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Т. Є. Єременко, О. О. Негривода, Г. А. Слободянюк

Writing in English. A Book of Practice

Методичні рекомендації для самостійної роботи
студентів молодших курсів

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Т.Є. Єременко, О.О. Негривода, Г.А. Слободянюк

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Рецензенти: доктор педагогічних наук, професор О.В. Попова
кандидат педагогічних наук, доцент Л.В. Першина

Методичні рекомендації для самостійної роботи студентів молодших курсів факультету іноземних мов закладів вищої освіти містять практичні завдання з написання таких типів текстів як: дискурсивний нарис, відгук, біографія, оповідання, резюме та ін. Запропоновані вправи спрямовані на розвиток навичок писемного мовлення.

CONTENTS

Preface	4
Discursive Essay.....	5
Opinion Essay.....	11
Argumentative Essay (Essay: for and against)	20
Review.....	25
Curriculum Vitae (CV).....	32
Descriptive writing.....	38
Narratives - Stories	48
Summary	55
Literature	63
Appendix A	64
Appendix B	80
Appendix C	84
Appendix D	89

Preface

The manual “Writing in English. A Book of Practice” is aimed at developing communicative competence in writing in future English teachers. It is common knowledge that effective writing is very important and should become an integral part of teaching English as a major.

The book is oriented to undergraduate students of foreign languages faculties and covers such types of writing as: discursive essay, opinion essay, argumentative essay (essay: for and against), review, curriculum vitae (CV), descriptions, narratives – stories, summary.

The section on each type of writing includes a short characteristic of the type of writing, model essay (CV, review, etc.) and practical tasks. The manual also provides a series of writing tips and outlines. The ‘Check your work’ section might be helpful in reinforcing students’ knowledge of writing techniques and fostering their self-study. The students can use authentic specimens of texts belonging to different functional styles given in Appendix A. In Appendix B one can find information on the rules of English punctuation. Appendix C comprises the table with the useful language for different types of writing. Students can choose from the variety of topics suggested in Appendix D to practice their writing skills.

Interactive in character the manual can be used by students in their independent work at mastering writing skills.

Discursive Essay

The goal of a discursive essay is to present a balanced and objective examination of a subject. The topic may be controversial, but the discursive essay attempts at presenting a much more balanced discussion of the issue. It does not, however, have to be neutral. The essay should present both sides of the discussion, supported by facts and research. The author may draw tentative conclusions about the subject and suggest them to the reader.

Writing tips

- Each paragraph should contain a “topic sentence” which expresses the main idea of that paragraph. This usually goes at the beginning
- Use quotations or paraphrasing (giving the meaning of what was said) to add vitality
- Include some of the following aspects: moral, personal, social, historical, economical, religious, artistic, geographical
- Use the following linking words to make your writing more fluent:

neither... nor

... rather than...

Practical tasks

1. Match the quotations from the first column with the composition topics from the second column. Define the author of the quotations

<i>Quotations</i>	<i>Topics</i>
1 “The toughest thing about success is that you’ve got to keep on being a success.”	a Describe the role of art in life
2 “Boxing is just show business with blood.”	b What are the problems that come with ageing and what can be done about them?
3 “Without the past the pursued future has no meaning.”	c “Beauty is only skin deep.” Do you agree?
4 “Art is much less important than life; but what a poor life without it!”	d What are the advantages and disadvantages of becoming famous?
5 “Making money is fun, but it’s pointless if you don’t use the power it brings.”	e How important is to protect the environment? Discuss
6 “It’s not how old you are, it’s how hard you work on it.”	f Stress and anxiety can lead to early death. Why is this and what can we do about it?
7 “The process of living is the process of reacting to stress.”	g What is the point of learning? Discuss
8 “In the eyes of the nature, we are just another species in trouble.”	h How much can knowledge of past events help us make decisions in the future? Discuss
9 “In the factory we make cosmetics, in the store we sell hope.”	i How does the mass media affect people’s lives? Discuss

10 "Television is simply automated day dreaming."	j Violent sports should be banned. Discuss
11 "Education is a progressive discovery of our own ignorance."	k "Power and money go hand in hand." Discuss

2. Rewrite the two sentences as single sentences using expressions from the writing tips

1. Computers are becoming more powerful. They're becoming cheaper.
2. Soon computers may be able to hold conversations with humans. Telling jokes may also be possible.
3. We may not have to use a mouse or keyboard. We may be able to control it with our mind.
4. Computers may demand better treatment. They may demand equal rights!
5. Some people maintain that computers will never think like people. They may that computers will never have emotions.
6. Super-powerful computers will be incredibly useful. Or perhaps they'll be incredibly dangerous to mankind.

3. Read the model essay. Match the "topic sentences" a-f with the gaps 1-5.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Science and technology will continue advancing at an ever-increasing pace, and there will doubtless be invention and discoveries every decade which will affect every aspect of our lives.</p> | <p>a Assuming that the processing power of computers continues to increase at its current rate, their importance in the world will also grow.</p> |
| <p>2. A hundred years from now, they will in all probability be far more intelligent than humans. Consequently, our attitude towards them may change: we may regard them either as friends or as potential rivals! We will use them not only as sources of information, but also as sources of wisdom and advice.</p> | <p>b The increasing congestion on our roads will have led scientists to develop new forms of transport.</p> |
| <p>3. New forms of synthetic material will no doubt have been invented, and these could revolutionize clothing in the same way that the invention of both nylon and Lycra did in the twentieth century. Having said that, designers have a habit of looking to the past for inspiration, so in the twenty-second century, people could be wearing jeans or even nineteenth-century suits and dresses.</p> | <p>c If I am still alive a hundred years from now, I imagine the world will be a very different place from how it is today.</p> |
| <p>4. Particularly popular will be vehicles which allow commuters to fly to work rather than sitting in a traffic jam. The vehicles will as likely as not be powered by magnetism or some other force which neither requires fuel nor creates pollution.</p> | <p>d Broadly speaking, the kinds of changes that I envisage happening will make the world a better place to live.</p> |
| <p>5. However, some may make it worse. It is</p> | <p>e I imagine that, a hundred years in the future, fashions will have changed hugely.</p> |

4. Choose three aspects from *Writing Tips* which are not used in exercise 3. Write a “topic sentence” to begin a paragraph for each one.

OUTLINE: DISCURSIVE ESSAY

Paragraph 1

Introduction Make a general statement about the topic

Paragraph 2-4 Speculate about three separate aspects of the topic. In each paragraph include the opposite point of view

Paragraph 5

Conclusion Conclude by giving your own opinion on the subject

Useful Language

Introducing the topic

Many people believe/feel that...
It is said ...
People’s opinions on ... differ widely.

Adding further reasons

Both ... and/not only ... but also ...
In addition,... What is more,...
Furthermore,...

Supporting your argument

One of the main advantages of ... is that ...
In the first place, ...
Firstly, ...
To begin with, ...
Secondly, ... Thirdly, ... Finally, ...
Last but not least, ...

Linking sentences

Although, ... However, ... In spite of this,
...Despite...

Some people... while/whereas others ...

On the one hand ... on the other hand...

Summing up

In conclusion, ...

To sum up, ...

On balance, ...

Expressing an opposite point of view

On the other hand, there are also a number
of disadvantages.

Expressing opinions

In my view/opinion,/It seems to me that ...

I think/feel that ...

- 5. You are going to write an essay about how the system of higher education in Ukraine might be different 50 years from now. Choose a topic from the box and make notes using the outline above.**

<i>tuition fee</i>	<i>teaching staff</i>	<i>Master/Bachelor Degree</i>	<i>assessment system</i>
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- 6. Use your notes to write your essay of 200-250 words**



Check your work

Have you:

- followed the essay plan correctly?
- introduced each paragraph with a topic sentences?
- included linking words to join ideas together?
- used quotation(s) to add vitality?
- written the correct number of words?
- checked the spelling and grammar?

Opinion Essay

An opinion essay is a written work in which the writer expresses an opinion and supports that opinion with facts and examples. Unlike other types of essays, the opinion essay does not necessarily need to rely on hard facts; it can, instead, rely on the writer's opinion only, provided the writer can support his or her opinions with compelling arguments. Most essay writers should avoid using phrases such as "I think" or "I believe," but the opinion essayist is free to use such terms.

Writing tips

- Passive structures with verbs like *regard, consider, feel, believe*, etc. make statements appear less personal and are therefore often appropriate in an essay. Thus, the sentence "Censorship is undesirable" could be rephrased in this way: "Censorship is usually regarded as undesirable"
- We can use different types of passive construction:
It + passive(present or past) + that...
e.g. It is known that the Earth goes round the Sun.
2) subject + passive(present or past) + to do/to have done something
e.g. The Sun was believed by many people to go round the Earth.
- Remember that if we are expressing a **present** belief about a **past** event, we use the present simple passive followed by a

Practical tasks

1. Read the model essay. What is the writer's basic answer to the question in the title?

SHOULD FREEDOM OF SPEECH ALWAYS BE DEFENDED?

The first amendment to the American Constitution defends every citizen's right to free speech, and most democracies around the world pride themselves on a lack of state censorship. Indeed, the fact that newspapers and TV news stations report stories which are highly critical of the government is seen as one of the signs of a healthy democracy. But how far should this lack of censorship extend? Is it possible to have a society which places absolutely no controls on information?

Freedom of speech is usually regarded as one of the cornerstones of democracy. It is essential that the content of newspapers, for example, is decided by the newspaper editors and not by politicians or police. If politicians were allowed to determine what should or should not be printed, they would be able to suppress any information which did not put them in a good light. Corruption would increase and there would be no way of exposing politicians' wrongdoings. Moreover, it goes without saying that ordinary citizens in democracy should be allowed to voice their personal opinions without fear of intimidation.

Having said that, it is clear that total freedom of speech is impossible, or at least extremely risky. This is because sometimes it is necessary to limit freedom of speech in order to protect individual members of society or society as a whole. An example of this would be the laws against libel. These prohibit you from making damaging and untrue statements about somebody. Without this protection, peoples' lives could be ruined by false accusations.

It is widely accepted that some information needs to be kept secret for reasons of national security or crime prevention. If a newspaper was allowed to print details of a secret anti-terrorist operation, there might be catastrophic results.

To sum up, I would say that freedom of speech should be defended in the majority of cases. However, there will always be situations in which this freedom would have negative consequences. In those instances, I believe that it is necessary to sacrifice freedom in order to protect people's lives.

2. Underline in the model essay the sentences where passive constructions from *Writing Tips* were used. Choose two other sentences which could be rephrased in this way and rewrite them.

3. Bearing in mind the information from *Writing Tips*, rewrite the sentences in the passive using the words in brackets.

1. National security is of paramount importance. (believe firmly)
2. Human actions are responsible for global warming. (accept widely)
3. Monsoons are a tropical phenomenon. (regard usually)
4. Oil is running out. (consider generally)
5. Public transport is too unreliable. (see usually)
6. Flooding has worsened in recent years. (report frequently)
7. Air travel causes a great deal of pollution. (acknowledge widely)

OUTLINE: OPINION ESSAY

Paragraph 1

Introduction Explain the title and give your initial opinion (clearly without using too many personal opinion words)*

Paragraph 2-3(4) Give the points supporting your opinion

Paragraph 4(5) Give the opposing argument and state why it is wrong

Paragraph 5(6)

Conclusion Re-state your opinion using different words

*One way of writing the introduction to an opinion essay is to describe the current situation as you see it and then restate the question in your own words.

Useful Language

Opening paragraph

Some people believe/claim that... However, Newspapers are full of stories about... others think/maintain that...

First of all, I'd like to say that...

We should acknowledge from the start that... In some countries... while in others...

I'd like to start by...

The question we need to answer is...

Restating the questions

The key question is...

What it comes down to is...

What needs to be decided is...

Describing the current situation

Over the past few decades, ...

We have now reached a point where...

In some countries... while in others...

Presenting the points supporting your opinion

Firstly, it's important to state that...

It seems clear that...

On the one hand, ...

It is clear that...

In my view/opinion, ...

Many people are starting to wonder whether... It is sometimes argued that... To my mind, ...

