

4 An Exceptional Person

In this unit you will ...

- use word maps to brainstorm.
- practise using adjectives in sentences.
- learn to write concluding sentences.
- learn when to use capital letters.
- write about people.

- 1 Look at the people and describe them to a partner.
- 2 Read this paragraph about Jack Collins. Decide which person is most like Jack. Then answer the questions on page 27.

Jack Collins

1. Jack Collins is the most amazing person I have ever met. 2. He came to my school and talked about his difficult life in prison. 3. He was in prison for 15 years. 4. He made a lot of mistakes when he was young, but now he has changed his life. 5. He saw a lot of violence in prison, so he uses his experience to help secondary school students. 6. Jack is tall and strong. 7. He also looks a little scary because he has some spider tattoos. 8. The thing I remember most is his sensitive personality. 9. He really wants to help young people. 10. I've never met anyone like Jack before.



- a. Which sentence is the topic sentence?
Circle the topic and underline the main idea.
- b. Which sentences tell about Jack's personality?
- c. Which sentences tell about Jack's physical appearance?

3 Find the nouns these adjectives describe:

- | | | | |
|--------------|---------------------|-----------------|-------|
| a. amazing | <u>PERSON</u> | d. tall, strong | |
| b. difficult | | e. scary | |
| c. young | | f. sensitive | |

Note: Nouns can be used as adjectives; for example, *spider tattoos* in the paragraph on page 26 about Jack Collins.

- 4 Look again at the paragraph on page 26, *Jack Collins*, and underline the other noun that has been used as an adjective.

Brainstorming: Word maps

Remember

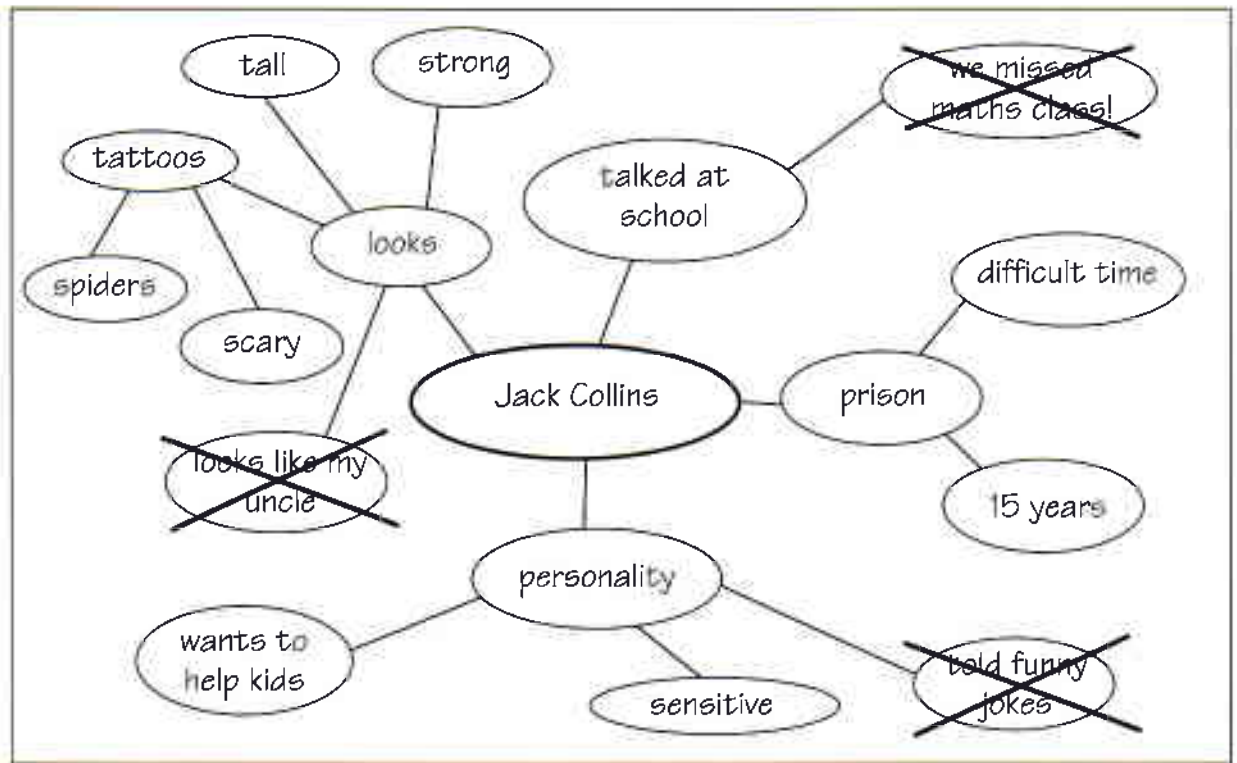
In Unit 3, you learned that brainstorming was used ...

