



WRITING 3

Online Lecture
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Institute for Open Training and Information Technology- Hue University

Schedule :

Session	Vocabulary	Grammar	Writing Task
1. Units 1 & 2	- Extreme sports - Fraud	- <i>can / could / be able to</i> - Past tense	- Factual Report - Par. telling a story
2. Units 3 & 4	- Space - Language	- Infinitives: <i>(in order) to + verb</i> - Comparison w/ adverb	- Pros & cons par. - Point-by-point par.
3. Units 5 & 6	- Careers - Tourism	- Future time clauses - <i>because / even though</i>	- Cover letter - Opinion essay
4. Units 7 & 8	- Marriage - Climate Change	- Articles - Cause & Effect transitions	- Cause & effect essay

Unit 1 : Extreme Sports

Unit 2 : Fraud

Vocabulary

Parts of speech: **noun**, **verb**, **adjective**, **adverb**

Noun: *a / the / this book, some interesting books*

Adjective: *some interesting books, this book is interesting*

Verb: *run, learn, feel, love*

Adverb: *He is a very careful driver. He drives carefully. He drives very carefully.*

	Noun	Verb	Adjective	Adverb
1	accomplishment	accomplish	accomplished	X
2	challenge	challenge	challenging	X
3	complication	complicate	complicated	X
4	a. daring b. dare	dare	daring	daringly
5	enormousness	X	enormous	enormously
6	focus	focus	focused	X
7	impression	impress	impressive	impressively
8	inspiration	inspire	inspiring	inspiringly
9	a. obsession b. obsessive	obsess	a. obsessed b. obsessive	obsessively
10	pressure	pressure	pressured	X
11	risk	risk	risky	X
12	willingness	X	willing	willingly

- daring (n): the quality of being brave and willing to take risks

He showed great daring on the battlefield.

- dare (n) : challenge something difficult or dangerous that you do because someone asks you to do it:

He jumped into the river on a dare.

- obsessive (n) : an obsessive person

- obsessive about something (adj) # obsessed with something

Practise:

accomplished daring focus pressure

challenges enormous obsession risks

Why do some students have an (1) obsession with sports? Experts say that when

students (2) focus on sports they can escape problems at home or at school. These

problems often include a feeling of (3) pressure from parents to get good grades. They

may also include difficulties at home that seem (4) enormous and impossible to solve. These

(5) challenges may appear to go away when students devote all their energy to a sport.

Grammar

Simple Past and Past Progressive

Ex:

We were learning online when the power went off. => an action (went off) interrupts another action (were learning)

When the guests arrived, Jane was cooking dinner. # Jane started cooking dinner before the guests arrived.

When the guests arrived, Jane cooked dinner. # The guests arrived first and then Jane started cooking.

Practice:

I had a frustrating experience with bank fraud. I was living in Los Angeles when another
(live)

person _____ my bank information. I _____ this while I _____
1. (steal) 2. (discover) 3. (look)

through my bank statements. I immediately _____ my bank. I thought of so many
4. (call)

questions while I _____ to the bank agent. Why would somebody do that to me? And
5. (talk)

how?

stole discovered was looking called was talking

Task A : Write a factual report (one paragraph about 150 words) about an athlete you know well.

- Note:

Important information includes 5Ws : Who, What, When, Where, Why / How

Who is this person? Swimmer Anh Vien

What are the greatest accomplishments of him / her? 2014 Asian Games : VN's first medal, 2016 Olympics

When did s/he become well-known? 2011: 10 gold medals in National championship

When did s/he first become in sports at Grade 5, swimming competition in district

Why did s/he become so successful? strong will, ambition, discipline

How much training and practice has been involved? 6 years in USA

Unit 2 Fraud

	Noun	Verb	Adjective	Adverb
1	deception	deceive	deceptive	deceptively
2	duplicate	duplicate	duplicate	X
3	a. counterfeit b. counterfeiter	counterfeit	counterfeit	X
4	a. fake b. fakery	fake	fake	X
5	fraud	X	fraudulent	fraudulently
6	honesty	X	honest	honestly
7	impersonation	impersonate	X	X
8	motive	motivate	motivated	X

