FIRST-3

ACTIVITY 13: Look carefully at the ten pictures below. These people are not speaking. What can you see in each photo? In what way are they communicating? Choose **the best verbal alternative** from the menus and then check the correct answers.

- - - - -

- - - - -

ACTIVITY 14: Which part or parts of the body do you use to communicate in the following ways? Use the words from the menus to help you. **Whenever possible, choose TWO alternatives for each verb**. Then check the correct answers.

1. CLAP	-	-	6. SMILE	-	-
2. CRY	-	-	7. WAVE	-	-
3. LAUGH	-	-	8. WHISPER	-	-
4. SCREAM	-	-	9. WHISTLE	-	-
5. SHOUT	-	-	10. YAWN	-	-

ACTIVITY 15: How could you communicate these messages without speaking? Use the verbal alternatives from the menus. **Whenever possible, choose TWO alternatives for each message**. Then check the correct answers.

1. Well done !!	-	-
2. I feel very unhappy.	-	-
3. I'm absolutely bored.	-	-
4. Come here !!	-	-
5. Help me, please !!	-	-

LIVEWORKSHEETS

INTERVIEWER:	**What do you think your own strengths are as a traveller and your weaknesses?**
MARSHA MULLER:	**Well ...**
INTERVIEWER:	**And have you got better at it as you go on?**
MARSHA MULLER:	**I don't think so. I don't think it's something you get better at, really. Well, I mean in practical ways you learn that you don't need so much gear for instance. And ... I suppose my, my chief weakness is er being so bad at languages because you do miss out a lot. I mean I can remember a few villages we were in where nobody did speak English and there were several, I, I mean obviously extremely interesting characters and it was so frustrating not being able to speak with them. So I mean that's a very major weakness.**
INTERVIEWER:	**Except I suppose it's also slightly a strength in that it develops a muscle of communication in other ways ...**
MARSHA MULLER:	**Oh, yes ...**
INTERVIEWER:	**... which you obviously are good at.**
MARSHA MULLER:	**Yes, that's true. And I suppose my greatest strength as a traveller probably is just being naturally disposed to trust people, so that you're not all the time apprehensive about what might happen or how you might be cheated or assaulted or whatever. I mean I just assume that people, until they prove themselves to the contrary, are trustworthy.**

ACTIVITY 17: Read again the transcription above and mark if each statement is TRUE or FALSE. **Correct the statements you think are FALSE in the blank spaces**. Then check the correct answers.

	TRUE	FALSE
1. Marsha Muller praises herself for being good at languages.	☐	☐
2. In some villages on her last journey an interpreter would have been useful.	☐	☐
3. The speakers agree with each other about one advantage of being bad at languages.	☐	☐
4. When Marsha Muller travels, she doesn't trust anybody she meets.	☐	☐
5. She thinks it's a weakness to trust people when you travel.	☐	☐

LIVEWORKSHEETS

1. Is that idea your idea or Marsha Muller's idea? - -
2. The interviewer asks Marsha Muller to talk about Marsha Muller. -
3. She's bad at languages. Being bad at languages is her greatest weakness. - -
4. The speakers agree with the speakers about one advantage of not being good at languages. - -
5. When Marsha Muller travels, she trusts all the people she meets. - -
6. There were several travel programmes on the radio last week, but the travel programme with Marsha Muller was the most interesting. -

ACTIVITY 19: Correct the SIX mistakes in these five sentences (**sentence # 2 has two mistakes**) rewriting them in the blanks. If necessary, refer to Mr. Grammar's explanations on the previous page. Then check the correct answers.

1. You don't have to introduce me to Sally. She's an old friend of me.

2. Let me introduce me. My name's Tim Tracy. Your husband and I went to school with ourselves.

3. Everybody in my class do their Latin homework on their own.

4. The teacher has ten dictionaries, so there are enough for the students to borrow each one.

5. It was Monica by herself who worked out the meaning of the coded message.

LIVEWORKSHEETS

ACTIVITY 20: Complete the story below using the words in the box. **Some words you will need to use more than once, some you will not need to use at all.** If necessary, refer to Mr. Grammar's explanations on the previous page. Then check the correct answers.

