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Writing Letters

The Friendly Letter

The friendly letter is exactly what you'd think it would be: a casual letter that is sent to a friend. The style is *informal*, and the content is *personal*. It reads very much like what you would be saying if you were chatting with a friend. The content can be intimate or informative or can even be a request. It is up to you, the writer, to put the thoughts on paper that you wish to send to a friend.

There are some simple rules to follow when writing a friendly letter:

- Put the date at the upper left or right of the page. You may add your address below the date, but it is optional.

June 30, 2009
2990 West Main Street
Johnstown, IL 60622

- Begin with a greeting. You can show affection or love in the greeting.

Dear Mary,

Dearest Mom and Dad,
My beloved Mary,

- Next, begin the body of your letter. The content is up to you.

I have missed you . . .

- Close the letter at the lower right or left. You can express affection or love in the closing as in the opening.

Sincerely yours,
Affectionately,
With all my love,

- End the letter by signing your name.

Bill

- You can add a postscript with a final thought at the very end.
P.S.

Notice that the greeting and the closing are followed by a comma (for example, “Dear Mary,” and “Sincerely yours,”).

Look at the three possibilities for the greeting of a friendly letter. Greetings can be friendly, affectionate, or loving:

**FRIENDLY
GREETINGS**

Dear Mary,
My Dear Mary,
Hello, Mary,
Hi, Mary,

**AFFECTIONATE
GREETINGS**

My Dearest Mary,
Dearest Mary,
My Dearest,
Dearest,

**LOVING
GREETINGS**

My Beloved Mary,
My Darling Mary,
My Sweet,
My Darling,
Darling,

There are similar possibilities for the closing of a friendly letter:

**FRIENDLY
CLOSINGS**

Sincerely,
Sincerely yours,
Truly,
Truly yours,
Yours truly,
Yours sincerely,

**AFFECTIONATE
CLOSINGS**

Fondly,
Affectionately,
With fond regards,
With sincere affection,

**LOVING
CLOSINGS**

Love,
Lovingly,
With all my love,
I love you,

Naturally, what's considered a friendly, an affectionate, or a loving greeting and closing in a friendly letter may vary from person to person. But you can rely on the ones just listed to help you open and close a friendly letter with the degree of friendship, affection, or love you wish to express.

Now let's look at a sample of a friendly letter. This sample will express simple friendship between a man and a woman.

June 30, 2009

*2990 West Main Street
Johnstown, IL 60622*

Dear Mary,

I'm sorry I haven't written sooner, but I've been away on the most wonderful trip. My friend Bill and I rented a van and traveled from Johnstown to Seattle, then from Seattle to Los Angeles, and returned home by way of the Grand Canyon.

It was the most spectacular trip. We saw mountain ranges, beautiful forestlands, deserts, and the magnificent Grand Canyon. I never expected the Grand Canyon to be so big or to be so breathtaking. Bill took several hundred pictures, and I, of course, had my video camera running all the time. I'm eager to show you what we saw.

The only bad moment came when Bill sprained his ankle hiking down a trail. I carried him piggyback all the way back to the van. We must have been quite a sight. We both laughed for a long time, even though Bill was in a lot of pain. Two days later his ankle was a lot better, and by the time we reached Johnstown, he was as right as rain.

I wish you could have been with us. But you'll have to experience our adventure through our pictures. Let's get together soon.

I hope you're well and that things are going smoothly at your new job. I look forward to seeing you.

*Yours truly,
Jim*

P.S. If you want to call me, I have a new cell phone number: 555-1234.

Exercise 1 Compose a friendly letter by filling in each of the following boxes with the suggested information. Put two or three sentences in each of the three boxes in the body of the letter.

Date
Your address

Greeting

Write about something you recently bought.

Write about a trip you would like to take

Write about something that happened to a family member

Closing

Sign your name

Exercise 2 Compose a friendly letter by filling in each of the following boxes with the suggested information. Put two or three sentences in each of the three boxes in the body of the letter.

Date
Your address

Greeting

Write about something bad that happened to you

Write about what has happened since then

Write about something good that happened to you

Closing

Sign your name

The Business Letter

There are some important differences between a friendly letter and a business letter. And although this second kind of letter is called a *business letter*, its style is used for any kind of formal letter. It is not used exclusively for conducting business.

Most businesses have *letterhead* paper. This is paper that already has the company logo, name, and address preprinted on it. At the top of the paper you will see something like this:

JONES AND SONS
Plumbing Done Right
2990 West Main Street
Johnstown, IL 60622
(311) 555-1234

Most individuals do not use letterhead, so the examples of business letters given here will be for paper without a letterhead.

There are several possible parts to a business letter. Compare these to the parts of a friendly letter:

- Start with the date on the left. Then include your return address, about two lines below the date. Your phone number is often included immediately following your address.

June 30, 2009

2990 West Main Street
Johnstown, IL 60622
(311) 555-1234

- Skip a line and then type the name of the person to whom you are writing followed by the company name and address.

Ms. Mary Brown
Jones Medical Center
400 East Oak Street
Johnstown, IL 60634

- If you don't know the name of the person to whom you should be writing, use an attention line to identify who should be looking at your letter (manager, accountant, etc.).

Attention: Billing Manager

- Give the subject of the letter on its own line.
Subject: Billing Problem
- The greeting is next, followed by a colon (:).
Dear Ms. Brown:
- Skip a line and then begin the body of the letter. Use as many lines or paragraphs as necessary to express why you have written to this person.
I am a patient who . . .
- Include a polite final statement on its own line, if you wish.
Thank you.
- Close the letter and follow it with a comma.
Sincerely,
- Skip four lines to provide a place to sign the letter.
[Your signature]
- Type your full name and title (Manager, Chairperson, etc.) after the space left for your signature.
[Your typed name]
[Your title]
- If someone else typed your letter, show your initials in capital letters (WS), followed by a slash, followed by the initials of the person who typed the letter in lower case (bk).
WS/bk
- If you are enclosing a document with your letter, skip a line and indicate that at the end of the letter.
Enclosure (1)

If a business letter is typewritten, it should always be single-spaced. Let's look at some sample letters.

June 30, 2009

2990 West Main Street
Johnstown, IL 60622
(311) 555-1234

Ms. Mary Brown
Jones Medical Center
400 East Oak Street
Johnstown, IL 60634

Subject: Billing Problem

Dear Ms. Brown:

I am a patient who underwent outpatient surgery on my left hand on May 3, 2009. My doctor was Dr. Wilma Jones, and I am insured by the Johnstown HMO. My insurance number is ABC2003.

On June 25, 2009, I received a bill from your office in the amount of \$2,500.00. It is my understanding that my insurer will cover \$2,400.00 of this amount.

Please contact Mr. Roger Smith at Johnstown HMO for confirmation of my insurance and to adjust my bill. Inform me of any other steps I must take to correct this error.