- to think of many ideas for your writing.
 - to help you see the connections between ideas.
- and you learned how to brainstorm using lists.

A word map is another kind of brainstorming. Word maps can help you think of many ideas for your writing and see the connections between the ideas.

- Use a separate, whole sheet of paper.
- Write your topic in the middle, and draw a circle around it.
- Write an idea about the topic nearby, and circle it.
- Draw a line to connect the circles. This shows that the idea and the topic are related.
- Add more ideas and circle the ideas.
- Draw lines to connect any circles with related ideas.
- Write down as many ideas as you can. Don't worry about whether they are 'good' or 'bad'.
- After you finish, cross out any ideas you don't want to use.

This example shows a word map for the paragraph on page 26, *Jack Collins*. Notice which ideas the writer kept and which ones he / she crossed out.



5 On a separate sheet of paper, make a word map for one of the topics below.

- Use plenty of descriptive adjectives.
 - Share your word map with a partner.
 - How many descriptive adjectives did your partner use?
- A relative
 - A teacher who helped me
 - A film / music star

Language focus: Using adjectives in sentences

Adjectives can be used in three different ways:

- before a noun
*Jack Collins is the most **amazing** person I have ever met.*
- after a form of the *be* verb
*He made a lot of mistakes when **he was young**.*
- after a verb like *taste, sound, look, feel, smell, seem*
*He also **looks** a little scary.*

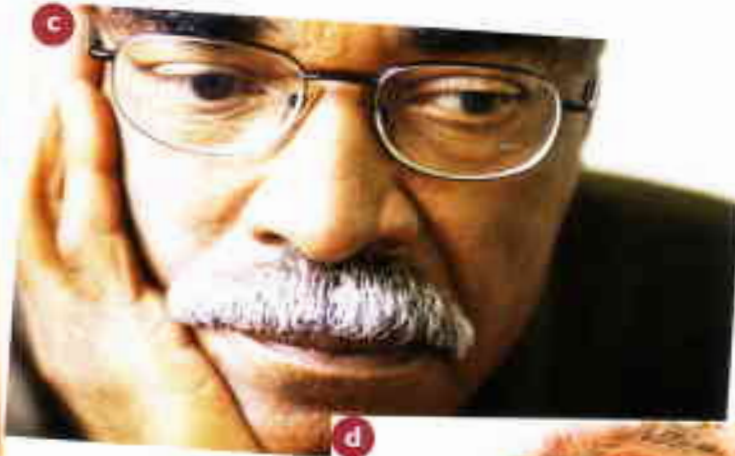
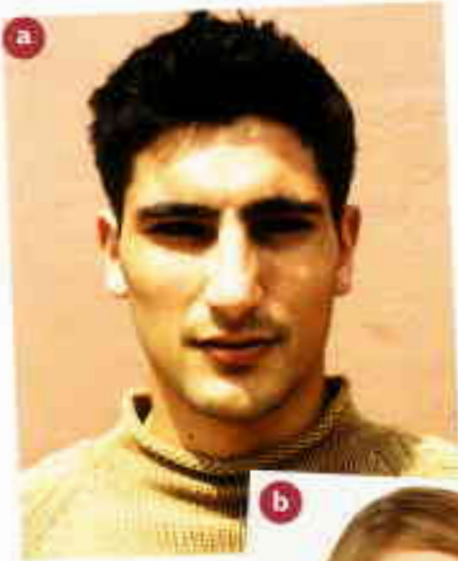
a beautiful girl
she is beautiful
she looks beautiful

6 Write sentences with each descriptive adjective that you used in your word map. Try to write all three different types of sentence.

a) is tall and skinny, he looks young, he seems calm.

7 Look at the pictures and do the following.

- Write two or three adjectives for each person on a separate sheet of paper. You can write adjectives for their physical appearance or their personality (use your imagination!).
- Exchange papers with a partner. Write sentences using your partner's adjectives. Then share your sentences.



Writing focus: Concluding sentences

A good paragraph has a clear topic sentence and supporting sentences that explain and support the topic sentence. Many (but not all) paragraphs also have a concluding sentence. The concluding sentence closes the paragraph.

A concluding sentence can ...

- restate the topic sentence.
- summarise the main idea of the paragraph.
- make a prediction connected to the paragraph's topic.
- make a suggestion or give advice connected to the topic.

A concluding sentence **does not** state a completely new idea.

- 8** Read these concluding sentences for the paragraph on page 26, *Jack Collins*, and decide if they 1 (restate), 2 (summarise), 3 (predict) or 4 (suggest or advise).
- I've never met anyone like Jack before.
 - I think Jack will help many teenagers stay out of prison.
 - Everyone should talk to someone who has been to prison.
 - Jack's experiences, appearance, and personality make him very memorable.
- 9** The paragraph below is called *My Best Friend's Grandfather*. With a partner, think of three or four things the paragraph could be about.
- 10** Read the paragraph and find out if any of your guesses were correct.

