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Introduction

Top Class is a series that endeavours to combine traditional approaches to the teaching and learning of grammar, punctuation and vocabulary with new techniques and activities that support and encourage good learning.

The three core areas have been separated into three distinct books aimed primarily at Key Stage 2. The three books ought to be used in conjunction with each other in order to provide learners with a wider learning environment and for them to understand that these core elements of Literacy work together and are not to be applied in isolation.

Specific elements of the new Key Stage 3 National Curriculum have also been included in order to introduce Key Stage 2 learners to more complex grammatical constructions and vocabulary as they make their transition from attaining National Standard to Mastery.

Each book, one for each Year group in Key Stage 2, aims to promote discussion about specific areas of Literacy and provide experiences and opportunities to use and apply what they have learnt.

The three books are as follows:

- **Top Class – Grammar**
- **Top Class – Punctuation**
- **Top Class – Vocabulary**

Each book contains lessons that develop a ‘top-down’ approach, allowing learners to see how we use language in context, not simply *when* we use a particular word, punctuation mark or grammatical construct but *how* to use it to its best effect when writing independently.

As such, it actively promotes the core principle that to learn grammar and punctuation well and to extend your personal vocabulary effectively, then you must not only see these particular elements of Literacy within authentic and meaningful context and settings but you must then have the opportunity to apply what you have understood in your own independent writing.

All too often children are taught grammar, punctuation and vocabulary with exercises that aren’t rooted within an authentic experience; and, as a result, although they may gain full marks in their exercise books, they often misapply or omit what has been learnt in their own free writing.

The *Top Class* series seeks to address this problem using a three staged approach, each Lesson Plan being structured so that learners are encouraged to investigate and explore

the English language; initially with support and guidance from their teacher and fellow peers before being asked to apply what they have learnt as individuals.

Think about...

Before undertaking the Guided activity, learners are asked about what they already know about a particular piece of punctuation or grammatical form and where they might have seen it.

This links directly to the Guided text, again helping learners to view grammar, punctuation and vocabulary in context, housing it so that stronger links can be made with prior learning and personal experiences. This can then be used as a springboard to explore and develop this further in a familiar setting.

For example, when looking at our use of capital letters when writing a proper noun, learners may be asked about why people use an atlas or map before looking at a tourist map of London and considering why place names and famous tourist attractions start with a capital letter.

Guided

This is a shared activity that engages the whole class.

Set within a specific and relevant genre of Literacy, it embeds each particular piece of grammar, punctuation or vocabulary being taught in a focused and meaningful way. Moreover, it invites learners to use this information in order to answer a series of questions that are related to the text itself and then begins to move beyond it.

Each of the three questions asked have been carefully formatted so that valuable practice for the end of *Key Stage 2 English grammar, punctuation and spelling test* can be undertaken throughout each Year group. Marks are also available so that pupils gain practice at providing fuller explanations for those questions where two or three marks are being awarded. Answers are provided on the Lesson Plan.

Independent

This activity can be completed as an individual, with a partner or within a small group.

Each Independent activity within the book is also differentiated at an upper and lower level* and offers teachers a range of practical activities that support learners as they practice what they have learnt in the Guided section.

**Differentiated activities can be found on the CD Rom.*

Homework

Included in this section is a homework activity that aims to encourage wider learning outside of the classroom to take place. There are two types of homework activities that are provided, each having been designed to help learners discover and engage with grammar, punctuation and vocabulary in the 'real' world:

A] Specific 'closed' questions may be asked in order that research skills, both modern and traditional, can be employed to find a particular answer.

For example: What is the capital city of Denmark? Who was the first man to walk on the moon? When necessary, answers are provided on the Lesson Plan.

B] Wider 'open' tasks are given in order to afford learners the opportunity to explore the world around them and collect examples that are both pertinent and authentic.

For example, learners may be asked to find three examples where a shop's name uses an apostrophe in their local high street.

Extension

This final stage of the learning journey is an important one and underscores the importance of using a 'top-down' approach to the teaching and learning of grammar, punctuation and vocabulary.

Each Extension activity within the book is also differentiated at an upper and lower level.*

Its aim is to encourage children to apply what they have learnt in a meaningful and purposeful way in order to embed their learning.

For example, learners may be asked to write a shopping list when planning a party that will naturally include a colon or use strong adjectives to describe a certain event in a story.

More importantly, it is this *writing for purpose* (rather than to score arbitrary marks or achieve irrelevant ticks in an exercise book) that provides a meaningful opportunity for individuals to engage with the English language and create their own work that uses grammar, punctuation and vocabulary in a way that brings their work to life.

In this way, not only will each learner be encouraged to use particular forms of grammar, punctuation or vocabulary correctly but, essentially, they will gain a strong sense of

themselves taking an active role as a writer. It gives them a valuable sense of what it is like to be an author, one who uses grammar not only to improve the quality of their work but also to express themselves as best they can using the written word.

The journey from simply understanding how the English language works to being able to apply that knowledge in order to become a capable and confident writer is a journey that will continue into adulthood and one that, in all truthfulness, never really ends.

However, by providing meaningful activities for both the classroom and beyond, the *Top Class* series can help each and every writer to freely use grammar, punctuation and vocabulary to great effect and support them as they endeavour to bring the written word to life in order to inform, influence and entertain their readers.

