



Teaching Attributive and Predicative Adjective use through Deductive Instruction with Explicit Corrective Feedback

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Abstract

This study examined the effects of deductive instruction in line with explicit corrective feedback as a method of improving the learner's grammatical competence in the acquisition of attributive and predicative adjective use. The study took place over a 5-week period, in which five sessions were administered. The participant was a Japanese male university student. He is a learner of English as a foreign language of upper-intermediate level. An initial diagnostic test was taken. A pre-test and post-test were administered, both of which were in written form and used in analysis of accurate production of target features. Comparison between the pre-test and post-test scores shows a substantial improvement was made in production of the grammatical target features. Subsequently, results showed the combination of deductive form-focused instruction and explicit

corrective feedback benefited the participant in relation to acquired explicit knowledge.

Introduction

Interestingly, all languages have adjectives. However, it is not always so easy to distinguish them from other parts of speech (Larsen-Freeman & Celce-Murcia, 2016). They go on to suggest the adjectives in English are simpler than those in many other languages. Regardless of which position in a sentence they occupy they remain invariant in form. However, learners of English as foreign language (EFL) do have to learn certain rules about English adjectives. For example, some English adjectives can occur only before the noun. These adjectives are known as attributive adjectives. Other adjectives occur only after a copular verb or as a predicative adjective. To add an additional twist to the complexity of adjectives many can occupy more than

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one position, but depending on where they are placed, they may convey different meanings (Larsen-Freeman & Celce-Murcia, 2016).

In addition, when two or more attributive adjectives are used in concession it is necessary to impose a linear order that modifies the noun (Richards, 1977). This sequence order of adjectives can be challenging for non-native speakers of English. “With multiple predicative adjectives at least one conjunction is obligatory as in ‘The train is long, slow and unreliable’. With multiple attributive adjectives, the conjunction is optional and, most commonly, is omitted” (Richards, p. 489).

So, as you can see what initially seemed a relatively straightforward part of speech is quite complex and can be difficult to teach. I have found that with my students in the past even the more advanced EFL learners have difficulty in mastering English adjectives. Therefore, I wanted to identify an effective way of teaching attributive and predicative adjectives.

The pedagogical approaches I decided to use in this study were deductive instruction with explicit corrective feedback. According to Spada (2011) explicit instruction is more effective than implicit instruction and the effects of explicit instruction can last longer. I had never taught grammatical aspects using a deductive approach so welcomed the challenge of initially presenting grammatical rules of adjective use followed with practice. I administered five sessions in total, including a diagnostic test, pre-test, post-test, and three teaching sessions. Each

session was equally spaced a week apart.

Literature Review

Deductive vs Inductive Instruction

Grammar instruction can be taught either deductively or inductively. Ellis (2006) described deductive instruction as when grammatical rules for the target grammar are initially presented, which is then followed by practice by the L2 learner. Inductive instruction requires more from the learners in that they must discover the rules on their own with support from other learners or the instructor (Vogel, Herron, Cole & York, 2011).

There has been considerable debate as to whether grammatical rules should be taught explicitly before a practice activity, through a deductive approach or whether an inductive approach should be taken whereby a carefully considered practice activity precedes a focus on rule (Vogel et al., 2011). In Haight’s (2007) study he investigated students preferred instructional approach and found the majority of students favored a deductive approach when being taught grammatical structures over an inductive approach. In support of this, the study by Vogel et al., 2011 showed 80% of their participants preferred the deductive approach, too. I found this research very interesting and it helped in my decision to approach adjective use from more of a traditional method, where the rules are explicitly explained first.

Explicit Instruction

There are many terms that are used

in literature that describe the various approaches to second language (L2) grammar instruction. Explicit teaching in relation to grammar can be described as when a teacher explains or demonstrates a grammatical structure and the rules that apply to that structure and then get students to practice the target grammar through producing sentences themselves.

Meta-analytic research suggests that explicit instruction has an edge over implicit instruction for the development of complex L2 grammatical structures (Cerezo & Leow, 2016). Through explicit instruction L2 learners spend less time trying to understand the language themselves and this results in the ability to internalize forms faster.

While Schmidt (1990) emphasizes that noticing is an essential process in language acquisition and suggests it is important for L2 learners to pay conscious attention to language forms, the learning process should not stop here. For explicit instructional approach to be effective for the L2 learner it then needs to be complemented with output production. When a learner produces communicative output, this contributes to the acquisition of implicit L2 knowledge (Ellis, 1994). Output production forces learners to move beyond semantic processing of input to syntactic processing (Swain, 1995).

Corrective Feedback

Corrective feedback is “an indication to a learner that his or her use of the target language is incorrect” (Lightbown & Spada, 2013, p.139). There has been

considerable research and study done on the different types of corrective feedback and how effective each type is. Some types of feedback produce more student uptake than others. Uptake can be described as an indication that the student has noticed the feedback (Lightbown & Spada, 2013). Lyster and Ranta (1997) identified six corrective feedback types. Implicit forms include recasts, repetitions, and clarification requests; whilst explicit feedback can be explicit correction, metalinguistic explanation, and elicitation. Since Lyster and Ranta reported their findings, there has been several studies of the effectiveness of the different forms of corrective feedback. This research has produced varying results.

Lyster and Saito (2010) conducted a meta-analysis in order to gain a better understanding of CF effectiveness. They focused on three types of CF, recasts, explicit correction, and prompts. As previously mentioned, recasts are a type of implicit feedback (Lyster & Saito, 2010) whereby the teacher reformulates all or part of a student’s utterance, minus the error (Lightbown & Spada, 2013). Explicit correction can be seen to be more direct. The teacher provides the correct form and clearly indicates that what the student had said was incorrect (Lightbown & Spada, 2013). Finally, the third type of CF analyzed was prompts. Prompts embody elicitation, metalinguistic clues, clarification requests and repetition to push L2 learners to self-repair (Lyster & Saito, 2010). Through prompting, teachers provide their students with clues and withhold the correct answer. All three CF showed significant results in

this meta-analytical study.

In Lyster and Ranta's study (1997) they found that student uptake was least likely to occur after recasts and more likely to occur after clarification requests, metalinguistic feedback, and repetitions (Lightbown & Spada, 2013).

I found these results very interesting yet somewhat shocking as I realized I frequently use implicit recasts and they may not be as effective as I had always assumed. Through researching CF, I was then motivated to try other forms more specifically a variety of explicit feedback.

Research Question

I investigated the following question:

1. Can the student's use of attributive and predicative adjectives be improved through a short-term study through deductive form-focused instruction with explicit corrective feedback?

