

# In addition

**Target language:** adjectives and adverbs

**Activity type:** sentence completion and auction

**When to use:** Use this activity after Lesson 3.3.

**Time taken:** 25 minutes

**Preparation:** Photocopy one worksheet for each pair of students in the class.

## Procedure

Put students into pairs and give each pair a copy of the worksheet. Explain that each sentence has had an adjective or adverb removed from it, which can be found in the box. Sometimes the sentence retains its meaning without the adjective/adverb, and sometimes the adjective/adverb is required to give the sentence meaning. Working in their pairs, they decide what the missing adjective/adverb is, and then decide where in the sentence that word goes. Allow them about 10–15 minutes to do this. There may be several possible answers, but all the words in the box must be used once.

Students then decide how certain they are that their sentences are correct, and award themselves points as follows: Very certain: 3 points. Quite certain: 2 points. Not very certain: 1 point. Tell them to write the points on the line at the end of each sentence. Review the answers with them. For each correct sentence, they win the points that they awarded themselves. If their sentence is wrong, they lose the points that they awarded themselves. For each sentence they should complete the 'Points won' or 'Points lost' column. When all the sentences have been checked they add up all the 'Points won' and subtract the 'Points lost'. The winner is the pair with the most points.

## Answers

- 1 ... **hard** worker ...
- 2 ... raining **heavily**.
- 3 ... did **surprisingly** well.
- 4 ... **leisurely** walk ...
- 5 ... plays the piano and the guitar **beautifully** ...
- 6 ... came **late** ...
- 7 ... **strong** believer ...
- 8 ... **increasing** difficulty ...
- 9 ... **colourful** dresser ...
- 10 ... how **badly** I did ...
- 11 ... ran **fast** ...
- 12 ... **definitely** be there ...
- 13 ... **probably** won't change ...
- 14 ... **completely** different ...
- 15 ... **closely** followed ... / ... followed **closely** ...

# In addition

heavily   colourful   definitely   badly   late   leisurely   surprisingly   probably  
 closely   hard   beautifully   increasing   completely   strong   fast

	Points won	Points lost
1 He found learning a language challenging and at times considered giving up, but he was a worker and by the end of the course he had improved. _____		
2 I remember spending all my days outside when I was a child. We only stayed in when it was raining. _____		
3 Carl had the measles for several weeks when he was young and so missed most of his lessons. As a result, everyone thought he would fail his exams, but he did well. _____		
4 When it was a lovely day, we would take a walk through the park, look at the flowers and enjoy the beautiful weather. _____		
5 Roger is a talented musician and he plays the piano and the guitar, but he only knows two or three songs! _____		
6 I never understood my friend Claire. She always came to class. I didn't understand why she didn't try catching an earlier bus. _____		
7 He works for an environmental group because he is a believer in protecting the world around us. _____		
8 I would love to have a job that pays me lots of money and gives me lots of benefits, but employees are finding well-paid jobs with difficulty these days. _____		
9 Amanda is a dresser, and always wears bright and unusual clothes that she's found in markets and charity shops in the town. _____		
10 I can't believe how I did in the exam, especially after all the work I did and the extra lessons I went to. _____		
11 I remember one day racing against my younger brother who I always beat, but to my surprise he ran and I couldn't catch up with him. _____		
12 'Please try to remember to meet me at the shopping centre on Saturday,' she said. 'Don't worry, I'll be there at nine,' I replied. _____		
13 I'd love our town to become more modern, but it's been the same for the last twenty years and won't change for another twenty. _____		
14 I keep telling Brian that being interested in politics and joining a political party are two different things but he won't listen to me. _____		
15 There was a lot of noise outside in the hall, then the door opened and Christine ran into the room, followed by her dog. _____		

### 3B Adjectives and adverbs

• Use after Language development 1 (CB pp. 40–41).

**Aim:** To practise using adverbs of degree and adjectives studied in Unit 5.

**Time:** 25–30 minutes

**Activity type:** Groupwork. Students play a game of pelmanism, matching adjectives and adverbs to gapped sentences.

**Preparation:** Make a copy of both sets of cards (pp. 137–138) per group of 4–5 students, copied onto card if possible and cut up into individual cards.

#### Procedure

- 1 Put students into groups of 4–5. Demonstrate how to play the game.
- 2 Place the cards face down on the table, in their two sets (grey and white). Students take it in turns to turn over a card from each set – one sentence card and one adjective/adverb card. If they match the student keeps the pair and has another turn. If they don't match the student should turn them face down again in the same place.
- 3 Groups can discuss whether a pair matches or not and ask for help where necessary. As the students play go round the groups monitoring the pairs of cards collected. If any are wrong explain why and return the cards to the game. Some words can be used in more than one sentence.
- 4 The winner is the student with the most pairs.

