

剑桥实境英语

3

Real

写作 Writing

with answers

Roger Gower



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

CAMBRIDGE

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Map of the book

	Unit number	Title	Topic	How to ...
Social and Travel	1	Are there any rooms free?	Holiday accommodation	<ul style="list-style-type: none"> write to a hotel to get information about services write to find out about accommodation divide an email into well-organized, logically ordered paragraphs write in a suitable style for the situation
	2	Thanks and best wishes	Personal communication	<ul style="list-style-type: none"> write a polite letter of sympathy write a polite but friendly letter of congratulation write in a polite and formal style when necessary write in a polite and friendly style when necessary use a good range of appropriate vocabulary when writing
	3	Lost!!!	Renting, selling and trying to find	<ul style="list-style-type: none"> write a short, clear small ad for a noticeboard write a small ad for a newspaper logically structure a small ad use abbreviations in notices use participles in notices
	4	Fill in this form, please	Banking, postal and other services	<ul style="list-style-type: none"> understand the headings on an application form complete a form clearly and accurately use the correct spelling on a form use the requested style write figures in words
	5	The most amazing place!	Descriptions of places	<ul style="list-style-type: none"> write an email describing a place write a travel blog use adjective phrases to make descriptions vivid use capital letters and punctuation correctly
	6	I thought it was great!	Website reviews	<ul style="list-style-type: none"> write an informal review for a website write persuasively use adverb + adjective combinations for personal opinions use linking expressions correctly
Work and Study	7	Keep it brief	Functioning at work	<ul style="list-style-type: none"> use abbreviations effectively listen and take short, clear notes write simple messages
	8	Here's what to do	Instructions and guidelines	<ul style="list-style-type: none"> write instructions saying how something works use imperative forms to give instructions present instructions clearly use sequence words to show the order things happen

Work and Study	Unit number	Title	Topic	How to ...
	9	Let me write that down	Meetings, seminars and tutorials	<ul style="list-style-type: none"> select the most important information make notes while participating in a meeting or seminar lay out and organize notes logically and clearly use abbreviations and symbols appropriately in notes write up notes clearly
	10	Our sincere apologies	Work correspondence	<ul style="list-style-type: none"> write a letter of complaint write a letter/email of apology decide when to use formal/informal language
	11	What time do you arrive?	Work correspondence	<ul style="list-style-type: none"> write a formal email about travel plans write in a polite but friendly style use future forms to talk about travel plans write an itinerary
	12	Can you write a report?	Report writing	<ul style="list-style-type: none"> write a well-structured report based on interviews write in an appropriate neutral style for a report write a report based on notes improve an unedited text
	13	The general idea	Gathering information	<ul style="list-style-type: none"> make notes of key information in a text make a summary of key information for review/revision purposes use relative clauses correctly in descriptions
	14	Handing in a good essay	Essay writing	<ul style="list-style-type: none"> organize a paragraph plan for an essay focus attention at the beginning of a paragraph write clear, logical sentences use reference words to avoid repetition write a clearly argued and well-balanced essay
	15	Facts and figures	Report writing	<ul style="list-style-type: none"> interpret information for a report describe graphs, charts and tables select and summarize the most important information describe information in a logical order write a report describing information in charts
	16	Short and to the point	Report writing	<ul style="list-style-type: none"> skim an article and identify key points sequence the points in logical order for a summary rewrite and summarize key points in your own words use quotations, where appropriate, with correct punctuation write compound and complex sentences

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Introduction

To the student

Who is *Real Writing 3* for?

You can use this book if you are a student at intermediate to upper-intermediate level and you want to improve your English writing. You can use the book alone without a teacher or you can use it in a classroom with a teacher.

How will *Real Writing 3* help me with my writing?

Real Writing 3 contains everyday writing practice, for example writing emails and letters and filling in forms. It is designed to help you with writing you will need to do in English at home or when visiting another country.

The exercises in each unit help you develop useful skills such as planning, thinking about the reader and checking your work. There are also activities that help you improve the organization of your writing, your punctuation and your spelling.

How is *Real Writing 3* organized?