Methods

Participant

The participant was a 19-year-old Japanese male, named Shin. He is currently a second-year university student studying at a university in Kanto. He is majoring in international understanding in the International Relations Department. In addition, he is taking teaching training classes in order to gain certification as a high school English language teacher in Tokyo. In recent months he has decided he will aim for certification as an English teacher but initially hopes to enter the business world, gain experience outside of the educational industry and eventually

return to teaching in his early thirties. He has been learning English for over 11 years through the public Japanese educational system. This consisted of minimal exposure to English in elementary school through to regular classes (10 classes a week) both in form focused and meaning based instruction in high school. In addition to the public-school English education system he attended a year of eikaiwa or conversational English classes once a week as a third-year elementary school student for one year. In his second year of high school he had the opportunity to attend a study abroad program in Calgary, Canada for one month. He has achieved a TOEIC score of 560 and has Grade 2 in the Japanese Eiken test.

Pedagogical Materials

Several different materials were used in this study. I prepared written materials for the overall theoretical and instructional lesson plans administered (see Appendix D, G, H & L) based on Chapter 20 on Adjectives in *The Grammar Book* (Celce-Murcia & Larsen-Freeman, 2016). The diagnostic test (Appendix A & B), pre and post-tests (see Appendix C) were all sourced from Dr.Ghaemi IELTS/TOEFL & TOEFL iBT online resources. In addition, all the homework assignments (see Appendix E, F, I, J, K, M & N) were sourced online from the following websites: iSLCollective, K12reader, eslprintables and Yourdictionary.

Procedures

The length of this study was five weeks in total. The first week consisted

of the diagnostic test, the second week I administered the pre-test and taught the first session, the third and fourth weeks involved the second and third teaching sessions and then finally on the fifth and last session I gave the post-test and received verbal feedback on my teaching approach from the participant. Each session was approximately 1 hour in length.

Session 1 (Diagnostic Test)

Prior to the first session I had asked Shin what grammatical aspects he had been struggling with. He informed me he had been having trouble with the correct use of adjectives. I needed to determine where he was having difficulty. For example, was he using the comparative and/or superlative form incorrectly? Was he able to produce adjective word order correctly? Was he aware of which adjectives were strictly predicative and therefore could not be used before the noun? In order to determine the specific areas of adjective use he was struggling with I decided to give him a diagnostic test that was divided into two parts. The first part was made up of past participles *-ed* and present participles *-ing*. Whereby past participles *-ed* are used to describe how people feel, while present participles *-ing* are used to describe something that causes the feelings. There were twenty questions in total and for each question he had to choose the appropriate *-ed* or *-ing* participle (see Appendix A).

For example, This treatment is great. It makes me feel so _____.

- A) Relaxed
- B) Relaxing

The second part of the diagnostic test was a written grammatical judgement test made up of 20 questions (see Appendix B). Shin had to underline the mistakes and make appropriate corrections. In addition, he had to determine which 5 of the 20 questions were correct. There was a variety of adjective use in this latter part. The type of adjective use included word order, attributive use, predicative use (both postnominal and following a verb), participle *-ed* and *-ing* use, conjunction use between adjectives and finally the incorrect use of possessive *s* with adjectives used as nouns. It took Shin approximately 45 minutes to complete the diagnostic test.

Session Two (Pre-Test and First Lesson Plan)

After having marked the diagnostic test I realized that Shin had a sound understanding of the *-ed* and *-ing* participle adjective use. Of the 20 questions in part one of the diagnostic test he earned 19 correct. In part two of the diagnostic test as previously mentioned there was a variety of adjective use displayed and it was substantially a lot harder than part one. Consequently, he only managed to answer 7 of the 20 questions correct. From these results I was able to determine which areas Shin needed help with. I decided to use a pre-test, made up of a similar format to the initial part two of the diagnostic test. The concentrated use of *-ed* and *-ing* participle adjectives were minimalized, and a range of error correction sentences were used. It took Shin about 25 minutes to complete the pre-test (see Appendix C).

I then administered the first teaching session, using a prepared handout (see Appendix D). In this initial session through explicit instruction I briefly touched on what adjectives are and what their function is. Here I explained Osborn's analogy (1989) in that anyone interested in cars understands what it means to modify an engine. In much the same way adjectives modify words, more specifically nouns and pronouns. "They don't change the basic meanings of words they modify; they 'soup up words' and highlight certain qualities of the words they modify." (Osborn, p. 39)

I went on to explain that adjectives do not change their form except when they are used as comparative or superlative adjectives. I gave an example of each type and then had Shin formulate his own examples. As with the participle adjectives Shin seemed to have a good understanding of adjectives used as comparatives and superlatives. I pointed out that many adjectives are formed from other words, such as nouns or verbs.

Leading on from this concept I went on to show that for a noun or verb to change into an adjective it takes on an *adjective forming suffix*. After having given Shin examples of suffix word endings and explicitly show examples we then worked through a list of words. I had him determine if they were nouns or verbs and subsequently what their adjective form would be. Using this list of 20 adjectives I gave Shin a worksheet to complete for homework (see Appendix E), in which he had to choose from this list of adjectives to fill in blanks in relative sentences. An

additional sheet of homework was given with words not covered in the teaching session but of similar fill-in-the-blank type format (see Appendix F). This teaching session lasted 1 hour 15 minutes.

Session Three (Second Lesson Plan)

I began the lesson with a brief review of what we had covered in the previous lesson and received the homework. I chose not to give feedback on the homework issued at this time as I knew we had a time restraint and really wanted to start focusing on attributive adjectives in this session. I told Shin I would mark the homework and give it back the following session.

In this lesson I began with a deductive approach in explaining the two different types of adjectives-attributive and predicative and their position within a sentence. As with the previous lesson I presented examples and gave explicit feedback when required. The following transcript shows this:

TR: Alright, I've given you some examples here. Let's take a look.

We've just seen an exciting film.

Here in the sentence the adjective is ...? (*metalinguistic elicitation/prompting*)

SHIN: Exciting

TR: Yep, and the noun is ...? (*metalinguistic elicitation/prompting*)

SHIN: Film

TR: So, another example would be *She has gorgeous hair.*

SHIN: *Gorgeous* is the adjective and *hair* is the noun.

TR: Right, good.
Can you come up with other examples? (*prompting*)

SHIN: I have black hair.

Through engaging with the participant and requesting confirmation as to whether he had understood I then prompted Shin to come up with his own examples. He was then asked to change the attributive adjective sentence forms he had thought of into predicative form (see Appendix G). The following transcription prevailed:

TR: Your sentence, what did you say?

SHIN: I have black hair.

TR: Yeah, so that would become ...
(*elicitation/prompting*)

SHIN: My black hair is black. Uhm... my hair is black. (*self-correction*)

TR: Yeah, so black can be used in both predicative and attributive positions.
(*metalinguistic explanation*)

Leading on from the previous activity I then made the following activity more challenging. I had written sentences on the board (see Appendix H) and explained he had to determine where the adjective was in each sentence and then judge from its position whether it was an attributive or predicative adjective. The following dialogue took place:

TR: *My Aunt Nancy's rice was tasty.*
So, which word is the adjective?
(*metalinguistic elicitation/prompting*)

SHIN: Tasty

TR: OK so, the adjective here is used after the verb was so which position is it?
(*providing clues, with holding*

answers/prompting)

SHIN: Ahh... predicative?