Presenting the opposing argument

On the other hand, ...

However, ...

Having said that, ...

Some people take the opposite view, and think...

claim/maintain that ...

And yet, ...

Introducing additional points

Furthermore, ...

Moreover, ...

What is more, ...

It is also worth bearing in mind that ...

Similarly, ...

We should also remember that...

I firmly believe that...

Acknowledging an argument and restating your opinion

To that extent, it's true that ...

While it's true to say that..., I really do

It's hard to deny that...

Even though some people maintain that..., I nevertheless believe that..

There's some truth in the view that... .

Nevertheless, it doesn't alter my view that...

Conclusion

Despite... I feel that...

To sum up, I would say that ...

In conclusion, ...

It can be argued that However, the truth of the matter is ...

On balance, ...

Even though ... I would still maintain that...

However, on balance, I believe that ...

- 4. Look at the Outline for the opinion essay and Useful Language. Then in the following essay mark where the paragraph divisions should be. Underline the words or phrases which helped you decide.**

We should acknowledge from the start that, throughout human history, there have been examples of both good and bad behavior. The question we need to answer is whether people's behaviour has generally improved or declined as civilization develops. My view is that peoples' behavior is generally better that it was in the past. Firstly, it is important to recognize that, in the past, women suffered terrible injustice because they didn't have the same rights as men. We should also remember the other groups that were the victims of violence and discrimination, including the ordinary poor. Today, we at least try to value everybody in society equally. Secondly, we must remember that most people in our modern society are in favour of peace. This was not true in the past, when war was considered a noble activity. On the other hand, it is true that modern society gives opportunities for immoral behavior which did not exist in the past. For instance, cyber bullying has only become a problem in the past few years. What is more, a decline in religious belief among many today's industrialized countries means that children do not grow up with a strong moral code. All things considered, I really do think that today's society is generally more moral than societies in the past. While there are undoubtedly some problems with bad behavior, the vast majority of today's citizens try to behave well towards all their fellow men and women.

First and Last Paragraph Techniques

In order to grab the reader's attention and make them want to continue reading, the first paragraph should:

- State a strong, firm opinion
- Make reference to a strange scene or situation
- Address the reader directly
- Start with a quotation or rhetorical question
- Start with a problem that needs a solution

The last paragraph should:

- State a personal opinion
- Give the reader something to consider
- Summarize the article
- End with a quotation or rhetorical question.

5. Match the first paragraphs in column A with the last paragraphs in column B. Which techniques are used for the first/last paragraphs? Which outlines should be used for each topic? Write a title for each topic.

First paragraphs

1 Increased drug use among young people today is a problem that must be tackled by society if it is to be prevented from causing more damage than it already has.

Last paragraphs

a To conclude, it seems that the only way to improve the quality of our surroundings is to work together to protect the environment. Unless this is done, many cities and towns will have become uninhabitable within the next fifty years.

2 There can be no doubt that television is the sole cause of the breakdown of modern society and that it has absolutely no beneficial effect upon a child's development.

3 What can be done to protect our cities from environmental pollution? Over the past decade our cities and towns have become more polluted than ever and this is a trend that looks set to continue.

4 Have you ever considered emigrating to another country with a warmer climate where it hardly ever rains? This tempting prospect has been on many people's minds this winter as we face endless, cold, damp days stuck indoors.

b If something is not done soon, an alarming increase in the number of young drug users is inevitable, which will undoubtedly have a harmful effect upon society as a whole.

c The negative role that television plays in the development of a child can be summed up with a quotation from George Mikes, who said "Television is of great educational value. It teaches you while still young how to a) kill, b) rob, c) embezzle, d) shoot, e) poison."

d On balance, it must be said that although moving abroad sounds like an end to all our problems, it often is not. In many cases it can be far more difficult than living in Britain, mainly due to the fact that it involves taking on a whole new culture and way of life.

6. You are going to write an opinion essay "Honesty is always the best policy".

Read the following statements and decide whether they support or oppose the proposition. Write S (support) or O (oppose).

1. In the long run, lying erodes trust. _____
2. Lying can be the lesser of two evils. _____
3. Small lies lead to bigger lies. _____
4. The truth can be told without being brutal. _____

5. Harmless white lies promote harmony and help our day to day lives run smoothly.

6. Liars often assume other people lie. _____

7. Society can't function without the security of being able to believe others. _____

7. Use these points and another point that supports your opinion and write your essay following the Outline.



Check your work

Have you:

- followed the essay plan?
- included passive phrases for distancing your opinions?
- written the correct number of words?
- checked the spelling and grammar?

Argumentative Essay

(Essay: for and against)

Argumentative essay is a kind of essay, we not only give information but also present an argument with the pros (supporting ideas) and cons (opposing ideas) of an argumentative issue. We should clearly take our stand and write as if we are trying to persuade an opposing audience to adopt new beliefs or behavior. The primary *objective* is to persuade people to change beliefs that many of them do not want to change.

In an argumentative essay the writer should state both sides of the question justly and impartially. Nevertheless, he should take up a definite position of his own and sum up in favour of it. The fault often found in such essays is that of see-sawing now to this, now to that, side of a question without any indication of one's own preference. From a literary point of view decisiveness, even in a wrong cause, is preferable to shilly-shally. In discussing a debatable subject, which can be looked at from opposite sides, no question arises as to which side of the question is right or wrong, so long as each side is understood by the writer and is rationally handled.

Writing tips

You can start a for and against essay with:

- a general statement about the topic, giving some background information
- a brief introduction to both sides of the argument

You can contrast two pieces of information *in the same sentence* using these words: *but, although, even though, though, whereas, despite, in spite of, despite the fact that, much as, in spite of the fact that.*

You can use the following words to contrast two pieces of information *in different sentences*: *however, nevertheless, even so.*

Practical tasks

1. Choose the correct words. Sometimes both are possible. Add commas where necessary

- Money isn't everything. *However/ Although* you can't live without it.
- The match went ahead *in spite of/even though* the rain.
- Jenny doesn't speak Italian. *Nevertheless /In spite of the fact* that she plans to look for a job in Italy.
- *Although/ Whereas* they haven't got much money, they're happy.
- Henry is very generous. *In contrast/ On the contrary* his brother Nick is rather tight-fisted.
- *Much as/ Despite the fact* that I admire Annette, I wouldn't like to work for her.
- Martin is very self-disciplined *but/ whereas* I'm rather lazy.

2. Match 1-6 with a-f. Underline the words and phrases that express contrast

1	I don't believe that money makes you happy.	a	Nevertheless, it would be unfair to argue that money is the sole cause of crime.
2	Much as I would like to be rich,	b	in spite of the fact that they haven't got much money.
3	Having money can remove a lot of everyday worries.	c	On the contrary, I think that money is often the cause of great unhappiness.
4	Many people are happy,	d	it wouldn't necessarily make me happier.
5	The love of money is the root of much evil,	e	However, it can't solve all our problems.
6	The love of money makes people commit crime.	f	whereas, money itself is not.

3. Read the model essay. Match the underlined words in the text with the functions(1-6)

Money can buy happiness. Discuss

In most parts of the developed world, people are better off financially today than they were fifty years ago. But are they happier? Has more affluence led to more contentment? This is the question we need to answer.

It is hard to deny that money is necessary in today's world. It is very difficult to be happy if you do not have enough money for essential things like food and clothing. For the poorest people in our society, more money would certainly improve their lives. To that extent, it's true that money can buy happiness for some individuals. Even people who are not particularly poor, but are not rich either, often have concerns about money. It seems clear that extra money would remove these worries and the distress that they cause.

On the other hand, money is not the main source of happiness for most people. They regard personal relationships as more important. For example, if you are feeling miserable about a friendship that has ended, money is irrelevant. What is more, if money really could buy happiness, the rich would be the happiest people in the world. Judging by the stories about them in magazines and on TV, they do not appear to be.

To sum up,I would say that money can improve the condition of people who do not have enough cash to live comfortably. However, money alone is not enough to bring happiness; you also need good relationships.

Functions:

1. making a contrast (two phrases)
2. summing up
3. giving an example
4. presenting one side of the argument
5. giving a personal opinion
6. opening an essay.

4. **Read the *Writing Tips* again and the opening paragraph of the essay. In which of the two ways does the writer start the essay?**

A a general statement about the topic

B a brief introduction to both sides of the argument

OUTLINE: FOR AND AGAINST ESSAY

Paragraph 1

Introduction

Introduce the topic. Show that you understand the title of the essay and what it needs to cover

Paragraph 2-3(4)

Give some arguments for the topic, with examples

Paragraph 4(5)

Give arguments against, with examples

Paragraph 5(6)

Conclusion

Sum up and give your own opinion

5. You are going to write an essay entitled: **“Money is the root of all evil. Discuss”**. Make notes for the introduction. Use these ideas to help you, or think of your own

We can't live without money.

Fair to blame money for all evil? One of many causes?

Is it a very old saying?

6. Think of points that you could include, and write at least three under each of these headings

<i>PROS</i>	<i>CONS</i>
<i>Money makes people commit crime</i>	

7. Write your essay of 200-250 words following the Outline



Check your work

Have you:

- followed the essay plan?
- included phrases for introducing arguments?
- written the correct number of words?
- checked the spelling and grammar?

Review

A *review* is a special type of article written for publication in a magazine, newspaper etc., giving a brief description and evaluation of a film, book, play, TV/radio programme etc. It may be formal or semi-formal in style, depending on its intended readership, and is usually written using present tenses.

The goal. Reviews provide you with a handy guide to a particular topic. If you have limited time to conduct research, reviews can give you an overview or act as a stepping stone. For professionals, they are useful reports that keep them up to date with what is current in the field. For scholars, the depth and breadth of the review emphasizes the credibility of the writer in his or her field. Reviews also provide a solid background for a research paper's investigation.

Writing tips

- We can describe aspects of a film/ book more accurately and subtly by combining adjectives with modifying adverbs such as: *a (little) bit, not particularly, not very, quite, fairly, pretty, rather, very, extremely.*
- We can use participle clauses to improve our writing style.
This film was released in 2002 and was an instant success.-Released in 2002, this film was on instant success.

Practical tasks

1. Bearing in mind the information from *Writing Tips*, rewrite the sentences that introduce films using participle clauses.

1. *Saving Private Ryan* was directed by three-time academy award winner Steven Spielberg and is one of the most gripping war films ever made.

2. The *Incredible Hulk* was panned by the critics when it was first released, but it was a box office hit.

3. *Titanic* is one of the most successful films of all time, and won eleven Oscars.

4. *Forrest Gump* features Tom Hanks in the title role and is my favourite movie of all time.

5. The *Mist* was adapted from the Stephen King novel and is a terrifying horror film.

2. Read the film review. How would you describe it? Find evidence in the text for your opinion.

1 very positive

2 fairly positive

3 lukewarm

4 negative

I'm a big fan of the Indiana Jones movies, so I was first in the queue at the box office when *Indiana Jones and the Kingdom of the Crystal Skull* was screened at our local cinema. Like its blockbuster predecessors, it's directed by Steven Spielberg and stars Harrison Ford in the title role as an archaeologist-adventurer.

Set in 1952 at the height of the Cold War; most of the action takes place in the jungles of South America. The plot revolves around the race to find a crystal skull, which the villainous Soviet officer Irina Spalko (Cate Blanchett) wants to get her hands on in order to harness its mystical powers. Needless to say, at the end of the film the goodies come out on top, find the skull and restore it to its rightful place. Despite very good performances from Ford and young, upcoming actor Shia LaBoeuf who plays a leather-jacketed biker, and some pretty effective state-of-the-art special effects, the film is let down by the rather convoluted and far-fetched plot. In fact after about an hour; the film abandons any pretence of a story and descends into a sequence of high-speed car

chases, fights, stunts, and encounters with red ants and quicksand.

As adventure movies go, it's fairly entertaining, but nowhere near as good as the first three instalments in the Indiana Jones series. But if it's pure escapism you're after and you can totally suspend disbelief, this film's probably for you.

