

# UNIT 1 Describing People

1  Read the following table, then listen and tick (✓) the information mentioned. Finally, use the table and the photograph to describe Paul.

Height	quite tall <input type="checkbox"/>	rather short <input type="checkbox"/>		
Build	well-built <input type="checkbox"/>	thin <input type="checkbox"/>	muscular <input type="checkbox"/>	
Age	early twenties <input type="checkbox"/>	mid thirties <input type="checkbox"/>	teenaged <input type="checkbox"/>	
Facial Features	oval face <input type="checkbox"/>	high cheekbones <input type="checkbox"/>	blue eyes <input type="checkbox"/>	mole <input type="checkbox"/>
Hair	curly <input type="checkbox"/>	short brown <input type="checkbox"/>	wavy <input type="checkbox"/>	
Clothes	casual <input type="checkbox"/>	formal <input type="checkbox"/>		
Personality	good-humoured <input type="checkbox"/>	imaginative <input type="checkbox"/>	vain <input type="checkbox"/>	short-tempered <input type="checkbox"/>
Activities/Hobbies	going to discos <input type="checkbox"/>	watching old films <input type="checkbox"/>	cooking <input type="checkbox"/>	



A descriptive composition about a person should consist of:

- an **introduction** where you give some brief information about the person (his/her name, time or place you met/saw him/her, how you heard about him/her);
- a **main body** where you describe physical appearance, personality characteristics and hobbies/interests/everyday activities in separate paragraphs; and
- a **conclusion** which includes your comments and/or feelings about the person.

Such descriptions can be found in articles, letters, witness statements, novels, etc.

## Points to consider

- Each paragraph starts with a topic sentence which introduces the subject of the paragraph. A variety of linking words should be used to connect ideas.
- To describe physical appearance, details should be given as follows: **height/build**, **age**, **facial features**, **hair**, **clothes**, moving from the most general aspects to the more specific details. e.g. *John is a tall, slim man in his mid forties. He has a thin face, blue eyes and a large nose. His short hair is greying at the temples. He is usually casually dressed.*
- To describe character and behaviour you can support your description with examples. e.g. *Sally is very sociable. She loves going to parties and dances.* If you want to mention any negative qualities, use mild language (tends to, seems to, is rather, can occasionally be, etc.). e.g. Instead of saying *Sally is arrogant.*, it is better to say *Sally tends to be rather arrogant.*
- Variety in the use of adjectives will make your description more interesting. e.g. *good-natured, well-behaved, gorgeous, etc.*
- Present tenses can be used to describe someone connected to the present, e.g. *someone you see every day.* Past tenses can be used to describe someone related to the past, e.g. *someone who is no longer alive, someone whom you won't meet again ... etc.*

## Introduction

### Paragraph 1

*name of the person: time you met/saw him/her*

### Main Body

#### Paragraph 2

*physical appearance*

#### Paragraph 3

*personality characteristics and justification*

#### Paragraph 4

*hobbies, interests or any activities he/she takes part in*

### Conclusion

#### Final Paragraph

*comments & feelings about the person*

HEIG  
BUIL  
AGE  
COM  
FACE  
HAIR  
EYES  
NOS  
LIPS  
SPEC

2 Read the model composition and write down the topic of each paragraph. Find the topic sentences for each paragraph and try to replace them with other similar ones. Then underline the adjectives which describe physical appearance and circle the ones which describe personality.

### "My Next-door Neighbour"

Mavis has been my neighbour for six years. I first met her when she knocked on my door and asked for a spade because she hadn't yet unpacked hers. She had only moved in two days before.

Physically, Mavis looks younger than most other women in their late sixties. She is of average height, neither fat nor thin. Her plump round face is framed by a mass of wavy white hair and her sparkling blue eyes show her humour and friendliness. She prefers wearing casual, comfortable clothes. I don't think I have ever seen her in a perfectly ironed suit.

As for her personality, Mavis's most striking characteristic is her generosity. My house, as well as most of our neighbours', nearly always has a vase of flowers from her garden in the living room. Mavis is very good-natured and always has time for a chat. She is also patient. She hardly ever gets annoyed about anything, except when children pick her favourite roses and lilies. However, she tends to be quite stubborn — once she has made a decision, nothing can change her mind.

Mavis always seems to be busy doing something. She spends a lot of her time looking after her garden and often participates in local flower shows. When she is not in her garden she is usually off somewhere raising money for one charity or another.

All in all, Mavis is the perfect next-door neighbour. Since the day she moved in, we have grown very close and I am very fond of her, even if I am woken up by the noise of her lawnmower early in the morning!



3 Fill in the table with words from the list below. Using words from the completed table describe your partner's physical appearance, then write a short paragraph describing the appearance of a relative of yours.

round, oval, slanted, ginger, of medium height, middle-aged, mole, teenaged, curly, blond(e), tall, wrinkled, thick, balding, just over six foot, tanned, slim, thin, scar, elderly, muscular, in his teens, well-built, in his mid-forties, overweight, curved, wavy, pale, crooked, freckled, dimples, straight, skinny, beard, shoulder-length, almond-shaped, short, moustache, long-legged, round-shouldered, in his late forties, full

HEIGHT:

BUILD:

AGE:

COMPLEXION:

FACE:

HAIR:

EYES:

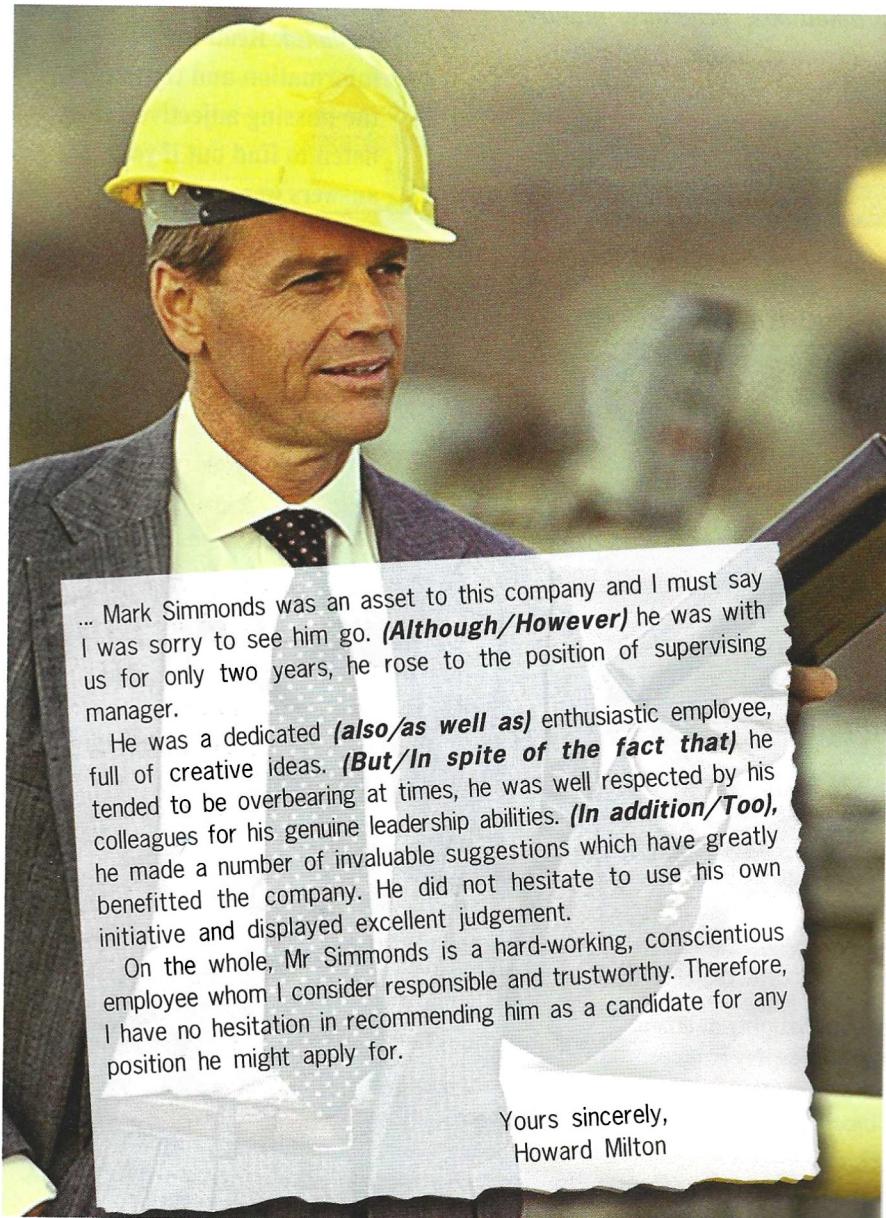
NOSE:

LIPS:

SPECIAL FEATURES:

## Unit 1 Describing People

**11** Read the following extract and underline the correct linking words/phrases. Then list the positive and negative qualities mentioned. Where do you think this extract is taken from? Why do you think there is no description of physical appearance?



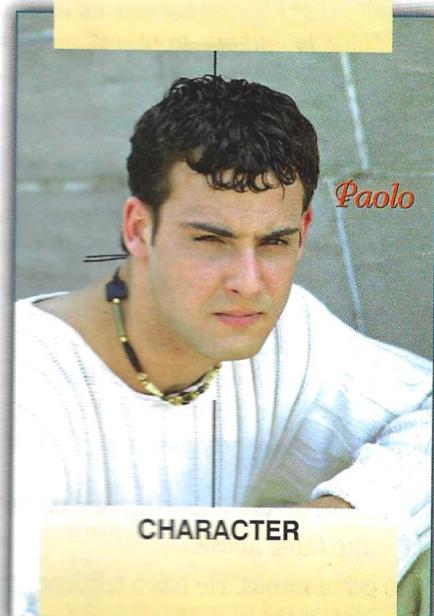
**13** Pietro's brother, Paolo, is going to study abroad. He will be staying with a couple of Pietro's English friends. His friends are going to meet Paolo at the airport but they haven't seen him since he was little, so Pietro has decided to write them a letter with all the necessary information. What information should Pietro include in his letter?