TR: Good, predicative. (*repetition*)

In part 1 of this continued lesson I then went on to focus purely on adjectives that can only perform as attributive adjectives—namely, classifying adjectives (which describes what type of thing something is) and emphasizing adjectives such as *sheer*, *mere* or *utter*. I felt emphasizing adjectives were low frequency examples of attributive adjectives and that in terms of Shin's output in his L2 this form would be difficult for him to produce. Consequently, I did not spend too much time on this aspect of attributive adjectives.

On the other hand, I really wanted to focus on classifying adjectives and tried to impress to Shin that they only come before the noun. In support of this form focused instruction I prepared several incorrect sentences to demonstrate this point. After having corrected some of these examples we then worked through an additional five examples together.

In part 2. of the lesson I then focused on attributive adjective order. Of the seven attributive adjective questions Shin got wrong in the diagnostic and pre-tests five of these questions were adjective order questions. Consequently, I really wanted to spend a substantial amount of time explaining the relative word order to follow. I used example sentences I had made myself and sample sentences taken from *The Grammar Book* along with examples from the IELTS practice exercises and grammar explanation. I had Shin try to explain what category each of the adjectives

represented in order to help him process the correct attributive adjective word order. The following transcript demonstrates this:

TR: OK no. 6 *He played a small, round, percussion instrument.*

SHIN: *Small* is size, *round* is shape and *percussion* type.

TR: Yeah it is, it's some kind of small drum. How would you describe your shamisen thing? I keep forgetting the name of it, sorry. I keep forgetting the name. (*repetition*)

SHIN: Sanshin.

TR: Sanshin, yeah.

SHIN: Sanshin is small... round...

TR: It's not round. (*explicit correction*)
You don't have to use shape to describe it. (*elicitation/prompting*)

SHIN: Small ...ahh ...

TR: It's not percussion, what is it?
(*elicitation/prompting*)

SHIN: Ahh ...

TR: It's like a guitar, it's like a cello
(*prompting through clues*)
What do they all have?
(*elicitation/prompting*)

SHIN: Yeah ... *gen*.

TR: *Gen* ... strings?
(*repetition/clarification*)
So it's a stringed instrument. So it's a small, string instrument.
(*repetition*)

Wait, so you could say it's Japanese too.

So where would you put the *Japanese*? (*prompting*)

SHIN: (cannot hear response)

TR: No, like if you were adding *Japanese* in the sentence, where would you

put that? (*repetition/prompting*)

SHIN: Ahh ... so Sanshin is a small, *Japanese*, stringed instrument.

TR: Ping Pong—good.

After having completed these ten examples I then gave Shin a worksheet I had sourced through iSLCollective.com to try whereby he had to complete sentences by choosing the appropriate word order through multiple choice selection (see Appendix I). Of these ten examples he responded with eight correct answers. Finally, I gave him two additional handouts to complete for homework. Both handouts were applicable to adjective word order (see Appendices J & K).

Session Four (Third Lesson Plan)

I gave Shin feedback on the homework from the previous lesson. Then administered a quick review of the previous two lessons. Upon prompting him on which adjectives could only be used as attributive he had problems recalling the categories covered so I decided to have him try using examples of classifying adjectives. He was referencing the table of example classifying attributive adjectives in the handout from the previous week.

The following dialogue demonstrates this:

TR: Can you think of one example of an attributive adjective use?
(*elicitation/prompting*)

SHIN: To avoid heat is my main reason.

TR: Umm ... main reason to stay inside?
(*clarification request*)

SHIN: To haircut ... to cut hair.

TR: Oh OK. So, the main reason to get

a haircut was to avoid the heat?
(*recast*)

Yeah good that's fine.

So, you couldn't say "I got a haircut the reason was main", that would be weird.

SHIN: Mm.

The focus of this lesson was predicative adjectives (see Appendix L). Once again, I explained that most adjectives can appear in several different positions in a sentence. However, just as with exclusively attributive adjectives, certain adjectives can only be predicative. We covered these two categories, predicative adjectives (following a verb) and predicative adjectives (postnominal), or directly after the noun. Two sub-categories were taught under each of these types. The first under the predicative adjectives following a verb discussed were the adjectives with an a-prefix. I had given incorrect examples of these a-prefix adjectives in attributive position and Shin then had to correct them. As the following transcription shows:

TR: Do you want to try? *Ashamed*, you can't say *the ashamed sergeant*.
(*elicitation/prompting*)

SHIN: So ...

TR: So, it's past tense.
(*metalinguistic explanation*)

SHIN: Ahh... the sergeant was ashamed.

TR: Good.

The second subcategory for predicative adjectives (following a verb) were words associated with health and feelings. I had Shin complete a "fill in the blank" type activity choosing from a table of appropriate words. For example:

1). Larry feels *faint*.

2). She's feeling rather _____. (*ill, upset, poorly, sorry, pleased*)

I then went on to explicitly teach predicative adjectives. Again, I covered two different kinds in this section. The first are said to have derived from relative clauses. Which means they follow the noun directly, having lost the relative pronoun and the *be* verb of the relative clause. I noticed that in both the diagnostic and pre-test Shin made a total of 6 mistakes in this type of relative clause predicative adjective question, therefore I knew this was an area I needed to focus on and spend time using explicit explanation, correction and elicitation. A transcript dialogue follows:

TR: *The news available at the time is not good.*

So... what is the noun in this sentence? (*metalinguistic elicitation*)

SHIN: The news.

TR: Yeah OK, news. (*recast*)

So, then the predicative adjective is ...? (*metalinguistic elicitation/prompting*)

SHIN: Available.

TR: Yeah. And so, the pronoun *that* and the *be* verb have been deleted from the sentence. So, I think what you have to do for these examples is ask yourself...

SHIN: Mm

TR: When you read that (pointing to the sentence) *the news available at the time is not good*. If you're not sure if the adjective should be here (pointing to before the noun) or here

(pointing to after the noun), ask yourself if (the pronoun and *be* verb-*that is*) will fit in. If you can say *the news THAT IS available at the time is not good*. If that (THAT IS) fits, then it's ok. (*metalinguistic explanation*)

SHIN: *Naruhodo (I see)*.

TR: It's a bit tricky!

As with the previous two teaching sessions I issued homework. Two sheets on predicative adjectives. One handout required Shin to change the predicative adjectives (made up of two sentences) into an attributive adjective sentence (see Appendix M). In the other he had to underline the predicative adjective, the linking verb and the subject it was modifying (see Appendix N). He completed these without any problems.

