Pictures for Writing

Book 2

Mary Stephens
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# Introduction

## Writing Task
- writing a description of yourself: your likes and dislikes
- writing a ‘horoscope’
- writing the final paragraph of a daily routine
- writing instructions using sequencers
- writing the final paragraph of a story
- writing/making a poster
- writing a film review
- writing the final paragraph of a story
- writing the final paragraph(s) of a police statement
- writing the final paragraph(s) of a travel diary
- writing the final paragraph(s) of a letter
- writing messages
- writing a non-rhyming poem
- writing a letter
- writing the last paragraph(s) of a story
- writing the final paragraph of a story
- writing a letter asking for/giving advice
- writing a story
- writing a story
- writing/making a poster
- writing about opinions
- writing a formal letter of invitation

## Background
Pictures for Writing 2 is the second book in a picture composition series, designed to be used by pre-intermediate learners in conjunction with course books. The book takes students through some of the basic processes of writing, starting from simple punctuation, and progressing 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 to lay foundations for eventual PET or FCE studies. Writing tasks include activities such as writing instructions, a film review, a police statement, formal and informal letters.

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 You’re a Star!

Would You Like To Be Our Star Of The Week?

Just send some photos and fill in the form below.

Name: [Name]
Age: [Age]
Live: [Live]
Family: [Family]
I like: [I like]
I don’t like: [I don’t like]
Favourite sports: [Favourite sports]
Pets: [Pets]
I collect: [I collect]
My ambition is: [My ambition is]

[Blank space for additional text]
A  Vocabulary
Find the opposites of these adjectives.

a) tall  b) fat  c) sad  d) old  e) plain
f) dark  g) confident

pretty  fair  shy  short  happy  slim  young

B  Comprehension

a) Describe Luke and his family.
b) Where does he live?
c) What does/doesn't he like doing?
d) Now tell the class about your life.

C  Prepare for writing

1) Put full stops (.) and capital letters in this article.

Teenmag: Star of the week
My name is Luke Jacobs and I am 14 years old. I live in Australia with my sister, Fiona, and my mum and dad. My brother is married and lives in America.

I like dancing and playing the guitar. I also like going to parties. I don't like tidying my room, homework or rock and roll music. My favourite sports are swimming, volleyball and tennis.

I've got two pets – a kangaroo called Jackson, and a snake. I collect posters of my favourite pop groups, and postcards.

My ambition is to be a doctor – and to go to Disneyland.

D  Writing

1) You want to be 'Star of the Week'! Fill in the form.

Name: ____________________________  Age: ____________________________
My Family: ____________________________  I live: ____________________________
I like: ____________________________  I don't like: ____________________________
Pets: ____________________________  I collect: ____________________________
Favourite sport: ____________________________  My favourite film star: ____________________________
My ambition is: ____________________________

2) Now write about yourself. Use the paragraph topics in Exercise C3.
2 Horoscopes

Wednesday: Aries

or

b) TENNIS CLUB

Saturday: Pisces

or

b) BANK

You are the winner of £1,000!
A Comprehension

a) What's going to happen to George on Wednesday?
b) What advice can you give to him?
c) What is going to happen to Tulay on Saturday?
d) What advice can you give?

B Vocabulary

1. Put the letters in brackets in order to make adjectives.
   a) Gemini: he's very f..y (yfnmu). He tells a lot of jokes.
   b) Libra: don't be so l........ (alay)! Do some work!
   c) Scorpio: he's always j........ (jalous). He always thinks his
      girlfriend has another boy.
   d) Cancer: don't be m........ (emoosd)! I know you're wonderful!
   e) Aquarius: she's really i........ (teinnlgenl). She's going to be a
      doctor.

   Astrologers say that 'Leos' are confident. What sort of person
   are you?

2. Write out this horoscope.

   **Wednesday: Taurus**
   
   You're going to someone special on Wednesday. Don't her and tell her you like her.
   Just be natural – and have a good with your friends. Perhaps she will you at the end of the week!

C Prepare for writing

1. Match the two parts of the sentences.
   a) This is your lucky day
   b) Don't spend it all now
   c) Put the money in the bank
   d) Your dream holiday can come true
   if you are careful now.
   so you can't spend it.
   because you're going to get a lot of money.
   or you will be sorry later.

2. Put these verbs into the future with 'going to'.
   a) You / receive / invitation / party.
      You are going to receive an invitation to a party.
   b) You / get married / next year.
   c) You / have / ten children.
   d) You / become / a millionaire.
   e) You / pay me / a lot of money for this horoscope!

