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## HOW TO GET AN "A" ON AN ESSAY

Minimum expectations checklist for written assignments:

1. Written legibly in dark blue or black ink.
2. Equal margins.
3. Double spaced.
4. Use one side of the page only.
5. Paper not torn out, crumpled, dirty or otherwise showing a lack of care, pride and effort.
6. Write your full name, date and class. Always write a title.
7. No two sentences begin with the same word.
8. No abbreviations, slang or contractions.
9. Check for capital letters and ending punctuation.
10. Write out numbers.
11. Be concise. Omit unnecessary words.
12. Be consistent with grammar.
13. Vary your vocabulary to make your writing more interesting.
14. No "dead words":

a lot	any contraction	stuff
bad	I	stupid
"cause"	I believe , think	'till
cool	lots	you, your
cuz	any slang	nice
good	said	get
15. No sentences beginning with:
  - "And" - use "Additionally"
  - "But" - use "However"
  - "So" - use "Furthermore"
  - "Well" - use nothing!

# EVALUATION CRITERIA

These evaluation criteria have been taken from PAU criteria:

## 1. FORM

Punctuation marks	Up to 2 points
Spelling	Up to 2 points
General aspect	Up to 2 points

## 2. GRAMMAR

Correct use of verb tenses	Up to 3 points
Use of prepositions	Up to 3 points
Use of phrasal verbs	Up to 4 points
Word order	Up to 2 points
Concordance	Up to 2 points

## 3. TEXT COHERENCE

Use of linking words	Up to 3 points
Non-repetitions	Up to 2 points
Paragraphing, distribution	Up to 4 points

## 4. VOCABULARY

Non-literal translations	Up to 3 points
Idiomatic expressions	Up to 4 points
Specific vocabulary	Up to 4 points

**TOTAL**

**40 POINTS**

## WRITING AN E-MAIL ABOUT YOURSELF

1. Read the e-mail. What is it about?

Hi Sonia,  
Thanks for your e-mail. It is good to know that you are studying English at school. I'm studying Spanish so we can help each other with our language homework.  
You want to know what I look like and what I enjoy doing in my spare time. I think I'm tall for my age, I'm seventeen. I've got dark hair and brown eyes and my sister says I'm quite attractive. I'm not shy and I like meeting people and making new friends. In fact, I love going out with my friends at the weekend to the cinema and bars. I don't like studying very much, but I want to be a journalist so I need to pass my exams. I also like reading books and listening to music. I'm listening to a Norah Jones CD at the moment.  
I have to go now. I have to do my homework. Write to me soon and tell me about yourself.  
All the best,  
Paul

2. Read the e-mail again and answer these questions;

- 1- What language is Paul studying?
- 2- What does Paul look like?
- 3- What is he like?
- 4- What does Paul like doing at the weekend?
- 5- What are his other interests?
- 6- What does he want to be?
- 7- What is he doing now?

### **LANGUAGE: WORD ORDER**

3. English language follows a basic word order. Label the underlined elements as subject, verb, object or expression of manner, place or time:

Example

She is doing her homework quietly in the kitchen now.

S            V                            O                    Manner            Place            Time

- 1- This is a thrilling story.
- 2- His parents live in a different town.
- 3- My friends go to the cinema every Friday.
- 4- Tom, Sarah and I are good friends.
- 5- He worked very hard.

4. Choose the correct sentence:

Example:

- a-I'm sending Martha a long e-mail. ✓
- b-I'm sending Martha an e-mail long.

- 1 a-I've got hair black.
- b-I've got black hair.

- 2 a-She likes reading magazines very much.  
b-She likes very much reading magazines.
- 3 a-Has your sister got lots of DVD's?  
b-Your sister has got lots of DVD's?
- 4 a-He is always telling me to keep quiet!  
b-He always is telling me to keep quiet.

5. Put the words in the correct order to make sentences:

Example:

got / curly / I've / hair / black  
I've got black curly hair.

- 1- my/at/weekend/go/to/the/friends/cinema/I/with/the  
2- sister/playing/my/loudly/her/loves/rock/CD's  
3- do/enjoy/people/English/talking/in/you/to ?  
4- doesn't/her/she/spend/time/doing/homework/much

6. Writing task. Write an e-mail about yourself to a new pen pal (100-150 words). Use these headlines to help you:

personal data – appearance - personality – hobbies - other

When you write an e-mail:

- \* write the topic of the e-mail in the place that says "subject"
- \* the reader's e-mail address is written in the place that says "to"
- \* do not include the writer's address in the opening of an e-mail

