# WRITING 5

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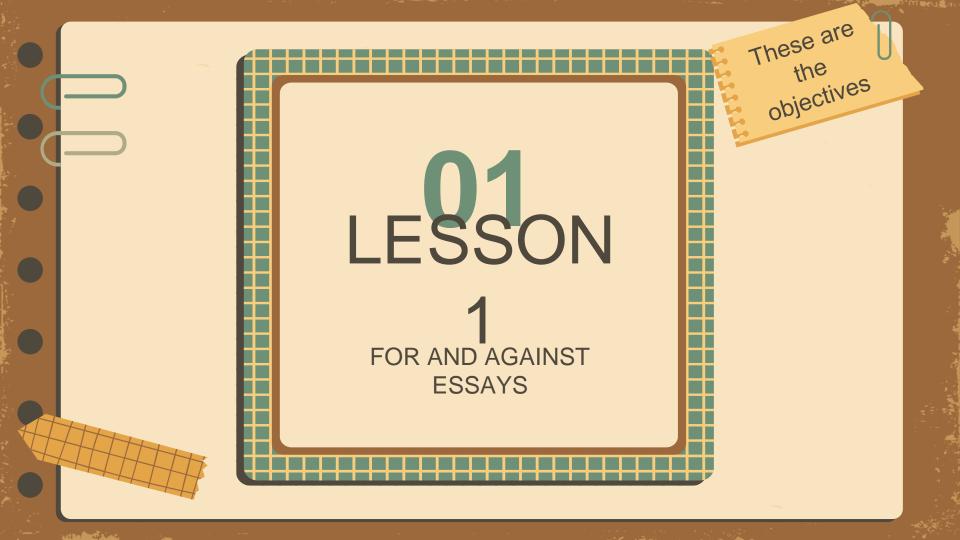
# Contents of this template

You are going to learn how to write:
For and against essays
Letters (giving information/of requests/of complaints)
Book/film reviews

# Here is prehttps://fo ZHdI

Here is the link to your pre-course test <u>https://forms.gle/sCxEz</u> <u>ZHdDw53R3rM8</u>





A "for and against" essay is a formal piece of writing in which a topic is considered from opposing points of view. You should present both sides in a fair way by discussing them objectively and in equal detail.

A good essay of this type should consist of:

- a) an introductory paragraph in which you clearly state the topic to be discussed, without giving your opinion;
- b) a main body in which the points for and against along with your justifications, examples or reasons are presented in separate paragraphs; and
- c) a closing paragraph in which you state your opinion or give a balanced consideration of the topic.

Note: Opinion words (*I think, I believe, In my opinion, etc.*) can only be used in the closing paragraph where you give your opinion on the topic.

## Points to consider

- Before you start writing your essay you should make a list of the points for and against.
- Each paragraph should start with a topic sentence which summarises the topic of the paragraph.

e.g. In addition, many people feel reading is a relaxing and worthwhile activity.

- Do not use informal style (e.g. short forms, colloquial language, etc.) or strong language to express your opinion (e.g. I know ..., etc.). Express your opinion in a non-emotional way (e.g. It seems that, I therefore feel, ..., etc.).
- Well-known quotations relevant to the topic you are writing about will make your composition more interesting. For example, if you are writing an essay on education, a quotation you may include is: "Education is a progressive discovery of our own ignorance." (Will Durant)

Note: Although these are "balanced" arguments, if you feel that either the for or against side is stronger and should be supported, this side should be presented in paragraphs 4 & 5, thus leading the reader to your conclusion.

# STRUCTURE OF A FOR AND AGAINST ESSAY

## Introduction

### Paragraph 1

state topic (summary of the topic **without** giving your opinion)

## Main Body

### Paragraphs 2 & 3

arguments for & justifications, examples, and/ reasons

### Paragraphs 4 & 5

arguments against & justification, examples, and/or reasons

## Conclusion

### **Final Paragraph**

balanced consideration/ your opinion directly or indirectly



Read the model below and write down the topic of each paragraph in the outline plan on the right. Underline the linking words. What aspects of the 'Discussion Clock' (page 59) do the points included relate to?

