

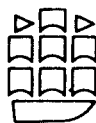
ADVANCED WRITING SKILLS

John Arnold &
Jeremy Harmer

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Jeremy Harmer**

EUROCENTRES



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John Arnold
Jeremy Harmer

FOREWORD

With this book, the tenth Eurocentre publication in our series *Teaching Languages to Adults*, we continue our programme of providing materials and techniques for language teaching in areas not yet fully covered.

The recent developments within the field of linguistics have shown a need for a new approach to teaching English at the Advanced level; with their experience as teachers in an organisation teaching adults, the authors have recognised the need to interpret such developments at a strictly practical level both for teachers and students.

Thus *Advanced Writing Skills* concentrates on the production of written English and incorporates new concepts of Advanced learning by leading the students from controlled use to free and individual production of appropriate language. In addition, this book provides the teacher with material suitable for a variety of learning situations.

It also offers many opportunities for really challenging and varied homework and encourages the responsible student to make full use of his self-study potential.

We believe – and the testing of the material in the English Eurocentres has proved it – that this book can make a valuable contribution to the teaching of English at the Advanced level for both teachers and students.

Erh. J. C. Waespi

Director of the foundation for

European Language and Educational Centres

GENERAL INTRODUCTION

In this book, language is treated under three headings

Functions Topic Notions Grammar

Under **Functions** we consider ways in which language is used, for example, *Giving Advice*. We then present some of the forms of language that can be used in performing such Functions, for example, *if you take my advice you will ...*. Under **Topic Notions** we deal with the vocabulary related to a particular subject or topic, for example, *Work*. Under **Grammar** we present and practise certain structural patterns.

THE COURSE

The course is designed for students who have either passed the Cambridge First Certificate examination or successfully completed an equivalent course of study.

By the end of this book, successful students will be able to use the Functions, Topic Notions, and Grammar studied to express themselves fluently and accurately, particularly in writing. Such students will be in a position to take the Cambridge Certificate of Proficiency examination after further training in the specific techniques necessary for that examination.

UNIT LAYOUT

Each unit contains

- a) A Text, which exemplifies one or more Functional areas, and which is also about a particular topic, thus providing material for discussion and vocabulary extension.
- b) Comprehension and Summary exercises.
- c) Revision-Test (except Unit 1).
- d) Presentation and practice of Functional Language.
- e) Sentence construction (i.e. Grammar).
- f) Features of Structure and Style occurring in the text.
- g) Vocabulary extension.
- h) Final Written Tasks, designed to integrate (d)-(g) above.

DESIGN

The course is designed in such a way that it can be used, at the one extreme, for intensive courses, and at the other, for private study. As many students at this level follow non-intensive courses they will find the private study potential of the book particularly valuable; a key is provided for the majority of the exercises. Thus, where timetabling makes this necessary, particular parts of the unit may be dealt with outside the classroom.

The following publications have been particularly useful in the preparation of this book

Leech and Svartvik, *A Communicative Grammar of English*, Longman, 1975.
Quirk and Greenbaum, *A University Grammar of English*, Longman, 1973.
Wilkins, *Linguistics in Language Teaching*, Edward Arnold, 1973.

INTRODUCTION TO STUDENTS

Read this, as it will help you to get the best out of the book.

This book is especially designed for students who have passed the Cambridge First Certificate examination or who have done a course to about the same level, and completed it successfully. This book will help you towards a higher level of English knowledge, and if you wish, towards the Cambridge Certificate of Proficiency examination.

THE LAYOUT OF EACH UNIT

Text designed to provide discussion material and show examples of the language you will be studying.

Exercises on the Text designed to test your ability to understand and take information out of the text and to give you practice in selecting particular points from the text and linking this information together within a limited number of words.

Revision-Test designed to give further practice in elements of language which you have already studied in previous units.

Functional Language provides opportunities to study and practise the language you need for particular purposes, such as SUGGESTING COURSES OF ACTION.