In which paragraph does the writer:

1. talk about the film's strengths?
2. give a brief summary of the plot?
3. give background detail about the film, such as the title and director?
4. give his/her overall verdict on the film?
5. talk about the film's weaknesses.

3. Complete the sentences with the words in the box.

Adaptation *box-office* *delivered* *enhanced* *gross*
location *miscast* *sequel* *sequence* *setting*
supporting *twists* *unfolds*

1. As the story _____, the pace of the action quickens.
2. The film is an _____ of Ian Fleming's best-selling novel.
3. There is a car chase in the opening _____ of the film.
4. The film was shot on _____ in the mountains of Scotland.
5. Keira Knightley was badly _____ in the role of the villain.
6. An instant _____ hit when it was released, the film went on to _____ over \$200 million.
7. The film was let down by below-average performances by the _____ cast.
8. After numerous _____ and turns, there's a nail-biting finale.
9. The back streets of New York provide the perfect _____ for this *film noir*.

10. Brad Pitt _____ a fine performance in the leading role.
11. The movie is beautifully filmed and _____ by digital technology.
12. *The Two Towers* is the _____ to the highly-acclaimed *Fellowship of the Ring*.

4. In pairs, look at the adjectives for describing films. Which aspects of films (1-5) can they be used to describe? (Some adjectives can describe more than one aspect.)

big-budget	disappointing	edgy	epic	far-fetched
fast-moving	flawed	frightening	gripping	light-hearted
low-budget	moving	powerful	predictable	serious
third-rate	thought-provoking	violent	wacky	X-rated

1. the performance of the actors
2. the story
3. the film in general
4. the screenplay
5. special effects

5. Fill in the gaps with words from the box. Then match the sentences with the types of stories/films mentioned in the list.

A moving, confusing, original, well-written, thrilling, tragic, highly entertaining, gripping, excellent, shocking, poorly-written, involving, unimaginative

B well-developed, boring, strong, humorous, realistic, weak, dull, convincing, predictable, unbelievable, frightening

- * *Thriller/horror*
- * *love story*
- * *detective story/mystery*
- * *action/adventure*
- * *science fiction*

1. The chase scenes were so _____ that I was on the edge of my seat.
2. It was such a(n) _____ story, and the ending, when the lovers part forever, is very tragic.
3. There were some really _____ monsters, and there was so much blood that I found it quite.
4. The aliens were so _____ that I almost believed they were real.
5. The plot was quite _____ because the policemen had so many clues to follow up.
6. **Match 1-8 with a-h to make sentences that give overall opinions of films. Which ones are (a) positive? (b) negative? (c) lukewarm?**

<p>If you have an aversion to pointless special effects</p> <p>Not the greatest film ever made</p> <p>For hardcore fantasy</p> <p>This movie is, quite simply, fantastic and</p> <p>There are some nice moments,</p> <p>If like me you are a lover of feel-good movies,</p> <p>The film is well worth seeing,</p> <p>Despite being a low-budget art-house film,</p>	<p>a this is one of the most impressive movies you'll see.</p> <p>b this film is not for you.</p> <p>c but it's marred by poor a performance from the lead.</p> <p>d this film won't live up to all the hype surrounding its release</p> <p>e if only for the dazzling special effects.</p> <p>f then you won't regret going to see this film.</p> <p>g but worth the price of admission.</p> <p>h I thoroughly recommend it.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

OUTLINE: REVIEW

Paragraph 1

Introduction background (setting, type of the story, main characters);

Paragraphs 2-3

Main body main points of the plot (without revealing the ending),
general comments;

Paragraph 4

Conclusion recommendation. You may also be asked to give reasons
why someone should see the film/play or read the book, how
it has influenced you, etc.

Useful language

To begin reviews:

This well-written/innovative/fascinating/thought-provoking book is...

The film/book/play/etc.is set in.../tells the story of.../is based on...

The film/play stars.../is directed by.../is the sequel to...

To end reviews:

You should definitely see/read.../Don't miss it/You might enjoy...

All in all, it is well worth seeing/reading, since...

On the whole, I wouldn't recommend it, in view of the fact that...

It is a classic of its kind/It is sure to be a hit/best-seller

7. Read the following book review and put the paragraphs in the correct order.

Jane Eyre

A	
---	--

The book is beautifully written, with poetic descriptions and excellent dialogue. The writer has created a dramatic, gripping plot with well-developed, very believable characters, letting us see into the soul of a sensitive but strong young woman.

B	
---	--

This book's fascinating plot is guaranteed to keep the reader absorbed from beginning to end. Don't miss your chance to read this classic masterpiece. Once you have read it, you will never forget it.

C	
---	--

Jane Eyre, the main character of the novel, is an orphan who has a very unhappy childhood. Despite this, she becomes a strong-willed young woman. When she leaves the orphanage she becomes the governess at Thornfield Hall, Mr Rochester's mansion. Strange things begin to happen there, and when mysterious secret is revealed, Jane's life is changed forever.

D	
---	--

If you are looking for a romantic but mysterious story about a lonely woman who, after many strange experiences, finds lasting love, you should definitely read Jane Eyre by Charlotte Bronte.

8. Make notes about a film that you have seen, following the plan below. Then write a full version of a film review.

1. Background information about the film (title, genre, director, based on a book? date? other interesting facts?).
2. A brief summary of the plot.
3. The film's strengths and weaknesses.
4. Your overall verdict on the film and a recommendation (positive or negative).

Check your work



Have you:

- followed the plan correctly?
- written the correct number of words?
- included at least one modifying adverb?
- checked the spelling and grammar?

Curriculum Vitae (CV)

Curriculum vitae (CV) is a short written document that lists your education and previous jobs, which you send to employers when you are looking for a job. A CV is the most flexible and convenient way to make applications. It conveys your personal details in the way that presents you in the best possible light. A CV is a marketing document in which you are marketing yourself! You need to "sell" your skills, abilities, qualifications and experience to employers.

A CV is often mistaken for a resume by most of the people. Many a time, people get rejected due to this wrong perception, which is to be taken care of. *Resume* stands for a brief description of educational qualifications, skill set and achievements and may range from a page to two at most.

The **goal** of a CV is quite specifically to construct a scholarly identity. Thus, your CV will need to reflect very specifically your abilities as a teacher, researcher, and publishing scholar within your discipline

Writing tips

To maximize effectiveness CV should be:

- Clear (well organized, readable, easily understandable);
 - Concise (no double entries, brief);
 - Complete (all relevant information should be included);
 - Consistent (no mix of styles, same order in presenting);
 - Current (include dates with all information; revise CV at least once a year).
- CV needs to be visually appealing and should not contain any typographical or grammatical errors.
 - Use power verbs, that denotes you took action. Examples include words like "*accomplished,*" "*achieved,*" and "*managed.*" When reviewers see these action words, they realize that you are a person that takes initiative: you are a self-starter.
 - The use of power words helps measure the result of the actions you took. Examples of power words are "*positive,*" "*results,*" and "*significant.*"
 - Avoid italics, script, and underlined words.
 - Do not use horizontal or vertical lines, graphics, or shading.

Practical tasks

1. Complete the headings with the words in the box.

Artistic	Computer	Date of birth	Desired	Education	
E-mail	employer	experience	Gender	licence	
Nationality	organization	position	qualification	references	
Responsibilities	skills	Speaking	subjects	Surname	tongue

Europass Curriculum Vitae

Personal Information

First name(s)/ (1) _____
Address _____
Telephone (2) _____
(3) _____
(4) _____
(5) _____
(6) _____ **employment/
occupational field**
(7) _____ **and Training**
Dates _____
Title of (8) _____ awarded
Principal (9) _____
/ occupational skills covered _____
Name and type of (10) _____
providing education and training
Work (11) _____



Susan Clare Davies
149 Salter Rd, Bath B57 8MB
011 5643 545
susandavis@emessage.co.uk
British
24/09/1988
female
Bilingual secretary

2004-2007
A levels
English, French, History, General Studies

Dates
Occupation or (12) _____ held
Main activities and (13) _____
Name and address (14) _____

Kingfield Secondary School

Personal skills and competences

Mother (15) _____(s)

August 2007 – May 2008

Other languages

Au pair

Self assessment

Organizational skills and competences

Looking after children, cooking meals

(17) _____ skills and competences

Mme J Leclerc, 3 rue Daviel, Tours, France

(18) _____ skills and competences

English

Other skills and competences

French

Driving (19) _____

Understanding C1 Proficient user

Additional information

(16) _____ C1 Proficient user

Writing B2 Independent user

Leadership: captain of the school volleyball team

Good organizational skills: looking after three young children for 8 hours a day.

Good command of Microsoft Word and Power Point, basic knowledge of Excel

Piano (Grade VI). Singing

Swimming, volleyball and windsurfing

I hold a full UK licence.

(20) _____ available on request

2. Match 1-8 with a-h

1. Personal statement

2. Personal details

3. Work experience

4. *Languages*

5. *Interests*

6. *Other information*

7. *Referees*

8. *Education and Qualifications*

- a) English (mother tongue); Spanish (fluent); German (good); French (good)
- b) Name: Jenna Hopkins; Address: 220 High Street 54; Cambridge F3R 230; Telephone:702668 2330; email: jhopkins@hotmail.com; Date of birth: 23.May 1986
- c) Theo Johnson - Head of Postgraduate Studies; London Tourism Management School; Jan Woodrof - Manager of Cambridge Tourism Information Centre
- d) 2000-2003 - London Tourism Management School - Postgraduate diploma in tourism marketing; 2004-2006 - Spanish International Tourism University.- graduated in tourism arrangement and hospitality services
- e) I am a hardworking and enthusiastic tourism management graduate who is looking for a position in tourism arrangement or hotel industry. I have also passed the city guide exam and I'm good at working with people.
- f) Travelling, swimming, theatre, classical music
- g) Holidays Centre - assistant (summer job); Tourism information office - started as a trainee, promoted within six months
- h) I spent a year travelling in Asia and I have worked 2 summers at a children summer camp as a volunteer.

3. Match the explanations with suitable words (semantics)

<i>1. Qualifications</i>	a a person who has passed a university course
<i>2.Experience</i>	b are exams or courses
<i>3.A graduate</i>	c means interested and excited.
<i>4.A trainee</i>	d is a person learning a job.
<i>5. Enthusiastic</i>	e is what you have done in your life / work.

OUTLINE: CV

Application information

Include your personal data: name, date of birth (Year, month, day), place of birth(city, country), nationality, address, phone & fax number (including area codes) and e-mail address (only if you check your mail regularly).

Educational background

In reverse chronological order list all of your degrees from college on, with the name of the institution and date they were awarded. List the date you expect to receive the degree for the programme you are currently in.

Relevant Experience

(work experience, internships,...)Include: department/firm/agency/organization; complete name, city and state; job/position title; dates; also include a brief description of your activities/duties.

- Other Experience

voluntary work and/or internships commitments...

- Languages and international travel

For each language, including your mother tongue, indicate fluency level of spoken and written language ability as well as reading skills using the following criteria: fair/basic knowledge, working knowledge, fluent or excellent knowledge.

Computer and Office Skills

Other- Memberships, Associations, Conferences
References (on demand)

It is quite usual to include reference letters from former employers in your application.

Do not send originals, send high quality copies. Sometimes an employer will ask for personal references. Compile a list of three persons, who are not related to you (along with their telephone/fax number, address and occupation) and can be contacted in case of enquiries. They must be familiar with your professional qualifications and your character.

Photo (on demand)

4. Imagine that you are a teacher. You have great experience and studied abroad and you want to find a job in Great Britain. Use your imagination and write your own CV, using the sample. Fill in all the points.



Check your work

Have you:

- concentrated on relevant information?
- laid out the information in a clear, logical way?
- written short, concise sentences?
- checked the spelling and grammar?

Descriptive Writing

Descriptive writing is a style of writing which focuses on describing a character, an event or a place in great details. It is sometimes poetic in nature in which the author is specifying the details of the event rather than just the information of that event happened.

The goal of description is to entertain; to express feelings; to relate experience; to inform (for a reader unfamiliar with the subject); to inform (to create a fresh appreciation for the familiar); to persuade.

