Can Japanese ESL Students Recognize the Correct Order of Adjectives in Noun Phrases?

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English adjective order is determined by the features of specific adjectives although not by explicit syntactic rules. Using a noun phrase correctness decision task, the present study investigated the effects of rearranged adjective order on the ability of Japanese university ESL students to correctly process English noun phrases. Error rates and reaction times indicated no difference between high and low English reading comprehension groups. Since only the most basic of English adjectives were selected for stimulus items, and since error rates were high among ESL students at both high and low levels, Japanese university students are seen to lack knowledge of rules outlining the correct usage of adjectives in English. The present study further examined the effects of three conditions of adjective disordering - 'short-distance' disordering, 'long-distance' disordering and 'short- and long-distance' co-disordering - from correct adjective ordering. Only extremely (i.e., 'short- and long-distance' co-disordering) disordered noun phrases were more accurately rejected than less disordered phrases and items exhibiting 'short-distance' disordering and 'long-distance' disordering showed no difference. This finding may suggest that the key to correctly identifying incorrect adjective order lies not in the *distance* of disorder, but in the *number* of adjectives which are disordered.

Key words: order of adjectives, judgment task, short- and long-distance adjective disordering

Introduction

Unlike with English, the order of adjectives is completely free in Japanese. For instance, the English expression, 'an expensive black Italian bag' can be written in Japanese as *kookana kuroi Italia-no baggu*. This noun phrase can be re-ordered in five other correct *ways, kuroi kookana Italia-no baggu* ('a black expensive Italian bag'), *kuroi Italia-no kookana baggu* ('a black Italian expensive bag'), *Italia-no kookana kuroi baggu* ('an Italian expensive black bag'), *Italia-no kuri kookana baggu* ('an Italian black expensive bag') and *kuri Italia-no kookana baggu* ('a black Italian expensive bag'). However, none of these five expressions is correct in English. English adjective order is determined by the features of specific adjectives although not by explicit syntactic rules. The absence of a determined order of adjective features in the Japanese language may cause Japanese ESL (English as a Second Language) students to experience difficulties understanding (i.e., comprehending as well as producing) English adjective order. In terms of passive comprehension, the order of adjectives in noun phrases might not be expected to have serious consequences for effective understanding of any intended meaning. However, in terms of production

(whether spoken or written), even slight variations in the ordering of adjectives before the nouns they describe (or modify) can mean the difference between clear expression and unintended statements which are distinctively awkward to the native ear.

The goal of each learner presumably and ideally being to achieve fluency, the order of adjectives in noun phrases deserves just as much attention for non-native learners as any other grammatical rule which, if not observed, can result in 'awkward-but-understandable' sentences and expressions. Although such awkward sentences may be understandable in general terms, they are nevertheless incorrect from a grammatical point of view. Japanese English teachers and the resources they use in classrooms seem to devote a great deal of energy and attention to numerous, particular issues of rule-based grammar such as subject-verb agreement (e.g., *Tom play tennis* vs. *Tom plays tennis*). Subject-verb agreement does not often create fundamental problems for the listener, yet teachers are ready to call students to task over even slight errors. The issue of proper adjective order is no less important in composing correct and natural sounding English, and as such warrants greater attention. The present study therefore focuses on this fundamental, yet often overlooked aspect of English comprehension and production in the case of Japanese learners.

Order of Adjectives in English

There is a lack of consensus among English grammarians and 'authoritative' texts as to the ultimately correct (i.e., canonical) order of adjectives (for three examples of popular reference works offering differing views on adjective order, see Morenberg, 2002; Swan, 1995; Thomson & Martinet, 1986). Rules pertaining to the ordering of words in noun phrases are replete with exceptions; adjective order is therefore a very difficult aspect of English grammar for even the most experienced teachers (both native and non-native speaking) to confidently and effectively teach. It is impossible to explain why we say *little blue bird* and not *blue little bird* or why we say *red German sports car* and not *German red sports car*. It takes a great deal of practice with and exposure to a language before this order becomes instinctive, because the order often seems arbitrary. Sometimes adjectives appear in a string, and when they do, they appear in a set order according to category. While there are many exceptions to the pattern, for the purposes of the present experiment, the order of adjectives considered as 'correct' is borrowed from Swan (1995). This order, including examples, is presented in Table 1.

