

Vocabulary

• Basic adjectives

Aim

Use basic adjectives to describe things.

Warm-up

With books closed, write on the board *Mini* and *Ferrari*. Elicit that they are both cars. Ask: *What's the difference between them?* Elicit a few ideas and elicit adjectives such as *big, small, fast, slow*. Write these on the board and explain that they are adjectives, and we use them to describe things.

Exercise 1 1-08

Students read the text and match the adjectives in blue with their opposites in the box. Allow students to compare their answers in pairs then play the audio. Students listen and check their answers. Check answers with the class, and check that students understand all the adjectives.

ANSWERS

nice – horrible, old – new, slow – fast,
good – bad, expensive – cheap,
small – big, popular – unpopular,
interesting – boring

Exercise 2

Students read the text again and choose the correct answers. Check answers with the class. Point out the position of adjectives before the noun, e.g. *a good camera* (NOT *a camera good*).

ANSWERS

1 b 2 a 3 a

Exercise 3

Read through the key phrases with the class. Point out the difference in meaning between the different adverbs of degree. You could get students to translate the phrases into their own language to check understanding. Focus on the table and read out the example answer. Elicit one or two more examples about TV programmes, people, games or films. Students then write their sentences individually. Ask one or two students to read their sentences to the class. Correct any errors.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Students work in pairs to compare their sentences from exercise 3. Ask students if any of their sentences were the same.

ANSWERS

Students' own answers.



VOCABULARY • Basic adjectives

I can describe things.

- 1 1-08 Read the text. Match the words in blue with their opposites in the box. Then listen and check.

unpopular bad new cheap
horrible boring fast big

Send us your photos! What have you got ...

... in your pocket?

I've got money, a pen, my ID card for school (that photo isn't very **nice**) and my mobile phone. It's **old** and **slow** now and it hasn't got a **good** camera. I want a new mobile, but they're **expensive**. (Paul)

... on your desk?

I've got books, one or two old video games, and these mini speakers. They're **small**, but they're really good. (Ben) And I've got a photo of my cousins in Australia. They've got a pet parrot. His name's Sinbad and he's really **popular** with my cousins' friends. We haven't got a pet. (Ben)

... in your bag?

I've got my books for school, my mobile and I've got this present for my dad. He hasn't got this book. It's about cooking and it's very **interesting** (if you like cooking!). (Maria)



- 2 Read the text again and choose the correct answers.

- 1 Has Paul's mobile got a good camera?
a. Yes, it has. b. No, it hasn't.
- 2 Have Ben's cousins got a parrot?
a. Yes, they have. b. No, they haven't.
- 3 Has Maria got a present for her dad?
a. Yes, she has. b. No, she hasn't.

- 3 Study the Key Phrases. Write eight sentences about the things in the table. Use your ideas and the Key Phrases.

Mexico City is a really big place.

TV programme	Place	Person	Game or film
popular	big	nice	expensive
boring	horrible	popular	fast
good	old	interesting	new

KEY PHRASES

Adverbs of degree

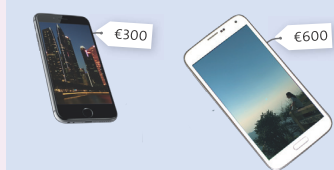
It isn't very expensive.

It's quite expensive.



It's very expensive.

It's really expensive.



- 4 USE IT! Work in pairs. Compare your sentences in exercise 3.

Mexico City is a really big place.

My city is really old.

10 Starter unit

Optional activity: Vocabulary

Refer students back to the text in exercise 1. Ask them to look in their school bags and write three sentences describing what is in their bag, using *I've got* and an adjective from exercise 1, e.g. *I've got a small book*.

Students can read their sentences to each other in pairs, omitting the adjectives. Their partner must guess the missing adjectives. See who managed to guess all three of their partner's adjectives.

More practice

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