



Name: Class: Date:

Worksheet 11: C/B pp. 33-34)

UNIT 3: On ...duty

Writing (News Reports, 1st person and 3rd person Narratives)

Task 9a (H/W)

Instructions

1. Read the following:

According to an article published on the internet, "since the start of 2018, at least 37 law enforcement officers across the U.S. have died while on duty - with 24 of the deaths caused by gunfire. Roughly 135 cops died in 2016, making it the deadliest year for police officers in at least five years, Fox News has found. While there were fewer deaths in 2017, the numbers weren't much better: a total of 129 officers died last year. And 46 of those were caused by gunfire".



Officer Amy Caprio served with the police department for nearly four years before her death.
(Baltimore County Police Department)

URL: <https://www.foxnews.com/us/officers-killed-line-of-duty-2018>

2. Do one of the following tasks:
 - a. Search for stories about people who died in the line of duty. You can use the internet (e.g., "Police Roll of Honour Trust", <https://policememorial.org.uk/>), in the newspaper headlines etc.
 - b. Search for stories about ordinary people who sacrificed their lives to save others? You can search for such stories on the internet, in the newspaper headlines etc.
3. Report to the class.

Task 9b 1

1. Watch the video and study the notes:

❖ **News Reports:** How to write a News Report.

https://youtu.be/8_NmVtnEEA8?t=4

News Reports

News reports are short pieces of writing about current events which are of interest to the public (e.g. natural disasters, accidents, political or sports

events, social events etc). They are formal and impersonal in style and they present facts accurately, objectively and unemotionally. Therefore, they do not include feelings or chatty descriptions unless these are part of someone's comments quoted in direct speech.

A

Introduction
.....
Paragraph 1
summary of the event —
what/who/when/where

Main Body
.....
Paragraphs 2, 3, 4 *
description and detailed
information about event,
people involved, etc

Conclusion
.....
Final Paragraph
comments and/or actions
to be taken and/or future
developments

*The number of main body
paragraphs may vary
depending on the rubric.

news report should consist of:

- a) a **short, eye-catching headline**;
- b) an **introduction** which summarises the event, giving information about the time, place and people involved;
- c) a **main body** consisting of two or more paragraphs in which the event is described in detail, including information about incidents and the people involved; and
- d) a **conclusion** which includes people's comments on the event, action(s) to be taken and/or future developments.

News reports are found in newspapers, magazines, etc. You normally use **past tenses**, the **passive** and appropriate **reporting verbs** in this type of writing.

HEADLINES

A **headline** is a short summary of what the report is about. To write a headline:

- use the **present simple** for **recent events**:
FACTORY EXPLOSION **DAMAGES** TOWN (=has damaged/damaged)
- use **to-infinitive** to describe a **future event**:
LOCAL FOOTBALL TEAM **TO FLY** TO ITALY FOR CHAMPIONS' LEAGUE (= is going to fly)
- use **to be + past participle** when using the passive voice to describe a future event:
TEACHERS' ANNUAL MEETING **TO BE HELD** IN AUGUST (= is going to be held)
- use abbreviations like UK, USA, UNESCO UN RESCUES
HOSTAGES IN SIERRA LEONE
- omit full stops or commas, articles, pronouns, auxiliary verbs and words easily understood from context:
SEVEN INJURED IN TRAIN CRASH (= Seven **people were** injured in a train crash.)
- omit the verb "to be" when using the passive to describe a past event:
YOUNG GIRL **SAVED** BY RESCUE WORKERS (= was saved)

ORGANISATION

News reports, like narratives, describe events that happened in the past. However, the style is different. When writing a report you should:

- begin with a **summary** of the event
- include **accurate facts**
- use **formal** and **impersonal** style
- use **the passive**

- use **direct speech** to quote what people have said and **reported speech** to rephrase people's comments.

When writing a story you should:

- begin by **setting the scene**
- use **chatty style**
- use **short forms, colloquial expressions, variety of adjectives/adverbs**
- refer to the writer's/characters' **feelings**.

❖ First-person Narratives

First-person narratives are written in the first-person (I/we) about a series of events, real or imaginary, which happened to us. A first-person narrative should consist of:

- a) an **introduction** in which you set the scene (who was involved, time, place, etc) in an interesting way to make the reader want to continue reading;
- b) a **main body**, consisting of two or more paragraphs, where you develop your story, presenting the events in the order they happened; and
- c) a **conclusion** which includes what happened at the end of the story, as well as people's feelings, final comments or reactions. A surprising ending makes a long-lasting impression on the reader.

