

English Week beginning 11.5.20 Lesson 2- Writing

This week is:



Today, you will write, edit and publish a recipe for making ring doughnuts. This should be written for an adult family member or friend to follow. If you have a go at making the doughnuts yourself, you could film yourself making them and use your recipe as a script!

What makes a good recipe?

When writing a recipe, you need to lay your work out differently from a story or poem. There needs to be clear sections, numbered steps and specific instructions using imperative verbs to guide your reader (use the imperative verbs word mat and research from yesterday to help).

Bitesize **Ancient Egypt**
Make your own Egyptian flatbread

Ingredients:

- Warm water (about 200 ml)
- A teaspoon of active yeast
- 250g of plain flour
- A teaspoon of salt
- A tablespoon of olive oil

Method:

- In a big bowl mix the water and yeast together. Let it rest for five minutes.
- Add the flour, salt and olive oil. Mix everything together until you have a smooth dough. Add more flour if it feels too sticky.
- Cover the bowl and put it in a warm area for two hours. It should double in size!
- Preheat your oven to 220°C and cut the dough in half.
- Use a rolling pin to flatten your bread. You should have two flat disks roughly 1 cm thick.
- Transfer the bread to two baking trays and bake in the oven for 20 minutes.
- Enjoy! Make sure the bread has cooled down a little before you eat it!

Make sure you have permission from an adult before you start cooking!

Ingredients.

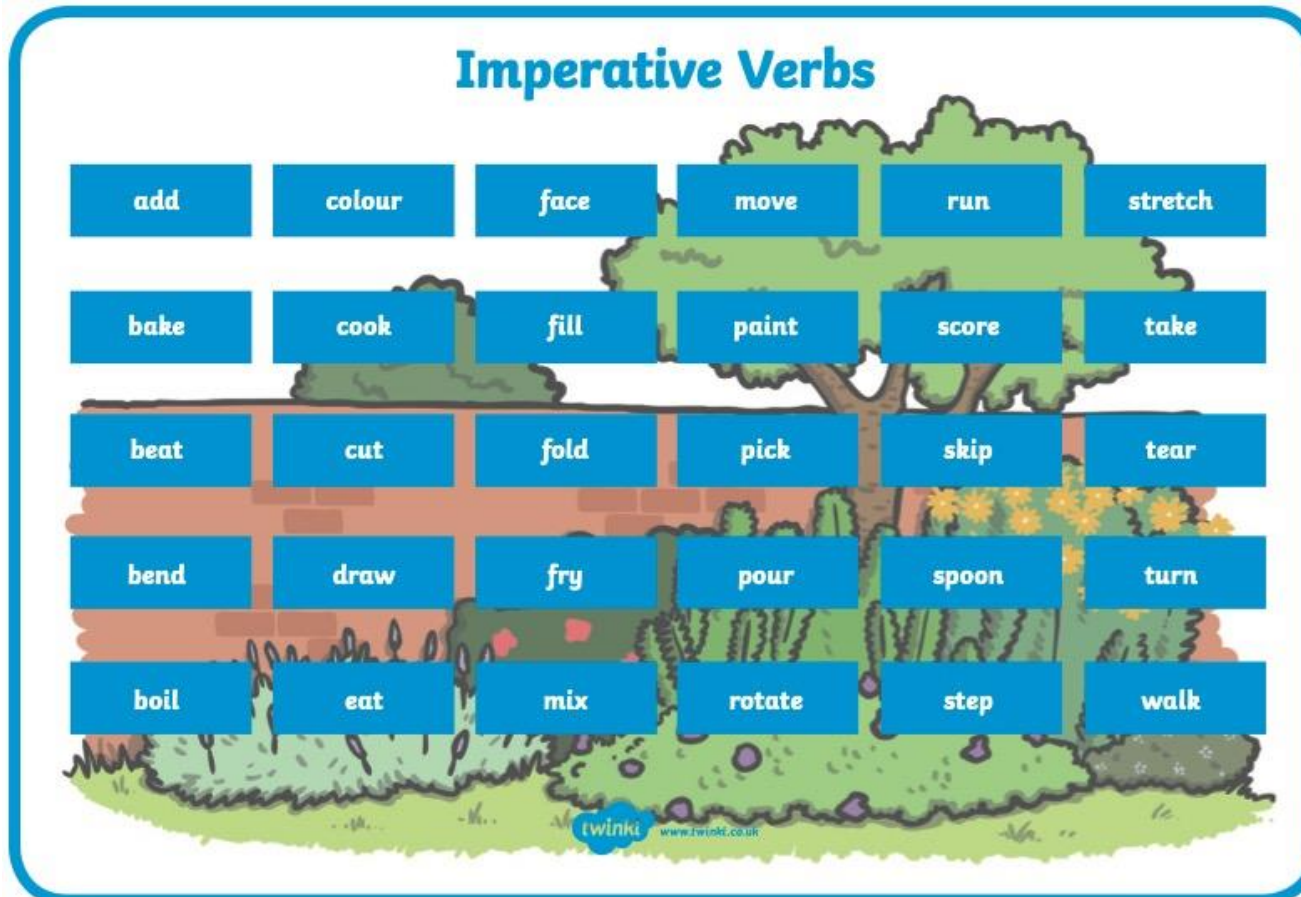
Imperative verbs.