The book has 16 units and is divided into two sections:

- Units 1–6 – social and travel situations
- Units 7–16 – work and study situations

Every unit has:

- *Get ready to write*: to introduce you to the topic of the unit
- *Learning tip*: to help you improve your learning
- *Class bonus*: an exercise you can do with other students or friends
- *Focus on*: to help you study useful grammar or vocabulary
- *Did you know?*: extra information about vocabulary, different cultures or the topic of the unit
- *Can-do checklist*: to help you think about what you learnt in the unit

Most units also have:

- *Extra practice*: an extra exercise for more practice

After each section there is a review unit. The reviews help you practise the skills you learn in each section.

At the back of the book you can find:

- *Appendices*: contain lists of *Useful language* for every unit and useful information on punctuation, spelling and linking expressions.
- *Audioscript*: includes everything that you can hear on the MP3 and gives information about the nationalities of the speakers.
- *Answer key*: gives correct answers and possible answers for exercises that have more than one answer.

How can I use *Real Writing 3*?

The units at the end of the book are more difficult than the units at the beginning of the book. However, you do not need to do the units in order. It is better to choose the units that are most interesting for you and to do them in the order you prefer.

There are many different ways you can use this book. We suggest you work in this way:

- Look in the *Contents* list and find a unit that interests you.
- Do the *Get ready to write* section at the start of the unit. This will help you think about the topic of the unit.
- Go to *Appendix 1: Useful language* and look at the wordlist for the unit you want to do. You can use a dictionary to help you understand the words.
- Do the other exercises in the unit in order. At the end of each exercise check your answers with your teacher or in the *Answer key*.
- Try to do the listening exercises without looking at the *Audioscript*. You can read the *Audioscript* after you finish the exercises.
- If your answers are wrong, study the section again to see where you made mistakes.
- After you finish the *Write* exercise, use the *Check* questions to correct your writing.
- If you want to do more work on this topic, do the *Extra practice* activity.
- At the end of the unit, think about what you learnt and complete the *Can-do checklist*.
- Go to *Appendix 1* and look at the *Useful language* for the unit again.

Introduction

To the teacher

What is *Cambridge English Skills*?

Real Writing 3 is one of twelve books in the *Cambridge English Skills* series. The series also contains *Real Reading* and *Real Listening & Speaking* books and offers skills training to students from elementary to advanced level. All the books are available in with-answers edition.

Level	Book	Author
Elementary CEF: A2 Cambridge ESOL: KET NQF Skills for life: Entry 2	Real Reading 1 with answers	Liz Driscoll
	Real Writing 1 with answers and MP3	Graham Palmer
	Real Listening & Speaking 1 with answers and MP3	Miles Craven
Pre-intermediate CEF: B1 Cambridge ESOL: PET NQF Skills for life: Entry 3	Real Reading 2 with answers	Liz Driscoll
	Real Writing 2 with answers and MP3	Graham Palmer
	Real Listening & Speaking 2 with answers and MP3	Sally Logan & Craig Thaine
Intermediate to upper-intermediate CEF: B2 Cambridge ESOL: FCE NQF Skills for life: Level 1	Real Reading 3 with answers	Liz Driscoll
	Real Writing 3 with answers and MP3	Roger Gower
	Real Listening & Speaking 3 with answers and MP3	Miles Craven
Advanced CEF: C1 Cambridge ESOL: CAE NQF Skills for life: Level 2	Real Reading 4 with answers	Liz Driscoll
	Real Writing 4 with answers and MP3	Simon Haines
	Real Listening & Speaking 4 with answers and MP3	Miles Craven

Where are the teacher's notes?

The series is accompanied by a dedicated website containing detailed teaching notes and extension ideas for every unit of every book. Please visit www.cambridge.org/englishskills to access the *Cambridge English Skills* teacher's notes.

What are the main aims of *Real Writing 3*?

- To help students develop writing skills in accordance with the ALTE (Association of Language Testers in Europe) Can-do statements. These statements describe what language users can typically do at different levels and in different contexts. Visit www.alte.org for further information.
- To encourage autonomous learning by focusing on learner training when appropriate.

