

CEF – Common European Framework

GLOBAL SCALE

Level	User	Description
C2	PROFICIENT	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1		Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	INDEPENDENT	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1		Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
A2	BASIC	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1		Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

OVERALL WRITTEN PRODUCTION

- B2 Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.
- B1 Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.

OVERALL WRITTEN INTERACTION

- B2 Can express news and views effectively in writing, and relate to those of others. Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
- B1 Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.

GENERAL LINGUISTIC RANGE

- B1+ Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.
- B1 Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

TASK ACHIEVEMENT

REPORTS AND ESSAYS

- B1+ Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
- B1 Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.

CORRESPONDENCE

- B1+ Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.
- B1 Can write personal letters describing experiences, feelings and events in some detail.

THEMATIC DEVELOPMENT

- B2 Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.
- B1 Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

PROPOSITIONAL PRECISION

- B1+ Can explain the main points in an idea or problem with reasonable precision.
- B1 Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly.

COHERENCE & COHESION

COHERENCE & COHESION

- B1+ Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
- B1 Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

ORTHOGRAPHIC CONTROL

- B1+ Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.
- B1 Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

GRAMMAR

GRAMMATICAL ACCURACY

- B1+ Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
- B1 Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.

VOCABULARY

VOCABULARY RANGE

- B1+ Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
- B1 Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.

VOCABULARY CONTROL

- B2 Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.
- B1 Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.

SOCIOLINGUISTIC APPROPRIATENESS

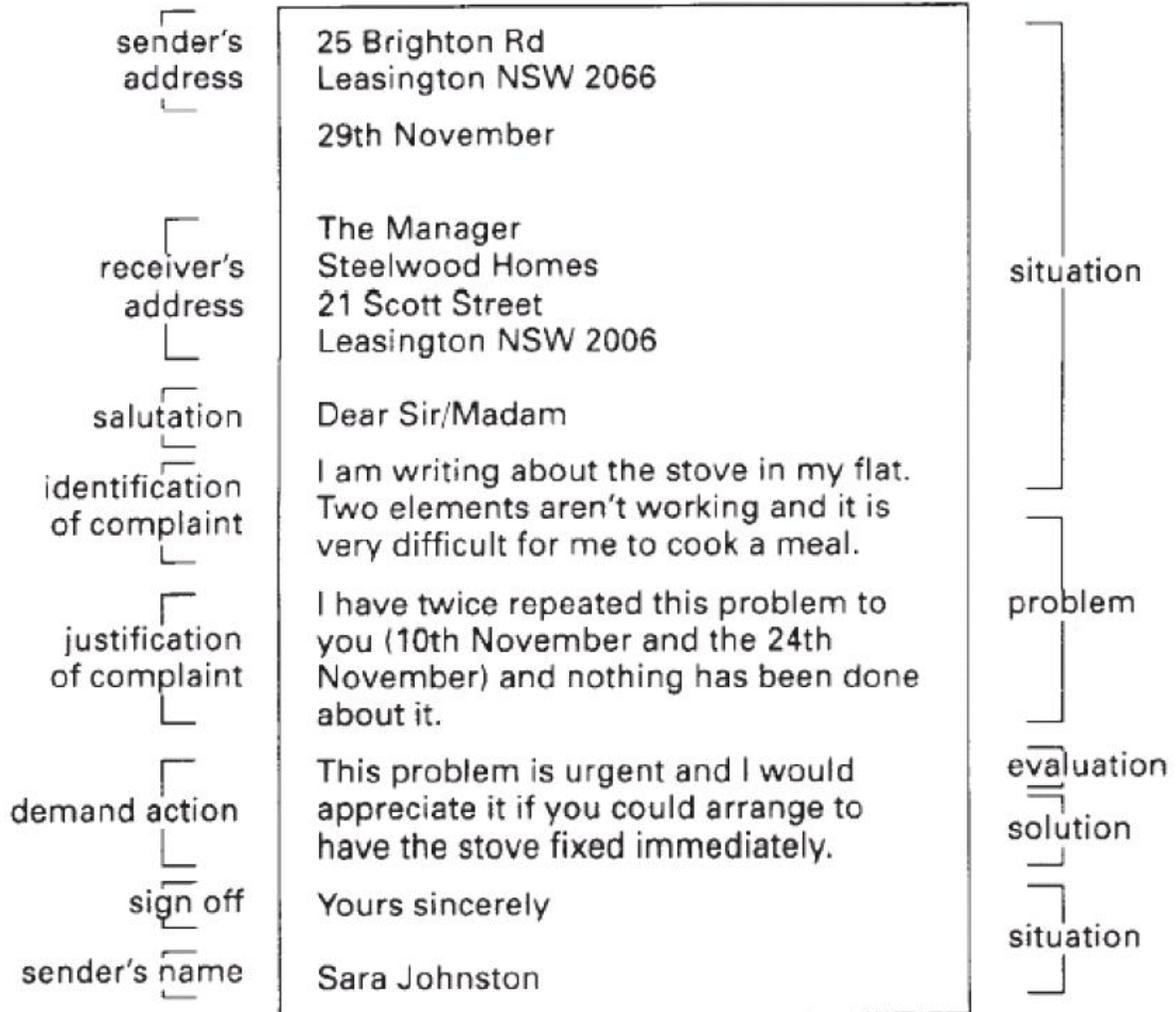
- B1+ Can express him or herself appropriately in situations and avoid crass errors of formulation. Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.
- B1 Is aware of the salient politeness conventions and acts appropriately.

