

Discuss:

- ▶ Do you prefer reading crime stories or adventure stories? Why?
- ▶ Do you like action? Why / Why not?
- ▶ Who are your favourite characters in books related to crime and adventure?

Flick through the module and find...

- ▶ a short text about an exciting holiday in Canada *p.47*
- ▶ a funny story at the beach *p.52*
- ▶ an extract from a novel set in Africa *pp.44-45*
- ▶ a short text about a famous fraud artist *p.41*
- ▶ short texts about stupid crimes *pp.34-35*

In this module you will...

- ▶ talk about crime and punishment, and adventure
- ▶ learn how to use appropriate tenses to talk about past events and situations
- ▶ learn how to make different forms of comparison
- ▶ learn how to use question words correctly
- ▶ expand your vocabulary by learning lexical sets related to crime and punishment, strong adjectives, words easily confused, etc.
- ▶ learn how to write letters expressing your opinion and stories
- ▶ acquire skills and strategies that will help you in exams

Unit 3 reading

1. PRE-READING

Look at the following crimes, discuss how common they are and rank them in order of seriousness.

kidnapping murder blackmail
fraud theft forgery hacking

2. READING FOR GIST

Read the texts A-F quickly. Which of the following is the best summary sentence for all six texts?

- Most people sympathise with unlucky criminals.
- Stupidity doesn't pay and neither does stress.
- Stupid criminals are always punished by the law.
- Stress and stupidity are serious crimes.

3. SCANNING FOR SPECIFIC INFORMATION

Read the texts again and answer the questions 1-15. Write A-F in the boxes.

Which criminal(s):

- remained at the scene of the crime until the police found him?
- left behind evidence that led to his arrest?
- decided to commit a crime spontaneously?
- planned to commit more similar crimes?
- never went to jail because his attempted crime was so amusing?
- misunderstood police instructions?
- was/were arrested because the victim left something important behind?
- injured his own partner in crime?
- confessed to his own crime?
- tried to sell stolen property?
- only took what was his already?
- thought the target would be easy?
- made the victim believe he had a weapon?
- was/were arrested after the police were told what he looked like?
- was/were too used to thinking like an honest person to commit a crime?

B

E

E

A

B

D

C

A

D

C

F

A

F

D

F

Somebody once said that crime doesn't pay. Was he thinking of the robber who **broke into** a shop, only to **make off** with an empty cash register? Television and the Internet are full of stories about criminals who do inexplicable or simply stupid things. Why is it that so many would-be crimes end in disaster for those trying to commit them? And why do we find it so funny? There is, of course, the joy of seeing a villain punished by his or her own stupidity, if not by the law.

A

Two men from Michigan, USA, were in desperate need of money and decided to turn to crime to solve their financial difficulties. After thinking about it for a while, they concluded that their best bet would be to **hold up** an electronics store as the security there would not be too tight. If everything went well, they would move on to bigger businesses like supermarkets and why not even banks. On the day of the robbery, the two men felt extremely nervous as this was going to be their first attempt at armed robbery. Nonetheless, they decided to **go through with** their plan. The robbers rushed into the store and as they were waving their revolvers around, the first one shouted to the terrified assistant and customers: 'Nobody move or we shoot!' Unfortunately, when his nervous partner moved, the first robber immediately shot him.

12

4

8

B

A young man in Seattle wanted to go for a nice long drive with his best friend. Unfortunately, he had no money for petrol so he decided to steal petrol from a motor home by putting a hose into the tank. The police later found a very ill man curled up next to the motor home near spilt sewage. Later, the man explained to the police that instead of putting the hose into the petrol tank, he put it into the motor home's sewage tank by mistake. The owner of the motor home didn't press charges, because, as he said, he hadn't laughed so hard before in his life.

1

5

C

Daniel Woods from Plymouth, England, decided to buy a new car so he placed an ad in the paper to sell his old car. Unfortunately, though, he had to call the police a few days later to report the theft of his old car. He didn't know if he would ever see it again. Luckily, he remembered to tell the police that he had left his mobile phone in the car. The detective who was investigating the case called the phone number. He told the man who answered it about the ad in the newspaper and he pretended that he wanted to buy the car. They arranged to meet, and the thief was immediately arrested.

