

Goodnight Mister Tom

Chapter 5-Chamberlain Announces

Learning Objectives

In this lesson you will:

- Read chapter 5 of the book.
- Rewrite sentences with the correct punctuation.
- Identify main and subordinate clauses.
- Identify sentences that contain a fronted adverbial.
- Rewrite sentences and include a suitable adverb.

Activity one:

These sentences have been jumbled up. Can you rewrite the sentences so they make sense.

Don't forget to punctuate them!

Goodnight Mister Tom Chapter Five – Challenge Activity

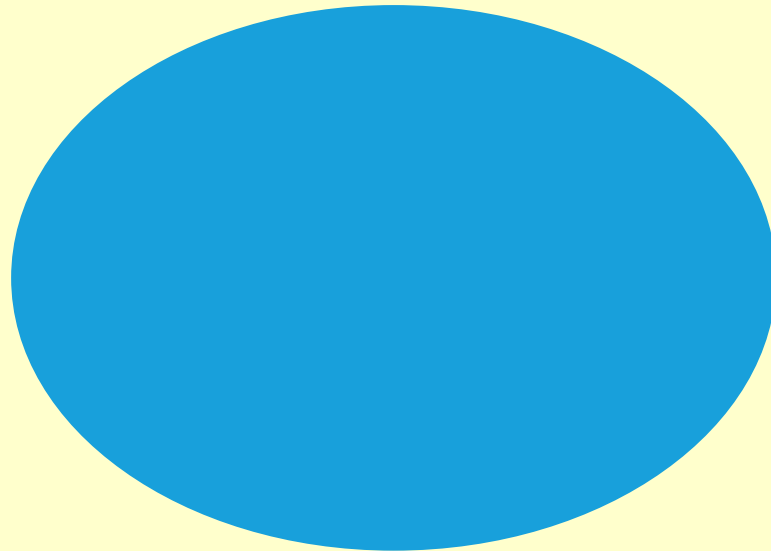
Section A

Rearrange the words to create sentences. Write the full sentence, with punctuation on the line underneath.

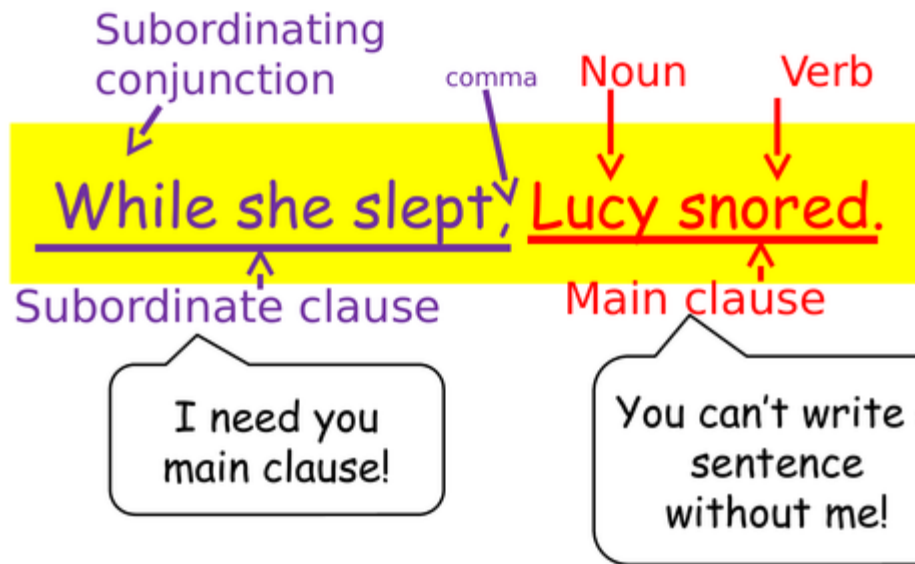
and	father	The teenagers	helped	their	dig
to	for	the trench	the	Anderson	shelter.

1 Minute Challenge

Write a sentence describing what a main clause and subordinate clause is?



A main clause is a clause that contains [a subject and an object](#). Main clauses make sense on their own.



A **subordinate clause** contains a subject and a verb, but it needs to be attached to a main clause because it **cannot make sense on its own**

Activity two:

Now we have reminded ourselves of what a main and subordinate clause. Can you match these main clauses to the correct subordinate clause?

Match the most suitable subordinating clause to the sentence by drawing a line.

Tom asked Mr Fletcher, _____
to help dig the trench.

The village church, _____ was
now full to the brim of villagers.

_____ Willie wore his grey
jersey.

After being missing from the church,
_____ appeared in the
garden.

