

# 剑桥实境英语 4

# Real

# 写作 Writing

with answers

Simon Haines



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	<b>Somewhere to stay</b>	Holiday accommodation	<ul style="list-style-type: none"> <li>write an email in concise, polite, businesslike English, stating your accommodation requirements and asking for further information</li> <li>complete a booking form stating your requirements and asking about the availability of accommodation</li> <li>understand and use a range of accommodation vocabulary and expressions</li> </ul>
	2	<b>Let's keep in touch</b>	Contacting friends	<ul style="list-style-type: none"> <li>distinguish between letters and emails in terms of style and structure</li> <li>plan and write personal letters and emails</li> <li>write emails using features of informal English typically associated with email writing</li> </ul>
	3	<b>Forms and more forms</b>	Dealing with bureaucracy	<ul style="list-style-type: none"> <li>understand language commonly used on forms</li> <li>complete forms using appropriate language</li> <li>identify and correct inappropriate language on a form</li> </ul>
	4	<b>Dear Sir,</b>	Letters to newspapers	<ul style="list-style-type: none"> <li>write a structured letter to a serious newspaper, using formal English</li> <li>use a range of words to qualify your opinions</li> </ul>
	5	<b>It's not good enough</b>	Letters of complaint about goods and services	<ul style="list-style-type: none"> <li>write a formal letter of complaint</li> <li>avoid repetition when using formal language</li> <li>use a range of expressions appropriate to formal letters of different kinds</li> </ul>
Work and Study	6	<b>This is my life</b>	Writing a CV / résumé	<ul style="list-style-type: none"> <li>write a CV</li> <li>write a covering letter to accompany a CV</li> <li>reduce full sentences to notes</li> </ul>
	7	<b>Private and confidential</b>	Writing job references	<ul style="list-style-type: none"> <li>recognize the differences between different types of job references</li> <li>write job references in two different formats</li> <li>use relative clauses in formal writing</li> </ul>
	8	<b>According to our survey</b>	Customer surveys	<ul style="list-style-type: none"> <li>write a report in clear sections and include appropriate sub-headings</li> <li>incorporate reduced relative clauses into your writing</li> </ul>
	9	<b>The product for you</b>	Taking notes from a product presentation	<ul style="list-style-type: none"> <li>write a note-taking framework</li> <li>take notes from a product presentation</li> <li>reduce complete sentences to noun phrases</li> </ul>

Unit number	Title	Topic	How to ...
<b>10</b>	<b>I'll email you</b>	Workplace correspondence	<ul style="list-style-type: none"> <li>understand the main differences between traditional letters and emails in work-related contexts</li> <li>write work-related emails using clear, simple language</li> <li>incorporate abbreviations and acronyms in emails when appropriate</li> </ul>
<b>11</b>	<b>This is the course for me</b>	Writing a personal statement	<ul style="list-style-type: none"> <li>write a personal statement in formal, accurate language</li> <li>express interest and enthusiasm without sounding over-confident</li> <li>edit and correct inappropriate or incorrect language</li> <li>write complex sentences incorporating a number of clauses</li> </ul>
<b>12</b>	<b>Listen and take note!</b>	Taking notes in a talk or lecture	<ul style="list-style-type: none"> <li>listen to a talk or lecture and select key points of information</li> <li>write notes quickly and economically, omitting words, using symbols, abbreviations and other visual devices</li> <li>organize notes clearly using numbers, letters and bullets</li> <li>select key points from written notes</li> </ul>
<b>13</b>	<b>Today's seminar</b>	Preparing a classroom presentation	<ul style="list-style-type: none"> <li>write prompt cards to refer to during a presentation</li> <li>write a handout to accompany a presentation</li> <li>use various devices to highlight key features of a presentation</li> </ul>
<b>14</b>	<b>To sum up</b>	Summaries of written texts	<ul style="list-style-type: none"> <li>distinguish between key information and unnecessary detail in written texts</li> <li>write a summary in your own words by paraphrasing original text language</li> <li>use pronouns and other reference words to ensure that a summary coheres</li> </ul>
<b>15</b>	<b>In my view</b>	Arguing a point of view	<ul style="list-style-type: none"> <li>plan, structure and write a discursive essay</li> <li>express ideas and opinions formally in writing</li> <li>use commas appropriately in formal English</li> </ul>
<b>16</b>	<b>According to statistics</b>	Interpreting statistics	<ul style="list-style-type: none"> <li>write a structured report based on information presented in tables and graphic form</li> <li>use a range of expressions to refer to statistical trends and movements</li> </ul>

