

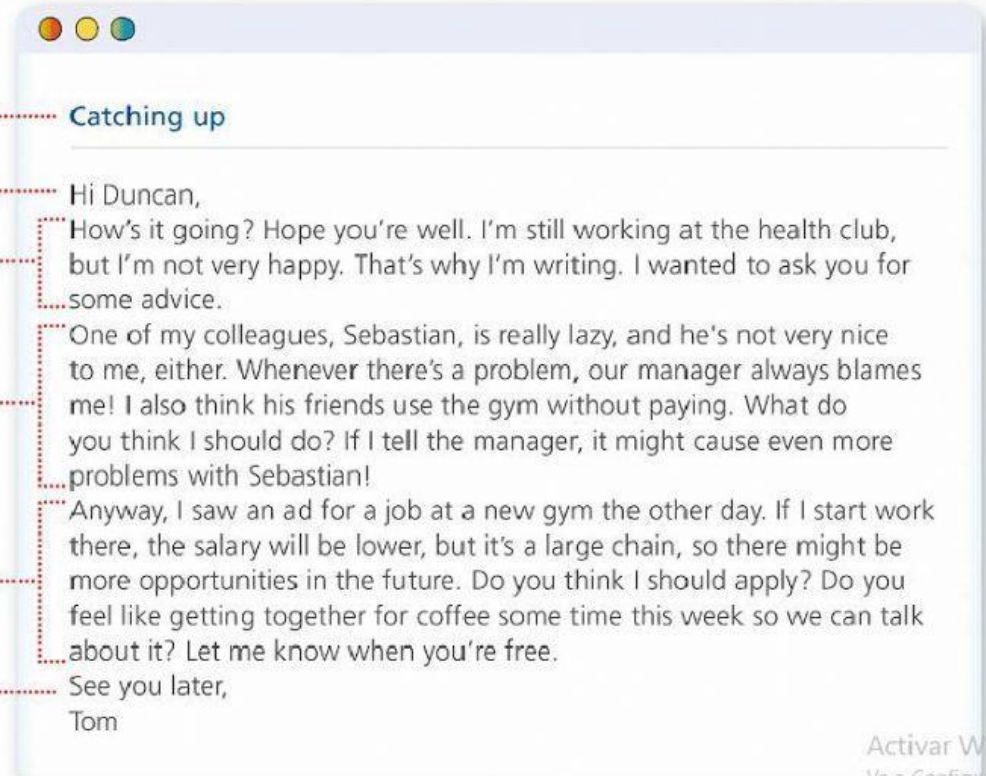
UNIT 5 D

WRITING SKILLS

Label the sections of the e-mail with the words in the box.

details ending subject reason for writing greeting request for response

Read the e-mail and check your answers to exercise 2.

- 
- 1 _____ **Catching up**
- 2 _____ **Hi Duncan,**
- 3 _____ **How's it going? Hope you're well. I'm still working at the health club, but I'm not very happy. That's why I'm writing. I wanted to ask you for some advice.**
- 4 _____ **One of my colleagues, Sebastian, is really lazy, and he's not very nice to me, either. Whenever there's a problem, our manager always blames me! I also think his friends use the gym without paying. What do you think I should do? If I tell the manager, it might cause even more problems with Sebastian!**
- 5 _____ **Anyway, I saw an ad for a job at a new gym the other day. If I start work there, the salary will be lower, but it's a large chain, so there might be more opportunities in the future. Do you think I should apply? Do you feel like getting together for coffee some time this week so we can talk about it? Let me know when you're free.**
- 6 _____ **See you later,
Tom**

Activar Wind
New Connection

Skill writing an informal e-mail

We write informal e-mails to people we know well, such as friends, family, and colleagues.

- Structure the e-mail with a subject, greeting, reason for writing, details, request for a response, and an ending.
- Use contractions like *I'm*, *he's*, and *don't*.
- Use informal words and phrases like *Hi*, *How's it going?*, and *anyway*.

Read the Skill box. Find the informal words and phrases in the e-mail for phrases 1–6.

- | | | |
|----------------------|--------------------------------|------------------------|
| 1 Hello _____ | 3 On another subject ... _____ | 5 Please tell me _____ |
| 2 How are you? _____ | 4 Would you like to ... _____ | 6 Goodbye _____ |

RE: Catching up

Hi Tom,

Good to hear from you! I'm OK, thanks, but I was **very** sorry to hear your news about work. Everyone has colleagues who are **a little** lazy like Sebastian, but the problem with his friends using the gym is serious. I think you should speak to him first. Explain that it's like stealing money from the company, and if he doesn't stop, you'll have to tell the manager. I know she's **not very** nice, but it's **really** important to tell her.

You also mentioned applying for another job. I think it's an **extremely** good idea. If you get the job, you can ask for the same salary as you earn now, and you might get a promotion **pretty** quickly in the future.

I'd love to get together. I'll be in town next Thursday evening. Let me know where and when you want to meet.

All the best,
Duncan

A Look at the modifiers in **bold** in Duncan's e-mail and complete the rules.

- 1 Modifiers make adjectives and adverbs *stronger* / *weaker* / *both stronger and weaker*.
- 2 Modifiers come *before* / *after* adjectives and adverbs.

B Put the words in **bold** in the correct places in the diagram.

- | | | | | |
|---------------------------|---------|----------------------|---------|--------------------------|
| 1 <u>extremely</u> | 2 _____ | <u>fairly</u> | 5 _____ | <u>not at all</u> |
| | 3 _____ | 4 _____ | 6 _____ | |

Text builder **modifiers**

We use modifiers to make adjectives and adverbs stronger or weaker:

*Be careful, the soup is **extremely** hot.*

*She was driving **very** fast when the accident happened.*

*I'm **a little** nervous about the exam next week.*

Look! We usually use *a little* with negative adjectives:

*She's **a little** upset today NOT ~~She's a little cheerful today.~~*