

# DEVELOPING WRITING

## THE IMPORTANCE OF WRITING

For 21<sup>st</sup> century teenagers, English is vital. The speed of technological advancement and the ever increasing growth of social media mean that teenagers today have far more access to English than at any other time in our history. In order to actively participate in this world of global connections and international media, mastering written English is of the utmost importance.

## WRITING AND THINK

An important feature of *Think* is the approach to writing. Students are asked to not only focus on **what** they are writing, but to reflect on **why** they're writing and **who** they're writing for.

To encourage students to focus on these issues, *Think* uses a guided approach that requires the student to critically engage with planning, preparing, and producing a piece of written text in a structured and logical manner.

## DEVELOPING WRITING

The *Developing Writing* sections in the student's book and workbook allow us to engage with writing in different ways. The approach used in the student's book allows the teacher to guide their students through each activity, highlighting the various stages required to produce a piece of written work.

The *Developing Writing* sections of the workbook allow for a greater degree of flexibility. As it may not be possible to study these sections in class, the activities have been designed for learners to work through a set of structured activities that take them through the writing process. Students make discoveries along the way, coming to their own conclusions about how to create a written text before undertaking a final productive task.

## IN CLASS OR AT HOME

In order for students to benefit from this guided approach, the *Developing Writing* sections are available here in a pdf format which can be printed and distributed to the students. As the person who knows their learners best, the teacher can decide whether to cover the work in class, or whether their students would benefit by doing the work at home.

The final writing task in each *Developing Writing* stage has been included in the online workbook. It is for the teacher to decide how they want their students to work through the activities, but the online workbook provides a forum for students to complete the final written task which will then feed into the gradebook.

**DEVELOPING WRITING**

**A person I know well**

1 Read the text that Emily wrote about her friend Patrick. Match the pictures with three of the paragraphs.



- A I'm going to write about one of my friends, Patrick. We met when he moved into a house in my street three years ago.
- B He's a little older than me, but I always feel like he's much older! I think that's because he's a very confident person – he's only fourteen, but he's very sure of himself. When Patrick talks to adults, he talks to them like he's an adult too. He isn't afraid to disagree with adults, for example. I've never said 'No, I don't agree' to an adult, but Patrick has! I think that's a good point about him.
- C Another good point is that he's very honest. If he doesn't like something, he says so. He never says 'Oh yes, it's great', just to be the same as everyone else. In fact, this is why some people at school don't like him very much, I think.
- D Does he have bad points? Yes! He's forgetful. I remember a few times when he promised to do something, and he just forgot! Once he promised to come to my house and help me with something. He didn't come, so I phoned him. Like I said, he's honest, so he said, 'Oh, no. I forgot. I'll come right now.' And he did. He arrived with a big smile, saying, 'I'm awful, aren't I? I always forget. Sorry.' I couldn't be angry with him!
- E I hope we're going to be friends for a long time.

2 How many good things and how many bad things does Emily write about?

\_\_\_\_\_

\_\_\_\_\_

3 Which adjectives describe Patrick? Tick (✓) three.

- |               |                          |             |                          |
|---------------|--------------------------|-------------|--------------------------|
| 1 polite      | <input type="checkbox"/> | 4 confident | <input type="checkbox"/> |
| 2 honest      | <input type="checkbox"/> | 5 forgetful | <input type="checkbox"/> |
| 3 intelligent | <input type="checkbox"/> | 6 talented  | <input type="checkbox"/> |

4 Look at the three boxes you ticked in Exercise 3. What examples does Emily give to show that these adjectives describe Patrick?

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

5 Read the text again. Match the paragraphs A–E with the topics.

- |                                     |                          |
|-------------------------------------|--------------------------|
| 0 A not-so-good thing about Patrick | <input type="checkbox"/> |
| 1 First good thing about Patrick    | <input type="checkbox"/> |
| 2 Closing                           | <input type="checkbox"/> |
| 3 Who the person is                 | <input type="checkbox"/> |
| 4 Another good thing about Patrick  | <input type="checkbox"/> |

6 Write about someone you know, perhaps a friend or a family member (150–200 words).

- Think about the person you're going to write about. How will you introduce them to your reader?
- What are the good things and what are the not-so-good things about them? In what order will you write about them?
- What adjectives are you going to use? What examples can you use to show what you mean by each adjective?
- How will you close your writing?

