

Cohesion Overview

As part of linking ideas and techniques, students need to be aware of and demonstrate a capacity to use various cohesive devices to control and maintain relationships throughout the text. Cohesion in texts includes the use of connectives and conjunctions and more sophisticated texts effectively use a variety of referring words, substitutions, word associations and text connectives to improve the flow of the writing.

Although cohesion has many elements, for the purpose of this document only connectives and conjunctions are addressed in the activities.

Conjunctions and connectives are cohesive devices that operate within and between sentences. Different types of conjunctions are used to express different types of relationships between ideas.

For example:

Temporal Conjunctions (time – when)

As, after, as soon as, at first, at once, before, finally, just, meanwhile, next, now, now that, since, then (this can be overused) until, when, whenever, while

Causal Conjunctions (reason – why)

Although, as a result, because, by, consequently, despite, due to, for that reason, in case, in order, in this way, otherwise, since, so, so as to, so that, therefore, though, thus, to that end, unless, until, yet

Connectives adding information (joining alike – more of the same)

and (can be overused), also, as well as, besides, in addition, including, moreover, similarly

Connectives that contrast (separating – categorising differences)

Alternatively, but (can be overused), except, however, in contrast, if not ... then, instead of, on the other hand, or, whereas

Other connective devices

Prepositional phrases used at the beginning of sentences also connect ideas in time and place.

From the top of the hill ... , At the end of the day ... , In the heart of the forest ...

Connectives:

- Clarify – *in other words*
- Show cause and effect – *so, therefore, as a result*
- Indicate time – *afterwards, later, soon, each morning, in the end*
- Sequence ideas – *firstly, to begin, at this point*
- Add information – *moreover*
- Indicate condition and concession – *in that case, however, despite this*

Aspects of Grammar is a NSW DET publication which can give you more information about connectives and conjunctions. It is available at: http://www.schools.nsw.edu.au/learning/7_12assessments/naplan/index.php under the 'Related Documents' heading on the right-hand side of the screen.

Skill Focus: Using joining words to connect ideas

STAGE 1

Strategies

Joint construction of sentences

Constructing sentences using a variety of joining words, sentences and conjunctions enlarged on flashcards

Activities to support the activity

Guided

Exploring metalanguage and building deep knowledge (QTF)

Revisit skills that have been practised in previous lessons by asking students about the elements of a sentence.

What types of words need to be in a simple sentence so that it makes sense?

What types of words can make sentences longer?

What type of words can we use to connect ideas in sentences?

Invite students to construct simple sentences and scribe them on the board.

Have students volunteer to underline the noun, the verb and where appropriate the subject in the sample sentences.

Write a number of compound sentences. Show students where two independent ideas (clauses) are joined together. Highlight the conjunction that joins the ideas (clauses) together.

For example:

first main clause second main clause

*Jill opened the map **and** studied it carefully.*

first main clause second main clause

*Ben went home **and** then he went out to play.*

Explain that conjunctions are joining words that connect ideas together. Sometimes the ideas can be separate (like the examples above) while others need each other to make sense.

To revise the types of conjunctions as preparation for the lesson the following website can be a helpful resource.

<http://grammar.ccc.commnet.edu/grammar/conjunctions.htm#yet>

Write several sentences that use connectives or conjunctions. Cut the sentences into separate words. The conjunctions and connectives are either written in a different colour or written on a different coloured piece of cardboard. For example:

*Cameron is a brilliant dancer **and** Eliza is a great singer.*

*It was cold outside **so** I put on my jumper.*

K-6 Outcomes

RS1.8: Identifies conjunctions and understands they join clauses

WS1.9: Combines ideas in writing

Item & Stimulus

Writing task criterion 6
Cohesion

The Box

Today you are going to write a narrative or story.

The idea for your story is "The Box".

What is inside the box? How did it get there?
Is it valuable? Perhaps it is alive!

The box might contain a message or something that was hidden.

What happens in your story if the box is opened?

Think about:

- the characters and where they are
- the complication or problem to be solved
- how the story will end.

