

Adjectives E1-E2

Name _____ Date _____



An adjective is a describing word. It describes a noun.

For example:

The **white** horse was running fast.

(White is the adjective because it describes what the horse looks like).

The dress in the window was **pretty**.

(Pretty is the adjective because it describes what the dress looks like).

Activity 1

Underline the adjective in each sentence:

1. John had a new bike for his birthday.
2. The bell on the bike was shiny.
3. The bike was red.
4. John had a green helmet.
5. The bike's wheels were black.

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Activity 2

Put your own adjective into these sentences:

1. The food smells _____.
2. Tom's new jumper is very _____.
3. It is a _____ day today.
4. The parcel was _____ when it arrived.
5. The music at the party was very _____.
6. Wales is a _____ country.
7. The people in the town were very _____.
8. The _____ aeroplane flew through a storm.
9. The class was _____.
10. The sea looked _____ last night.

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Activity 3

Write some sentences describing these pictures.



A.



B.

Entry Level 1-2 Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. ✓ Indicates the main coverage and range skills that are (or can be) covered in this resource and/or in the suggested extension ideas and tips. However, these will vary with the student group and how the resource is used by the teacher.

Reference: Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

Entry 1 Skill standard

Speaking, listening and communication

Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation

Reading

Read and understand short, simple texts that explain or recount information

Writing

Write short, simple sentences

Entry 1 Coverage and range Ofqual (2009), p9.

- Understand the main points of short explanations
- Understand and follow instructions
- Respond appropriately to comments and requests
- Make contributions to be understood
- Ask simple questions to obtain specific information
- Read and understand simple regular words and sentences ✓
- Understand short texts on familiar topics and experiences
- Use written words and phrases to present information ✓
- Construct simple sentences using full stops ✓
- Spell correctly some personal or very familiar words ✓

Entry 2 Skill standard

Speaking, listening and communication

Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations

Reading

Read and understand straightforward texts that explain, inform or recount information

Writing

Write short texts with some awareness of the intended audience

Entry 2 Coverage and range Ofqual (2009), p7.

- Identify the main points of short explanations and instructions
- Make appropriate contributions that are clearly understood
- Express simply feelings or opinions and understand those expressed by others
- Communicate information so that the meaning is clear
- Ask and respond to straightforward questions
- Follow the gist of discussions
- Understand the main events in chronological texts
- Read and understand simple instructions and directions
- Read / understand high frequency words & words with common spelling patterns ✓
- Use knowledge of alphabetical order to locate information
- Use written words and phrases to record and present information ✓
- Construct compound sentences using common conjunctions
- Punctuate correctly, using upper and lower case, full stops and question marks
- Spell correctly all high frequency words and words with common spelling patterns

** Also covers many **adult literacy curriculum** <http://repository.excellencegateway.org.uk/fedora/objects/etf:1286/datastreams/RESOURCE/content> elements.