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ОСНОВЫ ПИСЬМЕННОЙ АНГЛИЙСКОЙ РЕЧИ

Учебное пособие

Рекомендовано ученым советом федерального государственного бюджетного образовательного учреждения высшего образования «Оренбургский государственный университет» для обучающихся по образовательной программе высшего образования по направлению подготовки 45.03.02 Лингвистика

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Настоящее учебное пособие содержит практический материал по основным темам практики письменной речи английского языка. Первая часть включает в себя краткий теоретический материал и практическую часть по ключевым темам официальной письменной речи английского языка. Во второй части представлен основной теоретический материал и упражнения по использованию неформального стиля общения в письменной речи. Пособие содержит два приложения, в которых представлены устойчивые фразы и клише, которые помогут при написании эссе и краткого изложения статей.

Пособие предназначено для студентов 1 и 2 курсов, обучающихся по направлению подготовки 45.03.02 Лингвистика. Оно также может быть использовано студентами других направлений подготовки в качестве дополнительного учебного пособия в рамках изучения письменной речи английского языка.

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Introduction

The study guide is recommended for students studying English language within the course of «Writing practice» (educational program of «Translation and translation study»). The manual can help in acquiring and structuring the knowledge of English written speech.

In the course of work with the study guide, the following tasks are solved:

- 1) acquaintance with written academic discourse is carried out;
- 2) the concepts of genre, paragraph, formal letter, informal letter are introduced;
- 3) skills of abstracting and annotating academic texts are formed;
- 4) the skills of translating texts in the specialty are developed;
- 5) skills of differentiated reading of scientific literature are formed in order to extract information;
- 6) writing skills are formed.

The guide contains an introduction and two parts, each of which is aimed at the formation of knowledge, skills and abilities of academic writing.

The first part is about the formal English language: writing formal letters, CV, developing texts into paragraphs, summary, rendering and essay writing. Samples of commercial letters are given (order letter, inquiry letter, application letter, business letter etc); standards of their writing, phrases which are often found in business correspondence; samples of resume and job applications are given.

The second part is focused on informal written speech: e-mails, postcards and personal letters.

The following types of work are assumed:

- question-answer form of work;
- discussion on a given topic;
- structural semantic analysis of a paragraph;
- making text compression;
- abstracting text;
- writing your own resume;

- writing various types of letters;
- exercises for translating and activating lexical and grammatical material.

The texts for the guide are taken from modern scientific and popular science publications and help to systematize the genre diversity of academic discourse. Each unit includes theory and exercises for practicing.

The guide involves appendices containing useful special phrases for rendering the article and writing an essay which can help students to go through not easy way from rendering and summary to writing essay.

1 Formal Written English

1.1 Curriculum Vitae. Resume

CV (Curriculum Vitae or résumé or resume) is a written record of your education and the jobs you have done, that you send when you are applying for a job [14].

Writing resumes in a different language can be complicated. There are a lot of ways of writing and formatting a resume. We suggest you some variants of resumes. In some industries, there may be a specific format required, so do your research and see if the type of job you are applying for requires adjustments or a special format.

Resumes are supposed to be one to two pages long. It is always important to know what to include and what to leave out. There are details often included or even necessary to put on resumes in some countries that should definitely not be included on resumes in the other ones.

There are some special rules of writing CV:

1. Do not use coloured paper and pictures.
2. Be clear and concise.
3. Use headings or format text in bold to draw attention to important points.
4. Be consistent with font type and size. Line up the text.
5. Use bullet points to separate and underline key information.
6. Use accurate spelling and grammar.

We recommend you to use active verbs, for example, demonstrated, conducted, qualified, participated, researched, established, attained, managed, organised, analysed and so on.

Compare two examples:

1. I was responsible for arranging a business meeting for department heads.
2. I arranged a business meeting for department heads.

The second variant sounds more effective. It demonstrates that you know how to use this skill and you are good at it.

We advise you to avoid using the weak verbs, for example, hope, try, believe as they make you sound uncertain, weak and hesitating.

After you have finished writing your CV, don't forget to check the spelling, the grammar and the data you have used. All the personal information should be checked twice and even more to avoid misunderstanding and misperception. It is important to keep the same tone and style of language throughout. Make sure you don't have any sentences that suddenly sound informal in the middle of a professional formal resume.

All the CVs contain some standard information which involves personal information, education and qualifications, work experience and skills profile (for example, IT, time management, effective communication, team working and leadership), achievements, interests and references.

A detailed CV can be divided into approximately 10 parts. They are personal information, personal summary, areas of expertise, work experience, professional achievements, duties, personal skills, key skills and competencies, academic qualifications and references.

Identify yourself and the position you are applying for in some words. You may add the information about how you have found out about the job.

Part I. Personal information includes your first and last name, the address of the place where you live, telephone number including country and area code, your e-mail. It is also important not to add your photos, religion, age.

Part II. Personal summary. Give general description of yourself, your traits of character, abilities and interests. In this section you may also give the reasons why you are interested in working for the company and why you wish to be considered for that particular post.

Part III. Areas of expertise. In this section, you can list languages you speak, spheres what you are good at.

Part IV. Work experience. It is not necessary to include all your jobs. Choose the most recent or relevant (the date when you worked in this or that place, the name of the company you worked in, the name of the country and the city where you worked).

Part V. In the part of professional achievements, you should include certifications, which will be useful in the job you are applying for.

Part VI. In this section write all the duties you had in your previous job. This part is optional. This information can be used in the section of work experience.

There are examples of the sentences and phrases which will help you to make CV effective:

- Gained valuable experience working to targets within a fast moving financial sector;
- Worked quickly and accurately on a number of complex computer programmes;
- Dealt effectively and professionally with the public in a busy branch;
- Worked as part of a team of six in this busy city centre store;
- Developed my communication skills through interacting with customers;
- Used tact and diplomacy to deal with customer complaints;
- Demonstrated excellent interpersonal and people management skills through my retail experience, working on Nightline and as captain of the University's netball team;
- Achieved all of my data inputting targets to a high standard, demonstrating that I am able to work accurately under pressure.

Part VII. The section of personal skills is optional. This information can be included into the part of personal summary. In this part you may enumerate some of the personal qualities and the most important skills that make you a suitable candidate.

Part VIII. In the section of key skills and competencies you should list your training and specific skills. For example:

- Highly skilled in video editors such as Adobe Premiere Pro, Final Cut Pro X and iMovie;
- Proficient in Word, Excel and Microsoft Outlook, Microsoft Office and social media management;
- Highly skilled in Adobe Photoshop, Canva and some other graphics editors.

Part IX. In the part of academic qualifications use your most recent diploma or any education relevant to the job. It is also required to put a college diploma or university degree (degree/diploma mentioning the dates of its beginning and ending, specialization, the name of the university you studied and the city where the university is located).

Part X. The last part is called references which are needed to contact you.

You are applying for a job abroad sometimes it is required to mention volunteer experience. In this section you should name the date, the company name, the country/city and what kind of volunteer work you did.

Exercise 1. There are skills and competencies which you may mention in your CV. Read and translate them.

- Analysed problems and developed solutions;
- Excellent interpersonal and people management skills;
- Able to analyse and interpret data;
- Able to exercise good judgement and sound reasoning;
- Good interpersonal skills;
- Able to concentrate and pay attention to detail;
- Can work well on own initiative;
- A good communicator;
- Ability to organise and motivate staff;
- A good planner;
- Careful and methodical approach;
- Able to work accurately under pressure;
- A good organiser with an eye for detail;
- A good team worker;
- Patient, tolerant and able to communicate;
- A good listener with a common sense approach;
- Persuasive but tactful;
- A flexible approach to changing situations;
- Determination and drive to see projects to successful completion;
- An active decision-maker;
- An effective time manager;
- Highly numerate and computer literate;
- Adaptable to team or individual roles;
- Produces to deadlines;

- Extensive visual memory.

Exercise 2. What is the difference between personal and professional skills?

Write the skills and competencies mentioned above in the correct column of the table.

<i>Personal skills</i>	<i>Professional skills</i>

Exercise 3. Work with the table given in exercise 2. Answer the questions in written form.

1. Which skills do you have? What have you done to acquire them?
2. Which ones would you like to acquire? What should you do to master them?
3. Which skills are necessary for your future job? Why?
4. Imagine that you want to work for Apple Inc., an American multinational technology company, as an Internal Communications Specialist, People team. Which skills do you think may be required for this position? Use such phrases as *proficiency in*, *skilled in/at*, *experienced in/with*, *practised in/with/at* and so on.

Exercise 4. There is a complete CV for a translator which is given below. Read and translate it if necessary. Use the dictionary to understand the unknown words. In your opinion, would Milinda Aaron get this job? Why? Prove your point of view using the information from the CV.

Milinda Aaron

Translator

AREAS OF EXPERTISE

Translating legal documents
Proofreading
Interpreting
Terminology
Multi lingual
European languages

PERSONAL SUMMARY

A multi-skilled, reliable and talented translator with a proven ability to translate written documents from a source language to a target language. A quick learner who can absorb new ideas and can communicate clearly and effectively with people from all social and professional backgrounds. Well mannered, articulate and fully aware of diversity and multicultural issues. Flexible in the ability to adapt to challenges when they arise and at the same time remaining aware of professional roles and boundaries.

Would like to work as a translator for a successful and ambitious company that offers great opportunities for career development and progression.

WORK EXPERIENCE

Interpreting Company – Coventry

TRANSLATOR

June 2008 – Present

Working freelance for a translation agency providing a translation and interpretation service to clients where needed. Involved converting documents and articles from one language into another and ensuring that the finished converted articles relay the intended message as clearly as possible.

PROFESSIONAL

First Aid Certificate
NVQ in Advice and Guidance

Duties:

- Researching legal and technical phraseology to ensure the correct translation is used.
- Liaising with clients to discuss any unclear points.
- Providing guidance and feedback and creating customer-specific style guides.
- Translation of documents/letters from a foreign language to English and vice versa.
- Reviewing and proofreading mother-tongue text.
- Revising more junior translators' translations.
- Conducting face-to-face interpreting.
- Telephone interpreting.
- Working as a translator for Law firms, charities and local councils.
- Supporting the translation team with other projects when necessary.
- Excellent English speaking and writing skills.
- Retrieving articles from newspapers, magazines and the internet

and translating them into English.

PERSONAL SKILLS

Detail orientated

Well organised

Friendly

KEY SKILLS AND COMPETENCIES

- Familiar with translation software tools.
- Able to fluently speak French, German, Urdu and Spanish.
- Excellent communication and social skills.
- Able to work to tight deadlines.
- Highly skilled in Word, Excel and Microsoft Outlook.
- Willing to travel and able to work under pressure.
- Able to prioritise work.

*Milinda Aaron
34 Made Up Road
Coventry
CV66 7RF*

*T: 02476 000 0000
M: 0887 222 9999
E: linda.h@dayjob.co.uk*

*DOB: 12/09/1985
Driving license: Yes
Nationality: British*

ACADEMIC QUALIFICATIONS

BA (Hons) Translation Media and French

Nuneaton University 2005 - 2008

A levels: Maths (A) English (B) Technology (B) Science (C)

Coventry North School 2000 - 2005

REFERENCES – Available on request [17].

Exercise 5. Imagine that you want to apply for a job at Apple Inc., an American multinational technology company, as a Translation and DTP Manager. Study the information given below and make up your own CV for this position.

Translation & DTP Manager

Join the team responsible for the localization and release of all Apple products. We are a hardworking group dedicated to bringing Apple's products to the world. We are looking for highly motivated engineering project manager with Asian language skills to join our team.

There will be opportunities to work with an amazing team that prides themselves with innovation and a simple clean user interface. Your responsibilities include managing of complex translation and DTP projects, testing of software builds and documentation with a critical eye for usability and the ability to get to the bottom of

complex issues. Strong regional knowledge is critical as this role requires working in local Apple in-country offices, multi-functional teams, and focusing on regional specific functionality.

Key Qualifications:

- Hands-on translation, localization and QA testing of Apple products into Chinese or any Asian languages;*
- Vendor management with vendors in Asia;*
- Utilizing internal tools to identify areas of improvement and provide feedback for product improvement;*
- Bug monitoring, blocking issue, reporting and resolution;*
- Identifying tools and process improvements;*
- Coordinating with translators, editors and proofreaders, to deliver localized products on schedule and within budget;*
- Managing translation & testing guidelines for translators and testers. This will include maintenance and fast-growing the current Glossaries, localization standards and testing strategies for Chinese and other Asian languages.*

Description:

- Native or accredited fluency in Chinese (Mandarin and Cantonese) or other Asian languages. Fluent in English;*
- Experience in localizing software or hardware products, QA processes and strong project management skills;*
- Experience with translation memory and testing automation;*
- 5+ years translation & localization, DTP tools and project management experience.*

Your success in these areas will build a strong foundation for your contributions on our team:

- Knowledge macOS & iOS will be an advantage;*
- Excellent teamwork and interpersonal communication skills are essential;*
- Knowledgeable in, and sensitive to, multilingual and multicultural issues;*
- Good communication skill with both Chinese and English;*

- *Excellent written and verbal communication skills;*
- *Ability to work with multi-functional teams.*

Education and Experience:

Major in Computer Science, Software Engineering, Informatics or related disciplines [5].

1.2 Paragraph development

Good essays are written in a clear and accessible style. You want your readers to be able to understand and appreciate your argument without becoming distracted by misused words, faulty sentences, or poor paragraph structure.

Paragraph structure

- 1) A paragraph is a short argument that supports one main idea about your topic.
- 2) Four types of sentences make up a paragraph.
 - a) The topic sentence is a general statement, or argument, that you intend to prove in the body of the paragraph.
 - It states one main idea about your topic, the idea discussed in the body of the paragraph.
 - Every other sentence in the paragraph must be related and subordinate to the topic sentence.
 - b) A supporting sentence backs up the assertion made in your topic sentence. The paragraph may contain as many supporting sentences as you wish.
 - c) A limiting sentence reduces the scope of the topic sentence in some way. There should be only one limiting sentence per paragraph.
 - d) A transitional sentence links paragraphs with a common idea. It is always the last sentence in a direct paragraph.
- 3) There are three basic types of paragraphs:
 - a) In a direct paragraph, the first sentence is a topic sentence. The topic sentence is then followed by either supporting sentences or by a limiting sentence.

Example:

Direct paragraph:

The rise of the new physics has been accompanied by a tremendous growth of interest in the deeper philosophical implications of science. Over the past half-century, physicists have moved away from strictly mechanical models of the universe to a view that sees the mind as playing an integral role in all physical events. This has led many people to question assumptions about the origin and nature of the universe. Paul Davies, in *God and the new physics* (1983), argues that the discovery that the mind exists “as an abstract, holistic, organizational pattern, capable of disembodiment, refutes the reductionist philosophy that we are all nothing but moving mounds of atoms.” It has also raised the question whether the universe could have been conceived by an infinite mind, God.

Topic sentence:

The rise of the new physics has been accompanied by a tremendous growth of interest in the deeper philosophical implications of science.

Limiting sentence:

Over the past half-century, physicists have moved away from strictly mechanical models of the universe to a view that sees the mind as playing an integral role in all physical events.

Supporting sentence:

This has led many people to question assumptions about the origin and nature of the universe.

Supporting sentence:

Paul Davies, in *God and the new physics* (1983), argues that the discovery that the mind exists “as an abstract, holistic, organizational pattern, capable of disembodiment, refutes the reductionist philosophy that we are all nothing but moving mounds of atoms.”

Transition sentence:

It has also raised the question whether the universe could have been conceived by an infinite mind, God.

b) In a pivoting paragraph the first sentence is a limiting sentence. The limiting sentence is often followed by a supporting sentence, a pivoting sentence, and, finally, the topic sentence.

