

# Writing Workshop How to do a writing task

## A GET IDEAS

- Read the task carefully and identify what kind of text you need to write. For example, *an informal email, a review, etc.*
- Make notes of any key ideas. Don't write full sentences.
- If you can't think of many ideas straight away, don't panic! Remember, there are no 'right' or 'wrong' answers. You will get marks for the way you *organize* and *express* your ideas.

## B PLAN

- Choose the best ideas from your notes.
- Think about useful language to include.
- Organize your ideas into a paragraph plan. Always include a clear beginning and end. For example:

**Essay: Is homework necessary? Discuss.**

Paragraph 1	Introduction	<i>most students do it – many dislike</i>
Paragraph 2	Arguments for	<i>helps you to remember info good way of testing progress</i>
Paragraph 3	Arguments against	<i>can take a lot of time extra stress for students</i>
Paragraph 4	Conclusion and personal opinion	<i>not too much! overall, good idea</i>

## C WRITE

- Use your paragraph plan as a guide.
- Use linkers to create longer sentences.
- Use a variety of language, including different tenses and grammatical structures as well as vocabulary.

## D CHECK

Read your composition carefully afterwards.

- Have you fully answered the task?
- Have you used the right number of words (if you've been given a word count)?
- Is your composition easy to read and logically organized?
- Have you avoided repetition where possible?
- Do your grammar, vocabulary, spelling, punctuation and word order seem correct?

Correct your composition and write it again, if necessary.

## USEFUL LINKERS

### Adding ideas

To begin sentences: Also, ... • As well as ...

*formal*: Moreover, ... • Furthermore, ... • In addition (to this), ... • What is more, ...

To join words / clauses: ... and (also) ... , • ... as well as ... ,

*formal*: ... in addition to ...

To end a sentence or clause: ... , too. • ... as well.

### Contrasting ideas

To begin sentences: One (dis)advantage is ... • Another (dis)advantage is (that) ...

• Another argument for / against ... is ... • However, ... Nevertheless, ... Nonetheless, ...

• On the one hand, ... • On the other hand, ... • Although / Though / Even though (clause), (clause). • Despite / In spite of the fact that (clause), (clause). • Despite / In spite of (+ -ing), (clause).

To join words / clauses: ... but ... • ... yet ... • ... although / though / even though / despite / in spite of ...

To end a sentence or clause: ... , though.

### Expressing reason

To begin sentences: Because ... • Since ... • As ... • That is why ... • Due to /

Because of (+ *noun*) • For this / that reason,

To join clauses: ... , because / since / as ... • ... due to / because of (+ *noun*) / because (+ *clause*)

To end a sentence or clause: ... for that / this reason.

### Expressing result

To begin sentences: Therefore, ... • As a result, ... • As a consequence, ...

• Consequently, ...

To join clauses: ... , so ...

To end a sentence or clause: as a consequence. • as a result.

### Expressing reason and result

... so (+ *adjective*) that ... • ... such ((a / an) (+ *adjective*) + *noun*) that ...

### Expressing purpose

To begin sentences: In order that ... • In order to (+ *infinitive*)

To join words / clauses: ... in order that ... • so (that) ... • ... in order to / to (+ *infinitive*)

To end a sentence or clause: ... for that purpose.

### Making conditions

To begin sentences: If • As long as • Providing that • Unless (clause), (clause).

To join clauses: ... if • but only if • as long as • providing that • unless ...

### Sequencing an argument

Firstly, ... • First of all, ... • Secondly, ... • Next, ... • Thirdly, ... • Finally, ... • Lastly, ...

### Sequencing a narrative

To begin sentences: Before (+ *clause / noun / -ing*) • At first, ... To begin with, ... • Then ... •

Next, ... • After that, ... • In the end, ... • Eventually, ... • Finally, ... • Afterwards, ...

• After (+ *clause / noun / -ing*)

To join clauses: ... before ... • ... after ... • ... , then ...

To end a sentence or clause: ... in the end. • ... afterwards. • ... after all. • ... at last.

# Writing Workshop An opinion essay

In an **opinion essay** you say what you think about a statement or a topic, giving reasons for your views.