#### "Censorship is necessary in modern society." Discuss.

Censorship is an issue which frequently generates a great deal of heate debate, with supporters maintaining that it is vital in order to protect society whilst opponents claim that it is an unjustifiable restriction of public acces to information.

Firstly, all countries have secrets which must be safeguarded for reason of national security. For instance, if an enemy country were to acquire suc highly sensitive information, the effects could be catastrophic. Consequently governments have to have the power to restrict access to information cor cerning areas such as the armed forces or particular aspects of foreig policy.

Secondly, it is often argued that censorship is necessary to prevent th broadcast and publication of obscene material which is considered offensiv or harmful to public morals. Many people feel that, without censorship the public would be constantly subjected to material that the majority would find offensive. For this reason, the government has a duty to impose certain restrictions on the mass media by censoring films and texts which contain explicit scenes of sex, violence or foul language.

In contrast, opponents of censorship point out that when it is abused by governments, censorship becomes an instrument used to misinform society and maintain power. In order to control the flow of information which reaches the public, repressive regimes try to put constraints on the media, thus denying citizens the right to information owing to the fact that governments believe it may lead them to seek greater freedom.

Furthermore, it is generally felt that mature adults are able to make informed choices about what they watch, read and listen to and should, therefore, be permitted to make their own decisions. For example, some comedians make use of offensive language and taboo subjects in their performances. Critics of censorship argue that the only people who will watch or listen to such material are adults who have made a conscious decision to do so. Thus, it is claimed, it is unjust to censor material like this since it is not forced upon people who may subsequently be offended by it.

All things considered, it can be concluded that a certain degree of censorship is always necessary. The best course of action would be to attempt to achieve a balance between the requirements of the country and the public on the one hand, and individuals' rights on the other.

\* Introduction -

Summary of the topic

*
*
*
*
Conclusion -

# Useful expressions and linking words/phrases

## To list points:

Firstly, First of all, In the first place, To begin/start with, Secondly, Thirdly, Finally

### To list advantages:

One/Another/A further/An additional (major) advantage of ... is ... The main/greatest/first advantage of ... is ...

## To list disadvantages:

One/Another/ A further/An additional (major) disadvantage/drawback of ... The main/greatest/most serious/first disadvantage /drawback of ... Another negative aspect of ...

## To introduce points/arguments for or against:

One (very convincing) point/argument in favour of ... / against ..., A further common criticism of ... / It could be argued that ...,

	often	claimed/suggested	
lt is	widely	argued/maintained/	that
	generally	felt/believed/held	

. . . .

some/many/ most people/experts/ scientists/sceptics/ critics

claim/suggest/argue/feel that ... maintain/believe/point out/agree/hold that ... advocate (+ing/noun)/support the view that ... oppose the view that ... in favour of/against ... of the opinion that/convinced that ... are | opposed to ...

- **4** Complete the following sentences without changing the meaning of the sentence before.
- It is widely maintained that recycling some products reduces the amount of damage we do to the environment.
   Most people advocate ......
- 2 Some people still oppose the view that mothers can be career women too.

Some people feel .....

- One argument against nuclear testing is that it has long-lasting effects on surrounding areas.
   Sceptics point out that .....
- 4 It is generally held that harsher punishments for criminals would result in a decrease in the crime rate.
   Many people support ......
- 5 Critics often argue that the use of computers is reducing levels of literacy.

A further common .....

5. Fill in the gaps using words from the table. 1. Some people support the.....that the wealthier countries of the world should support the less developed countries. 2. One major.....of public transport is that it can get very crowded during busy periods. 3. Environmentalists......maintaining the use of cars in the city centre. 4. Another negative.....of keeping pets is that veterinary bills can be extremely expensive. 5. It is widely..... that nuclear weapons should be banned worldwide to eliminate the threatening nuclear war. 6. A.....advantage of owning a mobile phone is that one can contact others from almost anywhere.

