

DIVISION DE EDUCACION CONTINUA
CURSOS ABIERTOS
INGLES TECNICO MODULO INTERMEDIO
Del 17 de mayo al 5 de junio de 1995

FECHA	HORARIO	TEMA	PROFESOR
Lunes, Miércoles y Viernes	17 a 21 hrs.	<p>Revisión de las estructuras básicas de la gramática</p> <p>Tiempos pasado, presente y futuro simples</p> <p>Tiempos pasado, presente y futuro progresivo</p> <p>Tiempos pasado, presente y futuro perfectos</p> <p>Imperativos</p> <p>Verbos regulares e irregulares</p> <p>Gramática de nivel intermedio</p> <p>futuro perfecto, forma continua</p> <p>pasado perfecto continuo</p> <p>condicionales</p> <p>formas narrativas</p> <p>Voz pasiva.</p> <p>El adverbio</p> <p>Verbos compuestos (frases verbales)</p> <p>Introducción a la gramática de nivel avanzado</p> <p>Lectura de comprensión y escritura del inglés técnico.</p>	M.C. José Antonio Tena Colunga

CURSOS ABIERTOS
INGLES TECNICO MODULO INTERMEDIO
del 17 de mayo al 5 de junio de 1995
DIRECTORIO DE PROFESORES

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GERENTE DE INVESTIGACION Y DESARROLLO
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EVALUACION DEL PERSONAL DOCENTE

CURSO: INGLÉS TÉCNICO MÓDULO INTERMEDIO

FECHA: Del 17 de mayo al 5 de junio de 1995.

CONFERENCISTA	DOMINIO DEL TEMA	USO DE AYUDAS AUDIOVISUALES	COMUNICACION CON EL ASISTENTE	PUNTUALIDAD
M.C. José Antonio Tena Colunga				

EVALUACION DE LA ENSEÑANZA

ORGANIZACION Y DESARROLLO DEL CURSO	
GRADO DE PROFUNDIDAD LOGRADO EN EL CURSO	
ACTUALIZACION DEL CURSO	
APLICACION PRACTICA DEL CURSO	

EVALUACION DEL CURSO

CONCEPTO	CALIF.	
CUMPLIMIENTO DE LOS OBJETIVOS DEL CURSO		
CONTINUIDAD EN LOS TEMAS		
CALIDAD DEL MATERIAL DIDACTICO UTILIZADO		
<table border="1" style="display: inline-table; width: 50px; height: 20px; vertical-align: middle;"> <tr><td> </td></tr> </table>		

ESCALA DE EVALUACION: 1 A 10

1.- ¿LE AGRADO SU ESTANCIA EN LA DIVISION DE EDUCACION CONTINUA?

SI	NO
----	----

SI INDICA QUE "NO" DIGA PORQUE.

2.- MEDIO A TRAVES DEL CUAL SE ENTERO DEL CURSO:

PERIODICO EXCELSIOR		FOLLETO ANUAL		GACETA UNAM		OTRO MEDIO	
PERIODICO EL UNIVERSAL		FOLLETO DEL CURSO		REVISTAS TECNICAS			

3.- ¿QUE CAMBIOS SUGERIRIA AL CURSO PARA MEJORARLO?

4.- ¿RECOMENDARIA EL CURSO A OTRA(S) PERSONA(S)?

SI		NO	
----	--	----	--

5.- ¿QUE CURSOS LE SERVIRIA QUE PROGRAMARA LA DIVISION DE EDUCACION CONTINUA.

6.- OTRAS SUGERENCIAS:



**FACULTAD DE INGENIERIA U.N.A.M.
DIVISION DE EDUCACION CONTINUA
CURSOS ABIERTOS
INGLES TECNICO MODULO INTERMEDIO**

TEMAS VARIOS

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1

'¿Dónde vives?' 'Vivo en Londres.' '¿Dónde estudias?' 'Estudio en el Instituto de Harrow.' '¿Cómo vas al Instituto?' 'Por las mañanas voy en autobús. Por las tardes a menudo vuelvo andando con unos amigos.' '¿Qué haces aparte de estudiar?' 'Juego al fútbol.' '¿Juegas al tenis?' 'Si, a veces juego al tenis con mi amigo Frank.' '¿Cuándo juegan?' 'Jugamos los sábados por la tarde.' '¿Qué otras cosas haces además de jugar al tenis y al fútbol?' 'Hago algo de footing los domingos por la mañana.' '¿Tienes novia?' 'A veces salgo con una chica, Silvia.' '¿A dónde la llevas?' 'Generalmente vamos al cine los domingos por la tarde.' '¿La quieres?' 'si, me gusta. Lo pasamos muy bien juntos.'

2

My father often talks in his sleep. However, when he wakes up he never remembers what he has dreamt. Many people talk and even get up while they are asleep. Experts say that the brain never sleeps. We think and project thoughts the hours of the day. When we lie in bed asleep, our body continues working at full rythm. When we wake up, however, we rarely remember what we have dreamt. I know people who have a pen and paper at hand to write down their dreams. Do dreams foretell the future? Many people think they do. There are many people who assure that the dreams are messages from the spirits. Nigthmares, however, are often the result of an abundant supper/dinner.

3

'Hace siglos no te veo ¿Dónde has estado?' 'He estado viajando durante los ultimos seis meses, desde las Navidades.' '¿Dónde has estado?' 'De enero a marzo estuve visitando varios países europeos.' '¿Has estado en España?' 'Estuve en Sevilla durante la Semana Santa.' '¿Estuviste en Italia?' 'Estuve unas tres semanas en Italia.' '¿Cuánto tiempo estuviste en Francia?' 'Estuve dos semanas en Francia, desde el 20 de febrero hasta el 5 de marzo.' '¿Y dónde estuviste durante la primavera?' 'Durante la primavera estuve viajando en algunos países del norte de Africa.' '¿Estuviste en Egipto?' 'Si, estuve una semana visitando las pirámides.'

4

El Sr. Briggs viaja a Escocia esta noche. Coge el tren de las 22:00 horas y llega a Glasgow mañana por la mañana. Desayuna en el tren. Tiene una reunión con sus socios a las nueve y media. A la una tiene una comida de negocios con un cliente. Al anochecer coge el tren de vuelta para Londres. Cena en el tren y duerme en coche cama. El Sr. Briggs quiere estar en casa pronto porque su hija se casa el sábado. Tienen el banquete de bodas en el Hotel Hilton. Los recién casados salen el mismo día para Miami. Cogen el avión en Heathrow a las nueve de la noche y llegan a Miami por la tarde. La hermana del Sr. Briggs, la tía de la novia, les espera en el aeropuerto. Los novios planean hacer un viaje alrededor del mundo. De Miami viajan al extremo Oriente en un crucero de lujo. Y desde Tokio vuelan a Australia en un jet privado.

5

'What are you going to do next summer?' 'I think we're going to Benidorm.' 'When are you going?' 'We are going in July.' 'How are you going?' 'This year we are going by car.' 'Are you going to hire an apartment?' 'No, we are not going to cook. We are going to an hotel.' 'Are you going to take the children?' 'Yes, we are taking the whole family.' 'Are you going to paint?' 'Yes, I'm going to take my brushes. I'm going to paint a couple of pictures if the children let me.' 'How long are you going to be in Benidorm?' 'We are going to book rooms for three weeks.' 'Are you going to visit Andalusia?' 'No, we are not going to drive very much because it is too hot in the south of Spain.'

6

Dicen en la tele que esta tarde va a llover así que no voy a salir. Mi hermano ha comprado un videojuego y vamos a jugar un rato después de comer. A las cuatro van a pasar una película muy buena en el primer canal, así que nos vamos a quedar a verla. Mi madre dice que va a hacer un pastel para el té, y como me gustan mucho los pasteles, me voy a comer tres o cuatro pedazos. Después de la película va a venir mi amigo Tom. Vamos a hacer los deberes del colegio juntos porque mañana tenemos examen. Yo creo que voy a aprobar aunque no voy a sacar notas muy altas. No voy a ir muy tarde a la cama porque estoy cansado. Mañana por la mañana me voy a levantar temprano y voy a repasar un poco las lecciones de historia.

7

'¿Puede usted venir a verme esta tarde?' 'No se si podré. Tengo mucho trabajo y estoy muy ocupado.' '¿Podrá usted venir mañana?' 'Si puedo iré por la mañana. ¿No puede usted decirme que pasa?' 'No, no puedo decírselo por teléfono.' '¿Es importante? ¿No puede esperar?' 'No, no puede esperar. Es un asunto muy importante.' 'Bueno, entonces si puedo iré esta tarde.' 'Si vien esta podremos hablar sobre el asunto.' 'Pudo usted hablar con el Sr. Green ayer?' 'No, no pude. No estaba en la oficina.' '¿Cuándo podemos estar con él?' 'Bueno, ayer no pude hablar con él pero seguramente podré estar con él esta tarde.' '¿Qué podemos hacer con respecto al asunto de Glasgow?' 'Mañana veremos.'

8

'¿Has estado con Penélope?' 'Si, dice que acaban de volver de Sevilla.' '¿Les ha gustado?' 'Si, dice que les ha gustado mucho.' '¿Que han visto?' 'Dice que subieron a la Giralda.' '¿Estuvieron en la Cartuja?' 'Si, dice que todavía hay algún pabellón de la Expo 92.' '¿Fueron a la Catedral?' 'Si, asegura que es una de las catedrales más bonitas que ha visto jamás.' '¿Qué opina de la gente?' 'Opina que la gente es muy amable. Dice que todos son muy simpáticos.' '¿Les ha gustado la comida?' 'Dice que la comida no les ha gustado demasiado. Piensa que usan demasiado aceite y grasas para cocinar.' '¿Van a volver el año que viene?' 'Bueno asegura que le encantaría volver, pero quizá no el año que viene.' '¿Hacía calor cuando estuvieron allí?' 'Si, dice que hacía demasiado calor para ellos. Piensa que es mejor ir en primavera.'

9

Hacia tanto frio que casi no podía hablar. La pobre chica estaba completamente exhausta. Era absolutamente imposible que continuara mucho tiempo más. Estaba nevando copiosamente y era casi de noche. No había bastante luz para seguir andando. Se tropezó y casi se cayó al suelo. Apenas tenía 18 años pero parecía que tenía 40. Era más bien alta, delgada terriblemente delgada. Tenía una cara extremadamente pálida. Sin embargo, los ojos, profundamente hundidos, brillaban con una luz desafiante. Sus pies, apenas protegidos por unos zapatos destrózados, se hundían con cada paso vacilante en la nieve fría, casi fantasmagórica.

LECTURA DE COMPRENSION

COMMUNICATION

READING 3:1

One interesting idea about communication is this: people use different levels when they communicate. "Levels" are like the floors in a tall building. Communication takes place in different ways on each of these "floors".

LEVELS OF FORMALITY

Do you talk to everyone in the same way? Probably not. For instance, if you want to borrow something from your boss at work, what will you say? Would you say the same thing to a young child, or to a clerk at the post office, or to a stranger?

Most people will make the request differently, depending on many factors. One of these factors is the relationship between the speakers--how formal or informal the relationship is. To get some information about levels of formality, a research group¹ asked many native speakers of English how they would ask to borrow something (a pen) from different people. 10

Here is the procedure for their research. One hundred people were selected to participate. Each participant was given the following list of people: *

- | | | |
|-----------------------------|------------------------------------|----|
| -your professor | -a clerk at a fast-food restaurant | |
| -a 50 year-old stranger | -a classmate or co-worker | 15 |
| -your doctor | -your father | |
| -your boss at work | -your mother | |
| -a clerk at the post office | -your boyfriend or girlfriend | |
| -a 15 year-old stranger | -your older brother or sister | |
| -your landlady or landlord | -your younger brother or sister | 20 |
| -a waiter or waitress | | |

Each person was told to write down how they would ask to borrow a pen--in a typical situation-- from each person on the list. No other information was given.

The same people were then asked to put the people on the list in order of "politeness" used. In other words, each participant had to rank the people in terms of how politely they usually address them-- on a scale from 1 to 5. (5 is most polite; 1 is least polite.)

Based on this survey, the researchers made a ranking of people and expressions typically used in order of formality. Here are the results:

Expression	Degree of Politeness	
May I borrow a pen?	5	a professor
Would you mind if I borrowed a pen?		a boss
Would it be all right if I borrowed a pen?		a physician
I wonder if I could borrow a pen?		a middle-aged stranger
Do you mind if I borrow a pen?	4	a landlady or landlord
I was wondering if I might borrow a pen?		
Do you think I might borrow a pen?		
Is it all right if I borrow a pen?		a clerk in the post office
Do you have a pen I can use?	3.5	
Can I bother you for a pen?		an acquaintance in class
Could you lend me a pen?		a waiter or waitress
Would you lend me a pen?		a co-worker
Can you lend me a pen?	3	a mother or father
Can I borrow a pen?		a boyfriend or girlfriend
Can I use your pen?		
Let me borrow a pen?		an older brother or sister
Got a pen I can use?	2	
Can I steal a pen?		
Lend me a pen		
Give me a pen.		a younger brother or sister
A pen.	1	
Pen.		

From this information, the researchers can estimate different levels of formality for a type of expression, such as *borrowing*.



•••• Understanding
••• main ideas

Fill in the following summary of the passage. Choose one word from each pair.

We do not talk to everyone in the same way. The way that we talk to people
(talk, do not talk)
depends on several _____. One of these is level of _____.
(factors, people) (information, formality)
how formal the relationship between the speakers is. We can rank _____ in
(expressions, levels)
terms of their levels of formality.



Reading strategy

When you read a report, it is often important to understand the actions or steps in their correct order.

Task 1

*Look at the passage and put these steps in the correct order.
Place the numbers 1,2,3,4,5 next to the correct steps.*

What the researchers did:

- a. Each participant had to write down how they would ask to borrow a pen from each person on the list.
- b. Each participant had to rank the people by "politeness".
- c. Each participant was given a list of people.
- d. The researchers estimated the level of formality for the expressions.
- e. A hundred people were selected to participate.

When you see a long list of information, you usually do not need to read the entire list word-for-word. Look quickly at the top, middle, and bottom of the list to get a general idea of the list. When you need a special item on the list (for example, a name in a telephone book), move your eyes quickly down the list until you find the item and then stop reading. This is scanning for specific information.

Task 2

Some of these items are on the lists in the reading and some are not. Scan the lists and make a check (✓) next to the items that are on the lists. Make an X next to the items that are not on the lists. Try to do this in less than two minutes!

- 1. waiter or waitress
- 2. your neighbor
- 3. a classmate or co-worker
- 4. your older sister
- 5. your child
- 6. Pen, please.
- 7. Could I borrow a pen?
- 8. Would you mind if I borrowed a pen?
- 9. Can I steal a pen?
- 10. Lend me a pen.

COMMUNICATION**READING 3:2**

How did you learn to communicate in your native language? Can you remember? Probably not. For most people, family members are the people who teach them how to communicate. Read this passage about how parents help their children learn to understand their language.

PARENT TALK

It is well known that young children learn a lot of language from their parents. One of the most common things that parents do is ask their children questions. In fact, over 40% of what parents say to their young children is questions. This is much, much more question asking than you will hear when adults talk to adults. Parent-child questioning falls into a few different categories.

Most common is a "test question". Parents often ask test questions to find out what a child knows. For example, a father may ask, "What's that?" when a child picks up a toy. Obviously, the father knows what it is, but asks to see if the child knows what it is. Very young children enjoy and benefit from "test questions".

These questions are different from "requests for information". An example of this type of question is when a child is in the living room and the mother is in the kitchen and asks, "What are you doing?" The parent actually wants to know.

"Directives" are often stated as a request or as a command in question form. For example, a parent might say, "Can you put these toys away?" or "Put these toys away, OK?" The parent does not expect the child to answer, but simply to follow the direction.

"Interaction markers" are also common. Parents ask these types of questions in order to keep a conversation going. For example, if a father doesn't understand what a child is saying, he might say, "What?" Or if the child doesn't answer, he might say, "Huh?"

Some language experts think that asking a lot of all these types of questions helps children to learn language more quickly.



•••• **Understanding**
•••• **main ideas**

*Which of the following is an important idea from this reading?
Check (✓) your answer.*

- 1. Children often ask questions to their parents in order to learn to speak.
- 2. Parents often ask questions to their children to help them learn language.
- 3. Parents often ask questions to other adults to help their children learn to understand.
- 4. Children are often asked questions because they cannot understand their parents' directions.



