

## MOVING ON

## 2.7

PRIMARY VOCABULARY  
BOX

## Active adjectives



## ACTIVITY TYPE

whole class TPR and crossword

## VOCABULARY FOCUS

basic adjectives: *big, small, tall, short, fat, thin, young, old, happy, sad*

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

reading and writing

## TIME

40 minutes

## MATERIALS

a copy of the *Active adjectives* worksheet per pupil, prompt cards with adjectives written on them

## Before class

Make a copy of the *Active adjectives* worksheet for each pupil and one set of prompt cards with the adjectives ('big', 'small', 'tall', 'short', 'fat', 'thin', 'young', 'old', 'happy', 'sad') written on them.

## In class

- Mime each of the adjectives in turn, asking your class to copy you and repeat the word.  
*fat*: rounded bent knees, arms rounded at your sides like handles of a cup and cheeks puffed out  
*thin*: legs straight together, arms straight by your sides and cheeks sucked in  
*tall*: arms straight above your head, legs straight together and on tiptoe  
*short*: legs together and bent deeply at the knees, arms straight by your sides  
*big*: straight legs spread as far apart as possible, arms stretched as far apart as possible above your head, forming a star shape  
*small*: kneeling or squatting on the floor, curl up into a ball with your head tucked in  
*young*: mime cradling a baby in your arms and make baby crying noises  
*old*: mime an elderly person walking with a bent back, one hand on your back and holding an imaginary stick with shaky hands  
*happy*: grin widely and laugh  
*sad*: mime crying with a downturned mouth and rub your eyes
- Drill the above mimes as a whole class and then play a game by calling out the adjectives as prompts which pupils mime. Go faster and faster to catch pupils out. Pupils who respond incorrectly sit down and watch. Practise the game several times before playing to get a winner.
- Write the adjectives on the board and ask individual pupils to spell them aloud. Pupils copy the adjectives into their notebooks.
- Draw the following on the board
 

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 and write 'g b i' beside it.
- Mime the adjective 'big' to elicit a verbal response.
- Say *Can you spell 'big'?* Write the word in the squares on the board as your pupils dictate it to you, crossing out each letter of the anagram as you do.
- Give a worksheet to each of your pupils and ask them to complete the crossword in the same way.
- Circulate to monitor and help.
- Correct the crossword orally. Ask pupils to spell the adjectives as you write them on the board.

## Extension

Play a whole class game. Ask a pupil to come to the front of the class, read a prompt card silently, and mime the adjective for the other pupils to guess. The pupil who guesses the adjective can come up to the front to mime the next word.

**Active adjectives**

PRIMARY VOCABULARY BOX **2.7**

The crossword puzzle grid is composed of white squares for letters and black squares for empty space. The clues are as follows:

- 1 gbi**: Down, 3 letters. The letters 'b', 'i', and 'g' are already filled in the grid.
- 2 nith**: Down, 4 letters.
- 3 lalt**: Down, 3 letters.
- 4 pypha**: Down, 5 letters.
- 5 lasml**: Across, 5 letters.
- 6 trosh**: Down, 4 letters.
- 7 ngoyu**: Across, 5 letters.
- 8 dol**: Across, 3 letters.
- 9 tfa**: Across, 3 letters.
- 10 dsa**: Across, 3 letters.

Illustrations include a man hugging a child, a man in a tall top hat with a flower, and a man in overalls with a flower on his head.

## FLYING HIGH



# PRIMARY VOCABULARY BOX

## Word spider

**ACTIVITY TYPE**

individual collocations puzzle

**VOCABULARY FOCUS**

do, play, have and collocations (see key below)

**LEVEL**

3

**AGE RANGE**

11–12

**SKILLS**

reading, writing

**TIME**

20 minutes

**MATERIALS**a copy of the *Word spider* worksheet per pupil**Before class**Make a copy of the *Word spider* worksheet for each pupil.**In class**

- 1 Revise or pre-teach the necessary vocabulary (see key below for the list of words).
- 2 Explain the task by example on the board:

do	play	have

a shower  
 table tennis  
 some work

Say *Do a shower?* in a questioning tone of voice, to elicit the response *No*. Repeat with *Play a shower?* to elicit the response *No* again. Finally say *Have a shower?* to elicit the response *Yes*, and write 'a shower' in the column under 'have'.

Repeat the process with *table tennis* and *some work*, to elicit *play table tennis* and *do some work*. Explain that these are pre-made combinations (and, if you wish, tell them that they can be called 'collocations').

- 3 Give each pupil a copy of the *Word spider* worksheet.
- 4 Ask pupils to complete the worksheet by writing the words in the appropriate spider, depending upon which verb they combine with.
- 5 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 6 When pupils have completed the task, ask them to correct it, first by comparing their sheets in small groups, and then collectively writing the answers on the board.

**Key**

do: the housework, the dishes, an exercise, a project, the cooking, the shopping, your homework, a crossword

play: the piano, volleyball, the guitar, a game, tennis, football, basketball, the violin

have: a bath, breakfast, dinner, a sandwich, a holiday, lunch, a rest, a party

**Extension**

In groups of three to four, pupils write sentences about each spider with their corresponding verbs, e.g.

'Danny did the housework yesterday.'

'Polly plays the piano on Mondays.'

'Harry has a rest after lunch.'

Set a time limit (ten minutes). Correct collectively. Groups read their sentences aloud for you to write on the board.

**Word spider**

PRIMARY VOCABULARY BOX **3.7**

Put these words with the correct verb.

the housework ✓	breakfast	lunch
the dishes	a game	the shopping
the piano	dinner	basketball
volleyball	tennis	a rest
an exercise	the cooking	your homework
a project	football	the violin
a bath	a sandwich	a party
the guitar	a holiday	a crossword

