

If you had any difficulties with the exercises, study the lesson again and have another try doing the exercises.

SUMMARY

In this unit you were introduced to some of the skills of letter writing. We hope you have learnt the format of various types of letters and you can write to your friends and relatives, apply for a job, write business letters and write letters to newspapers. You have had some practice writing all these types of letters in this unit and we hope you will now write many letters.



ANSWERS

EXERCISE 1

Expressions used to start a letter:

Thanks very much for your last letter...

Sorry I haven't written before but ...

It was great to get your letter ...

Expressions used to introduce a new topic:

By the way ...

Did you know that ...

Have you heard ...

Expressions used to end a letter:

Well that's enough for now...

Give my love to ...

Anyway I'd better stop now ...

Best wishes ...

Say hello to ...

Write soon ...

Well, I must stop now and catch the post ...

Well, I think that's all the news...

Look after yourself...

EXERCISE 2

Resistance Road
Number 453 R/C
Maputo

13 October 2000

Dear Chantal

Thanks for your letter dated 11th September. I am sorry for not having written earlier. I have been quite busy in the past few weeks. We are setting up a new training centre which takes up most of my time, running up and down.

Last time we talked, I told you about the management course I'm taking by distance education. It is a very good and interesting course, though very demanding. I particularly like it when we have assignments. This is the time when I research and have the opportunity to develop and write my own ideas.

What news have you got from your family? Where are you planning to spend your holidays this year? Probably we could plan to go somewhere together.

I've got to stop now. Eddie is waiting for me to take him to school. I hope to hear from you as soon as possible.

Regards

Marina

EXERCISE 3

Saint Peter's College
PO Box 5578
Rusape

8 June 2000

MWMW
PO Box 32666
Lusaka

Dear Sirs

In reply to your job advertisement for young motivated individuals to work in a workshop, I would like to apply for the post. For the past six years I have been working as a welder, in a workshop. Please find attached my Curriculum Vitae.

Yours faithfully

John Baloi

EXERCISE 4

Outward Bound School
PO Box 4456
Lusaka

29 August 2000

The Manager of Human Resources
National Breweries PLC
PO Box 22699
Kitwe

Dear Sir/Madam

I am writing in reply to your job advertisement which I saw in the Times of Zambia of 28 of August. I would like to apply for the post of auto electrician. I have undergone training in this field of work in a garage workshop and I have two years of working experience. Please find attached my Curriculum Vitae. I hope you reply to my letter.

Yours truly

Siga Sithole

EXERCISE 5

Simoes da Silva Street
Number 111 Flat 5/3
Bairro Central

24 May 2000

Mrs. Tousanit
Vila Olinda
Karl Marx Av
Number 439

Dear Mrs. Tousanit

I am writing about the contract for the house my family is renting. As you know, the contract we signed with you is due to come to an end at the end of this month. As we had previously consulted you, we would like to renew the contract for one more year. We hope there is no inconvenience for that, but if there is, please let us know as soon as possible so that we can make other arrangements.

Yours sincerely

Lory Cuinica

EXERCISE 6

46 Church Road
Parkgate
Kitwe

24 January 2001

The Headmaster
Muzi Boarding School
PO Box 71081
Ndola

Dear Sir

I would like to take one of the vacancies at your boarding school but I would like to have more details of the hostel facilities. Could you please send me a brochure or a description of the facilities provided by the hostel?

Yours faithfully

Rosa Pingalsi

EXERCISE 7

Dear Editor

I am writing to complain about the organisation of the international match between the Tanzania National Team and the Zambia National Football Team, where there was a serious outbreak of “football violence.” The main problem was concerned with the organisation of the match.

Firstly the fans were allowed to drink and take bottles into the stadium. Secondly nobody searched or checked for weapons at the entrance to the stadium. There was also alcohol on sale inside the stadium. And lastly the fans were not separated.

It is not surprising that during the game fans started fighting and throwing bottles at each other.

Yours truly

John Mugerema

EXERCISE 8

Bertha Av
Number 133
Braafontain

28 August 2001

Star Newspaper
Melle Street
Number 2897
Braafontain

Dear Editor

Last week I was walking down First Street when suddenly this careless driver knocked me down as he was driving very fast and did not stop at the red traffic lights. It was a hit and run. I lost consciousness, and when I woke up I was lying in a hospital bed. I asked the nurse what had happened and she told me that I was taken there by a lady, who as soon as she saw that I was out of danger had gone away. She did not leave her address but the police had taken her car number plate. I am writing to thank the lady who was driving a Polo number MMF 88 - 64 on Friday the 30th of March at 12:30, for her kindness in taking me to the nearest hospital for treatment. Had it not been for you I do not know what would have happened to me. I had to stay in hospital for a week and my leg was in plaster, but now I am fully recovered. Thank you very much indeed.

