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SAMPLE

TEACHER EBOOK

1000+ IDEAS OF CREATIVE LEARNING 7-8



CHAPTER ONE: ENGAGED THIS

» BRAIN TEASER

Answer:

You are wearing a silver hat.

If you were wearing a gold hat, it would not take long for another soldier to figure out he was wearing a silver hat. If an intelligent soldier saw a silver and a gold hat, he would know he was wearing a silver hat, as there are two gold hats and one silver hat, as any soldier seeing two gold hats would immediately deduce he must be wearing a silver hat.

Therefore, if a soldier can see one gold hat, he can work out he is wearing a silver hat.

Therefore, the only fair test is for all three soldiers to be blindfolded. Once they have all removed their blindfolds, you can safely assure yourself you are wearing a silver hat.



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CHAPTER ONE: EFFECTIVE LEARNING

» EFFECTIVE READING STRATEGIES

» ACTIVITY DESCRIPTION

This activity provides students with some tips for reading effectively, followed by action with a short exercise.

The best way to ensure that students are reading effectively is to have them ask themselves questions while reading. Sometimes, a question they need to answer may not even be present in the text. They can significantly reduce the amount of time it takes to read a passage by reading the question first so they can “hone in” on the relevant parts of the text. This skill is useful in many areas—not just reading tests. For example, if students are writing an essay or preparing for a later assessment (such as a job interview) they will have to address certain themes. It will help students prepare for these assessments more effectively if they keep those themes in mind while reading. This skill can also be applied in many other facets of life.

In the exercise in this chapter, students will practice this skill. When reading a text, they will be looking for specific information. If you ask yourself a question before reading a text, looking for key words so you can quickly locate the answers. This skill is also an essential skill for any student wanting to research effectively.

The importance of key words is also highlighted in the next activity, where students are required to skim a text to find a particular answer. If they know what the key words are in a question or task, they will be able to find the answer more easily—this may take some practice, though!

» PURPOSE

To improve students’ reading skills, this activity includes an exercise that helps them practice reading more effectively. It also gives them a tip for how to read texts more effectively, as well as a reminder that they don’t necessarily need to read a text from start to finish. It also reminds them that they should always be aware of what they are reading.



This activity is aligned with the following elements from the curriculum, and is linked to the following KLAs and



KLAS

- English, History

CCES

- Recognising letters, words and other symbols (a1)
- Interpreting the meaning of words or other symbols (a4)
- Searching and locating items/ information (a52)



» SUGGESTED TIME ALLOCATION

- This activity is designed to take approximately five minutes.

» TEACHING NOTES

- The tip to skim text is only really relevant when students are reading for specific information, or sometimes when students are researching a topic. Skimming is a quick way to get the essence, and students don't need to be reading every word.
- This reading tip can also be used for reading comprehension questions. Students can use the "find" function to simply find words in text that they are looking for. This is a quick way to make sure they haven't missed anything—which is possible if they have read the question first.
- To demonstrate the effectiveness of this tip, ask students to read the question and then time them finding the answer. Then ask them to read the question again and read the passage through fully, and time them while they do this. Most likely, they will find that it takes longer the second time.
- Homework/extension
 - Have a competition between students to see who can find the most information in the book (perhaps about a character or event).
 - Pick out other questions from the book (e.g., Who was Octavius' uncle?).
 - Students could use the same reading method to answer these questions.

» CLASSROOM ACTIVITIES

- Tell the students to read the question first and then skim through the passage looking for the relevant information. Ask them why they do this to the passage so they don't miss anything? What are the benefits of this strategy?
- Ask the students what they would use the strategy of reading the question first? (See previous section).
- Ask the students what strategies they use to quickly find information in a text?



Students read the question first, ensuring they understood what it was asking. Then, they skimmed through the passage to see if they could find the relevant information. They should have looked

for key words that were related to the question ("name" etc.). Afterwards, students should check whether this was faster than reading the entire passage.

Model response:

"Great" or "magnificent".

Octavius gave himself the title "Augustus", which means "increase" in Latin, 'great' or 'magnificent'.

This information could be found in the last line of the passage—this is a good reason to read the question first, as otherwise they might have spent a large amount of time reading the whole text, when they could have just skimmed to the end and found the answer.