## DEVELOPING WRITING

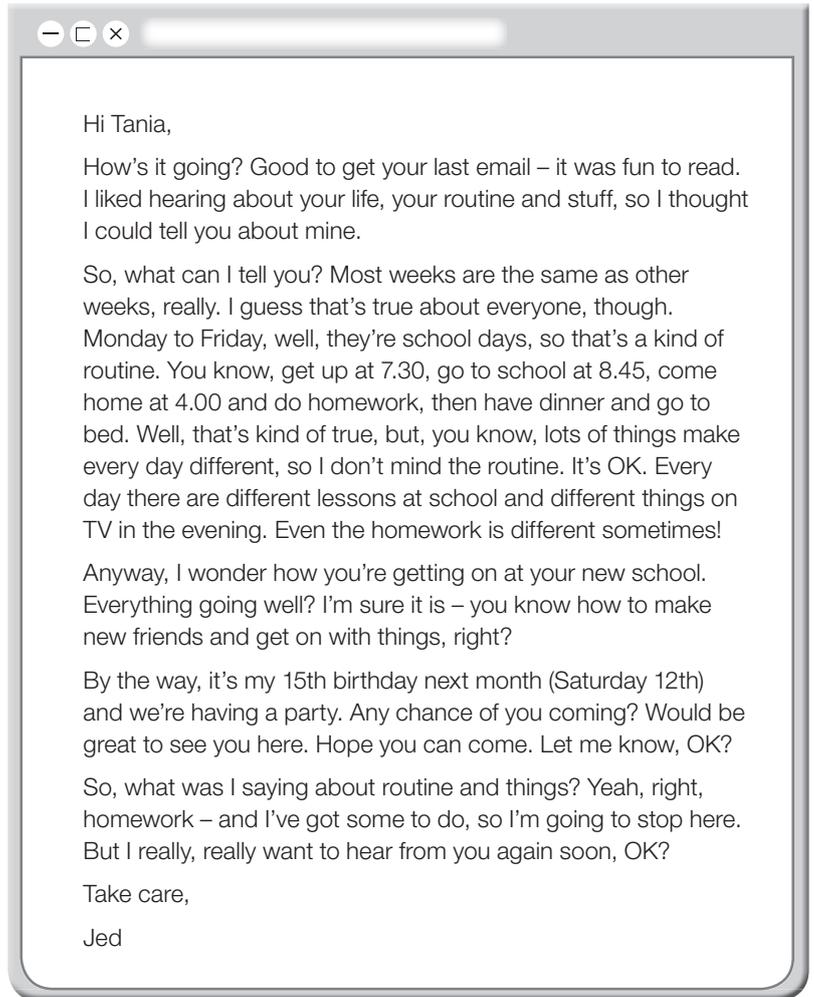
## An informal email

## 1 Read the email. Tick (✓) the things Jed talks about.

- 1 How he feels about his routine
- 2 The things he likes to watch on TV
- 3 Homework that he doesn't like to do
- 4 A party for his birthday

## 2 Read the phrases from the email. Match them with the words that have been left out.

- 0 ... good to get your last email.  b
- 1 ... everything going well?
- 2 ... any chance of you coming?
- 3 ... would be great to see you here.
- 4 ... hope you can come.
- a I
- b It was
- c It
- d Is
- e Is there



## 3 Read the email again. Find these phrases.

- 0 What Jed says instead of *How are you?*:  
How's it going?
- 1 Two ways that Jed starts to talk about a different topic: \_\_\_\_\_ and \_\_\_\_\_
- 2 Three ways he checks that Tania is following him:  
\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
- 3 How he ends his email: \_\_\_\_\_

## 4 Write an email to an English-speaking friend (150–200 words). Your friend wants to know about your weekends and your routines.

- Think about how to start and finish your email.
- Think about how you can make your email friendly and chatty – for example, asking questions to check your friend is following you and/or leaving words out to sound more informal.

## Writing tip: writing an informal email

- People email each other to send news, ask questions, get simple information, or just to keep in touch. Very often, people write as if they were talking to the person they're writing to.
- People often speak in short sentences, and they write in short sentences too.
- Start your email with a general *How are you?* question. Do you know other ways of saying *How are you?*
- Tell the reader straight away what you're writing about and why.
- In speaking, people use phrases like *you know* and *right?* to 'get closer' to the listener. You can do this in an informal email too.
- Find a nice, friendly way to finish your email, for example, *Take care* or *All the best* or (if you know someone very well) *Love from ...*

## DEVELOPING WRITING

## Discursive essay: for and against

- 1 Read the essay. Does the writer agree or disagree with the title? \_\_\_\_\_

## 'Watching television is a waste of time.' Discuss.

- A** Love it or hate it, television is a part of our lives. Parents use it as a babysitter for their children, teenagers watch it so they can discuss it with their friends at school and many old people depend on it for company. We all watch it, but are we really just wasting our time?
- B** TV is certainly an easy way of passing the time. All we have to do is turn it on and watch. It's easier than reading a book or doing exercise. It can make us lazy and it can become addictive. *Furthermore*, many programmes don't do anything to improve our lives. There are many arguments to support the idea that we waste too much time watching TV.
- C** *However*, in our busy lives we need time to relax and forget our problems. TV is the perfect way of doing this. Moreover, not all programmes on TV are rubbish. There are plenty of programmes that teach us things and make us think. If we choose the right programmes, TV can be a very good use of our time.
- D** *Personally*, I don't think we can say that watching TV is always a waste of time. Of course, it's very easy to waste a lot of time watching it, time that we could use for doing more useful things. *In my opinion*, if we plan what we watch and keep control over how much we watch, sensible TV viewing can be an important part of our lives.



