

## Focus

Sentence structure – conjunctions

## Progression

### Recognise

Students will recognise a conjunction from modelled examples.

### Choose

Students will choose conjunctions from given examples, with teacher support.

### Use

Students will use appropriate conjunctions in supplied and self-written sentences.

## Definition of terms

**Conjunctions** are joining words which can be used to connect words, phrases and sentences.

**Paragraphs** are sections of writing dealing with a particular subject or point, beginning on a new line.

**Persuasive** texts are written to put forward a position which the writer wishes to persuade others to share.

## Introduction

Good writers improve their writing by improving sentence structure using appropriate conjunctions.

## Teacher information

Conjunctions:

- enable a writer to build and combine ideas and to avoid repetition
- can be placed between two clauses or at the beginning of a longer sentence
- can be used to create a complex sentence by joining a dependent clause with an independent clause.

The position of the conjunction can help readers to know which part of the sentence is the focus.

## LESSON NOTES AND PLANS

### Introduction

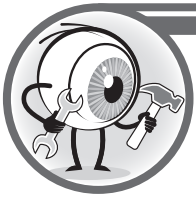
- Discuss the text title. Who could need to be told 'Don't stay silent'?
- Have a general class discussion about cyberbullying. Ensure students are aware that even innocent 'jokes' may constitute cyberbullying.
- Introduce the term 'conjunctions' and explain that they enable a writer to combine ideas and to avoid repetition. For example: *I bought a computer. I bought a printer. = I bought a computer **and** a printer.*
- Brainstorm conjunctions to list on the board.
- Read the text with the class.
- Ask students to identify the text type and discuss the purpose and features of persuasive text.
- Identify the writer's position as stated in Paragraph 1, the arguments organised in separate paragraphs and the restating of the writer's position in the final paragraph.
- Identify some of the conjunctions used in the text.

### Joining sentences – Conjunctions – Page 45

- Read and discuss the definition at the top of the page.
- Read Paragraph 1 and identify the different ideas that are linked or joined in the first sentence; that is:
  - is a great technological advance
  - the world is at our fingertips
  - family and friends are readily contacted
  - worldwide messaging is available instantly
  - there is a dark side
- Work through the activities with the class as a whole, ensuring they understand what is required of them.
- Work with those requiring additional assistance while the remainder of the class work independently on the activities.

### Using conjunctions – Page 46

- Review students' understanding of the term 'conjunction' and ask them to provide examples.
- Read the words in Question 1 with the class.
- List other words or phrases that can be used as conjunctions.
- Explain that the words in Question 1 should be used only once and not all will be needed.
- Work with those requiring additional assistance while the remainder of the class work independently on the activities.
- In pairs, students can share the sentences they wrote in Question 3.



### Which conjunction? – Page 47

- Discuss and list conjunctions of time with the class and explain that they will need to use some of them in Question 1.
- Explain that conjunctions can be used to tell that one event caused the other. Conjunctions showing cause will be used in Questions 2 and 3.
- In Question 4, conjunctions are used to compare and contrast.
- In Question 5, independent clauses (main ideas—make sense on their own) are joined to dependent clauses (supporting ideas—don't make sense on their own) with a beginning conjunction.
- Brainstorm and make three lists of adverbials that could tell how, when and where.

### ANSWERS

#### Joining sentences – Conjunctions – Page 45

1. (a) and  
(b) Yes  
(c) Teacher check  
(d) Bullying causes grief. We must work together to stamp it out.
2. (a) 5  
(b) Report it!  
(c) Teacher check: By doing nothing, you are supporting it, so report it./Report it, because by doing nothing you are supporting it.  
(d) Teacher check
3. (a) but  
(b) Teacher check: 'because' is possible.  
(c) There is a dark side and we must stand against it.
4. (a) but  
(b) Teacher check: Possible — Although it's a huge concern, as a society we can and must defeat it.