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CHAPTER ONE: CORE ELEMENTS

» RECOGNISING LETTERS, WORDS AND PHRASES



» ACTIVITY DESCRIPTION

This activity tests students' abilities to recognise common symbols they might not have seen before.

Recognising letters, words and other symbols involves being able to deduce the meaning using clues or the presence of other symbols. If they see the "does not equal" sign, they would be able to guess it means "is not equal".

In this activity, students have to use their prior knowledge of word meanings. Students should be aware of most of the words in the sentence except for one symbol. Either through elimination or through process of elimination, students should be able to figure out the meaning of the symbol.

Students are then asked to write a sentence using the place of text. This tests students' ability to use those symbols in

» PURPOSE OF ACTIVIT

To test students' abilities to guess the meaning of symbols they haven't seen

» CURRICULUM

This activity can be used as a culminating activity for the curriculum, and is linked to the following KLAs and CCEs.



and other symbols (α_1)
 α_3) which is necessarily true provided a given set of assumptions is true (θ_{32})

» SUGGESTED TIME ALLOCATION

- This activity is designed to take approximately 10 minutes to complete.

» TEACHING NOTES

- If students are unable to recognise or guess the symbols, they could draw what they think they represent.
- Please note that the second activity has no correct response. If a student recognises all of the symbols, they should be considered correct.
- Students could read to the class the sentences they wrote. Students could put their hands up when the symbol is mentioned.
- Homework/extension ideas:
 - Students could find some uncommon symbols and write a sentence using them. Their peers can then try to guess what the symbols mean.



» CLASS DISCUSSION QUESTIONS

- We use symbols every day. How many did you see at lunch time? Why do you think they use symbols (like dollar signs) due to their relative efficiency?
- Think about the nature of symbols. Is there any reason that a particular symbol represents a particular thing?

» DETAILED ANSWER

- Model response:

∞

°C

≠



as Does not equal Treble clef Infinity



I bought dresses that were £50, which is a bit < I would usually pay.

The model response and other responses could have been correct, as long as they made sense when the symbols were put into a sentence.

"I bought dresses all of the symbols and uses them correctly. The sentence without the symbols makes sense. friend and I bought dresses that were £50, which is a bit less than I would usually pay."

CHAPTER ONE: FUNDAMENTALS

» TYPES OF WORDS

» ACTIVITY DESCRIPTION

The Chapter One Fundamental Skill section is based on types of words. There are many different types of words that make up the English language. This section focusses on some of the more difficult elements of this part of English. It includes a link to the eBook for links to explanations of each type of word, and a link to a video on this subject.

Keeping in mind that students may not need revision of the Australian Curriculum in mind, this section focusses on improving their writing by using this useful tool. Modality is something that every student can learn. The ways they can use will improve their ability to be persuasive or descriptive. This section also shows how modality can change the meaning of a sentence.

Manipulating modality when writing is simple. If you want to show how strongly you believe in, or are sure about something, “I’m definitely going to the movies this weekend” sounds much more forceful than “I might go to the movies this weekend”.

Words can either have high or low modality. High modality means they are unproven or uncertain, whereas low modality means they are definite or certain. Another way of thinking about modality is to consider the one in the student workbook, which ranges from “don’t know” to “certainly”.

Different levels of modality are important for students to consider this when they are writing—while they probably already know how to use modality, it can help their writing if they understand how to use it effectively. Modality is great for persuasive writing and when they are writing descriptive or narrative writing, it is generally better to stick with words that are more objective and objective. These are the decisions that students should be making.

Modal language includes words such as probability, obligation and permission. These can be conveyed through words such as:

- (not likely to)
- (likely to)
- (often, rarely)

This section provides students with some information about modality and then tests their understanding through exercises. The exercises increase in difficulty, starting with classifying words into categories, then answering multiple choice questions, and finally rewriting sentences to make them more modal.



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» PURPOSE OF ACTIVITY

To increase students' knowledge and understanding of modality in order to improve their reading and writing ability.

» CURRICULUM

This activity contains the following elements from the curriculum, achievement standards and CCEs.

CURRICULUM CONTENT

- ACELA1536
- ACDSEH131

KLAS

- English, History

CCEs

- Recognising letters, words and other features in text
- Interpreting the meaning of words and symbols
- Comparing, contrasting ($\beta 29$)
- Analysing ($\theta 43$)
- Using correct spelling, punctuation and grammar
- Using vocabulary appropriately

» SUGGESTED TIME

- This activity will take approximately 30 minutes to complete.

