

# Halloween – improve your sentences

## Part 1: compound sentences

Name \_\_\_\_\_ Date \_\_\_\_\_



You make a compound sentence by joining two simple sentences with a coordinating conjunction.

Both parts of a compound sentence are equally important.

There are 7 coordinating conjunctions. The most common ones are:

and

or

but

### 1. Use a coordinating conjunction to join the pairs of simple sentences.

**Use each conjunction once.**

Check that:

- your new compound sentence makes sense
- you have used capital letters where you need to
- you have used full stops and questions marks correctly.

It was Halloween night in London.

Mary's children wanted to go trick or treating.

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Do you want a trick?

Do you want a treat?

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Mary helped her children carve out pumpkins.

She didn't let her children go trick or treating.

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# Halloween – improve your sentences

## Part 1: compound sentences

Name \_\_\_\_\_ Date \_\_\_\_\_



### 2. Use a coordinating conjunction to extend the simple sentences.

Use each conjunction at least once.

and

or

but

Check that:

- your new compound sentence makes sense
- you have used capital letters where you need to
- you have used full stops and questions marks correctly.

I like / don't like Halloween.

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Mary's children enjoyed carving the pumpkins.

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Would you like to dress up as a witch?

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Gorka made his children some spider cupcakes.

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Jack-o'-lanterns were first made from turnips.

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## Part 1: compound sentences

Name \_\_\_\_\_ Date \_\_\_\_\_

Here are two more coordinating conjunctions.

yet

so

3. Use **yet** or **so** to join the pairs of simple sentences.

**Use each conjunction at least once.**

Check that:

- your new compound sentence makes sense
- you have used capital letters and full stops where you need to.

It was Halloween night in London.

Mary's children wanted to go trick or treating.

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He spent ages carving the pumpkin.

He was not happy with it.

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The ghost costume was very expensive.

She didn't want to ruin it in the rain.

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The ghost costume was very expensive.

It was of poor quality.

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# Halloween – improve your sentences

## Part 1: compound sentences

Name \_\_\_\_\_ Date \_\_\_\_\_



### 4. Use a coordinating conjunction to extend the simple sentences.

Use each conjunction at least once.

yet

so

but

Check that:

- your new compound sentence makes sense
- you have used capital letters, full stops and question marks correctly.

The candle in the jack-o'-lantern keeps blowing out.

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Mary's children wanted to go trick or treating.

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---

Gorka's son was terrified of spooks.

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The spider cupcakes were delicious.

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Jack-o'-lanterns were first made from turnips.

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They went trick or treating in the dark.

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When you write, try to use a variety of sentence types.

Compound sentences help you:

- organise your writing
- connect ideas
- make your writing interesting
- make your writing easier to read and understand.

and

but

or

so

yet

### 5A. Rewrite Text A to make it more organised and easier to understand.

- Use a mixture of simple and compound sentences.
- Use at least three different conjunctions.
- Change some of the words or the word order if you need to.
- Use paragraphs.

#### TEXT A

### The story of the jack-o'-lantern

Many years ago there was a man called 'stingy Jack'. Stingy Jack never wanted to pay for anything. He lived in Ireland. One day he invited the devil to come for a drink. Stingy Jack didn't want to pay for the drinks. He persuaded the devil to turn himself into a coin. Jack said he'd use coin to buy the drinks. Jack decided to keep the coin. He put it into his pocket next to a silver cross. The cross stopped the coin from changing back to the devil. Jack eventually freed the devil. The next year Jack tricked the devil again. When Jack died he was not able to go to heaven. The devil would not let him into hell. Jack was left wandering in the dark with only a burning coal for light. He still roams the earth every Halloween.



When you write, try to use a variety of sentence types.

Compound sentences help you:

- organise your writing
- connect ideas
- make your writing interesting
- make your writing easier to read and understand.

and

but

or

so

yet

### 5B. Rewrite Text B to make it more organised and easier to understand.

- Use a mixture of simple and compound sentences.
- Create at least 5 compound sentences.
- Use at least 3 different conjunctions.
- Change some of the words or the word order if you need to.
- Use paragraphs or sub headings if you want to.
- Add your own tips if you have any.

### TEXT B

#### Halloween safety – how to keep children safe when trick or treating.

Trick or treating can take children several streets away from their homes. Plan a route in advance. Stick to familiar paths and streets. You and your children should be warm and comfortable. Wear sensible shoes. Long costumes will drag on the floor. They can cause tripping and accidents. Avoid masks for young children. You can use make-up sticks instead. Never enter a stranger's home. Only visit houses that have a Halloween decoration outside. Check your children's sweets. Throw away any that are not wrapped. Throw away any that look suspicious. Children will get full up with sweets. They may feel sick. Eat a nutritious meal before you leave the house!





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## Part 1: compound sentences

### Curriculum mapping and teaching notes.



These tasks assume no previous knowledge of compound sentences and/or conjunctions. They **do assume** the learner is familiar with simple sentences (i.e. one clause, one verb). Aimed at E2-E3 students but could be useful at Level 1.

I have purposely provided two texts in section 5. Learners only need to complete one of these tasks – choose the text that best suits your student.

These tasks would work well as an introduction to compound sentences before students complete the more formal assessment style writing tasks in my “Halloween – Entry Level Functional English assessments” (also available on [skillsworkshop.org](http://skillsworkshop.org)). However, I don’t recommend using everything on the same day. Learners will need time to absorb and practise new topics.

I am planning future related resources (Part 3: using adjectives; Part 2: using complex sentences) but you may have to wait a while!

Maggie Harnew, Oct 2017.

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

### Entry Level 1 Functional Skills English

**Reading skill standard:** Read and understand short, simple texts that explain or recount information

- a) Read and understand simple regular words and sentences ✓
- b) Understand short texts on familiar topics and experiences ✓

**Writing skill standard:** Write short, simple sentences

- a) Use written words and phrases to present information ✓
- b) Construct simple sentences using full stops ✓
- c) Spell correctly some personal or very familiar words

### Entry Level 2 Functional Skills English

**Reading skill standard:** Read and understand straightforward texts that explain, inform or recount information

- a) Understand the main events in chronological texts ✓
- b) Read and understand simple instructions and directions ✓
- c) Read / understand high frequency words & words with common spelling patterns ✓
- d) Use knowledge of alphabetical order to locate information

**Writing skill standard:** Write short texts with some awareness of the intended audience

- a) Use written words and phrases to record and present information ✓
- b) **Construct compound sentences using common conjunctions** ✓✓
- c) Punctuate correctly, using upper and lower case, full stops and question marks ✓
- d) Spell correctly all high frequency words and words with common spelling patterns

### Entry Level 3 Functional Skills English

**Reading skill standard:** Read and understand the purpose and content of straightforward texts that explain, inform and recount information

- a) Understand the main points of texts
- b) Obtain specific information through detailed reading
- c) Use organisational features to locate information
- d) Read and understand texts in different formats using strategies and techniques appropriate to task ✓

**Writing skill standard:** Write texts with some adaptation to the intended audience

- a) Plan, draft and organise writing ✓
- b) Sequence writing logically and clearly ✓
- c) Use basic grammar including appropriate verb-tense and subject-verb agreement
- d) Check work for accuracy, including spelling ✓

\*\* This resource also covers many adult literacy curriculum <http://www.excellencegateway.org.uk/content/etf1286> elements.