D Writing

Look at the pictures.

What is going to happen to this person next Friday?
What advice can you give her?

Now complete the horoscope.

   **Friday: Virgo**
   
   Oh dear! Next Friday
Robin Hood’s Day

1. Morning: Robin Hood and his band of outlaws are seen hunting in the forest.

2. Afternoon: Robin Hood and his friends are depicted at a village inn, feasting and enjoying themselves.

3. Evening: The image shows a large feast with many people gathered around, enjoying the food and company.

4. Evening: A scene of Robin Hood sharing food with the poor and needy is shown.

The images illustrate the daily activities and adventures of Robin Hood.
A  Vocabulary

Match the words with the meanings.

a) You wear this so nobody can recognise you. jewels
b) You find these in rings and necklaces. a deer
   a competition
   a disguise
c) You can shoot these from a bow. arrows
d) You can hunt this animal.
e) You can be the winner in this.

B  Comprehension

a) What do Robin and his men do in the mornings?
b) What do they do after lunch?
c) Who do they rob?
d) What do they do with the money and jewels?
e) What else do they do in the evening?

C  Prepare for writing

1 Robin Hood is going to write three paragraphs on these topics:
   a) a typical evening
   b) hunting and training
   c) robbing the rich

What is the best order for the paragraphs? Why? Write the topics a), b) and c) in the boxes.

1 2 3

2 Put the sentences in the first paragraph in the right order. Underline the words which help you to do this.

My day starts at 6 am after the sun comes up. Then, before lunch, we have competitions to see who is the strongest. He is a big man and is very difficult to beat. In the morning we make bows and arrows. The winner of the competitions is usually Little John.

3 Punctuate the second paragraph with capital letters, full stops (.), and commas (,).

After lunch we dress up as old men, we go to the road in the forest. We often see travellers on their way to town. Some of them are very rich because they make poor people pay taxes. They have beautiful clothes and jewels. We take all their money.

D  Writing

Now imagine you are Robin Hood. Look at the pictures and write a paragraph about the evening. Use the present simple tense.

In the evening we ........................................

[9]
Tell Me How!

1. Two children preparing ingredients.
2. Adding toppings to the pizza base.
3. Spreading sauce on the pizza.
4. Mixing ingredients in a bowl.
5. Assembling the pizza on the stone.
6. Placing the pizza in the oven.
7. Setting the timer.
8. Checking the pizza's progress.
9. The finished pizza ready to be served.
10. The children serving the pizza.

Day 10
A Vocabulary

Write each word in the correct list.
pizza dough spoon herbs baking tray sprinkle roll out
knife cheese slice rolling pin peppers fry

B Comprehension

a) What do you do with the pizza dough?
b) How do you cook the onions and tomatoes?
c) What do you do next?
d) What do you sprinkle on top of the pizza?
e) How long do you cook the pizza for?

C Prepare for writing

1. Look at the pictures again, then put the instructions in the right order.
   - Sprinkle some cheese on top of the vegetables.
   - Finally, cook the pizza in the oven for about 20 minutes.
   - First, roll out the pizza dough and put it on a baking tray.
   - When the onions are brown, put them on the pizza base.
   - After that, slice the other vegetables and put them on top of the onion and tomato mixture.
   - Don't forget to decorate with olives and herbs.
   - Next, slice the tomatoes and onions and fry them gently in a pan for about five minutes.

2. Underline the imperative verbs in the instructions above.
   Then underline the sequence words.

D Writing

Now write instructions for preparing a hamburger. Include some sequence words.

Prepare a hamburger
The Monster of the Lake
A Comprehension

a) Where did Mr and Mrs Smith camp?

b) What did they see in the water?

c) What did Mr and Mrs Smith do?

d) What did the police and reporters see?

B Vocabulary

Here is Mrs Smith’s story. Fill the blanks with the words from the box.

three mysterious beautiful stars photo lake police beside shapes splash frightening

It was a ................. night and John and I were sitting a ................. the ................., watching the ................. Suddenly, I heard a ................. and looked out into the lake. I saw ................. strange shapes in the water. Slowly, the ................. came nearer. They were very ................ and ................! ‘Quick, John,’ I said. ‘Take a ................! And telephone the ................, too!’

C Prepare for writing

1 Use these words to help you write the reporter’s questions. Then answer them.

a) ‘Why / you / come / the lake?’

b) ‘Where / be / you / when / you / see / the monsters?’

c) ‘What / the monsters / look like?’

d) ‘What / you / do / after / that?’

