

**Malcolm Mann**  
**March 2017**

# **Formality and register in exam writing tasks**

Language  
Learning



macmillan  
education

Getting the register and level of formality right in an article, essay, letter or email, for example, can be very challenging for students.

In this session, we'll explore what 'register' and 'formality' really mean in the context of exams. We'll list some of the key questions students should ask themselves before/as they write, and focus on some key dos and don'ts to ensure exam success in this area.

---

Dear Mr Mann,  
I am writing to thank you for your inspiring presentation yesterday at the Macmillan event in Turin, entitled 'Formality and register in exam writing tasks'. It was extremely useful and thought-provoking. I would be grateful if you could send me a pdf of the presentation slides. I am certain that my fellow teachers and students will benefit from them. Thank you again, and I look forward to attending another of your presentations in the near future.  
Yours sincerely,

---

Hi Malc,

It was great to meet you yesterday. Thanks a lot for your presentation! I found it really useful and thought-provoking!

Can you send me a pdf of the presentation slides? If it's ok with you, I'll share it with my colleagues and students too.

Thanks again! I can't wait till your next presentation!

Bye for now,

---

Dear Malcolm,

Many thanks for your presentation yesterday. It was extremely useful and thought-provoking.

Could you send me a pdf of the presentation slides? I'm sure my fellow teachers and students will really benefit from them.

Thank you again. I'm looking forward to your next presentation.

All the best,

---

Dear Mr Mann,  
Thanks so much for your fab presentation, entitled  
'Formality and register in exam writing tasks', which  
I attended at the event in Turin.  
I would be grateful if you could send me a pdf of the  
presentation slides. They're gonna be really useful!  
Thanks again, and I look forward to attending  
another of your presentations in the near future.  
Bye for now!  
Yours sincerely,

## What is register?

---

The type of language you use in a particular situation or when communicating with a particular person or people:

Style/tone (conversational, academic, etc)

Formality/politeness/deference

## What is register?

---

A number of main text-type categories:

CONVERSATION

NON-CONVERSATIONAL SPEECH

FICTION

NEWS

ACADEMIC WRITING

NON-FICTION PROSE

CORRESPONDENCE

ADVERTISING

PUBLIC NOTICES

## Why is register so difficult for students?

---

We don't always put enough emphasis on register and formality when teaching and presenting vocabulary.

e.g.

put up with = tolerate

in a nutshell = basically, essentially

## **Why is register so difficult for students?**

---

Register and formality have so many different aspects and dimensions to them.

Style is a nebulous concept to teach.

Style/register depends on factors such as determining your relationship with the target reader.

# Why is register so difficult for students?

---

For each main text-type category, there can be a huge number of different registers, e.g.

## NON-CONVERSATIONAL SPEECH

A sermon

A lecture

A teacher talking to students

A radio interview

A business discussion

A political speech

Etc etc etc

# Why is register so difficult for students?

---

Register/formality change over time.

How has email, text messaging and social media affected the formality of written texts?

## **Why is register so difficult for students?**

---

Not everyone agrees on what register is appropriate for a particular situation.

# Why is register so difficult for students?

---

Languages differ in terms of how they deal with register/formality, and even in terms of how important register/formality is in written texts.

For the English language:

- politeness/deference extremely important (class structure)
- English doesn't have plural 'you' for politeness

**How important is register in exams?**

---

## How important is register in exams?

---

For the *First* (B2) and *Proficiency* (C2) Writing paper, 25% of marks for each composition are explicitly given to register.

# How important is register in exams?

---

**Content**

**Communicative achievement**

**Organisation**

**Language**

# How important is register in exams?

---

**Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.

**Communicative achievement**

**Organisation**

**Language**

# How important is register in exams?

---

## Content

**Communicative achievement** focuses on how **appropriate** the writing is for the task and whether the candidate has used **the appropriate register**.

## Organisation

## Language

# How important is register in exams?

---

**Content**

**Communicative achievement**

**Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.

**Language**

# How important is register in exams?

---

**Content**

**Communicative achievement**

**Organisation**

**Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

## How important is register in exams?

---

**“Conventions of the communicative task** include such things as genre, format, **register** and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and use the right **tone** for the communicative purpose.”

