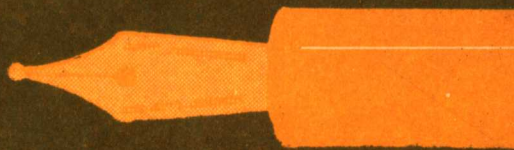


INTERMEDIATE LANGUAGE SKILLS

# WRITING



Michael Carrier



## Intermediate Language Skills

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Michael Carrier



**HODDER AND STOUGHTON**  
LONDON SYDNEY AUCKLAND TORONTO

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Carrier, M.

Intermediate language skills.

1. English language — Writing
2. English language — Study and teaching — Foreign students

I. Title

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## Keys to exercises

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# Introduction to students

Here are some notes to help you understand the course, and what you can learn from it.

The book is designed to help you improve your written English. It gives you practice in reading and understanding, re-organising the language you already know, and writing about a variety of topics in many different ways.

The book is designed for students who have already studied English to Intermediate level, and wish to take a written examination in English, such as the Cambridge First Certificate in English. The material at the beginning of the book is easier than this level, but by the end of the book students should have reached the level of the First Certificate. This course, however, does not teach you everything you need for the examination – it concentrates on your written English.

## How the book is organised

There are 20 Units, and each one contains different types of exercise. They are nearly all organised like this:

- A Texts, diagrams, pictures etc to give you the information you need to write about a particular subject. The text also gives you examples of the language you will need.
- B Vocabulary – explanations of words you may not know.
- C Comprehension – questions to check whether you have understood the text.
- D Analysis – more difficult, detailed questions about the information in the text.
- E Inference – these questions give you practice in finding out more from texts. Often, there is some piece of information which is not stated clearly in a text. But you can work it out from hints or clues which the text gives.
- F Discussion – these questions give you practice in thinking and talking about the wider meaning of the text/topic, and suggest what other related topics you could think about.
- G Language Practice – the examples given here show you how to change sentences around, and construct more complicated sentences.
- H Writing Practice – this series of exercises gives

you practice in written English in different ways, and teaches you the special forms you need to write letters or summaries.

- I Writing Task – after you have done the Writing Practice exercises you will be able to do one or more of the Writing Tasks, using the information and the language you have learned earlier in the Unit. Tasks include writing a letter, a report, summarising, describing and comparing things.

## How to use the book

You should work through all the Units, in the order they appear in the book. They are graded – this means the Units at the beginning are easier than the ones at the end of the book.

If you are working through the book with a teacher, then he (or she) will tell you which sections of each Unit to spend more time on, and which to leave out if you are short of time. You should still work on your own as well, by using the vocabulary notes to study the texts in advance. Also some of the exercises have the answers printed at the back of the book, so you can do them on your own, and then check the answers yourself. But ask your teacher first. The exercises with answers are marked with this symbol: \*

If you are working on your own, without a teacher, then you must decide yourself which exercises to do. If you have a lot of time, you should do them all, but otherwise spend more time on Sections A, B, C, G, H, I. When you have written the exercises, you can check the ones marked \* yourself. For your longer pieces of writing you should try and find a teacher or someone who speaks good English to read through and correct them.

For extra practice, you should read as much English as you can, to increase your understanding and expand your vocabulary. It would be a good idea to find a penfriend in an English-speaking country so you can practise your letter-writing as well.

Good luck with your writing!

# Introduction to teachers

## Course objectives

This course has been designed for students at intermediate level, who are working towards the Cambridge First Certificate examination, or following a course at a similar level. The Units are graded from an average intermediate level in the first Units to a level equivalent to First Certificate at the end of the book.

The course aims to:

- a develop students' competence in the use of specific functions of language such as expressing an opinion, giving instructions
- b develop students' understanding of the differences between written and spoken English forms
- c develop and practise specific writing skills, such as composing a letter, summarising, writing a report.

The course material also develops and practises these general language skills:

- a reading for information and understanding (extensive and intensive reading)
- b vocabulary extension in the topic areas dealt with in the Units
- c oral summary of text material
- d oral presentation of information and argument, for discussion
- e oral interpretation of visual material.

