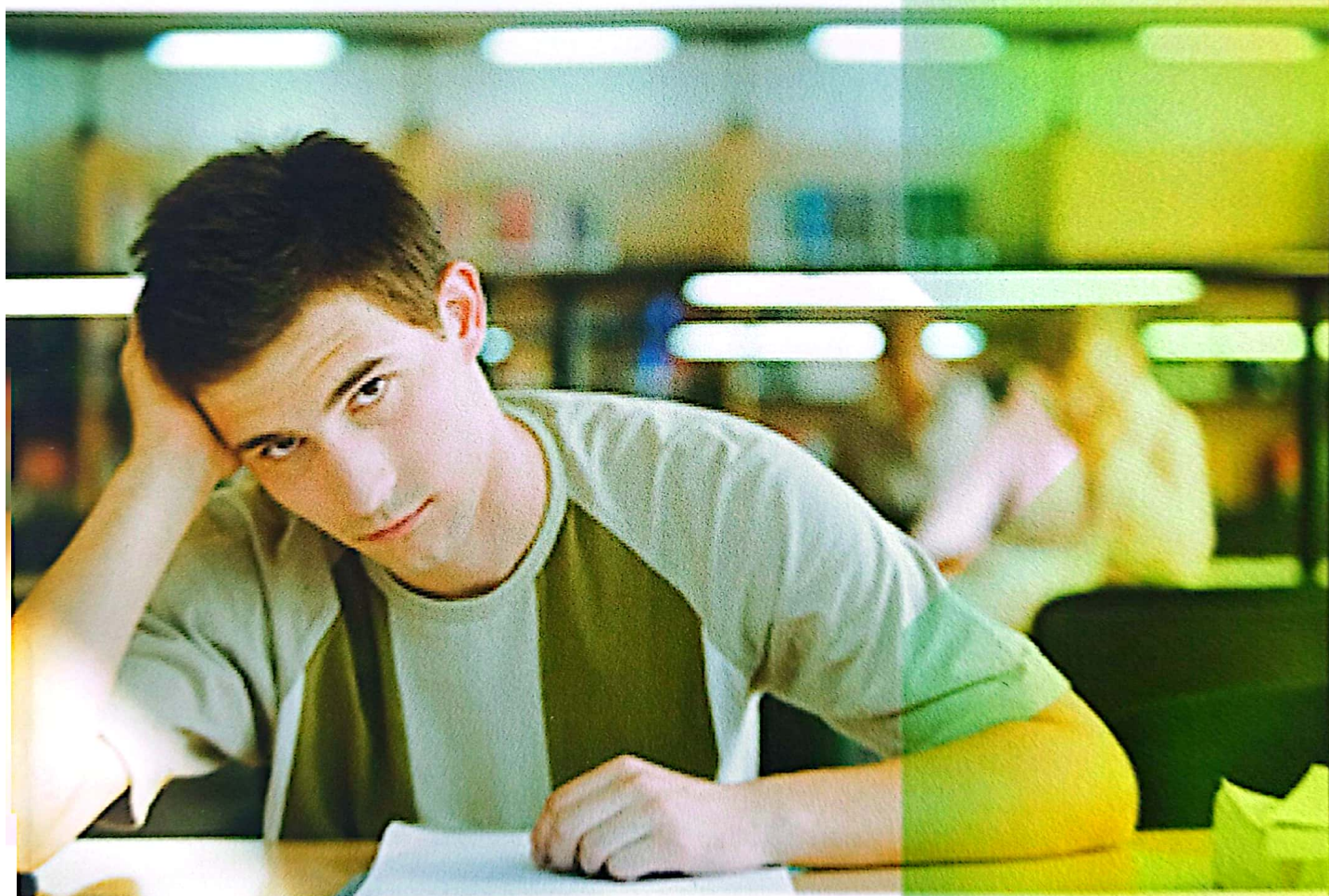


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WRITING FOR FRESHMEN



METHODOLOGICAL
MANUAL

**MINISTRY OF HIGHER EDUCATION, SCIENCE AND
INNOVATION**

SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES

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“WRITING FOR FRESHMEN”

METHODOLOGICAL MANUAL

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“Writing for freshmen” aims to equip instructors with effective strategies for fostering writing skills in students of higher education. Recognizing the unique challenges faced by students transitioning to a new academic environment, this guide focuses on developing essential writing skills for success in university coursework. The guide emphasizes the importance of creating a supportive and collaborative learning environment, incorporating a variety of pedagogical techniques, and tailoring instruction to individual learning styles. It provides practical approaches for teaching core writing skills, such as description writing, sentence constructions and others along with strategies for addressing common writing errors and promoting self-directed learning. This guide serves as a valuable resource for instructors seeking to empower freshmen students to confidently navigate the demands of academic writing in their higher education journey. It includes information and exercise for writing skills development.

“Writing for freshmen” oliy ta’lim talabalarida yozish ko‘nikmalarini rivojlantirish bo‘yicha samarali strategiyalarni o‘z ichiga olgan qo‘llanma. Yangi akademik muhitga o‘tayotgan talabalar duch keladigan muammolarni hisobga olgan holda, ushbu qo‘llanma universitet kurslarida muvaffaqiyatga erishish uchun muhim yozish ko‘nikmalarini rivojlantirishga qaratilgan. Qo‘llanmada qulay va hamkorlikda o‘quv muhitini yaratish, turli pedagogik usullarni o‘z ichiga olish va o‘qitishni individual ta’lim uslublariga moslashtirish muhimligi ta’kidlangan. U asosiy yozish ko‘nikmalarini o‘rgatish uchun amaliy yondashuvlarni, masalan, tavsif yozish, jummalarni tuzish va boshqalarni, shuningdek, umumiy yozish xatolarini bartaraf etish va mustaqil ta’limni rivojlantirish strategiyalarini taqdim etadi. Ushbu qo‘llanma birinchi kurs talabalariga oliy ta’limda akademik yozuv talablarini ishonchli tarzda boshqarishga yordam berishga intilayotgan o‘qituvchilar uchun qimmatli manba bo‘lib xizmat qiladi. Qo‘llanmada Ingliz tilida yozish ko‘nikmalarini rivojlantirish uchun mashqlar va ma’lumotlar berilgan.

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Ilmiy kengash kotibi _____ N.J. Sulaymanova

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Introduction:

It is challenging to envision the current educational landscape without the incorporation of diverse pedagogical technologies. The utilization of innovative methods, strategies, computers, and other information platforms is essential, emphasizing the vital integration of contemporary methods and technologies into our educational framework.

This methodological manual is one of the valuable resources for teaching English to students of higher education, general secondary schools, academic lyceums and professional educational institutions based on modern pedagogical technologies and certain methods. It can be considered. Also, this educational and methodological manual can serve as an auxiliary resource not only for the future young generation of language learners, but also for English language teachers who teach them.

In this methodological manual, the new pedagogical technologies and methods used in teaching writing skills in English serve as a program to explain writing topics in English to English language teachers in an easy, interesting and simple way.

Theme: Punctuation



Plan:

1. Warm-up (5 minutes)
2. Introduction (15 minutes)
3. Guided Practice (10 minutes)
4. Group Activity (15 minutes)
5. Class Discussion (10 minutes)
6. Independent Practice (10 minutes)
7. Review and Wrap-Up (5 minutes)

Objectives of the lesson:

- Students will be able to identify and correctly use common punctuation marks in English: commas, periods, question marks, exclamation points, semicolons, colons, apostrophes, hyphens, quotation marks, and dashes.
 - Students will be able to understand the function and usage of each punctuation mark in various contexts.
 - Students will be able to apply these rules in their own writing, improving clarity, readability, and accuracy.
 - Students will be able to analyze punctuation errors in their own work and that of others, and provide constructive feedback.

Teaching methods:

- Practical exercises;
- Group works;
- Making presentation;
- Preforming and summarizing practical work;
- Direct instruction;
- Hands-on activities;
- Independent practice;
- Peer teaching;
- Technology integration;

Materials needed:

- Whiteboard/Projector
- Markers/pens
- Handout with punctuation rules and examples (see below)
- Worksheet with punctuation exercises (see below)
- Optional: Sentence strips with punctuation errors, online punctuation quizzes, sample texts with errors.

1. Warm up (5 minutes)

Divide students into two (or three) teams of four or five people, and have them to stay in a line in front of the board. The last student in each line reads the prepared sentences and whispers it to the next participant. The last participant of the team should write the sentence on the board. The team which first writes the sentence correctly wins. Encourage students to actively participate (some awards are optional).

This activity can help the teacher to evaluate the knowledge of students on types of sentences by looking at how accurate they construct the provided sentences and use punctuation marks. It also useful to improve students motivation and interest on the topic.

List of advised sentences:

1. Simple Sentence:

- The dog barked loudly.
- She ran to the store.
- I enjoy reading books.
- He plays the piano beautifully.
- The sun shines brightly.

2. Compound Sentence:

- I wanted to go for a walk, but it started to rain.
- She studied for the exam, and she passed with flying colors.
- He likes to swim, so he joined the swim team.
- The cat napped peacefully on the couch, yet the dog barked incessantly.

3. Complex Sentence:

- After she finished her homework, she went to the park.
- Although he was tired, he stayed up to finish the project.
- The students, who had studied diligently, aced the test.
- Since it was raining, they decided to stay indoors.

4. Compound-Complex Sentence:

- I wanted to go to the beach, but my friends preferred hiking, so we compromised and went to the lake.
- She had never been on a plane before, so she was nervous, but her excitement overshadowed her fear once the plane took off.

Note: With groups of advanced students, you may also ask to identify a type of sentence or you can change the order of the words and ask them to rewrite it correctly.

Ex 1. In pairs, students put the words in correct gap. Draw their attention to the given example. You may like to provide students with dictionaries to help them with this task.

Answers:

1. Couture
2. Runway
3. Trendsetter
4. Haute couture
5. Designer
6. Fashionista
7. Ensemble
8. Accessory
9. Stylist
10. Boutique

Ex 1a. Have your students to discuss the types of sentence structures on previous exercise and observe how accurate they are in analyzing sentences.

Answers:

- 1, 2, 4, 5, 7, 8, 10 – Simple sentences
3, 6, 9 – Complex sentences

Teachers note:

2. Introduction to the topic (15 minutes)

There are 14 punctuation marks in English grammar, and at least one of them has to appear in every sentence. But how do you choose the right one, and how do you know if you're using it correctly? Follow these basic punctuation rules to write more clearly and effectively.

Punctuation Must be Parallel

If you interrupt a main clause with one type of punctuation mark, such as a dash or a comma, you need to provide the same type of punctuation mark at the end. For example:

Incorrect - The teenagers, students from Mrs. Smith's art class — went on a field trip to the museum.

Correct - The teenagers, students from Mrs. Smith's art class, went on a field trip to the museum.

Correct - The teenagers — students from Mrs. Smith's art class — went on a field trip to the museum.

The choice to use commas or dashes in this situation depends on your personal preference. As long as you use the same mark at the beginning and the end, it's correct. The parallel punctuation rule also means that you should not use a semicolon to set off just one item in a list. For example:

Incorrect - I have lived in Des Moines, Iowa, Seattle, Washington; and Boise, Idaho.

Correct - I have lived in Des Moines, Iowa; Seattle, Washington; and Boise, Idaho.

Semicolons are an effective way to separate list items that have commas in them. However, you need to either use them for every list item or don't use them at all.