## How important is register in exams?

---

“Candidates are required to write a discursive essay in grammatically correct English, **using a neutral or formal register.**”

“...candidates should consider carefully what **level of formality** is appropriate to the task.”

“Your students need to think carefully about who the target reader is for each task and try to write **in an appropriate style and tone.**”

**How can we best prepare our students?**

---

## **How can we best prepare our students?**

---

Analysis of specific models (in coursebook, their own writing, in exam handbooks, from real life)

Comparative analysis of different registers

Key questions when facing a writing task

Key information re register (grammar, vocabulary, punctuation, information)

## **How can we best prepare our students?**

---

We have to start work on formality and register early (B1 or even before).

We have to see this as an ongoing process, focusing on register/formality when teaching grammar and vocabulary, and reading, as well as when preparing for writing tasks.

## **Analysis: what makes this very (too?) formal?**

Dear Mr Mann,  
I am writing to thank you for your inspiring presentation yesterday at the Macmillan event in Turin, entitled 'Formality and register in exam writing tasks'. It was extremely useful and thought-provoking. I would be grateful if you could send me a pdf of the presentation slides. I am certain that my fellow teachers and students will benefit from them. Thank you again, and I look forward to attending another of your presentations in the near future.  
Yours sincerely,

# Analysis: what makes this very (too?) formal?

Dear Mr Mann,  
I am writing to thank you for your inspiring presentation yesterday at the Macmillan event in Turin, entitled 'Formality and register in exam writing tasks'. It was extremely useful and thought-provoking.  
I would be grateful if you could send me a pdf of the presentation slides. I am certain that my fellow teachers and students will benefit from them.  
Thank you again, and I look forward to attending another of your presentations in the near future.  
Yours sincerely,

**Vocabulary/set phrases**  
in red

**Grammar**  
certain that

**Punctuation**  
no exclamation marks  
no contractions

**Information**  
name of reader  
name of presentation  
place of presentation

## **Analysis: what makes this semi-formal?**

---

Dear Malcolm,  
Many thanks for your presentation yesterday. It was extremely useful and thought-provoking. Could you send me a pdf of the presentation slides? I'm sure my fellow teachers and students will really benefit from them.  
Thank you again. I'm looking forward to your next presentation.  
All the best,

# Analysis: what makes this semi-formal?

Dear Malcolm,  
Many thanks for your presentation yesterday. It was extremely useful and thought-provoking.  
Could you send me a pdf of the presentation slides? I'm sure my fellow teachers and students will really benefit from them.  
Thank you again. I'm looking forward to your next presentation.  
All the best,

**Vocabulary / set phrases**  
in red

**Grammar**  
sure that X

**Punctuation**  
no exclamation marks  
some contractions

**Information**  
name of reader  
X name of presentation  
X place of presentation

## Analysis: what makes this informal?

---

Hi Malc,  
It was great to meet you yesterday. Thanks a lot for your presentation! I found it really useful and thought-provoking!  
Can you send me a pdf of the presentation slides? If it's ok with you, I'll share it with my colleagues and students too.  
Thanks again! I can't wait till your next presentation!  
Bye for now,

# Analysis: what makes this informal?

Hi Malc,  
It was great to meet you  
yesterday. Thanks a lot for  
your presentation! I found  
it really useful and  
thought-provoking!  
Can you send me a pdf of  
the presentation slides? If  
it's ok with you, I'll share it  
with my colleagues and  
students too.  
Thanks again! I can't wait  
till your next presentation!  
Bye for now,

**Vocabulary / set phrases**  
in red

**Grammar**

If it's..., I'll...

**Punctuation**

exclamation marks  
contractions

**Information**

Use of 'I'

name of reader

X name of presentation

X place of presentation

# Task-based analysis

**Rewrite as semi-formal**

**Rewrite as formal**

**Multiple-choice:**

- a) I can't wait till
- b) I am looking forward to

**Scoring**

What mark out of 5 would you give this for register?

