Teacher's Guide – C1.57.1 Onward and upward

CEFR Level: C1

ELPA 21: Advanced

CA ELD: Bridging

WIDA Level: Bridging-Reaching

TELPAS: Advanced High

Estimated Time: 60 minutes

Language Objectives
Students will identify adverbs and adverbials of manner, frequency, time, place, certainty, degree, comment and linking.
Students will place adverbials in the normal front, middle and end positions of a clause and move them for emphasis.

Vocabulary
reflect, motivation, sacrifice, strain, financially, adverbial, emphasis, remotely, exclusively, nuance, master

Content Objectives
Students will discuss their experience of learning English and respond to other students' opinions.
Students will read and listen to people describe learning English and identify the adverbials they use.

Materials Needed
- Off2Class lesson and projector
- Off2Class teacher notes
- Notebook/paper and pens/pencils

Optional:
- Lesson audio
- Speakers
- Highlighters

Language Prerequisites
Familiarity with common adverbs of manner, frequency and time.
Ability to discuss personal experiences using the present perfect and past simple.

Related Lessons
B2.47.1 Understood?
B2.55.1 Technology and change
C1.57.2 Onward and upward

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Lesson Procedure

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Introduction	Speaking	2 min	1	Show Slide 1. Say: "Today we will talk about learning English and look at where adverbs and adverbials go in a sentence."	Write adverb and adverbial on the board.	Ask students how long they have studied English.
Warm-up: learning English	Speaking	6 min	2	1. Show Slide 2. Clarify reflect, motivation and sacrifices. 2. Pair students to discuss the questions on the slide. 3. Have pairs report back, focusing on the challenges they have faced.	Let pairs choose three questions to discuss.	Ask students to describe one high and one low in detail.
Reading: Roko, Kari and Talia	Reading/ Speaking	6 min	3	1. Show Slide 3. Have students read the three opinions individually. 2. Pair students to say whether they share each opinion. 3. Ask the questions in the teacher notes.	Explain a strain financially before students read.	Ask students to say which opinion is closest to their own and why.
Grammar: what is their function?	Reading/ Speaking	8 min	4	1. Show Slide 4. Have students read sentences A to D and focus on the words in bold. 2. Pair students to discuss what each bold word or phrase tells us and which words it connects to. 3. Ask the questions in the teacher notes to elicit the function of the bold words. 4. Elicit that the bold words give information about how, when, how much and how often.	Do sentence A together, e.g. financially tells us how it has been a strain.	Ask students to replace each bold word with another adverbial with a similar function.
Grammar: adverbs and adverbials	Reading	4 min	5-6	1. Show Slide 5. Have students read the example sentences aloud. 2. Ask the question in the teacher notes about time, manner and place. 3. Show Slide 6. Go through the table. Say sentences with adverbials from the table and have students name the type.	Have students highlight the adverb in each example.	Ask students to add one more adverbial to each column.

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Practice: what type is it?	Writing	6 min	7	1. Show Slide 7. Have students identify the type and position of each adverbial. 2. Point out that sentence 4 has two adverbials. 3. Check answers using the teacher notes. Note that never in sentence 13 is in the middle position, not the front.	Assign sentences 1-7 only.	Ask students to move three adverbials to a different position and say how the meaning changes.
Reading: Kamil works remotely	Reading	2 min	8	1. Show Slide 8. Read the example with students. Pair students to identify the type and position of the adverbials in bold. 2. Check answers using the teacher notes and ask the first question on the slide.	Do the first two adverbials together.	Ask students to rewrite one sentence with the adverbial in a different position.
Grammar: end position	Reading/ Speaking	2 min	9	1. Show Slide 9. Have students read the examples aloud. 2. Point out the normal order: manner, place, time. Elicit more examples, e.g. "They danced beautifully last night."	Write manner > place > time on the board.	Ask students to explain the warning about adverbs of place.
Reading: Joon's experience	Reading	2 min	10	1. Show Slide 10. Have students read the text and answer the questions. 2. Explain comment and linking adverbials. Check answers using the teacher notes.	Tell students there are two adverbials in bold.	Ask students to find another linking adverbial they know.
Grammar: front and middle position	Reading/ Speaking	3 min	11-12	1. Show Slide 11. Read the examples. Say: "I shut off my phone at night. At night, I shut off my phone. How are the sentences different?" 2. Show Slide 12. Read the examples aloud and point out the position with contracted negative verbs. 3. Have students make one sentence with definitely and one with still about themselves.	Give the frame "I'm still ..."	Ask students to explain why the second phone sentence puts emphasis on the time.

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Practice: which sentences are correct?	Writing	5 min	13	1. Show Slide 13. Have students decide if each adverbial is in the normal position and correct the wrong ones. 2. Check answers using the teacher notes. Point out that however can also go at the end in natural English, but the exercise wants the normal front position.	Assign sentences 1-6 only.	Ask students to name the type of each adverbial.
Review: positions of adverbials	Speaking	1 min	14	Show Slide 14. Pair students to make sentences and try the same adverbial in different positions.	Let students choose one row of the table.	Ask students to explain when the front position is possible for manner, place and time.
Practice: Alexandria	Reading/ Writing	2 min	15	1. Show Slide 15. Clarify exclusively, up-to-date and globally. Have students choose the best adverb. 2. Check answers using the teacher notes.	Do the first choice together.	Ask students to explain why the other options do not fit.
Listening: Christina	Listening	4 min	16-17	1. Show Slide 16. Go through nuance and master. Play the audio. Students put the topics in order. 2. Check answers using the teacher notes. 3. Show Slide 17. Play the audio again. Check answers using the teacher notes. 4. Pair students to discuss the questions on the slide and share with the class.	Play the audio on Slide 17 twice.	Ask students to say what Apparently tells us about Christina's view.
Listening: gap fill	Listening/ Writing	2 min	18	1. Show Slide 18. Have students complete the text, then play the audio to check. 2. Check answers using the teacher notes and point out the note about plus.	Tell students that tomorrow and well are not used.	Ask students to write one more sentence for the text with an adverb from the box in its normal position.

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Speaking: Martin's experience	Reading/ Speaking	5 min	19	1. Show Slide 19. Have students read the text. 2. Ask the questions in the teacher notes. Encourage students to use adverbials when they reply.	Give the frames "I have always ..." and "I usually ..."	Ask students to use at least three different types of adverbial.

Assessment ideas

Formative Assessment

1. Function of adverbials
When: Slide 4
How: Listen to pairs. Check that students can say what information each bold word adds.

2. Adverbial practice
When: Slides 7, 13 and 15
How: Check answers using the teacher notes. Ask students to name the type and position of each adverbial.

Summative Assessment

1. Learning experience discussion
When: Slide 19
How: Listen to each student. Check that they use adverbials of several types in natural positions.