WordFlyers

Year 7 Grammar Lesson series

No. 2



This series of five lessons shows how WordFlyers can be incorporated into a teaching program. The focus of this series is on students building their confidence in identifying and using adjectives, adverbs, and adverbial and adjectival phrases in sentences. As they master these aspects of grammar, they will see an improvement in their comprehension work and the quality of their writing.

The content is designed for 60 minute lessons; however, it does not take rollcall or packing up into account, and teachers should adjust as necessary.

Included resources

- WordFlyers website
- Lesson 1 worksheet: Forming adjectives
- Lesson 1 game sheet: Giddy-up!
- Lesson 1 worksheet: Choosing adjectives
- Lesson 2 worksheet:
 Defining adjectives and adjectival phrases
- Lesson 2 game sheet:
 Guess the tourist attraction
- Lesson 2 homework sheet: Finding adjectives
- Lesson 3 worksheet:
 Comparative and superlative adjectives
- Lesson 3 worksheet:
 Using adjectives to enhance a review
- Lesson 4 worksheets:
 - Adding adverbs 1
 - Adding adverbs 2
- Lesson 5 worksheet:
 Adding adverbs and adverbial phrases

Note: This series of lessons assumes students have access to personal computers, laptops or tablets during class.

Year 7 WordFlyers units featuring the grammar focus

WordFlyers content:
7.1.8 Alone, cold and 14 tomorrow7.3.2 The colour of our town7.3.5 Caution, Papou's here!
WordFlyers content: 7.1.9 Hope and adventure in Finding Nemo
WordFlyers content: 7.2.12 Caught between two worlds 7.3.2 The colour of our town 7.3.8 Lunch on the run
WordFlyers content: 7.1.13 The ultimate chocolate cupcake 7.3.1 Episode 126: Confronting the truth Review Level 8 Selfies are dangerous
WordFlyers content: 7.2.1 Ally's big break 7.3.4 Who brings a bike to a ski run?



LESSON 1

Focus

Parts of speech:

Adjectives

What will students know and be able to do?

- · Identify adjectives.
- · Form adjectives using suffixes.
- Select appropriate adjectives to use in a text.

Main learning activities

Establish students' prior knowledge:

Pose this question to the class: What is an adjective? Write the definition on the whiteboard.

Teacher input:

- Revise the definition of a noun. (A word used to refer to a person, place, thing or idea.)
- Write the following sentence on the whiteboard and ask students to identify the adjective. If you want to improve your grammar quickly, you should pay careful attention during lessons. (5 mins)

Individual activity (worksheet provided):

Forming adjectives. Students form adjectives by adding a suffix to a word. Work through the answers together. (10 mins)

Class game (worksheets provided):

Giddy-up! Provide pairs of students with the worksheet. One student reads the text and the other says 'Giddy-up!' when they hear an adjective. (20 mins)

ICT practice and reinforcement:

Students complete Grammar 1 lessons from WordFlyers content 7.1.8 Alone, cold and 14 tomorrow, 7.3.2 The colour of our town and 7.3.5 Caution, Papou's here! (15 mins)

Writing activity:

Students write a paragraph in their notebooks describing the difficulty they encountered when trying to identify adjectives using only their sense of hearing. After completing their paragraph, students review their work and add three adjectives to describe their experience more precisely. (10 mins)

Homework (worksheet provided):

Choosing adjectives worksheet

Assessment and resources

Formative: Class discussion

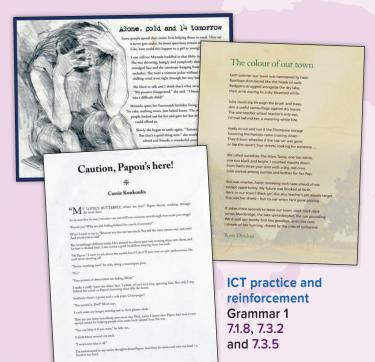
- Lesson 1 worksheet: Forming adjectives
- · Lesson 1 worksheet: Giddy-up!
- · Lesson 1 worksheet: Choosing adjectives
- · Whiteboard and marker
- · Write-in notebooks usually used for English
- Access to laptops, tablets or lab computers and WordFlyers

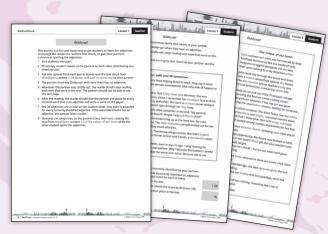
Links

Australian Curriculum:

ACELY1721







Class game worksheets (pp.8–10)



Homework worksheet (p.11)

Individual activity worksheet (p.7)



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LESSON 2

Focus

Parts of speech:

- · Adjectives
- · Adjectival phrases

What will students know and be able to do?

- · Identify adjectives.
- · Identify adjectival phrases.
- Think of adjectives and adjectival phrases relevant to a topic.