**Example task:** People should avoid using mobile phones on public transport.

## A GET IDEAS

- Think about the statement or topic. What do you already know? (= *the background information*)
- Decide what your own opinion is. Remember, there is no 'right' or 'wrong' answer!
- Think of as many arguments as you can to support your opinion.
- Choose your two or three best ideas.

## B PLAN

- Organize your ideas into paragraphs. Use a new paragraph for each main subject or argument. For example:

<b>Paragraph 1</b>	Introduction to the topic
<b>Paragraph 2</b>	Your first main argument
<b>Paragraph 3</b>	Your next main argument
<b>Paragraph 4</b>	Summary of your opinion

## C WRITE

Use linkers of reason, addition and contrast to connect ideas

Use a variety of opinion expressions

Give the main idea of the paragraph in the first sentence

Give examples or reasons to support your ideas

Sum up your own opinion at the end

Qualify your opinion if necessary

It is well-known that mobile phone use has increased over the last few decades and most people now use a mobile to communicate with others. **However**, some people feel that we should not use our mobiles on public transport.

**Personally**, I believe that it can be annoying to listen in on people's phone conversations while travelling. **For example**, some people speak very loudly on the phone and this can make travelling unbearable in the small space of a bus or train.

**Furthermore**, in my opinion people's conversations should be private. **Consequently**, they should make calls when they will not interrupt or be interrupted by others.

**On the whole**, I think people should make any important calls before they get on public transport or wait till they get off. If they receive an important call while travelling, they should quickly and quietly tell the caller they will phone them back later.

## Tips for ... opinion essays

- ✓ Keep on topic. Discuss the ideas in the question – do not introduce new ideas!
- ✓ Introduce the topic at the start. You can give background information or say what other people think.
- ✓ Use a variety of opinion expressions, not just *I think*.
- ✓ End with a clear conclusion summarizing your views. You can qualify your opinion if you don't 100% agree or disagree.

## USEFUL LANGUAGE

### Giving background information

Some / Many people think / believe / argue / consider (*that*) ...  
According to (*the media*, etc.), ...  
Studies show / suggest that ...  
It is well-known that ...  
It is generally agreed that ...

### Expressing opinions

I think / believe / feel (*that*) ...  
Personally, I think ...  
I personally think (*that*) ...  
I (*strongly*) agree / disagree that ... / with the statement that ...  
In my opinion / view, ...  
It is clear (*to me*) that ...  
It seems to me that ...

### Adding ideas

Furthermore, ...  
Moreover, ...  
What is more, ...  
In addition (*to this*), ...

### Contrasting ideas

On the one hand, ... . On the other hand, ...  
However, ...  
Although ... , ...

### Giving reasons and results

... , because / as ...  
Because of this, ...  
As a result of this, ...  
One result / effect of this is that ...  
Consequently, / As a consequence, ...

### Giving examples

For example, ...  
For instance, ...  
One (*possible consequence might be / reason for this is*, etc.) ...  
... , such as ... (e.g. *illnesses, such as colds*.)  
... , like ... (e.g. *illnesses, like colds*.)

### Highlighting specific ideas

... , especially ... (+)  
... , particularly ... (+)  
... , apart from ... (-)

### Concluding

All in all, / To sum up, ...  
In conclusion, / To conclude, ...  
In general, I think ... . However, ...  
On the whole, I think ... .  
However, ...

# Writing Workshop A narrative

In a **narrative** you describe a past event or tell a story.

**Example task:** Write about a sporting or fitness event that you took part in.

## A GET IDEAS

- Think of an event or story to write about. Remember, it doesn't have to be true.
- Make notes to answer these questions:  
**What** happened?     **When** did it happen?  
**Where** did it happen? **Who** did it happen to?  
**How** did people feel? **What** happened afterwards?