You should normally use past tenses in such pieces of writing, as well as a variety of adjectives or adverbs to make your story more attractive to the reader. Narratives can be found in articles, letters, novels, etc. To attract the reader's attention, give interesting and catchy titles to your stories, especially if they are for a magazine, newspaper, etc.

| |
|---|
| <p>Introduction</p> <p>Paragraph 1</p> <p>Set the scene (who - where - when - what)</p> <p>Main Body</p> <p>Paragraphs 2 - 4</p> <p>Develop the story detailed description of events in the order they happened</p> <p>Conclusion</p> <p>Final Paragraph</p> <p>end of story, feelings, comments or reactions</p> |
|---|

Before you start writing, your story you should decide on the plot line. i.e. the main events which make up the story. You should make sure that you write these events in the order they happened. To show the sequence of events you can use linking words such as: *as soon as, while, before, first, next, then*, etc.

PAST TENSES

You can use various past tenses in your story:

- 1) **past simple**, to describe actions which started and ended in the past, or actions which happened one after the other in the past. e.g. *I **went** to Paris **last month**. I **walked** past the bank and **stopped** at the post office to buy some stamps.*
- 2) **past continuous**, to set the scene or to describe events/actions in progress at a certain time in the past. e.g. *It **was pouring** with rain that evening. We **were all sitting** in the living room.*
- 3) **past perfect**, for actions which happened before other past actions, or to give the background of the story. e.g. *I **decided** to call Mr. Jones and tell him the truth about what **had happened**.*

TECHNIQUES TO BEGIN YOUR STORY

An interesting beginning is as important as an interesting ending. An interesting beginning will catch the reader's attention and make him/her want to continue reading. A good ending will make him/her feel satisfied.

You can START your story by:

- a) **using your senses** to set the scene and describe the weather, atmosphere, surroundings or people's actions to create mystery or suspense.
e.g. *I could hear the wind howling around me. It was quite dark that night and it felt strange to be out in the wilderness all alone.*
- b) **using direct speech**
e.g. *"Always look on the bright side of life, kids", Mr. Frisbain used to tell us.*
- c) **asking a rhetorical question** i.e. a question that does not require an answer.
e.g. *Have you ever travelled by train on a warm summer night?*
- d) **addressing the reader directly**
e.g. *I am sure you all know what a bargain is.*
- e) **referring to your feelings or moods**
e.g. *I was exhausted because I had been painting walls all day.*

TECHNIQUES TO END YOUR STORY

You can END your story by:

- a) **using direct speech**
e.g. *"Thank you, sir," the boy said to me.*
- b) **referring to your feelings or moods**
e.g. *We were shivering but we were happy to have made it.*
- c) **asking a rhetorical question**
e.g. *"Why did I have to suffer so much?"*
- d) **describing people's reactions to/feelings about the events developed in the main body.**
e.g. *My brother had become the hero of the day and I was extremely proud.*

❖ Third-person Narratives

Third-person narratives are written in the third person (he/she/they/etc.) and are real or imaginary stories about another person or other people. Like a first-person narrative, a third-person narrative should consist of:

- a) an **introduction** in which you set the scene (who was involved, time, place, etc.) in an interesting way to help the reader imagine the scene and want to continue reading;
- b) a **main body** consisting of two or more paragraphs in which you develop your story presenting the events in the order that they happened; and
- c) a **conclusion** in which you say what happened at the end and refer to people's feelings, final comments or reactions.

Introduction

Paragraph 1

Set the scene

(who - where - when - what)

Main Body

Paragraphs 2 - 4

Develop the story

detailed description of the events in the order they happened

Conclusion

Final Paragraph

end of story, feelings, comments and reactions

WRITING TECHNIQUES

To make your narrative more interesting to the reader, you should:

- use a variety of **adjectives** or **adverbs**, such as *imaginative, wonderful, cautiously, etc* instead of simplistic ones such as *nice, good, well, etc*.
e.g. *Instead of: John is a good boy with nice ideas.*
*you can write: John is a **great** boy with **wonderful** ideas.*
- Use a variety of **verbs** such as *wondered, screamed, whispered, etc* to avoid using "said" all the time.
e.g. *Instead of: "Help!" he said.*
*you can write: "Help!" he **screamed**.*
- Use **similes** i.e. expressions which describe people or things by comparing them to someone or something else.
e.g. *She ran **like** the wind. He was **as quiet as a mouse**.*
- Use **present** or **past participles** to join two simple sentences into one longer, more sophisticated sentence.
e.g. *Instead of: He turned on the light He saw someone in the room.*
*you can write: **Turning on** the light, he saw someone in the room.*
Instead of: She was relieved. She left the police station.
*you can write: **Relieved**, she left the police station.*

