Sentence Structure

Teaching Written Expression

For Students Aged 9 -14

Language-Literacy Resources

A Friendly Reminder

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The Sentence Structure Program, all illustrations and graphic organizers created by David Newman, speech–language pathologist

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Introduction

Sentences are the building blocks of *language* in both spoken and written language. When we communicate our ideas we structure them into sentences, which is a meaningful unit of language. Sentences communicate complete thoughts.

How we use sentences in *spoken* language differs from how we use sentences in *written* language. In spoken language we use our voice and a rapid rising and falling intonation. We also use pause between sentences to communicate ideas. We use body language such as gesture, facial expression and eye contact to support our words. In written communication, the process is a little different. Written language uses more formal processes such as capital letters at the start of sentences and full stops at the end. All dialogue is contained within speech marks, etc.

Sentence Combining Program

The sentence combining program is focused on students being able to write complex sentences with confidence. Many students find it difficult to write sentences with any confidence or effectively. Part of the problem is that students have poor understanding of sentence construction. They also fail to recognize or have an appreciation for the different sentence types and how to structure sentences in a creative way.

If students have difficulty writing effectively about new concepts or information they've learned, or struggle to create written stories, then they may never fully realize their academic abilities and may always struggle in school. This may limit their potential to transform their thoughts and creative expression into the written form.

In the sentence combining program, students will be taught to recognise the structure of the various sentences types and will learn ways to recognise and manipulate clauses to eventually create their own original simple sentences and then progress to compound and complex sentences.

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2
Identifying Sentence Types

Purposes

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    i. Provide information on the various sentences types *(simple, compound, complex)* and how to recognise them in text, and to understand the function of **clauses**.

    ii. Provide **graphic organizers** that demonstrate, in clear detail, the structure of the various sentence types and how they differ from each other.

    iii. Explain the role of the various sentence types and how writers use them to communicate ideas and the role of **coordinating** and **subordinating** conjunctions.

    iv. Explore through a range of activities how to identify the differences between *simple*, *compound*, and *complex* sentence types.

Lesson 1: Simple Sentences

Definition: A simple sentence consists of a single main (independent) clause. A main clause can be thought of as being a complete and meaningful unit of language.

Teacher script:

"A simple sentence is essentially a **main clause.** A simple sentence is also known as an **independent clause,** and has a basic structure of *subject* and *predicate*. Another way to define a simple sentence is that it is a complete thought. It must always contain a *subject* and *verb*, and often includes an *object*.

A simple sentence must have at least *one* verb. For example, *on the table* is a phrase and not a complete thought, whereas *I sat on the table* is a complete thought and is in fact a complete *sentence*, because it contains the **subject** *I* the **verb** *sat* and the **object** on the *table*.

A simple sentence has *one* clause only. If you ever get stuck remembering how a basic sentence is constructed, and how it's different from other sentence types, remember that a simple sentence contains a *single* clause.'

The main (*independent clause*) clause can either be quite **short**, or **very long**. The simple sentence, though it only has one main clause, can reach a great length due to

the author adding **phrases**. Phrases are groups of words that *do not* contain a **verb**. Phrases are only *part* of a sentence. For instance, these combinations are all phrases: *big eyes*, *long furry tails*, *with long tails*, etc.

So if we were to expand that idea with the simple sentence, '*The boy ran*,' we could add modifiers such as adjectives, adverbs, and noun phrases. But here's the thing, despite the sentence reaching a ridiculous length, it is still only a *simple sentence* because it only has a single verb – *ran*.

The boy ran. *(simple sentence)*

The boy ran **quickly**. *(adverb added)*

The boy **with the blue jeans** *(adjectival phrase)* ran quickly.

The boy with the blue jeans ran quickly **to the store** *(prepositional phrase)*.

On a hot summer's day, *(adjectival phrase)* the boy with the blue jeans ran quickly to the store.

The important thing to note here is that, as we can see with *the boy ran* sentence example, simple sentences can be *very short*. A famous example is *'Jesus wept.'* However, as we can also see from our *on a hot summer's*... example, a simple sentence can also be *very long*.

The length of a sentence offers no real clue as to whether a sentence is *simple*, *compound* or *complex*. The essential thing to look for in identifying simple sentences is, does it contain a verb, and is it a complete thought?"

On the following page is a graphic organizer that gives an overview of the structure of the **simple sentence**. Take note of its construction.

Simple Sentence

A sentence (*independent clause*) expresses a complete thought.

A written sentence starts with a capital letter (**A**), and ends with either a full stop (**.**), question mark (**?**), or exclamation mark (**!**).