- 2 Look at the words in *italics*. Which ...

- 1 two expressions are used to say what you think?  
*Personally* and \_\_\_\_\_
- 2 two words are used to add another argument?  
\_\_\_\_\_ and \_\_\_\_\_
- 3 word is used to give an opposing argument? \_\_\_\_\_

- 3 Match the paragraphs with the purposes.

- 0 arguments to support the title
- 1 arguments against the title
- 2 the writer's own opinion
- 3 an introduction to the topic

- 4 Decide whether the arguments refer to statements A or B and whether they are for or against.

- A 'Going to the cinema is always better than watching a DVD at home.'  
B 'Film stars get paid too much money.'

	A or B	For	Against
0 They work really hard.	B		✓
1 We need to support our local cinemas.			
2 You can stop and start when you want.			
3 No one should get that amount of money.			
4 They make the film companies a lot of money.			
5 You can watch it as many times as you want.			
6 Films always look better on a big screen.			

- 5 Choose a statement from Exercise 4. Write an essay (about 200 words).

- Your introduction should make an impact. It shouldn't say what your opinion is.
- One paragraph should support the title and one should argue against it.
- Use the conclusion to give your opinion.

## DEVELOPING WRITING

## Computer advice

## 1 Read the blog entry and complete it with the words in the list.

tablet | download | posted | blog | install | machine | deleted | online

– ◁ ×

## Tipps for everyday life

Hi – I'm Johnny Tipp and welcome to my blog. Everyday life teaches me something. That's why I started this blog – so I could share it all with you.

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**Tipp 31** **What to do when your computer goes wrong**

I'm writing this post on my <sup>0</sup> tablet because the desktop computer isn't working at the moment and everyone thinks it's my fault. But as I keep telling them, I was only trying to help.

Let me explain. A few days ago, I was writing my <sup>1</sup> \_\_\_\_\_ when a message appeared on the screen. It said there was a problem with the computer and that I should restart the <sup>2</sup> \_\_\_\_\_. So I did. After five minutes, the same message appeared again. So I restarted it again. After about five times, I began to think this problem was serious, so I went <sup>3</sup> \_\_\_\_\_ to find a solution. I found a site that promised to fix everything.

**TIP 1** **You should never trust anyone who promises to fix everything.**

All I had to do was <sup>4</sup> \_\_\_\_\_ a file onto my computer and then <sup>5</sup> \_\_\_\_\_ it. So I did.

**TIP 2** **You should never download files from people who promise to fix everything.**

The next thing I saw was a message <sup>6</sup> \_\_\_\_\_ on the screen: 'To fix this problem, please enter your credit card details.' Well, for some reason, I know my dad's credit card details and so I entered them.

**TIP 3** **Never pay anyone who promises to do everything before they do it.**

Then the computer just <sup>7</sup> \_\_\_\_\_ all the files on it and turned itself off and has never come on again since. So when Dad came home, all tired from work, I told him the whole story.

**TIP 4** **Never tell bad news to a tired person.**

When he finally calmed down, he rang his bank. They found that £1,000 was missing from his account.

And that's it. It was an expensive lesson, but I've learned a lot. PS I'm not the most popular person in my house at the moment.

## 2 Read the blog entry again. Put the events in order.

- Johnny tells his dad about the problem.
- Johnny writes his blog.
- Johnny installs a program.
- 1 Johnny's computer tells him it has a problem.
- Johnny's computer completely breaks down.
- Johnny goes online to try and find a solution.
- Johnny uses his dad's credit card.
- Johnny downloads a program.

## 3 Write a blog entry giving advice to your readers (about 200–300 words). Tick (✓) the checklist.

- 200–300 words
- chatty, informal language
- contains advice
- interesting content
- nothing too personal

## Writing tip: writing a blog

- A blog is something that someone writes because they want to share some information with the rest of the world. Some blogs are about specific topics such as cycling or online gaming. Others are just about the everyday life of the author.
- Decide what your blog will be about. Do you have a special interest in something that you would like to share or do you just want to talk about your life?
- Your blog should be interesting. If it isn't, it won't attract many readers.
- If your blog is about your life, be careful not to give away personal information such as your address or phone number.
- Keep your blog chatty and informal. Write in a style that is appropriate to your readers.
- If you want to keep your readers, don't forget to update your blog regularly.

