

ЗАКАРПАТСЬКИЙ УГОРСЬКИЙ ІНСТИТУТ ІМЕНІ ФЕРЕНЦА
РАКОЦІ ІІ
II. RÁKÓCZI FERENC KÁRPÁTALJAI MAGYAR FŐISKOLA

Кафедра філології
Filológia Tanszék

« РОЗВИТОК НАВИЧОК ПИСЬМА »
ÍRÁSKÉSZSÉG FEJLESZTÉSE

(для студентів 1-го курсу освітньої програми «Середня освіта (Мова та зарубіжна література (англійська))» / a „Középfokú oktatás. (nyelv és világirodalom (angol))” képzési program 1. évfolyamos hallgatói részére)

ПОСІБНИК/ OKTATÁSI SEGÉDLET

до практичних (семінарських) занять / gyakorlati (szemináriumi) foglalkozásokhoz

Розвиток навичок письма/Íráskészség fejlesztése
(назва навчальної дисципліни / a tantárgy neve)

Перший (бакалаврський) / Alapképzés (BA)
(ступінь вищої освіти / a felsőoktatás szintje)

01 Освіта/Педагогіка / 01 Oktatás/Pedagógia
(галузь знань / képzési ág)

«Середня освіта (Мова та зарубіжна література (англійська))»
Középfokú oktatás. (nyelv és világirodalom (angol))”
(освітня програма / képzési program)



Берегове / Beregszász
2024 p. / 2024

Посібник «Розвиток навичок письма» призначений для студентів 1-го курсу спеціальності «Середня освіта (Мова та зарубіжна література (англійська))» Закарпатського угорського інституту імені Ференца Ракоці II з метою сприяння більш ґрунтовному вивченню та засвоєнню дисципліни.

Затверджено до використання у навчальному процесі
на засіданні кафедри філології ЗУІ ім. Ф.Ракоці II
(протокол №99 від 29 квітня 2024 року)

Розглянуто та рекомендовано Радою із забезпечення якості вищої освіти
Закарпатського угорського інституту імені Ференца Ракоці II
(протокол №17 від 21 лютого 2024 року)

Рекомендовано до видання у електронній формі (PDF)
рішенням Вченої ради Закарпатського угорського інституту імені Ференца Ракоці II
(протокол №25 від 29 лютого 2024 року)

Підготовлено до видання у електронній формі (PDF) кафедрою філології спільно з
Видавничим відділом Закарпатського угорського інституту імені Ференца Ракоці II

Укладачі посібника:

Катерина ЛІЗАК – магістр філології, доцент кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Каталін ГНАТИК – доктор філософії, доцент кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Ілона ГУСТІ – кандидат педагогічних наук, доцент, доцент кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Еніке НАДЬ-КОЛОЖВАРІ – магістр філології, ст.викладач кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Катерина ФОДОР – доктор філософії, доцент кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Рецензенти:

Світлана МИШКО – кандидат педагогічних наук, доцент, завідувач кафедри полікультурної освіти та перекладу УжНУ

Наталія БАНЯС – кандидат філологічних наук, доцент, доцент кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Відповідальні за випуск:

Аніко БЕРЕГСАСІ – доктор габілітований у галузі гуманітарних наук, доцент, завідувач та професор кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Олександр ДОБОШ – начальник Видавничого відділу ЗУІ ім. Ф.Ракоці II

За зміст посібника відповідальність несуть укладачі.

Видавництво: Закарпатський угорський інститут імені Ференца Ракоці II (адреса: пл. Кошута 6, м. Берегове, 90202. Електронна пошта: foiskola@kmf.uz.ua)

© Катерина Лізак, Каталін Гнатик,
Ілона Густі, Еніке Надь-Коложварі, Катерина Фодор, 2024
© Кафедра філології ЗУІ ім. Ф.Ракоці II, 2023

Az "Íráskészség fejlesztése" című oktatási segédlet a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola 1. évfolyamos "Középiskolai oktatás (nyelv és világirodalom (angol))" szakirány angol szakos hallgatói számára készült és a szakterület alaposabb tanulmányozását és elsajátítását hivatott elősegíteni.

Az oktatási folyamatban történő felhasználását jóváhagyta
a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Filológia Tanszéke
(2024. január 29., 99. számú jegyzőkönyv).

Megjelentetésre javasolta a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola
Felsőoktatási Minőségbiztosítási Tanácsa
(2024. február 21. 17. számú jegyzőkönyv).

Elektronikus (PDF fájlformátumban) formában történő kiadásra javasolta
a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Tudományos Tanácsa
(2024. február 29. 25. számú jegyzőkönyv).

Kiadásra előkészítette a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola
Filológia Tanszéke és Kiadói Részlege.

Az oktatási segédlet kidolgozói:

LIZÁK Katalin – a filológia magisztere, a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Filológia Tanszékének docense

HNATIK Katalin – PhD, a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Filológia Tanszékének docense

HUSZTI Ilona – a pedagógiai tudományok kandidátusa, docens, a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Filológia Tanszékének docense

NAGY-KOLOZSVÁRI Enikő – a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Filológia Tanszékének adjunktusa

FODOR Katalin – PhD, a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Filológia Tanszékének docense

Szakmai lektorok:

DR. MISKO Szvitlána – PhD, egyetemi docens, az Ungvári Nemzeti Egyetem Multikulturális Oktatási és Fordítási Tanszékének vezetője.

DR. BÁNYÁSZ Natália – PhD, docens, a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Filológia Tanszékének docense

A kiadásért felelnek:

Dr. habil. BEREGSZÁSZI Anikó – PhD, docens, habilitált nyelvészdoktor, a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Filológia Tanszékének tanszékvezető professzora

DOBOS Sándor – a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Kiadói Részlegének vezetője

A segédlet tartalmáért kizárólag a jegyzet szerkesztői felelnek.

Kiadó: a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola (cím: 90 202, Beregszász, Kossuth tér 6. E-mail: foiskola@kmf.uz.ua)

© **Lizák Katalin, Hnatik Katalin, Huszti Ilona, Nagy-Kolozsvári Enikő, Fodor Katalin 2024**

© **A II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola
Filológia Tanszéke, 2024**

Table of Contents

I WRITING SKILLS DEVELOPMENT	9
1.1 Writing for success	9
1.1.1 Purpose of writing.....	10
1.1.2 Audience of a text.....	11
1.1.3 Structuring a piece of writing.....	11
1.1.4 Appropriate language choice	14
1.1.5 Capturing the reader’s interest.....	15
1.2 What are essays?	15
1.2.1 Components of a good essay.....	15
1.2.2 Writing an essay	16
1.2.3 Checklist: Essay	22
II DESCRIPTIVE WRITING	23
2.1 What makes good descriptive writing?	23
2.2 Descriptive writing prompts	29
2.3 Descriptive writing tasks	32
2.3.1 Describing nature	32
2.3.2 Describing phenomena.....	36
2.3.3 Describing places	39
2.3.4 Describing animals.....	41
2.3.5 Describing food.....	45
2.3.6 Describing people and creatures	45
2.4 Descriptive essay writing tasks	49
III NARRATIVE WRITING	50
3.1 Narrative elements	50
3.2 Narrative writing tasks	55
3.3 Narrative essay writing tasks	61
IV PERSUASIVE WRITING	63
4.1 Persuasive writing tasks	69

4.2 Persuasive essay writing tasks.....	76
4.3 Checklist: Persuasive writing.....	77
V EXPOSITORY WRITING.....	78
5.1 Expository writing tasks.....	83
5.2 Expository essay writing tasks.....	87
5.3 Expository writing checklist.....	88
VI LETTER WRITING.....	89
6.1 Types of letters.....	89
6.2 Introducing forms and writing letters.....	89
VII REMINDER.....	103
VIII LINKING WORDS.....	105
IX COMMONLY CONFUSED WORDS.....	107
X REVISION QUESTIONS.....	113
XI MODULE TEST SAMPLE.....	114
List of Literature Used.....	119

I. WRITING SKILLS DEVELOPMENT

1.1 Writing for success

Writing is one of the basic language skills. The ability to express oneself in writing is an important part of foreign language learning. Good writing skills allow you to express more complex ideas concisely and fully, thus improving your communication skill. Developing foreign language writing skills will allow you to significantly improve your literacy and vocabulary, as well as affect your ability to speak a foreign language and perceive a foreign language by ear. The present method guide aims to encourage you to develop your writing skills, write for different purposes and audiences and to make choices about how you write. We write all the time, but what we write isn't always formal. We write notes, text messages and emails to different people. However, they also have their own conventions. The present method guide look at specific aspects of writing. We need to have in mind all the different skills all the time and that is this guide is aiming to help you to do.





The purpose of studying writing is to learn to write in a foreign language the same texts that a person can write in his/her native language. For example:

Filling out an application form, writing various types of letters, resumes, statements, essays, reports, reviews, postcards and e-mails. Each type of text requires its own linguistic means and composition.





Now let's see what exactly should be done in order to make the development of foreign language writing skills an easy, interesting and enjoyable activity.

To help you improve your writing skill it is useful to know what the teachers anticipations are and what concerns students most about writing. Below are some concerns both teachers and students have.

Teachers' expectations

-  Clear focus on the task. Follow the three communication principles in writing - the three C's of effective communication. **Be clear, concise and consistent.**
-  Keep your writing logical – organise the discussion points from general to specific. Students often write all they think of the issue rather than selecting the most effective points.
-  Structure your paper logically with a clear introduction, main body, and conclusion. Each section should flow smoothly and contribute to the overall coherence of the paper.
-  Technical errors such as spelling and punctuation. Check your work for accuracy in punctuation, spelling and grammar.

Students' concerns

-  How much should I write? I would rather put down everything I know about the issue.
-  I have so much to say I just would put it all down.
-  There is not enough time to plan.
-  I don't have enough time to check.

The ability to write well is not some mystical talent available to a limited number of people, but a skill that can and should be mastered. There are certain factors you need to consider and which influence the writing of any given paper. You need to think about:

1. what exactly you are asked to do, the reason for writing, i.e. the purpose of the text,
2. the readers the piece of writing is for,
3. how to structure your answer,
4. how to choose appropriate language,
5. how to capture the reader's interest

1.1.1 Purpose of writing

The first thing you should think about when you write a text are its purpose and its audience.

The purpose of a piece of writing is the reason why it was written. When someone communicates ideas in writing, they usually do so to express themselves, inform their reader, to persuade a reader or to create a literary work. The purpose for a piece of writing identifies the reason you write a particular document. Basically, the purpose of a piece of writing answers the question "Why?" For example, why write a play? To entertain a packed theater. Why write

instructions to the babysitter? To inform him or her of your schedule and rules. Why write a letter to your congressman? To persuade him to address your community's needs.

There are four basic purposes writers use for writing. Therefore, **texts can do any of these things:**

Inform (informative/expository writing). Presenting information is one of the most common writing purposes. In academic writing situations, students often write papers to demonstrate their mastery of the material. Journalistic writing is the most common form of informative writing, but informing readers can have its place in every writing situation.

Describe (descriptive writing). The writer may describe a person, place, or object, or be reminiscing a memory. In **descriptive writing**, the author does not just tell the reader what was seen, felt, tested, smelled, or heard. Descriptive writing is intended to create a vivid and specific picture in the reader's mind to give them a better feel for the story. *Descriptive writing* allows the reader to paint a picture in their mind and makes your text more appealing to the reader. The descriptive essay strives to communicate a deeper meaning than description.

Persuade Persuasion is another common writing purpose. We have strong opinions on many issues, and sometimes our writing seeks to defend those views and/or convince the reader of the superiority of our position. Persuasion can take many forms, from writing to elected officials about the need for a new traffic light to an academic essay that defends the need for the death penalty in the U.S., but its aim is always to persuade. Personal essays also sometimes work toward persuasion; writers often illustrate their points through the use of narrative structures or examples.

Narrate Narrative writing is simply any piece of text that tells a story. This can be in the form of fiction or non-fiction. Although stories are the most common form of narrative writing, non-fiction - such as travel writing or biographies - can also be considered narratives.

1.1.2 Audience of a text

The audience of a text is who the text is aimed at, it might be a person, a group of people, men, or women or both, a specific age group or age range, an audience with specific interests, etc. In fact, it might be anybody who you intend to address with your writing. When writing your own paragraphs, you must engage with your audience to build an appropriate relationship given your subject. Imagining your readers during each stage of the writing process will help you make decisions about your writing. Ultimately, the people you visualize will affect what and how you write.



Keep in mind that as your topic shifts in the writing process, your audience may also shift.

1.1.3 Structuring a piece of writing

Organisation is another important part of what makes good writing. Structure in writing means the arrangement of words, sentences, and paragraphs to create a logical flow of ideas. A disorganised piece of writing that jumps around from one detail to the next without any connection will be very confusing and difficult for the reader to understand. For example, the basics of essay structure consists of an introduction, body, and conclusion. Essay writing follows a specific structure, and

for the most part in academic or college essays, the five-paragraph essay is the generally accepted structure you'll be expected to use.

Paragraph 1: Introduction

Paragraph 2: Body 1

Paragraph 3: Body 2

Paragraph 4: Body 3

Paragraph 5: Conclusion

The five-paragraph essay is broken down into one introduction paragraph, three body paragraphs, and a closing paragraph. However, that doesn't always mean that an essay is written strictly in five paragraphs, but rather that this structure can be used loosely and the three body paragraphs might become three sections instead.

An introduction in any piece of writing is an essential part of the writing in which the author in brief introduces the issue by presenting its *general* idea in order to guide the reader towards the whole piece of writing. In an introduction the author should give an answer to the question WHY?: why the issue is important. As the name implies, the purpose of your introduction paragraph is to introduce your idea. A good introduction begins with a "hook," something that grabs your reader's attention and makes them excited to read more.

Another key tenant of an introduction is a thesis statement, which usually comes towards the end of the introduction itself. Your thesis statement should be a phrase that explains your argument, position, or central idea that you plan on developing throughout the essay. You can also include a short outline of what to expect in your introduction, including bringing up brief points that you plan on explaining more later on in the body paragraphs.

The main body is the part of writing in which the author goes into particulars by providing evidence to what he states in order to justify his point of view. A classic five-paragraph essay format contains an introductory paragraph, three body paragraphs, and a conclusion.

Body paragraphs are units of text that offer supporting evidence to back up the statement of an essay, report, or story. Here is where most of your essay happens. The body paragraphs are where you develop your ideas and bring up all the points related to your main topic.

In general, you're meant to have three body paragraphs, or sections, and each one should bring up a different point. Think of it as bringing up evidence. Each paragraph is a different piece of evidence, and when the three pieces are taken together, it backs up your main point — your thesis statement — really well.

In writing, it is essential that body paragraphs are tied together in some way so that the essay flows. The points should be distinct enough, but they should relate to each other, and definitely to your thesis statement. Each body paragraph works to advance your point, so when crafting your essay, it's important to keep this in mind so that you avoid going off-track or writing things that are off-topic.

In general, an article, report, or essay can contain as many body paragraphs as the writer needs to establish and explain the main theme or controlling idea. A good main body has usually from two to five paragraphs but it may vary depending on the number of the ideas the author

discusses. A good body paragraph contains three main sections: a topic sentence (or key sentence), relevant supporting sentences, and a closing (or transition) sentence.



A paragraph should not introduce any other evidence or provide information that does not support the main idea; otherwise, the paragraph will lack unity and coherence.

Find logical subdivisions in your argument and organize them into unified paragraphs.

It is common to start a paragraph with a topic sentence and then let the rest of the sentences build details to support it. However, this is not by any means the only or the best pattern. The topic sentence can appear in any part of the paragraph or sometimes it can be implied.

Suggestions for writing paragraphs:

- Avoid paragraphs that are either too long or too short,
- Develop a single idea in a paragraph,
- Use different patterns of paragraph development (narration, description, definition, example, comparison and contrast, analogy, cause and effect, or process),
- Provide transitions between paragraphs to make your writing flow smoothly

A topic sentence: Each body paragraph should focus on a single idea. State the idea in the so-called topic sentence which is usually the first sentence of the paragraph but sometimes it may come the last one.

"A topic sentence should, if possible, do four things:

- (1) provide a transition from the preceding paragraph,
- (2) introduce the topic of the paragraph,
- (3) make a main point about this topic,
- (4) suggest how the rest of the paragraph will develop this point"

(Hult and Huckin, *The New Century Handbook*, 104).

Supporting sentences: When you write a paragraph make sure that you begin the first sentence of each paragraph with a topic sentence in which you present the general idea of the paragraph and provide focus for the reader. Then you proceed on with details, the so-called supporting sentences that provide evidence to what you have claimed. Support the idea with examples, facts, research, statistics, data, studies, explanations, quotes, citations and tables, etc. to support your claims.

The supporting sentences of a paragraph develop the main idea you presented in the topic sentence. When writing supporting sentences you should be giving examples, reasons, or descriptions to support your topic sentence.

Supporting sentences should focus on the following:

- They should provide the main supporting points for the paragraph's main idea (topic sentence),
- There are usually 2 - 4 supporting sentences in a paragraph,
- They should be arranged in a logical order,
- They should NOT begin a new topic or introduce a new idea.

A supporting sentence is a sentence with information that supports a main idea or claim. Supporting sentences give a reader details to understand a main idea, or evidence to show

why a claim is true or correct. You will find supporting sentences in the middle of a paragraph – after the topic sentence, and before a concluding sentence or transition.

A concluding sentence: Finally, you end the paragraph with a concluding sentence that summarises the main point and provides transition to the next paragraph. It provides a framework for you to organize your thoughts making your writing coherent and easy for your readers to comprehend.

This structure helps you separate your content into understandable sections. It also helps you to plan your content: you can consider what you need to set up in the introduction before moving onto the main body of your essay, and then what you will need to summarise in the conclusion.

Many students aren't sure how to write a conclusion for an essay and tend to see their conclusion as an afterthought, but this section is just as important as the rest of your work.

You shouldn't be presenting any new ideas in your conclusion, but you should summarize your main points and show how they back up your thesis statement.

Essentially, the conclusion is similar in structure and content to the introduction, but instead of introducing your essay, it should be wrapping up the main thoughts and presenting them to the reader as a singular closed argument.

1.1.4 Appropriate language choice

Writing style is the way a writer expresses their thoughts. To be effective in writing, we have to use appropriate language in the correct situations. Depending on the settings, we operate with different levels of formality in English, and the levels are associated with particular choices of grammar and vocabulary, as well as the overall tone and organization of a written piece. Style varies with the subject matter, audience and context.



Usually three levels of formality: formal, informal and semi-formal (neutral) are used in writing.

Formal writing is written for an audience you don't know on a personal level. It's typically more complex than informal writing. Formal writing has a less personal tone and the language is more proper.

Use a formal writing style in business, legal, or academic writing unless your audience is someone you know in person.

Informal writing is for everyday use. It reflects how you naturally speak and write to friends, family, and casual acquaintances. It has a more personal tone and includes contractions, slang, and figures of speech. Informal writing sounds similar to a personal conversation.

Use informal writing style when communicating with friends or family. It is used when writing personal emails, text messages and in some business correspondence.

Semi-formal writing is one that falls in between formal and informal ones in terms of tone. There is no precise definition of semi-formal except that which is neither formal nor informal.

Use semi formal writing style to a person with whom you have a professional relationship but one that is fairly close (ie a manager or colleague that you know). Writing to a person with

whom you have a personal relationship but about a difficult or unfortunate situation (ie something that would make them feel bad).

Writing that will appear in print tends to be more formal than email, while text and direct messaging are the least formal ways to communicate.

Choose the most appropriate style based on the purpose of your communication, as well as your audience and the method you're using to communicate.

1.1.5 Capturing the reader's interest

Writing a successful essay requires more than just delivering information. It is vital to capture the audience's attention, evoke emotions, and leave a lasting impact. Engaging essays are motivating, insightful, and compelling. The use of special techniques will help to write an engaging essay that leaves a pleasant and everlasting impression on the readers.

1.2 What are essays?

Essays are long-form writing assignments that persuade or inform a reader about a particular topic. It's important to know which type of essay to use to best deliver your message to readers. When you choose the type of essay most relevant to your topic, you can tailor your essay to your readers and be more organized

An essay is a highly versatile, non-fictional piece of writing aimed at persuading, informing, or entertaining the reader. It can serve multiple functions, such as taking a stance on topics, disproving widely believed myths, and sharing interesting anecdotes.

There are four types of basic essays you can write depending on the message you want to convey. They include narrative essays, descriptive essays, argumentative essays, and expository essays.

Narrative and descriptive essays aim to tell a story or describe an immersive experience with the help of sensory descriptors. Expository and argumentative essays aim to educate and inform the reader on a particular topic.

There are many more types of essay that are a combination or derivation of these four essay types.

1.2.1 Components of a good essay

Before writing an essay

Before you start writing, you should make sure you have a clear idea of what you want to say and how you're going to say it. There are a few key steps you can follow to make sure you're prepared:

Define a topic: If you're allowed to choose your own topic, try to pick something that you already know a bit about and that will hold your interest.

Decide on the essay type: depending on the purpose set identify which type of essay to use to best deliver your message to readers.

consider the characteristic features of the essay type(s) to use,

recollect the techniques which help to engage the reader and achieve the purpose,

decide on the use of the most effective techniques to achieve the aim.

Come up with a thesis: The thesis is the central point or argument that you want to make. A clear thesis is essential for a focused essay—you should keep referring back to it as you write.

Create an essay outline: Map out the rough structure of your essay in an outline. This makes it easier to start writing and keeps you on track as you go.

1.2.2 Writing an essay

Writing the introduction

The introduction sets the tone for your essay. It should grab the reader’s interest and inform them of what to expect. The introduction generally comprises 10–20% of the text.

Hook your reader: The first sentence of the introduction should pique your reader’s interest and curiosity. This sentence is sometimes called the hook. It might be an intriguing question, a surprising fact, or a bold statement emphasizing the relevance of the topic.

Set out your argument in the introduction: You should formulate your thesis statement—the central argument you’re going to make. The thesis statement provides focus and signals your position on the topic. It is usually one or two sentences long.

Map the structure: In longer essays, you can end the introduction by briefly describing what will be covered in each part of the essay. This guides the reader through your structure and gives a preview of how your argument will develop.



Task Discuss why assignment essays are common assessment tasks in undergraduate tertiary coursework, and evaluate the effectiveness of assignments as an avenue for learning.

Example of an essay introduction

Assignment essays are developed from set questions that give students a period of time to research a topic and produce their answer with references to their sources of information. While there are some disadvantages with using assignment essays as an assessment tool, there are sound educational purposes underpinning this practice. This essay examines the reasons why assignment essays are beneficial for student learning and considers some of the problems with this method of assessment.

Writing the main body

The body of your essay is where you make arguments supporting your thesis, provide evidence, and develop your ideas. Its purpose is to present, interpret, and analyze the information and sources you have gathered to support your argument.

Length of the body text

The length of the body depends on the type of essay. On average, the body comprises 60–80% of your essay.

Paragraph structure

To give your essay a clear structure, it is important to organize it into paragraphs. Each paragraph should be centered around one main point or idea.

That idea is introduced in a topic sentence. The topic sentence should generally lead on from the previous paragraph and introduce the point to be made in this paragraph. Transition words can be used to create clear connections between sentences. After the topic sentence, present evidence such as data, examples, or quotes from relevant sources. Be sure to interpret and explain the evidence, and show how it helps develop your overall argument.



