

Unit 4 Explain

Resources required:

Student Book pages 62–65
 Resources 5.1 (PDF), 5.2 (PDF), 5.3 (PDF), 5.4 (PDF), 5.5 (INT), 5.6 (INT), 5.7 (INT), 5.8 (WS), 5.9 (PP), 5.10a (INT), 5.10b (INT)

Assessment focuses:

Writing: AF2, AF5, AF6

Reading: AF1, AF5

GCSE Assessment Objectives:

Writing: AO3i Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader

Writing: AO3ii Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts

Writing: AO3iii Use a range of sentence structures for clarity, purpose and effect

LESSON 5: Building up your sentences 1

Learning objectives:

- Understand how simple sentences can be developed to give the reader detailed information
- Understand how coordinate clauses and coordinating conjunctions can link ideas to make information and explanation as clear as possible

Learning outcomes:

- Write an informative text using simple sentences and coordinated clauses

Grammar focus:

Simple sentences – consist of one main clause and one finite verb, e.g. ‘*A four kilogram double Gloucester cheese is rolled down a steep hill.*’ Note that the term ‘simple’ refers to sentence structure not content: simple sentences can be lengthy and contain a wealth of developed detail and description. For more on simple sentences, see **Resource 5.1 (PDF)** or see **Types of sentence** in Cybergrammar.

Coordinate clauses – when two or more main clauses of equal importance are coordinated by a **coordinating conjunction**, such as *and*, *but*, *or*, etc., they operate as coordinate clauses. For example, in the sentence ‘*A four kilogram double Gloucester cheese is rolled down a steep hill and competitors chase after it*’ there are two coordinate clauses joined by the coordinating conjunction *and*. For more information on coordinate clauses see **Resource 5.2 (PDF)** or see **Clauses** in Cybergrammar.

Adjectives – modify nouns. For example, *a large cheese*, *a steep hill*. For more information on adjectives see **Resource 5.3 (PDF)** or see **Adjectives** in Cybergrammar.

Adverbs – see Lesson 2. For more information on adverbs and adverbial phrases see **Resource 5.4 (PDF)** or see **Adverbs** in Cybergrammar.

Introduction:

Whole class: Use **Resource 5.5 (INT)** to explore how much information can be crammed into one simple sentence, and how much is too much or not enough.

Development:

Pairs/individuals/whole class: Complete Activity 1, question 1 on page 62 of the Student Book:

- either orally as a whole class
- or on paper, in pairs or individually.

Resource 5.6 (INT) can also be used to experiment with adding conjunctions and adverbs to the sentences. Individuals/pairs work through Activity 1, question 2, discussing their views.

Whole class: Display the *Writer’s workshop* using ActiveTeach and work through it as a class, reading the *What do better writers do?* feature too. Focus the discussion of developed simple sentences on how much information is too much.

Whole class/pairs/individuals: Complete Activity 2, question 1a, either in pairs or individually on paper, or as a whole class using **Resource 5.7 (INT)**. The information on welly wanging is also available in **Resource 5.8 (WS)** as a cut-and-shuffle activity. When using the worksheet, suggest students keep the lettering attached to each piece of information for ease of reference when discussing with a partner or the class.

Whole class: Feed back on different suggestions for question 1a, validating as many as possible.

Individuals/pairs: Complete Activity 2, question 1b. Remind students of the key features of a simple sentence. These are available in **Resource 5.9 (PP)** supported with a further explanation and example.

Whole class: Volunteers feed back examples of simple sentences from Activity 2, question 1b. The class verifies whether these are simple sentences and, if not, why not. Gather some examples to experiment with. How could they be linked with coordinating conjunctions? Students should be encouraged to focus on coordinating conjunctions and discouraged from using subordinating conjunctions or relative pronouns to link information as this will be the focus of the next lesson. Some model simple sentences are available, along with a range of coordinating conjunctions, in both **Resource 5.10a (INT)** and **Resource 5.10b (INT)**, which can be used to explore ways of linking simple sentences as coordinate clauses.

Individuals: Complete Activity 2, question 1c.

Conclusion:

Pairs: Share writing from Activity 2 with a partner, comparing ways of linking and/or the decision to keep sentences simple. Who has achieved clarity and fluidity in their writing? Ask volunteers to share examples.

Homework/ActiveLearn:

Students should complete ActiveLearn exercises **Simple sentences**, which asks students to identify simple sentences in a text, identify some elements of a simple sentence and then build one themselves. Exercise **Coordinate clauses** allows students to identify and experiment with coordinate clauses.

Support:

- Support for completing Activity 1 is available in **Resource 5.6 (INT)**.
- Ensure understanding of linking simple sentences with coordinating conjunctions through a sequence of teacher modelling, whole class/volunteer practice and regular feedback/checking on students' initial independent attempts.

Challenge:

- In Activity 2, experiment with how many simple sentences can be joined together in a string of coordinate clauses before sense, clarity or the fluidity of the writing is lost.
- Encourage articulation/annotation of the reasons behind choices: *why* some simple sentences have been retained and others linked as coordinate clauses.