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Divide the following list of sounds into ones you like and ones you don't like: rock music, a tap dripping, sound of rain, cuckoo clocks, dogs barking, wind howling, children laughing, car horn, front doorbell, whistling, bells, splash of water, a computer printer, the phone, the swish of skis on snow, frogs on a summer's night. Add two noises of your own, join a group and see what they said.



Lost

"You choose your friends but not your relations," so the old saying goes. Who's thinking that in this reading text?

"Stop crying. You're just making the situation worse."

"Jonathan, you're far more resilient than I am. I can't go on. I can't. I can't go a step further. I'm terrified of being stranded out here when night falls."

"Oh, you're just imagining the danger."

"No, I'm not. I'm not, Jonathan. I'm not, I'm not."

"Steady on now. Don't get hysterical. It'll be alright."

"If this is the easier of the two walks, remind me to stay by the log fire when you attempt the other one. Are all older brothers as stubborn as you, I wonder?"

"I admit I was wrong to try to walk so far and I certainly should have left the map-reading to you. Say 'I told you so' if it will make you feel better, but it won't get us out of this mess. Come on. I'm sure the going will get easier soon."

"Promises. Promises. My feet are killing me. If the track gets any rougher, we'll have to turn back, and according to this wonderful map of yours the nearest track back is in the next valley."

"Let's give it another half hour and if we're not back by then, I'll go for help on my own."

"And leave me to freeze to death? That's most kind of you."

"Don't get all sarcastic. Come on. The faster we walk now, the sooner we'll be back."

"OK, lead on!"

After trudging on for another twenty minutes they still didn't seem to be anywhere near civilization and, to make matters worse, it had started to snow again. By now, however, she was more exhausted than frightened and she followed her brother in almost complete silence, feeling her hands and feet getting colder and colder. She was just about to shout for him to stop and let her have a rest – it was the least he could do for getting her into this mess – when she saw a faint light ahead of them. Was it really the hut, or was she hallucinating? Then, over the howl of the gale, she heard him shout too. It was the most welcome sight she had ever seen.

Who do you think is crying?

When would you cry?

In what sort of a situation

do you have to be resilient?

Valley - where does this

imply they are?

Why is she reacting like

this?

How do you feel if you are

trudging?

Where are they trying to

get back to?

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1

From the passage pick out the regular and irregular comparatives and superlatives and phrases using the comparative and superlative and put them in the appropriate grammar box.

Regular	Irregular
short	
long	
working in a	
Phrases	

2

Add five famous people of your own choice to the list. Then, using the adjectives below make up as many sentences as you can using the comparatives and superlatives.

Chopin, Elizabeth Taylor, Paul McCartney, Rita Sotomayor, Kate Winslet, Donald Trump, Leonardo di Caprio, Thomas Edison, Rudolf Diesel, Leonard Bernstein

famous, controversial, innovative, liberal, small, short, fat, handsome, beautiful, talented, intelligent, gifted, articulate, amusing, rich, popular, brave, honest, trustworthy, imaginative, fit, tuneful, happy, lazy, friendly, dedicated, useful, resourceful, memorable, influential, lonely

3

Barbara is an agony aunt for a national newspaper. People write to her and tell her all their problems. Here are two letters that she has answered and thrown in the paper basket. Choose one letter and write out what the person sending the letter wrote.

Please help. I'm getting ...
and fatter because of my eating
problem. The more I eat the ...
I become. The doctor is ...
than helpful. Please answer
... as possible, as it is most
... to me.
Heavy in Harwich

My husband is getting more
... nervous because of a
barking dog. It seems to be more ...
than clever, but the more we try
to be friendly, ... it barks.
It's most ... especially at the
weekend. What should we do?
Nervous in Norwich

Warm up

1

Ask the students to divide the list of sounds, add two sounds of their own, and then to work in groups and talk about their answers.

Explore the idea of noise by asking the following questions:

Is there any particular reason why you like or dislike the sounds. Do certain noises remind you of places or people or experiences? Do you like noise or silence when you are alone? (Do you listen to a radio or car radio? What do you think of when you think of silence?

2

If the group likes using songs in the lessons the song "Sounds of Silence" by Simon and Garfunkel on the CD/DVD label can provide more material for discussion.

3

Look at the picture of the woman crying. How do the members of the group react to tears?

