

WordFlyers

Year 7 Punctuation Lesson series

No. 1

5
ready-to-use
lessons

This series of five lessons shows how WordFlyers can be incorporated into a teaching and homework program. The focus of the first two lessons in this series is on students mastering the use of **capital letters to start sentences**, and **full stops, question and exclamation marks to end them**. Other lessons revise **using apostrophes to show possession and contractions**, and **using commas to separate clauses and items in a list**. **Using a comma after a phrase and punctuating direct speech** are also covered. In Lesson 5, students can show what they have learned from this lesson series by writing a narrative that may be used for assessment purposes.

The content is designed for 60 minute lessons; however, it does not take rollcall or packing up into account, and teachers should adjust as necessary.

Included resources

- WordFlyers website
- Lesson 1 worksheet:
What makes a sentence a sentence?
- Lesson 2 worksheet:
Punctuating sentences
- Lesson 3 game sheets:
Who said what?
- Lesson 4 worksheet:
Using commas
- Lesson 5 worksheet:
Using apostrophes
- Lesson 5 worksheet:
Punctuating direct speech
- Lesson 5 worksheet:
Writing a draft of an imaginary conversation
- Lesson 5 worksheet:
Writing an imaginary conversation
- *Achieve! Interactive Instant Lessons*
– English Book 3, pp. 28, 40
(ISBN: 978 1 92209 022 5)
- *Achieve! Interactive Instant Lessons*
– English Book 4, pp. 64, 88
(ISBN: 978 1 92209 023 2)

Note: This series of lessons assumes students have access to personal computers, laptops or tablets during class.

Year 7 WordFlyers units featuring the punctuation focus

LESSON 1

Punctuation focus	WordFlyers content:
• Components of a sentence	7.2.8 What's the 'best buy?' 7.2.13 My life is NOT a Twilight movie

LESSON 2

Punctuation focus	WordFlyers content:
• Capital letters • Full stops, question and exclamation marks • Declarative, interrogative and exclamatory sentences	7.1.1 Breaking up, for the best 7.2.2 Inventing me 7.2.8 What's the 'best buy?' 7.2.13 My life is NOT a Twilight movie

LESSON 3

Punctuation focus	WordFlyers content:
• Direct speech • Dialogue	7.2.1 Ally's big break

LESSON 4

Punctuation focus	WordFlyers content:
• Commas • Clauses, phrases and lists	7.1.8 Alone, cold and 14 tomorrow 7.2.4 From lab to cone 7.2.7 I should have stayed at home

LESSON 5

Punctuation focus	WordFlyers content:
• Apostrophes • Dialogue	7.2.1 Ally's big break 7.2.11 At home with WiFi 7.3.2 The colour of our town

LESSON 1

Focus

Components of a sentence

What will students know and be able to do?

- Identify the subject, verb and object in a sentence.
- Explain what makes a complete sentence.

Main learning activities

Teacher input (worksheet provided):

- Revise and explain the function of the three components of a sentence – the subject, object and verb. Explain what makes a complete sentence, focusing on punctuation.
- Write notes on the whiteboard as revision, and ask students to copy them down.
- What makes a sentence a sentence? Students complete question 1. Revise the parts of a sentence. Students complete question 2. Work through the answers together. (30 mins)

Group discussion and whiteboard activity:

Students are to recognise the parts of a sentence and their purposes. Ask a student to write a simple sentence on the whiteboard, using a black marker. Ask a volunteer to underline the subject in red, the object in blue, the verb in green. The student also circles the first letter of the sentence and any punctuation. Ask students if the marks correctly identify the components of the sentence. Repeat until you have ten sentences marked up in this way on the whiteboard. (20 mins)

ICT practice and reinforcement:

Students complete the Punctuation lessons from **WordFlyers** content 7.2.8 What's the 'best buy?' and 7.2.13 My life is NOT a Twilight movie. (10 mins)

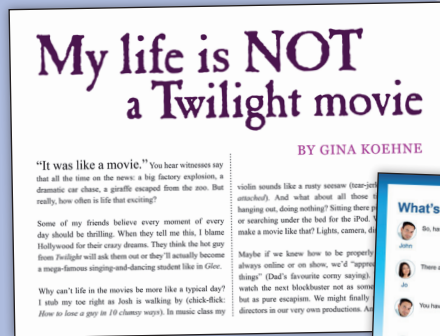
Assessment and resources

Formative: Worksheet

- Lesson 1 worksheet: What makes a sentence a sentence?
- Teacher ideas: What makes a sentence a sentence?
- Whiteboard with black, red, blue and green markers
- Access to laptops, tablets or lab computers and **WordFlyers**

Links

Australian Curriculum:
ACELA1449



BY GINA KOEHNE

"It was like a movie," you hear witnesses say that all the time on the news: a big factory explosion, a dramatic car chase, a giraffe escaped from the zoo. But really, how often is life that exciting?

Some of my friends believe every moment of every day should be thrilling. When they tell me this, I blame Hollywood for their crazy dreams. They think the hot guy from *Twilight* will ask them out or they'll actually become a mega-famous singing-and-dancing student like Glee.

Why can't life in the movies be more like a typical day? I stub my toe right as Josh is walking by (click-click. How to lose a guy in 10 clumsy ways). In music class my violin sounds like a rusty saw (I'm sorry, I'm sorry, I'm sorry. And what about all those times I'm hanging out, doing nothing? Sitting there passively watching under the bed for the iPod, or making a movie like that? Lights, camera, action!)

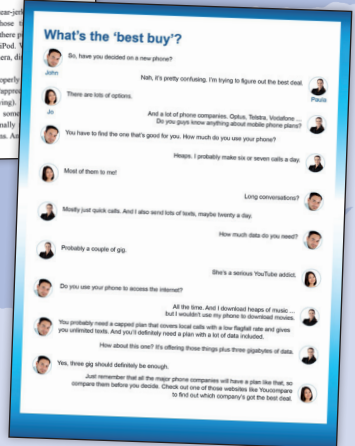
Maybe if we knew how to be properly always online or on show, we'd 'appear things' (Dad's favourite corny saying), watch the next blockbuster not as some but as pure escapism. We might finally discover in our very own productions. And

violins sounds like a rusty saw (I'm sorry, I'm sorry, I'm sorry. And what about all those times I'm hanging out, doing nothing? Sitting there passively watching under the bed for the iPod, or making a movie like that? Lights, camera, action!)

Maybe if we knew how to be properly always online or on show, we'd 'appear things' (Dad's favourite corny saying), watch the next blockbuster not as some but as pure escapism. We might finally discover in our very own productions. And

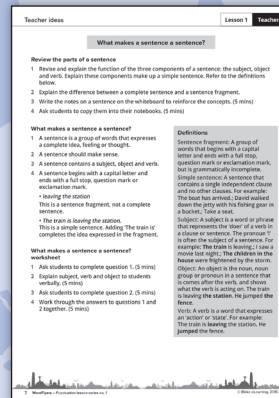
See page 7

ICT practice and reinforcement Punctuation 7.2.8 and 7.2.13



What's the 'best buy'?

Do you have you decided on a new phone?
Ash, it's pretty confusing. I'm trying to figure out the best deal.
There are lots of options.
All kind of phone companies, Oofus, Tobias, Vodafone. Do you just know anything about mobile phone plans?
You have to find the one that's good for you. How much do you use your phone?
Most of them is out!
Mostly just quick calls. And I also send lots of texts, maybe twenty a day.
Probably a couple of gigs.
How much data do you need?
Do you use your phone to access the internet?
Oh that's a serious YouTube addict.
All the time. And I downloaded heaps of music, but I couldn't use my phone to download music.
You probably need a capped plan that covers local calls with a low flag rate and gives you unlimited texts. And you'll definitely need a plan with a lot of data included.
How about this one? It's offering three things plus three gigabytes of data.
You think you should definitely be enough.
Just remember that all of the major phone companies will have a plan like that to compare them before you decide. Check out one of those websites like YouCompare to find out which company's got the best deal.



Teacher input Teacher ideas (p.7)

Teacher ideas
Lesson 1 Teacher

What makes a sentence a sentence?

Review the parts of a sentence

1. Revise and explain the function of the three components of a sentence: the subject, object and verb. Explain how these components make up a simple sentence. Refer to the definitions below.
2. Explain the difference between a complete sentence and a sentence fragment.
3. Write the notes on a sentence on the whiteboard to reinforce the concepts. (5 mins)
4. Ask students to copy them into their notebooks. (5 mins)

What makes a sentence a sentence?