Remember to:

- plan your story before you start
- write in sentences
- pay attention to the words you choose, your spelling and punctuation, and paragraphs
- check and edit your writing when you have finished.

Language Conventions

Year 3 Q:25

Item Descriptor

Accurately using a range of cohesive devices including connectives, conjunctions and word associations

Statements of Learning for English (p. 18)

Students have the opportunity to draw on their knowledge of texts and language to use conjunctions to form compound sentences

Other links

<http://grammar.ccc.commnet.edu/grammar/conjunctions.htm#yet>

I am trying out for the soccer team **but** Jake decided not to.

I must eat all my dinner **or** I will not be able to go out to play.

I love running as fast as I can **and then** feeling how fast my heart is beating.

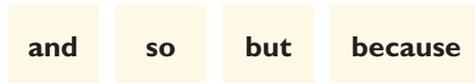
Frogs need to keep their skin moist **so** they can breathe.

Because it was so cold, I needed to put on my scarf and beanie.

Because it was raining, the boy opened the rainwater tank.

Exploring metalanguage (QTF)

Give a small group of students these conjunctions written on yellow card:



As well as these give students two clauses on a current topic written on blue cardboard.



Students read the clauses together. (blue cardboard) Ask students to take turns using the conjunction cards to join the two clauses. Allow students to discuss alternatives, reading their attempts and conferring with each other to determine whether the sentence makes sense. For example:



Ask students to tell you their reasons and help them to express what they have done. In this example, the reason is:

The word *so* or *because* joins the two clauses by connecting the action with the reason why *the boy is opening the rainwater tank*.

Independent

Exploring deep understanding (QTF)

In pre-determined groups (multi levelled, guided reading groups, specialist groups) students construct a number of sentences from their guided reading books or a class story using a variety of joining words.

Skill Focus: Using temporal connectives and pronouns

STAGE 2 Supporting ESL Students

Strategy

Providing grids as scaffolds for students to identify types of connectives and how ideas can be connected in reading and writing

Using metalanguage support to assist students to draw on a number of conjunctions and connectives

<p>Temporal Conjunctions (time – when) As, after, as soon as, at first, at once, before, finally, just, meanwhile, next, now, now that, since, then (this can be overused), until, when, whenever, while</p>
<p>Causal Conjunctions (reason – why) Although, as a result, because, by, consequently, despite, due to, for that reason, in case, in order, in this way, otherwise, since, so, so as to, so that, therefore, though, thus, to that end, unless, until, yet</p>
<p>Connectives adding information (joining alike – more of the same) and (can be overused), also, as well as, besides, in addition, including, moreover, similarly</p>
<p>Connectives that contrast (separating – categorising differences) Alternatively, but (can be overused), except, however, in contrast, if not ... then, instead of, on the other hand, or, whereas</p>
<p>Other connective devices Prepositional phrases used at the beginning of sentences also connect ideas in time and place. <i>From the top of the hill ... , At the end of the day ... , In the heart of the forest ...</i></p>

The scaffold (matrix) can be used for support as:

- an OHT
- an A3 sized proforma for small groups
- a white board resource
- an individual worksheet in the follow up component of the lesson.

Challenges for ESL students include:

- temporal connectives
- connectives
- noun/pronoun agreement
- varying noun and pronoun references in texts.

Activities to support the strategy

Modelled

Choose sentences that are relevant to the topic being studied.

For example:

The gorilla swung frantically from the trees.

The hunter was shooting at it wildly.

K–6 Outcomes

RS2.6: Identifies relationships in written sentences signalled by conjunctions

RS2.8: Recognises cohesive links in a text

WS2.10: Combines clauses using a variety of conjunctions

ESL Scales

4:11:1: Writes a variety of texts demonstrating some cohesion and coherence

5:11:3: Uses some cohesive phrases that link ideas expressed in preceding sentences and paragraphs

Item & Stimulus

Writing task criterion 6
Cohesion



Language Conventions
Year 3 Q: 30, 36, 43
Year 5 Q: 31

Reading
Year 3 Q: 21
Year 5 Q: 9

Item Descriptor

Accurately using a range of cohesive devices including connectives, conjunctions and word associations

Teacher demonstrates possible ways of connecting the sentence.

