**S2 KAL 1: Complex Sentences**



Task one: copy the following into your jotter:

A phrase is a group of two or more words which creates a single piece of information. There are different kinds of phrases.

A clause is made up of a subject and a verb. An independent clause is a full sentence on its own. A subordinate clause needs a main clause to be added to it in order to make sense.

A sentence is an independent clause, but it may also contain subordinate clauses.

A simple sentence contains one independent clause.

A compound sentence contains two or more clauses linked with a conjunction.

A complex sentence contains a main clause and at least one subordinate clause.

Using a range of sentence types makes your writing more varied and stylish.

For example

The subordinate clauses are underlined in these sentences:

* While she was waiting for the bus, Sandra read her book.
* The dinner party, which had been a nightmare to arrange, was a success.
* He found the test really hard even though he had revised thoroughly.

Pay attention to the comma when the subordinate clause is at the beginning of the sentence, and the pair of commas when it is in the middle.



Task two: add an independent clause (a full sentence) to the subordinate clauses below. The subordinate clause could go at the beginning, at the end or in the middle of the sentence, as in the examples above. Remember the commas! The first one is done for you.

1. When the whistle blew, the team trudged off the pitch.
2. While she was running
3. As he approached the cage
4. Although it was early
5. Who fed the birds everyday
6. Before the party had started
7. Where we used to live
8. Even though she was tired
9. If there is time
10. As it was too late

**S2 KAL 2: Complex sentences: Subordinating Conjunctions**

We know that subordinate clauses need to be attached to a main clause in order to make sense. To join these clauses, we use subordinating conjunctions.



Task one: copy the list of subordinating conjunctions below. There are many other subordinating conjunctions, but these are common ones:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| After | Because | While | So that | When |
| Although | Even | Until | Unless | Except |
| As | If | Since | Before | Whether |

Subordinate clauses can be found at the beginning, in the middle or at the end of sentences. Sentences can contain a number of subordinate clauses.

Remember:

When the subordinate clause is at the **beginning** of the sentence, it should be followed by a comma.

When the subordinate clause is in the **middle** of a sentence, it should be marked off by commas before and after.

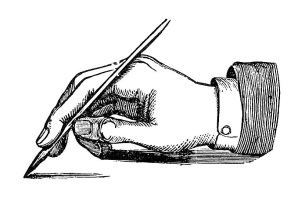


Task two: add appropriate punctuation and underline the subordinate clauses in the following sentences. The first one has been done for you:

1. As usual, although it was getting late, she had to watch another episode.
2. as the cat slept soundly the greedy dog stole her food
3. she had been waiting a long time even though she knew it was a hopeless case
4. the bicycle was abandoned by the side of the road when the rain came lashing down

Task three: add a main clause to the ‘Wh’ subordinate clauses below. Remember to use capital letters and appropriate punctuation.

1. when it rained
2. while she waited
3. whatever happened next
4. who had arrived late
5. what it involved

**S2 KAL 3: Varying Sentence Openers 1**

We know that using a variety of openers makes our writing more interesting. There are many different ways of opening sentences.

1. Verbs ending with –**ing** (present participles)

* Shaking with excitement, the dog leapt towards its owner.
* Crying with joy, we hugged and danced.

Notice the use of the comma to separate the –ing clause from the subject of the sentence.

We need to take care to ensure that the –ing clause makes sense when added to the rest of the sentence. In the sentences that follow, the –ing verb is left dangling because the subject of the second clause doesn’t match it.

For example

Sitting under the tree, the rain began. (the rain can’t sit) **X**

Walking along the beach, a kite flew by. (the kite can’t walk) **X**



**C:\Users\McGuiganj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UAF5246F\Check_mark_23x20_02.svg[1].png**Task one: copy the table below and label the sentences ( ) if they make sense and (X) if the –ing clause is left dangling:

|  |  |  |
| --- | --- | --- |
| 1 | Having visited many times, the park was massive. |  |
| 2 | Laughing with relief, she picked up the vase and put it on the shelf. |  |
| 3 | Finishing the essay, the bell finally rang. |  |
| 4 | Thinking of the cruise she had planned, Sarah smiled. |  |
| 5 | Watching the tide roll in, I felt completely relaxed. |  |



Task two: copy and complete the following sentences:

1. Leaving the door unlocked, Lucy…
2. Curling up into a ball, the cat…
3. Peering into the darkened room, I…



Task three: now write five of your own sentences using the –ing verbs which follow. Remember to use a comma to separate the clauses.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Gliding | Feeling | Sinking | Hoping | Leaping |
| Coughing | Crying | Creeping | Gripping | Shivering |

**S2 KAL 4: Varying Sentence Openers 2**

Another two options for opening sentences are explained below.

1. Verbs ending with –**ed** (past participles)C:\Users\McGuiganj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4FZI7KR0\blockpage[1].gifC:\Users\McGuiganj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EEG64Y45\blockpage[1].gifC:\Users\McGuiganj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MJJK5JW2\blockpage[1].gif

* Exhausted after her first day at school, she collapsed onto the sofa.
* Intimidated by the fierce dog, I crept around the building.

Again, a comma is needed to separate the –ed clause from the main clause in the sentence.