1. A sentence is a group of words that expresses a complete idea, feeling or thought.
2. A sentence should make sense.
3. A sentence contains a subject, object and verb.
4. A sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark.

Examples:

- leaving the station
This is a sentence fragment, not a complete sentence.
- The train is leaving the station.
This is a complete sentence. Adding the part of the sentence that completes the idea expressed in the fragment.

What makes a sentence a sentence?

Worksheet

1. Ask students to complete question 1. (5 mins)
2. Explain subject, verb and object to students verbally. (5 mins)
3. Ask students to complete question 2. (5 mins)
4. Work through the answers to questions 1 and 2 together. (5 mins)

Definitions

Sentence fragment: A group of words that begins with a capital letter and ends with a full stop, question mark or exclamation mark, but is grammatically incomplete.

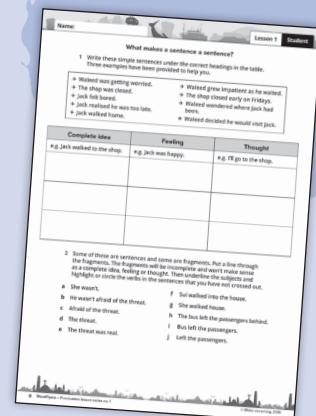
Simple sentence: A sentence that contains a single independent clause and no other clauses. For example: The boat has arrived. David walked down the city with his fishing gear in a bucket. Take a seat.

Subject: A noun or phrase that represents the part of a verb or clause or sentence. The pronoun 'I' in the sentence 'I saw a movie last night.' The children that house were frightened by the storm.

Object: A noun or phrase that represents the part of a verb or clause or sentence that comes after the verb and shows who the verb is acting on. The train is leaving the station. He jumped the fence.

Verb: A word that expresses an action or state. For example: The train is leaving the station. He jumped the fence.

Teacher input worksheet (p.8)



Name: _____ Lesson 1 Student

What makes a sentence a sentence?

1. Write these simple sentences under the correct headings in the table. These examples have been provided to help you.

<ul style="list-style-type: none"> • Wheeled man getting married. • The ship was closed. • Jack fell down. • Jack realised he was too late. • Jack walked home. 	<ul style="list-style-type: none"> • World got too temperate as he walked. • The ship closed early on Friday. • Heated wondered where Jack had been. • Wheeled decided he would visit Jack.
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Complete idea	Feeling	Thought
e.g. Jack walked to the shop.	e.g. Jack was happy.	e.g. He got to the shop.

2. Some of these are sentences and some are fragments. Put a star through the fragments. The fragments will be incomplete and won't make sense if left as they are. Write the complete sentence under the subject and object or state the words in the sentences that you have not crossed out.

<ul style="list-style-type: none"> • She wasn't. • He wasn't afraid of the street. • About the street. • The street. • The street was red. 	<ul style="list-style-type: none"> • She walked on the house. • She walked home. • She walked the passengers behind. • She left the passengers. • Left the passengers.
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LESSON 2

Focus

- Capital letters
- Full stops, question and exclamation marks
- Declarative, interrogative and exclamatory sentences

What will students know and be able to do?

- Identify the uses of capital letters, full stops, question and exclamation marks.
- Describe declarative, interrogative and exclamatory sentences.
- Identify examples of the three sentence types.
- Punctuate the sentence types.

Main learning activities

Teacher input (Teacher ideas sheet provided):

- Explain when a capital letter is used.
- Define the three types of sentences and discuss the purposes of each one. Point out the different punctuation marks used.
- Write notes on the whiteboard to reinforce the concepts and for students to copy into their notebooks. (20 mins)

Using ICT texts as reference material:

Ask students to find one declarative, one interrogative and one exclamatory sentence in the **WordFlyers** texts – 7.2.8 **What's the 'best buy?'** and 7.2.13 **My life is NOT a Twilight movie**. (15 mins)

Peer assessment activity:

Discuss some of the examples from the **WordFlyers** texts. Ask students to confer with a partner about whether each of their example sentences for each type is correct. (15 mins)

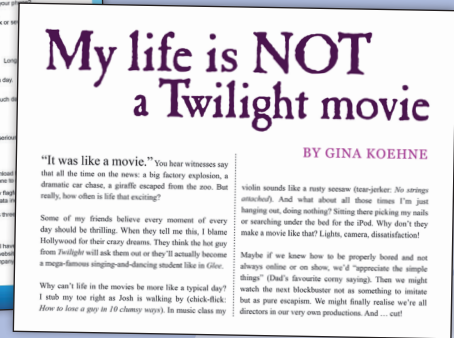
ICT practice and reinforcement:

Students complete the Punctuation lessons from **WordFlyers** content 7.1.1 **Breaking up, for the best** and 7.2.2 **Inventing me**. (10 mins)

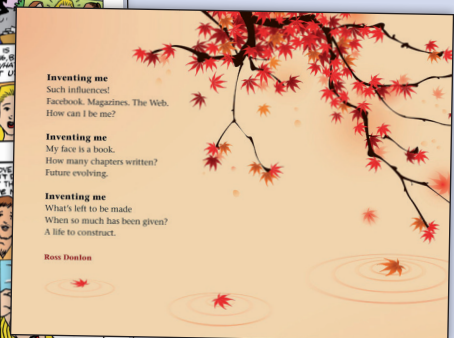
Homework (worksheet provided):

The sentence: beginnings and endings worksheet

See page 10

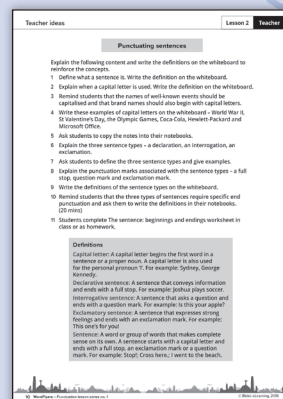


Using ICT texts as reference material Texts 7.2.8 and 7.2.13



ICT practice and reinforcement Punctuation 7.1.1 and 7.2.2

See page 11



Assessment and resources

Formative: ICT practice and reinforcement

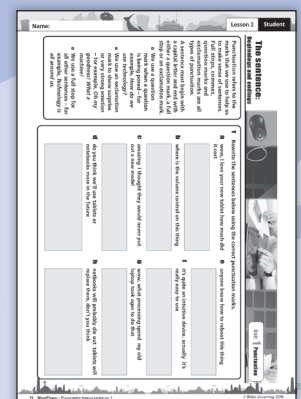
- Teacher ideas: Punctuating sentences
- Whiteboard and marker
- Write-in notebooks used for English
- The sentence: beginnings and endings (*Achieve! Interactive Instant Lessons – English, Book 3, p.28*)
- Access to laptops, tablets or lab computers and **WordFlyers**

Links

Australian Curriculum:
ACELA1534



Teacher input Teacher ideas (p.10)



Homework worksheet (p.11)

LESSON 3

Focus

- Direct speech
- Dialogue

What will students know and be able to do?

- Identify parts of direct speech – the actual words, dialogue tag and punctuation marks.
- Write grammatically correct sentences that contain direct speech.
- Punctuate direct speech and dialogue.

Main learning activities

Teacher input (cut-out sheets provided):

- Allow preparation time for the class game Who said what? Before you start the game, you will need to allow students enough time to make cut-outs from photocopies of the cut-out sheets.
- Using scissors, students cut out all the pieces. Ask the students to keep the three types in separate piles to minimise the need for sorting. (20 mins)

Class game (resource sheet provided):

Who said what? Provide one student resource sheet to each group. Provide students with the cut-out sheets. Ask each group to make three sentences containing direct speech. Each group provides examples of declarative, interrogative and exclamatory dialogue. Then students make ten correctly punctuated pieces of direct speech. When the time is up, ask students to attach their most complex piece of direct speech to the whiteboard. The sentence with the most correctly applied punctuation marks wins. (30 mins)

Writing activity:

After the class game is finished, students write their sentences in their notebooks, ensuring they apply the rules of punctuation appropriately. Students exchange books with a partner to check each other's punctuation. (10 mins)

ICT practice and reinforcement:

Students complete the Punctuation lesson from WordFlyers content 7.2.1 Ally's big break. (5 mins)

Homework (worksheet provided):