- A pivoting sentence turns the paragraph in a new direction. Such sentences often include the following words: although, nevertheless, however, while it is well known that ..., it is less well known that ...

Example:

Pivoting paragraph:

Science often is considered to be a system of thought that is incompatible with religious belief. After all, it was a biologist, Charles Darwin, whom argued in the origin of the species that all living creatures evolved through the processes of mutation and natural selection, not through the intervention of an omnipotent God. In recent years, however, scientists, particularly physical scientists, have become more deeply religious than ever. New research into the origin and structure of the universe has led a number of prominent physicists to argue that god exists in the deep, rational beauty of the natural world.

Limiting sentence:

Science often is considered to be a system of thought that is incompatible with religious belief.

Supporting sentence:

After all, it was a biologist, Charles Darwin, who argued in the origin of the species that all living creatures evolved through the processes of mutation and natural selection, not through the intervention of an omnipotent God.

Pivoting sentence:

In recent years, however, scientists, particularly physical scientists, have become more deeply religious than ever.

Topic sentence:

New research into the origin and structure of the universe has led a number of prominent physicists to argue that god exists in the deep, rational beauty of the natural world.

c) In a suspended paragraph, the topic sentence is placed at the end of the paragraph. Meanwhile, supporting and/or limiting sentences are used to build toward the topic sentence.

-Thesis paragraphs and concluding paragraphs are frequently suspended paragraphs.

Example:

Suspended paragraph:

Physical scientists often express the rational beauty of the natural world-its harmony, simplicity, and symmetry-through the language of mathematics. Paul Dirac, for example, once observed that “it is more important to have beauty in one’s equations than to have them fit experiment,” and John Wheeler wrote that “the beauty in the laws of physics is the fantastic simplicity that they have.” | believe that it is through the creation of simple, elegant mathematical equations that physical scientists illustrate their belief in a divinely ordered universe and a rational God.

Limiting sentence:

Physical scientists often express the rational beauty of the natural world-its harmony, simplicity, and symmetry-through the language of mathematics.

Supporting sentence:

Paul Dirac, for example, once observed that “it is more important to have beauty in one’s equations than to have them fit experiment,” and John wheeler wrote that “the beauty in the laws of physics is the fantastic simplicity that they have.”

Topic sentence:

I believe that it is through the creation of simple, elegant mathematical equations that physical scientists illustrate their belief in a divinely ordered universe and a rational God.

4) The position of the sentences in a paragraph is important:

-the first sentence is always in the strongest position. The reader always looks to the first sentence to find the subject of your paragraph;

- the middle sentences are in the weakest position. They are the most likely to be overlooked by the reader. If you put your topic sentence in the middle of the paragraph, your reader is sure to miss it;

- the last sentence is in the position of secondary importance. While the last sentence does not have as strong a position as the first, it is still important. For example, in an anecdote, the last sentence is called the punch line.

5) The order of ideas in a paragraph is important. There are a number of possible orders:

- general to specific. This involves using a generalization followed by a number of specific instances;

- specific to general. This involves using a number of specific instances followed by a generalization;

- most important to least important;

- most accessible to least accessible;

- the most familiar to the least familiar idea;

- the greatest number to the fewest number;

- the highest quality to the lowest quality;

- largest size to smallest size;

- ordering by number without reference to chronology;

- ordering by time (or chronology).

6) A paragraph may be short or long. The length of a paragraph may be as short as one or two sentences or as long as one page (250 words). The only rule is that it must be long enough to develop your main point adequately.

a) If your paragraph seems to be too long, begin a new paragraph.

b) Be sure to vary the lengths of your paragraphs. Try writing one long paragraph followed by one short paragraph and one medium-sized paragraph. Variation increases the dramatic effect of your writing and keeps your reader interested.

7) If you are having trouble writing a paragraph:

a) Write the topic sentence of the paragraph first. This ensures that you have an argument in mind before you begin to write the other sentences.

- b) Use only one main point per paragraph. Do not let yourself be sidetracked by competing ideas.
- c) If you make a generalization, it must be contained in the topic sentence. The other sentences either support or limit that generalization.
- d) Organize the sequence of supporting sentences in some kind of order.
- e) Do not worry about transition sentences in your first draft.

Exercise 1. Divide the text into the logical abstracts.

Bill Traylor had already lived a full life before he was born as an artist. Enslaved at birth on an Alabama cotton plantation in 1853 and having spent his entire life as a farmer within a 40-mile radius of Montgomery, it was only in his late 80s that he, homeless and alone, parked himself by a bustling intersection in the state capitol's segregated black neighborhood and began to draw and paint. Across discarded scraps of cardboard – candy-box tops, old window advertisements – swept memories from his plantation days and scenes of the rapidly shifting cityscape swirling about him. More than a thousand striking, minimalist artworks flowed from his hands in the three years between 1939 and 1942, a rich trove that remains the only significant body of drawings and paintings by a person enslaved at birth. The new film *Bill Traylor: Chasing Ghosts* introduces to a wider audience one of the most important American artists of the 20th century, whose life traversed slavery, Reconstruction, Jim Crow segregation, the Great Migration and each's accompanying tumultuous social and political upheaval. As the art critic Roberta Smith proclaims in the film, Traylor is "probably the greatest artist you've never heard of". Film-maker Jeffrey Wolf clearly remembers his first exposure to Traylor's work, just before the landmark 1982 exhibition *Black Folk Art in America, 1930–1980*, at Washington DC's Corcoran Gallery. "They were unpacking the Bill Traylors, and that was my first glimpse of them, sitting on the floor before being hung," Wolf recalled recently to the *Guardian*. "They just knocked me out. I was in my early 20s, and they had this effect on me that never went away." The film took nearly a decade from inception to completion, and one of the main challenges was research. "The records aren't very well kept, especially for poor, black, indigent people at the time," said Wolf, who in 2008

made a documentary about the deaf, self-taught 20th-century artist James Castle. “We really had to dig deep.” But the film-maker Sam Pollard, who directed this year’s MLK/FBI and executive produced *Chasing Ghosts*, believes Wolf’s documentary comes at just the right time. “In America, there’s been an awakening about the deaths of black men and women at the hands of the police and the notion that this country’s history of racism is deeply embedded,” he said. “Here comes Jeff with a film about an artist who basically lived through all of these different periods and was living also in a place that becomes the center of a major turn in terms of civil rights with the Montgomery bus boycott. Jeff has created a film speaking to the past that is present.” And it illuminates the oft-overlooked Reconstruction period: Traylor’s art is the sole body of work made by a black artist of his era to survive. “He’s a chronicler,” Wolf says. “He’s telling a story of his time. And he was also a social critic of African American life, and the work’s survival keeps that African American world alive as well.” Having never learned to read or write, Traylor devised his own visual language rooted not only in his personal memories but also in the folkways of African American culture at that time: singing and storytelling, survival and healing. “He put down this entire oral history in the language that was available to him, which was the language of pictures,” the Smithsonian folk art curator Leslie Umberger says in the film. Much of his work is oblique, perhaps because it had to be: it was extremely risky for African Americans in the Jim Crow south to express plainly any point of view. Part of the first generation of black people to become American citizens, he was raised in “Bloody” Lowndes county, infamous for the violence inflicted by whites against their black neighbors who sought to exercise their rights and legal freedoms after the civil war. But by employing symbolism, allegory and abstraction, he could address subjects from literacy to lynching. Traylor himself is likewise an enigmatic figure – few photographs of him exist, and many gaps remain in his biography – but the film strives to encompass the man in full. Married three times and fathering some 15 children, Traylor was, in Wolf’s words, at once “lusty, bawdy, resilient and resourceful, with an ability to fit big ideas into small spaces [16].”

Exercise 2. Choose the most general sentence in each set.

1. a) Certainly there wasn't a single factor that was to blame. From the mid 1990s financial institutions were putting more and more money into new kinds of very risky investments.

b) Some of these investments like credit default swaps are very difficult to understand (the New York Times called them "arcane" in one article) but the particular investments are a less important factor than the technique called leverage that was (and is) used to make those investments.

c) Arguably, understanding what leverage is, is the key to understanding the meltdown.

2. a) When a routine test at Chernobyl went catastrophically wrong, a chain reaction went out of control creating a fireball that blew off the reactor's 1,000-tonne steel-and-concrete lid. There were 31 fatalities as an immediate result of the explosion and acute radiation exposure would end the lives of hundreds of others in the days that followed.

b) Evacuation of local residents was delayed by the Soviet authorities' unwillingness to admit the gravity of the incident. Eventually, more than 100,000 people were evacuated from the surrounding area in Ukraine and Belarus.

c) Bags of sand were dropped on to the reactor fire from the open doors of helicopters (analysts now think this did more harm than good). When the fire finally stopped, men climbed on to the roof to clear the radioactive debris. The machines brought in broke down because of the radiation. The men barely lasted more than a few weeks, suffering lingering, painful deaths. But had this effort not been made, the disaster might have been much worse.

3. a) The link in the chain of events is what some call the Gulf Stream and others call the Atlantic Conveyor. This is the stream of warm water that comes up from central America and flows across the Atlantic to northern Europe.

b) It is this huge mass of warm water which accounts for the relatively high temperatures enjoyed by Britain, for instance, compared with parts of Canada and Russia which are equally far north of the equator. Warm water is conveyed across to Europe near the surface of the Atlantic, and at its northernmost point it cools and sinks because

the water from the tropics has a higher salt content, making it denser and so heavier than the water near the arctic.

c) The cold, dense water then flows south close to the ocean floor, back towards central and south America to complete the cycle.

4. a) This is one example of research in the field now known as nanotechnology. In this field, the technology being created can be measured in a few nanometres (one nanometre is a millionth of a millimetre). Interest in developing technology at this level was largely inspired by Richard Feynman at the beginning of the 1960's, but the 'nano' catchphrase was coined in the 1990's by Dr. Eric Drexler, who spurred scientists on through a series of speeches and a book entitled "Engines of Creation: The Coming Era of Nanotechnology".

b) The scientists working on the geckos envisage an enormously wide range of possible applications for the kind of adhesive nanotechnology that they will develop. The one that will make the biggest splash in the media will be the gloves and the boots that will allow rock-climbers to take their sport to hitherto undreamed of heights.

c) But the technology could also be used in surgery to keep the edges of wounds together without the need for stitches. There will also be a huge potential in the manufacturing sector to stick millions of components together tighter than ever before without glues or screws.

Exercise 3. Rearrange sentences in logical order. Divide the text into 6 paragraphs.

These transports are in itself vulnerable for accidents, incidents and theft. Radioactive material in the 'wrong hands' leads to a horror-scenario. Contamination with radioactive material can make entire regions uninhabitable for thousands of years. Although the nuclear industry has been seeking for solutions for more than 6 decades now there is still no country in the world that has found a scientific sound way to deal with its radioactive waste. Even during 'normal operation' nuclear power stations (and other installations) disseminate radioactive materials. The nuclear fuel chain is complicated and in every step transport is needed. The use of nuclear power leads to the

production of large quantities of dangerous radioactive waste. So in all cases it is the government again who guarantees the compensation for accident-related costs - which is in itself again impossible. Radiation is harmful and can, even in small quantities, be lethal. There are many good reasons to oppose the use of nuclear energy. Nuclear power installations are vulnerable for accidents, incidents and attacks. Radioactive material can be disseminated.

It does not take much to build a nuclear weapon one you have access to the material, knowledge and infrastructure provided by the 'civil nuclear fuel chain'.

Only when supported by public money a nuclear power station is build. In almost all countries risks and non-direct costs are passed on to the government (the public, the taxpayers); longterm management of the waste, security of the nuclear power plant, costs of transport for instance. It is impossible to insure your nuclear facility on the private market. The Fukushima disaster in Japan is estimated to costs at least \$143 billion. The nuclear disaster in Japan has tragically demonstrated how unsafe nuclear power can be. The chance that a major accident happens is maybe slim but the consequences are devastating. Nuclear power plants are extremely expensive and hard to finance.

Exercise 4. Write out the following paragraph, adding connectives and transitional words to make the chronological development clear.

Culture shock refers to the feeling of disorientation experienced by people when they move to an unfamiliar cultural environment or when they are suddenly exposed to a different way of life or set of attitudes. This can be the result of immigration or a visit to a new country, a move between social environments, or simply a transition to another type of life. Culture shock consists of four distinct stages: honeymoon, negotiation, adjustment, and adaptation. The honeymoon stage occurs when the individual sees the differences between the old and new culture in a romantic light. In the negotiation stage, the differences between the old and new culture become apparent and may create anxiety. The adjustment stage refers to the period when the individual grows accustomed to the new culture and develops routines. In the adaptation stage, individuals are able to participate fully and comfortably in the host culture. Adaptation or acceptance does not

mean total conversion; people often keep many traits from their earlier culture, such as accents and languages. It is often referred to as the bicultural stage [10].

Exercise 5. Write one-paragraph stories of about 100-12- words each, using the pairs of sentences given below. You have the first and the last sentence. Then give each story a title.

1. “I don’t like this pair of shoes”, said the lady.....The floor of the shop was covered with shoes.

2. “It’s your last chance”, said the teacher Someone had forgotten to say him the truth.

3. I will never forget the day.....After all these years he remembered her.

4. “But I haven’t got any money,” I said to the waiter.....I spent half the night washing dishes.

Exercise 6. The idea of the article is not always stated in one topic sentence, sometimes it is implied. Identify the main idea of the following articles.

1) Opinion article:

The term ‘paparazzi’ comes from a character called Paparazzo in the Fellini film, La Dolce Vita, who rode around on a scooter taking photographs of the rich and famous. Modern day paparazzi take photographs of famous people, hoping to get them in an unflattering or compromising pose. The photograph is then sold for an enormous sum of money, sometimes close to a million dollars, to the tabloid press.

Some people say that celebrities are public property and that this invasion of privacy is to be expected – ‘that’s show business’, they say. I think that is true up to a point, but celebrities are being followed, harassed, chased, provoked and spied on in their own homes. That’s not show business, that’s criminal.

2) Information article:

According to recent medical research, sleeping more than nine hours or less than six hours a night can shorten your life expectancy. Those who are likely to live longest are people who regularly get between seven and eight hours a night.

A new survey of 1,000 adults conducted by the Better Sleep Council (BSC) found that few people understand the important role sleep plays in normal daily brain functions and many people actually reduce their brain power by getting too little sleep.

One in three adults admit that they do not get enough sleep, and lack of sleep is leaving millions of people without the energy to work as hard as they should. Although a large number of people say that they need to be mentally alert in their work, over half of the people interviewed say that they sleep just under 7 hours a night during the week. On the other hand, most of the people interviewed say that they sleep more than seven hours a night at the weekend. This suggests that a significant number of people try to catch up on their sleep at the weekend instead of getting enough sleep during the week, when they most need it.

3) News article:

Body camera video footage released for the first time on Thursday appears to show a Chicago police officer fatally shooting Adam Toledo, a 13-year-old, as he raised his hands into the air.

The footage has ignited fresh outrage in the city where Toledo was shot last month. On Thursday, Chicago's mayor, Lori Lightfoot, stood alongside Latino community leaders and called for calm.

Lightfoot, her voice breaking while speaking at a press conference before the footage was released to the public, described the video as "incredibly difficult to watch, particularly at the end" and said "we failed Adam".

Toledo was shot and killed by police on 29 March following a foot pursuit by officers.

At the time of the shooting, Toledo was with Ruben Roman, 21, who has been charged with several felonies in connection to that night including child endangerment and reckless discharge of a firearm.

The authorities had initially indicated that Toledo had a gun in his hand as he turned towards officers during the chase, after failing to obey commands to stop.

Exercise 7. Find the main idea of the whole article, make up a title for it.

a) China's economy grew a record 18.3% in the first quarter of 2021 compared to the same quarter last year.