Results

Quantitative methods were used in analyzing data from this study. Through this quantitative observation the data in numerical form (the results from the diagnostic, pre and post-tests) was measured from which associations were made. These associations are further discussed in detail later in the paper. In addition, verbal feedback on the teaching approaches administered was analyzed. Analysis from this feedback showed a strong preference for both a deductive teaching approach and explicit corrective feedback.

The diagnostic test (see Appendix A & B) consisted of 40 questions in total and had two parts to the test. The first part comprised of participle adjectives whereby the student had to choose the correct *-ed* or *-ing* word ending. The second part involved

correcting fifteen of the twenty sentences that had purposeful mistakes. These mistakes consisted of either an incorrect word, a spelling mistake or an error in word order. The student had to confirm the correct sentences by simply adding a tick. Both the pre-test and post-test (see Appendix C) were made up of the same 20 questions. There was no time constraint on their completion. The results for all three tests are displayed below in Table.1.

Table 2 gives a detailed breakdown of the type of sentence corrections required in the pre and post-tests. Prior to the teaching sessions Shin earned seven correct answers out of twenty on the pre-test. His overall score improved by five points on the post-test resulting in twelve correct answers. Refer to the table below for analysis.

The comparative results of the pre-test and post-test show Shin made progress in that he earned five additional correct answers in the post-test. Upon close examination of these results he made the most progress with attributive adjectives in the correct word order or sequence. There were three-word order questions in total, he answered all three incorrectly in the pre-test but went on to complete all three correctly in the post-test. In addition, he answered an a-prefix predicative adjective sentence and a predicative relative clause sentence correctly too that he had previously answered incorrectly.

Of the thirteen incorrect answers in the pre-test, seven of these were again answered incorrectly in the post-test. Interestingly, three of these were predicative relative clause form. This clearly shows

Table 1 *Grammaticality Judgement Test Results*

	Diagnostic Test	Pre-test	Post-test
Total # of errors Participle -ed & -ing	1	N/A	N/A
Sentence Corrections	13	13	8

Note. The diagnostic test had 40 questions with two parts. Each part consisted of 20 questions. The pre-test and post-test had 20 questions in total.

Table 2 A breakdown of Sentences Answered Correctly.

	Conj. betwn Adjs.	PA A-prefix Adjs.	-ing & -ed Participles	PA Relative Clause Adjs.	AA Word Order	Adj used as Noun	Correction from PA to AA	Total Correct out of 20
Pre-Test	2	1	1	1	0	0	2	7
Post-Test	1	2	2	1	3	0	3	12

Note. (Adjs.) stands for adjectives, (PA) for predicative adjective, (AA) for attributive adjective, (betwn) for between, (Conj.) for conjunction.

Shin finds this form of adjective use the most challenging and even with deductive instruction and explicit feedback he could not fully grasp this predicative clause form. In retrospect, after having listened to the lesson and transcribed this part of session four I believe I could have done a better job in the initial explanation of predicative relative clause adjective use. Notably, of these three examples, two required Shin to move the noun into the correct place in the sentence (not the adjective).

An example is as follows:

Incorrect Sentence

The book is bound to appeal to fascinated by crime readers.

Shin's corrected attempt

The book is bound to appeal to fascinating to crime readers.

Correct Sentence

The book is bound to appeal to readers fascinated by crime.

I had not covered this type of corrective method in my teaching sessions as had focused on where the adjective should be in the sentence and whether it was attributive or predicative. This may account for why he was unable to make the appropriate corrections in these cases.

Discussion

This study investigated whether a deductive approach to form-focused instruction together with explicit feedback

influenced the learner's L2 grammatical accuracy. My lessons combined explicit instruction, production practice, and corrective feedback. According to Ellis (1998) form-focused lessons typically involves these combinations. He suggests this makes sense from a teacher's point of view as it optimizes potential effect of the instruction.

Form-focused instruction can intervene in interlanguage development as initial instruction is directed at structured input. Meaning, attempts are made to frame oral or written texts, so learners are induced to notice specific target features as they try to comprehend the text. Next the teacher would use explicit instruction to develop learners' explicit understanding of the L2 rules, to help them learn about a linguistic feature. In the production practice phase the teacher would then create opportunities for learners to practice producing a specific target structure (output). Finally providing corrective feedback to the learner when they failed to produce a structure correctly (Ellis, 1998).

Li, Zhu & Ellis' (2016) study showed immediate corrective feedback resulted in gains in grammaticality judgement test scores. Results showed that feedback aided in the development of declarative/explicit knowledge. The advantage immediate feedback showed over delayed feedback was essentially because the learners used the feedback progressively in production. This research is in line with my case study with Shin on adjective use as he was able to produce correct answers through progressive production using carefully thought out exercises and activities.

Homework was issued after every teaching session. I did not imply that homework was mandatory however I felt Shin and I had an understanding that he would complete it before the beginning of the following session. Ellis, Loewen, and Erlam (2006) indicate that corrective feedback in the form of metalinguistic explanation is effective for the learner in terms of language acquisition. Explicit corrective feedback in the form of metalinguistic explanations were given on the homework issued and the reasons behind the corrections were explained to make it as clear as possible. In addition, all other corrections after each activity was completed were made in the same way. This helped Shin in acquiring the target language covered.

Conclusion

Results showed that Shin made reasonable gains in his explicit knowledge through my chosen instructional techniques. However, this study tested explicit knowledge only and not implicit knowledge which Ellis (2006) implies is the kind of spontaneous ability that serves L2 learners in communicative tasks. Shin's declarative knowledge has by no means been transformed and automatized. This would require extensive practice over an extended period.

In answer to the research question asked of this short-term study the results show that the participant's use of attributive and predicative adjectives improved through a deductive instructional approach with explicit corrective feedback. As the

student was given plenty of opportunity to practice the target grammar in a controlled setting and was then required to produce his own sentences through written output this process helped with his language acquisition of correct adjective use.

