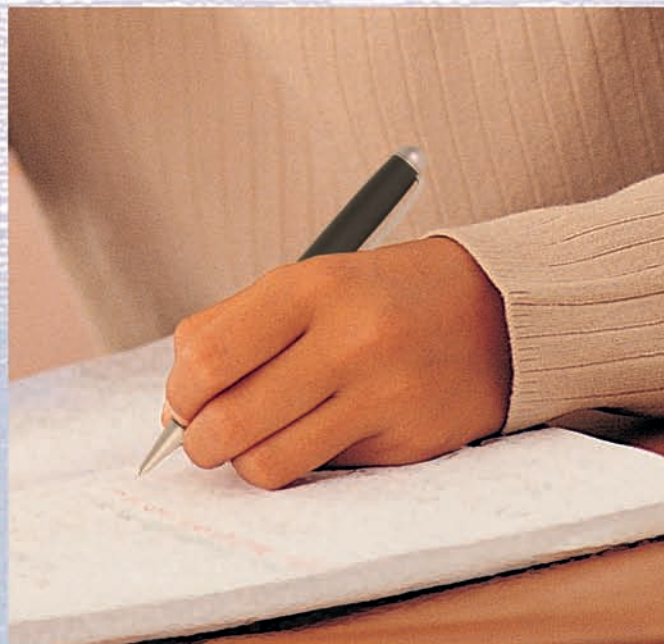


Reading



T A R G E T S

Writing

Student's Book

Virginia Evans - Jenny Dooley



Express Publishing

3

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Writing Strategies

TYPES OF COMPOSITION

When you write a composition or essay, you are often asked to write your answer in the form of an **article**, a **report**, a **letter**, etc.

ARTICLES are found in magazines and newspapers (e.g. *school newspaper*, *magazine for young children*, etc). All of the following may be written in the form of an article:

- **Descriptive compositions** about people, places, objects, etc
- **Narrative descriptions** or **stories** about real or imaginary events which happened in the past
- **Discursive essays**, about arguments concerning particular subjects, which include:
 - **opinion essays**, giving your personal opinion, and
 - **for-and-against essays**, giving the opposing arguments for both sides (e.g. *pros v. cons*)

REPORTS are similar to articles but have a more formal, factual style, and each kind has its own special format and features. Compositions in the form of reports include:

- **News reports** about recent events (e.g. *accidents*, *earthquakes*, etc), such as those found in newspapers
- **Assessment reports** discussing the suitability of a person, a place, a proposed plan, etc
- **Reviews** discussing a film, book, restaurant, etc and giving your opinion/recommendation

LETTERS are written to a specific person/group (e.g. *your parents*, *the Town Council*, etc) for a specific reason (e.g. *to make a complaint*, *to apply for a job*, etc). Compositions in this form include:

- **Friendly letters** to people we know, usually about personal matters, in informal style
- **Formal letters** to officials/managers/etc, about official/business matters, in formal style
- **Postcards** to friends or relatives

There are several other kinds of **informative writing**, each with its own format and features. (You are not often asked to write compositions in these forms.) They include:

- **Instructions** on how to make, use or do something (e.g. *bake a cake*, *operate a washing machine*, etc).
- **Leaflets** giving information, advice, etc
- **Public notices**, warnings, etc
- **Advertisements** and **announcements**
- **Memos**, **notes** and other short messages

1 Read extracts A-D and decide which is from:

- | | |
|---------------------------|-------|
| a descriptive article | ..... |
| a narrative article | ..... |
| a for-and-against article | ..... |
| an opinion article | ..... |

A The greatest thing about camping is being outdoors under the open sky with lots of fresh air. On the other hand, it's not much fun when it's pouring with rain and all sorts of insects try to take shelter inside your sleeping bag.

B It was a cold winter night and I was sitting in the living room watching TV. I suddenly smelt smoke, and when I looked towards the kitchen I saw orange flames coming from the cooker. "Help!" I screamed. "The kitchen's on fire!"



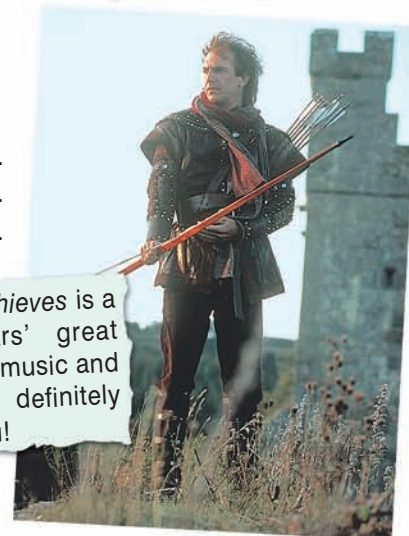
C Milan, in the north of Italy, is one of the most elegant cities in the world. It is famous for its magnificent Gothic cathedral, the Duomo, and for being one of the major fashion capitals of the world.

D In conclusion, I believe that computers play a very important role in education. They save students time and they also help make learning fun.

