

Communicative English for Chinese Learners

Writing Course: Book 1

Keys to the exercises

Unit 1 Describing a Person

Sample 1

Warm-up

1. Finding the right person

Work in pairs to match the descriptions with the pictures below, and explain the reasons for your choices.

Keys:

The first description matches the second picture.

The second description matches the first picture.

The third description matches the third picture.

2. Guessing who she/he is

Work in small groups. Each group should choose a movie star and give a detailed description of the star's appearance. Each group's work is to be presented to the class by a representative, and other groups are invited to figure out who the star is.

(Open)

Post-reading activities

①. Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe a beautiful woman.

Keys:

Appearance	Descriptions	
hair	<u>dark</u> and <u>abundant</u> , so <u>glossy</u> that it <u>threw off</u> the sunshine with a <u>gleam</u>	
face	beautiful	<u>regularity</u> of feature, <u>richness</u> of complexion
	impressive	<u>marked</u> brow, <u>deep black</u> eyes
manner	Ladylike	feminine <u>gentility</u> , a certain state and <u>dignity</u>
	more ladylike	Her beauty <u>shone out</u> and made a <u>halo</u> of the misfortune and ignominy in which she was <u>enveloped</u> .

②. Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below with these words. Change the forms of the words if necessary.

Keys:

Matching: 1) b 2) a 3) f 4) c 5) d 6) e

Filling: 1) glossy 2) obscure 3) halo 4) abundant 5) enveloped 6) dim

③. In-class quick writing

Look at the picture below carefully and write a paragraph to describe the girl in it with the help of the words and expressions in the table below.

(Open)

Sample 2

Warm-up

Describe a nervous person

(Open)

Post-reading activities

①. Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe a nervous person.

Keys:

Physical appearance	build	<u>short, pudgy</u>
	hair	<u>receding gray hair</u> , always <u>neatly trimmed</u>
	head	<u>fat wrinkled, darting about like a radar blip on his neck</u>
	nose	<u>little</u>
	chin	<u>plump</u>
Dressing style	uniform	a <u>neatly pressed pin-striped</u> suit a <u>thin black</u> tie a <u>starched white</u> shirt
	shoes	a pair of <u>brightly polished brown</u> Oxfords
Manner of walking	He <u>paced</u> the school hallways in a perpetual motion of <u>twitching, fidgeting</u> , and <u>twiddling</u> .	
Way of talking	He spoke in his <u>lackadaisical drawl</u> .	

②. Build up your vocabulary

Match the verbs on the left with the phrases on the right to form proper collocations.

Refer to the previous passage if necessary.

Keys:

1) a 2) h 3) e 4) g 5) c 6) b 7) f 8) d

③. Sharpen your writing skills

1 Learn to use specific verbs to make your description more effective.

Rewrite the following paragraph describing Lucy's busy morning by replacing the underlined verbs with those given below. Change the forms of the verbs if necessary.

Keys:

Lucy hurried out of bed as soon as the alarm clock went off, rushed to the bathroom, then swallowed her breakfast in one minute, grabbed her bag, left the dorm, raced down the empty hall and skideed into the classroom right after the bell clanged.

2 Learn to apply simile in your writing. Choose one simile from the four below to complete the sentences.

Keys:

1) C 2) D 3) A 4) B

3 Complete the following sentences with a simile.

(Open)

Sample 3

Warm-up

Role-play

(Open)

Post-reading activities

① **Align with the sample**

1 Read the story carefully and then fill in the blanks in the table below. An example is provided.

Keys:

The professor's behavior	The narrator's response
"Young man," he said, "where are your manners?"	Embarrassed
"Do you and other gentlemen always wear hats indoors"	I felt a flush creeping slowly up my neck.
"It does not excuse you from reading that chapter or turning in the assignment."	I was speechless

“Will that be all?” said Professor Laster.	I wanted to offer an explanation or stand up for myself in some way, but I was so astonished by his hostility that I could not think of a reply. I finally stammered and turned to leave.

2. In each of the following exercise, you are given a sentence from Sample 3, which is explained in terms of its sentence pattern and function. A second example of this sentence structure is then given to familiarize you with the sentence pattern. Finally, you are asked to imitate the pattern to construct a sentence with a similar function describing a different situation.

(Open)

② Sharpen your writing skills

Replace the italicized word or phrase in each sentence below with a synonymous word or phrase in Sample 3. Then use the word or phrase to make a sentence.

Keys:

- (1) threw on (2) thumped (3) rose (4) snapped
 (5) whipped (6) was speechless (7) stammered

Major Assignment

(Open)

Unit 2 Describing a Place

Sample 1

Warm-up

Describe locations

(Open)

Post-reading activities

1. Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe a place.

Keys:

Overview of the park	
theme	Disney World is the biggest <u>amusement resort</u> in the world.
size	Disney World <u>covers</u> around 30 thousand acres, and is <u>twice the size</u> of Manhattan.
tourists	It attracts people of most <u>tastes</u> and most income groups and people of all ages, from <u>toddlers</u> to <u>grandpas</u> .
attractions	<p>There are theme hotels, golf courses, forest trails for <u>horseback riding</u> and rivers for <u>canoeing</u>. But the central attraction of the resort is the Magic Kingdom.</p> <p>In the Main Street of the Magic Kingdom, there are <u>hanging baskets</u> full of red and white flowers, and there is no traffic except a <u>horse-drawn</u> streetcar and an ancient <u>double-decker</u> bus.</p>
internal transportation	You can either cross the lake on a replica of a Mississippi <u>paddle wheeler</u> , or glide around the lakeshore in a streamlined <u>monorail</u> train to get to the Magic Kingdom.

2. In each of the following exercises, you are given a sentence from Sample1, which is explained in terms of its sentence pattern and function. A second example of this sentence structure is then given to familiarize you with the sentence pattern. Finally, you are asked to imitate the pattern to construct a sentence with a similar function describing a different situation.

