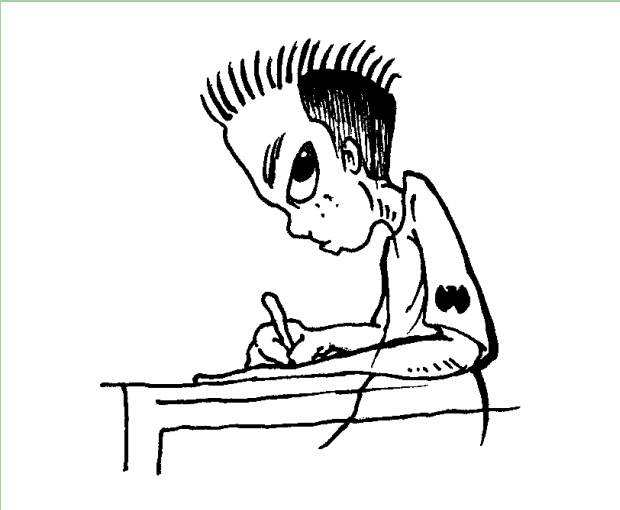# Reading and Writing 2

Student's Book

Describing pictures and people

Reading and Writing Module 2: Describing Pictures and People

Contents

Welcome to Reading and Writing Module 2: Describing Pictures and People. In this module, you will focus on:

<table>
<tr><th>skills</th><th>structures</th></tr>
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skills	structures
- describing pictures, photographs and scenes	- parts of a sentence
- making mind maps	- there is and there are
- inferring	- countable and uncountable nouns
- using your imagination	- quantifiers; some, any, much, many, a lot of
- recognising subject/verb agreement mistakes	- prepositions
- checking your own work	- parts of the body
- describing appearance and character	- state and manner adjectives
- comparing people	- comparative adjectives
- identifying main ideas	- topic sentences
- ordering ideas	- *like* as preposition
- identifying irrelevant sentences	- parts of speech
- interviewing	

1. Introduction

A. Look at the picture, and discuss in groups:

- What can you see in the picture?
- What is he doing?
- Do you think he is happy?
- How old do you think he is?
- Where do you think he should be at his age and WHY?

Think of a TITLE for this picture.

BRAINSTORM

Look at the following sentences to describe this picture:

There is a boy in the picture.

He has a gun.

He is sitting.

B. In groups, make more sentences about this picture.

EXERCISE

C. In your groups, think of ideas to complete the chart.

What can you see in the picture?	What can you imagine about what you see in the picture?

D. Here is a description of this picture.
What is wrong with this description? List the mistakes.

```
There's a boy in this picture. He is about 20 years old. He
looks happy. He isn't smiling. He has a small gun. He's wearing
a school uniform and a watch. There are some trees behind the
boy. There's an elephant beside the boy.
```

2. Sentences

A. What is in a sentence?
Think of some things that you find in a sentence.

B. Some of the following lines are sentences, some are not. Tick the sentences.
If it is not a sentence, why not?

1. Law Meh worked in a hospital for six years.
2. My friend in Mae Sot.
3. Ma Ma studies English after dinner.
4. He's tired.
5. Teaches mathematics to high school students in Shan State.
6. My father's old blue motorcycle.
7. I walk.
8. There are two dogs.
9. A beautiful house beside the Salween River.
10. It's raining.

Now read the information about sentences in the box. In pairs, discuss your answers.

Parts of the Sentence

A sentence has a subject and a verb.	*He cooks.* **subject verb**
It can have only a subject and a verb, but usually sentences have other words, too.	*He sometimes cooks special cakes for us.* **subject verb**
Subjects come before the verb. They often come at the beginning of a sentence.	*Everybody likes eating his cakes.* **subject verb**
Subjects can be one word, or many words.	*My uncle, my sister and my friends like cake.* **subject**
The first letter of the first word of a sentence is a capital letter.	*We ate many cakes last night.*
A sentence ends with a full stop, question mark or exclamation mark.	*Do you want some cake?* *I'd love some!*

EXERCISE **C.** These sentences all have one mistake. Correct the mistake.

>   **1.** I think the boy's name Maung Maung Soe.
>   **2.** he was born in a village near Pa-an, in Karen State.
>   **3.** Didn't go to school.
>   **4.** His mother and sisters are very poor, and his father is dead
>   **5.** There a cinema in his village.
>   **6.** Likes Maung Maung Soe going to the cinema.
>   **7.** One night, some soldiers to the cinema.
>   **8.** Took Maung Maung Soe to the army headquarters.

ACTIVITY **D.** Work in pairs. Write some sentences that have one mistake:

>   *- no verb*   or   *- no subject*   or
>   *- wrong subject/verb order*   or   *- wrong punctuation*

Give these sentences to another pair. Can they find and correct the mistake?

3. Structures to describe pictures: *there is/are*

EXERCISE **A.** Look around you, at your classroom. Are these sentences true or false?

>   **1.** There's a teacher.
>   **2.** There are twelve students.
>   **3.** There's a blackboard.
>   **4.** There are two whiteboards.
>   **5.** There are some pictures on the walls.
>   **6.** There's some water in a bucket.
>   **7.** There are more male students than female students.
>   **8.** There's a lot of money on the desk.
>   **9.** There are a lot of chickens outside.
>   **10.** There are many intelligent, hardworking students!

EXERCISE **B.** Fill in the gaps in the box with these grammar terms.

>   *uncountable   noun   singular   plural   countable   negative*

There is/are	
There is + <u>singular</u>, _____	***There is** a **shop** near my house.*
There is + _____	***There is** some **sugar** in the bag.*
There are + _____ noun.	***There are students** in the class.*
In the _____, use *isn't* and *aren't* with *there*.	***There isn't a** teashop nearby.*
Use *any* with _____ and _____ nouns.	***There aren't any** teashops nearby* ***There isn't any** water in the river.*
There's = *There is*	

C. Make true sentences. Fill the gaps with *there is/are/isn't/aren't.*

1. _____ some food in the kitchen.
2. _____ any gold under the classroom.
3. _____ a lot of dust outside the window.
4. _____ a good football team in this school.
5. _____ any tigers near here.
6. _____ a piano in my house.
7. _____ some soldiers at the checkpoint.

ACTIVITY **D.** Look at this picture for one minute. Then close your book.
You have three minutes to write as many sentences as you can about this picture.

Questions with there is/are	
For questions, put *there* after *is/are.*	**Is there** a toilet nearby?
Use *any* with plural and uncountable nouns.	*Are there* **any** *shops in this village?* *Is there* **any** *water in the bucket?*

EXERCISE **F.** Make questions using 'there is/there are'.

Example: elephants/in the jungle?   Are there any elephants in the jungle?

1. dog /at your house?
2. ants / in the kitchen?
3. chalk / in the classroom?

4. computers / at the school?
5. money / in your bag?
6. box / under the desk?

In pairs, ask and answer these questions.

4. Structures to describe pictures: *countable and uncountable nouns*

A. Read the paragraph:

> There are some women and children beside a river. Three children are playing in the water. Another woman is washing some shirts. A girl is emptying some soap powder in the water. Her mother is angry! A small boy is sitting, playing in the sand. His older brother is washing himself, with soap. A woman is breast-feeding her baby.

