**NEIGHBORHOOD TALES Student worksheet**

1. *Look at the pictures and answer the following questions in pairs or groups*







What do these pictures illustrate?

What places do you see there?

What are the characters?

What are they about?

*Discuss* reasons why these stories, myths or legends might have been told.

What elements do all the stories have? What makes them different?

1. ***Story time****. Read or listen to the stories and get ready to discuss the following*:

the plot

exposition

rising action

climax

resolution

the setting

the characters

the themes

the main message

the language

 verbs

adjectives

adverbs

sentences

Compare these stories, justify your ideas.

1. ***Language practice***.
2. *Review the use of* ***adjectives and adverbs*** *and complete the practice tasks below.*

The addition of modifiers, words that add to the meaning of other words, is a common way of expanding and adding depth to a simple sentence. The most basic modifiers are adjectives and adverbs. Adjectives modify nouns, while adverbs modify verbs, adjectives, and other adverbs. See if you can identify the adjective and adverb in the sentence below and the words they modify.

The clown's sad smiles touched us deeply.

In this sentence, the adjective *sad* modifies the noun *smile* (the subject of the sentence) and the adverb *deeply* modifies the verb *touched*. Used properly, adjectives and adverbs can make writing clearer and more precise.

Adjectives most often appear directly in front of or before the nouns they modify. Occasionally, though, adjectives follow the nouns they modify. Placing adjectives after a noun is a way to add emphasis to a sentence. When two or more adjectives precede a noun, they are usually separated by commas.

The old caretaker refused to answer our questions.

The old, cranky caretaker refused to answer our questions.

The caretaker, old and cranky, refused to answer our questions.

In the third sentence, the commas appear outside the pair of adjectives, which are joined by the conjunction and.

Adjectives also sometimes appear after a linking verb such as am, are, is, was, or were. As their name implies, these verbs link adjectives with the subjects they modify. See if you can identify the adjectives in the sentences below:

His voice was rough.

Your children are cruel.

This seat is wet.

In each of these sentences, the adjective (rough, cruel, wet) modifies the subject but follows the linking verb (was, are, is).

Adverbs usually follow the verbs they modify, but they may also appear directly in front of the verb or at the very beginning of a sentence. The clearest arrangement will depend on the intended meaning of a sentence as adverbs are not always flexible.

I dance occasionally.

I occasionally dance.

Occasionally I dance.

When using adverbs in writing, try out a few different positions until you find the composition that makes the most sense.

Practice Adding Adjectives

Many adjectives are formed from nouns and verbs. The adjective thirsty, for example, comes from thirst, which may be either a noun or a verb. Complete each sentence below with the adjective form of the italicized noun or verb. When you're done, check your answers.

1. In 2005, Hurricane Katrina brought great destruction to the Gulf coast. It was one of the most \_\_\_\_\_ hurricanes in recent decades.
2. All of our pets enjoy good health. Our dog is exceptionally \_\_\_\_\_, despite its advanced age.
3. Your suggestion makes a great deal of sense. You have a very \_\_\_\_\_ idea.
4. Google made record profits last year. It is one of the most \_\_\_\_\_ companies in the world.
5. Dr. Kraft's job requires patience and skill. He is a \_\_\_\_\_ negotiator.
6. All through high school, Giles rebelled against his parents and teachers. Now he has three \_\_\_\_\_ children of his own.
7. Telling jokes that will not offend others can be difficult. Some comedians are deliberately \_\_\_\_\_.

Practice Adding Adverbs

Many adverbs are formed by adding -ly to an adjective. The adverb softly, for instance, comes from the adjective soft. Note, however, that not all adverbs end in -ly. Very, quite, always, almost, and often are common adverbs that are not formed from adjectives and therefore do not end in -ly.

Complete the following sentences with the adverb form of the italicized adjective. Check your answers below when you're finished.

1. The exam was easy. I passed \_\_\_\_\_.
2. Leroy's careless act set the warehouse on fire. He \_\_\_\_\_ tossed a cigarette into a tank of gasoline.
3. Paige is a brave little girl. She fought \_\_\_\_\_ against the poltergeists.
4. Howard is a graceful dancer. He moves \_\_\_\_\_.
5. Tom's apology sounded quite sincere. He said that he was \_\_\_\_\_ sorry for misusing the tax funds.
6. Paula made a generous contribution to the Independent Order of Odd Fellows. She gives \_\_\_\_\_ every year.
7. The lecture was brief. Dr. Legree spoke \_\_\_\_\_ about the importance of flossing after every meal.

(source <https://www.thoughtco.com/adding-adjectives-and-adverbs-to-the-sentence-1689665> )

1. *Review the use of narrative tenses and complete some practice tasks.*

We use narrative tenses to talk about the past. We can use them to tell a story or to describe past events, including personal anecdotes.

* When I***lived***on the island, I ***enjoyed***walking on the beach in the early morning with Bonnie - my best friend and my dog.
* Britain ***declared*** war on Germany on 3 September 1939 after Germany ***had attacked*** Poland two days earlier. Britain ***had been trying*** to negotiate a peaceful settlement.

The four narrative tenses are the past simple, past continuous, past perfect and past perfect continuous and one or more of these can be used in a sentence.

* We***were walking*** as usual one day, when all of a sudden, Bonnie ***shot off***. She ***started*** to bark furiously. I ***saw***a man sleeping face down on the sand. ***Bonnie continued***to bark, but the man***didn’t wake up.***He ***wasn’t sleeping;*** he ***was*** dead. It ***was*** clear that the storm ***had washed up*** the body.