(Open)

- ② In-class activities

Watch a video clip on the tour in Orlando and do the exercises below.

(Open)

Sample 2

Warm-up

Describe my apartment

(Open)

Post-reading activities

① □ Align with the sample

Fill in the blanks in the table with prepositions or prepositional phrases used by the author to describe her new home and note how these prepositions and prepositional phrases are used to indicate the exact positions.

Keys:

Subjects	position
our new apartment	<u>toward</u> the rear center of the horseshoe, <u>away from</u> the entrance to the courtyard.
a large stove	<u>against</u> the wall <u>opposite</u> the entrance to the kitchen
a bench	right <u>next to</u> the stove
a bucket of water	resting <u>on</u> the bench
a door (leading to the only other room)	<u>past</u> the bench, <u>in the middle of</u> the wall
a cupboard for pots, dishes, and food	<u>to</u> the right <u>of</u> the door
old Helena's bed	<u>next to</u> the cupboard, leaning <u>against</u> the wall <u>on the right</u>
a table and chairs	<u>next to</u> the kitchen window

② Build up your vocabulary

Complete the following sentences with the appropriate forms of the words and phrases given below

Keys:

- | | | |
|--------------------|----------------------|----------------|
| 1) Loosely arrange | 2) huddle together | 3) windowless |
| 4) take up | 5) affords a view of | 6) accommodate |

③ In-class activities

. Work in small groups to complete the task “Guess whose living room it is” by following the steps below:

(Open)

Sample 3

Warm-up

Learn what you can do in a library

Watch a video clip about Kent State University Library, which has 12 stories. Take notes and then work in pairs to find out what people can do on each floor.

Keys:

Floor	Facilities	Functions
1st	Main Circulation Desk	<u>check out</u> all materials that you borrow while in the library
	computers	<u>check emails, do some online research</u> , or look up materials
2nd	<u>executive offices</u>	president and other university executives <u>work and hold meetings</u>
3rd	School of Library and Information Science	<u>offers only credited library and information science programs in Ohio</u>
	<u>Children's library</u>	over 6,000 books
4th	Writing Commons	<u>to improve writing skills</u>
5th	the majority of the library's <u>collections</u>	organized according to <u>format and title</u> , <u>2.5 million</u> books, <u>periodicals</u> and other materials available for loan
6th		
7th		
8th		
9th		
10th	government <u>document</u> , and	
11th	the university press	
12th	<u>Special collections of archives</u>	Provide access to <u>primary sources and real materials</u> , non-circulation collections help <u>support various teaching and research program</u> .

Post-reading activities

① Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe the library and make the impression of inconsistency and disappointment for it.

Keys:

The building	Impression	Descriptions
setting	inconsistency	The library is a <u>massive Gothic</u> structure, completely different from any other building in town.
exterior	inconsistency	<u>tall narrow</u> windows, a <u>sharply angled</u> roof, and an <u>arched</u> wooden front door;

			The brick exterior had been <u>painted white</u> , black <u>shutters</u> had been put up to frame the windows, and <u>beds of pansies</u> lined the walkway and <u>circled</u> the flagpole.
interior	foyer	inconsistency	An <u>L-shaped</u> desk, <u>the long leg</u> stretching to the rear of the building; <u>a large glassed-in</u> room devoted to children. Beyond <u>another glass wall</u> was what appeared to be the main area
	main area	disappointment	Six shelves of books in a room that <u>wasn't</u> <u>much larger</u> than his apartment, <u>outdated</u> computers, a <u>small collection</u> of periodicals.

② Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below with these words. Change the forms of the words if necessary.

Keys:

Matching: 1) d 2) a 3) f 4) b 5) c 6) e

Filling: 1) adorn 2) stretch 3) haunt 4) scattered 5) browse 6) occupied

③ In-class activities

Work in small groups to make an introduction to your university's library. Make some necessary preparations and then present your introduction in class.

(Open)

Major assignment

(Open)

Unit 3 Describing Things

Sample 1

Warm-up

Describe a tree you like

(Open)

Post-reading activities

① Align with the sample

1. Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe different aspects of the coffee tree.

Keys:

origin	a native of eastern Africa
size	height: <u>from six to twelve feet</u> stem diameter: <u>from ten to fifteen inches</u>
Shape of a grown tree	<u>The lower branches bend down when the tree begins to grow old, and extend themselves into a round form somewhat like an umbrella.</u>
branches	<u>The ends of the largest branches may be bent down to within two or three feet of the earth.</u>
bark	<u>The bark is whitish and somewhat rough.</u>
fruit	taste: <u>At first very soft and has a bad taste; as it ripens, it turns very good to eat.</u> skin: <u>fine, thin</u> color: <u>deep brown</u> shape: <u>The dried-up fruit becomes a shell or pod.</u> seeds: <u>Each shell contains two seeds, rounded on one side and flat on the other. The seeds lie with the flat sides together, and, in one highly prized variety, the two seeds grow together, forming one: this is known as the pea berry.</u>
planting	The young plants are <u>inserted in holes from twelve to eighteen inches deep, and six or eight feet apart.</u> _____.
fruit yielding	<u>It begins at the third year. By the six or seventh year the coffee tree is at full bearing, and continues to bear for twenty years or more.</u>

2. In each of the following exercises, you are given a sentence from the Sample 1, which is

explained in terms of its sentence pattern and function. A second example of this sentence structure is then given to familiarize you with the sentence pattern. Finally, you are asked to imitate the pattern to construct a sentence with a similar function describing a different situation.

(Open)

② Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below with these words. Change the forms of the words if necessary.

Keys:

Matching: 1) d 2) a 3) e 4) f 5) b 6) c

Filling: 1) extend 2) dwarfed 3) pliable 4) prune 5) yield 6) contain

③ In-class quick writing

Refer to the table you completed in the warm-up and write a paragraph within 15 minutes to describe the tree you like. Remember to follow the style of Sample 1.

(Open)

Sample 2

Warm-up

Talk about Garfield

Watch a video clip from the movie *Garfield* and then work in pairs to complete the following tasks.