Table 1. Order of adjectives in noun phrases

Determiner (articles and other limiters)	Observation (post determiners, limiter adjectives and adjectives subject to subjective measure)	Physical Description (adjectives subject to objective measure)				Origin (denominal adjectives denoting source of noun)	Material (denominal adjectives denoting what something is made of)	Qualifier (final limiter)	Noun
		Size	Shape	Age	Color				
a	beautiful			antique		British		touring	car
five		small	round		green				balls
his			long		brown				hair
many	smart			young		Japanese			students
an				old			wooden	rocking	chair
their	expensive	big			white				house
that	tasty		round			Belgian			chocolate
one		large			red		silk		scarf

Note: This table is based on *The Royal Order of Adjectives*, created by Dr. Charles Darling, Capital Community College, Hartford, Connecticut and may be accessed online at http://depts.gallaudet.edu/englishworks/grammar/partsofspeech.html.

Simply stated, the order of adjectives before a noun can be categorized as follows: 1) determiner (e.g., *a / an / the*), 2) general observation (e.g., *wonderful, nice*); 3) physical description (descriptions of size, shape, age and color, in that order); 4) origin (e.g., *Canadian, Dutch*); 5) material (e.g., *steel, paper*) and 6) qualifier (e.g., *touring, hunting*). Adjectives of colour, origin, material and purpose generally appear in that order. Other adjectives usually go before words of colour, origin, material and purpose. Examples are *beautiful, absolute, totally, sublime, delicious,* and *strange.* Numbers usually go before adjectives. *First, next* and *last* most often go before *one, two, three,* etc. Age normally goes after adjectives of size, length and height, but before colour, origin, material and purpose. It is very unlikely that anyone would use more than two or three adjectives in a noun phrase, save for in cases of emphatic verbal expression.

This experiment assumes that the extent of disorder among adjectives in noun phrases will determine the extent that a phrase is interpreted as being either correct or incorrect. As previously noted, "the rules for adjective order are very complicated, and different grammars disagree about the details" (Swan, 1995, p. 8). As such, slighter variations in adjective order may leave even native speakers with slight feelings of uncertainty or indecision as to the correctness of a sentence. Larger variations in the distance between items of the above outlined categories, however, generally trigger a stronger sense of certainty as to correctness. In other words, the larger the deviation from the canonical order, the greater the sense will be that a sentence is incorrect, and likewise. In the reaction time paradigm using noun phrase correctness decision tasks, larger deviations from the canonical order are expected to be more easily identified, and therefore are expected to result in shorter reaction times and lower error rates.

Two Questions of the Present Study

There are a host of formal guidelines, reference materials and practice exercises available in both print and electronic media (i.e., the Internet) in regards to adjective order in English noun phrases. However, to date, there have been no systematic experiments which attempt to gauge Japanese ESL students' knowledge of adjective order. The present study therefore investigated the effects of rearranged adjective order on the ability of ESL students to correctly process English noun phrases. The intentions of the present study are therefore two-fold.

First, the experiment sought to determine whether or not native Japanese speaking ESL students at the university level can effectively identify correct adjective order in common English noun phrases. This was done using timed noun phrase correctness decision tasks, which measured the speed with which the student participants could accurately identify examples of both correct and incorrect adjective ordering in common English noun phrases. The study provides an indication as to the extent to which Japanese university students are seen to have grasped rules outlining the correct usage of adjectives in English. Furthermore, the results of the present experiment can reflect the general English comprehension skills of Japanese ESL learners at the university level.

Second, it was assumed that the primary source of errors in the noun phrase correctness decision tasks would be the extent of students' inability to discern slight (i.e., 'short-distance' disordering) to greater (i.e., 'long-distance' disordering) to extreme (i.e., 'short- and long-distance' co-disordering) departures from correct

adjective ordering. As shown in the distance effects of noun phrases in the processing of Japanese sentences (Tamaoka, Sakai, Kawahara, Miyaoka, Lim & Koizumi, 2005), it was assumed that speakers would need extra time to process noun phrases depending on the extent to which they departed from the canonical order. This study therefore examined whether or not accurate response times were affected by the degree of adjective disorder.

In efforts to maintain both practical focus and simplicity of analysis, the present experiment omitted determiners and qualifiers, considering the ordering of the four 'middle' categories in Table 1, above - observation, physical description, origin and material.

