

L.O. Use notes to write an introduction.

Re-cap of last lesson - Box-up notes for report introduction



Practise turning notes into full sentences - using conjunctions



Use our own notes to write our introductions

Last week, we used our box-up sheets to note down some ideas for our newspaper reports about the start of WWI.

Read through your notes and check them against the information sheets - have you got all the main points you want to include?



Here's an example of what the first section of the box-up might look like:

Model Text	Bare bones	My text ideas:
Soldiers of WWI		
World War is	Short intro of overall subject	<i>Yesterday, Archduke Ferdinand of Austria-Hungary + wife were murdered -</i>
ended ... over 16	that captures the reader's	<i>could lead to war in Europe. Was touring Serbia - attacked by Black Hand</i>
animals also	attention – present tense	<i>(terrorist group) - grenade missed. Visited injured in hospital - driver took</i>
... crucial part in	used to address reader.	<i>wrong turn - shot by Gavrilo Princip. Sadly died, but could → many deaths for</i>
effort in a	<b>General</b> information that	<i>several reasons.</i>
of roles.	<b>summarises</b> the whole text.	

L.O. Use notes to write an introduction.

Today, we will focus on our introductions, so we will need to turn our **notes** into **full sentences**.

First, let's have a little practice.

On the next page, you will see some notes about the tundra biome.

note 1

note 2

note 3

note 4

*Tundra v. cold - harsh conditions - animals fit / eat fatty meat*

The first thing to do is to realise that there are actually 4 separate notes, and to decide how they all fit together - do they relate to each other and if so, how? Do they **add** to each other, **contrast** each other, or does one part **explain** the other?

Talk to your partner.

note 1                      note 2                      note 3                      note 4  
Tundra v. cold - harsh conditions - animals fit / eat fatty meat

Did you work out that note 1 **explains** note 2? Explaining something is simply giving a reason why, and when we do this, we often use a set of conjunctions called **causal conjunctions**; can you spot them above the screen?

They are called causal because they show cause and effect - if someone asks you why, you are most likely to start by saying **because**.

Talk to your partner about how you might join note 1 and 2.



note 1

note 2

note 3

note 4

*Tundra v. cold - harsh conditions - animals fit / eat fatty meat*

Hopefully, you will have come up with something like these examples:

- The tundra is very cold, **which means that** conditions are harsh.
- Conditions are harsh in the tundra **because** it is very cold there.
- There are harsh conditions **as** the tundra is very cold.
- Tundra are very cold, **so** conditions are harsh.

note 1

note 2

note 3

note 4

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Hopefully, you will have come up with something like these examples:

- The tundra is very cold, **which means that** conditions are harsh.
- Conditions are harsh in the tundra **because** it is very cold there.
- There are harsh conditions **as** the tundra is very cold.
- Tundra are very cold, **so** conditions are harsh.

Notice the commas to separate the clauses - when you say them aloud, there is a small pause at the comma.

note 1

note 2

note 3

note 4

*Tundra v. cold - harsh conditions - animals fit / eat fatty meat*

How about notes 3 and 4? Both of them are ways in which animals have adapted to survive, so they **add** to each other. Can you find the adding conjunctions above the screen?

Now work with your partner to use different adding conjunctions to join notes 3 and 4.

note 1

note 2

note 3

note 4

*Tundra v. cold - harsh conditions - animals fit / eat fatty meat*

With any luck, you will have come up with something like these:

- Animals need to be fit **and** eat fatty meat.
- Animals need to eat fatty meat **as well as** be fit.
- Animals need to be fit **and also** eat fatty meat.

note 1                      note 2                      note 3                      note 4  
Tundra v. cold - harsh conditions - animals fit / eat fatty meat

There's nothing stopping you using more than one conjunction to join all 4 notes together. What do you notice about notes 3 and 4, in relation to notes 1 and 2?

note 1

note 2

note 3

note 4

*Tundra v. cold - harsh conditions - animals fit / eat fatty meat*

There's nothing stopping you using more than one conjunction to join all 4 notes together. What do you notice about notes 3 and 4, in relation to notes 1 and 2?

Did you realise that notes 1 and 2 **explain why** animals need to be fit and eat fatty meat? Go back to the explanation set of conjunctions and try joining the two sets of notes into one complex sentence.

note 1

note 2

note 3

note 4

*Tundra v. cold - harsh conditions - animals fit / eat fatty meat*

Here are some examples, which you may have already thought of:

- Tundra is very cold, **so** there are harsh conditions, **which means** that animals need to be fit **and** eat fatty meat.
- **Because** there are harsh conditions in the tundra (**as** it is very cold), animals need to be fit **and** eat fatty meat.
- Animals need to be fit, **as well as** eat fatty meat, **because** there are harsh conditions in the tundra, **due to** the extreme cold.

How about these example box-up notes? Can you and your partner think of a good opening sentence using the first few notes? Share your ideas with the class.

*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.*