Teacher thinks aloud as they use strategies to choose the correct connective.

*I want to connect these ideas in time order so I can use words from the matrix like **when** and **while**. I'll try them and see which one makes sense.*

Example one:

The gorilla swung frantically from the trees **when** the hunter was shooting at it wildly.

The gorilla swung frantically from the trees **while** the hunter was shooting at it wildly.

*I like the connective **while** better as it best conveys the meaning I am trying to get across to the reader.*

*How else can I use the connective **while** to join the ideas together?*

While the gorilla was swinging frantically from the trees, the hunter was shooting at it wildly.

Modelled (Controlled)

Exploring metalanguage (QTF)

Students brainstorm examples of connectives and place examples on the grid into the categories:

Time, Place, Manner, Cause, Adding, Contrasting

Time	Place	Manner	Cause	Adding	Contrasting
(when)	(where)	(how)	(why)	(joining alike)	(comparing)
after	where	as if	although	and	alternatively
as soon as	wherever	by	as a result	also	but
at first		like	because	as well as	except for
at once		likewise	by	besides	however
before			consequently	in addition	in contrast
finally			despite	including	if not ... then
meanwhile			in case	moreover	instead of
next			in order that	similarly	on the other hand
now			in that case		or
now that			in this way		whereas
since			otherwise		
then			since		
until			so		
when			so as to		
while			so that		
			therefore		
			though		
			thus		
			to that end		
			unless		
			yet		

Statements of Learning for English (p. 18)

Students have the opportunity to draw on their knowledge of texts and language to use:

- conjunction devices to guide readers through a series of events
- conjunctions to form compound sentences
- pronouns that agree with the words to which they are referring to form compound sentences.

The teacher provides written examples of sentences that can be linked by using a connective.

The teacher should practise one type of connective at a time, to develop a deeper understanding of the connective before moving on to another type.

As a class, students identify the connectives in the following text from the 2008 NAPLAN reading assessment Year 3.

The story of Opo

Opononi, New Zealand, was a quiet little town by the sea. Most of the men worked as fishermen. In the summer of 1955, they noticed that a strange sea animal was following their boats. At first the men thought it must be a shark. But the animal came closer and closer to the boats. Before long everyone could see it was a dolphin. One of the fishermen named her Opo – after the town.

At first Opo was shy, as many wild dolphins are. But she was curious, too. Every day she swam closer to the boats. Finally one of the fishermen reached out as far as he could with his oar. He scratched Opo with it.

She reared back in the water. But the oar must have felt good, for soon Opo came closer than ever before. Then she rolled over. The men had to laugh. Opo was plainly saying, "Scratch my belly this time."

A scientist came to look at Opo. He said Opo was a young dolphin who had probably lost her mother. That was why she was swimming alone. Opo might have been an orphan, but she soon found a new family. The whole town of Opononi adopted the friendly dolphin.

This example shows the temporal (time) connectives.

Opononi, New Zealand, was a quiet little town by the sea. Most of the men worked as fishermen. **In the summer of 1955**, they noticed that a strange sea animal was following their boats. **At first** the men thought it must be a shark. But the animal came closer and closer to the boats. **Before long** everyone could see it was a dolphin. One of the fishermen named her Opo – after the town.

At first Opo was shy, as many wild dolphins are. But she was curious too. **Everyday** she swam closer to the boats. **Finally** one of the fishermen reached out as far as he could with his oar.

This activity could be repeated using other types of connectives.

Guided

Exploring deep knowledge (QTF)

Students are given word cards of connectives and must classify them according to the categories on the grid.

Discuss the conjunctions before students classify them, asking questions such as:

What makes the conjunctions similar/different?

What conjunctions do we use more often? Why?

Which conjunctions do you know/not know?

Display the grid on sheets of A3 for each group of students.

In pairs or small groups, students complete a cloze activity which requires them to add temporal connectives to a text. Students may refer to the chart of possible temporal connectives.

