Focus on Style Overview

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1 Using the appropriate register

The kind of language we use varies with the situation and the people involved. A chat with a friend is different from a panel discussion, and a text message uses different language than a letter of application. These differences are referred to as register.

The most common language registers are the formal, the informal and the neutral. Formal English is characterized by longer sentences, the use of subordinate clauses and words of Latin origin (contradict, reprimand, etc.). It is used mainly in special situations such as business correspondence or formal reports. Spoken English, on the other hand, is generally informal English. It uses shorter sentences with mostly main clauses, phrasal verbs (e.g. talk back, tell off) and short forms. Because it is unprepared, it often contains repetition and vague references (‘… or something like that’). When you write an essay for school, you should aim for the neutral register, avoiding both formal expressions and colloquial expressions.

a ‘Eschew obfuscation’: Use your dictionary to find out what this phrase means, then express it in everyday English.

Avoid confusion . Make this statement your motto whenever you write!

What register does the phrase belong to? formal

b Here are five notices from formal settings. Match them to the sentences below by writing the correct numbers in the spaces.

1 Visitors are urged to dispose of their refuse in the receptacles provided.
2 Trespassers will be prosecuted.
3 All applications must be submitted in duplicate by 1 September.
4 Should any article fail to meet with your full satisfaction, the purchase price will be readily refunded.
5 Visitors to the Reading Room are requested to refrain from conversing.

1 Please be quiet.
2 Keep out!
3 You must send in two copies of your application by 1 September.
4 If you don’t like what you bought, you get your money back, no questions asked.
5 Use the rubbish bins.

c Find a neutral expression for these words or phrases from b. Use your dictionary if necessary.

1 submit sth.
2 dispose of sth.
3 request sb. to do sth.
4 refuse (n) [refjuːs]
5 refrain from doing sth.
6 refund sth.

send sth. in
throw sth. away / get rid of sth.
ask sb. to do sth.
rubbish (BE) / trash (AE) / litter
not do sth. / stop yourself from doing sth.
give sth. back (money, etc.)
Some students are discussing ways of getting involved. Trish, who has recently joined PETA, makes an impromptu speech to explain why she’s an animal rights activist.

OK, I want to tell you guys why I joined PETA. Now, everybody’s against fur farms and that kind of stuff, right, where animals are just born, raised and killed for their fur. ‘Cause it’s only a handful of supermodels that are crazy enough to run around in a mink coat or whatever nowadays, isn’t it? But what about that hamburger you had for lunch? Ever think about where it came from? Other animals have got rights too, you know, even if they aren’t, like, cute and cuddly. Like the chickens in those gigantic livestock factories. I visited one last month, and let me tell you, that was Chicken Guantanamo. One look, and you’re a vegetarian for life. No kidding. And that’s when I decided to get involved.

A few days later, Trish gets a phone call from PETA asking her to write a short statement for their newsletter explaining why she decided to join. Write the statement for her, using the neutral register.

2 Avoiding ‘it’ and ‘this’

Two of the most overused words in the English language are it and this. They are extremely useful little words, but if they are not used carefully, their meaning can be unclear, as the following example shows:

Robin came into the living room and put his feet up in front of the fire because it was cold.

What does the word it refer to?

✓ the living room  □ the fire  ✓ the weather outside  Both answers possible.

You can avoid unclear references by using a suitable noun instead of this or it:

Robin came into the living room and put his feet up in front of the fire because the weather/the room was cold.

Improve the style of the following sentences by replacing it or this with a suitable noun from the box on the right. (The words in italics will help you to find the right word.) You may have to add articles, demonstrative or possessive determiners.

1 Lara applied to medical school, but it didn’t work out.

Lara applied to medical school, but unfortunately her application was rejected.

2 The author often repeats keywords like ‘free’ and ‘equal’. It emphasizes the importance of basic American values.

… This use of repetition emphasizes the importance of basic American values.

3 The oil company tried to contain the spill, but due to the rough seas it didn’t work.

The oil company tried to contain the spill, but due to the rough seas their/the attempt(s) failed.

4 Lynching happened more and more often around the turn of the century. This led many southern blacks to seek relative safety in the North.

These/Such incidents led many southern blacks to seek relative safety in the North.
5 Harris *claimed* that he hadn’t gone into the shop, although he had been in town on the day of the robbery. *This was later proved untrue at the trial.*

... *This claim* was later proved untrue at the trial.

