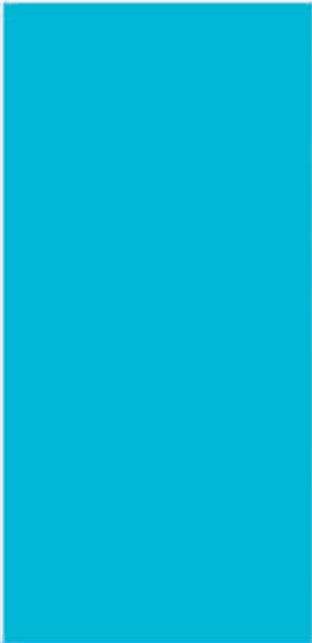




John Morley - Peter Doyle - Ian Pople



University

Writing Course



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Contents

	Preface	4
1	Organising Information and Giving Examples	5
2	Classifying and Listing	13
3	Giving Definitions	21
4	Cause & Effect and Problems & Solutions	29
5	Comparing and Contrasting	37
6	Writing about the Past	43
7	Describing Graphs and Trends	53
8	Writing Introductions and Conclusions	65
9	Discussing Issues and Results	73
10	Describing Processes and Methods	81
11	Referring to Sources	89
12	Being Critical and Evaluating	97
	Appendices: The Academic Writing Process	103
	Punctuation	104
	The Use of the Article	105
	Commonly Confused Words	106
	British/US Spelling	107
	Notes on Sentence Structure	108
	Bibliography	109
	Sources According to Units	110
	Suggested Answers Section	111

Preface

This book has been written for current and prospective students of English speaking universities whose first language is not English. It is aimed at the large group of students, undergraduate and postgraduate, whose level in English may be at or around level 6 in IELTS or 560 (PBT) in TOEFL, and who still need to further refine and improve their academic writing. Adopting a general English for academic purposes approach, the units cover a broad range of key functional and textual areas. Each unit includes a range of authentic sample texts, controlled and less controlled writing exercises, and a reference list of useful phrases. The materials have been developed over a period of 10 years at the University of Manchester by authors with a total of over 40 years experience of teaching academic writing in a University environment.

John Morley

Peter Doyle

Ian Pople

I. ORGANISING INFORMATION

The basic units of organisation in a written text are paragraphs. A paragraph normally contains several sentences which are all concerned with one main idea (or topic). In a well-written paragraph, the main idea (or topic) is expressed in a topic sentence, which is usually (but not always) the first sentence. The other sentences in the paragraph develop the main idea in some way. The whole paragraph should be coherent and easy to follow.

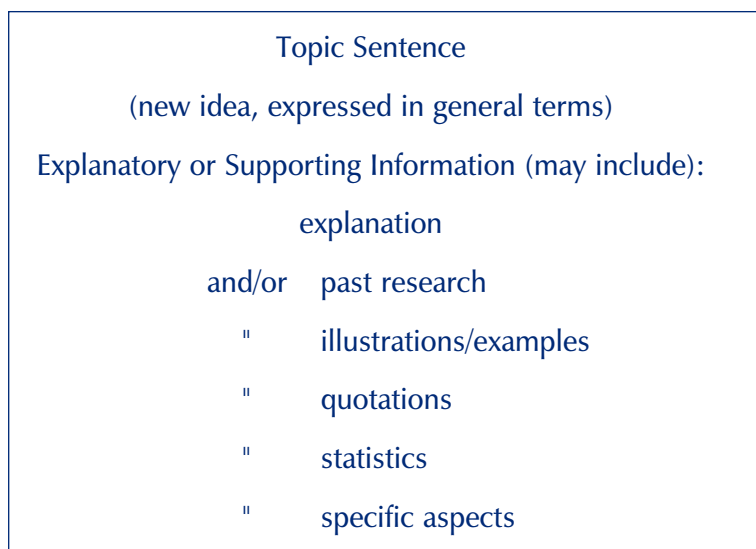
1 Introductory exercise on paragraph development

In the text below identify the topic sentence and reorder the sentences to form the original paragraph.

a		Finally, as the traditional means of communicating knowledge internationally, journals are accepted and recognised by scholars and researchers. They define what is important, maintain standards and also help to create an invisible college of those concerned with a topic.
b		They use technologies which are available to virtually every nation and to most academic institutions, regardless of age or level of development.
c		Through a well-established international infrastructure of library acquisition, new journals can reach concerned scholarly audiences fairly efficiently.
d		Journals have significant advantages as a means of international scholarly communication. They are relatively inexpensive.

