

## Assessment Objectives

### AO3

- Write clearly, effectively and imaginately, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
- Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

## Ideas for starters

- Ask students to come up with as many examples of connective as they can and write them on the board. Then, referring to the categories on page 143, decide how each connective would be classified.
- Provide students with a few current headlines. Then ask them to consider how the same information may be delivered in a different context, for example: in an advert, by a newsreader, from one friend to another, for a younger audience, etc.

## Variety in sentence structure

### Key ideas

- Good writing has a variety of pacing, sentence type and punctuation.
- Varying sentences can express different emotions.

### ACTIVITY 1



#### How does it work?

Students write the opening to a discussion of their choice modelled on the example in the Student Book (1, 3, 5, 7 words).

#### Try this!

Encourage students to write their openings on the board. As a class, look at the effect of changing the structure of some of the sentences.

#### Or this (for a lower ability group)!

Remind students of the different types of sentences, using Presentation 4.4.1. Then ask them to complete the activity in pairs, using a range of sentence types.

*Resources: Presentation 4.4.1*

### ACTIVITY 2



#### How does it work?

Students write a short paragraph, using a variety of sentence types and lengths, to express an emotion of their choice.

#### Try this (for lower ability groups)!

Remind students of the differences between simple, complex and compound sentences using Presentation 4.4.1. Then ask them to choose an emotion to write about and produce three simple sentences about that emotion. Feed back. Then ask them to write three compound sentences and three complex sentences, with feedback each time to ensure they understand the different sentence types clearly. Finally, students can write their paragraph, using some of the sentences they have already written and ensuring they vary sentence type and length.

*Resources: Presentation 4.4.1*

## Connectives

### Key ideas

- Connectives link ideas together to create complex and compound sentences.
- Connectives can do different jobs within sentences.

### ACTIVITY 3



#### How does it work?

In this activity, students choose six connectives from a list to create their own sentences.

#### Try this

Students could work in pairs, reading their completed sentences to their partner and explaining the purpose of each connective. After this review, they should each read out their best sentence to the class.

#### Or this!

Before attempting the task, complete Activity 4.4.2 on the OxBow CD-ROM, which asks students to sort some of the connectives on page xx into different purposes within example sentences.

*Resources: Activity 4.4.2*

### ACTIVITY 4



#### How does it work?

Students work in teams, challenging one another to use the various connectives in a sentence

#### Try this (for higher ability groups)!

Challenge students to complete the game sticking to a single topic or story (which they can develop, however improbably, using each connective). This may lead to some amusing results!