What are the key features of *Real Writing 3*?

- It is aimed at intermediate to upper-intermediate learners of English at level B2 of the Council of Europe's CEFR (Common European Framework of Reference for Languages).
- It contains 16 four-page units, divided into two sections: Social and Travel, and Work and Study.
- *Real Writing 3* units contain:
 - *Get ready to write* warm-up exercises to get students thinking about the topic
 - *Learning tips* which give students advice on how to improve their writing and their learning
 - *Focus on* activities which provide contextualized practice in particular language areas
 - *Class bonus* communication activities for pairwork and group work so you can adapt the material to suit your class
 - *Did you know?* boxes which provide notes on cultural or linguistic differences between English-speaking countries, or factual information on the topic of the unit
 - *Extra practice* exercises which give students a chance to find out more information about the topic for themselves
 - *Can-do checklists* at the end of every unit to encourage students to think about what they have learnt.
- There are two review units to practise skills that have been introduced in the units.
- It has an international feel and contains a range of native and non-native English accents.
- It can be used as self-study material, in class, or as supplementary homework material.

What is the best way to use *Real Writing 3* in the classroom?

The book is designed so that there is no set way to work through the units. The units may be used in any order, although the more difficult units naturally appear near the end of the book, in the Work and Study section.

You can consult the unit-by-unit teacher's notes at www.cambridge.org/englishskills for detailed teaching ideas. However, broadly speaking, different parts of the book can be approached in the following ways:

- *Useful language*: You can use the *Useful language* lists in the *Appendices* to support the writing activities you are focussing on.
- *Get ready to write*: It is a good idea to use this section as an introduction to the topic. Students can work on the exercises in pairs or groups. Many of these exercises require students to answer questions about their personal experience. These questions can be used as prompts for discussion. Some exercises contain a problem-solving element that students can work on together.
- *Learning tips*: You can ask students to read and discuss these in an open-class situation. An alternative approach is for you to create a series of discussion questions associated with the *Learning tip*. Students can discuss their ideas in pairs or small groups followed by open-class feedback. The *Learning tip* acts as a reflective learning tool to help promote learner autonomy.
- *Class bonuses*: The material in these activities aims to provide freer practice. You can set these up carefully, then take the role of observer during the activity so that students carry out the exercise freely. You can make yourself available to help students or analyze the language they produce during the activity.
- *Extra practice*: These can be set as homework or out-of-class projects for your students. Alternatively, students can do some exercises in pairs during class time.
- *Can-do checklists*: Refer to these at the beginning of a lesson to explain to students what the lesson will cover, and again at the end so that students can evaluate their learning for themselves.
- *Appendices*: You may find it useful to refer your students to the *Punctuation*, *Spelling* and *Linking expressions* sections. Students can use these to help them with their written work.

Unit 1

Are there any rooms free?

Get ready to write

- Have you ever travelled abroad as part of a group?
- Would you consider going on a group holiday now? Why? / Why not?
- Write: a one advantage of travelling as part of a group
.....
b one disadvantage of travelling as part of a group
.....
c one difficulty for an organizer trying to book a group
.....

go to Useful language p. 82

A Asking about accommodation

Look at an example

- 1 Read this email. Who is the person writing to?
Tick ✓ the correct answer.

- a a hotel ☐
b a hotel or hostel ☐
c a tourist office ☐



Delete



Reply



Reply All



Forward



Print



¹Next summer I am bringing a group of 16- to 18-year-old students to Vancouver and I am looking for suitable accommodation. At present I am uncertain of the exact number of students but it will probably be about 30. While we are there, we not only want to look at the many attractions in the city, but we would like to visit some of the beautiful places nearby, so we are looking for a reasonably priced hotel or hostel near the city centre with good transport links.

²During our stay we will require the following: twin-bedded rooms in the same hotel, breakfast and, on occasions, an evening meal. We will not require lunch. We would hope that the hotel we use would be able to offer us a special rate.

³Do you have any travel consultants who could look after groups like us? For example, are you able to arrange activities and local transportation for us? Also, it would be very helpful if you could inform me of any other special discounts, such as for cheaper air travel to and from Vancouver.