2 Focus on paragraph development

The above paragraph has a typical structure that can be identified in many paragraphs: the topic sentence introduces the new idea, topic, argument or piece of information into the main text. This is then either explained further or supported by subsequent sentences. This structure can be represented like this:



It is important for the unity of a paragraph that the explanatory or supporting information should directly relate to the topic sentence and that only one main idea should be discussed. A new main idea should be treated in a separate paragraph. It is also important that the explanatory or supporting information should not repeat the general idea expressed in the topic sentence.

3 Exercises on paragraph development

The sentences in the boxes below (i-iv) are not in order. First, identify the topic sentence and then put the remaining sentences in order.

(i)

a	Britain lost most of its Empire after World War II, but even as the sun was setting on the Empire, the United States was simultaneously rising as a political, economic and military superpower. Thus the spread of English has continued without a break.
b	The widespread use of English and its current position as the world language is not accidental, nor it is attributable to any intrinsic linguistic superiority of English as a language.
c	Wherever the British acquired colonies, they brought English with them as the language of administration.
d	It began with the establishment of the British Empire in the eighteenth and nineteenth centuries.

(ii)

a	Historically, this is because new foods and new ways of processing and cooking foods have arisen since the separation of the two nations.
b	The many differences in the terminology of transportation result from the fact that the railroad (British: <i>railway</i>) and motor industries developed after the separation of the United States and Great Britain.
c	The vagaries* of fashion have caused divergence in the vocabulary of clothing.
d	Three broad semantic areas in which British-American lexical differences are especially noticeable are food, clothing and transportation.

* = *unexpected, unpredictable changes*

(iii)

a	When a college student says that a certain book is <i>great</i> , it is more than likely that the statement has nothing to do with the value of the book judged as a work of art but simply means that he or she thoroughly enjoyed it.
b	By <i>extension of meaning</i> is meant the widening of a word's signification until it covers much more than the idea originally conveyed.
c	A box of candy or a chair may be <i>lovely</i> , and anything from a ball game to the weather may be <i>great</i> .
d	The word <i>lovely</i> , for example, means primarily worthy to be loved, and <i>great</i> means large in size, the opposite of small. But today <i>lovely</i> and <i>great</i> have no such meanings.

(iv)	a	Cycling alters the anatomical position of the spine (to a flexed position), particularly the thoracic spine, and exposes the anterior portion of the vertebral column to higher compression.
	b	Among cyclists, however, the most potentially serious of these disorders might be increased thoracic curvature.
	c	Children may become interested in competitive sport at an early age.
	d	Early involvement (prior to maturity) in competitive sports often exposes individuals to types of stress that may affect their growth, producing a disruption of the normal growth pattern (Frost, 1979; Watkins, 1999).

4 Exercise on dividing a text into paragraphs

In the following text the paragraph divisions are not indicated. Identify the topic sentence(s) and divide the text into paragraphs. There are three paragraphs in the original text.

