

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

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



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

