

Words that Go Together - Adjectives 2



1. Match the adjectives in column A with the complements in column B.

A - Adjectives	B - Complements
ticklish	diet
severe	skin
dislocated	food
low-fat	cough
watery	eyes
deep	shoulder
high	advice
nutritious	heart
sound	cut
sensitive	pain
weak	blood pressure

2. Complete the following sentences using the adjectives from exercise 1.

- a. I had a _____ pain in my back. It was the worst pain I'd ever experienced.
- b. Can we go inside? This wind is giving me _____ eyes and I can't see properly.
- c. I've got an annoying _____ cough that won't go away. Do you have any medicine?
- d. My grandfather had a _____ heart all his life but he still lived into his 90s.
- e. I fell through a window once and suffered _____ cuts to my arms.
- f. The doctor told me I had _____ blood pressure and should do more exercise.
- g. I thought I'd broken my arm but the x-ray showed I had a _____ shoulder.
- h. I have _____ skin. I always put on sunblock cream before I go outside.
- i. I always eat plenty of fruit and vegetables. It's important to eat _____ food.
- j. I've been on a _____ diet for the last few months. I'm trying to lose weight.
- k. I asked the nurse what to do and she gave me some really _____ advice.



Speaking - Words that Go Together



3. Match the sentences in column A to the responses in column B. Practice the dialogues with your partner.

A	B
a. Why are you wearing those long white gloves?	1. Maybe you're suffering from an allergy.
b. I've decided to have a low-fat diet.	2. I know. And cough medicine never helps much, does it?
c. I had fish with brown rice and a green salad for dinner.	3. That's a deep cut. It'll need stitches.
d. I've been told I have high blood pressure. What can I do?	4. I have sensitive skin and need to stay covered up.
e. I've had a severe pain in my back all month.	5. No, I have a dislocated shoulder. It's really painful.
f. I've had watery eyes all week. I don't know why.	6. What for? You don't need to lose weight.
g. Ouch! I've cut my hand on some broken glass.	7. What a nutritious meal. You're very healthy.
h. I've had a ticklish cough all week. It's so annoying.	8. You need pain killers. Go and get some from the doctor.
i. Why are you wearing a sling? Have you broken your arm?	9. Well, you should cut salt from your diet to start with.
j. My doctor told me to exercise every day for 20 minutes.	10. I think that's very sound advice.

4. Discuss your answers to the following questions with your partner.

- When was the last time you had a cough? What kind of cough was it? Did you take medicine?
- What's the worst pain you've ever had? Have you ever taken painkillers?
- Do you eat healthy, nutritious food? Do you have a low-fat diet?
- Do you ever eat junk food? What's the most unhealthy food you regularly eat?
- Do you have a weak heart? Do you look after your heart by exercising and eating healthily?
- Who do you talk to when you need advice about your health?
- Who usually gives you the best advice about life in general?
- Have you ever had a deep cut? Have you ever had stitches?
- Do you have sensitive skin? Do you burn easily on sunny days?
- Do you do anything to look after your skin? Do you use ointments or moisturizing cream?



Words that Go Together - Adjectives 2 - **Teacher's notes – Procedure and Answers**

The **purpose** of this lesson is to present and practice some basic adjective / complement collocation (words that go together).

Timing = 60 minutes.

1. Write the title on the whiteboard and give an example of adjective collocation e.g. *a dry cough, a sharp pain, a dull ache*. Elicit any more examples and write these on the board.
2. **Exercise 1**, Page 1. Put students in pairs to match the adjectives and complements. They may use dictionaries to look up unfamiliar words.
3. Check the answers as a class in feedback. Practice the collocations as a whole class in a choral drill. Pay particular attention to problematic phonetic features relevant to your students.
4. Tell all the students to cover or turn over the handout. Test student's memory of the collocation; nominate a student, read one of the complements, they must tell you the correct adjective. Continue this process for all the complements with different students in the class.
5. In pairs, students test each other in the same way as described in 4. above.
6. **Exercise 2**, Page 1. Individually, students read the sentences and complete the gaps with the correct adjectives from exercise 1. In pairs, students check their answers. Check all answers in class feedback.
7. **Exercise 3**, Page 2. Individually, students match the sentences in column A to the correct response in column B. In pairs, students check their answers. Check all answers in class feedback; nominate one student to read the first sentence in column A, nominate another student to give the response. Continue this process for all the short dialogues.
8. In pairs, students practice the short dialogues; student A speaking the first sentence and student B giving the response. Once this is completed students change roles.
9. **Exercise 4**, Page 2. In pairs or small groups, students discuss their answers to the questions. Conduct class feedback and an error correction session as appropriate.

Answers – Exercise 1, Page 1

- ticklish cough
- severe pain
- dislocated shoulder
- low-fat diet
- watery eyes
- deep cut
- high blood pressure
- nutritious food
- sound advice
- sensitive skin
- weak heart

Exercise 2, Page 1

- a. severe
- b. watery
- c. ticklish
- d. weak
- e. deep
- f. high
- g. dislocated
- h. sensitive
- i. nutritious
- j. low-fat
- k. sound

Exercise 1, Page 2

- a - 4
- b - 6
- c - 7
- d - 9
- e - 8
- f - 1
- g - 3
- h - 2
- i - 5
- j - 10

N.B. In exercise 1, page 1, it is possible for some adjectives to collocate with more than one complement. In feedback, allow any adjective / complement matches which are correct.