_____, my best friend Barry was knocking on the door. We had already discussed meeting at my house_____ before going surfing. I picked up my surfboard _____ we ran into the water. We swam out _____ we tried to catch a big wave. _____ it came, the one we were waiting for. I fell over _____ I tripped on a shell near the shore.

Independent

Exploring deep understanding (QTF)

Students are given a short narrative text with the connectives removed. Students are required to rewrite the narrative adding effective connectives.

The teacher chooses and copies the most effective student examples. Students independently mark the connectives used and discuss their effectiveness.

Skill Focus: Using temporal connectives and conjunctions

STAGES 3–4

Strategies

Providing grids as scaffolds to sort and identify connectives

Playing cooperative games to practise skills and metalanguage

Activities to support the strategies

Guided

Exploring metalanguage (QTF)

Provide students with a short text containing a variety of conjunctions such as the sample below:

There are 4400 living species of amphibians. Frogs, toads, newts and salamanders are all amphibians. Although many live mainly on land, most spend at least some of their lives in water.

The largest amphibian is the Chinese giant salamander and it is 1.8metres long.

... Gradually the tail shortens until the young frog is able to begin to breathe with its head above the water.

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The largest amphibian is the Chinese giant salamander and it is 1.8metres long.

... Gradually the tail shortens until the young frog is able to begin to breathe with its head above the water.

Guide students as they deconstruct the text and

- identify and highlight the conjunctions and explain how the conjunctions link ideas in the text
- identify and discuss where they appear in the sentences (such as at the beginning, middle and end of sentences).

Activity one

Organise students into small groups and give them a series of single sentences using different types of texts which use **conjunctions showing time order**.

K–6 Outcomes

RS3.8: Recognises cohesive links in a text

WS3.10: Combines clauses using a variety of conjunctions

KLA Outcome

Science S4.4.16: Accesses information from identified secondary sources

Item & Stimulus

Writing task criterion 6
Cohesion



Language Conventions
Year 5 Q: 31, 38

Item Descriptor

Accurately using a range of cohesive devices including connectives, conjunction and word associations

Statements of Learning for English (p. 22)

Students have the opportunity to draw on their knowledge of texts and language to:

- use compound and complex sentences to elaborate ideas
- use time connectives and tense to locate characters or action in time.

For example:

- group one – narrative
- group two – procedure
- group three – recount
- group four – instructions.

Provide each group with a set of picture cards showing a series of events related to the type of text stimulus. Students sequence the events using the picture card then write a caption saying what is happening or match and sequence sentences that are provided for them.

Explain to students that ideas can be joined or connected using joining words.

Brainstorm a number of connectives as a whole class.

Write the following categories on the board:

Time, Place, Manner, Cause, Adding and Contrasting

As students provide examples of joining words, record them under the appropriate categories on the board.

Create sets of flashcards for different examples of connectives using the following list:

- Time: after, before, when, just as, while, as long as, since, until, every time
- Manner: as, by, through, with, as if, as though, like
- Cause: because, since, as, therefore, consequently, yet, as a result of, so as
- Condition: although, unless, if, otherwise, still, despite
- Concession: although, though, even though, even if
- Contrasting: as, as if, as though, so ... that, on the other hand
- Sequential: firstly (secondly, thirdly etc), finally, then, when, next, here, now, lastly, meanwhile.

After students' suggestions have been exhausted provide further examples of connectives to build the word bank. Give the words to students and together decide what category they belong to.

Modelled

Model how to connect the sentences from one group into a cohesive text (using some examples from the group work) such as using temporal conjunctions **when, before, while, after, since and until**.

Independent

Activity one

Ask students to return to their groups and use the conjunction word bank to join sentences together.

Activity two

Exploring deep knowledge (QTF)

Ask students to give examples of joining words and the types of joining words that can be used to connect ideas in sentences.

The teacher asks the students to clarify the role of joining words in sentences.

Discuss joining words that are relative to other events (connectives) by asking probing questions, for example:

What words can you see that connect ideas together in the passage?

How do they separate the clauses?

What effect does this have on reading and understanding the ideas in the text?