It's the biggest jump in gross domestic product (GDP) since China started keeping quarterly records in 1992. However, Friday's figures are below expectations, with a Reuters poll of economists predicting 19% growth. They are also heavily skewed, and less indicative of strong growth, as they are compared to last year's huge economic contraction. In the first quarter of 2020, China's economy shrank 6.8% due to nationwide lockdowns at the peak of its Covid-19 outbreak.

"The national economy made a good start," said China's National Bureau of Statistics, which released the first quarter data. But it added: "We must be aware that the Covid-19 epidemic is still spreading globally and the international landscape is complicated with high uncertainties and instabilities."

Other key figures released by China's statistics department also point to a continuing rebound, but are also unusually strong because they are compared against extremely weak numbers from last year. Industrial output for March rose 14.1% over a year ago, while retail sales grew 34.2%.

b) Amazon boss Jeff Bezos has said the company's recent victory in defeating a high-profile unionisation drive in the US did not bring him "comfort".

In his final letter to shareholders as the company's chief executive, he addressed concerns about the firm's treatment of its workers.

The comments follow a year of blistering global criticism of Amazon's work practices during the pandemic.

But Amazon decisively beat back the union effort, despite those complaints.

"Does your chair take comfort in the outcome of the recent union vote in Bessemer? No, he doesn't," wrote Mr Bezos, referring to the city in Alabama where the union drive occurred.

"I think we need to do a better job for our employees." In the letter, Mr Bezos said he was proud of the work environment at Amazon, which employs 1.3 million people globally and hired 500,000 people in 2020 alone.

He said the company had led the way by setting \$15-an-hour minimum wage, defended the firm's productivity targets for workers and disputed reports that staff feel so pressured to meet those expectations that they cannot take breaks.

"Despite what we've accomplished, it's clear to me that we need a better vision for our employees' success," said Mr Bezos, who is set to become executive chairman of the firm and relinquish the chief executive job.

1.3 Essay

The word "essay" came into English from French and historically goes back to the Latin word *exagium* (weighing). French *essai* can be literally translated by the words experience, trial, attempt, sketch, essay.

An essay is a prose essay of a small volume and free composition, expressing individual impressions and considerations on a specific occasion or issue and obviously does not pretend to be a definitive or exhaustive interpretation of the subject.

Some signs of an essay:

- the presence of a specific topic or question. A work devoted to the analysis of a wide range of problems, by definition, cannot be performed in the essay genre;

- the essay expresses individual impressions and considerations on a specific occasion or issue and certainly does not pretend to be a definitive or exhaustive interpretation of the subject;

- as a rule, an essay presupposes a new, subjectively colored word about something, such a work can have a philosophical, historical and biographical, journalistic, literary critical, popular science or purely fictional character;

- in the content of the essay, first of all, the personality of the author is assessed his worldview, thoughts and feelings.

This genre has become popular in recent years. M. Montaigne is considered the creator of the essay genre ("Experiments", 1580). Today, the essay is offered as an assignment quite often. It is one of the main components of the package of documents

(for admission to an educational institution or employment). The essay competition helps you choose the best from the variety of the best!

Essay writing is also important for a young professional.

The purpose of the essay is to develop skills such as independent creative thinking and writing your own thoughts.

Writing an essay is extremely useful, as it allows the author to learn how to clearly and competently formulate thoughts, structure information, use basic concepts, highlight cause-and-effect relationships, illustrate experience with relevant examples, and argue their conclusions.

The most relevant topic for a young professional's essay is "Me and my career". The subject of the essay is given so that the commission (employer) can easily assess the characteristics of your thinking, creativity, enthusiasm and potential. The best way to achieve this is to write directly and frankly, while remaining honest with yourself. If you're not being honest, chances are your writing will be considered unnatural.

Structure and outline of the essay

The structure of the essay is determined by the requirements for it:

-the thoughts of the author of the essay on the problem are presented in the form of short theses (T);

-the thought must be supported by evidence - therefore the thesis is followed by arguments (A);

Arguments are facts, phenomena of social life, events, life situations and life experience, scientific evidence, references to the opinion of scientists, etc. It is better to give two arguments in favor of each thesis: one argument seems unconvincing, three arguments can "overload" the presentation made in a genre focused on brevity and imagery.

Thus, the essay acquires a circular structure (the number of theses and arguments depends on the topic, the chosen plan, the logic of the development of thought):

-introduction;

-thesis, arguments;

-thesis, arguments;

-thesis, arguments;

-conclusion.

When writing an essay, it is also important to consider the following points:

1) The introduction and conclusion should focus on the problem (in the introduction it is posed, in the conclusion - the author's opinion is summarized).

2) It is necessary to highlight paragraphs, red lines, establish a logical connection between paragraphs: this is how the integrity of the work is achieved.

3) Style of presentation: the essay is characterized by emotionality, expressiveness, artistry. Experts believe that short, simple sentences of various intonation, skillful use of the "most modern" punctuation mark - a dash - provide the desired effect. However, the style reflects the personality traits, it is also useful to remember this.

Before you start writing your essay, pay attention to the following questions. Answers to them will allow you to more clearly define what is worth writing in an essay:

1) As you touch on your personality traits or abilities in your essay, ask yourself:

- Do I differ in one way or another from those whom I know?

- How was this quality manifested?

2) About the activity that you did (are doing):

- What made me take up this activity?

- Why did I keep doing this?

3) For every event in your life that you mentioned:

- Why did I remember this particular event?

- Has it changed me as a person?

- How did I react to this?

- Was it a revelation to me; something that I didn't know about before?

4) About each person you mentioned:

- Why did I name this particular person?

- Do I strive to become like him?

- What are his qualities I admire?

- Was there something said to them that I will remember all my life?

- Have I reconsidered my views?

5) About each of your preferences and what you dislike:

-Why do I like it or not like it?

- Has this circumstance significantly influenced my life?

6) About each of your failures:

-What have I learned as a result?

-What useful have I learned from this situation?

Essay classification

In terms of content, essays are:

-philosophical;

-literary critical;

-historical;

-artistic;

-artistic and journalistic;

-spiritual and religious, etc.

In literary form, essays are presented in the form:

-reviews;

-lyrical miniatures;

-notes;

-pages from the diary;

-letters, etc.

There are also essays:

-descriptive;

-narrative;

-reflective;

-critical;

-analytical, etc.

In this case, the compositional features of the work performed in the essay genre are taken as the basis.

Finally, a classification of essays into two large groups is proposed:

- a personal, subjective essay, where the main element is the disclosure of one or another side of the author's personality,

- an objective essay, where the personal principle is subordinated to the subject of description or some idea.

An essay by a young specialist on a specific topic belongs to the second group.

Essay signs

There are some common features (features) of the genre, which are usually listed in encyclopedias and dictionaries:

1) Small volume.

Of course, there are no hard boundaries. The volume of the essay is from three to seven pages of computer text. For example, at Harvard Business School, essays are often written in just two pages. In Russian universities, essays are allowed up to ten pages, however, typewritten text.

2) A specific topic and its highly subjective interpretation.

The topic of the essay is always specific. An essay cannot contain many topics or ideas (thoughts). It reflects only one option, one thought. And develops it. This is the answer to one question.

3) Free composition is an important feature of the essay.

The researchers note that the essay is inherently designed in such a way that it does not tolerate any formal framework. It is often built contrary to the laws of logic, obeys arbitrary associations, and is guided by the principle "All the way around".

4) Ease of storytelling.

It is important for the author of the essay to establish a confidential style of communication with the reader; to be understood, he avoids deliberately complicated, obscure, overly strict constructions. Researchers note that a good essay can only be written by someone who is fluent in the topic, sees it from various angles and is ready to present the reader with a non-exhaustive, but multifaceted view of the phenomenon that became the starting point of his reflections.

5) Tendency to paradox.

The essay is designed to surprise the reader (listener) - this, according to many researchers, is its indispensable quality. The starting point for reflections embodied in an essay is often an aphoristic, vivid statement or a paradoxical definition, literally colliding at first glance indisputable, but mutually exclusive statements, characteristics, theses.

6) Internal semantic unity.

Perhaps this is one of the paradoxes of the genre. Free in composition, focused on subjectivity, the essay, at the same time, has an internal semantic unity, i.e. the consistency of key theses and statements, the inner harmony of arguments and associations, the consistency of those judgments in which the author's personal position is expressed.

7) Spoken language orientation.

At the same time, it is necessary to avoid the use of slang in the essay, formulaic phrases, abbreviations of words, and an overly frivolous tone. The language used when writing an essay should be taken seriously.

So, when writing an essay, it is important to define (understand) its topic, determine the desired volume and goals of each paragraph.

Start with a main idea or catchphrase. The task is to immediately grab the attention of the reader (listener). Comparative allegory is often used here, when an unexpected fact or event is associated with the main topic of the essay.

Essay writing rules

1) Of the formal rules for writing an essay, only one can be named - the presence of a title.

2) The internal structure of the essay can be arbitrary. Since this is a small form of written work, it is not required to repeat the conclusions at the end, they can be included in the main text or in the heading.

3) Argumentation can precede the formulation of the problem. The wording of the problem may match the final conclusion.

4) Unlike an essay, which is addressed to any reader, so it starts with "I want to talk about ..." and ends with "I came to the following conclusions ...", an essay is a remark addressed to a prepared reader (listener). That is, a person who already has a

general idea of what will be discussed. This allows the author of the essay to focus on the disclosure of something new and not clutter up the presentation with service details.

Essay writing is not limited in time, you can rewrite it many times, ask your friends to read your essay. Take advantage of all the opportunities and try to avoid common mistakes.

1) Bad check. Don't feel like you can just check your spelling. Reread your essays and make sure that there are no ambiguous expressions, bad phrases, etc. Examples that should not be "noted":

"I am proud to be able to resist the use of drugs, alcohol, tobacco."

"Working for your firm (organization) located in a wonderful place with a lot of Gothic architecture will be an exciting challenge for me."

2) Tedious prefaces. Not enough parts. Too often, an interesting essay fails in listing statements without illustrating them with examples. Essays are characterized by the usual clichés: the importance of hard work and perseverance, learning from mistakes, etc.

3) Verbosity. Essays are limited to a certain number of words, so you need to use this volume wisely. Sometimes this means giving up some ideas or details, especially if they have already been mentioned somewhere or are not directly related to the case. Such things only distract the attention of the reader (listener) and obscure the main topic of the essay.

4) Long phrases. The longer the sentence, the better, according to some candidates. However, this is far from the truth. Long phrases do not yet prove the author is right, and short sentences are often more effective. It is best when in the essay long phrases alternate with short ones. Try reading the essay aloud. If you feel that you are holding your breath, break the paragraph into smaller paragraphs.

5) Don't overload your essay.

When writing an essay, discard words from encyclopedias. The incorrect use of such words distracts the reader's attention and diminishes the meaning of the essay.

By avoiding such common mistakes, you can interest the expert committee (employer) with your experience.

Essay check

When writing an essay, it is of great importance to check the first version of it. When writing a draft, your main task is to develop argumentation, polish the main thoughts and arrange them in a strict sequence, accompanied by illustrative materials or supporting data, etc. After writing the first draft, let it rest for a day or two, and then return to the work of checking and improving, with a fresh mind

When reviewing your essay, first of all, pay attention to the following important points:

1) First of all, it is important to remember that an essay is a subjective genre, therefore its assessment can be subjective. You shouldn't target the whole mass of employers.

2) Data presented:

No matter what question you answer, you need to achieve certain goals. You are expected to keep the following in mind when writing your essay:

Did I answer the question asked?

How clearly and accurately did I express my thoughts?

Does what I wrote sound natural, are there any mistakes?

Also make sure that you:

Demonstrated their desire to build their career in a certain direction.

Were "focused" on building a career in a specific field.

Included in the story from one to three qualities, strengths, characteristics that set you apart from the crowd of other candidates.

Have presented at least one compelling argument for the employer to invite you to their business.

3) Communication / writing skills. Essays are also designed to test your writing skills and writing skills. The specialist selection consultant says: "Your essay should not characterize you as a future writer or philologist, you are a future leader, manager. For business success, it is important to be able to present your ideas well, and the ability to express them on paper is available to those who are easy communicates with other people."

A poorly written (submitted) essay will not help you get accepted into the business.

4) The image of a real person. The expert commission (employer) wants to see in the essay the image of the person who wrote it. It is not only test results, work experience that are important, but also the character of the candidate. "We are looking for something elusive in the documents that the numbers cannot show, so we hope to find it in the essay. Do not miss the opportunity to tell us about yourself in your essays. This will help us make sure that we are considering the candidacy of a very real person. rather than just the sum of various indicators. "

The following is important here - to be honest, sincere, unique, that is, to be yourself!

Experts believe that often graduates, job seekers really want to seem like someone: a leader, a mature person, that they forget to be just a human!

5) Individuality.

The only way to make the commission (employer) see the image of a particular person behind all the documents is to add an element of personal, inimitable, unique in the essay. Your essays will immediately become more interesting and eye-catching. They will help you stand out from hundreds of other applicants.

"The essay should be as personalized as possible. It is boring to read essays that are replete with general phrases is a waste of time. Still, you will not understand anything about the identity of the candidate."

6) Details.

Everything that you write in the essay must be supported by examples, make references to your experience. Details will make your essays interesting, unique, and specific.

7) Distinctive features / Uniqueness / Something interesting, funny.

According to experts, "graduates (applicants) should not be afraid that they will go beyond what is acceptable, it is better to be themselves. Very often graduates are worried about whether they can make the right impression, so they remove from the essay everything that makes them outstanding. safe from the point of view of graduates, essays are quite tedious to read. "

You don't have to joke around in your essays to make them interesting. However, try to use every means at your disposal to make your essays memorable.

8) Honesty.

The panel of experts does not tolerate participants who like to show themselves off. It will be better if you reflect the true state of affairs in an essay. At the same time, do not focus on your flaws, although they are present in your character. You have to be honest, but positive. Give only positive feedback about yourself and your qualities! The so-called "weaknesses" should be presented as follows: "earlier this was my drawback, but now it has turned into a positive quality."

9) Literary work.

Panelists love essays that are a pleasure to read. "Make sure your essay is easy to read. Take some more time to check if your thoughts are consistent, whether they lead to the logical conclusion of the topic."

"Humor is a great tool, but use it wisely. A sarcastic or cocky tone is often annoying. True humor is an art, it is a sign of good taste."

In your essays, you tell a success story, indicate the reasons why you want to build your career in the direction you have chosen. You can go even further by writing an essay in the form of a literary work: a story, a novel. This is a risky approach, however, since most people are not very good writers, and it can also play down the seriousness of your storytelling. Finally, employers will not invite you into their business just because you are a great storyteller.

Four Major Types of Essays

Distinguishing between types of essays is simply a matter of determining the writer's goal. Does the writer want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint? The four major types of essays address these purposes:

1. *Narrative Essays*. Telling a Story. In a narrative essay, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible.

The fact that narrative essays are usually written in the first person helps engage the reader. “I” sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards drawing a conclusion or making a personal statement.

2. *Descriptive Essays*. *Painting a Picture*. A cousin of the narrative essay, a descriptive essay paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. However, this type of essay is not description for description’s sake. The descriptive essay strives to communicate a deeper meaning through the description. In a descriptive essay, the writer should show, not tell, through the use of colorful words and sensory details. The best descriptive essays appeal to the reader’s emotions, with a result that is highly evocative.

3. *Expository Essays*. *Just the Facts* The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the “how to” or process essay. Because expository essays are based on facts and not personal feelings, writers don’t reveal their emotions or write in the first person.

4. *Persuasive Essays*. *Convince Me*. While like an expository essay in its presentation of facts, the goal of the persuasive essay is to convince the reader to accept the writer’s point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.

Exercise 1. Which parts of these paragraphs show you the student writer's voice and which parts show you the indirect external voice (paraphrases) or the direct external voice (quotations) of other authors?

