

GRAMMAR EXPEDITION



NAME:

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INTRODUCTION TO GRAMMAR EXPEDITION

Welcome to the Grammar Expedition, a self-directed, inquiry-based project designed to help you explore the often mysterious world of English grammar.

Rather than simply being told the rules, you will investigate grammar for yourself—asking questions, conducting research, creating explanations, and teaching others. This approach is built around the Expedition into Inquiry framework:



Navigate – Identify your current understanding and grammar needs



Explore – Research and collect information about your chosen grammar concept



Synthesise – Turn your learning into a teachable, creative explanation



Weave – Reflect on your journey and connect it back to your future writing

HOW TO USE THIS RESOURCE

This booklet is designed as a flexible tool for both independent learners and classroom use.

For Students:

You can work through each compass direction (North, East, South, West) step by step.



Each section includes:

- Guided prompts
- Space to plan and reflect
- Templates to help you design your own teaching activity

You can complete it digitally, or print it out and work on paper. Set your own pace—this project works best over several lessons or homework sessions.

For Teachers:

This resource can be:

- Printed and distributed as a project booklet
- Used in formative grammar workshops
- Integrated into language support sessions
- Offered as an extension or enrichment project

It aligns with key ATL skills (research, communication, reflection) and supports differentiation by allowing students to choose grammar topics based on their own needs and curiosities.

The Goal:

By the end of this journey, each student will:

- Clarify a personal grammar challenge
- Research and explain a concept in depth
- Teach it to others in a clear, creative way
- Reflect on their growth and understanding

NORTH IS FOR NAVIGATE

DEFINE YOUR STARTING POINT. WHAT
DO YOU ALREADY KNOW, AND WHERE
ARE YOU HEADED?



PURPOSE OF THIS PHASE

Before any great expedition, you need a map. In this phase, you'll take stock of your current understanding of grammar, reflect on areas where you struggle, and define your inquiry question—the challenge you're setting out to solve.

ACTIVITY 1: WHAT IS GRAMMAR REALLY?

*We hear about grammar all the time, but how often do
we stop to really consider what it means?*

Task: Research different definitions of grammar (try dictionaries, linguists, or even AI!) and write one that fits your understanding best.

My personal definition of grammar:

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ACTIVITY 2: WHERE DO I STRUGGLE?

Every learner has something they find tricky in grammar—what’s yours?

Look back at your recent writing or classwork.

Focus especially on:

- Teacher feedback
- Self-identified errors

- Repeated mistakes or confusion

Option 1: Review Your Own Writing

Choose a short piece of writing you've done recently (e.g. a paragraph or two from an essay, email, or story).

Reread your teacher's feedback or annotate it yourself.

Look for repeated patterns of error—tense, punctuation, sentence structure, etc.

What I noticed about my grammar:

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Option 2: Ask ChatGPT for Help

If you have access to an AI model, like ChatGPT, use these prompts to help self-assess where you are currently at.

Prompt 1 to copy and paste into ChatGPT:

I want to improve my English grammar. I'm going to paste a short piece of writing I've done. Can you analyse it and tell me which grammar areas I'm struggling with the most? Please give clear examples from my writing and explain the rule I've broken or misunderstood.

Tip: Paste 1–2 paragraphs of your own writing after the prompt.

Prompt 2 to copy and paste into ChatGPT:

If you don't have writing available, try this instead:

I want to discover which areas of English grammar I might struggle with. Could you give me a short grammar quiz or ask me to write a few sentences, then analyse my responses to point out common mistakes or areas I need to learn more about?

What ChatGPT told me about my grammar:

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ACTIVITY 3: WHAT DO I WANT TO FIND OUT?

Now that you've identified an area of grammar that confuses you, it's time to **turn your confusion into curiosity**. This is the heart of your expedition—your **Grammar Question** will guide your research and your project.

Think Like an Explorer

Great inquiry questions are:

- Focused but open-ended
- Connected to your personal writing needs
- Answerable through research and examples
- Interesting enough to teach someone else

Example Question Starters

Use these stems if you're not sure how to begin:

- How do I use _____ correctly in a sentence?
- What's the difference between _____ and _____?
- Why is _____ considered incorrect in formal writing?
- When should I use _____ instead of _____?
- How can I avoid mistakes with _____?
- What are the rules for _____, and why do they matter?

My Question for Exploration Is:

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Success Tip:

You'll revisit this question in the next phases—**Explore**, **Synthesise**, and **Weave**—so make sure it's something you're genuinely curious to understand and confident you can explain to someone else by the end of your journey.

EAST IS FOR EXPLORE

INVESTIGATE AND COLLECT
INFORMATION TO ANSWER YOUR
ESSENTIAL QUESTION.



Purpose of this Phase:

Now that you've set your destination (your essential question), it's time to **gather the tools and information** you'll need to get there. This phase is all about research, discovery, and careful documentation of your findings.

ACTIVITY 4: WHAT DO I ALREADY KNOW?

Let's begin with what you already understand about your grammar topic.

Write down anything you already know or think you know—rules, examples, common mistakes, or usage patterns.