2 Put speech marks where necessary.

a) ‘We were beside the lake,’ said Mr Smith, ‘when we first saw the monsters.’

b) We knew the stories about the monster, of course, Mrs Smith said. Tourists like us enjoy a mystery.

c) We thought it was all rubbish, they said, until we saw the monsters!

d) Mr Smith explained, They were like prehistoric animals.

D Writing

Did the monsters appear again? What happened to Mr Smith’s photo? Explain where the monsters came from.

Now write the last paragraph of the story.

When the police and reporters arrived at the lake, there was no sign of the monsters!
Look After Yourself!
A Comprehension
a) Is the family in picture 1 healthy? Why / Why not?
b) What are the people in picture 2 doing?
c) What advice can you give the first family?

B Vocabulary
Put these words in alphabetical order. Then match the words with the meanings.
fit  healthy  fast food  lung cancer  overweight  heart disease

a) not ill: healthy...  b) too fat: ........................................
c) illnesses you get from smoking: ...................................
    and .................................................................
d) in good physical condition: ......................................
e) food like chips, crisps and hamburgers: ...........................

C Prepare for writing
1 Here is the first part of a poster. Fill the blanks with verbs from the box.

help try become take start

Do STAY HEALTHY

Take ... lots of exercise! Sports like swimming, cycling and football ....... you to stay fit. ....... to do a little every day. Overweight children ....... overweight adults so ........ now before it's too late!

2 In your notebook, put the sentences in this paragraph in the right order.

Don't

smoke. Secondly, it causes lung cancer and heart disease. First of all, smoking gives you bad breath. There are two good reasons for this!

3 Put capital letters, full stops (.) or exclamation marks (!) in the next part.

Don't spend all your time in front of the TV! Get out in the fresh air and talk to your friends playing a sport or going out in a group is much more fun.

D Writing
Now make your own poster. Use some ideas from the pictures and add some of your own. Draw some pictures too.

STAY HEALTHY

Do

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

Don't

..............................................................................
..............................................................................
..............................................................................
Tarzan
A  Vocabulary

Find the names for these films in the box.

a) films about falling in love
b) films with exciting action, like exploring the jungle or climbing mountains
c) films which are funny
d) films about the future (or how we imagine it)

adventure  comedy  romance  science fiction

B  Comprehension

a) Why does the ape take the baby?
b) Where does the baby grow up? Who are his friends?
c) What happens when the young woman arrives?
d) How do Tarzan and Jane leave the jungle?

2 A paragraph usually begins with a topic sentence. This sentence introduces the main idea of the paragraph. The topic sentence is underlined in the next paragraph. Write the other sentences in the correct order.

One day some people come to the jungle. In the end Tarzan goes to England with Jane. He saves her from a lion because he loves her so much. One of them is Jane. Tarzan falls in love with her. He takes her to his home in the trees. He becomes a rich and important man.

3 You can end your film review like this:

comments : 10/10! One of the best films of the year!
I didn't think this film was very good.

D  Writing

Talk about a film you have seen. Then write a review. Remember to include:

name of film: ........................ type of film: ........................
main characters: ................................................................
plot (story): ................................................................

comments: ......................................................................
The Unicorn
A  Vocabulary

Match the words with the meanings.

a) wildlife                  person who lives in a tribe
b) woodsman                  imaginary animal with one horn
c) tribesman                 person who cuts down trees
d) unicorn                   all animals and plants in fields and forests

Check your answers in a dictionary if you can.

B  Comprehension

a) Why did the men come to the forest? What happened to the animals?
b) Describe what the woodsmen saw while they were eating.
c) Who else saw the unicorn? What do you think it told them?
d) What do you think the animals and woodsmen did?

C  Prepare for writing

1 In your notebook put the missing words ('a' and 'the') in the tribesman's story.

The Tribesman's Story
'I am a tribesman and before all this began I lived in a forest. I had nowhere to go when woodsmen came. My family and I went to river. Suddenly, strange white animal appeared. It spoke strange language - but somehow we all understood! We followed it back to woodsmen's camp.'

2 A paragraph contains a group of sentences on the same topic. We start a new paragraph for each new topic.

One of the woodsmen is writing his story. Divide the text into three paragraphs.