15

**14** Listen to the letter Pietro wrote and make notes under each heading. Then, using this information, describe Paolo.

### APPEARANCE

### CLOTHES



### CHARACTER

16

**12** You used to be the employer of the person whose qualities are listed below. Write a reference for her. Include a variety of appropriate linking words/phrases, using the model in exercise 11 as a guide. You can start as shown in the example.

*reliable, honest, professional, determined, knowledgeable, impatient, cheerful*

e.g. Jennifer Grant worked as a teacher for Brighton Primary School for two and a half years.

### HOBBIES/ ACTIVITIES

## Manner and Mannerism

Instead of only using adjectives to describe a person's character, you can also include examples of the way they speak/look/smile, etc. in order to give a clearer picture and to make the description more lively. e.g. *His blue eyes light up whenever he sees his grandchild*. Although the adjectives **kind** and **affectionate** could be used to describe the person, giving examples of mannerism makes the description more vivid.

### 15 Read the following descriptions of mannerisms and match them with the adjectives below.

*shy, loving, vain, inattentive, aggressive*

- 1 Whenever Roger got involved in an argument, he would shout and become quite violent.
- 2 Sue is often seen with her children, holding them close, stroking their hair and speaking softly to them.
- 3 When everybody else is busy studying, Sheila spends her time staring at the ceiling, yawning and playing with her hair.
- 4 She blushes when she talks to people she does not know and her palms sweat.
- 5 She always runs her fingers through her golden hair and admires her reflection in the mirror before she goes on stage.

### 16 Read the model composition and answer the following questions:

- a) In which paragraph does the writer describe Archie's personality?
- b) Which phrases describe manner/mannerism? c) What tenses are used and why? d) What are the writer's feelings about Archie?

#### Describe a person you will never forget

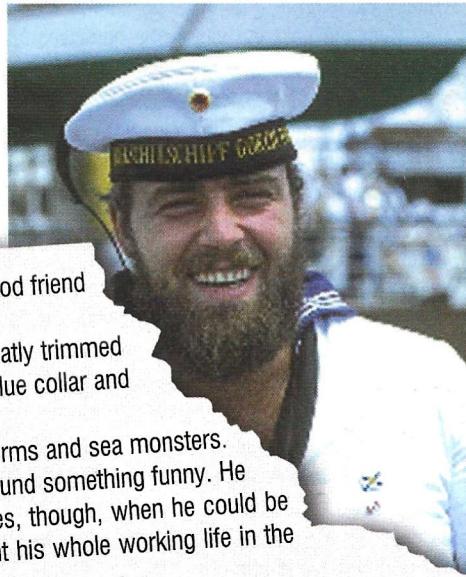
I first met Archie about thirty years ago when I was a child. Archie was a sailor and a very good friend of my father's. As we lived near a major port, he would visit us whenever his ship came in. He was a tall, broad man with short brown hair, sparkling blue eyes and a wide smile. His neatly trimmed beard made him look older than he was. He always wore a white sailor's uniform with a dark blue collar and a round white hat.

Archie had a wonderful personality. My brother and I loved it when he told us tall tales of storms and sea monsters. Archie was always telling jokes and his whole body would shake with laughter whenever he found something funny. He was very generous and never forgot to bring us exotic gifts from his travels. There were times, though, when he could be stubborn and he would frown angrily and stamp his feet. He enjoyed being a sailor and spent his whole working life in the Navy, even though many better opportunities came up.

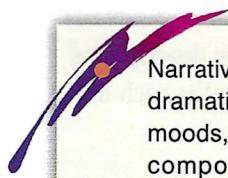
When he was not travelling, he worked on his sailing boat at home. He managed to build it all by himself and went sailing on it in his free time. When he retired, he bought a fisherman's cottage in New Zealand and moved there. Although we never see him any more, I will always treasure those childhood memories of him.

### 16 Read the following descriptions and say which quality each one describes.

- 1 When little Tommy wants a new toy, he screams until his parents buy it for him.
- 2 Jim tends to stand by himself at parties and hardly ever meets anyone's eye.
- 3 When Sarah listens to sad music her eyes fill with tears.
- 4 Whenever he received bad news, John would remain quite still and expressionless.
- 5 Little Annie makes a face and sticks out her tongue each time she wants to show she doesn't approve of someone.
- 6 Whenever someone disagrees with Louise, she gets red in the face and shouts until she gets her own way.
- 7 Jerry is always ready with a smile and a good joke. I've never seen him cross or sad.



## Unit 1 Describing People



Narrative techniques (use of direct speech, weather description, use of dramatic language to create mystery/suspense, reference to feelings/moods, etc.) can be used when describing people. This will make your composition more interesting to the reader. See how an ordinary beginning can be made more exciting:

Instead of saying: *I first met Steven, the secretary of the manager of Sunnington Ltd, last Monday.*

You could say:

- *A cold wind was blowing down the street last Monday morning as I pushed open the heavy glass door of Sunnington Ltd. Chilled and nervous, I walked up to Mr Tibbs' secretary. A pair of friendly dark eyes met mine. So this was Steven! (weather description, your feelings, suspense)*
- *"Mr Tibbs is at a meeting. Would you like to wait? He'll be about ten minutes." He had a sharp clear voice, and a narrow intelligent face. I could see why Mr Tibbs, the manager of Sunnington Ltd, spoke so highly of Steven. (direct speech, mystery)*

### 18 Read the following sentences and rewrite them using narrative techniques.

- I was introduced to John McKay, the painter, at Suzie's party on Saturday.
- We first met Mr Simmons on a Tuesday morning when the head teacher introduced him to us as the supply teacher who was taking Mrs Perkins' place.
- I first heard about Tom Cruise two years ago.

### 19 Read the following models. Which is purely descriptive? Which includes narrative techniques? Give the paragraph outline.

#### MODEL A

Whitney Houston is a person one cannot fail to admire. Over the past ten years she has become both a popular singer and a famous actress, appearing in successful films such as *The Bodyguard*.

Looking at Whitney, it is not difficult to see why she is so popular. She has gorgeous black hair, kind brown eyes and a beautiful smile which lights up her whole face. The elegant clothes she wears always makes her look stunning.

Whitney has a reputation for being a very warm and generous person. At the same time, she is obviously very determined and can sometimes be rather strong-willed, but this comes from her desire to do things well.

In her free time Whitney, a sociable person, can often be seen at glamorous Hollywood parties. However, she is a very family-minded person who would never let her social life get in the way of her relationship with her daughter.

All in all, Whitney is an incredible woman. Few people manage to fit as much into their lives as she does. It must be exhausting, but she always manages to look fresh and beautiful for the cameras.

#### Describe a famous person



#### MODEL B

I was shaking with fear and nervousness as I waited to interview the star of *The Bodyguard*, Whitney Houston. I was a rather nervous and inexperienced young journalist back then, and interviewing Whitney in a hotel room in Los Angeles was my first big job.

As she opened the door, the first things I noticed about her appearance were her kind brown eyes and her beautiful smile which seemed to light up her whole face. As always, she was dressed elegantly in a stunning long dress which really complemented her.

As we chatted, I discovered that Whitney certainly deserves her reputation for being kind and generous and I soon relaxed in her presence. At the same time I noticed a determined side to her, but when I told her that she sometimes comes across as very strongwilled she smiled and told me that this probably came from her desire to do things well.

When she is not working, Whitney, a sociable character, can often be found at glamorous Hollywood parties. Her family life, though, seems to be more important to her than her social life. Her eyes gleamed proudly when I glanced at the photograph of her daughter. Her reaction revealed another side of her character, that of a caring mother.

I felt sad when it was time for me to leave as I had found Whitney to be an incredible woman. I have never met anybody else who could lead such an active life, yet still manage to look fresh and beautiful for the cameras.