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ACTIVITY 5: WHAT DO I NEED TO LEARN?

Now think about what's still unclear or confusing.

Use question prompts like:

- What do I need help understanding?
- What part of the rule do I often get wrong?
- Are there exceptions or tricky cases?
- What makes this grammar topic challenging for me?

ACTIVITY 6: RESEARCH TOOLS AND RESOURCES

Choose **2–3 research tools** that can help you answer your question.

Some useful options:

- Grammarly Handbook
- BBC Learning English
- Cambridge Dictionary grammar pages
- YouTube grammar tutorials
- ChatGPT
- Ask a teacher or peer

The tools I will use:

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ACTIVITY 7: COLLECT AND ORGANISE KEY INFORMATION

Use this space (or your Grammar Log/Journal) to write down:

- Definitions or rules you discover

- Key terminology
- Examples that clarify the rule
- Common mistakes people make
- Any visuals, charts, or metaphors that help

You can use a form to document this or use a table to fill in as you go. There are endless ways for you to go about this. Here is an example table you could use:

Focus Area	Notes and Examples
Grammar Rule	What is the rule? Write it clearly in your own words.
Correct Examples	Provide 2-3 examples that use the rule properly.
Common Mistakes	What are common errors people make with this rule? Can you show incorrect examples?
Exceptions/Variations	Are there any tricky exceptions or alternative forms of the rule?
Helpful Metaphor or Visual	Can you think of a way to visualise or simplify the rule? (e.g. a diagram, analogy, or symbol)
Connected Grammar Ideas	Are there other grammar rules or concepts linked to this one?
Sources Used	Where did you find this information? List websites, videos, or people you asked.

Note: You could use a similar source table to the one [found here](#). Simply click the link to download.

Optional Activity: Create a Concept Map

Draw or design a **grammar concept map** showing what you've learned. Include:

- The rule
- Examples
- Exceptions
- Related grammar ideas

You've now explored your grammar question through research, reflection, and note-taking. You've collected the tools and knowledge you need—and hopefully made some surprising discoveries along the way.

But learning is more than just gathering facts. The next step is to *do something* with what you've found. In the next phase of your Grammar Expedition, you'll **turn your research into something creative, helpful, and clear**—so that you can teach others what you've learned.

Let's head South to **Synthesise**.

SOUTH IS FOR SYNTHESISE

TURN YOUR LEARNING INTO A CLEAR,
CREATIVE EXPLANATION THAT CAN
HELP OTHERS.



Purpose of this Phase:

You've gathered information, examples, and insights about your grammar question—now it's time to **synthesise** it into something you can share. This means simplifying your knowledge, organising it clearly, and designing a short teaching experience for others.

By the end of this phase, you will have:

- A **visual aid** or creative poster explaining your grammar concept
- A **flash teaching activity** — a 5-minute mini-lesson
- A **quick check or quiz** to test if your learners understood

ACTIVITY 8: DESIGN YOUR VISUAL AID

Your task: Create a clear and engaging visual (poster, infographic, diagram, or mini-booklet) that teaches your grammar rule. It must include:

- A definition or explanation of the rule
- Correct examples
- A common mistake or two
- A way to remember it (mnemonic, metaphor, or visual cue)

You can do this by hand or digitally.

Visual Aid Planning Table:

What to Include	Notes
Rule definition (in your words)	
Correct usage examples	
Common mistakes	

What to Include	Notes
Visual, symbol or metaphor (for ease of remembering)	
Headlines/title for your poster	

ACTIVITY 9: PLAN YOUR FLASH TEACHING LESSON

Imagine you're the teacher! You have 5 minutes to explain your grammar rule and help your peers understand it.

You'll need to:

- Explain your rule
- Give examples
- Get learners involved (e.g. quiz, game, fill-in-the-blank, quick writing task)
- Check for understanding

Stage	Materials	What will YOU do?	What will THEY do?
Introduction		How will you hook attention?	How will learners engage?
Rule Explanation		How will you explain the grammar rule?	What will learners do/ listen for?
Interactive Activity		What practice task or game will you use?	What will learners complete or produce?
Plenary/Check for Understanding		How will you check if they understood?	What will learners do to show understanding?

You can find an empty lesson plan template to plan your class on the following page.

Stage	Materials	What will YOU do?	What will THEY do?
Introduction			
Rule Explanation			
Interactive Activity			
Plenary/ Check for Understanding			

ACTIVITY 10: DEFINE SUCCESS

Use the prompts below to reflect on what a *successful* teaching session looks like for you.

What will success look like?

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What will you assess or check for?

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How will you know if your explanation was clear?

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WEST IS FOR WEAVE

Reflect on your learning and connect it to your writing journey.



Purpose of this Phase:

In every expedition, the return journey matters just as much as the departure. Now that you've explored and explained a grammar concept, it's time to **reflect**, **evaluate your progress**, and **weave your learning** into your ongoing writing practice

ACTIVITY 11: FINAL REFLECTION

Answer the following prompts honestly and thoughtfully:

1. What went well in your Grammar Expedition?

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2. What was difficult or unexpected?