Reading strategy

Often new paragraphs are used to signal new ideas or new information in the passage

Task

In this passage underline the 4 different types of parent-child questions that are presented. Use paragraph signals to help you. Write the 4 types of questions here:



Read each question below. Each question is an example of a type of question that parents ask children. Which type of question do you think it is?

1. "What did you say, Billy?" _____
2. "Hmm?" _____
3. "What are you doing? I can't see you." _____
4. "What's that?" _____
(while looking at a child who is holding a doll)
5. "What did you do at Lee's house today, honey?" _____
6. "Will you please be quiet? I'm on the phone!" _____
7. "It's time to go to bed now, OK?" _____
8. "How old are you?" (Parent to child) _____



Match each word on the left with a similar expression on the right.

- | | |
|-----------------|------------------------------------|
| 1. category | a. command |
| 2. benefit from | b. conversation between two people |
| 3. directive | c. continue |
| 4. interaction | d. think something will happen |
| 5. expect | e. ask for something |
| 6. keep | f. type, class, group |
| | g. get good results, learn from |

COMMUNICATION

READING 3:3

Of course you have noticed that people talk differently. The way that people talk is often a very important part of communication. Sometimes the way a person talks says more than the words he or she uses.

CONVERSATIONAL STYLES

Sometimes people have misunderstandings because of differences in their conversational styles. For example, consider the case of Fred and Cindy. They have been married for almost ten years and they're still learning to communicate.

"At the beginning of our relationship," Fred says, "we changed our conversational styles to please the other person. But then gradually we changed back to our regular styles."

"After a while," Cindy says, "Fred stopped giving me enthusiastic responses like 'Oh, really' when I talked. He just started nodding and saying 'uh-huh' to everything I said. I thought he wasn't listening to me anymore."

Visits to each other's families caused problems too. "My family is much more vocal than Cindy's family," Fred says. "When we get together, everybody talks a lot and doesn't think too much about what they're saying. But Cindy didn't seem to understand my family. She was always very quiet with my family. Everybody thought she was acting superior to them. But at Cindy's house, I always feel uncomfortable because everyone is so quiet. They must think I'm just loud and kind of stupid."

These are examples of how conversational styles change and differ and how people sometimes misunderstand the intentions of the speakers.

To help avoid conversational misunderstanding, here's some advice:

1. Don't be offended by someone's way of talking--for instance, if they talk quickly, or loudly, or softly, or if they frequently exaggerate or complain. It's normal for people to try to get you to communicate with them in *their* style.
2. Be flexible. You may have to adjust your timing and loudness and speed to suit the person you're talking to.
3. Keep an open mind about what is "correct". There is no one right way to express something.
4. Tell the other person when communication is breaking down. For example: "It's hard for me to say what I want to say when you are always talking. Please give me a chance to say something."
5. When you don't understand what a person intends to say, ask directly but gently. For example: "I'm sorry, but I don't understand what you're trying to say. Can you say that again?"



:::: **Understanding**
 ::● **main ideas**

Fill in each blank in this summary of the reading. Choose one word from each pair.

Sometimes people have _____ communicating because of differences
(problems, understanding)

in their conversational _____. When a person's style of communicating
(relationships, styles)

is _____ ours, we may not understand the person's _____.
(different from, the same as) (intention, problem)

If we want to _____ communication problems, we must be _____.
(avoid, create) (flexible, quiet)

If there is a _____ in communication, we should _____ the other person.
(breakdown, style) (tell, not tell)



Reading strategy

Quotations (" ") often give a personal feeling to an idea in the reading. These personal comments help to support an idea. As you read, try to find the idea that is supported by the quotation.

Task

*Look at each of these quotes from the reading.
What point does the quotation support?*

1. "After a while," Cindy says, "Fred stopped giving me enthusiastic responses like 'Oh, really' when I talked. He just started nodding and saying 'uh-huh' to everything I said."
 - a. Cindy thinks that Fred stopped caring about her.
 - b. Fred started to have hearing problems.
 - c. Fred is basically a quiet person.
 - d. Fred is working too hard; he has lost his enthusiasm.

2. "My family is much more vocal than Cindy's family," Fred says. "When we get together, everybody talks a lot and doesn't think too much about what they're saying."
 - a. Cindy's family is more intelligent than his family.
 - b. His family is more loving than Cindy's family.
 - c. The people in Cindy's family have communication problems.
 - d. People in his family really enjoy conversation.

3. "But Cindy didn't seem to understand my family. She was quiet. Everybody thought she was acting superior to them."
 - a. Cindy is superior to the people in Fred's family.
 - b. Cindy didn't like Fred's family.
 - c. Cindy has a different communication style from Fred and his family.
 - d. Cindy was often angry because of the thoughtless things Fred's family said.

4. "But at Cindy's house, I always feel uncomfortable because everyone is so quiet. They must think I'm just loud and kind of stupid."
 - a. Cindy and her family have a more intellectual way of communicating than Fred does.
 - b. Cindy and her family try to make Fred feel uncomfortable.
 - c. Fred talks too loud and is somewhat stupid.
 - d. Fred feels uncomfortable with the way that Cindy's family communicates.



FINDING SPECIFIC POINTS

Read each quotation below . Which of the 5 points of advice is the person probably following in order to avoid a communication "breakdown"? Some of the situations may have more than one answer.

1. A wife is talking to her husband. She says, "I think you're too upset right now. Let's talk about this later."

She is following point # _____

2. Two friends are discussing politics. One of them says "It's hard for me to say what I want to say when you talk so much. Please give me a chance to say something."

This person is following point # _____

3. Two friends are talking. One of them says, "I have a million things to do this afternoon." The other one says, "So when you say you have a million things to do, you mean you have to work late. Is that right?"

This person is following point # _____

4. A student is talking to a teacher. The student says, "I'm sorry. Your example wasn't clear. Could you give me another one?"

This student is following point # _____

5. Two friends are discussing philosophy. One of them says, "I don't agree with what you say, but you have the right to your own opinion."

This person is following point # _____

6. An American man goes shopping in London and asks, "I'm looking for a pair of gray pants, size 40, long." The shopkeeper looks puzzled and says, "Pants? Oh, you mean trousers!"

The shopkeeper is following point # _____



RECALLING WORDS YOU HAVE READ

Match each word on the left with a short definition on the right.

- | | |
|-------------------------|--|
| 1. nod | a. using a lot of words |
| 2. conversational style | b. purposes or plans |
| 3. be offended | c. move your head up and down |
| 4. intentions | d. say or communicate an idea |
| 5. misunderstanding | e. feel hurt |
| 6. vocal | f. way of talking or communicating |
| 7. express | g. incomplete understanding, trouble understanding |

HEALTH

READING 5:2

Every year more and more people are wearing eyeglasses -- perhaps because their eyes are just too tired! In this passage, you will read about some techniques for relaxing the eyes.

BETTER VISION

The mechanical reason for poor vision--whether nearsightedness, farsightedness, or astigmatism--is that the shape of the eyeball has changed. This change causes light rays entering the eye not to focus correctly.

Until recently, Western eye doctors have used only one type of treatment for people whose eyes have changed their natural shape--they prescribed glasses. Now, however, optometrists and eye doctors are beginning to use some additional techniques for correcting eye problems. Some eye specialists now recommend eye exercises to promote relaxation, movement, fixation, and visualization. These are thought of as the four key factors for good vision.

Here are some exercises that promote better vision and maintain good vision (During all of these exercises, you should remove your glasses or contact lenses):

1. Distance gazing--to relax the eyes

Three times a day, for at least two minutes each time, look far in the distance. Look at the tops of trees or buildings or across the horizon. Don't try to focus too strongly on any object. After doing this, your eyes will feel more refreshed.

2. Edging--to promote smooth eye movement

Edging is simply looking at something slowly and smoothly. Point your nose toward the object you are looking at (a door or a bookshelf, for instance) and move your head slightly as you trace the outline of the object. Try not to let your eyes skip from one point along the edge to another. Try to keep your eyes moving continuously along the edge of the object. This exercise will help you get the feeling of smooth eye movement.

3. The knot exercise--to promote fixation

Cut a piece of string about two meters (two yards) long and tie knots in it about every 30 centimeters (about every foot). Color the knots with a bright magic marker so that they are easier to see. Tie one end of the string to an object at the same level as your eyes and hold the other end next to your nose. Then move your eyes back and forth from one knot to the next. Focus on one knot before moving to the next. Avoid looking at more than one knot at a time. If you do this repeatedly for a few minutes each day, you will be able to focus your eyes better.

4. Imagining detail--to promote visualization

Place your palms over your eyes so that your eyes see only darkness. Be careful not to press too hard on your eyes. Imagine a scene--for example, a ship sailing in the distance--and try to imagine the details and the movements as clearly as you can. Do this for a few minutes. According to Dr. Bates, the author of *Better Eyesight Without Glasses*, this helps to coordinate the eyes and the mind.

**Understanding
main ideas**

*According to the reading, which sentence is true?
Check (✓) your choice.*

- 1. If you do these exercises, you will never need glasses.
- 2. Your vision will probably improve if you do these exercises regularly.
- 3. Eye doctors do these exercises every day.
- 4. If you wear glasses for several years your eyes will improve.



Reading strategy

Writers will often introduce main ideas in the first part of a reading and later explain them. When you read, look for connections between introductory information and the paragraphs that follow.

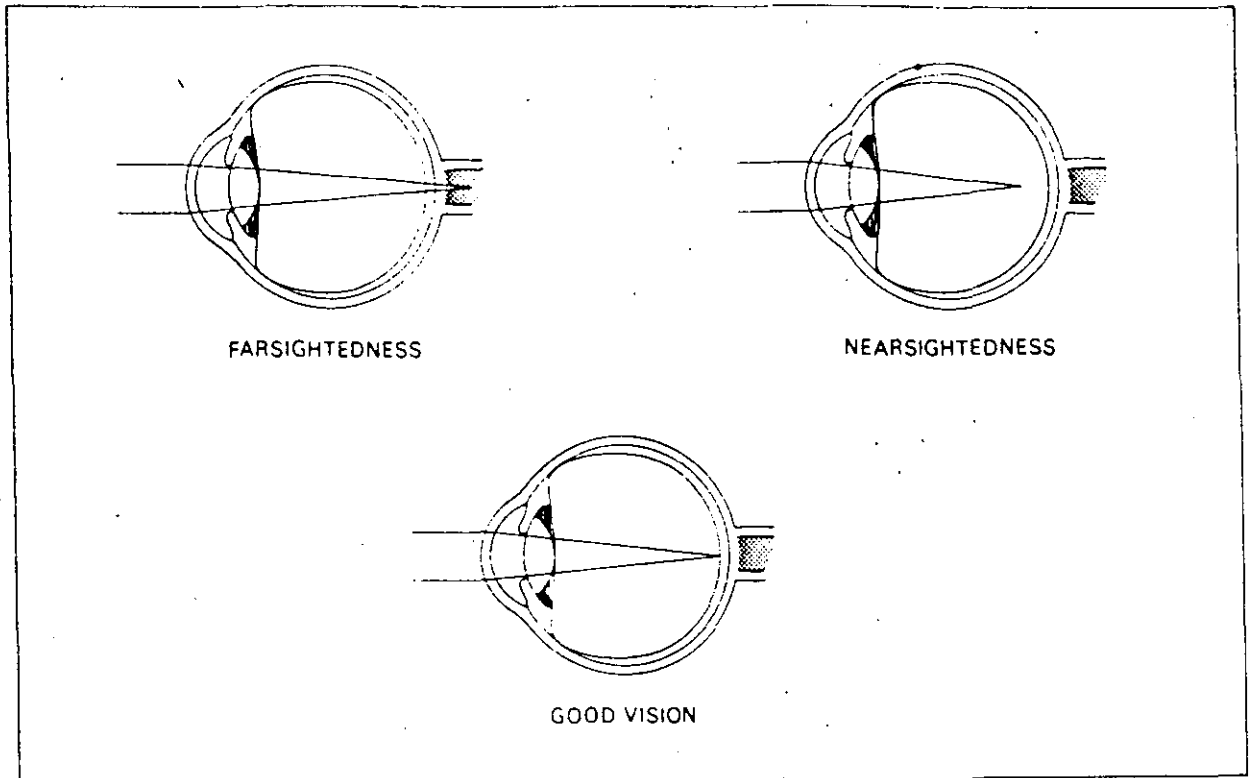
Task

Underline one sentence in the first part of the reading that introduces all four eye exercises.

FINDING SPECIFIC POINTS

Look at the instructions for each eye exercise.

- 1. Circle a phrase (a group of words such as "will..." or "helps you to...") in each set of instructions that tells you the purpose of the exercise.*
- 2. Put an "X" at the beginning of each sentence in the instructions that tell you what not to do in each exercise.*



RECALLING WORDS YOU HAVE READ

Complete the following sentences with these words from the reading.

nearsighted
exercises

farsighted
optometrist

prescribed
vision

1. I can easily read without glasses, but I have trouble seeing things that are far away.
I am _____.
2. My ability to see is not very good. My _____ is bad.
3. The _____ gave me an eye test.
4. The doctor suggested several _____ to help my eyes get stronger.
5. My glasses were _____ to help correct my eyesight.

PEOPLE AT WORK

READING 7:1

Work styles of many people have changed because of computers. Do you think computers usually make work easier or more difficult?

COMPUTERS AND SECRETARIES

A survey of American secretaries has found that an ability to use a computer has increased their responsibilities in offices but not their paychecks.

Professional Secretaries International, which publishes *The Secretary* magazine, surveyed over 1,250 secretaries. It said it found that half of the secretaries had received no salary increase from learning to use computers, word processors, and electronic typewriters.

Nearly three-fourths of them (72%) said learning computer skills had increased their office responsibilities. Over a third (35%) said they were now doing work formerly done by managers or other departments in their companies.

More than 80 percent said working with computers required more analytical and problem-solving abilities than their routine in a non-computerized office.

The secretaries who have acquired computer skills report that they now do more budget-related work, prepare more reports, compose more letters, do more research, and work more on special projects.

The secretaries said their use of traditional secretarial skills, except for shorthand and transcription, had stayed the same or increased as a result of computerized transcription.



Understanding
main ideas

The main idea of this reading is:

Because of computers,

- 1. the responsibilities of most secretaries have increased, but their pay has not increased.
- 2. the responsibilities of most secretaries have increased, and their pay has increased also.
- 3. the responsibilities of most secretaries have not increased, and their pay has not increased either.
- 4. the responsibilities of most secretaries have not increased, but their pay has increased.



Reading strategy

Statistics (facts in numbers) are often used to explain a writer's idea. For example, the writer may say that "Secretaries don't earn as much money as other office workers." The writer may use statistics to support this idea. When you see a specific example using statistics (*half of them think that....., one-third of them said that ... , etc.*), look for the idea that the writer is supporting.

Task

Underline each example that uses statistics to support the writer's ideas.


FINDING SPECIFIC POINTS

Some statements in a reading are facts, and some are opinions. Facts can usually be proved, but opinions cannot be proved. Mark each sentence below as "fact" (F) or "opinion" (O).

- F 1. Professional Secretaries International uses surveys to collect information.
O 2. Secretaries work harder than ever before.
 ___ 3. Secretaries now do more research than managers do.
 ___ 4. Most secretaries do not like to have more responsibility.
 ___ 5. Secretaries who use computers need to use analytical ability.
 ___ 6. Using computers requires some problem-solving skills.
 ___ 7. Most secretaries say that using computers increases their job responsibilities.
 ___ 8. Managers become lazy when their secretaries use computers.


**RECALLING WORDS
YOU HAVE READ**

Complete the following sentences with words from the reading. Look back at the reading to check your answers.

1. Every month Pat Johnson receives \$1,200 for her work. Her s_____ is \$14,400 a year.
2. Most large companies have different sections or d_____, such as personnel, accounting, and marketing.
3. Since she learned how to use a computer, Carol's r_____s have increased. She now has to write many more reports and letters.
4. Many secretaries say that they now have to use more a_____ abilities in their work. For example, they have to solve management and budget problems.

EJERCICIOS DE ESCRITURA

UNIT 4

A Describing places

- 1 Anne Marshall and her childhood friend Tony went on holiday to the Rocky Hotel in Pandora. The advertisement gives one description of the hotel but Anne tells a different story to her friend.