Ask students:

What problems would it cause if we didn't use joining words to connect three or four different ideas in one sentence?

Direct students to record clauses of their school day on cards and put them in order.

Example cards:

	we have roll call	We do Maths		I play	
When	after	before	so	when	until
school begins	the bell rings.	we go to lunch.	We will be alert.	I have eaten	lunch time ends

Activity three

Conjunction bingo gives students practise reading and saying conjunctions. In small groups, each student is given a laminated bingo card with five sentences on it. Each sentence is missing a conjunction. The game leader for each group pulls conjunctions out of a bag one at a time. If the conjunction that is called out fits into a gap in a sentence on their card, students write it into the appropriate sentence. The first student to have all five sentences complete calls out 'Bingo'.

Modelled

Explain to students that when a sentence gives a reason for an event or action a **causal conjunction** such as *because* is used. When a sentence explains the result of an action or an event, a conjunction such as *so*, *therefore*, *as a result* or *consequently* is used.

Guided

Exploring metalanguage (QTF)

Ask students to orally complete sentence beginnings, for example:

It was raining so ...

I tripped over because ...

Because it was nearly lunchtime we ...

The dam was nearly empty so ...

Students must decide if the relationship is cause or effect and combine sentences with the appropriate conjunction. For example:

The sheep's wool was very long so the farmer sheared the sheep.

Because the sheep's wool was very long, the farmer sheared it.

The teacher writes a series of conjunction-related tasks/statements on a series of cards.

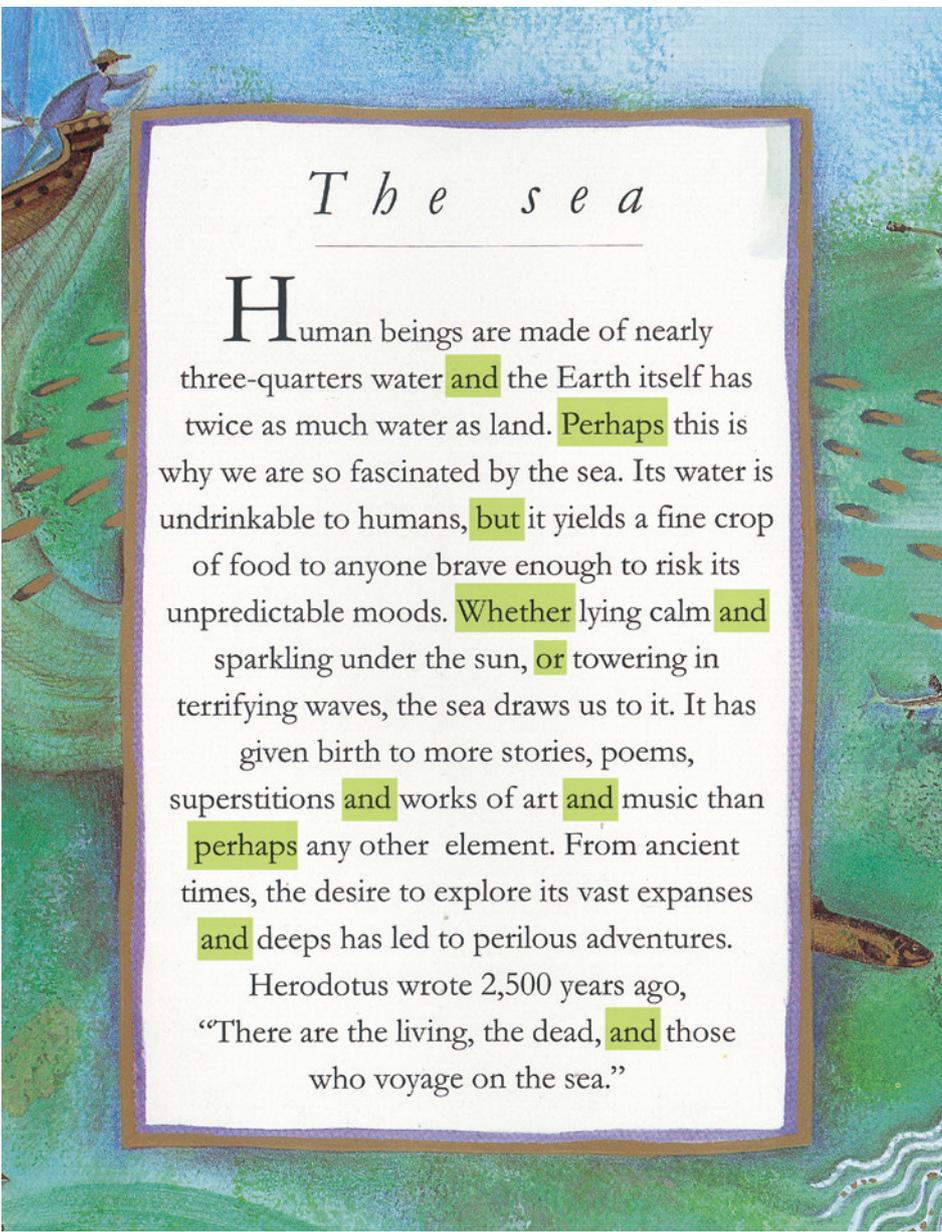
Cards may include the following:

