

Teaching Pack

Sentences

Cambridge IGCSE™ / IGCSE (9–1)
First Language English






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Introduction: Sentences

This *Teaching Pack* focuses on supporting learners to develop the skills they will need in order to use a range of different types of sentences, particularly compound and complex ones, in their writing.






The lessons presented here are designed for learners that can already use simple sentences correctly in their work but are ready to build on this knowledge to be able to write and analyse a wider range of sentences. This means that learners will be expected to know the basic punctuation rules for writing sentences and that they will be able to identify the subject, verb and object in a sentence. You could use the tasks suggested in these lessons as short starters or plenaries or they can be used as shorter activities in a lesson to help learners revise their understanding of punctuation and grammar.

It would be useful if learners were familiar with writing in Standard English and had knowledge of a range of punctuation for different effects.

In this *Teaching Pack* we have suggested resources you may like to use as well as some worksheets and teacher notes to print off and use in the classroom with your learners.



Lesson plan 1: Compound sentences

Resources	<ul style="list-style-type: none"> • Worksheet 1: Subject, verb, object • Worksheet 2: Conjunctions • Worksheet 3: Creating compound sentences
Learning objectives	<p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> • identify a simple sentence and a compound sentence • identify the difference between coordinating and subordinating conjunctions • differentiate compound from complex sentences • use compound sentences in their own writing
Timings	Activity
 <p>10 min</p>	<p>Starter / Introduction</p> <p>Task: Put learners into pairs and give each pair a simple sentence, such as, 'She walked up the hill' or 'The boys did their homework.' Some pairs may have the same sentence.</p> <p>In pairs, learners use Worksheet 1 to decide what the subject, verb and object is. Learners either circle and label or highlight these in different colours.</p> <p>Ask for feedback from the class. You could ask questions such as:</p> <ul style="list-style-type: none"> • Who or what is the subject in your sentence? How did you identify this? • What is the verb in your sentence? Is there more than one verb? • Who or what is the object? How do you know this?
 <p>15 min</p>	<p>Extension activity: Ask learners to create a definition for identifying the subject, verb and object of a sentence. Check learners' definitions to make sure they have understood these concepts. The definitions may be similar to these:</p> <p>Subject: the person or thing that is doing the verb or the action.</p> <p>Verb: the action being done.</p> <p>Object: the person or thing that is having the action done to it.</p> <p>For example: <i>The girl kicked the football</i></p> <p>In this sentence the subject is the girl, the verb is 'kicked' and the object is the football.</p>
 <p>15 min</p>	<p>Main lesson</p> <p>Task: Distribute Worksheet 2 and read the definitions for coordinating conjunctions and subordinating conjunctions with learners.</p> <p>Either in pairs or individually, learners categorise the words into either coordinating or subordinating conjunctions.</p> <p>Ask for feedback from learners and record the responses or give learners Worksheet 3 which gives the correct answers.</p>
 <p>10 min</p>	<p>Then give learners Worksheet 4. Based on their work on Worksheet 2, ask learners to turn the simple sentences into compound sentences using the correct coordinating conjunction.</p>
 <p>10 min</p>	<p>Plenary</p> <p>Task: Learners can then use Worksheet 5 to peer assess each other's or a different pair's work and you can ask for feedback to check understanding.</p>

Lesson 1 Teacher's notes






Key words / concepts you could highlight during lesson 1, or have pre-taught before the lesson:

- **compound sentence** – a sentence with two independent clauses joined by either a coordinating conjunction or a semi-colon
- **complex sentence** – a sentence that contains a subordinate clause or clauses
- **clause** – a group of words that contains a verb; a clause may form part of a sentence or it may be a complete sentence in itself
- **subordinate clause** – a clause that does not make grammatical sense on its own; it gives extra information about the main clause, e.g. 'which had white paws'
- **subject** – the person, place or thing 'doing' or 'being' the verb
- **verb** – a 'doing' word. It tells the reader what the subject is doing
- **object** – the object of a sentence is the person or thing that receives the action of the verb
- **coordinating conjunction** – words that join two or more sentences or independent clauses that are of the same weight; sometimes called coordinators
- **subordinating conjunction** – a conjunction that introduces a subordinate clause