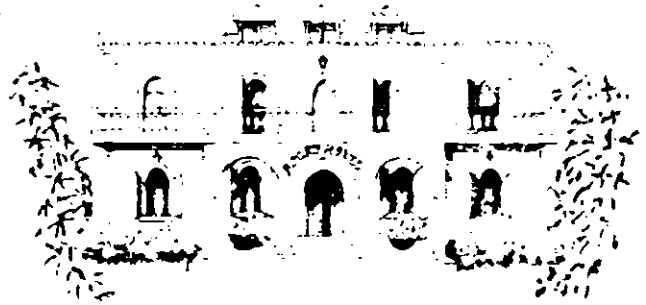
Underline the adjectives in the two texts. Discuss them with your teacher or use a dictionary to help you understand them.

ROCKY HOTEL

This beautiful little family hotel stands near the lovely Irenian sea (ten minutes' walk from the hotel) with incredible views from every bedroom.

Enjoy delicious food prepared by the family or eat at interesting restaurants in the town centre (five minutes' walk from the hotel). Excellent fish dishes are a speciality of the area.

The night-life in Pandora is great, offering wonderful night-clubs or discotheques where you can dance all night. Have a fantastic time.



Rocky Hotel
11 Kings Parade
Pandora
9th June 19__

Dear Cathy,

Well, we arrived yesterday in Pandora, at the "beautiful little family hotel", remember the advert?

But it isn't beautiful, it's horrible - a horrible little house with a local family with two boring children on the ground floor.

The Irenian Sea is an hour away from the hotel and it is dirty. You can't see it from the windows and the views are awful - our view is the wall of the house next door!

The food is greasy and disgusting, and the portions are very small. Last night we went to a restaurant but it was expensive and the food was terrible there too.

Pandora is an interesting town, but the evenings are quiet - there's nothing to do... We are thinking of moving to the Balm Holiday Club, by the sea.

- 2 Find eleven adjectives from the grid below. They are used in the advert and the letter on page 24. You can only read words across or down, not diagonally. This first one is done for you:

I	V	D	I	S	G	U	S	T	I	N	G	T	J
N	A	A	V	X	Z	O	Y	W	E	Q	Z	Q	A
T	E	R	R	I	B	L	E	T	Y	S	T	S	N
E	R	S	X	N	D	J	A	N	G	R	E	A	T
R	E	I	O	C	A	E	J	G	R	B	C	F	Y
E	K	H	O	R	R	I	B	L	E	Q	T	F	R
S	M	E	I	E	O	F	B	Z	A	V	N	A	P
T	P	V	F	D	B	I	L	D	S	Z	C	N	P
I	M	H	J	I	D	H	Q	Y	Y	T	A	T	T
N	A	W	C	B	D	B	U	W	A	A	I	A	D
G	T	Y	R	L	K	J	I	X	F	D	Z	S	N
T	I	C	O	E	X	C	E	L	L	E	N	T	R
E	N	F	G	Z	D	Z	T	L	B	K	L	I	N
I	A	W	F	U	L	S	X	Q	N	G	N	C	R

- 3 Now complete the text using adjectives from the grid:

Pandora is an _____ town situated on the north coast of Bahamia near the lovely Irenian Sea. The advertisement says that you can have a _____ time in Pandora, because the night-life is _____. It says that there are _____ views from the hotel and that the fish in the restaurants is _____.

Anne doesn't agree. She says the views from the hotel are _____ and the hotel is a _____ little house. She thinks the food is _____ and _____ in the hotel and _____ in the restaurant. She says that the evenings are very _____.

B. Combining adjectives

1 Look at these sentences:

Bahamia has beautiful sandy beaches.

In Bahamia the beaches are beautiful and sandy.

Discuss the differences with your teacher.

2 Now complete the sentences below with 'and' only where this is necessary, like this:

She has got long _____ dark hair.

Her hair is long and dark.

a The hotel is small _____ dirty.

b Last night we went to a beautiful _____ little night-club.

c We stayed in a quiet _____ friendly town called Pandora.

d York Town is a large _____ industrial town.

e The port, Bridlingpool, is noisy _____ exciting.

f Come to exciting _____ historic London.

g Leeds is a large _____ interesting city.

h Yesterday we had a horrible _____ expensive meal.

i My room in the hotel is small _____ dark.

j The wonderful _____ little hotel is near the lovely _____ blue Irenian Sea.

NOTE: Exception!! - *I have a black and white TV.*

When two colours come together they are joined by the word 'and'.

This is true if they come before or after the noun.

3 Write an advertisement for a place you know using some of the adjectives you have learnt. Look at the advert on page 24 to help you. Begin like this: *Come to ...*

C. Compound words

1 Look at the three phrases below. What do you think they mean? Choose i or ii

a a family hotel

i



or ii



b a tennis ball

i

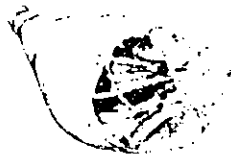


or ii



c a ham sandwich

i



or ii



So which word names the object? The first word or the second word?
And which word is a noun used as an adjective?

2 Now look at these definitions and match them with the correct phrase. The first one is done for you.

- | | | |
|---|---|--------------------|
| a a man who washes your windows | → | a wine-glass |
| b a place where you can dance, drink and meet people at night | | a window cleaner |
| c a person who can mend your bicycle | | a record player |
| d a machine that plays records | | a coffee cup |
| e a cup which you use when you drink coffee | | a night-club |
| f a glass which you use when you drink wine | | a bicycle mechanic |

3 Activity

Look at this example:

LIST ONE	LIST TWO
tennis	sandwich
ham	ball

You can make the compound words 'tennis ball' and 'ham sandwich' from these lists.

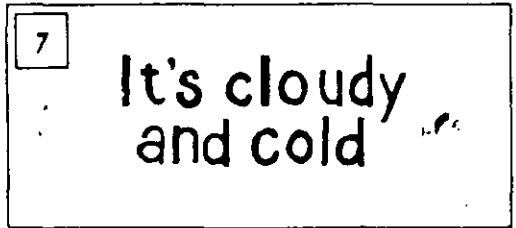
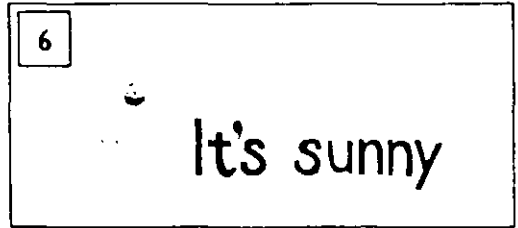
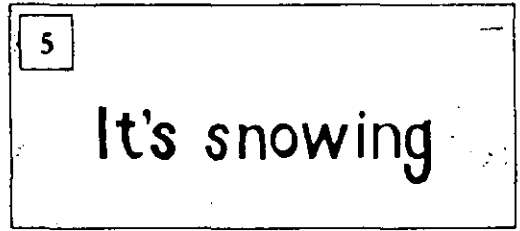
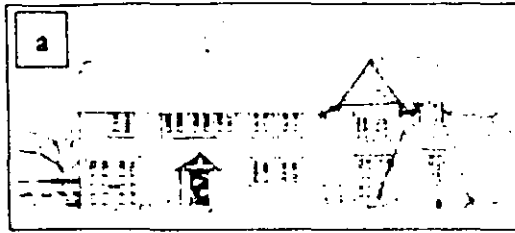
Now make as many words as you can from the two lists. Use an English/English dictionary to help you if you do not understand individual words. Sometimes you can use one word twice.

LIST ONE		LIST TWO	
air	tennis	timetable	bill
beach	train	paper	shop
vegetable	bus	account	agency
brandy	shop	garden	glass
tea	wall	recorder	ball
mathematics	war	court	cup
family	bank	collar	party
travel	business	station	doctor
cassette	gas	film	teacher
garden	shirt	trip	camp
holiday	clothes	window	hostess

Now write six sentences using the words you have learnt.

D Weather

1 Match the pictures with the correct descriptions:



2 Look at the difference between these two sentences and discuss:

- a 'Oh no! It's raining and I haven't got my umbrella!'
b It often rains in Bolton in August.

Can you say when we write 'It's raining' and when we write 'It rains'?

In a we are describing something that is happening now (at the moment of speaking), and in b we are describing something that happens regularly (often, in this case).

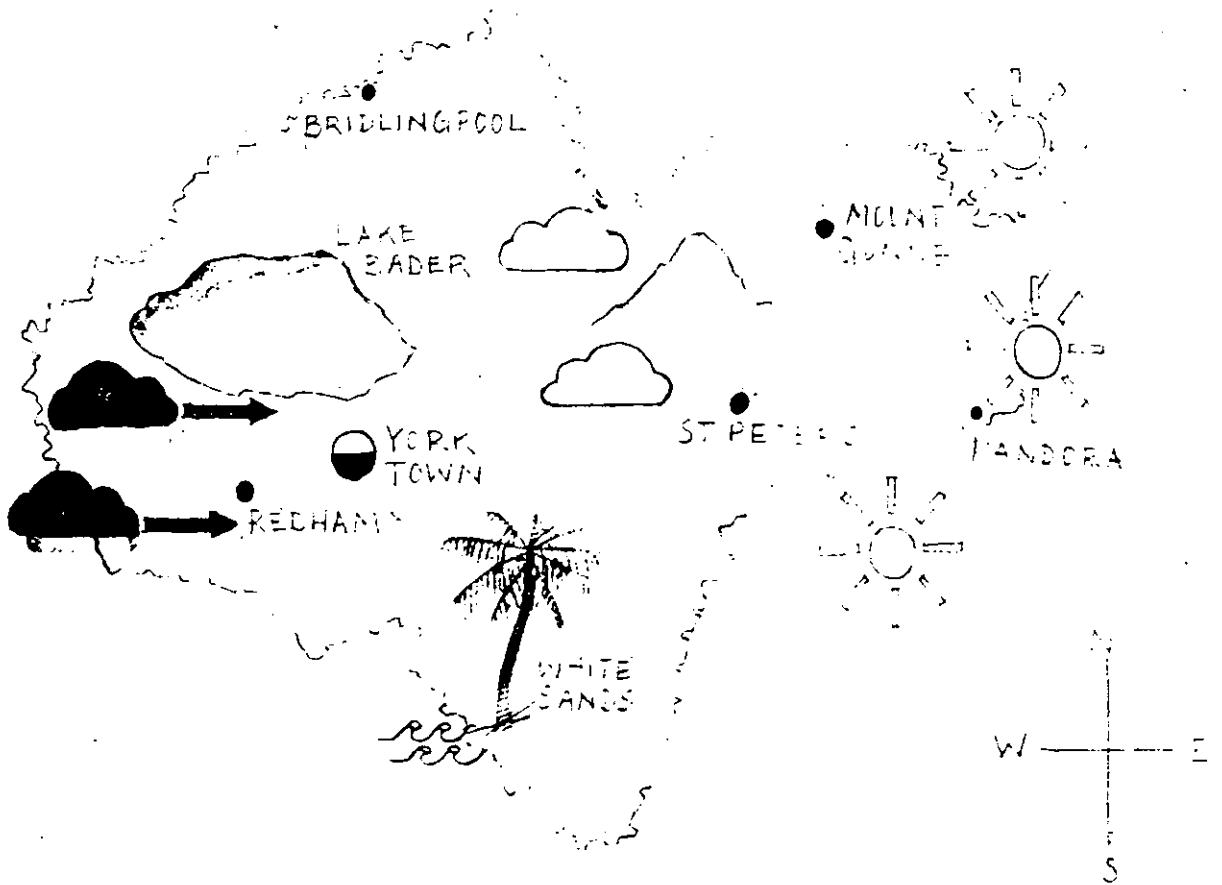
i Choose a or b to complete these sentences:

- 1 Please be quiet. I **a** work.
b am working.
- 2 Anne **a** goes to Bahamia for her holidays every year.
b is going
- 3 She **a** stays at the Balmy Holiday Club every summer.
b is staying
- 4 Now she **a** sunbathes on the beach.
b is sunbathing
- 5 Her friend Tony **a** works in the kitchen at the moment.
b is working
- 6 Many people **a** play tennis in the summer.
b are playing
- 7 Where's Richard? He **a** goes to London.
b is going
8. What is Richard doing? He **a** reads the newspaper.
b is reading
- 9 The train **a** leaves at 5.30 every day.
b is leaving
- 10 At the moment Richard's friend **a** waits for him at the station in London.
b is waiting

ii Below are two texts. One is a description of the climate in Scotland and the other is an extract from the weather forecast for today in Edinburgh. Each line belongs to one text. The lines are mixed up. Work in pairs. One student should write the text about weather, the other student about climate. Read each other's text for mistakes.

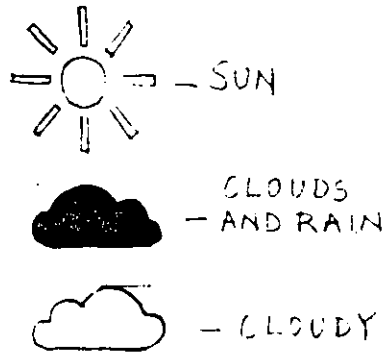
- 1 In Scotland the climate is moderate, and the weather
- 2 '... and now for the weather. Today in Edinburgh
- 3 is very changeable. On the east coast
- 4 temperatures are rising and
- 5 it is often windy and it rains a lot, but in winter
- 6 the sun is shining. It is a bit windy and
- 7 it is sometimes foggy. There are often dry days when
- 8 the sky is blue although it is usually cold.
- 9 the sky is blue at the moment, but clouds
- 10 are coming in from the west.

- 11 In summer it is often humid and the sun shines
 12 sometimes, but it rains a lot and the temperature
 13 We can expect some rain for this afternoon, so get
 14 your umbrellas out ...
 15 doesn't often rise above 25°C.



3 Look at the weather map for Bahamia today and write a weather forecast. Look at the text about Edinburgh for help.

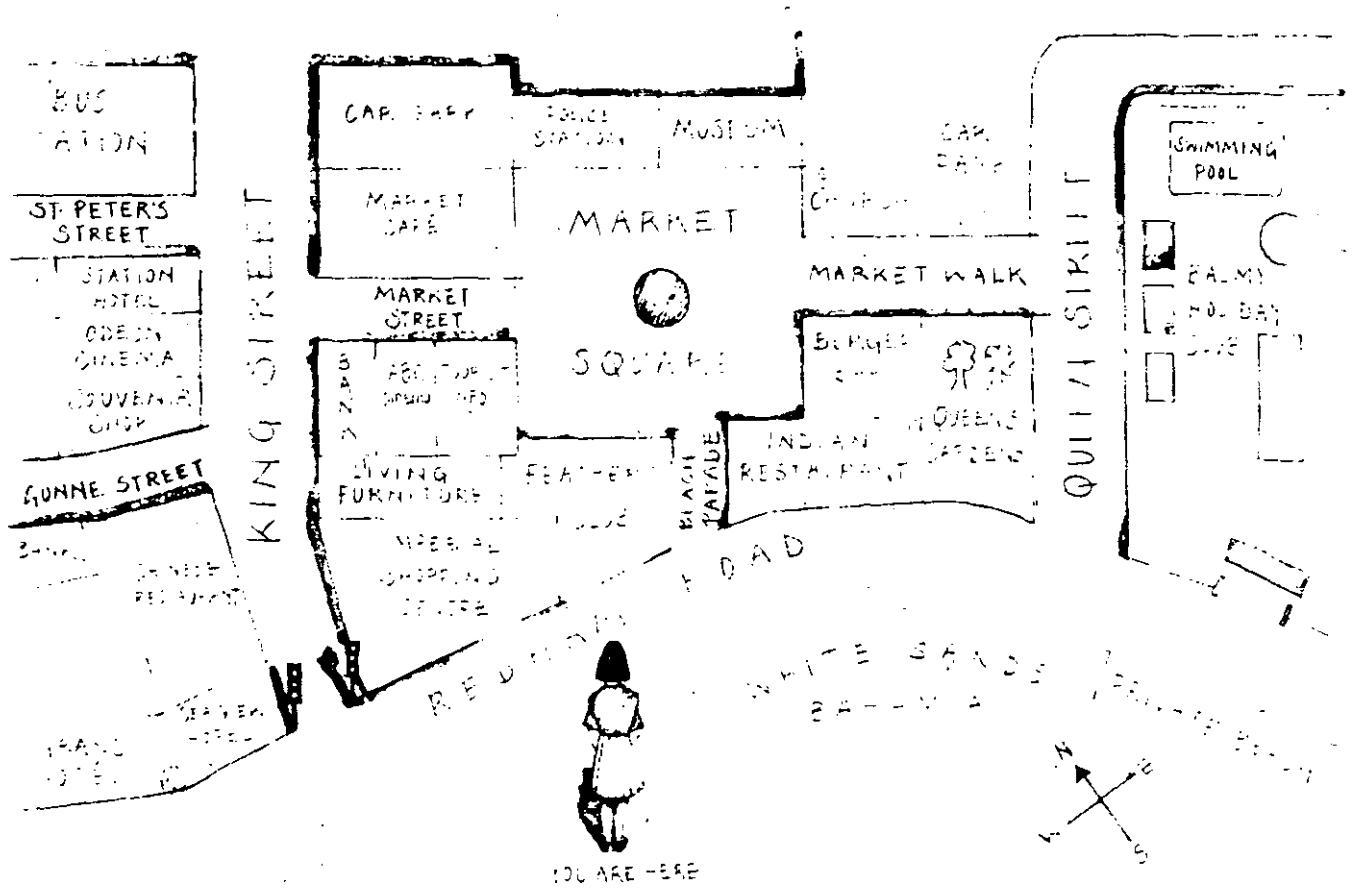
Key



Begin like this:
 Today on the east coast ...