## Useful expressions and linking words/phrases

#### To add more points to the same topic:

in addition (to this), furthermore, moreover, besides, apart from, what is more, as well as, not to mention (the fact) that, also, not only ... but also/as well, both ... and, There is another side to the issue/question/argument of ...

#### To make contrasting points:

on the other hand. however, still, yet, but, nonetheless, nevertheless, even so, it may be said/argued/claimed that, ...

others/	oppose this viewpoint
many people	(strongly) disagree,
	claim/feel/believe this argument is
	incorrect/misguided

although, though, even though, while, whilst, whereas, despite/in spite of (the fact that), regardless of the fact that

Opponents of ... argue/believe/claim that ... The fact that ... contradicts the belief/idea that ... While it is true to say that ..., in fact ... While/Although ..., it cannot be denied that ...

- **6** Join the sentences using the words/phrases given in brackets.
- 1 Pets can prove to be good companions. They teach children a sense of responsibility. (**not only**)
- 2 Many people nowadays decide to open their own business. A slump in the economy has resulted in the closure of many small business. (even though)
- 3 Computers are time-saving devices. They can do things which people could hardly do before. (apart from)
- 4 Living in the countryside can be beneficial for your health. Some essentials are not so easily available in the country as in the city. (despite)
- 5 Voting gives you a voice in the decisions of the government. It gives you a feeling of belonging to a larger community. (**not to mention that**)

- 7 Complete the following sentences, then replace the phrases in bold with other similar ones.
- 1 Regardless of the fact that country life can be much healthier than city life, .....
- 2 Efforts have been made to reduce discrimination between men and women; **nonetheless**, ......
- 3 In spite of making some attempts to end wars worldwide, .....

4 Many people feel that the testing of products on animals is cruel, while .....



### Useful expressions and linking words/phrases

#### To introduce examples:

for example, for instance, such as, like, in particular, particularly, especially, This is (clearly) illustrated/shown by the fact that... One/A clear/striking/ typical example of (this) ... The fact that .... shows/illustrates that ...

#### To emphasise a point:

clearly, obviously, it is obvious, naturally, of course, needless to say, indeed

#### • To express reality:

In fact, the fact (of the matter) is, actually, in practice, it is a fact that, in effect

#### To make general statements:

as a (general) rule, generally, in general, on the whole, by and large, in most cases

#### To make partially correct statements:

to a certain extent/degree, to some extent/degree, in a way/sense, this is partly true (but), to a limited extent, there is some truth in (this), in some cases, up to a point

#### To explain/clarify a point:

in other words, that is to say, this/which means that

### Useful expressions and linking words/phrases

#### Conclusion expressing balanced considerations/opinion indirectly

In conclusion, On balance, All things considered, Taking everything into account/consideration, To conclude, To sum up, All in all, Finally/Lastly, it can/must be said/claimed that ...
it seems/appears that ...
it would seem that ...
it is likely/unlikely/possible/foreseeable that ...
it is clear/obvious that ...
there is no/little doubt that ...
there is no/little doubt that ...
the best course of action would be to ...
achieving a balance between ... would be ...
it is true to say that ...
although it must be said that ...
it may be concluded/said that ...

All things considered, the obvious conclusion to be drawn is that .../ There is no absolute answer to the question of ..., In the light of this evidence, it is clear/obvious/etc that ...

In conclusion, All in all, To sum up,	t is	clear/apparent plain/obvious evident	from the	above foregoing	evidence points arguments
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## **Conclusion expressing opinion directly**

In conclusion. On balance. All things considered, Taking everything into account/consideration. To conclude, To sum up, All in all,

it is my belief/opinion that ... I (firmly) believe/feel/think that ... I am convinced that ... I am inclined to believe that ... I (do not) agree that/with ...

Taking everything into account, I therefore conclude/feel/believe (that) ... For the above-mentioned reasons, therefore, I (firmly) believe that ...