Look at the picture and find all the things described in the paragraph.
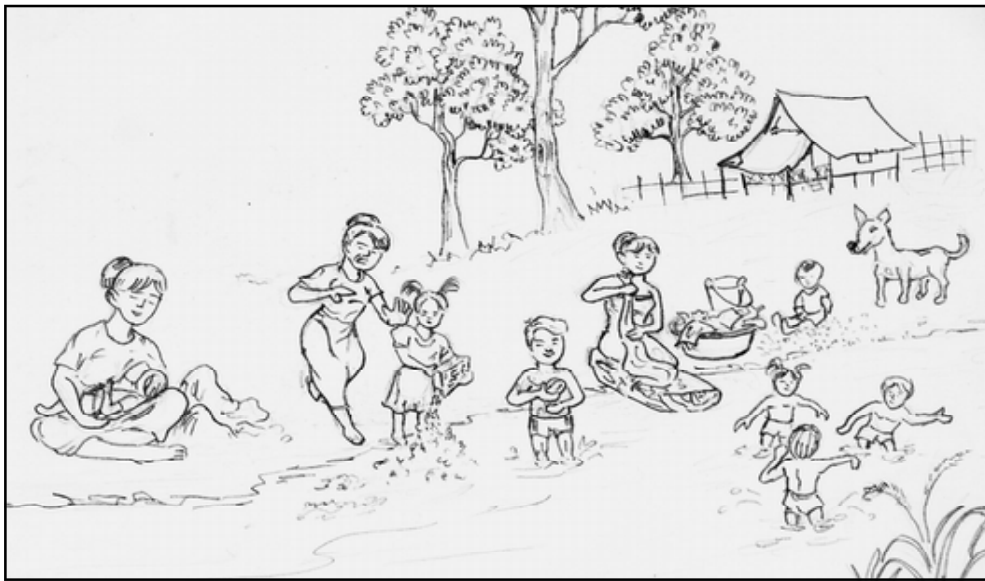
B. Underline all the nouns in the paragraph.
Can you make single and plural forms of all these nouns?

single	plural
child	children

Countable / uncountable nouns

Countable nouns are the names of objects that we can count.
We can use numbers and *a/an* with countable nouns; they have plurals.

    a cat   *three cat<u>s</u>*   *a newspaper*   *two newspapers*

Uncountable nouns are the names of things that we cannot count.
We cannot use *a/an* or numbers with uncountable nouns; they have no plurals.

    water   (NOT *a water; two waters*)
    wool   (NOT *a wool; two wools*)
    weather   (NOT *a weather; two weathers*)

C. Classify these nouns into countable and uncountable.

advice	banana	wood	animal
bread	rubbish	examination	adult
vegetable	furniture	colour	rice
grass	meal	bamboo	office
information	work	knowledge	number

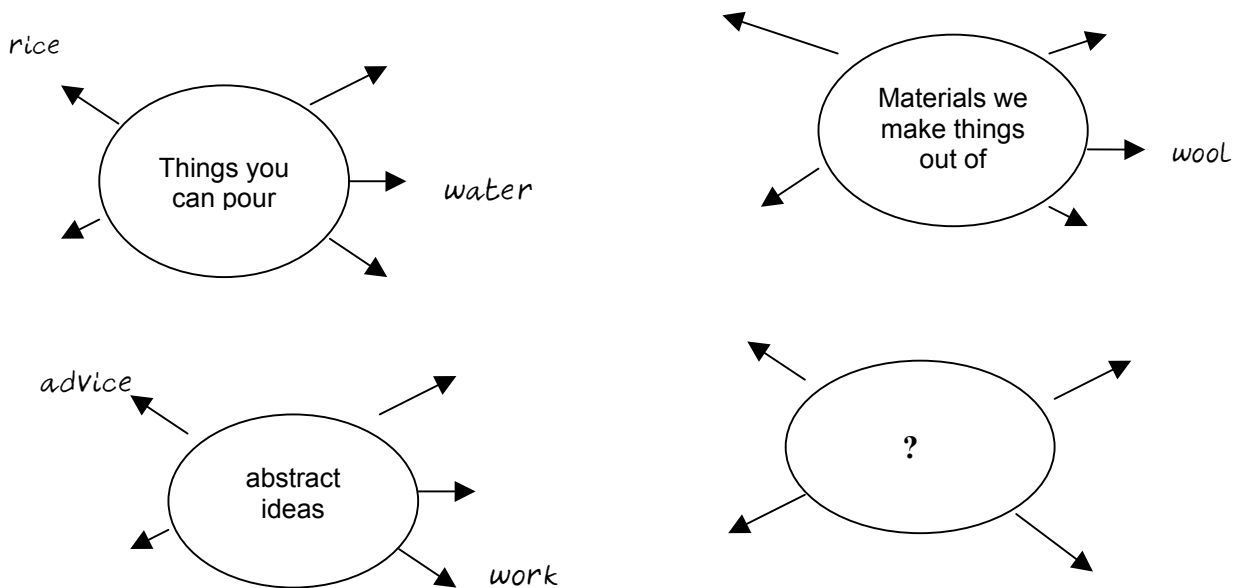| countable	uncountable
banana	advice

D. Look at the underlined nouns. Are they countable or uncountable?

1. Do you play <u>tennis</u>? _____

2. I had to wait for ten <u>minutes</u>. _____

3. Just tell me one <u>thing</u>. _____

4. <u>Love</u> makes the world go around. _____

5. Good <u>luck</u> in your new job! _____

6. Motorbikes need <u>petrol</u>. _____

7. I'm taking a <u>photo</u>. _____

E. Write some sentences like those in exercise **D.**
Write sentences with countable nouns, some with uncountable nouns. Underline the noun.
Give your sentences to another student. Can she/he answer correctly?

F. Look at all the uncountable nouns you have learned in this lesson.
Can you put them into categories? Try this:

rice

Things you can pour

water

Materials we make things out of

wool

advice

abstract ideas

work

?

5. Structures to describe pictures: *Quantifiers*

EXERCISE **A.** Look at the picture, and read the paragraph:

Last week, there was <u>a lot of</u> rice on this hill. Now, there isn't <u>any</u> rice. There's <u>some</u> smoke, and <u>a lot of</u> ash on the ground. Before, <u>a lot of</u> trees grew here. Now, there aren't <u>many</u> trees, and there isn't <u>much</u> fruit. These people are going to stay in another village. They have <u>some</u> relatives there. They don't have <u>any</u> food now, and they don't have <u>much</u> money. Luckily, they have <u>a lot of</u> relatives.

Circle all the nouns that come after the underlined words. Are they countable or uncountable?

EXERCISE **B.** Some of these nouns are in *positive* sentences, and some are in *negative* sentences. Put the quantifiers (underlined words) and noun into the table.

	countable	uncountable
positive sentence		*a lot of rice*
negative sentence		*any food*

EXERCISE **C.** Fill in the gaps in the boxes with these grammar terms.

uncountable noun   postive sentences   questions   countable noun   negative sentences

<div style="border:1px solid">

Quantifiers 1

We use **some** in <u>*positive sentences and questions,*</u> with <u>*countable and uncountable nouns*</u>:
    I've got some pens   Do you want some tea?   There's some food in the kitchen.

We use **any** in _____, with _____:
    There aren't any books.   Is there any sugar?   She hasn't got any money.

We use **many** in _____, with _____:*
    There are many children in this class.   Do you need many new blankets?
    We don't need many eggs.

* It is uncommon to use many in postive sentences. Usually, we use it in negative sentences and questions.