⁴I look forward to hearing from you.

2 Are these sentences true (T) or false (F)?

- a The first sentence makes it clear why the person is writing. **T**
- b The other sentences in Paragraph 1 give background information.
- c Paragraph 2 makes it clear what the person wants.
- d Paragraph 3 asks for extra information.
- e The closing sentence of the email is very informal.

3 Find words or phrases in the email that mean the following:

- a not sure uncertain (Paragraph 1)
- b not too expensive (Paragraph 1)
- c need (Paragraph 2)
- d give us a discount (Paragraph 2)
- e let me know (Paragraph 3)

Learning tip

If you are writing to someone you know well and are friendly with, your style will be more *informal*, which means it sounds like normal conversation. Contractions, phrasal verbs, colloquial expressions and personal comments are common.

If you are writing to an institution or someone you don't know, your style will be more formal. In *very formal* language we do not usually use contractions (Not ~~don't~~ but do not ✓) or phrasal verbs (Not ~~put up~~ but accommodate ✓). The language is more impersonal and the passive voice is common. In professional emails the style is often neither very formal nor informal. The aim is to be simple, clear and direct, and more formal or personal language is used when necessary. This is sometimes known as *neutral* language.

Plan

- 4 You and your partner want to spend a few days in Venice. You are going to write an email in reply to a newspaper advertisement. Read the advertisement and the notes you made. Then think about the questions below.**



Venice



Beautiful apartment for rent.
 Perfect location, only 6 minutes' walk from the main square. Views of the Grand Canal from the terrace. Sleeps 2/4. Ideal for couples. Can accommodate short stays as well as weekly rentals. Prices from 900 euros p.w.
 Email: info@perfectlocation.com

Air conditioning? (July!)

Internet connection?

(V. imp. - need to check emails)

4 nights?

Early July OK?

Price?

- a Have you met the person you are writing to?
- b Is the purpose of your email to get information or make a booking?
- c Will your email be
 - very formal (like an old-fashioned letter e.g. beginning *Dear Sir or Madam*)?
 - informal?
 - neutral?

5 Write the points in the box in the most logical order in the paragraph plan below.

saying how long you want to stay	asking about price
saying where you saw the advertisement	closing the email
asking about facilities	final comment
saying why you're writing	

- Paragraph 1: saying where you saw the advertisement
- Paragraph 2: _____
- Paragraph 3: _____
- Paragraph 4: _____
- Paragraph 5: _____

Focus on ... functional and fixed expressions

- Match 1–7 with a–g to make sentences.
 - I'm very interested in d.
 - Before making a booking _____
 - (In the advertisement) you say that _____
 - I notice that _____
 - I assume _____
 - I need to know _____
 - Could you give me some idea _____
 - a bit about the facilities.
 - the apartment is beautifully designed.
 - of the price?
 - ~~coming next July with my partner.~~
 - it is possible to make a booking for less than a week.
 - that would be acceptable.
 - I have a number of questions I would like to ask.
- Complete these opening and closing sentences.
Opening sentence: *I saw your advertisement* (say where)
Closing: *I look forward to receiving* (say what)
- Which phrase will you use to sign off the email?
 - Yours faithfully ☐
 - Cheers! ☐
 - Best wishes ☐
 - Goodbye ☐

Learning tip

When we write by hand, we often indent the first line of a new paragraph.

I have a number of questions I would like to ask.

You say the apartment is beautifully designed;

However, when we write an email or a business letter we usually leave a space between paragraphs instead of indenting.

Write

6 Write a draft of your email in about 200 words.

Check

Now reread your email and answer the following questions. Make any changes that are necessary to your email.

- Is it clear to the tourist office what you want?
- Have you said when you want to come?
- Have you said how long you want to stay?
- Have you included all other necessary information?
- Is your style appropriate for the tourist office?
- Have you divided your answer into paragraphs?
- Are your paragraphs in a logical order?
- Are your spelling and punctuation correct?
- Have you chosen the best vocabulary?
- Is your grammar correct?