Method

Participants

It was assumed that students' English abilities would affect the speed and accuracy of sentence processing. To assess the influence of students' English abilities, a multiple-choice cloze reading exercise based on a placement test developed by Poel and Weatherly (1997) was given to 45 students prior to the experiments. These 45 undergraduate students (33 females and 12 males) at Hiroshima Shudo University in Japan, all native speakers of Japanese, participated in the experiments. Ages ranged from 18 years and 9 months to 23 years and 2 months. The average age was 20 years and 3 months with a standard deviation of 1 year and 0 months on the respective day of testing. Four native English speakers employed as English instructors at the university level also participated in the experiment to provide a kind of benchmark for performance.

The placement test had been previously tested for reliability in assigning college students to the appropriate level of English courses. Although the test was administered without a time limit, all the students completed the test within 10 minutes. Out of the maximum of 15 points, the test scores for all participants had a mean of 10.43 with a standard deviation of 2.56. The students were divided into two groups, those with a score of eleven or higher, and those with a score of 10 and lower; the higher reading level (22 students) had a mean of 12.45 with standard deviation of 1.14, while the lower reading level (23 students) had a mean of 8.48 with the standard deviation of 2.02. A t-test showed that mean scores of the two groups were statistically different [$t(43)=8.077$, $p<.001$].

Materials

As listed in Appendix 1, a total of 80 phrases were used for the experiment. These consisted of 30 correct and 30 incorrect phrases for the target stimuli, combined with 10 correct and 10 incorrect, 'dummy' phrases. For correct 'Yes' responses, each phrase was constructed using three adjectives and a noun, such as 'quiet young Chinese student'.

The present study investigated how sensitively Japanese ESL students could detect incorrect order of adjectives in simple noun phrases, as would be indicated by correct 'No' responses. Noun phrases with disordered adjectives were created on the basis of canonical phrases. In an effort to ensure that word difficulty did not affect participant performance, only the most basic and familiar English adjectives

were selected from beginner-level university textbooks for inclusion in the experiment. The stimulus noun phrases were constructed in three ways based on the degree of adjective disorder. The first condition, termed 'short-distance' disordering, repositioned an adjective of either origin or material before an adjective of physical description. This condition, in other words, created the slightest disorder possible by merely switching the order of adjectives that in a canonical noun phrase would already be side by side. For example, *empty square cardboard box* was presented as empty cardboard square box. The second condition, 'long-distance' disordering, repositioned an adjective of general observation (or general description) directly before a noun, involving a 'jump' over several categories of adjectives. For example, *empty square cardboard box* was presented as *square cardboard empty box*. The third condition, 'both short- and long-distance' co-disordering, involved the switching of adjectives that are found side by side in canonical sentences as well as the repositioning of an adjective of general observation directly before a noun. For example, *empty square cardboard box* was presented as *cardboard square empty box*. That is to say, the third condition was achieved by disordering the canonical order of adjectives as much as possible.

This procedure resulted in the creation of incorrect 90 noun phrases. It was expected that reading times would become shorter when participants saw phrases containing the same words. Thus, in order to prevent this problem of repeatedly encountering the adjectives and nouns in correct 'No' responses, a counterbalanced design (or a Latin square design) was used to assign participants to different noun phrases. Three lists of phrases were given to three groups of participants.

Consequently, a total of 80 noun phrases in each list consisted of 30 correct, 30 counterbalanced incorrect, 10 correct dummy and 10 incorrect dummy noun phrases.

Data Gathering Procedure

The presentation was controlled by the computer program Microsoft Visual Basic 6.0 + Microsoft DirectX8. Stimuli with both 'Yes' and 'No' correct responses were presented to participants in random order in the center of a computer screen 600 milliseconds after the appearance of an asterisk '*' indicating an eye fixation point. Participants were instructed to respond as quickly and as accurately as possible in deciding whether or not the phrase made sense. Response was registered by pressing a key marked 'Yes' or 'No'. Twenty practice trials were given to the participants prior to the commencement of actual testing.

Analysis and Results

Only stimulus items of correct responses were used in the analyses of reaction times. Extremes (less than 400 milliseconds and longer than 12,000 milliseconds) among properly-judged correctness decisions were replaced by the mean of each individual to neutralize disproportionate influences upon reaction times. In total, 14 reaction times (7 for both 'Yes' and 'No' responses) were adjusted in this fashion (0.39% out of 3,600 total responses). Before performing the analysis, reaction times outside of 2.5 standard deviations at both the high and low ranges in each individual participant were replaced by boundaries indicated by 2.5 standard deviations

from the individual means of participants in each category. Eleven reaction times were replaced in this manner (0.31% out of 3,600 total responses).