Weather conditions in Saudi Arabia vary almost as much as the terrain. In the mountains that fringe the peninsula on the west, south and southeast, annual rainfall is about 50 centimetres and there are often torrential downpours and destructive flash floods; yet parts of the Rub' al-Khali may receive no rain for as long as 10 years. Over much of central, northern and 5 northeastern Arabia, average annual rainfall is 5 to 15 centimetres and highly variable from year to year. Temperature and humidity ranges are equally disparate. In the interior the air is dry, while on the coasts, summer humidity is excessive, particularly at night. In summer, temperatures in some areas may reach 50° C (122° F) in the shade, but in spring, the days are balmy and the nights are clear. In winter, temperatures drop below freezing in the central and 10 northern regions, and snow sometimes falls in the mountains, the northern plateau and even in the capital Riyadh. There are also strong winds, such as the prevailing northwest winds along the eastern coast – the winds called the *shamal* – which frequently whip up dust and sandstorms. The climate of the peninsula, nevertheless, is largely characterised by aridity and heat. As a result, the vegetation, wildlife and domesticated animals of the peninsula share one 15 distinctive feature: a high degree of adaptation to the special demands of life in the desert. The ability of men to adapt and survive in this harsh environment has had important effects on the history of the peninsula and Saudi Arabia.



Figure 1.1. Map of Saudi Arabia and surrounding areas

II. GIVING EXAMPLES

5 Pre-reading

- (i) • Why do writers give examples in their texts?
• In what position in a paragraph would you normally expect to find examples?
- (ii) • Do you know any words in English whose meanings have changed with time?
• How have they changed?

6 Reading for main points

Read the extract below and note two ways in which the meaning of a word can change and give one example of each.

(1) It has been observed that in their sense development, words often pursue certain well-marked tendencies. Among the more common of these are *extension* of meaning and *narrowing* of meaning. By *extension of meaning* is meant the widening of a word's signification until it covers much more than the idea originally conveyed. The tendency is sometimes called *generalisation*. The word *lovely*, for example, means primarily worthy to be loved, and *great* means large in size, the opposite of small. But today *lovely* and *great* have no such meaning. A box of candy or a chair may be *lovely*, and anything from a ball game to the weather may be *great*. When a college student says that a certain book is *great*, it is more than likely that the statement has nothing to do with the value of the book judged as a work of art, but simply means that he or she thoroughly enjoyed it. In everyday use these words have come to express only enthusiastic approval of a rather vague sort. Another illustration is the word *dean*. It has, of course, its proper meanings, such as the head of the chapter in a cathedral church or the head of the faculty in a college. But it has come to be used as a designation for the senior or foremost person of any group or class, so that we may speak of the *dean* of American critics, or, indeed, of sportswriters.

(2) The opposite tendency is for a word gradually to acquire a more restricted sense, or to be chiefly used in one special connection. A classic example of this practice is the word *doctor*. There are doctors (i.e., learned men) in theology, law and many other fields beside medicine, but nowadays when we send for *the* doctor we mean a member of only one profession. In some of the preceding paragraphs, especially those in which were presented examples of old words with new meanings, will be found a number of similar instances. The verb *to park* as applied to automobiles and the war word *tank* are cases in point. The use of a word in a restricted sense does not preclude its use also in other meanings. Often the restricted sense of a word belongs to a special or class vocabulary. An *enlargement* means to a photographer a large print made from a small negative, and in educational circles a *senior* is a member of the graduating class. Consequently, it sometimes happens that the same word will acquire different restricted meanings for different people. The word *gas* is an inclusive term for the chemist, but it calls up a more restricted idea in the kitchen. Narrowing of meaning may be confined to one locality under the influence of local conditions. *Nickel* in America means a coin, and for a number of years the word *prohibition* in this country generally suggested the prohibition of alcohol. In the same way the terms *democrat* and *republican* seldom have their broader significance to an American but rather imply adherence to one or the other of the two chief political parties in the United States.

7 Guided summary

Below is a short summary of the text. However, a number of important words and phrases have been removed. Can you complete the summary by filling in the gaps?

With time, there is a tendency for some words to 1) their meaning and for 2) to acquire a more restricted meaning. An 3) of the former is the word 4), which originally meant large in size but can now mean 5) The word *doctor* is a good example of the latter. Originally meaning 6) man, nowadays it is usually 7) to refer to a medical practitioner.

