

[illegible]



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# Style Bible

## Chapter 1 – Language of Information

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## LANGUAGE

|                    |  |
|--------------------|--|
| <b>Formality</b>   | Formal (informal style is occasionally appropriate, particularly if the target audience is children or teenagers or if writing a backpacker's travel guide).   |
| <b>Be specific</b> | Specific terminology & 'jargon' are used when writing for experts – eg. a panel of scientists tackling climate change; a team of doctors analysing the latest research on cures for cancer; a conference of tech-heads comparing the latest gadgets to come to market. |
| <b>Simplicity</b>  | Simple, clear, accessible writing style is vital when targeting general public.  |
| <b>Be precise</b>  | Precise – the writer communicates as much information as possible using as few words as possible (maximum info, minimum words). Gets directly to the point and moves on swiftly.   |

## LAYOUT

|                  |   |
|------------------|---|
| <b>Organised</b> | Information is organised  |
| <b>Structure</b> | Logical, easy to follow structure.  |
| <b>Headings</b>  | Headings and sub-headings are often used.   |
| <b>Lists</b>     | Bullet points / numbering are often used.   |
| <b>Just one</b>  | One main idea per paragraph (if writing full prose paragraphs rather than a series of individual statements using bullet points). |

## STYLE

|                     |   |
|---------------------|---|
| <b>Facts</b>        | Facts / statistics emphasised at all times.                                       |
| <b>Examples</b>     | Examples back up all statements   |
| <b>Be relevant</b>  | Relevant information only is included (no waffle).                                |
| <b>Don't repeat</b> | Avoid repetition – never make same point twice; the reader heard you the 1st time |

## OBJECTIVITY?

Objectivity is the ability to stand back from the facts and assess them without letting your emotions and opinions get in the way – when a person succeeds in doing this they are described as impartial. This is the whole point of informative writing. You are expected to present all relevant information objectively using a clear and accessible format. The reader is then free to make judgements and/or decisions based on the information you have provided.

Therefore, if asked for your opinion, you must offer your assessment of the situation based on the evidence at hand. Don't offer emotional judgements (eg. "the level of unemployment is terrible") offer facts ("this will have a knock-on impact on employment in the region").

## BIAS?

In some of the examples below you'll notice that the writer selects the language, layout and style of the Language of Information but they are nonetheless clearly biased towards a particular viewpoint. They are trying to argue with opposing beliefs and want to persuade you to agree with them.

Why do some organisations use a layout and style more commonly associated with communicating information? It's probably because ...

### **You are more likely to convince people by presenting opinions as facts.**

It also helps to be aware that bombarding someone with information can make them feel shocked or frightened or impressed and this can be an effective way of changing their mind or making them feel strongly about a given topic.

So in life, every time you are presented with "facts" ask yourself the following questions:

1. What information is missing? Did they leave out certain facts deliberately?
2. What can this organisation gain from convincing me that these are the only facts I need to know?
3. Is there somewhere else I can double-check this information to ensure that it is correct?

### **Examples of informative genres:**

- reports
- travel guides
- memos
- encyclopedia entries
- leaflets
- practical advice
- instructions
- CVs
- guidelines
- letters of application and complaint

# REPORT LAYOUT

There are a few ways of doing this correctly:

- Introduction** What is the aim of this report? who is putting it together? (or who commissioned you to put it together).
- Methods** How will you research and compile your information? How many people will be participating? What age/gender/race/religion/medical categories do they belong to? (not all of these will be relevant – it depends what the report is about).
- Results** What have you discovered? Your results should be presented statistically, in a list. They should be organised into a logical sequence. Ensure you don't repeat yourself.
- Discussion** Having examined the results, what observations can you make? Is it possible to interpret the information and to make decisions based on what you've discovered? What do you think should happen next? More research? Changes in behaviour? Are there any practical suggestions you can make?

Or

- Introduction** Explain what the report is about, why you decided to write it, how you will gather your information.
- Findings** Using bullet points & statistics, make a list of your findings. Present facts not opinions.
- Conclusion** What can you conclude from what you've discovered above? Make observations. Interpret your findings; offer your opinion (but in a factual, not an emotional or judgemental way).
- Recommendations** What changes / solutions do you suggest? One per conclusion. These must be practical and achievable. Ask yourself WHO WILL DO WHAT WHEN? Be specific.