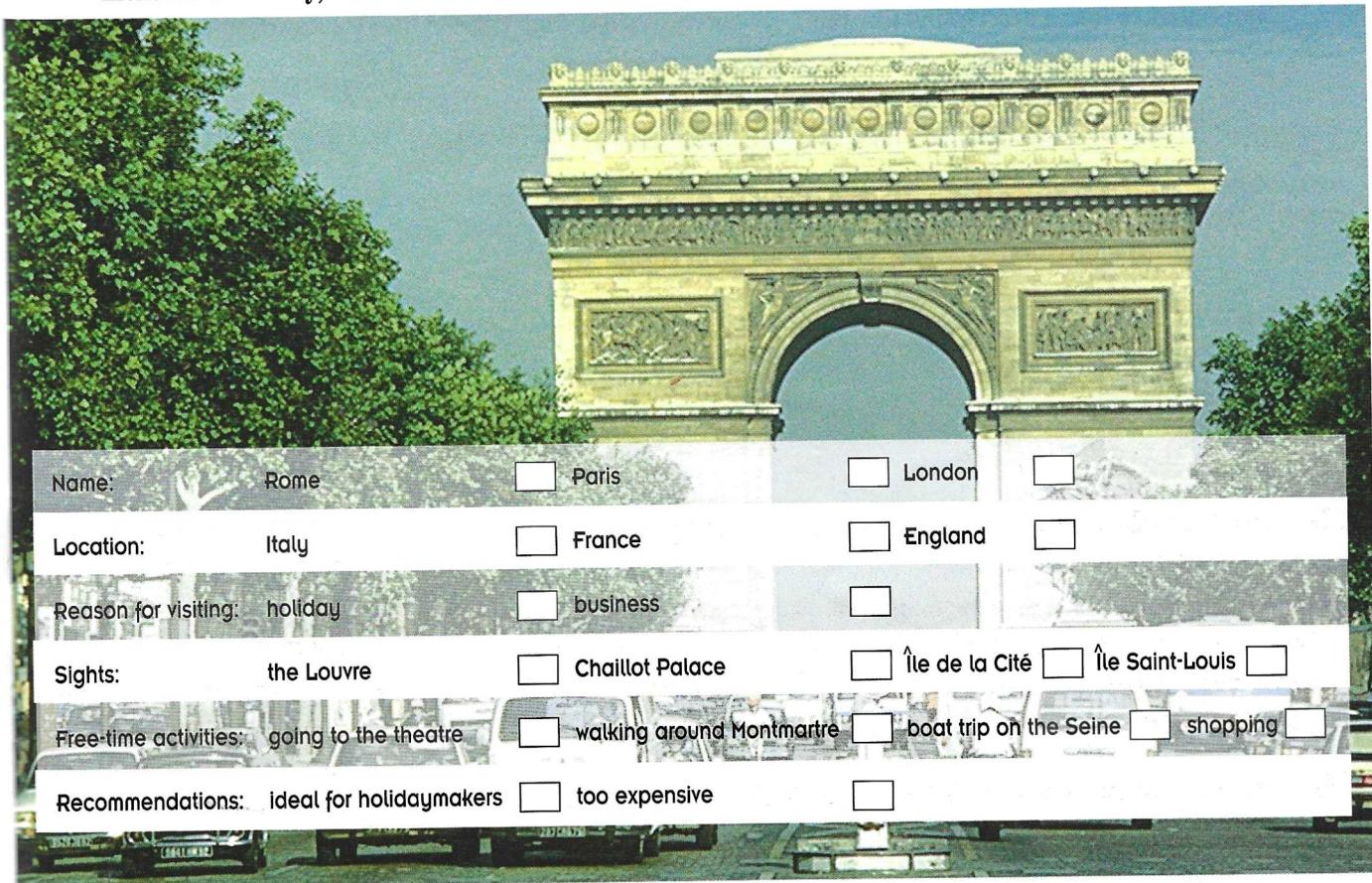
### 20

Write any two of the topics below in the appropriate style using 120-180 words.

- 1 Your teacher has asked you to write a description of your favourite classmate. Write your description for your teacher.
- 2 A popular children's TV programme has asked its viewers to send in a description of a relative of theirs, commenting on how this person has influenced them positively or negatively. The best description will win a prize. Write your entry for the competition.
- 3 Your teacher has asked you to write a composition describing the person you admire most from history. Write your description for your teacher.

# UNIT 2 Describing Places/Buildings

1  Read the following table, then listen and tick (✓) the information mentioned. Finally, use the table to talk about Sally's trip.



Name:	Rome	<input type="checkbox"/>	Paris	<input type="checkbox"/>	London	<input type="checkbox"/>
Location:	Italy	<input type="checkbox"/>	France	<input type="checkbox"/>	England	<input type="checkbox"/>
Reason for visiting:	holiday	<input type="checkbox"/>	business	<input type="checkbox"/>		
Sights:	the Louvre	<input type="checkbox"/>	Chaillot Palace	<input type="checkbox"/>	Île de la Cité	<input type="checkbox"/>
Free-time activities:	going to the theatre	<input type="checkbox"/>	walking around Montmartre	<input type="checkbox"/>	boat trip on the Seine	<input type="checkbox"/>
Recommendations:	ideal for holidaymakers	<input type="checkbox"/>	too expensive	<input type="checkbox"/>		

A descriptive composition about a place or building should consist of:

- an **introduction** in which you identify it, give its exact location and state the reason for choosing it;
- a **main body** in which you describe the main aspects of the place or building in detail; and
- a **conclusion** in which you mention your feelings and your final thoughts about the place or give a recommendation.

Such pieces of writing can be found as articles in newspapers, tourist magazines or brochures, or as part of a story or letter.

## Points to consider

- A wide variety of adjectives (*enormous, delightful, etc.*) and adverbs (*horribly, beautifully, etc.*) will make your description more interesting.
- Use of the senses (hearing, sight, smell, taste, touch) as well as narrative techniques to start and finish your composition will make your description more vivid. e.g. *On entering the hospital I was struck by the strong smell of antiseptic.*
- Present tenses should be used when describing a place/building for a tourist brochure. Past tenses should be used when you describe a visit to a place or building which took place in the past. First and second conditionals (will/would) can be used when you describe your ideal house/city, etc.

### Introduction

#### Paragraph 1

set the scene (name & location of the place/building, reason(s) for choosing the place/building)

### Main Body

#### Paragraphs 2, 3

overall look and particular details

(Place: sights, facilities, free-time activities)

Building: first look and specific details)

### Conclusion

feelings & final thoughts about the place/building and/or a recommendation

## Unit 2 Describing Places/Buildings

2 Read the model below and write down the topic of each paragraph. Are there any sights of special interest? What can holidaymakers do? Where would you expect to find a description like this?

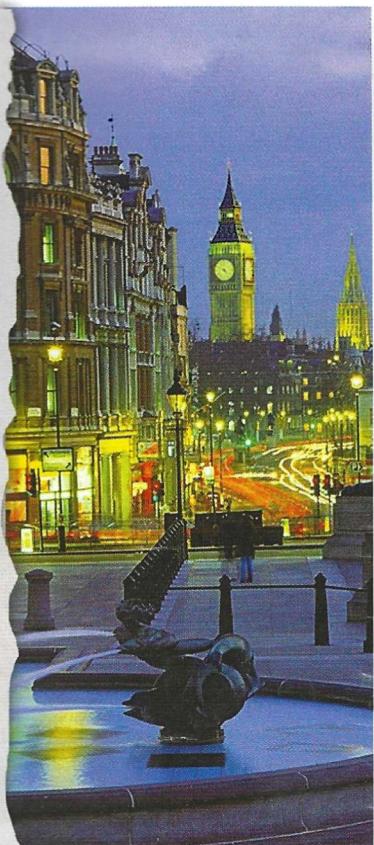
name, location  
(London, England)

Set in the heart of southern England, London is one of the biggest and busiest cities in Europe. A truly international city, London attracts millions of visitors every year from all over the world, yet never loses its own unique charm.

London has many impressive sights to see, ranging from the historical beauty of St Paul's Cathedral and Big Ben to Buckingham Palace and the Houses of Parliament. In this city of contrasts, you can be walking along one of the busiest streets, yet still be less than a mile from one of the many huge, peaceful parks. London is a great cultural centre, too; the National Gallery contains one of the finest collections of classical paintings in the world.

London is also well known for other things apart from its monuments and art galleries. Shoppers will enjoy visiting the department stores on Oxford Street or they could try Harrods, the most exclusive shop in London. For evening entertainment, the choice of theatres is enormous. From the famous Southbank Theatre complex to the smaller theatres of Covent Garden, there is no end of plays to see. Soho and its pavement cafés are also worth visiting.

London is an exceptional place, a truly modern city that has managed to keep its traditional style and sense of history. You may get exhausted in London, but one thing is certain; you will never get bored because, as Dr Johnson once said, "When a man is tired of London, he is tired of life."



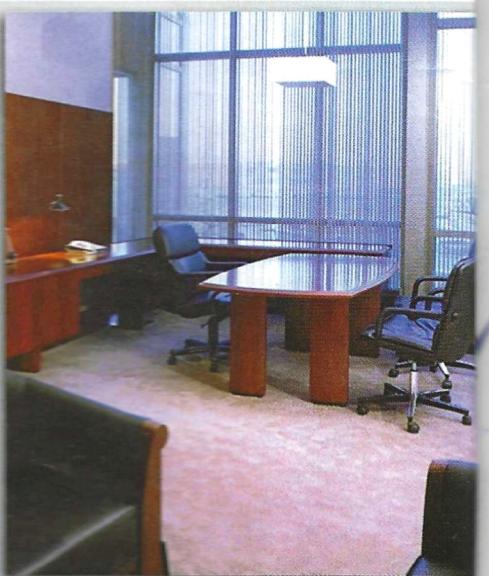
3 Read the model and fill in the missing prepositions. Then, write down the topic of each paragraph. Where would you expect to find a description like this?

My father works for a large company which is located 1) ..... a huge skyscraper in the city centre.

His office, which is 2) ..... the seventh floor, is spacious and bright due to the natural light coming in 3) ..... the large, full-length windows. It is peaceful too, as a result of its position high 4) ..... the traffic-filled city streets.

The interior is very comfortable. Long curtains hang 5) ..... the ceiling all the way down 6) ..... the pale pink carpet and there are several potted plants 7) ..... one corner of the room. My father's wooden desk with its luxurious black leather chairs, is situated 8) ..... the window so he can look 9) ..... over the city. 10) ..... his chair there is a large wood-panelled cupboard where he keeps his files.

My father's office is a very pleasant working environment and I am sure that working there helps to make his job a lot easier.



4 The following extracts include descriptions of atmosphere. Read them and underline the phrases which describe use of the senses (i.e. *sight, hearing, etc.*) and identify each sense, e.g. *rustling (hearing)*. Then say which of the extracts could be part of a story and which part of a tourist brochure.

### A Funfair

Even before you enter the funfair you can hear the sound of loud music playing and the shrieks of people on the rides. As you go in, you may be tempted by the smell of fresh popcorn and candy-floss. Lights are flashing and people are bustling everywhere. From the Big Wheel you have a breathtaking view over the whole town.



### B Restaurant

The moment we entered the restaurant we began to feel hungry, as the delicious smells of fine cooking reached us from the kitchen. Soft music and quiet conversation created a relaxing atmosphere. A smiling waiter came over to take our order, and we sat back on comfortable cushioned chairs.



### C Mountain Village

As you stand on the balcony of the mountain chalet, the cold crisp air makes your skin tingle. All you can hear is the sighing of the wind in the pine trees. The snow-covered mountains in the distance contrast with the thick green forest surrounding the resort.



### D Jungle

As we were walking through the jungle, we could hear the rustling of leaves and the screeching of parrots. The scent of wet earth and exotic flowers filled the warm, moist air, which was delightful to breathe.

Two sentences can be joined together by using past participles.

Instead of writing: *The village is surrounded by mountains. The village has a peaceful atmosphere.*

You can write: **Surrounded** by mountains, the village has a peaceful atmosphere.

