

Writing Skills for Public Servants – WSPS – is an upper intermediate level writing course for government and non-government staff working in development in the North and East of Sri Lanka. It helps participants develop their critical thinking and written communication skills in English for public service, including progress reports, information leaflets, proposals and evaluations.

The course addresses four major aspects of writing: content, structure, language and editing. **Content** develops skills for utilising relevant details from development work - energy, education, coastal resources, microcredit, local government, information management, and social services – to substantiate arguments in writing. **Structure** develops skills for organising information through descriptive, discursive and persuasive text types to achieve specific purposes in writing. **Language** develops skills for using appropriate discourse, grammar and vocabulary to produce clear messages in writing. **Editing** develops skills for considering the reader and using dictionaries, models, criteria, error analysis and second drafts to ensure efficiency and effectiveness in writing.

WSPS provides core materials for approximately **70 hours of study**. It is divided into 34 sessions in three parts and can be run as a full time or part time course. Participants are presented with a variety of models for writing and there is a close link between reading and producing texts. The **methodology** is participatory and learner centred, and tasks are designed to develop self awareness and independent learning. **Assessment** is on-going and carried out through six written assignments which are integral to the course.

The **Trainer's Notes** provide comprehensive plans for each session including an overview, notes on preparation and timing, and step-by-step instructions for how to conduct each session. Photocopiable resources for overhead transparencies, answer keys, cut ups, games and assignments are also provided.

The **Participant's Workbook** is not a stand-alone textbook but contains all the reading texts and worksheets needed to carry out the tasks. It includes systematic practice activities for class work and self study. As the course progresses, the workbook provides learners with both a record of the course and a reference tool for the future.



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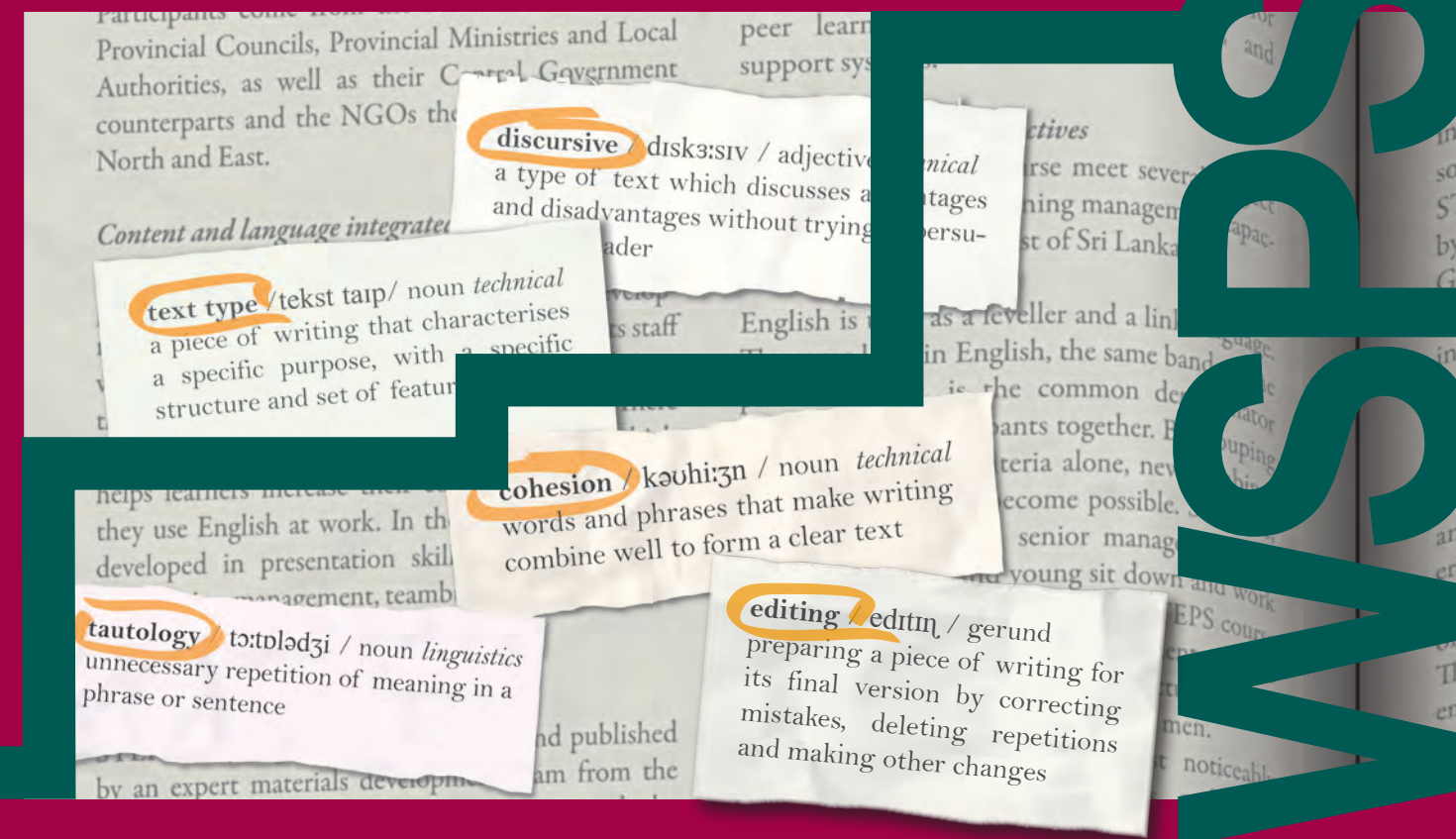
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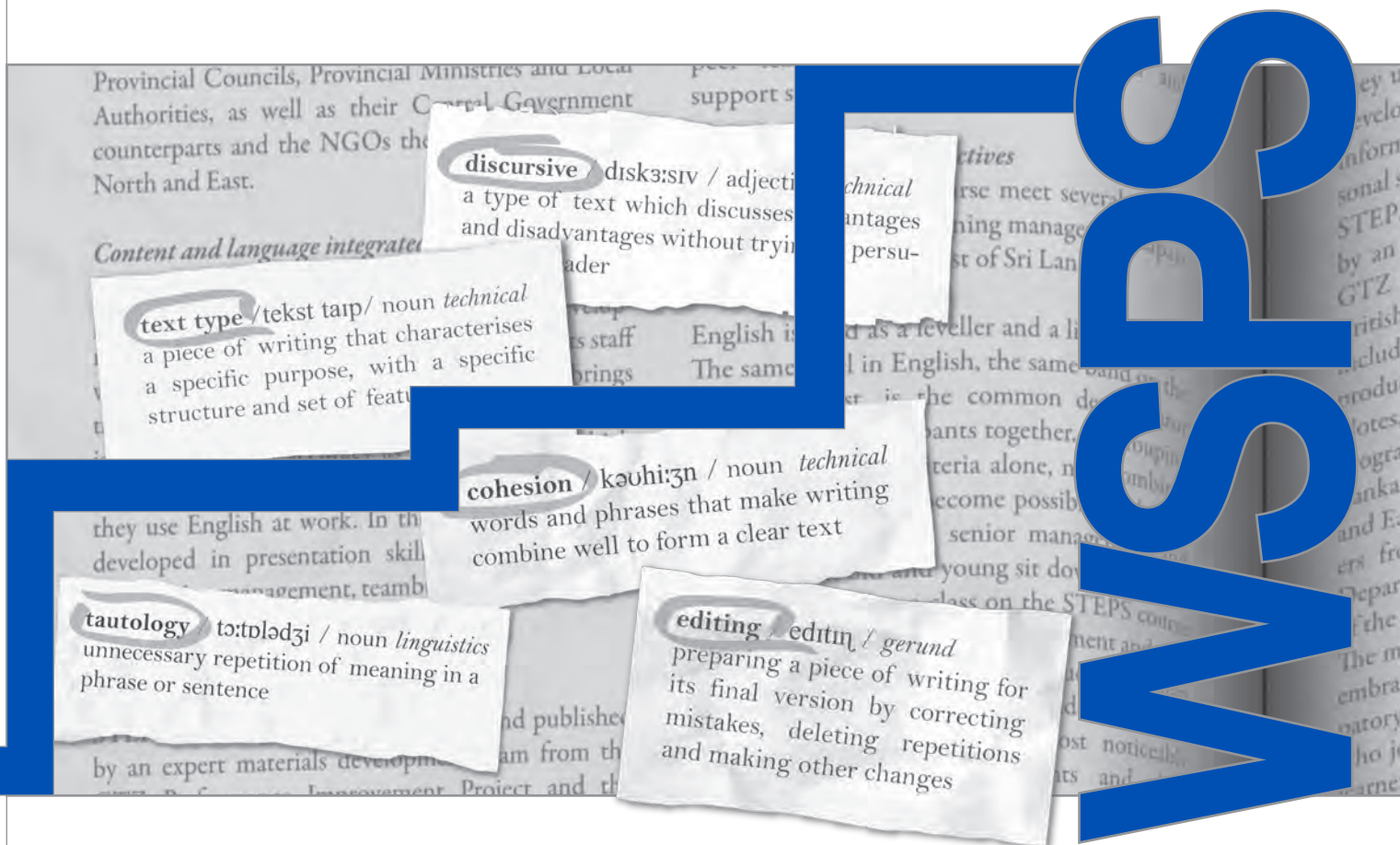


DFID Department for
International
Development

Writing Skills for Public Servants

PARTICIPANT'S WORKBOOK





Writing Skills for Public Servants

PARTICIPANT'S WORKBOOK

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Developed for the Northern and Eastern Provincial Councils under the Sri Lankan Ministry of Nation Building and Estate Infrastructure Development and published by:

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Written by: Jill Knight and Psyche Kennett

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Course description

Writing Skills for Public Servants (WSPS)

Aim: To improve participants' report writing skills in terms of content, structure, and English language.

Objectives: By the end of the course, participants will be able to:

- write for a purpose, keeping the reader in mind while writing;
- use critical thinking to select and order information;
- plan and structure text according to text type;
- use cohesive devices, appropriate grammar and vocabulary to produce clear messages;
- edit written texts and produce effective final drafts.

Approach: WSPS follows a learner-centred, participatory, task-based approach. Participants work as a whole class, in groups, pairs and individually to complete written tasks. They practise writing descriptive, informative, discursive, and persuasive text types through writing tasks that range from controlled to free tasks. They improve their written accuracy and style in terms of appropriate use of tenses, modals, passive and active voice, cohesive devices, exemplification, and reduction of redundancy. They learn to edit and redraft their written work using editing checklists, dictionaries, and grammar reference books. They receive detailed individual feedback on their written work and set goals for self-improvement.

Materials: Participants receive the GTZ-supported Performance Improvement Project WSPS workbook, with topics relating directly to public service in the Northern and Eastern Provincial Councils.

Assessment: Certification is based on full attendance and successful completion of six written assignments.

Duration: 90 hours

Participants: Professional grade public servants from the Northern and Eastern Provincial Councils and their central government counterparts; staff from civil society working in governance and development in the North and East of Sri Lanka.

Course outline

Text type	Structure	Grammar (sentence level)	Discourse (paragraph level)	Editing skills
Introduction to text types	Stating the purpose	Simple present state verbs	Connectors: and, but, because, so	Using a dictionary
Descriptive texts	Writing background information	Simple present vs. present continuous	Text-referring words: key nouns and pronouns	Selecting relevant information
Situational analysis	Organising text in a logical way	Simple present passive	Connectors of contrast	Ensuring cohesion and coherence
	Order of importance	Word families Punctuation There is / are Present perfect Active-passive	Connectors of cause and result Using topic and supporting sentences Modifying	Considering the reader Understanding criteria for successful writing
Factual recount	Chronological order Lists and additional information Headings and sub headings Layout and design	Simple past and past perfect Definite, indefinite and zero articles	Connectors for past events: when, before, until, after, because, but Phrases for sequencing past events: First, then, next, after that, finally	Developing an editing checklist Analysing errors Drafting and re-drafting
Information texts	Use of non-textual information	'will' for promises 'going to' for plans		
Discursive texts	Selecting information: expanding and substantiating generalisations Deleting irrelevant information Organising advantages and disadvantages Writing about graphs and tables	Tenses Passives Articles Prepositions Agreement Parts of speech Word order	Using bullet points Connectors of addition Parallelism Paragraphing Headings Numbering	Self-study skills: • setting goals • using resources for self improvement Peer-correction and editing other people's work Avoiding redundancy and reducing repetition
Recommendations	Strengthening and softening advice Substantiating recommendations	Modal verbs: must, should, need to, could	Connectors for examples	Applying criteria for successful writing
Persuasive texts	Structuring an argument Persuading	2 nd conditional with would, could, might	General reference words Modifying words for persuasion	Achieving writing objectives Team writing Compiling good models for writing

Course timetable

Part 1

Time	Day 1	Day 2	Day 3	Day 4	Day 5
8:30–10:00	Pre TEST	Session 4 Using present tenses	Session 7 Organising text, logical sequence	Session 9 Descriptive text features	Session 11 Chronological order, factual recounts
Break					
10:30–12:00	Session 1 Introduction to text types	Session 5 Selecting and linking information	Session 8 Error analysis	Session 10 Present perfect	Assignment 2 Error analysis 2 nd draft
Lunch					
1:00–2:30	Session 2 Giving background information	Session 6 Developing an editing checklist	Assignment 1 2 nd draft	Assignment 2 Writing a situational analysis	Session 12 Sequencing past events
Break					
3:00–4:30	Session 3 Connecting ideas and linking sentences	Assignment 1 Writing a background text	Consolidation	Assignment 2 Writing a situational analysis (cont.)	Assignment 3 preparation Writing a factual recount

At the end of Part 1, review the notes for each session in the timetable above and analyse your progress in the evaluation table below.

Part 1: progress / self-evaluation

Now I can ...	Well	OK	With help
... write the purpose of a report			
... write the background section of a report			
... write a factual recount			
... organise text in a logical way			
... use topic and supporting sentences			
... use connectors to link ideas, sentences			
... use text-referring words to link sentences			
... sequence events with time phrases			
... apply criteria for successful writing			
... edit and re-draft my own work			

Part 2

Time	Day 1	Day 2	Day 3	Day 4	Day 5
8:30–10:00	Session 13 Review	Session 16 Using bullet points	Session 18 Analysing an information text	Session 20 Redundancy	Session 22a Features of a discursive text
Break					
10:30–12:00	Session 14 Paragraphing	Session 17 Lists and addition	Session 19 Features of an information text	Session 21 General reference words	Session 22b Writing paragraphs for a discursive text
Lunch					
1:00–2:30	Assignment 3 Writing a factual recount	Assignment 3 Error analysis 2 nd draft	Assignment 4 Preparing to write a leaflet	Assignment 4 Error analysis 2 nd draft	Session 23 Ordering advantages and disadvantages
Break					
3:00–4:30	Session 15 Parallelism	Consolidation Self-improvement	Assignment 4 Writing a leaflet	Consolidation	Assignment 5 Planning a discursive text

At the end of Part 2, review the notes for each session in the timetable above and analyse your progress in the evaluation table below.

Part 2: progress / self-evaluation

Now I can ...	Well	OK	With help
... write coherent paragraphs (with headings, topic and supporting sentences)			
... organise text in a logical way			
... use connectors of addition appropriately			
... use parallel construction and bullet points			
... use tenses and passives appropriately			
... use general reference words			
... write a factual recount			
... write an information text			
... describe features of a discursive text			
... apply criteria for successful writing			
... edit and re-draft			
... achieve goals for self improvement			

Part 3

Time	Day 1	Day 2	Day 3	Day 4	Day 5
8:30–10:00	Session 25 Review	Session 28 Substantiating ideas	Session 31 Features of a persuasive text	Assignment 6 Writing a persuasive text 1 st draft	Assignment 6 Error analysis 2nd draft
Break					
10:30–12:00	Assignment 5 Writing a discursive text	Assignment 5 Error analysis 2 nd draft	Session 32a Structuring an argument	Assignment 6 Writing a persuasive text (cont.)	Checklist update Goal-setting Self-improvement Tutorials
Lunch					
1:00–2:30	Session 26 Using modal verbs	Session 29 Describing graphs and tables	Session 32b Group writing persuasive texts	Session 34a Consolidation	Post TEST
Break					
3:00–4:30	Session 27 Writing recommendations	Session 30 Interpreting graphs and tables	Session 33 Writing a persuasive text	Session 34b Preparing an exhibition and portfolios	Evaluation Exhibition Closing

At the end of Part 3, review the notes for each session in the timetable above and analyse your progress in the evaluation table below.

Part 3: progress / self-evaluation

Now I can ...	Well	OK	With help
... write coherent paragraphs (with headings, topic and supporting sentences)			
... use connectors of addition and for examples appropriately			
... use modals and conditionals appropriately			
... write recommendations			
... write about graphs and tables accurately			
... write a discursive text			
... write a persuasive text			
... apply criteria for successful writing			
... edit and re-draft			
... achieve goals for self-improvement			

Household-size wind turbines, Sri Lanka

Project data

Name:	Small wind-energy systems for villages in Sri Lanka
Funding source:	Powergen Asia
Location:	Hambantota District, Southern Province; with planned clusters in other southern, eastern and north-western provinces.
Budget:	\$58 000
Start date:	March 2007
Beneficiaries:	18 households (pilot phase)

Background

Approximately 80% of Sri Lanka's population live in rural areas. The population is widely distributed across about 25 000 villages with an average of 500 inhabitants per village. Currently about 55% of Sri Lankan households have access to electricity, mostly in the Western Province. The eight remaining provinces, which are predominantly rural, have much lower rates of electrification. In villages that don't have electricity, kerosene is used for lighting while car batteries are the primary source of power for radios and televisions. Some villagers have to travel a long way to get their batteries charged.

Although electrification is spreading relatively quickly in Sri Lanka, many remote villages will not receive electricity for many years. However, small wind-generator technology has the potential to bring a form of electrification to rural households and communities who do not have access to the main grid. Wind conditions on the island are variable, but the Hambantota District on the south-western coast, where this project is located, has good conditions for wind power. The East and the North-West also have good conditions. Under the right conditions, wind power offers good power output and quality compared to solar home systems.

Language analysis

1 Identify the tense of the verb and explain its use in the following sentences.

a Currently about 55% of Sri Lankan households have access to electricity.

