Teachers Notes:

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<td>Topic:</td>
<td>Life in My Country</td>
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| Lesson Aim: | Students will be introduced to adjectives and adverbs  
  - Adjectives & Adverbs  
  - Develop fluency  
  - Focus on pronunciation |
| CEFR Student Learning Outcomes: | **Reading**  
  I can recognise names, words and phrases I know and use them to understand very simple sentences  
**Listening**  
I can understand people if they speak very slowly and clearly about simple everyday topics.  
**Spoken Interaction**  
I can use simple words to describe something  
**Quality of Language**  
I can use correctly some simple gestures that I have memorized. |
| Lexical Aim: | Adjectives: big, old, empty, rich, expensive, wet, beautiful, easy, fast, dangerous  
Adverbs: quite, very, not very |
| Interaction Patterns: | Pair work, group work, whole class. |
| Preparation: | Copies of handouts |
| Task Time: | 120 minutes |
Lesson:

**Procedure**

Draw a line on the whiteboard:
On one end, write *not very* .......and on the other end *very*...Elicit from students what to put in the centre. – If too difficult write the first letter – Q....u.....t.e..
Explain the difference and give examples of when to use each one.

Write *My country is very expensive* on the whiteboard and ask students if they agree or disagree.

Write beautiful, wet, rich, old, easy, empty, big, fast and dangerous on the whiteboard and elicit the meaning of each, giving examples.

In groups of 3, students write 3 sentences using the adverbs with 3 of these adjectives.

Handout ‘Bring your Umbrella’
Students complete sentences in pairs using the adjectives they have already met.
After gathering feedback, ask students to write T/F beside each one. (explain meaning of true/false beforehand)

In pairs, students now work together to write new sentences about their countries using the adjectives.

*An idea for the following lesson:*

Introduce students to the antonyms of the adjectives they met yesterday.

Post the adjectives students met the previous day on one side of the whiteboard. Ask students to work together to write the opposites of these words. (easy / difficult) Get feedback and elicit unknown vocabulary, giving examples.

Write the following sentence on the board and elicit ‘safe’. Ask students, in pairs, to write 3 more sentences using adjectives and their opposites to form sentences.

*Example – ‘My country is not dangerous. It is ____’*

*Game:*

Leave the adjectives on the board. Post the cut-out cards with their opposites around the room. Create two teams. One student from each team has to find the opposite on the wall and bring it to its match on the whiteboard. This is a race so students have to think as fast as they can. When one team find a match, the next student in line has to find the following match and so on...
Answers:

Bring your Umbrella!

1. In my country, the weather is **quite wet** so it is important to have an umbrella with you at all times.

2. It is **very easy** to go into the city centre because there are many buses and trains.

3. My town is **not very big**. It is quite small.

4. My country is **a very beautiful** country with a lot of natural landscapes.

5. Life in my country is **quite** slow but life in New York is **very fast**.

6. My town is **a very safe** place to live. It’s not dangerous.

7. There are **quite** a lot of **old** houses here but there are new houses too.

8. My school is **quite empty** at the moment. There are not many students.

9. People from my country are **very rich**. They have a lot of money.

10. It is **expensive** to live in my country. The food and clothes are **not very** cheap.