A conjunction indicating how often	whenever
A conjunction indicating reason	because
A conjunction that expresses time	before
A conjunction that you use to compare things	like
A conjunction indicating place	where

Students randomly pick a card from the series. They read the card and then write an appropriate conjunction linked to that category. They may pass if they cannot think of a word. When a student has five words, check their answers. The conjunctions are used as a resource to be displayed in books or on the wall in the classroom.

Independent

Students deconstruct (analyse) a passage in a text identifying connectives and conjunctions such as those shown in the following example.



T h e s e a

Human beings are made of nearly three-quarters water and the Earth itself has twice as much water as land. Perhaps this is why we are so fascinated by the sea. Its water is undrinkable to humans, but it yields a fine crop of food to anyone brave enough to risk its unpredictable moods. Whether lying calm and sparkling under the sun, or towering in terrifying waves, the sea draws us to it. It has given birth to more stories, poems, superstitions and works of art and music than perhaps any other element. From ancient times, the desire to explore its vast expanses and deeps has led to perilous adventures.

Herodotus wrote 2,500 years ago,
“There are the living, the dead, and those
who voyage on the sea.”

Skill Focus: Developing facility with different types of clause relationships

STAGE 4

Strategy

Modelling strategies by thinking aloud the steps when deconstructing texts to assist students to understand the skill involved for tasks

Some students with language learning difficulty may not understand some clause relationships. Students benefit from a planned program that is explicit and systematic with numerous opportunities for practice. This means that there needs to be explicit modelling by thinking aloud the steps in the strategy and using the metalanguage to work through the strategy.

Students are involved in deconstructing controlled passages to unpack how the words work in the sentence. Beyond the introduction of definitions, students need to be provided with problem solving activities to identify these concepts in contextual learning activities.

Activities to support the strategy

Modelled

Exploring deep knowledge (QTF)

Identifying students' prior knowledge will allow the teacher to maximise the capacity of students to follow explicit deconstructions.

Identify some conjunctions and ask questions such as:

Why are these words needed when we read and write texts?

What types of texts have you read them in?

Point out that the conjunction may be the first word in the sentence, or the main clause may come first with the conjunction introducing the second clause. See sentence structure for more information on clauses.

The teacher models the correct structure.

Guided

Developing metalanguage (QTF)

Activity one

The students consolidate their understanding of conjunctions of time.

The teacher writes sentences on the board such as:

Bring the water to the boil. Pour boiling water into a cup.

Go to sports training. Get dressed.

You are extremely thirsty. Have a drink.

Tairne plays the drums. He sings the song.

You play soccer for two hours. Put on sunscreen.

KLA Outcomes

English 4.2.2: Students learn to create and ensure coherence of medium, form and content through specific language conventions and vocabulary appropriate to particular subject matter or contexts

English 4.4.8: Students learn about the ways in which specific language forms and features and structures of texts are used to shape meaning including, in written texts, medium, organisation, sentence structures, grammar, punctuation, vocabulary and spelling.