### 5 Rewrite the sentences beginning each one with past participles.

1 Paris is dominated by the Eiffel Tower. Paris is well known for its architecture.

2 The swimming pool is located near the city centre. The swimming pool is very popular with city residents.

3 The hotel is sheltered by trees on either side. The hotel is a favourite with people who want a ~~quiet holiday~~

4 The town is hidden ~~by~~ of mountains. The known for its cheese is

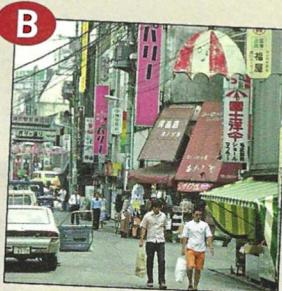
## Unit 2 Describing Places/Buildings

**6** Look at the following list of phrases and match them with the pictures, then identify each sense used. Finally read the example and write short descriptions for any two of the pictures.

*crowded streets, glossy green peppers, burning sand, icy cold air, colourful shop signs, snow-covered mountains, whistle of cold wind, crystal-clear water, tall buildings, car horns beeping, fresh scent of pines, swaying palm trees, acrid smell of old tomatoes, hurrying passers-by, colourful stalls, exotic plants, towering peaks, shrill cries of tropical birds, soft snow, cheerfully shouting stallholders, salty sea smell*



*icy cold air (touch)* .....



e.g. *The icy cold air blew around the towering peaks of the snow-covered mountains. The fresh scent of pines filled the air. I heard the whistle of the cold wind as the soft snow fell around us. No view on earth could be more wonderful.*

7  Look at the following tables, then listen to this person describing what her home town used to be like and what it is like now and complete the missing information. How does the author feel about the changes? Looking at the notes, talk about how the writer's home town has changed. Then write a description of what your town was like forty years ago and what it is like now.



THEN

- fields she used to play in
- small road on the outskirts
- house she grew up in
- old stone bridge
- old houses

NOW

- huge supermarket
- major
- new
- wider bridge
- new

e.g. *A huge supermarket has been built in the fields the author used to play in.*

following  
this person  
home town  
what it is  
complete the  
n. How does  
about the  
t the notes,  
the writer's  
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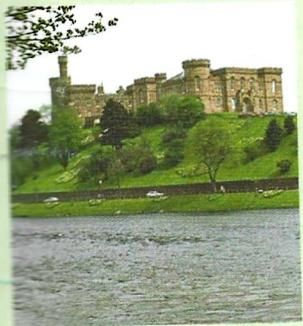
een built in  
to play in.

Descriptions of places can be found in travel brochures, letters, magazine articles and stories. They can be written in a formal or informal style depending on whom they are addressed to and how the writer wants to present the description. For example, a description of a place you visited in a letter to a friend would be informal, while a description of a place in a travel brochure could be written in a formal style. It could also be written in a less formal style when the writer wants to sound more persuasive. This can be achieved by writing in a more personal style, addressing the reader directly.

### Characteristics of Formal and Informal Style

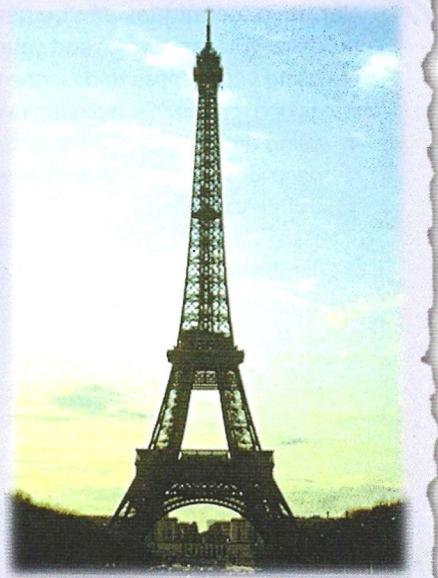
**Formal Style:** impersonal style, frequent use of passive voice, complex sentences, use of participles, non-colloquial English, no descriptions of feelings/emotions, short forms acceptable only in quotes, advanced vocabulary  
**Less Formal Style:** personal style, use of idioms, address the reader, chatty descriptions, variety of adjectives, use of short forms, non-colloquial English  
**Informal Style:** personal style, use of colloquial English (idiomatic expressions), use of idioms, use of short forms, chatty descriptions

**8** Read the following extracts and say: a) what style of language has been used for each one, justifying your answers; b) where each extract has been taken from; and c) what the content of each extract is.



**A** A visit to the Scottish Highlands is recommended to those who are in search of a peaceful holiday and the opportunity to enjoy some of the most beautiful scenery in the world. One place especially worth visiting for those who are interested in folklore is Loch Ness, famous for its monster.  
*(formal: impersonal style, complex sentences - part of a travel brochure or magazine article - reasons for visiting)*

**B** The smell of the air, the colours, the bustle of the people and the sound of their excited voices all told Jim he was in Venice. Venice was Jim's favourite city, but this time he wasn't here on holiday. He knew that sooner or later they would find him here. Jim chose a quiet little hotel, tucked away in a back alley. In his room he drew the curtains and sat back, planning his next move.



**C** Take a trip up the Eiffel Tower to witness the spectacular view, and if you are an art lover you should spend at least a day in the famous Louvre Art Museum. Evenings can be spent in one of the great number of cafés and bistros, where you can sample delicious French cuisine.



**D** We both feel so relaxed after our holiday in Switzerland, I don't know why we have never been there before. I'd recommend it to anyone who wants to get away from the hustle and bustle of the city and breathe some fresh air. We'll definitely be going back next year.

## Unit 2 Describing Places/Buildings

Narrative techniques can be used when you describe a place or building. You can start or end your description by:

- using your senses to describe the weather, surroundings, etc.
- asking a rhetorical question (a question which expects no answer)
- using direct speech
- describing people's feelings or reactions about the place or building
- using a quotation (e.g. *As Dr Samuel Johnson once said, "When a man is tired of London, he is tired of life."*)
- creating mystery, anticipation or suspense
- addressing the reader

**9** The following sentences are beginnings or endings for a *description of a cottage*. Read them and say which are beginnings and which are endings, then identify the narrative techniques which have been used each time.

- 1 Have you ever wanted to live in an old cottage by the Atlantic, with granite walls more than a metre thick, built to withstand the ocean gales? That's where my grandparents live.
- 2 As I got onto the ferry I repeated to myself, "A mother's love is a blessing no matter where you roam," thinking of the family I was leaving behind in their cosy stone cottage by the sea.
- 3 I shivered in the chilly drizzle as I turned off the main road past the harbour, heading for my grandparents' cottage. The house, built of granite, seemed to suffer nothing from the strong wind.
- 4 "Good luck, and may God be with you," said the old man in Gaelic as I glanced back at my grandparents' stone cottage and then walked towards the harbour.
- 5 I turned off the main road past the harbour and headed for my grandparents' cottage. There it was, its granite walls standing proudly. There was something strange, though. There was no smoke coming from the chimney and it looked abandoned. I shivered as I approached it.
- 6 As I prepared to leave, I realised that something about visiting my grandparents' cottage always makes me feel safe and secure. Perhaps it's those solid granite walls, or maybe I never feel quite at home or at peace until I'm standing by the old house by the harbour. Whatever it is, that house means more to me than any treasure on earth.

**10** Your teacher has asked you to describe a) a visit to a castle, b) a famous holiday resort in your country. Write possible beginnings and endings for each description, using as many narrative techniques as possible.

When you describe places, you may use prepositional phrases and verbs. Prepositional phrases such as *all around, to the left of, at the top of, as far as the eye can see*, etc are used to describe static features. Verbs such as *flow, run, stretch, wind, curve, rise*, etc are used to describe features which suggest movement.

**11** Underline the words or phrases which describe moving features and circle those which describe static features.



The grand old house is situated at the end of a long country lane which runs through a small wood. To the left of the house is the coachman's lodge, and as far as the eye can see there is green grass and tall, spreading trees. Beyond the house is a grey rocky mountain and on the other side of it lies a small village with old cottages and a little church in the village square.

**12** Read the following description given in a jumbled order and put the paragraphs in the correct order. Then underline the phrases which involve the senses. Which tenses have been used and why?

### The House of my Dreams

**A** My house would have a large, bright kitchen where I could sit quietly at a wooden table admiring the view of the garden through the window. My living room would be simple, with basic furniture like a long soft sofa and two large armchairs. It would also have a fireplace so I could keep warm on cold windy nights. There would also be several wooden bookcases full of books to keep me company. My bedroom would have a four-poster bed with a white linen bed cover and the walls would be painted a soothing pale blue.

**B** It would be a small wooden cottage surrounded by a neat green lawn stretching all the way down to a river. There would be colourful flowers gently swaying in the cool breeze and an orchard at the back of the house with trees full of sweet and juicy oranges, apples and pears.

**C** If I could choose, I would live in a house just like this with its beautiful natural surroundings and peaceful atmosphere.

**D** Imagine waking up to the sound of birds singing in the trees outside and warm sunlight shining through your bedroom window. This is what I dream of when I imagine my ideal house.



**13** Read the model below and correct the mistakes. Write **S** for spelling, **WO** for word order, **G** for grammar, **P** for punctuation or **WW** for wrong word. What is the topic of each paragraph?

### A visit to a Museum

Standing outside **of** the British Museum last week, I **had ignored** the pouring rain as I gazed up at the **marble tall** columns, unprepared for the dignified beauty of the famous building. Ms Green, our teacher, **she hurried** us inside, impatient to **show to us** all the artefacts of the ancient **greek and egyptian** civilizations which we **had studying** in our history class.

Inside, the museum was **quiet** impressive. The gentle hum of voices echoed through huge halls with polished marble floors and sweeping staircases as we **were followed** Ms Green on tiptoe to the section with the Greek exhibits.

We **in admiration gasped** at the beautiful sculptures displayed there. The delicate features and graceful bodies of the figures were **such** lifelike that they looked more **as** actual people turned to stone than carvings from thousands of years **before**.

The Egyptian display was even more breathtaking. Huge statues towered above **us**, gleaming with gold, and beautiful **jewellery** filled the display cases.

It was like waking from a lovely dream when Ms Green whispered that it was time for **us** to go. I **saw** a long, final look, reluctant to **live** these magical rooms, before I **had followed** my classmates to the **bus waiting** and the real world outside.

