

It looked like  
their wasnt  
anything they could  
do

2015 specification  
first exams in 2017

# VAK SPaG Activity Pack

For GCSE (9–1) English Language

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# Teacher's Introduction

For GCSE English Language, students will require a knowledge of spelling, punctuation and grammar (including syntax), as assessed by AO6 (worth 20% overall). This resource takes a broad look at each of these areas of study, providing an overview of some of the key concepts and elements students should consider during their studies – for this reason, this resource does not provide exhaustive coverage of SPaG!

<b>AO6</b>	<b>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</b>
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What this resource *does* provide is a variety of fun and engaging standalone activities, divided into three categories of learning preference: **visual**, **auditory** and **kinaesthetic**. This is to ensure that your students can develop and consolidate their SPaG knowledge and skills in a way that suits their preferred style of learning. You can just pick and choose whichever activity best suits your students' requirements.

Visual Learners	Auditory Learners	Kinaesthetic Learners
This learner type responds more positively to information that is presented in a way that is visually stimulating.	This learner type responds more positively to information that is presented in a way that is aurally stimulating.	This learner type responds more positively to information that is presented in a way that is physically stimulating.

You can navigate this resource using the activity overview table on the following page. This table presents the SPaG focus of each activity (whether the activity is suitable for teaching spelling, punctuation or grammar), the broad topic area that the activity covers, the title of the activity and finally, which learner preference the activity is catered towards.

Worksheets are provided where relevant, and indicative content is provided for the activities where appropriate.

**Not just for GCSE English Language!**  
 These activities could be used with KS3 students, or even in other subject areas like history or other writing-intense subjects.

January 2018

## Free Updates!

Register your email address to receive any future free updates\* made to this resource or other English resources your school has purchased, and details of any promotions for your subject.

\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to [zzed.uk/freeupdates](http://zzed.uk/freeupdates)

# Exam Information

All the major exam boards for GCSE English Language (AQA, Edexcel, Eduqas, OCR) are able to write grammatically accurate sentences, including the correct use of punctuation, assessed under **Assessment Objective Six**, which is worth 16 marks out of a total of 40 marks of each exam paper. This amounts to 20% of the entire GCSE English Language exam.

	Wording from the AO	What does it mean?
Assessment Objective 6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect.	This means you must show varied word choice and sentence structures (e.g. simple, compound and complex) for readability! You should choose the appropriate sentence structures for the purpose they are intended for. Writing in long, complex sentences would be unsuitable for a story, and only writing in short, simple sentences would be unsuitable for an adult story.
	With accurate spelling and punctuation.	This means you must spell words according to the dictionary and punctuate your sentences appropriately.

## But how does this translate into actual marks?

Level 4 (13–16 marks)	Level 3 (9–12 marks)	Level 2 (5–8 marks)
<ul style="list-style-type: none"> <li>Use of Standard English throughout their response.</li> <li>Use of complex (yet appropriate) grammatical structures and compound and complex sentences.</li> <li>Virtually no spelling errors.</li> <li>A large variety of punctuation used accurately and appropriately.</li> <li>Advanced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Use of Standard English most of the time.</li> <li>Use of a range of grammatical structures.</li> <li>Few spelling errors.</li> <li>A variety of punctuation used, for the most part, accurately and appropriately.</li> <li>An emerging advanced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Use of Standard English some of the time.</li> <li>An emerging use of different grammatical structures.</li> <li>Some spelling errors.</li> <li>Some punctuation used, for the most part, accurately and appropriately.</li> <li>Range of vocabulary.</li> </ul>

If the examiner's understanding is impeded by spelling, punctuation and grammar, marks will be deducted for AO6.

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# Worksheet Overview

No.	SPaG Focus	Coverage	Activity
1	Spelling	Spelling	Spelling Bee
2	Spelling	Spelling	Mnemonics
3	Spelling	Homophones and homographs	Homophones and Homographs
4	Spelling	Spelling and vocabulary	Word-rabble
5	Spelling	Spelling and vocabulary	Pass the Hat
6	Punctuation	Punctuation marks	Who am I?
7	Punctuation	Punctuation marks	Punctuation Minis
8	Punctuation	Punctuation marks	Die Roll
9	Punctuation	Punctuation marks	Punctuation Dance
10	Punctuation	Punctuation marks	Tweet
11	Grammar	Headwords	Headwords
12	Grammar	Common mistakes	Common Mistakes
13	Grammar	Verbs, nouns and adjectives	Illustrating Words
14	Grammar	Adverbs and verbs	Adverbial Characters
15	Grammar	Parts of speech	Wastepaper Basket
16	Grammar	Parts of speech	Writing Poems and Songs
17	Grammar	Parts of speech	Catchphrase
18	Grammar	Phrases and clauses	Mix 'n' Match
19	Grammar	Subject-verb agreement	Subject-verb Match
20	Grammar	Modal verbs	Modal Verbs Gap
21	Grammar	Tense and aspect	Tense and Aspect
22	Grammar	Tense	Fortune Teller
23	Grammar	Parse trees	Parse Trees
24	Grammar	Passive and active voice	Active and Passive
25	Grammar	Subject-verb-object	Teach the Teacher
26	Grammar	Sentence types	Colour Code
27	Grammar	All grammar	Bingo
28	Grammar	All grammar	Battleships
29	Grammar	All grammar	Quiz Game
30	Grammar	All grammar	Kingdom of Grammar

## Worksheets Listed by Learner Preference

No.	Visual	Auditory		Kinesthetic
		1	2	
7	17	1	16	
10	20	2	22	
12	24	3	25	
13	26	5	27	
14	30	6	29	

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# Worksheet 1: Spelling Bee

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<b>Learning Preference:</b>	Auditory
<b>Resources Required:</b>	Dictionary
<b>Explanation:</b>	
<p>The student chosen to spell the word should repeat the word out loud to show they know it correctly. They should then spell the word out loud. If they are correct, they gain 1 point. The student with the most points wins.</p> <p>Students have a 10-second task to hear the word used in a sentence – this is important to help students differentiate between potential homophones.</p> <p>The words also increase in relative difficulty as the list progresses.</p>	
<b>Alternative Approach</b>	
<p>You could break the class down into smaller groups to stagger the competition. In each group, one student suggests words for other students to spell.</p>	
<b>Ideal for:</b>	
<ul style="list-style-type: none"> <li>✓ Confident spellers.</li> <li>✓ Students who do not mind being at the centre of attention.</li> </ul>	

Debt	Synonym	Maintenance
Their*	Practice*	Pronunciation
Explanation	Preferred	Receive
Column	Errand	Occurred
Apostrophe	Gnome	Rhythm
Fortunately	Harass	Handkerchief
Similar	Vacuum	Embarrassment
Centre	Accommodate	Deductible
Autumn	Weird	Cemetery
Definitely	Necessary	Recommend

\* Students are likely to require an example of 'their' and 'practice' in a sentence to distinguish between the homophones.

### Examples

- 'The children drank their juice.'
- 'The children went to football practice.' (in contrast to, 'The children were practising football.')

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## Worksheet 2: Mnemonics

<b>Learning Preference:</b>	Auditory
<b>Resources Required:</b>	n/a
<b>Explanation:</b>	<p>The student should try to create some mnemonics for anything that helps you remember patterning letters, sounds, ideas or connections for learning how to spell difficult words consistently spell incorrectly.</p> <p>Mnemonics can be in the form of little rhymes, word play, acronyms or sometimes memorable phrases. For example:</p> <ul style="list-style-type: none"><li>• The opposite of <u>re</u>ceive is <u>g</u>ive – receive.</li><li>• <u>N</u>ever <u>e</u>ats <u>c</u>risps, <u>e</u>at <u>s</u>alad <u>s</u>andwiches <u>a</u>nd <u>r</u>emain <u>y</u>oung – necessary.</li><li>• <u>N</u>ecess<u>a</u>ry – has one <u>c</u>offee and two <u>s</u>ugars.</li><li>• Do not <u>b</u>el<u>i</u>eve a <u>l</u>ie – believe.</li><li>• <u>A</u>ffect describes an <u>a</u>ction – affect vs effect.</li><li>• Advise practice and practise advice – if you can swap the word <i>practice</i> with <i>practise</i>, it's correct.</li><li>• An <u>i</u>sland <u>i</u>s <u>l</u>and.</li><li>• <u>M</u>iss <u>P</u>ell hates it when we <u>m</u>iss<u>p</u>ell.</li><li>• <u>R</u>hythm – <u>R</u>hythm <u>h</u>elps <u>y</u>our <u>t</u>wo <u>h</u>ands <u>m</u>ove.</li><li>• Embarr<u>a</u>ss – I go <u>r</u>eally <u>r</u>ed when my <u>s</u>ister <u>s</u>ings.</li></ul> <p>Students can share their ideas with the rest of the class.</p> <hr/> <p><b>Extension Task</b></p> <p>Students could then illustrate their mnemonics on an A4 poster to make them even more memorable. The posters could then be collected at the end of the lesson to make a display board.</p> <hr/> <p><b>Ideal for:</b></p> <ul style="list-style-type: none"><li>✓ Students who are not confident about their spelling.</li><li>✓ Collecting and sharing ideas – the sillier, the more memorable!</li></ul>

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# Worksheet 3: Homophones and Homographs

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<b>Learning Preference:</b>	Auditory
<b>Resources Required:</b>	n/a

**Explanation:**

An important aspect of learning to spell is an awareness of homophones and how two or more words that share a pronunciation. They may also have different spellings. **Homographs** are two or more words that share a spelling. They may also have different meanings.

Students should write their word and find the other student with whom they share a homograph. They should decide whether they have homophones or homographs and how they can remember the difference between the two words. Students should share their findings with the whole class afterwards.

Homophone		Homograph	
miner	minor	bass	
lute	loot	bow	(a)
file	phial	change	(m)
floor	flaw	cool	
manner	manor	address	(spe)
air	heir	content	
tear	tier	object	
holy	wholly	polish	
vial	vile	row	(c)
chased	shaded	tear	
vain	vein	wind	
herd	herd	present	
hymn	hymn	minute	
wreak	reek	live	
boy	buoy	desert	(s)
mode	mowed	buffet	
in	inn	bat	
ant	aunt	park	(o)
flour	flower	nail	
plane	plain	light	(s)

**Alternative Approach**

Students could also complete this individually if presented with an envelope of words to match up on their own.

**Ideal for:**

- ✓ Students who are confident about their spelling.
- ✓ Introduction to homophones and homographs.



# Worksheet 4: Word-rabble

<b>Learning Preference:</b>	Kinaesthetic
<b>Resources Required:</b>	Scrabble board/set; scissors; a bag/container to store tiles; Blu tack.