## DEVELOPING WRITING

## A magazine article

## 1 Read the article quickly. Answer the questions.

0 What's the singer's real name?

Ella Yelich-Amidst

1 Where did she grow up?

\_\_\_\_\_

2 What do experts think of her?

\_\_\_\_\_

3 What does the writer think of her?

\_\_\_\_\_



## Young and world famous

**A** In 2013 a song called 'Royals' made a young singer called Lorde famous all over the world. Lorde (real name Ella Marija Lani Yelich-O'Connor) grew up in New Zealand. She is the daughter of a Croatian father and an Irish mother, and has got a younger brother and two sisters. Her unique talent was discovered when she was 12, and she started writing songs when she was 13.

**B** Ever since Lorde appeared on TV screens for the first time, critics have been praising her fantastic voice, her feel for the rhythm and the music, and also her lyrics. Her mother, herself a poet, encouraged her to read books from an early age, and that is probably what has made the young singer such a good lyrics writer. She says her love for words has been at least as important as her love for music, and both have helped her enormously to become the star she now is.

**C** Lorde is very young. She became a star when she was 17, and has had a number of successful songs since then. Among them are 'Royals' and 'Tennis Court', which was released in the UK just after the Wimbledon women's final in 2013.

**D** I have been fascinated by Lorde's music and her personality since I first saw and heard her in a video clip on the Internet. Her songs make me happy. When I hear 'Royals' on the radio, I turn up the music and sing along. I am sure she will have many more hits.

## 2 Complete the sentences. Use the correct form of the verbs.

0 She *started* (start) writing songs when she was 13.

1 Ever since Lorde \_\_\_\_\_ (appear) on TV screens for the first time, experts \_\_\_\_\_ (praise) her talent.

2 I \_\_\_\_\_ (be) fascinated by Lorde's music and personality since I first \_\_\_\_\_ (see) her in a video clip.

## 3 Look at the sentences in Exercise 2. Find examples of verb forms which refer to ...

0 something that happened at a specific time in the past.

She started writing songs when she was 13.

1 something that started in the past, and is still continuing.

\_\_\_\_\_

2 how long something has been happening.

\_\_\_\_\_

## 4 Which paragraph of the text talks about ...

0 the artist's history?  A

1 examples of her songs?

2 what experts say about her?

3 the writer's personal opinion?

## 5 Plan an article about a writer or a musician alive today. Use the questions and tips to help you.

- Who do you want to write about?
- Find out about the artist's life.
- Find out about the artist's personal situation.
- What do experts think about the artist's success?
- What's your personal opinion?

## 6 Write a magazine article about a musician or a singer (about 190 words). Use the article and Exercise 5 to help you.

## DEVELOPING WRITING

## An article to raise awareness about an environmental issue

## 1 Read the extracts. Which of them ...

- 1 outline a problem?  A and
- 2 describe what will happen if nothing is done?  and
- 3 suggest what to do?  and

**A** These attractive birds live near rivers. They eat frogs and other small animals. The species is endangered because the birds cannot find enough food any more. Cities are getting bigger and bigger, and humans destroy their natural habitat.

**B** If we don't stop pollution, the temperature will rise further. If the Earth gets hotter, it will have dramatic consequences. If we don't act now, it might be too late.

**C** First, we must introduce new laws to stop deforestation. The laws should say that big companies that have earned millions from producing paper have to invest some of their money to save the rainforest.

**D** Some people believe that having a wild animal in a cage at home is something special. This is why, every year, thousands of exotic animals die on their way to other countries and continents.

**E** First, we need to make sure that there are enough trains and buses so that people can travel to work on public transport. Then we need to let people know what will happen if everybody uses their car all the time.

**F** We need to do something now. If the level of the oceans keeps rising, many small islands will be flooded. People and animals will die. This will all happen for sure unless we all change things now.

## 2 Complete the sentences from Exercise 1 with linking words.

- 0 The species is endangered because they cannot find enough food any more.
- 1 Some people believe that having a wild animal in a cage at home is something special. \_\_\_\_\_, every year, thousands of exotic animals die on their way to other countries and continents.
- 2 This will all happen for sure \_\_\_\_\_ we all change things now.
- 3 We need to make sure that there are enough trains and buses \_\_\_\_\_ that people can travel to work.
- 4 We need to let people know what will happen \_\_\_\_\_ everybody uses their car all the time.
- If you want to raise awareness about an environmental issue, you need to structure your text very carefully.

