

## 4.11 Describing length

**Topic:** Measurement

**Subtopic:** Length

**Activity type/skill:** Using adjectives and adverbs

**Literacy focus:** Vocabulary

### Objective

- Become familiar with adjectival and adverbial forms of target vocabulary.

### What you need

- Student worksheet (see next page)

### What to do

1. Look at the top of the student worksheet and remind students that adjectives give more information about nouns, and adverbs give more information about verbs.
2. Use familiar vocabulary to make examples and encourage students to come up with examples of their own.
3. Talk about the vocabulary from the word list, then help students place 'accurate' and 'accurately' in the correct spaces, pointing out the verb and noun each modifies.
4. Have them complete the exercise in pairs and, once they have agreed on the correct answers, read the sentences aloud. Explain that they may often be able to make corrections to their work by reading aloud to test whether it 'sounds right'.
5. Look at the bottom of the student worksheet and have students give an oral answer to the puzzle before they check their answers with a ruler. Then have them explain what they estimated and any difference they discovered when they measured with a ruler. Discuss why.

## Activity eleven



**adjectives**

and

**adverbs**

accurate  
easy  
equal  
exact

accurately  
easily  
equally  
exactly

accurate  
accurately

You cannot measure \_\_\_\_\_ using paces. If you want an \_\_\_\_\_ measurement you must use a ruler.

easy  
easily

The metric system is an \_\_\_\_\_ system to use. You can multiply, add and subtract \_\_\_\_\_.

equal  
equally

If you want to divide something \_\_\_\_\_ between two people you can cut it in half. That way you will get two \_\_\_\_\_ pieces.

exact  
exactly

A metre is an \_\_\_\_\_ unit of length. A metre always measures \_\_\_\_\_ the same length.

### Estimate which one is the longest