6 We *need* to reduce carbon emissions drastically by 2030. The sooner we accept *this*, the better.

... The sooner we accept *this necessity*, the better.

7 Researchers have been trying to *solve* the problem for years. They thought they had done it in 2004, but later tests proved them wrong.

... They thought they had found *the solution* in 2004, but later tests proved them wrong.

8 During our tour of the Science Center, we happened to *meet* James Watson. For many of us, *this* was the high point of our visit.

... For many of us, *this meeting* was the high point of our visit.

3 **Repeating a sentence pattern for effect**

The following excerpt is taken from Ernest J. Gaines’s novel *A Lesson Before Dying*. In this part of the novel, the narrator, a black teacher, visits his former pupil Jefferson, a young African American who is awaiting execution for a crime he didn’t commit.

The rest of the hour just dragged along. Jefferson was not looking at me anymore; he had lain back down on the bunk, facing the wall. I gazed out the window, at the yellow leaves on the sycamore tree. The leaves were as still as if they were painted there. Between the leaves I could see bits of pale-blue sky. I looked at Jefferson, with his back to me. I looked at his pair of laceless shoes under the bunk. I looked down at the bag of food, trying to remember how many pieces of chicken, biscuits, potatoes, or pieces of candy were still in there. I went to the washbowl and got a handful of water to drink. I tried turning the faucet off completely, but it continued to drip. The water had left a brown stain from the top of the bowl to the drain. I turned to Jefferson again. He was facing the wall, his back to me. I wanted to ask him what he was thinking about.

From: *A Lesson Before Dying*, Cornelsen Senior English Library, 2009

a **Underline all the main clauses in the text above. What do you notice about the text?**

*The text consists almost completely of simple main clauses.*

The subject is often ‘I’.

b **The author deliberately repeats this simple sentence pattern to create a specific atmosphere.**

Tick all the statements below that you think apply to the paragraph above:

1 Neither of the men knows how to cope with the situation.  
2 Time passes quickly.  
3 The narrator doesn’t know what to do.  
4 Jefferson wants the teacher to leave.  
5 Time seems to stand still.  
6 The narrator is bored and wishes the visit were over.

**c Give reasons for each of your choices. Think about what the characters say or do**

*I think sentence ... is true because ...***
4 Avoiding monotonous: connecting words

In the extract from Ernest J. Gaines’s novel A Lesson Before Dying (Focus on Style 3) we have seen how an author can use a simple—even monotonous—sentence pattern to achieve a certain atmosphere. However, in your comments, reports and essays you should aim for a variety of sentence patterns which show that you can connect your thoughts logically, analyse a situation clearly and explain the relationship between causes and effects concisely.

In a later chapter from the same novel, the narrator tries to explain why so many black men run away from their families. Add the linking words from the box on the right to complete the text.

We black men have failed to protect our women since the time of slavery. We stay here in the South and are broken, _or_ we run away and leave them alone to look after the children and themselves. _So_ each time a male child is born, they hope he will be the one to change this vicious circle — _which_ he never does. Because _even though_ he wants to change it, and maybe even tries to change it, it is too heavy a burden _because of_ all the others _who_ have run away and left their burdens behind. _So_ he, too, must run away _if_ he is to hold on to his sanity _and_ have a life of his own.

From: A Lesson Before Dying, Cornelsen Senior English Library, 2009

5 Using adverbial phrases and clauses

By using simple adverbial phrases and clauses, you can vary the structure of a sentence and place emphasis more effectively.

An adverbial phrase at the beginning of a sentence can be an attractive alternative to the standard sentence pattern. The phrase in front position is more prominent than in its normal position. Compare:

- All of the characters have learned a lesson by the end of the story.
  
  _By the end of the story, all of the characters have learned a lesson._

Likewise, an adverbial clause can come at the beginning or at the end of a sentence. If it is at the beginning, it is usually separated from the main clause by a comma.

- The players came out. Everybody cheered.
  
  _When the players came out, everybody cheered._

In the following extract a student has summarized a short story; however, her text sounds monotonous. Rewrite it, using adverbial phrases or clauses to add more variation in style.