Hi Malc,  
It was great to meet you yesterday. Many thanks for your presentation! I found it really useful and thought-provoking!  
Can you send me a pdf of the presentation slides? If it's ok with you, I'll share it with my colleagues and students too.  
Thanks again! I can't wait till your next presentation!  
Bye for now,

# Comparative analysis: style

The writer...	...uses a lively, chatty, almost conversational style.	...tries to interest and entertain the reader.	...wants to present information so its easy to find.	...directly addresses the reader.	...discuss a subject in a logical and formal way.
Unit 1 <b>Informal letter</b>					
Unit 2 <b>Short story</b>					
Unit 3 <b>Discursive composition / essay</b>					
Unit 4 <b>Review</b>					
Unit 5 <b>Formal letter</b>					
Unit 6 <b>Report</b>					
Unit 7 <b>Article</b>					

# Comparative analysis: detail

The writer uses...	...the impersonal passive (e.g. <i>It is said that...</i> )	...contractions (= short forms).	...a rhetorical question.	...discursive phrases and expressions.	...formal vocabulary.	...informal punctuation.
Unit 1 Informal letter						
Unit 2 Short story						
Unit 3 Discursive composition / essay						
Unit 4 Review						
Unit 5 Formal letter						
Unit 6 Report						
Unit 7 Article						

## **Key questions for a Writing task**

---

What should a candidate ask themselves about register before/as they write?

## Key questions for a Writing task

---

Who is the target reader?

Who is the assumed writer?

What's the relationship between them?

Should I address the target reader directly?

What style is required?

What level of formality is required?

What set phrases are/aren't appropriate?

What kind of vocabulary is/isn't appropriate?

What grammatical structures are/aren't appropriate?

What punctuation is/isn't appropriate?

## Example Proficiency writing task

---

2 A literary magazine is running a series of reviews of books that people enjoyed reading as a child and would recommend for children today. You decide to send in a review in which you describe a book you enjoyed and the attractions it had for you as a child. You should also explain why it remains relevant for children today.

Write your **review**.

## Example Proficiency writing task

2 A literary magazine is running a series of reviews of books that people enjoyed reading as a child and would recommend for children today. You decide to send in a review in which you describe a book you enjoyed and the attractions it had for you as a child. You should also explain why it remains relevant for children today.

Who is the target reader?

A child? A teenager? An adult? What do we know about them?

Who is the assumed writer?

A child? A teenager? An adult? What do we know about them?

What's the relationship between them?

Should I (i.e. the writer) address the target reader directly?

What style is required? Academic? Lively? Something else?

What level of formality is required?

## Key dos and don'ts: contractions

---

An easy way to make your writing more formal is to avoid contractions (= short forms).

An easy way to make your writing more informal is to use contractions.

*I'll share it with my colleagues.*

*I will share it with my colleagues.*

*I'm looking forward to hearing from you.*

*I am looking forward to hearing from you.*

## Key dos and don'ts: relative pronouns

---

An easy way to make your writing more formal is to use *which*, etc.

An easy way to make your writing more informal is to use *that*, or no relative pronoun.

*This is a problem which many people face.*

*This is a problem that a lot of people face.*

*This is a problem lots of people have.*

## Key dos and don'ts: personal pronouns

---

In academic writing, try to avoid the use of 'I'.

~~*I think...*~~

~~*I am going to discuss...*~~

However, 'I', 'me' and 'my' are acceptable in set discursive phrases:

*As far as I am concerned...*

*It seems to me that...*

*I would argue that...*

*To my mind,*

*I personally/strongly believe that...*

## Key dos and don'ts: hypotheticals

---

The more hypothetical a statement,  
the more formal/polite it is.

This is because hypothetical statements create  
distance. Distance = politeness:

*Send me the slides.*

*Can you send me the slides?*

*Could/would you send me the slides?*

*I'd be grateful if you could/would send me the slides.*

*I wonder if you could/would send me the slides.*

## Key dos and don'ts: hypotheticals

---

The more hypothetical a statement,  
the more formal/polite it is.