Item & Stimulus

Writing task criterion 6
Cohesion

The Box

Today you are going to write a narrative or story. The idea for your story is "The Box".

What is inside the box? How did you get there? Is it real? Perhaps it is not!

This box might contain a message or something that was hidden.

What happens in your story if the box is opened?

Think about:

- the characters and where they are
- the complications or problems to be solved
- How the story will end.

Remember to:

- plan your story before you start
- write in sentences
- pay attention to the words you choose, your spelling and punctuation, and paragraphs
- check and edit your writing when you have finished.

Item Descriptor

Accurately using a range of cohesive devices including connectives, conjunctions and word associations

Statements of Learning for English (p. 25)

Students draw on their knowledge of texts and language to clarify meaning. They know that cohesive devices signal relationships between ideas, within and between sentences.

The teacher asks students for alternative ways of combining these sentences using a time conjunction. The teacher points out that some words may need to be changed when the order of clauses is changed. Give students the opportunity to try variations, read, say and write them.

Download the following example onto an OHT and ask students to identify the time conjunctions.

From *Blackberry Picking*, NAPLAN, reading 2008

Blackberry picking

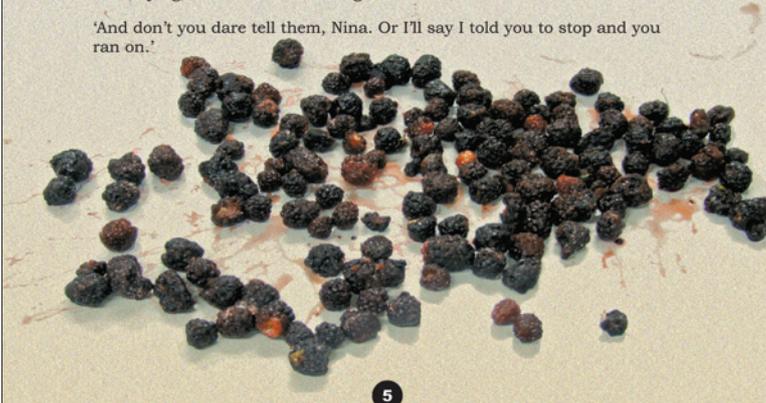
Once I slipped when we were running back along the cliff path. We'd been picking blackberries and I was watching the berries bounce in the bucket clasped in front of me, not the path. My foot caught on a stone, and I fell sideways, not safely on to the path, but sliding with horrible smoothness and speed to the lip of the cliff. I saw myself going and heard Isabel scream, and then I went over. But it was a rough slope, not the edge of the cliff itself, which was still fifteen feet away. I slid ten of them, bumping and banging, and then stopped. I began to scream, lying on my back, looking straight up at the sky. A second later a half-circle of terror broke the sky, upside down. It took me a moment to realise that this was Isabel's face. The next minute she was with me, dragging me back with both hands over the scattered blackberries. I got back to the path and sat down on it, shivering. My legs were smeared with blood and blackberry juice. There was a long burning graze up the inside of my arms.

'My bucket's gone,' I said.

'I'll have a look.' Isabel stood up and peered down. 'I can't see it. It must have gone over.'

I thought of my new bucket, silvery inside, bouncing and clanging down the rocks, and I began to cry. Then Isabel was crying too, worse than me, shaking and hiding her face with her hands. She hardly ever cried, and this was worse than losing the bucket. I patted her shoulders but she didn't seem to feel it. 'It's all right, Isabel. I didn't fall. I'm all right.' But she cried harder and I gave up and began to pick up the fallen blackberries and eat them. I wiped off the dust carefully and popped them into my mouth, one by one. They were delicious. And then there was Isabel, facing me on hands and knees, her face fierce. She was all smeary with crying, but back to herself again.

'And don't you dare tell them, Nina. Or I'll say I told you to stop and you ran on.'



Activity two

The students consolidate their understanding of conjunctions using place.

Examples: *where, wherever*

Students identify all conjunctions then highlight the conjunctions showing 'place'.

