possible further activities
There is no need for any activity related to the quotations – they provide introductory examples of adverbs of manner, and are just there for students to read.

language notes
Some languages don’t have distinct forms for adverbs of manner and the corresponding adjectives:
*She sings very good. *I feel terribly.
A few very common adverbs of manner are used without -ly in informal contexts:
She walks real slow. Don’t talk so loud.
It’s worth mentioning this, as students may be confused when they meet examples.

In some languages, adjectives have different singular and plural forms. This may lead to occasional mistakes even at this level.
*She was wearing reds shoes.

Students’ languages may also put adjectives immediately after nouns rather than before. This, too, may encourage occasional mistakes.
*She made a suggestion very interesting.

possible further activities
Vocabulary expansion: personality Build up (with students’ suggestions) a list of words than can be used for talking about personality (e.g. shy, self-confident, lazy, energetic, sociable, calm, bad-tempered). Then get students to complete one or more sentences beginning:
I’m very …
I’m quite …
I’m not very …
You may need to explain quite (= ‘moderately’, ‘rather’ in British English).

Vocabulary expansion: places Do the same thing with words for places where people live. Students write the same kinds of sentence, beginning ‘My room/house/flat/town is …’

Mime: look + adjective Get students to suggest adjectives that can follow ‘look’. Then get students (perhaps in pairs or groups) to mime some of them. The others decide what the adjective is, and say ‘You look cold/hot/tired/bored/interested/excited/intelligent/stupid/worried …’.

Acting out adverbs Make a set of cards with verbs, and a separate set with adverbs. Give each student one of each (either preselected or chosen at random). Students have to act the two-word expression; the class guess what is being acted.
You’re walking slowly. You’re singing badly. You’re talking quietly.
If a student feels he/she can’t act the expression in question, offer another choice.

Adjectives and adverbs in advertisements Ask students to look at advertisements in magazines, on TV or on the internet. What are the commonest adjectives? What about adverbs? Get them to bring in a list.

An asterisk (*) indicates an incorrect form or use.
language notes

Some students will find it natural to express interest or excitement by saying *‘I am interesting in / exciting about …’. They may take a little time to learn to use interesting/interested and similar pairs correctly:

*I am boring in the lesson.

possible further activities

Mime  Students mime one of the words from Exercise 1. The class have to guess which word they are demonstrating.

Personalisation (1)  Students write or say sentences about their interests, beginning:
- I’m interested in …
- I’m very interested in …
- I’m quite interested in …
- I’m not very interested in …
- I’m not interested in … at all.

Personalisation (2)  Students complete some or all of the following sentences:
- I think … is very boring.
- I think … is quite boring.
- I don’t think … is very interesting.
- I think … is quite interesting.
- I think … is very interesting.

language notes

This can be a sensitive area for language use. Some blind, deaf or otherwise disadvantaged people dislike general labels like ‘the blind’ or ‘the deaf’, feeling that such labels have a derogatory implication – they suggest, perhaps, that the people concerned belong to an abnormal group, separate and distinct from the ‘normal’ population. Many people therefore prefer less absolute terms like ‘partially sighted’, ‘with hearing difficulty’; or expressions that are felt to be less negative in tone (‘the disabled’ rather than ‘the handicapped’).

possible further activities

Good causes  Put students in groups of four or so. Tell each group that they have £1000 (or the equivalent in another currency). They must donate the money to a charity or charities supporting one or more of the following groups:
- the blind, the deaf, the disabled, the homeless, the unemployed, the mentally ill
They have ten minutes to discuss how much they will give to each of their chosen charities. Then groups tell the class what they have decided. Who gets the most support?

Internet  Get students to find out the names of some of the charities in English-speaking countries that support these various disadvantaged groups.
When two or more adjectives are used together (e.g. *a big old black suitcase*), the order in which they come follows quite complex patterns. At this level, we teach a few relatively simple guidelines.

**possible further activities**

*Observation: pairs of adjectives* How many things can students see in the classroom, or through the window, that can be described with two or more adjectives, including one showing the colour? (‘a big white table’ ‘two small black leather handbags’ ‘a funny long blue bus’)

*Guessing* Describe some of the things in the room with pairs of adjectives (‘It’s big and green. What is it?’) Students guess what you are thinking of. Then they do the same in turn, perhaps in groups.

The exact position of these adverbs is complex. The rules given here are reasonably reliable simplifications, but may still take students some time to get used to. Typical mistakes:

*You always are late.*

*I go often to concerts.*

*I often have been to Paris.*

**possible further activities**

*Extending Exercise 3: class survey* Each student writes a question beginning ‘How often do you …’, about one of the activities listed in Exercise 3, or some other activity. Further possibilities:

- eat red cabbage, sing in the shower, eat fruit, drive fast, read women’s magazines,
- dream in English, talk to strangers, read novels, watch TV, play basketball

Then students go round asking their questions and noting the answers. Encourage answers with the adverbs practised in this lesson (but other expressions like ‘once a day’, ‘twice a week’, ‘three times a year’ may be needed as well). Finally students report to the class:

- Mario often eats red cabbage.
- Three students never play tennis.
- One person falls in love twice a week.

In many languages, adverbs can separate the verb from the object. This is very unusual in English except in more complex sentences (see the examples of typical mistakes above Exercise 2).
possible further activities

Building sentences  Write some or all of the following sentences (or others) on cards. Cut each into three as shown and distribute them. Students have to walk round saying (not showing) their sentence components to find the people they need to build a possible sentence. When they've done it, groups of three read out their sentences, making sure they get the order right. (There are quite a lot of possible answers, not all of them sensible.)

we always cook | soup | beautifully
we often sing | folksongs | in the bath
we don't speak | Japanese | very well
we write | poetry | at night
we play | football | at weekends
we read | the newspaper | every morning
we play | the piano | in the evening
we make | coffee | very badly
we watch | TV | for three hours a day
we never eat | sandwiches | in the mountains
we always listen to | rock music | in bed

Internet  Tell students to look for examples of “happy smile”, “friendly smile”, “smiled happily” and “smiled friendly” on the internet. How many do they find of each? What do the results tell them?

Weather forecast  Ask students to forecast tomorrow’s weather, completing one of the following sentences:

It's likely / quite likely / unlikely to (+ verb) …
It's likely/unlikely to be (+ adjective) …
There's likely to be (+ noun) …