Yours sincerely

Indira Seka

EXERCISE 9

Evelyn Avenue Number 12
Bourdeax
Randburg

28 August 2001

Savana Newspaper
Amilcar Cabral Av
1066
Maputo

Dear Editor

I am writing to draw your attention to two environmental problems in our city. Many people are cutting down trees and throwing litter anywhere in the city. Probably they are not aware of the dangers of such actions. Cutting down trees does not help the preservation of the environment and throwing litter in the streets can cause all sorts of illnesses. At this time of the year many people are sick with malaria and cholera and these illnesses are caused partly by the lack of care for the environment in which they live.

The city council needs to educate people by raising their awareness on the dangers of such actions in order to avoid environmental problems and human losses.

Yours faithfully






Anibal Nhatave

INTRODUCTION

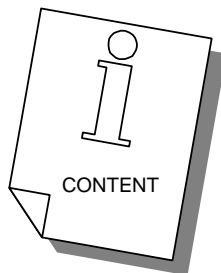
This unit is about specialised forms of writing. By specialised forms of writing we mean writing which has very specific features and characteristics. We can find various forms of writing in newspapers and magazines, such as notices, advertisements and newspaper articles. Then there are books where we can find instructions for a process.

OBJECTIVES

By the end of this unit you should be able to write:

-  **notices;**
-  **advertisements;**
-  **instructions for a process;**
-  **reports;**
-  **newspaper articles.**

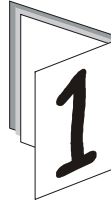
UNIT CONTENT



This unit is divided into five lessons

- | | |
|-----------------|---|
| Lesson 1 | Writing notices |
| Lesson 2 | Writing advertisements |
| Lesson 3 | Writing instructions for a process |
| Lesson 4 | Writing reports |
| Lesson 5 | Writing newspaper articles |

LESSON



Writing notices

INTRODUCTION

In this lesson we are going to look at how to write notices. Let us start by discussing what we understand by the word “notice.” We think you have already come across notices, probably in newspapers or on public boards. A **notice** is written information usually displayed publicly or printed in a newspaper or magazine.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write notices for public boards and newspapers.

Look at the following example of a newspaper notice:

PUBLIC DANCE	
Come and dance the night away to the music of Brenda Fassie at Independence Arena.	
Time:	8 pm till late
Date:	31 st July
Admission:	\$10 per person

As you can see, the notice is about a public dance. Now let us describe the features of a notice:

1. A notice should have a title which tells us what the notice is about or the type of notice it is, e.g., Notice of Sale. In the case of the above notice the title is:

PUBLIC DANCE

2. After the title we have the information that the writer wants to pass on to the reader. In the case of the above notice the information is about the dance, the place, the date, the time and the cost of entry.

Now do some exercises:

LESSON

2

Writing advertisements

In the previous lesson we looked at features of a public notice. In this lesson we are going to look at a similar sort of writing, but this time we are going to look at advertisements.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write advertisements for different products.

To start with the lesson let us look at the word “advertisement.” You will often find the word shortened to “advert.”

An advertisement or an advert is a public notice offering or asking for goods, services, etc. If your mother or father wants to sell an old bicycle or secondhand car, why not place an advertisement in the local newspaper? This is the easiest way to find people who might be interested in buying the bicycle or the car. Now look at the following newspaper advertisement:

HIGH-QUALITY SEEDS FROM ISRAEL

(Direct from the best seed-producing companies in Israel)

TOMATO SEEDS

Tested for optimum growing conditions.
High yield and long shelf life.

ONION SEEDS

Tested for optimum growing conditions.
A well-known and reliable grower.

VEGETABLE SEEDS

A wide range of vegetable varieties available.
Cucumber, Baby Marrow, Sweet Corn, Watermelon, Melon, Aubergine, etc.

Contact Miranda

157 Livingstone P.O. Box 1744 Lusaka, Zambia

Tel: 01-227749/50/51 Fax: 01-224954

E-mail: amiran@zamnet.zm

WE SET THE STANDARDS OTHERS STRIVE TO OBTAIN

As you can see, the above advert is about selling tomato seeds, onion seeds and vegetable seeds. People who need these products may want to know the quality of their products. So the Miranda company is trying to persuade customers to buy and use their seeds. In order to cause this effect they use expressions like:

High-quality seeds...

Tested for optimum growing conditions...

A well-known and reliable grower ...

We set the standards others strive to obtain...

This type of language is the language used in advertisements. The customer or reader of the advertisement, even if in doubt about the item being advertised, when seeing such persuasive words or expressions, might decide to buy or use the product.

If you were looking for seeds to plant in your yard or field, do you think the advert would persuade you to buy the seeds? If not, is there anything you would change to make the advertisement more convincing?