## B PLAN

- Put your ideas in order. What happened first / next / in the end?
- Organize your ideas into paragraphs. For example:

**Paragraph 1**     Introduction to the story  
**Paragraphs 2–3**     The main events  
**Final paragraph**     What happened afterwards

## C WRITE

Give an interesting beginning

Use different narrative tenses

Describe feelings as well as events

Use time expressions and sequencers to connect events

Bring your narrative to a clear end

Say what happened afterwards

Ever since I can remember, I have always wanted to be an acrobat. So, when I saw a poster for an acrobatics workshop at my local community centre, I signed up immediately.

I had never been so excited before. At last, I would learn acrobatics. The day started with a wonderful show by the coaches. It was the first time I had seen real acrobats perform up close and it made me even more determined to learn.

Then the moment I had been waiting for arrived. We were divided into groups and we were shown four basic acrobatic moves. Unfortunately, it was much harder than I had expected, but the coaches were great and gave us all the help we needed. At the end of the day, each group gave a short performance.

I'll remember that day forever, as it was my first experience of acrobatics. I've been doing it for five years now, but that first workshop completely changed my life.

### Tips for ... narratives

- ✓ Choose a simple story – don't make it too complicated.
- ✓ Give your story a clear beginning, middle and ending.
- ✓ Use the **past continuous** to set the scene and to show longer actions, the **past simple** for main events, and the **past perfect** for events that happened earlier.
- ✓ Use the **present simple** to talk about current situations or feelings, or the **present perfect** to say how events have influenced you today.
- ✓ Describe atmosphere and feelings as well as what happened.

## USEFUL LANGUAGE

### Describing feelings

I was / felt (*terrified, delighted*, etc.)

I felt ... and ... at the same time.

It was a terrible shock / wonderful surprise.

I've never been / felt so ... before / in my whole life.

... was so (adjective, e.g. *sad*) that ...

... was such a (adjective + noun, e.g. *great day*) that ...

### Adverbs to comment on events

Amazingly, ...     Incredibly, ...

Luckily, ...     Fortunately, ...

Sadly, ...     Unfortunately, ...

Unexpectedly, ...

### Time expressions

I (past simple) while / when I (past continuous)

for / since / just / ever / never / already / yet (with past perfect or present perfect)

last year / yesterday / a few days ago (with past simple)

Before I (past simple), I (past perfect)

After / Because / By the time / When I (past perfect), I (past simple)

Suddenly, ...

Just then, ...

At that moment, ...

Meanwhile, ...

While that was happening, ...

During (*that time, the afternoon*, etc.)

### Other narrative sequencers

At first, / First, / In the beginning, / First of all, ...

Next, ... / Then, ... / After that, ...

Eventually, ... / Finally, ... /

In the end, ...

Afterwards, ...

### Reflecting on events

It was the (*best, worst, most frightening*, etc.) day of my life!

It was a day / time I'll never forget.

I'll remember this day / time forever.

Since that day / time, ...

It changed my life (*forever*).

Things will / would never be the same again.

# Writing Workshop An informal email

In an **informal email** you write to a friend or relative about personal news.

**Example task:** Write an email to a friend. Tell him / her your news and ask about a recent accident he/she had.

## A GET IDEAS

- Think about *who* you're writing to and why you're writing.
- Make notes about the key things you want to include.
- Think of some questions to ask or some suggestions to make.

## B PLAN

- Organize your ideas into paragraphs. For example:

	Greeting ( <i>Hi ...</i> )
<b>Paragraph 1</b>	A personal message, e.g. <i>How are things?</i> Why you're writing: <i>Right now, I'm ...</i>
<b>Paragraph 2-4</b>	The main topics you want to discuss.
<b>Final paragraph</b>	A closing message, e.g. <i>Let's meet up soon.</i> Closing expression (e.g. <i>Write soon! Bye for now,</i> etc.)

## C WRITE

Use an informal greeting and closing expression

Use chatty colloquial language

Use a variety of tenses and structures (not just the present simple)

Ask questions and make suggestions

Include phrasal verbs and idioms to add interest

Just write your first name

Hiya Trish,  
I can't believe how long it's been since we last met up. Things here have changed a lot recently.  
Do you remember my cousin Sammie? Well, she's been staying with us this summer as her parents are away on business. We've always been best mates as we've got so much in common. It's just fab having her around all the time. She goes back home at the end of the month, so I'm planning a surprise party for her. I don't suppose you could make it? You could stay the night, if you like.  
Anyway, how have you been? I saw on Facebook that you were in hospital a while ago. What exactly happened? Did you have another snowboarding accident? I hope it wasn't too serious and that you're much better now.  
Call me if you can come to the party!  
Bye for now,  
Rhona

## USEFUL LANGUAGE

### Greetings

Hi, / Hi there, / Hiya, / Dear ...