Use Em dashes Sparingly

Writers often use an emdash (the longest of the three dashes) to mark off information for emphasis. It's an effective way to shock the reader or to draw attention to important details. For example:

For his birthday, Mark received a sweater, a jacket, a savings bond — and a new bike!

Pizza, chocolate, and ice cream — these are my favorite foods.

I'd love to return to Italy — it's where I met my husband.

These sentences are both intriguing and clear for the reader to understand. However, emdashes must appear sparingly, or the effect is lost. Try to limit them to one per paragraph, or even one per page if possible.

A Colon Appears at the End of the Main Clause

If you have trouble deciding where to use a colon in your writing, ask yourself if a period or question mark would be appropriate in the same location. If the sentence is already complete, you may use a colon to add a list, elaboration or restatement.

List - I have three brothers: David, Kent and Jacob.

Elaboration - I have decided not to move to San Francisco: I have been offered a better job in Milwaukee.

Restatement - Jenny wasn't sure who started yesterday's fight: she didn't know who was to blame.

A common grammar mistake is to place a colon between a preposition and its object (such as "Lemonade is made from: lemons, sugar and water"). Solve this problem by determining whether the text before the colon is a complete sentence. If it is, you're probably using the

colon correctly. If not, determine a better place for the colon, or choose a different punctuation mark.

Semicolons Separate Two Independent Clauses

When you create compound sentences with coordinating conjunctions, you're joining two independent clauses. Semicolons can also join related independent clauses that are of equal importance, but each side of the semicolon must be a complete sentence. For example:

Sarah answered my question abruptly; she seemed preoccupied.

The puppy was very nervous; she had never been in a car before.

My new job is exciting; I love working with a team.

You could put a period in place of each of these semicolons and they would still be grammatically correct. The same rule applies when you use a semicolon before a conjunctive adverb joining two clauses (such as "The restaurant was very crowded; however, the waitress took our order immediately.")

Parentheses Show Related, Nonessential Elements

Parentheses show elements in a sentence that are related but not necessary to understand the meaning of the sentence. If the information inside the parentheses forms a complete sentence within the larger sentence, no punctuation is necessary. For example:

My family visited several countries (Italy, France, Portugal, and Spain) on our vacation last year.

The snow (April saw it when she passed the window) completely covered the trees.

Gloria's friends (or so she thought) weren't waiting at the lunch table.

When the information is more essential to the sentence, you can replace them with commas in most cases. (Just make sure to keep that parallel punctuation!)

Apostrophes Only Show Possession or Omission

An apostrophe shows possession of another noun or omission of a part of a word (as in a contraction). Other than these occasions, you should not use an apostrophe. For example, you should use an apostrophe when using a:

singular possessive noun (Susan's book)

singular possessive noun ending in -s (Chris's car)

plural possessive noun (my parents' house)

contraction (can't, won't, shouldn't)

If you see an apostrophe outside of these occasions, such as in plural nouns that are not possessive, you've probably found a grammatical error. Apostrophes have specific uses and shouldn't be included without a specific purpose.

Ellipses Only Indicate Omissions in Text or Pauses in Dialogue

Many writers like to use ellipses for effect. However, there are only two times when you can correctly use omissions:

Omitting irrelevant parts of a quote - "The witnesses reported that the suspect fled the scene ... and headed west toward the highway."

Indicating a pause or "trailing off" in a character's dialogue - "Please," whispered Mary, "don't forget me ..."

If you find ellipses in your narration, you can safely replace them with other punctuation marks. And if you absolutely must include ellipses in other instances, strongly limit them to avoid slowing your pace.

End Punctuation Marks Belong Inside Quotation Marks

When punctuating a quote, you almost always place the end punctuation mark inside the quotation marks. End punctuation includes periods, exclamation points, and periods. For example:

Percy asked, "Who borrowed my bike?"

"Stop yelling!" my mother shouted.

"You're not invited to my party anymore," said Sheri.

Even in the last example, where the statement's period is replaced by a comma, it's inside the quotation marks. You can only leave an exclamation mark or question mark outside the quotation if it's part of the sentence, not the quote. (For example: Who said "I'm not telling"?)

Only Use One Exclamation Mark at a Time

You have probably seen (or used) two exclamation marks to express excitement. While this notation is all right for texting, it's best to use only one at a time in most types of writing For example:

I can't wait for the party tonight!

We should have never come here!

You never listen to me!

It's best to try and avoid exclamation marks altogether in formal academic writing. However, if you're writing a story or making an argumentative point that requires an emphasis, only use one exclamation mark.

Don't Use Hyphens for Adverbs Ending in -ly

When you form a compound adjective, you use a hyphen to connect an adverb to an adjective to accurately describe a noun. However, if that adverb ends in -ly, don't use a hyphen. For example:

Hyphen - Arthur is a well-respected man.

No hyphen - Arthur is a highly respected man.

Hyphen - This is the author's best-known work.

No hyphen - This is the author's popularly known work.

Hyphen - The ill-informed community was surprised by the development.

No hyphen - The poorly informed community was surprised by the development.

Another adverb to avoid hyphenating is "very" (such as "a very respected man"). The rules change when the compound adjective follows the noun; typically, no hyphenation is required in these cases.

Taken from: <https://www.yourdictionary.com/articles/basic-punctuation-rules>

3. Guided practice (10 minutes)

Provide students with a worksheet or handout containing sentences in different structures. Ask them to identify and classify each sentence as simple, compound, complex, or compound-complex. Review their answers as a class.

HANDOUT 1

Tip 1. A simple sentence has one complete thought. Ex. The boy ran to the store.

A compound sentence has two complete thoughts joined with a comma and conjunction. Ex. The boy ran to the store, and his sister stayed home.

A complex sentence has one complete thought plus a dependent clause. Ex. The boy ran to the store where he bought milk.

Write what kind of sentences are these:-
Tick **S** for simple, **CS** for compound sentence and **CX** for complex sentence.

1. Amir and Samir ate too much.
2. I have been on rather too many planes and trains recently.
3. We drove right up to Cameron Highlands in two days..
4. I don't care how expensive it is.
5. Two minutes ago the child was fast

asleep, but now he is wide awake.

6. They spoke to him in Malay, but he responded in English.
7. She runs every day, so she is very fit.
8. My mother cooked dinner while I was doing my homework.

9. You can either come with me now or walk home.
10. He will never leave home because he hasn't got the courage to.
11. When all else fails, read the user manual.
12. It was Raj who paid for the drinks.

Answers: 1. S 2. S 3. S 4. S 5. CS 6. CS 7. CS 8. CX 9. CX 10. CX 11. CX 12. CX

Discuss every sentence in a group to clarify the answers.

Extension: You can provide students with extra sentences to analyze, if it is necessary.

4. Group activity (15 minutes)

Divide students into small groups and give each group a set of sentence strips with different sentence structures written on them. Ask the groups to sort the sentences into the correct categories and explain their reasoning. Encourage discussion and collaboration among group members.

HANDOUT 2

GROUP 1

1. The dog barked loudly at the mailman.
2. Running quickly, she made it to the bus just in time.
3. Despite the rain, the children played outside happily.
4. After finishing his homework, John decided to watch a movie.
5. With a smile on her face, Maria greeted her coworkers in the morning.
6. In the distance, a faint light appeared on the horizon.
7. Before going to bed, remember to turn off the lights.
8. Without a map, it was difficult to find the hidden treasure.
9. Throughout the day, the sun shone brightly in the sky.
10. At the park, families enjoyed a picnic together

GROUP 2

1. The cat curled up on the cozy, soft blanket.
2. On the tallest branch of the tree, a bird sang a sweet melody.
3. After finishing her chores, Sarah treated herself to a bubble bath.
4. With a loud crash, the thunderstorm swept through the town.
5. Underneath the bridge, a group of ducks swam in the calm pond.
6. Despite the cloudy sky, the kite soared high in the air.

7. Before the party, Emily prepared a delicious tray of snacks.
8. Without a doubt, he knew he had made the right decision.
9. Inside the old bookstore, the smell of aged paper filled the air.
10. Towards the horizon, the sun sank slowly, painting the sky with vibrant colors.

GROUP 3

1. Swimming in the crystal-clear water, Sarah spotted a school of colorful fish.
2. With a determined look on her face, Emma practiced her piano skills for hours.
3. Amidst the chaos of the city, a sense of calm enveloped Leo as he walked through the park.
4. Before the sun rose, the birds chirped happily, announcing the arrival of a new day.
5. Racing against time, Jack finished his exam just as the bell rang.
6. Despite the rainy weather, the children ran outside to play in the puddles.
7. Hidden behind the bushes, a squirrel watched as the hikers passed by.
8. At the top of the mountain, a breathtaking view awaited the weary travelers.
9. Upon hearing the news, a sense of relief washed over Maria.
10. After a long day at work, John treated himself to a hot cup of tea and a good book.

5. Class Discussion (10 minutes)

Have each group share their answers and reasoning with the class. Facilitate a discussion on the characteristics and components of each sentence structure. Discuss how different structures can affect the clarity and impact of a sentence.

For example:

1. Simple Sentence: The cat sat on the mat.
 - This sentence is clear and direct, providing straightforward information about the cat's action.
2. Complex Sentence: While the cat sat on the mat, the dog chased its tail.

- This sentence adds complexity by introducing another action (the dog chasing its tail) while still maintaining clarity about the cat's action.

3. Compound Sentence: The cat sat on the mat, and the dog chased its tail.

- This sentence combines two separate actions of the cat and the dog, showcasing a clear connection between them.

4. Compound-Complex Sentence: While the cat sat on the mat, the dog chased its tail, and the bird chirped outside the window.

- This sentence incorporates multiple actions and adds depth to the scene, highlighting the simultaneous activities of the animals.

By using different sentence structures, writers can control the pacing, complexity, and impact of their writing. Simple sentences are often clear and concise, while complex and compound sentences can add nuance and depth to the narrative. Varying sentence structures can also create a more dynamic and engaging reading experience for the audience.

6. Independent Practice (10 minutes)

Turn your students into sentence detectives by providing them with passages or short texts while they are practicing the different types of sentences.

Instruct them to search for and identify different sentence types within the text. Students can work individually or in pairs to underline or highlight each type of sentence they find.

Afterward, discuss the findings as a class, encouraging students to explain their choices.

Sample texts:

Sample 1

Some people think that parents should teach their children how to be good members of society. Others, however, believe that school is the best place to learn this. Discuss both views and give your own opinion.

Some people believe that children should be taught by their parents about how to function as useful members of society, while others believe that sending children to educational institutions is the best way for them to study this. Although the latter opinion can be beneficial in some cases, I believe that family upbringing plays a more important role in educating children to be good parts of the community.

Schools can be considered suitable places for children to learn to be good citizens. With standardized educational methods, schools can foster children's cognitive development so that they are able to contribute to society in the future. For example, Trung Vuong school and Vinschool are well known for having nurtured successful alumni such as Professor Ngo Bao, Professor Nguyen Hung who have devoted their talents to the development of the country. However, these people only represent a small fraction of the total number of students attending schools, and thus sending children to schools cannot be the best method of educating them to be good members of society.

I believe that parents play a more important role in teaching them how to be good citizens. In Vietnam, the average class size is 20 students, which makes it difficult for educators to provide proper schooling for each student. One to one lessons at home, on the other hand, allow children to progress faster. Furthermore, parents form stronger bonds with their offspring and thus, it is easier for them to shape children's personalities at an early age. For example, by telling stories such as Robin Hood, Cinderella before bedtime, parents can instil a sense of compassion and integrity into them. These children are likely to become good members of society when they grow up.