» TEACHING

- Explain the concept of modality to the students. There are some resources found in the links provided in the Interesting Links section.

Ask the students to repeat a sentence using different modality. What is the difference in meaning? How do you feel?

Ask the students to listen to famous speeches and analyse their use of modality. Some famous speeches include those by Nelson Mandela, Martin Luther King, Winston Churchill and Barack Obama (see the interesting links section for a transcript of an excerpt from one of Churchill's speeches).

Ask the students to both write a paragraph on the same topic, but using different levels of modality. For example, if the students could write a persuasive speech about why the weekend should be extended to three days instead of two days. One student could write this speech using high modality, and the other student could write it using low modality. Which speech is more persuasive? Why?



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» CLASS DISCUSSION QUESTIONS

- Think about your everyday language. Do you use modality? How and why?
- Julius Caesar was famous for his oratory skills and his ability to persuade. Is it important to persuasion? Note that politicians are often very aware of their audience—they need to persuade the voters by gaining their trust and making them believe what will happen.
- Think about the genres that you write in (e.g., persuasive speech, report). Which of these would you use high modality language for? Which would you use low modality language for? Would you use a mixture of the two in either genre?



» DETAILED ANSWERS

EXERCISE ONE

In this exercise, students had to place extra words in the sentence to increase its modality. The scale should be ordered approximately as follows: A (least modal) → B → C → D → E (most modal). The words available were: could, might, probably, should, possibly, must, will, definitely.

EXERCISE TWO

This exercise required students to answer questions about the speech of Julius Caesar and explain their answers. The answers below are given in order of increasing modality. The answers are numbered 1 through 4.

- a. B. The modality in this sentence is very low. Options A and C are incorrect as they are unsure of the exact time of Caesar's birth. Option D is also incorrect as they do know approximately when he was born. Option E is correct as they do know "sometime around", which is a strong indicator of modality. This makes B the most correct answer. Option A is incorrect as it does not support the statement to support the claim that Caesar was born in 100 BC.
- b. A. This sentence has a very low modality level. Options C and D are incorrect as they use words like "certainly", "definitely", and "undoubtedly". This language tells the reader that the speaker is 100% certain. Options B and E are incorrect as they use words like "probably", for example. This rules out options A and E.
- c. D. This speech is very strong and persuasive, including "guarantee". It also uses emotive language such as "horrendously". This makes it strong and persuasive, making C the most correct answer. Options A, B, and E are clearly incorrect, as the speech is not unsure or dull. Option C is incorrect as it uses words like "certainly", which are emotive, but it is certainly not weak.
- d. C. This sentence contains two examples of modal language. "Although" is a conjunction, so it cannot be a modal verb. "Suspected" is also an adjective. "Suspected" shows that something is suspected, but not confirmed. "Women" and "pharaoh" are both nouns.



For the first part of the exercise, students had to read the statements given and rewrite them on the lines provided. For the first sentence, they had to increase the modality of the language, and for the next sentence, they had to alter the original sentence. They were permitted to add some words or short phrases, but should not have altered the original sentence too dramatically. Students will have different answers; however, the following are examples of how students might have responded. Modal language that has been modified from the original text is bolded.

The month of July is known to be named after Julius Caesar because he reformed the calendar by changing the dates and time on the movement of the Sun, rather than the Moon.

Many people were unsatisfied with the government that was in power before. They didn't have enough food to eat and taxes were quite high.

EXERCISE FIVE

This exercise required students to find the words that expressed modality.

WIFE TUNNEL TONE QUEEN INSPIRATION ALLIST PLAYGROUNDS

GREEN CHANCE KITTENS SELDOM ONLY DISTINGUISHED SHALL

THEAT SCARCELY RAINY PERHAPS ADVANCED LOSE

TRUCK DEFINITE JUMPS ABSOLUTE THUNDERING

ANGRILY THINK REAPPEAR SHOULD DIZZILY

BOUNCERARELY GRASSY NEED TO THREE

WAITS APPARENTLY DEFINITELY

PHONE UNQUESTIONABLY RE

ARTIST BEGABANDONED

AGENT CONDUCTOR

SAY PURCHASE

OFFICE

ROLE

Cae

tion of different types of words: <http://www.english-grammar-revolution.com>.