Genre Awareness and Text Structure

LETTER OF COMPLAINT

Generic structure

Text structure



Task

You recently bought a calculator, but you were given the wrong model by mistake. When you complained, the shop assistant was rude to you. Write a letter to the company's complaints department, explaining the reasons for your dissatisfaction and saying what action you expect the company to take.

Dear Sir/Madam,

I am writing to express my strong dissatisfaction at the disgraceful treatment I received at the Walford branch of Sampson's Electronics yesterday afternoon.

Firstly, the product I was given was not the model I had asked for. The new X-401 calculator was demonstrated to me by the sales assistant, and I agreed to buy it. However, on unpacking my purchase, I saw that I had been given the smaller X-201 model instead.

Furthermore, this calculator was much cheaper than the model I requested and paid for. It didn't have many of the features I needed and was much more basic than the one I was shown to begin with.

To make matters worse, I was deeply offended by the behaviour of the sales assistant when I went back to the shop to complain. He was not only impolite, but also unhelpful. He refused to contact the manager when I asked to speak to him about the incident.

As you can imagine, I am extremely upset. I must insist on a full refund, in addition to a written apology from the local manager, or else I shall be forced to take further action. I expect to hear from you as soon as possible.

Yours faithfully,
Caroline Adams

1. What is the generic structure of the letter above?
2. Why is Mrs Adams complaining?
3. What are her specific complaints?
4. How does she justify them?
5. What is Mrs Adams expecting? Tick (✓).
 - a replacement
 - a full refund
 - the calculator to be repaired
 - an apology
6. What will Mrs Adams do if she is not satisfied?

LETTER OF APPLICATION

When you write a letter applying for a job or a course, you should include the following information:

- A) in the opening remarks/reason(s) for writing
- the name of the job/course
 - where and when you saw it advertised
- (e.g. "... *the position of manager advised in yesterday's Herald.*")
- B) in the main body paragraphs
- age, present job and/or studies (e.g. "*I am a nineteen-year-old university student.*")
 - qualifications (e.g. "*I have a BA in French.*")
 - experience (e.g. "*I have been working as a waiter for the last two years.*")
 - skills and personal qualities that are suitable for the job/course (e.g. "*I am a good and careful driver. I consider myself to be mature and responsible.*")
- C) in the closing remarks
- any other important information (i.e., when you are available for interview, where and when you can be contacted, references you can send, a remark that you hope your application will be considered, etc.)
- (e.g. "*I will be available for interview in September. / I enclose references from my last two employers. / I look forward to hearing from you.*")

You usually use:

the present simple to describe skills/personal qualities

I am a patient and reliable person.

the past simple to talk about past experiences

I left school in 1994. I worked for General Motors for four years.

the present perfect to talk about recent work/studies

I have been working for LTYU for two years.

I have recently finished secondary school.

NEWS REPORT

News reports are short pieces of writing about current events which are of interest to the public (e.g., natural disasters, accidents, political or sports events, social events, etc.). They are formal and impersonal in style and they present facts accurately, objectively and unemotionally. Therefore, they do not include feelings or chatty descriptions unless these are part of someone's comments quoted in direct speech.

A news report should consist of:

- A) a short, eye-catching headline;
- B) an introduction which summarises the event, giving information about the time, place and people involved;
- C) a main body consisting of two or more paragraphs in which the event is described in detail, including information about incidents and the people involved;
- D) a conclusion which includes people's comments on the event, action(s) to be taken and/or future developments.

News reports are found in newspapers, magazines, etc.

You normally use past tenses, the passive and appropriate reporting verbs in this type of writing.

SHORT STORY

Task

A popular magazine has announced a short story competition. The story must begin with the words: *"Are you sure it's safe?" Josh asked his friend.* Write your story for the competition.

Par. 1: _____

Par. 2: _____

Par. 3: _____

Par. 4: _____

"Are you sure it's safe?" Josh asked his friend Marty, who was just about to step onto the little rope bridge. Josh looked down at the river far beneath them and swallowed hard. Unfortunately, it was the only way to reach the other side, so he knew they had to get across before it began to get dark.