A simple sentence contains a **subject**, a **verb**, and often, *but not always*, an **object**.

Subject: The subject is the noun or pronoun.

Verb: Verbs are essential in a sentence. Every simple sentence *must* have a verb.

Object: The noun or pronoun to which the action of the verb is being done.

Examples

Subject	Verb	Object
The boys *(noun)*	are swimming *(aux verb & verb)*	in the water *(prep phrase)*
The horse *(noun)*	ran *(irregular past tense verb)*	to the gate. *(prep phrase)*

Teaching Activity...

Definition: *subject* – who or what the sentence is about. *A kind lady stirred the soup.*

Definition: *verb* - a word or *words* that tell us what <u>is going on</u> in a sentence or an aspect of *being*. For instance, A *kind lady* **stirred** the soup. Paula **is reading** a book. The dog **should have caught** the ball.

Identify the **subject** and **verb** in the simple sentences below. *Circle* the subject and *underline* the verb. The first one is done for you.

1.   (Peter) <u>rode</u> his bike.

2.   The weather is hot and stuffy.

3.   The telephone was ringing.

4.   The large book was a dictionary.

5.   Cool blue water flowed through the canyon.

6.   Two cute puppies ate from the dish.

7.   At dawn the sun rose in the sky.

8.   A really nice old lady lives in the big house.

9.   Three girls sat in the cafe.

10.   My best friend is coming to my house for lunch on Friday.

Lesson 2: Compound Sentences

Definition: A compound sentence is a sentence that links two independent (main) clauses using coordinating conjunctions such as **and**, **but**, **so**, **or** and **yet**.

Teacher script:

Compound sentences are essentially two simple sentences – or independent clauses - joined together by a **link** word. A compound sentence can actually have *two or more* independent clauses joined by several link words.

It's really like writing separate sentences on separate pieces of paper and then joining them together with glue. The glue in this case are link words, better known as *coordinating conjunctions*. **Coordinating conjunctions** are <u>joining</u> words. They join two or more clauses together to link separate sentences into one long sentence. The conjunctions used to join main clauses together are frequently **and**, **but, or, so,** and **yet.**

For example,

'The car started **and** we drove home.'

Or...

'It's a nice day today **but** tomorrow looks like it may rain.'

As we can see in both of the examples, each clause could stand independently as a sentence. For instance, '*The car started*,' is a complete sentence, as is, '*We drove home*.' Similarly, *It's a nice day today* is an independent clause and is a complete thought, as is *Tomorrow looks like it may rain*. The coordinating conjunction, *but,* joins the two independent clauses into a *single* compound sentence.

On the following page is a graphic organizer that gives an overview of the structure of the **compound sentence**. Take note of its construction.

Compound Sentence

Definition: A compound sentence has two or more *independent clauses* which are joined by **coordinating conjunctions**.

Example: I ran down to the beach **and** I jumped into the water.

The **independent clauses** in compound sentences are joined by a coordinating conjunction, such as **and**, **but**, and **so**, etc.

Independent Clause	Conj	Independent Clause
The man mowed the lawn...	and	his wife weeded the garden.
Kevin likes to eat apples...	but	I prefer to eat oranges.
I went to the pool for a swim...	so	I bought my towel with me.

Compound Sentence

Compound sentences can also be joined by **punctuation**.

Example: I came, I saw, I conquered.

Independent Clause	Independent Clause	Independent Clause
I came	I saw	I conquered

Teaching Activity...

Definition: *simple sentence* – A sentence consisting of a single independent clause.

Definition: *compound sentence* – a sentence containing *two or more* independent clauses, joined by a coordinating conjunction such as **and**, **but**, **for**, **so, or,** and **yet**.

In the following activity, identify the **independent clauses** and underline them and place a circle around the coordinating conjunction. The first one is done for you.

1.   The toy was happy (and) the boy was never lonely.

2.   Peter hated vegetables and the fish was too salty.

3.   The fishermen fished all day, but they could find no fish.

4.   I shall go to the shops so I can buy new jeans.

5.   The cat purred loudly and curled into a ball near the fire.

6.   Will we go to the movies or should we finish our homework?

7.   The apple pie made my mouth water but I knew I shouldn't have any.

8.   I spent all day working on the essay so I could hand my paper in on time.

9.   Should I eat the ice-cream or should I eat the cake?

10.   The night was warm and there was hardly any wind.

Lesson 3: Complex Sentences

Definition: A complex sentence is a sentence which consists of an *independent clause* and any number of *dependent* (subordinate) clauses.