In conclusion, although sending children to schools can be seen as a way of teaching them how to be good citizens, I believe that domestic upbringing has a bigger impact on determining who they are in the future.¹

Sample 2

There is an increasing trend around the world of married couples deciding not to have children. Discuss the advantages and disadvantages for couples who decide to do this.

An increasing number of married couples around the world choosing to remain childless. The main benefits of not having a child for couples are that they can focus on their careers and have more time for themselves. The main drawbacks are that they could not fit into their peers' group and have no one to look after them when they get old.

One primary advantage of remaining childless for married couples is that they can focus on their work. This is because they have less

¹ <https://writing9.com/search/some-people-think-that-parents-should-teach-children-how-to-be-good-members-of-the-society-others-however-believe-that-school-is-the-place-to-learn-this-discuss-both-views-and-give-your-opinion-/0>

responsibility and distractions in their lives compared to the couples that have a child. Another advantage of this is that they have more spare time. Looking after a child is a full-time job for parents and taking most of their time, while child-free couples have lots of free time after work. For example, many couples stop going out late with their friends after having a child as they have to stay at home for looking after their children.

One disadvantage of couples deciding not to have children is that they can struggle to hang with their peers after most of them have children. Most parents prefer to spend more time with other couples that have children as well. Moreover, do not have anyone to look after them in their elderliness is another disadvantage. Children are the ones who take care of their parents when they get old because their parents did the same for them when they were young. For instance, the vast majority of the people who live in care homes have no child.

In conclusion, the main benefits of staying child-free for couples are that they can be more career-oriented and have more free time for themselves, and the main drawbacks are that they could have problems about fitting into their friends' group and having no one to take care of them when they become older.²

Sample 3

Some people think that parents should teach their children how to be good members of society. Others, however, believe that school is the best place to learn this. Discuss both views and give your own opinion.

Some would say that parents should teach their offspring how to be good members of society, while others are of the opinion that school is the best in this regard. This essay agrees with the latter point and will show that, despite the practical experiences that parents give their children, school lessons can give deep insights into what it takes to be good citizens.

Some believe that parents can educate their children about being good members of society based on their life experiences. This is because the life experiences that parents can give their children are straightforward, down-to-earth, and so they can easily apply what their

² <https://writing9.com/search/there-is-an-increasing-trend-around-the-world-of-married-couples-deciding-not-to-have-children-discuss-the-advantages-and-disadvantages-for-couples-who-decide-to-do-this-/0>

parents teach them in reality. For example, many children in Thailand become more polite, honest, and caring to everyone as a direct result of the practical lessons that their parents give them at home. However, I believe that parents now are so busy and do not spend much time with their children teaching them.

Lessons at school can provide children with valuable insights into being good members of society. In class, students can receive lessons about different traits of a truly good person that society needs, and then they put what they learn into practice by creating real-life problems and solving them together. For instance, after receiving lessons in civic education at school, many Vietnamese students are more willing to help their neighbors and even strangers, and they feel extremely happy after doing something good for others. For this reason, I believe that school lessons are more influential to young children.

In conclusion, despite the practical experiences that parents can give their children at home, this essay believes that school lessons can help students deepen their understanding of being good members of society.³

Sample 4

In many professional sports, there is an increase in the number of athletes using banned substances to improve their performance.

What are the causes of the phenomenon and what are some of the possible solutions?

In many professional sports, it is becoming commonplace for athletes to abuse prohibited substances to boost their overall performance. This essay will discuss how stiff competition and lax testing systems are the main cause of this problem, and the most suitable solutions are imposing heavier punishments on violators and revamping testing facilities.

The main cause of this problem is the fierce competition that exists in any sports. In other words, most many professional athletes feel that they have to take substances like steroids to give themselves an advantage over other strong opponents. Another reason is the lack of strictness in testing procedures. Many athletes who take advantage of banned substances can still get off scot-free due to the holes in testing systems.

³ <https://writing9.com/search/some-people-think-that-parents-should-teach-children-how-to-be-good-members-of-the-society-others-however-believe-that-school-is-the-place-to-learn-this-discuss-both-views-and-give-your-opinion-/0>

For example, a high-profile mix martial artist named Jon John who is notorious for using PED described how easy it was to get away with cheating in an interview in 2015.

A viable solution is to heavily punish lawbreakers. If sports clubs and establishments raise the fine for using banned substances, many athletes will think twice before making attempt to cheat. Another the way to deal with this issue is to upgrade testing amenities. This will eradicate any holes existing in the system and ensure that the test result is highly accurate. For instance, after the UFC had made major investments to provide their staff with the latest testing equipment, many fighters in their organization got caught.

In conclusion, strong competition and ineffective testing systems are the main cause of this problem, and the most suitable solutions are enforcing harsher punishments on violators and reforming testing facilities.⁴

Writing based texts of high score have been taken consciously to elicit how using different types of sentence structures can affect the score. Doing this exercise students can analyze and clarify using structures.

7. Review and Wrap-Up (5 minutes)

Summarize the key points of the lesson and have students reflect on their understanding of sentence structures. Discuss how varying the structure of a sentence can add complexity or clarity to writing.

Extension Activity:

Challenge students to analyze a piece of literature or a news article and identify different sentence structures used by the author. Discuss how varying structures contribute to the overall impact of the text.

By the end of the lesson, students should have a solid understanding of the different types of sentence structures and how they can enhance writing and communication.

Questions:

1. Explain the difference between a simple sentence and a compound sentence.
2. How do you identify a complex sentence?
3. What is a subordinate clause?

⁴ <https://writing9.com/search/in-many-professional-sports-there-is-an-increase-in-the-number-of-athletes-using-banned-substances-to-improve-their-performance-what-are-the-causes-of-the-phenomenon-and-what-are-some-of-the-possible-solutions-/0>

4. What is a coordinating conjunction?
5. What is a subordinating conjunction?
6. Give an example of a sentence with a relative clause.
7. What is the difference between a compound-complex sentence and a complex sentence?
8. Discuss the role of sentence structure in conveying different tones and moods.
9. How does sentence structure influence the clarity and effectiveness of writing?
10. Analyze the impact of sentence length and complexity on a piece of writing.
11. Explain how sentence structure can be used to create emphasis and impact.
12. Compare and contrast the sentence structures used in different genres of writing (e.g., poetry, fiction, journalism).
13. What is the difference between a simple, compound, complex, and compound-complex sentence?
14. What are some common errors related to sentence structure?
15. How can you improve the flow and readability of your writing by using different sentence structures?

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Internet resources:

4. <https://www.grammarly.com/blog/sentence-structure/>
5. <https://writing9.com/>

Theme: Describing People



Plan:

1. Warm-up (10 minutes):
2. Introduction to Descriptive Language (10 minutes):
3. Vocabulary Building (10 minutes):
4. Theoretical explanation (15 minutes)
5. Guided Practice (20 minutes):
6. Independent Practice (15 minutes):

Objective: Students will be able to effectively describe people using descriptive language, adjectives, and physical characteristics.

Teaching methods:

- Practical exercises;
- Group works;
- Making presentation;
- Preforming and summarizing practical work;
- Direct instruction;
- Hands-on activities;
- Independent practice;
- Peer teaching;

Materials Needed:

- Whiteboard and markers
- Handouts with vocabulary and sentence structures
- Visual aids (pictures of different people)

Warm-up (10 minutes):

- Begin the lesson by showing students a picture of a person and ask them to describe what they see. This will help them get their ideas flowing and activate their prior knowledge.

Introduction to Descriptive Language (10 minutes):

- Introduce students to different types of adjectives and descriptive language. Provide examples and have them practice using adjectives to describe people.

HANDOUT 1



Figure 2: Pictures to describe about people by Nugrahenny Zacharias⁵

Alternative: You can ask your students to write a description of groupmate or partner.

Vocabulary Building (10 minutes):

- Introduce new vocabulary related to physical characteristics such as hair color, eye color, height, weight, etc. Have students practice pronouncing and using these new words in sentences.

Sample list of vocabulary:

HANDOUT 2:

VOCABULARY:

- Plump having a full rounded shape
- Corpulent (of a person) fat.
- Muscular having well-developed muscles.
- Obese grossly fat or overweight.
- Hefty large and heavy.

⁵

https://www.researchgate.net/publication/279931407_Music_in_the_writing_class_What_why_and_how/figures?lo=1

| | |
|----------|---|
| Husky | big and strong. |
| Burly | large and strong; heavily built. |
| Sturdy | strongly and solidly built. |
| Robust | strong and healthy; vigorous |
| Lanky | ungracefully thin and tall. |
| Spindly | long or tall and thin. |
| Feeble | lacking physical strength, especially as a result of age or illness. |
| Delicate | very fine in texture or structure; of intricate workmanship or quality. |
| Frail | weak and delicate. |
| Gaunt | lean and haggard, especially because of suffering, hunger, or age. |
| Bony | so thin that the bones can be seen |
| Senile | having or showing the weaknesses or diseases of old age, especially a loss of mental faculties. |
| Decrepit | elderly and infirm. |

Extension: You can use online platforms to enhance students' participation, motivation and memorizing.

Quizlet link: <https://quizlet.com/de/611042200/describing-people-definitions-flash-cards/?i=3qnom0&x=1jqt>

Theoretical explanation (15 minutes)

- Explain the topic properly, you can use the information below or ppt and YouTube video.

Descriptive writing⁶

Most forms of writing involve description. In a short story, characters and places need to feel real for the reader. Description of events, feelings and atmosphere helps to achieve this.

There are a number of ideas and skills you can use to improve the quality of description in your writing. Using interesting words can help to stop writing becoming dull and flat.

Word choice

Two identical plates of food, one dull and grey that is described as 'nice', and the other colourful and interesting that is described as 'tasty' and 'delicious'

⁶ <https://www.bbc.co.uk/bitesize/guides/zx499j6/revision/1>

The first words that occur are not always the most interesting that could be used, for example "nice" and "really". It can help to think about what specific verbs and adjectives apply to the situation.

For example, "We had a really nice dinner," could become, "We enjoyed a tasty meal" or "the children had a great time at the circus" could change to "the children shared a thrilling night at the circus".

Variety makes writing interesting but remember adjectives are only one way of improving descriptions. Careful choice of verbs can help too.

Describing people⁷

When describing people, ensure they are believable.

If writing about a real person think about their life, history, and background. If writing about a fictional character, you should try to come up with these details for your character.

- What would this sort of person say?
- What would this sort of person do?
- What would this sort of person think?

When describing a character's appearance avoid a list-like approach. Remember you don't have to describe everything from the top of a person's head to their toes. Instead, select aspects of their appearance which help to reveal the character's personality.

Consider the following two descriptions.

"Mary had blonde shoulder length hair and blue eyes. She wore a gold chain and a tight blue dress. She had blue leather shoes and carried a briefcase."

"Mary was smart and efficient in a stylish way."

The second description encourages the reader's imagination, creating an image rather than a list. The focus of your description can vary as required. For example, instead of describing the whole picture you can concentrate on a person's face or movement. Circumstances can change a person's eyes, or their mouth or even the way they hold their head. Consider the following two descriptions.

"Mary's eyes widened and sparkled as she read the news, her mouth slowly turned upwards."

"Mary's eyes darted from side to side. She moistened her lips and swallowed hard."

⁷ <https://www.bbc.co.uk/bitesize/guides/zx499j6/revision/4>

Each of these descriptions show Mary experiencing very different emotions. In the first she is feeling happy because of what she has just read. In the second she seems tense. A writer controls how a reader sees characters. Look at the descriptions below and think about how the writer describes the character.