### USEFUL LANGUAGE

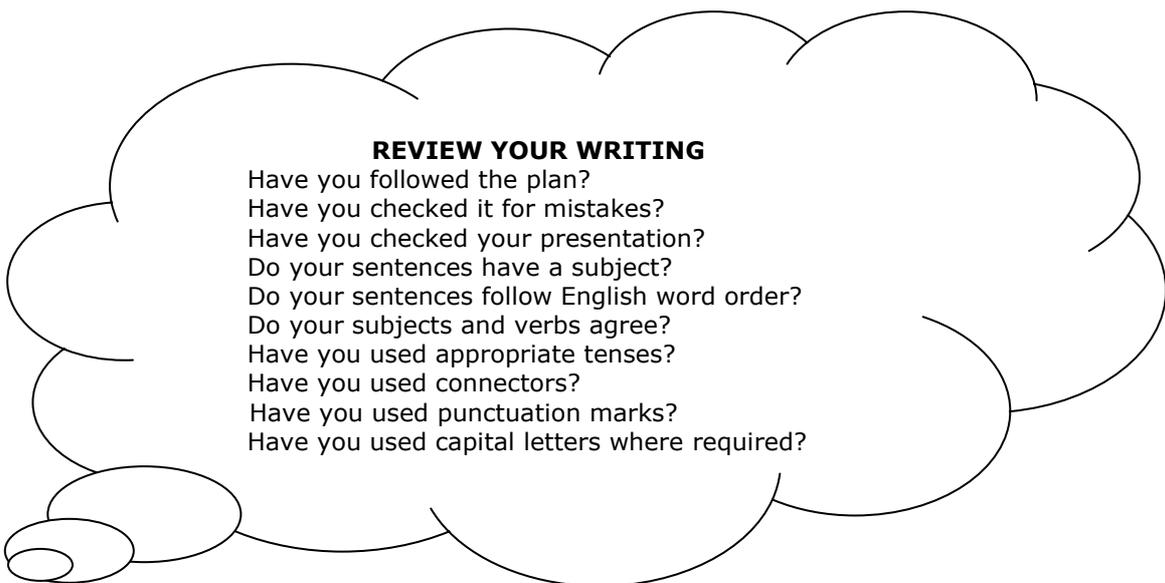
#### Openings

It was great to hear from you!  
I've got so much to tell you.  
Sorry I haven't written for so long  
Thank you so much for...  
I was sorry to hear that....  
I was happy to hear that....  
Congratulations on...

#### Closings

That's all for now  
I must sign off now!  
Give my regards to .....

Take care.  
Be well.  
Please write soon.  
I can't wait to hear from you.  
Regards,  
Best wishes,  
Looking forward to seeing you.



**REVIEW YOUR WRITING**

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- Have you checked your presentation?
- Do your sentences have a subject?
- Do your sentences follow English word order?
- Do your subjects and verbs agree?
- Have you used appropriate tenses?
- Have you used connectors?
- Have you used punctuation marks?
- Have you used capital letters where required?

## WRITING AN INFORMAL LETTER

274 Monroe Street  
Washington DC  
15<sup>th</sup> April 2005

Dear Elena,

Everything in America are so different from Spain that I don't know how people ever get used to living here. I'm so glad Dad's job at the Spanish Embassy only lasts until June. When we will come home, you and I can spend the summer together.

I've already made some very friends nice. Don't to worry – you are still my best friend! After school, I sometimes go to my friend Susan's house. Guess what – we've got the same taste in music – just like you and me. In fact, Susan and I have tickets for a concert next month. I wish you were coming with us! She said she will like to meet you one day.

School here is more easier. I only have six lessons a day plus twice a week gym. Would you believe that we have to wear a special uniform for our gym class, but not for our regular classes. That reminds me I must to start my homework for English class tomorrow.

I often wonder what are you doing now. Please write soon and tell me all the news.

Love, Cristina.

1. Read the letter and find the format of an informal letter:

- \* The sender's address
- \* The date
- \* The greeting
- \* The closing
- \* Choice of language

### **LANGUAGE: PUNCTUATION, CAPITAL LETTERS AND COMMON MISTAKES**

Using capital letters and punctuation (. , ; ` ?) is an important part of writing. In order to make your meaning clear, pay strict attention to punctuation.

Another important part of writing is checking grammar and spelling. Here are some of the most common grammatical mistakes:

\*Word order:

"In London lives Pete" → "Pete lives in London"

\*Subject-verb agreement:

"People is friendly" → "People are friendly"

\*Adjectives come before the noun and don't change form:

"She has two cars bigs" → "She has two big cars"

\*Use of the subject. Verbs in English sentences need a subject:

"Look! Is raining" → "Look! It's raining"

\*Countable and uncountable nouns:

"We need more informations about this" → "We need more information about this"

\*Correct use of articles:

“They were a kind people” → “They were kind people”

\*Verb forms:

“We are living here for 5 years” → “We have lived here for 5 years”

2. The informal letter above is not well-written and contains ten common errors. Identify the errors and correct them.

3. Writing task. Write a letter to a friend thanking him/her for the birthday present he/she sent you and telling him/her your latest news. (100-150 words)

When you write an informal letter:

- \* use the correct layout
- \* plan carefully what information to include
- \* use three or four paragraphs to give your news, ask questions and include the main function of the letter
- \* begin and end your letter correctly

