



Students complete this individually and in silence



Teacher takes answers using whole class call and response



Teacher takes answers using targeted questions



Students tick and correct their work



Teacher explains and students listen ('pens down' recommended)



Students discuss in pairs



Teacher calls on selected students to share their work (reading aloud/use of visualiser/mini whiteboards)

(For teacher use)

Lesson 10

Lesson outline

This lesson is on the following topics:

Part of lesson	Mastery Focus	Suggested Timings
Do Now	Subordinate clauses: whether or not	Up to 20 minutes
Exercise 1	Relative clauses: grammatical review of all relative clauses	
Exercise 2	Mechanics of sentences: quantities	
Exercise 3	Tenses: what had happened	
Writing & proofreading	Writing in favour of a statement	20 minutes (minimum)
Multiple Choice Question		5 minutes

(For teacher use)

Potential Misconceptions

Part	Potential Misconception	Suggested response
Do Now	-Students might not realise that the more important or more significant idea should go in the independent clause after the "whether or not" part.	-Emphasise to students that the independent clause always features the more important idea. Encourage to look for the comma or word "whether" to indicate when the independent clause starts or ends.
Ex. 1	-This is the first time students are introduced to more technical grammatical language to describe a relative clause. Students might be thrown by the term "relative clause". -Students might find it overwhelming to decide whether both the sentence and relative clause are grammatically correct. -Students might try to correct the relative clause during the first task.	-Make it clear to students that the term "relative clause" is just a short hand way for us to be able to talk about "the place where", "person who" and "thing that" at the same time. -Encourage students to complete the table methodically. It might be easiest for them to complete the table one column at a time. -Tell students that they will have an opportunity to correct the relative clauses later.
Ex. 2	-Students might struggle to use the correct quantifier because their knowledge of the difference between countable and uncountable nouns is not secure.	-Remind them to think. Can I count it? If yes, it is a countable noun. If not, it is uncountable. Now choose the correct quantifier.
Ex. 3	-Students might struggle to identify which verbs are verb 2 and verb 3. -Students might find it difficult to remember the correct verb 3 form.	-Start by questioning them about which verbs are verb 2. They will have a more secure understanding of these. Encourage them to circle the verb 2s after had first so they know what they need to correct. -Try and help students by giving them a list of possible options. i.e. is it "see", "saw", "seen" or "seeing"?
Writing	This is a deliberately contentious statement with a lot of loaded words. Students might not want to write in favour of a statement that they do not agree with.	Tell students that it is important to practise writing from a range of different perspectives. While there is a focus on your opinion, it is also very important to practise the writing skills. They will also have the chance to write against the statement in the next lesson.

Do Now

Tick and fix your work.

1. Whether you want to or not, it is always important to go to bed early and get a good night's sleep.
2. Whether they will get you a job or not, art and music are valuable subjects in themselves.
3. PE has amazing benefits for students whether they are good at it or not.
4. Economics and Business Studies give students a head start in life whether they want to work for a bank or not.
5. Playing and listening to music enriches students' lives whether they realise or not.
6. Whether you enjoy a subject or not, you should always be thinking about how it will be useful for you.
7. Whether you want to do it or not, you have to think about the most important things for your future.

Extension: Write your own "whether...or not" sentence.





Exercise 1: Relative clauses

RULE: *A sentence should still be grammatically correct if the grammatically correct relative clause is removed from it.*

*The collective name for this group of phrases is **relative clauses**.*

*It is also important that the relative clause is **grammatically correct** and features **a verb**.*



My friend who **lives** next door is coming over later.



The hospital where **I was born** is just down the road.



The jacket that **I bought last week** has already broken.



Deal or No Deal

Which of these relative clauses is correct

My friend who
New York is at
the cricket
today.

My friend who
lives in New
York at the
cricket today.

My friend who
lives in New
York is at the
cricket today.



?



Deal or No Deal

Which of these relative clauses is correct

**My friend who
New York is at
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today.**



**My friend who
lives in New
York at the
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?



Exercise 1: Relative clauses

RULE: *A sentence should still be grammatically correct if the grammatically correct relative clause is removed from it.*

Complete the table.

Relative clause	Is the relative clause grammatically correct?	Is the sentence grammatically correct without the relative clause?	Is this a correct use of a relative clause?
The guy who taught me how to drive was brilliant.			
The city where I grew up not a fun place to grow up.			
The shoes that I last week have already broken.			
The shop where I bought this jacket doesn't take refunds.			
The woman who lives down the road not coming over.			

Extension: Correct the incorrect sentences.



Exercise 1: Relative clauses

RULE: *A sentence should still be grammatically correct if the grammatically correct relative clause is removed from it.*

Tick and fix your week.

