

Express Publishing



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SAMPLE UNIT

Reading



T A R G E T S

Writing

Student's Book

Virginia Evans · Jenny Dooley



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What's the Story?

1



1 Look at the pictures. Which picture(s) show(s):

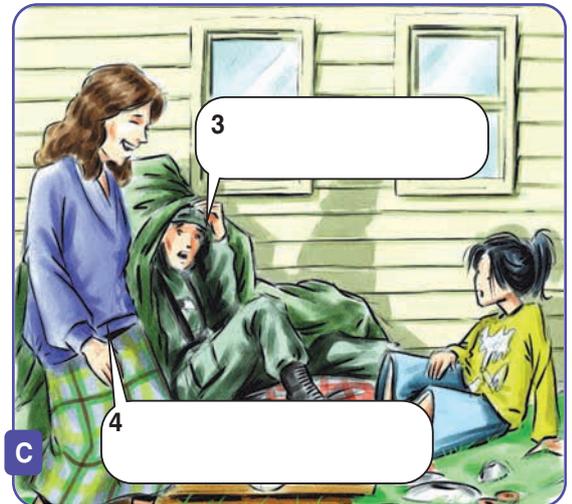
- a) a military air base? d) a broken table?
- b) a soldier with a parachute? e) a plane flying over?
- c) tea, a cake and biscuits?

2 Read the sentences, then put them into the correct speech bubbles.

- "Watch out!"
- "I'm afraid there isn't any tea for you!"
- "Would you like some sugar?"
- "I'm so sorry! My parachute didn't open on time!"

3 Study the following table, then use the verbs in the past form to complete the story below.

REGULAR		IRREGULAR			
Present	Past	Present	Past	Present	Past
ask	asked	be	was/were	fall	fell
decide	decided	begin	began	have	had
land	landed	bring	brought	hear	heard
look	looked	can	could	say	said
pour	poured	come	came	sit	sat



An Unexpected Visitor

One sunny afternoon last May, my mother and I 1)
(decide) to have tea in the garden. We live near a small military air
 base and we like to watch the planes fly over. My mother
 2) **(bring)** out some delicious biscuits, a cake and a
 pot of tea. She 3) **(pour)** me some tea and 4)
(ask) me, "Would you like some sugar?"

Before I 5) **(can)** answer, we 6) **(hear)** a
 loud cry: "Watch out!" Then, suddenly, a soldier 7) **(land)**
 on the table. Mum and I 8) **(fall)** off our chairs in surprise.

When I 9) **(look)** up, the soldier 10) **(be)**
 on the broken table with a parachute over his head! "I'm so sorry!"
 he 11) **(say)**. "My parachute didn't open on time!" Mum
 and I both 12) **(look)** at him strangely, then we all
 13) **(begin)** to laugh. "I'm afraid there isn't any tea for
 you!" Mum 14) **(say)** cheerfully.

Fortunately, we 15) **(be)** all okay. The next day, the
 soldier 16) **(come)** back with a huge box of cakes
 for us. We all 17) **(have)** tea together, but this time we
 18) **(sit)** in the dining room!

STUDY TIP

- When we write a **story**, it is important to decide on the **events** and write them **in the order they happened**.
- We can use **time words** (e.g. *first, then, later, after that, next, finally, before, after, when, etc*) to link the events.

4 Read the story again, then look at the sentences below and number them in the order they happened.

- A soldier landed on the table.
- We all began to laugh.
- Mum brought out biscuits, a cake and a pot of tea.
- The soldier came back with a box of cakes.
- We fell off our chairs.
- We heard a loud cry.
- We all had tea together in the dining room.
- 1 We decided to have tea in the garden.

5 Underline the correct words / phrases.

- 1 My father's a pilot in the air force. He works at a **skating club / military air base**.
- 2 I **watch / see** TV every night.
- 3 Could you **put / pour** me a glass of Coke, please?
- 4 The police helicopter **flew / blew** over the city.
- 5 The soldier jumped out of the plane and opened his **parachute / umbrella**.
- 6 **Fortunately / Unfortunately**, I passed my driving test.
- 7 "It's a lovely day!" Dad said **anxiously / cheerfully**.

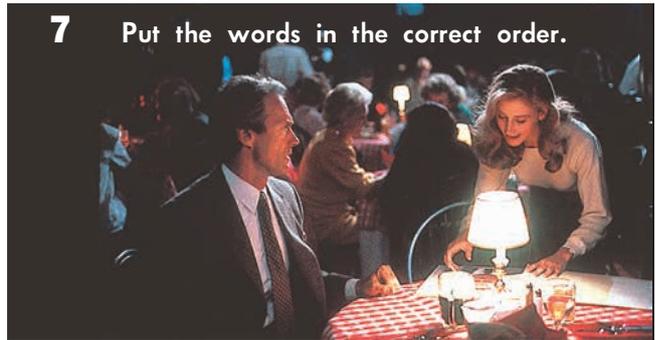
STUDY TIP

To start a story, we say **where** and **when** the story takes place, **who** the people in the story are, and **what happened** first.