2 Read extracts E-G and decide which is from:

- | | |
|----------------------|-------|
| a news report | ..... |
| an assessment report | ..... |
| a film review | ..... |

E *Robin Hood, Prince of Thieves* is a wonderful film. The stars' great performances, the fantastic music and the beautiful scenery will definitely make an impression on you!



F To: Ms Karen Jackson, Director of Studies
From: Mrs Janice Freud, Administrative Assistant
Subject: Classroom Facilities at Mereton College

Introduction

The purpose of this report is to assess the classroom facilities existing at present at Mereton College.

QUAKE HITS SAN JOSE



G An earthquake measuring 5.2 on the Richter scale hit San José at 11.30 last night. Twenty people were injured and at least fifteen houses were destroyed.

3 Read extracts H-J and decide which is from:

- a formal letter
- a friendly letter
- a postcard

H Dear Barbara,
New York is a fascinating city. I'm having such a wonderful time here that I don't want to leave! Anyway, see you in a week.
Love, Emily

I Dear Sir/Madam,

I am writing to apply for the position of chef advertised in the *Lambert Daily* of 24th June.

I have recently completed a course in Cookery at Westside College. At present I am employed at Joe's Café in Lambert. My duties mainly include the preparation of desserts.

J Dear Uncle Ray,

I have a problem and I need your advice.

I've decided to study music, and my parents don't approve. I've been trying to convince them, but you know how old-fashioned they are! They think that I'll never make enough money as a musician.

4 Read extracts K-N and decide which is from:

- a recipe
- a leaflet
- a public notice
- an advertisement

- K**
- Beat the eggs well.
 - Add salt, pepper and a little milk.
 - Heat the butter in a frying pan.
 - Add the mixture and cook for five minutes.

L Safety Rules for a Burglar-Free Home

- Make sure you lock all doors before you leave the house.
- Check that all windows are securely closed.

WANTED

FLATMATE

For a two-bedroom flat
£40 a week
(bills not included)
Call Sue,
Tel.: (01582) 450450

ATTENTION

The A56 will be closed from 22nd - 25th July due to roadworks. It is recommended that drivers use the following alternative routes:

COMPOSITION INSTRUCTIONS

- Composition instructions — also called the 'rubric' — often describe an imaginary **situation** which you will write about (e.g. "You are a newspaper reporter ...", "You are planning to spend a few months at a language school in Britain ...", etc). This may suggest who/what you are, what has happened, why you are writing, etc.
- The instructions also suggest the imaginary **reader** of what you write. This may be a specific person (e.g. *the manager of the hotel where you recently stayed*), or a general type of person (e.g. *the readers of a fashion magazine for teenagers*). A composition should be written in a style which suits the particular reader.
- You will often be told to include a number of **specific topics** in your answer (e.g. "Describe *what happened* and say *how you felt* ...", "Describe *the building and its facilities*, and comment on its good and bad points ...").

KEY WORDS

The key words in the instructions are those which tell you about the type of writing, the situation, the reader and the specific topics. It is very useful to underline the key words, and make a list of the specific topics.

e.g. *A travel magazine has asked you to write an **article** about an unusual holiday destination, mentioning how to get there and what young people can see and do there. Write your **article** in 120-180 words.*



Writing Strategies

- 5** Read the rubric and underline the key words, then answer the questions.

This announcement recently appeared in "Waves", a magazine you read regularly, and you have decided to enter the competition.

COMPETITION

TELL US ABOUT YOUR FAVOURITE CELEBRITY!

Send us an article about a famous person you admire. Describe his/her appearance, personality and free-time activities. The best entry will win a prize of £100 and be published in the next issue of *Waves*!

Write your **article** for the competition in 100 - 150 words.

- What type of composition is this?
A a friendly letter **C** a news report
B a descriptive article **D** an opinion article
- Which of these statements are true?
A You know the reader(s) personally.
B The readers of *Waves* magazine are probably very similar to you in age and interests.
C You should write in a very formal, impersonal style.
D Your composition may include facts, description and your own feelings.
E Your composition must include all of the specific topics mentioned in the instructions.
F You should write about a famous person you have met in real life.
- Who should you *not* describe, and why?
A a great athlete **D** your favourite rock star
B your best friend **E** a fashion supermodel
C a film star you hate **F** your English teacher

PLANNING YOUR COMPOSITION

- **List the specific topics** mentioned in the composition instructions.
- **"Brainstorm"** for ideas — i.e. write down any ideas, words/phrases, etc you can think of which are related to the general subject.
- Choose which of these you will use, and group them into **main topics**. Check that these include all of the specific topics you have listed — you may include more topics, but you must not leave out any of the specific topics.
- Choose suitable topics for the introduction and the conclusion (see "Composition Layout").

- 6** a) Look at the rubric in Ex. 5 again. Find the specific topics mentioned in the instructions, and write them as headings below.

