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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!

**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 in a sentence 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 ↓
↓ independent clause

Although the rain stopped,
the river continued to rise.


Experts, who are keeping a close eye on the water,
told people not to worry.

**Think About** How can you tell a dependent clause from an independent clause?  
**Answers will vary.**

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

When you spend time outside, you need to protect your skin. Sunburns and suntans are never healthy. Ultraviolet (UV) rays from the sun mainly affect your skin because they are not strong enough to penetrate into your body. UVA and UVB rays are two types of UV rays, which can damage skin and cause cancer. The sun can hurt your skin during any season of the year, so it is important to always protect yourself. Try to avoid being outside when the sun is strongest, from 10 a.m. to 2 p.m. Always wear sunscreen with an SPF of at least 15. SPF, which means "sun protection factor," measures how much the sunscreen prevents harmful rays from hurting the skin. Even if you do not see your skin turning red, rays may still be damaging your skin. UVA rays do not cause sunburn, but they can cause wrinkles and hurt your eyes. Be smart when you are outside.



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

*Answers will vary.*

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

- 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.*
- 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.*
- 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.*