In other words intro, facts, observations, practical suggestions. Sometimes it's hard to get the difference between findings, conclusions and recommendations clear in your head – this is a good way to remember but you need to use the more formal headings.

## Report on Halitosis Amongst Irish Men

### Introduction:

The purpose of this report is to examine the incidence of halitosis (bad breath) amongst Irish men, to identify common causes and to recommend possible solutions. This report has been commissioned by dating website [www.maybefriends.com](http://www.maybefriends.com). Information was compiled via questionnaire and completed by a random sample of 1,000 Irish men & women between the ages of 15 and 65.

### Findings:

- 89% of women reported halitosis amongst at least one close male relative (father, husband, son, nephew).
- 56% of respondents identified smoking, alcohol and/or 'morning' breath as the main cause.
- 45% of men used chewing gum or mints to counteract the problem.
- 21% of men had sought medical treatment.
- 13% of men believed their halitosis made them less attractive to partners and/or potential partners.
- 76% of women reported that halitosis negatively effected the attractiveness of partners and/or potential partners.
- 37% of respondents associated halitosis with poor oral hygiene.

### Conclusions:

'Bad breath' is a common problem amongst Irish men but the majority of men self-diagnose the environmental factors causing it. Almost half were actively treating the problem whilst a fifth were concerned enough to consult a health professional. A negative correlation between 'attractiveness' and bad breath was established but women were more likely than men to rate this as a significant factor. As a result there are a significant number of men who are unaware of their problem and thus not doing anything to counteract it.

### Recommendations:

The following recommendations have been tailored to suit the needs of our client, [www.maybefriends.com](http://www.maybefriends.com):

1. Create an article "*Advice for Combating Bad Breath*" to be composed by a medical professional and insert a link to it from the "*Tips for making your date a success*" page.
2. Include a travel size toothbrush & toothpaste and a pack of extra strong mints in the welcome pack sent to those with premium membership.
3. Insert some variation of the phrase "*he had lovely teeth and really fresh breath, which made it even harder not to just reach over and kiss him*" into several of the success stories featured on the site.

# WRITING PROJECTS

**Sample reports – practice by writing the content of at least one of these reports:**

- *“Report examining internet usage among Irish teens”*
- *“Report analysing the popularity of youtube as a learning tool”*
- *“Report exploring the impact of student-teacher relationships on learning”*
- *“Report investigating the link between sporting success and local mood”*
- *“Report examining teenagers attitudes towards sex and sexual behaviours”*

# MEMO

The latin word ‘memorandum’ means to mention, call to mind, recount, relate. People use memos (usually in an office setting) to record events and make observations. There’s a joke that civil servants write memos to look busy & once it’s done, the memo becomes written proof that they were in fact busy! The format is generally:

To:

From:

Date:

Subject:

The message itself may contain headings specific to what is being discussed. The writer will introduce a topic (possibly one previously discussed at the meeting); outline further information gathered / problems identified; offer a solution and suggest what action needs to be taken now.

## S&N Media Internal Memo

**To:** Susan Shields, Commissioning Editor

**From:** Cormac McHugh, Marketing Manager

**Date:** 29th Mar 2015

**Subject:** YouTube strategy

Further to our meeting on the 15th Mar, we are now in the process of updating and expanding our YouTube strategy to reflect the growing importance of user-generated content.

As discussed, in 12 months a ‘slick and polished’ approach has generated on average 173 views of each promotional video and 17 likes. Market research suggests that entertainment value and originality contribute to making a video ‘go viral’ and that production values are of negligible significance.

In order to increase our social media profile I propose we invest half of our annual advertising budget in a competition whereby the public create our next promotional video. All entries (if appropriate) will then be viewable on our YouTube channel. This will generate incoming traffic via links from facebook, twitter, blogs etc...

In order to maximise the number of high quality entries, I suggest we offer prize money in the region of €100,000.