The Unicorn
'I work for a large furniture company. We cut down trees in the forest. Nothing important lives there - only animals and tribesmen of course! One night we were in the forest. It was nearly dark. Suddenly one of our men shouted. I saw a strange animal. It was white and it had a horn on its head. The next minute it was not there! We thought it was a ghost! Next day we cut down some trees. We killed some of the wildlife. But the woodsmen and most of the animals ran to another part of the forest.'

D  Writing

1 Talk about these questions.

What happened to the woodsmen when the tribesmen and animals reached the camp? Did they get their forest back?

2 You are a woodsmen. Write the last paragraph of the story.

Here is the topic sentence.

The animals and the tribesmen arrived at the camp.
Witness
A  Vocabulary

Fill the blanks with the words below.
garage  spray  thieves  boot

a)  Thieves............... are people who steal.
b)  You put your car in a g............... at night.
c)  You can use an aerosol s............... to paint your car.
d)  You put your suitcase in the b............... of your car.

B  Comprehension

Look at the picture carefully for one minute. Now cover it. Is the information below correct? If not, write the correct information.
a)  There were five thieves near the car.
b)  The thieves were spraying the car blue.
c)  There were three garages behind the thieves.

What else can you remember?

C  Prepare for writing

1 Fill in the blanks in Mark's police statement. Use the past simple or past continuous tense.

At 9 o'clock last night I .......... decided, (decide) to take my dog for a walk. I .......... (go) down a dark alley when the dog .......... (run away). I .......... (try) to catch him when I .......... (see) some men.

D  Writing

You are Mark. Write the last paragraph(s) of your statement.

How did you feel? What did you do?
What did the thieves do? What happened then?

The third man turned and saw me!

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

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

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

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

signed: .................... In the presence of ............................

2 All these sentences together make one paragraph. One of them is the topic sentence. It introduces the main idea of the paragraph. Which sentence is it?

☐  He was putting them into one of the empty garages.

☐  One of them was changing the number plates, and another man was spraying the car a different colour.

☐  One man turned and saw me!

☐  When I was close enough, the first thing I noticed was a man carrying bags of money.

☐  The other men were working on the car.

☐  I couldn't see what the men were doing at first because it was so dark, so I moved a little closer.

Now put the sentences in the correct order. Write the paragraph in your notebook. (Do not start each sentence on a new line.)
Magic Carpet
A Comprehension

a) Where did Maria and Ali buy the carpet?
b) What happened when they sat on it?
c) What did they see?
d) Why did the American offer them $5000?
e) Imagine you have a magic carpet. Where do you want the carpet to take you?

B Vocabulary

How many vehicles can you find in the puzzle?

```
s f p b l v a n x a
h e l i c o p t e r
i r a c b u s p y j
p r n y b t o r a e
p v e c o a c h c e
t c t l a n t e h p
c a r o t k n b t i
```

C Prepare for writing

1 A paragraph is a group of sentences on the same topic. The first and last sentences are very important.

The first sentence introduces the topic of the paragraph, and the last sentence links with the next paragraph.

D Writing

Now finish this travel diary. Remember how to write the first and last sentences!

When we looked down, we saw that this time we were in America.

We knew the carpet was special when we bought it. The man in the market told us it was magic! The next day we discovered we were wrong! We didn't believe him. It had strange stars and figures on it.

2 Here are the first and the last sentences in the next paragraph of the story. In your notebook write the middle of the paragraph (two or three sentences).

We were sitting on the carpet watching TV when it all began. Then the carpet went down, and we were in England.

3 Write the first and the last sentences for the next paragraph of the story.

We visited the Tower of London and Big Ben. Then we took a tourist bus and saw Buckingham Palace and Tower Bridge.
Welcome to Scotland
A Comprehension
a) How is Sam spending his winter holidays?
b) What nice things has he done today?
c) What else has he done? How did it happen?
d) Where did he have to go?

B Vocabulary
Can you find these things in the pictures?
a snowman    a snowball    an ambulance
a stretcher   a kilt    a chalet

C Prepare for writing
1 This is Sam's letter to his friend, Kim. Put the verbs in the correct tense - present perfect or past simple.

Dear Kim,

Sorry I .......................... (not come) to see you to say goodbye last night, but I .......................... (not have) time!

Today, I .......................... (have) an unusual day and it hasn't finished yet! I .......................... (make) a snowman, I .......................... (have) my first snowball fight, I .......................... (learn) how to ski - and I .......................... (break) my leg! Let me start from the beginning.