7

10

D

A woman in New York was just leaving a convenience store when a man seized her handbag and ran. The incident was witnessed by an employee who quickly called the police and gave them a description. Soon, the police arrested the suspect and drove him back to the store. They took him out of the car and told him to stand there for identification. The thief pointed to the woman and told a policeman: 'Yes, Officer, that's her. That's the lady I stole the handbag from.'

E

In Indiana, USA, a man left his house early one morning to go grocery shopping. After picking out the items he wanted to buy, he made his way to the till. He took out his wallet to pay and while he was waiting for his change, he noticed he was the only customer in the shop. Suddenly, he was overcome by a strange desire to rob the place. Without thinking about it, he demanded all the cash from the grocery till. The cashier handed it to him and he made his getaway – leaving his wallet on the counter with all his identification.

F

It seems that stress reduces one's ability to deal with new situations or ideas. This happened to a man from Illinois, USA, who kidnapped a motorist by pretending to have a gun. He forced the driver to take him to two different cashpoints, where he withdrew money – from his own account. Instead of trying to understand the new situation and behave in an appropriate way, the man continued to behave as before, out of habit.



4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Match the words 1-6 from the texts with their meanings a-h. There are two extra meanings which you do not need to use.

1. inexplicable (introduction)
2. villain (introduction)
3. curled up (Text B)
4. seized (Text D)
5. getaway (Text E)
6. withdrew (Text F)

d
e
g
h
b
a

- a. took out
- b. escape
- c. offered
- d. impossible to explain
- e. criminal
- f. action
- g. lying in a position with arms and legs close to the body
- h. grabbed

B. Match the highlighted phrasal verbs in the texts with their meanings.

1. break into
2. make off
3. hold up
4. go through with
5. pick out

e
c
d
a
b

- a. to do something despite the difficulties
- b. to choose
- c. to leave quickly
- d. to rob
- e. to enter by force

5. POST-READING

Make up your own funny crime story using one of the following openers.

- An off-duty police officer was...
- The thief thought it was a brilliant idea to disguise himself using...
- A thief attempted to break into what he thought was a deserted car...
- After leaving an electronics store with his loot, the thief realised...
- A robber decided to get into a bank by breaking a street-level window...

Unit 3 vocabulary & grammar

VOCABULARY

1. WORDS RELATED TO CRIME

A. Complete the table with the missing words.

VERB	CRIME	CRIMINAL
rob	robbery	robber
-	theft	thief
kidnap	kidnapping	kidnapper
shoplift	shoplifting	shoplifter
burgle	burglary	burglar
murder	murder	murderer
hijack	hijack/hijacking	hijacker

B. Complete the sentences with words from the table above. You may need to change the form of the words.

- Mr Collins reported the theft of his car to the police.
- Parents shouldn't leave young children alone in public places, as someone might kidnap them.
- Fortunately, the police arrived in time to stop the bank robbery in progress.
- Two people were caught shoplifting at the mall this morning.
- The airline is increasing its security in order to prevent further hijackings/hijacks.
- They found the murderer hiding in the library with a knife in his hand.

2. COLLOCATIONS

A. Match the verbs 1-7 with the words/phrases a-g to form collocations connected with crime and punishment.

- pay e
- commit f
- serve d
- plead g
- break a
- take c
- reach b

- the law
- a verdict
- to court
- time
- a fine
- a crime
- guilty

B. Complete the sentences with some of the collocations above. You will need to change the form of some of the verbs.

- I didn't pay my phone bill on time, so the company made me pay a fine.
- We all thought Tim was an honest person, so we were shocked to hear that he had committed such a serious crime.

- The jury took over three days to reach a verdict in the murder case.
- In some countries you are breaking the law when you litter the streets.
- Brian decided to take his neighbour to court because he was always making noise at night.

3. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

rob steal burgle mug

- The police received a tip that someone was planning to rob the bank.
- Someone tried to mug my grandfather the other day, but he beat him with his cane.
- Someone opened my briefcase and stole my passport.
- The Smiths' home was burgled last week.

avoid prevent ban forbid

- Many states in the U.S. have banned smoking in all public buildings.
- The criminal wanted to avoid serving his jail sentence, so he left the country.
- I forbid you to leave your room, young lady!
- There are many ways that you can prevent forest fires.

victim hostage witness

- No one ever feels safe again once they've been the victim of a crime.
- The bank robbers are holding over twenty hostages in the bank.
- There were five witnesses at the scene of the accident who all agree that it was caused by the driver of the blue car.

blame accuse charge convict sentence

- The campers were blamed for setting fire to the forest.
- Tony accused his boss of stealing money from the company.
- The criminal was sentenced to life in prison.
- The police have enough evidence to charge the man with forgery.
- He was convicted of blackmail and spent many years in prison.

