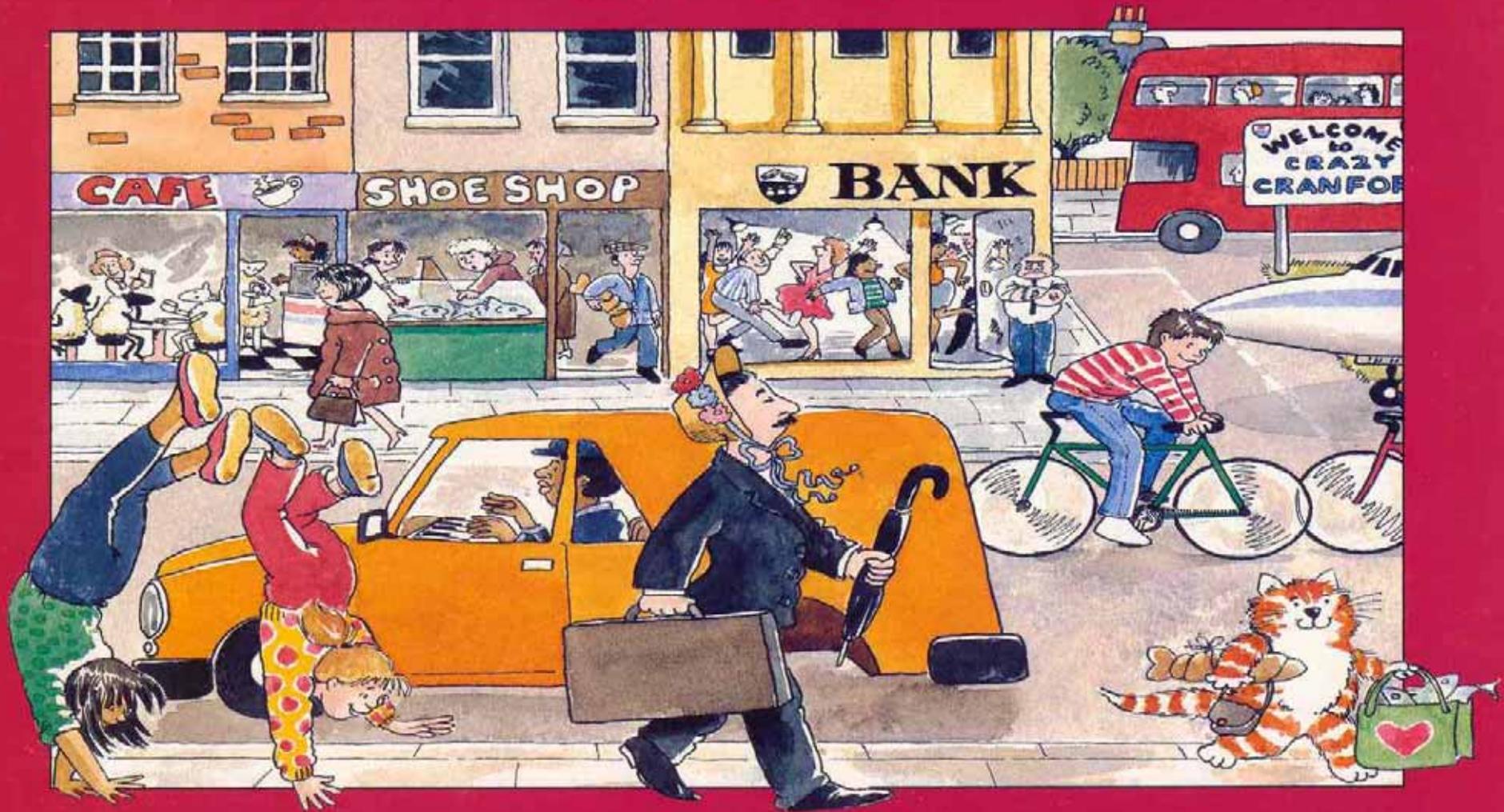


# Pictures for Writing

..... **Book 1** .....



EUROCENTRES 

**Mary Stephens**

LONGMAN 

# **Pictures for Writing**

..... **Book 1** .....

**Mary Stephens**

EUROCENTRES 

LONGMAN



# Contents

Unit	Language	Key Vocabulary	Writing Skill
1 All about Me	present tense: <i>be, have got</i>	personal appearance	word order within a sentence
2 My Dream Room	<i>have got, there is / are, prepositions</i>	bedroom contents	using punctuation
3 Crazy Cranford	present continuous tense	the street	word order within a sentence
4 Pirates	present continuous tense	'adventure' verbs	word order within a sentence
5 Holiday Postcard	present continuous tense	seaside activities	setting out a postcard
6 A Day in my Life	present simple tense for routine	everyday activities	word order within a sentence
7 Poems for Fun	present simple tense	theme-related vocabulary	finding rhymes
8 Hobbies	present simple tense	leisure activities	using topic sentences (key sentences in a paragraph)
9 Make a Mask	imperative sequencers ( <i>first, then, next, etc.</i> )	model making	recognising sequencers
10 What's for Sale?	present simple tense: question forms	theme-related vocabulary	making questions
11 Tom and the Dinosaur	past simple tense	plot-related vocabulary	ordering ideas within a paragraph
12 Kidnapped	past simple tense conjunctions	crime	using conjunctions to lengthen sentences
13 Fire!	negative imperative	fire and safety in the home	correcting a first draft
14 Ghost Castle	past simple tense conjunctions	plot-related vocabulary	using adjectives using conjunctions to join sentences
15 Dracula at the Dentist	past simple tense abbreviated sentences	plot-related vocabulary	word order within a longer sentence
16 Dolphin Rescue	past simple tense	boats and the seaside	dividing a text into paragraphs recognising topic sentences using punctuation
17 George's Diary	past simple tense prepositions	camping and outdoor leisure activities	correcting a first draft (vocabulary, spelling, prepositions, verbs)
18 Camping in the Forest	past simple tense	camping and 'adventure' verbs	identifying topics for new paragraphs
19 A Strange Dream	feelings	using adjectives recognising topic sentences ordering ideas within a paragraph	using adjectives recognising topic sentences ordering ideas within a paragraph
20 Save Our Animals	present simple tense	wild animals	dividing a jumbled text into two paragraphs correcting a first draft (grammar)
21 Party Time	<i>going to</i> for plans	parties and fancy dress	making plans with <i>going to</i>
22 The Creature	past simple tense	plot-related vocabulary	identifying paragraphs and topic sentences correcting a first draft (punctuation and verbs)

## Writing Task

writing a description of yourself

writing a description of a room

writing a series of descriptive sentences in the present continuous tense

writing a series of descriptive sentences in the present continuous tense

writing a postcard

writing an informal letter

writing a non-rhyming 'shape poem'

writing one or two paragraphs with topic sentences

writing stages in a process

writing an advertisement

writing the final paragraph of a story

writing the final paragraph of a story

writing a safety leaflet

writing the final paragraph of a story

writing a diary entry

writing the last paragraph of a story

writing a diary entry

writing the end of a story

writing the final two paragraphs in a story

writing/making a poster

designing and writing an invitation

writing the end of a story

# Introduction

## Background

Pictures for Writing 1 is the first book in a picture composition series, designed to be used by elementary learners in conjunction with course books. The book takes students through some of the basic processes of writing, starting from simple sentence level to paragraphing, and finally to more extended writing.

The full-page pictures are varied in type: some are designed to stimulate creative writing, others to present more practical themes, leading on to activities such as writing instructions, letters and invitations.

The process of writing is dealt with systematically. Skills practised include: planning, writing topic paragraphs (and topic sentences within paragraphs), sequencing and punctuation. Error correction exercises provide a first step towards the concept of drafting and redrafting.

## Unit Structure

Each unit covers two pages. The first page contains the picture stimulus. The second consists of four sections:

The Vocabulary section exploits the lexis related to the picture or to the topic area generally.

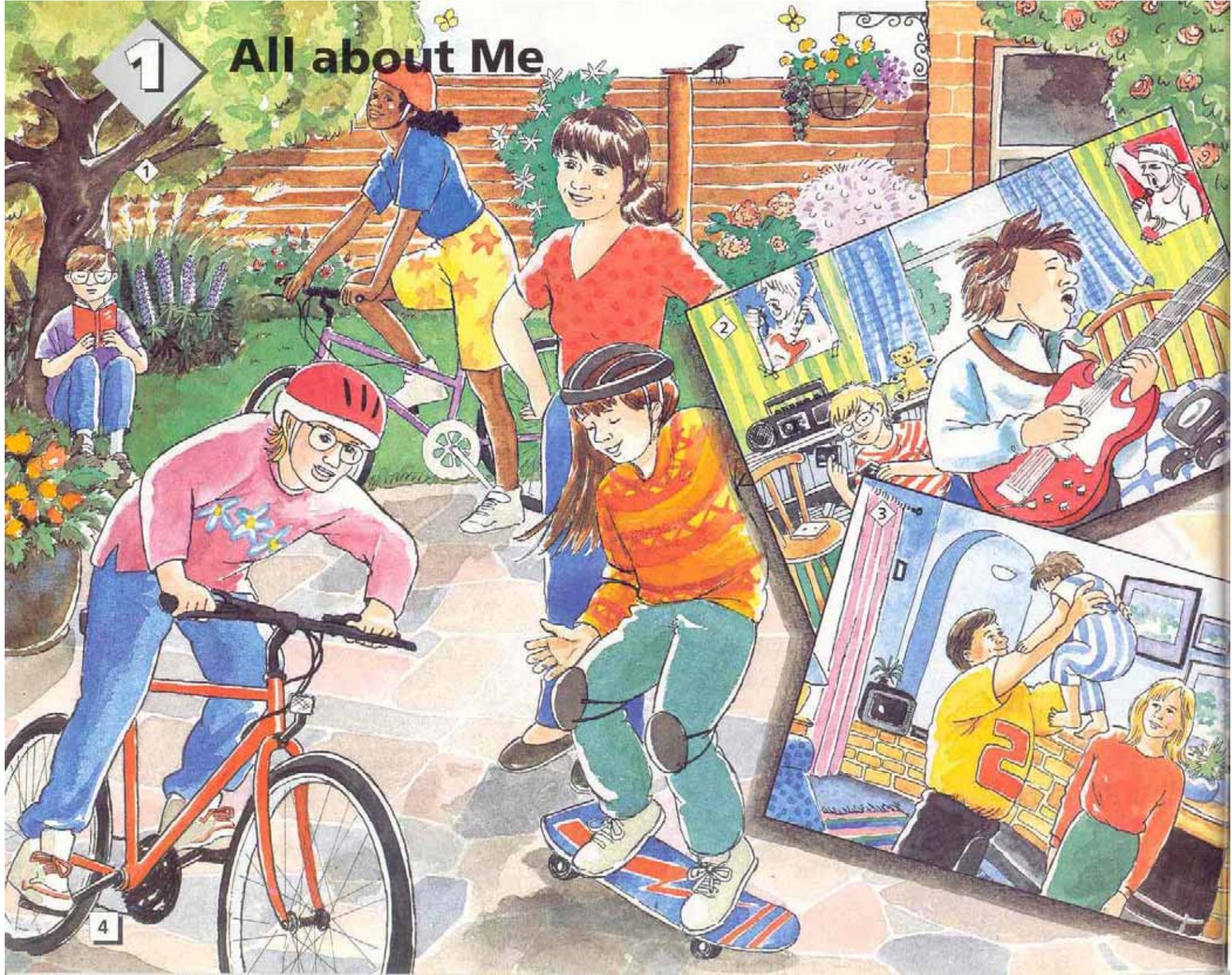
Comprehension questions exploit the pictures and can be used to elicit more vocabulary and to practise language needed for the writing task.

Prepare for Writing focuses on the systematic development of students' writing skills, preparing for activities in the final writing task in each unit.

Writing encourages students to use the skills they have practised in a writing task related to the original picture stimulus.

1

# All about Me



1

2

3

4

## A Comprehension

Hi! I'm Amy. Find me and my friends in picture 1. I'm on my bicycle. I've got short, blond hair and glasses. My best friend is Laura. She's got curly, black hair. Jessica is my cousin. She's very pretty, and she's got a pony-tail. The girl with long, straight hair is from my school. Her name is Lisa. The serious boy with glasses is my neighbour.

Look at pictures 2 and 3.

- What has Amy got in her room?
- What's her brother's hobby? Describe him.
- Describe her father and mother.

## B Vocabulary

Match the opposites.

- |                    |            |
|--------------------|------------|
| a) fat             | curly      |
| b) tall            | thin       |
| c) blond           | short      |
| d) pretty/handsome | dark       |
| e) straight        | plain/ugly |

## C Prepare for writing

1 Punctuate the questions and sentences using , ? and capital letters.

- ~~A~~my has got short, blond hair.
- lisa is the girl with long straight hair
- has laura got black hair
- is your brother handsome

2 This is the order for sentences.

Subject	Verb	End of sentence
Amy	has got	short hair.

Put these words in order to make sentences in your notebook.

- has got / Amy / short hair / .
- has got / Laura / curly hair / .
- is / tall and dark / My brother / .
- has got / My neighbour / glasses / .
- a pony-tail / has got / My cousin / .

3 Have you got any photos of family/friends to show the class?

- Describe your best friend. (He's/She's ..... .)  
(He's/She's got ..... .)
- Describe your family.

## D Writing

You are writing to a friend. Draw a picture of yourself. Write your description next to the picture.



.....

.....

.....

.....