**Explanation:**

Suitable for two to four students per game

**Preparation**

1. Cut out 100 squares and label them according to the table below (it would be helpful to use a computer spreadsheet for this).

Points	Number of Tiles					
	x1	x2	x3	x4	x6	x8
0		Blank				
1				LSU	NRT	OP
2			G	D		
3		B C M P				
4		F H V W Y				
5	K					
8	J X					
10	Q Z					

2. You can find free scrabble boards online to either print out or use as reference (particularly useful for putting the letter and vowel score multipliers in the right places). The board can be omitted to simplify the game. If using a board, you would only need a 15 x 15 board.

**The rules:**

1. Each player draws a random letter tile – the player that draws a letter closest to the start of the alphabet goes first (the two blank tiles trump the letter A). Play moves clockwise.
2. Players draw seven letters from the tile bag. After playing a word, the player puts their hand back up to seven.
3. The player to start must place their word so that one of the letters occupies the central square of the board. All subsequent turns must trace back to this central tile (in other words, no 'islands' or floating words that do not eventually connect to the centre).
4. One student can be the dedicated score tracker, and note down the scores for each word.
5. The game ends when all of the tiles have been removed from the bag, and/or when a player cannot form a word with the tiles in their hand. The player with the highest score wins.

Keep a dictionary close to hand to settle any word disputes! You may also want to have a board of Blu Tack so that games can be resumed or saved for later.

**Alternative Approach**

You can increase the difficulty by limiting the acceptable words to ones relevant to the current topic.

**Ideal for:**

- ✓ Improving students' spelling.
- ✓ Improving students' vocabulary.

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# Worksheet 5: Pass the Hat

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<b>Learning Preference:</b>	Auditory
<b>Resources Required:</b>	Container/hat; scissors.

**Explanation:**  
 Cut out the list of words below and put them into a hat. Students should draw either (a) a **synonym** or (b) an **antonym** for the word covered over these as separate 'rounds' (which they provide). If a student draws the same word as someone else, they can't use that synonym/antonym. A **synonym** is a word that has the same meaning as another word that has the same root or is derived from another word. Once they have provided a synonym/antonym, they must spell that word correctly.

**Extension Task**  
 Organise your students in a circle. Choose a word. Go around the circle, with each student providing a synonym of your word. If a student hesitates for too long, cannot think of a synonym, or provides a word that is not a synonym, they get to choose a new starting word. For example, if the starting word is 'ancient', the first student might provide 'ancient'. The second student might provide 'aged'. The third student might provide 'prehistoric'. And so on.  
 This could also be done by alternating between synonyms and antonyms. Let's start with 'ancient'. The next student provides a synonym ('ancient'), but the student after that must provide an antonym ('contemporary'). The students then alternate between synonyms and antonyms until the game is over.

- Ideal for:**
- ✓ Small groups.
  - ✓ Introducing synonyms and antonyms.

	Words	
Ecstatic	Splendid	Mysterious
Simple	Quick	Freezing
Crazy	Ecstatic	Pungent
Play	Stalk	Small
Examine	Storm	Ghost
Dashing	Magical	Wonderful
Confused	Disaster	Scared
Threatening	Jealous	Heat
	Repulsed	Worried

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## Worksheet 6: Who am I?

<b>Learning Preference:</b>	Auditory
<b>Resources Required:</b>	Resource 6.1; resource 6.2.
<b>Explanation:</b>	<p>Each student will be randomly allocated one of 12 punctuation marks. This pun</p> <ul style="list-style-type: none"><li>• Apostrophe</li><li>• Brackets</li><li>• Colon</li><li>• Comm</li><li>• Dash</li><li>• Ellipsis</li><li>• Exclamation mark</li><li>• Full stop</li><li>• Hyphen</li><li>• Question mark</li><li>• Quotation mark</li><li>• Semicolon</li></ul> <p>They must keep their identity secret. Students move around the room asking questions answered with a simple <b>yes</b> or <b>no</b> response. Once students think they know who the student is, they move on to another student. Students should keep a note of who the student is.</p> <p>A template is provided.</p> <hr/> <p><b>Extension Task</b></p> <p>You could make the task more complex by giving each student a target punctuation before the end of a given time limit. Or perhaps students have to find the same punctuation mark as they are and get into groups.</p> <hr/> <p><b>Ideal for:</b></p> <ul style="list-style-type: none"><li>✓ Students who are confident in their knowledge of punctuation.</li><li>✓ Bringing the class together.</li></ul>

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## RESOURCE 6.1

No.	Name	Pu
<i>e.g.</i>	Lucy	
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

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## RESOURCE 6.2

### Punctuation Cheat Sheet

I am an...

Apostrophe

- Possessives – show ownership of some degree, e.g. *Lucy's house*.
- Contractions – show letter(s) are missing, e.g. *you're = will not*.
- Plurals (rarely) – show plurality of singular characters, e.g. *dot the i's and cross*

### Punctuation Cheat Sheet

I am an...

Bracket

- Parentheticals – show explanative, elaborative or inessential information, e.g. *it off as a jog*.

### Punctuation Cheat Sheet

I am a...

Colon

- Syntactical-deductive – to introduce effect or consequence of fact, e.g. *the make more money*.
- Syntactical-descriptive – to introduce description, e.g. *there were four colors blue*.
- Appositive – to introduce a subtitle, e.g. *grammar: a guide to the rules of English*
- Segmental – to introduce speech, e.g. *Tom: 'What's going on here?'*

### Punctuation Cheat Sheet

I am a...

Comma

- Clauses – separate clauses, e.g. *even though she was afraid of needles, Louis*
- Adverbs and adjectives – separate adverbs from a sentence, or adjective from *what she did*.
- Numbers and dates – separate dates and digits, e.g. *1,000,000*.
- Parenthetical phrases – to mark off inessential information, e.g. *could you, me the salt?*
- Lists – separate items in a list, e.g. *cheese, bread, juice and ham*.

### Punctuation Cheat Sheet

I am a...

Dash

- Em dash – split sentences or show inessential information, e.g. *the jester – juggling*.
- En dash – replace 'and' or 'to' in specific contexts, e.g. *1914–1918*.

### Punctuation Cheat Sheet

I am an...

Ellipsis

- Omission – show word(s) have been omitted, e.g. *baboons... have the largest*
- Incomplete sentence – show a sentence or thought is incomplete, e.g. *I was*
- Implied – imply something based on context, e.g. *I didn't throw the egg*

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Punctuation Cheat Sheet	
I am an...	Exclamation Mark
<ul style="list-style-type: none"> <li>• Emphasis – emphasise declaratives, e.g. <i>Ron shaved his moustache!</i></li> <li>• Imperative – emphasise commands, e.g. <i>Stop!</i></li> <li>• Exclamations or interjections – show surprise, e.g. <i>Oh!</i></li> </ul>	

Punctuation Cheat Sheet	
I am a...	Full Stop
<ul style="list-style-type: none"> <li>• Ending sentences – show that a sentence has ended, e.g. <i>Politics should end with a bang.</i></li> <li>• Abbreviations – show an abbreviation has been made (including acronyms, initials and Roman numerals), e.g. <i>Rowling.</i></li> </ul>	

Punctuation Cheat Sheet	
I am a...	Hyphen
<ul style="list-style-type: none"> <li>• Affixation – show boundaries between prefixes or suffixes and the rest of a word, e.g. <i>misunderstanding</i></li> <li>• Compound modification – link multiple modifiers, e.g. <i>three-hundred-year-old trees.</i></li> <li>• Noun compound – link objects and verbal nouns, often for the sake of clarity, e.g. <i>man eating shark.</i></li> </ul>	

Punctuation Cheat Sheet	
I am a...	Question Mark
<ul style="list-style-type: none"> <li>• Interrogative – show that a sentence is a question, e.g. <i>What time is it?</i></li> </ul>	

Punctuation Cheat Sheet	
I am a...	Quotation Mark
<ul style="list-style-type: none"> <li>• Speech – enclose direct speech, e.g. <i>'How are you?' 'I'm fine.'</i></li> <li>• Sarcasm or irony – show the enclosed word or phrase is 'supposed', e.g. <i>these 'politicians' to run a country.</i></li> </ul>	

Punctuation Cheat Sheet	
I am a...	Semicolon
<ul style="list-style-type: none"> <li>• Independent clauses – join equal or juxtaposing independent clauses, e.g. <i>the days are long; the nights are cold.</i></li> <li>• Lists – separate items in a list when the items have punctuation of their own, e.g. <i>Alien, the director; Andrew, head of finance; Julian, the director.</i></li> </ul>	

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# Worksheet 7: Punctuation Mind Map

<b>Learning Preference:</b>	Visual
<b>Resources Required:</b>	A3 paper; different coloured pens or pencils.
<b>Explanation:</b>	<p>Students should create a mind map about punctuation.</p> <ul style="list-style-type: none"><li>• Apostrophe</li><li>• Brackets</li><li>• Colon</li><li>• Commas</li><li>• Dash</li><li>• Ellipsis</li><li>• Exclamation mark</li><li>• Full stop</li><li>• Hyphen</li><li>• Question mark</li><li>• Quotation mark</li><li>• Semicolon</li></ul> <p>It can include images (like a mood board). It should include examples of each punctuation mark.</p>
<b>Extension Task</b>	<p>Students could use the Internet to look up the origins of each punctuation mark. The exclamation mark is believed to have been derived from Latin <i>io</i> (either an abbreviation of <i>interiectio</i> meaning 'hey!'). You can visualise the 'I' being placed above the 'O' to make a '!</p>
<b>Ideal for:</b>	<ul style="list-style-type: none"><li>✓ Students that are confident with their knowledge of punctuation.</li><li>✓ Revision and consolidation of punctuation.</li></ul>

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# Worksheet 8: Die Roll

<b>Learning Preference:</b>	Kinaesthetic
<b>Resources Required:</b>	Resource 8.1; resource 8.2; scissors; glue.
<b>Explanation:</b>	<p>There are 12 key pieces of punctuation students should be familiar with.</p> <p>Provide students with the 12-sided die template. Each side should be dedicated to a punctuation mark:</p> <ul style="list-style-type: none"><li>Apostrophe</li><li>Brackets</li><li>Colon</li><li>Comma</li><li>Dash</li><li>Ellipsis</li><li>Exclamation Mark</li><li>Full Stop</li><li>Hyphen</li><li>Question Mark</li><li>Quotation Marks</li><li>Semicolon</li></ul> <p>Students can either:</p> <ul style="list-style-type: none"><li>• Illustrate each side with the symbol of each punctuation mark.</li><li>• Write examples of each punctuation mark in use.</li></ul> <p>The die can then be used in a number of ways:</p> <ul style="list-style-type: none"><li>• Students roll the die and then explain how the top-facing punctuation mark is used.</li><li>• Students roll the die and then they have to create a sentence using the top-facing punctuation mark.</li></ul> <p>This can be made more difficult if students had to roll the die multiple times to create a sentence using multiple punctuation marks.</p>
<b>Alternative Approach</b>	<p>Students could write clues about the punctuation marks on each side of the die and try to work out which punctuation mark is described by the top-facing side.</p>
<b>Ideal for:</b>	<ul style="list-style-type: none"><li>✓ Improving understanding of punctuation and ways it can be used.</li><li>✓ Small groups or pairs.</li></ul>