❖ Narrative endings in general

Here are some useful ideas on how to make your writing more interesting:

☑ **Narrative endings**

| | |
|---------------------------------|---|
| Circular ending | Your story circles back to the beginning. You can use the same idea or even the same sentence or exact words you used at the beginning of your writing. |
| Reflection ending | You step back and reflect on what has happened. You look back on the experience thinking about its importance, its meaning for the future etc. |
| Surprise ending | Something unexpected or exciting happened in the end - it can be a twist ending! |
| Moral ending | You show what we can learn from the story - how the main character has changed or grown at the end, as a result of the experience he had! |
| Capturing emotion ending | You make the reader feel emotional/touched at the end of your story! Talk to your readers' heart! |
| Question ending | You end your story with a question to keep your reader thinking. |
| Cliffhanger | You manage to make your readers "hanging" or wanting more! What happens next? |
| Dialogue ending | Your story ends with a conversation between your characters, captivating your readers, making the scene realistic and stirring the readers' emotions. |
| Funny ending | If you manage to make the readers laugh at the end your story will be memorable! |

PRACTICE¹

A. News Report Model

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

You work for The Bridgeton Herald and have been asked to write a news report about a young child who received an award for bravery. Include details about the reason the award was given and information about the prize-giving ceremony.

1. Who is going to read your report?
 - a. your school friends
 - b. readers of the newspaper you work for
2. Which of the following should your article not be about? Give reasons.
 - a. a man who saved a child from drowning
 - b. a boy who risked his own life to save his father
 - c. a woman who stopped a bank robbery from taking place
3. Which of the following must you include in your article? Tick (✓).

- | | |
|---|--------------------------|
| A when and where the award ceremony took place | <input type="checkbox"/> |
| B a description of the young child's appearance | <input type="checkbox"/> |
| C why the award was presented | <input type="checkbox"/> |
| D the weather on the day of the ceremony | <input type="checkbox"/> |

4. In which paragraph of your report should you give a brief summary of the event?
5. In which paragraph should you include people's comments on the event?
6. Should you use short forms? Colloquial language? Chatty descriptions? If so, where in your report should you use them?
7. Read the news report below and label the paragraphs with the correct headings.

¹ V. Evance, Successful Writing Intermediate, 2000, Express Publishing

- *people's comments*
- *summary of event*
- *description of ceremony*
- *reason for award*

Ten-Year-Old Awarded Medal for Bravery

A ten-year-old boy was presented with an award for bravery in a ceremony at Bridgeton Town Hall yesterday. The award was presented to Thomas Dakin by Bridgeton Mayor, John Archer.

The decision came after Thomas saved his father's life on a hiking trip in Yorkshire last month. Thomas risked his own life to free his father, Neil Dakin, 33, who was trapped under a heavy boulder during a rock fall. Thomas called for help on his father's mobile phone and stayed by his side for five hours until the rescue team arrived.

The award ceremony began at 11:00 yesterday morning with a speech from the mayor, who congratulated Thomas and presented him with the medal. This was followed by an informal lunch in the town hall's Kilburn Suite. The event was attended by members of the council and Thomas' family.

Neil Dakin, now fully recovered, commented that he was delighted his son's bravery had been recognised, saying that he owed his life to him. Mayor John Archer pointed out, "Thomas is an example to us all. Everyone in Bridgeton is very proud of him."

Para 1
summary of
event

Para 2

Para 3

Para 4

8.
 - a. Underline the verbs in the passive.
 - b. Which reporting verbs have been used in the report?
 - c. In which paragraph(s) are they? Justify your answer.
9.
 - a. Read the report again and use words from the list to complete the phrases below.
 - b. Then, talk about what happened to Thomas Dakin as in the example.

presented, risked, came,
rescue, owed, trapped,
bravery, informal, saved,
attended, stayed

- 1 was *presented* with an award
2 award for
3 the decision
4 his father's life
5 his own life
6 under a boulder
7 by his side
8 team
9 lunch
10 the event was
11 his life

e.g. *Thomas was presented with an award by the mayor.*

10. Change the sentences into headlines, as in the example.

- 1 A bomb was found on a train which was heading for London yesterday morning. Bomb found on train heading for London
- 2 Many fans were injured at the football match.
.....
- 3 A sixty-year-old man has been shot by some car thieves.
.....
- 4 A team of local climbers reached the top of Mount Everest at three o'clock yesterday afternoon.
.....
- 5 This has been a brilliant season for Manchester United football club.
.....
- 6 A young girl rescued her brother from some kidnappers.
.....

