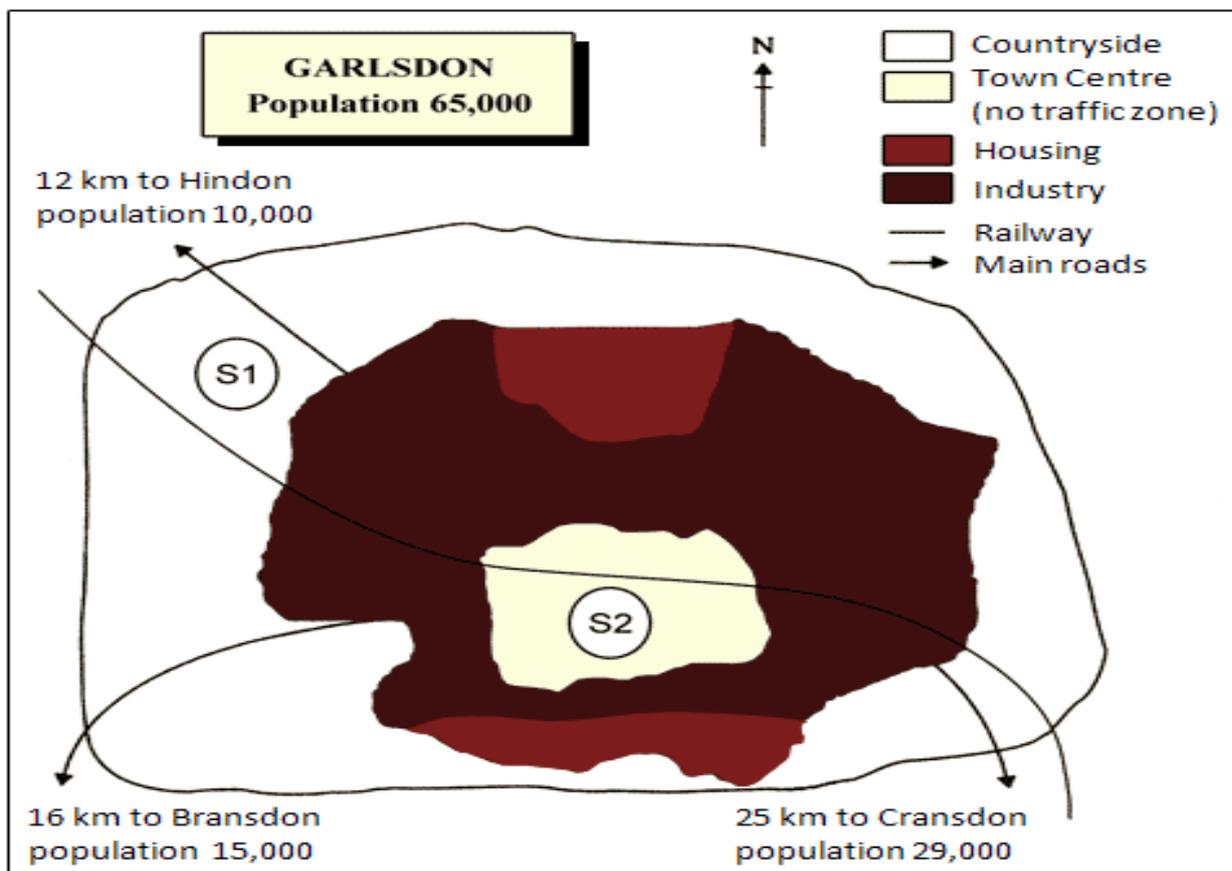
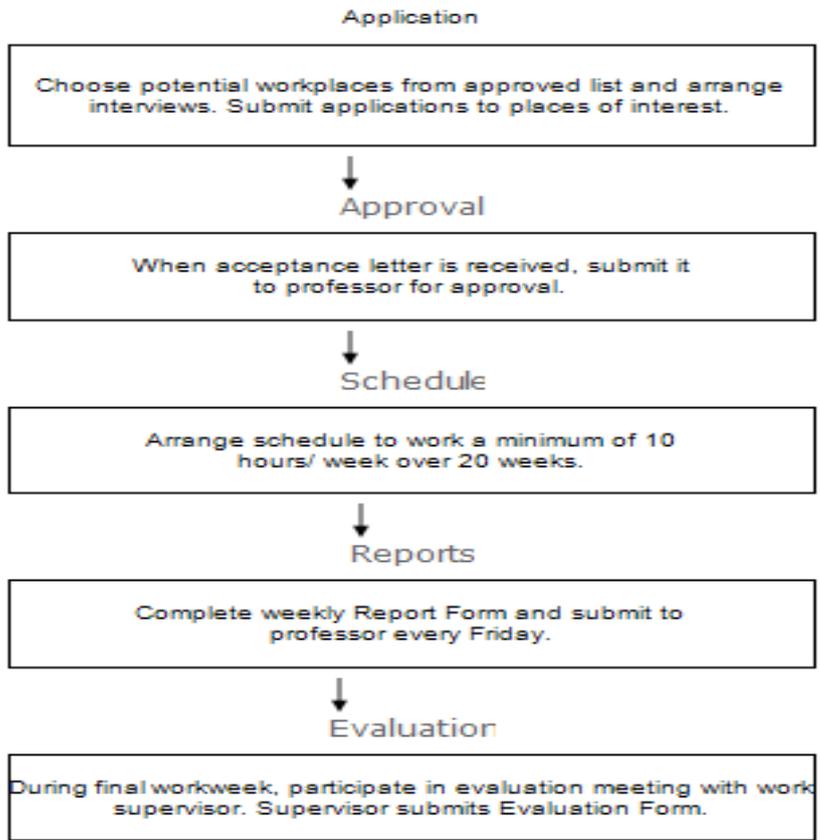
Reasons for study according to age of student