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Appendix A
Diagnostic Test

Participle Adjectives 2

Choose the correct adjective:

- | | |
|---|---|
| 1) I am so <input type="text"/> (relaxed / relaxing) that I don't want to move.
[.] | <input type="button" value="Check"/>
<input type="button" value="Show"/> |
| 2) I find horror films really <input type="text"/> (frightened / frightening) and not at all fun to watch.
[.] | <input type="button" value="Check"/>
<input type="button" value="Show"/> |
| 3) Sometimes I get really <input type="text"/> (frustrated / frustrating) when I can't express myself well in English.
[.] | <input type="button" value="Check"/>
<input type="button" value="Show"/> |
| 4) We were stopped by a man with a knife who took our money. It was <input type="text"/> (terrified / terrifying).
[.] | <input type="button" value="Check"/>
<input type="button" value="Show"/> |
| 5) The programme was really <input type="text"/> (interested / interesting).
[.] | <input type="button" value="Check"/>
<input type="button" value="Show"/> |
| 6) She was <input type="text"/> (overwhelmed / over whelming) when everyone cheered and we gave her presents.
[.] | <input type="button" value="Check"/>
<input type="button" value="Show"/> |
| 7) If I feel stressed, I find taking a bath is often <input type="text"/> (relaxed / relaxing).
[.] | <input type="button" value="Check"/>
<input type="button" value="Show"/> |
| 8) I'm really <input type="text"/> (tired / tiring) . I think I'll go to bed.
[.] | <input type="button" value="Check"/>
<input type="button" value="Show"/> |
| 9) He's very <input type="text"/> (interested / interesting) in history.
[.] | <input type="button" value="Check"/>
<input type="button" value="Show"/> |
| 10) The trip was <input type="text"/> (overwhelmed / overwhelming), with so many things to do and it was all so new.
[.] | <input type="button" value="Check"/>
<input type="button" value="Show"/> |

Articles

REMEMBER: Past participles "-ed" are used to describe how people feel, while present participles "-ing" are used to describe something that causes the feelings. Choose the correct word:

1. This treatment is really great. It makes me feel so _____.
 relaxed
 relaxing
2. I didn't like that movie. I thought it was too _____.
 depressed
 depressing
3. He wasn't _____ with my response.
 satisfied
 satisfying
4. What an _____ situation!
 embarrassed
 embarrassing
5. I can't talk anymore because I'm really _____.
 tired
 tiring
6. My grandmother's ankles were _____ from walking so much.
 swelled
 swollen
7. Most of the fans were _____ with the concert.
 disappointing
 disappointed
8. This is _____ news!
 excited
 exciting
9. His explanation wasn't very _____.
 convincing
 convinced
10. The woman worked for 15 hours straight. She was _____.
 exhausting
 exhausted

Appendix B
Diagnostic Test

Advanced Grammar for IELTS & TOEFL iBT

**Advanced Grammar for IELTS: Adjectives – Diagnose Test,
Grammar Explanation & Practice Exercises**

A DIAGNOSTIC TEST: Adjectives

Fifteen of these sentences have mistakes. These may be an incorrect word, a spelling mistake or an error in word order. Tick (✓) the five correct sentences, then underline the mistakes in the others and write the corrections.

Examples: I'm afraid the only seat available is on the early morning flight. ✓

Our ~~squad~~ ~~notional~~ is one of the best this country has ever produced. ==> ***national squad***

- 1 London features numerous histories sites such as Westminster Abbey.
 - 2 I'm writing a report on the political attitudes of the young's.
 - 3 The health care needs of the old are a major problem for many western countries.
 - 4 We've won first prize? What amazing!
 - 5 A plant being built outside the town is chemical.
 - 6 Try not to disturb the asleep children.
 - 7 They are doing experiments on alive animals.
 - 8 Please don't tell me negative anything.
 - 9 I'm afraid that's the only answer possible.
 - 10 Our latest release is a film suitable for all ages.
 - 11 The involved people will be caught and severely punished.
 - 12 We will be supplying an antidote to all those infected by the virus.
 - 13 To avoid theft please make use of the provided security boxes.
 - 14 The report into the rail crash was rather worried.
 - 15 I always seem to play for the lost team!
-

Advanced Grammar for IELTS & TOEFL iBT

- 16 Interest in Latino music is no longer confined to speaking Spanish audiences.
- 17 We've inherited a dining mahogany table from my great aunt.
- 18 They're selling that Victorian wonderful house on the corner.
- 19 The players will be wearing blue and red striped shirts for today's match.
- 20 The interview panel felt the applicant was well-informed and honest, capable.

B GRAMMAR EXPLANATION: Adjectives

Appendix C

Both Pre and Post Tests

All these sentences contain mistakes. Find the mistakes and rewrite the sentences correctly. In some cases you may need to add, remove or change words; in others, you may need to change the word order.

0 The house was draughty, and damp cold.

⇒ ***The house was draughty, damp and cold.***

1 Sylvia had a warm, gentle but friendly personality.

2 They've just bought a little Persian beautiful cat.

3 That documentary about racism was truly horrified.

4 This was the taken route by the original explorers.

5 The wealthies seem to have all the power in our capitalist societies.

6 The book is bound to appeal to fascinated by crime readers.

7 We comforted the afraid children after their terrifying ordeal.

8 On many questions my father and I have opinions opposite.

9 They've chosen a blue yellow colour scheme for their kitchen.

10 The injured bird appeared to have a breaking wing.

11 The boat has an aluminium and glass-fibre unique hull.

12 I'm afraid the city was noisy though overcrowded.

13 A new form of licensing is the proposed by parliament solution.

14 No punishment is severe enough for the responsible person for these crimes.

15 We are an action group acting on behalf of parents who are lone.

16 It was difficult because we had to choose between two alike alternatives.

17 Tall anyone will find these seats cripplingly uncomfortable.

18 Living in Scotland viewers may experience poor reception due to weather conditions.

19 Karen found her new job to be well- paid and challenged.

20 The movie is a moving fast account of events during the Gulf War.

Appendix D
Instructional Lesson Plan

Appendix D

Adjectives – Session.1. May 20, 2019

Grammatical aspect in focus – Adjectives. More specifically “attributive” and “predicative” adjectives.

What are adjectives? What do they do?

In English adjectives do not change their form except when they are comparatives or superlatives. Think of an example of each:

Comparative Sentence _____ adjective = _____

Superlative Sentence _____ adjective = _____

What is tricky (or difficult) about adjectives?

Many adjectives are formed from other words (nouns or verbs). When nouns or verbs are formed into adjectives they take on “adjective forming suffixes”.

What is a suffix?

I will give you a list of words. Please place them in either the NOUN or VERB column. Then we will look at how to change these words into adjectives using the applicable suffixes.

Noun	Adjective Suffix	Verb	Adjective Suffix

The grammar book: Form, meaning, and use for English language teachers, (Chapter 20).