Punctuating dialogue worksheet

Assessment and resources

Formative: Written self-assessment activity

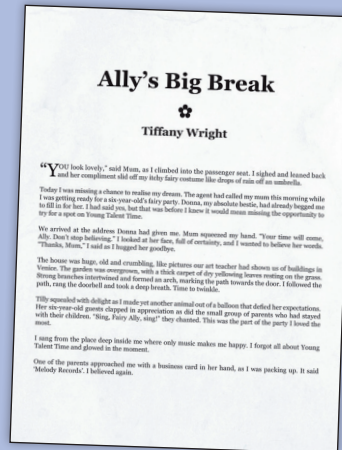
- Lesson 3 cut-outs: Who said what?
- Lesson 3: Student resource sheet: Who said what?
- Lesson 3 tips: Who said what?
- Teacher instructions for Who said what?
- Whiteboard and marker
- Write-in notebooks used for English
- Scissors (one pair per student) and removable adhesive
- Punctuating dialogue (*Achieve! Interactive Instant Lessons – English, Book 4, p.88*)
- Access to laptops, tablets or lab computers and WordFlyers

Links

Australian Curriculum:
ACELA1532, ACELY1722

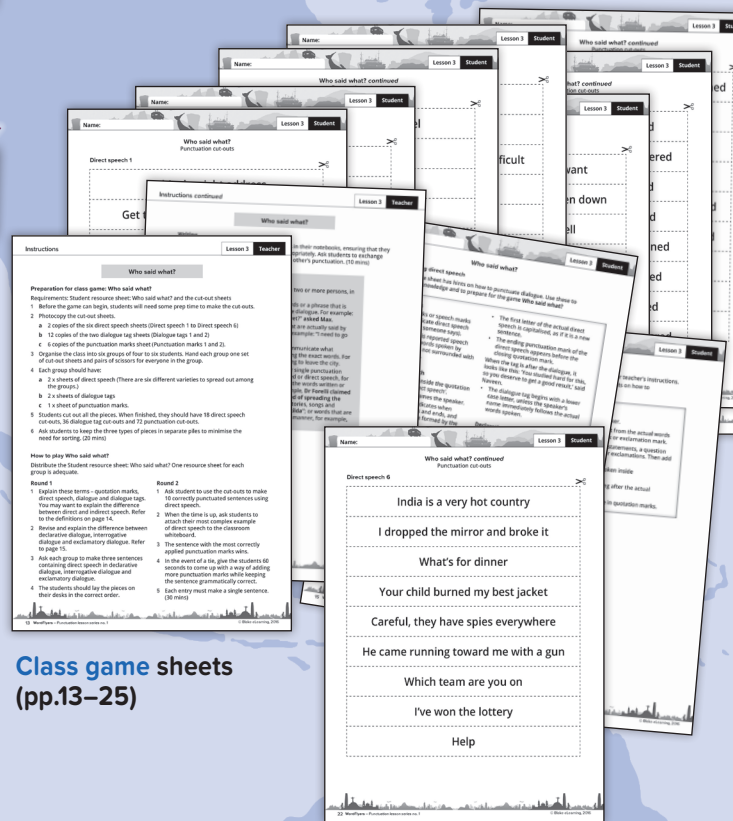


ICT practice and reinforcement
Punctuation 7.2.1

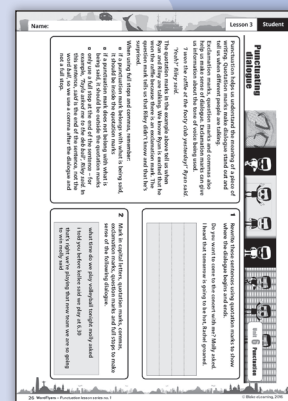


See page 13

See page 15



Class game sheets (pp.13–25)



Homework worksheet (p.26)

Year 7 Punctuation Lesson series No. 1 continued

LESSON 4

Focus

- Commas
- Clauses, phrases and lists

What will students know and be able to do?

- Appropriately use a comma after an introductory phrase and to separate clauses.
- Appropriately use a comma in a series of items in a list.
- Explain how clauses operate in sentences.

Main learning activities

Establish students' prior knowledge:

- Discuss reasons and examples of why commas are used in writing (to promote clarity and cohesion).
- Students volunteer definitions of a phrase and a clause, and the differences between the two.
- Students think about the relationship between commas and clauses in a sentence.
- Ask students to explain how commas are used in a list. (10 mins)

Teacher input:

Explain the content on the Teacher ideas sheet Using commas. (10 mins)

Individual activity (worksheet provided):

Using commas worksheet. (10 mins)

ICT practice and reinforcement:

Students complete the Punctuation lessons from **WordFlyers** content **71.8 Alone, cold and 14 tomorrow** (commas separating items in a list), **72.4 From lab to cone** (commas separating clauses) and **72.7 I should have stayed at home** (commas separating introductory prepositional phrases). (10–15 mins)

Writing activity:

Students write five original sentences in their notebooks, ensuring that they apply the rules of sentence punctuation appropriately. They exchange books with a partner to check each other's punctuation. (15 mins)

Homework (worksheet provided):

The comma worksheet.

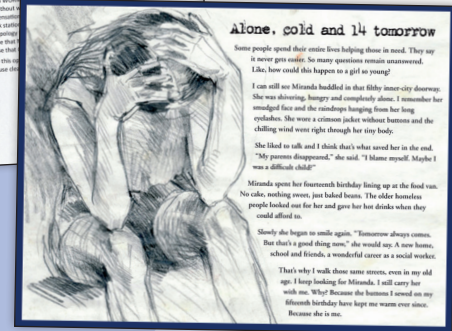
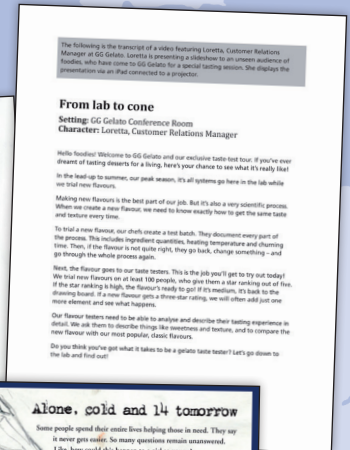
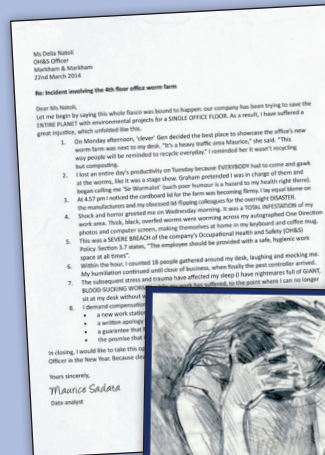
Assessment and resources

Formative: Class discussion

- Lesson 4 worksheet: Using commas
- Teacher ideas: Using commas
- Write-in notebooks used for English
- The comma (*Achieve! Interactive Instant Lessons – English, Book 3, p.40*)
- Access to laptops, tablets or lab computers and **WordFlyers**

Links

Australian Curriculum:
ACELA1532, ACELA1534



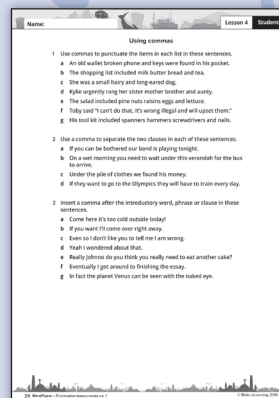
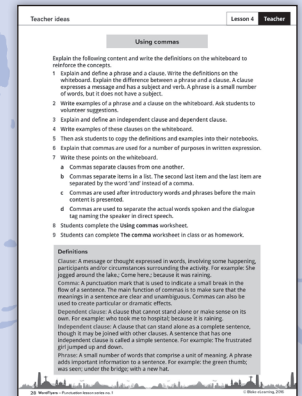
ICT practice and reinforcement Punctuation 71.8, 72.4 and 72.7

See page 28

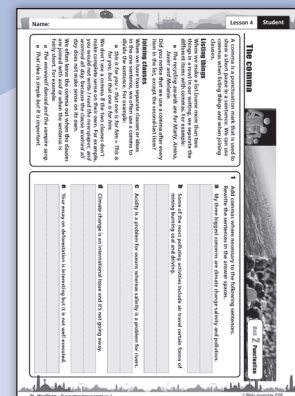
See page 29

See page 31

Teacher input Teacher ideas sheet (p.28)



Individual activity worksheet (p.29)



Homework worksheet (p.31)

LESSON 5

Focus

- Apostrophes
- Dialogue

What will students know and be able to do?

- Identify the main uses of apostrophes in punctuating sentences.
- Explain the difference between apostrophes of possession and contraction.
- Distinguish between regular and possessive plurals.
- Write a conversation using apostrophes, direct speech and dialogue.