Complex sentences.

Writing your recipe

Using your notes from yesterday and your knowledge of recipes (think about Monday's reading task too), write your instructions for an adult to follow. You can use the attached blank recipe file, write them on paper and choose your own layout with illustrations or pictures, type the instructions or make a PowerPoint. How you present your recipe is your choice. What is most important is that they include:

1. Capital letters and full stops used in the correct places.
2. A clear ingredients list (using bullet points)
3. A method to follow with numbered steps
4. Imperative verbs that guide your reader with what to do next



5. Complex sentences

SPaG Knowledge Organiser: Writing Complex (Multi-Clause) Sentences

Key Vocabulary

main clause: A simple sentence that includes a subject and a verb.

relative clause: A dependent clause that adds more information about the noun or clause directly before it.

dependent clause: A dependent clause can be added to a main clause to make a complex sentence.

subordinate clause: Another word for a dependent clause. Subordinate clauses often start with subordinating conjunctions.

subject: The person, animal or object that is doing or being the verb.

verb: A doing or being word, such as: kicking; walk; touched.

simple sentence: A sentence that contains a subject and a verb with no conjunctions.

complex sentence: A multi-clause sentence that includes a main clause and a dependent clause.

Starting Out!

A **main clause** is a simple sentence that includes a **subject** and a **verb**.

The giraffe stretched its neck.

The giant carried the cow.

Craig sat down.



Use It!

Now, choose a **subordinating conjunction**.

The giraffe stretched its neck **because...**

The giant carried the cow **although...**

Craig sat down **before...**

TOP TIP: I **SAW A WABUB** can help you to remember common subordinating conjunctions.

Extend It!

Next, turn your simple sentences into **complex sentences** by completing your **subordinate clause**.

The giraffe stretched its neck **because the leaves were so high up.**

The giant carried the cow **although it wriggled and squirmed.**

Craig sat down **before eating the delicious bowl of custard.**

Become an Expert!

To become an expert at writing complex sentences, try using the subordinate clause at the beginning of the sentence:

Although it was a cold day, Anita refused to wear her coat.

Instead of using a **subordinating conjunction**, try adding a **relative clause** instead:

The firefighter ran towards the house, **which was engulfed in thick, black smoke.**

Slowly, the black cat, **who was well known in this neighbourhood**, crept up the path.

Congratulations – you have reached expert status!