#### Using conjunctions – Page 46

1. (a) because  
(b) if  
(c) although  
(d) but  
(e) Unless  
(f) before
2. (a) yes  
(b) Teacher check  
(c) full stop  
(d) Teacher check
3. Teacher check

### Which conjunction? – Page 47

1. (a) I went online before/then I went to sleep.  
(b) Before/When turning off the computer, save your work.  
(c) Before/Unless I eat dinner I will be hungry.

### 2.–4. Teacher check

### ASSESSMENT ANSWERS

#### Assessment activity – Page 56

1. (a) but  
(b) I tried to eat my soup. It was far too hot.
2. (a) Teacher check: Possible – Don't be a cyberbully because it causes people too much pain.  
(b) Teacher check: Possible – It will be too late once/when/after the damage is done.  
(c) Teacher check: Possible – Cyberbullying can be deadly even though/although you might not think so.
3. Teacher check
4. Teacher check: Possible – Dry yourself on the towel after you have your bath.

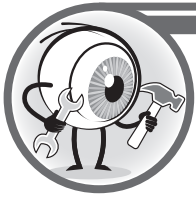
### 5.–6. Teacher check

#### Class recording sheet – Page vii

### ASSESSMENT WRITING

- Paragraph topic – *Be kind to others*
- Focus: Sentence structure – *conjunctions*

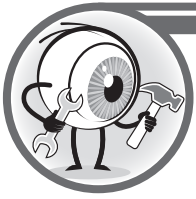
#### Self-evaluation – Page xiii



## DON'T STAY SILENT!

1. Being able to go 'online' is one of the great technological advances of our time. The world is at your fingertips to explore in words, images, videos and music. Your family and friends are just a few clicks or taps away. You can send messages instantly across thousands of miles. But there is a dark side, too, and I am going to convince you to take a stand against it.
2. Cyberbullying. Online bullying. It doesn't sound too bad, does it? After all, it's not like you can be pinched or shoved over the internet. While that may be true, cyberbullying is a massive worldwide plague. It causes untold grief for millions, particularly children, and we must work together to stamp it out.
3. You and one or two of your friends might think it's a just a joke to send messages to a classmate saying things like, 'U R fat' or 'The boys in the class all hate you' or 'You are useless at football'. Well, it's **not** a joke, it's cyberbullying and it's a criminal offence. Those 'innocent jokes' can stay with the victims for the rest of their life. They can withdraw into themselves, not sleep, not eat or overeat, become bullies themselves, become very ill—or even worse. It has to stop!
4. Did you take an embarrassing photo or video of someone at school, perhaps because that person is different from you, or not part of the 'in' group? Did you then post that image or video online—for the world to see and laugh at? Did you ever start a rumour about someone, or tell a 'little lie' about them? This is cyberbullying. Don't do it!
5. Some of you are thinking, 'Well, I know it happens, but I don't do it myself, so I'm not a bully'. You are wrong! If you see it, hear it, know about it and you don't do anything about it, you are just as bad as the actual bullies. By doing nothing, you are supporting it. Report it!
6. So then, what do I want you to do? If you are a cyberbully, or even thinking it might be funny, stop and think. Put yourself in the other person's shoes. How would you like to feel totally alone in the world, with no friends to turn to? How would you like your personal secrets splashed all over the internet? How would you like people to judge you on lies or rumours someone else posted about you? You wouldn't like it, would you?
7. For any of you being cyberbullied, here are some things to remember:
  - **Don't stay silent—you are not alone. Find a trusted adult to tell what is happening.**
  - Don't respond to the bullying, you will just encourage it.
  - If you know the bully, block him or her from all your contacts.
  - Don't delete the messages; show your parents or a teacher.
  - If necessary, go with your parents to the police. Truly, it can be that serious.
8. Yes, it's a huge concern, but as a society we can and must defeat it.





## JOINING SENTENCES – CONJUNCTIONS

A conjunction joins two sentences, phrases or words. When used correctly, conjunctions link ideas, assist writing to flow better and make it more readable.

For example: 'I made a lemon drink. It was too sour. I added some honey.'

'I made a lemon drink but it was too sour, so I added some honey.'