## Organisation of the course

There are 20 Units in the course, each consisting of the following categories of exercise and practice material. There are slight variations in some Units, but the format is essentially:

- A Text and/or visual stimulus—to provide students with the information they need for the Writing Practice, along with examples of the written forms they will need to use.
- B Vocabulary notes—simple explanations of lexical items from the text.
- C Comprehension questions
- D Analysis questions
- E Inference questions
- F Discussion suggestions
- G Language Practice exercises
- H Writing Practice exercises
- I Writing Task(s)

## How to use the course

Each Unit contains a wide range of practice material, and it may not be possible to cover all the work in class in situations where class-time is limited. The teacher should then decide which exercises are most appropriate to the specific needs of his students, and which can be omitted. Similarly, many of the exercises can be given to students to do as homework or self-study work. The writing tasks in Section I at the end of each Unit are meant to be alternatives, from which the student or the teacher chooses the most interesting or most appropriate. Students on intensive courses may, of course, have the time to do more than one of the tasks.

The Units of the course vary slightly in length and level of difficulty, becoming progressively longer and more difficult through the book. Because of this, and the obvious variation in classroom situations, it is not possible to specify how much class time would be needed to complete a Unit. But, as an approximate guide, each Unit should provide enough work for three to four lessons, plus a written homework assignment.

The following notes explain the function of each type of exercise:

### A Text

(and/or visual material)

This gives students a model for written work, along with facts or opinions they can use. Where possible, this should be prepared by students in advance, and re-read in class in connection with Sections B and C.

### B Vocabulary

The explanations given here should be adequate for most Intermediate students, although other students may need further preparation. In the classroom situation, students should be encouraged to help each other with unfamiliar items, and the teacher should try to elicit explanations from the class before explaining anything himself.

## C Comprehension

These are designed to be used as oral checks on students' understanding of the main points of the text, and can be supplemented by the teacher's own questions, whether more difficult or more simple, to suit the level of the class. If time is limited, these questions can be set along with the text as a preparatory homework. When used in class, students should ask each other, and also perhaps formulate their own questions, to reduce the amount of time spent listening to the teacher.

## D Analysis

These questions are designed to develop students' skill at extracting information from the text or visual, at a more detailed level than normally dealt with by comprehension questions. They can be answered orally in class, or in writing.

## E Inference

The purpose of these questions is to train the students to infer information from the context of the text or visual, without relying only on the explicitly stated information. So students are encouraged to speculate or hypothesise as to meanings 'behind' the text.

## F Discussion

These questions give the students opportunity to discuss the wider implications of ideas or information in the text, thus preparing them for the written exercises where they will need a wider knowledge and understanding of the topic area they are writing about. The questions should be dealt with orally, and the teacher should decide how far the discussion element of the Unit should be developed. The main consideration here will be the extent to which students need further preparation of the factual content of their written work.

## G Language Practice

The exercises under this heading give practice in the various structural and functional aspects of language that students will need to use in their writing exercises. Examples of the same forms also occur in the various textual models that are given, and the teacher should draw the students' attention to the way these forms are used. The exercises are designed primarily for oral work, but could of course be given as written practice. The exercises are all keyed at the back of the book.

## H Writing Practice

In this section are a variety of exercises such as *Linking sentences*, *Sequencing*, *Reporting*, *Summarising* etc which give the students models and practice exercises covering areas of writing skill that students need to do the written tasks at the end of each Unit. This section prepares students for the specific forms and techniques used in writing, and draws attention to the differences between spoken and written English forms. The texts and other stimuli used as models in this section supplement the main text(s) used in Section A of each unit, giving examples of the same language constructions used in a wider variety of situations.

## I Writing Task(s)

The tasks given are designed to practise the language and writing techniques that students have learned and developed through working with the Unit. The tasks are meant to be alternatives, and the teacher should decide which would be most suitable for his students, in terms of level of difficulty and degree of creative imagination required by the task. Students can of course attempt more than one task if sufficient time is available.

It will be noticed that the explanations and instructions in the Units are directed at the students, suggesting how they should approach the material. This is not meant to replace the teacher's guidance, although some students may wish to study the course on their own. This technique also gives students practice in understanding instructions, and allows the teacher to set certain tasks for homework or private study without having to laboriously explain the nature of each exercise.

