



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 11

Lesson outline

This lesson is on the following topics:

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

(For teacher use)

Potential Misconceptions

Part	Potential Misconception	Suggested response
Do Now	<p>-Students might find it overwhelming to decide whether both the sentence and relative clause are grammatically correct.</p> <p>-Students might try to correct the relative clause during the first task.</p>	<p>-Encourage students to complete the table methodically. It might be easiest for them to complete the table one column at a time.</p> <p>-Tell students that they will have an opportunity to correct the relative clauses later.</p>
Ex. 1	<p>-Students might be confused by the introduction of another use of "what had happened."</p> <p>-Students might think that talking about experiences means that they don't need to use "what had happened" to talk about past events.</p> <p>-Students might confuse "what had happened" with the present perfect (I have been to the shops).</p>	<p>-Tell students that the grammar is the same. It is only the use of "what had happened" which is slightly different.</p> <p>-Tell students that there are two uses of what had happened: to order past events and to talk about past experiences before another past event. In some ways this is the same: they both talk about past events that happened before a different past event.</p> <p>-Tell students that this is used to talk about past experiences before another past event. The present perfect talks about past experiences that are connected with the present. I.e. "I had been for a run when I bumped into him" vs. "I have been for a run."</p>
Ex. 2	<p>-Students might struggle to use the correct quantifier because their knowledge of the difference between countable and uncountable nouns is not secure.</p>	<p>-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.</p>
Ex. 3	<p>-This is the first time students will have written sentences using "whether...or not". Students might struggle to include a full grammatically correct clause between "whether" and "or not".</p> <p>-Students might write sentence endings that are not relevant to the sentence stem.</p>	<p>-Ask students: does the part between whether and or not make sense? Does it include a subject? Does it include a verb? Does it include an object? Would it make sense if you removed whether and or not?</p> <p>-Use the question slide to ensure that students have checked their work. This will help them make sure their endings match the stem.</p>
Writing	<p>This is a deliberately contentious statement with a lot of loaded words. Students might not want to write against a statement that they agree with.</p>	<p>Tell students that it is important to practise writing from a range of different perspective. While there is a focus on your opinion, it is also very important to practise the writing skills. They have already had the chance to write against the statement.</p>



Do Now

Thursday, 26 May 2022

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 band who opened the festival were absolutely dreadful.			
The room where met was cold.			
The phone that I lost expensive.			
The café where we met did incredible coffee.			
The man who paint our house is incredibly kind.			
The bread that I made yesterday delicious.			

Extension: Explain why the relative clauses are incorrect.

/6



Do Now

Thursday, 26 May 2022

Tick and fix your work.

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 band who opened the festival were absolutely dreadful.	Yes	Yes	Yes
The room where met was cold.	No	Yes	No
The phone that I lost expensive.	Yes	No	No
The café where we met did incredible coffee.	Yes	Yes	Yes
The man who paint our house is incredibly kind.	No	Yes	No
The bread that I made yesterday delicious.	Yes	No	No

Extension: Explain why the relative clauses are incorrect.

/6

Do Now

Correct the incorrect sentences.

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 band who opened the festival were absolutely dreadful.	Yes	Yes	Yes
The room where met was cold.	No	Yes	No
The phone that I lost expensive.	Yes	No	No
The café where we met did incredible coffee.	Yes	Yes	Yes
The man who paint our house is incredibly kind.	No	Yes	No
The bread that I made yesterday delicious.	Yes	No	No

Extension: Explain why you made those changes.





Do Now

Thursday, 26 May 2022

Tick and fix your work.

Mastery Writing X

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 band who opened the festival were absolutely dreadful.	Yes	Yes	Yes
The room where we met was cold.	No	Yes	No
The phone that I lost was expensive.	Yes	No	No
The café where we met did incredible coffee.	Yes	Yes	Yes
The man who painting our house is incredibly kind.	No	Yes	No
The bread that I made yesterday was delicious.	Yes	No	No

Extension: Explain why you made those changes.