Sentence Construction this section revises and extends your grammatical knowledge of English.

Structure and Style provides opportunities to study and practise special stylistic features of written English.

Topic Vocabulary here you can learn words in groups which are all concerned with a particular topic.

Writing Tasks this is the main piece of practice in which you can use the language you have studied in the unit (as well as in previous units). These compositions have been chosen to represent the kinds of written tasks which you might one day want to perform in English.

THE RESOURCES FILE

At the back of the book you will find a section marked **RESOURCES FILE**. Here you will find pictures, forms, and other visual aids taken from newspapers and other sources. These aids are designed to give you extra practice and revision of what you have studied in the units.

IF YOU ARE FOLLOWING AN INTENSIVE COURSE (10 or more lessons a week), you can use this book under the guidance of your teacher(s). It is a good idea to read the passage of any unit in advance and look at the Talking Points section. There is a key to all of the exercises marked (K), so you can use the exercises for revision and extra practice as necessary.

IF YOU ARE FOLLOWING A NON-INTENSIVE COURSE (2-10 lessons a week), you will have to do the majority of the exercises on your own. There is a key provided for all the exercises where this is possible. If there are points in the explanations or exercises which you do not understand, ask your teachers about them when you have the opportunity.

You will have plenty of opportunities when using this book to talk about yourself, give your personal opinions, and say what *you* think. Remember that learning another language, especially at an advanced level, should be an opportunity to express yourself and your ideas clearly and fluently, and to enjoy learning to do this. We wish you every success in bringing your knowledge of English to an ADVANCED level.

TEACHER'S HANDLING NOTES

THE TEXT

It is suggested that students read the text to be worked on before coming to class.

EXERCISES ON THE TEXT

1 *Vocabulary*

This section is designed to show the students a variety of vocabulary in context. It should be done orally, preferably before the other exercises on the text.

2 *Talking Points*

These true/false questions are designed as oral classroom activity, e.g. the teacher reads the sentences and the students say whether the answer is true or false. The questions are not designed to focus on any particular aspect of language, but should form the basis for discussion on the subject-matter of the text.

3 *Writing Points*

These questions could be done orally, but the intention is that the student should be able to write *complete* answers, as he will have to do in the Proficiency examination.

4 *Context Questions*

These questions could be dealt with either orally, or in writing. They are designed to test the student's in-depth understanding of the text.

5 *Summary Work*

The main aim of this is to train students to summarise, within given word limits, information they have read. The exercises can be used successfully as group work in the class.

REVISION-TEST

These can be done most effectively in the classroom under quasi-test conditions. The very act of doing the test should reinforce students' ability to use the language which they have studied and help them to commit that language to their memories.

FUNCTIONAL LANGUAGE, SENTENCE CONSTRUCTION, STRUCTURE AND STYLE

Since these various aspects of language are often treated in similar ways they will be dealt with together here.

It is suggested that the students' attention be drawn very carefully to the way language is used in the text to perform certain functions. They thus see that they are not merely studying grammar but are studying a language whose use is exemplified in the text.

When studying the charts, before doing the exercises that follow them, it is suggested that the teacher might point out the grammatically tricky aspects of the language. An example of this is on page 43 where the chart includes *X has no alternative but to DO . . .* A common mistake with this construction is the omission of *but*. This can be pointed out to the student as he studies the chart, helping him to avoid the mistake in the future.

The exercises that follow, for example, **ADVICE**, are designed for classroom use. It is suggested that the controlled exercises that usually begin the exploitation should be done orally; indeed, most of the exercises are suitable for oral use, but to provide variety it is often a good idea to make the students write one or two sentences from a particular exploitation. Where, at the end of each section, the practice is of a freer nature, group-work is often very profitable.

As was said in the **GENERAL INTRODUCTION**, constraints of time may make it impossible to do all the work in class. For this reason there is a key at the back of the book, and parts of the units can be set as homework/self-study.