Class bonus

- Sit in groups and exchange your work or fix your work on the wall/board.
- Read each other's emails. Which email do you like best? Can you think of any ways to improve each other's writing?

EXtra practice

You have seen this advertisement in a magazine and you are interested in staying in the place.

CALIFORNIA BED AND BREAKFAST

Redwood House B&B. Single or double. Country setting in San Francisco Bay near Mount St. Helena. Fireplace and TV in all bedrooms. Most bathrooms with Jacuzzi and shower. Breakfast served in our sunroom or in the guests' room. \$200 per night plus tax. info@redwood.com



- 1 Plan your answer.
- 2 Write your email in approximately 200 words.
- 3 Read your answer with the list of questions in Check. Make any necessary changes.

Did you know ...?

Private house B&Bs are common throughout Britain and the US. They are cheaper than hotels and usually have a friendly atmosphere. In Britain they usually provide a cooked breakfast, including eggs and bacon, and sometimes sausages, mushrooms and tomatoes.

Can-do checklist

Tick what you can do.

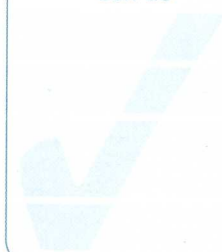
I can write to a hotel to get information about services.

I can write to find out about accommodation available.

I can divide an email into well-organized, logically ordered paragraphs.

I can write in a suitable style for the situation.

Can do



Need more practice



Unit 2

Thanks and best wishes

Get ready to write

- You want to thank these people. Would you write an email, write a letter or phone them?
 - a Your boss gave you a lift home last night. You don't know him/her very well
 - b A friend has agreed to offer a job to someone in your family.
 - c A distant relative has sent you a present you don't want.
- How polite would you be in each situation? Add a tick ✓ for 'less polite/formal', two ticks ✓✓ for 'polite/formal' and three ticks ✓✓✓ for 'very polite/formal'.

go to Useful language p. 82

A Letters of thanks and of sympathy

Look at an example

- 1 Tom has written a letter to Mr Korsimbi, the Managing Director of the Thai office of Littlebytes Software. The different sections of the letter have been mixed up. Decide on the correct order of the sections.

Section

- 1 ...D...
- 2
- 3
- 4
- 5
- 6
- 7
- 8

- 2 Where on the page will you write your address and the date?

.....
.....

A Yours sincerely

B We also want to give special thanks to your staff who at all times looked after us and made us feel very welcome. Their hospitality and general support were a great comfort to us and put our troubled minds at rest. Fortunately, my father's recovery was speedy and we were able to return home after only three weeks.

C As you know my father, who works for your London office, was seriously injured in an automobile accident while on business in Thailand a few weeks ago. As a result of your kindness and generosity, he was flown by helicopter to the Bangkok Hospital in Phuket, where he received excellent treatment and care.

D 12 Castle Street

E PS Please give Mr Sanya, who drove us everywhere, our best wishes.

F My mother and I are writing to you to express our most grateful thanks for the assistance and courtesy we received on a recent and most urgent visit to your country to see my father in hospital.

G Dear Mr Korsimbi

H We hope one day to return to Thailand on a much happier and relaxed visit. In the meantime, please give our appreciation and thanks to all concerned.

Did you know ...?

There are small differences in salutations and closings in letters in different English-speaking countries. For example:

Salutations:

Dear Mr. Smith: (US)

Dear Mr Smith or *Dear Mr Smith,* (UK)

Closings:

Sincerely, (US)

Yours sincerely or *Yours sincerely,* (UK)

In business letters there is often a subject line, which tells the reader the topic.

US **Visit to the Thai Office**

Dear Mr. Smith:

UK

Dear Mr Smith

Visit to the Thai Office

Learning tip

Address the reader with the correct salutation (e.g. *Dear Sir* or *Madam*).

Always think about the person you are writing to and consider their feelings.

In polite letters, be positive and respectful.

You should try and write sincerely and honestly. However, write calmly in quite formal language even if your feelings are strong.

3 Complete this sentence.

The main purpose of the letter is to

4 Is the style polite and formal, or friendly and informal?

5 In which section does the writer

- a give general background _____?
- b give the first reason for writing _____?
- c give the second reason for writing _____?

