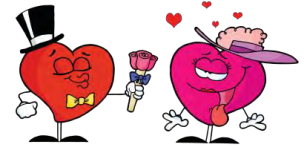


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## Being Romantic



	You	Your Partner
1. Walking hand-in-hand along the beach at sunset.		
2. A candlelit dinner for two.		
3. Giving flowers and chocolates on Valentine's Day.		
4. An old couple celebrating their 50 <sup>th</sup> wedding anniversary.		
5. Receiving a love letter or poem.		
6. A surprise weekend for two in a 5-star hotel in Paris.		
7. Saying "I love you" often.		
8. Giving your partner a mix-tape of songs that are meaningful to your relationship.		
9. Receiving a bouquet of flowers from a stranger.		
10. Surprising your partner at work and taking them out to lunch.		
11. Singing or playing a song under your partner's bedroom window.		
12. Having a picnic in the countryside.		
13. Cooking a special meal of your partner's favourite food.		
14. Carving your initials into a tree.		

I think \_\_\_\_\_ is **extremely** **very** **quite** **romantic**  
 because \_\_\_\_\_

I don't think \_\_\_\_\_ is **really** **at all** **romantic**  
 because \_\_\_\_\_

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## Being Romantic

In this speaking activity, students practice using adverbs of degree by discussing and grading different romantic situations.

Before class, make one copy of the worksheet for each student.

### Procedure

Draw a picture of a romantic situation on the board, e.g. two people having a romantic meal with candles and roses on the table. Ask the students to suggest other ways of being romantic.

Give each student a copy of the worksheet and ask them to read through the 14 situations. Ask the students to choose the most romantic situation and explain why.

Next, divide the class into pairs.

Explain that each pair is going to discuss how romantic the situations are and grade them accordingly on their worksheet.

Write the following on the board:

- 5 = extremely romantic
- 4 = very romantic
- 3 = quite romantic
- 2 = not really romantic
- 1 = not at all romantic

Explain that the students in each pair do not have to give the same grading.

When everyone has finished grading, bring the students' attention to the language at the bottom of the worksheet.

Show how the structure changes for „not really“ and „not at all“. Go through the results with the whole class, encouraging students to use adverbs of degree.

Ask the students in each pair to join with another pair to form a group of four. Explain to the students that they are going to collaborate to come up with another romantic situation. This time, they must agree on one new romantic situation.

When all of the groups have completed their situations, discuss each one as a whole class, and ask the other groups to grade each situation one to five. Again, encourage the students to use adverbs of degree.