This is because hypothetical statements create  
distance. Distance = politeness:

Direct = informal: *I believe that...*

Hypothetical = formal: *I would argue that...*

## Key dos and don'ts: the passive

---

The passive voice is much more common in academic writing than in other registers.

If you're writing an essay, try to include at least two examples of a passive construction.

Try to include one example of the impersonal passive, e.g. *It has been said that...*

## Key dos and don'ts: impersonal *it*

---

In an essay, try to include at least one example of impersonal *it* (whether followed by the passive or not).

*It is well-known that...*

*It has been said that...*

*It may seem that...*

*It is uncertain whether...*

## Key dos and don'ts: *will* and *be going to*

---

Use *will* to make your writing more formal.  
Use *be going to* or *'ll* to make your writing more informal.

Essay:

*It is unclear whether this will prove to be successful in the long term.*

Informal letter:

*I'm not sure if I'm going to pass or not!*  
*I'm not sure if I'll pass or not!*

## **Key dos and don'ts: phrasal verbs**

---

Phrasal verbs are rarely used in formal writing.

In formal writing, if you're thinking of using a phrasal verb, ask yourself if there's a more formal equivalent. If there is, use it. If there isn't, use the phrasal verb.

## Key dos and don'ts: phrasal verbs

---

crop up

get up

carry out

put off

get away (from)

go up (e.g. prices)

look into

put out (e.g. a fire)

turn down

turn into

turn up

## Key dos and don'ts: phrasal verbs

crop up

get up

carry out

put off

get away (from)

go up (e.g. prices)

look into

put out (e.g. a fire)

turn down

turn into

turn up

occur, arise

rise, arise

perform, undertake, conduct

postpone, delay

escape (from)

increase, rise

investigate, research

extinguish

decline, not accept

become

arrive, appear, discover

## Key dos and don'ts: idioms

---

Idioms are rarely used in formal writing.

In formal writing, if you're thinking of using an idiom, ask yourself if there's a more formal equivalent. If there is, use it. If there isn't, use the idiom – if you're sure it works in that register. If you're not sure, don't take the risk.

e.g. Don't use in an essay:

*in a nutshell*

*by the way*

*kick the bucket*

*beat about the bush*

## Key dos and don'ts: idioms

Idioms are rarely used in formal writing.

In formal writing, if you're thinking of using an idiom, ask yourself if there's a more formal equivalent. If there is, use it. If there isn't, use the idiom – if you're sure it works in that register. If you're not sure, don't take the risk.

e.g. consider using instead:

*in a nutshell* *basically, essentially*

*by the way* *incidentally*

*kick the bucket* *die*

*beat about the bush* *prevaricate, hesitate*

But do use appropriate idioms in informal writing and friendly, conversational articles and reviews.

## Key dos and don'ts: rhetorical questions

These can and should be used in articles and essays but be careful.

In an article (or review, if appropriate), you can address the reader directly:

*Have you ever considered using your mobile phone to make a short film?*

In an essay, you should not address the reader directly:

*What is the main cause of this pollution?*

## Key dos and don'ts: inversions

---

Try to include one inversion in an essay.

*Not only is this unworkable from a practical perspective, but it is also unethical.*

*There is no evidence that this is workable from a practical perspective. Nor is it an ethical solution to the problem.*

## Key dos and don'ts: *get*

---

The verb *get* is often used in informal and semi-formal writing. You need to know its many different meanings and uses.

However, *get* is very rarely used in formal writing.

If you're thinking of using the verb *get* in an essay or other formal piece of writing, ask yourself what the more formal equivalent is.

