

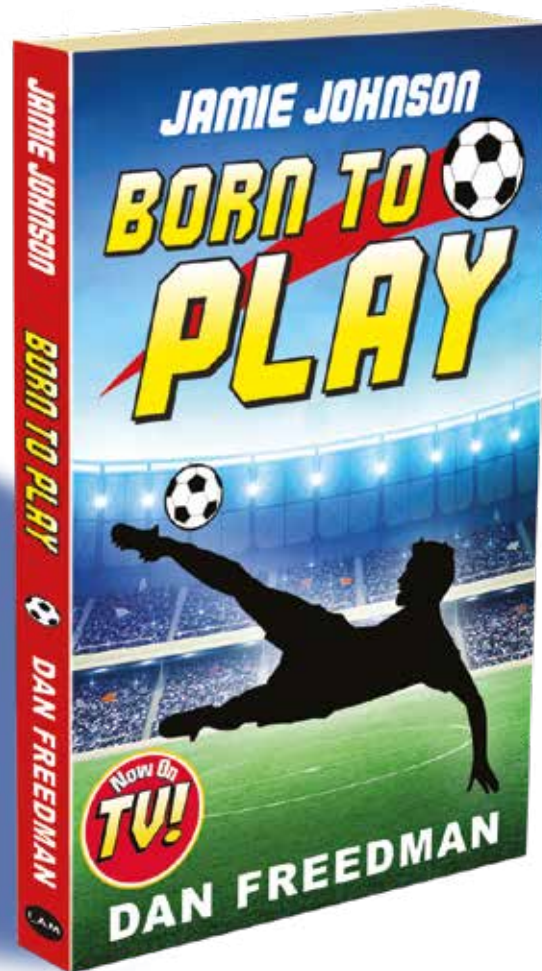


# GLORIOUS GRAMMAR

A series of "SPaG" activities to be taught in conjunction with the Jamie Johnson prequel – **BORN TO PLAY**.



## LEARN WITH JAMIE JOHNSON



## TEACHERS' GUIDE



The vision is for pupils and teachers to read **BORN TO PLAY** together, chapter by chapter. Hopefully, it can prompt some interesting class discussions and can then lead into doing these SPaG activities too. I wish I'd had something like this to help me learn grammar when I was at school.

*Dan Freedman author of the Jamie Johnson series*

## GO FOR YOUR GOALS





# INTRODUCTION



The teaching and learning of SPaG (Spelling, Punctuation and Grammar) can be compared in many ways to a game of football.

Both teachers of SPaG and coaches of football champion their pupils to develop a range of skills. Players learn the formations of attack and defence, how to control the ball and pass accurately. Pupils learn how to punctuate sentences with precision, spell correctly and express themselves with elegance and flair.

These skills require great perseverance, but when developed, allow players and pupils to become champions in their respective fields.

This set of SPaG activities compliments the reading of Dan Freedman's "Born to Play." The story follows 11-year-old, Jamie Johnson, a football player who must learn to develop and refine his skills, in order to achieve his dream: becoming a world-class champion.

The activities in this pack (aimed, but not limited to, the upper phase of Key Stage Two) should be delivered alongside the reading of this book to help support and challenge pupils' understanding of SPaG, and to re-cap prior knowledge.

It is my hope that studying SPaG through the lens of this text will help pupils understand the mechanics of the English language in a more meaningful and contextual way.



*Adam Bernard is an English teacher living in New York City.*



# CONTENTS



## Conjunctions

Activities Based on Chapter 1 (Over His Head) of *BORN TO PLAY*

## Antonyms and Synonyms

Activities Based on Chapter 2 (Wish List) of *BORN TO PLAY*

## Phrases

Activities Based on Chapter 3 (The Sandwich) of *BORN TO PLAY*

## Clauses

Activities Based on Chapter 4 (Glory Days) and Chapter 5 (Warm Up) of *BORN TO PLAY*

## Adverbs

Activities Based on Chapter 6 (Two on Two) of *BORN TO PLAY*

## Speech

Activities Based on Chapter 7 (Sunday Best) of *BORN TO PLAY*

## Colons

Activities Based on Chapter 8 (Turning the Tables) of *BORN TO PLAY*

## Prepositions

Activities Based on Chapter 9 (The Overhead Kick) of *BORN TO PLAY*

## Nouns

Activities Based on Chapter 10 (Standing Up) of *BORN TO PLAY*

## Apostrophes

Activities Based on Chapter 11 (Match Day) of *BORN TO PLAY*

## Suffixes

Activities Based on Chapter 12 (Game On!) of *BORN TO PLAY*

## Homophones

Activities Based on Chapter 13 (Action Time) of *BORN TO PLAY*

## Articles

Activities Based on Chapter 14 (A Big Decision) of *BORN TO PLAY*

## Dialogue and Inverted Commas

Activities Based on Chapter 15 (A Touch of Class) of *BORN TO PLAY*

## Pronouns

Activities Based on Chapter 16 (Leading Out the Team) of *BORN TO PLAY*

## Statements, Questions, Commands and Exclamations

Activities Based on Chapter 18 (Remember the Name) of *BORN TO PLAY*

## Wordsearch

SPaG Guide Page

1

5

7

9

11

13

15

16

19

20

21

23

25

26

27

28

29



# CONJUNCTIONS

Activities Based on Chapter 1 (Over His Head) of *BORN TO PLAY*



## COORDINATING CONJUNCTIONS

A coordinating conjunction is placed between two main clauses creating a compound sentence.

The following mnemonic often serves as a helpful reminder:

**F** - for  
**A** - and  
**N** - nor  
**B** - but  
**O** - or  
**Y** - yet  
**S** - so

The following list gives examples of coordinating conjunctions in a sentence based on chapter one of *BORN TO PLAY*.

- ⚽ Jamie hit the ball hard, **for** this was his moment.
- ⚽ Tyler Forbes was an unpleasant boy, **and** he was rude to all those around him.
- ⚽ Bryn and Tyler never picked Jamie for matches, **nor** did they speak to him kindly during the school day.
- ⚽ The boy jumped in the air to head the ball, **but** he missed it and landed on the wet ground with a thud.
- ⚽ Jamie was clearly the best player at The Grove, **so** a few of the boys were jealous of him.





# CONJUNCTIONS

Activities Based on Chapter 1 (Over His Head) of *BORN TO PLAY*







## CHALLENGE

Pupils should write seven sentences using each of the coordinating conjunctions on the FANBOYS mnemonic.

**Teachers should plan according to the needs of their class.** For example, some pupils might need sentences written out with a space to put in the missing coordinating conjunction. They should try to base their sentences on chapter one of *BORN TO PLAY*.