### Responding to a message

Thanks for your letter / email.  
It's great to hear from you.  
Sorry it's taken me so long to reply.

### Catching up after a break

Sorry I haven't written for so long, but ...  
I can't believe how long it's been since we last met / spoke!  
I haven't heard from you / spoken to you for ages!  
We must catch up / get together soon.

### Asking about your reader

How's it going?  
What's up?  
How are things with you?  
How have you been?  
What's new?

### Talking about you

All good here.  
It's been a bit hectic here.  
I've been really busy.  
Guess what!  
I've got some great / amazing / sad news.  
I'm having an amazing / great / incredible time / the time of my life!

### Asking about others

Lots of love to (*you and*) your family.  
Hope everyone's doing well.  
Say 'hi' to ... for me!

### Endings / closing expressions

Bye for now,	Take care,
Write soon!	(Lots of / All my) love,
See you soon!	Love from,
Call me!	Hugs and kisses,

## Tips for ... informal emails

- ✓ Use the appropriate greetings and closing expressions.
- ✓ You don't have to include addresses or dates in an informal email.
- ✓ Use short forms (*I'm*) not full forms (*I am*).
- ✓ Use a colloquial, chatty style and avoid formal expressions and linkers.
- ✓ Use phrasal verbs and idioms.
- ✓ Only give details that might interest your reader – don't write an academic essay!
- ✓ Ask your reader questions or express an interest in what they're doing.

# Writing Workshop A formal email

In a **formal email** you write to a person in an official role (for example, an employee at a company) for a particular purpose (for example, to make an enquiry).

**Example task:** Write an email to Mrs Addie Longman, director of your local sports stadium, asking for permission for your school's sports club to use the stadium for this year's sports day.

## A GET IDEAS

- Think about **why** you are writing. For example, to find out information (what?), to apply for a job (which?), etc.
- Make notes of key things to include (e.g. statements or questions to ask).

## B PLAN

- Organize your ideas into paragraphs. Use a new paragraph for each new main idea. For example:

<b>Paragraph 1</b>	Greeting ( <i>Dear ...</i> ) Why you are writing
<b>Paragraphs 2-3</b>	Your main ideas and questions
<b>Final paragraph</b>	What you would like to happen next (e.g. <i>I look forward to hearing from you.</i> ) Closing expression (e.g. <i>Best regards, Yours sincerely</i> , etc.)

- Now think about layout. Formal emails do not need to include any addresses or dates. However, if you are writing a formal letter, you usually include addresses and dates at the top like this:

The address of the person you are writing to

Your address  
The date

## C WRITE

Always include a name if you are given one

Use a range of tenses and structures

Use formal verbs and expressions

Organize your ideas with sequencers

Use modal verbs to make polite requests

Use an appropriate closing expression to match the greeting

Dear Mrs Longman,

I am the president of Bankside High's sports club and I am currently making arrangements for this year's sports day. I am writing to enquire about the availability of Bankside Stadium for a school sports day this summer.

As the football field at the school is not large enough for the event, we are interested in hosting the event out of the school. Bankside Stadium would be ideal as it has all the facilities necessary.

The sports day will take place during the first week in June and will last from 9 a.m. to around 4 p.m. I would be grateful if you could let me know if the stadium can be hired to the sports club for this event.

Finally, could you possibly inform me of the cost of hiring the stadium, if it is available?

Please contact me if you require any further information.