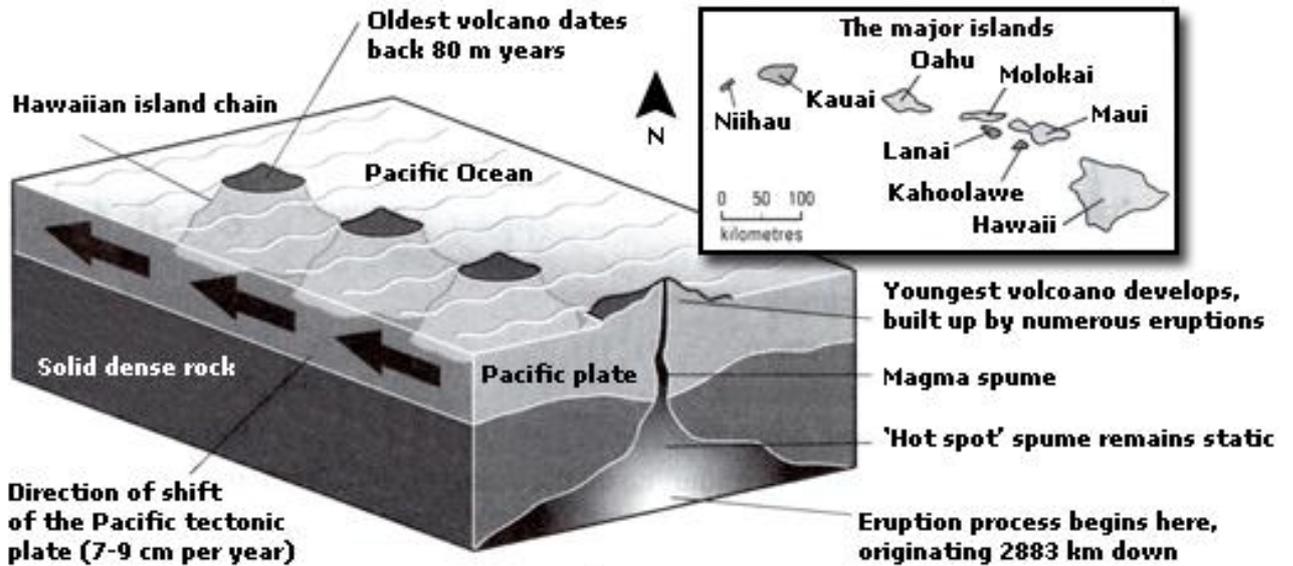


Visits to two new music sites on the web

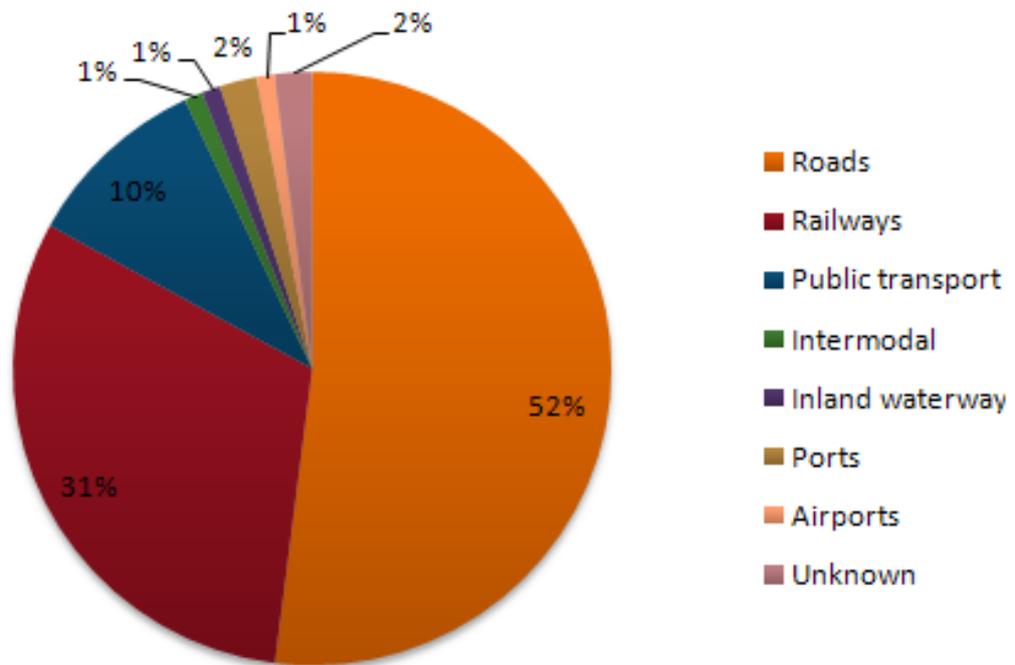


Fulfilling the Work Experience Requirement
Credits will be awarded when the final report is submitted.

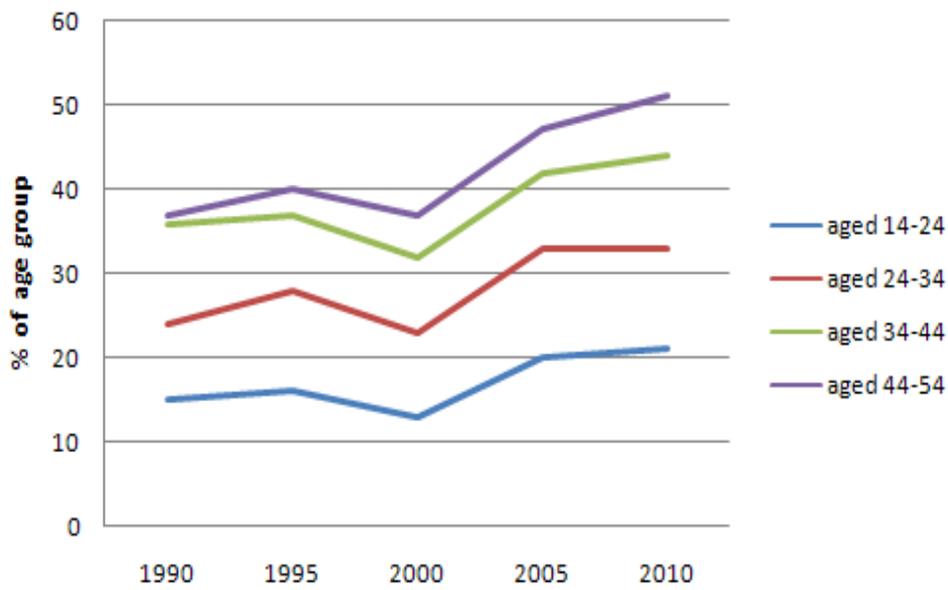




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Cinema attendance in the UK



Weekly rents per property (£/w)

Salaries needed (£/year)

Area	Weekly rents per property (£/w)			Salaries needed (£/year)		
	1 bed	2 bed	3 bed	1 bed	2 bed	3 bed
Notting Hill	375	485	738	98,500	127,500	194,000
Regent's Park	325	450	650	85,500	118,000	170,500
Fulham	215	390	600	56,500	102,500	157,500