## 3 Read the phrases in the list. Which ones are ...

- 1 a description of a problem?  
Every year, we lose ...
- 2 talking about consequences?  
\_\_\_\_\_
- 3 a suggested action?  
\_\_\_\_\_
- If we don't stop now, there will be ...
  - Unless people begin to change their behaviour, it might be too late.
  - In five years' time, most of the animals will ...
  - Then we have to ...
  - Forty per cent of the species in that area are in danger.
  - The air in big cities is terribly polluted.
  - We must introduce new laws to stop ...
  - Every year, we lose ...
  - First we need to ...
  - The species is endangered because ...
  - We might have bigger problems soon.

## 4 Write an article about an environmental issue (about 200 words). If you have already written about a global problem (page 63 of the Student's Book), write about a local problem now. If you have written about a local problem, write about a global issue.

- Describe the problem.
- Explain what will or might happen if nothing changes.
- Make suggestions to solve it.

## DEVELOPING WRITING

## An invitation

## 1 Read the invitation and answer the questions.

## INVITATION

It's party time, everyone! Believe it or not, I'm going to be 15 next month, so please come to my party and help me to celebrate!

**Date:** Saturday 16th July

**Time:** From 8 until late!

**Venue:** The Mill Room at the Grove Street Youth Club

All you have to bring is yourself (beautifully dressed, of course!)

Love from,  
Jenna

RSVP to jennahall58@gmail.com

1 What day and time is the party?

\_\_\_\_\_

2 Where is the party?

\_\_\_\_\_

3 What do people have to bring?

\_\_\_\_\_

## 2 Read the replies to the invitation in Exercise 1 and answer the questions.

1 Who's going to the party?

\_\_\_\_\_

2 Who isn't going and why not?

\_\_\_\_\_

## 3 Read the phrases. Circle Y (saying yes), N (saying no) or T (saying thanks).

- |  |         |
|--|---------|
| 0 I'm afraid I can't be there.           | Y/(N)/T |
| 1 Count me in.                           | Y/N/T   |
| 2 Thanks for inviting me.                | Y/N/T   |
| 3 See you there / then.                  | Y/N/T   |
| 4 I'm so sorry, but ...                  | Y/N/T   |
| 5 I'll be there.                         | Y/N/T   |
| 6 I was so happy to get your invitation. | Y/N/T   |

## 4 Read the replies in Exercise 2 again. Put the functions in order.

- 1 Susanna's reply
- |                            |                                     |
|----------------------------|-------------------------------------|
| A apologise                | <input type="checkbox"/>            |
| B say thank you            | <input checked="" type="checkbox"/> |
| C suggest another meeting  | <input type="checkbox"/>            |
| D say no and give a reason | <input type="checkbox"/>            |
- 2 Jeremy's reply
- |                      |                          |
|----------------------|--------------------------|
| A talk about meeting | <input type="checkbox"/> |
| B say thank you      | <input type="checkbox"/> |
| C say yes            | <input type="checkbox"/> |

## 5 Read the invitation. Write two replies, one to accept and one to refuse (about 50–60 words each). Use the language and functions in Exercises 3 and 4 to help you.

— □ ×

Hi!

Listen, I've just passed my big exams and next Sunday night we're going to have a party at my place to celebrate. I hope you can come. It's at 6 o'clock at my house. Please tell me if you can come, OK? Send me an email.

Hope to see you!

Best,  
Graham

— □ × To: jennahall58@gmail.com

A

Hi Jenna,

Wow – another birthday! Congratulations and I'm sure your party is going to be just fantastic!

Thanks for inviting me, but I'm afraid I can't be there. My mum and dad have already booked our holiday and we're going to Spain the night before your party! Can you believe it?

I'm so sorry, but have a wonderful time, OK? And maybe we can have our own celebration when I'm back from holiday – how about it?

Lots of love,  
Susanna

— □ ×

To: jennahall58@gmail.com

B

Hey Jenna,

I was so happy to get your invitation! It's hard to believe that you're going to be 15!

Please count me in. I'll be there. How could I possibly not be? You know that parties aren't the same without me!

I'm looking forward to being with you on the 16th. Are you sure I can't bring anything?

See you then if not before.

Hugs,  
Jeremy

## DEVELOPING WRITING

## How technology changes people's lives

1 Match the texts with the life-changing inventions in the list. There are three that you don't need.



penicillin



the aeroplane



the car



the lift



the syringe



the wheel

A \_\_\_\_\_

I think it's very hard to imagine what life would be like without [?]. Life in the country might not be too different, but in cities it certainly would be.

Before we had [?], people had to walk a lot more than they do now – up and down, of course, and carrying lots of things. Without it, we wouldn't have towers and really tall buildings like you see in every city in the world. How would you carry all your shopping to your home if you had to walk up to the fifth floor? And it wouldn't be easy to build places like airports, either. How would people go up and down inside with all their heavy suitcases?