6 Read the story in Ex. 3 again, then read the questions below and circle the correct answer.

- 1 Where does the story take place?
a) in the park b) in the garden
- 2 How many people are there in the story?
a) three b) two
- 3 When does the story take place?
a) one morning last May b) one afternoon last May

- 4 What was the weather like?
a) cold b) sunny
- 5 What did they decide to do?
a) have tea in the garden b) have dinner in the garden
- 6 What happened then?
a) They saw a plane. b) They heard a loud cry.



7 Put the words in the correct order.

- 1 Last / went / a / night / to / restaurant / I
.....
- 2 I / an / empty / for / at / and / down / waited / table / my friend / sat
.....
- 3 Suddenly / came / my / good-looking / a / table / woman / towards
.....
- 4 "Who / she / is?" / wondered / I
.....

8 a) Read the short story below, and put the verbs in brackets into the past simple.

A On my first night there, I (**put on**) my pyjamas and then I (**get**) into bed. Suddenly, I (**hear**) a loud noise like a fire alarm. "Oh no! A fire!" I (**think**).

B The manager of the hotel (**laugh**) and (**say**), "That wasn't a fire alarm, Mr Dodd. It was the shop alarm next door. Someone (**press**) it by mistake!"

C I (**jump**) out of bed quickly and (**open**) the door. There (**be**) no one around, so I (**run**) downstairs to the reception. Everyone (**look**) at me strangely. "Where's the fire?" I (**ask**) anxiously.

D Last year, I (**go**) to Rome on holiday. I (**stay**) at an expensive hotel near the city centre.

b) Put the paragraphs in the correct order and read them aloud.



What's the Story?

9 Underline the correct words.

- After / When** I walked into the kitchen, I saw a man on the floor.
- First / Then** I poured the coffee, then I made the toast.
- He put on his coat and shut the door. **Then / After**, he ran quickly down the street.
- When / Later**, she realised all the money was gone.
- After / When** that, June immediately called the police.
- First, she checked that no one else was hurt. **Next / After**, she climbed carefully into the back of the ambulance.
- Before / Finally**, she put the cake in the oven to bake.
- I had breakfast **before / later** I went to work.
- After / First** I drank the wine, I felt quite sleepy.

10 Use the adverbial phrases in list A and the actions in list B to make sentences, as in the example.

A

- last summer
- a month ago
- three years ago
- yesterday morning
- the day before yesterday
- on my seventh birthday
- last Christmas
- last weekend
- last night

B

- go camping
- go on holiday
- meet some friends
- learn to ride a bicycle
- stay at home and relax
- visit my grandmother
- get lots of presents
- have a party
- go to work

e.g. Last summer, I went on holiday to France.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

STUDY TIP

When we **end** a story, we write **what happened in the end**. We can also write **how the people** in the story felt.

11 Read the story in Ex. 3 again. How does it end? How do the people feel?

12 a) How does each person feel? Choose adjectives from the list below. proud, happy, surprised, angry, confused, tired, sad, scared



1 happy



5



2



6



3



7



4



8

b) Read the sentences and fill in the correct adjective from the list above.

- Luckily, Jane wasn't hurt. She was very to be safe and warm after such a terrible day.
- Ann couldn't believe her eyes. She was very to see her husband on the six o'clock news.
- He looked at the damage to his car and started to shout. He was very
- "Who is this letter from?" she said. "I don't understand." She was very
- Boris was very The only thing he wanted to do was to go to bed.
- Unfortunately, Sammy's dog died. Sammy was very He lost a very good friend that day.
- Little Jimmy reached the finishing line first. We were all of him.
- She saw the man take something out of his pocket. It was a gun! Suddenly, she felt very

WRITING

TIP

When we write a **story**, we divide it into **four paragraphs**.

- We **start** our story by mentioning the **time**, the **place** and the **people** involved.
- In the **second** and **third** paragraphs, we describe what happened. We write the **events one after the other**, in the order they happened.
- We **end** our story by describing **what happened in the end** and **how the people felt**. We use the **past simple** and **time words** (*first, after that, then, etc*) in stories.

13 a) The following pictures show what happened to Jim when he decided to take his pet snake, Slippy, to the vet. Look at the pictures and answer the questions.

PICTURE A

- 1 Where is Jim?
- 2 What time is it?
- 3 Who else is with him?

