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Phrases, Clauses, and Complex Sentences

Introduction
Tell students that they will be learning more about sentences in this unit. Using different types of sentences can make their writing more interesting. Phrases and clauses are parts of sentences. By using them correctly, students can tell more using fewer words.

Parent Letter
Include this sample parent letter in your classroom newsletter, on your website, or in your blog.

Dear Parents,

We are going to study sentences and parts of sentences in our Exploring English Grammar book.

» We will use prepositions and prepositional phrases.
» We will identify and write appositives.
» We will identify independent and dependent clauses in sentences.
» We will identify and write complex and compound-complex sentences.
» We will identify and write adjective clauses, adverb clauses, and noun clauses.
» We will recognize and correct dangling and misplaced modifiers.

Here are some activities to do with your student to help with what we are learning:

» Use the language vocabulary your student is learning as you talk about your student’s writing.
» At the library, encourage your student to check out factual books as well as those that tell a story.

Thank you for your help at home!
Lesson 3  Complex Sentences

Objective  To identify and write complex sentences

Enrichment  Discuss the use of a comma in complex sentences. A comma separates the dependent clause from the independent clause when the dependent clause comes before or in the middle of the independent clause.

Working with the Lesson

Remember  Read and discuss this section. Look at the examples. Identify the independent and dependent clauses. Show students that sometimes the dependent clause comes in the middle of the independent clause. Remind students that words like who and which are relative pronouns and may be the subject of a clause.

Think About  Have the students work as a group, with a partner, or individually.

Read and Apply  Read the directions as a class. Let students complete this section independently.

Write About  Read the directions as a class. Have students complete this section independently. Allow time for students to share their paragraphs with the class.

Review  Read the directions together. Then have students work independently to complete the activity. Review the answers as a class.

Complex Sentences

Remember  A complex sentence is made up of one independent clause and at least one dependent clause. A clause is a group of words that has a subject and a predicate. An independent clause gives a complete thought. A dependent clause does not give a complete thought.

Dependent clause  Although the ride stopped, the fun continued.

Independent clause  Experts who are keeping a close eye on the weather told people not to worry.

Think About  How can you tell a dependent clause from an independent clause?

Answers will vary.

Read and Apply  Read the sentences. Underline the complex sentences.

When you spend time outside, you need to protect yourself. Sunburns and sunscars are never healing. Ultraviolet (UV) rays from the sun mainly affect your skin because they are not strong enough to penetrate into your body. UV A and UV B rays are the two types of UV rays, which can damage skin and cause cancer. The sun can burn your skin during any weather of the year, so it is important to always protect yourself. Even if you are standing outside while it is raining, a UV index of at least 5 to 8, which means “sun protection factor,” measures how much the sunscreen prevents harmful rays from burning the skin. Even if you do not see your skin turning red, you may still be damaging your skin. UV rays do not cause sunburn, but they can cause skin cancer and harm your eyes. So, what even if you are outside.

Answers will vary.

Write About  Write a paragraph about an activity that you enjoy doing outside. Explain how you protect yourself from the sun while doing the activity. Use at least three complex sentences.

Answers will vary.

Review  Combine each pair of sentences to make a complex sentence. You may add words and change the order of the sentences.

1. The band played its last song. The audience cheered and called for more.
   Possible response: After the band played its last song, the audience cheered and called for more.

2. I could not go to the party. I had developed a bad cold.
   Possible response: I could not go to the party because I had developed a bad cold.

3. The students met to plan the Spring Fair. Ms. Jensen bought them pizza.
   Possible answer: When the students met to plan the Spring Fair, Ms. Jensen bought them pizza.