

Teaching Grammar Creatively with CD-ROM

1.18 ADJECTIVES / ADVERBS

LEVEL
Lower intermediate

TIME
40-60 minutes

EXTRAS
(Optional) class set of handouts of yes/no questions; class set of handouts of skeleton text

Section A

AIMS:
- to highlight the form and use of some common adverbs
- to contrast adverbs and adjectives.

DISCOVERY

- Write *good* and *well* on the board. Then write up the following sentence and ask the students to complete it, using *good* or *well*.
He cooks (1) ___ and his food smells (2) ____.
- Elicit other words that could fill each gap. Possible words might be:
(1) *badly, carefully, carelessly*; (2) *bad, nice, delicious, awful, disgusting, tasteless*, etc.
- Highlight the difference between the kind of words that go into the first slot, ie, adverbs, and the kind of words that go into the second slot, ie, adjectives.
- In pairs, the students should then try and complete these sentences:
She sings (1) _____ and her voice sounds (2) _____.
He paints (1) _____ and his paintings look (2) _____.
She teaches (1) _____ and her students feel (2) _____.

CONSOLIDATION

- Write the following adverbs and adjectives on the board, or dictate them:

*nice
badly
slowly
slow
wonderful
loudly
brightly
difficult
suddenly
bad
gently
good
unhappy
happily*

- Divide the class into several groups. Assign a spokesperson to each group. Read the following text aloud, pausing where marked.

It was a lovely day. The sun was shining [pause], a light breeze was blowing [pause] and the birds were singing [pause]. I walked [pause] down the street on my way to the station [pause]. Although the weather was [pause], I felt [pause]. I was worried because my work

Teaching Grammar Creatively
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CHAPTER 1: Basic phrase patterns

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