"Look, it's as safe as houses," said Marty confidently as he put his foot onto the bridge. Once Marty was safely on the other side, Josh began to cross. The little bridge creaked under his weight, making him even more nervous than he already was. He was almost half way across the bridge when suddenly one of the ropes snapped.

Josh screamed as the bridge fell to one side, leaving him hanging over the fast-flowing river far below his feet. Terrified, he clung to the other rope. "Keep calm! Hold on!" Marty called to him. Josh looked across to where his friend stood. Slowly, hand over hand, Josh moved carefully along the rope until he was close enough for Marty to grab him.

Safely on the other side, Josh lay panting on the ground. He felt exhausted, but he was glad to be alive. Marty asked him if he felt he could go on. "Yes, I'm okay," he replied bravely. "We'd better go. It will be dark soon". They both set off, leaving the bridge and the terrifying incident behind them.

1. Choose the best title for the story:
 - An Underwater Adventure
 - An Accident in the Air
 - A Nasty Experience
2. Label the paragraphs with the headings below.
 - end of story, feelings and comments
 - setting the scene
 - development of story
3. Number the events in the plot line in the order they happened. Write the numbers 1-7 on the lines. (One example has already been placed correctly.)
 - A 3 One of the ropes snapped.
 - B __ Marty grabbed Josh.
 - C __ Josh started to cross the rope bridge.
 - D __ Marty crossed the bridge safely.
 - E __ Josh clung to the other rope.
 - F __ Marty and Josh walked away from the bridge.
 - G __ Josh moved carefully along the rope.

REVIEW

Task

Read the book review and label each paragraph with the headings below.

- recommendations
- general comments
- main points of plot
- background information

Par. 1: _____

Par. 2: _____

Par. 3: _____

Par. 4: _____

The Hound of Baskervilles

The Hound of Baskervilles, by Sir Arthur Conan Doyle, is an excellent story that takes place in London and Dartmoor. This fascinating book is about the famous detective, Sherlock Holmes, who with his trusted assistant, Watson, tries to solve the mysterious death of Sir Charles Baskerville.

The mystery begins when Dr. Mortimer, Sir Charles' personal doctor, relates the circumstances surrounding his patient's death to Holmes and Watson. The doctor believes that his death has something to do with the legend of the hound, which is an enormous, evil, hunting dog that terrorises the people of Baskerville. Soon, it becomes clear that Sir Henry, who is Sir Charles' nephew, and the only surviving heir to the Baskerville fortune, is also in danger. Holmes and Watson have to move quickly in order to protect Sir Henry's life and to solve the mystery.

The book is full of thrilling moments as the author creates tension with unexpected twists and vivid descriptions. What gives the book its dark atmosphere, however, is the silent, evil presence of the legendary hound which dominates the story throughout.

I thoroughly recommend The Hound of the Baskervilles. Readers will have a difficult time putting this masterpiece down as they are kept in suspense until the very end of the book.

1. Which paragraph includes the writer's recommendation? What phrases does she use to recommend the book?
 2. Which paragraph includes a short description of the main points of the plot? Does the writer reveal the end of the story?
 3. In which paragraph does the writer include information about where the story takes place and what it is about?
 4. Which paragraph includes general comments on the book? What are they?
 5. Which of the following has the writer used? Tick (✓).
- passive voice
 - variety of adjectives
 - colloquial expressions
 - abbreviations
 - complex sentences

ARTICLE

Task

A local newspaper has asked its readers to write articles entitled *“How can we make our city a better place to live?”* Write your article suggesting ways to improve your city.

Read the article and label each paragraph with the headings below.

- second suggestion & results/consequences
- summarise your opinion
- third suggestion & results/consequences
- first suggestion & results/consequences
- state the problem

Par. 1: _____

Par. 2: _____

Par. 3: _____

Par. 4: _____

Par. 5: _____

How can we make our city a better place to live?

Heavy traffic, air pollution and litter are among the most serious problems modern cities face nowadays. Ours is no exception. What can we do, then, to help make our city more pleasing to its residents?

First of all, it would be a good idea to encourage people to use public transport instead of their cars, especially when commuting to work. The result would be fewer cars on the roads, and therefore fewer traffic jams.

Secondly, steps should be taken in order to solve the problem of air pollution. The situation could be improved if factories were moved out of the city. If this happened, the air would not be so polluted.

Finally, efforts should be made to make our city a cleaner and healthier place to live. A useful suggestion would be to put more litter bins in the streets. If this was done, people would stop dropping their rubbish on the ground, and our city would be cleaner.

There are many ways to make our city a better place to live. Adopting some of these measures would definitely result in better conditions for everyone.