.....

b In villages that don't have electricity, car batteries are the primary source of power for radios and televisions.

.....

c Kerosene is used for lighting.

.....

d Although electrification is spreading relatively quickly in Sri Lanka, many remote villages will not receive electricity for many years.

.....

e Under the right conditions, wind power offers good power output and quality compared to solar home systems.

.....

2 Unscramble the following sentences.

a in Sri Lanka's 80% of rural areas Approximately population live.

.....

b the batteries are for source of radios and televisions Car primary power.

.....

c relatively Sri Lanka is spreading in Electrification quickly.

.....

d for the wind also East North-West have The good power and conditions.

.....

3 Mark the following sentences *true* or *false* according to the text on worksheet 2A.

- a** Electrification is spreading quickly in Sri Lanka.
- b** Except for the Western Province, provinces in Sri Lanka are rural.
- c** All villagers have to travel a long way to recharge the batteries to run the radios and TVs.

4 Compare the following sentences.

- i** Although electrification is spreading relatively quickly in Sri Lanka, many remote villages will not receive electricity for many years.
- ii** Electrification is spreading relatively quickly in Sri Lanka. However, many remote villages will not receive electricity for many years.

Use *although* or *however* to join the following ideas to show contrast. Make any necessary changes.

- a** In developed countries there is a trend toward large-scale wind turbines that are connected to the national grid. In developing countries the more immediate demand is for smaller machines in the 5–100 kW range to provide energy supply in rural areas.

.....

.....

.....

.....

.....

.....

.....

- b** Large wind systems generate noise. Small wind systems do not generate noise.

.....

.....

.....

.....

- c** Small wind-generator technology is not new. The technology has not made inroads into developing-country markets because of issues of accessibility, affordability and appropriateness.

.....

.....

.....

.....

.....

- d** The use of wind power for electricity production in developing countries is limited mainly to very small battery-charging wind turbines. Other applications for small wind machines include water pumping, telecommunications power supply, and irrigation.

.....

.....

.....

.....

.....

.....

- e** The cost of installing a small wind system is quite high. It is slightly cheaper than a home solar system.

.....

.....

.....

- f** A micro-grid powered by a diesel generator is cheaper. This would require community mobilisation.

.....

.....

.....

Using a dictionary

1 Use a dictionary to complete the following activities.

a Look up the verb *to charge* (line 9 of background text on worksheet 2A).

How many definitions does the dictionary give?

Which definition is used in the context of this report?

b Find synonyms for the following words in the context of the report.

predominantly (line 5)

primary (line 8)

c How many definitions does the dictionary give for the verb *to spread* (line 10)?

Which definition is used in the context of this report?

What is the past simple of the verb?

d Find the adjective forms for the following nouns.

accessibility

affordability

appropriateness

Punctuation

1 Give examples from the text on worksheet 2A of the following rules.

a A full stop (.) is used at the end of a sentence, unless the sentence is a question or an exclamation.

.....
.....

b A comma (,) separates parts of a sentence so that its meaning becomes clearer.

.....
.....

c An apostrophe (') shows either (i) that a person or thing belongs to somebody / something or (ii) that a letter is missing.

i

ii

d Capital letters are used (i) at the beginning of a sentence, (ii) for names of countries, (iii) for names of towns, districts and provinces.

i

ii

iii

2 Punctuate the following passage from the text.

although electrification is spreading relatively quickly in sri lanka many remote villages will not receive electricity for many years wind conditions on the island are variable but the hambantota district on the south-western coast where this project is located has good conditions for wind power the east and the north-west also have good conditions

Connecting ideas

And, but, because, so

- 1 Complete texts 1a and 1b with the link words *and*, *but*, *because* and *so* and then answer the questions.

1a Hybrid alternative power not an alternative!

In Central Province it is windy for four or five months a year villagers need power from another source for the rest of the year. One solution is to use solar panels. With only a couple of panels, solar power can heat water light five to seven light bulbs in the house. Solar wind power systems operate on quite different technology with the right equipment it is possible to combine them in a 'hybrid' system. Hybrid systems are popular in Australia some experts argue that they won't catch on in Sri Lanka they are expensive the maintenance is too complicated for the average villager.

1b English still Sri Lanka's second language of choice

Sinhalese Tamil are two distinct languages it is not that difficult for a speaker of one to learn the other. both languages have the same roots, it is possible to get the basics of the other language quite quickly. most Sri Lankans don't want to learn their second national language. They prefer to learn English they believe it's better for social economic success. Many also believe that English is the link language for conflict transformation. Whichever second language they choose, there will be a shortage of qualified language teachers for many years to come. Sri Lanka's language policy remains a complex issue.

- Where do the link words *and*, *but*, *because* and *so* usually come in the sentence?
- Where do they sometimes come? Is any additional punctuation needed?
- Do any of the sentences have a link word but only one main idea / one main clause?

2 Discuss with a partner what the differences are in the email and the letter below.

Hey Bob

Great to hear you got the job! Well done! You must have had a good interview **and** some good references. I know you thought you'd be free this month **but** starting earlier will be OK. The new programme looks like a lot of work **so** being there from the beginning is a good idea. Let me know how it goes!

All the best

Sandra

Dear Mr Glover

We are pleased to inform you that your application for the post of English Language Teacher has been accepted. You completed a successful interview. **In addition** your personal references have been accepted.

We discussed 1 May 2008 as a possible start date. **However**, we would now like you to begin work next week. We are re-organising our training programmes, including a new course for public servants. **As a result** we thought it better for you to start as soon as possible.

I look forward to hearing from you soon.

Best wishes

A M Hartley

(Ms) Amanda Hartley, Personnel Manager

3 Replace the highlighted words in the letter with these words in the correct places:

Consequently

Also

Nevertheless

4 Re-write Amanda Hartley's letter, using the new connectors given below. Change the grammar to fit.

Dear Mr Glover

We are pleased to inform you that your application for the post of English

Language Teacher has been accepted. As well as

.....

.....

.....

Although.....

.....

.....

Because.....

.....

.....

.....

I look forward to hearing from you soon.

Best wishes

A M Hartley

(Ms) Amanda Hartley, Personnel Manager

5 Discuss the following grammatical points

- a** Is the connector *As well as* ... followed by a noun phrase or a verb phrase?
- b** What's the difference between *However* and *Although*?

- 6 Complete the following table from the information in the activities above.

Connector of	Examples	Usual sentence position	
		beginning	middle
Addition	and		✓
	Also		
.....	But		
	Nevertheless		
.....	because		
	due to	✓	✓
Result	so		

- 7 Grammatically, which other connector is like *due to*?

Change your *Because* ... sentence in the letter above so that it starts:

Due to

.....

.....

Linking sentences

Repetition of key nouns

In order to link writing into a coherent text, the movement from one sentence to the next must be logical. Each sentence should connect smoothly with the others. One way of achieving this is to repeat the key noun:

Approximately 80% of Sri Lanka's population live in rural areas. The population is widely distributed across about 25 000 villages with an average of 500 inhabitants per village.

A variation of the key noun in the text can also be used. For example:

Currently about 55% of Sri Lankan households have access to electricity, mostly in the Western Province. The eight remaining provinces, which are predominantly rural, have much lower rates of electrification.

- 1 Read the background section of the text in **worksheet 2A** again. Circle all the links between the sentences.
- 2 In the following paragraph, the key noun is never repeated. Replace the pronoun *it* with the key noun *English* wherever you think that doing so makes the paragraph more coherent.

English is an international language. Except for Chinese, more people speak it than any other language. Spanish is the official language of more countries in the world, but more countries have it as their official or unofficial second language. Over two-thirds of the world's scientists read in it and three-quarters of international mail is written in it. In addition, 80% of the world's electronically stored information and 90% of internet content is written in it. More than four-fifths of all international organisations use it as either their main or one of their main operating languages and it is the language of airline pilots and air traffic controllers all over the world. Although French used to be the language of diplomacy, it has displaced it throughout the world.

Using pronouns to replace key nouns

Although repetition of the key subject word can make a text more coherent, overuse of the key word can result in a text that does not flow well and is boring to read:

According to research by the British Council, English has official or special status in at least 75 countries with a total population of over 2 billion. English is spoken as a native** language by around 375 million and as a second language† by around 375 million speakers in the world. Speakers of English as a second language will soon outnumber those who speak English as a first language. A further 750 million people are believed to speak English as a foreign language‡. This means that one in four of the world's population speak English to some level of competence.*

*Official – the language that is used in official documents, spoken on the radio and on television

**Native – the language you learned at home with your family when you were small.

†Second language – the language you learn because you live in the country where that language is spoken.

‡Foreign language – a language spoken abroad; a language you can choose to study at school.

- 3 In the example above, replace the key noun *English* with a pronoun where appropriate.
- 4 Now do the same with the text below.

International English is the concept of English as a global means of communication. International English is also referred to as Global English or World English. Although there are likely to be many different varieties of International English, for example, Singaporean English, Indian English or African English, experts estimate that more than half the world's population will be competent in English by the year 2050.

Dictionary work

- 1** Make the following adjectives into their negative form by adding *un-*, *in-*, *il-*, *im-*, *ir-*, *dis-* or *mis-*.

Use a dictionary to help you.

a expensive

.....

b formal

.....

c legal

.....

d polite

.....

e tidy

.....

f honest

.....

g probable

.....

h responsible

.....

i biased

.....

j legible

.....

k likely

.....

l obedient

.....

m conscious

.....

n possible

.....

o understood

.....

p loyal

.....

q correct

.....

r patient

.....

s logical

.....

t skilled

.....

u regular

.....

v timed

.....

2 Complete the following sentences using the negative forms of the adjectives.

- a** Thankfully the CV is legible and correct. Unfortunately, the covering letter is

.....

- b** Luckily most public servants are honest, obedient and loyal. Sadly, some public servants are

.....

- c** With financial regulations, banks operate through formal and legal channels. In the absence of financial regulation, some banks are

.....

- d** Community development needs to be logical and inexpensive. But local level planning is often

.....

- d** Journalism should be responsible and unbiased. However, the papers are often

.....

- e** Psychosocial carers should be patient and skilled practitioners. Untrained counsellors tend to be

.....

- f** In theory, economic recovery is possible and probable. However, most people believe it is

.....

State verbs

- 1 Use the state verb in brackets to fill in the gaps in the simple present tense.

English (pose) a problem for public servants in the North and East of Sri Lanka and this is a problem which (date) back many years. Senior management now (realise) the need for English, both as a link language and as a management tool. Unfortunately, curriculum developers still (not value) the need for professional English in schools and universities even though this (concern) most students who (hope) to join the public service or become managers in the future. Not updating the curriculum (signify) an important gap between school and professional life. Of course, learning English (mean) several years of hard study for most students. Because politicians (disagree) or perhaps because they simply (not know), they (convince) parents that the language problem can be solved easily. In the meantime, it (appear) that little progress has been made in the way English is taught. The average public servant (not know) the basic 2500 words that 90% of all conversations (consist) of, even though he or she (understand) quite a few grammatical terms.

Simple present and present continuous

- 1 Complete the following letter by deleting either the simple present or present continuous form of the verb.

Dear Mr De Kretzer

I write / am writing to you because I feel / am feeling our staff do not take / are not taking their responsibilities seriously at the moment. It's a matter that concerns / is concerning all of us. As usual, the staff come / are coming to work every day, sit / sitting in their seats, receive / receiving their salaries and all the other benefits they are entitled to. But do they do / are they doing their jobs? Even now they appear / are appearing to be hard at work but a recent analysis of their telephone calls and internet usage shows / is showing that 90% of their work time is spent on socialising with friends and family - on line or on the phone. They waste / are wasting our time, our money and our good will. This change dates / is dating back to our decision to allow the staff greater autonomy to update their English language skills on-line and over the phone. I realise / am realising that I am partly to blame. I do not say / am not saying that it is all your fault. But I strongly believe / am strongly believing we need / are needing to discuss this matter further. If you don't do / aren't doing anything on Thursday, shall we meet then?

Best wishes

A A M Safeer

A.A.M. Safeer

Deputy Head of Department

Simple present passive

Remove the blame-worthy subject from each sentence and use the passive form of the simple present tense to modify the accusations, as in the example.

Example

Teachers do not use a learner-centred, communicative approach.

A learner-centred, communicative approach is not used.

- 1 The Ministry of Education does not provide professional English at upper secondary level.

.....

- 2 The National Institute of Education does not develop appropriate learning materials.

.....

- 3 The Zonal Directors do not deploy skilled teachers to the schools who need them the most.

.....

- 4 SLIDA and SLILG don't publish training material in all three languages.

.....

- 5 The British Council does not run courses outside Colombo and Kandy.

.....

- 6 The government does not recruit enough second language teachers.

.....

- 7 Politicians don't understand the education change process.

.....

Selecting information

- 1 The head of your department has asked you to write a proposal for English language training for your department.
 - a Fill in the name of your department or organisation in the first gap.
 - b Complete the purpose statement with the phrases in the box below.

Purpose

This report presents a proposal for English language training

for the

The report (i) describes

.....

(ii) outlines

.....

and (iii) identifies

.....

available training resources.

the current situation regarding English in Sri Lanka,

the needs of the department in terms of English language skills,

- 2 The background section will cover (i) and (ii) above. Look at the ideas below and cross out the information that you will *not* include in the background section.
 - the level of English among public servants in your department
 - the irrelevance of the English that is taught in school to the needs of public servants
 - the number of teachers of English in Sri Lanka
 - the budget estimate for this proposal
 - the use of English as the language of management in public service

- the lack of locally available language centres and English resources
- the organisational development that will result from staff with improved English language skills
- the average age of the staff in your department
- the desire of all the staff to go and live in an English-speaking country
- the use of English as a link language between provincial and central government
- the fact that English has not been the medium of education or administration since 1956

3 Add other relevant information to this list.

4 Practise linking the ideas in the table below to make sentences using *although, however, because, as a result* as in the examples:

There are a few private language centres in the provinces. However, the standard of teaching is generally poor.

Because there are only a few private language centres in the provinces, few people can speak or understand English.

many private language centres in Colombo

the English taught in schools is not relevant to the needs of public servants

most staff studied English at school for more than 10 years

the standard of teaching is poor

Sinhala and Tamil are the national languages

the 1956 Sinhala Only Act discouraged the use of English in public life

a few private language centres in the provinces

few private language centres outside the capital

English used to be the language of education

few people can speak or understand English

English is still the language of management

English is the link language between speakers of Sinhala and Tamil

Older public servants are better at English than the new recruits

Organising information

- 1 Group your ideas from **worksheet 5A** activities 2, 3 and 4 and organise them into two paragraphs, under the following topic sentences:

Background

In Sri Lanka, the teaching and learning of English is generally poor.

There are several reasons why public servants need English to carry out their work.

- 2 Answer the following questions in full sentences. Connect these sentences with link words and pronouns where appropriate, and cut out repetitions.

E.g. There are seven members of staff who need to work in English. Their average level of English is fairly weak.

Although there are seven members of staff who need to work in English, their average level ~~of English~~ is fairly weak.

How many staff are there in your organisation who need to work in English?

What is the staff's average level of English?

What are staff generally able to do in English?

Are there management tasks in English staff are unable to carry out?

What is it they cannot do?

- 3 Organise your sentences under the following topic sentence to form a third paragraph for your background text.

Most of our staff need English language training to fulfil their duties.

- 4 Read through the three paragraphs you now have in outline. Substantiate the supporting sentences you have added to the topic sentences with more of your own words and examples.
- 5 Read through your three paragraphs again and adjust the connectors (*However, because etc.*) and the text-referring words (repetition of key nouns and pronouns) to ensure that the text flows smoothly in an understandable but non-repetitive way. Cut out any repetitious phrases, sentences or ideas. Add more words or sentences where ideas are unsubstantiated or unclear.

Criteria for successful writing

- 1 Compare your criteria with the ones listed below. Add any of your own criteria that do not appear here to the end of the list.
- 2 Add details of grammar and cohesion that you have studied so far on the course.

Criteria

Clear purpose

- objectives are clearly communicated and achieved through writing

Awareness of readership

- text is written with a particular person or audience in mind and is shaped to their interests and concerns

Logical organisation

- information and ideas are well organised according to text type
- ordered according to importance, frequency, chronology, etc

Relevant content

- all necessary information is included, unnecessary information is not included

Correct grammar

- grammatical structures are used accurately and appropriately
-
-
-

Attention to cohesion

- ideas, sentences and paragraphs link together smoothly
- ideas are connected and referred to clearly but without undue repetition
-
-

Good use of vocabulary

- a wide range of vocabulary is used appropriately

Correct punctuation

- conventions of punctuation are used correctly to aid the reader

Accurate spelling

- words are spelled accurately and consistently/spell check is used

Attractive presentation

- clear, appropriate layout, page set up, use of margins, headings, footers, spacing, fonts, size of letters/handwriting etc. encourage the reader to read

Logical sequence

Managing coastal resources

Purpose of the report

This report outlines a strategy for managing natural resources in the coastal areas of the North and East of Sri Lanka. The report describes the current situation and then looks at what can be done in terms of medium- and long-term rehabilitation and development. It then goes on to recommend practical, environmentally friendly approaches to livelihood development which can also contribute to coastal preservation.

Current situation

Years of conflict have severely depleted natural resources in the marine and lagoon areas of the North and East of Sri Lanka. In addition, access to many coastal areas has been denied by the armed forces. This has led to the over-exploitation of the remaining accessible coastal ecosystems. As a result, natural resources have disappeared along with the livelihoods that depended on them.

Environmentally destructive practices such as dynamite fishing, sand mining, coral harvesting, reef destruction, solid waste dumping, dune encroachment, and the removal of mangroves make the situation worse. Although there are environmental laws prohibiting these practices, these laws are not enforced.

The December 2004 tsunami caused extensive damage, reducing coral reefs to rubble. There was greater damage in coastal areas which had already suffered from the environmentally destructive practices mentioned above. In addition, pollution of the water running off the land back into the sea – by solid waste, chemical pollutants, soil and organic matter – directly affected coastal marine ecosystems and resulted in the loss of marine life. Fish, crab and lobster populations have not yet recovered.