KEY

(Present the theory and the paragraph plan. Then, read the rubric aloud and explain/ elicit the meaning of any unknown words. Allow Ss two or three mins. to underline the key words and answer the questions. Check Ss' answers.)

Key words: news report — young child — received award — bravery — reason award given — information about prize-giving ceremony

- 1 B
- 2 A, C - because the rubric states that it was a young child who received an award for bravery
- 3 A, C
- 4 paragraph 1
- 5 the final paragraph
- 6 Short forms and colloquial language may be used in the final paragraph, if they are part of sb's comments in direct speech. Chatty descriptions should not be used.

- a) *(Check that Ss understand the headings, then allow Ss two or three mins. to skim the article and label the paragraphs. Check Ss' answers. Finally, ask individual Ss to read the news report aloud.)*

Para 2: reason for award
Para 3: description of ceremony
Para 4: people's comments

b) (verbs in the passive to be underlined)

was presented (para 1)
was trapped (para 2)
was followed (para 3)
was attended (para 3)
had been recognised (para 4)

- | | |
|--------------|-------------|
| c) 2 bravery | 7 stayed |
| 3 came | 8 rescue |
| 4 saved | 9 informal |
| 5 risked | 10 attended |
| 6 trapped | 11 owed |

(Ss' own answers)

- b) *(Present the theory on headlines, then help Ss to complete the task, first orally, then in writing.)*

- 2 Fans injured at match
- 3 Sixty-year-old man shot by car thieves
- 4 Climbers reach top of Everest
- 5 Brilliant season for Manchester United
- 6 Young girl rescues brother from kidnappers

B. First-Person Narratives Model

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

A local newspaper is holding a story competition and you have decided to enter. Your story should start with: "I stood on the deck staring at the huge waves." Write your **story** for the competition.

1. Who is going to read your story?
2. Who should your story be about?
 - a. your brother
 - b. yourself
3. What should your story be about?
 - a. a boat trip
 - b. a train accident
 - c. a warm summer's day in the mountains
4. Look at the picture, read the story below and answer the questions.
 - a. Where did the story take place: on a ship? on a train?
 - b. What was the weather like: cold and windy? warm and sunny?
 - c. What do you think the problem was: a hijacking? a fire in the engine room?
 - d. What happened in the end: the ship reached the port? the ship sank?
 - e. Which of the following can you find on a ship? Tick (✓)
deck (✓), bedroom _____, loudspeakers _____, engine room _____,
platform _____, lifeboat station _____, cabin _____, sitting room _____,
lifejackets _____, bus station _____.
5. Read the story again and underline the correct tenses. Then, label the paragraphs with the following headings.

• development of story • setting the scene • end of story, feelings



An Unforgettable Journey
by Jane Feldon

I stood on the deck, staring at the huge waves. From the moment we 1) had left/were leaving port and sailed into the English Channel, the weather had got worse and worse. Now, lightning flashed across the sky, which was covered in dark clouds.

Suddenly, the noise of the engines 2) had stopped/ stopped. The ship 3) slowed/ was slowing, rolling heavily in the rough sea. A voice over the loudspeakers 4) told/ were telling us to remain calm — then added that a fire had started in the engine room, and said that all passengers must go immediately to the nearest lifeboat station.

We all 5) ran/had run onto the deck, following the signs to the lifeboats. The ship's officers arrived, made sure we had lifejackets and 6) showed/were showing us how to put them on.

I 7) looked/was looking again in horror at the wild, stormy sea. The thought of being out there in a tiny boat was terrifying. Minutes 8) had passed/ passed like hours, until at last a voice 9) was announcing/ announced that everything was under control and the danger was over. We all 10) cheered/had cheered as the engines started again and the ship 11) moved/was moving forward into the waves.

I still couldn't believe it was over, though — not until we had reached port and I 12) was standing/had stood on solid ground again!

