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| **Cross-curricular Grammar for Writing Glossary: Teaching Sentences** | | |
| **Grammar Features** | **Explanation and Examples** | **In the classroom** |
| **Single clause sentence** | Sentences with only one verb can be good for summing up ideas and for stating factual information precisely and concisely:  *During the 5000m race, the athlete’s heart rate* ***increases*** *gradually.*  *Stalin* ***created*** *Comecon as a response to Marshall Aid.*  *A supervolcano* ***is*** *a volcano on a massive scale.*  Single-clause sentences are also known as ‘simple’ sentences but this can be a confusing term: students often think it just means a short sentence or a sentence without much detail, and they may struggle to locate the verb that makes a sentence complete. Using the term ‘single-clause’ draws attention to the verb that creates the clause. This helps students check if they are writing in the past or present tense or if they are using the active or passive voice e.g. *I* ***heated*** *the liquid/The liquid* ***was heated****.*  Remember that a verb can be one word or a string of words (a verb phrase) e.g. *Many lives* ***can be lost*** *as a result of a volcanic eruption.* | * Help students locate the verbs in sentences that express key actions or states, for instance by using consistent colour coding. * Build students’ stock of useful verbs and verb phrases as part of vocabulary work around a topic. * Model how to sum up a paragraph of information by using a single-clause sentence. * Show how to use a short sentence at the start and end of a paragraph, and at key points in an explanation, to keep the reader on track. |
| **Coordination** | Coordinated clauses using ‘and’ can be useful for showing a sequence of actions, chaining ideas and for adding information of equal importance and weight:  *During exercise, the heart rate* ***increases*** *and blood temperature* ***rises****.*  *The London congestion charge* ***has eased*** *traffic problems in the city and* ***reduced*** *carbon emissions.*  A comma can act as a coordinating conjunction in a list of clauses *e.g. Large firms* ***have*** *lower unit costs,* ***can buy*** *raw materials cheaply in bulk and* ***spread*** *the cost of overheads.*  Coordinated clauses using ‘but’ can be useful for balancing ideas and providing contrast:  *Some bacteria* ***can carry out*** *photosynthesis, but most bacteria* ***feed*** *from other organisms, living or dead.*  Coordinated clauses using ‘or’ signal alternatives:  *Larger firms* ***can charge*** *lower prices or* ***enjoy*** *a higher profit margin.* | * Show students how to build detail to an answer by linking clauses together e.g. through a card sort of additional or contrasting facts about a topic. * Use the coordinating conjunctions (*and, but, or*) as prompts in discussion of a topic e.g. to clarify the sequence of events or to highlight similarities and differences. * Highlight the verbs in each clause in a coordinated sentence and check they are the best choices for clarity and precision, and that tense is consistent. |
| **Subordination** | Subordinate clauses can be useful for adding layers of detail to an idea or fact:  *Over 75000 trees have been planted* ***to make the quarry and cement works less obvious.***  ***After an area is finished,*** *it is restored to farming.*  *The congestion charge,* ***which was introduced in London in 2003,*** *has successfully reduced carbon emissions.*  Importantly, subordinate clauses stress the relationship between ideas:  ***Although zoos are unnatural****, they do protect endangered species.*  *Much is transported by train****, so traffic on narrow roads in the countryside is reduced.***  Subordinate clauses are formed:   * by starting a clause with a subordinating conjunction (after, when, because, if, although etc) * by starting a clause with a relative pronoun (e.g.*who, which, that*) * using a non-finite verb (present or past participles or infinitives): ***With the Soviets advancing on Berlin****, Hitler’s defeat was inevitable*. ***Defeated in Berlin****, Hitler committed suicide. Stalin hurried* ***to take Berlin ahead of his allies****.* | * Teach a range of subordinating conjunctions and practise using them appropriately for signalling contrasts e.g. *although, whereas, despite;* and for emphasising causes and consequences e.g*. if, as, because, since, once.* * Show how to add information that relates directly to a noun by using a relative clause starting with *who, which, that.* * Experiment with the position of subordinate clauses within the sentence e.g. to emphasise an idea by starting with it. |