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| Title of Scheme: Narrative Openings | WEEK 2 |
| <p>Key Learning: Students learn how to vary sentence lengths and types to control the pace of narrative writing. They learn how to use different kinds of subordinate clauses in complex sentences to add descriptive detail and to vary the way that sentences start.</p> | |
| LESSON 2 - Subordinate Clauses | |
| <p>Learning Objectives: To know how to use subordinate clauses to add descriptive detail about people and places.</p> | <p>Learning Outcomes: Sentence combining exercises Using relative clauses in own writing in response to an image.</p> |
| <p>Introduction: Recap: Show the first sequence on the datashow exploring relative clauses in relation to the man in the photo. Identify the fact that relative clauses must come second in a sentence, but this is not true for all clauses. Whole class: Show datashow slide 4. Read aloud all the sentences about the dystopian scene, then one by one, show a range of subordinating conjunctions. Explain point of lesson: to know ways of varying sentence lengths and types when by combining simple sentences - where one modifies the other. Present the subordinating conjunctions from slide 4. Introduce a new way of varying sentences: using a clause that starts with a subordinating conjunction. With the class, create sentence combinations using the provided conjunctions (recognising that in some cases, for correct cause and effect, sometimes the tense of some of the sentences will have to be altered) Pairs: Students experiment with different ways of combining the sentences displayed, using different relative pronouns. They can do this orally or in writing. Whole class: Hear some examples. Show slide 5 and establish the fact that subordinate clauses may also lead in a sentence. Discuss the effect of this in the context of the animated example on the slide.</p> | |
| <p>Development: Teacher: Show Slide 6 and analyse one short examples of a fiction text that uses subordinate clauses (again, the opening to 1984, by George Orwell). What details do they add? Point out that, like any technique, subordinate clauses can be overdone, but when used sparingly can be an effective way of adding information succinctly and precisely. Individuals: Show Slide 5 and set challenge for lesson: students first have to re-write the Orwell paragraph in simple sentences (thus deconstructing the complex sentences) and then: re-combine the sentences, playing with new subordinating conjunctions (provided on paper) Pairs: Share their re-combined examples and identify the effect each has on the reader. Whole Class Reading samples of the students' work, expand on the different effects that can be achieved through varying the sentence length and using subordinate clauses</p> | |
| <p>Conclusion: Explore the idea of 'independent' and 'dependent' clauses. The main clause will stand alone without the subordinate clause, but the subordinate clause needs the main clause to make sense</p> | |

Support:

Compose the paragraph as a whole class, discussing students' suggestions and choosing best.

Challenge:

Annotate own writing to highlight how subordinate clauses have been used. Have the students go to the book they are currently reading and explore the opening to that - identifying the grammar features they come across.