

Teaching Pack

Developing Vocabulary

Cambridge IGCSE™ / IGCSE (9–1)
First Language English






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Icons used in this pack:	
	Lesson plan
	Teacher notes
	Lesson resources

Introduction

This *Teaching Pack* focuses on supporting learners to develop their vocabulary choices when writing for different purposes and audiences. The activities in this pack are designed to be used as either starters or plenaries to help develop your learners' higher-level vocabulary.

The ideas presented here are designed for learners that are undertaking the Cambridge IGCSE First Language English 0500 course. This pack is also aimed at learners who have a good understanding of parts of speech, different sentence types and an understanding of grammar.

It would be useful if learners are able to relate the games and activities in this pack to the different purposes and styles of writing that they may have to encounter throughout the IGCSE course, such as descriptive, narrative and persuasive or argumentative writing. Discussions about register and audience could naturally emerge as a result of these activities.

Lesson activity – Describing nouns



Resources

- **Worksheet 1:** Describing nouns
- Picture for descriptive work

Learning objectives

By the end of the activity, learners should be able to:

- improve the quality of their descriptions by using a range of adjectives, adverbs and verbs
- understand the importance of using specific and vivid language when writing to describe
- understand the different components of parts of speech.

Timings

Activity



Task: Give learners [Worksheet 1: Describing nouns](#).

Learners enhance the original sentence by inserting appropriate adjectives, adverbs and verbs to create a more vivid image in the reader's mind.

In pairs, learners then exchange their improved sentence with their partner to review each other's vocabulary choices and suggest alternatives to improve the description.

Extension: Ask learners to add a simile at the end of the sentence.

Learners exchange their improved sentences with another pair. Each pair writes two sentences that express the opposite meaning/description from the two that they have been given by the other group.

Give learners a picture and ask them to create a sentence that describes the image. Learners form groups of five and compare their sentences. They then create one sentence for their group based on what they wrote individually.

Differentiation: Develop a bank of adjectives, adverbs and verbs that learners who need more support could use to help them 'fix' the original sentence.



Lesson activity – Creating similes

Resources

- **Worksheet 2:** Creating similes
- **Worksheet 3:** Simile spiders

Learning objectives

By the end of the activity, learners should be able to:

- develop a number of similes that convey a range of feelings

Timings



Activity

Task: Distribute [Worksheet 2](#). Using the sheet as an example, learners create one or two similes.

Ask learners to create three or four similes that convey a range of feelings, for example:

- humorous
- peaceful
- disturbing
- frightening
- romantic
- thoughtful
- depressing

Once learners have completed their similes, they form groups of three. Learners compare similes that they have created and try to improve them by adding or changing the vocabulary choices.

Learners share their similes with the class in one of the following ways:

- Learners write three to four similes that their group has created on post-it notes or on the board. Learners label each other's similes with the feelings that those similes create.
- Learners take turns reading out their favourite simile that they have created, and the rest of the class guess what kind of feeling it is trying to express.
Extension: Learners take someone else's simile from a post-it note and improve it for the next lesson by adding/changing the original vocabulary choices.
- Learners take a simile that one of their peers has written and develop one that expresses the opposite feeling.

Development: Distribute [Worksheet 3](#). Learners read the original sentence and then use the simile spider to develop a range of similes to make the original sentence more descriptive.

Extension: Learners then develop their similes into metaphors.

Differentiation: Give learners who need more support five completed simile spiders. Ask learners to create similes using the spiders and to complete them by giving their own reasons why A is like B in each simile.

Lesson activity – Adjectives and adverbs for questions



Resources

- Bank of pre-written answers to questions. Write these to match the interests and culture of your learners (three examples can be found below)

Learning objectives

By the end of the activity, learners should be able to:

- formulate a series of questions by using a range of appropriate vocabulary choices

Timings

Activity



Task: Model question types on the board that use present tense verbs.

e.g.

- How many people **are** in your lovely family?
- Why do you **like** to play dangerous sports?
- Where do you usually **go** on your exciting holidays?

Point out the use of adjectives and adverbs, and emphasise that all the questions are in the present tense. Remind learners that questions can start with: *who, what, where, when, how* and *why*.