... All of the characters make mistakes in their judgement of others in the course of the plot. The British tourist Lavinia is on holiday in Italy and meets Mario, an Italian chef. She feels attracted to him. He embodies the Italian ‘dolce vita’ for her. They get married two months later and Mario opens a restaurant in London. Mario is very successful in the restaurant business. He decides to open a second restaurant. He hires a new chef, Ernesto. Mario has no time for Lavinia any more. She is bored and starts an affair with Ernesto. Then she finds out that Ernesto is married. She kills him with a frying pan. The police arrest Mario. They believe he is a typically jealous Italian husband. ...

In the course of the plot, all of the characters make mistakes in their judgement of others. ...

Avoiding monotony: participle clauses

One way of adding variety to your texts is by using participle clauses. A participle clause can often be the equivalent of an adverbial clause of time, reason, etc. (Focus on Style):

- **When she saw the parcel on the table, she opened it immediately.** (adverbial clause)
  - Seeing the parcel on the table, she opened it immediately. (participle clause)

**Having + past participle** can be used to say that the reason for something lies in the past:

- **Having seen the parcel, she opened it immediately.**

Participle clauses can also be used to describe the accompanying circumstances of an action:

- **She rushed out of the house, forgetting her keys.**
  - She entered accompanied by her favourite dogs.

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The following text is a summary of the final scene of Shakespeare's tragedy *Othello*. Othello murders his wife, Desdemona, because Iago has convinced him that she is having an affair with his friend Cassio. Replace the underlined parts of the summary with a participle clause.

**O** thello kisses Desdemona one last time and orders her to prepare for death. He says it is because she gave his handkerchief to her lover, Cassio. Desdemona begs Othello to fetch Cassio and says he will support her innocence. Othello tells Desdemona that Cassio is dead, then he suffocates her. Emilia bangs on the door and shouts to Othello that Cassio is still alive. Othello draws the curtains to hide Desdemona's body and lets Emilia in to tell him more. But Desdemona, who is not quite dead, lets out a weak cry. Emilia demands to know who has hurt her and screams 'murder'. Iago runs into Desdemona's chamber and Montano follows him. Emilia tells Othello that Iago made her steal the handkerchief. Othello realizes the truth, then he stabs at Iago. Iago grabs Emilia and stabs her and runs away. The men chase after Iago and leave Othello by himself. He takes out his sword and waits for the men to return with Iago as prisoner. The men return with Iago. Othello wounds Iago, then he is disarmed by the men. Othello pulls out a dagger and kills himself and falls on the body of his wife, Desdemona.

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This short summary of the facts that are known about Shakespeare's life uses too many participle clauses. Rewrite the text, changing at least one of the underlined participle clauses in each sentence into a different type of clause, e.g. a relative clause or an adverbial clause.

**H** aving probably been born some time in April, William Shakespeare was baptized\(^1\) on 26 April 1564, this being the same day he died 52 years later. Attending the local grammar school from the age of seven, he probably learnt Latin grammar and literature, possibly even acting in plays himself. Having married Anne Hathaway in 1582, Shakespeare had three children, Susanna (born 1583) and the twins Hamnet and Judith (born 1583), with Hamnet dying at the age of 11. Having arrived in London probably sometime in 1592, he was well known as an actor and playwright by 1594, often acting in his own plays. Living mostly in London for most of the next twenty years, Shakespeare wrote some of the most famous plays in the English language, dealing with historical, tragic and comic themes. Returning to Stratford in 1612, Shakespeare lived his last few years quietly there, dying on 26 April 1612.
Avoiding monotony: ‘preposition + gerund’ constructions

‘Preposition + gerund’ constructions can help you to improve your style and vary your sentence structure. They can be used to express ideas simply and elegantly, and they can replace a number of more complicated grammar structures:

- A smartphone is useful when you need to check your emails while you’re travelling.
  → A smartphone is useful for checking your emails while you’re travelling.
- Why don’t you take the train rather than drive?
  → Why don’t you take the train instead of driving?
- Although she studied hard, she didn’t do very well in her exams.
  → In spite of studying hard, she didn’t do very well in her exams.
- We saved €500 because we did the redecorating ourselves.
  → We saved €500 by doing the redecorating ourselves.
- How can you visit London and not see Buckingham Palace?
  → How can you visit London without seeing Buckingham Palace?

a) Improve each of the following sentences by replacing part of it with a ‘preposition + gerund’ construction. Use each of the prepositions from the example sentences above once only.

1. Scientists and engineers are looking for ways to satisfy our hunger for energy, but they don’t want to increase CO₂ emissions.
   Scientists and engineers are looking for ways to satisfy our hunger for energy without increasing CO₂ emissions.