I have enclosed a copy of my insurance policy with this letter.

Thank you.

Sincerely,

William Green
WG/bk

Enclosure (1)

Sample 2 You do not know the name of the person to whom you are writing.

June 30, 2009

2990 West Main Street
Johnstown, IL 60622
(311) 555-1234

Jones Medical Center
400 East Oak Street
Johnstown, IL 60634

Attention: Billing Manager

Subject: Billing Problem

I am a patient who underwent outpatient surgery on my left hand on May 3, 2009. My doctor was Dr. Wilma Jones, and I am insured by the Johnstown HMO. My insurance number is ABC2003.

On June 25, 2009, I received a bill from your office in the amount of \$2,500.00. It is my understanding that my insurer will cover \$2,400.00 of this amount.

Please contact Mr. Roger Smith at Johnstown HMO for confirmation of my insurance and to adjust my bill. Inform me of any other steps I must take to correct this error.

I have enclosed a copy of my insurance policy with this letter.

Thank you.

Sincerely,

William Green
WG/bk

Enclosure (1)

The Body of a Business Letter

The body (content) of a business or formal letter is very different from the body of a friendly letter. A business letter isn't casual, it isn't newsy, and it doesn't contain personal details that have nothing to do with the purpose of the letter. A business letter is *brief* and *to the point*. Look at how the body of the preceding sample business letters fits into the descriptions that follow:

- The first paragraph of a business letter introduces *you* and *the subject of the letter*. (I am a patient. I had hand surgery.)
- The second paragraph describes the *details* of the reason for the letter. (I received a bill for the surgery, but I have insurance. There's a mistake.)
- If there is a third paragraph, it provides *additional information* needed to understand the reason for the letter.
- The final paragraph *summarizes what you want to happen* and can contain a word of thanks. (Contact my insurance company. Let me know what else I have to do.)
- Describe any *enclosures* in the letter. (My insurance policy.)

Exercise 3 Compose a business letter by filling in each of the following boxes with the suggested information. Put two or three sentences in each of the three boxes in the body of the letter. You are complaining about a defective product.

Date

Your address

Name and address of the person you're writing to

Subject:

Greeting

Introduce yourself and the subject of the letter.

Give the details of the defective product.

Summarize what you want done.

A polite statement

Closing

Sign your name

Your name

Title (if any)

Enclosures (if any)

Writing formal and informal emails

You are writing to Global Institute to request some information.
Complete the email message using words in the box. **Read Study Skill**

have hearing would information sincerely interested
please know studying old diploma Dear

From:
Date: Wed, 27 Apr 20:07:36 +0100 (BST)
To: "Global Institute" <globalinstitute@gi.net>
Subject: Information

¹ _____ Mrs Fernandez,

I am ² _____ in ³ _____ English language and accounting at Global Institute. Could you ⁴ _____ send me ⁵ _____ about these courses? I ⁶ _____ also like to ⁷ _____ the starting dates of the next courses.

I am 21 years ⁸ _____ and I am a manager in a hotel. I ⁹ _____ a school leaving certificate and a ¹⁰ _____ in hotel management.

I look forward to ¹¹ _____ from you.

Yours ¹² _____,

STUDY SKILL Words and phrases (2)

Language for letters and emails

Learn words and phrases to use in formal letters or emails.

- **To ask for information/details/a form, etc**
I am interested in ... (studying/applying for)
I am writing to ask for ...
Could I have ...?
I would like to have/know ...
Could you please send me/attach (details of/information about) ...?
- **To give personal details**
At the moment I am (studying/working) ...
I have a (degree/certificate/diploma) in ...
- **To close the letter/email**
Thank you for ... (your help/time).
I look forward to (hearing/receiving/meeting) ...

Yours faithful
Yours sincerely
Bye!

Exercise

Write a letter or email to the Admissions Office at IEC.

- Tell them which course you are interested in studying.
- Ask for an application form.
- Ask about applying online.
- Include personal details.

1 Skim emails A and B. Which is formal? Which is informal?



2 Look at the expressions in bold in email A. Find matching expressions in email B.

I'd love to come. = *I have great pleasure in accepting ...*

3 Match formal phrases 1–6 with endings a–f to make full sentences. There may be more than one possible answer. **Read Study Skill**

- | | |
|---|--|
| 1 <input type="checkbox"/> I am writing | a in attaching your programme. |
| 2 <input type="checkbox"/> I have pleasure | b to suggest changes. |
| 3 <input type="checkbox"/> Please find attached | c to meeting you next month. |
| 4 <input type="checkbox"/> I look forward | d your itinerary and hotel reservations. |
| 5 <input type="checkbox"/> I would like | e to welcome you to our town. |
| 6 <input type="checkbox"/> Please feel free | f to inform you that the conference dates have been changed. |

STUDY SKILL Using formal expressions

When you write emails for academic or professional purposes, it is important to use a more formal tone. You can do this by learning fixed expressions by heart. For example:

- I have great pleasure in** + *-ing*.
- I am writing** + infinitive.
- I would like** + infinitive.
- Please feel free** + infinitive.
- I look forward to** + *-ing*.
- Please find attached/enclosed** + noun.

4 Work with a partner. Brainstorm things to do and see in your town.

5 An important lecturer is coming to visit to give a series of two-hour seminars at your college/university. Prepare a three-day programme to include hotel details, lectures (titles, venue, days and times), cultural and other free-time activities.

Day 1

- 10.00 – 12.00, 'Technology of the future'
– Lecture Theatre 2
- 12.30 Lunch
- 3.00 Visit to the National Museum

Writing a formal email

6 Write an email to your visitor (75–100 words) using some of the words and phrases in exercise 3. Include these points:

- Address your visitor.
- Tell him/her why you are writing.
- Give details of attachments (itinerary – dates and times of arrival and departure, lecture times and locations, accommodation).
- Briefly summarize the programme. Give an example of optional cultural and free-time activities. Tell the visitor that any suggestions for changes are welcome.
- Close the email appropriately.



Informal email

A host family

- 1 Imagine you are going abroad to do a short course and are going to live with a host family. What information would you give them and what information would you want? Think about:

dates food personal information transport computer access hobbies

- 2 Burcu Sancak, a Turkish student, is writing to her host family. Read her email. Tick (✓) the items from exercise 1 that she mentions.



Accommodation message

From: Burcu Sancak [bsancak@mailnet.com.tr] **Sent:** 16 July 2007
To: Mr and Mrs Baker
Subject: Accommodation

Dear Mr and Mrs Baker,

I'm very happy to accept your offer of accommodation. I'm really excited about coming to London for the first time to do an English course.

I am in my last year of school and next year I want to go to university to study English Language and Literature. At the moment I am preparing for my final exams, so I'm working very hard. When I'm not so busy, I spend a lot of time reading, but I also enjoy sports. I play basketball for my school team once a week. I also enjoy swimming. Is there a sports club with a swimming pool near your house?

