O’ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

NAMANGAN DAVLAT UNIVERSITETI

INGLIZ TILI O‘QITISH METODIKASI KAFEDRASI

O‘QISH VA YOZISH AMALIYOTI

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MUNDARIJA

LESSON 1-2

Theme	Reading strategies. Intensive and extensive reading
Length: One hour and twenty minutes	Number of students ___
Lesson Outline 1. Warmer-discussion 2. Activity 1. Reading a short text 3. Activity 2. Reading the text extensively 4. Activity 3. Reading the text intensively 5. Activity 4. Case study	
The aim: By the end of the lesson students will be able to differentiate reading strategies	
Objectives: ❖ To provide students with reading strategies; ❖ To prepare students to read both intensively and extensively; ❖ To increase their ability in reading skills; ❖ To focus the students' attention in reading;	
Activity Type:	Individual, small group, whole class(teacher-students)

Time: 80 minutes

Aim: By the end of the lesson students will be able to write a letter of complaint

Objectives:

- ❖ To provide students with reading strategies;
- ❖ To prepare students to read both intensively and extensively;
- ❖ To increase their ability in reading skills;
- ❖ To focus the students' attention in reading;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically
- ➢ Let each group present its own responds and then discuss it with the whole class.

Activity 1 . Reading short text

Objective:

- ➢ to let students follow the structure of intensive reading

Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going read a short text.
- Give a situation ask them to think how they would feel about it..
- Remind students to focus on avoiding repetition.

Activity 2 Reading the text extensively

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to read the text extensively.
- Tell them to share what they understood by reading in short time.
- Ask them what sorts of books are useful for extensive reading

Activity 3 - Reading the text intensively

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to read the text intensively.
- Tell them to share what they understood by reading in short time.
- Ask them what sorts of books are useful for intensive reading

Material for the lesson

The two most important of reading styles are known as **Intensive Reading** and **Extensive Reading**. If you learn to master the *what*, *how*, and *why* of these two manners of reading, you will have two extremely powerful tools in your language learning arsenal, which will fuel your ability to acquire vocabulary indefinitely.

Reading, despite being one of the four major skills of language learning, is one of the skills that is most often neglected by language learners.

For the language learner who wishes to reach the upper levels of target language capability, this lack of reading poses a serious obstacle to the expansion of one's vocabulary, as a limited vocabulary offers less capacity to understand and, in turn, be understood.

So let me show you how you can change that.

Intensive Reading

To read intensively is to completely deconstruct a text, with the goal of absorbing as much meaning from it as possible. This is done by taking a text, and systematically looking up every word, phrase, or collocation that you do not understand.

This is an activity that requires great mental effort and focus. Because of this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout. Specifically, if you wish to read a text intensively, you must take care to read texts that are **interesting** and **short**, to read only for **brief periods of time**, and to do so when you have **the most mental energy**.

Let's explore these concepts in further detail:

- Texts for intensive reading must be **interesting**, because if you do not enjoy what you read, you will quickly forget the content, and have more mental resistance to the intensive reading process.
- Texts for intensive reading must be **short**, because the end goal is to understand the text down to the most minute detail. The longer a text is, the more laborious it is to complete such a deep analysis, so it is better to stick to shorter texts in order to avoid mental exhaustion.

Ideal learning materials for intensive reading include:

- News articles
- Wikipedia articles
- Short stories
- Blog posts
- You must intensively read for **brief periods of time** specifically to avoid the mental exhaustion that is described above. It takes much focus and effort to go from zero (or partial) understanding of a text to complete understanding, so it is best to limit intensive reading sessions to 30-35 minutes maximum.

- You must intensively read only when you have **the most mental energy**, in order to further boost your capacity for learning, and to reduce the risk of mental exhaustion that comes with deep analysis of even the shortest texts. Of course, mental energy levels fluctuate throughout the day—and even differ greatly from person to person—so exactly you should intensively read is something you need to determine for yourself.

Extensive Reading

To read extensively is to simply read as much as possible, without concerning oneself with the minutia of meaning and the occasional unknown word. This is done by reading for large swaths of time, and looking up words only when you deem it absolutely necessary to your understanding of the text.

If the text you wish to extensively read is at the appropriate level, you'll find that most unknown words can be deciphered by looking at their surrounding context, making overt use of translations or dictionaries unnecessary.

While intensive reading requires a high level of focus and deliberate effort, extensive reading is meant to be a fun and pleasurable experience, requiring a low expenditure of mental effort. The more extensive reading you do, the more language you are exposed to, allowing you to increase your passive knowledge of vocabulary quite quickly.

Specifically, if you wish to read a text extensively, you must read texts that are **interesting**, **level-appropriate**, of **moderate length**, to read when you can dedicate **longer blocks of time**, and to do so when you are **relaxed**.

Let's explore each of these aspects of extensive reading in deeper detail:

- As in intensive reading, texts for extensive reading must be **interesting**. Since extensive reading is done for longer periods of time, you must take care to select texts that hold your attention, and keep you coming back for more, hour after hour.
- Texts for extensive reading must be **level-appropriate**. Since you will not be attempting to understand every single word and phrase (as in intensive reading), you must be able to understand a high-percentage of a text before you even begin. The goal is to absorb unknown words through context; therefore, if you don't understand the bulk of the context, the text is not yet appropriate for you to read extensively.
- Texts for extensive reading must be of **moderate length**. Specifically, a text should be, on average at least 15-30 pages long. Texts of this length are long enough to fully develop an idea or narrative, and require you to keep mental "track" of ideas, concepts or characters as they develop over time.

Ideal learning materials for extensive reading include:

- Graded Readers
- Online Platforms such as LingQ (affiliate)
- Bilingual & Interlinear Books (affiliate)
- Monolingual (Native) Books
- Magazines
- Comic Books
- Extensive reading must be done for **longer blocks of time** when compared to intensive reading. This is because you will be reading longer texts, which naturally require more time to read, and because sitting down to read for longer periods allow you to get into the "flow" of reading, and therefore mentally process the material more deeply. When aiming to extensively read a text, it is best to do so for sessions of an hour or more.
- When extensively reading, it is best to stay **relaxed**. Reading in a relaxed, low-stress environment will help you associate reading with pleasure, and therefore increase your willingness to read more often, and for longer periods. Clearly, you don't want to be *so* relaxed that you fall asleep, but instead *just relaxed enough* that you feel comfortable, and willing to absorb whatever you're reading

Homework: do intensive and extensive reading at home and be ready to tell the difference between them. Learn all the new words by heart.

READING

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.*

AUSTRALIA'S SPORTING SUCCESS

A They play hard, they play often, and they play to win. Australian sports teams win more than their fair share of titles, demolishing rivals with seeming ease. How do they do it? A big part of the secret is an extensive and expensive network of sporting academies underpinned by science and medicine. At the Australian Institute of Sport (AIS), hundreds of youngsters and pros live and train under the eyes of coaches. Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of sportsmen and women. Both provide intensive coaching, training facilities and nutritional advice.

B Inside the academies, science takes centre stage. The AIS employs more than 100 sports scientists and doctors, and collaborates with scores of others in universities and research centres. AIS scientists work across a number of sports, applying skills learned in one – such as building muscle strength in golfers – to others, such as swimming and squash. They are backed up by technicians who design instruments to collect data from athletes. They all focus on one aim: winning. 'We can't waste our time looking at ethereal scientific questions that don't help the coach work with an athlete and improve performance,' says Peter Fricker, chief of science at AIS.

C A lot of their work comes down to measurement – everything from the exact angle of a swimmer's dive to the second-by-second power output of a cyclist. This data is used to wring improvements out of athletes. The focus is on individuals, tweaking performances to squeeze an extra hundredth of a second here, an extra millimetre there. No gain is too slight to bother with. It's the tiny, gradual improvements that add up to world-beating results. To demonstrate how the system works, Bruce Mason at AIS shows off the prototype of a 3D analysis tool for studying swimmers. A wire-frame model of a champion swimmer slices through the water, her arms moving in slow motion. Looking side-on, Mason measures the distance between strokes. From above, he analyses how her spine swivels. When fully developed, this system will enable him to build a biomechanical profile for coaches to use to help budding swimmers. Mason's contribution to sport also includes the development of the SWAN (SWimming ANalysis) system now used in Australian national competitions. It collects images from digital cameras running at 50 frames a second and breaks down each part of a swimmer's performance into factors that can be analysed individually – stroke length, stroke frequency, average duration of each stroke, velocity, start, lap and finish times, and so on. At the end of each race, SWAN spits out data on each swimmer.

D 'Take a look,' says Mason, pulling out a sheet of data. He points out the data on the swimmers in second and third place, which shows that the one who finished third actually swam faster. So why did he finish 35 hundredths of a second down? 'His turn times were 44 hundredths of a second behind the other guy,' says Mason. 'If he can improve on his turns, he can do much better.' This is the kind of accuracy that AIS scientists' research is bringing to a range of sports. With the Cooperative Research Centre for Micro Technology in Melbourne, they are developing unobtrusive sensors that will be embedded in an athlete's clothes or running shoes to monitor heart rate, sweating, heat production or any other factor that might have an impact on an athlete's ability to run. There's more to it than simply measuring performance. Fricker gives the example of athletes who may be down with coughs and colds 11 or 12 times a year. After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes' saliva. If IgA levels suddenly fall below a certain level, training is eased or dropped altogether. Soon, IgA levels start rising again, and the danger passes. Since the tests were introduced, AIS athletes in all sports have been remarkably successful at staying healthy.

E Using data is a complex business. Well before a championship, sports scientists and coaches start to prepare the athlete by developing a 'competition model', based on what they expect will be the winning times. 'You design the model to make *that* time,' says Mason. 'A start of *this* much, each free-swimming period has to be *this* fast, with a certain stroke frequency and stroke length, with turns done in *these* times.' All the training is then geared towards making the athlete hit those targets, both overall and for each segment of the race. Techniques like these have transformed Australia into arguably the world's most successful sporting nation.

F Of course, there's nothing to stop other countries copying – and many have tried. Some years ago, the AIS unveiled coolant-lined jackets for endurance athletes. At the Atlanta Olympic Games in 1996, these sliced as much as two per cent off cyclists' and rowers' times. Now everyone uses them. The same has happened to the 'altitude tent', developed by AIS to replicate the effect of altitude training at sea level. But Australia's success story is about more than easily copied technological fixes, and up to now no nation has replicated its all-encompassing system.

Questions 1–7

Reading Passage 1 has six paragraphs, **A–F**.

Which paragraph contains the following information?

*Write the correct letter, **A–F**, in boxes 1–7 on your answer sheet.*

NB *You may use any letter more than once.*

1 a reference to the exchange of expertise between different sports

2 an explanation of how visual imaging is employed in investigations

3 a reason for narrowing the scope of research activity

4 how some AIS ideas have been reproduced

5 how obstacles to optimum achievement can be investigated

6 an overview of the funded support of athletes

7 how performance requirements are calculated before an event

Questions 8–11

Classify the following techniques according to whether the writer states they

A *are currently exclusively used by Australians*

B *will be used in the future by Australians*

C *are currently used by both Australians and their rivals*

*Write the correct letter, **A**, **B** or **C**, in boxes 8–11 on your answer sheet.*

8 cameras

9 sensors

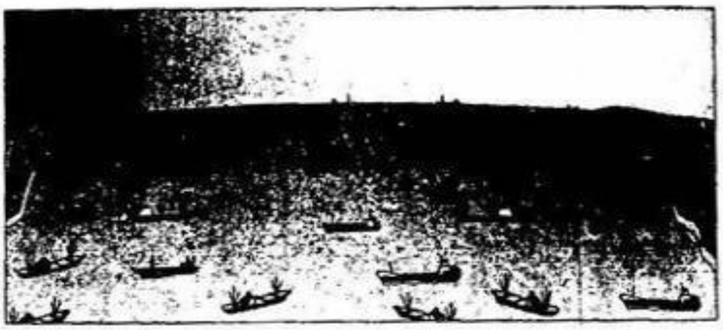
10 protein tests

11 altitude tents

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 below.*

DELIVERING THE GOODS



The vast expansion in international trade owes much to a revolution in the business of moving freight

A International trade is growing at a startling pace. While the global economy has been expanding at a bit over 3% a year, the volume of trade has been rising at a compound annual rate of about twice that. Foreign products, from meat to machinery, play a more important role in almost every economy in the world, and foreign markets now tempt businesses that never much worried about sales beyond their nation's borders.

B What lies behind this explosion in international commerce? The general worldwide decline in trade barriers, such as customs duties and import quotas, is surely one explanation. The economic opening of countries that have traditionally been minor players is another. But one force behind the import–export boom has passed all but unnoticed: the rapidly falling cost of getting goods to market. Theoretically, in the world of trade, shipping costs do not matter. Goods, once they have been made, are assumed to move instantly and at no cost from place to place. The real world, however, is full of frictions. Cheap labour may make Chinese clothing competitive in America, but if delays in shipment tie up working capital and cause winter coats to arrive in spring, trade may lose its advantages.

C At the turn of the 20th century, agriculture and manufacturing were the two most important sectors almost everywhere, accounting for about 70% of total output in Germany, Italy and France, and 40–50% in America, Britain and Japan. International commerce was therefore dominated by raw materials, such as wheat, wood and iron ore, or processed commodities, such as meat and steel. But these sorts of products are heavy and bulky and the cost of transporting them relatively high.

D Countries still trade disproportionately with their geographic neighbours. Over time, however, world output has shifted into goods whose worth is unrelated to their size and weight. Today, it is finished manufactured products that dominate the flow of trade, and, thanks to technological advances such as lightweight components, manufactured goods themselves have tended to become lighter and less bulky. As a result, less transportation is required for every dollar's worth of imports or exports.

E To see how this influences trade, consider the business of making disk drives for computers. Most of the world's disk-drive manufacturing is concentrated in South-east Asia. This is possible only because disk drives, while valuable, are small and light and so cost little to ship. Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather than purchasing them on the domestic market. Distance therefore poses no obstacle to the globalisation of the disk-drive industry.

F This is even more true of the fast-growing information industries. Films and compact discs cost little to transport, even by aeroplane. Computer software can be 'exported' without ever loading it onto a ship, simply by transmitting it over telephone lines from one country to another, so freight rates and cargo-handling schedules become insignificant factors in deciding where to make the product. Businesses can locate based on other considerations, such as the availability of labour, while worrying less about the cost of delivering their output.

G In many countries deregulation has helped to drive the process along. But, behind the scenes, a series of technological innovations known broadly as *containerisation* and *inter-modal transportation* has led to swift productivity improvements in cargo-handling. Forty years ago, the process of exporting or importing involved a great many stages of handling, which risked portions of the shipment being damaged or stolen along the way. The invention of the container crane made it possible to load and unload containers without capsizing the ship and the adoption of standard container sizes allowed almost any box to be transported on any ship. By 1967, dual-purpose ships, carrying loose cargo in the hold* and containers on the deck, were giving way to all-container vessels that moved thousands of boxes at a time.

H The shipping container transformed ocean shipping into a highly efficient, intensely competitive business. But getting the cargo to and from the dock was a different story. National governments, by and large, kept a much firmer hand on truck and railroad tariffs than on charges for ocean freight. This started changing, however, in the mid-1970s, when America began to deregulate its transportation industry. First airlines, then road hauliers and railways, were freed from restrictions on what they could carry, where they could haul it and what price they could charge. Big productivity gains resulted. Between 1985 and 1996, for example, America's freight railways dramatically reduced their employment, trackage, and their fleets of locomotives – while increasing the amount of cargo they hauled. Europe's railways have also shown marked, albeit smaller, productivity improvements.

I In America the period of huge productivity gains in transportation may be almost over, but in most countries the process still has far to go. State ownership of railways and airlines, regulation of freight rates and toleration of anti-competitive practices, such as cargo-handling monopolies, all keep the cost of shipping unnecessarily high and deter international trade. Bringing these barriers down would help the world's economies grow even closer.

* *hold:* ship's storage area below deck

Questions 14–17

Reading Passage 2 has nine paragraphs, A–I.

Which paragraph contains the following information?

Write the correct letter, A–I, in boxes 14–17 on your answer sheet.

14 a suggestion for improving trade in the future

15 the effects of the introduction of electronic delivery

16 the similar cost involved in transporting a product from abroad or from a local supplier

17 the weakening relationship between the value of goods and the cost of their delivery

Questions 18–22

Do the following statements agree with the information given in Reading Passage 2?

In boxes 18–22 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

18 International trade is increasing at a greater rate than the world economy.

19 Cheap labour guarantees effective trade conditions.

20 Japan imports more meat and steel than France.

21 Most countries continue to prefer to trade with nearby nations.

22 Small computer components are manufactured in Germany.

LESSON 3-4

<table>
<tr><td>Theme</td><td colspan="2">Newspaper and journal articles</td></tr>
<tr><td colspan="2">Length: One hour and twenty minutes</td><td>Number of students ___</td></tr>
<tr><td colspan="3">Lesson Outline
1. Warmer-discussion
2. Activity 1. Pre reading activities
3. Activity 2. While reading- reading an article about climate change and the Inuit
4. Activity 3. Reading the next article
5. Activity 4. Discussion</td></tr>
<tr><td colspan="3">The aim: By the end of the lesson students will be able to read newspaper and journal articles with understanding</td></tr>
<tr><td colspan="3">Objectives:
❖ To provide students with article structure;
❖ To prepare students to understand a newspaper article;
❖ To increase their ability in reading skills;
❖ To focus the students’ attention in writing</td></tr>
<tr><td>Activity Type:</td><td colspan="2">Individual, small group, whole class(teacher-students)</td></tr>
</table>

Time: 80 minutes

Objectives:

- ❖ To provide students with article structure;
- ❖ To prepare students to understand a newspaper article;
- ❖ To increase their ability in reading skills;
- ❖ To focus the students’ attention in writing

Time: 15 min

Materials: board, handout 1

Procedure:

- Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- Ask them to answer the questions in the handouts by thinking logically
- Let each group present its own responds and then discuss it with the whole class.

Activity 1 Pre reading activities

Objective:

- to let students follow the structure of a newspaper article

Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going to a piece of an article.
- Give a situation ask them to think how they would feel about it.
- Tell them to plan an article as if they were that rail traveler.
- Remind students to focus on avoiding using dictionary much

Activity 2 While reading- reading an article about a celebrity

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to read a first draft of article,consisting 150-180 words.
- Tell them to follow the plan and read the text and understand as they can
- Remind them that while reading, they should keep the tone serious and businesslike. And not to look up dictionary for unnecessary things
- Then ask students to read through the text carefully,.

Activity 3 - Reading the next article

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to read a first draft of article, consisting 250 words.
- Tell them to follow the plan and read the text and understand as they can
- Remind them that while reading, they should keep the tone serious and businesslike. And not to look up dictionary for unnecessary things
- Then ask students to read through the text carefully,.

Material for the lesson

Climate Change and the Inuit

The threat posed by climate change in the Arctic and the problems faced by Canada's Inuit people

A Unusual incidents are being reported across the Arctic. Inuit families going off on snowmobiles to prepare their summer hunting camps have found themselves cut off from home by a sea of mud, following early thaws. There are reports of igloos losing their insulating properties as the snow drips and refreezes, of lakes draining into the sea as permafrost melts, and sea ice breaking up earlier than usual, carrying seals beyond the reach of hunters. Climate change may still be a rather abstract idea to most of us, but in the Arctic it is already having dramatic effects – if summertime ice continues to shrink at its present rate, the Arctic Ocean could soon become virtually ice-free in summer. The knock-on effects are likely to include more warming, cloudier skies, increased precipitation and higher sea levels. Scientists are increasingly keen to find out what's going on because they consider the Arctic the 'canary in the mine' for global warming – a warning of what's in store for the rest of the world.

B For the Inuit the problem is urgent. They live in precarious balance with one of the toughest environments on earth. Climate change, whatever its causes, is a direct threat to their way of life. Nobody knows the Arctic as well as the locals, which is why they are not content simply to stand back and let outside experts tell them what's happening. In Canada, where the Inuit people are jealously guarding their hard-won autonomy in the country's newest territory, Nunavut, they believe their best hope of survival in this changing environment lies in combining their ancestral knowledge with the best of modern science. This is a challenge in itself.

C The Canadian Arctic is a vast, treeless polar desert that's covered with snow for most of the year. Venture into this terrain and you get some idea of the hardships facing anyone who calls this home. Farming is out of the question and nature offers meagre pickings. Humans first settled in the Arctic a mere 4,500 years ago, surviving by exploiting sea mammals and fish. The environment tested them to the limits: sometimes the colonists were successful, sometimes they failed and vanished. But around a thousand years ago, one group emerged that was uniquely well adapted to cope with the Arctic environment. These Thule people moved in from Alaska, bringing kayaks, sleds, dogs, pottery and iron tools. They are the ancestors of today's Inuit people.

D Life for the descendants of the Thule people is still harsh. Nunavut is 1.9 million square kilometres of rock and ice, and a handful of islands around the North Pole. It's currently home to 2,500 people, all but a handful of them indigenous Inuit. Over the past 40 years, most have abandoned their nomadic ways and settled in the territory's 28 isolated communities, but they still rely heavily on nature to provide food and clothing.

Provisions available in local shops have to be flown into Nunavut on one of the most costly air networks in the world, or brought by supply ship during the few ice-free weeks of summer. It would cost a family around £7,000 a year to replace meat they obtained themselves through hunting with imported meat. Economic opportunities are scarce, and for many people state benefits are their only income.

E While the Inuit may not actually starve if hunting and trapping are curtailed by climate change, there has certainly been an impact on people's health. Obesity, heart disease and diabetes are beginning to appear in a people for whom these have never before been problems. There has been a crisis of identity as the traditional skills of hunting, trapping and preparing skins have begun to disappear. In Nunavut's 'igloo and email' society, where adults who were born in igloos have children who may never have been out on the land, there's a high incidence of depression.

F With so much at stake, the Inuit are determined to play a key role in teasing out the mysteries of climate change in the Arctic. Having survived there for centuries, they believe their wealth of traditional knowledge is vital to the task. And Western scientists are starting to draw on this wisdom, increasingly referred to as 'Inuit Qaujimajatuqangit', or IQ. 'In the early days scientists ignored us when they came up here to study anything. They just figured these people don't know very much so we won't ask them,' says John Amagoalik, an Inuit leader and politician. 'But in recent years IQ has had much more credibility and weight.' In fact it is now a requirement for anyone hoping to get permission to do research that they consult the communities, who are helping to set the research agenda to reflect their most important concerns. They can turn down applications from scientists they believe will work against their interests, or research projects that will impinge too much on their daily lives and traditional activities.

G Some scientists doubt the value of traditional knowledge because the occupation of the Arctic doesn't go back far enough. Others, however, point out that the first weather stations in the far north date back just 50 years. There are still huge gaps in our environmental knowledge, and despite the scientific onslaught, many predictions are no more than best guesses. IQ could help to bridge the gap and resolve the tremendous uncertainty about how much of what we're seeing is natural capriciousness and how much is the consequence of human activity.

Questions 33–40

Complete the summary of paragraphs C and D below.

*Choose **NO MORE THAN TWO WORDS** from paragraphs C and D for each answer.*

Write your answers in boxes 33–40 on your answer sheet.

If you visit the Canadian Arctic, you immediately appreciate the problems faced by people for whom this is home. It would clearly be impossible for the people to engage in **33** .... as a means of supporting themselves. For thousands of years they have had to rely on catching **34** .... and **35** .... as a means of sustenance. The harsh surroundings saw many who tried to settle there pushed to their limits, although some were successful. The **36** .... people were an example of the latter and for them the environment did not prove unmanageable. For the present inhabitants, life continues to be a struggle. The territory of Nunavut consists of little more than ice, rock and a few **37** .... In recent years, many of them have been obliged to give up their **38** .... lifestyle, but they continue to depend mainly on **39** .... for their food and clothes. **40** .... produce is particularly expensive.

READING

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1–13**, *which are based on* **Reading Passage 1** *on the following pages.*

Questions 1–5

Reading Passage 1 has five marked paragraphs, **A–E**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, **i–viii**, *in boxes 1–5 on your answer sheet.*

List of Headings

- **i** Avoiding an overcrowded centre
- **ii** A successful exercise in people power
- **iii** The benefits of working together in cities
- **iv** Higher incomes need not mean more cars
- **v** Economic arguments fail to persuade
- **vi** The impact of telecommunications on population distribution
- **vii** Increases in travelling time
- **viii** Responding to arguments against public transport

1 Paragraph **A**

2 Paragraph **B**

3 Paragraph **C**

4 Paragraph **D**

5 Paragraph **E**

Advantages of public transport

A new study conducted for the World Bank by Murdoch University's Institute for Science and Technology Policy (ISTP) has demonstrated that public transport is more efficient than cars. The study compared the proportion of wealth poured into transport by thirty-seven cities around the world. This included both the public and private costs of building, maintaining and using a transport system.

The study found that the Western Australian city of Perth is a good example of a city with minimal public transport. As a result, 17% of its wealth went into transport costs. Some European and Asian cities, on the other hand, spent as little as 5%. Professor Peter Newman, ISTP Director, pointed out that these more efficient cities were able to put the difference into attracting industry and jobs or creating a better place to live.

According to Professor Newman, the larger Australian city of Melbourne is a rather unusual city in this sort of comparison. He describes it as two cities: 'A European city surrounded by a car-dependent one'. Melbourne's large tram network has made car use in the inner city much lower, but the outer suburbs have the same car-based structure as most other Australian cities. The explosion in demand for accommodation in the inner suburbs of Melbourne suggests a recent change in many people's preferences as to where they live.

Newman says this is a new, broader way of considering public transport issues. In the past, the case for public transport has been made on the basis of environmental and social justice considerations rather than economics. Newman, however, believes the study demonstrates that 'the auto-dependent city model is inefficient and grossly inadequate in economic as well as environmental terms'.

Bicycle use was not included in the study but Newman noted that the two most 'bicycle friendly' cities considered – Amsterdam and Copenhagen – were very efficient, even though their public transport systems were 'reasonable but not special'.

It is common for supporters of road networks to reject the models of cities with good public transport by arguing that such systems would not work in their particular city. One objection is climate. Some people say their city could not make more use of public transport because it is either too hot or too cold. Newman rejects this, pointing out that public transport has been successful in both Toronto and Singapore and, in fact, he has checked the use of cars against climate and found 'zero correlation'.

When it comes to other physical features, road lobbies are on stronger ground. For example, Newman accepts it would be hard for a city as hilly as Auckland to develop a really good rail network. However, he points out that both Hong Kong and Zürich have managed to make a success of their rail systems, heavy and light respectively, though there are few cities in the world as hilly.

A In fact, Newman believes the main reason for adopting one sort of transport over another is politics: 'The more democratic the process, the more public transport is favored.' He considers Portland, Oregon, a perfect example of this. Some years ago, federal money was granted to build a new road. However, local pressure groups forced a referendum over whether to spend the money on light rail instead. The rail proposal won and the railway worked spectacularly well. In the years that have followed, more and more rail systems have been put in, dramatically changing the nature of the city. Newman notes that Portland has about the same population as Perth and had a similar population density at the time.

B In the UK, travel times to work had been stable for at least six centuries, with people avoiding situations that required them to spend more than half an hour travelling to work. Trains and cars initially allowed people to live at greater distances without taking longer to reach their destination. However, public infrastructure did not keep pace with urban sprawl, causing massive congestion problems which now make commuting times far higher.

C There is a widespread belief that increasing wealth encourages people to live farther out where cars are the only viable transport. The example of European cities refutes that. They are often wealthier than their American counterparts but have not generated the same level of car use. In Stockholm, car use has actually fallen in recent years as the city has become larger and wealthier. A new study makes this point even more starkly. Developing cities in Asia, such as Jakarta and Bangkok, make more use of the car than wealthy Asian cities such as Tokyo and Singapore. In cities that developed later, the World Bank and Asian Development Bank discouraged the building of public transport and people have been forced to rely on cars – creating the massive traffic jams that characterize those cities.

D Newman believes one of the best studies on how cities built for cars might be converted to rail use is *The Urban Village* report, which used Melbourne as an example. It found that pushing everyone into the city centre was not the best approach. Instead, the proposal advocated the creation of urban villages at hundreds of sites, mostly around railway stations.

E It was once assumed that improvements in telecommunications would lead to more dispersal in the population as people were no longer forced into cities. However, the ISTP team's research demonstrates that the population and job density of cities rose or remained constant in the 1980s after decades of decline. The explanation for this seems to be that it is valuable to place people working in related fields together. 'The new world will largely depend on human creativity, and creativity flourishes where people come together face-to-face.'

Questions 6–10

Do the following statements agree with the information given in Reading Passage 1?

In boxes 6–10 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

6 The ISTP study examined public and private systems in every city of the world.

7 Efficient cities can improve the quality of life for their inhabitants.

8 An inner-city tram network is dangerous for car drivers.

9 In Melbourne, people prefer to live in the outer suburbs.

10 Cities with high levels of bicycle usage can be efficient even when public transport is only averagely good.

Questions 11–13

*Look at the following cities (**Questions 11–13**) and the list of descriptions below.*

*Match each city with the correct description, **A–F**.*

*Write the correct letter, **A–F**, in boxes 11–13 on your answer sheet.*

11 Perth

12 Auckland

13 Portland

List of Descriptions

A successfully uses a light rail transport system in hilly environment
B successful public transport system despite cold winters
C profitably moved from road to light rail transport system
D hilly and inappropriate for rail transport system
E heavily dependent on cars despite widespread poverty
F inefficient due to a limited public transport system

LESSON 5-6

Theme	News reports.
Length: One hour and twenty minutes	Number of students ___
Lesson Outline 1. Warmer-discussion 2. Activity 1. Writing a News reports. 3. Activity 2. First draft writing 4. Activity 3. Final version writing 5. Activity 4. Case study	
The aim: By the end of the lesson students will be able to write a News reports.	
Objectives: ❖ To provide students with News reports.; ❖ To prepare students to write News reports.; ❖ To increase their ability in writing skills; ❖ To focus the students' attention in writing;	
Activity Type:	Individual, small group, whole class(teacher-students)

Time: 80 minutes

Objectives:

- ❖ To provide students with News reports.;
- ❖ To prepare students to write News reports.;
- ❖ To increase their ability in writing skills;
- ❖ To focus the students' attention in writing;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically
- ➢ Let each group present its own responds and then discuss it with the whole class.

Activity 1. Read the following news report

Objective:

- ➢ to let students follow the structure of a formal letter while writing a letter of complaint

Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going to write a formal letter of complaint.
- Give a situation ask them to think how they would feel about it.
- Tell them to plan a letter as if they were that rail traveler. Ask students to follow the four-paragraph structure.
- Remind students to focus on avoiding repetition.

Activity 2 <u>first draft writing</u>

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to write a first draft of their letter, using 150-180 words.
- Tell them to follow their plan and write in formal language including as many features like full, uncontracted forms, formal expressions, as they can.
- Remind them that while writing a formal letter, they should keep the tone serious and businesslike. And not to write any more than is necessary for their purpose
- Then ask students to read through their letter carefully, checking the following points:
  - If their language is appropriately formal;
  - If it is clear what they are complaining about;
  - If it is clear what they want the other person to do;
  - If they have included any information which is not essential;

Activity 3 - Final version writing

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to write the final version of their letter, making any necessary corrections and improvements.
- Let students exchange letters with a partner, then read carefully what they have written.

- Ask them to write a reply to their partner's letter as if they were the rail company employee who deals with customer complaints. They should answer all the letter's key points.
- At the end ask them to do an extra practice. Ask them to rewrite the impolite or inappropriately informal extracts from letters of complaints.

Material for the lesson

WARMER-DISCUSSION

Get ready to write

Which of these goods and services have you complained about in the past?

Service or food/drink in a restaurant______________________________

Accommodation, e. g. a hotel __________________________________

A public service, e. g the post office _____________________________________-

A public transport, e. g. a rail service ___________________________________

Products or service from a shop ____

A financial service: bank, credit card company etc. _____________________

A health issue: a doctor/hospital ____________________________________

The repair or servicing of equipment, e. g. a car/TV ___________________________

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 below.*

GREYING POPULATION STAYS IN THE PINK

Elderly people are growing healthier, happier and more independent, say American scientists. The results of a 14-year study to be announced later this month reveal that the diseases associated with old age are afflicting fewer and fewer people and when they do strike, it is much later in life.

In the last 14 years, the National Long-term Health Care Survey has gathered data on the health and lifestyles of more than 20,000 men and women over 65. Researchers, now analysing the results of data gathered in 1994, say arthritis, high blood pressure and circulation problems – the major medical complaints in this age group – are troubling a smaller proportion every year. And the data confirms that the rate at which these diseases are declining continues to accelerate. Other diseases of old age – dementia, stroke, arteriosclerosis and emphysema – are also troubling fewer and fewer people.

'It really raises the question of what should be considered normal ageing,' says Kenneth Manton, a demographer from Duke University in North Carolina. He says the problems doctors accepted as normal in a 65-year-old in 1982 are often not appearing until people are 70 or 75.

Clearly, certain diseases are beating a retreat in the face of medical advances. But there may be other contributing factors. Improvements in childhood nutrition in the first quarter of the twentieth century, for example, gave today's elderly people a better start in life than their predecessors.

On the downside, the data also reveals failures in public health that have caused surges in some illnesses. An increase in some cancers and bronchitis may reflect changing smoking habits and poorer air quality, say the researchers. 'These may be subtle influences,' says Manton, 'but our subjects have been exposed to worse and worse pollution for over 60 years. It's not surprising we see some effect.'

One interesting correlation Manton uncovered is that better-educated people are likely to live longer. For example, 65-year-old women with fewer than eight years of schooling are expected, on average, to live to 82. Those who continued their education live an extra seven years. Although some of this can be attributed to a higher income, Manton believes it is mainly because educated people seek more medical attention.

The survey also assessed how independent people over 65 were, and again found a striking trend. Almost 80% of those in the 1994 survey could complete everyday activities ranging from eating and dressing unaided to complex tasks such as cooking and managing their finances. That represents a significant drop in the number of disabled old people in the population. If the trends apparent in the United States 14 years ago had continued, researchers calculate there would be an additional one million disabled elderly people in today's population. According to Manton, slowing the trend has saved the United States government's Medicare system more than $200 billion, suggesting that the greying of America's population may prove less of a financial burden than expected.

The increasing self-reliance of many elderly people is probably linked to a massive increase in the use of simple home medical aids. For instance, the use of raised toilet seats has more than doubled since the start of the study, and the use of bath seats has grown by more than 50%. These developments also bring some health benefits, according to a report from the MacArthur Foundation's research group on successful ageing. The group found that those elderly people who were able to retain a sense of independence were more likely to stay healthy in old age.

Maintaining a level of daily physical activity may help mental functioning, says Carl Cotman, a neuroscientist at the University of California at Irvine. He found that rats that exercise on a treadmill have raised levels of brain-derived neurotrophic factor coursing through their brains. Cotman believes this hormone, which keeps neurons functioning, may prevent the brains of active humans from deteriorating.

As part of the same study, Teresa Seeman, a social epidemiologist at the University of Southern California in Los Angeles, found a connection between self-esteem and stress in people over 70. In laboratory simulations of challenging activities such as driving, those who felt in control of their lives pumped out lower levels of stress hormones such as cortisol. Chronically high levels of these hormones have been linked to heart disease.

But independence can have drawbacks. Seeman found that elderly people who felt emotionally isolated maintained higher levels of stress hormones even when asleep. The research suggests that older people fare best when they feel independent but know they can get help when they need it.

'Like much research into ageing, these results support common sense,' says Seeman. They also show that we may be underestimating the impact of these simple factors. 'The sort of thing that your grandmother always told you turns out to be right on target,' she says.

Questions 14–22

*Complete the summary using the list of words, **A–Q**, below.*

*Write the correct letter, **A–Q**, in boxes 14–22 on your answer sheet.*

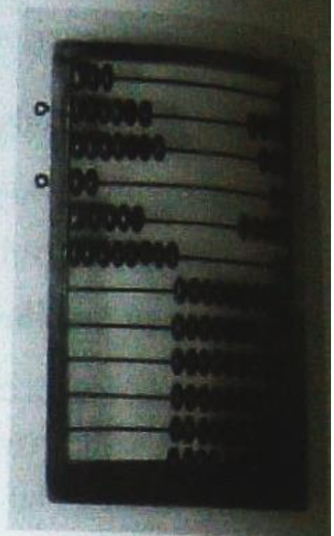
Research carried out by scientists in the United States has shown that the proportion of people over 65 suffering from the most common age-related medical problems is **14** .... and that the speed of this change is **15** .... It also seems that these diseases are affecting people **16** .... in life than they did in the past. This is largely due to developments in **17** .... , but other factors such as improved **18** .... may also be playing a part. Increases in some other illnesses may be due to changes in personal habits and to **19** .... The research establishes a link between levels of **20** .... and life expectancy. It also shows that there has been a considerable reduction in the number of elderly people who are **21** .... , which means that the **22** .... involved in supporting this section of the population may be less than previously predicted.

A cost	**B** falling	**C** technology
D undernourished	**E** earlier	**F** later
G disabled	**H** more	**I** increasing
J nutrition	**K** education	**L** constant
M medicine	**N** pollution	**O** environmental
P health	**Q** independent	

READING PASSAGE 3

You should spend about 20 minutes on ***Questions 27–40****, which are based on* ***Reading Passage 3*** *below.*

Numeration



One of the first great intellectual feats of a young child is learning how to talk, closely followed by learning how to count. From earliest childhood we are so bound up with our system of numeration that it is a feat of imagination to consider the problems faced by early humans who had not yet developed this facility. Careful consideration of our system of numeration leads to the conviction that, rather than being a facility that comes naturally to a person, it is one of the great and remarkable achievements of the human race.

It is impossible to learn the sequence of events that led to our developing the concept of number. Even the earliest of tribes had a system of numeration that, if not advanced, was sufficient for the tasks that they had to perform. Our ancestors had little use for actual numbers; instead their considerations would have been more of the kind *Is this enough?* rather than *How many?* when they were engaged in food gathering, for example. However, when early humans first began to reflect on the nature of things around them, they discovered that they needed an idea of number simply to keep their thoughts in order. As they began to settle, grow plants and herd animals, the need for a sophisticated number system became paramount. It will never be known how and when this numeration ability developed, but it is certain that numeration was well developed by the time humans had formed even semi-permanent settlements.