Table 2. Reaction times and error rates for correct 'Yes' responses of noun phrase correctness decisions as a function of English reading comprehension abilities

| | English Reading Comprehension Ability | | | | *t*-test | | Native Speakers (*n*=4) | |
| | Higher (*n*=22) | | Lower (*n*=23) | | | | | |
Measurement	M	SD	M	SD	value	sig.	M	SD
Reaction Times (ms)	5445	1126	5377	967	0.218	n.s.	3998	1151
Error Rates (%)	32.12%	12.75%	32.32%	11.69%	-0.055	n.s.	5.83%	2.76%

Note 1: The degree of freedom for *t*-tests is 43.
Note 2: 'M' refers to mean and 'SD' refers to standard deviation.

The means and standard deviations of correct 'Yes' reaction times and error rates are presented in Table 2. A *t*-test on reaction times and error rates for correct 'Yes' responses (correct noun phrases) was used to compare two groups of higher (*n*=22) and lower (*n*=23) English reading comprehension ability. The result of reaction times [*t*(43)=0.218, *n.s.*] and error rates [*t*(43)=-0.055, *n.s.*] revealed no difference between the two groups. The average reaction times for correct 'Yes' responses of the four native speakers in this study was 3998 milliseconds, with a low average error rate of 5.83 percent. Despite the aforementioned discrepancies as to specific rules, then, native English speakers were able to identify with considerable consistency the correct order of adjectives in noun phrases, suggesting that the canonical order of adjectives in the items used in this experiment could be commonly understood.

Table 3. Reaction times and error rates for correct 'No' responses of noun phrase correctness decisions as a function of English reading comprehension abilities

| | | English Reading Comprehension Ability | | | | Native Speakers (*n*=4) | |
| | | Higher (*n*=22) | | Lower (*n*=23) | | | |
Measurement	Extent of adjective disordering	M	SD	M	SD	M	SD
	Short-distance	6091	1500	6396	1566	5965	1863
Reaction Times (ms)	Long-distance	6422	1720	6338	1335	5127	1284
	Short- and long-distance	6241	1393	5830	1328	4317	562
	Short-distance	56.36%	21.50%	60.00%	18.83%	20.00%	11.18%
Error Rates (%)	Long-distance	59.09%	17.16%	58.70%	16.87%	20.00%	8.66%
	Short- and long-distance	44.55%	20.64%	52.61%	18.15%	2.50%	4.33%

Note 1: Means of reaction times for the lower English ability group were calculated using 22 participants, since one showed no correct responses in one category.
Note 2: 'M' refers to mean and 'SD' refers to standard deviation.

The means and standard deviations of correct 'No' reaction times and error rates are presented in Table 3. A 2 (high and low English reading comprehension groups) × 3 (three types of noun phrases with disordered adjectives) two-way analysis of variance (ANOVA) repeated measures conducted for reaction times. The results indicated no significant man effects of the high and low groups [*F*(1,42)=0.026, *n.s.*] and noun phrase types [*F*(2,84)=1.715, *n.s.*], and no significant interaction of these two variables [*F*(2,84)=1.832, *n.s.*]. Since the two groups displayed a large difference in scores of English reading comprehension test, these null effects were highly unexpected.

The same ANOVA was conducted for error rates. There was no significant main effect of the two groups $[F(1,42)=0.808, n.s.]$ while the main effect of noun phrase types was significant $[F(2,84)=6.217, p<.01]$. The interaction of these two variables was not significant $[F(2,84)=0.838, n.s.]$. To clarify the differences among three noun phrase types, simple contrast analyses were conducted on error rates. Noun phrases with a short- and long-distance co-disordering condition were detected more correctly than those with a long-distance disordering condition $[F(1,43)=12.790, p<.001]$ and those with a short-distance disordering condition $[F(1,43)=7.569, p<.01]$, but no difference was found between the conditions of short- and long-distance disordering $[F(1,43)=0.044, n.s.]$. As expected, errors become more noticeable when both short- and long-distance disordering were presented together in a single noun phrase. Likewise, and perhaps not surprisingly,