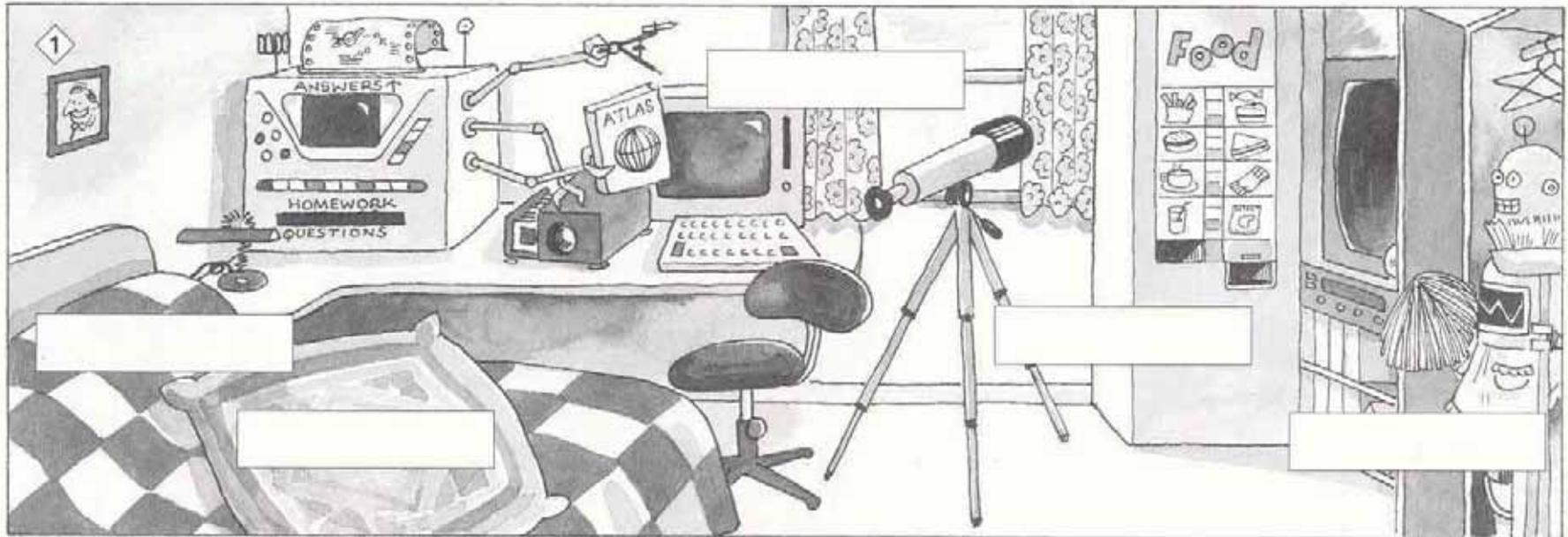
.....

.....

.....

# 2

## My Dream Room



## A Vocabulary

Look at the pictures. Write these words in the boxes.

bed mirror wardrobe computer food machine cushion  
robot video drums

## B Comprehension

Look at room 1.

- This room has got a small bed. YES/NO
- There is a TV in the room. YES/NO
- There is a cushion on the bed. YES/NO
- There are two chairs in the room. YES/NO
- There's a computer under the window. YES/NO

## C Prepare for writing

1 Read about room 1. The prepositions are wrong! Underline them. Then choose the correct word from the box.

between in (x2) beside under on

This is a bedroom from the year 2010. There's a large bed in the room. There's a homework help machine in the bed. The video is on the TV. The TV is over the food machine and the wardrobe. There's a computer under the table. This room has got a robot cleaner! It's under the wardrobe.

2 Now look at room 2. Punctuate the sentences. Use full stops ( . ) and capital letters.

This room is not very tidy. There are clothes on the floor it's got photos of pop stars on the walls there is a guitar in the room the mirror is beside the wardrobe.

3 Now draw your dream room. (Perhaps it is the room one of your favourite pop stars or actors sleeps in!) Colour the picture.

4 Talk about your room.

There is ..... / There are ..... / It's got .....

## D Writing

Now write about your room and win this competition.

**Write about your dream bedroom.  
Win a fantastic prize!**

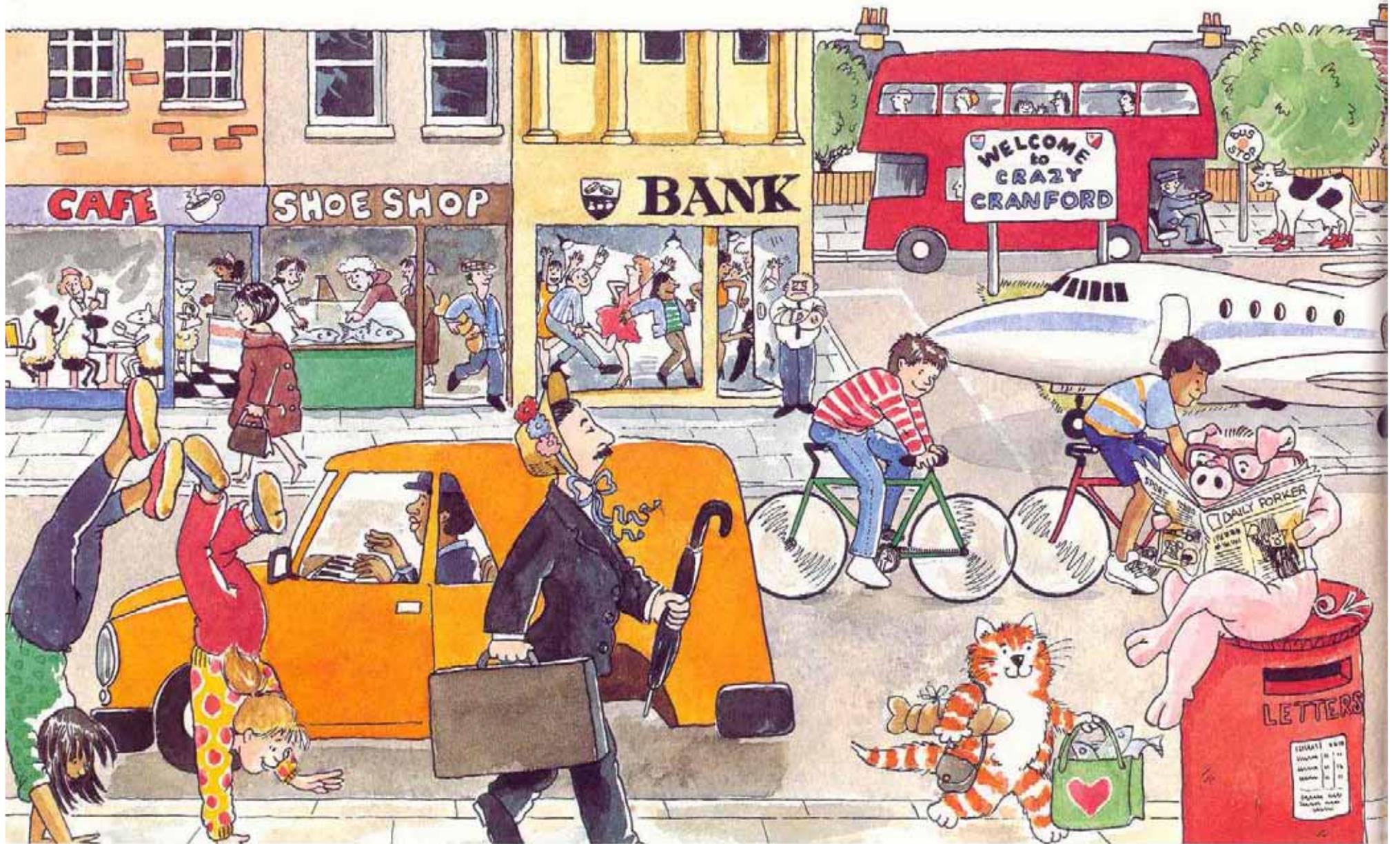
**1st prize –  
Music  
Centre**

**2nd prize –  
Video**

**3rd prize –  
Guitar**

# 3

## Crazy Cranford



## A Vocabulary

You can see these things in the picture.

Make words from the letters.

- a) LLABRUME You carry this in the rain. Umbrella.....
- b) VEETPAMN You walk along this in the town. P.....
- c) SPTOXBO You post your letters here. P.....
- d) RAPNSEWPE This gives you the news. N.....
- e) YCBICEL You can ride this. B.....

## B Comprehension

What's happening in Crazy Cranford today?

- a) The pig on top of the postbox is green. YES/NO
- b) The man with the umbrella is wearing a lady's hat. YES/NO
- c) There is a cow at the bus stop. YES/NO
- d) The van has got four wheels. YES/NO
- e) The woman is wearing her coat the wrong way. YES/NO

Now talk about the other crazy things in Cranford.

## C Prepare for writing

1 Do you remember the order for sentences?

Subject	Verb	End of sentence
People	are buying	fish in the shoe shop.

Put these words in order to make sentences in your notebook.

- a) shoe shop / People / in the / fish / are buying / .
- b) is sitting / A pig / on the postbox / .
- c) A cow / at the bus stop / is waiting / .
- d) backwards / The boys / their bicycles / are riding / .
- e) The cat / to the shops / is going / .

2 Punctuate this passage using . , ? and capital letters.

There's a cow standing at the bus stop its wearing shoes theres a plane going along the pavement there are people buying fish in the shoe shop the pig is reading a newspaper its wearing glasses.

## D Writing

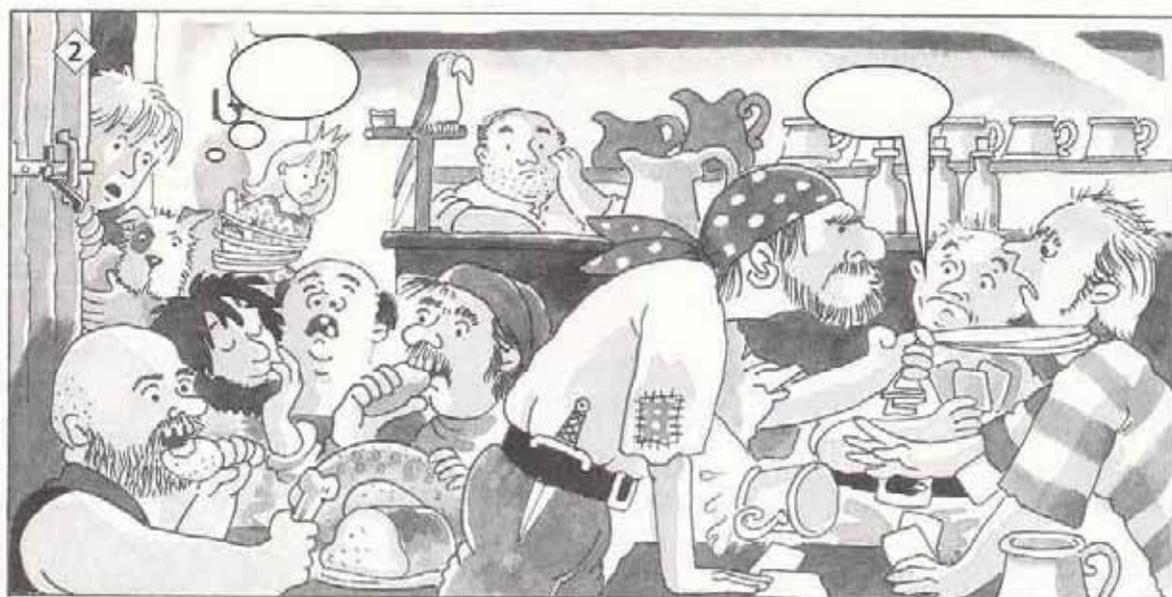
You are a newspaper reporter and you are writing a report on the village of Cranford. Write 10 sentences about what is happening in the village at the moment.

**The Village of Cranford is crazy today!**

There is a pig on the postbox. The pig is reading a newspaper.

# 4

# Pirates!



## A Vocabulary

Find these verbs in the puzzle.

drink  
fight  
hide  
rescue  
kidnap  
steal



## B Comprehension

- What are the pirates doing in picture 1?
- Where are the pirates in picture 2? What are they doing?
- What is the boy doing behind the door?
- What is the boy doing in picture 3?
- What are the soldier and the pirate chief doing in picture 4?
- What is the princess doing in picture 5?

## C Prepare for writing

1 In your notebook make sentences using the present continuous tense. Then put the correct letters in the bubbles.

- Help! Help! Where / you / take me?

Help! Help! Where are you taking me? .....

- Ha! Ha! I / enjoy / this!
- Hey! Why / you two / fight?
- What / happen / here?
- Right! We / take / you to prison!

## 2 Make sentences.

- The pirates \_\_\_\_\_ is watching the pirates.
- The boy \_\_\_\_\_ is kissing the boy.
- The soldier \_\_\_\_\_ are stealing the treasure.
- The girl \_\_\_\_\_ is rescuing the girl.

## D Writing

Compare the picture below with picture 2. Can you find eight differences? Write them in two columns.

picture 2:

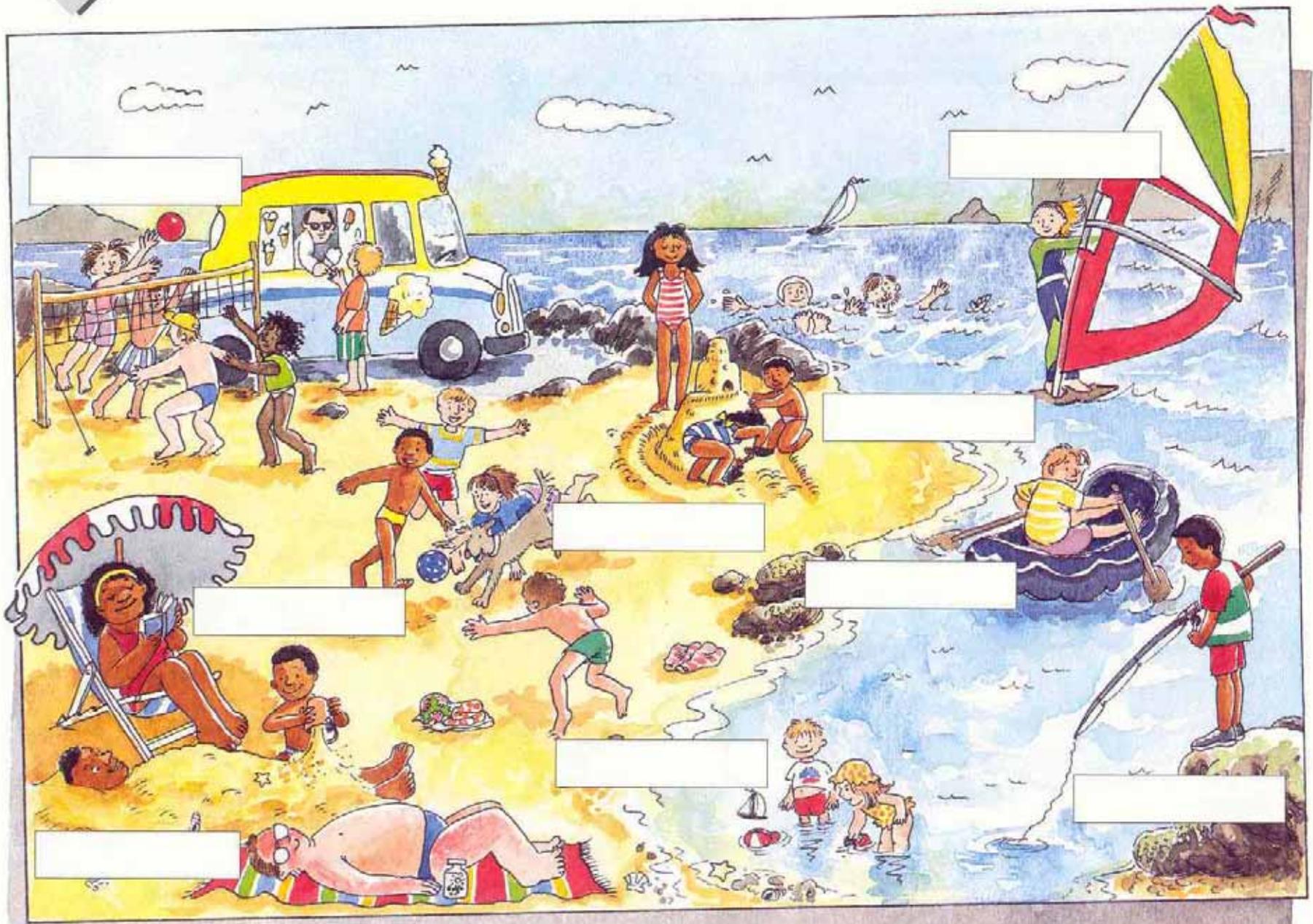
The parrot is sitting on the bar.

this picture:

The parrot is flying round the bar.