Task

Support the topic sentences with information to help the reader understand the writer's focus.

- *Antarctica is a dangerous and lonely place*
- *American culture truly is a melting pot of cultures from around the world*
- *Burning fossil fuels causes global warming*
- *Fortune hunters encounter many difficulties when exploring a shipwreck.*
- *Dogs make wonderful pets because they help you to live longer.*
- *Graduating from high school is important for many different reasons.*
- *Television. Why do I watch it?*
- *While some prefer traditional classroom learning, others find that online courses offer more flexibility and convenience.*
- *Using renewable energy sources is essential for combating climate change and reducing our dependence on fossil fuels.*
- *The use of renewable energy sources can help reduce greenhouse gas emissions.*
- *Urbanization poses both challenges and opportunities for modern societies.*
- *Climate change impacts global ecosystems, from polar ice caps to tropical rainforests.*
- *Social media platforms influence contemporary communication and human interactions.*
- *Education systems require ongoing reforms to cater to the evolving needs of society.*
- *Space exploration holds the promise of discoveries beyond our planetary confines.*
- *Wildlife conservation ensures the preservation of Earth's rich biodiversity.*
- *Historical monuments stand as testament to a civilization's legacy and prowess.*
- *Reading habits enrich the mind, offering both knowledge and escapism.*
- *Oceanic ecosystems harbor mysteries yet to be fully unraveled by science.*

- *Artificial intelligence challenges the boundaries of technological capabilities.*
- *Childhood memories shape our adult personalities and choices.*
- *Green technology offers innovative solutions to pressing environmental issues.*
- *Photography captures fleeting moments, turning them into timeless memories.*
- *Gardening offers therapeutic benefits and a connection with nature.*
- *Video games merge entertainment with interactive storytelling techniques.*
- *Ancient mythologies provide insights into early human beliefs and values.*
- *Human rights movements fight for equality, justice, and freedom globally.*
- *Online education facilitates learning beyond geographical boundaries.*
- *Archaeological digs reveal secrets of bygone eras and lost civilizations.*
- *Modern sculptures reflect contemporary societal values and artistic experimentation.*
- *Digital art allows limitless creativity with the help of technology.*
- *Local cuisines represent the heart of a culture, infused with history and flavors.*
- *Renewable energy initiatives combat the global energy crisis and climate change.*
- *Wildlife documentaries raise awareness about endangered species and habitats.*
- *Classic literature resonates with themes that remain relevant across ages.*
- *Adventure sports push human limits and offer adrenaline-filled experiences.*
- *Underwater exploration uncovers marine biodiversity and submerged secrets.*
- *E-commerce platforms reshape the shopping experience in the digital age.*
- *Sustainable fashion champions eco-friendly materials and ethical production.*
- *Digital privacy measures protect user data from breaches and misuse.*
- *Classical dance forms preserve age-old traditions and storytelling techniques.*
- *3D printing technology revolutionizes manufacturing and prototyping processes.*
- *Ancient cartography charts historical perceptions of the world and explorations.*
- *Space tourism heralds a new era of extraterrestrial travel for civilians.*
- *Marine conservation efforts strive to protect our oceans' fragile ecosystems.*
- *Traditional craftsmanship preserves skills passed down through generations.*
- *Augmented reality applications blur the boundaries between the digital and real worlds.*
- *Public transportation systems facilitate urban mobility and reduce carbon footprints.*

- *Jazz music captures improvisational brilliance and rhythmic complexities.*
- *Antique collecting cherishes artifacts from bygone eras, each with its unique story.*
- *Gene editing techniques hold the promise of eradicating genetic disorders.*
- *Organic agriculture prioritizes natural growth processes and shuns chemical interventions.*
- *Adventure travel invigorates the spirit with challenges and uncharted experiences.*
- *Photojournalism chronicles real-life events, capturing moments that resonate deeply.*
- *Contemporary dance expresses emotions and stories through fluid movements.*
- *Pet adoption campaigns advocate for giving shelter animals a second chance.*
- *Solar-powered solutions present sustainable alternatives to conventional energy source*

Example of paragraphs from an essay

Body paragraph 1

Assignment essay tasks are set to assist students to develop mastery of their study subject. Firstly, assignment tasks enhance understandings about subject matter. Yang and Baker (2005) reason that “to master your learning materials and extend your understandings, you need to write about the meanings you gain from your research” (p. 1). Secondly, research (Jinx, 2004; Zapper, 2006) clearly demonstrates that students learn the writing conventions of a subject area while they are researching, reading and writing in their discipline. This activity helps them to “crack the code” of the discipline (Bloggs, 2003, p. 44). Thus, students are learning subject matter and how to write in that disciplinary area by researching and writing assignment essays.

Body paragraph 2

Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that course-work assignment essays can lessen the extreme stress experienced by some students over ‘sudden-death’ end of semester examinations: If we insist that all students write about everything they have learned in their study courses at the same time and in the same place (e.g. in examinations), we are not giving all of our students equal opportunities. Some students are not daunted by the exam experience while others suffer ‘exam nerves’ and perform at the lowest level of their capabilities. (Wonderland University, 2006, p. 4) Additionally, Jones et al. (2004, pp. 36-37) propose that assignment essays can be used to assess student learning mid-course and so provide them with helpful feedback before they are subjected to the exam experience. Exams only provide students with a mark rather than specific feedback on their progress. Therefore, setting assignment essays for a substantial part of student assessment is a much fairer approach than one-off examination testing.

Body paragraph 3

As an assessment tool, assignment essays have some disadvantages for lecturers and students. It has been found that assignment essays consume a great deal of staff time and money to mark and student time to prepare (Sankey & Liger, 2005, p. 192). A consequence of these problems is that feedback to students is frequently delayed, and this is much less useful to students than rapid feedback (p. 294). It is partly because of these disadvantages of time and expense that other assessments such as multiple-choice tests and short answer questions have an enduring place in the tertiary learning environment.

Writing the conclusion

The conclusion is the final paragraph of an essay. It should generally take up no more than 10–15% of the text. A strong essay conclusion:

- Returns to your thesis
- Ties together your main points
- Shows why your argument matters

A great conclusion should finish with a memorable or impactful sentence that leaves the reader with a strong final impression.

What not to include in a conclusion

To make your essay's conclusion as strong as possible, there are a few things you should avoid. The most common mistakes are:

- x Including new arguments or evidence
- x Undermining your arguments (e.g. "This is just one approach of many")

Example of an essay conclusion

To conclude, it seems that assignment essays continue to have a prominent role in tertiary education as an assessment tool. This is mainly because they are effective in developing knowledge and writing skills for subject areas. Also, assignment essays can be less stressful than examinations as they allow students to show their understanding of content in less pressured circumstances. On the other hand, the time consuming nature of writing and marking essays points to some disadvantages that also need to be considered. The weight of evidence, however, supports the writing of assignments essays for student assessment because this approach has such positive and proven effects for improved student learning.



Task

What did you notice?

The following relate to the essay above

1. The introduction paragraph

There is information in **quotation** marks.

There is an indented long quote in this **paragraph**.

The last **sentence** gives the answer to the essay question.

Information from the same **person** is used twice.

The second **sentence** is the thesis statement (i.e. position the writer will take).

2. Body paragraph 1

There is information in **quotation** marks.

There is an indented long quote in this **paragraph**

The last **sentence** gives the answer to the essay question.

Information from the same **person** is used twice.

The second **sentence** is the thesis statement (i.e. position the writer will take).

3. Body paragraph 2

There is information in **quotation** marks.

There is an indented long quote in this **paragraph**.

The last **sentence** gives the answer to the essay question.

Information from the same **person** is used twice.

The second **sentence** is the thesis statement (i.e. position the writer will take).

4. Body paragraph 3

There is information in **quotation** marks.

There is an indented long quote in this **paragraph**.

The last **sentence** gives the answer to the essay question.

Information from the same **person** is used twice.

The second **sentence** is the thesis statement (i.e. position the writer will take).

5. The conclusion paragraph

There is information in **quotation** marks.

There is an indented long quote in this **paragraph**.

The last **sentence** gives the answer to the essay question.

Information from the same **person** is used twice.

The second **sentence** is the thesis statement (i.e. position the writer will take).

Revision

Evaluate the overall organization

Revise the content of each paragraph

Proofread your essay for language errors

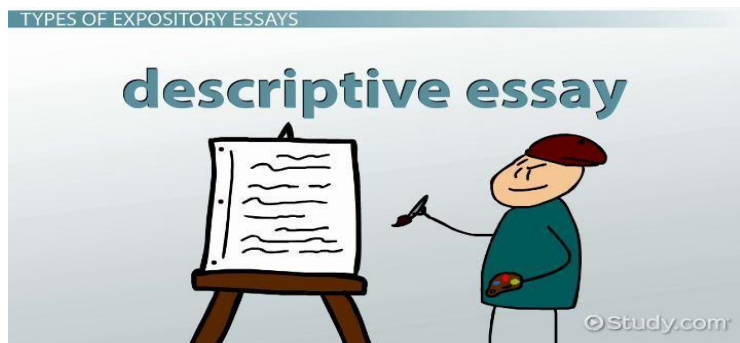
Check your essay on the content, organization, grammar, spelling, and formatting of your essay

Use a plagiarism checker

1.2.3 Checklist: Essay

- My essay follows the requirements of the assignment (topic and length).
- My introduction sparks the reader's interest and provides any necessary background information on the topic.
- My introduction contains a thesis statement that states the focus and position of the essay.
- I use paragraphs to structure the essay.
- I use topic sentences to introduce each paragraph.
- Each paragraph has a single focus and a clear connection to the thesis statement.
- I make clear transitions between paragraphs and ideas.
- My conclusion doesn't just repeat my points, but draws connections between arguments.
- I don't introduce new arguments or evidence in the conclusion.
- I have given an in-text citation for every quote or piece of information I got from another source.
- I have included a reference page at the end of my essay, listing full details of all my sources.
- My citations and references are correctly formatted according to the required citation style.
- My essay has an interesting and informative title.
- I have followed all formatting guidelines (e.g. font, page numbers, line spacing).

II DESCRIPTIVE WRITING



Descriptive writing is intended to create a vivid and specific picture in the reader's mind to give them a better feel for the story. Descriptive writing creates a sense of time, place, and experience in the reader's mind.

So, what exactly is *descriptive writing*? It's when you immerse the reader into your writing, whether you're describing people, places, objects, or scenes. *Descriptive writing* allows the reader to paint a picture in their head. *Descriptive writing* makes your text more appealing and therefore draws in the reader.

But which type of writing benefits from *descriptive writing*? Nearly all of them do; especially creative writing.

2.1 What makes good descriptive writing?

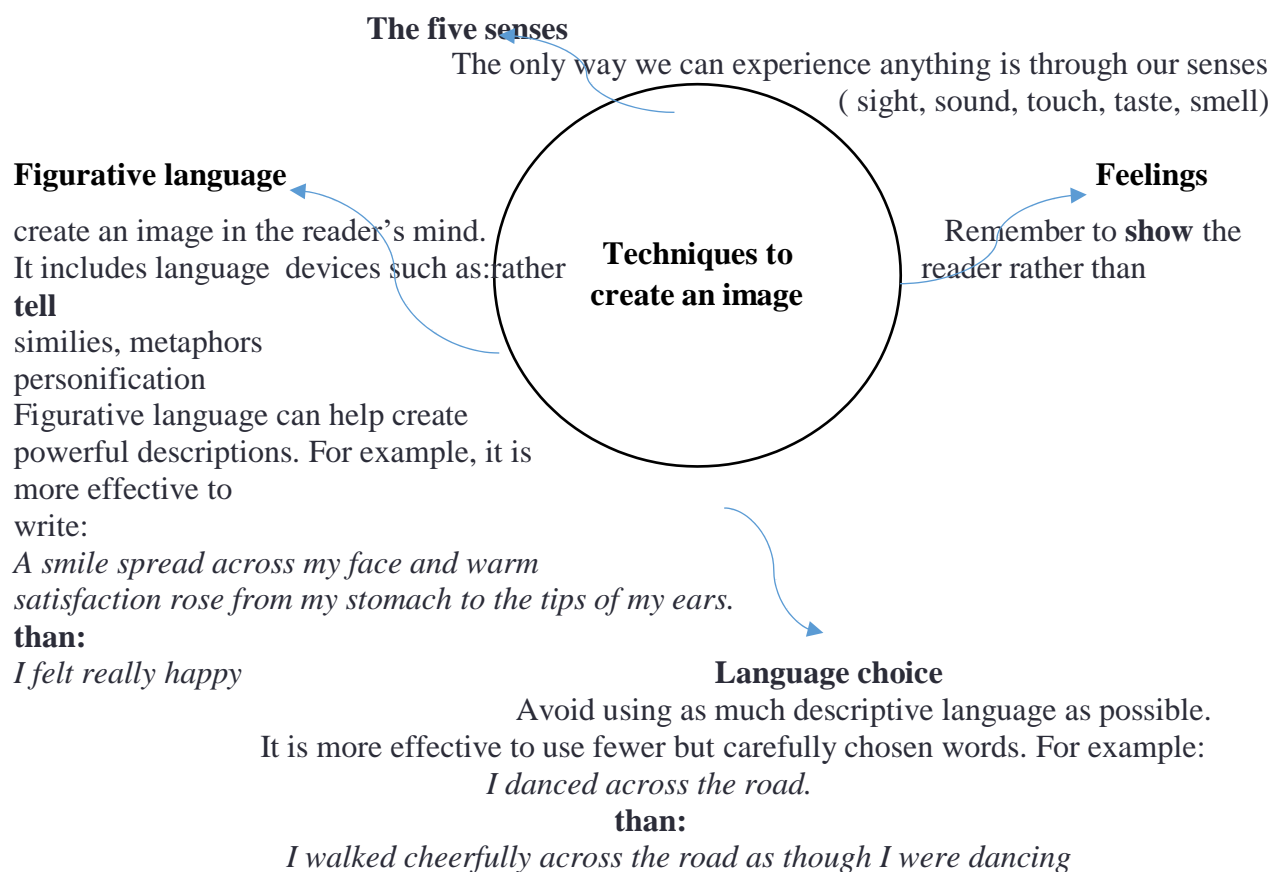
Descriptive writing consists of a variety of techniques and choices you make in an effort to give your reader an accurate, three-dimensional impression of the subject you're writing about. It's part word choice, part figurative language, part comparison, and part knowing what to include and what to leave out of your writing to set just the right mood.

Everyone writes differently and has their own unique style. However, there are effective ways to make good descriptive writing. Descriptive texts use a range of features to **create a picture in the reader's mind**.

How writers do it?

Writers describe by using:

- 1) language choice
- 2) the five senses
- 3) figurative language
- 4) feelings



1) **A language choice** is made very carefully. The writer thinks hard about connotation and its impact on the reader. Descriptive language is the use of descriptive words such as adjectives, adverbs or descriptive verbs to give the story added detail.

As well as this, here are some other pointers to help your class or your child understand what makes good descriptive writing:

- Try to use surprising words - Sometimes it's possible to convey a certain mood by using words or phrases that aren't usually associated with the thing being described. For example, in the phrase 'the stench of summer', the word 'stench' is usually used with things that smell bad. This could indicate the speaker's general dislike of all things summer-related.
- Think about who is describing - Like the above, certain characters might have different views about what's being talked about. Try to match the words you use with how the character might think.
- Don't over-describe - There are certain things that don't need to be described, but it all depends on what the story is about and what's important to it. Another vital part of good descriptive writing is understanding which adjectives to use, how to use them and when. Being specific with the adjectives you choose can help to make descriptive writing more effective. A general description

won't give the reader a clear image of what you're describing, but using specific adjectives to describe certain details will. For example, While a kitchen table might not be important for one story, it might be the centre-piece for another. Think about what's important and don't over-describe what's not.

- 2) **The five senses.** This style of writing uses lots of small details to create a clear picture of what's going on. Typically, these involve the five senses, and help the reader to feel like they're immersed in the world of the text. **The five senses** cover descriptions of sight, sound, smell, touch and taste.

English descriptive sentence framing is based more on "show" than "tell" -- giving readers a visual idea of the topic. For example, a "tell" sentence would be, "*The sun vanished into the water.*" The same sentence in "show" mode might read, "*The setting sun disappeared in a blaze of orange and pink glory, swallowed up, it would seem, by the enormous expanse of the ocean.*"

Think about it: when you go to the park or even when you sit at home, you don't just see things. You hear, feel, touch (and sometimes taste) them too. Using this helps to make the description more real, authentic and effective for the reader.

Use the "**Show Don't Tell**" approach in your descriptive essay by asking these questions about the 5 senses:

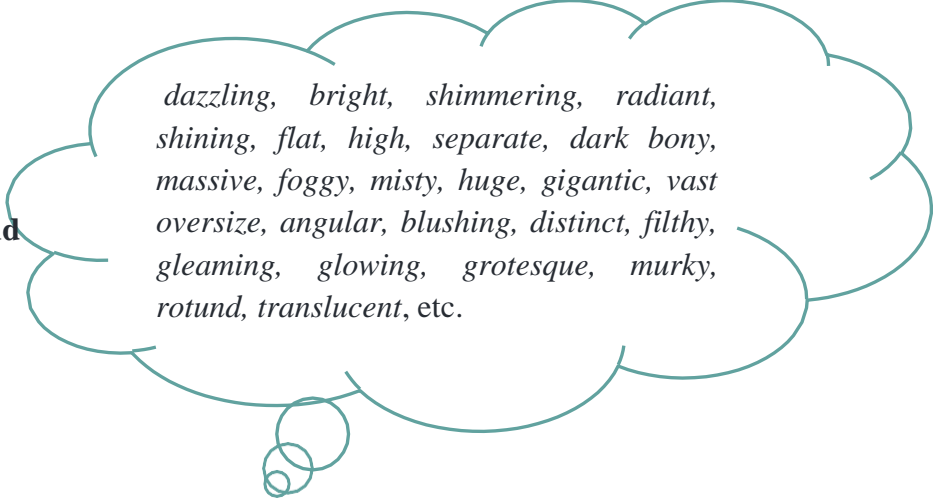
What did you see?

It looked..

All I could see....

The sight of.....

Descriptive words include

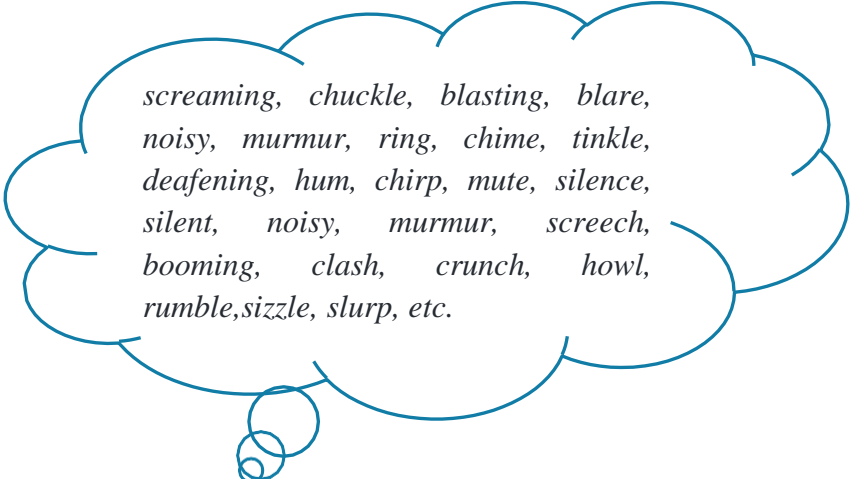


What did you hear?

The sound of.....

It sounded

Descriptive words include:



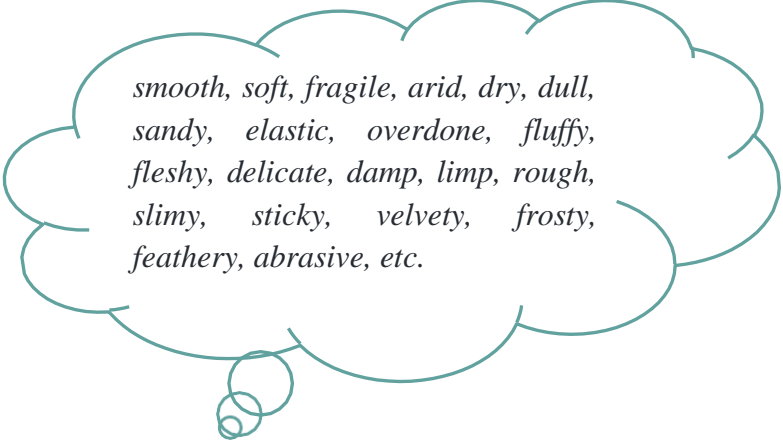
What did you touch?

It felt

The sensation of

The feel of.....

Descriptive words include:



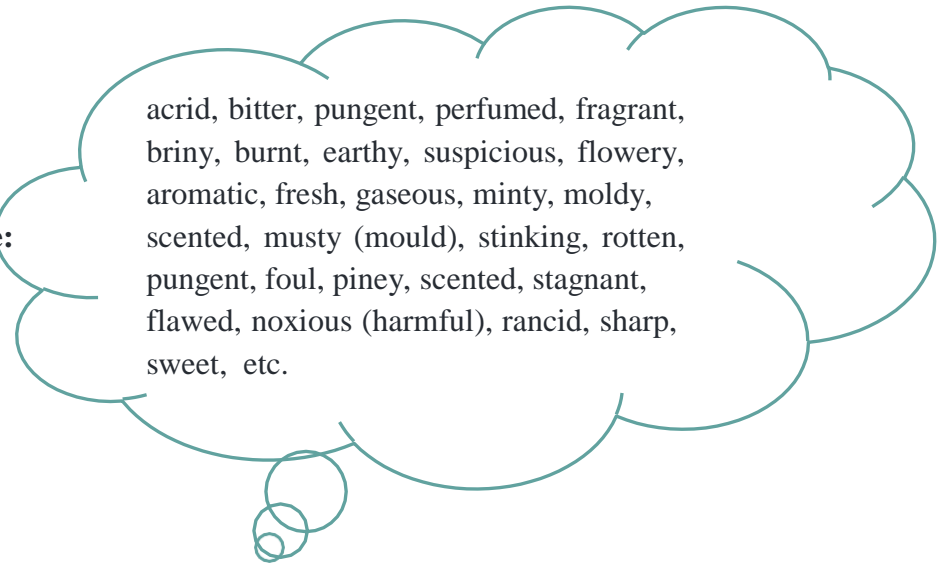
smooth, soft, fragile, arid, dry, dull, sandy, elastic, overdone, fluffy, fleshy, delicate, damp, limp, rough, slimy, sticky, velvety, frosty, feathery, abrasive, etc.

What did you smell?

