

<i>900 exercises in vocational communication</i>	<b>Notes for teachers</b>	<b>D 1 / 34</b>
<i>General aim</i>	<b><i>D: MAKE A WRITTEN MESSAGE</i></b>	
<i>Level of difficulty</i>	<b><i>1</i></b>	
<i>Intermediate aim</i>	<b><i>3 Write a message</i></b>	
<i>Operational aim</i>	<b><i>4 Use simple sentences to write a paragraph then a short text.</i></b>	
<b>Pre-requirements</b>	<ul style="list-style-type: none"> <li>- <i>Ability to read.</i></li> <li>- <i>Ability to write simple sentences.</i></li> </ul>	
<b>Number of exercises</b>	<b>10</b>	
<i>Summing-up exercise</i>	<b>D1 / 34 – 1.11</b>	
<i>Comments</i>		

### THE SENTENCE

A sentence is a series of words. It must have a meaning. It forms a whole. It ends with a full stop.

Example: "I like travelling by train."

Generally a sentence has a subject and a verb.

Example: "The children are sleeping."

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**subject      verb**

A sentence can also have an object or adverbial phrase. It completes the message.

Example: "The children are sleeping in their bedrooms."

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**adverbial phrase  
indicating place**

A sentence can have several objects or adverbial phrases.

Example: "The children are sleeping in their bedrooms at 9 o'clock."

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**2<sup>nd</sup> adverbial phrase  
indicating time**

A sentence can have one or more adverbs. They qualify the verb.

Example: "The children are sleeping peacefully in their bedrooms."

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**adverb**

It is not advisable to make very long sentences. In a long sentence it is easy to make mistakes.

**GO TO THE NEXT PAGE**

<i>900 exercises in vocational communication</i>	<b>Exercise</b>	<b>D1 / 34 - 1.2</b>
		<b>Eval.:</b>

*Practise writing short sentences. Use the words given.*

**Example 1: words given:**            **Buy - Table**  
**sentence:**                            **I'm going to buy a table.**

**Example 2: words given:**            **Tidy - Room**  
**sentence:**                            **We'll tidy the room this evening.**

*Words given:*                    *Meal – 12.15pm*  
*Your sentence:*                .....

*Words given:*                    *Take - Paul*  
*Your sentence:*                .....

*Words given:*                    *New - Paper*  
*Your sentence:*                .....

*Words given:*                    *Children - School*  
*Your sentence:*                .....

*Words given:*                    *Mend - Television*  
*Your sentence:*                .....

**SHOW YOUR WORK TO THE TEACHER**

*Practise writing short sentences.  
Write one sentence for each illustration.*



**LOOK AT THE SUGGESTED ANSWERS FOR D1/34-1.3**

*These answers suggest several possible sentences. There are others.  
You can also show your work to the teacher.*



- She's introducing the new colleague.
- Anna is introducing her brother.
- She's showing us Fred's new jacket.



- Sophie is reading a letter from a friend.
- She doesn't know how to answer...
- She has at last heard from her parents.



- A young man is going on holiday.
- He's saying, "Bye, see you in 3 weeks!"
- Joe is running for his train.



- What exactly did you see?
- The journalist is interviewing a passer-by.
- And now we're going to hear from Mr Smith.



- A woman is painting.
- Annie is painting the countryside.
- The woman's jacket is covered in paint.



- A woman is working on her computer.
- She is typing a letter.
- Erica is learning to type.



- The postman is bringing the letters.
- The postman is putting a letter in the box!
- The postman is delivering the mail.



- Janet can't hear very well.
- She is asking you to repeat.
- She is trying to hear the tiniest sound.