Now do some exercises:



EXERCISE 4

Read the following advert and then answer the questions below it.

DANNY'S RESTAURANT

LUSAKA

The Pioneers of Indian Cuisine in Zambia are back.

OPENING SOON

On Haile Selassie Road opposite Barclays Bank in Longacres.

We are now undertaking outside catering, providing on-site preparation of Tandoori dishes, Naans, etc.

Large takeaway orders welcome.

WATCH OUT FOR OUR OPENING DATE

Call: 01-261335 or 02-621828 for details

Yes! It's at Danny's that your search for excellent cuisine ends!

(Times of Zambia 28/8/2000)

1. What is the advert about?

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2. What is the main purpose of the advert?

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3. Give examples of the language the writer of the advert uses to persuade the customers.

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Now check your answers at the end of the unit.



EXERCISE 5

Write an advertisement about any item sold in your area. Remember that the advert should persuade the client.

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Now compare your answer to the one at the end of the unit.



EXERCISE 6

Draw a picture advertising your favourite toothpaste/drink/perfume/body lotion, etc. You may wish to add a few words.



Compare your answer with the one at the end of the unit.

LESSON

3

Writing instructions for a process

In this lesson you are going to learn how to write instructions for a process. This type of writing will tell you how to do something, for example, how to boil an egg.

OBJECTIVE

By the end of this *LESSON* you should be able to:



follow instructions for a process,



write instructions for a process.

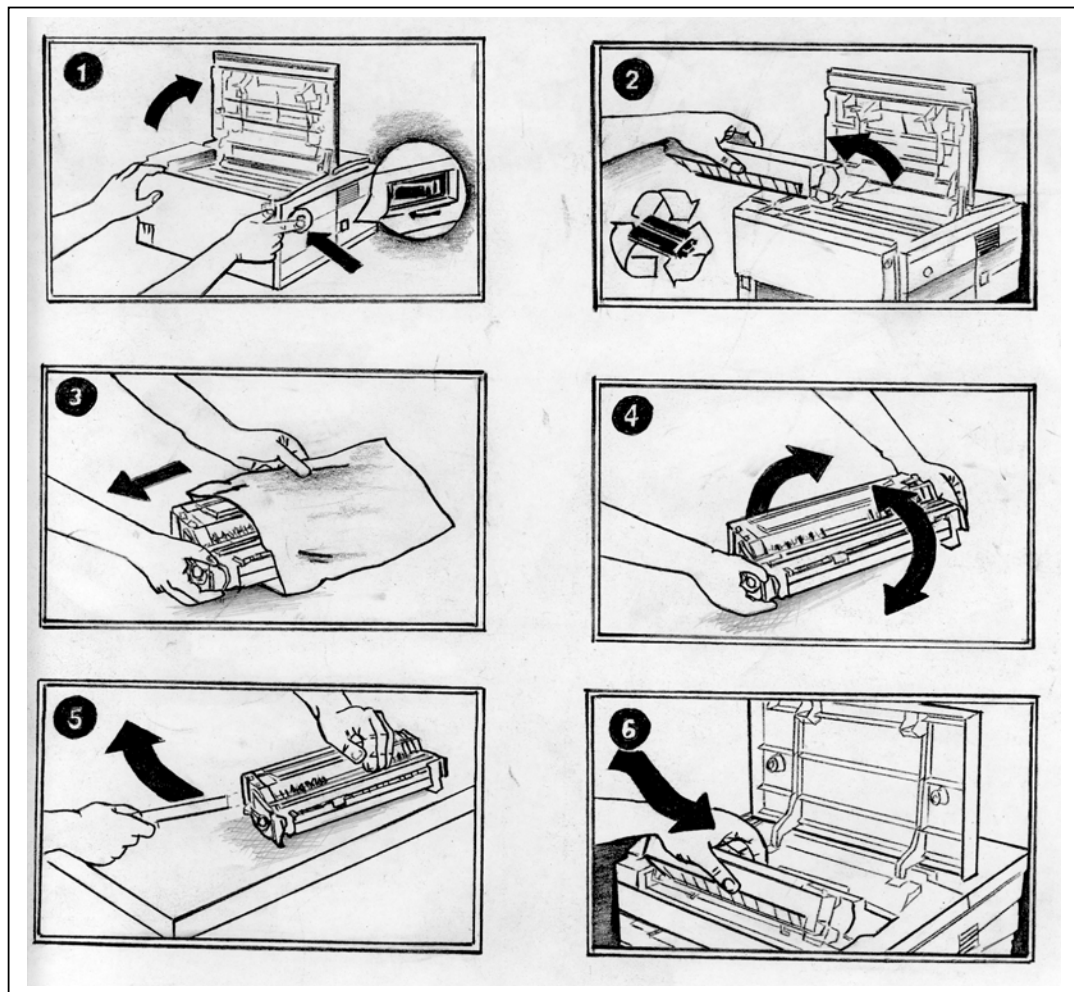
Instructions have a very ordered structure. They should be clear and simple. Instructions often have short simple sentences and they are also often in note form. Sometimes instructions are numbered. Instructions tell the reader exactly what to do. Below is an example of a set of instructions for a process.

