

Clauses

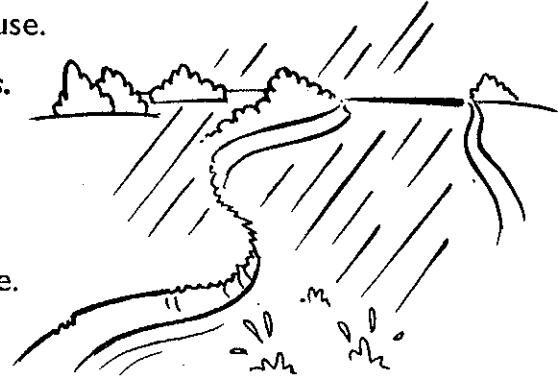
In a sentence with more than one **clause**, one of them is usually the **main clause**. A main clause can stand on its own without another clause.

If it doesn't stop raining soon, the river will burst its banks.

The **main clause** is *the river will burst its banks*.

This is because it makes sense on its own.

The clause *if it doesn't stop raining soon* does not make sense on its own, and so cannot be the main clause.



1. Underline the **main clause** in each sentence.

- a) When she found her lost bag she cheered up.
- b) Even though she was tired she worked harder than he did.
- c) I won't be able to see the stage if I sit behind Lofty.
- d) Since she won the competition she has been a different person.
- e) He climbed a tree when he saw the lion.
- f) He washed up before he went out.

Commas usually separate the main clause from other clauses.

2. Join these sentences. Choose a suitable **joining word**. Underline the **main clause**.

because although after unless when before if

- a) He woke up. The telephone rang.

- b) Call in. You are passing.

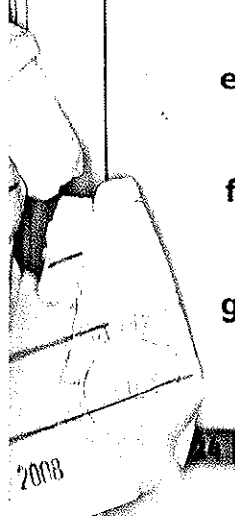
- c) The river was shallow. It was still not safe to swim.

- d) He went to bed. He put his pyjamas on.

- e) They laughed at him. He was dressed as a clown.

- f) She won't do any more work. She gets paid.

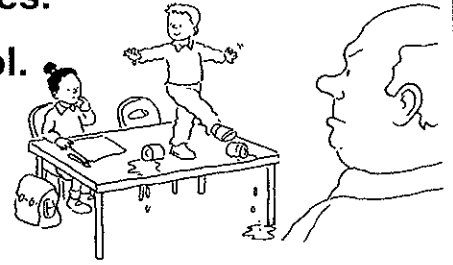
- g) He washed the car. He went for a drive.



Writing for your audience

Different ways of writing suit different audiences.

- Look at the picture. Jack is in trouble at school.
- Imagine you are Jack. Write three different descriptions of what happened.



1. To your best friend

You are relaxed with your friend and use slang.



2. To your parents

You are still relaxed, but you do not use slang.



3. To your headteacher

You are more serious and formal with your headteacher.



- Think of something which has happened in school recently. Write two versions of the event: as the headteacher informing the Governors, and as yourself telling a friend in the playground. How are the versions different?

Teachers' note This activity links with sentence-level work on standard English. Discuss with the children how a skilled speaker will automatically adjust his or her speech as the situation demands. You could ask the children to write about situations when the level of formality is inappropriate to the situation. This can lead to comic as well as serious situations.


Developing Literacy
Text Level Year 5
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Name _____


Negative numbers





Write < or > between each pair.