I look forward to your input,

*Cormac*



# LEAFLETS

|                   |  |
|-------------------|--|
| <b>Leaflets</b>   | Usually A4 page, folded in three. Purpose is to communicate information and occasionally to advertise products and/or services.  |
| <b>Flyers</b>     | Single-sided. Purpose is to advertise. Informative layout, persuasive style.   |
| <b>Brochures</b>  | Glossy booklet including many photos. Purpose is to advertise and to promote various options (for example holiday brochures, toy-shop brochures, kitchen/bathroom brochures).  |
| <b>Circulars</b>  | Used in a work context. Purpose is to communicate information to a group of employees (so called because it usually 'circulates' to a large number of people). Circulars are often used to encourage consistency in work practices and outline how to approach a particular issue (e.g. requests for flexi-time / job-share; procedure for dealing with customer complaints) and/or offer updates (e.g. changes to sick-pay entitlements or information on new initiatives to encourage innovation). |
| <b>Pamphlets</b>  | Longer texts of 5 or more pages. They are written using full sentences and paragraphs rather than bullet points and tend to offer much more detail. They often promote a particular religious, social or political set of beliefs and were very popular immediately following the invention of the printing press. They rarely include a cover or photos and binding is minimal (nowadays perhaps a staple!)   |
| <b>Booklets</b>   | Longest format. They have a cover, proper binding and include a combination of text and photos. Often booklets publish a collection of articles, stories, poems and/or local news and photos.  |
| <b>Prospectus</b> | Glossy brochure which promotes an educational establishment or a business venture seeking investors. It outlines what participants / clients can expect.   |

Irrespective of which 'type' of leaflet you are composing, your purpose is to communicate information, cheaply, to a wide audience. Depending on the context, you may use a factual OR a persuasive style.

Types of leaflet include:

- informative leaflets from community groups, religious groups.
- advertising leaflets from a shop, business or event (e.g. festival) that let you know about products, services, events and/or special offers.
- election leaflets which attempt to persuade you to vote for a particular candidate / referendum leaflets which aim to inform.
- recipe cards which are often available in supermarkets or from diet clubs
- patient information & public health leaflets.

They are typically distributed in a public place, slipped loose into a newspaper or posted in your letter box (and thereafter referred to as junk mail). Some appear alongside posters on notice boards.

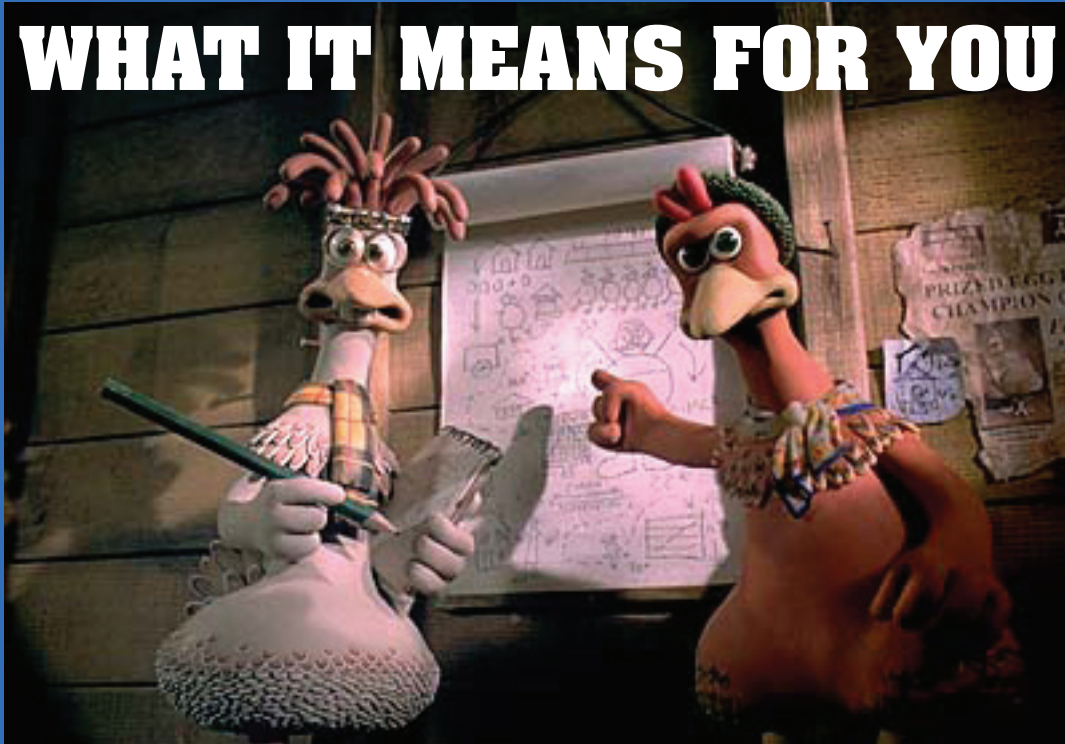
Some countries have laws restricting leafleting as they often remain unread and/or are discarded which adds to the litter problem. The modern version of leaflets is junk mail which is restricted by the spam filter of your email. The modern version of notice boards in the online forum (e.g [www.boards.ie](http://www.boards.ie))