The smell of/the smell was

It's smelt of/like

Descriptive words include:



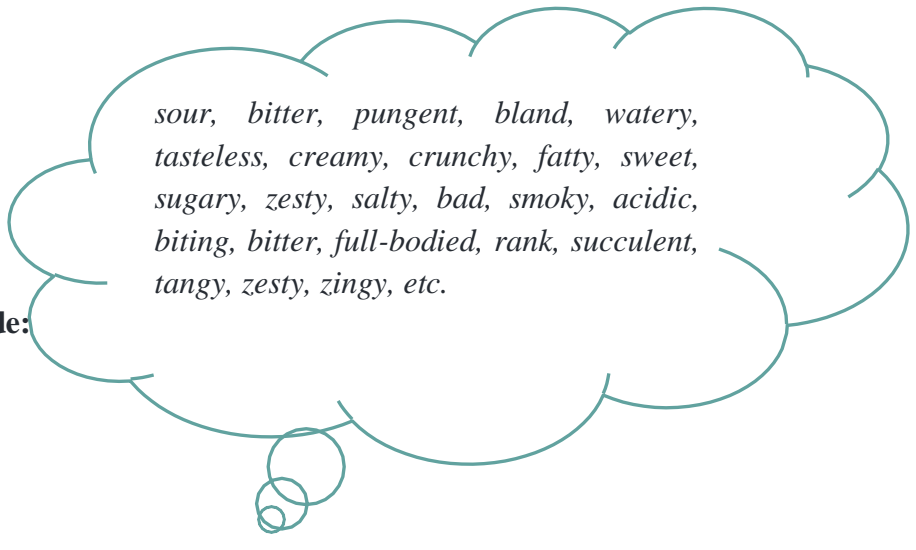
acidic, bitter, pungent, perfumed, fragrant, briny, burnt, earthy, suspicious, flowery, aromatic, fresh, gaseous, minty, moldy, scented, musty (mould), stinking, rotten, pungent, foul, piney, scented, stagnant, flawed, noxious (harmful), rancid, sharp, sweet, etc.

What did you taste?

It tasted.....

The taste of...

Descriptive words include:



sour, bitter, pungent, bland, watery, tasteless, creamy, crunchy, fatty, sweet, sugary, zesty, salty, bad, smoky, acidic, biting, bitter, full-bodied, rank, succulent, tangy, zesty, zingy, etc.

You probably won't have answers to all these questions. But write *“Show Don't Tell”* content wherever you can in your essay. By exploring the senses, we can create a vivid picture that the reader can visualise.

3) Figurative language. To develop techniques in writing and create effective descriptive writing, it's useful to learn all about descriptive language. Techniques in writing are specific language devices that many authors use to uplift their writing and make it more enticing to the reader. **Figurative language** creates a picture in the reader's mind through the use of imagery or figurative language. For example: similes metaphor, personification

Technique in Writing	Description	Example
Simile	A simile compares one thing to another, usually with the words 'as' or 'like'.	She ran as fast as lightning.
Metaphor	A metaphor says that something (a person, place or a thing) is something else.	The grass was covered with a blanket of snow.
Alliteration	Alliteration is when two or more words next to each other begin with the same letter or sound.	A beautiful blue butterfly.
Personification	An inanimate object is given human feelings or it acts in the way that a person might.	The rainbow stood high, protecting the landscape.
Onomatopoeia	Onomatopoeia refers to words that sound like what they mean.	The branch snapped beneath my feet.
Hyperbole	Hyperbole is an obvious exaggeration of what's being described.	It took me a million years to complete that level.
Pathetic fallacy	This is when the weather reflects the mood. Emotions are given to aspects of the weather in a way that's similar to personification.	The clouds darkened and the thunder rumbled a warning.
Oxymoron	An oxymoron is a phrase that combines two words that contradict each other.	At the sight of the ghost, he let out a silent scream.

Emotive language	This is language that has been purposefully written to make the reader feel a certain emotion.	Her heart was slashed in two.
Foreshadowing	Foreshadowing is where the writer includes hints about what's going to happen next in the story. They can be subtle or extremely obvious, depending on the type of story and its tone.	'Don't leave the path!' ... 'They had no choice but to leave the path.'

*I tiptoed along the floorboards, wincing in pain each time the **creaks pierced my ears**. I would be 80 years old before I reached my destination. The kitchen was **black as night**, though **small lights on the counter blinked at me** in the darkness. I reached out for the fridge's handle, my **heart pounding** as I was so close to my prize. All of a sudden, something tangled between my feet - I fell to the floor with an almighty **CRASH!** I swallowed back a **silent scream**. When I sat up, I saw two eyes, four legs and a fluffy tail looking at me **innocently**.*

This paragraph used **personification**, **hyperbole**, a **simile**, **emotive language**, **onomatopoeia** and an **oxymoron**.

While it's important to use these techniques in writing and it can make the writing much more engaging for the reader, it's a good idea to use them in moderation. When writing is packed full of metaphors, hyperbole, alliteration and more, the original meaning can be lost and it can be hard for the reader to follow.



Remember that techniques in writing are an incredible tool - when used correctly!

- 4) **Feelings** are often described using their physical effect on the writer. This helps the reader imagine how that feeling really feels. For example: *My heart thumped and my mouth went dry, I was terrified.*

Emotions and feelings differentiate descriptive sentence framing from what reads like a news piece or a dictionary entry, changing the essay into a work of literature. To put an emotional dimension to the essay, the student employs a range of literary devices, including exclamation marks, exaggeration, and puns, while staying away from allowing emotion to carry the reader from an apparent understanding of the object of description.

A shortlist of words to describe feelings:

- **Happiness** - *satisfied, content, blissful, glad, delighted, satisfied, content, joyful, thrilled, thrilled, delighted, ecstatic, enthusiastic, triumphant, successful, exulting, crowing, etc.*
- **Sadness** - *sad, miserable, low, despondent, depressing, bleak, distressing, miserable, crushed, miserable, tragic, frantic, anxious, unpromising, pathetic, etc.*
- **Anger**- *angry, annoyed, mad, furious, infuriated, irate, incensed, sore, annoyed, frustrated, etc.*

- **Fear**- *scared, anxious, troubled, startled, terrified, terrible, anxious, appalled, worried, alarmed, hesitant, intimidated, insecure, aghast, frantic, hysteric, etc.*
- **Confusion** - *confused, uncomfortable, baffled, bewildered, upset, puzzled, disoriented, confounded, mystified, incompetent, etc.*



Task 2.2 Descriptive Writing Prompts

- You step outside and everything you see is covered in snow. But something's different - it's not white. What colour is it and how would you describe it?
- You're walking through a green, luscious jungle. What sounds do you hear? What can you smell? What do you see?
- You jump off the train and into a bustling city. Describe the people there, the buildings, and anything else that you notice.
- You're at the beach for a day. How does the sand feel between your toes? Can you hear seagulls? Is it a busy summer's day, or a chilly winter morning?
- You've been invited to a lavish party. What are you wearing? Does the party have food? What does the ballroom look like?
- You've been transported back in time to the era of Medieval kings and queens. How is the world different from how it is now?
- You and your family are on a trip to the mountains. What are the mountains as big as?
- Somehow, you've ended up at the bottom of the ocean. How would you describe the creatures that live down there?
- You're up, up high in an aeroplane. Look out the window. How does the ground look from here? How does being in the aeroplane make you feel?
- You're at a buffet with huge tables filled with food. Your stomach's rumbling already. Describe the smells and tastes.
- You've been sucked into your favourite video game. Describe the first things you experience there.
- While walking your dog, you come across a secret meadow. Is it a wide, grassy field? Are there flowers? Animals? Describe how it appears to you.

Descriptive essay sample



Coney Island in My Mind

I would really love to visit Coney Island again. The place is far from the bustling city and getting there is already part of the adventure. One can take the tunnel or drive but whichever way you take when one arrives in the island, it's like being transported in time. There is that feeling of de`javu one gets when you see the heart of the island for the first time. Maybe it is because of the old films that featured the amusement parks or because as a young child you have had countless dreams of coming here. The place is filled with old buildings and structures that remind us of how our parents and grandparents might have enjoyed the Thunderbolt and the mermaid shows and the parachute drop and all the other parks when they were younger.

The merry-go-round, which has been the logo of the island, has been embedded in the minds of my generation. One cannot fail to notice the romance in the air and the sweet butterfly kisses of past and present lovers who had spent a memorable day in the ride. The air is filled with childish adventure and laughter, that when one is walking the streets one would surely smile and be filled with joy.

The place is like a giant playground without the technologically advanced rides and shows of today's theme parks. It offers pure delight and tons of fun. It is a place where everyone is invited to enjoy the sights and sounds of the place and be like children once again discover how easier it is to smile and throw our miseries away.

The whole island is an amusement park with candy stores, taverns, night shows and a magnificent boardwalk. The chatter of children's voices, the happy shrieks of teens, and the smiles of everyone tells one why this place was and will always be America's happy park. The smell of popcorn and hotdog as one walks the streets to the parks reminds us of simple days when our wants and desires were simpler. The people are friendly and in keeping with the amusement business are always ready to make your visit to the island worth remembering. When one strolls around the commercial center, one can do so leisurely without the need to see everything, to ride everything and taste everything in one day, one keeps coming back to Coney Island because it is removed from the hurried, impersonal and rudeness of the city.

In winter, the place is like a giant ice kingdom, where everything is glistening white and silent. During this time, one can feel the sadness of the city, how it has been suspended in time, and like a bear who sleeps in the winter, it wakes up in the spring. Sadly, not many people visit Coney Island these days. Recently, the magnificent Thunderbolt has fallen from its glory, quite literally. It has lost much of its famous rides and has been stripped of its former grandeur, but nevertheless will always be an icon in America's culture. The more important it is that we visit Coney Island again, by doing so we will help keep it alive and be a living heritage to our children.

2.3 Descriptive writing tasks



Task 2.3.1 Describing nature

Describe a Forest

Choose the words and phrases that could describe a forest and its features.



- quiet
- green
- tall trees
- empty
- birds singing
- spooky
- shadows
- blue skies
- small insects
- rainy
- bright
- narrow paths
- lush plants
- rustling leaves
- huge
- dense
- gloomy
- fresh
- dark
- natural
- light

Using some of the words you have chosen, write some sentences to describe a forest.

Describe a Forest

Choose the words and phrases that could describe a forest and its features.



- quiet
- green
- tall trees
- empty
- birds singing
- spooky
- shadows
- blue skies
- small insects
- noisy
- bright
- narrow paths
- lush plants
- rustling leaves
- huge
- peaceful
- dense
- gloomy
- fresh
- dark
- natural

Using some of the words you have chosen, write some sentences to




<https://www.twinkl.com/resource/describe-a-forest-writing-activity-t-e-1655383575>



Describe the Island

Choose the words and phrases that describe the island.




- towering
- jagged rocks
- warm
- chilly
- crashing waves
- steep path
- windy
- small
- empty
- huge cliffs
- busy
- grassy
- smooth
- abandoned
- scary
- flat

Using the words that you have chosen, write some sentences to describe the island.


Describe the Island

Choose the words and phrases that describe the island.



- towering
- jagged rocks
- warm
- chilly
- crashing waves
- steep path
- windy
- small
- empty
- huge cliffs
- busy
- grassy
- smooth
- abandoned
- scary
- flat

Using the words that you have chosen, write some sentences to describe the island.




<https://www.twinkl.com/resource/describe-the-island-writing-activity-t-e-1664872778>



Describe the River

Select the words and phrases from the box that best describe the picture of a river.




• bubbling	• solid
• sparkling	• soft
• peaceful	• refreshing
• scary	• twinkling
• hideous	• silver
• tree-lined	• rippled
• winding	• mirror-like
• meandering	• rocky
• jumping	• calm

Write some sentences to describe the river using the words and phrases you chose.


Describe the River

Select the words and phrases from the box that best describe the picture of a river.



• bubbling	• solid
• sparkling	• soft
• peaceful	• refreshing
• scary	• twinkling
• hideous	• silver
• tree-lined	• rippled
• winding	• mirror-like
• meandering	• rocky
• jumping	• calm

Write some sentences to describe the river using the words and phrases




<https://www.twinkl.com/resource/describe-a-river-writing-activity-t-e-1674033187>



**** Describe the Snowy Forest ****

Choose the words and phrases that best describe the snowy forest.




• snowy	• cosy
• blinding	• boiling
• blizzard	• freezing
• white	• frozen
• pristine	• wasteland
• tropical	• bleak
• crunchy	• fresh
• magical	• wonderful

Write some sentences to describe the snowy forest using some of the words and phrases you have chosen.


**** Describe the Snowy Forest ****

Choose the words and phrases that best describe the snowy forest.



• snowy	• cosy
• blinding	• boiling
• blizzard	• freezing
• white	• frozen
• pristine	• wasteland
• tropical	• bleak
• crunchy	• fresh
• magical	• wonderful

Write some sentences to describe the snowy forest using some of the words and phrases you have chosen.



<https://www.twinkl.com/resource/describe-the-snowy-forest-writing-activity-t-e-1684308918>



Describe the Ocean

Choose the words and phrases that describe the ocean.



- huge
- tiny
- endless
- small
- vast
- beautiful
- blue
- colourful
- clear water
- murky
- constantly moving
- still
- shallow
- deep
- calm
- angry
- mighty
- gentle
- serene
- peaceful
- mysterious
- limitless
- wide
- incredible
- scary
- watery
- inviting

Write some sentences to describe the ocean.

Describe the Ocean

Choose the words and phrases that describe the ocean.



- huge
- tiny
- endless
- small
- vast
- beautiful
- blue
- colourful
- clear water
- murky
- constantly moving
- still
- shallow
- deep
- calm
- angry
- mighty
- gentle
- peaceful
- serene
- mysterious
- limitless
- wide
- incredible
- scary
- watery
- inviting




<https://www.twinkl.com/resource/describe-the-ocean-writing-activity-t-e-1655720036>



Describe a Desert

Choose the words and phrases that could describe a desert and its features.




- dry
- hot
- sandy
- green
- spiky plants
- wet
- tall camels
- crowded
- big canyons
- chilly
- dusty
- bright
- noisy
- crumbling rocks
- loud birds
- quiet
- windy
- colourful


Using some of the words you have chosen, write some sentences to describe a desert.

Describe a Desert

Choose the words and phrases that could describe a desert and its features.



- dry
- hot
- sandy
- green
- spiky plants
- wet
- tall camels
- crowded
- big canyons
- chilly
- dusty
- bright
- noisy
- crumbling rocks
- loud birds
- quiet
- windy
- colourful




Using some of the words you have chosen, write some sentences to

<https://www.twinkl.com/resource/describe-a-desert-activity-sheet-t-e-1655216691>



Describe the Winter Setting

Select the words and phrases from the box that best describe the picture of a winter setting.




• bubbling	• solid
• sparkling	• soft
• peaceful	• refreshing
• scary	• twinkling
• hideous	• freezing
• tree-lined	• small
• mysterious	• mirror-like
• warm	• rocky
• haunted	• calm

Write some sentences to describe the winter setting using the words and phrases you chose.


Describe the Winter Setting

Select the words and phrases from the box that best describe the picture of a winter setting.



• bubbling	• solid
• sparkling	• soft
• peaceful	• refreshing
• scary	• twinkling
• hideous	• freezing
• tree-lined	• small
• mysterious	• mirror-like
• warm	• rocky
• haunted	• calm

Write some sentences to describe the winter setting using the words



<https://www.twinkl.com/resource/describe-a-winter-setting-writing-activity-t-e-1680010255>



Describe the Seaside

Choose the words and phrases that describe the seaside.



• bustling	• buzzing
• busy	• excited children
• crowded	• green sand
• hot	• boring
• glistening	• cooling water
• loud	• golden sand
• peaceful	• blissful
• friendly	• breezy
• relaxing	• carefree adults
• scorching	• enjoyable
• soft	• endless
• freezing	• gentle waves

Write some sentences to describe the seaside image.

Describe the Seaside

Choose the words and phrases that describe the seaside.



• bustling	• buzzing
• busy	• excited children
• crowded	• green sand
• hot	• boring
• glistening	• cooling water
• loud	• golden sand
• peaceful	• blissful
• friendly	• breezy
• relaxing	• carefree adults
• scorching	• enjoyable
• soft	• endless
• freezing	• gentle waves

Write some sentences to describe the seaside image.




<https://www.twinkl.com/resource/describe-the-seaside-writing-activity-sheet-t-e-1654515152>



Task 2.3.2 Describing phenomena

Describe the Thunderstorm

Choose the words and phrases that describe the thunderstorm.




- dark clouds
- light clouds
- huge
- tiny
- scary
- terrifying
- exciting
- electric
- noisy
- loud
- quiet
- silent
- flash of lightning
- bolt of lightning
- shocking
- startling
- bright
- dull
- jagged
- wild
- forked
- flashing

Write some sentences to describe the thunderstorm.


Describe the Thunderstorm

Choose the words and phrases that describe the thunderstorm.



- dark clouds
- light clouds
- huge
- tiny
- scary
- terrifying
- exciting
- electric
- noisy
- loud
- quiet
- silent
- flash of lightning
- bolt of lightning
- shocking
- startling
- bright
- dull
- jagged
- wild
- forked

Write some sentences to describe the thunderstorm.



<https://www.twinkl.com/resource/describe-the-thunderstorm-writing-activity-t-e-1655112040>



Describe the Sun

Choose the words and phrases that describe the sun.



- scorching
- glowing
- fiery
- warm
- toasty
- chilly
- glorious
- mysterious
- gentle
- calming
- radiant
- boiling
- orange
- blue
- dangerous
- important

Write some sentences to describe the sun.

Describe the Sun

Choose the words and phrases that describe the sun.



- scorching
- glowing
- fiery
- warm
- toasty
- chilly
- glorious
- mysterious
- gentle
- calming
- radiant
- boiling
- orange
- blue
- dangerous
- important

Write some sentences to describe the sun.




<https://www.twinkl.com/resource/describe-the-sun-writing-frame-t-e-1664176621>



Describe the Rainbow

Choose the words and phrases that best describe the rainbow.




• colourful	• multicoloured
• beautiful	• soft
• mesmerising	• floating
• translucent	• fascinating
• wonderful	• solid
• curved	• stunning
• pale	• large
• bright	• impressive

Write some sentences to describe the rainbow using some of the words and phrases you have chosen.


Describe the Rainbow

Choose the words and phrases that best describe the rainbow.



• colourful	• multicoloured
• beautiful	• soft
• mesmerising	• floating
• translucent	• fascinating
• wonderful	• solid
• curved	• stunning
• pale	• large
• bright	• impressive

Write some sentences to describe the rainbow using some of the




<https://www.twinkl.com/resource/describe-the-rainbow-worksheet-roi-eng-1701859877>



Describe the Sunset

Choose the words and phrases that describe the sunset.




• vibrant	• cold
• beautiful	• colourful
• peaceful	• dull
• silhouette	• air of calm
• warm	• serene
• twilight	• spine-chilling
• isolated	• hues of orange
• tranquil	• mesmerising

Write some sentences to describe the sunset.


Describe the Sunset

Choose the words and phrases that describe the sunset.



• vibrant	• cold
• beautiful	• colourful
• peaceful	• dull
• silhouette	• air of calm
• warm	• serene
• twilight	• spine-chilling
• isolated	• hues of orange
• tranquil	• mesmerising

Write some sentences to describe the sunset.




<https://www.twinkl.com/resource/describe-the-sunset-writing-activity-t-e-1675940068>



Describe Space

Choose the words and phrases that describe space.




- magical
- vast
- overwhelming
- sparkling
- shining
- boundless
- starry
- expansive
- cosmic
- hostile
- incomprehensible

- infinite
- distant
- fiery
- frozen
- lifeless
- mountainous
- orbiting
- revolving
- rocky
- unexplored

Write some sentences to describe space.

Describe Space

Choose the words and phrases that describe space.



- magical
- vast
- overwhelming
- sparkling
- shining
- boundless
- starry
- expansive
- cosmic
- hostile
- incomprehensible

- infinite
- distant
- fiery
- frozen
- lifeless
- mountainous
- orbiting
- revolving
- rocky
- unexplored

Write some sentences to describe space.


ink saving Eco

<https://www.twinkl.com/resource/describe-space-writing-activity-t-tp-1668071597>



Describe the Rain Cloud

Choose the words and phrases that describe the rain cloud.




- chilly
- cold
- bitter
- frosty
- dreary
- drizzling

- heavy
- icy
- dark
- grey
- thick
- swirling

Write some sentences to describe the rain cloud.

Describe the Rain Cloud

Choose the words and phrases that describe the rain cloud.



- chilly
- cold
- bitter
- frosty
- dreary
- drizzling

- heavy
- icy
- dark
- grey
- thick
- swirling

Write some sentences to describe the rain cloud.

ink saving Eco

<https://www.twinkl.com/resource/describe-the-rain-cloud-t-tp-1663234966>



Task 2.3.3 Describing places

Describe the Haunted House

Choose the words and phrases that describe the haunted house.



Using the words that you have chosen, write some sentences to describe the haunted house.

Describe the Haunted House

Choose the words and phrases that describe the haunted house.



Using the words that you have chosen, write some sentences to describe


ink saving Eco

<https://www.twinkl.com/resource/describe-the-haunted-house-writing-activity-t-tp-1665496319>



Fairground


Can you describe the setting?



Using the words that you have chosen, write some sentences to describe the fairground.

Fairground

Can you describe the setting?



Using the words that you have chosen, write some sentences to describe

ink saving Eco

<https://www.twinkl.com/resource/fairground-setting-description-writing-frame-t-e-1652196466>



Describe Kilkenny Castle



Choose the words and phrases that best describe Kilkenny Castle.

- Norman
- stone
- stoic
- historic
- walled
- sturdy
- grand
- strong
- protected
- significant
- modern
- formidable
- elegant
- warm
- craggy
- robust

Using the words that you have chosen, write some sentences to describe Kilkenny Castle.

Describe Kilkenny Castle



Choose the words and phrases that best describe Kilkenny Castle.

- Norman
- stone
- stoic
- historic
- walled
- sturdy
- grand
- strong
- protected
- significant
- modern
- formidable
- elegant
- warm
- craggy
- robust

Using the words that you have chosen, write some sentences to describe Kilkenny Castle.

ink saving Eco

<https://www.twinkl.com/resource/describe-kilkenny-castle-worksheet-roi-hv-1701084175>



Describe Windsor Castle



Choose the words and phrases that describe Windsor Castle.

- huge
- vast
- grand
- regal
- immense
- beautiful
- noble
- detailed gates
- tall pillars
- intricate
- grassy
- old
- splendid
- great
- elegant
- impressive
- magnificent
- majestic
- stately
- royal

Write some sentences to describe Windsor Castle.

Describe Windsor Castle



Choose the words and phrases that describe Windsor Castle.

- huge
- vast
- grand
- regal
- immense
- beautiful
- noble
- detailed gates
- tall pillars
- intricate
- grassy
- old
- splendid
- great
- elegant
- impressive
- magnificent
- majestic

ink saving Eco

<https://www.twinkl.com/resource/describe-windsor-castle-t-tp-1662972766>



Task 2.3.4 Describing animals

Describe the Lion

Choose the words and phrases that describe the lion.

• proud	• deadly teeth
• fierce	• piercing eyes
• long mane	• wise
• soft	• hungry
• cuddly	• ferocious
• friendly	• elegant
• pointed ears	• golden fur
• sharp claws	• enormous



Write some sentences to describe the lion.

Describe the Lion

Choose the words and phrases that describe the lion.

• proud	• deadly teeth
• fierce	• piercing eyes
• long mane	• wise
• soft	• hungry
• cuddly	• ferocious
• friendly	• elegant
• pointed ears	• golden fur
• sharp claws	• enormous



Write some sentences to describe the lion.

ink saving Eco


<https://www.twinkl.com/resource/describe-the-lion-writing-activity-sheet-t-e-1651046274>



Describe the Penguin

Choose the words and phrases that describe the penguin.

• cute	• colourful
• fluffy	• long wings
• soft	• cheeky
• rough	• playful
• slippery	• angry
• adorable	• rare
• deadly	• curious
• scaly	• greedy
• small	• sweet
• huge	• cold
• orange feet	• warm
• pointy beak	• smooth
• black	
• white	




Write some sentences to describe the penguin.