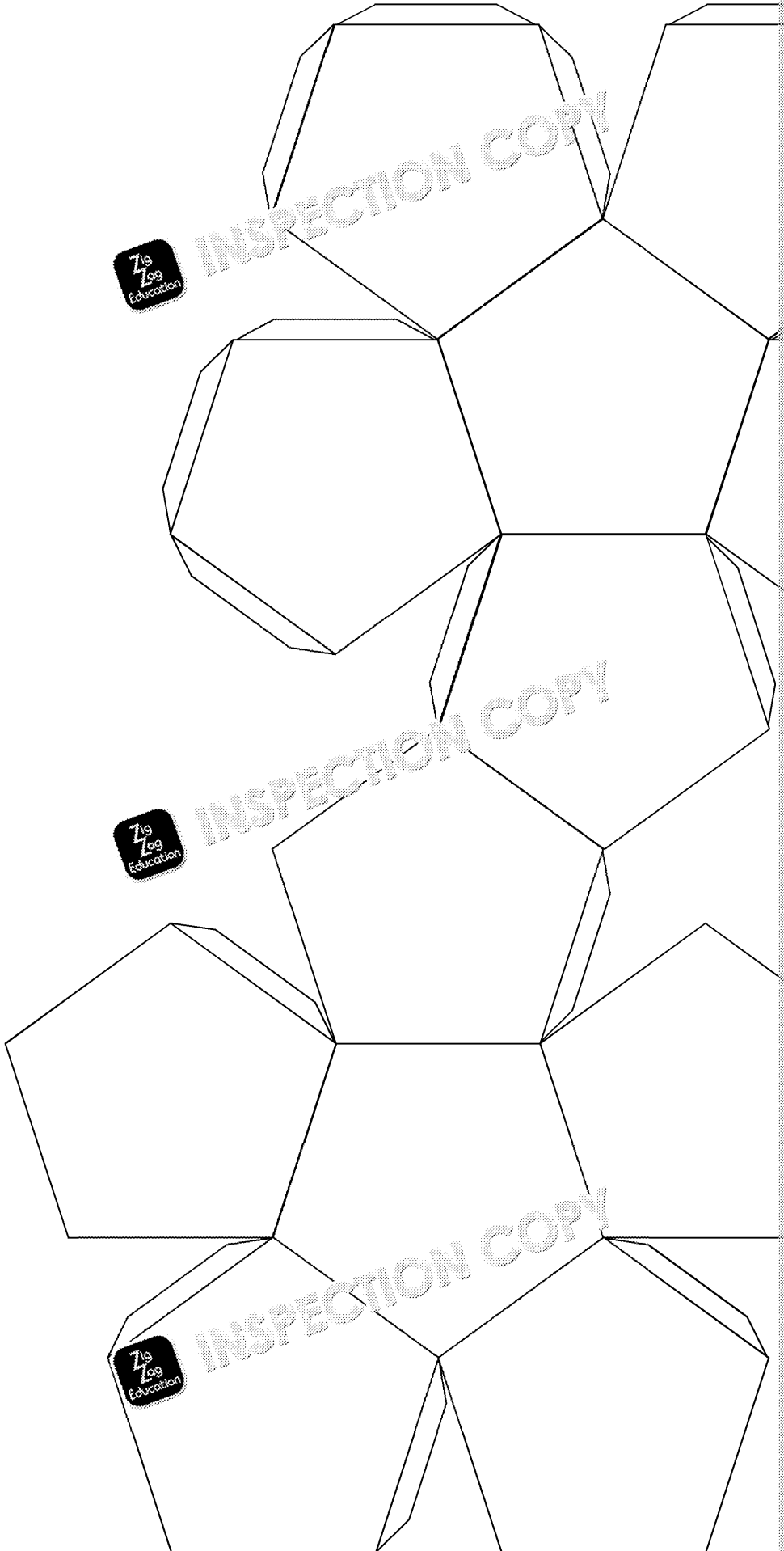
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Apostrophe ( ' )

Brackets ( ( ) )

Colon ( : )

Comma ( , )

Ellipsis ( ... )

Exclamation mark ( ! )

Full stop ( . )

Question mark ( ? )

Hyphen ( - )

Quotation marks ( " " )

Semicolon ( ; )

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## Worksheet 9: Punctuation Dance

<b>Learning Preference:</b>	Kinaesthetic
<b>Resources Required:</b>	Resource 9.1; resource 9.2
<b>Explanation:</b>	<p>Choose a piece of text – this can be part of an article, a play, a poem – as long as marks this activity will work.</p> <p>Divide the class into groups – each group can represent one of the punctuation marks. Tell each group what the punctuation mark is, and ask them to come up with a dance move to represent that punctuation mark.</p> <p>Hand out a copy of the text you are reading – <b>without punctuation!</b> Give the students time to read through it and decide where their punctuation mark should go.</p> <p>Once they have chosen a dance move and read the text, begin reading it out loud. Each group performs their dance move when they think their punctuation mark should occur.</p> <p><b>Alternative Approach</b></p> <p>It is entirely likely there won't be enough different types of punctuation marks in the text to have a lot of groups. In this case, you could divide the class into groups of how many punctuation marks there <i>are</i> in the text (for example, five) and the text must be re-punctuated by each group (meaning each student has their own punctuation mark, rather than each group having a punctuation mark).</p>
<b>Ideal for:</b>	<ul style="list-style-type: none"><li>✓ Practice punctuating paragraphs as a class.</li><li>✓ Getting students out of their seats.</li></ul>

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**Indicative Content**

There was a man named Lessingham dwelt in an old low house in Was garden where yew-trees flourished that had seen Vikings in Copeland in the rose and larkspur bloomed in the borders, and begonias with blossoms big pink and lemon-colour, in the beds before the porch. Climbing roses, honeyscarlet flame-flower scrambled up the walls. Thick woods were on every side a gap north-eastward opening on the desolate lake and the great fells beyond bound head against the sky from behind the sharp clean outline of the S

Cool long shadows stole across the tennis lawn. The air was golden. Two chaffinches played round the near post of the net; a little water-wagtail scooped French windows open to the garden, showing darkly a dining-room with Jacobean table light with flowers and silver and cut glass and Wedgwood greengages, peaches, and green muscat grapes. Lessingham lay back in a chair through the blue smoke of an after-dinner cigar the warm light on the Glo clustered about the bedroom window overhead. He had her hand in his.

*The Worm Ouroboros*

*Punctuation marks: comma, hyphen, full stop, colon and semicolon.*

On a March evening, at eight o'clock, Backhouse, the medium – a fast world – was ushered into the study at Prolands, the Hampstead residence was illuminated only by the light of a blazing fire. The host, eying him with and the usual conventional greetings were exchanged. Having indicated at his guest, the South American merchant sank back again into his own. The on. Faull's prominent, clear-cut features, met with looking skin, and general did not seem greatly to impress the merchant, who was accustomed to regard Backhouse, on the contrary, as a novelty to the merchant. As he tranquilly closed lids and the end of cigar, he wondered how this little, thickset contrived to maintain so fresh and sane in appearance, in view of the morbid

'Do you like?' drawled Faull, by way of starting the conversation. 'a drink?'

'Not at present, I thank you.'

A pause.

'Everything is satisfactory? The materialisation will take place?'

'I see no reason to doubt it.'

'That's good, for I would not like my guests to be disappointed. I have my pocket.'

'Afterward will do quite well.'

'Nine o'clock was the time specified, I believe?'

'I fancy so.'

The conversation continued to flag. Faull sprawled in his chair, and re

*A Voyage to*

*Punctuation marks: comma, apostrophe, em dash, hyphen, full stop, quotation mark*

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## RESOURCE 9.1

Read the following texts. You will notice they are not punctuated. In your group be punctuated. (Note: Proper nouns have been left capitalised.)

there was a man named Lessingham dwelt in a low house in Walsingham where yew trees flourished that had seen Vikings in Copeland in their seed larkspur bloomed in the borders of the meadows with blossoms big as saucers lemon colour in the beds the porch climbing roses honeysuckle clematis flower scrambled on the walls thick woods were on every side without the eastward door on the desolate lake and the great fells beyond it Gable against the sky from behind the straight clean outline of the Screens

cool long shadows stole across the tennis lawn the air was golden dove chaffinches played on the near post of the net a little water wagtail scurried window stood open to the garden showing darkly a dining room panelled table bright with flowers and silver and cut glass and Wedgwood dishes he peaches and green muscat grapes Lessingham lay back in a hammock chair smoke of an after dinner cigar the warm light on the Gloire de Dijon roses bedroom window overhead he had her hand in his this was their house

*The Worm Ouroboros*

on a March evening at eight o'clock in the house the medium a fast rising was ushered into the study as the Hampstead residence of Montague illuminated only by the light of a blazing fire the host eying him with indolent usual conventional greetings were exchanged having indicated an easy chair the South American merchant sank back again into his own the electric light prominent clear cut features metallic looking skin and general air of bored greatly to impress the medium who was accustomed to regard men from the contrary was a novelty to the merchant as he tranquilly studied him the smoke of a cigar he wondered how this little thickset person with the pointed so fresh and sane in appearance in view of the morbid nature of his occupation

do you smoke drawled Faull by way of starting the conversation no thank you not at present I thank you

a pause

everything is satisfactory the materialisation will take place

I see no reason to doubt it

thats good for I would not like my guests to be disappointed I have you know my pocket

afterward will do as you wish

nine o'clock will be the time specified I believe

I fancy

the conversation continued to flag Faull sprawled in his chair and remained

*A Voyage to It*

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# Worksheet 10: Tweet

<b>Learning Preference:</b>	Visual
<b>Resources Required:</b>	Resource 10.1
<b>Explanation:</b>	<p>In 140 characters or fewer, students should summarise (use the uses of various punctuation below).</p> <p>Students can plan out their tweet by noting down the key words they want to include to ensure they have enough characters to construct a sentence. They might also include interesting punctuation – hashtags don't require spaces between words, so this will help.</p> <p>Students should not try to cover too much in their tweet, the more concise the better.</p>
<b>Alternative Approach</b>	<p>You could add some words to a 'blacklist', meaning students have to come up with writing their tweets without these words.</p>
<b>Ideal for:</b>	<ul style="list-style-type: none"><li>✓ Recapping punctuation.</li><li>✓ Wrapping up a lesson with a simple task.</li></ul>