1. 3  7


2. -2  4


3. 5  -3


4. -3  -5


5. 2  6


6. 7  4


7. -7  -3


8. 7  -4


9. 8  -3


10. -2  -1


11. 0  -3


12. 2  -1


13. -3  5

14. 5  0

15. -4  0

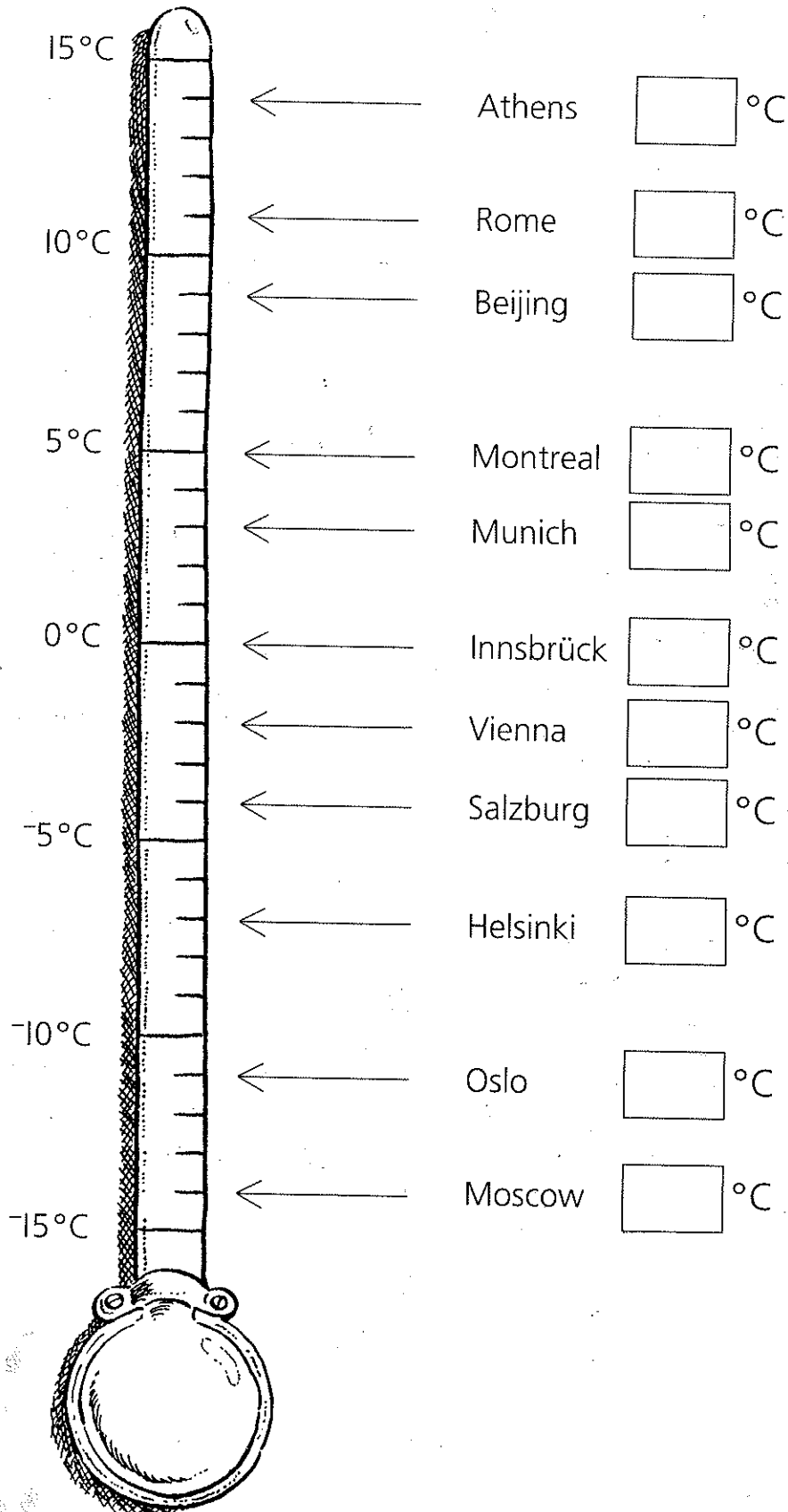
16. 4  -2

17. -1  -3

18. 0  -6

Negative numbers

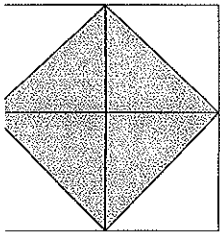
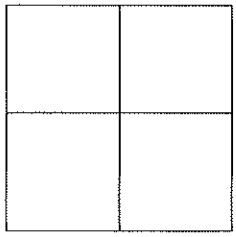
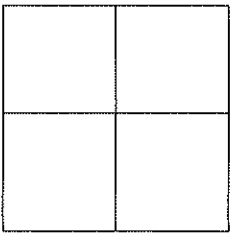
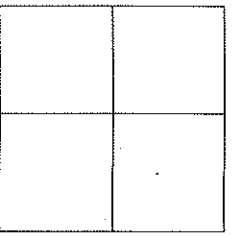
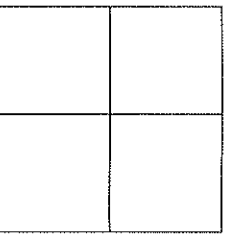
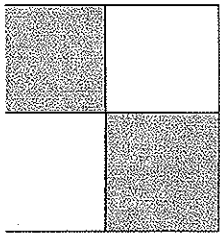
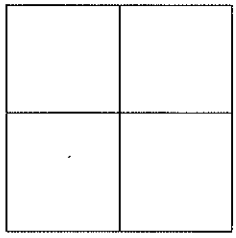
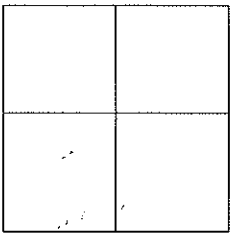
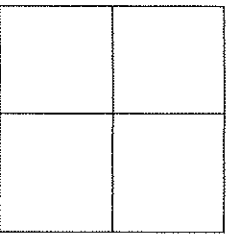
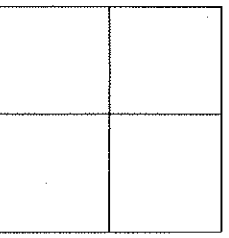
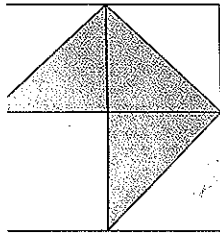
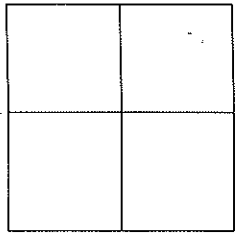
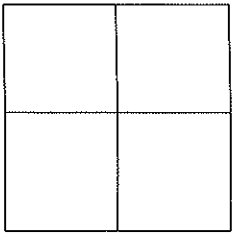
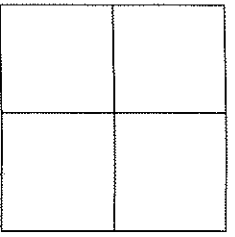
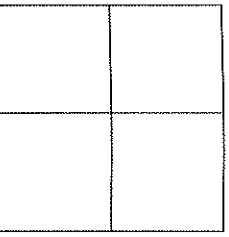
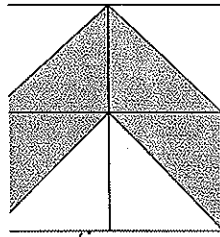
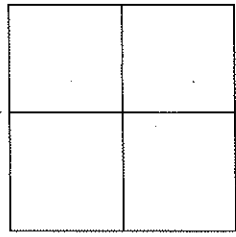
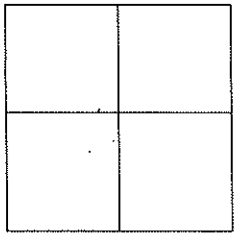
