

# Unit 7 Adjective scramble

Unscramble the adjectives. Then challenge a classmate to write an example sentence for each of your adjectives.

	Adjective	Example sentence
1	P E C B I P E R L E T	
2	R A E N T E N T P	
3	A A N P R T E P	
4	D E I B A E E C R P H L	
5	A C E L B S E C I S	



Unscramble the adjectives. Then challenge a classmate to write an example sentence for each of your adjectives.

	Adjective	Example sentence
1	R T E N E L S E L S	
2	T O E S O B U M R L E	
3	P V L T E E A R N	
4	C O P M N T I L A	
5	M O S A I U R C L U	



Unscramble the adjectives. Then challenge a classmate to write an example sentence for each of your adjectives.

	Adjective	Example sentence
1	I S E O M R K	
2	D E N R C I I S L E B	
3	M V C S I E U I S O H	
4	F E T U R N A D L U	
5	T E O L R A E L B	

# Unit 7 Adjective scramble

## Activity

In groups of three: speaking and writing

## Aim

To practise forming correct sentences using adjectives

## Word formation

Adjectives

## Preparation

Make enough copies of the worksheet so that each student will have a set of five adjectives. Each worksheet contains three different sets, which will need to be cut up.

## Time

25 minutes

## Teaching notes

### Procedure

- › Tell your students that they are going to do a word scramble – all of the words are adjectives. First, they will unscramble some adjectives individually; then they will challenge the other members of their group to write short sentences that demonstrate that they know what the word means.
- › Put the students in groups of three and give each student a set of five adjectives to unscramble. Point out that the first letter of each adjective is in the correct position. Tell them that they have five minutes to unscramble the adjectives. When they think they have successfully unscrambled the adjectives, they should let you know so you can confirm that they are correct.
- › While the students unscramble the adjectives, circulate and provide support. You may give them clues (e.g. the fourth adjective in the first group ends in *-able*).
- › Once all of the adjectives have been unscrambled, the students exchange their adjectives with other members of their group. Now each student must write a correct sentence using the adjectives they have been given. Emphasise that their sentences should demonstrate that they know what the adjective means – they can't just write *'He is repentant'* or *'It is apparent'*.
- › While the students write their sentences, circulate and provide support. If any students are way off the mark in terms of meaning, you may want to let them know and steer them in the right direction.
- › Once the students have written all of their sentences, they share them with the other members of their group. If a sentence clearly conveys the meaning of the adjective, the student receives two points; if the meaning is not clearly conveyed but the sentence is grammatically correct, the student receives one point.
- › You are the final judge, but students should be encouraged to defend their sentences. The student in each group that has the most points after all the sentences have been read is the winner.

### Answers

The adjectives are, in order:

- 1 perceptible, repentant, apparent, decipherable, accessible
- 2 relentless, troublesome, prevalent, compliant, miraculous
- 3 irksome, discernible, mischievous, fraudulent, tolerable