- | | |
|--|--|
| 1. I wasn't the only person involved in his ..N | # I wasn't the only person that he .V |
| 2. He had .V someone else's medical license. | # He had made a N. of someone else's medical license. |
| 3. Many of the watches sold on market are .Adj | # .N. make many imitation watches sold on market. |
| 4. Not many people understood his ..N | # Not many people understood that he was a .N |
| 5. I had a bad experience with a man who practiced medicine .Adv | # I had a bad experience with a man who practiced .Adj medicine. |
| 6. I believe in the .N of most doctors. | # I believe that most doctors are .Adj |
| 7. He wasn't a real doctor, but he .V. one well. | # He wasn't a real doctor, but his N. was good. |
| 8. His N. was making money. | # Making money .V. him. |

Grammar : *can / could/ be able to*

1. My cousin could snowboard when he was just eight years old.
A. can B. could C. be able to
2. My family was surprised and couldn't believe how quickly he learned.
A. be able to B. can't C. couldn't
3. I would like to be able to snowboard with him someday, but I don't know how.
A. be able to B. couldn't C. can't
4. I'm sure my cousin can teach me when he has some extra time.
A. can B. be able to C. couldn't
5. He told me I must be able to keep my balance while standing on the board.
A. can B. be able to C. could
6. I will have to wait because I can't take time off to visit him right now.
A. be able to B. could C. can't

Note: - *can/be able to* : describe ability in the present

- *could/ was (were) able to* : describe ability in the past

- *be able to* : describe ability in other forms (future, present perfect, etc.)

Writing

Review : Topic sentence, Supporting sentences, Conclusion sentence

Par 1: _____ **D** _____ Someone opened five credit cards in my name and spent close to twenty thousand dollars. My credit was destroyed. At first, the police couldn't help me. I couldn't sleep at night, and I was so stressed I started eating less. I couldn't focus at work and almost lost my job. It took me three years to fix my credit and get my life back together, and I still have nightmares.

- A.** I lost a lot of money because of identity theft.
- B.** It was the worst day of my life.
- C.** I had a frustrating experience with a con man.
- D.** Identity theft nearly destroyed my life

Par 2: _____ **B** _____ He offered me three boxes of computer equipment for a really low price. I thought it was a good deal. He opened the first box and showed me the equipment inside, and I agreed to buy all three. When I got home and opened the other two boxes, they were filled with sand. The computer equipment in the first box was broken. I called the police, but they never found the man.

- A.** I had a bad experience with boxes of sand.
- B.** A dishonest man cheated me out of some money.
- C.** I am angry because I bought some broken computer equipment.
- D.** I met a man in a parking lot near the university library.

Part 3

Rearrange the sentences into a paragraph. Identify the **topic sentence**, **supporting sentence** and the **concluding sentence**.

- a. I ordered two magazine subscriptions from an online company.
- b. When I tried to get my money back, an automatic message said that they couldn't find my orders.
- c. Since then I never heard anything from the company.
- d. I cannot believe that I was the victim of internet fraud since I'm a very careful person, but a month ago, it happened to me too.
- e. When I didn't receive any of the magazines, I tried to contact the online company but got only automatic messages.

I cannot believe that I was the victim of internet fraud since I'm a very careful person, but a month ago, it happened to me too. I ordered two magazine subscriptions from an online company. When I didn't receive any of the magazines, I tried to contact the online company but got only automatic messages. When I tried to get my money back, an automatic message said that they couldn't find my orders. Since then I never heard anything from the company.

Task B

Write a paragraph (150 words) describing an experience with fraud, yours or that of someone you know.

-Topic sentence : What kind of fraud (identity theft, selling fraud, internet fraud, document fraud, bank fraud, impersonation, telephone fraud, ...)

- Supporting sentences: What happened (first, then, next ...)? What made it a fraud? What were the consequences?

