

Extreme Adjectives

Objectives:

- Vocabulary development
- Stress and intonation practice

Level: Intermediate - Advanced

Age of students: High school - Adult

Time: Approx. 60 minutes (lesson may be spread over several classes).
This lesson is divided into 3 stages: Learning, Practicing, and Using the adjectives. Additional time is needed for the writing and discussion extension activities.

Materials:

- Photocopy one Extreme Adjectives matching worksheet per student.
- Photocopy and cut up one set of Matching Cards per pair or group of three.
- Photocopy and cut up enough Mingling Cards so that each student can have one. (If you have more than 15 students, do the mingling in 2 or 3 groups.)

Stage 1: Learning the Adjectives

A. Lower level method:

- Write on the board: "How are you?" and direct the students to ask you this question. You should respond: "I'm REALLY, REALLY, REALLY TIRED!I'm EXHAUSTED!" Be dramatic and act exhausted. Have students repeat the new word.
- Have the students ask you again, and this time respond "I'm REALLY, REALLY, REALLY HOT!I'm BOILING!" Be dramatic and act like you're boiling. Have students repeat the new word .
- Write the words on the board in a chart and explain about extreme adjectives.

<u>Normal Adjective</u>	<u>Extreme Adjective</u>
hot	boiling
tired	exhausted

- Put the students in pairs or groups of three.
- Give each pair/group a set of shuffled Matching Cards.
- Ask the students to find all the normal adjectives and lay them on the table. Then check as a class.
- Then ask the students to try to match the extreme adjectives with the normal adjectives. Tell them to guess if they don't know.
- Check as a class and have the students repeat the words after you.
- Collect the cards and hand out the Extreme Adjective worksheet.
- Students work alone to match the adjectives as best as they can remember.
- Check as a class.
- Have groups/pairs drill each other. One student looks at the worksheet and calls out an adjective to a partner who can't look at the worksheet and who responds with the matching adjective.

B. Higher level method:

- Briefly explain about extreme adjectives and find out if the students can complete these word sequences:

tired / very tired / (a word which means very, very tired) ?

small / very small / (a word which means very, very small) ?

- Put the students in pairs/groups and hand out the Extreme Adjective worksheet.
- Have the students repeat all the words after you (to check their pronunciation).
- Ask the students to work together to match the words. They should use what they know and, if permitted, consult dictionaries (preferably monolingual English dictionaries).
- Check as a class.
- Have groups/pairs drill each other. One student looks at the worksheet and calls out an adjective to a partner who can't look at the worksheet and who responds with the matching adjective.

Stage 2: Practicing the Adjectives

Here are two possible activities to reinforce students' memory of the extreme adjectives:

Memory

Each pair/group shuffles one set of Matching Cards and lays them face down on the table. They take turns turning over two cards. If the cards match, the student may keep the cards and have a second turn. If the cards do not match, they are placed face down again and play passes to the next student. Students can be required to read the word aloud each time they turn over a card. The winner is the student with the most matches.

Charades

One set of Matching Cards (the extreme adjectives only), is shuffled and placed face down on the table. One student acts out the adjective while classmates guess what he/she is trying to portray. This could be done competitively in teams.

Stage 3: Using the Adjectives

Stress and Intonation Practice

- Write on the board: "Are you hot?" and direct the students to ask you this question.
- Be dramatic and act like you are very hot. Respond to them like this:
"HOT?" (said with heavy stress and rising intonation. Try to sound incredulous — as if you can't believe they have asked you that!)
"I'm BOILING!" (said with heavy stress on the adjective and falling intonation)
- Have the students repeat after you, chorally and individually.
- Repeat these steps with "Are you cold?"
- Now, ask the students, "Are you tired?" and see if they can respond with "TIRED? I'm EXHAUSTED!" and then try "Is your cooking good?" and see if they can respond with "GOOD? It's FANTASTIC!"

- Ask the students to stand up. Give each one a Mingling Card and ask them not to show it to their classmates.
- Explain that each card has (1) a comment or question and (2) a response with an extreme adjective which is underlined. Students are to mingle and read the comment or question to each of their classmates, but NOT show the cards. They will have to respond appropriately to each other and use the correct extreme adjective and the right stress and intonation. (The partner's response is on the card so that students can monitor and help each other to respond appropriately.) If necessary, model how to do the activity.
- Ask the students to mingle.

Extension Activities

Writing Extension: 10 Sentence Stories

- Bring to class a selection of interesting pictures of people.
- Put students in pairs and ask each pair to choose one picture.
- Students work in pairs to write a story about the person in the picture. Students must remember two points: (1) the story can have only 10 sentences, and (2) they should try to use as many extreme adjectives as they can in their story and still have the story make sense. Ask students to underline each extreme adjective.
- It can be enjoyable to post the stories and photos around the room so that the students can read each others' work.

Speaking Extension: Two Minute Talks

- Put the students in groups of 3 or 4.
- Give each group a set of Matching Cards (the extreme adjectives only).
- Ask them to place the cards face down on the table.
- They take turns drawing a card and then talking for two minutes about a memory/ experience /person they know, etc., that is connected to the adjective.

For example: fantastic: a movie they saw; spotless: describe their friend's apartment and his housekeeping; furious: a time they got very, very angry, etc.

Students must use the adjective in their two minute talk and they should try to keep talking for the full two minutes.

- At the end of the two minutes, the other group members may ask the speaker questions to get more information.