PICTURE B

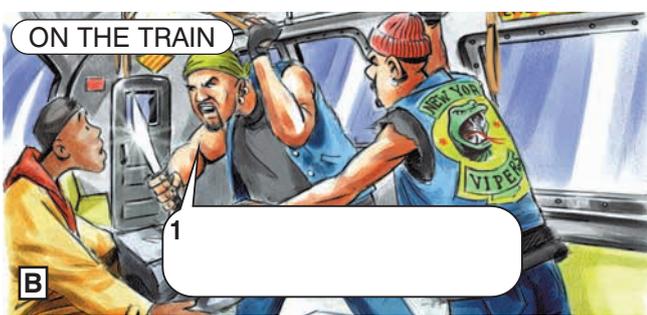
- 1 Where are Jim and Slippy?
- 2 Who else is with them?
- 3 How do the men feel?
- 4 What is one of the men holding?
- 5 What do they tell Jim to give them?

PICTURE C

- 1 Why are the two men running away?
- 2 How do they feel?

PICTURE D

- 1 Where are Jim and Slippy?
- 2 How does Jim feel?



b) Fill in the speech bubbles in the pictures with the items below.

- "Help! A snake!"
- "Give me your bag, now!"

c) Look at the pictures again. Use the list of words below to help you tell the story using the past simple.

- afternoon - two weeks ago - Jim - decide - take pet snake - vet - put Slippy - sports bag - go - underground station
- on the train - notice - two large men - feel frightened - come up to him - give bag! - knife in hand - give bag
- take bag - open it - Slippy's head pop out - help! - snake! - run towards door
- train - stop - next station - jump off train - run away - feel happy - proud

14 Use the information from Ex. 13 and the plan below to write a story (80 - 100 words) for a story competition in your school magazine. The title for your story is: **A Hero For a Day!** Begin like this:

One afternoon, two weeks ago, Jim decided to take his pet snake, Slippy, to the vet. He put ...

Plan

- Paragraph 1: mention the time, place and people involved
- Paragraphs 2-3: develop the story (events one after the other)
- Paragraph 4: describe what happened in the end & people's feelings

Reading & Writing TARGETS

1

Reading and Writing Targets 1 is the first book in a three-level writing series in full colour. Designed for learners at Beginner level, the book provides systematic development of reading and writing skills and can be used to supplement any main course at Beginner level.

Key Features

- a variety of texts based on real-life situations which develop reading skills and work as models for the learner's own written work
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2

UNIT 4

Having a Wonderful Time...

1 Look at the pictures and match them with the descriptions below.

- | | | |
|--------------------------------------|------------------|---------------------|
| 1 a hotel with a swimming pool | 3 a sunset | 7 souvlaki |
| 2 souvenirs at a market | 4 shells | 8 snorkelling |
| 5 ruins | 6 donkeys | |

2 Read the letter and answer the questions.

Dear Rachel,

I am having a wonderful time here! We are on a lovely island in the Cyclades, called Santorini. The hotel we are staying at is nice and quiet. It's got a lovely swimming pool.

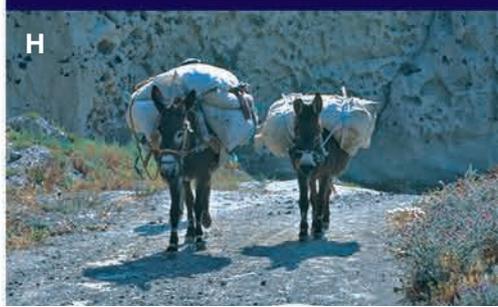
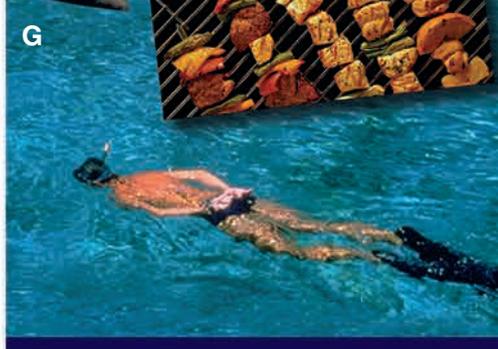
The weather is hot and sunny. Right now, I am sitting outside a fantastic café by the sea. Paul is snorkelling in the clear water, as usual. He is looking for some shells to take home. Dad is visiting some ancient ruins on the island. Dad enjoys visiting old places — I think they're boring. Mum is buying souvenirs at the market. She loves the market but it's a bit noisy for me.

We go to restaurants nearly every night for dinner. My favourite one is by the sea. Mum and Dad always order seafood but I never do — it's horrible. I order souvlaki — it's so delicious! The sunsets are spectacular and the local people are really friendly, too. I love it here so much, I never want to leave! Oh well, that's all for now. See you next week.

