

IGCSE English Language (Cambridge 0500)

Transition Unit Specially Prepared for: Darren

Hi Darren!

It was great to talk to you and your stepmum last weekend. I think I've got a good picture of where you are at from your initial assessment. As we discussed in our Skype chat, you have an excellent vocabulary and seem to be happy with reading some of the higher-level texts.

You mentioned that you wanted to take the Extended paper for IGCSE English Language. We discussed the different options and decided that we should go with the Cambridge IGCSE.

I know you mentioned that you've been out of school for two years and feel that you missed a great deal due to your illness. Please do not worry. The purpose of this transitional unit is to bring you up to speed and get you ready for the IGCSE course that follows.

Each of the lessons has an accompanying video, explaining the lesson and tasks. Please use the videos. They will tell you when to pause to complete the tasks and then will give you some answers, if necessary.

Please complete each task in the order they appear. Please scan in and email me the tasks when you have completed them.

Any questions, please let me know!

Best wishes,

Anna

## Lesson One: varying different sentence types for effect

Read the passage below:

Breathing. How to do it so no one would know he was awake. Fake a deep rhythmic snore, drop the bottom lip. Most important, the eyelids should not move and there must be a regular heartbeat and limp hands. At 2.00am when they checked to determine if he needed another immobilizing shot they would see the patient on the second floor in Room 17, sunk in a morphine sleep. If convinced, they might skip the shot and loosen his cuffs, so his hands could enjoy some blood.

(From chapter 2 of Home by Toni Morrison)

- 1) What is happening in this text?
- 2) What is the tone of the text?
- 3) What does the author want us, as readers, to feel, imagine or think?

One of the ways the tone and meaning is established is through the differing sentence types.

Minor sentence: contains one word or a phrase without a verb (unless it's just one verb on its own e.g. 'bang')

Simple sentence: contains one independent clause

Compound sentence: contains at least two independent clauses

Complex sentence: contains one independent and at least one subordinate clause

Compound-complex sentence: contains both a compound and a complex sentence

- 4) Using highlighters, find an example of:
  - a) A minor sentence
  - b) A compound sentence
  - c) A complex sentence
  - d) A compound-complex sentence

Remember: a clause contains a subject and a verb  
*minimum*

*e.g. The red door is at the front of the house.*

*The cat sat on the mat.*

### **Subordinate clause or independent clause?**

Independent clauses, also called main clauses, are often called clauses that 'make sense of their own'. Whilst this initial definition is useful, sometimes some independent clauses have omissions of verbs or pronouns if the author is trying to create a particular effect.

It is helpful to look at the conjunction used to link the clauses together. If a co-ordinating conjunction is used, then the clause is independent. If a subordinating conjunction is used, then the clause will be subordinate.

Coordinating conjunctions are: *for, and, nor, but, or, yet, so*. Remember the FANBOYS acronym to help you.

- 5) Writers use different sentence types for different reasons. There is no rule for why they use different sentence types – you need to determine this by having an understanding of what the text is trying to achieve. Before having a go at this task, revisit your answers to questions 1-4 of this lesson. Ensure you also listen to the video carefully.

Type of sentence	Example from text	What does the writer want the reader to feel, imagine or think at this point?	How many pieces of information are presented?	Why has the writer used this particular sentence?
Minor				
Compound				
Complex				
Compound-complex				

### **Task One**

Write a 200 word analysis of the effect of the different sentence types in the opening to Home by Toni Morrison.

Scan it in and email it to me [annacook900@gmail.com](mailto:annacook900@gmail.com)

You can proceed to the next lesson whilst awaiting my feedback.