Table 4. Correct noun phrases with three adjectives ranked by accuracy rates

#	Adjective 1	Adjective 2	Adjective 3	Noun	Accuracy (%)
1	enjoyable	old	Korean	movie	88.89%
2	romantic	old	Indian	song	88.89%
3	common	middle-aged	Canadian	worker	86.67%
4	spicy	flat	Italian	pizza	80.00%
5	salty	thick	Irish	soup	80.00%
6	quiet	young	Chinese	student	80.00%
7	relaxing	ancient	Egyptian	music	77.78%
8	poor	young	American	mother	75.56%
9	rare	black	African	diamond	75.56%
10	broken	oval	glass	table	73.33%
11	intelligent	middle-aged	Chinese	brother	71.11%
12	interesting	little	Spanish	person	68.89%
13	rich	young	German	businessman	68.89%
14	loud	thick	metal	bell	66.67%
15	nervous	fat	Italian	singer	66.67%
16	difficult	new	American	problem	66.67%
17	strange	brown	Asian	spider	66.67%
18	tasty	yellow	African	banana	64.44%
19	fresh	long	French	bread	64.44%
20	kind	young	Japanese	officer	64.44%
21	light	slender	new	case	62.22%
22	sweet	little	German	chocolate	60.00%
23	satisfying	red	Austrian	candy	60.00%
24	dark	narrow	old	hallway	57.78%
25	patient	old	Korean	grandfather	57.78%
26	quick	small	white	rabbit	55.56%
27	slow	old	wooden	canoe	53.33%
28	drunk	old	French	painter	53.33%
29	angry	large	Australian	father	48.89%
30	hot	round	flat	pancake	48.89%

native speakers could correctly identify short- and long-distance disordering with a low error rate of 2.50 percent.

In order to further examine accuracies in correctness decisions for each noun phrase, 30 correct phrases were re-ordered by accuracies as shown in Table 4. It seems to be evenly distributed into three groups, 1) noun phrases of higher than 75% accuracy, 2) those between 75% and 61%, and 3) those lower than 60%. While 30 phrases cannot suffice to make concrete generalizations, the phrases of each group share certain characteristics worthy of closer examination. English words which are frequently used in Japanese (e.g., *American, diamond*) are seen to be included in phrases which were mot often accurately identified as correct. These noun phrases also contained what could be called the most basic of the basic adjectives used in this experiment, with students having had repeated exposure to them since their very first year of English language study.

There are a few potential explanations to account for noun phrases that were not accurately identified. First, words with more than one meaning (e.g., *patient, drunk*) might have inadvertently distracted or confused participants. Second, lexical items which have taken on different meanings or whose usages vary even among English speaking cultures (e.g., *pancake versus hotcake*). Third, some grammatically correct noun phrases may have been rather uncommon, due to redundancy or self-evidence (i.e., *round pancake, old grandfather, satisfying candy*). Finally, while care was taken to select words with which participants would already be familiar, some may nevertheless have presented difficulty for lower level students (e.g., *satisfying, German, hallway*).

Discussion

The aim of this study was two-fold. The first, more general objective was to achieve a sense as to where Japanese ESL students studying at the university level are in terms of their understanding of noun phrases with correct adjective order. The second aim was to take a more detailed look at how the 'distance' of an adjective's disordering (i.e. the degree to which an adjective is dislocated from its correct, or 'canonical' position in a series) affects students' ability to accurately identify a noun phrase as being either incorrect or correct.

Surprisingly, in terms of error rates and in reaction times for noun phrases exhibiting the correct order of adjectives, there was no difference between the high and low English reading comprehension groups. Both groups performed at a lower level than had been expected. This also held true for the ability of both groups to correctly identify disordered noun phrases.

Given that only the most basic of English adjectives were selected for item creation, this can only lead to the regrettable observation that Japanese university students have little command of the rules outlining the correct usage of adjectives in English. Instruction in proper adjective order is clearly lacking in Japanese English lessons. When asked whether or not they had received formal training in the ordering of adjectives, participants said they had not. The most common senior high school textbook series (*Crown, Vista, Vivid and New Horizon*) were examined prior to conducting this study. While this list is not exhaustive, it nevertheless suffices to strongly support our claim that the issue of adjective ordering is not *specifically* ad-

dressed in high school textbooks approved for use in Japanese senior high schools. Texts devoted exclusively to grammar are, of course, available as supplementary resources to students to the extent that they seek them out. However, the use of such texts is specifically limited to preparation for university entrance examinations, and not in common English courses. This suggests that Japanese students have either 1) received little or no prior instruction on this grammatical point, or 2) have somehow, somewhere been exposed to such instruction, yet have not retained it for effective use. While any given point may nevertheless be made, disordered adjective placement results in cumbersome expressions which are not only incorrect, but also place greater responsibility on the listener to ensure smooth communication.