Evidence of early stages of arithmetic and numeration can be readily found. The indigenous peoples of Tasmania were only able to count *one, two, many*; those of South Africa counted *one, two, two and one, two twos, two twos and one*, and so on. But in real situations the number and words are often accompanied by gestures to help resolve any confusion. For example, when using the *one, two, many* type of system, the word *many* would mean, *Look at my hands and see how many fingers I am showing you*. This basic approach is limited in the range of numbers that it can express, but this range will generally suffice when dealing with the simpler aspects of human existence.

The lack of ability of some cultures to deal with large numbers is not really surprising. European languages, when traced back to their earlier version, are very poor in number words and expressions. The ancient Gothic word for ten, *tachund*, is used to express the number 100 as *tachund tachund*. By the seventh century, the word *teon* had become interchangeable with the *tachund* or *hund* of the Anglo-Saxon language, and so 100 was denoted as *hund teontig*, or ten times ten. The average person in the seventh century in Europe was not as familiar with numbers as we are today. In fact, to qualify as a witness in a court of law a man had to be able to count to nine!

Perhaps the most fundamental step in developing a sense of number is not the ability to count, but rather to see that a number is really an abstract idea instead of a simple attachment to a group of particular objects. It must have been within the grasp of the earliest humans to conceive that four birds are distinct from two birds; however, it is not an elementary step to associate the number 4, as connected with four birds, to the number 4, as connected with four rocks. Associating a number as one of the qualities of a specific object is a great hindrance to the development of a true number sense. When the number 4 can be registered in the mind as a specific word, independent of the object being referenced, the individual is ready to take the first step toward the development of a notational system for numbers and, from there, to arithmetic.

Traces of the very first stages in the development of numeration can be seen in several living languages today. The numeration system of the Tsimshian language in British Columbia contains seven distinct sets of words for numbers according to the class of the item being counted: for counting flat objects and animals, for round objects and time, for people, for long objects and trees, for canoes, for measures, and for counting when no particular object is being numerated. It seems that the last is a later development while the first six groups show the relics of an older system. This diversity of number names can also be found in some widely used languages such as Japanese.

Intermixed with the development of a number sense is the development of an ability to count. Counting is not directly related to the formation of a number concept because it is possible to count by matching the items being counted against a group of pebbles, grains of corn, or the counter's fingers. These aids would have been indispensable to very early people who would have found the process impossible without some form of mechanical aid. Such aids, while different, are still used even by the most educated in today's society due to their convenience. All counting ultimately involves reference to something other than the things being counted. At first it may have been grains or pebbles but now it is a memorised sequence of words that happen to be the names of the numbers.

News Reporting Definition, Types and Perquisites

Definition of News Reporting

News reporting involves discovering all relevant facts, selecting and presenting the important facts and weaving a comprehensive story. Reporting involves hard work, which in turn involves stamina and patience. The main function of journalistic profession is news reporting.

A reporter needs not only energy to spend long hours chasing a story, collecting facts from various sources in an effort to dig up the truth, he needs must have the will to pursue the course of his investigation to the very end in order to produce a really comprehensive story without any missing links or unanswered questions.

In the modern age news journalism the responsibilities of the press have grown manifold. These days, the people are governed by multiplicity of authorities, viz. Municipality, District Administration, State Government and the Central Government. Even non-governmental authorities are involved in the lives of the people in one-way or the other. Man cannot live alone. He is a social animal. The way his neighbours behave or act affects him. Man is thus anxious to know more about the world he lives in. Satisfaction of this curiosity is the major task of a good journalist.

The variety and the depth of news has, of late, increased manifold. In fact, newspapers, magazines and periodicals have become the main source of information for the people. This fact underscores the need for accuracy in news reporting. Giving inaccurate news or putting out news in a casual manner is fraught with grave dangers. A journalist, who is careless in news reporting or indulges in lies, is a disgrace to the profession. It is better to ease him out from this profession. If a journalist reports that 50 persons belonging to a particular community ,died as a result of communal riot when in fact only 5 persons had lost their lives, his misreporting can trigger off a major communal flare up and pose grave threat to law and order.

A journalist should not only perform unbiased news reporting but should bear full responsibility for the accuracy of the facts

Types of News Reporting

There are different types of news reporting which are as under:--

1. Investigative Reporting
2. Court Reporting
3. Accidence Reporting
4. Political Reporting
5. Fashion Reporting
6. Business Reporting
7. Sports Reporting
8. Specialized Reporting

Requisites of News Reporting

A News Reporter should follow the following steps

1. A reporter must appreciate the importance of having a good reputation for absolute reliability. For this purpose he must be systematic in his habits and punctual in keeping his appointments. By observing these principles, every reporter can make his path smooth and trouble free.
2. A reporter should have the ability of news reporting and writing skills in the language of his paper. He should possess the quality to compose in a condensed manner as per allowable space.
3. The reporter of any local newspaper occupies a unique position and he becomes quite popular with the people of his town. He reports the local events, functions, fairs, socials etc. and comes closer to the social life of the town. A reporter should follow some professional ethics in his work. Sometimes, while engaged in his profession, he may come to some persons and develop confidential relations with them.
4. Sometimes, a reporter may be asked to write short length paragraphs regarding the local intelligence or about the city news. For this he should keep his eyes and ears open and develop a nose for local news. He should develop a system to ensure that none of the interesting news is missed by him. He should try to know the secretaries of social, religious, political, musical dramatic, legal, official and other organizations and should call upon them regularly to get some interesting stories. He should make inquiries from the police regarding news of accidents and crimes. He should also contact the fire-station for the particulars of local fires.
5. Every reporter should keep an engagement diary. In this way he can systematize his working and attend to all his appointments properly and punctually. By keeping an engagement diary he can know about the important engagements and other events in the future and cover them without fail.
6. The reporter should not forget to give a head line to his typed copy. Every copy which goes to the printer to be set is given a catchline. The catchline is a key word, because during the production it identifies all the sheets of the copy. Tile catchline is given on each sheet so that the printer can collate the whole story. The catchline should be chosen very carefully. It is better to choose an uncommon word, which may not resemble with another news catchline.

Homework : write a short news report

LESSON 7-8

<table>
<tr><td>Theme</td><td colspan="2">News reports</td></tr>
<tr><td colspan="2">Length: One hour and twenty minutes</td><td>Number of students ___</td></tr>
<tr><td colspan="3">Lesson Outline
1. Warmer-discussion
2. Activity 1. Reading a short news report
3. Activity 2. Reading an article
4. Activity 3. Writing a report
5. Activity 4. Case study</td></tr>
<tr><td colspan="3">The aim: By the end of the lesson students will be able to write a news report</td></tr>
<tr><td colspan="3">Objectives:
❖ To provide students with interesting news report;
❖ To prepare students to learn to write reports about news</td></tr>
<tr><td>Activity Type:</td><td colspan="2">Individual, small group, whole class(teacher-students)</td></tr>
</table>

Time: 80 minutes

Aim: By the end of the lesson students will be able to write a news report

Time: 15 min

Materials: board, handout 1

Procedure:

- Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- Ask them to answer the questions in the handouts by thinking logically
- Let each group present its own responds and then discuss it with the whole class.

Activity 1 . Reading a short news report
Time: 15 min

Materials: board, handout 1

READING

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.*

A The Lumière Brothers opened their Cinematographe, at 14 Boulevard des Capucines in Paris, to 100 paying customers over 100 years ago, on December 8, 1895. Before the eyes of the stunned, thrilled audience, photographs came to life and moved across a flat screen.

B So ordinary and routine has this become to us that it takes a determined leap of the imagination to grasp the impact of those first moving images. But it is worth trying, for to understand the initial shock of those images is to understand the extraordinary power and magic of cinema, the unique, hypnotic quality that has made film the most dynamic, effective art form of the 20th century.

C One of the Lumière Brothers' earliest films was a 30-second piece which showed a section of a railway platform flooded with sunshine. A train appears and heads straight for the camera. And that is all that happens. Yet the Russian director Andrei Tarkovsky, one of the greatest of all film artists, described the film as a 'work of genius'. 'As the train approached,' wrote Tarkovsky, 'panic started in the theatre: people jumped and ran away. That was the moment when cinema was born. The frightened audience could not accept that they were watching a mere picture. Pictures were still, only reality moved; this must, therefore, be reality. In their confusion, they feared that a real train was about to crush them.'

D Early cinema audiences often experienced the same confusion. In time, the idea of film became familiar, the magic was accepted – but it never stopped being magic. Film has never lost its unique power to embrace its audiences and transport them to a different world. For Tarkovsky, the key to that magic was the way in which cinema created a dynamic image of the real flow of events. A still picture could only imply the existence of time, while time in a novel passed at the whim of the reader. But in cinema, the real, objective flow of time was captured.

E One effect of this realism was to educate the world about itself. For cinema makes the world smaller. Long before people travelled to America or anywhere else, they knew what other places looked like; they knew how other people worked and lived. Overwhelmingly, the lives recorded – at least in film fiction – have been American. From the earliest days of the industry, Hollywood has dominated the world film market. American imagery – the cars, the cities, the cowboys – became the primary imagery of film. Film carried American life and values around the globe.

F And, thanks to film, future generations will know the 20th century more intimately than any other period. We can only imagine what life was like in the 14th century or in classical Greece. But the life of the modern world has been recorded on film in massive, encyclopaedic detail. We shall be known better than any preceding generations.

G The 'star' was another natural consequence of cinema. The cinema star was effectively born in 1910. Film personalities have such an immediate presence that, inevitably, they become super-real. Because we watch them so closely and because everybody in the world seems to know who they are, they appear more real to us than we do ourselves. The star as magnified human self is one of cinema's most strange and enduring legacies.

H Cinema has also given a new lease of life to the idea of the story. When the Lumière Brothers and other pioneers began showing off this new invention, it was by no means obvious how it would be used. All that mattered at first was the wonder of movement. Indeed, some said that, once this novelty had worn off, cinema would fade away. It was no more than a passing gimmick, a fairground attraction.

I Cinema might, for example, have become primarily a documentary form. Or it might have developed like television – as a strange, noisy transfer of music, information and narrative. But what happened was that it became, overwhelmingly, a medium for telling stories. Originally these were conceived as short stories – early producers doubted the ability of audiences to concentrate for more than the length of a reel. Then, in 1912, an Italian 2-hour film was hugely successful, and Hollywood settled upon the novel-length narrative that remains the dominant cinematic convention of today.

J And it has all happened so quickly. Almost unbelievably, it is a mere 100 years since that train arrived and the audience screamed and fled, convinced by the dangerous reality of what they saw, and, perhaps, suddenly aware that the world could never be the same again – that, maybe, it could be better, brighter, more astonishing, more real than reality.

Questions 1–5

Reading Passage 1 has ten paragraphs, **A–J**.

Which paragraph contains the following information?

Write the correct letter, ***A–J****, in boxes 1–5 on your answer sheet.*

1 the location of the first cinema

2 how cinema came to focus on stories

3 the speed with which cinema has changed

4 how cinema teaches us about other cultures

5 the attraction of actors in films

Questions 6–9

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 6–9 on your answer sheet, write

YES	*if the statement agrees with the views of the writer*
NO	*if the statement contradicts the views of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

6 It is important to understand how the first audiences reacted to the cinema.

7 The Lumière Brothers' film about the train was one of the greatest films ever made.

8 Cinema presents a biased view of other countries.

9 Storylines were important in very early cinema.

How To Write a Report for Work (With Examples)

February 23, 2021

By: Indeed Editorial Team

Business reports are often a common part of many peoples' work responsibilities. There are several types of work reports that you may be required to write, including daily work reports, sales reports and analyses. While there is no set format for writing work reports, there are certain steps you can take to ensure you compose the most effective and professional report possible.

In this article, we will discuss what a work report is, how to write an efficient report and have included a template and examples of work reports you can use to draft your own.

What is a work report?

A work report is a formal document that discusses information about a specific topic related to an aspect of your job. Most work reports are addressed to a particular audience such as a manager. There are a variety of reports that may need to be written at work, including sales reports, daily reports, budget reports and business data analysis reports. Depending on the type, you may be given a report brief that outlines what you should include in your report. Most reports should be written in a structured format to clearly demonstrate what the report is trying to convey.

Related: 5 Steps for Great Business Writing (With Tips)

How to write a work report

Writing effective work reports takes practice and requires good communication skills. The more reports you write, the more efficient you will be in composing them. The following are steps you can take to write a professional report in the workplace:

1. Identify your audience.
2. Decide which information you will include.
3. Structure your report.
4. Use concise and professional language.
5. Proofread and edit your report.

1. Identify your audience

Knowing who will be reading your report is an important step in determining how you will format your report, what to include and the tone you should use when writing it. For example, if you are writing a sales report for your manager, will anyone else be reading the report? If you are composing a business analysis report, will your higher-ups be reading the report or only your immediate supervisor? Establish who will be reading your report and cater the report to these specific people.

2. Decide which information you will include

After determining who your audience is, you should focus on identifying the purpose of your report to decide what information should be included. If you know who will be reading the report, you could ask questions regarding what they expect to see. Choose to include information that will provide the clearest picture of what you are trying to convey. For example, if you are writing a sales report, your report may need to include information about whether sales goals are being met, products and services that are selling the most, challenges you or your team are facing and your sales forecast for the next month or quarter.

3. Structure your report

When writing a report, you should structure it so that it can be easily read and digested. While each report will vary in the sections you should include, you can use the following report components as a guide when writing your report:

1. Title or title page
2. Executive summary/abstract that briefly describes the content of your report
3. Table of contents (if the report is more than a few pages)
4. An introduction describing your purpose in writing the report
5. A body paragraph where you include the information you are conveying with the report
6. Conclusion or recommendation depending on the purpose of the report

4. Use concise and professional language

You should strive to use clear and concise language when writing your report. Try to get the point across as clearly and quickly as possible and use simple yet professional language. Avoid using "fluff" or wordy sentences when possible. For example, rather than saying "*you might find it helpful to regularly refresh your inbox to stay up-to-date on emails*," you could say "*regularly refresh your inbox.*"

5. Proofread and edit your report

Proofreading your work report is an essential step in the report-writing process. This gives you the opportunity to ensure that your writing is as professional as possible and to catch any mistakes before you send it out. Proofreading also allows you to cut out any unnecessary information and make sure that your report is as efficient and effective as possible. Once you have finished writing your report, set it aside for an hour or more before you proofread it. This will allow you to look at the report in a fresh way and catch mistakes you may not have seen before.

Related: Guide to Memo Writing with Tips and Examples

Work report template

The following is a template you can use when formatting a work report:

[**Executive summary or abstract:** Use this section to note your conclusions or recommendations that will be made in the report. You should also include the most important ideas discussed in the report. If you are writing a daily work report or progress report, you do not need to include this section.]

[**Introduction:** Your introduction should be two to four paragraphs summarizing what you will cover in the report as well as your reason for writing the report. Be as specific and concise as possible when writing your introduction so that the reader can clearly understand what they will find in your report. For daily or progress reports, your introduction only needs to be a few sentences detailing work you've completed and what you plan to work on next.]

[**Body:** For the body of your report, you should focus on detailing the information you wish to convey. You can include results, conclusions and findings that were made related to a project. For daily or progress reports, include the accomplishments you have achieved or tasks you have completed.]

[**Recommendations:** In this section, you should list your recommendations based on the conclusions or results of a project or that will solve a particular issue. For example, you may write "*spend one hour training employees on the new handbook each week*" as a recommendation. For a daily or progress report, you can list your next goals or tasks in this section.]

[**Conclusion:** Conclude your report by summarizing the findings or results discussed and reiterating the most important recommendations.]

Work report example

The following is an example of a work report you can use as a guide when writing your own report in the workplace:

November 5, 20XX
Prepared by: Sally Smith
ABC Company

This report is to provide an update on the XYZ project that is due on December 5th. This project will result in the creation of a new employee handbook that will include *updated rules and regulations as well as the approved increase of paid-time-off. This handbook will work to increase employee awareness of workplace expectations as well as inform them of the new benefits that have recently been implemented.*

Summary of work completed:

As of this date, I have completed the following for the XYZ project:

- *Verified all information that will be in the handbook with upper management and HR*
- *Drafted a table of contents*
- *Formatted layout of handbook*
- *Composed the first 12 pages of handbook*

Tasks to be accomplished by November 12, 20XX:

- *Compose five more pages of handbook.*
- *Proofread and edit all pages that have been completed up to this date.*
- *Have the manager of HR read handbook content to ensure accuracy.*

Conclusion

The XYZ project is on track to be completed by the scheduled date. This project currently has no obvious obstacles or issues, but if they should arise they will be promptly addressed.

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–27**, which are based on Reading Passage 2 on the following pages.*

Questions 14–18

Reading Passage 2 contains six Key Points.

*Choose the correct heading for Key Points **TWO** to **SIX** from the list of headings below.*

*Write the correct number, **i–viii**, in boxes 14–18 on your answer sheet.*

List of Headings

- i Ensure the reward system is fair
- ii Match rewards to individuals
- iii Ensure targets are realistic
- iv Link rewards to achievement
- v Encourage managers to take more responsibility
- vi Recognise changes in employees' performance over time
- vii Establish targets and give feedback
- viii Ensure employees are suited to their jobs

Example	*Answer*
Key Point **One**	**viii**

14 Key Point **Two**

15 Key Point **Three**

16 Key Point **Four**

17 Key Point **Five**

18 Key Point **Six**

the culture, however, goals should be assigned. If participation and the culture are incongruous, employees are likely to perceive the participation process as manipulative and be negatively affected by it.

KEY POINT THREE
Regardless of whether goals are achievable or well within management's perceptions of the employee's ability, if employees see them as unachievable they will reduce their effort. Managers must be sure, therefore, that employees feel confident that their efforts *can* lead to performance goals. For managers, this means that employees must have the capability of doing the job and must regard the appraisal process as valid.

KEY POINT FOUR
Since employees have different needs, what acts as a reinforcement for one may not for another. Managers could use their knowledge of each employee to personalise the rewards over which they have control. Some of the more obvious rewards that managers allocate include pay, promotions, autonomy, job scope and depth, and the opportunity to participate in goal-setting and decision-making.

KEY POINT FIVE
Managers need to make rewards contingent on performance. To reward factors other than performance will only reinforce those other factors. Key rewards such as pay increases and promotions or advancements should be allocated for the attainment of the employee's specific goals. Consistent with maximising the impact of rewards, managers should look for ways to increase their visibility. Eliminating the secrecy surrounding pay by openly communicating everyone's remuneration, publicising performance bonuses and allocating annual salary increases in a lump sum rather than spreading them out over an entire year are examples of actions that will make rewards more visible and potentially more motivating.

KEY POINT SIX
The way rewards are distributed should be transparent so that employees perceive that rewards or outcomes are equitable and equal to the inputs given. On a simplistic level, experience, abilities, effort and other obvious inputs should explain differences in pay, responsibility and other obvious outcomes. The problem, however, is complicated by the existence of dozens of inputs and outcomes and by the fact that employee groups place different degrees of importance on them. For instance, a study comparing clerical and production workers identified nearly twenty inputs and outcomes. The clerical workers considered factors such as quality of work performed and job knowledge near the top of their list, but these were at the bottom of the production workers' list. Similarly, production workers thought that the most important inputs were intelligence and personal involvement with task accomplishment, two factors that were quite low in the importance ratings of the clerks. There were also important, though less dramatic, differences on the outcome side. For example, production workers rated advancement very highly, whereas clerical workers rated advancement in the lower third of their list. Such findings suggest that one person's equity is another's inequity, so an ideal should probably weigh different inputs and outcomes according to employee group.

Questions 19–24

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 19–24 on your answer sheet, write

YES	*if the statement agrees with the views of the writer*
NO	*if the statement contradicts the views of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

19 A shrinking organisation tends to lose its less skilled employees rather than its more skilled employees.

20 It is easier to manage a small business than a large business.

21 High achievers are well suited to team work.

22 Some employees can feel manipulated when asked to participate in goal-setting.

23 The staff appraisal process should be designed by employees.

24 Employees' earnings should be disclosed to everyone within the organisation.

Questions 25–27

Look at the following groups of workers (Questions 25–27) and the list of descriptions below.

Match each group with the correct description, ***A–E****.*

Write the correct letter, ***A–E****, in boxes 25–27 on your answer sheet.*

25 high achievers

26 clerical workers

27 production workers

List of Descriptions

A They judge promotion to be important.

B They have less need of external goals.

C They think that the quality of their work is important.

D They resist goals which are imposed.

E They have limited job options.

LESSON 9-10

<table>
<tr><td>Theme</td><td>Reading Encyclopedia articles</td></tr>
<tr><td>Length: 80 minutes</td><td>Number of students ___</td></tr>
<tr><td colspan="2">Lesson Outline
1. Warmer-discussion
2. Activity 1. Brainstorming
-What is encyclopedia?
- What kinds of encyclopedia do you know?
-Have you ever used an online encyclopedia?
-What are the benefits of an online encyclopedia?
3. Activity 2. Guess the article
4. Activity 3. Wall quiz
5. Activity 4. Guess the headline</td></tr>
<tr><td colspan="2">The aim: By the end of the lesson students will be able to read and analyze encyclopedia articles.</td></tr>
<tr><td colspan="2">Objectives:
❖ To provide students with information on encyclopedia articles;
❖ To prepare students to read both intensively and extensively;
❖ To increase their ability in reading skills;
❖ To focus the students’ attention in reading;</td></tr>
<tr><td>Activity Type:</td><td>Individual, small group, whole class(teacher-students)</td></tr>
</table>

Time: 80 minutes

Aim: By the end of the lesson students will be able to read and analyze encyclopedia articles

Objectives:

- ❖ To provide students with information on encyclopedia articles;
- ❖ prepare students to read both intensively and extensively;
- ❖ To increase their ability in reading skills;
- ❖ To focus the students’ attention in reading;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically

- Let each group present its own responds and then discuss it with the whole class.

Activity 1 . Reading a short encyclopedia article

Objective:

- to let students follow the structure of intensive reading

Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going read a short text.
- Give a situation ask them to think how they would feel about it..
- Remind students to focus on avoiding repetition.

Activity 2 Reading the text extensively

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to read the text extensively.
- Tell them to share what they understood by reading in short time.
- Ask them what sorts of books are useful for extensive reading

Activity 3 - Reading the text intensively

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to read the text intensively.
- Tell them to share what they understood by reading in short time.
- Ask them what sorts of books are useful for intensive reading

Material for the lesson

Wikipedia articles

Demon Cat

From Wikipedia, the free encyclopedia

The Demon Cat (also referred to as D.C.)[1] is the name given to the ghost of a cat which is purported to haunt the government buildings of Washington, D.C., the capital city of the United States. Its primary haunts are the city's two main landmarks: the White House and the United States Capitol.

History

The story of the Demon Cat dates back to the mid‑1800s when cats were brought into the basement tunnels of the United States Capitol Building to kill rats and mice.[2][3] Legend states that the Demon Cat is one of these cats who never left, even after its death.[4] Its home is supposedly the basement crypt of the Capitol Building, which was originally intended as a burial chamber for President George Washington.[5]

According to legend, the cat is seen before presidential elections and tragedies in Washington, D.C.,[6] allegedly being spotted by White House security guards on the night before the assassinations of John F. Kennedy and Abraham Lincoln.[7] The cat is described as fully black and the size of an average house cat;[8] but witnesses report that the cat swells to "the size of a giant tiger",[1] 10 feet by 10 feet,[9] when alerted. The cat would then either explode or pounce at the witness, disappearing before it managed to catch its 'victim'.[4]

In the 1890s, the cat is said to have inexplicably vanished when some Capitol Hill guards fired their guns at it, and another supposedly died of a heart attack after seeing it.[10] The last official sighting of the alleged ghost was during the final days or aftermath of World War II in the 1940s.[6]

Explanation

According to Steve Livengood, the chief tour guide of the U.S. Capitol Historical Society, the Capitol Police force was notorious for hiring unqualified relatives and friends of Congressmen as favors, and these men would frequently be drunk whilst on patrol.[3] Livengood believes the legend began when a security guard who was lying down in a drunken stupor was licked by one of the Capitol building's cats and mistakenly assumed it to be a giant cat. Livengood states that upon reporting the incident to his superior, the guard would have been sent home to recover, and "eventually the other guards found out that they could get a day off if they saw the demon cat**".[3]**

Doctoring sales

Pharmaceuticals is one of the most profitable industries in North America. But do the drugs industry's sales and marketing strategies go too far?

A A few months ago Kim Schaefer, sales representative of a major global pharmaceutical company, walked into a medical center in New York to bring information and free samples of her company's latest products. That day she was lucky – a doctor was available to see her. 'The last rep offered me a trip to Florida. What do you have?' the physician asked. He was only half joking.

B What was on offer that day was a pair of tickets for a New York musical. But on any given day, what Schaefer can offer is typical for today's drugs rep – a car trunk full of promotional gifts and gadgets, a budget that could buy lunches and dinners for a small country, hundreds of free drug samples and the freedom to give a physician $200 to prescribe her new product to the next six patients who fit the drug's profile. And she also has a few $1,000 honoraria to offer in exchange for doctors' attendance at her company's next educational lecture.

C Selling pharmaceuticals is a daily exercise in ethical judgement. Salespeople like Schaefer walk the line between the common practice of buying a prospect's time with a free meal, and bribing doctors to prescribe their drugs. They work in an industry highly criticized for its sales and marketing practices, but find themselves in the middle of the age-old chicken-or-egg question – businesses won't use strategies that don't work, so are doctors to blame for the escalating extravagance of pharmaceutical marketing? Or is it the industry's responsibility to decide the boundaries?

D The explosion in the sheer number of salespeople in the field – and the amount of funding used to promote their causes – forces close examination of the pressures, influences and relationships between drug reps and doctors. Salespeople provide much-needed information and education to physicians. In many cases the glossy brochures, article reprints and prescriptions they deliver are primary sources of drug education for healthcare givers. With the huge investment the industry has placed in face-to-face selling, salespeople have essentially become specialists in one drug or group of drugs – a tremendous advantage in getting the attention of busy doctors in need of quick information.

E But the sales push rarely stops in the office. The flashy brochures and pamphlets left by the sales reps are often followed up with meals at expensive restaurants, meetings in warm and sunny places, and an inundation of promotional gadgets. Rarely do patients watch a doctor write with a pen that isn't emblazoned with a drug's name, or see a nurse use a tablet not bearing a pharmaceutical company's logo. Millions of dollars are spent by pharmaceutical companies on promotional products like coffee mugs, shirts, umbrellas, and golf balls. Money well spent? It's hard to tell. 'I've been the recipient of golf balls from one company and I use them, but it doesn't make me prescribe their medicine,' says one doctor. 'I tend to think I'm not influenced by what they give me.'

F Free samples of new and expensive drugs might be the single most effective way of getting doctors and patients to become loyal to a product. Salespeople hand out hundreds of dollars' worth of samples each week – $7.2 billion worth of them in one year. Though few comprehensive studies have been conducted, one by the University of Washington investigated how drug sample availability affected what physicians prescribe. A total of 131 doctors self-reported their prescribing patterns – the conclusion was that the availability of samples led them to dispense and prescribe drugs that differed from their preferred drug choice.

G The bottom line is that pharmaceutical companies as a whole invest more in marketing than they do in research and development. And patients are the ones who pay – in the form of sky-rocketing prescription prices – for every pen that's handed out, every free theatre ticket, and every steak dinner eaten. In the end the fact remains that pharmaceutical companies have every right to make a profit and will continue to find new ways to increase sales. But as the medical world continues to grapple with what's acceptable and what's not, it is clear that companies must continue to be heavily scrutinized for their sales and marketing strategies.

Questions 8–13

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 8–13 on your answer sheet, write

YES	*if the statement agrees with the views of the writer*
NO	*if the statement contradicts the views of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

8 Sales representatives like Kim Schaefer work to a very limited budget.

9 Kim Schaefer's marketing technique may be open to criticism on moral grounds.

10 The information provided by drug companies is of little use to doctors.

11 Evidence of drug promotion is clearly visible in the healthcare environment.

12 The drug companies may give free drug samples to patients without doctors' prescriptions.

13 It is legitimate for drug companies to make money.

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 below.*

Do literate women make better mothers?

Children in developing countries are healthier and more likely to survive past the age of five when their mothers can read and write. Experts in public health accepted this idea decades ago, but until now no one has been able to show that a woman's ability to read in itself improves her children's chances of survival.

Most literate women learnt to read in primary school, and the fact that a woman has had an education may simply indicate her family's wealth or that it values its children more highly. Now a long-term study carried out in Nicaragua has eliminated these factors by showing that teaching reading to poor adult women, who would otherwise have remained illiterate, has a direct effect on their children's health and survival.

In 1979, the government of Nicaragua established a number of social programmes, including a National Literacy Crusade. By 1985, about 300,000 illiterate adults from all over the country, many of whom had never attended primary school, had learnt how to read, write and use numbers.

During this period, researchers from the Liverpool School of Tropical Medicine, the Central American Institute of Health in Nicaragua, the National Autonomous University of Nicaragua and the Costa Rican Institute of Health interviewed nearly 3,000 women, some of whom had learnt to read as children, some during the literacy crusade and some who had never learnt at all. The women were asked how many children they had given birth to and how many of them had died in infancy. The research teams also examined the surviving children to find out how well-nourished they were.

The investigators' findings were striking. In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births. At this point in their lives, those mothers who later went on to learn to read had a similar level of child mortality (105/1000). For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand.

In 1985, after the National Literacy Crusade had ended, the infant mortality figures for those who remained illiterate and for those educated in primary school remained more or less unchanged. For those women who learnt to read through the campaign, the infant mortality rate was 84 per thousand, an impressive 21 points lower than for those women who were still illiterate. The children of the newly-literate mothers were also better nourished than those of women who could not read.

Why are the children of literate mothers better off? According to Peter Sandiford of the Liverpool School of Tropical Medicine, no one knows for certain. Child health was not on the curriculum during the women's lessons, so he and his colleagues are looking at other factors. They are working with the same group of 3,000 women, to try to find out whether reading mothers make better use of hospitals and clinics, opt for smaller families, exert more control at home, learn modern childcare techniques more quickly, or whether they merely have more respect for themselves and their children.

The Nicaraguan study may have important implications for governments and aid agencies that need to know where to direct their resources. Sandiford says that there is increasing evidence that female education, at any age, is 'an important health intervention in its own right'. The results of the study lend support to the World Bank's recommendation that education budgets in developing countries should be increased, not just to help their economies, but also to improve child health.

'We've known for a long time that maternal education is important,' says John Cleland of the London School of Hygiene and Tropical Medicine. 'But we thought that even if we started educating girls today, we'd have to wait a generation for the pay-off. The Nicaraguan study suggests we may be able to bypass that.'

Cleland warns that the Nicaraguan crusade was special in many ways, and similar campaigns elsewhere might not work as well. It is notoriously difficult to teach adults skills that do not have an immediate impact on their everyday lives, and many literacy campaigns in other countries have been much less successful. 'The crusade was part of a larger effort to bring a better life to the people,' says Cleland. Replicating these conditions in other countries will be a major challenge for development workers.

Questions 14–18

Complete the summary using the list of words, ***A–J****, below.*

Write the correct letter, ***A–J****, in boxes 14–18 on your answer sheet.*

NB You may use any letter more than once.

The Nicaraguan National Literacy Crusade aimed to teach large numbers of illiterate **14** .... to read and write. Public health experts have known for many years that there is a connection between child health and **15** .... However, it has not previously been known whether these two factors were directly linked or not. This question has been investigated by **16** .... in Nicaragua. As a result, factors such as **17** .... and attitudes to children have been eliminated, and it has been shown that **18** .... can in itself improve infant health and survival.

A child literacy	**B** men and women	**C** an international research team
D medical care	**E** mortality	**F** maternal literacy
G adults and children	**H** paternal literacy	**I** a National Literacy Crusade
J family wealth		

LESSON 11-12

Theme	Reports, analysis, summary
Length: 80 minutes	Number of students ___
Lesson Outline 1. Warmer-discussion 2. Activity 1. Writing a report of a meeting 3. Activity 2. First draft of writing 4. Activity 3. Final version writing 5. Activity 4. Case study	
The aim: By the end of the lesson students will be able to write a report of meeting and visits of famous politicians	
Objectives: ❖ To provide students with a report structure; ❖ To prepare students to write a report of meetings; ❖ To increase their ability in writing skills; ❖ To focus the students' attention in writing;	
Activity Type:	Individual, small group, whole class(teacher-students)

Time: 80 minutes

Aim: By the end of the lesson students will be able to write a report about meetings and visits of famous politicians

Objectives:

- ❖ To provide students with formal letter structure;
- ❖ To prepare students to write a letter of complaint;
- ❖ To increase their ability in writing skills;
- ❖ To focus the students' attention in writing;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically
- ➢ Let each group present its own responds and then discuss it with the whole class.

Activity 1 <u>writing a report on meetings</u>

Objective:

- to let students follow the structure of a report while writing a letter of complaint
  Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going to write a report of visits.
- Give a situation ask them to think how they would feel about it.
- Tell them to plan a report as if they were that rail traveler. Ask students to follow the four-paragraph structure.
- Remind students to focus on avoiding repetition.

Activity 2 <u>first draft writing</u>

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to write a first draft of their report, using 150-180 words.
- Tell them to follow their plan and write in formal language including as many features like full, uncontracted forms, formal expressions, as they can.
- Remind them that while writing a report, they should keep the tone serious and businesslike. And not to write any more than is necessary for their purpose
- Then ask students to read through their letter carefully, checking the following points:
- If their language is appropriately formal;
- If it is clear what they are about;
- If it is clear what they want the other person to do;
- If they have included any information which is not essential;

Activity 3 - Final version writing

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to write the final version of their report, making any necessary corrections and improvements.
- Let students exchange reports with a partner, then read carefully what they have written.

- Ask them to write a reply to their partner's letter as if they were the rail company employee who deals with customer complaints. They should answer all the letter's key points.
- At the end ask them to do an extra practice. Ask them to rewrite the impolite or inappropriately informal extracts from letters of complaints.

Material for the lesson

WARMER-DISCUSSION

Get ready to write

How To Write a Report for Work (With Examples)

February 23, 2021

By: Indeed Editorial Team

Business reports are often a common part of many peoples' work responsibilities. There are several types of work reports that you may be required to write, including daily work reports, sales reports and analyses. While there is no set format for writing work reports, there are certain steps you can take to ensure you compose the most effective and professional report possible.

In this article, we will discuss what a work report is, how to write an efficient report and have included a template and examples of work reports you can use to draft your own.

What is a work report?

A work report is a formal document that discusses information about a specific topic related to an aspect of your job. Most work reports are addressed to a particular audience such as a manager. There are a variety of reports that may need to be written at work, including sales reports, daily reports, budget reports and business data analysis reports. Depending on the type, you may be given a report brief that outlines what you should include in your report. Most reports should be written in a structured format to clearly demonstrate what the report is trying to convey.

Related: 5 Steps for Great Business Writing (With Tips)

How to write a work report

Writing effective work reports takes practice and requires good communication skills. The more reports you write, the more efficient you will be in composing them. The following are steps you can take to write a professional report in the workplace:

6. Identify your audience.

7. Decide which information you will include.
8. Structure your report.
9. Use concise and professional language.
10. Proofread and edit your report.

1. Identify your audience

Knowing who will be reading your report is an important step in determining how you will format your report, what to include and the tone you should use when writing it. For example, if you are writing a sales report for your manager, will anyone else be reading the report? If you are composing a business analysis report, will your higher-ups be reading the report or only your immediate supervisor? Establish who will be reading your report and cater the report to these specific people.

2. Decide which information you will include

After determining who your audience is, you should focus on identifying the purpose of your report to decide what information should be included. If you know who will be reading the report, you could ask questions regarding what they expect to see. Choose to include information that will provide the clearest picture of what you are trying to convey. For example, if you are writing a sales report, your report may need to include information about whether sales goals are being met, products and services that are selling the most, challenges you or your team are facing and your sales forecast for the next month or quarter.

3. Structure your report

When writing a report, you should structure it so that it can be easily read and digested. While each report will vary in the sections you should include, you can use the following report components as a guide when writing your report:

7. Title or title page
8. Executive summary/abstract that briefly describes the content of your report
9. Table of contents (if the report is more than a few pages)
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11. A body paragraph where you include the information you are conveying with the report
12. Conclusion or recommendation depending on the purpose of the report

4. Use concise and professional language

You should strive to use clear and concise language when writing your report. Try to get the point across as clearly and quickly as possible and use simple yet professional language. Avoid using "fluff" or wordy sentences when possible. For example, rather than saying "*you might find it helpful to regularly refresh your inbox to stay up-to-date on emails,*" you could say "*regularly refresh your inbox.*"

5. Proofread and edit your report

Proofreading your work report is an essential step in the report-writing process. This gives you the opportunity to ensure that your writing is as professional as possible and to catch any mistakes before you send it out. Proofreading also allows you to cut out any unnecessary information and make sure that your report is as efficient and effective as possible. Once you have finished writing your report, set it aside for an hour or more before you proofread it. This will allow you to look at the report in a fresh way and catch mistakes you may not have seen before.

Related: Guide to Memo Writing with Tips and Examples

Work report template

The following is a template you can use when formatting a work report:

[**Executive summary or abstract:** Use this section to note your conclusions or recommendations that will be made in the report. You should also include the most important ideas discussed in the report. If you are writing a daily work report or progress report, you do not need to include this section.]

[**Introduction:** Your introduction should be two to four paragraphs summarizing what you will cover in the report as well as your reason for writing the report. Be as specific and concise as possible when writing your introduction so that the reader can clearly understand what they will find in your report. For daily or progress reports, your introduction only needs to be a few sentences detailing work you've completed and what you plan to work on next.]

[**Body:** For the body of your report, you should focus on detailing the information you wish to convey. You can include results, conclusions and findings that were made related to a project. For daily or progress reports, include the accomplishments you have achieved or tasks you have completed.]

[**Recommendations:** In this section, you should list your recommendations based on the conclusions or results of a project or that will solve a particular issue. For example, you may write "*spend one hour training employees on the new handbook each week*" as a recommendation. For a daily or progress report, you can list your next goals or tasks in this section.]

[**Conclusion:** Conclude your report by summarizing the findings or results discussed and reiterating the most important recommendations.]