- Concluding sentence : what happened at the end? How did you (or other people) feel after this experience?

Thank you for your attention!

Unit 3 : Space

Unit 4 : Language

Synonym

Ex:

artificial	# man-made
automatic	# self-acting , self-operating
establish one's self	# to prove
isolated	# rare

Practice:

1. These plants cannot survive in very cold conditions on Mars.
A. start over B. try hard C. stay alive
2. Tiredness, loss of appetite, and sleeping problems are all classic symptoms of depression.
A. sadness B. confusion C. anger
3. Scientists hope to establish a Mars base in the future.
A. believe B. fix C. create
4. Some astronauts felt isolated from their families because they rarely saw them.
A. scared B. alone C. lost
- 5.. This machine can simulate conditions in space
A. copy B. help C. stop

Grammar

Ex: Why do the engines fire? They fire **to** leave the orbit.

Why is the ship spinning? It is spinning **to** create artificial gravity.

=> Infinitives (**to** + verb/ **in order to** + verb) : infinitive of purpose , answering the question *Why*

Practice:

Choose the correct verb phrase to answer the questions

1. Why must the first colonists must work hard ?
2. Why may they live underground?
3. Why do they use the radio?
4. Why must they pull oxygen from the carbon dioxide in the air?
5. Why must they exercise a lot?

(avoid the freezing temperatures, sleep well at night, protect people from the Sun's harmful rays, build a small community, live, talk with their families on Earth)

Writing Pros & Cons Essay

Task : Write a paragraph about the pros and cons of building a colony on Mars.

Step 1 : Gathering ideas

Pros :

1. backup plans: - environmental problems on Earth
- increasing population of human being
2. supporters : - celebrities : finance, investment
- scientists: research, knowledge

Cons

- 1.cost : - extremely expensive
- better use of money for solving problem on Earth
2. living condition: - lack of water
- freezing cold on Mars
-food supply is unsecure

Step 2 : Outlining

1. Topic sentence
2. Supporting Points – Pros
3. Supporting Points – Cons
4. Concluding sentence

Step 3: Revising

Writing Task 1: Write an essay (200 words) to describe the advantages and disadvantages of building a colony on Mars.

Vocabulary

Antonym (opposite)

- | | |
|------------------|----------------|
| 1. assertiveness | a. lack |
| 2. domination | b. disregard |
| 3. excess | c. submission |
| 4. inferiority | d. silence |
| 5. mythical | e. common |
| 6. profane | f. real |
| 7. talkativeness | g. timidity |
| 8. unique | h. superiority |
| 9. value | i. polite |

1. Studies have shown that children of talkative parents have twice the vocabulary as those of quiet parent.

2. Dragons are one of the mythical creatures.

3. The _____ of how each gender thinks helps to determine when and where they will talk.

4. The _____ male worker is likely to speak up at meetings in the workplace.

5. Male workers can _____ a meeting if women do not feel comfortable enough to contribute to it.

4. assertive

5. dominate 3. uniqueness

i
d

g

b

a

c

h

e

f

Grammar : Comparative Adverbs

Example: My sister learns English | as quickly as | my brother. (equal)

My sister doesn't learn English as quickly as my brother. (not equal)

My sister learns English more quickly than my brother. (different)

My sister learns English less quickly than my brother. (different)

Practice:

1. Male friends often talk only once a week. Female friends may talk every day. Usually, male friends talk not as frequently as female friends.

(frequently)

2. Men are sometimes very direct in conversation. Women prefer to be more indirect. Often,

men speak _____ women. (directly)

3. Men sometimes interrupt at meetings. Usually, women don't do this. People say women listen

_____ men. (patiently)

4. Men use more impolite words. Women usually avoid using impolite words. Women usually speak _____ men. (politely)

5. Men often talk about politics but women do not. Men tend to talk about politics ... women. (often)

6. Men do not enjoy talking about other people's private lives. Many women do. Men gossip _____ women (often)

7. Men speak _____ women in public situations (confidently).

8. Women behave _____ men. (timidly)

Writing : Write a point- by point paragraph

Write a paragraph focusing on two or three important differences between male and female speech in your home culture.