Reading passage

1

Read as far as ... *worry*.

The person is probably crying because they are tired or frightened or both. They have obviously been walking because the speaker can't go a step further. It is probably getting late because the fear of being stranded at night is mentioned. Jonathan obviously insisted that he know where he was going.

2

Read as far as ... *lead on*.

They are walking in the mountains and are quite isolated as the brother would have to go and get help on his own. He is trying to encourage his sister, but she is rather angry. She is being intaling, as complaining won't help the situation.

3

Read to the end.

It is winter or at least late in the year as it has begun to snow again. The brother and sister are staying in a mountain hut and are trying to get back before it gets dark. Discussion can be extended to include the following. Do you have any brothers and sisters? Do you get on with them now? How did you get on with them when you were younger? Was there any sense of competition between you and, if so, did you feel this was positive or negative? If you were an only child, were you a lonely child or did you enjoy not having to share your parents with anyone? Did

you have a familiar luddy bear or doll when you were a child? Do you still have it?

Grammar exploitation

1

For simplicity's sake the grammar on the student's worksheet has been divided into:

Regular comparatives and superlatives

comparing things that are different:

monosyllabic: rougher

polysyllabic: more resilient than, the most welcome sight

ending in -y: easier

Irregular comparatives and superlatives

further, readiness, older, better, worst, worse

Phrases using comparative and superlative

(including comparing things that are the same)

... as stubborn as you?

... the track gets any rougher ...

That's most (very) kind of you.

The faster we walk now, the sooner we'll be back.

... she was more exhausted than frightened ...

... feeling her hands and feet getting colder and colder.

Ask the students to pick out the exponents and add them to the grammar boxes on their worksheets.

It is assumed that the rules for the formation of comparative and superlative are known and so the reading passage and the worksheet exploit irregular forms and phrases.

For advanced classes the following more detailed distinctions can be drawn:

comparing things that are the same

as ... as

not as (so) nice as

twice as old as

comparing things that are different

more ... than

less ... than

... or than

comparing things in a group of only two

older brother

... the easier of the two walks.

two changes happening at the same time

The faster we walk now, the sooner we'll be back.

continuing change

... feeling her hands and feet getting colder and colder.

how to express very with comparatives

far more resilient

most used as very

That's most kind of you.

superlatives with ever

It was the most welcome sight she'd ever seen.

2

Choose three well-known personalities and put their names on the board, e.g. Gutschalk, Jauch, Carroll. Quickly revise the forms of the comparative and superlative using these people as examples.

The game Ten Guesses can provide more work if necessary.

Students work in groups. One student thinks of a famous person and gives their profession. The rest of the group make guesses and, if wrong, are helped by clues in the form of answers using the comparative and superlative, e.g. No, this person is older than ... or This person is not as popular as ... The group has ten guesses.

When the game stops ask students to write down five names they remember and add them to the list of names on their worksheet. Then students do exercise 2.

3

Ask students to call out adjectives describing people, both their appearance and their personality. As suggestions are forthcoming, write up phrases using the comparative and superlative forms on the board, e.g.

fatter and fatter
the more frightened ... the more aggressive
more shy than stupid
as intelligent as
not as tall as
more unhelpful than

The students should then, in groups, make up a short story using these phrases.

Finally, students do exercise 3 on their worksheet using the comparative and superlative phrases.

Here is a suggestion for the completed letters.

Please help. I'm getting fatter and fatter because of my eating problem. The more I eat the more depressed / miserable / desperate I become. The doctor is more critical / amused / judgemental / angry than helpful. Please help me as it's most embarrassing / worrying / frightening.

My husband is getting more and more nervous because of the problem with a barking dog. It seems to be more stupid / deaf / neurotic than fierce, but the more we try to be friendly to it the more it barks. It is most irritating, especially at the weekend. Should we report it?



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In groups, talk about the last book you read or your favourite childhood book. Groups report back briefly to the whole class. Then, still in groups, each student chooses one book (not the Bible) they would take to a desert island with them and says why. Then the list of books is read out to the other group and they have to guess who chose which book.



The Novel

You are now going to read about the world of fiction and the real world.

This wasn't the ending that was written into Brenda Camwhoo's romantic novels that sold in the millions. She'd read a couple herself when they'd been on holiday in Rome. Alan had sighed in disgust. "How can you read such rubbish?" Of course he was right. What was a typical plot? They were all basically the same.