Main learning activities

Teacher input (worksheets provided):

- Distribute Using apostrophes and Punctuating direct speech worksheets for students to complete individually. (10 mins)
- Collect and mark the worksheets.

ICT practice and reinforcement:

Students complete the Punctuation lessons from **WordFlyers** content **7.2.1 Ally's big break** (quotation marks), **7.2.11 At home with WiFi** (using commas to separate clauses), and **7.3.2 The colour of our town** (using apostrophes for contractions and to show possession). (15 mins)

Writing activity:

- Distribute the two worksheets on writing an imaginary conversation. Give students the remainder of the lesson to work on their draft.
- The task of writing the final essay could be extended over another lesson or assigned for completion as homework. (35 mins)

Homework (worksheet provided):

The apostrophe worksheet

Assessment and resources

Formative: Worksheet activities

Summative: Extended writing task

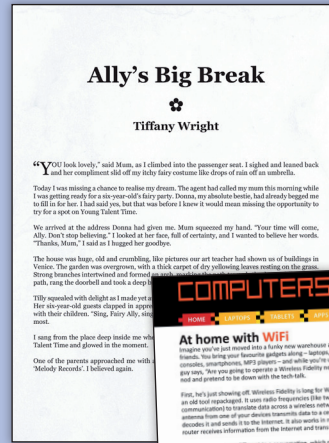
- Lesson 5 worksheet: Using apostrophes
- Lesson 5 worksheet: Punctuating direct speech
- Lesson 5 worksheet: Writing a draft of an imaginary conversation
- Lesson 5 worksheet: Writing an imaginary conversation
- Write-in notebooks used for English
- The apostrophe (*Achieve! Interactive Instant Lessons – English, Book 4, p.64*)
- Access to laptops, tablets or lab computers and **WordFlyers**

Links

Australian Curriculum:
ACELA1534, ACELY1725, ACELY1726

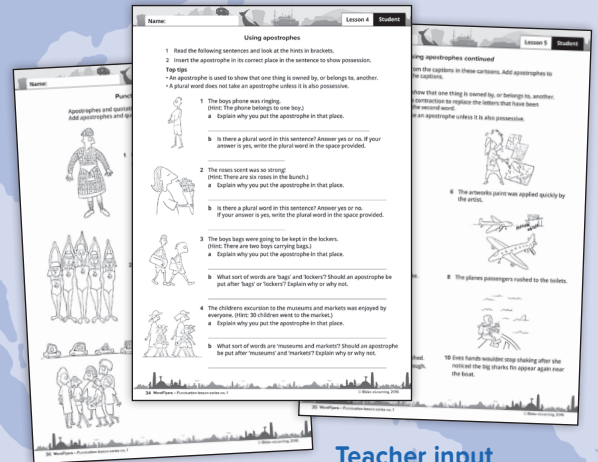


Homework worksheet (p.40)



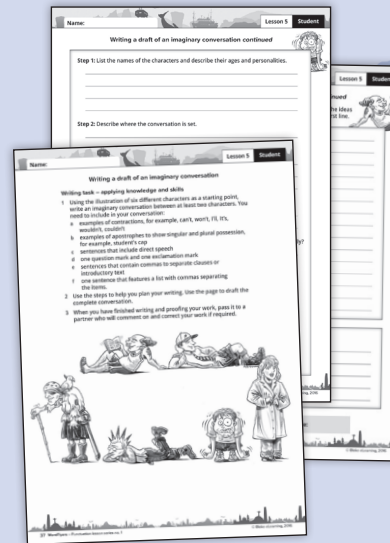
See page 34

ICT practice and reinforcement
Punctuation 7.2.1, 7.2.11 and 7.3.2

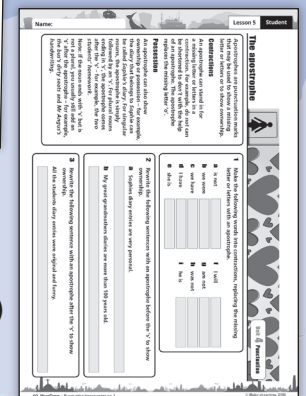


See page 37

Teacher input sheets (pp.34-36)



Writing activity worksheets (pp.37-39)



What makes a sentence a sentence?

Review the parts of a sentence

- 1 Revise and explain the function of the three components of a sentence: the subject, object and verb. Explain these components make up a simple sentence. Refer to the definitions below.
- 2 Explain the difference between a complete sentence and a sentence fragment.
- 3 Write the notes about the parts of a sentence on the whiteboard to reinforce the concepts. (5 mins)
- 4 Ask students to copy them into their notebooks. (5 mins)

What makes a sentence a sentence?

- 1 A sentence is a group of words that expresses a complete idea, feeling or thought.
- 2 A sentence should make sense.
- 3 A sentence contains a subject, object and verb.
- 4 A sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark.

- *leaving the station*

This is a sentence fragment, not a complete sentence.

- *The train is leaving the station.*

This is a simple sentence. Adding 'The train is' completes the idea expressed in the fragment.

What makes a sentence a sentence? worksheet

- 1 Ask students to complete question 1. (5 mins)
- 2 Explain subject, verb and object to students verbally. (5 mins)
- 3 Ask students to complete question 2. (5 mins)
- 4 Work through the answers to questions 1 and 2 together. (5 mins)

Definitions

Sentence fragment: A group of words that begins with a capital letter and ends with a full stop, question mark or exclamation mark, but is grammatically incomplete.

Simple sentence: A sentence that contains a single independent clause and no other clauses. For example: The boat has arrived.; David walked down the jetty with his fishing gear in a bucket.; Take a seat.

Subject: A subject is a word or phrase that represents the 'doer' of a verb in a clause or sentence. The pronoun 'I' is often the subject of a sentence. For example: **The train** is leaving.; I saw a movie last night.; **The children in the house** were frightened by the storm.

Object: An object is the noun, noun group or pronoun in a sentence that comes after the verb, and shows what the verb is acting on. The train is leaving **the station**. He jumped **the fence**.

Verb: A verb is a word that expresses an 'action' or 'state'. For example: The train **left** the station. He **jumped** the fence.

What makes a sentence a sentence?

- 1 Write these simple sentences under the correct headings in the table. Three examples have been provided to help you.

- | | |
|----------------------------------|--|
| → Waleed was getting worried. | → Waleed grew impatient as he waited. |
| → The shop was closed. | → The shop closed early on Fridays. |
| → Jack felt bored. | → Waleed wondered where Jack had been. |
| → Jack realised he was too late. | → Waleed decided he would visit Jack. |
| → Jack walked home. | |

Complete idea	Feeling	Thought
e.g. Jack walked to the shop.	e.g. Jack was happy.	e.g. I'll go to the shop.

- 2 Some of these are sentences and some are fragments. Put a line through the fragments. The fragments will be incomplete and won't make sense as a complete idea, feeling or thought. Then underline the subjects and highlight or circle the verbs in the sentences that you have not crossed out.

- | | |
|-----------------------------------|---------------------------------------|
| a She wasn't. | f Sui walked into the house. |
| b He wasn't afraid of the threat. | g She walked house. |
| c Afraid of the threat. | h The bus left the passengers behind. |
| d The threat. | i Bus left the passengers. |
| e The threat was real. | j Left the passengers. |

What makes a sentence a sentence?

1

Complete idea	Feeling	Thought
e.g. Jack walked to the shop.	e.g. Jack was happy.	e.g. I'll go to the shop.
Jack walked home.	Waleed was getting worried.	Waleed decided he would visit Jack.
The shop closed early on Fridays.	Jack felt bored.	Waleed wondered where Jack had been.
The shop was closed.	Waleed grew impatient as he waited.	Jack realised he was too late.

2 The subjects are underlined and the verbs are in bold.
The sentence fragments are crossed out.

- a ~~She wasn't.~~
- b He **wasn't** afraid of the threat.
- c ~~Afraid of the threat.~~
- d ~~The threat.~~
- e The threat **was** real.
- f Sui **walked** into the house.
- g ~~She walked house.~~
- h The bus **left** the passengers behind.
- i ~~Bus left the passengers.~~
- j ~~Left the passengers.~~

Punctuating sentences

Explain the following content and write the definitions on the whiteboard to reinforce the concepts.