1. Prepare to write : a point-to-point outline

Point 1: communication style

Ex: asking for direction

Men: using maps or GPS > < Women : asking a strangers

Point 2: Friendship

Ex: spending time with friends

Men: do things with friends > < Women: talking frequently with friends

Point 3: gender-based talks

Ex: Topics

Men : impersonal topics > < women : personal topics

2. Write a point-to-point paragraph: the points (ideas) in the par. are discussed one-by-one.

Men and women have differences in their use of language. According to a linguistic research, a man might get angry when his wife wants to asks a stranger for direction to a park or a restaurant. **Unlike** his wife, he would rather use a map or GPS to find his way by himself. Another language difference is reflected in friendship. Most men would rather do things with their friends than talk with them. Women, **on the other hand**, usually identify their friends as people with whom they talk frequently. The gender-based talks also differ greatly between men and women. Men prefer impersonal topics as sports. **However**, women often share their personal information and discuss secrets and fears. In conclusion, differences in language use are gender – dependent.

3. Using Transitions of contrast : *however, on the other hand, unlike, contrast to*

Writing Task B : Write a point- by point paragraph

Write a paragraph focusing on two or three important differences between male and female speech in your home culture.

1. Prepare to write : a point- to –point outline :

Point 1: ways of expressing

Males: impolite words / directly > < Females : polite words / indirectly

Point 2: topics

Males : politics, sports > < Females : fashion, shopping

Point 3: gossiping

Males : rarely > < Female : more often

2. Write a point-to-point paragraph (150 words) – first draft

3. Edit : checking/ adding transitions of contrast

Thank you for your attention!

Units 5 & 6 (Careers – Tourism)

Vocabulary : Idiomatic expressions

Match an adjective on the left with a noun on the right to make up a common expression.

- | | |
|-----------------|---|
| 1. beneficial | a. employer (someone who might hire you) |
| 2. entrepreneur | b relationship (good for two people) |
| 3. expert | c. growth (growth that continue itself) |
| 4. occupational | d. hazard (an injury that happens when you're working) |
| 5. prospective | e. location (the best location to be at a certain time) |
| 6. strategic | f. spirit (full of ideas to make money) |
| 7. sustainable | g. advice (suggestions from knowledgeable people in a particular field) |

1b – 2f – 3g – 4d – 5a – 6e – 7c

To: The personnel director

Subject: Job Enquiries

Dear Personnel Director,

I'm writing to you because I'm interested in the software design position you have advertised.

I'm currently a college graduate with **entrepreneur spirit**..... and I am good at building **beneficial relationship** among co-workers.

I have some questions for you. Can I have **expert advice** on **occupational hazard**...?

I believe that your company is undergoing **sustainable growth**..... because it has **strategic location**

I hope that you would be my **prospective employer**

Sincerely,

Keiko Watanabe

Grammar : Future Time Clauses

Ex :

1. They will check your background *before* they hire you.
Before they hire you, they will check your background.
2. You will be rewarded *when* things go well.
When things go well, you will be rewarded.

=> main clause (future tense) *before / when* + time clause (present tense)
Before / When + time clause (present tense), main clause (future tense)

* Time Expressions :

when, as, after, as soon as,
before, until, by the time,
while

Practice :

1. *When* the office party ends, we ...
2. We will be in the office *by the time*
3. The boss will interview *prospective* employees *as soon as*
4. Ten percent of the workers will lose their jobs *before*
5. *While* we are in the office, ...

Writing Task 1 : Cover Letter (Application Letter)

8018 Regent Road,
CA 91987
Tel: 030 457 8633
Email: alice.brown@email.com

April 2nd 2022

Dr. Thomas Peterson
Principal
8 Amstel Ave.
DE, 19896
tony@email.com

Dear Dr. Peterson,

I am writing to apply for the position of Special Education teacher currently offered at West Park Place. Your school has one of the best special education departments in the city, and I would like to be a part of it. I would like to learn more from the other teachers and bring my own ideas to the department to help make it even better.

