

Theme: Let's Describe**Focus: Specific Word Groups — Describing Words****Lesson Objectives**

Students are able to

1. use adjectives to describe people, creatures and things,
2. complete sentences using the most suitable adjectives.

Resources

(Preparation to be done before the lesson)

1. Learning Vocabulary Workbook 2
2. Picture cards of people, creatures or things (Refer to items used in **Exercise 26 and 27** of Learning Vocabulary Workbook 2 and other related items.)
3. Sets of sentences that do not contain adjectives (Have enough sets for each group in the class.)
4. Pictures for writing a story (for Optional Activity)

Introduction / Warm-up Activity (5 min)

1. Select two students who look quite different from each other. Ask the rest of the students to describe them.

Example:

- Ann has long hair but Jane has short hair.
2. Write the describing words 'long' and 'short' on the board. Ask the students what the words are used to describe. If they say 'Jane' or 'Ann', get them to think through again and ask them if the hair is long or Ann is long.
 3. You may also want to act out a word and let them guess it. For example, you could pretend to be tired. Then ask the students how you are feeling. If they say 'tired', tell them that it is also a word that is used to describe people.

Lesson (10 min)**Specific Word Groups — Describing Words**

1. Show the students the picture cards, one at a time, and let them identify the people, creatures or things shown in the pictures. Encourage them to say more about the picture using adjectives to describe their size, colour etc.

2. You may want the students to make comparisons between some of the pictures.
3. Get them to use complete sentences to describe the items. You may want to ensure that there is a good mix of attributive and predicative adjectives.
4. Write the sentences on the board and underline the adjectives.
5. You may want to include adjectives related to feelings and behaviour as well to ensure that the students realize that describing words are not just restricted to physical appearances.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 26 of Learning Vocabulary Workbook 2, page 46** on their own.
2. Facilitate the students' learning by walking around to check their answers.
3. You may want to encourage them to think of other describing words for some of the sentences and to write them in the workbook as well.

Additional Activities / Closure (15 min)

1. Divide the class of students into groups. Give each group a set of sentences that do not contain any adjectives.
2. Let them discuss the different kinds of adjectives that can be placed in each sentence to make it more interesting. They could also make the sentence humorous.
3. Encourage them to be as creative as possible.
4. Let them draw and colour pictures to illustrate their sentences.
5. Let them share their sentences with the class.
6. You may want to pin their sentences on the 'Writer's Wall'.

Optional Activities

1. Ask the students to complete **Exercise 27, page 47** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Get the students to think of three different feelings and three different words to describe physical appearances. Get them to form sentences using those feelings.
4. Let them share their sentences with the class.
5. Alternatively, you may want to give them a set of pictures and let them write a short story using the pictures. Encourage them to use as many descriptive words as possible. You may want to give them a list of possible adjectives for each picture.