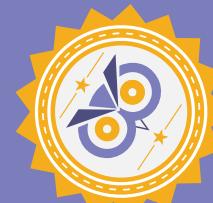
Although it may be a bit basic for Year 7-8 students, it could be good for a bit of fun: www.funenglishgames.com/grammargames/verbnounadjective.html.

Another way to teach types of words to students: <http://www.english-test.net/games/verb-noun-adjective/>.

Sample

» EXTRA CONTENT

- Read the following excerpt from a speech by Winston Churchill, given in 1940. How does it use modality?
 - "Hitler knows that he will have to break us in this Island or lose the world. If Europe may be free and the life of the world may move forward in safety, if we fail, then the whole world, including the United States, including all the freedom-loving peoples of the world, will sink into the abyss of a new Dark Age made more sinister, and perhaps more恶毒的, by the lights of perverted science."
 - Notice how Churchill plays with the use of the words "will" and "must".
- On the next page is a worksheet ("Julius Caesar") with exercises for Exercises Three and Four of this Fundamental Skill section. The answers are below. See the Teacher's Edition for Exercises Three and Four for more information.
 - Julius Caesar was clearly an exceptional speaker. He was able to inspire especially lower class citizens—enjoyed listening to his speeches.
 - Caesar was assassinated around 44 BC, because many people were worried about the power he had accumulated.
- On the following page is a worksheet ("Mark Antony's Funeral Speech"). In this worksheet, students are required to help Antony choose the right modal verbs to use in his speech. They will then have to replace the original words from the text by guessed synonyms based on the context of the speech. The answers are below.
 - Exercise One:
 - Can, must, might, Will
 - Exercise Two:
 - Paramour: Someone she loves
 - She has his ear: Has influence over him
 - Offspring: A person's children
 - Treacherous: Untrustworthy
 - Scurries: A person who runs quickly



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JULIUS CAESAR



Exercise One: Read the statement below and rewrite it with higher model words and phrases if you like, but try not to change the meaning of the sentence.

"Julius Caesar might have been quite a good speaker, as historical evidence shows that especially lower class citizens—may have enjoyed listening to his ideal speeches."



Exercise Two: Read the statement below and rewrite it with higher model words and phrases if you like, but try not to change the meaning of the sentence too much.

"Caesar was assassinated in 44 BC because he had accumulated and lost too much power."

language. You may add words to the sentence too much.

He was terrified of the huge amount of power he had.



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MARK ANTONY



Imagine that you have been enlisted by Augustus to help write a speech. Augustus lacks some of the charisma of his predecessor, Julius Caesar. Augustus seems to not know which modal verbs to use throughout the speech. Underline each pairing of modal verbs and circling the correct option in each pairing.



Mark Antony, once a friend and hero to the people of Rome, has fallen into a new paramour, casting aside his devoted Roman wife, Octavia, who has given birth to two unanswered?

His new mistress is no friend to Rome. She has his ear and influence over the people of the Republic. So they (**must/should**) be stopped! Not only have they taken the crown from the head of state held by Rome amongst her offspring, including a child she has named Cleopatra, but she has named her the Queen of Kings!

Who knows what this treacherous pair (**may/must**) will do next? They (**will/may**) take more land from us? Do they wish to see the end of the republic? There is no other course for us to take than to stop them (**must/will**), for there is no

Perhaps the most traitorous of all is Mark Antony, who has returned to Alexandria upon his death, which we all pray (**should/will**) come soon. As he has turned his back on Rome, he has truly turned his back on us.

We (**should/could**) demand justice for our countrymen as he scurries to her aid, as we all know that he (**will/might**).

We (**cannot/should**) believe that the great supporters of Rome allow us to be blinded to reality: Mark Antony.



Using the context clues in the text, provide a definition for each word or phrase by replacing the original word/phrase with it and seeing if it still makes sense in the sentence.

CHAPTER ONE: PROBLEM SOLVING

» ELIMINATION

» ACTIVITY DESCRIPTION

In this activity, students will be required to use the problem solving process to evaluate different degrees of modality to solve a mystery and identify the murderer.

Students are required to read the information and eliminate people from the list until they have identified the murderer.

» PURPOSE OF ACTIVITY

The purpose of this activity is to encourage students to use their critical thinking skills, particularly those of elimination, as well as their knowledge of English grammar.