GRAMMAR

1. PAST SIMPLE / PAST PROGRESSIVE

A. Look at the sentences below appearing in text A on page 34 and answer the questions that follow.

As they **were waving** their revolvers around, the first one **shouted** to the terrified assistant and customers: 'Nobody move or we shoot!'

Unfortunately, when his nervous partner **moved**, the first robber immediately **shot** him.

- In which of the two sentences did the actions happen one after the other? Which tense is used? *2nd sentence, Past Simple*
- In which of the two sentences did one of the actions interrupt the other? Which tenses are used? *1st sentence, Past Simple and Past Progressive*

B. Match the rules about the uses of the Past Simple and the Past Progressive with the examples 1-9.

- This time last Sunday, I **was swimming** in the Caribbean.
- When I was a boy, I often **watched** cartoons on TV.
- Michael **lived** in Mexico from 1981 to 2006.
- It was cold and it **was raining** heavily.
- My former flatmate **was** always **talking** on the phone.
- I **bought** a new mobile phone yesterday.
- The burglar **opened** the safe and **took** all the jewellery.
- While we **were having** dinner, we **heard** a loud noise from upstairs.
- Sean **was setting** the table while his wife **was making** the salad.

The **Past Simple** is used for:

- completed actions that took place at a definite time in the past 6
- completed actions that happened one after the other in the past 7
- past habits or repeated actions in the past 2
- permanent situations in the past 3
- an action in the past that interrupted a 'longer' action in progress 8

The **Past Progressive** is used for:

- an action that was in progress at a definite time in the past 1
- an action in progress in the past that was interrupted by another action 8
- actions happening at the same time in the past 9
- setting the scene when narrating 4
- repeated past actions or annoying past habits (with *always*, *constantly* and *continually*) 5

C. In which of the examples above could we replace the Past Simple with *used to*? 2

NOTE

used to + base form is used to describe permanent past states, past habits or repeated actions in the past
would + base form is used to describe past habits or typical behaviour in the past

Grammar Reference p. 115.

2. PRACTICE

Complete the text with the Past Simple or the Past Progressive of the verbs in brackets.

Yesterday morning, there (1) was (be) an attempted robbery at a computer shop. Two men who (2) were wearing (wear) gorilla masks (3) ran (run) into the shop, (4) pulled (pull) out their guns and (5) asked (ask) for all the money in the till. At first, the staff (6) thought (think) the robbers (7) were playing (play) a joke on them and one of the shop assistants even (8) offered (offer) the robbers a banana. However, the robbers (9) got (get) angry and (10) fired (fire) their guns into the air. It (11) became (become) apparent that this was no joke, so the shop assistants (12) gave (give) the robbers all the money in the till. However, when the robbers (13) fired (fire) their guns into the air, the alarm (14) went off (go off) and the police (15) arrived (arrive) at the scene in no time. As the robbers (16) were leaving (leave) the shop, they (17) noticed (notice) that the shop was surrounded by police cars. They (18) had (have) no choice but to surrender.



Unit 3 listening

1. PRE-LISTENING

Discuss.

- Why do laws exist?
- Can you think of any laws that are too extreme, strange or ridiculous to be enforced?

2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a radio interview with Alan Stapleton, a legal expert who will talk about strange or stupid laws throughout the world. For questions 1-5, choose the best answer *a*, *b* or *c*.

1. In Canada, one reason why it is illegal to do repairs on your car in the street is because
 - a. garage mechanics might complain.
 - b. your car might get stolen.
 - ☒ c. you might get hurt.
2. Why does the law about bicycles in Connecticut sound stupid?
 - a. It can't prevent accidents from happening.
 - ☒ b. It's unlikely that bicycles can go faster than 100 km/h.
 - c. Cyclists have never caused an accident there.
3. In the UK, why must lorries transporting animals be driven on motorways between 10am and 7pm?
 - a. Many serious accidents and pile-ups happen outside these hours.
 - b. Lorries cannot go fast during these hours.
 - ☒ c. There is not so much traffic during these hours.
4. Why are strange animal laws enforced?
 - a. to make sure no one makes money from animals
 - ☒ b. to protect the rights of animals
 - c. to protect us from dangerous animals
5. The law about chewing gum in Singapore aims at
 - a. protecting people's health.
 - b. discouraging people from chewing too much gum.
 - ☒ c. preventing littering.