"Paul was tall and slim and walked effortlessly across the room."

"Paul was lanky and skinny and strode across the room in an ungainly manner."

The first description uses flattering words, while the second uses negative words. Depending on which is used, the reader could get a very different impression of Paul.

Guided Practice (20 minutes):

- Divide students into pairs and have them describe each other using the vocabulary and sentence structures they have learned. Walk around the classroom to provide help and guidance as needed.

HANDOUT 3

TALKIN ABOUT PERSON



Personal file
Name: Andrew
Age: 36
Country: Argentina
Height: tall
Weight: thin
Hair: short wavy brown
Eyes: brown
Character: friendly and cheerful.
Family: one sister and three brothers
Pets: dog (Toby)
Interests and hobbies: Football and Tennis
Ability: drive but not speak English

Hello! This is my friend Andrew. He _____ 36 years old. He _____ tall and thin. He _____ short wavy brown hair and brown eyes. He _____ very friendly and cheerful. He _____ one sister and three brothers. He _____ a dog called Toby. He _____ playing football and tennis in his free time. He _____ drive but he _____ speak English.⁸

⁸ <https://www.liveworksheets.com/node/1833557/download-pdf>

Ex. Ask your partner about his/her best friend and then complete the fact file below. Use these questions to help you:

1. What's his/her name?
2. How old is he/she?
3. Where is he/she from?
4. What does he/she look like? (appearance)
5. What is he/she like? (character)
6. Has he/she got any brothers or sisters?
7. Has he/she got any pets?
8. What does he/she like doing in his/her free time?
9. What can he/she do well?

Name: _____
Age: _____
Country: _____
Height: _____
Weight: _____
Hair: _____
Eyes: _____
Character: _____
Family: _____
Pets: _____
Interests and hobbies:

Ability: _____

Ex. Now write a paragraph about your partner's best friend

This is _____

Extension: Read the description of a person. Mark physical traits in yellow and character traits in green

HANDOUT 4

Appearances

They say that appearances are important. On the one hand, this is true, on the other, this is not quite right. A handsome man or a pretty woman can have very unpleasant traits of character and the opposite.

However, there are exceptions, of course! I want to tell you about my sister, Katya. In primary school, she didn't look very pretty. She had

freckles, red wavy hair and was wearing glasses. All this made her clumsy and shy.

Since that time her appearance has changed very much, but her character has remained the same. She has grown up into a very pretty girl. She is of medium height, slender and well-proportioned. Her hair has got darker into a chestnut shade. She wears it long to her shoulders. Her face has soft features, her freckles have disappeared, but her complexion remains as pale as before. Instead of glasses, she wears contact lenses, which allow her sparkling hazel-green eyes to shine. She has a small straight nose and a rather wide mouth but her enchanting smile shows her white teeth and makes her face look charming.

No one can say that her gestures are clumsy any more. Katya has nice manners. She is sincere, polite and helpful. She is not easily angered or bad-tempered. Her childhood experience has taught her to be patient and not to show off. She has still remained a bit withdrawn in some situations but she is good-natured, tolerant and sensitive to other people's needs. She is always ready to help.

These are the qualities of her character which I like. She does fairly well at the university. She is bright, attentive and keen on learning new things. She tries hard to get good marks but sometimes her hobbies are more important for her than school. Katya likes house chores and is not lazy at all. Unlike me, she always has her room clean because she doesn't mind helping her mother with the flat.

Apart from that, like other girls of her age, she likes dancing, playing the guitar, and listening to modern music. We spend quite a lot of time together. She understands my problems and I can rely upon her. We have the same view on things and even if we argue we always find a compromise.

Although she has her faults, nobody is perfect. I like my sister a lot and I hope our friendship will last forever

DISCUSS the meaning of underlined words.

Independent Practice (15 minutes):

- Ask students to choose a famous person or someone they know well and write a descriptive paragraph about them using the vocabulary and adjectives they have learned.

HANDOUT 5

Description 1: Beyoncé

⁹Beyoncé is a famous American singer, songwriter, and actress known for her powerful vocals and electrifying performances. She has long, flowing golden hair and striking, dark brown eyes that sparkle with passion. Beyoncé is known for her confident and empowering presence on stage, often wearing glamorous outfits that accentuate her curves. Her warm smile and infectious energy captivate audiences all around the world. Beyoncé is not only a talented singer, but also a dedicated humanitarian, using her platform to advocate for social justice and equality.



Description 2: Elon Musk



Elon Musk is a visionary entrepreneur and inventor, widely recognized for his innovative work in the fields of technology, space exploration, and transportation. He has a sharp, intelligent gaze and a slightly tousled hair that gives him a casual, yet brilliant appearance. Musk is often seen wearing casual but stylish attire, embodying a modern and forward-thinking aesthetic. His calm and focused ¹⁰demeanor exudes confidence and determination, reflecting his relentless pursuit of groundbreaking ideas and solutions to some of the world's most pressing challenges. Elon Musk is a true pioneer, pushing the boundaries of what is possible and inspiring others to dream big.

⁹ https://media1.popsugar-assets.com/files/thumbor/-yHEeO5rjmY5ERJHQXegW-ZZG08/9x192:2244x2427/fit-in/2048xorig/filters:format_auto-!!-:strip_icc-!!-/2020/02/11/900/n/1922398/112085525e431065dba032.37867622_/i/Beyonc%C3%A9-Knowles.jpg

¹⁰ https://hips.hearstapps.com/hmg-prod/images/gettyimages-1229892983-square.jpg?crop=1xw:1.0xh:center,top&resize=640:*

¹¹Description 3: Serena Williams

Serena Williams is an iconic professional tennis player, considered one of the greatest athletes of all time. She has a strong, athletic build and a fierce expression that reveals her competitive spirit and determination. Serena's signature flowing hair and dazzling smile



complete her athletic and graceful appearance on the tennis court. Whether she is serving a powerful ace or gracefully moving across the court, Serena's presence is magnetic and commands attention. Off the court, Serena is known for her philanthropic work and advocacy for equality in sports and beyond. Serena Williams is a true champion, both on and off the court.

Note: You can create a fun activity by asking students to guess the celebrity. To conduct this activity read the descriptions above without reading the names and ask your students to guess whom are you describing.

Wrap-up (5 minutes): Have students share their paragraphs with the class or with a partner. Encourage feedback and discussion on how they can improve their descriptions.

Assessment: Assess students based on their participation in the activities, their use of descriptive language and adjectives, and their ability to effectively describe people in writing.

Questions:

1. What are some ways to describe a person's facial features in more detail? (e.g., their smile, their eyes, their nose)
2. How can you use figurative language (similes, metaphors) to create more engaging descriptions?
3. How can you use a combination of physical and personality traits to paint a complete picture of a person?

¹¹ <https://cdn.britannica.com/74/234474-050-A8FA4BB2/Serena-Williams-womens-single-trophy-Australian-Open-Januray-28-2017.jpg>

4. How can you describe a person's emotional state through their appearance or behavior?
5. How can you use body language to add depth to your descriptions?
6. How can you describe a person's voice in a way that is both interesting and informative?
7. How can you use descriptions to create a sense of mystery or intrigue around a character?
8. How can you use descriptions to develop a character's backstory or motivations?
9. How can you use descriptions to create a contrast between characters?
10. How can you use descriptions to create a sense of time and place?
11. How can you use descriptions to evoke emotions in your reader?
12. What are some common pitfalls to avoid when writing descriptions of people?
13. How can you use descriptions to create a sense of realism in your writing?

References:

1. Virginia Evans Successful writing intermediate. Express publisher. 2006.
2. Cambridge English IELTS Practice Series. Cambridge University Press. 2005
3. Murphy R. English grammar in use. – Cambridge : Cambridge University Press, 2002. – T. 379.

Internet resources:

4. <https://media1.popsugar-assets.com/>
5. <https://www.liveworksheets.com/>
6. <https://www.bbc.co.uk/>
7. <https://quizlet.com/>
8. <https://www.researchgate.net/>

Theme: Describing Places



Plan:

1. Warm-up (10 minutes)
2. Introduction to Descriptive Language (15 minutes)
3. Vocabulary Building (15 minutes)
4. Guided Practice (20 minutes)
5. Independent Practice (15 minutes)
6. Wrap-up (5 minutes)

Objective: Students will be able to effectively describe different types of places using descriptive language, adjectives, and sensory details.

Teaching methods:

- Practical exercises;
- Group works;
- Making presentation;
- Preforming and summarizing practical work;
- Direct instruction;
- Hands-on activities;
- Independent practice;
- Peer teaching;

Materials Needed:

- Whiteboard and markers
- Handouts with vocabulary and sentence structures related to describing places
- Pictures or videos of different types of places (cities, beaches, mountains, etc.)

Warm-up (10 minutes):

- Show students a picture or video of a specific place (e.g. a bustling city street, a tranquil beach) and ask them to write down as many descriptive words as they can think of to describe it. This will help activate their prior knowledge and get them thinking about how to describe places effectively.

Alternative: You can put an audio description or hand out written ones of different famous places and ask your students to guess the location. Keep positive atmosphere and mood in order to enhance the engagement of learners.

HANDOUT 1

Description 1¹²: The Eiffel Tower, Paris

The Eiffel Tower is an iconic landmark in the heart of Paris, France, towering over the beautiful cityscape like a majestic sentinel. Its intricate iron lattice structure gleams in the sunlight, casting intricate shadows on the bustling streets below. As the sun sets, the Eiffel Tower comes alive with thousands of sparkling lights, creating a mesmerizing display that lights up the Parisian night sky. Visitors from around the world flock to this symbol of romance and elegance, marveling at its grandeur and timeless beauty.



Description 2¹³: The Great Wall of China



The Great Wall of China is a monumental feat of engineering and a testament to the ingenuity and perseverance of ancient civilizations. Stretching over rugged mountain terrain and meandering through lush valleys, the Great Wall stands as a formidable barrier against invaders and a symbol of

China's rich history and cultural heritage. The weathered stones and crumbling watchtowers tell tales of centuries past, of emperors and warriors who defended their land with unwavering determination. As visitors walk along its imposing ramparts, they are transported back in time, feeling the weight of history and the sense of awe at this marvel of human achievement.

Description 3¹⁴: The Grand Canyon

¹² https://i.natgeofe.com/k/c41b4f59-181c-4747-ad20-ef69987c8d59/eiffel-tower-night_3x4.jpg

¹³

https://images.nationalgeographic.org/image/upload/t_edhub_resource_key_image/v1638892506/EducationHub/photos/the-great-wall-of-china.jpg

¹⁴ https://www.nationalparks.org/uploads/_1200x630_crop_center-center_82_none/shutterstock_97706066_1.jpg?mtime=1655840475

The Grand Canyon is a natural wonder of epic proportions, carved over millions of years by the mighty Colorado River. The sheer magnitude and scale of this vast chasm are awe-inspiring, with towering cliffs that stretch for miles and hues of red, orange, and gold that shift and change with the light. As visitors stand on the rim of the canyon, they are struck by the profound sense of time and the forces of nature that have shaped this rugged landscape. From the depths of the canyon rise the echoes of ancient civilizations and the whispers of countless stories, making the Grand Canyon a place of mystery, beauty, and grandeur.



Introduction to Descriptive Language (15 minutes):

- Introduce students to different types of descriptive language that can be used to describe places, such as adjectives, sensory details, and spatial prepositions. Provide examples and have students practice using descriptive language to create vivid and detailed descriptions of different types of places.