Writers use the *descriptive essay* to create a vivid picture of a person, place, or thing. Unlike a narrative essay, which reveals meaning through a personal story, the goal of a descriptive essay is to reveal the meaning of a subject through detailed, sensory observation. The descriptive essay employs the power of language and all the human senses to bring a subject to life for the reader.

Writing tips

- Use variety of adjectives to make your description more interesting: *gorgeous, good-natured, well-behaved; enormous, delightful etc.....*
- Use **narrative techniques** (use of direct speech, weather description, use the dramatic language to create mystery/ suspense, reference to feelings/moods etc.) can be used when describing people.

Instead of saying: *I first met Steven, the secretary of the manager of Sunnington Ltd, last Monday.*

You could say: *A cold wind was blowing down the street last Monday as I pushed open the heavy glass door of Sunnington Ltd. Chilled and nervous I walked up Mr. Tibbs' secretary. A pair of friendly dark eyes met mine. So it was Steven! (weather description, your feelings, suspense). "Mr. Tibbs is at a meeting. Would you like to wait? He'll be about ten minutes." He had a sharp clear voice, and a narrow intelligent face. I could see why Mr. Tibbs, the manager of Sunnington Ltd, spoke so highly of Steven. (direct speech, mystery).*

-When you describe the place/building you may use the **prepositional phrases** (*all around, to the left of, at the top of, as far as the eye can see etc.*) and **verbs** (*flow, run, stretch, wind, curve, rise*

WRITING TIPS OF THE DESCRIPTIVE ESSAYS

1. Prewriting for a Descriptive Essay

In the prewriting phase of descriptive essay writing, students should take time to think about who or what they want to describe and why.

Once a topic is chosen, students should spend time thinking about the qualities they want to describe. Brainstorm about all the details associated with the topic. Even when not writing about a place, reflect on the surroundings. Where is the object located? Where does the person live? Consider not just physical characteristics, but also what memories, feelings, and ideas the subject evokes. Memory and emotion play an important role in conveying the subject's significance. Plan the focus of each paragraph and create an outline that puts these details into a logical sequence.

2. Drafting a Descriptive Essay

When creating the initial draft of a descriptive essay, follow the outline, but remember, the goal is to give the reader a rich experience of the subject. Keep in mind, the most important watchword of writing a descriptive essay is **show**, do not tell. One of the best ways to show is to involve all of the senses —not just sight, but also hearing, touch, smell, and taste. Write so the reader will see the sunset, hear the song, smell the flowers, taste the pie, or feel the touch of a hand.

Use descriptive and figurative language, as well as concrete images to describe the subject. Similes and metaphors work well. Here are some examples:

3. Revising a descriptive essay

In the revision phase, students review, modify, and reorganize their work with the goal of making it the best it can be. In revising a descriptive essay, students should reread their work with these considerations in mind:

- Does the essay unfold in a way that helps the reader fully appreciate the subject? Do any paragraphs confuse more than describe?
- Does the word choice and figurative language involve the five senses and convey emotion and meaning?
- Are there enough details to give the reader a complete picture?

- Has a connection been made between the description and its meaning to the writer?
Will the reader be able to identify with the conclusion made?

4. Editing a descriptive essay

At this point in the writing process, writers proofread and correct errors in grammar and mechanics. It's also the time to improve style and clarity. Watch out for clichés and loading up on adjectives and adverbs. Having a friend read the essay helps writers see trouble spots and edit with a fresh perspective.

5. Publishing a descriptive essay

Sharing a descriptive essay with the rest of the class can be both exciting and a bit scary. Remember, there isn't a writer on earth who isn't sensitive about his or her own work. The important thing is to learn from the experience and take whatever feedback is given to make the next essay even better.

Practical tasks

1. Read the following sentences and rewrite them using the narrative techniques from writing tip.

I was introduced to McKay, the painter, at Suzie's party on Saturday.

We first met Mr. Simmons on a Tuesday morning when the head teacher introduced him to us as the supply teacher who was taking Mrs. Perking's place.

I first heard about Tom Cruise two years ago.

OUTLINE: DESCRIPTIVE ESSAY

Paragraph 1

Introduction

Creates interest in what is being described;

Can state the thesis, which can indicate what is being described and what the dominant impression is

Paragraphs 2-4

Main body

Includes objective or subjective description or both to convey the dominant impression; concrete sensory details; may include similes, metaphor and personification; arranges details in spatial, progressive, chronological, or other suitable order, such as according to sensory impressions.

Conclusion

Arrange details in spatial, progressive, chronological, or other suitable order, such as according to sensory impressions; Provides closure; leaves the reader with a positive final impression.

OUTLINE: DESCRIPTION OF PERSONS, PLACES/ BUILDINGS

Paragraph 1

Introduction

- name of the person, time you met/ saw her/him;
- Set the scene (name and location of the place/building, reasons for choosing the place/building).

Paragraphs 2-4

Main body

- physical appearance; personality characteristics and justification hobbies, interests or any activities she/he takes part in;
- overall look and particular details (*Place*: sights, facilities, free-time activities. *Building*: first look and specific details.

Final paragraph

Conclusion

comments and feelings about the person, place/building and/or a recommendation.

Useful Language

Linkers for addition.

<i>Preposition +noun:</i>	<i>proposition+gerund:</i>	<i>adverbs/adverbial phrases</i>
Alongside	apart from	besides
Along with	as well as	futhermore
Apart from	in addition to	...into the bargain
As well as	<i>paired conjunctions:</i>to boot
In addition to	both.....and....	
plus		

2. Read the model composition and write down the topic of each paragraph. Find the topic sentence for each paragraph and try to replace them with other similar ones. Then underline the adjectives which describe physical appearance and circle the ones which describe personality.

*M a v i s ,
neighbour for
six years*

"My Next-door Neighbour"

Mavis has, been my neighbour for six years. I first met her when she knocked on my door and asked for a spade because she hadn't yet unpacked hers. She had only moved in two days before.

Physically, Mavis looks younger than most other women in



Their late sixties. She is of average height, neither fat nor thin. Her plump round face is framed by a mass of wavy white hair and her sparkling blue eyes show her humour and friendliness. She prefers wearing casual, comfortable clothes. I don't think I have ever seen her in a perfectly ironed suit.



As for her personality, Mavis's most striking characteristic is her generosity. My house, as well as most of our neighbours', nearly always has a vase of flowers from her garden in the living room.

Mavis is very good-natured and always has time for a chat. She is also patient. She hardly ever gets annoyed about anything, except when children pick her favourite roses and lilies. However, she tends to be quite stubborn — once she has made a decision, nothing can change her mind.



Mavis always seems to be busy doing something. She spends a lot of her time looking

after her garden and often participates in local flower shows. When she is not in her garden she is usually off somewhere raising money for one charity or another.



All in all, Mavis is the perfect next-door neighbour. Since the day she moved in, we have grown very close and I am very fond of her, even "if I am woken up by the noise of her lawnmower early in the morning!"

3. Fill in the table with words from the list below. Using words from the completed table describe your partner's physical appearance, then write a short paragraph describing the appearance of a relative of yours.

round, oval, slanted, ginger, of medium height, middle-aged, mole, teenaged, curly, blond, tall, wrinkled, thick, balding, just over six foot, tanned, slim, thin, scar, elderly, muscular, in his teens, well-built, in his mid-forties, overweight, curved, wavy, pale, crooked, freckled, dimples, straight, skinny, beard, shoulder-length, almond-shaped, short, moustache, long-legged, round-shouldered, in his late forties, full.

<i>Height</i>	
<i>Build</i>	
<i>Age</i>	
<i>Complexion</i>	
<i>Face</i>	
<i>Hair</i>	
<i>Eyes</i>	
<i>Nose</i>	

<i>Lips</i>	
<i>Special features</i>	

A Place of Mystery

4. Your task is to describe a visit to a deserted house.

In order to aim high and get a level you must remember to:



Use the 5 senses to describe what you can see, smell, touch, hear and taste.



Describe the journey to the house as well as the house itself.

Describe the setting e.g. *The strange house stands in the dark eerie wood.*

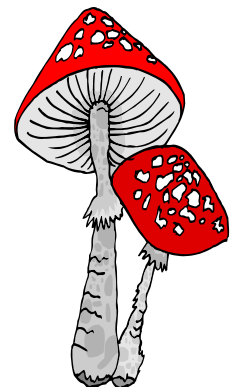
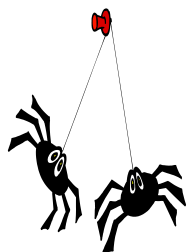
Use plenty of interesting nouns, adjectives and adverbs.

Use similes and metaphors where possible e.g. *The house is like a magnetic force pulling me closer... The house is a magnetic force pulling me closer...*

Use correct punctuation and spelling e.g. *Capital letters, commas and full stops.*

Paragraph your work.

Write in full sentences.



MOST IMPORTANTLY MAKE IT AS IMAGINATIVE AND DESCRIPTIVE AS POSSIBLE!

5. After you have studied the text, write a short essay of not more than 500 words on the same or related subject, that is, either describing the first snow-fall and the effect it has on you, or another event in nature which strikes you as mysterious or poetic, for example: *a thunderstorm in May; after a summer shower, the thaw sets in.*

FIRST SNOW

The first fall of snow is not only an event but it is a magical event. You go to bed in one kind of world and wake up to find yourself in another, quite different, and if this is not enchantment, then where is it to be found?

The very stealth, the eerie quietness, of the thing makes it more magical. If all the snow fell at once in one shattering crash, awakening us in the middle of the night, the event would be robbed of its wonder. But it flutters down, soundlessly, hour after hour while we are asleep. Outside the closed curtains of the bedroom a vast transformation-scene is taking place, just as if a myriad elves and brownies! were at work, and we turn and yawn and stretch and know nothing about it. And then, what an extraordinary change it is! It is as if the house you are in had been dropped down in another continent. Even the inside, which has not been touched, seems different, every room appearing smaller and cosier, just as if some power were trying to turn it into a woodcutter's hut or a snug log-cabin. Outside, where the garden was yesterday, there is now a white and glistening level, and the village beyond is no longer your own familiar cluster of roofs but a village in an old German fairy-tale. You would not be surprised to learn that all the people there, the spectacled postmistress, the cobbler, the retired schoolmaster, and the rest, had suffered a change too and had become queer elvish beings, purveyors of invisible caps and magic shoes. You yourselves do not feel quite the same people you were yesterday. How could you when so much has been

changed? There is a curious stir, a little shiver of excitement, troubling the house, not unlike the feeling there is abroad when a journey has to be made. The children, of course, are all excitement, but even the adults hang about and talk to one another longer than usual before settling down to the day's work. Nobody can resist the windows. It is like being on board ship.

(from *First Snow* by J. B. Priestley)

1brownie — (Scottish folklore) benevolent shaggy goblin, haunting houses and doing household work secretly. (*COD*)

6. Writing Task: Take a walk around the block. Look at everything – people, cars, trees, flowers, trash, sky, etc. Write a description of your walk, using every appropriate adjective when describing what you saw. Don't worry about using too many – this is supposed to be overblown.

Write a second description of your walk without using any adjectives or descriptive phrases. Now that you've done both overblown and bare-bones versions, re-write your walk using a comfortable number of adjectives. This will be different for different writers.

How did you do it? Which version was harder for you? Did you discover that you are a naturally spare writer like Dick Francis?



Check your work

Have you:

- followed the paragraph plans?
- used narrative techniques, prepositional phrases?
- included examples of behavior to illustrate the personality adjectives?

Narrative Writing

A *narrative* is any account of connected events, presented to a reader or listener in a sequence of written or spoken words, or in a sequence of (moving) pictures. A narrative can be written in the first or the third person and describes a series of events, either imaginary or based on your own experience.

The goal of the narrative is: to entertain, to express feelings to relate experience, to inform, to persuade.