Para 1
Para 2
Para 3
Para 4
Para 5

6. Read the story once more and number the events in the order in which they happened. Then, use the list to retell the story as if it happened to you.

- | | | |
|---|---|--|
| A | | We were asked to go to the nearest lifeboat station. |
| B | | We put on lifejackets. |
| C | 2 | A fire started in the engine room. |
| D | | The ship slowed. |
| E | | We reached port. |
| F | | We went to the lifeboats. |
| G | | The engines stopped. |
| H | 1 | The ferry left port. |
| I | | The engines started again. |
-

7. Go back to the text and fill in the correct adjectives, then make sentences using the completed collocations.

- | | |
|---|--------------|
| 1 | waves |
| 2 | clouds |
| 3 | sea |
| 4 | boat |
| 5 | ground |

- 2** *(Present the theory and the paragraph plan. Help Ss to identify the key words in the rubric, then elicit answers to the questions.)*

Key words: local newspaper — story competition
— story should start with: “I stood on the deck staring at the huge waves”

- 1 Readers of a local newspaper
- 2 B
- 3 A

- 3 a)** *(Allow Ss two to three mins. to look at the picture and complete the task. Explain/Elicit the meaning of any unknown vocabulary, then ask individual Ss to read their answers aloud.)*

- 1 on a ship
- 2 cold and windy
- 3 a fire in the engine room
- 4 the ship reached the port
- 5 loudspeakers
engine room
lifeboat station
cabin
lifejackets

- b)** *(Allow Ss five or six mins. to read the text and underline the correct tenses. Elicit suitable answers, helping Ss where necessary. Explain/Elicit the meaning of any words from the story which Ss still do not understand, then ask individual Ss to read aloud from the text including their answers. Then, give Ss about two mins. to label the paragraphs.)*

- | | | |
|------------|----------|-----------------|
| 1 had left | 5 ran | 9 announced |
| 2 stopped | 6 showed | 10 cheered |
| 3 slowed | 7 looked | 11 moved |
| 4 told | 8 passed | 12 was standing |

Para 1: setting the scene

Paras 2 - 4: development of story

Para 5: end of story, feelings

- c)** *(Allow Ss about four mins. to read the text again and number the events in the correct order. Check Ss' answers. Then, help Ss to tell the story orally in the first person.)*

| | | | | |
|-----|-----|-----|-----|-----|
| A 5 | C 2 | E 9 | G 3 | I 8 |
| B 7 | D 4 | F 6 | H 1 | |

- d)** *(Allow Ss about three mins. to fill in the correct adjectives. Check Ss' answers, then help individual Ss to make appropriate sentences.)*

- | | | |
|--------|---------|---------|
| 1 huge | 3 rough | 5 solid |
| 2 dark | 4 tiny | |

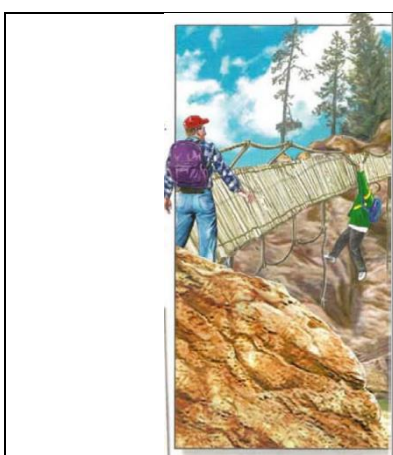
(Ss' own answers)

C. Third-Person Narratives Model

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

*A popular magazine has announced a short story competition. The story must begin with the words: "Are you sure it's safe?" Josh asked his friend. Write your **story** for the competition.*

1. Who is going to read your story?
2. Which of the following character(s) should your story be about?
 - a. you and your friend, Josh
 - b. a man/boy called Josh and his friend
3. What should your story be about?
 - a. Josh's parents
 - b. an accident that happened to Josh and his friend
 - c. Josh's autobiography
4. What should the first sentence of your story be?
5. Look at the picture and answer the questions.



- 1 Where were Josh and his friend Marty?
A By a lake. B On a mountain.
- 2 What did they want to get across?
A A river. B A mountain.
- 3 How did they reach the other side?
A By climbing a fence. B By walking across a rope bridge.
- 4 What happened when Josh began to walk on the bridge?
A One of the ropes snapped. B The wind started blowing strongly
- 5 How do you think he felt?
A Scared. B Relieved.
- 6 What do you think happened to him in the end?
A Marty helped him get across. B He fell in the river.