Descriptive language¹⁵ is used to help the reader feel almost as if they are a part of the scene or event being described. Description is useful because it helps readers engage with the world of the story, often creating an emotional response. It can help a reader visualise what a character or a place is like.

HANDOUT 2

Here are some techniques and examples of how they can be used:

| Technique | Examples |
|---|--|
| Simile - a descriptive technique that compares one thing with another, usually using 'as' or 'like'. | The trees stood as tall as towers. |
| Metaphor - a descriptive technique that names a person, thing or action as something else. | The circus was a magnet for the children. |
| Hyperbole - a use of obvious exaggeration for rhetorical effect. | The sun scorched through the day. |

¹⁵

<https://www.bbc.co.uk/bitesize/guides/z84sk7h/revision/1#:~:text=Descriptive%20language%20is%20used%20to,or%20a%20place%20is%20like.>

| Technique | Examples |
|--|---|
| Personification - a metaphor attributing human feelings to an object. | The sun smiled at the hills, ready to begin a new day. |
| Pathetic fallacy - a type of personification where emotions are given to a setting, an object or the weather. | The clouds crowded together suspiciously overhead as the sky darkened . |
| Onomatopoeia - words that sound a little like they mean. | The autumn leaves and twigs cracked and crunched underfoot. |
| Oxymoron - a phrase combining two or more contradictory terms. | There was a deafening silence |
| Emotive language - language intended to create an emotional response. | A heart-breaking aroma of death filled the air as he surveyed the devastation and destruction that had befallen them all. |

Example

In the example below, look at how the writer uses descriptive techniques to create a vivid setting for the reader and how the weather reflects the mood of the text.

The ground crumbled like sand under my feet as I heaved another step towards the summit. Looking below, the trees were dots to my squinting eyes in the midday heat. Beating down upon my back, the sun was relentless as I wiped the drips of salty sweat from my neckline. The silence of the chasm below was deafening; suddenly, eagles broke the silence and screeched above me in hunger.

Analysis

The writing opens with a *simile* to show the texture of the ground. The sun is *personified* as it is described as ‘relentless’, giving it a ruthless personality. The silence is described as ‘deafening’, an *oxymoron* that helps to emphasise how unbearable the situation is for the character. *Pathetic fallacy* has been used here - the uncomfortable heat mirrors the character’s struggle as she continues on her journey. These descriptive techniques allow the reader to feel as if they are there and pull them into the story.

Vocabulary Building (15 minutes):

- Introduce new vocabulary related to places, such as urban, rural, scenic, bustling, serene, etc. Have students practice pronouncing and using these new words in sentences to describe different types of places.

Words that Embrace a Place

The words we choose will allow the reader to understand the writer's perspective. To call something bustling and vibrant is quite different from desolate and deserted.

Alive - Full of life

Attractive - Pleasing; charming

Beautiful - Having qualities that are pleasing or appealing

Bustling - Full of life, energy

Calm - Peaceful; free from stress

Charming - Fascinating; likeable

Cosmopolitan - Appealing to people from all across the globe

Enchanting - Delightful; fascinating

Fascinating - Alluring; captivating

Fresh - Something newly made and full of vigor

Homey - Cozy; inviting

Inspiring - Enlivening; motivating

Lively - Full of life and spirit

Peaceful - Calm; friendly

Picturesque - Scenic; beautiful

Unspoiled - Untouched by man; pure

Vibrant - Full of life; energy

Words to Express Dislike for a Place

If the show doesn't fit, don't force it. Go ahead and call it polluted, rundown, or even horrifying. Try to evoke scents as well as sights with your prose. Some of these words may be subject to opinion, such as crowded or touristy, but readers will quickly catch your connotation.

Bleak - Gloomy; somber

Boring - Dull; uninteresting

Creepy - Causing feelings of fear or disgust

Crowded - Filled to capacity

Deserted - Abandoned; uninhabited

Desolate - Empty; bleak

Dull - Boring; lacking zest

Expensive - Costly; having a very high price

Horrifying - Frightening; disgusting

Nightmarish - Resembling a bad dream

Polluted - Dirty; contaminated

Rundown - In poor condition

Stormy - Turbulent; tempestuous

Touristy - Of or for tourists, suggesting tastelessness

Ugly - Visually unpleasing

More Words to Describe a Place

Sometimes, it all boils down to the facts of the matter. Perhaps you're visiting ancient ruins or staying at a contemporary resort. Here are some unbiased descriptors to help you label a place:

Ancient - Belonging to an earlier period of time

Contemporary - Existing in the present time

Magical - Captivating; enchanting

Majestic - Grand; impressive; stately

Modern - Of or relating to the current time

Mystical - Magical; enigmatic

Quiet - Not noisy

Traditional - In keeping with conventional customs

Guided Practice (20 minutes):

- Divide students into pairs or small groups and give them pictures of different places to describe. Encourage them to use the vocabulary and sentence structures they have learned to create detailed descriptions of the places in the pictures. Walk around the classroom to provide help and guidance as needed.

HANDOUT 3



This is the _____

It can be found in _____



This is _____

It can be found in _____



This is the _____

It can be found in _____



This is the _____

It can be found in _____



These are the _____

It can be found in _____



This is the _____

It can be found in _____



This is the _____

It can be found in _____



This is _____

It can be found in _____



This is _____

It can be found in _____



This is the _____

It can be found in _____

16

Independent Practice (15 minutes):

- Ask students to choose a place that is meaningful to them (e.g. their hometown, a favorite vacation spot) and write a descriptive paragraph about it using the vocabulary and adjectives they have learned. Encourage them to include sensory details and to paint a vivid picture of the place for the reader.

Sample:

Jack: My living city **is located** to the north of New York. It is **a four-hour drive from** Chicago. I live in a **residential area** near the **historic area** of the city. My workplace is in CBD. I love living in this area because it is full **of job opportunities** and **health facilities**. Besides, my children can enjoy numerous **educational and entertainment facilities** that exist in the city.¹⁷

You can talk about the location of your living city by using the following sentences:

- My living city **is located in** the north of England.
- My living city **is located on** the outskirts of a very big city.
- It **can be found in** the south of India
- It's **a two-hour drive from** Chicago.
- It's about **three hours on the train from** New York.¹⁸

New York is a big city that is full of **well-paid job opportunities** in different sectors. Students can enjoy numerous **educational facilities** like schools and top-level universities and **public transportation** including Buses, Subways. In this city, people are provided with a lot of

¹⁶ <https://www.pinterest.com/pin/689121180494975672/>

¹⁷ <https://pocenglish.com/describing-places-in-english/>

¹⁸ <https://pocenglish.com/describing-places-in-english/>

entertainment facilities, health facilities, and public spaces including parks, and plazas.

Let's listen to Terry who is describing his living city:

Terry: I live in New York. New York is a spacious city with picturesque public spaces. The combination of various buildings with different structures has made the city elegant. The city is so lively and you can see a lot of activities on all streets. Overall, it is a magnificent city to live in.

Wrap-up (5 minutes):

- Have students share their paragraphs with the class or with a partner. Encourage feedback and discussion on the effectiveness of their descriptions and how they can improve their writing in the future.

Assessment:

- Assess students based on their participation in the activities, their use of descriptive language and adjectives, and their ability to effectively describe places in writing.

Questions:

1. How can you use figurative language (similes, metaphors) to create more evocative descriptions of a place?
2. How can you use details to create a sense of time and place in your descriptions? (e.g., historical period, cultural context)
3. How can you use descriptions to create a sense of mystery or intrigue?
4. How can you use details to create a contrast between different places? (e.g., urban vs. rural, luxurious vs. humble)
5. How can you use descriptions to evoke emotions in your reader? (e.g., joy, fear, sadness, awe)
6. How can you use details to describe the sounds, smells, and textures of a place?
7. How can you use descriptions to develop the atmosphere or mood of a scene?
8. How can you use descriptions to create a sense of realism or fantasy in your writing?
9. How can you use descriptions to highlight the significance of a particular place?
10. How can you use descriptions to foreshadow events or create a sense of suspense?

11. How can you use descriptions to create a strong connection between the reader and the place?

12. What are some common pitfalls to avoid when writing descriptions of places? (e.g., clichés, overly generic descriptions)

References:

1. Scarry, S., & Scarry, J. The Writer's Workplace with Readings: Building.

2. Virginia Evans Successful writing intermediate. Express publisher. 2006.

3. Cambridge English IELTS Practice Series. Cambridge University Press. 2005

4. David Bohlke, Dorothy E.Zemach (2013) Skillful 1. Reading and writing. Macmillan.

5. Collins Reading for IELTS, Els Van Geyte, HarperCollins Publishers Limited, 2013

Internet resources:

6. <https://pocenglish.com/describing-places-in-english/>

7. <https://www.pinterest.com/>

8. <https://i.natgeofe.com/>

9. <https://images.nationalgeographic.org/>

Theme: Describing Objects



Plan:

1. Introduction (10 minutes)
2. Theoretical explanation (10 minutes)
3. Figurative Language for Imagery (15 minutes)
4. Crafting Effective Descriptions (20 minutes)
5. Practice and Peer Review (20 minutes)
6. Conclusion (5 minutes)

Objectives:

- Students will be able to use descriptive language to create vivid and detailed descriptions of objects.
- Students will be able to identify and use a variety of sensory details (sight, sound, smell, touch, taste) to engage the reader.
- Students will be able to use figurative language (similes, metaphors, personification) to create imagery and interest.
- Students will be able to organize their descriptions effectively, using appropriate vocabulary and sentence structure.
- Students will be able to provide constructive feedback on their peers' descriptive writing.

Materials:

- Whiteboard/Projector
 - Markers/pens
 - Handout with descriptive language techniques (see below)
 - Object(s) to describe (e.g., a piece of jewelry, a piece of fruit, a household item)
 - Pictures of various objects (optional)
 - Sticky notes (optional)
1. Introduction (10 minutes)

Discussion: Begin by asking students about their experiences with descriptive writing:

- What is their favorite thing to describe?
- What makes a good description?
- How can we make our descriptions more interesting?

Explanation: Explain the importance of using vivid language to paint a picture in the reader's mind and engage them emotionally.

Introduce the concept of sensory details and how they can create a more immersive experience.

Using Descriptive Language to Paint a Vivid Picture for Readers

1. Appeal to the senses: When it comes to storytelling, the use of descriptive language can transport your readers into the world you've created. Engage their senses by incorporating vivid imagery that appeals to sight, sound, taste, touch, and smell. For example, if you're describing a beautiful sunset, use words that evoke colors, sounds of nature, and the sensation of a gentle breeze.

2. Show, don't tell: Instead of simply stating facts or information, show your readers what you want them to experience. Use specific details and examples to paint a picture in their minds. For instance, instead of saying, "The beach was crowded," describe the scene by saying, "The sun-kissed sand was dotted with colorful umbrellas, and the sound of laughter filled the air as families played in the gentle waves."

3. Use metaphor and simile: Metaphors and similes are powerful tools for creating vivid and memorable descriptions. By comparing one thing to another, you can evoke strong emotions or associations in your readers' minds. For example, if you're describing a giant waterfall, you could say, "The water cascaded down like a roaring dragon, its mighty force shaking the ground beneath."

4. Vary sentence structure and length: To maintain reader engagement, vary the structure and length of your sentences. Mix shorter and longer sentences to create a rhythm that keeps your readers interested. Short sentences can convey urgency or emphasize important points, while longer sentences can provide more detailed descriptions or explanations.