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Quantifiers 2

We use **much** in _____ , with _____ :

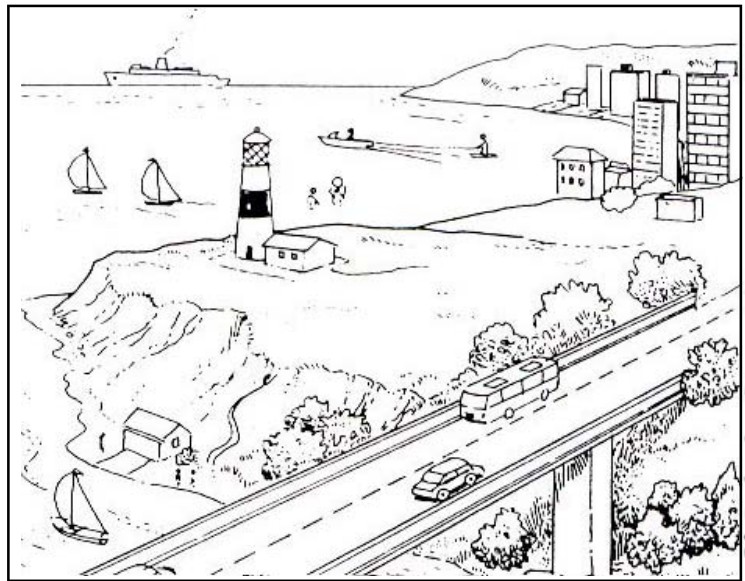_There isn't much water in the river._   _Have you got much time?_

We use **a lot of** in _____ , with _____ :

There are a lot of bananas on the tree.   _Children need a lot of love._
They haven't got a lot of pens.   _She doesn't like a lot of beer._
Is there a lot of salt in the food?   _Does he chew a lot of betel-nut?_

EXERCISE **D**. Write _some_ or _any_ in the gaps.

1. I've got _____ work this afternoon, so I'm going shopping in the morning.
2. First, I'm going to the post office. I need _____ stamps.
3. I need to buy _____ food, but there aren't _____ shops near the post office.
4. I can buy a lot of things at the market, but today they don't have _____ oil.
5. I also need _____ petrol for my motorbike. There are _____ garages near the market.
6. Then, it's time for lunch. I'm a vegetarian, so I don't eat _____ meat.
7. There's a vegetarian restaurant in town. I'm going to eat _____ bean curry.
8. Do you have _____ work this afternoon?
9. We can meet after dinner - have you got _____ money? We can go to the cinema.

EXERCISE **E**. Look at this picture.
Write three sentences with _some_,
and three sentences with _any._
Swap sentences with a partner.
Correct your partner's sentences.

ACTIVITY **F**. Play _KeepTalking_ about this picture.
Students take turns to say a
sentence with _some_ or _any._
Each student must have a new,
different sentence.
If you can't think of a sentence, or
your sentence is incorrect, you
are out of the game.
The winner is the last student to
think of a sentence.

G. General knowledge quiz. Are these sentences true or false?
Tick the correct column.

	true	false
1. There are a lot of penguins in Antarctica.		
2. There isn't much oil in Saudi Arabia.		
3. Australia has got a lot of elephants.		
4. There aren't many Burmese migrant workers in Thailand.		
5. Canada has got a lot of trees.		
6. Most people in Bangladesh have got a lot of money.		
7. There aren't many people in China.		
8. There isn't much water in the Sahara desert.		
9. There aren't many tall buildings in the U.S.		
10. Switzerland hasn't got much land.		
11. India has a lot of different ethnic groups.		
12. Cambodia doesn't grow much rice.		

H. Read the paragraph. Fill the gaps with words from the box.

things	*cigarettes*	*food*	*people*	*whisky*	*money*	*whisky*	*friends*

I haven't eaten much _____ today. I haven't got much _____ to spend but I
need to buy many _____. I have a headache. I don't remember how much
_____ we drank last night. I think a lot of _____. I think I smoked a lot of
_____ too, I have a sore throat now. I feel very lonely. Many of my _____
live far away from me. Not many _____ want to be friends with me. Why?

I. Think about your home town or village.
Make true sentences using *there is/are* and *some/any/much/many/a lot of*.

e.g. **teachers** *There aren't many teachers in our village.* or
There are some teachers in our village.

1. doctors

2. traditional healers

3. poor people

4. rich people

5. different ethnic groups

6. different religions

7. problems

8. pollution

– We have a lot of exercise
books and pencils.
– There aren't many
interesting books in the
library.
– There are some great
teachers!

J. Think about your school. What is there? What isn't there?
Do you have enough resources? Write a class list of things
your school has, and things your school needs.

6. Structures to describe pictures: *Prepositions*

A. Describe the picture using some of these words:

at the top
at the bottom
at the back
in the front
in the centre
on the right
on the left

1. There are some shelves _____ .

2. There is a computer _____ .

3. There are some chairs _____ .

4. There is a wooden table _____ .

5. There is a wooden table _____ .

6. There are some drawers _____ , and some more drawers _____.

7. There is some paper _____ .

**B.** Read the description of this photo. Can you identify the people?

Here is a picture of our teacher training at Mae La Oon. That's Charmy Paul at the front, next to me. Ku Mo is sitting on the left, and Mel is sitting on the right. Eh Mwee is standing at the centre, between Henry on his left and Jehn on his right. Nay Htoo is at the back, next to Thaw Reh on his right. The young guy at the top of the photo is Eh Gay.

C. Are these sentences true orfalse?

    1. The writer is in front of Jehn.
    2. Eh Mwee is standing behind Charmy Paul.
    3. Henry is next to Ku Mo, on her right.
    4. Jehn is between Thaw Reh and Eh Mwee.
    5. Mel is on the right of the writer.
    6. Nay Htoo is to the left of Thaw Reh and Eh Gay.
    7. Eh Gay is at the bottom of the picture.
    8. There are three women and eight men in this picture.

BRAINSTORM **D.** Work in groups. You have two minutes to write a list of prepositions.
Which group has the most prepositions?
Make a class list on the board.

Which of these are *prepositions of location?*

> *in   under*
> *beside...*
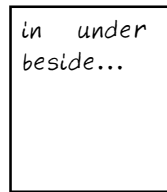
ACTIVITY **E.** Listen to your teacher. Draw the picture your teacher describes.

ACTIVITY **F.** **Pair Dictation.**

Work in pairs. Your teacher will give you a picture.
You have five minutes. Write as much as you can about the picture.
Read your sentences to your partner. Your partner listens, and
writes what you say. Check your partner's writing.

7. Using your imagination

BRAINSTORM **A.** Look again at the picture on page 11.
What questions could you ask to get more information about this picture?

> What...
> Why...
> Where...
> When...
> Who...

How many questions could you ask about this picture? Make a class list.
Do you know the answers to any of these questions? Some answers are under the photo.

EXERCISE **B.** Work in groups. Here are some answers. What questions are they answering?

    1. They're doing a teacher training.
    2. By car and boat.
    3. In April, 2004
    4. Burma, England and New Zealand
    5. In Mae La Oon.

    6. Two weeks.
    7. Teach at different schools on the border.
    8. They're teachers.
    9. Yes, there are.
    10. No, there isn't.

ACTIVITY **C.** Work in two teams.
The teacher will put a picture on the board.
The member of each team comes up to the board.
The teacher asks a question.
The student who writes a good answer gets a point for their team.
The winner is the first team to write the answer on the board.

BRAINSTORM **D.** Work in groups. Look at the picture on page 4.
Write as many wh- questions as you can about this picture.

Where?   What?   Why   How?   Who?   When?   etc.

ACTIVITY **E.** Find a partner from another group. Ask your partner the questions.
Answer your partner's questions.

8. Writing Assignment

EXERCISE **A.** Choose a picture you would like to describe.
Look at these questions. Answer them for your picture.

- Who is in the picture and what do they look like?
- What are they doing?
- What are they feeling?
- Where are they?
- What family do they have?
- What are they thinking?

What does the picture tell us about the situation?

EXERCISE **B.** What words do you need to describe this picture? Put them in this table:

nouns	verbs	adjectives	prepositions

EXERCISE **C.** What information can you get from the picture? Put it in this table:

What you can <u>see</u> in the picture	What you can <u>imagine</u> about what you see

ASSIGNMENT **D.** Write a description of the picture (150-200 words.)