I have been a Special Education Teacher at Flora School for three years. During this time, I became skilled at working with parents and in the development of the school curriculum. I had about 20 students each day and saw much improvement in their skills throughout each year. I had two teaching assistants who worked with me. I was able to train them in such a way that they needed very little supervision. At the end of the academic year, I accomplished an integration of at least 25% in some children and up to 100% in others depending on the disabilities and needs of the child involved.

I would like to learn more about the position as well as more about your school. I have enclosed my resume and I am available to meet you at your convenience. Thank you for your time and consideration of my application.

Sincerely,

Alice Brown

Writing Task 1

Write a cover letter (application letter) for a prospective employer to apply for a job.

A. Cover letter Structure :

1. Introduction paragraph :
 - introduce self
 - identify job
 - state purpose
2. Supporting paragraph :
 - discuss experience - relate experience to the position / company
 - describe specific example(s)
3. Concluding paragraph:
 - summarize your interest
 - refer to enclosed résumé
 - indicate availability for interview
 - thank the employer

Note : Be brief!

B. Cover letter Format :

1. Your address : upper right-hand side of the paper; including your home address, tel. number and email address
2. The date : *April 2, 2022*
3. The inside address: left-hand margin; including name, position, address, tel. number, email address of the recipient
4. The greeting: *Dear Ms. Ann Smith, Dear Mr. Hugh Smith, Dear Hugh Smith, Dear Director, Dear Sir or Madam, To whom it may concern, etc.*
5. The body
6. The closing: *Sincerely, Respectfully yours*
7. The signature

Vocabulary

Ex 1: oil spill – death of penguins

heavy rain – flood

=> **Cause / Effect** : one word or phrase is result of the other

tourists - ? trash

Scientists - ? research

Ice fields - ? cooler temperature

Ex 2: damaged – destroyed

cold – frozen

=> **Degree** : one word has strong meaning than the other

uncomfortable - ? harsh

large - ? vast

hard - ? difficult

Grammar : *because* / *even though*, *although*

Ex: *Because* Antarctica is beautiful, tourists enjoy it.

Even though tourists enjoy the beauty of Antarctica, they sometimes damage the environment.

=> *because* gives a reason.

even though / *although* explains a result or expresses a contrast.

Practice:

1. *Because* the Earth's temperature is rising,
2. Some scientists in Antarctica do not find answers to their questions *even though* ...
3. Tourists recommend Antarctica to their friends *because* ...
4. *Even though* many people want to visit Antarctica,
5. ... *because* Antarctica's unique environment is in danger.

Writing Task 2 :

A. Sample opinion essay: Tourism in Cape Cod.

My family lives on Cape Cod in Massachusetts. Cape Cod is a long piece of land that goes out into the ocean. There are beaches on two sides. It is a beautiful place, but there is too much tourism. I think Cape Cod should be closed to tourists.

Tourism is hurting Cape Cod in several ways. First, there are not many good jobs for people on Cape Cod. Most jobs are in hotels, restaurants, or souvenir shops. These jobs have low pay and require very hard work. In addition, living in Cape Cod in summer is very expensive. The cost of living is higher for both tourists and local people in the Cape year around. Finally, tourists damage the environment. About 6 million people visit Cape Cod each year. They bring their cars, so there is a lot of traffic. They crowd the beaches and pollute the ocean.

I would like to live on Cape Cod for the rest of my life. However, I will have to leave if so many tourists visit each summer. That is why I believe that tourism is not good for Cape Cod.

B. Structure of an opinion essay :

1. Introduction :

- your topic
- thesis statement : main idea of the essay = your opinion

2. Body:

- topic sentence: reason (s) for your opinion
- supporting details : facts, examples, explanation

3. Conclusion:

- restatement of your opinion

Homework

- Writing Task 1

Imagine you are a college graduate and your major is English. Write a cover letter (application letter) for a prospective employer to apply for a job.