# 5 Holiday Postcard



## A Vocabulary

1 What are the people doing? Put these words in the correct boxes.

fishing paddling rowing windsurfing reading sunbathing  
playing volleyball playing football making sandcastles

## B Comprehension

- What is the lady under the umbrella doing?
- Who is the boy burying in the sand?
- What is the boy buying?
- What are the people in the sea doing?
- Where are the children paddling?

## C Prepare for writing

1 What's happening now? Fill the blanks with the missing verbs.

Holly and her family are on holiday. The weather is wonderful. Her mother is sitting in a chair and she ..... is ..... reading ..... her book.

Her little brother and sister ..... sandcastles. Two

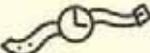
children ..... at the edge of the sea and some

people ..... Other children .....

volleyball.

2 Write Holly's postcard again with the correct words.

Dear Sam,

I am having a great . The  is shining and  am ing my brothers. Steve is playing   and Paul is ing. Please  me when I get back on  day. Hope **U.R.** well.

All my   
Holly

3 Look at this name and address.

Dear Sue,

.....  
.....  
.....

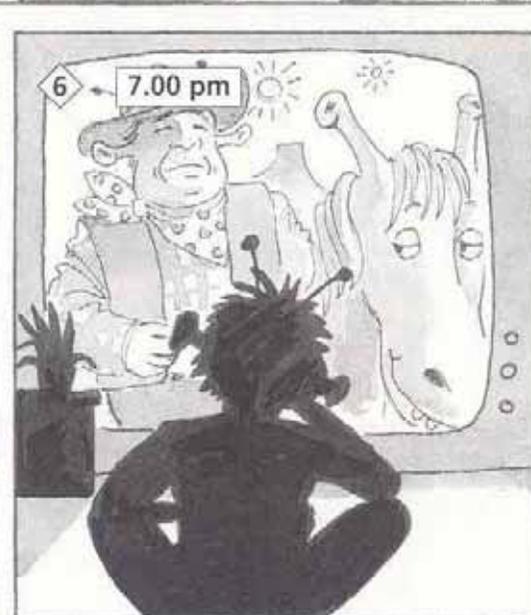
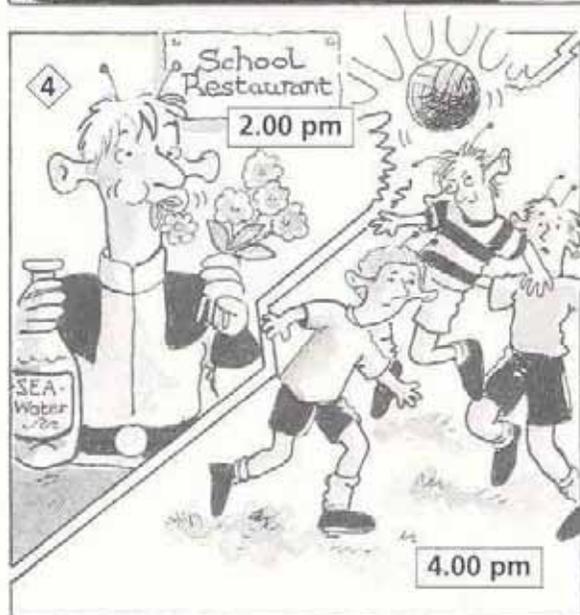
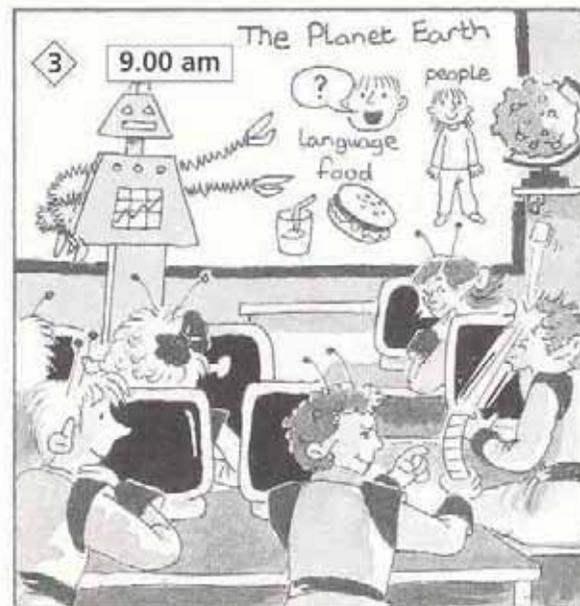
Sue Cox  
1, Ship St  
Oxford  
OX1 1SP

## D Writing

Now imagine you are at the seaside. In your notebook draw/write a postcard to your friend. Remember to write the address on the right.

## 6

## A Day in my Life



## A Comprehension

- What time does Pluto get up?
- How does he go to school?
- What does he do from 9am to 2pm? What does he eat for lunch?
- What does he do in the afternoon?
- What does he do after dinner?
- What do you think Pluto eats for breakfast?/does at the weekend?/likes to watch on TV?

## B Vocabulary

Write the name next to the picture. Then match the verbs with the pictures.

- board
- play
- have
- watch



## C Prepare for writing

### 1 Fill the blanks.

I have (have) dinner at 6pm every day. Our robot ..... (make) it.  
 My favourite food ..... (be) moonburger and chips. My dad .....  
 (work) at the space-station. My mum ..... (have) a job there too,  
 but only part-time.

### 2 Look again at the order of a sentence.

Subject	Verb	Object	Where	When
I	watch	TV	-	at night.
I	have	lunch	at home.	

Put the words in order to make sentences in your notebook.

- home / go / I / after school / .
- to the cinema / I / every week / go / .
- don't like / I / science-fiction films / .
- my friends / every day / I / phone / .
- in bed / every night / read / my book / I / .

3 A friend is describing a day in his life, from morning until evening. This is a plan of his letter. Number the topics in the right order.

- lunch     evening     dinner with my family  
 going to school     1 early morning     afternoon

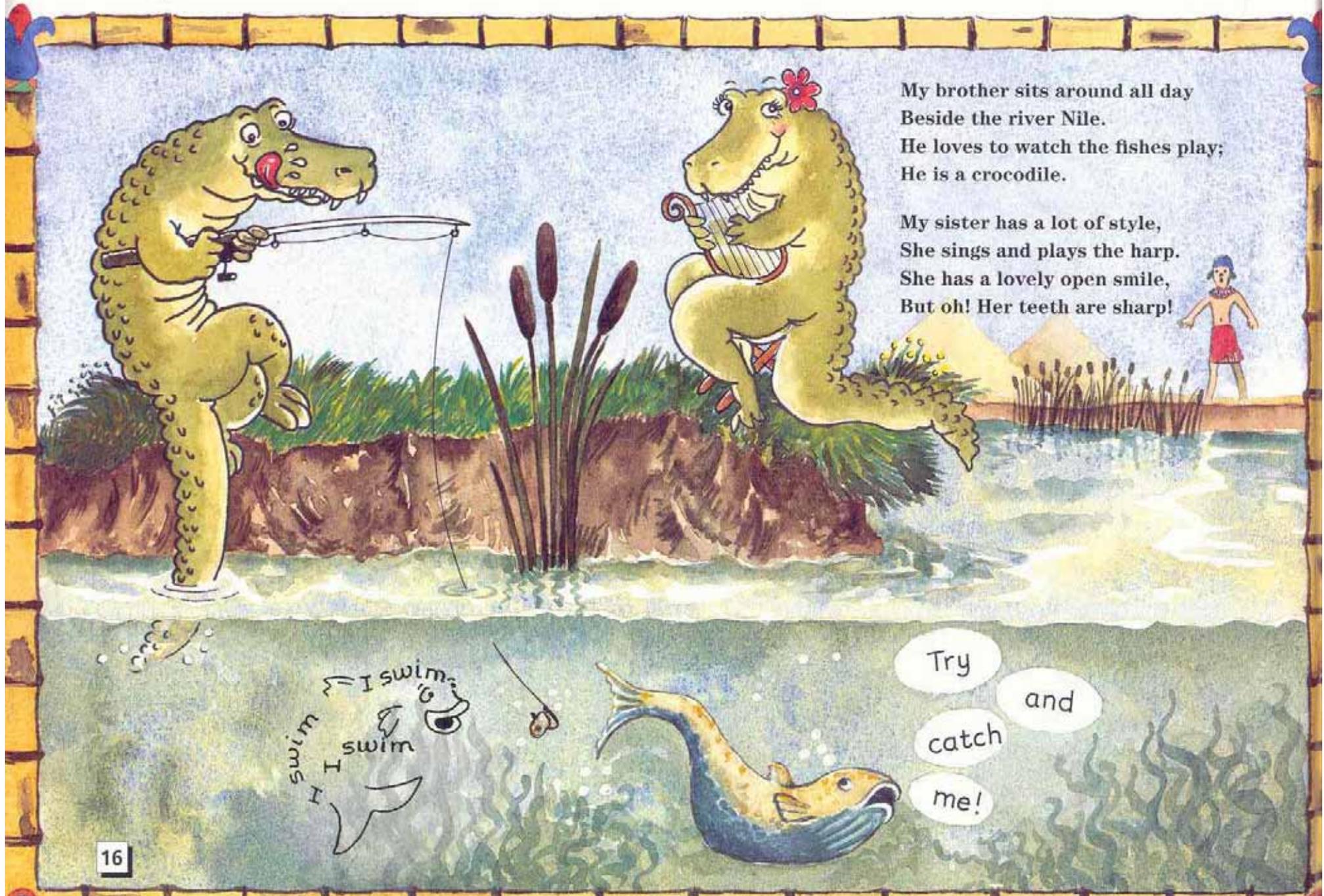
## D Writing

Write a letter to Pluto about what you do every day. Make a plan of the topics before you begin.

Your address

.....  
 .....  
 .....

Dear Pluto,



My brother sits around all day  
Beside the river Nile.  
He loves to watch the fishes play;  
He is a crocodile.

My sister has a lot of style,  
She sings and plays the harp.  
She has a lovely open smile,  
But oh! Her teeth are sharp!



I swim  
I swim  
I swim

Try  
and  
catch  
me!

## A Vocabulary

Can you find these things in the picture?

sharp teeth a harp a fishing line a smile a tail

## B Comprehension

- Who likes to sit beside the River Nile?
- What does he do there and why?
- What does his sister play?
- Describe his sister.

## C Prepare for writing

In some poems the last word in one sentence sounds the same as the last word in another sentence. We say these words *rhyme*. In this poem lines 2 and 4 rhyme. In your notebook complete the poem with words from the box.

- Roses are ...red.... ,
- Violets are .....,
- Sugar is .....,
- and so are .....

you  
red  
blue  
sweet

And can you finish this love poem? (It isn't very romantic!)

Lines 1 and 3, and lines 2 and 4 rhyme.

- I love your eyes, I love your knees.. ,
- Your nose is very .....
- But, darling, can I ask you .....,
- to go and WASH YOUR .....

please  
feet  
sweet  
knees

## D Writing

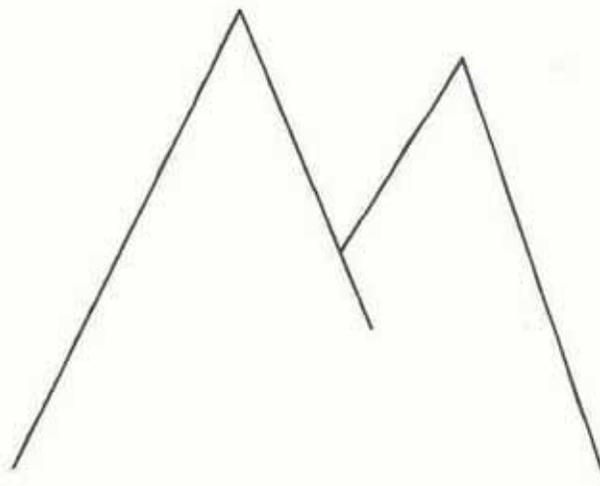
1 Some poems don't rhyme. They can be just one sentence. Look at these poems. They are shape poems. One poem is about some stairs, so it goes down in the same shape as stairs.

down  
and  
down  
and  
down  
down

I want to fly like a bird

Why did you leave ?

Now write a poem on this mountain shape.



2 Now you think of a shape and write a shape poem. Try a snake, for example, or a mouth.

# 8

# Hobbies



## A Vocabulary

1 Match the words with the picture.

a) to train

b) to sweat

c) to bow

d) to kneel



2 Can you find eleven sports or hobbies in the puzzle?



## B Comprehension

- Picture 1. What is Nicola's hobby?
- Picture 2. What does Nicola do to keep fit? What does she wear?
- Picture 4. What do people do at the beginning of each evening at the club?
- Picture 5. How does Nicola help young people in the club?
- Picture 6. What does Nicola sometimes win at competitions?