As I mentioned in my last email, my course starts on 24th July but I'm coming two days earlier and my plane arrives at Heathrow on the 22nd at 14.25. Could you tell me the best way of getting from the airport to your house?

I hope to hear from you soon and I'm really looking forward to seeing you in London.

Best wishes,

Burcu Sancak

- 3 **Read Study Skill** Read Burcu's email again. There are 12 mistakes (capital letters, full stops, question marks, and spelling). Find and correct them.

Writing an informal email

- 4 Imagine you are going to stay with a family for a short course. Write them an email. Write about 100 words.
- Say you accept their offer of a room.
 - Tell them about your studies and your hobbies.
 - Give them information about your arrival.
 - Ask for information you would like.

Check your work carefully. Give it to another student to check again.

STUDY SKILL Checking your writing

Every time you write, remember to check your work for:

- capital letters at the beginning of sentences and for proper nouns (names of people, cities, and countries)
- full stops at the end of sentences
- question marks at the end of questions
- spelling mistakes. Use a dictionary or computer spellchecker to check your spelling. Keep a record of any words you misspell. Learn the correct spelling.

Writing academic emails

- Academic emails are usually **personal**, not official. You are writing to a specific, named individual, not to somebody in their official role.
- The level of **politeness** you need will vary. If you are asking a favour of an academic outside your university, you need to express a higher level of politeness than if you are asking your own teacher for a meeting. Emails between colleagues can be very **informal**.
- Remember to use a level of formality and politeness to achieve an appropriate **tone**.

Formal – A request from a student to an academic from a different department

Low status writer to high status reader whom he does not know.

Tone: Personal, very formal, very polite

<p>Greeting: use <i>Dear</i> + academic title and family name, or Mr, Ms, etc. and family name</p>	<p>Subject: Request for statistical help</p>	<p>Clear subject line</p>
<p>Say why you are writing. Mention any academic contact.</p> <p>Be specific about what you want the reader to do.</p> <p>Give supporting details.</p>	<p>Dear Dr Barr</p> <p>I am a first year PhD student in the department of linguistics and my research topic is a quantitative study of verb forms in academic writing.</p> <p>As I need to use advanced statistical tools for processing the data, my supervisor, Dr John Pugh, suggested I contact you to ask for advice.</p> <p>Would it be possible for me to come and see you to discuss what I need? I attach a copy of my draft research proposal to give you an idea of the scope of my study.</p>	<p>Introduce yourself by giving your position in the university.</p> <p><i>Would it be possible...</i> Very polite. OR <i>Could I possibly...</i> (Not + <i>kindly request</i> – too official)</p>
<p>Ending: very polite OR: <i>I would really appreciate your help.</i> (Not: <i>Thank you for your time</i> – official. Not: <i>Thank you for your attention</i> – very formal spoken)</p>	<p>I would be very grateful indeed for your help.</p> <p>Best wishes</p> <p>David Samuels</p>	<p>Close: OR <i>Best regards, Regards.</i> Give your full name. Add position and contact details if necessary.</p>

Less formal – request from a student to their own supervisor

Lower status writer to higher status reader whom she knows very well.

Tone: Personal, polite, less formal

<p>Subject: use ? to show a request</p>	<p>Subject: Meeting this week?</p> <p>Dear Ruth</p>	<p>Greeting: first names can be used as they know each other well.</p>
<p>A polite indirect question. Use it to remind somebody of higher status about something.</p>	<p>I was wondering if you've had a chance to look at my paper yet. If so, could we have a meeting some time this week? The best day for me would be Tues. I start my fieldwork at the end of the week and it would be very useful to have some feedback before then.</p>	<p>Could, would: Less abrupt/direct forms. Use them to make a suggestion/request to somebody of higher status.</p>
<p>Abbreviations can be used as style is less formal.</p>	<p>Many thanks</p> <p>Nicole</p>	<p>Close: informal – Nicole has the right to ask for a meeting</p>

Writing a CV or résumé

A well-written, well-produced, appropriate CV (*British English*) or résumé (*American English*) is vital for getting you to the interview stage for a job. Use the examples and advice here to help you. On page WT32 you will find an example of a good covering (cover) letter.

Tips

- Adapt your CV/résumé so that it is appropriate for the job you are applying for.
- Keep your CV short - no more than 2 pages if possible.
- Present yourself positively and accurately.
- Make your CV attractive and easy to read: use capitals, bold type, spacing and underlining.
- Choose a typeface such as Times New Roman, Arial or Verdana. Use at least 10 pt.

British style CV (curriculum vitae) – new graduate

Name Pamela Janet Mason
Address 29 Greenlands Avenue, London, SW3 6RF
Telephone 01924 786512 **Mobile** 0779 9238182
e-mail pam_mason@scapenet.com

Objective To find a role in a film or TV production company that will enable me to acquire and develop the skills required for a career in film or television.

Profile An outgoing and articulate graduate with work experience in both television and teaching

Education and qualifications

2009 - MA in Media Studies. Bristol University. Expected 2010
2005–2009 BA in Media Studies with French (2:1) Bristol University
1997–2004 Beacon School, London
3 A levels: Drama (A); French (A); German (B)
5 AS levels 9 GCSEs

Personal information. You can omit the labels. There is no need to mention your age, gender, nationality, race, religion or marital status. Don't send a photo unless you are asked to.

Profile and objective. Some people do not include these, but they do give an employer an idea of who you are.

Education. Put the most recent first. Add prizes and awards. Omit primary school. Try to give British equivalents of your qualifications.

Work experience

October 2007–June 2008: Language assistant in secondary school in France. Taught English to large classes and small groups. Ran a film club and a holiday dance and drama club. Assisted with school drama productions.

September 2004–August 2005: Production assistant at Oordman and Associates Filmmakers, London N16. Performed office and on-set duties.

June–September 2004: Tutor for Jacaranda Drama Workshops. Led groups of teenagers of different backgrounds in dance and drama activities.

July–August 2003: Host at Adventure Camping holiday campsite in France. Led the children's club for 4–10 year olds and performed various practical duties on the campsite.

Skills

Languages: French–near native-speaker fluency (CEF C1); German (B2).

Good keyboard skills. Familiarity with Word, Excel and film editing packages.

Clean driving licence.

Interests

Drama, both acting and directing; singing (was member of university choral society). Regular volunteer at a local centre for the homeless.

References – attached

Work experience.

Put this in reverse order. Experienced candidates: put this before Education and write more about your most recent post.

Skills. Your practical abilities. Include exams passed. Write more here if you are experienced.

Interests. Keep this short. Include a sport, a creative and a community activity, if you can. Avoid vague subjects such as *reading or travel*.