Tsunami re-building initiatives have conflicted with coastline conservation. Although a coastal preservation buffer zone was enforced after the tsunami, it was later revoked due to public pressure. Environmental issues have taken second place to post-tsunami decisions about livelihoods, even though the two things are closely inter-linked.

Text analysis and language focus

Text analysis

- 1 Read the 'Purpose' section of the report and answer the questions below.
 - a Who is the intended 'audience' or 'reader'?
 - b How many sections does the report have? What are they?
 - c Make a list of words that you think will appear in the background section of a report on 'managing coastal resources'.
- 2 Read the 'Current situation' section of the report. Put the topics below in the order they appear in the text.
 - a post-tsunami construction projects that don't consider environmental issues
 - b bad habits of local people that destroy natural resources
 - c effects of December 2004 tsunami
 - d effects of conflict

Why do you think the writer presented the paragraphs in this order?

Language focus

- 1 Work with a partner. Explain the use of the tenses in the following sentences.
 - a Years of conflict **have severely depleted** the natural resources in the marine and lagoon areas of the North and East of Sri Lanka.
 - b ... natural resources **have disappeared** along with the livelihoods that depended on them.
 - c Environmentally destructive practices **make** the situation worse
 - d The December 2004 tsunami **caused** extensive damage.
 - e The tsunami **caused** greater damage in coastal areas which **had already suffered** from the environmentally destructive practices mentioned above.
 - f Fish, crab and lobster populations **have not yet recovered**.

Vocabulary and punctuation

Vocabulary

1 Complete the following table. Use a dictionary if necessary.

Noun	Verb	Adjective	Adverb
	to deplete		
access			
			directly
		extensive	
damage			
		destructive	

2 Use words from the table to fill the gaps.

- a According to the government of Sri Lanka, over 200 000 livelihoods were lost as a result of the tsunami. The majority of small shops and small-scale household industries that belonged to women.
- b It is not possible large parts of the coast due to the conflict.
- c Coral reefs were damaged by the tsunami.
- d The of fish stocks has made it very difficult for fishermen to earn a living.
- e The government must ensure that tsunami rebuilding initiatives do not cause further to coastal resources.

Punctuation

Punctuate the following paragraph.

years of conflict have severely depleted natural resources in the marine and lagoon areas of the north and east of sri lanka in addition access to many coastal areas has been denied by the armed forces this has led to the over-exploitation of the remaining accessible coastal ecosystems as a result natural resources have disappeared along with the livelihoods that depended on them

Connectors of contrast

But, although, even though, however, in spite of

- 1 You are going to read about the old city of Beijing which is being demolished. Match the concepts on the left with a contrasting concept on the right. Use these pairs to predict what the text will say.

a walled compounds	1 development
b conservation	2 the suburbs
c quiet oases of trees and vines	3 high-rise apartments
d heritage	4 powerful property speculators
e residents without property rights	5 noisy construction sites
f the old centre	6 modernization

- 2 Read the text below.

The residents of Beijing's oldest neighbourhood were heroes of the Chinese revolution but they are now being evicted so that property developers can build high-rise residential blocks.

Beijing's old city is just a two-minute walk from the traffic-filled streets and noisy construction sites that pollute the capital. But you only have to pass under a narrow gateway to escape into a quiet oasis of trees and vines, where old people play chess, housewives hang their washing and schoolchildren sit doing their homework.

These walled compounds have been the heart of Beijing for nearly 800 years. But they are now being destroyed as the Chinese capital undergoes one of the most dramatic transformations in the history of urban planning.

The destruction of an ancient heritage is beginning to worry the Chinese government, but even with growing official support, conservationists are fighting a losing battle.

Some of the oldest squares are now being listed by the Beijing municipal council. But many fear it is too little, too late. The council says it will protect 200 homes but more than 10 000 others are being knocked down every year.

Beijing will cease to exist as a historical city but there is little that opponents of developers can do. With no ownership rights, residents have little legal redress when their homes are listed for demolition by property speculators. But the new properties are no substitute for the old ones they replace.

There are concerns but the priority of the municipal authorities is modernisation, not conservation. Beijing plans to spend \$22bn on beautifying the city in time for the 2008 Olympics.

As more new buildings go up, a growing number of residents from the old quarter are being moved into high-rise apartment blocks in the suburbs. Many go willingly but some attempt opposition. But their petitions and court orders are ignored by the powerful developers.

The central government is belatedly recognising that these homes are cultural treasures but it is no longer able to stop the development it has started. It says it has stopped the destruction of the old squares but the reality is that they are still being knocked down. Small areas will survive but the future of old Beijing is likely to be just for tourists.

Adapted from Jonathan Watts 'Old Beijing' 6 Sep 2003 *The Guardian*

- 3** Say what the contrast in each paragraph is. For example, in paragraph 1, the contrast is:

were state heroes – now being evicted

- 4** Underline the connector *but* in the text.

- 5** Replace the connector *but* with synonyms *although*, *even though*, *however*, and *in spite of*, with correct punctuation, in the gaps below.

The residents of Beijing's oldest neighbourhood were heroes of the Chinese revolution but they are now being evicted so that property developers can build high-rise residential blocks.

Beijing's old city is just a two-minute walk from the traffic-filled streets and noisy construction sites that pollute the capital. But you only have to pass under a narrow gateway to escape into a small oasis of trees and vines, where old people play chess, housewives hang their washing and schoolchildren sit doing their homework.

..... these walled compounds have been the heart of Beijing for nearly 800 years, they are now being destroyed as the Chinese capital undergoes one of the most dramatic transformations in the history of urban planning.

The destruction of an ancient heritage is beginning to worry the Chinese government, but even with growing official support, conservationists are fighting a losing battle.

Some of the oldest squares are now being listed by the Beijing municipal council. But many fear it is too little, too late. the council says it will protect 200 homes, more than 10 000 others are being knocked down every year.

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..... concerns, the priority of the municipal authorities is modernisation, not conservation. Beijing plans to spend \$22bn on beautifying the city in time for the 2008 Olympics.

As more new buildings go up, a growing number of residents from the old quarter are being moved into high-rise apartment blocks in the suburbs. Many go willingly but some attempt opposition., their petitions and court orders are ignored by the powerful developers.

The central government is belatedly recognising that these homes are cultural treasures but it is no longer able to stop the development it has started.

..... it says it has stopped the destruction of the old squares, the reality is that they are still being knocked down. Small areas will survive but the future of old Beijing is likely to be just for tourists.

Adapted from Jonathan Watts 'Old Beijing' 6 Sep 2003 *The Guardian*

Error analysis

1 Correct the errors in the following phrases and sentences.

a Use of key nouns and pronouns

Since the Eastern Province consists of two language communities, English plays a vital role between these two communities.

However, the English taught in schools is not relevant to the needs of them.

b Connectors

However, people who come from towns can manage but those from rural areas face problems.

c Present tenses, active and passive

They have to handle correspondence which is coming from southern Sri Lanka.

But the officers are feel uncomfortable.

Currently, all countries are being used a very important concept: globalisation.

English language considers a global language.

Provincial staff can be benefited from English language training.

d Compound nouns

teacher's training college ... works-oriented training ... a 50-years-old system

e Articles

After the Independence the English gradually declined.

... of Eastern Province ... for staff in Department of Local Government

In Sri Lanka majority are Sinhalese. Government introduced ...

The public servants do not have the capacity to work with the foreign agencies.

... in attractive way ... providing a opportunity

f Prepositions

By this reason ... In the national level ...

... not able to communicate with English

This has further hindered the delivery of services of the Province.
English is essential in public servants.
Most of public servants can work in English.

g Countability

Most correspondence are in English ... INGOO ... In every aspects ...
It has become difficult to carry out their day-to-day works.
Middle-level staffs need to master English.
Most staff didn't learn English when they were in schools or universities.
Further, to gain knowledges in management, English is the key.

h Agreement

The Northern Province have five districts; they are Jaffna, Kilinochchi ...
Nationalist thinkers was in the government.
One of the reasons are the conflict situation.
Many public servants is not able to work in English.
This changes led to reduced ability in English.

i Redundancy

The recruitment procedure is the main cause or reason for their poor English.
Only a few reasons are relevant and important.
This paved the way to create a generation of people who ...
In the age group of 25 to 35 years ...

2 Correct and categorise the following errors under the headings above.

- The government has introduced English language as the link language.
- Public servants cannot use it correctly and fluently.
- The officers who attached to this office are involving in getting development funds from foreign agencies.
- All the works are being done by a few people who can speak English.
- That organizations are working with government departments.
- Normally they are working and corresponding in English.

Correction code

1 Fill in the symbols your trainer uses to correct your written work.

.....	Tense
.....	Agreement
.....	Countability
.....	Preposition
.....	Missing article / missing word
.....	Spelling
.....	Punctuation
.....	Too many words / cut out some words
.....	Wrong word / wrong connector
.....	Vocabulary problem
.....	Word order
.....	Active / passive
.....	Repetition / redundancy
.....	Not clear
.....	See note below
.....	Good point

Self-improvement record

Assignment	
Part 1: Personal error analysis	
Most frequent error 1	
Corrected examples for future use	
Most frequent error 2	
Corrected examples for future use	
Part 2: Study record	
Objective	
Book/website details	
Exercise details	
Evaluation of resources	• Were the exercises at the right level? • Was the content interesting/ relevant/ motivating? • Do you feel this resource has helped you improve? • Would you recommend this resource to a friend?
Comment on your own progress	
Self-improvement goals for next assignment	

Name Signature Date

There is / are

There can be used as a pronoun before the verb *to be* to introduce the subject of a sentence. It is used to introduce someone or something that exists, for example:

There is an appendix at the back of the report.

There have been several changes along the coast since 2004.

There will be a meeting at 5 o'clock.

1 Compare the following sentences.

The need to act to protect coastal areas is urgent.

There is an urgent need to act to protect coastal areas.

Many challenges in the field of livelihoods remain.

There are still many challenges in the field of livelihoods.

Transform the following sentences using *there* + verb *to be*.

a The loss of marine life has been extensive.

There

b The damage in coastal areas which had already suffered from environmentally destructive practices such as the destruction of mangrove forests was greater.

There

.....

c Angry protests were made against the coastal preservation zone.

There

d Environmental laws prohibiting dynamite fishing are not enforced.

Although there
they are not enforced.

e Many tsunami victims are still living in temporary shelters.

There

Cause and result

- 1 Look at the following sentences. Identify the cause and the result.

There is pollution. Fish die.

- 2 Circle the correct connector of cause or result in the following sentences so that the meaning *is the same* as in the sentences in the blue box above.

a Fish die

because	because of	for the reason that
---------	------------	---------------------

 pollution

b

Resulting from	Therefore	Because
----------------	-----------	---------

 there is pollution, fish die.

c Fish die

resulting in	as a result	as a result of
--------------	-------------	----------------

 pollution.

d There is pollution.

Because	Consequently	Due to
---------	--------------	--------

 fish die.

- 3 Use these synonyms in the sentences above. (Some go in more than one place.)

due to as a result, for the reason that due to the fact that since therefore

- 4 Complete the table with the connectors from 2–3 above. Tick if the connector goes with a noun phrase (NP) or a verb phrase (VP), as in the example.

Connectors of CAUSE (pollution)	NP	VP	Connectors of RESULT (dead fish)	NP	VP
e.g. because of	✓				

5 Now look at these verbs. Say which ones fit in sentence (a) and which ones fit in sentence (b).

- is / are caused by
- cause(s)
- lead(s) to
- result(s) in
- result(s) from

a Pollution dead fish.

b Dead fish pollution.

Healthcare: Cause and result

Fill in the gaps with an appropriate connector from the box. Use each connector only once.

as	resulted in	is caused by	due to
led to	consequently	due to the fact that	

Healthcare systems around the world are changing political and economic forces. The clash between the need for cheap drugs in developing countries and protectionism by the big pharmaceutical companies has copyright issues and fake medicines flooding the market. That, in turn has the pharmaceutical companies reducing their prices on life-saving drugs for HIV/AIDS in Africa.

Even in the poorest countries, healthcare services are profit-driven. state doctors and nurses are often overworked and underpaid, it is perhaps not surprising that they charge their patients. In poor countries, the failure to provide free healthcare the failure to collect taxes. In rich countries, it is medical insurance companies vastly inflate the price of medical services.

Cuba, however, is one country that has managed to provide a high-quality healthcare service free of charge to all its citizens for more than 40 years. many people in the USA, the richest country in the world with one of the worst healthcare services in the world, are looking to their poor, communist neighbour for guidance.

Healthcare: Cause and result

Fill in the gaps with an appropriate connector from the box. Use each connector only once.

has resulted from	because	because of
since	as a result,	led to
		resulted in

Healthcare systems around the world are changing political and economic forces. The clash between the need for cheap drugs in developing countries and protectionism by the big pharmaceutical companies has copyright issues and fake medicines flooding the market. That, in turn has the pharmaceutical companies reducing their prices on life-saving drugs for HIV/AIDS in Africa.

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Present perfect

- 1 Make as many true sentences as you can using the present perfect and the words in the columns below. For example:

Many families have moved inland.

Some children still haven't received their new birth certificates.

		(move) inland
		(learn) a new profession
		(rebuild) their homes
		(receive) more than one fishing boat
		(benefit / not benefit)
		(not yet receive) new birth certificates
		(not yet recover) from the trauma
		(disappear)
		(learn) to swim
		(be) adopted
		(become) head of households
		(make) money
		(be) rebuilt
		(never be) found
		(re-open)
		(be) set up
		(be) damaged
About	fishermen	
Some	widows	
Approximately	3000 children	
Many	families	
Most	coral reef	
A few	small businesses	
Nearly	90% of school buildings	
More than	children	
The majority of	houses	
Up to	1000 young people	
Several	shops	
A lot of	orphans	
	communities	

2 Match the logical ways of ordering the texts (a–d) with the topic sentences (1–4).

Logical order

- a** positive and negative changes in communities
- b** tsunami project achievements and challenges
- c** short and long-term effects of aid
- d** human, social and infrastructure changes

Topic sentences

1

Paragraph 1 There have been many success stories since the tsunami.

Paragraph 2 Nonetheless, there is still a lot to be done.

2

Paragraph 1 Initially, interventions focussed on children's basic needs.

Paragraph 2 Three years later, tsunami-affected children are benefiting in different ways.

3

Paragraph 1 The tsunami has changed people and the way they live.

Paragraph 2 There have also been changes in terms of facilities and infrastructure.

4

Paragraph 1 There have been some positive outcomes to the 2004 tsunami.

Paragraph 2 However, not all post-tsunami reconstruction has been beneficial.

Writing the ‘Purpose’ section

1 Complete the ‘Purpose’ section of the Post-tsunami Update Report.

Purpose

This report is written for

.....

It describes the situation in post-tsunami Sri Lanka, including an analysis of

.....

.....

This is followed by a summary of completed project outputs with information organised geographically, district by district.

The last section of the report provides details of projects that are still looking for funding to ensure the sustainability of their post-tsunami reconstruction activities.

Connectors and past tenses

Study the following pairs of sentences about reconstruction efforts after the tsunami. Decide whether sentence A in each pair has the same meaning or a different meaning to sentence B.

- 1 A** Although the Sri Lankan authorities established a coastal buffer zone, many local people ignored it and rebuilt their homes near the shoreline.

B Although the Sri Lankan authorities had established a coastal buffer zone, many local people ignored it and rebuilt their homes near the shoreline.
- 2 A** The coastal buffer zone was dropped in late December 2005 because there were a lot of protests from local people and NGOs.

B The coastal buffer zone was dropped in late December 2005 because there had been a lot of protests from local people and NGOs.
- 3 A** When the buffer zone was dropped, a lot of people returned to their original land near the shoreline.

B When the buffer zone was dropped, a lot of people had returned to their original land near the shoreline.
- 4 A** Before the buffer zone was dropped, the government intended to place the survivors from the shore area into permanent housing inland.

B Before the buffer zone was dropped, the government had intended to place the survivors from the shore area into permanent housing inland.
- 5 A** The tsunami victims weren't consulted until after these decisions about the construction of permanent housing were made.

B The tsunami victims weren't consulted until after these decisions about the construction of permanent housing had been made.
- 6 A** The buffer zone was dropped, but the government signed agreements with agencies to build nearly 30 000 homes on new sites.

B The buffer zone was dropped, but the government had signed agreements with agencies to build nearly 30 000 homes on new sites.

Connectors and past tenses (cont.)

1 a Look at the pairs of sentences on the previous page and circle the six connectors that are used to sequence events.

b Four of these connectors are logical and show sequence clearly. List them below.

.....

.....

c Mark as true or false (T / F). After these connectors:

- i both the past perfect and the past simple can be used. T / F
- ii the past perfect changes the sequence. T / F

2 a Two of these connectors do not show sequence clearly. List them below.

.....

.....

b Mark as true or false (T / F). After these connectors:

- i both the past perfect and the past simple can be used. T / F
- ii the past perfect changes the sequence. T / F

3 Explain the use of the past perfect tense in sentences 1B, 2B, 4B and 5B on **worksheet 11A**.

Further practice: Connectors and past tenses

Read the text. Then connect the sentences pairs below with the link word given in brackets. Change one of the simple past tenses into the past perfect to show the time sequence clearly, according to the text.

The tsunami happened. A lot of NGOs arrived to help. They didn't check carefully first who needed what or who had lost what. They just started giving out boats, nets, equipment. Because so many mistakes were made through this approach, the Fisheries Department then became strict about boat registration, and keeping records of beneficiaries. The boat suppliers had huge orders to fill so they didn't make the boats well. They cut down on the layers of fibre glass and after a few months of use the boats broke. It was the same story with the houses. A lot of organisations just started building tsunami houses. They should have secured the land rights before, but they didn't. They made a lot of mistakes with the design, such as putting in western-style toilets first and then finding out afterwards that there was no budget for plumbing, or mains connection or septic tanks or gully scoopers. After spending their money, most NGOs returned to Colombo or to their home countries. As a result, no long-term plans for checking building safety, building standards or residents' welfare were made.

Example

NGOs already distributed a lot of boats. The Fisheries Department became strict about registration. [... when ...]

NGOs had already distributed a lot of boats when the Fisheries Department became strict about registration.