Kind regards,

Kim Lee

## USEFUL LANGUAGE

### Greetings and endings

If you know their name:

Dear Mr / Mrs / Miss / Ms (+ surname),

Yours sincerely, (your full name)

If you do not know their name:

Dear Sir or Madam,

Yours faithfully, (your full name)

You can end formal emails with:

Best wishes, (your full name)

(*Best / Kind*) regards, (your full name)  
(use with either greeting)

### Giving a reason for writing

I am writing to enquire about / apply for / complain about ...

... which I read about in ...

... which was advertised in ...

... which I purchased (*from*) ...

### Polite requests

Could you (*possibly*) ... ?

I would like to know more about ...

Would it be possible to ... ?

I would be grateful if you could ...

### Adding and sequencing ideas

In addition, ...      Moreover, ...

Furthermore, ...      First of all, ...

Firstly, ...      Secondly, ...

Finally, ...

### Including other documents

I have attached (email) / enclosed (letter) a CV / photo / sample of work for your reference.

### Next stages

Please contact me if you require any further information.

I look forward to hearing from you.

Thank you in advance for your help.

### Tips for ... formal emails

- ✓ Use appropriate greetings and closing expressions.
- ✓ Use full forms (*I am*) not short forms (*I'm*).
- ✓ Use indirect structures to sound more polite.
- ✓ Use formal structures, expressions and linkers, and avoid chatty, colloquial language.

# Writing Workshop A discussion essay

In a **discussion essay** you consider a topic or statement from opposite points of view, before giving your own opinion.

**Example task:** 'Prisons are a waste of money.' Discuss.

## A GET IDEAS

- What do you already know about the statement or topic?
- List as many arguments as you can *for* and *against*.

<i>For</i>	<i>Against</i>
<i>prison not effective</i>	<i>offenders must be punished</i>

- Now choose your *two* strongest arguments in each category.
- Decide what your own opinion is.

## B PLAN

- Organize your ideas into paragraphs.

- Paragraph 1** Introduction to the topic  
**Paragraph 2** Arguments *for* / advantages  
**Paragraph 3** Arguments *against* / disadvantages  
**Paragraph 4** Your own opinion

## C WRITE

Give a general introduction

Use linkers of contrast

Separate arguments for and against into two paragraphs

Give your own opinion at the end

Qualify your opinion if necessary

Use modals to make suggestions and recommendations

Many people think that prisons are not effective. They say that prisoners who are released often go on to commit other crimes. The question is, however, does this mean prisons are a waste of money?

On the one hand, some people believe that putting criminals together makes crime seem normal to offenders. As a result, their experience of being in prison does not help them to live a crime-free life when they are released. Furthermore, it is often said that prisons are a waste of money.

On the other hand, others believe that prisons are essential. They claim that offenders must be punished for their actions and that society should be a safe place for others to live in. Therefore, the money spent on prisons is necessary.

Personally, I feel that although prisons are expensive to run, our society needs them. Nevertheless, more must be done to help repeat offenders lead a life without crime.

## Tips for ... discussion essays

- ✓ Do not give your opinion in the first paragraph, just give a general introduction to the topic.
- ✓ Do not mix up arguments for and against in the same paragraph.
- ✓ Try to write a similar amount for both your for and against paragraphs to show you are giving a balanced view.
- ✓ Support your arguments by giving evidence or thinking about the possible consequences of any changes.
- ✓ Only give your own opinion in the final paragraph.

## USEFUL LANGUAGE

### Introducing the topic

Some / Many people think / believe / consider (*that*) ... . However, others ...  
There are (*strong*) arguments for and against this idea.  
There are both advantages and disadvantages to this idea.

### Adding ideas

Furthermore, / Moreover, / What is more, / In addition (*to this*), ...

### Giving reasons and results

... , because / as ...  
Because of / As a result of this, ...  
One *result* / *effect* of this is that ...

### Introducing contrasting ideas

On the one hand, ... . On the other hand ...  
However, / Nevertheless, it can also be argued that ...  
One (*dis*)advantage of ... is ...  
An(*other*) argument for / against ... is ...  
A(n)(*other*) (*dis*)advantage is (*that*) ...

### Giving evidence

According to ...  
It is clear that ...  
It has been proven that ...  
We do not have any evidence that ...  
(*Research*) has shown that ...