2. Environmentalists say that we shouldn’t invest more money in nuclear power, we should develop regenerative energy sources instead.
   Environmentalists say that, instead of investing more money in nuclear power, we should develop regenerative energy sources.

3. Although we know about global warming, we continue to burn fossil fuels as if they would last forever.
   In spite of knowing about global warming, we continue to burn fossil fuels as if they would last forever.

4. Motor vehicles contribute to global warming – they emit huge amounts of CO₂ into the atmosphere every day.
   Motor vehicles contribute to global warming by emitting huge amounts of CO₂ into the atmosphere every day.

5. Photovoltaic panels are ideal if you want to generate electricity in sunny regions, but they don’t work efficiently in the winter.
   Photovoltaic panels are ideal for generating electricity in sunny regions, but they don’t work efficiently in the winter.

b) Write three sentences of your own using a gerund after the following prepositions.

1. After having breakfast, she picked up her bag and went to the bus stop.

2. Before getting on the bus, she got out her purse.

3. On opening her purse, she saw that it was empty.
8 Stressing your message

You can improve your style if you use different techniques to stress the important parts of your sentences. Look at the following examples and notes.

- **Television ended the Golden Age of radio.**
  - → It was television that ended the ‘Golden Age’ of radio.
  - **Note:** This type of sentence always begins with *it is/was*, even if a plural noun follows.

- **The action scenes impressed me most.**
  - → What impressed me most were the action scenes.
  - **Note:** In this type of sentence the verb (a form of *be*) is singular or plural depending on the following noun (in the example: ‘action scenes’).

- **I tried to contact you, but your mobile was switched off.**
  - → I did try to contact you, but your mobile was switched off.
  - **Note:** Use the emphatic form of the verb (i.e. *do/does/did + infinitive*) unless the verb is *be* or a modal auxiliary (will, can, etc.).

- **No one had ever heard music like that before.**
  - → Never before had anyone heard music like that.
  - **Note:** If you put a negative or restrictive word (*never, not, nowhere, only, hardly*, etc.) in front position for emphasis, the auxiliary (*had*) or *do/does/did* goes before the subject.

Rewrite the following sentences, using one of the four methods above to stress the underlined parts.

1. The consumption of fossil fuels such as oil and gas has never been higher before.
   -Never before has __________ the consumption of fossil fuels such as oil and gas been higher.__

2. Industry contributes the most to global warming.
   -It is industry __________ that contributes the most to global warming.__

3. The dependence of our economy on fossil fuels is slowly destroying the very planet we live on.
   -What is slowly destroying the very planet we live on __________ is the dependence of our economy on fossil fuels.__

4. Believe it or not, changing our lifestyle makes a real difference.
   -Believe it or not, changing our lifestyle __________ does make a real difference.__

5. We need a real effort to reduce carbon emissions.
   -What __________ we need is a real effort to reduce carbon emissions.__

6. Climate change can be slowed down only if we reduce CO₂ emissions today.
   -Only if we reduce CO₂ emissions today can climate change be slowed down.__

7. Admittedly, it takes many years before the environmental impact can be measured.
   -Admittedly, __________ it does take many years before the environmental impact can be measured.__

8. Ignorance and indifference are keeping us from making the progress we urgently need.
   -It is ignorance and indifference that are keeping us from making the progress we __________ urgently need.__

9. It will be possible to stop global warming only if all nations work together.
   -Only if all nations work together __________ will it be possible to stop global warming.__
9 Using different verbs to summarize

When you write a summary of a text or an article, you have to say in your own words what somebody else has said or written. You can improve your style if you avoid using expressions such as ‘the author says’ or the ‘author writes’ all the time. The verbs in the box below can help you to express what you mean more concisely.

- The author says that politicians are responsible for the decline of standards in schools.
- The author blames politicians for the poor quality of schools.

<table>
<thead>
<tr>
<th>add</th>
<th>admit</th>
<th>agree/disagree</th>
<th>blame</th>
<th>call attention to</th>
<th>cite</th>
<th>claim</th>
<th>compare</th>
<th>conclude</th>
<th>contrast</th>
<th>criticize</th>
<th>demand</th>
<th>describe</th>
<th>emphasize</th>
<th>examine</th>
<th>explain</th>
<th>focus on</th>
<th>illustrate</th>
<th>point out</th>
<th>question</th>
<th>quote</th>
<th>refer to</th>
<th>reject</th>
<th>repeat</th>
<th>state</th>
<th>suggest</th>
</tr>
</thead>
</table>

For each section of the following text, complete the paraphrase by choosing a verb from the box above to describe the author’s role as exactly as possible. Try and use a different verb each time.