Example: Let's say you're writing a blog post about a travel destination. Instead of simply listing facts about the place, engage your readers by using descriptive language. Paint a vivid picture by describing the vibrant street markets, the aroma of local delicacies wafting through the air, and the sound of traditional music echoing through narrow alleys. Use metaphors and similes to compare the bustling streets to a beehive or the local architecture to a work of art. Vary your sentence structure to create a sense of rhythm and flow, drawing your readers further into the narrative.

By using descriptive language effectively, you can create a more immersive and engaging experience for your readers, making your blog posts memorable and impactful.

In the section

Using Descriptive Language to Paint Vivid Pictures

From different perspectives, experts emphasize the importance of descriptive language. Psychologists suggest that descriptive storytelling activates the brain's sensory regions, making the audience feel more immersed in the narrative. Marketers highlight how descriptive language can evoke emotions and create memorable experiences, ultimately driving conversions.

To provide in-depth information, here is a numbered list of key insights:

1. **Engaging the Senses:** Descriptive language allows storytellers to engage multiple senses, such as sight, sound, smell, taste, and touch. By painting a vivid picture, the audience can experience the story on a sensory level, enhancing their emotional connection.

2. **Creating Mental Images:** Through descriptive language, storytellers can help the audience visualize the scenes, characters, and settings. By stimulating the imagination, descriptive storytelling brings the narrative to life and makes it more relatable.

3. **Evoking Emotions:** Descriptive language has the power to evoke emotions in the audience.

2. Theoretical explanation (10 minutes)

Descriptions of objects can be found in leaflets, catalogues, advertisements or parts of letters, stories, reports or articles.

- When you describe an object, you should give an accurate picture of it. Your description should include information about size, weight (e.g. tiny, big, heavy, long, etc), shape (e.g. circular, oval, etc), pattern or decoration (e.g. plain, checked, etc), colour (e.g. brown, multi-coloured, etc), origin (e.g. African, Japanese, etc) and material (e.g. leather, plastic, nylon, etc), as well as any information concerning special features (e.g. lock, stickers, etc).

- To describe objects you should use a variety of adjectives.

Always list opinion adjectives (e.g. beautiful, inexpensive, unusual, etc) first, followed by fact adjectives. These are normally listed in the

following order: size/weight, age, shape, pattern, colour, origin or material (e.g. large, rectangular, silver, etc). Avoid using all of them one after the other, as this will make your description sound unnatural - e.g. Instead of writing: It's a lovely, heavy, old, oval mirror with a carved wooden frame ... you could write: It's a lovely, heavy, old mirror. It's oval, with a called frame made of wood.

3. Figurative Language for Imagery (15 minutes)

Explanation: Introduce figurative language, focusing on:

Figurative language often plays a crucial role in condensing language and expanding meaning.

Most generally, figurative language refers to language that is not literal: it suggests a comparison to something else, so that one thing is seen in terms of another. For example, the phrase fierce tears (the **personification** of tears) is figurative, since tears cannot really act in a fierce way, as people can. This phrase is condensed (it is short) and suggestive (it suggests lots of meanings). To understand it, we have to think about what being fierce is like, and how tears could be this way. When we do, we gather some possibilities: fierce tears could, say, be motivated by anger, intensity, power, aggression, defiance, violence, wildness, or perhaps something uncontrolled. They might feel like they hurt you. Figurative language provokes us to explore many possible meanings and to think beyond the literal or obvious meaning of the words.

As another example, consider the statement my love is like a red, red rose. This is a figurative statement (technically, using a **simile**), since a beloved person is not literally a rose but a human being. The image of a red rose is highly suggestive, while the comparison between the beloved and a rose seems simple. Ask yourself, what are all the things that you associate with a red rose? Then, ask yourself how you can relate those associations with the speaker's love. This example shows the expansive power of poetic language.

Much of what we read can be taken as literal. *The evening sky was dark; he looked up; he felt sick.* Figurative language refers to language not used literally—it is used abstractly, indirectly, and often evocatively. *The evening is spread out against the sky like a patient etherized upon a table.* Here we have an evening (a thing), spreading (an action), a patient (thing), etherizing (an action), and a table (thing).

But an evening is not a drugged patient spread out upon a table, perhaps ready to be operated upon; this description cannot be literally true (there is no patient, no etherizing, no table, and evenings don't literally spread out against skies); this language is used figuratively, and is highly suggestive, and it revolves around a simile (like).

- *Are certain words used in unusual, non-literal, non-standard, exaggerated, or **metaphorical** ways? What effect do these **figures of speech** have?*

- *Which words or phrases are used literally (they **denote** something literal) and which are used figuratively (they **connote** something figurative)?*

- *How does figurative language suggest a certain meaning? Is there more than one meaning that it suggests?*

- *What mood or feeling is evoked via this figurative, non-literal language?*

Imagery: when **figurative language** (like **metaphor** or **simile**) evokes as a kind mental image any of the five senses, we call this **imagery**. “She is the sun” (a simile) suggests imagery of light and warmth (the senses of sight and touch); thus she is likened—compared—to the sun in a positive ways though the imagery. And then, of course, the sun also suggests life-giving as well the idea of being a centre to things that revolve around it. As mentioned above, figurative language condenses and expands meaning. Thus in the short sentence she is the sun, much is suggested by the comparison: for the speaker of the words, she is or perhaps represents the values or powers of light-giving, life-giving, warmth, and some kind of steady center. The speaker might instead have said, she is everything, but this is hardly poetic: no senses or expansive mental images are evoked.

- *What imagery—pictures or senses that are evoked in words—is present in the poem? Which images are most striking or frequent (for instance, images of darkness, of light, of plants, of people's bodies), and what do these suggest?*

- *Is there a dominant image in the poem (for example, does the poem keep mentioning a certain visual image, or a certain smell, a certain kind of lighting, or even something vague like a color)?*

- *What images seem related or connected to each other?*

- *What mood or atmosphere is created by the imagery?*

- *Which details of the images stand out? Why?*

- *What sense (if any) seems to dominate the poem: sight, sound, taste, touch, smell?*

Allusion. Poetry sometimes contains brief references to things outside itself—a person, a place, another piece of writing—that expand, clarify, or complicate its meaning. Sometimes they are obvious and direct, and sometimes they are subtle, indirect, and debatable. **Allusions** are frequently references made to other texts (for example, an allusion to the Bible, or to another poem).

- *What allusions, if any, can you detect?*
- *What effect do the allusions have upon the poem?*
- *Is the allusion direct or indirect, purposeful or subtle?*
- *If it is a literary allusion, how does it relate to the original text?*

4. Crafting Effective Descriptions (20 minutes)

HANDOUT 1

Exercise 1: Read the extracts and match them to the types of writing in the list.

1. a story
2. an advertisement
3. a letter

A. The last time I sew you, I forgot to tell you about the lovely new mountain bike that my dad got me for my birthday. I wish you could see it! It's quite big, but its ready light. It's got special handlebars and 18 years. I have been going everywhere on it!

B. With winter on the way, readers will want to take advantage of our special offer this month. It's an elegant I pink and white striped quilt. Made of cotton and priced at £75, it's great value for money. To order, simply fill in the form below and send it off.

C. As she walked into the grand dining room, the first thing she noticed was the huge polished wooden table. It stretched from one end of the room to the other and it was black and shiny. Its feet were shaped like claws

Answers: 1c 2b 3a

Exercise 2: Fill in the table below with words from the list, as in the example.

fabulous, plastic, long, elegant, straps, round, green, Chinese, striped, heal)', 20th century, crystal, light, paper, extraordinary, rectangular, ancient, purple, Irish, square, carved, Slickers, modern, red, Indian, polka-dot, handmade

| | |
|---------------------|------------------------------|
| Opinion | e.g. <i>fabulous</i> , |
| Size / weight | |
| Age | |
| Shape | |
| Pattern/ Decoration | |
| Colour | |
| Origin | |
| Material | |
| Special features | |

Answers:

(Read aloud the adjectives in the list and explain/ elicit the meanings of any unknown words. Complete the task orally with the class, then in writing.)

| | |
|---------------------------|-------------------------------|
| Opinion | elegant, extraordinary |
| Size/Weight | long, heavy, light |
| Age | 20th century, ancient, modern |
| Shape | round, rectangular, square |
| Pattern/Decoration | striped, carved, polka-dot |
| Colour | green, purple, red |
| Origin | Chinese, Irish, Indian |
| Material | plastic, crystal, paper |
| Special features | straps, stickers, handmade |

Exercise 3: Put the adjectives in brackets into the correct order. Then match the pictures (A-D) to the descriptions (1-4) above

1 One of the most precious gifts I have ever received is a mask my best friend gave me. (**Venetian, beautiful, ceramic**)

2 As Mary was going through the trunks in the attic, she came across her great-grandfather's radio..... (**old-fashioned, wooden, caned**)

3 Peter and I went to the local bazaar yesterday and we bought a rug. (**hand-woven, fantastic, multicoloured, late 19th century**)

4 Two deckchairs for sale at an excellent price. Call John on 8553212 for more information. (**oak, brand-new, long**)



Note: Explain/Elicit the meanings of any unknown words, then allow Ss two or three mins, to complete the task. Check Ss' answers around the class, and elicit which picture each description refers to

Answers: **a)** 1 beautiful Venetian ceramic 2 old-fashioned carved wooden 3 fantastic late 19th century multicoloured hand-woven 4 long brand-new oak **b)** A = 4 B = 2 C = 3 D = 1

5. Practice and Peer Review (20 minutes)

HANDOUT 2

Ask your students to choose on of the following items and describe it.



Describing Things



19

Sharing: Have students share their descriptions with their partner.

Feedback: Encourage constructive feedback, focusing on:

- Use of sensory details
- Figurative language
- Clarity, organization, and flow
- Vocabulary choices

Revision: Provide time for students to revise their descriptions based on the feedback received.

Conclusion (5 minutes):

- Observe student participation in discussions and activities.
- Review students' descriptions and provide feedback on their progress.
- Consider a follow-up writing assignment where students need to write a longer piece of descriptive writing.

Questions:

1. Describe a familiar object in your home using at least three sensory details.
2. Compare and contrast two objects using similes.
3. Write a sentence that uses personification to describe an object.
4. What are some ways to organize a description of an object?

¹⁹ <https://i.ytimg.com/vi/fuDFz8AijfM/maxresdefault.jpg>

5. Explain the difference between a simile and a metaphor.
6. Describe an object in detail, focusing on its history and significance.
7. Write a short paragraph that uses figurative language to create a vivid image of an object.
8. How can you use sensory details to evoke emotions in a description?
9. Analyze a famous literary description of an object and discuss its effectiveness.
10. How can you use descriptive language to create a sense of mystery or suspense about an object?
11. How do you think our use of descriptive language reflects our relationship with objects?
12. What are some ways that writers use descriptive language to create a sense of place or atmosphere?
13. How can we use descriptive language to engage the reader's imagination and curiosity?

References:

1. Evans V. Successful writing Upper- Intermediate, Express publishing 1998
2. David Bohlke, Dorothy E.Zemach (2013) Skillful 1. Reading and writing. Macmillan.
3. Collins Reading for IELTS, Els Van Geyte, HarperCollins Publishers Limited, 2013

Internet resources:

4. <https://i.ytimg.com/vi/fuDFz8AijfM/maxresdefault.jpg>
5. [https://hcmc.uvic.ca/project/closereading/imagery.html#:~:text=Imagery%20%3A%20when%20figurative%20language%20\(like,positive%20ways%20though%20the%20imagery.](https://hcmc.uvic.ca/project/closereading/imagery.html#:~:text=Imagery%20%3A%20when%20figurative%20language%20(like,positive%20ways%20though%20the%20imagery.)