- 1 Define what a sentence is. Write the definition on the whiteboard.
- 2 Explain when a capital letter is used. Write the definition on the whiteboard.
- 3 Remind students that the names of well-known events should be capitalised and that brand names should also begin with capital letters.
- 4 Write these examples of capital letters on the whiteboard – World War II, St Valentine’s Day, the Olympic Games, Coca-Cola, Hewlett-Packard and Microsoft Office.
- 5 Ask students to copy the notes into their notebooks.
- 6 Explain the three sentence types – a declaration, an interrogation, an exclamation.
- 7 Ask students to define the three sentence types and give examples.
- 8 Explain the punctuation marks associated with the sentence types – a full stop, question mark and exclamation mark.
- 9 Write the definitions of the sentence types on the whiteboard.
- 10 Remind students that the three types of sentences require specific end punctuation and ask them to write the definitions in their notebooks. (20 mins)
- 11 Students complete The sentence: beginnings and endings worksheet in class or as homework.

Definitions

Capital letter: A capital letter begins the first word in a sentence or a proper noun. A capital letter is also used for the personal pronoun ‘I’. For example: Sydney, George Kennedy.

Declarative sentence: A sentence that conveys information and ends with a full stop. For example: Joshua plays soccer.

Interrogative sentence: A sentence that asks a question and ends with a question mark. For example: Is this your apple?

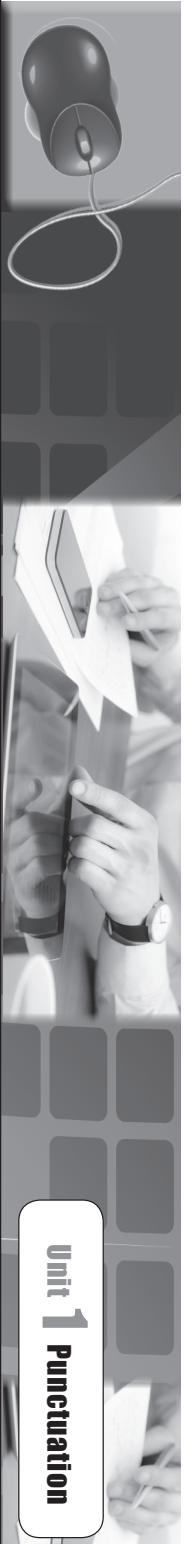
Exclamatory sentence: A sentence that expresses strong feelings and ends with an exclamation mark. For example: This one’s for you!

Sentence: A word or group of words that makes complete sense on its own. A sentence starts with a capital letter and ends with a full stop, an exclamation mark or a question mark. For example: Stop!; Cross here.; I went to the beach.

Name: _____

The sentence:

Beginnings and endings



Unit 1 Punctuation

Punctuation refers to the marks that we use to help us to make sense of sentences. Full stops, commas, question marks and exclamation marks are all types of punctuation.

A sentence must begin with a capital letter and end with either a question mark, a full stop or an exclamation mark.

- We use a question mark when a question is being posed – for example, *How do we use technology?*
- We use an exclamation mark to show surprise or very strong emotion – for example, *Oh my goodness! What a machine!*
- We use a full stop for all other sentences – for example, *Technology is all around us.*

1 Rewrite the sentences below using the correct punctuation marks.

a wow, I love your new tablet how much did it cost

b where is the volume control on this thing

c amazing I thought they would never put out a new model

d do you think we'll use tablets or notebooks more in the future

e anyone know how to reboot this thing

f it's quite an intuitive device, actually it's really easy to use

g wow, what processing speed my old laptop took ages to do that

h notebooks will probably die out tablets will replace them, don't you think

The sentence: beginnings and endings
Achieve! Interactive Instant Lessons – English, Book 3, p.28

- a Wow! I love your new tablet! How much did it cost?
- b Where is the volume control on this thing?
- c Amazing! I thought they would never put out a new model. (The contraction 'they'd' is also acceptable.)
- d Do you think we'll use tablets or notebooks more in the future?
- e Anyone know how to reboot this thing?
- f It's quite an intuitive device. Actually, it's really easy to use!
- g Wow! What processing speed! My old laptop took ages to do that.
- h Netbooks will probably die out. Tablets will replace them, don't you think?

Who said what?

Preparation for class game: Who said what?

Requirements: Student resource sheet: Who said what? and the cut-out sheets

- 1 Before the game can begin, students will need some prep time to make the cut-outs.
- 2 Photocopy the cut-out sheets.
 - a 2 copies of the six direct speech sheets (Direct speech 1 to Direct speech 6)
 - b 12 copies of the two dialogue tag sheets (Dialogue tags 1 and 2)
 - c 6 copies of the punctuation marks sheet (Punctuation marks 1 and 2).
- 3 Organise the class into six groups of four to six students. Hand each group one set of cut-out sheets and pairs of scissors for everyone in the group.
- 4 Each group should have:
 - a 2 x sheets of direct speech (There are six different varieties to spread out among the groups.)
 - b 2 x sheets of dialogue tags
 - c 1 x sheet of punctuation marks.
- 5 Students cut out all the pieces. When finished, they should have 18 direct speech cut-outs, 36 dialogue tag cut-outs and 72 punctuation cut-outs.
- 6 Ask students to keep the three types of pieces in separate piles to minimise the need for sorting. (20 mins)

How to play Who said what?

Distribute the Student resource sheet: Who said what? One resource sheet for each group is adequate.

Round 1

- 1 Explain these terms – quotation marks, direct speech, dialogue and dialogue tags. You may want to explain the difference between direct and indirect speech. Refer to the definitions on page 14.
- 2 Revise and explain the difference between declarative dialogue, interrogative dialogue and exclamatory dialogue. Refer to page 15.
- 3 Ask each group to make three sentences containing direct speech in declarative dialogue, interrogative dialogue and exclamatory dialogue.
- 4 The students should lay the pieces on their desks in the correct order.

Round 2

- 1 Ask student to use the cut-outs to make 10 correctly punctuated sentences using direct speech.
- 2 When the time is up, ask students to attach their most complex example of direct speech to the classroom whiteboard.
- 3 The sentence with the most correctly applied punctuation marks wins.
- 4 In the event of a tie, give the students 60 seconds to come up with a way of adding more punctuation marks while keeping the sentence grammatically correct.
- 5 Each entry must be a single sentence. (30 mins)

Who said what?**Writing**

After the game, students write the sentences in their notebooks, ensuring that they apply the rules of sentence punctuation appropriately. Ask students to exchange their notebooks with a partner to check each other's punctuation. (10 mins)

Definitions

Dialogue: A conversation between two or more persons, in daily life or in a novel, play or film.

Dialogue tag: A small group of words or a phrase that is before, after or in the middle of the dialogue. For example: "Have you been to the post office yet?" **asked Max.**

Direct speech: The exact words that are actually said by a specific person or character. For example: "I need to go home now," said Joseph.

Indirect speech: Words used to communicate what someone else said, but without using the exact words. For example: She said that she was going to leave the city.

Quotation marks: Sets of double or single punctuation marks used to indicate either quoted or direct speech, for example, "**Come here,**" said Mary.; the words written or spoken by another person, for example, **Dr Forelli claimed that "rats have been falsely accused of spreading the plague";** the titles of poems, short stories, songs and articles, for example, "**Waltzing Matilda**"; or words that are being used in an unusual or specific manner, for example, **He was a 'cool' customer.**

Who said what?

Punctuating direct speech

This resource sheet has hints on how to punctuate dialogue. Use these to revise your knowledge and to prepare for the game **Who said what?**

Quotation marks

- Quotation marks or speech marks are used to indicate direct speech (the words that someone says).
- Indirect speech is reported speech (not the actual words spoken by someone) and is not surrounded with quotation marks.

Parts of direct speech

- The actual words inside the quotation marks are the 'direct speech'.
- The dialogue tag names the speaker.
- The punctuation indicates when the speaking begins and ends, and the type of sentence formed by the speech.

Dialogue

- When two or more speakers exchange direct speech in a text, we call this exchange 'dialogue'.
- The dialogue tag tells us who said the words.
- The punctuation marks used with direct speech are quotation marks, full stops, commas, question marks and exclamation marks. Pay attention when using capital and lower case letters.

How to punctuate dialogue

When the tag is before the dialogue, it looks like this: Naveen said, 'Good luck with your exams!'

- A comma comes after the tag and before the direct speech.

- The first letter of the actual direct speech is capitalised, as if it is a new sentence.
- The ending punctuation mark of the direct speech appears before the closing quotation mark.

When the tag is after the dialogue, it looks like this: 'You studied hard for this, so you deserve to get a good result,' said Naveen.

