STUDENT _____

B2.2 **Units – 2.12, 2.13** **VOCABULARY**

VERBS. You can use a variety of verbs to describe the way a person acts. This helps you avoid repetition of same verbs and makes your story more interesting to the reader.

1 Put the verbs in the list into the correct box.

stroll | stare | race | yell | whisper | jog
peer | shriek | explain | march | examine | pace
tiptoe | dash | glance | hurry

walk	run	say	look
stroll			

1 Use some of the verbs below to replace the verbs in bold in sentences 1-6.

stroll | stare | race | yell | whisper | jog
peer | shriek | explain | march | examine | pace
tiptoe | dash | glance | hurry

1 They **were walking** lazily along the path by the river enjoying the pleasant sunshine.
2 "Stop! Thief!" she **said** as the man ran off down the road with her handbag.
3 He jumped out of the car and **ran** into the house returning seconds later with an umbrella.
4 Katie **looked** over her shoulder and started to walk faster when she saw she was being followed.
5 "The thief escaped through this window," **said** the detective.
6 She looked up to see an ugly old man **looking** through the window at her.

USING THE SENSES. You can use your senses (smell, sight, touch, hearing, taste) to describe people, places, events or objects in your story. This makes your story more interesting to the reader.

2 Look at the underlined phrases in the extracts. What sense does each refer to?

(smell) (sight) (touch) (hearing) (taste)

A There was a strong aroma of beautiful flowers in the air _____ as I sat in a charming café by the port sipping a cold, refreshing drink _____ and listening to the fishermen calling to one another _____ as they worked. Suddenly, there was the sound of noisy heels hitting the stone floor _____ of the café and I felt a strong tap _____ on my shoulder.

B Mike gazed up at the snow-covered mountains _____ as the cable car creaked noisily along. _____ Suddenly, it stopped and Mike felt the car sway dangerously from side to side. _____ He started to tremble violently. _____ He hated heights!

LIVEWORKSHEETS

DESCRIPTIONS IN STORIES

Stories can include descriptions of people, objects and places.

DESCRIBING PEOPLE. When you describe people, you can describe what they look like and what they are like, giving reasons for the qualities you mentioned.

2.12 Writing: Stories

6 Complete the table with the adjectives. Use them to describe people you know.

curly | freckled | of medium height
thin | casual | muscular
long | slim | elegant
pretty | fair | oval
well-dressed | smart | handsome

brown | tall
round | small
scruffy | straight
dark | overweight
blond(e) | wavy
beautiful | green
big | short

Height	
Built	
Hair	
Face	
Eyes	
Nose	
Clothes	

2.12 Writing: Stories

7 Fill in:

optimistic
hardworking
jealous
polite
defensive
reliable
sensitive
stubborn
easy-going
intelligent

1 Sam was really _____ and was always the first to arrive at the office and the last to leave.
2 Kim could be _____ at times and often got upset very easily.
3 Connie looked on the bright side of life because she was _____.
4 Sarah was sometimes _____ of her sister and wished she could be as clever as her.
5 Barry had a tendency to get _____ whenever someone disagreed with him.
6 People were always saying how _____ Victor was because of his excellent manners.
7 Paul was the most _____ boy in the class and always got the best marks.
8 Being very _____, John never let any of his friends down.
9 Duncan was very _____ and rarely changed his mind about anything.
10 Jane is so _____ that she takes everything in her stride.

LIVEWORKSHEETS

DESCRIBING OBJECTS. When you describe objects you can use fact and opinion adjectives. We do not normally use MORE than THREE adjectives to describe a noun. Adjectives appear in the following order:

Opinion	Size/ Weight	Age	Shape	Colour	Origin	Material

1 **The following adjectives describe objects. Use them to complete the table, as in the examples.**

huge	antique	lightweight	plastic	square
modern	tiny	black	French	English
metal	Egyptian	glass	white	rectangular
attractive	new	wide	pink	ugly

Opinion	Size/ Weight	Age	Shape	Colour	Origin	Material
nice	*small*	*old*	*round*	*green*	*Japanese*	*china*

a nice, small, old, round, green, Japanese china vase

2 **Read the following extract from a story and put the adjectives into the correct order.**

I walked up to the (**wooden** **large** **antique**) door and knocked loudly. A(n) (**English** **tall** **thin**) butler answered it and showed me into the living room. I sat in a (**huge** **comfortable** **leather**) armchair next to a (**marble** **beautiful** **white**) fireplace and waited for my uncle. When he came into the room I didn't recognise him. He looked completely different from the (**handsome** **tall** **young**) man I remembered.

Describing places/ buildings

- To describe a place or building in a narrative you can use your senses to make your description more vivid. *e.g. It was a quaint seaside town with charming cafés and the smell of fresh sea air.*
- You can use past participles to join two sentences. *e.g. The lake was surrounded by tall trees. The lake had a peaceful atmosphere.* ***Surrounded*** *by tall trees, the lake had a peaceful atmosphere.*
- You can also use prepositional phrases (*all round, at the top of, as far as*, etc) to describe static features and verbs (*flow, run, curve*, etc) to describe moving features. *e.g. The golden cornfields stretched* ***as far as*** *the eye could see. The winding river* ***flowed*** *gently through the valley.*

a) Read the extract. Underline the phrases which describe static features and circle the ones which describe moving features.

The village was in a long deep valley. There were tall trees on the top of the green hills and a wide slow-moving river flowed along the valley floor. There were a number of small farms dotted around the village and one single track that ran through it.

Static features:

Long deep

Moving features:

LIVEWORKSHEETS