## **Practice time** Write a full essay discussing the topic: Should we ban using animals for entertainment?

### Arguments for using animals for entertainment.

- Zoos can be educational and also help to increase the numbers of endangered species through controlled breeding programmes.
- 2 Animals used in television programmes, advertisements and films are very appealing and attract large audiences.
- 3 Circus animals are loved, well-treated and only perform for short periods.
- 4 Racing animals have a very short working life and are well-treated throughout.

## Arguments against using animals for entertainment.

- a Animals are forced to perform unnatural acts for the pleasure of the public.
- **b** Keeping animals in cages so the public can see them is unnecessary because documentaries produced today take away the need for such places.
- c With new technology and special effects, there is no need to use live animals as realistic models can be used instead.
- d Racing animals have gruelling training schedules and are often placed in unnecessary danger.





# Giving information

# Of request

## Of complaint

There are various types of letters, such as:

a) letters of request; b) letters giving information; c) letters of advice; d) letters making suggestions/recommendations; e) letters of complaint; f) letters of apology;
 g) letters of application; h) letters to the editor/authorities (expressing an opinion and/ or providing solutions/suggestions); i) transactional letters, etc.

A successful letter should consist of:

- a) an appropriate greeting:
  - e.g. Dear Ms Crawley, Dear Mr and Mrs Jones, Dear Sir/Madam, Dear Tony;
- b) an introductory paragraph which clearly states your reason for writing;
- a main body in which you develop the subject, and deal with the additional objective(s) of the letter if necessary,
- d) a conclusion in which you summarise the subject; and
- e) an appropriate ending e.g. Yours faithfully/sincerely + full name, Best
   Wishes + first name

## Paragraph Plan for Letters

## Introduction

Paragraph 1 reason(s) for writing Moin Body

Paragraphs 2-3-4\* development of the subject Conclusion

Final Paragraph

closing remarks

(Full) name

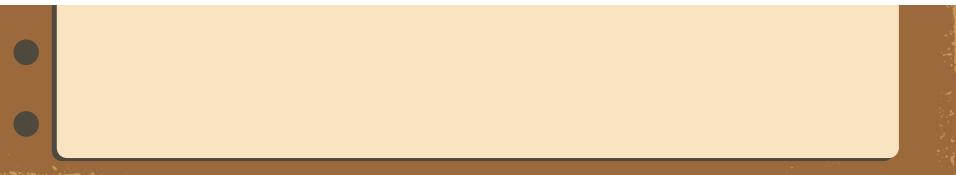
- You are a member of a famous pop group. You are about to visit your home town as part of a tour. Write a letter to an old schoolfriend informing him/her of the event and describing the ways in which your life has changed since you were at school.
- You recently hired a car for a part of your holiday. However, there were several problems with the arrangements. Write a letter of complaint to the manager/manageress explaining the problems and requesting compensation.
- Your school or college has decided to organise a service in your area to collect waste paper and glass for recycling. Write a letter to your local radio station, giving details of the planned service and asking them to pass on this information for the benefit of local residents.

# LETTERS GIVING INFORMATION



A letter giving information is a formal piece of writing related to a particular situation. Its main purpose is to give information, usually when this has been requested by someone else. It may also provide suggestions, request help, give an opinion, etc.

Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.



# LETTERS GIVING

### INEADMATIAN Paragraph 1

state reason(s) for writing

#### Paragraphs 2-3\*

give information required

#### Paragraphs 4-5\*

provide further explanations/suggestions/opinion as stated in the task instructions

#### Final Paragraph

closing remarks

Full name

# LETTERS GIVING

# Useful Language

#### • To begin letters:

I am writing to inform you that/advise you of/let you know that ...

I regret/am delighted/would like/feel obliged to inform you ...

I am writing	in response to	your letter requesting information about
	in reply to	your enquiry about
	with regard to	our telephone conversation concerning
	in connection with	

I am writing (to you) on behalf of ... in my capacity as ...

#### To end letters:

I hope that this information will be of some assistance ...

I hope/trust that I have been able to answer all of your questions ...

I would be pleased/happy to provide you with any additional information ...

I look forward to being able to help you again in the future. answering your queries.

Please do not hesitate to contact me should you have any further questions.

