

Sixth Sense: Practice with linking verbs and adjectives

Directions for the teacher:

STEP 1 – Ask students to identify the five senses using verbs. Suggested prompts:

“We have five senses.

We SEE with our eyes.”

[Let students supply the verbs in remaining statements.]

“We (HEAR) with our ears.

We (FEEL) with our hands.

We (TASTE) with our mouth.

We (SMELL) with our nose.”

Now identify the five senses using nouns. Write the new vocabulary on the board.

“When we see with our eyes, we are using the sense of SIGHT.

When we hear with our ears, we are using the sense of HEARING.

When we feel with our hands, we are using the sense of TOUCH.

When we taste with our mouth, we are using the sense of TASTE.

When we smell with our nose, we are using the sense of SMELL.”

STEP 2 – Explain that students will use their senses to describe objects. Present a piece of fresh fruit to the class, such as a banana or orange. (You can pass it around, but ask that they don't eat it!) Prompt students to describe the fruit. Possible questions: *What color is it? What shape is it? What does it smell like? What does it feel like?* Possible responses: *It is yellow. It is long. It smells good. It smells sweet. It feels smooth.* If students do not respond in full sentences, restate their ideas using an appropriate linking verb.

Repeat the process with a new object with different qualities: raisins, a textured purse, a wrinkled piece of paper or foil, a scarf, or other common item. New descriptions should make use of new adjectives.

STEP 3 – On the board, list adjectives used in Step 2. Group them according to the five senses. For example, “sweet” can go under SMELL and TASTE. “Yellow” can only go under SIGHT. Encourage students to write down the same information on their chart in Task A. Invite them to add other adjectives, but do not overwhelm them with new vocabulary. Students should only record adjectives suggested by classmates.

STEP 4 – Do Task B in pairs. Correct as a class. Have students identify the pattern used in all six sentences: *linking verb + adjective.*

Answers:

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1. ARE beautiful
2. SMELLS wonderful
3. LOOKS beautiful
4. SOUNDS good
5. FEELS warm
6. TASTES good

STEP 5 – Do Task C in pairs. (Make sure the adjectives “comfortable” and “talented” are understood.) Correct as a class. Have students identify the pattern used in all six sentences: *verb “be” + (article) + adjective + noun*.

Answers:

1. This is SWEET tea.
2. He’s a very GOOD singer!
3. It’s a COLD day.
4. This is a COMFORTABLE couch.
5. That’s an OLD hat.
6. That’s a HARD chair.

STEP 6 – OPTIONAL. Prepare a bag of common objects. Ask a volunteer to take out one object and then describe it two different ways: (1) *linking verb + adjective* and (2) *verb “be” + (article) + adjective + noun*. Model: “This is a black pen. It doesn’t look expensive.” Repeat until all objects have been used.

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Task A. Complete the chart with other adjectives.

SIGHT	HEARING	TOUCH	TASTE	SMELL
<i>yellow</i>			<i>sweet</i>	<i>sweet</i>

Task B. Complete the sentences with the correct verbs.

are	feels	looks	smells	sounds	tastes
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1. These flowers _____ beautiful.
2. The bread in the oven _____ wonderful!
3. The wedding cake _____ beautiful. Let's take a picture of it.
4. Listen to Ann play the piano! She _____ good.
5. Your forehead _____ warm. Maybe you are sick. Go lie down and rest.
6. Yum! This soup _____ good. Do you want to try some?

Task C. Complete the sentences with the correct adjectives.

cold	comfortable	hard	old	sweet	talented
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1. This is _____ tea. There's a lot of sugar in it.
2. Is that Mario singing? He's a very _____ singer!
3. It's a _____ day. It's snowing. Wear a warm coat and hat.
4. This is a _____ couch. I like it. How much is it?
5. That's an _____ hat. I don't wear it. Do you want it?
6. That's a _____ chair. Don't sit there. Sit here.