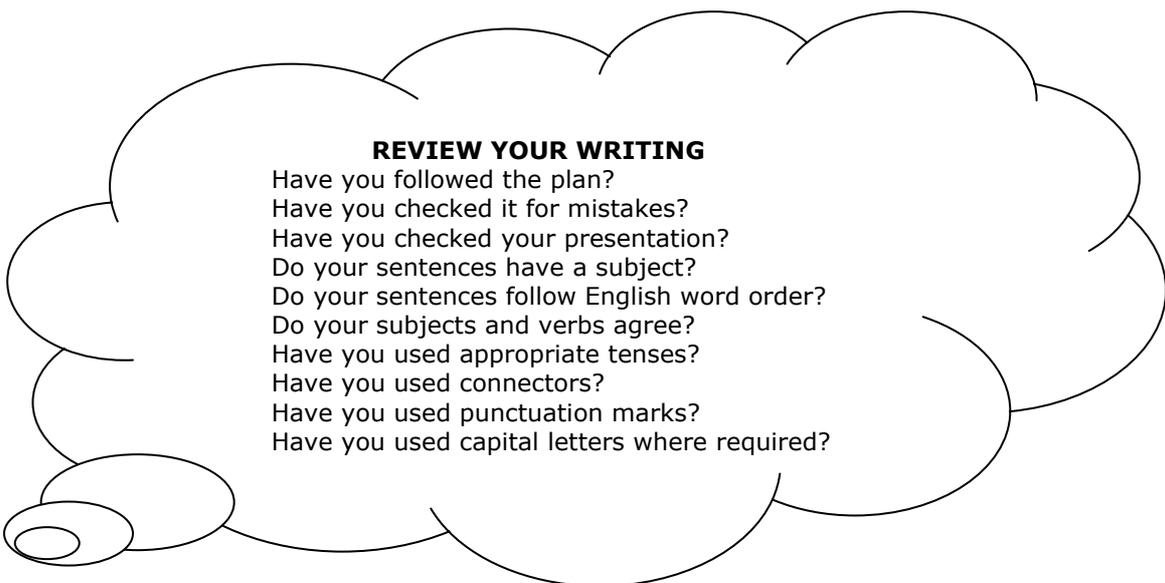
#### **USEFUL LANGUAGE**

##### **Openings**

It was great to hear from you!  
I've got so much to tell you.  
Sorry I haven't written for so long  
Thank you so much for...  
I was sorry to hear that....  
I was happy to hear that....  
Congratulations on...

##### **Closings**

That's all for now  
I must sign off now!  
Give my regards to ....  
Take care.  
Be well.  
Please write soon.  
I can't wait to hear from you.  
Regards,  
Best wishes,  
Looking forward to seeing you.



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## WRITING A NARRATIVE

### **The Lord of the Rings in 130 words.**

A long time ago, a hobbit called Frodo was living happily in his village in the Shire. It was a beautiful village with lots of green hills. Not far away there was an evil and very ugly land called Mordor. Frodo had received a magic ring. Then, Gandalf the wizard told Frodo that the ring was evil and that he had to leave the village. When Frodo arrived at the land of the Elves he met many new friends. They had a meeting and decided to take the ring to Mordor and destroy it. While Frodo was travelling with his friends, he had lots of adventures and by the time he arrived at Mordor, he was exhausted. At the end Frodo threw the ring into the volcano and destroyed evil.

1. Read the text and put the headings in the order in which they appear in the narrative:

- 1- What happened at the beginning.
- 2- What happened at the end.
- 3- Where the story is set.

### **LANGUAGE: TIME CONNECTORS**

2. Find these connectors in the text. Which tense is each connector followed by, past simple or past continuous?

by the time	when	then	while
-------------	------	------	-------

3. Complete the sentences with the time connectors in exercise 2:

- 1- \_\_\_\_\_ I was staying in Australia, I met some interesting people.
- 2- We walked for miles. \_\_\_\_\_ we reached our destination, we were exhausted.
- 3- \_\_\_\_\_ I first met Paul, he was only five.
- 4- I got off the bus and \_\_\_\_\_ it started to rain.

Time clauses are used to say when something happens. The verb in the time clause can be in a present or past tense:

"I look after the children while she goes to London."

"I haven't given him a thing to eat since he arrived."

A future clause is never used on a time clause. A present tense is used instead.

"I'll do it when I've finished writing this letter."

Time clauses are introduced by words such as "after", "before", "when", "while", "as", "by the time".....

3. Complete the following sentences with a time clause:

until    since    as soon as    when    before    while

- 1- I usually make my bed \_\_\_\_\_ going to work.
- 2- I won't talk to her \_\_\_\_\_ she apologizes.
- 3- She has lived in the same city \_\_\_\_\_ she was born.
- 4- I met an old friend \_\_\_\_\_ I was waiting for the bus.
- 5- I'll buy a flat \_\_\_\_\_ I save enough money.
- 6- I'll phone you \_\_\_\_\_ I get home.

Hannah was really excited about her backpacking trip around Europe. Unfortunately, she had a lot of bad luck!

First of all, she took a boat to France because it was very cheap. But the night she travelled there was such a terrible storm that she was extremely seasick! Then, when she arrived in Dieppe, she took a bus to Paris. But the bus broke down and the driver angrily told everyone to get off. They patiently waited for the next bus in the rain.

Hannah arrived in Paris late at night and anxiously looked for a place to stay. Luckily, she found somewhere near the bus station. After two rainy days in Paris, she took a train to Barcelona (or so she thought).

Amazingly, she got on the wrong train, so she went to Lyon instead! Poor Hannah: it was definitely the worst holiday she'd ever had!

4. Writing task: Writing a narrative. Write a story about something frightening that happened on a journey. Make sure you include where, why, what, who, how and when it happened. ( about 150 words )

When you write a narrative:

- \* Brainstorm ideas. Ask yourself questions about the story, for example: where does it happen? who are the main characters? ...
- \* Plan your story carefully. Make sure it has a beginning, a middle and an end.
- \* Use time connectors to organize your ideas.