- The dialogue tag begins with a lower case letter, unless the speaker's name immediately follows the actual words spoken.

Declarative direct speech has a comma inside the quotation marks. It looks like this: 'You studied hard for this,' said Naveen.

- This type of direct speech makes a statement. This sentence would usually end with a full stop, but because it is enclosed in quotation marks, we use a comma to end it.
- We close the quotation marks and add the tag, with a full stop at the end.

Interrogative direct speech has a question mark instead of a comma inside the quotation marks. It looks like this: 'Have you studied hard for this?' asked Naveen.

Exclamatory direct speech has an exclamation mark instead of a comma. It looks like this: 'You studied hard for this!' shouted Naveen.

Who said what?

Use the cut-outs to make sentences according to your teacher's instructions. The Student resource sheet: **Who said what?** has hints on how to punctuate dialogue.

Tips

- 1 The tag is the statement that identifies the speaker.
- 2 If the tag comes first, use a comma to separate it from the actual words spoken. Then end with a full stop, question mark or exclamation mark.
- 3 If the actual words come first, use a comma for statements, a question mark for questions and an exclamation mark for exclamations. Then add a full stop to end the tag.
- 4 Capitalise the first letter of the actual words spoken inside quotation marks.
- 5 Give a lower case starting letter to tags appearing after the actual words spoken.
- 6 Only the exact words that are spoken need to be in quotation marks.

Who said what?
Punctuation cut-outs

Direct speech 1



Is this the right address

Get those ferrets out of my room

Where are we going to meet

I enjoy ballroom dancing

I was born in Turkey

I absolutely love it

Surprise

Leave me alone

We've just returned from our ski trip

Who said what? *continued*
Punctuation cut-outs

Direct speech 2



We must get to the hospital

Sticky tape can be very annoying

I can't catch up with you

Is there any room left for me

Please save us

The island is very picturesque

He's not as tough as he looks

We are looking forward to meeting her

Who is paying for dinner

Who said what? *continued*
Punctuation cut-outs

Direct speech 3



No one knows how I feel

That's a good trick

I play a lot of sport

Why has it come to this

How should we proceed

Fantastic

I am so excited

Penguins are lovely birds

Be careful with that sharp knife

Who said what? *continued*
Punctuation cut-outs

Direct speech 4



They aren't real diamonds

He's just won first prize

Getting a job has proven quite difficult

This grasshopper is my pet

How much does it cost

It's better to be safe than sorry

Look at those awesome fireworks

What did they say to you

What time do the shops close tonight

Who said what? *continued*
Punctuation cut-outs

Direct speech 5



I can't decide which one I want

Our new car has already broken down

What is that terrible smell

This is my friend Jess

You're most welcome

Why are we having this conversation

Did anyone feed the cat

You're absolutely crazy

Quick! Run and hide

Who said what? *continued*
Punctuation cut-outs

Direct speech 6



India is a very hot country

I dropped the mirror and broke it

What's for dinner

Your child burned my best jacket

Careful, they have spies everywhere

He came running toward me with a gun

Which team are you on

I've won the lottery

Help

Who said what? *continued*
Punctuation cut-outs

Dialogue tags 1



said Ashley

Isaac said

asked Jack

Aaron wondered

admitted Ciri

Jonas lied

acknowledged Joe

Ella stated

whined Tommy

Rob questioned

whispered Nick

Ahn shouted

bellowed Jace

Otto added

laughed Ned

Xavier answered

warned Inigo

Erika declared

Who said what? *continued*
Punctuation cut-outs

Dialogue tags 2



called Elijah

Enrique complained

cried Parvati

April noted

scolded Grandma

Wal proposed

stammered Milo

Simba begged

pled Suleman

Emad murmured

joked Steve

Su-lan explained

inquired Pavel

Maya urged

reminisced Georgio

Po agreed

commanded Shane

Della screamed

Who said what? *continued*
Punctuation cut-outs

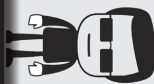
Punctuation marks



"	"	"	"	?	?	?	?
"	"	"	"	!	!	!	!
"	"	"	"
"	"	"	"
"	"	"	"
"	"	"	"
"	"	"	"	,	,	,	,
,	,	,	,	,	,	,	,
,	,	,	,	,	,	,	,

Name: _____

Punctuating dialogue



Unit 6 Punctuation

Punctuation helps us understand the meaning of a piece of writing. Quotation marks make dialogue stand out and tell us when different people are talking.

Exclamation marks, question marks and commas also help us make sense of dialogue. Exclamation marks can give us information about the tone of voice being used.

'I won the raffle at the footy club yesterday!' Ryan said.

'Yeah?' Riley said.

The quotation marks in the example above tell us when Ryan and Riley are talking. We know Ryan is excited that he won the raffle because there is an exclamation mark. The question mark tells us that Riley didn't know and that he's surprised.

When using full stops and commas, remember:

- if a punctuation mark belongs with what is being said, it should be inside the quotation marks
- if a punctuation mark does not belong with what is being said, it should be outside the quotation marks
- only use a full stop at the end of the sentence – for example, *'Tayla asked me to the deb ball', Riley said.* In this sentence, *said* is the end of the sentence, not the word *ball*, so we use a comma after the dialogue and not a full stop.

1 Rewrite these sentences using quotation marks to show where the dialogue begins and ends.

Do you want to come to the concert with me? Molly asked.
I heard that tomorrow is going to be hot, Rachel groaned.

2 Mark in capital letters, quotation marks, commas, exclamation marks, question marks and full stops to make sense of the following dialogue.

what time do we play volleyball tonight molly asked
i told you before kellee said we play at 6.30
that's right we're playing that new team we are so going
to win molly said

Punctuating dialogue

Achieve! Interactive Instant Lessons – English, Book 4, p.88

- 1 “Do you want to come to the concert with me?” Molly asked.
“I heard that tomorrow is going to be hot,” Rachel groaned.

- 2 “What time do we play volleyball tonight?” Molly asked.
“I told you before,” Kellee said, “we play at 6.30.”
“That’s right, we’re playing that new team. We are so going to win!” Molly said.

Using commas

Explain the following content and write the definitions on the whiteboard to reinforce the concepts.

- 1 Explain and define a phrase and a clause. Write the definitions on the whiteboard. Explain the difference between a phrase and a clause. A clause expresses a message and has a subject and verb. A phrase is a small number of words, but it does not have a subject.
- 2 Write examples of a phrase and a clause on the whiteboard. Ask students to volunteer suggestions.
- 3 Explain and define an independent clause and dependent clause.
- 4 Write examples of these clauses on the whiteboard.
- 5 Then ask students to copy the definitions and examples into their notebooks.
- 6 Explain that commas are used for a number of purposes in written expression.
- 7 Write these points on the whiteboard.
 - a Commas separate clauses from one another.
 - b Commas separate items in a list. The second last item and the last item are separated by the word 'and' instead of a comma.
 - c Commas are used after introductory words and phrases before the main content is presented.
 - d Commas are used to separate the actual words spoken and the dialogue tag naming the speaker in direct speech.
- 8 Students complete the **Using commas** worksheet.
- 9 Students can complete **The comma** worksheet in class or as homework.

Definitions

Clause: A message or thought expressed in words, involving some happening, participants and/or circumstances surrounding the activity. For example: She jogged around the lake.; Come here.; because it was raining.

Comma: A punctuation mark that is used to indicate a small break in the flow of a sentence. The main function of commas is to make sure that the meanings in a sentence are clear and unambiguous. Commas can also be used to create particular or dramatic effects.

Dependent clause: A clause that cannot stand alone or make sense on its own. For example: who took me to hospital; because it is raining.

Independent clause: A clause that can stand alone as a complete sentence, though it may be joined with other clauses. A sentence that has one independent clause is called a simple sentence. For example: The frustrated girl jumped up and down.

Phrase: A small number of words that comprise a unit of meaning. A phrase adds important information to a sentence. For example: the green thumb; was seen; under the bridge; with a new hat.

Using commas

- 1 Use commas to punctuate the items in each list in these sentences.
 - a An old wallet broken phone and keys were found in his pocket.
 - b The shopping list included milk butter bread and tea.
 - c She was a small hairy and long-eared dog.
 - d Kylie urgently rang her sister mother brother and aunty.
 - e The salad included pine nuts raisins eggs and lettuce.
 - f Toby said "I can't do that. It's wrong illegal and will upset them."
 - g His tool kit included spanners hammers screwdrivers and nails.