Where material from the **RESOURCES FILE** is appropriate to the language being studied a note will be found in the unit, and the material can then be used as a more interesting, or extra, or alternative, stimulus for the students.

TOPIC VOCABULARY

In this section the student is presented with a vocabulary area. This section is not intended for classroom use; the student should discover the meaning of the words him/herself. Teaching vocabulary is usually a fruitless exercise, and would certainly be so here. The exercises which follow the section, however, could be set as homework. It is suggested that all the students be equipped with a good dictionary.

WRITING TASKS

The main objective of these tasks is that the student should practise what he has learnt. Students must be encouraged therefore to use the language from

the units. One way of doing this is to put a tick on the page every time the student uses language he has studied from this book. The Option Boxes simply provide more composition titles, should they be needed.

THE RESOURCES FILE

As has been already pointed out, the RESOURCES FILE can be used as a source of extra practice material, particularly where this is suggested. Its main function, however, is to provide interesting and real material for revision. Suggestions will be found under each item, but teachers should feel free to exploit this material as they see fit.

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ADVICE AND OPINION

MARKETING
CONSULTANCY
SERVICES

North Africa Division
Hamra Street
Beirut, Lebanon

Tel: 725380

Telex: 52413

Mr J.K. Farrington,
Sales Director,
World Motor-cycles Ltd.,
Dudley Drive,
Birmingham,
United Kingdom.

22nd August.

Dear Mr Farrington,

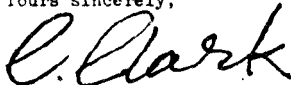
We are writing in reply to your letter of August 2nd, which was passed on to us by MCS Head Office in London. In your letter, you asked for our advice concerning the marketing of motor-cycles in North African countries, in particular Tunisia.

- 5 At the moment, it would seem to us that it is not possible to give a definitive answer about the prospects for such a plan. This is especially so, since, in our opinion, there are such vast differences between the various countries in this area. It would appear to us that your best course would be to have an area sales survey made, a task we would gladly undertake on your behalf. At the same time as finding out about sales prospects, it is essential that possible future dealers should also be investigated, and this service is part of all sales-surveys we make.
- 10

- In addition to having a survey made, we would also advise you to make a personal visit to the area, perhaps while the survey team is making its investigations. This would enable you to 'get the feel' of the countries concerned, which, in our opinion, is vital for any businessman planning a major marketing venture.
- 15

- We look forward to hearing from you again in the near future. If you need any details about the kind of survey we undertake, Head Office will be very happy to supply them.
- 20

Yours sincerely,



C. Clark

ADVICE AND OPINION

A | Exercises on the text

1 VOCABULARY

(K)

Find words or phrases in the text that mean:

- a) advertising and selling a commodity
- b) an organisation giving professional advice
- c) sure and final
- d) chances of success
- e) very great
- f) investigation to find out the chances of selling something
- g) for you
- h) people who sell for an organisation
- i) extremely important

2 TALKING POINTS

(K)

Say whether the following statements are true or false. If you think the answer is false, give your reasons.

- a) Mr Farringdon's letter arrived at the Head Office on August 2nd.
- b) Mr Farringdon's letter asked for advice about selling motor-bikes in North African market-squares.
- c) Marketing Consultancy Services cannot yet say whether it is a good idea to sell motor-cycles in North African countries.
- d) Mr Farringdon won't be able to sell motor-cycles in all North African countries because they are so different from each other.
- e) Mr Farringdon is advised to make an area sales-survey.
- f) When MCS do sales-surveys, they also find out about places which could sell the articles concerned.
- g) MCS think that it is important for businessmen to visit areas where they want to sell things.
- h) If Mr Farringdon writes to Head Office asking for details, he will make them very happy.

3 WRITING POINTS

(K)

Answer the following questions with complete sentences.

- a) Why did Mr Farringdon write to MCS?
- b) What reasons do MCS give for being unable to answer Mr Farringdon's questions about marketing?
- c) What advice do MCS give about finding out whether marketing prospects are good?
- d) What do MCS advise Mr Farringdon to do personally, and why?