## C Prepare for writing

We divide a piece of writing into paragraphs. A paragraph usually begins with a sentence which tells you the topic of the paragraph. It is called a *topic sentence*. Here are some topic sentences.

- I keep a judo diary.
- We begin each class in the same way.
- There are a lot of competitions that we can enter.
- My hobby is judo.
- Many people start judo very young.

Choose the correct topic sentences for these paragraphs. Write them in your notebook.

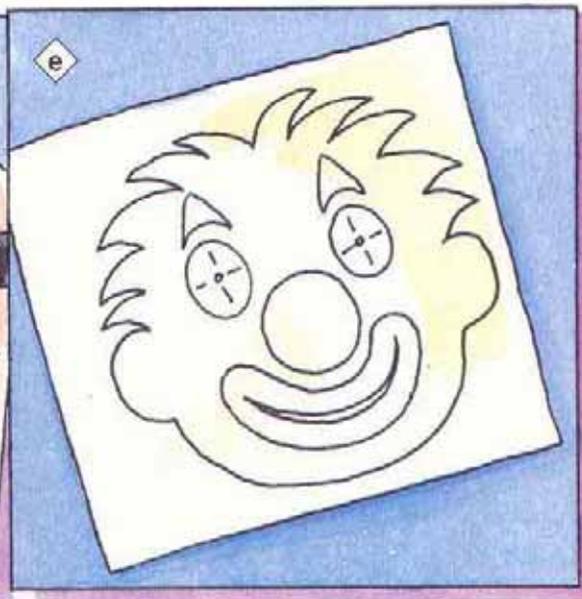
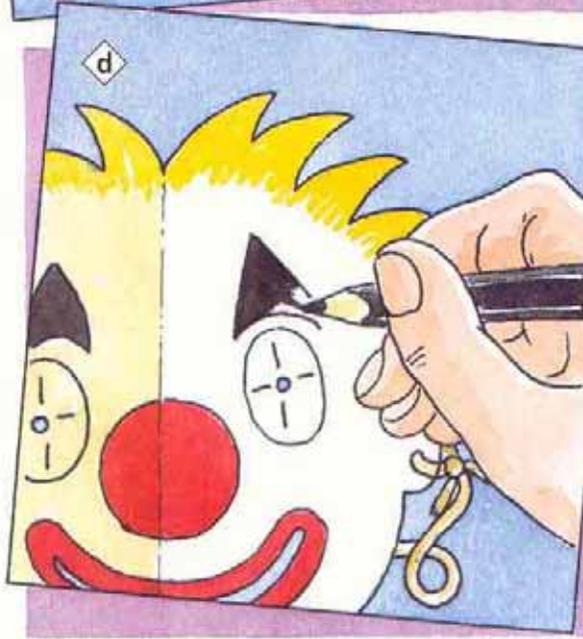
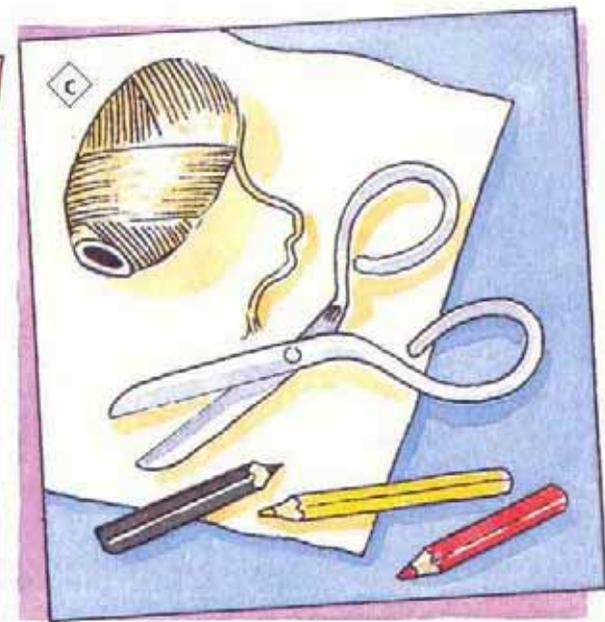
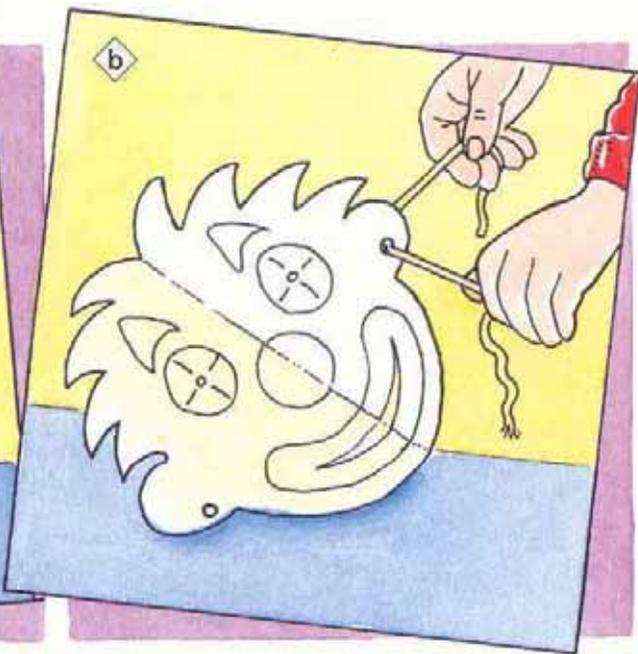
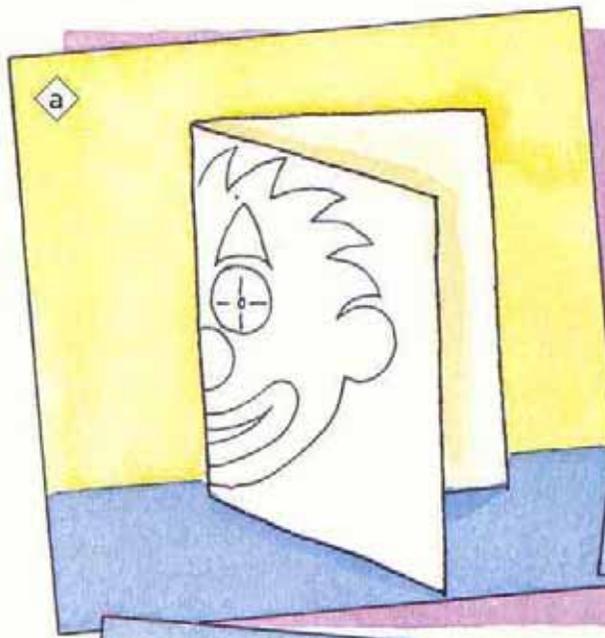
- My hobby is judo. I belong to a club and I train twice a week. I wear a white suit and a belt. I am quite good so I have a black belt.
- ..... I write about the lessons and how I feel. I draw pictures, too.
- ..... We stand in a line, opposite the teachers. Then we kneel down and bow!
- ..... Every week I teach some of the young people. Some are very good.
- ..... When I win a cup, I am very happy. I want to win a lot of cups!

## D Writing

Now write one or two paragraphs about your favourite hobby or sport. Begin each with a topic sentence. Then add more sentences on that topic. Draw a picture, too.

# 9

## Make a Mask



## A Vocabulary

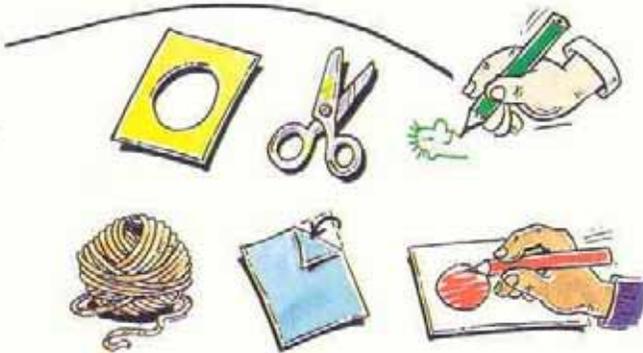
Match the words with the pictures.

Verbs:

- a) to draw
- b) to fold
- c) to colour

Nouns:

- d) hole
- e) scissors
- f) string



## B Comprehension

The pictures on the left show how to make a mask. Put them in the correct order.

- 1) ..... 2) ..... 3) ..... 4) ..... 5) ..... 6) .....

## C Prepare for writing

1 Read the instructions. Were you right? Underline the verbs.

What do you notice about them?

- 1) Take a piece of paper, scissors and some string.
- 2) Draw a picture of a face. Make it funny or frightening.
- 3) Fold the paper in half.
- 4) Cut holes for the eyes, and mouth, and make holes in the ears.
- 5) Put string through the holes in the ears.
- 6) Colour the mask.

Notice that imperative verbs don't have 'to'!

2 This is how to make invisible ink for secret messages. In your notebook put the instructions in the right order. Look at the first words of the sentences. They will help you.

*TAKE: an onion, a lamp, a bowl, writing paper.*

*Then squeeze the juice into a bowl.*

*After that, let the writing dry.*

*Next, write a message with the 'ink' juice.*

*First, cut the onion in half.*

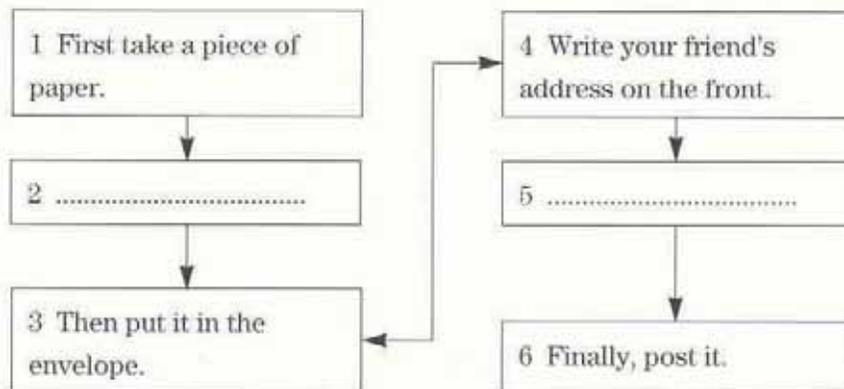
*Finally, hold your paper near a hot lamp to see your writing again.*



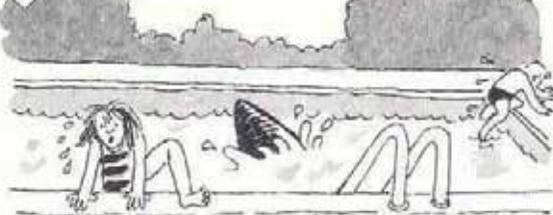
## D Writing

Copy this diagram. Put the missing instructions in squares 2 and 5.

How to write (and send) a letter.



1



## FOR SALE

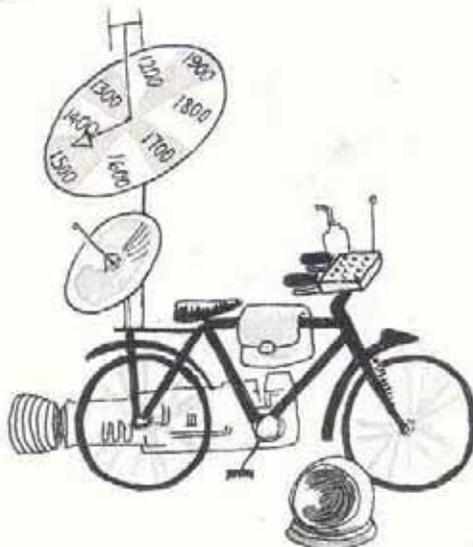
Do you want to surprise your friends? Do you want to swim alone in the swimming pool? Buy a friendly shark!

£50 only

Tel: 021 454 56351

Football practice  
4.00 p.m. on Wednesday

2



Are you tired of waiting for buses?

Do you want to travel in time?

Do you want to see the dinosaurs?

Do you want to visit other countries?

BUY A TIME/SPACE TRAVEL BICYCLE!

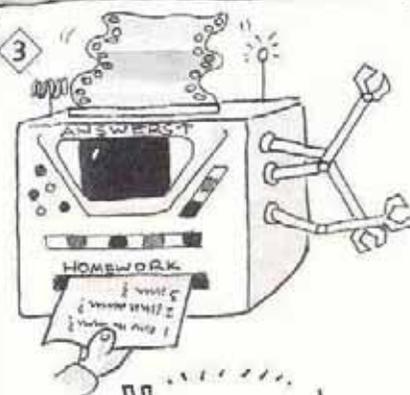
ONLY £750 (batteries included)

Phillip Smith, 5, Queen Street, Hull, HL8 1QU

## School Trip

Bring your money to Dave in room 6 at lunch time.

3



Homework  
Help  
Machine.

Interested?

071 33882569

## A Vocabulary

Read the explanations of the words below. Then put the words on the left in alphabetical order.

- a) shark = dangerous fish
- b) pet = animal you keep at home
- c) untidy = not in order
- d) century = 100 years

## B Comprehension

### Advertisement 1

- a) Why are the children leaving the pool? How do they feel?
- b) The fish in the pool is a shark. Do you think a shark is a good pet? Why/Why not?

### Advertisement 2

- a) Describe the bicycle.
- b) Imagine you buy the bike. Do you want to travel to the past or to the future (or both)? Which century do you want to visit?
- c) Do you want to travel to other countries?
- d) Who/What do you want to see?

### Advertisement 3

- a) What does the machine do?
- b) How do you ask the machine your questions?
- c) Where do the answers appear?

## C Prepare for writing

You want to sell a robot. Make some questions. Here are some words to help you.

- a) Have got / untidy room?

Have you got an untidy room?

- b) want / help with your homework?

Do you want help with your homework?

- c) want / servant?

- d) Is bedroom / untidy?