I you he she they	this that these those
him her us them	each one ones
yours ours theirs	something anything everything nothing
himself herself themselves	somebody anybody everybody nobody

Silence

When Mr and Mrs Blair's son was born _____ congratulated _____ other because the baby never cried. _____ boasted to all their friends, 'This son of _____ is better-behaved and quieter than _____!' But as _____ grew older _____ began to worry about _____ because _____ never made a sound or said _____ to _____, and _____ always played by _____.

When _____ was alone, Mrs Blair asked _____ what could be wrong with her son, and Mr Blair discussed the problem with _____ that _____ knew, but _____ had any suggestions.

One day, when the boy was ten years old, his mother gave _____ some apple pie for lunch. _____ suddenly said to _____. '_____ isn't sweet enough!'

His parents looked at _____ another in surprise and Mr Blair asked _____:

- 'Why have _____ said _____ before now?'
- 'Well,' replied the boy. 'up until now _____ was just fine!'

LIVEWORKSHEETS

MARK: You were in China, I understand, and you had to learn Chinese ...

SANDRA: Yes.

MARK: ... which is obviously a very different language from English. Did you have any particular techniques or strategies that you used which helped you learn the language?

SANDRA: Yes. I used to underline vocabulary that I really felt I needed, for my needs, in, I had a. a book, so I'd underline that vocabulary and expression in red so that I could really focus on that.
And trying to maybe, with words, because Chinese is so different from English, thinking 'Ah, I'll remember that word because it's like this word in English', or making a strong image of the word.
And then the other thing that I really, really, helped me to teach my students better is that you cannot sit down and learn vocabulary, erm. like once a week, sitting down for half an hour with your vocabulary book. But that, in a sense, you have to do it a little bit and often, it's a little bit like doing a diet. If you're on a diet, and you kind of starve yourself and think 'I'll lose weight' and 'I've lost weight', it'll come back on again. Or doing exercises: you need to do it a little and often.
So, the way that I learnt vocabulary, erm, was by copying those words and expressions that I really needed. And also listening to conversations and copying down things that I remembered when I came back.

MARK: Wh-what do you mean when you say you copied ...

SANDRA: I put them ...

MARK: ... the words.

SANDRA: ... into my vocabulary book. I found out, in Chinese you have a *pinyin* which is like a sort of transliteration system, so it's the Roman alphabet. And, er, I'd sort of notice words that came up again and again, and I'd make a note of them and ask my Chinese friends what they meant, and put them in a special vocabulary book, which I, it was small so I could keep it in my pocket.
And I'd just read my vocabulary book three times a day, just for five minutes.
Erm, and then I'd do what I did last week because you forget terribly quickly. So a little bit and often, I think, is the rule for learning vocabulary. So that it becomes part of your routine and it doesn't become this awful slog of learning lots and lots of words.

LIVEWORKSHEETS

ACTIVITY 22: Read again the transcription above and complete this summary of the methods Sandra used. It is written as seven points of advice on remembering new vocabulary in any foreign language. **The first letter of each missing word is given**. Then check the correct answers.

1. U ____ the V ____ in your textbook which you need in R ____.

2. One way to R ____ a word is to find a similar W ____ in your language; another way is to make a picture of it in your mind.

3. Learn your V ____ not once a week but a L ____ and O ____.

4. Copy words and E ____ into a V ____ B ____ which is small enough to K ____ in your P ____.

5. Also C ____ into this book words which you hear people in C ____ using again and a A ____.

6. Read your vocabulary book T ____ times a D ____ for F ____ minutes.

7. Look over the words you learned L ____ week so that you don't F ____ them.

LIVEWORKSHEETS