Work report example

The following is an example of a work report you can use as a guide when writing your own report in the workplace:

November 5, 20XX
Prepared by: Sally Smith
ABC Company

This report is to provide an update on the XYZ project that is due on December 5th. This project will result in the creation of a new employee handbook that will include updated rules and regulations as well as the approved increase of paid-time-off. This handbook will work to increase employee awareness of workplace expectations as well as inform them of the new benefits that have recently been implemented.

Summary of work completed:

As of this date, I have completed the following for the XYZ project:

- *Verified all information that will be in the handbook with upper management and HR*
- *Drafted a table of contents*
- *Formatted layout of handbook*
- *Composed the first 12 pages of handbook*

Tasks to be accomplished by November 12, 20XX:

- *Compose five more pages of handbook.*
- *Proofread and edit all pages that have been completed up to this date.*
- *Have the manager of HR read handbook content to ensure accuracy.*

Conclusion

The XYZ project is on track to be completed by the scheduled date. This project currently has no obvious obstacles or issues, but if they should arise they will be promptly addressed.

READING

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.*

Let's Go Bats

A Bats have a problem: how to find their way around in the dark. They hunt at night, and cannot use light to help them find prey and avoid obstacles. You might say that this is a problem of their own making, one that they could avoid simply by changing their habits and hunting by day. But the daytime economy is already heavily exploited by other creatures such as birds. Given that there is a living to be made at night, and given that alternative daytime trades are thoroughly occupied, natural selection has favoured bats that make a go of the night-hunting trade. It is probable that the nocturnal trades go way back in the ancestry of all mammals. In the time when the dinosaurs dominated the daytime economy, our mammalian ancestors probably only managed to survive at all because they found ways of scraping a living at night. Only after the mysterious mass extinction of the dinosaurs about 65 million years ago were our ancestors able to emerge into the daylight in any substantial numbers.

B Bats have an engineering problem: how to find their way and find their prey in the absence of light. Bats are not the only creatures to face this difficulty today. Obviously the night-flying insects that they prey on must find their way about somehow. Deep-sea fish and whales have little or no light by day or by night. Fish and dolphins that live in extremely muddy water cannot see because, although there is light, it is obstructed and scattered by the dirt in the water. Plenty of other modern animals make their living in conditions where seeing is difficult or impossible.

C Given the questions of how to manoeuvre in the dark, what solutions might an engineer consider? The first one that might occur to him is to manufacture light, to use a lantern or a searchlight. Fireflies and some fish (usually with the help of bacteria) have the power to manufacture their own light, but the process seems to consume a large amount of energy. Fireflies use their light for attracting mates. This doesn't require a prohibitive amount of energy: a male's tiny pinprick of light can be seen by a female from some distance on a dark night, since her eyes are exposed directly to the light source itself. However, using light to find one's own way around requires vastly more energy, since the eyes have to detect the tiny fraction of the light that bounces off each part of the scene. The light source must therefore be immensely brighter if it is to be used as a headlight to illuminate the path, than if it is to be used as a signal to others. In any event, whether or not the reason is the energy expense, it seems to be the case that, with the possible exception of some weird deep-sea fish, no animal apart from man uses manufactured light to find its way about.

D What else might the engineer think of? Well, blind humans sometimes seem to have an uncanny sense of obstacles in their path. It has been given the name 'facial vision', because blind people have reported that it feels a bit like the sense of touch, on the face. One report tells of a totally blind boy who could ride his tricycle at good speed round the block near his home, using facial vision. Experiments showed that, in fact, facial vision is nothing to do with touch or the front of the face, although the sensation may be referred to the front of the face, like the referred pain in a phantom limb. The sensation of facial vision, it turns out, really goes in through the ears. Blind people, without even being aware of the fact, are actually using echoes of their own footsteps and of other sounds, to sense the presence of obstacles. Before this was discovered, engineers had already built instruments to exploit the principle, for example to measure the depth of the sea under a ship. After this technique had been invented, it was only a matter of time before weapons designers adapted it for the detection of submarines. Both sides in the Second World War relied heavily on these devices, under such codenames as Asdic (British) and Sonar (American), as well as Radar (American) or RDF (British), which uses radio echoes rather than sound echoes.

E The Sonar and Radar pioneers didn't know it then, but all the world now knows that bats, or rather natural selection working on bats, had perfected the system tens of millions of years earlier, and their radar' achieves feats of detection and navigation that would strike an engineer dumb with admiration. It is technically incorrect to talk about bat 'radar', since they do not use radio waves. It is sonar. But the underlying mathematical theories of radar and sonar are very similar, and much of our scientific understanding of the details of what bats are doing has come from applying radar theory to them. The American zoologist Donald Griffin, who was largely responsible for the discovery of sonar in bats, coined the term 'echolocation' to cover both sonar and radar, whether used by animals or by human instruments.

Questions 1–5

Reading Passage 1 has five paragraphs, **A–E**.

Which paragraph contains the following information?

*Write the correct letter, **A–E**, in boxes 1–5 on your answer sheet.*

NB *You may use any letter more than once.*

1 examples of wildlife other than bats which do not rely on vision to navigate by

2 how early mammals avoided dying out

3 why bats hunt in the dark

4 how a particular discovery has helped our understanding of bats

5 early military uses of echolocation

Questions 6–9

Complete the summary below.

*Choose **ONE WORD ONLY** from the passage for each answer.*

Write your answers in boxes 6–9 on your answer sheet.

Facial Vision

Blind people report that so-called 'facial vision' is comparable to the sensation of touch on the face. In fact, the sensation is more similar to the way in which pain from a **6** .... arm or leg might be felt. The ability actually comes from perceiving **7** .... through the ears. However, even before this was understood, the principle had been applied in the design of instruments which calculated the **8** .... of the seabed. This was followed by a wartime application in devices for finding **9** ....

MAKING EVERY DROP COUNT

A The history of human civilisation is entwined with the history of the ways we have learned to manipulate water resources. As towns gradually expanded, water was brought from increasingly remote sources, leading to sophisticated engineering efforts such as dams and aqueducts. At the height of the Roman Empire, nine major systems, with an innovative layout of pipes and well-built sewers, supplied the occupants of Rome with as much water per person as is provided in many parts of the industrial world today.

B During the industrial revolution and population explosion of the 19th and 20th centuries, the demand for water rose dramatically. Unprecedented construction of tens of thousands of monumental engineering projects designed to control floods, protect clean water supplies, and provide water for irrigation and hydropower brought great benefits to hundreds of millions of people. Food production has kept pace with soaring populations mainly because of the expansion of artificial irrigation systems that make possible the growth of 40 % of the world's food. Nearly one fifth of all the electricity generated worldwide is produced by turbines spun by the power of falling water.

C Yet there is a dark side to this picture: despite our progress, half of the world's population still suffers, with water services inferior to those available to the ancient Greeks and Romans. As the United Nations report on access to water reiterated in November 2001, more than one billion people lack access to clean drinking water; some two and a half billion do not have adequate sanitation services. Preventable water-related diseases kill an estimated 10,000 to 20,000 children every day, and the latest evidence suggests that we are falling behind in efforts to solve these problems.

D The consequences of our water policies extend beyond jeopardising human health. Tens of millions of people have been forced to move from their homes – often with little warning or compensation – to make way for the reservoirs behind dams. More than 20 % of all freshwater fish species are now threatened or endangered because dams and water withdrawals have destroyed the free-flowing river ecosystems where they thrive. Certain irrigation practices degrade soil quality and reduce agricultural productivity. Groundwater aquifers* are being pumped down faster than they are naturally replenished in parts of India, China, the USA and elsewhere. And disputes over shared water resources have led to violence and continue to raise local, national and even international tensions.

* underground stores of water

E At the outset of the new millennium, however, the way resource planners think about water is beginning to change. The focus is slowly shifting back to the provision of basic human and environmental needs as top priority – ensuring 'some for all,' instead of 'more for some'. Some water experts are now demanding that existing infrastructure be used in smarter ways rather than building new facilities, which is increasingly considered the option of last, not first, resort. This shift in philosophy has not been universally accepted, and it comes with strong opposition from some established water organisations. Nevertheless, it may be the only way to address successfully the pressing problems of providing everyone with clean water to drink, adequate water to grow food and a life free from preventable water-related illness.

F Fortunately – and unexpectedly – the demand for water is not rising as rapidly as some predicted. As a result, the pressure to build new water infrastructures has diminished over the past two decades. Although population, industrial output and economic productivity have continued to soar in developed nations, the rate at which people withdraw water from aquifers, rivers and lakes has slowed. And in a few parts of the world, demand has actually fallen.

G What explains this remarkable turn of events? Two factors: people have figured out how to use water more efficiently, and communities are rethinking their priorities for water use. Throughout the first three-quarters of the 20th century, the quantity of freshwater consumed per person doubled on average; in the USA, water withdrawals increased tenfold while the population quadrupled. But since 1980, the amount of water consumed per person has actually decreased, thanks to a range of new technologies that help to conserve water in homes and industry. In 1965, for instance, Japan used approximately 13 million gallons* of water to produce $1 million of commercial output; by 1989 this had dropped to 3.5 million gallons (even accounting for inflation) – almost a quadrupling of water productivity. In the USA, water withdrawals have fallen by more than 20 % from their peak in 1980.

H On the other hand, dams, aqueducts and other kinds of infrastructure will still have to be built, particularly in developing countries where basic human needs have not been met. But such projects must be built to higher specifications and with more accountability to local people and their environment than in the past. And even in regions where new projects seem warranted, we must find ways to meet demands with fewer resources, respecting ecological criteria and to a smaller budget.

* 1 gallon: 4.546 litres

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 on the following pages.*

Questions 14–20

Reading Passage 2 has seven paragraphs, **A–H**.

*Choose the correct heading for paragraphs **A** and **C–H** from the list of headings below.*

*Write the correct number, **i–xi**, in boxes 14–20 on your answer sheet.*

List of Headings

i	Scientists' call for a revision of policy
ii	An explanation for reduced water use
iii	How a global challenge was met
iv	Irrigation systems fall into disuse
v	Environmental effects
vi	The financial cost of recent technological improvements
vii	The relevance to health
viii	Addressing the concern over increasing populations
ix	A surprising downward trend in demand for water
x	The need to raise standards
xi	A description of ancient water supplies

14 Paragraph **A**

Example	*Answer*
Paragraph **B**	**iii**

15 Paragraph **C**

16 Paragraph **D**

17 Paragraph **E**

18 Paragraph **F**

19 Paragraph **G**

20 Paragraph **H**

LESSON 13-14

Theme	Scientific articles
Length: 80 minutes	Number of students ___
Lesson Outline 1. Warmer-discussion 2. Activity 1. Reading scientific articles 3. Activity 3. Discussion on the article 4. Activity 4. Case study	
The aim: By the end of the lesson students will be able to read scientific articles effectively and discuss about it.	
Objectives: ❖ To provide students with effective techniques of reading; ❖ To prepare students to discuss the article ❖ To increase their ability in reading skills; ❖ To focus the students' attention in reading;	
Activity Type:	Individual, small group, whole class(teacher-students)

Time: 80 minutes

Aim: By the end of the lesson students will be able to read scientific articles effectively and discuss about it.

Objectives:

- ❖ To provide students with effective techniques of reading
- ❖ To prepare students to discuss the article
- ❖ To increase their ability in reading skills;
- ❖ To focus the students' attention in reading;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically
- ➢ Let each group present its own responds and then discuss it with the whole class.

Activity 1 <u>Reading scientific articles</u>

Objective:

- ➢ to let students follow the structure of a scientific article while reading

Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going to read a scientific article
- Give a situation ask them to think how they would feel about it.
- Ask students to follow the IMRAD structure of scientific article.
- Remind students to focus on avoiding repetition.

Activity 2 <u>Discussing articles</u>

Materials: board, handout 2

Procedure:

- Ask students to read a scientific article.
- Tell them to follow IMRAD structure.
- Remind them that while reading they should know the structure of the article
- Then ask students to read through the given article and analyze it`s validity.

Activity 3 – Analyzing articles

Time: 15 min

Materials: board, handouts

Procedure:

Check the article in terms of quantity and quality

Material for the lesson

How to read scientific articles?

Reading a scientific paper is a completely different process than reading an article about science in a blog or newspaper. Not only do you read the sections in a different order than they're presented, but you also have to take notes, read it multiple times, and probably go look up other papers for some of the details. Reading a single paper may take you a very long time at first. Be patient with yourself. The process will go much faster as you gain experience.

Most primary research papers will be divided into the following sections: Abstract, Introduction, Methods, Results, and Conclusions/Interpretations/Discussion. The order will depend on which journal it's published in. Some journals have additional files (called Supplementary Online Information) which contain important details of the research, but are published online instead of in the article itself (make sure you don't skip these files).

Before you begin reading, take note of the authors and their institutional affiliations. Some institutions (e.g. University of Texas) are well-respected; others (e.g. the Discovery Institute) may appear to be legitimate research institutions but are actually agenda-driven. Tip: google "Discovery Institute" to see why you don't want to use it as a scientific authority on evolutionary theory.

Also take note of the journal in which it's published. Reputable (biomedical) journals will be indexed by Pubmed. [EDIT: Several people have reminded me that non-biomedical journals won't be on Pubmed, and they're absolutely correct! (thanks for catching that, I apologize for being sloppy here). Check out Web of Science for a more complete index of science journals. And please feel free to share other resources in the comments!] Beware of questionable journals.

As you read, write down every single word that you don't understand. You're going to have to look them all up (yes, every one. I know it's a total pain. But you won't understand the paper if you don't understand the vocabulary. Scientific words have extremely precise meanings).

How to read a sci paper

Step-by-step instructions for reading a primary research article

1. Begin by reading the introduction, not the abstract.

The abstract is that dense first paragraph at the very beginning of a paper. In fact, that's often the only part of a paper that many non-scientists read when they're trying to build a scientific argument. (This is a terrible practice—don't do it.). When I'm choosing papers to read, I decide what's relevant to my interests based on a combination of the title and abstract. But when I've got a collection of papers assembled for deep reading, I always read the abstract last. I do this because abstracts contain a succinct summary of the entire paper, and I'm concerned about inadvertently becoming biased by the authors' interpretation of the results.

2. Identify the BIG QUESTION.

Not "What is this paper about", but "What problem is this entire field trying to solve?"

This helps you focus on why this research is being done. Look closely for evidence of agenda-motivated research.

3. Summarize the background in five sentences or less.

Here are some questions to guide you:

What work has been done before in this field to answer the BIG QUESTION? What are the limitations of that work? What, according to the authors, needs to be done next?

The five sentences part is a little arbitrary, but it forces you to be concise and really think about the context of this research. You need to be able to explain why this research has been done in order to understand it.

4. Identify the SPECIFIC QUESTION(S)

What exactly are the authors trying to answer with their research? There may be multiple questions, or just one. Write them down. If it's the kind of research that tests one or more null hypotheses, identify it/them.

Not sure what a null hypothesis is? Go read this, then go back to my last post and read one of the papers that I linked to (like this one) and try to identify the null hypotheses in it. Keep in mind that not every paper will test a null hypothesis.

5. Identify the approach

What are the authors going to do to answer the SPECIFIC QUESTION(S)?

6. Now read the methods section. Draw a diagram for each experiment, showing exactly what the authors did.

I mean literally draw it. Include as much detail as you need to fully understand the work. As an example, here is what I drew to sort out the methods for a paper I read today (Battaglia et al. 2013: "The first peopling of South America: New evidence from Y-chromosome haplogroup Q"). This is much less detail than you'd probably need, because it's a paper in my specialty and I use these methods all the time. But if you were reading this, and didn't happen to know what "process data with reduced-median method using Network" means, you'd need to look that up.

battaglia-et-al-methodsImage credit: author

You don't need to understand the methods in enough detail to replicate the experiment—that's something reviewers have to do—but you're not ready to move on to the results until you can explain the basics of the methods to someone else.

7. Read the results section. Write one or more paragraphs to summarize the results for each experiment, each figure, and each table. Don't yet try to decide what the results mean, just write down what they are.

You'll find that, particularly in good papers, the majority of the results are summarized in the figures and tables. Pay careful attention to them! You may also need to go to the Supplementary Online Information file to find some of the results.

It is at this point where difficulties can arise if statistical tests are employed in the paper and you don't have enough of a background to understand them. I can't teach you stats in this post, but here, here, and here are some basic resources to help you. I STRONGLY advise you to become familiar with them.

Things to pay attention to in the results section:

Any time the words "significant" or "non-significant" are used. These have precise statistical meanings. Read more about this here.

If there are graphs, do they have error bars on them? For certain types of studies, a lack of confidence intervals is a major red flag.

The sample size. Has the study been conducted on 10, or 10,000 people? (For some research purposes, a sample size of 10 is sufficient, but for most studies larger is better).

8. Do the results answer the SPECIFIC QUESTION(S)? What do you think they mean?

Don't move on until you have thought about this. It's okay to change your mind in light of the authors' interpretation—in fact you probably will if you're still a beginner at this kind of analysis—but it's a really good habit to start forming your own interpretations before you read those of others.

9. Read the conclusion/discussion/Interpretation section.

What do the authors think the results mean? Do you agree with them? Can you come up with any alternative way of interpreting them? Do the authors identify any weaknesses in their own study? Do you see any that the authors missed? (Don't assume they're infallible!) What do they propose to do as a next step? Do you agree with that?

10. Now, go back to the beginning and read the abstract.

Does it match what the authors said in the paper? Does it fit with your interpretation of the paper?

11. FINAL STEP: (Don't neglect doing this) What do other researchers say about this paper?

Who are the (acknowledged or self-proclaimed) experts in this particular field? Do they have criticisms of the study that you haven't thought of, or do they generally support it?

Here's a place where I do recommend you use google! But do it last, so you are better prepared to think critically about what other people say.

(12. This step may be optional for you, depending on why you're reading a particular paper. But for me, it's critical! I go through the "Literature cited" section to see what other papers the authors cited. This allows me to better identify the important papers in a particular field, see if the authors cited my own papers (KIDDING!….mostly), and find sources of useful ideas or techniques.)

UPDATE: If you would like to see an example of how to read a science paper using this framework, you can find one here.

I gratefully acknowledge Professors José Bonner and Bill Saxton for teaching me how to critically read and analyze scientific papers using this method. I'm honored to have the chance to pass along what they taught me.

I've written a shorter version of this guide for teachers to hand out to their classes. If you'd like a PDF, shoot me an email: jenniferraff (at) utexas (dot) edu. For further comments and additional questions on this guide, please see the Comments Section on the original post.

This piece originally appeared on the author's personal blog and is reposted with permission.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 below.*

EDUCATING PSYCHE

Educating Psyche by Bernie Neville is a book which looks at radical new approaches to learning, describing the effects of emotion, imagination and the unconscious on learning. One theory discussed in the book is that proposed by George Lozanov, which focuses on the power of suggestion.

Lozanov's instructional technique is based on the evidence that the connections made in the brain through unconscious processing (which he calls non-specific mental reactivity) are more durable than those made through conscious processing. Besides the laboratory evidence for this, we know from our experience that we often remember what we have perceived peripherally, long after we have forgotten what we set out to learn. If we think of a book we studied months or years ago, we will find it easier to recall peripheral details – the colour, the binding, the typeface, the table at the library where we sat while studying it – than the content on which we were concentrating. If we think of a lecture we listened to with great concentration, we will recall the lecturer's appearance and mannerisms, our place in the auditorium, the failure of the air-conditioning, much more easily than the ideas we went to learn. Even if these peripheral details are a bit elusive, they come back readily in hypnosis or when we relive the event imaginatively, as in psychodrama. The details of the content of the lecture, on the other hand, seem to have gone forever.

This phenomenon can be partly attributed to the common counterproductive approach to study (making extreme efforts to memorise, tensing muscles, inducing fatigue), but it also simply reflects the way the brain functions. Lozanov therefore made indirect instruction (suggestion) central to his teaching system. In suggestopedia, as he called his method, consciousness is shifted away from the curriculum to focus on something peripheral. The curriculum then becomes peripheral and is dealt with by the reserve capacity of the brain.

The suggestopedic approach to foreign language learning provides a good illustration. In its most recent variant (1980), it consists of the reading of vocabulary and text while the class is listening to music. The first session is in two parts. In the first part, the music is classical (Mozart, Beethoven, Brahms) and the teacher reads the text slowly and solemnly, with attention to the dynamics of the music. The students follow the text in their books. This is followed by several minutes of silence. In the second part, they listen to baroque music (Bach, Corelli, Handel) while the teacher reads the text in a normal speaking voice. During this time they have their books closed. During the whole of this session, their attention is passive; they listen to the music but make no attempt to learn the material.

Beforehand, the students have been carefully prepared for the language learning experience. Through meeting with the staff and satisfied students they develop the expectation that learning will be easy and pleasant and that they will successfully learn several hundred words of the foreign language during the class. In a preliminary talk, the teacher introduces them to the material to be covered, but does not 'teach' it. Likewise, the students are instructed not to try to learn it during this introduction.

Some hours after the two-part session, there is a follow-up class at which the students are stimulated to recall the material presented. Once again the approach is indirect. The students do not focus their attention on trying to remember the vocabulary, but focus on using the language to communicate (e.g. through games or improvised dramatisations). Such methods are not unusual in language teaching. What is distinctive in the suggestopedic method is that they are devoted entirely to assisting recall. The 'learning' of the material is assumed to be automatic and effortless, accomplished while listening to music. The teacher's task is to assist the students to apply what they have learned paraconsciously, and in doing so to make it easily accessible to consciousness. Another difference from conventional teaching is the evidence that students can regularly learn 1000 new words of a foreign language during a suggestopedic session, as well as grammar and idiom.

Lozanov experimented with teaching by direct suggestion during sleep, hypnosis and trance states, but found such procedures unnecessary. Hypnosis, yoga, Silva mind-control, religious ceremonies and faith healing are all associated with successful suggestion, but none of their techniques seem to be essential to it. Such rituals may be seen as placebos. Lozanov acknowledges that the ritual surrounding suggestion in his own system is also a placebo, but maintains that without such a placebo people are unable or afraid to tap the reserve capacity of their brains. Like any placebo, it must be dispensed with authority to be effective. Just as a doctor calls on the full power of autocratic suggestion by insisting that the patient take precisely this white capsule precisely three times a day before meals, Lozanov is categoric in insisting that the suggestopedic session be conducted exactly in the manner designated, by trained and accredited suggestopedic teachers.

While suggestopedia has gained some notoriety through success in the teaching of modern languages, few teachers are able to emulate the spectacular results of Lozanov and his associates. We can, perhaps, attribute mediocre results to an inadequate placebo effect. The students have not developed the appropriate mind set. They are often not motivated to learn through this method. They do not have enough 'faith'. They do not see it as 'real teaching', especially as it does not seem to involve the 'work' they have learned to believe is essential to learning.

Questions 27–30

*Choose the correct letter, **A**, **B**, **C** or **D**.*

Write the correct letter in boxes 27–30 on your answer sheet.

27 The book *Educating Psyche* is mainly concerned with

- **A** the power of suggestion in learning.
- **B** a particular technique for learning based on emotions.
- **C** the effects of emotion on the imagination and the unconscious.
- **D** ways of learning which are not traditional.

28 Lozanov's theory claims that, when we try to remember things,

- **A** unimportant details are the easiest to recall.
- **B** concentrating hard produces the best results.
- **C** the most significant facts are most easily recalled.
- **D** peripheral vision is not important.

29 In this passage, the author uses the examples of a book and a lecture to illustrate that

- **A** both of these are important for developing concentration.
- **B** his theory about methods of learning is valid.
- **C** reading is a better technique for learning than listening.
- **D** we can remember things more easily under hypnosis.

30 Lozanov claims that teachers should train students to

- **A** memorise details of the curriculum.
- **B** develop their own sets of indirect instructions.
- **C** think about something other than the curriculum content.
- **D** avoid overloading the capacity of the brain.

READING

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.*

Why pagodas don,t fall down

In a land swept by typhoons and shaken by earthquakes, how have Japan's tallest and seemingly flimsiest old buildings – 500 or so wooden pagodas – remained standing for centuries? Records show that only two have collapsed during the past 1400 years. Those that have disappeared were destroyed by fire as a result of lightning or civil war. The disastrous Hanshin earthquake in 1995 killed 6,400 people, toppled elevated highways, flattened office blocks and devastated the port area of Kobe. Yet it left the magnificent five-storey pagoda at the Toji temple in nearby Kyoto unscathed, though it levelled a number of buildings in the neighbourhood.

Japanese scholars have been mystified for ages about why these tall, slender buildings are so stable. It was only thirty years ago that the building industry felt confident enough to erect office blocks of steel and reinforced concrete that had more than a dozen floors. With its special shock absorbers to dampen the effect of sudden sideways movements from an earthquake, the thirty-six-storey Kasumigaseki building in central Tokyo – Japan's first skyscraper – was considered a masterpiece of modern engineering when it was built in 1968.

Yet in 826, with only pegs and wedges to keep his wooden structure upright, the master builder Kobodaishi had no hesitation in sending his majestic Toji pagoda soaring fifty-five metres into the sky – nearly half as high as the Kasumigaseki skyscraper built some eleven centuries later. Clearly, Japanese carpenters of the day knew a few tricks about allowing a building to sway and settle itself rather than fight nature's forces. But what sort of tricks?

The multi-storey pagoda came to Japan from China in the sixth century. As in China, they were first introduced with Buddhism and were attached to important temples. The Chinese built their pagodas in brick or stone, with inner staircases, and used them in later centuries mainly as watchtowers. When the pagoda reached Japan, however, its architecture was freely adapted to local conditions – they were built less high, typically five rather than nine storeys, made mainly of wood and the staircase was dispensed with because the Japanese pagoda did not have any practical use but became more of an art object. Because of the typhoons that batter Japan in the summer, Japanese builders learned to extend the eaves of buildings further beyond the walls. This prevents rainwater gushing down the walls. Pagodas in China and Korea have nothing like the overhang that is found on pagodas in Japan.

The roof of a Japanese temple building can be made to overhang the sides of the structure by fifty per cent or more of the building's overall width. For the same reason, the builders of Japanese pagodas seem to have further increased their weight by choosing to cover these extended eaves not with the porcelain tiles of many Chinese pagodas but with much heavier earthenware tiles.

But this does not totally explain the great resilience of Japanese pagodas. Is the answer that, like a tall pine tree, the Japanese pagoda – with its massive trunk-like central pillar known as *shinbashira* – simply flexes and sways during a typhoon or earthquake? For centuries, many thought so. But the answer is not so simple because the startling thing is that the *shinbashira* actually carries no load at all. In fact, in some pagoda designs, it does not even rest on the ground, but is suspended from the top of the pagoda – hanging loosely down through the middle of the building. The weight of the building is supported entirely by twelve outer and four inner columns.

And what is the role of the *shinbashira*, the central pillar? The best way to understand the *shinbashira's* role is to watch a video made by Shuzo Ishida, a structural engineer at Kyoto Institute of Technology. Mr Ishida, known to his students as 'Professor Pagoda' because of his passion to understand the pagoda, has built a series of models and tested them on a 'shake-table' in his laboratory. In short, the *shinbashira* was acting like an enormous stationary pendulum. The ancient craftsmen, apparently without the assistance of very advanced mathematics, seemed to grasp the principles that were, more than a thousand years later, applied in the construction of Japan's first skyscraper. What those early craftsmen had found by trial and error was that under pressure a pagoda's loose stack of floors could be made to slither to and fro independent of one another. Viewed from the side, the pagoda seemed to be doing a snake dance – with each consecutive floor moving in the opposite direction to its neighbours above and below. The *shinbashira*, running up through a hole in the centre of the building, constrained individual storeys from moving too far because, after moving a certain distance, they banged into it, transmitting energy away along the column.

Another strange feature of the Japanese pagoda is that, because the building tapers, with each successive floor plan being smaller than the one below, none of the vertical pillars that carry the weight of the building is connected to its corresponding pillar above. In other words, a five-storey pagoda contains not even one pillar that travels right up through the building to carry the structural loads from the top to the bottom. More surprising is the fact that the individual storeys of a Japanese pagoda, unlike their counterparts elsewhere, are not actually connected to each other. They are simply stacked one on top of another like a pile of hats. Interestingly, such a design would not be permitted under current Japanese building regulations.

And the extra-wide eaves? Think of them as a tightrope walker's balancing pole. The bigger the mass at each end of the pole, the easier it is for the tightrope walker to maintain his or her balance. The same holds true for a pagoda. 'With the eaves extending out on all sides like balancing poles,' says Mr Ishida, 'the building responds to even the most powerful jolt of an earthquake with a graceful swaying, never an abrupt shaking.' Here again, Japanese master builders of a thousand years ago anticipated concepts of modern structural engineering.

Questions 1–4

Do the following statements agree with the claims of the writer in Reading Passage 1?

In boxes 1–4 on your answer sheet, write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

1 Only two Japanese pagodas have collapsed in 1400 years.

2 The Hanshin earthquake of 1995 destroyed the pagoda at the Toji temple.

3 The other buildings near the Toji pagoda had been built in the last 30 years.

4 The builders of pagodas knew how to absorb some of the power produced by severe weather conditions.

Questions 5–10

Classify the following as typical of

A both Chinese and Japanese pagodas
B only Chinese pagodas
C only Japanese pagodas

*Write the correct letter, **A**, **B** or **C**, in boxes 5–10 on your answer sheet.*

5 easy interior access to top

6 tiles on eaves

7 use as observation post

8 size of eaves up to half the width of the building

9 original religious purpose

10 floors fitting loosely over each other

Questions 11–13

*Choose the correct letter, **A**, **B**, **C** or **D**.*

Write the correct letter in boxes 11–13 on your answer sheet.

11 In a Japanese pagoda, the *shinbashira*

- **A** bears the full weight of the building.
- **B** bends under pressure like a tree.
- **C** connects the floors with the foundations.
- **D** stops the floors moving too far.

12 Shuzo Ishida performs experiments in order to

- **A** improve skyscraper design.
- **B** be able to build new pagodas.
- **C** learn about the dynamics of pagodas.
- **D** understand ancient mathematics.

13 The storeys of a Japanese pagoda are

- **A** linked only by wood.
- **B** fastened only to the central pillar.
- **C** fitted loosely on top of each other.
- **D** joined by special weights.

LESSON 15-16

<table>
<tr><td>Theme</td><td colspan="2">Types of essays</td></tr>
<tr><td colspan="2">Length: 80 minutes</td><td>Number of students ___</td></tr>
<tr><td colspan="3">Lesson Outline
1. Warmer-discussion
2. Activity 1. Introduction of essay types
3. Activity 2. First draft writing
4. Activity 3. Final version writing
5. Activity 4. Case study</td></tr>
<tr><td colspan="3">The aim: By the end of the lesson students will be able to analyze types of essays by sorting out according to their meaning</td></tr>
<tr><td colspan="3">Objectives:
❖ To provide students with information on essay types
❖ To prepare students to write various essays;
❖ To increase their ability in writing skills;
❖ To focus the students' attention in writing;</td></tr>
<tr><td>Activity Type:</td><td colspan="2">Individual, small group, whole class(teacher-students)</td></tr>
</table>

Time: 80 minutes

Aim: By the end of the lesson students will be able to analyze types of essays by sorting out according to their meaning

- ❖ To provide students with Argumentative essay;
- ❖ To prepare students to write various essays;
- ❖ To increase their ability in writing skills;
- ❖ To focus the students' attention in writing;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically
- ➢ Let each group present its own responds and then discuss it with the whole class.

Activity 1 <u>Identifying essay types</u>

Objective:

- to let students follow the structure of a formal letter while writing a letter of complaint
  Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going to find essay types.
- Give a situation ask them to think how they would feel about it.
- Tell them to plan an essay
- Remind students to focus on avoiding repetition.

Activity 2 <u>first draft writing</u>

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to write a first draft of Argumentative essay, using 150-180 words.
- Tell them to follow their plan and write in formal language including as many features like full, uncontracted forms, formal expressions, as they can.
- Remind them that while writing an Argumentative essay, they should keep the tone serious and businesslike. And not to write any more than is necessary for their purpose
- Then ask students to read through their Argumentative essay carefully, checking the following points:

- If their language is appropriately formal;
- If it is clear what they are complaining about;
- If it is clear what they want the other person to do;
- If they have included any information which is not essential;

Activity 3 - Final version writing

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to write the final version of Argumentative essay, making any necessary corrections and improvements.

- Let students exchange Argumentative essay with a partner, then read carefully what they have written.
- Ask them to write a reply to their partner's Argumentative essay as if they were the rail company employee who deals with customer complaints. They should answer all the Argumentative essay’s key points.
- At the end ask them to do an extra practice. Ask them to rewrite the impolite or inappropriately informal extracts from Argumentative essay.

Material for the lesson

The four main types of writing

In many of the online resources you’ll find about the types of essays, you’ll find references to the four main types of writing:

- Persuasive
- Descriptive
- Narrative
- Expository

These aren’t four specific types of essays, but four distinct methods of communicating an essay’s theme. They are the four most commonly used of the nine traditional rhetorical modes, which also include methods like classification and process analysis.

When you’re assigned an essay, using one of these rhetorical modes might be part of the assignment. For example, you might be asked to write an argumentative essay about a new proposed campus policy and whether it should or should not be enacted. In your essay, you’d use persuasive writing techniques, like expressing your point of view about the proposed policy and its likely repercussions, to communicate your position.

Understanding the four main types of writing can help you understand the texts you work with better. When you’re reading an essay, try to identify which type of writing the author is using by examining the essay’s structure, tone, words used, and how the author presents their theme. By doing this, you can analyze an essay on a deeper level and write a stronger essay of your own based on those insights.

Personal essays

In a personal essay, your focus is on something that has impacted you personally. It could be an event from your past, a situation you’re currently facing, or a broader look at how different experiences and circumstances shaped you into who you are today.

Often, personal essays employ narrative writing techniques. However, they can also rely on expository or descriptive techniques, depending on the essay's content and theme. Personal essays can overlap with other types of essays, like argumentative, humorous, and college application essays.

Personal essay example: The Death of a Moth by Virginia Woolf. In this essay, Woolf explores the fleeting nature of life by juxtaposing it against inevitable death by describing a moth's final moments.

Political essays

You may recognize some of the most well-known political essays from what you read in history class. These essays are pieces by famous historical and contemporary thinkers that discuss society and how it should be governed. A few famous political essayists you've likely read in class include Thomas Hobbes, John Rawls, and Jean-Jacques Rousseau. In a political essay, the author comments on present circumstances and proposes solutions to them, sometimes pulling examples of similar circumstances or solutions from history. Generally, political essays fall into the expository or persuasive writing categories.

Political essay example: The Era of Easier Voting for Disabled People Is Over by Sarah Katz. In this essay, Katz discusses how pandemic-related changes to the voting system made voting easier for individuals with disabilities and how new bills that aim to curb voter fraud can have a negative impact on this voter population.

Compare-and-contrast essays

Compare-and-contrast essays are likely one of the types of essays students write most frequently. In this kind of essay, the author exposes key differences and similarities between two subjects by comparing them to each other and contrasting them against each other.

You might be asked to compare two novels you read for class, two historical figures from the period you're studying, two processes used to achieve the same result, or two concepts your instructor covered. In some cases, you may be asked to compare three or even more subjects. But generally, compare-and-contrast essays involve two subjects.

Usually, compare-and-contrast essays are pieces of expository writing, as the essay's theme is exposed through the comparisons the author makes. They can also be pieces of persuasive writing when the comparisons are made to persuade the reader to take a specific position.

Compare-and-contrast essay example: Herman Melville's Moby Dick and Edgar Allan Poe's The Raven. This compare-and-contrast essay explores how an individual can become unaware of and trapped by their own suffering by comparing how both authors create this dilemma for their characters in these works.

College (application) essays

Not all essays you write in college count as college essays. In fact, unless you apply to graduate school or another kind of specific academic program once you're in college, you'll write all your college essays before you become a college student.

A college application essay, also known as a personal statement, is a brief personal essay that highlights the personality traits and experiences that make you an ideal fit for the college to which you're applying. These essays are evaluated alongside high school transcripts for one's admission to college.

Usually, college essays are written in response to specific prompts, like the prompts provided by the Common App. These prompts are crafted to help applicants write engaging, compelling personal essays by asking them to respond to multiple related points.

College application essay examples: You can read great examples of successful college essays on websites like collegeessayguy.com. Your school might even have a collection of successful essays for applicants to read, as this page on Johns Hopkins' website does. In one essay, Switching Shoes, by a recently accepted Johns Hopkins applicant, the writer discusses how getting out of his comfort zone by trying a new sport reshaped his perspective. It pushed him to accept feedback more readily, speak up when he has questions, and appreciate his chosen sport in a broader way.

Analytical essays

Analytical essays are essays that drill down to the core components of the subject at hand and reach conclusions by thoroughly working through these components. You might be asked to write an analytical essay about the themes in a novel or about the ideas presented in a political essay. Analytical essays are pieces of expository writing; the goal with these is to present facts by interpreting content.

In an analytical essay, the author does not try to persuade the reader to take a certain position. Rather, the author presents a work, such as a movie or a short story, and analyzes its theme by discussing ways the work communicates its theme. For example, you might write an analytical essay about how the film Up communicated its theme of love being an action fueled by fulfilling promises. In illustrating this, you might bring up Russell's dedication to earning his merit badge and Carl's never giving up on Ellie's goal of reaching Paradise Falls.

In some analytical essays, the author analyzes two or more works. When this is done to compare the works, the essay can be considered both a compare-and-contrast essay and an analytical one.

Analytical essay example: Island of Fear by Moses Martinez. In this high school–level literary analysis essay, the author explains how William Golding uses three characters in Lord of the Flies to demonstrate how differently people react to threats and trauma, even when those people are in the same environment.

Argumentative essays

In an argumentative essay, you . . . well . . . argue.

Specifically, you argue for or against a particular position. For example, your assignment might be to take a position about your school's policy of not allowing a student to take more than two AP courses per year and support your position with data. To support your position that it's a good policy, you might point to the correlation between how many AP courses a student takes and their average AP test scores or the hours of homework required for each AP course.

Well-written argumentative essays don't rely on emotional appeal. Rather, they convince readers of their positions' merits through statistics, facts, and logic. In most cases, argumentative essays are pieces of persuasive writing.

Argumentative essay example: Does Truth Matter? Science, Pseudoscience, and Civilization by Carl Sagan. In this essay, Sagan argues that rather than being in opposition to spirituality, science should be considered a source—perhaps the most valid source—of the kind of fulfillment people usually take from spiritual practices.

