

ORDERING ADJECTIVES

TEACHER'S NOTES

A. NEW ADJECTIVES

Cut up Table A (at the end of this lesson), and get the students to match the adjectives on the left, with their synonyms on the right. Once they have done this, explain to the students the slight differences in meaning, where necessary (e.g. flabby means to have lots of loose fat, whereas obese means to be very overweight).

After they have matched the synonyms, get the students to choose one word that is new for them from each row, and use it to describe something, explaining their reasoning e.g.:

My mother is so cheerful, because she always has a smile on her face, and a kind word to say.

My sister is very skinny because she doesn't eat enough.

B. ORDERING ADJECTIVES

Tell the students that they are going to be learning about placing adjectives in the correct order. Try to elicit the correct order from them (i.e. find out if any students have learnt this in the past and can remember it).

To help them along, give them the following sentence (or make up your own):

Yesterday I bought a beautiful, small, new, pink, French, plastic, hair brush.

There's a great, big, hairy, black spider in my bedroom!

Beautiful/great – opinion

Small/big/hairy – appearance

new – age

pink/black – colour

French – origin

plastic – material

hair – purpose

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C. CONTROLLED PRACTICE

Get the students to place the following descriptions in the correct order (the answers are at the end of this lesson):

1. pink, silly, Hello Kitty ball
2. scratch-proof, new, sleek iPad
3. 3-week old, rotten, smelly pear
4. intelligent, young, beautiful French woman
5. South African, hand-made, fascinating rug
6. golden, ancient, tiny coin
7. vintage, Italian, sports, incredible car
8. flatscreen, brand new, HD TV
9. delicious, mocca, frothy coffee
10. busy, high-level, American executive

D. FILL IN THE TABLE

At the end of this lesson you will find a table with the adjectives in order, but with blanks in the columns. Hand these out to the students and get them to fill in as many as they can. They can also add in words that they learnt at the beginning of the lesson. You will also find a table filled in with various adjectives to help you give the students some ideas.

E. CONTROLLED PRACTICE

Each student needs to choose one item/noun. They can choose anything they like, and then they need to choose 4 adjectives from different columns to describe their noun (or add other adjectives if they can't find any appropriate ones). On the board, each student needs to take a turn drawing their noun, and writing down the three adjectives in random order. The other students need to write down the adjectives in their correct order. Get feedback as you go along to make sure the students have the correct order.

F. MEMORIZING A TEMPLATE

The students should all now have a sentence with a noun and 4 adjectives, with the adjectives being in an order agreed upon by the class. For homework they need to draw a lovely picture of their item, and memorize their sentence as a template for future reference for ordering adjectives. During the next class, go through their sentences (and get them to show their picture) again, and check that they have memorized them.

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G. FREE PRACTICE

Cut out some pictures from magazines, so that the students each have 2 to 3 pictures (or more for smaller classes). The students are going to make up a story using their pictures. The first student starts with the story on the basis of one of their pictures. They need to include at least 3 consecutive adjectives in their section of the story. The second student continues the story using their picture and at least 3 consecutive adjectives. Continue until all the pictures have been used.

ANSWERS

1. silly, pink, Hello Kitty ball
2. sleek, new, scratch-proof iPad
3. smelly, rotten, 3-week old pear
4. beautiful, intelligent, young, French woman
5. fascinating, South African hand-made rug
6. tiny, ancient, golden coin
7. incredible, vintage, Italian sports car
8. brand new, HD , flatscreen TV
9. delicious, frothy mocca coffee
10. busy, high-level, American executive

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TABLE A

ugly (things)	drab, hideous, unsightly, frightful, plain, awful
beautiful (things)	lovely, magnificent, marvelous, stunning, exquisite
happy	cheerful, delighted, upbeat, chipper, jolly
unhappy	dejected, despondent, dismal, downcast, bleak
thin (nice)	petite, slender, slight, slim
thin (not nice)	scrawny, emaciated, haggard, skinny
fat (nice)	well-built, stocky, plump, chubby
fat (not nice)	flabby, obese
big	colossal, humongous, immense, mammoth, massive
small	puny, scrawny, minuscule, tiny, diminutive
few	sparse, meager, paltry, scarce
many	abundant, substantial, numerous, bountiful, ample

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STUDENTS' NOTES

Opinion	Appearance	Age	Colour	Origin	Material	Purpose
	Size					
beautiful	big	new	red	Spanish	cotton	dining (room)
ugly	small	5 year old	striped	beach	wooden	hair (brush)
	Shape					
	circle					
	short					
	Condition					
	broken					
	rotten					

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TEACHER'S NOTES

Opinion	Appearance	Age	Colour	Origin	Material	Purpose
	Size					
beautiful	big	new	red	Spanish	cotton	sleeping (bag)
ugly	small	5 year old	striped	beach	wooden	carving (knife)
interesting	heavy	ancient	green	mountain	plastic	hair (brush)
ridiculous	enormous	modern	olive	French	tiled	dining (table)
ugly	minuscule	antiquated	maroon	German	ceramic	
gorgeous	tiny	brand new	polka dot			
fantastic		mature	blue			
great		100 year old	white			
stupid	Shape		dark blue			
easy	circle		deep green			
rubbish	short		bottle green			
pretty	triangular					
amazing						
happy						
	Condition					
	broken					
	rotten					
	damaged					
	dirty					
	furry					
	shiny					