CAMBRIDGE ASSESSMENT ENGLISH

Classroom Activity 1: Varied Verbs
### Classroom Activity 1: Varied Verbs

**CEFR Level:** B1 (8 -12 year olds)

| Activity Aims: | • Revise what is meant by a verb  
• Identify all the verbs in a poem  
• Use suitable verbs to complete a new poem |
|----------------|------------------------------------------|
| **Strategy/Pedagogy** | Recall, group work, class discussion, presentation skills  
independent work |
| **Short Description** | Practise varied verbs using a poem. Use suitable verbs to complete a new poem. Teacher divides class into small groups of three students each. Each group underlines all verbs in the poem, and shares their answers with the class. Each group then writes a new poem using their own verbs. |
Teacher asks students if they remember what verbs are.

Students give a few examples of verbs.

Teacher writes their answers on the board.

Teacher to provide definition and examples if the class is unable to remember.
Main Activity

1. Teacher reads the poem to the students.

2. Students are divided into groups of 3 students.

3. In their groups, students will underline/highlight all the verbs in the poem.

4. Teacher asks the groups to share their answers with the class.

5. Each group will take turns to share their answers from a small section of the poem that the teacher will assign.

Poem: In the Morning

I yawn. I stretch.
I open my eyes.
I stand. I sigh.
I give a big smile.
I shower. I dress.
I get ready for school.
I eat. I drink.
The bus goes toot toot!
I climb. I wave.
Go sit with my friends.
We chat. We laugh.
We jump at the bends.
We alight. And I grin.
As a new day begins.
Main Activity: Answer Key

Verbs highlighted in yellow

1. Teacher reads the poem to the students.
2. Students are divided into groups of 3 students.
3. In their groups, students will underline/highlight all the verbs in the poem.
4. Teacher asks the groups to share their answers with the class.
5. Each group will take turns to share their answers from a small section of the poem that the teacher will assign.

In the Morning

I **yawn**. I **stretch**.
I open my eyes.
I **stand**. I **sigh**.
I give a big smile.

I shower. I **dress**.
I get ready for school.
I eat. I **drink**.
The bus goes toot toot!

I **climb**. I **wave**.
Go sit with my friends.
We chat. We **laugh**.
We **jump** at the bends.

We **alight**. And I **grin**.
As a new day **begins**.
1. Teacher hands out the poem template to the class.

2. Students will write a poem using their own verbs. Students may use some of the verbs that they learned from the earlier poem, but they must use their own as far as possible.

Poem: In the Evening

I __________(verb). I __________(verb).
I __________(verb) my __________ (body part).
      I ______(verb). I ______(verb).
I give a _______ (adjective) __________ (verb).

I _______(verb). I __________(verb).
I ______(verb) for ________ (noun).
      I _______ (verb). I ______(verb).
The ________ (noun) goes _________(onomatopoeia) !

I ______(verb). I __________(verb).
Go ______(verb) with ________ (noun).
      I _______ (verb). I ______(verb).
I _______ (verb) at/in _________(place).

I ____________ (verb). I __________(verb).
As the whole day ends.
In the Evening

I study (verb). I eat (verb).
I rub (verb) my eyes (body part).
I blink (verb). I yawn (verb).
I give a huge (adjective) sigh (verb).

I tidy (verb). I pack (verb).
I prepare (verb) for school (noun).
I play (verb). I laugh (verb).
The clock (noun) goes tick tock (onomatopoeia)!

1. Teacher hands out the poem template to the class.

2. Students will write a poem using their own verbs. Students may use some the verbs that they learned from the earlier poem, but they must use their own as far as possible.
Extension Activities

1. For weaker students that need more help with vocabulary, get them to act out the original poem.

2. Some students may need more help with filling in the blanks. You could provide students with some helping words, or provide them with a version with blanks already filled in.

3. The verbs in Handout 2 are all present tense verbs. Have students come up with a poem in past tense.

4. Give students a different scenario and have them come up with verbs to describe actions to suit the new situation.