## **THE PARAGRAPH**

*A paragraph is generally a series of sentences. These sentences are about the same idea or the same event.*

*To move on to another subject, we start another paragraph.*

*The first line of a paragraph begins with an indentation. It is usually about 1 or 2 centimetres.*

*To change paragraphs, we start another line. Again, we start the first line of the new paragraph with an indentation.*

*Examples of paragraphs:*

**FIRST  
PARAGRAPH**

*Saturday lunchtime, we were eating cold chicken and salad. The children were all there. The weather was lovely. We were about to have coffee.*

**SECOND  
PARAGRAPH**

*Just then, the doorbell rang. Pete went to see. We weren't expecting anyone. What a surprise! It was our uncle from Argentina! He had not told us he was coming!*

*Practise writing a paragraph.  
Write one paragraph about each illustration.*

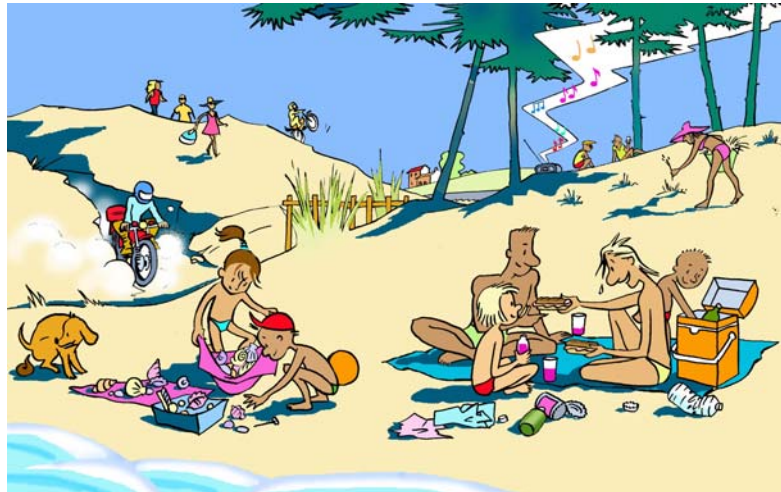


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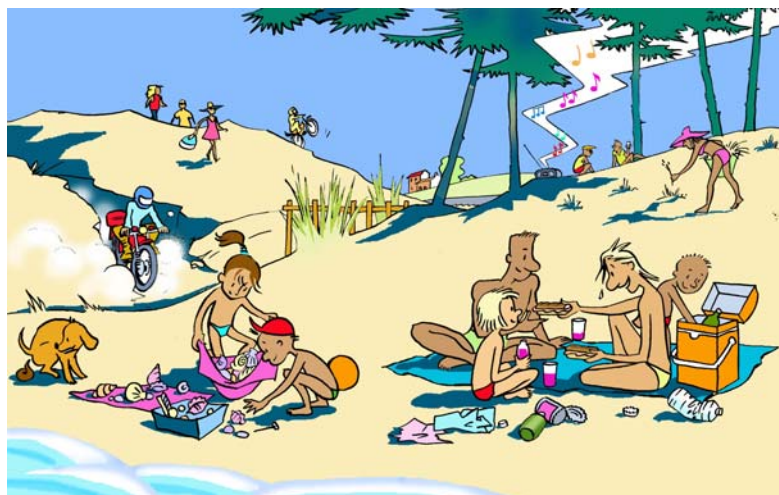
**LOOK AT THE SUGGESTED ANSWERS FOR D1/34-1.5**



*Practise writing a paragraph.  
Write one paragraph about each illustration.*



*It's September. The weather is still fine. The pupils are in the yard. Some of them are pleased to see their friends again and talk about their holidays. Others are getting to know each other. Which teachers are they going to have this year? Marie is in her wheelchair. She's smiling. She's encouraging her friends to work seriously this year. Life is too precious to waste.*



*It's the holidays. The weather is beautiful. The sun is shining on the beach. What a pity... it's shining on selfish polluters! They leave their rubbish on the sand. They let the dog do its business anywhere it likes. A motorbike is making noise and emitting exhaust fumes everywhere. The radio is on really loud. The people arriving are not going to be pleased. Maybe they won't stay, because of the polluters.*



<i>900 exercises in vocational communication</i>	<b>Exercise</b>	<b>D1 / 34 - 1.6</b>
		<b>Eval.:</b>

*Here is a text that has not been divided up into paragraphs.*

*You are going to copy out the text making 3 paragraphs.*

*Remember the indentation for the first line. Copy the text in the box provided.*

I was driving along a country road. I was going to see my older sister. I was spending the weekend at her house. The weather was stormy. It had just stopped raining. Suddenly, I saw a policeman in the distance. He was gesticulating pretty wildly. I looked at my speedometer. I was only doing 50 miles per hour. I stopped by the policeman. His car was parked by the side of the road. At that moment, I got a big surprise. The policeman did not tell me off for anything. But he had a problem! He had run out of petrol. He was asking me for help.