» CURRICULUM

This activity contains the following curriculum links. It is linked to the following KLAs and CCEs.

CURRICULUM CONTENT

- ACELA1536
- ACDSEH123

KLAs

- English

CCEs

- To identify and use punctuation symbols (a4)
- To identify and use punctuation (a52)
- To identify and use punctuation grammar (π9)
- To identify and use punctuation in context (π10)
- To identify and use punctuation (π46)



» TIME ALLOCATION

This activity is designed to take approximately 15 minutes to complete.

» TEACHING NOTES

- Encourage students to highlight words that have particularly low or high modality. While many students will "just know" from reading the statements, it is important for them to explain which particular words suggest certainty, or a lack of.
- If students are struggling, allow them to work in pairs.
- To make this activity more interesting and fun, you could turn it into a game where students acting out different characters and arguing for their innocence or guilt.
- Caesar was actually murdered by a group of Senators on the strength of one witness who claimed he was becoming too powerful. While for the purposes of this activity there is only one culprit, in reality all of the suspects in this activity were innocent except for Porcia Catonis, who was Brutus' wife.



» CLASS DISCUSSION QUESTIONS

- What do high modality words indicate about the speaker? Low modality words indicate?
- It may be worth briefly discussing the fact that high modality does not necessarily mean they are telling the truth. Confidence equals confidence.

» DETAILED ANSWERS

1. The first person to be eliminated was Servilius Casca. Person A used lots of high modality language such as "sure" and "certain". This shows that they are certain about their knowledge.
2. The second person to be eliminated was Person D. Person C has used much stronger language than Person D. Person C uses "definitely" compared to "could possibly", "might" and "may". The language used by Person D is very similar to Person D, so I decided to eliminate Servilius Casca.
3. The third person to be eliminated was Person F. This is because Person F's language makes it evident that he/she is being dishonest. Person F uses language such as "obvious" and "certainty". Person E uses much lower modality language such as "it would be" and "it could be", so I trusted the testimony of Person F.



The elimination technique of problem solving can be found in the problem solving section of this ebook.

CHAPTER TWO: ENGAGED THIS

» WORD PUZZLE

Answer:

The completed crossword is below.

The word is HADEAN (as highlighted in yellow).



S	E	D	I	M					
H	R	A	D						Y
T	A	E	H					R	
M	E	T						S	
I	S	A						C	
N	T	F						I	
E	R						G	I	
R	A					C	N	E	
A						A	E	N	
L					L	E	O	C	
					C	H	U	E	
				O	D	E	S	N	



CHAPTER TWO: EFFECTIVE LEARNING

» EFFECTIVE HIGHLIGHTING

» ACTIVITY DESCRIPTION

Being able to highlight text well is essential to effective research. It is always best to read the whole text through first before highlighting. This helps to identify the central idea of the text, and makes it easier to determine what needs to be highlighted. It is also important to highlight no more than half of the text—otherwise, when students do this, they may feel overwhelmed by the amount of text they have to read. The highlight should be explanations and key words, rather than entire sentences. It is also helpful to write in the margins of the page wherever possible, using their own words. This kind of annotation (highlighting and annotating) is particularly helpful during research, as it allows students to take information from multiple sources and use this information in their own writing. Encourage students to rephrase the information while they're reading.

The effective learning activity in this chapter focuses on the purpose of highlighting, along with some techniques for doing so. It includes a technique on a short paragraph that explains how to identify the most commonly found. It specifically asks the student to consider the differences between the information within the text and the common locations.

» PURPOSE OF ACTIVITY

The purpose of this activity is to help students develop their highlighting skills by providing them with an opportunity to practise applying these skills to a piece of text. It encourages students to make sure they understand the text and to also be selective with what they choose to highlight.

» CURRICULUM CONNECTIONS

This activity connects to the English curriculum, and is linked to the following KLAs and



CCES

- Recognising letters, words and other symbols (a1)
- Interpreting the meaning of words or other symbols (a4)
- Searching and locating items/ information (a52)

» SUGGESTED TIME ALLOCATION

- This activity is designed to take approximately five minutes to complete.



» TEACHING NOTES

- Students will need two different coloured highlighters.
- Students who are struggling should be advised to follow the tips for effective highlighting that are provided in the activity's instructions.
- If students are worried they will highlight anything, they should be advised to first underline the segments that they wish to highlight and then check if they are sure that it is correct.
- The activity can be extended for those who finish early by having them highlight the important information in the activity's instructions.

