

Simple Adjectives and Adverbs

Lesson Objective: To increase the students' ability to modify nouns and verbs by using adjectives and simple adverbs of manner within the context of animals.

Skill Level: Elementary

Preparation Time: About 20 minutes (assuming you have a laser printer).

Lesson Duration: 1 hour

Preparation advice

- Print out one copy of the handouts for each group.
- 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 one copy of the “dog pictures”. It may be a good idea to have some sticky tack (or tape) so you can stick the pictures to the board.
- Print the “act an adjective” extension activity and cut out the cards individually. There are only 20 adjectives so it will be necessary to print and cut out more than one set if you are teaching more than 20 students.

Teaching procedure

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

Page 1: Show the class page 1 and tell them that they have to look at each picture and write the name of the animal underneath. Give them about 4 minutes to do this. Hand out page 1 to each group and review the answers when they are done.

Page 2: Stick the first dog picture to the board and write “This is a crazy dog” next to it. Elicit from the class which word is the *adjective* and then circle it. Next, elicit which word is the *noun* and then underline it. Elicit that the adjective changes the noun.



Show the class page 2 and tell them that they have to circle the adjectives and underline the nouns in each sentence. Give each group about 4 minutes to do this and then give them page 2. Review the answers when they are done.

Page 3: Stick the second dog picture to the board and write “The crazy dog is running quickly” next to it. Elicit which word is the *adverb of manner* and circle it. Next, elicit which word is the *verb* and underline it. Elicit that the adverb changes that verb.



Please turn over...

Show the class page 3 and tell them that they have to circle the adverbs and underline the verbs in each sentence. Give each group about 4 minutes to do this and then give them page 3. Review the answers when they are done.

Page 4: Fold page 4 in half so that only question 1 can be seen. Question 1 features two sentences which contain adjectives. The students are required to identify the *parts of speech* and then write these in the empty boxes below the sentences. Give each group a few minutes to do this.

When you go over the answers for question 1, be sure to highlight the differences between the two structures.

Next, have the groups do questions 2, 3 and 4, which are adverb focused.

For question 2, the students have to identify parts of speech, like in question 1.

Question 3 features some adjectives and their corresponding adverbs. The students have to show how the adjectives are changed to regular adverbs.

In question 4 the students have to convert some adjectives into irregular adverbs (note that they don't change). This may be difficult for elementary students so you may need to help them.

After the students have done questions 2, 3 and 4, review the answers.

Board: Briefly review the pronunciation of adjectives and adverbs. Write these two syllable adjectives on the board: "scary", "friendly" and "beautiful". Ask the students to identify the stressed syllable in each word. Say each word naturally to guide them. The first syllable of multi-syllable adjectives is usually stressed. Note that single-syllable adjectives are stressed automatically. Finally, drill the pronunciation of each adjective with the whole class.

Next, change the 3 adjectives into adverbs and go through the same process again. Note that the first syllable is usually stressed in adverbs of manner.

Page 5: Page 5 has some animal pictures with two sentences next to each one. The students have to look at each picture then choose the most appropriate adjective or adverb.

Give each group about 5 minutes to do this and then review the answers.

Page 6: Page 6 has some more animal pictures. For each picture, the students have to write a sentence which contains an adjective and an adverb. The example should make this clear.

Give each group about 5 minutes to do this. They may use any adjective or adverb they want. If they have difficulty, encourage them to use adjectives / adverbs used earlier in the lesson.

Extension: activity: If the lesson runs short, have the students play "act an adjective". Model the activity for the students first. Take an adjective from the stack and tell the students that you will use your body to tell them what the adjective is. If they know the answer they should shout out "You are..." plus the adjective.

If a student gives the wrong answer, you should shake your head. If they give a similar answer, you should say "That's close". If they give the right answer you should say "That's it!" Act your adjective until the correct answer is given.

You can continue to act the adjectives to the groups, and give points when the right answer is given. Alternatively, you can have the students act out the adjectives to each other.