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# Introduction

## To the student

### Who is *Real Writing 4* for?

You can use this book if you are a student at advanced level and you want to improve and practise 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 4* help me with my writing?

*Real Writing 4* contains everyday writing tasks. These include writing emails and letters, filling in forms, writing reports and summaries. It is designed to help you with writing you may need to do when communicating with people in English at home or in other countries.

The exercises in each unit help you develop useful skills such as planning, thinking about the reader and checking your work. It is designed to help you with writing you will need to do when communicating in English at home or when visiting another country.

### How is *Real Writing 4* organized?

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

- Units 1–5 – social and travel situations
- Units 6–16 – 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
- *Did you know?*: extra information about vocabulary, different cultures or the topic of the unit
- *Focus on*: to help you study useful grammar or vocabulary
- *Class bonus*: an exercise you can do with other students or friends
- *Extra practice*: an extra exercise for more practice
- *Can-do checklist*: to help you think about what you learnt in the unit

After each main section, there is a review unit. The reviews help you practise the language and skills you have learnt in each section.

At the back of the book you can find:

- *Appendices*: contain lists of *Useful language* for every unit, useful information about style and register, spelling tips, punctuation and a checklist to use when re-reading a text you have written.
- *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. It also gives sample answers for some exercises.

### How can I use *Real Writing 4*?

The units in the second section of the book are generally more difficult than the units in the first section. However, you do not need to do the units in a particular order. It is better to choose the units that are most relevant, useful or 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:

- Identify which areas you want to focus on by using the *Contents* list and find a unit that interests you or go to *Appendix 2: Text types* and look for a unit that you might find useful.
- Use the *Get ready to write* section at the start of each unit to help you understand the context.
- Complete the other sections of the unit. At the end of each section check your answers in the *Answer key* or with your teacher.
- Try to do listening exercises without looking at the *Audioscript*. You can read the *Audioscript* after you finish the exercises.
- If your answers are not correct, study the section again to see where you made mistakes.
- When you have completed the *Write* exercise, use the *Check* questions to correct your writing. You can also use *Appendix 6: Editing your writing* to check what you have written.
- 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 4* 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](http://www.cambridge.org/englishskills) to access the *Cambridge English Skills* teacher's notes.

### What are the main aims of *Real Writing 4*?

- 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](http://www.alte.org) for further information.
- To encourage autonomous learning by focusing on learner training.

### What are the key features of *Real Writing 4*?

- It is aimed at advanced learners of English at level C1 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 4* units contain:
  - *Get ready to write* warm-up exercises to get students thinking about the topic
  - *Focus on* exercises which provide contextualized practice in particular grammar or vocabulary areas
  - *Learning tips* which give students advice on how to improve their writing and their learning
  - *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
  - *Class bonus* communication activities for pairwork and group work so you can adapt the material to suit your class
  - *Extra practice* activities which give students a chance to put into practice the skills learnt
  - *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 preceding units.
- It can be used as self-study material, in class, or as supplementary homework material.
- *Real Writing 4* has an international feel and contains a range of native and non-native English accents.