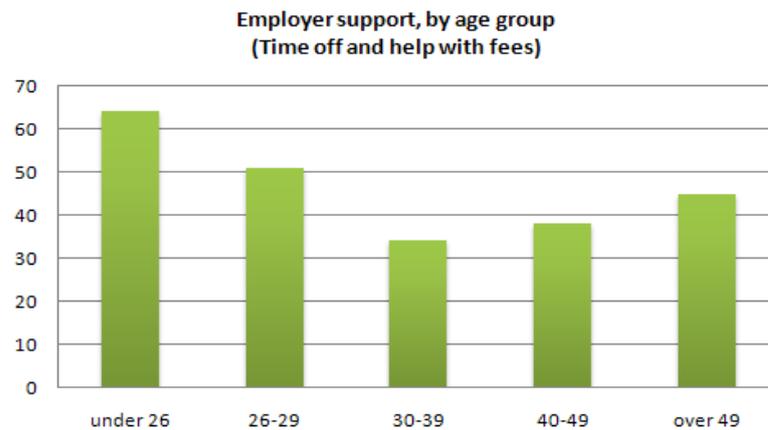
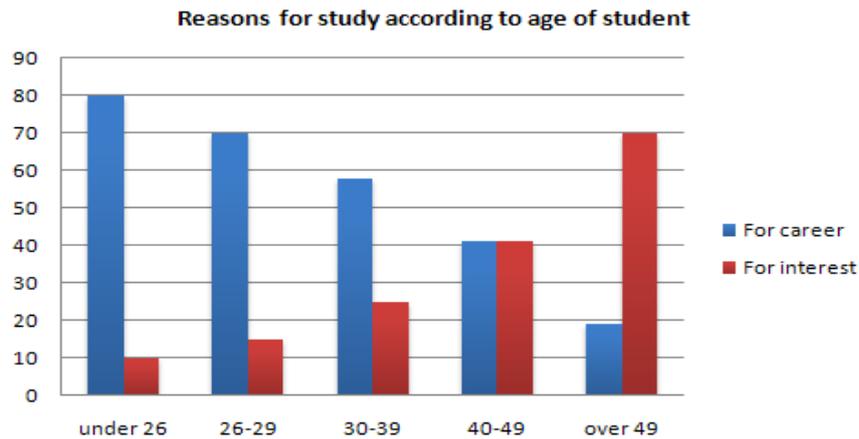
Questions

1. What kind of charts do you know?
2. What is bar chart?
3. How is bar chart specified among charts?
4. What are key words used in the bar chart?
5. What are common features of all charts?

Handout 2

The charts below show the main reasons for study among students of different age groups and the amount of support they received from employers.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



The first graph shows that there is a gradual _____ in study for career reasons with age. Nearly _____ of students under 26 years, study for their career. This percentage _____ by 10-20% every decade. Only _____ of 40-49yr olds and 18% of over 49yr olds studying for _____ reasons in late adulthood.

_____, the first graph also shows that study stemming from interest increases with age. There are only 10% of under 26yr olds studying out of _____. The percentage increases _____ till the beginning of the fourth decade, and increases _____ in late adulthood. Nearly same number of _____yr olds study for career and interest. However, 70% of

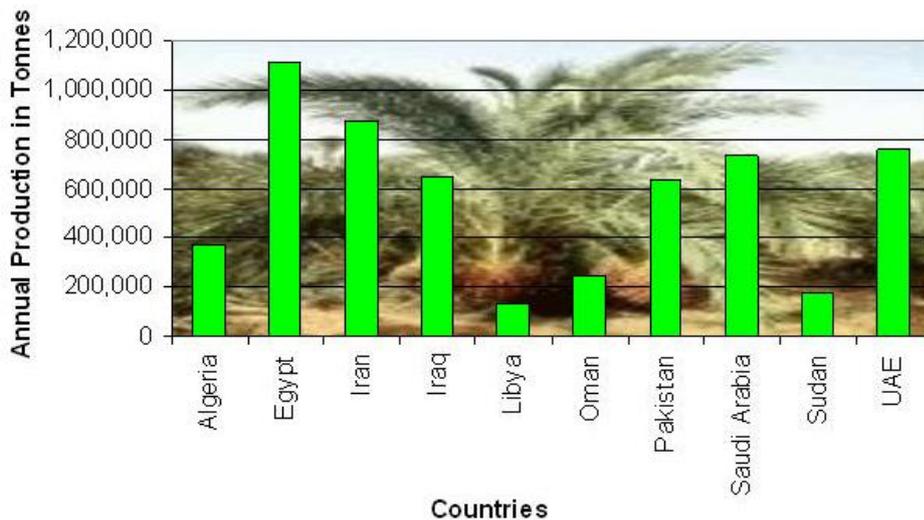
over 49yr olds study for interest in _____ to 18% studying for career reasons in that age group.

The second graph shows that _____ is maximum (approximately 60%) for the under 26yr students. It _____ rapidly to 32% up to the third decade of life, and then _____ in late adulthood up to about 44%. It is unclear whether employer support is only for career-focused study, but the highest level is for those _____ who mainly study for career purposes.

Handout 3

The chart shows the top ten date-producing countries and their annual production in tonnes, 2001.

Top Ten Date-Producing Countries, 2001



Answer the questions:

1. What does the bar graph show?
2. Overall, what were the top three or four producers?
3. Which country produced the most dates?
4. How much more did Egypt produce than Iran? (in tonnes)
5. What country was the second-highest producer in 2001?
6. How many tonnes of dates did Iraq, Pakistan, Saudi Arabia and the UAE produce?
7. How does Algeria's production compare to the UAE's output?
8. Libya and Sudan each accounted for less than _____ tonnes.
9. Oman's production is _____ Egypt's figure. (Insert a fraction)
10. In summary, how many countries produce over half a million tonnes a year, and which country is the leading producer?

Use full answers to the sentences above to form the basis of your three-paragraph essay. Then write a short description of the information in the chart.

Handout 4

Find ONE error in each sentence below, then put the corrected sentences in order to make a model essay.

1. Finaly, Sudan's and Libya's crops yielded under 0.2 million each.
2. In summary, date production is the most abundant in Egypt and Iraq.
3. Pakistan and Iraq, with outputs of approximately 630,000, were not far ahead.
4. First, Egypt took the lion's share of production with over a million tonnes but Iran is a close second with almost .9 million.
5. The bar graph shows date production in tonnes for the world's top producer in 2001.
6. The rest nations, however, were far less productive.
7. Algeria supplied the world with nearly 400,000 tonnes and Oman around a half million.
8. Following them came the UAE and Saudi Arabia, rival each other with about 740,000 tonnes each.
9. Overall, Egypt and Iran account to the majority of goods whilst Sudan and Libya are in the minority.
10. In contrast, harvests in Oman and countries in northern Africa are far more plentiful.
11. Ten countrys in the Gulf region and northern Africa are featured.