Appendix E Homework

ADJECTIVE FORMING SUFFIXES

NOUN → -LESS -FUL -OUS -AL

Priceless	stainless	careless
Helpful	hopeful	beautiful
Famous	vicious	poisonous
Critical	logical	technical

VERB → -ABLE/-IBLE -IVE

Understandable	responsible
Persuasive	active

- 1.- There are a lot of _____ people living in the streets of big cities. (home)
- 2.- He has had a lot of _____ problems lately. (finance)
- 3.- The view from the top of the mountain was _____ (impress)
- 4.- She is so _____. She's always crying because of something. (sense)
- 5.- Be _____. Don't drop those glasses! (care)
- 6.- The highway isn't as _____ as those narrow country roads. (danger)
- 7.- The Soviet Union used to be a very _____ country. (power)
- 8.- You have made this shelf perfectly. It's like a _____ job. (profession)
- 9.- Why don't you throw away all those _____ things? (use)
- 10.- The natives used _____ drinks to cure ill people. (medicine)
- 11.- He is a very _____ person. (ambition)
- 12.- He's looks always happy. He's so _____. (cheer)
- 13.- If the factory isn't _____, they will close it down. (product)
- 14.- When did jeans become _____? (fashion)
- 15.- The police let off an _____ parcel that was under a table in the restaurant. (explode)
- 16.- Try to be _____ and don't shout at everybody. (reason)
- 17.- In that country there is a very _____ government. (repress)
- 18.- He never goes out. He has no _____ life. (society)
- 19.- He tried to be _____ but nobody laughed. (humour)
- 20.- My car stopped. There was some _____ problem. (mechanic)

Appendix F
Homework

Advanced Grammar for IELTS & TOEFL iBT

0	politics	11	argue
1	depend	12	fashion
2	able	13	plenty
3	meteor	14	believe
4	face	15	hope
5	hysteria	16	horizon
6	destroy	17	investigation
7	disagree	18	effect
8	Britain	19	laugh
9	point	20	Holland
10	fertility		

0 I have absolutely no interest in*political*..... debates.

1. Entry to the single currency zone is _____ on meeting several financial criteria.
2. Most public car parks now have special parking bays for the _____
3. John F Kennedy enjoyed a _____ rise to fame in the 1960s.
4. Our lives are ruled by _____ bureaucrats who seem to be answerable to no one.
5. It was more than funny, it was absolutely _____ !
6. People claim the rise of popular culture has had a _____ effect on national identity.
7. There are few things more _____ than people who shout at waiters.
8. They say the _____ love their pets more than their children.
9. I've made my mind up and any attempt to change it is _____ .
10. The soil in this valley is particularly _____ .

Advanced Grammar for IELTS & TOEFL iBT

11. As a teenager I went through a very _____ phase.
12. Unfortunately, a sense of moral duty seems to be becoming increasingly _____ these days.
13. Orange and lemon trees are _____ in this part of Spain.
14. Two weeks in the Bahamas for less than a hundred dollars? That's _____ !
15. There's no point carrying on, the situation is _____.
16. The compass will only work when laid on a _____ surface.
17. That documentary on drug smuggling was a fine example of _____ journalism.
18. Dry cleaning is often the only _____ way to deal with stubborn stains.
19. Some of his pathetic excuses were downright _____.
20. According to recent statistics the _____ have Europe's highest per capita income.

Appendix G
Instructional Lesson Plan

Let's look at some **classifying adjective (attributive)** examples.

1. **"medical"**

- X The clinic they are building down the road is medical.
- O They're building a medical clinic down the road. OR
- O A medical clinic is being built down the road.

2. **"indoor"**

- X It is a pool that is indoor.
- O It is an indoor pool

3. **"principal"**

- X The idea he came up with was principal.
- O He came up with the principal idea.

4. **"elder"**

- X Of the three siblings, he was the elder.
- O He was the elder sibling of the three.

5. **"national"**

- X We all need to be aware of the crisis which is national.
- O This is a national crisis we all need to be aware of.

Now it's your turn, see if you can correct the following sentences. I will help you a little.

6. **"main"**

- X The route heading north is main.
- O This is the _____.

7. **"entire"**

- X The cake was eaten by him in it's entire.
- O He ate _____.

8. **"maximum"**

- X The height for cars entering this carpark is 2 meters maximum.
- O The maximum _____.

9. **"social"**

- X He was a person who loved meeting with others and was social.

Adjectives Continued - Session 2, May 27, 2019

Most adjectives can be used in front of a noun (attributive position), or after a linking verb eg. *be* (predicative position)

- **Attributive:** We've just seen an exciting film.
 Adjective = _____ Noun = _____
 She has gorgeous hair.
 Adjective = _____ Noun = _____
 1. _____
 Adjective = _____ Noun = _____
 2. _____
 Adjective = _____ Noun = _____
 3. _____
 Adjective = _____ Noun = _____
- **Predicative:** That film was exciting.
 Linking Verb = _____ Adjective = _____
 Her hair is gorgeous.
 Linking Verb = _____ Adjective = _____
 1. _____
 Linking Verb = _____ Adjective = _____
 2. _____
 Linking Verb = _____ Adjective = _____
 3. _____
 Linking Verb = _____ Adjective = _____

Today we will focus on Attributive Adjectives.

Part.1.

Some adjectives can only be used as attributive adjectives or adjectives that come before the noun. What are they?

- > Some classifying adjectives (which describe what type of thing something is).
- > Emphasising adjectives (mainly used before a noun).

Refer to the table below:

Classifying adjectives	<i>chemical, chief, criminal, elder, entire, eventual, former, industrial, local, lone, main, maximum, medical, national, nuclear, only, outdoor/ indoor, principal, social, sole, underlying, whole</i>
Emphasising	<i>mere, sheer, utter</i>

Let's look at some **classifying adjective** (attributive) examples.

1. **"medical"**

- X The clinic they are building down the road is medical.
- O They're building a medical clinic down the road. OR
- O A medical clinic is being built down the road.

2. **"indoor"**

- X It is a pool that is indoor.
- O It is an indoor pool

3. **"principal"**

- X The idea he came up with was principal.
- O He came up with the principal idea.

4. **"elder"**

- X Of the three siblings, he was the elder.
- O He was the elder sibling of the three.

5. **"national"**

- X We all need to be aware of the crisis which is national.
- O This is a national crisis we all need to be aware of.

Now it's your turn, see if you can correct the following sentences. I will help you a little.

6. **"main"**

- X The route heading north is main.
- O This is the _____.

7. **"entire"**

- X The cake was eaten by him in it's entire.
- O He ate _____.

8. **"maximum"**

- X The height for cars entering this carpark is 2 meters maximum.
- O The maximum _____.

9. **"social"**

- X He was a person who loved meeting with others and was social.

- O He was a _____.
10. "only"
- X When his Mum left him at daycare he was the baby who didn't cry only.
- O He was the _____.

The following sentences use **emphasizing adjectives** (attributives) before the noun

1. You are speaking **utter** nonsense!
2. They tried to cover their mouth in **sheer** surprise, unable to believe their luck!
3. They haven't approved the loan yet, but that's just a **mere** formality.

These emphasizing adjectives are not so common so don't worry about trying to use them yourself.

Part.2.

Adjective Order

We often use more than one adjective to describe a noun. The order of adjectives generally follows this sequence of categories:

Opinion + size + quality/ character + age + shape + colour + participles + origin + material + type + purpose

Note: We always put the category which is most permanent or important (usually 'type' or 'purpose' next to the noun.

