



MIGHTY MINDS
Educational Consultants

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SAMPLE

TEACHER EBOOK
OF CREATIVE LEARNING 7-8



CHAPTER ONE: ENGAGED THINKING

>> 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 see your hat. If an intelligent soldier saw a silver and a gold hat, he would immediately deduce that he was wearing a silver hat. If there were two gold hats and one silver hat, as any soldier seeing two gold hats would deduce that he was wearing a silver hat. Therefore, if a soldier can see one gold hat, he can work out that he is wearing a silver hat.

Therefore, the only fair test is for all three soldiers to be asked to deduce their hat colour. If a soldier says 'I don't know', you can safely assure yourself you are wearing a silver hat. If a soldier says 'I know', you can't be sure.



SAMPLE

CHAPTER ONE: EFFECTIVE LEARNING

» EFFECTIVE READING STRATEGIES

» ACTIVITY DESCRIPTION

This activity provides students with some tips for reading effectively and then to action with a short exercise.

The best way to ensure that students are reading effectively is to look for information in the text. Sometimes, a question they need to answer may refer to information in a passage. They can significantly reduce the amount of time they spend reading by reading the question first so they can “hone in” on the relevant information. This skill is useful across many areas—not just reading tests. For example, if students know what they are probably going to have to address certain themes. It will help students prepare for its themes (and later assessment) if they keep those themes in mind. The appearance and recurrence of themes. This is just an example of how this skill can be applied in many other facets of life.

In the exercise in this chapter, students will be looking for specific information. If you are looking for specific information in a text, they will be looking for specific information. If you are looking for specific information in a text, the best way to achieve this is to read the question before reading the text, looking for key words so they can quickly locate the answer. This is also an essential skill for any student wanting to research effectively.

The importance of key words is also important in research, where students are required to skim a text to find a particular answer. If you are looking for key words in a question or task, then they will be able to find the answer more easily—this may take some practice, though!

» PURPOSE

To improve students' reading skills with a tip for how to read texts more effectively, as well as an exercise that shows students that they don't necessarily need to read a text thoroughly and also that they should always be aware of what they are looking for.



...ments 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 in a time-pressured situation, or sometimes when students are researching a topic. In these situations, time is of the essence, and students don't need to be able to read every word of the text.
- This reading tip can also be used for students who are not confident. They can use the "find" function to simply find words in text. This is useful for students who are not sure they haven't missed anything—which is possible if they are not confident reading the text.
- To demonstrate the effectiveness of this tip, you could time students to read the question and then time them finding the answer. Then you could time them to read the passage through fully, and time them while they do the same. This will show that it takes longer the second time.
- Homework/extension
 - Have a competition to see how many questions could occur with the passage provided in the book (pick out a few questions to try with a passage found on the internet).
 - Pick out other passages from the book (e.g. Octavius' uncle?).
 - Students could be asked to find questions they aren't sure of, using the same reading method.

» CLASS

- ... first and then skim through the passage looking for the ... the passage so they don't miss anything? What are the benefits ... they would use the strategy of reading the question first? (See ... as they use to quickly find information in a text?



... the question first, ensuring they understood what it was asking. Then, they ... 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 determine 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, but also "great" or "magnificent".

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



SAMPLE

CHAPTER ONE: CORE ELEMENTS

» RECOGNISING LETTERS, WORDS AND OTHER SYMBOLS

» 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. For example, if they see the "does not equal" sign, they would be able to guess its meaning.

In this activity, students have to use their prior knowledge to identify the meanings of symbols. Students should be aware of most of the symbols used in their curriculum. For example, if they see the "corrosive" symbol, students should be able to figure out the meaning of the symbol.

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

» PURPOSE OF ACTIVITY

To test students' abilities to recognise symbols they haven't seen before and to use those symbols in context. They know how to guess the meaning of symbols.

» CURRICULUM LINKS

This activity covers the following curriculum, and is linked to the following KLA and CCEs.

CURRICULUM



and other symbols (A1)

(A3)

which is necessarily true provided a given set of assumptions is true (θ32)

» 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 be asked to draw a picture to represent.
- Please note that the second activity has no correct response as it is an open-ended question. If all of the symbols are used, they should be considered correct.
- Students could read to the class the sentences they wrote and act out the actions. They could put their hands up when the symbol is mentioned.
- Homework/extension ideas:
 - Students could find some uncommon symbols and explain their meanings to their peers to see if they can 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 there is an efficiency of symbols (like dollar signs) due to their relative brevity? How are they understood across languages.
- Think about the nature of symbols. There's no reason that a particular symbol represents a particular thing.