8 Language focus

- Read through the text again and underline any language used to introduce examples.
- What other words or phrases can be used to give examples?

9 Reading for detail

Now re-read the text and complete the table below.

Paragraph 1

Extension of meaning

Example 1:	Word <i>lovely</i>	New meaning <i>vague approval</i>
Example 2:	Word	New meaning
Example 3:	Word	New meaning

Paragraph 2

Narrowing of meaning

Example 1:	Word	New meaning
Example 2:	Word	New meaning
Example 3:	Word	New meaning

Narrowing of meaning (special vocabulary)

Example 1:	Word	New meaning
Example 2:	Word	New meaning
Example 3:	Word	New meaning

Narrowing of meaning (local vocabulary)

Example 1:	Word	New meaning
Example 2:	Word	New meaning
Example 3:	Word	New meaning
Example 4:	Word	New meaning

How are the examples of special and local vocabulary introduced?

10 Language for giving examples

Examples as the main information in a sentence

For example,
For instance, | the word *doctor* used to mean a learned man.

A good
A classic
A well-known
A typical
Another | example of this is the word *doctor*.

Examples of extension of meaning | are
include | *lovely* and *great*.

The following are examples of extension of meaning: *lovely* and *great*.

The word *lovely* is a good | example
illustration | of extension of meaning.

Extension of meaning can be illustrated by the words *lovely* and *great*.

The word *doctor* | illustrates this point.
shows this point clearly.

The word *doctor* | is a case in point.
is a good example of this.
serves as a good illustration of this.

Words such as *lovely* and *great* serve as good examples.

This | is exemplified
is shown | by the words *lovely* and *great*.
is illustrated

Examples as additional information in a sentence

Pavlov found that if some other stimulus, for example the ringing of a bell, preceded the food, the dog would start salivating.

A number of well-known diseases can result at least in part from stress, including arthritis, asthma, migraine, headaches and ulcers.

In Paris, Gassendi kept in close contact with many other prominent scholars such as Kepler, Galileo, Hobbes and Descartes.

The prices of resources, | such as
like | copper, iron ore, oil, coal and aluminium, have
declined in real terms over the past 20 years.

11 Sentence constructions using *for example* and *such as*

- What kind of grammatical structures follow *for example* and *such as*?
- Is there any difference between them?

(i) Rewrite the sentences (a-f) below so that they include the examples which are given on the right. Use *such as* and make whatever changes you feel are necessary.

Example: *The desire to avoid stress may also lead people to avoid potentially beneficial changes to their lives, such as job changes and promotions.*

(ii) Rewrite the examples on the right as complete sentences using *for example*. Expand on the information which is given.

Example: *For example, they may avoid changing jobs or fail to pursue promotion opportunities.*

Sentences	Examples
a The desire to avoid stress may also lead people to avoid potentially beneficial changes to their lives.	i job changes, promotions
b Giving people the correct information can encourage them to adopt health promoting behaviour.	ii cutting down on smoking cutting down on drinking
c People are more likely to pay attention to certain bodily sensations when they are under stress.	iii aches, pains
d The focus of medical care in our society has been shifting towards changing many of our unhealthy behaviours rather than simply curing the resulting diseases.	iv poor eating habits, smoking, failure to exercise
e For some people, being called upon to give a talk in front of a class is a highly stressful stimulus that will immediately produce symptoms of an alarm reaction.	v a pounding heart and a dry mouth
f Young people begin smoking for a variety of reasons.	vi peer pressure and the role modelling of parents

12 Writing Tasks

(i) Choose one or more of the points below and write a paragraph, adding examples to support the point(s).

- Clothing for traditional weddings varies from culture to culture.
- Differences in men's and women's speech may be partly based on social factors.
- What is described as preventative medicine may cover a number of different practices.
- Smoking has many disadvantages. Some of them concern personal hygiene and appearance whereas more serious disadvantages relate to health.

(ii) Write one or two paragraphs illustrating a fact, theory or argument within your own subject area.

