

Using Adjectives to Describe a Supermarket Scene

CASAS Competencies:

- 0.1.2 Identify or use appropriate language for informational purposes, e.g. to identify, describe, state needs, etc.
- 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
- 7.3.1 Identify a problem and its possible causes
- 7.4.2 Take notes or write a summary or an outline

Outcomes:

- Name different people, things and actions in a picture of a busy supermarket
- Identify unsafe situations or behaviors
- Describe actions performed by different people in a supermarket scene
- Form simple and compound sentences with sentence fragments
- Compose a paragraph about a supermarket scene, using a variety of adjectives

Teacher Preparation and Materials:

- Overhead projector
- Transparency marker
- One blank overhead transparency
- Overhead transparency and class copies of *Handout 1: Using Adjectives to Describe People, Places and Things**
- Overhead transparency and class copies of *Handout 2: A Supermarket Scene**
- Overhead transparency and class copies of *Handout 3: What Is Being Described?**
- Overhead transparency and class copies of *Handout 4A: A Few New Adjectives**
- Overhead transparency and class copies of *Handout 4B: A Few New Adjectives**
- Group copies of *Handout 5A: Beginning Sentence Fragments*, copied on plain paper, cut up, and clipped (enough for partner or small group work).
- Group copies of *Handout 5B: Ending Sentence Fragments*, copied on colored paper, cut up, and clipped (enough for partner or small group work).
- Class copies of *Handout 6: Writing 6 Complete Sentences**
- Class copies of *Handout 7: Describing A Supermarket Scene*

* During the “Warm-up” section of the lesson, the teacher should distribute stapled worksheet packets with copies of Handouts 1, 2, 3, 4A, 4B, and 6 to all students.

Warm-up:

Activate student interest in the lesson by engaging them in a guessing game. The teacher describes one student in the class using a variety of adjectives, and the rest of the students try to identify that person. By gradually increasing the number of adjectives used, students will understand that a more detailed description gives much more information to a listener or reader. Practice generating adjectives as a class using Handout 1: *Using Adjectives to Describe People, Places and Things*.

Step-By-Step

Say: Today you're going to practice using a variety of adjectives to describe a picture of a supermarket. Before we get to the lesson, I'd like you to play a quick guessing game with me. I'm going to describe someone in our class, and I'd like you to try to guess who that person is. OK, here goes: *I'm thinking about a person in this room. Who do you think I am I talking about?* (Teacher waits briefly for responses.) You're not sure? OK, I'll give you some more details:

I'm thinking about a man in this room. Now do you know who am I'm thinking about? You still can't guess whom I'm talking about? OK, here are some more clues:

Do: Describe someone in the room using as many adjectives as possible (e.g. "This man is tall and quiet. His hair is short, black, and straight. He is wearing a dark, blue shirt.")

Now can you identify the person whom I just described? Yes, I was describing (student's name)! Teacher points to the correct student.

Which words helped you to guess the person I was thinking about? (Wait for responses.) **What do we call words like *tall, quiet, short, black, straight, dark, and blue*?** Yes, Adjectives! Adjectives are very helpful in writing and speaking because they give the listener or the reader a lot of valuable information. We use adjectives to describe nouns such as people, places and things.

Teacher puts the transparency of *Handout 1: Using Adjectives to Describe People, Places and Things* on the overhead transparency.

Now I'm going to give you a packet of worksheets. You will see a copy of this transparency on the first page of your packet. Do you remember how I described your classmate? Look at the first heading on your worksheet: "Adjectives that Describe My Classmate" and try to complete the sentences you see with the adjectives I used earlier.

Teacher gives students a few moments to complete this section of Handout 1 by themselves and then writes the correct responses on the overhead transparency of Handout 1, so that students can correct their writing.

Now I'd like you to go to the next section of this worksheet and help me describe a place. What are some adjectives that we can use to describe this city / town?

Example responses: This city / town is: LARGE, SMALL, BUSY, CLEAN, DIRTY, NEW, OLD, MODERN, SAFE, UNSAFE, NOISY, QUIET, CROWDED, LIVELY, INTERESTING, etc.

Teacher writes 5 adjectives one-by-one under the title, "Adjectives that Describe This City" on the transparency of *Handout 1* and directs students to do the same on their copies of *Handout 1*.

Great. Now let's think of some adjectives that we can use to describe a thing. What adjectives would you use to describe this table? Teacher points to a classroom table.