Love,
Suzanne

P.S. There are a lot of donkeys on the island. They usually carry people's bags to their hotels. They are so patient and gentle!

- Who is the letter to?
- Which island is Suzanne on?
- Where is Suzanne staying?
- What is Suzanne doing right now?
- What is Paul doing?
- What is Suzanne's mother doing?
- What is Suzanne's father doing?
- Where is her favourite restaurant?
- What does she always order?
- Is she enjoying her holiday?

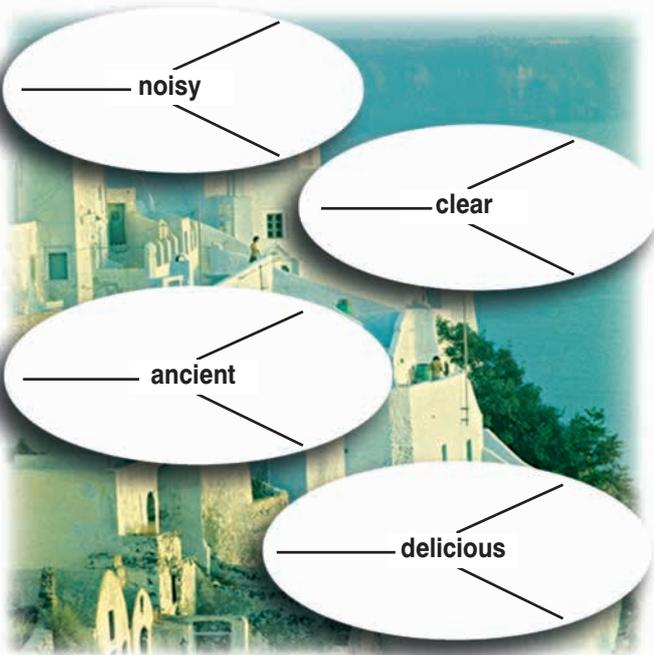


3 Match the words from the text to their definitions.

1 wonderful	a not interesting
2 quiet	b pieces of a very old building
3 ancient	c peaceful
4 ruins	d great
5 boring	e almost
6 a bit	f very old
7 nearly	g awful
8 horrible	h a little

4 Say and write which nouns go with which adjectives.

- | | |
|---------|-------------|
| 1 sky | 7 town |
| 2 beach | 8 lake |
| 3 ruins | 9 café |
| 4 cake | 10 souvlaki |
| 5 hotel | 11 temple |
| 6 sea | 12 seafood |



5 Underline the correct verb.

- People on holiday visit/play in ancient places.
- You can go climbing/snorkelling in the sea.
- People buy/take souvenirs at a market.
- People get/take photographs of temples.
- You can go/do skiing in the mountains.
- You can watch/look beautiful sunsets.
- People can ask/order food in a restaurant.
- You can stay/leave at a hotel.

6 Read Suzanne's letter again and look at the items below. A) Find adjectives from the letter and write them beside each item. B) Tick which ones Suzanne *likes/doesn't like*. Finally, talk about them giving reasons for her choice, as in the example.

e.g. Suzanne *likes* Santorini *because it's lovely*.
She *doesn't like* ...

		likes	doesn't like
1	Santorini <i>lovely</i>	✓	
2	The hotel		
3	The café by the sea		
4	Ancient ruins		
5	The market		
6	Seafood		
7	Souvlaki		
8	The sunsets		
9	The local people		
10	The donkeys		

STUDY TIP

Give a **reason** when you talk about **what you like/don't like** about your holidays. Use **adjectives** such as beautiful, fantastic, lovely, noisy, crowded, delicious, spectacular, etc.

7 Look at the key and use the notes below to say what you *like/don't like* about your holidays, giving reasons, as in the example.

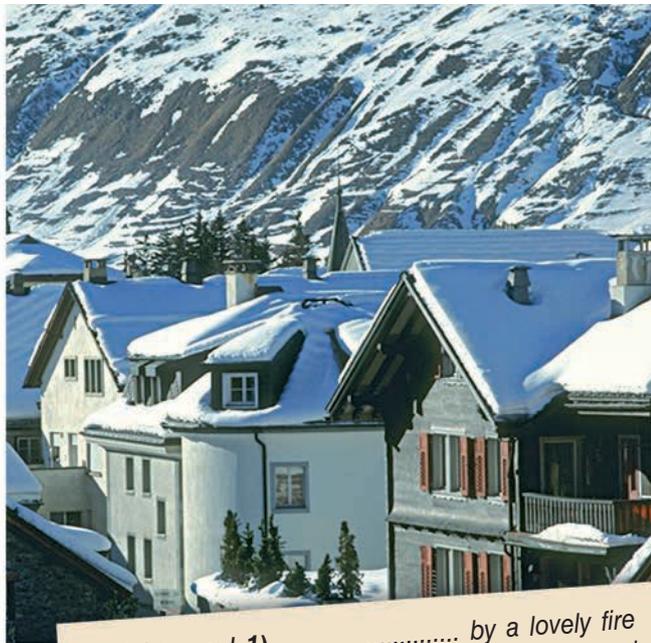
e.g. *I love eating seafood because it is delicious.*