How to boil an egg:

1. Half-fill a pan with cold water.
2. Place egg in pan.
3. Put pan on heat source.
4. Turn heat on.
5. When water starts to boil, start timing.
6. After four minutes, remove pan from heat.
7. Remove egg from pan with a spoon.
8. Now the egg is ready to be eaten.

Are the instructions clear? After the lesson you may like to boil an egg. See if you can follow the instructions.

Let's continue with our lesson. Look at the pictures on the next page.



What do you think the pictures describe? They describe the process of inserting a toner cartridge into a printer, as follows:

1. Press the button to open the toner cartridge compartment.
2. Remove the old cartridge from the printer.
3. Take out the new cartridge from the bag.
4. Prepare the new cartridge by shaking it.
5. Remove the white plastic cover from the cartridge.
6. Insert the toner cartridge in the toner cartridge compartment.

We hope that the pictures and the above steps have helped you to understand how to change a toner cartridge in a printer. Now do some exercises:



EXERCISE 7

The following passage is about the production of cornflakes, and it has been broken into parts. Your task is to rearrange the process into its proper order and write the correct order in the space provided. If there is a word which you do not understand check it in your dictionary.

Cooking

The grits go into a large rotating pressure cooker with the vitamins, niacin, riboflavin and mineral iron. The grits are cooked for two hours.

Packing

The flakes continue on the conveyor belt towards the packing area. They are placed into polythene bags and then into the familiar cardboard packets.

Milling

Before milling the flakes, steam is added to the grits to make them moist and warm. The grits then run between the large rollers of a mill. It is important that the flakes are the right size.

Choosing the best corn

The corn has to be of the highest quality. It should be an approved yellow colour.

Toasting

The milled flakes go into an oven to be toasted for a few minutes.

Cleaning

The corn is steamed to soften it. Then the germ and husk are removed. The remaining part is called grit, from which the flakes are made. The germ, husk and smaller grits are sold for animal feed.

Drying

The cooked grits pass through a drier to separate them and reduce their moisture content. They are then put through a sieve to make sure only the correct size grits are used in the making of cornflakes.

Now you are going to write down the headings in the proper order of actions for making cornflakes. The first one has already been done for you.

1. Choosing the best corn.
 2.
 3.
 4.
 5.
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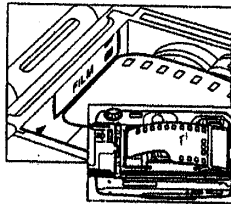
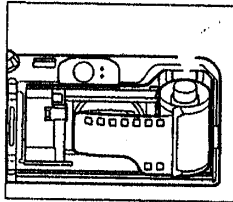
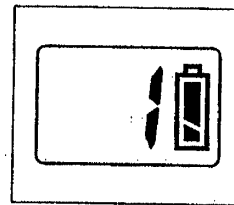
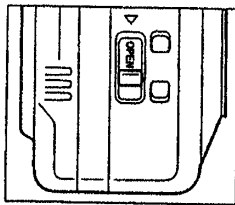
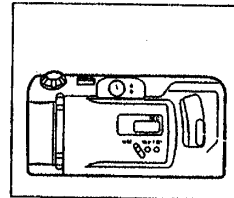
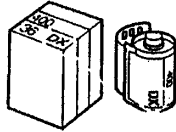
Check your answers at the end of the unit.

As you can see from this example of cornflakes, there is a series of steps in the production process.



EXERCISE 8

Match the pictures below with the instructions on how to load a film into a camera.



1. Pull the film tip across until it reaches the film tip position mark.
2. "1" is displayed in the frame counter.
3. Slide the back cover latch downwards.
4. Close the back cover.
5. Insert the film.

Now you will have to use the skill of rearranging information you learnt in Unit 1 to put the process of loading a film into a camera into the right order.

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Compare your answer with the one at the end of the unit.



EXERCISE 9

Write instructions on how to plant a tree. Make sure your instructions are very simple and clear.

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Compare your answer with the one at the end of the unit.

We hope you did not have any difficulties, but if you did, study the lesson again and have another go at doing the exercises.

LESSON



Writing reports

In this lesson you are going to learn how to write reports. To start with let us look at the word “report.” Do you know what it means? A report is a written or spoken description of a situation or event, giving people the information they need.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write reports.