Task 3

You saw this advertisement in a local newspaper and have decided to apply for the job.

USA Yellowstone Camping is looking for young, energetic and experienced teenagers to help us with primary school children who spend three weeks of their summer holiday in Yellowstone National Park. Must speak English, be a good organiser, and keen on sports.

Please apply in writing to Mrs Hunter, giving details of skills and previous experience and saying why you think you are suitable for the job.

Closing date 12th May.

1. Who is going to read your letter?
2. Do you know this person at all?
3. What style should you use (*formal, informal, semi-formal*)?
4. Why are you writing this letter?
5. How should you begin and end the letter? Choose A to C.

A. Dear Madam, ...	Yours faithfully, <i>Claudia Meyer</i>
B. Dear Headteacher, ...	Kind regards, <i>Claudia</i>
C. Dear Mrs Hunter, ...	Yours sincerely, <i>Claudia Meyer</i>
6. Which of the following points should you include in your letter? Tick (ü).

A. your favourite subjects at school
B. your earlier camping experience
C. your present and previous (summer) jobs
D. a description of your appearance
E. your personal qualities
F. your plans for the summer
7. What do you think the successful candidate should be? Tick (ü).

A. patient	D. well-dressed
B. enthusiastic	E. hard-working
C. athletic	F. good-looking
8. What experience would someone need for this kind of job? Tick (ü).

A. experience with children
B. experience in public relations

Task 4

You are going to attend lessons at a language school in Britain. The school has arranged for you to stay with a local couple called Mr. and Mrs. Jackson. The Jacksons have written a letter to ask for some information. Read the extracts from their letter, then write a letter in reply, giving them the information they have asked for and including any questions or requests of your own.

... If you could send us details of your travel plans, we would be happy to meet you on arrival. We could easily come up to London ...

Do you have any special requirements or requests regarding food? For instance, perhaps there are certain things you are not allowed to eat, or something which ...

If there is any information you need or anything you would like us to do for you, please don't hesitate to ask. Naturally, we want ...

1. Who is going to read your letter?
2. Why are you writing the letter?
3. How many main body paragraphs should you include in your letter?
4. Which of the following should you mention about your travel plans? Tick (ü).
 - A. date and time of arrival
 - B. flight number
 - C. number of suitcases
 - D. how you will travel from the airport
 - E. cost of flight
5. What could you tell them about food? Complete the following sentences:
 - A. As far as food is concerned, _____.
 - B. The only thing(s) I don't eat is/are _____.
 - C. My favourite food is _____.
 - D. I am looking forward to trying _____.
6. What questions could you ask? Think about *clothes, the weather, the town/room where you will be staying*. Then complete the following:
 - A. I was wondering if _____.
 - B. Perhaps you could tell me _____.
 - C. I would like to know _____.
 - D. What is _____ like? Is it _____?
 - E. Do you think I need to bring _____?
7. What opening and closing remarks could you write?

Idea Generation Techniques

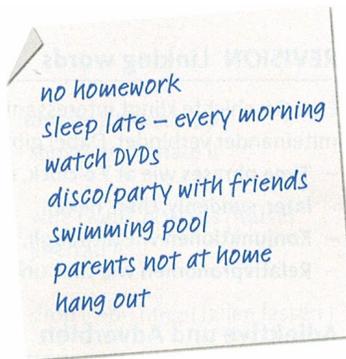
Definition

A set of techniques that help a writer to generate, explore, organise, or refocus ideas before and during writing.

LISTING

Procedure:

1. Write your topic at the top of the page.
2. Write for a preset amount of time (app. 10 minutes) without stopping for anything. Write down everything that comes to your mind about the topic. Write words or phrases one below the other. Do not worry about correct spelling, punctuation, wording, mechanics, or language. If you cannot think of a word in English, put it down in your mother tongue or in another language that you speak. Do not judge your own ideas. Write down whatever comes into your mind. Do not stop writing until the time is up.
3. Re-read what you have written and underline or circle the ideas and expressions you like.



WH-QUESTIONS

Procedure:

1. Write your topic at the top of the page.
2. Answer questions about the topic that start with: *who?* *what?* *when?* *where?* *why?* and *how?* Write down the answers.
3. Re-read what you have written and underline or circle the ideas and expressions you like.

<i>who</i>	<i>what</i>	<i>when</i>	<i>where</i>	<i>why</i>
<i>l + friends</i> <i>no parents</i>	<i>do sports</i> <i>go to disco</i> <i>chat</i> <i>sleep late</i>	<i>Friday</i> <i>Saturday</i>	<i>at home</i> <i>at friends'</i> <i>swimming pool</i>	<i>no homework</i> <i>no jobs to do</i> <i>have fun</i>

CLUSTERS OR BRANCHES

Procedure:

1. Write a word related to the topic in the middle of a page and circle it.
2. Think of other words that come to your mind when you think of the word. Do not judge or evaluate. Sort and write down the words as they come. Do not spend much time on analysing and connecting words. As you write other words, circle them. Continue for a few minutes.
3. Group items into clusters or categories.