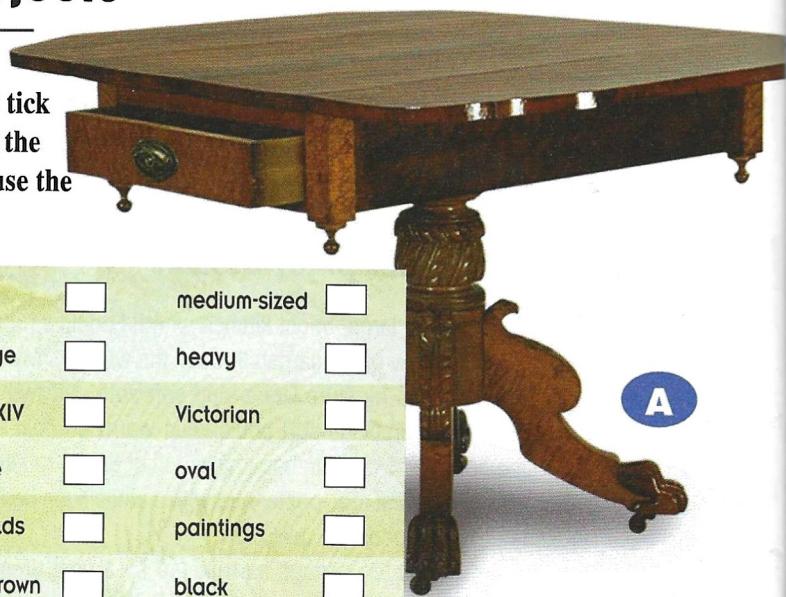
**14** Write one of the topics below in the appropriate style using 120-180 words.

- The town council is running a competition entitled "The house I like most in my neighbourhood". Write a description for the competition.
- A travel magazine is running a competition and has asked its readers to submit descriptions of a place they think is ideal for holidays. Write your description for the competition.
- Your teacher has asked you to write about a visit to the zoo. Write your description for your teacher.

# UNIT 3 Describing Objects

1  Read the table below, then listen and tick (✓) the information mentioned. Which of the two pictures is being described? Finally, use the notes to describe the object.

Size	small	<input type="checkbox"/>	tall	<input type="checkbox"/>	medium-sized	<input type="checkbox"/>
Weight	light	<input type="checkbox"/>	average	<input type="checkbox"/>	heavy	<input type="checkbox"/>
Age	George III	<input type="checkbox"/>	Louis XIV	<input type="checkbox"/>	Victorian	<input type="checkbox"/>
Shape	rectangular	<input type="checkbox"/>	square	<input type="checkbox"/>	oval	<input type="checkbox"/>
Pattern/Decoration	carvings	<input type="checkbox"/>	emeralds	<input type="checkbox"/>	paintings	<input type="checkbox"/>
Colour	light brown	<input type="checkbox"/>	dark brown	<input type="checkbox"/>	black	<input type="checkbox"/>
Origin	German	<input type="checkbox"/>	French	<input type="checkbox"/>	English	<input type="checkbox"/>
Material	mahogany	<input type="checkbox"/>	granite	<input type="checkbox"/>	stone	<input type="checkbox"/>
Special Characteristics	strap	<input type="checkbox"/>	drawer	<input type="checkbox"/>	label	<input type="checkbox"/>



- When you describe objects you should be accurate and give a clear picture of what you describe. This means you should give information concerning **size and weight** (e.g. *tall, small, big, heavy, light, etc.*), **shape** (e.g. *rectangular, oval, etc.*), **pattern and decoration** (e.g. *striped, floral, etc.*), **colour** (e.g. *blue, yellowish, etc.*), **origin** (e.g. *Chinese, Italian, etc.*) and **material** (e.g. *cotton, wooden, leather, plastic, woollen, polyester, silk, etc.*) as well as information concerning value, use, quality and special characteristics (e.g. *zip, strap, initials, label, sticker, etc.*).
- Descriptions of objects can be found in leaflets, catalogues, advertisements or as part of letters, stories, reports or articles.
- When you need to use a variety of adjectives to describe an object, they are normally given in the following order: **Opinion, Size/Weight, Age, Shape, Colour, Pattern, Origin, Material**. It is advisable not to use all of them one after the other because your description will not sound natural. Follow this order when you describe objects but give the information in various sentences. e.g. *It's a beautiful small vase. It is white with a flowery pattern and it is made of china.*



2 List the words under the correct heading as in the example:

*spherical, Polish, platinum, tiny, remarkable, paper, navy blue, enormous, floral, rectangular, wooden, Finnish, breathtaking, brand-new, Oriental, medieval, plain, compact, steel, off-white, antique, heavy, pinkish, woollen, carvings, initials, oval*

Opinion	Size/Weight	Age	Shape	Colour	Pattern	Origin	Material	Noun	Special Characteristics
lovely	large	old	square	blue	striped	English	leather	suitcase	with a long strap

**3** Read the following descriptions and underline the adjectives or phrases used to describe each item or the special characteristics they might have. Where could each description have been taken from?

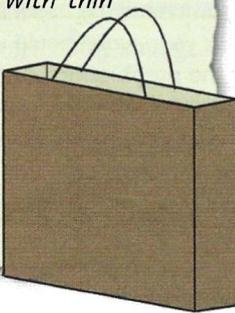
- A My overcoat is dark blue and is made of lambswool. It's fairly old but should be recognised from the initials J.P. sewn on the lining. Should it be found please contact me on ...
- B Witnesses reported that the craft appeared to be fifty metres long and resembled a balloon. It was said to be silver in colour with flashing orange lights all around the bottom.
- C As he passed by the window, the long steel blade flashed in the moonlight. He kept a firm grip on the heavy, cold handle of the weapon as he slowly made his way to his victim's bedroom.
- D This beautiful antique Chinese necklace is guaranteed to enhance even the most classic of outfits. Made of the finest miniature black and white pearls, this masterpiece of craftsmanship is a must for any serious jewellery collector.

**4** Read the following piece of writing and put the adjectives in the correct order. Where do you think this is taken from? What is the topic in each paragraph?

*I am writing to inquire about an item which was left on one of your buses. On Friday 15th March I was on the 408 bus at about 5.10 pm. When I got off, I realised that one of my shopping bags was missing.*

*It was a 1) (paper, brown) shopping bag with two black straw handles. There were three articles of clothing inside the bag. One was a(n) 2) (expensive, silk) blouse with a gold collar. There was also a 3) (French, dark green, long) scarf to match. The third item was a pair of 4) (grey, woollen, soft) trousers with thin pinstripes.*

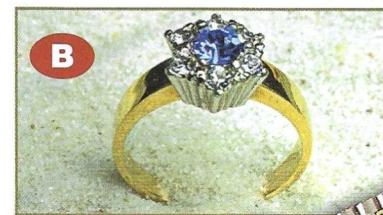
*In the event of the bag being found, I can be contacted on 9850032 from 6.00 to 9.00 pm every day.*



the place object lost

**5** Match the following adjectives or nouns with the pictures below, then use them to describe each object.

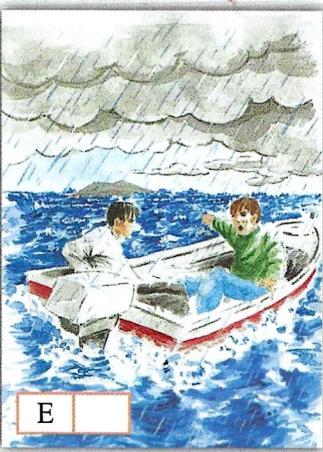
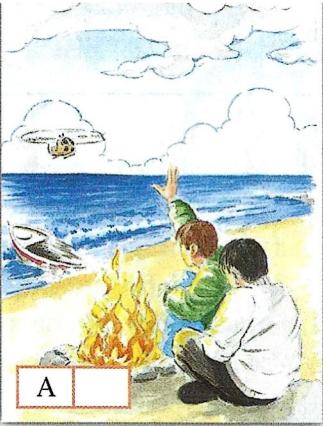
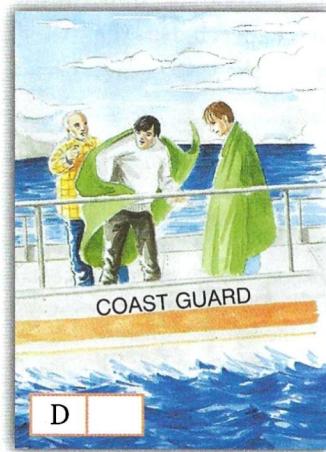
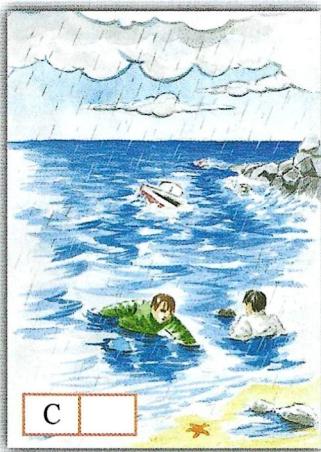
*date display, blue, two straps, leather, rectangular, stamp in the centre, lightweight, Swiss, 18-carat gold band, large blue sapphire, gold and silver bracelet, round-faced, platinum setting, small diamonds, gold*



**6** Write one of the following in an appropriate style using 120-180 words.

- 1 You have recently bought an item from an antique shop. Write a letter to a friend describing it.
- 2 You were on flight 302 to Tokyo when you lost an item of luggage. Write a letter to the airline describing the object and giving information on how you can be reached if it is found.

1 The pictures below are from a story entitled "Rescued!" Try to put them in the correct order, then listen and check your answers. Finally, retell the story in your own words.



- A narrative can be written in the first or the third person and describes a series of events, either imaginary or based on your own experience. A good narrative should consist of:
  - an **introduction** in which you set the scene (people involved, time, place) in an interesting way to catch the reader's attention and make him/her want to continue reading your story;
  - a **main body** consisting of two or more paragraphs in which you develop your story; and
  - a **conclusion** in which you can refer to people's feelings, comments and reactions or consequences. The more unpredictable your conclusion is, the longer-lasting the impression it will make on the reader.

This type of writing can be found in novels, articles, witness statements, etc.