## EXAMPLES

-  He had to make a pass now, **or** someone would take the ball from under his feet.
-  Hugo wanted to get involved in the game, **yet** he was cautious to stay out of Bryn and Tyler's way.
-  He leant backwards and moved his legs high in the air, **so** he could kick the ball with a scissor-like motion.
-  Jamie was clearly very talented at football, **for** his skills were better than much older children.







# CONJUNCTIONS

Activities Based on Chapter 1 (Over His Head) of *BORN TO PLAY*



## SUBORDINATING CONJUNCTIONS

Subordinating conjunctions can introduce subordinate clauses.

The following list will be useful for pupils to memorise

**After**

**As if**

**Because**

**Before**

**During**

**Even if**

**If**

**Now that**

**Provided that**

**Since**

**So that**

**Though**

**Unless**

**Until**

**When**

**Whenever**

**Whilst**

The following list gives examples of subordinating conjunctions in sentences based on chapter one of *BORN TO PLAY*.

Remind students to put their comma between the clauses if the subordinate clause is first!



**After** Hugo helped Jamie up, Jamie thought about what a good friend he was.



**Before** Jamie slipped over, he could hear the cruel laugh of a teammate behind him.



**Whilst** Jamie had been embarrassed by his fall, it was not as embarrassing as when he wet himself at Wheatlands.

Remind pupils that if they are using the subordinating conjunction in the middle of the sentence they don't need a comma.



Jamie thought about what a good friend Hugo was **after** Hugo helped him up.



Jamie could hear the cruel laugh of a teammate behind him **before** he slipped over.



Jamie knew he would be a big star one day **though** he knew it would take hard work.



The boys started singing **as if** they were trying to goad Jamie into reacting.





# CONJUNCTIONS

Activities Based on Chapter 1 (Over His Head) of *BORN TO PLAY*



## CHALLENGE

Pupils should write one or more paragraphs continuing from the end of chapter one. In their paragraph, they should use as many subordinating conjunctions as they can from the list provided.

They should put their subordinating conjunctions both at the beginning and in the middle of their sentences.

**Teachers should plan according to the needs of their class.** For example, some pupils might need some sentences written out for them with space to put the missing subordinating conjunction. They should base their sentences on chapter one of *BORN TO PLAY*.

## EXAMPLES

**Even though** his knee hurt like crazy, Jamie refused to let them see him cry. Football was all he was good at. **Despite** being in some of the top sets at school, he didn't have much confidence in anything other than football. Hugo and Bryn would now tease him **whenever** they got the chance. Great! **Since** he performed so badly in that match, he would have to find a chance to prove his worth again. **Provided** he did that, they would leave him alone **until** they decided to start with him again.





# ANTONYMS AND SYNONYMS

Activities Based on Chapter 2 (Wish List) of *BORN TO PLAY*



## SYNOYNOMS

A synonym is a word or phrase that means nearly the same as another word or phrase in the same language. For example, 'fast', 'speedy' and 'quick' are all synonyms.

### CHALLENGE

Pupils should try to think of a synonym for the following words in chapter two. If they can't find one word they can give a few. Pupils should use a Thesaurus if they need support. Accept any appropriate synonym.

**Teachers should plan according to the needs of their class.** For example, pupils who need to be extended should attempt to qualify the strength of one or two of the above synonyms going from strongest to weakest e.g. 'happy'... 'delighted'... 'exultant'. 'Happy' is the weakest on this list and 'exultant' is the strongest.

- ⚽ He was **drenched** to the bone by the time he got in (p.16) **soaked**
- ⚽ Her car was **broken...** it was going to cost way too much to **repair.** (p.16)  
**smashed, fix**
- ⚽ He just **wanted** his mum to be **happy.** (p.17) **wished for, content**
- ⚽ His mum would have got **angry** about **buying** a pair (p.17) **annoyed, purchasing**
- ⚽ Jamie **ripped** a piece of paper from the pad (p.18) **tore**
- ⚽ He **began** to feel **unsettled** (p.19) **started, worried**
- ⚽ Normally, football kept the **bad feelings** away (p.19) **negative thoughts**
- ⚽ The athletics coach at school had **said** that he was **quick** enough (p.20)  
**commented, fast**
- ⚽ A **surge** of **determination sprang** up inside him (p.20) **rush, willpower, rose**







# ANTONYMS AND SYNONYMS

Activities Based on Chapter 2 (Wish List) of *BORN TO PLAY*



## ANTONYMS

An antonym is a word opposite in meaning to another. For example good / bad.

### CHALLENGE

Pupils should try to think of an antonym for the following words in chapter two. If they can't find one word they can give a few. Pupils should use a Thesaurus if they need support. Accept any appropriate antonym.

**Teachers should plan according to the needs of their class.** For example, pupils who need to be extended could go onto finding synonyms of the above words.

- ⚽ He **missed** the bus (p.16) **caught**
- ⚽ His mum was on a **late** shift (p.16) **early**
- ⚽ It was a **horrible** feeling to have (p.17) **wonderful**
- ⚽ Jamie's mood **darkened** (p.19) **brightened**
- ⚽ Swimming like **evil** sharks (p.19) **kind/friendly**
- ⚽ The **negative** thoughts were taking over (p.19) **positive**
- ⚽ Trying to **stop** Jamie doing what he **loved** most (p.20) **encourage, hated**
- ⚽ Jamie turned over and **clenched** his fists (p.21) **relaxed**
- ⚽ They wanted to stop him **playing** (p.20) **abandoning**





# PHRASES

Activities Based on Chapter 3 (The Sandwich) of *BORN TO PLAY*



## PHRASES

A phrase is a small group of words that acts as a unit within a sentence.

It is expected that pupils will already have an understanding of the following parts of speech: nouns, prepositions, verbs.

The following phrases are based on events in chapter three of *BORN TO PLAY*.

### NOUN PHRASE

A phrase that gives more detail about a noun.



**The smelly, gross sandwich** looked very unappetizing.



Jamie decided to stay inside the **safe and comfortable classroom**.

### PREPOSITIONAL PHRASE

Often begins with a preposition and ends with a noun or pronoun.



Jamie spends a lot of time **with his friend Jack**.



We could smell something horrible **underneath Hugo's bag**.



Hugo left his sandwich **on the lunchroom floor**.

### VERB PHRASE

The portion of a sentence that contains both the verb and an object.



Bryn and Tyler were **playing their new game**: Sickball.



Jamie was trying **to avoid the sickball** when surrounded by the bullies.



Jamie is currently **laughing at Tyler and Bryn** who have just splatted each other.





# PHRASES

Activities Based on Chapter 3 (The Sandwich) of *BORN TO PLAY*



## CHALLENGE

Pupils should identify the type of phrase that is in bold in each of the following sentences.

**Teachers should plan according to the needs of their class.** For example, some pupils could start by identifying the nouns, verbs and prepositions in sentences whilst more able pupils could write their own sentences which include noun, verb and prepositional phrases.