Another possible positive influence of chocolate is upon cardiovascular health. Chocolate, processed accordingly, can be a provider of significant quantities of heart-

friendly flavanols (Hannum, Schmitz, & Keen, 2002) which help in delaying blood clotting and reducing inflammation (Schramm et al., 2001). Such attributes of flavanols in chocolate need to be considered in the context of chocolate's other components – approximately 30% fat, 61% carbohydrate, 6% protein and 3% liquid and minerals (Hannum, Schmitz, & Keen, 2002). The key to maximising the benefit of flavanols in chocolate appears to lie in the level of fats present. Cocoa, which is simply chocolate minus the fat, is the most obvious candidate for maximising heart health, but as Hannum, Schmitz and Keen (2002) note, most cocoa products are made through an alkali process which destroys many flavanols. Optimal maximisation of the flavanols involves such compounds being present in cocoa and chocolate products at levels where they are biologically active (Ariefdjohan & Savaiano, 2005).

The biological makeup of chocolate is also relevant in determining whether chocolate is better viewed as a food or a drug, but the boundaries between indulgence and addictive behaviour are unclear. Chocolate contains some biologically active elements including methylxanthines, and cannabinoid-like unsaturated fatty acids (Bruinsma & Taren, 1999) which could represent a neurochemical dependency potential for chocolate, yet are present in exceedingly small amounts.

Interestingly, and linked to chocolate and mood, a study by Macdiarmid and Hetherington (1995) found that self-determined 'chocolate addicts' reported a negative correlation between chocolate consumption and mood, perhaps indicative of addictive or compulsive type behaviour. However, as Bruinsma and Taren (1999) note, eating chocolate can represent a sensory reward based, luxurious indulgence, based around texture, aroma and flavour anticipation, rather than a neurochemically induced craving. Yet, it has been argued that chocolate is sometimes used as a form of self-medication, particularly in relation to magnesium deficiency. A study by Pennington (2000 in Steinberg, Bearden, & Keen 2003) noted that women do not generally meet US guidelines for trace elements, including magnesium. This correlates with earlier studies by Abraham and Lubran (1981), who found a high correlation between magnesium deficiency and nervous tension in women. Thus, tension-related chocolate cravings could be a biological entity fuelled by magnesium deficiency. Overall, however, it would

appear that the proportion of people using chocolate as a drug rather than a food based sensory indulgence appears small, though further research might prove enlightening [8].

Exercise 2. Using your imagination or drawing on your own or your friends' experience, complete the following stories. Find a suitable title for each story.

1. The train was quickly gathering speed. I sat looking out of the window until the last twinkling lights of the town had disappeared, giving way to moonlit fields stretching away on both sides of the railway line. It was after midnight and as we were to arrive in Moscow early the following day, I thought I might as well turn in. I was just about to go and get my bed-linen, when I saw the attendant coming along collecting the tickets. So I opened my bag to get mine ready for him.

2. There probably isn't a boy in the world who, after reading of the wonderful adventures of Tom Sawyer and Huckleberry Finn, has not dreamt of running away from home and launching upon a life full of excitement and danger. My two closest friends, Sashka the Sailor and Mishka, and I read the books at the impressionable age of ten and began to lay our plans.

3. "I have never yet lost my way in the forest," said Alexander defensively when the path which was supposed to take them to the station had petered away to nothing. "Well, you seem to have this time," Jane observed caustically, putting down her heavy basket full of mushrooms. "And the last train leaves in less than an hour. Whatever shall we do?" she added after a short pause.

4. I woke up with a start and sat up, wondering for a moment where I was. There was nothing but the sea around me, and only in the distance could I make out the faint line of the coast. My skin was burning, but I felt chilly because of the fresh breeze which was blowing from the land. The breeze must have carried me out to sea while I lay asleep on my lilo (air mattress), I thought, feeling cold with fear.

Exercise 3. Instructions as above.

1. It must have been about two in the morning when I returned home. I tried to wake up my mother by ringing the doorbell, but she was fast asleep, so I got a ladder

from the shed in the garden, put it against the wall, and began climbing towards the bedroom window. I was almost there when a sarcastic voice below said: "I don't think the windows need cleaning at this time of the night." I looked down and nearly fell off the ladder when I saw...

(Practice and Progress by L. G. Alexander, slightly changed and abridged)

2. As I was walking across the bridge, I stopped for a while to watch the river traffic. The day was windy, but bright, so that it was almost painful to look at the sparkling water. There were more boats on the river than usual, some of them, small yachts with white sails, were racing. Besides these, there was a largish pleasure boat approaching the landing-stage, and a black tug pulling a barge loaded with sand. The sailing boats were close together and were moving across the path of the tug, evidently intending to turn and sail down the river. When one of the boats tried to overtake another, it moved in too close, tried to avoid collision, and capsized...

3. Last autumn I spent a week at a big hotel in London. It was one of those modern hotels where every room is the same size and has the same furniture, and looks just like every other room. My room was 311 on the third floor. One night, quite late, I got back to the hotel after a very good dinner with some friends. I walked into the lift and pressed the button. When the lift stopped, I got out and walked to my room - or what I thought was my room. When I opened the door I saw an astonishing scene. A man was pointing a revolver at a woman sitting in an armchair, and the woman was saying in a frightened voice: "Please don 't shoot me!" I turned round, ran along the corridor and down the stairs - I daren't wait for the lift - and found the night porter in the hall. "Quick," I cried, "someone is being murdered in my room."...

(from Guided Composition Exercises by D. H. Spencer)

Exercise 4. Write a narrative essay of not more than 500 words on one of the following subjects: 1) A cycling tour. 2) The most memorable events of my holiday. 3) A week spent on a deserted island. 4) My first day at university. 5) A night spent in the open air. 6) A terrible adventure. 7) An amusing incident during a theatrical performance. 8) My first visit to the circus. 9) My debut as an actor (actress).

Exercise 5. Write down an expository essay on the following topics: a) biography of your favorite writer; b) a brief outline of the history of your university; c) a short guide to your home town.

Exercise 6. Read the following essay and answer the questions:

- a) What is the function of each paragraph in this expository essay?**
- b) Which paragraph presents and justified an opinion of the writer?**

Harry and Draco: Not As Different as They Seem

Whether you're sorted into Gryffindor, Hufflepuff, Ravenclaw, or Slytherin, your background and behavior tell a lot about who you are. Harry Potter and Draco Malfoy from Harry Potter and the Sorcerer's Stone are in opposite houses, and at times they seem like opposite characters. Even though Harry and Draco appear different in every way, readers can see how alike these two rivals really are.

The first difference between Harry and Draco is their upbringing. Harry was raised by Muggles (non-magical people), while Draco comes from an elite wizarding family that hates Muggles. When the boys meet for the first time, Draco talks about whether Muggle-born wizards should even attend Hogwarts School of Witchcraft and Wizardry:

"I really don't think they should let the other sort in, do you? They're just not the same, they've never been brought up to know our ways. Some of them have never even heard of Hogwarts until they get the letter, imagine. I think they should keep it in the old wizarding families."

Harry doesn't respond to Draco's comment. Even though Harry is from an "old wizarding family" like Draco's, he is one of those people who had not heard of Hogwarts because of his Muggle upbringing. Draco's negative opinion about families he believes to be "lower" than his family creates his first conflict with Harry.

The way that Draco and Harry treat people from other backgrounds is another difference between them. On the Hogwarts Express, Harry and Draco meet again, this

time with Ron Weasley. Harry makes friends with Ron, while Draco immediately insults him.

Harry won't join in with Draco's put-down and even refuses to shake his hand. Harry is the kind of person who stands up for people, while Draco tears them down. But even though Harry and Draco are early enemies, their character traits can be quite similar, too.

They are both competitive and passionate about their houses. Both boys are even willing to break Hogwarts rules for their own purposes. When Hagrid, the school groundskeeper, has an illegal dragon that is about to hatch, Harry convinces his friends to break the rules and see it.

Harry broke the rules to protect Hagrid, and Draco broke the rules to get Harry in trouble. Their motivations are different, but neither character seems to care too much about Hogwarts rules. Later on, they both get detention at Hogwarts for different reasons, demonstrating that their behavior is treated the same way.

Even though Harry and Draco are enemies throughout the book, they are not completely different. Their similarities help them grow, and their differences help them make choices that are right for their character. Their houses may be opposites, but their characters certainly aren't [4].

Exercise 7. Here are four topics for your essay. Choose the appropriate approach (expository or persuasive essay) and organize your ideas in a paragraph plan. Write about 250-300 words.

- a) Being entirely honest with oneself is a good exercise (Sigmund Freud).
- b) To live is the rarest thing in the world. Most people exist, that's all (Oscar Wilde).
- c) Own only what you can carry with you; know language, know countries, know people. Let your memory be your travel bag (A. Solzhenitsyn).
- d) Many a small thing has been made large by the right kind of advertising (Mark Twain).

Exercise 8. Read the text. What global problem is touched upon in the text?

Write a persuasive essay on this problem:

- make the purpose of your essay clear;**
- give enough facts, reasons and examples to support your point of view;**
- connect part of your essay with transitions;**
- give a good title to your essay;**
- cite the sources that you use in your essay.**

Face coverings are now a legal requirement in many public spaces around the world. But even before they became compulsory, masks were causing litter problems on land and at sea.

One February beach clean in Hong Kong found 70 masks along 100 metres of shoreline, with 30 more appearing a week later. In the Mediterranean, masks have reportedly been seen floating like jellyfish.

Despite millions of people being told to use face masks, little guidance has been given on how to dispose of or recycle them safely. And as countries begin to lift lockdown restrictions, billions of masks will be needed each month globally. Without better disposal practices, an environmental disaster is looming.

The majority of masks are manufactured from long-lasting plastic materials, and if discarded can persist in the environment for decades to hundreds of years. This means they can have a number of impacts on the environment and people.

Expertise is crucial. It's why our articles are written by academics

Initially, discarded masks may risk spreading coronavirus to waste collectors, litter pickers or members of the public who first come across the litter. We know that in certain conditions, the virus can survive on a plastic surgical mask for seven days.

Masks aren't the only problem – other items of PPE, such as gloves, are also being discarded in high numbers.

Over the medium to long term, animals and plants are also affected. Through its sheer mass, plastic waste can smother environments and break up ecosystems. Some animals also cannot tell the difference between plastic items and their prey, subsequently choking on pieces of litter.

Even if they do not choke, animals can become malnourished as the materials fill up their stomachs but provide no nutrients. Smaller animals may also become entangled in the elastic within the masks or within gloves as they begin to break apart. Discarded face masks may be mistaken by sea creatures for prey and eaten.

Plastics break down into smaller pieces over time, and the longer litter is in the environment, the more it will decompose. Plastics first break down into microplastics and eventually into even smaller nanoplastics. These tiny particles and fibres are often long-lived polymers that can accumulate in food chains. Just one mask can produce millions of particles, each with the potential to also carry chemicals and bacteria up the food chain and potentially even into humans.

Littered areas also tend to encourage further littering, making the problem worse [7].

1.4 Summary

Proficient students understand that summarizing, identifying what is most important and restating the text (or other media) in your own words, is an important tool for college success.

After all, if you really know a subject, you will be able to summarize it. If you cannot summarize a subject, even if you have memorized all the facts about it, you can be absolutely sure that you have not learned it. And, if you truly learn the subject, you will still be able to summarize it months or years from now.

Proficient students may monitor their understanding of a text by summarizing as they read. They understand that if they can write a one- or two-sentence summary of each paragraph after reading it, then that is a good sign that they have correctly understood it. If they cannot summarize the main idea of the paragraph, they know that comprehension has broken down and they need to use fix-up strategies to repair understanding.

A great summary is easy to read and explains all of the main points in the original. Important points to remember:

- the main idea of the article is conveyed clearly and concisely;

- the summary is written in the unique style of the writer;
- the summary is much shorter than the original document;
- the summary explains all of the important notions and arguments;
- the summary condenses a lot of information into a small space.

Summarizing an article can be boiled down to three simple steps.

1. Identify the main idea or topic.
2. Identify important arguments.
3. Write your summary.

Continue reading for detailed explanations of each of these steps.

1. Identify the Main Idea or Topic

The aim of an article is to convey a certain idea or topic through the use of exposition and logic.

In a summary, you want to identify the main idea of the article and put this information into your own words. To do this, you must be willing to read the article several times. On the first reading, try to gain a general notion of what the article is trying to say. Once you've done this write down your initial impression. This is most likely the thesis, or main idea, of the article. Also, be sure to include the author's first and last name and the title of the article in your notation for later reference.

Example: In the article "Why Two Best Friends Doesn't Work," author Cassandra Grimes argues that most teenage girls can't get along in groups of more than two.

When trying to identify the central idea, you should ask yourself, "Why was this essay written and published?" Clues to help determine this include the following.

How to Identify the Main Idea of an Article?

1. Gather information from the title.
2. Identify the place it was published, as this can help you determine the intended audience.
3. Determine the date of publication.
4. Determine the type of essay. (Is it expository, argumentative, literary, scholarly?)
5. Take note of the tone of the piece.

6. Identify certain notions or arguments that seem to be repeated throughout.

Applying these methods of identification, let's take a look at the article "Bypass Cure" by James Johnson. We can assume the subject of the article from the title. Upon further examination, it becomes clear that the author is arguing that new research suggests the best cure for diabetes is the surgical solution of a gastric bypass.

Example: "Bypass Cure" by James Johnson records a recent discovery by researchers that people who have bypass surgery for weight control are also instantly cured of diabetes. Since rising diabetic rates and obesity has become a worldwide concern, the article provides a startling but controversial potential solution.

Now that we have identified the main idea of the article, we can move onto the next step.

Think of the thesis of your summary as a caption on a picture. Example: In spite of having lost most of the season due to an injury, Jim Johnson beat his own record and won the meet, qualifying him for the state finals.

2. Identify Important Arguments

At this point in the preparation process, you should read the article again. This time, read more carefully. Look specifically for the supporting arguments. Some tips on how to identify the important arguments of an article are listed below.

How to Identify Important Arguments in an Article

1. Read on a paper copy or use a computer program that lets you make annotations.
2. Underline the topic sentence of each paragraph. (If no one sentence tells the main concept, then write a summary of the main point in the margin.)
3. Write that sentence in your own words on the side of the page or on another piece of paper.
4. When you finish the article, read all the topic sentences you marked or wrote down.
5. In your own words, rewrite those main ideas.
6. Use complete sentences with good transition words.

7. Be sure you don't use the same words, phrases, or sentence structure as the original.

8. You may find you need to leave out some of the unimportant details.

9. Your summary should be as short and concise as possible.

In short, you want to boil the article down to its main, supporting arguments. Let everything else fall away, and what you are left with is an argument or an opinion, and the arguments that support it.

3. Write your summary

Your summary should start with the author's name and the title of the work. Here are several ways to do this correctly:

Introduction Sentence Examples for an Article Summary:

In "Cats Don't Dance," John Wood explains ...

John Wood, in "Cats Don't Dance," explains ...

According to John Wood in "Cats Don't Dance" ...

As John Wood vividly elucidates in his ironic story "Cats Don't Dance" ...

John Wood claims in his ironic story "Cats Don't Dance" that ...

Combine the thesis of the article with the title and author into your first sentence of the summary. Reference the following sentence as an example.

In "Cats Don't Dance," John Wood explains that in spite of the fact that cats are popular pets who seem to like us, felines are not really good at any activities that require cooperation with someone else, whether that is dancing or sharing.

If possible, your first sentence should summarize the article. The rest of your summary should cover some of the central concepts used to support the thesis. Be sure to restate these ideas in your own words, and to make your summary as short and concise as possible. Condense sentences and leave out unimportant details and examples. Stick to the important points.

How to Quote the Author of an Article?