Humorous essays

Another kind of essay you might find yourself reading or writing is the humorous essay. As the name implies, this kind of essay is meant to elicit laughs and entertain the reader. A humorous essay could be a personal essay that recounts a funny event in the author's life, but it can also be a political essay that uses satire to comment on current events. As long as it's funny and an essay, it counts as a humorous essay.

Humorous essays generally use the same techniques that other essays use, often leaning more into the techniques found in narrative writing like descriptive language and metaphors. Often, humorous essays are pieces of descriptive writing, using

3 Ways to Approach Argumentative Writing

There are three main ways to approach an argumentative essay. These techniques will help you create a proper structure.

1. Classical Approach

This is the most common approach and consists of the following:

- An introduction where you introduce the central message of your paper (the thesis statement). Example: Tobacco products can induce various health problems, including cancers, heart attacks, and obesity.
- Background of the subject where you introduce early studies about children who have grown up in adoptive environments. Here you can also talk about the long-term effects of smoking.
- Main arguments — Talk about the main points of your position. For example, you could write about the feeling of addiction that makes it difficult to give up smoking.
- Refutation — Here is where your counterarguments come into place. Introduce the opposite side you will need to refute as being invalid. Example: Some people think that smoking does not affect health and that genetic predisposition is more impactful in causing problems for one's health. However, there is major evidence which shows that smoking can cause bigger long-term damage to lungs than a genetic predisposition to cancer.
- Conclusion — Present all of the main arguments and provide solutions or studies that need to be conducted in the future.

2. Rogerian Approach

This approach works best if the topic of your argumentative essay is highly polemical or is a potential seed for different discussions. For instance, such issues as causes of global warming, gender identification problems, and philosophical problems work best if the Rogerian approach is applied. There is no specific structure that needs to be followed in the Rogerian approach. It's more about how you present the information: be sympathetic to both sides of the argument. It's important to concede that the opposing side may also be valid. So, the more wide-scoped view of a subject you take, the better. You don't have to solve the issue, it's more important to explore the compromise between the two sides to arrive at a solution to a pressing problem.

3. Toulmin Approach

This strategy can be quite useful in polemical arguments. It aims to find common ground within an argument and eliminate unnecessary arguments. For example, if your topic revolves around the question of whether drugs should be legal, then you would need to explore the biggest issues on both sides of the argument. Here you can talk about the pros and cons.

Steps for Writing Your Argumentative Essay

Step 1: Look for Argumentative Essay Topics

Just like with all other essay types, here are a ton of topics to choose from. The main criteria should be the following:

- coherency and relativity to your studied subject;
- importance;
- inherent values;
- potential for further research.

However, it is important to remember that it must be presented in a debate format. In other words, explain why option A is better than option B, or vice versa. Even in the Rogerian approach, you need to be able to pick a side, but do it very carefully.

Here are some good argumentative essay topics to get you started:

- Apple vs. Microsoft: Which software brand is more useful for students?
- Do violent video games have a negative psychological impact on children?
- From a financial perspective, should one invest in cryptocurrencies?
- From an economic standpoint, are electric cars better overall?
- Has society become too reliant on technology?

Good Argumentative Essay Topics for High School

As students begin writing this type of content in school, it is essential to give them easy essay topics for them to get a grasp of the task. Here are some examples:

- What is the most important second language to learn as a student in the US?
- Should the minimum driving age be lowered?
- Are standardized tests a fair reflection of a student's skills?
- Are athletes overpaid?
- Should high school students be free to choose their classes?

Topics for College

As we transition to the university level, the complexity of the question asked should also grow. With that being said, here are some challenging topics for college students:

- Is there enough evidence to prove that news sources have biased agendas?
- Would the legalization of marijuana as a recreational drug be economically justifiable?
- Can we constitute Russia as a superpower alongside the USA and China?
- What was the most influential technological advancement in the history of humanity?
- Should we sacrifice some public services for lower taxes?

Step 2: Conducting Research

Conducting research includes several steps:

- Choosing the side you will represent.
- Picking an argument that can appeal to your audience.
- Researching who else supports this argument.
- Researching the objections your reader might raise.
- Organizing your evidence.

In addition, you should check criteria for the validity of your information:

- Accuracy
- Credibility of sources
- Timeliness
- Objectivity or bias

- Reliability

Step 3: Writing an Argumentative Essay Outline

Now that we understand what this type of writing is all about, we can start putting the pieces of the argumentative essay outline together. So, let’s take a look at how to start an argumentative essay.

Usually written in the five-paragraph structure, the argumentative essay format consists of an introduction, 2-3 body paragraphs, and a conclusion. Logically, each of those three sections will have a unique structure, so understanding them on an individual level will help ensure a smooth writing process. We will be using "the Internet" as the most significant technological advancement in society as an example.

1. Introduction

- Hook Statement: As with most other types of assignments, an argumentative essay introduction should attempt to captivate readers’ interest from the very beginning. Create a sentence that stands out from the rest of the text. Consider using a rhetorical question, a meaningful quote, or an intriguing idea. The goal is to get your audience reaching for a bag of popcorn right after reading the hook.

Example:Could you imagine how different our world would be without the creation of the Internet?

- Background Information: After gathering the audience’s attention, the next step is to present any necessary context to narrow the focus of the discussion. This information should not yet reveal any of the main arguments from the body. Also, it should ideally transition the train of thought towards the thesis statement.
- Thesis Statement: The last sentence of the introduction should present the focal point/central argument of your entire paper. Remember – your primary objective is to defend your idea, so the thesis must directly state what your idea is and why it is correct.

Example:The invention of the Internet has helped interconnect the world like nothing else ever seen before, created millions of jobs and being used by the majority of the world’s population.

2. Body Paragraphs

- Topic Sentence: Start with a sentence that transitions the focus from the previous paragraph to the current one. It should also introduce the main sub-argument for its particular section.

Example:Alongside global connectivity, the Internet and IT has helped create over 10 million jobs worldwide.

- Claim: After presenting your topic sentence, it is time to link your main sub-argument to your thesis statement. The goal is to explain how this point validates and strengthens your central message.

Example:Thanks to the job creation provided by IT, a large percentage of students are finding an enjoyable career path that helps its field's development and offers high wages.

- Evidence: After providing a valid claim, you must defend it with factual support. Examples of this can be statistics, references, or logical ideas that support your claims; if this information comes from credible external sources, it will add to the essay's overall validity.

Example:Internet technology has given 0.15% of the world's population a stable income. Also, since IT-related positions consistently make over 6 figures per year, this salary is enough to support a family of 4-5. Therefore, IT-related positions single-handedly back slightly less than 1% of the world's income.

- Concluding Statement: After presenting a defendable claim and supporting it with evidence, end the body paragraph with a concluding statement. The primary goal of this sentence is to summarize the overall significance of the claim to the thesis. In other words, why was this particular point so essential?

Example:From digital marketing to software engineering, the development of IT has had a predominantly positive impact on society regarding utility, economics, and finding one's passion.

Note that this structure works for each body paragraph. The main difference is in the paragraph's actual claim, supporting evidence, etc.

3. Conclusion

- Restate the Thesis: The first sentence of any conclusion should always be a restatement of your central message (thesis statement). Using assertive language, restate your thesis in an "I have 100% proven this point" kind of way. When information is presented to an audience with confidence, they become more inclined to position themselves with that side of the argument.

- Brief Summarization of Sub-Arguments: Most likely, the audience has already forgotten some of the information you presented. For this reason, go back through and review your main points, giving your argument closure.

Example:As can be seen with the information presented above, the creation and development of the Internet is indisputably the most significant technological advancement of all time.

- Overall Concluding Statement: To end your argumentative essay outline with a bang, present a memorable concluding statement. Usually, this sentence will express the universal importance of the information and should leave the reader with a prompt to further investigate the topic.

Example:Realistically speaking, our society would not have developed as exponentially fast without the invention of the internet; the unparalleled value of global connectivity within seconds is an unrivalled perk, and with thorough exploration, more development will inevitably be uncovered.

Step 4: Editing

When editing, make sure to do the following:

- Leave the first draft to lay for some time before picking it again.
- Double check grammar and punctuation while revising the draft.
- Double check the evidence you used in your arguments.
- If you have somebody to proofread your work, take advantage of it.

Here are questions to check by yourself before submitting your argumentative essay:

- Does your thesis include a statement that anybody could argue for or against?
- Are all your arguments clearly worded and coherent?
- Did you use the best examples to support your arguments?
- Have you managed to successfully present and refute any counterargument(s)?
- Does the conclusion give an interesting look into the future of this topic?

Argumentative Essay Examples

Below you can find some good argumentative essay examples. The first essay talks about the value that comes with the freedom of being able to strike for public workers.

Argumentative Essay Example: Should Public Workers be Allowed to Strike?

Say goodbye to 'stress at work' and welcome the 'freedom to express yourself'. Most public workers are denied their right of expression even after being exposed to bad working conditions and rights violations. These violations deny them the morale for performing well on their duties. Enabling workers to strike motivates them to work since it encourages them to speak out whenever they feel their rights, safety, and/or regulations have been compromised. Countries across the globe should always allow public workers to strike.

The second essay discusses the importance of economic equality in a nation, alongside possible repercussions and potential threats if not met.

Argumentative Essay Example: Wealth Inequality

Wealth inequality is not just how much a particular nation possesses, rather it concerns how wealth is shared within a society. Every society has a variety of factors that make them different; inequality leads to a host of problems, as various aspects of a society are made uneven, including views, attitudes, and beliefs. Financial inequality is the level in which wealth is shared unevenly to members of a particular group or society. Wealth is not only encompassed by a certain individual's yearly pay, but of all of the assets or resources received by employment, investments, state benefits, rent, and/or royalties. Economic inequality can be experienced through pay, wealth, or income. Income is any pay received through investments, savings, employment, rent, etc., while pay inequality is the disparity between the pay received through employment only. When there is too much economic inequality, there are high levels of poverty and minimal opportunities for kids to overcome their parent's efforts. It is important to note that levels of economic inequality are not the same in different societies.

Final Tips

When it comes to writing and constructing your final draft, make sure each tip listed below is considered.

- Find a topic and make sure it has counter arguments.
- Gather of research on both sides of the argument to avoid sounding biased.
- Make sure all of the facts included in your argumentative essay are accurate.
- Follow guides that illustrate how to write an argumentative essay step by step to improve the way your performance on these assignments.

- Structure the essay properly with: Introduction, Body, and Conclusion or you will lose marks.
- Before writing, list all information in an outline.
- Remember to cite the sources used and avoid plagiarism.
- Get other people to read your work to see if they're persuaded by your writing.
- Don't include your own opinion in work. Stick to key facts and evidence.
- Run your paper through a grammar checker — just in case.

Once these writing tips have been revised and applied, you are one step closer to mastering the art of argumentative essay writing.

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 below.*

The True Cost of Food

A For more than forty years the cost of food has been rising. It has now reached a point where a growing number of people believe that it is far too high, and that bringing it down will be one of the great challenges of the twenty first century. That cost, however, is not in immediate cash. In the West at least, most food is now far cheaper to buy in relative terms than it was in 1960. The cost is in the collateral damage of the very methods of food production that have made the food cheaper: in the pollution of water, the enervation of soil, the destruction of wildlife, the harm to animal welfare and the threat to human health caused by modern industrial agriculture.

B First mechanisation, then mass use of chemical fertilisers and pesticides, then monocultures, then battery rearing of livestock, and now genetic engineering – the onward march of intensive farming has seemed unstoppable in the last half-century, as the yields of produce have soared. But the damage it has caused has been colossal. In Britain, for example, many of our best-loved farmland birds, such as the skylark, the grey partridge, the lapwing and the corn bunting, have vanished from huge stretches of countryside, as have even more wild flowers and insects. This is a direct result of the way we have produced our food in the last four decades. Thousands of miles of hedgerows, thousands of ponds, have disappeared from the landscape. The faecal filth of salmon farming has driven wild salmon from many of the sea lochs and rivers of Scotland. Natural soil fertility is dropping in many areas because of continuous industrial fertiliser and pesticide use, while the growth of algae is increasing in lakes because of the fertiliser run-off.

C Put it all together and it looks like a battlefield, but consumers rarely make the connection at the dinner table. That is mainly because the costs of all this damage are what economists refer to as externalities: they are outside the main transaction, which is for example producing and selling a field of wheat, and are borne directly by neither producers nor consumers. To many, the costs may not even appear to be financial at all, but merely aesthetic – a terrible shame, but nothing to do with money. And anyway they, as consumers of food, certainly aren't paying for it, are they?

D But the costs to society can actually be quantified and, when added up, can amount to staggering sums. A remarkable exercise in doing this has been carried out by one of the world's leading thinkers on the future of agriculture, Professor Jules Pretty, Director of the Centre for Environment and Society at the University of Essex. Professor Pretty and his colleagues calculated the externalities of British agriculture for one particular year. They added up the costs of repairing the damage it caused, and came up with a total figure of £2,343m. This is equivalent to £208 for every hectare of arable land and permanent pasture, almost as much again as the total government and EU spend on British farming in that year. And according to Professor Pretty, it was a conservative estimate.

E The costs included: £120m for removal of pesticides; £16m for removal of nitrates; £55m for removal of phosphates and soil; £23m for the removal of the bug cryptosporidium from drinking water by water companies; £125m for damage to wildlife habitats, hedgerows and dry stone walls; £1,113m from emissions of gases likely to contribute to climate change; £106m from soil erosion and organic carbon losses; £169m from food poisoning; and £607m from cattle disease. Professor Pretty draws a simple but memorable conclusion from all this: our food bills are actually threefold. We are paying for our supposedly cheaper food in three separate ways: once over the counter, secondly through our taxes, which provide the enormous subsidies propping up modern intensive farming, and thirdly to clean up the mess that modern farming leaves behind.

F So can the true cost of food be brought down? Breaking away from industrial agriculture as the solution to hunger may be very hard for some countries, but in Britain, where the immediate need to supply food is less urgent, and the costs and the damage of intensive farming have been clearly seen, it may be more feasible. The government needs to create sustainable, competitive and diverse farming and food sectors, which will contribute to a thriving and sustainable rural economy, and advance environmental, economic, health, and animal welfare goals.

G But if industrial agriculture is to be replaced, what is a viable alternative? Professor Pretty feels that organic farming would be too big a jump in thinking and in practices for many farmers. Furthermore, the price premium would put the produce out of reach of many poorer consumers. He is recommending the immediate introduction of a 'Greener Food Standard', which would push the market towards more sustainable environmental practices than the current norm, while not requiring the full commitment to organic production. Such a standard would comprise agreed practices for different kinds of farming, covering agrochemical use, soil health, land management, water and energy use, food safety and animal health. It could go a long way, he says, to shifting consumers as well as farmers towards a more sustainable system of agriculture.

Questions 14–17

Reading Passage 2 has seven paragraphs, **A–G**.

Which paragraph contains the following information?

Write the correct letter, **A–G**, *in boxes 14–17 on your answer sheet.*

NB *You may use any letter more than once.*

14 a cost involved in purifying domestic water

15 the stages in the development of the farming industry

16 the term used to describe hidden costs

17 one effect of chemicals on water sources

Questions 18–21

Do the following statements agree with the claims of the writer in Reading Passage 2?

In boxes 18–21 on your answer sheet, write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

18 Several species of wildlife in the British countryside are declining.

19 The taste of food has deteriorated in recent years.

20 The financial costs of environmental damage are widely recognised.

21 One of the costs calculated by Professor Pretty was illness caused by food.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 on the following pages.*

Questions 27–30

Reading Passage 3 has six sections, **A–F**.

*Choose the correct heading for sections **B, C, E** and **F** from the list of headings below.*

*Write the correct number, **i–xi**, in boxes 27–30 on your answer sheet.*

List of Headings

i	MIRTP as a future model
ii	Identifying the main transport problems
iii	Preference for motorised vehicles
iv	Government authorities' instructions
v	Initial improvements in mobility and transport modes
vi	Request for improved transport in Makete
vii	Transport improvements in the northern part of the district
viii	Improvements in the rail network
ix	Effects of initial MIRTP measures
x	Co-operation of district officials
xi	Role of wheelbarrows and donkeys

Example	*Answer*
Section A	**vi**

27 Section **B**

28 Section **C**

Example	*Answer*
Section D	**ix**

29 Section **E**

30 Section **F**

Makete Integrated Rural Transport Project

Section A

The disappointing results of many conventional road transport projects in Africa led some experts to rethink the strategy by which rural transport problems were to be tackled at the beginning of the 1980s. A request for help in improving the availability of transport within the remote Makete District of south-western Tanzania presented the opportunity to try a new approach.

The concept of 'integrated rural transport' was adopted in the task of examining the transport needs of the rural households in the district. The objective was to reduce the time and effort needed to obtain access to essential goods and services through an improved rural transport system. The underlying assumption was that the time saved would be used instead for activities that would improve the social and economic development of the communities. The Makete Integrated Rural Transport Project (MIRTP) started in 1985 with financial support from the Swiss Development Corporation and was co-ordinated with the help of the Tanzanian government.

Section B

When the project began, Makete District was virtually totally isolated during the rainy season. The regional road was in such bad shape that access to the main towns was impossible for about three months of the year. Road traffic was extremely rare within the district, and alternative means of transport were restricted to donkeys in the north of the district. People relied primarily on the paths, which were slippery and dangerous during the rains.

Before solutions could be proposed, the problems had to be understood. Little was known about the transport demands of the rural households, so Phase I, between December 1985 and December 1987, focused on research. The socio-economic survey of more than 400 households in the district indicated that a household in Makete spent, on average, seven hours a day on transporting themselves and their goods, a figure which seemed extreme but which has also been obtained in surveys in other rural areas in Africa. Interesting facts regarding transport were found: 95% was on foot; 80% was within the locality; and 70% was related to the collection of water and firewood and travelling to grinding mills.

Section C

Having determined the main transport needs, possible solutions were identified which might reduce the time and burden. During Phase II, from January to February 1991, a number of approaches were implemented in an effort to improve mobility and access to transport.

An improvement of the road network was considered necessary to ensure the import and export of goods to the district. These improvements were carried out using methods that were heavily dependent on labour. In addition to the improvement of roads, these methods provided training in the operation of a mechanical workshop and bus and truck services. However, the difference from the conventional approach was that this time consideration was given to local transport needs outside the road network.

Most goods were transported along the paths that provide short-cuts up and down the hillsides, but the paths were a real safety risk and made the journey on foot even more arduous. It made sense to improve the paths by building steps, handrails and footbridges.

It was uncommon to find means of transport that were more efficient than walking but less technologically advanced than motor vehicles. The use of bicycles was constrained by their high cost and the lack of available spare parts. Oxen were not used at all but donkeys were used by a few households in the northern part of the district. MIRTP focused on what would be most appropriate for the inhabitants of Makete in terms of what was available, how much they could afford and what they were willing to accept.

After careful consideration, the project chose the promotion of donkeys – a donkey costs less than a bicycle – and the introduction of a locally manufacturable wheelbarrow.

Section D

At the end of Phase II, it was clear that the selected approaches to Makete's transport problems had had different degrees of success. Phase III, from March 1991 to March 1993, focused on the refinement and institutionalisation of these activities.

The road improvements and accompanying maintenance system had helped make the district centre accessible throughout the year. Essential goods from outside the district had become more readily available at the market, and prices did not fluctuate as much as they had done before.

Paths and secondary roads were improved only at the request of communities who were willing to participate in construction and maintenance. However, the improved paths impressed the inhabitants, and requests for assistance greatly increased soon after only a few improvements had been completed.

The efforts to improve the efficiency of the existing transport services were not very successful because most of the motorised vehicles in the district broke down and there were no resources to repair them. Even the introduction of low-cost means of transport was difficult because of the general poverty of the district. The locally manufactured wheelbarrows were still too expensive for all but a few of the households. Modifications to the original design by local carpenters cut production time and costs. Other local carpenters have been trained in the new design so that they can respond to requests. Nevertheless, a locally produced wooden wheelbarrow which costs around 5000 Tanzanian shillings (less than US$20) in Makete, and is about one quarter the cost of a metal wheelbarrow, is still too expensive for most people.

Donkeys, which were imported to the district, have become more common and contribute, in particular, to the transportation of crops and goods to market. Those who have bought donkeys are mainly from richer households but, with an increased supply through local breeding, donkeys should become more affordable. Meanwhile, local initiatives are promoting the renting out of the existing donkeys.

It should be noted, however, that a donkey, which at 20,000 Tanzanian shillings costs less than a bicycle, is still an investment equal to an average household's income over half a year. This clearly illustrates the need for supplementary measures if one wants to assist the rural poor.

Section E

It would have been easy to criticise the MIRTP for using in the early phases a 'top-down' approach, in which decisions were made by experts and officials before being handed down to communities, but it was necessary to start the process from the level of the governmental authorities of the district. It would have been difficult to respond to the requests of villagers and other rural inhabitants without the support and understanding of district authorities.

Section F

Today, nobody in the district argues about the importance of improved paths and inexpensive means of transport. But this is the result of dedicated work over a long period, particularly from the officers in charge of community development. They played an essential role in raising awareness and interest among the rural communities.

The concept of integrated rural transport is now well established in Tanzania, where a major program of rural transport is just about to start. The experiences from Makete will help in this initiative, and Makete District will act as a reference for future work.

Questions 31–35

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 31–35 on your answer sheet, write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

31 MIRTP was divided into five phases.

32 Prior to the start of MIRTP the Makete district was almost inaccessible during the rainy season.

33 Phase I of MIRTP consisted of a survey of household expenditure on transport.

34 The survey concluded that one-fifth or 20% of the household transport requirement as outside the local area.

35 MIRTP hoped to improve the movement of goods from Makete district to the country's capital.

Questions 36–39

*Complete each sentence with the correct ending, **A–J**, below.*

*Write the correct letter, **A–J**, in boxes 36–39 on your answer sheet.*

36 Construction of footbridges, steps and handrails

37 Frequent breakdown of buses and trucks in Makete

38 The improvement of secondary roads and paths

39 The isolation of Makete for part of the year

- **A** provided the people of Makete with experience in running bus and truck services.
- **B** was especially successful in the northern part of the district.
- **C** differed from earlier phases in that the community became less actively involved.
- **D** improved paths used for transport up and down hillsides.
- **E** was no longer a problem once the roads had been improved.
- **F** cost less than locally made wheelbarrows.
- **G** was done only at the request of local people who were willing to lend a hand.
- **H** was at first considered by MIRTP to be affordable for the people of the district.
- **I** hindered attempts to make the existing transport services more efficient.
- **J** was thought to be the most important objective of Phase III.

Question 40

*Choose the correct letter, **A**, **B**, **C** or **D**.*

Write the correct letter in box 40 on your answer sheet.

Which of the following phrases best describes the main aim of Reading Passage 3?

- **A** to suggest that projects such as MIRTP are needed in other countries
- **B** to describe how MIRTP was implemented and how successful it was
- **C** to examine how MIRTP promoted the use of donkeys
- **D** to warn that projects such as MIRTP are likely to have serious problems

LESSON 17 – 18

<table>
<tr><td>Theme</td><td colspan="2">Descriptive essay</td></tr>
<tr><td colspan="2">Length: 80 minutes</td><td>Number of students ___</td></tr>
<tr><td colspan="3">Lesson Outline

1. Warmer-discussion
2. Activity 1. Writing a Descriptive essay
3. Activity 2. First draft writing
4. Activity 3. Final version writing
5. Activity 4. Case study</td></tr>
<tr><td colspan="3">The aim: By the end of the lesson students will be able to write Descriptive essay by knowing how to write the structure of Descriptive essay</td></tr>
<tr><td colspan="3">Objectives:
❖ To provide students with formal Descriptive essay structure;
❖ To prepare students to write an Descriptive essay;
❖ To increase their ability in writing skills;
❖ To focus the students’ attention in writing;</td></tr>
<tr><td>Activity Type:</td><td colspan="2">Individual, small group, whole class(teacher-students)</td></tr>
</table>

Time: 80 minutes

Aim: By the end of the lesson students will be able to write a Descriptive essay

Objectives:

- ❖ To provide students with Descriptive essay;
- ❖ To prepare students to write Descriptive essay;
- ❖ To increase their ability in writing skills;
- ❖ To focus the students’ attention in writing;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically

- Let each group present its own responds and then discuss it with the whole class.

Activity 1 <u>writing a Descriptive essay</u>

Objective:

- to let students follow the structure of Descriptive Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going to write an Descriptive essay.
- Give a situation ask them to think how they would feel about it.
- Tell them to plan a letter as if they were that rail traveler. Ask students to follow the four-paragraph structure.
- Remind students to focus on avoiding repetition.

Activity 2 <u>first draft writing</u>

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to write a first draft of Descriptive essay, using 150-180 words.
- Tell them to follow their plan and write in formal language including as many features like full, uncontracted forms, formal expressions, as they can.
- Remind them that while writing an Descriptive essay, they should keep the tone serious and businesslike. And not to write any more than is necessary for their purpose
- Then ask students to read through their Descriptive essay carefully, checking the following points:
- If their language is appropriately formal;
- If it is clear what they are complaining about;
- If it is clear what they want the other person to do;
- If they have included any information which is not essential;

.**Activity 3 - Final version writing**

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to write the final version of Descriptive essay, making any necessary corrections and improvements.
- Let students exchange Descriptive essay with a partner, then read carefully what they have written.
- Ask them to write a reply to their partner's Argumentative essay as if they were the rail company employee who deals with customer complaints. They should answer all the Descriptive essay's key points.
- At the end ask them to do an extra practice. Ask them to rewrite the impolite or inappropriately informal extracts from Descriptive essay.

Material for the lesson

What Is the Purpose of a Descriptive Essay?

Descriptive essays give readers a more robust understanding of a particular topic by fleshing it out with concrete details and figurative language. After reading a descriptive essay, you should walk away with a clear picture of the subject at hand, whether it's a historical episode, a geographic location, or a work of art. Descriptive essays also benefit the person writing them. Whether the subject of your essay is something personal, like your favorite movie or favorite food, or something of cultural importance, this type of essay is fundamental to learning the art of descriptive writing.

How to Write a Descriptive Essay

The best descriptive essays are organized, full of detail and sensory language, and focused more on fact than opinion. The writing tips below can provide a step-by-step template for writing descriptive essays.

Choose a specific topic. Strong descriptive essays remain focused at all times. Settle on the purpose of the essay before you begin outlining or writing. It may be appropriate to summarize your main idea in a thesis statement. In these types of essays, a good thesis statement is less about your personal point of view and more about pointing toward the information that should make the dominant impression in your reader's mind.

Compile information. The best descriptive essays are full of detail—names, dates, physical characteristics, background information, and sensory information that can help implant your main points in your reader's mind. Collect these details, and then use note cards to group them into specific categories of information that you can pull up as needed.

Make an outline. Your descriptive writing must be organized. Group your main points into individual body paragraphs, each of which should be a subcategory of your essay's main topic.

Write the introductory paragraph. A good introductory paragraph can be a road map for your entire essay. The best introductions start with a hook like a rhetorical question or a bold statement. After your hook, provide global context and outline questions that your essay will seek to tackle. Your thesis statement should come at the end of the introduction.

Write body paragraphs. Each body paragraph should begin with a topic sentence that anchors the reader's attention and tells them what to expect from the paragraph. Parse out details in each body paragraph. Be as specific as possible without overwhelming your reader with information. Specific examples always make more of an impression than generalizations.

Summarize the essay in the concluding paragraph. Your conclusion is the button on the entire essay. Use it to reiterate the main ideas you established in the first paragraph, and touch back on key details from body paragraphs. Do not use this paragraph to introduce new ideas for the first time. If you realize you still have important topics to include, create another body paragraph.

Look for ways to enliven your language. Before you consider your essay complete, go through it and look for places where vivid sensory details might enhance a description. Look for opportunities to tell a story rather than recite lists. Descriptive language and literary tools will keep your essay in your reader's mind long after they've finished reading.

1. Prewriting for the Descriptive Essay

In the prewriting phase of descriptive essay writing, students should take time to think about who or what they want to describe and why. Do they want to write about a person of significance in their lives, or an object or place that holds meaning? The topic doesn’t have to be famous or unusual. The person could be a grandparent, the object, a favorite toy, and the place, a tree house.

Once a topic is chosen, students should spend time thinking about the qualities they want to describe. Brainstorm about all the details associated with the topic. Even when not writing about a place, reflect on the surroundings. Where is the object located? Where does the person live? Consider not just physical characteristics, but also what memories, feelings, and ideas the subject evokes. Memory and emotion play an important role in conveying the subject’s significance. Plan the focus of each paragraph and create an outline that puts these details into a logical sequence.

2. Drafting a Descriptive Essay

When creating the initial draft of a descriptive essay, follow the outline, but remember, the goal is to give the reader a rich experience of the subject. Keep in mind, the most important watchword of writing a descriptive essay is show, don’t tell. One of the best ways to show is to involve all of the senses—not just sight, but also hearing, touch, smell, and taste. Write so the reader will see the sunset, hear the song, smell the flowers, taste the pie, or feel the touch of a hand.

Don’t Tell…Show!

Use descriptive and figurative language, as well as concrete images to describe the subject. Similes and metaphors work well. Here are some examples:

Telling

The house was old.

Showing

The house frowned with a wrinkled brow, and inside it creaked with each step, releasing a scent of neglected laundry.

He was smart.

If you had to pick a study buddy, you would pick this guy.

The clock had been in our family for years.

The clock stood by our family, faithfully marking the minutes and hours of our lives.

Enjoy the process of describing the subject—it can be a rewarding experience. A descriptive essay doesn’t rely on facts and examples, but on the writer’s ability to create a mental picture for the reader.

3. Revising a Descriptive Essay

In the revision phase, students review, modify, and reorganize their work with the goal of making it the best it can be. In revising a descriptive essay, students should reread their work with these considerations in mind:

Does the essay unfold in a way that helps the reader fully appreciate the subject? Do any paragraphs confuse more than describe?

Does the word choice and figurative language involve the five senses and convey emotion and meaning?

Are there enough details to give the reader a complete picture?

Has a connection been made between the description and its meaning to the writer? Will the reader be able to identify with the conclusion made?

Always keep the reader in mind from opening to concluding paragraph. A descriptive essay must be precise in its detail, yet not get ahead of itself. It’s better to go from the general to the specific. Otherwise, the reader will have trouble building the image in their mind’s eye. For example, don’t describe a glossy coat of fur before telling the reader the essay is about a dog!

4. Editing a Descriptive Essay

At this point in the writing process, writers proofread and correct errors in grammar and mechanics. It’s also the time to improve style and clarity. Watch out for clichés and loading up on adjectives and adverbs. Having a friend read the essay helps writers see trouble spots and edit with a fresh perspective.

5. Publishing a Descriptive Essay

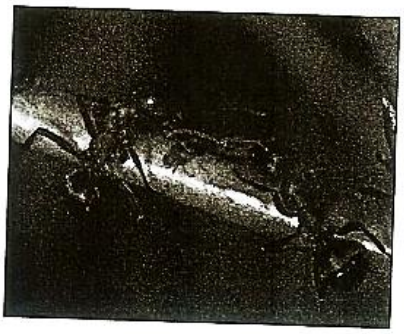
Sharing a descriptive essay with the rest of the class can be both exciting and a bit scary. Remember, there isn’t a writer on earth who isn’t sensitive about his or her own work. The important thing is to learn from the experience and take whatever feedback is given to make the next essay even better.

READING

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1–13**, *which are based on Reading Passage 1 below.*

Ant Intelligence



When we think of intelligent members of the animal kingdom, the creatures that spring immediately to mind are apes and monkeys. But in fact the social lives of some members of the insect kingdom are sufficiently complex to suggest more than a hint of intelligence. Among these, the world of the ant has come in for considerable scrutiny lately, and the idea that ants demonstrate sparks of cognition has certainly not been rejected by those involved in these investigations.

Ants store food, repel attackers and use chemical signals to contact one another in case of attack. Such chemical communication can be compared to the human use of visual and auditory channels (as in religious chants, advertising images and jingles, political slogans and martial music) to arouse and propagate moods and attitudes. The biologist Lewis Thomas wrote, 'Ants are so much like human beings as to be an embarrassment. They farm fungi, raise aphids* as livestock, launch armies to war, use chemical sprays to alarm and confuse enemies, capture slaves, engage in child labour, exchange information ceaselessly. They do everything but watch television.'

However, in ants there is no cultural transmission – everything must be encoded in the genes – whereas in humans the opposite is true. Only basic instincts are carried in the genes of a newborn baby, other skills being learned from others in the community as the child grows up. It may seem that this cultural continuity gives us a huge advantage over ants. They have never mastered fire nor progressed. Their fungus farming and aphid herding crafts are sophisticated when compared to the agricultural skills of humans five thousand years ago but have been totally overtaken by modern human agribusiness.

Or have they? The farming methods of ants are at least sustainable. They do not ruin environments or use enormous amounts of energy. Moreover, recent evidence suggests that the crop farming of ants may be more sophisticated and adaptable than was thought.

Ants were farmers fifty million years before humans were. Ants can't digest the cellulose in leaves – but some fungi can. The ants therefore cultivate these fungi in their nests, bringing them leaves to feed on, and then

* aphids: small insects of a different species from ants

use them as a source of food. Farmer ants secrete antibiotics to control other fungi that might act as 'weeds', and spread waste to fertilise the crop.

It was once thought that the fungus that ants cultivate was a single type that they had propagated, essentially unchanged from the distant past. Not so. Ulrich Mueller of Maryland and his colleagues genetically screened 862 different types of fungi taken from ants' nests. These turned out to be highly diverse: it seems that ants are continually domesticating new species. Even more impressively, DNA analysis of the fungi suggests that the ants improve or modify the fungi by regularly swapping and sharing strains with neighbouring ant colonies.

Whereas prehistoric man had no exposure to urban lifestyles – the forcing house of intelligence – the evidence suggests that ants have lived in urban settings for close on a hundred million years, developing and maintaining underground cities of specialised chambers and tunnels.

When we survey Mexico City, Tokyo, Los Angeles, we are amazed at what has been accomplished by humans. Yet Hoelldobler and Wilson's magnificent work for ant lovers, *The Ants*, describes a supercolony of the ant *Formica yessensis* on the Ishikari Coast of Hokkaido. This 'megalopolis' was reported to be composed of 360 million workers and a million queens living in 4,500 interconnected nests across a territory of 2.7 square kilometres.

Such enduring and intricately meshed levels of technical achievement outstrip by far anything achieved by our distant ancestors. We hail as masterpieces the cave paintings in southern France and elsewhere, dating back some 20,000 years. Ant societies existed in something like their present form more than seventy million years ago. Beside this, prehistoric man looks technologically primitive. Is this then some kind of intelligence, albeit of a different kind?

Research conducted at Oxford, Sussex and Zürich Universities has shown that when desert ants return from a foraging trip, they navigate by integrating bearings and distances, which they continuously update in their heads. They combine the evidence of visual landmarks with a mental library of local directions, all within a framework which is consulted and updated. So ants can learn too.

And in a twelve-year programme of work, Ryabko and Reznikova have found evidence that ants can transmit very complex messages. Scouts who had located food in a maze returned to mobilise their foraging teams. They engaged in contact sessions, at the end of which the scout was removed in order to observe what her team might do. Often the foragers proceeded to the exact spot in the maze where the food had been. Elaborate precautions were taken to prevent the foraging team using odour clues. Discussion now centres on whether the route through the maze is communicated as a 'left-right' sequence of turns or as a 'compass bearing and distance' message.

During the course of this exhaustive study, Reznikova has grown so attached to her laboratory ants that she feels she knows them as individuals – even without the paint spots used to mark them. It's no surprise that Edward Wilson, in his essay, 'In the company of ants', advises readers who ask what to do with the ants in their kitchen to: 'Watch where you step. Be careful of little lives.'

Questions 1–6

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–6 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

1 Ants use the same channels of communication as humans do.

2 City life is one factor that encourages the development of intelligence.

3 Ants can build large cities more quickly than humans do.

4 Some ants can find their way by making calculations based on distance and position.

5 In one experiment, foraging teams were able to use their sense of smell to find food.

6 The essay, 'In the company of ants', explores ant communication.

Questions 7–13

*Complete the summary using the list of words, **A–O**, below.*

*Write the correct letter, **A–O**, in boxes 7–13 on your answer sheet.*

Ants as farmers

Ants have sophisticated methods of farming, including herding livestock and growing crops, which are in many ways similar to those used in human agriculture. The ants cultivate a large number of different species of edible fungi which convert **7** .... into a form which they can digest. They use their own natural **8** .... as weed-killers and also use unwanted materials as **9** .... Genetic analysis shows they constantly upgrade these fungi by developing new species and by **10** .... species with neighbouring ant colonies. In fact, the farming methods of ants could be said to be more advanced than human agribusiness, since they use **11** .... methods, they do not affect the **12** .... and do not waste **13** ....

A	aphids	**B**	agricultural	**C**	cellulose	**D**	exchanging
E	energy	**F**	fertilizers	**G**	food	**H**	fungi
I	growing	**J**	interbreeding	**K**	natural	**L**	other species
M	secretions	**N**	sustainable	**O**	environment		

LESSON 19 – 20

<table>
<tr><td>Theme</td><td colspan="2">Expository essay</td></tr>
<tr><td colspan="2">Length: 80 minutes</td><td>Number of students ___</td></tr>
<tr><td colspan="3">Lesson Outline

6. Warmer-discussion
7. Activity 1. Writing an Expository essay
8. Activity 2. First draft writing
9. Activity 3. Final version writing
10. Activity 4. Case study</td></tr>
<tr><td colspan="3">The aim: By the end of the lesson students will be able to write a letter of complaint by knowing how to write the structure of a formal letter</td></tr>
<tr><td colspan="3">Objectives:
❖ To provide students with formal expository essay structure;
❖ To prepare students to write an expository essay;
❖ To increase their ability in writing skills;
❖ To focus the students' attention in writing;</td></tr>
<tr><td>Activity Type:</td><td colspan="2">Individual, small group, whole class(teacher-students)</td></tr>
</table>

Time: 80 minutes

Aim: By the end of the lesson students will be able to write a letter of complaint

Objectives:

- ❖ To provide students with formal letter structure;
- ❖ To prepare students to write a letter of complaint;
- ❖ To increase their ability in writing skills;
- ❖ To focus the students' attention in writing;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically

- Let each group present its own responds and then discuss it with the whole class.