### Points to consider

- You should never start writing your story before you have decided on a plot.
- Sequence of events is very important. Use time words such as: **at first, before, until, while, during, then, after, finally**, etc.
- Use of various adjectives (disgusted, exhilarating, etc.) and adverbs (fearlessly, surprisingly, etc.) to describe feelings and actions, as well as use of direct speech and a variety of verbs, will make your story more exciting to read.
- Be careful with the tenses you choose. You can use **Past Continuous** to set the scene (e.g. *It was raining hard and the wind was blowing* as Jonathan drove towards the small cottage.), **Past Simple** to describe the main events of the story. (e.g. *Jonathan opened the garden gate and went through the garden towards the front door. He knocked on the door but there was no answer.*) or **Past Perfect** to give the background of the story (e.g. *Jonathan had been planning to visit the old cottage for months before he was able to do so.*) **Present** and **past participles** can also be used. e.g. **Startled**, *he went round the house towards the back door.*
- Descriptions of people, places, objects or events and descriptive techniques can be used in a narrative when you want to emphasise specific parts of your narration.

### Introduction

.....

**Paragraph 1**  
**Set the scene (who where when what)**

### Main Body

.....

**Paragraphs 2 - 4**

### Development

(describe incidents leading up to the main event and the event itself in detail)

### Conclusion

.....

**Final Paragraph**

### End the story

(refer to moods, consequences, people's reactions, feelings, comments)

## Unit 6 Narratives - Stories

1 2

Read the model below, which begins with the words "Sleep tight, Scottie,"... and write down the topic of each paragraph. In which person is the story written? Underline the parts of the story where descriptive techniques are employed. Underline the time words, adjectives, adverbs and direct speech. Has the writer used a variety of adjectives and adverbs, or are the same words used several times?

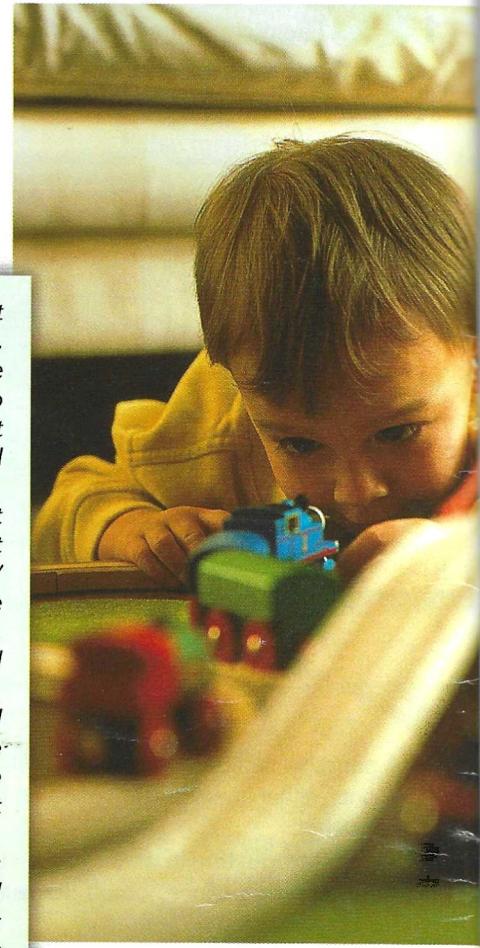
set the scene  
(Scottie in bed -  
ball of light enters  
his room)

"Sleep tight, Scottie," his mother said as she kissed him goodnight and turned off the light. As soon as she had closed the door behind her, Scott was fast asleep. He was completely exhausted after spending the whole afternoon assembling his new train set and then watching it go around the tracks and through the tunnels. Suddenly, a ball of brilliant yellow light shot past the window. Scott woke with a start when the ball entered his room. The light was so bright that he had to shut his eyes.

When he opened them, he saw a strange, little man, about a foot tall, with orange skin and huge blue eyes. Scott, not the least bit frightened, said in a friendly voice, "Hello, I'm Scott. Who are you?" The miniature man said nothing, but picked up a battery from the untidy heap of toys on the floor. He started running around the room, pointing urgently at the rest of Scott's toys. "What do you want?" asked Scott, who was puzzled.

The man began shaking the battery frantically, and Scott realised that that was what he wanted. Scott opened all his toys, took out the batteries and piled them on the floor. Immediately gathering up all the batteries, the little man leapt onto the window sill, smiled warmly at Scott and disappeared.

When Scott woke up the next morning, he thought about his unusual dream. He stared at his train set before jumping out of bed and trying to switch it on. Nothing happened. Then Scott realised that it had no batteries ... and there were no batteries in any of his other toys, either.



3

Which of the following beginnings and endings are more interesting? Why?

### BEGINNINGS...

A I woke up and got out of bed. I had a shower, ate breakfast and left.

B Bright morning sunlight shone through my bedroom window when I woke. I lay there lazily for a few minutes, then jumped out of bed and stepped under the hot water of the shower. The smell of coffee drifted through from the kitchen.

### ...ENDINGS

A Exhausted and soaked to the skin, I slammed the front door behind me. I threw myself onto my bed, stared into the darkness and thought bitterly, "Why me?"

B At last I was home again, and soon went to

### Techniques to begin or end a story

A good beginning is as important as a good ending. A good beginning should make your reader want to go on with your story. A good ending will make your reader feel satisfied.

You can start your story by:

- describing weather, surroundings, people, etc. using the senses
- using direct speech
- asking a rhetorical question (a question which expects no answer)
- creating mystery or suspense
- referring to your feelings or moods
- addressing the reader directly

You can end your story by:

- using direct speech
- referring to your feelings or moods
- describing people's reactions to the events developed in the main body
- creating mystery or suspense
- asking a rhetorical question

Note that more than one technique can be used in the beginning or ending of your story.

4

Read the main body of the story below, as well as the different beginnings and endings. Refer back to the theory box on page 28 and decide which techniques have been used in each of the beginnings and endings.

## BEGINNINGS...

b

- 1 "Oh gosh, look at the time!" gasped my flatmate Caroline as she nudged me awake. We gathered up our books and sleepily made our way to the library car park.
- 2 It was a damp, chilly night when Caroline and I eventually left the library. As soon as I stepped outside I shivered, feeling that something strange was about to happen.
- 3 You know those spring nights that are still really cold and damp? Well, I'll tell you what happened to my friend Caroline and me, on a night just like that.

We had been studying in the library for hours and we just wanted to get home and go to sleep. Normally, I would take the long way home, to avoid driving past the old Bradford estate. However, that night I was so exhausted that I forgot all about it. Before I knew it, we found ourselves driving down the long, winding road which goes past the estate. Since it was pitch dark and my headlights could barely cut through the thick fog, I was driving fairly slowly. The silence was broken as we heard a tapping sound coming from the darkness ahead.

Suddenly, an elderly man dressed in a black suit appeared at the side of the road, limping along with a wooden cane. He turned and faced us, and began to approach the car. His wrinkled face, piercing dark eyes and toothless grin gave him a horrifying appearance. We quickly locked all the doors and kept driving. The old man tried to block our path by stepping out in front of the car, but I swerved and sped off.

- 1 Safe at home, we decided we had probably imagined the whole thing. The next morning, however, as we opened the front door to leave for the college, we both froze with shock. There, propped up against the wall, was a long wooden cane.

- 2 The next day in class, our professor showed us some slides of the town's early founders. He clicked his slide machine to the next picture — and guess whose face flashed onto the screen?

- 3 The next day I told my professor what had happened, and to my surprise his eyes filled with tears. "The man you've described was my father," he mumbled. "He died at that place twenty years ago."

5

Match the beginnings with the endings. Which techniques have been applied? Which pair is not very successful? Rewrite this pair, applying the techniques mentioned before.

## BEGINNINGS...

- 1 It was very late. John couldn't see because it was dark. He was afraid.

- 2 The snow lay like frosty icing on a Christmas cake, its crisp, new whiteness covering the garden like a soft fluffy blanket. It was still snowing, frozen crystals falling gently from the heavy grey sky.

- 3 Why is it that the most important changes in our lives happen when we least expect them to? My life had settled into a comfortable, satisfying routine when suddenly everything changed.

## ...ENDINGS

- A Looking back at what happened I always feel a sense of wonder and awe. But then again, life's like that, isn't it?

- B John ran out of the house. There was a policeman outside. John felt safe.

- C We all felt a deep sense of loss when the last traces of the snow had melted away, realising what a special gift we'd been given and how much fun and laughter it had brought us. It had been such a fleeting visit, but one we weren't likely to forget for a very long time.

## Unit 6 Narratives - Stories

Before you start writing your story it is absolutely necessary to plan it. This means that you should decide on a plot line and then start developing it. You can link the events with time words such as: **first, until, when, before, after, eventually, at once, finally**, etc.

**6** Read the following short texts and fill the gaps with linking words or phrases from the lists below.

*A as soon as, at last, immediately, meanwhile, then, when, while*

The aeroplane had only been in the air for about twenty minutes

1) ..... suddenly it began to dive towards the ground. 2) ..... the passengers began to panic. 3) ..... the flight attendants realised what was happening, they did their best to calm everyone down, 4) ..... the plane continued to lose altitude.  
5) ..... in the cockpit, the pilot was struggling to control the plane. 6) ..... it righted itself and he sighed with relief. The flight 7) ..... continued without any further problems.

*B after, before, finally, since, then, when*

There had never been a storm like it 1) ..... — at least not 2) ..... the great flood in 1962. Kevin was trying to steer his car through the pouring rain 3) ..... all of a sudden his car stopped. The engine continued to run for a few seconds, 4) ..... coughed twice and fell silent.

Reluctantly, Kevin got out of his car and watched it sink slowly into the mud at the side of the road. 5) ..... staring at his useless car for a few minutes, he 6) ..... stuck his hands into his pockets, bent his head and began the long walk home.

Now number the events below in the order in which they happened.

**Plot line A**

- The passengers panicked.
- The pilot managed to control the plane.
- The aeroplane started falling.
- The flight continued.
- The flight attendants calmed the passengers..

