

Lead in

Ask students to discuss in pairs a hobby they enjoy doing.

Eg: What is it? Are you good at it?

Why do you like it? How does it make you feel?

Before they start discussing give them a personal example orally.

For example, I love baking. I am a good baker and none of my friend can resist to my cupcakes. They are delicious. I sometimes sell them in local markets. People queue to buy my cupcakes. I am proud of myself.

Feedback

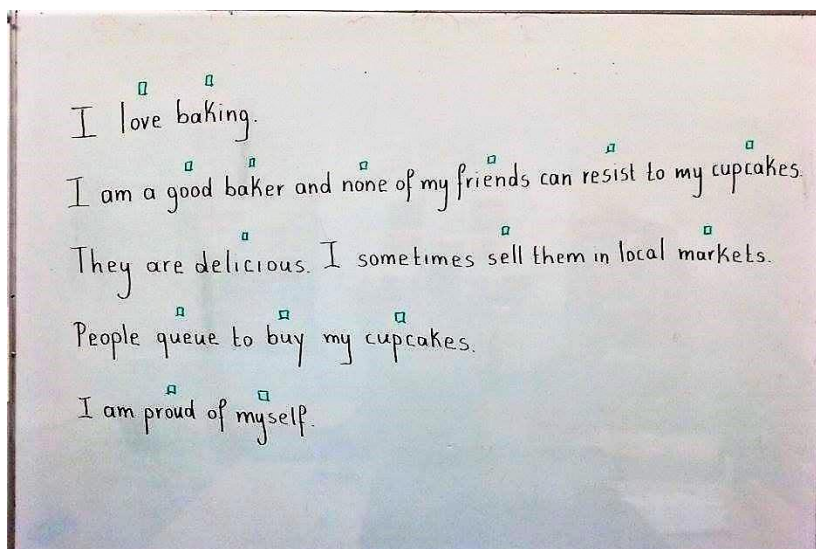
After feedback show them your personal example in a written form. Have it written in advance on the IWB or on an A3 piece of paper so that you don't waste time writing. With a model on the board ask them to write a down a few sentences about their partner's hobby.

Eg: Kate loves.....

Introduction to the target language

A. Read your example and ask students to discuss which words are stressed.

Feedback

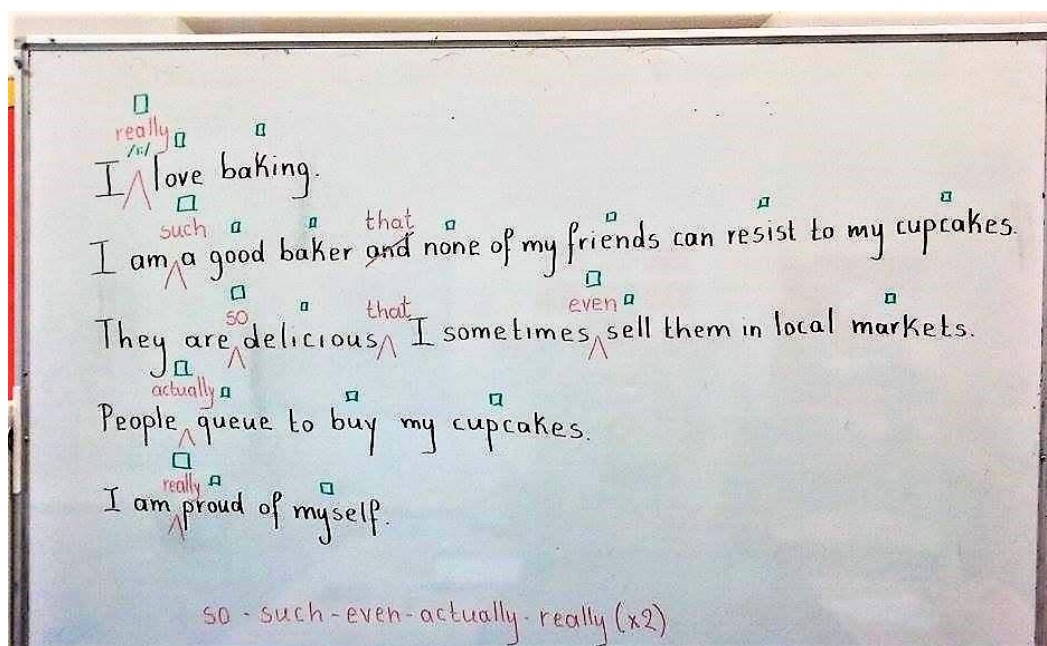


B. Ask students to mark the stress in their own piece of writing and read it to their partners.

Monitor, check and assist wherever is needed. Ask a few students to read theirs in the whole class.

C. Write on the board the following words and ask students where they would place them in the sentences on the board. They need to use one in each sentence. The word 'really' can be used twice.

so – such – even – actually – really(x2)



During Feedback **focus on form**

■ **What comes after the intensifiers?**

really + verb → I **really** love

really + adjective → I am **really** proud

such + (adj) + noun → I am **such** a good baker (that)

so + adj → They are **so** delicious (that)

actually + verb → People **actually** queue

even + verb → I sometimes **even** sell them

During Feedback **focus on pron**

■ **Has the stress changed when the intensifiers were added?**

■ **Are the vowels in the intensifiers long or short?**

During Feedback **focus on use**

■ **Why do speakers use intensifiers ? *place emphasis***

■ **Does the meaning change? *no***

Controlled practice

A. Ask students to add intensifiers to the writings they have produced and read them to their partners.

Time permitting, rearrange the pairs so that the students are exposed to more examples.

B. Ask students to discuss in groups /pairs how they feel about the people/things on the photos.



Feedback

Freer Practice

Ask students to discuss about a place in their hometown they like, e.g. a museum/restaurant/shopping center, etc and one they don't like. They need to justify their answers. Encourage them to use intensifiers.

If you want to make it more fun ask them to impersonate the British. They can imagine themselves in a café gossiping while they are having their 5 o'clock tea in order to stress the use of intensifiers in British English.