9. Checking Your Writing: *Subject/verb agreement*

A. What does *subject/verb agreement* mean?
Can you think of an example of correct subject/verb agreement?
Can you think of an example of bad subject/verb agreement?

B. Fill in the gaps in the box with these grammar terms.

uncountable   singular   plural   sentences

Subject/verb agreement

Nouns and pronouns are the subjects of _____.

If a subject is singular, the verb must be _____.   *She is six years old.*
                                             subject verb

If a subject is _____, the verb must be plural.   *There are two dogs under the tree.*
                                                 verb subject

If the subject is _____, the verb must be _____.   *Sugar tastes sweet.*
                                                  subject verb

---

C. Read these sentences, and circle the subjects. Are they singular, plural or uncountable?
Some of these sentences have mistakes. If the sentence is correct, tick it. ✔
If the sentence has a mistake, correct it.

1. I has two sons and a daughter.

2. My children and I often go to the river to catch fish.

3. We have a small boat. The boat usually stay at a small village on the Salween river.

4. There are about 200 people in the village. The villagers are mostly fishers.

5. There are a big shop that sells petrol in the village. My cousin's family owns the shop.

6. Petrol is expensive! It cost 25 baht per litre.

7. The Salween river is dangerous. The water flows very quickly.

8. There are a lot of accidents. Many people drown every year in the Salween river.

9. Luckily, my children is all good swimmers.

10. There's a lot of information about river dangers.

11. Many older people in the village knows the river very well.

D. Work in pairs. Partner A, read **A** aloud to your partner.
Partner B, read **B** aloud to your partner. Don't look at your partner's text!
When you hear a mistake in s/v agreement, say 'stop', and explain the mistake.
When your partner says stop, underline the mistake, and write s/v next to it.

Partner A *(Partner B don't look)*

              s/v
        Our office <u>are</u> very crowded. The teachers keeps all the school supplies in the office. There's also a library. We've got a computer, but it's broken at the moment. It are on the left of the picture. We keep it under a plastic sheet. At the back of the picture you can see some shelves. There's some paper on the shelves. We need a lot of paper to print copies of class materials for the students. There are two cupboards on the left and right of the shelves. We store information about our students in these cupboads. You can't see the library - it's opposite the shelf on the other side of the room. There is about 500 books in the teachers' library. The school also has a students library up the hill. Every teacher has a desk in the office. Teachers put their personal books and teaching notes on their desks. There isn't many space in our office!

Partner B *(Partner A don't look)*

                s/v
        Our office <u>are</u> very crowded. The teachers keep all the school supplies in the office. There's also a library. We has got a computer, but it's broken at the moment. It's on the left of the picture. We keeps it under a plastic sheet. At the back of the picture you can see some shelves. There's some paper on the shelves. We need a lot of paper to print copies of class materials for the students. There is two cupboards on the left and right of the shelves. We store information about our students in these cupboards. You can't see the library - it's opposite the shelf on the other side of the room. There are about 500 books in the teachers' library. The school also have a students library up the hill. Every teacher has a desk in the office. Teachers puts their personal books and teaching notes on their desks. There isn't much space in our office!

E. Look around you, at the classroom and outside the classroom.
Write as much as you can in 5 minutes about what is around you.
Give your writing to another student.
Read your partner's writing. Circle all the s/v agreement mistakes, and write s/v.
Give the writing back to your partner. Correct your own writing.

F. Look at the writing assignment you did on page 19.
Go through the writing and check for s/v agreement mistakes. Circle them.
Now re-write your assignment, and give it to your teacher together with the picture.

10. Describing People: Appearance

A. Parts of the face

EXERCISE | Use the words in the box to label the diagram. How many of the words do you know? Try to guess the rest. Check answers with your partner.
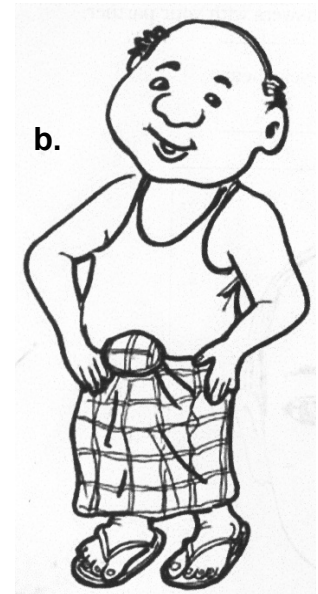

eye

chin

nose

forehead

eyelashes

lips

eyebrow

cheek

jaw

B. Describing faces and bodies

EXERCISE | **Look at the pictures.**

1. Who has long eyelashes?

2. Who has a pointy chin?

3. Who is bald?

4. Who has a wide nose?

5. Who is short?

6. Who has a big mouth?

7. Who has a round face?

8. Who has curly hair?

a.

b.

C. Adjectives and nouns

EXERCISE | Which of the adjectives go with the nouns in the circles?

big	small	thin	thick	long
curly	short	bushy	full	straight
hooked	bent	wavy	pointed	

nose

lips

chin

hair
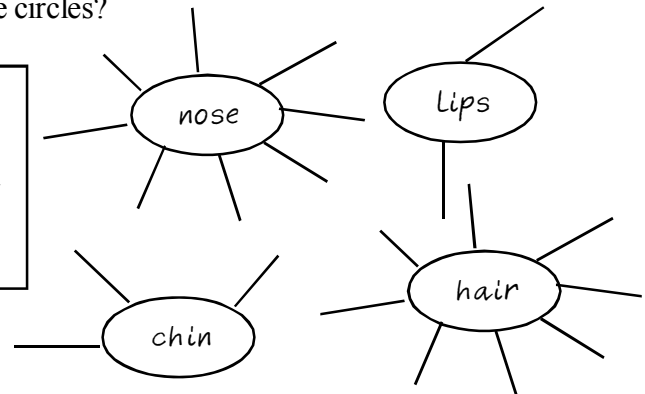
There are two ways to make a sentence to describe somebody:

a) *subject + has + adj + noun*   *She has big eyes.*

b) *subject + to be + adj*   *Her eyes are big.*

D. Grammar Check

EXERCISE Complete the sentences. Check the grammar box - should you use structure **a)** or **b)**?

eg. _____ _____ very white teeth. (a woman)   *She has very white teeth.*

or _____ teeth _____ very white. (a woman)   *Her teeth are very white.*

i. ____ ____ a wide forehead. *(a woman)*

ii. ____ nose ___ big. *(a woman)*

iii. _____ _____ long, straight hair. *(a man)*

iv. ____ lips ____ thin. *(a man)*

E. Describe a person

ACTIVITY Choose one of the pictures below. Write 5 sentences to describe the person.
Use the grammar box and the *noun-adjective phrases* to help you.

F. The perfect face

Are any of the people in the pictures on page 17 beautiful? handsome? What makes somebody beautiful or handsome? Work in groups. Describe the perfect face.

G. Complete the description

EXERCISE Look at the picture. Which words from the box describe the man?
Use correct words from the box to complete the description of the man.

forehead / chin	round / long	straight / hooked	skinny / overweight
big / small	bushy / thin	beard / moustache	young / middle-aged

This man is a bullfighter from Mexico. He is a little _overweight_. His face is
1)_____, and he has a thick, black 2)_____. His eyes are quite
3)_____, with bags underneath them, and his eyebrows are
4)_____. He's raising his eyebrows so his 5)_____is wrinkled.
His nose is 6)_____. He's starting to go bald so I think he is 7)_____.

H. Comparing people

1. Look at the 2 children in the picture. Who is more beautiful? Who is older? Who has curlier hair?

Look at the grammar box for help making comparative forms.

2. Work in pairs. Use one of the adjectives below to make questions:

"Who is...?" or
"Who has...?"

and the comparative form.

> thick/eyebrows   curly/hair   big   dark/hair ...
>
> *also use your own ideas.*

Answer your partner's questions. eg.