1 Pre-reading

- What is a mineral?
- Do you know which minerals are found in the body?
- Do you know which minerals are good for the body and which are not?

2 Reading

Read the text below and note how trace minerals are classified.

(1) Scientists first started to analyse the chemicals in the body at the beginning of the twentieth century. However, their equipment was not sensitive enough to accurately measure all the chemicals they found. Therefore, when scientists detected a particular mineral in the body but could not find enough to measure, they called it a 'trace' mineral. Thus the official definition of a trace mineral is one that makes up less than 0.01% (1/10,000th part) of the total body weight.

(2) The trace minerals group comprises over fifty chemical elements. It is divided into three categories on the basis of how useful the minerals are to the body. The first category is 'essential' trace minerals, which are necessary in a person's diet for that person to be fully healthy. These minerals include nine known to be vital for full health: zinc, copper, selenium, chromium, manganese, molybdenum, iodine, fluoride and cobalt, in that order.

(3) The second category of trace minerals are 'toxic' trace minerals. These are minerals that cause toxicity problems when there is too much of any of them in the body because, for example, there is too much of them in the environment. The particular elements in this category may change from time to time, and include three of the minerals in the first category (arsenic, cadmium and lead) that the body actually needs in very small quantities. However, they become toxic when they are present in the body above certain levels. Other such minerals are mercury and tin.

(4) The third class of non-essential trace minerals is everything else. These are all the other minerals that are present in the body but not essential in the diet and not thought to have any particular purpose. Thus these minerals do not cause any concern over toxicity or deficiency.

3 Guided summary

Below is a short summary of the text you have just read. Complete the summary by filling in the gaps.

The official definition of a trace mineral is that it **1)** up less than 0.01% of the **2)** body weight. One way of **3)** trace minerals is according to how **4)** they are to the body. Although some of these minerals belong to more than **5)** category, most minerals can be placed into one of three **6)** These are **7)** , **8)** and **9)**

4 Sentence construction

Look at the following sentence:

On the basis of | *how harmful they are to the body, trace minerals may be divided*
According to | *into essential, toxic and non-essential.*

Now make up similar sentences from the columns in the box below:

a	GNP per capita	the education system	deciduous and evergreen trees
b	their physical appearance	animals	the primary sector, the secondary sector and the tertiary sector
c	age of study	countries	Negroids, Caucasians and Mongoloids
d	whether they eat plants, other animals or both	human beings	low-income countries, middle-income countries and high-income countries
e	whether or not they shed their leaves seasonally	rocks	herbivores, carnivores and omnivores
f	origin	broad-leaved trees	igneous rocks, sedimentary rocks and metamorphic rocks

5 Sentence level gap-fill exercise

a) Use these words/phrases to fill in the gaps in the following sentences.

may be divided into *on the basis of* *such as* *including*

- i A number of the developing countries **1)** energy exporters, **2)** the OPEC countries, and energy importers, **3)** some other 'middle income' countries.
- ii The costs of children **4)** direct costs, **5)** the expenditure on the baby and mother around the time of birth, and indirect costs **6)** the earnings lost by mothers who take time out of paid employment, and who may return to work part-time and at lower rates of pay.
- iii **7)** their age and a test performance, any new children can then be given a test score which reflects their performance relative to the national average.

b) Use the following words/phrases to fill in the gaps in the following sentences.

third group *comprises* *divided into* *main groups*
on the basis of *second category* *further sub-divided into* *tiny*

- i Medical teachers in Britain can be classified into three **1)** : a **2)** minority who are trained in educational theory and methods and who often are not medically qualified themselves, a **3)** consisting of staff holding official 'teaching' appointments but without formal teacher training, and a **4)** of NHS doctors who teach, and which **5)** most NHS doctors.
- ii **6)** their legal status, private companies may be **7)** limited and unlimited companies and private limited companies can be **8)** those limited by shares and those limited by guarantee.