1 Appearance

2 _____

3 _____

- b) List these words/phrases under the correct headings above.

generous	well-built	casual clothes
handsome	well-dressed	enjoys cooking
determined	wide grin	friendly brown eyes
likes baseball	smart suits	likes ten-pin bowling
caring	tall	plays golf with friends

COMPOSITION LAYOUT

Most compositions (e.g. *articles, letters, narrative stories, etc*)* have three basic parts — an **introduction**, a **main body** and a **conclusion**.

a. Introduction

The introduction is a short paragraph in which we give the reader a general idea of the subject of the composition, and attract their attention so that they want to continue reading.

b. Main Body

In the main body we develop points related to the subject of the composition. This part usually consists of two or more paragraphs, depending on the subject.

Each paragraph should deal with points related to the same topic. We start a new paragraph each time we begin to discuss a new topic. For example, in a for-and-against article, the main body will have one paragraph about advantages, and a second about disadvantages.

c. Conclusion

The conclusion is a short final paragraph in which we summarise the main idea of the subject, restate our opinion using different words, discuss the results of the main event, etc.

* *Instructions, notices, messages, etc do not always follow this paragraph layout.*

7 a) Which of these topics would be most suitable for the introduction to a descriptive article about a famous sportsman?

- A the history of the sport which this person plays
- B who the person is and why he is famous
- C whether sportsmen should be paid so much

b) Which of these topics would be most suitable for the conclusion to the same article?

- A the sportsman's childhood and early career
- B other famous people — actors, politicians, etc
- C what the writer and other people feel about him

8 a) Read the article and label the paragraphs with these headings.

- writer's/people's feelings about him
- free-time activities
- name, why famous
- personality
- appearance

b) Read the article again and answer the questions.

- 1 Who is the article about, and why is he famous?
- 2 What examples does the writer give to support the statement that Jordan "looks like a star"?
- 3 What does the writer say about Jordan's personality? What examples are given to support this opinion?

He's My Hero!

Introduction

If you are a sports fan, you are sure to know the name Michael Jordan, because he is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Para 1

.....

Main Body

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, whether he is wearing the casual clothes he prefers, or smart suits for important occasions.

Para 2

.....

His personality, too, is as outstanding as his playing ability. Michael is a very determined person, which was one of the reasons he was such a successful basketball star. He is also very generous, and has given lots of money and support to charities.

Para 3

.....

In his free time, Michael is a man who prefers simple pleasures. One of his favourite pastimes is playing golf with his friends. He also likes baseball and ten-pin bowling. He enjoys cooking, too, and he often prepares delicious meals for his family.

Para 4

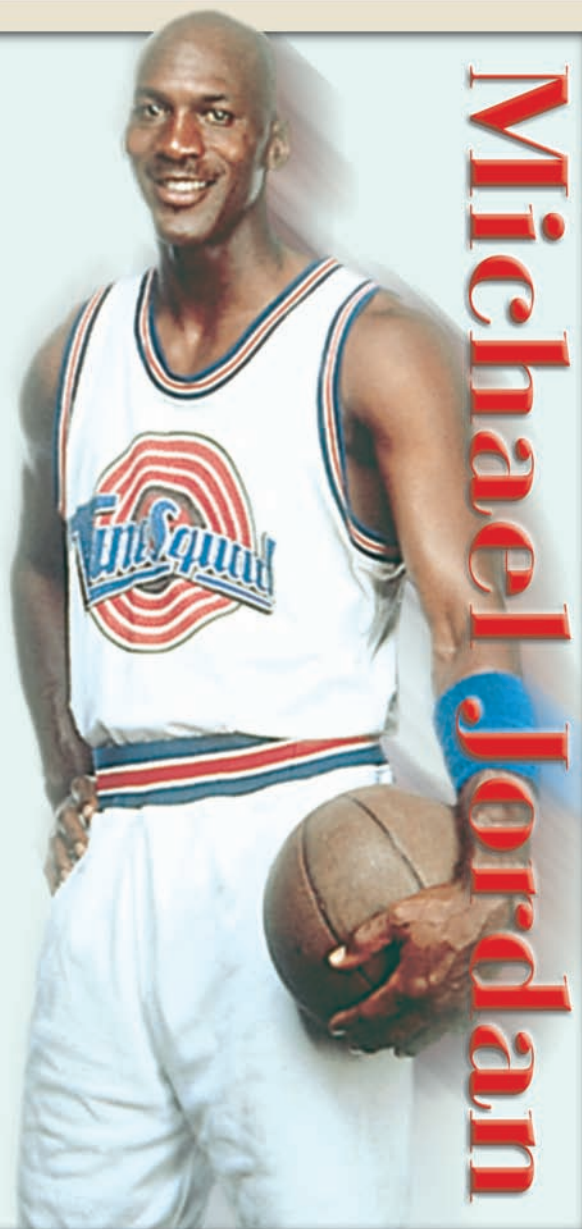
.....

Conclusion

All in all, I admire Michael Jordan not only because he was a great athlete, but also because he is such a warm, caring person. Is it any wonder that so many boys have dreamed of growing up to be just like him?

Para 5

.....





TOPIC SENTENCES

- In some types of composition — especially articles and discursive essays — it is a good idea to begin each paragraph of the main body with a **topic sentence**. This is a sentence which introduces or summarises the **main topic** of the paragraph, to give readers an idea of what they are going to read.
- This is followed by **supporting sentences** which give examples, details, etc to develop and support the topic sentence.