**USEFUL LANGUAGE**

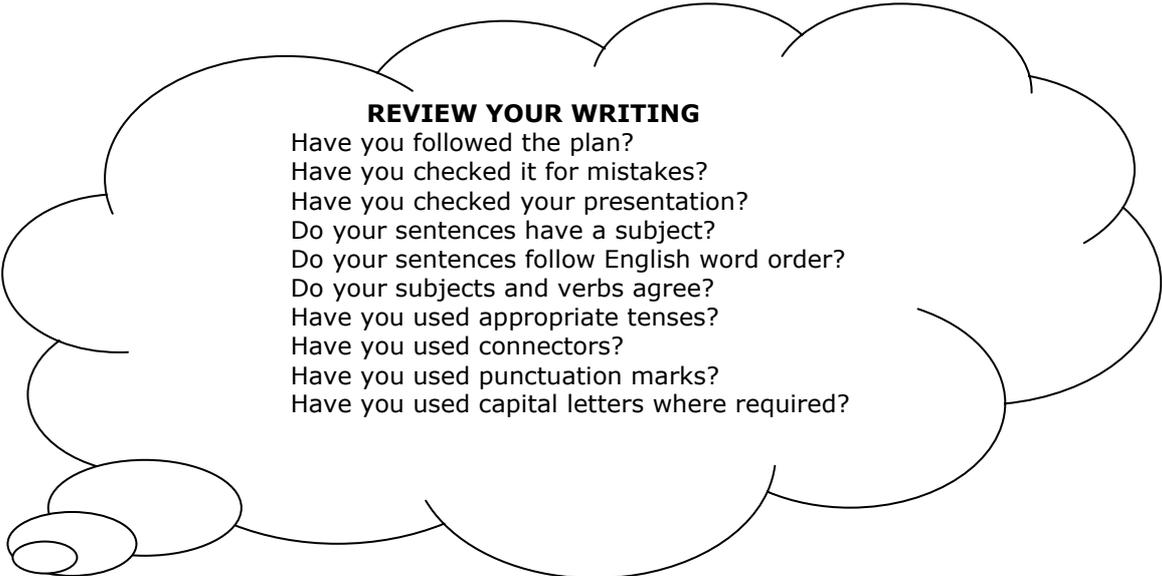
TIME EXPRESSIONS:

when, while, before, after, as, as soon as, by the time, until, during

yesterday, last week, two days ago, at midnight, for a week, since Monday

at first, later, then, after that, afterwards, next, meanwhile, in the end, finally

it all began when ... , suddenly ... , it was a cold day ... , one of my happiest / worst memories ... , it was the best / worst day of my life ...



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## A DESCRIPTION OF A PLACE

### **A memorable place.**

One of my favourite countries is Ireland, an island to the west of Britain. It's really beautiful! There are green hills and blue lakes and lots of trees. It is perfect for walking around and relaxing, but the weather is not very good. It is often both rainy and cold!

Irish people are very friendly. You can always find someone to talk to at the pub. Not only can you chat with people, but you can also listen to traditional Irish music. In most pubs there is a band playing live music.

Ireland is a wonderful country, so if you can, have a holiday there. You won't be disappointed!

1. Read the essay. In which paragraphs has the writer included the following information?

- 1- Personal recommendation.
- 2- Things to do and see.
- 3- Location of the place.

2. How many adjectives has the writer used? Which are they?

### **LANGUAGE: ADDITION CONNECTORS**

3. Find these connectors in the text:

- and
- both ... and
- not only ... but also

These connectors give additional information, but there are some more: *also, too, what's more, as well as, furthermore, moreover, in addition ...*

"I'm revising English this evening. I'm also writing an essay".

"Exams are too difficult. Moreover, there are too many of them".

We use *in addition, what's more, moreover and furthermore* at the beginning of a sentence, followed by a comma.

We use *also* after an auxiliary verb, before a main verb and after the verb to be.

We use *as well as* in the middle of a sentence, or at the beginning of a sentence before an -ing form.

We use *too* at the end of a sentence.

4. Complete the sentences with the correct connector:

1- John likes geography. He \_\_\_\_\_ enjoys History.

2- I'm writing my essay tonight. I'm doing my piano practice

\_\_\_\_\_ .

- 3- Students who bully others should be punished. \_\_\_\_\_ ,  
They should be banned from school.
- 4- Lisa passed her exams. \_\_\_\_\_ she got top marks.
- 5- Girls in the UK get higher marks than boys in exams. They  
pass more subjects \_\_\_\_\_ .
- 6- The teacher talked to \_\_\_\_\_ my father and my mother.

5. Writing task: Writing a description of a place. Write a description of a place that is special to you ( 100 – 150 words ).

When you write a description of a place:

- \* Brainstorm ideas about the place (atmosphere, people, culture, history...).
- \* Divide your essay into three logical paragraphs: introduction, what to do and see and recommendation.
- \* Use lively descriptive language to make your essay interesting.

#### USEFUL LANGUAGE

It looks like ...

There are lots of ...

The atmosphere is ...

ancient

brightly-lit

empty

noisy

impressive

touristy

colourful

beautiful

peaceful

modern

charming

crowded

magnificent

crowded

#### REVIEW YOUR WRITING

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## **AN OPINION ESSAY.**

### **Wearing uniforms at school.**

Although some people consider school uniforms old-fashioned, I believe students should wear them. A uniform makes everybody equal and solves a daily fashion problem.

Firstly, when all students wear uniforms, they don't feel pressure to be the most fashionable with the latest clothes. Students can relax and be themselves and not feel as if they are in competition with other students. This makes us focus on differences in our personalities, not on the clothes we wear.

Furthermore, with uniforms, teenagers don't have to choose what to wear for school every morning. This means that they don't need a big wardrobe. Everyone wants to look good (which can be very expensive), and with school uniforms, students can do it without spending so much money.

In conclusion, I believe school uniforms are clearly preferable to the daily problem of choosing what to wear and trying to compete in the fashion league at school.

1. Read the text and answer the following questions:

1- How many paragraphs are there?

2- Is there a title for the essay?

3- Put the following headings in the order in which they appear in the essay:

- conclusion

- body

- introduction

4- Does the writer express his/her opinion in the introduction?

5- Where does the writer introduce his/her supporting ideas?

6- How is the conclusion paragraph introduced?

### **LANGUAGE: EXPRESSING FACTS AND OPINIONS**

2. Read the text and look for phrases that express facts or opinions.

3. Read the following sentences and decide if they express a fact or an opinion:

1- I think that shops encourage us to buy more than we need.

2- It is a fact that recycling reduces air pollution.

3- There are definitely more recycling centres now than there were in the 1950s.

4- I would say that most people do not care about recycling.