# LETTERS GIVING INFORMATION

Read the instructions and the model letter below and give the topic of each paragraph.

As the University Accommodation Officer, you have received a letter requesting information. Write a letter in reply, including details of the available housing facilities, the amenities provided, location, transportation, facilities, and rent costs. Dear Mr Houston,

I am writing in response to your request for information regarding university accommodation. I have included details of our accommodation in general, as well as a booklet describing the individual halls of residence.

As you can see from the booklet, the university has a number of student halls of residence, ranging from those offering full board and lodgings to those with self-catering accommodation only. Students who prefer to have their meals provided can expect to have three meals a day, served at set times in the hall dining-room. The self-catering units, however, are based on five people sharing a kitchen - crockery and cutlery is not provided - and bathroom facilities comprising two showers and a bath per corridor.

All the halls of residence have a laundry room with washing machines (£1 per load) and tumble dryers (50p for 10 minutes' drying). Irons and ironing boards are also provided. The rooms are cleaned twice weekly by the domestic staff, and clean linen is distributed once every two weeks.

As well as halls of residence, accommodation is also available in the form of private flats and houses, which can be shared with other students. Bedsits are also available. Private accommodation is limited so you are urged to submit your application as soon as possible.

Most of the accommodation is near the campus; buses run frequently and are relatively cheap. The halls are mostly situated in residential areas and a number of them have tennis courts and croquet lawns. Access to these facilities is restricted, though, to protect playing surfaces.

University accommodation prices range from £30 per week for self-catering to £75 per week for a room with an en suite bathroom and full board. Private accommodation varies from £40 to £90 per week.

I trust this information will be of some assistance and I look forward to meeting you in September when term starts. I have enclosed application forms for you to complete. Please do not hesitate to contact me should you require any further information.

Yours sincerely, *Keith Raymond* Keith Raymond (Accommodation Officer)

• Paragraph 1:
reasons for writing
* Paragraph 2:
* Paragraph 3:
•
* Paragraph 4:
•
* Paragraph 5:
*
* Paragraph 6:
•
• Paragraph 7:
•

# PRACTICE TIME

Your school or college has decided to organise a service in your area to collect waste paper and glass for recycling. Write a letter to your local radio station, giving details of the planned service and asking them to pass on this information for the benefit of local residents.

- A formal letter of request is written to ask for permission, help, information, advice, etc. It may also provide information, explain a situation, make suggestions, present arguments in support of an opinion, etc, as requested in the topic instructions.
- Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.

### Introduction

#### Paragraph 1

state reason(s) for writing

### Main Body

### Paragraphs 2-3\*

explain reasons for → making the request

### Paragraphs 4-5\*

state expected results/ consequences

### Conclusion

**Final Paragraph** 

closing remarks

#### Full name

## **Useful Language for Letters of Request**

### To begin letters:

I am writing to ask if you would be so kind/generous as to ... request your assistance concerning the matter of ...

I wonder if you could possibly/if it would be possible for you to help me ...

I would (greatly) appreciate it if you could ...

I would be most grateful if you could ...

I am writing to ask/enquire if/whether you could possibly tell/inform me ...

I am writing to ask if/whether I might (perhaps) be permitted/allowed to ... request your (kind) permission for .../(for me) to ...

I wonder if I might ask you for/request your valuable advice on/concerning ...

## To end letters:

I hope that my request will not inconvenience you too much.

I must apologise for troubling you with this matter. I hope that you will forgive me for taking up your valuable time.

I look forward to hearing from you/receiving your reply as soon as possible.

Thank(ing) you in anticipation of your/in advance for your kind cooperation.

Read the instruction and rearrange the paragraphs in the model letter.

You are a member of an environmental protection society which is organising a "clean-up" weekend. Write a letter to the headmaster of your local school asking for students' help. Explain what activities will be involved and how useful it will be for the community as a whole. Dear Mr. Hills,

O There are various activities planned for the weekend, which will take place on 22nd and 23rd June. Volunteers are requested to meet at 11 am on Saturday at the shopping centre on Market Street. Black bin-liners will be distributed and volunteers will be split into groups for safety. The collection of rubbish and materials for recycling will take place within the innercity area and the bags will be collected from the meeting point at 4 pm.

