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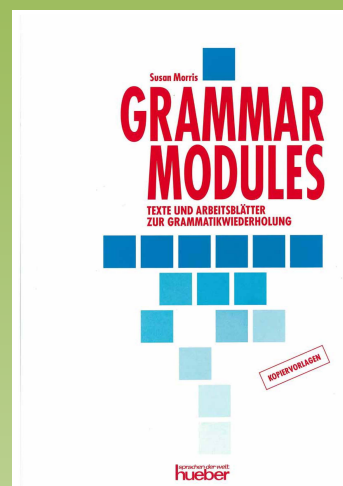
Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

*Grammar Modules - Texte und Arbeitsblätter zur
Grammatikwiederholung*

Das komplette Material finden Sie hier:

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Introduction

Grammar Modules is intended for teachers of conversation courses, examination classes and any English courses where supplementary grammar revision is desired. The 15 modules are designed to be used independently at the discretion of the teacher.

Each unit is made up of two pages to be copied for the student and a complete lesson plan for the teacher. The first page for the student begins with an introductory activity to get students thinking (and talking) about some aspect of the reading passage which follows. Along with the text there are questions designed not only to test the student's comprehension but also to prompt speculation about what is happening in the story, as these are usually open to interpretation.

The second page – a worksheet – focuses the student's attention on a major point of English grammar contained

in the reading passage. The worksheet begins with an inductive analysis of the grammar in question; the student is asked to pick out examples from the text and find rules for their use. This is followed by guided practice. The final exercise is a more open activity allowing for student input. Group and pair work predominate throughout. The completed worksheet becomes the student's personal grammar reference.

Teacher's notes provide detailed suggestions for exploiting the possibilities of both the reading text and the grammar worksheet.

We wish you much success and enjoyment with this material.

Susan Morris
and the Editorial Department

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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 elder 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?

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	
ending in -y	

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.

Cleopatra, Elizabeth Taylor, Paul McCartney, Rita Süßmuth, 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 fierce, 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 CBS 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 ... *valley*.

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 knew 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 irritating, 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 teddy 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, next/nearest, elder, better, least, worse

Phrases using comparative and superlative

(including comparing things that are the same)

... as stubborn as you?

If 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

... er than

comparing things in a group of only two

elder 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. Gottschalk, Jauch, Carrell. 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 his/her 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 unfriendly 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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