4. Complete the table. Use the phrases in the list:

I agree that -- In my opinion -- It is clear that -- It is true that

I think that -- It seems to me that -- It is widely known that --

The fact is that -- Personally I believe that

Fact	Opinion

5. Rewrite the following sentences, expressing your own opinion:

1-Sex education is the responsibility of parents. I think \_\_\_\_\_

2-People who drink alcohol and drive put other drivers at risk.

As I see it, \_\_\_\_\_

3- Some countries have compulsory national service. I am against /  
in favour of \_\_\_\_\_

6. Writing task: Writing an opinion essay. Write an essay expressing your opinion on the following topic: "Life is more stressful today than in the past". ( about 150 words )

When you write an opinion essay:

- \* Decide whether agree or disagree with the statement.
- \* Brainstorm ideas in favour of your opinion.
- \* Think of evidence to support your ideas.
- \* Organise your ideas into paragraphs (introduction, supporting paragraphs and conclusion).
- \* Use connectors to introduce and organise information.

#### USEFUL LANGUAGE

In my opinion ...	Personally, I think ...	I think / believe / feel that ...
It seems to me that ...		I agree / disagree that ...
As I see it ...	It is clear that ...	As far as I'm concerned ...
It is true that ...	Obviously, ...	Clearly, ...
Of course, ...	To sum up ...	In conclusion ...

#### REVIEW YOUR WRITING

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## **A FOR AND AGAINST ESSAY**

### **What are the advantages and disadvantages of single-sex schools?**

Most people agree that girls and boys are different. For example, boys are often more competitive than girls, and girls are often more hard-working than boys. Some people think that because boys and girls are different, they should be taught separately. However, there are also disadvantages to single-sex schools.

One advantage of single-sex schools is that boys and girls do not distract each other. For this reason, pupils can concentrate more on their studies. What's more, teachers in single-sex schools can change their teaching style to suit their students. Boys and girls learn differently!

On the other hand, women and men have to learn to live together in the outside world. Single-sex schools prevent boys and girls from learning to work together. Moreover, single-sex schools could make boys and girls uncomfortable with each other.

On balance, I feel that mixed schools are better than single-sex schools because both sexes learn how to co-operate, which is important when students leave school and enter the real world.

1. Read the essay and answer these questions:
  - 1- Which paragraph introduces the topic?
  - 2- Which paragraphs give arguments for and against the topic?
  - 3- Which paragraph expresses the conclusion and the writer's opinion on the topic?

### **LANGUAGE: CONTRAST CONNECTORS**

2. Which two connectors in the text express contrast?

3. Contrast connectors are used to oppose ideas and they include:  
*although, though, despite, in spite of, but, however, nevertheless, whereas, on the one hand ... on the other, ...*

"He's old, whereas Paul is young".

"It's cheap. However, I don't like it".

"Although I asked her, she didn't come".

"In spite of the rain, we went out".

- We use most of these connectors with a subject and a verb, but "*despite*" and "*in spite of*" are used with a noun phrase or an -ING form.

"Despite having a computer, she didn't use the Internet".

4. Match the sentences 1-5 with the sets of linkers a-d:
  - 1- The police found the jewels, \_\_\_\_\_ they couldn't catch the robbers.
  - 2- \_\_\_\_\_ finding the jewels, the police couldn't catch the robbers.
  - 3- \_\_\_\_\_ the police found the jewels, they couldn't catch the robbers.
  - 4- The police found the jewels. \_\_\_\_\_, they couldn't catch the robbers.

5- \_\_\_\_\_ the evidence, the police couldn't catch the robbers.

- a- despite / in spite of
- b- however / nevertheless
- c- but / although / though
- d- although / though

5. Join the sentences using the connectors in brackets:

- 1- The traffic was heavy. We got to the airport in time. (however)
- 2- My little brother can't write yet. He can read a little bit. (although)
- 3- He didn't study for his exams. He passed them all. (nevertheless)
- 4- We had bad weather. We had a lovely holiday. (in spite of)
- 5- I missed the beginning of the film. I had a great evening. (despite)

6. Writing task: Writing a for and against essay. Write an essay on the following topic: "What are the arguments for and against computer games?" (about 150 words)

When you write a for and against essay ( or discussion essay ):

- \* Brainstorm ideas. It is important to give a balanced argument. Try to include an equal number of arguments for and against the topic.
- \* The first paragraph is a general statement to introduce the topic. Explain that there are arguments for and against this topic.
- \* Use one paragraph for your arguments for and one paragraph for your arguments against. Present the arguments as objectively as possible.
- \* Use your conclusion paragraph to sum up your arguments and state your personal opinion.

#### **USEFUL LANGUAGE**

Many people say / think that ...

We must look at both sides of the question ...

On the one hand ... on the other ...

Finally, ...

On balance, ...

