

## Lesson 9 Conjunctions to show time

**Focus** using conjunctions to express time [e.g. when, before, after, while]

**Key terms** conjunction

**Focus text** Queen Isabella ate a slice of cake **when** she returned to the palace.

### TEACH

Show the focus text. Read the sentence aloud. Discuss what the queen did and when she did it.

Discuss the highlighted word. Decide what type of word it is [conjunction – it joins the two pieces of information given in the sentence]. Replace ‘when’ with the word ‘before’. Read the sentence again. Discuss how this changes the meaning of the sentence [Queen Isabella ate the cake earlier, *before* she returned]. Do the same with the word ‘after’, discussing how it changes the meaning.

Explain that ‘when’, ‘before’ and ‘after’ are conjunctions that help show *when* an event happened – for example, in relation to another event. They are sometimes called time conjunctions.

Invite the pupils to orally construct their own sentences about when Queen Isabella ate cake, using the conjunctions ‘when’, ‘before’ and ‘after’ [e.g. Queen Isabella ate a slice of cake before she inspected the troops.]. If the pupils suggest sentences with just a word or phrase following the word ‘before’ or ‘after’ [e.g. before tea; after supper], point out that sentences like these do not use the words ‘before’ and ‘after’ as conjunctions, because a conjunction must be followed by a *clause* with a verb. The pupils will learn more about this in Lesson 21 but, for the moment, help to rephrase such sentences so there is a complete clause after the conjunction [e.g. before she had tea; after she had supper].

Write some more time conjunctions on the board [e.g. while; as; until]. Invite the pupils to orally construct a new set of sentences using these conjunctions [e.g. Queen Isabella was eating a slice of cake while she waited for the king to arrive home.].

**EXTEND** Introduce other conjunctions that can be used to express time [e.g. once; since].

### PRACTISE

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### APPLY

- When the pupils are writing stories, personal accounts and accounts of events in history, encourage the use of time conjunctions to show when events happened in relation to each other.
- Ask the pupils to highlight the time conjunctions they have used in a story or account.
- Encourage the use of conjunctions when the pupils are writing instructions or advice [e.g. about crossing the road – ‘Look both ways before you cross the road. Keep looking as you cross the road.’].
- The pupils write an opening sentence for a story, including a time conjunction [e.g. It all began when ...; I had never been in trouble before ...; I never believed in magic until ...].

### ASSESS

**Dictation:** I was eating my breakfast while Dad was in the shower. The post arrived as I was finishing the last mouthful.

**Say:** Underline the time conjunction in each sentence.

**Check:** The sentence punctuation is correct.