When you refer to the author for the first time, you always use their full name. When you refer to the author after that, you always use their last name. The following

examples show how to use the author's name in an article summary after you have already introduced them.

Johnson comments ...

According to Wood's perspective ...

As Jones implies in the story about ...

Toller criticizes...

In conclusion, Kessler elaborates about ...

You don't need to use an author's title (Dr., Professor, or Mr. and Mrs.), but it does help to add their credentials to show they are an authoritative source. The sentences below show ways to do this.

In "Global Warming isn't Real," Steven Collins, a professor at the University of Michigan, claims that ...

New York Times critic Johann Bachman argues in "Global Warming is the Next Best Thing for the Earth" that ...

If you are discussing the ideas of the author, you always need to make it clear that you are reciting their ideas, not your own.

How to Introduce the Ideas of the Author in an Article Summary

- Use author tags
- Use mentions of "the article" or "the text"
- Add the page number that the information is found on in parenthesis at the end of the sentence

Using Author Tags

In writing your summary, you need to clearly state the name of the author and the name of the article, essay, book, or other source. The sentence below is a great example of how to do this.

According to Mary Johnson in her essay, "Cats Make Good Pets," the feline domestic companion is far superior to the canine one.

You also need to continue to make it clear to the reader when you are talking about the author's ideas. To do this, use "author tags," which are either the last name of the author or a pronoun (he or she) to show you are still discussing that person's ideas.

Also, try to make use of different verbs and adverbs. Your choice of author tag verbs and adverbs can contribute to the way you analyze the article. Certain words will create a specific tone. See the tables for a selection of different word choices.

List of Author Tags

Says	Explains	Comments
Persuades	Suggests	Understands
Argues	Reminds	Helps us understand
Elucidates	Presents	Intimates
Concludes	Presents the idea	Creates the impression
Criticizes	Defines	Highlights
Concedes	Shows	States
Thinks	Admits	Lists
Notes	Analyzes	Disagrees
Observes	Points out	Emphasizes
Discusses	Identifies	Implies
Insists	Responds	Shows
Proves	Rejects	Suggests

Adverbs to Use With Author Tags

Conclusively	Expressively	Realistically
Tightly	Angrily	Radically
Clearly	Dutifully	Evenly
Occasionally	Quickly	Ironically

Honestly	Eagerly	Elegantly
Sharply	Rarely	Loosely
Exactly	Happily	Hastily
Perfectly	Sternly	Unexpectedly
Sometimes	Never	Justly
Devotedly	Finally	Warily
Wearily	Completely	Fully
Doggedly	Iconically	Sarcastically
Seriously	Carefully	Politely

How Long Is a Summary of an Article?

The length of an article summary will depend on the length of the article you are writing about.

If the article is long (say, 10-12 pages) then your summary should be about four pages. If the article is shorter, your summary should be about one to two pages. Sometimes, an article summary can be less than one page.

The length of a summary will also depend on the instructions you have been given. If you are writing a summary for yourself, it's up to you how long or short it will be (but remember, a summary is supposed to be a short regurgitation of the information outline in an article). If you are writing a summary for a class assignment, the length should be specified.

The following paragraph is an example of a one-paragraph summary of an article.

In "My Favorite Shoe," Treyvon Jones explains that Nike shoes are the best brand of running shoe for serious track athletes. Jones supports this view by pointing out that Nike shoes are more comfortable, last longer, and provide more cushioning for the feet. He notes that the statistics from sales and scientific evidence of how Nike shoes are

better for the feet support his claim. In addition, Jones points out that most professional runners use Nike and he tells his own story of how he won the 100-meter men's competition after switching to Nike shoes.

Below is a template showing the components of a great summary.

Summary Template

Part of Summary	Contents
Introduction Sentence	In "My Favorite Shoe," Treyvon Jones explains (insert main idea).
Supporting Arguments	Jones supports this view by pointing out (insert author's supporting arguments).
Final Point	In addition, (insert author's overarching argument and point).

How to Edit and Revise Your Summary

Before you are officially done, it is important to edit your work. The steps below explain the process of editing and revision.

1. Re-read the summary and edit out any obvious mistakes.
2. Read your summary aloud. If anything sounds off, fix it.
3. Let one of your peers read your summary. Make changes according to their feedback.

With that, your summary should be complete.

Summary Writing Format

1. When writing a summary, remember that it should be in the form of a paragraph.
2. A summary begins with an introductory sentence that states the text's title, author and main point of the text as you see it.
3. A summary is written in your own words.
4. A summary contains only the ideas of the original text. Do not insert any of your own opinions, interpretations, deductions or comments into a summary.

5. Identify in order the significant sub-claims the author uses to defend the main point.

6. Copy word-for-word three separate passages from the essay that you think support and/or defend the main point of the essay as you see it.

7. Cite each passage by first signaling the work and the author, put “quotation marks” around the passage you chose, and put the number of the paragraph where the passages can be found immediately after the passage.

8. Using source material from the essay is important. Why? Because defending claims with source material is what you will be asked to do when writing papers for your college professors.

Write a last sentence that “wraps” up your summary; often a simple rephrasing of the main point.

Exercise 1. Here is the passage from a story about freelance writer. Summarize it using the steps below, limit your summary to 25–30 words.

To summarize, follow these steps:

- Read the passage several times.

- Decide on the essential points; write down key words and expressions that remind you of these essential points. (These may come from the text or from you.)

- Expand your key words into a sentence or two. You can write in the third person (she, he, for example) even if the passage is in the first person (I).

When freelance writer Caroline Topperman moved from Vancouver to Warsaw, in 2013, her creativity flourished. Walking around cobblestone streets with cafés filled her with inspiration. “I’m one of those people that finds [creativity] outside of myself. I really like going to art galleries, reading a book and people watching,” she says.

By the time the pandemic hit, Topperman had moved back to Canada, to a small town outside Toronto. With activities curtailed, Topperman admits she spent the next two months crying. “I really felt that isolation then quite a bit, because I was by myself a lot of the time.” Like many, all of her work moved online, and she struggled with the lack of face-to-face interaction.

One of the assignments she was finishing was writing a piece that described a real-estate development. Before, she'd walk around the property and use visual stimulus for inspiration – something that she couldn't do during lockdown. She'd also co-founded a writers' group and was teaching workshops across Ontario – something that she found much harder when the group moved online. "I work a lot better when I can lounge around and hang out with people and be more casual and throw ideas around," she says.

For many people like Topperman, isolation and a lack of stimulus kill creativity. Yet for others, solitude fuels creative thinking; for every individual who feels stuck in a creative rut during lockdown, there are others who are producing more work than ever.

So, what is it about lockdown that seems to creatively block some people while allowing others to thrive? As restrictions on our activities continue, understanding where and how we can find sources of inspiration could help those who struggle with isolation tap back into their creativity.

We're fascinated by creativity. It's a well-studied field, but scientists are still researching the thinking processes that go into a flash of inspiration. Scott Barry Kaufman, a Los Angeles-based psychologist and co-author of *Wired To Create: Unraveling the Mysteries of the Creative Mind*, has described creativity as a combination of traits and habits that can appear contradictory. For example, two common characteristics that are important are openness to new experiences and the ability to be comfortable with one's own thoughts, he says [9].

Follow-up in small groups, share summaries by exchanging papers. Did your classmates choose the same details that you did?

Exercise 2. Summarize a bigger news article. Try to make it at least twice smaller its size.

How to stop discarded face masks from polluting the planet

Personal protective equipment is made of plastic and isn't recyclable. Now it's being found everywhere on earth, including the oceans. The solution isn't complicated: Throw them away. You're out for your daily walk. You see a face mask on the ground. Few want to touch what has shielded someone's potentially virus-laden breath. So there it

lies until it blows away-and that elemental problem is rapidly changing the landscape around the world, from grocery store parking lots to beaches on uninhabited islands.

Vaccines we mastered in record time to combat COVID-19. Litter in the time of the pandemic, it turns out, frustratingly defies solution.

A year ago, the idea that disposable face masks, gloves, and wipes could become global environmental pollutants was not a pressing concern. Personal protective equipment, PPE for short, was seen as essential for preventing the spread of COVID-19. No one imagined just how much of it would be needed, for so long. Then production exploded-and now the litter is inescapable. Globally, 65 billion gloves are used every month. The tally for face masks is nearly twice that-129 billion a month. That translates into 3 million face masks used per minute.

A separate study reports that 3.4 billion face masks or face shields are discarded every day. Asia is projected to throw away 1.8 billion face masks daily, the highest quantity of any continent globally. China, with the world's largest population (1.4 billion) discards nearly 702 million face masks daily.

All may be called disposable, because they're cheap enough to be used once and then thrown away. But here's the hitch: They don't actually go away. Face masks, gloves, and wipes are made from multiple plastic fibers, primarily polypropylene, that will remain in the environment for decades, possibly centuries, fragmenting into smaller and smaller microplastics and nanoplastics. A single face mask can release as many as 173,000 microfibers per day into the seas, according to a study in *Environmental Advances*.

"They're not going anywhere," says Nicholas Mallos, who oversees the Ocean Conservancy's marine debris program.

Littered face masks and gloves are blown like tumbleweeds into rivers and streams, which carry them to the seas. Scientists have recorded their presence on South American beaches, river outlets in Jakarta Bay, in Bangladesh, on the coast of Kenya, and on the uninhabited Soko Islands in Hong Kong. Discarded PPE has clogged street drains from New York City to Nairobi, and has gummed up machinery in the municipal sewage system in Vancouver, British Columbia [11].

Exercise 3. Summarize an information article. Try to eliminate all details and examples. The article contains 570 words, try to make it up to 300 words. Give the title to the text and point out the main idea.

Known by awed gemologists simply as “the Blue,” the world’s biggest blue diamond first vanished in a jewel heist during the turmoil of revolutionary Paris in 1792. Since then, it has resurfaced and disappeared several times around Europe and across the Atlantic. Historians and jewelers have finally ended this treasure hunt that lasted more than two centuries.

Most diamonds are prized for colorlessness, but this remarkable gem stood out for its distinctive deep blue hue. Discovered in India and brought to France in the 17th century, the stone measured a whopping 115 carats—a rare heavyweight in gemological terms.

The diamond came to the attention of France’s Louis XIV, who bought it in 1668. To craft a fitting symbol for the Sun King, Louis had it cut, reducing it to 69 carats but intensifying its brilliance. He had it mounted in a distinctive gold setting that created a sunburst effect reflected in the stone. His great-grandson Louis XV had “le Bleu” set into an elaborate insignia of the Order of the Golden Fleece, a Catholic chivalric order, around 1749.

Some chroniclers believe that the French Blue didn’t go to London with Lordonner. Instead, it arrived much later in a scenario worthy of a political thriller. According to this theory, the revolutionary armies desperately needed a victory around the time Austria and Prussia were threatening to invade France in 1792. Led by the Prussian Duke of Brunswick, an invasion was repelled by the French at Valmy and retreated back over the Rhine on September 20. Revolutionary momentum returned and fervor soared.

In 1812 a blue diamond smaller than the famous French gem passed through the hands of a London dealer named Daniel Eliason. How he acquired it, and to whom he sold it, is a mystery. Eliason showed the stone to the jeweler John Francillon, who made a sketch and described a 45.52-carat “deep blue” diamond “without specks or flaws.”

Historians believe it is no coincidence that it reappeared two days after the window for prosecuting crimes committed during the French Revolution expired, perhaps encouraging its owner to sell it.

Of the same quality but smaller than the French Blue, this “new” blue diamond vanished again until 1839, when records show it in the collection of banker Henry Philip Hope, for whom it would be named. The Hope family sold the blue diamond in 1901, and it eventually came into the collection of American heiress Evalyn Walsh McLean in 1912. After her death in 1947, jeweler Harry Winston purchased her jewels, and donated the Hope Diamond to the Smithsonian Institution’s Museum of Natural History in 1958.

In 2007 a lead cast of a shield-shaped diamond was found in the Museum of Natural History in Paris and determined to be a model of the French Blue. François Farges, a curator at the Museum of Natural History, wrote that the 19th-century catalog label found with the cast gives a clue to the French Blue’s fate. It reads “belonging to Mr. Hoppe of London,” suggesting that Henry Philip Hope acquired the French Blue before it was cut to create the smaller stone.

The cast provided the exact dimensions of the lost gem which allowed for an accurate computer reconstruction. Using this information and data from earlier studies, scientists were able to solve the mystery and confirm that the Hope Diamond was indeed once the French Blue [15]. (Discover which jewels Romans prized more than diamonds.)

Exercise 4. Some reporting verbs are less objective than others. Can you define which verbs are objective and which verbs are evaluative?

Verb	Objective	Evaluative
describe		
discuss		
state		
present		
explain		
examine		

affirm		
argue		
presume		
allege		
claim		
imply		
assume		
reveal		

Exercise 5. There are signal words in Summaries. Here is the short list of such words. Can you continue this list? Try to add at least 10-15 words

Admit, agree, deny, observe, point out, reason, report, assert, confirm.....

Exercise 6. Give synonyms to the following words from academic vocabulary (give 3 synonyms to each word):

Feeling, method, trend, behavior, area, result, category, benefit, study, issue, category, component, goal.

Exercise 7. Find synonyms for the words and phrases in italics.

1. The report's *finding* on the decrease in violent crime supports the police chief's claims.
2. The *statistics* show that, in general, women live longer than men.
3. The *figures* are imprecise because they're based on a prediction of next year's sales.
4. The document outlines the planned *expansion* of the programme across the UK.
5. Their working system is based on the *belief* that people work more productively in a team.
6. Click here for a *list* of trending topics.

7. I feel like my dad has an *issue* with me having a husband with a different religion.
8. He has four *theories* to explain organizational change and development.
9. Decoding the paintings is not difficult once you know what the *component* parts symbolize.
10. Some species exist in this small *area* of forest and nowhere else on earth.

1.5 Rendering the article

Rendering is defined in the Webster's dictionary as «art of making presentations». Art indeed, as it requires a lot of your skills and knowledge of reconstructing and rearranging a written passage without any considerable damage to its context and idea(s).

You may have to prepare rendering for two main purposes:

- one can read your rendering and won't have to take up the original passage.
- one can read your rendering and decide for themselves if they need to take up the original passage or not.

Rendering can't be produced without thorough comprehension of the passage. Dividing the text into logical parts and singling out the main idea of each of them can be an essential help in understanding the passage. You will have to read the original more than once.

All methods of rendering are based on the notional compression of the text, which presupposes the elimination of all types of redundancy, i.e. elements that repeat each other.

A rendering is a text based on the notional compression of the original with the aim of rendering its general matter. The material in a rendering is presented from the point of view of the author of the original and does not include any elements of interpretation or evaluation. Rendering can be performed with two aims: informative and educational. Since the objective of this textbook is to provide you with tools for oral rendering in the framework of Conversation Practice lessons, you will still be asked to give your opinion of the original text at the end of your rendering.

A rendering is usually kept to the following structure:

- introduction, where you provide all necessary background information such as the title and source of the passage and state the main idea;
- the body, where the main idea is revealed;
- the conclusion on the passage;
- your opinion of the problem (position) introduced in the passage;

There are several basic principles you are to follow in order to make a successful rendering:

- You have to develop your power of judgment, so that you may be able to decide rightly what must be expressed and what must be suppressed.

- In rendering, facts should be expressed as plain statements, with constant reference to the author of the passage. Try to avoid evaluative words and phrases in the body of the rendering, keep them for expressing your own opinion.

- Figurative language is in most cases unsuitable.

To master rendering you will need certain skills that are discussed further.

Understanding the topic, the gist, or the larger conceptual framework of a textbook chapter, an article, a paragraph, a sentence or a passage is a sophisticated reading task. Being able to draw conclusions, evaluate, and critically interpret articles or chapters is important for overall comprehension in college reading. Textbook chapters, articles, paragraphs, sentences, or passages all have topics and main ideas. The topic is the broad, general theme or message. It is what some call the subject. The main idea is the «key concept» being expressed. Details, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.