This experiment focused on students' ability to passively understand rather than produce noun phrases with correct adjective order. Here, the more philosophical question arises as to whether the ability to readily and correctly produce, let alone recognize, the correct order of adjectives in noun phrases can actually be taught through existing classroom approaches. In that there are no concrete, syntactic rules governing adjective order as there are with, for example, subject-verb agreement, it may be unlikely that Japanese ESL students can ever be taught to produce correctly ordered noun phrases naturally, without having a chart nearby such as is presented in Table 1. This underscores the need for further research into students' ability to produce, as well as passively identify, correct noun phrases.

It was assumed that the primary source of errors in the noun phrase correctness decision tasks would be the extent of student inability to discern various degrees of adjective disorder in noun phrases. It was further assumed that participants would need extra time to process noun phrases depending on the extent to which they departed from the canonical order. Only extremely (i.e., 'short- and long-distance' co-disordering) disordered noun phrases could be accurately rejected more often than less disordered phrases. Items exhibiting short-distance disordering and long-distance disordering showed no difference.

The results for the four native English speakers involved in the experiment, when compared to those of the Japanese ESL students, yield a significant theoretical possibility. Although there were only four native English speaking participants, they displayed identical error rates of 20.00 percent for both 'short-distance' disordering and 'long-distance' disordering. Since the error rate for correctly rejecting 'short- and long-distance' co-disordering was only 2.50 percent, the possibility exists that the key to correctly identifying incorrect adjective order lies not in the distance of disorder, but in the number of adjectives which are disordered. This result becomes particularly interesting when error rates for ESL student participants, while admittedly much higher, are seen to demonstrate the same trend. Further investigation using a larger number of native English speakers could shed light on this fundamental theoretical possibility.

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Appendix 1 Noun phrases of varying disorder for correct 'No' responses

#	Short-distance disordering	Long-distance disordering	Short- and long-distance disordering
1	empty cardboard square box	square cardboard empty box	cardboard square empty box
2	busy Irish narrow street	narrow Irish busy street	Irish narrow busy street
3	scary Russian tall actor	tall Russian scary actor	Russian tall scary actor
4	serious French middle-aged teacher	middle-aged French serious teacher	French middle-aged serious teacher
5	sexy denim short skirt	short denim sexy skirt	denim short sexy skirt
6	cold winter gray day	gray winter cold day	winter gray cold day
7	cheap plastic new toy	new plastic cheap toy	plastic new cheap toy
8	comfortable wooden antique chair	antique wooden comfortable chair	wooden antique comfortable chair
9	beautiful stone ancient bridge	ancient stone beautiful bridge	stone ancient beautiful bridge
10	warm leather big gloves	big leather warm gloves	leather big warm gloves
11	friendly Swedish young woman	young Swedish friendly woman	Swedish young friendly woman
12	expensive Italian small shoes	small Italian expensive shoes	Italian small expensive shoes
13	plain paper brown bag	brown paper plain bag	paper brown plain bag
14	sharp steel curved knife	curved steel sharp knife	steel curved sharp knife
15	bitter Brazilian black coffee	black Brazilian bitter coffee	Brazilian black bitter coffee
16	ugly polyester orange shirt	orange polyester ugly shirt	polyester orange ugly shirt
17	cute wool pink sweater	pink wool cute sweater	wool pink cute sweater
18	colorful silk thin scarf	thin silk colorful scarf	silk thin colorful scarf
19	fast Japanese modern train	modern Japanese fast train	Japanese modern fast train
20	gorgeous aluminum red boat	red aluminum gorgeous boat	aluminum red gorgeous boat
21	boring English long game	long English boring game	English long boring game
22	amazing European high mountain	high European amazing mountain	European high amazing mountain
23	smooth rubber fat tire	fat rubber smooth tire	rubber fat smooth tire
24	nice Canadian blonde boy	blonde Canadian nice boy	Canadian blonde nice boy
25	heavy metal large desk	large metal heavy desk	metal large heavy desk
26	lucky silver straight pen	straight silver lucky pen	silver straight lucky pen
27	shiny gold round watch	round gold shiny watch	gold round shiny watch
28	dirty tin old can	old tin dirty can	tin old dirty can
29	hungry Mexican little dog	little Mexican hungry dog	Mexican little hungry dog
30	handsome Egyptian slender man	slender Egyptian handsome man	Egyptian slender handsome man