6. Read the story and find out what happened to Josh in the end. Then, label the paragraphs with the headings below. Finally, number the events in the plot line in the order they happened.

| | | |
|---|---|--|
| <p>• end of story, feelings and comments • development of story</p> <p>Introduction</p> <p>"Are you sure it's safe?" Josh asked his friend Marty, who was just about to step onto the little rope bridge. Josh looked down at the river far beneath them and swallowed hard. Unfortunately, it was the only way to reach the other side, so he knew they had to get across before it began to get dark.</p> <p>Main Body</p> <p>"Look, it's as safe as houses," said Marty confidently as he put his foot onto the bridge. Once Marty was safely on the other side, Josh began to cross. The little bridge creaked under his weight, making him even more nervous than he already was. He was almost half way across the bridge when suddenly one of the ropes snapped.</p> <p>Conclusion</p> <p>Josh screamed as the bridge fell to one side, leaving him hanging over the fast-flowing river far below his feet. Terrified, he clung to the other rope. "Keep calm! Hold on!" Marty called to him. Josh looked across to where his friend stood. Slowly, hand over hand, Josh moved carefully along the rope until he was close enough for Marty to grab him.</p> <p>Safely on the other side, Josh lay panting on the ground. He felt exhausted, but he was glad to be alive. Marty asked him if he felt he could go on. "Yes, I'm okay," he replied bravely. "We'd better go. It will be dark soon". They both set off, leaving the bridge and the terrifying incident behind them.</p> | <p>• setting the scene</p> <p>Para 1</p> <p>.....</p> <p>.....</p> <p>Para 2-3</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Para 4</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>A 3 One of the ropes snapped.</p> <p>B Marty grabbed Josh.</p> <p>C Josh started to cross the rope bridge.</p> <p>D Marty crossed the bridge safely.</p> <p>E Josh clung to the other rope.</p> <p>F Marty and Josh walked away from the bridge.</p> <p>G Josh moved carefully along the rope.</p> <p>c) Choose the best title for the story.</p> <p>a An Underwater Adventure</p> <p>b An Accident in the Air</p> <p>c A Nasty Experience</p> |
|---|---|--|

7. The following adjectives and adverbs can be used instead of other simplistic ones. Put them in the correct box, as in the example.

slight, great, evil, highly, happily, massive, delightful, extremely, successfully, horrible, miniature, tiny, remarkably, gigantic, satisfactorily, absolutely, fabulous, pleasant, huge, terrific, terrible, wicked, enormous, attractive

| | |
|-----------|---------------|
| BIG | |
| SMALL | <i>slight</i> |
| BAD | |
| GOOD/NICE | |
| VERY | |
| WELL | |

KEY

| | |
|---|---|
| <p>2 (Present the theory and the paragraph plan. Then read the rubric and the questions aloud. Elicit the key words to be underlined. Check Ss' answers.)</p> <p>Key words: popular magazine — short story competition — must begin with — “Are you sure it's safe?” Josh asked his friend.</p> <p>1 Readers of the popular magazine. 2 B 3 B 4 “Are you sure it's safe?” Josh asked his friend.</p> <p>3 a) (Allow Ss three or four mins. to look at the picture and answer the questions. Check Ss' answers.)</p> <p>1 B 2 A 3 B 4 A 5 A 6 A</p> <p>b) (Allow Ss about four mins. to read the story, label the paragraphs and number the events in order. Check Ss' answers, then ask individual Ss to read aloud from the text.) Para 1: setting the scene Paras 2 - 3: development of story Para 4: end of story, feelings and comments</p> <p>B 6 Marty grabbed Josh. C 2 Josh started to cross the rope bridge. D 1 Marty crossed the bridge safely.</p> <p>E 4 Josh clung to the other rope. F 7 Marty and Josh walked away from the bridge. G 5 Josh moved carefully along the rope.</p> <p>c) A Nasty Experience</p> | <p>a) (Present the theory on adjectives and adverbs. Explain/Elicit the meaning of any unknown vocabulary, then allow Ss four or five mins. to complete the task. Check Ss' answers.)</p> <p>BIG: (great), massive, gigantic, huge, enormous SMALL: miniature, tiny BAD: evil, horrible, terrible, wicked GOOD/NICE: (great), delightful, fabulous, pleasant, terrific, attractive VERY: great, highly, extremely, remarkably, absolutely WELL: happily, successfully, satisfactorily</p> |
|---|---|