

Compound Adjectives

Lesson Objective: The objective is to enable the students to describe things using compound adjectives. During the lesson, students focus on 3 varieties of compound adjective and practice using these while playing a board game.

Skill Level: Upper-intermediate and up

Preparation Time: About 30 minutes (assuming you have a laser printer and an office-guillotine).

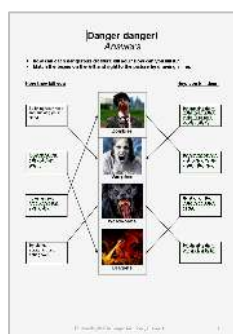
Lesson Duration: 1 hour

Preparation advice

- Print out one copy of the worksheets for each group that you will teach.
- Print out one copy of the answers for each student, plus one copy for you to use in class.
 - To save paper, print the answers double sided, two pages per side. It should be possible to change the print settings in *File* → *Print* → *Properties*.
- Print out one copy of the game board, ideally in colour.
- Print out one copy of the board game cards, double-sided and ideally in colour.
 - To save time, cut out the cards using an office guillotine if you have one.
 - Keep the “your opinion” cards and the “devil’s advocate” cards in separate stacks.
- You’ll need a dice to play the game. You’ll also need small square pieces of paper to act as counters.



Worksheets



Answers



Board game



Observation card



Reformulation card

Teaching procedure

Note: If there is more than one student, put the students into pairs or groups.

Page 1: There are pictures of dangerous fictional creatures down the middle of the page. On the left are ways “they kill you”. On the right are ways “you kill them”. Tell the students to match the items on the left and right to the pictures by drawing a line. Give them 3 or 4 minutes to do this.

Once they’re done, review the answers.

Page 2: This page introduces 3 kinds of compound adjective. Check their current understanding of these by getting them to answer the concept check questions. They must tick one answer for each question. Give them 4 minutes to do this.

Once they are done, review the answers and clarify if necessary. Also, briefly highlight the differences in structure between the different types of compound adjective.

Forms:

- **“Slow-walking”** (adjective + verb-ing): describes an action and its manner.
- **“Brain-eating”** (singular noun + verb-ing): describes an action and what the action is done to.
- **“Bloody-faced”** (adjective + noun-“ed”): describes a how a specific part of something appears.

Page 3: There are 3 small tables that require completing. To complete the tables the students must find specific types of compound adjectives in the creature descriptions. Give them 5 minutes to do this. Remind them that each kind of compound adjective has a unique structure.

When they’re done, go over the answers.

Page 4: This is a “form sheet” which double checks that they know the form of each kind of compound adjective. The students have to fill in the empty boxes with the correct *part of speech* to show the form of the compound adjective. The *parts of speech* they need are in the big box at the top of the page. Give them 3 or 4 minutes to do this.

Once they’re done, review the answers.

Page 5: The students have to read each sentence and then complete the answers using a compound adjective (adjective + verb-ing). Give them 5 minutes to do this.

Review their answers when they’re done.

Page 6: The students have to read each sentence and then complete the answers using a compound adjective (singular noun + verb-ing). Give them 5 minutes to do this.

Give them feedback when they’re done.

Page 7: The students have to read each sentence and then complete the answers using a compound adjective (adjective + singular noun-“ed”). Give them 5 minutes to do this.

Review their answers when they are finished. At this point, it would be a good idea to emphasise the importance of “ed” pronunciation, and do a brief 5-minute review of this with some drilling.

“Fear” board game: The game is simple. In turn, each student throws the dice and then moves their counter. They then take an “observation card” or a “reformulation card”, depending on which kind of square they land on.

Each “observation card” has an image. The student must use the image to form a sentence which contains a compound adjective. Note that many answers may be possible.

Each “reformulation card” has a sentence which elicits a specific compound adjective. The student must reformulate the sentence so that it contains the compound adjective.

If a student has problems with a card, guide them to an answer. Also, give the students encouragement and gently correct them when necessary.