Main learning activities

Individual activity (worksheet provided):

Defining adjectives and adjectival phrases. Students define adjective, phrase and adjectival phrase and answer questions on the worksheet. (10 mins)

Teacher input:

Define an adjective, phrase and adjectival phrase. (5 mins)

Class game (teacher instructions provided):

Guess the tourist attraction. Three students guess the tourist attraction by using adjectives called out by their classmates as hints. (40 mins)

ICT practice and reinforcement:

Students complete Grammar 1 lessons from WordFlyers content 7.1.9 Hope and adventure in *Finding Nemo*. (5 mins)

Homework (worksheet provided):

Finding adjectives worksheet

Assessment and resources

Formative: Individual worksheet activity

- Lesson 2 worksheet: Defining adjectives and adjectival phrases
- · Lesson 2 worksheet: Finding adjectives
- · Teacher instructions for Guess the tourist attraction
- · Whiteboard and marker
- · Stopwatch or clock to time rounds
- Access to laptops, tablets or lab computers and WordFlyers

Links

Australian Curriculum:

ACELA1536 ACELY1721





ICT practice and reinforcement Grammar 1 7.1.9

Individual activity worksheet (p.13)

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Class game worksheet (p.15)

Lesson 2 Student



Homework worksheet (p.16)



LESSON 3

Focus

Parts of speech:

- Factual adjectives
- Comparative adjectives
- Superlative adjectives

What will students know and be able to do?

- · Identify factual adjectives.
- · Identify comparative adjectives.
- · Identify superlative adjectives.
- Use multiple types of adjectives appropriately in short texts.

Main learning activities

Teacher input:

Define factual, comparative and superlative adjectives. Explain when to use the adjectives and how they are formed. (5 mins)

Individual activity (worksheet provided):

Comparative and superlative adjectives. Students sort adjectives into their correct group and change adjectives into comparative and superlative forms. (15 mins)

ICT practice and reinforcement:

Students complete Grammar 1 lessons from WordFlyers content 7.2.12 Caught between two worlds and 7.3.8 Lunch on the run. (10 mins)

Writing activity (worksheet provided):

Using adjectives to enhance a review. Students add factual and superlative adjectives to restaurant reviews. (15 mins)

Class feedback exercise:

Students call out the adjectives they added to the restaurant reviews. Write them on the board and make a tally point each time a word is repeated. Note the most popular factual adjectives and the top five superlatives. Ask the class whether these words are commonly used in product or food reviews. (15 mins)

Assessment and resources

- Lesson 3 worksheet: Comparative and superlative adjectives
- Lesson 3 worksheet: Using adjectives to enhance a review
- · Whiteboard and marker
- Access to laptops, tablets or lab computers and WordFlyers

Links

Australian Curriculum:

ACELA1536 ACELA1508 ACELA1763





ICT practice and reinforcement Grammar 1 7.2.12 and 7.3.8

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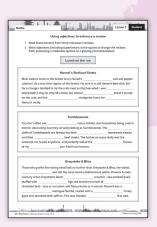
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Individual activity worksheet (p.18)



Writing activity worksheet (p.20)



LESSON 4

Focus

Parts of speech:

Adverbs

What will students know and be able to do?

- · Identify adverbs.
- Appropriately add adverbs to enhance short texts.

Main learning activities

Teacher input (teacher ideas sheet provided):

- What is an adverb? Ask students to define an adverb.
 Students provide adverbs that could be used with verbs in a list on the whiteboard. (10 mins)
- Paired writing activity. Refer to Lesson 4: Identifying and using adverbs – teacher ideas.

ICT practice and reinforcement:

Students complete Grammar 1 lessons from WordFlyers content 7.1.13 The ultimate chocolate cupcake, 7.3.1 Episode 126: Confronting the truth and Review Level 8 Selfies are dangerous. (20 mins)

Paired writing activity (2 worksheets provided):

Students add adverbs to one of two texts. Choose the worksheet that best suits your student/s. Adding adverbs 1 is easier than Adding adverbs 2. Each pair of students completes one worksheet. Refer to Lesson 4: Identifying and using adverbs – teacher ideas. (15 mins)

Speaking and listening activity:

Three pairs of students read their text from the paired writing activity. One student slowly reads aloud their text and stops before each adverb. Their partner reads only the adverbs added to the text. Each pair reads a different text. (15 mins)

Assessment and resources

Formative: ICT Grammar lessons

- Lesson 4 worksheet: Adding adverbs 1
- · Lesson 4 worksheet: Adding adverbs 2
- · Paired writing, speaking and listening activity
- · Whiteboard and marker
- Access to laptops, tablets or lab computers and WordFlyers

Links

Australian Curriculum:

ACELA1536 ACELT1539 ACELY1804 ACELY1721





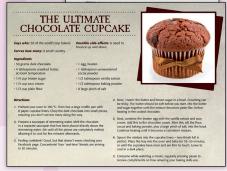
ICT practice and reinforcement

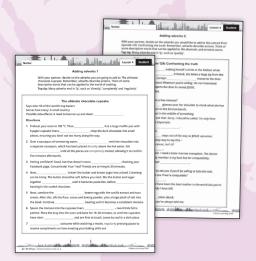
Grammar 1 7.1.13, 7.3.1 and Review Level 8

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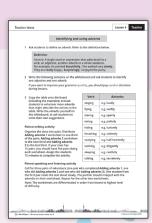




Paired writing activity

worksheets (pp.22, 24)

Teacher ideas worksheet (p.26)





LESSON 5

Focus

Parts of speech:

- Adverbs
- Adverbial phrases

What will students know and be able to do?

- · Identify adverbs and adverbial phrases.
- Change adverbs into adverbial phrases using appropriate substitutions based on context.