✂ -----

Handout 4

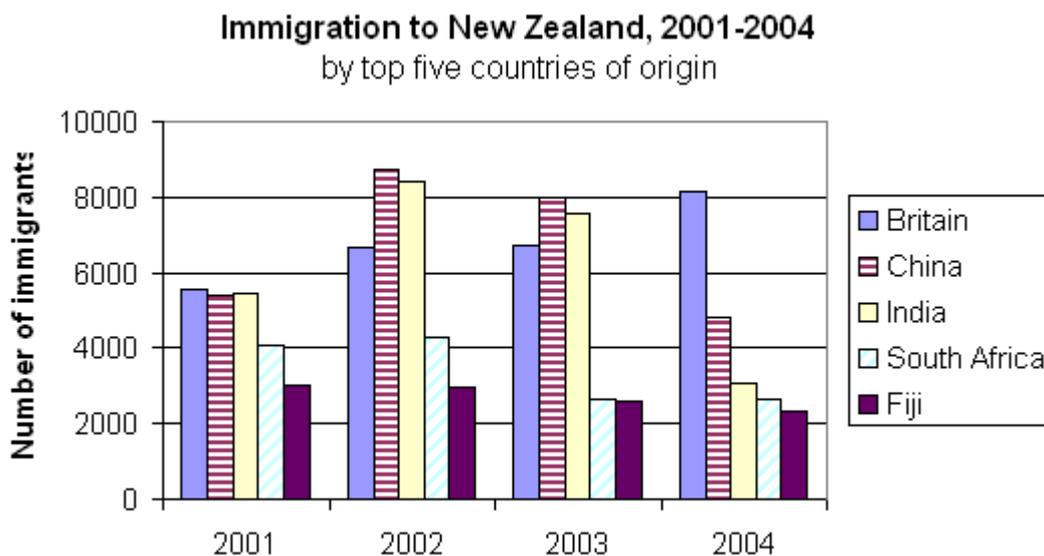
Find ONE error in each sentence below, then put the corrected sentences in order to make a model essay.

1. Finaly, Sudan's and Libya's crops yielded under 0.2 million each.
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3. Pakistan and Iraq, with outputs of approximately 630,000, were not far ahead.
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7. Algeria supplied the world with nearly 400,000 tonnes and Oman around a half million.
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9. Overall, Egypt and Iran account to the majority of goods whilst Sudan and Libya are in the minority.
10. In contrast, harvests in Oman and countries in northern Africa are far more plentiful.

11. Ten countrys in the Gulf region and northern Africa are featured.

Handout 5

The graph shows the top five countries of origin of people moving to New Zealand to live between 2001 and 2004.

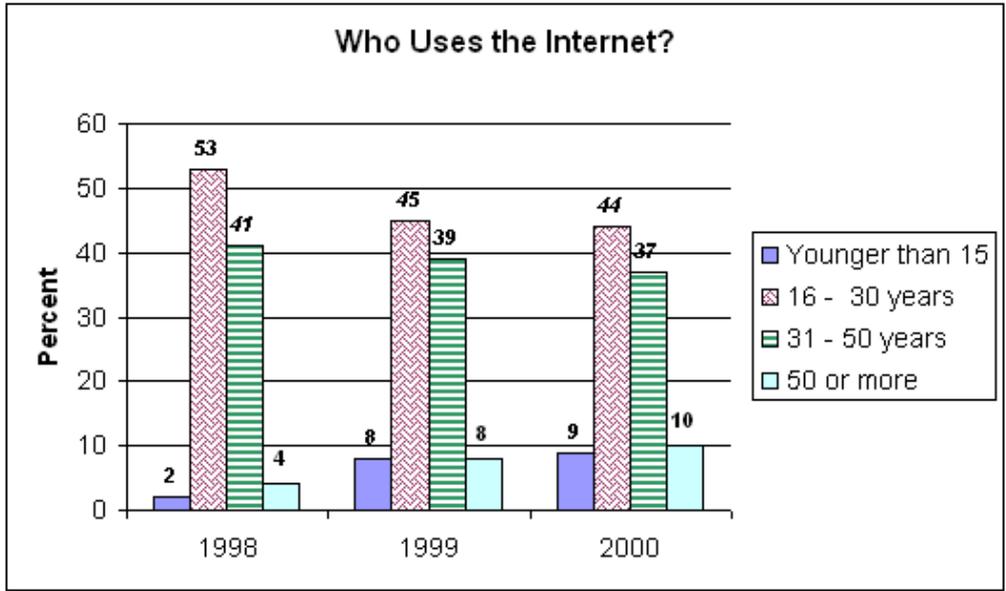


in contrast fluctuates increased overall however rising
settled varies between

The graph shows the main countries of origin of immigrants to New Zealand _____ 2001 and 2004. _____, the biggest groups are the Chinese and the British, followed by Indians. _____, the number and origin of immigrants _____ from year to year. The biggest groups moving to New Zealand were the Chinese and the British. In 2001 about 5500 each of British and Chinese nationals _____ in New Zealand. Over the next three years, British immigration _____ gradually and steadily to a peak of 8200 in 2004. In contrast, immigration from China fluctuated sharply _____ to 8500 in 2002 and then plunging to just half, 4200, in 2004. Indian immigration followed a similar pattern to the Chinese settlers. It was also around 5500 in 2001 and then rose to over 8000 in 2001 before falling back to just 3000 in 2004. _____, immigration from South Africa and Fiji is much more constant at between 3000 and 4000 every year. In conclusion, for some groups such as the Chinese and Indians, immigration to New Zealand _____ from year to year, but for other groups such as the British, South Africans, and Fijians it is increasing or remaining constant.

Homework

The chart shows the percentage of Internet users by age between 1998 and 2000.



Answer keys for teachers:

Task 1 is a **description**. There are 3 types. You may be asked to describe a **process**, an **object** or a set of **data** (which may be a graph, a chart or a set of figures in a table.)

Process: with a process you must describe **how** something works or how it is made or used. The example on solar radiation asks you to describe a process (how it is used to provide hot water and lighting). For this you must focus on the **stages** in the process.

Object: with an object or set of objects you must describe **what** something is or what it does. For this you must focus on the **relationship** between parts.

Data: with data you must describe **changes, differences** or **trends**. Focus on **what** these are and **why**.

Handout 1

- bar chart
- 2(line)graph
- 3flow chart
- 4map
- 5diagram
- 6pie chart
- 7(line) graph
- 8table

Handout 2

The first graph shows that there is a gradual **decrease** in study for career reasons with age. Nearly **80%** of students under 26 years, study for their career. This percentage **gradually declines** by 10-20% every decade. Only **40%** of 40-49yr olds and 18% of over 49yr olds studying for **career** reasons in late adulthood.

Conversely, the first graph also shows that study stemming from interest increases with age. There are only 10% of under 26yr olds studying out of **interest**. The percentage increases **slowly** till the beginning of the fourth decade, and increases **dramatically** in late adulthood. Nearly same number of **40-49yr** olds study for career and interest. However 70%

of over 49yr olds study for interest in **comparison** to 18% studying for career reasons in that age group.