Teacher script:

Complex sentences are considerably different from **simple** and **compound** sentences because they contain clauses which are *not equal* to the **independent** clause.

These unequal clauses are known as **subordinate** or **dependent** clauses. The subordinate clause is *not* a complete sentence and therefore cannot stand on its own.

The subordinate clause is also called the *dependent clause* because it relies on the independent clause to make sense as a sentence. A clue to the function of each clause is in the titles, *independent* and *dependent*.

An *independent* clause is a structure that does not require or rely on other structures and is complete in itself. In contrast, the *dependent* clause, as its title suggests, relies on another structure for support. In this case, the *dependent* clause relies on the *independent* clause to be complete.

This type of sentence is most useful when you want to include ideas that are more important than others, and if you wish to be more *precise* with your sentences.

Perhaps the best way to demonstrate the differences between complex, compound and simple sentences is to use an example.

Note the *differences* in the following simple, compound and complex sentence examples.

Simple Sentences: We ate the apples. They were delicious.

Compound Sentence: We ate the apples **and** they were delicious.

Complex Sentence: We ate the apples **because** they were delicious.

With the *simple sentence* example we can see that there are two *independent* clauses. Both stand alone as individual and complete sentences. In the *compound* sentence example note that the two complete sentences are simply joined together by a *coordinating conjunction*, the word 'and.' And, yet, they could still stand alone as independent and complete sentences. This would still be the case even if we were to remove the word, 'and.'

Most interestingly, in the third example - the *complex sentence* - something entirely different has occurred. The addition of the link word 'because' has created a *subordinate clause*, also called a *dependent clause*. The clause '...*because they were delicious*,' cannot stand alone as a complete thought, hence it is *dependent* on the independent clause, *'We ate the apples.'* Additionally, the added subordinating conjunction *'because'* informs us as to *why* we ate the apples. It presents the information contained in the sentence with far more precision.

One the following page is a graphic organizer that gives an overview of the structure of the **complex sentence**. Take note of its construction and compare it to the **simple sentence** and **compound sentence** graphic organizers.
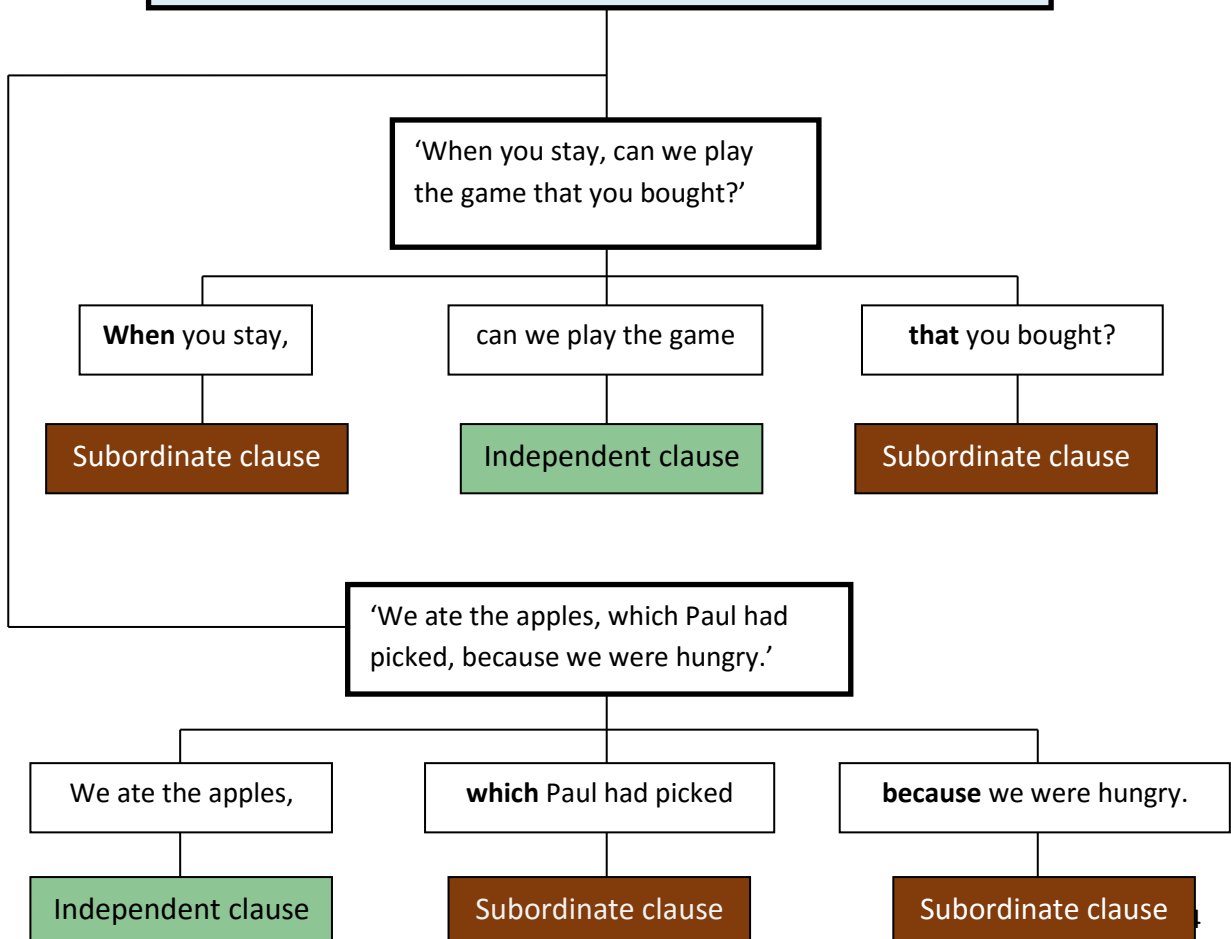
Complex Sentence