» CLASS DISCUSSION QUESTIONS

- How did students go about highlighting? Did they find them useful? Were they easy or difficult to add to their notes?
- How do students usually highlight things that were not mentioned in the notes?
- How has highlighting been used in previous classes/assignments in the past?
- How much do students know about how rocks were formed?
- What information did students choose to note down in the margin? Did this differ within the class?

» DISCUSSION POINTS

Igneous rocks



are formed through the freezing of melted rock (magma). Indeed, they can form both within the Earth's crust)—these two environments could not be more different. Intrusive igneous rocks are created by the cooling of magma that has intruded into the Earth's crust. Intrusive igneous rocks are notably found in the core layer

of the Earth. Extrusive igneous rocks from the cooling of lava (magma) from volcanic eruptions is part of the rock cycle. Therefore, it comes as no surprise that extrusive igneous rocks can be found near volcanoes.

Margin notes:

- Extrusive: above ground
- Intrusive: underground

Please note that this is only a model response and other responses could have words or less were highlighted, and the information regarding the formation of rocks was highlighted in two different colours.

In this response only 41 words were highlighted. The first two segments explained the definition of two key terms: *extrusive* and *intrusive*. These terms were correctly highlighted in yellow. The next three segments elaborated on the formation process of intrusive rocks, and these were correctly highlighted in blue. The next three segments then elaborated on the formation process of extrusive rocks, and these were correctly highlighted in yellow. The final segment was the conclusion, which was not highlighted. The words where intrusive rocks were commonly found were highlighted in yellow.

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CHAPTER TWO: CORE ELEMENTS

» SEARCHING AND LOCATING ITEMS/INFORMATION

» ACTIVITY DESCRIPTION

Searching for and locating items and information within a text or table is an important step that students often need to take when collecting data for a task, activity or assignment. It requires strong observation and analytical skills that can dramatically improve students' efficiency.

"Searching and locating items/information" is, however, a very broad term that requires students to participate in physical field work. The Core Elements section has been designed to replicate a type of searching and locating activity that researchers often carry out when reviewing the data that they have collected. This requires students to answer a series of questions regarding the physical properties of rocks by using a detailed table to find the answers.

» PURPOSE OF ACTIVITY

The purpose of this activity was to help students locate items and pieces of information located in a table rich in data. This will enable them to identify different data points in order to assign an appropriate answer to a question. This activity is also meant to improve the students' knowledge about the similarities and differences between igneous, sedimentary and metamorphic rocks.

» CURRICULUM

This activity can be used to support the curriculum, and is linked to the following KLAs and CCEs.

CURRICULUM



Locating items/information (α52)
Locating items/information (α29)



» SUGGESTED TIME ALLOCATION

- This activity is designed to take approximately 10 minutes to complete.

» TEACHING NOTES

- If students are not aware of the Mohs Scale of Mineral Hardness, it may be necessary to explain what the scale measures and its relevance to the completion of the activity.
- To extend this activity, students can be asked to complete the section of this section (below).
- Homework/extension ideas:
 - If possible, ask students to bring a rock of their choice (from home) and to then use the data in the table to identify the rock.
 - Alternatively, students can be asked to search for igneous (e.g., basalt) or metamorphic (e.g., slate) rocks in their local area and to bring them in to examine. This allows them to further explore the concepts at a physical level.

» CLASS DISCUSSION QUESTIONS

- Having completed the activity, students will have an understanding of the differences between igneous, sedimentary and metamorphic rocks.
- Are they familiar with the term pumice? Have they ever seen a pumice stone? Do they have any tiles/benches/vases made from pumice?
- How much do students know about the composition of common rocks? While rocks can be made up of many different kinds of minerals, they do not have an exact chemical composition.

» DETAILED ANSWERS

In this question, students are asked to answer questions based upon information presented in a table that details the common uses of five different types of rocks. These questions reinforce the concepts of igneous, sedimentary and metamorphic rocks (which were explored in the previous section). The model answers are provided below.

Answers to the questions based upon information presented in the table:
1. Common uses of five different types of rocks. These include igneous, sedimentary and metamorphic rocks (which were explored in the previous section). The model answers are provided below.