## Indicative Content

Students might come up with tweets similar to the following:

*A full stop is used to show that a sentence has finished. They're also used to show emphasis, e.g. initialisms. #fullstop*

*Exclamation marks are used to show surprise or other impulse emotions, e.g. #ExclamationMarksAreLikeLaughing@YourOwnJoke #Fitzgerald*

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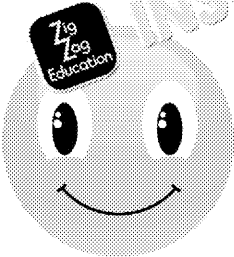
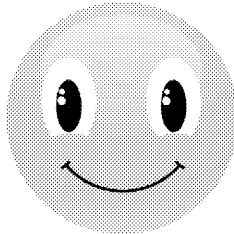
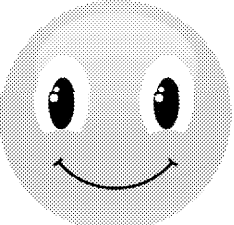
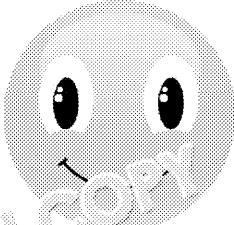




# Worksheet 11: Headwords

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<b>Learning Preference:</b>	Kinaesthetic
<b>Resources Required:</b>	Scissors; resource 11.1
<b>Explanation:</b>	
<p>The <b>head</b> or <b>headword</b> is a word in a phrase that tells you what kind of phrase it is. In 'a small, violet flower' is a noun (flower), therefore the phrase is a noun phrase. We call dependents or modifiers. <b>Modifiers</b> are words that change the meaning of a given structure. To continue with this theme of phrases, the modifiers modify the head because they change the meaning (and our understanding or perception) of the head. To identify the headwords is key in being able to identify types of phrase.</p> <p>To help students remember this, you can write some sentences (see Resource 11.1) and ask students to place a picture of a head (or smiley face) above where they think the headword is.</p> <p>For example, 'The little donkey' is a noun phrase – the headword is <b>donkey</b>. Students place their 'head' over the word donkey. 'He is running' is made up of a noun phrase and a verb phrase – <b>he</b> is the headword of the noun phrase, and <b>running</b> is the headword of the verb phrase. 'Curry is extremely spicy' is made up of a noun phrase, a verb phrase, an adjectival phrase, so there are four headwords – <b>curry</b> is the headword of the noun phrase; <b>is</b> is the headword of the verb phrase; <b>spicy</b> is the headword of the adjectival phrase; <b>extremely</b> is the headword of the adverbial phrase.</p>	
<b>Extension Task</b>	
Students could come up with their own sentences and identify the headwords in them.	
<b>Ideal for:</b>	
<ul style="list-style-type: none"> <li>✓ Introduction or revision of grammatical phrases.</li> <li>✓ Higher-ability students (especially for the example has multiple phrases and modifiers).</li> </ul>	



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## RESOURCE 11.1

No.	Sentence	Phrase
1	The little donkey.	(S (NP The little donkey) )
2	He is running.	(S (NP He) (VP is (VP running)) )
3	The curry extremely spicy.	(S (NP The curry) (VP is (ADJP (ADVP extremely spicy)) )
4	The call came from inside the house.	(S (NP The call) (VP came (PP from inside (NP the house)) )
5	His expression was that of an angry bull.	(S (NP His expression) (VP was (NP (NP that) (PP of (NP an angry bull)) )
6	I forgot to bring an umbrella.	(S (NP I) (VP forgot (VP to bring (NP an umbrella)) )
7	The captain steers the ship.	(S (NP The captain) (VP steers (NP the ship)) )
8	It will likely rain.	(S (NP It) (VP will (VP (ADVP likely rain)) )
9	Most sentences contain at least one noun phrase.	(S (NP Most sentences) (VP contain (NP at least one noun phrase)) )
10	Cinema tickets cost far too much.	(S (NP Cinema tickets) (VP cost (NP far too much) )

Adverbial phrases are usually more complex, since they can often be interpreted in more than one way. For example:

 <p>I'll finish my homework after the film.</p>	<p>Adverbial phrase – while 'after the film' (it contains a preposition and a noun phrase), therefore, an adverbial phrase.</p>
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# Worksheet 12: Common Mistakes Poster

<b>Learning Preference:</b>	Visual
<b>Resources Required:</b>	A3 paper; coloured pens or pencils
<b>Explanation:</b>	<p>Students should make a poster detailing common mistakes regarding spelling, punctuation and grammar.</p> <p>Students could focus on the mistakes they make most often (as a personal exercise) or a broader focus.</p> <p>If students are struggling, provide them with the examples below:</p> <ul style="list-style-type: none"><li>• Use of <i>of</i> for possessive (instead of <i>its</i>).</li><li>• Practice (noun) / practise (verb)</li><li>• Effect (usually noun) / affect (verb)</li><li>• Fewer (count nouns) / less (non-count nouns)</li><li>• Use <i>whom</i> when referring to the object / <i>who</i> when referring to the subject</li><li>• Misuse of <i>i.e.</i> vs <i>e.g.</i> – <i>i.e.</i> essentially means <i>that is</i>. It is used to clarify something. <i>e.g.</i> essentially means <i>for example</i>. It is used to give some examples to further clarify what has been said.</li><li>• Subject-verb agreement – e.g. <i>I is</i> instead of <i>I am</i>.</li><li>• Using the wrong word – the only solution to this is practice, reading, or using a dictionary. If not 100% sure of the meaning.</li></ul>
<b>Alternative Approach</b>	You could frame it as being an advisory poster with a <i>you</i> target audience in mind. Encourage them to write in clear, simple prose and also refer to a practice for writing with a purpose.
<b>Ideal for:</b>	<ul style="list-style-type: none"><li>✓ Revising before an exam</li><li>✓ Addressing errors that occur time and again in your students' work.</li><li>✓ Ensuring students don't miss out on marks in the exam for spelling, punctuation and grammar.</li></ul>

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# Worksheet 13: Illustrating Word Classes

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**Learning Preference:** Visual

**Resources Required:** A3 paper; coloured pens or pencils

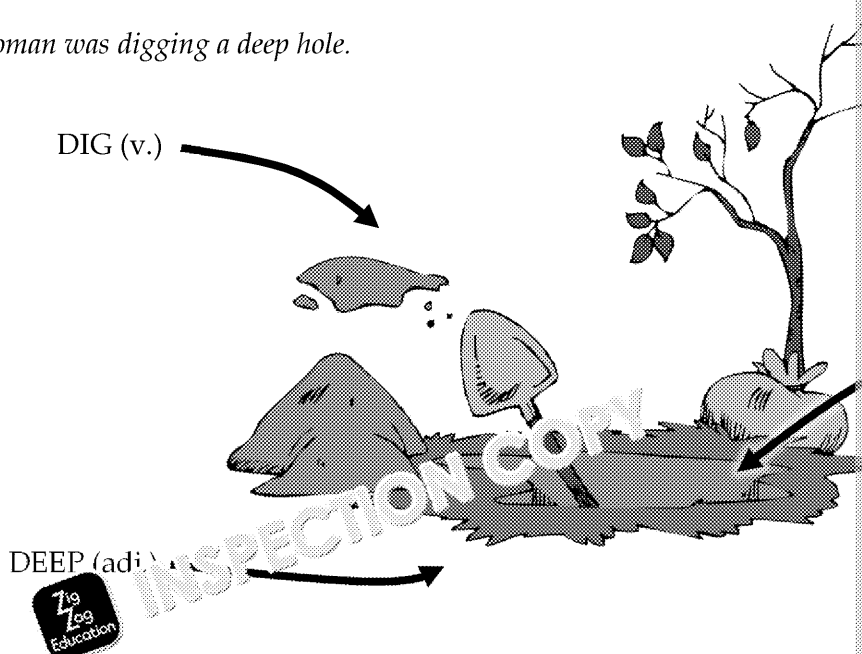
**Explanation:**

This activity focuses on verbs, nouns and adjectives.

A **verb** conveys action or state: a 'doing' word. A **noun** is a thing, place, person or animal that describes or modifies a noun.

Students should be given a sentence containing a verb, noun and adjective. They should then draw a picture to illustrate the scene. They should then label each element of the scene with a word from the list of words provided at the bottom of this page – for example, 'digging a deep hole' (see the picture below).

*The woman was digging a deep hole.*



**Alternative Approach**

You could shuffle the words provided below to create wackier scenarios for students to illustrate.

**Ideal for:**

- ✓ Introducing word classes.
- ✓ Students who enjoy drawing.