### Past simple

We can use the past simple for actions that started and finished in the past, for example a series of events in someone’s life.

* Nelson Mandela ***was born*** in 1918. He ***became*** the first black President of South Africa. He ***spent***27 years in prison in his battle against the system of apartheid.

The past simple is often used in stories and dialogue, too.

- When Bobby ***went down*** for breakfast, Matt ***looked up***.

- “***Did you hear*** the storm last night?”

- Bobby ***didn’t answer***.

- “Your brother ***went out*** last night. He ***didn’t come back***. Do you know where ***he went***?”

- Bobby’s heart ***sank***. She knew exactly where ***Dan had gone***…

### Past continuous

We use the past continuous for background information and to describe a scene or situation that continued for some time.

* At 6 o’clock that evening Dan ***was***still ***missing***. Bobby ***was feeling***worried.
* Bonnie ***was barking*** loudly.

### Past simple and past continuous

We often use the past simple and past continuous together when one action interrupts another.

* I ***was strolling*** along the beach one day when suddenly, Bonnie ***ran off***.
* It ***was***still ***raining*** when Bobby ***woke up*** the next morning. Dan ***was sitting***at the table when she ***went***into the kitchen.

### Past simple and past perfect

We can use the past perfect with the past simple together in a sentence to describe an action that happened before another past action.

* I quickly ***realised***that the storm the previous night ***had washed up***the body.
* Bobby ***knew***that Dan ***hadn’t wanted*** to come home but she also knew that ***he hadn’t had*** any other option.

### Past perfect continuous

We use this tense to describe something that has been happening over a long period of time.

* I could tell that the body ***had been lying*** on the beach for several hours because the man’s clothes were dry.
* Britain ***had been trying*** to negotiate a peaceful settlement between Poland and Germany.

### Take note: linking devices

When we tell a story in the past, we often use linking words or phrases to join two or more sentences or clauses. This helps the narrative to flow in a more interesting and natural way. Some linking phrases and words show a sequence of events or actions.

* Nelson Mandela never gave up on his struggle against apartheid. ***As the years went by,*** his fame spread to every corner of the world. ***In the end,*** under enormous global pressure, the government had no option but to release him.

Other linking words and phrases that signal order of events are: First of all …, Then …, Next …, Finally …, After that …, After several months/days/hours/weeks …, By the time …, All of a sudden …

We also use linking words and phrases in dialogue to indicate interest in what is being said and to keep the conversation flowing.

- So how did you meet your wife?

- Well, it’s a strange story: ***what happened was*** I was training as a paramedic and one day we got a call to a house in East Street.

- Oh, my cousin lives there! …

- ***Really?*** …***So, anyway***, when we arrived in East Street, another ambulance was already there!

- ***So what happened?***

**-**Sylvie and I treated the patient together. The rest is history!

(source<https://www.bbc.co.uk/learningenglish/course/upper-intermediate/unit-26/session-1> )

Practice

Principio del formulario

This story is based on true events that **1**  (happen) many, many years ago in Scotland. One day, Mr Clark **2**  (walk) home with a smile on his face. He **3**  (carry) something very valuable in his hand: tickets for a long, long journey.

After many years working and saving, Mr Clark **4**  (save) all the money he needed to take all his family to the United States. Earlier that afternoon he **5**  (buy) all the tickets that now he **6**  (hold) in his hand. It was the opportunity of their lives. “The United States of America,” he repeated aloud just to see how nice it **7**  (sound) in his ears.

A few days before their departure, Mr Clark’s son **8**  (play) in the street when a dog **9**  (bite) him. The doctor **10**  (go) to their home and **11**  (treat) the child’s wound. Then he **12**  (hang) a yellow sheet on their front door. That yellow sheet meant that they **13**  (just/be) quarantined. They **14**  (have) to stay at home for two weeks because of the possibility of rabies.

Five days later, Mr Clark was at the docks. He **15**  (leave) the house and now he **16**  (watch) their ship leave to the United States without him or his family. When the ship **17**  (disappear) in the horizon, he **18**  (stand up) and **19**  (go) back home, crying.

A few days later, the tragic news spread throughout Scotland – the mighty Titanic **20**  (sink), taking hundreds of lives with it.

(source <https://test-english.com/grammar-points/b1/past-simple-past-continuous-past-perfect/3/>)

Final del formulario

1. ***Field Trip***: exploring the neighborhood

 You will write a story (myth or legend) of the particular place in Vilnius, based on some current evidence (pictures). During the trip,

decide on the place

take detailed visual evidence (pictures of the location - setting, possible characters, story line) of it

start planning the story;

 show it to the teacher for the first approval

***5 Writing****: write the first draft of the story; proofread and edit it, check if varied descriptive adjectives and adverbs, emotions, dialogues, tenses, etc. are used well*.

 6 ***Tales of the neighborhood***: make a **blog** for your story (<https://www.wix.com/blog>),

Variations:

A. present the story and show how it relates to the current times;

B. present the area (neighborhood), give some details and data (using various trusted resources); present the story and explain how it relates to the current times (approx. 250+ words);

C. present the area (neighborhood), give some details and data (using various trusted resources); record the story and write an article explaining how it relates to the current times (approx. 450+ words).

7 **Reflection**: review your and your peers’ work and give feedback (what went well, what features were well used and why, what one aspect could be improved (if any),

 write a paragraph reflecting on your experience gained through the assignment and overall practice.