-  **In the middle of the playground**, someone had been sick. **prepositional**
-  Jamie grumbles as Hugo eats **his revolting sandwich**. **noun**
-  **On the side of the playground**, Jamie watched the players **running after the ball** like madmen. **prepositional**
-  Jamie and Hugo **felt the bullies** creep up behind them as they chatted. **verb**
-  The boy with **the ripped blazer** was an excellent midfielder. **noun**
-  Hugo brought Jamie **an incredibly disgusting sandwich**. **noun**
-  **The slimy brown sickballs** absolutely reeked. **noun**
-  **Running as fast as his legs could carry him**, Jamie knew Hugo and Bryn wouldn't catch him. **verb**





# CLAUSES

Activities Based on Chapter 4 (Glory Days) and  
Chapter 5 (Warm Up) of *BORN TO PLAY*



## CLAUSES

### SUBORDINATE CLAUSE

Subordinate clause – part of a sentence that does not make sense on its own; it needs to be joined with a main clause to make sense.

### MAIN CLAUSE

Main clause – a section of a sentence that makes complete sense on its own. It must have subject and a verb!

## CHALLENGE

Pupils should match up the following clauses to make a sentence. Subordinating conjunctions have been written in bold.

**Teachers should plan according to the needs of their class.** For example, pupils who need to be extended could write out their own sentences based on chapter four of *BORN TO PLAY* each with a subordinate and main clause.

- |   |   |
|---|---|
| <b>A</b> <b>When</b> Jamie's mum left the house,                              | Jamie felt really excited. <b>J</b>   |
| <b>B</b> <b>Provided</b> that they got to the stadium on time,                | Mike still remembered every moment clearly. <b>I</b>                              |
| <b>C</b> <b>Even</b> though they couldn't afford to purchase a season ticket, | Mike had bought him his first football. <b>G</b>                                  |
| <b>D</b> <b>When</b> Jamie was younger,                                       | they might get to see the warm-up. <b>B</b>                                       |
| <b>E</b> <b>After</b> the game,   | Jamie couldn't believe it was him in the photograph. <b>H</b>                     |
| <b>F</b> <b>As</b> Mike and Jamie left the house,                             | Mike got them both an ice-cream. <b>A</b>   |
| <b>G</b> <b>When</b> Jamie was three years old,                               | they had a secret fish and chip dinner. <b>E</b>                                  |
| <b>H</b> <b>Although</b> he knew his grandfather well,                        | Mike realized he had forgotten his wallet and had to go back and get it. <b>F</b> |
| <b>I</b> <b>Despite</b> playing professional football over 40 years ago,      | Jamie and Mike went to as many games as possible. <b>C</b>                        |
| <b>J</b> <b>As</b> they walked the three-kilometer journey to the ground,     | Mike used to carry him on his shoulders. <b>D</b>                                 |





# CLAUSES

Activities Based on Chapter 4 (Glory Days)  
and Chapter 5 (Warm Up) of *BORN TO PLAY*



## CLAUSES











Remind pupils that the subordinating conjunctions don't always have to go at the beginning of the sentence. Sometimes they can go in the middle. Commas are not necessary when you structure a sentence in this order.

### CHALLENGE











Pupils can match up the following clauses to make a sentence. Subordinating conjunctions have been written in bold.

**Teachers should plan according to the needs of their class.** For example, pupils who need to be extended could write out their own sentences based on chapter five of *BORN TO PLAY*, each with a subordinate and main clause.

### MAIN CLAUSE

- A**  Harry Armstrong was super brave
- B**  Jamie stared at Glenn Richardson with admiration
- C**  Jamie watched the Hawkstone players for extra tips
- D**  He closed his eyes and imagined being a world-class football player
- E**  Jamie asked Mike not to come to his game
- F**  Tony Walsh was the chairman of Hawkstone
- G**  Jamie was very careful when taking out the poster of Harry Armstrong
- H**  Certain players would pair off with each other
- I**  Tibbs was a great player
- J**  Jamie would read his match programme from cover to cover

### SUBORDINATE CLAUSE

-  **as** soon as he got home. **J**
-  **since** his clumsiness sometimes made him tear things. **G**
-  **although** he was rude to the fans which put them off him. **I**
-  **whenever** the warm-ups took place. **H**
-  **as** if he was a god. **B**
-  **though** he was just a normal kid. **D**
-  **because** he could make a brick wall feel scared. **A**
-  **even** though he was already confident in his own ability to beat Kingfield. **C**
-  **although** the fans were the club's true owners. **F**
-  **despite** Mike's constant support for Jamie's footballing skills. **E**





# ADVERBS

Activities Based on Chapter 6 (Two on Two) of *BORN TO PLAY*



## ADVERBS

Adverbs modify verbs and adjectives; they tell us how something is done, why it is done, when it is done, and where.

The following four categories of adverb are widely used.

Adverbs of space:	Adverbs of manner:	Adverb of time:	Adverbs of degree:
anywhere	reluctantly	now	very well
outside	timidly	afterwards	certainly
everywhere	badly	often	almost
there	menacingly	never	absolutely
upstairs	effectively	always	much
	slowly	frequently	little
		recently	just
		regularly	barely
		yesterday	nearly

## CHALLENGE

Underline the **adverbs** in the following sentence. Write down next to the sentence what type of adverb they are.

- 'Hawkstone were having an extremely good season.' **degree**
- 'Generally, Mike didn't say much while the game was on...' **time**
- '...as though the Hawkstone players would somehow be able to magically pick up his suggestion.' **manner**
- Hawkstone players have an amazing training pitch just outside the centre of the city. **space**
- 'Mike almost tripped over on the way to the game. **degree**
- 'Apparently, they've made a special plan to put you off your game.' **manner**
- 'When they teamed up together they made a pretty menacing pair.' **time**
- 'O.K. Jack said suddenly, surprising all three of the boys.' **time**







# ADVERBS

Activities Based on Chapter 6 (Two on Two) of *BORN TO PLAY*



- ⚽ Afterwards, the boys decided to go and buy some chocolate from the shop. **time**
- ⚽ “Maybe you will,” smiled Jack, calmly. **degree, manner**
- ⚽ ‘...coming up next to Jack and Jamie, aggressively staring them both in the eye.’ **manner**
- ⚽ “Well then,” asked Bryn impatiently. “What’s it gonna be?” **manner**
- ⚽ Jamie had planned to hang out at Jack’s house later on. **time**
- ⚽ “What are you doing?” Jamie whispered angrily to Jack. **manner**

## CHALLENGE

Write ONE or MORE paragraphs continuing on from the end of this chapter. Include at least FIVE adverbs. Try to include ONE adverb from each category. An example has been provided below.

**Teachers should plan according to the needs of their class.** For example, some pupils might write a few extra sentences with an adverb in each rather than a paragraph.