Writing tips

- You should never start writing your story before you have decided on a plot. Sequence of events is very important. Use **time words** such as: *at first, before, until, while, during, then, after, finally*, etc.
- Use of various adjectives (disgusted, exhilarating, etc.) and adverbs (fearlessly, surprisingly, etc.) to describe feelings and actions, as well as use of direct speech and a variety of verbs, will make your story more exciting to read.
- Avoid using simplistic adjectives or adverbs (e.g. good, bad, nice, well, etc.) as these will make your composition sound uninteresting. Try to use more sophisticated adjectives or adverbs (e.g. luxurious, extravagant, threateningly, etc.) which will make your composition more exciting to read. A variety of verbs (e.g. murmur, whisper, mutter instead of "say") will make your story more lively. She was wandering the streets aimlessly, trying to make a decision. (instead of 'walking').
- Be careful with the tenses you choose. You can use **Past Continuous** to set the scene (e.g. *It was raining hard and the wind was blowing as Jonathan drove towards the small cottage.*), **Past Simple** to describe the main events of the story. or **Past Perfect** to give the background of the story (e.g. *Jonathan had been planning to visit the old cottage for months before he was able to do so*). **Present** and **past participles** can also be used. e.g. *Startled, he went round the house towards the back door.*

Practical tasks

1. The following adjectives or adverbs can be used instead of other simplistic ones. Put them into the correct box. Can you think of any more words?

*absolutely, delightful, enormous, entirely, horrible,
massive, miniature, microscopic, superb,
terrific, thoroughly, horrifying, extremely,
gigantic, tiny, nasty, disgusting, huge, terrible,
wonderful, unpleasant, fabulous.*

<i>big</i>	
<i>small</i>	
<i>very</i>	
<i>bad</i>	
<i>Good/nice</i>	

2. The adverbs below describe the way a person might speak or act. Explain what each adverb means, then choose suitable words from the list to complete the sentences.

*sarcastically, angrily, threateningly, frantically,
hurriedly, miserably, confidently, suddenly, urgently,
nervously, patiently, calmly*

1. The woman on the third-floor balcony of the burning building waved her arms _____ to attract the fireman's attention.
2. "Get out of here!" Bill shouted _____, his face turning red.
3. "My dog has run away!" the little girl sobbed _____, without any warning, her guide spun round and held a knife to her throat.

4. The detective looked at him in disbelief. "Oh, yes, of course a criminal like you wouldn't want £5 million," he said _____.
5. She gathered her papers together _____ and rushed off to the meeting, which had already begun.
6. "If you tell anyone, you'll be sorry," said the kidnapper _____.
7. "Don't worry, I'll kill the dragon," the knight said _____ to the king.

3. Read the model below, which begins with the words "*Sleep tight, Scottie*,"... and write down the topic of each paragraph. In which person is the story written? Underline the parts of the story where descriptive techniques are employed. Underline the time words, adjectives, adverbs and direct speech. Has the writer used a variety of adjectives and adverbs, or are the same words used several times?

set the scene (Scottie in bed -ball of light enters his room)

^

«Sleep tight, Scottie," his mother said as she kissed him goodnight and turned off the light. As soon as she had closed the door behind her, Scott was last asleep. He was completely exhausted after spending the whole afternoon assembling his new train set and then watching it go around the tracks and through the tunnels. Suddenly, a ball of brilliant yellow Ugh', shot past the window. Scott woke with a start when the ball entered his room. The light was so bright that he had to shut his eyes.

When he opened them, he saw a strange, little man, about a foot tall, with orange skin and huge blue eyes. Scott, not the least bit frightened, said in a friendly voice, "Hello, I'm Scott. Who are you?" The miniature man said nothing, but picked up a battery from the untidy heap of toys on the floor. He started running around the room, pointing urgently at the rest of Scott's toys. "What do you want?" asked Scott, who was puzzled.

The man began shaking the battery frantically, and Scott realised that that was what he wanted. Scott opened all his toys, took out the batteries and piled them on the floor. Immediately gathering up all the batteries, the little man leapt onto the window sill, smiled warmly at Scott and disappeared.

When Scott woke up the next morning, he thought about his unusual dream. He stared at his train set before jumping out of bed and trying to switch it on. Nothing happened. Then Scott realised that it had no batteries ... and there were no batteries in any of his other toys, either.

OUTLINE: NARRATIVES

Paragraph 1

Introduction set the scene (people involved, time, place)

in an interesting way to catch the reader's attention and

make him/her want to continue reading your story

(WHO- WHERE – WHEN – WHAT);

Paragraphs 2-4

Main body development (describe incidents leading up to the main event and the event itself in detail)

Final Paragraph

Conclusion end the story (refer to people's feelings, comments and reactions or consequences, moods).

First and Last Paragraph Techniques

A good beginning is as important as a good ending. A good beginning should make your reader want to go on with your story. A good ending will make your reader feel satisfied.

You can **start** your story by:

- a. describing weather, surroundings, people, etc. using the senses;
- b. using direct speech;
- c. asking a rhetorical question (a question which expects no answer);
- d. creating mystery or suspense;
- e. referring to your feelings or moods;
- f. addressing the reader directly.

You can **end** your story by:

- a. using direct speech;
- b. referring to your feelings or moods;
- c. describing people's reactions to the events developed in the main body;
- d. creating mystery or suspense;
- e. asking a rhetorical question.

Note that more than one technique can be used in the beginning or ending of your story.

Useful Language

Linking (Sequence).

One Saturday afternoon I was..../ Suddenly, a little boy fell in the river. /First, I gave my dog to a woman.....Then, I took off my shoes.....Meanwhile, somebody phoned..../When I grabbed him, he pulled me...../ While they were taking the boy away.../In the end, a police officer...../ A few days later, I went...

4. Read the story below. The paragraphs are in the wrong order, and the story has no punctuation. Number the paragraphs in their correct order, and punctuate them, then underline the phrases which are used to describe the senses as well as the time words.

The most exciting experience of my life

A	
---	--

as soon as we had started the long walk back we heard a low growling sound coming from the trees in front of us we stood frozen with fear meanwhile the growls grew louder and then the leaves parted to reveal two very hungry looking lions the lions prepared to spring the moment they leapt into the air we threw ourselves to the ground the lions sailed over our heads and plunged into the narrow valley

B	
---	--

have you ever wished that your holidays were more exciting I certainly had until my experience on the first day of a photo safari holiday I took with my friend Howard last June

C	
---	--

as we shakily made our way back to the camp we couldn't believe what a lucky escape we had had Howard wiped the sweat from his forehead and said maybe its time to go back to good old fashioned beach holidays

D	
---	--

we had been walking through the undergrowth for some time when our guide suddenly stopped in his tracks directly in front of us was a narrow valley almost hidden by creepers and leaves phew that was close said Howard I suppose we'll have to turn back now

E	
---	--

the morning sun was blazing as we set out on our first trip into the jungle a guide led Howard and me into what we hoped would be a day of successful photography

5. Write a story choosing one of the following tasks:

5.1. You have decided to enter a short story competition. You should write a story ending with the words: “*It was only then than I realised they had mistaken me for someone else*”.

5.2. A magazine is running a competition for the best short story starting with the words: “*Who can this man be? Sheila wondered as she looked at the stranger standing at the front door.*”

5.3. A magazine is running a competition for the best short story entitled “*A Disastrous Evening*”. Write your story.



Check your work

Have you:

- followed the paragraph plan?
- used appropriate time words; adjectives, adverbs, tenses?
- used techniques to start and end the narrative/story?
- checked the spelling and grammar?

Summary

A *summary* is a condensed version of a larger reading, a representation of the contents of complete works in brief. A summary is not a rewrite of the original piece and it is expected to be about a sixth or a tenth of the original in length. To write a summary, use your own words to express briefly the main idea and relevant details of the piece you have read. Your purpose in writing the summary is to give the basic ideas of the original reading. What was it about and what did the author want to communicate?

Writing tips

- While writing summary, one may use paraphrase. Paraphrase is most useful when you want to reconstruct an author's line of reasoning but don't feel the original words merit direct quotation. Use different sentence structures and different words to express the same idea in the paraphrase. Compare:

Original words:

In fighting off these prejudices many women simply tried to adopt masculine traits in the office.

Paraphrase:

Many women have defended themselves at work by adopting

Practical tasks

- 1. Paraphrase the following sentences. Be careful not to distort the author's meaning.**
 1. Generalizing about male and female styles of management is a tricky business, because stereotypes have traditionally been used to keep women down.
 2. Not long ago it was a widely accepted truth that women were unstable, indecisive, temperamental and manipulative and weren't good team members because they'd never played football.

3. The first-to-file principle awards a patent to the person or institution that applies for a patent first, while the first-to-invent principle grants the patent to the person or institution that was first to invent – and can prove it.
4. People may not want to associate with people who have different tastes in music because they will argue about what they think is better but it's just their own opinions.
5. Groups of people around the world can come together and gather at concerts, shows, and venues to show what their interests and likings are and you see how many people have similar likings as you.

2. Read the article “Global Implications of Patent Law Variation” by Koji Suzuki and match the underlined sentences 1-9 of the text with the explanations a-i.

a Include a description of the problem surrounding variation in patent laws. Patent ownership is not recognized globally.

b Describe the action taken to solve the problem.

c This first sentence is a general definition. It may be safe to assume that your audience is already familiar with patents; thus you do not have to include it in your summary.

d It is important to point out that most of the world follows one system and the United States another.

e This is the main idea.

f Describe this other problem associated with differing patent principles.

g Ignore specific details about the different principles. The terms are self-explanatory.

h The classification of the two principles is important.

I Provide some explanation, but not all the details.

A patent is an exclusive right to use an invention for a certain period of time, which is given to an inventor as compensation for disclosure of an invention. *1 Although it would be beneficial for the world economy to have uniform patent laws, each country has its own laws* designed to protect domestic inventions and safeguard technology. *2 Despite widespread variation, patent laws generally fall under one of two principles: the first-to-file and first-to-invent.* The first-to-file principle awards a patent to the person or institution that applies for a patent first, while the first-to-invent principle grants the patent to the person or institution that was first to invent – and can prove it. *3 Most countries have adopted the first-to-file system. However, the United States maintains a first-to-invent system,* despite obvious shortcomings. *4 A result of countries employing different patent law principles is inconsistency of patent ownership.*

5 Patent ownership is not recognized globally. On the contrary, ownership may change depending on the country. It is not uncommon for an invention to have two patent owners – one in the United States and one in the rest of the world. *6 This unclear ownership often has economic consequences.* If a company is interested in using a patented invention, it may be unable to receive permission from both patent owners, which in turn may prevent manufacture of a particular product. Even if permission is received from both owners, pay royalties to both may be quite costly. In this case, if the invention is useful enough, a company may proceed and pass on the added cost to consumers.

7 International economic tension has also been increasing as a result of differing policies. Many foreign individuals and companies believe that they are at a serious disadvantage in the United States with regard to patent ownership because of the logistical difficulties in establishing first-to-invent status. Further, *8 failure of the United States to recognize patent*

3. Read the article from Task 2 again and decide what sentences/phrases you would quote*

*When quoting you should follow some rules:

- Copy the *exact* wording and punctuation.
- Enclose the quote in quotation marks (“ ”).
- If you need to make a small change, enclose the change in brackets ([]).
- Use ellipsis if you omit material (. . .).
- Always introduce or “frame” a quote. Without an introduction, the reader isn’t clear on what to make of the quote or why the person being quoted is important.
- Always include parenthetical citation. You do not want to plagiarize!

4. Paraphrase the underlined sentences from the article “Global Implications of Patent Law Variation”. Mind the following:

When paraphrasing **DO:**

- Use all of your own words and sentence structure.
- Restate all the main points in order.
- Introduce/frame the paraphrase.
- Cite your source!

DO NOT:

- Use the author’s words or phrasing.
- Use the author’s sentence structure.
- Include your own comments.

OUTLINE: SUMMARY

Introduction

- Start with a summary or overview of the article which includes the author's name and the title of the article.
- Finish with a thesis statement that states the main idea of the article.

Main Body

- Your summary should be about one third the length of the original article.
- Each sentence focuses on a separate main idea and just the most important details from the article.
- Put the ideas from the essay into your own words. Avoid copying phrases and sentences from the article.

Conclusion

Summarize the main idea and the underlying meaning of the article.

Useful language

In "(Title of the Piece)" (source and date of piece),
the author shows that...