TIP

- Read through the questions and the options beforehand.
- The questions follow the order of the recording, so make sure you concentrate on the right question each time.
- Listen for key words which will help you choose the correct option.
- Finalise your answers only after the second listening.



VOCABULARY

PREFIXES AND SUFFIXES

A. Look at the words in bold in the sentences below. What do you think they mean? Choose a or b.

- The list is **endless**.
a. coming to an end **b.** having no end
- That sounds **incredible**.
a. impossible to believe b. easy to believe
- Can you think of any **unusual** laws?
a. common **b.** strange
- It is **illegal** to transport a bowl of fish on a public bus.
a. according to the law **b.** against the law
- Some stupid laws could be **harmful** to people.
a. causing harm b. without harm

NOTE

- The prefixes un- and in- are used before adjectives and adverbs to give them the opposite meaning (usual – unusual, correct – incorrect).
- Instead of in- we use the prefixes im- (when the word starts with m or p), il- (when the word starts with l) and ir- (when the word starts with r).
- The suffix -ful is used after a noun to form an adjective which means having enough of (care – careful).
- The suffix -less is used after a noun to form an adjective which means not having (end – endless).

B. Complete the sentences using the correct form of the words in capitals.

- Despite their efforts, scientists were unable to explain the phenomenon. ABLE
- She found it impossible to keep to her diet, so she gave up after a couple of days. POSSIBLE
- My brother is a successful author; he has had several books published. SUCCESS
- It was irresponsible of Larry to drive so fast when it was raining because he could have caused an accident. RESPONSIBLE
- It was illogical to spend so much on a pair of shoes that were so uncomfortable. LOGICAL
- The forest fire was started by a careless group of teenagers who lit a camp fire in the night. CARE
- This heating system is very inefficient because it uses lots of energy without heating up the room quickly. EFFICIENT
- Alice felt helpless because she couldn't rescue the injured bird. HELP

GRAMMAR

COMPARISONS

A. Read the examples below and match them with their functions. Choose a or b.

- Can bicycles go **faster than** cars? **a**
 - The law about hard-boiled eggs is **the strangest** I have ever heard. **b**
 - Between 10am and 7pm there isn't **as much traffic as** early in the morning. **a**
- a. comparing two people, things, actions, situations or ideas
b. comparing a person, thing, action, situation or idea with several of the same kind

B. Read the sentences below. Which sentence means that there is not much difference between the laws and which means that there is a big difference between them? Which words in the sentences determine the meaning? *far more, slightly*

- The law about bicycles in Connecticut is **far more ridiculous than** the law about lorries in the UK. *big difference*
- There is a law about chewing gum in Singapore which is **slightly stricter than** the one in Thailand. *not much difference*

C. Match the examples 1-2 with the rules a-b.

- As there were **more and more** accidents on the motorways, the government decided to change the law. **a**
- The earlier** we start work, **the earlier** we'll finish. **b**

- a. The structure **Comparative Form + and + Comparative Form** is used to indicate a continual change.
b. The structure **the + Comparative Form, the + Comparative Form** is used to describe two actions or situations, one of which comes as a result of the other.

D. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- The exam was less difficult than I expected. **not**
The exam was not as difficult as I expected.
- My headache kept getting worse, so I took an aspirin. **and**
My headache was getting worse and worse, so I took an aspirin.
- Yesterday it was a little cooler than it is today. **slightly**
Today it is slightly warmer than it was yesterday.
- I have never had a better meal. **the**
This is the best meal I've ever had.
- As Kevin ate more popcorn, he got thirstier. **the**
The more popcorn Kevin ate, the thirstier he got.
- I couldn't do any better. **best**
This is the best I could do.

Unit 3 speaking

1. WARM-UP

- What kinds of crimes are common where you live?
- For certain minor crimes, people can be sentenced to do community service rather than serve time in a prison. What do you think community service is?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the boxes.

A

Student A: Photographs A1 and A2 show different kinds of crimes. Compare the photographs and say how you think either of these crimes could be prevented.

