

2C The absolutely amazing game! gradable and strong adjectives; adverbs

ANSWERS

CLASS ACTIVITIES:
PHOTOCOPIABLE

<p>30</p> <p>I've been to your country. It's very <i>beautiful/gorgeous</i>, isn't it?</p>	<p>31</p> <p>MOVE BACK TWO SQUARES</p>	<p>32</p> <p>She was absolutely <i>angry/furious</i> because I forgot her birthday.</p>	<p>33</p> <p>Mark's mobile is <i>very/absolutely</i> tiny.</p>	<p>FINISH</p>
<p>29</p> <p>Talk for 30 seconds about a time when you were really frightened.</p>	<p>28</p> <p>My phone bill last month was incredibly <i>big/enormous</i>.</p>	<p>27</p> <p>Talk for 30 seconds about an actor or actress that you think is excellent.</p>	<p>26</p> <p>The book is really good, but the film is absolutely <i>bad/terrible</i>.</p>	<p>25</p> <p>That TV show was <i>very/absolutely</i> fabulous.</p>
<p>20</p> <p>Talk for 30 seconds about something you think is really delicious.</p>	<p>21</p> <p>When we got home, our clothes were <i>absolutely/very</i> filthy.</p>	<p>22</p> <p>Talk for 30 seconds about an incredibly beautiful place in your country.</p>	<p>23</p> <p>To be honest, I wasn't very <i>surprised/amazed</i> to hear the news.</p>	<p>24</p> <p>MOVE FORWARD THREE SQUARES</p>
<p>19</p> <p>MOVE FORWARD THREE SQUARES</p>	<p>18</p> <p>Talk for 30 seconds about an awful day you've had recently.</p>	<p>17</p> <p>I found the exam fairly <i>difficult/impossible</i>.</p>	<p>16</p> <p>That ice cream was absolutely <i>tasty/delicious</i>.</p>	<p>15</p> <p>Talk for 30 seconds about a band or singer that you think is brilliant.</p>
<p>10</p> <p>My room is always <i>fairly/absolutely</i> freezing.</p>	<p>11</p> <p>Talk for 30 seconds about a book you think is absolutely wonderful.</p>	<p>12</p> <p>Talk for 30 seconds about the last time you were really exhausted.</p>	<p>13</p> <p>My mother's cooking is always <i>absolutely/incredibly</i> good.</p>	<p>14</p> <p>MOVE BACK TWO SQUARES</p>
<p>9</p> <p>I've worked so hard today. I'm absolutely <i>tired/shattered</i>.</p>	<p>8</p> <p>MOVE FORWARD THREE SQUARES</p>	<p>7</p> <p>I come from a fairly <i>big/huge</i> city.</p>	<p>6</p> <p>Talk for 30 seconds about something you're really interested in.</p>	<p>5</p> <p>The weather was extremely <i>good/fantastic</i>.</p>
<p>START</p>	<p>1</p> <p>I was absolutely <i>terrified/frightened</i> by that film!</p>	<p>2</p> <p>MOVE FORWARD TWO SQUARES</p>	<p>3</p> <p>When I see her, I always feel extremely <i>happy/delighted</i>.</p>	<p>4</p> <p>Talk for 30 seconds about a really brilliant film you've seen recently.</p>

2C The absolutely amazing game! p155

Language

Gradable and strong adjectives; adverbs

Activity type, when to use and time

Board game. Use any time after lesson 2C. 20–30 minutes.

Preparation

Photocopy one board for each group of three or four students. You also need a dice for each group and a counter for each student.

Procedure

- Put students into groups of three or four. Give each group a copy of the board, a dice and counters (or students can make their own counters). Ask a student with a watch in each group to be the timekeeper.
- Students take turns to throw the dice and move around the board. When they land on a sentence square, they must choose the correct word and say the complete sentence. If a student gets the sentence wrong, he/she must move back to his/her previous square.
- If a student thinks that another student's answer is wrong, he/she should ask you to adjudicate.
- When a student lands on a *Talk about* square, he/she must talk about the topic for 30 seconds. If he/she stops talking before 30 seconds is up, he/she must move back to his/her previous square.
- The first student to reach the *FINISH* square wins. If groups finish early, students can go through the squares in order and take turns to say the correct sentences. They can also discuss the topics in the *Talk about* squares they didn't land on during the game.

1 terrified 3 happy 5 good 7 big 9 shattered
10 absolutely 13 incredibly 16 delicious 17 difficult
21 absolutely 23 surprised 25 absolutely 26 terrible
28 big 30 beautiful 32 furious 33 absolutely

3B The world's greatest traveller p156

Language

Present Perfect Continuous and Present Perfect Simple

Activity type, when to use and time

Pairwork role play. Use any time after lesson 3B.
20–30 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into separate role cards.

Procedure

- Put the students into two groups, A and B. Give a copy of the Traveller role card to each student in group A and a copy of the Interviewer role card to each student in group B. If you have an odd number of students, have an extra interviewer.

- Explain that the interviewers in group B are going to interview the travellers in group A for a TV documentary series called *Around the World*.
- Students work on their own and follow the instructions on their role cards. Encourage the travellers to use their imagination when preparing their roles and to think of interesting information they can tell the interviewer about each topic. Also check interviewers' questions for accuracy and help them with any problems. Encourage students to make questions with the Present Perfect Continuous and Present Perfect Simple where possible. With a low-level class, interviewers can prepare questions in pairs.
- Reorganise the class so that one interviewer is sitting with one traveller. Students do the role play in pairs. Encourage the interviewer to greet the traveller and make him/her feel comfortable before beginning the interview.
- When students have finished the role play, ask the interviewers to tell the class a few interesting things about the travellers they have just talked to. The class can then decide who is 'the world's greatest traveller'.

3C Suffix dominoes p157

Language

Suffixes for adjectives and nouns


Activity type, when to use and time

Dominoes. Use any time after lesson 3C. 15–25 minutes.

Preparation

Photocopy one set of dominoes for each pair of students. Cut into sets and shuffle each set.

Procedure

- Put students into pairs. Give one set of dominoes to each pair. Students share out the dominoes equally. Students are not allowed to look at each other's dominoes.
- One student puts a domino on the table. His/Her partner puts another domino at either end of the first domino so that the word and the suffix make a new word. Students continue taking turns to put dominoes at either end of the domino chain.
- If a student thinks the word and suffix don't match, he/she can challenge his/her partner. If the match is incorrect, the student must take back the domino and the turn passes to his/her partner. If students can't agree, they should check in  SB p134 or ask you to adjudicate.
- When a student can't put down a domino, the turn automatically passes to his/her partner. The game continues until one student has put down all his/her dominoes or until neither student can make a correct match. The student who finishes first, or who has the fewer dominoes remaining, is the winner.
- Early finishers can take turns to make sentences with the new words.