» DETAILED ANSWERS

1. Model response:



Infinity Celsius Does not equal Treble clef Infinity

Students should be able to identify the symbols and explain their meanings, as shown above. Students should have known the symbols and should have been able to guess through elimination or deduction.

My friend bought dresses that were £50, which is a bit less than I would usually pay.

The model response and other responses could have been correct, as long as they used all the symbols into a sentence.

The student who wrote the model response used all of the symbols and uses them correctly. The sentence without the symbols is: "My 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 and the different types of words that make up the English language. It covers some of the more difficult elements of this part of English. For more information, see the eBook for links to explanations of each type of word, and for more on this subject.

Keeping in mind that students may not need revision of the Australian Curriculum in mind, this section focusses on improving their understanding of this useful tool. Modality is something that everyone can use. It is a technique they can use will improve their ability to be persuasive in their work. This section also shows how modality can change the meaning of a sentence.

Manipulating modality when writing is something that is used to show how strongly you believe in, or are sure of, something. For example, "I am 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. A statement that is debatable, unproven or uncertain, whereas a statement that is undeniable, obvious or definite. Another way of thinking about it is to think of the one in the student workbook, which ranges from "don't know" to "I know".

Different levels of modality can be used to make a statement more persuasive. Consider this when they are writing—while they probably already know how to use it, it can help their writing if they understand how to explicitly use it to make a statement more persuasive. It is great for persuasive writing and when they are trying to appeal to someone. In academic writing, it is generally better to stick with slightly lower modality to be more credible and objective. These are the decisions that students should be aware of when they are writing.

Modal language can be used to express probability, obligation and permission. These can be conveyed in many different ways.

- I might (possibly)
- I could (possibly)
- I may (possibly)
- I should (obligation)
- I must (obligation)
- I can (permission)
- I cannot (prohibition)
- I often, rarely)

This section provides students with some information about modality and then tests their understanding of it. The exercises increase in difficulty, starting with classifying words and then moving on to answering multiple choice questions, and finally rewriting sentences to change the modality.



» 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, and the relevant CCEs.

CURRICULUM CONTENT

- ACELA1536
- ACDSEH131

KLAS

- English, History

CCEs

- Recognising letters, words and other features of text
- Interpreting the meaning of words and phrases
- Comparing, contrasting (β29)
- Analysing (θ43)
- Using correct spelling, punctuation and grammar
- Using vocabulary appropriately

» SUGGESTED TIME

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

» TEACHER PREP

- Prepare the materials found in the links provided in the Interesting Links



Ask students to repeat a sentence using different modality. What is the effect on the meaning of the sentence? How do you feel?

Students could be given famous speeches and analyse their use of modality. Some famous speeches include Martin Luther King, Winston Churchill and Barack Obama (see the interesting links for an excerpt from one of Churchill's speeches).

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

» 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. What is most important to persuasion? Note that politicians are often very aware of their audience—they need to persuade the voters by gaining their trust and approval. 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? Would you use a mixture of the two?



» DETAILED ANSWERS

EXERCISE ONE

In this exercise, students had to place extra words on the scale of modality. The scale should be ordered approximately as follows: might, maybe, should, probably, must, will, definitely. The words should be ordered from least to most modality. The words should be ordered as follows: might, maybe, should, probably, must, will, definitely.

EXERCISE TWO

This exercise required students to answer questions about the use of modality. The answers and explanations are below.

- B. The modality in this sentence is "probably". The speaker is unsure of the exact time Caesar was born, but that is the best guess. A is incorrect because the speaker is not sure they do know approximately. C is incorrect because the sentence uses the phrase "sometime around", which is not a modal verb. D is incorrect because there is no evidence in the statement to support it. The phrase "sometime around" is evidence that D is incorrect.
- A. This sentence uses the modal verb "undoubtedly". This language tells the reader that the speaker is very confident. B is incorrect because it uses the word "probably", for example. This rules out options C and D. B is the correct answer.
- D. This sentence uses the modal verb "guarantee". It also uses emotive language to persuade the reader, such as "horrendously". This makes it strong and persuasive, making the other options clearly incorrect, as the speech is not unsure or dull. Option C is also emotive, but it is certainly not weak.
- The first example of modal language is "Although". "Different" is also an adjective. "Suspected" shows that something is not certain. "Women" and "pharaoh" are both nouns.