1 While the success stories of African Americans like Barack Obama, Oprah Winfrey and Denzel Washington dominate the headlines, the sad truth is that many middle-class black families are slipping back into poverty.

The author _contrasts/comparing_ the media presence of successful African Americans with the economic and social decline of many middle-class black families.

2 A recent survey showed that 45% of the children from middle-class black families end up ‘near poor’.

The author _cites/references/calls attention to_ the results of a survey that support his opening statement.

3 This development is alarming, as it suggests that the slow African-American rise to equality has gone into reverse.

The author _criticizes/describes/references_ this development and its consequences as ‘alarming’.

4 One cause is the breakdown of the African-American family.

The author _calls attention to/emphasizes/blames_ the breakdown of the African-American family as one cause of the middle-class downturn.

5 In such families, young black boys grow up without positive role models to follow. The result, as African-American sociologist Charles Evans has noted, is ‘the glorification of drug dealers, rappers and sports idols.’

The author _quotes_ sociologist Charles Evans, who _criticizes_/ _points out/calls attention to_ the absence of positive male role models in one-parent families.

b Now go on, paraphrasing the content on your own using one of the above verbs.

Black women have profited from equal opportunity laws far more than male African Americans. A full two thirds of the black students at American colleges are female. One consequence of this fact is that many of these educated women won’t find same-status black husbands to marry, therefore the number of middle-class black families will continue to fall. If nothing is done to stop this trend, we will soon have a new underclass of unemployed and unemployable young black males. For this reason, steps to improve the chances of African-American boys should be taken immediately.
Using common phrases for essay writing

A clearly structured essay needs linking words and phrases to help the reader recognize where you are, for example introducing a new argument or drawing a conclusion.

a The words in the box are phrases that are often used in essays, but some of them look quite similar. Match them to their German equivalents below. There are two more English expressions in the box than you need. Find out what they are in German and add them at the end of the list.

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>above all</td>
<td>alles in allem</td>
</tr>
<tr>
<td>after all</td>
<td>schließlich, immerhin</td>
</tr>
<tr>
<td>all in all</td>
<td>all in all</td>
</tr>
<tr>
<td>at first sight</td>
<td>auf den ersten Blick</td>
</tr>
<tr>
<td>put sth. in a nutshell</td>
<td>etwas auf den Punkt bringen</td>
</tr>
<tr>
<td>on closer examination</td>
<td>bei näherer Betrachtung</td>
</tr>
<tr>
<td>furthermore</td>
<td>des Weiteren, außerdem</td>
</tr>
<tr>
<td>no matter what</td>
<td>egal, was</td>
</tr>
<tr>
<td>in general</td>
<td>im Allgemeinen</td>
</tr>
<tr>
<td>in the contrary</td>
<td>im Gegenteil</td>
</tr>
<tr>
<td>on the contrary</td>
<td>im Großen und Ganzen</td>
</tr>
<tr>
<td>on the whole</td>
<td>im Zusammenhang mit</td>
</tr>
<tr>
<td>in connection with</td>
<td>in Bezug auf</td>
</tr>
<tr>
<td>with regard to</td>
<td>in dieser Hinsicht</td>
</tr>
<tr>
<td>in this regard</td>
<td>letzten Endes, im Grunde</td>
</tr>
<tr>
<td>above all</td>
<td>vor allem</td>
</tr>
<tr>
<td>in contrast to</td>
<td>schließlich, immerhin</td>
</tr>
</tbody>
</table>

b Translate these sentences using a phrase from a for the underlined phrases.

1 Wir wollen das Projekt zu Ende bringen, egal was es kostet.
2 Im Großen und Ganzen wurden wir von der Bevölkerung unterstützt.
3 Im Zusammenhang mit der Ölpest (oil spill) wuchs der Widerstand gegen neue Bohrinseln (oil rigs).
4 Um die Sache auf den Punkt zu bringen: Wir können sofort handeln, oder wir können warten, bis es zu spät ist.
5 Der Bürgermeister hat unsere Kampagne nie behindert (hinder); im Gegenteil, er war einer der Ersten, die uns unterstützt haben.
6 Im Gegensatz zu vielen anderen Ländern hat Großbritannien keine geschriebene Verfassung (constitution).
7 In Bezug auf die endgültigen Kosten blieben viele Fragen offen.
8 Nach unserer Diskussion hat er seine Meinung in dieser Hinsicht geändert.