I think [?] is one of the most important inventions of all time.

B \_\_\_\_\_

Can you imagine what things would be like if [?] didn't exist? Everyone's life would be harder. The work of doctors and hospitals would be a lot more difficult, too.

I read once that the discovery of [?] was a kind of accident. Almost a hundred years ago, a scientist in Britain found something surprising in his laboratory and other people discovered how to turn it into this really, really important medicine. It helps people who are sick from many different things, and it's used all over the world.

A long time ago, people didn't use to have [?]. Now life is much better because we've got it.

C \_\_\_\_\_

I think [?] has changed people's lives a lot – and not always in a good way. Now that we've got it, people feel freer and they can go to a lot of places much more easily. It used to be very expensive, but prices have gone down a lot in the last twenty or thirty years.

If we didn't have [?], things like the food we eat in many countries would be different. Because of [?], now you can get fish, fruit or other things from one country to another in a very short time – a day or less. So in Britain, for example, we can have fresh pineapple for breakfast, and that used to be impossible.

But [?] makes a lot of noise and creates pollution. Maybe things would be better without fresh pineapple or holidays in faraway countries.

2 Read the text again. Find examples of ...

1 the second conditional: *things would be very different*, \_\_\_\_\_

\_\_\_\_\_

2 *used to*: *people didn't use to have it*, \_\_\_\_\_

\_\_\_\_\_

3 comparatives: *more difficult*, \_\_\_\_\_

\_\_\_\_\_

3 Write a short text about an invention or discovery that you think is really important (100–150 words).

- Choose what to write about – maybe one of the other things in Exercise 1? Or the mobile phone? The computer? The camera?
- What can you say about how life used to be before we had this thing?
- What can you say about what life would be like if we still didn't have it?
- What comparisons can you make?

You can try to write your text without saying what you're writing about. Then give your text to a partner. Can they say what your text is about?

## DEVELOPING WRITING

## Instructions vs. processes

1 Read the article. Match texts A and B with the pictures.



## Working world

This week we visit a professional candle factory to see how candles are made and then a candle artist tells us how to make a homemade candle.

A

First, lots of wicks are tied to a wooden frame and the wax is melted in huge pans.

Then the frame with the wicks is dipped slowly in and out of the wax.

Each time the frame is dipped, a small coat of wax sticks to the wick and the candle gets bigger.

This is done until the candles are thick enough.

After this, the candles are left to dry. Finally, when they are dry, they are cut from the frame and packed into boxes.

B

First, prepare a mould. You could use a glass jar. Place a wick into the mould and attach it to a clip that lies across the top of the mould.

Next, melt the wax. Do this by putting the wax in a pan and then putting this pan in a larger pan of boiling water. When it is melted, you can add colouring and a perfume if you want to.

Carefully pour the melted wax into the mould.

When the wax is hard, cut the top of the wick to a suitable length. If you're using a flexible mould, gently take the candle out and cut the wick at the bottom of the candle.

2 Circle the correct words.

- 1 Text A / Text B uses a lot of examples of the passive.
- 2 Text A describes a process / gives instructions.
- 3 Text A / Text B uses the pronoun *you*.
- 4 Text B describes a process / gives instructions.

3 Plan a text that describes a process.

- Think of a process that you know well or research one on the Internet. For example, it could be how milk gets to the supermarket or how Oscars are awarded.
- Identify four or five different stages of the process and put them in chronological order.
- Ask your teacher to help with any difficult vocabulary.
- Write mini-paragraphs of a few sentences each to describe each stage of the process.
- Remember to use the passive when it's needed.
- Link your paragraphs together using staging words: *first, then, after that, next, when, finally*.

4 Write your text (100–150 words).

### Writing tip: instructions vs. processes

- When we write about processes, we often use the passive voice. This is because the person who does the actions isn't important and we don't need to know who it is.
- When we give instructions, we often talk directly to our reader and use the imperative. This makes the text more personal.