KEY:

- | | | |
|-----------------------------|--|------------|
| • eating seafood | | love |
| • snorkelling | | like |
| • visiting ancient ruins | | love |
| • watching the sunsets | | like |
| • lying in the sun | | love |
| • staying at seaside hotels | | don't like |
| • writing postcards | | don't like |
| • shopping for souvenirs | | don't like |
| • cafés by the sea | | don't like |
| • rainy weather | | don't like |

8 Use the correct form of the verbs in the list to fill in the part of the letter below.

ski, write, sit, learn, fall, sing



Right now I 1) by a lovely fire and I 2) to you. It's warm and friendly in here, and some people 3) beside the piano. Jack and I 4) to ski. Jack is outside now. He 5) Well, actually, right now he 6) over ...

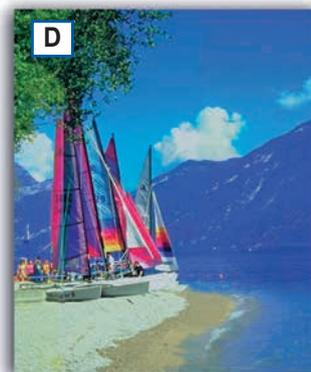
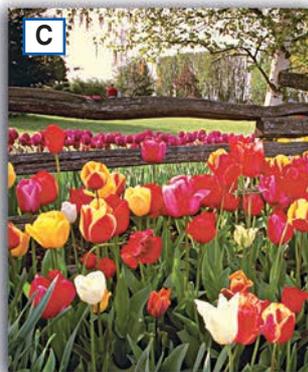
9 A) Match the seasons with the pictures.

winter, spring, summer, autumn

B) Read the sentences under each picture and choose the one which describes it best.



- a It's cold and it's snowing.
- a The weather is hot, sunny and dry.
- b It's wet and it's raining.
- b It's cloudy, windy and wet.



- a It's sunny, bright and fresh.
- a The weather is windy and foggy.
- b The weather is icy and freezing.
- b It's hot and sunny and the sky is blue.

Study these examples.

In the north **but on** the north coast
 In the east **but on** the east coast
 In the south **but on** the south coast
 In the west **but on** the west coast



10 Look at the map of Italy and fill in the gaps below.

- 1 Rome is the of Italy.
- 2 Naples is the of Italy.
- 3 Sicily is the of Italy.
- 4 Milan is the of Italy.
- 5 San Marino is the coast of Italy.

11 Janet is on holiday in Alanya. Read her letter and fill in the topic sentences from the box. One of the sentences does not fit.

Dear Vicky,

1)
We are in a beautiful seaside town called Alanya. It is on the south coast of Turkey. We are staying at a small hotel near an indoor market.

2)
The sun is shining and it's very hot. Rob is learning to scuba-dive. Mum is visiting the indoor market. She loves shopping, but the market is too crowded for me. Dad is taking photographs of an ancient temple near our hotel. He really likes old buildings, but I think they're boring.

3)
It has some lovely restaurants. My favourite one has delicious fresh clams! After dinner we usually go for a walk around the town or have a cup of coffee in one of Alanya's great cafés.

4)

Love,
Janet

P.S. This is a picture of some shoe-shiners in front of our hotel. I like them — they're so unusual!

- A Right now, I am sitting on a beautiful beach.
- B I miss you. See you in two weeks.
- C It's raining all the time!
- D I am having a fantastic time.
- E Alanya is a wonderful place for a holiday.

WRITING

TIP

When you write a friendly letter while on holiday, write about: **where** you are, **the place** you are staying at, **the weather**, **what** you are doing, **who** you are with and **what** they are doing. Write **what you like/don't like** giving reasons, as well as what your **impressions** are. Use a variety of **adjectives** to make your letter more interesting.

