

**Activity 4.1**

Identify the **subject**, **verb**, and **object** in each of these simple sentences.

1. The students have been playing football.
2. The principal ran the staff meeting.
3. The examination took two hours.
4. Increased wait time improves student performance.

**Activity 4.2**

Join these simple sentences using a coordinating conjunction.

1. We could finish all the work now or we could do the rest of the work as homework.
2. Ben is an excellent student and he also enjoys art.
3. Jacob has to get up early, yet (but) he went to bed late last night.
4. The principal has implemented a new behaviour modification plan so all students and teachers will understand their individual responsibilities.
5. The school inspection revealed issues with curriculum delivery and (the school inspection revealed) a lack of risk management processes.

**Activity 4.3**

Create at least two complex sentences out of each set of clauses provided. You may need to add or omit words.

1. After the last student had finished the exam, the teacher collected the papers.  
  
The teacher collected the papers after the last student had finished the exam.
2. Because assessing group work has many challenges, it must be carefully planned.  
  
Assessment of group work must be carefully planned because it has many challenges.
3. Education is constantly changing due to the adoption of new technologies which are becoming increasingly prevalent in society.

Because of the adoption of new technologies which are becoming increasingly prevalent in society, education is constantly changing.

#### Activity 4.4

Read through [The Age](#) article on the next page about a long-term teacher and answer the following questions:

*The answers shown here are examples of the many different responses that could be made.*

1. Can you find a simple sentence in this text? They are few and far between. Why do you think the author has chosen to avoid simple sentences?

The simplest sentence used seems to be: It's certainly not the pay and conditions. The author has chosen to use compound and complex sentences as this maintains more of a flow for the reader rather than having a more staccato (stop/start) effect of frequent simple sentences. They allow the reader to become interested in the text and fall into its gentle rhythm which helps maintain that interest.

2. There are two 'sentences' used in this text which break the traditional rule of not starting sentences with 'and' or 'but'. Underline them. Why do you think the author has chosen to do this?

*But he'd never give up his weekly half teaching load of 11 classes of years 7 to 10 students.*

*"And I work with highly accomplished professional colleagues," he says.*

Starting with these unexpected words adds an emphasis that wouldn't be present if these clauses were simply added to the previous sentence to form a compound sentence.

3. Circle a compound sentence and highlight the conjunction used. *Visual literacy is really important **and** the ability to make decisions based on things like good design, rather than on advertising, is a good life skill.*
4. Find a particularly complex sentence. List each of the clauses used. Highlight the sentence's main clause.

*where he has taught everything from woodwork to painting, drawing and photography,*

***it is the joy of working with young people in a collaborative "sharing" workplace***

*that keeps him in the job.*

5. Find an example of a powerful sentence. How does the structure help create this effect?

*The most damaging change, he says, came when thousands of teachers were stripped out of Victorian schools in the 1990s, with an immediate effect on those remaining – and on students with special needs.*

Inserting 'he says' into the sentence without putting the words in quotation marks puts the reader in the position of an observer in the conversation. The author has put quite startling and alarming words at the

beginning of the sentence, interrupted the flow with 'he says', then moved on to an explanation that uses quite emotive and visual words like 'thousands', 'stripped', 'immediate', and 'special needs'. Separating the last phrase from the rest of the sentence with a hyphen has the effect of making it sound like an afterthought but giving it added emphasis.

#### Activity 4.5

*Comment on the differences in the ways you would structure sentences in each of these communications. Consider the audience, purpose, and key message of each communication.*

- An email communication to advise parents of an upcoming school meeting – a short, informative email containing mostly short, direct sentences to ensure the key message is conveyed without disruption to parents with a wide range of interest and ability in reading and who are likely to be very busy people.
- An email communication to teaching colleagues advising them of a party – short, simple sentences which may not even be grammatically correct as friends and colleagues tend to use 'shorthand' amongst themselves and not go to the bother of structuring long, complicated messages. All that is necessary is that the details of time, date, and location are obvious.
- A geography text book for Year 5 students – will use uncomplicated simple and compound sentences to ensure the meaning is very clear for unsophisticated and probably disinterested readers who would not want to delve for meaning in complex sentences (although there may also be some of these – well-structured).
- A report to the Regional Education Office – very well-structured sentences clearly and unemotionally conveying meaning, with a mixture of simple, compound, and complex, as appropriate because of the sophisticated reading and interest level of the audience and the professional, perhaps legal, context.
- A funny story written to entertain Year 3 students at the end of the day – short, simple sentences and occasional compound or complex sentences so tired, young students can follow the meaning easily.