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 it. They were permitted to add some words or short phrases, but should not have changed the original sentence too dramatically. Students will have different answers; however, the following are examples of possible answers. 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, 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 because the country 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** LY **DISTINGUISHED** **SHALL** T
THEAT **SCARCELY** RAINY **PERHAPS** ADVANCED **LOSE**
TRUCK **DEFINITE** JUMPS **ABSOLUTE** THUNDERING
ANGRILY **THINK** REAPPEARS **SHOULD** DIZZILY
BOUNCER **RARELY** GRASSY **NEED** TO **THREATEN** **BE AWARE**
WAITS **APPARENTLY** **DEFINITELY** ATTENDANT CUT
PHONE **UNQUESTIONABLY** PARADOX BEARING
ARTIST BEGABANDON **SUGGESTIVE** ORGAN METHOD
AGENT CONDUCTOR **REQUIREMENT** COMMIT DISCARD
SAY PURCHASE **UNDOUBTEDLY** FORMAL BRANCH
OFFICE **RELATION** LIT **POSSIBLY** TOMORROW BIRDS
RO **WITH** AILEVENT **CONCEIVABLE** CLOSE MADNESS
GENETICS ACID EMULATE NEGOTIATION COMAPRE

SAMPLE



Caes

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

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

... a different and engaging way to teach types of words to students: <http://www>.

...v=LGuDYHmc8_Y.

» 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 continent. In that event, Europe may be free and the life of the world may move forward into a new dawn. If we fail, then the whole world, including the United States, including Canada, will sink into the abyss of a new Dark Age made more sinister – and – perhaps – more painful for the nations – because of the lights of perverted science."
 - Notice how Churchill plays with the use of the words "may" and "will".
- On the next page is a worksheet ("Julius Caesar") with extra activities for Exercises Three and Four of this Fundamental Skill section. The answers are given below for Exercises Three and Four for more information.
 - Julius Caesar was **clearly** an **exceptional** speaker. He was loved by the people—especially lower class citizens—enjoyed listening to his public speeches.
 - Caesar was assassinated **around** 44 BC, because he was **worried** about the power he had accumulated.
- On the following page is a worksheet ("Modal Verbs") with extra activities. In this worksheet, students are required to help identify modal verbs to use throughout a speech. They will then be required to replace words from the text by replacing them with guessed synonyms. The answers are below.
 - Exercise One:
 - Can, must, might, Will
 - Exercise Two:
 - Paramour: Someone who is in a relationship with someone else's partner.
 - She has his ear: He is listening to her.
 - Offspring: A person's child.
 - Treacherous: Someone who betrays.
 - Scurries: A person who is nervous.



JULIUS CAESAR



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

“Julius Caesar might have been quite a good speaker, as historical evidence suggests, especially lower class citizens—may have enjoyed listening to his idiosyncratic speeches.”



Exercise Two: Read the statement below and rewrite it in more formal language. You may add words and phrases if you like, but do not overdo it. Do not make the sentence too much.

“Caesar was assassinated in 44 BC because he was so terrified of the huge amount of power he had accumulated and his ambition.”



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 and circling the correct option in each pairing.



Mark Antony, once a friend and hero to the people of Rome, has been taken to his paramour, casting aside his devoted Roman wife, Octavia, who has long gone unanswered?

His new mistress is no friend to Rome. She has his ears full of tales of the Republic. So they **(must/should)** be stopped! Not only have the lands held by Rome amongst her offspring, including a child she has just borne, have named her the Queen of Kings!

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

Perhaps the most traitorous of all, he has taken Alexandria upon his death, which we all pray **(should/will)** come to Rome, he has truly turned his back on us.

We **(should/could)** demand that he return to Rome as he scurries to her aid, as we all know that he **(will/might)**.

We **(cannot/should)** allow our great supporter of Rome allow us to be blinded to reality: Mark Antony has truly turned his back on us.



For each word or phrase in the text, provide a definition for each word or phrase using 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 skills to evaluate different degrees of modality to solve a mystery and identify the murderer. Students are required to read the information and eliminate suspects to find the murderer.

» PURPOSE OF ACTIVITY

The purpose of this activity is to encourage students to use their problem solving skills, particularly those of elimination, as well as their knowledge of the Greek alphabet.

