

## Lesson 2 Subordinate clauses

**Focus** adding subordinate clauses to main clauses; using a range of subordinating conjunctions

**Key terms** clause, main clause, subordinate clause, conjunction

**Focus text** We have been trapped since we were attacked. I was not allowed to fight as I am only nine years old. We thought we were safe after the battle ended. We are alive although the enemy is still out there. We will starve unless we get some supplies soon.

### TEACH

Show the focus text and explain that the sentences are from a historical diary. Read it aloud. Discuss the events [e.g. What has happened? What is the situation now?].

Read aloud the underlined parts of the sentences. Ask the pupils what they notice [they are main clauses; they make sense without the rest of the sentence]. Discuss what the rest of the sentence adds [e.g. *when* they were trapped; *why* he was not allowed to fight; a contrast to them being alive]. Discuss how the extra information has been added [e.g. using a conjunction to add a subordinate clause].

Revise the term 'subordinate clause'. A subordinate clause is added to a main clause to give more detail about what the main clause tells us [e.g. when or why something happened]. It is subordinate because it is less important than the main clause. Explain that it does not make sense without the main clause but is still a clause, because it has a subject and a verb [e.g. since we were attacked].

Point out that subordinate clauses usually begin with a conjunction [e.g. since; as; after; although]. [Note: These conjunctions are called subordinating conjunctions. This term will be introduced in Lesson 23.] These can show time, cause [the reason why], or contrast. Some conjunctions such as 'since' and 'as' can be used to give information about either time *or* cause.

Invite the pupils to orally compose more sentences using a range of conjunctions [e.g. I was hiding while ...; We had plenty of food before ...; I am scared because ...; We tried to smile although ...].

**EXTEND** Discuss how words such as 'after' and 'since' can be prepositions or conjunctions depending on how they are used in a sentence [e.g. 'after the battle ended' – conjunction; 'after the battle' – preposition].

### PRACTISE

Pupil book page 5

### APPLY

- When reading with the pupils, look at the conjunctions used at the beginning of subordinate clauses in different types of text [e.g. in an argument compared to a diary or account].
- Display lists of conjunctions for the pupils to refer to when they are orally rephrasing sentences.
- When writing information texts, the pupils convert notes into complete sentences using conjunctions to link or expand on ideas. Encourage them to orally rehearse sentences before choosing the conjunctions.
- When writing stories, encourage the pupils to expand some sentences with subordinate clauses to give more detail about an event, but also to leave some short sentences for effect.

### ASSESS

**Dictation:** I fetched the water while Joseph gathered firewood. We would need a fire as it was getting dark. I would feel safer if there was a fire.

**Say:** Underline the subordinate clause in each sentence.