Let's take a look at some examples.

Try to determine which adjectives represent which category and write down the categories each word represents.

1. The 747's refurbished interior features **fantastic soft grey leather** seats.
2. For Sale: **small, old, French** carriage clock.
3. The builders took out the **antiquated gas** heating system.
4. I've just bought this **fantastic new** mobile phone.

5. It was an **interesting American** movie.
6. He played a **small round percussion** instrument.
7. My mother asked me to bring her the **big wooden** bowl.
8. Look at this **pretty little yellow** flower.
9. Don't miss the **huge annual** sales.
10. I love these **beautiful old Chinese** designs.

Other points worth noting: (please take down notes)

The grammar book: Form, meaning, and use for English language teachers, (Chapter 20).

Appendix H

Sentences used on whiteboard in session.2.

Underline the adjective in each sentence. Identify it as PA (predicative adjective) or AA (attributive adjective).

- | | |
|---|----|
| 1. My Aunt Nancy's rice was tasty. | PA |
| 2. Moist flan and espresso with milk was our dessert. | PA |
| 3. She covered the round table with a cloth. | AA |
| 4. The cake looks fresh. | PA |
| 5. I placed a thick mixture into a bowl. | AA |
| 6. The bread tasted sweet. | PA |
| 7. The tomatoes in the salad are ripe. | PA |
| 8. I am skillful in preparation of entrees. | PA |
| 9. The turkey smelled delicious. | PA |
| 10. A spicy appetizer would have completed the meal. | AA |

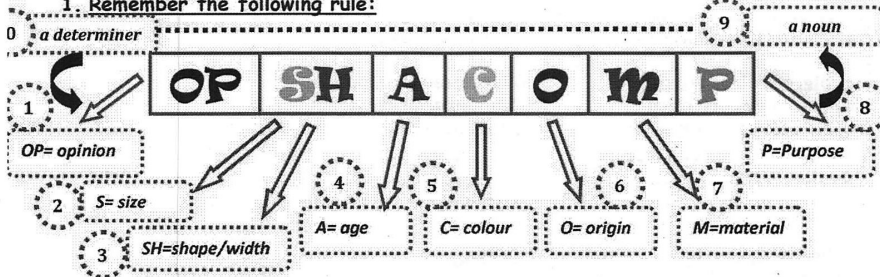
The grammar book: Form, meaning, and use for English language teachers, (Chapter 20).

Appendix I
Homework

Adjectives: Word Order



1. Remember the following rule:



2. Choose the correct variant:

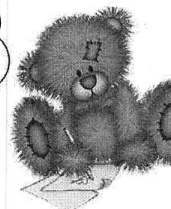
<p>1. I like this ___ alarm clock.</p> <p>a) big, circular, new, pink b) pink, new, big, circular c) circular, new, big, pink</p>		<p>2. It is a ___ plane.</p> <p>a) large, modern, passenger b) modern, large, passenger c) passenger, modern, large</p>	
	<p>3. I have bought a ___ motorbike.</p> <p>a) beautiful, new, Italian, orange b) new, beautiful, orange, Italian c) beautiful, new, orange, Italian</p>	<p>4. Pam wears ___ wellington boots.</p> <p>a) high, new, violet, large b) large, high, new, violet c) violet, new, high, large</p>	
<p>5. Ben lives in a ___ house.</p> <p>a) modern, 10-storied, brick b) brick, modern, 10-stories c) 10-storied, brick, modern</p>		<p>6. Bill uses ___ laptop.</p> <p>a) reliable, compact, new b) new, compact, reliable c) compact, reliable, new</p>	
	<p>7. We saw a ___ butterfly.</p> <p>a) beautiful, multi-coloured, large b) multi-coloured, beautiful, large c) beautiful, large, multi-coloured</p>		<p>8. Look at my ___ dress!</p> <p>a) beautiful, new, small, red, silk b) beautiful, small, new, red, silk c) beautiful, silk, red, new, small</p>
<p>9. I've brought a ___ cake.</p> <p>a) large, high, white, delicious b) white, delicious, high, large c) delicious, large, high, white</p>		<p>10. It is a ___ tea-pot.</p> <p>a) original, yellow, large, new b) original, large, new, yellow c) original, yellow, new, large</p>	

Appendix J
Homework

Adjectives-Word Order



Did you see my
sweet old gray
fluffy teddy bear



The general order of the adjectives before a noun is the following:

opinion	size	shape	condition	age	color	pattern	Origin	material	purpose	noun
nice	big	-	-	new	brown	-	Italian	leather	shopping	bag
beautiful	huge	round	clean	old		-	Egyptian	wooden	dinning	table
cute	long	-	-	-	ivory	flowery	French	-	evening	gown

Choose the correct order of adjectives:

1. He was wearing a _____ shirt.

- dirty old flannel
- flannel old dirty
- old dirty flannel



2. Pass me the _____ cups.

- plastic big blue
- big blue plastic
- big plastic blue



3. I used to drive an _____ Car.

- red old German
- red German old
- old red German



4. He recently married a _____ woman.

- young beautiful Greek
- beautiful young Greek
- beautiful Greek young



Put the words in the correct order!

1. OLD / YELLOW / A / BRITISH / SMALL / BOX.

2. A / CAR / FAST / ITALIAN / NEW / RED.

3. WOODEN / A / BEAUTIFUL / TABLE / OLD.

4. IS / BORING / A / MATH / OLD / HE / TEACHER.

Give four different types of adjectives in the correct order for each of the nouns given below.

- a) girl _____
- b) car _____
- c) cloud _____
- d) tree _____
- e) painting _____



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Appendix K Homework

ORDER OF ADJECTIVES

OPINION - SIZE - SHAPE - AGE - COLOUR - ORIGIN - MATERIAL - NOUN

COMMAS:

Between Coordinate Adjectives
Coordinate adjectives are those that carry equal weight—like co-workers in an organization. It doesn't matter which comes first because they both have equal emphasis. It does not matter which order coordinate adjectives appear in.

EXAMPLE:
 Willy had a long, bushy beard.
 Willy had a bushy, long beard.

It does not matter which comes first: *long* or *bushy*. These are **coordinate adjectives**. Notice the comma between the adjectives.

NOT Between Cumulative Adjectives
Cumulative adjectives build their meaning in one particular order. You can not switch them around and still make sense.

EXAMPLE:
 Willy wore his black basketball shoes.
 Willy wore his basketball black shoes. (This sounds silly, doesn't it?)

The order of *black* and *basketball* does matter; *black* must appear first in the sentence. These are **cumulative adjectives**: they build their meaning in one order only. Notice there is no comma between them.