Example responses: The table is: ROUND, SQUARE, LONG, LARGE, BIG, SMALL, HEAVY, LIGHT, NEW, OLD, DIRTY, CLEAN, WOODEN, etc.

Teacher lists 5 adjectives one-by-one under the title, "Adjectives that Describe a Table" on the transparency of *Handout 1*. Teacher directs students to do the same on their copies of *Handout 1*.

Nice job. Now let's think of some adjectives to describe how you felt when you started to speak English:

Example responses: When I started to speak English, I felt: EXCITED, NERVOUS, HAPPY, AFRAID, FRIGHTENED, UNCOMFORTABLE, CONFUSED, INDEPENDENT, WORRIED, TIRED, FRUSTRATED, etc.

Teacher mimes 5 mentioned adjectives to convey meaning and lists them under the title, "Adjectives that Describe How I felt When I Started to Speak English." on the transparency of *Handout 1*. Teacher directs students to do the same on their copies of *Handout 1*.

Why?

Help students to understand that all of us need to be able to describe people, places and things to other people all of the time. Usually, students give descriptions when they are speaking to people, but they may also have the

opportunity to describe people, places, and things in writing. Tell the students that today's lesson is going to give them the chance to learn, and practice using, a variety of adjectives that they will then use to write a short paragraph about a picture of a busy supermarket.

Step by Step

Say: Today's lesson is going to give you a chance to use many different adjectives to describe what you see in a picture of a busy supermarket. It's important to practice using adjectives because they help you to describe lots of different things to different people. For example, if you lose something at school or in your neighborhood, you can describe the lost item by using a lot of adjectives. If people have a good idea of what you're looking for, maybe they will be able to help you find it. When you go shopping, you may need to describe to a salesperson the kind of item you are looking for in a store. If you can give a good description of what you want, the store employee will be able to help you to find the clothing or household item you would like to buy. Can you think of other situations when you need to use adjectives to describe a person, place, or a thing?

Do: Encourage students to come up with different real-life situations in which they need to be able to describe things, people, or places with adjectives. Restate appropriate student suggestions for the rest of the class (e.g. describing a child who is lost in a store, describing a criminal to the police, describing the kind of apartment you are looking for to a real estate agent, etc.)

What?

Put the transparency of *Handout 2: A Supermarket Scene* on the overhead projector. Tell students that this is the picture that they will be using to practice using some familiar and some new adjectives in today's lesson.

Step by Step

Say: This is the picture that you will be using in today's lesson. Do you recognize this place? Do you see any people in this picture? Do they all look the same, or are they different? Do they all feel the same or do they have different feelings?

Do: Tell the students that the goal of today's lesson is to give them a lot of practice using adjectives in complete sentences to describe different nouns in this picture. Let them know that they are going to practice using different adjectives as a whole class, with a partner, and by themselves.

Do!

Quick Vocabulary Review: Direct students to look at their copy of the busy supermarket scene on the next page of their worksheet packet. Tell them that you want them to help you to identify the place, the people, and the things that they see in the picture. Encourage students to verbally give you the names (not adjectives!) of the place, the people, and the things they see in *Handout 2: A Supermarket Scene*. Write these words on the transparency and instruct students to copy these words onto their own copies of *Handout 2*.

Say: This is the picture that you are going to write about today. You can see that there are a lot of different things and people in this picture that we can describe with adjectives. Before we start writing about the picture, I'd like you to name what you see in this picture. For example: What place is this? Is this a park? A house? A school?

Do: Use the transparency marker to write place nouns (e.g. a supermarket, a grocery store, a market, etc.) on the transparency.

Great. Now, let's name some of the people we see in the picture.

Invite the students to help you label the different people in the picture (e.g. a boy, a girl, a child, a woman, a man, a shopper, an employee, a mother, etc.)

Good job. Now, help me to name the different things you see in the picture.

Encourage students to help you label the different things they see in the picture (e.g. some vegetables, a crab, a puddle, a basket, a shopping cart, etc.)

Controlled Practice #1: Direct the students to look at Handout 3 in their worksheet packets. Instruct them to circle the letters on the picture that correspond to the people or things you describe with different adjectives.

Step-by-Step

Say: OK, before we begin writing about this picture, I'd like you to try to identify what I describe to you. Turn to the next page in your worksheet packet and look at *Handout 3: What Is Being Described?* I'm going to describe out loud a person or a thing in this picture, and I would like you to circle that person or thing as soon as you understand what or whom I'm talking about. For example, if I say, "This person is tall and slim. He is surprised because he almost dropped his drink." What should you circle? That's right. You should circle letter G to identify the man who is holding a drink.