BRAINSTORMING

Procedure:

1. Write your topic at the top of the page.
2. Think about the topic and write down the ideas that come to your mind about it. Do not criticise any of the ideas. Write them down. Put down any wild idea because it may provide valuable insights. The more ideas you generate the better.
3. Stop to combine or refine ideas. You may want to create (prioritised) subcategories.
4. Proceed with the brainstorming.
5. Re-read what you have generated and select the ideas (and expressions) you like.

Planning, Outlining, Organising

Task 1

Read the letter and complete the paragraph plan using the headings below. Has Sue's letter covered all the points given below?

- persuade friend to join you
- information about cottage
- what the area offers

INTRODUCTION

Dear Helen,

Hi! How are you? I'm sorry I haven't written for ages, but I've been really busy. Anyway, I'm writing now to let you know that Claire, Jan and I have decided to rent a cottage in Dorset from 15th to 21st August and we'd love it if you could join us.

BODY

I asked the owner all about the cottage and it sounds great. The cottage has only got two bedrooms, so we'll have to share, but the rooms are big with two beds in each. There's also a large garden. It's only £200 a week - that's £50 each, if you join us. In other words, it's a real bargain!

There are lots of things to do in the area, we can go horse-riding, and there's a sports centre not far away. There is also a market, a local museum and a wildlife park. The owner says there are four bikes at the cottage which we can use, too, which means we can get around easily.

I really hope you decide to join us. It would be such fun to go on holiday together, and the weather will probably be good at that time of the year, so I'm sure we'll all have a great time.

Well, that's all for now. Please write and let me know as soon as you've decided what you're going to do. Take care.

CONCLUSION

Lots of love,

Sue

Par. 1: Opening remarks/reasons(s) for writing

Par. 2:

Par. 3:

Par. 4:

Final Par.: Closing remarks

Task 2

Read the article and label the paragraphs with the headings below. Then write an outline for the article.

- hobbies/interests
- name & when/where/how met
- comments/feelings
- physical appearance & clothes
- personal qualities

Par. 1:
name & when/where/
how met

Par. 2:

Par. 3:

Par. 4:

Par. 5:

A Close Friend

Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We've been friends ever since.

Jacques is quite good-looking. He's tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

Jacques is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example, when he doesn't get what he wants, he acts childishly and stamps his feet.

Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under the sea.

All in all, I'm glad to have Jacques as my friend. It's a pleasure to be with him and I really enjoy his company. I'm sure we'll always be close friends.

Outline for Par. 4:

Topic sentence:

Jacques is very keen on water sports. B TOPIC

Supporting details:

sailing/boat

scuba diving/life under sea

Task 3

Write an outline for the following task. Use the outline template provided (see next page).

SHORT STORY COMPETITION

Write a short story for *English Now!* magazine, and win a valuable prize. The only rule is that **you must begin your story with these words:**

“A haunted castle with ghosts? You must be joking!” Tom said when he entered Aldourie Castle. ...

Write Tom’s story and include the following ideas:

1. What happened inside?
2. One additional idea (Ghosts?)
3. Tom’s feelings
4. How did the story end?



Write about 200 words. (Do not copy the beginning of the story.)

Outline Template

1. The goal of my short story is to _____

2. Describe the type of person who will read your writing (your audience):

3. List three details you will use to interest readers:

Detail: _____

Detail: _____

Detail: _____

4. List the main idea of each paragraph and the details/facts that go with it.

Main Idea: _____

Detail: _____

Detail: _____

Detail: _____

Main Idea: _____

Detail: _____

Detail: _____

Detail: _____

Main Idea: _____

Detail: _____

Detail: _____

Detail: _____

Main Idea: _____

Detail: _____

Detail: _____

Detail: _____

5. List one detail that you will use in your conclusion to make readers think.

Task 4

Read the following sentences below and think of creative and logical sentences to complete each statement. There is one example.

Anne is a very pretty teenager. *She is tall and slim with dark skin and long curly hair. She usually wears jeans and T-shirts and everyone admires her perfect white teeth.*

1. Driving at the age of 17 is a great idea.

2. Facebook or other internet social communities are fantastic ways of making new friends.

3. I can always rely on my best friend.

4. Wearing school uniforms is a good/bad idea.

5. Today's teenagers are addicted to the internet.

6. Doing sport is necessary to keep fit.

7. My neighbour is a really unfriendly person.

Task 5

Work with a partner to complete the paragraph below and make it better. First, make a list of details you could add to the paragraph. This is an imaginary place, so use your imagination! Then combine sentences to make it more interesting and write a topic sentence.