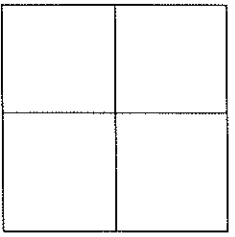
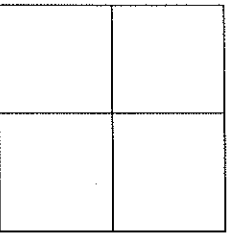
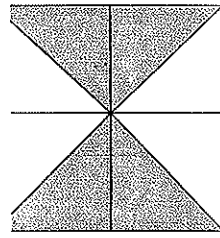
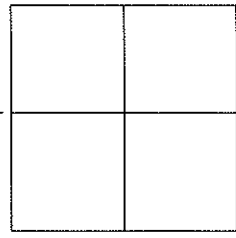
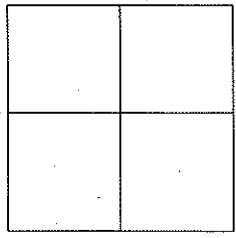
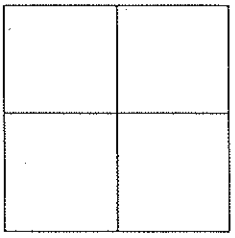
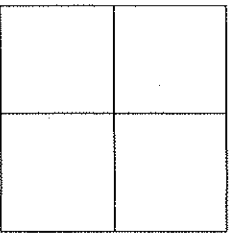
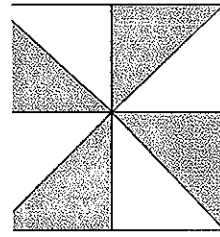
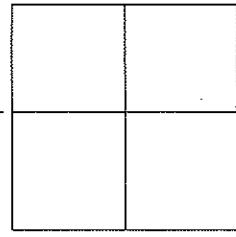
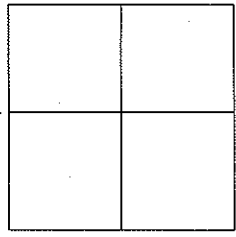
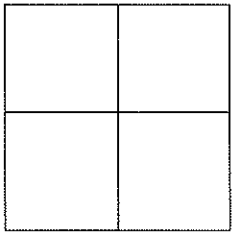
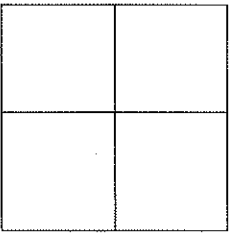
Write the temperature at each city.



ime _____

Rotations

Draw each pattern after each of four quarter turns.

	→		→		→		→	
	→		→		→		→	
	→		→		→		→	
	→		→		→		→	
	→		→		→		→	
	→		→		→		→	

Name _____

Division rules

Put ticks in the table to show which numbers divide exactly into the numbers on the left.

Write six numbers of your own and fill in the ticks.

Number	$\div 2$	$\div 4$	$\div 5$	$\div 10$	$\div 100$
40					
150					
600					
84					
92					
112					
235					
500					
468					
225					