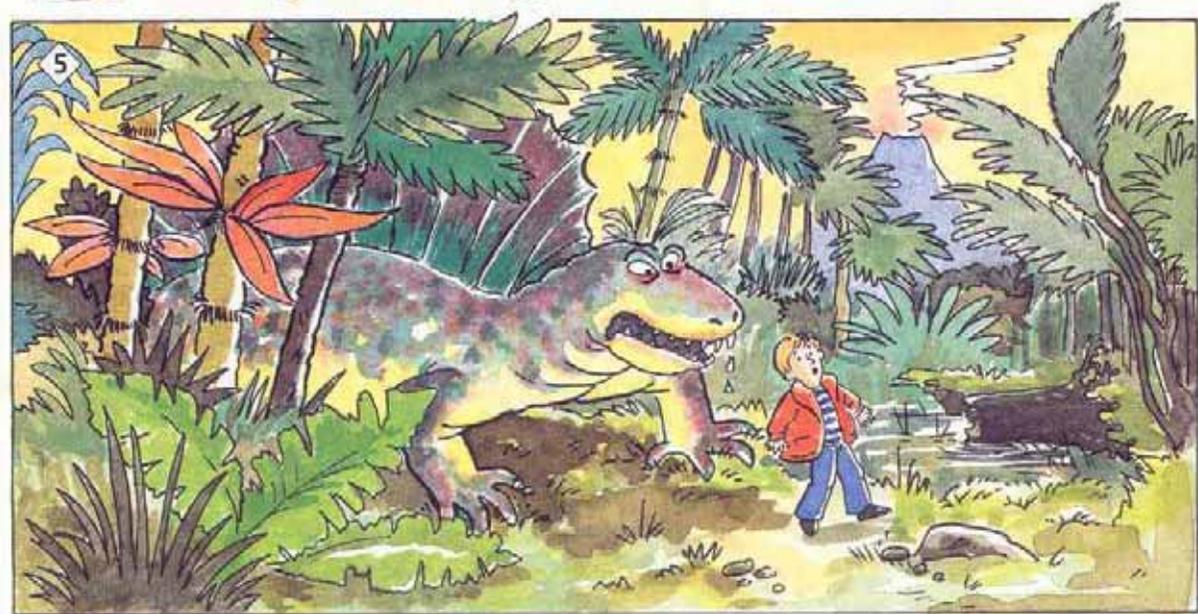
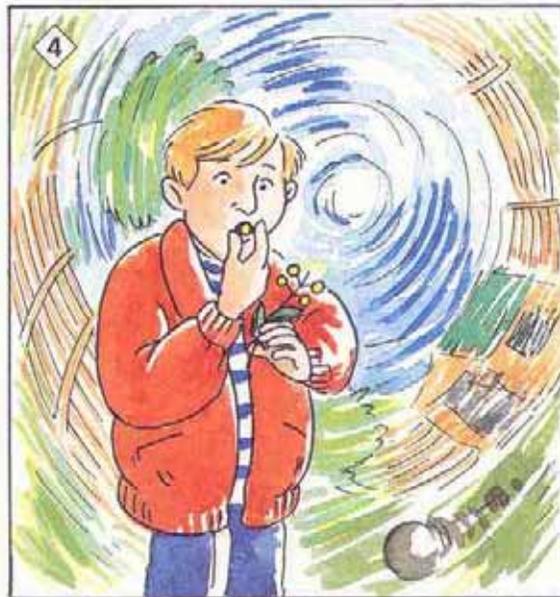
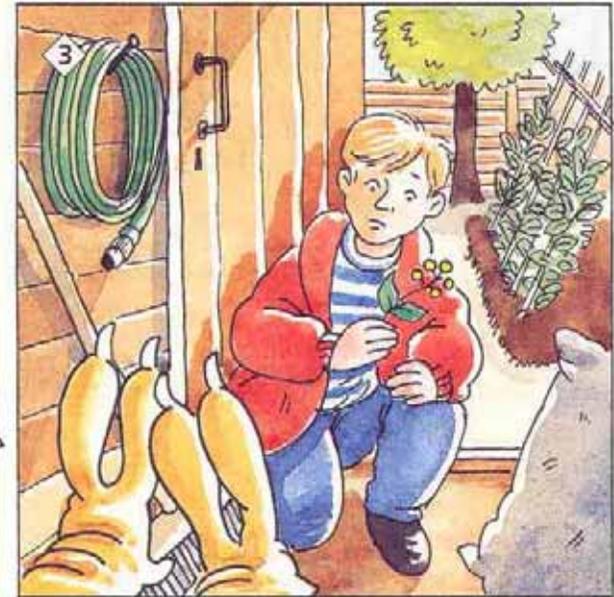
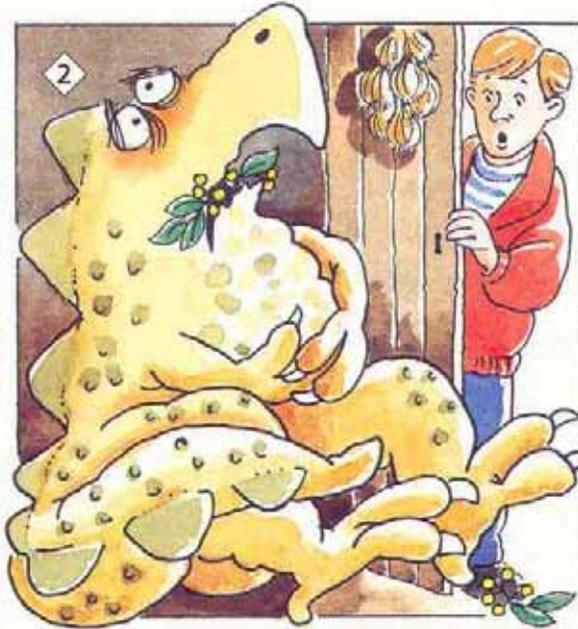
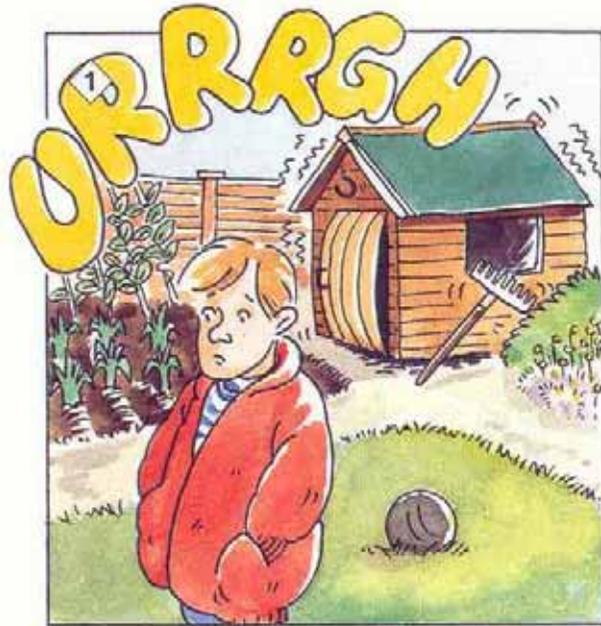
- e) hate / boring jobs?

- f) lose / all your things?

- g) want / your mum / be happy?

## D Writing

Now write an advertisement for a magic carpet, a friendly robot, a pet or anything you want to sell. Draw pictures if you like. Remember to write the price, your address and your telephone number.



## A Vocabulary

1 Can you find these things in the pictures? Draw a quick picture for each word in your notebook.

a dinosaur a shed a berry a jungle to spin

## B Comprehension

- Why did Tom look in the shed?
- What did he see?
- What was wrong with the animal? Why?
- What did Tom do?
- What happened when Tom ate the berries?
- Why is it dangerous to eat strange berries?

## C Prepare for writing

1 Put these sentences in the right order to check what happened.

- On the other hand it didn't look very well.
- He looked at the strange berries and he thought, 'These are over 60 million years old!'
- So he looked in the shed – and do you know what he saw?
- One day a boy named Tom heard a strange noise coming from the shed at the bottom of his garden.
- The dinosaur looked really frightening.
- The noise was like a very small volcano in a postbox.
- Tom saw it had some berries in its mouth.
- 'Help!', exclaimed Tom, 'It's a dinosaur!'

2 Fill the blanks.

Tom took one of the strange ...berries... and put it in his ..... Then he noticed something wasn't quite right! The ..... began to spin round. Then it stopped. In place of his garden there was a ..... Where the shed was before, there was a .....!

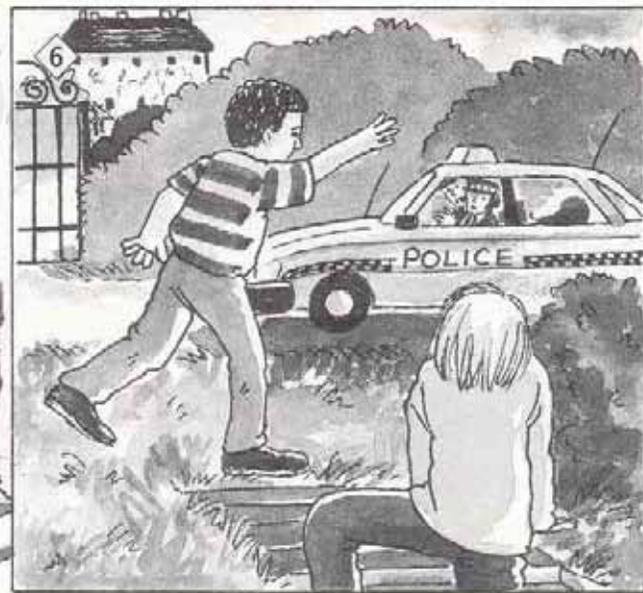
3 You are writing a newspaper report about Tom. These are some of the questions you asked him. What do you think the answers were?

- Did you see any other animals in the jungle? Were they dangerous?
- Where did you sleep? (In a cave? On the ground?)
- Did you make a fire? How? What did you eat?
- Did you eat more yellow berries to get home? Or did you find another way?
- What did you tell your parents when you got home?

## D Writing

Now write the last paragraph of the newspaper report about Tom's adventure. Look at the topic sentence and write some more sentences about the topic.

In the jungle, Tom saw some strange things. ....  
.....  
.....  
.....



## A Vocabulary

### 1 Can you find these in the pictures?

a van a robber a trap door a torch a mask

### 2 Match the criminal, the verb and the rest of the sentence.

- |                  |           |                        |
|------------------|-----------|------------------------|
| a) The kidnapper | stole     | a bank.                |
| b) The burglar   | robbed    | an apartment.          |
| c) The thief     | burgled   | the millionaire's son. |
| d) The robber    | kidnapped | £250.                  |

## B Comprehension

- Who did Dave and Jane see outside the post office?
- Where did the robbers take the friends?
- What did Jane see under the carpet?
- Where did the steps go?
- What did Dave and Jane see when they climbed out into the street?

## C Prepare for writing

### 1 In your notebook make sentences using the past simple tense. Then put the correct letters in the bubbles.

- a) Why / you speak / so loudly?

Why did you speak so loudly? .....

- 'Look! They / put / the carpet over a door!'
- 'It's lucky we / find / this torch!'
- 'You / see / the name of this road?'

### 2 Use the words in the box to join the two parts of the sentences. Write them in your notebook.

- It was a holiday last week ..... so we decided to go shopping.....
- We went to the post office .....
- Suddenly, three men came out of the post office .....
- They tied us up .....

**and** drove us to an empty house.  
**because** we needed some stamps.  
**so** we decided to go shopping.  
**and** ran towards a van near us.

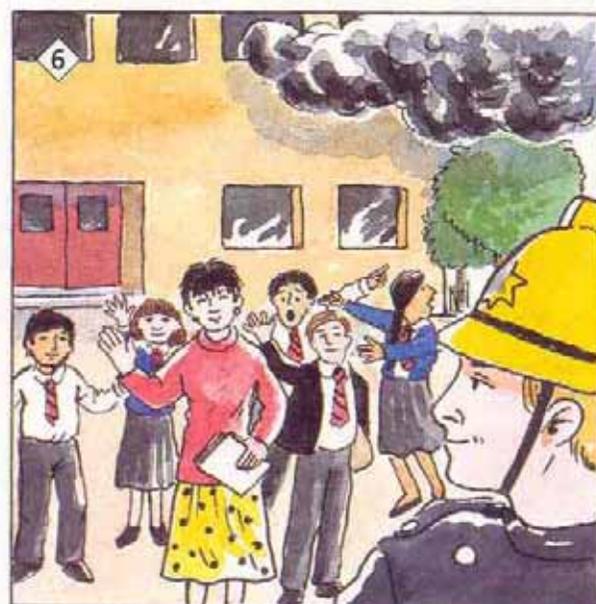
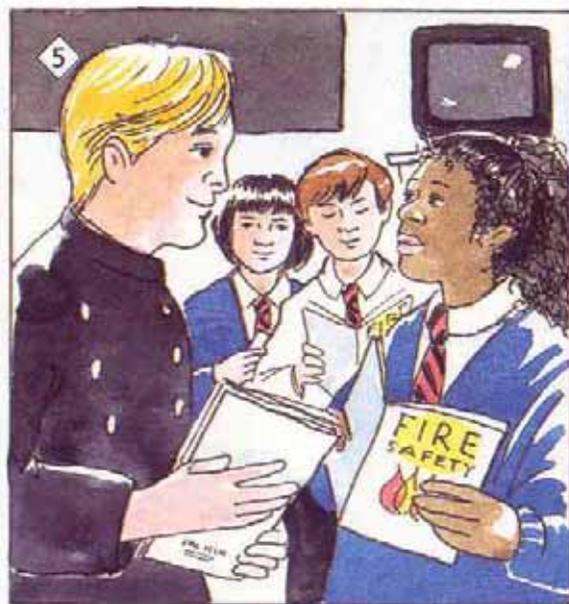
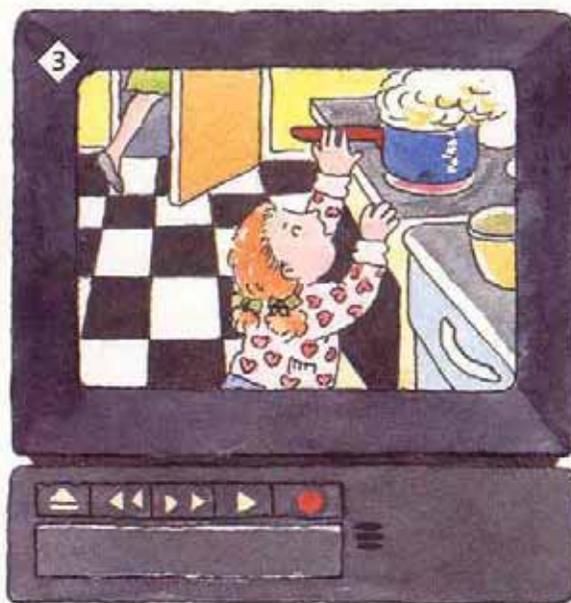
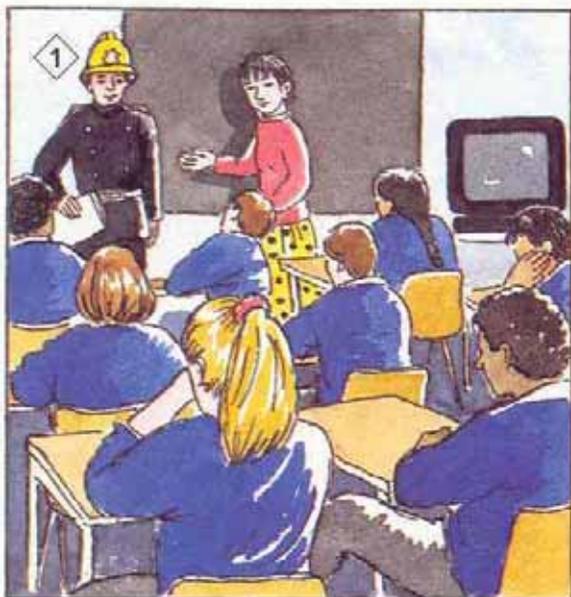
### 3 Fill the blanks to join the sentences. Write them in your notebook. Use *and*, *because* or *so*:

They locked us in a room ..... they thought there was no way out. Jane looked under the carpet ..... found a door. She thought there was a way out ..... she pulled the door. She was happy ..... there was a staircase under the door.