- 1 Boats and equipment were given out. No-one really checked who needed what. [... but ...]
- 2 Fishermen were using their new boats for quite some time. They realised the boats were faulty. [... before ...]
- 3 The boat suppliers made too many boats too quickly. The fibreglass cracked. [Because ...]
- 4 Houses were built. Land rights were not properly secured. [... although ...]
- 5 They put in western-style toilets. The NGOs realised there was no budget for septic tanks. [After ...]
- 6 No follow-up checks on building safety were made. NGOs already spent their donor money and left. [... because ...]

Chronological order

1 Read the text quickly and answer the questions.

a What is the purpose of the report?

b Who do you think wrote the report? Who is the audience?

Women's Agriculture Project

This report records WAP's activities from its start up in November 2004 until June 2005. Although start up of the project was severely disrupted by December tsunami, WAP has managed to make significant progress towards achieving the project objectives.

In November 2004, interviews were held for project staff. office manager, driver and two project officers were recruited. In early December, meetings were held with our implementing partners, local agricultural department and Women's Association. As a result of these meetings, two villages were identified for a pilot project and criteria for identifying vulnerable women were established. Following this, meeting was planned to give information to local women about the project. However, this meeting was cancelled due to tsunami that hit the region on 26 December.

When the tsunami struck, WAP team immediately became heavily involved in supporting relief activities, especially in Trincomalee District where WAP is located. During first four months of 2005, all of WAP's organisational and personnel resources were allocated to post-tsunami relief activities. As a result, all planned activities were delayed by several months.

In May, the WAP team participated in review of the project strategy. This took into account need to respond to the tsunami disaster, an increased budget due to the receipt of tsunami funds and the rescheduling of planned activities. As a result of review, WAP is now focussing on female heads of households in resettled villages. In addition, number of intended beneficiaries has tripled to 120 families.

- 2** Fill in the gaps with *a*, *the*, or nothing.
- 3** Read the text again and answer the questions.
- a** What order is used to present the information?
 - b** What period does the report cover?
 - c** What is the main tense of the report? Why?
 - d** Why are the present continuous and the present perfect tenses used in the last two sentences?

Summarising the sequence of events

- 1 Complete the letter by including a paragraph that summarises the WAP report

Women's Agriculture Project, Batticaloa and Ampara

WAP

Director, Department of Rural Development
Inner Harbour Road, Trincomalee

6 July 2005

Dear Madam

SUMMARY OF WAP REPORT 2004 to 2005

As requested at our recent meeting, I am writing to give you an overview of what the Women's Agriculture Project (WAP) has been doing over the past year.

The project was set up in November 2004. After appointing staff, we held meetings with local partners. Following that

I know that you have expressed concern about lack of outputs so I hope the above synopsis has filled you in a little on our activities. Please do not hesitate to get back to me should you require further information.

Best wishes

Doris Appaswamy

Mrs D.S. Appaswamy, Director, WAP

Active and passive voice

1 Complete the grammar table.

Tense	Active	Passive	Passive grammar
Simple present	The Provincial Council sends the certificates.	The certificates are sent by the Provincial Council.	is / are + past participle
Present perfect	The civil service has achieved a lot since 1988.	A lot has been achieved by the civil service since 1988.	
Simple past	Someone transferred 100 management assistants from Vavuniya.		was / were + past participle
Past perfect		Before the tsunami, many people had already been driven away by the conflict.	
Will future	The elections will determine the future of the Provincial Council.		

2 Re-write the following paragraph so that it becomes a description of your own place of work. Change the word *project* to *office*, *organisation*, *ministry* or *department*. Only change the content. Keep the same verbs and sentence structure.

The Performance Improvement Project was set up in 2003. It employs over 30 staff, mainly in management and administration. Through the project, capacity development is provided to the Northern and Eastern Provincial Councils. In addition, some of the team work with the local authorities. Training courses are run on a regular basis and useful materials have been produced. The project is funded by the German and British Governments. It is based in Trincomalee.

3 Underline and label active and passive verb phrases. Say why the passive is used.

Local government revenue collection

- 1 Fill in the gaps with either the active or passive form of the verb in the relevant tense.

Revenue collection (be) a big challenge for local authorities.

The provincial council (report) that only a fraction of government revenue (recover) last year. Lack of funds (continue) to be an obstacle to implementing urban council development projects and (make) sustainability difficult.

The real problem (come) from inadequate information on rateable properties and businesses. In addition, the absence of electronic data (prevent) effective city management.

An electronic database system to facilitate the collection of revenue (launch) last week. It (hope) that the new technology (enable) the province to generate much needed revenue and to reduce the over dependence on donor project funds. If more revenue (mobilise) by local authorities, donor funds (use) for other things.

The database system is part of a project called Urban Management Revenue Information Systems, UMRIS. This year it (fund) by French International Aid through a grant of € 0.9 million. However, next year it (expect) that the urban council (take over) the funding.

As part of the initiative, local authorities (employ) revenue collectors, who (pay) on a commission basis. It (generally understand) that commissioned collectors (show) more commitment to mobilising revenue.

The project (support) by the Ministry of Local Government and Provincial Councils.

Find someone who ...

Find someone who can explain ...	Name
... the differences between the simple present and present continuous tenses	
... what a connector of contrast is and give two examples	
... chronological order and which connectors are used for it	
... text-referring words and why they are necessary	
... the problem Sri Lankans writers have with the past perfect tense	
... when to use the present perfect	
... the difference between a situational analysis and a factual recount	
... how to form the passive and when to use it	
... what comes in the 'Purpose' section of the report	
... some criteria for good writing	
... their goal for self-improvement for Part 2 of this course	

Showing contrast

1 Read the rules concerning connectors of contrast.

Although, even though, though, despite the fact that, in spite of the fact that are followed by a clause with a subject and a verb.

Connector	Subject + verb clause	Contrasting idea
Although Even though Though Despite the fact that In spite of the fact that	the de-merger split the NEPC in half,	the administration survived.

Despite and in spite of are followed a noun or a gerund.

Connector	Noun / gerund	Contrasting idea
Despite In spite of	the de-merger, the problem, splitting the NEPC in half,	the administration survived.

However starts a contrasting sentence. *Though* can be used at the end of a contrasting sentence to mean *however*. It is less formal than *however*.

The de-merger split the NEPC in half. However, the administration survived.

The de-merger split the NEPC in half. The administration survived though.

2 Make sentences using the following cues, changing the grammar where necessary.

Idea	Contrasting idea
there was no referendum the short notice staff were unwilling to relocate it was very disruptive the lack of funds having no say in the matter the 13 th Amendment being taken by surprise	the de-merger went ahead. the administration survived. the NPC was relocated. the staff complied.

Paragraphing

Topic sentences

- 1 Read these topic sentences. Decide if they describe an achievement or a challenge.
 - a In their drive to increase access and quality, many of the countries have been piloting innovative interventions.
 - b Progress towards the achievement of MDGs on access has been strong in most countries.
 - c Governance is a key constraint on improving the quality of education.
 - d While some countries in the region (Sri Lanka, Maldives, Bangladesh) have now reached gender parity at the primary level, others still lag behind.
 - e The successful expansion of education opportunities in some of these countries has been achieved mainly through building partnerships with non-government providers – NGOs, communities, and the private sector.
 - f Although the region has made significant progress in enhancing access, a significant number of children still remain out of school.
- 2 Match the sentences to paragraphs in the report on **worksheet 14B**.

Layout

- 1 Think of a suitable heading for each achievement and challenge.
- 2 Why does the writer use (a) numbering, (b) headings and (c) footnotes?

Dictionary work

- 3 Give synonyms for the following words *in the context of this report*. Use a dictionary if necessary.

(2.1) 1	rose	(2.2) 5	parity
(2.1) 1	while	(2.2) 5	disparities
(2.1) 2	expansion	(2.2) 6	constraint
(2.1) 3	move	(2.2) 6	factors
(2.2) 4	enhancing		

Report on Education Development in South Asia

1 Purpose

This report describes progress towards achieving the MDGs related to education and the development of an education sector conducive to growth and poverty reduction in South Asia.

The report (i) describes the current status of education achievements in the region and the main challenges the region is facing; (ii) highlights how countries are developing programmes to address these challenges, and how the World Bank and other Development partners are supporting countries in this endeavour; and (iii) identifies remaining gaps and areas for possible support that would enhance the effectiveness of current programmes and scale up their impact.

2 Achievements and challenges

2.1 Achievements

1

As can be seen from Table 1 below, enrolment rates at the primary level in all countries rose rapidly between 1990 and 2000 and, with the possible exception of Pakistan, Bhutan and Afghanistan, enrolment rates are expected to reach 100 per cent by 2015. While enrolment rates at the secondary level are significantly lower, they have also shown a substantial increase.

Table 1: Net primary enrolment rates and participation rates among girls¹

	Bangladesh		Bhutan		Pakistan		India		Maldives		Nepal		Sri Lanka		Afghanistan	
	1990	2000	1990	2000	1990	2000	1990	2000	1990	2000	1990	2000	1990	2000	1990	2003
NER	64	81	50	60	N/A	42	70	82		95	65	83	94	96	27	67
% girls	45	49	42	47	N/A	42	40	44	41	49	34	45	50	50	N/A	33

¹ These numbers may not be strictly comparable as the definition of primary education varies across countries. For Afghanistan, the enrolment rates for 1990 are gross enrolment rates and the increase took place over the last two years.

2

For example, in Nepal, schools are being transferred by the government to communities for day-to-day management. In Bangladesh, NGOs play an important role in the provision of primary education and the government subsidises an almost fully privately managed secondary education system. Recognising that governments are financially constrained, many countries have encouraged the private sector to take the lead in the expansion of educational opportunities at the tertiary level.

3

Interventions include a move towards school-based management, scholarships to encourage enrolment of girls and grants to schools for quality improvements.

2.2 Challenges

4

Many of these children come from disadvantaged backgrounds and/or districts. For example, India alone has 25 million children out of school, most of them concentrated in six states. In Bangladesh, 3 million children do not have access to primary education, while in Pakistan the number is probably closer to 8 million. Overall, the number of children out-of-school in south Asia is close to 40 million. A proportion of them – most likely more than 10 per cent – are children with disabilities.

5

For example, in Afghanistan, girls account for only 34 per cent of the total enrolment. Moreover, wide regional disparities exist within the country with girls representing less than 15 per cent of total enrolment in southern provinces.

6

Accountability and incentive mechanisms, and checks and balances for teachers and administrators are weak. Information about student and school performance, or the allocation of resources is rarely available to the public – denying stakeholders an important tool with which to monitor schools. For example, in Bangladesh, misgovernance in areas such as teacher recruitment, training, assignment to schools, salary payments and supervision are factors behind the low motivation on the part of the teachers and lead to high rates of absenteeism.

Topic and supporting sentences

- 1 Read the following paragraph from the 'Report on education development in South Asia'.
 - a Underline the topic sentence.
 - b Identify the sentence that 'does not belong' in the paragraph.

Lack of links to the labour market. The education system, particularly at the secondary, vocational and tertiary levels, has not adjusted to changes in the economic environment, including the growth of the private sector and changes caused by greater privatisation. A significant share of public education expenditures is directed at teachers' salaries. Evidence from rigorous tracer studies is somewhat scarce but seems to indicate that many graduates have difficulty finding employment. Employers complain that the system is not responsive to demand. Unemployment of educated youth is becoming an area of serious concern in the region.

- 2 Now do the same with the following paragraphs from a report 'Local manufacture of wind turbines for battery charging'.
 - a Underline the topic sentence.
 - b Identify the sentence that 'does not belong' in the paragraph.

Paragraph 1

Small wind turbine generator technology is not new. SWGs are available on the market through more than 50 manufacturers. Typical household demand in Sri Lanka is 16 kW per month. Yet the technology has not made inroads into developing country markets (with the singular exception of Mongolia). Again the problems revolve around the need to make the technology affordable, accessible and locally available.

Paragraph 2

Sri Lanka's coastal areas have the most promising wind regimes. These areas include non-electrified fishing villages with a total of over 60 000 households (roughly 300 000 people). If only 5 per cent of households purchase wind generators, that represents a market of 3000 units, enough to establish a small manufacturing industry. Car batteries are mainly used to power information services such as radio and television for a few hours per day, with kerosene being the main lighting fuel.

Forming parallel construction

Parallel construction adds clarity and symmetry to your writing. Words, phrases and statements are coordinated to be grammatically parallel. This makes them easier to understand. Look at the following examples.

Noun aligned with noun (noun phrase aligned with noun phrase):

By the end of the writing course, participants will be able to edit a written text for structure, content and language.

The report describes the current status of education achievements and the main challenges.

Verb aligned with verb (verb phrase aligned with verb phrase):

Members of the public can use the website to obtain services provided by district government offices. For example, they can apply online for a Community Certificate, download a planning application form or find the address of a government office.

The report (i) describes the current status of education achievements and the main challenges; (ii) highlights how countries are developing programs to address these challenges, and (iii) identifies remaining areas for possible support.

Revise the following sentences to form correct parallel construction. If the sentence is already parallel, leave the space blank.

- Many countries have been piloting innovative interventions to increase access to education and an improvement of quality.

.....

- Interventions include a move towards school-based management and to provide scholarships to encourage the enrolment of girls.

.....

3 The review of the WAP project strategy took into account the need to respond to the tsunami disaster, an increased budget due to the receipt of tsunami funds and the rescheduling of planned activities.

.....

.....

.....

4 Local government has limited powers to protect the environment and managing the natural resource base.

.....

.....

5 On occasions local authorities have prosecuted property developers who have infringed coastal buffer zones and they have built commercial properties too close to the shore.

.....

.....

.....

6 Governance is a key constraint on improving the quality of education. Information about student and school performance, or how resources are allocated is rarely available to the public

.....

.....

.....

7 In Bangladesh, misgovernance in areas such as recruitment of teachers, paying salaries and supervision of classes are factors behind low motivation of teachers.

.....

.....

.....

8 The report identifies areas for possible support that would enhance the effectiveness of current programmes and scale up their impact.

.....

.....

Organising a text

- 1** You are going to read a text taken from a report about e-governance. The purpose of the report is to promote a website for e-governance at district level. But before you read the text, look at the list of topics below and decide on a logical order for them.

Topic	Logical order
Specific services that can be accessed through the website	
Main objective, overview of the website	
Acknowledgements	
Announcement about the website	
General information about Tiruvallur available on the website	

- 2** Read the text on **worksheet 15C** quickly and answer these questions:
- a** Is the text easy or difficult it is to understand?
 - b** Do the topics in the text follow the same order you suggested in question 1?
- 3** Read the text again and complete the table.

Topic	Line numbers
Announcement about the website	
Main objective, overview of the website	
Specific services that can be accessed through the website	
General information about Tiruvallur available on the website	
Acknowledgements	

- 4** Identify and correct examples of the following errors.
- a** repetitions (e.g. designed for the purpose of, open administration and Transparency)
 - b** vocabulary (e.g. introduce ... transparency, net surfer, vice versa, application formats)
 - c** capitalisation (e.g. important Places, Geographical information)
 - d** unparallel constructions (e.g. to apply for a community Certificate, Application Format, office address, documents to be furnished along with Application are provided here)
- 5** Match the cut-up strips to the logical order of the topics you chose at the beginning. Compare with the original text on **worksheet 15C**.

E-governance

- Tiruvallur District is proud to launch its own website (www.tiruvallur.pubserv.in), which is designed for the purpose of Public Service. It provides all sort of general information about the Tiruvallur District viz. administration set-up, Geographical Information, important
- 5 Places, Tourist Centres, Pilgrim Centres etc. the main objective of this website is to introduce the open administration and Transparency in Government offices. By surfing through this website, Public can get all sort of information about any state Government office in this District. Net surfer can also obtain the kind of services provide by a particular office in this
- 10 District. Net surfer can also obtain the kind of services provided by a particular office and vice versa. For example, to apply for a community Certificate, Application Format, office address, documents to be furnished along with Application are provided here. All these application formats are available in both Tamil and English languages. It also connects to all-
- 15 important state and central Government Websites. This website is Designed and hosted by National Informatics Centre.

Adapted from 'A model of e-governance'

Examples of bullet lists

- 1 Discuss the following points and be prepared to share your findings with the members of your new group.
 - a Decide where the extract came from and what the purpose of the report or document was.
 - b Identify the part of speech or construction that follows the bullet point, and the punctuation that is used. Check for consistency.
 - c Identify the 'stem' and check that each bullet forms a correct sentence if it is simply added to the stem.
 - d Comment on the style of the bullet points.

Extract A

The Team Leader in Materials Development should possess:

- demonstrated expertise in the design, development, and evaluation of curriculum modules related to teacher training
- extensive experience in teacher education
- a good understanding of basic education systems in the region
- the ability to work collaboratively in a team
- knowledge of information technology (IT) and media systems
- excellent communication skills.

Extract B

This paper sets out to list some of the changes that should be made in order to improve educational system in terms of content and process, with special reference to the Northern Province. It:

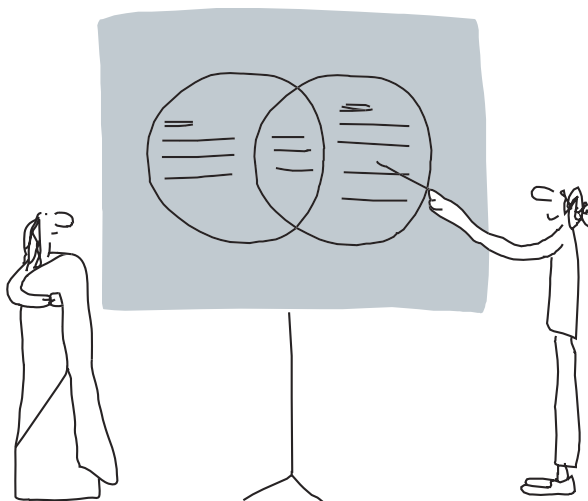
- suggests ways of managing and implementing change – change in curriculum, textbooks, classrooms, exams, school inspections and school-leavers' heads;
- challenges the thinking behind what policy makers and school authorities do with primary and secondary education in Sri Lanka;
- explores strategies for involving school stake-holders and making them more supportive of educational change;
- looks strategically at where change can begin;
- shows how, by understanding the bigger picture, education reformists can find a place to start;
- suggests ways donor money can be spent on individual reform components that add up to a larger and more systematic reform programme.