Step 1 Answer the following questions briefly.

1) How does Garfield get the milk?

He cheats another cat and gets the milk with the help of this cat.

2) What is Garfield's comment about the dog?

The wrong side of the evolutionary curve.

3) How does Garfield respond to his owner when he shouts, "Mouse!"?

He misunderstood his owner on purpose.

4) How does Garfield make his owner believe the mouse has been eaten?

By taking the mouse in the mouth and pretending to eat it.

Step 2 Talk about Garfield's personality and support your ideas with specific information from the video. An example is provided.

Personality	Evidence
cunning	pretends to eat the mouse
lazy	Just lay there and do nothing at all
greedy	He drinks the milk and wants to eat the pie

smart	He plays a trick on the dog.
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Post-reading activities

① Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe the personalities of the cat.

Keys:

Personalities		Detailed Descriptions
proud and graceful		performing a dance of disdain as he slowly lifts and lowers , each paw with the delicacy of a ballet dancer
lazy		... he spends most of his time indoors watching television and growing fat.
finicky	about food	...reject generic brands of cat food, in favor of only the most expensive brands
	about visitors	befriending some by snuggling up against his/her ankle, begging to be petted; repelling others by imitating a skunk and staining their favorite trousers.

② Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below with these words. Change the forms of the words if necessary.

Keys:

Matching: 1) b 2) f 3) a 4) c 5) d 6) e

Filling: 1) delicacy 2) obnoxious 3) disdain

4) reject 5) repel 6) finicky

③ In-class activities

Watch a video clip about a smart dog and do the exercises below.

Step 1. Complete the following table with the information from the video clip.

Keys:

Appearance of the dog	color: <u>black and white</u> size: <u>medium</u> species: <u>Border collie</u>
Talents of the dog	It tends <u>extremely large herd.</u> It remembers <u>the name of every single object in the pile.</u> It identifies <u>the toy behind the couch.</u> It remembers <u>hundreds of words and what they represent.</u>

Steps 2-3 (Open)

Sample 3

Warm-up

Describe a handbag

(Open)

Post-reading activities

① Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe the features of the bag.

Keys:

Features	Descriptions	
size	<u>About the size of a paperback bestseller, and thus it is totally unsuited for lugging around such paraphernalia as a wallet, comb, compact, checkbook, keys, and all the other necessities of modern life.</u>	
outside	<u>Hundreds of tiny pearl-colored beads dot the outside of the handbag, and on the front, woven into the design, is a starburst pattern formed by larger, flat beads.</u>	
inside	lining	<u>creamy white satin</u>
	pocket	<u>Someone, perhaps the original owner, has scrawled the initials "J.W." in red lipstick.</u>
	bottom	<u>There is a silver coin, which reminds me of my teenage years when my mother warned me never to go out on a date without a dime in case I had to telephone home for help.</u>

② Build up your vocabulary

First match the words on the left with their definitions on the right and complete the sentences below with these words. Change the forms of the words if necessary.

Keys:

Matching: 1) e 2) a 3) f 4) b 5) c 6) d

Filling: 1) Dotted 2) woven 3) original

4) scrawl 5) lug 6) remind

③ More suggested work

1 Write a product description

(Open)

2 Write a Customer Review
(Open)

Major assignment
(Open)

Unit 4 Describing the Senses

Sample 1

Warm-up

Describe your favorite fruit
(Open)

Post-reading activities

① Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe the lemon based on the perception of the five senses.

Keys:

introduction	When and where “I” ate the food: <u>My mother gave me a lemon last summer.</u>
sight	color: <u>Its yellow surface was bright and sunshiny.</u> shape: <u>almost round, but was slightly pointed at each end</u> size: <u>almost as big as a baseball</u>
sound	When “I” cut it: <u>I heard the knife make sharp cutting noises and heard the juice spurt out.</u>
smell	<u>Its tart and tangy smell almost made my eyes water.</u>
touch	<u>The cold liquid made me pucker up.</u>
taste	<u>My cheeks were drawn together with its bitterness. I had never tasted anything sour in my entire life.</u>
conclusion	“My” feeling about the food: <u>I made up my mind right then and there never to eat another lemon unless it was sugared and in lemonade.</u>

② Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below with these words. Change the form of the words if necessary.

Keys:

Matching: 1) c 2) d 3) f 4) a 5) b 6) e

Filling: 1) spurt 2) pucker 3) shaped
4) tangy 5) sliced 6) tart

③ Sharpen your writing skills

An important technique in describing fruit is to combine the author’s physical reflex with what he perceives via his sense organs, as is shown in the following examples

1) Its juice is cold. —————> . I put it to my lips, and the cold liquid made me pucker.

2) The lemon is bitter. —————> My cheeks were drawn together with its bitterness.

Rewrite the following sentences by combining a physical reflex with the sensory perception just as the author does in the examples above.

(Open)

④ In-class quick writing

Refer to the table you completed in the warm-up and write a paragraph within 15 minutes to describe the fruit you chose with a focus on your sensory perception. Remember to follow the style of Sample 1.

(Open)

Sample 2

Warm-up

Describe a morning in Zhouzhuang

1. Watch a video clip on a morning in Zhouzhuang. Notice different scenes in the morning and write down the information required in the table below.

People's and animals' activities	Surroundings	Senses	
		Sound	rat-tat; shouts; sound of water
		Sight	River; fishing man; bridge, fish hawks; trees and houses on the banks; stove; smoke; old planks;
		Smell	(Open)
		Touch	(Open)
A man making noises with a bamboo pole and rowing a boat; fish hawks catching fish; an old lady making fire; a woman washing the first piece of clothing; shop opened	Quiet morning river with a bridge; trees and old houses on the banks;	Taste	(Open)

2. Work in small groups and write a paragraph entitled “A morning in Zhouzhuang” based on the information in the above table.

(Open)

Post-reading activities

① Align with the sample

1. Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe the valley based on the five senses.