In general leaflets contain some or all of the following:

- Photo
- Name & address of group/product/service/event/candidate
- Map (how to get to the location)
- Catchy slogan or buzz words
- Information laid out in bullet point style
- Short snappy sentences
- Relevant background information, availability, deadlines
- Focus on the unique &/or positive elements of this idea/product/service/event/candidate.
- Promises (positive change, ability to influence others, value for money)
- Criticism of other ideas/groups/products/services/events/candidates.

# THE CHICKEN COUP CONTRACT

## WHAT IT MEANS FOR YOU



**As a chicken, you have certain rights. The right to food. The right to shelter. The right to free movement. Now your owners want to undermine these basic chicken rights. The Chicken Coup Contract means:**

**A freeze on pay increases:** Austerity measures mean that your hard work laying eggs won't be recognised or reimbursed even if your productivity increases.

**Productivity:** "Better management and standardisation of family friendly policies, including maternity leave and flexi-place will be necessary". We may no longer be entitled to our traditional six weeks leave to care for our chicks as this could interfere with egg-laying. Our current system whereby mother hens and their chicks are housed together may be under threat.

**Embargo on recruitment:** No further chickens can be introduced to a coup; current ratios of chicken to coup per square metre will be rigidly enforced. This will lead to an increasing workload and further pressure to meet egg-laying targets as owners attempt to improve profitability.

**Redeployment:** The redeployment clause allows for the transfer of chickens across the entire coup network. There is no guarantee that you will be redeployed to the same grade of coup or even within the same county.

**No strike clause:** "Strikes and other forms of industrial action are precluded in respect of all matters covered in the contract". So any measures we do not like we will have to take them lying down. But as we all know, chickens do not like lying down!

**Slaughterhouse Rules:** Chickens who fail to meet targets (who have been working for less than one year or more than two years) can then be sent to the slaughterhouse. This is a departure from our previous agreement.

**Force Moulting:** Starvation practices to reinvigorate egg production will become legal. This contravenes European directive 214-2007 on the treatment of animals.

**It is time to stage a COUP**  
**There are 26 billion chickens in the world**  
**PLUCK UP YOUR COURAGE**  
**Join the fight against The Chicken Coup Contract**

## WRITING PROJECTS

**Sample leaflets – practice by writing the content of at least one of these leaflets:**

- *Write a leaflet identifying the financial problems facing students at third level.*
- *Write a flyer promoting a music festival.*
- *Write a circular outlining changes to training practices in your local GAA club.*
- *Write a prospectus promoting your new business venture & seeking investors.*

# GUIDELINES

A set of guidelines offers you **suggestions or advice**.

The guidelines want you to behave in a certain way.

Institutions use guidelines to ensure health and safety regulations are followed.

Employers use them to make the actions of their employees more **predictable**.

Guidelines are by their nature **optional**; you do not legally have to follow them.

A **code of conduct** is closer to a set of rules which you are expected to follow. They outline the responsibilities & acceptable behaviour of an individual or organization.

# INSTRUCTIONS

Instructions tell you how to do something; bake a cake, build a shed, assemble a bed!

You must place the actions you want carried out in the correct order.

Add commands (imperative verbs – cut, attach, mix, fold) at the start of sentences.

## **Guidelines & instructions contain:**

simple clear language (short snappy sentences),

easy to access information (numbering or bullet points)

a variety of practical ideas

Guidelines and instructions are less likely to appear on the Leaving Cert as by their very nature they are extremely short & thus may not give the examiner much to go on when examining your writing style, even for a QB. Much more common is the essay length “Practical Guide”

# HOW-TO VIDEOS

How to videos offer a short informal description of how to accomplish a specific task.