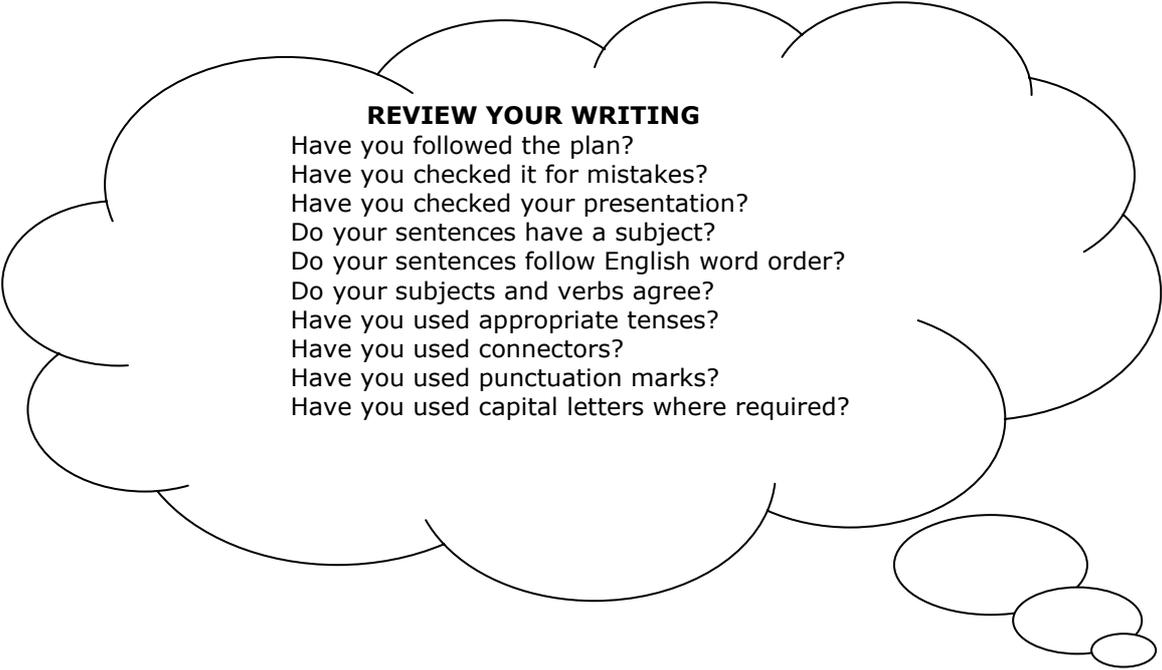
In conclusion, ...

There are many reasons for ...

Firstly, ... Secondly, ...

In contrast, ...

To sum up, ...



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## **A PERSONAL DESCRIPTION**

Simon and I were at school together. We had the same group of friends so we knew each other quite well. But we didn't start going out together until we left school. We were both eighteen.

Simon is quite good-looking with blond hair and blue eyes. He is tall and I think he is well-built, although he thinks he is too thin and not heavy enough. To begin with it was fun going out with Simon. He talked a lot but he was never boring. He was also very kind and sensitive but then he became very jealous. I have never had such a possessive boyfriend! He seemed to think I was his property. A month ago I got so bored that I decided to break up with him.

I'm sorry that Simon changed. He was great to be with at first. If only he hadn't changed.

1. Read the essay and answer the questions below:

1- Which paragraph in the text includes:

a- a physical description of the person?

b- information about how the writer knows the person?

c- a summary of the person's character?

d- brief facts about the person's life?

2- Find four adjectives describing someone's appearance and four adjectives describing someone's character.

3- Find two negative adjectives.

4- Find some modifiers.

### **LANGUAGE: SO, SUCH, TOO, ENOUGH. ORDER OF ADJECTIVES.**

2. Find examples of :

too + adjective

so + adjective + that

adjective + (not) enough

such a/an + adjective

3. Complete the sentences. Use the words in the box:

such	enough	so ... that	too
------	--------	-------------	-----

a. He was \_\_\_\_\_ an easy-going person, nothing seemed to worry or upset him.

b. She wasn't sensitive \_\_\_\_\_ to realize that she was hurting his feelings.

c. She was \_\_\_\_\_ selfish \_\_\_\_\_ nobody else was important, only her.

d. My brother is \_\_\_\_\_ sensible to do anything stupid like that.

**Order of Adjectives.** When we put more than one adjective before a noun, we use the following word order:

Opinion – size or length – shape or general appearance – age – colour – origin + NOUN

We do not usually put more than two or three adjectives before a noun, or it can sound unnatural.

4. Put the adjectives in the correct order:

- a. He's got \_\_\_\_\_ hair. ( brown / short )
- b. She was a \_\_\_\_\_ girl. ( Spanish / slim / tall )
- c. Let's help that \_\_\_\_\_ lady. ( old / poor / grey-haired )
- d. He's a \_\_\_\_\_ man. ( middle-aged / strange / thin )
- e. I love her \_\_\_\_\_ eyes. ( blue / big / thoughtful )
- f. Look at that \_\_\_\_\_ boy. ( young / nice / tall )
- g. He had an \_\_\_\_\_ car. ( American / huge / new )

5. Writing task: Write a description of a boy / girl that you know. (about 150 words)

When you write a description of a person:

- \* Brainstorm ideas about the person you are going to describe.
- \* Organise your ideas into paragraphs: introduction, physical description, personality and your / other people's opinion of the person.
- \* Try to make your description more interesting by using a variety of language (adjectives, so ... , too ... , adverbs, similes and linkers).

#### USEFUL LANGUAGE

Physical description adjectives: elderly, tall, slim, good-looking, handsome, dark-haired, blonde, curly-haired, beautiful, ...

Character description adjectives: quiet, intelligent, kind, shy, funny, outgoing, friendly, patient, honest, chatty, ...

Modifiers: a bit, quite, a little, slightly, very, really, extremely, ...

#### REVIEW YOUR WRITING

- Have you followed the plan?
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- Have you checked your presentation?
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## A BIOGRAPHY

Steven Spielberg was born in Cincinnati in 1946. He became obsessed with films at the age of 12 and was soon making movies with his friends. A year later, one of his films won a prize in a local competition, but despite this early success, Spielberg didn't get a place at film school.

While he was at college studying English literature, Spielberg made another film called *Amblin'*. This time he realised his ambition. A studio executive offered him a job because the film was so good and as a result, Spielberg went to work in Hollywood.

During his career Spielberg has made multi-million pound blockbusters, such as *Jurassic Park* and more thoughtful films, such as *Schindler's List*. In 1994 he set up the company *Dreamworks* so he could produce films as well as direct them. Today he is one of the most famous film makers of all time.

