



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 6

Lesson outline

This lesson is on the following topics:

Part of lesson	Mastery Focus	Suggested Timings
Do Now	Relative clauses: the person who	Up to 20 minutes
Exercise 1	Subordinate clauses: changing the order of rather than	
Exercise 2	Mechanics of sentences: countable and uncountable nouns	
Exercise 3	Tenses: verbs 1 and 2	
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	<p>-Students may not write a full and grammatically correct clause after “the person who” part.</p> <p>-Students might try and underline the whole clause rather than just “the person who” part.</p>	<p>Question students on the part after “the person who”. Is there a verb? Does this part make sense? Would you be able to say this part as an isolate sentence?</p> <p>-Make it clear to students that the person who part starts with the word “who”</p>
Ex. 1	Students might put a comma before the “rather than” part when it is at the end of the sentence.	“Where is the rather than part? Is it at the beginning or the end of the sentence? If it is at the end, do we need a comma?”
Ex. 2	Students might not know which words fall into each category. They might not be sure what is a liquid, abstract idea, natural phenomena or mass noun.	Question students closely on the noun. Is it a liquid? Is it a natural phenomena? How do you know? Can you touch it? Can you count it in your hands?
Ex. 3	Students might find it difficult to convert irregular verbs into their correct past tense form. They then may find it difficult to remember what the irregular past simple form is.	Remind students that they have studied this before, and encourage them to think deeply about what the past form might be. Remind them that many of the most common verbs are irregular.
Writing	Students might not want to write in favour of a statement that they disagree with.	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.

Do Now

Underline the part that describes the person who.

1. I know someone who can play the cello.
2. I met someone who went to Harvard University.
3. I want to meet someone who enjoys playing video games as much as me.
4. I have a friend who works in Sri Lanka.
5. I met someone who used to live with Boris Johnson.
6. People who run every day are more likely to live long and healthy lives.
7. Babies who breastfeed are less likely to get common colds and diseases.
8. People who love music are fun to hang out with.
9. The person who stole my phone ran really fast.

Extension: Rewrite the part that describes the person who.



Do Now

Tick and fix your work.

1. I know someone who can play the cello.
2. I met someone who went to Harvard University.
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Extension: Rewrite the part that describes the person who.





Exercise 1: Rather than

RULE: Use “rather than” in subordinate clauses to present an alternative point of view, action or solution.

Last lesson we learnt that “rather than” can be used at the start of a sentence to present alternative points of view and solutions. We put a comma after the “rather than” part.

Rather than watching TV in the evenings, people could be using their free evenings to develop their minds and bodies through exercise and hobbies.

We can also place the “rather than” part at the end of the sentence. We do not need to use a comma when we place the “rather than” part at the end of the sentence.

The government should prioritise social housing **rather than building new luxury flats.**



Deal or No Deal

Which is a correct use of rather than?

Rather than driving I walk everywhere.

I walk everywhere rather than driving.

I walk everywhere, rather than driving.



?



Deal or No Deal

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Rather than driving I walk everywhere.



I walk everywhere rather than driving.



I walk everywhere, rather than driving.



?

Exercise 1: Rather than

RULE: Use “rather than” in subordinate clauses to present an alternative point of view, action or solution.

Change the order of these sentences so the “rather than” part is moved to the start or end.

1. Everyone should try and shop local rather than relying on the major supermarkets.
2. Rather than eat meat every day, be a vegetarian Monday to Friday.
3. Try and use long-distance train companies rather than relying on air travel.
4. Invest in some really good trainers rather than spend your money on petrol.
5. Try and walk to work rather than driving in your car.
6. Rather than buying single-use plastic bottles, buy a reusable water bottle that you can fill up.

Extension: Write your own alternative point of view, action or solution for each “rather than” part above.

Exercise 1: Rather than

RULE: Use “rather than” in subordinate clauses to present an alternative point of view, action or solution.

Tick and fix your work.

1. **Rather than relying on the major supermarkets,** everyone should try and shop local.
2. Be a vegetarian Monday to Friday **rather than eat meat every day.**
3. **Rather than relying on air travel,** try and use long-distance train companies
4. **Rather than spend your money on petrol,** invest in some really good trainers
5. **Rather than driving in your car,** try and walk to work.
6. Buy a reusable water bottle that you can fill up **rather than buying single-use plastic bottles.**

Extension: Write your own alternative point of view, action or solution for each “rather than” part above.



Exercise 2: Countable and uncountable nouns

RULE: *Countable nouns are nouns that you can count from 1 onwards. When something is an uncountable noun, it is normally because it is impossible to count that object, i.e. milk.*

You have already learnt about different types of countable and uncountable nouns. Now we are going to learn how to identify countable and uncountable nouns independently.

Most uncountable nouns are organised into these groups:

1. Liquids, gases and grains



wheat

2. Abstract ideas and feelings



sadness

3. Natural phenomena



snow

4. Mass nouns



transportation



Exercise 2: Countable and uncountable nouns

RULE: *Countable nouns are nouns that you can count from 1 onwards. When something is an uncountable noun, it is normally because it is impossible to count that object, i.e. milk.*

You can also try and work out whether or not a noun is a countable or uncountable noun by asking these questions.

1. *Can I add an “s” to it?*

Traffic is an **uncountable** noun.



Traffic jam is a **countable** noun.

2. *Can I ask “how many...?”*

Pencil is a **countable** noun.



Love is an **uncountable** noun.