## Key dos and don'ts: **get**

**3 Write the more formal equivalent for each word or phrase in bold. There might be more than one possibility for some of them.**

Example: We've **got** some serious issues to tackle. *have*

- 1 One surfer **got** badly bitten by the shark. *was*
- 2 We **got** the equipment yesterday. *bought / received / acquired / purchased*
- 3 The politician **got** a round of applause. *was given / received*
- 4 They **got** separated at the airport. *became / were*
- 5 They finally **got** a plane home. *caught*
- 6 The PM finally **got** the cabinet to support her. *persuaded / convinced*
- 7 You need to **get** a visa before you can enter the country. *obtain / buy / acquire /*
- 8 The team will **get to** Berlin tomorrow. *reach / arrive in purchase*
- 9 Too many young people are unable to **get** work. *find*
- 10 No-one may **get on** a train without a ticket. *enter / board*

Students then produce appropriate informal sentences using 'get'.

## **Key dos and don'ts: *have, take, make***

---

Make sure you understand the register and formality of phrases with *have, take* and *make*.

## Key dos and don'ts: *have, take, make*

Which of these phrases would you be most likely to use in an essay?

Have a look (at)	X	✓	In a review for a young people's magazine
Have an/no/the effect	✓	✓	
Make any/no sense	✓	✓	
Make use of	✓	✓	
Take place	✓	✓	
Take part	(X)	✓	
Take advantage (of)	✓	✓	
Take a (good) look	X	✓	
Take care	X	✓	
Take the form of	✓	✓	

## Key dos and don'ts: *other collocations*

Learning collocations is a vital part of vocabulary development.

As part of that, it's essential to learn the register and formality of collocations.

For example, *little* vs *small*. Many collocations with *little* are informal, and many collocations with *small* are more formal:

*little*: boy, kitten, kid, baby, in a little while

*small*: small amount of, small part, small quantity

But note: inversion with *little*, *little* = *not much* are more formal

## **Key dos and don'ts: *other collocations***

---

You need to know which words often collocate with other words. E.g. in academic writing, what does the adjective *obvious* often collocate with?

*difference, difficulty, challenge, example, fact, problem, question, reason, way*

A good learner dictionary, e.g. the Macmillan English Dictionary, can provide a lot of useful information on this.

## Key dos and don'ts: discursive phrases

It's vital that you know a wide range of discursive phrases (such as *in my opinion*, *on the other hand*, etc), and their functions.

It's equally vital that you know what text-types and registers it's (in)appropriate to use them in.

Which of these are probably (in)appropriate for an article for a young people's magazine?

<i>In my view</i>	✓
<i>What's more</i>	✓
<i>In conclusion</i>	X
<i>Furthermore</i>	X

## Key dos and don'ts: *lexical bundles*

---

Lexical bundles are short groups of words that are often used as set phrases.

You should learn the most common lexical bundles and use them in your writing when appropriate.

e.g.

Conversation and informal writing:

*going to be a, I don't know what*

Academic writing:

*in order to, one of the, part of the, the number of, the presence of, the use of, the fact that, there is a, there is no, in the case of*

## Key dos and don'ts: *lexical bundles*

---

Which of these lexical bundles would you probably use or find in an essay?

- |                      |   |
|----------------------|---|
| know what I mean     | X |
| the nature of the    | ✓ |
| as a result of       | ✓ |
| it is possible to    | ✓ |
| have a look at       | X |
| is based on the      | ✓ |
| should be noted that | ✓ |
| are likely to be     | ✓ |
| Can I have a         | X |

## **Key dos and don'ts: *punctuation***

---

Use exclamation marks in informal writing such as informal letters. Without them, the tone can sound serious and dry.

Don't use exclamation marks in formal writing such as essays and reports.

In semi-formal articles and reviews, use them sparingly and only when really appropriate.  
(No more than 2 per piece of writing?)

## **Key dos and don'ts: *punctuation***

---

At B2 level and below, there's no need to try to use semi-colons.

Many writers these days don't use semi-colons at all, so even at C2 level, you may well not want to use semi-colons. That's fine.

However, if you are confident you know how to use them properly, a semi-colon in a formal piece of writing at C2 level will definitely impress the examiner.

