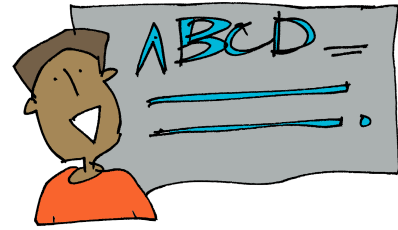


Now for Some Grammar

1. Relative clauses

These clauses give more information about somebody or something in a sentence. They begin with a relative pronoun like *which/who/whose/ that*.



Let's add some relative clauses into sentences that could be used in our story.

This is the Drop-In Game:

We're going to drop a relative clause into sentences using *who*.


For example:

Mrs Allbright was marking books.


Mrs Allbright, *who* was tired and cross, was marking books.

Now you drop in a clause into the sentences below, using *who*:


Danny was looking out of the window.



Susie ran to the door with the box.



Freya watched *The Voice* on the iPad.



Now have a go at dropping a relative clause into the sentences below using which. For example:

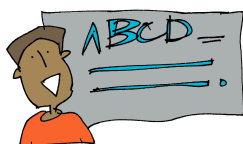
The desks were covered in board games.

The desks, **which** were bright blue, were covered in board games.

The board game intrigued Susie.

The netball court looked slippery.

The dominoes were in the basket.



Now for some sentence imitation:

Let's try using some sentence patterns from The Game and create new sentences using the same structure.

1. Opening a story with names + a short sentence

Danny and Susie were bored.

_____ **and** _____ **were** _____.

Try your imitations: e.g. Gaby and Jonathan were excited.

2. Sentence of 3 for description

It **crushed** the tables, **smashed** the windows and **flung** children all around the classroom with a flick of its legs.

It _____ , _____ **and** _____.

Try your imitations: e.g. It ran down the road, crossed the bridge and jumped into the boat.

Write Away!



Now let's concentrate on writing a story. Before we start, let's do some warming up, so we're ready to be creative!

The Adjective Game

Adjectives describe a noun, for example:

The red car drove down the misty lane.

You can change the mood of your writing by choosing your adjectives carefully. Read this description of the Tarantula.

The handsome Tarantula looked at the children. Its glistening, hazel eyes scanned the room. Delicate hairs covered its plump body and swayed like shimmering grass. Its solid legs, like thick branches, stood strong.

The spider sounds quite pleasant. However, if we change the adjectives, you can make it sound much more scary. Give it a try! Fill in the gaps with an adjective that will help to make the spider sound gruesome.

The _____ Tarantula looked at the children.

Its _____, _____ eyes scanned the room.

_____ hairs covered its _____ body and

swayed like _____.

Its _____ legs, like _____, stood strong.