Senses	Sensory Words
sound	rooster: <u>cough</u> Citroen van: <u>clatter</u> hunter: <u>fusillade</u> chainsaw: <u>whine</u> farm dogs: <u>serenade</u>
touch	air: <u>clean, dry</u>
smell	wood smoke: <u>the scent of</u>
sight	smoke ribbons: <u>long zigzag</u> of
taste	stews: <u>well-seasoned</u>

② Build up your vocabulary

1. The words in the left column of the following table can be used to describe various sounds vividly. First look up these words in a dictionary and write down their definitions in the right column. Then use these words to complete the sentences beneath the table. Change the forms of the words if necessary.

Dictionary definitions: (Open)

Keys:

Filling: 1) bang 2) hiss 3) buzz 4) chime 5) crackle
6) stomp 7) clap 8) mumble 9) rustling 10) rumble

2. The following paragraph is an excerpt from *Three Days to See* by Helen Keller. Listen to its recitation carefully and then fill in the blanks with touch words.

Keys:

1) delicate 2) smooth 3) rough 4) velvety 5) cool
6) lush 7) spongy

Sample 3

Warm-up

Talk about a journey

(Open)

Post-reading activities

① Align with the sample

1. The following table is an unfinished outline of the above passage. Fill in the blanks with the words and expressions from the passage above and note how they are used to describe the journey based on the perception with five senses.

Keys:

Introduction

Para. 1 Leave Florida for our hometown

The reason: to get out of the heated hustle and bustle of summer living in Florida.

The destination: our hometown in upstate New York

Body

Para. 2 The basic tone: Changing

Vivid details

Trees: appear to be touchable, offering soft, plush leaves which sway in the breeze

Grass: invites us to share its place rather than scaring us away with mounds of intruding fire ants

Home: seems closer all the time

Para. 3 The basic tone: The most awakening moments

Vivid details

Hills: of purple and blue

Farmlands: checkerboard

Hillsides: of stone and trees

Tiger lilies: push themselves out toward the car, waving hello and flashing their mysterious black spots toward us

Home: very close

Para. 4 The basic tone: The journey home to end

Vivid details

The surroundings: comfortably familiar

A sign: We are welcomed by a sign

The fields: the familiar fields of grazing cattle

The foliage: bursting; seems to envelop us and carry us over the hills like a carriage created by nature

Home: approaching

Conclusion

Para. 5 Vivid details

Apple pie: The son can "smell" Grandma's apple pie already.

The smoke stack: can be seen from the local factory

Home: We have arrived.

2. In each of the following exercises, you are given a sentence from Sample 3, which is explained in terms of its sentence pattern and function. A second example of this sentence structure is then given to familiarize you with the sentence pattern. Finally, you are asked to imitate the pattern to construct a sentence with a similar function describing a different situation.

(Open)

② Sharpen your writing skills

Imitate the example below to expand a dull and emotionless account into vivid description.

(Open)

Major assignment

(Open)

Unit 5 Describing Food

Sample 1

Warm-up

Describe a special food
(Open)

Post-reading activities

① Align with the sample

1. Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe the barbecue.

Keys:

Origin of the food:

- 1) “bar-beer-cue”: the famous mash up of “bar-beer-cue” for drinks, ribs and a game of pool
- 2) “barbacoa”: slow-cooking meat over coals

Good BBQ:

- 1) Food for the soul
- 2) Smoked over hardwood and rubbed with original spices, with a homemade secret sauce, and served with a side of hand-cut fries and creamy slaw; ...
- 3) Like Coca-Cola or apple pie: It’s an American signature

Summer: the season for firing up the grill and grabbing your favorite case of brew

- 1) It’s the time when sweat is welcomed, when rain ruins the party, and when marinades come out to play.
- 2) Award-winning destinations are sure to please your taste buds and make for an awesome summer vacation along the way..

2. In each of the following exercises, you are given a sentence from Sample 1, which is explained in terms of its sentence pattern and function. A second example of this sentence structure is then given to familiarize you with the sentence pattern. Finally, you are asked to imitate the pattern to construct a sentence with a similar function describing a different situation.

(Open)

② In-class quick writing

Refer to the table you have completed in the warm-up and write a paragraph within 15 minutes to describe a special food of your hometown. Remember to follow the style of Sample 1.

(Open)

Sample 2

Warm-up

(Open)

Post-reading Activities

① Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe *jianbingguozi*.

Keys:

Topics	Details
features	<p>1. one of China's <u>most popular street breakfasts</u></p> <p>2. all about bold contrasts of <u>texture and flavor</u></p> <p>Contrast 1: <u>eggs spread over the surface of the soft pancake vs. crunchy puffed strips of fried wonton</u></p> <p>Contrast 2: <u>a jumble of grassy cilantro, peppery scallions, and tangy pickles vs. a sweet and spicy layer of hoisin and chili sauces.</u></p>
cooking	<p>Step 1: A thick, sticky wad of dough is <u>deftly spread into a giant pancake, thin as a crêpe, using a thick wooden paddle.</u></p> <p>Step 2: An egg or two are <u>cracked onto its uncooked surface and spread evenly.</u></p> <p>Step 3: (The uncooked surface with egg) was then <u>topped with finely chopped mustard pickles, scallions, and coriander.</u></p> <p>Step 4: The <i>jianbingguozi</i> is <u>folded in half like a fan, and hoisin sauce and lajiao (chili) sauce spread on the back to taste.</u></p> <p>Step 5: The vendor folds the bing <u>around a sheet of crispy-fried wonton and some lettuce.</u></p> <p>Step 6: <u>The vendor chops it in half to make it easier to eat.</u></p>
<i>jianbingguozi</i> stalls	<p>Focused feature: ephemeral</p> <p>Details:</p> <p>1. The vendor appears with everything they need: Tools and materials: <u>Tools: A heavy circular grill, and a tin box for collecting their takings.</u> <u>Materials: a few tubs of ingredients; about twenty dozen eggs.</u></p> <p>1. The vendors set up the stalls in unused spaces.</p>

	Locations: <u>unused spaces—doorways, shuttered shop fronts, street corners</u>
popularity	Focused feature: no grab-and-go street breakfast Details: 1. There is always <u>a line</u> . 2. The <i>Jianbingguozi</i> is never cooked <u>ahead of time</u> .