Theme: Describing Events



Plan:

1. Introduction (10 minutes)
2. Explanation of topic (15 minutes)
3. Practice. (15 minutes)
4. Crafting Effective Descriptions (20 minutes)
5. Peer Review and Feedback (15 minutes)
6. Conclusion (5 minutes)

Objectives:

- Students will be able to use vivid language to create engaging and detailed descriptions of events, capturing the atmosphere, key moments, and emotions.

- Students will be able to use sensory details (sight, sound, smell, touch, taste) to create immersive experiences for the reader.

- Students will be able to incorporate figurative language (similes, metaphors, personification) to add depth and imagery to their descriptions.

- Students will be able to organize their descriptions effectively, using chronological order, transitions, and descriptive vocabulary.

- Students will be able to provide constructive feedback on their peers' descriptive writing.

Materials:

- Whiteboard/Projector
- Markers/pens
- Handout with descriptive language techniques (see below)
- Pictures of various events (optional)
- Sticky notes (optional)
- Music (optional) to create atmosphere

1. Introduction (10 minutes)

Discussion: Begin by asking students about their experiences with describing events:

- What makes a good description of an event?
- What are some common challenges when writing about events?
- How can we make our descriptions more engaging?

Vocabulary preview: Explain the importance of using vivid language to create a sense of immediacy and transport the reader to the scene.

HANDOUT 1

1. Marvelous: extremely good When the special event needs to be described as extraordinary, then this word can be used. **Example:** What a marvelous ceremony it was!

2. Pleasant: pleasing or attractive This is a kind of feeling which we have when we are very happy, satisfied and at peace and this occurs when we are a part of an auspicious occasion. **Example:** They decorated their home in such a way, that everyone felt pleasant.

3. Outstanding: extremely good, excellent This word is basically used to describe the celebration which is managed extraordinarily and depicts a lot of accompanying efforts. This is the sign of an impressive event. **Example:** The students managed an outstanding annual event.

4. Elegant: graceful and attractive in appearance Elegant showcases the beauty of a particular thing or a person for whom it is applied. **Example:** The bride looked elegant in her wedding gown.

5. Ceremonial: related with a ceremony This word indicates a certain thing which relates to the ceremony. **Example:** What a beautiful dress is this! It should be a ceremonial one.

6. Gleaming: shining softly This is a kind of feeling which expresses a certain beautiful and impressive thing. **Example:** In the success party, his **gleaming** eyes were fixed intently on one spot.

7. Significant: a special attraction to be noticed This word is specially used to describe a certain personality or the special thing which needs to be notified. **Example:** I attended a close friend's wedding and the decoration was significant as it was based on a theme.

8. Abundant: something which is available in a large amount Abundant is generally described to indicate something which is available in a great quantity. **Example:** Their destination wedding gave me abundant exposure to flora and fauna.

9. Numerous: existing in large numbers This also indicates a presence of certain things in a large number. **Example:** There were numerous guests present at the event.

10. Luxurious: very expensive and enjoyable When an event is arranged where a lot of money has been spent, then it is said to be luxurious. **Example:** There was an inclusion of luxurious facilities in their event.

2. Explanation of topic (15 minutes)

A descriptive composition about a festival, an event or a celebration should consist of:

a) an **introduction** in which the name, time, place and reason(s) for celebrating:

b) a **main body** in which you describe the preparations and the actual event in separate paragraphs, using present tenses to describe annual festivals, or past tenses to describe a festival you attended at some time in the past;

c) a **conclusion** which includes people's feelings, comments or final thoughts about the event.

- You can use a variety of adjectives and adverbs to make your description more vivid. e.g. *Cheerful fans shouted enthusiastically as the rock star arrived.*

- You can use *the* passive to describe events when the activity is more important

than the agent (i.e. the person who did it) e.g. *After the parade, speeches are made and hymns are sung.*

Descriptions of festivals, events or celebrations can be found in magazines, news- papers or travel brochures, or as parts of letters, stories, etc. The style you use depends on the situation and the intended reader.

Structure of writing:

Introduction



Paragraph 1

name. time/place of event,
reasons for
celebrating

Main Body



Paragraph 2

preparations
e.g - food decorations. etc

Paragraph 3

description of the actual event (e.g. - costumes, music, dancing. other activities. etc]
Conclusion

 Paragraph 4
 feelings, comments, final thoughts

3. Practice. (15 minutes)

HANDOUT 2

Exercise 1. *Present the theory and the paragraph plan, then explain/ elicit the meanings of any unknown words in the rubric. Help Ss to identify the key words to be underlined and elicit suitable answers to the questions.*

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

A travel magazine has asked its readers to send in descriptions of annual events in their country. Write an article describing an annual event you have attended, including preparations and events on the actual day.

1 Which of the following should you *not* write about? Give reasons.

A an event held once a week in your local area

B a festival held every year in your country

C a ceremony that takes place every year in another country

2 Which of the following *must* you include in your description?

Tick

A detailed description of the town

B preparations before the event

C description of the actual event

D important monuments in the area

3 Which tenses should you mainly use? Why?

a) Key words: travel magazine - descriptions - annual events - their country - you have attended - preparations - events on the actual day

1 A, C - because the rubric asks for a description of an **annual** event in **your** country. 2 B / C ✓
3 mainly past tenses, because you are describing an **annual** event **you have attended**.

b) Look at the picture in the article below and answer the questions.

1 What kind of event is it?

A a boat race B a carnival

2 Where do you think it takes place?

A in England B in Africa

3 What time of year is it?

A winter B summer

4 Which of the following match the picture?

A huge grandstands along side the water

B exotically dressed dancers

C rows of deckchairs

D colourful tents

E elegantly dressed spectators

F boats rushing towards the finishing line

G best costume competition

H vintage cars

5 Have you ever attended an event similar to this? How did you feel? Would you like to attend such an event? Why?

b) (For questions 1 - 4, complete the task orally with the class. Then, ask individual Ss around the class to answer question 5.) 1 A 3 B 5 (Ss' own answers)
2 A 4 A, C, E, F

c) Read the article below and put the verbs into the correct tense in the active or passive, as in the example, then match the headings below to the paragraphs.

- *description of actual event*
- *feelings, comments, final thoughts*
- *preparations*
- *name, place/time, reason*

Note: Allow Ss about 4 mins, to skim the text and complete the task. Check Ss' answers. Explain/ Elicit the meanings of any unknown words in the text, then ask individual Ss to read the completed text aloud.

2 is usually held 3 continues 4 arrived 5 had been put up 6 had been placed 7 had been set up 8 served
9 practised 10 were dressed 11 decided 12 stood up 13 waved 14 rushed 15 exploded

Para 1: name, place/time, reason

Para 2: preparations

Para 3: description of actual event

Para 4: feelings, comments, final thoughts

d) Read the article again and fill in the table with your notes. Then talk about the Royal Regatta.

| | |
|--------------|-------------|
| Paragraph 1: | <hr/> <hr/> |
| Paragraph 2: | <hr/> <hr/> |
| Paragraph 3: | <hr/> <hr/> |
| Paragraph 4: | <hr/> <hr/> |

Note: Write the headings on the board and elicit suitable points from Ss to complete the table on the board. Individual Ss use the notes to talk about the Regatta and then copy the table into their books.

Para 1

• Royal Regatta • Henley • end of June • teams of rowers compete for prizes

Para 2

• grandstands put up • deckchairs placed along river • tents set up
• food/drinks served • rowers practise

Para 3

• spectators watched races, had picnics • during final, crowd cheered and waved • firework display

Para 4

• sad event was over • it would be fun to take part in races

4. Crafting Effective Descriptions (20 minutes)

Model Description: Write a detailed description of a specific moment from the event on the board or projector, using sensory details and figurative language.

Samples:

1. The Winnipeg Keg: February's Favorite Popup Food Festival Rides Again

Enjoy the best of Winnipeg's food scene at our one-day popup on February 13th, held in Cozy Carl's Grocery from 10 AM to 2 PM. Vendors from all over the city will be in attendance, so you can enjoy everything from craft beer to poutine to Valentine's Day goodies. Tickets are \$10 for adults and \$5 for children under 13, which gets you entry into the event and one free drink.

2. Gather With Top American Writers, Agents, and Hopefuls at BWE

Learn more about the craft of writing on September 5th and 6th at the Chesapeake Bay Crusoe House, in company with a select group of authors and would-be authors. Your ticket includes all meals, an intensive workshop by universally beloved author Neil Gaiman, a nature hike, and face time with the best literary agents in the region. Doors open at 9 AM Saturday and close 9 PM Sunday, so you won't waste a minute!

3. Learn to Feed a Crowd With Giada de Laurentiis ... Right From Your Living Room!

You're already used to getting cooking tips from Giada de Laurentiis right from home, so why fix what ain't broken? Tune in to our livestream event on Friday, December 12 at 3 PM, when the celebrity chef will share tips on cooking holiday meals that convert. Featured dishes include rack of lamb, rosemary mashed potatoes, and balsamic carrots ... with a surprise dessert!

Make sure to bring your notebook and a good pen. All proceeds from ticket sales go to Meals on Wheels.

Analysis: Analyze the structure of the description and highlight key elements, including:

Chronological Order: Using transitions to move the reader through time.

Strong Vocabulary: Using precise and descriptive words.

Sentence Variety: Combining short and long sentences for impact.

Guided Practice: Divide students into pairs and have them work together to write a description of a different moment from the event, applying the techniques discussed.



5. Peer Review and Feedback (15 minutes)

Sharing: Have students share their descriptions with their partner.

Feedback: Encourage constructive feedback, focusing on:

Revision: Provide time for students to revise their descriptions based on the feedback received.

6. Conclusion (5 minutes)

- Observe student participation in discussions and activities.
- Review students' descriptions and provide feedback on their progress.

- Consider a follow-up writing assignment where students need to write a longer piece of descriptive writing about an event.

Questions:

1. Describe a recent event you attended using at least three sensory details.
2. Write a sentence using personification to describe the feeling of an event.
3. What are some ways to organize a description of an event?
4. How can you use transitions to make your description flow smoothly?
5. Explain the difference between describing an event and narrating an event.
6. Describe a significant event in history, using vivid language to capture the atmosphere and emotions.
7. Write a paragraph that uses figurative language to create a vivid image of a moment within an event.
8. How can you use sensory details to create a sense of suspense or excitement in an event description?
9. Analyze a famous literary description of an event and discuss its effectiveness.
10. How can you use descriptive language to convey the significance of an event?
11. How do you think our use of descriptive language can help us understand and appreciate events?
12. What are some ways that writers use descriptive language to create a sense of place, time, or atmosphere?
13. How can we use descriptive language to make an event come alive for the reader?

References:

1. Evans V. Successful writing Upper- Intermediate, Express publishing 1998
2. David Bohlke, Dorothy E.Zemach (2013) Skillful 1. Reading and writing. Macmillan.
3. Collins Reading for IELTS, Els Van Geyte, HarperCollins Publishers Limited, 2013

GLOSSARY

A PROFILE - usually lists optional information about each forum member, such as the city they are located in and their interests;

ABANDONED – forsaken, left behind

ABSTINENCE-The act of spraining

ACRONYM - An abbreviation formed from the initial letters of other words and pronounced as a word (e.g. *ASCII*, *NASA*);

ADMIRATION - wonder or questioning, without any particular positive or negative attitude to the subject.