## DEVELOPING WRITING

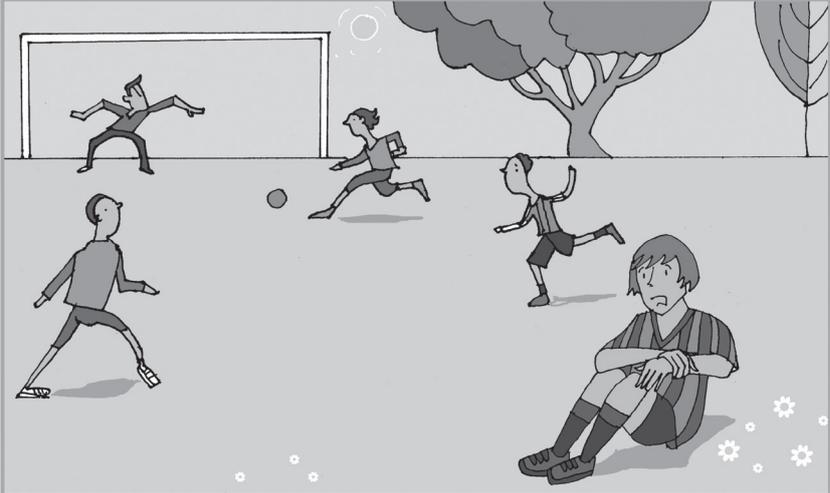
## Stories

## 1 Read the first part of the story and find two mistakes in the picture.

POSTED: TODAY

I knew something was wrong when I felt the pain. It was a wet and windy day. It was raining hard. I'd been playing football with some friends in our local park. They were still playing, but I was sitting on the floor, holding my ankle in pain. I looked down at it. It was already twice as big as usual and it was turning purple. I'd been running towards the goal when someone had kicked me from behind. I'd fallen down badly and not moved since.

One boy told me to get up. Nobody else seemed to notice me. They carried on playing around me. After about another ten minutes, they decided to stop playing and they all walked off the pitch. I couldn't believe it. I called out and finally two of them came back to talk to me. When I showed them my ankle, they were shocked. They helped carry me to a café in the park and they called an ambulance. I was taken to hospital. As soon as the doctor saw my leg, he knew it was broken. I needed a small operation. While I was in hospital, my friends all came to visit me and say sorry. They also bought me a huge box of chocolates. I have forgiven them.



## Writing tip: finding ideas

One of the most difficult parts of writing a story can be coming up with a good idea. However, don't worry too much if an idea doesn't come immediately. A simple idea, well written, is all that's needed. A lot of good stories follow the very basic pattern of setting up a problem and then showing how it gets solved (or not). Try and use this pattern to help you.

When you're given a first line, you need to use it to start your story. You should also use it to get ideas. Ask yourself questions like 'why?', 'who?' and 'what happened next?'. The answers can help you plan your narrative.

Think carefully about how you use past tenses. It's always good to try and use a selection of these.

Remember:

- Use the past simple for most of the main action.
- Use the past continuous to set up a background to the events and create an atmosphere.
- Also use the past continuous when one action interrupts another.
- Use the past perfect tenses for 'flashbacks' to take the reader back to events that happened earlier on.
- Don't forget to use time linkers like *when*, *as soon as*, *then*, *until* and *while* to help your story flow.
- Remember also to use good descriptive language, especially adjectives and adverbs, to bring your story 'alive'.

## 2 Choose one of the opening lines and write a story (about 150 words).

- I looked at the clock. I was ten minutes late for my appointment.
- I woke up after the operation and looked in the mirror.

## DEVELOPING WRITING

## A report for the school magazine

## 1 Read the report quickly. What do the numbers refer to?

- 0 1997 *The year the Guggenheim Museum was created.*  
 1 11,000 \_\_\_\_\_  
 2 4a \_\_\_\_\_  
 3 24,000 \_\_\_\_\_



## The day we visited a museum – in cyber space!

**A** For the students in Class 4a of our school, the English lessons in the first week of this month were very different from what we normally do. We were pretty excited when Mr Breen, our teacher, told us to choose a museum in a different country and 'visit' it (via the Internet, of course) together in groups. He also said that we should write an article for the school magazine about it.

**B** There were five of us in my group, and it wasn't easy to decide which museum we wanted to go to. Mr Breen encouraged us to make one suggestion each. We were surprised how easy it was. We had five suggestions, but everybody was very impressed with Thomas's idea. He wanted us to visit the Guggenheim Museum in Bilbao in the north of Spain, and when he showed us the website, we all knew it was 'our place'.

**C** The building was created by American architect Frank Gehry in 1997, and it's amazing. The website says it covers an area of 24,000 m<sup>2</sup>, of which 11,000 m<sup>2</sup> are all exhibition space. It took us about two hours to visit the different parts of the website, and we all loved the photos of the building. The part we liked best was called Explore. It shows really attractive photos of sculptures and other pieces of art from the different exhibitions.

**D** When the project was finished, Mia, one girl from our group, summed up how we all felt. She said that the project had been fascinating, but what we'd really like to do now is visit the Guggenheim in Bilbao!

Mark Steyn, 14, 4a

## 2 Complete the sentences from the report with the missing verb forms.

- 1 Our teacher told us \_\_\_\_\_ a museum in a different country.  
 2 Thomas \_\_\_\_\_ the group to visit the Guggenheim.  
 3 Mia said the project \_\_\_\_\_ fascinating, but what we \_\_\_\_\_ really like to do now is visit the Guggenheim in Bilbao.

