

1) DRAG AND DROP THE PHRASES IN COLORS WHERE APPROPRIATE:

Anytown News

Sector 17

Yours faithfully

29 October 2012

The Editor

D 203

Dear Sir or Madam

Vashi, New Bombay

I look forward to hearing other readers' views on the subject.

Gustavo Albarracín

I am writing in response to the article in last Wednesday's edition of your paper regarding

the proposal of increasing nursery provisions across the country to encourage women back into the worklife after having a baby. I would like to comment on the points that were raised.

First of all I would like to say that I totally agree with the statement that providing greater nursery provisions will allow women to return to work as soon as possible. Improvements in childcare programmes will definitely contribute to this, and I think they are a wonderful idea. As I see it women should be able to have children without having to worry about losing their jobs, simply because it is their natural right to do so.

Secondly, I would like to mention that the fear some companies have that this pro-children policy will encourage women to have too many children and therefore cause them serious economic problems, is irrational. Women of these days are career-oriented and are likely to choose to have just one or two children. Not having to worry about leaving the company will just make them more committed to their work and more motivated to contribute to the enterprise's success.

I also would like to add some ideas to your comments: "a greater nursery provision provides an ideal opportunity to introduce a national programme of pre-school learning". I think it is true that we do not have an adequate nursery programme, specially for six-month babies and toddlers. We have seen education as a right for anyone older than three years old without considering the younger population. I fully expect to see a change in such an important aspect of education in our country.

To sum up, women do not need to risk their careers when deciding to have a baby. It is the government's job to ensure that children are secure in their first years as well as to create an appropriate national education programme and to encourage companies to provide nursery facilities.

2) READ :

Paper 1: Letters to the editor

If you feel strongly about an issue in a newspaper, and you want to let the public know what you think, writing a letter to the editor can be an effective way to communicate your ideas to a wider public. In your letter you may wish to take a position for or against an issue, or suggest a new way of thinking.

The reason for writing a letter is to make a clear impression and have the reader take note of your ideas. You need to be able to express an opinion, to defend an argument, or to increase awareness of an issue. You may try to convince readers by using emotion, reason or a combination of the two.

Letters to the editor are usually short and tight, rarely longer than 450 words. Therefore you will have to communicate your ideas in a clearly organized manner. This will need planning.

Structure

Begin with the addressee's above the salutation line. For example:

The Editor
The Daily Newspaper,
Dear Editor,

Open Paragraph: Identify the article or the issue you wish to discuss. State your opinion on the matter.

Middle Paragraph: Support your opinion with a series of supporting points. Explain what will happen if something isn't done to solve the problem.

Closing Paragraph: Make a closing remark (a clincher) to summarize your points of view. Explain why your approach or solution is relevant. Simply end with "Yours faithfully,".

Style and Language

It has been said that any formal letter is like a wedding: there are certain conventions that have to be followed. One set of conventions relate to form and layout. The other relates to language and register.

3) CHOOSE THE ELEMENT TO COMPLETE THIS TABLE:

THE CONVENTIONS OF FORMAL LETTER WRITING		
	REQUIRED	NO ACCEPTABLE
FORM AND LAYOUT	ADDRESSES	SMILEYS
	DATE	
	SIGNING OFF WITH YOUR NAME	
LANGUAGE AND REGISTER	GRAMMATICAL ACCURACY	EXAGGERATION
	CORRECT SPELLING	INFORMAL LANGUAGE
	UNEMOTIONAL AND FACTUAL	CONTRACTIONS
		IDIOMATIC LANGUAGE
	PARAGRAPHING	
	FORMAL VOCABULARY AND PHRASING	DELIBERATE MISSPELLINGS/SLANG E.G. "GONNA"
		SWEARING