### 1. Read Paragraph 2.

(a) What is the conjunction used in the last sentence? \_\_\_\_\_

(b) Do you think the last sentence is well constructed? Yes  No

(c) Does it start in an interesting way? Yes  No

(d) What are the two connected ideas in the sentence?

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### 2. Read Paragraph 5.

(a) How many sentences does it contain? \_\_\_\_\_

(b) Write the shortest sentence. \_\_\_\_\_

(c) Use a conjunction to join this sentence to the one before it.

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(d) Which word or words did you use to join them? \_\_\_\_\_

### 3. Use a conjunction to join the sentences.

(a) Cyberbullying is a major problem. It can be stopped.

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(b) Don't stay silent. You are not alone.

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(c) There is a dark side. We must stand against it.

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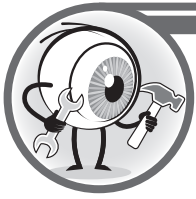
### 4. Read Paragraph 8. The sentence is two ideas joined by a conjunction.

(a) What is the conjunction? \_\_\_\_\_

(b) Use a different conjunction to join the two ideas. You may change some words.

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# USING CONJUNCTIONS

**1. Join two sentences using these conjunctions.**

*unless      after      if      before      during      but      although      because*

- (a) We must stop cyberbullying. \_\_\_\_\_ It ruins so many lives.
- (b) \_\_\_\_\_ You don't report bullying. You are as bad as the bully.
- (c) People still bully others online. \_\_\_\_\_ They know it is wrong.
- (d) Starting false rumours about someone is nasty. \_\_\_\_\_ People still do it.
- (e) \_\_\_\_\_ You report cyberbullying. It will get worse.
- (f) Stop and think. \_\_\_\_\_ You send a nasty message.

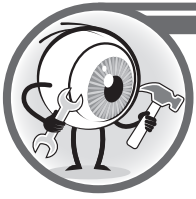
**2. (a)** Did you notice that there were capitals that wouldn't be needed if you were writing a joined sentence in Question 1? \_\_\_\_\_

- (b) Write one of the joined sentences. Punctuate it correctly.
- \_\_\_\_\_
- \_\_\_\_\_

- (c) What other punctuation from the two sentences didn't you need? \_\_\_\_\_
- (d) Write a sentence using a conjunction you didn't use in Question 1.
- \_\_\_\_\_
- \_\_\_\_\_

**3. Write an interesting sentence with two ideas using the words as a conjunctions.**

- (a) until \_\_\_\_\_
- (b) because \_\_\_\_\_
- (c) whether \_\_\_\_\_
- (d) though \_\_\_\_\_
- (e) where \_\_\_\_\_
- (f) except \_\_\_\_\_



## WHICH CONJUNCTION?

1. Some writers use incorrect conjunctions of time. Write the sentences so they make sense. You can change the word order and you may need to change the verbs slightly.

(a) I went online after I went to sleep.

\_\_\_\_\_

(b) After turning off the computer, save your work.

\_\_\_\_\_

(c) While I eat dinner I will be hungry.

\_\_\_\_\_

2. Explain how one event is caused by another by using the conjunction in the middle of a sentence joining two ideas.

(a) because \_\_\_\_\_

\_\_\_\_\_

(b) so that \_\_\_\_\_

\_\_\_\_\_

3. Start each sentence with the conjunction to show one thing caused something to happen.

(a) Although \_\_\_\_\_

\_\_\_\_\_

(b) When \_\_\_\_\_

\_\_\_\_\_

4. Write a sentence using the conjunction to contrast and compare two different things.

(a) instead \_\_\_\_\_

\_\_\_\_\_

(b) except \_\_\_\_\_

\_\_\_\_\_

5. Good writers use a beginning conjunction to join a main idea in a sentence with a supporting idea. The ideas are always separated by a comma; e.g. **Before** you leave (supporting), *sign the guest book* (main). Write endings that make sense by themselves to go with the beginning conjunctions.

(a) If you don't wear a raincoat, \_\_\_\_\_

(b) Before you eat dinner, \_\_\_\_\_

(c) As it's the weekend, \_\_\_\_\_