

# 5 Trends and Fashions

In this unit, you will ...

- review descriptive vocabulary.
- use freewriting to brainstorm.
- review what a paragraph contains.
- develop peer feedback skills.
- write a paragraph about a trend.

- 1 **Talk with a partner or small group.** In many Western countries, it has become popular for young people to get tattoos. Is this true in your country? Do you know anyone with a tattoo? Would you ever get one?
- 2 **Why do people get tattoos? With your group or partner, make a list of all the reasons you can think of. Then read this paragraph to see if any of your reasons were mentioned.**



## Beautiful Forever!

<sup>1</sup> My friends think I'm crazy. <sup>2</sup> My father says I'll never get a job now, and my mother is worried that I won't get married. <sup>3</sup> However, I'm glad I got a tattoo. <sup>4</sup> Last month, I had a beautiful sun design tattooed onto the top of my left arm. <sup>5</sup> It's smallish, neat and feminine. <sup>6</sup> It won't get lost like jewellery or wear out like clothing. <sup>7</sup> Even when I am old, I will still have my lovely sun. <sup>8</sup> It makes me feel unique and confident. <sup>9</sup> I know some people think tattoos are unattractive, but I love the special look of my new symbol.

**3** Read the paragraph on page 34, *Beautiful Forever!*, again and answer these questions.

a. Which sentence is the topic sentence?

- 1     2     3     7

b. What do sentences 5, 6 and 8 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.

c. Which of these sentences could be added to the paragraph?

1. It was designed by a famous artist.
2. Chinese characters are popular for tattoos these days.
3. My father doesn't like pierced ears, either.
4. Even when I wear clothing that covers my tattoo, I feel special because I know it's there.

**Language focus: Vocabulary review**

**4** Work with a partner. Look at these adjectives from Units 1–4. Do they describe people, places, or things? Write the words in the appropriate column. You can use some words in more than one column. Then add two more words of your own to each column.

- |            |            |             |
|------------|------------|-------------|
| busy       | convenient | comfortable |
| difficult  | exciting   | friendly    |
| humid      | noisy      | peaceful    |
| optimistic | popular    | salty       |
| shy        | spicy      | valuable    |

people	places	things
.....	.....	.....
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## Brainstorming: Freewriting

Freewriting is a kind of brainstorming where you write everything you can think of, quickly and without stopping. Freewriting helps to improve your writing fluency, and gives you ideas for your writing.

- Write as much as possible for five or ten minutes.
- Don't worry about spelling, grammar, or punctuation.
- If you make a mistake, just cross it out and continue writing.
- Write continuously, without stopping.

Remember that when you make a list or a word map, you write words or short phrases. When you freewrite, you write sentences.

Look at this example of freewriting on the topic of trends and fashions.

*What is trendy or fashionable now? I can't think of anything. Do I have anything that is fashionable? I don't think so. Everyone has a mobile phone now. But mobile phones aren't very interesting. What is fashionable these days? What about televiss TV? Reality TV is fashionable. There are a lot of reality TV shows these days. 'The Apprentice' is pretty good. There are 14 normal people who have to live together. These people work in teams and have to complete business tasks. Every week one candidate on the losing team is fired. At the end, Alan Sugar picks a winner from the last two people, and they win a £100,000 job with him. I wish I had £100,000! 'Big Brother' is terrible. Some people live in a house and every week there is a vote and one person leaves. It is similar to 'The Apprentice' but ~~bowling~~ boring. These people are not allowed to leave the house. They don't have very much to do and they often have arguments and fights. I think most people who go on reality TV are a little strange.*

- 5** Choose one of these topics. For five minutes, write as much as you can on a separate sheet of paper. Write everything that comes into your mind, without stopping.

- A clothing trend
- A trend I don't like
- A popular item I own (or would like to own!)



### 5 Editing your freewriting

After you freewrite, you need to edit what you have written – go back and see which ideas you can use. It is useful to:

- underline the good ideas.
- cross out anything you don't want to use.

### 6 Look at the edited freewriting below. What topic do you think the writer will use for his / her paragraph? Why did the writer cross out or underline some sentences? Explain to a partner. Use reasons like these:

- The sentence wasn't about the topic.
- The sentence wasn't interesting.
- The sentence was interesting.