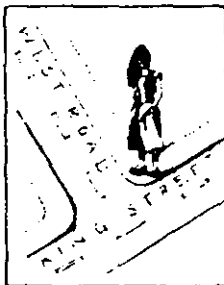
UNIT 5

A Places



1 Look at the map of White Sands. Do you understand what all the places are? If not, look them up in your dictionary or ask your teacher.

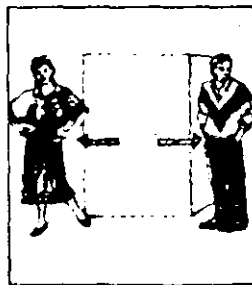
2 i Look at these prepositions:



on the corner of King Street and West Road



between



on the left of on the right of



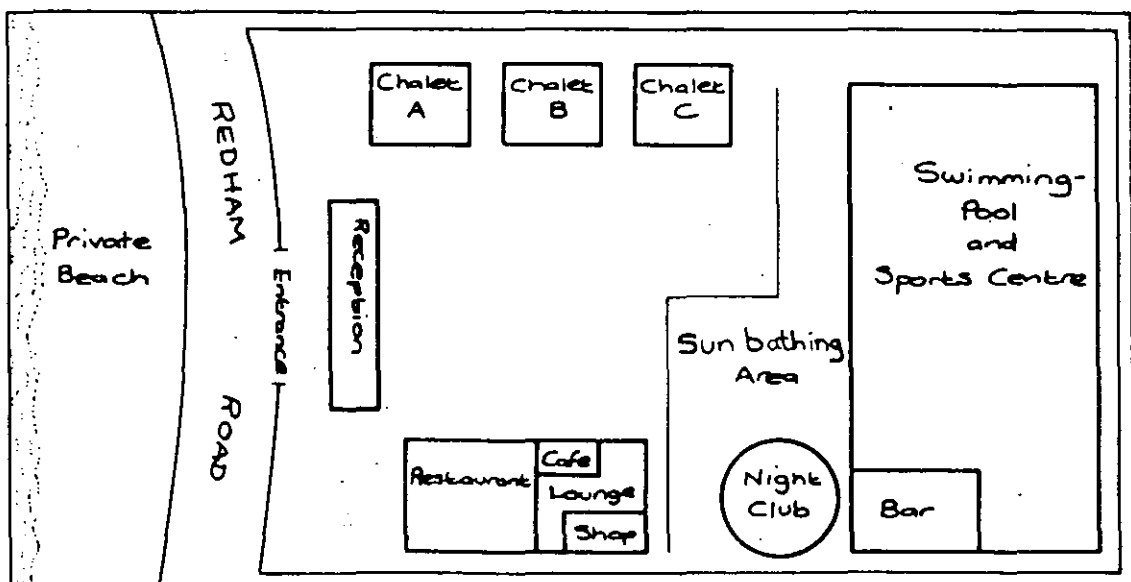
opposite



Mary is next to Tom.
Fred is next to Tom
Jack is near Mary

- ii Look at the map of White Sands again, and then write out these sentences with the correct preposition (in some cases there is more than one possibility). Compare your answers with another student and discuss any differences.
- Seaview Hotel is _____ the Chinese Restaurant and _____ the Imperial Shopping Centre. It is _____ King Street and Redham Road.
 - The Station Hotel is _____ the Market Café, and _____ the Odeon cinema. It is _____ King Street and St Peter's Street.
 - The Odeon cinema is _____ the Station Hotel and the souvenir shop.
 - The King Street bank is _____ the ABC cinema and _____ the souvenir shop.
 - The Indian restaurant is _____ Queen's Gardens.
 - The Queen Street car park is _____ the church and _____ the Balmy Holiday Club.
 - The Police Station is _____ the museum and _____ the Feathers Club.
 - The Imperial Shopping Centre is _____ King Street and Beach Parade _____ the beach. It is _____ the traffic lights on King Street.
 - The Feathers Club is _____ Imperial Shopping Centre.
 - The bus station is _____ the King Street car park.
 - The ABC cinema is _____ the bank and the tourist information office. It is _____ the Market Café.
 - The Imperial Shopping Centre is _____ King Street and Redham Road.

3 Look at the map of the Balmy Holiday Club, and write where the places are:



Begin like this:

At the Balmy Holiday Club, the entrance is opposite the private beach. The restaurant is _____

- 4 a Look at the map of White Sands. Choose a street in White Sands. You are in this street. Write a short description of the things near you. Do not use the name of the street.
- b Work in pairs. Read your text to your partner. Stop when he/she knows which street you are in. Now listen to his/her description and say which street he/she is in.
- c Now write a description of where your partner is.
- d Now compare your descriptions. How are they different?

B Informal invitations and suggestions

BALMY BEACH
BARBECUE

DANCING!
SAUSAGES!
HAMBURGERS!

MUSIC AND DRINKS!

MEMBERS **FREE**
NON-MEMBERS **£2**

THURSDAY 25TH JULY
8PM

1 Look at the poster and answer the questions:

- a What kind of food can you buy at the barbecue?
- b What is the price for people who belong to the club?
- c What is the price for people who do not belong to the club?
- d What is the date of the barbecue?
- e What time does the barbecue start?
- f What can you do at the barbecue?

2 Now we are going to learn how to write and reply to informal invitations, between friends or people who know each other well.

Anne Marshall and Tony Field are working at the Balmy Holiday Club. Look at the NOTES below where you will see alternatives to the numbered sentences.

Anne,
There's a barbecue on Thursday evening. Would you like to go?
Leave me a note.
Tony

Now look at her reply:

Tony,
Thanks for your invitation.
Yes, I'd love to go.¹
How about meeting¹ next to the swimming pool at 7.30 p.m?
Anne

NOTES

1 Ways of accepting an invitation (Alternatives)

Yes, I'd love to + VERB

Yes, that's a great idea.

Yes, I'd like to.

Ways of refusing an invitation

I'm sorry I can't come because ... (REASON)

I'm afraid I can't come because ... (REASON)

(REASON: I'm going to the theatre/I'm very busy at the moment/
I promised to meet my friend, etc.)

2 Ways of suggesting

How about + VERB + -ing?

e.g.: How about meeting at six?

Let's + VERB

e.g.: Let's go to the cinema.

Why don't we + VERB?

e.g.: Why don't we go home?

Shall we + VERB?

e.g.: Shall we have a drink?

3 Look at these invitation letters and the replies:

Dear Sue,
 There's a barbecue on
 Thursday. (1) _____
 Love,
 Anne.

Dear Anne,
 I'm sorry (2) _____.
 I'm going to the cinema.
 Love,
 Sue

Dear Don,
 (3) _____
 to the football match
 on Saturday? (4) _____
 spending the day in
 London?
 Mike

Dear Mike,
 Thanks for your note. Yes,
 (5) _____
 (6) _____ go in Jack's
 minibus. It would save
 a lot of money.
 Cheers!
 Don

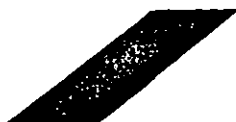
Dear Fiona,
 I've got two free tickets for
 the opera on Friday. (7) _____
 _____ come with me? It
 starts at 8.30, so (8) _____
 _____ in the Crown at about
 7.30?
 Love,
 Graham

Dear Graham,
 Thank you for your invitation
 to the opera. (9) _____
 busy on Friday.
 (10) _____ go another night?
 F.

Put the correct number in the box next to the correct expression. The first one is done for you.

- | | | | |
|-----------------------|-------------------------------------|----------------------|--------------------------|
| Let's | <input checked="" type="checkbox"/> | How about | <input type="checkbox"/> |
| Would you like to | <input type="checkbox"/> | Why don't we | <input type="checkbox"/> |
| shall we meet | <input type="checkbox"/> | Would you like to go | <input type="checkbox"/> |
| I'm afraid I'm | <input type="checkbox"/> | I'd like to | <input type="checkbox"/> |
| Would you like to go? | <input type="checkbox"/> | I can't because | <input type="checkbox"/> |

UNIT 8



A Curriculum vitae (C.V.)

- 1 Richard wants a job as a camp assistant at the Balmy Holiday Club. Look at his curriculum vitae and letter of application:

CURRICULUM VITAE	
Name: RICHARD STANLEY WILTON	
Address: 64 Arundel Road Bradford, W. Yorks BL4 8NW	
Tel: 0642 - 916216	
Date of Birth: 4 December 1960	
Nationality: British	
Marital Status: Single	
Present Occupation: Photographer for <i>Wild Life Magazine</i>	
<u>Education and Qualifications</u>	
June 1976	G.C.E. O levels: English, Maths, Physics, Chemistry, Geography
June 1978	G.C.E. A levels: Geography, Maths
Oct. 1979 -	
June 1982	B.Sc. in Computer Science, Polytechnic of South London
1985	Instructor's Diploma, Royal Tennis Association
<u>Experience</u>	
Summer 1980, 1981	Worked as Camp Assistant in Brinton's Holiday Camp, Lowestoft, U.K.
1982-1985	Computer Programmer, Blaxil Chemicals, Luton, U.K.
1986-1987	Travel Guide, Grecotours Ltd., Athens, Greece.
1987-present	Photographer, <i>Wild Life Magazine</i>
<u>Languages:</u> French - fair Greek - good	
<u>Hobbies:</u> Cinema, politics	
<u>Sports:</u> Tennis: Qualified as Instructor in 1985 Swimming, football, cricket, volleyball	
Valid Driving Licence since 1978	
<u>References:</u>	Mr James Francome 21 Manor Road London SE14 U.K. (Tutor at Polytechnic)
	Mrs Jane Wilson <i>Wild Life Magazine</i> 17-21 Queen Street Bradford, W. Yorks. U.K. (Editor of magazine)

64 Arundel Road
Bradford
W. Yorks.
BL4 8NW

25th May 19--

Personnel Officer
Balmy Holiday Club
White Sands
Bahamia

Dear Sir or Madam,

I have heard from a friend of mine, Tony Field, that you have vacancies for camp assistants at your camp in Bahamia. I would like to apply for the job.

As you will see from my curriculum vitae, I have worked in a hotel, and as a shop assistant. After leaving university in 1982, I worked for six years as a shop assistant in Luton. Then from 1984 to 1987, I was a pilot in Portugal. Since 1987, I have worked as a reporter for *Wild Life Magazine*.

I am very interested in sport, and I have been a qualified wind-surf instructor since 1985. I swim, and play rugby, cricket and volleyball. My other interests are cinema and politics. I have had a driving licence since 1985.

I would be grateful if you would consider my application.

I look forward to hearing from you.

Yours faithfully,

R. S. Wilton

RICHARD WILTON

- 2 Some of the information in Richard's letter is not correct. Compare the letter with his curriculum vitae. Underline the mistakes and discuss the correct details with your teacher.

B Writing a curriculum vitae

- 1 There are many different ways of writing a curriculum vitae (or C.V.). We give a basic model which will be useful for most situations

The C.V. is divided into 5 parts:

- a Personal Information
- b Education and Qualifications
- c Experience
- d Other (Hobbies, languages etc.)
- e References

a Personal Information

Include:

full name (in capitals)
home address
address for correspondence (if it is different from home address)
telephone number (with dialling code)
date of birth
nationality
marital status
present occupation

b Education and Qualifications

In chronological order.

c Experience

You do not need to write every job you have ever done, but you must write all the jobs/experience which will help you in your job application.

d Other

Here you may include:

languages
sports
interests and hobbies etc
driving licence

e References

At least two; usually, one should be from your present employer.

- 2 Read this interview with Lisa Franks and complete the C.V. that follows.

Man: Good morning, Miss _____?

Lisa: Franks, Lisa Franks. Mrs, actually.

Man: Aha. And you're 24, is that right?

Lisa: Yes. My date of birth is 4th April, 1965.

Man: Good. Now, have you got an address where we can write to you?

Lisa: Yes: 128a Station Street, Perth, Scotland.

Man: Thank you. Now, tell me something about your experience in this kind of work, Mrs Franks.

Lisa: Well, I worked as a shop assistant for four years ... at Super-stores in Perth.

Man: And when was that?

Lisa: I finished that in 1985. And then I worked as a trainee store manager in Perth for a year....

Man: And the name of the store?

Lisa: MacVie's.

Man: And since then?

Lisa: Well, since 1986, I've been the store manager at Bloxham's in Stirling.

Man: And can you tell me about your qualifications?

Lisa: Certainly. I've got four O levels – French, English, Maths and Statistics.

Man: Any A levels?

Lisa: No.

Man: Anything else you can tell me?

Lisa: Yes, I can speak a little French.

Man: And your hobbies?

Lisa: Water-skiing – I love water-skiing. And swimming.

Man: I see, good. I'd like two references please.

Lisa: Yes, OK. There's my present boss, Mrs Mary Dalton. Would you like her address?

Man: Yes please.

Lisa: Area Manager, Bloxham's Stores, Bloxham House, High Street, Stirling, Scotland. And then Mr Iain McDonald, 66 The Rise, Perth, Scotland. He was my French teacher at school.

Man: OK, Mrs Franks – thank you very much. We'll telephone you as soon as possible. Have you got a telephone number?

Lisa: Yes – it's 55462. And the code for Perth is 0738.

Name: <i>ELISABETH FRANKS</i>	
Title: _____	
Address: _____ _____ _____	
Tel: _____	Date of Birth: _____
Nationality: <i>BRITISH</i>	
Education and Qualification:	
June 1981 GCE O levels _____ _____	
Experience:	
1981 -	Shop Assistant, Superstores, Perth
- 1986	_____
- present	_____
Languages: _____	
Hobbies: _____	
References:	
1	2

4 Exercise

Now write a curriculum vitae for your favourite pop star, sportsman or woman or for yourself.

5 Look at the letter on page 65 and Lisa's C.V. and fill in the spaces:

128a _____

Scotland

28th November 19--

J. Salisbury Ltd.
48 Rose Road
Glasgow
GL4 2TD

Dear _____

I have seen your advertisement in the Glasgow Herald for store managers, and I would like to _____ for the job.

As you will see _____, I have worked in shops and stores since _____, when I left school. My first job was with _____ in Perth. After leaving them in _____, I worked for _____ of Perth until 19_____, and then I joined Bloxham's in _____ as a store manager.

I have got four _____ - in French, English, _____ and Statistics. I can speak _____ a little, and my hobbies are _____ and _____.

I would be grateful if you would consider my application.

Yours _____

Lisa Franks
Elisabeth Franks (Mrs)

E Sending a telegram

1 Look at this telegram to Tony from his wife Jennie:

TELEGRAM TELEGRAM TELEGRAM TELEGRAM TELEGRAM

ARRIVING MONDAY 15.25 YORK TOWN
FLIGHT A2469 PLEASE MEET ME JENNIE

TELEGRAM TELEGRAM TELEGRAM TELEGRAM TELEGRAM

In telegrams we write the minimum we need to give the message.
Jennie's telegram means:

'I am arriving on Monday at 15.25 at York Town
airport on flight A2469. Please meet me.
Love Jennie.'

2 Now make a list of the words that are in the message but not in the telegram. The first one is done for you:

a	I	e	_____
b	_____	f	_____
c	_____	g	_____
d	_____	h	_____

3 Discuss with your teacher what type of words are omitted and why.

4 Now match these sentences. Put the number for the sentence in the second column that matches a sentence in the first column. a is done for you.