Vesicular rock is formed as a result of volcanic activity. It forms when the magma cools to form bubbles. These bubbles become trapped in the rock during this process become vesicles (pores).



CHAPTER TWO: FUNDAMENTAL SKILLS

» TENSE

» ACTIVITY DESCRIPTION

Tenses help to contextualise our writing. They help us to understand what has been carried out, and can thus dramatically alter the meaning of what we write. While most students in Years 7 and 8 have a thorough understanding of how to speak English, they are usually not aware of the four simple tenses that are broken down into. These four tense types are of course the past, present, future and progressive tenses. While most students should be able to use the tenses correctly in English that they understand the different tenses.

In this Fundamental Skill activity, students are presented with a game that will help them to become familiar with these tense types. With a bit of practice, they will be able to become much more confident and accurate in their use.

While it is important to understand how to use tenses correctly, it is sometimes difficult to remember exactly which one you are using. Therefore, this activity includes a tense table with examples of each type of tense.

» PURPOSE OF ACTIVITY

The purpose of this activity is to help students to learn the four types of tense, particularly of the simple, progressive, perfect and compound tenses, and to help them to become more confident in their use.

» CURRICULUM

This activity is aligned with the English curriculum, and is linked to the following KLAS and CCEs:

punctuation, grammar (π9)
words and other symbols (α1)



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- Searching and locating items/ information (a52)

» SUGGESTED TIME ALLOCATION

- This activity is designed to take approximately 25 minutes to complete.

» TEACHING NOTES

- To get the students started with this activity, it may be necessary to teach them how to use the search function in the class first before asking the students to complete the exercise.
- If the students are still struggling, allow them to work in pairs or small groups to help each other.
- Any students who finish the activities early can be directed to the extension activity where they can practice using the four different tense types. They can challenge a friend to a race to see who can finish first.



» CLASS DISCUSSION QUESTIONS

- How much did the students know about the different tenses before completing the activity?
- What kind of texts would each of the tenses be used in?
 - The simple tense lends its power to the narrative (e.g., We shall rise above the clouds).
 - The progressive tense is used to describe an action that never ceases to amaze us (e.g., Susan has just been to France for a year).
 - The perfect tense is used to describe a situation that has a lasting effect on us all, but which we cannot always control (e.g., It has been a fantastic year).

» DETAILED ACTIVITIES

EXERCISE ONE

This exercise will help the students to identify words with their corresponding tense: past, present or future. To do this, the students have to match each word listed on the left, to the correct tense listed on the right.



Tense	Explanation
Past	The word <i>grew</i> is the past tense form of the infinitive <i>to grow</i> and describes an action that has already occurred.
Future	The phrase <i>will have been laughing</i> is a future tense form of the infinitive <i>to laugh</i> and describes an action that is still yet to occur.
Present	The phrase <i>has been standing</i> is the present tense form of the infinitive <i>to stand</i> and describes an action that is currently occurring.

Writes	Present	The word <i>writes</i> is the present infinitive to <i>write</i> and describes an action that is currently occurring.
Will stare	Future	The phrase <i>will stare</i> is the future infinitive to <i>stare</i> at something that is still yet to occur.
Is eating	Present	The phrase <i>is eating</i> is the present continuous infinitive to <i>eat</i> because it is currently occurring.
Had thrown	Past	The phrase <i>had thrown</i> is the past infinitive to <i>throw</i> something that has already happened.
Will have bounced	Future	The phrase <i>will have bounced</i> is the future continuous infinitive to <i>bounce</i> something that will have occurred by a certain time in the future.
Paints	Present	The word <i>paints</i> is the present infinitive to <i>paint</i> something that is currently occurring.

EXERCISE TWO

This exercise asked students to highlight a verb in each sentence and then identify the specific tense of the verb. They then needed to note this underneath it. The answers were:

1. “As technology improves, the knowl-

- The main verb was *grows*.
- It is the present simple tense because it describes an action without the use of an auxiliary verb.

2. “Rocks **have been st**udied for many years.”

- The main verb is *studied*.
- It is the past continuous tense because it describes an ongoing action.

3. “Scientist

- The main verb is *research*.
- It is the present continuous tense because it describes an ongoing action.

before they will be satisfied with their knowledge of

infinitive to *research* because it describes an ongoing action.

“I am **discovering** fossils formed millions of years ago!”

discovering.

future tense form of the infinitive to *discover* because it describes an action that will eventually be completed.