## D Writing

Now write a paragraph to finish Dave's story. Join short sentences where you can.

There was a staircase under the door .....



## A Vocabulary

Match the words with the meanings.

- |                     |  |
|---------------------|--|
| a) the fire brigade | You put this in a car.                       |
| b) a fire engine    | You see and smell this when there is a fire. |
| c) a chip pan       | They put out fires.                          |
| d) smoke            | A fireman drives this.                       |
| e) petrol           | It's information on a piece of paper.        |
| f) a leaflet        | You cook chips in this.                      |

## B Comprehension

- Who visited Pat and her class?
- What did he show them?
- What did the mother do? Why was this dangerous?
- What did the boy put on the fire? Why was this dangerous?
- What did the fireman give the children?
- What happened when the fireman left?

## C Prepare for writing

1 Pat wrote a letter to her friend about the fireman's visit. She made ten mistakes with the verbs and punctuation. Can you find them?

**had**  
 We ~~have~~ a visit from the fire station last week. a fireman talked to us about fire he show us a video too some parts of the film were really scary Im going to be very careful in future

2 Join these sentences to make instructions for the fireman's safety leaflet.

- |                               |                           |
|-------------------------------|---------------------------|
| a) Do not play                | near children.            |
| b) Do not drop                | a fire in the forest.     |
| c) Do not leave boiling water | too near a fire.          |
| d) Do not make                | with matches.             |
| e) Do not stand               | cigarettes on the carpet. |

## D Writing

Write your own safety leaflet. Here are some pictures to help you.

.....

.....

.....

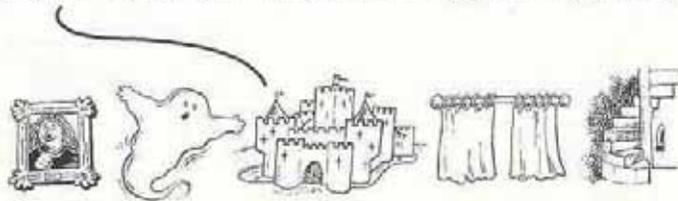
.....



## A Vocabulary

1 Match the words with the pictures.

a) castle b) curtain c) staircase d) ghost e) painting



2 Adjectives make a story more interesting. Choose adjectives from the box to fill the blanks.

dark old little long big red secret cold black

Last weekend we went to visit Haunted Castle. It was very old and ....big.... There were ..... birds on the roof. Inside the castle our ..... dog, Toby, ran off. He disappeared behind a ..... curtain at the side of the room. We went to call him and discovered a ..... staircase.

## B Comprehension

- Where did Peter and Jess go last weekend?
- Why did Peter look behind the curtain? What did he find?
- What did they see at the bottom of the stairs?
- Why were Peter and Jess scared? What did they do?
- What was so strange about the painting on the wall?

## C Prepare for writing

Join these sentences with words from the box.

so but because and where

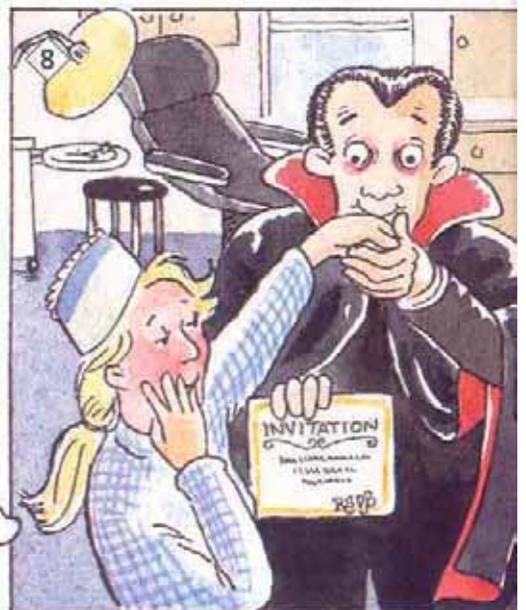
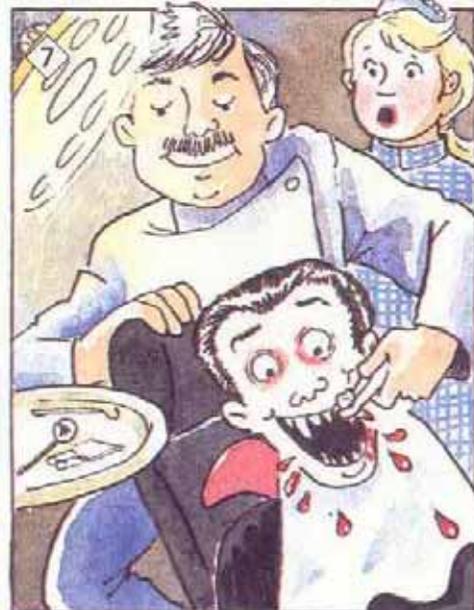
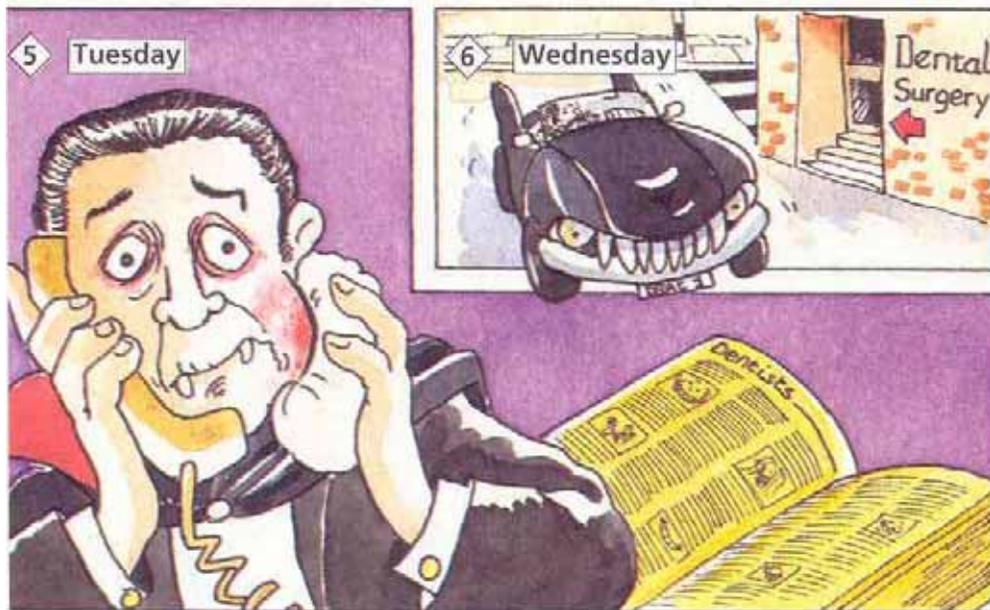
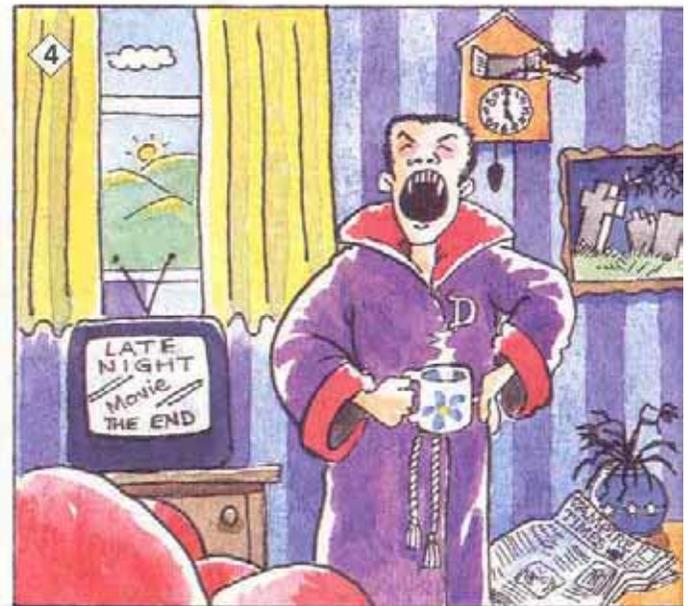
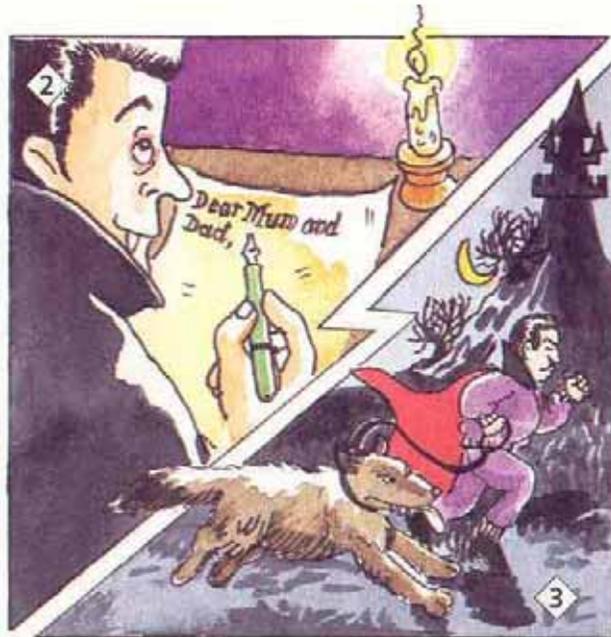
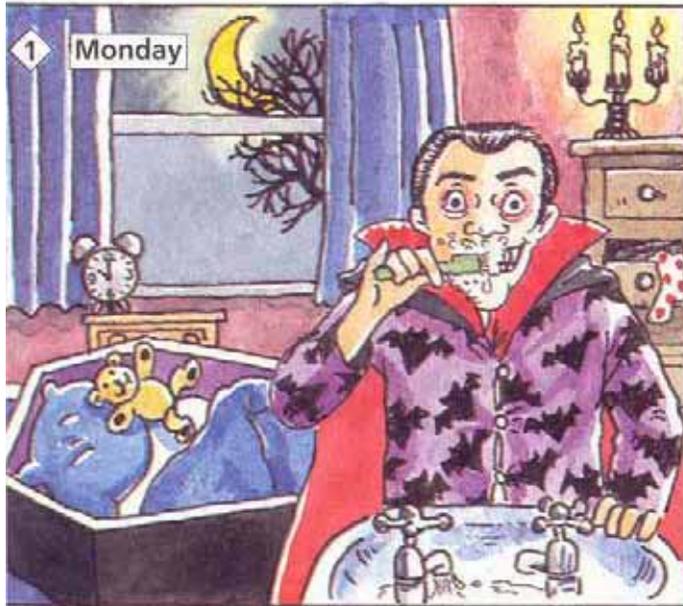
We ran down the stairs and saw a door in front of us. We wanted to go back, *but* we suddenly saw an old man. He called to us, ..... we followed him ..... he took us to another part of the castle ..... there were some other people. We thought they were actors ..... they were dressed in strange clothes.

## D Writing

Help Peter and Jess to finish the story. Here is the topic sentence of the last paragraph.

The people asked us to eat with them, but we were frightened. ....  
.....

# Dracula at the Dentist



## A Vocabulary

Match the words with the pictures.

- a) tooth    b) blood    c) movie    d) dentist



## B Comprehension

- What time did Dracula get up on Monday? How did he spend the night?
- How did he feel when he woke up on Tuesday?
- Where did Dracula go on Wednesday? What did Dracula give the dentist and his daughter? Why?

## C Prepare for writing

1 Read Dracula's diary. Look at the sentences. Why are they so short. What is missing?

### Monday

Got up at night. Had breakfast. Got dressed.  
 Cleaned my teeth very well – must look after them!!  
 Wrote some letters. Ran around my castle.  
 Watched a late night movie. Wrote my diary.  
 Went to bed.

2 This is Dracula's diary for Wednesday. Put in the punctuation.

W  
 went to the dentist the dentist pulled out my tooth  
 there was a lot of blood his daughter helped i  
 invited them to my party i'm lonely – and she's  
 so pretty.