Give each learner a strip of paper that contains answers to unseen questions. For example:

- *I have three cats and one dog but my fluffy hamster ran away last week.*
- *My only concern is that Arsenal will not finish in the top four again as they did not buy a defender in the transfer window.*
- *I love to read exciting adventure stories and sci-fi adventures, but I must start reading some more non-fiction books to broaden my general knowledge.*

For each answer, learners circle vocabulary that they like and give reasons as to why they are good responses to questions. For example, your learners may say: *the answer is very specific / they offer a lot of information / they use a wide variety of vocabulary*, etc.

Learners create questions in the present tense, using interesting adjectives and adverbs that match each of the answers.

In pairs, learners review each other's questions and change or add vocabulary to make the questions more specific and varied. Learners should try to consider their use of adjectives and adverbs in the sentence, and check that they have written in the present tense.

Finally, learners approach other pairs with their questions and ask them to respond verbally with a reply that uses interesting adjectives, adverbs and verbs.

Extension: Model questions using modal verbs and ask learners to create questions using modal verbs. Consider a text you are studying in class. Learners create questions in the role of a character from the text. They should use some of the vocabulary or phrases that the character uses in the text along with their own vocabulary choices.

Differentiation: Give learners who need more support a word bank of verbs, adjectives and adverbs to help them create their questions.



Lesson activity – Adjective word games

Resources

- **Worksheet 4:** Adjective bank

Learning objectives

By the end of the activity, learners should be able to:

- generate a bank of nouns and adjectives to use when describing for different purposes

Timings



Activity

Task: Put learners in teams of three, and give them the role of Player 1, Player 2 and Judge. Each team should have [Worksheet 4](#) for the Judge to record interesting nouns and adjectives. When you've explained the rules of the game, set the timer for 2 minutes.

Round 1

Player 1 starts by saying a noun, e.g. *elephant*

Player 2 continues by saying an adjective that could describe that noun. This adjective should start with the last letter of the noun Player 1 said, e.g. *terrifying*

Player 1 says another noun that starts with the last letter of the adjective that Player 2 said, e.g. *gorilla*

This is repeated until someone takes longer than 10 seconds to respond, says the same word twice or gives an incorrect word (i.e. a word that is not an adjective or does not start with the correct letter). The adjectives must also be linked to the noun. When a player makes one of these errors, the other player wins the round.

The **Judge** keeps score per game and writes down interesting nouns and adjectives on the worksheet.

Round 2

Players follow the same format as Round 1 but this time **Player 2** starts by saying the noun.

After the best of five rounds, learners rotate roles and play again.

Extension: After the game, learners write a descriptive paragraph using as many of these words as possible. Give learners a focus for each paragraph they write, for example, a description of a place, a description of a person, etc.

Differentiation: Give learners who need more support a help sheet of 15 adjectives and 15 nouns that they can refer to and use during the game.

Lesson activity – Dice vocabulary



Resources

- **Worksheet 5:** Dice vocabulary generator

Learning objectives

By the end of the activity, learners should be able to:

- construct eloquent and engaging sentences using a wide variety of vocabulary choices

Timings

Activity



Task: In groups of three, learners take turns rolling the dice. Each group should have [Worksheet 5](#). Each learner throws the dice twice and they write down the corresponding word from each box.

For example, if a learner rolled a 3 on their first roll of the dice then they would focus on column 3. If on the second roll they rolled a 4 then they would look at the word in row 4 of column 3 and write it down.

If the same number combination is rolled twice then learners can roll again.

After each learner in the group has rolled the dice, each group has 90 seconds to create a sentence using the words that their group have selected. Learners can add other words to their sentence to make sure it makes grammatical sense.

Ask each group to share their sentence with the class and award points based on:

- The most eloquent (5 points)
- The most imaginative (4 points)
- The most humorous (3 points)
- The plainest (2 points)
- The most strange (1 point)

Or you could award points on the following basis:

- Used all four words logically (5 points)
- Used three words logically (4 points)
- Used two words logically (3 points)
- Used one word logically (2 points)
- Attempts to use the words (1 point)



Lesson activity – Describing a topic area

Resources

- Pre-written phrases or sentences to describe technical words from different topic areas or subjects

Learning objectives

By the end of the activity, learners should be able to:

- substitute words/phrases with accurate technical vocabulary that conveys the same meanings

Timings



Activity

Task: Put learners into groups of three and select a specific area or topic (e.g. geography, football, fashion, restaurants, transport, cooking)

Round 1

List some common words associated with the chosen topic. For example, if you select 'football', you might say the words: goal, player, ball, defender, etc.