② Build up your vocabulary

1. First match the words on the left with their definitions on the right. Then complete the sentences below with these words. Change the form of the words if necessary.

Keys:

Matching: 1) d 2) c 3) a 4) b 5) f 6) e

Filling: 1) texture 2) spicy 3) savory 4) crunchy 5) stacked 6) ravenous

- 1) There is no such thing as THE perfect cake, which means that there are as many kinds of perfect cake as you want there to be, because it comes in many shapes and sizes, texture and colors and flavors.
- 2) Due to hoarseness, I have to abandon all the fried, oily and spicy food. Meantime, I must eat more fruits and drink honey every day.
- 3) She sold cakes and cookies and the like, but bread was her mainstay and her customers' chief delight. Crusty bread—you never saw or tasted better crust as was on her bread and rolls: never too hard to bite into, pouring its savory flavor into your mouth —world famous, indeed.
- 4) Once fried, the cakes' interiors take on the taste and creaminess of milk-custard, which contrasts nicely with the crunchy exterior.
- 5) Lemon icebox pie is a Southern classic that derives its essential magic from sweetened condensed milk. The sensation of that decadent milk with lemon or lime juice is like nothing else on earth. The pie is stacked with whipped cream, so there is no extra cooking involved.
- 6) A bunch of ravenous supermodels raided a bakery and wolfed down cakes, pastries and bread—then passed out on the crust-littered floor.

3. Write a blog to share the recipe of a special dish. The following information should be included:

- 1) Name of the dish.
- 2) A brief introduction to the dish and the reasons why you would like to recommend it (e.g. tasty, healthy, easy-to-prepare, or fit for a festival).
- 3) The ingredients.
- 4) The cooking procedures.

Remember to use pictures for illustration.

(Open)

Sample 3

Warm-up

(Open)

Post-reading activities

① Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe the miraculous pizza both directly and indirectly.

Keys:

Ways	Descriptions		
Indirect	a Neapolitan	<u>pressed</u> the address, said in <u>gravest confidence</u>	
	Sofie	is practically <u>in tears</u> over hers, “Why do they even <u>bother</u> trying to make pizza in Stockholm?”	
	I	come to believe in my <u>delirium</u> that my pizza might actually love me.	
	Surroundings	Pizzeria da Michele	a small place with only two rooms and one <u>nonstop</u> oven
		people	the streets have become <u>jammed</u> with Neapolitans trying to get into the place, <u>shoving</u> for access
Direct	crust	taste	thin, <u>doughy</u> , strong, <u>gummy</u> , yummy, <u>chewy</u> , salty pizza paradise
	toppings	sight	sweet tomato sauce foams up all <u>bubbly</u> and <u>creamy</u> ; basil infuses the entire pizza with_____
		smell	basil infuses the entire pizza with <u>herbal radiance</u>
	eating	<u>technically</u> impossible to eat this thing: the gummy crust <u>folds</u> , the hot cheese runs away and <u>makes a mess of you and your surroundings</u>	

② Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below with these words. Change the form of the words if necessary.

Keys:

Matching: 1) d 2) f 3) a 4) g 5) b 6) c 7) e

Filling: 1) doughy 2) chewy 3) yummy 4) yielding
5) crispy 6) creamy 7) gummy

Unit 6 Describing the Seasons and the Weather

Sample 1

Warm-up

Describe the four seasons

1. Complete the following sentences with appropriate forms of the words given in the box.

Spring

1. New and tender leaves come out in the branches of the trees.
2. Buds of flowers peep out to see nature's beautiful sight.
3. Swarms of butterflies rush at the flowers.

Summer

1. The sun sends out relentless rays.
2. People wear sunglasses to shield their eyes from the sunlight.
3. Violent thunderstorm tore down the trees.

Autumn

1. Leaves turn yellow and fall slowly, crunching underfoot.
2. It's a fruitful season. Apples bend the trees.
3. Squirrels sneak and hop around on top of the dead leaves, searching and competing to gather the most nuts for their families for the winter.

Winter

1. Fresh, fluffy snow bursts through the clouds and surrounds everything.
2. The tree branches are stark bare, their leaves stripped off in the fall.
3. Whipping winter winds chill people to the bone.

2. Describe the seasons and the weather of your hometown

(Open)

Post-reading activities

Post-reading activities

① Align with the sample

1. Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe the seasons.

Keys:

Seasons	Descriptions
Winter	In most places: <u>freezing cold</u> In the British Columbia coast: <u>moderate with light snow</u> Whistler : <u>lots of snow</u> In the Rockies: <u>winter is long.</u> In the higher altitudes: <u>snow stays around</u> Calgary: <u>not much snow/does not get much snow</u> Banff and Canmore: <u>the snow may get two feet in April</u>
Spring	On Canada's west coast: <u>Spring comes early, with February seeing the arrival of tulips and temperatures on average staying above 0°C.</u> Elsewhere: <u>spring shows up to stay in April and extends through to June.</u> April: <u>usually sees the last of the winter's snow.</u>
Summer	In central and eastern Canadian cities: <u>hot, humid weather</u> On west coast: <u>moderate, with less humidity and cooler evenings.</u> Canada's northern regions: <u>cooler summers, generally comfortable and sunny</u>
Fall/Autumn	In central and eastern Canada: <u>cooler temperatures in September; leaves on the trees begin their transformation to stunning shades of orange, red and yellow.</u> Western provinces: <u>pronounced intensity and variety of colors</u>

2. In each of the following exercises, you are given a sentence from Sample 1, which is explained in terms of its sentence pattern and function. A second example of this sentence structure is then given to familiarize you with the sentence pattern. Finally, you are asked to imitate the pattern to construct a sentence with a similar function describing a different situation.