The second graph shows that **employer support** is maximum (approximately 60%) for the under 26yr students. It **drops** rapidly to 32% up to the third decade of life, and then **increases** in late adulthood up to about 44%. It is unclear whether employer support is only for career-focused study, but the highest level is for those students who mainly study for career purposes.

Handout 4

1. **Finally**, Sudan's and Libya's crops yielded under 0.2 million each.
 2. In summary, date production is the most abundant in Egypt and **Iran**.
 3. Pakistan and Iraq, with **output** of approximately 630,000, were not far ahead.
 4. First, Egypt took the lion's share of production with over a million tonnes but Iran **was** a close second with almost 9 million.
 5. The bar graph shows date production in tonnes for the world's top **producers** in 2001.
 6. The rest **countries**, however, were far less productive.
 7. Algeria supplied the world with nearly 400,000 tonnes and Oman **over 200,000 tonnes**.
 8. Following them came the UAE and Saudi Arabia, **rivaling** each other with about 740,000 tonnes each.
 9. Overall, Egypt and Iran account **for** the majority of goods whilst Sudan and Libya are in the minority.
 10. In contrast, harvests in Oman and countries in northern Africa are far **less** plentiful.
 11. Ten **countries** in the Gulf region and northern Africa are featured.
- 1.5 2.9 3.4 4.8 5.3 6.6 7.11 8.7 9.10 10.1 11.2

Handout 5

The graph shows the main countries of origin of immigrants to New Zealand **between** 2001 and 2004. **Overall**, the biggest groups are the Chinese and the British, followed by Indians. **However**, the number and origin of immigrants **fluctuates** from year to year. The biggest groups moving to New Zealand were the Chinese and the British. In 2001 about 5500 each of British and Chinese nationals **settled** in New Zealand. Over the next three years, British immigration **increased** gradually and steadily to a peak of 8200 in 2004. In contrast, immigration from China fluctuated sharply **rising** to 8500 in 2002 and then plunging to just half, 4200, in 2004. Indian immigration followed a similar pattern to the Chinese settlers. It was also around 5500 in 2001 and then rose to over 8000 in 2001 before falling back to just 3000 in 2004. **In contrast**, immigration from South Africa and Fiji is much more constant at between 3000 and 4000 every year. In conclusion, for some groups such as the Chinese and Indians, immigration to New Zealand **varies** from year to year, but for other groups such as the British, South Africans, and Fijians it is increasing or remaining constant.

Lesson Plan 14

Course title: Writing

Topic: Describing charts. Maps.

Level: B2

Time: 80 min

Materials: Copies of the worksheet, blackboard, cards

Objectives: to teach to work on describing charts and write a description of information given in a map, and to present the description in a clear, logical and appropriate way

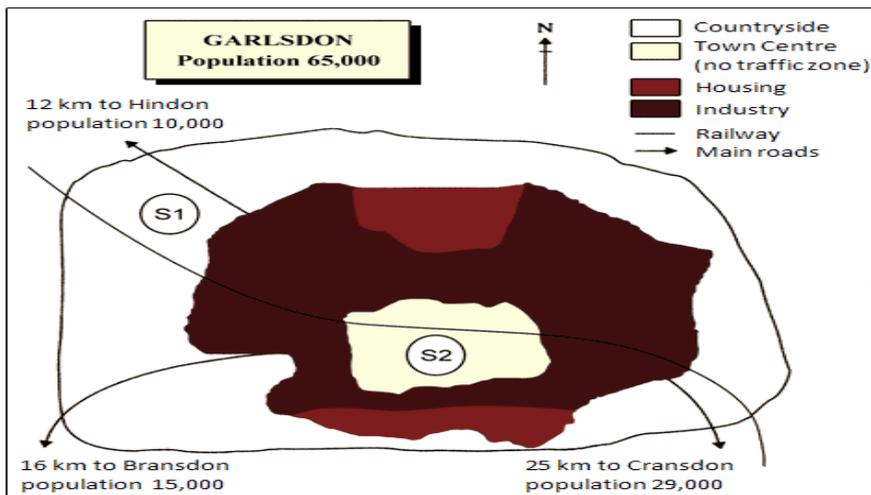
Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Warm-up activity	Ss will watch a video and they guess the theme of the lesson themselves.	To grab the students' attention and pre-teach English writing skills	Whole group	10 minutes	Video
Activity 1	T shows the pictures and asks Ss to classify the types of charts verbally.	to examine the study habits of Ss and to introduce the chart types	Individually	10 min	Handout 1
Activity 2	T explains Ss to find an appropriate word for the gaps due to the map.	to help students to focus on the grammar of the sentence.	Individually	15 min	Handout 2
Activity 3	Ss should study the text carefully and find the missing words in each line. If Ss want to, they may look at the missing words at the end of the exercise.	to improve knowledge on working with map.	Individually	25 min	Handout 3

Activity 4	Ss insert the phrases in a suitable blank space.	to improve writing skill	Pair work	15 min	Handout 4
Activity 5	Ss should choose the verb, which is correct in each case. Note there may be more than one suitable answer.	to develop writing skill	Pair work	20 min	Handout 5
Homework	Draw a map and make exercises according to your own map.	to develop thinking ability and writing skill	Individually	5 min	

Handout 1.

Find an appropriate word for the gaps due to the map.

The map below is of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket.



The first potential location (S1) is outside the town itself, and is sited just off the main road to the town of Hindon, lying 12 kms to the north-west. This site is in the _____ and so would

be able to accommodate a lot of car parking. This would make it accessible to shoppers from both _____ and Garlsdon who could travel by car. As it is also close to the railway line linking the two towns to Cransdon (25 km to the south-east), a potentially large number of shoppers would also be able to travel by _____. In _____, the suggested location, S2, is right in the town centre, which would be good for local residents.

Theoretically the store could be accessed by road or rail from the surrounding towns, including Bransdon, but as the central area is a _____ zone, cars would be unable to park and access would be difficult.

_____, neither site is appropriate for all the towns, but for customers in Cransdon, Hindon and Garlsdon, the out-of town site (S1) would probably offer more _____.

Handout 3.

Missing words

In the text below there is a word missing in each line. Study the text carefully and find the words. If you want to, you may look at the missing words at the end of the exercise to help you.

Text

The three maps show the developments that took place on Revlis over the last century. Between 1900 and 1950, there was population explosion with the number of people going up more than threefold 110,000 to 350,000. As a consequence, the cities expanded size noticeably. Further developments included the replacing of the road between the two cities a motorway and the construction of an airport to the northwest of city in the centre of island in 1947. In addition, a national park established in 1949 west of the mountains in the north.