### What is the best way to use *Real Writing 4* in the classroom?

The book is designed so that the units may be used in any order, although the more difficult units naturally appear towards 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](http://www.cambridge.org/englishskills) for teaching ideas. However, broadly speaking, different parts of the book can be approached in the following ways:

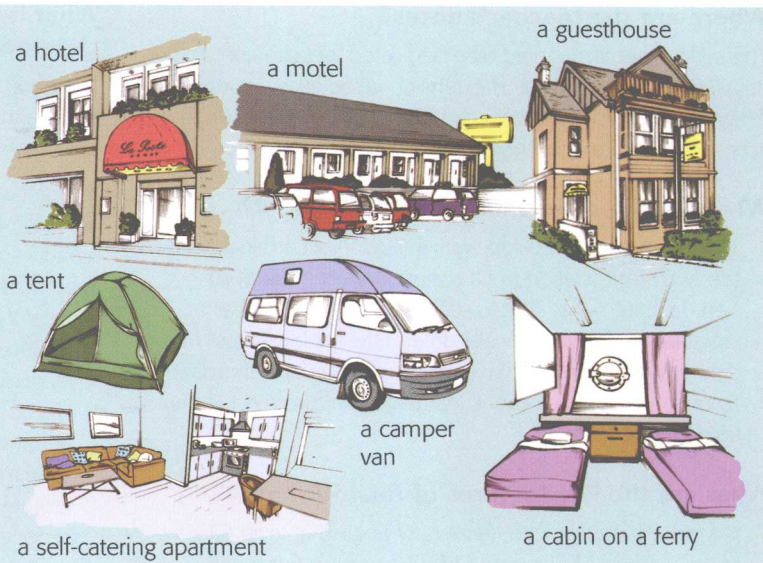
- *Useful language*: You can use the *Useful language* lists in *Appendix 1* to preteach or revise vocabulary and other language from the unit you are working on.
- *Get ready to write*: It is a good idea to use this section as an introduction to the topic. Students can work on these exercises in pairs 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. Other exercises aim to clarify key vocabulary in the unit. You can present these vocabulary items directly to students.
- *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 task freely.
- *Extra practice*: These can be set as homework or out-of-class projects for your students. Alternatively, students can do *Extra practice* tasks 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 *Appendices* for information on style, spelling and punctuation. Students can use *Appendix 6* as a useful checklist for editing their written work.

# Unit 1

## Somewhere to stay

### Get ready to write

- Think of one or two adjectives to describe each of these types of accommodation.
- Which types of accommodation have you stayed in?
- What kinds of tourist accommodation are most popular in your country?
- How well are people with disabilities catered for? (Think about people who are blind or use wheelchairs, for example.)
- If you wanted to find out about holiday accommodation, who would you ask and where would you look?



go to Useful language p. 82

### Arranging accommodation

#### Look at examples

1 Look at the email enquiries about holiday accommodation on the opposite page and answer questions a–c.

- What type of accommodation is each group enquiring about?
- Who are the people in each group?
- What special needs or requirements does each group have?

#### Did you know ...?

The euro was first introduced as an electronic currency in 1999. Then, in January 2002, it officially replaced the old national currencies in twelve European Union countries. In order to meet the needs of the twelve countries, more than 15 billion bank notes and 50 billion coins were printed and minted. Although the pound sterling has not been replaced by the euro, some shops and businesses in Britain accept payment in euros.

2 Read the two examples again. Then answer these questions.

- What do the two enquiries have in common? How are they different? Think about the following:
  - the method of writing and sending
  - the detailed information sent
  - any special requirements mentioned
- How are these ways of paying for accommodation different from each other?
 

credit card / debit card / cheque / bank transfer
- The writer of the first enquiry wants *full board*. What other kinds of accommodation do hotels offer?

## Group 1

**Mountain View Information Request**

Hello,

I have just found details of your hotel on the Internet. You seem to offer exactly the kind of facilities I am looking for.

I require accommodation for myself and a group of colleagues for four nights in September next year. These are our details:

- Dates: 2–5 September
- Rooms: four double rooms + two single rooms
- Conference facilities for ten people
- We require full board

I should explain that we are a group of college graduates from Denmark who are in the process of setting up our own company. Our main reason for visiting Australia is to have a relaxing holiday with our partners, but we will also need a room where we can spend time on our business plans. Is there a meeting room in your hotel where we could meet for 2–3 hours each day of our stay? If so, does the room have audio-visual facilities: projector, screen, internet access etc.?

We look forward to hearing from you.