Extract C

Indicators	Progress on activities
Trust building measures for 82 villages within community development are implemented.	<i>The following sub-projects were successfully completed by August 2007:</i> • Rehabilitation/construction of roads 147 km • Construction of culverts 10 • Rehabilitation/construction of pre schools 3 • Construction of community halls 1 • Construction of fishermen's halls 2 • Construction of tube wells 2 • Construction of dug wells 11 • Rehabilitation of existing wells 22 • Construction of water tanks 10 • Provision of water pumps 1 • Clearing of bunds 2 • Clearing of jungle 37 acres
Capacity of NECORD staff and staff of contractors has improved.	393 participants from NECORD and its stakeholders have successfully attended 19 training programmes and workshops. • 10 officers participated in a training programme at AIT, Bangkok. • 132 officers participated in local trainings and workshops and assisted in the implementation of the project at district level. • 251 contractors participated in building safety training programs.

Extract D

Standardisation and quality assurance



- Competency based interviews, materials, assessments
- Participatory training methodology
- New tools for analyses, interviews, testing, materials development
- New publications

Extract E

CERTIFICATE COURSE IN BASIC CONSTRUCTION TECHNIQUES FOR UNEMPLOYED YOUTH

Objectives of the course

- ✓ *To fulfil the immediate needs of the private sector construction industry, NGOs and CBOs*
- ✓ *To develop basic knowledge in construction supervision and related services by contractors, NGOs and CBOs*

Extract F

Participants can ...

- ... summarise key messages from straightforward texts;
- ... understand spoken text and take relevant notes;
- ... express certainty and possibility in future plans;
- ... construct a polite written invitation;
- ... write a letter giving advice;
- ... express a point of view, likes and dislikes in writing;
- ... write well ordered multi step instructions.

Extract G

Researching the market

This project has been developed to ensure that SWGs have the greatest chance of being accepted long-term in both countries. This has been done by:

- researching the needs of the market,
- designing the SWG with these needs in mind,
- ensuring that local manufacture can supply the market,
- ensuring that local institutions exist to ensure a long product life.

Lack of parallelism in the Sri Lankan Press

Correct the advice below by creating two sets of bullet points, each with its own stem, and cutting out information that doesn't belong with either.



To create a tsunami...

- ☐ Earthquake should be over 6.5 points magnitude
- ☐ Must be below the sea
- ☐ Should occur less than 30 km from the earth's surface (sea bed)
- ☐ Movements of the tectonic plates should be vertical
- ☐ When a tsunami warning is issued, people in coastal areas should never try to escape in vehicles
- ☐ Must climb on to a tall building or reach higher ground as soon as possible.
- ☐ Major traffic congestions were reported in Colombo, Galle and Matara, along the coastal areas on Wednesday evening with people trying to flee in vehicles following the tsunami warning.

Daily News, Vol. 95, No. 220, Friday 14 September 2007

Extract from UK NHS leaflet

Correct the parallelism in the bullet points in this extract.

Since April 2004 together we have:

- Set up a new Out of Hours service to deal with urgent medical problems when GP surgeries are closed.
- Opened a new Minor Injuries Unit at Abingdon Community Hospital



- To aid the diagnosis and treatment of heart failure new community clinics have been set up in Abingdon, Witney and Wallingford.
- Started using a discharge questionnaire in Wallingford Community Hospital to get feedback from patients and help improve services.
- Offered patients CHOICE for cataract surgery at local hospitals or the mobile ophthalmic treatment centre
- Increased the number of community drop-in centres for breast feeding across the area, which are held in Carterton, Abingdon, Wantage, Henley, Witney, Long Hanborough, Eynsham, Didcot and Sonning Common.
- Vaccinated 75% of people over 65 against the Flu – above the government target of 70%
- Put up PALS information boards at all the community hospital sites to provide information and collect patient feedback.
- Organised 3 countywide UNICEF Breast Feeding Management courses and funded places for Midwives, Health Visitors and Volunteers from the National Childbirth Trust
- School nurses have helped to support local schools with validation against the healthy schools programme criteria.

Your Guide 2005/6: Local Health Services, produced by South East Oxfordshire Primary Care Trust

Note that this information is now out of date.

Lists and addition

Text analysis

- 1 Read the text on the agricultural sector.

How many sentences are there in the second paragraph?

Why is the paragraph difficult to read?

How could you make the supporting information clearer?

Agriculture sector analysis

88% of the population of the Northern and Eastern Provinces live outside principal towns where livelihoods depend on fishing, agriculture and subsistence farming. The traditional crops they grow and their way of working needs modernising in the short term and re-evaluating in the long term for agro-industrial development.

The effects of the conflict on the agricultural sector include loss of farm assets, a shortage of farmers and farm labourers because of displacement, an increase in female head of household farmers, destruction of irrigation systems and wells, loss of topsoil in lands bulldozed to make security bunds, loss of traditional crop varieties through lost seed material during displacement, landmines in cultivable land, perennial crops and live fences destroyed, lack of storage and co-operative facilities, short supply of school leavers in the agricultural sector, lack of marketing for surplus agricultural products.

The results include reduced production and investment, lack of private sector participation, loss of agricultural skills, lack of technological progress, and growing unemployment.

- 2 Read the text again. Make notes in the table about the effects of armed conflict on the agricultural sector (paragraphs 2 and 3).

A loss of ...	A lack of ...	A shortage of ...	Destruction of ...	Reduction of ...

Connectors of addition

- 3 Use the information in your table and the following structures to make sentences.

As well as	(a) loss of ...	there is / are	a loss of ... / losses in
	(a) lack of ...		a lack of ...
In addition to	a shortage of ...	there was / were	a shortage of / shortages in ...
	destruction of ...		destruction of ...
	reduction of ...	there has been / have been	reduction of ...
	reduced ...		reduced ...
	damage to ...		damage to ...
	declining ...		declining ...

Example

As well as loss of topsoil, there has been a loss of traditional crop varieties and seed material.

Bullet points

- 4 Now make the same sentences using bullet points

Example:

There have been losses in:

- *topsoil;*
- *traditional crop varieties;*
- *seed material.*

- 5 Re-write the second paragraph of the agricultural sector analysis as bullet points (see example in question 4 above). Re-write the third paragraph of the analysis as sentences with connectors of addition (see example in question 3 above).

Discuss when it is suitable to use continuous text and when it is preferable to use bullet points.

Which do you find easier to write?

Which do you find easier to read?

Further writing

- 6 Incorporate the facts from the table below into a situational analysis on the fisheries sector as follows.

Paragraph 1: Order the points in the first column logically and turn them into a short paragraph with a topic sentence which includes the word *potential*.

Paragraph 2: Use the points in the next two columns to write a simple topic sentence about conflict-related and tsunami-related problems. Order and edit the points in these two columns as bullet points beneath the topic sentence.

Paragraph 3: Write a simple topic sentence from the heading in the fourth column. Order and edit the points and put them into sentences with appropriate connectors.

Fisheries situational analysis

Potential	Conflict-related problems	Post-tsunami-related problems	Public-service-related problems
1055 km coastal belt	Fishing bans	Fishermen displaced	Provincial council not in charge
110 00 hectares brackish water	Fishing grounds encroached by outsiders	Sub-standard new boats; boat builders responsible not in N & E	Lack of capacity in the central system
2 nd biggest economic activity in N & E	Fishermen displaced	Too many boats	Vacancies for ADFs and Fisheries Inspectors
If fully operational, could provide 60% of Sri Lanka's catch		Registration	Inadequate administration

Connectors of addition

- 1 Use the connectors (i) and (ii) to join the information as shown in example Ai below.

A NECORD has constructed culverts and provided tube wells. It has cleared bunds. **i** as well.
ii also

i *NECORD has constructed culverts and provided tube wells. It has cleared bunds as well.*

ii
.....
.....

B NECORD has provided tube wells and rehabilitated tanks. It has installed water pumps in 420 villages. **i** In addition
ii At the same time

i
.....
.....

ii
.....
.....

C NECORD has rebuilt roads and community halls. It has renovated pre schools. **i** as well as
ii in addition to

i
.....
.....

ii
.....
.....

D NECORD has carried out reconstruction in the North and East successfully. It has trained masons and carpenters.

i not only ... but also
ii neither ... nor

i

.....

.....

ii

.....

.....

2 Use the sentences you have just written to help you analyse the grammar of the connectors and fill in the table below.

Connector of addition	Sentence position	Formal, informal or neutral	Connecting ideas across two sentences?	Connecting ideas within one sentence?	with verb or verb phrase?	with noun or noun phrase?
as well						
also						
at the same time in addition						
in addition to as well as						
not only ... but also neither ... nor						

3 Now fill in the table with these new connectors of addition. Discuss why they are less common.

Connector of addition	Sentence position	Formal informal or neutral	Connecting ideas across two sentences ?	Connecting ideas within one sentence?	with verb or verb phrase?	with noun or noun phrase?
furthermore moreover						
what's more						

4 Which of these connectors require the use of commas?

Phrases of addition

5 Fill in the gaps in the text 'Education reform' using the phrases in the box.

At the same time ...

It is also worth mentioning that ...

One of the main issues is

Another important point is that ...

Education reform

- a** implementing change in the education curriculum. This involves changing the exams as well as the textbooks, which is not an easy task because of the shortage of good writers.
- b** curriculum change involves training not only for teachers but also for school principals. Without the support of the school directors, reform cannot happen.
- c** once the new curriculum is introduced, teachers will need to be trained so that they can use it effectively. If not, the teachers will teach the new textbooks in the same old way.
- d** any education reform of this scale costs a lot of money. Education planners need to consider overall costs as well as the cost of individual interventions and then plan accordingly.

6 Discuss what the difference is between the phrases of addition used in question 5 and the connectors of addition used in questions 1–4.

Analysing a leaflet

Reading

- 1 Scan the whole brochure. What is the purpose of the brochure?
- 2 Match the following headings to paragraphs in the brochure.
 - a Services provided by Thames Water
 - b Achievements over the past five years
 - c Plans for the next five years
 - d Financial plans
 - e Objectives for the next five years
 - f Justification for price increase
- 3 Make questions to give the following answers.

Example

300 000

Approximately how many leaks has Thames Water repaired in the last five years?

a 8 million

.....

b in 1989

.....

c £6 billion

.....

d 100 (miles)

.....

e Over £3 billion

.....

Language analysis

1 Copy a sentence from the section 'Planning ahead' to show an example of each of the following.

a a current fact

.....

.....

b a current activity

.....

.....

c a plan

.....

.....

d a promise or commitment

.....

.....

2 Study the following sentence.

In addition to serving existing customers, we plan to provide wastewater services for major new housing developments in our area.

Imagine that you are describing plans for 2005–2010. You are going to use *in addition to* + ...*ing* to express the intentions or to make a promise. Add a subject, articles and prepositions as necessary.

Example

reduce the number of children / class + increase the number of hours of in-service training / teacher / year.

In addition to reducing the number of children in each class, we will increase the number of hours of in-service training per teacher per year.

a repair 120 km of damaged roads + build 30 km of new roads

.....

.....

b enforce existing laws on clearing mangrove forests + plant 40 000 mangrove seedlings to increase protection against coastal hazards.

.....

.....

c clear 60 acres of arable land of mines + provide ‘mine awareness training’ in the local primary school.

.....

.....

d upgrade the existing irrigation system + build a new reservoir to help meet the increasing demand for water.

.....

.....

Information text checklist

- 1 Look at some features of information texts and use them to develop questions for an editing checklist.

Purpose

- to give clear information on organisations, services, products, procedures, events
- to announce, advertise, assure, persuade, inform readers

Readership

- the general public, general consumers, non-technical people
- with a large circulation, open access

Organisation

- reader-friendly short texts (with short sentences), framed by boxes, windows, headings and sub headings
- parallelism / consistency in the headings and sub=headings
- self-contained sections so that the reader never has to turn the page to get the message
- relevant overview with some practical detail / essential facts / clear but simplified evidence
- usually with a front and back; the most relevant information appears on the front
- with contact addresses ('contact us') or links for follow-up

Language features

- plain English – non-technical, non-academic
- personalised – advice directed at the reader: using *you*, *yourself*, *your* and responsibilities undertaken by the writer / the organisation using *we*, *our*
- present tenses for facts and current activities; present perfect for achievements; future tenses and modals for promises and plans
- bullet points with appropriate stem, parallelism and punctuation
- connectors of addition

Non-textual features (visual features, layout)

- large, eye-catching fonts, but not too many font styles (usually two that contrast, e.g. a traditional font like Times New Roman contrasting with a modern font like Arial)
- key information highlighted in bold, italics, underlining, colour
- design features, logos, photos, drawings, diagrams, charts and graphs, headers and footers
- generous spacing: wide margins, wide line spacing, wide spaces between paragraphs or sections
- usually aligned to the left-hand margin for easy reading, usually not justified

2 Now use your checklist to:

- evaluate the Thames Water flyer
- evaluate and correct the Tsunami leaflet
- write a flyer for your own organisation.

Correction quiz

Find examples of the following mistakes in the Tsunami Disaster leaflet.

- a** Tautologies (repetitions within one sentence)
- b** Repetitions within one section or paragraph
- c** Lack of parallelism in bullet points
- d** Lack of consistency in headings
- e** Wrong use of prepositions
- f** Lack of user-friendly language (too technical or formal)
- g** Inappropriate use of language (too poetic)
- h** Illogical organisation of ideas or information
- i** Wrong use of the past perfect
- j** Poor use of visual information

Redundancy

1 Edit the following sentences for redundancy.

Example

Open administration and transparency are key issues for good governance in local authorities.

Transparency is a key issue for good governance in local authorities.

- 1** The aim of the project is to strengthen capacity and develop ability in rural development.
- 2** ‘Child Space’ is absolutely unique in the way it supports homeless street children.
- 3** Monitoring should be carried out on a regular, day-to-day basis.
- 4** Property developers are denuding the land and clearing vital forest cover essential to the Pundaluoya area.
- 5** I am writing to remind you that this is your last and final warning. Unless your performance shows a marked and significant improvement you will be immediately dismissed forthwith.
- 6** There is an urgent need to construct a 110’ x 25’ two-storey building as soon as possible.
- 7** In 2006, the security situation in Trincomalee was deteriorating and things were getting worse.
- 8** After the truce and the ceasefire, many IDPs, who were internally displaced, returned to their villages.
- 9** The facts, reported in the last ADB economic projection, were not only inaccurate but also incorrect.
- 10** Additional troops need to be added.
- 11** Police must maintain law and order as well as the rule of law.
- 12** In the aftermath of the tsunami, aid agencies rapidly rushed to the coastal areas and inundated the camps with a flood of bed sheets, mosquito nets, mats, pots and pan and essential items.
- 13** A high level delegation of senior officials was established at the request of the Ministry.
- 14** The building of a new office is very essential.

15 I am sorry to inform you that despite the fact that the Deputy Chief Secretary had tried his utmost best to have the documents ready in time, he was unable to send them until the end of the week on Friday.

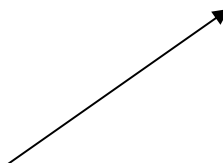
2 Use the table below to classify the types of redundancy in the examples.

Type of redundancy	Example
synonyms and paraphrasing	Open administration and transparency Inundated camps with a flood of...
meaning of adverb or adjective already contained in the noun	absolutely unique

Repetition

- 1 Headings used for a funding proposal are listed on the left. Match some of them with alternative headings, also often used, on the right.

Project title	
Purpose of the report	Justification
Background	Finances
Project Objective	Project framework
Activities and outputs	Justification
Beneficiaries	Assumptions
Rationale	Introduction
Risks	Aim of the project
Budget	



- 2 Discuss what information you should put in each section.
- 3 Read the extract from a report on the next two pages. Use the comments and questions from the editor (in the right-hand margin) to cut out repetitions and put related ideas together. Write out your shortened version of the text.

Purpose of the report

The report presents a proposal from the Northern Provincial Administration for income generation for poor communities in the Vavuniya District. It (i) gives the background, (ii) outlines the project objectives and (iii) briefly describes the project.

Introduction and background

The Finance Commission has allocated a sum of nearly Rs.1.5 trillion under the Provincial Specific Development Grant (PSDG) to the Northern Province for the year 2008. The money is a grant for specific development at provincial level for the Northern Province. Rs.150 million, which amounts to 10% of the PSDG, is designated for special projects that reduce regional imbalances through the creation of employment opportunities, income generation, job creation schemes and money-making initiatives. The Northern Provincial Administration has decided to invest this Rs.150 million, which is 10% of the money designated for special projects that reduce regional imbalances through the creation of employment opportunities and income generation opportunities, in the Vavuniya District.

Since 1999 more than 30 000 families in the Vavuniya District have been displaced. Those who have resettled have resettled on their own. They have not been resettled by the government. Most of them are farmers. They are engaged in agriculture and agriculture related activities. In addition, many of them are Samurdhi beneficiaries.

Objective of the project

The main aim of the project is to reduce regional imbalances through the creation of employment opportunities, income generation, jobs and money making initiatives by investing Rs.150 million in special projects that reduce regional imbalances through the creation of employment opportunities and income generation opportunities in the Vavuniya District. This aim includes the following objectives as the sub-aims of this sub-project of the Provincial Specific Development Grant (PSDG) for villages in the Vavuniya District:

- to rehabilitate small scale infrastructure rehabilitation
- to develop capacity in small scale entrepreneurship development

Comment [PGP1]: Are both words necessary?

Comment [PGP2]: Is there any new information here that hasn't already been said in the previous sentence?

Comment [PGP3]: Can these be covered by the phrase 'employment opportunities'?

Comment [PGP4]: Is this unnecessary repetition of key nouns? Can 'This money' be enough?

Comment [PGP5]: Has this been said before?

Comment [PGP6]: Use the verb 'to do so' instead of repeating the verb.

Comment [PGP7]: Has this been said before?

Comment [PGP8]: Which is more universal? 'Farmers' or 'engaged in agriculture and agriculture related activities'? Choose one or the other.

Comment [PGP9]: Is this necessary?

Comment [PGP10]: Is this necessary?

Comment [PGP11]: Is this necessary?