## **Key dos and don'ts: *consistency***

---

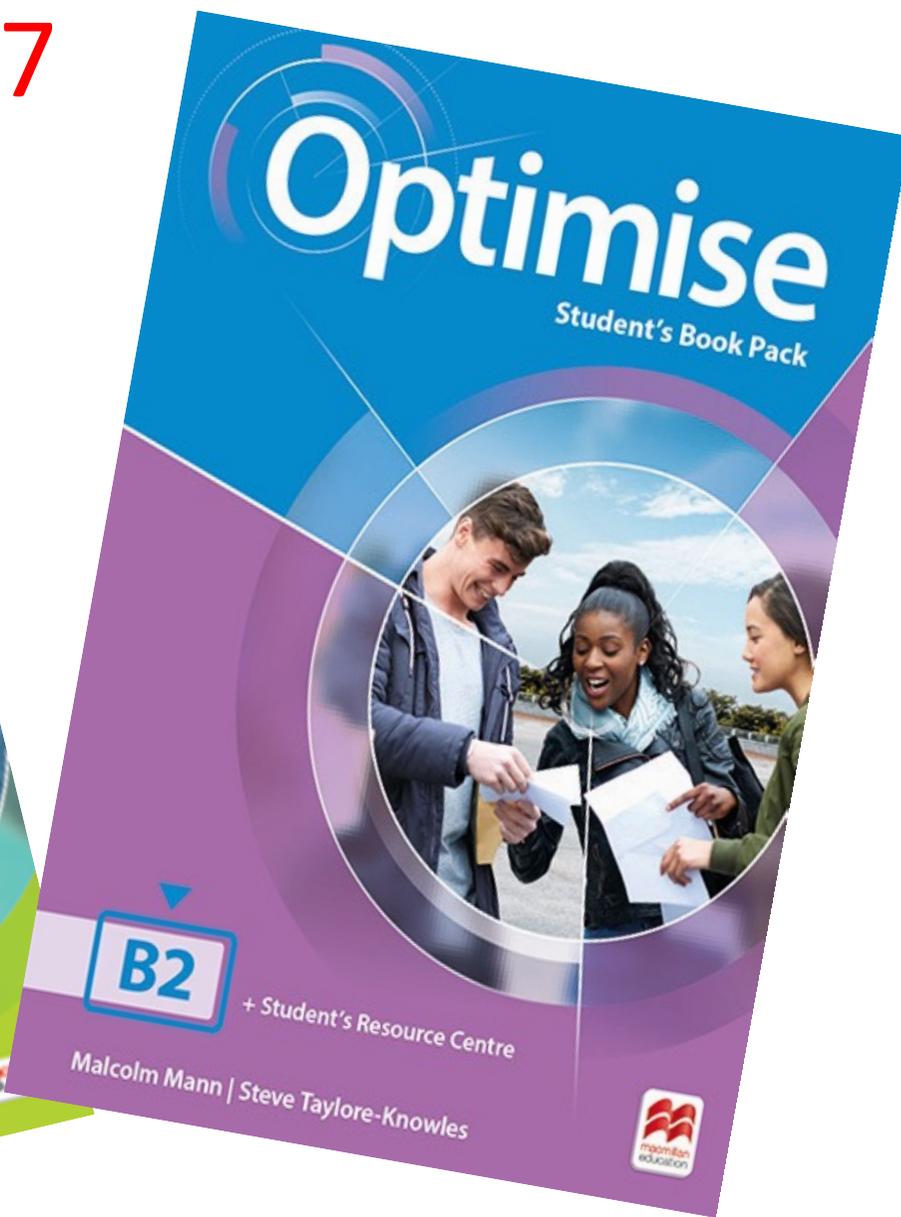
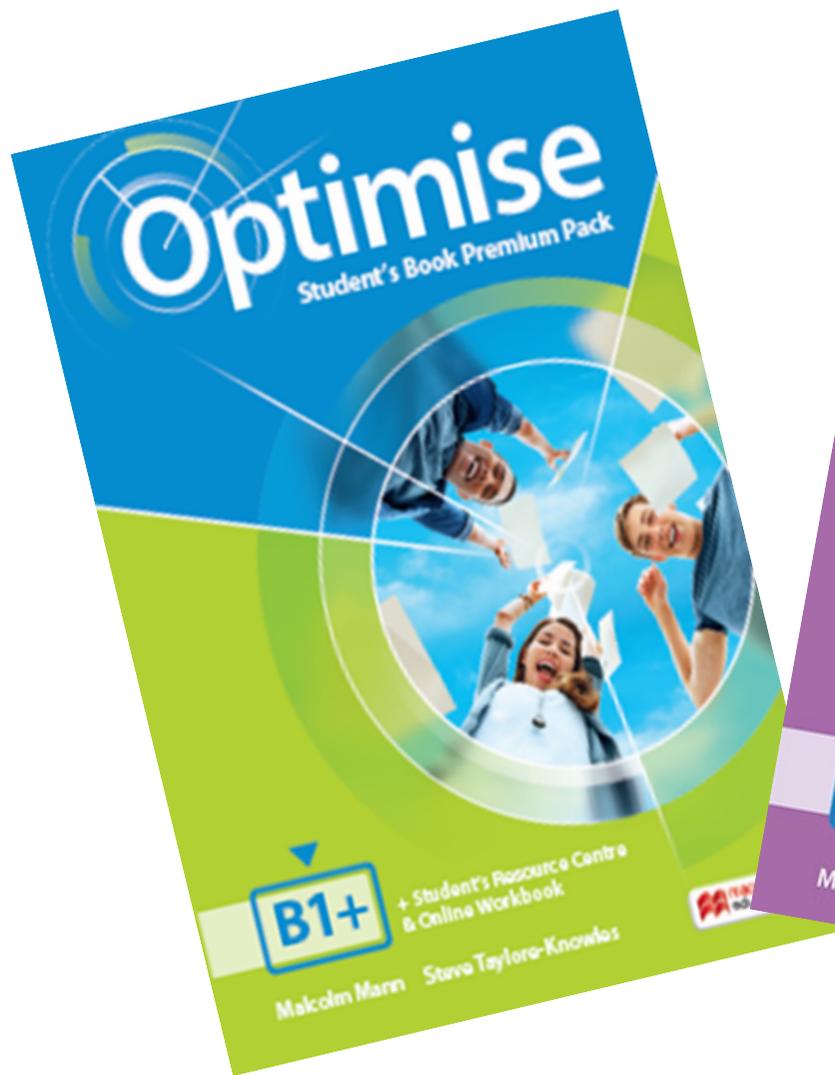
The essential thing with register is to be consistent throughout your piece of writing.