Tom likes doing all sorts of different things in his spare time. He loves swimming and spends hours at the pool. He also likes collecting old cinema posters and watching films on video.

topic sentence

supporting sentences

- 9** Read the paragraph below and underline the topic sentence. What is the main topic of the paragraph? Which sentence is not relevant to the main topic?

There are so many exciting things to do here! For example, yesterday I took my first scuba-diving lesson. The food is delicious, too. I am going water-skiing this afternoon, and I've been invited to a birthday party on Saturday night!

- 10** a) Read the main body of the article in Ex. 8 again, and underline the topic sentence in each paragraph.
- b) Which sentences below could replace the topic sentences in the article, and which are not relevant to the main topic of the paragraph?

Paragraph 2

- A** Michael Jordan is a hero, not only to me but to everyone who enjoys basketball.
- B** Michael Jordan's appearance is naturally part of his image as a celebrity.

Paragraph 3

- A** Michael has excellent personal qualities to match his looks and sporting talents.
- B** Michael set more records in his basketball career than any other player in the game.

Paragraph 4

- A** Leaving professional basketball has given him more free time for his many other interests.
- B** Michael is not as good at other sports as he was at basketball.

- 11** Read the paragraphs and choose the best topic sentence. What type of composition is each paragraph taken from?

- A** Public transport is the best way for people to get to work.
- B** There are several good reasons for using public transport rather than cars.
- C** Public transport is not as comfortable as cars.

1

First of all, public transport produces less pollution than cars, so it is better for the environment. Secondly, it is cheaper to use public transport than to buy a car and then pay for petrol, insurance and maintenance. Public transport is also safer, as the drivers are more experienced than most motorists.

- A** I'll always remember my grandparents' garden.
- B** My grandparents had the prettiest house in the neighbourhood.
- C** I remember that my grandparents were always very busy.

2

My grandmother, who was a keen gardener, used to spend hours there looking after the plants. There was a huge, green lawn with a big pond in the middle of it. The pond had a fountain and lots of colourful fish. At the bottom of the garden there was a big old tree with a swing and all around the lawn there were beautiful rose bushes.

- 12** Read the paragraphs and suggest a suitable topic sentence for each. What type of composition is each paragraph taken from?

1

He has got a handsome face, shoulder-length black hair and big blue eyes. He always manages to look well-dressed, whether he is wearing an expensive suit or casual clothes.

2

Firstly, it is the best way to learn another language. It also offers the chance to get to know different cultures and customs. What is more, it provides an opportunity to meet people from different backgrounds and to experience another way of living.

WRITING TECHNIQUES

There are some writing techniques which we can use to make the beginning and ending of a composition more interesting to the reader. For example, to begin or end an article, we can:

- a address the reader directly** — i.e. we write as if we were speaking to the reader, using the word “you”.
e.g. *You all know how important friends are.*
- b use direct speech** to give somebody’s exact words, or a **quotation** from a famous writer, celebrity, etc. In both cases we have to use quotation marks.
e.g. *“Always look on the bright side of life,” my friend Maggie used to tell me.*
- c ask a rhetorical question** — i.e. a question which does not expect an answer.
e.g. *What would life be like without friends?*

- 13** a) Read these beginnings and endings and say which techniques from the theory box above have been used.

1 Have you ever met someone who changed the way you looked at the world around you? Well, I have. That person was my history teacher, Mr Jones.

2 In conclusion, I feel very fortunate to have met Mrs Daniels. I am sure that you would also feel the same way if you had met her.

3 “Don’t worry – tomorrow is another day,” Sue tells me whenever I’m upset. She’s always there for me, in good times and bad, because she’s a real friend. After all, that’s what friends are for, isn’t it?

4 Which is more important in life – money or friendship? Would you want to be rich if this meant that you had no real friends? “Friends are worth more than gold,” my grandmother often used to say, and I believe that she was absolutely right.

- b) Read the first and last paragraphs of the article in Ex. 8 again, and say which of the techniques above have been used.

WRITING STYLE

- We do not use the same sort of writing style for every composition. There is a variety of styles we can use (e.g. **formal** or **informal**, **personal** or **impersonal**, **descriptive** or **factual**), and we must choose the most appropriate style for each writing task.
- The appropriate style for a composition depends on the **type of composition**, the **situation** suggested in the rubric, and who the imaginary **reader** is. For instance, a letter telling a friend our news should be ‘chatty’ (i.e. *informal, personal and descriptive*), while a letter of application to the manager of a company should be formal, factual and polite.
- The two main kinds of writing style are **formal** and **informal**, which usually include other features such as impersonal, factual, etc. The main characteristics are shown below. (Remember that we may combine these features in slightly different ways for each situation and imaginary reader.)