6 Text restructuring

See if you can reorder the information in the text below into two logical and coherent paragraphs. Give reasons for your ordering.

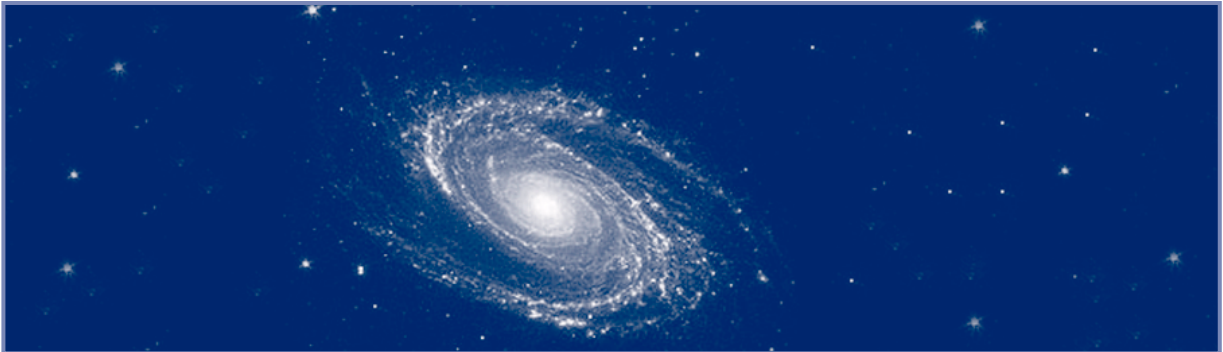


Figure 2.1. A barred spiral galaxy

a	Regular galaxies were divided into ellipticals and spirals.
b	His scheme, published in 1936, is based on an examination of photographs taken by Mt Wilson's 1.5 and 4.5 meter telescopes.
c	Other schemes have been developed, but Hubble's basic classification is still the most widely used.
d	Edwin Hubble's effort to classify the 'extragalactic nebulae', as he called galaxies, was a lifelong pursuit.
e	Hubble divided galaxies into two broad types: regulars, which show rotational symmetry about a central nucleus, and irregulars which lack this symmetry, and thus were not included in this sequence.
f	As his collection of photographs grew, he modified the scheme but kept its essential features.
g	Two branches of spirals – one with a bar across the nucleus – were classified according to the size of the nuclear region and the openness of the arms.

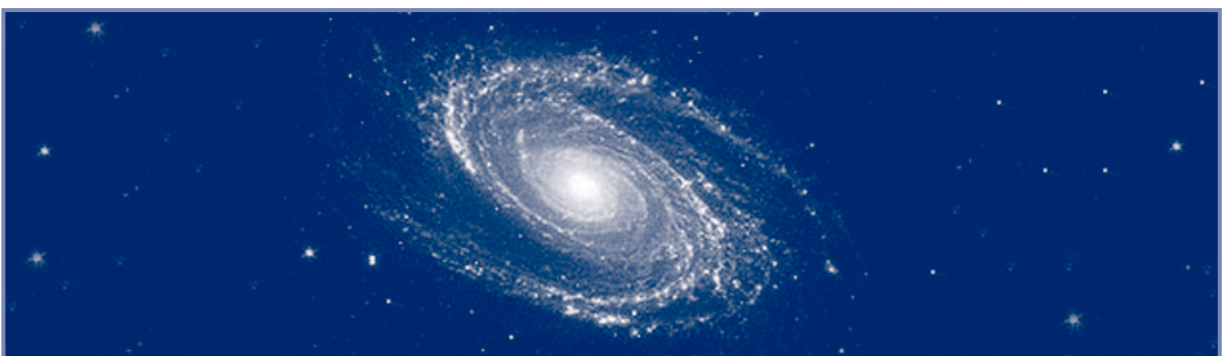


Figure 2.2. A spiral galaxy

7 Language for classifying

General classifications

X may be divided into

Xi and Xii.
three main
sub-groups.
classes.

