**Sentence Building Game Instructions 3.2**

One set of cards contains:

|  |  |  |  |
| --- | --- | --- | --- |
| the huge dog | with floppy ears | barked | loudly |
| in the garden | because he was hungry | its owner had gone out | and |
| but | when | my baby brother woke up | which was annoying |
| crying |

* Give one set of cards to each group of 4-6 students or ask for 8 or so volunteers to line up at the front of the class and distribute cards between them.
* Ask students to sort the cards in different ways, either at their desks or displayed as a ‘washing line’ at the front of the class. Check answers as you go, reinforcing understanding of grammatical terminology:
* Which cards contain phrases (a group of two or more words but without a verb)?

|  |  |  |
| --- | --- | --- |
| the huge dog | with floppy ears | in the garden |

* Which cards contain clauses (a group of words including a verb)?

|  |  |  |
| --- | --- | --- |
| started to cry | barked | because he was hungry |
| its owner had gone out | my baby brother woke up | which was annoying |

* Which of these cards contain a main clause/simple sentence – a group of words including a finite verb that makes sense and sounds finished? Get one student or the whole group to shout ‘capital letter’ and ‘full stop’ where needed.

|  |  |
| --- | --- |
| Its owner had gone out. | My baby brother woke up. |

* Using any of the cards, make the shortest and longest simple sentence (main clause). Get one student or the whole group to shout ‘capital letter’ and ‘full stop’ where needed.

|  |  |
| --- | --- |
| The huge dog barked. | The huge dog with floppy ears barked loudly in the garden. |

* Make a compound sentence by joining two main clauses with **and**, e.g.

|  |
| --- |
| My baby brother woke up and started to cry. |

* Make a compound sentence by joining two main clauses with **but**, e.g.

|  |
| --- |
| The huge dog barked loudly in the garden but its owner had gone out. |

* Make three different complex sentences by joining subordinate clauses (that don’t make sense on their own) to a main clause. Write one about the baby, one about the dog, and one about both the baby and the dog. Get one student or the whole group to shout ‘capital letter’, ‘comma’ and ‘full stop’ where needed, e.g.

|  |
| --- |
| The huge dog barked loudly because he was hungry, which was annoying. |
| My baby brother woke up, crying, because he was hungry. |
| When the huge dog barked loudly because its owner had gone out, my baby brother woke up. |

* Make the silliest sentence you can and punctuate it correctly.

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