A Horrible Hotel!

The rooms are small. The rooms are dark. The rooms are dirty. There is no air-conditioning. The rooms are hot in summer. There is no heating. The rooms are cold in winter. There are big windows. The view is terrible.

That is why I want to warn you never to stay in that hotel.

Writing Style

Writing style depends on

- type of composition
- situation
- intended reader

Main types:

FORMAL STYLE

- formal expressions, advanced vocabulary, longer sentences
Taking everything into consideration, it can be said that the facilities offered are of poor quality.
- formal linking words/phrases (i.e., *However, Nevertheless, In addition, Consequently*, etc.)
Mobile phones are extremely useful for people who travel frequently. However, they can be dangerous.
- no use of short forms (i.e., *I'm, there's...*)
I would be grateful if ... (instead of I'd be grateful if...)
- impersonal tone (i.e. use of the passive, no description of feelings)
Late this evening, 29-year-old Tim McCormack was pulled to safety after being trapped under debris for more than ten hours.
- factual presentation of the information
The Town Hall, constructed in the late 1800s, was seriously damaged by fire in 1900.

INFORMAL STYLE

- everyday/colloquial expressions, vocabulary and idioms
I thought I'd drop you a line..., Thanks a million ...
- frequent use of short forms
I won't be able to come to your party as I'll be away.
- informal phrasal verbs
Lucy takes after her father. She's ...
- simple linking words/phrases (i.e., *but, so, because, and*, etc.)
It rains a lot here, so you'd better take an umbrella with you.
- shorter sentences
Thanks a lot for the invitation, I'd love to come.
- personal tone (i.e. use of first person: *I/We*)
I've got great news, I've found a new job.
- descriptive tone (i.e., use of adjectives/adverbs, etc. for vivid description)
It was a bitterly cold winter morning.

SEMI-FORMAL STYLE

- less formal language
- less frequent use of short forms, formal linking words/phrases or the passive
- respectful, polite tone

Formal: *I would be grateful if you could reply at your earliest convenience.*

Semi-formal: *I look forward to receiving your reply as soon as possible.*

Informal: *I can't wait to hear from you.*

Task 1

What style of writing should you use in the following situations? Write F (formal), S (semi-form.) or I (inf.). Why?

- 5. a letter of complaint to the manager of a department store _____
- 6. an article for a teen magazine on the latest trends in clothes _____
- 7. a letter to your friend asking him for advice on which university to attend _____
- 8. a news report about an accident that happened in your town _____
- 9. a letter to a former teacher of yours, thanking him for his advice _____

Task 2

You are going to London next month and must write a letter explaining your plans, so the people you are writing to can arrange to meet you. What sort of letter (*informal, semi-formal or formal*) would you write to each of these people?

- 1. a businessman you have never met
- 2. a friend you have known for several years
- 3. a family friend who your father wants you to visit

Read the beginnings and endings of the three letters (A-C) below and match them to the people (1-3).

Dear Mr Crowley,

A

I am writing to inform you of the arrangements concerning
.....
... I look forward to meeting you in Person during my visit.

Yours sincerely,
Suzanne Leger
Suzanne Leger

Dear Bill,

B

Hi! Just a quick note to let you know what I've planned
about my trip
... See you in a month or so. Until then, take care.

All the best,
Suzanne

Dear Mr Richards,

C

I thought I should write and tell you about my travel plans
.....
... I'm looking forward to meeting you while I am in London.

Best wishes,

Suzanne Ledger

Task 3

Compare the two letters.

1. Which one has an appropriate greeting and ending?
2. Underline the phrases in Letter A which mean the same as the phrases in bold in Letter B.
3. Which style is more suitable in a formal letter applying for a job? Why?