Next, read out a description related to the topic without using the correct technical terms, for example,

the man who chases after the players on a football field and watches what they do
or

a body of water that flows from a mountain to the ocean

Learners then write down the technical term that should have been used.

Round 2

Learners add an adjective to the technical terms that were collected in Round 1 to describe them in a positive way and to make the reader feel that those things are superior and wonderful.

Round 3

Learners add an adjective to the technical terms collected in Round 1 to describe them in a negative way and to make the reader feel that those things are terrible or awful.

Teams exchange answers and mark each other's responses. Each correct answer scores a mark of 1.

Extension: Give each team a different description of a technical term (just like Round 1) but this time ask them to act it out so that other teams can guess what the technical term is. Use as another round of the game or as a tie breaker if needed.

Differentiation: Give learners who need more support a list of technical words (some answers to the activities, and some terms that aren't needed) so that they can use the words to answer questions in Round 1.

Lesson activity – Antonym pairs




Resources

- **Worksheet 6:** Antonym memory game and scissors

Learning objectives

By the end of the activity, learners should be able to:

- select accurate and appropriate words to contribute to fluent sentences

Timings	Activity
 <p>20 min</p>	<p>Task: In pairs, give learners Worksheet 6 (or you could cut out the cards before the class). Learners shuffle the cards and then place them all face down on the table. Learners take turns turning over two cards.</p> <p>Learners try and remember where each word is so that they can match it with its antonym (opposite word). If a learner turns over two cards which are not opposites then they turn them back over and leave them in the same place. If a player turns over two cards that have opposite meanings, then they collect those two cards. The winner is the player who has matched and collected the most cards that have opposite meanings.</p> <p>Extension: Change the words in the game to match the key words for the unit or topic being studied. In this way, the game can be used to introduce or assess learners' knowledge of key words or terms.</p> <p>Learners could then create their own set of cards for different topics and purposes e.g. writing to persuade, writing to argue, writing to explain, and particular topics of writing like travel, sport or food.</p>



Lesson activity – Adverb charades

Resources

- **Worksheet 7:** Adverb cards
- **Worksheet 8:** Action cards
- Two hats/containers for the cards

Learning objectives

By the end of the activity, learners should be able to:

- select accurate and appropriate words to contribute to fluent sentences
- understand the different components of parts of speech

Timings



Activity

Task: Put learners into teams of four or five. Have two hats or containers at the front of the class. One hat contains the adverb cards ([Worksheet 7](#)) e.g. *dangerously*, *quietly*, *stealthily*. The second hat contains the actions e.g. *riding a bike*, *fishing*, *baking a cake*, *boarding a plane* ([Worksheet 8](#))

Each group takes turns to send one person from their group to the front of the class. The learner selects an adverb and shows you only. The learner then selects one action from the other hat or container.

Without using any written or spoken words, the learner performs the action in a way that highlights the adverb. For example, if the adverb was *stealthily*, and the action selected was *eating a sandwich* the learner should act out eating a sandwich stealthily. The learner can select up to three actions to demonstrate their adverb but the adverb must remain the same. The learner has 90 seconds to communicate their adverb through mime.

Groups score points by successfully guessing the adverb selected by the performer. The group that the person belongs to has the opportunity to guess first. However, if their answer is wrong then other groups can guess. One point is awarded for each correct answer.

Each time an adverb has been used and guessed, write the adverb on the board. Learners copy the word with their own definition of it into their glossaries.

Extension: Points can be deducted for incorrect answers. Additional points can be awarded if learners use the word in a complex sentence or are able to give the opposite word to the adverb they just guessed.

Differentiation: Give learners who need more support a list of all the adverbs that are in the hat to help them guess more easily which words are being acted out.