I am writing on behalf of Green Earth to request your students' help on a special "clean-up" weekend which we are organising.

O Then, on Sunday, volunteers will meet on the beach at 9 am so that rubbish can be collected during the morning. There will also be a "clean-up" art competition which will be open to young people between eight and eighteen. Applicants are asked to submit drawings or paintings, on an environmental theme, by 21st June. The winners will be announced at noon on Sunday, when prizes will be awarded.

OI would be most grateful if you could pass on the above information to your students. Thank you in advance for your cooperation.

OFurthermore, the entire community will benefit since the town will attract more visitors, thus increasing business and tourism. In addition, the town and beach will be much cleaner and safer for our children.

O We feel sure that you will agree that, in recent years, our town and beach have become unsightly and that there are huge benefits to be gained from such a project. National surveys have shown that the more young people feel involved in protecting the environment, the cleaner the area will stay after the initial efforts.

> Yours faithfully, *P. D. Midgeley* P.D. Midgeley

## LETTERS OF

A formal letter of complaint is written to complain about a problem which has arisen (e.g. faulty merchandise, rude staff, inaccurate information, etc). It should explain the reasons for the complaint, and usually includes a suggestion/request/ demand concerning what should be done (e.g. refund, compensation, etc).

Mild or strong language can be used depending on the writer's feelings and the seriousness of the complaint, but abusive language must never be used.

### e.g. Mild Complaint:

I am writing to complain about a factual error in yesterday's newspaper. I hope that you will give this matter your prompt attention. Strong Complaint:

I am writing to express my strong disapproval concerning the offensive behaviour of an employee at your company's Winchester Road branch.

I demand a full, written apology or I will be forced to take legal action.

The nature of the complaint should be clearly stated in the first paragraph. Each aspect of the topic should be presented in a separate paragraph containing a clear topic sentence. Each complaint should be supported by clear justification.

## LETTERS OF

### CONTRACT

### Useful Language

### To begin letters:

### Mild complaint

I am writing to complain about/ draw your attention to (the problem of )... express my disappointment/dissatisfaction with ...

#### Strong complaint

I am writing to express my annoyance/extreme dissatisfaction with /anger at /protest about

I regret to/feel I must inform you how appalled/shocked I was ...

### To end letters:

### Mild complaint

I hope/trust this matter will be dealt with/resolved as soon as possible. not be treated lightly.

I feel that you should .../I am entitled to compensation/a refund/a replacement.

#### Strong complaint

I (must) insist on .../insist (that)/demand .../warn you that ... Unless this matter is resolved .../Unless satisfactory compensation is offered ... I will have no choice but to/I will be forced to take further/legal action.

# LETTERS OF

### 

### Introduction

Paragraph 1 state reason(s) for writing

### Main Body

### Paragraphs 2-3\*

state complaint(s) with justification

### Paragraphs 4-5\*

suggest what should be done

### Conclusion

Final Paragraph

closing remarks

Full name

## LETTERS OF COMPLAINT

**2** Read the instructions and the model letter below and find the topic sentence of each paragraph. Then, underline any phrases which you feel are too informal for a letter of this kind, as in the example. (The numbers in circles indicate the lines which contain the informal phrases.) Replace these with the phrases from the list below.

a) compensate me for, b) otherwise I will be forced to, c) I am writing to express my extreme dissatisfaction with, d) I insist that you, e) Despite my objections, f) Having no other alternative, g) I therefore request that you, h) Contrary to what I had been told

You recently hired a car for a part of your holiday. However, there were several problems with the arrangements. Write a letter of complaint to the manager/manageress explaining the problems and requesting compensation.

Dear Sir/Madam,

I'm writing this because I'm really upset about the service I received T

when I rented one of your cars on 20th July.