3 Find the past simple tense of these verbs in the texts. Then write them in the box.

get up    write  
 have    go  
 run    be

got up

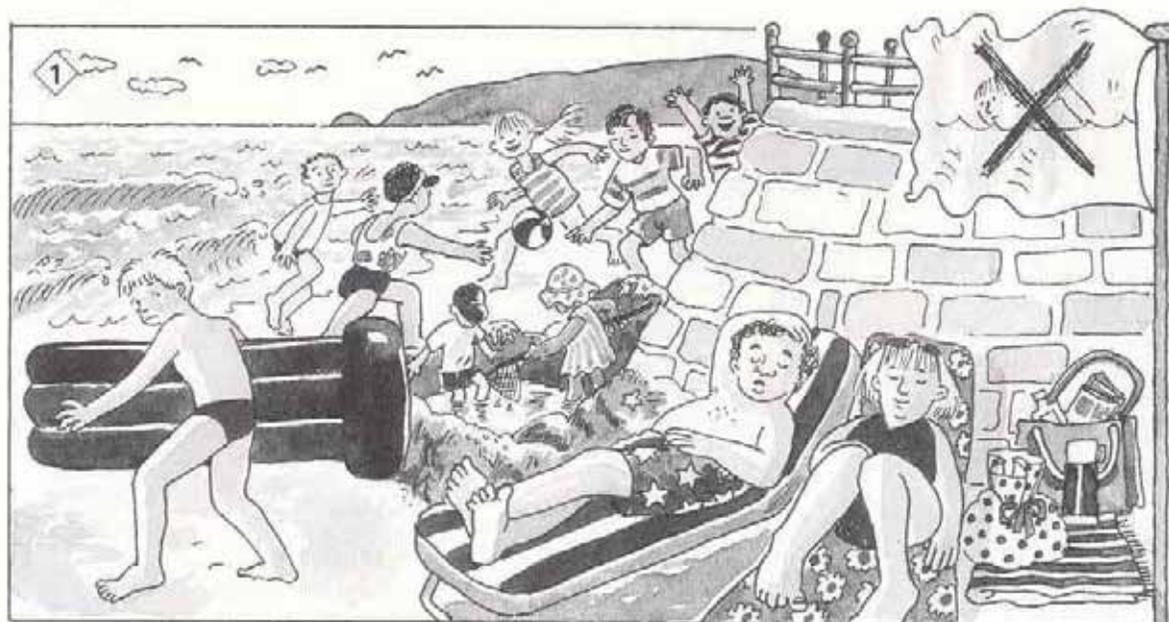
4 Put these words in order to make sentences.

Subject	Verb	Object	Where	When
I	watched	TV	in bed	all night.

- I / TV / watched / all night / in bed.
- yesterday / at the dentist's / saw / I / a beautiful girl / .
- in my study / a letter / I / last night / wrote / .
- pulled out / in his surgery / The dentist / last night / my tooth / .

## D Writing

Dracula's party was on Thursday. Write Dracula's diary for Thursday. Draw some pictures too. Then write your diary for two days last week.



## A Vocabulary

Can you find these things in the pictures?

air bed lifeboat flag dolphin island fishing boat rocks  
waves rowing boat

## B Comprehension

- Where did Daniel and his parents spend their holidays last summer?
- Describe the beach that day.
- Where did Daniel go with the air bed? Was this a good idea? Why/Why not? What happened?
- What did people do when Daniel disappeared?
- Where did the dolphins take Daniel? Describe the island. (There was ..... There were .....)

## C Prepare for writing

1 Find the past simple tense of these verbs in the puzzle.

eat  
drink  
take  
find  
tell  
believe  
stay  
escape  
attract

p	d	r	a	n	k	e	d	l	m	p	d
a	e	g	e	t	v	s	t	a	x	p	s
b	a	t	t	r	a	c	t	e	d	r	t
e	t	o	o	k	l	a	n	t	f	v	a
l	e	l	v	b	e	p	b	s	o	s	y
c	o	d	r	i	p	e	l	o	u	n	e
m	u	d	u	t	s	d	w	x	n	c	d
n	i	b	e	l	i	e	v	e	d	s	o

2 Remember that we start a new paragraph for each new topic or step in a story. A new paragraph begins on a new line of your page. Write out this part of the story again in three paragraphs. Underline the topic sentences.

Last summer, we went to the seaside for a week. I had a new air bed but it was windy so I couldn't use it. One day, mum and dad fell asleep. I decided to go into the sea! I blew up the air bed and pushed it into the waves. It was very peaceful on my air bed, so I fell asleep. I woke up when a huge wave knocked me off my air bed. I was in the sea and I couldn't see the beach!

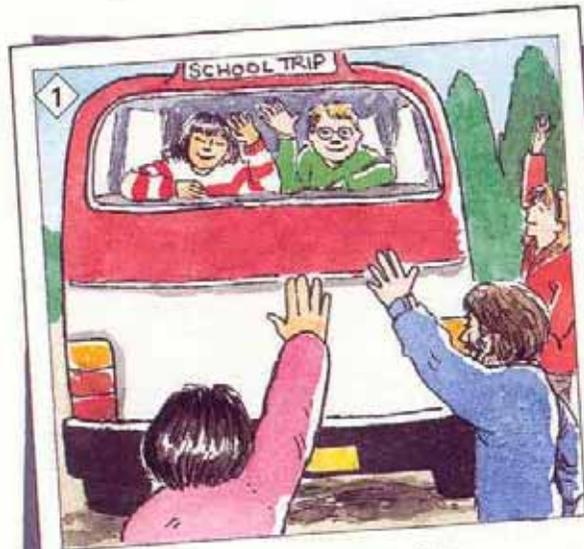
3 Punctuate the next paragraph.

I screamed and screamed but nobody came then i saw a group of dolphins one came and took me on its back it swam to a rocky island

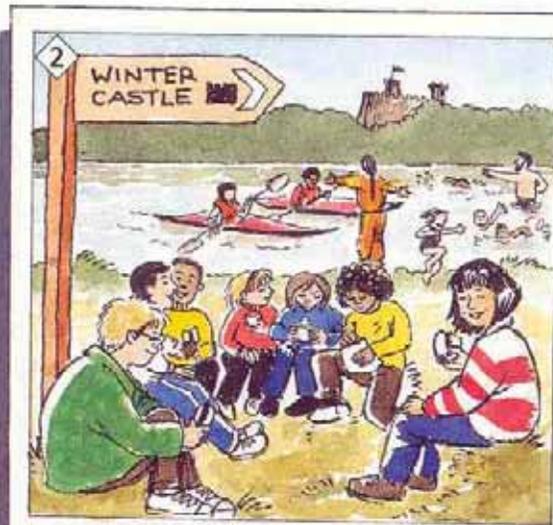
## D Writing

You are Daniel. Write the final paragraph of the story for your school magazine. Answer these questions first.

- Were there any people or animals on the island? Describe them.
- How did you escape? Did you take the rowing boat?
- Did you tell your parents about the dolphins? Did they believe you?



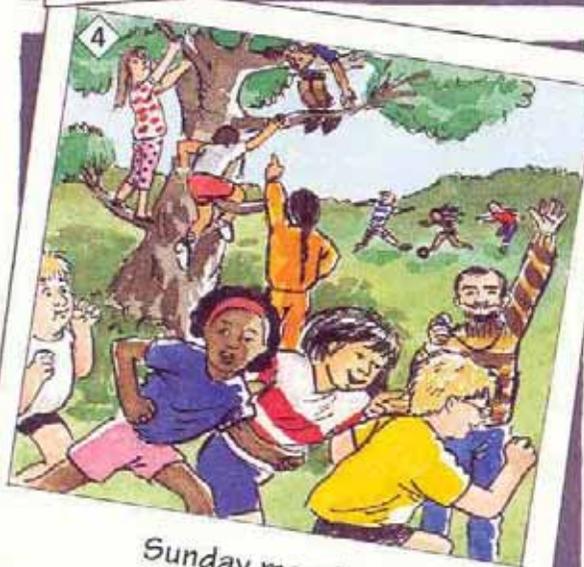
Saturday morning



Saturday afternoon



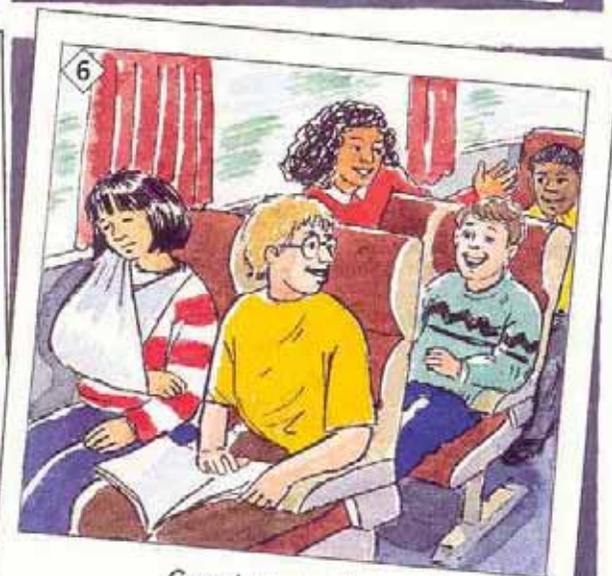
Saturday night



Sunday morning



Sunday afternoon



Sunday evening

## A Vocabulary

Underline the activities you can see in the pictures.

sailing	surfing	horse riding
<u>canoeing</u>	rowing	basketball
swimming	football	climbing

## B Comprehension

- How did George and his class spend Saturday?
- What did they do when they arrived at the campsite?
- What happened on Sunday?
- What happened to one of George's classmates?

## C Prepare for writing

1 This is George's diary. Fill the blanks with words from the box.

picnic campsite fire barbecue bus tents canoeing  
swimming castle lunch

### SATURDAY

Morning

School trip! Set off from school at 8am. Sat next to Lisa on the bus... What a mistake! She didn't stop talking all day!

Stopped for ..... We visited a ..... and then ate our ..... sitting on the grass. After that we had time for ..... or .....

Afternoon

Later on, we got back on the bus and drove to the

- .....
- We put up our ..... and then sat round the ..... where our teacher had a delicious ..... ready for us.

2 In the next part of his diary, George made ten mistakes. Look at his vocabulary, spelling, prepositions and verbs. Can you find his mistakes and correct them?

### SUNDAY

Morning

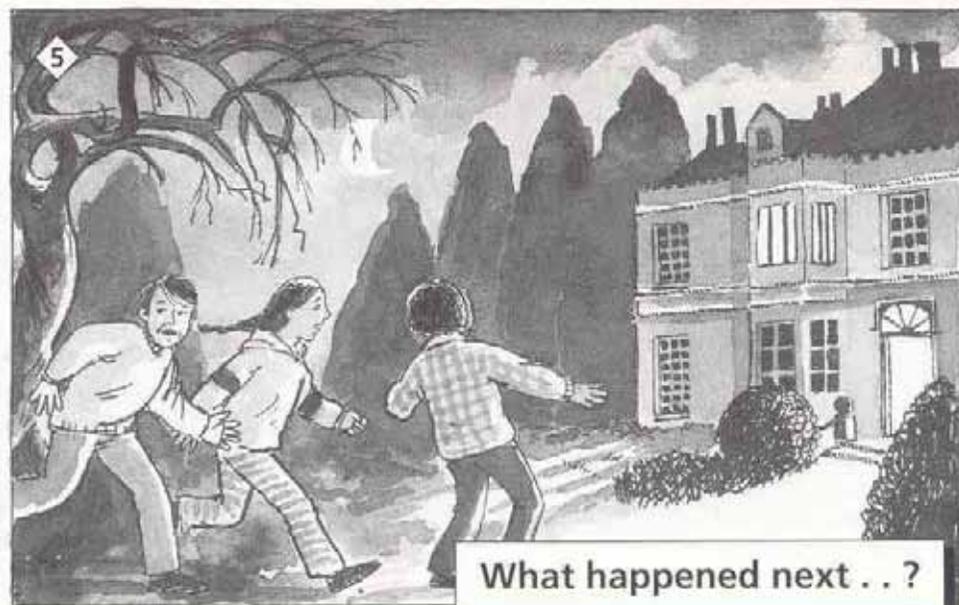
~~was~~

Woke up on 7am. It ~~is~~ a beautiful day. Spend the morning doing lots of different things. First we went elephant riding. Lisa fell off and hurted her arm. She has to go to hospital! After that, we went climbing - it was great! We spend the rest of the night playing football and volleyball.

## D Writing

Now write George's diary for Sunday evening. Answer these questions first.

- How did they get back to school?
- What did the children do on the bus? How was Lisa?



What happened next . . . ?

## A Comprehension

- What did Terry and her class do last summer?
- Picture 1. What did people do on their first evening?
- What did Terry and her friends do in the middle of the night?
- What wildlife did they see in the forest?
- Who did they see? What did they do?
- What did they find in the middle of the forest?
- What was unusual about it?

## B Vocabulary

Match the words with the meanings.

- |                                     |              |
|-------------------------------------|--------------|
| a) You sleep in this                | barbecue     |
| b) You need this to see in the dark | tent         |
| c) These grow in a forest           | campsite     |
| d) You can ski down these           | trees        |
| e) An outdoor meal                  | mountains    |
| f) Place where you camp             | sleeping bag |
| g) Your camping house               | torch        |

## C Prepare for writing

1 Do you know the past simple tense of these verbs? Write them in the blanks.

- |       |                 |        |       |
|-------|-----------------|--------|-------|
| creep | .....crept..... | escape | ..... |
| hear  | .....           | rescue | ..... |
| come  | .....           | see    | ..... |

2 Here are the topics of the story.

- |                      |                 |
|----------------------|-----------------|
| A sounds in the dark | C early evening |
| B lost in the forest | D the camp      |

Read the story. There is a new paragraph for each topic. Match the topic to the paragraph.

- D Terry and her friends went camping last summer. The camp was near a forest. They decided to explore the forest later that night.
- That evening the campsite was noisy and happy. First the children put up the tents and then they had a barbecue! They sang and played around the campfire.
- At nine o'clock everyone was tired and soon they were all in their sleeping bags and asleep. Terry and her friends crept out. They went quietly into the forest, but it was very dark and soon they were lost!
- 'Listen!', said Terry. They heard the sounds of birds and animals. Then Babs screamed. In the light of the torch they saw .....

## D Writing

How do you think the story ended? Talk about the end of the story, and then write it.

- Who did they see?
- What did they find in the house? What did they do?
- How did they get back to the campsite?

# 19 A Strange Dream



## A Comprehension

- Why did Emma go to bed early?
- In her dream, what time did she wake up?
- What did the dog do with her books?
- What followed her to school?
- What did she do to escape?
- Where was she when she woke up? What time was it?

## B Vocabulary

Adjectives help to make a story more vivid. Fill the blanks with adjectives from the box.

shocked   frightening   surprised   nervous   angry

- Emma felt nervous because she was starting a new school.
- She was ..... to see it was 10 o'clock and she was late!
- She was very ..... with her dog.
- The tiger was really .....
- She was ..... to find she could fly.

## C Prepare for writing

1 Underline the topic sentence in these paragraphs.

When Emma went to bed she was very nervous about starting school the next day. She thought about the lessons and the new teacher. But she was very tired and soon fell asleep.

When she woke up it was already 10 o'clock. She was very late! She jumped out of bed, dressed, and ran downstairs. Her dog was in the living room – and her new school books were chewed and torn.

2 In the next paragraph, the sentences are not in the correct order. Find the topic sentence and write that first. Then write the sentences in the correct order.