“I am **using** different aspects of science, including biology, chemistry and physics, to carry out my experiments.”

use.



- It is the present simple tense form of the infinitive *to use* because it describes an action that is completed.
6. “Although their knowledge was limited, geologists **had used** evidence from sediments to dispute a bishop’s claim that the Earth was formed in 4004 B.C.”
- The main verb was *had used*.
 - It is the past perfect tense form of the infinitive *to use* because it describes an action that is completed.
7. “Many volcanoes **had been forming** for years, as solid rock changes under pressure built enough to crack open a part of the Earth’s crust.”
- The main verb was *had been forming*.
 - It is the past perfect progressive tense form of the infinitive *to form* because it describes an action that is ongoing, but will eventually be completed.

EXERCISE THREE

This exercise asked students to rewrite a given sentence by changing the main verbs in the sentence. The answers were as follows:

1. Change to present simple:

“America’s famous Grand Canyon formed over millions of years as metamorphic rocks were broken down into small pieces and moved away by wind and water.”

- Answer: America’s famous Grand Canyon forms over millions of years as metamorphic rocks are broken down into small pieces and moved away by wind and water.
- In this sentence the verb *formed* needed to be changed to *forms* because the present simple tense describes an action that is completed.

2. Change to past progressive:

“Geologists are **describing** the process of rocks changing from liquid to solid after cooling from magma.”

- Answer: Geologists are *describing* the process of rocks changing from liquid to solid after cooling from magma.
- In this sentence the verb phrase *are describing* needed to be changed to *had been describing* because the past progressive tense describes an ongoing action that had been taking place but was not completed.



“Rocks had been pushing together to form a single mass as a result of one of three forces: pressure, minerals or even electrical attraction.”

“Rocks had been pushing together to form a single mass as a result of one of three forces: pressure, minerals or even electrical attraction.”

“The phrase *will have been* needed to be changed to *had been* because the past perfect tense describes an ongoing action that had been taking place but was eventually completed.”



4. Change to past perfect:

"Often crystals have formed on igneous rocks, as they sometimes cool while undergr

- Answer: Often crystals had formed on igneous rocks, as they sometimes co
- In this sentence the verb *have* needed to be changed to *had* because the p

5. Change to future simple:

"Sedimentary rocks will have formed from numerous layers and differe
thick rocks, you can identify these layers by looking at the different

- Answer: Sedimentary rocks will form from numerous laye
particularly thick rocks, you can identify these layers by
- In this sentence the verb *will have* needed to be chan
an action that will take place in the future without t



» INTERESTING LINKS

- This link directs you to a good overview of verb tenses:
<http://www.english-test.net/grammar/verb-tenses.html>
- This link is for a simple game show-style quiz with multiple players:
<http://www.eslgamesplus.com/verb-tense-game/>
- This link is for a one-player battle royale where you choose the correct answer (i.e., tense) before allowing a "hit":
http://www.eslprintables.com/printables/verb-tense-battle-royale/AP_rand=1953382880

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TENSE TABLE

	Singular	
<i>Simple tenses</i>		
Present		
First person	I study	
Second person	You study	
Third person	He/She studies	
Past		
First person	I studied	
Second person	You stu	
Third person	He/S	
Future		
First person	... study	
Second person	will study	
Third person	They will study	
<i>Perfect tenses</i>		
Present		
First person	We have studied	
Second person	You have studied	
Third person	They have studied	
Past		
First person	We had studied	
Second person	You have studied	
Third person	They had studied	
	I will have studied	We will have studied
	You will have studied	You will have studied
	He/She will have studied	They will have studied

SAMPLE



TENSE TABLE

	Singular
<i>Progressive tenses</i>	
Present progressive	
First person	I am studying
Second person	You are studying
Third person	He/She is studying
Past progressive	
First person	I was studying
Second person	You were studying
Third person	He/She was studying
Future progressive	
First person	I will be studying
Second person	You will be studying
Third person	They will be studying
Present perfect progressive	
First person	We have been studying
Second person	You have been studying
Third person	They have been studying
Past perfect progressive	
First person	We had been studying
Second person	You had been studying
Third person	They had been studying
Future perfect progressive	
First person	We will have been studying
Second person	You will have been studying
Third person	They will have been studying



SAMPLE