1 surprisingly/remarkably; 2 hardly; 3 bleak; 4 lively;  
5 well; 6 hard; 7 friendly; 8 fast; 9 rather/pretty;  
10 extremely; 11 practically; 12 absolutely; 13 a bit;  
14 pretty/rather/quite; 15 quite a; 16 actually; 17 as  
well; 18 seriously; 19 remarkably/surprisingly;  
20 rather/pretty





**surprisingly**

**pretty**

**hardly**

**quite a**

**bleak**

**as well**

**well**

**seriously**

**hard**

**remarkably**

**friendly**

**lively**

**quite**

**fast**

**extremely**

**absolutely**

**practically**

**actually**

**a bit**

**rather**

# 8.2

## I'm the best around

### Aim

To be voted the last remaining film star in a sinking hot-air balloon

### Language

Strong adverbs and adjectives

### Skills

Speaking and Listening

### Lesson link

Use after Unit 8, SB p73 or 76

### Materials

One copy of the worksheet cut up per four students

### Suggested speech

I'm Tom Cruise and I think you'll totally agree that I'm an absolutely fabulous actor. Many women think I'm really gorgeous, and I've got the most amazing smile you'll ever see. I've been in so many films that I can't remember the exact number, but I was absolutely delighted to act with Demi Moore in 'A Few Good Men', and the critics say my performance in 'Rain Man' was truly incredible. I strongly recommend you to see my films as you will be quite fascinated by my acting. I sincerely believe that I am the best actor in Hollywood and I strongly advise you to keep me in the balloon.

### Pre-activity (10 minutes)

- Write the following categories on the board: *Name, Nationality, Appearance, Films, Types of role, Why he/she is the best.*
- Choose a famous film star, e.g. Tom Cruise, and ask students, in small groups, to brainstorm information for the categories.
- Have a class feedback session and write the best answers on the board, e.g. *American; Quite short but very handsome, lovely smile; 'Rain man', 'A Few Good Men', 'The Firm'; Good-looking characters, especially high-flying executives and war heroes; Because many of his films have been blockbusters.*

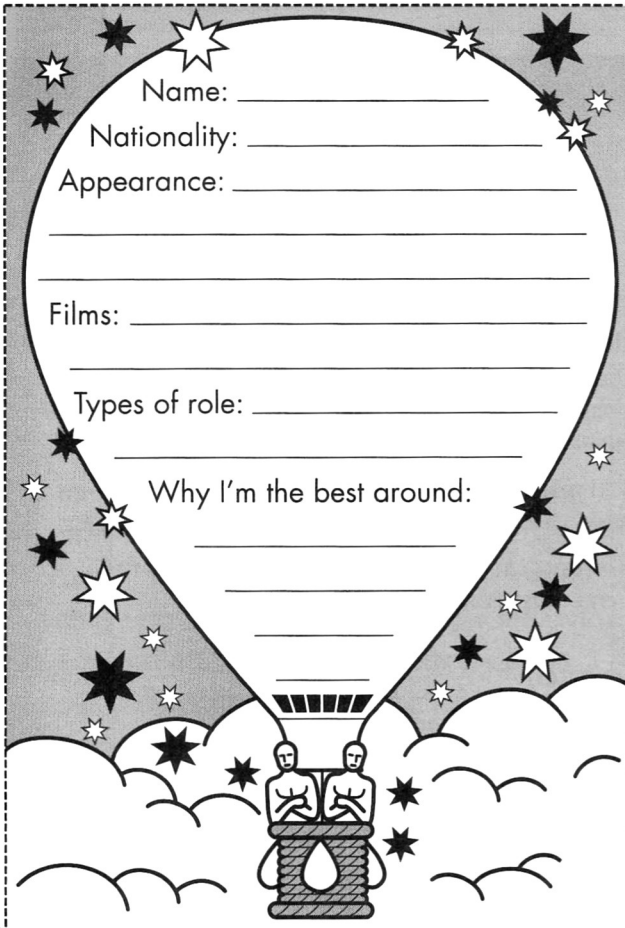
### Procedure (30 minutes)

- Draw a large hot-air balloon on the board. Explain that a group of the best film stars in the world is travelling on the balloon to Hollywood as a publicity stunt for the Oscars. Tell students that they are those film stars.
- Ask students to decide which film star they are going to be. Make sure that each student chooses a different name. Write the names in the balloon on the board.
- Give each student a balloon from the worksheet and ask them to fill in the name of the film star and complete the rest of the categories.
- Tell the class that there is a problem with the hot-air balloon. It's sinking fast and half of the film stars are going to have to jump out to save the others. Each film star is going to have to make a short speech about themselves where they try to convince the others that they are too important to have to jump.
- Give a model speech to the class using the information about Tom Cruise (see suggested speech on the left).
- Ask students in turn to make their speech. Encourage them to use strong adjectives and adverbs.
- Ask students to vote on who should stay in the balloon, reminding them that they cannot vote for themselves. Rub the names of the students eliminated off the board.
- Tell students the balloon is still sinking and another quarter of the film stars must jump. Ask the students who have already jumped to vote on which film stars must now jump.
- Ask the remaining passengers to leave the room while the other students discuss who gave the best performance on the balloon. Invite the finalists to return and announce the winner.