Other characteristics of a report are the following:

- A report is usually written in a formal style.
- A report is more factual and detailed than a newspaper or magazine article. This means that the information in a report is based on facts.
- A report may contain recommendations.
- A report is not intended to entertain but to give information.

Because we are dealing with writing skills we are only going to look at written reports. We normally have four major features. A report is divided in the following way:

1. Heading
2. Opening section
3. Body of the report; development
4. Conclusion

Now let us look at what is involved in each of these stages:

1. *Heading*

The heading must be clear and it must sum up the main idea of the story.

2. *Opening section*

The opening section of a report is very important. After reading it, the reader should have a very clear idea of what the rest of the report is about. Therefore the opening section of a report should answer the following questions:

What? What has happened, what is the situation?

Who? Who is or was involved?

When? When did the event take place?

Where? Where did the event take place?

3. *Body of the report*

The body of the report should give more details on each of the above and answer the questions How? and Why?

In adding details, you can use eyewitness accounts and people's comments on an event or activity. Each account or comment should be in a separate paragraph.

4. *Conclusion*

The final part of the report can end with the writer's comment about what will be done on the issues reported.

Now we are going to look at a report. The report will be numbered in four stages to help you understand its features better.

1. Heading: The Accident
2. Yesterday evening six people were injured in a road accident when a lorry and a car collided on busy 24th July Avenue near the central market.
3.
 - a) The lorry driver, a 42-year-old man, was taken to the Central Hospital but was later discharged with a mild concussion. The other five people, who were all in the car, were also taken to the hospital. Car driver Kevin Matsolo (33) and his front-seat passenger Martha Seretsi (35) had injuries described by Doctor Anilisa Cossa as serious but not life threatening. The three rear seat passengers have since been discharged with minor injuries.
 - b) Police believe that slippery road conditions were the main cause of the accident. This theory was confirmed by Central Area resident Rosa Caminho, who lives near the 24th July Avenue. She was walking her dog at the time of the accident and told our reporter: "I saw the lorry approach the bend quite slowly, but then it seemed to slip across the road into the oncoming car."
 - c) Both vehicles then left the carriageway and ploughed through a hedge before coming to rest in the field of a nearby farm.
 - d) Police Constable Frederico Uamusse was the first to arrive at the scene of the accident. He had been on duty nearby when he heard the collision. "I just ran immediately to the main road and was horrified when I saw what had happened," he said.
4. Police investigating the incident are still appealing for any other witnesses to the accident to come forward. They can telephone the police on 01629433433.

Paragraph 1 is the heading.

Paragraph 2 is the opening section and it answers the four questions:

What? What happened?

Who? Who was involved?

When? When did the accident take place?

Where? Where did the accident take place?

3. Body of the Report

Paragraph 3 gives more details about the crash. The reader is told about

a) The people who were involved in the accident.

Their injuries.

The opinion of the hospital doctor.

Paragraph 3 starts to consider the questions *How?* and *Why?*

b) How did the accident happen?

Why did the accident happen?

The opinion of someone who saw the accident is included.

c) What happened to the vehicles.

d) The policeman who responded.

4. Conclusion

The final paragraph is an appeal for help from the public. You should note that this is one way to end a report. Other ways are mentioned at the beginning of the lesson.

Now do some exercises:



EXERCISE 10

Read the five report openings below. Do they answer the What? Who? When? and Where? questions? Identify which openings answer the questions and which ones do not.

1. I have seen his health improve greatly, in terms of both speed and stamina.
2. In our group at the institute there are currently five people: Trindade, Dinis, Zaida, Amelia and Angela. We have been working together since April.
3. Peter has made very good progress in his reading in the last six months.
4. On the night in question, Tuesday the 16th of March, I was walking home along North Street when I witnessed two men breaking into a computer shop.
5. Two gangs of youths fought each other with glass bottles and iron bars yesterday in front of the Public School. It was a violent incident, and the police have arrested seven of them.



Compare your answers at the end of the unit.



EXERCISE 11

Suppose we are making a survey on which films are popular now and why. Write a report on a film you have seen recently which is very popular. Say what happens in the film, what is good about it and why you think it is popular.

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Compare your answer to the one at the end of the unit.

LESSON

5

Writing newspaper articles

In the previous lesson you learnt how to write reports. In this lesson you are going to look at newspaper articles. A newspaper article is also a special form of writing. Like a report, an article also has special features.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write newspaper articles.

Below we describe some features of a newspaper article.

An article...

- is a piece of writing usually for a newspaper or magazine.
- is written in an interesting and entertaining way.
- gives opinions and ideas as well as facts.
- is written for many people to read, so you need to keep their attention.
- may include some funny stories or colourful descriptions.
- is written in a less formal style than a report.

Like a report, a newspaper article also has a specific layout:

- In a newspaper you should have a headline as a way to attract the reader and create interest in the news.
- The topic or opening sentence is very important because it tells what the article is about.
- A newspaper article should contain simple, brief and clear writing.
- Newspaper articles are written in short paragraphs usually of one or two sentences.