Best wishes,

Nils Andersen

## Group 2

Your  
Comments,  
Special Needs,  
etc:

Could you let us know how many rooms and beds there are at the cottage? We need the following: a double room for my partner and me, twin beds for our two boys, a cot for the baby, and a single bed in a downstairs room for my disabled father.

It is also important for us to know whether there is wheelchair access to the cottage from the driveway. My father is completely dependent on his wheelchair.

I have three more questions:

- How far is the cottage from the nearest supermarket or food shops?
- Is the surrounding countryside suitable for walking and cycling?
- Is it possible to pay in euros?

Scottish Cottages

**Plan**

**3 You are going to write an email to a hotel stating your requirements and asking for further information.**

- a Read about three hotels and choose the one you would like to stay in for a short break.

### The Swan Hotel, near Oxford, England



The Swan Hotel, situated in a quiet rural area in the southwest of England, has an international reputation for sophisticated elegance. It is ideal for anyone wanting a complete break from their stressful everyday life. Excellent food served in an elegant restaurant; spacious, comfortable lounges and relaxing gardens.

### The Central Hotel, Melbourne, Australia



The Central, originally built and opened in 1961, has been completely renovated and upgraded to a 4-star standard. The 86 hotel rooms and suites, restaurant and bar have all been thoroughly refurbished. Recent additions include al fresco eating areas, café, bar and fully-equipped meeting rooms.

### *Hotel de Paris, Nice, France*



Staying at the Hotel de Paris, in the heart of Nice, you will enjoy our proximity to the town's numerous attractions. Shop, visit the old town, or relax on the beach. And then enjoy the special atmosphere of the hotel and our impeccable service.

- b You are writing the email on behalf of a small group of friends you will be travelling with. One of your group is blind. In preparation for writing, make notes under these headings:
- the main purpose of your stay: holiday / business? .....
  - length of stay .....
  - number of people (adults / children?) .....
  - type of room(s) required .....
  - special requirements or extra facilities you need .....
  - questions about the area where the hotel is .....
  - questions about methods of payment .....
- c Plan your email, paragraph by paragraph, in your notebook. Use the emails on page 11 to help you.
- Paragraph 1: Say where you found out about the hotel.
  - Paragraph 2: Explain the purpose of your stay if you feel it is necessary, then describe your main requirements concisely, but in detail.
  - Paragraph 3: Enquire about the suitability of the hotel for your blind friend.
  - Paragraph 4: Ask for any further information you would like. Read the hotel description again carefully to find out if you need clarification or more detailed information.

## Focus on ...

### If so / If not

When you ask a Yes / No question in a letter or email, you will sometimes want to ask a follow-up question or make another statement.

You can use:

– *If so*, to mean 'If the answer to my question is yes, ...'

or

– *If not*, to mean 'If the answer to my question is no, ...'

Example:

*Is there a meeting room in your hotel where we could meet? **If so**, does the room have audio-visual facilities? **If not**, would it be possible for us to use one of the lounge areas?*

Write *If so*, and *If not*, follow-up questions for these enquiries:

a Does the hotel cater for special dietary needs?

.....

b Does your hotel have family rooms for parents with young children?

.....

c Do your rooms have internet access?

.....

## Write

**4 In your notebook, write a draft of your email in 150–200 words. Refer to your paragraph plan and the emails on page 11. Your writing should be polite, concise and businesslike.**

- Use full verb forms:  
*I have just found* rather than:  
*I've just found* ...
- Avoid slang or vague language:  
**2–3 hours** *each day* rather than  
**a couple of hours** *a day*  
for **ten** people rather than for  
**about ten** people
- Write in short, clear sentences.

## Check

**5 Read your email carefully, checking these points.**

- Content  
Have you stated your requirements clearly?  
Have you made the special needs of your blind friend clear?  
Have you asked for further information based on the hotel advertisement?
- Structure  
Is the email organized in clear paragraphs?
- Style  
Is your writing, polite, concise and businesslike?

**6 Write the final version of your email, making any necessary corrections and improvements.**

## Class bonus

- 1 Exchange emails with another student, then read and check what they have written. Suggest corrections and other improvements to each other's emails.
- 2 Imagine you work for the hotel and you receive your partner's email. Write a brief reply.