Comment [PGP12]: Is it possible to rehabilitate rehabilitation? Cut one!

Comment [PGP13]: Is it possible to develop development? Cut one!

- to strengthen community-based organisations so that they can continue training in the future
- to create awareness for poor people in Vavuniya District in the future.
- to provide infrastructure and facilities in these areas
- to renovate waterways and construct wells and build rice mills and animal production units and to rehabilitate irrigation and agriculture systems
- to run training for value-added production, technology transfer, small enterprise start-up skills and how to get added value
- to provide increased sustainable income for poor people in the area and opportunities to uplift poor people in this area
- to provide enhanced opportunities for widows
- to give training for empowerment of women

Comment [PGP1]: Awareness of what? Is this aim too vague to be included here?

Comment [PGP2]: Isn't this the same as bullet point 1 above?

Comment [PGP3]: Edit and incorporate these ideas in bullet point 1 above.

Comment [PGP4]: Edit for internal repetition and incorporate these ideas in bullet point 2 above.

Comment [PGP5]: Is this an objective or is it a repetition of the aim?

Comment [PGP6]: Simplify this, cut out internal repetition and add these ideas to bullet point 2 above.

Brief description of the project

This sub-project of the PSDG envisages reducing regional imbalances through the creation of employment opportunities and increasing income generation for poor people in the Vavuniya District. Rs.150 million from the Finance Commissions' PSDG will be spent on villages in the Vavuniya District. The project will commence in March 2008 and the project will finish in December 2009.

Comment [PGP7]: Re-write this whole section using the format given in Worksheet 2A. Use the headings:
Name:
Budget:
Funding source:
Location:
Beneficiaries:
Dates:
Implemented by:

The sub-project to reduce imbalances through the creation of employment opportunities in Vavuniya District will be implemented by the Provincial Planning Secretariat with the assistance of the Government Agent, Vavuniya and the seven sectoral departments of the Northern Province: the Department of Agriculture, the Department of Animal Production and Health, the Department of Irrigation, the Department of Industries, the Department of Cooperatives and the Department of Rural Development, Northern Province.

Comment [PGP8]: Use either this phrase or the listed departments but not both.

Comment [PGP9]: Make this plural and then cut out all the other repetitions of 'the Department of'.

General reference words

- 1 What is the general meaning of the highlighted words in the following text? Use a different coloured pen or crayon to link each word to the specific ideas it refers to.

London traffic

In a new attempt to ease traffic congestion in London, the Transport Secretary has proposed a series of underground roads linking major routes into the capital, plus a programme of road improvements which would widen existing roads.

These measures are certain to meet with considerable hostility from residents in the affected areas, and so the government is planning a number of open meetings to try and win public support for the scheme before going ahead with it. Few believe that this approach will satisfy opponents of the proposal, but the government has stated its firm intention to tackle an issue which is now becoming critical. It is estimated that the number of cars on our roads could double within 25 years: at this rate, traffic in major cities could soon be brought to a complete standstill.

An increase in road-building will also anger environmental groups, who support large-scale investment in public transport to reduce pollution levels and minimize the destruction of the Green Belt around London.

‘Unfortunately’, said a spokesman for Friends of the Earth, ‘these aspects of urban planning are quickly swept aside when there is a danger of antagonizing private motorists.’

The Transport Secretary, however, will not want to be seen as unsympathetic to the demands of environmental groups, so he is faced with a dilemma which is certain to ensure a bumpy road ahead – whatever the outcome.

2 Select words from the box to complete the paragraphs that follow.

argument	case	concern	debate	development
discovery	dilemma	improvement	innovation	instance
issue	method	principle	question	reaction
reform	response	technique	theory	trend
way of working				

- a** Where should the hospital be built? Who will pay for it? Where will the doctors and nurses come from? How will its annual budget be sustained? These are the sorts of NECORD must address in a participatory way in the planning stages of rehabilitation.
- b** Countries like Brazil have stopped growing sugar cane and corn for food and turning them into ethanol instead – a clear alcohol that can be used to replace petroleum. Poorer families who depend on such crops for food are beginning to suffer. The is beginning to worry environmentalists and planners alike.
- c** Local authorities have, from time to time, prosecuted property developers who have infringed coastal buffer zone laws and built commercial properties too close to the shore. Such however, are rare.
- d** Distance education uses a range of technologies and modes of delivery. Interactive CD-Roms and ‘e-learning’ are two such, described in detail in the next section of this report.
- e** A four year study of well-water records since 1999 reveals that there is a substantial decline in the groundwater table in the Vavuniya region. Figure 1 clearly illustrates this
- f** Most Heads of Departments have replied to the Chief Secretary that they will be able to comply with the new budget formulation guidelines in their budget submissions for 2008. It is therefore important that the Ministry of Finance is able to give the Chief Secretary a similar

- g** New evidence published in The Lancet this week is challenging common understanding of how the Bird Flu virus is transmitted. The, made by two London-based scientists, suggests that wild birds are just as likely to carry the virus as domesticated birds.
- h** In development, especially in conflict sensitive areas like the North and East of Sri Lanka, before organisations can work to create good, they must first learn to work in a way that doesn't create problems for others. This was first proposed by Mary Anderson and is known as 'Do No Harm'.
- i** Recent developments in the international banking sector include telephone banking and the widespread use of call centres, mainly in India and Sri Lanka. These however, only create jobs for an educated few within the workforce.
- j** Local authorities should strongly promote a good governance, pro-service approach. This means introducing a public redressal system, publishing end of year accounts, collecting revenue in a transparent and equitable fashion and spending public funds on the public. If local government reform is to be effective, no other should be allowed.

3 Complete this table by matching the general reference words in the box for question 2 with the key synonyms in the table below.

Approach	Change	Problem	Matter	Reply	Example

Connectors

1 Use a connector to show the relationship between the sentences below.

a Enrolment rates at the primary level in the South Asia region rose rapidly from 1990 to 2000. Enrolment rates at secondary level rose more slowly.

.....

.....

b There has been significant success in increasing access to education in the region. A significant number of children from disadvantaged backgrounds remain out of school.

.....

.....

c The region has made rapid progress in primary school enrolment over the period. It has made progress towards achieving gender parity.

.....

.....

d Much of the recent focus has been at the primary level. Increasing attention is now being given to the secondary and higher levels of education.

.....

.....

e In an effort to increase access and quality, many of the countries have been piloting innovative interventions. School-based management, scholarships to encourage enrolment of girls and grants to schools for quality improvements are examples of interventions.

.....

.....

f Education plays a critical role in rebuilding conflict-afflicted countries. In Afghanistan, social cohesion is being strengthened by reintegrating women and minorities in society through access to education.

.....

.....

g In vocational and tertiary education, many classrooms and workshops are dilapidated and ill equipped due to insufficient investment. Staff are poorly paid and motivation and productivity are low.

.....

.....

h All governments in the region are aware that the quality of education is a pressing challenge. They have not adequately developed a set of instruments that would allow them to monitor progress and inform policy decisions.

.....

.....

2 Use this table to make a list of connectors.

Compare and contrast	Show addition	Introduce an example

A discursive text

Microcredit

- 1 In 2006, Professor Mohammed Yunus won the Nobel Peace Prize for his work with the Grameen Bank in Bangladesh. The Grameen Bank provides loans to people who are too poor to qualify for traditional bank loans. The system is based on mutual trust, accountability, participation and creativity. In order to obtain a loan, a borrower must join a group of borrowers. The group then becomes a guarantor for the loan. The hope is that the people who take out these loans will use the money to engage in viable income-generating activities and thus reduce the number of people living below the poverty line.
- 2 This form of microcredit has proven to be an effective and popular weapon in the ongoing struggle against poverty and is now implemented by NGOs and other development actors in other Asian countries, including parts of Sri Lanka. At the same time, there are critics of this method in economic circles. Therefore, it is worth weighing up the advantages and disadvantages of microcredit.
- 3 The main advantage of microcredit is that access to a loan can help a person develop a new trade or business. If the new trade or business is successful, it creates more employment opportunities for local people. As a result, these people have more money to spend which in turn boosts the local economy. In this way, a loan doesn't just benefit the individual or family – it benefits the economy of the wider community.
- 4 Another important benefit is that microcredit makes people more independent and stops them relying on government or NGO handouts. Grameen believes that charity is not an answer to poverty. Indeed, it only helps poverty to continue. It creates dependency and takes away an individual's initiative to break through the wall of poverty. The availability of loans, on the other hand, encourages people to help themselves.
- 5 However, one of the main criticisms of microcredit is that although it involves the lending of small amounts, the interest rates can be as high as 20% or more. This reflects the relatively high cost of providing a large number of small loans. Group members are under a lot of pressure to repay the loan on time and the high interest rates undoubtedly create a hardship for many borrowers.

[continued]

- 6 Another disadvantage is that environmental issues and trade issues are bigger barriers to poverty alleviation than lack of access to credit. Although microcredit alleviates immediate poverty, they say, it must be accompanied by reforms at the global level to raise the quality of life for all.
- 7 To sum up, although microcredit may not alleviate global poverty, it has made a real difference to the lives of millions of poor people in Bangladesh and other parts of the world. It can therefore be a good way to help poor people.

Analysing a discursive text

- 1 Identify the topic sentence in each of the paragraphs in the article on 'Microcredit'.

- 2 Underline the following phrases in the text.

Another important benefit is that ...

To sum up...

Therefore it is worth weighing up the advantages and disadvantages...

At the same time there are critics of this method ...

Another disadvantage is that...

The main advantage of microcredit is that ...

However, one of the main criticisms of microcredit is that ...

- 3 Look at the structure of the article and write the phrases under the correct section description below.

Introduction: a short introduction to the topic and why it's worth discussing it

Arguments for: two arguments in favour (of the topic/statement/idea)

Arguments against: two arguments against (the topic/statement/idea)

Conclusion: a brief summary, sometimes weighting the discussion for or against

- 4** Join words in column A with words in column B to make phrases arguing *for* or *against* a topic.

A	B
a Another point	1 sum up ...
b To	2 in favour of this is ...
c There are two	3 second benefit is that ...
d In	4 other hand ...
e A	5 main reasons why ...
f On the	6 conclusion ...

Add the phrases to the relevant section of the text outline in activity 3.

- 5** Work with a partner. Use the phrases to explain the arguments for and against microcredit and the conclusion.

Writing a discursive text

- 1 Look at the following notes for two more paragraphs about microcredit. Decide which notes support microcredit and which are against.

Notes A

The system is based on trust and accountability / Borrowers form solidarity groups: small informal groups consisting of co-opted members coming from the same background and trusting each other / Difficult for the very poor to get to join a group – they represent a high risk so other members are not willing to guarantee their loans / Therefore the very poor are still excluded.

Notes B

Conventional banks focus on men – microcredit schemes tend to focus on women (97% of Grameen Bank's borrowers are women) / Women are more likely to reinvest their earnings in their business and improve their families living conditions and nutrition / Raised status of women: they become recognised as valuable members of their families and communities increased civic participation = empowerment of women.

- 2 Work with a partner. Use the ideas in the notes to explain these arguments.
- 3 Write two more paragraphs for the article on microcredit – one paragraph supporting microcredit and one paragraph against it. Use the ideas in the notes.

Advantages and disadvantages

Elected and non-elected local councils

A system of local authorities – Municipal Councils, Urban Councils, and Pradeshiya Sabhas – has been in place for many years in Sri Lanka. They are elected in most parts of the country except for the North where the majority are non-elected, due to the conflict. Both elected and non-elected councils have their advantages and disadvantages.

Elected councils are democratic. Local elections ensure that people are involved in local governance. People can choose who they want to be their mayor or their local councillor. In this way, they can participate in improving their own communities. In non-elected councils, public servants do the job of elected councillors. Although this is non-democratic, it can mean they are more impartial and party politics can be avoided.

Elected Municipal and Urban Councils and Pradeshiya Sabhas share power with the central line authorities. This can be seen as a first step towards devolution. Non-elected local authorities, in contrast, have less power when it comes to dealing with the Government Agent or the Divisional Secretariat.

On the other hand, non-elected public servants may do a better job. They may put in longer hours and they may have more experience. Elected local politicians often come from the business community and do not always understand public service. Many of them work only part-time as local councillors while carrying on another job. They may not be familiar with financial systems for local government. As a result, more elected than non-elected councils are in arrears in accounting for their expenditure.

Even though non-elected public servants may be more accountable on paper, there is a danger that they become less service oriented. Public servants are not elected by the people, so they may forget to serve the people. Elected authorities have more reason to be responsive to the people.

Local politicians and public servants should work together to support each other and strengthen local level development. This is particularly important when non-elected councils become elected ones. There should be a hand-over period where one can learn from the other.

- 1 Identify the main advantages and disadvantages of non-elected councils stated in the text and complete the table.

	Advantages	Disadvantages
Non-elected Councils	1 more impartial 2	1 less power 2

- 2 Identify the main advantages and disadvantages of elected councils and complete the table.

	Advantages	Disadvantages
Elected Councils	1 2 first step towards devolution	1 2 accounts in arrears

3 Group A

Write about the advantages and disadvantages of non-elected local councils. Begin your writing with the following:

A system of local authorities – Municipal Councils, Urban Councils, and Pradeshiya Sabhas – has been in place for many years in Sri Lanka. In the North, many are non-elected, due to the conflict. Non-elected councils have both advantages and disadvantages.

For each paragraph that follows, start with a topic sentence which includes a phrase from **worksheet 22C** and one of the phrases from activity 2 above.

For example

The main advantage of non-elected councils is that they are more impartial.

4 Group B

Write about the advantages and disadvantages of elected councils. Begin your writing with the following:

A system of local authorities – Municipal Councils, Urban Councils, and Pradeshiya Sabhas – has been in place for many years in Sri Lanka. They are elected in most parts of the country, including now in the Eastern Province. Elected councils have both advantages and disadvantages.

For each paragraph that follows, start with a topic sentence which includes a phrase from **worksheet 22C** and one of the phrases from activity 3 above.

For example

The main advantage of elected councils is that they are democratic.

Living in Trincomalee

- 1 Fill in the gaps with the phrases given below to complete the 'Purpose' section.

1 Purpose

This paper provides a summary of

.....

It has been written for the Provincial Public Administration. The Background section provides

.....

The section on Development potential looks at

.....

The section on Challenges describes

.....

... the factors that make Trincomalee an attractive investment.

... the issues public servants face living in Trincomalee.

... the key development issues that need to be resolved.

... a brief history of the town and the current living conditions.

- 2 Read the 'Purpose' and 'Background' sections and answer the questions.

2 Background

Perhaps more than in any other place in Sri Lanka, Trincomalee is a city of contrasts. As the capital of the Eastern Province, it is home to both the Northern and Eastern Provincial Councils and to more than 3000 public servants. Those who are not from Trincomalee tend to live and work here for three to five years before transferring to other parts of the country. The question is, why?

Trincomalee has potential as a major port and economic centre and this potential

has also drawn it into the conflict. In the past 20 years, Trincomalee has probably seen more war than peace. It is home to all three ethnic communities. The conflict has emphasised communal differences in the past. At the same time, Trincomalee has the potential to be a place where all three communities live in harmony. Therefore it is worth weighing up the advantages and disadvantages of living in Trincomalee.

- a** What is the purpose of the paper?
 - b** Who is it for?
 - c** How is the paper to be structured?
 - d** In the 'Background' section, how many advantages and how many disadvantages are outlined? What are they?
- 3** Organise your ideas, develop your sub-headings and topic sentences and complete the next two sections of the report.

3 Development potential

4 Challenges

Review: Editing a concept paper

- 1 Read the text below and identify the text type. [2 points]

- 2 Edit the text in the following ways:
 - a add sub-headings with appropriate numbering [4 points]
 - b remove any supporting sentences that do not belong [5 points]
 - c punctuate the bullet points [1 point]
 - d correct parallelism in bullets and sentences [2 points]
 - e correct the use of connectors [6 points]
 - f correct agreement between subject, verb and pronouns [6 points]
[½ point each]

- 3 Identify the good features of the text:
 - a underline the topic sentences [5 points]
[½ point each]
 - b identify general reference words and explain what they refer to [2 points]
 - c identify 'modifying' words [7 points]

Score: Total points = / 40

Concept paper:

Relocation of the Northern Provincial Council

1 Purpose

This concept paper provides a summary of the pros and cons of the Northern Provincial Council (NPC) moving to Vavuniya. They have been written on request of the Ministry of Nation Building. The Ministry of Nation Building is based in Colombo. The *Background* section provide a brief overview of the NPC's current situation. The *Advantages* section look at how the NPC will benefit from moving to Vavuniya. The *Challenges* section describe the issues the NPC face if it is relocated to Vavuniya too quickly.

2 Background

In many respects, the NPC is different from the other eight Provincial Councils in Sri Lanka. It is non-elected and run by administrators rather than councillors. It was set up suddenly in late 2006 as a result of the de-merger of the North East Provincial Council and it is temporarily situated in Trincomalee. Since the Eastern Provincial Council elections, there are pressure on the NPC to move to its own province. Elections for the Eastern Province were held at short notice in May 2008.

Because of this circumstances, the NPC has done well in the last two years. In addition to it has set up new offices, it has consolidated their staff. It has:

- appointed officers to all key posts
- staff roles and responsibilities have been updated
- installed IT networks and introduced a new system for e-governance

Moving would be logistically complex and could reduce the Council's effectiveness in the short term. On the other hand, the NPC will have to be situated in the Northern Province and sooner or later having to go. However, it is worth considering the implications of shifting the NPC to Vavuniya.

3 Advantages

The main advantage are that Vavuniya is well placed geographically. From there, the Provincial Council can operate in relative safety and has access to all five districts in the Northern Province. Many people return from abroad to visit Vavuniya. Currently, this location is preferable to Jaffna or Mullaitivu.

Another advantage is that the town has sufficient infrastructure to accommodate the NPC. Even though many buildings will need to be built or renovated, sufficient office space and staff quarters can be found. As well as, services and amenities exists.

A third point in favour of relocation is that they would benefit Vavuniya. The influx of nearly 1000 government officers would boost the local economy in various ways. At the same time, creating stability in a conflict-prone environment. Amenities include a good bus service, centrally located shops, a district hospital and several well known schools.

