

## Masterclass objectives

The aim of this masterclass is to help move students from Level 3 to Level 4. To achieve Level 4 in this aspect of AF5, students should:

- Vary the length, structure or subject of their sentences
- Use some subordinating connectives throughout the text

## What AF5 looks like at ...

### Level 3

- Students rely mainly on simply structured sentences in most writing, and can achieve some variation with support.
- Students use *and*, *but* and *so* as the most common connectives in most writing, and make occasional use of subordinating connectives.

### Level 4

- Students employ some variety in length, structure or subject of sentences, across a range of writing.
- Students use some subordinating connectives, across a range of writing.

**Please note:** For further guidance on helping to secure the move from Level 3 to Level 4, please see page 64.

## Resources

### Main lesson stimulus

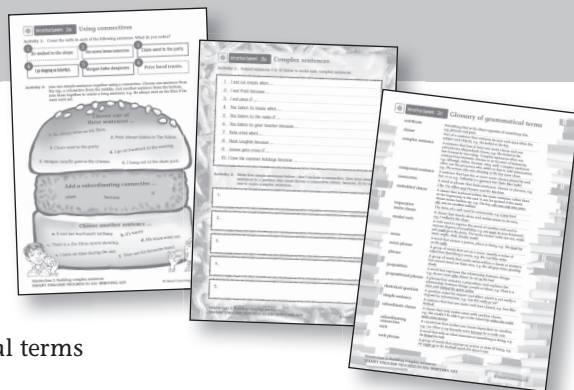
There is no *Student's Book* text used in this lesson.

### Worksheets

**Worksheet 2a:**  
Using connectives

**Worksheet 2b:**  
Complex sentences

**Worksheet 2c:**  
Glossary of grammatical terms



## Teaching progression

### Starter

Distribute copies of **Worksheet 2a** to students. Write the first simple sentence in Activity 1 on the board and read it aloud: *He walked to the shops*. Check students' understanding of a verb as a word that denotes an action. Ask them how many verbs the sentence on the board has (one). Ask them to count the verbs in the other five sentences in Activity 1 (they all have one). Explain that sentences with one main verb are called 'simple sentences'.

Ask students to write two simple sentences about what they did at the weekend. Model an example on the board: *I cooked a roast dinner*. Underline 'cooked' and emphasise that the sentence has one verb. Invite students to read their sentences to a partner, who should identify the verbs. Tell students that while simple sentences can be important, it is also useful to be able to vary sentence lengths and structures, and that one way to do this is to build complex sentences by joining simple sentences together using subordinating connectives.

Explain to students that this masterclass will focus on how to build longer sentences from simple ones by using 'joining words' or subordinating connectives. Tell students that this will enable them to use a variety of sentence lengths and structures in their writing, which is a skill they need to achieve a Level 4 in AF5.

## Main/development

**Note:** *Worksheet 2c* provides a glossary that may be useful for reference when explaining sentence construction and grammatical terms.

Read out the subordinating connectives in Activity 2 on *Worksheet 2a*: *when, because, if*. Explain to students that they are going to join simple sentences together to create longer sentences using these 'joining words' or subordinating connectives. Model this by joining one simple sentence from the top with one from the bottom:

1. *He always went on his Xbox.* + *d. His mum went out.*

= *He always went on his Xbox when his mum went out.*

Invite students to work in pairs to complete the activity. Answers may include:

- 2. + f. Peter always listens to The Killers because they are his favourite band.
- 3. + a. Claire went to the party because it was her boyfriend's birthday.
- 4. + e. I go on Facebook in the evening when/if/because I have no time during the day.
- 5. + c. Morgan usually goes to the cinema when/if there is a Zac Efron movie showing.
- 6. + b. I hang out at the skate park when/if/because it's sunny.

Ask each pair to share one of their new sentences with the class. Ask students to count the number of verbs in their new sentences. Draw out that they have joined two simple sentences together with subordinating connectives and the new sentences have two verbs. Tell students that these are called 'complex sentences'.

Hand out *Worksheet 2b* and explain to students that they are going to extend the sentences in Activity 1 to make new, complex ones. Model how to do this with the first two sentences:

- *I eat ice cream when I'm at the cinema.*
- *I eat fruit because it's good for you.*

Draw students' attention to the fact that the new complex sentences contain two verbs and that one clause is subordinate to the other. Explain that a subordinate clause is one that cannot stand alone as a sentence because it does not provide a complete thought. For example, 'When I'm at the cinema' is subordinate because it is not complete in itself. Ask students to complete the other sentences, then encourage them to share their work with the class in a brief feedback session.

Now invite students to complete Activity 2 on *Worksheet 2b*. Explain that they must compose five simple sentences. Model an example:

*A dog is a great pet*

Tell students that when they have finished, they should swap worksheets with a partner. Partners must choose a connective (*when, because, if*) and complete the complex sentences. Model an example:

*A dog is a great pet if you like long walks.*

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## Plenary

Share the new complex sentences as a class. Ask students to identify the connectives in each case and to check the number of verbs used. Remind students that when they use connectives to create complex sentences, they are showing they are able to vary the length and structure of their sentences. This is an important skill, as different sentence lengths can help to create different effects. For example, *short sentences can help to build a sense of tension or excitement in a piece of narrative writing or achieve clarity in a set of instructions, while longer sentences can be useful for building atmosphere or detail in a descriptive text or narrative.*

Explain to students that when they vary the length or structure of their sentences and use some subordinating connectives, they are achieving a Level 4 in AF5.

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## Homework/extension work

Invite students to write five complex sentences about what they like to do in their free time, or what they usually do during a week. Remind them to use some subordinating connectives to link two simple sentences (each with one verb) in each case.