*What is trendy or fashionable now? ~~I can't think of anything. Do I have anything that is fashionable? I don't think so. Everyone has a mobile phone now. But mobile phones aren't very interesting.~~ What is fashionable these days? What about televiss TV? Reality TV is fashionable. There are a lot of reality TV shows these days. 'The Apprentice' is pretty good. There are 14 normal people who have to live together. These people work in teams and have to complete business tasks. Every week one candidate on the losing team is fired. At the end, Alan Sugar picks a winner from the last two people, and they win a £100,000 job with him. ~~I wish I had £100,000!~~ 'Big Brother' is terrible. Some people live in a house and every week there is a vote and one person leaves. It is similar to 'The Apprentice' but ~~booring~~ boring. These people are not allowed to leave the house. They don't have very much to do and they often have arguments and fights. I think most people who go on reality TV are a little strange.*

### 7 Look at your freewriting from exercise 5 on page 36. Underline sentences that you think are interesting or useful. Cross out anything that is not useful.

### 8 Spend another five minutes freewriting, starting with a sentence or phrase you have underlined.

### 9 Look at your two examples of freewriting together. Do you have enough ideas for a paragraph? If not, freewrite some more!

## Paragraph review

### Remember

A paragraph can contain three different types of sentence:

- A **topic sentence** – tells the reader the topic and main idea of the paragraph.
- **Supporting sentences** – develop, explain and give details about the idea of the topic.
- A **concluding sentence** – restates the topic sentence, summarises the paragraph, makes a prediction, or gives advice or suggestions.

**10** Below are sentences from a paragraph in the wrong order. Decide if the sentences are topic sentences (T), supporting sentences (S), or concluding sentences (C).

- a. .... So, I bought a bike last week for £150 in a second-hand bike sale.
- b. .... The colors are bright red, white and dark blue.
- c. .... It's a great bike and I'm going to have a lot of fun on it.
- d. .... Mountain bikes are really popular where I live. Everybody has one.
- e. .... The bike is one year old but looks new.
- f. .... It looks like a bike you can ride on very rough mountains and over rocks.

**11** Put the sentences above in a logical order. Then write the sentences into a paragraph on a separate sheet of paper. Give the paragraph a title.

### Writing focus: Writing the paragraph

After you have chosen a topic and brainstormed ideas, it is time to write your paragraph.

- Choose a topic sentence first.
- Then write the supporting sentences.
- Finish with a concluding sentence.
- Give your paragraph a title.

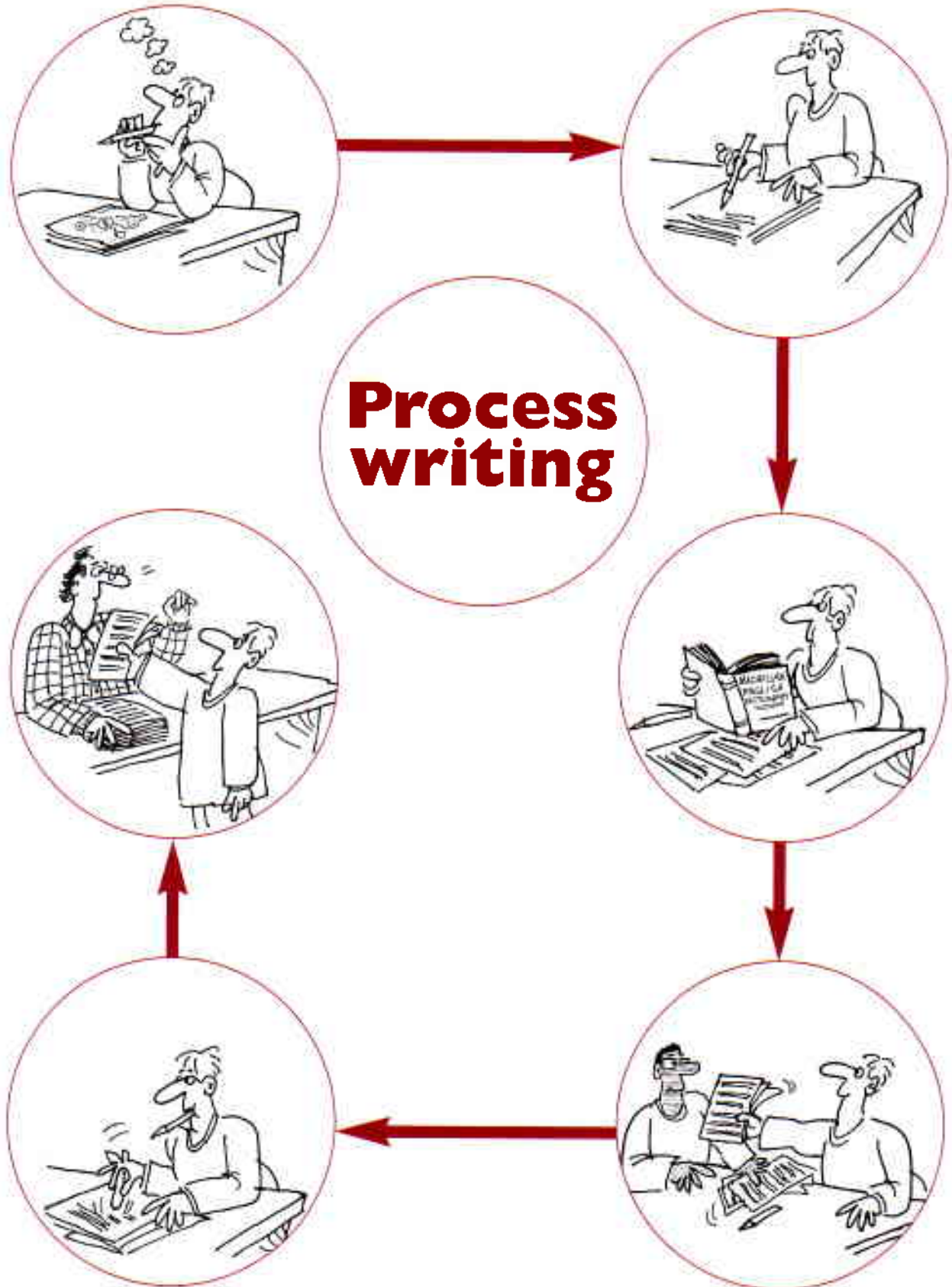
But this is only the beginning! Good writers follow three steps to improve their writing. They ...