When I .......................... (get) off the plane, the family were there to meet me. We .......................... (drive) through the snow to a little chalet in the mountains. First we .......................... (have) lunch and then we .......................... (go) skiing (wow!).

B Fill the blanks with the adverbs and adjectives from the box.
well    happy    badly    kind    slowly
thick    carefully    embarrassed

I started .......................... at first. The snow was very .......................... . In the beginning I fell a lot and was very .......................... . The other children skied .......................... , but they were very .......................... and didn't laugh at me. After two hours I still skied .......................... , but I was .......................... . Some boys called to me, so I began to ski .......................... towards them.

3 Look at address a). Then correct address b).
a) Mrs M Newton,
   18, Leamington Road,
   Warwick,
   WV6 NP2
b) Mr Kim Young
   Kennedy Avenue
   Dallas
   Texas
   USA

D Writing
Write the end of Sam's letter.

I was halfway down the slope when it all happened! ..........................

In the end, the ambulance took me back to the chalet.

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

Best wishes,
Sam
12 Notices and Messages
A Comprehension

Match the three notices below with three of the pictures.

- Urgent!
  Headmaster wants to see pupil who left 'Super Strong Glue' on chair.

- Coach Trip
  Coach leaves 9.30am. Please bring ticket

- English Exam
  Exam starts 10am, Monday April 23

Now cross out the unnecessary words in these sentences.

c) The theatre club wants a young man to be a gorilla!
d) The Summer Dance starts at 8 pm on Thursday.
e) The tennis club meets at 8 pm on Saturdays.

2 Do you understand these notices? Imagine you are speaking to someone. Make sentences.

a) Children! Do not leave money in classroom.
   Don't leave your money in the classroom.

b) Telephone out of order. Use phone in office.

c) Put empty Coca Cola cans in recycling bins.

d) Have gone to cinema. Dinner in fridge.

B Vocabulary

Match the headings and the notices.

a) For Sale!
   Cat called Tobias
b) Wanted!
   Computer: Only $200

c) Lost!
   Please use another machine.

d) Out of order!
   Guitarist for pop group

C Prepare for writing

1 In notices and messages, we only write important information. Look at the examples below.

a) Coach leaves at 8.30 → Coach leaves 9.30
b) Your English exam starts at 10 am on Monday, April 23 → English exam starts 10 am, Monday, April 23

D Writing

Write messages for these situations.

a) You have gone to your friend Tanya's house to watch the football. Leave a note for your friend Paul.
   Paul!
   Have gone to Tanya's to watch football.

b) Your grandmother phoned to speak to your mum. Her plane arrives at 6 am tomorrow. Leave a note for your Mum.

b) You have gone to the dentist. You will see your friend, Maria, later.
Some people imagine this spider is nice
She loves little flies and she's so kind to mice!
She's an excellent cook and when she is free
She invites all her neighbours back home to have tea.

But spiders (and people) can often surprise you.
We all have our secrets. Don't you? (I know I do!)
This spider just waits for her husband to visit
And then bites his head off (in less than a minute).

Now we can all learn from that bad spider's life.
Take care who you choose for your husband or wife!
Don't run to get married, just think what you've read,
Make your sweetheart your friend – and please *use your head!*

* use your head = think carefully
A Comprehension
a) Why is the spider unusual in verse 1?
b) How does this spider kill her husband?
c) What does the poem say you must do before you get married?

B Vocabulary
Some lines in poems rhyme: they end with words that sound similar. In the spider poem ‘nice’ rhymes with ‘mice’. Can you find other words that rhyme?
a) free rhymes with tea
b) life rhymes with

c) read rhymes with

d) you rhymes with

C Prepare for writing
Fill the blanks in this poem with lines from the box.

a) A great white shark was passing by!
b) Our teacher took us to the sea,
c) That’s why we call him ‘Superteach’!
d) (Our other teachers leave us snoring!)

We had a fright the other day
(It was the summer holiday)

Twenty three children, including me.
We went to swim, then heard a cry.

Our teacher caught it from the beach,

D Writing
1 Use these words to write a poem in your notebook.

I know a boy who thinks he be a cat,
I know a boy who thinks he’s a cat.
He go out every night and catch rat.
He may get shock when he go out tonight.
and his neighbour’s new dog give him quick bite!

2 Poems don’t have to rhyme. Look at this poem.

Night
Night has long black fingers.
They reach out and try to catch you when you are alone.

How do you feel when you are in the dark? Write two or three lines about it. Write a title too.
14 Seaside Fun

1. See you at The Club!

2. 