- | | | | |
|-------------------------------------|-------------------------------------|---|----------------------------|
| a I'm very sorry. | <input checked="" type="checkbox"/> | 7 | 1 COMING BACK SUNDAY |
| b I can't visit you this weekend | <input type="checkbox"/> | | 2 WILL PHONE WHEN ARRIVE |
| c as I have a meeting in Paris. | <input type="checkbox"/> | | 3 LEAVING THIS MORNING |
| d I'm leaving this morning | <input type="checkbox"/> | | 4 CAN'T VISIT THIS WEEKEND |
| e and I'm coming back on Sunday. | <input type="checkbox"/> | | 5 MEETING IN PARIS |
| f I'll telephone you when I arrive. | <input type="checkbox"/> | | 6 JILL |
| g With best wishes, from Jill | <input type="checkbox"/> | | 7 SORRY |

5 Now write a telegram to give this message. Remember to use only the words which give important information. You will need about eighteen words:

I am sorry but I can't meet you on Monday because I am working at the Club at the time you arrive. I suggest you take a taxi to the Club. Could you please bring my blue sun-glasses with you?
From Tony.

6 Now compare your telegram with the one written by your partner. Are they the same?

7 Discuss with your teacher when you might want to send a telegram.

8 Here are some messages from telegrams. Put the name of the person in the space:

- a _____ is 21 years old today.
- b _____ is going abroad on business.
- c _____ are getting married today.
- d _____ has just finished university and got a degree.
- e _____'s father has just died.
- f _____ is in hospital.
- g _____ does not want to receive the goods he has ordered.

MARY
CONGRATULATIONS ON YOUR SUCCESS
LOVE SUE

GRANDMA
GET BETTER SOON HOPE
TO VISIT NEXT MONDAY
MUCH LOVE JENNY

MR ALEXANDER
REGRET CANT MEET YOU
THURSDAY URGENT SUMMONS
TO TOKYO FROM HEAD OFFICE
WILL PHONE TUESDAY
REGARDS TIM AINSLEY

ELSPETH
HAPPY BIRTHDAY
PRESENT FOLLOWING
LOVE JO

TONY
SO SORRY TO HEAR YOUR NEWS
THINKING OF YOU WITH DEEPEST
SYMPATHY LOVE MARIA

MAKEWELL LTD
REGRET MUST CANCEL ORDER DUE TO
UNEXPECTED CHANGE OF PLANS
LETTER FOLLOWING REGARDS
P. BROWNWELL - STOCKSLEY LTD

JACK AND LIZ
CONGRATULATIONS AND BEST WISHES
FOR FUTURE HAPPINESS
MUCH LOVE MARK

- 6 Now, with the help of the conversation (1) on page 76, write what Julie says when they meet on the train.

Begin like this:

Julie: Oh hello Peter. How are you?

Peter: I'm fine thanks, and you? What are you doing here?

Julie: Well, I'm going to London to do a lot of things really.
Tomorrow I'm going to visit the city and then ...

Now write Peter's answer. Begin like this:

Peter: That's interesting. I'm going to do a lot, too. Tomorrow I'm going to see my friend Joe.

B Reports

- 1 Every month, the director of the Balmy Holiday Club sends a report to the Head Office in Paris, telling his boss what has happened in the Club during the month. Look at his notes for last month. Then do the exercise below.

MONTHLY REPORT NOTES	
1. New staff	ANNE <u>Positive</u> : works hard. People like her. <u>Negative</u> : Sometimes late. Dreams a lot.
	TONY <u>Positive</u> : works hard. <u>Negative</u> : a bit shy.
2. New bar	<u>Positive</u> : working well. Guests using bar - not town bars Suggestion: - one evening a week - open to public for "Cocktail Evening" - guests meet locals
3. Swimming Pool - Nobody's using it! A disaster - why?	1. Atmosphere rather cold - put in more grass and trees. 2. Water looks dirty - paint pool white. 3. People don't know about it - More events: water polo - swimming galas!

Write 'T' in the True box or 'F' in the False box.

TRUE FALSE

- a Anne is a dreamer.
b Tony is timid.
c The Director suggests the new bar should be only for guests.
d There is a problem with the swimming pool.
e The Director makes five suggestions for improving the swimming pool.

Now look at the report below, and fill in the gaps with words from the box. Look again at the notes at B1, page 78, to help you.

punctual	late	dirty
cold	well	hard
better	trees	three
using	white	popular
problem	dreamer	shy

BALMY HOLIDAY CLUB – BAHAMIA

Monthly Report – Confidential

1 New Staff: Anne Marshall, Tony Field

POSITIVE

Both Anne and Tony work _____ and well. Anne is very _____ with the guests and also very well organised. Tony is perhaps not as popular as Anne. However, he is very _____ and conscientious.

NEGATIVE

Although Anne works hard and the guests like her, she is sometimes _____, and this is probably because she is a _____. However, she is a very likeable girl. Tony works very well, but he is not as popular, because he is rather _____.

2 New Bar

The new cocktail bar is working _____ and the guests use it more than the town bars. However, it could work _____ perhaps if we organised a 'public' Cocktail Evening one night a week, so that guests can meet some of the local people.

3 Swimming Pool

Unfortunately we have a serious _____ with the swimming pool: not many guests are _____ it, and prefer to go to the town pool, or to the beach. There are _____ reasons for this: first, the atmosphere in the pool is rather _____; next, although the water is very clean, it looks _____; finally, some guests don't even know it exists!

I have three suggestions:

- 1 Plant more grass and _____ around the pool to make it more friendly.
- 2 Paint the inside of the pool _____ in place of the present blue.
- 3 Hold more events in the swimming pool: swimming competitions, water polo matches etc.

F Writing a report

- 1 Look again at the notes about the Balmy Holiday Club at B1, page 78. Make similar notes about the place where you work or study. Choose three things from list A to discuss, and write them in the spaces marked 1, 2, 3. Then choose adjectives from list B to describe them. Write suggestions in the spaces marked 'Suggestion'.

List A

people
work/job/study
equipment
building
conditions
timetable
work/school life

YOUR NOTES

List A

1 _____

2 _____

3 _____

List B

POSITIVE

friendly
helpful
interesting
varied
available
easy to use
comfortable
well-organised
enjoyable
modern
flexible

NEGATIVE

noisy
shy
difficult
boring
long
cold
hot
badly organised
old-fashioned

List B

Positive: _____

Negative: _____

Suggestion: _____

Positive: _____

Negative: _____

Suggestion: _____

Positive: _____

Negative: _____

Suggestion: _____

UNIT 1

Improving Your Writing

Discussion

1 How do you decide if a piece of writing is successful? There is an obvious minimum standard for things like handwriting or typing, for example, it must be possible to read the writing, but what else are we judging when we read a letter or an essay?

1.1 Work with a partner and think about the five points given below. Then tick (✓) the two points you think are the most important for you when you are assessing a piece of writing. There is no single correct answer here, but some points are much more important than others.

CORRECT GRAMMAR	
APPROPRIATE VOCABULARY	
GOOD SPELLING	
CLEAR ORGANISATION	
CLEAR, APPROPRIATE LAYOUT	

1.2 Below and on the next page you will find two versions of the same letter. Letter B was written first but it is not as effective as it should be. Letter A is an improved version. Read Letter B carefully and compare it with the corrected version.

1.3 Work with a partner and decide what sorts of mistake the writer of Letter B has made; are they mistakes of:

LAYOUT (L) VOCABULARY (V)
PLANNING (PL) SPELLING (SP)
STYLE (ST) PUNCTUATION (P)
GRAMMAR (G)

Some of the places where there are mistakes have been marked with a number. Write the type of mistake in the box at the side of the letter.

Letter A

18, Cambridge St.
Hebden Bridge
Calderdale
W. Yorkshire
December 11th 1988

Dear Mr Reeves,

I am writing to ask if you can help me with a problem.

A few weeks ago I bought a radio-cassette recorder from your shop but yesterday it stopped working properly. When I put the tape in and pressed the 'play' button it simply didn't move. I tried other buttons but unsuccessfully. I thought it must be the tape, so I put another one in but the same thing happened. It was worse than the first time because when I tried to take it out the tape rolled itself round a little wheel inside the recorder.

I would be grateful if you could repair the recorder. I enclose a copy of the guarantee and my receipt.

I look forward to hearing from you soon.

Yours sincerely,
R.C. Samoos.

Letter B

¹ December, 11th 1988

² W. Yorkshire
18, Cambridge St
Hebden Bridge
Calderdale

³ Mr Reeves,

A few weeks ago ⁴ I've bought a radio-cassette recorder but yesterday it stopped working properly. When I put the tape inside it and pressed the 'play' button it simply didn't move. I tried the other buttons but ⁵ unsuccessful. I ⁶ thought it must be the tape, so I put another in but the same thing happened. It was ⁷ worst than the first time ⁸ cos when I tried to ⁹ get it back the tape ¹⁰ enrolled itself on a little wheel inside the recorder.

I'm ¹¹ writing to ask if you could ¹² do the necessary repairs on it. I enclose a copy of the guarantee and my receipt.

¹³ Please fix it.

¹⁴ _____
R.C. Samoos.

1
2

3
4

5

6

7
9

8
10

11

12

13
14

Improving Your Writing – A checklist

2 An important way of improving your writing is to have a clear idea of things that you should check before you finish your work. The list given below covers most of the points you should check in a first version of a piece of writing. It is very important and you will be asked to use it in many of the units in this book. It is designed to help you produce clearer, more effective writing.

IMPROVING YOUR WRITING

FIRST CHECK

Check that your writing makes sense

- Is it correctly organised on the page? (Writing models in each unit will help you check this.)
- Is the information presented in a clear, logical order?
- Have you put in all the information your reader needs?
- Have you put in unnecessary information?

SECOND CHECK

Check that you have used the right words

- Have you used any words that are too formal or informal?
- Can you replace any of the words in your writing with more precise or more appropriate vocabulary?

Check spelling and punctuation

- Have you made any spelling mistakes?
- Have you punctuated your writing correctly?

ESPECIALLY

Check the grammar

- Have you made any grammatical mistakes?

- Subject/Verb agreement

(She ~~live~~^S in Frankfurt.)

- Verb forms

have been living

(We ~~are living~~ here for 3 years.)

(I will meet you when train ~~will arrive~~.)

arrives

- Countable and uncountable nouns

(We need more ~~information~~ about this.)

- Correct use of articles

(They went to ~~the~~ New York)

- Word order

(I bought a ~~red~~ beautiful dress.)

Using the checklist

3.1 Check that the writing makes sense

The following short report is very badly organised. Work with a partner and rearrange it so that it is easier for the reader to understand. The following writing plan will help you.

- History
- Company structure
- Organisation
- Strengths and weaknesses

A. Our production centre is in Wodenswil, the main grain business is in Samstagern and we have big stores in Olten and Au. We also have a small water-mill (although this is not very important for the company) and we have about 200 employees.

B. The only problems that the firm has are that it is rather dependent on the value of the dollar and that sometimes there is too much work to do. At such times our workers are seriously overloaded, but they receive extra payments during these periods and the company continues to do well.

C. Our company makes glue and glucose and is also involved in the grain business. It is 130 years old and has different sections in various parts of the country.

D. The organisation of the company is quite simple. It buys wheat, maize and barley from overseas suppliers and from some local farmers and has eight vans that it uses to deliver glue and glucose to its customers. We don't do a lot of advertising for our products and only advertise in local newspapers.

3.2 Check that you have not used the wrong words

Many of the words in the following pieces of student writing contain words that have been used incorrectly. Work with a partner to improve the text by putting in correct vocabulary for this context. Select words from the list given below.

Describe someone you have seen recently

He opened the door to the library, stepped in and looked towards the tables where persons sat studying and slammed the door carefully behind him.

He was a man of middle height, clothed in a blue coat which looked a bit unmodern, but still went him well. He was in his twenties, had a hard-looking face with dark eyes and thick eyebrows. His hair was brown and short.

As he walked through the library he looked around him as if seeking for somebody. When he glanced the person he was looking for, his severe expression disappeared and was removed by a warm smile.

dressed old-fashioned people replaced
searching shut noticed suited

3.3 Check that you have written in an appropriate style

Like the other passages in this unit, the short composition below contains many usage and vocabulary mistakes. The writer has tried to write a formal essay but some of the language is too informal and some of the vocabulary is inappropriate. Work with a partner and use the words and phrases given in the box under the text to replace those that are underlined.

Are factories spoiling our rivers?

Nowadays a lot of factories are very irresponsible. Not only do they use a lot of clean water but they poison the rivers with their chemicals. Moreover, since they haven't cleaned the rivers the water system is getting dirty and dirty. Therefore, we cannot swim and drink any water of the rivers. In addition, we cannot see any fish which can be eaten. As a result fish is very expensive.

There was a matter in Japan a long time ago. A lot of people who ate the fish got ill. This was because the fish had a disease.

In conclusion, we can say it is dangerous to pour filthy water into rivers.

a great deal of became becoming more and more polluted dump
many problem they have failed to clean from
fish from the rivers cannot

3.4 Check that spelling, punctuation and grammar are correct

The text below contains many grammar and punctuation mistakes. Work with your partner to improve and rewrite it.

I think one of the best way to learn a language is to stay and life in the country where it is spoken because then have you to speak in every situation in this language, you have to try to make understand so you can get it in a short time. You must study not so long like you must study when you take an evening course every evening in your own country.

Organising Your Writing

Using Linking Words and Phrases

Awareness-raising

1 Put these sentences in the right order to make an amusing story. When you have rearranged the story, think about why you put the sentences in the order you did. What information did you use to help you?

- a) The next day, the same thing happened. He ordered a sandwich and a beer again, drank the beer, put the sandwich on his head and left.
- b) The man looked confused for a moment. Then he said, 'OK. I'll have a packet of nuts then.'
- c) But this time the barman stopped him. 'Look, I've got to ask you this. Why have you got that packet of nuts on your head?'
- d) A man walked into a bar and asked for a pint of beer and a sandwich. He drank the beer first, then put the sandwich on his head and left.
- e) When the man came in the following day, the barman gave him his beer as usual, but when he asked for a sandwich, said that they had sold out.
- f) On the following day the same thing happened. By now the barman was becoming just a little curious, so he decided he would try to find out what was going on.
- g) The man looked at him as if he were an idiot. Then he said patiently . . . 'I've got these nuts on my head because you didn't have any sandwiches'. Then he left.
- h) The barman gave him the nuts. He drank the beer, put the nuts on his head and started to leave.

2 One way we can work out the correct order of the sentences is to use our knowledge of how jokes are organised. However, there are also particular words like *first*, *next*, *then*, that also help us to reorganise the sentences. We can call these **time linkers**. Look at the text in exercise 1 again and write down all the time linkers you can find.

Writing task: time linkers

3 Read this extract from a letter and insert the time linkers shown below in appropriate places.

then eventually as first of all later by before

We had a really good New Year. We all went to Wales to visit Diana's long lost relatives in Carmarthen. Her father left there about thirty years ago and lost touch with his brothers and their families, so this was the first big family reunion for a very long time.

¹ _____ we visited two of his nephews where we spent the morning eating and drinking, and ² _____ we moved on to meet the family of one of his nieces, where we ate and drank some more until early evening. ³ _____ the whole family got together for a party - quite a wild one! I ate and drank so much! ⁴ _____ one meal finished

another one seemed to begin. ⁵ _____ the end of the day I was absolutely exhausted!

We stayed there for three days ⁶ _____ driving back. The journey was interrupted a few times because of minor problems with the car and it ended up taking us about ten hours. Anyway, ⁷ _____ we got home – just in time to get some sleep before starting work the next morning.

Using the right time linkers

4 Time linkers can be used to link two events. The second event can happen at the same time as, before or after the first event.

Example:

Same time: As I was leaving the shop I met an old friend.

Before: We can't go *until* she comes.

After: Heat some oil in the pan *then* put the meat in.

4.1 Study the sentences a) to e) below and underline the time linkers. Then decide on the order of the events in each sentence. Finally, decide why each linker is used:

- to show two events happen at the same time
- to show an event happens before another event
- to show an event happens after another event

Write each linker in the appropriate column in the grid.

- a) Just as I was getting out of my car it started to rain.
- b) I met her while I was out shopping.
- c) Wait until I come back, and in the meantime think about what you want to do this evening.
- d) Fry the onions, then put the meat in and cook it until it's brown. Finally, add the sauce.
- e) I hope to have finished by the time the film starts.