> Who is older?

> The boy on the left is older. Who is more beautiful?

When we compare, we use *'-er'*, *'-ier'* or *'more'*:	
'-er' is for short words: cheap - *cheaper* thin - *thinner*	*'more'* is for longer words: serious - *more serious* expensive - *more expensive*
'-ier' is for words ending in *-y*: lucky - *luckier* easy - *easier*	

I. Reading: David Beckham

1. Do you know any of these words? What do they mean?
Put the words in alphabetical order.
Look them up in a dictionary and write the definition of each word.

tournament   hairstyle   controversial   influence   popular   tousled   naturally

2. Who is this? What do you know about him? You will read an article about him.
Each of the words above will feature in the article. Try to guess the topic.

Now read the article and see if you are right.

David Beckham was born on May 2, 1975, in London, UK. He has green eyes and his hair is naturally brown. He's married to Victoria, a British singer, and they have two 3ons, Brooklyn, Romeo and Cruz. After many years of playing with Manchester United, he moved to Real Madrid in the summer of 2003.

Beckham is almost as famous for his looks as for his football. His ever-changing hairstyle is often in the news, and people all over the world try to copy him. One of his most popular styles was the "soft mohican" he had at the 2002 World Cup. It was short at the sides, and blond and spiky on the top. David's hairdresser went to Japan to give Becks a trim part way through the tournament. Young men in England, Japan, South East Asia and even Argentina copied this hairstyle.

Soon after England was knocked out of the World Cup by Brazil, Beckham was in the English newspapers again. This time he had a new, tousled hairstyle and pink nail varnish. Some of Beckham's styles have been controversial in the UK, where men rarely wear nail varnish. Becks caused a lot of debate in England when he wore a sarong. Even though many people disagree about Beckham's clothes and hair, he has a huge influence on men's fashion all over the world. He can change the way people think about their clothes.

3. Main idea. What is the main idea of this story?

    a) David Beckham is a famous footballer.

    b) Footballers' fashion is very important.

    c) David Beckham is very influential in fashion.

4. Match the words with the definitions.

1. ever-changing *(adj)*	**a)** to cut someone's hair a little, without making a big change
2. mohican *(n)*	**b)** someone whose job is to cut hair
3. blonde *(adj)*	**c)** coloured paint for nails
4. trim *(v)*	**d)** to lose a match and not participate any more
5. knock... out *(v)*	**e)** yellow; we use it to describe hair colour
6. hairdresser *(n)*	**f)** something that is always changing
7. nail varnish *(n)*	**g)** a hairstyle, very short at the sides and spiky on top

5. Inference. Which of the following can you infer from the article? Tick the correct inferences.

    __ **1** David Beckham is handsome.

    __ **2** Beckham has a happy family.

    __ **3** Footballers have to be fashionable.

    __ **4** Beckham's clothes can be unusual.

6. What does David Beckham look like?
Use the information in the article and your own knowledge to describe him.

K. Getting ready to write

1. Now it's your turn to write about somebody. Think of a person you know, and brainstorm around their appearance. What does the person's hair look like? What does his / her nose look like? Write down all the adjectives you can think of to describe the person.

2. Mind map. Here is a mind map. Write the name of the person you will describe in the centre circle. Try to organise your ideas and adjectives in the map, for example put all the adjectives about hair together. You can draw more lines and circles on the mind map to use all of your information.
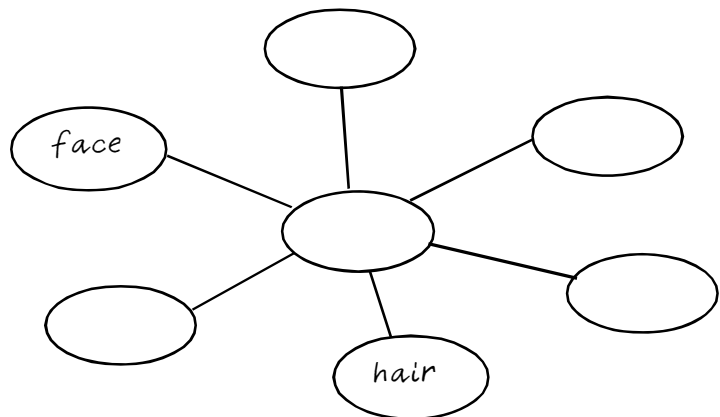
L. Organisation: Ordering ideas

a. Look at this picture. Who is the man? Where does he live? What does he do? Discuss with a partner..

b. Organisation is very important when we write a paragraph about any topic. Look at these two paragraphs about the fisherman:

1. This is a picture of a fisherman from Chile. He has been fishing, and he is carrying a fishing net full of the day's catch. His hair is grey. He is wearing black shorts and a T-shirt. He has a grey beard and moustache. He looks strong. There are many wrinkles around his eyes. Maybe his T-shirt is made out of fishing net. He is old.

2. This is a picture of a fisherman from Chile. This man is very old. His hair is grey, and he has a grey beard and moustache. There are many wrinkles around his eyes, but he looks strong. He has been fishing, and he is carrying a fishing net full of the day's catch. He is wearing black shorts and a T-shirt. Maybe his T-shirt is made out of fishing net.
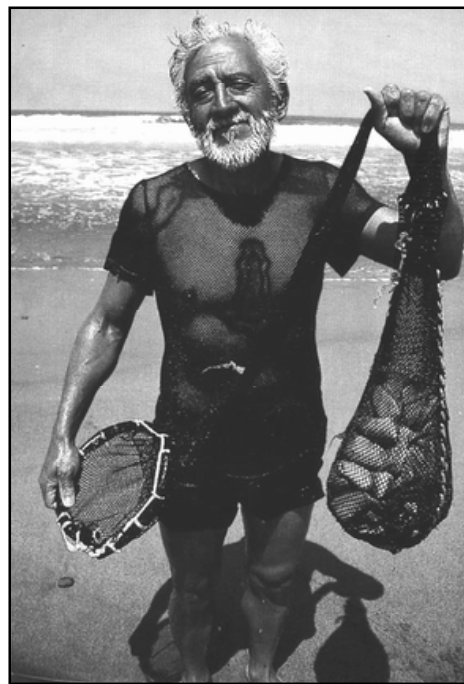
Which paragraph is easier to understand? Why? Look at your mind map in exercise **a**. How will you order your information? Number your circles in the order that you will write about them.

M. Topic sentences

1. Topic sentences are very useful for organising paragraphs. They tell the reader what the paragraph is about. What is the topic sentence for the paragraph on page 9?

2. Look at the sentences. Which one is a good topic sentence for a paragraph to describe somebody? Why? Decide with your partner.

> e.g. **a)** He is one of the most handsome boys in our class.
>
> **b)** Soe Reh is one of the most handsome boys in our class.

b) is a better topic sentence, because it tells us who the paragraph will be about.
Look at these pairs of sentences. Which are better topic sentences?

1 **a)** My mother is a smart person.
　 b) She is smart.

2 **a)** Jah Eh has grey eyes.
　 b) Jah Eh has an interesting face.

3 **a)** That's why I don't like my brother.
　 b) My brother is really messy.

4 **a)** Naw Mu Mu has a very strong face.
　 b) Naw Mu Mu has a wide forehead, a square chin and a big, straight nose.

3. Think about the person you will write about. Write a good topic sentence for your paragraph.

N. On your own

Use your topic sentence, and your mind map, and write a paragraph.

11. Describing People: Character

A. Describing character

1. In this section of the module, we will look at describing people's character. How many character adjectives do you know? In a small group (4 or 5 people), brainstorm words to describe a person for 5 minutes. Be careful! You will be given points, but only for character traits that are spelled correctly.