Definition: A complex sentence features an independent clause and one or more subordinate *(dependent)* clauses.

Subordinate clause: A subordinate (dependent) clause is linked to the independent clause and is dependent on it. A subordinate clause is essentially incomplete.

Link Words: each subordinate clause is joined to the dependent (main) clause by a link word, also known as a *subordinating conjunction*. The following are common link words – *who, which, that, when, since, after, because, as, until, unless, though, although, if*, etc...

Complex Sentence - *Examples*

'When you stay, can we play the game that you bought?'

When you stay,	can we play the game	**that** you bought?
Subordinate clause	Independent clause	Subordinate clause

'We ate the apples, which Paul had picked, because we were hungry.'

We ate the apples,	**which** Paul had picked	**because** we were hungry.
Independent clause	Subordinate clause	Subordinate clause

Main (Independent) and subordinate (dependent) clause link word charts

Coordinating Conjunctions

Link Word	Example
and	I ran to the beach *and* I swam in the waves.
or	I'll have the tomatoes *or* maybe I'll have the apples.
but	Kevin likes apples *but* I prefer oranges.
so	I need to leave today, *so* I can't help you.
therefore	This car is faster, *therefore* it is more expensive.
yet	He doesn't have a license, *yet* he insists on driving.

Subordinating Conjunctions

Link Word	Example
after	I'll go to the pictures **after** I clean my room.
although	**Although** I have yet to win I am confident that I can.
as	**As** your brother is the eldest he will be in charge.
as long as	**As long as** you know, the risks outweigh the benefits.
because	I ate the apple ***because*** it was in the bowl.

Subordinating Conjunctions cont...

Link Word	Example
before	**Before** he arrived, he made certain he looked his best.
except for	I liked the new movie **except for** the car chase.
if	I'll go to the shops **if** I have enough money.
since	I haven't seen the ocean **since** I arrived.
that	A boat, **that** was full of holes, limped into port.
than	I'd rather go hungry **than** ask for food.
though	I went shopping for new jeans **though** I probably don't need to.
unless	I can't go **unless** I clean my room.
until	I can't buy the bike **until** the bike shop opens.
when	I knew her **when** she was little.
where	We live in the country **where** the air is clean and pure.
while	He cleaned the boat **while** singing the song.
which	I bought new paint brushes **which** I needed to paint.
who	The boy **who** is eating the apple is tall.

Teaching Activity...

Definition: *simple sentence* – A sentence consisting of a single independent clause.

Definition: *compound sentence* – A sentence containing *two or more* independent clauses, joined by a coordinating conjunction such as **and**, **but**, **for**, **so, or,** and **yet**.

Definition: *complex sentence* - A sentence which consists of an *independent clause* and any number of *dependent* (subordinate) clauses. Dependent clause are joined by subordinating conjunctions such as **who**, **which**, **that**, **when**, **since**, etc

In the following activity, underline the **subordinate (dependent) clauses** and circle the **subordinating conjunction/s**. The first one is done for you. Consult the ***coordinating conjunctions chart*** as needed.

1. (When) they reached the fishing grounds, the sea was rough.