Verbs	Nouns
Read	Book
Cook	Food
Dig	Hole
Drink	Wine
Fly	Kite
Fight	Monster
Wear	Dress

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# Worksheet 14: Adverbial Charades

<b>Learning Preference:</b>	Visual
<b>Resources Required:</b>	Scissors; bag/container
<b>Explanation:</b>	
Divide the class into two teams.	
Allow students to pick a random card out of a bag, and then a random adverb card. The actor then act out this adverb and verb without speaking. The other students should guess the adverb and verb. The verb are being acted out.	
If a student from the same team as the actor guesses correctly, that team scores 1 point. If a student from the other team guesses correctly, that team scores 2 points. If there have been no correct guesses, the actor reveals their adverb and verb to the class and neither team is awarded a point.	
<b>Alternative Approach</b>	
Students could even add their own (appropriate) adverbs and verbs to the bag.	
<b>Ideal for:</b>	
<ul style="list-style-type: none"> <li>✓ Bringing the whole class together.</li> <li>✓ Competitive and confident students.</li> </ul>	

Adverbs	
Quickly	Weakly
Quietly	Stealthily
Angrily	Mockingly
Bravely	Mysteriously
Scarily	Gracefully
Seriously	Foolishly
Vainly	Queasily
Absentmindedly	Eagerly
Beautifully	Rocklessly

Swim
Fly
Walk
Sing
Dance
Jump
Fight
Draw
Juggle

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# Worksheet 15: Wastepaper Basketball

<b>Learning Preference:</b>	Kinaesthetic
<b>Resources Required:</b>	Wastepaper bin; waste paper
<b>Explanation:</b>	
Set up a wastepaper basket at the front of the class. In smaller, the harder it will be. Divide the class into teams or work on their own. Ask the students to come up with difficult or challenging questions on grammar (or use the list of questions provided, which are specific to parts of speech). The first person whose hand up gets to answer the question. They are awarded 5 points. They can then throw a scrunched up piece of wastepaper into the basket. If they get 1 point. If they miss, you return to asking questions to the group.	
<b>Ideal for:</b>	
<ul style="list-style-type: none"> <li>✓ Bringing the whole class together.</li> <li>✓ Competitive and confident students.</li> </ul>	

No.	Question	Answer
1.	What is the collective noun for bees?	A swarm/grist/hive/nest of bees.
2.	What is the difference between a coordinating conjunction and a subordinating conjunction?	The former describes a word that connects two clauses of equivalent syntactic significance. The latter is a word that connects subordinate and main clauses.
3.	Which word class can convey case, person, number and gender?	Pronouns.
4.	What is the difference between an indefinite and definite article?	The former does not specify a particular noun in a text (e.g. a or an). The latter specifies a noun phrase in the given context.
5.	What purpose do auxiliary verbs serve?	They help the main verb in a sentence to express modality and voice. They also allow for questions.
6.	What word class describes or modifies nouns?	Adjectives.
7.	How can we easily identify most adverbs?	Look for the -ly suffix.
8.	What is the preposition in the following sentence: <i>The itsy bitsy spider climbed up the waterspout.</i>	Up
9.	What word class is used to express surprise or an impulse emotion?	Interjection
10.	What is the grammatical difference between the nouns <b>information</b> and <b>facts</b> ?	Information is non-count/mass (i.e. you can't have 10 information). Facts is countable (you can have 10 facts).
11.	Which pronoun does not change morphologically, regardless of gender, number or case?	You
12.	What is the difference between concrete and abstract nouns?	Concrete nouns describes something that can be seen or touched. Abstract nouns describe something conceptual or an idea.
13.	In reference to determiners, what is a quantifier?	Quantifiers specify how many of something there are. e.g. I have 10 books.
14.	What pronoun is used in the following sentence: <b>Who</b> is it?	An interrogative pronoun.
15.	How can we distinguish between common and proper nouns?	Proper nouns are capitalised; they refer to specific people or places.

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# Worksheet 16: Writing Poems and Songs

<b>Learning Preference:</b>	Auditory
<b>Resources Required:</b>	n/a
<b>Explanation:</b>	<p>Students should write poems or songs to the theme of their famous tunes. For example, they could choose a popular song in the charts and try to re-write the chorus so that it is grammatically correct. Alternatively, they could use a more timeless track such as 'When the Saints Go Marching In' (see page 10) and write a new verse.</p> <p>In order to focus the extension you could limit the scope of grammar to parts of speech. For example, you could outline the key components of said word class. This would be quite well, outlining the key components of said word class.</p> <p>Some students might be dissuaded by the performance aspect of song writing, in which case writing a poem would be more apt. You can add challenge by specifying it needs to be in rhyme or iambic pentameter.</p>
<b>Extension Task</b>	<p>Students could record their poems or songs (using free software such as Audacity) in MP3 format for their iPods and use them as revision podcasts.</p>
<b>Ideal for:</b>	<ul style="list-style-type: none"><li>✓ Revision of grammar.</li><li>✓ Energetic or talkative students.</li></ul>

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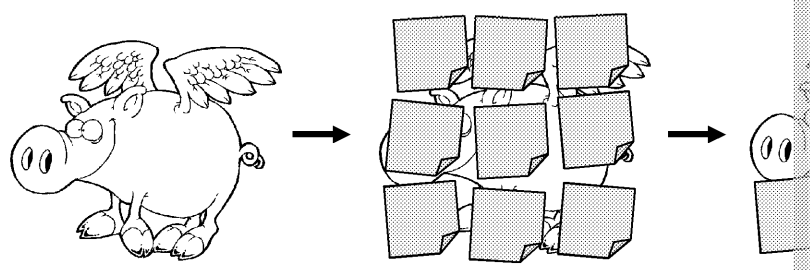
# Worksheet 17: Catchphrase

**Learning Preference:** Visual

**Resources Required:** Sticky notes

**Explanation:**

Divide the class into two teams and give them 15 minutes to illustrate one or more (or let them come up with their own). An **idiom** is a phrase in common use that is not literally true. Once they have finished, cover each part of the illustration with a sticky note. One student identifies the idiom by removing one sticky note at a time (removing as few as possible to get it correctly). If they get the idiom, they must identify the word class of each word in the idiom. This accurate student gets 5 points and 1 additional point for every sticky note still on the illustration.



**Idioms you could use:**

• When pigs fly.	• Over the moon.
• The bee's knees.	• Best of both worlds.
• High as a kite.	• Cross that bridge when you come to it.
• Elephant in the room.	• Break a leg.
• Time flies like an arrow.	• Pulling your leg.
• Every cloud has a silver lining.	• It's not rocket science.
• Actions speak louder than words.	• Let someone off the hook.
• Cut a long story short.	• Chink in one's armor.
• Fit as a fiddle.	• Bigger fish to fry.
• Kick the bucket.	• Barking up the wrong tree.
• Under the weather.	• Pull your socks up.
• Break the ice.	• Apples and oranges.
• Speak of the devil.	• Bite the dust.
• Wrong end of the stick.	• Costs an arm and a leg.
• The last straw.	• Putting all your eggs in one basket.
• At the drop of a hat.	• Back to the drawing board.
• A hot potato.	• Between a rock and a hard place.
• A couch potato.	

**Ideal for:**

- ✓ Building confidence identifying different word classes.
- ✓ Bringing the class together.

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## Worksheet 18: Mix 'n' Match

<b>Learning Preference:</b>	Kinaesthetic
<b>Resources Required:</b>	Resource 18.1; scissors
<b>Explanation:</b>	<p>Students will be given either an example or a label (see Resource 18.1). They must find a suitable counterpart.</p> <p>For example, if one student is given 'Example Sentence' written on their card, they will find an example of a simple sentence.</p>
<b>Alternative Approach</b>	<p>You could include more example sentences so that each student holding a label could find multiple students holding appropriate example cards.</p>
<b>Ideal for:</b>	<ul style="list-style-type: none"><li>✓ Revising knowledge of syntax.</li><li>✓ Getting students out of their seats and interacting as a class.</li></ul>

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## RESOURCE 18.1

Label
Noun Phrase
Verb Phrase
Adjectival Phrase
Adverbial Phrase
Prepositional Phrase
Main Clause
Subordinate Clause
Noun Clause
Adjectival/Relative Clause
Adverbial Clause
Simple Sentence
Complex Sentence
Compound Sentence
Compound-complex Sentence

Michael paid
Superman is
She was going
They came
<u>The government</u>
<u>After she hurt</u> foot
He could still re
I have a tele
He took a differ
L
<u>He didn't pay t</u>
<u>Jane didn't like t</u> she
<u>Sam didn't want</u> raining out

**NB** The examples for Main Clause and Simple Sentence are interchangeable (because they can stand alone as a simple sentence).

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# Worksheet 19: Subject-verb Match-up

<b>Learning Preference:</b>	Kinaesthetic
<b>Resources Required:</b>	Scissors
<b>Explanation:</b>	
Cut out and mix up all the examples below. Students must match up as many as possible.	
<b>Extension Task</b>	
As a follow-up activity, students could try to create subjects that match the verbs. For example, 'My cat always <i>meows</i> when she wants food.'	
<b>Ideal for:</b>	
<ul style="list-style-type: none"> <li>✓ Introducing subject-verb agreement.</li> <li>✓ Quick and quiet starter activities.</li> </ul>	

Subject Starter	Verbs that agree	
My cat always...	meows when she wants food.	meow
	hisses when she's angry.	hiss
	hides from the window cleaner.	hide
The trousers...	are on the floor.	is to
	have no pockets.	has
	were stolen.	was
My brother or my sister...	is going to drive me home.	are
	has not turned the oven off.	have
	takes me to football practice.	take
The dragon...	eats thieves and dwarves.	eat
	breathes fire.	breath
	sleeps on a heap of gold.	sleep
He doesn't...	like watching sports.	likes
	watch television.	watch
	catch the bus to school.	catch

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# Worksheet 20: Modal Verbs Gap-fill

<b>Learning Preference:</b>	Visual
<b>Resources Required:</b>	n/a
<b>Explanation:</b>	
Students should decide which modal verb fits into each sample sentence below.	
List of modal verbs:	
<ul style="list-style-type: none"> <li>• Can</li> <li>• Could</li> <li>• Will</li> <li>• Would</li> <li>• Shall</li> <li>• Should</li> <li>• May</li> <li>• Might</li> <li>• Must</li> </ul>	
<b>Extension Task</b>	
Students could try to come up with a sentence that makes sense with as many of them as possible.	
<b>Ideal for:</b>	
<ul style="list-style-type: none"> <li>✓ Introduction and revision of modal verbs.</li> <li>✓ Lower-ability students.</li> </ul>	

Sentence	Modal Verb
_____ you like to fit in?	
Drugs can be dangerous, so you _____ not take them.	
I was so drunk I _____ walk straight!	Should
I _____ not have time to finish my work.	
She _____ love to have come too, but she's not well.	
You _____ be 17 tomorrow.	
_____ I have this dance?	
It _____ be better to do it sooner.	
You _____ wear protective eyewear at all times.	
You _____ n't think twice about it.	

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# Worksheet 21: Tense and Aspect Slots

<b>Learning Preference:</b>	Kinaesthetic
<b>Resources Required:</b>	Resource 21.1; resource 21.2; scissors
<b>Explanation:</b>	<p>Students can complete this activity as a class or individually. For the former, provide the table on the following page and present it on the whiteboard.</p> <ol style="list-style-type: none"><li>1. Cut out the list of sentences from the second table provided (resource 21.2).</li><li>2. Ask students to place the sentences in the correct section on the first table.</li></ol>
<b>Ideal for:</b>	<ul style="list-style-type: none"><li>✓ Introduction or revision of tense and aspect.</li><li>✓ Higher-ability students.</li></ul>

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	Past	Present
Simple		
Progressive		
Perfect		
Perfect Progressive		

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## RESOURCE 21.2

	Past	Present
Simple	He lived on Drury Lane.	He lives on Drury Lane.
	I walked to the shop.	I walk to the shop.
	She flew to America.	She flies to America.
Progressive	He was living on Drury Lane.	He is living on Drury Lane.
	I was walking to the shop.	I am walking to the shop.
	She was flying to America.	She is flying to America.
Perfect	He had lived on Drury Lane.	He has lived on Drury Lane.
	I had walked to the shop.	I have walked to the shop.
	She had flown to America.	She has flown to America.
Perfect Progressive	He had been living on Drury Lane.	He has been living on Drury Lane.
	I had been walking to the shop.	I have been walking to the shop.
	She had been flying to America.	She has been flying to America.