<p>Dear Sir/Madam,</p> <p style="text-align: right;">A</p> <p>I am writing to apply for the position of part-time shop assistant which was advertised in this week's edition of the <i>Frankfurt English News</i>.</p> <p>I am a 16-year-old student. In December I passed the examination for the First Certificate in English with grade A. It is my ambition to become a teacher of English. Therefore, employment in an English-language bookshop particularly appeals to me.</p> <p>Despite my lack of formal work experience, I feel that I would be well-suited for the position. For the past two years I have been a volunteer helper in our school library. In my school report I was described by the librarian as enthusiastic, dedicated and reliable.</p> <p>Since the school holidays include the months of July and August, I will have no other commitments and would be available to work at any time, excluding Saturdays, for as many hours as needed.</p> <p>I may be contacted at the above address, or by telephone on 435 1708. I look forward to receiving a reply in due course.</p> <p>Yours faithfully, <i>Steffi Braun</i> Steffi Braun</p>	<p>Dear Manager,</p> <p style="text-align: right;">B</p> <p>Hi! I've decided to drop you a line about the job you advertised in the <i>Frankfurt English News</i>.</p> <p>I'm a 16-year-old student, and my English isn't bad. I got an A in the First Certificate exam! I want to be an English teacher, so it would be lots of fun to sell English books.</p> <p>I haven't worked before, but I'm sure I'd be good at the job. I've helped out in our school library for ages, and the librarian says you can count on me to work hard.</p> <p>I won't be doing anything in July and August. We've got our school holidays then, so I can work any hours you like (but not Saturdays).</p> <p>You can get in touch with me at the above address, or give me a ring on 435 1708. Let me know soon!</p> <p>All the best, <i>Steffi</i> Steffi Braun</p>
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4. In which letter can you find each of these features? Write A or B.

- short forms _____
- passive voices _____
- friendly tone _____
- everyday vocab. _____
- formal links _____
- phrasal verbs/idioms _____
- long, complex sentences _____
- advanced vocab. _____
- colloquial expressions _____
- impersonal tone _____

Task 4

Some phrases in the following extracts are written in the wrong style. Read them and correct the mistakes using the words/phrases in the list.

Dear Bob,

How are you? 1) I apologise for the fact that I haven't written for 2) a considerable time, but I've been 3) extremely busy. Anyway, I thought I'd 4) communicate with you briefly to 5) inform you that I've just passed my driving test!

Well, 6) I have no further news at present. Please 7) reply promptly - I 8) am anxious to learn what 9) your recent activities have been. Take care.

10) Yours sincerely,
Karen

ages, drop you a line, let you know, really, sorry, can't wait to hear, lots of love, that's all for now, write soon, you've been up to

Task 5

The extracts below are written in the wrong style. Replace the words/phrases in bold with more suitable ones from each list.

1) For starters, the ironing board 2) wasn't high enough. For example, when I unfolded it, it only 3) came up to my waist. 4) And then, whenever I put 5) a little bit of pressure on the board, it 6) fell down.

the slightest, reached, collapsed, firstly, what is more, was not

I 1) am enjoying myself immensely at university. 2) I have had the opportunity to meet many interesting people, and there is never a 3) shortage of activities on campus. 4) In addition to this, my roommate, Becky, is a wonderful person. We have so much 5) to share that I feel as if I've known her all my life.

I've met, also, really love, dull moment, in common

The script is simple and straightforward 1) but it is 2) really funny. 3) Another thing is, all the 4) things made by the computer are 5) lifelike and the characters are truly convincing.

what is more, however, full of comical scenes, extremely realistic, computer-generated images

Coherence and Cohesion

Task 1

You are going to read about a popular office product. Put the jumbled sentences (A-F) in the correct order and write the letters in the white boxes as shown in the example (0).

Everyone knows what Post-it Notes are: they are those great little self-stick notepapers. Most people have Post-it Notes. Most people use them. Most people love them. But Post-it Notes were not a planned product.

0)

1)

2)

No one knew what to do with the stuff, but Silver didn't throw it away.

3)

4)

With the weak adhesive, the markers stayed in place, yet came off without damaging the pages.

5)

Today they are one of the most popular office products available.

- A) Then one Sunday four years later, another 3M scientist named Arthur Fry was signing in the church choir. He used markers to keep his place in the hymn book but they kept falling out.
- B) It stuck to objects, but could easily be lifted off. It was super weak instead of super strong.
- C) 3M began distributing Post-it Notes in 1980 – ten years after Silver developed the super weak adhesive.
- D) Remembering Silver's adhesive, Fry used some to cover his markers. Success!
- E) He developed a new adhesive, but it was even weaker than what 3M already manufactured.
- F) A man named Spencer Silver was working in the 3M research laboratories in 1970 trying to find a strong adhesive.

Task 2

The paragraphs in the following article are in the wrong order. Put them in the right order.

Do you prefer live music or recorded music?

- A. Furthermore, in my opinion the introduction of the compact disc has meant that the quality of recorded music has improved a great deal. When you listen to a CD, you can hear the words and music more clearly than you could at a concert. What is more, you can adjust the volume and so on to suit yourself.
- B. Many people say that going to a concert and seeing your favourite group play is a thrilling experience, and one which cannot be compared to listening to recorded music. I disagree with this point of view, for several reasons.
- C. On the other hand, many people argue that the special atmosphere at a live concert makes it more enjoyable. The excitement of the crowd adds to your own excitement, they say, while recorded music can never give you such a feeling.
- D. To begin with, there is no doubt that recorded music is more convenient. What could be better than buying a compact disc or cassette and listening to it whenever you want, in the peace and comfort of your own home? Portable players also mean that you can carry the music around with you.
- E. To sum up, I firmly believe that, although live concerts are often spectacular, you can appreciate a group's music better when it is recorded.