Lesson activity – Vocabulary rap



Resources

- **Worksheet 9:** Adjectives, adverbs and verbs

Learning objectives

By the end of the activity, learners should be able to:

- state the opposite meaning of given words
- utilise a range of vocabulary for purpose, including the use of rhyming words

Timings



Activity

Task: Allocate learners into teams of three or four. Give each team [Worksheet 9](#). Read out adjectives, adverbs and verbs at random from the worksheet. For every word that you read out, learners write down a word that has the opposite meaning.

Using as many of the words that they have written down as possible, learners write a rap/poem or speech about how they are the best team in the room, and why.

Teams perform their piece for the class.

Extension: Give learners particular success criteria for performance. For example: groups must use a simile; groups must use the word 'balloon'; groups must use a particular rhyme scheme.

Discuss and model how suffixes and prefixes can be used to help create antonyms.

Differentiation: Give learners who need more support a word bank of rhyming words so that they can more easily prepare their poems or raps.

Give learners who need more support a set of discourse markers so that they can structure their speech more effectively.

Lesson activity – Describing an image



Resources

- A range of photographs or images

Learning objectives

By the end of the activity, learners should be able to:

- use a variety of appropriate words and phrases to convey a powerful descriptive image

Timings



Activity

Task: Allocate learners into teams of two or three. Share the criteria for awarding marks (see bullet points below). Display a series of images for 5 minutes at a time (these could be of places, people, paintings, etc.) In that time learners work in their teams to write 3 descriptive sentences that accurately express the image.

After each round, each team reads out their sentences. Award marks for responses using the following criteria:

- 5 marks for descriptions that allow the reader to imagine the whole picture without seeing it
- 4 marks for descriptions that make the reader imagine some details or parts of the picture
- 3 marks for descriptions that make the reader imagine the picture in some way
- 2 marks for descriptions that make the reader feel that they have glanced at the picture
- 1 mark for descriptions that make the reader feel that the picture exists

Extension: Learners write down interesting vocabulary they like from their own sentences and those of other groups. For homework, learners find a picture and write a descriptive paragraph using the words from the lesson.

Differentiation: Tell learners who need more support which key features they should use each time they write a sentence. For example, you might ask them to use adjectives, adverbs and one of the five senses. To challenge more confident learners, ask them to use more complex features such as simile or personification in their sentences.

To help less able learners, you could provide a word bank of adjectives, adverbs and interesting verbs so that they can write their sentences more easily.

Teacher's notes



Key words / concepts you could highlight during the activities, or have pre-taught before the lesson:

Adjective – a word which describes a noun. For example, ‘the *red* rose’, ‘the *noisy* classroom’.

Adverb – a word that gives more information about a verb. It usually ends in the suffix *-ly*. For example, ‘they sang *loudly*’, ‘they walked *quickly*’.

Antonyms – a word that has the opposite meaning to another, for example, *bad* vs *good*

Complex sentence – a sentence that contains a subordinate clause. A subordinate clause is a clause which does not make grammatical sense by itself but relies on the main clause of the sentence to make sense. For example, ‘*Although he was wealthy*, he was still unhappy’.

Compound sentence – a sentence that is formed of two complete sentences, joined by a conjunction or a semi-colon. For example, ‘*She did not cheat on the test; it was the wrong thing to do*’ or ‘*Everyone was busy, so I went to the movie alone*.’ In the second example the conjunction ‘so’ could be removed and the two sentences would make grammatical sense on their own.

Metaphor – a figure of speech that describes an object or action in a way that is not literally true, but helps explain an idea or describe something vividly. For example, in *Romeo and Juliet*, Romeo says that ‘*Juliet is the sun*’.

Prefix – letters added at the start of a word, for example, *un-*, *dis-*, *mis-*, *anti-*.

Simile – a figure of speech where one thing is compared with another thing of a different kind. This is used to make a description more descriptive or vivid (e.g. *as brave as a lion*).

Suffix – letters added at the end of a word, for example, *-ation*, *-fy*, *-ing*, *-ly*.

Synonym – a word or phrase that means exactly or nearly the same as another word. For example, *begin*, *start*, *commence*.



