

3 A Favourite Place

In this unit, you will ...

- develop paragraphs with descriptive details.
- use lists to brainstorm.
- learn to edit lists.
- combine sentences containing adjectives.
- write about places.

- 1 Describe this picture to a partner. Have you been to the beach before? Tell your partner what it was like.



- 2 Read the paragraph and answer the questions on page 21 with a partner.

Relaxing at the Beach

¹ Where is your favourite summer holiday place? ² The beach is the perfect place for me. ³ The air is hot, but the water is cool, wet and fresh. ⁴ First, I enjoy swimming and surfing in the sea. ⁵ When I am tired, I come out and lie on the beach. ⁶ The sand is soft and white. ⁷ The beach is noisy with seagulls and children laughing, but it's a pleasant noise. ⁸ I even like the beach smells. ⁹ The air smells salty from the sea and sweet from everybody's sun cream. ¹⁰ I feel peaceful and relaxed. ¹¹ When I want to relax in summer, I go to the beach!

a. Which sentence is the topic sentence?

1 2 10

b. What do sentences 3, 4, 6, 7 and 9 do?

1. Say the same information in a different way.
2. Tell a story about the topic.
3. Explain the topic sentence by giving more information.

Language focus: Descriptive vocabulary

You know that a topic sentence tells the main idea of a paragraph. *Supporting sentences* develop the paragraph by adding more information. When you describe a place, you can develop your paragraph by adding descriptive details – information that tells how a place looks, sounds, smells, or feels.

3 With a partner, put these adjectives that can describe places into the table below. Some words can be used in more than one place. Check a dictionary or ask your teacher to explain any new words.

- | | | | |
|----------|----------|---------|-------|
| dark | friendly | musical | soft |
| dry | green | quiet | spicy |
| exciting | humid | relaxed | sweet |
| fragrant | loud | sharp | warm |

| look | sound | smell | feel |
|-------|-------|-------|-------|
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4 Look again at the paragraph on page 20, *Relaxing at the Beach*. Circle the descriptive adjectives, and then put them into the table in exercise 3 above.

Brainstorming: Lists

You cannot write if you don't have something to write about. So, before they start to write, good writers *brainstorm* ideas (they think of and write down ideas that they can use).

In this book, you will practise several different ways of brainstorming. Try them all, and then choose the way that works best for you.

➤ How to make a list

- Use a separate, whole sheet of paper.
- Write your topic at the top.
- Write down as many ideas as you can about your topic.
- Write single words or short phrases, but don't write long sentences.
- Write down every idea that comes to you, and don't worry about whether the ideas are 'good' or 'bad'.

➤ Editing your list

After you brainstorm, you need to go back and see which ideas you can use. This is called *editing*.

- Underline or highlight the good ideas.
- Cross out ideas that are not related to your topic or that you don't want to use.

5 This example shows a list for the paragraph on page 20, *Relaxing at the Beach*. Cross out the ideas that the writer didn't use. Compare your list with a partner, and say why you think the writer didn't use the crossed out ideas.

6 Choose one of the topics below. In five minutes, make a list of ideas. Share your list with a partner. How many descriptive adjectives did your partner use?

- My favourite place to relax
- An interesting city

7 Edit your list by crossing out unrelated ideas or ones you don't like. Show your partner what you crossed out, and explain your decisions.



Writing focus: Combining sentences containing adjectives

- 8 Look at the picture. With a partner, brainstorm a list of adjectives to describe the scene.



- 9 Read the following paragraphs. How are they the same? How are they different? Which paragraph seems better to you? Explain your choice to a partner. Then check your ideas below.

My Mother's Kitchen

1. My mother's kitchen is not big.
 2. It is comfortable. 3. It is warm.
 4. My mother cooks a lot. 5. Her kitchen smells spicy. 6. It smells sweet. 7. Sometimes she taught my brother and me how to cook. 8. We liked learning new things. 9. We liked working together. 10. We liked making delicious foods. 11. Now I live far away. 12. I often think about my mother's kitchen.

My Mother's Kitchen

1. My mother's kitchen is not big, but it is warm and comfortable. 2. My mother cooks a lot, and her kitchen smells spicy and sweet. 3. Sometimes she taught my brother and me how to cook. 4. We liked learning new things, working together, and making delicious foods. 5. Now I live far away, but I often think about my mother's kitchen.

The first paragraph is less interesting because many sentences are all the same type: noun + verb + adjective.

You remember from Unit 2 that sentences about similar topics can often be combined. One effective way to do this is by combining sentences with adjectives.

To make more varied and interesting sentences, you can:

- combine the adjectives in two sentences with *and* or *but*. Remove the subject and verb from the second sentence.

Example: *The film was long. The film was boring.*

The film was long. ^{and} ~~The film was~~ boring.
The film was long and boring.

Example: *Our homework is difficult. Our homework is fun to do.*

Our homework is difficult. ^{but} ~~Our homework is~~ fun to do.
Our homework is difficult, but fun to do.

- combine three sentences. Notice how a comma is used between the first two adjectives. Remove the subjects and verbs from the second and third sentences.

Example: *Her skirt was short. It was black. It was fashionable.*

Her skirt was short. ^{and} ~~It was~~ black. ~~It was~~ fashionable.
Her skirt was short, black and fashionable.

10 Find and underline three examples of combined sentences in the paragraph on page 20, *Relaxing at the Beach*.

11 Combine these sentences. Then compare with a partner. Which sentences did you combine the same way? Which were different?

a. Charles is interesting. He is a little strange.

.....

b. The river was deep. The river was wide. It was cold.

.....

c. Our teacher is strict. He is fair.

.....

d. July was hot. It was humid.

.....

e. Kim is my best friend because she is kind. She is smart. She is funny.

.....

f. The food in that restaurant is delicious. It is expensive.

.....

Put it together

- 12** Work with a partner to complete the paragraph below and make it better. First, make a list of details you could add to the paragraph. This is an imaginary place, so use your imagination!

A Horrible Hotel

The rooms are small. The rooms are dark. The rooms are dirty. There is no air-conditioning. The rooms are hot in summer. There is no heating. The rooms are cold in winter. There are big windows. The view is terrible.

That is why I want to warn you never to stay in this hotel.



- 13** On a separate sheet of paper, write your completed paragraph.

- Combine sentences to make it more interesting.
- Write a topic sentence.

- 14** Check your writing.

Did you ...

- include a heading on your paper?
- format the paragraph properly (see page 2)?
- start and end each sentence correctly?

- 15** Exchange papers with another pair. Compare your paragraphs. What is the same? What is different? Which do you like the best?

- 16** Hand in your paragraph to your teacher.