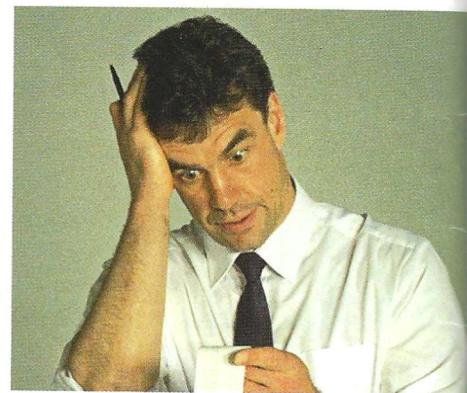
**Plot line B**

- The car stopped.
- Kevin walked away.
- The car sank in the mud.
- Kevin got out of the car.
- Kevin was driving in the rain.

**7 Decide on various plot lines for the following sentences which end stories.**

- a. It was the worst flight I had ever experienced.
- b. I would never go back there again.
- c. "You're fired!" he shouted.

**8** Read the beginning and ending of the following story, then look at the pictures and decide on the events you will describe in the main body, listing them in chronological order. Then, using this list, write the missing main body.



James couldn't believe his eyes. He checked the figures again, hoping he had made a mistake. £20,000 in debt! What could he do? .....

.....  
.....  
.....  
.....

Early one morning, three months later, out of work and bankrupt, James left his flat carrying a black case. He made his way to the local underground station, found a sheltered spot and laid a hat on the ground. He then took his shiny saxophone out of its case and began to play.

ending  
then  
decide  
describe  
them  
Then,

Avoid using simplistic adjectives or adverbs (e.g. *good, bad, nice, well*, etc.) as these will make your composition sound uninteresting. Try to use more sophisticated adjectives or adverbs (e.g. *luxurious, extravagant, threateningly*, etc.) which will make your composition more exciting to read. A variety of verbs (e.g. *murmur, whisper, mutter* instead of "say") will make your story more lively. e.g. "Hide it," he **murmured** and put a small box into my hand. (instead of 'said') She was **wandering** the streets aimlessly, trying to make a decision. (instead of 'walking')

10

The adverbs below describe the way a person might speak or act. Explain what each adverb means, then choose suitable words from the list to complete the sentences.

*sarcastically, angrily, threateningly, frantically, hurriedly, miserably, confidently, suddenly, urgently, nervously, patiently, calmly*

9 The following adjectives or adverbs can be used instead of other simplistic ones. Put them into the correct box. Can you think of any more words?

*absolutely, delightful, enormous, entirely, horrible, massive, miniature, microscopic, superb, terrific, thoroughly, horrifying, extremely, gigantic, tiny, nasty, disgusting, huge, terrible, wonderful, unpleasant, fabulous*

BIG	
SMALL	
VERY	
BAD	
GOOD/NICE	

Now replace the words in bold in the following paragraphs with suitable words from the boxes above.

The 1) **big** old castle stood at the top of a(n) 2) **big** mountain in the middle of a(n) 3) **big** forest. I was 4) **very** terrified as I approached and jumped with fright when I heard a(n) 5) **bad** scream from the direction of the castle. My heart was in my mouth as I knocked on the 6) **big** front door, and the sound of 7) **small** scurrying feet behind the door made me imagine 8) **big**, 9) **bad** rats running away to hide. I wanted to run away, too, but I was 10) **very** exhausted, and had to find somewhere to sleep for the night.

B

It was a(n) 1) **nice** evening, and after a(n) 2) **nice** sunset the stars were a million 3) **small** points of light in the sky. "A(n) 4) **nice** end to a(n) 5) **very** 6) **nice** day," Brian thought to himself, and after the 7) **bad** week which had just passed, he was 8) **very** pleased to breathe a(n) 9) **big** sigh of relief and put the 10) **bad** memories behind him.

- 1 The woman on the third-floor balcony of the burning building waved her arms ..... to attract the fireman's attention.
- 2 "Get out of here!" Bill shouted ....., his face turning red.
- 3 "My dog has run away!" the little girl sobbed .....
- 4 ....., without any warning, her guide spun round and held a knife to her throat.
- 5 The detective looked at him in disbelief. "Oh, yes, of course a criminal like you wouldn't want £5 million," he said .....
- 6 She gathered her papers together ..... and rushed off to the meeting, which had already begun.
- 7 "If you tell anyone, you'll be sorry," said the kidnapper .....
- 8 "Don't worry, I'll kill the dragon," the knight said ..... to the king.



## Unit 6 Narratives - Stories

**11** Put the following verbs into the correct boxes. Try to think of further words to add to each box. Now use suitable words from the boxes to complete the following sentences.

*gaze - dash - giggle - hiss - murmur - peer - stroll - wander - yell - sigh - chuckle - mutter - peep - moan - shriek - grin - whisper - exclaim - rush*

Walk/Run .....	Say .....
... <i>dash</i> .....	.....
.....	.....
.....	.....
Look .....	Smile/Laugh .....
.....	.....
.....	.....

### WALK/RUN

- 1 We ..... lazily along the waterfront, enjoying the warm sunshine as we watched the fishermen mending their nets.
- 2 At the sound of the doorbell she ..... eagerly to the front door, excited to be meeting him again after so many years.

### SAY

- 3 "Stupid old fool!" he ..... angrily to himself, pushing rudely past the elderly man limping down the steps.
- 4 "Oh, well," Jill ..... "perhaps it doesn't really matter – but I wish you'd asked me first before telling everyone about it."
- 5 "Don't look round now, but I'm sure that man sitting behind us is the escaped prisoner I was reading about in the paper," I ..... nervously to John.
- 6 "Help!" Karen ..... hysterically. "Somebody help me!"

### LOOK

- 7 The couple ..... lovingly into each other's eyes, completely unaware of the people hurrying past.
- 8 Kevin ..... through the windscreen, hardly able to see where he was going in the pouring rain.

### SMILE/LAUGH

- 9 David ..... cheerfully as he waved to the crowd, accepting their applause for the magnificent race he had run.
- 10 Sally and Lynne ..... with embarrassment when the two boys crossed the room and asked them to dance.

## 12

Rewrite the short paragraphs replacing the words in **bold** using words from Ex. 11 as in the example.



- 1 "Here he comes!" **said** Carla, **looking** anxiously through the sunlit blinds. "And he's got a parcel!" The postman was smiling as he **walked** up the path.  
e.g. *"Here he comes!" shrieked Carla, peering anxiously through the sunlit blinds.*
- 2 "The plane is going to crash," **said** Steve. Everyone in the air traffic control room **looked** at him. Steve **ran** back to his monitor and put **on** his headset. "Why on earth don't they answer?" he **said**. "I'm afraid there's nothing we can do to help them now," he **said**.



rt paragraphs  
ords in bold  
m Ex. 11 as in

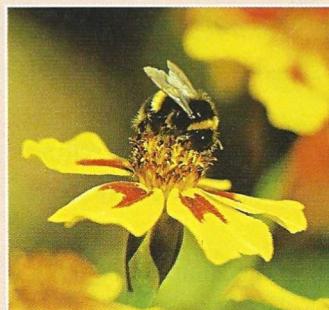
Use of the senses (sight, smell, touch, hearing, taste) to set the scene or describe people, places, events or objects involved in your story helps to increase the reader's interest.

13

Underline the words or phrases which are used to describe senses. What sense does each refer to?

Maitland staggered across the road, hardly aware of the hooting cars and foul-smelling exhaust fumes. The cut on his arm was burning, his head was throbbing with pain, and the salty taste of blood filled his mouth. A police car screeched around the corner, siren wailing and lights flashing, and Maitland dashed into a dark doorway.

It was a hot, lazy afternoon and, from where I sat on the shady verandah, I could see the purple mountains in the distance. The fragrant flowers around me blazed with colour as, sipping my sharply sweet lemonade, I listened to the gentle hum of crickets and twittering of birds. A soft, cool breeze brushed my skin while I enjoyed the smell of the rich earth. Suddenly, a familiar, annoying buzz sounded in my ear.



14

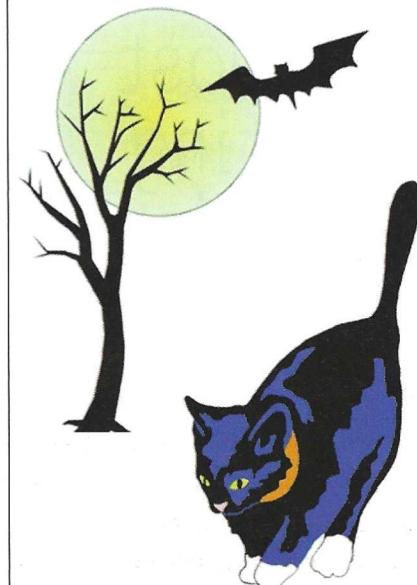
Look at the following list of verbs, all of which refer to sounds and light, and fill in the correct verbs in the gaps below. Some verbs may be used more than once. Which of these could be used in a story entitled "A Haunted House"?

*bang, crackle, creak, flash, flicker, hoot, howl, pound, rattle, rumble, roar, rustle, twinkle, wail*

1 leaves/paper .....	8 sirens/cats .....
2 wind/wolves .....	9 staircase/floorboards .....
3 chains .....	10 flames .....
4 stars .....	11 doors/guns/explosion .....
5 lions/crowd/fire .....	12 owls/cars .....
6 thunder lorries .....	13 candles .....
7 waves/rock music/heart .....	14 lightning .....

15

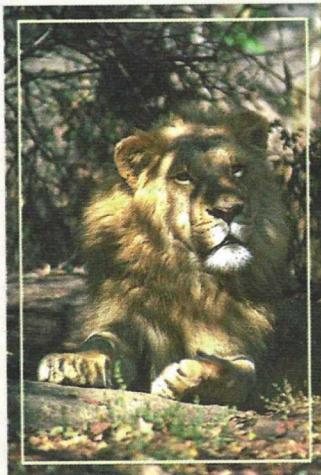
Look at the pictures, and decide on the plot line of the story. Then, using words from Ex. 9-14 write a story entitled "The Haunted House."