**LOOK AT THE ANSWERS FOR D1/34-1.6**

I was driving along a country road. I was going to see my older sister. I was spending the weekend at her house. The weather was stormy. It had just stopped raining.

Suddenly, I saw a policeman in the distance. He was gesticulating pretty wildly. I looked at my speedometer. I was only doing 50 miles an hour. I stopped by the policeman. His car was parked by the side of the road.

At that moment, I got a big surprise. The policeman did not tell me off for anything. But he had a problem! He had run out of petrol. He was asking me for help.

The first paragraph sets out the situation:  
The driver explains why and how he is travelling.

The 2<sup>nd</sup> paragraph tells about an unexpected event:  
a policeman gesticulating wildly.

The 3<sup>rd</sup> paragraph explains the reason.  
He needed help.

<i>900 exercises in vocational communication</i>	<b>Exercise</b>	<b>D1 / 34 - 1.7</b>
		<b>Eval.:</b>

*Here are some elements of a situation:*

A childhood friend has come to see you. You haven't seen him for 15 years. You talk about the past while showing him around your town. As he is leaving, he misses his train. You suggest that he stays with you until the next day. He accepts.

*Write about this, making 3 paragraphs.*

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**SHOW YOUR WORK TO THE TEACHER.**

<i>900 exercises in vocational communication</i>	<b>Explanations and exercise</b>	<b>D1 / 34 - 1.8</b>
		<b>Eval.:</b>

**THE TEXT**

*A text is generally a series of paragraphs.*

*In the last exercise, you wrote 3 paragraphs. In fact, you wrote a TEXT.*

*Now you are going to write a text with several paragraphs. Write at least two paragraphs. Tell the following story:*

You have just had some good news. You have won 20 000 euros in a competition. You announce the good news to your family. You make plans for using this money.

*Write your text in the box below.*

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**SHOW YOUR WORK TO THE TEACHER.**

<i>900 exercises in vocational communication</i>	<b>Exercise</b>	<b>D1 / 34 - 1.9</b>
		<b>Eval.:</b>

*Here are some elements of a situation:*

You have seen a most extraordinary place. You don't want to forget your impressions.

*Write a text of at least 3 paragraphs.*

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**SHOW YOUR WORK TO THE TEACHER.**

<i>900 exercises in vocational communication</i>	<b>Exercise</b>	<b>D1 / 34 - 1.10</b> <b>Eval.:</b>
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*Here are some elements of a situation:*

You once took a very important decision. Write about the decision and about the consequences.

*Write a text of at least 3 paragraphs.*

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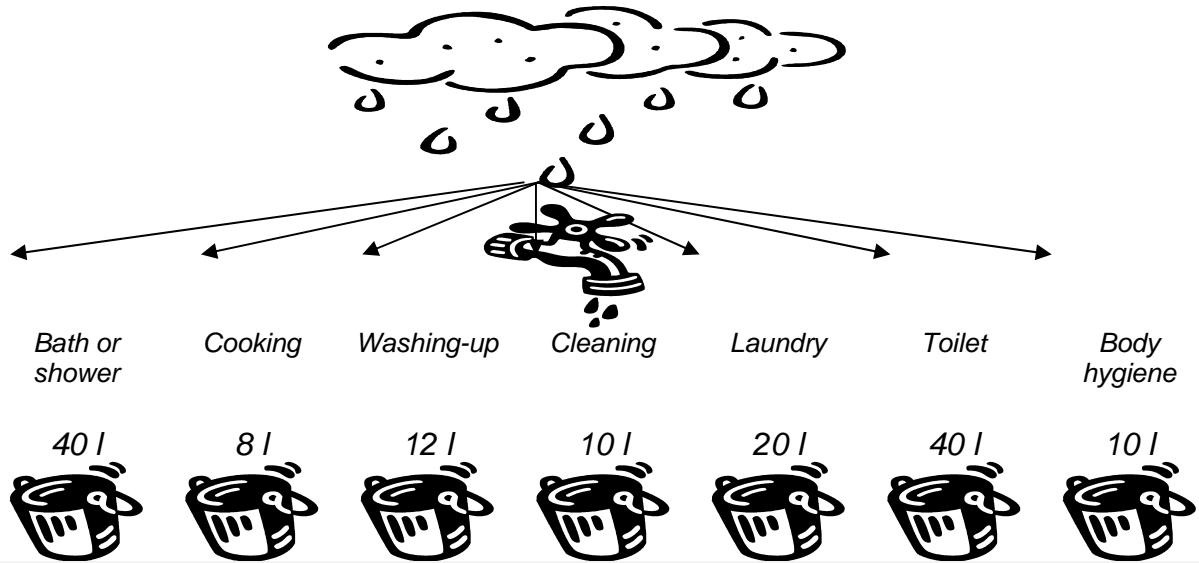
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**SHOW YOUR WORK TO THE TEACHER.**