Relative clause	Is the relative clause grammatically correct?	Is the sentence grammatically correct without the relative clause?	Is this a correct use of a relative clause?
The guy who taught me how to drive was brilliant.	Yes	Yes	Yes
The city where I grew up not a fun place to grow up.	Yes	No	No
The shoes that I last week have already broken.	No	Yes	No
The shop where I bought this jacket doesn't take refunds.	Yes	Yes	Yes
The woman who lives down the road not coming over.	Yes	No	No

Extension: Correct the incorrect sentences.



Exercise 1: Relative clauses

RULE: A sentence should still be grammatically correct if the grammatically correct relative clause is removed from it.

Correct the relative clause mistakes.

Relative clause	Is the relative clause grammatically correct?	Is the sentence grammatically correct without the relative clause?	Is this a correct use of a relative clause?
The guy who taught me how to drive was brilliant.	Yes	Yes	Yes
The city where I grew up not a fun place to grow up.	Yes	No	No
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Extension: Correct the incorrect sentences.

Exercise 2: Quantities

RULE: Use “whether...or not” to show that one action or idea is more important or significant than another.

Complete this table by choosing the correct noun type and quantity word.

Noun	Countable or uncountable	Circle the correct quantity word
Resilience		How much/many resilience do you need to climb a mountain.
Moment		I have fewer/less anxious moments these days.
Momentum		I need several/a bit of momentum.
Tin		I eat several/a little tins each week.
Post		How many/much post do you receive each week?

Extension: Explain why the nouns are countable or uncountable.

Exercise 2: Quantities

RULE: Use “whether...or not” to show that one action or idea is more important or significant than another.

Tick and fix your work.

Noun	Countable or uncountable	Circle the correct quantity word
Resilience	Uncountable	How <u>much</u> / many resilience do you need to climb a mountain.
Moment	Countable	I have <u>fewer</u> / less anxious moments these days.
Momentum	Uncountable	I need several / <u>a bit of</u> momentum.
Tin	Countable	I eat <u>several</u> / a little tins each week.
Post	Uncountable	How many / <u>much</u> post do you receive each week?

Extension: Explain why the nouns are countable or uncountable.

Exercise 3: What had happened

RULE: Use “*after what had happened*” to clearly show the order of events in the past.

Correct the sentences so that a verb 3 has been used after had or hadn't.

1. I watched *Toy Story* with my husband yesterday. He hadn't saw it before.
2. I went to a great pasta restaurant yesterday. I hadn't eaten there before.
3. I went to Spain last year. I hadn't went there before.
4. I bought some new shoes yesterday. I hadn't bought some new shoes for ages.
5. I woke up late this morning. My alarm clock had broke.
6. I was late for work. I had forgot my laptop.
7. Sarah had hear it before. She didn't want to listen.

Extension: Write your own sentences with had or hadn't.

Exercise 3: What had happened

RULE: Use “after what had happened” to clearly show the order of events in the past.

Tick and fix your work.

1. I watched *Toy Story* with my husband yesterday. He hadn't **seen** it before.
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Extension: Write your own sentences with had or hadn't.



Argumentative writing

In each lesson we will practise a different part of argumentative writing. In this lesson we will be mastering:

INTRODUCTION

- One sentence summary
- Summarising opinion

PARAGRAPH

- Expressing opinion
- Introducing examples
- Because** section
- But** section
- So** section

CONCLUSION

- One sentence summary
- Summarising argument

TYPE OF WRITING

- Opinion
- For**
- Against
- Pro-con
- Argumentative

LENGTH

- Sentences
- One paragraph**
- Two paragraphs
- Full answer



Lesson 10 Writing

In the last lesson you wrote your opinion in response to this scenario:

Read this statement:

“Creative and active subjects, like Art, Music and PE, are a waste of time. Students should only study academic GCSE and A-Levels like Maths and Business Studies that will get them professional jobs in the future.”

Do you agree with this statement?

What were the reasons in favour of each opinion?

Creative and active subjects are a waste of time



Creative and active subjects are not a waste of time



Lesson 10 Writing

In lessons 2 and 6, we learnt that it is important to include examples when you are writing about your opinion. When you include an example, it is also important you introduce your examples clearly.

The phrases we studied were:

For example, ...

For instance, ...

By way of illustration, ...

To illustrate this further, ...

You can also use this phrase:

As a case in point, ...

These phrases are always used:

- *at the start of a sentence*
- *followed by a comma, and*
- *before a representative example that expands your point.*



Lesson 10 Writing

Here are some examples of these phrases being used in context:

Creative and active subjects will not lead to good jobs in the future. **By way of illustration**, most major business groups expect graduates to have a strong set of academic A-Levels such as Maths and Economics. There is no space for anything else.