References. Give the names, titles, and addresses when you send your CV, either here or on a separate page.

American style résumé – new graduate

These are similar to British style CVs. But notice:

- For new graduates your résumé should be only one page.
- Describe your work experience in terms of self-motivation, teamwork, organization, problem-solving, and enthusiasm.

Tip

- The standard US paper size is not A4 (210 x 297mm) but 216 x 279mm.

Provide your college or temporary address if you have one.

Objective. To summarize your goals and customize your résumé for specific positions. State a realistic short-term goal and/or a job for which you are currently qualified.

Use **bold** to highlight key information.

Use US spelling and punctuation.

Jane Q. Student
jqstudent@mba.nau.edu

Present Address: 508 Blackbird's Roost
Flagstaff, AZ, USA 86011
Tel +1 929 555 1212

Permanent Address: 50, rue de Vaugirard
Saint-Sulpice, France 75006
Tel +33 1234 567 890

OBJECTIVE To obtain an entry-level management position within an international hospitality organization.

EDUCATION **Masters in Business Administration (M.B.A.)**, 2006-2008
Northern Arizona University, Flagstaff, Arizona, USA
B.A. in International Hospitality, 2002-2006
Université de Savoie, Chambéry, France

EXPERIENCE **Travel Agent**, Sep. 2006-Present
Kokopelli Extreme Tours, Sedona, Arizona, USA
Organized adventure package tours for large student groups, trained and supervised new staff members, and maintained partner relationships.
Camp Counselor, Jun 2002-Aug 2006
Voyageurs Summer Camp, Voglans, France
Group leader for children aged 10-15. Developed curriculum for campers and led overnight hiking trips.

HONORS Agent of the Month, Kokopelli Extreme Tours, March 2008
Voted 'Most Popular Counselor,' Voyageurs, 2005 & 2006

SKILLS & INTERESTS Fluent in French and English; conversational Spanish
Enjoy web design in HTML and Flash

Language bank

Action verbs

Use action verbs to describe your achievements and make them look more dynamic.

Examples: *achieved, administered, analyzed, advised, arranged, compiled, conducted, coordinated, created, designed, developed, devised, distributed, evaluated, examined, executed, implemented, increased, introduced, instructed, liaised, managed, mentored, monitored, negotiated, organized, oversaw, prepared, recommended, reduced, researched, represented, solved, supervised, trained.*

Positive adjectives

Use positive adjectives to describe yourself.

Examples: *active, adaptable, committed, competent, dynamic, effective, efficient, enthusiastic, experienced, flexible, (highly) motivated, organized, professional, proficient, qualified, successful.*

Other useful phrases

Skills

*Native French speaker
Near-native command of English
Good spoken and written German
Computer literate Familiar with HTML
Experienced trainer and facilitator*

Education and experience

*Baccalauréat, série C (equivalent of A levels in Maths and Physics)
The qualifications described below do not have exact equivalents in the British/American system.
Four weeks' work experience at...
Summer internship at a marketing firm.*

Personal qualities

*Work well as part of a team
Work well under pressure
Able to meet deadlines
Welcome new challenges Can-do attitude*

Writing a covering letter

A covering letter (*NAmE* cover letter) accompanies a CV/résumé or an application form. In Britain and North America they are usually typed on a single page. A good letter uses formal language and presents some key arguments for why your application should be taken seriously.

<p>Mrs F Hunter Human Resources Manager Timson Office Supplies Unit 5 Males Industrial Estate Cambridge CB7 9HD</p>	<p>Flat 3 19 Strangelands Road London NE23 6ZB Tel: 0207 337 34589 20 January 2010</p>	<p>For advice on layout see Formal letters pages</p>
<p>Dear Mrs Hunter</p> <p>Senior Accounts Clerk</p> <p>I am writing to apply for the post of senior accounts clerk advertised in the Cambridge Evening News of 17 January.</p> <p>As you will see from my enclosed CV I am currently an accounts clerk in a medium-sized printing firm. In addition to my normal bookkeeping duties, I am responsible for invoicing and chasing up late payments. I also deal with credit checks on potential customers.</p> <p>I am committed to pursuing a career in management accounting and am currently studying for further professional qualifications by distance learning. I am particularly interested in your post as it would enable me to gain experience of working in a larger company with the opportunities for professional training and development that this brings. In addition to my skills and experience as an accounts clerk, I would bring to the post a proven ability to deal successfully and tactfully with customers and clients.</p> <p>I am available for interview for the next three weeks.</p> <p>I look forward to hearing from you.</p> <p>Yours sincerely</p> <p>Dilip Patel Dilip Patel Enc. CV</p>		<p>The date could also be January 20, 2010, 20/1/10 (<i>BrE</i>), or (<i>NAmE</i>) 1/20/10</p>
		<p>In a cover letter use the words post, position or vacancy, not <i>job</i>.</p>
		<p>Avoid contracted forms such as <i>I'm</i>.</p>
		<p>Use Yours faithfully here if you have begun Dear Sir or Madam.</p>
		<p>Sign your name and print it in full underneath.</p>
		<p>Enc. or encl. shows you have enclosed something.</p>
		<p>Key phrases</p>

Paragraph 1 states your purpose for writing. Say which job you are applying for and how/where you heard about it.

Paragraph 2 outlines your current job and responsibilities. Make it relevant to the post you are applying for.

Paragraph 3 says why you want the job and what you can bring to the company. It is very important to say what you can do for them.

Paragraph 4 gives other relevant information and when you are available for interview.

Language bank

*Since graduating from... , I have...
I have considerable/extensive experience in (the field of...)
I consider/feel that my qualifications and work experience could/might be of interest to the company.
If called for (an) interview, I would be available at any time convenient for you.
Please find attached a copy of my curriculum vitae/résumé for your consideration.
I look forward to hearing from you in due course.*

Writing newspaper articles

1 Look at paragraph 1 of the newspaper article *A Case of Mistaken Identity* on the following page.

Separate it into six sentences. Punctuate the sentences correctly.

STUDY SKILL Sentences

- write short, clear sentences.
- join ideas and sentences using linking words, for example, *however, after, etc.*
- punctuate correctly using capital letters, full stops, question marks, and exclamation marks.

2 Complete paragraph 2 of the article using the words in the box.

after and unfortunately but because so

3 Read the beginnings of paragraphs 3 and 4 of the article. Choose which sentences, a or b, from 1–5 belong to each paragraph. Write the paragraphs.

- a Then the car stopped in front of a large conference centre. **Paragraph 3**

b He told John that everything was ready for him. **Paragraph 4**
- a Mr Taylor jumped out of the car with his briefcase and rushed into the centre.

b 'Follow me, please,' he said.
- a John Taylor got up, checked his tie was straight, and picked up his briefcase.

b There, to his relief, he was greeted in English by the conference organizer.
- a He followed the organizer out of the room.

b 'Welcome to Paris, Mr Taylor,' said the smartly-dressed organizer and he led John Taylor down a long corridor and into a small room.
- a After giving Mr Taylor a coffee, the organizer went off to make sure everything was ready.

b The organizer opened a door and led John Taylor into a large hall full of ... schoolchildren!