FORMAL

- Formal expressions and vocabulary
e.g. *(The purpose of this report is to assess ...)*
- Little or no use of short forms (i.e. *I’m, he’s*)
e.g. *If it is at all possible, I would prefer ...*
- Formal linking words/phrases (*In addition, However, Consequently, etc*); longer sentences

Impersonal

- Frequent use of the passive
- Little or no description of emotions

Factual

- Facts and statistics; ‘neutral’ description
e.g. *The building, completed in 1871, is quite large and much taller than the other houses in the square...*

INFORMAL

- Everyday expressions and vocabulary, idioms
e.g. *(I thought I’d drop you a line to tell you about ...)*
- Frequent use of short forms
e.g. *We’re having a great time, and it’s lovely to see ...*
- Simple linking words/phrases (*and, but, so, because, etc*); shorter sentences

Personal

- First person (*I/we*); addressing the reader directly
- Frequent description/discussion of emotions

Descriptive

- Variety of adjectives/adverbs/etc for vivid description
e.g. *This beautiful, enormous old building dates back to Victorian times. Its red brick front towers over the tiny square ...*



Writing Strategies

14 a) Match the short extracts (1-4) to the styles described (A-D).

- 1 In conclusion, it is recommended that the plan to build an extension to Baines High School be accepted. The existing buildings are not sufficient for the number of pupils and extra classrooms are therefore required.
- 2 The 'silent city' of Mdina is as beautiful as it is historic. Visitors can admire the lovely ancient buildings and enjoy wandering through the narrow, winding streets.
- 3 Furthermore, I was extremely disappointed with the standard of the maid service. The sheets were worn and old and the towels looked grey instead of white. I must say I had expected more from a three-star hotel.
- 4 We had a lovely time by the lake. The weather was super and it didn't rain once. Jack enjoyed himself fishing, of course, and I caught up on some reading.

- A very formal, impersonal, factual
 B informal, friendly, 'chatty'
 C quite formal, descriptive
 D formal, polite, personal

b) Now, match the short extracts above to these types of composition.

- A a letter to a friend, telling him/her the writer's news
 B an article in a travel magazine
 C a letter of complaint to the manager of a hotel
 D an assessment report on a proposed plan

15 a) Read the rubric and underline the key words, then answer the questions.

*Your teacher has asked you to write a composition discussing this statement: "Borrowing and lending can destroy friendships." Write your **composition**, giving your personal opinion. (120-180 words)*

- 1 What type of composition is this?
 A an opinion essay B an assessment report
- 2 Who is the imaginary reader of the composition?
 A your friends B your teacher
- 3 What style would be most suitable?
 A quite formal, impersonal
 B very informal, personal, 'chatty'
- 4 Which of these extracts is *not* in the appropriate style? What features are not appropriate?
 A You shouldn't lend things to your friends, because maybe you won't get them back. I lent a friend £10 once and he took ages to pay me back. That doesn't help a friendship, I'm sure you'll agree.
 B However, it would not be wise to lend a friend expensive items, since if these items were lost or damaged, the friendship would also be damaged.

LINKING WORDS/PHRASES

Linking words and phrases can make our writing more interesting by joining short, simple sentences into one longer sentence. It can also make our writing easier to understand, by showing how the ideas or events in two sentences/paragraphs are related.

- Some linking words can join two short sentences into one longer sentence.
 e.g. *My dog's name is Blackie. I love him a lot.*
*My dog's name is Blackie **and** I love him a lot.*
He learns quickly. He's a clever dog.
*He learns quickly **because** he's a clever dog.*

Words/phrases of this sort include:

and, but, so, because, since, etc

- Some linking words/phrases show how the ideas or events in two sentences are related, but they *don't* join the sentences into one longer sentence.
 e.g. *The food in the new restaurant is delicious.*
The service is quick and very friendly.
*The food in the new restaurant is delicious. **In addition**, the service is quick and very friendly.*

Words/phrases of this sort include:

In addition, Furthermore, Moreover, However, As a result, On the other hand, etc

- In the same way, we can use linking words/phrases to show how two paragraphs are related.

<p><i>We've already painted all the rooms and we've finished unpacking our things. We've also planted some lovely flowers in the front garden.</i></p> <p><i>However, there are a few things we still need to do. We haven't put the curtains up yet, and we haven't ordered a sofa for the sitting room.</i></p>	<p>What <u>has</u> been done</p> <p>↑</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">CONTRAST</div> <p>↓</p> <p>What <u>hasn't</u> been done</p>
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Linking words/phrases can be used to:

- show **time** (*when, whenever, before, until, while, as soon as, etc*)
- **list points** or show **sequence** (*First[ly], First of all, To start with, Secondly, Next, then, Afterwards, After this/that, Finally, Last[ly], etc*)
- **add more points** (*and, also, too, Moreover, What is more, In addition, Furthermore, etc*)
- show **cause/effect** (*because, as, so, Therefore, etc*)
- give **examples** (*such as, especially, For example, For instance, etc*)
- show **contrast** (*although, but, However, On the other hand, etc*)
- introduce a **conclusion** (*Finally, Lastly, All in all, In conclusion, To sum up, etc*)

16 Choose the correct linking word/phrase, as in the example.

- 1 He called the police ~~when/then~~ he realised that a burglar had broken into his neighbour's house.
- 2 Travelling by train is usually cheaper than driving. **However/In addition**, it is more relaxing.
- 3 Helen didn't go to the Chinese restaurant with us, **but/because** she doesn't like Chinese food.
- 4 I love the work of artists **such as/for example** Van Gogh and Matisse.
- 5 Kim never eats healthy food, **but/so** she always looks fit and well.