Describe the Penguin

Choose the words and phrases that describe the penguin.

• cute	• colourful
• fluffy	• long wings
• soft	• cheeky
• rough	• playful
• slippery	• angry
• adorable	• rare
• deadly	• curious
• scaly	• greedy
• small	• sweet
• huge	• cold
• orange feet	• warm
• pointy beak	• smooth
• black	
• white	



Write some sentences to describe the penguin.


ink saving Eco

<https://www.twinkl.com/resource/describe-the-penguin-writing-activity-sheet-t-e-1651589801>



Describe the Elephant

Choose the words and phrases that describe the elephant.




• wise	• noisy
• long trunk	• grey
• huge ears	• sharp tusks
• friendly	• slow
• scary	• strong
• leathery skin	• heavy
• soft	• fluffy
• wrinkled	• small
• playful	• quiet
• scaly	• fat

Using some of the words you have chosen, write some sentences to describe the elephant.


Describe the Elephant

Choose the words and phrases that describe the elephant.



• wise	• noisy
• long trunk	• grey
• huge ears	• sharp tusks
• friendly	• slow
• scary	• strong
• leathery skin	• heavy
• soft	• fluffy
• wrinkled	• small
• playful	• quiet
• scaly	• fat

Using some of the words you have chosen, write some sentences to



<https://www.twinkl.com/resource/describe-the-elephant-writing-activity-t-e-1655130496>



Describe the Frog

Choose the words and phrases that describe the frog.



• colourful	• green
• dull	• orange
• shiny	• long toes
• multicoloured	• sticky
• tiny	• bumpy
• giant	• soft
• rough	• scary
• smooth	• deadly
• large eyes	• gentle
• small eyes	• friendly
• slimy body	• fast
• fluffy	• slow
• scaly	• slippery

Write some sentences to describe the frog.

Describe the Frog

Choose the words and phrases that describe the frog.



• colourful	• green
• dull	• orange
• shiny	• long toes
• multicoloured	• sticky
• tiny	• bumpy
• giant	• soft
• rough	• scary
• smooth	• deadly
• large eyes	• gentle
• small eyes	• friendly
• slimy body	• fast
• fluffy	• slow
• scaly	• slippery

Write some sentences to describe the frog.



<https://www.twinkl.com/resource/describe-the-frog-writing-activity-sheet-t-e-1651479024>



Describe the Toucan

Choose the words and phrases that describe the toucan.



- colourful
- large beak
- dull
- tiny beak
- soft
- curved beak
- rough
- long tail
- multicoloured
- short tail
- beady eyes
- tropical
- shiny
- extraordinary
- bright
- ordinary
- small
- majestic
- giant
- exotic
- feathery
- scaly
- sharp claws
- magical

Write some sentences to describe the toucan.

Describe the Toucan

Choose the words and phrases that describe the toucan.



- colourful
- large beak
- dull
- tiny beak
- soft
- curved beak
- rough
- long tail
- multicoloured
- short tail
- beady eyes
- tropical
- shiny
- extraordinary
- bright
- ordinary
- small
- majestic
- giant
- exotic
- feathery
- scaly
- sharp claws
- magical

ink saving Eco

<https://www.twinkl.com/resource/describe-the-toucan-writing-activity-sheet-t-e-1650527688>



Describe the Butterfly

Choose the words and phrases that describe the butterfly.



- small
- bright
- delicate
- slow
- colourful
- tough
- friendly
- heavy
- wary
- fluffy
- huge
- quiet
- soft
- fast
- strong
- shiny
- playful
- spiky
- noisy
- furry
- grey
- patterned

Using some of the words you have chosen, write some sentences to describe the butterfly.

Describe the Butterfly

Choose the words and phrases that describe the butterfly.



- small
- bright
- delicate
- slow
- colourful
- tough
- friendly
- heavy
- scary
- fluffy
- huge
- quiet
- soft
- fast
- strong
- shiny
- playful
- spiky
- noisy
- furry
- grey

ink saving Eco


Using some of the words you have chosen, write some sentences to

<https://www.twinkl.com/resource/describe-the-butterfly-writing-activity-sheet-t-e-1655199477>



Describe the Owl

Choose the words and phrases that describe the owl.




• wise	• stern look
• fluffy	• pointed beak
• heart-shaped body	• short claws
• soft	• sharp claws
• kind	• button nose
• hungry	• disc-like eyes
• squawking	• angry stare
• skilful	• calm
• wide eyes	• nocturnal
• elegant	• friendly
	• gentle

Write some sentences to describe the owl.


Describe the Owl

Choose the words and phrases that describe the owl.



• wise	• stern look
• fluffy	• pointed beak
• heart-shaped body	• short claws
• soft	• sharp claws
• kind	• button nose
• hungry	• disc-like eyes
• squawking	• angry stare
• skilful	• calm
• wide eyes	• nocturnal
• elegant	• friendly
	• gentle

Write some sentences to describe the owl.



<https://www.twinkl.com/resource/describe-the-owl-writing-worksheet-t-e-1648626963>



Describe the Horse

Choose the words and phrases that describe the horse.



• huge	• thundering
• small	• quiet
• soft	• majestic
• rough	• cute
• scaly	• dull
• fluffy	• glistening
• white	• pointy ears
• black	• wide nostrils
• long tail	• strong
• striding legs	• sleek
• powerful	• large neck
• galloping	• friendly
• slow	• angry

Write some sentences to describe the horse.

Describe the Horse

Choose the words and phrases that describe the horse.



• huge	• thundering
• small	• quiet
• soft	• majestic
• rough	• cute
• scaly	• dull
• fluffy	• glistening
• white	• pointy ears
• black	• wide nostrils
• long tail	• strong
• striding legs	• sleek
• powerful	• large neck
• galloping	• friendly
• slow	

Write some sentences to describe the horse.




<https://www.twinkl.com/resource/describe-the-horse-writing-activity-t-e-1652968290>



Task 2.3.5 Describing food

Describe the Pizza

Choose the words and phrases that describe the pizza.




- tasty
- round
- square
- baked
- thin
- sliced
- burnt
- Italian
- crusty
- homemade
- thick
- hot
- salty
- gummy
- sweet
- tempting
- greasy
- stringy cheese

Using the words that you have chosen, write some sentences to describe the pizza.

Describe the Pizza

Choose the words and phrases that describe the pizza.



- tasty
- round
- square
- baked
- thin
- sliced
- burnt
- Italian
- crusty
- homemade
- thick
- hot
- salty
- gummy
- sweet
- tempting
- greasy
- stringy cheese

Using the words that you have chosen, write some sentences to describe the pizza.

ink saving Eco

<https://www.twinkl.com/resource/describe-the-pizza-writing-activity-t-tp-1660290510>



Task 2.3.6 Describing people and creatures

Describe the Astronaut

Choose some words and phrases to describe the astronaut.




- brave
- smart
- scared
- heavy
- proud
- shiny helmet
- successful
- fearless
- white suit
- floating
- nervous
- adventurous
- intrepid
- curious
- skilled
- confident
- mysterious

Using the words that you have chosen, write some sentences to describe the astronaut.

Describe the Astronaut

Choose some words and phrases to describe the astronaut.



- brave
- smart
- scared
- heavy
- proud
- shiny helmet
- successful
- fearless
- white suit
- floating
- nervous
- adventurous
- intrepid
- curious
- skilled
- confident

Using the words that you have chosen, write some sentences to describe the astronaut.


ink saving Eco

<https://www.twinkl.com/resource/describe-the-astronaut-writing-activity-t-tp-1666337950>



Describe the Wizard

Choose the words and phrases that best describe the wizard.



- magical
- fantastic
- mysterious
- dangerous
- clever
- wise
- scary
- superb
- brave
- marvellous
- friendly
- unfriendly
- talented
- powerful
- greedy
- famous

Write some sentences to describe the wizard using some of the words and phrases you have chosen.


ink saving Eco

<https://www.twinkl.com/resource/describe-the-wizard-worksheet-t-e-1697705270>



Describe the Prince

Choose the words from the list that describe the prince.



- caring
- rude
- honest
- happy
- friendly
- angry
- ugly
- evil
- clever
- handsome
- kind
- brave
- mean
- noble
- helpful
- charming

Using some of the words that you have chosen, write sentences to describe the prince.

ink saving Eco

<https://www.twinkl.com/resource/describe-the-prince-writing-activity-t-e-1684145827>



Writing tips

plan your essay

You need to plan the skeleton of your essay – ask yourself what each paragraph would focus on. Think of a suitable central theme for each body paragraph. Remember that planning your essay will not only ensure that you organize your ideas well – it functions as an excellent tool for **brainstorming** ideas in the correct order.

make a strong introduction

The next step is writing a great, compelling introduction. Writing a good introduction is very important in any form of writing, so you need to pay attention to it. Begin with a hook – *the rabbit hopped and leaped into the garden as it had just been set free. Spring has begun!* You may add some interesting facts about your topic, like a rhetorical question, or a humorous description to keep the readers hooked to what is about to come. Your introduction should include a suitable thesis statement that defines the rest of your essay, making sure that it sets the correct tone and mood as well.

show rather than tell

All of us are familiar with the five senses which are sight, sound, smell, taste and touch. Adding these to your writing is very important as these will add depth and detail to your Descriptive Essay. Use them in a way to bring life to your writing, and create a 360-degree scenery around. Write in a way that the reader can effectively paint the same picture in their mind that you're trying to create. For example, if you are explaining a garden, add the sensory details, like the soft pink colour of the roses, the sweet smell of the jasmine flowers, the lush green of the grass, the buzzing of the bees drinking nectar from the honeysuckle, the cool breeze and how it feels on your face, etc. The correct usage of sensorial imagery ensures that the reader wants to continue reading more.

pay attention to details

The devil for Descriptive Writing is in the details. Don't just state what you are trying to say, instead paint an image with your writing. For example – If a girl is scared, describe her actions instead of just telling her that she is afraid. Imagine the expression that a scared little girl would have, imagine she'd be trembling with fear, explain the colour being washed off from her face. Use your imagination till the best of your abilities – that's how your Descriptive Writing skills will come to light.

use descriptive language – vivid verbs, precise adjectives

employ figurative language

Figurative language refers to the use of words in a way that deviates from the conventional order and meaning of words in order to convey a more complicated meaning. It promotes colourful writing, clarity, or evocative comparison. So, adding it to a Descriptive Essay is very useful. For

example, instead of writing “the man was cruel and insensitive”, replace it with “the man had a heart of stone”. The different types of figurative language that you can use are – Simile, Metaphor, Personification, Hyperbole, Allusion etc.

stay concise

You might be wondering how one can write a Descriptive Essay in a concise form – both of these are literally the opposite. But trust us when we say that nobody likes reading long essays. We’ve marked many papers on Descriptive Writing, and have noticed that the essence remains better in an appropriate length of an essay. Set your word limit and try to stick to it – the beauty about this essay is that you combine your ideas logically and make use of complex and compound sentences. If the passage is already given, annotate the important points and add them to your essay. Writing concisely is an art but you can master it if you practise enough.

Conclusion

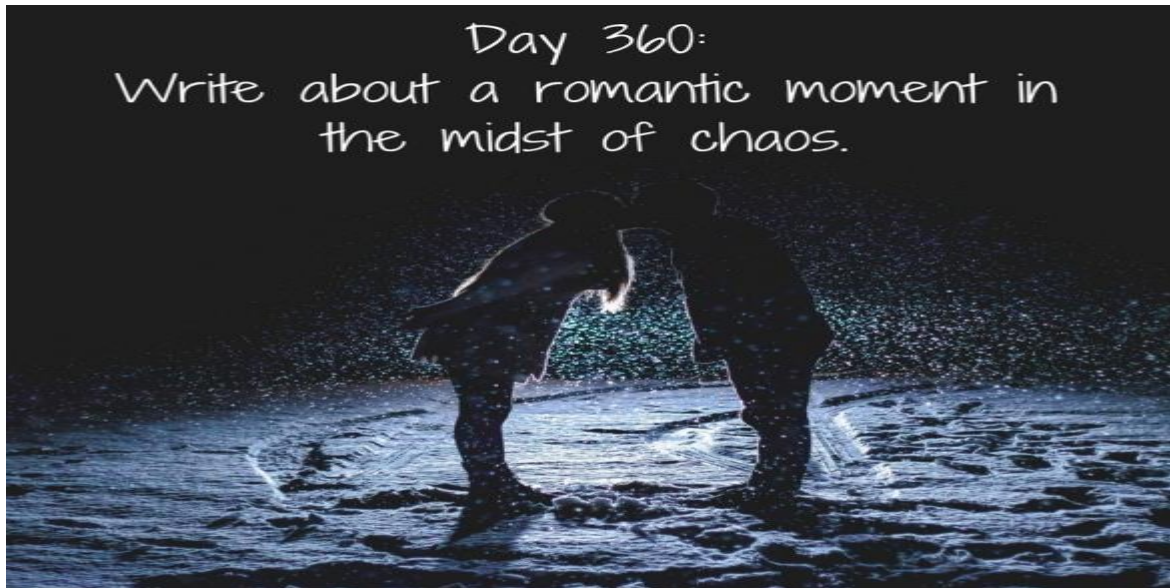
As important as you know the introduction is, so is the conclusion. Like for any other essay format, all 3 are crucial to the organisation of your essay. The conclusion gives an appropriate answer or closing statement to the thesis statement in your introduction. If you end your essay with a suitable conclusion, it also helps with your score. Summarise all the key takeaway points from your essay and you have a complete, cohesive answer ready for review!

...And there you have it: **Effective Tips to Improve Your Descriptive Writing**. The next time you are stuck while writing a descriptive essay, remember these points and these will definitely help you plan, write and enhance your descriptive writing.

2.4 Descriptive essay writing tasks



Write about a romantic moment in the midst of chaos.



Day 360:
Write about a romantic moment in
the midst of chaos.

<https://pelkysisters.com/2017/12/26/writing-prompt-day-360/>



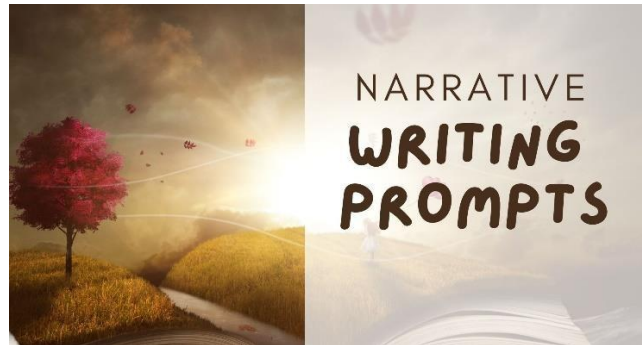
Write about an object that has sentimental value to your character.



Day 311: Write about an object that has
sentimental value to your character.

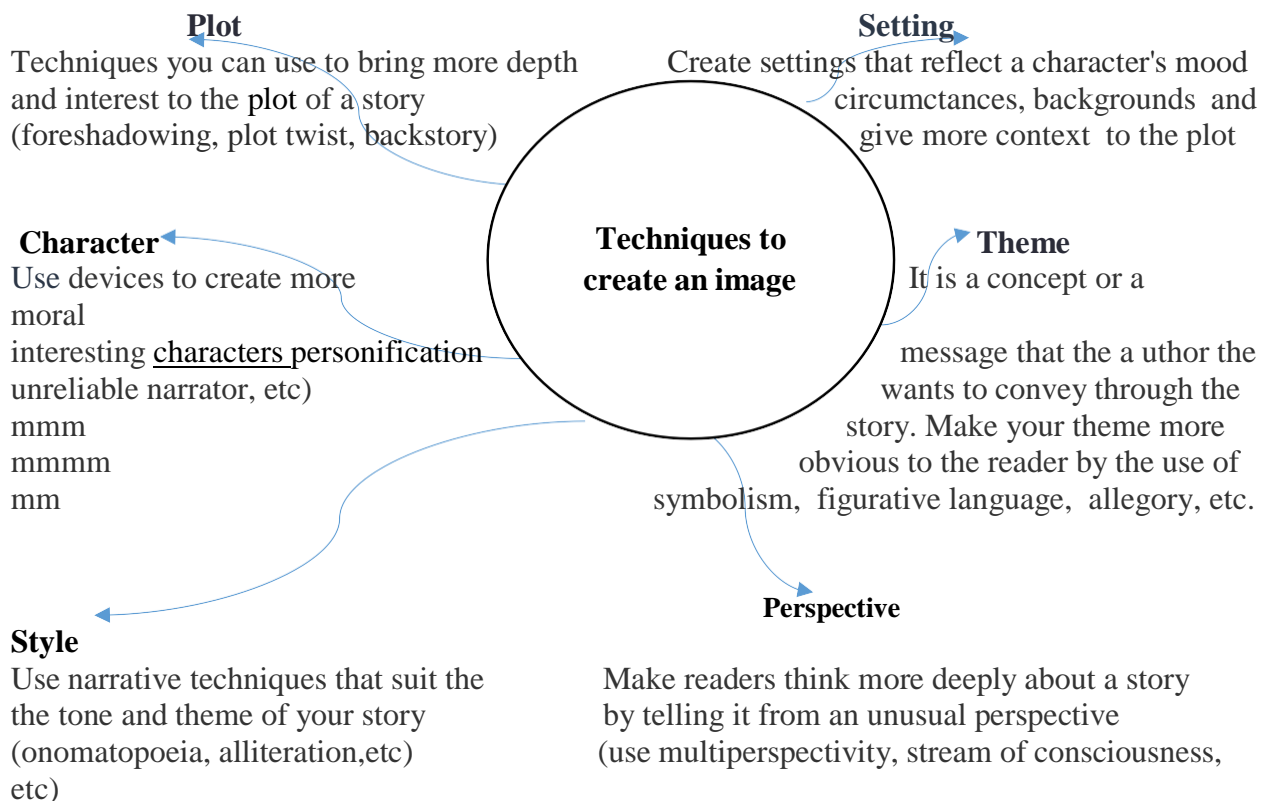
<https://pelkysisters.com/category/365-days-of-writing/page/6>

III NARRATIVE WRITING



<https://mash.ie/persuasive-writing.html>

Narrative writing is any piece of text that tells a story. Narrative writing tells the reader a story. It can include actual events told in chronological order or it may include imagined events told in a timeline that the author creates. This can be in the form of fiction or non-fiction. Although stories are the most common form of narrative writing, non-fiction - such as travel writing or biographies - can also be considered narratives.



3.1 Narrative elements

Narrative elements are the building blocks of any story. They are the tools writers use to create a compelling and engaging narrative that draws readers in and keeps them hooked until the end. Understanding these elements is essential for anyone who wants to write a story.

The basic bones of a story are **setting, character, plot, style, perspective** and **theme**. These elements work together to create the basic structure of a story. Without any one of these components, a story will fall flat, and changing any one of these elements can dramatically affect a story's structure and impact.

Setting

The **setting** of a story refers to the time and location in which the story takes place. This element of the narrative is incredibly important. It establishes the environment in which the narrator or main characters interact. A story's setting plays a large part in shaping a story. Setting also determines the cultural and social characteristics of a story. A good story setting transports readers into a fictional world. It also gives them the chance to form an emotional connection with the story.

Character

The **characters** are the people, animals, beings, or personified objects driving your story. A story can have many characters or just one main character as the focus. Characters perform the actions and drive the story, allowing the reader to have experiences through them. Main characters drive a story the most and undergo significant development as a result of the conflict of the story. Secondary and background characters are there for support and help drive the plot forward. Their personalities and interactions with one another will naturally create conflict and drive your story forward.

In some cases, settings can even be used as a characters in a story. For example if a story is set in a haunted mansion, the mansion may interact with the characters and present conflict in the same way a character would.

Plot

The **plot** of a story is simply what happens as the characters encounter and attempt to resolve conflict. The plot of a story refers to the events that occur throughout the text - what happens and when? It is a series of actions and events, typically in chronological order, that create a meaningful sequence of past, present, and future. The plot is simply an outline or sequence of the events that take place in a story. It is a series of actions and events, typically in chronological order, that create a meaningful sequence of past, present, and future. The plot is simply an outline or sequence of the events that take place in a story.

Understanding the plot is necessary to create a vivid and engaging story. The plot of your story must include the conflict, the background information, the climax of the story, and the conclusion. Writers use the plot to develop the story before commencing the writing process. This can work as an excellent outline for fiction and non-fiction writing. Poets can also incorporate this concept into planning the flow of their poems.

Style

Your writing style is the culmination of all the features that make your storytelling so unique — that's everything from your pacing and tone to the specific words or phrases you use. This element refers to the way the writer uses language including diction, voice, tone, sentence style,

etc. Paying attention to these details allows the reader to identify how and why word choice and sentence style, etc. can help create the effect and meaning of the story.

Perspective

Narrative perspective is the point of view that a story is told from. It gives the reader a chance to really get inside a character's mind. However, depending on who tells the story, it can skew the events, and the reader's reception of what happened.

There are four different types of narrative perspective:

- First-person narrative
- Second-person narrative
- Third-person limited narrative
- Multiple points of view

Theme

Theme is the overarching idea that the writer of the story wants to reader to understand. All other literary concepts are used to support theme. The theme is the author's commentary on a subject; the theme extends beyond the text. It can often be found in other works or parts of life.

The theme is the motivation that makes a writer bring his thoughts to life in the form of a book or film. This theme often comes in the form of a central message the writer is trying to put across to his readers.

Unusual Vacation



Travelling has been a longtime passion of mine. Being a photographer, I find seeing unfamiliar places, meeting new people and getting to know different cultures exceptionally inspiring. By the age of 32, I had already been to the majority of exotic places: the Emirates, Ethiopia, Turkey, India, Laos, Thailand, Japan, Egypt, Malaysia, New Zealand, Australia and Cuba. So, when a friend of mine who was working as a Peace Corps volunteer in Ukraine invited me to visit him for a couple of weeks, I thought: “Why not?!” I did not know what to expect from Ukraine since I knew little about it. I usually studied up for weeks on the country that I desired to leave to, but I did not have enough time to indulge in this practice – the prices of the plane tickets shot up after a week or so. I knew that it would be an intriguing experience due to the spontaneous nature of my travel.

Ukraine turned out to be completely different from any place I had visited so far. A post Soviet Union country, it is still struggling to build a developed society. But being a photographer, I was far more interested in its nature, people and sites, than its politics. Ukraine appeared to be an attractive, even gorgeous country. Being slightly smaller than Texas, it is extremely diverse and is full of natural wonders that take your breath away. Kyiv, the capital city, appeared unexpectedly well-groomed, green and wealthy. Lots of bridges across the Dnipro River, a great number of outstanding parks, a couple of botanical gardens, and many, many flowers everywhere you go. A lot friendlier than you would think. Next we went to Western Ukraine with its own peculiar culture and atmosphere.

The Carpathian Mountains are precious and authentic, with small distant villages and little country houses that seem like modern progress will never reach them. An amazingly romantic place! I had been there in late May, but my friend said these mountains are beautiful all year round – a great hiking spot for spring, a tent camp landscape for summer and autumn, with tiny, fast mountain rivers that amazed me with their pureness and a couple of perfect skiing resorts that do not yield to the Austrian or Canadian ones even a bit. The people of Western Ukraine amazed me as well, especially the elderly – amiable, positive and active. West Ukraine was basically the first place to which my friend took me, and it made me fall in love with Ukraine completely. From the Carpathians, we traveled to Lviv – a wonderful medieval city that is somewhat similar to Prague, yet it is special in its atmosphere: 800 year old castles, wooden churches, Gothic catholic temples

and palaces, flowers at every corner and on every window seal, original block pavement streets of the Old City (Stare Misto), and lots of people in authentic national clothes – vishivanki (embroidered white shirts). Lviv is a magical city and it fueled me with inspiration to see the rest of the country.