4 CONTEXT QUESTIONS

(K)

- a) 'Such a plan' in line 6 refers to ...
- b) 'This area' in line 8 refers to ...
- c) What does 'this service' in line 12 refer to?

ADVICE AND OPINION

- d) What does 'which' in line 17 refer to?
e) 'Them' in line 21 refers to ...

5 SUMMARY WORK

Imagine you are Mr Farrington. You are preparing a very short memorandum for the other directors of World Motor-cycles Ltd. on the advice given by MCS. Write the report in not more than 50 words.

B | Advice

- 1 Look at the following ways of giving advice, some of which appear in the text.

I would { advise
recommend } you to *DO* ...
If you take my advice you will *DO* ...
If I were you I would *DO* ... <informal>

Susan Fisher is a student who is about to leave school. Use the following to give her advice about her future.

(K)

- a) advise/learn/foreign languages
b) my advice/continue/study
c) recommend/get/job as soon as possible
d) if I/you/go/night-school/learn/profession
e) advise/earn enough money/travel round the world
f) if/you/work/shop with your father
g) my advice/get married, settle down/have a family

Now make more sentences of your own, using the language in this section, in which you give advice to

- a) Someone whose new car keeps going wrong
b) Someone whose pet tiger has vanished
c) Someone whose wife/husband spends most of her/his time away from home

- 2 Look at more ways of giving advice (some of which appear in the text) in which the writer/speaker gives his opinion before giving his advice.

OPINION	ADVICE
In my opinion As far as I'm concerned From my point of view I think	you should <i>DO</i> ... the best thing you can <i>DO</i> ... is <i>DO</i> ...
It would { seem appear } (to me) that	your best course would be to <i>DO</i> ... <formal>

ADVICE AND OPINION

a. Now you are giving opinions and advice to someone whose neighbours are always holding parties and throwing litter over the fence.

(K)

- a) seem/me/best course/tell them how/feel
- b) point/view/should call/police
- c) opinion/throw/rubbish back
- d) seem/best course/letter/complaint
- e) as far/concerned/best thing/take them/court
- f) appear/best course/lawyer
- g) opinion/sue them/damages/nervous disorder due to the continual noise

b. Now make more sentences of your own, using language from this section, in which you give advice to

- a) Someone who dresses shabbily, has untidy hair, seldom washes, and gets turned down at all the interviews he/she goes for
- b) Someone who has been accused, by one of his/her colleagues, of embezzling money, even though it is not true
- c) Someone who is having problems with his/her English

3 Look at the following ways of asking for advice.

What* do you $\left\{ \begin{array}{l} \text{advise} \\ \text{recommend} \end{array} \right\}$ me to DO?

Could you give me some advice about DOING?

Where* $\left\{ \begin{array}{l} \text{can} \\ \text{should} \end{array} \right\}$ I DO? <slightly informal>

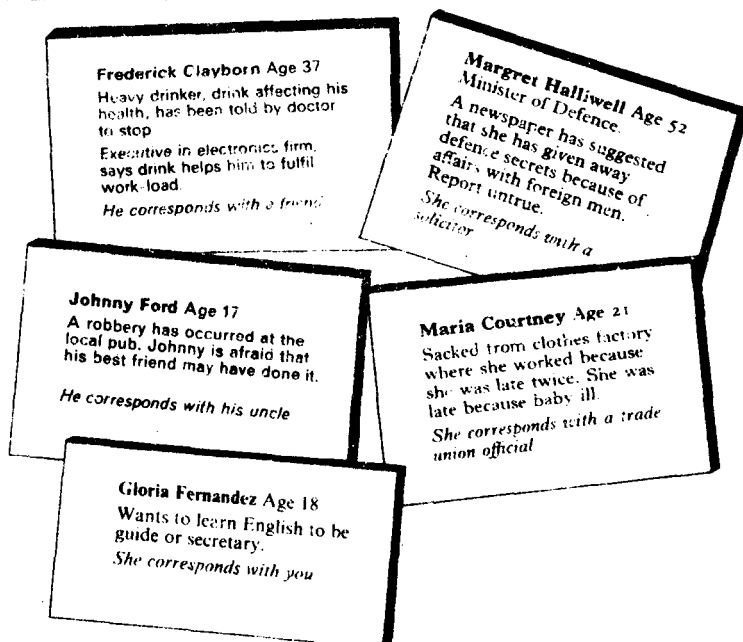
* Other WH-questions are also common, e.g. *How/when*, etc.