X may be classified

on the basis of
according to
depending on
in terms of

Y
into Xi and Xii.

On the basis of Y, X may be divided into Xi and Xii.

X may be sub-divided according to whether or not there is Y.

Xi may be further divided into Xi(a) and Xi(b).

Within the

group
zone

 classified as X, there are four variations:

Within each sub-class, there are a number of variations of ...

X

is made up of
consists of
comprises

Xi and Xii.

Specific classifications

In the U.S. system, X is graded

according to whether ...
on the basis of ...

Smith

divided
grouped

X's into two broad types: Xi's and Xii's.

Later researchers sub-divided the two categories into Xi and Xii and Yi and Yii

according to the extent of ...
on the basis of ...

Thomas and Nelson (1996) describe four basic types of validity: logical, content, criterion and construct.

8 Vocabulary

a) The following words are used for classifying. You have read or used some of them already.

- Decide what part of speech they are, e.g. *noun, adjective, or verb*.
- Decide which of them are formal and can be used in academic writing and which are informal and should not be used in academic writing, e.g. *pigeonhole – noun and verb – informal*

a category

b class

c system

d classify

e distinguish

f grouping

g pigeonhole

h place

i separate

j set

k sort out

l stereotype

b) Choose from the following words to fill the gaps.

category classify distinguish stereotype system

- i Music reviewers love to **1)** performers, but Jocelyn Pook has a distinct personality all of her own.
- ii Many biographies fall into the **2)** which might be described as scholarly but not academic. They are written by professional writers for an educated reader rather than for the smaller market of academic specialists in a particular subject.
- iii The Education Minister urged schools not to **3)** pupils from certain racial groups as troublemakers.

c) Use the following words to fill the gaps in the sentences.

a set of distinction grouping selected distinguish

- i A preliminary **1)** may be based on the **2)** between water soluble and water insoluble soils.
- ii Naturopathic remedies tend to be derived from the natural world and are **3)** and administered according to **4)** basic principles.
- iii South Africa's conservation efforts have received a great deal of publicity and it has been difficult to **5)** myth from reality.

9 Listing

When writers classify, they may well need to list their classifications. They will often use words such as: *categories, classes and groupings*.

Some other words are – *advantages, aspects, causes, consequences, criticisms, effects, elements, examples, factors, features, objectives, points, reasons, stages, trends and varieties*.

a) Now use three of the following five words to fill the gaps in these sentences.

advantages consequences elements features objectives

- i US currency has traditionally had a number of **1)** that deter counterfeiters. One is the cotton and linen paper, which has a distinctive feel. Another is the ink on the notes which is manufactured according to secret formulas.
- ii Extreme fatigue may result in several **2)**: firstly, people may limit their exercise to stop pain and discomfort; secondly, there will a lessening in social interaction; thirdly, quality of life will lessen; and, finally, mental depression may increase.
- iii Animals gather in herds because it gives them three **3)**: information about the presence of potential rivals, the assistance of other males in collective defence of the herd; and a reduced likelihood of any particular herd being chosen for attack.

b) Look at sentences i, ii and iii in a) again. What other words and phrases in the sentences are used for listing?**c) Now use three of the following five words to fill in the gaps in these sentences.**

causes consequences elements objectives stages

- i Scientists studying two big craters on Earth have found two particular **1)**: one was created by the impact of a comet while the other was the result of the impact of an asteroid.

- ii Jazz is often characterised as having three key **2)**: first, 'swing' – it makes you want to tap your feet; second, 'improvisation' – the players often invent the melodies as they go; third, 'individual voices' – the major musicians in jazz history, for example, Louis Armstrong and John Coltrane, had their own style and sound.
- iii Stopping smoking is increasingly described as a process with three distinct **3)**: smokers become motivated to change, they decide to change, and finally, they manage to change.
- d) Look at sentences i, ii and iii in b) again. What words and phrases in the sentences are used for listing?