4 Look at the next two paragraphs. Which is paragraph 5? Which is paragraph 6? **Read Study Skill**

STUDY SKILL Paragraphs

To help your writing flow:

- group ideas on the same topic together in a paragraph.
- make sure there is a clear link between the content of one paragraph and the next.

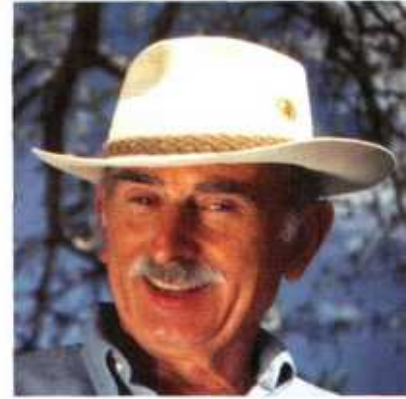
5 Read paragraph 1 of the article again. Find an example of the: Present Perfect, Past Simple, Past Continuous, and Past Perfect. **Read Study Skill**

STUDY SKILL Varying the structure

Interesting writing often contains a variety of tenses.

For example:

- Past Simple – *It was a comfortable flight.*
- Past Continuous – *He was loading a plane at the airport.*
- Present Perfect – *He has been to France before.*
- Past Perfect – *He had taken a part-time job at the airport.*



A case of mistaken identity

1 Have you ever been mistaken for someone else last week Mr John Taylor, an Australian businessman, went to Paris for an important meeting he was sent by the Australian government to give a speech to French businessmen and women it was to encourage more trade it was, therefore, a very important speech and Mr Taylor had prepared it carefully at the same time a Mr Paul Taylor was also travelling on the same flight to Paris

2 It was a comfortable flight ¹ _____ his plane arrived on time. John Taylor was expecting a driver to pick him up from the airport. ² _____ going through customs and immigration control, he went to find the driver. He saw a man who was holding a sign saying 'Mr Taylor'.

³ _____ he introduced himself. The driver replied in French. ⁴ _____, Mr Taylor did not speak French, ⁵ _____ he did understand the words 'hotel' and 'seminar'. ⁶ _____ the meeting was early that morning, John Taylor decided to go straight to the seminar. He nodded his head at the driver and repeated 'seminar'.

3 While the car was speeding through Paris, Mr Taylor went through his notes one more time. _____

4 The organizer returned a few minutes later. _____

Paragraph

This case of mistaken identity was quickly noticed and put right. Both Mr Taylors, Paul and John, were put into taxis and driven at great speed to their correct meetings. Fortunately, both presentations were hugely successful, as they discovered when they were seated next

to each other on the flight back to Australia!

Paragraph

John Taylor looked around in horror at the children. Then he heard the organizer asking them to welcome Mr Paul Taylor. He was going to tell them about kangaroo farming in Australia! Meanwhile, on the other side of the city, Mr Paul Taylor was also in a large hall full of people. Paul, dressed in blue jeans and cowboy boots, was staring in horror at 200 smartly-suited businessmen and women.

Writing an article

Article: This is often written for a newsletter, website or magazine and the context – usually a topic of general interest – will be clear from the question. You should write in an appropriate style and try to engage the reader's interest. There is usually some opinion or comment.

Articles wanted

A charity event to remember

What is the most unusual way you've raised money for charity? How did you do it? What did you have to do? Was the event a success? Would you do it again?

Write us an article answering these questions.

We will publish the best articles on our website.

Write your **article** in **140–190** words in an appropriate style.

Plan your article

3a Make a paragraph plan using the questions in the task.

Paragraph 1: *What did you do? How did you do it?*

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

b Match the follow-up questions (a–d) with the paragraphs in Exercise 3a and add them to your plan.

a How much did you raise?

b What was the experience like?

c How would it be different next time?

d Why did you decide to do it?

Possible answers

3a–b

Paragraph 1: What did you do? How did you do it? Why did you decide to do it?

Paragraph 2: What did you have to do? What was the experience like?

Paragraph 3: Was the event a success? How much did you raise?

Paragraph 4: Would you do it again? How would it be different?

Language and content

4a Which of these opening sentences do you think would have a more positive effect on the reader? Why?

A Last year I decided to cycle round Cuba. I did it for charity. I wanted to raise money for a local children's hospital.

B So why was I mad enough to do a 90-kilometre walk in six days along the Great Wall of China?

b These sentences begin the last paragraph of the article. Which one do you prefer? Why?

A In the end, I was pleased I finished the walk and raised so much money but I think next year I'll try and find some less challenging way of doing it.

B It was OK in the end. I enjoyed the ride. I got the money I wanted but next year I'll do it differently.

Possible answers

4a

A sounds flat and the short sentences are not engaging. B is more engaging and adds colour because it asks a question to the reader directly, which the article will answer.

4b

A sounds more enthusiastic. B sounds flat and uninterested. In this context, the short sentences sound as if the writer is not making an effort.

Involving the reader	Adding a personal touch
<i>Just imagine ...</i>	<i>Before I went, I thought ... but I soon realised ...</i>
<i>Have you ever ... (what/how) ... ?</i>	<i>When I ... how/what ...</i>
<i>If the answer is ... , you should ...</i>	<i>After a while I ...</i>
<i>How would you feel if ... ?</i>	<i>It was the ... I had ever ...</i>

Just imagine having to walk 90 km in six days.

- c Look at the phrases in the table above right for giving an article 'colour'. Then make one sentence for each phrase in the table using the sentences in the box below. You can use the sentences more than once.

I had to walk 90 km in six days.

I walked along the Great Wall of China.

I had to cycle 400 km across Cuba.

It's not as flat as I thought – there are places which are quite hilly.

There were hundreds of high steps.

At first I was shocked, then I enjoyed it.

It was incredible.

Example answers:

Have you ever wondered what it would be like to walk along the Great Wall of China?

If the answer is yes, you should try doing 90 km in six days.

How would you feel if you had to cycle 400 km across Cuba?

Before I went, I thought it was a flat country but I soon realised that it's quite hilly in places.

When I saw how high the steps were my heart sank.

After a while I started to enjoy the open countryside.

It was the most amazing experience I have ever had.

- d Choose some of the phrases in Exercise 4c and use them to write complete sentences for your own article.

Write your article

Now write your article using the ideas and some of the language above. You can use the title in the task or invent your own.

Sample answer:

A charity event to remember

So why did I decide to do a 90-km walk in six days along the Great Wall of China? Well, the reason was that our local children's hospital needed to raise money or it would close. However, I didn't realise how big a challenge it would be.