Lesson resources

Worksheet 1: Describing nouns

Worksheet 2: Creating similes

Worksheet 3: Simile spiders

Worksheet 4: Adjective bank

Worksheet 5: Dice vocabulary generator

Worksheet 6: Antonym memory game and scissors

Worksheet 7: Adverb cards

Worksheet 8: Action cards

Worksheet 9: Adjectives, adverbs and verbs

Worksheet 1: Describing nouns



Read the sentence below. Imagine it in your mind. Write down in detail or draw what you see in your mind's eye in the box below.

The horse went over the bridge

- How can we make the sentence more descriptive?
- What do we need to change and adjust?

What **adjective** can you use in front of the noun *horse* to make the reader see what you saw in your mind?

What **adjective** can you use in front of the noun *bridge* to make the reader see what you saw in your mind?

What **verb** and **preposition** can you use instead of *went over* to make the reader see what you saw in your mind?

The (ADJECTIVE) horse (ADVERB) [went over] the (ADJECTIVE) bridge

The _____ horse _____ [went over] _____ the _____ bridge

Extension: In order to make the sentence more vivid, add a simile to the end of the sentence in the box below.

Share and review your sentence.

- Is it better than the original?
- Can you make it any better by changing your initial vocabulary choices?
- Can you create any alliteration in your sentence? If so, what effect does it create / what does your alliteration help emphasise?



Worksheet 2: Creating similes

Use this sheet to help you create some original and imaginative similes. To do this, choose one thing from Box A and compare it with something in BOX B. Then finish your simile off by using *because*, *as* or *since* to explain it. Feel free to insert your own adjectives where you want.

For example: A true friend is like an expensive diamond because their value is priceless and everlasting.

BOX A	BOX B		
An adult	an alarm clock	a fridge	a plastic bag
Anger	an ambulance	a game of chess	poison
An army	a bad dream	a ghost	a postcard
Bad advice	a balloon	good wine	a river
A coward	a beautiful sunset	hair	a rose
Death	blood	a handbag	a rotten apple
An exam	a blunt razor	a headache	a foreign language
Fashion	a box of chocolates	spices	a snake
Fear	a brick	a joke	a spider
A fool	a bridge	a long journey	a strawberry
Freedom	a burglar	a jungle	sunburn
A friend	a butcher's shop	a ladder	a supermarket
The future	a car park	a challenge	a surname
A good meal	a castle	a lift	a t-shirt
Happiness	a chimney	lightning	a teddy bear
Home	the colour purple	a locked door	a tent
Hope	a computer	a lost puppy	a theatre
Life	daylight	a map	a thief
Love	a dog	medicine	a thunderstorm
A man	a dentist	a motorway	a toilet
Marriage	a desert	a mouse	a toothbrush
Music	a dripping tap	yesterday's news	a tremor
Pain	a duck	an old sofa	a trick
Peace	an empty glass	an onion	an umbrella
A teenager	an expensive diamond	an operation	a ticking time-bomb
War	a dictionary	an out of tune piano	a violin
A woman	a film star	a pair of broken spectacles	a window
Work	fine weather	a passport photograph	winter
	a flame	a penguin	the ocean
	a football match	a pillow	a zebra
	a forest	a pizza	a zoo

Worksheet 3: Simile spiders



Read the sentence below:

The man rushed forward into the darkness

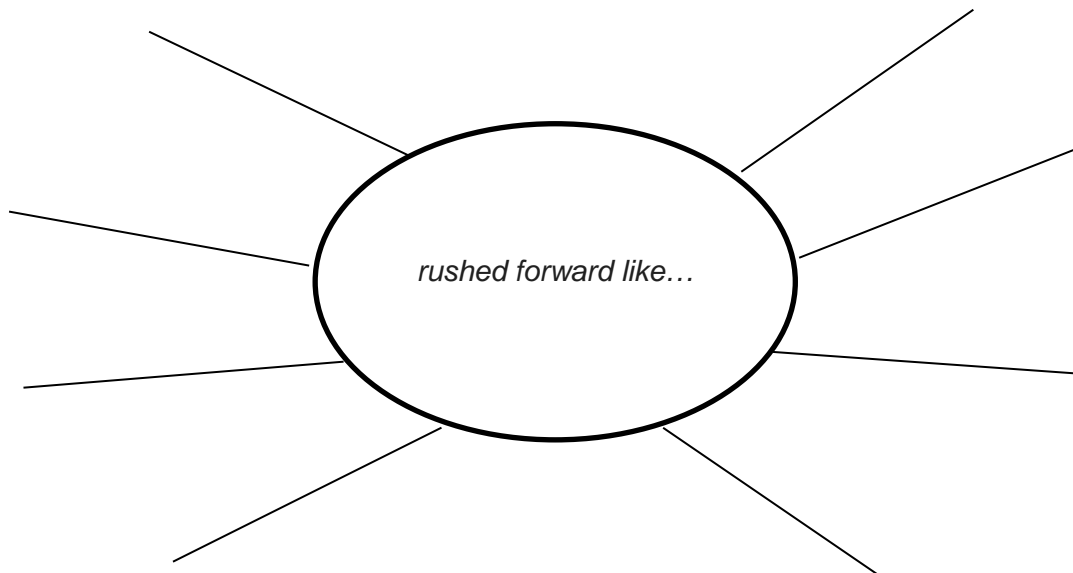
You are going to create a simile that describes how the man rushed forward.