Main learning activities

Teacher input:

- Define an adverb, phrase and adjectival phrase on the board as revision.
- Students create a list of adverbial phrases to replace adverbs on the whiteboard. This list builds on the adverb examples from the Verb/Adverbs table in Lesson 4: Identifying and using adverbs – teacher ideas. (15 mins)

Worksheet activity (worksheet provided):

- Adding adverbs and adverbial phrases worksheet. (20 mins)
- Students swap worksheets with a neighbour and award a mark for each correctly identified adverbial phrase. (5 mins)

ICT practice and reinforcement:

Students complete the Grammar 1 lessons from WordFlyers content 7.2.1 Ally's big break and 7.3.4 Who brings a bike to a ski run? (15 mins)

Assessment and resources

Formative: ICT task and worksheet activity

- Lesson 5 worksheet: Adding adverbs and adverbial phrases
- · Whiteboard and marker
- Coloured pens, pencils or markers (one per student)
- Access to laptops, tablets or lab computers and WordFlyers

Links

Australian Curriculum:

ACELA1536 ACELY1726





ICT practice and reinforcement Grammar 17.2.1 and 7.3.4



Worksheet activity worksheet (p.27)

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Forming adjectives

Adding a suffix to a word is one way to form an adjective. Look at the suffixes and adjectives in the suffix bank.

Suffix bank

Suffix	Adjectives
-al	local, musical, practical
-ful	helpful, colourful, mournful
-ical	fanatical, comical, whimsical
-less	heartless, lifeless, harmless
-ly	cowardly, sickly, orderly
-у	sunny, rainy, dirty
-ary	honorary, momentary, dietary
-ic	poetic, scenic, tragic
-ish	boyish, selfish, foolish
-like	lifelike, childlike, catlike
-ous	courageous, venomous, nervous
-able	drinkable, enjoyable

Change these words into adjectives by adding a suffix. Write the adjectives in the spaces provided. Use the suffixes in the suffix bank to help you.

1	lone	
2	youth	
3	filth	
4	like	
5	wind	
6	wonder	
7	leaf	
8	year	
9	sun	
10	dream	

Definitions

Adjective: An adjective describes or modifies a noun. An adjective gives more details about people, places, events, objects, feelings and ideas. The adjectives are in bold in these examples:

- The poet's father was a teacher in a **country** school.
- Julie ran fast, always managing to win when she raced against her friend.

Suffix: A small group of letters added to the end of a word to change its meaning or function. For example: '-ly' can be added to glad to make **gladly**.

Giddy-up!

This activity is a fun (and noisy) way to get students to listen for adjectives. Encourage the readers to read the text slowly, to give their partners a chance at spotting the adjectives.

- 1 Sort students into pairs.
- 2 Photocopy student sheets so the game is on both sides, distributing one sheet per pair.
- 3 Ask one student from each pair to slowly read the text aloud from WordFlyers content 7.1.8 Alone, cold and 14 tomorrow to their partner.
- 4 The partner must say 'Giddy-up!' each time they hear an adjective.
- 5 Whenever the partner says 'Giddy-up!', the reader should stop reading and mark that word in the text. The partner should not be able to see the text page.
- 6 After the reading, the reader should give the partner one point for every marked word that is an adjective and write a score on the paper.
- 7 The 26 adjectives are in grey text on the student sheet. One point is awarded for every correctly identified adjective. If the word identified is not an adjective, the partner loses a point.
- 8 Students can swap roles, so the partner takes their turn, reading the text from WordFlyers content 7.3.2 The colour of our town while the other student spots the adjectives.

Giddy-up!

- 1 Read Alone, cold and 14 tomorrow slowly and clearly to your partner.
- 2 Your partner should say 'Giddy-up!' when they hear an adjective.
- 3 When your partner says 'Giddy-up!', stop reading and mark that word on the sheet with a highlighter.
- 4 The 26 adjectives in this text are in grey text. Don't let your partner see this sheet as you read.

Alone, cold and 14 tomorrow

Some people spend their **entire** lives helping those in need. They say it never gets easier. So **many** questions remain unanswered. Like, why does it happen to a girl so **young**?

I can still see Miranda huddled in that filthy inner-city doorway. She was shivering, hungry and completely alone. I remember her smudged face and the raindrops hanging from her long eyelashes. She wore a crimson jacket without buttons and the chilling wind went right through her tiny body.

She liked to talk and I think that's what saved her in the end. "My parents disappeared," she said. "I blame myself. Maybe I was a difficult child?"

Miranda spent her **fourteenth** birthday lining up at the food van. No cake, nothing **sweet**, just **baked** beans. The **older homeless** people looked out for her and gave her **hot** drinks when they could afford to.

Slowly she began to smile again. "Tomorrow always comes. But that's a **good** thing now," she would say. A **new** home, school and friends, a **wonderful** career as a social worker.

That's why I walk those **same** streets, even in my **old** age. I keep looking for Miranda. I still carry her with me everywhere. Why? Because the buttons I sewed on my **fifteenth** birthday have kept me warm ever since. Because she is me.

Scoring

- 1 Add up the number of adjectives correctly identified by your partner.
- 2 Add up the number of other words incorrectly identified as adjectives and subtract one point off the total score for each of these.
- 3 Write your partner's final score in the box.
- 4 Convert the score to a percentage. Divide the score by 26 times 100.
- 5 Write the score correct to one decimal place in the box.

/ 26

%

Giddy-up!

- 1 Read *The colour of our* town slowly and clearly to your partner.
- 2 Your partner should say 'Giddy-up!' when they hear an adjective.
- 3 When your partner says 'Giddy-up!', stop reading and mark that word on the sheet with a highlighter.
- 4 The 21 adjectives in this text are in grey text. Don't let your partner see this sheet as you read.