"... And that's my life story ... in a nutshell."
11 Agreeing and disagreeing

When you are talking to people in English, it’s important that you use the right register (Focus on Style), particularly when you disagree with what they say.

What would you say in the situations described below? Use phrases from the boxes. In each case, add a sentence explaining briefly why you take this view.

<table>
<thead>
<tr>
<th>Agreeing</th>
<th>Disagreeing</th>
<th>Admitting that you are wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>i agree (entirely).</td>
<td>i don’t agree (at all).</td>
<td>Yes, sorry, I think you’re (quite) right.</td>
</tr>
<tr>
<td>That’s (quite) right.true.</td>
<td>(I’m afraid) I disagree.</td>
<td>You may/might/could (well) be right (about that).</td>
</tr>
<tr>
<td>I can’t agree with you more.</td>
<td>That’s not the way I see it.</td>
<td>You do have a point (there).</td>
</tr>
<tr>
<td>Absolutely</td>
<td>You must be joking! (infml)</td>
<td>Silly me! Of course you’re right. (infml)</td>
</tr>
<tr>
<td>You’re dead right! (infml)</td>
<td>You can’t be serious! (infml)</td>
<td>I must admit, I think you’re right. (fml)</td>
</tr>
<tr>
<td>I’m with you there. (infml)</td>
<td>Rubbish! (infml)</td>
<td>Yes, I didn’t take that into account. (fml)</td>
</tr>
<tr>
<td>That’s my view exactly. (fml)</td>
<td>(I’m afraid) I can’t agree with you. (fml)</td>
<td></td>
</tr>
<tr>
<td>(I’m sorry,) I don’t share your view. / (I’m afraid) I disagree.</td>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
<td></td>
</tr>
<tr>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 You’re out clubbing with a friend, who says: ‘This place is brilliant, isn’t it?’ You agree, saying:</td>
<td>Absolutely! / You’re dead right! The music’s fantastic and the boys/girls are good looking, too.</td>
<td></td>
</tr>
<tr>
<td>(I’m sorry,) I don’t share your view. / (I’m afraid) I disagree.</td>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
</tr>
<tr>
<td>2 Your company wants to expand. A colleague has just suggested doing this by exporting more to China. Your boss says: ‘I think Jasmins is quite right. The Chinese market is very promising.’ You disagree, saying:</td>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
</tr>
<tr>
<td>(I’m sorry,) I don’t share your view. / (I’m afraid) I disagree.</td>
<td>(I’m afraid) I can’t agree with you. (fml)</td>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
</tr>
<tr>
<td>3 At your host school in the USA you’ve been telling your class something about Germany. Without thinking, you tell them that Germany was reunified in 1871. The teacher in your class says: ‘Surely Germany was reunified in 1990?’ You admit that you were wrong, saying:</td>
<td>Silly me! Of course you’re right. Germany was first united in 1871 and then reunified in 1990.</td>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
</tr>
<tr>
<td>(I’m sorry,) I don’t share your view. / (I’m afraid) I disagree.</td>
<td>(I’m afraid) I can’t agree with you. (fml)</td>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
</tr>
<tr>
<td>4 A Scottish friend says: ‘I think it’s high time the death penalty was abolished worldwide.’ You agree, saying:</td>
<td>I can’t agree with you more. / I’m with you there. It’s just a relic of the past.</td>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
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<td>5 At an interview for a holiday job, the interviewer asks: ‘We think it is very important that all our employees are neatly dressed and punctual. What do you think?’ You agree, saying:</td>
<td>That’s my view exactly. / I agree (entirely). Looking neat and being punctual are so important at the workplace.</td>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
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<td>6 At the same interview, you say that knowing English is not important for the job. One of the interviewers objects, saying that their firm sometimes has visitors from abroad who need to be shown around. You admit that you were wrong, saying:</td>
<td>Yes, I didn’t take that into account. / You do have a point (there). In fact, I wasn’t aware of that.</td>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
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<td>7 Your English penfriend smiles at you and says: ‘You do realize that England are going to wipe the floor with Germany at the next European Cup, don’t you?’ You disagree, saying:</td>
<td>Rubbish! / You must be joking! / You can’t be serious! The last time England and Germany played each other, England were hopeless!</td>
<td>(I’m sorry,) I don’t share your view. (fml)</td>
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Below are the answers for the exercises that you have to write in your exercise book.