SAME	BEFORE	AFTER

4.2 Now use appropriate time linkers to complete these sentences.

- a) _____ I was waiting for you I met Jane.
- b) You should plan what you want to say _____ you begin to write an essay.
- c) _____ you have finished doing an exam you should check your work.
- d) _____ I was about to leave the house, the phone rang.
- e) If the cassette recorder doesn't work, first check that the switch is on. If it is, _____ open the plug and check the fuse.

Linkers: *and/but* and words that have a similar meaning

Read the text on the right which is taken from a tourist brochure. Put a single line under linkers which are similar in meaning to *and* and a circle round linkers which are similar in meaning to *but*. The first one has been done for you.

Dear John,
I arrived in England last Saturday. I'm living about three kilometres from the school.
Everyone at the school seems very friendly and there are two other French students in my class. The course is good. I feel I have a good chance of passing the exam in June.

Mixed linkers

after although and
but so because

5 There are many other words and phrases used to link ideas in speaking and writing. For example, when we want to **add** information we often use *and* to link our ideas. When we want to express reservation or talk about exceptions we often use *but*.

STAY AT HORIZON HOTELS

When you have selected your Horizon Holiday destination why not also choose a Horizon hotel. Although the character and style of the hotels varies from place to place, the same high standards apply everywhere. They offer exceptional value for money and in addition are located conveniently for the beach and local amenities. All the hotels in this brochure are also backed by our guarantee. However, your holiday at a Horizon hotel is likely to run a little more smoothly because we pay attention to the little things that mean so much.

6 Look at this letter from a French student who has just started a course at a language school in Britain. The pieces of text below have been removed from the letter. Decide where to put them, then rewrite the letter.

- although it is only three months away.
- However, I don't speak French with them during the day because we all want to practise our English as much as possible.
- and my course began on Monday.
- and the social programme is quite interesting as well.
- but it only takes me about fifteen minutes to get in every morning by bus.

7 Have you ever suffered from **culture shock**? What do you understand by the words? What sort of feelings did you have? Read the essay extract below. Put appropriate linkers from the list on the left in the gaps.

Culture Shock

I shall never forget my first visit to China. It was completely different from anywhere else I had been. What I remember feeling most was fear. I was in a country about which I knew nothing ¹ _____ whose language I couldn't speak. I couldn't read any street signs and I felt lost in the crowds of people that seemed to be everywhere. I had travelled to many different parts of the world before ² _____ I had never felt so alone and confused. I think I felt fear ³ _____ I was going into the unknown – an unknown culture whose values I did not have any knowledge of.
⁴ _____ a few days I became a little more accustomed to the sights, sounds and smells of my surroundings ⁵ _____ I still felt isolated. I talked to a Chinese friend about these things and he said that he had felt the same when he had visited Europe. European food made him ill ⁶ _____ he didn't eat at all for two days!

Other ways of linking in a text

8 Besides using linking words and phrases, there are other ways in which we make a series of sentences into a text. Look at these sentences. They are grammatically 'correct' as sentences but why do we find them strange as a text?

The woman gave the boy a small box. The boy took the small box from the woman and put the small box on the ground. The boy opened the small box. Inside the small box was a package. The boy opened the package.

When we write or speak in any language we only say what we *need* to say or write. In the text above we do not need to refer to the woman, the boy or the small box by **name** after the first sentence. We can replace these words by *she*, *he* and *it* (or by other words).

8.1 Rewrite the text above using *she*, *he* and *it* where appropriate.

8.2 Study the text below and underline all the words that are used to refer to the people in the story.

The old lady with the green hat stood up and walked towards the door. George watched her with interest. Then she stopped and turned to face the window. She looked out. A baby was crying in the distance. As she stood there, he noticed a single tear trickle down her cheek. George looked away and the poor woman opened the door and walked out on to the platform.

8.3 We can refer to these different ways of mentioning people, things and even in a text as a **vocabulary chain**. To make texts effective it is important to be able to refer to the same thing in different ways.

Look at the pictures on the left. Picture A shows a young man walking along a road towards an old woman. However, we could see this situation in at least two ways. Look at Picture B. If we think the young man is going to **help** the woman we could refer to them with one set of words. However, if we think he is going to **harm** the woman, we would probably use a different set of words.

a) Work with your partner and make two lists of words to refer to the man and the woman. Look at the examples.

Wants to help the woman:

Man: kind, pleasant,

Woman: elderly, friendly,

Wants to harm the woman:

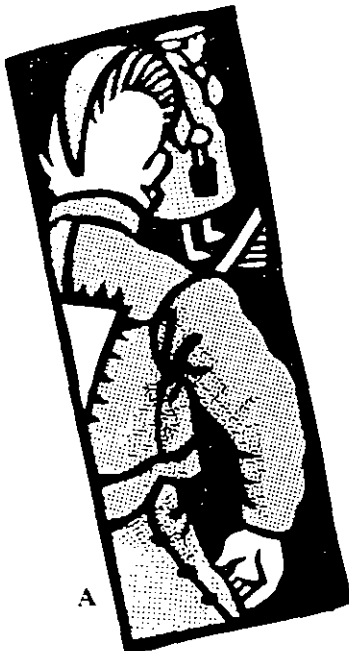
Man: scruffy, dirty,

Woman: poor, frail,

b) Read this text written by someone who thought the man wanted to help the woman:

An elderly woman was standing by the side of the road waiting to cross. A young man of about twenty came along, saw her waiting and smiled pleasantly. He took her arm and offered to help the friendly old woman cross the road. The kind youth noticed that her bag was open and closed it for her.

Now rewrite the text from the point of view of someone who believes the man intends to harm her and steal her money. Use as many of the words you came up with in a) above as you can to refer to the man and the woman.



UNIT 3

Writing a Journal

Discussion

1.1 Do you keep a diary/journal? If so, what kinds of things do you write about in it? Do you make notes about appointments and dates? Do you write about your feelings?

1.2 A lot of language learners find it helpful to keep a journal in which they write down what they feel about their lessons and their language learning experiences. They use what they have written as a basis for discussion with their teacher. Do you think this would be useful for you and/or your teacher? Read the extracts below from student journals and decide how they could be helpful to the student (here the writer) and the teacher. The extracts contain some errors but don't worry about them at this stage.

Write your notes here:

A:

B:

C:

Extract A

Today we did what I always wished to do. We had a test. Tests are important to show you where you still are weak. By a test you feel you are 'strong' or about which topic you need to study more. Why can't we make such an exercise in class? Not as a test but just discuss the problems. Or why not work with such a sheet at home and ask questions at school?

Extract B

We did a practise in fast reading in the computer room. I like the programm of fast reading. I recognised that I'm able to read very fast. I think it's because I read a lot. I think my reading speed of an easy book is as high or even higher than my reading speed was in German before I came to England.

Extract C

When I watch TV I try to listen carefully. The best way to catch a lot is using the video so I can rewind if I didn't understand. I often listen to the same tapes several times so that I understand more and more. It makes me very happy when I suddenly understand the whole meaning of a song. Even in discos, which are quite boring, I enjoy myself listening to the songs words.

Writing task

2 In the journal extracts on page 16 the writers have:

- a) described what happened
- b) given reasons for their feelings
- c) described their feelings
- d) made suggestions

Now read the extracts carefully. Find an example of each of the above and underline them.

3 Now study Extract A again and complete the boxes below with the correct number of the section of the text. Look at the example.

1) Today we did what I always wished to do. 2) We had a test. 3) Tests are important to show you where you still are weak. By a test you feel you are 'strong' or about which topic you need to study more. 4) Why can't we make such an exercise in class? Not as a test but just discuss the problems. Or why not work with such a sheet at home and ask questions at school?

DESCRIBING SOMETHING THAT HAPPENED IN THE CLASSROOM	<input type="checkbox"/>
---	--------------------------

MAKING SUGGESTIONS	<input type="checkbox"/>
-----------------------	--------------------------

DESCRIBING FEELINGS	1
------------------------	----------

GIVING REASONS	<input type="checkbox"/>
-------------------	--------------------------

Language focus

4.1 Describing something that happened in the classroom

- a) Underline all the verbs in the sections of the extracts that describe something that happened in the classroom. What tense is used?
- b) When we talk about language learning activities we use certain verbs a lot. Decide which verb(s) you can use in the sentences below. Tick (✓) all those that are possible.

	<i>DID</i>	<i>HAD</i>	<i>STUDIED</i>	<i>WATCHED</i>	<i>PRACTISED</i>	
We						a video. a test. answering exam questions. some grammar exercises. a reading passage.
We						
We						
We						
We						

4.2 Describing feelings and giving reasons

- a) Look at this sentence. Which of the words underlined do you think describes how this person felt?

I went to see a film last night but I left early because I was so bored/boring. I couldn't understand anything.

bored here describes the **person's feelings**: I was bored.

boring describes a **quality of the film**: The film was boring.

Look at these words below. Decide which of them can be used to describe your **feelings** and which can be used to describe the **qualities** of a lesson.

bored
interested
exciting
excited
tired
boring
dull
interesting
tiring
pleased
enthusiastic

FEELINGS	QUALITIES

- b) When we want to **give reasons** for our feelings, an easy way is to use *because* Make up reasons to finish these sentences.
- i) I think studying grammar is useful because
 - ii) I think small groups are better for language learning because
 - iii) I find it difficult to speak English outside the classroom because
- c) Now use these words to write a few sentences which describe something that happened in the classroom, describe your feelings and give reasons.

Yesterday/interview/people/park./In my opinion/useful/because/speak/ordinary people.

4.3 Making suggestions

When you write a journal that your teacher is going to read it is very valuable and helpful to make suggestions. You can make suggestions in many ways. Here are a few of them:

- I think we should
- I'd like to
- Why don't we

Now try using these beginnings to write three suggestions for the following circumstances:

- a) You want to spend more time looking at grammatical problems
- b) You want to have regular vocabulary tests
- c) You want to do more work on listening skills

Writing task

5 Look at this grid. It includes information that one student decided to put in her journal over four days. The journal entry for the first day is done for you as an example. Write journal entries for the other three days.

	DAY 1	DAY 2	DAY 3	DAY 4
What we did	Watched a video about family life.	Interviewed people in the street.	Wrote an essay.	Had a test.
What I felt	Interesting but difficult.	Interesting but frightening.	Useful for exams but very difficult.	Very useful.
Reasons	Couldn't understand most of it. Too fast.	Embarrassed about speaking. Good to speak to people outside class.	Not enough guidance from the teacher.	Allow you to know your strengths and weaknesses.
Suggestions	Watch short pieces a number of times.	Practise questions before going out.	More guidance from the teacher.	Have a test every week.

DAY 1

Today we watched a video about family life in Britain. It was quite interesting but I found it very difficult and I couldn't understand most of it because the people spoke too quickly for me to follow. I think we should watch the video in short pieces and go back and watch it again until we understand the main points.

Now you write the journal entries for Days 2, 3 and 4.

After writing

- 6** a) Compare what you have written with your partner's work.
b) Compare your texts with the key texts on page 73.

Extension activity

7 Try keeping a journal of your English learning experiences. Talk to your teacher about how best to do this. You may want to write *to* your teacher, or you may wish to keep what you have written private - for your eyes only! Don't *only* write in the way suggested in this unit. Other points worth writing about include:

- how you practise your English outside the classroom
- ways of learning English which are useful to you
- your successes and failures related to English language learning

Try to write a little every day. Good luck!

UNIT 9

Writing a Report: Describing Graphs

Discussion: Population

- 1 Work with your partner and decide on answers to the following.
 - a) Is the population of your country increasing, declining or static?
 - b) What factors do you think affect population growth?
 - c) Should governments try to control population growth? If so, how can they do it?

Reading

- 2 Read this passage about population growth and fill in the notes below.

Population growth

Years of studies, warnings and forecasts by population analysts of the risks to mankind of continuing population growth have, at last, begun to have some effect. Although the actual numbers of people in different countries are not declining, the rate of growth is.

A number of factors affect population growth. These include, among others, the level of medical care available, the availability of food, attitudes to family size, attitudes to contraception, and the rate of death amongst children and adults.

United Nations agencies have concluded that programmes for reducing population growth should aim to: reduce child mortality by making better medical care available; make family planning information and services accessible; encourage the idea of small families. Although reducing child mortality will initially cause an *increase* in population, it is felt that in the long term, families will have fewer children because parents will have more confidence that their children will survive.

Factors affecting population growth:

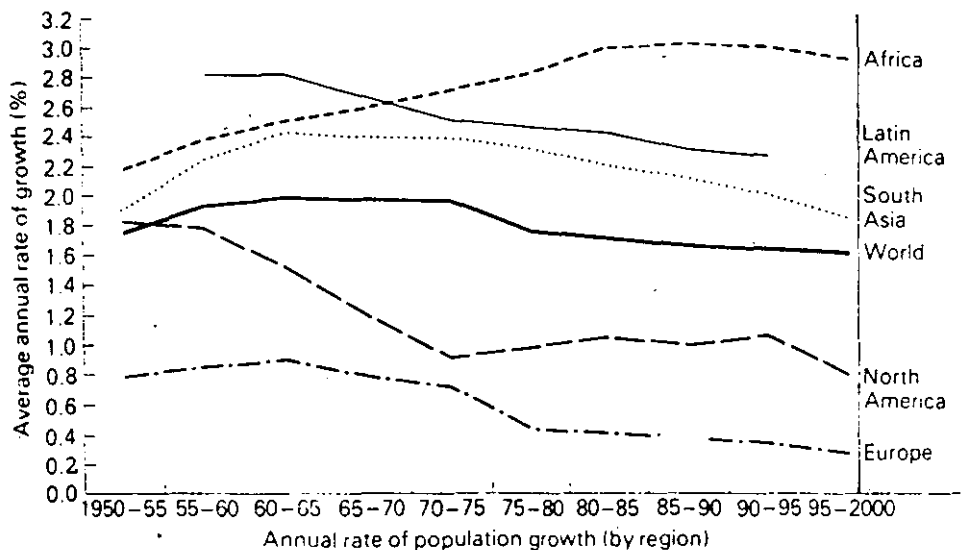
-
-
-
-
-

Aims of population control programmes:

-
-
-

3 Now study the graph and read the text at the top of the next page. Part of the graph is missing.

Draw in the missing part from information in the text.



During the period covered by the graph, the rate of population growth for the world has declined very slightly, from 1.8% in the early 1950s to about 1.7% in the 1980s. However, during the sixties and early seventies, this figure reached a peak of almost 2%. The projected global figure for 2000 is 1.6%.

5 In terms of reducing the rate of population growth, Latin America has had a great deal of success. From a figure of around 2.7% in 1950, the rate reached a peak of 2.8% in the early sixties, then fell dramatically to approximately 2.5% in the seventies. It is hoped that the rate will continue to fall, reaching 2.2% by the year 2000.

10 The rate of population growth in North America has also dropped significantly over the period. Starting at around 1.8% in the fifties the rate plummeted to about 0.9% in the early seventies. However, the seventies saw a gradual rise back to approximately 1% by the early eighties. By 2000 the rate is expected to reach a record low of 0.8%.

Organisation

4.1 Text organisation

The text in exercise 3 has three paragraphs. Decide which of the following descriptions matches each paragraph. Draw lines between the paragraph and the description.

- | | |
|-------------|--|
| Paragraph 1 | Details of the changes in a particular region |
| Paragraph 2 | The overall picture of world population growth |
| Paragraph 3 | Details of the changes in a particular region |

4.2 Paragraph organisation

All three paragraphs in the text in exercise 3 are organised in a similar way. Draw lines between the sentence and the description so that the sentences are in the order they occur in each of the paragraphs.

- | | |
|------------|--|
| Sentence 1 | Expectations for the future |
| Sentence 2 | General comment on whole period for a named area |
| Sentence 3 | Details of changes during each time period |

4.3 Organising texts and paragraphs: from GENERAL to PARTICULAR

If you completed exercise 4.2 correctly you will have noticed that each of the paragraphs in the text in exercise 3 begins with a **general** point then moves on to a **particular** point.

- The text starts with the world figures (**general**) before introducing figures for each region (**particular**).
- The paragraphs start with a comment on the changes during the whole period covered by the statistics (**general**) then give details of changes for each period (**particular**).

Look at these pairs of sentences. Mark them either general (G) or particular (P).