Firstly, I had specifically requested a four-door model. However, I was given a smaller two-door version which, apart from being too small for (2) my needs, was clearly in need of extensive repair. I moaned about it but

your employees informed me that it was the only car available and 3 assured me that it was in perfect order. I couldn't do anything else, so I accepted the vehicle.

Although they said there weren't, there were, in fact, several things wrong with the car. Despite the fact that I had driven it for only one hour, I was forced to stop when the engine showed signs of overheating. Having added two litres of water to the radiator, I was able to continue, although during the course of my journey a knocking sound from the engine became increasingly persistent and the windscreen wipers stopped working.

My subsequent journey was most uncomfortable. Not only did I have the worry of driving a car which was not roadworthy, but I also had to stop on three occasions to refill the radiator. Finally, I had no choice but to leave the car at your Oxford branch and continue my journey using public transport.

I feel that your employees acted irresponsibly in issuing a car which was not safe to drive, and I believe I am entitled to compensation for (5) the interruption to my holiday. So I want you to send me the sum of  $\mathbf{\tilde{6}}$  £200 to cover the cost of my train ticket and to make me feel better after the distress I was forced to suffer as a result of your negligence.

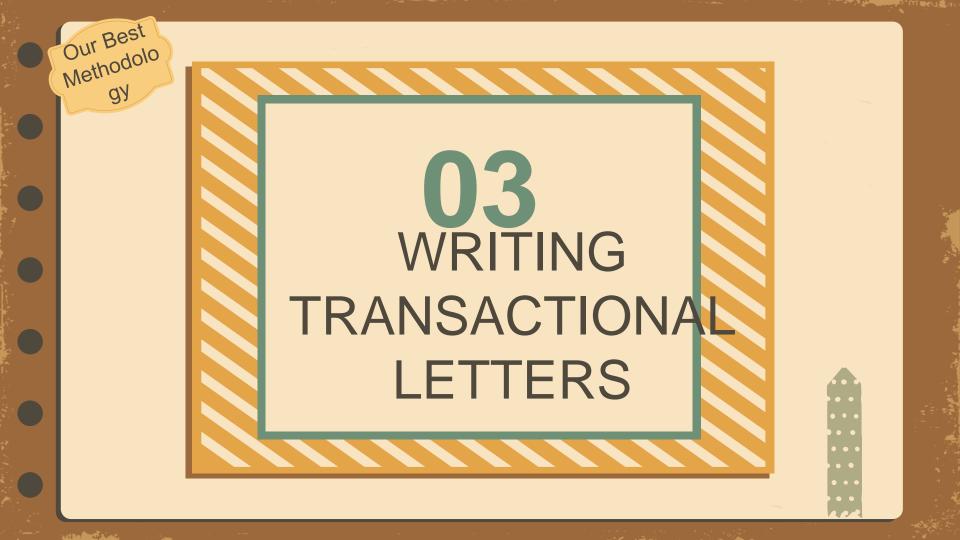
You'd better give this matter your urgent attention, or else I really (7) (8) will have to take legal action.

> Yours faithfully, S. Mallison Mr S. Mallison

CARLE LE

## PRACTICE TIME

You are a regular customer of a local restaurant. The last time you ate there, however, you felt that the standards had dropped slightly. Write a letter explaining why you were disappointed and suggesting what could be done to improve the situation.



**Transactional letters** are letters responding to a particular situation, which is presented by means of **written prompts** (letters, leaflets, advertisements, news reports, etc, as well as handwritten notes and comments) and/or **visual prompts** (diagrams, maps, etc). They may be formal, semi-formal or informal, depending on who you are writing to.

Transactional letters can be of any type - **e.g. to give information, to complain about something, etc** - and may have one or more additional purposes. You may be asked to write two or more transactional letters related to the same situation and based on the same information. These tasks, however, will usually be different in length, style and/or purpose.

e.g. a) a formal letter of application for a job b) a brief note to a friend informing them of your career plans. All the relevant information given in the rubric and prompts must be included in your letter(s), but you should use your own words as much as possible, and will be expected to decide which information is relevant and which is not.

The information included should be clearly and logically arranged, with each point presented in a separate paragraph containing a clear topic sentence.