The young woman from a perfectly respectable family is forced to take the position of a lowly governess because her father is unfairly accused of having embezzled money from the bank and life is suddenly hard for the family. Of course, all accusations are proved false and the father is publicly cleared of all blame. Meanwhile, happiness comes slowly to the daughter, usually called Gwendoline or Samantha, but one always feels confident that everyone will live happily ever after on the last page. And so, of course, it is. Although the master of the house sounds extremely unfriendly when she first meets him, Gwendoline slowly comes to realize that his brusque manner hides a caring and lonely individual who truly loves his little daughter. The hero, Rupert or Anthony (never Tony), who hardly takes notice of the governess in the early chapters, greeting her only at breakfast in his surly way, soon begins to respect her very highly. Respect turns to love, a love that is dramatically consummated as a fire or some other disaster threatens the life of the hero and heroine.

Yes, a tragedy was threatening her life, but she had a plain, ordinary name – Sally. This was real life, this wasn't the safe world of a novel. How could she possibly have ignored the signs? Had he behaved all that differently towards her in her Rome? He had sometimes seemed distracted, but she'd put that down to hard work. That was nothing unusual. He'd often brought work home and sat at his desk long into the night.

To the outside world she seemed calm, but when she was alone she really knew the meaning of despair. She did, however, have one thing in common with Samantha or Gwendoline; she had her love of children, her children, the children who could give her so much, despite their endless cries of "Please, Miss ..." – and she had Tony, who respected her and was always ready to listen.

What happens at the end of a romantic novel? What is going to happen in this story?

What happens before a happy ending in a novel?

Why do you think Rupert / Anthony was so surly to the governess?

What could the tragedy be?

Who is he? What could have happened in Rome?

What job does Sally do?

Who is Tony?

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1 From the reading passage pick out the examples of adverbs that modify a verb and those that modify an adjective.

adverbs that modify a verb	adverbs that modify an adjective

2 From this list of professions choose the two that you think require a good voice. Then add two more suggestions of your own to the list. Finally, write as many adverbs as you can in the box below that describe the way these people speak.

- telephonist
- auctioneer
- spy
- football commentator
- nurse
- policeman
- ...
- ...

3 Now it is time to confess! How do you drive, walk, work, write?

4 Taking one element from each column in this exercise, make up as many appropriate sentences as you can.

- The star was
- The job applicant is
- My partner is
- The staff were
- The trials were
- This woman/man is
- The stewardess was

- | | | |
|--------------|---------------|-------------|
| annoyingly | dedicated | perfect |
| totally | dangerous | stubborn |
| desperately | artistic | inventive |
| absolutely | | trustworthy |
| terribly | graceful | reliable |
| unbelievably | affectionate | dirty |
| incredibly | imaginative | unkind |
| remarkably | handy | efficient |
| surprisingly | demonstrative | poor |
| worryingly | wonderful | handsome |
| extremely | attractive | honest |
| unkindly | beautiful | forgetful |
| unpleasantly | unpredictable | lazy |

Warm up

1

Groups talk about books.

The book from childhood is included to accommodate busy people who rarely read books for pleasure. The reporting back should be reasonably brief – who read which book and a sentence explaining why they enjoyed it or why they didn't. Do members of the group often start reading a book and then give up in the middle?

2

Students write on a piece of paper which book they would take to a desert island with them. Then the pieces of paper are collected in and redistributed. Students have to use the information they gathered about the group members' tastes in books from exercise 1 to make an informed guess as to who would take which book to the desert island. This exercise could also be done with an example of a piece of music and the reason why they would like it on their desert island.

Reading text

1

Read as far as ... heroine.

At the end of a romantic novel the hero and heroine fall in love and live happily ever after. Before they fall into each other's arms they have to go through a lot of difficulties. The Gwendoline of this novel had to go out to work. She didn't choose to. She didn't like the father of the little girl she was looking after, as he was unfriendly. Maybe he was surly because he had had an unhappy first marriage and he didn't trust women. Gwendoline convinced him that you can't always judge people in the same way.

2

Read to the end.

He (Alan) could be a partner who had had an affair in Rome. He could have gone to Rome and got himself involved in money problems that he is frightened to tell her about and so worked for long hours to avoid having to do so. Which, using the clues in the passage, do you think is the more likely? Sally's a teacher and really enjoys her job and takes comfort from being near children. Tony is probably a colleague or the headmaster at the school.