Finally she looked, and saw – a tiger and a lion! It was empty, which was strange at that time in the morning. Then she heard a noise behind her. Emma shouted at the dog and ran out of the house, into the street. Without looking round, she tried to run from the noise, but her feet didn't move!

## D Writing

Now write the final two paragraphs of the story in your notebook. Here are the topic sentences.

Then a strange thing happened!.....

.....

.....

Suddenly Emma heard her alarm clock. ....

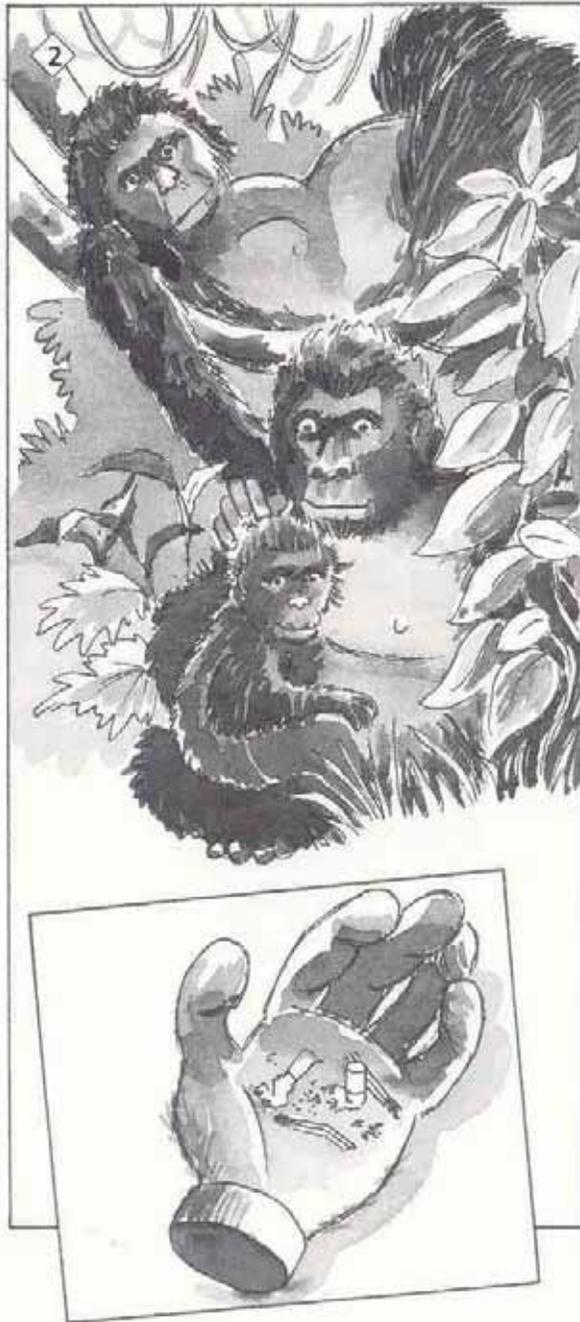
.....

.....

# 20 Save our Animals



42



## A Comprehension

- Picture 1. Sea Otters: Where do they live? What do they eat? How do they catch it? Why do people kill them?
- Picture 2. Gorillas: Where do they live? Do you think they are gentle or fierce animals?
- Picture 3. Whales: Where do they live? Why do people kill them?

## B Vocabulary

Find the animals hidden in the snake.



## C Prepare for writing

1 Here are the topic sentences for two paragraphs on gorillas and sea otters.

- The gorilla looks frightening but it is very gentle.
- The sea otter looks very attractive.

Choose the right sentences to complete the two paragraphs. Then write the paragraphs in your notebook. Remember! Do not write each sentence on a new line.

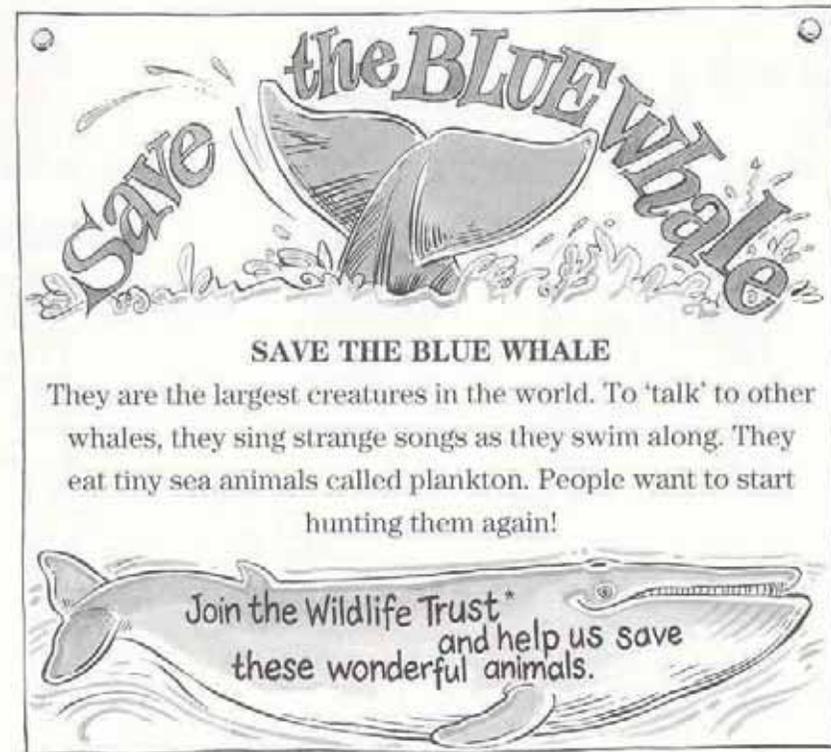
- It lives most of its life in the ocean.
- It lives in mountain forests in Africa and is a vegetarian.
- It sometimes swims on its back to eat.
- It sometimes builds its home in a tree.
- People hunt it because they want the land for farming.
- People hunt it for its fur.

2 There are ten grammar mistakes in the text. How quickly can you find them?

The cheetah is <sup>the</sup> fastest land mammal at the world. It cans runs at 100 kilometres per hour. A cheetah hunt alone. It creep up slowly, then it begin to run! Peoples kill cheetahs for their skin. Now we has laws to help us save this animals.

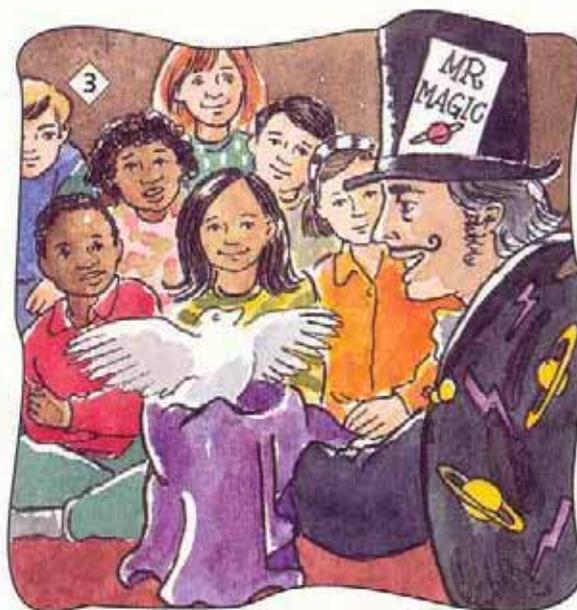
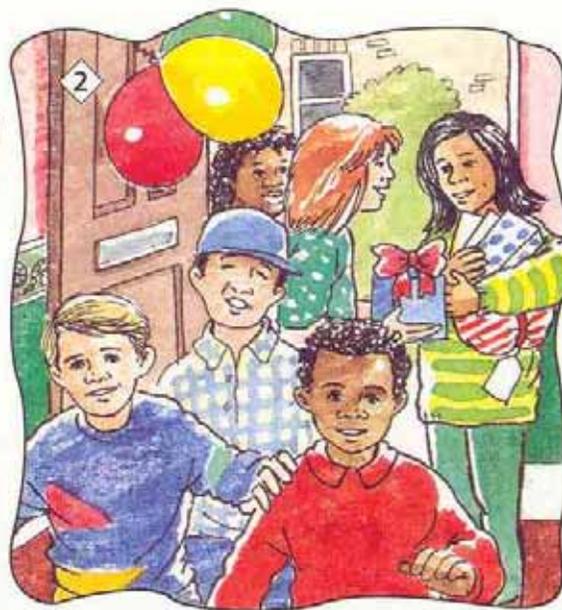
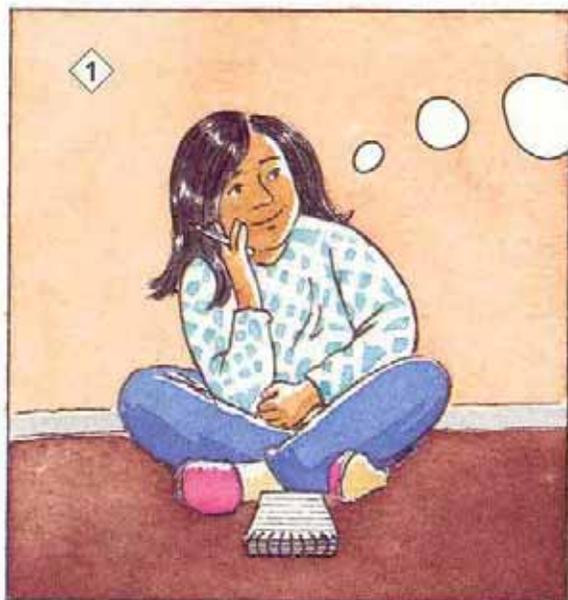
## D Writing

Read this poster. Then make a poster about another animal in danger. Write about one of the animals in this unit, or choose a different animal.



\* an organisation that protects animals.

# 21 Party Time



## A Comprehension

- Where is Mandy going to have a party?
- Who is she going to invite?
- What are they going to do before they eat?
- What sort of food is she going to have?

## B Vocabulary

Children sometimes wear fancy dress for parties or special days. In this picture Mandy is dressed as a pirate. What are the other children in these pictures?



## C Preparation for writing

1 Punctuate this description.

Paul is wearing a *Superman* costume he's got short trousers and a cloak he's got boots too there's a belt round his trousers he's got plastic muscles to make him look strong

2 Imagine you are going to have a party. Plan your party.

Decide on:

- the day and time
- the place (beach, house, garden, restaurant, etc.)
- the type of party (birthday, barbecue, etc.)
- the guests (family, friends, famous person)
- the entertainment (games, disco, magician, video)

Now tell someone about your party:

It's going to be .....

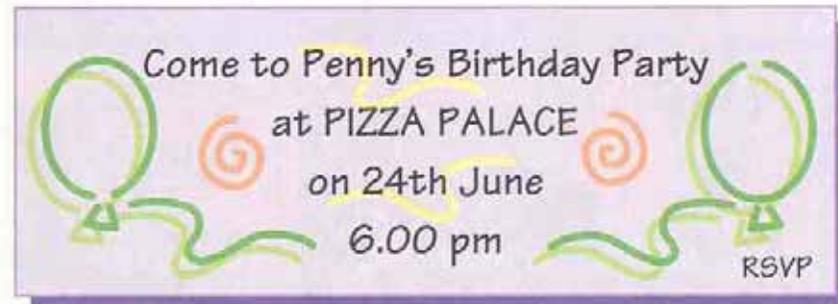
There's going to be .....

I'm going to have .....

3 Design a menu for your guests. Draw pictures, too.

## D Writing

Look at the example of an invitation card below.



Now design and write your own invitation card. Remember to mention:

- the type of party
- the date
- the time
- the place
- what to wear
- RSVP?

# 22 The Creature



## A Vocabulary

Match the words and the meanings.

- |               |                                     |
|---------------|-------------------------------------|
| a) paint      | biologist, chemist, etc.            |
| b) fire alarm | living thing                        |
| c) scientist  | where a scientist works             |
| d) creature   | You ring this when there is a fire. |
| e) laboratory | You colour pictures with this.      |

## B Comprehension

Look at the pictures.

- The egg came from another planet. YES/NO/PERHAPS
- The scientists took the egg to the laboratory to watch it open. YES/NO/PERHAPS.
- There was only one of these creatures. YES/NO/PERHAPS.
- The creatures all wanted to do good things. YES/NO/PERHAPS.

## C Prepare for writing

1 Match the verbs in the boxes.

find	ring	thought	rang
think	run	put	found
leave	put	began	left
	begin	ran	

2 The scientist told a journalist what happened. Here is his report. Divide it into four short paragraphs and underline the topic sentences. Then find the ten mistakes in the punctuation and verbs.

I be a scientist and I work at a laboratory. last monday, I found a cave in the mountain. it was dark but I saw a light at the back of the cave. There is a huge egg! That evening, I show the other scientists. we thought perhaps it was a dinosaur's egg, so we were very excited. We believed the egg was safe. That night, we were all in bed when the fire alarm ring - but there was no fire! So who rang the alarm? Next day I find a lot of paint on our car. We couldn't drive it! We was shocked. Meanwhile in the mountains more eggs begin to open...

## D Writing

Where did the creatures go? What did they do? Finish the story. You can write as many paragraphs as you like.

Meanwhile in the mountains more eggs began to open. The creatures that came out were .....

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*Pictures for Writing Book 1* is supplementary material for developing elementary learners' writing skills. Features of the book include:

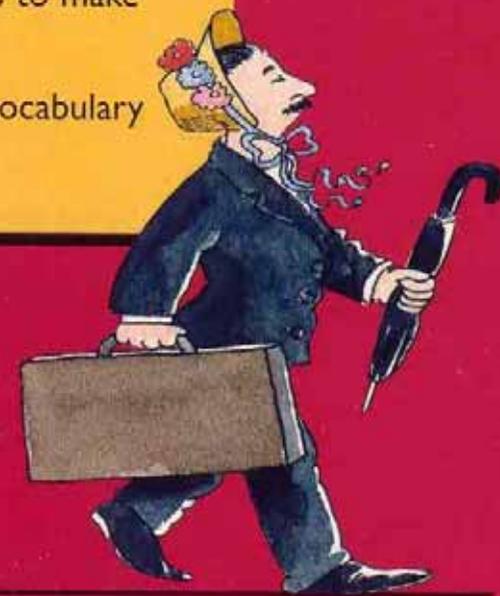
- 22 units, each with lively pictures on a wide range of topics.
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