They are now widely considered superior to written instructions as they offer visual as well as written cues. The user can pause or rewind the video (in the same way that you can re-read the instructions) to double-check that they have done exactly what is being demonstrated on screen. Seeing rather than simply reading about what you need to do is for many people more effective. A how-to aims to help people who are beginners and thus may leave out details that experts might consider important.

# PRACTICAL GUIDE

A practical guide aims to identify common problems encountered by a particular group in society and offers them concrete and easily achievable solutions. A quick google returns a practical guide to personal finance, to EU funding opportunities, to the treatment of obesity, to sous vide cooking, to patchwork, to making better decisions. These texts tend to be longer and in style will be closer to traditional prose paragraphs – in other words, they won't be confined to short numbered instructions and will contain a mixture of facts, opinions and occasionally anecdotes to illustrate the points and suggestions being made.

## A Practical Guide to Surviving Secondary School

### Foreword:

It is now 18yrs since the publication of the influential NPCPP report “Challenges and Change in our Secondary Schools”. In the interim, syllabi have evolved yet inevitably so much remains the same (as you will see below!). To celebrate 50yrs since the foundation of the National Parents’ Council, earlier this year we chose the theme “A Voice for the Voiceless”. In keeping with this, we bring you some practical, though not always politically correct advice, compiled by a group of Leaving Cert Students from St. Zelda’s Community College, Cork. We hope their guidance will help as you journey through your many years of secondary education.

– *Dermot McDermot,*  
*Chairperson, NPCPP*

### An Insider’s Guide to Surviving School

#### First Year:

There are certain things you need to understand now that you are a very small fish in a very large pond. First of all, the bigger fish are bigger, yes, but they are not cannibals. They will not eat you up and spit you out: YOU are not tasty! However, it might be a good idea to have someone in a senior uniform looking out for you – a big brother or sister, a neighbour or



cousin. This way, you'll get all the insider information necessary to snag a decent locker, skip the canteen queue effectively and modify your deformed, disgusting uniform without actually, technically breaking any rules! Yes, you'll still be naive & for the first few months you'll arrive armed for a stationary apocalypse, laden down with 13 new ring-binder foolscaps; 11 pens; 5 lead pencils; 2 pencil sharpeners; 1 eraser (henceforth never to be referred to as a rubber); 18 different coloured markers; a new set of colouring pencils (in case the markers run dry); 2 rulers – one long, one short; a compass, a calculator and a beautiful shiny new pencil-case to house it all. Don't worry. This phase will pass. By second year you'll be lucky if you can find a single solitary pen in the bottom of your schoolbag squashed underneath that banana you promised your mother you'd eat. It



will be six months old and will pose a health hazard. You will not care enough to clean out your bag. Which brings me to...

### **Second Year:**

This is the year where you turn into a not very nice person. Don't be alarmed, this happens to pretty much everyone AND this phase will pass. In the meantime, you may find yourself complaining that everything in your life is sooooo boring. In class, rather than listen you will spend your time peeling off your nail varnish or biting angrily at hangnails, depending of course on your gender, personal habits and/or fashion sense. You will look out the window. You will attempt to check your phone for messages under the table, even though pretty much everyone who could be texting you is also in class. This will not stop you from checking at least once every 3 minutes. If you get caught and your phone is confiscated, you will seriously consider contacting the Ombudsman for Children (even though even that title is annoying, because you're not a kid anymore God Damn It!) and declaring a serious breach of your human rights by the school authorities. Within a day of getting your phone back, you will be back to checking it under the desk because (a) you are in second year and your friends are more important than anything else in the world and (b) you do not believe in 'learning your lesson'. Learning from your mistakes is for loser adults. Doing what you want is for teenagers. D'uh! You will adopt the same attitude whenever you are caught chewing gum. However, at this point you may learn the trick of biting the gum in half when told to put it in the bin and then sucking on the remaining half for the rest of class. Be warned, however, not chewing chewing gum is a difficult task requiring intense concentration. If you adopt this policy in all classes, you may reach the end of second year and realise that you actually know a significant amount less than you did a year ago. All of this will dawn on you just as you're about to go into...