We have said that the features of a newspaper article should have the following features:

- A headline.
- A topic or opening sentence.
- Simple, brief and clear writing.

Let us illustrate what we have been saying so that you have a clear picture of a newspaper article. Look at the example of a newspaper article below:

DOLPHIN SAVES BOY

MANFREDONIA – A dolphin saved a 14-year-old boy from drowning in the Adriatic sea on Monday, pushing him to the surface and helping him to a nearby boat.

The boy, who could not swim, told Italian news agency ANSA that he fell from the boat as he was sailing with his father in the Gulf of Manfredonia, off the southern Italian coast.

As he was slipping under the water, something pushed him up.

“When I realised it was a Fillippo, I hung on to him,” the boy said, referring to the dolphin.

The mammal carried the boy to the boat and swam away.

(Daily Mail 30/08/2000)

The title of the article is **Dolphin Saves Boy**.

Read the article again and look for the topic sentence.

The topic sentence is: “A dolphin saved a 14-year-old boy from drowning in the Adriatic sea on Monday, pushing him to the surface and helping him to a nearby boat.”

As you can see, the topic sentence gives you an idea of what the article will be about. In this case we can assume (before reading the rest of the article) that the article will tell us what happened to the boy and the dolphin. And indeed it does.

The next feature of a newspaper article is that the article should contain simple, brief and clear language. Because the article is about a dolphin saving a boy from the sea, the vocabulary should be related to that, so words and expressions like:

swim, fell from a boat, sailing, southern Italian coast, slipping under the water, etc.

are used.

Was it easy or difficult for you to understand the article? We think it was easy because it has been written clearly and briefly.

Now do the following exercises.



EXERCISE 12

Read the newspaper article below and answer the following questions:

1. What title would you give to the article?
2. What is the topic sentence of the article?
3. Is the vocabulary simple and clear? If so give examples.
4. How many paragraphs have one sentence only?

Title?

CANBERRA – A man's head was found in the stomach of a big fish in Australia.

The Australian Associated Press reported on Wednesday that the human head was found on Tuesday by workers at the Cairns seafood processing plant inside a 44-kilogram, 180-centimetre cod.

Cairns is a famous tourist seaside city in Queensland state. Off its shores are the beautiful Great Barrier Reefs.

On Wednesday Forensic scientists will examine the head which is thought to be of a missing fisherman who fell overboard from a trawler on Sunday near the Slasher's Reef, 50 kilometres northeast of Townsville.

An air and sea search failed to find him.

The cod was caught by a trawling boat in the area.

(Zambian Daily Mail 31/08/2000)



Check your answers at the end of the unit.



EXERCISE 13

Match the following headlines with the stories below. Write the words or phrases in the stories which explain or expand the headline.

Headlines

1. Improved Lighting Cuts Crime by 90%.
2. Seven Hurt in an Explosion at a Warehouse.
3. Amnesty Alleges Mass State Killings.

Stories

- A. Amnesty International says government agents were responsible for the deliberate killing of tens of thousands of people in at least two dozen countries in 1988, and such killings continued in 1989.
- B. Households in an inner Johannesburg neighbourhood experienced a drop of more than 90% in crimes like burglary and vandalism after street lighting was improved, according to research published about the area.
- C. Seven people were hurt, one of them seriously, in an explosion at a warehouse in Brentwood last night.



Check your answers at the end of the unit.

SUMMARY

In this unit you have learnt how to write different forms of specialised writing. These are types of writing with special features. Notices, adverts and newspaper articles are examples of these types of writing. We hope you have enjoyed the unit and that the knowledge you have gained will help you in real-life situations.



ANSWERS

EXERCISE 1

Public Meeting

The Campaign Against Deforestation invites the public to take part in a meeting at the Community Hall on Thursday 18th July at 7 p.m.

The Chairperson: Mrs. Nandara, MP

Everyone is invited. Transport will be provided.

Free drinks afterwards.

EXERCISE 2

INTERNATIONAL FOOTBALL MATCH

Tanzania National team

&

Namibia National team

Sunday 25th of February

Namibia National Stadium

Kick off 14.00

Tickets: \$20.00 each

No refreshments or alcohol allowed in the stadium.

EXERCISE 3

MISSING PERSON

A little girl is missing from her parents' house at "Red Cross" district.

The girl is 11 years old, and her name is Aniana. She has short black hair, is quite slim and has a light complexion. When she disappeared, she was wearing a blue skirt, a white blouse and tennis shoes. She was last seen near the Central Market.

If you have seen her, please contact the nearest police station.