### Making suggestions or recommendations

... should (*not*) / ought (*not*) to ...  
Shouldn't we / people (*be able to*, etc.) ... ?  
Would (noun / + *-ing*) be a better solution / alternative?

### Expressing your own opinion

(*Personally*,) I think / believe / feel / am of the opinion (*that*) ...  
I (*strongly*) agree / disagree that ... / with the statement that ...  
In my opinion / view, ...  
Although I partly agree that ... , overall, I think ...

# Writing Workshop A summary

In a **summary**, you write a short account of the main ideas of a larger text.

**Example task:** Read the text on page 9 and write a summary of its main points.

## A GET IDEAS

- Read the text carefully and underline the writer's main ideas.
- Write each idea in your own words, trying to use as few words as possible.

## B PLAN

- Think about the best order to include the ideas in. Your summary should probably follow the same order as the text.
- Think about how ideas link to each other. Which linking words and phrases could you use to join them?

## C WRITE

Make reference to the text

Use pronouns to refer back to points made

Use past tenses to say what the text is about

Use relative clauses to link ideas

Use linking phrases to join ideas

The text discusses Rudolf Steiner and the Waldorf schools he created. The writer says Steiner gave talks about his method of education which worked according to three stages in child development. Each of these stages had separate aims and teaching methods which were appropriate for specific age groups. Finally, the article mentions the success of Waldorf schools in comparison to ordinary schools.

### Tips for ... summaries

- ✓ Summaries should rephrase the writer's ideas – don't just lift from the text.
- ✓ Summaries should reflect the writer's opinions and ideas, so don't include your own.
- ✓ Make sure your summary includes all the main points and that they appear in a logical order.
- ✓ Edit your summary to make sure it is concise and makes sense.

## USEFUL LANGUAGE

### Referring to the text

The text / article / story is about / mentions ...

It discusses / talks about / analyses / informs us about / describes ...

### Discussing the main ideas

The first point made is ...

Another important point is ...

The writer also says that ...

According to the writer ...

### Linking phrases: sequence

Firstly, / First of all, ...

Secondly, / Furthermore, / In addition, / Moreover, / Also, ...

Finally, / Lastly, ...

### Linking phrases: contrast

However, / Nevertheless

whereas

while

### Reporting verbs

argue (that)

claim (that)

conclude (by)

describe

discuss

examine

focus (on)

mention (that)

present

report (on / that)

state (that)

## RUDOLF STEINER: FATHER OF WALDORF SCHOOLS

Rudolf Steiner (1861–1925) was a philosopher and architect born in what is now Croatia. Steiner developed a holistic approach to learning which is still used today in Steiner (or Waldorf) schools worldwide.

*Steiner created schools all over the world*

Steiner believed learning was the key to human development. He felt the learning process should follow the learner's needs and not be the same for everyone. That is why he felt teachers must watch learners carefully to know when they were ready to learn something and to notice how they learn. A comprehensive understanding of the different stages of human development were necessary as part of this process, according to Steiner.

In 1919, Steiner was invited by Emil Molt to give talks to factory workers at the Waldorf Astoria cigarette factory in Stuttgart, Germany. Steiner established his first school for the children of these factory workers, which is why schools using his approach today are called Waldorf schools. In 1922, he was invited by Professor Millicent Mackenzie to Oxford, where he presented his ideas on education at a conference. Following this visit the first Waldorf school in the UK was set up the same year.

Steiner had very clear views about child development. He identified three distinct developmental stages: ages 0–6/7, 6/7–14 and 14+. Waldorf schools worldwide follow these stages closely and encourage different skills at each stage.

*three stages in child development*

The kindergarten stage (0–6/7) aims to show young children that the world is good. By providing creative hands-on activities and encouraging creative play, children are able to learn from experience and by copying others. At this stage, Steiner believed that introducing theory and formal teaching was harmful to young developing minds.

*aims are different for each age group*

The primary stage (6/7–14) aims to show children that the world is beautiful. Students at this level are encouraged to develop their artistic expression and social skills. Here, the emphasis is on creation and analysis. Unlike traditional education, Steiner believed that children should develop an understanding of ideas rather than learning by heart.