My Best Friend's Grandfather

¹ We can all learn from listening to our grandparents. ² My best friend's grandfather tells great stories about his life. ³ He's 94 years old, but his voice is still strong and clear. ⁴ He speaks quietly and slowly when he tells stories. ⁵ His life was difficult when he was young. ⁶ His family didn't have much money, and he worked hard. ⁷ Even though his life was not easy, he is positive and optimistic. ⁸ I can learn many things from his stories.

.....

.....

.....

- 11** Read the sentences below and do the following.
- Decide which sentence could not be a concluding sentence for the paragraph *My Best Friend's Grandfather*.
 - Put the sentence you like best into the paragraph.
 - Tell a partner which concluding sentence you chose and why.
- My best friend's grandfather is a wonderful storyteller.
 - My best friend's grandfather is a good example for me.
 - My best friend's grandfather never went to university.
 - I think all teenagers should listen to their grandparents' stories.

- 12** Look at the picture of the football player, David Beckham, and describe him to a partner.
- 13** Write a concluding sentence for the paragraph, *A Popular Athlete*, about David Beckham. Share your sentence with other students. Decide whether the sentences restate, summarise, predict, or suggest / advise.

A Popular Athlete

¹ David Beckham became a famous football player in the late 1990s, and by 2003 was the most recognisable athlete in the world. ² He was a popular player first in England for Manchester United and then in Spain for Real Madrid. ³ They are both successful and very rich football teams. ⁴ Beckham is a valuable player because he can take dangerous free kicks and pass the ball long distances. Beckham is not only a talented player but also a fantastic leader. He led his country, England, in the 2002 World Cup where they only lost to Brazil. His fans also respect him because he is a very hard worker on the field and on the training ground.

.....

.....

.....



Language focus: Punctuation

Capitalisation

Remember

In Unit 1, you learned that the first word of a sentence starts with a capital letter.

A word is also capitalised if it is ...

- in the title of a piece of writing (paragraph, essay, book), a film, a piece of music, etc. **Don't** capitalise prepositions (*of, to, with*), articles (*a, the*), or conjunctions (*and, but*).
- a name of a group, a place, or a person; that is, a *proper noun*.
- a day of the week or a month.
- a language or a nationality.

Note: A *proper noun* is the name of a specific person, place, or thing. For example, *Picasso* is the name of a specific person, *Paris* is the name of a specific place, *the Olympics* is the name of a specific thing.

14 Find all of the capitalised words in the paragraph on page 31, *A Popular Athlete*. Tell a partner why each word is capitalised.

15 Rewrite the following sentences using correct capitalisation.

a. david beckham married victoria adams, who was a singer with the spice girls, a pop group in the 1990s.

.....

b. beckham learned to speak spanish because he moved to madrid.

.....

c. in march 1999, david and victoria had their first son.

.....

d. the beckhams now have three children, called brooklyn, romeo and cruz.

.....

e. romeo was born in september 2002 and cruz was born in february 2005.

.....

f. there is a funny film called 'bend it like beckham,' which is about one of david beckham's fans.

.....

Put it together

16 With a partner, match the topic sentence on the left to the concluding sentence on the right.

- | | |
|--|--|
| a. I admire many things about my father. | 1. You can easily see that he is friendly, outgoing, and loves to laugh. |
| b. I think my uncle's face shows his personality. | 2. She works hard at her job, but she always has time for me. |
| c. Daniel Radcliffe, who plays Harry Potter, is my favourite actor. | 3. His poor health is probably why he died young. |
| d. I was always frightened of my history teacher. | 4. When I grow up, I hope I will be just like my father. |
| e. My mother is a very busy person. | 5. She was scary, but I learned a lot from her tough lessons and strict personality! |
| f. Elvis' body and health changed as he got older. | 6. I think he will keep improving as he gets older and makes more films. |

17 Choose one of the pairs of sentences in exercise 16 above. Make a word map about the topic. Use your imagination!

18 Look at a partner's map and say which ideas are most interesting to you.

19 On a separate sheet of paper, write a paragraph.

- Write the topic sentence and concluding sentence you chose in 17.
- Add supporting sentences by using the details from your word map.

20 Check your writing.

Did you ...

- include a heading on your paper?
- format the paragraph correctly?
- start and end each sentence correctly?
- give the paragraph a title?

21 Exchange papers with a partner. Talk with your partner and decide if all the supporting sentences are related to the idea in the topic sentence.

22 Hand in your paragraph to your teacher.