Scoring

- 1 Add up the number of adjectives correctly identified by your partner.
- 2 Add up the number of other words incorrectly identified as adjectives and subtract one point off the total score for each of these.
- 3 Write your partner's final score in the box.

/ 21

- 4 Convert the score to a percentage. Divide the score by 21 times 100.
- 5 Write the score correct to one decimal place in the box.

%

The colour of our town

Each summer our town was hammered by heat. Rooftops shimmered like the heads of nails. Redgums struggled alongside the dry lake, their arms waving to a sky bleached white.

Julie could slip through the brush and trees, skin a useful camouflage against dry leaves. The one-teacher school teacher's only son, I'd trail behind her, a wavering white kite,

ready to cut and run if the Thompson mirage haunting the horizon came cruising closer.
They'd burn wheelies if the cop car was gone or lap the town's **four** streets, looking for someone ...

We called ourselves *The Alien Twins*, one too white, one too black and bright. I counted months down from Dad's three-year stint with a big, red cross. Julie waited among aunties and bottles for her Pop.

She was smarter, faster, breaking each tape ahead of me

except opportunity. My future was booked at birth. Hers: in our town? **Black** girl dux plus teacher's pet equals target.

Pop was her shield – but no use when he'd gone picking.

It takes three seconds to leave our town, *clack clack clack*

across Mainbridge, the lake **spreadeagled**, the sun pounding.

We'd said our **toothy** first kiss goodbye, arms like roos.

I dream of her running, chased by the cries of cockatoos.

Ross Donlon

Choosing adjectives

- 1 Look at the following list of adjectives.
- 2 Decide which adjective is the best choice to describe the noun.
- 3 Write each adjective into its correct space in Caution, Papou's here!

Top tip: Names of colours are adjectives.

Adjectives	booming	earlier	epic	gold	grey	heavy	new	special	
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Caution, Papou's here!				
"My lovely butterfly, where are you?" Papou shouts, crashing through the front door.				
As he searches for me, I wonder: can you still love someone who makes you cringe?				
"Found you! Why are you hiding behind the couch, Cassandra?"				
What I want to say is, "Because you kiss me too much. You tell the same stories over and over! And you're just <i>so</i> old!"				
However, something's different today. He's dressed in a fancy (1)				
suit, wearing shiny (2) shoes, and his hair is slicked back. I also				
notice a (3) medallion swaying from his neck.				
"Hi Papou." I want to ask about the medal, but if I do it'll turn into an (4)				
performance. He can't resist showing off.				
"Notice anything new?" he asks, doing a mannequin pose.				
"No."				
"Your powers of observation are fading, Missy."				
I make a puffy 'leave-me-alone' face. I admit, it's not very nice, ignoring him. I stay behind the couch as Papou's (5) voice fills the house.				
Suddenly there's a pause and a cork pops. Champagne?				
"You earned it, Dad!" Mum says.				
I can't resist any longer, arriving just as their glasses clink.				
They say you learn something new every day. Well, today I learnt that Papou had won a very (6) medal for helping people who came back injured from the war.				
"You can keep it if you want," he tells me.				
It feels (7) around my neck.				
"I won't ever take it off."				
I'm embarrassed by my (8) thoughts about Papou. And then he				
smiles and rubs my head – a fraction too hard.				

Forming adjectives

Definitions

Adjective: An adjective describes or modifies a noun. An adjective gives more details about people, places, events, objects, feelings and ideas. The adjectives are in bold in these examples:

- The poet's father was a teacher in a **country** school.
- Julie ran **fast**, always managing to win when she raced against her friend. **Suffix:** A small group of letters added to the end of a word to change its meaning or function. For example: '-ly' can be added to glad to make **gladly**.

Suffix bank

Suffix	Examples
-al	local, musical, practical
-ful	helpful, colourful, mournful
-ical	fanatical, comical, whimsical
-less	heartless, lifeless, harmless
-ly	cowardly, sickly, orderly
-у	sunny, rainy, dirty
-ary	honorary, momentary, dietary
-ic	poetic, scenic, tragic
-ish	boyish, selfish, foolish
-like	lifelike, childlike, catlike
-ous	courageous, venomous, nervous
-able	drinkable, enjoyable

Activity

- 1 lonely
- 2 youthful
- 3 filthy
- 4 likeable
- 5 windy or windless
- 6 wonderful
- 7 leafy or leafless
- 8 yearly
- 9 sunny or sunless
- **10** dreamy, dreamlike, dreamless

Choosing adjectives

WordFlyers 7.3.5 Caution, Papou's here!

(1) grey (2) new (3) gold (4) epic (5) booming (6) special (7) heavy (8) earlier

Defining adjectives and adjectival phrases

- 1 Complete the following questions. Write the answers in the spaces provided.
- 2 Hand in your worksheet when you've completed it. Listen as your teacher defines the key terms adjective, phrase and adjectival phrase.

2	Write three adjectives that describe your personality.
3	What is a phrase?
4	What does logic tell you that an 'adjectival phrase' must be?
5	Write an adjectival phrase that describes your house.
6	Write a sentence describing your best friend that contains an adjectival phrase

Defining adjectives and adjectival phrases

- 1 Distribute the worksheet and assign 10 minutes for its completion.
- 2 After collecting the worksheets, work through the following definitions tested by the activity.
- 3 Answers for questions 1 to 6 will vary.

