

Name of activity: Capital Letters and Apostrophes

Short description: Students practice the use of apostrophes and capitalisation (mainly apostrophes)

Link to curriculum: Grade 7; Unit 3.2

Difficulty level: Easy

Time: 20 mins

Learning outcomes: by the end of this activity students will have practised using the apostrophe in both shortened forms and possessives and identified their importance.

(Competency 6; Grammar)

Option 1

Lesson plan with:

- ✓ Cut ups

Option 3

Lesson plan with:

- ✓ Activities for a Computer Room

Link to material: <http://learnenglish.britishcouncil.org/en/grammar-exercises/capital-letters-and-apostrophes>



Option 1: Worksheet

<p>Preparation</p>	<ol style="list-style-type: none"> 1. Have sentences with mistakes written on strips of paper. (sample sentences are provided, but teacher can select others at his/her discretion)/ if these are too difficult; Ask students to bring blank sheets of paper to class 2. Ask students to bring coloured pens/pencils too. 3. Have markers of two colours ready
<p>Stage / Time</p>	<p>Procedure</p>
<p>Introduction 5 mins</p>	<ol style="list-style-type: none"> 1. Teacher tells the students that “<i>Little things make a big difference</i>” and write on the white board, <i>my friends mother mrs. perera bought a nissan from uncle thompson.</i> (or any other sentence the teacher prefers) 2. Ask students whether the above sentence is correct. 3. Tell the students to spot the mistakes 4. Revise the rules on apostrophes and capitalization by questions E.g. <ol style="list-style-type: none"> a. Why is the 1st letter wrong? b. How about the second word? Where should the apostrophe come, if it is a plural word? c. What is the connection of capital letters with proper nouns? 5. Tell the students that they are going to do an activity on the above capitalization and apostrophes
<p>Punctuation activity 10 mins</p>	<ol style="list-style-type: none"> 1. Cut up sentences (1 batch of sentences per group) 2. Put students into groups; appoint a writer and the rest can take it in turns to be runners. 3. Teacher keeps the sentences in piles (separate batches and keep them at equal distances) 4. Tell the runners from each group to run to the front, collect a sentence, group correct it and return it to teacher for correction. 5. If the sentence is correct, the runner gets another, and this continues until all sentences are corrected. 6. First group to finish wins

<p>Feedback</p> <p>5 mins</p>	<ol style="list-style-type: none"> 1. The students who finish first can correct the mistakes on the white board. (Remember to provide them with markers of 2 colors) 2. Ask the whole class to check their answers from the board. 3. Teacher holds a brief discussion on problem areas like apostrophizing irregular nouns like children, men, women and plurals 4. Ask students whether they have any other questions related to the above areas.
<p>Variations</p>	<ol style="list-style-type: none"> 1. If individual work is time consuming, put students into pairs or groups. 2. Ask them to write down the sentences and correct them in pairs or groups. 3. The first pair/ group to get all correct wins 4. Follow the same procedure on feedback 5. Award them a small gift (toffees) if possible.



Worksheet

sarahs studying german, physics and chemistry this year.

Answer:.....

i handed the boys passports to the immigration officer as we entered brazil.

Answer:.....

the childrens school term starts next monday.

Answer:.....

You don't know where the dogs ball is, do you?

Answer:.....

Answer:

Sarah's studying German, physics and chemistry this year.

Answer:

I handed the boys' passports to the immigration officer as we entered Brazil.

Answer:

We spent the holiday travelling around the country side in Nuwara Eliya

Answer:

The children's school term starts next Monday.

Answer:

You don't know where the dog's ball is, do you?

Option 3: Computer Lab

<p>Preparation</p>	<p>Check link and computers</p>
<p>Stage / Time</p>	<p>Procedure</p>
<p>Introduction 5 mins</p>	<ol style="list-style-type: none"> 1. Teacher tells the students that “<i>Little things make a big difference</i>” and write on the white board, <i>my friends mother mrs. perera bought a nissan from uncle thompson.</i> (or any other sentence the teacher prefers) 2. Ask students whether the above sentence is correct. 3. Tell the students to spot the mistakes 4. Revise the rules on apostrophes and capitalization by questions E.g. <ol style="list-style-type: none"> a. Why is the 1st letter wrong? b. How about the second word? Where should the apostrophe come, if it is a plural word? c. What the connection of capital letters with proper nouns? 5. Tell the students that they are going to do an activity on the above capitalization and apostrophes
<p>Punctuation activity 10 mins</p>	<ol style="list-style-type: none"> 1. Students sit in front of computers (individually or in pairs, depending on the number of students in class) 2. They open the link http://learnenglish.britishcouncil.org/en/grammar-exercises/capital-letters-and-apostrophes 3. They do the activity on capital letters and apostrophes 4. Once done, they can check their answers
<p>Feedback 5 mins</p>	<ol style="list-style-type: none"> 1. Once the whole class finishes the activity, hold a brief discussion on problem areas like apostrophizing irregular nouns like children, men, women and plurals 2. Ask students whether they have any other questions related to the above areas.
<p>Variations</p>	<p>If taking the students to the computer lab for 15 minutes is difficult, / unproductive, collect several other activities (with links) to be done on one day.</p>