17 Fill in the correct word/phrase from the list.

secondly, finally,
first of all,
such as, and



Exercising regularly offers many advantages. 1) , regular exercise helps you to lose weight 2) tone up your body. 3) , it improves your body's ability to fight illnesses 4) colds and flu. 5) , exercise reduces stress levels and makes you feel happier.

18 Choose the correct linking word/phrase and write the completed sentence(s).

- 1 Not everyone enjoys travelling by plane. It is one of the safest means of travel. **(although/As a result)**
.....
.....
- 2 It was beginning to get dark. We turned on the light. **(so/Furthermore)**
.....
.....
- 3 Cars are convenient for getting around. They harm the environment. **(because/On the other hand)**
.....
.....
- 4 Rachel loves dogs. She is allergic to them. **(even though/Moreover)**
.....
.....

- 5 Gary likes classical music. His brother likes rock music. **(but/In addition)**
.....
.....

- 6 Several species are endangered because their natural habitat is being destroyed. They may be threatened by illegal hunting. **(What is more/Despite)**
.....
.....

19 Read the text and correct the mistakes.

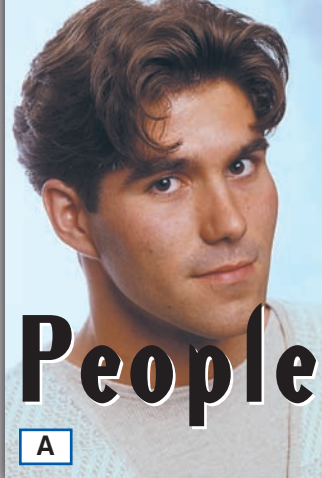
"Its very hard to live up to an image", Elvis Presley once said. The famous singer didn't managed to live up to his own image as a sucessfull star. Elvis was the bigger teenage idol in america in the 1950s and 60s, but he couldn't to cope with being such famous. He put on more and more weight and spent his lastly few years hidding from the outside world in "Graceland", his enormous home in Memphis, Tennessee.

CHECKLIST

- 1 Read the instructions and underline the **key words**. Identify the type of writing (e.g. *for-and-against article, narrative story, etc*), the situation and imaginary reader. Decide which style of writing is most suitable, and list the **specific topics** which the rubric tells you to discuss.
- 2 **Brainstorm** for any ideas, words/phrases, etc which are related to the general subject. Choose which ideas you will use and group these into **main topics**. Check that these include the specific topics given in the rubric.
- 3 Plan the **layout** of your composition and check that you have a separate paragraph for each main topic. Write a **topic sentence** for each paragraph of the main body.
- 4 Choose suitable topics for the **introduction** and the **conclusion**, and think of **writing techniques** to make the beginning and ending more interesting.
- 5 Write your composition in the **style** which is most suitable for the reader and situation. Use appropriate **linking words/phrases** to join short sentences and to show how your ideas, sentences and paragraphs are related.
- 6 Check your composition carefully and **correct** any errors of spelling, punctuation, grammar, etc.



Everyday People



- 1** Read the rubric and underline the key words, then answer the questions.

*Your school newspaper has asked you to write an article about an interesting person you know well, describing his/her appearance, personality and hobbies/interests. Write your **article** for the newspaper in 120-180 words.*

- 1 What type of composition is this?

A a friendly letter	C a news report
B an assessment report	D a descriptive article
- 2 Who should you *not* describe, and why?

A a boring relative	C a neighbour
B a famous person you've never met	D a close friend of yours
- 3 Which specific topics *must* be included in your composition? Put a tick (✓).

.... hobbies/interests	.... job/career
.... appearance	.... daily routine
.... plans/ambitions	.... personality
- 4 Which topics/points could you include in the introduction and conclusion? Put **I** (introduction), **C** (conclusion), or a cross (X) for points you would probably *not* use.

.... the person's name
.... his/her childhood/early life
.... feelings/comments about him/her
.... relationship (i.e. friend, workmate, etc)
.... when/where/how you met him/her

- 2** a) Read the article and label the paragraphs with these headings.

- | | |
|------------------------------|---------------|
| • general information | • personality |
| • hobbies/interests | • appearance |
| • writer's comments/feelings | |

- b) Read the topic sentences (A-D) and match them to the gaps in the article (1-3). One of the sentences does not fit.

- | |
|---|
| A His personality is an interesting mixture of contrasts. |
| B Max's appearance often makes people think he must be an actor or a pop star. |
| C His appearance and personality make him seem older than he is. |
| D In his free time, Max loves excitement and action. |

- c) Which of these writing techniques are used in the introduction and conclusion?

- | | |
|----------------------------------|--------------------------------|
| • addressing the reader directly | • asking a rhetorical question |
| • using direct speech | |

- d) Which person in the pictures (A-C) does the article describe? Which words/phrases make you think so?

