

Unit 4

Adjectives

Essential knowledge

Useful expressions: description

Vocabulary: adjectives

Language conventions: word order
(adjective position)

MATERIALS NEEDED

Highlighter



1 Identification

G Adjectives

An adjective describes a noun: a person, an animal, a place, an activity, a thing or an idea.

- Place adjectives before the noun or after the verb to be.

► Highlight the adjectives in the examples.



Adjectives never change their spelling. The singular and plural are the same.



- Highlight each adjective in the text below.
- Draw an arrow to show the noun it describes.

Example: a juicy red apple



Ben is athletic and adventurous. He is tall, with red hair and a friendly smile. He lives with his family in a brick house on a quiet street. He has a little sister and an adorable puppy. Ben likes exciting sports. His favourite activity is playing soccer and he is an enthusiastic fan. He is an excellent player. The games are fast and very competitive. Ben's best friend is James, a talented and creative person. James plays classical guitar and draws beautiful pictures.

1 Identification

Brainstorm for adjectives before doing the activity on this page. Challenge the class to make a list of 20 (or more) adjectives or have the students do this in pairs or teams. Alternatively, ask the class to give adjectives to describe a specific item: a car, a sport, a person, a computer, a pet, etc. Review the definition of nouns and go over the information in the *Grammar* box. Read the text with the class. Have them highlight the adjectives and link them with the nouns they describe.

If the students include *very* in their list (*very competitive*), explain that *very* is an adverb placed in front of an adjective for emphasis. Remind the class that *really*, also an adverb, is used to emphasize verbs, for example: Alice *really* likes soccer.

Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Adjectives

Essential knowledge

Useful expressions: description

Vocabulary: adjectives

MATERIALS NEEDED

Dictionary (optional)

EXTENSION MATERIALS



3 Opposites

A Do you know the opposites?

► Find an antonym for each adjective.

► Use the words in the *Info box* to help you.



Info box

beautiful	boring	difficult	empty	low	nervous	quiet	serious
small	tall	terrible	tiny	wet	white	young	

- | | | | | | |
|----------|-----------|----------|---------|-----------------|-----------|
| 1. short | tall | 6. full | empty | 11. noisy | quiet |
| 2. big | small | 7. black | white | 12. easy | difficult |
| 3. huge | tiny | 8. funny | serious | 13. high | low |
| 4. old | young | 9. dry | wet | 14. interesting | boring |
| 5. ugly | beautiful | 10. calm | nervous | 15. fantastic | terrible |



B Other ideas

► Find other pairs of opposites.

- Answers will vary. _____ and _____
- _____ and _____
- _____ and _____
- _____ and _____
- _____ and _____



44

forty-four

© 2015, Les Éditions CEC inc. • Reproduction prohibited

3A Do you know the opposites?

Ask the students for all the words they can think of to describe people (*young, old, short, tall, quiet, noisy, funny, serious*). Circle the opposites in the list. Do the same for books, animals, sports, foods, etc.

Students complete this activity using prior knowledge, their teammates' help and the *Info box*. They may work with a partner, with their team or individually.

3B Other ideas

Students find other opposite pairs of their own choice.

Extension

The following are three activities to consolidate and transfer the notion of adjective opposites.

Prepare a book of opposites. Have each student (or pair of students) choose an opposite pair (or another of their selection) and then create a page to illustrate clearly what these words mean. Collect and publish their creations in a class book to share with younger or beginner ESL students in the school.

Prepare a similar activity with synonyms.

Following this activity (or at a later date), have students complete RS 8 to discover more adjective opposites.

Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

