

**CHAPTER**

**9**

# Adjectives

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## 9.1 IDENTIFYING ADJECTIVES

- Scavenger Hunt
- Opposites Book
- Opposite-Adjective Bingo
- Adjective Charades
- What Does It Remind You Of?

## 9.2 ADJECTIVES IN SENTENCE CONTEXT

- Match the Description
- Description
- Make a Sentence
- What's in the Bag?
- Pass It On
- On-the-Spot Reports

# 9.1

## IDENTIFYING ADJECTIVES

### 1. SCAVENGER HUNT

**Materials:** Magazines to share

**Dynamic:** Groups

**Time:** 15 minutes

**Procedure:**

1. On the board, write a list of items you want the students to find a picture of. Each item should include an adjective and noun.

**Examples:** a happy person      an angry person  
a sad person      an unusual person  
a crying baby      a crazy person

2. Divide the class into groups of three or four and give each group a couple of magazines (or assign each student to bring in a magazine as the previous night's homework). Another method of distributing magazines is to keep a pile of magazines on a table and restrict each group to two magazines at a time. In order to get a new magazine, they must trade in one of their two. In this way, the students are not limited to one or two magazines that may not have good pictures in them, but at the same time, they cannot "hog" a pile of magazines.
3. The students cut out the pictures so they can show them to the other groups. You may want them to paste the pictures on paper, hold them up, or arrange them on their desks or a table. The students would then circulate to look at them.
4. You may want the groups to vote on which picture is the best example for each item. These could then be put together on a poster.



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### 2. OPPOSITES BOOK

**Materials:** Magazines or catalogs, construction paper

**Dynamic:** Individuals/Pairs

**Time:** 30 minutes

**Procedure:**

1. Have students bring in magazines or catalogs to cut up in class. Be sure there are plenty for them to use. In their magazines, students look for pictures of opposites, cut them out, and paste each picture on a separate page. They then label the picture with the adjective it depicts. (One page might have a picture of someone who is angry, and the next page have someone looking happy, for example.)



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- When they have found as many opposites as possible or when time is up, the students staple the pages together into an “Opposites Book.”
- The students can then exchange books to look at the pictures other students have found to depict opposite adjectives.

**SUGGESTION:** *You can give the students free rein to choose the opposite adjectives they want, or you can give them a list to find. The students can easily find pictures of these adjectives.*

comfortable/uncomfortable	common/uncommon
bad/good	happy/sad
healthy/sick	important/unimportant
interesting/uninteresting (boring)	beautiful/ugly
necessary/unnecessary	clean/dirty
pleasant/unpleasant	polite/impolite
big/small	cheap/expensive
cold/hot	dangerous/safe
dark/light	dry/wet
empty/full	fast/slow
fat/thin	hard/soft
heavy/light	long/short
messy/neat	modern/old-fashioned
noisy/quiet	old/young
sour/sweet	strong/weak

**Variation:** By labeling the pictures, the students create a study book for themselves. For a more interactive activity, before they label the pictures, the students can exchange books with a classmate and have the classmate try to supply the adjectives.

### 3. OPPOSITE-ADJECTIVE BINGO

**Materials:** A bingo board (Worksheet 55A, 55B, or 55C) for each student, markers

**Dynamic:** Whole class

**Time:** 15 minutes

- Procedure:**
- Give each student a bingo board and markers to cover the words (paper squares, tiles, beans, etc.). You may want to give them time to look over the words on the board. Explain that when you call out an adjective, they are to look for and cover up that adjective’s opposite. For example, if you call out “hard,” the students cover up “soft.”
  - The first person who covers five adjectives in a row is the winner. Check the answers. If the student has made a mistake, continue the game. (For variation, you could allow four corners or a cross, etc.)



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**Variations:** Give everyone the same board so they will all hit bingo at the same time. Or make your own from the blank board (Worksheet 55D). You might also give the students blank boards and write a list of adjectives on the board. The students then choose from that list to fill in their boards in any order they want. Since the words you call off will be related to the words you write on the board, the students cannot write in their own adjectives.