An Interesting Neighbour

Introduction	I first met my friend Max Westlake two years ago when he knocked on my door. "Hello," he said warmly. "My name is Max, and I've just moved in next door, so I'm your new neighbour."	Para 1
	
Main Body	1 He is a handsome, well-dressed young man in his early twenties. Max is quite tall and slim, with hazel eyes and carefully-styled light brown hair. He likes wearing expensive clothes such as leather jackets and silk scarves.	Para 2
	
	2 He has a great sense of humour, and I love to listen to his amusing stories. What's more, he is a very kind-hearted person who is always ready to help a friend in need. On the other hand, though, he can seem arrogant and conceited sometimes because he likes to be the centre of attention.	Para 3
	
Conclusion	3 He enjoys dangerous sports such as bungee jumping and hang gliding. He's a great dancer, too, and he often goes to clubs and discos.	Para 4
	All in all, life is never dull when Max is around. Who wouldn't be happy to have him for a friend and neighbour?	Para 5
	

3 Read the article again and answer the questions.

- 1 Who is Max?
- 2 What does he look like?
- 3 What does he usually wear?
- 4 What kind of a person is he?
- 5 What style does the writer use to talk about Max: personal or impersonal?
- 6 Which tenses does the writer use to describe Max?

4 Fill in the correct word from the list, then use the expressions to talk about Max.

amusing, centre, early, dangerous, hazel, humour, kind-hearted, leather

- | | |
|------------------|--------------------------|
| 1 twenties | 4 a sense of |
| 2 eyes | 5 the of attention |
| 3 a jacket | 6 sports |

STUDY TIP

- When we describe a person's **physical appearance**, we normally start with the more general features (e.g. *height, build, age*) and go on to the more specific ones (e.g. *eyes, nose, hair, etc.*).
- As part of a description of somebody's appearance, we often describe the **clothes** they wear.

e.g. *Joe is a tall, well-built man in his twenties. He has got beautiful green eyes, dark brown hair and a beard. He usually wears blue jeans and sweaters.*

5 Circle the odd word out in each group. Can you think of more words to add?

Height:	tall, <u>plump</u> , of average height, short
Build:	thin, muscular, well-built, shoulder-length, slim, plump
Age:	in his/her late thirties, in his/her early teens, small, teenager, middle-aged
Eyes:	brown, almond-shaped, square, large
Nose:	big, upturned, hooked, tall, small, straight
Hair:	blond(e), curly, wavy, short, straight, big
Special Features:	moustache, scar, blouse, beard, dimples, freckles, mole, glasses
Clothes:	jeans, skirt, T-shirt, cardigan, raincoat, high-heeled shoes, suit, shorts, tracksuit

6 Fill in the blanks with *good, kind or well*, then make sentences as in the example.

- | | |
|--------------------|--------------------|
| 1 - looking | 5 - dressed |
| 2 - built | 6 - natured |
| 3 - hearted | 7 - behaved |
| 4 - mannered | 8 - humoured |

*John is a **good-looking** man in his early thirties.*

7 a) Study the examples, then fill in the gaps using *and, who, with or as well as*.

- Paul has got big blue eyes. He's got dark, curly hair.
*Paul has got big blue eyes **and** dark, curly hair.*
*Paul has got big blue eyes **as well as** dark, curly hair.*
- Paul is a plump boy. He has got dark, curly hair.
*Paul is a plump boy **who** has got dark, curly hair.*
*Paul is a plump boy **with** dark, curly hair.*

A Nancy is a pretty girl in her late teens 1) is tall
2) slim, 3) fair hair, bright blue eyes
4) a small, straight nose.

B Tom, 1) is in his mid-thirties, is a tall, well-built man 2) almond-shaped eyes, 3)
..... an upturned nose 4) a moustache.

b) Rewrite this short description, using the linking words/phrases above.

Jerry is forty years old. He is of average height. He is muscular. He has got big blue eyes. He has got short, blond hair. He has got a beard. He likes wearing casual clothes.

8 Use vocabulary from Exs. 5 and 6, and the linking words in Ex. 7, to describe the people in the pictures.



STUDY TIP

- When we describe someone's character/personality, we should **justify our opinions** — i.e. explain the reason for our opinion, and/or give examples to show what we mean.

e.g. *Opinion: Rob is a very patient person.*

Justification: He is always calm and never loses his temper.

- If we want to talk about somebody's negative qualities, we use mild language. Instead of saying *Sue is rude*, it is better to say *Sue tends to be rude* or *Sue can be rude at times*.

- 9** Match the adjectives to their justifications. Which are positive? Which are negative? Use the adjectives to describe members of your family, students in your class etc, as in the example.