2. As she listened to the wind, Lyn felt sad.

3. The plane was so high that we soon lost sight of it.

4. The boy, who was turning five, enjoyed his first day at school.

5. You can go to see your friends after you wash the dishes.

6. I can win the race if I don't fall on the last hurdle.

7. He never spilled the milk when filling the saucer.

8. Before the storm came, the day was sunny and bright.

9. I left the game because I injured my shoulder.

10. She climbed to the top where the branches swayed in the breeze.

3

Sentence Type Analogy

Purposes

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i. Explore through a range of picture analogies how to identify the differences between *simple*, *compound*, and *complex* sentence types.

ii. Review the importance of identifying link words – coordinating conjunctions and subordinating conjunctions – and their relationship to particular clause types.

iii. Examine specific clause varieties such as embedded clauses.

Lesson 1: Confusing Linguistic Terms

The visual reference system featured in this chapter is designed to assist students to identify the differences between simple, compound and complex sentences. A confusion children have, when first learning sentence identification, is in understanding the various terms used to describe often essentially the same thing.

For instance, a simple sentence is also known as a *clause*, a *main clause* or an *independent clause*. A complex sentence is made up of several clauses with different names. We have the essential construction, the *main clause*, also known as the *independent clause,* which is linked with *subordinate clauses*, also known as *dependent clauses*.
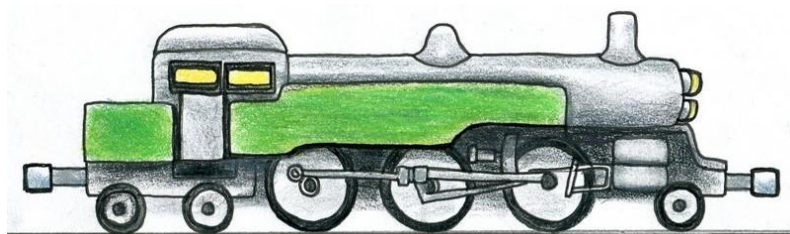
Subordinate clauses are linked to the main clause by a *subordinating conjunction*. The combination of these confusing linguistic terms can quickly overwhelm students' short term memory and working memory capabilities. The locomotive analogy has been constructed to provide a visual reference to demonstrate the relatively simple similarities and differences between the three main sentence types.

Locomotive and Carriage Analogy

A useful visual analogy to describe the difference between clause types – independent and dependent – is to compare them to a *locomotive* and a *carriage*. A locomotive and a carriage have a similar function: they transport people from **point A** to **point B**. However, they have one significant difference.

Only the locomotive is **self-powered**. The carriage *cannot exist* as a people mover without the locomotive. The locomotive and carriage combination describes the relationship between an **independent** clause and a **dependent** clause. Like the locomotive, an independent clause is complete in itself. And, like a carriage attached to a locomotive, a dependent clause *relies* on the independent clause for its **existence** and **purpose**.

However, in our visual analogy, the configurations of locomotive and carriage representing the different clause varieties has interesting combinations, including one situation where the locomotive will be literally *cut in half*.
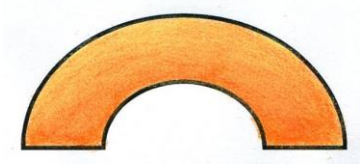

Locomotive – Main (Independent) Clause

Carriage – Dependent (Subordinate) Clause

Locomotive Bolts – Link Words

Clauses are joined one to the other with link words. There are two types of link words, *coordinating conjunctions* and *subordinating conjunctions*. Coordinating conjunctions link two main (independent) clauses together, whereas subordinating conjunctions link subordinate (dependent) clauses to main (independent) clauses. We can represent these link words with yellow and red carriage bolts.
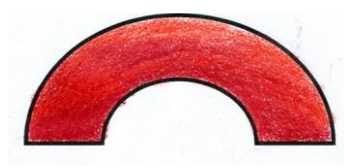
Locomotive Bolt - Coordinating Conjunction

Links main (independent) clauses

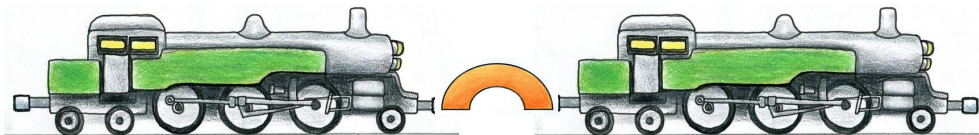**Locomotive Bolt** - Subordinating Conjunction

Links subordinate (dependent) clauses

Locomotive and Carriage - *Examples*

Compound Sentences

The compound sentence, *Kevin like apples but I prefer oranges*... consists of **two** main clauses, which are linked with the coordinating conjunction, ***but***. If we were to visualize the compound sentence using our visual analogy of the locomotive we would have...

Kevin like apples...