## Unit 6 Narratives - Stories

**16** Read the story below. The paragraphs are in the wrong order, and the story has no punctuation. Number the paragraphs in their correct order and punctuate them, then underline the phrases which are used to describe the senses as well as the time words.

### The most exciting experience of my life



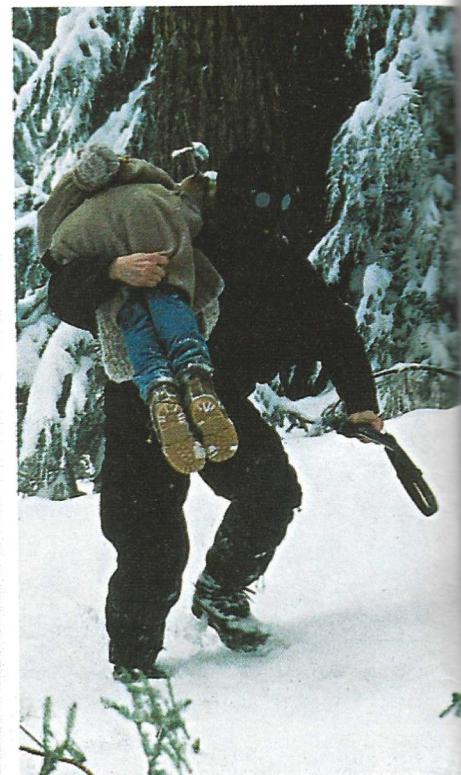
A as soon as we had started the long walk back we heard a low growling sound coming from the trees in front of us we stood frozen with fear meanwhile the growls grew louder and then the leaves parted to reveal two very hungry looking lions the lions prepared to spring the moment they leapt into the air we threw ourselves to the ground the lions sailed over our heads and plunged into the narrow valley

B have you ever wished that your holidays were more exciting i certainly had until my experience on the first day of a photo safari holiday i took with my friend howard last june

C as we shakily made our way back to the camp we couldn't believe what a lucky escape we had had howard wiped the sweat from his forehead and said maybe its time to go back to good old fashioned beach holidays

D we had been walking through the undergrowth for some time when our guide suddenly stopped in his tracks directly in front of us was a narrow valley almost hidden by creepers and leaves phew that was close said howard i suppose we'll have to turn back now

E the morning sun was blazing as we set out on our first trip into the jungle a guide led howard and me into what we hoped would be a day of successful photography



### Crime doesn't pay

A They got out of the car and walked towards the cabin.

B Sam heard someone open the front door of his house.

C The man carried Sam into the empty cabin.

D Sam tried to escape through the window.

E The man was caught.

F The man drove Sam to a wooded mountainside.

G Sam stole the money and hid it in his wardrobe.

H Sam collapsed onto the icy snow.

I A man entered Sam's room and forced him out of the house into his car.

**17** Read the sentences, then listen to the story and put the events into the correct order. Finally, retell the story in your own words.

When writing a narrative you can use flashback narration. This means you can start your story at a certain point in time (often a very exciting moment), then go back in time and describe events which happened before this time (usually in Past Perfect), lead the reader up to the specified time, then go on with your story and bring it to a conclusion.

### 18 Read the story and put the verbs into the correct tenses.

## A flight to remember

The wheels of the jet screeched briefly as they 1) ..... (hit) the runway, waking me from a long pleasant sleep.

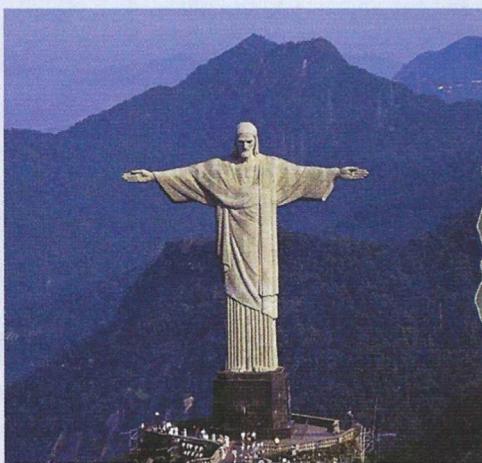
"Well, we're here," smiled the woman sitting next to me, "Is this your first visit to Rio de Janeiro?" I 2) .....

(stare) at her in disbelief. "Rio?" I 3) ..... (gasp). "We're supposed to be in Rome!" But when I 4) ..... (look) out of the window and saw the unmistakeable view of Sugar Loaf Mountain and the huge statue of Christ in the distance I 5) ..... (realise) that I 6) ..... (make) a terrible mistake.

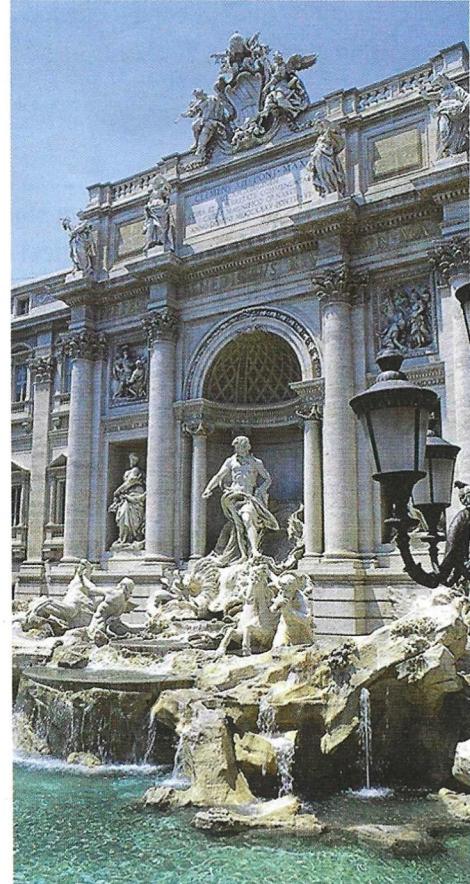
Earlier that day, I 7) ..... (arrive) late at Heathrow Airport in London after being delayed in heavy traffic. As soon as I had checked in and grabbed my boarding pass I 8) ..... (rush) frantically to Gate 12 where the flight attendant was just about to close the door to the narrow tunnel. Fortunately she 9) ..... (see) me coming and waved me through quickly as there was no time to check my ticket. Completely exhausted from all the rushing, I fell asleep within seconds of sitting down, relieved that I hadn't missed my flight to Rome.

"How on earth have I ended up in Rio?" I 10) ..... (wonder). I 11) ..... (pull out) my boarding pass and 12) ..... (read) it again, this time carefully. "Heathrow to Rome, Gate 21," it said – 21 not 12!

Eventually, after I 13) ..... (explain) my embarrassing situation to the airport officials, I was finally put on a flight to my original destination – Rome. Needless to say, I 14) ..... (not/sleep) a wink during that flight!



A	The plane landed.
B	I woke up.
C	A fellow passenger said we were in Rio.
D	I arrived at the airport.
E	I checked in.
F	I rushed to Gate 12.
G	I took my seat on the plane.
H	I fell asleep.
I	I read my boarding pass carefully.
J	I explained my situation to the airport officials.
K	I was put on a flight to Rome.



Now look at the list of events as they appeared in the story above and put them into the correct chronological order. Retell the story without using flashback narration.

## Unit 6 Narratives - Stories

19

Read the following story which begins with the words “*Someone from the hospital called; it sounded urgent.*” and correct the mistakes. Write **S** for spelling, **WO** for word order, **WW** for wrong word, **G** for grammar or **P** for punctuation.

G wait

“Someone from the hospital called; it sounded urgent. It’s your wife. Maybe you should ...” Paul didn’t **waited** for the secretary to finish.

He turned pale and broke into a cold sweat, then **did** his way hurriedly back to the car park, jumped into his car and **drived** crazily through the slow traffic. He **hard** noticed the honking of horns, the screeching of **breaks** or the other drivers yelling furiously at him. “Please, please let her be all right,” he kept saying to himself.

Minutes later, the doors of the emergency department opened and he found **him** in the cold reception lounge. He pushed to the front of the queue and asked for his wife. **the** receptionist patiently scanned the computer screen and then directed him to Room 12. Without **to** thanking her, he dashed for the lift. Heart pounding, Paul **his eyes closed** for a moment, praying. He dreaded what he was about to find.

The door opened onto a dimly **lighted** corridor. Paul walked towards Room 12 and **nervous** pushed the door open. She was **laying** in bed, **exhausting**. She sleepily opened her eyes and murmured, “**hello**, darling. **Sory** I couldn’t wait. **Its** a boy.”

20

Read the notes below for a story entitled “*The Visitors*”, put them into the correct chronological order, then tell the story. Now, change the order of the notes to make use of flashback narration. Which note will you start your story with? Write your story using flashback narration.

A

Doorbell rang – Ruth ... with 3 children and a dog!

B

Finally, 2 weeks later, Ruth said they were going.

C

First night, I slept on sofa; children played loud music on radio all night.

D

Phone call from friend, Ruth – wanted to stay with me “for a few days”.

E

Will never invite old friends to stay again – and don’t want to see Ruth again for another fifteen years.

F

Came home from work next day – garden destroyed, window broken, furniture covered in marmalade.

G

Waved goodbye, closed door behind me – relieved to be alone again.

H

Last time I saw Ruth was fifteen years ago; thought how nice it would be to spend a few days together.

### Revision Box

21

Mark the statements True or False justifying your answers.

- 1 A story cannot begin with direct speech.
- 2 Time words should be used in stories.
- 3 Stories should not combine description and narration.
- 4 Use of the senses to set the scene should be avoided.
- 5 Punctuation and paragraph planning are essential in stories.
- 6 Sequence of events is not important in stories.
- 7 You can narrate a story by moving back in time.
- 8 When writing a story, past tenses should be used.

22

Read the following topics, decide on the plot line, then write any of them in 120-180 words.

- 1 You have decided to enter a short story competition. You should write a story ending with the words: “*It was only then that I realised they had mistaken me for someone else.*”
- 2 A magazine is running a competition for the best short story starting with the words: “*Who can this man be?*” *Sheila wondered as she looked at the stranger standing at the front door.*”
- 3 A magazine is running a competition for the best short story entitled “*A Disastrous Evening*”. Write your story.