Before I went, I thought that I would be walking along a flat surface but when I saw the Great Wall, my heart sank. Part of the time we would be trekking up hundreds of high steps and, worryingly, some of the paths had steep falls on either side and there was nowhere to go because we were surrounded by mountains and forests. However, after a while, I started to love the experience. I was in one of the most amazing places on earth and the views were incredible.

In the end, the adventure was a great success. The hospital was delighted because a group of us managed to raise several thousand pounds.

Would I be keen to help the hospital again next year? Yes, but I think I'll try and find an easier challenge next time!

Check your article

Check your:

- paragraph plan. Are your paragraphs clearly organised?
- variety of verb forms and linking expressions.
- range of adjectives, adverbs and verbs. Will the article have a positive effect on the reader?
- number of words.

Edit your work using this checklist.

Writing checklist

Content and style

- Is your answer the right length? If you write less than 140 words, you probably haven't answered the whole question; if you write more than 190, the examiner may not read it and it will be a waste of valuable time.
- Have you answered all parts of the question? You will lose marks if you don't include all the required information.
- Have you explained your points clearly?
- Do you think your reader will be happy with your answer (e.g. If it's an article, is it interesting to read?)?
- Is your style appropriate (e.g. Does the context require you to be formal or informal? If it's an article, is it lively?)?

- Is your style consistent (e.g. no very informal words in a formal letter)?
- Will your writing have the effect you want on your reader?

Organisation

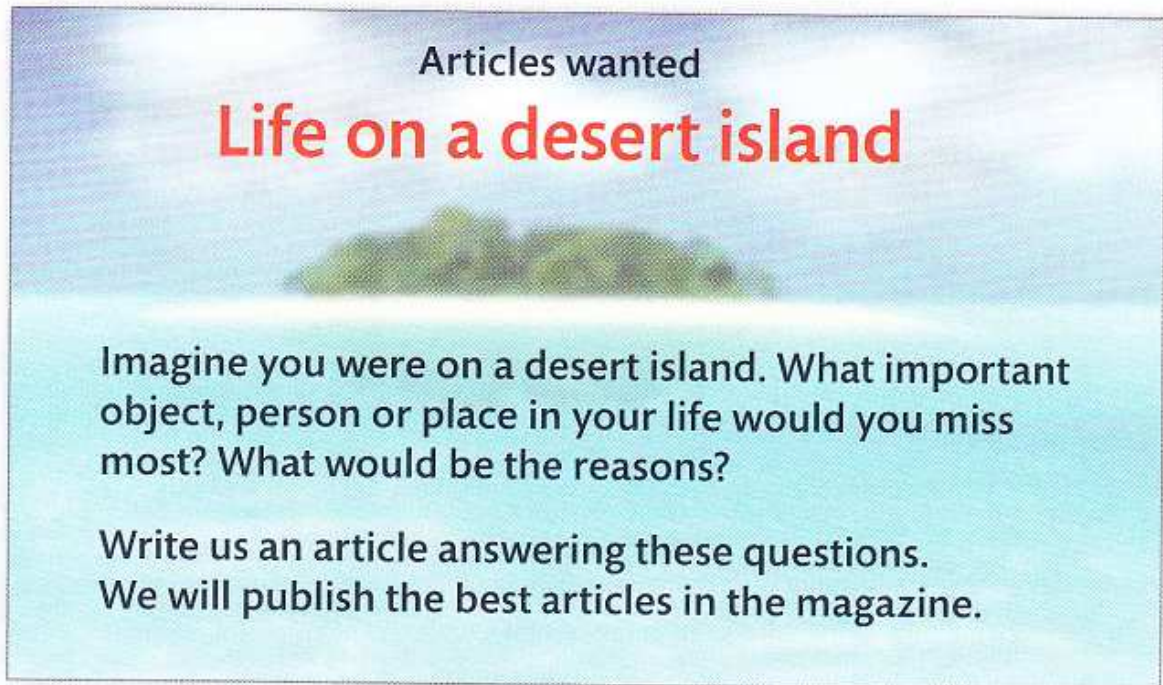
- Have you divided your answer into paragraphs?
- Does each paragraph have one main idea? (A related idea in the same paragraph is possible if the connection is close.)
- Are the paragraphs in a logical order?
- Is there a supporting sentence (possibly an example) for the opening sentence of the paragraphs? (This is not always necessary in an introduction or conclusion, or a section of a report.)
- Have you used linking expressions to connect ideas between paragraphs (e.g. *however, on the other hand*)?
- Would headings and sub-headings be appropriate (e.g. in a report)?

Language

- Have you included a range of grammatical structures (e.g. in an essay: present simple, modals, conditionals)?
- Is there a good range of vocabulary (e.g. in an article, adverbs: *life changed dramatically*; in a review, adjectives: *powerful performance*)?
- In a review, have you used the language of personal opinion (e.g. *I thought the best thing about it was ... , ... was rather disappointing*)?
- Is your vocabulary specific, not general (e.g. *an enjoyable meal* not *a good meal*)?
- Have you used a range of appropriate linking expressions (e.g. *but, so, after, because* within a sentence, and *finally, what's more* to connect ideas in two sentences)?
- Have you used time expressions appropriately (e.g. *when, after, as soon as*)?
- Have you used appropriate opening and closing phrases in an email or letter (e.g. opening an informal email: *Good to see you again the other night*, closing a formal letter: *I look forward to hearing from you.*)
- Is your handwriting easy to read?
- Are your spelling and punctuation correct? You will not automatically lose marks for poor spelling, punctuation and handwriting, but it will affect the examiner's general impression.
- Have you checked for grammar mistakes, in particular the ones you know you often make?

Task

You see this announcement in an international magazine.



Articles wanted

Life on a desert island

Imagine you were on a desert island. What important object, person or place in your life would you miss most? What would be the reasons?

Write us an article answering these questions.
We will publish the best articles in the magazine.

Write your **article** in **140–190** words in an appropriate style.

Model answer

Add a short title to catch the reader's attention. Make sure it is relevant. You can use the one in the question or invent one of your own.

Give specific examples to bring your article to life.

Finish with a sentence which summarises what you have said.

Life on a desert island

How would you feel about living on a desert island? I can't imagine anything worse! I'd miss a lot of things but most of all, I would miss my home.

My home is a small house on the outskirts of a city. It was built about 50 years ago and has a small garden. In the summer, our country gets very hot but our house is always cool. You'd probably think our house is nothing special, but I have lived there all my life and all my friends live nearby. It's a happy place, where I feel completely safe. Whenever I go away, I look forward to coming back, lying on my bed, reading a book and listening to my brother and sister arguing downstairs!

I love travelling and meeting new people, but if I were on a desert island, I'd be away from the place I love most: my home, and I would hate that.