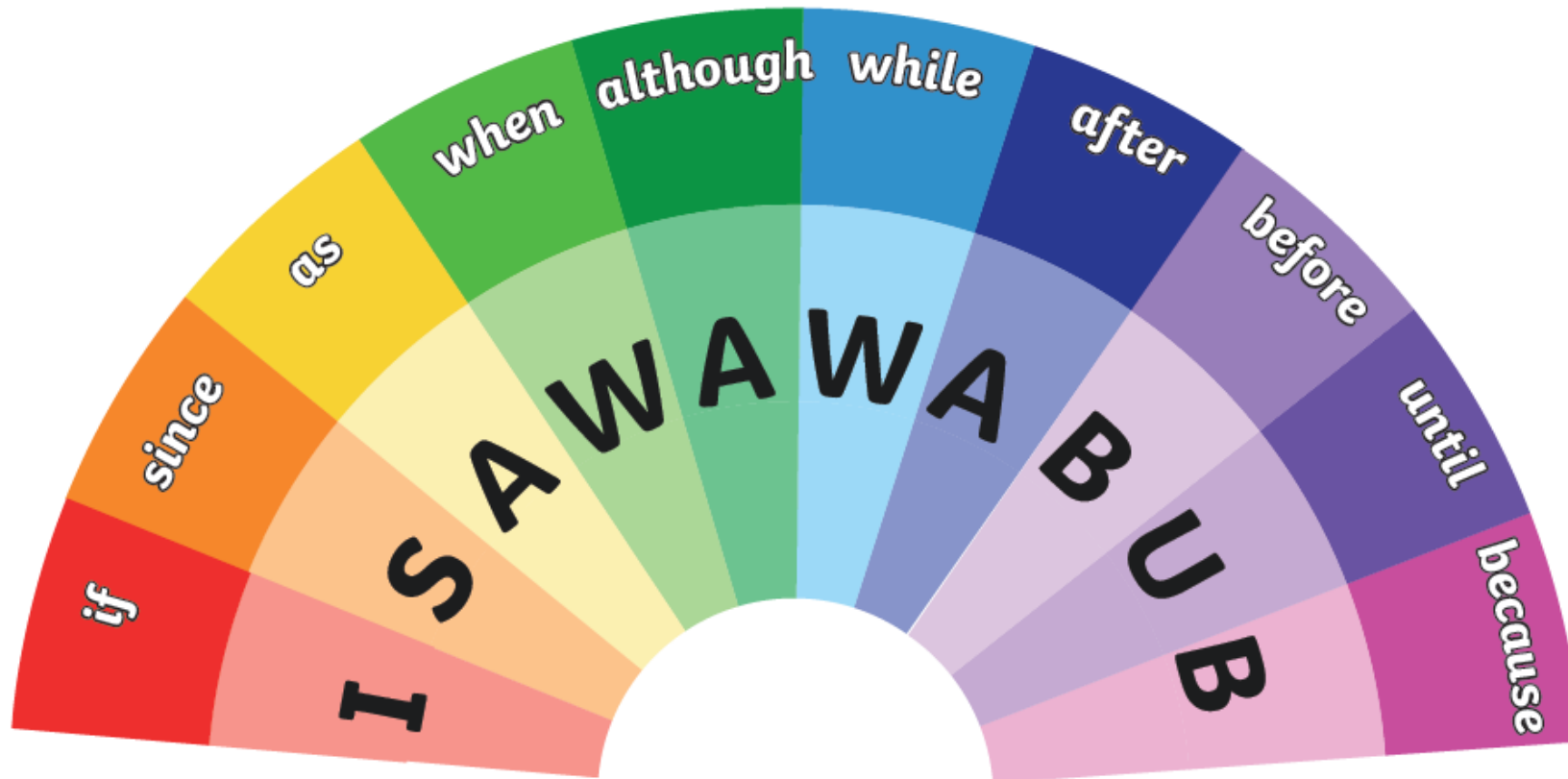
TOP TIP: Always use a comma after your subordinate clause if it is at the beginning of the sentence.

Try to remember...

The best pieces of writing use a mix of complex sentences, compound sentences and simple sentences.

Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



Share your recipes on the class blog! We can't wait to see them, if only we could eat all the doughnuts too.