2. Look at the pictures below. Choose an adjective from your list to describe each person.
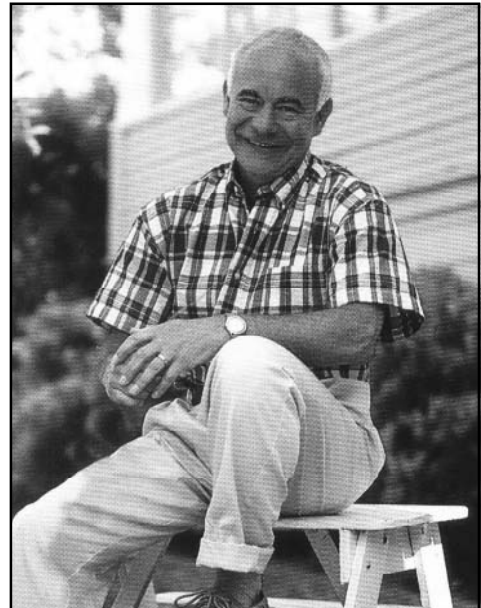
B. State and manner

1. *'State'* adjectives describe someone's *personality*. They are always true for that person. *'Manner'* adjectives describe somebody's *mood*. They are true now, but not always. Sort the adjectives below into state and manner.

bored	happy	generous	honest	annoyed	serious	shy
easygoing	confused	clever	**stupid**	**excited**	**glad**	**embarrassed**

Add two more *state* and two more *manner* adjectives.

2. Describe yourself. Do any of the state adjectives describe you? Which ones?

3. How do you feel at the moment? Think about it, and tell the class.

C. Grammar Focus: Noun or adjective?

1. Look at the words in the box. With your partner, decide if the word is a noun or an adjective. Write it in the correct column. Next to it, try to write the other word form. Use your dictionary to help you.

| modesty | kindness | mad | happiness |
| greedy | vain | honesty | sad |

adjective	noun

Can you make a rule to tell the difference between nouns and adjectives like these?

2. Choose the correct form of the words in brackets to complete these sentences.

      eg. <u>Modest</u> *people don't like to talk about themselves too much. (modesty)*

a. Choosing the right husband or wife is important for your future _____. *(happiness)*

b. My brother is always looking at himself in the mirror. He's so _____. *(vanity)*

c. He has enough money; he only steals because of _____. *(greed)*

d. "Really, you can trust me, I'm always _____." *(honesty)*

e I think my father's gone _____, he's wearing my mother's longyi. *(madness)*

D. What's most important?

1. Look at your class list of characteristics.

Choose the 3 most important characteristics for these people:
      a. a teacher
      b. a medic
      c. a leader
      d. a parent

2. Compare your answers in small groups. Explain your choices to your classmates. Try to convince them that your list is the best. Remember to make sentences like this:

    Honesty is (more) important in a teacher because...   or

    It's (more) important for a teacher to be honest because...

E. Grammar focus: Like

EXERCISE **1.** Look at these questions:

        I. What does Oo Meh look like?   **II.** What's Oo Meh like?

Do they have the same meaning? What answer does the questioner expect?
Match the questions with the answers **a** and **b.**

      a. She's very cheerful, always smiling and laughing with her friends.
      b. She's quite tall, and she has very long, dark hair.

EXERCISE **2.** What do they look like? What are they like?
Your teacher will give you some cards.
Look at the pictures and the information, and practice asking each other,

      "What does _____ look like?" and *"What's _____ like?"*

You should look at the picture to describe the person's appearance, and imagine the person's personality. Listen to each other's answers - are they correct?

F. Reading

ACTIVITY **1. What are they like?**
You will read a true story about the author's grandparents. Imagine what they will be like.

The Land I Lost   **by** *Huynh Quang Nhuong*

My grandmother really loved her husband, but he was completely different from her. My grandfather was very shy, never laughed loudly, and always spoke very softly. Also, he was weaker than my grandmother. He said this was because he was a 'scholar'.

Soon after their wedding, my grandparents were in a restaurant when a man began to insult my grandfather. At first the man just said things like, "Hey! Wet chicken! This is no place for a weakling!" My grandfather wanted to leave, but my grandmother told him to sit down. She ignored the man and carried on eating.

The man got up, moved over to my grandparent's table, and grabbed my grandfather's chopsticks. My grandmother quickly took the chopsticks from him and hit the man's cheekbone with her elbow. The blow was so quick and powerful that he fell on the floor.

Everyone in the restaurant surrounded my grandmother and asked her who had taught her karate. She said, "Who else? My husband!"

After that, people thought that my grandfather knew karate very well but he didn't use it because he was afraid of killing someone. Really, my grandmother had learned karate from my great-great uncle when she was a child. Anyway, after that day, my grandfather never had to worry again. Whenever he went downtown, people treated him well. And whenever anyone bumped into him on the street, they bowed to my grandfather respectfully.

2. In pairs or small groups, discuss these questions:

> **1.** What's the grandmother like?
>
> **2.** What's the grandfather like?
>
> **3.** Are they similar or different to your grandparents?
>
> **4.** Describe the other man's personality. Do you know anyone like this?
>   Why do you think the man behaved the way he did?
>
> **5.** How did the grandmother react to the man? The grandfather?
>   What would you do in this situation?

3. Write your answer to **two** of these questions.

G. Organisation: Irrelevant sentences

a. If a sentence is irrelevant, it doesn't belong. Irrelevant sentences can make your writing difficult to understand.
Look at the short paragraphs below. One sentence in each paragraph is irrelevant. Cross it out.

e.g. Between 1982 and 1987 British banks received over US$125 billion in debt-service payments from Latin America. This is equal to every Latin American person paying US$64 a year to the banks. During the same period, direct British aid to Latin America was under 13 cents per person per year. ~~In addition, many tourists visited Latin America in the 1980's.~~

1. For most of its' history, China had an imperial political system. An emperor ruled the people. Emperors believed they had been given power by heaven (the gods). Now China is a republic with a communist government. These emperors were part of dynasties (a system of government where power is passed from one member of a family to the next).

2. My sister, Ma Myint, is the kindest person I know. My mother is nice, too. Ma Myint always helps me if I need money to buy clothes or something for school. She doesn't say nasty things about other people, even if they do something wrong. She thinks we should forgive them. I really like to spend time with my sister because she is nice to everyone.

3. Peace-keeping is one of the ways in which the United Nations tries to maintain peace and security around the world. Member States of the UN provide troops who are sent to areas of the world where there is trouble. People are fighting in different places all over the world. Peace-keeping forces can be set up only when the countries who are fighting agree and when the Security Council supports the idea.

2. Look at the paragraph you wrote in 10 N.
Are any sentences irrelevant? Do the sentences all relate to the topic?

H. Organisation: Expanding your ideas

1. Look at these two paragraphs about
the woman in the picture.

1. This is a woman from Peru. Her life
has been very hard. She looks sad.
She is kind.

2. This is a woman, named Beatriz,
from Peru. She has many wrinkles
because her life has been very hard.
Her home was destroyed in a flood
last year, with the rest of her village.
Beatriz is poor, but she is kind to all
the children in the area - she always
gives them food if they are hungry.
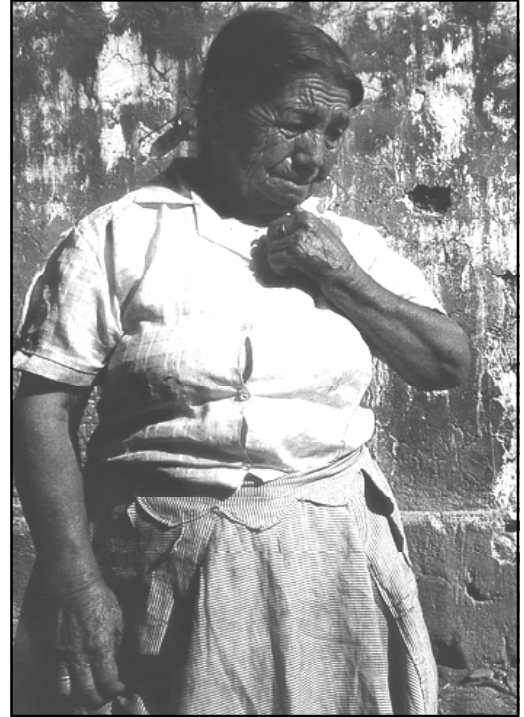
Which paragraph do you like better? Why? Which paragraph tells you more about the woman?