Task 3

Underline the correct linking words/phrases, as in the example.

1. Mobile phones are expensive, but/so they are very convenient.
2. She is very generous and shares everything. Since/On the other hand, she can be moody at times.
3. Growing your own vegetables is cheaper than buying them. Even though/What is more, homegrown vegetables are usually tastier.
4. Many young people are taught computer skills at school. Despite/As a result, they have a better chance of finding a job.
5. I admire Jackie because/therefore she has found happiness in both her professional and private life.
6. Air travel is the most expensive form of transport. All in all/However, it is the fastest.

Task 4

Read the extract and fill in the correct linking words from the list below.

Watching films at the cinema has many advantages. To begin with, modern cinemas are usually equipped with the latest technology. 1), films have better picture and sound quality. 2)....., you can see all the latest films as soon as they are released. 3)....., going to the cinema has certain drawbacks. 4), the price of a ticket can be expensive and cinemas are often crowded, especially at weekends.

for example, what is more, as a result, on the other hand

Task 5

Choose the correct linking word/phrase to join the sentences.

1. Simon failed the exam. He had not studied enough. (since, while)
2. Ordering take-away food is very convenient. It can be rather expensive. (although, such as)
3. Aaron wanted to go to the football match. His mother wouldn't let him. (but, therefore)
4. Adventure holidays can be very tiring. They can be quite dangerous. (but, and)
5. It started getting cold. I put on a jumper. (so, as)
6. The hairdresser said it was perfectly safe. The chemicals in the dye made my hair turn green. (even though, also)

Task 6

Read the following letter written by a student.

- Underline the linking words.
- Replace the linking words which are used too often.
- Combine sentences to make the text more interesting.

Dear Sir or Madam,

last week I travelled with Cityworld Tours to London. And I expected a nice holiday in this town. But your company is terrible. You told in your leaflet how great the rooms in the hotel are. But the accomodation was unbelievable. The bed was rather hard and the bathroom seemed to be cleaned three years ago. The smell in the balcony was like in a shoe factory. So I hoped at least the sightseeing tour through London is nice. But the "German-Speaking Guide" didn't speak German. And it didn't speak English too. It spok Finish. I can't understand any of the speech. In my opinion the fees were included. But I have to pay everything of these damn fees. London by night wasn't much better than by day. It rained the whale night and it also had 7 °C. And this foolish busdriver, who can't speak English or even German, didn't turn on the hoting. So I was very happy when I sat in my plane to fly home. But at home I saw a bill from you. 3,000 E for this lousy, rotten trip?! I want you to pay this money back as soon as possible. Otherwise you listen from my ... You know what I mean.

Faithfully,

FS

LINKING DEVICES

PURPOSE

WRITER'S PURPOSE	TRANSITIONAL WORDS/PHRASES
To add an idea	moreover, in addition, also, furthermore, besides
To show time or sequence	first, to start with, second, next, then, finally
To indicate result	therefore, thus, consequently, as a result
To show cause or effect	so, because, as a result
To indicate unexpected result	however, nevertheless, still
To show contrast	however, on the other hand, in contrast, conversely
To show similarity	similarly, likewise
To emphasize or intensify	in fact, indeed, on the contrary
To give an example	for example, for instance, such as
To explain or restate	that is, in other words
To generalize	in general, overall
To summarize	in conclusion, in summary, to conclude

SEQUENCE OR ADDITION

additionally	first, second, third	next
again	furthermore	nor
also	in addition	one ... another
finally	moreover	

TIME

afterward	finally	then
as soon as	immediately	until
at first	later	at the same time
simultaneously	next	subsequently
before	earlier	since
eventually		

COMPARISON

also	in the same way	in comparison
likewise	similarly	

CONTRAST

although	in contrast	on the other hand ...
but	instead	whereas
conversely	nevertheless	despite
even though	nonetheless	on the contrary
however	on the one hand ...	

EXAMPLES

for example	specifically	namely
for instance	that is	to illustrate
in fact	thus	

RESULTS OR CONCLUSIONS OR SUMMARIES

as a result	in conclusion	thus
consequently	in summary	to conclude
hence	therefore	to summarise

CAUSES OR EFFECTS

as a result	so	since
because	then	therefore
consequently		

Some of the tasks presented on the handouts were taken/adapted from the sources listed below. Please consult the sources for more tasks and ideas on teaching writing skills.

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