The first thing you must be able to do to get at the main idea of a paragraph is to identify the topic – the subject of the paragraph. Think of the paragraph as a wheel with the topic being the hub – the central core around which the whole wheel (or paragraph) spins. Your strategy for topic identification is simply to ask yourself the question, «What is this about? » Keep asking yourself that question as you read a paragraph, until the

answer to your question becomes clear. Sometimes you can spot the topic by looking for a word or two that repeat. Usually you can state the topic in a few words.

Let us try this topic-finding strategy. Reread the first paragraph on this page – the first paragraph under the heading *Grasping the Main Idea*. Ask yourself the question, «What is this paragraph about? » To answer, say to yourself in your mind, «The author keeps talking about paragraphs and the way they are designed. This must be the topic paragraph organization». Reread the second paragraph of the same section. Ask yourself «What is this paragraph about? » Did you say to yourself, «This paragraph is about different ways to organize a paragraph? » That is the topic. Next, reread the third paragraph and see if you can find the topic of the paragraph. How? Write the topic in the margin next to this paragraph. Remember, getting the main idea of a paragraph is crucial to reading.

The bulk of an expository paragraph is made up of supporting sentences (major and minor details), which help to explain or prove the main idea. These sentences present facts, reasons, examples, definitions, comparison, contrasts, and other pertinent details. They are most important because they sell the main idea.

The last sentence of a paragraph is likely to be a concluding sentence. It is used to sum up a discussion, to emphasize a point, or to re- state all or part of the topic sentence so as to bring the paragraph to a close. The last sentence may also be a transitional sentence leading to the next paragraph.

Of course, the paragraphs you'll be reading will be part of some longer piece of writing – a textbook chapter, a section of a chapter, or a newspaper or magazine article. Besides expository paragraphs, in which new information is presented and discussed, these longer writings contain three types of paragraphs: introductory, transitional, and summarizing.

Introductory paragraphs tell you, in advance, such things as (1) the main ideas of the chapter or section; (2) the extent or limits of the coverage; (3) how the topic is developed; and (4) the writer's attitude toward the topic. Transitional paragraphs are usually short; their sole function is to tie together what you have read so far and what is to come – to set the stage for succeeding ideas of the chapter or section. Summarizing

paragraphs are used to restate briefly the main ideas of the chapter or section. The writer may also draw some conclusion from these ideas, or speculate on some conclusion based on the evidence he/she has presented.

Exercise 1. Read the following paragraph and underline the stated main idea. Write down in your own words what you are able to conclude from the information.

The foundations of the new world of work are all about learning. By learning we mean companies learning how to add more value into a marketplace in a transparent world - how to build your company with a higher purpose and providing experiences for your employees as a core focus.

Experiences that ideally build personal responsibility to drive their own change.

Individually, learning is the most important factor to help us transition into this new workplace model - acting on a higher operating level mentally to face the challenges of an always-on, hyper-competitive and speed driven economy.

The first evolution of learning was based on “learning management”, Mastery from others: master-apprentice, learning from distilled content and formalized specific skills and top-down learning in organizations - the organization pushed knowledge to derive outcomes focus linked to organizational goals.

The next evolution is now upon us, it is all about learning “experiences” which includes a connection of all of the following; story-telling, mentoring, bi-directional coaching, flexibility - 24/7 access, continuous learning (solving the Forgetting Curve principles - Hermann Ebbinghaus), learning from others, shared learning and a collective togetherness in the experience.

The most successful companies will design learning around corporate goals but with individual growth at the core - each individual will have different needs, interests and requirements.

Despite this difference in everyone individually, the overall scheme will allow for this freedom but an ultimate connection to the why/ goals of the company’s vision.

A key element of the success of building a learning culture is the shared company / employee idealism of building emotional connections.

Exercise 2. The idea of the article is not always stated in one topic sentence, sometimes it is implied. Identify the main idea of the following articles.

1) Opinion article:

The term ‘paparazzi’ comes from a character called Paparazzo in the Fellini film, *La Dolce Vita*, who rode around on a scooter taking photographs of the rich and famous. Modern day paparazzi take photographs of famous people, hoping to get them in an unflattering or com- promising pose. The photograph is then sold for an enormous sum of money, sometimes close to a million dollars, to the tabloid press.

Some people say that celebrities are public property and that this invasion of privacy is to be expected – ‘that’s show business’, they say. I think that is true up to a point, but celebrities are being followed, harassed, chased, provoked and spied on in their own homes. That’s not show business, that’s criminal.

2) Information article:

According to recent medical research, sleeping more than nine hours or less than six hours a night can shorten your life expectancy. Those who are likely to live longest are people who regularly get between seven and eight hours a night.

A new survey of 1,000 adults conducted by the Better Sleep Council (BSC) found that few people understand the important role sleep plays in normal daily brain functions and many people actually reduce their brain power by getting too little sleep.

One in three adults admit that they do not get enough sleep, and lack of sleep is leaving millions of people without the energy to work as hard as they should. Although a large number of people say that they need to be mentally alert in their work, over half of the people interviewed say that they sleep just under 7 hours a night during the week. On the other hand, most of the people interviewed say that they sleep more than seven hours a night at the weekend. This suggests that a significant number of people try to catch up on their sleep at the weekend instead of getting enough sleep during the week, when they most need it.

3) News article:

JAY GARNER, the retired American general in charge of rebuilding Iraq, held a big meeting with some of the country's prospective leaders on Thursday April 24th. A number of prominent Iraqis were invited to a heavily guarded conference centre in Baghdad. The event followed a massive religious celebration by hundreds of thousands of Iraq's Shia Muslims, who took part in a pilgrimage once suppressed by Saddam Hussein. This has increased concerns among members of the invading coalition that some Iraqis may use religious organizations to try to establish a fundamentalist government, like that in Iran. Coalition officials believe that most Iraqis would prefer secular government to an Islamic republic. America has warned Iran not to interfere in its plans to establish a democracy.

Exercise 3. Find the main idea of the whole article, make up a title for it.

This is a type of ecosystem that is very, very dry. Deserts get very little precipitation, either rain or snow. A true desert gets less than 250 millimeters (10 inches) of precipitation per year.

Deserts have a reputation for being hot. However, they don't have to be. Temperature doesn't define a desert. The Sahara is a desert. So is Antarctica. Antarctica gets very little rain or snow, but it is so cold that its snow and ice tends not to melt.

Many deserts are so dry that few plants can grow there. Those that do have special adaptations, or features that help them survive. Some might have very long roots that reach deep down into the ground to get water. Others might have thick, spongy flesh that can store water for long periods of time. Animals and other organisms have evolved to feed off these plants. This results in desert ecosystems full of unique creatures - some of which can go their whole lives without ever taking a sip of water [15].

Exercise 4. Read the source text for the rendering task. Create a thematic grid for the text. Make the rendering in English.

Ученые подсчитали, в какую сумму обойдется исчезновение кораллов на американском побережье.

Новое исследование, проведенное учеными из Калифорнийского университета в Санта-Круз и Геологической службы США, показывает, как коралловые рифы защищают людей, строения и экономическую деятельность от прибрежных наводнений и штормов.

Исследователи объединили компьютерные модели штормов и волн с инженерными, экологическими, картографическими, социальными и экономическими инструментами для создания подробных и точных оценок ценности коралловых рифов вдоль побережья США.

Они проанализировали риск наводнений и оценили преимущества рифов вдоль побережий Гавайев, Флориды, Гуама, Американского Самоа, Пуэрто-Рико, Виргинских островов и Содружества Северных Марианских островов. Ученые подсчитали, что потеря одного метра высоты рифа приведет к увеличению затопления прибрежных зон на 23%. В среднем это повлияет на 53 800 человек и увеличит ущерб от наводнений на \$5,3 млрд.

«Достижение такого определения потребовало сложной стратегии моделирования для учета всех процессов, относящихся к окружающей среде коралловых рифов, которые значительно отличаются от тех, которые вызывают наводнения на других побережьях», – Борха Регуэро, соавтор исследования.

Авторы работы указывают, что хотя повышение уровня моря представляет собой растущую угрозу для прибрежных сообществ и экономики, потеря экосистем, таких как коралловые рифы, может иметь сопоставимые последствия в куда более короткие сроки.

По словам соавтора исследования Майкла Бека, у США есть проблемы с рифами, но они могут восстановиться, если вложить ресурсы в их управление и восстановление.

«Мы рады видеть, что некоторые ключевые данные и результаты этой работы уже используются Федеральным агентством по чрезвычайным ситуациям и Министерством охраны природы для информирования о восстановлении рифов», - говорит Бек [6].

Exercise 5. Analyze the following paragraphs. Pay attention to the fact that segmentation can be often be subjective and repeat one and the same idea. What are the lexical bridges between phrases (grammatical retentions, textual parallelisms, semantic repetitions, full and partial synonyms? Build a thematic grid of the text. Translate into Russian.

Photovoltaics is a form of active solar technology that was discovered in 1839 by 19-year-old French physicist Alexandre-Edmond Becquerel. Becquerel discovered that (ms). platinum electrodes attached to it generated an electric current. This process of generating electricity directly from solar radiation is called the photovoltaic effect, or photovoltaics.

Today, photovoltaics is probably the most familiar way to harness solar energy. Photovoltaic arrays usually involve solar panels, a collection of dozens or even hundreds of solar cells.

Each solar cell contains a semiconductor, usually made of silicon. When the semiconductor absorbs sunlight, it knocks electrons loose. An electrical field directs these loose electrons into an electric current, flowing in one direction. Metal contacts at the top and bottom of a solar cell direct that current to an external object. The external object can be as small as a solar-powered calculator or as large as a power station.

Photovoltaics was first widely used on spacecraft. Many satellites, including the International Space Station, feature wide, reflective “wings” of solar panels. The ISS has two solar array wings (SAWs), each using about 33,000 solar cells. These photovoltaic cells supply all electricity to the ISS, allowing astronauts to operate the station, safely live in space for months at a time, and conduct scientific and engineering experiments.

Photovoltaic power stations have been built all over the world. The largest stations are in the United States, India, and China. These power stations emit hundreds of megawatts of electricity, used to supply homes, businesses, schools, and hospitals.

Photovoltaic technology can also be installed on a smaller scale. Solar panels and cells can be fixed to the roofs or exterior walls of buildings, supplying electricity for the structure. They can be placed along roads to light highways. Solar cells are small enough

to power even smaller devices, such as calculators, parking meters, trash compactors, and water pumps.

Another type of active solar technology is concentrated solar energy or concentrated solar power (CSP). CSP technology uses lenses and mirrors to focus (concentrate) sunlight from a large area into a much smaller area. This intense area of radiation heats a fluid, which in turn generates electricity or fuels another process.

Solar furnaces are an example of concentrated solar power. There are many different types of solar furnaces, including solar power towers, parabolic troughs, and Fresnel reflectors. They use the same general method to capture and convert energy.

Solar power towers use heliostats, flat mirrors that turn to follow the sun's arc through the sky. The mirrors are arranged around a central "collector tower," and reflect sunlight into a concentrated ray of light that shines on a focal point on the tower.

In previous designs of solar power towers, the concentrated sunlight heated a container of water, which produced steam that powered a turbine. More recently, some solar power towers use liquid sodium, which has a higher heat capacity and retains heat for a longer period of time. This means that the fluid not only reaches temperatures of 773 to 1,273 K (500 to 1,000° C or 932 to 1,832° F), but it can continue to boil water and generate power even when the sun is not shining.

Parabolic troughs and Fresnel reflectors also use CSP, but their mirrors are shaped differently. Parabolic mirrors are curved, with a shape similar to a saddle. Fresnel reflectors use flat, thin strips of mirror to capture sunlight and direct it onto a tube of liquid. Fresnel reflectors have more surface area than parabolic troughs and can concentrate the sun's energy to about 30 times its normal intensity.

Concentrated solar power plants were first developed in the 1980s. The largest facility in the world is a series of plants in California's Mojave Desert. This Solar Energy Generating System (SEGS) generates more than 650 gigawatt-hours of electricity every year. Other large and effective plants have been developed in Spain and India.

Concentrated solar power can also be used on a smaller scale. It can generate heat for solar cookers, for instance. People in villages all over the world use solar cookers to boil water for sanitation and to cook food.

Solar cookers provide many advantages over wood-burning stoves: They are not a fire hazard, do not produce smoke, do not require fuel, and reduce habitat loss in forests where trees would be harvested for fuel. Solar cookers also allow villagers to pursue time for education, business, health, or family during time that was previously used for gathering firewood. Solar cookers are used in areas as diverse as Chad, Israel, India, and Peru [13].

1.6 Formal letters

Formal letters (or official letters) are written among competent people, individuals from organizations or departments, people in order for them to be read by some company or organization. They usually contain commercial information such as quotations, orders, complaints, claims, and so on. Formal letters are similar to official document writing. Such letters are always strictly formal and follow a structure and pattern of formalities. An impersonal tone is used to create the atmosphere of professional communication.

There are many types of formal letters:

1. Business letters;
2. Application letters;
3. Inquiry letters;
4. Acceptance letters;
5. Order letters;
6. Invitation letters;
7. Complaint letters.

Business letters are those kinds of letters that are exchanged between business organizations to send and receive important business information or project details. This type of letters is usually short. You should address a business letter to a particular person using a job-title before the name of the addressee. The letter starts with the address from the person who is writing a letter. After that comes the address of the person or organization to whom or which the letter is written. A brief salutation is as important as in any other letters. Usually business letters contain three paragraphs. The first one is an

introduction where you should introduce yourself or the company mentioning general details. The second paragraph includes the purpose of your writing. State the reason for writing in a simple, direct and effective manner without using any informal language. The next or last one finishes the letter in thanking the addressee for looking into the business letter. It is required to write your name and contact details if they need to get back to you.

Application letters

Inquiry letters are letters of probe addressed to a particular body. They are important if extracting information is needed especially when it has not been updated by the respective sources of broadcasting. The information of the letter should be concise, with limited number of questions.

Acceptance letters are a formal way of giving your conformation for a job, an interview, an invitation or any other situation which calls for your answer. Writing acceptance letters to communicate your acceptance may be vital or obligatory in some situations.

Order letters are formal letters which are issued by a superior to an inferior, in terms of work position or stature, in order to direct a command or a request. The tone of the letters is firm. Such letters clearly state the command which is expected to be carried out, should be clear and concise. The instructions given in this type of letters must be informative.

Invitation letters aim at inviting someone to some events. It is important to mention the name or type of event, date, time and the expected dress code.

Complaint letters are the ones written by a person to another so as to complain about something. They aim at bringing your complaint to the notice of the concerned person or organization so that corrective action can be taken wherever possible. The tone of the letters is polite. The contact details should be included. These letters usually contain facts, sometimes even variants of how to solve a problem.

Exercise 1. Read the business letter. What is the aim of this letter? What is the structure of it?

Apple Inc
One Apple Park way
Cupertino, CA 95014

11th June, 2021

Mrs. Catherine Pluck
3815 Williams Street
New York City, NY 84313

Reference: CD

Dear Mrs. Catherine Pluck,

It was very nice to meet you at the XV conference in Texas. Our company appreciate that you liked the CD's that were spotted on our stall. However, we are very sorry that you dint get a chance to purchase the CD's. We were running short of stock.

I have sent the CD's at your address. I hope you liked them. The CD's have all the information that you had asked for. We appreciate that you liked what our company had placed before you.

Please do send in your feedback. You can contact us any time in regards with any kind of queries. Our contact number and email address is on the CD's.

Sincerely Yours,

Tim Cook

Exercise 2. Match formal expressions given in English with their equivalents in Russian.