6 Tick ✓ the correct answer. The purpose of the last paragraph is:

- a to finish the letter positively (by talking about the future and repeating thanks) ☐
- b to repeat what was said at the beginning ☐

7 Write one polite phrase from each paragraph.

- a to express our most grateful thanks
- b _____
- c _____
- d _____

Plan

8 Read this article from a local newspaper.

Bitter taste for chocolate makers

More than 100 jobs are to be lost with the closure of a well-known chocolate factory in our region. Sweetline says the announcement is part of a global attempt to cut costs.

The announcement is a very sad one for the region since the plant has been with us for over 30 years and has become a part of the community.

The company says it will be doing all it can to inform those directly affected of alternative job opportunities and training options. It will be arranging a Jobs Fair where other local employers can exhibit and advertise job opportunities in their organizations.

Councillor Mandy Williams, Leader of Littleport County Borough Council, says: "As you would expect, we

regret the current situation. We feel particularly for the individuals affected and their families. We shall do all we can to help them secure their futures."

One employee, Dave Green, who has been with the company for over ten years says, "We all love working there and we feel betrayed and disappointed. Only last month Sweetline announced that local production was up, company profits were looking healthy for the year and the factory had a good future. We don't know why they're taking this action."

Mr Green describes his three teenage children as being "devastated" by the news. "They're all very sad and worried about my future."

9 You have known Dave Green quite well for a long time, although you are not close friends. You are going to write a letter to express your sympathy with his situation. Answer the questions below.

- Think of your relationship with Dave Green and the purpose of the letter. Will your letter be
 - very polite and formal?
 - quite polite and friendly?
 - very chatty and informal?
- Which information will you use in your letter? Highlight or underline the key phrases.

10 Tick ✓ the points you will include in each paragraph. You may tick more than one point.

Paragraph 1: Reason for writing

Expressing regret ☐

Dave's feelings ☐

Your feelings about the closure ☐

Saying where you heard the news ☐

Paragraph 2: Giving support

Expressing hopes for the future ☐

Remembering your friendship together ☐

Talking about positive points in the article ☐

Paragraph 3: Making an offer

Offering general help ☐

Offering to try and help find Dave a job ☐

Offering to look after the children ☐

Focus on ... polite phrases

Remember: you have known Dave quite well for some time but you are not close friends. Also, it is a difficult situation.

- Choose the best alternative for the letter and complete the sentence.
 - I'm really sorry to hear that you / ~~Sorry about you~~ are losing your job.
 - I know how much you / Of course you really
 - No way will this mean that / I hope this doesn't mean that
 - Looking on the bright side / On a positive note
 - Please let me know if / Why not
- Which of these will you use to finish?
 - Take care of yourself. ☐
 - I wish you the very best ☐
 - Yours sincerely ☐
 - Yours faithfully ☐

Write

11 Write a draft of your letter in about 200 words. Write today's date below your address, e.g.

13 London Street
Oxford
14th December 20...

Check

12 Reread your letter and check that the letter is clear and well organized, and that the style is appropriate. Make any changes that are necessary to your answer.

13 Identify the type of mistake in each of the following extracts. Use the following code: vocabulary (V), grammar (G), punctuation (P), spelling (SP), word order (WO) or verb form (VF). Then correct the mistakes.

- I am sorry to hear that you are loseing your job.
(SP) losing
- Having promised that only the last month the factory ...
- ... while you are looking for another work.
- Please let me know if youd like me ...
- ... to look the children after at any time ...
- I hope this don't mean that ...

14 Now go back to your draft and check for mistakes. Correct any mistakes you find.

Learning tip

Try and get into the habit of reviewing your work in this order.

- Content. *Is everything included that needs to be included? Is it all relevant?*
- Organization. *Is the text structured and divided up clearly? Does it flow logically?*
- Style. *Is the style appropriate? Think of your relationship with the reader and the reason you are writing.*
- Language. *Is it accurate? Is there a good range and variety? Are the tenses consistent?*

Your work is not finished until you have edited your draft and tried to improve it.