## 4. ADJECTIVE CHARADES

**Materials:** Worksheet 56, cut up

**Dynamic:** Teams

**Time:** 20 minutes

- Procedure:**
1. Cut Worksheet 56 into pieces and keep them in a hat, box, or bag. Divide the class into teams.
  2. A student from the first team draws a slip with an adjective on it and must act out the adjective for his/her teammates. Set a time limit. If the team does not guess it, the other team (or teams) has a chance to “steal” the answer.
  3. Give a point to the team if it guesses correctly in the time limit, or to the team that steals the answer. Play then passes to the next team. Continue until all slips have been played or until the time limit is reached.



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## 5. WHAT DOES IT REMIND YOU OF?

**Materials:** Worksheet 57

**Dynamic:** Groups

**Time:** 20 minutes

- Procedure:**
1. Divide the students into groups of four. Give each student a copy of the handout and have everyone fill in the chart under “you” with a place, person, or thing that the adjectives remind him/her of.
  2. Have each student take turns asking the other three members of the group what the adjectives remind them of. The students then record this information on their charts.
  3. Compare charts as a class by asking who had the same ideas in their group, who gave an unusual or funny answer, etc.



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## 9.2

# ADJECTIVES IN SENTENCE CONTEXT

## 1. MATCH THE DESCRIPTION

**Materials:** Worksheets 58A and 58B or your own cards

**Dynamic:** Whole class

**Time:** 30 minutes

**Procedure:**

1. Give each student two cards: one with a description of themselves (Worksheet 58A, cut up) and the other of a description of the classmate they are supposed to find (Worksheet 58B, cut up). Each student assumes the identity of his/her description from Worksheet 58A.
2. The students may not look at anyone's A card. They must circulate and ask each other questions based on the description of the person they are looking for.

**Example:** If John's B card says "Find someone who is tall and thin and wearing a basketball uniform," John must ask other students questions to find that person. ("Are you tall?" "What are you wearing?")

At the same time, the other students will be asking questions to match their B cards. John should be prepared to look at his A card to answer questions addressed to him even when he is finished asking questions.

3. When a match is made, the student with the B card takes the other student's A card. The students do not sit down until they have both given up their A card and received another student's A card.
4. When everyone has finished, you can ask some questions: "Who is tall and wearing a basketball uniform?" "Who has short curly blond hair?" "Who is handicapped?"

**Variation:** For a less complicated game, keep the B cards but use small pictures from a magazine instead of A cards. When a match is made, the person with the description card takes the picture card.



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## 2. DESCRIPTION

- Materials:** None
- Dynamic:** Whole class
- Time:** 15 minutes



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- Procedure:**
1. Have each student write a one-sentence description of a classmate on a piece of paper, using at least one adjective in the description.

**Example:** She has long curly hair.  
He is wearing a black leather jacket.  
She has on a colorful T-shirt.

2. The students take turns reading the descriptions aloud. The rest of the class tries to guess who is being described.

**NOTE:** *Because students are competing to guess the identity of their classmates, caution them not to be too general (not “She is wearing dark blue jeans” if most of the class is wearing dark blue jeans) or too specific (not “She is wearing a T-shirt with a purple-and-yellow-striped zebra on it.”). Descriptions that are too general result in a simple guessing game. Descriptions that are too specific take the fun out of the game.*

## 3. MAKE A SENTENCE

- Materials:** Worksheet 59
- Dynamic:** Groups
- Time:** 20 minutes



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- Procedure:**
1. Arrange the class in groups of approximately four. Give the cards from one cut-up worksheet to each group, face down. Tell the students to deal out five cards per person and keep the others face down in a pile.
  2. The students take turns choosing a card either from the pile or from another student’s hand, and then discarding. The object is to make a complete sentence with an adjective in it.
  3. When one of the players has a complete sentence in his/her hand, he/she displays the sentence in order. All the cards in the student’s hand must be used to make the sentence. If it is accepted by the group (you can intervene as ultimate judge), the game is over and that student is the winner. If the sentence does not make sense, is not grammatically constructed, or contains no adjective, the student picks up his/her cards and the play resumes.

While the words on the worksheet are arranged into four-word sentences, it is possible for the students to come up with other possibilities using the words on the worksheet. As long as the students are able to produce a logical sentence of the correct length, accept their answer.