Locomotive – Main
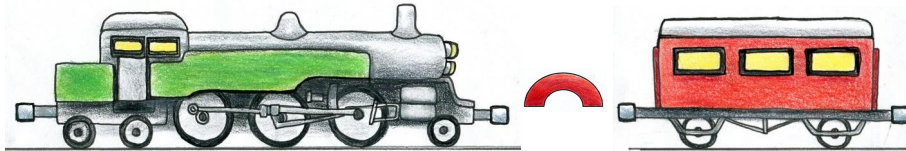
(Independent) Clause

but

Coordinating Conjunction

I prefer oranges.

Locomotive – Main

(Independent) Clause

Complex Sentences

i.   Complex sentences are more multifaceted and complicated than *simple* and *compound* sentences. Their construction can take many forms, as we can see with the visual analogy of the locomotive.

Locomotive – Main

(Independent) Clause

Carriage– Subordinate

(Dependent) Clause

ii.   The complex sentence, *'I can't go unless I clean my room,'* contains a main clause and a subordinate clause joined by the subordinating conjunction *unless*

I can't go   *unless I clean my room.*

iii.   The complex sentence, *'Before he arrived, he combed his hair,'* contains a main clause and a subordinate clause.

Carriage – Subordinate
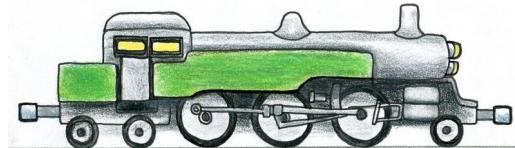
(Dependent) Clause

Locomotive – Main

(Independent) Clause

Before he arrived,   *he combed his hair.*

iv. Often complex sentences can have a single main clause with several subordinate clauses attached. The complex sentence, *'We ran through the rain, which was pelting, because we were late,'* contains one main and two subordinate clauses.

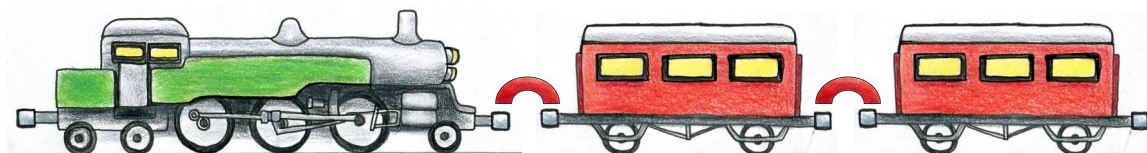| **Locomotive** – Main (Independent) Clause | **Carriage** – Subordinate (Dependent) Clause | **Carriage** – Subordinate (Dependent) Clause |

We ran through the rain　　**which** *was pelting*　　**because** *we were late.*

v. Complex sentences always have a single main clause which can begin the sentence, end the sentence, or, as we can see in this example, be positioned *between* subordinate clauses.

| **Carriage** – Subordinate (Dependent) Clause | **Locomotive** – Main (Independent) Clause | **Carriage** – Subordinate (Dependent) Clause |

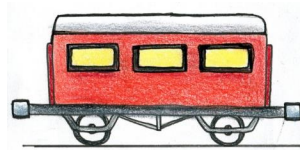**When** *the lightning struck*　　*it lit up the sky ,*　　**which** *was coal black.*

Embedded Clauses

vi.   In an **embedded clause**, the *subordinate clause* knifes right through the *main clause* and is positioned in the *middle* of a complex sentence. For example, the complex sentence, '*The first written language, as far as we know, was created by the Sumerians.*' has a **subordinate clause** which cuts the **main clause** in half.
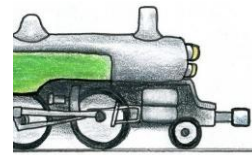
Locomotive – Main (Independent) Clause	**Carriage** – Subordinate (Dependent) Clause	**Locomotive** – Main (Independent) Clause
Fragment		*Fragment*
The first written language	*as far as we know*	*was created by the Sumerians.*

vii.   As we can see with the above **example,** complex sentences can be *tricky*. The first part of the locomotive (independent clause), '*The first written language,*' is a phrase *only* and cannot function as a clause, because it's verb/s - *was created* - is in the *front half* of the split locomotive.

Despite this *visual* severing, embedded clauses actually can exist logically *within* the structure of an independent clause. Even though the **independent clause** has been effectively split in two by the **subordinate clause**, it still maintains the *structure* of a complete and independent clause.

4

Sentence Identification via Fragment Pieces

Purposes

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i. Provide information on the identification of sentence fragments.

ii. Explain the role of chunking to aid sentence comprehension,

iii. Explore through a range of activities how to chunk sentences into manageable fragments.