Activity 1 <u>writing an expository essay</u>

Objective:

- to let students follow the structure of a formal letter while writing a letter of complaint

Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going to write a formal letter of complaint.
- Give a situation ask them to think how they would feel about it.
- Tell them to plan a letter as if they were that rail traveler. Ask students to follow the four-paragraph structure.
- Remind students to focus on avoiding repetition.

Activity 2 <u>first draft writing</u>

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to write a first draft of expository essay, using 150-180 words.
- Tell them to follow their plan and write in formal language including as many features like full, uncontracted forms, formal expressions, as they can.
- Remind them that while writing a expository essay, they should keep the tone serious and businesslike. And not to write any more than is necessary for their purpose
- Then ask students to read through their expository essay carefully, checking the following points:
- If their language is appropriately formal;
- If it is clear what they are complaining about;
- If it is clear what they want the other person to do;
- If they have included any information which is not essential;

.**Activity 3 - Final version writing**

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to write the final version of expository essay, making any necessary corrections and improvements.
- Let students exchange expository essays with a partner, then read carefully what they have written.
- Ask them to write a reply to their partner's expository essay as if they were the rail company employee who deals with customer complaints. They should answer all the l expository essay’s key points.
- At the end ask them to do an extra practice. Ask them to rewrite the impolite or inappropriately informal extracts from expository essay.

Material for the lesson

WARMER-DISCUSSION

Get ready to write

Which of these goods and services have you complained about in the past?

Service or food/drink in a restaurant_____________________________

Accommodation, e. g. a hotel _________________________________

A public service, e. g the post office ____________________________________-

A public transport, e. g. a rail service __________________________________

Products or service from a shop ____

A financial service: bank, credit card company etc. ____________________

A health issue: a doctor/hospital ___________________________________

The repair or servicing of equipment, e. g. a car/TV __________________________

WHAT IS AN EXPOSITORY ESSAY?

The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc.

he structure of the expository essay is held together by the following.

- **A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.**

It is essential that this thesis statement be appropriately narrowed to follow the guidelines set forth in the assignment. If the student does not master this portion of the essay, it will be quite difficult to compose an effective or persuasive essay.

- **Clear and logical transitions between the introduction, body, and conclusion.**

Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse.

- **Body paragraphs that include evidential support.**

Each paragraph should be limited to the exposition of one general idea. This will allow for clarity and direction throughout the essay. What is more, such conciseness creates an ease of readability for one's audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph.

- **Evidential support (whether factual, logical, statistical, or anecdotal).**

Often times, students are required to write expository essays with little or no preparation; therefore, such essays do not typically allow for a great deal of statistical or factual evidence.

- **A bit of creativity!**

Though creativity and artfulness are not always associated with essay writing, it is an art form nonetheless. Try not to get stuck on the formulaic nature of expository writing at the expense of writing something interesting. Remember, though you may not be crafting the next great novel, you are attempting to leave a lasting impression on the people evaluating your essay.

- **A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.**

It is at this point of the essay that students will inevitably begin to struggle. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesize and come to a conclusion concerning the information presented in the body of the essay.

A COMPLETE ARGUMENT

Perhaps it is helpful to think of an essay in terms of a conversation or debate with a classmate. If I were to discuss the cause of the Great Depression and its current effect on those who lived through the tumultuous time, there would be a beginning, middle, and end to the conversation. In fact, if I were to end the exposition in the middle of my second point, questions would arise concerning the current effects on those who lived through the Depression. Therefore, the expository essay must be complete, and logically so, leaving no doubt as to its intent or argument.

THE FIVE-PARAGRAPH ESSAY

A common method for writing an expository essay is the five-paragraph approach. This is, however, by no means the only formula for writing such essays. If it sounds straightforward, that is because it is; in fact, the method consists of:

1. an introductory paragraph
2. three evidentiary body paragraphs
3. a conclusion

How to write an expository essay

Published on July 14, 2020 by Jack Caulfield. Revised on October 15, 2020.

"Expository" means "intended to explain or describe something." An **expository essay** provides a clear, focused explanation of a particular topic, process, or set of ideas. It doesn't set out to prove a point, just to give a balanced view of its subject matter.

Expository essays are usually short assignments intended to test your composition skills or your understanding of a subject. They tend to involve less research and original arguments than argumentative essays.

Table of contents

When should you write an expository essay?

In school and university, you might have to write expository essays as in-class exercises, exam questions, or coursework assignments.

Sometimes it won't be directly stated that the assignment is an expository essay, but there are certain keywords that imply expository writing is required. Consider the prompts below.

Explain how the invention of the printing press changed European society in the 15th century.

The word “explain” here is the clue: An essay responding to this prompt should provide an explanation of this historical process—not necessarily an original argument about it.

Define the term “free speech” and **explore** how it is used today.

Sometimes you’ll be asked to define a particular term or concept. This means more than just copying down the dictionary definition; you’ll be expected to explore different ideas surrounding the term, as this prompt emphasizes.

How to approach an expository essay

An expository essay should take an objective approach: It isn’t about your personal opinions or experiences. Instead, your goal is to provide an informative and balanced explanation of your topic. Avoid using the first or second person (“I” or “you”).

The structure of your expository essay will vary according to the scope of your assignment and the demands of your topic. It’s worthwhile to plan out your structure before you start, using an essay outline.

A common structure for a short expository essay consists of five paragraphs: An introduction, three body paragraphs, and a conclusion.

What can proofreading do for your paper?

Scribbr editors not only correct grammar and spelling mistakes, but also strengthen your writing by making sure your paper is free of vague language, redundant words and awkward phrasing.

Introducing your essay

Like all essays, an expository essay begins with an introduction. This serves to hook the reader’s interest, briefly introduce your topic, and provide a thesis statement summarizing what you’re going to say about it.

Hover over different parts of the example below to see how a typical introduction works.

Expository essay example: Introduction

In many ways, the invention of the printing press marked the end of the Middle Ages. The medieval period in Europe is often remembered as a time of intellectual and political stagnation. Prior to the Renaissance, the average person had very limited access to books and was unlikely to be literate. The invention of the printing press in the 15th century allowed for much less restricted circulation of information in Europe, paving the way for the Reformation.

Writing the body paragraphs

The body of your essay is where you cover your topic in depth. It often consists of three paragraphs, but may be more for a longer essay. This is where you present the details of the process, idea or topic you're explaining.

It's important to make sure each paragraph covers its own clearly defined topic, introduced with a topic sentence. Different topics (all related to the overall subject matter of the essay) should be presented in a logical order, with clear transitions between paragraphs.

Hover over different parts of the example paragraph below to see how a body paragraph is constructed.

Expository essay example: Body paragraph

The invention of the printing press in 1440 changed this situation dramatically. Johannes Gutenberg, who had worked as a goldsmith, used his knowledge of metals in the design of the press. He made his type from an alloy of lead, tin, and antimony, whose durability allowed for the reliable production of high-quality books. This new technology allowed texts to be reproduced and disseminated on a much larger scale than was previously possible. The Gutenberg Bible appeared in the 1450s, and a large number of printing presses sprang up across the continent in the following decades. Gutenberg's invention rapidly transformed cultural production in Europe; among other things, it would lead to the Protestant Reformation.

Concluding your essay

The conclusion of an expository essay serves to summarize the topic under discussion. It should not present any new information or evidence, but should instead focus on reinforcing the points made so far. Essentially, your conclusion is there to round off the essay in an engaging way.

Hover over different parts of the example below to see how a conclusion works.

Key takeaway
Finally, the essay ends with a strong statement that emphasizes the significance and interest of what has been discussed. It sums up the key point that you want the reader to take from the essay.

Expository essay example: Conclusion

The invention of the printing press was important not only in terms of its immediate cultural and economic effects, but also in terms of its major impact on politics and religion across Europe. In the century following the invention of the printing press, the relatively stationary intellectual atmosphere of the Middle Ages gave way to the social upheavals of the Reformation and the Renaissance. A single technological innovation had contributed to the total reshaping of the continent.

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, *which are based on Reading Passage 2 on the following pages.*

Questions 14–19

Reading Passage 2 has seven sections, **A–G**.

Choose the correct headings for sections ***A–F*** *from the list of headings below.*

Write the correct number, ***i–x****, in boxes 14–19 on your answer sheet.*

List of Headings

- **i** The results of the research into blood-variants
- **ii** Dental evidence
- **iii** Greenberg's analysis of the dental and linguistic evidence
- **iv** Developments in the methods used to study early population movements
- **v** Indian migration from Canada to the U.S.A.
- **vi** Further genetic evidence relating to the three-wave theory
- **vii** Long-standing questions about prehistoric migration to America
- **viii** Conflicting views of the three-wave theory, based on non-genetic evidence
- **ix** Questions about the causes of prehistoric migration to America
- **x** How analysis of blood-variants measures the closeness of the relationship between different populations

14 Section **A**

15 Section **B**

16 Section **C**

17 Section **D**

18 Section **E**

19 Section **F**

Example	*Answer*
Section **G**	**viii**

Population movements and genetics

A Study of the origins and distribution of human populations used to be based on archaeological and fossil evidence. A number of techniques developed since the 1950s, however, have placed the study of these subjects on a sounder and more objective footing. The best information on early population movements is now being obtained from the 'archaeology of the living body', the clues to be found in genetic material.

B Recent work on the problem of when people first entered the Americas is an example of the value of these new techniques. North-east Asia and Siberia have long been accepted as the launching ground for the first human colonisers of the New World[1]. But was there one major wave of migration across the Bering Strait into the Americas, or several? And when did this event, or events, take place? In recent years, new clues have come from research into genetics, including the distribution of genetic markers in modern Native Americans[2].

C An important project, led by the biological anthropologist Robert Williams, focused on the variants (called Gm allotypes) of one particular protein – immunoglobin G – found in the fluid portion of human blood. All proteins 'drift', or produce variants, over the generations, and members of an interbreeding human population will share a set of such variants. Thus, by comparing the Gm allotypes of two different populations (e.g. two Indian tribes), one can establish their genetic 'distance', which itself can be calibrated to give an indication of the length of time since these populations last interbred.

D Williams and his colleagues sampled the blood of over 5,000 American Indians in western North America during a twenty-year period. They found that their Gm allotypes could be divided into two groups, one of which also corresponded to the genetic typing of Central and South American Indians. Other tests showed that the Inuit (or Eskimo) and Aleut[3] formed a third group. From this evidence it was deduced that there had been three major waves of migration across the Bering Strait. The first, Paleo-Indian, wave more than 15,000 years ago was ancestral to all Central and South American Indians. The second wave, about 14,000–12,000 years ago, brought Na-Dene hunters, ancestors of the Navajo and Apache (who only migrated south from Canada about 600 or 700 years ago). The third wave, perhaps 10,000 or 9,000 years ago, saw the migration from North-east Asia of groups ancestral to the modern Eskimo and Aleut.

E How far does other research support these conclusions? Geneticist Douglas Wallace has studied mitochondrial DNA[4] in blood samples from three widely separated Native American groups: Pima-Papago Indians in Arizona, Maya Indians on the Yucatán peninsula, Mexico, and

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[1] New World: the American continent, as opposed to the so-called Old World of Europe, Asia and Africa
[2] modern Native American: an American descended from the groups that were native to America
[3] Inuit and Aleut: two of the ethnic groups native to the northern regions of North America (i.e. northern Canada and Greenland)
[4] DNA: the substance in which genetic information is stored

Ticuna Indians in the Upper Amazon region of Brazil. As would have been predicted by Robert Williams's work, all three groups appear to be descended from the same ancestral (Paleo-Indian) population.

F There are two other kinds of research that have thrown some light on the origins of the Native American population; they involve the study of teeth and of languages. The biological anthropologist Christy Turner is an expert in the analysis of changing physical characteristics in human teeth. He argues that tooth crowns and roots[5] have a high genetic component, minimally affected by environmental and other factors. Studies carried out by Turner of many thousands of New and Old World specimens, both ancient and modern, suggest that the majority of prehistoric Americans are linked to Northern Asian populations by crown and root traits such as incisor[6] shoveling (a scooping out on one or both surfaces of the tooth), single-rooted upper first premolars[6] and triple-rooted lower first molars[6].

According to Turner, this ties in with the idea of a single Paleo-Indian migration out of North Asia, which he sets at before 14,000 years ago by calibrating rates of dental micro-evolution. Tooth analyses also suggest that there were two later migrations of Na-Denes and Eskimo-Aleut.

G The linguist Joseph Greenberg has, since the 1950s, argued that all Native American languages belong to a single 'Amerind' family, except for Na-Dene and Eskimo-Aleut – a view that gives credence to the idea of three main migrations. Greenberg is in a minority among fellow linguists, most of whom favour the notion of a great many waves of migration to account for the more than 1,000 languages spoken at one time by American Indians. But there is no doubt that the new genetic and dental evidence provides strong backing for Greenberg's view. Dates given for the migrations should nevertheless be treated with caution, except where supported by hard archaeological evidence.

[5] crown/root: parts of the tooth
[6] incisor/premolar/molar: kinds of teeth

Questions 20 and 21

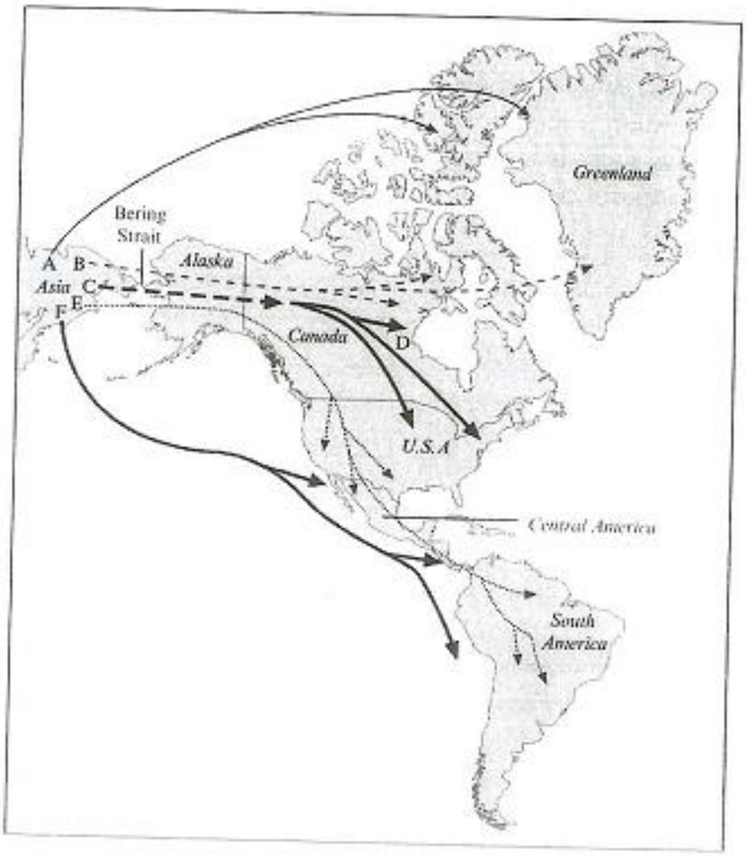
The discussion of Williams's research indicates the periods at which early people are thought to have migrated along certain routes. There are six routes, **A–F**, marked on the map below.

Complete the table below.

*Write the correct letter, **A–F**, in boxes 20 and 21 on your answer sheet.*

Route	Period (number of years ago)
20	15,000 or more
21	600 to 700

Early Population Movement to the Americas



Questions 22–25

Reading Passage 2 refers to the three-wave theory of early migration to the Americas. It also suggests in which of these three waves the ancestors of various groups of modern native Americans first reached the continent.

Classify the groups named in the table below as originating from

A the first wave
B the second wave
C the third wave

*Write the correct letter, **A**, **B** or **C**, in boxes 22–25 on your answer sheet.*

Name of group	**Wave number**
Inuit	**22** ....
Apache	**23** ....
Pima-Papago	**24** ....
Ticuna	**25** ....

Question 26

*Choose the correct letter, **A**, **B**, **C** or **D**.*

Write the correct letter in box 26 on your answer sheet.

Christy Turner's research involved the examination of

A teeth from both prehistoric and modern Americans and Asians.
B thousands of people who live in either the New or the Old World.
C dental specimens from the majority of prehistoric Americans.
D the eating habits of American and Asian populations.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 below.*

Forests are one of the main elements of our natural heritage. The decline of Europe's forests over the last decade and a half has led to an increasing awareness and understanding of the serious imbalances which threaten them. European countries are becoming increasingly concerned by major threats to European forests, threats which know no frontiers other than those of geography or climate: air pollution, soil deterioration, the increasing number of forest fires and sometimes even the mismanagement of our woodland and forest heritage. There has been a growing awareness of the need for countries to get together to co-ordinate their policies. In December 1990, Strasbourg hosted the first Ministerial Conference on the protection of Europe's forests. The conference brought together 31 countries from both Western and Eastern Europe. The topics discussed included the co-ordinated study of the destruction of forests, as well as how to combat forest fires and the extension of European research programs on the forest ecosystem. The preparatory work for the conference had been undertaken at two meetings of experts. Their initial task was to decide which of the many forest problems of concern to Europe involved the largest number of countries and might be the subject of joint action. Those confined to particular geographical areas, such as countries bordering the Mediterranean or the Nordic countries therefore had to be discarded. However, this does not mean that in future they will be ignored.

As a whole, European countries see forests as performing a triple function: biological, economic and recreational. The first is to act as a 'green lung' for our planet; by means of photosynthesis, forests produce oxygen through the transformation of solar energy, thus fulfilling what for humans is the essential role of an immense, non-polluting power plant. At the same time, forests provide raw materials for human activities through their constantly renewed production of wood. Finally, they offer those condemned to spend five days a week in an urban environment an unrivalled area of freedom to unwind and take part in a range of leisure activities, such as hunting, riding and hiking. The economic importance of forests has been understood since the dawn of man – wood was the first fuel. The other aspects have been recognised only for a few centuries but they are becoming more and more important. Hence, there is a real concern throughout Europe about the damage to the forest environment which threatens these three basic roles.

The myth of the 'natural' forest has survived, yet there are effectively no remaining 'primary' forests in Europe. All European forests are artificial, having been adapted and exploited by man for thousands of years. This means that a forest policy is vital, that it must transcend national frontiers and generations of people, and that it must allow for the inevitable changes that take place in the forests, in needs, and hence in policy. The Strasbourg conference was one of the first events on such a scale to reach this conclusion. A general declaration was made that 'a central place in any ecologically coherent forest policy must be given to continuity over time and to the possible effects of unforeseen events, to ensure that the full potential of these forests is maintained'.

That general declaration was accompanied by six detailed resolutions to assist national policy-making. The first proposes the extension and systematisation of surveillance sites to monitor forest decline. Forest decline is still poorly understood but leads to the loss of a high proportion of a tree's needles or leaves. The entire continent and the majority of species are now affected: between 30% and 50% of the tree population. The condition appears to result from the cumulative effect of a number of factors, with atmospheric pollutants the principal culprits. Compounds of nitrogen and sulphur dioxide should be particularly closely watched. However, their effects are probably accentuated by climatic factors, such as drought and hard winters, or soil imbalances such as soil acidification, which damages the roots. The second resolution concentrates on the need to preserve the genetic diversity of European forests. The aim is to reverse the decline in the number of tree species or at least to preserve the 'genetic material' of all of them. Although forest fires do not affect all of Europe to the same extent, the amount of damage caused the experts to propose as the third resolution that the Strasbourg conference consider the establishment of a European databank on the subject. All information used in the development of national preventative policies would become generally available. The subject of the fourth resolution discussed by the ministers was mountain forests. In Europe, it is undoubtedly the mountain ecosystem which has changed most rapidly and is most at risk. A thinly scattered permanent population and development of leisure activities, particularly skiing, have resulted in significant long-term changes to the local ecosystems. Proposed developments include a preferential research program on mountain forests. The fifth resolution relaunched the European research network on the physiology of trees, called Eurosilva. Eurosilva should support joint European research on tree diseases and their physiological and biochemical aspects. Each country concerned could increase the number of scholarships and other financial support for doctoral theses and research projects in this area. Finally, the conference established the framework for a European research network on forest ecosystems. This would also involve harmonising activities in individual countries as well as identifying a number of priority research topics relating to the protection of forests. The Strasbourg conference's main concern was to provide for the future. This was the initial motivation, one now shared by all 31 participants representing 31 European countries. Their final text commits them to on-going discussion between government representatives with responsibility for forests.

Questions 27–33

Do the following statements agree with the information given in Reading Passage 3?

In boxes 27–33 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

27 Forest problems of Mediterranean countries are to be discussed at the next meeting of experts.

28 Problems in Nordic countries were excluded because they are outside the European Economic Community.

29 Forests are a renewable source of raw material.

30 The biological functions of forests were recognised only in the twentieth century.

31 Natural forests still exist in parts of Europe.

32 Forest policy should be limited by national boundaries.

33 The Strasbourg conference decided that a forest policy must allow for the possibility of change.

Questions 34–39

Look at the following statements issued by the conference.

Which six of the following statements, **A–J**, refer to the resolutions that were issued?

Match the statements with the appropriate resolutions (Questions 34–39).

*Write the correct letter, **A–J**, in boxes 34–39 on your answer sheet.*

A	All kinds of species of trees should be preserved.
B	Fragile mountain forests should be given priority in research programs.
C	The surviving natural forests of Europe do not need priority treatment.
D	Research is to be better co-ordinated throughout Europe.
E	Information on forest fires should be collected and shared.
F	Loss of leaves from trees should be more extensively and carefully monitored.
G	Resources should be allocated to research into tree diseases.
H	Skiing should be encouraged in thinly populated areas.
I	Soil imbalances such as acidification should be treated with compounds of nitrogen and sulphur.
J	Information is to be systematically gathered on any decline in the condition of forests.

34 Resolution 1

35 Resolution 2

36 Resolution 3

37 Resolution 4

38 Resolution 5

39 Resolution 6

Question 40

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in box 40 on your answer sheet.

40 What is the best title for Reading Passage 3?

- **A** The biological, economic and recreational role of forests
- **B** Plans to protect the forests of Europe
- **C** The priority of European research into ecosystems
- **D** Proposals for a world-wide policy on forest management

LESSON 21 – 22

<table>
<tr><td>Theme №</td><td colspan="2">Argumentative essay</td></tr>
<tr><td colspan="2">Length: 80 minutes</td><td>Number of students ___</td></tr>
<tr><td colspan="3">Lesson Outline
1. Warmer-discussion
2. Activity 1. Writing an Argumentative essay
3. Activity 2. First draft writing
4. Activity 3. Final version writing
5. Activity 4. Case study</td></tr>
<tr><td colspan="3">The aim: By the end of the lesson students will be able to write Argumentative essay by knowing how to write the structure of Argumentative essay</td></tr>
<tr><td colspan="3">Objectives:
❖ To provide students with formal Argumentative essay structure;
❖ To prepare students to write an Argumentative essay;
❖ To increase their ability in writing skills;
❖ To focus the students' attention in writing;</td></tr>
<tr><td>Activity Type:</td><td colspan="2">Individual, small group, whole class(teacher-students)</td></tr>
</table>

Time: 80 minutes

Aim: By the end of the lesson students will be able to write a letter of complaint

Objectives:

- ❖ To provide students with Argumentative essay;
- ❖ To prepare students to write Argumentative essay;
- ❖ To increase their ability in writing skills;
- ❖ To focus the students' attention in writing;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically
- ➢ Let each group present its own responds and then discuss it with the whole class.

Activity 1 <u>writing an Argumentative essay</u>

Objective:

- to let students follow the structure of a formal letter while writing a letter of complaint

Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going to write an Argumentative essay.
- Give a situation ask them to think how they would feel about it.
- Tell them to plan a letter as if they were that rail traveler. Ask students to follow the four-paragraph structure.
- Remind students to focus on avoiding repetition.

Activity 2 <u>first draft writing</u>

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to write a first draft of Argumentative essay, using 150-180 words.
- Tell them to follow their plan and write in formal language including as many features like full, uncontracted forms, formal expressions, as they can.
- Remind them that while writing an Argumentative essay, they should keep the tone serious and businesslike. And not to write any more than is necessary for their purpose
- Then ask students to read through their Argumentative essay carefully, checking the following points:

- If their language is appropriately formal;
- If it is clear what they are complaining about;
- If it is clear what they want the other person to do;
- If they have included any information which is not essential;

.**Activity 3 - Final version writing**

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to write the final version of Argumentative essay, making any necessary corrections and improvements.
- Let students exchange Argumentative essay with a partner, then read carefully what they have written.
- Ask them to write a reply to their partner's Argumentative essay as if they were the rail company employee who deals with customer complaints. They should answer all the Argumentative essay's key points.
- At the end ask them to do an extra practice. Ask them to rewrite the impolite or inappropriately informal extracts from Argumentative essay.

Material for the lesson

How to Write an Argumentative Essay

Some students may struggle when it comes to creating an argumentative essay because it might seem too complex and multilayered. Don't worry, we're here to help you. Argumentative essays are usually assigned to students on SAT, ACT, IELTS, and TOEFL tests. This type of paper can also be assigned as coursework.

Learning this style of writing is the beginning of your journey to getting the grades that you deserve. Read this article to learn how to write an argumentative essay with an expert essay writing service.

What Is an Argumentative Essay?

An argumentative essay is a style of academic writing where an author presents both sides of an argument or issue. The main purpose of an argumentative essay is to inform rather than convince – that's why this type of paper should not be confused with a persuasive essay.

The following skills are evaluated when grading an argumentative essay:

- Research skills
- Writing skills
- Analytical skills

This type of paper is assigned to train a student's ability to debate. It can therefore greatly influence the public speaking skills of a person later on in their life. When writing an argumentative essay, it is important to focus on facts and information rather than personal ideas or preferences. The author may present arguments equally, or support one in favour of others. Regardless, the thesis must include all of the primary points (and counterpoints) that will appear in the essay. It is almost like a political debate with oneself.

Elements of an Argumentative Essay

- **Position**: It's essential to determine which side of the argument you are taking. For example, you may be arguing that tobacco products or cannabis should be made illegal. Make a point to express why you took your initial position. For example, you may provide exact reasons to show how tobacco products may be damaging people’s health.
- **Evidence**: This is where you should provide factual substantiation for your reasons from outside resources. It is very important to give citations and references for where you gathered your evidence. If there is no proof, the evidence may not be taken into account. For example, you could cite health studies or scientific papers related to the effects of tobacco products on peoples’ health to prove your statement.
- **Counterarguments**: This is where you need to present the other side of the issue. Provide the opposing argument from your point of view. After stating these counterarguments, you should state why they are false, weak, or ineffective by presenting further evidence.

3 Ways to Approach Argumentative Writing

There are three main ways to approach an argumentative essay. These techniques will help you create a proper structure.

1. Classical Approach

This is the most common approach and consists of the following:

- **An introduction** where you introduce the central message of your paper (the thesis statement). Example: Tobacco products can induce various health problems, including cancers, heart attacks, and obesity.
- **Background of the subject** where you introduce early studies about children who have grown up in adoptive environments. Here you can also talk about the long-term effects of smoking.

- **Main arguments** — Talk about the main points of your position. For example, you could write about the feeling of addiction that makes it difficult to give up smoking.
- **Refutation** — Here is where your counterarguments come into place. Introduce the opposite side you will need to refute as being invalid. Example: Some people think that smoking does not affect health and that genetic predisposition is more impactful in causing problems for one's health. However, there is major evidence which shows that smoking can cause bigger long-term damage to lungs than a genetic predisposition to cancer.
- **Conclusion** — Present all of the main arguments and provide solutions or studies that need to be conducted in the future.

2. Rogerian Approach

This approach works best if the topic of your argumentative essay is highly polemical or is a potential seed for different discussions. For instance, such issues as causes of global warming, gender identification problems, and philosophical problems work best if the Rogerian approach is applied. There is no specific structure that needs to be followed in the Rogerian approach. It's more about how you present the information: be sympathetic to both sides of the argument. It's important to concede that the opposing side may also be valid. So, the more wide-scoped view of a subject you take, the better. You don't have to solve the issue, it's more important to explore the compromise between the two sides to arrive at a solution to a pressing problem.

3. Toulmin Approach

This strategy can be quite useful in polemical arguments. It aims to find common ground within an argument and eliminate unnecessary arguments. For example, if your topic revolves around the question of whether drugs should be legal, then you would need to explore the biggest issues on both sides of the argument. Here you can talk about the pros and cons.

Steps for Writing Your Argumentative Essay

Step 1: Look for Argumentative Essay Topics

Just like with all other essay types, here are a ton of topics to choose from. The main criteria should be the following:

- coherency and relativity to your studied subject;
- importance;
- inherent values;
- potential for further research.

However, it is important to remember that it must be presented in a debate format. In other words, explain why option A is better than option B, or vice versa. Even in the Rogerian approach, you need to be able to pick a side, but do it very carefully.

Here are some good argumentative essay topics to get you started:

- Apple vs. Microsoft: Which software brand is more useful for students?
- Do violent video games have a negative psychological impact on children?
- From a financial perspective, should one invest in cryptocurrencies?
- From an economic standpoint, are electric cars better overall?
- Has society become too reliant on technology?

Good Argumentative Essay Topics for High School

As students begin writing this type of content in school, it is essential to give them easy essay topics for them to get a grasp of the task. Here are some examples:

- What is the most important second language to learn as a student in the US?
- Should the minimum driving age be lowered?
- Are standardized tests a fair reflection of a student's skills?
- Are athletes overpaid?
- Should high school students be free to choose their classes?

Topics for College

As we transition to the university level, the complexity of the question asked should also grow. With that being said, here are some challenging topics for college students:

- Is there enough evidence to prove that news sources have biased agendas?
- Would the legalization of marijuana as a recreational drug be economically justifiable?

- Can we constitute Russia as a superpower alongside the USA and China?
- What was the most influential technological advancement in the history of humanity?
- Should we sacrifice some public services for lower taxes?

Step 2: Conducting Research

Conducting research includes several steps:

- Choosing the side you will represent.
- Picking an argument that can appeal to your audience.
- Researching who else supports this argument.
- Researching the objections your reader might raise.
- Organizing your evidence.

In addition, you should check criteria for the validity of your information:

- Accuracy
- Credibility of sources
- Timeliness
- Objectivity or bias
- Reliability

Step 3: Writing an Argumentative Essay Outline

Now that we understand what this type of writing is all about, we can start putting the pieces of the argumentative essay outline together. So, let’s take a look at how to start an argumentative essay.

Usually written in the five-paragraph structure, the argumentative essay format consists of an introduction, 2-3 body paragraphs, and a conclusion. Logically, each of those three sections will have a unique structure, so understanding them on an individual level will help ensure a smooth writing process. We will be using "the Internet" as the most significant technological advancement in society as an example.

1. Introduction

- **Hook Statement:** As with most other types of assignments, an argumentative essay introduction should attempt to captivate readers' interest from the very beginning. Create a sentence that stands out from the rest of the text. Consider using a rhetorical question, a meaningful quote, or an intriguing idea. The goal is to get your audience reaching for a bag of popcorn right after reading the hook.

Example: Could you imagine how different our world would be without the creation of the Internet?

- **Background Information:** After gathering the audience's attention, the next step is to present any necessary context to narrow the focus of the discussion. This information should not yet reveal any of the main arguments from the body. Also, it should ideally transition the train of thought towards the thesis statement.
- **Thesis Statement:** The last sentence of the introduction should present the focal point/central argument of your entire paper. Remember – your primary objective is to defend your idea, so the thesis must directly state what your idea is and why it is correct.

Example: The invention of the Internet has helped interconnect the world like nothing else ever seen before, created millions of jobs and being used by the majority of the world's population.

2. Body Paragraphs

- **Topic Sentence:** Start with a sentence that transitions the focus from the previous paragraph to the current one. It should also introduce the main sub-argument for its particular section.

Example: Alongside global connectivity, the Internet and IT has helped create over 10 million jobs worldwide.

- **Claim:** After presenting your topic sentence, it is time to link your main sub-argument to your thesis statement. The goal is to explain how this point validates and strengthens your central message.

Example: Thanks to the job creation provided by IT, a large percentage of students are finding an enjoyable career path that helps its field's development and offers high wages.

- **Evidence:** After providing a valid claim, you must defend it with factual support. Examples of this can be statistics, references, or logical ideas that support your claims; if this information comes from credible external sources, it will add to the essay's overall validity.

Example: Internet technology has given 0.15% of the world's population a stable income. Also, since IT-related positions consistently make over 6 figures per year, this salary is enough to support a family of 4-5. Therefore, IT-related positions single-handedly back slightly less than 1% of the world's income.

- **Concluding Statement:** After presenting a defendable claim and supporting it with evidence, end the body paragraph with a concluding statement. The primary goal of this sentence is to summarize the overall significance of the claim to the thesis. In other words, why was this particular point so essential?

Example: From digital marketing to software engineering, the development of IT has had a predominantly positive impact on society regarding utility, economics, and finding one's passion.

Note that this structure works for each body paragraph. The main difference is in the paragraph's actual claim, supporting evidence, etc.

3. Conclusion

- **Restate the Thesis**: The first sentence of any conclusion should always be a restatement of your central message (thesis statement). Using assertive language, restate your thesis in an "I have 100% proven this point" kind of way. When information is presented to an audience with confidence, they become more inclined to position themselves with that side of the argument.
- **Brief Summarization of Sub-Arguments**: Most likely, the audience has already forgotten some of the information you presented. For this reason, go back through and review your main points, giving your argument closure.

Example: As can be seen with the information presented above, the creation and development of the Internet is indisputably the most significant technological advancement of all time.

- **Overall Concluding Statement**: To end your argumentative essay outline with a bang, present a memorable concluding statement. Usually, this sentence will express the universal importance of the information and should leave the reader with a prompt to further investigate the topic.

Example: Realistically speaking, our society would not have developed as exponentially fast without the invention of the internet; the unparalleled value of global connectivity within seconds is an unrivalled perk, and with thorough exploration, more development will inevitably be uncovered.

Step 4: Editing

When editing, make sure to do the following:

- Leave the first draft to lay for some time before picking it again.
- Double check grammar and punctuation while revising the draft.
- Double check the evidence you used in your arguments.
- If you have somebody to proofread your work, take advantage of it.

Here are questions to check by yourself before submitting your argumentative essay:

- Does your thesis include a statement that anybody could argue for or against?
- Are all your arguments clearly worded and coherent?
- Did you use the best examples to support your arguments?
- Have you managed to successfully present and refute any counterargument(s)?
- Does the conclusion give an interesting look into the future of this topic?

Argumentative Essay Examples

Below you can find some good argumentative essay examples. The first essay talks about the value that comes with the freedom of being able to strike for public workers.

Argumentative Essay Example: Should Public Workers be Allowed to Strike?

Say goodbye to 'stress at work' and welcome the 'freedom to express yourself'. Most public workers are denied their right of expression even after being exposed to bad working conditions and rights violations. These violations deny them the morale for performing well on their duties. Enabling workers to strike motivates them to work since it encourages them to speak out whenever they feel their rights, safety, and/or regulations have been compromised. Countries across the globe should always allow public workers to strike.

The second essay discusses the importance of economic equality in a nation, alongside possible repercussions and potential threats if not met.

Argumentative Essay Example: Wealth Inequality

Wealth inequality is not just how much a particular nation possesses, rather it concerns how wealth is shared within a society. Every society has a variety of factors that make them different; inequality leads to a host of problems, as various aspects of a society are made uneven, including views, attitudes, and beliefs. Financial inequality is the level in which wealth is shared unevenly to members of a particular group or society. Wealth is not only encompassed by a certain individual's yearly pay, but of all of the assets or resources received by employment, investments, state benefits, rent, and/or royalties. Economic inequality can be experienced through pay, wealth, or income. Income is any pay received through investments, savings, employment, rent, etc., while pay inequality is the disparity between the pay received through employment only. When there is too much economic inequality, there are high levels of poverty and minimal opportunities for kids to overcome their parent's efforts. It is important to note that levels of economic inequality are not the same in different societies.

Final Tips

When it comes to writing and constructing your final draft, make sure each tip listed below is considered.

- Find a topic and make sure it has counter arguments.
- Gather of research on both sides of the argument to avoid sounding biased.
- Make sure all of the facts included in your argumentative essay are accurate.
- Follow guides that illustrate how to write an argumentative essay step by step to improve the way your performance on these assignments.
- Structure the essay properly with: Introduction, Body, and Conclusion or you will lose marks.
- Before writing, list all information in an outline.
- Remember to cite the sources used and avoid plagiarism.
- Get other people to read your work to see if they're persuaded by your writing.
- Don't include your own opinion in work. Stick to key facts and evidence.
- Run your paper through a grammar checker — just in case.

Once these writing tips have been revised and applied, you are one step closer to mastering the art of argumentative essay writing.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 below.*

EFFECTS OF NOISE

In general, it is plausible to suppose that we should prefer peace and quiet to noise. And yet most of us have had the experience of having to adjust to sleeping in the mountains or the countryside because it was initially 'too quiet', an experience that suggests that humans are capable of adapting to a wide range of noise levels. Research supports this view. For example, Glass and Singer (1972) exposed people to short bursts of very loud noise and then measured their ability to work out problems and their physiological reactions to the noise. The noise was quite disruptive at first, but after about four minutes the subjects were doing just as well on their tasks as control subjects who were not exposed to noise. Their physiological arousal also declined quickly to the same levels as those of the control subjects.

But there are limits to adaptation and loud noise becomes more troublesome if the person is required to concentrate on more than one task. For example, high noise levels interfered with the performance of subjects who were required to monitor three dials at a time, a task not unlike that of an aeroplane pilot or an air-traffic controller (Broadbent, 1957). Similarly, noise did not affect a subject's ability to track a moving line with a steering wheel, but it did interfere with the subject's ability to repeat numbers while tracking (Finkelman and Glass, 1970).

Probably the most significant finding from research on noise is that its predictability is more important than how loud it is. We are much more able to 'tune out' chronic background noise, even if it is quite loud, than to work under circumstances with unexpected intrusions of noise. In the Glass and Singer study, in which subjects were exposed to bursts of noise as they worked on a task, some subjects heard loud bursts and others heard soft bursts. For some subjects, the bursts were spaced exactly one minute apart (predictable noise); others heard the same amount of noise overall, but the bursts

	Unpredictable Noise	**Predictable Noise**	**Average**
Loud noise	40.1	31.8	35.9
Soft noise	36.7	27.4	32.1
Average	38.4	29.6	

Table 1: ***Proofreading Errors and Noise***

occurred at random intervals (unpredictable noise). Subjects reported finding the predictable and unpredictable noise equally annoying, and all subjects performed at about the same level during the noise portion of the experiment. But the different noise conditions had quite different after-effects when the subjects were required to proofread written material under conditions of no noise. As shown in Table 1 the unpredictable noise produced more errors in the later proofreading task than predictable noise; and soft, unpredictable noise actually produced slightly more errors on this task than the loud, predictable noise.