Exercise 2: Countable and uncountable nouns

RULE: *Countable nouns are nouns that you can count from 1 onwards. When something is an uncountable noun, it is normally because it is impossible to count that object, i.e. milk.*

Complete the table by writing “countable noun” or “uncountable noun” in the correct place.

Noun	Countable or uncountable
Nitrogen	
Frustration	
Photocopier	
Meeting	
Hail	
Diary	
Dairy	
Wisdom	

Exercise 2: Countable and uncountable nouns

RULE: *Countable nouns are nouns that you can count from 1 onwards. When something is an uncountable noun, it is normally because it is impossible to count that object, i.e. milk.*

Tick and fix your work.

Noun	Countable or uncountable
Nitrogen	Uncountable noun
Frustration	Uncountable noun
Photocopier	Countable noun
Meeting	Countable noun
Hail	Uncountable noun
Diary	Countable noun
Dairy	Uncountable noun
Wisdom	Uncountable noun

Exercise 3: Verb 0, 1, 2, 3

RULE: Verbs have 4 different forms: 0, 1, 2, 3. Verb 1 is the present. Verb 2 is the past.

Change the present tense verbs (verb 1s) in this passage to their past tense form (verb 2s).

James' alarm clock breaks and he wakes up late. This makes him stressed and annoyed. He is so stressed and annoyed that he screams at the top of his lungs. His scream is so loud that his neighbours and flatmates hear. They are not very happy with him. He gets ready as quickly as he can, but he still misses his bus to work. It isn't a good start.

Extension: Write a continuation of James' story.

Exercise 3: Verb 0, 1, 2, 3

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Tick and fix your work.

James's alarm clock **broke** and he **woke** up late. This **made** him stressed and annoyed. He **was** so stressed and annoyed that he **screamed** at the top of his lungs. His scream **was** so loud that his neighbours and flatmates **heard**. They **were** not very happy with him. He **got** ready as quickly as he **could**, but he still **missed** his bus to work. It **wasn't** a good start.

Extension: Write a continuation of James' story.



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 6 Writing

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

Imagine you find an envelope containing £250 on the street. Should you:

- keep it for yourself, or*
- hand it in to the police?*

What were the reasons in favour of each course of action?

**Don't tell
police and
keep
money**



**Hand the
money in to
the police**



Lesson 6 Writing

In lesson 2, 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,...

You can also use these phrases:

By way of illustration,...

To illustrate this further, ...

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 6 Writing

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

It is much better for me to keep the money because the police have so many other things to think about. **By way of illustration**, around 75% of reported crimes are not followed up. Do you really think they will care about £250 in an envelope?

It is always worth notifying the police to try and find the owner. **To illustrate this further**, it is quite common for people to immediately approach the police when they have lost something.



Lesson 6 Writing

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

Handing the money into the police is a worthwhile activity. **To illustrate this further**, police statistics suggest that over 50% of money handed to the police is returned to the owner.

Handing the money into the police is a worthwhile activity. police statistics suggest that over 50% of money handed to the police is returned to the owner.

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. We know the writer thinks handing the money to the police is worthwhile because it is likely the money will be returned to the owner.

*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 6 Writing

When you use these phrases, make sure you use them accurately.



To illustrate this further, keeping the money for myself and donating it to charity will have a greater social impact than just handing the money to the police.

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 6 Writing

*Imagine you find an envelope containing £250 on the street.
Should you:*

- *keep it for yourself, or*
- *hand it in to the police.*



Think really carefully about this topic. *What are the best reasons to keep the money for yourself.*

**Don't tell the police and
keep money for yourself**





Lesson 6 Writing

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*We are going to continue practising non-fiction writing. This time, you need to **write in favour of** not telling the police and keeping the money for yourself.*

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 with "rather than"	I have used "the place where" to expand a subject.	I have written all of my verbs in a consistent tense.
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,...		

Lesson 6 Writing

*Imagine you find an envelope containing £250 on the street.
Should you:*

- *keep it for yourself, or*
- *hand it in to the police?*

*Write **in favour of** keeping the money for yourself.*

Mastery Check 1	Mastery Check 2	Mastery Check 3
I have used a sentence starting with "rather than"	I have used "the place where" to expand a subject.	I have written all of my verbs in a consistent tense.
Crafting Check	I have introduced an example using one of the options: <ul style="list-style-type: none">• For example,...• For instance,...• By way of illustration,...• As a case in point,...	



Lesson 6 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 with “rather than”	I have used “the place where” to expand a subject.	I have written all of my verbs in a consistent tense.
Crafting Check		
I have introduced an example using one of the options: <ul style="list-style-type: none">• For example,...• For instance,...• By way of illustration,...• As a case in point,...		





Lesson 6 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 with “rather than”

Mastery Check 2

I have used “the place where” to expand a subject.

Mastery Check 3

I have written all of my verbs in a consistent tense.

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,...



Which of these sentences uses “rather than” correctly?

- a) Rather than eat a salad I decided to have a burger.
- b) I decided to go to bed early, rather than stay up late to watch the news.
- c) Rather than watch TV, I decided to read my book.
- d) Rather than book, I painted a picture.
- e) I decided to go to bed early rather than stay up late to watch the news.



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- a) Rather than eat a salad I decided to have a burger.
- b) I decided to go to bed early, rather than stay up late to watch the news.
- c) Rather than watch TV, I decided to read my book.**
- d) Rather than book, I painted a picture.
- e) I decided to go to bed early rather than stay up late to watch the news.**



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](#)