3. 

4. 

5. 

6. 

30
A Comprehension
a) Where did the boys arrange to meet their new friends?
b) Where did they swim?
c) What happened to their clothes?
d) What did they wear to the disco?

B Vocabulary
Which of these were the boys definitely not wearing that day?! tracksuit (blouse) swimming trunks waistcoat skirt baseball cap trainers bikini

C Prepare for writing
Replace the words in italics with 'they', 'them', 'their', 'it'.

a) Jim and his friends were at the bus stop. Jim and his friends saw some pretty girls. They saw some pretty girls.
b) The boys arranged to meet the girls later that evening at 'The Club' disco. 'The Club' was the most elegant disco in town.
c) The boys got off the bus at a quiet place. The place was near a beach where the boys could swim.
d) The boys had a good time in the water. But when the boys came out, the boys' clothes were not there!
e) Very embarrassed, the boys arrived at the disco. The disco was full of people!

D Writing
Jim is writing a letter about the afternoon. There is a new paragraph for each topic in the story. What is the best order for the paragraphs?

- dogs stole our clothes
- at the disco
- a nice swim
- the bus stop

Now write Jim's letter. Remember to start a new paragraph for each topic in the story.

Dear Bill,

A funny thing happened to me and my friends last week.

We got off the bus at a quiet place.

After about half an hour, we came out of the sea and looked for our clothes.

We walked to the disco.

Well, that's all for now.

Write soon!

Love,

Jim

The Manor
Slapton
SL3 5RJ
16 May, 1999-
Love is Blind

Did they become friends...?
A Comprehension

a) Picture 1. Where did Lizzie first see David Strong? What did she write next day?
b) Why did the wrong boy take the invitation?
c) How did Lizzie feel when she saw the other David outside the cinema?
d) Where did they go? What happened next? Was the evening a disaster or did they become friends?

B Vocabulary

Which adjectives describe a) David Strong? b) David Dark?
- tall ................... sporty ................... serious-looking ...................
- slim ................... short ................... well-built ...................
- fair ................... dark ................... long-haired ...................
- strong ...................

C Prepare for writing

1 Each new ‘step’ in a story needs a new paragraph. This is a plan of Lizzie’s story. Look at the pictures and put the six steps in the correct order. Then add one or two steps for the end of the story.

☐ I leave an invitation.  ☐ I realise the truth.
☐ Who is this?         ☐ I suggest the cinema.
1 I first see David Strong.       ☐ I think he likes me!

D Writing

What do you think happened after Lizzie and David left the cinema? Write the end of the story.

They said ‘Hello’ and went into the cinema.
16 Gorilla at the Party

1. A gorilla in a cage.
2. A gorilla entering a carnival.
3. A gorilla running around the carnival.
4. A gorilla climbing a tree.
5. A gorilla in a car.
6. A gorilla in a zoo.

A gorilla escapes from the zoo and goes to a carnival. It runs around, climbs a tree, and gets into a car. Finally, it returns to the zoo.
A Vocabulary

Can you find these things in the pictures?

a cage  a carnival costume  a keeper
chains  a gorilla bars

B Comprehension

a) How did the gorilla get out of the cage?
b) Who did he meet in the street?
c) When did people realise that the gorilla wasn't human?
d) What happened when the keepers came?

C Prepare for writing

1 The first paragraph of a story is very important. If it is not interesting nobody reads it!

Choose the most interesting sentence, a) or b), and write the first paragraph of the story.

a) 'Gorgeous', the gorilla got out of his cage yesterday and had the best day of his life!
b) A gorilla got out of its cage yesterday.

a) The keeper left the door open.
b) Jim, the young keeper, was dreaming and left the door open.

a) Soon, 'Gorgeous', the gorilla, was in the street, where he met a group of young men at a carnival.
b) 'Gorgeous' met a group of young men at a carnival.

a) He followed them to a party.
b) He followed them to a big house where there was a party.

D Writing

Now write the final paragraph of the story. It must be as interesting as the first paragraph!

Where did the keepers put the young man? How did he feel?

What did the gorillas in his cage do?

How did he get out?

What happened to Gorgeous, the real gorilla?

Then they drove back to the zoo.
Have You Got a Problem?

(A) A girl is watching TV while her mother is doing the dishes. The mother scolds her for not doing her chores.

