**Romeo and Juliet: Act 5**

**Year 5 and Year 6**

**Grammar Exercise: Subordinating conjunctions**

**Conjunctions**

A **conjunction** is a type of connective. Specifically, a coordinating conjunction connects two [clauses](https://www.theschoolrun.com/what-is-a-clause) in a sentence.

**For example,** Romeo **and** Benvolio walked down the dusty street.

The coordinating conjunction in this sentence is **and**

**Conjunctions**

and yet but or nor so

**Subordinating conjunctions**

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own).

**For example,** Romeo can’t stay in Verona **if** he wants to stay alive.

Conjunctions don’t always appear in the middle of sentences, they can go at the beginning of a sentence.

**For example,** If he wants to stay alive, Romeo can’t stay in Verona.

**Subordinating Conjunctions**

after because if since though

unless until when where why

whereas whenever as soon as

**Useful videos**

[**https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv**](https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv)

[**https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zfphsrd**](https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zfphsrd)

**Exercise 1: Tick the correct box to show whether the conjunction is a coordinating or subordinating conjunction**

|  |  |  |
| --- | --- | --- |
| **Sentence** | **Subordinating conjunction** | **Coordinating conjunction** |
| **Romeo tried to stop Mercutio and Tybalt fighting as soon as he saw them.** |  |  |
| **Friar Laurence ran to the Capulet tomb but he was too late.** |  |  |
| **The Apothecary gave Romeo the deadly poison because he needed the money.** |  |  |
| **Friar Laurence gave Juliet a sleeping potion when he saw how desperate she was.** |  |  |
| **As soon as Romeo heard the news that Juliet had died he fled back to Verona.** |  |  |
| **Balthasar jumped on his horse and rode to Mantua.** |  |  |
| **Unless Juliet was alive Romeo didn’t want to live either.** |  |  |
| **Friar John arrived back at Friar Laurence’s because a plague had stopped him being able to leave the city.** |  |  |
| **Prince Escalus told the Montagues and Capulets that the fighting must now stop or there would be more unhappiness and pain.** |  |  |

**Exercise 2: Underline the subordinating conjunction in each sentence. Then, re write each sentence changing where the subordinating conjunction goes.**

1. **The Apothecary gave Romeo the deadly poison because he needed the money.**

Because he needed the money, the Apothecary gave Romeo the deadly poison.

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1. **As soon as Romeo heard the news that Juliet had died, he fled back to Verona.**

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1. **Friar John arrived back at Friar Laurence’s because a plague had stopped him being able to leave the city.**

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1. **Friar Laurence gave Juliet a sleeping potion when he saw how desperate she was.**

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1. **Romeo tried to stop Mercutio and Tybalt fighting as soon as he saw them.**

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**Exercise 3: Complete each sentence. At this stage in the story, Romeo has just been told by his servant, Balthasar, that Juliet has died and his lying in the Capulet family tomb.**

**Romeo rode quickly as soon as he heard the news that Juliet had died.**

**Romeo rode quickly until \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Romeo rode quickly because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Romeo rode quickly but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Romeo rode quickly and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Romeo rode quickly when\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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