Definitions

Adjectival phrase: A phrase that gives more information about a noun. This phrase does the same job as an adjective. For example: That story was more interesting.; The girl with the cast on her leg sat near the back. Adjective: A word that describes or modifies a noun. For example: the small box; a sleepy child.

Phrase: A small number of words that comprise a unit of meaning. For example: the green thumb; under the bridge; with a new hat.

Guess the tourist attraction game

You can play this grammar game as a whole class. This game takes about 35 minutes to complete.

- 1 Appoint a student to time each round. Place three chairs at the front of the room.
- 2 List the names of every class member on the whiteboard, with space for a points tally next to each name, as shown at the right.

Brad †††† IIII II	Total points:
Natalia † -	Total points:
André III	Total points:

Three students sit in front of the whiteboard, facing the class. Above their heads, write a well-known tourist attraction on the whiteboard. The guessing trio must not look at the whiteboard. Their task is to guess the tourist attraction by using adjectives called out by their classmates as hints. If a student calls out a multi-word adjectival phrase, they score double points. For example, adjectives for Niagara Falls might include Canadian, American, white, wet, powerful, high, dangerous, famous, wild and misty. There are no penalties for incorrect guesses of the tourist attraction.

Round 1: At the start of round 1, each student calls out an adjective that describes the tourist attraction. The student who called out the adjective gets a point if the word is an adjective. If not, they lose a point. The trio can discuss what they think the answer is. If they guess correctly, they each receive 10 points.

Rounds 2–10: The first trio rejoin the class and choose three people to take their places for the next round. Choose a new tourist attraction and write it on the board. Continue with more rounds until each student has had a turn at guessing the tourist attraction.

The top three highest scorers win a small prize each (at the teacher's discretion).

Suggested tourist attractions

When choosing tourist attractions, ensure they are places that most students know something about.

- Sydney Opera House, Uluru, the Devil's Marbles, Great Barrier Reef, Mount Kosciuszko
- Angkor Wat, Phuket, Golden Buddha, Temple of Heaven, Siem Reap
- → Great Wall of China, Forbidden City, Tiananmen Square
- → Mount Fuji, Tokyo Tower
- → Taj Mahal, Bollywood, River Ganges, Red Fort, Lotus Temple, Mount Everest
- → Victoria Falls, Kruger National Park, Mount Kilimanjaro, Cape of Good Hope
- → Red Square, the Kremlin, St Basil's Cathedral, Winter Palace, Moscow Zoo
- → London Eye, Tower Bridge, Buckingham Palace, Big Ben, Stonehenge, Hyde Park

- Eiffel Tower, Disneyland Paris, The Louvre, Notre Dame, French Riviera
- → Brandenburg Gate, Neuschwanstein Castle, Black Forest, Berlin Wall
- → Colosseum, Leaning Tower of Pisa, Venice, Pompeii, Mount Olympus
- → Statue of Liberty, White House, Hollywood sign, Disneyland (California), Las Vegas, Grand Canyon, Empire State Building, Times Square, Pearl Harbor, Waikiki beach
- Machu Picchu, Christ the Redeemer Statue, Amazon River, Copacabana
- Great Pyramid, the Sphinx, Temple of Karnak, Valley of the Kings
- → Dome of the Rock, Wailing Wall, Petra, the Dead Sea, Burj Khalifa, Burj al Arab

Finding adjectives

- Read Hope and adventure in Finding Nemo.
- 2 Highlight or circle the adjectives.

Hope and adventure in Finding Nemo

This dazzling, delightful adventure is so much more than a simple 'kid's movie'. In fact, you could say Finding Nemo has all the qualities of a classic Shakespearean drama - only the stage is an animated sea world where fish do all the talking and the villains are a menacing barracuda and a small schoolgirl.

When Nemo, an overcurious, weak-finned clownfish, strays too far from home during a 'school' field trip, his father, Marlin, must go on a desperate search to find his son. Along the way, Marlin is aided by Dory, a fearless blue tang with a hilarious case of short-term memory loss. As they swim to Sydney to free Nemo from a dentist's fishbowl, the courageous duo confronts danger at every twist and turn.

Finding Nemo is a sparkling, uplifting aquatic fable with universal appeal. It speaks to the heart of our own journey through life: loss and sadness can be overcome with fresh hope and adventure. Watching this movie, you may end up finding a part of yourself you never knew was missing.

Finding adjectives

The adjectives are shown in grey text.

Hope and adventure in Finding Nemo

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Comparative and superlative adjectives

Look at the following list of adjectives and adjectival phrases. Write each one into the correct category in the table.

→ small	→ scarier	→ deadlier	→ more exciting
→ higher	→ fastest	simplest	→ urban
→ fast	→ illegal	→ most dangerous	→ luckiest

Factual	Comparative	Superlative

2 Read Caught between two worlds. Four factual adjectives are highlighted.

Caught between two worlds

My quiet suburban life – the same daily routines and lack of thrills, the predictability of it all, that's what led me to BASE jump from the roof of the Sapphire Tower in Istanbul. It wasn't a "death wish", as the media claimed. I was simply weary of the Earth's gravity. "B" is for Building. My previous experiences with Antennae, Span and Earth jumps had hooked me. Now I was poised for an urban leap. For three or four glorious seconds I plummeted at 150 km/h and the ground rushed at me, ever expanding. And I was thinking ... absolutely nothing, which is the goal of all extreme sports: to escape consciousness. Then snap! You pull the parachute cord and the updraft slingshots you backward. The inertia hits your chest like a ball of cement. Then you float, more free and alive than ever, to your landing zone and escape, like a phantom in the night.