Decide on your register and level of formality before you start writing, and constantly check that you're sticking to it. Don't switch registers mid-text.

There is one major exception to this. What is it?

Answer: the register of direct speech in a story may be very different (more informal, more colloquial, etc) to the register of the narrator.

New for 2017



- 1 In pairs or as a group, answer the questions.
- Do you ever write emails? If so, who do you write them to?
  - Have you ever written a letter? If so, who was it to?
- 2 Read this letter and choose the best words or phrases to complete the report below.

Dear Mr Langton,

I am writing with regard to your request for suggestions about local people with particularly interesting skills or abilities who you could invite to give a lecture at school. I believe I know the perfect person.

Lucas Martin, who lives in the town, is a professional magician. He performs regularly at parties and events and is an extremely interesting and friendly person. I know him well because we used to live next door to him. He would often show me tricks, and he even taught me a few.

I have little doubt that if you invited him, he would be happy to give a lecture. He would probably perform some tricks, and tell some fascinating stories about how he became a magician and the people he has met in his career.

Please let me know if you would like me to give you his contact details, or if you would prefer me to contact him first myself.

I look forward to hearing from you.

Yours sincerely,  
Deborah Clarkson  
Year 11

This is a letter from a (1) **teacher / student** to a teacher or school principal. Because of their teacher-student relationship, and perhaps because the writer knows that the teacher (2) **doesn't care about / expects and values** good-quality writing, the writer has used (3) a **formal / an informal** tone. In other words, it sounds more (4) **polite / friendly** and (5) **lighthearted / serious** than a letter or email to a friend or close relative. For example, the writer says, 'I am writing with regard to' rather than, 'I'm writing about'. The writer (6) **has / hasn't** carefully and successfully separated the letter into paragraphs, and uses some (7) **appropriate / inappropriate** letter expressions, such as *Yours sincerely*, for a person whose name they (8) **don't know / know** but is not a close friend or relative.

## EXAM SKILL

## Using formal and informal language

- Always think about what your relationship is with the person you're writing to, so you know if your style should be formal or informal.
- Informal texts are chatty, friendly and conversational, for friends, close family members or young people.
- Formal texts are serious or respectful rather than friendly, for (older) people in authority and people you don't know well.

- 3 Read this email and write examples for each category below.

To: Sam  
Subject: part-time job

Hi Sam,

Thanks for your email yesterday. It was great to hear from you! That tablet you got for your birthday sounds really cool. I hope I get one for my birthday next month!

You said you're thinking of looking for a part-time job. I think that's a great idea! I love my job working in a café every Sunday. I know you don't want to work as a waiter so the question is – what should you do?

If I were you, I'd do something connected to something you enjoy. You love sport, so maybe you could look for a job in a sports shop or a sports centre. You also like music and acting, don't you? Perhaps you could find something in a local theatre or concert venue. And don't wait for them to advertise. Write to them or send them an email asking if they're looking for anyone and saying you're available and interested. Lots of people get jobs that way!

Anyway, let me know how it goes. Good luck!

Bye for now!  
Dave

Find two or three examples of informal ...

- letter/email expressions. \_\_\_\_\_
- vocabulary. \_\_\_\_\_
- grammar/punctuation. \_\_\_\_\_

## OPTIMISE YOUR EXAM

## A letter / An email

- Formal letters/emails: avoid exclamation marks and contractions (*he'd, can't*, etc.), and use formal phrases, such as *I look forward to hearing from you*.
- Informal letters/emails: you can use exclamation marks, contractions and informal vocabulary and phrases, such as *cool* and *Bye for now!*

- 4 Look at these writing tasks. Tick the statements that are true for each one.

## Task A

You have a received this letter from your school principal, Mrs Holt. Read this part of the letter and then write your letter to Mrs Holt.

The school is planning to organise a series of lectures by local people who can teach students new skills. Do you know anyone appropriate locally who we could invite? Please give me a little information about how you know them and what makes them interesting.

Write your letter.

## Task B

You have received this email from your English-speaking friend, Alex.

**From:** Alex  
**Subject:** I need your advice  
I'm thinking of taking a part-time job, working in a sports shop on Saturdays. It'll be good experience for me, and I'll earn some extra money, but it will mean giving up karate lessons. Do you think it's a good idea?  
What should I do?  
Alex

Write your email.

	Task A	Task B
1 Your letter/email will be informal.		
2 You know the name of the person you are writing to.		
3 You only have to write one paragraph.		
4 You should recommend a person, explaining why.		
5 You should give advice, expressing your opinion.		
6 You will need to use your imagination to come up with ideas.		

- 5 **Plan** Make a paragraph plan for each writing task in Exercise 4.
- 6 **Write** Write your letter and your email in an appropriate style. Write 140–190 words each time.
- 7 **Check** Before you hand in your letter and email, complete this checklist.

		Checklist <input checked="" type="checkbox"/>
Task A	Task B	
<input type="radio"/>	<input type="radio"/>	I've used the right level of formality.
<input type="radio"/>	<input type="radio"/>	I've followed the notes in my paragraph plan.
<input type="radio"/>	<input type="radio"/>	I've included all the information I need to include.
<input type="radio"/>	<input type="radio"/>	I've started and ended my letter/email the right way.
<input type="radio"/>	<input type="radio"/>	I've checked my grammar and spelling.

## References

---

The Longman Grammar of Spoken and Written English

The Macmillan English Dictionary for Advanced Learners

Cambridge ESOL First for Schools Handbook

Cambridge ESOL Proficiency Handbook