## Learning tip

It is not always necessary to make a written plan, but think carefully about the structure of what you are going to write before you start writing. Decide the number and content of paragraphs or sections you are going to write. Remember to start a new paragraph or section for each new topic.

## Extra practice

Complete the Hotel Registration Form opposite. Complete the Special requirements section of the form in a similar way to the person who completed the second example on page 11.

**Hotel Registration Form**

First Name:

Last Name:

Company/Organization:

**Accommodation requirements**

Number of double rooms

Number of single rooms

Arrival date  Departure date

Special requirements (Health / Dietary etc.)

### Can-do checklist

Tick what you can do.

I can write an email in concise, polite, businesslike English, stating my accommodation requirements and asking for further information.

I can complete a booking form stating my requirements and asking about the availability of accommodation.

I can understand and use a range of accommodation vocabulary and expressions.

Can do



Need more practice



# Unit 2

## Let's keep in touch

### Get ready to write

- Which of these methods do you use to keep in touch with friends? Rank them in order of frequency (1 = most used, 5 = least used).
  - traditional letter sent by post ☐
  - email ☐
  - internet messaging (MSN etc.) ☐
  - telephone (landline or mobile) ☐
  - text message from your mobile ☐
- Which of the above methods would you use:
  - if you needed to contact someone very quickly or urgently? .....
  - if you needed to convey a very personal message, for example to ask for advice or to express sympathy? .....
  - if it had been a long time since you contacted someone? .....
  - if you had no money? .....
  - if you were very short of time? .....
- Think of the three people you contact most frequently. Which methods do you use?

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## Writing an informal email

### Look at examples

#### 1 Look at the three examples of written correspondence on this page and the opposite page.

- a Why was each one written?

.....  
.....  
.....

- b In what ways are they similar and different?

.....  
.....  
.....

#### 2 Read the three examples again.

- a What type of text is each example?  
.....
- b Which is the most formal, and which is the most informal?
- c Highlight examples of informal language in texts 1 and 3. Look for the following features:
- Short verb forms *I've been trying*
  - Colloquial vocabulary *hang out with his mates*
  - Words left out (ellipsis) *(It was) Good to hear from you.*
  - Abbreviations *Jon 'n' Jo*

1

From: Matt Greenfield  
Sent: 29 October 2007 13:09  
To: Jon Stewart  
Subject: Holidays and stuff

Hi Jon 'n' Jo  
Had a great time in Turkey – nice people, nice hotel, good food, perfect weather, interesting trips. Only real prob was flights – both delayed more than 2 hours. Got home last night at 1 o'clock. Glad you had a good time with Pete and Chris and others. Getting together – great idea but Tuesdays aren't good for us – how about Wednesday 21st?  
See you soon  
Cheers  
Matt and Tina  
BTW Hope you enjoy Libya.

2

27, Ashley Gardens  
 Chelwood Gate  
 West Sussex  
 RH17 7LF  
 28th Sept. 2006

Dear Fumiko,

I've just realized that I haven't thanked you for the CD you sent for my birthday. Sorry! I really love The Gotan Project, so much so that I've just started going to a tango dance class that's started in the town. It's amazingly popular.

Things are fine with us. I'm still working part-time at the school, and giving private music lessons, so I don't have much free time. Alex has decided he wants to train to be a radiographer and has just started the long complicated process. He did a preliminary nursing course last year – and he's about to apply for a place on a specialist radiography course. There are usually more applicants than there are places – so it's by no means certain that he'll get accepted. We're all okay. Do you remember my brother Matt, who went to Australia? Well, he's back – this time it looks as though he's here to stay. He was getting fed up with working as a chauffeur and is looking for a different kind of job. Anyway, that's about it for now. Write when you have time. Email me if you'd prefer. I can't believe it's nearly two years since you were here. Do you have any plans to come to Europe again? If so, you must let us know when and where, so that we can meet up.

Thanks again for the present.

Best wishes,

Gemma

3

From: Silvia

To: Ed

Subject: Re: FW: Summer

Date: Thu, 15 Jun 2006 15:21:14

Hi Marco and Silvia,

I've been trying to email you but the mails keep bouncing back – probably an old email address. I hope this one gets through.