Do: Circle the letter B on the transparency and repeat your description of it as you do so (“This person is tall and slim. He is surprised because he almost dropped his drink.”)

Here’s another description: “There is a child in the picture.” Who am I talking about? Which letter did you circle in the picture? You need more information? OK, let me try again: “This young girl with long hair is very reckless. She is running, but she is not paying attention to where she is going.” Now, which letter did you circle? Why did you circle letter C? Yes, my use of the adjectives *reckless*, *young*, and *long* helped you to know that I was describing the girl who is running near the man with the drink.

Describe three more people or things in the picture, and direct students to circle those people or things accordingly. Restate each of the three descriptions and circle the letters that correspond to the correct person or thing described on the transparency for Handout 3.

Example Descriptions:

1) **This older woman has short, curly hair. She is angry at another shopper who was careless and hit her with his cart.** (Students should circle letter B to identify the woman holding a shopping basket.)

2) **This person is very upset. He was not careful, and a crab bit him.** (Students should circle letter A to identify the little boy with a crab on his finger.)

3) **This is a yellow vegetable with long green leaves. It is long and round and it can be very sweet.** (Students should circle letter D to identify the corn.)

Note: When teacher reviews correct answers to these descriptions, he/she should write the adjectives mentioned next to the corresponding image that students circled. (e.g. write the adjectives **upset** and **not careful** next to the little boy with the crab.)

Controlled Practice #2: Direct the students to try to complete the sentences in Handouts 4A and 4B in their worksheet packet. Explain to the students that this exercise will give them practice using some adjectives that may be new to them.

Step-By-Step

Say: In this next exercise, you’re going to have a chance to use some new adjectives to describe different images from the same picture. Let’s look at Handout 4A together.

Do: Put the transparency of Handout 4A on the overhead projector. Explain to students that there are two adjectives under each image. Their job is to choose

the correct adjectives to complete the sentence that describes each image. Give students a chance to complete the sentences independently, and then go over the correct choices with them using the transparency. Repeat for handout 4B.

Group Practice: Teacher gives each pair of students, or each table group, an envelope containing a paper-clipped packet of sentence fragments copied on white paper (Handout 5A) and a paper-clipped packet of sentence fragments copied on colored paper (Handout 5B). Teacher then directs the students to put all of the slips of paper on their tables, face-up, and then put different fragments together to form complete sentences. The sentences they form will all be about the supermarket scene they saw on the transparency. The teacher should walk around the classroom to make sure students understand the activity and are matching the sentence fragments correctly. It would be helpful to put the transparency of *Handout 2: A Supermarket Scene* back on the overhead projector to help students match their sentence fragments correctly.

Step by Step

Say: OK, you've listened to me use a number of adjectives to describe different people, places, and things. Now you are going to work with a partner, or classmates at your table, to create 6 complete sentences from the slips of paper I give to you. Each sentence will start with a white piece of paper, and each sentence will end with a colored piece of paper. Here's an example:

Do: Using a blank transparency, write the beginning part of three short sentences. Next to that list, in different order, write logical endings to those same sentences. Invite students to help you match the sentence beginnings and endings to form three complete sentences.

Fragments:

The little boy is upset	is angry at the bald man.
The lady with curly hair	is dangerous.
A large puddle on the floor	because the crab is hurting him.

Complete Sentences:

1. The boy is upset because the crab is hurting him.
2. The lady with curly hair is angry at the bald man.
3. A large puddle on the floor is dangerous.

Now you are going to work with a partner to make 6 sentences about the busy supermarket drawing. Use the white pieces of paper to start your sentences and the colored pieces of paper to finish your sentences.

Distribute enough copies of Handout 5A and Handout 5B, cut and clipped, to partner or small groups. Walk around the class to make sure students are completing the task correctly and to offer assistance.

Matches: *This is a very **busy and crowded** supermarket.*
 *The lady with **short, curly** hair is **angry** at the **bald** man.*
 *A tall, thin man is **surprised** to see a **reckless** child run by him.*
 *The **two large** puddles on the floor are **dangerous**.*
 *A **little** boy is **sad** and **upset** because a crab bit him.*
 *A **careless older** man hit a **heavy** woman with his **shopping** cart.*

Raise your hands when you think you have 6 complete sentences. When you make all of the sentences, I will check to see if they are correct.