## EXAMPLE

Jamie and Jack turned **fearlessly** towards Bryn and Tyler. They couldn’t go anywhere but straight into the boys. But this worked **perfectly**. He walked **slowly** towards them. His heart was hammering inside his chest.

Jamie **regularly** avoided the boys, but now he had Jack to back him up, so he squared up to them. He was **definitely** not scared now. **Yesterday**, he was petrified.

“Are you ready?” Tyler growled.

“**Absolutely**,” Jamie said, **confidently**. “**More** ready than you’ll ever be.”





# SPEECH

Activities Based on Chapter 7 (Sunday Best) of *BORN TO PLAY*



## SPEECH

### DIRECT SPEECH

Direct speech is when words are coming directly from a character's mouth.



### REPORTED SPEECH

Reported speech is when someone is reporting what a character is saying, or has said.



⚽ "Alright, fair play, you win," he conceded.

⚽ "...Tyler, I ain't being funny, mate, but I reckon you should find a new position."

⚽ "Here," said Jamie. "Give me your keyring for a sec."

⚽ "I can't believe how fast he is with the ball," moaned Tyler.

⚽ "I'm going to beat them," Jamie whispered to Jack.

⚽ "You're a really great friend, Jack," Jamie said high-fiving her.

⚽ Bryn Stanton conceded to Jamie and Jack, telling them that they had won.

⚽ Bryn told Tyler that he reckoned he should find a new position.

⚽ Jamie told Jack to give him her keyring.

⚽ Tyler moaned about how fast Jamie was with the ball.

⚽ Jamie whispered to Jack that he was going to beat Bryn and Tyler.

⚽ Jamie high-fived Jack and told her she was a really good friend.





# SPEECH

Activities Based on Chapter 7 (Sunday Best) of *BORN TO PLAY*



## CHALLENGE

Pupils should translate the following examples of direct speech into reported speech and vice versa.

**Teachers should plan according to the needs of their class.** For example, pupils who need to be extended could continue the chapter and write a few paragraphs using direct and report speech.

### DIRECT SPEECH

⚽ "Do an around-the-world, Jamie!"  
Jack cried out loudly.

⚽ "...he's pretty good," Bryn said to Tyler  
as they cooled off after the match.

⚽ "I knew we would win," Jack giggled.

⚽ "We wiped the floor with them!"  
Jamie told Hugo the next day at  
school.

### REPORTED SPEECH

⚽ Jack cried out loudly at Jamie to do  
an around-the-world.

⚽ As they were cooling off, Bryn told  
Tyler he thought Jamie was pretty  
good.

⚽ Jack giggled at Jamie, telling him  
she knew they would win.

⚽ The next day at school, Jamie told  
Hugo that they had wiped the floor  
with them.

### REPORTED SPEECH

⚽ Bryn turned to Tyler, yelling at him to  
improve his game.

⚽ Later on that day, Jamie couldn't  
stop telling him how unbelievable  
Jack was.

⚽ Hugo laughed. He told Jamie how he  
wished he could have seen the looks  
on the boys' faces when he beat them.

### DIRECT SPEECH

⚽ Bryn turned to Tyler. "Improve your  
game!" he yelled.

⚽ "Jack was unbelievable!" Jamie said  
later that day.

⚽ "Jamie, I wish I could have seen the  
looks on the boys' faces when you  
beat them," Hugo laughed.









# COLONS

## Activities Based on Chapter 8 (Turning the Tables) of *BORN TO PLAY*















Colons can be used in the following ways:

-  **1** Introducing a list  
Jamie feels the following emotions towards Bryn and Tyler: **hatred, annoyance and disgust.**
-  **2** Between main clauses when the second explains or illustrates the first  
Jamie smiled and relaxed: **he was finally on the inside.**
-  **3** Introducing speech  
Bryn turned towards Jamie and shouted: **"Oi, Jamie! Over here!"**
-  **4** Illustration + Clarification  
There was one problem left: **Hugo Bogson.**

### CHALLENGE

Pupils should organise the following sentences under the above categories.

**Teachers should plan according to the needs of their class.** For example, pupils who need more support in literacy could have a couple of the answers given to help guide them.

-  Jamie felt one single emotion towards Bryn and Tyler: **disgust. 4**
-  Jamie and Bryn had one thing on their mind: **to teach Kingfield a lesson. 4**
-  They kept repeating: **"we're gonna get them!" 3**
-  There he sat at the end of the table: **Shaun McGiven. 4**
-  He was finally getting popular and so he said to himself: **"don't blow it!" 3**
-  He walked in a weird way: **he was bouncing. 2**
-  There was that awful sound again: **muffled laughter. 4**
-  He had heard them refer to Boggy as two things: **"mentalist" and a "freak boy." 1**
-  He could not blow it now as he had achieved the one thing he had always wanted: **popularity. 4**
-  Jamie turned and said: **"No way! Your house stinks, man!" 3**
-  They all laughed at Hugo's expense: **it was cruel. 2**
-  Hugo walked away, head down and Jamie felt his heart sink: **it sank with guilt. 4**





# PREPOSITIONS

Activities Based on Chapter 9 (The Overhead Kick) of *BORN TO PLAY*



## SPATIAL PREPOSITIONS

Spatial prepositions are related to space. Some spatial prepositions can be confused for adverbs of space. A preposition often modifies a verb, whilst an adverb does not.

Some of the following sentences are based loosely around chapter nine of *BORN TO PLAY*.

- ⚽ Above – Jack kicked the ball **above** Jamie's head.
- ⚽ Across – He weaved **across** the tarmac.
- ⚽ Against – Jamie and Jack leant **against** the tree as they chatted.
- ⚽ Ahead of – The goal was **ahead of** him.
- ⚽ Along – Jack led Jamie **along** the park to a larger space where they could play.
- ⚽ Among – The postman watched the two children run **among** the trees.
- ⚽ Around – The energetic boy ran **around** the ball.
- ⚽ Below – "Strike the ball with your laces...don't look **below** it – keep your eyes on it."
- ⚽ Beneath – **Beneath** his feet, Jamie could feel the grass tickle his bare skin.
- ⚽ Beside – Jack was **beside** him, and Jamie immediately felt more relaxed.
- ⚽ Between – Shaun McGivern can make the ball soar **between** the goalkeeper's hands.
- ⚽ From – I can always manage to get the ball **from** my opponent.
- ⚽ In front of – Jamie did a perfect overhead kick **in front of** Jack.
- ⚽ Near – He was dangerously **near** the goal.
- ⚽ Off – "Get **off** me!" Jamie shouted as he was pulled to the ground.
- ⚽ Through – Jamie weaved **through** the maze of players.
- ⚽ Towards – He felt the ball rushing **towards** him, and prepared to head it.
- ⚽ Under – The ball slid **under** the hands of the goalkeeper.
- ⚽ Within – He felt excitement buzz **within** him as the fans cheered.