The latter half of the century saw even more dramatic changes the population continued to grow, increasing 950,000 by 2000. First of all, a new city sprang up in the south-east corner of the island with new motorways connecting to the city in the centre of Revlis and to the industrial complex, in 1985, running along the south coast of the island. A bridge built in 1999 to link the island with the mainland. [No word missing in this line]

Further changes took place were the building of a fish farm and wind farm, in 1998 and 1999.

Missing words

The	constructed	to	illustrate	was	was	From
with	respectively	it	that	a	as	in

Handout 4.

Guided writing.

List of phrases

Insert the phrases below in a suitable blank space in the model answer, which follows.

- A. A bridge was built
- B. The three maps illustrate
- C. Further developments included
- D. Between 1900 and 1950, there was
- E. First of all, a new city sprang up
- F. As a consequence, the cities expanded
- G. as the population continued
- H. In addition, a national park was established
- I. The latter half of the century saw
- J. Further changes that took place were

_____1_____ the developments that took place on Revlis over the last century.
_____2_____ a population explosion with the number of people going up more than threefold from 110,000 to 350,000. _____3_____ noticeably.
_____4_____ the replacing of the road between the two cities with a motorway and the construction of an airport to the northwest of the island in the centre of the island in 1947. _____5_____ in 1949 west of the mountains in the north.
_____6_____ even more dramatic changes _____7_____ to grow increasing to 950,000 by 2000. _____8_____ in the south-east corner of the island with new motorways connecting it to the city in the centre of Revlis and to the

industrial complex, constructed in 1985, running along the south coast of the island. _____9_____ in 1999 to link the island with the mainland. _____10_____ the building of a fish farm and wind farm, in 1998 and 1999 respectively.

Handout 5.

Choosing verbs

Choose the verb below, which is correct in each case. Note there may be more than one suitable answer.

The three maps 1 [A illustrate B illustrates C shows D depict] the developments that 2 [A takes place B are taken place C took place D happened] on Revlis over the last century.

Between 1900 and 1950, there 3 [A were B was C took place D are] a population explosion with the number of people 4 [A going up B climbing C go up D climbed] more than threefold from 110,000 to 350,000. As a consequence, the cities 5 [A expanding B expanded C are expanded D grew up] noticeably. Further developments 6 [A included B includes C consisted D were included] the replacing of the road between the two cities with a motorway and the construction of an airport to the northwest of city in the centre of the island in 1947.

In addition, a national park 7 [A established B was established C was build D built] in 1949 west of the mountains in the north.

The latter half of the century 8 [A saw B can be seen C gave D witnessed] even more dramatic changes as the population 9 [A continued grow B grow C jump D continued to grow] 10 [A increasing. B go up C climbing D rising] to 950,000 by 2000. First of all, a new city 11 [A jumped up B rose C sprang up D existed] in the south-east corner of the island with new motorways 12 [A linking B connecting C joining D join] it to the city in the centre of Revlis and to the industrial complex, 13 [A built B building C put D constructed] in 1985, 14 [A running B run C go D lying] along the south coast of the island.. A bridge 15 [A built B was built C construct D erect] in 1999 16 [A to link B linking C link D adding] the island with the mainland. Further developmental changes that 17 [A occurring B happened C taking D took place] 18 [A is B being C were D was] the building of a fish farm and wind farm, in 1998 and 1999 respectively.

Answer keys for teachers:

Handout 1

1 bar chart 2(line)graph 3flow chart 4map 5diagram 6pie chart 7(line) graph
8table

Handout 2

The first potential location (S1) is outside the town itself, and is sited just off the main road to the town of Hindon, lying

12 kms to the north-west. This site is in the **countryside** and so would be able to accommodate a lot of car parking. This would make it accessible to shoppers from both **Hindon** and Garlsdon who could travel by car. As it is also close to the railway line linking the two towns to Cransdon (25 km to the south-east), a potentially large number of shoppers would also be able to travel by **train**. In **contrast**, the suggested location, S2, is right in the town centre, which would be good for local residents. Theoretically the store could be accessed by road or rail from the surrounding towns, including Bransdon, but as the central area is a **no-traffic** zone, cars would be unable to park and access would be difficult. **Overall**, neither site is appropriate for all the towns, but for customers in Cransdon, Hindon and Garlsdon, the out-of-town site (S1) would probably offer more **advantages**.

Key to handout 3 - 5

The three maps illustrate the developments that took place on Revlis over the last century. Between 1900 and 1950, there was a population explosion with the number of people going up more than threefold from 110,000 to 350,000. As a consequence, the cities expanded noticeably. Further developments included the

replacing of the road between the two cities with a motorway and the construction of an airport to the northwest of city in the centre of the island in 1947. In addition, a national park was established in 1949 west of the mountains in the north. The latter half of the century saw even more dramatic changes as the population continued to grow increasing to 950,000 by 2000. First of all, a new city sprang up in the south-east corner of the island with new motorways connecting it to the city in the centre of Revlis and to the industrial complex, constructed in 1985, running along the south coast of the island. A bridge was built in 1999 to link the island with the mainland. Further developmental changes that took place were the building of a fish farm and wind farm, in 1998 and 1999 respectively.

Handout 6

1. A illustrate D depict 2. C took place D happened 3. B was 4. A going up B climbing 5. B expanded 6. A included 7. B was established 8. A saw D witnessed 9. D continued to grow 10. A increasing. C climbing D rising 11. C sprang up 12. A linking B connecting C joining 13. A built D constructed 14. A running D lying 15. B was built 16. A to link B linking 17. B happened D took place 18. C were

Lesson Plan 17-18

Course title: Writing (Year 3)

Lesson 17

Topic: Productive Review, Event Review, Article Review

Level: B2

Time: 80 min

Materials: Internet sources and upper intermediate English books, Successful writing, ESOL teaching skills task book, big activity book.

Aim: to raise Ss' understanding about the quick ways of writing review articles and to develop Ss' confidence on the peculiarities and components of structures of narrative and systematic reviews.

