

Summer 2- Week 3- Lesson 3

GRAMMAR LO: To use commas to separate clauses in complex sentences

YEAR 4

A complex sentence contains a **main clause** and a **subordinate clause**. The subordinate clause is separated by a comma and does not make sense on its own.

Complete these sentences so that you've got a main clause and a subordinate clause. Remember a subordinate clause does not make sense on its own.

Example:

(Subordinate clause) **While the rain poured down,** the puddles grew bigger (Main clause)

- 1) Jack played football
- 2) Even though Sam was exhausted,
- 3) Because Jamie didn't know the answer,
- 4) I will have to start walking to school
- 5) If Leo improved his handwriting,
- 6) The books were soaking wet

YEAR 5

Now, let's look at creating complex sentences by using **relative clauses**. Relative clauses are a different type of dependent clause that gives more detail about the subject of the main clause.

Relative clauses require you to use a relative pronoun- (who, which, when, whose, that, where)

Example:

Malcolm **who was secondary school teacher**, was running late for the class trip.

The relative clause describes 'Malcolm' in more detail. When a relative clause is embedded in the middle of a sentence, we surround it with commas.

Insert a relative clause into these sentences, giving us extra information.

- 1) Jack couldn't play football.
- 2) Kiki's dog has been missing since Sunday.
- 3) Jason couldn't participate in the relay race.
- 4) The venomous spider scuttled across the market.
- 5) Tilly's blue lamp was broken.
- 6) The house was flooded overnight.

Task 1:

Listen carefully to the audio (sound) attached to today's lesson. **You will need an adult to help you with this for few minutes. DO NOT WATCH but LISTEN** to the trailer audio <https://vimeo.com/ondemand/2145/45710839>

Can you identify any of the sounds heard in the audio clip and make predictions of what you think they may be?

Think about...

- The sounds you can hear
- What do they remind you of?
- Can you make connections to anything you have heard before?
- How does this sound link to the action?

Copy out the grid below. Now listen to the audio again and complete the sound-tracking grid.

Sound Tracking

EXAMPLE:

What sounds can you hear?

- *Piano key*
- *Thumping*

Prediction

- *Piano key- I think this may be showing something....*
- *Thumping- I think this shows...*

What do they remind you of?

- *I can hear different notes of the piano keys; this makes me think of the start of a new day.*
- *Something slow seems to be approaching, almost like the sound of lots of footsteps.*

Task 2:

Snippet from the text:

THERE WAS ONCE...

only the sound of bees and the wind in the wiry grass,
the low murmuring of moles in the cool dark earth...

and the song of birds in the high blue sky.

What image does this snippet build in your head? What impact does it have on you as a reader?

1) Use this snippet from the text and your ideas from the sound-tracking sheet to visualise and draw the setting.

Use a whole page in your book to sketch your view of the setting. Remember to add detail using your sound track sheet and the above snippet from the text.

Get creative