### **Junior Cert**

Life can go one of two ways for you this year. You

will either turn into a highly- strung-exam-obsessed-monster who cannot function socially; or you will stay pretty much the same as you were in second year, except you'll be a bit more pleasant. The latter option seems the wiser course of action for most students and I for one strongly recommend it. Your parents may not agree, and may spend every spare minute of their spare time trying to get you to spend every spare minute of your spare time studying. This is where your acting skills will be tested to the limit. You must develop the still of appearing to be working extremely hard whilst in fact you are in your room listening to music; texting people from the phone that no longer gets confiscated because you've developed enough cop-on to stop taking it out in class; browsing the net and occasionally spending some time on the three subjects you actually like. This is wise why? Because the Leaving Cert awaits you. Most people can barely stay sane contending with 2 entire years of exam stress; trying to maintain that pace for 3 years is a recipe for burnout and despair.

### **Transition Year**

This will be the best year of your life so far. At the end of it you will feel stupider but statistics prove that you will in fact be smarter and more well-adjusted. Well done.

### **4<sup>th</sup> year? 5<sup>th</sup> year? Pre-Leaving Cert**

The year that has no commonly agreed upon name is the pivotal moment when you become a pleasant individual to be around once more (for any parents who may be reading, there are unfortunately some exceptions to this rule...). However, the leap in standard that follows from Junior Cycle, the increase in workload and for some the distraction of dealing with the great philosophical questions that have haunted humankind for centuries (not least of which being 'why am I here?') may result in a strange amnesia shrouding the first few months of this year. You will emerge from the haze in around March and spend the next three months muttering to yourself in varying tones of distress and giddy disbelief that you're going to be in Leaving Cert next year. This

may or may not prompt you to start working harder. In some cases work hard, play hard becomes the motto du jour, but only the second half of the motto is adhered to. This may cause problems later on when you begin your...

### **Leaving Cert**

This will be the best and worst year of your life. You will fully embrace all of the social occasions which present themselves, including but not limited to the 18th birthday parties of all 97 of your classmates, even those you have never spoken to before. You will find yourself getting to know people outside of your social circle and will marvel at how sound they really are! Who knew? In truth, they are the same person they've always been, as are you; but you've both matured enough to realise that despite differences of hairstyle, sporting prowess, sexual preference and dodgy Christmas jumpers, in fact most human beings are actually pretty nice if you give them a chance.

Including your teachers. Well, maybe not. A few maybe? Let's leave this one aside, shall we?

On the other hand you will be expected to work like a Roman slave, except you are more like an apprentice Monk, expected to produce the equivalent of the Book of Kells in scribed notes, essays and exam questions; and THEN you have to memorise the lot and re-produce several weighty tomes over a two week period without losing your mind or your arm falling off. This is not an easy year. You may have nightmares about it for years to come. But fear not, it will come to an end and then your real life will begin. And that's when the fun really starts!!!

If you'd like a handy reminder of our wise advice, why not print off our poster? You can also follow us on twitter @survivingschool or go to our facebook page [www.facebook.com/survivingschool](http://www.facebook.com/survivingschool).

## **WRITING PROJECTS**

**Sample practical guides – practice by writing the content of at least one of the following:**

- *Write a practical guide for young people containing helpful advice and useful information for dealing with cyber-bullying.*
- *Write an article for a magazine for young adult readers in which you give them dating advice.*
- *Write 10 guidelines for students wishing to avoid homework, accompanied by an article giving helpful tips on how to get maximum grades with minimal effort.*
- *Write a practical guide for parents on how to deal with hormonal teenagers.*



## TRAVEL GUIDES

Your aim is to provide **useful** information.

Assume the reader has never been to this country/city/town/tourist attraction.

Avoid writing in the first person – this is objective advice not a travel memoir.

The reader is looking for expertise on the locality and 'insider' tips.

Categories include history & local customs, accommodation, eating out, getting around, weather, tourist attractions, activities, shopping, what's on?, staying safe, transport links (getting in & out).

Who are your **target audience**? You may need to include a range of options in all categories if you want to cater for all tastes. For example, you could specify luxury / mid-range / budget for accommodation & restaurants or adventure / fun / relaxation for activities.

Finding a new angle on an old topic will make your guide more interesting.

NOTE: Travel guides and travel writing are different genres – see below.