*My mother is a very **energetic** woman. She likes to keep active by taking part in various activities, such as ... On the other hand, she can be **bossy** sometimes, because ...*

Adjectives	Justifications
1 cheerful	<input type="checkbox"/> a is nervous about meeting people, etc
2 sociable	<input type="checkbox"/> b cares only about him/herself
3 hard-working	<input type="checkbox"/> c likes to be active all the time
4 shy	<input type="checkbox"/> d makes people laugh
5 energetic	<input type="checkbox"/> e is always in a good mood
6 ambitious	<input type="checkbox"/> f isn't polite to other people
7 selfish	<input type="checkbox"/> g hates working hard
8 amusing	<input type="checkbox"/> h loves meeting people
9 rude	<input type="checkbox"/> i wants to become successful
10 lazy	<input type="checkbox"/> j doesn't mind working long hours
11 bossy	<input type="checkbox"/> k thinks he/she is better/more important than anybody else
12 kind-hearted	<input type="checkbox"/> l tells everyone what to do
13 arrogant	<input type="checkbox"/> m gives a lot to other people
14 impatient	<input type="checkbox"/> n is always ready to help people
15 generous	<input type="checkbox"/> o gets angry if he/she has to wait for something

- 10** a) Fill in the gaps with the correct linking words/phrases from the lists.

also — so — who

- 1 My brother is a very hard-working person 1) doesn't mind working long hours. He 2) wants to become successful, 3) he is very ambitious.

*and — because — For instance
However — What is more — who*

- 2 Laura is really a very sociable woman. 1) , she loves going to parties 2) meeting people. 3) , she is an optimistic person 4) always sees the bright side in difficult situations. 5) , she tends to be a bit bossy sometimes, 6) she likes telling people what to do.

- b) Rewrite this short description, using the linking words/phrases given.

*who — In addition, — and
On the other hand, — For example,*

Mrs Richards is a hard-working person. She doesn't mind working long hours. She is generous. She loves giving her friends presents. She can be rather impatient. She hates it when shop assistants take a long time to serve her.

- 11** Read the short text and correct the tense/form of the verbs underlined.

I first have met Sharon last year, so e.g. ... met
I don't knew her very long. However, 1
we soon become best friends and we 2
always are spending our free time 3
together. She is liking the same things 4
I does, such as music, sports and 5
books, and we both enjoyed the same 6
TV shows. There was nothing better 7
than to having someone who you can 8
to share your interests with, and who 9
will listen to you when you will want to 10
talk about your problems.



WRITING

TIP

When we write a **descriptive article** about a person, we can divide it into five paragraphs.

- In the **introduction**, we give **general information** – e.g. who the person is, when/where we met, etc.
- In the **second** paragraph, we describe the person's **appearance** (e.g. his/her physical appearance, clothes).
- In the **third** paragraph, we describe his/her **personality**, giving examples to justify our opinion.
- In the **fourth** paragraph, we write about the person's **hobbies/interests**.
- In the **conclusion**, we make general **comments** about the person and describe our **feelings** for him/her.

- 12** Read the rubric, underline the key words, then read the article and number the paragraphs. Why has the writer used past tenses? Who is going to read your article?

*Your teacher has asked you to write an article for your class magazine, with the title "A Person I'll Never Forget." Write your **article** describing the person's appearance, character and hobbies/interests.*

A Person I'll Never Forget

A Dale was full of energy and spent every minute of his free time outdoors. He enjoyed going on long bike rides or playing football in the streets, and he was very good at sports. Everyone wanted to be in his team, and they were jealous of me because I was his best friend.

B Dale was no angel, but he was so bright and friendly that everybody liked him. Although he was often naughty, breaking school rules and coming late to lessons, the teachers were never really angry with him.

C I can still remember how he looked that day. In fact, his appearance never changed in all the years I knew him. He was taller than me, with a cheeky grin and untidy, curly brown hair, and he always wore jeans and trainers, even for parties and other special occasions.

D I met Dale on my very first day at school. I was standing in the playground, feeling afraid and lonely, when a boy ran past me and shouted, "Hello – my name's Dale! Come and play!" I accepted his invitation, and we were soon the best of friends.

E Dale's family moved away a few years ago and I haven't seen him since, but I'll always remember him. How could I ever forget the boy with the friendly grin who made my early school years so much fun?

- 13** Read the rubric and underline the key words, then answer the questions to plan your composition in detail.

*Your favourite magazine is holding a competition for the best article entitled "Friends for Life", and you have decided to enter. Write your **article** for the competition, describing your best friend's appearance, personality and hobbies/interests.*

(100 - 150 words)

- What **type of composition** is this?
• Who is going to read your article?
What style will you use?
• What are the **specific topics** you must include?
- Who will you describe? What does he/she look like?
What vocabulary can you use to describe his/her **appearance**?
• How would you describe his/her **personality**? What examples could you give to justify your description?
• What are his/her **hobbies/interests**?
- How many **main body paragraphs** will there be?
What will each paragraph be about?
What **topic sentences** will you use?
- What topics will you use for the **introduction** and **conclusion**?
• What **writing techniques** will you use to make the beginning and ending more interesting?
- What **linking words/phrases** will you use?
What **tenses** will you use?

- 14** Use your answers to the questions above, as well as the plan below, to write your composition following the rubric in Ex. 13. Use the texts in Exs. 2 and 12 as models.

Plan

Introduction

Paragraph 1: *name, where/when you met, etc.*

Main Body

Paragraph 2: *appearance*

Paragraph 3: *personality*

Paragraph 4: *hobbies/interests*

Conclusion

Paragraph 5: *your feelings/comments about him/her*