13 Use the plan below to write a holiday letter to a friend.

Plan

Dear ... (your friend's first name),

Paragraph 1: • where you are on holiday and where you are staying

Paragraph 2: • the weather
• what you are doing at the moment
• who you are with
• what they are doing at the moment

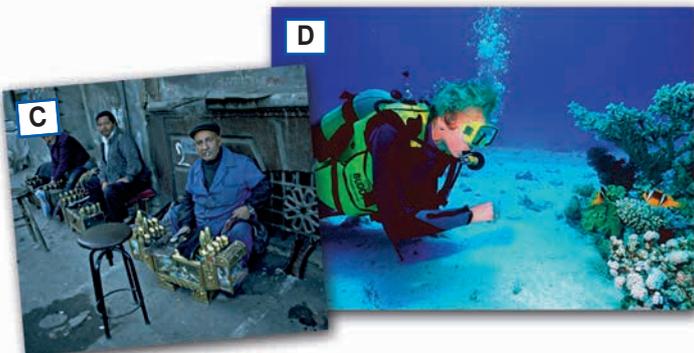
Paragraph 3: • your impressions about the place, the food and general activities

Paragraph 4: • close your letter (see you soon/bye for now, etc)

Love,

.....
(your first name)

12 Read Janet's letter again and underline the sentences that describe the pictures below.



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3



From All Four Corners of the World

Mosteiro dos Jerónimos

1 Read the rubric and underline the key words, then answer the questions.

Your teacher has asked you to write articles about the capital city of your country. Write your **article** about the city, describing what visitors can see and do there, as well as writing about the city's restaurants and nightlife. (120-180 words)

- What type of composition is this? Who is going to read this?
- What style would you use for this article?
 - A very formal, factual and impersonal
 - B semi-formal, descriptive
- Which should you *not* describe, and why?
 - A a pretty village
 - B a large town
 - C the main city of a country
- Which topics/points would you include in your composition? Put a tick (✓).
 - famous sights & tourist attractions
 - what it is like to live in the city
 - name of city, where it is
 - the city's history, population & climate
 - complete facts about various sights
 - the city's trains, buses & taxis
 - shopping areas & what to buy there
 - restaurants, bars and nightclubs
- What tenses would you use? Why?

2 Read the article and label the paragraphs with these headings.

- *nightlife/eating out*
- *things to see/do*
- *recommendation*
- *name, location*

Fascinating Lisbon

Introduction	Lisbon, one of the oldest capitals in Europe, is situated on the west coast of Portugal. Its rich history, colourful traditions and more modern attractions make it a fascinating city.	Para 1
	Anyone lucky enough to visit Lisbon will find plenty to see and do. For a start, the magnificent Castle of Saint George is a must. The castle, which is built on a hill, offers a fantastic view over the city. Directly below is Alfama, the oldest part of Lisbon. Visitors can walk along its narrow streets where they can see fish sellers carrying baskets on their heads. In Belém, the city's port, tourists can visit the Mosteiro dos Jerónimos, a beautiful monastery built in the 16th century. Baixa, the busy shopping area of the city, offers a great variety of handmade souvenirs and elegant designer clothes.	Para 2
Main Body	Lisbon's nightlife is exciting and varied. Visitors can have a drink in Bairro Alto, the ancient port of the city, where <i>fado</i> – traditional Portuguese music – fills the air with its sad, romantic sounds. They can also enjoy delicious seafood at first-class restaurants. For those who like to dance the night away there are many trendy nightclubs in the area.	Para 3
	Lisbon is a wonderful city. If you want to experience the beauty and fascination of a great European capital, it would be the perfect holiday destination for you.	Para 4
Conclusion		

3 Read the article again and answer the questions.

- Which city is described, and where is it situated?
- What makes it an interesting city?
- Which buildings does the article suggest tourists should visit?
- Where can visitors go shopping, and what can they buy?
- What sorts of entertainment does the article mention?
- What recommendation does the writer make?



4 Fill in the boxes with words/phrases from the article in Ex. 2, as in the example, then use these to talk about Lisbon.

SIGHTS <i>Castle of Saint George,</i>	NIGHTLIFE
PLACE	
EATING OUT	SHOPPING

Phrases of Location

To describe the location of a place you can use the following phrases:
[Name] is / is situated / is located
 - in the east/west/south/north of
 - in the south-east/north-west/etc of
 - on the east/west/etc coast of
 - in the centre/heart/middle of

5 a) Look at the towns/cities on the map and correct the statements below.



- 1 Brisbane is situated on the west coast of Australia.
Brisbane isn't situated on the west coast of Australia. It is situated on the east coast of Australia.
- 2 Sydney is in the heart of Australia.
- 3 Melbourne is located in the north of Australia.
- 4 Perth is located in the centre of Australia.
- 5 Newman is in the north-east of Australia.

b) Make sentences about the location of each town/city on the map, as in the example.

Perth is on the south-west coast of Australia.