Student B: Which crime would be worse if it happened to you?

How do you think either of these crimes could be prevented?



A1



A2

B

Student B: Photographs B1 and B2 show different kinds of punishment. Compare the photographs and say which is a more effective form of punishment.

Student A: Which of these forms of punishment would be harder to endure and why?

Which of these is a more effective form of punishment?



B1



B2

I think that... is a more serious crime because...

Being burgled is worse than / not as bad as...

Both kinds of crime/punishment are...

...is more/less than...

In my opinion,...

On the other hand,...

Neither of these are...

victim break into burglar pickpocket
wallet safe lock

prison inmate danger violent
prevention confined freedom
good behaviour community service reform

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- What do you think leads people to commit crimes like shoplifting or pickpocketing?
- Is it better to punish or try to reform a criminal?
- In your opinion, what are the advantages of having somebody who committed a crime do community service?

poverty tempting violate the law
danger to society opposite effect
opportunity to change fear loss of freedom
minor crimes pay a fine
benefit the community set an example

examination practice

A. Choose the word or phrase that most appropriately completes the sentence.

1. Fadi _____ his brother for missing their flight to Rome.
a. accused
b. blamed
c. charged
d. shouted
2. The robbers made their _____ in a fast sports car.
a. runaway
b. entrance
c. getaway
d. exit
3. The police officer _____ the criminal's gun.
a. resisted
b. arrested
c. seized
d. robbed
4. The mystery of Stonehenge is still to this day _____.
a. important
b. impossible
c. unsuitable
d. inexplicable
5. The thieves _____ with a million euros.
a. made off
b. went through
c. held up
d. made up
6. He couldn't _____ with the deal so he cancelled it at the last minute.
a. decide on
b. make off
c. pick out
d. go through
7. Charles Lindbergh's baby was _____ from his home.
a. stolen
b. burgled
c. kidnapped
d. robbed
8. Gafar's parents _____ him to go out with his friends.
a. encouraged
b. prevented
c. arranged
d. offered

B. Read the text below and complete the gaps. Use only one word in each gap.

The Story *Of* Frank Abagnale Jr

Frank Abagnale is a former fraud artist, who was (1) *able* to cheat banks out of 2.5 million dollars (2) *in* 26 countries. He (3) *was* born in New York in 1948 and, by the time he was nineteen, he (4) *had* pretended to be a doctor, a pilot, a teacher and even a lawyer.

During his time (5) *as* a 'doctor', which lasted only ten days, he (6) *was* able to perform minor duties by letting the medical students handle (7) *most* of the cases. Pretending to be an airline (8) *pilot*, he flew over 1,000,000 miles on over 250 flights to 26 countries, and he (9) *could* fly, eat and sleep for free. All this before he was even eighteen years old.

He was eventually caught in 1969, and was set free less (10) *than* five years later on the condition that he (11) *would* help the government fight fraud without pay. It has been said that he finally opened up a legal business, became a millionaire and that he now lives a quiet (12) *life* with his wife and three sons.

Unit 3 writing

WRITING A LETTER TO THE EDITOR

1. DISCUSS

- What examples of vandalism can you think of?
- What do you think causes vandalism?

2. FOCUS ON CONTENT

Read the rubric below, the article and the sample letter. Do you agree with the writer's opinion?

You read this article in a local newspaper. Write a letter to the editor expressing your views on the issue.

THE BRENTVILLE TIMES

LUDLOW AVENUE HIT BY WEEKEND OF VANDALISM



At the weekend residents were woken up as a result of noisy vandalism on Ludlow Avenue. Pay phones were smashed, ATMs were put out of order and cars were damaged. Incidents like this have become common, and people are worried about the rise in this kind of violent behaviour in our normally peaceful town.

Dear Editor,

I am a concerned resident and I am writing in response to your article which describes the latest incident of vandalism in our town.

To begin with, it must be said that this is not the first time that the town has been attacked by vandals. Although I am not an expert on crime, I think that this happens because some people have not been taught to respect public property. The way I see it, children should learn at home and in school that these facilities exist for the benefit of the general public, including themselves.

Moreover, I believe the authorities should take specific measures to prevent vandalism, such as increasing police patrols in the town. Apart from this, people must be aware that anybody caught vandalising will be punished severely.

In conclusion, vandalism is a serious problem that affects everyone in our town. In my opinion, it is high time we did something about this situation.