» CURRICULUM

This activity contains the following content linked to the following KLAs and CCEs.

CURRICULUM CONTENT

- ACELA1536
- ACDSEH12

KLAS

- English

CCEs

- Use of symbols (α4)
- Pronunciation (α52)
- Grammar (π9)
- Context (π10)
- (π46)

» 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. For many students will "just know" from reading the statements, it is important 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 role-play with students acting out different characters and arguing for their innocence.
- Caesar was actually murdered by a group of Senators on the grounds that he was becoming too powerful. While for the purposes of this activity, he is the culprit, in reality all of the suspects in this activity were innocent, with the exception of Porcia Catonis, who was Brutus' wife.

» CLASS DISCUSSION QUESTIONS

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

» DETAILED ANSWERS

1. The first person to be eliminated is Person A because they used lots of high modality language such as "sure" and "certain" which shows that they are certain about their knowledge.
2. The second person to be eliminated is Person C because Person C has used much stronger language than Person B. Person C has used "must" compared to "could possibly", "might" and "may". The third person to be eliminated is Person D, so I decided to eliminate Servilius Casca.
3. The third person to be eliminated is Person E because Person F's language makes it evident that he/she is telling the truth. Person F has used words such as "obvious" and "certainty". Person E uses much lower modality language such as "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 THOUGHT

>> WORD PUZZLE

Answer:

The completed crossword is below.

The word is **HADEAN** (as highlighted in yellow).

S	E	D	I	M					Y
H	R	A	D						R
T	A	E	H						S
M	E	T						I	C
I	S	A						G	I
N	T	F					C	N	E
E	R						A	E	N
R	A					L	E	O	C
A						C	H	U	E
L						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 to highlight. It is important to highlight no more than half of the text—otherwise, what you do highlight should be explanations and key words, rather than just facts. You should also write in the margins of the page wherever possible, using their own words. This technique (highlighting and annotating) is particularly helpful during research. It helps to identify information from multiple sources and use this information in their own words. This helps to rephrase the information while they're reading.

The effective learning activity in this chapter is designed to help students consider when to highlight, along with some techniques for highlighting. Students will practise applying these techniques on a short paragraph that explains the importance of highlighting. They are most commonly found. It specifically asks them to identify and differentiate between the information within the text and to identify and differentiate between the information within the text and second to the common locations.

» PURPOSE OF ACTIVITY

The purpose of this activity is to help students to practise applying highlighting techniques to a short paragraph of text. It encourages students to make sure that they understand the text and to also be selective with what they choose to highlight.

» CURRICULAR LINKS

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



SAMPLE

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

» TEACHING NOTES

- Students will need two different coloured highlighters.
- Students who are struggling should be advised to refer to the tips and to follow the tips for effective highlighting that are provided in the activity.
- If students are worried they will highlight an incorrect segment, they should be advised to first underline the segments that they wish to highlight. Once they are sure that it is correct, they can highlight it.
- The activity can be extended for those who are struggling to highlight the important information in the activity's instructions.

» CLASS DISCUSSION QUESTIONS

- How did students go about highlighting the important information? Did they find them useful? Were they easy or difficult to address? Which questions were suggested?
- How do students use the tips? Do they know any other tips or techniques that were not mentioned in the activity? How effective was highlighting?
- How has highlighting been used in previous lessons/assignments in the past?
- How much do students know about igneous rocks? Do they know how they were formed or where they were commonly found?
- What information did students note down in the margin? Did this differ within the class?

» DEPENDENT QUESTIONS

Igneous rocks are formed from the cooling of melted rock (magma). Indeed, they can form both within the Earth's crust—these two environments could not be more different. Extrusive igneous rocks are created by the cooling of magma that has reached 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 a common sight. Therefore, it comes as no surprise that extrusive igneous rocks can be found at volcanos.



Margin notes:

- Extrusive: above ground
- Intrusive: underground

Please note that this is only a model response and other responses could have had more words or less were highlighted, and the information regarding the formation of igneous 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*. The first segment they specifically related to the formation of igneous rocks. The next segment provided more detail about the formation process of intrusive rocks, and the next segment, however, explained where intrusive rocks were commonly found, highlighted in blue. The next three segments then elaborated on the formation of extrusive rocks, correctly highlighted in yellow. The final segment was the conclusion, which was also highlighted in yellow. They were commonly found.