3 Write the factual adjectives in their comparative and superlative forms.

Factual	Comparative	Superlative
quiet		
weary		
glorious		
free		

Comparative and superlative adjectives

Factual	Comparative	Superlative
small	higher	fastest
fast	scarier	simplest
illegal	deadlier	most dangerous
urban	more exciting	luckiest

3	Factual	Comparative	Superlative
	quiet	quieter	quietest
	weary	wearier	weariest
	glorious	more glorious	most glorious
	free	more free (or freer)	most free (or freest)

Definitions

Factual adjective: A factual adjective describes something in an objective way, giving information about characteristics that can be observed, such as size, age, shape, colour, texture or quality. For example: long rug, gold medal, large cheeseburger.

Comparative adjective: A comparative adjective compares two people or things. Comparatives are formed by adding '-er' to the end of an adjective, or by placing the words more or less in front of it. For example: a **smaller** car, a **more** interesting movie.

Superlative adjective: A superlative adjective compares one person or thing with other members of a group to show they have the characteristic to the highest level possible. Superlative adjectives are formed by adding '-est' to the end of the adjective, or by placing the words **most** or **least** before it. For example: the **biggest** dog, the **most popular** singer.

Using adjectives to enhance a review

- 1 Read these extracts from three restaurant reviews.
- 2 Write adjectives (including superlatives) in the spaces to change the reviews from presenting a moderate opinion to a glowing recommendation.

Lunch on the run

Hansel's Seafood Grotto		
Most visitors come to the Grott	o to try Hansel's	salt and pepper
calamari. As a one-time regular		
for a change I decided to try the crab meat and lychee salad. I was doesn't scrimp		
flavours nicely.		
	Tumbleweeds	
You don't often see	lassos, bridles a	nd horseshoes being used in
interior decorating, but they ce	rtainly belong at Tumblewee	ds. The
chefs of Tumbleweeds are famo	ous for their	homemade sauces
and their	beef steaks. The barbecue	sauce really was the
smokiest I've tasted anywhere,	and perfectly suited the	flavour
of my p	an-fried hash browns.	
	Greystoke & Bliss	
Those who prefer fine dining ne	eed look no further than Gre	ystoke & Bliss, the oldest,
and stil	l the most lavish establishme	ent within Phoenix Arcade.
Culinary artist Greystoke's lates	st cre	ation – tea-smoked quail,
stuffed with		
shredded beet – was as succule	nt and flavoursome as it sou	nds. Dessert was a
mering	ue flambé, coated with a	honey
	n. This was likewise	

Using adjectives to enhance a review

These are not the only possible answers. As this is a creative exercise, student answers will vary.

Hansel's Seafood Grotto

outstanding salt and pepper calamari super impressed! certainly doesn't scrimp on delicious vinaigrette delightful flavours nicely

Tumbleweeds

authentic lassos award-winning chefs delectable homemade sauces melt-in-your-mouth beef steaks beguiling flavour scrumptious pan-fried hash browns

Greystoke & Bliss

classiest and still the most lavish culinary creation juicy figs tangy shredded beet mouth-watering meringue flambé delicate honey glaze absolutely first rate

With your partner, decide on the adverbs you are going to add to *The ultimate chocolate cupcake*. Remember, adverbs describe actions. Think of some descriptive words that can be applied to the world of cooking.

Top tip: Many adverbs end in 'ly', such as 'directly', 'completely' and 'regularly'.

The ultimate chocolate cupcake			
Says who: 50 of the world's top bakers Serves how many: A small country Possible side-effects: A need to bounce up and down			
Di	Directions		
1	Preheat your oven to 180 °C. Then line a large muffin pan with 8 paper cupcake liners chop the dark chocolate into small pieces, ensuring you don't eat too many along the way.		
2	Over a saucepan of simmering water, melt the chocolate into a separate saucepan, which has been placed directly above the hot water. Stir until all the pieces are completely melted, allowing it to cool for		
	five minutes afterwards.		
3	Feeling confident? Good, but that doesn't mean checking your Facebook page. Concentrate! Your "real" friends are arriving in 30 minutes.		
4	Now, 'cream' the butter and brown sugar into a bowl. Creaming can be tricky. The butter should be soft before you start. Mix the butter and sugar together until it becomes paste-like, before beating in the cooled chocolate.		
5	Next, combine the beaten egg with the vanilla extract and sour cream. After this, sift the flour, cocoa and baking powder, plus a large pinch of salt into the bowl. Continue beating until it becomes a consistent mixture.		
6	Spoon the mixture into the cupcake liners – two-thirds full is perfect. Place the tray into the oven and bake for 18–20 minutes, or until the cupcakes have risen and are firm to touch. Leave to cool in a dark place.		
7	consume while watching a movie, regularly pressing pause to receive compliments on how amazing your baking skills are.		

These are not the only possible answers. As this is a creative exercise, student answers will vary.