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Pre-teach Warm-up activity	T asks Ss their general knowledge regarding review articles and types of articles. And brainstorms the ideas on the board.	to elicit answers for Ss to raise Ss interest to the subject.	Group work	5 minutes	Paper for teacher
Activity 1	Then T asks the class to divide into three groups and assigns one group to illustrate how to write productive review, the other group to describe how to write event	to develop confidence about the topic and to follow the discussion concerning types of review article.	Group work	10 min	Paper for teacher

	review, and the other group how to write article review.				
Activity 2	Teacher gives three groups Handout 1 and asks them to review and highlight features of article.	to develop Ss' understanding about the effectiveness of authenticity in class		10 min	Paper for teacher (see answers for teachers)
Activity 3	T presents Power Point Presentation 'Overview of Review Articles' emphasizing overview of review articles and defining the ways of narrative and systematic reviews. easy and quick ways of reviewing articles	to enhance Ss understanding about specific components of writing article and event reviews.	Whole group	10 min	PPT presentation
Activity 4	T organizes mini discussion on the topic of presentation and asks them to take notes	to develop Ss' collaboration and to practice critical and writing skills by telling detailed easy structures and types of writing article reviews.	Individual	10 min	Information on presentation.
Activity 5	T gives	To improve	Pair work	10	Handout 2

	Handout 2 and asks them to tell types of article by reading extracts and to think of an appropriate title	reading, writing and critical skills			Successful writing, pg 141, ex 4
Activity 6	T demonstrates the video about 'How to write articles; the quick and easy way' and organizes discussion	to enhance Ss knowledge about the ways of writing review articles and to develop listening skills.	Whole group	15-20	Video on 'How to write articles; the quick and easy way'
Activity 7	T gives Handout 3 asking them to fill the gaps from different types of extracts taken from types of article reviews.	to practice writing the types of article reviews.	Individual	10	Handout 2 Successful writing, pg 152, ex 3
Summarizing	T gives several questions to consolidate the topic and to check their comprehension	to check how Ss comprehend	Individual	5 min	
Home task	T assigns Ss to write article and event review	to practice writing types of article review	Individual		

QUESTIONS

What is article review?

What is productive review?

What is event review?

What kind of style do we use in writing them?

What structures successful review should consist of?

Name useful languages to begin reviews?

Name useful languages to end reviews?

HANDOUT 1

1. "Emma" is the fourth recent version of an Austen novel, after "Persuasion," "Sense and Sensibility" and the TV adaptation of "Pride and Prejudice." It is not about very much--about the romantic intrigues of a small group of people who will all more or less have to marry one another sooner or later, if they haven't already. Yet in its high spirits and wicked good humor, "Emma" is a delightful film--second only to "Persuasion" among the modern Austen movies, and funnier, if not so insightful. Gwyneth Paltrow sparkles in the title role, as young Miss Woodhouse, who wants to play God in her own little patch of England. Elton (Alan Cumming). Miss Smith would much sooner marry a local farmer, but Emma won't hear of it. When the poor farmer sends Miss Smith a letter of proposal, she shows it to Emma, who sniffs, "It is a good letter. Miss Smith is so uncertain of herself that she turns down the farmer, only to discover that the Reverend doesn't love her--he loves Miss Woodhouse ("I have never cared for Miss Smith," he tells Emma, "except as your friend"). This should be a lesson for Emma, but she'll need more than one. Other local color is provided by Miss Bates and her deaf mother, Mrs. Bates. (They are played by Sophie Thompson and Phyllida Law, who are Emma Thompson's sister and mother.) Miss Bates says everything three times and Mrs. Bates never hears it, and when Emma is unforgivably rude to poor Miss Bates it is the upright Mr. Knightley (Jeremy Northam), her brother-in-law, who dresses her down, giving her a stern lecture on her responsibilities under the class system. Emma thinks of Knightley as a brother. She is interested in the Reverend not at all. There is a dashing young bachelor in the neighborhood named Frank Churchill (Ewan McGregor) who seems cast as her beau (he rescues her when her carriage gets mired in the river, and again when she is threatened by gypsies). But he has other plans, too, and in the fullness of time Austen sees that everyone gets what they deserve, or in Emma's case perhaps rather more.

2. Jane Austen (16 December 1775 – 18 July 1817) was an English novelist, who used realism, biting social commentary and free indirect speech in her novels. Austen's plots, though fundamentally comic, highlight the dependence of women on marriage to secure social standing and economic security. One of the strongest influences on her writing and her works are concerned with moral issues.

Pride and Prejudice follows the life of Elizabeth Bennet, a headstrong, intelligent woman. It is a romantic comedy about the pride of a man and the prejudice of a woman. In a time where the only way for a woman to become wealthy, or increase her social status is by marrying, there is the family of Bennets. The fact that the Bennet family has no son and five adolescent daughters, Jane, Elizabeth, Mary, Lydia and Kitty.

The events begin with the arrival of the Bingley's in Hertfordshire where the Bennets lived. The Bennet girls and Mr. Bingley were introduced at a dance and right away Mr. Bingley took a liking to Jane. Mr. Darcy is a close friend of Mr. Bingley and is also present in the party. . Ironically, he begins to like Elizabeth. Events lead Mr. Bingley to fall in love with Jane. However, Mr. Darcy is circumspect and believes Jane isn't in love but after money, and so tears them apart. Following long periods of no interaction between the families, the Bennets give up hope of Jane's marriage .

Mr. Collins and Mr. Wickham can be said to be as the villains. Their introduction brings about difficulties in lives of the Bennets, particularly the latter who cheats Lydia, the youngest Bennet, into love and runs away and later demanding money for their marriage, so as to avoid notoriety to the Bennet family. Among these events Elizabeth is proposed by Mr. Darcy and she, ignorant of the truth and full of hatred towards him, refuses him coldly. However, she later

comes to know the true character of Mr. Wickham and Mr. Darcy, and regrets her past actions and prejudices.

The plot and story is quite simple. It is universally acknowledged that a single man in possession of a good fortune must be in want of a wife. And, of course, a single woman in search of a good fortune must equally be in want of a husband who has one!" These lines seem true for all the characters in the book, be it Miss Jane, or relatively rich Miss Darcy. The story focuses on the social problems concerning young girls of diverse characters, be it optimistic Jane, prudent Elizabeth, introvert Mary and Kitty, or the ignorant flirt Lydia. The book in itself doesn't convey a message, but asks of its readers to develop their own understanding

The language of the novel is quite plain and verbose at times, rendering the reading monotonous as is the case with most feminist novels. However, one cannot expect a feminist book written in typical Dan Brown suspense fashion in 1813. Personally, I won't recommend the novel to others, primarily because there are thousand others worth reading first. Even 'Catcher in the Rye' on first read makes more sense than 'Pride and Prejudice'.

3. The "Roles of Sensitive Men" by Gerald Thompson that appeared in the magazine The Watcher can be said to be an extended argument with gaping holes. Thompson presents sensitive men as the new gatekeepers of the future, the ones that will lead the most influential companies and make the greatest mark in the field of humanities. Thompson makes it all sound like a new race of human beings will descend on our lonely planet. While the author has some insight, much of the article is based on bias and speculation rather than actual research founded by reality.