The secondary stage (14+) aims to show adolescents that the world is true. The development of critical understanding and a sense of idealism are important at this stage. Through combining academic, practical and artistic activities, Steiner hoped that the secondary stage would produce free and morally responsible individuals.

Recent studies have shown that children who are educated at Waldorf schools have a deeper understanding of science than other young people. What is more, it has been claimed that levels of bullying are much lower among students at Waldorf schools. Studies in Australia have also shown that graduates of Waldorf schools are more likely to be active socially and politically and display greater self-confidence than graduates of conventional schools.

*students at Waldorf schools do better (compared to students at normal schools)*

Before his death in 1925, Steiner saw a total of six Waldorf schools established. The schools in Stuttgart and King's Langley, as well as in Hamburg, Essen, The Hague and London were all built in his lifetime. By 2014 there were over 1,000 schools in 60 countries.

# Writing Workshop A covering letter

In a **covering letter**, you explain that you are interested in applying for a job and discuss the most important points on your CV.

**Example task:** Read the job advertisement and write a covering letter to Mr Banks.

## Are you a qualified chef looking for a new job?

Donny's Pizza Place needs to hire a new pizza chef to work in the evenings from Tuesday to Saturday.

**Please send your CV to Mr Alan Banks to apply.**

### A GET IDEAS

- Read the advert carefully and make a note of the job advertised.
- Make notes to answer these questions: What qualifications and skills are needed for the job? What kind of experience would be appropriate? Why would someone be interested in doing it?

### B PLAN

- Put your ideas in order and think about how you will begin your letter.
- Organise your ideas into paragraphs.

	Greeting
<b>Paragraph 1</b>	Explain why you're writing, which job you're applying for and where you saw it advertised
<b>Paragraph 2</b>	Give details about what you're doing at the moment
<b>Paragraph 3</b>	Give details about your relevant experience, skills and qualities
<b>Paragraph 4</b>	Ask to be considered for the job and bring the letter to an end
	Sign off

### C WRITE

Always include a name if you are given one

Use a range of tenses and structures

Use formal verbs and expressions

Use descriptive adjectives to talk about your qualities

Use modal verbs to make polite requests

Use an appropriate closing expression to match the greeting

Dear Mr Banks,

I am writing to apply for the position of pizza chef at Donny's Pizza Place, which I saw advertised in a local newspaper recently. Please find attached a copy of my CV.

I'm currently taking my final exams in *International Cookery* at *Furthertown Polytechnic* and I expect to achieve a high pass. As a result, I am looking for a relevant position in a restaurant to put my skills into practice.

As part of my course, I visited several European countries to learn about their traditional meals. I spent two months in Pisa working at a *pizzeria* where I learnt to make authentic Italian pizzas. The owner was very impressed with my work and described me as a very hard-working and talented chef.

I feel that I am an ideal candidate for this post and I would be grateful if you would consider me for it. I am available any time to come for an interview.

Yours sincerely,

Maddy Waters

## USEFUL LANGUAGE

### Giving a reason for writing

I am writing to / in order to apply for the position of ...

I am writing to / in order to enquire about the post ...

### Talking about your CV

Please find attached a copy of my CV ...

I have attached a copy of my CV ...

As you can see from my attached CV ...

### Talking about what you're doing now

At present, / At the moment I am studying / working ...

I am currently doing a degree / course in ...

As I am still at school / university ...

### Talking about your experience

In the past, I have worked as / taken classes in ...

As part of my course, I ...

I recently helped to ...

I have also worked as ...

I have gained valuable experience working ...

### Personal quality adjectives

calm	motivated
critical	organized
decisive	perceptive
determined	positive
enthusiastic	punctual
experienced	qualified
focused	reliable
hard-working	responsible
honest	talented
imaginative	trustworthy

### Tips for ... covering letters

- ✓ Refer to your attached CV.
- ✓ Be positive about your abilities and experience.
- ✓ Only write about qualities, skills and experience relevant to the job.
- ✓ Be polite and use appropriate formal language.
- ✓ Sign off in an appropriate way.