Introduce the topic. Although you don't know your readers personally, you can address them directly and ask them a question. It helps to involve them.

Your style will not be formal (e.g. you might use contractions). This article has a personal style. Others might have a more neutral style.

Writing a report

A report describes a study, an investigation, or a project. Its purpose is to provide recommendations or updates, and sometimes to persuade the readers to accept an idea. It is written by a single person or a group who has investigated the issue. It is read by people who require the information.

Tip

- Reports can vary in length but a good rule to remember is that they should be as long as necessary and as short as possible.

Think about the reader

You need to make the objective of the report clear so that the people who are reading the report know why they are reading. Thinking about the readers and what they need to know will help improve your report.

- Is the purpose of the report clear throughout?
- Can the readers find the information they need?
- Will diagrams or tables make the information clearer?
- Should I just present the facts or include recommendations as well?

Organizing your report

A typical report should follow the structure outlined below. Shorter reports might not need all the sections but they should at least include the highlighted sections.

1 Title

Your title should tell the reader exactly what the report is about.

2 Contents List

If your report has a number of sections it is important to include a table of contents so that the readers can find the information they want. A good way to structure a report is to use numbered headings:

- 2.0 *Research*
- 2.1 *Focus groups*
- 2.2 *Technology for accessing the Internet*

5 Body of the report

The main body of the report will follow the structure in the Contents List. It will give precise information about the research you have carried out and what you have discovered from it. The information here should be mainly factual and not based on opinion. Tables, charts and bulleted lists can make the information clearer. Some of the more detailed information can go into Appendices and the Bibliography.

6 Conclusions

This is where you give your opinions on the facts that you have discovered.

3 Summary

This section is often called an **Executive Summary**. It tells the reader what the objectives of the report are as well as the main findings, conclusions and any recommendations.

7 Recommendations

If you have been asked to give recommendations, they should be based on your conclusions. You should also let the reader know what you predict will happen if your recommendations are followed.

4 Introduction

This should give the reader the background to the report: why you are writing it. You should also include what the report will cover (and what it won't) and how you got the information you have based the report on.

8 Appendices

In a long report, you should put very detailed information in the Appendices with cross-references to them in the body of the report.

9 Bibliography

If your report refers to a number of other publications, you should list these in a Bibliography.

Executive summary

The summary below gives some useful language in context. In the Language bank are some other phrases that you can use in reports. Notice that the language used should be **clear, accurate** and **formal**. *We* and *I* are often used in internal reports, for example for describing research.

Web Page Design

The purpose of this report is to compare two different web designs. The reason for this is to decide what kind of web page is most likely to attract new customers and to encourage existing customers to buy more products from us.

We asked two developers to produce alternative web pages for our company. We asked Developer A to produce a simple, easy-to-use design and we asked Developer B to produce a more sophisticated design with lots of eye-catching graphics. We conducted our research by asking a group of twenty existing customers and twenty non-customers to use the web page over a month. The group was made up of people with a range of ages, professions, incomes, and computer expertise. We divided the group in two and asked one sub-group to use Design A and the other to use Design B. We asked each sub-group to log on once a day and to use the web page to perform certain tasks, including: buying products, getting information, returning damaged products, and tracking deliveries. We also asked the sub-groups to assess how attractive they found their designs and whether they would be encouraged to return to the web page.

In addition, we researched the technology that people had available for accessing the Internet, including the devices people used and the connection speeds available.

We found that, on the whole, people preferred to be able to purchase products quickly and easily. In conclusion, users do not visit a site such as ours for entertainment. While they initially enjoyed some of the aspects of Design B these could take a long time to load and users eventually became bored.

We recommend that we adopt Design A with two or three of the more practical features from Design B.

Language bank

Stating objectives

The purpose/aim/objective of this report is to...
This report aims to...
This reports presents/gives information on...

Outlining research

We asked (two developers) to...
We conducted our research by... (e.g. asking a group of...)
We examined/looked at/researched... (e.g. the problem/the cost/several companies)
We surveyed... (e.g. a total of 250 employees)
We compared A and B.
The group was made up of...

Presenting findings

We found that, on the whole,...
According to the majority of respondents...
Overall people preferred...
50% of those surveyed said (that)...

Giving Conclusions

In conclusion...
The research shows/demonstrates (that)...
The research shows/demonstrates + noun (e.g. the effect of...)
From the research/the evidence we conclude that...

Giving recommendations

We recommend that...
It is recommended that...
The best solution is/would be to... (e.g. to adopt design A)
The best solution is/would be + noun (e.g. a reduction in office hours)
If we do A, we will see B.
This will have an impact on + noun (e.g. costs/productivity/the business)

Paraphrasing and summarizing

1 Read the report *School Dinner Scandal*. Underline the main information.

Report

School dinner scandal

The results of a study into what 10,000 primary school children, that is, children aged five to eleven, ate in a day shocked the researchers. They believe it shows that children's diets are getting worse and that this might cause health problems in the future. It shows that 49 per cent of the children had eaten chips, which had been cooked in oil. Less than half had eaten a vegetable or a piece of fruit in the last 24 hours and, most shockingly, only one in ten children had eaten fish. As Dr G. Bennett, the author of the study, concluded (2006, p191) 'Poor eating habits in early childhood can lead to health problems in later life. It is therefore essential to ensure that children eat properly.'



Possible answers

The results of a study into what 10,000 primary school children, that is, children aged five to eleven, ate in a day shocked the researchers. They believe it shows that children's diets are getting worse and that this might cause health problems in the future. It shows that 49 per cent of the children had eaten chips, which had been cooked in oil. Less than half had eaten a vegetable or a piece of fruit in 24 hours and, most shockingly, only one in ten children had eaten fish. As Dr G. Bennett, the author of the study, concluded (2006, p191) 'Poor eating habits in early childhood can lead to health problems in later life. It is therefore essential to ensure that children eat properly.'

2 Read the summary. Match the highlighted words and phrases with words and phrases in the report.

Research = a study

Summary

Research into 10,000 primary pupils' daily diet revealed that just under half had eaten chips, fewer than 50% had had either vegetables or fruit, and only 10% of the children had eaten fish.

3 Read the article *Scientists on the decline*. Highlight or underline the main information.

4 Make notes from the information you have highlighted or underlined. Organize them logically, and be concise.

Number science students ↓ about 5% a year.

Focus on Science

Scientists on the decline

As science becomes increasingly important in our daily lives, so the shortage of scientists gets greater. The number of students going to university to study pure and applied sciences is decreasing by about five per cent each year. This, in turn, leads to a drop in the number of people able to be science teachers in schools. This shortage of science teachers, unsurprisingly, leads to fewer school children studying science, and even fewer going on to university. Prominent scientists believe that one of the reasons is that science is undervalued in society: people do not discuss the latest scientific breakthrough in the same way they would discuss the latest bestseller. It could also be because scientists starting their professional lives are often poorly paid. However, some scientists think that the reason is a distrust of scientists because of the claims for 'breakthroughs' and 'cures' for diseases which do not actually happen. Whatever the reason, young people must be encouraged to study science.