Apparently, unpredictable noise produces more fatigue than predictable noise, but it takes a while for this fatigue to take its toll on performance.

Predictability is not the only variable that reduces or eliminates the negative effects of noise. Another is control. If the individual knows that he or she can control the noise, this seems to eliminate both its negative effects at the time and its after-effects. This is true even if the individual never actually exercises his or her option to turn the noise off (Glass and Singer, 1972). Just the knowledge that one has control is sufficient.

The studies discussed so far exposed people to noise for only short periods and only transient effects were studied. But the major worry about noisy environments is that living day after day with chronic noise may produce serious, lasting effects. One study, suggesting that this worry is a realistic one, compared elementary school pupils who attended schools near Los Angeles's busiest airport with students who attended schools in quiet neighbourhoods (Cohen et al., 1980). It was found that children from the noisy schools had higher blood pressure and were more easily distracted than those who attended the quiet schools. Moreover, there was no evidence of adaptability to the noise. In fact, the longer the children had attended the noisy schools, the more distractible they became. The effects also seem to be long lasting. A follow-up study showed that children who were moved to less noisy classrooms still showed greater distractibility one year later than students who had always been in the quiet schools (Cohen et al, 1981). It should be noted that the two groups of children had been carefully matched by the investigators so that they were comparable in age, ethnicity, race, and social class.

Questions 27–29

Choose the correct letter, ***A, B, C*** *or* ***D.***

Write the correct letter in boxes 27–29 on your answer sheet.

27 The writer suggests that people may have difficulty sleeping in the mountains because

A humans do not prefer peace and quiet to noise.
B they may be exposed to short bursts of very strange sounds.
C humans prefer to hear a certain amount of noise while they sleep.
D they may have adapted to a higher noise level in the city.

28 In noise experiments, Glass and Singer found that

A problem-solving is much easier under quiet conditions.
B physiological arousal prevents the ability to work.
C bursts of noise do not seriously disrupt problem-solving in the long term.
D the physiological arousal of control subjects declined quickly.

29 Researchers discovered that high noise levels are not likely to interfere with the

A successful performance of a single task.
B tasks of pilots or air traffic controllers.
C ability to repeat numbers while tracking moving lines.
D ability to monitor three dials at once.

Questions 30–34

Complete the summary using the list of words and phrases, A–J, below.

Write the correct letter, A–J, in boxes 30–34 on your answer sheet.

NB *You may use any letter more than once.*

Glass and Singer (1972) showed that situations in which there is intense noise have less effect on performance than circumstances in which **30** .... noise occurs. Subjects were divided into groups to perform a task. Some heard loud bursts of noise, others soft. For some subjects, the noise was predictable, while for others its occurrence was random. All groups were exposed to **31** .... noise. The predictable noise group **32** .... the unpredictable noise group on this task.

In the second part of the experiment, the four groups were given a proofreading task to complete under conditions of no noise. They were required to check written material for errors. The group which had been exposed to unpredictable noise **33** .... the group which had been exposed to predictable noise. The group which had been exposed to loud predictable noise performed better than those who had heard soft, unpredictable bursts. The results suggest that **34** .... noise produces fatigue but that this manifests itself later.

A	no control over
B	unexpected
C	intense
D	the same amount of
E	performed better than
F	performed at about the same level as
G	no
H	showed more irritation than
I	made more mistakes than
J	different types of

Questions 35–40

Look at the following statements (Questions 35–40) and the list of researchers below.

Match each statement with the correct researcher(s), ***A–E****.*

Write the correct letter, ***A–E****, in boxes 35–40 on your answer sheet.*

NB You may use any letter more than once.

35 Subjects exposed to noise find it difficult at first to concentrate on problem-solving tasks.

36 Long-term exposure to noise can produce changes in behaviour which can still be observed a year later.

37 The problems associated with exposure to noise do not arise if the subject knows they can make it stop.

38 Exposure to high-pitched noise results in more errors than exposure to low-pitched noise.

39 Subjects find it difficult to perform three tasks at the same time when exposed to noise.

40 Noise affects a subject's capacity to repeat numbers while carrying out another task.

List of Researchers

A	Glass and Singer
B	Broadbent
C	Finkelman and Glass
D	Cohen et al.
E	None of the above

Questions 8–14

The text on page 107 has seven sections, **A–G**.

Choose the correct heading for each section from the list of headings below.

Write the correct number, ***i–x****, in boxes 8–14 on your answer sheet.*

List of Headings	
i	Re-heating
ii	Foods with skins
iii	Keeping your oven clean
iv	Standing time
v	Rapid cooking times
vi	Using a thermometer
vii	Small quantities of food
viii	Deep fat frying
ix	Foods low in moisture
x	Liquids

8 Section **A**

9 Section **B**

10 Section **C**

11 Section **D**

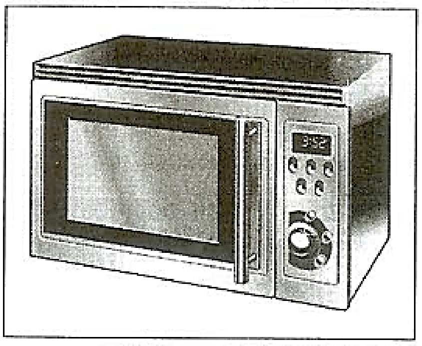
12 Section **E**

13 Section **F**

14 Section **G**

Using your new microwave oven

Some important points to note



A As microwave cooking times are much shorter than other cooking times, it is essential that recommended cooking times are not exceeded without first checking the food.

B Take care when heating small amounts of food as these can easily burn, dry out or catch fire if cooked too long. Always set short cooking times and check the food frequently.

C Take care when heating 'dry' foods, e.g. bread items, chocolate and pastries. These can easily burn or catch fire if cooked too long.

D Some processed meats, such as sausages, have non-porous casings. These must be pierced by a fork before cooking, to prevent bursting. Whole fruit and vegetables should be similarly treated.

E When heating soup, sauces and beverages in your microwave oven, heating beyond boiling point can occur without evidence of bubbling. Care should be taken not to overheat.

F When warming up food for a second time, it is essential that it is served 'piping hot', i.e. steam is being emitted from all parts and any sauce is bubbling. For foods that cannot be stirred, e.g. pizza, the centre should be cut with a knife to test it is well heated through.

G It is important for the safe operation of the oven that it is wiped out regularly. Use warm, soapy water, squeeze the cloth out well and use it to remove any grease or food from the interior. The oven should be unplugged during this process.

LESSON 23 – 24

<table>
<tr><td>Theme</td><td colspan="2">Narrative essay</td></tr>
<tr><td colspan="2">Length: 80 minutes</td><td>Number of students ___</td></tr>
<tr><td colspan="3">Lesson Outline
1. Warmer-discussion
2. Activity 1. Writing an Narrative essay
3. Activity 2. First draft writing
4. Activity 3. Final version writing
5. Activity 4. Case study</td></tr>
<tr><td colspan="3">The aim: By the end of the lesson students will be able to write Narrative essay by knowing how to write the structure of Narrative essay</td></tr>
<tr><td colspan="3">Objectives:
❖ To provide students with formal Narrative essay structure;
❖ To prepare students to write a Narrative essay;
❖ To increase their ability in writing skills;
❖ To focus the students' attention in writing;</td></tr>
<tr><td>Activity Type:</td><td colspan="2">Individual, small group, whole class(teacher-students)</td></tr>
</table>

Time: 80 minutes

Aim: By the end of the lesson students will be able to write a letter of complaint

Objectives:

- ❖ To provide students with Narrative essay;
- ❖ To prepare students to write Narrative essay;
- ❖ To increase their ability in writing skills;
- ❖ To focus the students' attention in writing;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically
- ➢ Let each group present its own responds and then discuss it with the whole class.

Activity 1 <u>writing a Narrative essay</u>

Objective:

- to let students follow the structure of a formal letter while writing a letter of complaint
  Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going to write a Narrative essay.
- Give a situation ask them to think how they would feel about it.
- Tell them to plan a letter as if they were that rail traveler. Ask students to follow the four-paragraph structure.
- Remind students to focus on avoiding repetition.

Activity 2 <u>first draft writing</u>

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to write a first draft of Narrative essay, using 150-180 words.
- Tell them to follow their plan and write in formal language including as many features like full, uncontracted forms, formal expressions, as they can.
- Remind them that while writing a Narrative essay, they should keep the tone serious and businesslike. And not to write any more than is necessary for their purpose
- Then ask students to read through their Narrative essay carefully, checking the following points:
- If their language is appropriately formal;
- If it is clear what they are complaining about;
- If it is clear what they want the other person to do;
- If they have included any information which is not essential;

Activity 3 - Final version writing

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to write the final version of Narrative essay, making any necessary corrections and improvements.

- Let students exchange Narrative essay with a partner, then read carefully what they have written.
- Ask them to write a reply to their partner's Narrative essay as if they were the rail company employee who deals with customer complaints. They should answer all the Narrative essay's key points.
- At the end ask them to do an extra practice. Ask them to rewrite the impolite or inappropriately informal extracts from Narrative essay.

Material for the lesson

How to write a narrative essay

Published on July 24, 2020 by Jack Caulfield. Revised on October 15, 2020.

A narrative essay tells a story. In most cases, this is a story about a personal experience you had. This type of essay, along with the descriptive essay, allows you to get personal and creative, unlike most academic writing.

Narrative essays test your ability to express your experiences in a creative and compelling way, and to follow an appropriate narrative structure. They are often assigned in high school or in composition classes at university. You can also use these techniques when writing a personal statement for an application.

Table of contents

What is a narrative essay for?

When assigned a narrative essay, you might find yourself wondering: Why does my teacher want to hear this story? Topics for narrative essays can range from the important to the trivial. Usually the point is not so much the story itself, but the way you tell it.

A narrative essay is a way of testing your ability to tell a story in a clear and interesting way. You're expected to think about where your story begins and ends, and how to convey it with eye-catching language and a satisfying pace.

These skills are quite different from those needed for formal academic writing. For instance, in a narrative essay the use of the first person ("I") is encouraged, as is the use of figurative language, dialogue, and suspense.

Choosing a topic

Narrative essay assignments vary widely in the amount of direction you're given about your topic. You may be assigned quite a specific topic or choice of topics to work with.

Specific prompts

- Write a story about your first day of school.
- Write a story about your favorite holiday destination.

You may also be given prompts that leave you a much wider choice of topic.

Open-ended prompts

- Write about an experience where you learned something about yourself.
- Write about an achievement you are proud of. What did you accomplish, and how?

In these cases, you might have to think harder to decide what story you want to tell. The best kind of story for a narrative essay is one you can use to talk about a particular theme or lesson, or that takes a surprising turn somewhere along the way.

For example, a trip where everything went according to plan makes for a less interesting story than one where something unexpected happened that you then had to respond to. Choose an experience that might surprise the reader or teach them something.

Narrative essays in college applications

When applying for college, you might be asked to write a narrative essay that expresses something about your personal qualities.

For example, this application prompt from Common App requires you to respond with a narrative essay.

College application promptRecount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?

In this context, choose a story that is not only interesting but also expresses the qualities the prompt is looking for—here, resilience and the ability to learn from failure—and frame the story in a way that emphasizes these qualities.

What can proofreading do for your paper?

Scribbr editors not only correct grammar and spelling mistakes, but also strengthen your writing by making sure your paper is free of vague language, redundant words and awkward phrasing.

Interactive example of a narrative essay

An example of a short narrative essay, responding to the prompt "Write about an experience where you learned something about yourself," is shown below.

Hover over different parts of the text to see how the structure works.

Narrative essay example

Since elementary school, I have always favored subjects like science and math over the humanities. My instinct was always to think of these subjects as more solid and serious than classes like English. If there was no right answer, I thought, why bother? But recently I had an experience that taught me my academic interests are more flexible than I had thought: I took my first philosophy class.

Before I entered the classroom, I was skeptical. I waited outside with the other students and wondered what exactly philosophy would involve—I really had no idea. I imagined something pretty abstract: long, stilted conversations pondering the meaning of life. But what I got was something quite different.

A young man in jeans, Mr. Jones—"but you can call me Rob"—was far from the white-haired, buttoned-up old man I had half-expected. And rather than pulling us into pedantic arguments about obscure philosophical points, Rob engaged us on our level. To talk free will, we looked at our own choices. To talk ethics, we looked at dilemmas we had faced ourselves. By the end of class, I'd discovered that questions with no right answer can turn out to be the most interesting ones.

The experience has taught me to look at things a little more "philosophically"—and not just because it was a philosophy class! I learned that if I let go of my preconceptions, I can actually get a lot out of subjects I was previously dismissive of. The class taught me—in more ways than one—to look at things with an open mind.

Definition of Narrative Essay

A narrative essay is a type of essay that has a single motif, or a central point, around which the whole narrative revolves. All incidents, happenings, and characters revolve around a single motif presented in the narrative. A narrative essay is similar to a simple five-paragraph essay, in that it has the same format. It is only different in that it is a narrative, having characters, incidents, and dialogues.

Difference Between a Narrative Essay and a Short Story

A narrative essay has a specific format, specific aspect to discover, and a specific motif. It revolves around that motif set by the writer prior to writing the essay. A short story, however, is different from a narrative essay in that it does not revolve around a pre-set motif, and that it does not have a specific format. Also, a short story always leaves readers at a critical juncture with the desire to discover more. In contrast, a narrative essay ends when the readers are fully satisfied. They do not wish to read any more or do not want to discover anymore.

Elements of a Narrative Essay

A narrative essay has three required elements: character, theme, and dialogue.

Character

Characters are an important part of a narrative essay. Even if the essay is autobiographical in nature, the person writing the essay is a character involving some other characters who act, behave, and do like all other characters presented in stories and novels.

Theme **or Motif**

A narrative essay revolves around a theme or a motif. This theme or motif is presented in its thesis statement, which breaks it down into three distinct evidences. These three distinct evidences are then further elaborated through characters in body paragraphs.

Dialogue

Dialogue is used to capture the conversation between characters. In a narrative essay, dialogue is the third important element, without which the characters lose their worth and liveliness.

Examples of Narrative Essays in Literature

Example #1: *New Directions* (by Maya Angelou)

> “Annie, over six feet tall, big-boned, decided that she would not go to work as a domestic and leave her “precious babes” to anyone else’s care. There was no possibility of being hired at the town’s cotton gin or lumber mill, but maybe there was a way to make the two factories work for her. In her words, “I looked up the road I was going and back the way I come, and since I wasn’t satisfied, I decided to step off the road and cut me a new path.” She told herself that she wasn’t a fancy cook but that she could “mix groceries well enough to scare hungry away and keep from starving a man.”

This paragraph is an example from a narrative essay of Maya Angelou. She has described how a girl looks, and how she behaves. She has also written direct dialogues to show that it is a narrative.

Example #2: *Saturday Evening Post* (by Russell Baker)

> “When I burst in that afternoon she was in conference with an executive of the Curtis Publishing Company. She introduced me. He bent low from the waist and shook my hand. Was it true as my mother had told him, he asked, that I longed for the opportunity to conquer the world of business?

My Mother replied that I was blessed with a rare determination to make something of myself.

'That's right,' I whispered.

'But have you got the grit, the character, the never-say-quit spirit it takes to succeed in business?'

My Mother said I certainly did."

In this piece from a narrative essay by Russell Baker of the famed *Saturday Evening Post*, the author has fully described the efforts of his mother by her dialogue. Both character and dialogue are very clear.

Example #3: *Only Daughter* (by Sandra Cisneros)

"Once several years ago, when I was just starting out my writing career, I was asked to write my own contributor's note for an anthology I was part of, I wrote: 'I am the only daughter in a family of six sons. That explains everything.'

"Well, I've thought about that ever since, and yes, it explains a lot to me, but for the reader's sake I should have written: 'I am the only daughter in a Mexican family of six sons.' Or even: 'I am the only daughter of a Mexican father and a Mexican-American mother.' Or: 'I am the only daughter of a working-class family of nine.' All of these had everything to do with who I am today."

In this essay, the author has given full description of a daughter – how she looks and how she behaves.

Function of Narrative Essay

A narrative essay describes people, presents their conversation, and narrates their experiences to teach lessons to readers. In fact, it is like a story, but different in that it is weaved around a motif. A motif is given before the incidents of the essay. Readers become aware of this single theme, central idea, or motif once they go through the essay. Its major aim is to provide information about life experiences and lessons learned from those experiences.

The Five Essential Elements Of A Story A story has five basic but important elements. These five components are: the characters, the setting, the plot, the conflict, and the resolution. These essential elements keep the story running smoothly and allow the action to develop in a logical way that the reader can follow. CHARACTERS The characters are the individuals that the story is about. The author should introduce the characters in the story with enough information that the reader can visualize each person. This is achieved by providing detailed descriptions of a character's physical attributes and personality traits. Every story should have a main character. The main character determines the way the plot will develop and is usually who will solve the problem the story centers upon. However, the other characters are also very important because they supply additional details, explanations, or actions. All characters should stay true to the author's descriptions throughout the story so that the reader can understand and believe the action that is taking place—and perhaps even predict which character may do what next. SETTING The setting is the location of the action. An author should describe the environment or surroundings of the story in such detail that the reader feels that he or she can picture the scene. Unusual settings (such as a fantasy world) can be interesting, but everyday settings can help a reader to better visualize the story and feel connected to the plot! PLOT The plot is the actual story around which the entire book is based. A plot should have a very clear beginning, middle, and end—with all the necessary descriptions and suspense, called exposition—so that the reader can make sense of the action and follow along from start to finish. CONFLICT Every story has a conflict to solve. The plot is centered on this conflict and the ways in which the characters attempt to resolve the problem. When the story's action becomes most exciting, right before the resolution, it is called the climax. RESOLUTION The solution to the problem is the way the action is resolved. For example, Katie often resolves a conflict by finding a compromise for two fighting characters or helping fi x any mistakes she made while switcherooed into someone else. It is important that the resolution fi t the rest of the story in tone and creativity and solve all parts of the conflict.

SECTION 3 *Questions 28–40*

Read the text on pages 112 and 113 and answer Questions 28–40.

A Very Special Dog

Florence is one of a new breed of dog who is making the work of the Australian Customs much easier.

It is 8.15 a.m. A flight lands at Melbourne's Tullamarine International Airport. Several hundred pieces of baggage are rushed from the plane onto a conveyor belt in the baggage reclaim annexe. Over the sound of roaring engines, rushing air vents and grinding generators, a dog barks. Florence, a sleek black labrador, wags her tail.

Among the cavalcade of luggage passing beneath Florence's all-smelling nose, is a nondescript hardback suitcase. Inside the case, within styrofoam casing, packed in loose pepper and coffee, wrapped in freezer paper and heat-sealed in plastic, are 18 kilograms of hashish.

The cleverly concealed drugs don't fool super-sniffer Florence, and her persistent scratching at the case alerts her handler. Florence is one of a truly new breed: the product of what is perhaps the only project in the world dedicated to breeding dogs solely to detect drugs. Ordinary dogs have a 0.1% chance of making it in drug detection. The new breeding programme, run by the Australian Customs, is so successful that more than 50% of its dogs make the grade.

And what began as a wholly practical exercise in keeping illegal drugs out of Australia may end up playing a role in an entirely different sphere – the comparatively esoteric world of neurobiology. It turns out that it's not Florence's nose that makes her a top drug dog, but her unswerving concentration, plus a few other essential traits. Florence could help neurobiologists to understand both what they call 'attention processing', the brain mechanisms that determine what a person pays attention to and for how long, and its flip side, problems such as Attention Deficit/Hyperactivity Disorder (ADHD). As many as 3 to 5% of children are thought to suffer from the condition in the US, where the incidence is highest, although diagnosis is often controversial.

The Australian Customs has used dogs to find drugs since 1969. Traditionally, the animals came from pounds and private breeders. But, in 1993, fed up with the poor success rate of finding good dogs this way, John Vandeloo, senior instructor with the Detector Dog Unit, joined forces with Kath Champness, then a doctoral student at the University of Melbourne, and set up a breeding programme.

Champness began by defining six essential traits that make a detector dog. First, every good detector dog must love praise because this is the only tool trainers have at their disposal, but the dog must still be able to work for long periods without it. Then it needs a strong hunting instinct and the stamina to keep sniffing at the taxing rate of around 300 times per minute. The ideal detector is also fearless enough to deal with jam-packed airport crowds and the roaring engine rooms of cargo ships.

The remaining two traits are closely related and cognitive in nature. A good detector must be capable of focusing on the task of searching for drugs, despite the distractions in any airport or dockside. This is what neurobiologists call 'selective attention'. And finally, with potentially tens of thousands of hiding places for drugs, the dog must persevere and maintain focus for hours at a time. Neurobiologists call this 'sustained attention'.

Vandeloo and Champness assess the dogs' abilities to concentrate by marking them on a scale of between one and five according to how well they remain focused on a toy tossed into a patch of grass. Ivan scores a feeble one. He follows the toy, gets half-way there, then becomes distracted by places where the other dogs have been or by flowers in the paddock. Rowena, on the other hand, has phenomenal concentration; some might even consider her obsessive. When Vandeloo tosses the toy, nothing can distract her from the searching, not other dogs, not food. And even if no one is around to encourage her, she keeps looking just the same. Rowena gets a five.

A person's ability to pay attention, like a dog's, depends on a number of overlapping cognitive behaviours, including memory and learning – the neurobiologist's attention processing. Attention in humans can be tested by asking subjects to spot colours on a screen while ignoring shapes, or to spot sounds while ignoring visual cues, or to take a 'vigilance test'. Sitting a vigilance test is like being a military radar operator. Blips appear on a cluttered monitor infrequently and at irregular intervals. Rapid detection of all blips earns a high score. Five minutes into the test, one in ten subjects will start to miss the majority of the blips, one in ten will still be able to spot nearly all of them and the rest will come somewhere in between.

Vigilance tasks provide signals that are infrequent and unpredictable – which is exactly what is expected of the dogs when they are asked to notice just a few odour molecules in the air, and then to home in on the source. During a routine mail screen that can take hours, the dogs stay so focused that not even a postcard lined with 0.5 grams of heroin and hidden in a bulging sack of letters escapes detection.

With the current interest in attentional processing, as well as human conditions that have an attention deficit component, such as ADHD, it is predicted that it is only a matter of time before the super-sniffer dogs attract the attention of neurobiologists trying to cure these conditions.

Questions 28–32

*Choose the correct letter, **A**, **B**, **C** or **D**.*

Write the correct letter in boxes 28–32 on your answer sheet.

28 The drugs in the suitcase

A were hidden inside the lining.
B had pepper and coffee around them.
C had previously been frozen.
D had a special smell to repel dogs.

29 Most dogs are not good at finding drugs because

A they don't work well with a handler.
B they lack the right training.
C the drugs are usually very well hidden.
D they lack certain genetic qualities.

30 Florence is a good drug detector because she

A has a better sense of smell than other dogs.
B is not easily distracted.
C has been specially trained to work at airports.
D enjoys what she is doing.

31 Dogs like Florence may help scientists understand

A how human and dog brains differ.
B how people can use both sides of their brain.
C why some people have difficulty paying attention.
D the best way for people to maintain their focus.

32 In 1993, the Australian Customs

A decided to use its own dogs again.
B was successful in finding detector dogs.
C changed the way it obtained dogs.
D asked private breeders to provide more dogs.

Questions 33–36

*Choose **FOUR** letters, A–J.*

Write the correct letters in boxes 33–36 on your answer sheet.

The writer mentions a number of important qualities that detector dogs must have.

Which **FOUR** of the following qualities are mentioned by the writer of the text?

A a good relationship with people
B a willingness to work in smelly conditions
C quick reflexes
D an ability to work in noisy conditions
E an ability to maintain concentration
F a willingness to work without constant encouragement
G the skill to find things in long grass
H experience as hunters
I a desire for people's approval
J the ability to search a large number of places rapidly

Questions 37–40

Do the following statements agree with the information given in the text?

In boxes 37–40 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

37 Methods of determining if a child has ADHD are now widely accepted.

38 After about five minutes of a vigilance test, some subjects will still notice some blips.

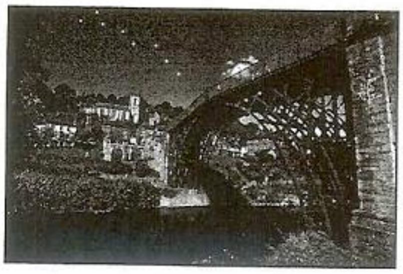
39 Vigilance tests help improve concentration.

40 If a few grams of a drug are well concealed, even the best dogs will miss them.

SECTION 3 *Questions 28–40*

Read the text on pages 125 and 126 and answer Questions 28–40.

THE IRON BRIDGE



The Iron Bridge was the first of its kind in Europe and is universally recognised as a symbol of the Industrial Revolution.

A The Iron Bridge crosses the River Severn in Coalbrookdale, in the west of England. It was the first cast-iron bridge to be successfully erected, and the first large cast-iron structure of the industrial age in Europe, although the Chinese were expert iron-casters many centuries earlier.

B Rivers used to be the equivalent of today's motorways, in that they were extensively used for transportation. The River Severn, which starts its life on the Welsh mountains and eventually enters the sea between Cardiff and Bristol, is the longest navigable river in Britain. It was ideal for transportation purposes, and special boats were built to navigate the waters. By the middle of the eighteenth century, the Severn was one of the busiest rivers in Europe. Local goods, including coal, iron products, wool, grain and cider, were sent by river. Among the goods coming upstream were luxuries such as sugar, tea, coffee and wine. In places, the riverbanks were lined with wharves and the river was often crowded with boats loading or unloading.

C In 1638, Basil Brooke patented a steel-making process and built a furnace at Coalbrookdale. This later became the property of Abraham Darby (referred to as Abraham Darby I to distinguish him from his son and grandson of the same name). After serving an apprenticeship in Birmingham, Darby had started a business in Bristol, but he moved to Coalbrookdale in 1710 with an idea that coke derived from coal could provide a more economical alternative to charcoal as a fuel for ironmaking. This led to cheaper, more efficient ironmaking from the abundant supplies of coal, iron and limestone in the area.

D His son, Abraham Darby II, pioneered the manufacture of cast iron, and had the idea of building a bridge over the Severn, as ferrying stores of all kinds across the river, particularly the large quantities of fuel for the furnaces at Coalbrookdale and other surrounding ironworks, involved considerable expense and delay. However, it was his son Abraham Darby III (born in 1750) who, in 1775, organised a meeting to plan the building of a bridge. This was designed by a local architect, Thomas Pritchard, who had the idea of constructing it of iron.

E Sections were cast during the winter of 1778–9 for a 7-metre-wide bridge with a span of 31 metres, 12 metres above the river. Construction took three months during the summer of 1779, and remarkably, nobody was injured during the construction process – a feat almost unheard of even in modern major civil engineering projects. Work on the approach roads continued for another two years, and the bridge was opened to traffic in 1781. Abraham Darby III funded the bridge by commissioning paintings and engravings, but he lost a lot on the project, which had cost nearly double the estimate, and he died leaving massive debts in 1789, aged only 39. The district did not flourish for much longer, and during the nineteenth and early twentieth centuries factories closed down. Since 1934 the bridge has been open only to pedestrians. Universally recognised as the symbol of the Industrial Revolution, the Iron Bridge now stands at the heart of the Ironbridge Gorge World Heritage Site.

F It has always been a mystery how the bridge was built. Despite its pioneering technology, no eye-witness accounts are known which describe the iron bridge being erected – and certainly no plans have survived. However, recent discoveries, research and experiments have shed new light on exactly how it was built, challenging the assumptions of recent decades. In 1997 a small watercolour sketch by Elias Martin came to light in the Swedish capital, Stockholm. Although there is a wealth of early views of the bridge by numerous artists, this is the only one which actually shows it under construction.

G Up until recently it had been assumed that the bridge had been built from both banks, with the inner supports tilted across the river. This would have allowed river traffic to continue unimpeded during construction. But the picture clearly shows sections of the bridge being raised from a barge in the river. It contradicted everything historians had assumed about the bridge, and it was even considered that the picture could have been a fake as no other had come to light. So in 2001 a half-scale model of the bridge was built, in order to see if it could have been constructed in the way depicted in the watercolour. Meanwhile, a detailed archaeological, historical and photographic survey was done by the Ironbridge Gorge Museum Trust, along with a 3D CAD (computer-aided design) model by English Heritage.

H The results tell us a lot more about how the bridge was built. We now know that all the large castings were made individually as they are all slightly different. The bridge wasn't welded or bolted together as metal bridges are these days. Instead it was fitted together using a complex system of joints normally used for wood – but this was the traditional way in which iron structures were joined at the time. The construction of the model proved that the painting shows a very realistic method of constructing the bridge that could work and was in all probability the method used.

I Now only one mystery remains in the Iron Bridge story. The Swedish watercolour sketch had apparently been torn from a book which would have contained similar sketches. It had been drawn by a Swedish artist who lived in London for 12 years and travelled Britain drawing what he saw. Nobody knows what has happened to the rest of the book, but perhaps the other sketches still exist somewhere. If they are ever found they could provide further valuable evidence of how the Iron Bridge was constructed.

Questions 28–31

Answer the questions below.

Choose **ONE NUMBER ONLY** *from the text for each answer.*

Write your answers in boxes 28–31 on your answer sheet.

28 When was the furnace bought by Darby originally constructed?

29 When were the roads leading to the bridge completed?

30 When was the bridge closed to traffic?

31 When was a model of the bridge built?

Questions 32–36

Do the following statements agree with the information given in the text?

In boxes 32–36 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

32 There is no written evidence of how the original bridge was constructed.

33 The painting by Elias Martin is the only one of the bridge when it was new.

34 The painting shows that the bridge was constructed from the two banks.

35 The original bridge and the model took equally long to construct.

36 Elias Martin is thought to have made other paintings of the bridge.

Questions 37–40

The text has nine paragraphs, **A–I**.

Which paragraph contains the following information?

Write the correct letter, ***A–I****, in boxes 37–40 on your answer sheet.*

37 why a bridge was required across the River Severn

38 a method used to raise money for the bridge

39 why Coalbrookdale became attractive to iron makers

40 how the sections of the bridge were connected to each other

LESSON 25 – 26

<table>
<tr><td>Theme</td><td colspan="2">Literature review</td></tr>
<tr><td colspan="2">Length: 80 minutes</td><td>Number of students ___</td></tr>
<tr><td colspan="3">Lesson Outline
1. Warmer-discussion
2. Activity 1. Writing a Literature review
3. Activity 2. First draft writing
4. Activity 3. Final version writing
5. Activity 4. Case study</td></tr>
<tr><td colspan="3">The aim: By the end of the lesson students will be able to write Literature review by knowing how to write the structure of Literature review</td></tr>
<tr><td colspan="3">Objectives:
❖ To provide students with formal Literature review structure;
❖ To prepare students to write an Literature review;
❖ To increase their ability in writing skills;
❖ To focus the students' attention in writing;</td></tr>
<tr><td>Activity Type:</td><td colspan="2">Individual, small group, whole class(teacher-students)</td></tr>
</table>

Time: 80 minutes

Aim: By the end of the lesson students will be able to write a Literature review

Objectives:

- ❖ To provide students with Literature review;
- ❖ To prepare students to write Literature review;
- ❖ To increase their ability in writing skills;
- ❖ To focus the students' attention in writing;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically
- ➢ Let each group present its own responds and then discuss it with the whole class.

Activity 1 <u>writing a Literature review</u>

Objective:

- ➢ to let students follow the structure of Descriptive Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going to write an Literature review.
- Give a situation ask them to think how they would feel about it.
- Tell them to plan a letter as if they were that rail traveler. Ask students to follow the four-paragraph structure.
- Remind students to focus on avoiding repetition.

Activity 2 first draft writing

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to write a first draft of Literature review, using 150-180 words.
- Tell them to follow their plan and write in formal language including as many features like full, uncontracted forms, formal expressions, as they can.
- Remind them that while writing an Literature review, they should keep the tone serious and businesslike. And not to write any more than is necessary for their purpose
- Then ask students to read through their Literature review carefully, checking the following points:
- If their language is appropriately formal;
- If it is clear what they are complaining about;
- If it is clear what they want the other person to do;
- If they have included any information which is not essential;

Activity 3 - Final version writing

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to write the final version of Literature review, making any necessary corrections and improvements.
- Let students exchange Literature review with a partner, then read carefully what they have written.

- Ask them to write a reply to their partner's Argumentative essay as if they were the rail company employee who deals with customer complaints. They should answer all the Literature review’s key points.
- At the end ask them to do an extra practice. Ask them to rewrite the impolite or inappropriately informal extracts from Literature review.

Material for the lesson

How to write a literature review

Published on February 22, 2019 by Shona McCombes. Revised on August 27, 2021.

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research.

Writing a literature review involves finding relevant publications (such as books and journal articles), critically analyzing them, and explaining what you found. There are five key steps:

1. **Search** for relevant literature
2. **Evaluate** sources
3. **Identify** themes, debates and gaps
4. **Outline** the structure
5. **Write** your literature review

A good literature review doesn’t just summarize sources—it analyzes, synthesizes, and critically evaluates to give a clear picture of the state of knowledge on the subject.

Table of contents

Why write a literature review?

When you write a thesis, dissertation, or research paper, you will have to conduct a literature review to situate your research within existing knowledge. The literature review gives you a chance to:

- Demonstrate your familiarity with the topic and scholarly context
- Develop a theoretical framework and methodology for your research
- Position yourself in relation to other researchers and theorists
- Show how your research addresses a gap or contributes to a debate

You might also have to write a literature review as a stand-alone assignment. In this case, the purpose is to evaluate the current state of research and demonstrate your knowledge of scholarly debates around a topic.

The content will look slightly different in each case, but the process of conducting a literature review follows the same steps.

Writing literature reviews is a particularly important skill if you want to apply for graduate school or pursue a career in research.

Step 1: Search for relevant literature

Before you begin searching for literature, you need a clearly defined topic.

If you are writing the literature review section of a dissertation or research paper, you will search for literature related to your research problem and questions.

If you are writing a literature review as a stand-alone assignment, you will have to choose a focus and develop a central question to direct your search. Unlike a dissertation research question, this question has to be answerable without collecting original data. You should be able to answer it based only on a review of existing publications.

Research question exampleWhat is the impact of social media on body image among Generation Z?

Make a list of keywords

Start by creating a list of keywords related to your research question. Include each of the key concepts or variables you're interested in, and list any synonyms and related terms. You can add to this list if you discover new keywords in the process of your literature search.

Keywords example

- Social media, Facebook, Instagram, Twitter, Snapchat, TikTok
- Body image, self-perception, self-esteem, mental health
- Generation Z, teenagers, adolescents, youth

Search for relevant sources

Use your keywords to begin searching for sources. Some useful databases to search for journals and articles include:

- Your university's library catalogue
- Google Scholar
- JSTOR
- EBSCO
- Project Muse (humanities and social sciences)
- Medline (life sciences and biomedicine)
- EconLit (economics)
- Inspec (physics, engineering and computer science)

You can use boolean operators to help narrow down your search:

- **AND** to find sources that contain more than one keyword (e.g. social media AND body image AND generation Z)
- **OR** to find sources that contain one of a range of synonyms (e.g. generation Z OR teenagers OR adolescents)
- **NOT** to exclude results containing certain terms (e.g. apple NOT fruit)

Read the abstract to find out whether an article is relevant to your question. When you find a useful book or article, you can check the bibliography to find other relevant sources.

To identify the most important publications on your topic, take note of recurring citations. If the same authors, books or articles keep appearing in your reading, make sure to seek them out.

What can proofreading do for your paper?

Scribbr editors not only correct grammar and spelling mistakes, but also strengthen your writing by making sure your paper is free of vague language, redundant words and awkward phrasing.

Step 2: Evaluate and select sources

You probably won't be able to read absolutely everything that has been written on the topic—you'll have to evaluate which sources are most relevant to your questions.

For each publication, ask yourself:

- What question or problem is the author addressing?
- What are the key concepts and how are they defined?
- What are the key theories, models and methods? Does the research use established frameworks or take an innovative approach?
- What are the results and conclusions of the study?

- How does the publication relate to other literature in the field? Does it confirm, add to, or challenge established knowledge?
- How does the publication contribute to your understanding of the topic? What are its key insights and arguments?
- What are the strengths and weaknesses of the research?

Make sure the sources you use are credible, and make sure you read any landmark studies and major theories in your field of research.

You can find out how many times an article has been cited on Google Scholar—a high citation count means the article has been influential in the field, and should certainly be included in your literature review.

The scope of your review will depend on your topic and discipline: in the sciences you usually only review recent literature, but in the humanities you might take a long historical perspective (for example, to trace how a concept has changed in meaning over time).

Take notes and cite your sources

As you read, you should also begin the writing process. Take notes that you can later incorporate into the text of your literature review.

It is important to keep track of your sources with citations to avoid plagiarism. It can be helpful to make an annotated bibliography, where you compile full citation information and write a paragraph of summary and analysis for each source. This helps you remember what you read and saves time later in the process.

You can use our free citation generator to quickly create correct and consistent APA citations or MLA citations. Want to check your literature review for plagiarism? Try Scribbr's Plagiarism Checker for students.

Step 3: Identify themes, debates, and gaps

To begin organizing your literature review's argument and structure, you need to understand the connections and relationships between the sources you've read. Based on your reading and notes, you can look for:

- **Trends and patterns (in theory, method or results):** do certain approaches become more or less popular over time?
- **Themes:** what questions or concepts recur across the literature?
- **Debates, conflicts and contradictions:** where do sources disagree?
- **Pivotal publications:** are there any influential theories or studies that changed the direction of the field?
- **Gaps:** what is missing from the literature? Are there weaknesses that need to be addressed?

This step will help you work out the structure of your literature review and (if applicable) show how your own research will contribute to existing knowledge.

Example of trends and gapsIn reviewing the literature on social media and body image, you note that:

- Most research has focused on young women.
- There is an increasing interest in the visual aspects of social media.
- But there is still a lack of robust research on highly visual platforms like Instagram and Snapchat—this is a gap that you could address in your own research.