The author supports the main idea by
using ...and showing that...

5. Read the model summary of the article “Global Implications of Patent Law Variation” by Koji Suzuki, paying attention to the structure and paraphrases.

In his paper “Global Implications of Patent Law Variation,” Koji Suzuki (1991) states that lack of consistency in the world’s patent laws is a serious problem. In most of the world, patent ownership is given to the inventor that is first to file for a patent. However, the United States maintains a first-to-invent policy. In view of this, patent ownership can change depending on the country. Multiple patent ownership can result in economic problems; however, most striking is the international tension it causes. The fact that the United States does not recognize patent ownership in other countries, in violation of the Paris Convention on Industrial Properties, has prompted the World Intellectual Properties Organization (WIPO) to push the United States to review its existing patent law principles.

6. Read the following text about the use of fertilizers and summarize it in no more than 100 words

In the early days of farming, people did not understand how plants obtained essential nutrients. It so happened that wood ash, fish remains and slaughterhouse waste were thrown on vacant land just to get rid of them. Then, people started to notice that the grass, bushes and shrubs on this vacant land began to grow very well. They reasoned that if their farmland were similarly treated, the growth of their crops would also improve. People gradually began to realize that the nutrients required by plants came from the soil and that the amount of nutrients could be increased by the application of such organic remains to the soil. Thus started the manuring process in farming.

The practice of manuring has been practiced as early since the seventeenth century. However, the importance of manuring was not properly understood until scientists began to study the nutritional needs of plants and gave birth to fertilizers. Thus, gradually, the use of fertilizers became accepted by farmers.

There are many types of manure and fertilizer currently being used. Manure is a substance derived from animals and plants. The most important advantage of using manure is the fact that they not only supply a wide range of plant nutrients, but also improve the structure of the soil. It cements together the soil particles to form soil crumbs. The crumb structure is a desirable condition of cultivated soil. The addition of manure to soil will increase the inorganic and humus content which helps to prevent soil erosion and loss of plant nutrients when it rains. The common manure used in farming consists of farmyard manure, compost, blood meal, bone meal and fish meal.

Unlike manure, fertilizers are inorganic substances which do not improve the structure of the soil. They only supply extra amounts of nutrients to the growing plants when applied to the soil. The commercial fertilizers commonly used today can be classified into three major categories; namely, nitrogen (N), phosphate and potash fertilizers.

Besides knowing the type of fertilizer to use, a farmer also needs to know when to apply the fertilizer and how to apply it. The fertilizer should be applied at the time when the plants need a particular nutrient most. The time and method of application will determine how profitably the fertilizers have been used in farming. Fertilizers which have not been properly applied cannot be absorbed in large quantities by plant roots. These fertilizers may be washed away by rain or they may kill the plants. This would mean a definite financial loss for the farmer.



Check your work

Have you:

- used paraphrase and quotation?
- included thesis statement?
- written the correct number of words?
- checked the spelling and grammar?

LITERATURE

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APPENDIX A: SPECIMENS

DISCURSIVE ESSAY

Should smartphones be allowed at school?

Some people believe that technology is bad, other people believe that technology is fantastic. However everyone must agree that now it is hard to imagine the world without technology. In this essay I look at the good and bad side of technology. I believe that we cannot blame technology for what goes wrong. We should rather blame the people who use it badly.

My parents and grandparents often talk about a time when there were no cellphones. My grandmother even remembers when there was no TV anywhere. And when my great-grandparents were around, there were no cars or buses. People took the train, or rode horses or wagons. Imagine!

Cellphones are great in many ways. We can keep in touch with people easily. I can let my mother know when I am going to come home, and I can find my friends when we are in town and in different places. I can get Maths help on Mxit and also can listen to music when I want to relax.

But cellphones can also be bad. My friend's father gets cross when we are always texting and using our phones. "In our days we talked to each other, and got out in the world," he always says. "You are all stuck to your phones." And it is true that it can be addictive to play games or talk on Mxit or BBM. People sometimes use this to hurt others. Last year someone put very rude comments on Mxit about all the girls in my class. The comment about me was that I'd never find a boyfriend because I was so ugly. This was very hurtful.

But the problem really is the people, not technology. People can do bad things with technology, but people can also do very good things too. Perhaps the problem is more with people. Reckless drivers can kill, but that doesn't mean cars aren't very useful.

OPINION ESSAY

Some people think that some types of criminals should not go to prison. Instead they should do unpaid work in the community. To what extent do you agree?

Owing to the great variety of crimes that can be punishable by prison, some people argue that not all criminals are the same and it would therefore be more appropriate to give certain criminals community service instead. I agree that in some cases, prison may not be the best solution and community service would probably have more benefits.

One justification given for prisons is to keep society safe by removing criminals from the outside world. So the first thing to consider is if someone who has broken the law is a danger to other people. In the case of violent crime, there is an argument to keep the perpetrator away from society. However, burglary or possession of drugs, for example, does not involve violence against other people so the criminal does not present a direct danger to anyone in the community. Keeping these types of criminals in prison is expensive for the taxpayer and does not appear to be an effective punishment as they often commit the same crime again when they come out of prison.

Personally, I also believe punishments should reform people so they do not reoffend. A further reason not to put these people in prison is that they may mix with more dangerous and violent criminals, potentially committing a worse crime when they are released. By keeping them in the community, helping others, they not only learn new skills, but they could also develop more empathy and care towards others. If this occurs, society can only benefit.

Critics of this more rehabilitative approach to crime believe that justice should be harsh in order to deter people from committing similar crimes and that community service could be less likely to have that effect. However, there is very little evidence to suggest that long prison sentences deter criminals.

In conclusion, putting criminals who are not a danger to society in prison is expensive and, in my opinion, ineffective, both as a deterrent and as a form of

rehabilitation. Community service for non-violent crimes benefits both society and the offender. That said, it would be useful to have more data to work out whether community service or prison is more likely to stop someone reoffending. I strongly believe that decisions on how best to deal with criminals should be based on evidence of what actually works.

ARGUMENTATIVE ESSAY

Public libraries should be shut down: for and against

As online learning becomes more common and more and more resources are converted to digital form, some people have suggested that public libraries should be shut down and, in their place, everyone should be given an iPad with an e-reader subscription.

Proponents of this idea state that it will save local cities and towns money because libraries are expensive to maintain. They also believe it will encourage more people to read because they won't have to travel to a library to get a book; they can simply click on what they want to read and read it from wherever they are. They could also access more materials because libraries won't have to buy physical copies of books; they can simply rent out as many digital copies as they need.

However, it would be a serious mistake to replace libraries with tablets. First, digital books and resources are associated with less learning and more problems than print resources. A study done on tablet vs book reading found that people read 20-30% slower on tablets, retain 20% less information, and understand 10% less of what they read compared to people who read the same information in print. Additionally, staring too long at a screen has been shown to cause numerous health problems, including blurred vision, dizziness, dry eyes, headaches, and eye strain, at much higher instances than reading print does. People who use tablets and mobile devices excessively also have a higher incidence of more serious health issues such as fibromyalgia, shoulder and back pain, carpal tunnel syndrome, and muscle strain. We should not add to these problems by giving people, especially young people, more reasons to look at screens.

Second, it is incredibly narrow-minded to assume that the only service libraries offer is book lending. Libraries have a multitude of benefits, and many are only available if the library has a physical location. Some of these benefits include acting as a quiet study space, giving people a way to converse with their neighbors, holding classes on a variety of topics, providing jobs, answering patron questions, and keeping the community connected. One neighborhood found that, after a local library instituted community events such as

play times for toddlers and parents, job fairs for teenagers, and meeting spaces for senior citizens, over a third of residents reported feeling more connected to their community.

Similarly, a Pew survey conducted in 2015 found that nearly two-thirds of American adults feel that closing their local library would have a major impact on their community. People see libraries as a way to connect with others and get their questions answered, benefits tablets can't offer nearly as well or as easily.

While replacing libraries with tablets may seem like a simple solution, it would encourage people to spend even more time looking at digital screens, despite the myriad issues surrounding them. It would also end access to many of the benefits of libraries that people have come to rely on. In many areas, libraries are such an important part of the community network that they could never be replaced by a simple object.

FILM REVIEW

The Dark Knight Rises (2012)

Cast: Christian Bale, Tom Hardy, Anne Hathaway, and Joseph Gordon-Levitt

Director: Christopher Nolan

Synopsis: Christian Bale stars as both the classic caped crusader and his billionaire alter-ego, Bruce Wayne. In this third installment of Christopher Nolan's *Batman* films, Bruce Wayne no longer feels that the City of Gotham needs a hero and goes on a secluded hiatus. However, when a new villain, Bane (Tom Hardy), threatens Gotham City, Wayne dons his cape and mask once more.

Christopher Nolan brings yet another adrenaline-filled, comic-inspired movie to the big screen. We see all sorts of familiar faces this time around, but the audience is introduced to a few new characters as well.

When crisis threatens Gotham City, Bruce Wayne jumps back into the Batmobile to fight crime. Batman is joined on his quest by an eager orphaned cop (Joseph Gordon-Levitt), a seductive cat burglar (Anne Hathaway), and a violent masked villain (Tom Hardy).

This film served as great entertainment with its colorful cast and numerous plot twists. Nolan used actors that had either appeared in previous *Batman* films or in his blockbuster hit *Inception*, and all of them shone in their respective roles: Tom Hardy was almost unrecognizable in his Bane costume, while Joseph Gordon-Levitt and Marion Cotillard were both excellent—and obviously comfortable with Nolan's directing style and the film's dramatic tone.

The one actor that gave this reviewer pause was Anne Hathaway as Selina Kyle. She has historically been typecast as the girl next door, so it was a shock to watch her steal and fight her way through the City of Gotham. After a few scenes, however, we were convinced that the casting decision was a good one, as Hathaway portrayed the darker Catwoman role brilliantly.

True to Nolan's style, at 164 minutes, this film is fairly long. There were a few times when the movie felt a bit drawn out, but the gorgeous action scenes and impressive

dialogue really held the audience's attention and kept them on the edge of their seats. However, the timeline was a bit unclear at times. For a number of scenes, it was hard to tell whether it had been days or months or years that had passed since the last time a given character had been on screen.

Despite the film's minor shortcomings, *The Dark Knight Rises* is exciting, creative, and dark—and well worth a few hours of your time.

BOOK REVIEW

To Kill a Mockingbird

by Harper Lee

Review by Rodman Philbrick

I've never been to Alabama, but novelist Harper Lee made me feel as if I had been there in the long, hot summer of 1935, when a lawyer named Atticus Finch decided to defend an innocent black man accused of a horrible crime. The story of how the whole town reacted to the trial is told by the lawyer's daughter, Scout, who remembers exactly what it was like to be eight years old in 1935, in Maycomb, Alabama.

Scout is the reason I loved this book, because her voice rings so clear and true. Not only does she make me see the things she sees, she makes me feel the things she feels. There's a lot more going on than just the trial, and Scout tells you all about it.

A man called Boo Radley lives next door. Very few people have ever seen Boo, and Scout and her friends have a lot of fun telling scary stories about him. The mystery about Boo Radley is just one of the reasons you want to keep turning the pages to find out what happens in *To Kill a Mockingbird*.

Scout and her big brother, Jem, run wild and play games and have a great time while their father is busy with the trial. One of their friends is a strange boy called Dill. Actually Dill isn't really so strange once you get to know him. He says things like "I'm little but I'm old," which is funny but also pretty sad, because some of the time Dill acts more like a little old man than a seven-year-old boy.

To Kill a Mockingbird is filled with interesting characters like Dill, and Scout makes them all seem just as real as the people in your own hometown. Here's how Scout describes Miss Caroline, who wore a red-striped dress: "She looked and smelled like a peppermint drop."

Dill and Boo and Jem are all fascinating, but the most important character in the book is Scout's father, Atticus Finch. You get the idea that Scout is writing the story down

because she wants the world to know what a good man her dad was, and how hard he tried to do the right thing, even though the deck was stacked against him.

The larger theme of the story is about racial intolerance, but Scout never tries to make it a "lesson," it's simply part of the world she describes. That's why *To Kill a Mockingbird* rings true, and why it all seems so real.