# PREPOSITIONS

Activities Based on Chapter 9 (The Overhead Kick) of *BORN TO PLAY*



## CHALLENGE

Write ONE or MORE paragraphs based loosely on chapter nine, using as many spatial prepositions as possible. Underline the prepositions so that you can look back and see how many you have used. An example has been given below.

**Teachers should plan according to the needs of their class.** For example, pupils who find literacy challenging could write a few sentences rather than a paragraph.

## EXAMPLE

Jamie felt butterflies within his stomach. Jack sat beside him. She was talking about players from Kingfield like Dillon and Ollie and Ash, and between all of the names, Jamie's head started to spin!

He felt better once Jack taught him her overhead kick trick. He made sure there was plenty of space in front of and behind him before he began.







# PREPOSITIONS







Activities Based on Chapter 9 (The Overhead Kick) of *BORN TO PLAY*



## TEMPORAL PREPOSITIONS

These prepositions of time are often used at the beginning or in the middle of a complex sentence. Some of these temporal prepositions also act as subordinating conjunctions.

Some of the following sentences are based loosely around chapter nine *BORN TO PLAY*.

-  **After** the match, the boys went and had a large fish and chip dinner.
-  **Before** the school bus arrived outside her house, Jack had time to watch repeats of yesterday's match.
-  **Between** the hours of one and two in the afternoon, Jamie was with Jack.
-  **During** his Geography lesson, Jamie found himself writing about the offside rule.
-  **Following** his awful behavior in a PE lesson, Bryn was sent to the headmaster's office.
-  Jack waited patiently **until** Jamie finally mastered the movement.

## CHALLENGE

Write ONE or MORE paragraphs based loosely on chapter nine, using as many temporal prepositions as possible. Underline the prepositions so that you can look back and see how many you have used. An example has been given below.

**Teachers should plan according to the needs of their class.** For example, pupils who find literacy challenging could write a few sentences rather than a paragraph.

## EXAMPLE

**Before** Jamie attempted the overheadkick, he had to relax. That's what Jack said. She waited patiently **until** Jamie was ready. **Once** he had focused, he did it beautifully. **During** the movement, he didn't take his eyes off of the ball.





# NOUNS

Activities Based on Chapter 10 (Standing Up) of *BORN TO PLAY*



## NOUNS

A) PROPER	B) COMMON	C) COLLECTIVE	D) ABSTRACT
a name used for an individual person, place, or organization; first letter capitalised.	common nouns are general names. They are not capitalized unless they begin a sentence or are part of a title.	denotes a group of persons or objects.	a noun denoting an idea, quality, or state rather than a concrete object.
<b>Jamie</b> <b>Hawkstone</b>	<b>football</b> <b>eye</b>	<b>team</b> <b>group</b>	<b>love</b> <b>hate</b>

## CHALLENGE

Pupils draw a table like the one above. They should put the nouns underneath the table into the correct column.

**Teachers should plan according to the needs of their class.** For example, pupils who need to be extended could add their own nouns into the table.

- |                  |                      |                     |                   |               |
|------------------|----------------------|---------------------|-------------------|---------------|
| Bryn <b>A</b>    | faithful <b>D</b>    | class <b>C</b>      | mind <b>B</b>     | head <b>B</b> |
| Tyler <b>A</b>   | Kingfield <b>A</b>   | freak <b>B</b>      | flock <b>C</b>    | army <b>C</b> |
| Hugo <b>A</b>    | Mr. Bolitho <b>A</b> | confidence <b>D</b> | mate <b>B</b>     |               |
| ravioli <b>B</b> | situation <b>D</b>   | English <b>A</b>    | pack <b>C</b>     |               |
| sauce <b>B</b>   | chair <b>B</b>       | sandwiches <b>B</b> | question <b>D</b> |               |





# APOSTROPHES

Activities Based on Chapter 11 (Match Day) of *BORN TO PLAY*



## APOSTROPHES

A punctuation mark that can be used in the following ways:

### FOR POSSESSION

- ⚽ Jamie's name was called
- ⚽ If it was some of Hugo's "special" sandwiches, he might be sick on the spot.
- ⚽ As Jamie stepped off the coach, arriving at Kingfield's pitches, he felt excited.

### FOR CONTRACTION

#### Full sentence

- ⚽ Jamie **could not** be bothered.
- ⚽ The boys **can not** wait for the match.
- ⚽ Jamie **was not** looking forward to opening Hugo's bag at first.
- ⚽ The Kingfield players **were not** going to lose without a fight.

#### Shortened with an apostrophe

- ⚽ Jamie couldn't be bothered.
- ⚽ The boys can't wait for the match.
- ⚽ Jamie wasn't looking forward to opening Hugo's bag at first.
- ⚽ The Kingfield players weren't going to lose without a fight.

## CHALLENGE

Based on this chapter OR any other chapter in the book pupils should write AT LEAST TWO sentences that fit in with each of the above TWO categories: possession and contraction. In all sentences, apostrophes should be used in the correct way.

**Teachers should plan according to the needs of their class.** For example, pupils who find literacy challenging could have some sentences, such as those below, written as examples with the apostrophe missing.

- ⚽ **Possession:** Hugo Bogson's voice was very loud.
- ⚽ **Possession:** Hugo's special sandwiches were probably Jamie's worst nightmare!
- ⚽ **Contraction:** Jamie couldn't believe that Hugo had bought him the shin pads.
- ⚽ **Contraction:** He wasn't sure whether to laugh or cry at such a kind gesture.





# SUFFIXES

Activities Based on Chapter 12 (Game On!) of *BORN TO PLAY*



## SUFFIXES

Suffixes are a group of letters added to the end of a word to change its meaning. Suffixes range from groups of letters like 'ant', 'ent', or 'ency'. In this challenge we will be looking at the suffixes 'able' and 'ible'.

### CHALLENGE

Pupils should write out the following sentences, choosing the correct suffix (**-able** or **-ible**)

**Teachers should plan according to the needs of their class.** For example, pupils who need to be extended could write their own sentences with words ending in -able or -ible.

- ⚽ Dillon is not a very like\_\_\_\_\_ boy. **able**
- ⚽ Jamie was cap\_\_\_\_\_ of beating his opponents. **able**
- ⚽ The teachers at Kingsfield were not very respons\_\_\_\_\_. **ible**
- ⚽ Jamie is very knowledge\_\_\_\_\_ about football so the odds are in his favour. **able**
- ⚽ He was gull\_\_\_\_\_ to think that Dillon actually dropped his contact lense. **ible**
- ⚽ Most respectful players would be quite ami\_\_\_\_\_. **able**
- ⚽ It is inexcus\_\_\_\_\_ how Dillion treated Jamie. **able**
- ⚽ It was laugh\_\_\_\_\_ how badly Jamie was going to beat them. **able**
- ⚽ His anger towards the other players was justifi\_\_\_\_\_. **able**
- ⚽ In his new shin pads, the boy looked very fashion\_\_\_\_\_. **able**
- ⚽ He wasn't scared about anything because he was fully cap\_\_\_\_\_. **able**
- ⚽ Losing this match would be the most terr\_\_\_\_\_ experience. **ible**
- ⚽ Normally he felt incred\_\_\_\_\_ walking onto the pitch. Now he was just nervous! **ible**





# SUFFIXES

Activities Based on Chapter 12 (Game On!) of *BORN TO PLAY*



## CHALLENGE

Pupils should write the following sentences out correctly, choosing the correct suffix (**-ant**, **-ance**, **-ancy**, **-ent**, **-ence**, **-ency**)

Teachers should plan according to the needs of their class.