- 2 Use a comma to separate the two clauses in each of these sentences.
 - a If you can be bothered our band is playing tonight.
 - b On a wet morning you need to wait under this verandah for the bus to arrive.
 - c Under the pile of clothes we found his money.
 - d If they want to go to the Olympics they will have to train every day.

- 3 Insert a comma after the introductory word, phrase or clause in these sentences.
 - a Come here it's too cold outside today!
 - b If you want I'll come over right away.
 - c Even so I don't like you to tell me I am wrong.
 - d Yeah I wondered about that.
 - e Really Johnno do you think you really need to eat another cake?
 - f Eventually I got around to finishing the essay.
 - g In fact the planet Venus can be seen with the naked eye.

Using commas

- 1 Using commas in lists
 - a An old wallet, broken phone and keys were found in his pocket.
 - b The shopping list included milk, butter, bread and tea.
 - c She was a small, hairy and long-eared dog.
 - d Kylie urgently rang her sister, mother, brother and aunty.
 - e The salad included pine nuts, raisins, eggs and lettuce.
 - f Toby said, "I can't do that. It's wrong, illegal and will upset them."
 - g His tool kit included spanners, hammers, screwdrivers and nails.

- 2 Using a comma to separate clauses
 - a If you can be bothered, our band is playing tonight.
 - b On a wet morning, you need to wait under this verandah for the bus to arrive.
 - c Under the pile of clothes, we found his money.
 - d If they want to go to the Olympics, they will have to train every day.

- 3 Using a comma after an introductory word, phrase or clause
 - a Come here, it's too cold outside today!
 - b If you want, I'll come over right away.
 - c Even so, I don't like you to tell me I am wrong.
 - d Yeah, I wondered about that.
 - e Really Johnno, do you think you really need to eat another cake?
 - f Eventually, I got around to finishing the essay.
 - g In fact, the planet Venus can be seen with the naked eye.

Name: _____

The comma



Unit 2 Punctuation

A comma is a punctuation mark that is used to show a short pause in a sentence. We can use commas when listing things and when joining clauses.

Listing things

When we make a list (name more than two things in a row) in our writing, we separate the different items with commas. For example:

- *The recycling awards are for Marty, Amina, Javier and Melanie.*

Did you notice that we use a comma after every item in the list, except the second-last item?

Joining clauses

When we have two separate clauses or ideas in the one sentence, we often use a comma to divide the sentence. For example:

- *this is for you + that one is for him = This is for you, but that one is for him.*

We don't use a comma if the two clauses don't make complete sense on their own. For example, you would not write *I read the newspaper, and worried all day.* because the clause *worried all day* does not make sense on its own.

We often leave the comma out when the clauses are joined with *and* or when the sentence is fairly short. For example:

- *The werewolf danced and the vampire sang.*
- *That idea is simple but it is important.*

1

Add commas where necessary to the following sentences. Rewrite the sentences in the answer spaces.

- a** My three biggest concerns are climate change salinity and pollution.

.....

.....

- b** Some of the most polluting activities include air travel certain forms of mining burning coal and driving.

.....

.....

- c** Acidity is a problem for oceans whereas salinity is a problem for rivers.

.....

.....

- d** Climate change is an international issue and it's not going away.

.....

.....

- e** Your essay on deforestation is interesting but it is not well executed.

.....

.....

The comma

Achieve! Interactive Instant Lessons – English, Book 3, p.40

- 1 You could omit the comma in **d** and **e**.
 - a My three biggest concerns are climate change, salinity and pollution.
 - b Some of the most polluting activities include air travel, certain forms of mining, burning coal and driving.
 - c Acidity is a problem for the oceans, whereas salinity is a problem for rivers.
 - d Climate change is an international issue, and it's not going away.
 - e Your essay on deforestation is interesting, but it is not well executed.

Using apostrophes

- 1 Distribute Using apostrophes and Punctuating direct speech worksheets. Students complete the tasks individually.
- 2 Distribute Writing a draft of an imaginary conversation and Writing an imaginary conversation worksheets. Set a deadline for the task.
- 3 Students complete worksheet The apostrophe (*Achieve! Interactive Instant Lessons – English, Book 4, p.64*) in class or as homework.

Answers: Using apostrophes

- 1 The boy's phone was ringing.
 - a There is only one boy so the apostrophe is placed after the word 'boy'.
 - b No, there are no plural words.
- 2 The roses' scent was so strong!
 - a There are six roses, so the apostrophe is placed after the word 'roses'.
 - b Yes. The word 'roses' is plural.
- 3 The boys' bags were going to be kept in the lockers.
 - a There are two boys, so the apostrophe is placed after the word 'boys'.
 - b The words 'bags' and 'lockers' are plurals, not possessives, so they don't take apostrophes.
- 4 The children's excursion to the museums and markets was enjoyed by everyone.
 - a The apostrophe is placed after the word 'children' because this word is already a plural. To make a plural possessive, we just add an 's' at the end.
 - b The words 'museums' and 'markets' are plurals, not possessives, so they don't take apostrophes.
- 5 Aaron's golf clubs were old.
- 6 The artwork's paint was applied quickly by the artist.
- 7 Nicholas cut the twins' birthday cake.
- 8 The planes' passengers rushed to the toilets.
- 9 The women's dresses were now finished. But Lina's dress wasn't quite long enough.
- 10 Eve's hands wouldn't stop shaking after she noticed the big shark's fin appear again near the boat.

Answers: Punctuating direct speech

- 1 Uncle Bob's tartan suit fitted him well and he decided to wear it to his sister's wedding. He smiled and said, "I'll make an impression, won't I!"
- 2 Rosehill school's senior swimming team were successful again at this autumn's competition. The coach said, "I'm so incredibly proud of this team."
- 3 Alice's aunties congratulated her when she passed her driving test. She exclaimed, "I was so nervous. When will my legs stop shaking?"

Using apostrophes

- 1 Read the following sentences and look at the hints in brackets.
- 2 Insert the apostrophe in its correct place in the sentence to show possession.

Top tips

- An apostrophe is used to show that one thing is owned by, or belongs to, another.
- A plural word does not take an apostrophe unless it is also possessive.



1 The boys phone was ringing.

(Hint: The phone belongs to one boy.)

- a Explain why you put the apostrophe in that place.

- b Is there a plural word in this sentence? Answer yes or no. If your answer is yes, write the plural word in the space provided.



2 The roses scent was so strong!

(Hint: There are six roses in the bunch.)

- a Explain why you put the apostrophe in that place.

- b Is there a plural word in this sentence? Answer yes or no. If your answer is yes, write the plural word in the space provided.



3 The boys bags were going to be kept in the lockers.

(Hint: There are two boys carrying bags.)

- a Explain why you put the apostrophe in that place.

- b What sort of words are 'bags' and 'lockers'? Should an apostrophe be put after 'bags' or 'lockers'? Explain why or why not.

4 The childrens excursion to the museums and markets was enjoyed by everyone.

(Hint: 30 children went to the market.)

- a Explain why you put the apostrophe in that place.

- b What sort of words are 'museums' and 'markets'? Should an apostrophe be put after 'museums' and 'markets'? Explain why or why not.

Using apostrophes *continued*

Apostrophes are missing from the captions in these cartoons. Add apostrophes to where they are needed in the captions.

Top tips

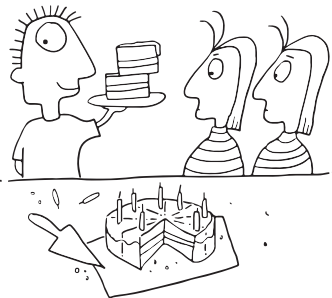
- An apostrophe is used to show that one thing is owned by, or belongs to, another.
- An apostrophe is used in a contraction to replace the letters that have been taken away, usually from the second word.
- A plural word does not take an apostrophe unless it is also possessive.



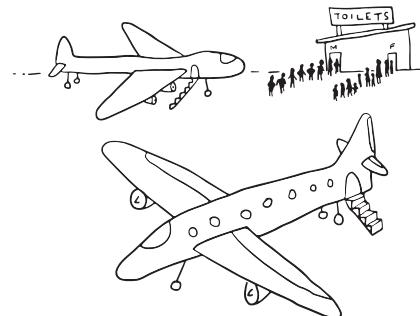
5 Aarons golf clubs were old.



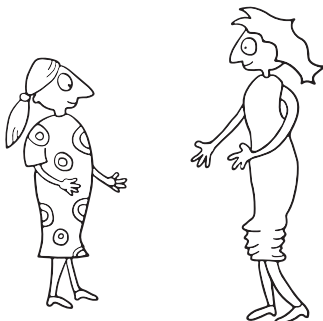
6 The artworks paint was applied quickly by the artist.