# 1 Informal letters

## A Text

24 Hills Rd,  
Cambridge,  
November 27th,

Dear Sally,  
Thanks for your letter. It seems ages  
since I saw you last - lovely to  
hear from you.  
Glad you're enjoying yourself at  
college. Your new course sounds  
very interesting - but too much  
like hard work for me.  
I've had enough hard work moving  
into the new flat (new address above).  
I've repainted most of it, and put up  
new pictures etc. Now I'm saving up  
for new furniture to match the paint!  
Hope you can drop in when you're  
home on holiday. Give me a ring  
when you come back.  
All the best  
Yours,  
Andy

## B Vocabulary

- |                |  |
|----------------|--|
| ages           | = a long time  |
| saving up      | = saving my money                                    |
| to match       | = to suit; to look good with the colour of the paint |
| drop in        | = visit, come round to the house                     |
| give me a ring | = telephone me                                       |
| all the best   | = best wishes  |

## C Comprehension

- 1 Who lives in Cambridge?
- 2 Where is Sally?
- 3 What has Andy just done?
- 4 What is he going to do soon?
- 5 What does Andy want Sally to do?

## D Analysis

- 1 How does Andy know that Sally is doing a new course?
- 2 Are Andy and Sally friends, relatives, or lovers? Is it possible to say?
- 3 Where does Sally's family live? Is it possible to find out?

E Discussion

- 1 Why do people write letters to each other? What is the difference between a letter and a telephone call?
- 2 Do you prefer to write to people or to telephone them? Why?
- 3 This letter is hand written. A lot of letters are type written.  
Is there any difference between them in your opinion? Do you think one sort is more interesting or more friendly? Why?

G Writing Practice

1 Being informal (see also Unit 2)

When we are speaking or writing to people we know well, we use informal language. Sometimes we shorten words, or use different words. Look at the first sentence of the text:

Thanks for your letter. It seems ages since I saw you.  
In a formal letter this would be:  
Thank you for your letter. It seems a long time since we met.  
So, *thanks* and *ages* are more informal or friendly. Using this list of formal and informal words, re-write the formal letter below, making it more friendly. (David Johnson is writing to Simon Hawkes.)

Formal:	Informal/friendly:
proposition	suggestion
thank you	thanks
opportunity	chance
yours sincerely	yours
I would like to	I'd like to
visit us	drop in
telephone me	give me a
if you are in	ring if you're
the area	passing

F Language Practice

1 Contractions

When we speak or write to friends, or speak quickly, some words become shorter, or disappear completely. Look at this example from the text:  
It is lovely to hear from you.  
LOVELY TO HEAR FROM YOU.

Now shorten these sentences in the same way:\*

- a I am glad you're enjoying yourself.
- b I hope you can drop in.
- c I have been working hard this week.
- d Have you got any money?
- e Would you like a cigarette?

2 Here is an example of a different sort of contraction:

I have had enough hard work.  
I'VE HAD ENOUGH HARD WORK.

Shorten the *has/have/am/are/not* words in the same way:\*

- a I am saving my money.
- b She has bought a new car.
- c They could not help me.
- d We are going to America for the summer.
- e They have painted their house.

Dear Mr. Hawkes,  
Thank you for your letter. I was very pleased to hear from you, as it is a long time since we last met. I hope you are well. I would like to have an opportunity to talk about your business proposition. Please telephone me, or visit us if you are in the area.  
Yours sincerely,  
David Johnson  
David Johnson

## 2 Letter forms

Look again at the text in Section A. Look at the shape of the letter:

The diagram illustrates the structure of a letter. It consists of a large rectangular box divided into sections. At the top right, there is a small box labeled 'address'. Below it, on the right side, is another small box labeled 'date'. On the left side, there is a box labeled 'opening greeting'. The central part of the letter is a large box labeled '(letter)'. At the bottom left, there is a box labeled 'closing greeting'. Finally, at the bottom right, there is a box labeled 'signature'.

Practise using this shape. Write a letter to your parents, just writing your address, the date, and the greetings—leave the letter out!

## 3 Parts of a letter

Informal letters have different parts, with different phrases for different things. Here are some examples:

### a Thanking the letter-writer

- Thanks for your letter.
- It was nice to hear from you.
- I was glad to hear from you.