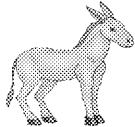
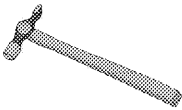










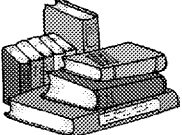

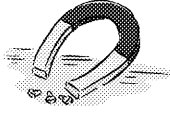
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# Worksheet 22: Fortune Teller

<b>Learning Preference:</b>	Auditory
<b>Resources Required:</b>	n/a
<b>Explanation:</b>	
This task can be used to practise forming the past and future tenses.	
<ol style="list-style-type: none"> <li>1. Cut out the grid of 'runes' below.</li> <li>2. Organise students into pairs.</li> <li>3. Each student should randomly pick a handful (fewer than four) of the 'runes' enclosed to think about potential metaphorical meanings behind the images (at face value).</li> <li>4. Students should then 'read' their partners fortune or make predictions about the past and future tense.</li> </ol>	
<b>Ideal for:</b>	
<ul style="list-style-type: none"> <li>✓ Introduction or revision of future and past tense.</li> <li>✓ Creative students.</li> </ul>	

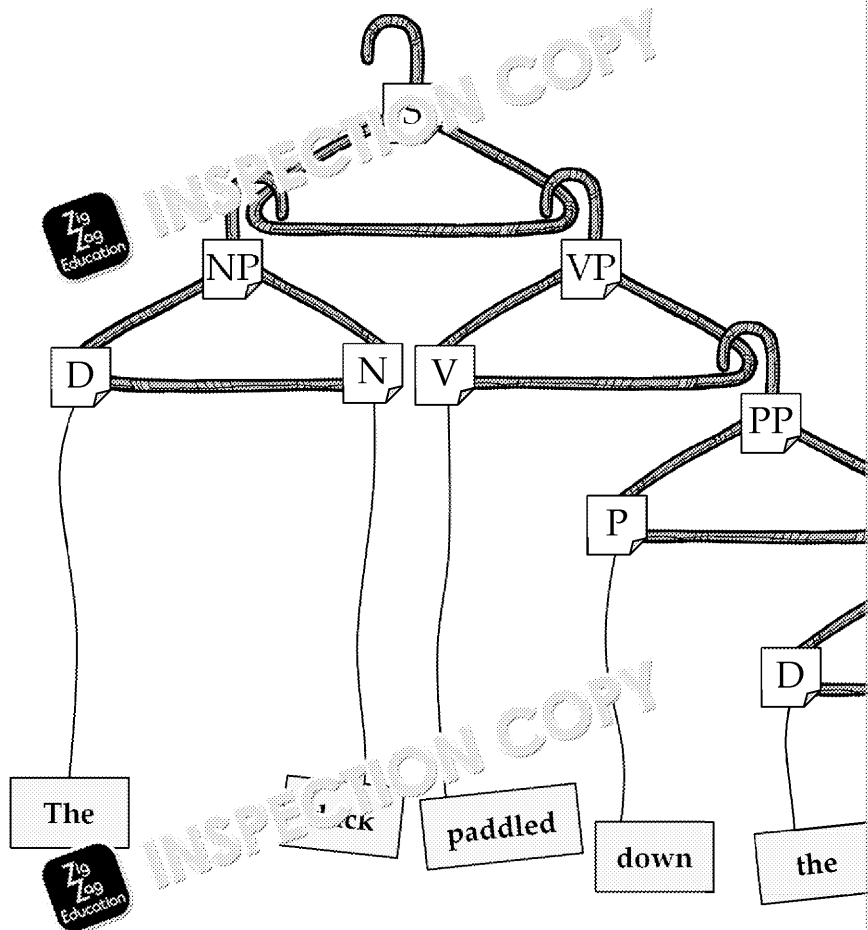
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# Worksheet 23: Parse Trees

<b>Learning Preference:</b>	Kinaesthetic
<b>Resources Required:</b>	Resource 23.1; scissors, string, Blu Tack
<b>Explanation:</b>	
<p>Learning how to parse sentences can help with an understanding of how sentences are constructed, strengthening the ability to identify different word classes and phrases. A great way to do this is by physically making them, and this can be done in numerous ways (see below) using examples of parse trees to get students started.</p>	
<p>PP – prepositional phrase            NP – noun phrase            VP – verb phrase            D – determiner            P – preposition            S – sentence            N – noun            V – verb</p>	
<b>Ideal for:</b>	
<ul style="list-style-type: none"> <li>✓ Parsing relatively simple sentences.</li> <li>✓ Introducing students to different types of phrase.</li> </ul>	



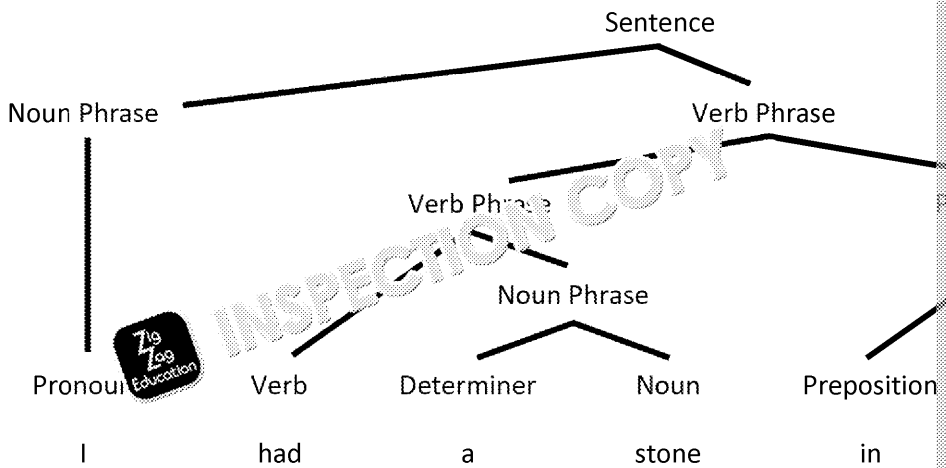
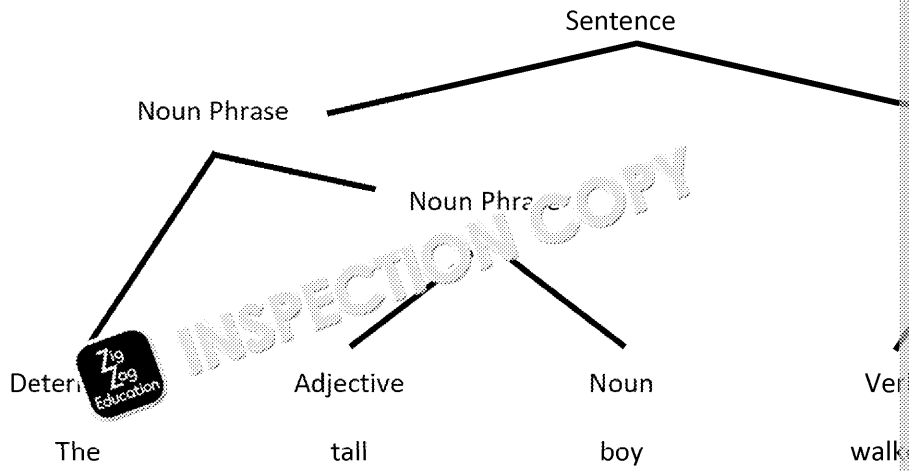
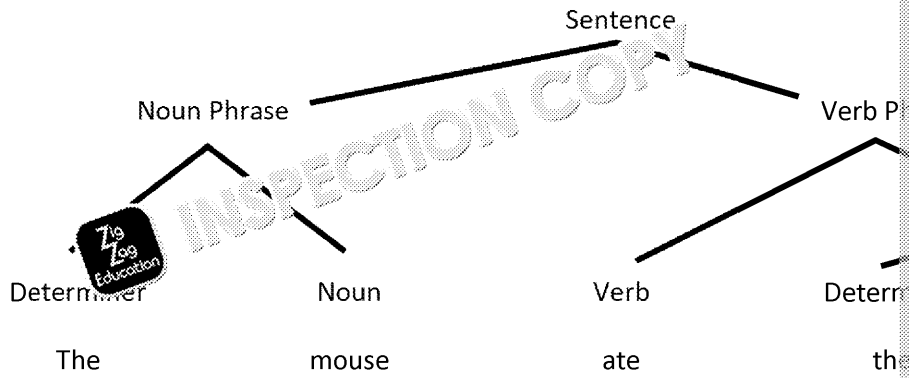
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RESOURCE 23.1



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# Worksheet 24: Active and Passive Voice

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<b>Learning Preference:</b>	Visual
<b>Resources Required:</b>	n/a
<b>Explanation:</b>	
Students should be separated into pairs and labelled as A and B.	
Student A should write five example sentences in the active voice.	
Student B should write five example sentences in the passive voice.	
They should then swap their example sentences with each other, and try to convert them.	
<b>Alternative Approach</b>	
To help them identify active and passive voices, they can also illustrate the sentences.	
<b>Ideal for:</b>	
<ul style="list-style-type: none"> <li>✓ Students who need more practice differentiating between active and passive voice.</li> <li>✓ Introduction to voice.</li> </ul>	

## Indicative Content

<b>Student A</b>	
<i>Active</i>	
Tom kicked the ball.	→
	The
Alice locked the door.	←
	The

<b>Active</b>	
I made a mistake.	Mistake
The dog ate my homework.	My homework
She sent a letter.	A letter
As we were walking home, some kids threw eggs at us.	As we were walking home, some kids
Construction workers will review the integrity of the building before removing any walls.	The integrity of the building before removing any walls
A team of highly trained assassins are assassinating the target as we speak.	As we speak, the target is being assassinated by a highly trained team

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# Worksheet 25: Teach the Teacher

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<b>Learning Preference:</b>	Auditory
<b>Resources Required:</b>	Resource 25.1
<b>Explanation:</b>	
Students should create a mini lesson plan for covering the topic of subject, verb and object using resource 25.1 as a guide.	
It should include:	
<ul style="list-style-type: none"> <li>• What subject, verb and object is.</li> <li>• Example sentences in which students can demonstrate where the subject, verb and object can be identified.</li> <li>• How subject-verb-object is affected by active and passive voice.</li> </ul>	
The students can then 'teach' you about subject, verb and object. You can ask questions about their knowledge or areas where they need more information.	
<b>Alternative Approach</b>	
Instead of taking the form of a 'faux-lesson', they could create a presentation (in preparation for the Speaking aspect of the course).	
<b>Ideal for:</b>	
<ul style="list-style-type: none"> <li>✓ Building students' confidence in their knowledge of grammar.</li> <li>✓ Confident students or groups.</li> </ul>	

## Indicative Content

What subject, verb and object is:

<b>Subject</b>	The subject of a sentence is usually either the actor/performer of the action or the thing that is acted upon.
<b>Verb</b>	The verb of a sentence expresses action or state.
<b>Object</b>	The object of a sentence is usually the thing that is acted upon.