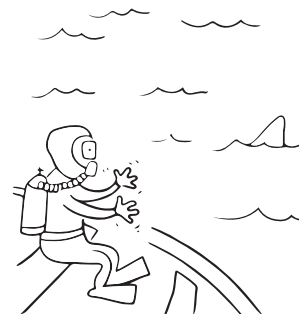
7 Nicholas cut the twins birthday cake.



8 The planes passengers rushed to the toilets.



9 The womens dresses were now finished.
But Linas dress wasnt quite long enough.

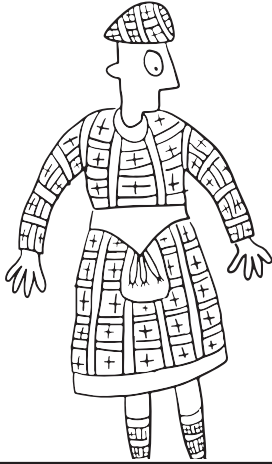


10 Eves hands wouldnt stop shaking after she noticed the big sharks fin appear again near the boat.

Punctuating direct speech

Apostrophes and quotation marks are missing from the sentences. Add apostrophes and quotation marks to where they are needed.

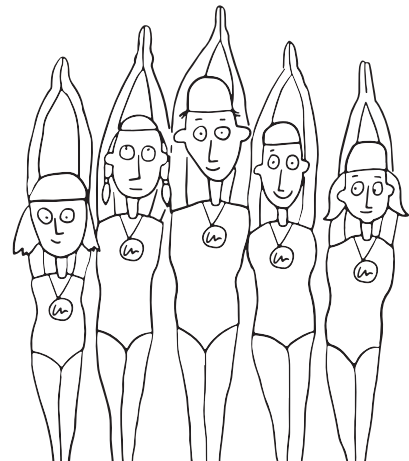
1



Uncle Bobs tartan suit fitted him well and he decided to wear it to his sisters wedding. He smiled and said Ill make an impression, wont I!

2

Rosehill schools senior swimming team were successful again at this autumns competition. The coach said, Im so incredibly proud of this team.



3

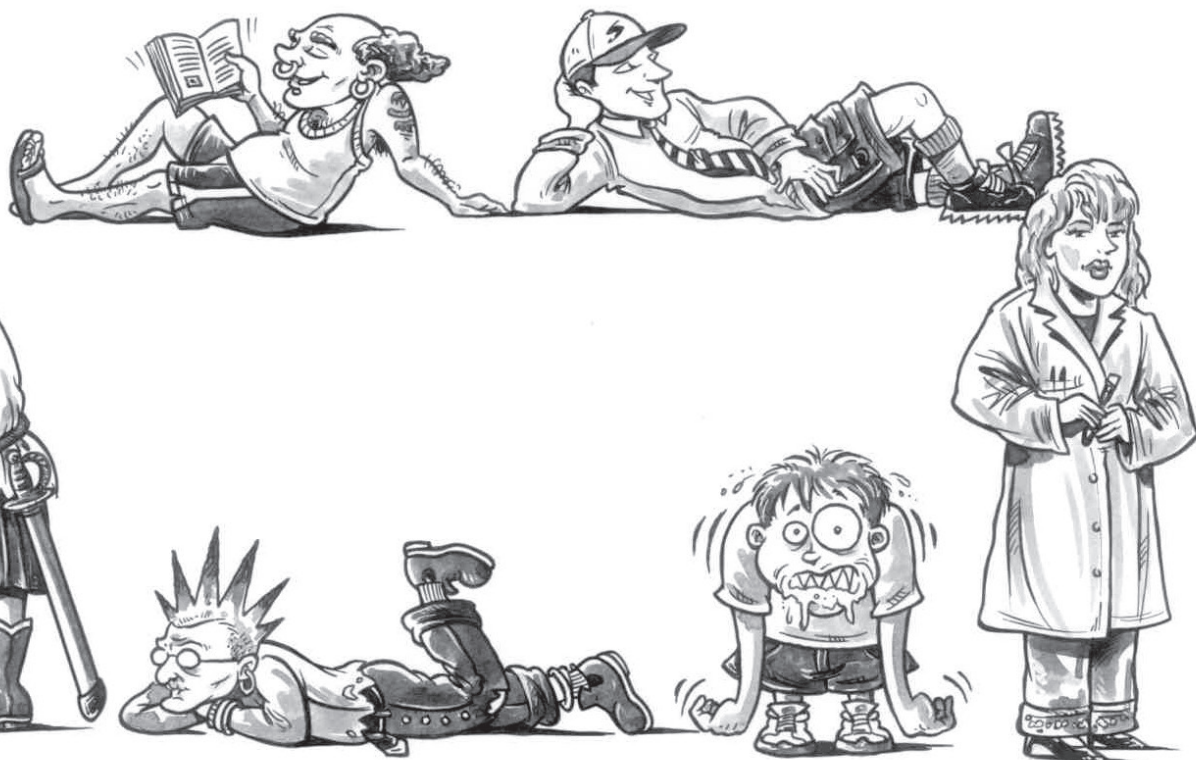


Alices aunties congratulated her when she passed her driving test. She exclaimed, I was so nervous. When will my legs stop shaking?

Writing a draft of an imaginary conversation

Writing task – applying knowledge and skills

- 1 Using the illustration of six different characters as a starting point, write an imaginary conversation between at least two characters. You need to include in your conversation:
 - a examples of contractions, for example, can't, won't, I'll, it's, wouldn't, couldn't
 - b examples of apostrophes to show singular and plural possession, for example, student's cap
 - c sentences that include direct speech
 - d one question mark and one exclamation mark
 - e sentences that contain commas to separate clauses or introductory text
 - f one sentence that features a list with commas separating the items.
- 2 Use the steps to help you plan your writing. Use the back of the page to draft the complete conversation.
- 3 Write your final version of the conversation on the worksheet with writing lines.
- 4 When you have finished writing and proofing your work, pass it to a partner who will comment on and correct your work if required.



Writing a draft of an imaginary conversation *continued*



Step 1: List the names of the characters and describe their ages and personalities.

Step 2: Describe where the conversation is set.

Step 3: Describe how the characters know each other.

Step 4: Explain the issue the people are talking about.

Step 5: Describe the tone of the conversation. Is it angry, passionate, relaxed or friendly?

Step 6: What is the main idea or thought that each person will express?

Name:

Writing an imaginary conversation

Write your conversation between your two characters. Use the ideas from your draft. Write the title of your conversation on the first line.



Lined writing area for the imaginary conversation, consisting of approximately 18 horizontal lines.

Comments

Lined writing area for comments, consisting of approximately 5 horizontal lines.

Marker's name:

Date:



Name: _____

The apostrophe



Unit 4 Punctuation

Apostrophes are punctuation marks that may be used to show a missing letter or letters or to show ownership.

Contractions

An apostrophe can stand in for a missing letter or letters in a contraction. For example, *do not* can be shortened to *don't* with the help of an apostrophe. The apostrophe replaces the missing letter 'o'.

Possession

An apostrophe can also show ownership or possession – for example, the *diary* that belongs to *Sophie* can be called *Sophie's diary*. For singular nouns, the apostrophe is simply followed by an 's'. For plural nouns ending in 's', the apostrophe comes after the 's' – for example, *the two students' homework*.

Note: If the noun ends with 's' but is not a plural, you usually still add an 's' after the apostrophe – for example, *the bus's dirty seats* and *Mr Angus's handwriting*.

1 Make the following words into contractions, replacing the missing letter or letters with an apostrophe.

- a** is not
- b** we were
- c** we have
- d** I have
- e** she is

- f** I will
- g** are not
- h** was not
- i** he is

2 Rewrite the following sentences with an apostrophe before the 's' to show ownership.

- a** Sophies diary entries are very personal.

- b** My great-grandmothers diaries are more than 100 years old.

3 Rewrite the following sentence with an apostrophe after the 's' to show ownership.

- All the students diary entries were original and funny.

The apostrophe

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- 1
 - a isn't
 - b we're
 - c we've
 - d I've
 - e she's
 - f I'll
 - g aren't
 - h wasn't
 - i he's
- 2
 - a Sophie's diary entries are very personal.
 - b My great-grandmother's diaries are more than 100 years old.
- 4 All the students' diary entries were original and funny.