Task one: copy the table below, matching the correct –ed clauses with the main clauses

|  |  |  |
| --- | --- | --- |
|  | -ed clause | Main clause |
| 1 | Worried about the state of the house, | she pulled over to calm down. |
| 2 | Angered by the driver’s actions, | John fought back tears of pride. |
| 3 | Astonished by her lack of manners, | he took the wrong turning. |
| 4 | Amazed by his son’s achievement, | Jane turned and left the room. |
| 5 | Confused by the road sign, | Mark hired a cleaner. |

1. Adverbs ending in –**ly**

Remember, adverbs are useful words which give us more information about verbs, adjectives and other adverbs. There are many different types of adverb and they tell us about time (when), manner (how), place (where) or degree (how much).

Adverbs of manner usually end in –ly. They can be used at the beginning of sentences to avoid starting too many sentences with pronouns (I, he, we, etc.)

Task two: copy and complete the sentences below. Remember to use a comma to separate the adverb from the main clause.

1. Silently, she…
2. Angrily, the teacher…
3. \_\_\_\_\_\_, the dog barked and growled.
4. \_\_\_\_\_\_ and \_\_\_\_\_, the…
5. Carefully, and without looking down, the boy…

**S2 KAL 5: Using Colons**

Colons (:) are used to introduce information in a sentence. They can be used to introduce a **list**, a **quotation**, an **explanation** or an **expansion** of an idea.

Colons are usually found towards the middle of the sentence. This is because they usually follow a statement which makes sense on its own.

**Using a colon to introduce an explanation, an example or an expansion of an idea**

The sentence should usually begin with a statement which makes sense on its own.

For example

Bees are incredible creatures: we couldn’t live without them.

There was no argument or debate: it was simply the best decision.

Task one: copy and match up the two parts of the sentences below, using a colon to introduce the explanation or expansion

|  |  |  |
| --- | --- | --- |
| 1 | Alberto dreamed of the best way to end the season | they came home with a greater understanding of one another. |
| 2 | Florida is the ultimate tourist destination | the complexity of the many different rules keeps you thinking. |
| 3 | I love English grammar | they were given two weeks to complete the task. |
| 4 | Family camp has an enormous impact on families | the weather’s great and there are fabulous theme parks to visit. |
| 5 | It was a perfectly reasonable request | winning the championship. |

**Using a colon to introduce a list**

You don’t always need a colon when writing a sentence including a list. A colon is only necessary if it follows a statement which makes sense on its own.

For example

**C:\Users\McGuiganj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UAF5246F\Check_mark_23x20_02.svg[1].png**I love many types of ice-cream: chocolate, strawberry, pistachio and vanilla.

**C:\Users\McGuiganj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UAF5246F\Check_mark_23x20_02.svg[1].png**Campers must provide their own equipment: tents, blankets, stoves and fuel.

I love: chocolate, strawberry, pistachio and vanilla ice-cream. **X**

I went to the shop to buy: bread, milk, bananas and yoghurts. **X**

Task two: copy the sentences below and add colons where you think they are necessary.

1. My favourite cereals are Corn Flakes, Bran Flakes, Frosties and Cheerios.
2. The potion contained fruit, biscuits and glue.
3. There are three essential items your book, your pen and your planner.
4. His shopping was in the trolley bananas, apples, juice and chocolate.
5. The cake contained flour, sugar, butter, eggs and lemon zest.

**Using a colon to introduce a quotation**

Use a statement followed by a colon in the same way as you do when introducing a list.

For example

The poet uses effective imagery: “This house was far out at sea all night.”

Whilst sleepwalking, Lady Macbeth cries: ‘Out damned spot!’



Task three: copy the following extract adding colons where you think they are needed. Review KAL 5 for a reminder of the different functions of a colon. You should be able to add four colons.

A good piece of writing contains a number of ingredients interesting ideas, an effective structure and engaging language, to name a few. The famous author Stephen King makes a very important point about writing “If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.” There’s no doubt about it reading widely will lead to better writing. And, as C.S. Lewis – the writer of the Chronicles of Narnia - said “You can make anything by writing.”

Quotations from: www.goodreads.com/quotes/tag/writing

**S2 KAL 6: Using Semi-colons**



We know that sentences (and parts of sentences) can be joined using conjunctions and colons. Another option for joining sentences is the semi-colon.

Semi-colons are incredibly helpful. They can be used to join pairs of sentences:

* when the ideas in each sentence are closely connected, or
* when the ideas in each sentence balance or contrast each other

For example

This situation cannot continue; it is simply unacceptable. (connected ideas)

Jake knew it was time to act; to delay would be dangerous. (connected ideas)

The sun disappeared; rain descended. (contrasting ideas)

Notice that both parts of the sentence make complete sense on their own. Semi-colons are used to join two full sentences.



Task one: copy the following sentences. If you think the semi-colon has been used incorrectly, fix the error by using a conjunction or by making a new sentence.

1. Bees are essential for our planet’s wellbeing; it is vital that we protect them.
2. The rain was lashing down; I had a huge pile of homework to finish.
3. The sky darkened and thunder boomed in the distance; rain pelted down.
4. John’s room was as perfectly organised as a library; Sarah’s room looked like a hurricane had torn through it.
5. The match looked like it was heading for a draw; there was huge crowd.

Another use of the semi-colon is to separate items in a complex list. Usually commas are sufficient to separate items in a list, but when the list contains a lot of detail, semi-colons can make it easier to understand.

For example

There is so much to do: the single-pane windows have to be replaced; new flooring, preferably slate, is needed in the kitchen; the bathroom needs to be completely remodelled and the whole house must be painted. (complex list)

There is so much to do: the windows, the kitchen floor, the bathroom, and the whole house must be painted. (simple list)



Task two: write a complex list to describe (1) a number of people on a bus (2) the different things you might see at a fairground and (3) your own idea.