a. Using the language from the chart above ask for advice in the following situations

- a) You want to know where to live in England in a rural area, but near London
- b) You want advice about learning a musical instrument – i.e. you do not want to learn a very difficult one
- c) You have been offered two jobs. One is in a nice town but the pay is low, the other is well-paid, but in a horrible area
- d) When you try to be nice to your children, they are rude to you
- e) You want to give up smoking, but you do not know how to

4 Below are five situations in which people need advice. Using the language from 1, 2 and 3 (on pages 3 and 4), imagine you are writing the letters in which advice is asked for and given.

ADVICE AND OPINION



Resources file references 1 G2 caption b) 2 G2 caption a)

c | Sentence construction

FUTURE TIME CLAUSES

Look at the following sentence from the text

'... we would also advise you to make a personal visit to the area, perhaps *while the survey team is making its investigations.*' (Lines 14-16)

The second part of the sentence refers to the future, but the present continuous tense is used because it is a **TIME CLAUSE** beginning with *while*. The sentence is produced in the following way:

We would also advise you to make a personal visit to the area. Perhaps the survey team *will be making its investigations (then).*

Depending on the situation and context, there are four possible tense forms which can appear in **TIME CLAUSES**

you **DO** (*Present Simple*)

you **ARE DOING** (*Present Continuous*)

you **HAVE DONE** (*Present Perfect Simple*)

you **HAVE BEEN DOING** (*Present Perfect Continuous*)

ADVICE AND OPINION

EXAMPLES

- | | | | | |
|------|--|---|-------|---|
| i) | You will meet
Tom
<i>He will arrive</i> | } | WHEN | You will meet Tom <i>when he arrives</i> . |
| ii) | I can mention it
<i>I will be talking to Jack</i> | | WHILE | I can mention it <i>while I am talking to Jack</i> . |
| iii) | Don't come
<i>I will have had my lunch</i> | } | UNTIL | Don't come <i>until I have had my lunch</i> . |
| iv) | You will get to know our methods
<i>You will have been working here for a while</i> | | WHEN | You will get to know our methods <i>when you have been working here for a while</i> . |

1 Imagine you have been made redundant, and you are being given information at an unemployment office. Combine the following pairs of sentences in the same way as in the examples. (K)

- | | | |
|----|--|-----------------|
| a) | You will get welfare money.
You will get a new job. | TILL/UNTIL |
| b) | You will be able to find work.
The economic situation will have improved. | AS SOON AS/ONCE |
| c) | Would you fill in this form?
You will be waiting. | WHILE |
| d) | You can apply for help with your rent payments.
You will have been receiving welfare money for a month. | AS SOON AS |
| e) | We will also help you.
Your children will need to buy school books. | WHEN |
| f) | Please inform us.
You will be offered a new job. | IMMEDIATELY |

2 In the following sentences people are talking about their forthcoming holidays. Complete the sentences with a suitable time clause.

- When _____, you'll need a long holiday.
- I'll be lying in the sun, while _____.
- As soon as _____, my own holidays will be starting.
- I'm going to book my flight immediately _____.
- Is there any chance of you seeing my father, while _____?
- By the time _____, you'll be too tired to enjoy your holidays.
- I'm not going to work so hard, once _____.
- You'd better learn to drive properly, before _____ or you'll get arrested.