

4 An Exceptional Person

In this unit you will ...

- n use word maps to brainstorm.
- n practice using adjectives in sentences.
- n learn to write concluding sentences.
- n learn when to use capital letters.
- n write about people.

- 1 Look at the people and describe them to a partner.
- 2 Read this paragraph about Jack Collins. Decide which person is most like Jack. Then answer the questions on page 27.

Jack Collins

1. Jack Collins is the most amazing person I have ever met. 2. He came to my school and talked about his difficult life in prison. 3. He was in prison for 15 years. 4. He made a lot of mistakes when he was young, but now he has changed his life. 5. He saw a lot of violence in prison, so he uses his experience to help high school students. 6. Jack is tall and strong. 7. He also looks a little scary because he has some spider tattoos. 8. The thing I remember most is his sensitive personality. 9. He really wants to help young people. 10. I've never met anyone like Jack before.



- a. Which sentence is the topic sentence?
Circle the topic and underline the main idea.
- b. Which sentences tell about Jack's personality?
- c. Which sentences tell about Jack's physical appearance?

3 Find the nouns these adjectives describe:

- | | | | |
|--------------|---------------------|-----------------|-------|
| a. amazing | <i>person</i> | d. tall, strong | |
| b. difficult | | e. scary | |
| c. young | | f. sensitive | |

Note: Nouns can be used as adjectives; for example, *spider tattoos* in the paragraph on page 26 about Jack Collins.

- 4 Look again at the paragraph on page 26, *Jack Collins*, and underline the other noun that has been used as an adjective.

Brainstorming: Word maps

Remember

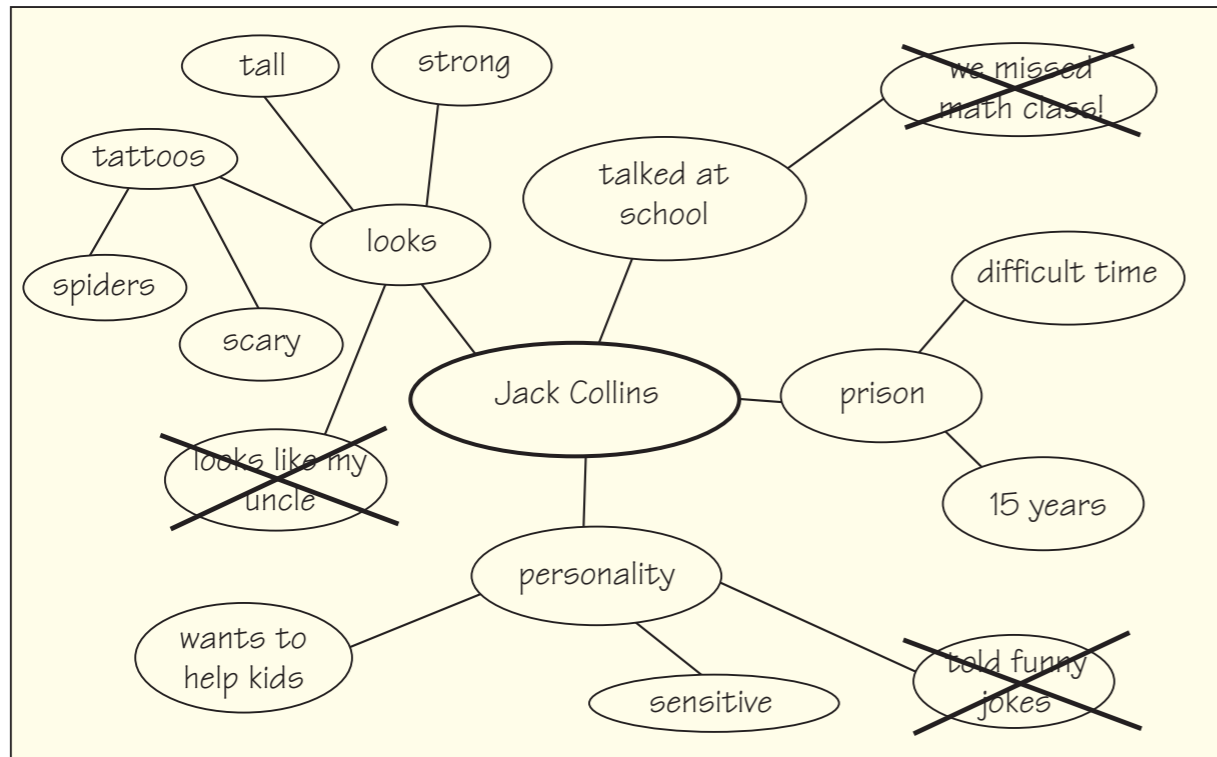
In Unit 3, you learned that brainstorming was used ...

- to think of many ideas for your writing.
 - to help you see the connections between ideas.
- and you learned how to brainstorm using lists.

A word map is another kind of brainstorming. Word maps can help you think of many ideas for your writing and see the connections between the ideas.

- Use a separate, whole sheet of paper.
- Write your topic in the middle, and draw a circle around it.
- Write an idea about the topic nearby, and circle it.
- Draw a line to connect the circles. This shows that the idea and the topic are related.
- Add more ideas and circle the ideas.
- Draw lines to connect any circles with related ideas.
- Write down as many ideas as you can. Don't worry about whether they are "good" or "bad."
- After you finish, cross out any ideas you don't want to use.

This example shows a word map for the paragraph on page 26, *Jack Collins*. Notice which ideas the writer kept and which ones he / she crossed out.



5 On a separate sheet of paper, make a word map for one of the topics below.

- Use plenty of descriptive adjectives.
 - Share your word map with a partner.
 - How many descriptive adjectives did your partner use?
- a. A relative
 - b. A teacher who helped me
 - c. A movie / music star

Language focus: Using adjectives in sentences

Adjectives can be used in three different ways:

- before a noun
*Jack Collins is the most **amazing person** I have ever met.*
- after a form of the *be* verb
*He made a lot of mistakes when **he was young**.*
- after a verb like *taste, sound, look, feel, smell, seem*
*He also **looks a little scary**.*

6 Write sentences with each descriptive adjective that you used in your word map. Try to write all three different types of sentence.

7 Look at the pictures and do the following.

- a. Write two or three adjectives for each person on a separate sheet of paper. You can write adjectives for their physical appearance or their personality (use your imagination!).
- b. Exchange papers with a partner. Write sentences using your partner's adjectives. Then share your sentences.



Writing focus: Concluding sentences

A good paragraph has a clear topic sentence and supporting sentences that explain and support the topic sentence. Many (but not all) paragraphs also have a concluding sentence. The concluding sentence closes the paragraph.

A concluding sentence can ...

- restate the topic sentence.
- summarize the main idea of the paragraph.
- make a prediction connected to the paragraph's topic.
- make a suggestion or give advice connected to the topic.

A concluding sentence **does not** state a completely new idea.