1. check their work.
2. show their work to someone else.
3. make any necessary additions and changes.

These steps can be repeated several times.



12 With a partner, describe the diagram below. What is happening in each circle?



## Writing focus: Peer reviewing

Exchanging papers with a classmate, reading each other's paper, and making comments is called *peer reviewing*. When you read a classmate's paper, you can ...

- practise finding topic sentences, supporting sentences, and concluding sentences.
- notice special vocabulary or grammar.
- see different ways to do the same assignment.
- help the writer by saying what ideas you liked best.
- ask questions to help the writer think of more ideas.
- ask a question if you don't understand something – and maybe the writer will think of a better way to explain.

Many writers – even very good writers – feel nervous or shy about sharing their writing. When you write comments about someone's writing, be kind, useful and truthful. Remember always to say what you like. Comment on ideas and organisation, and not spelling or grammar.

**13** With a partner or group, look at the comments below. Put a tick (✓) by the ones that are useful for the writer. Put a cross (✗) by the ones that you think aren't useful and give a reason; for example:

- It isn't kind.
  - It isn't clear.
  - It isn't useful.
  - It (probably) isn't true.
- a.  The topic sentence was really interesting.
  - b.  You don't have any examples.
  - c.  You have one good example. But your paragraph is a little short. Can you write another example?
  - d.  I liked your paragraph because it was honest. I think you should add a title.
  - e.  Your topic sentence and concluding sentence are exactly the same. Maybe one should be different.
  - f.  I think it's OK.
  - g.  Your paragraph is not very good. I couldn't understand anything.
  - h.  Your concluding sentence was funny. I liked it a lot!
  - i.  You used some interesting vocabulary. It was easy for me to imagine that place.
  - j.  You are a better writer than Shakespeare!
  - k.  I'm not sure which sentence is the topic sentence. Is it the first one or the second one? Please tell me.

## Put it together

**14** Use the ideas from your brainstorming from exercises 5 and 8 on pages 36 and 37 to write a paragraph. Write a topic sentence and supporting sentences. Decide if you want to write a concluding sentence.

**15** Check your writing.

Did you ...

- include a heading on your paper?
- format the paragraph properly?
- start and end each sentence correctly?
- use capitalisation correctly?
- give the paragraph a title?
- write a topic sentence?
- write supporting sentences? How many?
- use descriptive adjectives?
- only include one clear idea in each sentence?
- order the sentences logically?
- combine sentences logically?
- write a concluding sentence?

**16** Exchange papers with a partner. Include your brainstorming.

- Fill out the Peer Review Form on page 104.
- Talk with your partner and go over each form.

**17** Read your paragraph again.

- Think about the comments from your partner.
- Make any additions or changes to your paragraph that would make it stronger or more interesting.

**18** Hand in the second draft of your paragraph to your teacher.