(B) A boy is doing his homework while his parents are arguing. The boy looks frustrated and stressed.
A  Vocabulary
Match the opposites.

a) boring  fantastic
b) awful  wide-awake
c) fed up  interesting
d) sleepy  happy

B  Comprehension
picture strip A:
a) What is the boy doing? How does his girlfriend feel?
b) What do you think she should do?

picture strip B:
a) Why can't John do his homework?
b) What should he do?

C  Prepare for writing
1 Amanda wants some advice from her favourite magazine.

Write her letter. Here are some words to help you.

Dear Aunt Agony,
Please help me! I like / boyfriend / but / there be / one problem.
He / watch / football / all time!
I think / football / be / boring! What / I / do?

Yours,
Amanda.

2 This is Aunt Agony's answer. Correct the topic sentences and write them in your notebook.

Dear Amanda,
You talk to need to your boyfriend. Be friendly!

First, him tell how him you much like. Then explain that you are bored with football!
to go out persuade him and Try to more often. He will discover that you are more interesting than football!

Good luck!
Aunt Agony

D  Writing
1 Help the boy in picture strip B to write a letter.

Dear Aunt Agony,

Please help me!
I'm having awful trouble at school.

The problem is that my dad owns a restaurant.

What can I do?
Yours,
Anthony.

2 Exchange letters with a partner and write a reply from 'Aunt Agony'.
Life With the Circus

1. Before the show

2. Setting up the tent

3. The performer

4. Later that night

5. The next night

6. Behind the scenes

7. The performance
A Vocabulary
Find these people / things in the pictures and write the words in the correct boxes.

a trapeze artist a clown a big top
a circus ring a safety net

B Comprehension
a) What does Anna have to do in the evenings?
b) What does she really want to do?
c) What does she do when the circus is empty?
d) What did the trapeze artist do last week? What happened next?

C Prepare for writing
1 Make questions for an interview with Anna. Here are some words to help you.

a) Why / you / like / the / circus?
   Why do you like the circus?

b) Which / your / favourite / animal?

c) When / you / learn / to / use / trapeze?

d) How / you / feel last week / when / trapeze artist / fall?

2 Look at this plan of Anna's story. What is the topic of paragraph 3?

paragraph 1 growing up with the circus
paragraph 2 Anna's secret dream
paragraph 3 ??
paragraph 4 her plans for the future

3 Use these notes to make sentences for the first paragraph of Anna's story.

Anna
Is 13 years old and has just become a star.
Has been with circus since mother died. Lives with little brother and big dog. Usually has to clean circus ring and feed animals. But also has secret dream.

Anna is 13 years old and she has just become a star

D Writing
Now use the plan in Exercise C2 to write Anna's story. Remember to start each paragraph with a topic sentence. Draw some pictures, too.
King Arthur

Ten years later

only the true King

can lift the Sword
A  Vocabulary

Can you find these things in the pictures?

- a crown
- a knight
- a magician
- a stone
- a shield
- a sword
- armour

B  Comprehension

a) Who was Arthur's teacher when he was young?
b) What could he do?
c) What sort of man was king at that time?
d) What did the writing on the stone say?
e) What happened when Arthur took the sword?
f) What happened to Arthur then?

C  Prepare for writing

1  Punctuate the paragraph with capital letters, full stops (.) and commas (,).

This story happened many years ago in those days soldiers wore armour and fought with swords. They were called knights. The country had a bad king. The people wanted a new one to bring peace to their country. A legend said that only one man could lift the sword from the magic stone. That man would be their new king.

2  Join these short sentences to make longer, more interesting sentences.

a) Knights wore armour. The armour was to protect them.

Knights wore armour to protect them.

b) Magicians made magic. The magic was to help people.

c) People had horses. The horses were to ride.

d) Towns had a city wall. The wall was to protect them.

3  Make sentences. Here are some words to help you.

When / Arthur / young / he / not know / he / be / prince.

When Arthur was young, he didn't know he was a prince.

He / have / teacher. / Teacher / be / magician.

He had a teacher. His teacher was a magician.

When / Arthur / grow up, / Merlin / take / him / to see / sword / in / magic stone. Arthur / lift / sword. When / people / see this, / they / make / him king.

4  Plan Arthur's story. Match the paragraph and the topic.

<table>
<thead>
<tr>
<th>Paragraph 1</th>
<th>Paragraph 2</th>
<th>Paragraph 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthur is king</td>
<td>Merlin and young Arthur</td>
<td>the mystery of the sword in the stone</td>
</tr>
</tbody>
</table>

D  Writing

Write about a story you know. Use the simple past tense. Plan the paragraphs and the topics.