- | | |
|--|--------------------------|
| a) Europe is suffering from the effects of industrial pollution. | <input type="checkbox"/> |
| b) In Norway the trees are dying. | <input type="checkbox"/> |
| <hr/> | |
| c) I spent two hours waiting to see a doctor yesterday. | <input type="checkbox"/> |
| d) Medical services in Britain are getting worse. | <input type="checkbox"/> |
| <hr/> | |
| e) The divorce rate has increased dramatically. | <input type="checkbox"/> |
| f) Patterns of family life are changing. | <input type="checkbox"/> |

Language focus

5.1 Describing changes (1)

Look at this sentence.

... the rate of population growth for the world has **declined** very slightly ...

- Underline all the **verbs** used in the text in exercise 3 that the writer uses to describe changes in the population growth rate.
- Here is a longer list of verbs that can be used to describe changes in statistics over a period of time. Using your dictionary/thesaurus, decide whether they indicate an **upward** (U) or **downward** (D) movement.

increase	<input type="checkbox"/>	decrease	<input type="checkbox"/>	rise	<input type="checkbox"/>	grow	<input type="checkbox"/>	plummet	<input type="checkbox"/>
decline	<input type="checkbox"/>	soar	<input type="checkbox"/>	drop	<input type="checkbox"/>	leap	<input type="checkbox"/>	slump	<input type="checkbox"/>
dive	<input type="checkbox"/>	rocket	<input type="checkbox"/>	shoot up	<input type="checkbox"/>				

5.2 Describing changes (2)

We can also use **adjectives** and **adverbs** to describe degrees of change in statistics. Look at these sentences.

There was a **dramatic** rise ... (adjective)
The rate increased **dramatically** ... (adverb)

- Underline all the adjectives and adverbs in the text in exercise 3 that indicate change.
- Rewrite the sentences below as shown in the example.

*Example: There was a dramatic rise in the population growth rate.
The population growth rate rose dramatically.*

- There was a sharp increase in the rate in the 1960s.

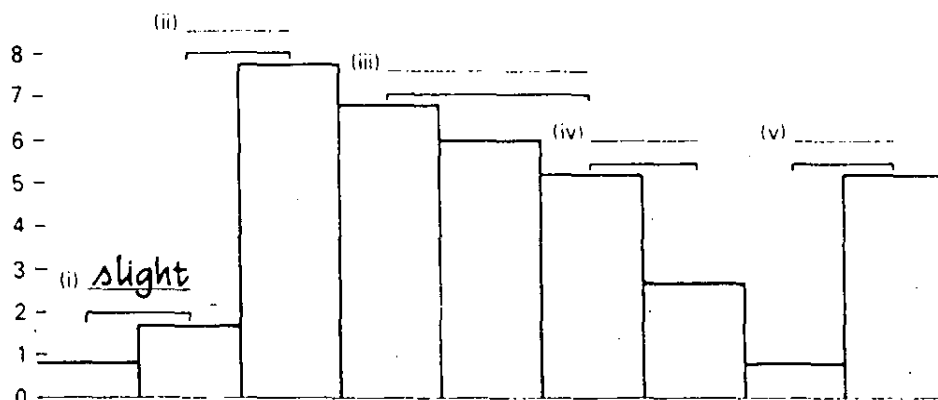
- There was a slight fall in the rate in the 1970s.

- There was a sudden leap in the rate in 1940.

- Here is a list of adjectives that can be used to describe change. Using a dictionary/thesaurus, decide whether they indicate a **small** (S) or a **large** (L) change.

gradual ____ sudden ____ rapid ____ steady ____
great ____ slight ____ dramatic ____ moderate ____

Now write an appropriate adjective in the gaps on the right to describe the changes in this graph. One is done for you as an example.



Writing task

6 Look at the graph and text in exercise 3 again. Write two paragraphs using information from the graph, one about Africa and the other about Europe. Use the models you looked at in exercise 4 to guide you.

After writing

- 7** a) Try to improve your writing by working through the **Improving Your Writing** checklist in Unit 1.
 b) Exchange texts with your partner and compare his/her text with the checklist.
 c) Compare your text with the key text on page 76.

Extension activity

8 Here is another kind of graph. It shows how the population of Britain change between 1901 and 1980. Write a short report describing the changes. Make particular comparisons between the following:

- the general shape of each graph
- the percentage of children under 5 in 1901 compared with 1980
- the percentage of people aged 30–34 and 60–65 in 1980 compared with 1901 (Can you think of any reasons for the 'baby boom' that happened in the late 1940s and around 1920?)
- the ratio of women to men over 70 in 1980 compared with 1901

MORE OLD PEOPLE

Age of the population millions

Age	1901		1980	
85 and over	0.02	0.04	0.14	0.43
80-84	0.06	0.09	0.27	0.66
75-79	0.13	0.18	0.60	1.06
70-74	0.23	0.30	0.98	1.40
65-69	0.33	0.41	1.27	1.58
60-64	0.49	0.58	1.32	1.50
55-59	0.58	0.65	1.63	1.74
50-54	0.75	0.82	1.57	1.62
45-49	0.89	0.95	1.56	1.55
40-44	1.05	1.12	1.63	1.59
35-39	1.20	1.29	1.73	1.70
30-34	1.35	1.48	2.07	2.05
25-29	1.56	1.75	1.94	1.87
20-24	1.73	1.94	2.14	2.03
15-19	1.90	1.93	2.81	2.26
10-14	1.97	1.96	2.30	2.19
5-9	2.05	2.05	2.02	1.91
under 5	2.19	2.19	1.75	1.66

Good evening ladies and gentlemen. Thank you for coming. It gives me great pleasure to introduce our guest speaker for this evening, Dr Claire Tomlinson, who is going to address us on the subject of international diplomacy – a topic she knows a great deal about.

5 Dr Tomlinson began her highly successful career as a diplomat working at the British Embassy in Rabat, Morocco, where she worked in the Cultural Section until 1975. She then took up the post of First Secretary at the Embassy in Cairo and remained in Egypt for eight years. In 1983, she moved to Amman where she became the first

10 woman ambassador to Jordan, the post which she currently occupies.

Dr Tomlinson is an expert in Middle East affairs, and a particular interest of hers is the highly topical issue of hijacking. She has been directly involved in the delicate discussions that take place between governments over international incidents of this kind, and her talk will

15 concentrate on the role of diplomats in resolving such crises.

May I take this opportunity of thanking you, Dr Tomlinson, for giving up your valuable time to be here with us this evening and for agreeing to give us the benefit of your long experience.

I understand Dr Tomlinson is going to speak for about one hour,

20 and will leave about half an hour for questions and comments. So, would you please welcome tonight's speaker, Dr Claire Tomlinson.

Language focus

3.1 Saying complimentary things about a speaker

The main purpose of an introduction to a guest speaker is to make the audience interested in what the speaker is going to say. The introduction should emphasise:

- the importance and value of the speaker
- the relevance of her/his experience to the topic

Read the whole text in exercise 2 again and underline all the parts of the speech which indicate to the audience that the speaker is worth listening to.

Introducing a speaker

3.2 One aspect of politeness in an introductory speech involves expressing pleasure that the speaker has agreed to come.

a) Look at this:

It gives me great pleasure to introduce our guest speaker for this evening, Dr Clare Tomlinson, who is going to address us on the subject of international diplomacy – a topic she knows a great deal about.

Instead of: 'It gives me great pleasure to . . . ' we could say:

I am *pleased/happy* to introduce . . .

Work with your partner and, using a dictionary/thesaurus to help you, decide on other words that could replace those in italics.

b) Another aspect of politeness is to say that the speaker is knowledgeable about the subject. Instead of 'a topic she knows a great deal about' we could say:

a topic she is very familiar with . . .

an area in which she is an acknowledged expert . . .

Can you think of any other ways of saying the same thing?

Describing someone's career and experience and relating it to the topic

c) Look at this introduction. It includes no compliments and is therefore quite impolite. Rewrite it to include compliments.

This is Mr Clark who is going to talk to us about international finance.

4 Look again at these two paragraphs from the speech.

Dr Tomlinson began her highly successful career as a diplomat working at the British Embassy in Rabat, Morocco, where she worked in the Cultural Section until 1975. She then took up the post of First Secretary at the Embassy in Cairo and remained in Egypt for eight years. In 1983, she moved to Amman where she became the first woman ambassador to Jordan, the post which she currently occupies.

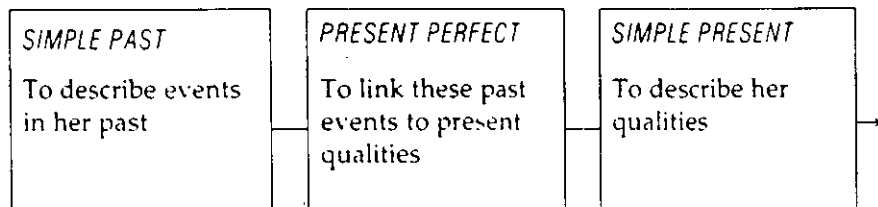
Dr Tomlinson is an expert in Middle East affairs, and a particular interest of hers is the highly topical issue of hijacking. She has been directly involved in the delicate discussions that take place between governments over international incidents of this kind, and her talk will concentrate on the role of diplomats in resolving such crises.

4.1 Looking at verb forms

- a) Underline all the verbs in the two paragraphs in exercise 4 above.
- b) Now list the verbs under these headings:

Verbs that refer to a particular time in the past	Verbs that refer to the past, but not to a particular time	Verbs that describe her qualities and interests	Verbs that refer to the coming talk

4.2 You can see that the first paragraph above contains verbs in the **simple past** which describe events in Dr Tomlinson's career. The second paragraph looks at this past career in relation to the present qualities which she brings to the talk. The **present perfect** (*has been directly involved in . . .*) links the past with the present. This can be represented like this:



Writing task

5 Now look at these notes about another speaker and write two paragraphs similar to those in exercise 4 above which describe the person's career and relate it to the topic of the talk.

<p>Name: Mr John Clark</p>	<p>Topic: The role of international lending agencies in funding agricultural projects.</p>
---------------------------------------	---

Career details:

- 1973 – Started career/Bank of England International Section
- 1977 – Became youngest ever director of large merchant bank
- 1983 – Joined World Bank
- 1987 – Became Vice-President of World Bank

Qualities:

- expert on funding of international projects
- involved in irrigation projects in Sri Lanka, China and Egypt

Writing task

6 The notes on the left below have been provided by a speaker who is coming to give a talk at a college. The person introducing the talk studied the notes and then wrote the speech below. It is full of all kinds of mistakes. Work with your partner and try to improve it. Use this model to help you.

Paragraph 1 Welcome the guests and introduce the speaker and the topic

Paragraph 2 Give details of her career

Paragraph 3 Relate her career and experience to the topic of the talk

Paragraph 4 Thank her for coming

Paragraph 5 Refer to the length of the talk and ask the audience to welcome the speaker

Name: Ms Yvonne George MP
 Topic: Care of the mentally disabled
 Career:
 1974 - Joined Camden Social Services as social worker
 1979 - Became MP
 1985 - Became Minister of Health and Social Security
 Qualities/Experience
 • concerned with care of the mentally disabled
 • involved in schemes to integrate mentally disabled into the community
 Length of talk: 45 minutes +
 with 15 minutes for questions

Hello everybody. I want to introduce the speaker Yvonne George who is speaking about the care of mentally disabled. Yvonne began her career in 1974. She join Camden Social Services to be social worker. Then in 1979 she become Member of Parliament, and at 1985 the Minister of Health and Social Security.

Miss George know well the mentally disable problem and have been involve in schemes to integrate them in the community.

Thank you Mrs George for to come here tonight.

After writing

- 7** a) Work with the **Improving Your Writing** checklist in Unit 1 and try to improve what you have written.
 b) Exchange texts with your partner and compare his/her writing with the checklist.
 c) Check your text against the key text on page 77.

Extension activities

Either

8.1 Is there anyone well-known that you would enjoy listening to? Imagine a famous person is coming to your school to give a talk and you have to introduce them. Perhaps you'd like to hear Mr Gorbachev, Ronald Reagan, Ayotollah Khomeini, Michael Jackson, Diego Maradona? Find out some details about their careers and imagine a suitable topic for a talk. Then write a short speech introducing them to your classmates.

or

8.2 Use the notes in exercise 6 above to find out about your teacher or a fellow student. Write an introductory speech for him/her.

or

8.3 Invite a real speaker and compose a real introduction!

NOTAS DE GRAMATICA

MODEL LETTER: Applying for a Job

► Annette Lee is applying for the job.
Read her letter.

► Circle the correct answer.

1. Who wrote the letter?

- A. Mrs. Bok
- B. Annette Lee

2. Who is the letter to?

- A. Mrs. Bok
- B. Annette Lee

3. Where does Annette live?

- A. 1900 Grant Avenue
- B. 16 North Road

4. What did Annette enclose?

- A. The San Francisco Chronicle
- B. Her resumé

5. What is Mrs. Bok's title?

- A. Human Resources Director
- B. Secretary

6. When was the letter written?

- A. June 28
- B. June 29

16 North Road
Berkeley, California 95436
June 29, 1993

Mrs. R. E. Bok
Human Resources Director
Perle Employment Agency
1900 Grant Avenue
San Francisco, California 92654

Dear Mrs. Bok:

I am applying for the position of secretary which was advertised in the San Francisco Chronicle of June 28.

I have enclosed my resumé, and I would like to schedule an interview. I will call you early next week.

I look forward to discussing this position with you.

Sincerely yours,

Annette Lee
Annette Lee

Enclosure

GOOD BUSINESS NOTE

"Follow-up" is very important. After you send the letter, you should call the employer. In your letter give either general or specific times to call.

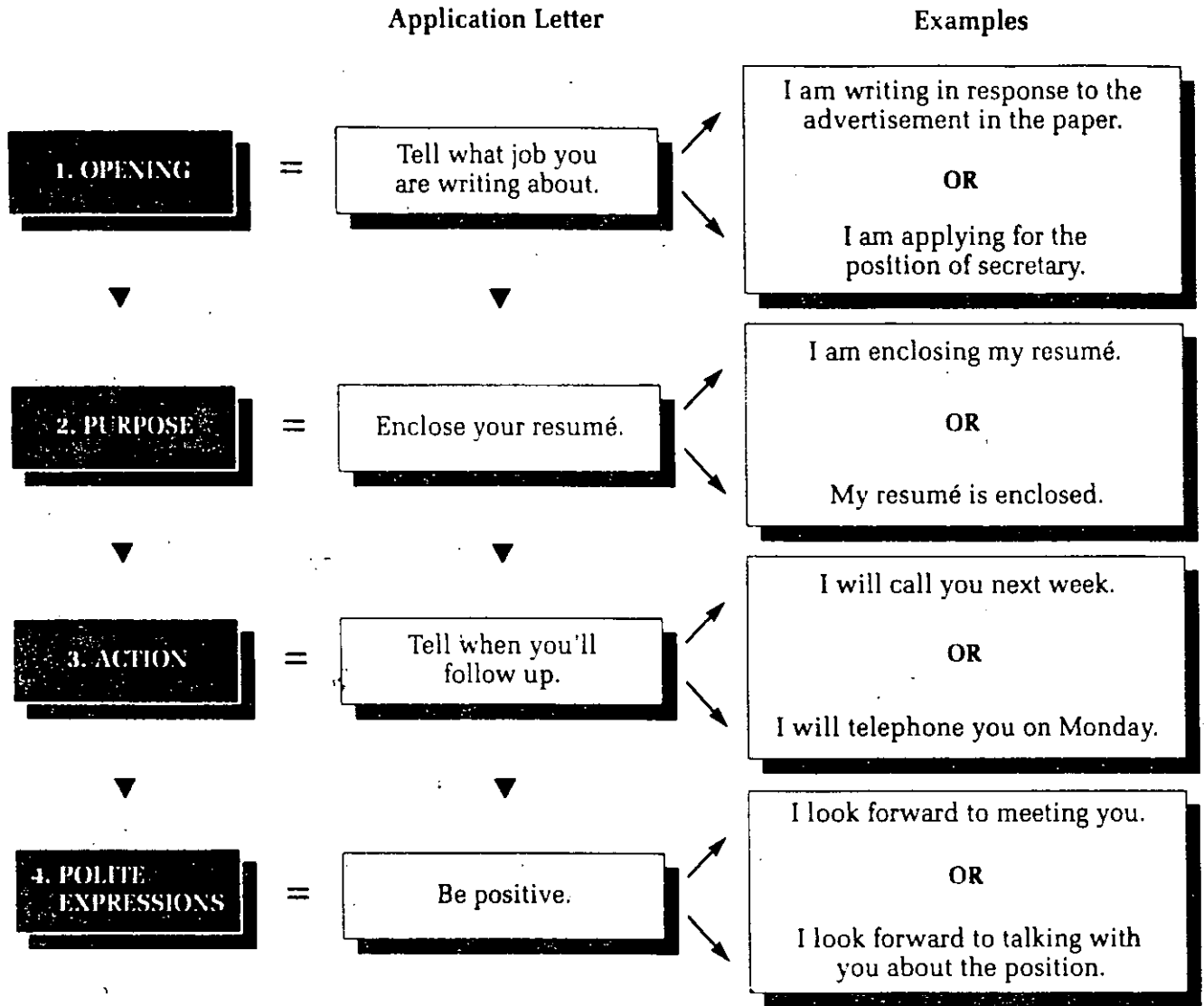
General: I will call you early next week.