The trial of the wrongly accused Tom Robinson takes place during the time of segregation, when black people were not allowed to socialize with white people. In that era, when a white man said a black man committed a crime, the black man was presumed to be guilty. The law required that they have a trial, but everybody knew the defendant was going to be convicted.

Atticus Finch, the quiet hero of the book, tries to persuade the jury that bigotry is wrong. His words are eloquent and heartfelt. He demonstrates that Tom Robinson couldn't possibly have assaulted the victim. Atticus even reveals the identity of the real villain, which enrages a very dangerous enemy. This act of courage endangers not only Atticus Finch but his family as well. They become the target of hate mongers and bigots.

Even though the story took place many years ago, you get the idea that parts of it could happen today, in any town where people distrust and fear each other's differences. In a just world an innocent man should be found not guilty. But if you want to know what this particular jury finally decides and what happens to Scout and Jem and Dill and Boo Radley and the rest of the people who live and breathe in *To Kill a Mockingbird*, you'll have to read the book!

CURRICULUM VITAE

PERSONAL DETAILS

Full name

Kseniia Brown

Nationality

Ukrainian

Date of birth

6 February 1990

Email

Ksenia.brown@gmail.com

Telephone number

+380XXXXXXXXX



EDUCATION AND QUALIFICATIONS

August 2015

CELTA (Pass B)

November 2014

Teaching Knowledge Test certificates (Modules 1-3, band 4)

2013-2014

Preparation course for CPE exam at Trinity Education Group

2007-2012

Donetsk National University, Faculty of Foreign Languages, English Language and Literature Department (English teaching degree), Master of Arts (graduated with honors)

August 2011

International Language Summer Course at Regensburg University, Germany (won DAAD scholarship)

EXPERIENCE

Since September 2016

Language school 'Language Lab', *owner, teacher of Russian, Ukrainian, English*

Since September 2015

English Access Microscholarship Program, *teacher of English* (teaching groups of teenagers from disadvantaged backgrounds and with health issues)

September 2014 - July 2015

Infinite Language School, *teacher of Russian and English*

September 2013-June 2014

DonStream Education Group, *teacher of Russian and English*

September 2012-August 2014

Donetsk National University, Faculty of Foreign Languages, Translation Studies Department, *teacher of English*

Participation in USA Exchange Programs

December 2018

Professional exchange program "Inclusive Education in the U.S.", *participant*

January 2016

Youth Leadership Program with Belarus, Moldova, and Ukraine, *mentor*

Participation in Projects

March 2014

IV International Exhibition 'Study Group' in Ukraine, Donetsk, *interpreter*

February 2014

XXV International Track and Field Tournament "Pole Vault Stars", *interpreter*

June 2013

IAAF World Youth Championships in Athletics, *interpreter*

February 2013

XXIV International Track and Field Tournament "Pole Vault Stars", *interpreter*

June 2012

EURO 2012, *commentary support position*

March 2012

II International Exhibition 'Study Group' in Ukraine, Donetsk, *interpreter*

February 2012	XXIII International Track and Field Tournament “Pole Vault Stars”, <i>interpreter</i>
February 2011	XXII International Track and Field Tournament “Pole Vault Stars”, <i>interpreter</i>
July 2010	AIESEC internship in Poland, Lublin, <i>volunteer</i> in the foundation “Rozwiń Skrzydła”
May 2010	International Show Jumping Tournament “Donbass Tour 2010”, <i>interpreter</i>
March 2010	XXI International Track and Field Tournament “Pole Vault Stars”, <i>interpreter</i>
June-August 2009	Preparation for the opening ceremony of the stadium “Donbass Arena”, <i>interpreter</i>
November 2008	International Industrial Summit DID, <i>interpreter</i>

OTHER INFORMATION

Languages

Russian (native), Ukrainian (native), English (proficient),
German (pre-intermediate), Spanish (elementary), Greek (basic).

DESCRIPTIVE ESSAY

A Day at the Fair

Adell Lindsey

For the last seven years, I have lived in Minneapolis. I seem to spend my life in my car, commuting from work to school and back to my apartment again. Although I enjoy the bustle and convenience of city life, every summer I find myself becoming nostalgic for the country, particularly the farm animals. A few years ago, I rediscovered one of the great summer pleasures of my childhood—the Crow Wing County agricultural fair. Now, in the second week of each August I make the two-hour drive north to the fairgrounds of the community where I grew up, just to see the fascinating animal barns.

I spend most of my time at the fairgrounds in the 4-H animal barns. (The 4-H organization provides educational and recreational opportunities for young people in rural communities.) The rich, sweet smell of the barns fills the air - especially on hot days - and is noticeable even at the far end of the fairgrounds. A combination of hay and warm animal skins (with the undeniable tang of livestock manure), the smell sends city slickers racing from the barns with handkerchiefs covering their noses. However, even after seven years away from the countryside, I prefer the smell to the hot asphalt and thick exhaust fumes of a city summer.

Entering the barns, I always need to stop and blink for a few moments to adjust to the dimmer light. To keep the animals cool, the barns are lofty and shady. Dust motes and bits of hay dance in the few rays of light that slide through gaps in the roof. Soon, I see aisles of clean, low stalls, each stacked with bales of hay. Depending on the day of the fair, the stalls hold goats, pigs, or heifers—as well as the occasional llama, a newer category in 4-H live stock competitions. Their shufflings, slurpings, munchings, and grunts make a low-key accompaniment to the distant bells and tinny music of the midway attractions.

The animals are not alone in their stalls. Brushing the animals, mucking out their stalls, napping on hay bales, or changing water dishes, children and young teenagers from 4-H spend all day with and around their animals. For them, I think, the ribbons and certificates

awarded to the “best” specimens are not as important as the bonds developed with their animals. I’ll always remember one little boy, probably seven or eight years old, fast asleep on a hay bale with one of his arms thrown around the neck of his black-and-white-spotted goat, who seemed to lie watchfully and protectively beside him.

Near the animal barns is the competition ring where 4-H participants show off their calves and heifers to judges. The ring smells sweetly of sawdust—mostly because one little boy, in a cowboy hat that seems far too large for his head, scoots into the ring with a big shovel to clean up any messes the nervous animals might leave. The announcer is a very large gentleman, his face hidden behind mirrored sunglasses, who always seems to find something nice to say about the animals as well as their young handlers. “Let’s have a big round of applause for the little lady!” he’ll bellow after a tiny girl has finished leading an enormous cow around the ring.

On the drive back to the city, when I’m full of corn dogs and blue berry milkshakes, I wonder about the turn my life could have taken. What if my parents had signed me up for 4-H instead of soccer? What if, instead of an a loof cat, a 300-pound pig was waiting back in my apartment for its dinner? Back at home, I scrape the mud and hay fragments from my boots and look in the fridge for dinner. Hamburger? Pork chops? I decide to make a salad instead, and vow to start growing herbs in my window box.

NARRATIVE

The Boys

MAYA ANGELOU

In a powerful narrative taken from her autobiography I Know Why the Caged Bird Sings (1969), poet, actor, and civil rights activist Maya Angelou shares a childhood reminiscence of a dark period of American history. The narration does not begin immediately. Try to determine why.

Weighing the half-pounds of flour, excluding the scoop, and depositing them dust-free into the thin paper sacks held a simple kind of adventure for me. I developed an eye for measuring how full a silver-looking ladle of flour, mash, meal, sugar or corn had to be to push the scale indicator over to eight ounces or one pound. When I was absolutely accurate our appreciative customers used to admire:

“Sister Henderson sure got some smart grandchildren.” If I was off in the Store’s favor, the eagle-eyed women would say, “Put some more in that sack, child. Don’t you try to make your profit off me.”

Then I would quietly but persistently punish myself. For every bad judgment, the fine was no silver-wrapped Kisses, the sweet chocolate drops that I loved more than anything in the world, except Bailey. And maybe canned pineapples. My obsession with pineapples nearly drove me mad. I dreamt of the days when I would be grown and able to buy a whole carton for myself alone.

Until I was thirteen and left Arkansas for good, the Store was my favorite place to be. Alone and empty in the mornings, it looked like an unopened present from a stranger. Opening the front doors was pulling the ribbon off the unexpected gift. The light would come in softly (we faced north), easing itself over the shelves of mackerel, salmon, tobacco, thread. It fell flat on the big vat of lard and by noontime during the summer the grease had softened to a thick soup. Whenever I walked into the Store in the afternoon, I sensed that it was tired. I alone could hear the slow pulse of its job half done. But just before bedtime, after numerous people had walked in and out, had argued over their bills,

or joked about their neighbors, or just dropped in give Sister Henderson a ‘Hi y’all,’ ” the promise of magic mornings returned to the Store and spread itself over the family in washed life waves.

Momma opened boxes of crispy crackers and we sat around the meat block at the rear of the Store. I sliced onions, and Bailey opened two or even three cans of sardines and allowed their juice of oil and fishing boats to ooze down and around the sides. That was supper. In the evening, when we were alone like that, Uncle Willie didn’t stutter or shake or give any indication that he had an “affliction.” It seemed that the peace of a day’s ending was an assurance that the covenant God made with children, Negroes and the crippled was still in effect.

Throwing scoops of corn to the chicken and mixing sour dry mash with leftover food and oily dish water for the hogs were among our evening chores. Bailey and I sloshed down twilight trails to the pig pens, and standing on the first fence rungs we poured down the unappealing concoctions to our grateful hogs. They mashed their tender pink snouts down into the slop, and rooted and grunted their satisfaction. We always grunted a reply only half in jest. We were also grateful that we had concluded the dirtiest of chores and had only gotten the evil-smelling swill on our shoes, stockings, feet and hands.

Late one day, as we were attending to the pigs, I heard a horse in the front yard (it really should have been called a driveway, except that there was nothing to drive into it), and ran to find out who had come riding up on a Thursday evening when even Mr. Steward, the quiet, bitter man who owned a riding horse, would be resting by his warm fire until the morning called him out to turn over his field.

The used-to-be sheriff sat rakishly astraddle his horse. His nonchalance was meant to convey his authority and power over even dumb animals. How much more capable he would be with Negroes. It went without saying.

His twang jogged in the brittle air. From the side of the Store, Bailey and I heard him say to Momma, “Annie, tell Willie he better lay low tonight. A crazy nigger messed with a white lady today. Some of the boys will be coming over here later.” Even after the slow

drag of years, I remember the sense of fear which filled my mouth with hot, dry air, and made my body light.

The “boys”? Those cement faces and eyes of hate that burned the clothes off you if they happened to see you lounging on the main street downtown on Saturday. Boys? It seemed that youth had never happened to them. Boys? No, rather men who were covered with graves’ dust and age without beauty or learning. The ugliness and rottenness of old abominations.

If on Judgment Day I were summoned by St. Peter to give testimony to the used-to-be sheriff’s act of kindness, I would be unable to say anything in his behalf. His confidence that my uncle and every other Black man who heard of the Klan’s coming ride would scurry under their houses to hide in chicken droppings was too humiliating to hear. Without waiting for Momma’s thanks, he rode out of the yard, sure that things were as they should be and that he was a gentle squire, saving those deserving serfs from the laws of the land, which he condoned.

Immediately, while his horse’s hoofs were still loudly thudding the ground, Momma blew out the coal-oil lamps. She had a quiet, hard talk with Uncle Willie and called Bailey and me into the store.

We were told to take the potatoes and onions out of their bins and knock out the dividing walls that kept them apart. Then with a tedious and fearful slowness Uncle Willis gave me his rubber-tipped cane and bent down to get into the now-enlarged empty bin. It took forever before he lay down flat, and then we covered him with potatoes and onions, layer upon layer, like a casserole. Grandmother knelt praying in the darkened Store.

It was fortunate that the “boys” didn’t ride into our yard that evening and insist that Momma open the Store. They would have surely found Uncle Willie and just as surely lynched him. He moaned the whole night through as if he had, in fact, been guilty of some heinous crime. The heavy sounds pushed their way up out of the blanket of vegetables and I pictured his mouth pulling down on the right side and his saliva flowing into the eyes of new potatoes and waiting here like dew drops for the warmth of morning.