## 3 Read the text again. Match the descriptions with the paragraphs.

- 0 This paragraph talks about how the students liked the event (their 'visit' to the museum).  D  
 1 This paragraph tells the story of how the students decided which museum to visit.   
 2 This paragraph is about what was different from a 'normal week' for the students.   
 3 This paragraph describes the place and gives details about it.

## 4 Plan a report for your school magazine.

- What do you want to write about? (For example, an event at school? A school fair? A special ceremony? A fancy dress party?)
- What are the important details of the event – time, place, people? What happened?
- How did people react? What interesting comments were there?

## 5 Write your report (about 200 words).

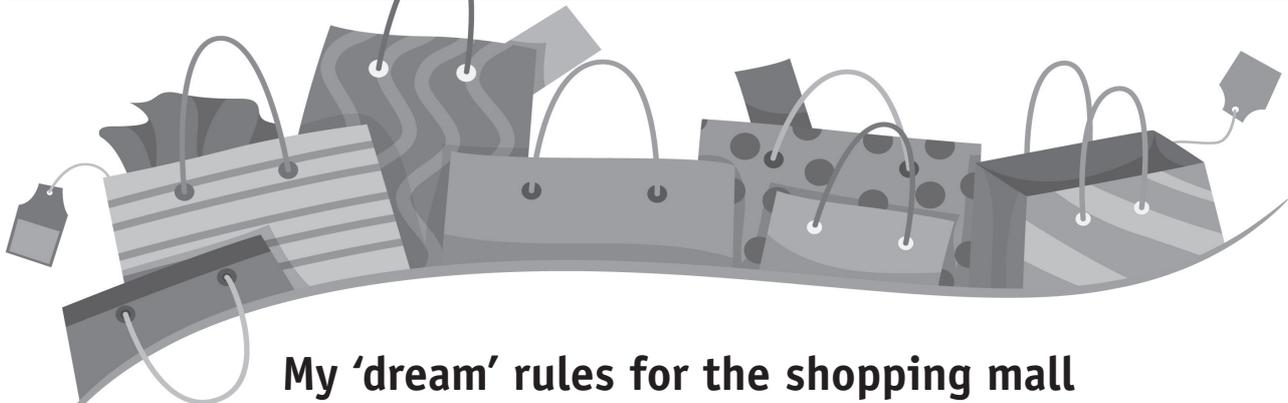
## Writing tip: reported speech

- When you write a news story, it's a good idea to use reported speech because it helps you to sum up the most important things that someone said, and you don't need to write down everything they said word for word.
- In the text above, for example, the writer says this about Mia: *She said that the project had been fascinating.* This is most probably a summary – Mia might have said much more here, but it isn't important to say that word for word.

## DEVELOPING WRITING

## A (light-hearted) set of rules

## 1 Read the rules. What is the punishment if you break any of them?



### My 'dream' rules for the shopping mall

- 1 The main purpose of the Arcade Shopping Mall is for students to have a good time. Nobody is allowed to do anything that young people wouldn't like.
- 2 If a student is tired or hungry, they're allowed to go to a café and they can eat and drink whatever they want without paying. If no seats are free, an adult has to stand up so a young person can sit down.
- 3 Nobody is allowed to tell young people not to run around or use their skateboards in the corridors of the shopping mall. As soon as a young person is seen on a skateboard, all the adults have to go quickly into the shops and stay there until the skateboarder has left.
- 4 Whenever a young person goes into a shop, the shopkeeper has to ask the young person within one minute what music they want to hear. If the shopkeeper hasn't got the music the young person wants to hear, the young person can choose anything for free from the shop.
- 5 If young people don't like the clothes they find in a shop, shopkeepers aren't allowed to keep those clothes in the shop.
- 6 Anyone who doesn't keep to these rules has to learn them by heart!



## Writing tip: rules

- If you want to write a light-hearted set of rules, it's important that the content is humorous and not serious.
- You can do that by writing the opposite of what the normal rules are. Can you find examples of that in the set of rules above?
- You can also make your set of rules sound more humorous if you exaggerate and make them sound particularly strict. For example: *Nobody is allowed to ...*, *As soon as a young person is seen ...*, *all the adults have to ...*, *Everybody who doesn't keep to these rules has to ...*

## 2 Choose one of the situations and write six light-hearted rules. Use the ideas and the text in Exercise 1 to help you.

- Rules for the swimming pool (or sports ground, or any other place you frequently go to).
- An email to a student from another country who is going to visit your school, with rules for the school.
- Rules for your family and who has to do what in the house.