When students have successfully completed the sentence fragments matching task, tell them to copy the 6 sentences they formed from the different slips of paper onto their copy of *Handout 6: Writing 6 Complete Sentences*. Give them enough time to complete this worksheet, about 8-10 minutes. Circulate and check for accuracy in spelling, use of periods and capitals, etc.

Now that you've successfully formed 6 complete sentences, copy those sentences down onto your copy of Handout 6. Be sure to use capital letters and periods where necessary. Be very careful with your spelling. When you have finished, let me know, so that I can check your work.

So What?

Assessment: Students will demonstrate their writing abilities and knowledge of a variety of adjectives by spending 15 minutes writing a paragraph independently about the supermarket scene in *Handout 7*.

Step by Step

Do: Distribute a copy of *Handout 7: Using Adjectives to Describe a Supermarket Scene* writing prompt to each student.

Say: **Now it's your turn to write about the same busy street drawing by yourself. You will have 15 minutes. Try to use a variety of adjectives to describe what you see in the picture.**

After 15 minutes, instruct students to put their names on their papers and collect all of the writing samples.

Follow-up Activity Suggestions:

- 1) Edit the students' writing samples and then return these "first drafts" to the students with a clean copy of Handout 7. Instruct the students to write a corrected "final draft" of their supermarket paragraphs on their new copy of *Handout 7*. Check to make sure students make all necessary corrections.

- 2) After class, review all of the writing samples, and identify examples of some common errors from students' writing. Type up 6-8 of these incorrectly written sentences. When the class meets again, give each student a copy of this list of 6-8 student sentences with errors, and invite them to try to rewrite these sentences correctly as a warm-up activity.

Handout 1: Using Adjectives to Describe People, Places & Things

Adjectives that Describe <u>My Classmate</u>	Adjectives That Describe <u>This City</u>
<p>My classmate is _____ and _____.</p> <p>His hair is _____, _____, and _____.</p> <p>He is wearing a _____, _____ shirt.</p>	<p>This city / town is:</p> <hr/> <hr/> <hr/> <hr/>
Adjectives That Describe <u>a Table</u>	Adjectives That Describe <u>How I Felt</u> <u>When I Started to Speak English.</u>
<p>The table is:</p> <hr/> <hr/> <hr/> <hr/>	<p>I felt:</p> <hr/> <hr/> <hr/> <hr/>

Handout 2: A Supermarket Scene



Handout 3: What is Being Described?



Handout 4A: A Few New Adjectives

1.



crowded or **empty**

This grocery store is _____ because it is full of customers.

2.



reckless or **cautious**

This girl is not paying attention. She is behaving in a _____ way.

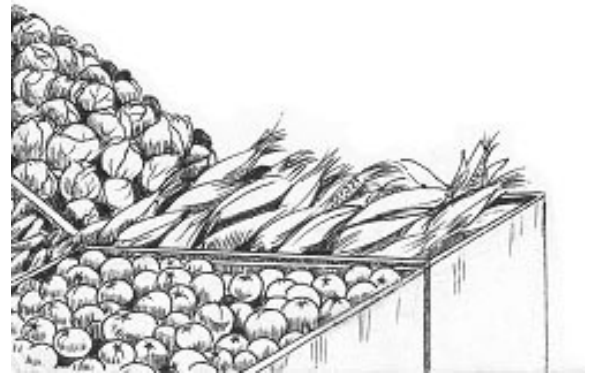
3.



happy or **upset**

This boy is very _____ because a crab is hurting his finger.

4.



fresh or **rotten**

There are a lot of _____ vegetables in this supermarket.

Handout 4B: A Few New Adjectives

1.



bored or **surprised**

This man is very _____
because a little girl just ran by him.

2.



cautious or **careless**

This man is a _____ shopper
because he hit a customer with his cart.

3.



safe or **dangerous**

Puddles are _____ because
people can slip on them and get hurt.

4.



angry or **pleased**

This woman is _____ because
another shopper just hit her with his cart.

Handout 5A: Beginning Sentence Fragments (copied on white paper)

This is a very busy	The lady with short, curly hair
A tall, thin man is surprised	The two large puddles on
A little boy is sad and upset	A careless older man hit a heavy

Handout 5B: Ending Sentence Fragments (copied on colored paper)

and crowded supermarket.	is angry at the bald man.
because a reckless child ran by him.	the floor are dangerous.
because a crab is hurting him.	woman with his shopping cart.

Handout 6: Writing 6 Complete Sentences

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Handout 7: Describing a Supermarket Scene