Our next stop was Crimea – a big heart-shaped peninsula that is washed by two seas – the Black Sea and the Azov Sea (the shallowest in the world, by the way). Crimea has indescribable mountains, fantastic crystal caves and scenic deep lakes. It is a picturesque place – so green, so virginal, so unlike anything I have seen before. The pictures I took at Crimea are the ones I consider to be the best in the series in my photo collection. We also attended a wine festival in Koktebel, where they make local wine, visited Askania Nova – a marvelous biosphere reserve sanctuary established in the nineteenth century – an opportunity to get a scope of what the country’s nature was like some twelve hundred years ago, still mostly underpopulated.

There was one thought that did not leave my mind even for a second during the whole time I spent in Ukraine: “I cannot believe that this country and its fantastic nature, history and culture are so unknown to the rest of the world!” Ukraine was a true discovery for me, and one of those times when your expectations are nothing like what you see. I have visited this country two more times over the past three years, and every time my respect for Ukraine grows. If you should ask me what place I can recommend to those avid and blasé travelers who seem to have seen it all, I would say without a second of hesitation: “Go to Ukraine! Whatever you will expect – this will still amaze and astonish you!”

3.2 Narrative writing tasks



Task

Vocabulary: *Twitter data, the D-Day operation, allied armies, invasion, beaches, naval personnel, land, brave soldiers, sailors, airmen, allied forces, defeat, troops, ships, landing craft, allied countries, bring an end to the war, June 6, 1944, front.*



<http://visualprompts.weebly.com/019.html>

Prompt Explanation:

This is a picture from D-Day. Note that the goal here is not to trivialize the event, but to show the human side of it.

Vocabulary / Language Explanation:

- Live-tweet: tweeting something in the moment as it is happening



Task2



Vocabulary: *Real estate agent, magical homes, warm and cosy place, feel at home, moonlit, mysterious, other-worldly, weird, Picturesque, serene, tranquil, vibrant, dreary, quaint, magical fun, remind of peace and tranquility, peaceful feeling, Located in, simple and cozy, marble floors, deal of the day, gorgeous, gracious elegant home, pretty and charming, side garden*

<http://visualprompts.weebly.com/003.html>

Prompt Explanation:

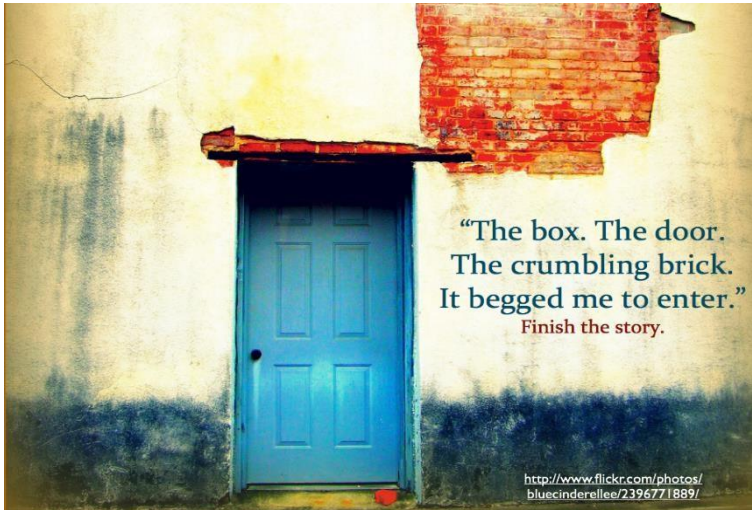
Take on the role of being a real estate agent for magical homes. What happens in this home? What makes it unusual? Who do you buy and sell things to? You can write this out as a story

Language xplanation:

- Real Estate: buying and selling of land, homes, etc.
- Enchanted: magical
- Agent: someone who buys and sells property



Task3



<http://visualprompts.weebly.com/003.html>

Vocabulary: *strain and blind, stand in a doorway, to slam, stroll through the woods, jiggle the handle, slide the key, keyhole, lead up, edge around, float, collapse, back away from, flimsy, look like, keep going on, creaking door, take cautious steps, engraving, to crawl, gape in awe, swirl around, pushed open, peer inside, rusty doorknob, stumble onto, an alternate reality, slam shut, a gust of wind, dark, spooky room*

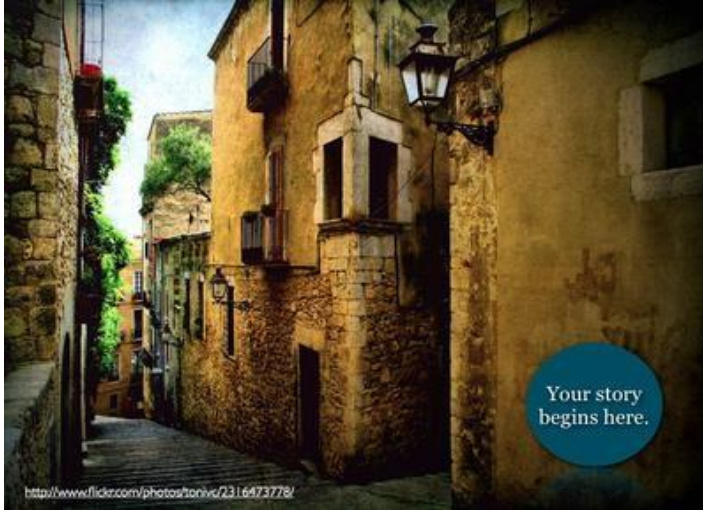


Task4

Vocabulary: *Just the other day, sound fantastic or unrealistic, travel the world, I remember when, have no doubt, hit path, outside the small town, make a discovery, en route to, growing brighter and brighter, in a wondrous new place, the center of a magical realm, follow a pulsing line of light, sparkling down from above,*



<http://visualprompts.weebly.com/003>.



<http://visualprompts.weebly.com/003>.



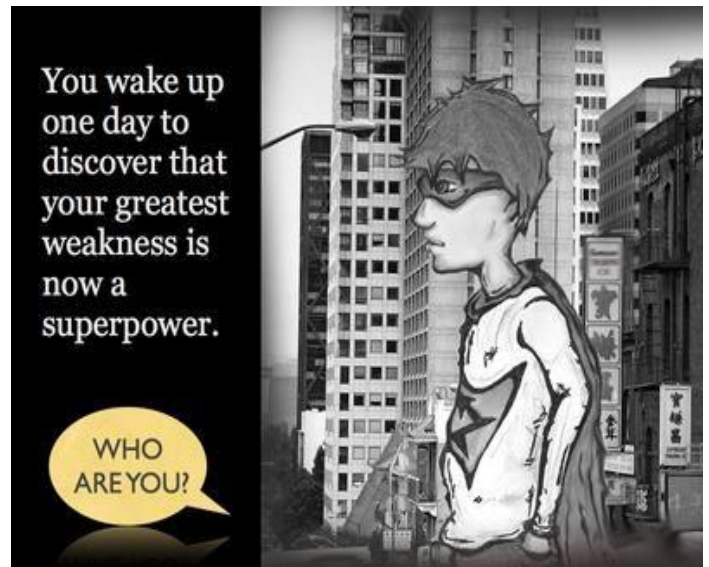
Task5

Vocabulary: *lover of history and architecture, be thrilled, to explore, medieval streets, ancient walls, marvel at, picturesque landscape, blend of modernity and tradition, cobbled streets, a labyrinth of, historic landmarks, set out, enchanting, wander, winding streets, nestled between, lure, mysterious atmosphere, stumble upon, be captivated by, reach out, secrets of the past, embark on an extraordinary adventure, unveil the secrets, an opportunity of a lifetime, delve into, stained glass windows, hustle and bustle of, ancient, roam, rambler*



Task 6

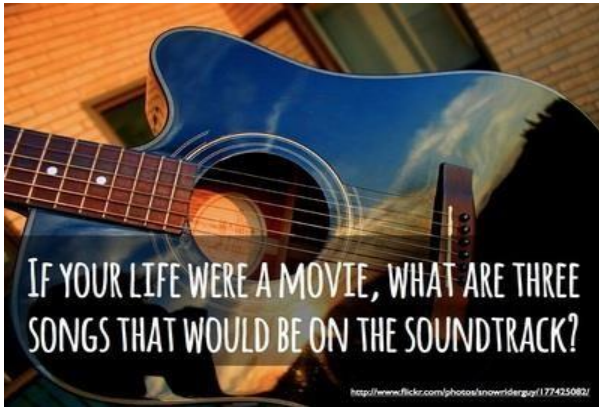
Vocabulary: *love to hate, a quick decision-maker, be good at, paradox, to find out, set smb apart from the crowd, receive accolades, boredom, opportunity, be disappointed, solve problems, to see the world differently, be aware of, lose sight of, overlook, wise to know, be self-aware of*



<http://visualprompts.weebly.com/018.html>



Task 7



<http://visualprompts.weebly.com/018.html>

Vocabulary: *picking a song from, listen to, imagine, accompany, a nostalgic song, has character and rhythm, soundtrack of my life, brings forth sounds, ignore the noise, focus on, in the midst of silence, re-discover, amazing music, become background noise, compose the soundtrack, chase dreams, cherishing event, to focus on*

Prompt Explanation:

If you created a movie about your life, what songs would you put in the soundtrack? Choose three songs and give an explanation about why you would use them.

Vocabulary / Language Explanation:

- Soundtrack: the songs that are played in a movie, show or video
- Note that the "were" here is subjunctive, which means it's something that *could* be true, but isn't true right now. It's not past tense



Task 8

Vocabulary: *perseverance, make smth a reality,*

be realistic, to succeed, a realistic perspective, challenges, to put effort into ones dream, chance of succeeding in smth, be supported by, can't afford to, see a dream come true, give up ones dreams, live other's dreams, to take risks, career, hobby, achievement, pursue smth, enthusiasm, look for smth, to settle down, to wear off, be kind and sincere, to acknowledge ones weaknesses, be honest in acknowledgin smth, to improve, progress towards ones dream, enjoy doing smth, be passionate about smth, have positive approach towards life.



<http://visualprompts.weebly.com/personal.html>



Writing tips

Grab attention from the start

The foundation of a great narrative is a captivating topic. Personal experiences, dreams, or fictional adventures can be excellent starting points.

Include all the elements (theme, plot, location, characters, and conflict). Every story in the world has these elements in common, even though no two stories use them in exactly the same ways.

Develop strong characters

Characters breathe life into stories. Students should focus on developing well-rounded characters with distinct personalities, motivations, and flaws. Readers connect more deeply with relatable and multidimensional protagonists. Write character profiles detailing their background, personality traits, and motivations. Consider how their past experiences shape who they are in the present.

Set the scene with vivid descriptions

Transport your readers to the story's setting through descriptive language. Engage all the senses to create a vivid atmosphere that immerses the audience in the narrative. Practice describing different environments using all the senses; sight, sound, smell, touch, and even taste – to make the scenes come alive.

Structure with a compelling plot

A compelling plot keeps readers hooked from the beginning until the end. Keep the essay structure and outline the story's beginning, middle, and end with a clear conflict and resolution. Create a story outline or a storyboard to map out your narrative's key events and turning points. Ensure a clear progression from the story's beginning to the resolution.

Show, don't tell

One of the golden rules of narrative writing is to “show, don't tell.” Instead of directly stating emotions or events, let the readers experience the story through actions, dialogue, and sensory details. Rewrite scenes using descriptive language, action, and dialogue to convey emotions and events without explicitly stating them. Use sensory details to engage readers.

Build tension and suspense

A well-crafted narrative thrives on tension and suspense. Introduce obstacles, challenges, or mysteries that keep the readers eager to discover what happens next. Experiment with creating cliffhangers and moments of uncertainty to keep readers intrigued. Balance tension with moments of relief to maintain a dynamic narrative.

Master dialogue

Dialogue is a powerful tool for character development and advancing the plot. Encourage students to write natural and engaging conversations that reveal personalities and motivations. Read your dialogue aloud to check for authenticity and natural flow. Use dialogue tags and actions to enhance the characterization and emotions behind the conversation.

Utilize figurative language

Figurative language, such as similes, metaphors, and personification, adds depth and richness to narratives. Please encourage students to sprinkle these literary devices throughout their writing. Practice incorporating similes, metaphors, and other figurative language in your writing. Use them judiciously to enhance descriptions and evoke imagery.

Proofread and check your formatting

Writing is rewriting. One should revise their work multiple times, focusing on clarity, coherence, and grammar. Develop a revision checklist to address aspects like plot consistency, character development, and sentence variety.

Conclusion

Narrative writing is about unleashing creativity and sharing meaningful stories with the world. One can craft compelling narratives that captivate readers by choosing intriguing topics, creating strong characters, and employing vivid descriptions.

3.3 Narrative essay writing tasks



Writing Prompts:

Write a story to go with the title “It All Happened on a Sunday”.



WRITE A STORY TO GO WITH THIS TITLE:

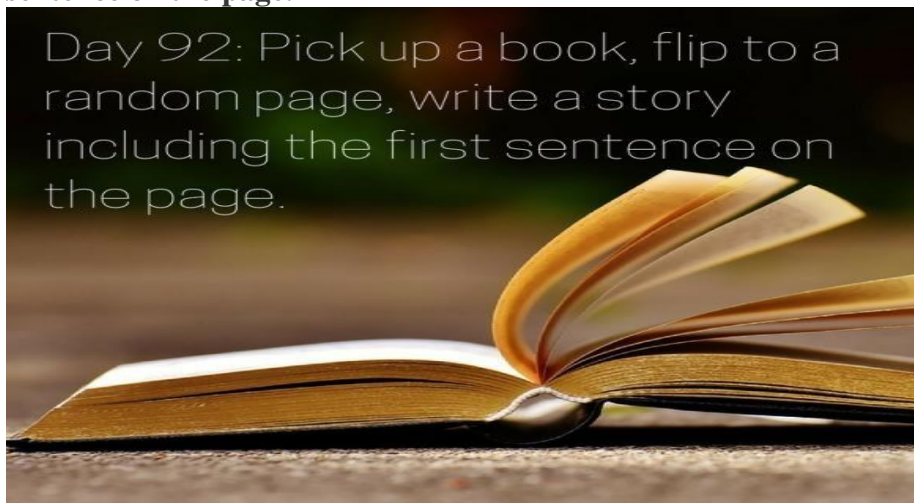
DAY 330:

TITLE: IT ALL HAPPENED ON A SUNDAY

<https://pelkysisters.com/2017/11/26/writing-prompt-day-330/>



Writing Prompts: Pick up a book, flip to a random page, write a story include the first sentence on the page.



Day 92: Pick up a book, flip to a random page, write a story including the first sentence on the page.

<https://pelkysisters.com/category/365-days-of-writing/page/28/>



Writing Prompts: Write about what made a character's wedding special.



Day 339:
Write about what made a character's wedding special.

<https://pelkysisters.com/category/365-days-of-writing/page/3/>



Days of Writing Prompts: Write a holiday tale.

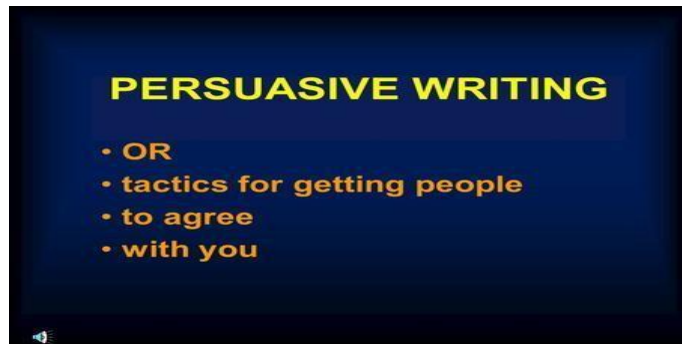


DAY 335 :

WRITE A HOLIDAY TALE.

<https://pelkysisters.com/category/365-days-of-writing/page/4/>

IV PERSUASIVE ESSAY



<https://slideplayer.com/slide/8157699/>

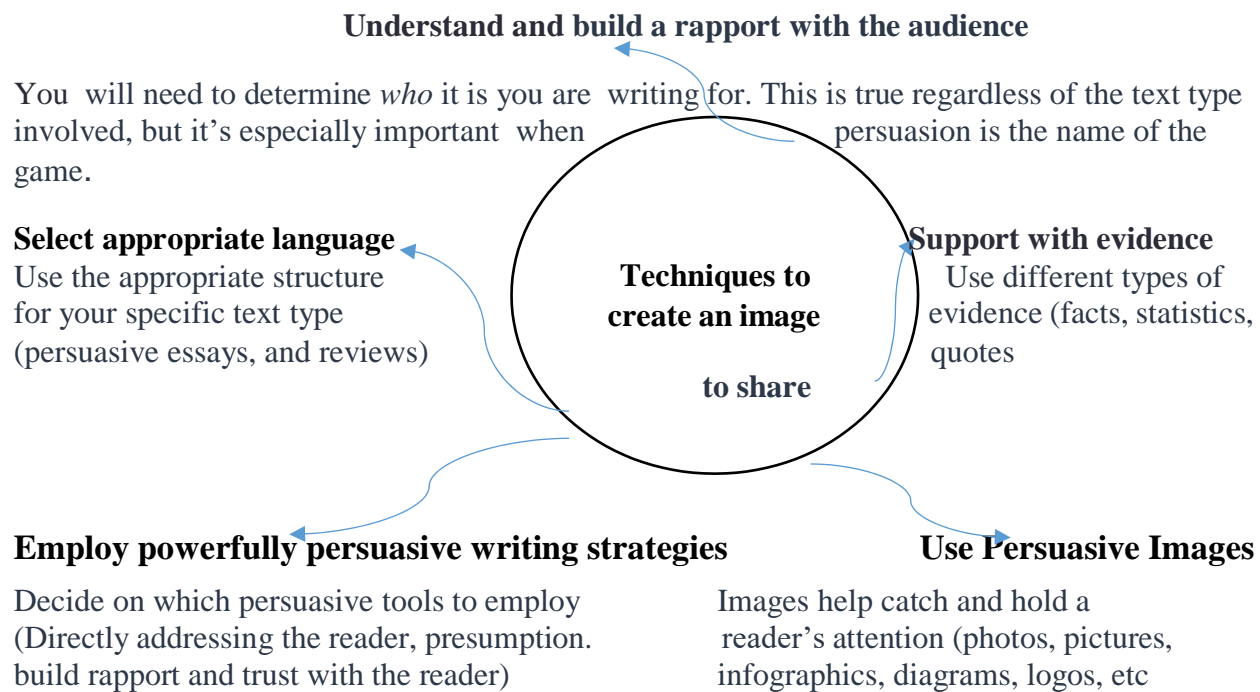
Persuasive writing is any written work that tries to convince the reader of the writer's opinion. Persuasive writing convinces the reader that a specific position is the right position. This could be to persuade the reader to buy something, believe something, or think something. Persuasive writing is a written form of an oral debate and can be a fun and interesting style of writing for students to practice.

Persuasive texts feature different types of language. The different methods used in persuasive writing at this level usually are: Imperative verbs, alliteration, facts, opinions, rhetorical questions, and repetition.

These texts use a variety of language features to **influence** the reader's **opinions** and **actions**. They include:

- *newspaper articles*, in which the writer expresses their opinion, trying to convince the reader
- *reviews* - A great way to express an opinion on a product or experience. Whether it is your favourite restaurant or the latest gadget, we all turn to reviews for a second opinion
- *advertisements*, which try to persuade the reader to buy a product or some service
- *charity appeals*, whose aim is to persuade the reader to support their cause
- *travel brochures* are great examples of persuasive writing to sell holiday destinations, tourist spots, and hotels
- *speeches* can be on anything the writer is passionate about

Persuasive writing is something we encounter in our daily lives. The ability to understand persuasive writing is an incredibly important skill, as it allows us to be aware of what is influencing us in our surroundings. Persuasive writing has the goal of influencing the reader to adopt a certain opinion, ideas, or complete an action.



Understand and build a rapport with the audience In order to persuade someone to believe or agree with your point of view, you need to understand the topic you are discussing. This could include using facts and figures to back up the validity of your points.

Support with evidence To effectively persuade your reader or audience, you need to capture their attention with the most important information first. This could even begin with a catchy and attention-grabbing headline or title.

Employ powerfully persuasive writing strategies and language devices

Argue and persuade by using rhetorical devices such as:

rhetorical questions lead the reader to an answer supporting their argument, for example: Would you like to have a lot of money for doing almost nothing?

emotive language are skillfully chosen words which influence the reader's view of a particular issue. Emotive language are words that are deliberately designed to make a reader have strong feelings. These can be positive or negative, for example a **crisis** sounds more powerful than **problem**.

hyperbole or *exaggeration* emphasise a key point to win the reader over, for example: The world is facing the greatest crisis in its entire history

alliteration occurs when 2 or more words that start with the same sound are used repeatedly in a phrase or a sentence. The repeated sound creates the alliteration, not the same letter. Persuasive writing is a great opportunity to practice alliteration, as this language feature gives student's writing a rhythm and musicality that is memorable to the writer

contrast emphasises the negative or positive elements in an argument, for example: You have everything. She has almost nothing.

lists are used to demonstrate the range or appeal of ideas in an argument, for example: This product is excellent for men, women, children, and even pets.

repetition helps target and emphasise the writer's point. By continually repeating the same idea or phrase, it draws attention to that particular phrase, and emphasises its importance. For example, Of all the mad ideas in our mad world, this is the maddest.

humour is a fantastic language tool for persuasive writing. The writer will try to make funny points and jokes. The reader will usually appreciate humour, so it will make them more likely to be on the side of the writer. Using humour in a text will also make your student's writing more memorable for the reader.

Personal pronouns: This is where the writer will use pronouns such as, 'I,' 'we,' or 'you' to talk directly to the reader. By using the pronoun 'you' and directly addressing the reader, the writer can appeal directly to every individual reading the text. This language feature of persuasive writing encourages the reader to relate to the subject as it is written directly for and to them

Persuasive writing is something we encounter in our daily lives. The ability to understand persuasive writing is an incredibly important skill, as it allows us to be aware of what is influencing us in our surroundings. Persuasive writing has the goal of influencing the reader to adopt a certain opinion, ideas, or complete an action.

Elements of persuasion

Persuasive writing, also known as the argument essay, uses logic and reason to show that one idea is more legitimate than another. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts. When you write a persuasive essay you must:

- **Authority:** You need to know how to walk the walk and talk the talk. In order to persuade someone to believe or agree with your point of view, you need to understand the topic you are discussing. This could include using facts and figures to back up the validity of your points.
- **List the most important information first:** To effectively persuade your reader or audience, you need to capture their attention with the most important information first. This could even begin with a catchy and attention-grabbing headline or title.
- **Consistency:** Before you begin writing, plan what you want to say and the conclusions you want your reader to make. It is important that you are consistent with your perspective and argument. Then you can consider the persuasive language devices that you will use to get your point across.
- **Appeal:** People want to agree with people that they like - simple as that. Therefore, writing persuasive texts require writers to use a friendly and approachable tone.