- ⚽ There was an abund\_\_\_\_\_ of parents at the game. **ance**
- ⚽ Jamie was reluct\_\_\_\_\_ to trust another Kingfield student after Dillon's stunt. He felt hesit\_\_\_\_\_ to trust anyone now! **ant, ant**
- ⚽ He did not really care about Dillon. Once he won, he would be triumph\_\_\_\_\_. **ant**
- ⚽ Some of the Kingfield players clearly had little dec\_\_\_\_\_. **ency**
- ⚽ Dillon thought it a real achievem\_\_\_\_\_ to have tripped Jamie up. **ent**
- ⚽ It would have been brilli\_\_\_\_\_ had Jamie actually laughed in Dillon's face! **ant**
- ⚽ There was a clear discrep\_\_\_\_\_ between students at Kingfield and The Grove. **ency**

## CHALLENGE

Pupils should write the following sentences out correctly, choosing the correct suffix '**ed**' '**ing**' or '**ence**'

- ⚽ The school captain kept refrerr\_\_\_\_\_ to an amazing goal he had scored. **ing**
- ⚽ Jamie had a strong prefer\_\_\_\_\_ for his new shin pads over his old ones. **ence**
- ⚽ His grandfather had made refer\_\_\_\_\_ to a friend of his who once went to Kingfield. **ence**
- ⚽ He offer\_\_\_\_\_ the captain a handshake. **ed**
- ⚽ Jamie's threw his hands out, buffer\_\_\_\_\_ the fall as he tumbled onto the astroturf. **ing**
- ⚽ The Kingfield players were conferr\_\_\_\_\_ by the corner of the pitch. **ing**
- ⚽ Jamie inferr\_\_\_\_\_ that he wasn't wanted at the match by a lot of players. **ed**
- ⚽ He had no doubt that they would cause him suffer\_\_\_\_\_. **ing**





# HOMOPHONES

Activities Based on Chapter 13 (Action Time) of *BORN TO PLAY*

















## HOMOPHONES

A **homophone** is two or more words with the same pronunciation but a different meaning and sometimes a different spelling. For example 'heir' and 'air'.

### CHALLENGE

Pupils should choose the correct **homophone** for each sentence.

**Teachers should plan according to the needs of their class.** For example, pupils who need to be extended could write a continuation of chapter thirteen using the following homophones or some of their own.

- |   |  |
|---|--|
|  <b>farther / <u>father</u></b>      | Sadly, Jamie's f_____ was not at the match.  |
|  <b><u>advice</u> / advise</b>      | It was time for Jamie to receive some good a_____.   |
|  <b>device / <u>devise</u></b>     | Jamie needed to d_____ a plan to beat the opposition.  |
|  <b><u>licence</u> / license</b>   | You had to have a l_____ to hold matches.  |
|  <b><u>practice</u> / practise</b> | Hugo's uncle was a doctor and he owned a p_____ in town.                                     |
|  <b>guessed / <u>guest</u></b>     | Jamie was a g_____ at Kingfield today.   |
|  <b>heard / <u>herd</u></b>        | The defenders looked like a h_____ of angry beasts.  |
|  <b><u>morning</u> / mourning</b>  | The match took place at 10am in the m_____.  |
|  <b><u>see</u> / sea</b>           | Jamie could s_____ Ashish Khan approach him.   |
|  <b>witch / <u>which</u></b>       | Dillon Simmonds was attacking Jamie with verbals w_____ he hated.                            |
|  <b><u>sore</u> / saw</b>          | Jamie admitted that he was a s_____ loser.   |
|  <b>dear / <u>deer</u></b>         | As Dillon scored, Jamie looked startled like a d_____ in headlights.                         |
|  <b>pier / <u>peer</u></b>         | He could barely watch Dillon's celebrations at scoring. He didn't want to p_____ but he did. |
|  <b><u>bear</u> / bare</b>         | Jamie could not b_____ to see The Grove losing.  |







# HOMOPHONES

Activities Based on Chapter 13 (Action Time) of *BORN TO PLAY*



**fair / fare**

He didn't find it f\_\_\_\_\_ and his anger grew.



**there / their**

T\_\_\_\_\_ was no mistaking it. Jamie had to do something.



**where / wear**

Nobody knew w\_\_\_\_\_ Jamie was heading with the ball.



**tear / tier**

As Dillon slashed him down violently, Jamie felt his eyes  
t\_\_\_\_\_ up in pain.



**sheer / shear**

Everyone gasped in s\_\_\_\_\_ surprise.



**past / passed**

The moment p\_\_\_\_\_ in a flash.





# ARTICLES

Activities Based on Chapter 14 (A Big Decision) of *BORN TO PLAY*

## ARTICLES

**THE DEFINITE ARTICLE** - the definite article is the word 'the'. It limits the meaning of the noun to one particular thing.



Please give me **the** ball.



**The** match begins at 12 o'clock.

**THE INDEFINITE ARTICLE** - the indefinite article takes two forms. It's the word 'a' when it precedes a word that begins with a consonant. It's the word 'an' when it precedes a word that begins with a vowel.



**A** smile appeared on Jamie's face.



He showed **an** interest in the game.

## CHALLENGE

Pupils should fill in the space with the correct article.

**Teachers should plan according to the needs of their class.** For example, pupils who need to be extended could write their own sentences based on chapter fourteen of "*BORN TO PLAY*".



Jamie took \_\_\_\_ mesmerising free kick towards the end of the match. **a**



Jamie scored \_\_\_\_ free kick of the century. **the**



Dillon was hungry for \_\_\_\_ ball. **the**



Jamie hit both of \_\_\_\_ goalposts. **the**



Dillon Simmonds was bewitched by \_\_\_\_ two feet of one awesome player. **the**



There was \_\_\_\_ unconscious player on the pitch. **an**



\_\_\_\_ referee asked if anyone knew first-aid. **The**



\_\_\_\_ feeling of intensity filled the air. **A**



Bryn gave Jamie Johnson \_\_\_\_ huge bear hug. **a**



Rather than scoring a goal, Jamie ran to help \_\_\_\_ unconscious boy. **the**





# DIALOGUE AND INVERTED COMMAS

Activities Based on Chapter 15 (A Touch of Class) of *BORN TO PLAY*



## INVERTED COMMAS

Inverted commas should be placed AROUND the dialogue, with punctuation on the inside as follows.