Hi Ed,

Good to hear from you! Sorry about our home email – clever idea to send it to Marco's work address! Marco's really busy, so he's forwarded it to me.

We're writing to tell you that we'll be staying at the campsite near you again this summer. First two weeks of August. This time we're flying, then hiring a car. Hope we can meet again.

Great news! Call us when you're here and we'll arrange a get-together. Perhaps we could go out for a meal – there's several good restaurants near here, like the pizzeria we went to last time. Remember?

Things are really busy here. Jackie's just started working as an assistant in a primary school and I have more freelance photographic work than I can cope with – suppose we shouldn't complain.

Know what you mean. I've just started a new job as a receptionist in a hotel just down the road – very handy, but I have to work weekends and evenings – so no holiday this year and big changes to family life!

Becky's just finished her first exams. In September she'll go to the local college (for 16-18-year-olds). Jo's just coming to the end of her third year at secondary school.

The boys have just started their summer holidays. Gianfranco just scraped through his exams! He'd much rather hang out with his mates. Adriano's done pretty well, but he's got a different attitude to life. Both the boys've got scooters now. They seem to spend all their free time on them. The only good thing is, they're making less phone calls – they didn't used to go out at all.

Anyway, we hope you'll be at home when we're in Italy and that the weather's better than last time we met.

I'm sure we'll be around – just come round or give us a ring.

Best wishes to you all,

Ed and Jackie

Love

Silvia

## Plan

## 3 You are going to reply by email to a letter from an old friend, saying what you have been doing since you last met a year ago.

This is part of your friend's letter.

Anyway, the real reason I'm writing is to tell you that Sam and I are getting married in June and we'd like you to be at the wedding. We really hope you can make it. When you write back, don't forget to tell us what you've been up to.

I can't wait to hear from you - email me if you like.

Make a list of things to tell your friend. Include some of these areas of your life.

- major changes in your life or circumstances
- family news and news of mutual friends
- education or work

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4 Plan your email paragraph by paragraph.  
Example:

- Paragraph 1 respond to the news in the extract above.  
 Paragraph 2 changes in your life  
 Paragraph 3 news about family and friends  
 Paragraph 4 what has happened to you at school, college or work  
 Paragraph 5 suggest the two of you keep in touch more regularly

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## Focus on ...

## the language of informal emails

- Starting and finishing informal emails:  
*Hi (Laura) / Hello (Laura) / Laura (name only)*  
*Good to hear from you. / Got the email - thanks /*  
*See you (then) / Stay in touch / Hope to see you soon /*  
*Love / Cheers / Speak soon / Take care / Best /*  
*Nick (name only)*
- Acronyms used to save time in emails:  
**BTW** - by the way / **IMO** - in my opinion /  
**FYI** - for your information
- Short verb forms:  
*we've been having ... / we'll arrange ... /*  
*my friends've all got ...*
- Colloquial vocabulary:  
*loads of (instead of a lot of) / give someone a ring*  
*(instead of phone) / glad (instead of pleased) /*  
*get (instead of receive)*
- Non-standard grammar (Errors!):  
**There's** (There are) *twenty students in my class.*  
*That's less (fewer) students than in my last class.*  
*We didn't used (use) to work very hard.*

In your notebook, rewrite these extracts from formal letters using informal language.

1

Dear Matthew,

I am writing to thank you for attending our meeting yesterday. In my opinion, it was very useful. We are sure you will enjoy working with Debbie and John.

I will be in touch again soon.

With best wishes,

Jenny

2

Dear Juan,

Thank you for your letter which we received this morning. We are sorry to hear that you have been made redundant, but very pleased that you are having an interview for another job next Wednesday. We will be very interested to know whether you are successful. We wish you the best of luck.

Yours sincerely,

Pieter

## Learning tip

Anyway at the start of a sentence or paragraph indicates a change of subject. It is especially useful if you want to signal a return to a previous subject, or to show that you are coming to the end of your letter. It can be used in a similar way in conversation.