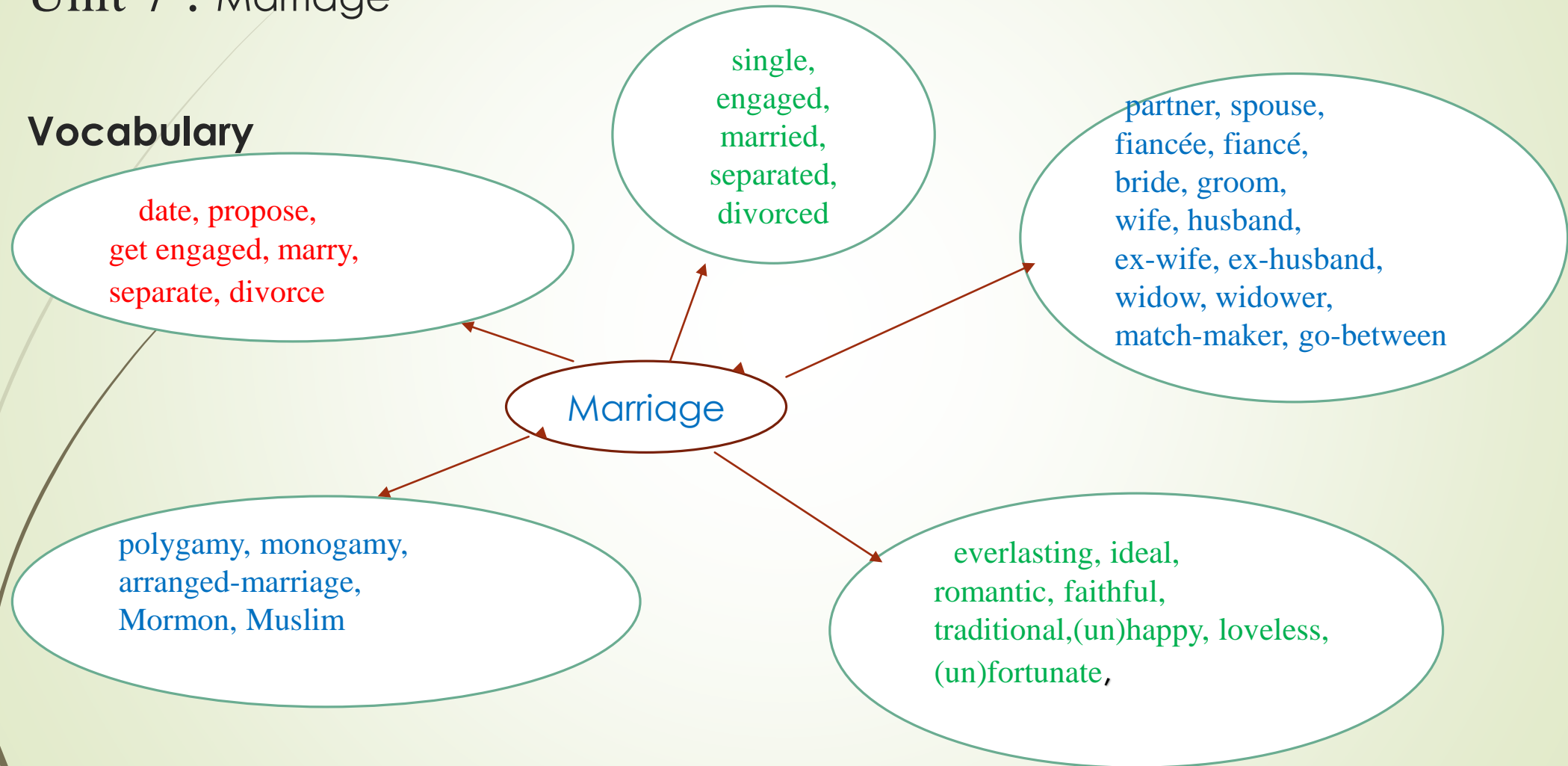
- Writing Task 2

Imagine you are a tourist in Antarctica. Write an opinion essay (about 150 words) from a tourist's point of view. You will give reasons why Antarctica should be open to tourism.