How subject, verb and object can be identified / effect of voice:

Subject	Verb	
Can be identified by subject-verb agreement.	Can be identified as infinitive.	Can be identified as the actor/performer of the action (in active voice).
Can be identified by where it is positioned in the sentence, e.g. verb usually follows subject (in declaratives).	Can be identified as the 'operative' word in a sentence (what action or state is being performed?)	Can be identified as the actor/performer of the action (in active voice).
Can be identified as the actor/performer of the action (in active voice).		Can be identified as the actor/performer of the action (in active voice).

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## RESOURCE 25.1

**Lesson Title:**

**Materials Required:**

**Starter Activity**

*This should be a simple five-minute activity to introduce your 'students' to the subject, via*



**Main Lesson**

*This should cover the main content of the lesson. For example, you could include:*

- *What subject, verb and object is.*
- *Examples of sentences and a demonstration of where the subject, verb and object is object can be identified.*
- *How subject-verb-object is affected by active and passive voice.*



**Plenary Activity**

*This should be a simple five-minute activity to wrap up the lesson and recap any vital points*



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# Worksheet 26: Colour Code

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<b>Learning Preference:</b>	Visual
<b>Resources Required:</b>	Resource 26.1; scissors

**Explanation:**

Students should cut out a list of different types of sentence and colour code the type they are (Resource 26.1). This can be done in small groups or as individuals.

Some definitions:

<b>Simple Sentence</b>	A sentence made up of one main clause.
<b>Complex Sentence</b>	A sentence made up of at least one main clause and one or more subordinate clauses.
<b>Compound Sentence</b>	A sentence made up of two or more main clauses.
<b>Compound-Complex Sentence</b>	A sentence made up of two or more main clauses and one or more subordinate clauses.

**Alternative Approach**

Instead of a cutting and sticking exercise, you could label each corner of the room with a type of sentence. Students then have to work together and put each example in a corner of the room.

**Ideal for:**

- ✓ Introducing different types of sentence.
- ✓ Pairing higher and lower-ability students.

**Indicative Content**

Simple	Complex	Compound
I like burgers.	Although the sky looked dark and cloudy, they didn't bother bringing an umbrella.	Juliet likes to party, but she knows her limits.
We're going shopping.	Owen is miserable because he thought it was Friday.	The policeman opened the door and announced his presence.
Do you want to go to the cinema?	When the car crawled to a stop, Natasha applied the handbrake.	She finished the novel but she didn't like its ending.
I'm not going to say sorry.	He passed the binoculars to her when she began to cry.	The phone lines went down and the lights went out.
He's a bit noisy.	Since she forgot her ID, the barman wouldn't serve her alcohol.	The summer holiday was lots of fun because the whole family got together and had a barbecue.

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## RESOURCE 26.1

Simple	Complex	Compound

<p>Although the sky looked dark and cloudy, they didn't bother using umbrellas.</p>	<p>When I count to three, you'll be in big trouble, and your parents will be called.</p>	<p>Even though you're not hungry, I think we should go to the shop now or we can order takeaway.</p>
<p>If you want a lift, you need to tell me now or I'll leave without you.</p>	<p>After the game finished, we drove into the centre and we watched the Christmas lights being turned on.</p>	<p>I like burgers.</p>
<p>Since she forgot her ID, the barman wouldn't serve her alcohol.</p>	<p>Juliet likes to party, but she knows her limits.</p>	<p>He passed the box of tissues when she began to sneeze.</p>
<p>When the car crawled to a stop, Natasha applied the handbrake.</p>	<p>The summer holiday was lots of fun because the whole family got together and had a barbecue.</p>	<p>He was not going to say sorry.</p>
<p>Owen is miserable because he thought his friends were going to be there.</p>	<p>His dog is too noisy. He's too noisy.</p>	<p>Chris likes sprouts but they give him bad wind, so he tries not to eat them.</p>

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# Worksheet 27: Bingo

<b>Learning Preference:</b>	Auditory
<b>Resources Required:</b>	Resource 27.1
<b>Explanation:</b>	
Ask students to fill in the bingo grid (resource 27.1) with a random selection of the resource. Read out the clues below in a random order. Students should cross off the grid when they hear a clue that matches their answer. They should aim to complete the grid and then go for full house.	
<b>Ideal for:</b>	
<ul style="list-style-type: none"> <li>✓ Revision of Grammar.</li> <li>✓ Bringing the whole class together.</li> </ul>	

Clue
A word class that describes or modifies a noun.
The shorthand symbol for the word 'and'.
What punctuation mark would you use to introduce a subtitle, as in <i>Computer [punct] A the Information Machine?</i>
A sentence made up of at least one main clause, and one or more subordinate clauses.
A punctuation mark consisting of three dots in a row.
A punctuation mark used to mark the end of a sentence.
A set of words that can stand alone as a simple sentence or linked together to create compound sentences.
The system of rules that govern spelling, punctuation and capitalisation.
Used to convey an action or event that happens at the same time as the moment that communication begins.
Used to convey actions that have finished but may be added to.
A collection of symbols that are used to add clarity to writing.
A punctuation mark used to separate items in a list when the items have punctuation of their own.
A sentence made up of one main clause.
An adjective or adverb that demonstrates that something has those qualities to the highest degree.
The system of rules that govern sentence structure.
Used to convey an action or event that will be taking place at some point after the current time.
Sentences and proper nouns should begin with this.
A punctuation mark used to separate clauses among other uses.
A sentence made up of two or more main clauses.
A punctuation mark used to signal surprise.
A punctuation mark used to show that letters have been omitted in a contraction.
When the subject of a sentence is conveyed as the object that is acted upon.
A punctuation mark used to enclose inessential information.
A word class that connects sentences and clauses together.
A word class that conveys the location or relationship of a noun or pronoun in relation to the rest of the clause.
A punctuation mark used to signal rising intonation and the request for information.
A punctuation mark used to enclose something someone has said.
A word class that conveys action or state.
A set of words that add additional information but cannot stand alone because it is not a sentence.
A grammatical mood in which instructions or commands are given.

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## RESOURCE 27.1

Fill in the 5 x 5 bingo grid below with a random selection of the following words or phrases (one word or phrase per box). Your teacher will read out a clue. If the clue matches one of the words or phrases, cross it off. Aim to complete a row or column, and then go for the full house!

Adjective	Future tense
Ampersand	Capitalisation
Colon	Comma
Complex sentence	Compound sentence
Ellipsis	Exclamation mark
Full stop	Apostrophe
Main clause	Passive voice
Orthography	Parenthesis
Past tense	Conjunction
Perfect aspect	Preposition

		FREE SPACE	

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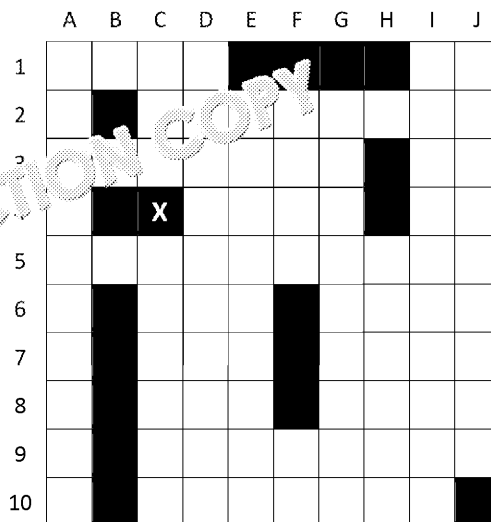
# Worksheet 28: Battleships

<b>Learning Preference:</b>	Kinaesthetic
<b>Resources Required:</b>	Resource 28.1; resource 28.2

**Explanation:**  
Divide students into pairs. Each student should make a 10x10 square grid, label the x-axis with letters A–J and the y-axis numbers 1–10. Each student should then fill in one of these following ships:

 Ship	Size (i.e. number of squares they occupy)	Number (i.e. how many you can mark on your board)
Submarine	1	x2
Destroyer	2	x2
Cruiser	3	x1
Battleship	4	x1
Aircraft Carrier	5	x1

Students then take turns to ask a question (see example question list on Resource 28.1). If answered correctly, they can try to sink one of the opponent's battleships by guessing the location. They should mark where they have fired (or hit) at an opponent's battleship on the board.



**Alternative Approach**  
Games can be lengthened or shortened by stipulating whether you need to hit all four squares of a ship, or just one. Alternatively, you could change the size of the battleship chart to suit the number of ships involved.

- Ideal for:**
- ✓ Pairing students with others of similar ability.
  - ✓ Competitive students.

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## RESOURCE 28.1

Student 1	
1	Give an exception to the 'l before E except after C' rule.
2	Provide a synonym of green.
3	What is a homophone?
4	Give an example of a comparative.
5	What is the opposite of a synonym?
6	How would you show a noun is both plural and possessive?
7	Give an example of a word in which <ph> make a /f/ sound.
8	Could you ever use an apostrophe to show that something is plural?
9	What is the difference between a dash and a hyphen?
10	How many commas are there in the number 1,473,585,900 (one billion, four-hundred and seventy-three million, hundred and eighty-six thousand, four-hundred and ninety-three)?

1	What is
2	Name a
3	Give a
4	What is sentenc me over
5	What te sentenc
6	Give an <ch> m
7	What is
8	Provide suspic
9	If 'shee what v
10	Is 'me' pronou

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# RESOURCE 28.2

## Indicative Content

Student 1	
1	Some words include I before E even after C – science, proficient. Some words include E before I when there is no preceding C – protein.
2	Emerald, emerald, aquamarine, viridescent.
3	When two or more words share a pronunciation. They may have different spellings or meanings too.
4	Angrier, happier, kinder, bigger.
5	Antonym.
6	Put a silent letter after the final letter, e.g. please, changing room.
7	Alphabet, apostrophe, hyphen, phrase, pamphlet, etc.
8	Yes – to pluralise a single character, e.g. dot the i's and cross the t's.
9	Dashes split sentences or replace 'and' or 'to'. Hyphens link individual words or morphemes together.
10	Three.

