

# Lesson 2 - Aim: 'I can use 'really' and 'very' in my apologies'

## Prepare before class

Print and laminate:

- four sets of yellow cards including one of each intensifier 'very', 'so', 'really', 'terribly', 'please', 'dreadfully'
- five sets of cards for station two. Each set includes one of each IFID (purple card) from last lesson and one of each intensifier (yellow card) for this lesson. Add also the purple cards 'I' and 'I am' for a total of 14 cards.

Print:

- One cartoon template for each learner
- One worksheet for each learner

## Instruction - 5-7 min

Begin by addressing the aim for the lesson. Then show the intensifier (yellow cards) poster. Read them aloud. Ask if any learners know what the words mean. So=så, very=veldig, really=skikkelig, terribly=fryktelig, dreadfully=forferdelig, please=vær så snill.

Explain the meaning and show how to use the words, i.e. 'I can use 'very' so the person knows I really mean it, like this 'I am very sorry'. Show the class it is possible to use multiple intensifiers or the same intensifier several times, i.e. 'I can say 'I am really really really really sorry''

## Explain stations - 10 min

Explain the stations in the following sequence:

1. **Cartoon.** Each learner gets one cartoon template at the station. Read loud the four apology scenarios so they know what they are. Provide an example to one of the scenarios as a model on how to solve the task. Each scenario includes an apology with blank space for learners to fill in with an intensifier. They can choose from the cards on the table. When they have chosen the intensifier they write the full apology in the speech bubble in their cartoon. Then they draw the moment the accident happened and the moment when the person utters the apology. Just like the model.
2. **Sentences.** The learners sit in pairs or groups of three and make as many sentences they can with the purple and yellow apology cards they have received. Make sure they are aware that after they have made one sentence they can pick it apart and use some of the words again in new sentences. Whenever a group makes a sentence they read it aloud.
3. **Worksheet.** On one page of the worksheet learners need to fill in the blank spaces of apologies. They can use the wordbank on the side as assistance. Even if they use one intensifier in one sentence, they can use it again later if they think it fits other apologies as well. On the bottom of the page the learners need to match the English and Norwegian sentence. Read them aloud and let them think for themselves what translations fit each other. The backside of the worksheet is a fill in the blank activity. Learners need to fill in the missing letters in the intensifiers and can use a wordbank to help them.

## Work at stations - 30 min (7-10 min each station)

## Summarize - 5 min

Finish by asking learners if you can show their cartoon to the class. Show the cartoons around and talk about what scenario the cartoon is for and what intensifier the learner used.