10 Language for Listing

a Numbering

1 Exact numbers with countable nouns:

X has *three/five* | advantages:
 | functions:
 | aspects:

2 Inexact numbers with countable nouns:

X has *several/some/a number of/many* | advantages:
 | functions:
 | aspects:

Note that a countable noun is followed by a colon (:) if/when a list follows.

b Sequencing

Numbering can be followed by sequence words:

- firstly, secondly, etc.
- lastly, finally, etc.
- one, next, then, also, another, too, further, etc.

c Other types of sequencing

1 Grammatical parallelism

Note the use of the same verb forms here.

There are *two* advantages to be derived from X: *it enables* Y and *it makes* Z possible.

2 Lexical repetition

Note the repeated vocabulary here.

The following are some of the principal internal economies of scale: *economies* in the factors of production, *economies* in administration, marketing *economies* and other *economies* of large scale.

- 11** a) Now rewrite the following passage using some of the listing strategies you have just looked at. In your rewriting use the word *'functions'*.

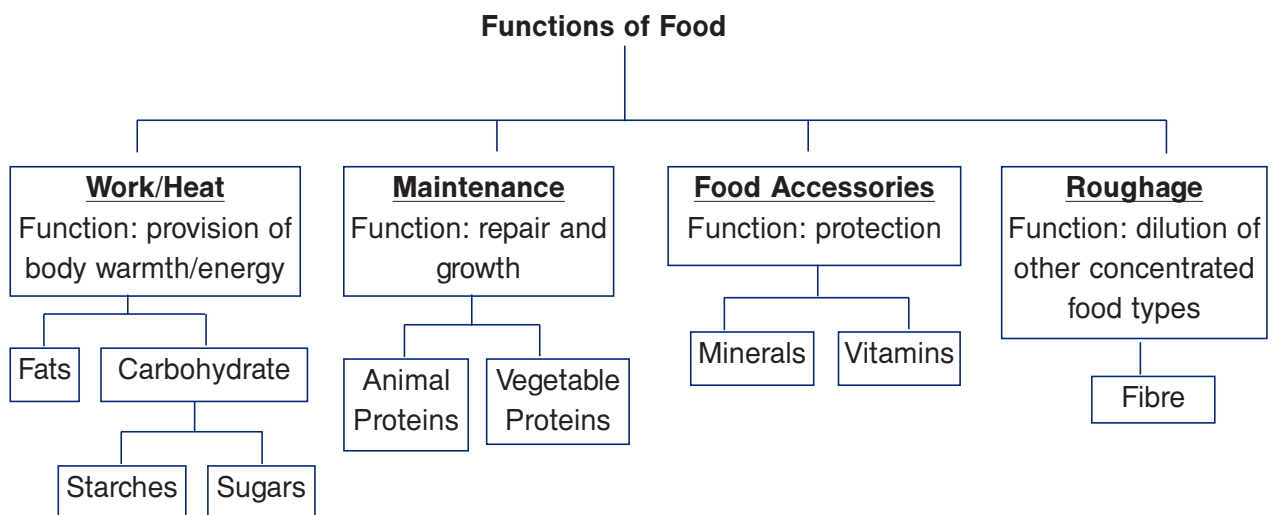
Political parties in the Western political system have ideologies and political programmes. They also articulate the interests of society and try to influence ruling bodies. They try to make citizens more politically active. They recruit candidates and form governments.

- b) Now rewrite the following passage, adapted from the newspaper, *USA Today*, so that it uses the words *'risk'* and *'factors'*.

If parents want to reduce the chances that their teenagers will use drugs, alcohol or tobacco, they should keep three rules in mind: Do not let teenagers get too stressed, make sure they stay busy and do not give them too much spending money.

12 Writing Tasks

- a) Write a short text describing the main types and functions of food. The outline below might help you:



- b) Write a short text classifying one of the following:

- the different types of schools in your country;
- the different kinds of television programmes in your country;
- the different types of music in your country;
- the different forms of communication that we use.