Transactional letters should use:

- appropriate greetings and endings;
- standard expressions of suggestion, complaint, apology, etc.

## PRACTICE TIME

You want to improve your English and have seen the following advertisement on your school notice board. Read the advertisement and the notes you made, and write a letter giving the details requested and asking for more information.

## Private English Lessons

Experienced English teacher offers lessons for learners of all ages and levels. Reasonable rates. Please contact Mr Thompson and provide details of: • your age and level of English • your reason for learning • language courses/exams taken so far JThompson@yahoo.com Notes Where? When? How much? Course books provided? One-to-one or groups?



A review is a special type of article written for publication in a magazine, newspaper, etc., giving a brief description and evaluation of a film, book, play, TV programme, etc. It may be formal or semi-formal in style, depending on its intended readership, and is usually written using present tenses.

### Introduction

The second s

#### Paragraph 1

background — type of story, setting, theme, main characters

### Main Body

#### Paragraph 2

main points of the plot

### Paragraph 3

comments on various features e.g. acting, plot, characters, etc Paragraphs 4-5\*

explanation, reason/ example

Conclusion

### **Final Paragraph**

overall assessment of work/recommendation

### Useful language

### To begin reviews:

- This well-written/informative/fascinating/thought-provoking book is...
- The film/book/play/etc. is set in ...../tells the story of..../is based on....
- The film/play stars..../is directed by...../is the sequel to.....

### To end reviews:

- You should definitely see/read/.../Don't miss it/You might enjoy...
- All in all, it is well worth seeing/reading since....
- On the whole, I wouldn't recommend it, in view of the fact that....
- It is a classic of its kind./It is sure to be a hit/best-seller...

## Useful Language

### To explain the plot:

The plot revolves around .../involves .../focuses on .../has an unexpected twist. The story begins with .../unfolds/reaches a dramatic climax when ...

### Evaluating various features:

The play/film/series has a strong/star-studded/mediocre cast.

The acting is moving/powerful/excellent/weak/disappointing/unconvincing.

The plot is gripping/dramatic/fascinating/suspense-filled/fast-moving. far-fetched/predictable/confusing/dull/unimaginative.

The script/dialogue is touching/witty/hilarious/boring/mundane.

It is beautifully/brilliantly/sensitively written/directed.

**3** Read the following excerpts and fill in the gaps using words from the list below.

action	character	climax
heroine	interval	lines
masterpiece	opening	plot
readable	rehearsal	soundtrack
stunts	themes	thriller

- b This star-studded, electrifying remake of an old favourite has impressive and dangerous 1) ....., spectacular special effects and an original 2) ...... by one of the hottest current rock bands. The best 3) ...... movie of the year. Don't miss it!

Dangerous Minds, directed by John N. Smith, is set in a poor inner city area high school. The main character is a trainee teacher, played by Michelle Pfeiffer, who also happens to be an ex-Marine. The hit song "Gangsta's Paradise" from the film's soundtrack gives the impression that the film is a powerful drama. However, it actually turns out to be a story of hope and optimism.

The film centres on Miss Johnson (Michelle Pfeiffer) who is put in charge of a class made up of the city's toughest and most troubled adolescents. She soon realises that by treating the youths with the respect and understanding that human beings deserve, she can maintain order: moreover, she wins the trust of

can maintain order; moreover, she wins the trust of her class while actually helping them to enjoy learning and to realise that they control their own lives.

Dangerous Minds covers many of the problems young people face in society today, something made possible by the fact that it is not just a film about a teacher but also about the disturbing problems faced by members of the class. This is all done in a realistic way with which most of us can identify. Pfeiffer is brilliant in her role, and convincing in the emotions she portrays throughout.

If you like to see good triumph over evil and are fond of happy endings, then you should definitely see this film. Although it is probably not the most fascinating film you will ever watch, Pfeiffer's performance is outstanding. Progress test

## Here is the link to your test: https://forms.gle/W3V61rSMp6D3d5vQ9



### Do you have any questions?

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