/6



Exercise 1: What had happened

RULE: Use “*what had happened*” to write about experiences that happened or didn’t happen before an action in the past.

We have already learnt that you can use “what had happened” with verb 3 to show the order of past events.

“What had happened” is also used to write about experiences that we haven’t had before.

There was a large climate change protest in London in April 2019.



Charlotte **had seen** a few protests before, but **hadn’t attended** one.



Deal or No Deal

Which is a correct example of “what had happened”?

I hadn't seen a musical before.

I had saw a musical before.

I had a musical before.



?



Deal or No Deal

Which is a correct example of “what had happened”?

I hadn't seen a musical before.

I had saw a musical before.

I had a musical before.



?



Exercise 1: What had happened

RULE: Use “*what had happened*” to write about experiences that happened or didn’t happen before an action in the past.

Complete the sentences by adding the correct form of the verb.

1. I hadn’t.....(eat) Sushi before I.....(go) to Japan.
2. I hadn’t.....(watch) TV for ages.
I.....(watch) a lot of TV last night.
3. I.....(meet) one of my oldest friends last night. I hadn’t.....(see) him for a long time.
4. I.....(go) to the cinema last night. I hadn’t.....(go) there for ages.
5. I.....(buy) a new TV yesterday. I hadn’t.....(spend) any money for ages.
6. I had.....(meet) him before, but he didn’t remember me.

Extension: Write your own “what had happened” sentence.

Exercise 1: What had happened

RULE: Use “*what had happened*” to write about experiences that happened or didn’t happen before an action in the past.

Complete the sentences by adding the correct form of the verb.

1. I hadn’t.....**eaten**.....(eat) Sushi before I.....**went**.....(go) to Japan.
2. I hadn’t.....**watched**.....(watch) TV for ages.
I.....**watched**.....(watch) a lot of TV last night.
3. I.....**met**.....(meet) one of my oldest friends last night. I hadn’t.....**seen**.....(see) him for a long time.
4. I.....**went**.....(go) to the cinema last night. I hadn’t.....**been**.....(go) there for ages.
5. I.....**bought**.....(buy) a new TV yesterday. I hadn’t.....**spent**.....(spend) any money for ages.
6. I had.....**met**.....(meet) him before, but he didn’t remember me.

Extension: Write your own “what had happened” sentence.



Exercise 2: Quantities

RULE: *You need to use different quantity words for countable and uncountable nouns.*

Correct the mistakes in these sentences.

1. I received less than three birthday cards this year.
2. How many cash do you have on you?
3. I have a few minutes.
4. I have several milk in the fridge.
5. I have less than three minutes.
6. How many minutes do you have?
7. Do you have a bit of minutes?
8. I have a few milk.
9. I have a bit of time.
10. I have less than two jumpers.

Extension: Explain why each quantity word is incorrect.

Exercise 2: Quantities

RULE: *You need to use different quantity words for countable and uncountable nouns.*

Tick and fix your work.

1. I received **fewer** than three birthday cards this year.
2. How **much** cash do you have on you?
3. I have a few minutes.
4. I have **a bit of** milk in the fridge.
5. I have **fewer** than three minutes.
6. How many minutes do you have?
7. Do you have **a few** minutes?
8. I have **a bit of** milk.
9. I have a bit of time.
10. I have **fewer** than two jumpers.

Extension: Explain why each quantity word is incorrect.



Exercise 3: Whether...or not

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

Complete the sentence stems with your own ideas about the topic.

Topic: *Taking Art, Music and PE at GCSE.*

1. Whether you want to get a good job or not,...
2. Whether you enjoy studying a subject or not,...
3. Whether you are good at art and music or not,...

Extension: Write your own “whether or not” sentence.

Whether you want to get a good job or not, you will enjoy eating a chocolate bar.

Checking sentence stems

1. Is the answer a **complete** and **grammatically correct** sentence?
2. Is the answer **relevant** to the topic, prompt or stem?