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3. How has your understanding of grammar changed?

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4. How confident do you feel using this grammar rule now? Why?

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5. What advice would you give to someone learning this rule for the first time?

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ACTIVITY 12: SHARE YOUR LEARNING JOURNEY

Prepare your final submission. You could:

- Present your visual aid and teach your flash lesson
- Create a portfolio page or learning journal entry
- Upload to your digital platform (e.g. Toddle, Google Drive, etc.)

Make sure your submission includes:

-  Your original grammar question
-  Key discoveries from your research
-  Your visual explanation
-  A copy or plan of your teaching activity
-  Your reflection

ACTIVITY 13: APPLY YOUR LEARNING

Now reflect on how this grammar learning will help in real-world writing.

In future writing tasks, I will now remember to...

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One other grammar area I'd like to explore next is...

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THE END OF THE EXPEDITION — OR JUST THE BEGINNING?

Congratulations! You've reached the final checkpoint of your Grammar Expedition.

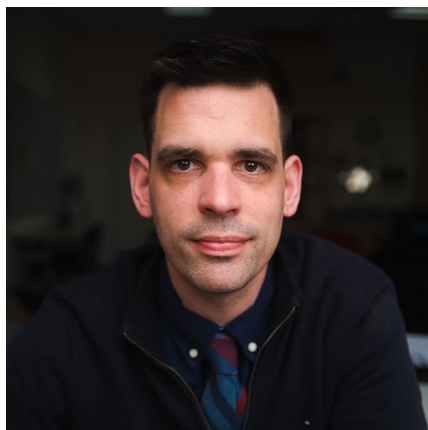
By choosing your own grammar question, exploring it with curiosity, teaching others, and reflecting on your growth, you've taken real ownership of your learning. That's what inquiry is all about.

Grammar isn't just a set of rules—it's a powerful tool for clear, confident communication. And now, you know how to explore it with purpose.

So keep asking questions. Keep learning from your writing. And remember—every mistake is just another trail leading somewhere new.

The journey doesn't stop here. Where will you explore next?

ABOUT THE AUTHOR

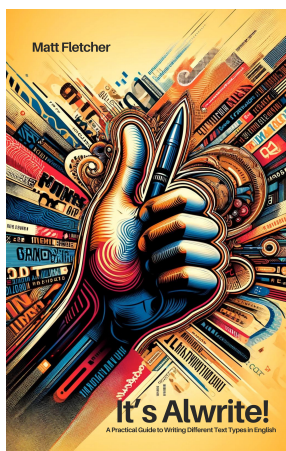


Originally from the U.K., Matt Fletcher has taught internationally for over ten years, enriching his educational methods with diverse cultural insights. With extensive experience in both education and leadership, he excels at mentoring, coaching, and motivating students and professionals alike. Committed to promoting inclusive and collaborative atmospheres, Matt is passionate about creating learning environments that foster curiosity and providing resources that enable both teachers and students to excel and thrive.

You can connect with Matt via his website at mtfletcher.com or follow him on social media.



IT'S ALWRITE!



It's Alwrite! A Practical Guide to Writing Different Text Types in English

Are you ready to master the art of writing in English? Whether you're a student, educator, or writing enthusiast, "It's Alwrite!" is your comprehensive guide to understanding and crafting a wide array of English text types. Each chapter delves into the unique features of a different text

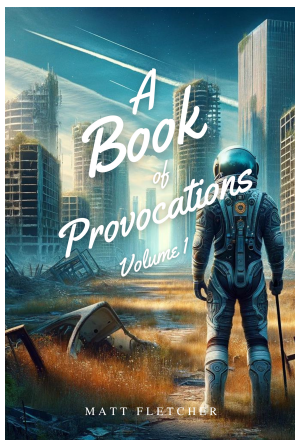
type (18 in the book), offering you essential tips and suggestions, clear formatting guidelines, and real-world examples. To help you practice and perfect your writing, each text includes prompts and exercises tailored to each text type.

"It's Alwrite!" is a great resource for students and teachers of the International Baccalaureate English B Language Acquisition Course, but it's not just for IB students. Designed to be your go-to resource for writing with confidence and clarity, no matter the occasion or audience, this book will help you unlock your writing potential and make your words work for you!

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A BOOK OF PROVOCATIONS



About the Book

Unleash the power of visual inquiry with "A Book of Provocations," a distinctive collection designed to spark curiosity and stimulate discussion. This book offers a rich tapestry of 50 high-quality images, each chosen to challenge and engage your mind. Ideal for educators, especially those familiar with the International

Baccalaureate English B course, this book is a versatile tool to enhance learning environments.

Available now from [Amazon](https://www.amazon.com/dp/1910000000) and other retailers.

Praise for the Book

“Matt Fletcher has created a visual tour de force with A Book of Provocations. As an English teacher myself, this resource is brimming with potential, full of images and questions that are sure to stir the curiosity in any classroom.”

Trevor Mackenzie, Author of the Inquiry mindset series