Lesson plan 2: Complex sentences

Resources	<ul style="list-style-type: none"> • Worksheet 4: Complex sentences • Images for development activity
Learning objectives	<p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> • identify the subordinate and the main clause in a complex sentence • use complex sentences correctly and for different effects in their writing
Timings	Activity
 <p>15 min</p>	<p>Starter / Introduction</p> <p>Task: In pairs, learners need to come up with as many subordinating conjunctions that they know or can remember from the last lesson. When the time is up, record correct answers on the board and ask learners to add words to their list.</p> <p>Remind learners of the rules for creating complex sentences and how to punctuate them:</p> <ul style="list-style-type: none"> • If the sub-clause is first, the comma goes next. • If the sub-clause is last, no comma in the text. • If the sub-clause is in the middle, comma either side. <p>Next, show learners two simple sentences, for example:</p> <p><i>Rosa gasped. A huge snake slithered across the road in front of her.</i></p> <p>Using their subordinating conjunctions and the rules above for punctuating complex sentences, learners turn the simple sentences into one complex sentence. When they have written their complex sentence, learners highlight or underline their subordinate clause and their main clause and should be prepared to explain their choices.</p> <p>Take feedback from learners and record some good examples on the board.</p> <p>Mini-plenary: Ask learners to move their subordinate clause in the sentence, using the rules for commas above and ensuring that their sentence is still complex and still makes grammatical sense.</p>
 <p>15 min</p>  <p>15 min</p>	<p>Main lesson</p> <p>Task: Learners complete Worksheet 4 to practise punctuating complex sentences. They could do this in pairs or individually depending on the size of your class.</p> <p>Development: Show learners a range of interesting images and ask learners to select one that they like. This could either be on the board or the images could be printed in advance of the lesson.</p> <p>Around their image, learners first identify all the objects or people they can see in the image. They then use these words to create expanded noun phrases by putting two interesting adjectives in front of the noun. For example, 'trees' might become, 'gnarled, wizened trees.'</p> <p>Using the subordinating conjunctions and their expanded noun phrases, learners create five complex sentences to describe their image.</p> <p>Learners write a paragraph to describe their image using the five complex sentences from their planning. Learners could also make use of other descriptive writing features or use the slow-writing technique from the <i>Figurative Language Teaching Pack</i> to help them structure their writing.</p>



Plenary

Task: In pairs, learners swap their work with a partner to peer assess each other's work.

Highlight or underline each different type of sentence as follows:

- all **simple** sentences in red
- all **compound** sentences in green
- all **complex** sentences in blue.

Learners should record two positive aspects of their paragraph and one target or area for improvement.

Lesson 2 Teacher's notes



Key words and concepts you could highlight during Lesson 2, or have pre-taught before the lesson:

- **Dominant / independent / main clause** – a clause in a sentence that makes grammatical sense on its own, e.g. 'the dogs barked'.
- **Noun phrase** – a phrase which has a noun as its key word but does not contain a verb. It works like a subordinate clause in the sentence, and gives extra information about the main clause, e.g. 'the yellow gate' , ' the glistening snow'.

You could also revise the key words and concepts from Lesson 1 to make sure learners understand the difference between compound and complex sentences.

Lesson resources



Worksheet 1: Subject, verb, object

Worksheet 2: Conjunctions

Worksheet 3: Creating compound sentences

Worksheet 4: Complex sentences

Worksheet 5: Complex sentences – answers



Worksheet 1: Subject, verb, object

Write your simple sentence in this box.

Which word is the subject? Write it here:

Which word is the verb? Write it here:

Which word is the object? Write it here:

Write a definition below for each of the key terms: subject, verb and object.

Subject:

Verb:

Object:



Worksheet 2: Conjunctions

A conjunction is a word used to link clauses within a sentence. There are two types of conjunction:

- **Coordinating conjunctions:** These join and are placed **between** two clauses that make grammatical sense on their own.
- **Subordinating conjunctions:** These go at the **beginning** of a subordinate clause. A subordinate clause is a part of a sentence that gives the reader more detail but does not make grammatical sense when removed from the main clause.

Use the definitions above to decide which of the words below are coordinating conjunctions and which ones are subordinating conjunctions. You could highlight these in different colours or use a different symbol for each one.

for	when	while	and	before	because
nor	although	until	if	but	after
	since	yet	so	or	that

1. Which type of conjunction would you use in a **compound sentence**? Why?

2. Which type of conjunction would you use in a **complex sentence**? Why?

*Label the sentences below to decide whether they are **compound** or **complex** sentences.*

1. It was raining but it wasn't cold.
2. Because we had not eaten all day, we were very hungry.
3. He did not pass the exam, because he had not revised.
4. They arrived at the concert early so they got good seats.
5. It was getting dark and we were still lost in the forest.
6. Although he was very wealthy, he was still unhappy.
7. She read her book while she waited for the bus.
8. Everyone enjoyed his company for he was so kind.
9. We will walk to school if the weather is fine.
10. The man wanted the sports car yet he could not afford it.



Worksheet 2: Conjunctions – *answers*

- Coordinating conjunctions: for and, nor, but, or, yet, so
- Subordinating conjunctions: when, while, before, because, although, until, if, after, since, that

1. Which type of conjunction would you use in a **compound sentence**? Why?

You would use a **coordinating** conjunction because a compound sentence has two independent clauses that make grammatical sense on their own. If you removed the coordinating conjunction and replaced it with a full stop or a semi-colon then the two clauses would still make sense independently.

2. Which type of conjunction would you use in a **complex sentence**? Why?

You would use a **subordinating** conjunction because a complex sentence has a main and a subordinate clause. The subordinate clause does not make grammatical sense on its own. If you removed the subordinating conjunction and replaced it with a full stop then the two clauses would not make sense independently.