**Differentiated activities can be found on the CD Rom.*



Past Perfect Continuous



Think about...

Read the title of this chapter.

What does it imply about this planet?

What might the weather conditions be like?

Why else might it be unsafe to remain here?

With this in mind, who might read this book? Why?



Guided	Answers
<p>You are reading a chapter from a sci-fi book.</p> <p>What does the term sci-fi mean? Give an example of a sci-fi adventure film or television programme that you have seen? With this in mind, what might we expect to find in this text in terms of its characters, setting and storyline? Do you like this particular genre? Why? Why not? How might this colour your view of the text before you have even read it? Is this fair?</p> <p>Once done, answer the questions on page 57.</p>	<p>1 I. had survived II. had salvaged III. had consumed IV. had been received V. <u>had not pursued</u></p> <p>2 Regular: The emergency sirens had ceased. Irregular: The uprising had begun.</p>
Independent	
<p>You are focusing upon how to use the past perfect form with increased proficiency and effectiveness to improve your writing.</p> <p>On your own, with a partner or in a small group; complete the task sheet provided to you by your teacher on page 58.</p> <p>Once finished, cut off the homework task to take home with you for further practice.</p>	<p>3 had been + past participle Allow for personal examples. A] had been searching B] had not been fighting C] had been struggling D] had not been walking</p>
Extension	Homework
<p>Write the next part of this space adventure. Complete the Task Sheet on page 59.</p> <p>When completed, design a book cover and blurb for this story.</p>	<p>• No specific answers are required for this task, though teachers should ensure that learners have included both the past perfect and past perfect continuous when writing the blurb for their book cover.</p>

Remember...

We use the **past perfect** tense to show that a past event had already finished when another action happened. We

form this tense as follows: **had + past participle**. For example: Luckily, the crew **had eaten** before they came under attack.



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Chapter IX Escape from Elgin Minor



The carcass of the ship lay smouldering in the distance. Teller and his crew had survived the impact and had salvaged what they could before the fire had consumed any hope of shelter or escape.

All they could pray for now was that their distress call had been received by Jupiter Station and that a rescue mission was on its way.



Read this sci-fi adventure and answer the questions below.

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Carrying what little equipment and rations they could, the crew headed towards the faint silhouette of a watchtower.

Bitter winds and splinters of ice cut deep into exposed faces. The ice-storm was brutal. No wonder the Talaxians had not pursued them; to them they were already dead.

In the back of Teller's mind something scratched and clawed, but whatever it was it would have to wait. His crew had to reach sanctuary before nightfall. Everything else would have to wait.

The emergency sirens had ceased their call to action some hours before. The watchtower stood in darkness. The guards were dead and the galaxy's most infamous criminals roamed free. The uprising had begun.

- 1 Find five examples of the past perfect in the opening section of this story.

Underline the negative form.

I. _____ II. _____ III. _____ IV. _____ V. _____

5 marks

- 2 There are two more in the second section of this story. Which is regular and which is irregular?

Regular:

Irregular:

2 marks

- 3 What rule do you notice if you changed the past perfect into the continuous form?

Use this rule to create three sentences of your own.

Rule: _____

A] had been (search)

B] had not been (fight)

C] had been (struggle)

D] had not been (walk)

5 marks

Past Perfect Continuous



You have been given some sentence level work by your teacher. Match the two parts of the sentence with the verb. Don't forget to put it in the continuous form. Think about cause and effect when checking if your final answer makes sense.

Had + Been + Verb + ing

It had been	speed	the London Marathon when she tore a muscle.
The boys had been	drive	in the UK for just a fortnight when I met him.
The Titanic had been	shop	for days before the dam broke and the village was flooded.
Mum had been	cook	too fast when I skidded and crashed the car.
The athlete had been	live	before the kitchen filled with smoke and the fire alarm sounded.
Pierre had been	rain ✓	when dad telephoned her with the surprise news.
I had been	swim	when it hit an iceberg and sank.
Jacob had been	run	when they caught the fish with their bare hands.

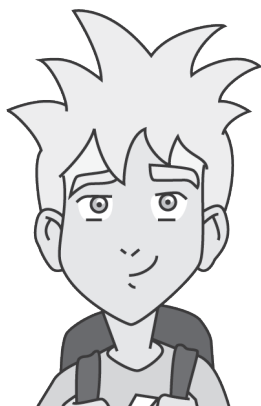
1. It had been raining for days before the dam broke and flooded the village.

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Homework

Design a book cover for *Escape from Elgin Minor*. Ensure that it includes a blurb based upon chapter IX. Who will be your target audience? Why? How will you make your book jacket eye-catching?





You are the author of *Escape from Elgin Minor*. Complete chapter IX of this action-packed space adventure. What will happen to Teller and his crew when they enter the prison? What will they discover? Will all his crew survive? Will any of them escape?

Name:

Date:

Escape from Elgin Minor

Teller and his crew had made it through the merciless ice storm and now stood before the prison gates. The niggling thought that scratched and clawed away at the back of Teller's mind continued menacing him. Where was the welcome? For that matter, where was anybody? It was only then that Teller began to realise that sanctuary and danger were one in the same place.