4 Challenges

The main disadvantages of relocating to Vavuniya is the conflict. At the moment, Vavuniya is on the front line and may remain so for several months. Working ‘under fire’ would reduce the NPC’s effectiveness. In addition, staff would be unwilling to leave the relative safety of Trincomalee.

A second disadvantage is that most of the NPC staff have family and home in Trincomalee. Many of them have been based here for more than five years. A move to Vavuniya may result in the loss of good officers. Transfers can be applied for through the Provincial Public Administration.

To summing up, although relocation to Vavuniya is inevitable, the time is not right. If the matter could be postponed for two years, there would be enough time for staff to prepare himself and for the conflict to subside.

Modal verbs for recommendations

- 1 Read the following extract from a needs analysis for provincial level infrastructure. Add the headings to the paragraphs and number them.

Economic development

Immediate needs

National standards

Sustainable maintenance

2 Rehabilitation of C, D and E class roads

There should not be such a large discrepancy between the province's highway provision and that of the rest of the country. In addition, carriageway, shoulder and verge widths ought to comply with the national standard.

Access provided by C, D and E roads ought to be considered as the key to poverty alleviation. Important roads should be rehabilitated to accommodate the needs of returning populations in the short term, and economic growth and development in the longer term. It is important for rehabilitated roads to provide cheaper, better transport networks. In the future, such networks could provide access to higher priced urban markets and food-processing industries for farmers and fishermen. This in turn might provide incentives to produce higher value, perishable goods. Economic opportunities could then be sought outside the immediate community.

Temporary solutions must be followed up with permanent repairs. Rehabilitation cannot be seen simply as a patch-up job. Repairs have to bring roads up to a standard where further maintenance becomes affordable and sustainable. Maintenance then has to be done on a regular basis. Local authorities must build in recurring costs into their annual budgets and at provincial level a road maintenance fund could be established.

A plan to prioritise approximately 400 km (roughly 15%) of the most important C, D and E roads needs to be drawn up. These secondary roads need to be brought up to a usable and maintainable condition as soon as possible. This includes improving the quality of the road base and sealing. The RDA also needs to cost in ferry ramps and bridges on top of the usual side drains and culverts for prioritised stretches. However, rehabilitation

work must not stop there. A further 1600 km of C, D and E roads needs to be reconstructed as soon as possible.

- 2 In the text, underline the verb forms in each recommendation and note if the verb form is active or passive. Label each verb form according to the functions given in the left-hand column of the table below. Complete the table with examples from the text.

Function	Structure	Example
suggestion, possibility		
recommendation, advice	<i>should</i>	<i>There should not be such a large discrepancy (active)</i> <i>Important roads should be rehabilitated (passive)</i>
recommendation, necessity		
directive, obligation		
directive, prohibition		

Writing recommendations

- 1 Change the following advice for international organisations from a 'Do as you please' policy to a 'Do no harm' policy.
- 2 Separate your re-written text into appropriate paragraphs.

Do as you please

In the aftermath of a natural disaster, in-coming international relief organisations do not have to register with the appropriate ministry or government department. They can simply begin working at community level. They do not need to draw up a memorandum of understanding with the government first. As much as possible, international organisations can work on their own without coordinating with other agencies working in the same field. It is not important to worry about gaps or duplication in development assistance. Wherever possible, international organisations can make direct payments at community level – no need for them to channel their funds through the local authorities or local NGOs. In addition, international organisations do not have to support local businesses – they can just bring in commodities from abroad. They should not worry about inflating the local market by paying too much for rents, goods and services.

Do no harm

In the aftermath of a natural disaster, in-coming international relief organisations must register with the appropriate ministry or government department.

Could, should, need to or must?

- 1 Categorise the following strategies in terms of possibility, advice, recommendation, action required, obligation or prohibition by adding an appropriate modal verb to convey your meaning.

Prioritising strategies for development

- Get communities to participate in the decision-making process
- Observe civil liberties and human rights
- Get beneficiaries to contribute their own labour to the project
- Preserve cultural values
- Do not accept kick-backs or incentives
- Publicise achievements in the press
- Protect the environment
- Provide what is needed, not what has been lost
- Distribute interventions equitably
- Carry out more baseline studies
- Deal with the most vulnerable people first
- Strengthen the peace process
- Follow international standards
- Insist on good governance for all interventions
- Coordinate with other organisations
- For big projects, amalgamate funds from different donors
- Implement each activity at the lowest competent level of government
- Use incentives to encourage skilled labourers to work in conflict areas
- Monitor implementing authorities
- Provide the public with a grievance redressal system.
- Don't allow just the men in the community to make the decisions

Justifying recommendations

- 1 Choose a strategy (a–f, below). Change it into a recommendation using a modal verb.

For example

- a Get communities to participate in the decision making process
Communities should participate in the decision making process.

- a Get beneficiaries to contribute their own labour to the project
- b Protect the environment
- c Use incentives to encourage skilled labourers to work in conflict areas
- d Monitor implementing authorities
- e Provide the public with a grievance redressal system.
- f Don't allow just the men in the community to make the decisions

- 2 Use the recommendation you have written as a topic sentence. Justify your recommendation with a few supporting sentences using a second conditional with *If* or *Unless* and some more sentences with *would*.

For example

Communities should participate in the decision making process.

If ordinary people were invited to contribute their ideas at the planning stage, the project would be more sustainable. There would be fewer problems because the community would feel a greater sense of ownership. In addition, people would take more responsibility for getting the work done.

Supporting disabled children in Eastern Province

1 Situational analysis

There are more than 15 international organisations working on projects to support children with disabilities in the Eastern Province. Handicap International, Leonard Cheshire, UNICEF and Save the Children. Local organisations Shakthi, Child Vision, and Sarvodaya are also involved.

At present, many of these organisations work in isolation. The resulting lack of coordination produces duplication of inputs in certain areas and gaps in others., several organisations support children with physical disabilities but coverage is uneven and too many are based in Town and Gravets. At the same time, only one organisation supports children with mental health problems, and they only work in Ampara. that even though several organisations UNICEF monitor children affected by conflict, very few of them offer programmes to integrate these children into the community.

2 Recommendations

2.1 The Department of Social Services take a lead role in coordinating projects and services for disabled children in Eastern Province. They convene monthly meetings which all the organisations attend. At these meetings, members not only discuss plans for the month but also take it in turns to share best practices and lessons learnt.

2.2 A register of qualified local experts be drawn up and disseminated to help organisations draw on qualified resource people for a range of services. These include wheel chair measuring and building, psycho social counselling, learning disabilities training and disability awareness training.

2.3 A forward calendar be compiled on a quarterly basis detailing relevant project activities. This help organisations coordinate at operational level as well as help the Social Services Department to

monitor activities. It be circulated through the monthly meetings mentioned above.

3 Rationale

If projects were better coordinated, children with disabilities benefit in several ways. A wider range of children in need be included in after school projects. This promote the idea that disabled children are people first and disabled second. Social service officers then begin to operate a policy of inclusion for these youngsters. This in turn raise the image of disabled children in the community. Rather than hiding their disabled children away, families be encouraged to address disability as a more normal problem. This lead to more open needs analyses and more targeted support for children in need.

Substantiating ideas

- 1** Read the three sections from the proposal *Supporting disabled children in Eastern Province*.

- a** Fill in the gaps in the section *Situational analysis* with these connectors:

<i>including</i>	<i>These include</i>	<i>Another example is</i>	<i>For instance</i>	<i>like</i>
------------------	----------------------	---------------------------	---------------------	-------------

- b** Fill in the gaps in the sections *Recommendations* and *Rationale* with these modal verbs:

<i>would</i>	<i>should</i>	<i>could</i>	<i>might</i>	<i>need to</i>
--------------	---------------	--------------	--------------	----------------

- 2** Correct your text with the answer key. Variations with the modal verbs are possible. Check with others to see if your choice is appropriate.

- 3** Complete each statement by circling a, b, c, or d.

The report is written mostly for

- a** UNICEF and Save the Children
- b** the Dept. of Social Services
- c** international organisations in Ampara
- d** social service officers

The report writer's main aim is to

- a** teach families how to look after their disabled children
- b** reduce the number of organisations working in disability
- c** increase support for children with mental health problems
- d** get organisations in disability to coordinate their activities

To make the report more useful, the next section should be

- a** 'Progress on activities'
- b** 'Conclusion'
- c** 'Next steps'
- d** 'Use of outputs'

4 What are the three examples the writer gives to justify the criticism of lack of coordination?

a

.....

b

.....

c

.....

5 Underline the topic sentences in the *Recommendations* section. What are the supporting recommendations for each main recommendation?

For 2.1

.....

For 2.2

.....

For 2.3

.....

6 What six improvements, described in the rationale, would happen if the recommendations were implemented?

a

b

c

d

e

f

7 Classify the connectors of exemplification by completing the table.

Connector for examples	Followed by a		Example from the text
	noun / noun phrase	verb / verb phrase	
including			
These include			
Another example is			
For instance,			
like			

Modifying with modals

Softening a statement

- 1 Read the following statements and say who might disagree with them.
 - a People who pass the SLAS exam do not have the skills to manage their departments.
 - b Young graduates working in public service are frustrated.
 - c The public service exam system is unfair.
 - d Young, ambitious public servants will leave if they do not get promoted quickly.
- 2 Modify the statements to make them less open to criticism by using softening modals *may*, *might*, *can*, *could* and the main verb.
 - a People who pass the SLAS exam not the skills to manage their departments.
 - b Young graduates working in public service frustrated.
 - c The public service exam system unfair
 - d Young, ambitious public servants if they do not get promoted quickly.

Strengthening a recommendation

- 3 Complete the following statements with modals of obligation and prohibition, *must*, *has/have to*, *cannot*. Discuss why these directives might seem inflexible.
 - a The exam format be changed.
 - b Exam questions never be recycled.
 - c Candidates answer the exam questions in their mother tongue.

Softening a directive

- 4 Modify the following directives with modals *should* and *ought to*. Underline the other modifying words that have been added.
 - a The exam format not be changed on an ad hoc basis.
 - b Exam questions not be recycled too often.
 - c Candidates answer the exam questions in the language they read and write best.

Describing facts and figures

1 What information is shown in Table 1?

Table 1 Literacy rate by sector and sex

Sector and sex		1963	1981	1990/91*	2001**
All island	average	77.0	87.2	86.6	90.7
	male	85.6	91.1	90.1	92.2
	female	67.3	83.2	83.1	89.2
Urban	average	87.6	93.3	92.3	–
	male	91.8	95.3	94.0	–
	female	82.4	79.9	84.3	–
Rural	average	74.5	84.5	87.1	–
	male	84.2	89.0	89.9	–
	female	64.1	79.9	84.3	–
Estate	average	–	–	66.1	–
	male	–	–	79.0	–
	female	–	–	52.8	–

Note

In 1963 and 1981 Estate sector has been included under Rural sector

* Northern and Eastern Provinces excluded

** Provisional estimate from Census of Population 2001. Only Ampara district is included from the Northern and Eastern Provinces

Sources: Census of Population 1963, 1981, 2001; Household Income and Expenditure Survey 1990/1991

www.statistics.gov.lk/social/social%20conditions.pdf

2 Fill in the gaps.

The table (a) adult literacy rates by gender and residence
 (b) 1963 to 2001. In 1990/91 the (c) literacy rate
 was 86.6%. The gender difference in literacy (d) significant:
 men had a literacy rate of 90.1% while women had a rate of 83.1%. Although
 rural and urban women (e) the same literacy rate, the literacy
 rate for women in estate communities was only 52.8%. In the case of the
 male population, the urban sector had the highest literacy rate (94%)
 compared (f) the rural (89.9%) and the estate (79%) sectors.

- 3** With a partner, use the table and completed text to answer these questions.
- a** What is the topic sentence of the text?
 - b** What information is included in the supporting sentences?
 - c** Why is the year 1990/91 written about?
 - d** What information is excluded from the 1990/91 statistics but not mentioned in the text?
 - e** Why do the literacy rates fall in 1990/91?
 - f** What's the overall trend for urban and rural women?
 - g** How could you represent this on a bar graph to show the movement?
 - h** What's the problem with trying to put all the information in the table into one graph or diagram?
- 4** Which words are used in the text to introduce comparison (to show similarities) and to introduce contrast (to show differences)? Write them in the correct columns.

To show similarities	To show differences

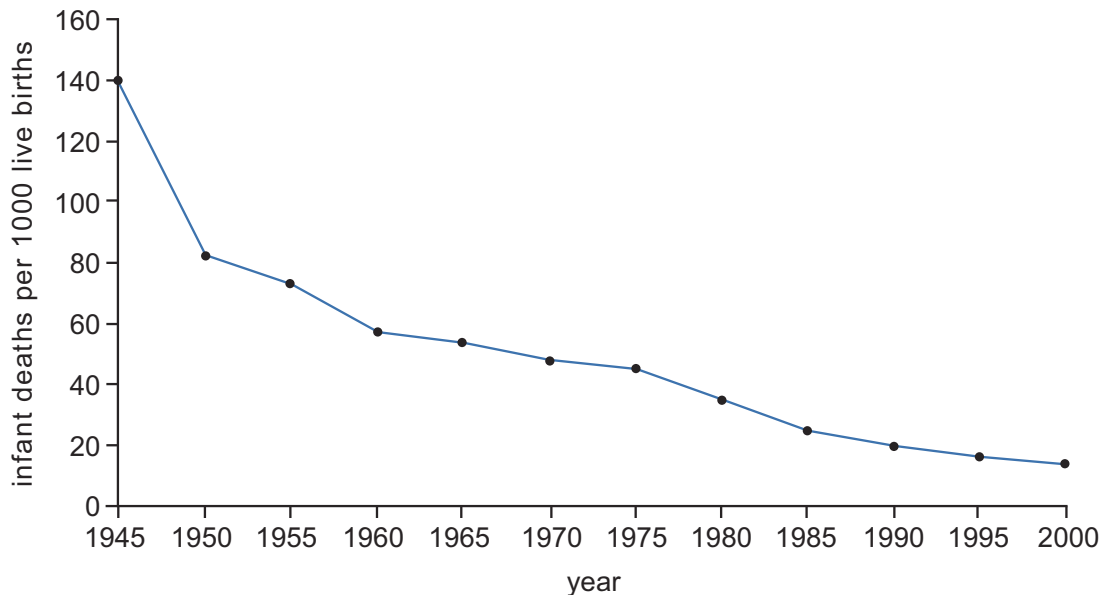
Add the following words and expressions to the two lists above:

<i>whereas</i>	<i>likewise</i>	<i>similarly</i>
<i>in the same way</i>	<i>different from</i>	<i>to have in common</i>
<i>in contrast to</i>	<i>however</i>	

Describing trends

1 What information is being shown in the graph in Figure 1?

Figure 1 Infant mortality rate 1945–2000



Source: Registrar General's Office

www.statistics.gov.lk/social/social%20conditions.pdf

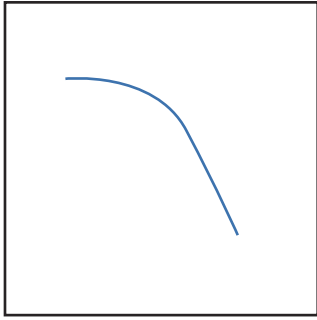
2 Here are two simple descriptions of the graph.

- a The infant mortality rate decreased between 1945 and 2000.
- b The graph shows a decrease in the infant mortality rate between 1945 and 2000.

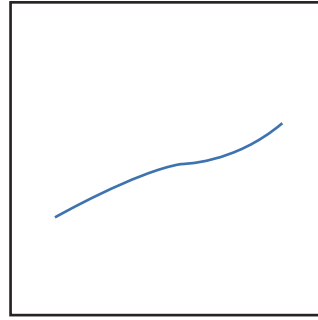
Add 'considerably' to the first sentence and 'considerable' to the second. What effect do these words have?

