

Verbs or Nouns? Adverbial or Adjectival Functions?

This is an attempt to focus more on the functions of portions of written sentences and examine how they relate to each other rather than just classifying and naming parts. We also wanted learners to understand that improving writing was not just matter of finding interesting adjectives or adverbs, but more a matter of expanding into phrases and clauses which do the same work. As in some of our other literacy activities we have enlisted the help of our aliens (portraits provided by artistic pupils) to provide a context free, but phonically regular environment, for language study.

This is a sorting activity. Experiments in the classroom so far have indicated it might be a good idea to add other categories to the sorting board. I have done so for the bits that cause confusion so they can be discussed later as a whole class, but you may want to change this. We'd welcome further comments and more sentence examples and if your pupils like drawing aliens to illustrate the sentences please beam them to me in jpeg form. I've added a blank card set for your homemade sentences since a good follow up activity is to persuade pupils to write their own to try out on others.

This activity is not on line until we have ironed out the blips which we hope to do by the end of term.

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COLLABORATIVE LEARNING PROJECT

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We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

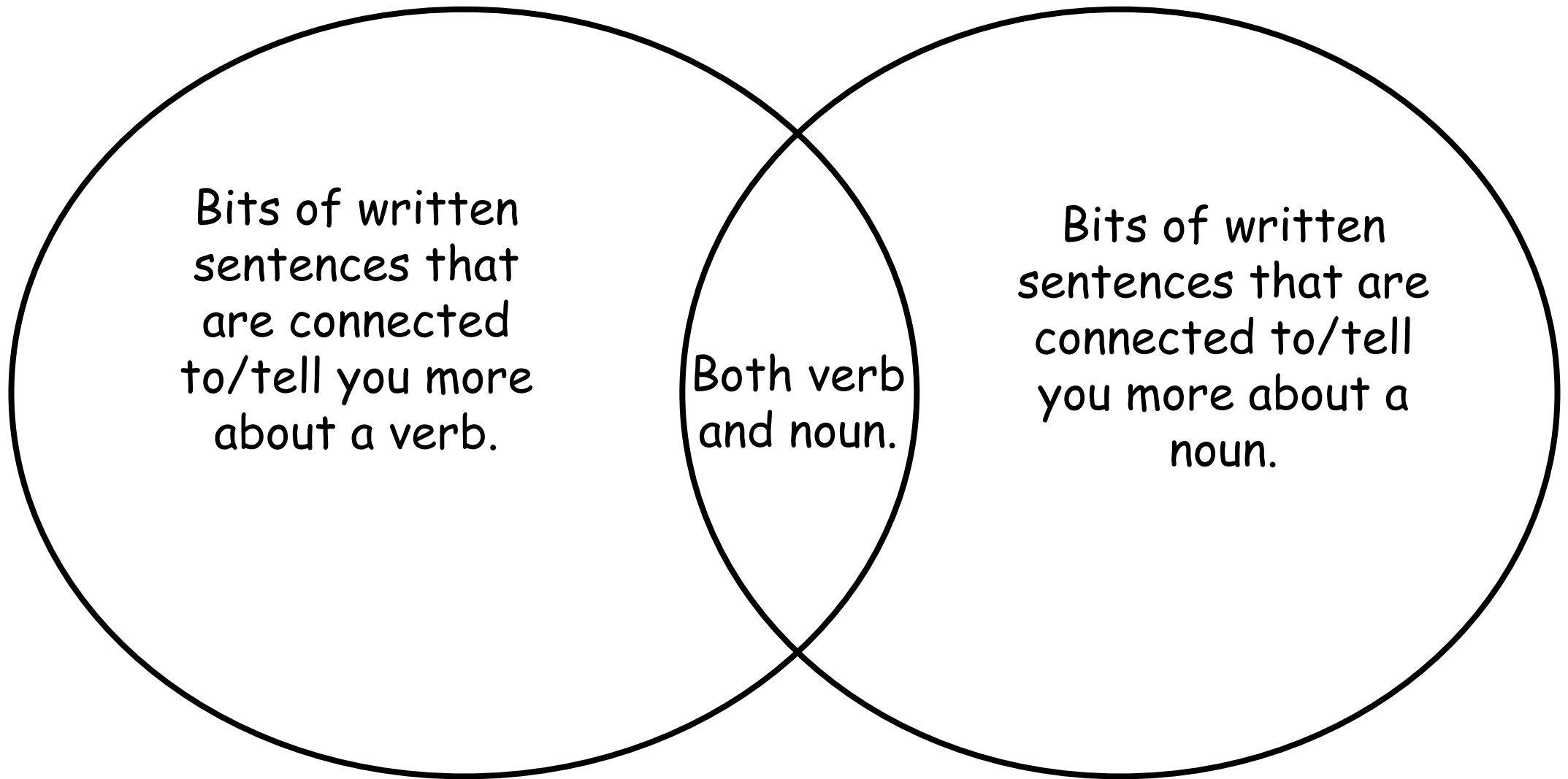
*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Verbs or Nouns?

Look at the written sentence cards with useful information about aliens. Does the section in red help you to understand more about the verb or the noun in the sentence? Maybe both? Maybe neither? Sort the cards on this Venn diagram.



Bits of written sentences that don't fit or are tricky can go here for later class discussion



These aliens eat pancakes **on Tuesdays**.



Why do Glombots sing **so fiercely**?

Aliens **from Zog** walk on three legs.



We are scared of aliens **with green beards**.



The older Quangles live mainly **on the tops of tickle plants**.



The nests of blue Quinks grow **daily more elaborate**.

Don't try singing **loudly** to Zings while they are eating.



The Plargs crept through the undergrowth in search of **green and red** scrooble.



Hopefully this Trungle will disappear in a few seconds.



Transparent Plungs are almost invisible **while swimming**.



Tall blue Plings **with red or green ears** live for two hundred years.



Gloys have a strong desire to nibble **raw** broccoli.



<p>"Look out!" shouted the Ponk, "The Quimbles have craftily taken the best seats on the ship."</p>	<p>Plibs look a little like Quinks except they walk in a funny way.</p>	<p>As the mist cleared, the cratered Zogian city where ancient rulers dwelt, came into view.</p>
<p>Unfortunately, the Grig that comes from planet Blob had stumbled and fallen on its enormous bottom.</p>	<p>"Being triangular is very helpful when sliding down mountains." remarked the Plung seriously.</p>	<p>A Plong in a purple spacesuit is attempting in vain to mend his flying saucer.</p>
<p>After the flying teacups had landed on Plimp, their doors opened and from each one a pink alien slithered out across the ground.</p>	<p>Ougs are so small that they can easily land their biggest spaceships on the tip of your smallest finger.</p>	<p>Strungles love to bathe in the cold tea left in the bottom of your cup.</p>
<p>"Look out!" shouted the Ponk, "The Quimbles have craftily taken the best seats on the ship."</p>	<p>Plibs look a little like Quinks except they walk in a funny way.</p>	<p>Tall blue Plings with red or green ears live for two hundred years.</p>