When you write your own paragraph, remember to explain your ideas. If you say that someone is shy, explain what they do to tell you they are shy. Extra details make your writing more interesting.

Look at paragraph 2 again. Where does the writer give examples? Can you find any extra details?

2. Think about the person in **10 N**. What is their personality like?
Brainstorm adjectives and ways to describe the person.

I. On your own

1. Mind map. Think of the person you described in **10 N.** Think about her/his personality.
Make a mind map to organise your ideas. Make sure that you can justify (give examples or
reasons for) all the adjectives and things you want to say.
Write a topic sentence for your paragraph. Now look back at your mind map. Are all of the ideas
relevant? Number the circles in your mind map, and cross out any ideas that are irrelevant.

2. Use your topic sentence and mind map, and write a second paragraph about someone you know.

12. Describing People: Putting it Together

A. Questions

1. In this module, we have used 2 questions to ask about people. Can you remember them? What are the different meanings of the questions?

There is one more important question we can use to ask about people:

What does she like?   *What does he like?*

Can you think of a possible answer to this question?

B. Personal ads

1. What is a personal ad?

How do people usually meet boyfriends and girlfriends?
Is it easy to meet someone?
Have you ever heard of a personal ad (advertisement)?
In pairs, look at the advertisements below, and discuss.

PRETTY GOOD for 36. Lively nice guy seeks woman, good company. Box 1603

ARIES male, Mae Sot area, 40ish, handsomish, seeks Sagittarian female. Box 5502

MAE KHON KA: Educated male, 29, fit, funny, many interests, WLTM intelligent female 20-30, photo appreciated. Box 4502

WHERE are the educated, sensitive, interesting men (25-35) who'd like to spend time with an energetic lady who wants to have fun? Box 1103

INTELLIGENT successful attractive woman, 34, WLTM male similar. Box 5702

INTELLIGENT? SENSITIVE? Sense of humour? Mature? If you have these qualities, 2 pretty young women would like to hear from you. Photo ensures reply. Box 2107

2. Check your understanding.

    1. What does "WLTM" stand for?

    2. What does "photo ensures reply" mean?

    3. Is the advert with Box 1103 written by a man or a woman?

    4. Write the box numbers:

         e.g. *Which advert was written by an active man?*   <u>*1603*</u> .

         a) Who is looking for a woman born in December?   <u>   </u>

         b) Who is looking for an educated man?   <u>   </u>

         c) Who wants to meet a woman in her 20s?   <u>   </u>

         d) Which advert did 2 people write?   <u>   </u>

         e) Who wants to meet somebody with the same character traits as them? <u>   </u>

C. Imagining people

1. Your teacher will give you a picture. With your partner, discuss the person in the picture. Use your imagination! Talk about all of these questions:

    1. Who is the person? What's their name?

    2. What's their job?

    3. How old are they?

    4. What kind of house do they live in?

    5. What are their interests?

    6. Think of three things the person likes.

    7. Think of three things the person dislikes.

    8. Think of three adjectives to describe their personality.

You can make notes if you like, but you don't have to write answers to the questions.

ACTIVITY **2.** When you have finished talking about all of these questions, write a personal advert for the person. When you have finished, your teacher will stick the pictures and the personal ads on the whiteboard and the walls of your class. Read the ads and try to match them with the pictures.

D. Interviews

ACTIVITY **1.** What is happening in this picture? Who are they?
Together with your class, make a story to explain this picture.
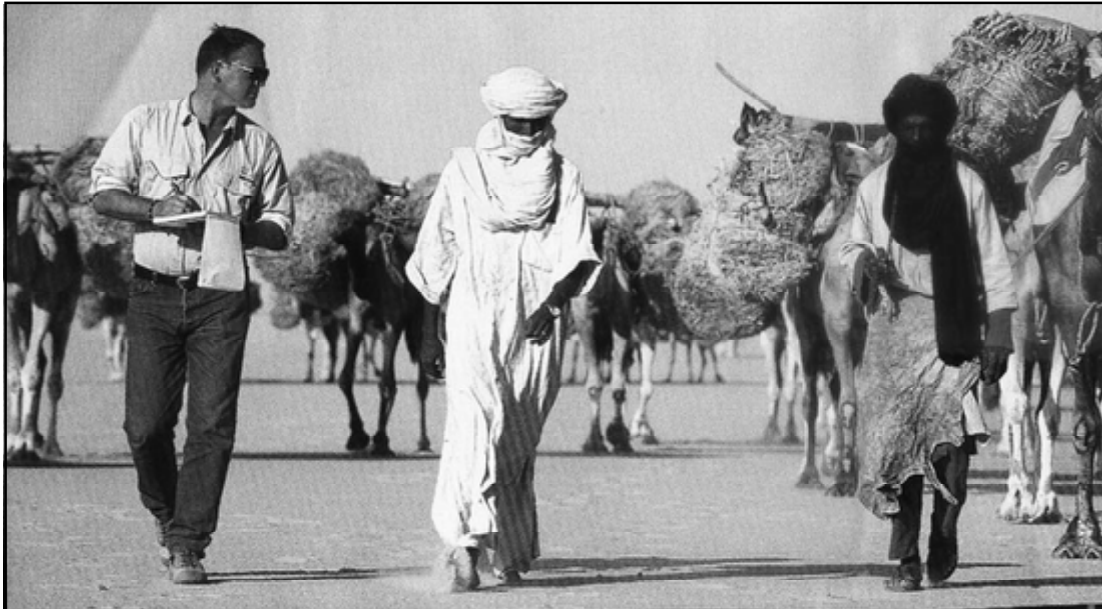
BRAINSTORM **2.** Work in pairs. You are the interviewer in this photograph.
Together, brainstorm questions the interviewer might ask.

ACTIVITY **3. Roleplay.** Work in pairs.

A: You are the interviewer in the picture. Ask the questions you have written down. Remember to be polite, but try to get as much information about the men and their lives as possible.

B: You are one of the men in the picture. Listen to the interviewer's questions and try to answer them. It doesn't matter if your answers are silly or serious, but you must answer as if you are one of the men in the photo.

EXERCISE **4.** Choose *one* of the following exercises:

1. Write a transcript of your interview.

or

2. Choose one of the characters in the interview. Write about their life and personality.

or

3. Choose one of the characters in the interview. Pretend you are that person, and write a journal entry about your day

E. What have you learned in this module?

REVIEW Remember what you've learnt so far – what topics were covered in this module?
Put the things you have learnt into the following categories:

vocabulary	grammar	mechanics	other
e.g. *eyelashes*	e.g. *comparatives*	e.g. *finding irrelevant sentences*	???

F. A-Z adjectives

REVIEW Your teacher will write the letters A-Z on the board.
Try to think of a describing people adjective that begins with each letter.

G. Final writing assignment

ASSIGNMENT For your final writing assignment, you will write about one more person.
It could be:

- *Someone you know*

- *Someone famous who you know about*

- *Someone from a picture*

If you choose a picture, you'll have to imagine their name, job, age, character traits, etc...

Good luck!