### b Asking about health etc

- How are you?
- I hope you're well.
- How's your job?

### c Giving news

- I've just got a new car.
- I finally passed my exams!

### d Making suggestions/invitations

- Why don't you come for the weekend?

## H Writing Tasks

- 1 Write a letter to an old friend you haven't seen for over a year. Use the letter plan and letter parts above, and invite your friend to visit you. (80-100 words)
- 2 Here is a letter your parents' English friends have written to you. Write a reply to them. Don't forget to answer all their questions. (100-120 words)
- 3 Your aunt has sent you a nice present for your birthday. Write a letter back to her, thanking her for it. Arrange a time when you can go and see her. (80-100 words)

34, Sheffield Rd,  
Banchester,  
April 24th

Dear Paul,

We have just had a letter from your parents, but we haven't heard from you for a long time. How are you? What are you doing now? Have you finished your exams? We hope you will be able to find a good job - it's very difficult sometimes.

We've just bought a new car, very fast, so we can take you sight-seeing when you come and see us. When are you going to stay for a holiday? Let us know and we'll meet you at the airport

All the best,

Yours,

John and Sheila

## 2 Giving information

### A Text



#### SPEND THE SUMMER IN BRITAIN!

##### HOLIDAY ENGLISH LTD

We specialise in English Language Holidays for young people, because they have special needs and interests - and our holiday courses are organised just for those interests:

- \* a special teaching programme that doesn't repeat the lessons you had at home, but builds on what you have learned and extends your English.
- \* a special social programme that makes sure you meet a lot of people to practise your English on - with lots of sport, excursions, theatre trips etc.
- \* special teachers and social organisers on duty all day, every day, to make your holiday enjoyable and useful.
- \* specially chosen families to live with, so you find out how English people really live.

Students coming to our schools and centres in Britain have included in their course fee:

Language classes - 3 academic hours per weekday in groups of maximum 15, according to standard of English.  
Accommodation including all meals with carefully chosen families.

Our social organisers are always ready to help with advice on leisure activities and our hospitality secretaries with any accommodation problems.

#### INTERESTED?

Fill in the application form now, or write for further details to:

Holiday English Ltd  
2-6 Church Street  
Seabourne

## B Vocabulary

*accommodation* = somewhere to stay  
*hospitality* = friendly attention to guests  
*fee* = price

## C Comprehension

- 1 How many hours of English will you get in a week, if you go on this course?
- 2 Where will you live if you go on this course?
- 3 How many meals are included in the price?
- 4 What sort of people work for Holiday English apart from the teachers?
- 5 What does a hospitality secretary do?

## D Analysis

- 1 What is an academic hour? Can it mean more than one thing?
- 2 What opinion does Holiday English have about the other language schools in England?
- 3 Why does the brochure stress that the maximum number of students in a class is 15?

## E Inference

- 1 What does this course offer that other courses do not?  
Why does this company think they are better than the other English language schools?
- 2 The brochure mentions 'accommodation problems'. What do you think they mean by this?

## F Discussion

- 1 Why do many people go to England for summer courses? Is it in order to learn English, or to have a holiday?
- 2 If you went on this course, what would you expect to do, to see, to learn? What people would you meet?
- 3 Would you prefer to stay in a hotel, or with a family? What difference would this make to your holiday?

## G Language Practice

### 1 Expressing your preferences

Here is an example of the way you can explain that you prefer doing one thing:

swim – go riding

I ENJOY SWIMMING BUT I PREFER TO GO RIDING.

Make sentences from these words in the same way:\*

- a listen to records / go to a concert
- b watch TV / go out
- c go to a football match / play football
- d eat meat / live on vegetarian food
- e have a bath / take a shower

### 2 Unfinished actions

If you started to do something in the past, and you're still doing it, then you can use the HAVE BEEN DOING form. Look at this example:

I started to study English three years ago.

I HAVE BEEN STUDYING ENGLISH FOR THREE YEARS.

Now change these sentences in the same way:\*

- a I started to learn Spanish two years ago.
- b John started to live in London twenty years ago.
- c We started to attend this school ten days ago.
- d I started to stay here in Bournemouth a week ago.
- e Sally started to play the guitar a year ago.