The ultimate chocolate cupcake

Says who: 50 of the world's top bakers Serves how many: A small country

Possible side-effects: A need to bounce up and down enthusiastically

Directions

- 1 Preheat your oven to 180 °C. Then carefully line a large muffin pan with 8 paper cupcake liners. Roughly chop the dark chocolate into small pieces, ensuring you don't eat too many along the way.
- 2 Over a saucepan of simmering water, cautiously melt the chocolate into a separate saucepan, which has been placed directly above the hot water. Stir continuously until all the pieces are completely melted, allowing it to cool for five minutes afterwards.
- 3 Feeling confident? Good, but that doesn't mean eagerly checking your Facebook page. Concentrate! Your "real" friends are arriving in 30 minutes.
- 4 Now, patiently 'cream' the butter and brown sugar into a bowl. Creaming can be tricky. The butter should be soft before you start. Mix the butter and sugar together slowly until it becomes paste-like, before evenly beating in the cooled chocolate.
- 5 Next, combine the **previously** beaten egg with the vanilla extract and sour cream. After this, sift the flour, cocoa and baking powder, plus a large pinch of salt into the bowl. Continue **gently** beating until it becomes a consistent mixture.
- 6 Spoon the mixture into the cupcake liners **neatly** two-thirds full is perfect. Place the tray into the oven and bake for 18–20 minutes, or until the cupcakes have risen **perfectly** and are firm to touch. Leave to cool in a dark place.
- 7 Dreamily consume while watching a movie, regularly pressing pause to receive compliments on how amazing your baking skills are.

With your partner, decide on the adverbs you would like to add to this extract from *Episode 126: Confronting the truth*. Remember, adverbs describe actions. Think of some descriptive words that can be applied to this dramatic and emotive scene. **Top tip:** Many adverbs end in 'ly', such as 'quietly'.

	Episode 126: Confronting the truth
CAROLYN	is making herself a drink in the kitchen when
the doorb	oell rings Irritated, she takes a large sip from the
	the bell rings again, Carolyn moves to the door.
	CAROLYN: (sotto voce) Whatever you're selling, I'm not interested.
She	opens the door to reveal JESSIE.
	JESSIE: Hello Carolyn.
	CAROLYN: Jessie.
	JESSIE: Do you have a few minutes?
CAROLYN	glances over her shoulder to check what she has
	left out on the kitchen bench.
	CAROLYN: I was just in the middle of something.
	JESSIE : Yeah, I can see that. Sorry. I should've called. I'm only here
	because it's important.
CAROLYN	considers this
	CAROLYN: Come in.
CAROLYN	steps out of the way so JESSIE can enter.
	JESSIE : There's no easy way to say this –
	CAROLYN: It's the cancer, isn't it?
JESSIE nod	ds
	JESSIE : <i>It's come back. I need a bone marrow transplant. The doctor</i>
	says a family member is my best bet for compatibility.
CAROLYN	sinks back in her chair
	CAROLYN: I see.
	JESSIE: So, I'm here to ask you if you'd be willing to take the test.
	CAROLYN: What, to see if we're compatible?
JESSIE shrugs	
	JESSIE : You may not have been the best mother in the world but you're
	the only family I have left.
	CAROLYN: Am I?
JESSIE – _	taken aback.
	JESSIE : That's what you've always told me.

These are not the only possible answers. As this is a creative exercise, student answers will vary.

Episode 126: Confronting the truth

CAROLYN is cheerfully making herself a drink in the kitchen when the doorbell rings loudly. Irritated, she takes a large sip from the glass. As the bell rings again, Carolyn reluctantly moves to the door.

CAROLYN: (sotto voce) Whatever you're selling, I'm not interested.

She angrily opens the door to reveal JESSIE.

JESSIE: Hello Carolyn.

CAROLYN: Jessie.

JESSIE: Do you have a few minutes?

CAROLYN guiltily glances over her shoulder to check what she has

absentmindedly left out on the kitchen bench.

CAROLYN: I was just in the middle of something.

JESSIE: Yeah, I can see that. Sorry. I should've called. I'm only here because it's important.

CAROLYN considers this thoughtfully.

CAROLYN: Come in.

CAROLYN slowly steps out of the way so JESSIE can enter.

JESSIE: There's no easy way to say this -

CAROLYN: *It's the cancer, isn't it?*

JESSIE nods rapidly.

JESSIE: It's come back. I need a bone marrow transplant. The doctor says a family member is my best bet for compatibility.

CAROLYN sinks back in her chair wearily.

CAROLYN: I see.

JESSIE: So, I'm here to ask you if you'd be willing to take the test.

CAROLYN: What, to see if we're compatible?

JESSIE shrugs nervously.

JESSIE: You may not have been the best mother in the world but you're the only family I have left.

CAROLYN: Am I?

JESSIE – surprisingly taken aback.

JESSIE: That's what you've always told me.

Identifying and using adverbs

1 Ask students to define an adverb. Refer to the definition below.

Definition

Adverb: A single word or expression that adds detail to a verb, an adjective, another adverb or a whole sentence. For example: He painted beautifully.; She walked very slowly.; They are really happy.; Surprisingly, I enjoyed the party.

2 Write the following sentence on the whiteboard and ask students to identify one adjective and one adverb.

If you want to improve your grammar quickly, you should pay careful attention during lessons.

3 Copy the table onto the board (including the examples) and ask students to volunteer more adverbs that might describe the actions in the table. Write the adverbs yourself on the whiteboard, or ask students to write their own suggestions.

Paired writing activity

Organise the class into pairs. Distribute
Adding adverbs 1 worksheet to one-third
of the pairs, Adding adverbs 2 worksheet
to the next third and Adding adverbs
3 to the last third. If your class has
15 pairs, you should have five pairs doing
each worksheet. Assign the students
15 minutes to complete the activity.