- | | | |
|-----|---|-----------------|
| 1. | It was raining but it wasn't cold. | Compound |
| 2. | Because we had not eaten all day, we were very hungry. | Complex |
| 3. | He did not pass the exam, because he had not revised. | Complex |
| 4. | They arrived at the concert early so they got good seats. | Compound |
| 5. | It was getting dark and we were still lost in the forest. | Compound |
| 6. | Although he was very wealthy, he was still unhappy. | Complex |
| 7. | She read her book while she waited for the bus. | Complex |
| 8. | Everyone enjoyed his company for he was so kind. | Compound |
| 9. | We will walk to school if the weather is fine. | Complex |
| 10. | The man wanted the sports car yet he could not afford it. | Compound |

Note: to remember coordinating conjunctions for compound sentences think about **FANBOYS**: **for, and, nor, but, or, yet, so.**



Worksheet 3: Creating compound sentences

Remember, when you write a compound sentence you should use a coordinating conjunction and put this in between your clauses.

Think – FANBOYS: for and nor but or yet so

Exercise 1

Underline the coordinating conjunction in the sentence.

1. The team wanted to play football but the field was too wet.
2. I really like cheese yet I don't like pizza.
3. Education is very important so I always try my best in class.
4. He did not like the dark, nor did he like loud noises.
5. They were excited about the concert for it was their favourite band.
6. I enjoy swimming and I also enjoy badminton.
7. We could go to the park tomorrow or we could go to the zoo.

Exercise 2

For each pair of sentences, choose the correct conjunction to make a compound sentence. Be careful with 'nor' – the order of your subject and verb must change.

1. We waited for a long time. The bus did not arrive to take us to school.

2. It was a sunny day. They decided to go swimming.

3. The family enjoyed their holiday. They were happy to go home.

4. Zara got the best marks in the class. She had been revising for weeks!

5. Hugo wanted to be a vet when he grew up. He wanted to be a teacher.

6. Isabella visited her grandparents. She visited her aunts and uncles.

7. He doesn't drink milk. He doesn't eat butter.

Extension activity: *Change the compound sentences above into complex sentences using the subordinating conjunctions from Worksheet 2. You may need to change the order of words in your sentence.*

Worksheet 3: Creating compound sentences – *answers*



Remember, when you write a compound sentence you should use a coordinating conjunction and put this in between your clauses.

Think – FANBOYS: for and nor but or yet so

Exercise 1

1. The team wanted to play football **but** the field was too wet.
2. I really like cheese **yet** I don't like pizza.
3. Education is very important **so** I always try my best in class.
4. He did not like the dark, **nor** did he like loud noises.
5. They were excited about the concert **for** it was their favourite band.
6. I enjoy swimming **and** I also enjoy badminton.
7. We could go to the park tomorrow **or** we could go to the zoo.

Exercise 2

1. We waited for a long time. The bus did not arrive to take us to school.

We waited for a long time but the bus did not arrive to take us to school.

2. It was a sunny day. They decided to go swimming.

It was a sunny day so they decided to go swimming.

3. The family enjoyed their holiday. They were happy to go home.

The family enjoyed their holiday yet they were happy to go home.

4. Zara got the best marks in the class. She had been revising for weeks!

Zara got the best marks in the class for she had been revising for weeks!

5. Hugo wanted to be a vet when he grew up. He wanted to be a teacher.

Hugo wanted to be a vet when he grew up or he wanted to be a teacher.

6. Isabella visited her grandparents. She visited her aunts and uncles.

Isabella visited her grandparents and she visited her aunts and uncles.

7. He doesn't drink milk. He doesn't eat butter.

He doesn't drink milk nor does he eat butter.



Worksheet 4: Complex sentences

Exercise 1

Working in pairs, identify the subordinate clause in each of the sentences below.

1. Like a ghost, the moon gleamed above the trees.
2. The shells, which were pink and cream, littered the sandy beach.
3. The boy, realising he was alone in the eerie forest, suddenly felt very isolated.
4. The stormy waters buffeted the boat as the waves crashed against the rocks.
5. The rubies gleamed splendidly while shimmering in the moonlight.
6. Jonathan decided to plant the tomatoes in the back garden where the sun blazed the longest during the day.

Exercise 2

Punctuate the sentences with commas to separate the subordinate and main clause.

1. The dog who was normally very friendly barked loudly at the new postal worker.
2. Because of the rain the cricket match had to be cancelled.

Extension task: Now write three complex sentences of your own. You must have a subordinate-clause and a main clause and use commas where necessary.

- 1.....
.....
- 2.....
.....
- 3.....
.....

Worksheet 4: Complex sentences – *answers*



Exercise 1

1. **Like a ghost**, the moon gleamed above the trees.
2. The shells, **which were pink and cream**, littered the sandy beach.
3. The boy, **realising he was alone in the eerie forest**, suddenly felt very isolated.
4. The stormy waters buffeted the boat **as the waves crashed against the rocks**.
5. The rubies gleamed splendidly **while shimmering in the moonlight**.
6. Jonathan decided to plant the tomatoes in the back garden **where the sun blazed the longest during the day**.

Exercise 2

1. The dog, who was normally very friendly, barked loudly at the new postal worker.
2. Because of the rain, the cricket match had to be cancelled.

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