CAMBRIDGE ASSESSMENT ENGLISH
CLASSROOM ACTIVITIES

Activity 11: Enriching Adjectives
## Enriching Adjectives

**CEFR Level: A2/B1 (9 -11 year olds)**

| Activity Aims | Students will be able to  
|               | • identify descriptive adjectives as used in a passage.  
|               | • design a matching exercise to explain the adjectives they have identified.  
|               | • use the new adjectives they have learnt to write 5 new sentences. |
| Strategy/Pedagogy | Building vocabulary, collaborative learning and teacher modeling. |
| Short Description | In this activity, students read a text and identify adjectives before designing their own matching activity. They will then write short sentences using the adjectives they have learnt. |
Introduction

1. Show students the following two sentences:

- I don’t want to wear that shirt because it clashes with my trousers.
- I don’t want to wear that polka-dotted shirt because it clashes with my striped trousers.

2. Ask students which words in the sentence which make it easier to visualise the clothes better. Ask them which are the parts which make the sentence more descriptive.

3. Help students to understand that the difference between the two sentences is in the use of adjectives.

4. Revise adjectives with the class. Adjectives are words that describe nouns. Have students provide examples of adjectives that they are familiar with. Provide some nouns, if necessary.

5. Inform students that they will be learning some new adjectives today, and then using them in their writing.
Main Activity

1. Introduce the book Charlie and the Chocolate Factory by Roald Dahl to the class. Ask students what they know of the book. Some may have read it before and others may have seen the film.

2. Inform students that the book tells a story of a boy who visits the most incredible chocolate factory in the world where he sees some fascinating things. Consider playing a short clip to give students an introduction to the book and set the context of the characters. [Stop the clip at 2.31].

3. Do not tell them the ending to encourage those that have not read the book to get curious enough to read it.

4. Read the extract on Handout 1 with the class. Give students some time read the extract on their own before reading it to the class, or calling on various students to read sections out loud. Pause after each section to clarify vocabulary and sentence structures that the students may find challenging. Use online dictionaries to help with the more difficult words.

https://www.youtube.com/watch?v=OMFQtY6655E
Main Activity

5. Pass students copies of handout 2. Demonstrate to the class how to find adjectives. Adjectives modify nouns, so help students find the nouns first, then the words that modify them. Students will focus on finding only descriptive adjectives in this activity. On handout 2, match the adjectives to their meaning.

6. Now it is their turn. Divide the class into groups of 2 or 3 students. Assign each group one section of the extract. Students will identify adjectives in their assigned section.

7. They will then use dictionaries to help them find the meaning of the adjectives and design a matching activity. Teachers should move around and monitor students as they work. Teachers may help students as needed as this may be the first time they do an activity like this.

8. Students will then exchange their matching activity with another group and will attempt to complete the activity that the other group has designed. They will return the completed activity to the group for them to check the answers.

5. Students will then write 5 new sentences using the adjectives they have learnt from the other group’s matching activity. These will be submitted to the teacher for checking.
Extension Activities

1. For stronger students, have them identify verbs in addition to adjectives. They may also want to replace some of the adjectives.

2. Stronger students may identify possessive/interrogative/demonstrative/indefinite adjectives as well.

3. For weaker students, consider replacing the adjectives with simpler ones or providing a shorter portion of the text.