Arrange the adjectives in the right order:

- 1.- There was _____ outside the house.
(a dog, black, terrifying, huge)
- 2.- I gave her _____ for her birthday.
(some handkerchiefs, beautiful, white, cotton)
- 3.- There was _____ hanging on the wall.
(a picture, old, wonderful, Impressionist)
- 4.- Have you seen _____ lying on the floor?
(a pair of gloves, brown, leather)
- 5.- She was wearing _____.
(a sweater, winter, woolen)
- 6.- There is _____ in this town.
(a church, Gothic, very old)
- 7.- My mother bought _____ for the picnic.
(several plates, plastic, blue, small)
- 8.- _____ didn't feel comfortable living with the British family.
(the girl, French, fifteen-year-old)
- 9.- There were _____ on the shelf.
(a lot of ornaments, china, little, useless)
- 10.- Why don't you wear _____ . It's rather cold.
(your coat, thick, fur)

Appendix L Instructional Lesson Plan

Adjectives Continued – Session 3, June 3, 2019

Last week we discussed exclusive Attributive Adjectives. What do you remember?

Today we will look at **Predicative Adjectives**.

Once again, most adjectives can appear in several different positions in a sentence. Just as with exclusively attributive adjectives, however, certain adjectives can only be predicative.

A. **Predicative Adjectives (following a verb)**. There are two such categories.

The first category:

- Adjectives that begin with an *a* prefix:

For example

1. "awake"
 - X the *awake* boy
 - O The boy is awake

2. "adrift"
 - X the *adrift* boat
 - O The boat is adrift

3. "asleep"
 - X the *asleep* children
 - O The children are asleep

4. "alone"
 - X the *alone* man
 - O That man is alone.

5. "alike"
 - X the *alike* dogs
 - O Those two dogs are alike.

Now you try:

6. "ashamed"
 - X the *ashamed* sergeant
 - O _____

7. "ablaze"

X the *ablaze* fire

O _____

8. "afraid"

X the *afraid* little boy

O _____

9. "aloof"

X the *aloof* waitress

O _____

10. "alive"

X the *alive* cat

O _____

Note: I think there may be exceptions. For example, the word "arrogant" is an adjective and yet we can say "He is an arrogant person" OR "he has an analytical mind".

The second category:

- Health and feeling adjectives

Health and Feelings	<i>content, fine, glad, ill, pleased, poorly, ready, sorry, sure, upset, (un)well</i>
---------------------	---

For example:

1. Larry feels *faint*.
2. He is not *well*.
3. I'm feeling very *pleased*.
4. He's feeling rather _____.
5. Are you _____ ?
6. I'm so _____.
7. She told me he's _____.
8. After a nice big meal, I feel rather _____.

Notice how these predicative verbs all come after a verb. Circle the verb.

1

B. Predicative Adjectives (postnominal)

These adjectives occur directly after a noun or pronoun when the copular verb has been deleted. There are two kinds.

The first category:

Can be said to have derived from relative clauses. Which means they (the predicative adjectives) follow the noun directly, having lost the relative pronoun and the *be* verb of the relative clause.

For example

1. The news available at the time is not good.

(that is)

Pred Adj = _____

2. People strong in character should run for political office.

(who are)

Pred Adj = _____

3. Join the committee concerned with local development issues.

(that is)

Pred Adj = _____

Now you try 😊

4. They say she's the oldest woman alive.

()

Pred Adj = _____ Superlative Adj = _____

5. I'm afraid that's the last ticket available.

()

Pred Adj = _____ Superlative Adj = _____

6. The project will appeal to students interested in ecology.

()

Pred Adj = _____

7. The students concerned were a small minority.

()

Pred Adj = _____

8. We used to live in the house opposite the farm.

()

Pred Adj = _____

9. We took a vote of all the members present.

()

Pred Adj = _____

10. The person responsible will be caught and punished.

()

Pred Adj = _____

The second category.

We use predicative adjectives **after indefinite words** like *something, anyone, no one, nothing, anything, somewhere etc.*

For example:

1. X I'm looking for cheap something.
O _____.
2. X Please don't tell me negative anything.
O _____.
3. X I can't find suitable anything!
O _____.
4. X The politician spoke of new nothing.
O _____.
5. X I'd like to go special somewhere with you.
O _____.

There are a few other categories, but we don't really have time to cover these in one lesson 😊 The one's mentioned above are the main ones I believe.

I hope this has helped you clarify what predicative adjectives are and how they are used.

Appendix M
Homework

Name: _____

Change the Predicate Adjectives

Often a predicate adjective can be changed to an attributive adjective. An attributive adjective usually comes before the noun it describes.

Predicate adjective: The car was yellow.

Attributive adjective: The yellow car

Changing predicate adjectives to attributive adjectives often makes sentences stronger.

Example: The car was yellow. It was parked on the street.

Change to: The yellow car was parked on the street.

Rewrite the sentences below to make the predicate adjective an attributive adjective.

1. Our dog is old. It barks a lot.

2. The boy was hungry. He ate bread.

3. We sang a song. The song was pretty.

4. The moon was gold. It was high in the sky.

5. They laughed at the clown. The clown was silly.

6. That's a pretty girl. She is new in our town.

7. Henry gave me a book. It is green.

8. I heard a crash. It was loud.

Appendix N
Homework

Predicate Worksheet A

Find the Predicate Adjective

Section A - Underline the predicate adjective in the following sentences. Hint: There are 20.

1. The trip was long, tiring and boring.
2. You are brilliant and strong.
3. The weather is frightening.
4. The boat was shiny, new and fast.
5. The bear is asleep in his cave.
6. Your award was deserved.
7. The house we wanted to buy was gorgeous but over-priced.
8. His last adventure was dangerous and scary.
9. All of my children are bright, handsome and hard-working.
10. That fancy food is expensive and delicious.

Section B - Underline the linking verb in the following sentences:

1. His new car is Japanese.
2. That story was very funny.
3. Plane flights are often bumpy.
4. Our guest could be late.
5. Any donations will be appreciated.
6. I am agitated.
7. All of the animals were cold and wet.
8. You should be happy for your friend.
9. It can be frustrating to learn new things.
10. You might be surprised.

Section C - Underline the predicate adjective and circle the subject it modifies in the following sentences:

1. We were afraid of the dark
2. The news was shocking and unbelievable.
3. Carol and Ginger were ecstatic.
4. As the storm approached, the clouds grew black.
5. Love can be unstoppable.
6. My vacation will be restful.
7. Our family is crazy and fun-loving.
8. Those people seem strange.
9. Children are active and cute.
10. Teenagers should be respectful.

Section D - Write five sentences using these predicate adjectives and linking verbs. You do not have to use them all, but do not repeat one.

Predicate adjectives: distraught, concerned, remarkable, funny, sour, sweet, spoiled brilliant, squeaky, ageless

Linking verbs: sounds, appear, become, would be, can be, tastes, smells, will be