1 Using the appropriate register

d. Like many people, I have always been against fur farms, for example, where animals are born and raised only to be killed for their fur. But doesn’t the same thing happen to animals that are raised for food? If animals like dogs and cats have the right to be protected from cruel and inhumane treatment, then other animals should be protected, too. I visited a livestock factory last month and that convinced me that there is something very wrong about the way we treat animals. That is why I decided to become a member of PETA.

3 Repeating a sentence pattern for effect

c. I think sentence 1 is true because the two people never speak to each other. Sentence 3 is true because the narrator wants to talk to Jefferson, but he doesn’t know how to start a conversation. Sentence 5 is true because the repetition of ‘I looked’ suggests that the narrator doesn’t know what to do with his time. I also think sentence 6 is true because the narrator does things to keep busy and make the time pass (looking out of the window, going over to the washbasin).

5 Using adverbial phrases and clauses

In the course of the plot, all of the characters make mistakes in their judgement of others. On holiday in Italy, the British tourist Lavinia meets Mario, an Italian chef. She feels attracted to him because for her, he embodies the Italian ‘dolce vita’. Two months later, they get married and Mario opens a restaurant in London. As he is very successful in the restaurant business, Mario decides to open a second restaurant, so he hires a new chef, Ernesto. Because Mario has no time for Lavinia any more, she is bored and starts an affair with Ernesto. But when she finds out that he is married, she kills him with a frying pan. The police arrest Mario, because they believe that he is a typically jealous Italian husband.

6 Avoiding monotony: participle clauses

d. Kissing her one last time, Othello orders Desdemona to prepare for death, saying it is because she gave his handkerchief to her lover, Cassio. Begging Othello to fetch Cassio, Desdemona says he will support her innocence. Having told Desdemona that Cassio is dead, Othello suffocates her. Emilia bangs on the door, shouting to Othello that Cassio is still alive. Drawing the curtains to hide Desdemona’s body, Othello lets Emilia in to tell him more. But Desdemona, who is not quite dead, lets out a weak cry. Demanding to know who has hurt her, Emilia screams ‘murder’. Iago runs into Desdemona’s chamber, followed by Montano. Emilia tells Othello that Iago made her steal the handkerchief. Having realized the truth, Othello stabs at Iago. Grabbing Emilia, Iago stabs her and runs away. The men chase after Iago, leaving Othello by himself. Taking out his sword, he waits for the men to return with Iago as prisoner. The men return with Iago. Having wounded Iago, Othello is disarmed by the men. Pulling out a dagger, Othello kills himself, falling on the body of his wife, Desdemona.
b William Shakespeare was probably born some time in April (1564) and was baptized on 26 April 1564, which was the same day he died 52 years later. He attended the local grammar school from the age of seven, where he probably learnt Latin grammar and literature and may (possibly) have even acted in plays himself. After he married Anne Hathaway in 1582, Shakespeare had three children, Susanna (born 1583) and the twins Hamnet and Judith (born 1583), but although Hamnet died at the age of 11. He probably arrived in London sometime in 1592, and he was well-known as an actor and playwright by 1594, who often acted in his own plays. He lived in London for most of the next twenty years and wrote some of the most famous plays in the English language, which deal with historical, tragic and comic themes. He returned to Stratford in 1612 and lived his last few years quietly there before he died on 26 April 1616.

9 Using different verbs to summarize

b The author emphasizes that black women have profited most from equal opportunity laws. The author concludes that many of these women will remain single and the number of middle-class black families will fall. The author suggests that this trend could result in the birth of a new underclass of unemployable young black men. For that reason, he demands the immediate introduction of measures to deal with the problem.

10 Using common phrases for essay writing

b 1 We want to finish the project no matter what it costs.
2 On the whole we had popular support / were supported by the people.
3 In connection with the oil spill the resistance against new oil rigs increased.
4 To put the matter in a nutshell: We can act now, or we can wait until it is too late.
5 The mayor never hindered our campaign; on the contrary, he was one of the first to support us / who supported us.
6 In contrast to many other countries, Great Britain does not have a written constitution.
7 With regard to the final costs, many questions were still / were left unanswered / open.
8 After our discussion(s) he changed his mind in this regard.