Yours truly,

Philip Burk

Philip Burk

3. FOCUS ON STYLE

Read the letter again and find the formal words/expressions that correspond to the more informal meanings given below.

worried (para 1)	<u>concerned</u>
a person who lives in a place (para 1)	<u>resident</u>
in reply (para 1)	<u>in response</u>
I have to say (para 2)	<u>it must be said</u>
buildings and equipment (para 2)	<u>property</u>
are there (para 2)	<u>exist</u>
to help (para 2)	<u>for the benefit of</u>
do certain things (para 3)	<u>take specific measures</u>
have to know (para 3)	<u>must be aware</u>

4. FOCUS ON TEXT COHESION AND COHERENCE

A. Read the letter again paying attention to the highlighted words/phrases. Which linking words/phrases does the writer use to:

1. list points and add more points?
To begin with, Moreover, Apart from this
2. give his opinion?
I think that, The way I see it, I believe, In my opinion
3. express contrast?
Although
4. express cause/reason?
because
5. give an example?
such as
6. sum up?
In conclusion

B. Read through the table of linking words and phrases. Then, read the text and circle the correct linking word/phrase.

List points
firstly, to begin/start with, in the first place, finally, last but not least
Add more points
in addition (to this), furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is
Give an example
for example, such as, particularly, especially, take for instance
Emphasise
in fact, as a matter of fact
Express contrast
although, in spite of, despite, however, but
Express cause/reason
because (of), as, since, due to, owing to
Express result/consequence
therefore, in this case, for this reason, consequently, as a result
Sum up
in conclusion, to sum up, all in all, on the whole, taking everything into account
Give your opinion
in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favour of, my belief is that

In recent years, there has been a disturbing increase of forest fires started by arsonists around the globe. (1) **To begin with** / **Furthermore**, arson can be described as the act of setting fire with the intention of destroying property or being careless with flammable materials, (2) **such as** / **because of** cigarettes and matches. Most cases of arson are (3) **due to** / **despite** individuals who burn down forests in the hope of acquiring this land for future development. (4) **In spite of** / **Take for instance** the news stories from around the world that we hear every summer about forest fires that are out of control. (5) **In fact** / **Since**, if fires continue at this rate, it is predicted that the majority of our forests will have disappeared within the next fifty years. (6) **Although** / **Consequently**, serious environmental problems will arise. Yet, (7) **in spite of** / **in fact** all this, nothing is really being done to stop this criminal activity. (8) **Taking everything into account** / **Another point worth mentioning**, I personally believe that we all need to work together to save our forests and educate people on the dangers of forest fires set by arsonists.

5. BRAINSTORMING

Read the article below concerning violent behaviour of fans at football matches and, in pairs or groups, discuss the questions that follow.

The residents of our city became witnesses to violent clashes between fans of rival football teams on Saturday. The fighting resulted in the injury of several fans as well as extensive damage to the stadium and neighbouring shops. A spokesperson for the Metropolitan Police has announced plans to combine forces with the local football clubs to control football hooliganism in the city.

- What do you think causes the violent behaviour of fans at football matches?
- What kind of problems does it create?
- What do you think can be done about it?

6. OUTLINE

Read the rubric below. Then, choose two of your ideas in the brainstorming activity and complete the outline for the letter to the editor.

You read the article above in a local newspaper. Write a letter to the editor expressing your views on the issue of football hooliganism.

GREETING

Dear Sir/Madam, Dear Editor,

OPENING PARAGRAPH

Why are you writing the letter?

What is the title/topic of the article you are responding to?

MAIN PART

1st paragraph

What is one aspect of the issue?

What is your opinion?

Can you justify it or give an example?

2nd paragraph

What is another aspect of the issue?

What is your opinion?

Can you justify it or give an example?

CLOSING PARAGRAPH

Summarise your points and end your letter politely.


SIGNING OFF

Use an appropriate signature ending.

Sign underneath and print your full name below your signature.

7. WRITING TASK

Write your letter to the editor using the outline you completed in exercise 6.


TIP

When writing a letter expressing your opinion:

- write in an appropriate style.
- group related ideas together in paragraphs.
- list ideas in order of importance.
- state your opinion clearly.
- do not be aggressive or use offensive language.
- use linking words and phrases.

For the layout of formal letters and greetings, set phrases and signature endings that you can use, see Appendix I.