## TRAVEL WRITING / TRAVELOGUES

Travel Writing has more in common with narrative and descriptive writing than the language of information. An individual tells the story of their travels but the purpose is to entertain & engage the reader by writing in an aesthetically pleasing style. They aim to do more than simply inform (this is what travel guides do). Travel literature focuses on the pleasure of travel for travel's sake; on differences in cultural outlook and behaviour; on the emotional and psychological impact of the experience on the traveller and on insights gained & lessons learned. Travelogues are a form of memoir; they 'preserve' the experience for the writer and offer an extremely personal and descriptive account of the events being narrated. Strictly speaking they fall into the category of "non-fiction" but the writer may exaggerate for comic or dramatic effect.

Read "Round Ireland With A Fridge" by Tony Hawkes or pretty much anything by Bill Bryson to get a feel for this genre.

# THE SCOOP TRAVEL GUIDE

## KILLRUA, Ireland

**Killruea is a small coastal village in County Wicklow, on the east coast of Ireland. It lies 33km south of Dublin with a population of 998 according to the census (2011).**

### History

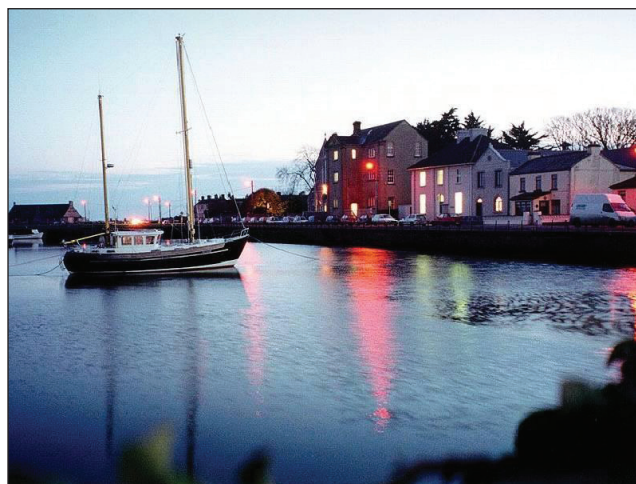
Killruea was once a fishing port but was superseded from the early 18th century by nearby Greystones. The village name in Gaelic translates as 'Red Wood' and is thought to originate from a Viking Raid in the 10th century. Legend has it that natives attacked the invader's camp under cover of darkness, captured the wife and 9 children of the Viking King, slit their throats and hung them from the outermost trees in the woodlands overlooking the village. Henceforth the woods were described as 'red' as they were awash with blood.

### Accommodation

The 5 star "Oaklands House Hotel" offers old world charm. Set on 55 acres, this former landlord's residence offers tastefully decorated rooms, a Michelin star restaurant, an 18hole golf course and a lakeside walk (tel 0404 978102). If your budget is more modest try Buckley's B&B whose proprietor Bridie is famed for her homemade soda bread (tel 0404 943825). Finally if you have little to no budget to speak of a neglected campsite sits forlornly on the edge of the village.

### Eating out & Going out

The aforementioned Michelin starred "Druid Restaurant" is the place to eat but you'll need to reserve at least 3 days in advance. Alternatively, "The Drunken Dwarf" gastro pub offers more affordable fare and in summertime has live music every night. For a quick coffee and some delicious home cooking pop to Bridie's Bistro (not the same



**Killruea's scenic harbour**

Bridie mentioned above, but a sister-in-law!).

For late night curry cheese chips, try Gonzo's Grill, unless Gonzo himself is working, in which case request that he wash his hands before handling your food! For a livelier nightlife, you may need to take a taxi into Greystones (Terry's Taxi tel 087 47385962, €15 return trip).

### Tourist Attractions & Activities

Sporting activities include golf, fishing, hillwalking and falconry, all organised by contacting the reception at the Oaklands House Hotel. Those travelling with children should not miss out on a visit to the "Pirate Planet Playpark", a themed indoor activity centre (located at the back of "The Drunken Dwarf"). The recently renovated Abbey is worth a visit, particularly for the beautiful stained glass windows. However, steer clear of the overpriced guided tours of the haunted dungeons (run by local entrepreneur Gerard 'Gonzo' Grogan). Finally, Greystones is only a fifteen minute drive away if the slow pace of life in Killruea proves too lugubrious.

## WRITING PROJECTS

**Sample travel guides – practice by completing one of the exercises below:**

- *If you'd like to contribute real travel advice go to [www.wikitravel.org](http://www.wikitravel.org), select your region and create an article for your locality. Otherwise, create a fictional town (like I've just done) in a country of your choice and write an informative travel guide for prospective tourists.*