EXERCISE 4

1. The advert is about Danny's Restaurant which is opening very soon.
2. The main purpose of the advert is to persuade people/customers to go to the restaurant to have Indian food.
3. Language used to persuade customers:

The Pioneers of Indian cuisine ...

Yes! It's at Danny's that your search for excellent cuisine ends!

Large takeaway orders welcome.

EXERCISE 5

FACT!

If you **buy** the TELEFUNKEN portable radio cassette

Two-band digital tuner

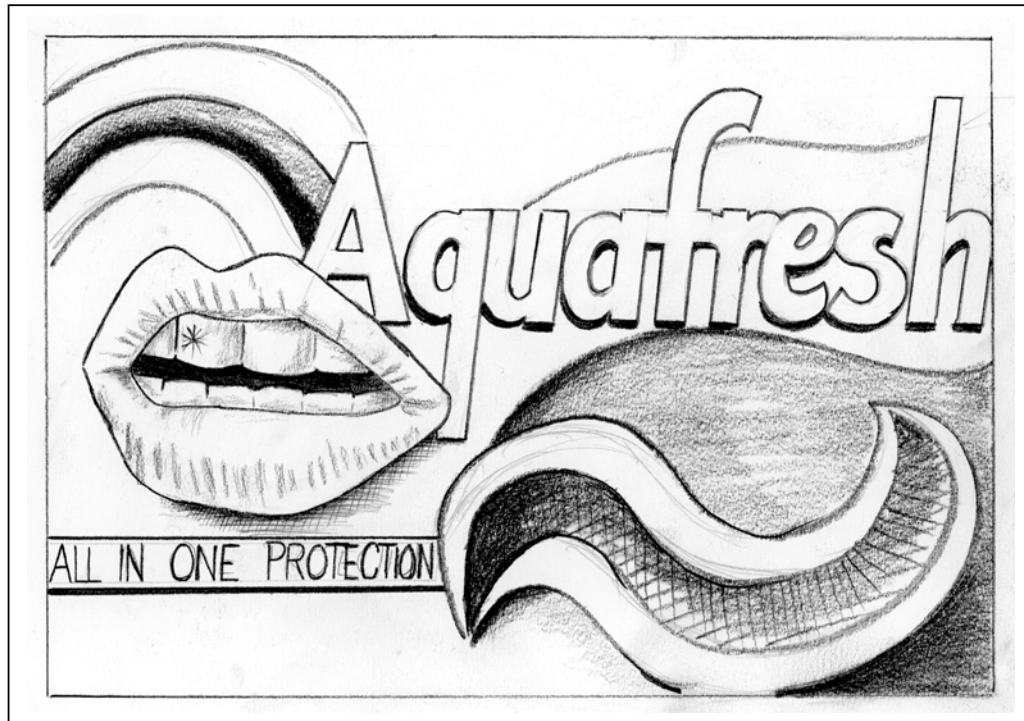
Built-in surround speaker

Twelve-month guarantee

Anywhere else --- **you'll be paying too much!**

Buy it at Cresta ---- and you will be getting a very good bargain.

EXERCISE 6



Stop decay by using Aquafresh.

The family toothpaste!

EXERCISE 7

1. Choosing the best corn
2. Cleaning
3. Cooking
4. Drying
5. Milling
6. Toasting
7. Packing

EXERCISE 8

1. Insert the film.
2. Slide the back cover latch downwards.
3. Pull the film tip across until it reaches the film tip position mark.
4. Close the back cover.
5. “1” is displayed in the frame counter.

EXERCISE 9

1. Make a hole in the ground about one metre deep.
2. Half fill the hole with top soil and fertiliser.
3. Put the seedling in the hole.
4. Fill the hole with soil.
5. Water the hole.
6. Put sticks around the place so that people do not step on it.

EXERCISE 10

Openings which answer all the questions: 2, 4 and 5.

Openings which do not answer all the questions: 1 and 3.

EXERCISE 11

“Dangerous Minds”

The film “Dangerous Minds” is very popular in our town now. The whole film is a drama with a few jokes and a sort of happy ending. It takes place in a poor quarter of a city in the United States. Michele Pfeiffer, who acts in the main role, applied for a job as a teacher in a public school. Her class is difficult one, without discipline and friendliness. Most of the students have no family background and belong to a gang. It was very difficult for Michele’s character to teach them. The film shows how she tried at first and how she changed the way of teaching.

In my opinion it is a very good and interesting film for all ages over 14, especially for teachers. In the story they have a lot of problems and solutions which today’s teachers have to face. The film could also be interesting for students because they can see the teachers’ points of view.

EXERCISE 12

1. You may have put a heading like this: Man's Head in Fish Stomach.
2. The topic sentence is: A man's head was found in the stomach of a big fish in Australia.
3. Vocabulary related to the topic: human head; cod; seafood; seaside; shores; overboard; reef; sea search.
4. Five paragraphs out of six. The other paragraph has two sentences only.

