

Essential knowledge

Useful expressions: description

Vocabulary: adjectives

Language conventions: word order

(adjective position)

MATERIALS NEEDED

Highlighter



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



Notes

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.

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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.

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Essential knowledge

Useful expressions: description

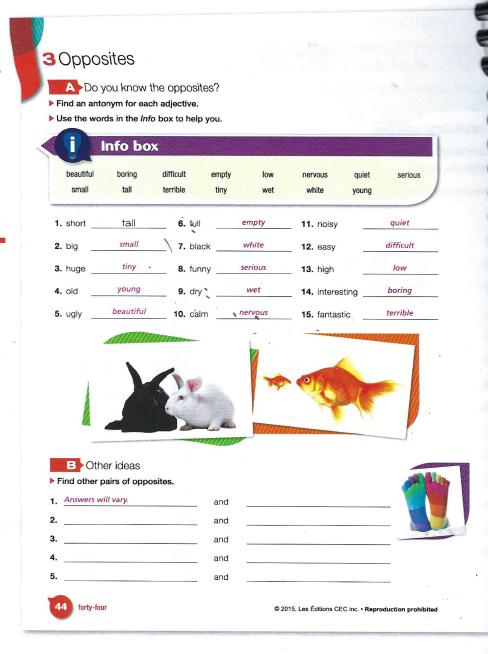
Vocabulary: adjectives

MATERIALS NEEDED

Dictionary (optional)

EXTENSION MATERIALS





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.

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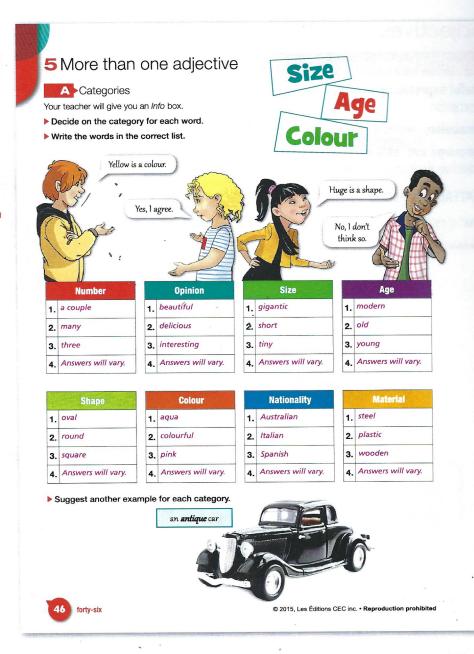
Essential knowledge

Useful expressions: agreement, disagreement, opinions, teamwork

Vocabulary: adjectives

MATERIALS NEEDED





5A Categories

Students classify adjectives in preparation for learning and practising adjective order. The adjective word list is on *RS 9*.

Give a copy to each student. The activity can be teacher-directed or a cooperative team activity.

Make a single word list for each team and cut it into four columns so that each member of the team has only a section of the list. Students share their words, repeat them, ask how to spell them, ask for clarification and decide where to write each adjective.

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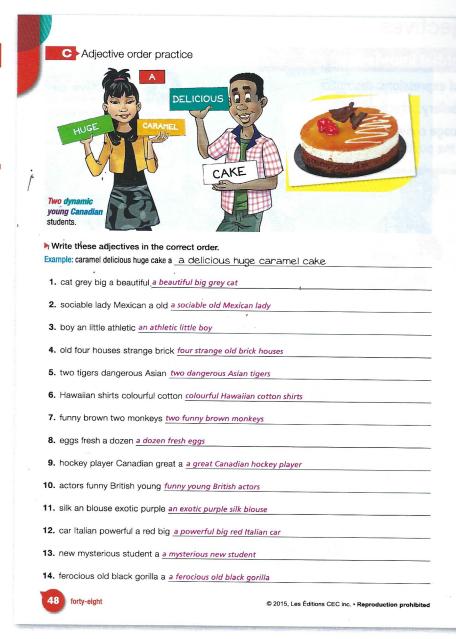
Essential knowledge

Useful expressions: description

Vocabulary: adjectives

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(adjective position)



5C Adjective order practice

Write the mnemonic *N O S A S C Nat Mat* on the board and ask the students what each letter or group of letters means. Write their answers next to the corresponding initial. Keep all the information on the board as the students complete the first half of the exercise. For the second part, erase the words, keeping only the initials.

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