6 Fill in the blanks with adjectives from the list, then make sentences with the phrases.

handmade, colourful, elegant, holiday, narrow, delicious, rich, traditional, trendy, fantastic

- | | |
|--------------------|-----------------------|
| 1 history | 6 nightclubs |
| 2 streets | 7 music |
| 3 traditions | 8 a destination |
| 4 clothes | 9 seafood |
| 5 souvenirs | 10 a view |

STUDY TIP

- To make our writing more interesting we should use a **variety of adjectives** such as *wonderful, magnificent, exciting, awful*, etc instead of *good, nice, bad*, etc.

7 a) Complete the table with words from the list, as in the example.

fantastic, tiny, terrible, large, splendid, horrible, huge, wonderful, awful, magnificent, enormous, fascinating, little, beautiful, delicious, charming, delightful

nice/good	<i>fantastic</i>
bad	
big	
small	

b) Replace the words in bold with adjectives from the table above.

A Dear Stacey,

We finally arrived in Stockholm. It is a **1) nice** city. We are staying at a **2) big** hotel which has **3) nice** rooms. We had planned to go sightseeing today but the weather was **4) bad**. Hopefully, it will be a better day tomorrow.

See you soon,
Michelle

B Rosehill is a **1) small** village situated in the heart of a **2) nice** forest near Brownpool ...

... The **3) big** oak tree, which is more than a thousand years old, is sure to impress visitors. Rosehill is also known for its **4) good** pottery and **5) nice** homemade bread.

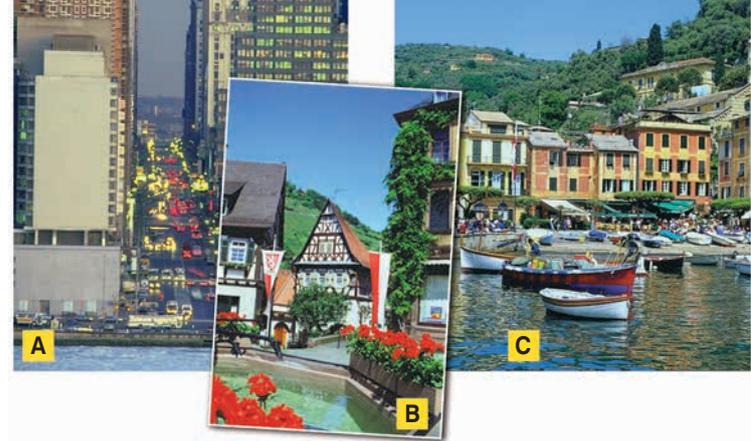
8 Study the examples, then join the sentences using *which*, *where* or *with*.

- Tourists should visit the Art Museum. It is one of the best in the world.
Tourists should visit the Art Museum, **which** is one of the best in the world.
- Shoppers will love the local bazaar. They can find colourful, handmade carpets there.
Shoppers will love the local bazaar, **where** they can find colourful, handmade carpets.
- Maui is a paradise for tourists. It has beautiful beaches and clear blue waters.
With its beautiful beaches and clear blue waters, Maui is a paradise for tourists.

- 1 There are many nightclubs in the city centre. You can dance and listen to live music there.
There are many nightclubs in the city centre where you can dance and listen to live music.
- 2 The city is known for its open-air food markets. They have all sorts of spices, food and cakes.
.....
- 3 There are fantastic restaurants and delicious French cuisine in Paris. It is a perfect choice for food lovers.
.....
- 4 Rome is a wonderful city to explore. It has many ancient temples and monuments.
.....
- 5 An interesting place to visit in the city is the National Gallery. You can admire famous paintings there.
.....
- 6 Visitors should not miss the small restaurants around the square. They can try delicious local specialities there.
.....

STUDY TIP

- To make a description of a place more vivid, we can refer to our **senses** (i.e. describe **sights**, **sounds** and **smells**).
- When describing a place, we may include the 'human scene', with words referring to **crowds** (e.g. *crowded*, *busy*, *empty*) and **activity** (e.g. *rush*, *walk*, *carry*).
e.g. *The streets of the city are always **busy** [crowd] and **noisy** [sound], with people **rushing** about [activity] and cars **hooting** [sound].*



9 a) Match the sentences (1-6) to the pictures (A-C). What does each phrase in bold refer to: sight, sound, smell, crowds or activity?

- 1 ... Visitors can sit in front of one of the little cafés and enjoy the view of the **clear blue sea**. (*sight*)
- 2 The **smell of car fumes** is strong and choking.
- 3 **Tourists stroll** down the **quiet streets** of the little port, admiring the **brightly-coloured houses**.
- 4 The city **glows with light** from offices and cars.
- 5 The **crowded streets** are full of **people hurrying and cars hooting**.
- 6 The delicious **smell of grilled fish** fills the air.

b) Which picture is not described above? Use these prompts to write about the picture.