1. Read the biography and answer the following questions:

- 1- What kind of facts are included in the biography?
- 2- Are they ordered chronologically?
- 3- Where does the writer give his / her opinion about Spielberg?

### **LANGUAGE: PURPOSE, REASON AND RESULT CONNECTORS.**

**Purpose connectors** are used to talk about the purpose of an action. For example, *to + infinitive, in order to + infinitive, so as to + infinitive, so that + clause.*

"Jack went to England to study engineering".

"The police locked the door so that no one could get in".

**Reason connectors** are used to say why someone does something. For example, *because, as, since, because of + noun.*

"Since it was Saturday he stayed in bed".

"She loves him because of his honesty".

2. Choose the correct alternatives:

- a. James started the website **because / because of** he wanted to travel.
- b. He went to Alaska **so as to / as** experience a new place.
- c. He took a notebook **so that / since** he could write about his holiday.
- d. He took lots of photos **to / because** help him remember his visit.
- e. He couldn't go skiing **as / because of** the bad weather.

**Result connectors** are used to talk about the result or effect of something. For example:

*so + adjective / adverb + that clause*

*such ( + a/an ) + adjective + noun + that clause*

"Jim was so tall that he hit his head on the ceiling".

"He was such a tall boy that he hit his head on the ceiling".

3. Join the sentences using the words given:
- The hotel was dirty. I didn't want to stay. SO / THAT
  - It is a big national park. We'll get lost. SUCH / THAT
  - It was a cheap holiday. They booked it at once. SUCH / THAT
  - Dan was excited. He couldn't sleep. SO / THAT
4. Writing task: Write a biography about someone famous you admire.  
(about 125 – 150 words)

When you write a biography:

- \* Choose someone you know well. Think about why he or she is important or interesting.
- \* Make notes about his or her life and choose the most important facts to include in your biography.
- \* Put your ideas in chronological order and give your opinion why this person is interesting or important.

**USEFUL LANGUAGE**

... was born on / in    at an early age ...                      he / she was educated at ...  
 ... spent ... years                      ... retired in                      ... died in

At first	Afterwards	Later	Then	Finally
Famous	Talented	Brilliant	Influential	
Popular	Inspiring	Successful	Well-known	
Creative	Imaginative	Exceptional		

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## A FORMAL LETTER

C/ Monteleón 110  
08004 Madrid  
7<sup>th</sup> March 2004

English Now  
53, Pembroke Street  
London SW1 7TP

Dear Sir / Madam,

I am writing in response to your advertisement in a student magazine. I am currently a student at a Spanish Secondary School and I am interested in doing a summer course.

Your advertisement says that the college offers general and intensive courses. Could you send me information about general intermediate courses and how much they cost? I would also like to know about the self study facilities and the school social programme.

If I decide to enroll on a course, I would prefer to stay with a family. I would be grateful therefore if you could send me details of the type of accommodation available. I would also appreciate practical advice about living in London.

Thanking you in advance for your help. I look forward to hearing from you.

Yours faithfully,

Teresa Carreras.

1. Read the letter and answer these questions:

- 1- Where has Teresa written her address?
- 2- Whose address is on the left hand side?
- 3- Where is the date?
- 4- How does she start the letter?
- 5- How does she end her letter?

When you write a formal letter, make sure that your greeting and ending are correct. Remember to include a comma after the greeting.

Dear Sir / Madam,	→	Yours Faithfully,
Dear Ms Green,	→	Yours Sincerely,

### **LANGUAGE: FORMAL AND INFORMAL LANGUAGE.**

2. Choose the correct alternatives for a formal letter:

- a. I **am writing to enquire about** / **'m writing because of** the position of trainee manager.
- b. I **believe that I would be suitable** / **'m sure I'm right** for the job.

- c. I **think I am / would describe myself as** enthusiastic and hard-working.
- d. **As you can see from my CV / If you check out my CV, you'll see** I have many years of experience.
- e. Dear **Sir or Madam, / Mr or Mrs,**
- f. **I have enclosed / Here's** my CV.
- g. **Please can you / I would be grateful if you could** send me an application form?
- h. I **can't wait to hear / look forward to hearing** from you.

3. Writing task: Write a formal letter to Euro-camp asking for information. (about 125 – 150 words). Use the notes on the advertisement below.

**EURO-CAMP**  
 Practise your English with other European teenagers!

- \* Euro-camp offers everything from exam courses to conversation classes.
- \* Active social and sports programmes.

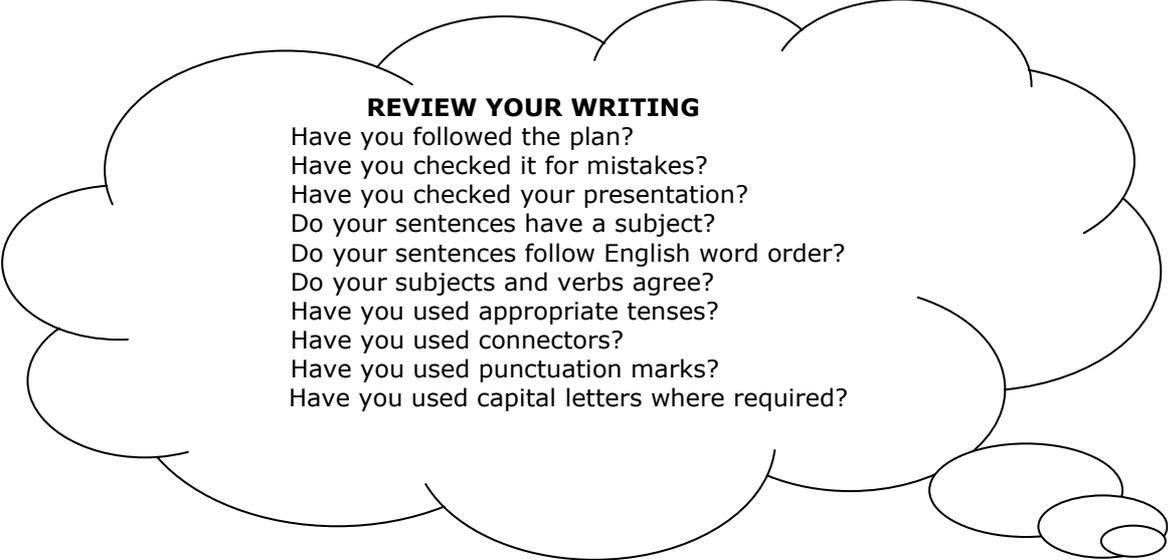
**INTERESTED ?**  
 Then contact: Euro-camp  
 17 Rue Grenoble, Paris 75043, France