Teaching Activity…

Teacher Script:

"In this activity we are going to identify parts of a sentence. All sentences can be broken into pieces of information. When we read, we unconsciously chunk sentences into smaller units. Learning to identify correct fragments within sentences makes us better at recognising good sentence structure."

Example

Model Sentence

a. The girl's heart / was thumping hard / when she knocked / on the door.

b. The girl's / heart was / thumping hard when / she knocked on the / door.

In our example we can see that sentence **a.** has been fragmented into meaningful units. The slash marks have divided the sentence into sections that our brains can

associate with meaning. For example, *the girl's heart* is a whole unit of information whereas *the girl's* is not a meaningful unit and is incomplete.

In the following activity, draw a circle around the number of the correctly chunked sentence. Read each sentence out loud and pause at the slash points; note the rhythm of each sentence to aid your identification.

1a.   On the day / of his visit, / Mr Clarke asked me / to look after / his cat.

1b.   On the / day of / his visit, Mr Clarke / asked me to / look after his / cat

2a.   As soon / as I / reached the / hot sands, I / joyfully ran into the / cool water.

2b.   As soon as I reached / the hot sands , / I joyfully ran / into the cool water.

3a.   Finally the child gave up / and fell asleep / on the couch /, exhausted.

3b.   Finally the / child gave / up and fell asleep on / the couch, exhausted.

4a.   Daniel took / a nap, but / first he locked the / back door.

4b.   Daniel took a nap, / but first he locked / the back door.

5a.   The frisky colt was / ready to have a / saddle placed on his / back for the first time.

5b.   The frisky colt was ready / to have a saddle / placed on his back / for the first time.

6a.   Peter decided / to let his sister Emily / lead the way / across the bridge.

6b.   Peter decided to / let his / sister Emily lead the / way across the bridge.

7a.   I turned to leave /, but as I did / I noticed for the first time / that I was not alone.

7b.   I turned to / leave, but as I / did I noticed for the first / time that I was not / alone.

8a.   Down sunlit / tracks and across shadowed / and shaded fields I / ran, faster and faster.

8b.   Down sunlit tracks / and across shadowed and shaded fields / I ran, / faster and faster.

9a.   There was nothing more / he could do tonight, / but Chris felt uneasy /about the climb / in the morning.

9b.   There was / nothing more he could / do tonight, but Chris felt / uneasy about the / climb in the / morning.

10a. When /Albert turned he /was amazed to /see that one of the/ lions, Kimba, had silently/ followed him out/ of the tent.

10a. When Albert turned/ he was amazed/ to see that one of the lions,/ Kimba/, had silently followed him/ out of the tent.

5

Sentence Imitation via Fragment Pieces

Purposes

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i.   Provide information on how to fragment sentences.

ii. Explain the role of separating fragments to aid sentence comprehension,

iii. Explore through a range of activities how to separate sentences into manageable fragments.

Teaching Activity...

Teacher Script:

"In the next activity we are going to first identify a correctly fragmented sentence, write the correct sentence in the space provided and then draw slash marks like in the model sentence."

Example

Model Sentence

She was upstairs within seconds, / tidying rooms, / stacking books, / stripping beds and replacing them with clean linen.

a. The policeman ran up the stairs, checking doors, clearing the buildings, checking names off the list of occupants.

b. Paul circled the building in his car, while listening to the radio and drinking slowly from his thermos.

Correct Sentence

a. The policeman ran up the stairs, / counting doors, / clearing the building, / and checking names off the list of occupants.

Sentence **a.** has a similar construction to the model sentence. It may be helpful in the following exercises to read the sentences out loud and note the rhythms of the sentences to determine which matches well with the model sentence.

Sentence Imitation Exercises

Model Sentence

1. She was fast, / agile, /and difficult to keep up with.

Which sentence has a similar construction to the model sentence?

a. Brandon was good, generous, and not without money.

b. The family rested on the banks of the river, which flowed rapidly.

Write the correct sentence in the space provided and draw a series of slashes to outline the separate fragments in the sentence.

_____

_____

Model Sentence

2. The house was enormous, / old, / and had many rooms to explore.

Which sentence has a similar construction to the model sentence?

a. Dad was walking down the old, cobbled street when he fell over.

b. The boat was streamlined, sleek, and could carry ten passengers.

Write the correct sentence in the space provided and draw a series of slashes to outline the separate fragments in the sentence.

_____

_____

Model Sentence

3. During the race, / Kate ran her personal best / and won the race.

Which sentence has a similar construction to the model sentence?

a. After work, Patrick went home from work and put his feet up.

b. Tomorrow, we are confident that all of our hard work will pay off.