A good persuasive argument uses a combination of thorough research and careful word choice in order to present the writer's opinion strongly and get the reader to agree.

The Structure of a Persuasive Essay

The following five features make up the structure of a persuasive essay:

1. Introduction and thesis
2. Opposing and qualifying ideas
3. Strong evidence in support of claim
4. Style and tone of language
5. A compelling conclusion

Persuasive essay sample



Why People Should Not Be Allowed to Keep Exotic Animals as Pets

Wild nature is home for hundreds of thousands of species, many of which are exotic and/or close to extinction. Throughout recent decades, humanity has made a solid effort in order to prevent extinction, protect the habitat of these species, and somehow minimize the negative consequences of the presence of humans. However, there exists another problem which has not been paid enough attention to; this problem is keeping exotic animals as pets. **Although owners of exotic animals might believe they are not doing anything bad, in fact such a practice should be prohibited due to a number of reasons.**

Almost no one, except perhaps the richest people, can provide a wild animal with all its necessary conditions. Exotic animals have unique needs. For example, wild tigers need a large territory to roam. A venomous Monocled cobra, which can be legally bought in a number of states for a puny \$100, will repeatedly strike when feeling in danger. A bobcat can hunt a prey eight times bigger than itself. Chimpanzees and other primates require a lot of space for climbing, and sea mammals need vast water basins to swim freely. The examples are numerous. These needs require specific living conditions – or at least housing structures. Can an average American citizen afford keeping an exotic pet? Not just for a year or two, but for 25 or 50 years? **Just for an example, the annual cost of keeping a tiger (in a cage) approaches \$6,000.** Clearly, being a keeper of a wild animal is beyond the capabilities of an average citizen (National Geographic).

If the previous paragraph did not persuade you, consider the danger of biological contamination. According to different estimates, at least one in three reptiles (which are among the most popular exotic pets – iguanas, for example) is a host for salmonella and shigella bacteria; the overall percentage with salmonella is probably up to 90 percent. **According to data provided by the U.S. Fish and Wildlife Service, 90 percent of imported green iguanas carry unfamiliar strains of intestinal bacteria. Other species are not safer.** About 25 percent of both imported and domestically bred macaques are reported to have had the herpes B virus. Among other diseases carried and transported by wild animals, one should mention such infections as chlamydia, yaba

virus, giardia, tuberculosis, measles, marburg virus, hepatitis A, campylobacteriosis, rabies, streptothricosis, and a lot of other malicious microorganisms, including worms (ASPCA).

In addition, wild animals can pose a direct physical threat to their owners. During the last 10 years, there have been dozens of attacks committed by captive big cats such as lions and tigers; in one of the saddest incidents, a tiger killed a three year-old boy, who was its guardian's grandson. In another case, a Bengal tiger has bitten off an arm of a four year-old boy. Since the beginning of the century, four people were hunted down (and killed) by wolf hybrids. This is not to mention the cases when wild animals attacked other domesticated pets – cats, dogs, and so on (PETA).

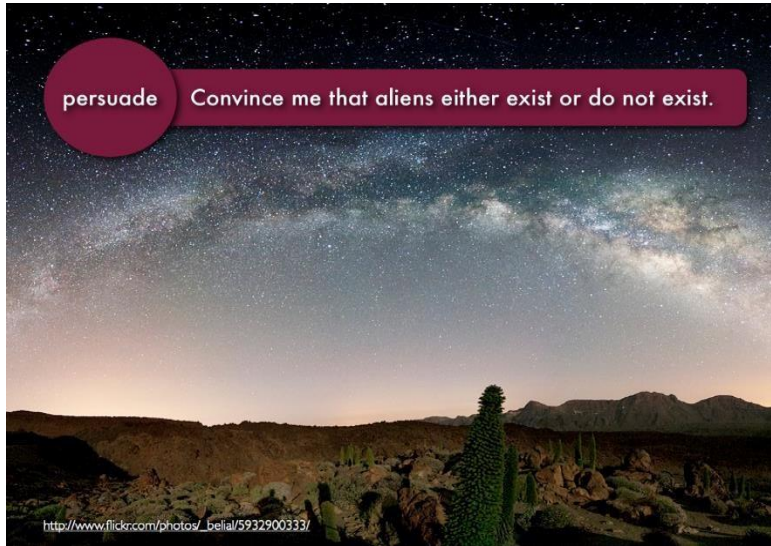
Along with well-known ecological problems – such as the extinction of species, or the destruction of rainforests, there is also another significant issue: people tend to keep exotic wild animals as pets. This is a bad practice, since wild animals require unique conditions which an average American cannot afford; exotic animals carry and transmit exotic diseases, which can pose a threat to owners; and there were numerous incidents when a captivated wild animal attacked its owner, or members of their families. All this is solid proof in favor of the claim that wild exotic animals should not be kept as pets.

(<https://academichelp.net/samples/academics/essays/persuasive/exoticpets.html#sthash.AZWD9mU5.dpuf>)

4.1 Persuasive writing tasks



Task 1



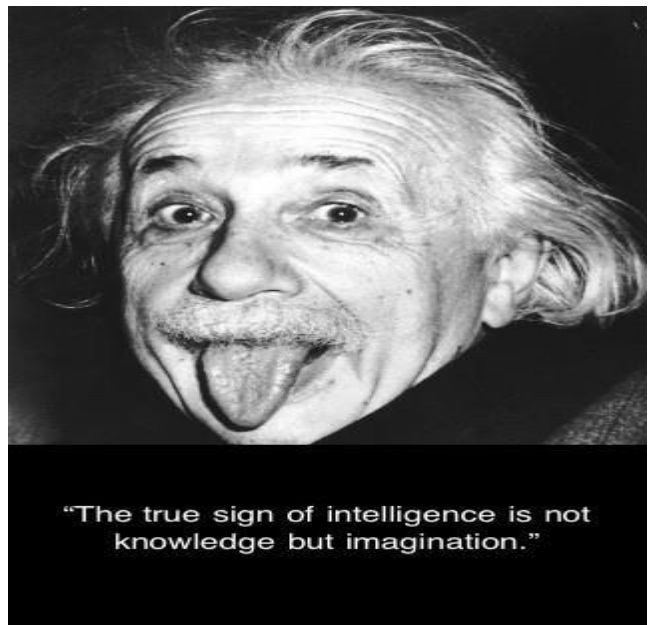
Vocabulary: *intelligent alien life, conspiracy theories, in the universe, ongoing hunt for extra-terrestrial life, be obsessed with, to communicate with, predicted the existence of, civilisations out there among the stars, speculative assumptions, ignite curiosity, contradiction between prediction and reality, an infinite number of answers, life beyond our planet, life in the universe, out there, civilisation*

<https://visualwritingprompts.wordpress.com/category/types-of-writing/persuasive-writing/>



Task 2

Vocabulary: *be right saying, dependent on, to solve problems, apply creatively, imagination, beyond the boundary of knowledge, lead smb ahead, imaginative power, storehouse of knowledge, create vivid images, the true sign of intelligence, create and imagine, true intelligence, to be obsessed with, stimulate progress, creative problem solving, propel the future, enjoy smth, refute smth, realize smth, express the idea that, imagination encircles the world, future outcomes, experience, be highly imaginative, play a role, collect, organize, and utilize information, to think creatively*



<https://www.quoteswave.com/picture-quotes/115720>



Task3



smth, nuanced understanding of smth
<http://visualprompts.weebly.com/002.html>

Vocabulary: *rapid technological advancements, rise of artificial intelligence, Hybrid Intelligence, unique blend of human and artificial intelligence, foster enhanced efficiency, creativity and adaptability, explore the concept of, create a powerful alliance between, leverage the strengths of human and artificial intelligence, the ability to perform error-free repetitive tasks, human performance, potential to balance, set the foundation for, unique strengths, enhance*

Prompt Explanation:

The picture is of a human-machine hybrid. It can be taken literally, but it is also meant to be a symbol about how we use technology.

Vocabulary / Language Explanation:

- "Will this be" can be a tricky verb tense. It is asking if something will happen in the future



Task 4



<http://visualprompts.weebly.com/009.html>

Vocabulary: *provide easy access to, to be located away from, a positive place, do wonders, make an ideal classroom, look lively, classroom expectations, the layout, encourages discussion, make smth easy, to observe, to provide help, classroom atmosphere, a vital component of, teaching and learning, establish and maintain rapport, build motivation and confidence among, facilitate the processes of, feels safe respectful welcoming and supportive of*

Prompt Explanation:

If you could have school in any location, where would you choose? You can answer this personally or you can write, in general, about where learning should or should not be happening.

Vocabulary / Language Explanation:

- Note that even though this is in the present tense, you might want to answer it with a could/should/would conditional verb tense.



Task 5



Source: <http://photoprompts.tumblr.com/image/37662753327>

Vocabulary: *classic dream home, artifacts, smell of, investigating the mysteries, discover secrets, at the bottom of the ocean, chance of, underwater building, spacious, cosy, glass roof and walls, coral reef, fantastic view, bond in with, to worry about, live underwater, a safe place, midgets, security level, amount of space, fantastic view, have a romantic, fairytale-like appeal, a sense of wonder, winding circular stairway, to be a residence, underwater kingdom, impressed with, impressive, amazing*



Task 6

Vocabulary: *boundary-pushing relationship trend, belief that love lasts forever, find asoulmate, spend the rest of our life with, struggle with, long-term relationships, question love's traditional narrative, time-capped relationship, romantic arrangements, unique challenges, romantic bond, to prioritize smth, well-being and life satisfaction, be in a romantic situation, focus on, be in a relationship, last forever, a practical solution, by the nature of ones personality, healthy, constructive and honest romantic relationships.*



<http://visualprompts.weebly.com/html>



Task7



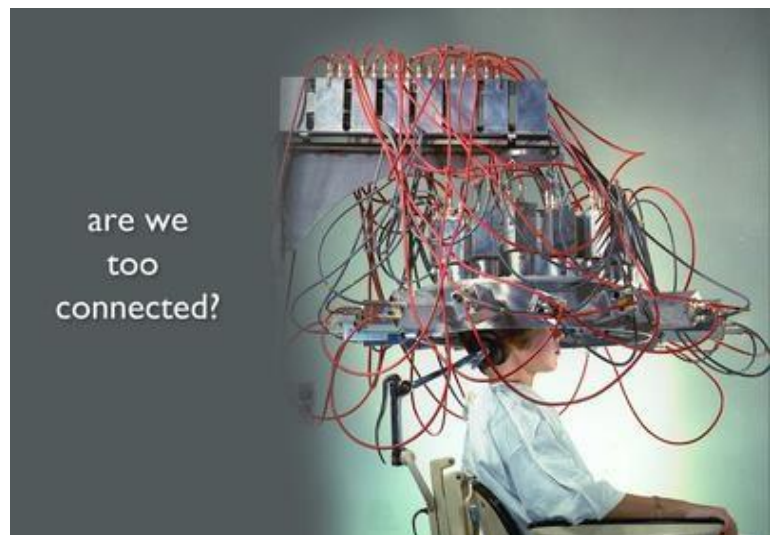
<https://www.pinterest.com/pin/magic-is-all-around-you--38702878040508424/>

Vocabulary: *reach out to, wonder and awe, to be filled with magic, rely on memories and experiences, be captivated by smth, threads that weave the fabric of ones story together, get lost in the magic of, believe in, everyday magic, leave_ones comfort zone, open up to, end up with, pass your magic on to, to occur, to embrace, unique and different from, living an ordinary life, shift your mindset to, source of magic, to move forward to, infinite possibilities, creating magic for, to alter, to expect a pay off,*



Task8

Vocabulary: *connected to our media devices, be engaged in smth, reduce the ability to do smth, shrink the attention spans, communicate in text language, no longer, communicate in bursts and snippets, unplug from social media, the dawn of social media, feeloverwhelmed, check Facebook, to be accustomed to, check ones phone constantly, be reliant on smth, be dependent on, connectivity, to live blog, to spend time on media devices, face-to-face conversation*



https://www.google.com/search?sca_esv=b6215eaf5f31543a&sxsrf



Task9



Vocabulary: credit card information, to share information, personal data, share smth on Facebook, to be public, gain information, live in a volatile world, to plunge into, human rights, have an impact on smb's future, balance between privacy and security, give up privacy for security, social media, gets hacked, to watch smb, to concentrate on, keep large databases, in exchange for, voluntary information sharing, influence and control the citizens, track every step, the advent of smart phones, data storage and communication, investigate violations, digital communication, advent of smth

https://www.google.com/search?sca_esv=b6215eaf5f31543a&sxsrf=ACQVn0-z-TIRO1Vs-FvqGY3K1zIdEJCekA:1707640800373&q=is+privacy+dead+images



Task10

Vocabulary: increased impoliteness, digital etiquette, respect when communicating with, through online mediums, avoidance of offensive and hateful communication, respect for, awareness of tone and language, a set of values, honesty, respect, kindness toward others, modesty, trustworthiness, and loyalty, net etiquette, social media spaces, email practices, digital communication, widely accepted truths, avoid offensive language, respect opinions, be clear and concise, take responsibility for, be mindful of, sensitive information



<https://mwishon.wordpress.com/2016/10/12/arepeople-more-respectful-online-or-in-person-why/>



Writing tips

Know your audience

If you want to convince readers to believe and agree with you, know who you're talking to first.

Choose your position. If you are given a choice, decide whether you are *for* or *against*. Which side of the issue or problem are you going to write about, and what solution will you offer?

Research both sides

In order to convince the reader to agree with you, you also have to know what you're trying to get them to disagree with. Your audience may be completely stuck in their ways, so knowing both sides of your argument—and how to effectively counter the opposition—will assuage any followup questions a reader may have that can cast doubt on your position. Plan key points by gathering ideas that support your viewpoint. Develop your ideas on the different aspects of the topic which you can cover. A persuasive essay must provide specific and convincing evidence. Often it is necessary to go beyond your own knowledge and experience.

Decide which of the ideas you are going to highlight the reader's attention on and then decide the order in which you are going to present your ideas.

Structure your essay

Figure out what evidence you will include and in what order you will present the evidence. Figure out what evidence you will include and in what order you will present the evidence. Remember to consider your purpose, your audience, and your topic.

Write your introduction, telling the reader what the situation is at the moment and why it is worth considering the problem. The persuasive essay begins with an engaging introduction that presents the general topic. The thesis typically appears somewhere in the introduction and states the writer's point of view. Avoid forming a thesis based on a negative claim.

Support your position with evidence

Remember that your evidence must appeal to reason. The following are different ways to support your argument:

- Using **facts** is a powerful means of convincing. Facts can come from your reading, observation, or personal experience. Note: Do not confuse facts with truths. A "truth" is an idea believed by many people, but it cannot be proven.
- Using **statistics** can provide excellent support to your argument. Be sure your statistics come from responsible sources. Always cite your sources.
- Using **quotes** from leading experts that support your position is an invaluable tool.
- Using **examples** enhances your meaning and makes your ideas concrete. They are the proof

Disprove the opposing claim (REFUTATION).

Understand the opposite viewpoint of your position and then counter it by providing contrasting evidence or by finding mistakes and inconsistencies in the logic of the opposing argument.

Check your writing when you have finished

Writing a persuasive essay

Choose a topic that you feel passionate about. If your instructor requires you to write about a specific topic, approach the subject from an angle that interests you. Begin your essay with an engaging introduction. Your thesis should typically appear somewhere in your introduction.

Start by acknowledging and explaining points of view that may conflict with your own to build credibility and trust with your audience. Also state the limits of your argument. This too helps you sound more reasonable and honest to those who may naturally be inclined to disagree with your view. By respectfully acknowledging opposing arguments and conceding limitations to your own view, you set a measured and responsible tone for the essay.

Make your appeals in support of your thesis by using sound, credible evidence. Use a balance of facts and opinions from a wide range of sources, such as scientific studies, expert testimony, statistics, and personal anecdotes. Each piece of evidence should be fully explained and clearly stated.

Make sure that your style and tone are appropriate for your subject and audience. Tailor your language and word choice to these two factors, while still being true to your own voice. Finally, write a conclusion that effectively summarizes the main argument and reinforces your thesis.

4.2 Persuasive essay writing tasks



Write about a character getting an offer that involves a difficult choice.

Day 76:

Write about a character getting an offer that involves a difficult choice.



<https://pelkysisters.com/category/365-days-of-writing/page/30/>



Make the reader believe an evil character is good, and change their mind with the last few words.



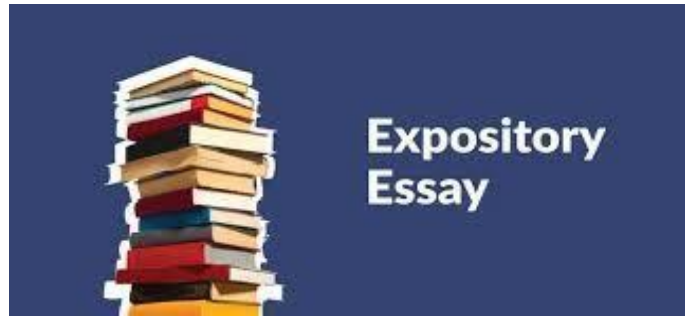
DAY 10:
MAKE THE READER
BELIEVE AN EVIL
CHARACTER IS
GOOD, AND CHANGE
THEIR MIND WITH
THE LAST FEW
WORDS.

<https://pelkysisters.com/category/365-days-of-writing/page/36/>

4.3 Checklist: Persuasive writing

- The purpose of persuasion in writing is to convince or move readers toward a certain point of view, or opinion.
- An argument is a reasoned opinion supported and explained by evidence. To argue, in writing, is to advance knowledge and ideas in a positive way.
- A thesis that expresses the opinion of the writer in more specific terms is better than one that is vague.
- It is essential that you not only address counterarguments but also do so respectfully.
- It is also helpful to establish the limits of your argument and what you are trying to accomplish through a concession statement.
- To persuade a skeptical audience, you will need to use a wide range of evidence. Scientific studies, opinions from experts, historical precedent, statistics, personal anecdotes, and current events are all types of evidence that you might use in explaining your point.
- Make sure that your word choice and writing style is appropriate for both your subject and your audience.
- You should let your reader know your bias, but do not let that bias blind you to the primary components of good argumentation: sound, thoughtful evidence and respectfully and reasonably addressing opposing ideas.
- You should be mindful of the use of *I* in your writing because it can make your argument sound more biased than it needs to.
- Facts are statements that can be proven using objective data.
- Opinions are personal views, or judgments, that cannot be proven.
- In writing, you want to strike a balance between credible facts and authoritative opinions.
- Quantitative visuals present data graphically. The purpose of using quantitative visuals is to make logical appeals to the audience.
- Qualitative visuals present images that appeal to the audience's emotions.

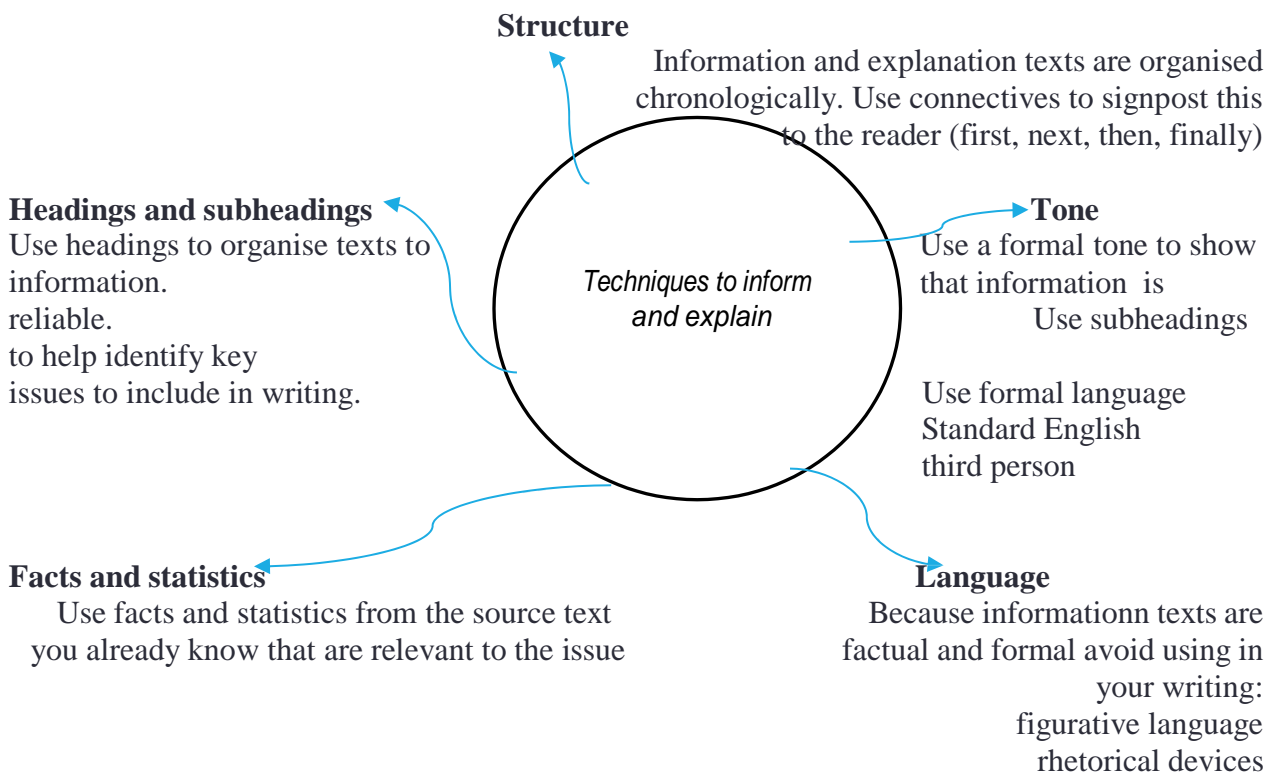
V EXPOSITORY ESSAY



<https://www.iwriteessays.com/essays/guidelines-of-writing-an-expository-essay>

Expository writing, as its name implies, is writing that *exposes facts*. Expository writing gives the reader the facts they need about a specific topic to deepen their understanding of it. Expository writing is writing that aims to inform its reader. In other words, it's writing that explains and educates its readers, rather than entertaining or attempting to persuade them. When you read a scholarly article, a textbook page, a news report, or an instructional guide, you're reading expository writing.

When you write with the purpose of informing and explaining, there are a number of techniques you can use. These will help you organise your writing, engage your audience and achieve your purpose.



Expository writing is:

- Factual
- Usually presented in a linear format
- Always presented in a **logical** format
- Objective
- Clear about its purpose

Expository writing is not:

- The author's opinion
- An attempt to change the reader's mind or shape their perspective
- Subjective
- Nonlinear or otherwise unconventional in how it presents content

Types of expository writing

There are numerous ways to present topics in a piece of expository writing:

- **Compare and contrast.** In a compare-and-contrast essay, you present two or more subjects and write about their similarities and differences.
- **Definition.** This type of expository writing defines a subject. For example, you might write a piece that defines a historic figure by exploring their actions, motivations, and circumstances.
- **Classification.** In a classification piece, you write about the characteristics of multiple subjects within one category. For example, you might write a blog post about the types of expository writing. In that blog post, you explain each type of expository writing, covering their differences as well as their similarities.
- **Problem and solution.** In a problem and solution piece, you explain an existing problem and then explore the most effective solution for that problem. This kind of structure can also be found in persuasive writing, but when it's used in expository writing, it's generally used in troubleshooting guides and to explain how specific problems have been solved.
- **Process.** When you need to explain how a process works or the steps the reader needs to follow to assemble something or complete another task, you write out the process step by step, providing as much explanation as necessary for each step.