From *The double life of a slippery axolotl*, NAPLAN, reading, 2008

Excerpt: *Well the lakes in Mexico **where** axolotls are found surrounded by barren, dry country which is an unsuitable environment for amphibians like salamanders to live in.*

Activity three

The students consolidate their understanding of conjunctions using manner.

Examples: *as, as though, as if, like.*

The clauses of manner are likely to be a little more difficult for some students.

Excerpt: *Well the lakes in Mexico where axolotls are found surrounded by barren, dry country which is an unsuitable environment for amphibians like salamanders to live in.*

Condition conjunctions are likely to prove difficult for students with language learning difficulty. Check whether the following examples are understood.

Examples: *if, unless, in case*

Excerpt: *If an axolotl is taken out of the water it will probably die. But if its lake or pond slowly dries up it may metamorphose into a salamander.*

From *The double life of a slippery axolotl*, NAPLAN, reading 2008

Modelled

Model the first one or two cause conjunctions on an interactive whiteboard or overhead transparency, then ask students to complete one or two examples in pairs and the rest of the examples individually.

The teacher points out that some words may need to be changed when the order of clauses is changed.

Conjunctions

Task one: Join the two sentences using a different causal conjunction for each example.

It was very hot. Jenny turned the air conditioning on.

She wanted to get her driver's licence. She did the driving test.

He got out of the pool. He was getting cold.

The class was behaving very well. The teacher played a quiz game.

She wanted to see clearly. Her father sat her on his shoulders.

Task two: Complete these sentences.

Water in a black container heats up fast, because ...

She kept on running, in order to ...

She drank water instead of buying a drink, since ...

Mum kept making pancakes, so that ...

The mother put the baby to bed, as ...

Task three: Add a main clause to these sentences.

In order for the cricketer to make 100 runs, his batting partner ...

Since a tall person is easily seen, Bob ...

As you have been so patient, I will ...

Because cockroaches are attracted to food, we should ...

So that everyone gets to eat their favourite food, we should ...

Guided

Guide students through the first few examples in the worksheet provided below before providing time for them to complete independently.

Analyse students' responses as a class and encourage them to justify their decisions.

Task one: Underline the clause that starts with the condition conjunction.

If seeds are not planted correctly, the plant will not be able to grow properly.

A reef is called a barrier reef if it parallels the coast.

Take a fleece in case it's windy and cold on top of the mountain.

You cannot get into the performance unless you have a ticket.

We can leave at noon if we have the car all packed.

The train leaves at 3.37 and arrives at 4.15, unless there is track work that day.

If it's sunny and warm tomorrow, we'll go to the beach.

If the sun is used to heat our water, we produce less greenhouse gas.

Some cities will run out of water unless everyone uses less water.

In case we find fossils in the rocks, take a backpack to carry them home.

Task two: Combine the two sentences using the connectives *if, unless, in case*. You will need to change some words.

There may be a storm while we are out. We should close the windows.

Take your swimmers. The river may be deep enough for swimming.

You can't drive a car. You do not have a licence.

You add up the cost of the things you bought. You will know how much you will have to pay.

The goal is not counted. One of the attacking team is offside.

I wouldn't miss watching you in the race. I was in hospital.

Task three: Complete these sentences.

Unless you clean your teeth daily, ...

If dogs are well-trained, ...

As there are lots of people waiting, ...

We will be late, unless ...

Grab an umbrella, in case ...

Independent

Exploring deep understanding (QTF)

In small groups of five students make up a list of conjunctions and categorise them into:

Time, Place, Manner, Cause, Adding and Contrasting

Students then break up into specialist groups according to the categories above with identified roles (for example, recorder, speaker and leader). Specialised groups return to main groups to share the other types of conjunctions listed and used in sentences. Students are provided with a controlled text that does not have any conjunctions. Students independently edit the text, adding at least one of each type of conjunction.

Provide examples from studied texts where students can deconstruct passages and unpack the words used to connect information.

It is important for students to identify:

- the purpose of the text
- the intent of the author
- the targeted audience.