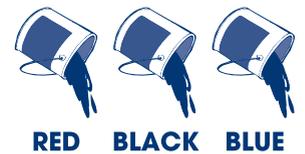
**NOTE:** *If you are making your own cards instead of or in addition to using the worksheet, be sure all sentences are of equal length.*

## 4. WHAT'S IN THE BAG?

**Materials:** 5–12 small paper bags  
items for the bags

**Dynamic:** Pairs/Whole class

**Time:** 20 minutes



**Procedure:** 1. Place one item in each bag. You may want to use multiple pieces of one item, such as seven cotton balls or a handful of pot pourri. Suggested items:

cooked pasta	dry, broken pasta	pot pourri
cotton balls	flour	soil
croutons	paper clips	

2. Put a list of adjectives on the board. The words will depend on the level of your class. For example:

**Beginner:** *round, hard, soft, long, small, large*

**Intermediate:** *sharp, sandy, sweet-smelling, sour, flexible*

**Advanced:** *sticky, rubbery, pliable, brittle, pungent, odorous*

- Using an adjective order chart such as the one in *Basic English Grammar*, have students generate words from each adjective category (opinion adjectives, colors, sizes, etc.). Introduce new words in each of these categories and write them on the board.
- Arrange students into pairs and assign each pair a number. Have each pair write its number on the outside of its bag.
- The students feel the contents of the bag and then write adjectives on the outside of the bag describing what they feel. Ask students to draw from the words on the board.
- Students pass the bags around so everyone can experience the contents of each bag. Then have the pairs generate a sentence using adjectives to describe the contents of the bag they are holding.
- From the description, the other students try to guess the contents of the bag. You can have the other pairs call out their guesses, or for a competition, have each pair write down its guesses, exchange papers, and show the class the contents to correct the papers.

## 5. PASS IT ON

**Materials:** None, or Worksheet 60

**Dynamic:** Whole class

**Time:** 15 minutes



- Procedure:**
1. Choose five students (or ask for volunteers) to leave the room.
  2. Before they go, explain to the class that you will send the five students out and then call them back one at a time. You will tell the first student a short story and then, when the second student comes in, the first student will tell him/her what you have just said. Continue until they get to the fifth student. You should try to talk at a normal rate that your students can understand, perhaps even a little faster. Do not purposely slow down to tell the story.
  3. Have the five students leave the room. Follow the steps explained in step 2.
  4. You can make up your own story or use an example from the worksheet. If you make your own story, be sure to include plenty of adjectives.
  5. The class (and you) will judge how well the story got passed along.
  6. To play again, select five different students and a different story to pass along.

**NOTE:** *The other students in the class should not coach or help the students who make errors in content when relaying the stories. This should be stated before doing the activity.*

**SUGGESTION:** *For fun, tape record both the first and final versions of the story. Then play them back for the whole class.*

## 6. ON-THE-SPOT REPORTS

**Materials:** None

**Dynamic:** Pairs/Small groups

**Time:** 20 minutes



- Procedure:**
1. Before class, ask a student to help you participate in a role play (or choose two students to do the role play). Bring in different types, colors, and patterns of clothing. The two actors “disguise” themselves with the clothes. One of the actors is the “thief” and the other, the “victim.” (If you are taking one of the roles, you might want to play the thief.)

2. At the beginning of class, the “victim” comes in and walks in front of the class (perhaps as if looking for a place to sit or going out an opposite door—it depends on your classroom). The “victim” has a purse or backpack or some other article for the “thief” to steal. The “thief” rushes in behind the “victim” and grabs the agreed-upon article. Both exit, with the “victim” now chasing the “thief.”
3. The two actors remove their “costumes” and leave them out of sight of the rest of the students.
4. Arrange the students in pairs or small groups and have them prepare “statements” for the police. The statements describe what they witnessed, details about what the “thief” was wearing, and a description of the stolen object.
5. Read the statements aloud or have students read them aloud so the class can agree on the best report of the incident. You can also show the clothes and see which group came closest.