We have carefully considered your proposal.	Будьте добры, сообщите как можно скорее, желаете ли Вы...
We wish to draw your attention to the fact that...	В ответ на просьбу прислать Вам нашу презентацию прилагаем к письму файл с

	презентацией и надеемся, что она будет Вам полезна.
I sincerely hope you will be able to help me in this matter.	Хочу выразить благодарность за все Ваши усилия.
We can promise delivery within three weeks if we receive your order immediately.	Пишу, чтобы вновь поблагодарить Вас за Ваше замечательное гостеприимство.
Would you please let me know as soon as possible whether you would be willing...	Хочу принести свои самые искренние извинения за то, что долго не отвечал на Ваше письмо.
I am writing to thank you again for your wonderful hospitality.	Мы внимательно рассмотрели Ваше предложение.
I wish to express my appreciation for all your efforts.	Мы не удовлетворены предложенными условиями.
I wish to offer my sincere apologies for taking so long to answer your letter.	Обращаем Ваше внимание на то, что...
We are not happy about the terms you suggested.	Мы можем обещать поставку в течение трех недель, если получим Ваш заказ незамедлительно.
In reply to request for our presentation, we enclose a file herewith, and we hope it will be helpful to you.	Искренне надеюсь, что Вы сможете помочь мне в этом деле.

Exercise 3. Arrange the following parts in the correct order to make a complaint letter. Reply to the letter. Do not forget to follow the structure and the formal style.

1. Mary Black
57-7 Nail Street
Missoula, Montana 59801
March 23, 2021

2. I find this system extremely frustrating. I should be able to receive an approval of my refund by fax or phone call. I must say I am disappointed with your software and your company.

3. Yours truly,

Mary Black

4. Apple Inc

One Apple Park way

Cupertino, CA 95014

5. Please cancel my account and give me a full refund on my credit card. I was unable to use your software on my laptop and loading it onto my computer gave me problems with other existing software.

6. To Whom It May Concern

7. When requesting a refund, I was told by one of your phone assistants that I could not cancel my account by fax without losing \$100 set-up fee. I was also informed that I needed to write a letter of explanation to the Customer Service Department in order to get my money back.

Exercise 4. Match the sentences or phrases halves.

Please find...	for your patience and understanding
If	who I should contact about this but...
As (you) requested/ suggested/ instructed,	would be greatly appreciated.
I wasn't sure	attached/ the information below.
I would be grateful	of our privacy policy...
Any help you can give me	I am planning to...
Thank you	you need any further information, please do not hesitate to contact me.
This is because	Sir or Madam,
Dear	for any help you can give me with...

Exercise 5. Read two samples of formal letters. What types of formal letters are they?

1. - Dear Sir or Madam,

- I am writing with regard to the advertisement posted...

- I would like to take part..., if it is possible.

- As you can see in my CV/resume,...

- I completed a degree in..., so I am qualified to...

- Besides,...

- Furthermore, I have some experience...

- For this reason, I am capable of...

- Finally, I must say that...

- Therefore,...

- I look forward to hearing from you.

- Yours faithfully,...

2. - To whom it may concern

- My name is... and I am writing regarding...

- I am really interested in...

- Since I was a child, I have always...

- So I am quite familiar with...

- However,...

- Also, I am writing to enquire about...

- Firstly,...

- Furthermore,...

- If you could answer these questions, I would be really grateful.

- I look forward to hearing from you.

- Yours faithfully,...

Complete these two samples with your ideas.

Exercise 6. Match the phrases and the sentences with the ones of the same meaning.

Firstly,...	I was unpleasantly surprised to find that...
I look forward to your reply.	If you need any more details, please do not hesitate to contact me.
I'd also like some information on the pay and conditions of the job.	I would like to know some information on the office I will be working in.
Furthermore,...	Could you also tell me about the pay and conditions of the job?
... which I saw advertised in The New York Times two days ago.	Please find my CV attached/ enclosed.
If you need any more details, please contact me at any time.	First of all,...
Could you give some information on the office I will be working in?	I look forward to hearing from you soon.
I have attached my CV.	...which was advertised in The New York Times two days ago.
Unfortunately, I found that...	In addition,...

Exercise 7. Complete the table with the formal expressions.

<i>Greetings</i>	<i>Reasons for writing</i>	<i>Asking the information</i>	<i>Organising paragraphs</i>	<i>Ending the letter</i>	<i>Closing the letter</i>
Dear Sir or Madam,	I am writing with regard to the advertisement	The first thing I would like to know is...	Secondly,	I look forward to hearing from you.	Sincerely,...

Finally, Thanking you in advance, First of all, I would like to know; I am writing to inform you about, Yours sincerely, In the second place, I am at your disposal should you require further information, Dear Madam, I am writing to suggest, In addition (to

this/that), Would you mind telling me..., I look forward to receiving your explanation, I am writing to offer suggestions, Dear Sir, I am writing to enquire about, Dear Ms Black, I am writing to complain about, Dear Mr Proper, I am writing in relation to, I look forward to receiving your reply, Yours faithfully, My first complaint is..., In conclusion, I am writing in order to complain about, I look forward to your reply, First of all, I look forward to receiving your reply, I wonder if you would mind telling me, I am writing to provide you with information about, Firstly, I would also like to inform you about, I would like to thank you in advance for, Could you also tell me..., I look forward to receiving a full refund, My first concern is..., I am writing to request permission to..., Another piece of information that might be useful..., If I can be of further assistance, please do not hesitate to ask, I am writing regarding your advertisement, A further possibility is..., Should you require further information, I am at your entire disposal; Could you please let me know (if/whether)..., I am writing to receive more/further information about..., If you require further information, please do not hesitate to contact me; I would also like to know if..., I would also like to let you know that..., I was hoping that you could tell me..., I look forward to hearing from you at your earliest convenience.

Which formal expressions are suitable for:

- a) **Business letters;**
- b) **Application letters;**
- c) **Inquiry letters;**
- d) **Acceptance letters;**
- e) **Order letters;**
- f) **Invitation letters;**
- g) **Complaint letters?**

Exercise 8. Read the inquiry letter. Change the formal expressions into the other ones from the table in exercise 6 in written form so that the meaning of the sentences will remain the same.

To whom it may concern,

My name is Mary Taylor and I am an incoming student for graduate studies at your university. I would like to inquire about the course that I will be enrolling in. I was recommended to take the course, Master of Arts, but I would like to clarify some details about the course, as follows:

- 1. Will the course be a possible stepping stone to a career in the sphere of art?*
- 2. Will the course provide hands-on experience in art galleries and museums?*

If you could answer these questions, I would be really grateful. I am hoping that your answers to my queries would help me get a clear foresight on the career that awaits me after graduation. Your university is known for creating exceptional graduates in the field of arts and I am also hoping to pursue a career in this field.

I look forward to hearing from you at your earliest convenience.

Yours faithfully,

Mary Taylor

Exercise 9. Answer the questions.

1. Paraphrase the formal expression *Yours truly*.
2. What is the difference between *Sincerely Yours* and *Best wishes*?
3. What does the formal phrase *I look forward to* mean?
4. How do most business letter salutations begin?
5. When you are sending a letter to a superior, such as a boss, a tutor, or head of the department, how would you sign your letter?
6. What are the types of formal letters? In what situations can you use each of them?
7. What is a common way to finish a formal letter?

Exercise 10. Work with a partner. You are writing a complaint letter to the owner of the Singapore hotel in which you were staying for a week. The things which were promised were never made apparent to you. Your partner is the owner

of this hotel. After receiving your letter he/she should answer to it making apologies for the unacceptable service. Follow the structure of the formal letter and the formal style of writing.

2 Informal Written English

2.1 Personal letters

Personal letters (also informal letters) are those in which the interlocutors have a relationship that does not involve the world of business. So, personal letters are usually transmitted between friends, relatives and family.

This type of letters does not have a specific pattern and strict rules or structure to follow. They depend on what the person wants to transmit and on his/her ability to express himself/herself in writing.

Due to the popularity of social networks personal letters have become an integral part of the society.

According to the aim and matter of writing a letter all the personal (or informal) letters can approximately divided into:

1. *Thank you letters* are used when people feel grateful for something that has been done for them.
2. *Birthday Cards* are the letters or postcards aimed at congratulating a member of the family or a friend. They usually include wishes for the person who is having a birthday.
3. *Farewell letters* are issued when one of the two partners leaves the city, state or country.
4. *Letters of congratulations* are used during the holidays, for example, Easter, Christmas and many others. They are usually accompanied by postcards or photos of the family, friends or relatives.
5. *Holiday letters* are issued when one person is having vacations and travelling and he/she wants to share his/her emotions, impressions with the closest people. These letters may contain photos of the places the person is visiting.
6. *Love letters* are sent by partners to express the affection that they have. These letters can also be sent to a person who is highly appreciated by another one.
7. *Welcome letters* are used when someone has moved into the new place of living (a new neighbourhood or a city or a country).

8. *Letters of friendship* are exchanged between friends to maintain contact despite the distance.

9. *Sorry letters or letters of apology* are written for apologizing for the action that has brought negative consequences for another person.

10. *Invitation letters* are aimed at inviting someone to attend a party or a meeting organized by the sender. These letters can be sent in different occasions: an anniversary, a wedding, a Christmas party, a birthday.

11. *Letters of various subjects* are not written for a specific reason.

The structure of personal letters:

- 1) Date
- 2) Address
- 3) Greetings
- 4) Introduction Paragraph. The introductory paragraph sets the tone for the whole letter. You might begin by asking the recipient about their health and life in general. The opening of informal letters should be casual and comforting. It must not be formal and direct as in business letters.
- 5) Body of the Letter. The letter overall should maintain a friendly tone. But you have to adjust the language and the wordings according to who you are writing to.
- 6) Conclusion. In the conclusive paragraph sum up the reason for writing the letter.
- 7) Signature.

Exercise 1. Arrange the following parts in the correct order to make a personal letter.

1. 21 April 2021
2. Dear John,
3. All the best,
4. As for me, I am a real film buff and I watch movies and series a lot in my spare time. I'm fond of action movies because they have interesting story lines and they are not slow-moving. My favourite movie is "Die Hard" because this movie combines both a fascinating plot and really talented actors. Especially I like Bruce Willis as a leading actor. He always outshines everyone and makes most of his roles.

5. Orenburg
6. Mike
7. Sorry, I'd better go now as I've got loads of homework to do tonight.
8. Thanks a lot for your letter. I haven't heard from you for a long time.
9. Please write back as soon as possible!
10. Russia
11. Anyway, I'm glad your brother finished school. Is he going to the university?
Is he still interested in Biology? Is he going to study abroad?
12. In your previous letter you asked me about my family and their preferences in watching films. Well, my parents usually watch not many movies as they are often busy with work. However, they wouldn't mind watching some movie at weekends.

Exercise 2. Match the sentences or phrases halves.

See you	to bring a colleague with me
Hi	to hear that you'd be attending our conference.
(I) hope	to meet you yesterday
It was a pleasure (for me) to	for your advice on my diploma work
How	you had a good weekend
Thanks/ Thank you	attend the conference.
Is it okay/ Would it be okay	first name/ everyone/ guys
It was so nice	's it going
I was delighted	tomorrow

Exercise 3. Match the phrases and the sentences with the ones of the same meaning.

See you soon.	Write soon!
How are you?	I was so happy to...
I can't wait to receive your next letter!	It was so nice to receive your email.
It was such a pleasure to...	(I'm) looking forward to seeing you soon.

Give my love/ regards to your husband.	I hope you are well.
It was so nice to hear from you.	I was delighted to meet you yesterday.
It was a pleasure for me to meet you yesterday.	Say “Hi” to your husband.

Exercise 4. You have received a letter from your English-speaking pen friend James who writes:

... That’s really great to finish school with flying colours! What are you planning to do now? Enter the university? Take a gap year and find a job? Go travelling? Learn some new skills? Write back and give me more details of your plans so I can do my best to help if you have no ideas what to do...

Write a letter answering his questions and asking 3 questions about his studying at the university. Write no more than 200 words.

Exercise 5. Read the letter and define the type of it. Who is likely to write the letter? Who can be the addressee of it?

Ozernaya 13
Orenburg,
Russia
July 23, 2020

Dear Rachel,

Thank you for your letter. It contains a lot of food for thought.

Talking about your future profession I think you can do more than just become a cleaning lady. You are right when you tell how much your parents do for you. So, use these opportunities and your own skills and traits of character which are given to you by nature. Learn hard, try more, do your best and you will be successful. Just choose your life aim and follow it. I am sure you will achieve it!

To answer your questions, I do not know what future job it can be. There are a lot of variants. The most important thing is that I have quite good education, right skills. I am hardworking, patient, sociable enough and I like learning new things. I believe all these things will help me to find a good job. But maybe I will stay a teacher. Because I want to be useful for this world and society. Of course, if I change my job, I will have difficulties to get used to it. It will be new, there will be new colleagues, rules, duties. I hope I will have enough time for myself. I always try to have time for my family, friends, hobbies. It is essential for people to find hobbies, relax, enjoy the life, but also to study, to develop our personalities. We cannot live without learning. If we can do many things, we are able to change this world and the environment around us. We should think about the future and do something for it. Only in this case we will be happy. Do you agree with me? How can you become happy? What are the things which you should do to be happy? Is it difficult to be happy?

I have some questions to you too. My friend told me about one difficult situation which she had. She has a good job which she likes very much (she is a teacher too). She also has a boyfriend. He does not like her job; he wants her to leave it and to sit at home. She asked me to give her a piece of advice about this situation. I think that she should not leave her job because she likes it. And I believe her boyfriend does not have a right to tell her what to do. He is not her husband or her parents. He is just a boy who (may be even tomorrow) can leave her too. And what is next? She will be finally without a boyfriend and a job. So, in my opinion, all girls and women should rely on themselves only. But what is your opinion? Should she listen to her boyfriend and follow his piece of advice? What should she do in this case? What is more important: boys or job? Why? I still did not answer to her about it, so, I really need your point of view.

I hope to hear from you soon.

Best regards,

Ksenia

Write a letter answering the questions. Do not forget to follow the style of writing.

Exercise 6. An English friend of yours is visiting your city next summer. Write to him/her and tell him/her about the places he/she should definitely visit, the restaurants he/she should go to and the food he/she should try.

Exercise 7. You are going to have a birthday party in a week. Write an invitation letter to your friends. Do not forget to mention the date of the party, the place, the dress code.

Exercise 8. You are having summer holidays and taking a round-the-world trip. Write a holiday letter to your family and friends. Describe the places you have already visited and the ones you are going to visit. Do not forget to mention what you liked and what you did not like about travelling to the places/cities/countries and why.

2.2 E-mail

E-mail is the type of letters which is sent via the Internet. The style is always less formal than in formal letters. The structure is similar to the informal or personal letters but in this case the subject of the letter should be mentioned.

The text is generally simple and not very long, using a variety of colloquial linking words and cohesive devices. A range of everyday vocabulary is used appropriately, with occasional inappropriate use of less common words and even contractions. The active Voice is mainly used. There are usually no idioms in emails. The grammatical structure of the sentences is mostly simple. The informal emails usually start with “Hi”.

Exercise 1. Read the informal e-mail. What peculiarities in vocabulary and grammar used in the e-mail are there?

From: Paul

To: Matt

Hi,

You know I have some good and bad news! I've joined my local football team – well, I do love it! We train every Mon and Wed after lessons at school. But my dad wants me to go to an extra biology class on Mon-s, so I won't be able to train then.

How do you think I can persuade him to change his mind? What can I do? I really need your help!

Write soon,

Paul

Exercise 2. Complete the table with the informal expressions.