3

Do you like happy endings in books and films? Romantic novels are often read as a form of escapism. Is this a valid reason of life?

Grammar exploitation

1

Teacher writes various adverbs of frequency on the board:

normally, occasionally, usually, frequently, rarely;

What question do they answer? (How often ...?)

What other questions can adverbs answer?

When ...? (e.g. tomorrow, next year, since 1989)

Where ...? (e.g. upstairs, outside)

How ...? In this unit we are going to concentrate on adverbs that answer this question.

Adverbs can tell us how something is done, i.e. it modifies a verb. He sings *beautifully*. This use is probably familiar to the students at least passively.

Adverbs can tell us how beautiful a person is, i.e. it modifies an adjective. She is *extremely* beautiful.

Ask students to pick out from the reading passage examples of these two uses of adverbs and put them into the boxes on the worksheet.

Adverbs that modify a verb

... her father is *unfairly* accused of having embezzled money; ... the father is *publicly* cleared; happiness comes *slowly* to the daughter ...; ... everyone will live *happily* ever after; Gwendoline *slowly* comes to realize (he is) a lonely individual who *truly* loves his daughter; Anthony *hardly* takes notice of the governess in the early chapters; The hero ... *soon* begins to respect her *tightly*; ... a love that is *dramatically* consummated as a fire threatens the life of the hero and heroine; How could she possibly have *ignored* the signs? Had he behaved *all that differently* towards her since Rome? ... when she was alone she *really* knew the meaning of despair.

Adverbs that modify an adjective

They were *all basically* the same; The young woman from a *perfectly respectable* family ...; The master ... sounds *extremely unfriendly* when she first meets him.

2

For a non-examination class the above examples will be more than sufficient to occupy a double lesson. There are exercises exploiting these uses of the adverbs on the worksheet.

Other rules that are exemplified in the reading passage are as follows:

Adverbs with two forms and different meanings

hard-hardly (The hero ... *hardly* takes notice of the governess ...); high-highly (The hero ... *soon* begins to respect her *tightly*; since *childhood*; *most*-*mostly*; *direct*-*directly*; *right*-*rightly* (my family); *sharp*-*sharply*; *big*-*bigly*; *short*-*shortly*; *just*-*justly*; *strong*-*strongly*; *wide*-*widely*; *light*-*lightly*; *late*-*late*; *wide*-*widely*

*These examples fall into categories mentioned below, but for a non-examination class a very quick explanation of the difference between *hard* and *hardly* and *high* and *highly* is sufficient.

Adverbs with the same form as an adjective

fast, long (I lo had sat at his desk long into the night), low, straight

Adjectives that end in -ly already and therefore form the adverbs with an expression such as *in a ... way* (... *growing her only at breakfast in his surly way, ...*)

More examples should be easy to elicit from the students by giving them synonyms:

not brave – cowardly; it could kill – deadly; quite old – elderly; could also be the German helpful – friendly; not in a hurry – leisurely; having a lot of energy – lively; alone and sad – lonely; prosy – lovely; stupid – silly; not beautiful – ugly; adjectives that mean like a member of the close family – brotherly, daughterly, fatherly, motherly, sisterly, wifely (but not husbandly, sonly)

Verbs which don't take an adverb (They can be replaced by the verb *to be* which in itself doesn't take an adverb with the exception of *I'm very well, thank you*.)

fool (... one always looks confident that everyone will live happily ever after ...), sleep, look, seem (I to ... seemed distracted ...), sound (The master of the house sounds extremely unfriendly ...), smell, taste

Spelling

usually drop the *e* before you add *-ly*.

Most adjectives that end in *-ly* form the adverb with *ly* e.g. *basically, dramatically, badly, publicly*.

These points would have to be covered by an examination class. It would, however, be far too wearisome to ask students to dissect the passage and find the examples straight after they have filled in the boxes under number 1. It would be better to give them the categories and ask them to find them at home. The very fact that they have had to search for the examples will help in the memory process. Sentence building activities and use of the words in new contexts can then follow in the next lesson.

3

Ask the students for an example of a job where you use your voice, e.g. *politician*.

Then ask them how many different ways the politician will speak: *aggressively, angrily, carefully, clearly, convincingly, defensively, loudly, patronizingly, persuasively, truthfully*.