(Open)

② In-class quick writing

Below are four paragraph-writing tasks, each with the first sentence given. Please choose one of the tasks and develop the first sentence into a paragraph within 15 minutes. You are suggested to refer to the table you completed in exercise 2 of the warm-up for useful expressions.

(Open)

Sample 2

Warm-up

Describe a thunderstorm

(Open)

Post-reading activities

① Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe the thunderstorm.

Thunderstorm and nature		Descriptions
before the thunder-storm	clouds	A pile of bright, <u>snowy</u> clouds <u>peered</u> above the western heights. It was <u>succeeded</u> by another, and another, each seemingly <u>pushing</u> onward its predecessor, and <u>towering</u> , with <u>dazzling</u> brilliancy, in the deep blue atmosphere.
	thunder	<u>Muttering</u> peals of thunder were <u>faintly</u> heard rolling behind the mountains.
	wind	The wind came <u>creeping</u> up it.
	river	hitherto <u>still</u> and <u>glassy</u> , reflecting pictures of the sky and land, now showed a dark <u>ripple</u> at a distance
	fish hawks	<u>wheeled</u> and screamed, and <u>sought</u> their nests on the high, dry trees
	crows	flew <u>clamorously</u> to the crevices of the rocks
durin-g the thunder-storm	clouds	rolled in <u>volumes</u> over the mountain tops; their summits still bright and snowy, but the lower parts of an <u>inky</u> blackness; the <u>bellying</u> clouds were torn open by the mountain tops
	rain	<u>patter</u> down in broad and <u>scattered</u> drops; complete <u>torrents</u> of rain came <u>rattling</u> down
	wind	freshened, and <u>curled</u> up the waves
	lightning	<u>leaped</u> from cloud to cloud, and streamed <u>quivering</u> against the rocks, <u>splitting</u> and <u>rending</u> the stoutest forest trees
	thunder	burst in tremendous explosions; <u>crashed</u> upon Dunderberg, and then <u>rolled up</u> the long defile of the Highlands

② Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below the table with these words. Change the forms of the words if necessary.

- 1) d 2) g 3) a 4) f 5) h 6) b 7) c 8) e
 1) clamorously 2) creep up 3) wheel 4) succeeded
 5) split 6) faintly 7) curl up 8) patter

Sample 2

Warm-up

Describing a thunderstorm (Open)

① Align with the sample

Post-reading Activities

1. Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe the thunderstorm..

Keys:

Thunderstorm and nature		Descriptions
before the thunder-storm	clouds	A pile of bright, <u>snowy</u> clouds <u>peered</u> above the western heights. It was <u>succeeded</u> by another, and another, each seemingly <u>pushing</u> onward its predecessor, and <u>towering</u> , with <u>dazzling</u> brilliancy, in the deep blue atmosphere.
	thunder	<u>Muttering</u> peals of thunder were <u>faintly</u> heard rolling behind the mountains.
	wind	The wind came <u>creeping</u> up it.
	river	hitherto <u>still</u> and <u>glassy</u> , reflecting pictures of the sky and land, now showed a dark <u>ripple</u> at a distance
	fish hawks	<u>wheeled</u> and screamed, and <u>sought</u> their nests on the high, dry trees
	crows	flew <u>clamorously</u> to the crevices of the rocks
durin-g the thunder-storm	clouds	rolled in <u>volumes</u> over the mountain tops; their summits still bright and snowy, but the lower parts of an <u>inky</u> blackness; the <u>bellying</u> clouds were torn open by the mountain tops
	rain	<u>patter</u> down in broad and <u>scattered</u> drops; complete <u>torrents</u> of rain came <u>rattling</u> down
	wind	freshened, and <u>curled</u> up the waves
	lightning	<u>leaped</u> from cloud to cloud, and streamed <u>quivering</u> against the rocks, <u>splitting</u> and <u>rending</u> the stoutest forest trees
	thunder	burst in tremendous explosions; <u>crashed</u> upon Dunderberg, and then <u>rolled up</u> the long defile of the Highlands

② Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below the table with these words. Change the form of the words if necessary.

Keys:

Matching: 1) d 2) g 3) a 4) f 5) h 6) b 7) c 8) e

Filling: 1) clamorously 2) creep up 3) wheel 4) succeeded
5) split 6) faintly 7) curl up 8) patter

③ Sharpen your writing skills

Fill in each of the eight blanks in the following passage with the best choice from the ten phrases and clauses given below it.

Keys:

1) d 2) f 3) I 4) j 5) b 6) a 7) e 8) g

Sample 3

Warm-up

Describe the spring

(Open)

① Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe things in different seasons.

winter	The Rat sometimes <u>scribbled</u> poetry or did other <u>small domestic jobs</u> about the house; there were always animals <u>dropping in for a chat</u> , and consequently there was a good deal of story-telling and <u>comparing notes</u> on the past summer and all its doings.
summer	the pageant: <u>marched steadily along</u> purple loosestrife: <u>arrived early, shaking luxuriant tangled locks along the edge of the mirror;</u> willow-herb: <u>not slow to follow</u> comfrey: <u>crept forth to take its place in the line</u> the dog-rose: <u>stepped delicately on the stage</u> meadow-sweet: <u>moved graciously to his place in the group;</u>
early spring	the white mist: <u>clung closely along the surface of the water;</u>
hot summer	the sun: <u>striking through in tiny golden shafts and spots;</u>

② Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below the table with these words. Change the forms of the words if necessary.

Keys:

Matching: 1) e 2) g 3) a 4) f 5) b 6) d 7) h 8) c

Filling: 1) diffident 2) odorous 3) dispersed 4) snug
5) stately 6) languorous 7) tangled 8) radiant

③ Sharpen your writing skills

Rewrite the following paragraph with personification to make your writing vivid.