<table>
<thead>
<tr>
<th>Paragraph 1</th>
<th>Paragraph 2</th>
<th>Paragraph 3</th>
</tr>
</thead>
</table>
A Vocabulary
Can you find these things in the pictures?
a zebra crossing a pedestrian a junction a bend a pavement
taxi lights someone skateboarding

B Comprehension
a) What is happening at the traffic lights?
b) What is the dog doing?
c) Where should the children play football?
d) Why shouldn’t the boy on the motorbike stand up?
e) Find five more examples of dangerous situations.

C Prepare for writing
1 Join the two parts of the sentences.
a) If you take passengers on your motorbike, go to the park.

b) When you cross the road, always wear a seat belt.
c) If you take your dog out, keep him on a lead.
d) When you go out on your bike, never let them stand up.
e) If you want to play football, make sure that you wear a helmet.
f) When you go out in the car, remember to look in both directions first.

2 Put the words in order to make sentences.
a) You across run never the road should.
b) Should you in the car seatbelts wear.
c) Very be careful when the road at night you cross.

D Writing
Work in groups to make a large eye-catching poster on 'road safety'. Use your own ideas and pictures.

Try to write two sentences for each point.

Be Safe on the Road!

Every day people die on our roads. Follow these points and make life safer for everyone.

1. If you ride your bike after dark, make sure your lights work. Try to wear something that shines in the dark.
2. Always wear a seat belt.
3. Keep your dog on a lead.
4. Never let them stand up.
5. Make sure that you wear a helmet.
6. Remember to look in both directions first.
What do You Think?

1. A girl sitting on a couch watching TV.
2. A girl looking at a mirror with a surprised expression.
3. A man and a woman looking at a TV with a shocked expression.
4. A barber holding a razor, about to shave a man's face.
5. A girl sitting at a desk with her arms crossed, looking angry.

(B)arrer
**A Vocabulary**

Check the meaning of the words below. Then find two nouns, two adjectives, and two adverbs.

a bow terrified angrily sleepy a key dreamily

**B Comprehension**

a) Why is the girl in picture 1 so tired?
b) What sort of video is the boy watching? What is his father doing?
c) Where is the man taking his son in picture 2? Why?
d) Why can't the student go to the party?

**C Prepare for writing**

1 Write sentences giving your opinions about the situations in the pictures. Use these phrases.

I think ........................................... / I don't think ...........................................
It seems to me that ........................................... / As I see it, ...........................................

Picture 1:
a) I think parents should let children go to bed when they like.
b) It seems to me that children should be in bed before 11 pm.

2 Punctuate this text with capital letters, full stops (.) and commas (,).

As I see it studying is not always more important than parties to begin with if you know about the party a few days before you can do your homework early also your teacher sometimes gives you more time to do it finally you can get up early and do your homework before school if necessary.

**D Writing**

Should parents: a) let children wear the clothes they like? b) let children (including boys) grow their hair as long as they like?

Talk about these questions. Write about your opinion and give your reasons. Use the new phrases you have learnt.

What do you think?
We'd Like to Meet You
A Vocabulary

Can you find six instruments in this puzzle?

odkeyboards
trompetiere
guitarflute
em(saxophone)

B Comprehension

a) Describe the pop group. What instruments are there?
   b) What is the audience doing?
   c) Where are the security men?
   d) Have you been to a concert like this?

C Prepare for writing

1 Look at this formal letter. How is it different from a letter to a friend?

6 Farm Road
Manchester M12 2LR

3, Chelsea Street
London W19 3LR

16 August 199-

Dear Sir,

We look forward to hearing from you.
Yours faithfully,

D Writing

Now write a letter inviting a famous person to your school.

paragraph 1 Say why you are writing.
paragraph 2 Explain why you chose them.
paragraph 3 Say where and when you want them to come.
paragraph 4 Ask for an answer and finish your letter.
Pictures for Writing Book 2 is supplementary material for developing pre-intermediate learners' writing skills. Features of the book include the following:

- lively picture stimuli including humour, adventure and more factual topics
- a systematic build-up of the skills needed for writing, laying important foundations for PET and FCE studies, and ranging from simple punctuation to the construction of longer compositions
- a wide variety of writing tasks, introducing learners to styles appropriate to different text types
- activities and puzzles to make learning new vocabulary and the writing process fun
- a detailed contents map of the writing skills, tasks, key vocabulary and language covered in the book.