- brightly-coloured flowers / surround / fountain
- visitors / breathe / clean mountain air
- enjoy / peace / traditional mountain village

10 a) A description of a place may be found in various sorts of writing. Read the extracts and say which is from:

- 1 an adventure story
- 2 a letter to a friend, written by somebody on holiday
- 3 an article describing an exotic holiday destination

A Marrakech seems like a city that is half myth and half reality. In its crowded streets, where food aromas blend with folk music, visitors can experience the rhythm of Moroccan life.

B It was a bright, sunny morning, and as Mary strolled through the narrow streets, the smell of freshly-baked bread drifted on the air. Turning a corner, she found herself in a small square surrounded by charming old buildings and cafés.

C I went to the Eiffel Tower today. I couldn't believe the view from up there – it was breathtaking! I also went to the Louvre and spent hours walking around, admiring the exhibits.

b) Read again and underline the words/phrases referring to sights, sounds, smells, crowds or activity.

WRITING

TIP

When we write a descriptive article about a place, we can divide it into four paragraphs.

- In the **introduction** we mention the **name** and **location** of the place and the reason for choosing it.
- In the **second paragraph** we write about what a visitor can **see** and **do** (*sightseeing, museums, shopping, etc*).
- In the **third paragraph** we write about **entertainment, nightlife** and **eating out** (*clubs, restaurants, etc*).
- In the **conclusion** we make **general comments** and **recommend** the place to visitors.

We normally use **present tenses** in this type of writing.

- 11** Read the rubric, then read the article and match the topic sentences (A-D) to the gaps (1-3) in the article. One of the sentences does not fit. What is the topic of each paragraph?

*A travel magazine has asked its readers for articles describing the perfect place for a weekend escape. Write an **article** about such a place, describing its attractions and saying why it is worth visiting.*

- A If you need a weekend escape from the stress of the city, St Lambert is just the place for you.
- B St Lambert does not have a busy nightlife.
- C St Lambert's crowded streets are always full of life.
- D There are many interesting things to see and do here.

A Charming Weekend Escape



St Lambert, a small town near Montreal, Canada, is the perfect choice for a relaxing weekend escape.

- 1** A visit to the Marcille museum is a wonderful chance to see great Canadian art. Visitors can cycle along the St Lawrence River and admire the breathtaking scenery. Shoppers will enjoy a walk down Victoria Street, where excellent boutiques sell fashionable clothes.
- 2** However, visitors can enjoy a cup of hot chocolate in front of a roaring fire in one of the small cafés in the town. There are also many restaurants, like Capitains, where one can taste delicious French onion soup. For those with a sweet tooth, the local pies are a must.
- 3** The peace and quiet of the town offers tired visitors a welcome, refreshing break from their busy lives.

- 12** a) Read the rubric and underline the key words, then answer the questions to plan your composition in detail.

*A magazine which you enjoy reading is holding a competition for the best article entitled "A lovely place to visit". Write an **article** for the competition, describing your town or city, saying what a visitor can see and do there and explaining why it is a good choice for tourists. (100-150 words).*

- What type of composition is this?
 - A descriptive article about a place
 - B narrative including description of a place
- Who will read your article?
 - A tour guides
 - B readers of the magazine
- What style will you use?
 - A informal, personal
 - B semi-formal, descriptive
- What tenses will you use?
 - A present tenses
 - B past tenses
- Which place will you write about?
 - A a city in another country
 - B the city you live in
- a) What information about your city will you give under these headings?
 - location
 - sights to see
 - things to do
 - nightlife
 - restaurants
 - recommendation
- b) Can you group these into paragraphs?
- c) Suggest topic sentences for each main body paragraph.
- d) What words/phrases will you use which refer to the senses, crowds and activity?

- b) Use your answers to the questions above, as well as the plan below to write your composition. Use the texts in Exs. 2 and 11 as models.

Plan

Introduction

Paragraph 1: *name, location*

Main Body

Paragraph 2: *sights to see, things to do*

Paragraph 3: *nightlife, restaurants, etc*

Conclusion

Paragraph 5: *comments/recommendation*

Reading & Writing TARGETS 3

Reading and Writing Targets 3 is the third book in a three-level writing series in full colour. Designed for learners at pre-intermediate level, the book provides systematic development of reading and writing skills and can be used to supplement any main course at pre-intermediate level.

Key Features

- a variety of texts based on real-life situations which develop reading skills and work as models for the learner's own written work.
- lexical and grammar exercises which familiarise learners with all vocabulary and grammatical structures necessary to produce a successful piece of writing.
- useful writing tips and paragraph plans to give the learner step-by-step guidance

The **Teacher's Book** provides:

- useful notes to the teacher
- full key to the exercises in the Student's Book

Components

- Student's Book
- Teacher's Book



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