(open)

Unit 7 Describing Landscapes and Scenery

Sample 1

Warm-up

Describe a river

Search a map of the Columbia River and complete the table below

Source	at Columbia Lake in the Rocky Mountain Trench of southeastern British Columbia
Course	The river flows north and then turns south and flows for many miles before crossing the border into Washington. The river then bends west, south and east through central Washington, turns south and then west, and forms the border between Oregon and Washington to the Pacific Ocean.
Length	about 1,243 miles
Mouth	about 10 miles west of Astoria, Oregon.
Drainage	259,000 square miles
Others	(open)

Post-reading activities

① Align with the sample

1. Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe the geographic features of a river.

The source	It begins at <u>Columbia Lake</u> in the Rocky Mountain Trench at about <u>2,656 feet above sea level</u> .
The geographic coordinates at the headwaters	They are 50°13' <u>north latitude</u> , 115°51' <u>west longitude</u> .
The course	The river <u>flows north</u> for some 200 miles and then <u>turns south</u> and flows for about 270 miles before crossing the border into Washington. The river then <u>bends west, south and east</u> through central Washington, <u>turns south and then west</u> , and <u>forms the border</u> between Oregon and Washington to the Pacific Ocean. The <u>mouth of the river</u> is about 10 miles west of Astoria, Oregon.
The length	The <u>total length</u> of the river is about 1,243 miles.
The drainage basin	The drainage basin <u>covers</u> 259,000 square miles, <u>drains</u> portions of seven states and British Columbia, and <u>covers</u> three degrees of latitude and nine degrees of longitude.
The fall of the river	From its headwaters to its mouth, the river <u>drops</u> steadily <u>at a rate of</u> about two feet per mile.
The volume	The Columbia <u>pours</u> prodigious volumes of water, emptying <u>an annual average</u> of 192 million acre-feet <u>into</u> the Pacific.

The utility	<p>The combination of high volume of water with stable canyons made the Columbia an <u>ideal hydropower river</u>.</p> <p>Dams on the Columbia and its major tributaries <u>produce</u> half of the electricity <u>consumed</u> in the Pacific Northwest.</p>
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2. In each of the following exercises, you are given a sentence from Sample 1, which is explained in terms of its sentence pattern and function. A second example of this sentence structure is then given to familiarize you with the sentence pattern. Finally, you are asked to imitate the pattern to construct a sentence with a similar function describing a different situation.

(Open)

② In-class quick writing

Write a paragraph within 15 minutes to describe a river in your homeland or anywhere else you know well. Remember to include information about its headwaters, course, mouth, and natural resources if necessary.

(Open)

Sample 2

Warm-up

Describing a scenery

(Open)

Post-reading activities

① Align with the sample

Fill in the blanks in the outline with the words and expressions from the passage above and note how they are used to describe the scenery of a mountain.

Starting point: when approaching Rutherfordton

View 1: the face of the country becomes more rolling

Rutherfordton: can scarcely claim to be a mountain village.

View 2: Mountains in a few miles: to the inexperienced eye, grand and magnificent, but only the sentinels, stationed at a distance

View 3: Mountains beyond Rutherfordton

the grand prospect bursts upon the vision; The Chimney-Rock and innumerable other peaks loom up over the horizon, and stretch from the north to the west and south.

The road up the River:

View 4: the road is a kind of terrace, resembling a shelf on the mountain side; dark woods and steep rocks overhanging it on one side, and on the other.

View 5: at the bend of the stream

the sweetest little dells in the world, canopied by the spruce and hemlock, where the sunshine never intrudes, afford welcome places to rest.

The end: a kind of basin some hundreds of acres at the confluence of several little streams

③ Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below the table with these words. Change the forms of the words if necessary.

- | | |
|----------------|--|
| 1) rolling | a) come into sight without a clear form, especially so as to seem very large and threatening, causing fear |
| 2) loom up | b) a place where two rivers unit |
| 3) cluster | c) cover with something that serves as a roof |
| 4) overhanging | d) (of hills or countryside) having gentle slopes |
| 5) canopy | e) burst, flow out suddenly |
| 6) gush | f) come together as in a group or flock |
| 7) recede | g) pull back or move backward |
| 8) confluence | h) sticking out over and above something else |

Keys:

Matching: 1) d 2) a 3) f 4) h 5) c 6) e 7) g 8) b

Filling: 1) loom up 2) overhanging 3) confluence 4) rolling 5) cluster 6) canopied 7) gush
8) recede

③ Sharpen your writing skills

Rewrite the following sentences using personification. (Open)

④ Write on your own

Write a travelogue based on the table you have completed in the warm-up, following the style of Sample 2.

(Open)

Sample 3

Warm-up

Describe a scene of missing a beloved one
(Open)

Post-reading activities

① Align with the sample

Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe the scenery together with the narrator's emotion.

Keys:

Scenery descriptions	Clare's feelings and thoughts toward Henry
<p>Moment 1: The sky was coppery blue.</p> <p>Everything: <u>felt curved</u>;</p> <p>Water bugs: <u>skate on the still small pool</u></p> <p>Tall grass <u>is rippling</u>.</p> <p>noises: <u>swallowed up in the heat</u></p> <p>insects: <u>an overwhelming chorus of insects droned</u>.</p>	<p>Henry is <u>puzzling</u> to me;</p> <p>Henry is a secret and therefore automatically <u>fascinating</u> ;</p> <p>Henry is also some kind of <u>miracle</u> .</p>
<p>Moment 2: The sky is yellow and then green.</p> <p>:</p> <p>woods: <u>are black</u>;</p> <p>trees: <u>bend over</u>.</p> <p>insects: <u>hum is gone</u>;</p> <p>trees: <u>are creaking and groaning</u>.</p>	<p>I wonder if Henry could <u>take me to the future</u>;</p> <p>I am afraid of <u>the future; it seems to be a big box waiting for me</u>.</p>
<p>Moment 3: Huge black clouds are moving up from behind the trees.</p> <p>everything: <u>is swirling toward me</u></p> <p>water: <u>begins to pour down from the sky</u></p> <p>storm: <u>rolls up</u></p> <p>thunder: <u>a long low peal</u></p>	<p>I suddenly felt that Henry <u>is there</u>.</p> <p>An incredible need for Henry <u>to be there and to put his hands on me</u></p> <p>Henry is the <u>rain</u> and I am <u>alone and wanting him</u>.</p>

② Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below with these words. Change the forms of the words if necessary.