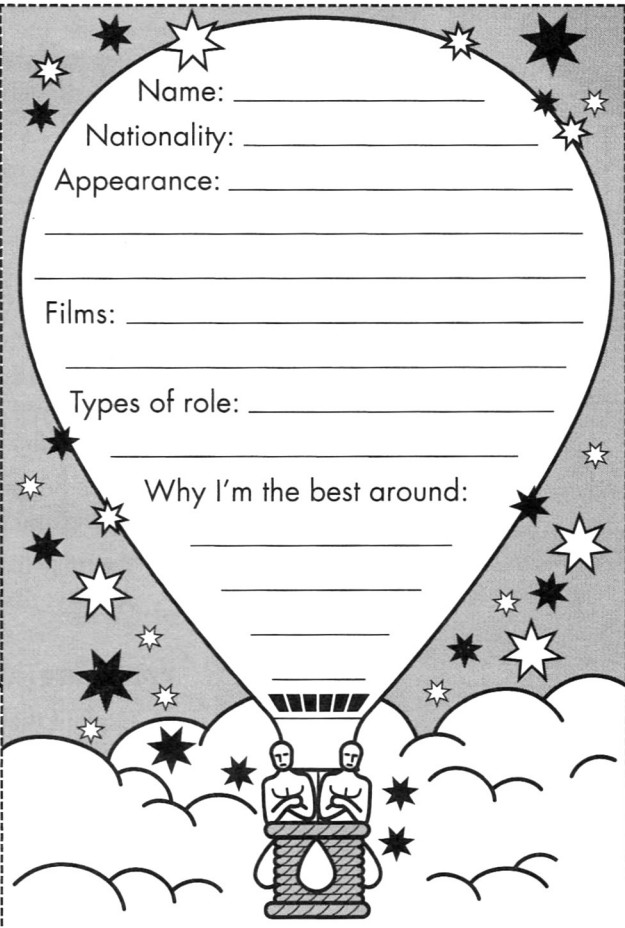
### Extension (10 minutes)

- Students, in small groups, play *Twenty questions* choosing a famous person for the others to guess.

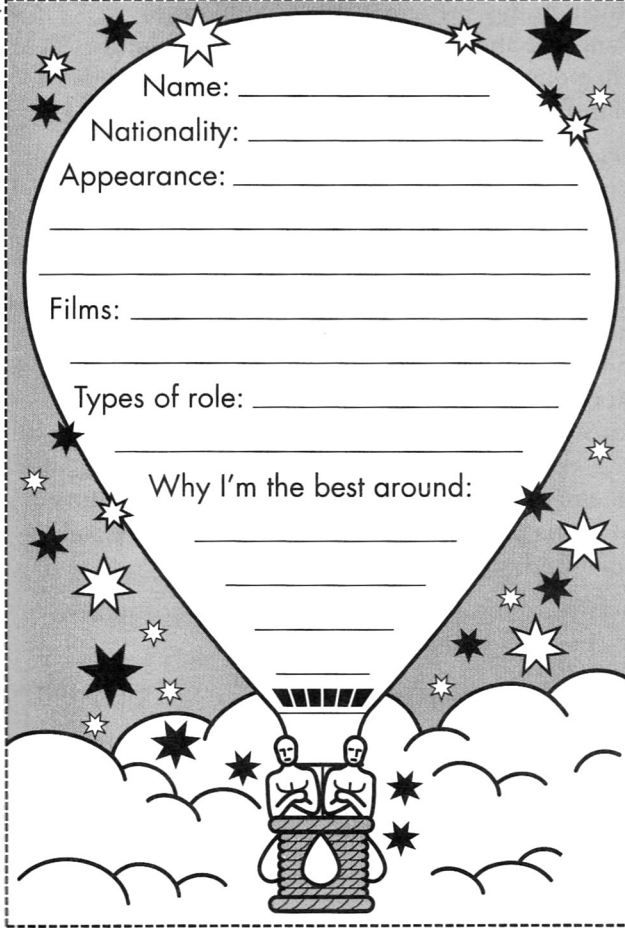
Name: \_\_\_\_\_  
Nationality: \_\_\_\_\_  
Appearance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Films: \_\_\_\_\_  
\_\_\_\_\_  
Types of role: \_\_\_\_\_  
\_\_\_\_\_  
Why I'm the best around:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



