



## Level 2

### 3.4 Lesson Plan

#### Session 1

#### Check Homework

Check the **Write It** assignments from the last session in L2U3L3: the dialogue about the birthday celebration. Pairs practice reading their dialogues together and then volunteers read their dialogues to the class.

#### Warm-up

Watch **Words to Know**, stopping to ask questions and give more examples and context as needed. Elicit sentences for the words.

#### Practice I

In the previous lesson, we learned about adverbs that modify verbs. To review, put an example sentence on the board: "She runs quickly." Ask a student to circle the adverb. Ask another student to draw an arrow to the verb it modifies. Explain that some adverbs modify adjectives. Write: "She's a very quick runner." Circle "very" and ask the students what it modifies. Add more sentences, asking students to circle the adverbs and draw arrows to the adjectives they modify.

Possible sentences: He's a **very** careful player. / She's a **really** polite girl. / He paints **very** beautiful pictures.

Now add "She runs very quickly" next to the two sentences in the initial example. Repeat the process with adverb sentences.

Possible sentences: He plays **very carefully**. / She speaks **really politely**. / He paints **so beautifully**.

#### Discussion

Put all of the adverbs (intensifiers) on the board: **almost, completely, exactly, hardly, perfectly**. They also know **really, very, so** and **too**. Add **enough** on the side or in its own column. Explain that these adverbs make words stronger or weaker. Write the sentence: "That's good" on the board. In pairs, have students write "That's good" with each adverb and place them in order of intensity, the strongest last. **Enough** is the only adverb that comes after the adjective "good."

You can start together, asking which one they would use if something is not good at all.

Variations:

Write the nine sentences below on sentence strips and pass them out. Students arrange themselves in order in front of the class.

Make enough sets of the nine sentences for students to work in pairs.

Putting words or expressions on a continuum is a higher order thinking skill that allows students to figure out the meanings, nuances and relationships among new words, while using them cognitively and creatively. Answers will vary and discussion about the order is good.

A possible answer is:

1. That's hardly good.	6. That's perfectly good.
2. That's almost good.	7. That's completely good.
3. That's good enough.	8. That's exactly good.
4. That's very good.	9. That's too good.
5. That's really good.	



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**Session 1 (cont.)**

**Movie** Watch the movie through once. On a second viewing, tell students to pay attention to sentences with adverbs. Pause at key points to ask questions. Some students will be able to answer if the adverbs modify verbs, adjectives or adverbs.

*For example:* How did he measure the wood? (carefully - v.)  
How long is the piece of wood? (not long enough - adj.)  
How quickly did he work? (too quickly - adv.)

**Practice II** Students work on specified features from this lesson, such as **Words Words Words** or **Hear It, Say It**.

**Homework** 1. Use the following words to answer the questions. Make any necessary changes to the words.

cut / get / tired / straight / fit / wood / wall / piece
--

- a. We worked hard building this tree house all day. Now we're \_\_\_\_\_.
  - b. Can you \_\_\_\_\_ the cake for us?
  - c. I want a big \_\_\_\_\_ of cake.
  - d. We need \_\_\_\_\_ to build the tree house.
  - e. That shirt \_\_\_\_\_ you.
  - f. I \_\_\_\_\_ everything right on my homework yesterday.
  - g. We painted the \_\_\_\_\_ a beautiful color.
  - h. Does this look \_\_\_\_\_ to you?
2. Add adverbs to the sentences in Part A to make them stronger or weaker. Use any of the following adverbs (intensifiers): almost, completely, exactly, hardly, perfectly, well, very, really, too, so, enough.

**Sum-up** Look at the new words and find:

- a. two adverbs that are opposites (almost/hardly)
- b. two verbs that are the same in present and past (cut/fit)
- c. two adverbs that mean "just right" (exactly/perfectly)
- d. two adverbs that mean "all" (completely/perfectly)
- e. a verb that means "to see how long or big something is" (measure)
- f. a word that means "part of something bigger" (piece)
- g. what you feel if you didn't sleep very well (tired)
- h. parts of a room (walls)
- i. what tables and chairs can be made of (wood)



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Session 2

- Warm-up** Ask students to tell you something they can do very well, and something they can hardly do at all (explain that “hardly” means just a little bit).
- Check Homework** Check the homework sentences from Part A on the board. Ask students to supply the adverbs they added for part B. Answers will vary.
- Discussion** Go over these pairs of confusing words. Explain the differences and give more examples, as needed.
- hard / hardly**
    - It's \_\_\_\_\_ to walk because I hurt my foot.
    - My feet hurt so much, I can \_\_\_\_\_ walk.
    - That was a \_\_\_\_\_ test. I \_\_\_\_\_ knew any answers.
  - good / well**
    - She swims very \_\_\_\_\_, doesn't she?
    - Yes, she's a very \_\_\_\_\_ swimmer.
    - I don't feel very \_\_\_\_\_.
  - too / very**

Explain that **too** means “more than you want” or “more than is good.”