SAMPLE

CHAPTER TWO: CORE ELEMENTS

» SEARCHING AND LOCATING ITEMS/INFORMATION

» ACTIVITY DESCRIPTION

Searching for and locating items and information within a text-based resource is an important step that students often need to take when collecting data to complete a task, activity or assignment. It requires strong observation and attention to detail, which can dramatically improve students' efficiency.

"Searching and locating items/information" is, however, not an activity that requires students to participate in physical field work. The Core Element activity was therefore designed to replicate a type of searching and locating activity that is commonly carried out by researchers when reviewing the data that they wish to analyse. The activity initially asks students to answer a series of questions regarding the physical characteristics of different types of rocks, using a detailed table to find the answers.

» PURPOSE OF ACTIVITY

The purpose of this activity was to help students to locate items and pieces of information located in a table rich in data. By analysing different data points in order to assign an appropriate answer to a question, the activity aims to improve the students' knowledge about the similarities and differences between different types of metamorphic rocks.

» CURRICULUM LINKS

This activity covers the following curriculum, and is linked to the following KLAs and CCEs.

CURRICULUM



Searching and locating items/information (A52)
(A29)

» 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 why it is necessary to the completion of the activity.
- To extend this activity, students can be asked to complete the rest of this section (below).
- Homework/extension ideas:
 - If possible, ask students to bring a rock of their own choice (from home) and to then use the data in the table to determine its hardness.
 - Alternatively, students can be asked to search for rocks (e.g., sedimentary) in their own backyard, and to then ask students to examine. This allows them to further explore the concept of hardness at a physical level.

» CLASS DISCUSSION QUESTIONS

- Having completed the activity, discuss the differences between igneous, sedimentary and metamorphic rocks.
- Are they familiar with the uses of different types of rocks? Do they have any tiles/benches/vases made from rocks?
- How much do students know about igneous 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 require students to identify igneous, sedimentary and metamorphic rocks (which were explained in the previous section) and to determine their hardness on the Mohs Scale of Mineral Hardness. The model answers are provided below.

...ed as a result of volcanic activity. It forms when the magma cools to become trapped in the rock during this process become vesicles (pores).



c) The Mohs Scale of Mineral Hardness ranges from 1 (soft) to 10 (hard). Which rock is

Sandstone

d) Calcite is a crystal-like mineral that consists of calcium carbonate. In its pure

One of the rocks presented in the table is composed primarily of calcite. Which rock is it? Why?

Marble, because both it and calcite is described as being light-coloured and crystalline.



» EXTRA CONTENT

- Listed below are some extra questions that students can answer.

a) Which rock/s is a sedimentary rock? Why?

Coal, sandstone and shale are sedimentary rocks because they are formed from broken rocks get compacted and cemented together.

b) Which rock/s is a metamorphic rock? Why?

Marble is a metamorphic rock because it is formed from limestone and pressure. It begins as limestone and is then transformed to marble.

c) Which rock/s is the softest?

Shale

d) Which rock/s is the hardest?

Shale and pumice

e) Which rock is used for construction purposes?

Coal

f) Which rock is used for construction purposes?

Marble



CHAPTER TWO: FUNDAMENTALS

» TENSE

» ACTIVITY DESCRIPTION

Tenses help to contextualise our writing. They help us to understand what is being carried out, and can thus dramatically alter the meaning of what we say. Although most students in Years 7 and 8 have a thorough understanding of the basic rules of speaking English, they are usually not aware of the four simple tenses, which can be broken down into. These four tense types are of course the simple, progressive, perfect and pluperfect tenses. While most students should be able to use the simple tenses, the progressive development in English that they understand the different tenses.

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

While it is important to understand how to use these tenses, it can sometimes be difficult to remember exactly which one you are using. There is a glossary of tenses included in the book, which includes a tense table with examples of each type of tense.

» PURPOSE OF ACTIVITY

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

» CURRICULUM

This activity is linked to the English curriculum, and is linked to the following KLA and CCEs:



punctuation, grammar (π9)
words and other symbols (Α1)

- 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 demonstrate the activity to the class first before asking the students to complete the exercise.
- If the students are still struggling, allow them to work in pairs.
- Any students who finish the activities early can be challenged by asking them to write sentences using the four different tense types. They can challenge a friend to guess the tense.