Specific: I will call you Monday or Tuesday.

This keeps your name in front of an employer.

BUSINESS-STYLE: Body of an Application Letter

A letter of application generally has four parts.



► Look for these four parts in the Model Letter, page 10. Write the sentences.

1. Opening I am

2. Purpose I have

3. Action I will

4. Polite Expressions I look

2B

Confirming a Service

MODEL LETTER: Confirming a Service

► Read the letter.

▲ Arrowhead Conference Center
412 Bellevue Lane
Brewster, Maryland 20906
(301) 594-5612 • Fax (301) 595-3317

January 22, 1993

Curt Marks
Special Projects Office
CELLULAR PHONE COMPANY
10 Harbor Place
Baltimore, Maryland 21220

Dear Mr. Marks:

Thank you for your January 17 letter expressing interest in the Arrowhead Conference Center. This letter will confirm our plans for your meeting.


We understand that your company would like to reserve two rooms from March 15 to March 17. Approximately eighty people will attend your meeting.

As you requested, we will provide twenty tables in each room. We will also have a television and a VCR available in one room. We will serve lunch on the 16th.

If you have any questions or need to make any changes, please contact me immediately.

We look forward to seeing you on March 15.

Sincerely yours,


Mrs. Jan Turner
Meeting Planner

cc: M. Dubois, Audiovisual Department

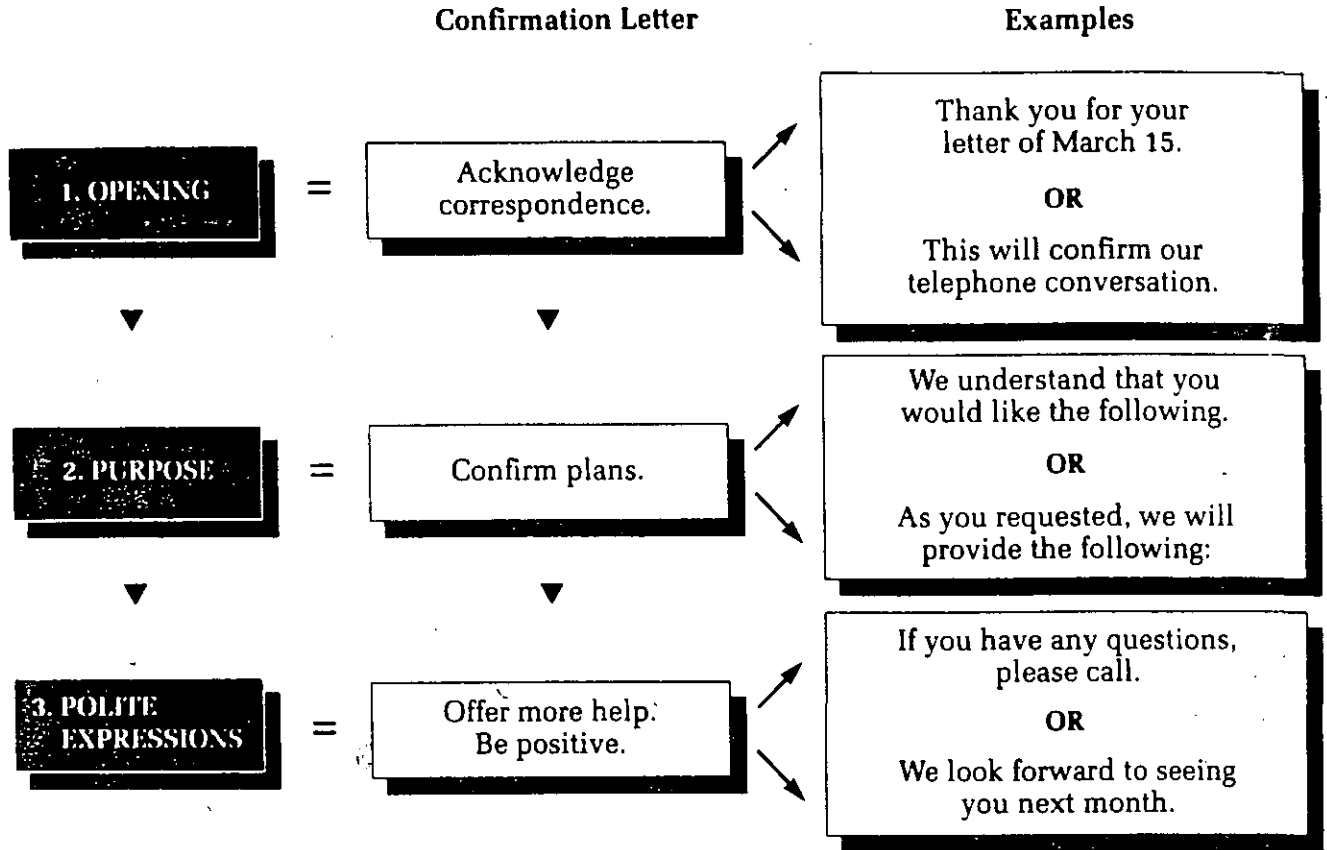
JT/kk

► Circle the correct answer.

1. Who is planning a meeting for Mr. Marks?
A. Mrs. Dubois B. Mrs. Turner
2. When was Mrs. Turner's letter written?
A. January 17 B. January 22
3. Why was this letter written?
A. To reserve five rooms.
B. To confirm information.
4. Can Mr. Marks make changes?
A. Yes B. No
5. Where will the conference take place?
A. In Baltimore B. In Brewster
6. Who received a copy of this letter?
A. M. Dubois B. J. Turner

BUSINESS STYLE: Body of a Letter Confirming Plans

A confirmation letter generally has three parts. The *Action* section is not necessary.



► Look for these three parts in the Model Letter, page 38. Write the sentences.

1. Opening _____

2. Purpose _____

3a. Polite Expressions _____

3b. Polite Expressions _____

TAREAS DE REDACCION

BUSINESS STYLE: Purchase Order

► Read this purchase order. Peter Rekowski prepared it.

AIE CONSTRUCTION 35 Hazel Wood Terrace Logan, Utah 84321 801-561-3120		Purchase Order Ship Prepaid • Add all delivery charges on invoice ***Not to exceed \$1000.00***		
Vendor: Executive Office Supplies 15 Watergate Plaza New Orleans, LA 70116	Ship To: Yuki Shibata, Marketing Department (use above address unless otherwise indicated)			
Reference: P. O. 02-3450-6	Bill To: Purchasing Department (use above address unless otherwise indicated)			
Delivery Date: ASAP				
Item	Stock Number	Quantity	Unit Cost	Total Cost
Copier Paper (8x10 1/2)	C 9837	4 ctns.	\$54.95/2	\$109.90
Pens, Black	P 4344	12 doz.	\$22.45/doz.	\$269.40
Pens, Red	P 5633	6 doz.	\$22.45/doz.	\$134.70
Paper Clips, large	C 4758	5 boxes	\$1.95	\$ 9.75
Subtotal				\$523.75
Shipping/Handling 10%				\$ 52.38
TOTAL				\$576.13
Prepared by: <u>P. Rekowski</u> Date prepared: <u>4/16/94</u>		Approved by: <u>Y. Shibata, Marketing</u> Date approved: <u>4/16/94</u>		
cc: Y. Shibata, Marketing / Accounting / Purchasing				

► Complete the answers.

1. What supplies is Ms. Shibata ordering?

She is ordering four items: _____,

_____,

and _____.

2. Which company is the vendor?

The Executive _____
 company in New Orleans, Louisiana.

3. Which department will receive the bill?

The _____ department.

4. Which department will receive the supplies?

The _____ department.

5. How much is the total cost?

It's _____.

6. What is the unit cost for the paper?

It's _____.

7. How much is the shipping/handling?

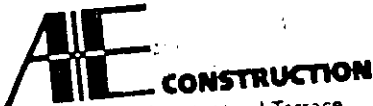
It's _____.

MODEL COVER LETTER

► Sometimes a cover letter is mailed with the purchase order. A cover letter describes what is enclosed in an envelope. Read this cover letter.

► Answer the questions.

1. What is enclosed?
 - A. A purchase order
 - B. A check
2. When should the order be processed?
 - A. ASAP
 - B. Next year
3. How should Peter Rekowski be contacted?
 - A. By phone
 - B. By letter
4. Who does Mr. Rekowski work for?
 - A. A&E Construction
 - B. Executive Office Supplies



35 Hazel Wood Terrace
Logan, Utah 84321
(801) 561-3120
Fax: (801) 561-3388

April 17, 1994

Executive Office Supplies
15 Watergate Plaza
New Orleans, Louisiana 70116

Ref: P.O. 02-3450-6

Dear Sir or Madam:

The purchase order referenced above is enclosed.

Please process the order as soon as possible. If you have any questions, please contact me or Ms. Yuki Shibata, in the Marketing Department at (801) 561-3120.

Thank you for your prompt attention.

Sincerely,

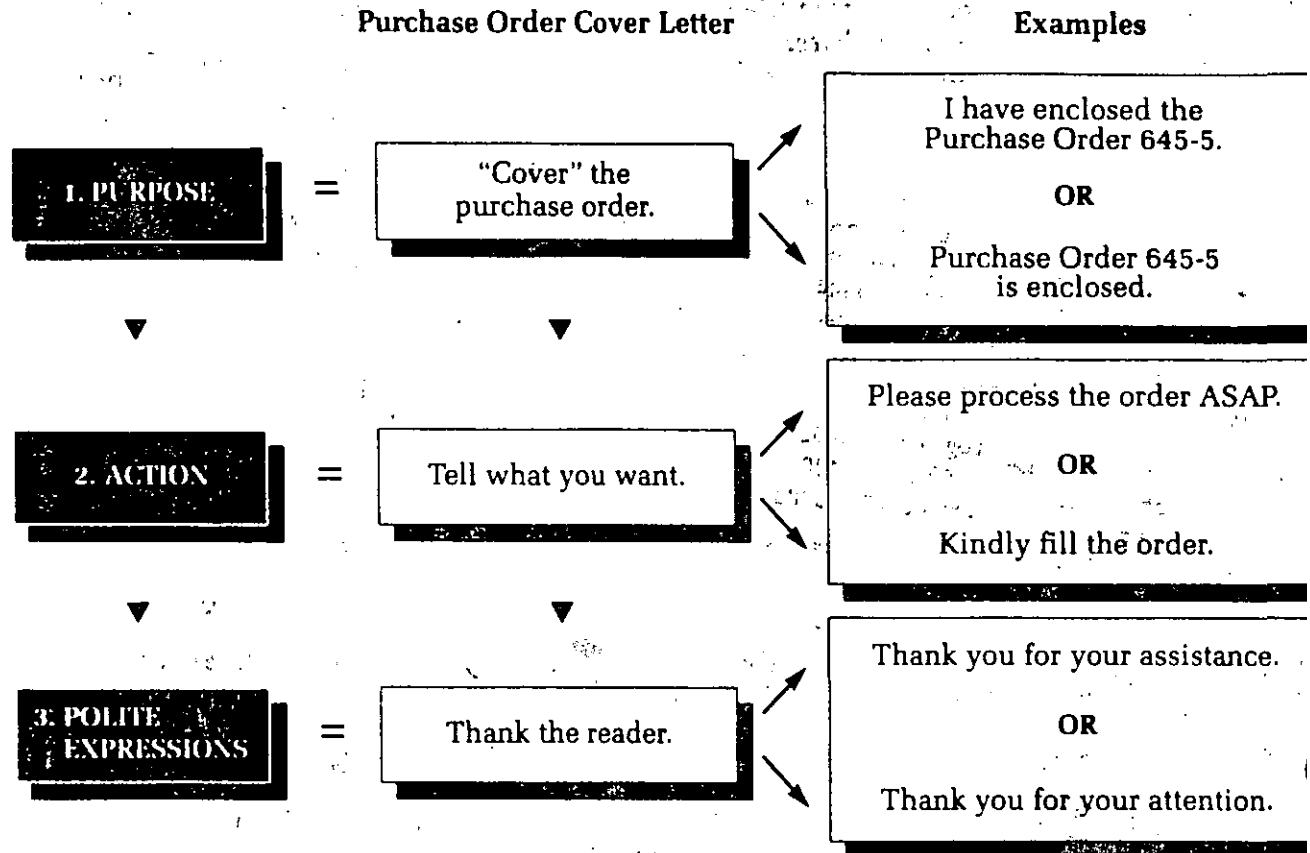
Peter Rekowski

Peter Rekowski
Purchasing Assistant

Enclosure

BUSINESS STYLE: Body of a Purchase Order Cover Letter

A cover letter generally has three parts.



► Look for these three parts in the Model Letter, page 51. Write the sentences.

1. Purpose _____

2. Action _____

3. Polite Expressions _____

PUNCTUATION: Work Titles

Use a comma (,) to separate a person's name from his or her work title:

- Olivia Fraser, President
- David Wang, Chairman of the Board
- Tom Wilson, Director of Marketing
- Frederick Borg, Sales Manager

► Put a comma in the correct place.

1. Don Steele Chief Executive Officer
2. Katherine Gund Personnel Director
3. Manual Cabral Public Information Officer
4. Bruce Gelb File Clerk
5. Tina Dresner Office Manager

MODEL LETTER: Claim Letter

► Read the letter.

► Circle the correct answer.



WILSON & COMPANY, Ltd.
51 Wimbleton Road
Toronto, Ontario M4D 2V8 Canada
(416) 888-4444
FAX: (416) 999-4443

May 7, 1994

Mr. Roland Fischer, Manager
New Tech Publications
454 Liberty Road
Philadelphia, Pennsylvania, 19148

Dear Mr. Fischer:

On April 1, I ordered manuals numbers TM-0053-3 and TM-0056-7. On May 7, I received two copies of manual number TM-003553.

I am returning, under separate cover, the two training manuals.

Please send me the two (2) manuals. Also please correct my account-- No. 594-OC. The invoice was for thirty-two dollars and fifty cents (\$32.50), it should be (twenty-eight dollars and seventy-five cents, (\$28.75).

Thank you for your assistance.

Cordially yours,

Holly Park
Holly Park

1. Holly wrote this letter to place an order.

A. Yes B. No

2. Ms. Park is returning two manuals to New Tech Publications.

A. Yes B. No

3. Ms. Park wants a refund.

A. Yes B. No

4. Did Ms. Park enclose a check?

A. Yes B. No

5. Has Ms. Park been billed?

A. Yes B. No

6. The catalog numbers are TM-0053-3 and TM-0056-7.

A. Yes B. No

7. There was an error on the invoice.

A. Yes B. No

COMMON BUSINESS EXPRESSIONS

Sent under separate cover = Sent separately
Items that cannot fit in an envelope with a letter are put in a box and sent separately. The letter explains the box is sent under separate cover.

BUSINESS STYLE: Body of a Claim Letter

A claim letter generally has four parts.

Claim Letter

Examples

1. OPENING

= Explain the problem.

On May 5, 1995, I ordered a new desk. It arrived damaged.
OR
I requested fifty (50) cartons of paper; I received five (5).

2. PURPOSE

= Give your reaction.

I am returning the desk.
OR
I have stopped payment.

3. ACTION

= Give a solution.

I would like to cancel the order.
OR
Please send forty-five (45) more cartons.

POLITE EXPRESSIONS

= Thank the reader.

Thank you for your attention.
OR
I appreciate your assistance.

► Look for these four parts in the Model Letter, page 84. Write the sentences.

1. Opening _____

2. Purpose _____

3. Action _____

4. Polite Expressions _____