

Master

Advanced ESL Lesson

Writing Good Sentences – Day 3
Words That Modify Nouns and Verbs

Objectives:

- Review subjects and verbs.
- Learn the definition of adjectives, be able to identify them in a sentence and generate them for sentences.
- Learn the definition of adverbs and be able to identify them in a sentence and generate them for sentences.
- NOTE: There is an extra activities sheet in this folder that can be used by students who finish their work quickly. Please note what you used in your lesson report for the subsequent teachers.

1. Introduce adjectives by showing the students the Grammar Rock Adjective video on YouTube. (easy to find on YouTube)
2. Review the video, the adjective definition and examples on the worksheet. Have the students do Practice 1 individually or in pairs and share their answers when finished. Review the *using adjectives* rules, asking the students to identify the adjectives in the examples.
3. Have the students do Practice 2 individually or in pairs and share their answers with the class.
4. Introduce articles and do Practice 3 as a group or individually. Correct as a class.
5. Present adverbs using the rules and examples on the worksheet. Have the students do Practice 4 individually or in pairs and then correct the sentences as a class.

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Grammar Rock Adjectives

Got home from camping last spring.
Saw people, places and things.
We barely had arrived,
Friends asked us to describe
The people, places and every last thing.
So we unpacked our adjectives.

I unpacked "frustrating" first.
Reached in and found the word "worst".
Then I picked "soggy" and
Next I picked "foggy" and
Then I was ready to tell them my tale.
'Cause I'd unpacked my adjectives.

Adjectives are words you use to really describe things,
Handy words to carry around.
Days are sunny or they're rainy
Boys are dumb or else they're brainy
Adjectives can show you which way.

Adjectives are often used to help us compare things,
To say how thin, how fat, how short, how tall.
Girls who are tall can get taller,
Boys who are small can get smaller,
Till one is the tallest
And the other's the smallest of all.

We hiked along without care.
Then we ran into a bear.
He was a hairy bear,
He was a scary bear,
We beat a hasty retreat from his lair.
And described him with adjectives.

[Turtle, spoken:] Whoah! Boy! That was one big, ugly bear!

[Girl, spoken:] You can even make adjectives out of the other parts of speech, like verbs or nouns. All you have to do is tack on an ending like "-ic" or "-ish" or "-ary". For example, this boy can grow up to be a huge man – but still have a boyish face. "Boy" is a noun, but the ending "-ish" makes it an adjective - boyish. That describes the huge man's face, get it?

[Sung:] Next time you go on a trip,
Remember this little tip:
The minute you get back,
They'll ask you this and that,
You can describe people, places and things...
Simply unpack your adjectives.
You can do it with adjectives.
Tell them 'bout it with adjectives.
You can shout it with adjectives.

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Writing Good Sentences: Day 3 - Adjectives

An adjective is a word that modifies a noun. An adjective tells

- what kind
- which one
- how many
- whose

Examples:

1. The black dog was barking. (which one)
2. The metal door was locked. (what kind)
3. Six dogs were barking. (how many)
4. Our neighbor's dog was barking (whose)

Using adjectives

- Adjectives usually come before the noun they modify.
 - A pretty girl was calling.
 - An angry boss called me at home.
 - Six dogs barked at me.
- Adjectives come after the verb *be*
 - Sharon is happy and friendly.
 - The woman is well-dressed and poised.
- When more than one adjective describes a noun, they are separated by commas.
 - A tall, thin sailor was waving to me.
 - The hungry, tired boys were finally eating.

Practice 1. Fill in the blank with an adjective.

1. A _____ rain had begun. (what kind)
2. _____ houses were built in the new community. (how many)
3. The _____ tree grew (which one)
4. _____ dog ran away. (whose)
5. A _____ house sat at the end of the street. (what kind)
6. _____ of people marched down the street. (how many)
7. The _____ player made a great pass. (which one)

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8. I can't believe someone stole _____ car. (whose)

Practice 2. Underline the adjectives in this letter.

Hi everyone,

I'm having a wonderful time. The weather is perfect. It's hot and sunny in the afternoon, but at night it gets cool. I swim and rest all day. I am so happy here!

My hotel room is quiet and comfortable and I have a beautiful view of the beach. I love to sit on my balcony and watch the huge waves. The food is delicious, especially the fresh pineapple.

See you soon!

Articles are a special group of adjectives that tell us a noun is coming.

English has two articles: **the** and **a/an**.

The is used to refer to specific or particular nouns. We call **the** the *definite* article.

Examples:

- The book I borrowed is on the table.
- I went to the Cub Foods near Lake Street.
- That is the best chicken I've ever eaten.

A/an is used to modify non-specific or non-particular nouns. We call **a/an** the *indefinite* article.

- I'll get a book from the library.
- Let's see a movie tonight.
- We should plant a tree in our yard.

A is used in front of any word that begins with a consonant sound, **an** is put in front of words with vowel sounds.

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Examples:

- Our town has a theater, a university, an opera, and an auditorium.
- It's an old custom, a strange old custom.

Practice 3. Choose whether each sentence needs an indefinite article (a, an), a definite article (the), or no article.

1. He asked me _____ very hard question.
2. _____ question that he asked me was easy.
3. Have you seen _____ my scarf?
4. Could you please pass me _____ salt?
5. Is there _____ good restaurant around here?
6. _____ restaurant that my friend owns is very good.
7. I have several _____ good friends.

8. _____ USA is a beautiful country.
9. I'll see you in _____ week!
10. I'm on _____ vacation until Monday.

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Adverbs

An adverb is a word that modifies a verb, an adjective, or another adverb. It tells

- How
- When
- Where
- How much

Practice 4: As a group, identify the subject, verb, adjective, and adverb.

1. A bell was ringing loudly (how)
2. A bell was ringing earlier. (When)
3. A bell was ringing nearby. (where)
4. A bell was ringing very loudly (how much)
5. A *slightly* cracked bell was ringing.

Many adverbs end in -ly		But sometimes they look the same as adjectives	
<u>Adjectives</u>	<u>Adverbs</u>	<u>Be + Adjective</u>	<u>Adverbs</u>
Slow	slowly	They are hard workers.	They work hard.
Careful	carefully	They are early.	They arrive early.
Clear	clear	They're late.	They arrive late.
Fluent	fluently	They're fast learners.	They learn fast.

Be careful with *well* and *good*. Usually *good* is an adjective, and *well* is an adverb.

- You did a *good* job. (*good* describes the noun *job*.)
- You did the job *well*. (*well* describes how you did the job)

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Practice 5. Adjective or Adverb

Decide whether the missing word should be an adverb or an adjective, and choose the correct word.

REMEMBER: Adjectives often answer the question *What kind?* and adverbs often answer the question *How?*

1. I was _____ (happy, happily) with my test results.
2. I miss her _____ (terrible, terribly).
3. Mark is the most _____ (honestly, honest) person I know.
4. The test was very _____ (simple, simply).
5. They explained it to me _____ (clearly, clear).
6. It was _____ (thoughtfully, thoughtful) of him to buy his mother flowers.
7. I _____ (honestly, honest) don't know.
8. The band was _____ (loudly, loud).
9. I'm glad that you're _____ (safely, safe).
10. He goes to this bar _____ (regularly, regular).