Correct answer? 



Whether you want to get a good job or not, maths a good subject to take.

Checking sentence stems

1. Is the answer a **complete** and **grammatically correct** sentence?
2. Is the answer **relevant** to the topic, prompt or stem?



Correct answer?





Whether you want to get a good job or not, you will benefit from taking more academic GCSEs.

Checking sentence stems

1. Is the answer a **complete** and **grammatically correct** sentence?
2. Is the answer **relevant** to the topic, prompt or stem?



Correct answer?



Exercise 3: Whether...or not

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

Use these questions to help you check your sentence stem answers.

Topic: Taking Art, Music and PE at GCSE

1. ✓ Checking sentence stems
 1. Is the answer a **complete** and **grammatically correct** sentence?
 2. Is the answer **relevant** to the topic, prompt or stem?

3. Whether you are good at art and music or not,...

Extension: Write your own “whether or not” sentence.

Exercise 3: Whether...or not

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

Use these sample sentence endings to help you check through your answers.

Topic: *Taking Art, Music and PE at GCSE.*

1. Whether you want to get a good job or not, **taking more academic subjects will be more beneficial.**
2. Whether you enjoy studying a subject or not, **it is important to think about how it will benefit you.**
3. Whether you are good at art and music or not, **they are excellent subjects to study and learn.**

Extension: Write your own “whether or not” sentence.



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 11 Writing

In the last lesson you **wrote in favour of** creative and active subjects being a waste of time.

In this lesson, you are going to practise **writing against** the statement that creative and active subjects are a waste of time.

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 the statement?



What were some of the reasons against the idea that creative and active subjects are a waste of time?



Lesson 11 Writing

In the last lesson we also reviewed how to include opinions clearly to support our opinions.

The phrases we looked at are:

For example, ...

For instance, ...

By way of illustration, ...

As a case in point, ...

To illustrate this further, ...

Remember, 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 11 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 11 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 the statement?



*Now, think really carefully about this topic. What are the **strongest reasons** to suggest creative and active subjects are **NOT** a waste of time.*

**Creative and active subjects
are not a waste of time.**



Lesson 11 Writing

26 May 2022

*We are going to continue practising non-fiction writing. This time, you need to **write against** artistic 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 used “the person who” to expand a subject.
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 11 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 this statement? Write against this statement.

Mastery Check 1

I have used a sentence starting “whether...or not”

Mastery Check 2

I have used “rather than” at the beginning or in the middle of a sentence.

Mastery Check 3

I have used “the person who” to expand a subject.

Crafting Check

I have introduced an example using one of these options:

- For example, ...
- For instance, ...
- By way of illustration, ...
- As a case in point, ...
- To illustrate this further, ...



Lesson 11 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 used “the person who” to expand a subject.
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 11 Writing

Let's share some work.



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

Mastery Check 1

I have used a sentence starting “whether...or not”

Mastery Check 2

I have used “rather than” at the beginning or in the middle of a sentence.

Mastery Check 3

I have used “the person who” to expand a subject.

Crafting Check

I have introduced an example using one of these options:

- For example, ...
- For instance, ...
- By way of illustration, ...
- As a case in point, ...
- To illustrate this further, ...



Which of these sentences is correct?

- a) I went to a protest at the weekend. I hadn't went to one before.
- b) I go to a protest at the weekend. I hadn't been to one before.
- c) I went to a protest at the weekend, I hadn't been to one before.
- d) I went to a protest at the weekend. I hadn't been to one before.
- e) I went to a protest at the weekend. I been to one before.



Which of these sentences is correct?

- a) I went to a protest at the weekend. I hadn't went to one before.
- b) I go to a protest at the weekend. I hadn't been to one before.
- c) I went to a protest at the weekend, I hadn't been to one before.
- d) I went to a protest at the weekend. I hadn't been to one before.**
- e) I went to a protest at the weekend. I been to one before.



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](#)