Thompson points to such modern influential figures as Facebook creator Mark Zuckerberg, NSA leaker Edward Snowden, and pop star Justin Bieber as examples of sensitive men ruling the world currently. I can understand his insertion of Snowden and Zuckerberg, but Bieber's addition perturbs me.

Thompson's definition of a sensitive man is, "Men bold enough to express their feelings openly and not be afraid of being defined as less than men" (Thompson 33). In Bieber's case, I believe he is not an activist or a revolutionary of any kind. He is only a product of the American music industry that has designed him to be certain way to be sold to a specific audience, which requires him to act in a manner that would make others think he is sensitive. This is not actual sensitivity, but planned, forced sensitivity.

Thompson, beyond his definition of the subject matter and his explanation of why these three previously mentioned figures are exemplary examples of the rise of sensitive men, continued to expound on his vision for the future. The author noted that, "Egocentric, arrogant men that have been associated with power positions are going to leave the building. This will be a natural demand by the public, and an organic course of economics" (Thompson 35). Though these statements are admirable and I want to be an optimist, it appears to be more of a conjecture than a principle of future reality. The "Roles of Sensitive Men" has a few merits, but is mostly a gaff that proposes a future that is unlikely to happen. I give credit to the author for a unique take on the future of our economic and social standing, yet I would warn readers to read the article with an examining mind. In my perspective, there are many flaws inherit in the text. Thompson's use of example figures, shaky foundation of his vision, and a questionable conclusion makes this article less than authoritative

4 Read the extracts and say what kind of article each is taken from. What kind of publication might each appear in? Finally, think of an appropriate title for each.



A

The Hightree Leisure Centre is proud to announce the recent opening of its new extension, specialising exclusively in health and fitness facilities for senior citizens — the Roxbury Annexe. Not only will our more mature customers find that the Roxbury Annexe is designed for those who may be frustrated by structural hindrances such as steps and heavy doors, but they will also be able to take part in a wide range of activities geared purely towards their needs.

B



Checking out the prices of new computers can be a pretty terrifying experience for the first-time buyer. Fortunately, there is another, less painful option. Due to the fact that 'serious' computer operators regularly upgrade their machines, there is a thriving second-hand industry which,

for us less fashion-conscious individuals, makes investing in a computer far less taxing on our bank accounts. However, before making your purchase, there are a number of things worth taking into account.

C

When you think of the west coast of the United States, images of muscular surfers and glamorous Hollywood stars lolling on private beaches probably come to mind. However, the glorious Oregon coast is something altogether different. A combination of dramatic, rugged shoreline and miles of deserted, sandy beaches open to all makes the Oregon coast a unique experience.



D



In a society where governments seem more and more impersonal, and power seems to be in the hands of an elitist minority of decision-makers, how much influence does the average voter really have? The obvious answer may seem to be little or none, but I am firmly of the opinion that the voice of the voters still carries a great deal of weight as far as governmental decisions are concerned. Moreover, there are a number of facts to support this opinion.

3 Read the instructions and the model below and insert the following words and phrases in the appropriate spaces. Some words/phrases can be used more than once. Next, complete the paragraph plan on the right. Is this a formal or informal article?

but also, Furthermore, However, In addition, In conclusion, In fact, not only, On the other hand, therefore, thus

Are children influenced by what is shown on television? What can be done to prevent television programmes having a negative influence on children?

Write an **article** covering these points, to be published in a magazine for young adults.

- **Introduction**
State topic
- **Main Body**
 - **For:** children choose programmes with positive values; distinguish between reality/fiction
 - **Against:**
 - **Suggestion 1 & result:**
 - **Suggestion 2 & result:**
- **Conclusion**
.....
.....

TV Violence



Television has become an important part of everyday life and children today spend hours watching a variety of programmes. These facts have led people to question whether television viewing adversely influences children, and if so, to wonder what may be done to prevent such negative influence.

Supporters of television, such as the representatives of TV channels, claim that there is no need for concern. To support their opinion they cite studies by psychologists which indicate that children are not indiscriminate viewers. **1)**....., they maintain that **2)**..... do children tend to choose programmes that pass on positive messages, **3)**..... that they are able to distinguish between reality and fiction, and are **4)**..... not negatively affected by what they watch.

5)....., research has been conducted that contradicts the above findings. This second body of research indicates that the increased depiction of gratuitous violence and immorality in television programmes has indeed affected today's youth and is

directly related to the increase in juvenile crime and the breakdown of moral values in society. **6)**....., the experts responsible for this research have suggested steps that might be taken to solve this problem.

One way to prevent television's negative influence would be for the government to censor the content of certain violent or immoral programmes. Types of broadcasts that are felt to exert negative influences could be shown only late at night when children are not likely to be watching. In this way the degree to which children might be exposed to negative influences would be limited.

7)....., parents could monitor what their children watch and take on the responsibility of changing channels or switching off the television set when they feel the programme being viewed may be harmful, **8)**..... ensuring their children are not exposed to negative influences.

9)....., it may be said that it is not yet possible to ascertain if, or to what extent TV negatively influences children. **10)**....., as the possibility does exist, it might be wise to take precautionary measures such as those mentioned above. After all, as is often said, "an ounce of prevention is worth a pound of cure."

- 3 •
1. In fact
 2. not only
 3. but also
 4. therefore/thus
 5. However/On the other hand
 6. In addition/Furthermore
 7. Furthermore/In addition
 8. thus/therefore
 9. In conclusion
 10. On the other hand/However
- **Against:**
 - youth affected by depiction of gratuitous violence and immorality
 - TV has led to increase in juvenile crime and breakdown of moral values
 - **Suggestion 1 & result:**
government could censor contents of TV programmes/restrict broadcasting times - limit degree to which children might be exposed to negative influences
 - **Suggestion 2 & result:**
parents could monitor what children watch - ensure that their children are not exposed to negative influences
 - **CONCLUSION:**
summary of opinion
 - It is a formal article (frequent use of the passive; wide range of advanced vocabulary; complex sentences; formal linking words/phrases; no contracted forms, no use of idioms, etc).

- 4 A. •
- an advertisement for the Roxbury Annexe of the Hightree Leisure Centre
 - a leaflet advertising the Roxbury Annexe or a brochure for the Highbury Leisure Centre
 - **Suggested title:** Health and Fitness Haven
- B. •
- an article in a magazine offering advice to first-time computer buyers
 - a general interest magazine (as opposed to specialist magazines)
 - **Suggested title:** First-Time Computer Buying Made Easy
- C. •
- a description of a place (the Oregon coast)
 - a magazine or travel brochure
 - **suggested title:** Uniquely Oregon
- D. •
- a discursive article concerning voters' power
 - a serious magazine concerned with politics
 - **suggested title:** The Voice of the Voters - Is Anybody Listening?