ADMIRE- one who admires.

ADVERTISE – promote, draw attention to

AFFECTION – fondness, infirmity, malady.

ALLOCATE- To set aside for a purpose, to distribute according to a

ALONE – with no other people

ALTERATION – modification

ANONYMOUS – nameless

ARRIVE – reach, succeed

ASSEMBLY – meeting, conference

AT LEAST THREE - three or more

ATTACHMENT - a document or file that is sent with e-mail;

ATTAINMENT- Achievement

AUDIENCE – group of people gathered to see or hear

AVAILABLE – ready for use

BAGGAGE-suitcases packed for a journey

BASIC – fundamental

BEGGAR - a person who begs

BEWARE OF-to be careful because a person or a thing

BIT - a single digit in the binary numbering system;

BLIZZARD-A severe snowstorm

BLOCK - a substantial, often approximately cuboid, piece of any substance.

BLOG - a Web site on which someone writes about personal opinions, activities, and experiences;

BLOW-Ton produce an air current

BONE-A composite material consisting largely of calcium phosphate

BROCHURE- A small book that usually has many pictures and information about a product, a place like a pamphlet, often for promotional purposes.

BUILT IN -included in something else as an essential part of it.

BULK-The major part of something

CARSINOGEN-A substance or agent that can cause cancer

CELEBRATION - festival

CITY -large or important town

CLAIM-A demand of ownership made for something

CLIMAX- the point of highest interest in terms of the conflict and the point of the story with the most action

COLLAR - part of a shirt that encircles the neck

COMMENT - a spoken or written statement that expresses an opinion about someone or something;

COMPARE-to assess the similarities and differences between two and more things

COMPREHENSION – understanding

CONCISE – using few words: not including extra or unnecessary information;

CONCLUDING-finishing, closing, final

CONFESSION – admit a fault or crime

CONFESSOR-One who confesses to having done something wrong

CONSCIOUS- aware, awake

CONSENT – agreement

CONSEQUENTLY – as a result

CONSOLE - cabinet, stand, control panel

CONSUMPTION- process of taking food or other substances into the body via the mouth

CONTAIN – include

CONTENT – The individual items or topics that are dealt with in a publication or document;

CONTRAST- a difference in lightness, brightness and/or hue between two colours that makes them more or less distinguishable

CONVENIENCE – serviceableness

CORRECTION-the act of correcting

COUNTRY-part of the land away from cities

COUPLE – pair, group of two persons or things

DESCRIPTION – descriptive statement

DIARY-A daily log of experiences ,especially those of the writer

DIGITAL-using information in the form of thousands of very small signal

DISCRIMINATION-The act of making a distinction, noting differences between things

DISGUST-to cause an intense dislike for something.

DISH: food

DISTRIBUTE – deliver to

DOMAIN NAME - a description or representation of a computer's location on the Internet;

DOUBT - misgiving

DOUGH- mass of flour or meal combined with other ingredients.

DOWNLOAD - to transfer information from the Internet (or other network) onto your computer;

DRAFT - a version of something (such as a document) that you make before you make the final version;

E- CIGARETTE-An alkaloid commonly occurring in the tobaccot

EDIT-a change to the text of a document

E-MAIL - Electronic mail; sending and receiving messages through the Internet.

ENDING – the closing part of the letter

ENORMOUS- extremely large, extraordinary

EQUINOX- the intersection of the ecliptic (apparent path of the sun) with the celestial equator

EVENTUALLY-finally, in the end

EXPOSITION –at the start of the story, setting, situation and main characters up to now are introduced (though not used as much in short stories as in novels)

EXTRACURRICULAR-job, educational establishment

EYESIGHT – sight, seeing

FAITHFUL –loyal; adhering firmly to person or cause.

FLIGHT – flying

FLOCK – pack, crowd

FORMAL-Being in accord with established forms

FORUM - a place or opportunity for discussing a subject;

FREE TIME- Time that can be spent on one’s own activities rather than work

FULFILLMENT-the act of consummating a desire or promise

GATEWAYS-entrance with a gate, means of access

GENE- section of a chromosome which transmits a particular hereditary

GOWN - long woman's dress or robe.

GPRS - a packet-based wireless communication service that promises data rates from 56 up to 114 Kbps and continuous connection to the Internet for mobile phone and computer users;

GROCERY- store which sells food and other household goods sold at a grocery.

GUIDANCE-instruction, advice

HANDWRITTEN – written by hand

HEADER - a word, phrase, etc., that is placed at the beginning of a document, passage, etc., or at the top of a page;

HEADQUARTERS-center from which operations are directed

HEALTH-The state of being free from physical or illness

HOME PAGE - A page that is shown when you open your browser; also, the opening page of a website;

HOMESTAY-a system whereby students visiting a foreign country to study board with a local family at an affordable price.

HOSTESS –a female host

HUB-central point of activity

HUE-the characteristic related to the light frequency that appears in the color, for instance red, yellow, green, cyan (березовый), blue or magenta(light purple)

HUMMED- make a low continuous vibrating sound

HYPELINK - A “live” spot on a Web page; when you click on it you can jump from one web page to another;

IMAGINATION – ability of the mind to create mental images which do not literary exist

IMPRINT – mark, stamp, impression

INCENTIVE- A bonus or reward, often monetary to work hard

INDUSTRIAL-manufacture of goods

INFORMALLETTER – personal letter to friends, relatives

INFORMAL-Not formal or ceremonious

INFURIATES-To make furious or mad with anger

INSTRUCTION-The act of instructing, teaching or finishing with information or knowledge

IRRELEVANT - not important or relating to what is being discussed right now;

ITALICKS - having letters, numbers, etc., that slant upward to the right.

ITCHY EYES-Causing a person or animal to want to scratch

LANDSCAPE-a portion of land or territory which the eye can comprehend in a single view, including all the objects it contains.

LANGUAGE- way of speaking by a certain country or group of people

LEAFLET- A sheet of paper advertising something, usually a single sheet perhaps folded in two and used for dissemination of said information.

LOGIN –a username and password that allows a person to log in to a computer system, network, mobile device, or user account.

LURE – attract

MACHINE – produce via mechanical means

MARSHMALLOWS- spongy candy made from sugar and gelatin.

MATERIAL – substance

METHOD-a process by which a task is completed; a way of doing something.

MODEM - hardware used to make a physical connection between a computer and a telephone line;

NETIQUETTE - certain online rules, such as to respect other members and refrain from using profanity;

OCCASION - opportunity

ORCHESTRA – band composed musicians of many different instruments

OVERPOPULATION – excessive population

OVERSIZED – too big, bigger than required

PARAGRAPH-a passage in text that is about a different subject from the preceding text, marked by commencing on a new line, the first line sometimes being indented.

PARTICIPATION – be involved

PATH – track

PEER-to look with difficulty, or as if searching for something

PERSONAL LETTER-Formal or informal letter informing about something

PERSPECTIVE-a view, vista or outlook

PLATFORMS-raised area in a station from which passengers board train

PLEASURE-a state of being pleased.

PLOT-aned, logical series of events having a beginning, middle, and end. The short story usually has one plot so it can be read in one sitting

POETRY- Composition in verse or language exhibiting conscious attention to patterns

POMPOUS- foolishly serious and grand, self-important

PREFACE – introduction, foreword

PREJUDICE-an adverse judgment or opinion formed beforehand or without knowledge of the facts.

PRESSURE – exertion of force, compression

PRIDE- a sense of one's own worth, and abhorrence of what is beneath or unworthy of one.

PROBLEM-A difficulty that has to be resolved or deal with

PROFILE-(countable) a specific place or field in which users can provide various types of personal information in software or internet systems.

PROPERTY – possessions, belonging

PURCHASE – something that has been purchased, act of buying

RAT- large long-tailed rodent that resembles a mouse/.

RECIPIENT – a person, who receives something;

REDEEM – pay off a debt through payment

RELIANT – dependent

REPLY - To speak or write as a reaction to a question or other prompting;

REQUEST-A ford with established message requesting something

RESOLUTION – the point of the story when the conflict is resolved

RESPONSE – reply, answer

ROAD-A way used for travelling between places .

RUNNY NOSE-often a symptom of the common cold

SAILOR- a person who works on ships

SAILOR: a person who works on ships

SALUTATION – expression of greeting or goodwill at the beginning of a letter.

SAUTE – fry lightly in butter or fat

SHALLOW-not deep

SHRED – tear into small pieces

SIZE – dimension, if a thing is big or small

SMIRK-smug smile

SNACK - small amount of food or drink eaten between regular meals.

SOLICITORS –a type of lawyer whose traditional role is to offer legal services to clients apart from acting as their advocate in court.

SPACE – universe

SPAM - Unwanted or intrusive advertising on the Internet;

SPECIFICATIONS – an explicit set of requirements to be satisfied by a material, product or service

SPICE- a thing used or added to make food taste good

SPICE: a thing used or added to make food taste good

STAFF-people employed in an organization

STEAM – expose to or treat with steam.

STETCH-to lengthen by pulling; to get more use than expected from a limited recourse

STIFFLY – not easily bend or moved, severe

STOVE – apparatus which provides heat for cooking.

STREAM-a small river; a large creek; a body of moving water confined by banks.

STRETCHING-the act by which something stretched

STRICT – severe, demanding

STRUCTURE-A cohesive whole built up of distinct

SUPERSTITIOUS-belief in omens, ghosts, idea or practice based on this

SUPPORT - something which supports. Often used attributively, as a complement or supplement to.

SWIVEL - device which allows the parts attached to it to pivot or turn freely.

SYMPATHY - a feeling of pity or sorrow for the suffering or distress of another compassion.

TEMPTING-Attractive, appealing. The act of subjecting somebody to temptation

THREAD - a collection of posts, usually displayed from oldest to latest, although this is typically configurable;

TO ACHIEVE – to succeed in something, now especially in academic performance.

TO GO WRONG - used when something stops working, problem happens.

TO INDICATE–to point out, to discover, to direct to a knowledge of, to show

TO RECEIVE – To take or acquire (something given or offered); from other people.

TO SHUT ONESELF AWAY FROM - to put someone in a place where they are kept away from other people.

TO SPRING INTO ACTION - to act, to move.

TO SURF - to use the Internet;

TODDLER- one who walks unsteadily, infant

TOE-Each of the five digits on the end of the foot

TOPIC - someone or something that people talk or write about;

TRANSFORMATION POLES-change the shape or character

TRAVEL-go from one place to another

TREKKING TOUR-walking in the countryside for pleasure or sports. Usually meaning for a longer period of time than hiking.

TRICKY – difficult

TROUBLESHOOTING-The identification and resolution of problems of a technical nature

TRUST – confidence

TRUTH- fact; reality

UNLIMITED - infinite

VALLEYS-an elongated depression between hills and mountains, often a river flowing through

VANILLA- type of vine cultivated for its seed pods from which a popular flavor is extracted.

VAPOR-Cloudy diffused matter such as mist, steam or fumes suspended in the air

VERSION – particular form of something

VOLUME – degree of loudness

WEAK – the opposite of strong

WEALTHY - rich

WI-FI - the name of a popular wireless networking technology that uses radio waves to provide wireless high-speed Internet and network connections;

WORTH-having a value of; proper to be exchanged for.

X-RAY-Short wavelength electromagnetic radiation

YOURS SINCERLY – with blessings, friendly yours (at the end of a letter)

ZOOM-Augmentation of a view

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