Just like the other commonly recognized writing styles, you'll find lots of drastically different expository writing examples. Technical manuals and research papers are both types of expository writing. So are lab reports, investigative journalism pieces, expository essays, and explainer video scripts. Even recipes count as pieces of expository writing, as do travel guides and biographies.

How to do expository writing effectively

As a student, many of your writing assignments are pieces of expository writing. Presenting facts in a logical, clear way is a much different task from writing a fictional story or supporting your opinion. Here are a few tips to keep in mind when you're completing expository writing assignments:

Selecting evidence

The first step in writing a strong piece is brainstorming your topic. But because you're working with facts and a strategy for presenting them in a coherent, engaging way, it is important to always support your sentences with carefully chosen, relevant evidence. The evidence you choose must support your points. To do this, you should choose evidence that:

allows you to focus on answering the question

contains a word, phrase or sentence structure used for effect in the text

Be creative, but constrained

There's room to have a little fun in your expository writing, but it's not going to be a party on the page. Use literary devices like similes and juxtaposition sparingly and *only* when they serve to make the facts clearer to your reader.

Always check the facts

Expository writing is all about the facts. When you're researching, you might come across contradictory sources. If this happens, examine the conflicting information to find the truth. You can do this by researching that specific piece of information and finding what other scholarly sources have to say about it and by examining who published the two conflicting sources. If one is a personal blog and the other is an article from a .edu or .gov website, the latter is more likely to be unbiased.

Share the facts with style

Expository writing is logical and fact-based, but it doesn't have to be boring. In fact, it shouldn't be. But it's not always easy to present facts and figures in an engaging style.

Expository essay sample

The Mozart Effect



It is a well-known fact that listening to different kinds of music can evoke various feelings and moods in a listener. For example, listening to pop-music can make one energetic or cheerful, and listening to ambient or lounge melodies can calm a person down. **However, the most outstanding in this aspect is classical music, which is capable—as numerous studies have shown—of making people smarter.**

Research aimed at revealing the connection between music and cognitive processes started in the 20th century, when in 1988, neurobiologists Gordon Shaw and Xiaodan Leng attempted to model brain activity on a computer. Scientists discovered nerve cells, connected to each other in certain ways, formed specific patterns that might be responsible for the basic exchange of mental activity. **Instead of a regular printout, they, for some reason, decided to turn the results of their experiments into sounds; surprisingly, they discovered that the output was a rhythmic pattern of sounds, somewhat similar to music.** Shaw thought that if brain activity can sound like music, it might be possible to learn more about the mechanisms of its work through observing how brain reacts to music. He joined two other researchers, Frances Rauscher and Katherine Ky, and together they conducted a fundamental study, revealing what is now called the “Mozart Effect” (lrs.ed.uiuc.edu).

Within the process of the experiment, subjects were suggested to listen to Mozart’s sonata written for two pianos for 10 minutes. **After this period, the participants of the experiment displayed higher spatial reasoning skills, compared to periods of listening to specially designed “relaxing” music.** This effect did not last longer than 15 minutes, and the same effect was not always achieved by other investigators; still, the majority of experiments proved that Mozart’s sonata K448 caused an increase in spatial-temporal performance—however, without enhancing general intelligence (JRSM).

Research in this field continues. **Recently, researchers have located specific areas of mental activity linked to emotional responses to music.** “You can activate different parts of the brain, depending on what music you listen to. So music can stimulate parts of the brain that are under-active in neurological diseases or a variety of emotional disorders. Over time, we could

retrain the brain in these disorders,” says neuroscientist Anne Blood at McGill University in Montreal. Harvard University Medical School neurobiologist (How to Learn).

Numerous research studies have proved that music definitely affects the way the human brain works, increasing its performance in certain circumstances and under certain conditions. Especially famous in this relation is the so-called “Mozart Effect,” which manifests itself in a temporary boost of spatial reasoning skills. Although general intelligence is not affected by the music one listens to, neurobiologists say that it might be possible to deal with certain neurological diseases with the help of music.

(<https://academichelp.net/samples/academics/essays/expository/mozarteffect.html#sthash.vjTkpk2.dpuf>)

5.1 Expository writing tasks



Task1



Vocabulary: *a question, response, a bygone era, keep a conversation going, argue, to put pen to paper and fingers to keyboard, to care, depend on, about learning, explore the benefits of, the promise and perils of, participate in the conversation, communicate your ideas to, to clearly and concisely express, to be self-sufficient, unique, response, think deeply about, come up with an original idea, generate a viewpoint, look at the different perspectives, show creativity, time in history, communicate ideas, generating creative ideas, concern, passable answers, growing advances in technology, enhance efficiency, inspiring thoughts*

<http://visualprompts.weebly.com/014.html>

Prompt Explanation:

In asking about a conversation, this prompt is asking what kinds of questions you want to ask the world and what kinds of things you want to say. What do you want to learn from others? What do you want them to know?



Task2

Vocabulary: *a search engine, connect with people, to peak into ones life, collect information through, use location monitoring, tracking applications, have specific data, search history, to sound intimidating and scary, the flagship software, be embedded in, to track and predict, web interests, awareness of, accountability and truthfulness, to demand and impose on, to clear a browser history, get notifications about, be eligible to, to search for, to access ones browsing activity, social relations, based on, shopping trends, to target smb*



<http://visualprompts.weebly.com/014.html>

Prompt Explanation:

The goal here is to think through the role that companies like Google or Facebook do in data mining. Is it safe? Is it creepy? Is it a good thing or a bad thing?

Vocabulary / Language Explanation:

- Data mining: it's the idea of taking in user information in order to sell your personal information to companies



Task3



<http://visualprompts.weebly.com/014.html>

Vocabulary: *help humans shape the world, scientific and technological breakthroughs, to innovate, key advancements, innovative thinkers, the science behind the inventions, to facilitate, to create, transform our knowledge and understanding of, revolutionary technology, initiate the introduction of, do pioneering work, inventor, discoverer, on the global scale, key invention, to radically change, ingenious device, capture the imagination of, experiment testing, primary driving force, propose an alternative to*



Task4

Vocabulary: *gain super strength, stand for the right thing, outgoing and positive attitude, take on a responsibility, keep others safe, fight for smth, provide food and clothing for, don't turn the blind eye on, keep an eye out for, ability to do inhuman things, have incredible strength, secret powers, strength and stamina, to do good for others, take initiative, have confidence in, be action-oriented, execute ones plan, push through the fear, confront and defeat the villains, complete ones mission, fight to the end*



<http://visualprompts.weebly.com/014.html>



Task5



Vocabulary: *have a message, find the right words at the right time, the feeling of love, stem from, powerful qualities and talents, world-changing moments, to be blessed with, do wonders, through acceptance and love, bring about a profound change within, to rekindle feelings, pay attention to, remind smb about, see smth as important in life, share with the world, inner wisdom, be dedicated to something, make smb happy, be lucky enough to do smth, to serve others, make a difference in the world*

<http://visualprompts.weebly.com/014.html>



Task



Vocabulary: *positive, uplifting, creative, educational, encouraging, hopeful, whining, complaining, degrading and hopeless, have access to, reach a large audience, public speaking, have ones thoughts heard, access to the internet, share thoughts, dreams, ideas, opinions, convictions, wisdom, humor and creativity, broadcast to the universe, take a look at, to share, to contribute to, comment on, social media, piece of advice*

<http://visualprompts.weebly.com/informational.html>



Writing tips

Create an outline. Outlines provide a map of where to go with an essay. They display preliminary title, thesis statement, main points, as well as supporting points.

DO NOT

- **use personal pronouns** - an essay should inform not express your attitude. Imagine yourself a writer of an encyclopedia article. Provide facts, not thoughts.
- **analyse** - it is important to stay away from the analysis of the topic. No need to show your emotions or thoughts as it may mislead the audience.
- **write fact after a fact** - informative essay format should be logical. Firstly, create an outline, make sure it is consistent and don't forget to use transition words or phrases. Essay should sound smooth and clear.
- **repeat** - ensure that info does not repeat several times. Proofread your text and illuminate possible mistakes.

Expository writing can still be fun and engaging

Although expository writing is fact-based, it doesn't need to be dry or boring. Skilled writing can present factual information in an engaging way that only increases the reader's comprehension of the topic, often by borrowing techniques used in narrative and descriptive writing to make the facts more vivid and impactful.

However, discerning an expository piece's credibility can be tricky at times. This is why it's *so* critical to carefully vet every source you use when you're working on an expository writing assignment. Inadvertently using a biased source in your academic writing can undermine your work by making it look like you either didn't research the topic carefully or are pushing a specific agenda in your writing.

5.2 Expository essay writing tasks



Writing Prompts: Write about forgotten history.



<https://pelkysisters.com/category/365-days-of-writing/page/10/>



Write about a society that uses something unique as currency.



<https://pelkysisters.com/category/365-days-of-writing/page/12>

5.3 Expository writing checklist

Introduction

- 1 Did you use 2 to 3 sentences to introduce the topic?
- 2 Did you introduce your topic with supporting details?
- 3 Do your supporting details completely relate to the topic?
- 4 Is your topic stated clearly?
- 5 Is your introductory paragraph catchy and does it engage the reader?

Body

- 1 Do you have a paragraph for each of your 3-5 details?
- 2 Is each detail clearly stated at the beginning of each paragraph?
- 3 Did you back up each detail with facts?
- 4 Did you include closing remarks at the end of each paragraph and lead into the next paragraph?

Conclusion

- 1 Did you re-state your topic idea?
- 2 Did you finish with an ending that leaves the reader satisfied?
- 3 Did you summarize the previous paragraphs?

Overall:

- 1 Does your expository writing inform the reader well about your topic?
- 2 Did you use informing details, facts and logic?
- 3 Do all your paragraphs relate well to your topic?
- 4 Have you really captured your reader's interest?
- 5 Have you left your readers with good information in some way?

VI LETTER WRITING

Letters are an important means of communication in both the workspace as well as our personal lives. Today a lot of our communication, especially the formal kind, is done via letters. Which is why it is important that we know the peculiarities of letter writing.

6.1 Types of Letters

Let us first understand that there are broadly two types of letter, namely Formal Letters, and Informal Letters. But then there are also a few types of letters based on their contents, formalities, the purpose of letter writing etc.

- **Formal Letter:** These letters follow a certain pattern and formality. They are strictly kept professional in nature, and directly address the issues concerned. Any type of business letter or letter to authorities falls within this given category.
- **Informal Letter:** These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives etc.

Certain conventions are used in the professional world for letters which should be observed in business correspondence. Therefore, the great variety of layouts on formal letters from different companies and organisations.

Thus, the structure of a letter in English dictates a certain writing framework that applies to all the constituent parts of the message: address, greeting, content, conclusion. These rules apply to all communication styles and types of correspondence: from the formal tone of business correspondence to messages of a friendly and romantic nature.

6.2 Introducing forms and writing letters

We write in different ways. How we write depends on purpose and audience, thus each time we write we make choices about:

form

sentence structures

language

features of paragraphs and headlines

There is a great variety of forms of non-fiction and media texts. Some forms that you may be asked to write in are:

reports

letters

articles

information sheets

emails, etc

In addition, certain rules of conducting business correspondence, starting with the address to the recipient and the structure of the letter, ending with a stylistically correct farewell should be observed. Knowledge of writing ethics and the ability to write in English, knowledge of social and cultural peculiarities will help in further development. Knowledge of etiquette and the rules of writing letters is necessary to avoid awkward situations and misunderstandings. It is worth noting that the form and style of address in English differs from the form of address in Hungarian/Ukrainian. If you look carefully at the examples of letters in English, you will see that absolutely all of them have the same format of design. The following features are essential:

- the address of the sender (including the postcode)
- the recipient
- the date
- the salutation
- the sign off
- the name of the sender

First, the sender's address and the date of the message are written in the upper right corner of the paper. The address should be organized in the order from private to general: first name, surname/apartment, house/city, and country. Choose the date format at your discretion, but using a purely numerical version, is not recommended. Therefore, the most optimal format for an English letter is the following: July 28, 2018.



If you are writing to someone who lives at the address you are sending the letter to, you don't include their address in your letter.

Then comes the transition to the left side, and also the main content of the letter is arranged in strict order:

- Greeting;
- Introduction;
- Main thought;
- The conclusion of the narrative;
- Concluding part;
- Signature.

Thus, the structure of a letter in English dictates a certain writing framework that applies to all the constituent parts of the message: address, greeting, content, and conclusion. These rules apply to all communication styles and types of correspondence: from the formal tone of business correspondence to messages of a friendly and romantic nature.

Standard expressions, speech clichés and introductory words

English is characterized by a practical approach to many things. So, in addition to strict structuring, which already shows how to write letters in English correctly, standard speech clichés and common phrases will help to compose a message. Here are typical introductory words for each structural part of a personal letter in English.

Salutation

Any English letter begins with a standard greeting and ends with a polite farewell.

Depending on the purpose of the message, the greeting can be formal or informal. There are so many subtleties in business correspondence on this subject.



How to start a letter? How to address the addressee correctly?

Polite address to the addressee.

In fact, every email or letter you write should begin with a salutation. Whether you are writing for business or for personal reasons, a salutation immediately sets the tone for the rest of message. Choosing the correct salutation is especially important when submitting a resume, reaching out to a prospective client, or any other professional situation where you need to make a positive first impression.

Formal Salutations

For formal emails and letters, especially ones where you do not know the recipient well or at all, you should use some variation of Dear [name]:. For short, direct business emails, you can usually get away with addressing the

When you don't know the identity of the intended the recipient of a business email or letter, begin the email/letter with To whom it may concern:. This salutation should be used only when you are unable to determine the name, title, or position of the recipient. If you have any other way of formally addressing the recipient, you should use that in your salutation instead.

Informal Salutations

Less formal emails and letters allow for a much greater variety of salutations. As with many aspects of modern English, which salutations you should use and the situations under which you should use them are highly context dependent. For example, you could use an informal salutation to address a friend who you know well or a coworker who you have a close working relationship with. On the other hand, you should address a coworker who you do not know well or a manager several levels above you with a formal salutation.

The general rule is that you should not open a letter or email to a colleague or superior in a way that would be unacceptable to address him or her in person. When in doubt, err on the side of caution and use a formal salutation.

Greetings

Any English letter begins with a standard greeting and ends with a polite farewell.

Depending on the purpose of the message, the greeting can be formal or informal. There are so many subtleties in business correspondence on this subject,

How to start a letter? How to address the addressee correctly?

Polite address to the addressee

Mr and Ms are polite addresses. They are used with the surname, after the forms of address put dots. Remember that these addresses are not written in full.

No	Formal Greetings	Informal Greetings
1	<i>Dear Sir</i>	<i>Hello Claire,</i>
2	<i>Dear Madam</i>	<i>Hi John,</i>
3	<i>Dear Sir/Madam</i>	<i>Dear Mum,</i>
4	<i>Dear Mr Brown</i>	<i>My dear Richard</i>
5	<i>Dear Ms Jones</i>	<i>Dearest</i>
6	<i>Dear Sirs</i>	<i>My dear Friends</i>
7	<i>Dear Dr Parson</i>	<i>Jonathan</i>
		<i>Good morning, Jennifer</i>

What is the correct way to start an official letter?



Note that a comma is placed after the address. A model of an address in a formal letter:

Dear Mr. Smith,

or

Dear Sir,

If the name of the person to whom the message is addressed is not known for certain, the polite way to address it is as follows.

Dear Sir(s),

Dear Madam,

Dear Sir or Madam, - Dear Sir / Madam ,



The phrase "Dear Mr/Ms" is not used as an address.

Also, it is possible to use the title:

Dear Publisher, Dear HR Director ,

If the letter is addressed to a company, but not to a specific person, the company name is written in full as an address:

Dear Satellite Group, Dear Model Agency, Dear Industrial Engineering Technology

In business correspondence with people with whom you have already established communication, whom you know, but it is necessary to maintain the official tone of the letter, use the following addresses: *Dear Colleague, or, for example, Dear Confederate or Dear Readers,* addressing the audience.

 **If you are addressing more than one person, be sure to list the names of all recipients:**

Dear Mr. MacAlister and Ms. Birch,

When addressing, the positions and titles of the addressee shall be indicated in full: *President, Director, Professor, Senator e.t.c.*

 **How to address friends and acquaintances?**

A letter to a friend would be much less formal. An informal letter to a friend or good acquaintance is addressed by name and end with “*Love*”, “*Cheers*”, etc. You may start a letter like:

Dear Dominic, My dear Richard, Dearest, My dear Friends, Jonathan, Hello, Thomas, Good morning, Jennifer, Hi, Adam, etc

 **Opening lines**

No	Formal opening lines	Informal opening lines
8	<i>I am writing in response to your article/advertisement/letter</i>	<i>I wanted to let you know that ...</i>
9	<i>I am writing with regard to your article/advertisement/letter</i>	<i>I wanted to tell you about ...</i>
10	<i>I am writing regarding your article/advertisement/letter</i>	<i>I wanted to ask you if ...</i>

11	<i>With reference to your letter of 8 June, I</i>	<i>Thanks for your e-mail, it was wonderful/great to hear from you.</i>
12	<i>I am writing to inquire about</i>	<i>Would you mind coming early to help me ?</i>
13	<i>After having seen your advertisement in ... , I would like</i>	<i>Can you call me/ get back to me asap? (as soon as possible)</i>
14	<i>After having received your address from ... , I</i>	<i>I'm happy to tell you that .. .</i>
15	<i>I received your address from ... and would like</i>	
16	<i>We/I recently wrote to you about</i>	
17	<i>Thank you for your letter of 8 May.</i>	
18	<i>Thank you for your letter regarding</i>	
19	<i>Thank you for your letter/e-mail about</i>	
20	<i>In reply to your letter of 8 May,</i>	

Main idea

After the greeting, you can go straight to the essence of the message, but according to the rules of English etiquette it is considered good to compose a small opening statement. In it, you should thank the person for the letter you have received or, on the contrary, worry why there is no news. Also in this part apologize for a late reply, etc.

For the introductory part, 1-3 sentences are enough. Then indent a new paragraph and move on to the main content of the letter.

Depending on the expected volume of the story, we conclude the main idea in one or several paragraphs. Here we answer the questions asked, tell our own news and life events, ask questions to the interlocutor or ask for advice. The following words and introductory constructions will help to start a personal letter written in English.

In general, in the main part, you write a short story about the topic you were asked about, or you simply tell the English speaker the latest events in your life. For example, tell news about your family in English, give a description of your plans for the summer, share how your vacation went, or describe how your trip to another country went and what you remembered from the excursions.

Since this is the most difficult part of the letter, here is a useful tip: to avoid making grammatical mistakes, try to write letters in English in simple sentences. Introductory constructions, abbreviations, conjunctions, etc. will help you to formalize your coherent speech. Here are the most common ones:

- *Well*
- *Unfortunately*

- *Although*
- *So*
- *By the way*
- *Guess what*

Also note that in informal correspondence various colloquial abbreviations are considered in the order of things, so you can safely use them to enrich your speech.

Conclusion

How to conclude a letter competently?

The rules of writing a personal letter say that the text should also contain a beautifully designed conclusion. This means a separate paragraph in which we describe the reasons that prompted us to end the message, express our hopes for further correspondence, and greet the family or friends of the interlocutor. Usually an informal letter is concluded in English with the following phrases.

No	Formal closing lines	Informal Closing Lines
	<i>If you require any further information, feel free to contact me.</i>	<i>Hope to hear from you soon.</i>
	<i>I look forward to your reply.</i>	<i>I'm looking forward to seeing you.</i>
	<i>I look forward to receiving your reply</i>	<i>Hope to hear from you soon.</i>
	<i>I look forward to hearing from you</i>	<i>Do keep in touch.</i>
	<i>I look forward to seeing you.</i>	<i>Looking forward to hearing from you.</i>
	<i>Please advise as necessary.</i>	
	<i>We look forward to a successful working relationship in the future.</i>	
	<i>Should you need any further information, please do not hesitate to contact me.</i>	<i>If you want to know anything else, just drop me a line.</i>
	<i>Once again, I apologize for any inconvenience.</i>	
	<i>We hope that we may continue to rely on your valued custom.</i>	
	<i>I would appreciate your immediate attention to this matter.</i>	



Closing phrase and signature

Like the greeting, the farewell English letter has a standardized template.

No	Formal Closing Formula			Informal Closing Formula
1		addressing	ending	
2	<i>Unknown recipient's name</i>	<i>Dear Sir or Madam ...</i>	<i>Yours faithfully</i>	<i>Thanks,</i>
3	<i>Known recipient's name</i>	<i>Dear Mr Hanson ...</i>	<i>... Yours sincerely</i>	<i>Take care,</i>
4	<i>Addressing whole departments</i>	<i>Dear Sirs ...</i>	<i>Yours faithfully</i>	<i>Yours,</i>
5				<i>BR, Best regards, (semi-formal)</i>
6				<i>Love</i>




Closing phrase and signature


An informal letter allows in English the use of such phrases as:

- *Yours,*
- *Warm regards,*
- *Best wishes,*
- *All the best,*

- *Take care,*
- *Love,*
- *All my love,*

 In formal and official correspondence it is customary to use expressions:


Yours truly,
Yours very truly ,
Faithfully yours ,
Cordially yours,

 Less formal, say, if the letter is addressed to a colleague, comrade or familiar work partner:

Best Regards ,
Best Wishes,


For example,
 «Dear Adam /..... /

Best wishes/Best regards»


 If the letter is addressed to several people, say a department, you write to your colleagues:

"Dear Sirs /..... /

Yours faithfully."

 Expressions are also used:

Sincerely,
Sincerely yours,
or
Yours very sincerely,

 **The peculiarity of using the expressions "Yours Faithfully" and "Yours Sincerely".**

If at the beginning of a business letter you address a person by the name "*Dear Tyler*", then at the end of the letter, use "*Yours Sincerely*". If the formal address "*Dear Sir*" or "*Dear Madam*" is used, the letter should end with the polite expression "*Yours Faithfully*".

 **A letter to a manager, a superior is usually concluded with the phrase:**

Respectfully yours,

★ In informal correspondence, with friends, significant others, good acquaintances, should be used:

Your very sincere friend

Devotedly (yours),

Yours truly

Yours ever,

Ever yours,

As ever,

Yours as always

Yours cordially,

Very cordially yours

Faithfully yours,

Yours always faithfully,

Lovingly yours

★ In writing to relatives, parents, brothers, sisters:

Affectionately (yours),

Yours affectionately,

Yours with love ,

(Lots of) love,

(Lots of) kisses,

Your loving son,

Your loving daughter

★ After the final polite expression, the sender's name is written. In English, the first name is written first, followed by the last name, for example:

«Dear Daniel,

//

Yours sincerely,

Sarah Jones»

Lots of options for politely ending friendly, informal letters beyond the ones already covered:

Best wishes, Regards, Thanks and regards, Warm regards, Kind regards,
With kind regards, Cheers, Best regards, See you, Thanks, Greetings,
Sincerely, Cordially, God bless you, Good luck, All the best,
Your truly, Waiting for a prompt reply, Only after you Thanking you in anticipation.