“I have to help that boy,” Jamie called. (correct)

“I need to call my grandfather”, Jamie said. (incorrect)

### CHALLENGE

Pupils should put the **inverted commas** and **missing commas** in the correct place.

⚽ “That’s my boy out there,” Mike said to the man behind him in the crowd. “Jamie. Jamie Johnson. Isn’t he a great player?”

⚽ Mike passed the security guard outside the school grounds and patted him on the shoulder. “My grandson has both the talent and character to be a very special footballer indeed.”

⚽ The guard nodded at him. “I saw how he played,” he said in awe. “What a great kid.”

⚽ “I think my son and I owe you a thank you, the large man said smiling. “Jamie is it?”

⚽ “Ollie’s fine,” The man smiled. “But it could have been serious. The blow to his head knocked him clean out and his tongue was blocking his airway...It’s just lucky you kicked the ball out when you did. Is there any way I can thank you?”

⚽ “It’s fine,” said Jamie. “Don’t worry about it. I’m just glad he’s OK.”

⚽ “No, really. I mean it – it was a real touch of class what you did...Trust me, I’ll think of something,” he said, getting into his car.

⚽ “Hang on a minute,” said the man getting back out of his car. “Who do you support, Jamie?”

⚽ “Hawkstone United,” said Jamie proudly. “All the way.”

⚽ “Good,” smiled the man. “I was hoping you might say that...and where are you planning to watch the Cup game tomorrow?”

⚽ “You could do that,” said the man. “Or you and your family could come to the game as my guests. How would you like to be Hawkstone’s mascot, Jamie? I’m the chairman, by the way. My name’s Tony Walsh.”





# PRONOUNS

Activities Based on Chapter 16 (Leading Out the Team) of *BORN TO PLAY*



## PRONOUN

A word that can substitute for a noun.



Personal Pronoun	Possessive Pronoun
he/she/it	his / hers
I	my / mine
they	their
you	your
we	our

## CHALLENGE

Pupils should underline the pronoun in the sentence and write down which type of pronoun it is: **personal or possessive**.

- His mum always told him that he was handsome. **POSSESSIVE**
- "Do we have a Hawkstone mascot in the house?" **PERSONAL**
- "I don't think they will delay the kick-off..." **PERSONAL**
- He had prayed for this moment to happen all his life. **PERSONAL**
- "Good for you, kid." **PERSONAL**
- "Ready, lads, here we go!" **PERSONAL**
- "This is our cup final, guys!" **POSSESSIVE**
- "This is where I belong." **PERSONAL**

## CHALLENGE

Pupils should put the correct pronoun in the sentences below.

- We want to take your granddad, Mike, out for lunch.
- Harry Armstrong laughed, his chest rising and falling.
- Jamie had never felt so excited, he practically jumped for joy.
- The Hawkstone players seemed very protective of their teammates.
- "Grab my hand, Jamie. we need to walk out now."
- The ball is mine, Jamie thought, as he ran to kick it.
- "The opportunity is yours, so go for it!" Mike said to Jamie later that day.





# STATEMENTS, QUESTIONS, COMMANDS AND EXCLAMATIONS

Activities Based on Chapter 18 (Remember the Name) of *BORN TO PLAY*



## STATEMENTS

- A** A definite or clear expression of something in speech or writing **e.g. Jamie Johnson likes playing football.**

## QUESTIONS

- B** Sentences worded in a way to elicit information **e.g. "Are you sure you want to do this?"**

## COMMANDS

- C** An authoritative order **e.g. "Sit down."**











## EXCLAMATIONS

- D** A sudden remark or interjection used to express anger, upset, surprise or pain **e.g. "Ouch! That tackle hurt!"**

## CHALLENGE

Pupils should label the following types of sentence: statements, questions, commands, explanations.

**Teachers should plan according to the needs of their class.** For example, pupils who need to be extended could write more of their own statements, questions, commands and explanations.

-  "Say a big thank you to our mascot for today, Jamie Johnson." **C - command**
-  Jamie raised his hand. **A**
-  "Wow! What a kid!" **D**
-  Jamie's heart burned with pride. **A**
-  "Have you ever seen a kid play that well?" **B**
-  There's only one Jamie Johnson. **A**
-  Jamie smiled and punched his fist into the air, skyward. **A**
-  "What a great player he is." **A**
-  This boy was born to play. **A**
-  "Yeah! Go on, Jamie!" **D**





# WORDSEARCH

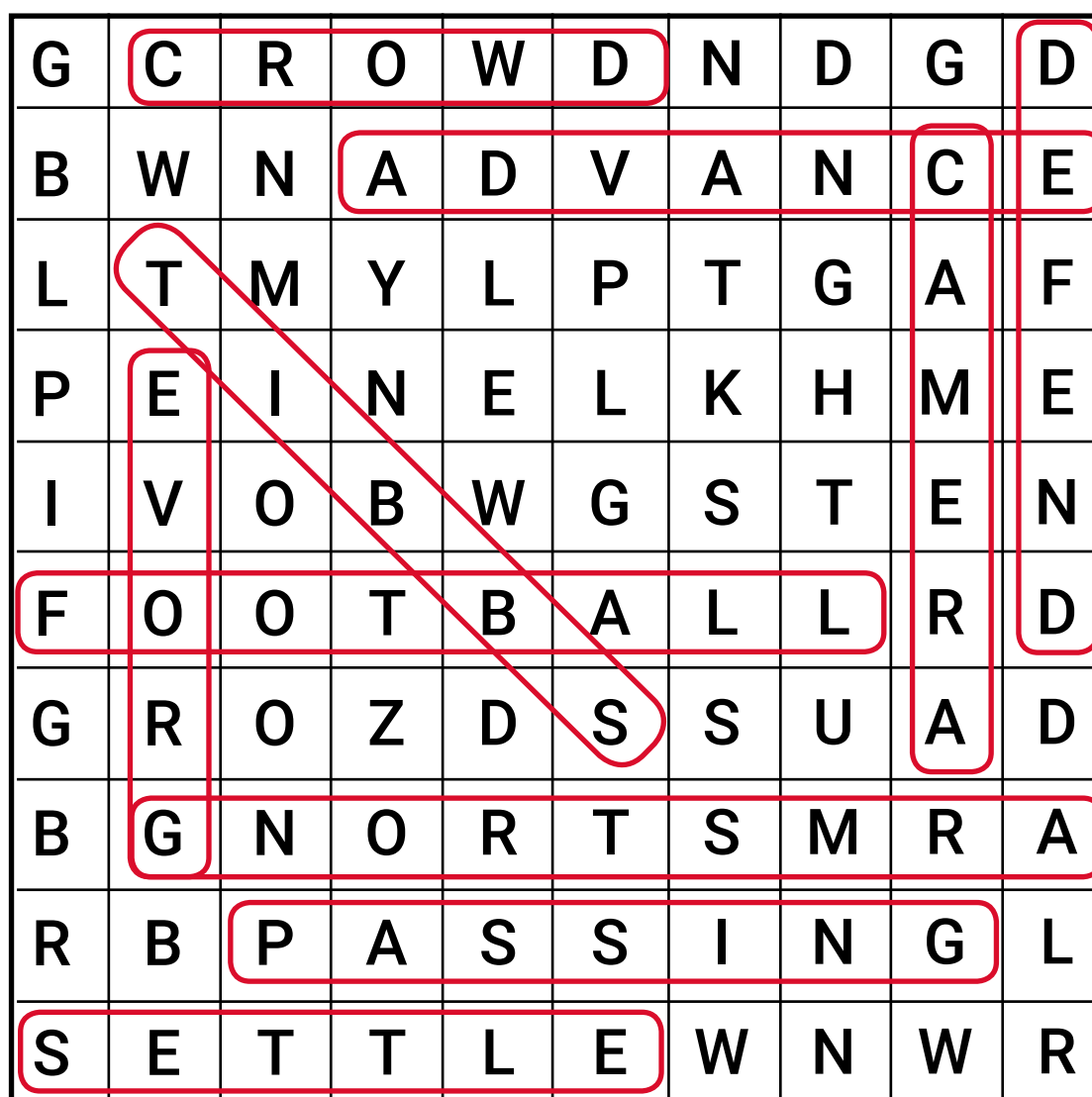
A Bit of Fun to Warm Down To!