## Worksheet 55A: OPPOSITE-ADJECTIVE BINGO

happy	calm	cheap	intelligent	round
soft	difficult	sweet	sharp	light
cold	interesting	<b>FREE</b>	funny	large
new	dry	dirty	empty	short
loud	cool	attractive	slow	smooth



## Worksheet 55B: OPPOSITE-ADJECTIVE BINGO

smooth	slow	attractive	cool	loud
short	empty	dirty	dry	sharp
large	funny	<b>FREE</b>	interesting	cold
light	cheap	sweet	difficult	soft
round	intelligent	new	calm	happy



## Worksheet 55C: OPPOSITE-ADJECTIVE BINGO

happy	cheap	round	difficult	new
cold	funny	sharp	dirty	short
cool	slow	<b>FREE</b>	calm	soft
sweet	intelligent	light	interesting	large
dry	empty	loud	attractive	smooth



## Worksheet 550: OPPOSITE-ADJECTIVE BINGO

		<b>FREE</b>		



## Worksheet 56: ADJECTIVE CHARADES



sad	wild	tired
lazy	sour	heavy
hot	bored	serious
small	wet	clean
full	tall	quiet
warm	ugly	fast
attractive	funny	crazy



## Worksheet 57: WHAT DOES IT REMIND YOU OF?

- a. For each adjective, write in a place, thing, or person that that adjective reminds you of.
- b. Now, ask the members of your group and write in their answers.

ADJECTIVE	YOU	STUDENT 1	STUDENT 2	STUDENT 3
beautiful				
cheap				
boring				
ugly				
noisy				
dangerous				
huge				
tiny				
expensive				
relaxing				



## Worksheet 58A: MATCH THE DESCRIPTION



You are tall and thin and are wearing a basketball uniform.	You have short, curly blond hair.	You are wearing a striped suit with a red tie.
You have a thin mustache and dark hair.	You are tall and are wearing a jogging outfit.	You have long blond hair.
You have a dark beard and dark hair.	You are wearing ski gloves.	You are wearing long black gloves.
You are wearing a short leather skirt.	You are wearing a miniskirt which has black polka dots.	You are wearing a blue jogging outfit.
You have short, curly blond hair and a mustache.	You are handicapped and are sitting in a wheelchair.	You are sitting in a rocking chair with a colorful blanket on your lap.
You are wearing dark glasses and a leather jacket.	You are holding a small, ugly dog.	You are walking a dangerous-looking dog.
You are wearing glasses and a hat.	You are sitting next to a white, long-haired cat.	You are holding a tiger-striped cat.



## Worksheet 58B: MATCH THE DESCRIPTION



Find someone who is holding a tiger-striped cat.	Find someone who is sitting next to a long-haired cat.	Find someone wearing glasses and a hat.
Find someone wearing sunglasses and a leather jacket.	Find someone holding a small, ugly dog.	Find someone walking a dangerous-looking dog.
Find someone who is sitting in a rocker with a brightly colored blanket on his/her lap.	Find someone who is handicapped and sitting in a wheelchair.	Find someone with a mustache and short, curly blond hair.
Find someone who has a thin mustache and dark hair.	Find someone wearing a black polka-dotted miniskirt.	Find someone wearing a blue jogging outfit.
Find someone wearing long black evening gloves.	Find someone wearing a striped suit and red tie.	Find someone who is tall, thin, and wearing a uniform.
Find someone who is wearing a short leather skirt.	Find someone who is tall and wearing a jogging outfit.	Find someone with long blond hair.
Find someone who has short, curly blond hair.	Find someone with a dark beard.	Find someone wearing ski gloves.



## Worksheet 59: MAKE A SENTENCE



a	lemon	tastes
sour	this	desk
feels	smooth	that
garbage	smells	bad
bungee	jumping	looks
dangerous	she's	a
pretty	girl	good
health	is	important
dogs	make	good
pets	silver	coins
are	rare	most
cats	are	furry



## Worksheet 60: PASS IT ON

1. Yesterday, I was waiting for the elevator in a big department store. When the door opened, I was so surprised to see a lady wearing a long purple fur coat, carrying a reddish-brown monkey. As they got off, the monkey tipped his little straw hat to me.
2. I was extremely hungry yesterday, so I called a new take-out place. I ordered two chocolate shakes, three large bags of fries, and a family-size vegetarian pizza. The service was so slow that by the time my order arrived, I had lost my humongous appetite and couldn't eat a thing.
3. Last night I woke up suddenly when I saw some strange, bright lights in my yard. I ran through the wet grass to see what was happening. I heard a loud motor and looked up to see a shiny silver spaceship with pulsing lights. I couldn't move and watched as the spaceship slowly landed. The round door opened, and suddenly I heard piercing sirens and ringing bells. I turned to run and then . . . I woke up and shut off my alarm clock!