Then put the students into groups and ask them to do exercise 2 on their worksheet, reminding them to add two professions for which they think a good voice is important. When they have finished ask a spokesperson from each

group to read out the adverbs they have found for one of the professions and the other groups have to guess which profession is being talked about.

Some suggestions:

telephonist: audibly, clearly, cheerfully, concisely, helpfully, slowly

auctioneer: enthusiastically, expertly, fast, loudly, persuasively, quickly, rapidly

spy: anxiously, carefully, cautiously, furtively, nervously, precisely, quickly, quietly

football commentator: enthusiastically, excitedly, knowledgeablely, loudly, nervously, quickly

nerd: calmly, cheerfully, crossly, encouragingly, firmly, persuasively, quietly, snappily, sympathetically, understandingly

politician/woman: angrily, authoritatively, decisively, formally, hopefully, loudly, solemnly, understandingly

4

Students work on exercise 3 on their worksheet. If the class has been together for a while you could ask students to predict what their classmates will say about themselves and see if the predictions come true.

5

Teachers often make judgements about pupils – how hard they work, how intelligent they are, how lazy they are.

Paula is extremely lazy. Frank is remarkably logical.

What other sorts of people make judgements about other people? Get as many suggestions from the group as possible: *theatre/art critics, reporters, magazine bureau owners, parents/partners/friends, employers/colleagues, policeman/prison officers/judges, tourists/airline passengers/hotel guests*.

Look at exercise 4 on the worksheet.

First students have to make as many appropriate sentences using combinations of adverbs and adjectives as they can. Check that all the suggested combinations are correct. Be careful that the use of *absolutely* is understood. When an adjective can't be used with *very* because it already has the idea of *very* in the adjective itself, then it is used with *absolutely*. (You can't be *very dead*, you are or you are not).

Then, using these combinations and working in groups, the students prepare a short article that would be written by one of the groups of people they suggested, e.g. a tourist: *The people were incredibly poor but remarkably friendly, etc.*

Where do you think the people in those pictures were born? Take just a minute and compare your answers with a partner. How similar are your answers? If you had had more time would your answers have been different? What are the common stereotypes for different nationalities in Europe?



The Footballer

You are now going to read a passage about a footballer. What is the stereotype picture of a successful player?

"Hush, hush. You'll get over it in time and you'll sleep peacefully again. Time is a great healer."

Yes, time. She had time, a lot of time, all the time in the world! She was young. Life stretched out before her. She had done well at school and then at university. Now all she wanted was to be left alone. Solitude was what she needed.

"Our Alice's boyfriend is a footballer," was the way her little brother had put it. Not just any footballer but the most promising that the local club had ever produced. He combined all the qualities needed, so the talent scout from Liverpool had said: skill, stamina, dedication, determination and just the right amount of ruthlessness. With her he hadn't been ruthless. He'd been gentle and amusing. Success had come quickly to Kevin. He made the first team in his second season and soon became the club's leading goal scorer. Loyalty to the club that had helped him develop his talent made refusing tempting offers from clubs in Europe easy. He was happy where he was. He soon forgot the poverty he'd grown up in in South Shields but he never forgot to heed the advice of his trainer. Would he forget Alice? She didn't forget Kevin. How could she, with his face so often on TV as he became more and more a celebrity. In the summer, when his training schedule was less rigorous, she always tried to find someone to look after her practice so that they could go off on holiday somewhere quiet, away from the constant glare of publicity. The relaxation always did them both good.

It was just before such a holiday that he'd phoned to say that he couldn't make it. "I'm sorry, lass, but the trainer just won't let me get away at the moment. I'll be with you as soon as I can."

When there was still no news on the Tuesday and the club's number seemed to be permanently engaged, she decided to help her replacement, Dr. Jarvis, at morning surgery. Idleness would give her time to worry. Why did everyone avoid meeting her eye? By the afternoon she knew – why was she almost the last to know? Most of the people in the village took the news almost as hard as she did ...

When do you need to be alone?

Why do you think she did?

Do you have to be ruthless to be successful?

... where he was. Where was that? Who was Alice?

Why might someone in his position forget Alice?

What sort of holidays did they enjoy together?

Why do you think she couldn't get through on the phone?

Was it good or bad news? Why did the villagers take the news hard?

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