APPENDIX B: PUNCTUATION

Full Stop [.]

A **full stop** is used:

- at the end of a sentence. e.g. He is at work.
- in abbreviations. e.g. a.m.
- to end a spoken sentence when using direct speech. e.g. She said, “My dad won’t come to the football match.”

A **full stop** is not used:

- in question sentences.
- in exclamation sentences.

Question Mark [?]

A **question mark** is used:

- at the end of a question. e.g. Are you going to the cinema tomorrow?
- at the end of a question using direct speech. e.g. “Where did you go on holiday?” his friend asked.
- at the end of question tags. e.g. Mary doesn’t live in London, does she?

A **question mark** is not used:

- at the end of an indirect question. e.g. She asked whether he wanted to go to the theatre with her.

Exclamation Mark [!]

An **exclamation mark** is used:

- at the end of a sentence expressing a certain feeling like surprise, shock, anger or joy. e.g. This is a wonderful day!
- at the end of an exclamation when using Direct Speech. e.g. “What a lovely surprise!” she said.

Comma [,]

In general a comma is used to indicate a slight pause and to divide a sentence into several parts.

A **comma** is used:

- to separate words in a list. These can be nouns, adjectives or adverbs. e.g. She bought some apples, pears, peaches and oranges.
- to separate a subordinate clause which precedes the main clause. e.g. When I phone him, I'll tell him everything.
- to separate main clauses which describe consecutive actions. e.g. In case of a fire you should keep calm, leave the building, and call 991.
- to separate main clauses which are linked by a conjunction. e.g. I was looking forward to relaxing at the weekend, but unfortunately I had to work instead.
- before and after a non-defining relative clause. e.g. That science-fiction film, which was released last month, is one of the best I've ever seen.
- to separate an introductory word, phrase, adverb or adverbial phrase from the main part of the sentence. e.g. Oh, here you are!
- after "Yes" or "No" at the beginning of a sentence. e.g. No, I can't see you today.
- to separate a question tag from the sentence. e.g. You are a good engineer, aren't you?
- in direct speech. e.g. "Please help me," she said.

Colon [:]

A **colon** is used:

- to introduce a list of items. e.g. Please buy the following items: milk, bread, cheese and eggs.
- to introduce examples (which might be complete sentences in themselves). e.g. The insurance company will pay in the following circumstances: fire, burglary or a third party accident.

Semi-colon [;]

A **semi-colon** is used:

- instead of a comma, where other parts of the sentence already contain commas. e.g. He was convinced that he would win whatever the cost; he was going to achieve his goal, whatever it would take.
- In formal writing to separate two main clauses, especially when these are not joined by a conjunction. e.g. Some people love watching TV; others find it boring.

Dash [–]

A **dash** is used to:

- Separate a word or phrase which is independent of the rest of the sentence. It may precede a comment or definition, or serve to emphasize the words which follow. e.g. People were lying wounded in the street, children were crying – it was horrible.
- To separate a comment or afterthought from the rest of the sentence. e.g. They said they knew nothing at all about the burglary – or so they claimed.

Hyphen [-]

A **hyphen** is used:

- to form a compound from two other words. e.g. warm-hearted
- to form compound adjectives. e.g. well-mannered
- to separate a prefix from a word whose first letter is the same as the last letter of the prefix. e.g. re-evaluate
- when writing compound numbers. e.g. twenty-one
- when expressions of measurement, amount or quantity are used as adjectives before a noun. e.g. a ten-pound note.

Quotation Marks [“ “]

Quotation marks are used:

- to indicate direct speech, at the beginning and end of the spoken words. e.g. “I want to tell you how much I appreciate your hospitality,” he said.

- to enclose words and punctuation in direct speech. e.g. “Why did you do that?” he asked.
- to draw attention to a word when writing a text. e.g. “Global Warming” is the key word.
- to enclose the titles of a book, play etc. e.g. Salinger’s “Catcher in the Rye”
- to emphasize short quotations and sayings. e.g. Do you know the saying “Nothing ventured, nothing gained”?

Apostrophe [’]

An **apostrophe** is used:

- where letters are omitted, as in contracted forms. e.g. I’m, She’s.
- with an **s** to show possession. e.g. the man’s bicycle; men’s clothing; the teachers’ salaries.
- with an **s** to show time duration. e.g. a week’s holiday; four weeks’ holiday (but: a four-week holiday)

Parentheses / Brackets [()]

Parentheses or **brackets** are used:

- to separate any additional information or a comment from the rest of the sentence. e.g. Alexander Barclay (a famous English poet) wrote “The Ships of Fools” in 1509.
- to enclose references, numbers or letters in a text. e.g. The route taken by earlier explorers was through a rough mountain range (see map on p. 195). Two ways to stay fit are (1) to exercise regularly and (2) to eat healthy meals.

APPENDIX C: USEFUL LANGUAGE

Type of writing	Useful phrases
<p><i>Discursive Essay</i></p>	<p><i>Introducing the topic</i></p> <p>Many people believe/feel that...</p> <p>It is said ...</p> <p>People's opinions on ... differ widely.</p> <p><i>Adding further reasons</i></p> <p>Both ... and/not only ... but also ...</p> <p>In addition,... What is more,...</p> <p>Furthermore,...</p> <p><i>Linking sentences</i></p> <p>Although, ... However, ... In spite of this, ...Despite...</p> <p>Some people... while/whereas others ...</p> <p>On the one hand ... on the other hand...</p> <p><i>Summing up</i></p> <p>In conclusion, ...</p> <p>To sum up, ...</p> <p>On balance, ...</p> <p><i>Supporting your argument</i></p> <p>One of the main advantages of ... is that ...</p> <p>In the first place, ...</p> <p>Firstly, ...</p> <p>To begin with, ...</p> <p>Secondly, ... Thirdly, ... Finally, ...</p> <p>Last but not least, ...</p>

	<p><i>Expressing an opposite point of view</i></p> <p>On the other hand, there are also a number of disadvantages.</p> <p><i>Expressing opinions</i></p> <p>In my view/opinion,/It seems to me that ...</p> <p>I think/feel that ...</p>
<p><i>Opinion Essay</i></p>	<p><i>Opening paragraph</i></p> <p>Some people believe/claim that... However, others think/maintain that...</p> <p>First of all, I'd like to say that...</p> <p>We should acknowledge from the start that...</p> <p>I'd like to start by...</p> <p>The question we need to answer is...</p> <p><i>Restating the questions</i></p> <p>The key question is...</p> <p>What it comes down to is...</p> <p>What needs to be decided is...</p> <p>Many people are starting to wonder whether...</p> <p><i>Presenting the opposing argument</i></p> <p>On the other hand, ...</p> <p>However, ...</p> <p>Having said that, ...</p> <p>Some people take the opposite view, and claim/maintain that ...</p> <p>And yet, ...</p> <p><i>Introducing additional points</i></p> <p>Furthermore, ...</p> <p>Moreover, ...</p>

<p>Opinion Essay</p>	<p>What is more, ...</p> <p>It is also worth bearing in mind that ...</p> <p>Similarly, ...</p> <p>We should also remember that...</p> <p><i>Describing the current situation</i></p> <p>Newspapers are full of stories about...</p> <p>Over the past few decades, ...</p> <p>We have now reached a point where...</p> <p>In some countries... while in others...</p> <p><i>Presenting the points supporting your opinion</i></p> <p>Firstly, it's important to state that...</p> <p>It seems clear that...</p> <p>On the one hand, ...</p> <p>It is clear that...</p> <p>In my view/opinion, ...</p> <p>It is sometimes argued that...</p> <p>To my mind, ...</p> <p>I firmly believe that...</p> <p><i>Acknowledging an argument and restating your opinion</i></p> <p>To that extent, it's true that ...</p> <p>While it's true to say that..., I really do think...</p> <p>It's hard to deny that...</p> <p>Even though some people maintain that...,</p> <p>I nevertheless believe that..</p> <p>There's some truth in the view that... .</p> <p>Nevertheless, it doesn't alter my view that...</p> <p><i>Conclusion</i></p> <p>Despite... I feel that...</p> <p>To sum up, I would say that ...</p>
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<p>Reviews</p>	<p>To begin reviews:</p> <p><i>This well-written/innovative/fascinating/thought-provoking book is...</i></p> <p><i>The film/book/play/etc. is set in.../tells the story of.../is based on...</i></p> <p><i>The film/play stars.../is directed by.../is the sequel to...</i></p> <p>To end reviews:</p> <p><i>You should definitely see/read.../Don't miss it/You might enjoy...</i></p> <p><i>All in all, it is well worth seeing/reading, since...</i></p> <p><i>On the whole, I wouldn't recommend it, in view of the fact that...</i></p> <p><i>It is a classic of its kind/It is sure to be a hit/best-seller</i></p>
<p>Descriptive Writing</p>	<p>Linkers for addition.</p> <p><i>Preposition +noun:</i></p> <p>Alongside</p> <p>Along with</p> <p>Apart from</p> <p>As well as</p> <p>In addition to</p> <p>plus</p> <p><i>proposition+gerund:</i></p> <p>apart from</p> <p>As well as</p> <p>In addition to</p>

<p><i>Descriptive Writing</i></p>	<p><i>paired conjunctions:</i></p> <p>both.....and....</p> <p><i>adverbs/adverbial phrases</i></p> <p>besides</p> <p>furthermore</p> <p>...into the bargain</p> <p>.....to boot</p>
<p><i>Narrative Writing</i></p>	<p>Linking (Sequence).</p> <p><u>One Saturday afternoon</u> I was..../ <u>Suddenly</u>, a little boy fell in the river. / <u>First</u>, I gave my dog to a woman.....<u>Then</u>, I took off my shoes.....<u>Meanwhile</u>, somebody phoned..../ <u>When</u> I grabbed him, he pulled me...../ <u>While</u> they were taking the boy away.../ <u>In the end</u>, a police officer...../ A few days <u>later</u>, I went...</p>
<p><i>Summary</i></p>	<p>In "(Title of the Piece)" (source and date of piece), the author shows that...</p> <p>The author supports the main idea by using ...and showing that...</p>

APPENDIX D:
SUGGESTED TOPICS FOR DISCUSSION AND INDEPENDENT WORK

1. Winters get windier; summers get wetter.
2. Violence on the screen encourages violence in real life.
3. Playing in a team has much more to offer than competing as an individual.
4. What do you think of the idea, expressed in some countries that women should be paid a wage for the work they do in the home?
5. The most important quality in a partner is a sense of humour.
6. The Internet should be more tightly controlled by governments.
7. When people succeed, it is because of hard work. Luck has nothing to do with success.
8. Neighbours are the people who live near us. In your opinion, what are the qualities of a good neighbour?
9. Should wealthy nations be required to share their wealth?
10. Income inequality is the most important issue of our time because there are large gaps between the rich and the poor.
11. The government should guarantee universal healthcare coverage because healthcare is a basic human right.
12. Marriage should be between a man and a woman because marriage has its roots in religious institutions.
13. TV shows should not be responsible for censoring any explicit content because of free speech rights.
14. College education should be free.
15. Abortion should be made illegal because it is the murder of a baby. Discuss.
16. Marriage should be between a man and a woman because marriage has its roots in religious institutions. Discuss.
17. TV should censor explicit content because they have an obligation to produce family-friendly programming. Do you agree or disagree?

18. The government should leave healthcare to the free market because government intervention only makes things more expensive and less efficient. Discuss.
19. To help prevent climate change, governments should ban individuals from flying more than once a year. Do you agree or disagree?
20. A favorite campus spot.
21. A childhood memory.
22. A person you admire.
23. Your first success.
24. Life in a big city.
25. First day at college
26. The biggest misunderstanding.
27. The day you decided to change your life.
28. If I could go back in time.
29. Something I wish I had.
30. A funeral you attended.

Методичні рекомендації

Єременко Тетяна Євстафіївна
Негрівода Олена Олексіївна
Слободянюк Ганна Анатоліївна

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м.Одеса, вул. Велика Арнаутська, 60

тел.: 048 700 1155