_____ Sam was just making
the digging more effortful for the men.

even though it was hot,

who has two teenage
sons,

despite thinking he was
helpful,

which was often empty,

the boy from the post
office with the curly
hair,

Activity three:

Lets look at them a slightly different way. Tick to show if the underlined sentence is a main or subordinate clause.

Now tick one box in each row to show whether the underlined clause is the main clause or subordinate clause

sentence	main clause	subordinate clause
<u>The church</u> , which was full, <u>stood at the end of Tom's garden.</u>		
<u>Mr Bush</u> , who was a school teacher, <u>played the organ in the church.</u>		
The vicar, <u>who had brought his wireless</u> , was greeting people at the door.		

Activity four:

Can you remember what a fronted adverbial is?

A fronted adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or a clause. ... Basically, fronted adverbials are phrases or words at the start of a sentence which are used to describe the action that follows

Activity four:

Time to show off. Can you identify which sentences contain a fronted adverbial.

Tick to show which sentences use a fronted adverbial.

The wireless was turned on, despite the noise from the congregation.	
In the far distance, Willie could see the Grange up on the hill.	
The vicar welcomed members of the village into the church.	
Early that morning, Tom woke Willie to get dressed for church.	
Red things mean sin, he thought, as he gave out the red hymn books.	

In activity five we are going to be adding adverbs to sentences. Lets start by reminding ourselves what they are and how they are used.

Adverbs

An adverb is a word or phrase that describes a verb.
Remember, a verb is an action.

For example:



The cat lay lazily.



Gracefully he glided.

Types of adverb

Adverbs can describe how things happen, the timing of something or the place where something happens.

time



Tonight we are seeing a firework display.

how



A tortoise walks slowly.

place



I walked here.

Types of adverb

Can you spot the '**time**' adverbs in these sentences?

We should go home now.

I woke early.

The milkman delivers our milk daily.

Types of adverb

verb

adverb

We **should go** home **now**.

I **woke** **early**.

The milkman **delivers** our milk **daily**.

Types of adverb

Can you spot the '**how**' adverbs in these sentences?

I **accidentally** broke it.

Daringly he jumped.

The car drove **victoriously** over the finish line.

Types of adverb

verb

adverb

I accidentally **broke** it.

Daringly he **jumped**.

The car **drove** victoriously **over** the finish line.

Types of adverb

Can you spot the '**place**' adverbs in these sentences?

My coat is upstairs.

It was wet outside.

We didn't go far.

Types of adverb

verb

adverb

My coat **is** upstairs.

It **was** wet outside.

We didn't **go** far.

Modifying other adverbs

Adverbs can also modify other adverbs.
For example:

Claire finished the marathon **extremely quickly**.



Modifying other adverbs

Can you identify the verbs and adverbs in these sentences?
There could be more than one!



There were daffodils growing
densely everywhere.



They danced together
beautifully.

Modifying other adverbs

verb

adverb



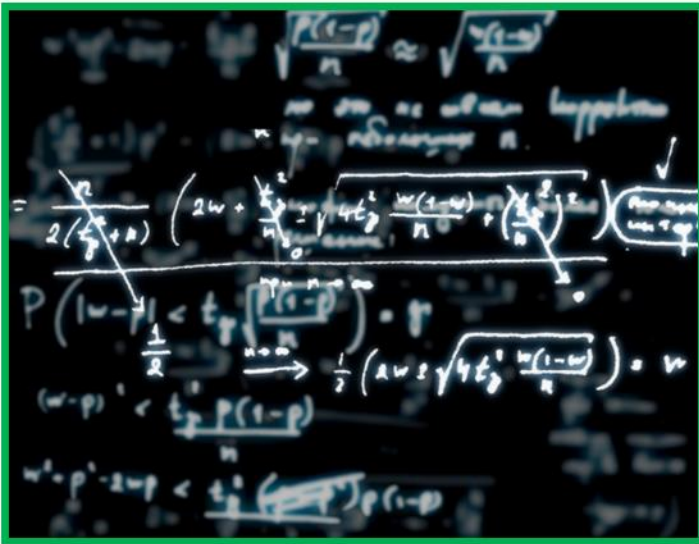
There **were** daffodils **growing**
densely everywhere.



They **danced** together
beautifully.

Modifying adjectives

Sometimes adverbs modify an adjective (a describing word).



She must have been extremely clever.



The food was reasonably cheap.

Activity five:

Now lets practise. Start by identifying the verb, then choose a suitable adverb to give more information.

Rewrite the sentences below adding in suitable adverbs to give more information.

They dug all afternoon in the sun to get the shelter up.

Tom and Willie had some broth for lunch before attempting to dig.

Inching forward, Sam wanted to help out with the digging.