1	Describe e.g. a box
2	He/She (object)
3	Angrier etc.
4	The Jones invited family
5	Progress
6	Christmas
7	When the spelling pronunciation
8	Trusting
9	Sheep
10	Object



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# Worksheet 29: Quiz Game

<b>Learning Preference:</b>	Auditory
<b>Resources Required:</b>	Resource 29.1
<b>Explanation:</b>	
<ol style="list-style-type: none"> <li>1. Divide the students into teams of five or six.</li> <li>2. Students choose whether they want to answer a 20-point question, a 10-point question. The more points a question is worth, the more difficult it is.</li> <li>3. Read the question out loud to the chosen team to answer (Resource 29.1). That team awards the number of points corresponding with the value of the question. If wrong, the points go to one of the other teams.</li> </ol> <p>Questions are printed on the next page.</p>	
<b>Alternative Approach</b>	
<p>The questions are broken up into categories. You could choose categories at random or let students choose their own category. You could also award bonus points if students have answered a question in every category. For differentiation, 20-point or 5-point questions could be made easier or harder.</p>	
<b>Ideal for:</b>	
<ul style="list-style-type: none"> <li>✓ Bringing the class together.</li> <li>✓ Students of varying ability.</li> </ul>	

 <p><b>True or False</b></p> <p>20 Points</p> <p>10 Points</p> <p>5 Points</p>	
 <p><b>Punctuation</b></p> <p>20 Points</p> <p>10 Points</p> <p>5 Points</p>	

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## RESOURCE 29.1

Points	T or F	Answer	Syntax
20	A relative clause can stand alone.	FALSE	What type of sentence is the following example? 'She wanted to go fishing though she was not the bait.'
	The verb in 'Jenna stopped singing' is intransitive.	TRUE	What is the object in the following sentence? 'The exam papers were marked by the examiner.'
	The verb 'rain' in 'It has been raining' uses the present progressive aspect.	TRUE	What is the subject in the following sentence? 'Pest control warned us that they should the issue resurface.'
	Adjectives are deictic, which means they can only be understood in context.	FALSE	English is usually written in a subject-verb-object word order. What order is this sentence in? 'Happy I am.'
	The sentence 'The thieves were driven from the city' is in the passive voice.	TRUE	Which is the indirect object in the following sentence? 'The CEO emailed him the document.'
10	'Wood', 'wine' and 'English' are all examples of non-count nouns.	TRUE	Why is the following sentence syntactically incorrect? 'Wealth and wisdom is wasted on the old.'
	'The' is an example of an indefinite article.	FALSE	What is wrong with you using whom instead of who?
	The sentence 'I had an apple in the past' is incorrect.	TRUE	What is the headword in the noun phrase 'A large university campus.'
	There can be more than one modifier in a sentence.	TRUE	What is a clause?
	'Spoilt' and 'dreamt' are both irregular verbs.	TRUE	What is a phrase?
5	'You' is the only second person pronoun.	TRUE	What grammatical mood does a sentence in which emotion is conveyed use?
	All adverbs end in -ly.	FALSE	'Are you going to the party?' exemplifies which grammatical mood?
	'Water' is an abstract noun.	FALSE	What is the mood of the following sentence?
	All simple sentences are declarative.	FALSE	What is the difference between a simple sentence and a compound sentence?
	A declarative sentence is a sentence in which information is given.	TRUE	What is a noun clause?

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Points	Punctuation	Answer
20	Name one use of a semicolon.	Independent clauses – join equal or juxtaposing independent clauses, e.g. the days are warm; the nights are cold. Lists – separate items in a list when the items have punctuation of their own, e.g. Alison, the HR rep; Andrew, head of finance; Julian, the director.
	Name one use of an apostrophe.	Possessives – show ownership to some degree, e.g. Jenny's house. Contractions – show letter(s) are missing, e.g. won't = will not Plurals (rarely) – show plurality of single characters, e.g. dot the i's and cross the t's.
10	Name one use of a colon.	Syntactical-deductive – to introduce effect or consequence of fact, e.g. the solution was a simple one: make more money. Syntactical-descriptive – to introduce description, e.g. there were four coloured T-shirts: red, black and blue. Appositive – to introduce a subtitle, e.g. <i>Grammar: a guide to the rules of English</i> . Segmental – to introduce speech, e.g. Tom: 'What's going on here?'
	Name one use of a dash.	Em dash – split sentences or show inessential information, e.g. the jester—garbed in motley—was juggling. En dash – replace 'and' or 'to' in specific contexts, e.g. 1914–1918.
	Name one use of a comma.	Clauses – separate clauses, e.g. even though she was afraid of needles, Louise bravely got a flu jab. Adverbs and adjectives – separate adverbs from a sentence, or adjectives from each other, e.g. honestly, what a waste of time! Numbers and dates – separate dates and digits, e.g. 1,000,000. Parenthetical phrases – to mark off inessential information, e.g. could you, if it isn't too much trouble, pass me the salt? Lists – separate items in a list, e.g. cheese, bread, juice and ham.
	Name one use of a hyphen.	Affixation – show boundaries between prefixes or suffixes and the rest of a word, e.g. co-worker. Compound modification – link multiple modifiers, e.g. three-hundred-year-old trees. Noun compound – link objects and verbal nouns, often for the sake of clarity, e.g. man-eating shark versus man eating shark.
	Name one use of an ellipsis.	Omission – show word(s) have been omitted, e.g. baboons... have the largest brains of any primate Incomplete sentence – show a sentence or thought is incomplete, e.g. I was hoping you'd... Implication – imply something based on context, e.g. I didn't throw the egg...

Spelling

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Points	Punctuation	Answer	Spelling
5	Name one use of quotation marks.	Speech – enclose direct speech, e.g. ‘How are you?’ he asked. Sarcasm or irony – show the enclosed word or phrase is ‘supposed’, e.g. these ‘politicians’ don’t know how to run a country.	Sp
	Name one use of brackets.	Parenthesis – show explanative, elaborative or inessential information, e.g. he offered to drive me home (again!) but I politely declined.	Sp
	Name one use of a question mark.	Interrogative – show that a sentence is a question.	Sp
	Name one use of an exclamation mark.	Emphasis – emphasise declaratives, e.g. Ron shaved his moustache! Commands – emphasise commands, e.g. Stop! Exclamations or interjections – show surprise, e.g. Oh!	Sp
	Name one use of a full stop.	Ending sentences – show that a sentence has ended, e.g. sentences should end with a full stop. Abbreviations – show an abbreviation has been made (including acronyms, initials and titles), e.g. S. R. R. Martin.	Sp

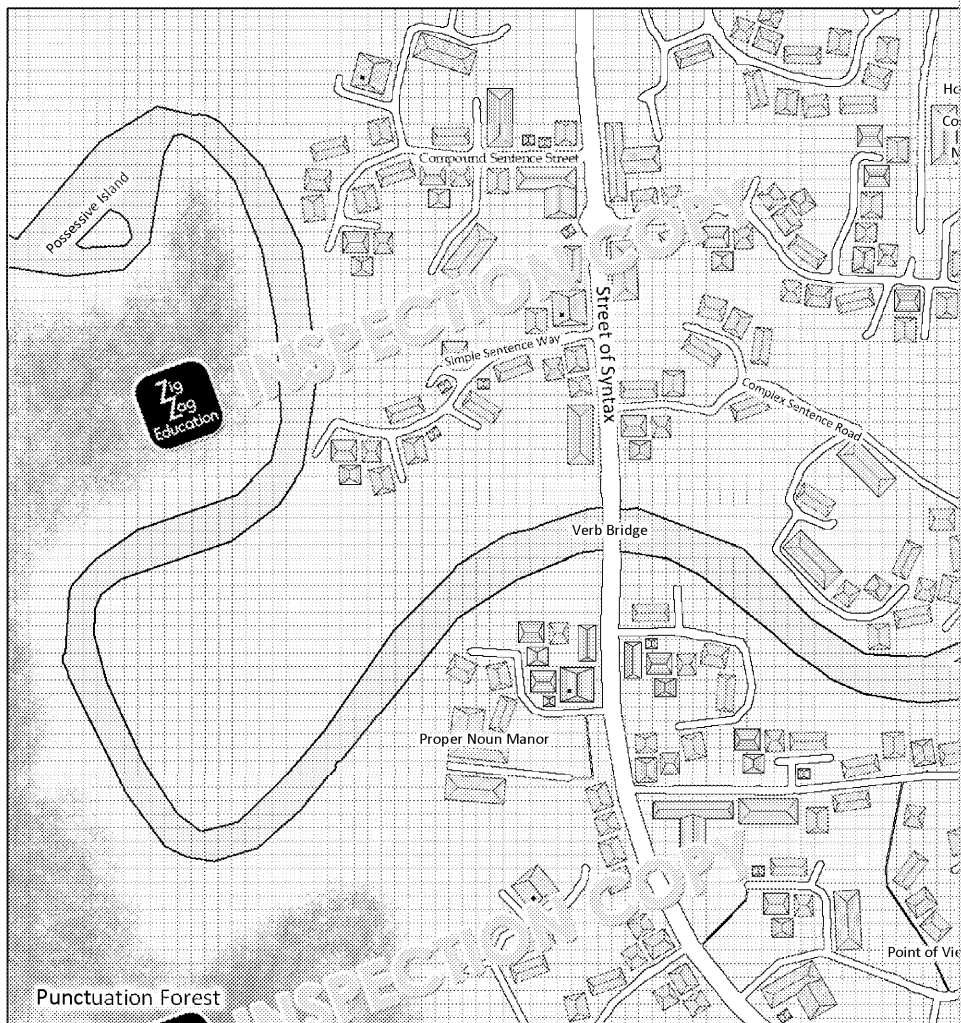


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# Worksheet 30: Kingdom of Grammar

<b>Learning Preference:</b>	Visual
<b>Resources Required:</b>	A3 paper; coloured pens or pencils
<b>Explanation:</b>	<p>Students should draw a literal map of a city in a fantasy kingdom in which King C...</p> <p>They should name the streets and buildings according to different key terms used there might be a Syntax District featuring Clause Tavern on Simple Sentence Street <i>legend</i>, which defines the use of the key terms used.</p> <p>You can find an example below.</p>
<b>Ideal for:</b>	<ul style="list-style-type: none"><li>✓ Students with an existing knowledge of grammar.</li><li>✓ Since the focus is key terms (sans definitions), it could prove useful as a prompt</li><li>✓ Students who enjoy art and geography.</li></ul>



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