Step 4: Outline your literature review's structure

There are various approaches to organizing the body of a literature review. You should have a rough idea of your strategy before you start writing.

Depending on the length of your literature review, you can combine several of these strategies (for example, your overall structure might be thematic, but each theme is discussed chronologically).

Chronological

The simplest approach is to trace the development of the topic over time. However, if you choose this strategy, be careful to avoid simply listing and summarizing sources in order.

Try to analyze patterns, turning points and key debates that have shaped the direction of the field. Give your interpretation of how and why certain developments occurred.

Thematic

If you have found some recurring central themes, you can organize your literature review into subsections that address different aspects of the topic.

For example, if you are reviewing literature about inequalities in migrant health outcomes, key themes might include healthcare policy, language barriers, cultural attitudes, legal status, and economic access.

Methodological

If you draw your sources from different disciplines or fields that use a variety of research methods, you might want to compare the results and conclusions that emerge from different approaches. For example:

- Look at what results have emerged in qualitative versus quantitative research
- Discuss how the topic has been approached by empirical versus theoretical scholarship

- Divide the literature into sociological, historical, and cultural sources

Theoretical

A literature review is often the foundation for a theoretical framework. You can use it to discuss various theories, models, and definitions of key concepts.

You might argue for the relevance of a specific theoretical approach, or combine various theoretical concepts to create a framework for your research.

Step 5: Write your literature review

Like any other academic text, your literature review should have an introduction, a main body, and a conclusion. What you include in each depends on the objective of your literature review.

Introduction

The introduction should clearly establish the focus and purpose of the literature review.

Dissertation literature reviewIf you are writing the literature review as part of your dissertation or thesis, reiterate your central problem or research question and give a brief summary of the scholarly context. You can emphasize the timeliness of the topic ("many recent studies have focused on the problem of x") or highlight a gap in the literature ("while there has been much research on x, few researchers have taken y into consideration").Stand-alone literature reviewIf you are writing a stand-alone paper, give some background on the topic and its importance, discuss the scope of the literature you will review (for example, the time period of your sources), and state your objective. What new insight will you draw from the literature?

Body

Depending on the length of your literature review, you might want to divide the body into subsections. You can use a subheading for each theme, time period, or methodological approach.

As you write, you can follow these tips:

- Summarize **and synthesize:** give an overview of the main points of each source and combine them into a coherent whole
- **Analyze and interpret:** don't just paraphrase other researchers—add your own interpretations where possible, discussing the significance of findings in relation to the literature as a whole
- **Critically evaluate:** mention the strengths and weaknesses of your sources
- **Write in well-structured paragraphs:** use transition words and topic sentences to draw connections, comparisons and contrasts

Example of a paragraph in a literature review

Body image issues have been widely associated with social media usage, particularly in young women. The relation between media depictions and body image concerns is well-established; a meta-analysis by Grabe, Ward and Hyde (2008) concluded that exposure to mass media is linked to body image dissatisfaction among women. However, in an era of rapidly changing digital technologies, the mass media paradigm is no longer adequate for understanding how people engage with images, and the findings of older studies like this one may not be generalizable to younger generations. In light of this changing landscape, researchers have become increasingly interested in the specific effects of social media. Perloff (2014) theorizes that the interactive aspects of social media may influence its impact on body image, and mentions that young women are among the most active social media users. Several empirical studies have focused on Facebook usage in adolescent girls (Tiggermann & Slater, 2013; Meier & Gray, 2014) and in young adult women (Smith, Hames, & Joiner, 2013; Fardouly et al., 2015; Cohen, Newton-John & Slater, 2017), while a systematic review by Holland and Timmerman (2016) confirmed a relationship between social networking and body image for both women and men. Across these studies, there is consistent evidence that body image issues are influenced not by social media usage in general, but by engagement with the visual and interactive aspects of these platforms. Nonetheless, there is a lack of robust research on more highly visual social media (HVSM) such as Instagram and Snapchat that have gained more recent popularity among younger generations.

Conclusion

In the conclusion, you should summarize the key findings you have taken from the literature and emphasize their significance.

READING

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.*

A Chronicle of Timekeeping

Our conception of time depends on the way we measure it

A According to archaeological evidence, at least 5,000 years ago, and long before the advent of the Roman Empire, the Babylonians began to measure time, introducing calendars to co-ordinate communal activities, to plan the shipment of goods and, in particular, to regulate planting and harvesting. They based their calendars on three natural cycles: the solar day, marked by the successive periods of light and darkness as the earth rotates on its axis; the lunar month, following the phases of the moon as it orbits the earth; and the solar year, defined by the changing seasons that accompany our planet's revolution around the sun.

B Before the invention of artificial light, the moon had greater social impact. And, for those living near the equator in particular, its waxing and waning was more conspicuous than the passing of the seasons. Hence, the calendars that were developed at the lower latitudes were influenced more by the lunar cycle than by the solar year. In more northern climes, however, where seasonal agriculture was practised, the solar year became more crucial. As the Roman Empire expanded northward, it organised its activity chart for the most part around the solar year.

C Centuries before the Roman Empire, the Egyptians had formulated a municipal calendar having 12 months of 30 days, with five days added to approximate the solar year. Each period of ten days was marked by the appearance of special groups of stars called decans. At the rise of the star Sirius just before sunrise, which occurred around the all-important annual flooding of the Nile, 12 decans could be seen spanning the heavens. The cosmic significance the Egyptians placed in the 12 decans led them to develop a system in which each interval of darkness (and later, each interval of daylight) was divided into a dozen equal parts. These periods became known as temporal hours because their duration varied according to the changing length of days and nights with the passing of the seasons. Summer hours were long, winter ones short; only at the spring and autumn equinoxes were the hours of daylight and darkness equal. Temporal hours, which were first adopted by the Greeks and then the Romans, who disseminated them through Europe, remained in use for more than 2,500 years.

D In order to track temporal hours during the day, inventors created sundials, which indicate time by the length or direction of the sun's shadow. The sundial's counterpart, the water clock, was designed to measure temporal hours at night. One of the first water clocks was a basin with a small hole near the bottom through which the water dripped out. The falling water level denoted the passing hour as it dipped below hour lines inscribed on the inner surface. Although these devices performed satisfactorily around the Mediterranean, they could not always be depended on in the cloudy and often freezing weather of northern Europe.

E The advent of the mechanical clock meant that although it could be adjusted to maintain temporal hours, it was naturally suited to keeping equal ones. With these, however, arose the question of when to begin counting, and so, in the early 14th century, a number of systems evolved. The schemes that divided the day into 24 equal parts varied according to the start of the count: Italian hours began at sunset, Babylonian hours at sunrise, astronomical hours at midday and 'great clock' hours, used for some large public clocks in Germany, at midnight. Eventually these were superseded by 'small clock', or French, hours, which split the day into two 12-hour periods commencing at midnight.

F The earliest recorded weight-driven mechanical clock was built in 1283 in Bedfordshire in England. The revolutionary aspect of this new timekeeper was neither the descending weight that provided its motive force nor the gear wheels (which had been around for at least 1,300 years) that transferred the power; it was the part called the escapement. In the early 1400s came the invention of the coiled spring or fusee which maintained constant force to the gear wheels of the timekeeper despite the changing tension of its mainspring. By the 16th century, a pendulum clock had been devised, but the pendulum swung in a large arc and thus was not very efficient.

G To address this, a variation on the original escapement was invented in 1670, in England. It was called the anchor escapement, which was a lever-based device shaped like a ship's anchor. The motion of a pendulum rocks this device so that it catches and then releases each tooth of the escape wheel, in turn allowing it to turn a precise amount. Unlike the original form used in early pendulum clocks, the anchor escapement permitted the pendulum to travel in a very small arc. Moreover, this invention allowed the use of a long pendulum which could beat once a second and thus led to the development of a new floor-standing case design, which became known as the grandfather clock.

H Today, highly accurate timekeeping instruments set the beat for most electronic devices. Nearly all computers contain a quartz-crystal clock to regulate their operation. Moreover, not only do time signals beamed down from Global Positioning System satellites calibrate the functions of precision navigation equipment, they do so as well for mobile phones, instant stock-trading systems and nationwide power-distribution grids. So integral have these time-based technologies become to day-to-day existence that our dependency on them is recognised only when they fail to work.

Questions 1–4

Reading Passage 1 has eight paragraphs, **A–H**.

Which paragraph contains the following information?

Write the correct letter, ***A–H****, in boxes 1–4 on your answer sheet.*

1 a description of an early timekeeping invention affected by cold temperatures

2 an explanation of the importance of geography in the development of the calendar in farming communities

3 a description of the origins of the pendulum clock

4 details of the simultaneous efforts of different societies to calculate time using uniform hours

Questions 5–8

Look at the following events (Questions 5–8) and the list of nationalities below.

Match each event with the correct nationality, ***A–F****.*

Write the correct letter, ***A–F****, in boxes 5–8 on your answer sheet.*

5 They devised a civil calendar in which the months were equal in length.

6 They divided the day into two equal halves.

7 They developed a new cabinet shape for a type of timekeeper.

8 They created a calendar to organise public events and work schedules.

List of Nationalities

A Babylonians
B Egyptians
C Greeks
D English
E Germans
F French

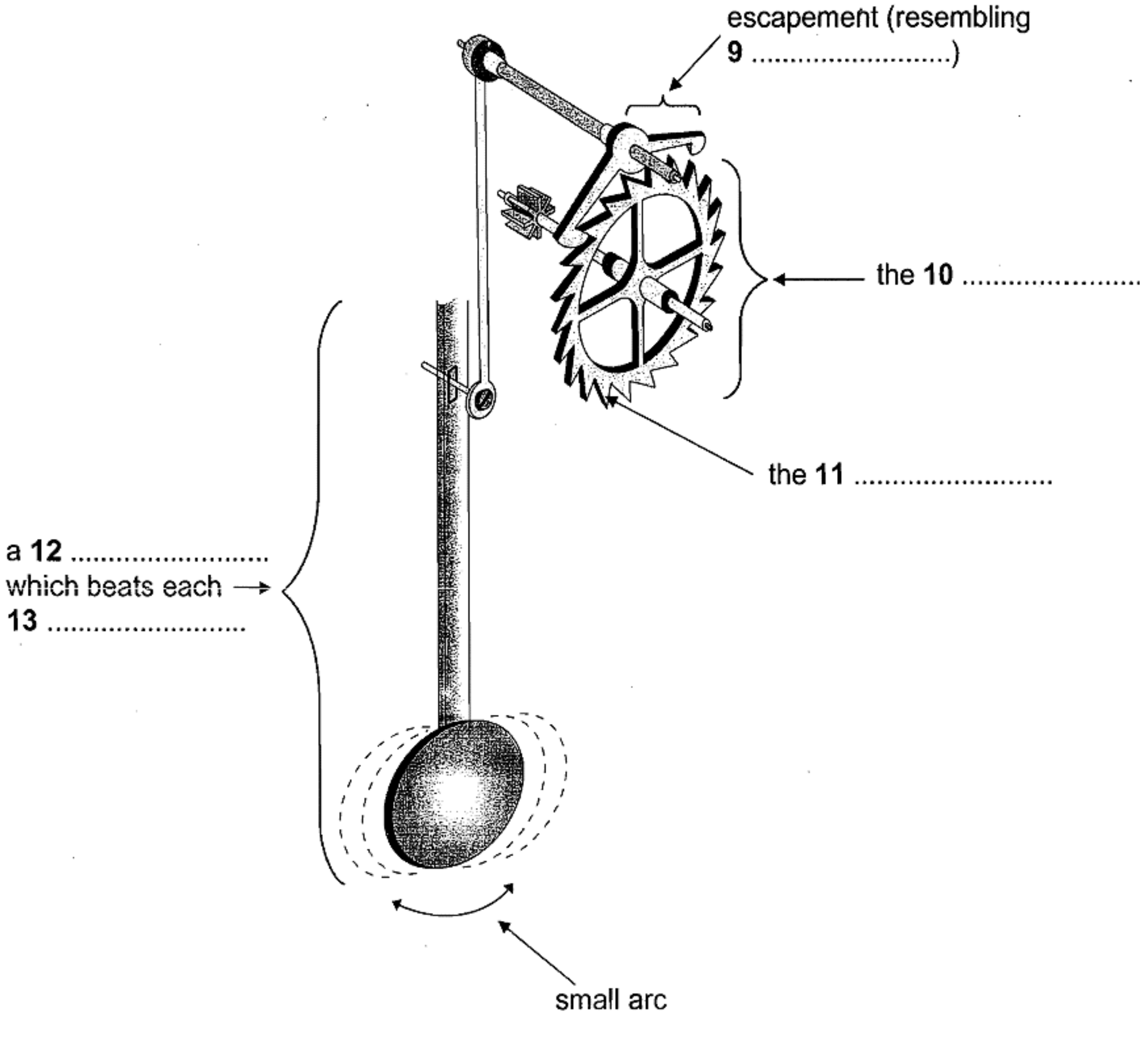
Questions 9–13

Label the diagram below.

Choose ***NO MORE THAN TWO WORDS*** *from the passage for each answer.*

Write your answers in boxes 9–13 on your answer sheet.

How the 1670 lever-based device worked



READING PASSAGE 2

You should spend about 20 minutes on ***Questions 14–26****, which are based on Reading Passage 2 on the following pages.*

Questions 14–19

Reading Passage 2 has seven paragraphs, **A–G**.

Choose the correct heading for paragraphs ***A*** *and* ***C–G*** *from the list below.*

Write the correct number, ***i–x****, in boxes 14–19 on your answer sheet.*

List of Headings

i	Disobeying FAA regulations
ii	Aviation disaster prompts action
iii	Two coincidental developments
iv	Setting altitude zones
v	An oversimplified view
vi	Controlling pilots' licences
vii	Defining airspace categories
viii	Setting rules to weather conditions
ix	Taking off safely
x	First steps towards ATC

14 Paragraph **A**

Example	*Answer*
Paragraph **B**	**x**

15 Paragraph **C**

16 Paragraph **D**

17 Paragraph **E**

18 Paragraph **F**

19 Paragraph **G**

AIR TRAFFIC CONTROL IN THE USA

A An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration (FAA) to regulate and oversee the operation of aircraft in the skies over the United States, which were becoming quite congested. The resulting structure of air traffic control has greatly increased the safety of flight in the United States, and similar air traffic control procedures are also in place over much of the rest of the world.

B Rudimentary air traffic control (ATC) existed well before the Grand Canyon disaster. As early as the 1920s, the earliest air traffic controllers manually guided aircraft in the vicinity of the airports, using lights and flags, while beacons and flashing lights were placed along cross-country routes to establish the earliest airways. However, this purely visual system was useless in bad weather, and, by the 1930s, radio communication was coming into use for ATC. The first region to have something approximating today's ATC was New York City, with other major metropolitan areas following soon after.

C In the 1940s, ATC centres could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War, but the system remained rudimentary. It was only after the creation of the FAA that full-scale regulation of America's airspace took place, and this was fortuitous, for the advent of the jet engine suddenly resulted in a large number of very fast planes, reducing pilots' margin of error and practically demanding some set of rules to keep everyone well separated and operating safely in the air.

D Many people think that ATC consists of a row of controllers sitting in front of their radar screens at the nation's airports, telling arriving and departing traffic what to do. This is a very incomplete part of the picture. The FAA realised that the airspace over the United States would at any time have many different kinds of planes, flying for many different purposes, in a variety of weather conditions, and the same kind of structure was needed to accommodate all of them.

E To meet this challenge, the following elements were put into effect. First, ATC extends over virtually the entire United States. In general, from 365m above the ground and higher, the entire country is blanketed by controlled airspace. In certain areas, mainly near airports, controlled airspace extends down to 215m above the ground, and, in the immediate vicinity of an airport, all the way down to the surface. Controlled airspace is that airspace in which FAA regulations apply. Elsewhere, in uncontrolled airspace, pilots are bound by fewer regulations. In this way, the recreational pilot who simply wishes to go flying for a while without all the restrictions imposed by the FAA has only to stay in uncontrolled airspace, below 365m, while the pilot who does want the protection afforded by ATC can easily enter the controlled airspace.

F The FAA then recognised two types of operating environments. In good meteorological conditions, flying would be permitted under Visual Flight Rules (VFR), which suggests a strong reliance on visual cues to maintain an acceptable level of safety. Poor visibility necessitated a set of Instrumental Flight Rules (IFR), under which the pilot relied on altitude and navigational information provided by the plane's instrument panel to fly safely. On a clear day, a pilot in controlled airspace can choose a VFR or IFR flight plan, and the FAA regulations were devised in a way which accommodates both VFR and IFR operations in the same airspace. However, a pilot can only choose to fly IFR if they possess an instrument rating which is above and beyond the basic pilot's license that must also be held.

G Controlled airspace is divided into several different types, designated by letters of the alphabet. Uncontrolled airspace is designated Class F, while controlled airspace below 5,490m above sea level and not in the vicinity of an airport is Class E. All airspace above 5,490m is designated Class A. The reason for the division of Class E and Class A airspace stems from the type of planes operating in them. Generally, Class E airspace is where one finds general aviation aircraft (few of which can climb above 5,490m anyway), and commercial turboprop aircraft. Above 5,490m is the realm of the heavy jets, since jet engines operate more efficiently at higher altitudes. The difference between Class E and A airspace is that in Class A, all operations are IFR, and pilots must be instrument-rated, that is, skilled and licensed in aircraft instrumentation. This is because ATC control of the entire space is essential. Three other types of airspace, Classes D, C and B, govern the vicinity of airports. These correspond roughly to small municipal, medium-sized metropolitan and major metropolitan airports respectively, and encompass an increasingly rigorous set of regulations. For example, all a VFR pilot has to do to enter Class C airspace is establish two-way radio contact with ATC. No explicit permission from ATC to enter is needed, although the pilot must continue to obey all regulations governing VFR flight. To enter Class B airspace, such as on approach to a major metropolitan airport, an explicit ATC clearance is required. The private pilot who cruises without permission into this airspace risks losing their license.

Questions 20–26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 20–26 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

20 The FAA was created as a result of the introduction of the jet engine.

21 Air Traffic Control started after the Grand Canyon crash in 1956.

22 Beacons and flashing lights are still used by ATC today.

23 Some improvements were made in radio communication during World War II.

24 Class F airspace is airspace which is below 365m and not near airports.

25 All aircraft in Class E airspace must use IFR.

26 A pilot entering Class C airspace is flying over an average-sized city.

LESSON 27 – 28

<table>
<tr><td>Theme</td><td colspan="2">Short news report for university newspaper.</td></tr>
<tr><td colspan="2">Length: One hour and twenty minutes</td><td>Number of students ___</td></tr>
<tr><td colspan="3">Lesson Outline
1. Warmer-discussion
2. Activity 1. Writing a Short news report for university newspaper.
3. Activity 2. First draft writing
4. Activity 3. Final version writing
5. Activity 4. Case study</td></tr>
<tr><td colspan="3">The aim: By the end of the lesson students will be able to write a Short news report for university newspaper.</td></tr>
<tr><td colspan="3">Objectives:
❖ To provide students with Short news report for university newspaper.;
❖ To prepare students to write Short news report for university newspaper.;
❖ To increase their ability in writing skills;
❖ To focus the students’ attention in writing;</td></tr>
<tr><td>Activity Type:</td><td colspan="2">Individual, small group, whole class(teacher-students)</td></tr>
</table>

Time: 80 minutes

Aim: By the end of the lesson students will be able to write a letter of complaint

Objectives:

- ❖ To provide students with Short news report for university newspaper.;
- ❖ To prepare students to write Short news report for university newspaper.;
- ❖ To increase their ability in writing skills;
- ❖ To focus the students’ attention in writing;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically
- ➢ Let each group present its own responds and then discuss it with the whole class.

Activity 1 <u>writing a letter of complaint</u>

Objective:

- to let students follow the structure of a formal letter while writing a letter of complaint
  Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going to write a formal letter of complaint.
- Give a situation ask them to think how they would feel about it.
- Tell them to plan a letter as if they were that rail traveler. Ask students to follow the four-paragraph structure.
- Remind students to focus on avoiding repetition.

Activity 2 <u>first draft writing</u>

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to write a first draft of their letter, using 150-180 words.
- Tell them to follow their plan and write in formal language including as many features like full, uncontracted forms, formal expressions, as they can.
- Remind them that while writing a formal letter, they should keep the tone serious and businesslike. And not to write any more than is necessary for their purpose
- Then ask students to read through their letter carefully, checking the following points:
- If their language is appropriately formal;
- If it is clear what they are complaining about;
- If it is clear what they want the other person to do;
- If they have included any information which is not essential;

Activity 3 - Final version writing

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to write the final version of their letter, making any necessary corrections and improvements.

- Let students exchange letters with a partner, then read carefully what they have written.
- Ask them to write a reply to their partner's letter as if they were the rail company employee who deals with customer complaints. They should answer all the letter's key points.
- At the end ask them to do an extra practice. Ask them to rewrite the impolite or inappropriately informal extracts from letters of complaints.

Material for the lesson

News articles are designed to relate the news. The article is written to inform readers. It is factual, meant to present information in a quick, digestible form. The following elements of writing a newspaper article are important, so heed them well.

RESEARCH AND FACT GATHERING

Perhaps the #1 rule of writing a newspaper article is that you are factual. You do not want to make assumptions or fabricate information. Before you can write your article, you must have as many of the facts as you can gather. Here are some facts that you will need to find out:

- **What?** The specific event that took place.
- **Who?** The people involved.
- **Where?** Places.
- **When?** Date and time.
- **Why?** Reasons for the event taking place.
- **How?** Connecting the facts.

You will also need to gather as much detail as you can. This will involve:

- Interviewing people connected to the story.
- Gathering quotes from people (be exact…never paraphrase what they said). Cite names, unless they specifically request to remain anonymous.
- Resolving conflicting facts from individuals.
- Researching public information (always cite your sources, so write them down).

Once you have all your facts, you can begin to write your article.

THE HEADLINE OR TITLE

For a news article, this is where you have most of your creativity. The headline must grab the attention of the reader. It needs to be catchy, emotion evoking, or creates curiosity. Be creative with it. In many instances, you will spend more time trying to come up with the perfect headline than you will in the actual writing.

THE ARTICLE BODY

The main news article itself is written from bottom down. In other words, the most important information comes first and each paragraph gives less and less details.

Whereas a novel, for example, starts you out with little information and you must read to the end to get all of it.

In news article writing, however, you want to provide the key information right up front. You start with the 6 questions you should have already answered in your research:

- **What?**
- **Who?**
- **Where?**
- **When?**
- **Why?**
- **How?**

Your first two paragraphs need to answer all these questions. For example:

The Varsity football team beat Smith High School last Saturday, 21 to 7, in a rematch that vindicated Coach John's prediction of a win during Friday's pep-rally. Our first home win this season at our very own Jane Doe Field was a morale booster to the entire student body. Quarterback, Joe Baker completed 18 out of 24 passes to cement the win.

This was only a simple example, but almost all the questions are actually answered in the first two sentences. From here you can add more inconsequential details, such as receiving yards, rushing yards, and so forth. You will at some point include quotes from people such as the coach, the quarterback, a receiver, a fan in the stands, and perhaps the principal. Although for quotes, you don't want to include too many, but having two or three is important. By the time you get to the end of the article, you are simply expanding upon what the reader already knows from the first two paragraphs you wrote.

Don't make your paragraphs long—two to three sentences each. Your word count will need to stay around the 500 word count or less, generally speaking.

How to Write a News Story

News Story Component

A typical department news story is between 250-500 words, and includes a concise headline, a lead paragraph, the body copy, and a conclusion or end quote, as well as a high-quality image. Longer pieces also should include subheadings. Links to related articles or additional information are always welcome, when incorporated properly.

Before You Begin – Gather Information

Your news story must answer the following:

- Who
- What
- When

- Where
- Why
- How

- "Who cares?" (Is there value in the information you are providing, and who is the target audience?)

NOTE: The primary target audience for the Davidson College website is current and prospective students and their families.

Getting Started – the Lead

Most – if not all – of the above facts should be addressed in your lead, though some of the lesser details could follow in subsequent paragraphs. Your lead should be short – no more than 1-2 sentences, and no more than about 40 words.

(To give you an idea of the length, the above paragraph ^^ is 45 words.)

Types of Leads

There are three main types of leads:

- Summary, in which you summarize many of the facts listed above in a concise manner.
- Anecdotal, in which you tell a quick story or describe a scenario that is directly related to the story.
- Question, in which you draw the reader in by asking a question that relates to the content (and that you answer early on in the piece – do not leave them hanging).

Never begin a piece with a quote, though you may include a quote as early as your second paragraph.

Body

Once you have your lead, the following paragraphs should provide more details. Generally, your body copy should:

- Flow nicely
- Use concise sentences
- Use active voice
- Avoid unnecessary words (such as "very unique" or "afternoons from 3-5 p.m.")
- Include strong transitional sentences
- Include quotes when you can, and insert them on their own lines

Writing for the Web

In addition to high-quality writing, your piece should incorporate some "best practices" for writing for the Web specifically. These include:

- Piece should be scanable/easy to pick out information. Reference our Writing for the Web guide.
- Use subheads to break up long blocks of text
- Break up different thoughts into new paragraphs
- Use bulleted lists when possible for emphasis and 'scanability'
- Use hyperlinks when useful – think user-friendly, navigation. Note: do not add words like "click here." Instead, assign the link to existing words in your sentence that are descriptive, i.e. it will be clear where visitors will go if they click the link
- Include images–always at least one. The web is a visual space and images grab attention and help tell a story.

Your news story should not:

- Summarize all of a person's credentials. Instead, when writing about a new faculty member or guest speaker, include highlights and consider a link to their CV or personal/professional web page
- Simply list award recipients. Find ways to make that sort of content more interesting; introduce the award, give background about the award and why it is awarded, and consider including professional headshots and blurbs about each recipient or a group shot with a caption
- Use the news section as an archive for all department activity. News stories should be compelling and interesting.

Writing a Headline

Headlines should be about 45 characters and should entice the reader to click and read more. Try to avoid cumbersome, academic headlines. Focus on action words and the most interesting details. You can shorten headlines by:

- Removing the word "Livingstone." (since the piece is on our website, it's assumed that "students" would be Livingstone students, or a professor would be a Livingstone professor, etc.)
- Abbreviating words like Professor (Prof.) or Department (Dept.) [Note: this is not the style to use for the written content, with the exception of Prof., which can be used for second and subsequent mentions of a Professor]
- For currency, using "K" for thousand, and "M" for million. Ex: "$25K grant," "$1M grant" [Note: this is not the style to use for the written content]
- For ordinal numbers, using "first," "third," etc.

Importance of Images

Ideally, you want every news item to have at least one accompanying image. This is best practice for Web news content, and it also adds a visual component to your piece.

Photo Tips

Here are some tips for getting good, useable images:

- Plan ahead. Whenever possible, select someone ahead of time who will be responsible for taking and submitting photos from the event/trip/activity.
- Get a diverse mix of photos. Don't just take posed, group shots, and "grip and grin" photos.
- Check for good lighting, and frame your photos well. Don't be afraid to ask people to move to a better location, or direct them in small ways.
- Get a range of shots: close ups, medium shots, and wide-angle shots. For the web we generally try to shoot photos at wide angle and crop the photos using Photoshop.
- Be aware of surroundings – look for anything that would be a distraction in the background, including bright lights or windows, dark locations without enough light, logo t-shirts (e.g., students wearing clothing from another college or university), room clutter or a messy location, flags or banners,

Photo Examples

Whenever possible, candid photos are preferable to staged shots. Examples:

- Students working in a lab, or a class discussion on the green, rather than a posed group shot of the whole class looking at the camera.
- A professor talking with a student, rather than a headshot of the professor.
- An "action shot" from an event (e.g., the speaker talking with students or faculty instead of a podium shot).
- If a headshot is the most appropriate choice for a specific piece, it must be well-lit, well-framed, and professional (appropriate attire, no pets or food or other "accessories").

NOTE: Always fact-check, and run your piece by your department chair or director prior to submitting it as news copy. The copy you submit through workflow should be the final version. Digital staff will check for adherence to the style guide and best writing practices as outlined above, but should not be expected to fact-check or fix excessive grammatical or stylistic errors.

The RAINMAKER

October 2014 | Florida Coastal School of Law's Student Newspaper | Volume 8, Issue 1

Ferguson, Missouri:

Highlighting the Crossroads of Race and Crime

By Jerrod Williams

The article I initially sought to write was an examination of racism in the executive ranks of sports and the accountability for racist acts. But then, while I was researching, I was struck by what is perhaps behind race issues and crime. The recent tragic events in Ferguson, Missouri paint the polarizing picture of these issues. And the media and water cooler talk create an electric discussion between people when such tragedies befall.

On August 9, 2014, 18-year-old Michael Brown was shot and killed by Ferguson police. If that tragedy was not enough, what ensued was a mix of protests, vandalism, and larceny, all in the name of Brown being a victim of brutal police force. The patriarch of all civil rights leaders, Martin Luther King, Jr., would no doubt be on the front-line of a peaceful protest, but what is lawful about violent protests, vandalism, and thievery? This anarchy accounts for the second tragedy of Ferguson.

My hypothesis is neither original nor innovative.

These tragedies are only manifestations of the true problem, the culture within the individual. To effectuate change within a culture, it starts with the individual at home, in the homes of those wanting change. Often easier said than done.

The argument follows that more blacks are targeted by law enforcement and subsequently let down by our justice system than any other race. To elicit some thoughts, I turned to statistics to see for my own eyes what is really happening between the races and crime. Warning, what I found is alarming.

According to the F.B.I. Crime Report of 2011, blacks accounted for half the murder victims, while only 13% of the population is black. 90% percent of young black men (ages 15-34) killed by gunfire are killed by other black men, not by law enforcement, as was the case in Ferguson. Moreover, the F.B.I. crime report of 2012 (the most recent report) cites that for overall crime arrests, 69.3% are white and 28.1% are black.

I know what you are thinking, 28.1%!!! That is alarming! That is double the percentage of the black population! Law enforcement is clearly targeting blacks at a 2-1 ratio! Again, I looked to the facts. The National Crime Victimization Survey (N.C.V.S.) finds that law enforcement arrests fewer blacks than expected according to the victim's reports of the race of the perpetrator. The N.C.V.S. matches the reported race of a perpetrator to the actual number of arrests by race, and by crime.

For overall crimes, blacks that committed crimes were 26 percent less likely to be arrested than people of other races who committed the same crime (The Color of Crime. Race, Crime and Justice in America). Thus, race and crime cannot be only attributed to law enforcement targeting. (I realize I did not speak to the justice system, albeit, our justice system can use an overhaul to help those wrongfully convicted.)

However, our leaders, politicians, and prominent civil rights activists tend to perpetuate the disparity that lead to tragedies like the one in Ferguson. For instance, Rev. Jesse Jackson stated, "[t]here is nothing more painful to me . . . than to walk down the street and hear footsteps and start thinking about robbery. Then look around and see somebody white and feel relieved."

The takeaway? My less than original or innovative hypothesis. Change must be effectuated from within, individual by individual, cultural society by cultural society. A bottom up strategy, not top down.

What's Inside?

The Parking Problem

Get the scoop on the best parking spots at Coastal

--Pg. 5

Learn the Mystery of Coastal's Most Powerful Student Organization

What is SBA up to ***THIS*** time? --Pg. 6

PASSPORT

WORLD CUISINES UNCOVERED

The Art Institute of Jacksonville's best kept secret!

-- Pg. 5

Predictions and more!

--On the Back Page

I leave you with a message from the King of Pop, Michael Jackson. "I'm starting with the man in the mirror, I'm asking him to change his ways, and no message could have been any clearer, if you wanna make the world a better place, take a look at yourself and then make a change."

READING PASSAGE 3

You should spend about 20 minutes on ***Questions 27–40****, which are based on Reading Passage 3 below.*

TELEPATHY

Can human beings communicate by thought alone? For more than a century the issue of telepathy has divided the scientific community, and even today it still sparks bitter controversy among top academics

Since the 1970s, parapsychologists at leading universities and research institutes around the world have risked the derision of sceptical colleagues by putting the various claims for telepathy to the test in dozens of rigorous scientific studies. The results and their implications are dividing even the researchers who uncovered them.

Some researchers say the results constitute compelling evidence that telepathy is genuine. Other parapsychologists believe the field is on the brink of collapse, having tried to produce definitive scientific proof and failed. Sceptics and advocates alike do concur on one issue, however: that the most impressive evidence so far has come from the so-called 'ganzfeld' experiments, a German term that means 'whole field'. Reports of telepathic experiences had by people during meditation led parapsychologists to suspect that telepathy might involve 'signals' passing between people that were so faint that they were usually swamped by normal brain activity. In this case, such signals might be more easily detected by those experiencing meditation-like tranquillity in a relaxing 'whole field' of light, sound and warmth.

The ganzfeld experiment tries to recreate these conditions with participants sitting in soft reclining chairs in a sealed room, listening to relaxing sounds while their eyes are covered with special filters letting in only soft pink light. In early ganzfeld experiments, the telepathy test involved identification of a picture chosen from a random selection of four taken from a large image bank. The idea was that a person acting as a 'sender' would attempt to beam the image over to the 'receiver' relaxing in the sealed room. Once the session was over, this person was asked to identify which of the four images had been used. Random guessing would give a hit-rate of 25 per cent; if telepathy is real, however, the hit-rate would be higher. In 1982, the results from the first ganzfeld studies were analysed by one of its pioneers, the American parapsychologist Charles Honorton. They pointed to typical hit-rates of better than 30 per cent – a small effect, but one which statistical tests suggested could not be put down to chance.

The implication was that the ganzfeld method had revealed real evidence for telepathy. But there was a crucial flaw in this argument – one routinely overlooked in more conventional areas of science. Just because chance had been ruled out as an explanation did not prove telepathy must exist; there were many other ways of getting positive results. These ranged from 'sensory leakage' – where clues about the pictures accidentally reach the receiver – to outright fraud. In response, the researchers issued a review of all the ganzfeld studies done up to 1985 to show that 80 per cent had found statistically significant evidence. However, they also agreed that there were still too many problems in the experiments which could lead to positive results, and they drew up a list demanding new standards for future research.

After this, many researchers switched to autoganzfeld tests – an automated variant of the technique which used computers to perform many of the key tasks such as the random selection of images. By minimising human involvement, the idea was to minimise the risk of flawed results. In 1987, results from hundreds of autoganzfeld tests were studied by Honorton in a 'meta-analysis', a statistical technique for finding the overall results from a set of studies. Though less compelling than before, the outcome was still impressive.

Yet some parapsychologists remain disturbed by the lack of consistency between individual ganzfeld studies. Defenders of telepathy point out that demanding impressive evidence from every study ignores one basic statistical fact: it takes large samples to detect small effects. If, as current results suggest, telepathy produces hit-rates only marginally above the 25 per cent expected by chance, it's unlikely to be detected by a typical ganzfeld study involving around 40 people: the group is just not big enough. Only when many studies are combined in a meta-analysis will the faint signal of telepathy really become apparent. And that is what researchers do seem to be finding.

What they are certainly not finding, however, is any change in attitude of mainstream scientists: most still totally reject the very idea of telepathy. The problem stems at least in part from the lack of any plausible mechanism for telepathy.

Various theories have been put forward, many focusing on esoteric ideas from theoretical physics. They include 'quantum entanglement', in which events affecting one group of atoms instantly affect another group, no matter how far apart they may be. While physicists have demonstrated entanglement with specially prepared atoms, no-one knows if it also exists between atoms making up human minds. Answering such questions would transform parapsychology. This has prompted some researchers to argue that the future lies not in collecting more evidence for telepathy, but in probing possible mechanisms. Some work has begun already, with researchers trying to identify people who are particularly successful in autoganzfeld trials. Early results show that creative and artistic people do much better than average: in one study at the University of Edinburgh, musicians achieved a hit-rate of 56 per cent. Perhaps more tests like these will eventually give the researchers the evidence they are seeking and strengthen the case for the existence of telepathy.

Questions 27–30

Complete each sentence with the correct ending, ***A–G****, below.*

Write the correct letter, ***A–G****, in boxes 27–30 on your answer sheet.*

27 Researchers with differing attitudes towards telepathy agree on

28 Reports of experiences during meditation indicated

29 Attitudes to parapsychology would alter drastically with

30 Recent autoganzfeld trials suggest that success rates will improve with

A	the discovery of a mechanism for telepathy.
B	the need to create a suitable environment for telepathy.
C	their claims of a high success rate.
D	a solution to the problem posed by random guessing.
E	the significance of the ganzfeld experiments.
F	a more careful selection of subjects.
G	a need to keep altering conditions.

Questions 31–40

Complete the table below.

Choose **NO MORE THAN THREE WORDS** *from the passage for each answer.*

Write your answers in boxes 31–40 on your answer sheet.

Telepathy Experiments

Name/Date	**Description**	**Result**	**Flaw**
Ganzfeld studies 1982	Involved a person acting as a **31** .... , who picked out one **32** .... from a random selection of four, and a **33** .... , who then tried to identify it.	Hit-rates were higher than with random guessing.	Positive results could be produced by factors such as **34** .... or **35** ....
Autoganzfeld studies 1987	**36** .... were used for key tasks to limit the amount of **37** .... in carrying out the tests.	The results were then subjected to a **38**	The **39** .... between different test results was put down to the fact that sample groups were not **40** .... (as with most ganzfeld studies).

READING

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.*

Sheet glass manufacture: the float process

Glass, which has been made since the time of the Mesopotamians and Egyptians, is little more than a mixture of sand, soda ash and lime. When heated to about 1500 degrees Celsius (°C) this becomes a molten mass that hardens when slowly cooled. The first successful method for making clear, flat glass involved spinning. This method was very effective as the glass had not touched any surfaces between being soft and becoming hard, so it stayed perfectly unblemished, with a 'fire finish'. However, the process took a long time and was labour intensive.

Nevertheless, demand for flat glass was very high and glassmakers across the world were looking for a method of making it continuously. The first continuous ribbon process involved squeezing molten glass through two hot rollers, similar to an old mangle. This allowed glass of virtually any thickness to be made non-stop, but the rollers would leave both sides of the glass marked, and these would then need to be ground and polished. This part of the process rubbed away around 20 per cent of the glass, and the machines were very expensive.