When you write a formal letter:

- \* Use the correct layout.
- \* Use paragraphs to organise your ideas.
- \* Use formal rather than informal language.
- \* Don't use contractions.
- \* Begin and end your letter correctly.

**USEFUL LANGUAGE**

I am writing in response to ...	I am writing to apply for ...
I am writing to request some information about ...	Regarding ...
I saw your advertisement in ...	Could you send me information about ...
I would be grateful if you could ...	I am afraid I ...
I would also like to now ...	I enclose my most recent CV.
Thanking you in advance for ...	I look forward to hearing from you.
Yours Faithfully,	Yours Sincerely,



**REVIEW YOUR WRITING**

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## LIST OF FALSE FRIENDS

ACTUALLY Actualmente	DE HECHO, EN REALIDAD Nowadays, at present
ADVISE Advertir	ACONSEJAR Warn
ANXIOUS Ansioso	INQUIETO, NERVIOSO Eager, greedy
ARGUMENT Argumento	DISCUSION, DISPUTA Plot(novela), topic, matter
ASSIST Asistir	AYUDAR, AUXILIAR Attend
ATTEND Atender	ASISTIR A, IR A Pay attention to, take care of
CAREER Carrera	CARRERA PROFESIONAL University studies, degree, race
CARPET Carpeta	MOQUETA Folder, file
CASUAL/CASUALLY Accidental, accidentalmente	INFORMAL, DESENFADADO Unexpected, unexpectedly, accidentally
CONDUCTOR Conductor	COBRADOR, DIRECTOR ORQUESTA Driver
CONSERVATORY Conservatorio	INVERNADERO Music academy
CONSTIPATED Constipado, resfriado	ESTREÑIDO (Have a) cold,
DISCUSSION Discusión, disputa	DISCUSION (intercambio de ideas) Argument
DISGUST Disgusto	REPUGNANCIA, ASCO Annoyance, sorrow
EMBARRASSED Embarazada	AVERGONZADA Pregnant
EVENTUALLY Eventualmente	FINALMENTE By chance
EXIT Éxito	SALIDA Success
IDIOM Idioma	MODISMO, FRASE HECHA Language
LARGE Largo	GRANDE, ENORME Long
LIBRARY Librería	BIBLIOTECA Bookshop
PARENTS Parientes	PADRES Relatives
PRESUME Presumir	SUPONER Show off
PRETEND Pretender	FINGIR Try, want
QUIET Quieto	CALLADO Still
REALISE Realizar, hacer	DARSE CUENTA Carry out, do, make
REMOVE Remover	QUITAR Stir

SENSIBLE Sensible	SENSATO Sensitive
SIGNATURE Asignatura	FIRMA Subject
SPECTACLES Espectáculos	GAFAS Shows
SUBURB Suburbio	BARRIO RESIDENCIAL Slum
SUCCESS Suceso	ÉXITO Event
SYMPATHY/ SYMPATHETIC Simpatía, simpático	COMPASIÓN, PÉSAME Kindness, friendly
VICIOUS Vicioso	MALVADO, MALINTENCIONADO Depraved

## USEFUL EXPRESSIONS

ACCORDING TO	Según
AFTER ALL	Al fin y al cabo
ALL OF A SUDDEN	De repente
AS A MATTER OF FACT	En realidad
AS FAR AS I KNOW	Que yo sepa
AS I HAVE ALREADY SAID	Como ya he dicho
BY ALL MEANS	Como sea, por supuesto
BY NO MEANS	De ninguna manera
BY WAY OF	A modo de, como
CURRENT EVENTS	Sucesos de actualidad
FOR FEAR OF	Por miedo a que
FOR LIFE	Para siempre
FOR SOME TIME NOW	De un tiempo a esta parte
FOREVER	Para siempre
IN CASE	Por si
IN GENERAL	Por lo general
IT IS TIME THAT	Ya es hora que
IT JUST SO HAPPENS THAT	Da la casualidad que
IT TURNS OUT THAT	Resulta que
NOW THAT	Ahora que
OTHERWISE	Sin embargo, de lo contrario
PROVIDED THAT	Con tal de que
SUCH AS	Tal como
THAT IS TO SAY	Es decir
THE LATEST NEWS	Noticias de última hora
THE MAIN FEATURE	Lo más sobresaliente
THE WAY I SEE IT	A mi modo de ver
THERE IS NO OBJECTION TO	No hay inconveniente en
TO GO INTO DETAILS	Explicar detalladamente
TO KNOW BY HEART	Saber de memoria
TO PLAY A ROLE	Desempeñar un papel
TO PUT IT ANOTHER WAY	Dicho de otro modo
TO TAKE FOR GRANTED	Dar por supuesto
WE CAN CONCLUDE THAT	Podemos concluir que