The world needs scientists.

Possible answers

As science becomes increasingly important in our daily lives, so the shortage of scientists gets greater. The number of students going to university to study pure and applied sciences is decreasing by about five per cent each year. This, in turn, leads to a drop in the number of people able to be science teachers in schools. This shortage of science teachers, unsurprisingly, leads to fewer school children studying science, and even fewer going on to university. Prominent scientists believe that one of the reasons is that science is undervalued in society: people do not discuss the latest scientific breakthrough in the same way they would discuss the latest bestseller. It could also be because scientists starting their professional lives are often poorly paid. However, some scientists think that the reason is a distrust of scientists because of the claims for 'breakthroughs' and 'cures' for diseases which do not actually happen. Whatever the reason, young people must be encouraged to study science. The world needs scientists.

5 **Read Study Skill** Write sentences in your own words using your notes. Do not look back at the text *Scientists on the decline*.

There is an annual fall of around five per cent in the number of people studying science in higher education.

STUDY SKILL Paraphrasing and summarizing

You often need to use other sources, for example other people's work, in your own essays and reports.

This can be done by:

- paraphrasing information, that is, rewriting information in your own words. Use synonyms wherever possible.
- summarizing the information, that is, linking the main points in your own words.

NOTE You may quote directly from the piece of work, but it is essential to give the source of the quote and its author, e.g.

... Dr G. Bennett, the author of the study, concluded (2006, p191) 'Poor eating habits in early childhood can lead to health problems in later life.'

The use of other people's work 'word for word' without saying you have done so (plagiarizing) is strictly not allowed.

Rephrasing and avoiding plagiarism

Promising results from cancer study

A A new experimental vaccine has shown promising results in the fight against lung cancer. In a small Texas-based study, a vaccine developed by scientists at Baylor University Medical Centre in Dallas, USA cured lung cancer in some patients and slowed the progress of the disease in others.

B Researchers have reported encouraging findings from this small study. Forty-three patients suffering from lung cancer were involved in these trials. Ten of these patients were in the early stages and thirty-three in the advanced stages of the disease. They were injected with the vaccine every two weeks for three months, and were carefully monitored for three years. In three of the patients in the advanced stages of cancer, the disease disappeared and in the others, it did not spread for five to twenty-four months. However, no great difference was seen in the patients in the early stages of the illness.

C This new vaccine uses the patient's own immune system. It is made specifically for each patient and is injected into the arm or leg. It stimulates the body's immune system, which then recognizes that the cancer cells are harmful, and attacks and destroys them.

D The vaccine could be effective against other forms of cancer. It offers great hope for the treatment of cancer in general, although further studies are needed before such treatment can be widely used.

(232 words)

Deakin, F. P. (2007). Promising results from cancer study. *New Medical Journal*, 32.

Scan the article. Are the statements true (T) or false (F)?

- 1 The investigation cured all of the participants in the trial.
- 2 About forty people participated in the study.
- 3 Patients in the early stages of the disease recovered more quickly.
- 4 Every patient was given the same vaccine.
- 5 The vaccine activates the immune system.
- 6 This treatment may be useful for treating other cancers.

Read Read the summary of the article. How is it different from the original?
Discuss your answers with a partner.

A group of US researchers has carried out trials of a new vaccine which is effective against lung cancer. Although the study was limited to fewer than fifty people, the results were very promising. Some of the patients at an advanced stage of the disease were cured. Each patient in the trial had their own vaccine which activated their bodies' immune system and enabled it to fight the cancer. It is hoped that other forms of cancer can be cured in a similar way.

Read Study Skill Read the summary again. Match the highlighted parts of the summary with parts of the text.

A group of US researchers = scientists at Baylor University Medical Centre in Dallas, USA

STUDY SKILL Avoiding plagiarism (1)

Plagiarism is copying someone's work, or using someone's ideas and pretending they are your own. Do not copy directly from a text, but rephrase by changing:

- the vocabulary (using synonyms or phrases with a similar meaning)
- the sentence structure and grammar

NOTE You must always credit the source when you use another person's ideas, opinions, facts, and graphics, even if you paraphrase their words.

Rephrasing

- 1 Look at the sentences below from the summary on page 14. Replace the underlined words with a suitable synonym or near synonym from the box.

tests scientists encouraging illness
research recovered findings conducted

- 1 A group of US researchers has carried out trials on a new vaccine.
 - 2 Although the study was limited to fewer than fifty people, the results were very promising.
 - 3 Some of the patients at an advanced stage of the disease were cured.
- 2 Rewrite each sentence from exercise 1, using the synonyms.
A group of US scientists has conducted tests on a new vaccine.
- 3 Read the rules. Rewrite the sentences in the correct form of the passive.

RULES The passive voice

The passive voice is used when it not important *who* or *what* does an action.

It is formed by the verb *to be* in the correct tense + the past participle.

The vaccine is injected into the arm or leg.

The patients were injected with the vaccine.

In most passive sentences, *by* and the agent (the subject of the active sentence) are omitted because the agent is obvious or not necessary.

The patients were carefully monitored for three years by doctors.

NOTE An academic text will usually have a mixture of active and passive sentences.

- 1 Pharmaceutical companies are constantly developing new drugs.
New drugs are constantly being developed by pharmaceutical companies.
- 2 The government provided the funding for the study.
- 3 Doctors have used alternative therapies for many years.
- 4 Scientists usually test their theories in the laboratory.
- 5 The researchers will publish their findings next month.



- 4 Find the words or phrases which are synonyms in the pairs of sentences.

After only six months the team's research was completed.

The group's study was finished after only six months.

- 1 a The main causes of acute asthma attacks are common cold viruses.
b Common cold viruses are the principal causes of severe asthma attacks.
 - 2 a Scientists use radiation to investigate details of tiny structures.
b Scientists use radiation to study details of very small structures.
 - 3 a A short ten-minute walk every day can be beneficial to your health.
b Walking for ten minutes daily can benefit your health.
- 5 Rephrase the sentences, using synonyms and the passive voice where appropriate.
- 1 We need proof that the medicine works.
 - 2 They will build a huge medical centre in the near future.
 - 3 An unhealthy lifestyle can be the cause of many diseases.
 - 4 The organizers cancelled the talk because the speaker was ill.

Possible answers

- 1 Evidence is needed that the treatment is/drugs are effective.
- 2 An enormous medical centre will be built soon.
- 3 Many illnesses are caused by an unhealthy way of life.
- 4 The talk was cancelled because the speaker/presenter was unwell/ill.