Verb	Adverbs
singing	e.g. loudly
flying	e.g. swiftly
staring	e.g. openly
eating	e.g. politely
hiding	e.g. furtively
thrashing	e.g. violently
studying	e.g. half-heartedly
working	e.g. diligently
sleeping	e.g. restfully
talking	e.g. secretively

Paired speaking and listening activity

Call for three pairs of volunteers (one pair who completed **Adding adverbs 1**, one who did **Adding adverbs 2** and one who did **Adding adverbs 3**). One student from the first pair reads the text aloud slowly. The partner should interject with the adverbs on their worksheet. Repeat for the other two worksheets.

Note: The worksheets are differentiated in order from lowest to highest level of difficulty.

Student

Lesson 5

Adding adverbs and adverbial phrases

1 Adverbs and adverbial phrases make stories more interesting. Add adverbs and adverbial phrases to *Ally's big break* to describe how, when or where something happened. Spaces have been provided for you.

Ally's big break		
'You look lovely', said Mum _	, as I climbed into the passenger seat. I	
	_ and leaned back and her compliment slid off my itchy fairy	
costume like drops of rain off an umbrella.		
Today I had missed a chance to realise my dream. The agent called my mum this morning while I was getting ready for a six-year-old fairy party. Donna, my absolute bestie, had begged me to fill in for her. I said yes, but that was before I knew I had missed a spot on Young Talent Time.		
	at the address Donna had given me. Mum squeezed my	
	Your time will come, Ally. I looked at her face full of certainty	
	ords. 'Thanks Mum', I said as I hugged	

2 Add adverbs and adverbial phrases to *Who brings a bike to a ski run?*, but this time, don't repeat any of the adverbs or adverbial phrases you used in *Ally's big break*.

all week. As soon as	Who brings a bike to a s to take forever. We'd been the chairlift dropped us onto the har	waiting for this
I canshe's been riding a s	racing each other down. beat anyone on skis or a book ki-bike as long as me. "Hurry up!" she , but she knew I was	shouted to me, laughing
We swooped between a family skiing down the run, and they stopped to watch us fly past. A heartbeat later they were far behind.		
	anding on either side of us were a dan	
The words of the instructor during my first ski-bike lesson came back to me. grip the saddle with your knees. Keep your feet up during a turn. Learn to trust the skis		
	kis. That's always the hardest part. I $_$ on the handlebars and focused on m	-

Adding adverbs and adverbial phrases

These are not the only possible answers. As this is a creative exercise, student answers will vary.

Ally's big break

'You look lovely', said Mum tenderly, as I climbed into the passenger seat. I sighed deeply and leaned back and her compliment slid off my itchy fairy costume like drops of rain off an umbrella.

Today I had missed a chance to realise my dream. The agent called my mum this morning while I was getting ready for a six-year-old fairy party. Donna, my absolute bestie, had desperately begged me to fill in for her. I said yes, but that was before I knew I had missed a spot on Young Talent Time.

We arrived quickly at the address Donna had given me. Mum squeezed my hand affectionately. 'Your time will come, Ally. I looked at her face full of certainty and I wanted to believe her words. 'Thanks Mum', I said as I gratefully hugged her goodbye.

Who brings a bike to a ski run?

The ride up seemed to take forever. We'd been patiently waiting for this all week. As soon as the chairlift dropped us onto the hard-packed snow we started excitedly racing each other down.

I can easily beat anyone on skis or a board, but Tamar is fast, because she's been riding a ski-bike as long as me. "Hurry up!" she shouted to me, laughing loudly, but she knew I was rapidly pulling ahead.

We swooped silently between a family skiing down the run, and they stopped to watch us fly past. A heartbeat later they were far behind.

By now, the trees standing on either side of us were a dark blur. I hastily swerved the bike from side to side to keep my speed under control.

The words of the instructor during my first ski-bike lesson came back to me. Always grip the saddle with your knees. Keep your feet up during a turn. Learn to trust the skis unquestionably.

Learn to trust the skis. That's always the hardest part. I somehow relaxed my white-knuckled grip on the handlebars and focused on moving smoothly with the motion of the bike.

Adverbial phrases

List of adverbial phrases

Ask students to help you create a whiteboard list of adverbial phrases to replace adverbs in the table. This list builds upon the adverb examples from **Lesson 4 Identifying and using adverbs** - teacher ideas.

Emphasise to students the fact that the tenses of the verbs have been changed to reflect past, present and future. (15 mins)

Verb	Adverbs
singing	will sing loudly
flying	flew swiftly
staring	staring openly
eating	ate politely
hiding	hiding furtively
thrashing	thrashed violently
studying	studies half-heartedly
working	will work diligently
sleeping	sleeping restfully
talking	talk secretively

Worksheet 'Adding adverbs and adverbial phrases'

Distribute printed copies of the worksheet. Give students time to complete the worksheet (15 mins). Ask students to swap worksheets with a neighbour and award a mark for each correct adverb and adverbial phrase. Ask them to add up the score and write it on the sheet before handing it back to its owner. (5 mins)

Definitions

Adverb: A single word or expression that adds detail to a verb, an adjective, another adverb or a whole sentence. For example: He painted beautifully.; She walked very **slowly**.; They are **really** happy.; **Surprisingly**, I enjoyed the party.

Adverbial phrase: A phrase that adds extra detail about what is going on in a clause or sentence. For example: They came **too late** to do any good.; She sang **at the concert**.