Creative and active subjects can lead to a variety of interesting jobs in the future. **As a case in point**, one of my closest friends used his Art and Design GCSEs, A-Levels and degree to help him get his dream job designing album artwork for bands. That is a pretty good career choice.



Lesson 10 Writing

Look at these two examples. How is the meaning of them different? Which is more successful?

1. Studying Art can be incredibly beneficial. **As a case in point**, one of my friends who studied Art now has a very interesting and well paid-job making films in Hollywood.

2. Studying Art can be incredibly beneficial. One of my friends who studied Art now has a very interesting and well-paid job making films in Hollywood.

The meaning of the first example is slightly different. In the first example it is clear that the first and second sentences are closely linked. It is clear that the story about the writer's friend is an illustrative example to support the argument that Art is beneficial.

*The **first example** is **more successful**. This example is more successful because:*

- It is clear that the second sentence supports the ideas in the first sentence.*
- It is clear that the first and second sentence are clearly linked.*



Lesson 10 Writing

When you use these phrases, make sure you use them accurately. Some of the sentences below have not been used accurately. Look at the different reasons explaining how they have not been used accurately.

As a case in point, a famous award winning artist did not leave school with lots of academic qualifications. Instead, he mainly succeeded in artistic and creative subjects. These helped him to succeed in the path he had chosen, not the path society chose for him. That is inspiring.

These phrases are always used:

- ***at the start of a sentence***
- ***followed by a comma, and***
- ***before a representative example that expands your point.***



Lesson 10 Writing

Read this statement:

“Creative and active subjects, like Art, Music and PE are a waste of time. Students should only study academic GCSE and A-Levels like Maths and Business Studies that will get them professional jobs in the future.”

Do you agree with it?



Think really carefully about this topic. What are the best reasons to support this statement?

Creative and active subjects like Art, Music and PE are a waste of time.



Lesson 10 Writing

26 May 2022

*We are going to continue practising non-fiction writing. This time, you need to **write in favour of** creative and active subjects being a waste of time.*

You will use the Mastery and Crafting Checks below to check through your work.

Mastery Check 1		Mastery Check 2		Mastery Check 3	
I have used a sentence starting “whether...or not”		I have used “rather than” at the beginning or in the middle of a sentence.		I have included “although/even though” at the start or in the middle of a sentence.	
Crafting Check					
I have introduced an example using one of these options: <ul style="list-style-type: none">• For example, ...• For instance, ...• By way of illustration, ...• As a case in point, ...• To illustrate this further, ...					

Lesson 10 Writing

Read this statement:

“Creative and active subjects, like Art, Music and PE are a waste of time. Students should only study academic GCSE and A-Levels like Maths and Business Studies that will get them professional jobs in the future.”

*Do you agree with it? **Write in favour of this statement.***

Mastery Check 1		Mastery Check 2		Mastery Check 3	
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Lesson 10 Writing

Use the Mastery and Crafting Checks to review your work.

Mastery Check 1	Mastery Check 2	Mastery Check 3
I have used a sentence starting “whether...or not”	I have used “rather than” at the beginning or in the middle of a sentence.	I have included “although/even though” at the start or in the middle of a sentence.
Crafting Check	<p>I have introduced an example using one of these options:</p> <ul style="list-style-type: none"> • For example, ... • For instance, ... • By way of illustration, ... • As a case in point, ... • To illustrate this further, ... 	



Lesson 10 Writing

Let's share some work.



As you listen, decide whether the writer has met each check.

Mastery Check 1		Mastery Check 2		Mastery Check 3	
I have used a sentence starting “whether...or not”		I have used “rather than” at the beginning or in the middle of a sentence.		I have included “although/even though” at the start or in the middle of a sentence.	
Crafting Check					
I have introduced an example using one of these options: <ul style="list-style-type: none">• For example, ...• For instance, ...• By way of illustration, ...• As a case in point, ...• To illustrate this further, ...					



Which of these sentences are correct?

- a) In Japan, you can eat in cafes, where they keep cats.
- b) I met a woman used to live in Japan.
- c) I want to buy a phone that doesn't need to be charged every day.
- d) James met someone who used to be an actor.
- e) I want to see a play, that doesn't go on for 4 hours.



Which of these sentences are correct?

- a) In Japan, you can eat in cafes, where they keep cats.
- b) I met a woman used to live in Japan.
- c) I want to buy a phone that doesn't need to be charged every day.**
- d) James met someone who used to be an actor.**
- e) I want to see a play, that doesn't go on for 4 hours.



English Mastery

Love the lesson? Have some suggestions for improvements? Noticed a mistake or an error?

Please let us know!

[Click here to provide some quick feedback on the lesson](#)