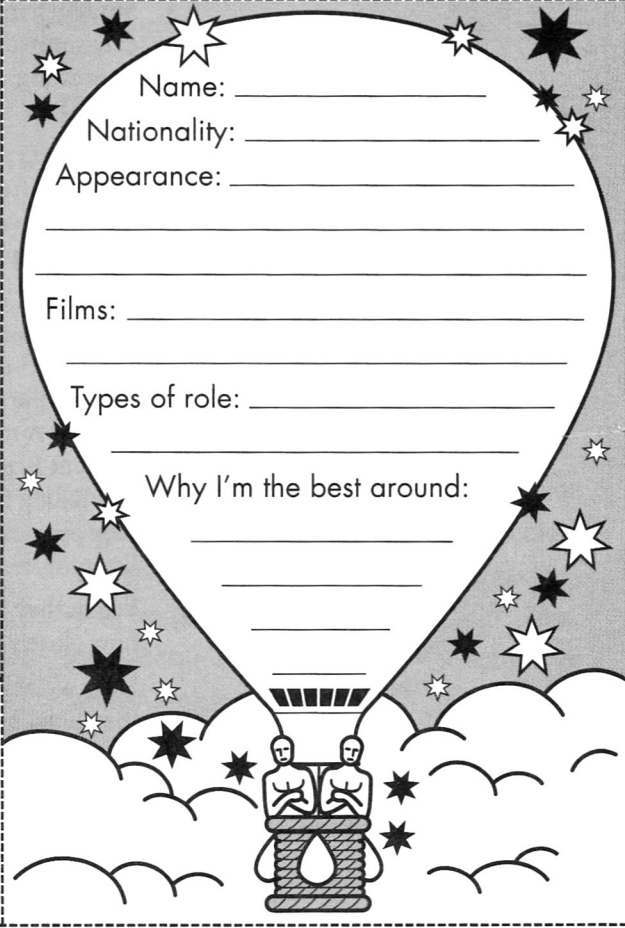
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Films: \_\_\_\_\_  
\_\_\_\_\_  
Types of role: \_\_\_\_\_  
\_\_\_\_\_  
Why I'm the best around:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_  
Nationality: \_\_\_\_\_  
Appearance: \_\_\_\_\_  
\_\_\_\_\_  
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Films: \_\_\_\_\_  
\_\_\_\_\_  
Types of role: \_\_\_\_\_  
\_\_\_\_\_  
Why I'm the best around:  
\_\_\_\_\_  
\_\_\_\_\_  
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Name: \_\_\_\_\_  
Nationality: \_\_\_\_\_  
Appearance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Films: \_\_\_\_\_  
\_\_\_\_\_  
Types of role: \_\_\_\_\_  
\_\_\_\_\_  
Why I'm the best around:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**a** Complete the sentences with *likely* or *probably*.

- 1 My mother's *likely* to be in the garden watering the plants.
- 2 I'll \_\_\_\_\_ be very busy tomorrow.
- 3 The missing plane \_\_\_\_\_ crashed in the sea.
- 4 There's \_\_\_\_\_ to be a hurricane later this month.
- 5 They aren't very \_\_\_\_\_ to raise our salary, are they?
- 6 James will \_\_\_\_\_ be late. He always is.
- 7 I'm \_\_\_\_\_ to be very busy tomorrow.
- 8 The police say that the burglars were \_\_\_\_\_ local people.



**b** Rewrite the sentences changing from *probably* to *likely* or vice versa.

- 1 The weather forecast said it's likely to snow tonight.  
The weather forecast said it *will probably snow tonight* \_\_\_\_\_.
- 2 The builders probably won't finish until the summer.  
The builders aren't \_\_\_\_\_.
- 3 The meeting will probably finish late.  
The meeting is \_\_\_\_\_.
- 4 The jury are likely to find him guilty.  
The jury will \_\_\_\_\_.
- 5 There will probably be a lot of traffic this evening.  
There \_\_\_\_\_.
- 6 It's likely that we'll never know what really happened.  
We'll \_\_\_\_\_.
- 7 We probably won't be here at the weekend.  
We aren't \_\_\_\_\_.



**c** Ask a partner the questions.

- 1 What will you probably do next summer?
- 2 Are you likely to be living in this town in five years' time? Why/Why not?
- 3 Do you think you will probably pass the end of course exam?
- 4 Where are you likely to be this evening at 9.30?