Using adjectives and adverbs

1 Each of the following sentences has a word or phrase missing. Choose a word from the box and rewrite the sentence putting a word from the box below in the correct place.

<table>
<thead>
<tr>
<th>rudely</th>
<th>stupidly</th>
<th>friendly</th>
<th>beautiful</th>
<th>nearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomorrow</td>
<td>probably</td>
<td>last year</td>
<td>quickly</td>
<td>hard</td>
</tr>
</tbody>
</table>

1 He went to Australia and had a fabulous time. I think he’ll go again this year.
2 She fell off her bike, but luckily she got her balance back just in time.
3 They ignored my advice and didn’t take umbrellas, so they got soaked!
4 I left when I realised it was a private moment for them!
5 They both worked really hard to pass their law exams.
6 She’s such a girl - always says hello and asks how you are.
7 They live in a really nice city - it’s so lovely to visit and look at all the buildings.
8 I’m going to the hairdressers - my hair is in desperate need of a cut!
9 We’ll go I think - it really does depend on whether the car gets fixed or not.
10 I thought he spoke to her very rudely. There was no need to speak like that.

2 Plan a short presentation about a fabulous holiday destination you know of/have visited. Make some notes about the topics in the box.

- any historical information
- the scenery
- main positive features of the place
- main tourist attractions
- type of food and restaurants available
- is it lively or very quiet?

3 In pairs take turns to give your presentations to each other. Listen to your partner’s presentation carefully and give them advice on the following points.

1 How clear is the information given?
2 Is the speaking clear and easy to understand without being too fast, slow, loud or quiet?
3 Is it a persuasive presentation? Would you visit the place? Why/why not?
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TEACHER’S NOTES:

Aim: to provide practice of adjectives and adverbs as well as the can do statement; giving presentations about a place. This worksheet is designed to be used in conjunction with unit 3.3.

Time: 40 minutes

Materials: photocopies of the worksheet for each student

1 Get students to rewrite the sentences by filling in the correct adjective or adverb. Give students time to compare their answers before eliciting them from the class. Encourage peer correction.

Answers: 1 Last year he went to Australia and had a fabulous time. I think he’ll go again this year. 2 She nearly fell off her bike, but luckily she got her balance back just in time. 3 They stupidly ignored my advice and didn’t take umbrellas, so they got soaked! 4 I quickly left when I realised it was a private moment for them! 5 They both worked really hard to pass their law exams. 6 She’s such a friendly girl - always says hello and asks how you are. 7 They live in a really beautiful city - it’s so lovely to visit and look at all the buildings. 8 Tomorrow I’m going to the hairdressers - my hair is in desperate need of a cut! 9 We’ll probably go I think - it really does depend on whether the car gets fixed or not. 10 I thought he spoke to her very rudely. There was no need to speak like that.

2 Students extend the can do statement from unit 3.3 by giving a presentation on a wonderful holiday destination instead of a city they know. Students can follow more or less the same rules as in the Student’s Book, pages 40-42. Recap with students and make sure they plan their presentation carefully in order to make it clear, interesting and audible. Monitor whilst they plan and give assistance where necessary.

3 In pairs students take turns to give their presentations to each other. Get them to offer each other advice according to the guidelines given. If time at the end, ask students to give their presentations to the class.