3 Use the nouns and adjectives/adverbs in the table below to describe the patterns in graphs a–f (overleaf).

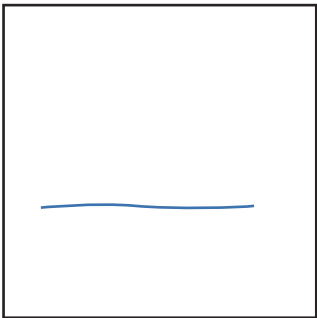
nouns	Adjectives and adverbs	Verbs and verb phrases
a rise	sharp / sharply	(to) rise, increase, go up
an increase	dramatic / dramatically	(to) fall, drop, go down, decrease
a fall	considerable / considerably	(to) peak, reach a peak
a drop	slight / slightly	(to) fall to the lowest point
a decline	gradual / gradually	(to) remain the same
a peak	relative / relatively	(to) remain/stay constant, stable, unchanged
a situation	unchanged / unchanging	
	stable	



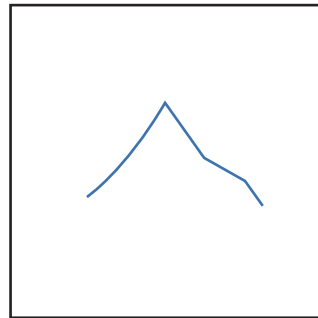
a *a sharp fall*



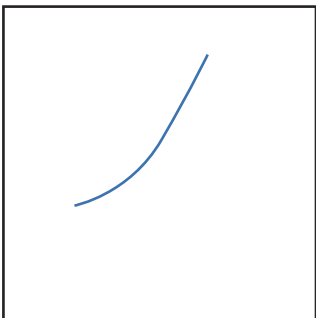
b



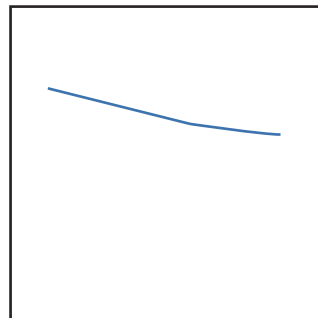
c



d



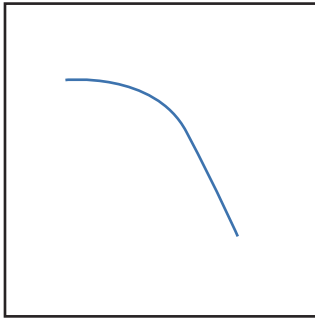
e



f

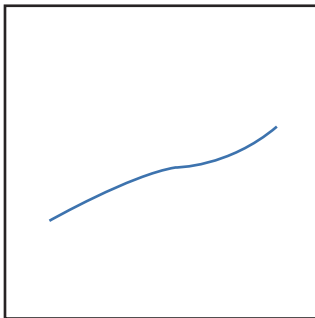
- 4** Describe each pattern using a verb from the table above, for example:
a *It falls sharply.*

- 5** Now write two sentences for each graph, using the sentence patterns in 2a and b and the subject given, as in the example.



a *The unemployment rate, 1986*

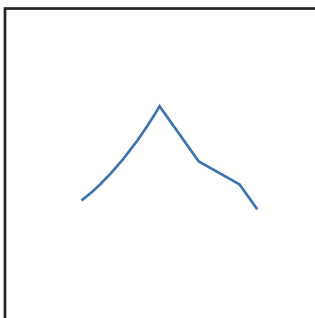
- i** The unemployment rate fell sharply in 1986.
- ii** The graph shows a dramatic fall in the unemployment rate in 1986.



b *The inflation rate, 2006–07*

i

ii



c *land prices, 2004–07*

i

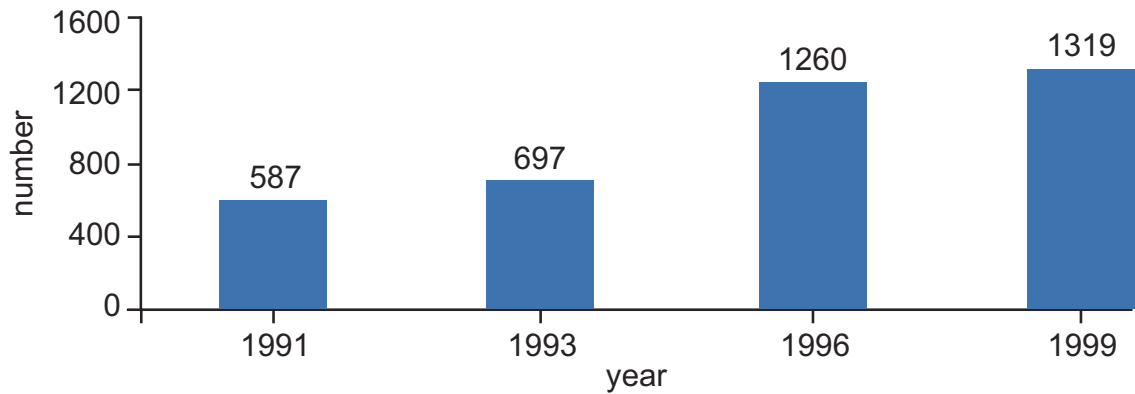
ii

- 6** Mark the following sentences about Figure 1 above true or false.
- a** The infant mortality rate (IMR) fell slowly from 1945 to 1950.
 - b** The rate continued to drop considerably between 1950 and 1960.
 - c** From 1960 to 1970 the rate continued to fall but at a much faster rate.
 - d** The rate rose again slightly between 1970 and 1975.
 - f** The rate has continued to fall gradually since 1990.
- 7** Work with a partner. Discuss the possible reasons for this trend.

Selecting the important information

- 1 Examine the graph in Figure 1 carefully.

Figure 1 Deaths due to alcoholic liver diseases



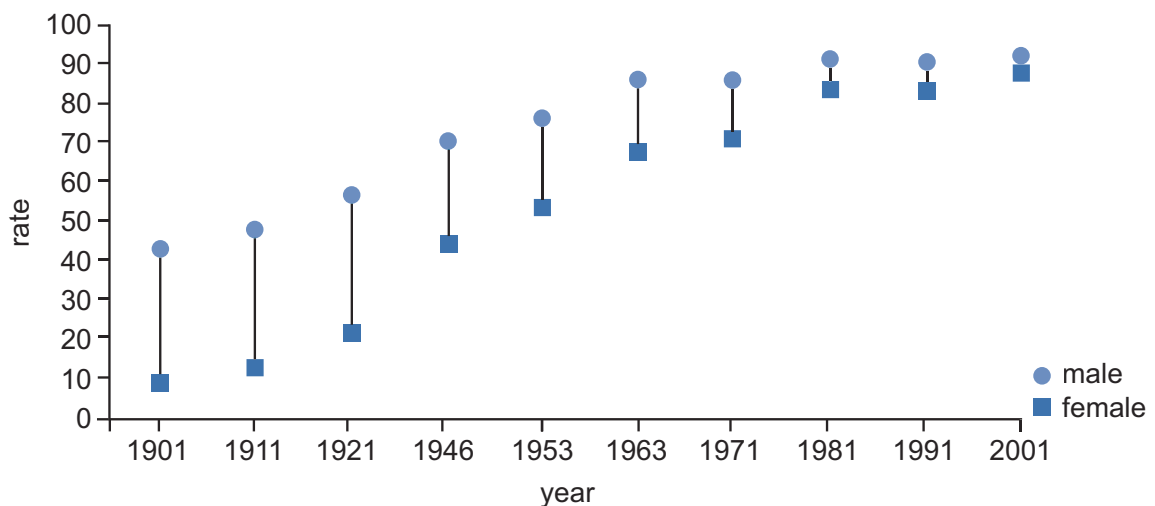
Source: Registrar General's Office

www.statistics.gov.lk/social/social%20conditions.pdf

- Write one sentence which explains what the graph shows.
- Write one or two sentences which give overall information about the graph.

- 2 Look at the information in the graph in Figure 2.

Figure 2 Gender gap in literacy levels



Sources: Census of Population 1901, 1911, 1921, 1946, 1953, 1963, 1971, 1981, 2001;
Household income and Expenditure Survey 1990/1991

www.statistics.gov.lk/social/social%20conditions.pdf

- a** Write one sentence which explains what the graph shows.
- b** Write one or two sentences to explain the trend in the male adult literacy rate.
- c** Write one or two sentences to explain the trend in the female adult literacy rate.
- d** Write one or two sentences to compare and contrast male adult literacy and female adult literacy rates from 1901 to the present. Before you write, think carefully about what tense you will use.

When you have finished, exchange your writing with a partner and compare sentences.

- 3** Use these questions to help you interpret the statistics you have been given.

Resource 30A

- a** How many times has government expenditure increased since 1981?
- b** Taking into consideration the exchange rate, how many times is this in real terms?
- c** In which year did the government spend the highest percentage of its budget on the military? Why?
- d** Why did the percentage of government expenditure on the military decrease from 2000 onwards?

Resource 30B

- a** Are the countries listed in the left-hand column where the workers come from or where Sri Lankan workers go to?
- b** Why are the top eight most popular destinations all in the Middle East?
- c** Many countries employ more than twice as many Sri Lankan females as males. Which ones are they? Why?
- d** Where has the gap in numbers between male and female employees closed? Why do you think it has done this?
- e** What's different about Qatar?
- f** Do the statistics for the USA and the UK show the real numbers of Sri Lankans employed in these countries? Why not?

Resource 30C

- a** Compare the changes in female and male literacy rates. How can you account for the trend?
- b** Compare the primary and secondary school completion rates for boys and girls. How do you account for the differences? How do completion rates support the difference in girls and boys' literacy rates?
- c** Do most children continue from primary to secondary school education? Is this the case for other developing countries in the region?

A persuasive text

- 1** The DfID-funded Primary Maths Project has achieved an impressive amount of positive educational change in the districts of Jaffna and Trincomalee in a very short period of time and with a very modest budget. We therefore recommend that funding is provided for follow-up activities in these districts for a second year.
- 2** Follow-up activities would ensure sustainability at very little extra cost. The proposed programme would include advisory visits, planning workshops, and support to the training teams. It would also provide management support to the Provincial and Zonal Education directors, especially in the field of monitoring and evaluating. No large-scale workshops would be required, so overheads would be low.
- 3** A follow-up programme would also put pressure on local education authorities to release their own funds to extend the Primary Maths Project to new areas. They would be able to target more remote areas and take responsibility for wider coverage.
- 4** In addition, if it were allowed to continue, the project would have more time to mainstream best practices in primary maths education. Valuable lessons learned at district level could be promoted at national level, and for other subjects in the school curriculum.
- 5** Many donors feel that it is the responsibility of the zonal authorities, not the project team, to provide this kind of ‘back-stopping’. It is, of course, reasonable to expect the ISAs to take on the role of the project team and conduct follow-up visits themselves.
- 6** However, time is needed for local authorities to take over and ‘own’ donor project initiatives. Given the fact that the project has been operating for less than a year, it is perhaps unrealistic to assume that the PDE and ZDEs are ready to do the job just yet.
- 7** To sum up, minimal expenditure for ongoing professional support is required, not a large training budget. This small amount will not only protect the investment already made in Jaffna and Trincomalee but also ensure the long-term sustainability of the Primary Maths Project.

Analysing a persuasive text

- 1 Read the report quickly then answer these questions.
 - a Who is the report written for?
 - b What is the purpose of the report?
 - i to inform the reader about a situation
 - ii to discuss the outputs of a series of activities
 - iii to persuade the reader to do something
 - c By the end of the text what does the writer want the reader to do?
- 2 Read the report again. Identify and order the following parts as they appear in the text.
 - a summing up by reinforcing the proposal
 - b common objection
 - c another supporting argument
 - d opening proposal
 - e supporting argument
 - f main argument
 - g rejection of common objection (counter argument)
- 3 Work with a partner. In what ways does this text differ from the discursive text on microcredit or the one you wrote on living in Trincomalee?
- 4 Find phrases which make the proposal persuasive and list them under these headings:
 - a *positive* phrases (e.g. an impressive amount of ...)
 - b *modest* phrases (e.g. ... with a very modest budget)
 - c *reasonable* phrases (e.g. it is ... reasonable to expect that ...)
- 5 Discuss with a partner how these modifiers make the text more convincing.
- 6 How many times are phrases about the low cost repeated in the text?
Is this redundancy?
Is repetition a key component to successful advertising?

Language focus

- 1 What is the main tense used in the persuasive argument? Why?
- 2 Combine the following sentences using a connector and parallel construction. When you have finished, compare your answer with the sentences in paragraph 2 of the text.

Example

The Primary Maths Project has achieved an impressive amount of positive educational change in the districts of Jaffna and Trincomalee in a very short period of time. Moreover, this has been achieved with a very modest budget.

The Primary Maths Project has achieved an impressive amount of positive educational change in the districts of Jaffna and Trincomalee in a very short period of time and with a very modest budget.

- a Zonal directors would be able to target more remote areas. They would also be able to take responsibility for wider coverage.

.....

.....

.....

- b This small amount will not only protect the investment already made in Jaffna and Trincomalee. It will also ensure the long term sustainability of the Primary Maths Project.

.....

.....

.....

Persuade me!

1 Look at the following proposals.

Lift the fishing ban in Trincomalee district	Provide study tours to India for local government training	Create a recruitment scheme for programme assistants
Provide paternity leave, not just maternity leave	Encourage foreign investment	Allow administrative staff to work on flexitime
Subsidise petrol and basic food stuffs	Stop re-employing retired officers in the public service	Remove the checkpoints in Trincomalee town

2 Choose one of them and briefly note down:

- a** the main argument in favour

- b** some supporting arguments in favour

- c** the most usual objection

- d** why the objection is not valid (counter-argument)

Structuring an argument

1 Match these phrases to the stages they go with. Fill in the table.

<i>In addition,</i>	<i>However,</i>
<i>Some people might argue that ...</i>	<i>A third benefit is ...</i>
<i>This proposal is to recommend that ...</i>	<i>The main reason (for + ing) is (that) ...</i>
<i>To sum up: if we could ..., we would ...</i>	

1 Opening proposal	
2 Main argument	
3 Supporting argument	
4 Another supporting argument	
5 Usual objection	
6 Counter-argument	
7 Summing up and reinforcing the proposal	

2 Now add these phrases to the table.

A common objection to this is ...

One of the main criticisms is that...

Another important benefit is ...

The main advantage of ... is that ...

Although it is reasonable to assume that ...,

In conclusion, the proposed course of action will not only ... but also ...

Another point in favour of this is ...

There are two main reasons why ...

Group writing: Persuasive text

Plan a persuasive argument for one of the proposals below.

Proposal A

Local authorities should operate a complaints box system.

Purpose

The general public would have a way to address issues that affect them.

Proposal B

MDTD needs to open a café.

Purpose

Course participants will have somewhere to go for lunch.

Proposal C

SLAS exams should not have an age limit.

Purpose

Newly recruited staff over 30 would have the chance to apply.

Proposal D

The organisation should purchase a Dialogue satellite high-speed internet connection (Rs.13,000/month).

Purpose

Employees will have internet and email services at work.

Editing a persuasive text

- 1 Read the text quickly. What is the purpose of the text?

Computerisation of Land Records

Land is the habitat of man and its wide use is crucial for economic, social and environmental advancement of all countries. Although it is part of natural human heritage, access of land is controlled by ownership patterns. It is partitioned for administrative ease and used in many ways. More recently, the need for thoughtful and careful stewardship of land, together with intensive use and management of its resources, has emerged as a matter of major global concern.

Access to Land Records is very limited and people are ignorant of the existing system. Even for simple transfer of ownership from father to his own son, the process consumes lot of time and energy. Hence, it is high time to go for computerisation of Land Records.

Land information is vital for making decisions related to land investment, development and management. It involves making fundamental policy decisions about the nature and extent of the investments in the land. Land information system is given support to the District Administration by providing information about the land and its resources.

Why Computerisation of Land Records?

In view of the large volume of data it is becoming extremely difficult to effectively monitor the transactions and manage the information flow through conventional manual system. Computer based Land Records Information System is helpful to:

- Ensure proper maintenance of Land Records
- Furnished copies of land deeds to the Holders speedily and in legible form
- Minimise tampering of Land Records and maintain accuracy
- Easy retrieval of records
- Proper updating of records on land transfers
- Integration of data with Geographical Information system (GIS)

- 2 The text is badly written. Work with a partner and annotate the text, showing examples of irrelevance, repetition and poor organisation of ideas as well as grammar and punctuation errors.

- 3 Compare the original text with this edited version. What are the main changes? Do you think that any important information has been left out?

Computerisation of land records

Background

Appropriate use of land is crucial for the economic, social and environmental advancement of a country. In recent years, the need for thoughtful stewardship of land, together with careful management of its resources, has emerged as a matter of global concern.

Information about ownership is vital for making decisions about investment, development and management of land. However, access to land records is very limited and generally people are ignorant of the system for recording ownership. For instance, even a simple transfer of ownership from father to son takes a lot of time and effort to complete.

In addition, there is a large volume of data to record. As a result, it is becoming extremely difficult to effectively monitor transactions and manage the information flow using a conventional manual system.

Proposal

- A computerised land records information system will:
- ensure proper maintenance of land records;
- provide copies of land deeds to the holders quickly and in a legible form;
- minimise tampering with land records;
- facilitate the retrieval of records;
- enable the updating of records on land transfers;
- facilitate the integration of data with a Geographical Information System;
- provide the District Administration with information about land use.

- 4 How could this revised text be made *more* persuasive?

Writing a persuasive text

Imagine you work in the Divisional Secretariat for the Registrar of Lands. Use information from the text 'Computerisation of land records' and your own ideas to write a concept paper for the Registrar in favour of the computerisation of land records.

- 1 Choose key phrases from the text to summarise the issue in terms of problems and solutions. Then write your opening proposal.

Problems	Solution
Opening proposal	

- 2 Choose which benefits you will write about. Order them in a logical way. Cut out the least important ones.
- 3 Provide examples for the benefits you have chosen.

Order	Benefit	Example
	Ensure proper maintenance of land records	
	Provide copies of land deeds to the holders quickly and in a legible form	
	Minimise tampering with land records	
	Facilitate the retrieval of records	
	Enable the updating of records on land transfers	
	Facilitate the integration of data with a Geographical Information System	
	Provide the District Administration with information about land use	

- 4 Add some words to make the benefits and/or the examples you have chosen sound reasonable, achievable and affordable.

Benefits / examples	Modified

- 5 Make notes on the most common objection and your counter-argument to reject it.

Common objection	Counter argument

- 6 Write a paraphrase of your opening proposal to include in the conclusion.

Opening proposal	Closing statement

Preparing an exhibition

- 1 Do a 'topic search'. Look at all your worksheets and list the topics that have been covered. Make a poster with this information on it.

For example:

Topic	Worksheet
Education development in South Asia	Worksheet 14B
Health care	Worksheet 9C

- 2 Update your editing checklist.

- What new points do you need to add since you last updated it (for information texts)?
- What other general tips for editing and redrafting can you add to it?

Look at **worksheet 1B** Course outline to check your ideas.

Finalise the checklist (or series of checklists) in a handout.

Make a poster advertising your editing checklists with a 'please take one' pocket filled with handouts for distribution.

- 3 What recommendations would you make for new WSPS participants?

What advice can you give them to make them get the best out of the course?

Prepare a leaflet for new participants including sections on:

- Overview of the course
- Skills to be gained
- Course content
- How to get the best out of the course

- 4 What grammar did you learn on the course which is important for accuracy in writing skills?

Which resource books and exercises did you find the most useful?

Expand the following example into a poster:

Grammar point	Exercises in WSPS	Other useful self-access exercises
Present perfect	Worksheet 10A	Murphy, <i>English Grammar in Use</i> , Unit 15 p. 30-31

Look at **worksheet 1B** Course outline to check ideas.

- 5** What are your achievements on this course, in terms of your personal goals?

What challenges remain?

What goals will you set for yourself for writing in the future?

Complete these sentences:

I have learned how to

and I am able to

I'd still like to improve

and the way I

Collect everyone's sentences and present them in an attractive way in a poster representing the group's 'Achievements and Challenges'.

- 6** Make a poster or series of posters representing text types and text features.

Illustrate the poster with examples of real work written by participants on the course.

- 7** Make a poster or series of posters representing what you have learned about structure.

Look at **worksheet 1B** Course outline to check ideas.

Illustrate the different aspects of structure with lists of stages, completed exercises, games or assignments with connectors, reference words, modifiers, parallelism, headings etc.