Daily water consumption for one person:



A) Write 4 simple sentences about water consumption.

B) Write 2 paragraphs:

1<sup>er</sup> paragraph: water consumption for personal needs.

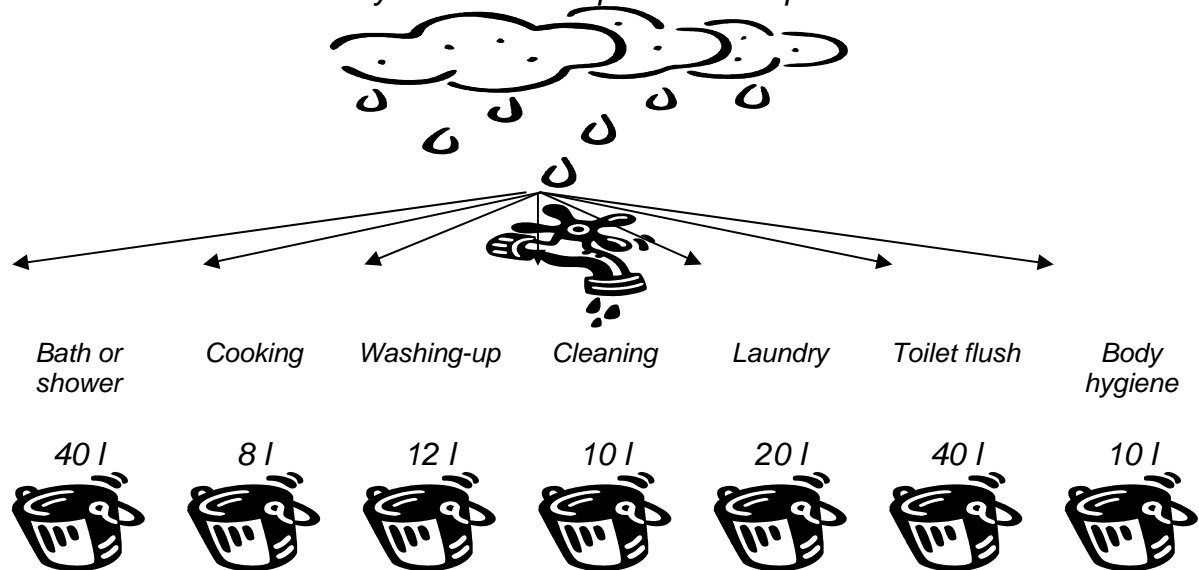
2<sup>e</sup> paragraph: water consumption for household needs.

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B) \_\_\_\_\_  
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**LOOK AT THE SUGGESTED ANSWERS FOR D1/34-1.11**

Daily water consumption for one person:



A) Write 4 simple sentences about water consumption.

B) Write 2 paragraphs:

1<sup>er</sup> paragraph: water consumption for personal needs.

2<sup>e</sup> paragraph: water consumption for household needs.

- A)
- Every day we use about 40 l of water to wash.
  - Washing-up uses an average of 12 l of water.
  - Flushing the toilet uses about 40 l of water.
  - Cooking requires about 8 l of water.

- B)
- You can calculate the personal needs for one person per day.  
We use 40 l for washing. For hand-washing and brushing teeth: 10 litres.  
The toilet flush is about 40 l each day.

In a household, you can count on about 50 litres per person.  
That includes laundry, washing-up and cleaning. And of course cooking,  
but  
that uses less water.