» CLASS DISCUSSION QUESTIONS

- How much did the students know about the different progressive tenses before completing the activity?
- What kind of texts would each of the tenses be used in?
 - The simple tense lends itself to formal writing (e.g., we shall rise above adversity).
 - The progressive tense is used in informal writing (e.g., science never ceases to amaze us).
 - The perfect tense is used in formal writing (e.g., Susan has just been to France for a year teaching English).
 - The perfect progressive tense is used in informal writing (e.g., It has been a fantastic year for us all, but it has been a long one).

» DETAILED ANSWERS

EXERCISE ONE

This exercise is designed to help students identify the correct tense for each word listed on the left, to the correct tense listed on the right.

Word	Correct Tense	Explanation
grew	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.
will have been laughing	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.
has been standing	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 tense form of the infinitive <i>to write</i> and describes an action that is currently occurring.
Will stare	Future	The phrase <i>will stare</i> is the future tense form of the infinitive <i>to stare</i> and describes an action that is still yet to occur.
Is eating	Present	The phrase <i>is eating</i> is the present continuous tense form of the infinitive <i>to eat</i> and describes an action that is currently occurring.
Had thrown	Past	The phrase <i>had thrown</i> is the past perfect tense form of the infinitive <i>to throw</i> and describes an action that was completed before another action in the past.
Will have bounced	Future	The phrase <i>will have bounced</i> is the future perfect tense form of the infinitive <i>to bounce</i> and describes an action that will be completed before another action in the future.
Paints	Present	The word <i>paints</i> is the present tense form of the infinitive <i>to paint</i> and describes an action that is currently occurring.



SAMPLE

EXERCISE TWO

This exercise asked students to highlight a verb in each sentence. They then needed to identify the specific tense of the verb (using the list in the introduction), and then note this underneath it. The answers were as follows:

1. “As technology improves, the knowledge of the world grows.”

 - The main verb was *grows*.
 - It is the present simple tense form of the infinitive *to grow* because it describes an action without the use of an auxiliary verb.
2. “Rocks **have been studied** for centuries.”

 - The main verb was *studied*.
 - It is the past perfect tense form of the infinitive *to study* because it describes an ongoing action.
3. “Scientists **are researching** the world before they will be satisfied with their knowledge of rocks and fossils.”

 - The main verb was *researching*.
 - It is the present continuous tense form of the infinitive *to research* because it describes an ongoing action.



- It is the present simple tense form of the infinitive *to use* because it describes an action that is ongoing and is used as an auxiliary verb.

6. “Although their knowledge was limited, geologists **had used** evidence from sedimentary rocks of the 19th Century 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 was completed.

7. “Many volcanos **had been forming** for years, as solid rock changed to magma under the heat and 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 using a different tense, changing the main verbs in the sentence. The answers were as follows:

1. Change to present simple:

“America’s famous Grand Canyon formed from metamorphic rocks were broken down into small pieces and moved away by wind.”

- Answer: America’s famous Grand Canyon *is* formed from metamorphic rocks *are* broken down into small pieces and moved away by wind.
- In this sentence the verb *formed* *were* needed to be changed to *are* because the present simple tense describes an action that is currently occurring without the use of an auxiliary verb.

2. Change to past perfect:

“Geologists are convinced that the Earth’s crust formed from liquid to solid after cooling from magma.”

- Answer: Geologists *had* been convinced that the Earth’s crust *had* formed from liquid to solid after cooling from magma.
- In this sentence the verb *are* *formed* needed to be changed to *had been* and *has* needed to be changed to *had* because the past perfect tense describes an ongoing action that had been taking place but was eventually completed.



“Continents were pushing together to form a single mass as a result of one of three forces: continental drift, gravitational attraction.”

“Continents *had* been pushing together to form a single mass as a result of one of three forces: continental drift, gravitational or even electrical attraction.

In this sentence the phrase *will have been* needed to be changed to *had been* because the past perfect progressive 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 cool
- In this sentence the verb *have* needed to be changed to *had* because the past action that has been completed.

5. Change to future simple:

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

- Answer: Sedimentary rocks will form from numerous layers and differ
particularly thick rocks, you can identify these layers by looking at the different
- In this sentence the verb *will have* needed to be changed to *will* because it describes an action that will take place in the future without the need for a perfect tense.

» INTERESTING LINKS

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

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TENSE TABLE

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



TENSE TABLE

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