Keys:

Matching : 1) c 2) a 3) e 4) b 5) d 6) g 7) h 8) f

Filling : 1) ripple 2) swallow up 3) dawn on 4) swirled 5) smooth
6) automatically 7) creak 8) overwhelming

③ Write on your own

Work in small groups to make up a story based on one of the paintings below.

(open)

Unit 8 Describing Feelings and Emotions

Sample 1

Warm-up

Describe your anticipation

(Open)

Post-reading activities

① Align with the sample

1. Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe feelings and emotions.

Main idea	Endless anticipation <u>flood your mind, making it almost impossible to keep a continuous train of thought.</u>
Development	1. First of all, <u>you begin to worry about what to wear when you go out on a date.</u>
	2. Now that you're dressed, you start to calm down, <u>only to turn your thoughts to the next major stress of the evening, the stress on your wallet.</u>
	3. While waiting for your date, you get attacked by mosquitoes. By the time your date finally arrives, <u>your hair has turned into a rat's nest from the humidity, not to mention, you are now in the worst mood possible.</u>
	4. You get in the car trying to <u>fake a genuine smile, when you realize: You have no clue where to go. After thinking through all your favorite spots, you happen to pick the place where your date's ex-girlfriend likes to go.</u>
	5. Just as you think it's over, <u>you arrive at the most awkward situation of the evening: saying good night.</u>
Conclusion	So much is put into preparing for a night that <u>it's enough to turn a sane mind into a basket case. Although dating is one of life's necessities, it seems more troublesome than it is worth.</u>

2. In each of the following exercises, you are given a sentence from Sample 1, which is explained in terms of its sentence pattern and function. A second example of this sentence structure is then given to familiarize you with the sentence pattern. Finally, you are asked to imitate the pattern to construct a sentence with a similar function describing a different situation.

(Open)

② In-class quick writing

Write a paragraph within 15 minutes to describe a type of anxiety you have experienced before taking an important exam, writing on a difficult topic or meeting a VIP. Remember to follow the style of the sample you have read.

(Open)

Sample 2

Warm-up

1. Look at each group of words below, and decide which one does not belong to the category indicated by the boldfaced word ahead of them.

Keys:

- 1) fatigued 2) forced 3) insensitive 4) restless
5) acceptable 6) reliable 7) arduous 8) annoyed

2. Match the feelings on the left with the descriptions on the right.

Keys:

- 1) c 2) a 3) b 4) e 5) d

Post-reading activities

① Fill in the blanks in the table with the words and expressions from the passage above and note how they are used to describe Crusoe's fear.

Keys:

Actions	Senses
stood	like one <u>thunderstruck</u> , or as if I had seen an <u>apparition</u> .
listened, looked round me, went up to a rising ground to <u>look farther</u> , went <u>up</u> the shore and <u>down</u> the shore,	innumerable <u>fluttering</u> thoughts, like a man <u>perfectly</u> confused and out of myself
came home to my fortification, not feeling the ground I went on	mistaking every bush and tree, and <u>fancying</u> every stump at a distance to be a man; many various shapes my <u>affrighted</u> imagination represented things to me, many <u>wild</u> ideas were found every moment in my fancy, and strange, <u>unaccountable</u> whimsies came into my thoughts
fled into it like one <u>pursued</u>	Never frightened hare <u>fled</u> to cover, or fox to earth, with more terror of mind than I to this <u>retreat</u> .
slept <u>none</u> that night	I was so <u>embarrassed</u> with my own frightful ideas of the thing, that I formed nothing but <u>dismal</u> imaginations to myself.

② First match the words on the left with their definitions on the right. Then complete the sentences below the table with these words. Change the form of the words if necessary.

Keys:

- Matching: 1) e 2) c 3) g 4) a 5) b 6) h 7) d 8) f

Filling: 1) fancy 2) pursue 3) exceedingly 4) fluttering
 5) unaccountable 6) plain 7) dismal 8) apprehension

- ③ Fill in each of the eight blanks in the following passage with the best choice from the ten phrases and clauses given below it.

Keys:

1) e 2) c 3) j 4) a 5) d 6) h 7) f 8) i

Sample 3

Warm-up

Describe an emotional struggle
 (Open)

Post-readingactivities

- ① Align with the sample

Fill in the blanks in the table with the words, expressions and sentences from the passage above and note how they are used to describe Tess' emotions.

Keys:

Emotions	Ways	Descriptions
Pleasure and pain	thoughts	Why don't somebody tell him all about me? <u>It was only forty miles off--why hasn't it reached here?</u> <u>Somebody must know!</u> <u>Is coyness longer necessary? Truth is truth between man and woman, as between man and man.</u> <u>Love's counsel would prevail.</u>
	physical responses	Her pulse was accelerated by the touch. <u>Her blood driven to her finger-ends, and the cool arms flushed hot.</u> <u>She lifted her eyes and they beamed devotedly into his, as her lip rose in a tender half-smile.</u> <u>her lip quivered, here Tess flung herself down, crouching, palpitating, every wave of her blood,</u>
	Senses	every pulse singing in her ears <u>every see-saw of her breath</u>

② Build up your vocabulary

First match the words on the left with their definitions on the right. Then complete the sentences below the table with these words. Change the form of the words if necessary.

Keys:

Matching: 1) e 2) a 3) g 4) b 5) c 6) d 7) f 8) h

Filling: 1) fortify 2) palpitate 3) ardent 4) suppress
5) twisted 6) ecstasy 7) accelerate 8) scrupulous