Thank you for your attention!

Unit 7 : Marriage

Vocabulary



Grammar: a / an, the

Ex: I went to **a** wedding last week. The bride carried red roses. They were **the** most beautiful flowers I'd seen. **The** groom wore **a** black hat. **The** hat reminded me of one in movies.

Note: **a/an** => - NOT a specific person, thing, place
- those mentioned the first time

the => - a specific person, thing, place
- those referred again
- superlative adjectives

Practice

Last Saturday was so great. I went to (1) **a** wedding. (2) **The** wedding was in Las Vegas. It was (3) **the** best wedding I'd ever been to. Everybody had so much fun!

My friend Joe got married. He wore (4) **a** suit, and it looked great. (5) **The** suit was (6) **the** most special gift from his parents. After the wedding, everybody went to (7) **an** incredible restaurant. We ate and drank all night. We enjoyed ourselves very much!

Writing: Write a point-to-point essay

Task : Write an essay about the characteristics that you think are important in a spouse or partner.

Step 1: Categorizing

- Personality : honest, kind, ...
- Appearance: tall, nice smile, ...
- Beliefs: beliefs in religions, beliefs value of family, ...
- Family background: large family, agricultural family, ...
- Education / occupation: home-maker, office worker, ...

Step 2: Choosing Categories and characteristics

Step 3: Writing the first draft

Step 4: Revising – Checking / Using **transition words** & **related word forms**

Sample:

My spouse's personality is very important to me. *Most importantly*, I want to marry someone who is **kind**. **Kindness** is important because it affects everyone in the family. It is difficult to live with someone who is mean or critical of others. This is especially important if we have children. It is *also* important for my spouse to be honest. I want my spouse to tell me the truth. I don't want to marry someone who hides things from me. *Finally*, my spouse should have a good sense of humor. I believe that life is easier and more fun with **laughter**. Even when bad things happen, we should find a way to **laugh**. For all these reasons, my spouse's personality matters a lot to me.

Unit 8: Climate Change

Vocabulary: **Adjective** - **Noun** Collocation

Ex: strong = powerful

strong coffee ✓

~~powerful~~ coffee ✗

Practice: Which **Adjectives** go with which **Nouns**?

Nouns:

agreement, atmosphere, carbon dioxide, climate, coal, confusion, debate, doubt, emissions, evidence, fossil fuels, gas, government, limits, production, public

1. **successful** : agreement, government, production
2. **clear** : agreement, atmosphere, debate, doubt, evidence, gas, limits
3. **warm** : atmosphere, climate
4. **powerful** : debate, evidence, fossil fuels, limits, public
5. **energetic** : atmosphere, climate, debate, government, production
6. **harmful** : atmosphere, carbon dioxide, climate, emissions, fossil fuels, gas, production, limits
7. **increasing** : agreement, carbon dioxide, confusion, debate, doubt, emissions, evidence, gas, production
8. **national** : agreement, confusion, debate, government, limits
9. **educated** : debate, government, public
10. **massive** : confusion, emissions, evidence, production

Grammar : Cause – Effect Transitions

Ex: - We know that the atmosphere is getting more energetic **as** it is getting hotter.
- The climate is changing. **As a result**, every country in the world will be affected.

Cause : *because, since, as*

Effect: *therefore, consequently, thus, as a result*

Practice

1. The atmosphere is heating up _____ **since** _____ humans use so much fossil fuel.
(since / consequently)
2. Rivers can dry up. _____ **As a result** _____ we may not have enough water to drink.
(As a result, / As)
3. Farming would be more difficult, _____ **as** _____ we couldn't water the crops enough.
(therefore / as)
4. The problem is serious. _____ **Therefore** _____ we must work together to solve it.
(Therefore, / Since)

Let's have fun !