Think:

- Do you want to make him seem panicked?
- Do you want to make him seem afraid?
- Do you want to show the speed of the man?

You don't want to **tell** the reader they feel this way, but through the simile you will **show** them that they are feeling this way.

Use the simile spider below to list as many things that you associate with (or can think of) rushing forward. Remember to keep in mind the effect you want to have on the reader.



Extension:

Select *four* of your similes and turn them into metaphors.
How does this change the effect or the meaning of your sentence?

Worksheet 4: Adjective bank



Use this space to record interesting adjectives and nouns from your game. Be prepared to use these words to write a paragraph after the game.

Worksheet 5: Dice vocabulary generator



Roll the dice to choose a word. Use your first roll to select the **row** and your second roll to select the **column**. If the same number combination is rolled twice then you can roll again.

	1	2	3	4	5	6
1	teacher	sneezed	reluctantly	annihilated	judge	mournfully
2	baby	crashed	boy	sprinted	clown	embarrassed
3	squirrel	comically	wailed	mountain	violently	girl
4	sandwich	flowers	bananas	threw	vehicle	burped
5	tragically	beautiful	hill	ate	repulsive	rejected
6	cried	saved	immediately	learner	superhero	boiling

After each learner in your group has rolled the dice, you have 90 seconds to create a sentence using the words you have selected. You can add other words to your sentence to make sure it makes grammatical sense.

Use this space to record your words and create your sentence.

Worksheet 6: Antonym memory game



Cut up these cards and then place them face down. Match the opposites to create a pair.

convince	deter	emotion
indifference	explicit	emotion
objective	subjective	passive
active	knowledge	ignorance
introduction	conclusion	direct
indirect	logic	absurdity
sympathy	apathy	facts
opinions	formal	informal

Worksheet 7: Adverb cards



angrily	wildly	harshly
chaotically	deliberately	tenderly
sleepily	stupidly	regretfully
dangerously	awkwardly	stealthily
safely	delicately	nervously
frighteningly	expertly	suddenly
violently	slowly	confidently
shockingly	comically	desperately

Worksheet 8: Action cards



Dance	Swim in the sea	Play football
Write an essay	Go fishing	Eat a meal
Drive a car	Pet an animal	Receive a present
Ride a motorbike	Read a boring book	Give a speech
Watch a scary film	Listen to music	Lost in a crowded place
Catch a train	Meet a friend	Be late for a class
Leave / enter a room	Lose something	Bake a cake
Take a phone call	Drink a hot cup of tea	Paint a picture

Worksheet 9: Adjectives, adverbs and verbs



In your teams, generate antonyms (opposites) for the words read out. Record them next to the original word.

Adjectives		Verbs		Adverbs	
gigantic		think		timidly	
repulsive		sprinted		carefully	
luminous		moaned		simply	
tender		laughed		reluctantly	
regal		smacked		steadily	
smooth		awoke		immediately	
boiling		emerged		logically	
colourful		descended		worryingly	
sharp		exploded		competently	

Cambridge Assessment International Education
The Triangle Building, Shaftsbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554 f: +44 1223 553558
e: info@cambridgeinternational.org www.cambridgeinternational.org

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