<i>Greetings</i>	<i>Introductory+ introducing paragraph</i>	<i>Reacting to good news</i>	<i>Reacting to bad news</i>	<i>Ending the e- mail</i>	<i>Closing the e-mail</i>
Dear Ben,	How's it going?			Take care of yourself.	Best,
	As for				

Oh, by the way; I'm so happy that, Look after yourself, How are things going, Hi Ben, I'm so sorry to hear about, Don't forget to drop me a line soon, Kind regards, It's great to hear from you, All my love, Well, I gotta go now, It's just awful to hear that, Make sure you write soon, Regards, Take care, Sorry to read about, Long time, no see; Sorry I haven't written for ages, but; I'm glad to hear that, Hello sweetie, By the way, tell me about, How are things, I'd better get going, Love, Great news about your, How are you doing, Lots of love, It's so great that, I'm extremely sorry to hear about, Well, it's time to go; All the best, Hey, did you hear about..., I've got to leave you now.

Exercise 3. Decide which beginnings can go with which endings. More than one is sometimes possible.

<i>Beginnings</i>	<i>Endings</i>
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1. Dear Kate	a. Best wishes, Frank
2. Dear Mr. Brown	b. Love, Chase
3. Hello Jane	c. Lots and lots of love, Gary xxx
4. Dear Sir or Madam	d. Yours, Fred
5. Dear dad	e. Yours sincerely, Derek Frown
6. Hi Bob	f. Yours faithfully, Jimmy Downton

Which phrases are informal? Which are formal? Decide which pair of phrases can be used in what type of the letter.

Exercise 4. There are two emails. Which one is formal? Which one is informal? Why? Underline the phrases which prove your opinion.

<p>To: info@EnglishCourse.co.uk Subject: Oxford English School Dear Mr Forwell, I saw your advertisement for English courses in this month's New Yorker newspaper, and I am interested in coming to your school in June. I was studying English for eight years at school, and I have to use English quite often in my job. However, I now have strong necessity to study further. I would especially like to improve my grammar skills and pronunciation. Please could you send me more information about your courses, and an application form? I would also like to learn some information about accommodation. I look forward to hearing from you as soon</p>	<p>To: Charlie1239@gmail.com Subject: Visiting Orenburg Hi, Charlie Just to let you know that I'm thinking of coming to Oxford in June. You know I have to use English a lot in my new job, so I want some extra classes, especially for my grammar and pronunciation - as you are always telling me I should try to improve them! Anyway, I saw an interesting ad in a newspaper for a school in Oxford. I know it's expensive but I really need it. By the way, isn't it quite near you? I'd love to see you while I'm here. Can't wait to hear from you. See you soon! Lots of love, Keila</p>
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<p>as possible.</p> <p>Yours sincerely,</p> <p>Keila Stuart</p>	
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How does Keila express the phrases given below in the formal email? What other informal phrases or words are there in the first email?

- a. I'm thinking of coming...
- b. use English a lot...
- c. I want...
- d. especially for my grammar and pronunciation...
- e. an interesting ad...
- f. I'd love to...
- g. Can't wait to...

Exercise 5. Read a letter. What is the type of it? Prove your opinion giving the examples from the letter.

To: Robert
From: Sam

Hey buddy, how are you doing?

Sorry, this time we can't meet each other due to professional commitments. But I'm sure you're having a good time, and I hope we can celebrate Xmas together next year. Wish your kids Merry Christmas.

What are the plans for the holidays?

Merry Christmas!

Love,

Sam

Make it formal. Change the words and the structure of some sentences, use formal constructions.

Exercise 6. Read the informal email from Susan. It contains 10 mistakes in italics, six grammar or vocabulary, and four spelling. Correct them.

From: Susan

To: broadsburg183@gmail.com

Subject: News!

Hi Chris,

Sorry that I haven't been in touch for a while, but I've been busy with my school. I was to write five compositions *next* week and I had to stay at home, so I've been there *since* four days! I'm free today, so I've been catching up on my emails. *Luckly* I don't have any classes today.

How are you? What have you been doing? Anything exciting? Here everyone *are* fine. My sister Kristen has just started her new job with a software company - I think I told you about it when I last wrote - anyway, she's really enjoying it. How is your brother and his first year at university? How are your parents? I hope *their* well.

I have some good news – I'm going to visit your town in May, from 16th to 20th. Could you *recomend* a hotel where I could stay in the centre of town? I need the one which is not too expensive. I'd like to go *siteseeing*. Do you think *you'll be able show* me around? That would be amazing.

Well, that's all for now. Please give hi to your family. Hope to *listen* from you soon.

Make care,

Susan

Exercise 7. Look at the email in exercise 4 again and do the following tasks:

1. Underline the questions in the letter that Susan wants Chris to answer.
2. Underline the places in the informal letter where in your opinion Chris needs to respond.
3. Think about how Chris can respond to each of the things which are underlined. Give all the possible variants.

4. Imagine you are Chris. Answer Susan's letter. Write 150-170 words, in two or three paragraphs. Do not forget to use informal expressions, contractions and the light informal style of writing.

Exercise 8. Work with a partner. Ask him/her email address and write an informal letter to him/her sharing your recent news. Reply to his/her e-mail.

Exercise 9. Write a formal email about your wish to take up a Spanish course at school in Spain. Then write to an English friend about your plans.

2.3 Postcards

Postcards are usually bought and signed by people with wishes of luck, love, health and other warm loving things. Postcards are mainly used when celebrating festive occasions to make them memorable and joyful. The style of writing is informal.

A postcard's format is very straightforward. Postcards are usually split up so that the right side of the card has special lines for you to write out the address you want the card to be sent to. On the left there is always a blank space in which you can write a message.

First of all, you should put the date in the upper right of the note area.

Secondly, write the name of the person (or people) you are sending it to. In this case you may use such words as "Dear", "Beloved", "Most darling".

Thirdly, write a message you want to send. There are no strict rules of writing it or any special structure for it.

Fourthly, sign the card. It can be informal and even include the pictures drawn by the people themselves.

Exercise 1. Read the postcard. What is the purpose of this postcard?

27 July 2014

My dearest, Aunt Nancy
You won't believe this but two days ago I tried kangaroo tail, crocodile meat, and a green ant, all in the same day! The kangaroo tail was a bit greasy but the crocodile tasted like--you guessed it!--chicken. But most surprising of all, the green ant tasted like a sour grape! The land down under sure is an interesting place!

Wish you were here!

Jimmy



Nancy Nanny
123 Somewhere Street
The City, State
Zip Code

Exercise 2. Read the postcard. Where are Kate and James? What kind of holiday are they having? Why are they sending a postcard? Is there anything wrong with the style of the postcard?

Hi, Finn

Greetings from France! We're having a nice time in the Alps, near Mont Blanc. We're not skiing, obviously, we're hiking. The mountains are nice at this time of year. There are lots of nice wild flowers.

Hope you enjoy getting a nice postcard! We had lunch in this nice restaurant today, and we wanted to send this postcard because the picture on it is so nice. The weather is nice, so the view was really nice! The food was really nice too – James had pasta and said the French croissants were nice. But I like more the chocolate with spiced caramel sauce which was truly nice. Sorry, I have to go now cause we're going to hike!

See you soon,

Love,

Kate and James.

Exercise 3. Look at the postcard in exercise 2. Kate and James use the word “nice” 11 times. Complete the sentences with other adjectives given below.

Excellent, fabulous, amazing, wonderful, clear and sunny, delicious, beautiful, out of this world, lovely, spectacular, marvelous.

1. We're having a ... time in the Alps, near Mont Blanc.
2. The mountains are ... at this time of year.
3. There are lots of ... wild flowers.
4. We had lunch in this ... restaurant today.
5. Hope you enjoy getting a ... postcard!
6. We wanted to send this postcard because the picture on it is so ...
7. The weather is ...
8. The view was really ...
9. The food was really ... too.
10. James said the French croissants were ...
11. But I like more the chocolate with spiced caramel sauce which was truly ...

Exercise 4. Think of a holiday place you visited where there can be amazing postcards. Write a postcard from this place to your classmates. Avoid using the adjective “nice”.

You can write about:

1. The journey;
2. The food;
3. The weather;
4. The accommodation;
5. The sightseeings;
6. The activities you had yesterday;
7. The things you are going to do today or tomorrow.

Exercise 5. Answer the questions and do the task.

1. What holidays do you know?

2. What is your favourite holiday? Why?
3. What do people usually wish on this holiday?
4. Do people send postcards to their relatives or friends to congratulate with this holiday?
5. Choose one holiday and write a postcard with wishes to your best friend or family member. Do not forget to use informal expressions and contractions.

Exercise 6. Look at the postcard. What can be the possible messages for this postcard? Imagine you are in New York. Write a postcard to your friend or family member describing your emotions of being there.



Exercise 7. Fill in the gaps in this postcard with appropriate adjectives.

Hi,

I'm having a ... holiday here. The town here is very old and

The locals say it is ... for its charm and it is really true! It is surrounded by ... buildings, ... valleys and ... mountains. Yesterday I even tried climbing. It was Even

though it isn't too expensive, the hotel is quite..., the food is ... and the view from my balcony is

I wish you were here!

Love, K

Exercise 8. Look at the postcard. What is the style of it? Write a postcard to your friend or family member wishing a good holiday or a holiday season.



Appendix 1

How to render the article?

1. Place of origin	<p>The article is (was) printed / published in...</p> <p>The article is from a newspaper under the nameplate...</p>
2. Time of origin	<p>The publication date of the article is...</p> <p>The article is dated the first of October 2008.</p> <p>The article is printed on the second of October, 2008.</p>
3. Author	<p>The article is written by...</p> <p>The author of the article is...</p> <p>The article is written by a group of authors. They are...</p>
4. Theme / Topic	<p>The article is about...</p> <p>The article is devoted to...</p> <p>The article deals with the topic...</p> <p>The basic subject matter of the script is...</p> <p>The article touches upon the topic of...</p> <p>The article addresses the problem of...</p> <p>The article raises/brings up the problem...</p> <p>The article describes the situation...</p> <p>The article assesses the situation...</p> <p>The article informs us about... / comments on...</p> <p>The headline of the article corresponds to the topic.</p>
5. Main idea / Aim of the article	<p>The main idea of the article is...</p> <p>The purpose of the article / author is to give the reader some information on...</p> <p>The aim of the article / author is</p> <p style="padding-left: 40px;">to provide the reader with some information about...;</p> <p style="padding-left: 40px;">to provide the reader with some material / data on...</p> <p style="padding-left: 40px;">to inform about...;</p>

	to compare / determine...;
<p>6. Contents of the article (a short summary of 3 or 4 sentences) + important facts, names, figures.</p>	<p>The article can be divided into some parts.</p> <p>The first part deals with...</p> <p>The second covers the events...</p> <p>The third touches upon the problem of...</p> <p>The fourth part includes some interviews, dialogues, pictures, reviews, references, quotations, figures.</p> <p>The article is written in the form of the monologue, from the first / third person narration.</p> <p>The author starts by telling the reader that... (writes, states, stresses, depicts, says, informs, underlines, confirms, emphasizes, puts an accent on, accepts / denies the fact, reports, resorts to, hints on, inclines to, points out... and so on)</p> <p>Later the article / the author describes...</p> <p>The article / the author goes on to say that...</p> <p>According to the text...</p> <p>In conclusion...</p> <p>The author comes to the conclusion / concludes that...</p> <p>The key sentence / words of the article (is / are) the following...</p>
<p>7. Vocabulary of the article – the topical vocabulary – the author's vocabulary</p>	<p>While reading I've come across some topical words and expressions like.../ A great number of words belong to the topic...</p> <p>The author's vocabulary is rather vivid, poor, rich...</p> <p>The author resorts to colourful general phrases/ clichés / stable statements / understatement / exaggerations / words with negative / positive connotation / fine words / descriptive adjectives / comparisons (to create a vivid picture, a humorous effect / to enforce the influence on the reader).</p>

	<p>We see the author's mastery in conveying the main idea to the reader with the help of the phrases / parenthesis / sayings / proverbs</p>
<p>8. Personal opinion / impression of the article</p>	<p>I found the article interesting / important / useful / dull / of no value / (too) hard to understand and assess (Why?)</p> <p>I appreciate the author's word-painting as / superb / ordinary / exaggerated.</p> <p>I think / believe that...</p> <p>My point is that...</p> <p>In my opinion...</p> <p>To my mind...</p>
<p>9. Personal view on the topic / idea / problem</p>	<p>The message of the writer is clear to understand...</p> <p>I share the author's view...</p> <p>I see the problem in a different way...</p> <p>I don't quite agree with the fact (that)...</p>

Appendix 2

How to write an essay

1. Make an introduction (state the problem).

The problem/phenomenon/issue of...appears to be/has always been...

People always say/have always thought/agreed/said/believed...

In today's world (Nowadays) the issue of ... is very controversial. It is a hot/burning question of today. It is one of the vital (crucial) problems of modern society (today, the world, teenagers' life...)...

It is popularly believed that....

People often claim that...

Some people argue that...

A lot of people think that...

It is often suggested /believed that... Many people are in favour of idea that

Many people are convinced that... Some people are against...

There are different views of this problem. (on the problem of + a noun or a nominal phrase)

There is always a lot of discussion about...

Both positions seem to have some advantages and disadvantages.

Different groups of people have opposite opinions about...

The first aspect to point out is that...

Let us start by considering the facts...

2. Express your personal opinion and give reasons for it.

To begin with, I suppose (believe, consider) that...I personally think that... The reasons are as follows. I can give the following reasons for my position. Firstly, ...

I would like to explain my point of view on this situation.

I would like to express my opinion on this problem.

In my opinion, (To my mind,) it is the first reason why...

In my opinion this subject is very controversial

In my view... To my mind... To my way of thinking...

Personally, I believe that...

I feel strongly that...

It seems to me that...

As far as I am concerned...

Firstly, /First of all....

In the first place...

To start with, To begin with, Secondly, Thirdly...

Last but not least,

Secondly, ...

What is more, ... Moreover, ...Furthermore...In addition, ... Besides, ...

Finally, ...And the last reason but not the least...For all these reasons, ... On the one hand, ...

One cannot disagree that...

Besides, /.....also....

Not only..., but..... as well.

Apart from this/that...

.....not to mention the fact that...

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

If on the one hand it can be said that... the same is not true for...

The first argument suggests that... whilst the second suggests that...

There are at least ... points to highlight...

3. Give arguments for the other point of view and explain why you don't agree with it.

But some people think that ...

However, as critics point out/claim,...

There are a number of disadvantages/drawbacks...

However, there exists another viewpoint of...

However, I cannot accept this idea because...Nevertheless, ...

I don't agree with this opinion (viewpoint).

I completely disagree with the opinion that...I do not support this idea. (the idea that...) One of the reasons for my point of view is that...

On the other hand,...

According to another opinion,...

4. Draw a conclusion

To sum up,...To conclude,... In conclusion, ...All in all,... In general,... On the whole,...

In conclusion, it seems important to remind/to add/to point out/ that...the issue/debate is far from solving yet, but... One can only hope that...

All things considered

Finally, / Lastly,

Taking everything into account,...

Taking everything into consideration,...

The arguments we have presented... suggest that.../ prove that.../ would indicate that...

From these arguments one must.../ could.../ might... conclude that...

All of this points to the conclusion that...

I think that...I am of the opinion that...I strongly feel that...

As a matter of fact, ... In fact,... Mention should be made that ... As a result,...Consequently, ... So...That's why...Therefore, ...Thus... It may be also said that... In particular,... Apart from that,...

In spite of this...(a noun or a nominal phrase)... (subject +predicate)...

In spite of the fact that... (подлежащее +сказуемое)... (subject +predicate)...

Thanks to ...(a noun or a nominal phrase)... (subject +predicate)...

Thanks to the fact that...(subject+predicate)... (subject+predicate)...

Although... (subject +predicate)... (subject +predicate)...

While (subject +predicate)... (subject +predicate)...

(subject +predicate)...so that...(subject +predicate)...

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