

Lesson 1: To convert simple sentences into complex sentences

(a) Tina walked her dog, _____

(b) Masood ate his dinner, _____

(c) The elephant filled its trunk with water, _____

(d) Barbera waited for the school bell, _____

(e) Mary and Bob covered their ears, _____

(f) The cardboard file lay on the desk, _____

(g) The shop was closed on Wednesdays, _____

(h) Mrs. Jeffers wrote a note, _____

(i) The ice-cream melted, _____

(j) Mike yelled at his children, _____

(k) Emily danced on the stage, _____

(l) The twins wanted to go home, _____

(m) The beetle crept over the carpet, _____

(n) Tom muttered under his breath, _____

(o) The tennis racquet had no strings, _____

Lesson 1: H/W: To convert simple sentences into complex sentences

(a) Bob walked with his brother, _____

_____.

(b) Fahim ate his breakfast, _____

_____.

(c) The crocodile slid into the water, _____

_____.

(d) Alex waited for the bell to ring, _____

_____.

(e) Sue and Helen entered the school, _____

_____.

(f) The silver pen lay on the table, _____

_____.

(g) The theme park was shut on Mondays, _____

_____.

(h) Emma wrote in her diary, _____

_____.

(i) The icicle melted, _____

_____.

(j) The teacher shouted at his pupils, _____

_____.

(k) Craig ran round the field, _____

_____.

(l) Erica wanted to go to her grandma's, _____

_____.

(m) The snake slithered into the house, _____

_____.

(n) Fred whispered to his friend, _____

_____.

(o) The basketball was no longer bouncy, _____

_____.

Lesson 2: To create complex sentences, where 'drop-in clauses' can be at the beginning, the middle or the end.

(a) The sly, black cat ate fish, _____

_____.

(b) The fabulous, new car was black, _____

_____.

(c) Amina spoke to her Mum, _____

_____.

(d) Steven kicked the old football, _____

_____.

(e) _____, Peter
jumped up.

(f) _____, the angry
dog barked.

(g) _____, Mr. Smith
called his wife.

(h) _____, the door
needed to be open.

(i) Maisie, _____,
was a good girl.

(j) The giraffe, _____,
hurt its neck.

(k) Jack and Jill, _____,
fell over.

(l) Sally, _____,
rode her bike as fast as she could.

Lesson 2: To create complex sentences, where 'drop-in clauses' can be at the beginning, the middle or the end. (HOMEWORK)

(a) The horrible boy pulled faces, _____
_____.

(b) The dusty, old book was laying there, _____
_____.

(c) Peter spoke to his teacher, _____
_____.

(d) The fantastic creature breathed fire, _____
_____.

(e) _____, Amy had
been to the shops.

(f) _____, Simon's
sister screamed.

(g) _____, Mrs. White
ate her sandwich.

(h) _____, Mr. Jones
went the wrong way.

(i) David, _____,
lost his dinner money.

(j) Lewis and Molly, _____,
went to the café in the High Street.

(k) The lazy cat, _____,
fell asleep.

(l) After the holiday, _____,
the mother tidied up the house.