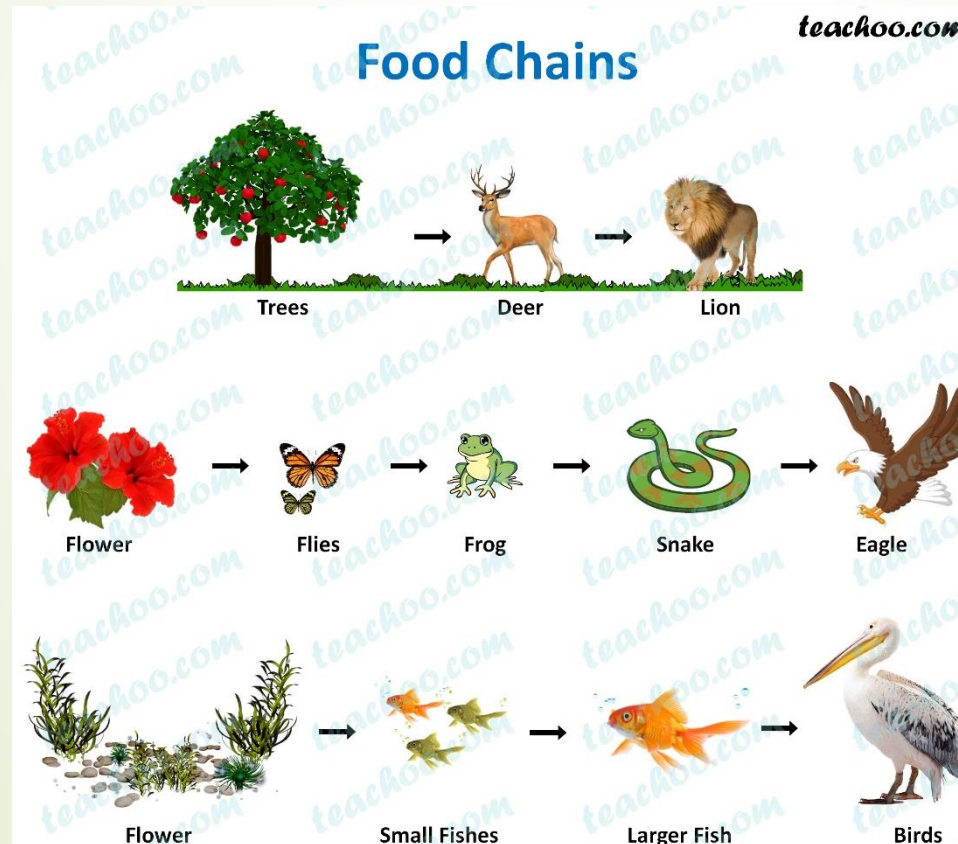
What if insects disappeared from the planet ?

<https://www.youtube.com/watch?v=TyLTrejawx4&t=15s>

What if ... ?

No insects => no lizards, no frogs, ... => no birds => no animals => no ???

No insects => no seeds => no fruits , vegetables => no chicken, no fish, no cow => no ???



Writing: Cause & Effect Essay

Task: Write an essay about how climate change is affecting your home country or another country.

Casual Chain : A => B => C => D

Ex: + There is information about global warming as follows:

Gases are released into the atmosphere.

The earth gets warmer.

Humans burn fossil fuels.

The sun's energy cannot escape.

+ These causes and effects are organized to a causal chain :

Humans burn fossil fuels. => Gases are released into the atmosphere. =>

=> The sun's energy cannot escape. => The sun's energy cannot escape.

+ From the causal chain to a short paragraph

In the words of most scientists, global warming works something like this:

Humans burn fossil fuels, which release greenhouse gases into the atmosphere.

As a result, the atmosphere becomes thicker and the sun's energy cannot escape.

Therefore, earth gets warmer and various environmental problems result.

Writing Task A

Write a point-to-point essay (200 words) about the characteristics that you think are important in a spouse or partner.

Writing Task B

Write a cause-effect essay (200 words) about how climate change is affecting your home country or another country.

Thank you for your attention!