## CHALLENGE

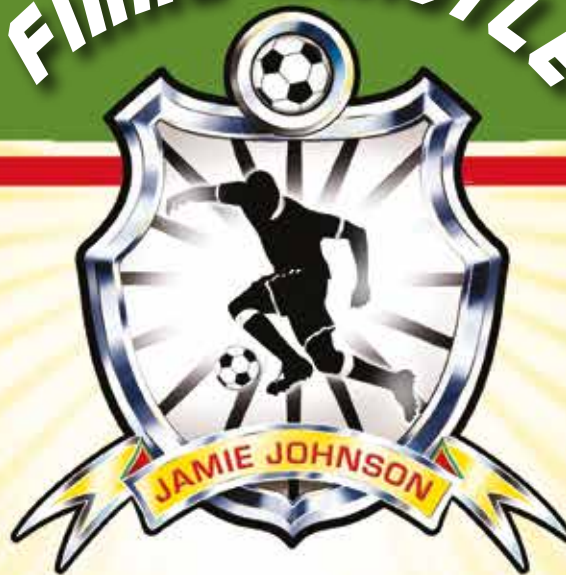
How quickly can you find all the words?

- |           |        |          |         |        |
|-----------|--------|----------|---------|--------|
| advance   | camera | defend   | grove   | settle |
| Armstrong | crowd  | football | passing | tibbs  |





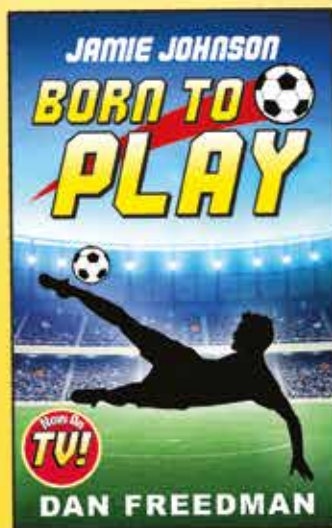
# FINAL WHISTLE



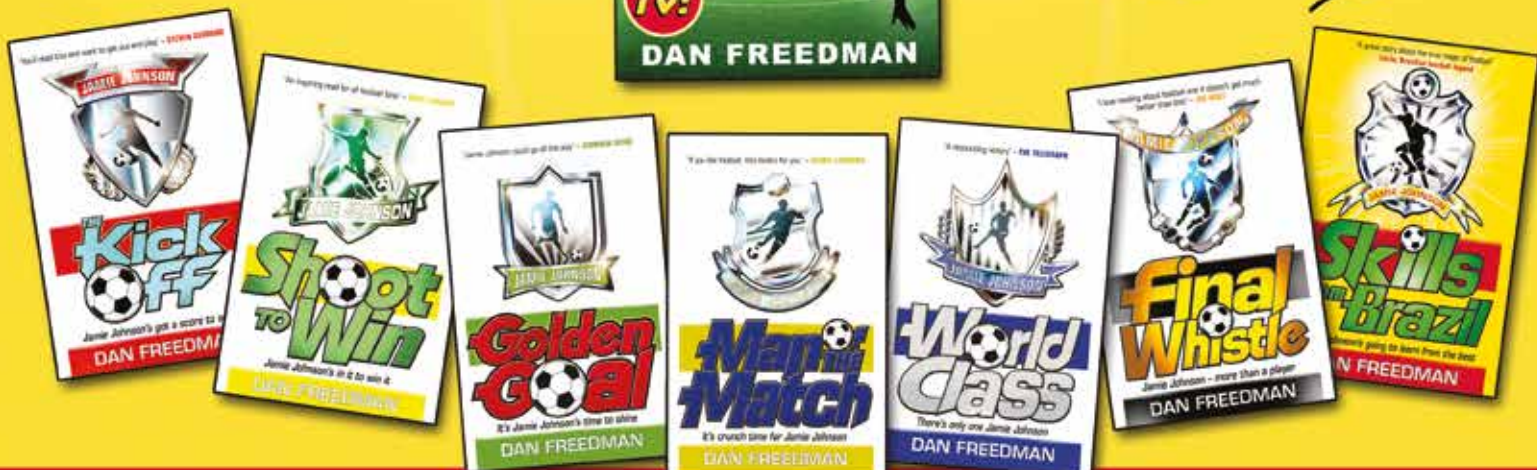
That's the final whistle on this game of Glorious Grammar! We hope you enjoyed learning with Jamie Johnson. There are plenty more books in the series though.

If you'd like more information on Dan Freedman, the Jamie Johnson series and other books, please visit [DanFreedman.co.uk](http://DanFreedman.co.uk)

For more information on the Jamie Johnson TV series and to watch episodes via the iPlayer, please visit, [bbc.co.uk/cbbc/shows/jamie-johnson](http://bbc.co.uk/cbbc/shows/jamie-johnson)



*Dan Freedman*



Email: [Dan@DanFreedman.co.uk](mailto:Dan@DanFreedman.co.uk) • [www.DanFreedman.co.uk](http://www.DanFreedman.co.uk) • Twitter: [DanFreedman99](https://twitter.com/DanFreedman99)

Designed and Illustrated by Jason Cox at Atomic Squib Ltd