    - I like this shirt. It's \_\_\_\_\_ pretty.
    - The shirt doesn't fit. It's \_\_\_\_\_ small for me.
    - It's \_\_\_\_\_ hot to wear a sweater.
- Movie** Go over the following questions before the movie. After the movie, students answer the questions in their notebooks. Encourage them to use intensifiers. If needed, give an answer bank on the board. Alternatively, assign each student one question to look for while watching the movie. Answers will vary.
- What is Ben trying to build? (He's trying to build a tree house.)
  - Does Ben measure the wood carefully? (No, he doesn't measure carefully enough. / He doesn't measure very carefully.)
  - Why does he make mistakes? (He works too quickly.)
  - What is wrong with the pieces of wood? (One is too long; one isn't long enough.)
  - How does the last piece of wood fit? (It fits perfectly.)
  - What happens when Ben measures the wood for the wall? (The pieces aren't long enough. / He measures completely wrong.)
  - What does Ben learn about how to build something? (You must measure exactly right.)
  - How is it going when they are almost finished? (It's going well. They hardly make any mistakes.)



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Session 2 (cont.)

- Movie (cont.)**
- i. How does the tree house look? (It looks really good.)
  - j. How does Ben feel about sleeping in the tree house? (He thinks it's a great idea. He can hardly wait.)
- Practice I** Using the sentences on the board from the previous activity, ask students to circle the adverbs and draw arrows to the words they modify.
- Practice II** Students work on features from this lesson, such as **Words Words Words** or **Hear it, Say it**.
- Homework**
1. Circle the correct word and write a sentence with the second word:
    - a. If you walk (straight / perfectly) you'll see the store on your right.
    - b. This suit looks good on you. It (gets / fits) you perfectly.
    - c. I think I'm sick. I don't feel very (tired / well).
    - d. He (gets / cuts) home early so he'll have time to help you.
    - e. The cake is (completely / almost) ready. Give it five more minutes.
  2. Use one of the adverb expressions to answer the questions. Use an intensifier with the adjective / adverb in parentheses.
    - a. How happy are you with how you speak English? (happy)
    - b. How happy are you with your last test? (happy)
    - c. How scared are you of monsters? (scared)
    - d. How fast do you run? (fast)
    - e. How do you feel today? (well)
- Sum-up** Think of another way to say the following sentences. Supply the words, if needed (**hardly, too, really**).
- a. This sweater doesn't fit well. (It hardly fits.)
  - b. This hat is very big for me. (It's too big.)
  - c. It's a very good book. (It's a really good book.)



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Session 3

- Warm-up** Review some of the new vocabulary by completing the sentences. Answers may vary.
- Please cut me a piece of \_\_\_\_\_.
  - This \_\_\_\_\_ doesn't fit me.
  - I went to the store and got some \_\_\_\_\_.
  - I'm tired because \_\_\_\_\_.
- Check Homework** Go over the homework. Have students ask each other the questions.
- Practice** Students work on features from this lesson, such as **Words Words Words** or **Hear it, Say it**.
- Reading** Students read the passage in **Read It** in pairs, and answer the questions. Working together, students circle the adverbs in the passage. Give students time to practice reading the dialogue in pairs. Volunteers may read it for the class.
- Writing** To prepare for the assignment in **Write It**, have students work with a partner. They each think of something they love to do, and take turns asking each other questions about it. You may want to brainstorm possible questions on the board and model an interview with one of the students first.
- Homework** The homework is the writing assignment in **Write It**: an interview with two friends asking seven questions about things they love to do. They can use the ideas they just went over in class.
- Sum-up** Ask students to say something they learned about adverbs in the last two lessons (L2U3L3-L2U2L4), or a sentence with an adverb.