Various types of a formal letter:

- **Letter of Enquiry:** For collecting information or details regarding a course/product/service, etc. from a certain institution/business/organisation
- **Order Letter:** Written by a buyer to place an order for certain products they need to buy from the seller.
- **Letter of Complaint:** As a formal letter of a complaint regarding a certain product/service, a complaint letter is addressed to the seller and generally includes the details regarding the lack of quality/quantity and the like.
- **Reply to a Letter of Complaint:** Written by the seller in reply to the buyer's letter of complaint, this letter commonly includes a clarification or an apology for the buyer's complaint.
- **Promotion Letter:** For promotion or advertisements of certain products or services to the customers.
- **Sales Letters:** Mainly curated for sales promotions, a sales letter is sent by a business to its customers to familiarise them with its products and services.
- **Recovery Letters:** Written by a business in order to recover their money from the customers who haven't paid for their products or services.

Sample letter in English

Formal letter format

Your contact information

Name of the sender

Address

City, Code

Greeting

Dear Mr /Ms Last Name,

Use a **formal salutation**, not a first name, unless you know the person well. If you do not know the person's gender, you can write out their full name. For instance, write, "Dear Pat Crody" instead of "Dear Mr. Crody" or "Dear Ms. Crody." If you do not know the recipient's name, it's still common and acceptable to use the old-fashioned "To Whom It May Concern."

Body of Letter

Paragraph 1: State the reason you are writing, for example, you are asking for something or sharing a piece of information.

Paragraph 2: Provide details about your request or the information you're sharing.

Paragraph 3: If necessary, include additional information on the purpose of your letter.

Paragraph 4: Thank the reader for considering your request, and ask for a response to your letter.

Closing

Best regards,

Signature

Handwritten signature (use black or blue ink to sign a written letter)

Typed

Your typed name



Professional Email Example

Subject: Annual Meeting

Dear Kathleen,

Thank you so much for your assistance in planning our annual meeting. Your expertise in handling the meeting arrangements, booking the conference facilities and hotel, coordinating travel, scheduling events, and organizing the meeting is greatly appreciated.

I appreciate your help and advice, and I am hoping we can plan on having your assistance with next year's event. It's tentatively scheduled for January 16–20, 2023, in Tampa, Florida. If you can confirm your availability, I'll be in touch when we're ready to start planning.

I look forward to working with you in the future, and thank you again.

Best regards,

Peter Hancock



How To Address the Envelope

When your letter is ready to mail, fold it in thirds so it fits into a business-size envelope. You can use your word processing program to print the addresses on the envelope or handwrite them.

Print your name on the top left corner of the front of envelope. Print the recipient's address in the center of the envelope, parallel with the long side. Add a stamp to the top right of the envelope

Your address
top right

11 Ocean Street
Headingley
Leeds
LS3 3PP

The address of the
company/ person you
are writing to

Customer Services Manager
Barclays Bank
1 Churchill Place
London
E14 5HP

The date, beneath your
address

1 July 2023

Salutation

Dear Sir/Madam,

Body of the
letter

Introduction
Paragraph
Paragraph
Paragraph
The sign off

Yours faithfully



Name



Task

1. Write the beginning and the ending of a letter to each of the following:
 - a letter to a friend
 - a business letter to someone whose name you don't know
 - a formal letter of application for a job
2. Choose one of the above and write a full letter.

Letter Writing Tips

Now that we have learned the basics of communicating via letters and the types of letters as well, let us focus on some tips for the actual letter writing.

1 Identify the type of letter

This obviously is the first step of the letter writing process. You must be able to identify the type of letter you are to be writing. This will be dictated by the person the letter is addressed to and the information that will be conveyed through the letter. Suppose you were writing to the principal of your college to ask for leave, this would be a formal letter. But say you were writing to your old college professor catching up after a long time. Then this would be a personal (informal) letter.

2 Make sure you open and close the letter correctly

Opening a letter in the correct manner is of utmost importance. Formal letters open with a particular structure and greeting that is formal in nature. Informal letters can be addressed to the person's name or any informal greeting as the writer wishes.

VII REMINDER

How to organise information and ideas



Successful writing

The following are key factors towards a successful piece of writing:

- Thinking
- Planning, determining an outline of the ideas
- Writing
- Checking

Before you start writing, think your ideas through first and then sequence and organise them. Only after you have thought over your ideas you can proceed on with writing them making careful choices about words, sentences and paragraphs.

Sentence structures

Make sure that you use all of the following sentence structures:

- simple sentences
- compound sentences
- complex sentences
- minor sentences

The structure and the language of your text will depend mostly on:

- its purpose and the intended audience. Match your writing to the purpose and audience
- where the writing is to be published. Think of the form of your response

Provided the form, the purpose and the audience change, so will your language.

Paragraphing

Paragraphs help the reader to follow the meaning of your piece of writing so do not forget that effective paragraphs:

- divide the whole piece of writing into particular sections to make understanding easy and present a single topic
- introduce new aspects of the topic in new paragraphs
- have logical and verbal links between the paragraphs
- begin with a topic sentence followed by several detailed sentences on the topic and a closing sentence
- use transition (linking words) to establish relations between the paragraphs

Beginnings and endings

Your first and last sentences are really important. You should catch the reader's attention with your first sentence to make the reader interested in the story. In the same way in the last sentence you should round off your topic. It should fit with your beginning in some way. Remember to end strong.

Keep in mind:

To Write clearly, effectively and imaginatively you should:

match your writing to the purpose and audience as much as possible
make sure your meaning is clear, your answer is concise and consistent
choose appropriate language
use sentence structures carefully to interest the reader

Self-assessment activity

check your piece of writing
maintain an appropriate and consistent tone
structure your ideas effectively, coherently
make fluent links between paragraphs
have a capturing opening and ending
use effective vocabulary and phrasing throughout your piece of writing

Don't forget that the process that you grow through when you are faced with a writing task:

thinking
planning
writing
checking

VIII LINKING WORDS

Linking/transition words: You need to know that:

All assignments are written in formal language.

You need to ensure that: you demonstrate your knowledge and understanding alongside your ability to answer the question/solve the problem.

Below are some ideas to help you to develop your structure and flow.

- **Linking / transition words** and phrases join ideas, sentences and paragraphs together. They should be used within sentences and to move from one idea to another (between sentences).

These words and phrases indicate the direction, order and flow of ideas. Significantly, they strengthen the quality and structure of your work.

- **Redundant Words - less is more.** Particularly when trying to reduce the word count, it is important to look for phrases which can be replaced with a single word.

Linking/transition words:

Transitions link one main idea to another separated by a semi-colon or full-stop. When the transition word is at the beginning of the sentence, it should be followed by a comma:

Among other functions, they can signal cause and effect or sequencing.

Additional comments or ideas	<i>additionally; also; moreover; furthermore; again; further; then; besides; too; similarly; correspondingly; indeed; regarding.</i>
Alternatives	<i>whereas; conversely; in comparison; by contrast; another view is...; alternatively; although; otherwise; instead.</i>
Analysing results	<i>therefore; accordingly; as a result of; the result is/results are; the consequence is; resulting from; consequently; it can be seen; evidence illustrates that; because of this; thus; hence; for this reason; owing to x; this suggests that; it follows that; otherwise; in that case; that implies;</i> <i>Author (year) suggests that;</i>

Cause / Reason	<i>as a result of; because (mid-sentence only)</i>
Compare	<i>compared with; in the same way; likewise</i>
Contrast	<i>by contrast; although; compared with; conversely; despite; however, nevertheless; yet</i>
Effect / Result	<i>As a result; therefore; thus</i>
Emphasising earlier statements	<i>however; nonetheless; furthermore; in the final analysis; despite x; notwithstanding x; in spite of x; while x may be true, nonetheless although; though; after all; at the same time; even if x is true; count</i>
Introducing examples	<i>for example; for instance; namely; such as; as follows; as exemplified by; such as; including; especially; particularly; in particular; notably; mainly;</i>
Re-phrasing	<i>in other terms; rather; or; better; in view of this; in contrast</i>
Sequencing	<i>first (ly); second (ly); third (ly); another; additionally; finally moreover; also; subsequently; eventually; next; then</i>
Summary or Conclusion	<i>in conclusion; therefore; to conclude; on the whole; hence; thus to summarise; altogether; overall; ...following the research of...after analysis</i>

Linking words: conjunctions

Linking words **within a sentence** are referred to as coordinating conjunctions. Do not worry about the term: think about the function.

Conjunction	Function
<i>for</i>	connects a reason to a result
<i>and</i>	connects equal and similar ideas
<i>nor</i>	connects two negative ideas
<i>but</i>	connects equal but different ideas
<i>or</i>	connects two equal choices

<i>yet</i>	connects equal and contrasting ideas
<i>so</i>	connects a result to a reason

IX COMMONLY CONFUSED WORDS

Commonly confused words There is a wide range of commonly confused words and homophones (words which sound the same but have a different spellings and meanings) which can lead to confusion for a reader if misused by a writer.

accept: to receive

except: with the exclusion of

advice: recommendation (noun)

advise: to recommend (verb)

adverse: unfavorable

averse: opposed to

affect: to influence (verb); emotional response (noun)

effect: result (noun); to cause (verb)

aisle: space between rows

isle: island

allude: to make indirect reference to

elude: to avoid

allusion: indirect reference

illusion: false idea, misleading appearance

already: by this time

all ready: fully prepared

altar: sacred platform or place

alter: to change

altogether: thoroughly

all together: everyone/everything in one place

a lot: a quantity; many of something

allot: to divide or portion out

angel: supernatural being, good person

angle: shape made by joining two straight lines

accent: pronunciation common to a region
ascent: the act of rising or climbing
assent: consent, agreement

assistance: help
assistants: helpers

bare: nude, unadorned
bear: to carry; an animal

beside: close to; next to
besides: except for; in addition

boar: a wild male pig
bore: to drill a hole through

board: piece of wood
bored: uninterested

born: brought into life
borne: past participle of "to bear" (carry)

breath: air taken in (noun)
breathe: to take in air (verb)

brake: device for stopping
break: destroy; make into pieces

canvas: heavy cloth
canvass: to take a survey; a survey

capital: major city
capitol: government building

clothes: garments
cloths: pieces of fabric

coarse: rough
course: path; series of lectures

complement: something that completes
compliment: praise, flattery

conscience: sense of morality
conscious: awake, aware

corps: regulated group
corpse: dead body

council: governing body
counsel: advice; to give advice

dairy: place where milk products are processed
diary: personal journal

descent: downward movement
dissent: disagreement

dessert: final, sweet course in a meal
desert: to abandon; dry, sandy area

device: a plan; a tool or utensil
devise: to create

discreet: modest, prudent behavior
discrete: a separate thing, distinct

dew: water droplets condensed from air
due: as a result of

dominant: commanding, controlling
dominate: to control

die: to lose life; one of a pair of dice
dye: to change or add color

dyeing: changing or adding color
dying: losing life

elicit: to draw out
illicit: illegal, forbidden

eminent: prominent
imminent: about to happen

envelop: to surround (verb)
envelope: container for a letter (noun)

everyday: routine, commonplace, ordinary (adj.)
every day: each day, succession (adj. + noun)

fair: just, honest; a carnival; light skinned;
fare: money for transportation; food

farther: at a greater (measurable) distance
further: in greater (non-measurable) depth

formally: conventionally, with ceremony
formerly: previously

forth: forward
fourth: number four in a list

heard: past tense of "to hear"
herd: group of animals

hoard: a hidden fund or supply, a cache

horde: a large group or crowd, swarm

hole: opening

whole: complete; an entire thing

human: relating to the species homo sapiens

humane: compassionate

its: possessive form of "it"

it's: contraction for "it is"

lightning: storm-related electricity

lightening: making lighter

loose: unbound, not tightly fastened

lose: to misplace

maybe: perhaps (adv.)

may be: might be (verb)

meat: animal flesh

meet: to encounter

mete: to measure; to distribute

medal: a flat disk stamped with a design

meddle: to interfere, intrude

metal: a hard organic substance

mettle: courage, spirit, energy

miner: a worker in a mine

minor: underage person (noun); less important (adj.)

moral: distinguishing right from wrong; lesson of a fable or story

morale: attitude or outlook usually of a group

passed: past tense of "to pass"

past: at a previous time

peak: point, pinnacle, maximum

peek: to peer through or look furtively

peque: fit of resentment, feeling of wounded vanity

pedal: the foot lever of a bicycle or car

petal: a flower segment

peddle: to sell

personal: intimate; owned by a person

personnel: employees

plain: simple, unadorned
plane: to shave wood; aircraft (noun)

precede: to come before
proceed: to continue

principal: foremost (adj.); administrator of a school (noun)
principle: moral conviction, basic truth

quiet: silent, calm
quite: very

rain: water drops falling; to fall like rain
reign: to rule
rein: strap to control an animal (noun); to guide or control (verb)

raise: to lift up
raze: to tear down

rational: having reason or understanding
rationale: principles of opinion, beliefs

respectfully: with respect
respectively: in that order

reverend: title given to clergy; deserving respect
reverent: worshipful

right: correct; opposite of left
rite: ritual or ceremony

road: path
rode: past tense of "to ride"

sight: scene, view, picture
site: place, location
cite: to document or quote (verb)

stationary: standing still
stationery: writing paper

straight: unbending
strait: narrow or confining; a waterway

taught: past tense of "to teach"
taut: tight

than: used to introduce second element; compared to
then: at that time; next

their: possessive form of "they"
there: in that place
they're: contraction for "they are"

through: finished; into and out of
threw: past tense of "to throw"
thorough: complete

track: course, road
tract: pamphlet; plot of ground

waist: midsection of the body
waste: discarded material; to squander

waive: forgo, renounce
wave: flutter, move back and forth

weak: not strong
week: seven days

weather: climatic condition
whether: if
wether: a neutered male sheep

which: one of a group
witch: female sorcerer

whose: possessive for "of who"
who's: contraction for "who is"

your: possessive for "of you"
you're: contraction for "you are"
yore: time long past

X REVISION QUESTIONS

1. What do the structure and the language you use for writing your text will depend on?
2. What happens to the language when the form, the purpose and the audience change?
3. In what way teachers' expectations are different from students' concerns?
4. What do you need to consider when you are doing a writing task?
5. How do you choose information you think appropriate for your purpose and audience?
6. What does the way you write will depend on?
7. How can you improve you writing?
8. What is an essay?
9. What is the structure of an essay?
10. What goes in an essay introduction?
11. What is a thesis statement?
12. Why do I need a thesis statement?
13. What is a topic sentence?
14. When do I need to cite sources?
15. How do you structure an essay?
16. How many types of essays are there?
17. How do you write an essay plan?
18. How do you write a persuasive essay?
19. How do you write an essay outline?
20. How do you write a paragraph?
21. How do you write a five-paragraph essay?
22. Introductions and conclusions: how are they different?
23. How can I avoid plagiarising?
24. How do you create a strong argument?
25. How formal does my writing need to be?
26. How do you write a conclusion for an essay?
27. How do you begin a formal letter?
28. What are some common phrases used to express gratitude in a letter?
29. How do you structure a business letter?
30. What is the difference between a friendly letter and a business letter?

31. How do you write an effective cover letter for a job application?
32. How do you end a letter in a professional and courteous manner?
33. What is the importance of proofreading a letter before sending it?
34. How do you write a letter of recommendation for someone?
35. What are some common mistakes to avoid when writing a letter?
36. What is the part of the letter that includes the address and date at the top?

37. What kind of language must be used while writing a letter?
38. What do you say in the opening part of a formal letter?
39. Where should you write the date in your letter?
40. What things should you always do when writing a formal letter?

X MODULE TEST

Sample

NAME: _____ **DATE:** _____ **TOTAL SCORE:** ____ / **100 MARK:** ____

1. Give definition of an essay: _____

2. Enumerate the four major essay types: _____

3. Write the typical structure of a text: _____

4. What is the objective of an expository essay? _____

5. What are its most important qualities? _____

6. What is the objective of a descriptive essay? _____

7. What are its most important qualities? _____

8. What is the objective of a narrative essay? _____

9. What are its most important qualities? _____

10. What is the objective of a persuasive essay? _____

11. What are its most important qualities? _____

12. Define the following essay types:

a) The Zika Virus Every year, international media outlets launch new informational campaigns dedicated to new diseases—usually viral—that are expected to threaten the health of people all over the world. Throughout the recent decade, newspapers and websites around Europe and the U.S. informed the public about the Siberian plague, the H1N1 flu, atypical pneumonia, the Ebola virus, and other threats, the news about which causes stress in common people.

b) Why Boys and Girls Should Study in Different Classes In recent years, the question of whether male and female students should study in separate classes has been widely discussed. The opponents of this educational approach argue that if boys and girls do not study together, they cannot develop skills and communication habits necessary to interact with the opposite sex. However, providing education separately for boys and girls has advantages that outweigh the possible inconveniences of this approach.

c) Trip to the End of the World It could had been another drab winter. Every year, as soon as that particularly thick fog and white crisp snow covered the village of Ramsjö, its three hundred inhabitants would start spending their free time indoors, either sleeping or trying to wake up. This is what people commonly did in winter in Ramsjö – a small Swedish village located right in the middle of nowhere, on the shores of a beautiful lake that, unlike the inhabitants of Ramsjö, never froze even during the most severe winter seasons. Everyone but Lara. She came to Ramsjö only three years ago, and she still had not forgotten what life was like outside this sleepy hollow den.

d) The Silk Road Centuries prior to the Internet, much earlier than the steam engine, and well before the arrival of the airplane, there still existed a way to connect the world. The Silk Road, the trading path between East and West was the artery which contributed to cultural and monetary exchange between civilizations.

From ancient China towards the West, the Silk Road snaked through the high valleys of the Tibetan plateau and over the roof of the world – the Himalayan mountain ranges. Passing through the expansive plains of the Indian subcontinent, it ran across the deserts of Arabia to reach the Mediterranean Sea, and onwards to Europe via the sea. Simultaneously, along the coastline of Asia.

13. Write supporting sentences to the following topic sentences:

Public schools do as well academically as private schools, according to statistics.

There are many possible contributing factors to global warming.

Dogs make wonderful pets because they help you to live longer.

Graduating from high school is important for many different reasons.

Score..... 5X4 /20

14. Write the adjectives in their correct order

box old black Turkish a small

a young friendly man fat

boring headmaster our tall

dark a long wooden table

a old Spanish beautiful city

a Scottish 18th century fantastic castle

little boy a nasty spoilt

green-eyed girl gorgeous a black-haired

Canadian lady a small thin

French band an exciting new

15. Write ONE of the following essays in at least 250-300 words. Identify the essay type, make use of its relevant qualities, and don't forget the proper structuring of the text, paragraphing and the use of linking words.

A. Favourite vacation spot / An amazing view

B. Students should be able to choose teachers /Modern people are overly attached to their mobile phones

C. Explain why some teens join gangs. /World War II/other major historical events: What was their significance? How did these events impact history? /The impact of the internet on communication: How has the internet affected the way we talk? You can even speculate on the future of the internet.

D. Tell a story about a day when everything went right (or wrong) /Tell a story of the beginning of a friendship or relationship.

Score...100.....

Your score.....

List of Literature Used

1. Андрієнко І.Ф. Зарубіжні методичні концепції навчання іншомовного писемного мовлення та їх застосування в українському ВНЗ / І.Ф. Андрієнко // Іноземні мови. – 2001. – №3. – С. 22
2. Ветрова І. М. Роль креативного письма у навчанні англійської мови студентів педагогічних університетів. Наукові записки РДГУ. Вип. 10(53). 2014. С. 127–130.
3. Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання / Наук. ред. укр. вид. С. Ю. Ніколаєва.– К.: Ленвіт, 2003.– 273 с.
4. Ковтун О. Письмо як засіб і об'єкт навчання англійської мови. Науковий вісник Ізмаїльського державного гуманітарного університету. 2002. Вип. 13. С. 16–18.
5. Кривчикова Г. Ф. Інтерактивне навчання іншомовного писемного мовлення студентів мовних спеціальностей // Іноз. мови.– 2002.– № 3.– С. 17–20.
6. Тарнопольський О. Б. Методика навчання студентів вищих навчальних закладів письма англійською мовою : посіб. Вінниця : Нова Книга. 2008. 288 с.
7. Evans V. "Successful Writing Intermediate. Student's Book", England: Express Publishing, 2000. – 80 p.
8. Jordan R. Academic Writing Course. Pearson Education Limited, 2001.– 160 p.
9. C.Candlin, K.Hyland, Writing: Texts, Processes and Practices. – London:New York: Longman, 1999. –330p.
10. Kroll B. Second Language Writing: Research Insights for the Classroom. Cambridge : CUP. 1994. 260 p.
11. Swales J. Academic Writing for Graduate Student / J.Swales, C.Feak. –Michigan: Michigan University Press, 2004.–344p.
12. Thornbury S. The CELTA Course: Trainee Book / S. Thornbury, P. Watkins. – C: Cambridge University Press, 2006. – 215p.
13. Willis J. A Framework of Task-based Learning / J. Willis. – London: Addison Wesley Ltd, 1996. – 183p.
14. Descriptive writing, available at: <https://www.planetspark.in/blogs/7-ways-to-teach-kids-to-use-descriptive-language-in-their-writing>
15. Letter writing, available at: <https://www.toppr.com/guides/english/writing/letter-writing/>
16. Topic sentences, available at: <https://www.examples.com/english/sentence/essay-topic-sentence.html>

17. How to write a narrative essay, available at: <https://www.scribbr.com/academic-essay/narrative-essay/>
18. Academic skills, available at: <https://aso-resources.une.edu.au/academic-writing-course/sample-essay/>
19. Supporting paragraphs, available at: <https://www.niu.edu/writingtutorial/organization/supporting-paragraphs.shtml>
20. Persuasive writing, available at: <https://www.twinkl.com/teaching-wiki/persuasive-writing>
21. Types of essays, available at: <https://www.indeed.com/career-advice/career-development/types-of-essays>

Навчальне видання

**« РОЗВИТОК НАВИЧОК ПИСЬМА »/
ÍRÁSKÉSZSÉG FEJLESZTÉSE**

Посібник до практичних (семінарських) занять

2024 р.

Укладачі посібника:

Катерина ЛІЗАК – магістр філології, доцент кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Каталін ГНАТИК – доктор філософії, доцент кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Лона ГУСТІ – кандидат педагогічних наук, доцент, доцент кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Еніке НАДЬ-КОЛОЖВАРІ – магістр філології, ст.викладач кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Катерина ФОДОР – доктор філософії, доцент кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Рецензенти:

Світлана МИШКО – кандидат педагогічних наук, доцент, завідувач кафедри полікультурної освіти та перекладу УжНУ

Наталія БАНЯС – кандидат філологічних наук, доцент, доцент кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Відповідальні за випуск:

Аніко БЕРЕГСАСІ – доктор габілітований у галузі гуманітарних наук, доцент, завідувач та професор кафедри філології Закарпатського угорського інституту імені Ференца Ракоці II

Олександр ДОБОШ – начальник Видавничого відділу ЗУІ ім. Ф.Ракоці II

За зміст посібника відповідальність несуть укладачі.

Видавництво: Закарпатський угорський інститут імені Ференца Ракоці II (адреса: пл. Кошута 6, м. Берегове, 90202. Електронна пошта: foiskola@kmf.uz.ua) Свідоцтво про внесення суб'єкта видавничої справи до Державного реєстру видавців, виготовлювачів і розповсюджувачів видавничої продукції Серія ДК 7637 від 19 липня 2022 року

Шрифт «Times New Roman». Розмір сторінок методичних вказівок: А4 (210x297мм).