EXERCISE 13

1. B
2. C
3. A

EXERCISE 14

Here is a possible answer

Protecting the Environment

While some countries have been winning the battle against the desert, the story in most of the rest of the world is less encouraging.

More than 200 million people are estimated to be affected by desertification – the process by which fertile land is turned into desert as a result of human behaviour. More than 30 million square kilometres of land have now been lost and will never be recovered, say scientists.

They do not think that this process can be reversed.

The worst affected area is Africa where huge areas of the Sahel, the southern Sahara, have been turned into desert. But no continent is safe and parts of the United States, China and Southern Europe have also been hit.

It is hard to blame anyone in particular – only a few years ago desertification was assumed to be a natural process. The cause is drought, but the effect is aggravated by intensive crop farming and harvesting.

Rich countries can find solutions. But scientists argue that the long-term solution is to educate people about the environment and how to use it wisely.

All living things depend directly or indirectly on the environment, so there is a great need to preserve it. People must learn how their actions affect the environment, and how much they all depend on the planet and on each other.

Therefore, environmental education based on the protection, preservation and recovery of the environment will be a duty and question of survival for all living things on the planet.

UNIT 4

Writing Descriptions


INTRODUCTION

In this unit we are going to look at descriptions. The first lesson will look at describing people. In the second lesson we will look at describing places, and in the last lesson we will look at describing events.

OBJECTIVES

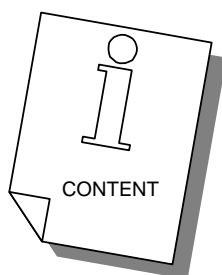
By the end of this unit you should be able to describe:

 people;

 places;

 events.

UNIT CONTENT



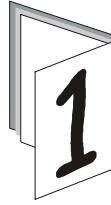
This unit is divided into three lessons

Lesson 1 Describing people

Lesson 2 Describing places and scenes

Lesson 3 Describing events

LESSON



Describing people

Do you sometimes try to remember what people look like? In this lesson we are going to look at ways of describing people. We are going to start by looking at the word “description.” What is a description? A description is a piece of writing or speech that says what someone or something is like.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write descriptions of people.

Now let us start with the lesson. In order to write a good description you need a number of skills. One of them is to arrange your ideas in the correct order. In this lesson we will give you examples of how to put sentences in the correct order.

In order to write descriptions the words commonly used are adjectives and adverbs. Adjectives are used to describe nouns – people, objects, places and animals. Adverbs are used to describe actions. Adjectives and adverbs, as you have seen in the Structure Module, allow us to “colour” our language – to add detail and life to our descriptions.

It is important to try and use a variety of adjectives and adverbs to make your writing more lively. For example, it is good to say: He is a lively, interesting person. Rather than: He is a nice man.

Read the description below:

Our Doctor

Doctor Micha is one of the most interesting characters in our village. He has worked at the local Health Centre for over 30 years but he seems ageless. He safely delivered all the children in the village and many of their parents, yet no one bothers to calculate his age. He is tall and thin with untidy grey hair and always wears thick glasses. He is energetic and full of sympathy for his patients.

He likes wearing an old sun hat which makes him look like a hunter rather than a doctor.

Doctor Micha is a busy man and the time he has to spare is spent at the local beerhall.

Doctor Micha is loved by everyone in the village though he never keeps an appointment. Time means nothing to him and patients have been known to wait a weekend for a prescription.

Though our doctor is far removed from the public image of a doctor, he is just as successful as any other doctor.

Have you enjoyed reading the description? As mentioned above, a description of a person is characterised by having “colourful” language. The first sentence of the description is:

“Doctor Micha is one of the most interesting characters in our village.”

This first sentence will make the reader interested in reading the description to find out why Doctor Micha is one of the most interesting persons in the village. Other adjectives, adverbs and colourful language used in the description are:

- | | |
|---|---|
| ... he seems ageless | ... energetic and full of sympathy ... |
| He safely delivered ... | ... busy man ... |
| He is tall and thin with untidy grey hair | ... never keeps an appointment ... |
| ... always wears thick glasses | ... far removed from the public image of a doctor ... |
| He likes wearing an old hat ...etc | ... just as successful as ... |

Is the description clear? If not read the lesson again. Now do some exercises.



EXERCISE 1

Use the words in brackets to form an adjective or adverb which fits suitably in the blank space.

1. My friend leads a very life as he is a hunter. (excitement)
2. Mary is a very student. She makes a lot of mistakes in her work. (care)
3. Mike Tyson is so big and strong that he is a boxer. (terror)
4. The principal walks around the school quickly but (silence)
5. The story of his life was so that we were all in tears. (depression)



Check your answers at the end of the unit.