13. Checking your writing: *Parts of speech*

In Section 9 you looked at subject / verb agreement:

- Identifying mistakes in subject / verb agreement
- Making an *s/v* mark beside these mistakes
- Correcting these mistakes.

In this section, we will look at parts of speech, and how to identify mistakes.

A. What do you know?

BRAINSTORM **1.** What are parts of speech? What parts of speech do you know?
Think of some examples of each.

EXERCISE **2.** Read this text about kiwis. In pairs, answer this question:
What is unusual about the kiwi?

The Kiwi

The kiwi lives only in New Zealand. It is a very strange bird because it cannot fly.

The kiwi is the same size as a chicken. It has no wings or tail. It does not have any feathers like other birds. It has grey hair on its body. Kiwis' feet are very strong. Each foot has four toes. Its beak (mouth) is very long.
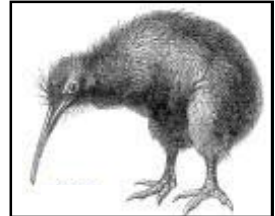
A kiwi likes a lot of trees around it. It sleeps during the day because bright sunlight hurts its eyes. It can smell things with its nose. It is the only bird in the world that can smell things. The kiwi's eggs are very big.

There are only a few kiwis in New Zealand now. People never see them. The government says that people cannot kill kiwis. New Zealanders want their kiwis to live.

There is a picture of a kiwi on New Zealand money. People from New Zealand are sometimes called kiwis.

EXERCISE **3.** Put these words from the text into the three groups below.

kiwi	strange	fly	size	wings	grey	beak
long	bright	hurts	smells	big	likes	see
government	cannot	want	people	sunlight	things	New

kiwi beak	fly hurts	long strange

What is the name of each group? How did you decide which group each word belongs to?

4. Fill in the blanks without looking at the text.

The _____ lives only in New Zealand. It is a very strange _____ because it cannot fly.

The kiwi is the same size as a _____. It has no _____ or tail. It does not have any _____ like other birds. It has gray hair on its _____. Kiwi's feet are very strong. Each ____ has four toes. Its _____ is very long.

A kiwi likes a lot of _____ around it. It sleeps during the _____ because bright sunlight hurts its eyes. It can smell things with its _____. It is the only bird in the _____ that can smell things. The kiwi's _____ are very big.

What kinds of words are omitted?

B. Classify the parts of speech

ACTIVITY **1.** Read the text. You have five minutes to write the nouns, verbs and adjectives from the text into the correct columns.

The Polar Bear

The polar bear is a very big white bear. We call it the polar bear because it lives inside the Arctic Circle near the North Pole. There are no polar bears at the South Pole.

The polar bear lives in the snow and ice. At the North Pole there is only snow, ice, and water. There is not any land. You cannot see the polar bear in the snow because its coat is yellow-white. It has a very warm coat because the weather is cold north of the Arctic Circle.

This bear is three meters long and it weighs 450 kilos. It can stand up on its back legs because it has very wide feet. The polar bear can swim very well. It can swim 120 kilometers out into the water. It catches fish and sea animals for food. It goes into the sea when it is afraid.

People like to kill the polar bear for its beautiful white coat. The governments of Canada, the United States, and Russia say that no one can kill polar bears now. They do not want all of these beautiful animals to die.
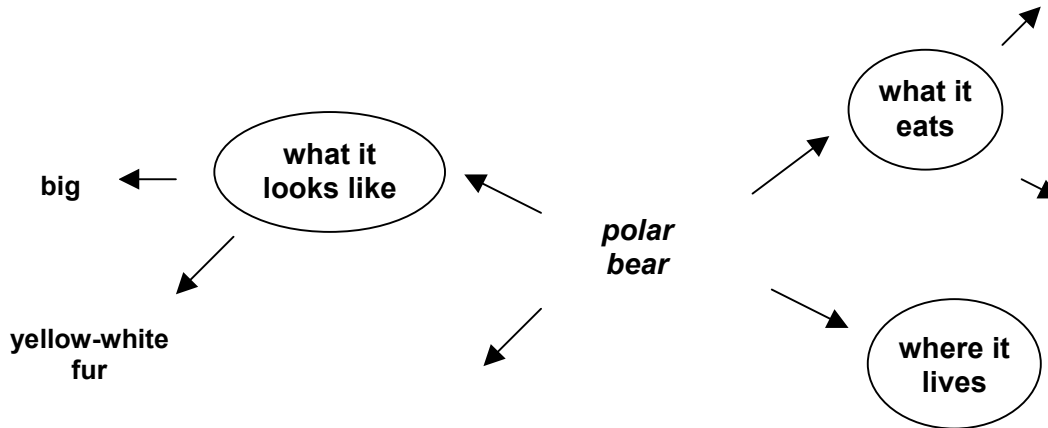
noun	adjective	verb

EXERCISE **2.** Read the text again and look for prepositions. Circle all the prepositions in the text. How many did you find?

EXERCISE **3.** What can you remember about the polar bear? Complete the mind-map. **Don't look at the text!**

big ← **what it looks like** → **what it eats**

polar bear

yellow-white fur

where it lives

ACTIVITY **4.** Work in groups. Write as many sentences about the polar bear as you can in three minutes. Look at your sentences and find the **subject** and the **verb** in each. What is the word order? What comes first? Now find all adjectives. Where is the adjective placed in the sentence?

Adjectives

Adjectives can come after the verb 'to be':

The polar bear   is   *big* .
    subject   **verb**   **adjective**

or before the noun:

The *yellow-white*   fur   is difficult to see on the snow.
    adjective   **subject**   **verb**

C. Identify the mistakes

EXERCISE **1.** Which part of speech is missing?

1. The polar bear _____ a very big white bear.
2. It lives in the _____ snow and ice.
3. This bear has a very _____ coat.
4. _____ often kill polar bears for their beautiful coats
5. It weighs 450 _____.
6. It can _____ up on its back legs.

How can you tell which part of speech is missing?

2. Look at the sentences in **a**. Write some sentences with missing words.
Give these to another student to identify the missing parts of speech. Is s/he correct?

3. Some of these sentences have mistakes with incorrect parts of speech.
If the sentence is correct, tick it. ✔ If it has a mistake, circle it. ⬭

1. Before I begin my story, I would to tell you a little about myself.

2. I was born in the year 1632, in the crowded of York in England.

3. My father was German, but he came to live and work in England.

4. Soon after that, he my mother, who was English.

5. My father did well in his business, and I went to a good school.

6. He wanted me to get a good job and live a house, comfortable life.

7. But I didn't want that, I wanted adventure and an exciting dangerous.

8. 'I want to be a sailor and go to sea,' I told my parents.

9. 'Please don't go,' my said.

10. 'Sailors have a difficult and dangerous life.'

11. Because I loved him, and he was unhappy, I tried to forget about the sea.

4. What type of mistakes are they?
If there is a missing word, make a pointer sign ∧ :

I ∧ going to school.

If it is the wrong part of speech, write a **ww** (wrong word):

ww
I ⟨bicycle⟩ going to school.

5. Think about yourself - your appearance and character.
Write as much as you can in 5 minutes about yourself.
Give your writing to another student.
Read your partner's writing. Circle all the incorrect parts of speech, and write **ww.**
Write a pointer ∧ if there is a missing word.
Give the writing back to your partner. Correct your mistakes.

6. Look at the writing assignment you did at the end of the last section
Go through the writing and check for incorrect parts of speech, and missing words.
Now re-write your assignment, and give it to your teacher.

Reading and Writing 2

Student's Book

Describing Pictures and People

Level: Early pre-intermediate

This module level covers language skills useful when students are describing people and situations. It also introduces self-editing using a correction code. The module takes approximately 20 hours of class time.

Thabyay Education Foundation
inspire · empower · enable

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