The float process for making flat glass was invented by Alistair Pilkington. This process allows the manufacture of clear, tinted and coated glass for buildings, and clear and tinted glass for vehicles. Pilkington had been experimenting with improving the melting process, and in 1952 he had the idea of using a bed of molten metal to form the flat glass, eliminating altogether the need for rollers within the float bath. The metal had to melt at a temperature less than the hardening point of glass (about 600°C), but could not boil at a temperature below the temperature of the molten glass (about 1500°C). The best metal for the job was tin.

The rest of the concept relied on gravity, which guaranteed that the surface of the molten metal was perfectly flat and horizontal. Consequently, when pouring molten glass onto the molten tin, the underside of the glass would also be perfectly flat. If the glass were kept hot enough, it would flow over the molten tin until the top surface was also flat, horizontal and perfectly parallel to the bottom surface. Once the glass cooled to 604°C or less it was too hard to mark and could be transported out of the cooling zone by rollers. The glass settled to a thickness of six millimetres because of surface tension interactions between the glass and the tin. By fortunate coincidence, 60 per cent of the flat glass market at that time was for six-millimetre glass.

Pilkington built a pilot plant in 1953 and by 1955 he had convinced his company to build a full-scale plant. However, it took 14 months of non-stop production, costing the company £100,000 a month, before the plant produced any usable glass. Furthermore, once they succeeded in making marketable flat glass, the machine was turned off for a service to prepare it for years of continuous production. When it started up again it took another four months to get the process right again. They finally succeeded in 1959 and there are now float plants all over the world, with each able to produce around 1000 tons of glass every day, non-stop for around 15 years.

Float plants today make glass of near optical quality. Several processes – melting, refining, homogenising – take place simultaneously in the 2000 tonnes of molten glass in the furnace. They occur in separate zones in a complex glass flow driven by high temperatures. It adds up to a continuous melting process, lasting as long as 50 hours, that delivers glass smoothly and continuously to the float bath, and from there to a coating zone and finally a heat treatment zone, where stresses formed during cooling are relieved.

The principle of float glass is unchanged since the 1950s. However, the product has changed dramatically, from a single thickness of 6.8 mm to a range from sub-millimetre to 25 mm, from a ribbon frequently marred by inclusions and bubbles to almost optical perfection. To ensure the highest quality, inspection takes place at every stage. Occasionally, a bubble is not removed during refining, a sand grain refuses to melt, a tremor in the tin puts ripples into the glass ribbon. Automated on-line inspection does two things. Firstly, it reveals process faults upstream that can be corrected. Inspection technology allows more than 100 million measurements a second to be made across the ribbon, locating flaws the unaided eye would be unable to see. Secondly, it enables computers downstream to steer cutters around flaws.

Float glass is sold by the square metre, and at the final stage computers translate customer requirements into patterns of cuts designed to minimise waste.

Questions 1–8

Complete the table and diagram below.

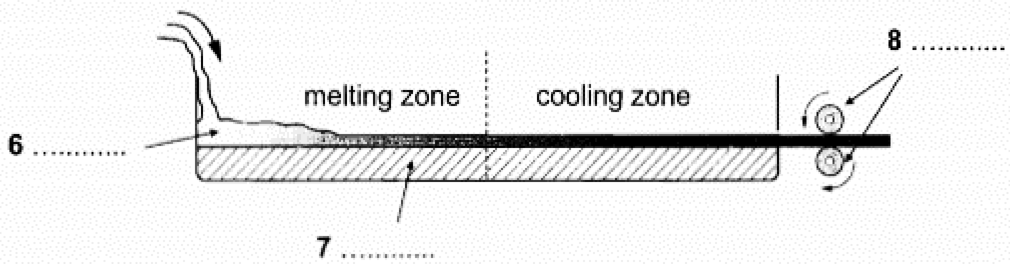
Choose **NO MORE THAN TWO WORDS** *from the passage for each answer.*

Write your answers in boxes 1–8 on your answer sheet.

Early methods of producing flat glass

Method	Advantages	Disadvantages
1 ……………………	• Glass remained **2** ……………….	• Slow • **3** ……………………
Ribbon	• Could produce glass sheets of varying **4** …………………… • Non-stop process	• Glass was **5** …………………… • 20% of glass rubbed away • Machines were expensive

Pilkington's float process



Questions 9–13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 9–13 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

9 The metal used in the float process had to have specific properties.

10 Pilkington invested some of his own money in his float plant.

11 Pilkington's first full-scale plant was an instant commercial success.

12 The process invented by Pilkington has now been improved.

13 Computers are better than humans at detecting faults in glass.

LESSON 29 – 30

<table>
<tr><td>Theme</td><td colspan="2">Short news report for university newspaper.</td></tr>
<tr><td colspan="2">Length: One hour and twenty minutes</td><td>Number of students ___</td></tr>
<tr><td colspan="3">Lesson Outline
6. Warmer-discussion
7. Activity 1. Writing a Short news report for university newspaper.
8. Activity 2. First draft writing
9. Activity 3. Final version writing
10. Activity 4. Case study</td></tr>
<tr><td colspan="3">The aim: By the end of the lesson students will be able to write a Short news report for university newspaper.</td></tr>
<tr><td colspan="3">Objectives:
❖ To provide students with Short news report for university newspaper.;
❖ To prepare students to write Short news report for university newspaper.;
❖ To increase their ability in writing skills;
❖ To focus the students' attention in writing;</td></tr>
<tr><td>Activity Type:</td><td colspan="2">Individual, small group, whole class(teacher-students)</td></tr>
</table>

Time: 80 minutes

Aim: By the end of the lesson students will be able to write a letter of complaint

Objectives:

- ❖ To provide students with Short news report for university newspaper.;
- ❖ To prepare students to write Short news report for university newspaper.;
- ❖ To increase their ability in writing skills;
- ❖ To focus the students' attention in writing;

Time: 15 min

Materials: board, handout 1

Procedure:

- ➢ Divide the class into groups. Distribute handouts with the questions related to the topic of the lesson.
- ➢ Ask them to answer the questions in the handouts by thinking logically
- ➢ Let each group present its own responds and then discuss it with the whole class.

Activity 1 <u>writing a letter of complaint</u>

Objective:

- to let students follow the structure of a formal letter while writing a letter of complaint
  Time: 15 min

Materials: board, handout 1

Procedure:

- Tell the students that they are going to write a formal letter of complaint.
- Give a situation ask them to think how they would feel about it.
- Tell them to plan a letter as if they were that rail traveler. Ask students to follow the four-paragraph structure.
- Remind students to focus on avoiding repetition.

Activity 2 <u>first draft writing</u>

Time: 15 min

Materials: board, handout 2

Procedure:

- Ask students to write a first draft of their letter, using 150-180 words.
- Tell them to follow their plan and write in formal language including as many features like full, uncontracted forms, formal expressions, as they can.
- Remind them that while writing a formal letter, they should keep the tone serious and businesslike. And not to write any more than is necessary for their purpose
- Then ask students to read through their letter carefully, checking the following points:
- If their language is appropriately formal;
- If it is clear what they are complaining about;
- If it is clear what they want the other person to do;
- If they have included any information which is not essential;

Activity 3 - Final version writing

Time: 15 min

Materials: board, handouts

Procedure:

- Ask students to write the final version of their letter, making any necessary corrections and improvements.

- Let students exchange letters with a partner, then read carefully what they have written.
- Ask them to write a reply to their partner's letter as if they were the rail company employee who deals with customer complaints. They should answer all the letter's key points.
- At the end ask them to do an extra practice. Ask them to rewrite the impolite or inappropriately informal extracts from letters of complaints.

Material for the lesson

News articles are designed to relate the news. The article is written to inform readers. It is factual, meant to present information in a quick, digestible form. The following elements of writing a newspaper article are important, so heed them well.

RESEARCH AND FACT GATHERING

Perhaps the #1 rule of writing a newspaper article is that you are factual. You do not want to make assumptions or fabricate information. Before you can write your article, you must have as many of the facts as you can gather. Here are some facts that you will need to find out:

- **What?** The specific event that took place.
- **Who?** The people involved.
- **Where?** Places.
- **When?** Date and time.
- **Why?** Reasons for the event taking place.
- **How?** Connecting the facts.

You will also need to gather as much detail as you can. This will involve:

- Interviewing people connected to the story.
- Gathering quotes from people (be exact…never paraphrase what they said). Cite names, unless they specifically request to remain anonymous.
- Resolving conflicting facts from individuals.
- Researching public information (always cite your sources, so write them down).

Once you have all your facts, you can begin to write your article.

THE HEADLINE OR TITLE

For a news article, this is where you have most of your creativity. The headline must grab the attention of the reader. It needs to be catchy, emotion evoking, or creates curiosity. Be creative with it. In many instances, you will spend more time trying to come up with the perfect headline than you will in the actual writing.

THE ARTICLE BODY

The main news article itself is written from bottom down. In other words, the most important information comes first and each paragraph gives less and less details.

Whereas a novel, for example, starts you out with little information and you must read to the end to get all of it.

In news article writing, however, you want to provide the key information right up front. You start with the 6 questions you should have already answered in your research:

- **What?**
- **Who?**
- **Where?**
- **When?**
- **Why?**
- **How?**

Your first two paragraphs need to answer all these questions. For example:

The Varsity football team beat Smith High School last Saturday, 21 to 7, in a rematch that vindicated Coach John's prediction of a win during Friday's pep-rally. Our first home win this season at our very own Jane Doe Field was a morale booster to the entire student body. Quarterback, Joe Baker completed 18 out of 24 passes to cement the win.

This was only a simple example, but almost all the questions are actually answered in the first two sentences. From here you can add more inconsequential details, such as receiving yards, rushing yards, and so forth. You will at some point include quotes from people such as the coach, the quarterback, a receiver, a fan in the stands, and perhaps the principal. Although for quotes, you don't want to include too many, but having two or three is important. By the time you get to the end of the article, you are simply expanding upon what the reader already knows from the first two paragraphs you wrote.

Don't make your paragraphs long—two to three sentences each. Your word count will need to stay around the 500 word count or less, generally speaking.

How to Write a News Story

News Story Component

A typical department news story is between 250-500 words, and includes a concise headline, a lead paragraph, the body copy, and a conclusion or end quote, as well as a high-quality image. Longer pieces also should include subheadings. Links to related articles or additional information are always welcome, when incorporated properly.

Before You Begin – Gather Information

Your news story must answer the following:

- Who
- What
- When

- Where
- Why
- How

- “Who cares?” (Is there value in the information you are providing, and who is the target audience?)

NOTE: The primary target audience for the Davidson College website is current and prospective students and their families.

Getting Started – the Lead

Most – if not all – of the above facts should be addressed in your lead, though some of the lesser details could follow in subsequent paragraphs. Your lead should be short – no more than 1-2 sentences, and no more than about 40 words.

(To give you an idea of the length, the above paragraph ^^ is 45 words.)

Types of Leads

There are three main types of leads:

- Summary, in which you summarize many of the facts listed above in a concise manner.
- Anecdotal, in which you tell a quick story or describe a scenario that is directly related to the story.
- Question, in which you draw the reader in by asking a question that relates to the content (and that you answer early on in the piece – do not leave them hanging).

Never begin a piece with a quote, though you may include a quote as early as your second paragraph.

Body

Once you have your lead, the following paragraphs should provide more details. Generally, your body copy should:

- Flow nicely
- Use concise sentences
- Use active voice
- Avoid unnecessary words (such as “very unique” or “afternoons from 3-5 p.m.”)
- Include strong transitional sentences
- Include quotes when you can, and insert them on their own lines

Writing for the Web

In addition to high-quality writing, your piece should incorporate some “best practices” for writing for the Web specifically. These include:

- Piece should be scanable/easy to pick out information. Reference our Writing for the Web guide.
- Use subheads to break up long blocks of text
- Break up different thoughts into new paragraphs
- Use bulleted lists when possible for emphasis and ‘scanability’
- Use hyperlinks when useful – think user-friendly, navigation. Note: do not add words like “click here.” Instead, assign the link to existing words in your sentence that are descriptive, i.e. it will be clear where visitors will go if they click the link
- Include images–always at least one. The web is a visual space and images grab attention and help tell a story.

Your news story should not:

- Summarize all of a person’s credentials. Instead, when writing about a new faculty member or guest speaker, include highlights and consider a link to their CV or personal/professional web page
- Simply list award recipients. Find ways to make that sort of content more interesting; introduce the award, give background about the award and why it is awarded, and consider including professional headshots and blurbs about each recipient or a group shot with a caption
- Use the news section as an archive for all department activity. News stories should be compelling and interesting.

Writing a Headline

Headlines should be about 45 characters and should entice the reader to click and read more. Try to avoid cumbersome, academic headlines. Focus on action words and the most interesting details. You can shorten headlines by:

- Removing the word “Livingstone.” (since the piece is on our website, it’s assumed that “students” would be Livingstone students, or a professor would be a Livingstone professor, etc.)
- Abbreviating words like Professor (Prof.) or Department (Dept.) [Note: this is not the style to use for the written content, with the exception of Prof., which can be used for second and subsequent mentions of a Professor]
- For currency, using “K” for thousand, and “M” for million. Ex: “$25K grant,” “$1M grant” [Note: this is not the style to use for the written content]
- For ordinal numbers, using “first,” “third,” etc.

Importance of Images

Ideally, you want every news item to have at least one accompanying image. This is best practice for Web news content, and it also adds a visual component to your piece.

Photo Tips

Here are some tips for getting good, useable images:

- Plan ahead. Whenever possible, select someone ahead of time who will be responsible for taking and submitting photos from the event/trip/activity.
- Get a diverse mix of photos. Don't just take posed, group shots, and "grip and grin" photos.
- Check for good lighting, and frame your photos well. Don't be afraid to ask people to move to a better location, or direct them in small ways.
- Get a range of shots: close ups, medium shots, and wide-angle shots. For the web we generally try to shoot photos at wide angle and crop the photos using Photoshop.
- Be aware of surroundings – look for anything that would be a distraction in the background, including bright lights or windows, dark locations without enough light, logo t-shirts (e.g., students wearing clothing from another college or university), room clutter or a messy location, flags or banners,

Photo Examples

Whenever possible, candid photos are preferable to staged shots. Examples:

- Students working in a lab, or a class discussion on the green, rather than a posed group shot of the whole class looking at the camera.
- A professor talking with a student, rather than a headshot of the professor.
- An "action shot" from an event (e.g., the speaker talking with students or faculty instead of a podium shot).
- If a headshot is the most appropriate choice for a specific piece, it must be well-lit, well-framed, and professional (appropriate attire, no pets or food or other "accessories").

NOTE: Always fact-check, and run your piece by your department chair or director prior to submitting it as news copy. The copy you submit through workflow should be the final version. Digital staff will check for adherence to the style guide and best writing practices as outlined above, but should not be expected to fact-check or fix excessive grammatical or stylistic errors.

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, *which are based on Reading Passage 2 on the following pages.*

Questions 14–17

Reading Passage 2 has six paragraphs, **A–F**.

Choose the correct heading for paragraphs **B** *and* **D–F** *from the list of headings below.*

Write the correct number, **i–ix**, *in boxes 14–17 on your answer sheet.*

List of Headings

- **i** Predicting climatic changes
- **ii** The relevance of the Little Ice Age today
- **iii** How cities contribute to climate change
- **iv** Human impact on the climate
- **v** How past climatic conditions can be determined
- **vi** A growing need for weather records
- **vii** A study covering a thousand years
- **viii** People have always responded to climate change
- **ix** Enough food at last

Example	*Answer*
Paragraph **A**	**viii**

14 Paragraph **B**

Example	*Answer*
Paragraph **C**	**v**

15 Paragraph **D**

16 Paragraph **E**

17 Paragraph **F**

THE LITTLE ICE AGE

A This book will provide a detailed examination of the Little Ice Age and other climatic shifts, but, before I embark on that, let me provide a historical context. We tend to think of climate – as opposed to weather – as something unchanging, yet humanity has been at the mercy of climate change for its entire existence, with at least eight glacial episodes in the past 730,000 years. Our ancestors adapted to the universal but irregular global warming since the end of the last great Ice Age, around 10,000 years ago, with dazzling opportunism. They developed strategies for surviving harsh drought cycles, decades of heavy rainfall or unaccustomed cold; adopted agriculture and stock-raising, which revolutionised human life; and founded the world's first pre-industrial civilisations in Egypt, Mesopotamia and the Americas. But the price of sudden climate change, in famine, disease and suffering, was often high.

B The Little Ice Age lasted from roughly 1300 until the middle of the nineteenth century. Only two centuries ago, Europe experienced a cycle of bitterly cold winters; mountain glaciers in the Swiss Alps were the lowest in recorded memory, and pack ice surrounded Iceland for much of the year. The climatic events of the Little Ice Age did more than help shape the modern world. They are the deeply important context for the current unprecedented global warming. The Little Ice Age was far from a deep freeze, however; rather an irregular seesaw of rapid climatic shifts, few lasting more than a quarter-century, driven by complex and still little understood interactions between the atmosphere and the ocean. The seesaw brought cycles of intensely cold winters and easterly winds, then switched abruptly to years of heavy spring and early summer rains, mild winters, and frequent Atlantic storms, or to periods of droughts, light northeasterly winds, and summer heat waves.

C Reconstructing the climate changes of the past is extremely difficult, because systematic weather observations began only a few centuries ago, in Europe and North America. Records from India and tropical Africa are even more recent. For the time before records began, we have only 'proxy records' reconstructed largely from tree rings and ice cores, supplemented by a few incomplete written accounts. We now have hundreds of tree-ring records from throughout the northern hemisphere, and many from south of the equator, too, amplified with a growing body of temperature data from ice cores drilled in Antarctica, Greenland, the Peruvian Andes, and other locations. We are close to a knowledge of annual summer and winter temperature variations over much of the northern hemisphere going back 600 years.

D This book is a narrative history of climatic shifts during the past ten centuries, and some of the ways in which people in Europe adapted to them. Part One describes the Medieval Warm Period, roughly 900 to 1200. During these three centuries, Norse voyagers from Northern Europe explored northern seas, settled Greenland, and visited North America. It was not a time of uniform warmth, for then, as always since the Great Ice Age, there were constant shifts in rainfall and temperature. Mean European temperatures were about the same as today, perhaps slightly cooler.

E It is known that the Little Ice Age cooling began in Greenland and the Arctic in about 1200. As the Arctic ice pack spread southward, Norse voyages to the west were rerouted into the open Atlantic, then ended altogether. Storminess increased in the North Atlantic and North Sea. Colder, much wetter weather descended on Europe between 1315 and 1319, when thousands perished in a continent-wide famine. By 1400, the weather had become decidedly more unpredictable and stormier, with sudden shifts and lower temperatures that culminated in the cold decades of the late sixteenth century. Fish were a vital commodity in growing towns and cities, where food supplies were a constant concern. Dried cod and herring were already the staples of the European fish trade, but changes in water temperatures forced fishing fleets to work further offshore. The Basques, Dutch, and English developed the first offshore fishing boats adapted to a colder and stormier Atlantic. A gradual agricultural revolution in northern Europe stemmed from concerns over food supplies at a time of rising populations. The revolution involved intensive commercial farming and the growing of animal fodder on land not previously used for crops. The increased productivity from farmland made some countries self-sufficient in grain and livestock and offered effective protection against famine.

F Global temperatures began to rise slowly after 1850, with the beginning of the Modern Warm Period. There was a vast migration from Europe by land-hungry farmers and others, to which the famine caused by the Irish potato blight contributed, to North America, Australia, New Zealand, and southern Africa. Millions of hectares of forest and woodland fell before the newcomers' axes between 1850 and 1890, as intensive European farming methods expanded across the world. The unprecedented land clearance released vast quantities of carbon dioxide into the atmosphere, triggering for the first time humanly caused global warming. Temperatures climbed more rapidly in the twentieth century as the use of fossil fuels proliferated and greenhouse gas levels continued to soar. The rise has been even steeper since the early 1980s. The Little Ice Age has given way to a new climatic regime, marked by prolonged and steady warming. At the same time, extreme weather events like Category 5 hurricanes are becoming more frequent.

Questions 18–22

*Complete the summary using the list of words, **A–I**, below.*

*Write the correct letter, **A–I**, in boxes 18–22 on your answer sheet.*

Weather during the Little Ice Age

Documentation of past weather conditions is limited: our main sources of knowledge of conditions in the distant past are **18** .... and **19** .... We can deduce that the Little Ice Age was a time of **20** .... , rather than of consistent freezing. Within it there were some periods of very cold winters, others of **21** .... and heavy rain, and yet others that saw **22** .... with no rain at all.

A	climatic shifts	**B**	ice cores	**C**	tree rings
D	glaciers	**E**	interactions	**F**	weather observations
G	heat waves	**H**	storms	**I**	written accounts

Questions 23–26

Classify the following events as occurring during the

A *Medieval Warm Period*
B *Little Ice Age*
C *Modern Warm Period*

*Write the correct letter, **A**, **B** or **C**, in boxes 23–26 on your answer sheet.*

23 Many Europeans started farming abroad.

24 The cutting down of trees began to affect the climate.

25 Europeans discovered other lands.

26 Changes took place in fishing patterns.

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27–40**, *which are based on Reading Passage 3 on the following pages.*

Questions 27–32

Reading Passage 3 has six paragraphs, **A–F**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, ***i–viii****, in boxes 27–32 on your answer sheet.*

List of Headings

- **i** The difficulties of talking about smells
- **ii** The role of smell in personal relationships
- **iii** Future studies into smell
- **iv** The relationship between the brain and the nose
- **v** The interpretation of smells as a factor in defining groups
- **vi** Why our sense of smell is not appreciated
- **vii** Smell is our superior sense
- **viii** The relationship between smell and feelings

27 Paragraph **A**

28 Paragraph **B**

29 Paragraph **C**

30 Paragraph **D**

31 Paragraph **E**

32 Paragraph **F**

The meaning and power of smell

The sense of smell, or olfaction, is powerful. Odours affect us on a physical, psychological and social level. For the most part, however, we breathe in the aromas which surround us without being consciously aware of their importance to us. It is only when the faculty of smell is impaired for some reason that we begin to realise the essential role the sense of smell plays in our sense of well-being

A A survey conducted by Anthony Synott at Montreal's Concordia University asked participants to comment on how important smell was to them in their lives. It became apparent that smell can evoke strong emotional responses. A scent associated with a good experience can bring a rush of joy, while a foul odour or one associated with a bad memory may make us grimace with disgust. Respondents to the survey noted that many of their olfactory likes and dislikes were based on emotional associations. Such associations can be powerful enough so that odours that we would generally label unpleasant become agreeable, and those that we would generally consider fragrant become disagreeable for particular individuals. The perception of smell, therefore, consists not only of the sensation of the odours themselves, but of the experiences and emotions associated with them.

B Odours are also essential cues in social bonding. One respondent to the survey believed that there is no true emotional bonding without touching and smelling a loved one. In fact, infants recognise the odours of their mothers soon after birth and adults can often identify their children or spouses by scent. In one well-known test, women and men were able to distinguish by smell alone clothing worn by their marriage partners from similar clothing worn by other people. Most of the subjects would probably never have given much thought to odour as a cue for identifying family members before being involved in the test, but as the experiment revealed, even when not consciously considered, smells register.

C In spite of its importance to our emotional and sensory lives, smell is probably the most undervalued sense in many cultures. The reason often given for the low regard in which smell is held is that, in comparison with its importance among animals, the human sense of smell is feeble and undeveloped. While it is true that the olfactory powers of humans are nothing like as fine as those possessed by certain animals, they are still remarkably acute. Our noses are able to recognise thousands of smells, and to perceive odours which are present only in extremely small quantities.

D Smell, however, is a highly elusive phenomenon. Odours, unlike colours, for instance, cannot be named in many languages because the specific vocabulary simply doesn't exist. 'It smells like . . . ,' we have to say when describing an odour, struggling to express our olfactory experience. Nor can odours be recorded: there is no effective way to either capture or store them over time. In the realm of olfaction, we must make do with descriptions and recollections. This has implications for olfactory research.

E Most of the research on smell undertaken to date has been of a physical scientific nature. Significant advances have been made in the understanding of the biological and chemical nature of olfaction, but many fundamental questions have yet to be answered. Researchers have still to decide whether smell is one sense or two – one responding to odours proper and the other registering odourless chemicals in the air. Other unanswered questions are whether the nose is the only part of the body affected by odours, and how smells can be measured objectively given the non-physical components. Questions like these mean that interest in the psychology of smell is inevitably set to play an increasingly important role for researchers.

F However, smell is not simply a biological and psychological phenomenon. Smell is cultural, hence it is a social and historical phenomenon. Odours are invested with cultural values: smells that are considered to be offensive in some cultures may be perfectly acceptable in others. Therefore, our sense of smell is a means of, and model for, interacting with the world. Different smells can provide us with intimate and emotionally charged experiences and the value that we attach to these experiences is interiorised by the members of society in a deeply personal way. Importantly, our commonly held feelings about smells can help distinguish us from other cultures. The study of the cultural history of smell is, therefore, in a very real sense, an investigation into the essence of human culture.

Questions 33–36

*Choose the correct letter, **A**, **B**, **C** or **D**.*

Write the correct letter in boxes 33–36 on your answer sheet.

33 According to the introduction, we become aware of the importance of smell when

- **A** we discover a new smell.
- **B** we experience a powerful smell.
- **C** our ability to smell is damaged.
- **D** we are surrounded by odours.

34 The experiment described in paragraph B

- **A** shows how we make use of smell without realising it.
- **B** demonstrates that family members have a similar smell.
- **C** proves that a sense of smell is learnt.
- **D** compares the sense of smell in males and females.

35 What is the writer doing in paragraph C?

A supporting other research
B making a proposal
C rejecting a common belief
D describing limitations

36 What does the writer suggest about the study of smell in the atmosphere in paragraph E?

A The measurement of smell is becoming more accurate.
B Researchers believe smell is a purely physical reaction.
C Most smells are inoffensive.
D Smell is yet to be defined.

Questions 37–40

Complete the sentences below.

Choose ***ONE WORD ONLY*** *from the passage for each answer.*

Write your answers in boxes 37–40 on your answer sheet.

37 Tests have shown that odours can help people recognise the .... belonging to their husbands and wives.

38 Certain linguistic groups may have difficulty describing smell because they lack the appropriate ....

39 The sense of smell may involve response to .... which do not smell, in addition to obvious odours.

40 Odours regarded as unpleasant in certain .... are not regarded as unpleasant in others.

Mustaqil ta'lim uchun tavsiya etiladigan mavzular

№	Mavzular	Soati
1	Writing task 1 from IELTS 6.1	3
2	Writing task 2 from IELTS 6.1	3
3	Writing task 1 from IELTS 6.2	3
4	Writing task 2 from IELTS 6.2	3
5	Writing task 1 from IELTS 6.3	3
6	Writing task 2 from IELTS 6.3	3
7	Writing task 1 from IELTS 6.4	3
8	Writing task 2 from IELTS 6.4	3
9	Writing task 1 from IELTS 7.1 (page 30)	3
10	Writing task 2 from IELTS 7.1 (page 31)	3
11	Writing task 1 from IELTS 7.2 (page 53)	3
12	Writing task 2 from IELTS 7.2 (page 54)	3
13	Writing task 1 from IELTS 7.3 (page 78)	3
14	Writing task 2 from IELTS 7.3 (page 79)	3
15	Writing task 1 from IELTS 7.4 (page 101)	3
16	Writing task 2 from IELTS 7.4 (page 102)	3
17	Writing task 1 from IELTS 8 (page 30)	3
18	Writing task 2 from IELTS 8 (page 31)	3
19	Writing task 1 from IELTS 8 (page 53)	3
20	Writing task 2 from IELTS 8 (page 54)	3
21	Writing task 1. - IELTS 8, p. 78.	3
22	Writing task 2. - IELTS 8, p. 79.	3
23	Writing task 1. - IELTS 8, p. 101.	3
24	Writing task 2. - IELTS 8, p. 102.	3
25	Writing task 1. - IELTS 8, p. 116.	3
26	Writing task 2. - IELTS 8, p. 116.	3
27	Writing task 1. - IELTS 8, p. 129.	3
28	Writing task 2. - IELTS 8, p. 129.	3
29	Writing task 1. - IELTS 9, p. 30.	3
30	Writing task 2. - IELTS 9, p. 31.	3
31	Writing task 1. - IELTS 9, p. 53.	3
32	Writing task 2. - IELTS 9, p. 54.	3
33	Writing task 1. - IELTS 9, p. 76.	3
34	Writing task 2. - IELTS 9, p. 77.	3
35	Writing task 1,2 - IELTS 9, p. 101;102	3
36	Writing task 1, 2 - IELTS 9, p. 117;118	3
37	Writing task 1,2 - IELTS 10, p. 30; 31	3
38	Writing task 1,2 - IELTS 10, p. 54; 55	3
39	Writing task 1,2 - IELTS 10, p. 77; 78	3
40	Writing task 1,2 - IELTS 10, p. 101; 102	3
	Jami	120

GLOSSARY

READING STRATEGIES - Reading strategies often refer to an intelligent and efficient read. It is considered an essential skill that gives the knowledge to look at the world with a fresh perspective and broaden our horizons.

EXTENSIVE READING (ER) - is the process of reading longer easier texts for an extended period of time without a breakdown of comprehension

INTENSIVE READING - The meaning of intensive reading is to read with full concentration and complete focus. It's not about reading book after book or 10 articles a day. Even if you're reading a single-line quote, you should try to understand what the words are trying to convey.

ARTICLE- An article is a piece of writing written for a large audience. The main motive behind writing an article is that it should be published in either newspapers or magazines or journals so as to make some difference to the world.

NEWPAPER - A **newspaper** is a periodical publication containing written information about current events and is often typed in black ink with a white or gray background.

JOURNAL- a serious magazine or newspaper that is published regularly about a particular subject

REPORT - A **report** is a document that presents information in an organized format for a specific audience and purpose. Although summaries of reports may be delivered orally, complete reports are almost always in the form of written documents

ANALYSIS - of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it. The technique has been applied in the study of mathematics and logic since before Aristotle (384–322 B.C.), though *analysis* as a formal concept is a relatively recent development.

SUMMARY - A summary is a condensed version of a longer text. It usually sums up the important points of a text, breaking it down to its most essential parts.

LETTER – a written message conveyed from one person to another through a medium
FORMAL- public or official:
formal procedures

a formal announcement

INFORMAL- **not formal or official:**

The two groups agreed to hold an informal meeting.

Alliances among small businesses are often informal arrangements, such as two companies teaming up for a marketing event.

OBSERVATION – the process of watching someone or smth carefully, in order to find something out;

SPECIFICATIONS – an explicit set of requirements to be satisfied by a material, product or service

ENVIRONMENT- the place in which people live and work;

META-LANGUAGE- a set of words used for describing and discussing

Encyclopedia - An **encyclopedia** (American English), or **encyclopædia** (British English) is a reference work or compendium providing summaries of knowledge either general or special to a particular field or discipline.

Essay - An **essay** is, generally, a piece of writing that gives the author's own argument, but the definition is vague, overlapping with those of a letter, a paper, an article, a pamphlet, and a short story.

DESCRIPTIVE ESSAY - The definition of a descriptive essay is a type of composition or paper which describes an object, person, process, or event. The writer's goal is to create a vivid reading experience, or to show instead of tell (metaphorically).

Expository essay - An expository essay is an essay that communicates factual information. Broadly, this type of writing is known as expository writing. Expository essays rely on different structures to communicate their positions, like compare and contrast, process essays, and analyzing cause and effect.

Argumentative essay - An argumentative essay is a piece of writing that uses factual evidence and logical support to convince the reader of a certain way of thinking.

Narrative essay - A narrative essay is a form of academic writing that aims to tell a story. As the author, your goal is to create the right atmosphere and a lifelike experience for your readers.

Literature review- A literature review is an overview of the previously published works on a topic. The term can refer to a full scholarly paper or a section of a scholarly work such as a book, or an article.

TESTLAR

1.Prediction is…

a)Reading longer texts frequently over a period. This is usually done independently and not in the classroom.

b)Looking at headlines, pictures, typeface and layout to guess what you think a text will be about.

c)Also reading to get an overall but not detailed understanding of the text.

d)Reading to get a general but not detailed understanding of the text.

2.Reading to get a general but not detailed understanding of the text is…

a)skim reading

b)gist reading

c)Prediction

d)scan reading

3.Gist reading is…

a)Either guessing the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious.

b)Also reading to get an overall but not detailed understanding of the text.

c)Reading to get a general but not detailed understanding of the text.

d)Reading longer texts frequently over a period. This is usually done independently and not in the classroom.

4. Scan reading is…

a)Also reading to get an overall but not detailed understanding of the text.

b)Reading a text to locate a specific piece of information such as a word or a number or a time. It is not necessary to understand the whole text in order to do this.

c)Either guessing the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious.

d)Reading to get a general but not detailed understanding of the text.

5.Extensive reading is…

a)Also reading to get an overall but not detailed understanding of the text.

b)Looking at headlines, pictures, typeface and layout to guess what you think a text will be about.

c)Reading to get a general but not detailed understanding of the text.

d)Reading longer texts frequently over a period. This is usually done independently and not in the classroom.

6.What is “Salutation or Greeting” in the personal letter?

a)All letters begin “Dear + name” and should be displayed on the left beneath the date.

b)It is some key phrases that are commonly used in letter writing

c)It is a short dictation or guide about writing personal letter

d)It does not relate to personal letter writing

7.Dialogue is…

a)an enhancement tool to stress the theme of a story, e.g. a dog can symbolise loyalty.

b)describes a sequence of events.

c)speech used for moving the story forward, though some dialogue can be redundant

d)an event that introduces conflict.

8. Narrative is…

A)describes a sequence of events.

b)an enhancement tool to stress the theme of a story, e.g. a dog can symbolise loyalty.

C)an event that introduces conflict.

d)action that leads to a crisis.

9.Moral is…

A)the message conveyed or a lesson to be learned from a story - e.g. fairy stories often have a moral about distrusting people who appear to be trustworthy

B)The point of the story when the conflict is resolved.

c)The last paragraph of the story.

d)An unexpected final paragraph, which shatters readers' perceptions.

10.In this type of letter you may use colloquial words or expressions, contractions, clichés, abbreviated words, imperative voice, active voice, and etc.

a)Formal letter

b)Narrative paragraph

c)Descriptive paragraph

d)Informal letter

11. Match the rules of writing formal letter…

a)Avoid using colloquial words/expressions, contractions, clichés, abbreviated words, imperative voice, active voice, and etc.

b)you may use colloquial words or expressions, contractions, clichés, abbreviated words, imperative voice, active voice, and etc.

c)you may use colloquial words or expressions, contractions, clichés, abbreviated words, but avoid using imperative voice, active voice, and etc.

d)Avoid using colloquial words/expressions, contractions, but you may use clichés, abbreviated words, imperative voice, active voice, and etc

12.Which tense do you need to use for writing diaries?

a)Present continuous tense

b)Simple past tense

c)Present perfect tense

d)Future tense

13.Your name and address always goes in the top right corner of a formal letter

a)True

b)False

c)Does not matter

d)It is written on the envelope

14. Match the correct letter closure to its salutation

a)Yours sincerely Dear Sir/Madam

b)See you later Dear Mr. Jones

c)Yours Faithfully Dear Sir/Madam

d)Yours Faithfully Never acceptable

15.Where should you write the date on your letter?

a)Under the recipient's address

b)Under your address

c)Above your address

d)Above the recipient's address

16.What should you always do when writing a formal letter?

a)Use paragraphs, use correct sentences, check your spelling

b)Make a cup of tea before you start

c)Put in some colorful pictures

d)Get license

17.What is an article?

a)is a piece of writing usually intended for publication in a newspaper, magazine or journal

b)is a piece of writing usually intended for publication in a book

c)is a piece of writing usually intended for sending to someone

d)is a piece of writing usually intended for publication in banners

18.An article can…

a)Only report some event

b)Describe an experience, event, person or place, present an opinion or balanced argument, compare and contrast, provide information, offer suggestions, offer advice

c)Consist of colorful pictures

d)Be found only in magazines

19. Which of the follow sentence(s) is(are) TRUE about diary writing?

a)'Dear Diary' is an optional element.

b)'Dear Diary' is a compulsory element. Diary writing is a kind of formal writing. 'Date' is not compulsory for diary writing.

c)Diary writing is a kind of formal and official writing. 'Address' is compulsory for diary writing. 'Dear Diary' is an compulsory element.

d)Diary writing is a kind of personal writing. 'Date' is compulsory for diary writing.

20.What kind of information do we use in notes and messages?

a)A brief information

b)Long and detailed information

c)Long and formal information

d)Informal and unclear information

21.What language is used in a letter of application?

a)Polite and semi-formal

b)Semi-formal and friendly

c) Polite and formal

d)Informal and polite

22.This is the part of the letter that includes a word like sincerely and your name

a)Opening

b)Body

c)Closing

d)Heading

23. Which details should you include in describing people essay?

a)Age, size, colour, materials

b)Shape, pattern, weight, age, origin

c)Name, reason, feeling, date of birth

d)Height/build, age, facial features, hair, clothing

24.Choose correct introduction structure for describing places essay

a)Name, location, population of the place, reason for choosing the place

b)Who the person is, how you first met, saw him/her c)Name, time, date, place of event, reason for celebrating

d)Describing feelings, reactions, actions

25.Choose correct answer for essay structure

a)Pre, while, post

b)Introduction, main body, conclusion

c)Presentation, practice, production

d)Paragraph 1, paragraph 2, paragraph 3

26.What is the first sentence of a paragraph called?

a)The introduction sentence

b)The first sentence

c)The topic sentence

d)The exclusive sentence

27.Which expressions do you use in order to introduce examples in essays?

a)For example, for instance, such as, like, particularly, especially

b)Clearly, obviously, naturally, of course

c)In fact, actually, in effect, in practice

d)As a rule, in general, on the whole

28. Letters are …

a)Written to a person for a specific reason

b)Found in magazines and newspapers

c)Formal pieces of writing and have specific format and features

d)About current/recent events

29. For whom can be written semi-formal letters?

a)To people you do not know well or people you know but you want to sound polite

b)To people you know well

c)To managers/officials written in polite formal style

d)To the third person when the writer is describing events which happened

30.Reading to get detailed information from the text is…

a) extensive reading

b) intensive reading

c)Prediction

d)skim reading