

L.O. Link my ideas using conjunctions in topic sentences

Re-cap of last lesson - using conjunctions to turn notes into full sentences



Using a topic sentence to summarise a section - learn & practise



Introduce our main sections with topic sentences

In our last lesson, we learnt how to use **conjunctions** to link our ideas. So we might have gone from notes like these...

*Yesterday, Archduke Ferdinand of Austria-Hungary + wife were murdered - could lead to war in Europe. Was touring Serbia - attacked by Black Hand (terrorist group) - grenade missed. Visited injured in hospital - driver took wrong turn - shot by Gavrilo Princip. Sadly died, but could      many deaths for several reasons.*

...to sentences like these:

Yesterday, Archduke Ferdinand and his wife of Austria-Hungary were murdered whilst visiting Serbia, which could lead to war in Europe. The couple were attacked by the Black Hand terrorist group, because the Archduke wanted to make Serbia part of his empire. However, the grenade that was thrown missed their car and injured other people in their party.

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...to sentences like these:

Yesterday, Archduke Ferdinand and his wife of Austria-Hungary were murdered **whilst** visiting Serbia, **which** could lead to war in Europe. The couple were attacked by the Black Hand terrorist group, **because** the Archduke wanted to make Serbia part of his empire. **However**, the grenade that was thrown missed their car and injured other people in their party. **Can you spot the linking conjunctions?**

L.O. Link my ideas using conjunctions in topic sentences

Another way of linking your ideas is to use a '**topic sentence**'. This is a sentence that **summarises** what a section is about. Sometimes they can act as a mini introduction, but they don't always appear at the start. Can you identify the topic sentences on the next couple of pages?

### **Communication**

As well as being beasts of burden, animals also played a vital role in communication. The most successful of these were carrier pigeons, which were used by both sides in the war to relay messages from the front lines to headquarters. This might sound strange, but the birds were actually more reliable than radio.

### **Mascots**

Although animals were useful in practical duties, many were used to raise the moral of soldiers. Mascots provided comfort amidst the hardships of war, and were seen as part of the team. Records show that a wide range of animals were used for this purpose: dogs, cats, monkeys, pigeons and even a bear and a lion!

### What do they eat?

What a shark eats depends on its species and where it lives. Most sharks are carnivores because they like to eat fish and other sharks. Some larger sharks eat dolphins, sea lions and small whales. Smaller sharks eat smaller prey like clams, molluscs, squid, lobster and crabs.

### Transport

Prior to 1914, wars had mainly been fought by cavalries – soldiers who fought on horseback using swords and guns. However, both sides soon realised that men on horses could not win the war in the trenches. As a result, horses were used to transport many different things, such as guns, food, injured men and ammunition.

Did you notice that most of the topic sentences also contained a conjunction that linked it to a previous section or idea? Flick back through them to look again...

Can you think of a good topic opener that would summarise this paragraph?

The smallest shark is the dwarf lantern shark which is usually around 17cm in length. The largest fish in the world is the whale shark, which can measure up to a massive 14 metres long.

Making good links involves making careful decisions about which bits of information to use, so you may have to **re-order** your box-up notes as you write, especially for your 'topic' opening sentences.

OK, it's over to you - start writing!

Don't forget to keep in mind conjunctions to link some of your ideas.