Write the correct sentence in the space provided and draw a series of slashes to outline the separate fragments in the sentence.

_____

_____

Model Sentence

4. Our effort was enormous, / a series of tasks / that we were able to perform together as a team.

Which sentence has a similar construction to the model sentence?

a. The valley was deep, a barren gorge of rock and twisted trees that went for miles.

b. There could be no doubt now, we were lost in the dense Australian bush country.

Write the correct sentence in the space provided and draw a series of slashes to outline the separate fragments in the sentence.

_____

_____

Model Sentence

5. The machines were each joined to the other / by a thick rubber hose / that pumped water.

Which sentence has a similar construction to the model sentence?

a. Every day, no matter the weather, my grandfather walked the five kilometres into town to get the paper.

b. The town councils were all connected to the state by laws and procedures that all citizens had to obey.

Write the correct sentence in the space provided and draw a series of slashes to outline the separate fragments in the sentence.

_____

_____

Model Sentence

6. The sheriff needed deputies / who were loyal, /brave /and strong.

Which sentence has a similar construction to the model sentence?

a. The band searched for a drummer that could lead, innovate and sing.

b. There was no way I, my sister, or my brothers were going to school today.

Write the correct sentence in the space provided and draw a series of slashes to outline the separate fragments in the sentence.

_____

_____

Model Sentence

7. Pirates were cruel, wicked individuals / who lived only to plunder wealthy ships / on the high seas.

Which sentence has a similar construction to the model sentence?

a. My father was the captain of a submarine, which was often at sea for months at a time.

b. The mayor was a kind, generous man who worked hard to provide housing to the poor in his community.

Write the correct sentence in the space provided and draw a series of slashes to outline the separate fragments in the sentence.

_____

_____

Model Sentence

8. The chief of the tribe, / who was tough and hard, / led the charge.

Which sentence has a similar construction to the model sentence?

a. My singing teacher, who is very old, retired yesterday.

b. The farmers, wiry, hard-working, honest, were forced from the land.

Write the correct sentence in the space provided and draw a series of slashes to outline the separate fragments in the sentence.

_____

_____

Model Sentence

9. As the flood waters rose, / we quickly climbed to the roof / of the house.

Which sentence has a similar construction to the model sentence?

a. After tea, we hope to watch the tennis on T.V.

b. Before the train stopped, I packed my book into the top of my bag.

Write the correct sentence in the space provided and draw a series of slashes to outline the separate fragments in the sentence.

_____

_____

Model Sentence

10. Before the plane could land, the pilot needed to lower the landing gear.

Which sentence has a similar construction to the model sentence?

a. The plane flew in quickly and landed on the airstrip without drama.

b. After the song finished, the singer applauded the band to say thank you.

Write the correct sentence in the space provided and draw a series of slashes to outline the separate fragments in the sentence.

_____

_____

6
Unscrambling Sentence Fragments

Purpose

_____

i.   Provide information on the importance of sentence manipulation.

ii.   Explain the role of arrangement and use of sentence fragments to imitate a target structure.

iii. Explore through a range of activities how to unscramble and imitate target structures.

Teaching Activity…

Teacher Script:

"In this activity we are going to manipulate parts of a sentence. That is, we are going to unscramble sentence fragments to imitate the model sentence. We do this by noting the structure of the model sentence and arranging the sentence fragments so that they imitate the same structure."

Example

Model Sentence

On Nathan's birthday, his father took him to the movies and bought him some popcorn.

Sentence fragments:	Completed Sentence
her guitar playing was beautiful	At Miranda's concert, her
at Miranda's concert and her voice	guitar playing was beautiful
sounded like an angel	and her voice sounded
	like an angel.

In our example we can see that the sentence fragments combine to form a sentence that is almost identical in structure to the model sentence. Note also that the appropriate grammatical markers (*capital letter and full stop*) have been added to change the disconnected phrases into a complete sentence.

Model Sentence

1. **Harry crept along the darkened passage until he found the door that led him outside into the fierce midday sun.**

   a. that caused her to fall over

   b. until she stumbled over a log

   c. Sally ran swiftly along the creek

   _____

   _____

   _____

   _____

   a. that remained in the paper bag had been greedily consumed

   b. the seagulls swooped down

   c. until the last chip

   _____

   _____

   _____

   _____

Model Sentence

2. **If the guard, in his grey uniform, appeared at the door it would be all over.**

a. surfaced beside our raft, we knew we were saved

b. with its bright eyes

c. when Flint's dolphin

_____

_____

_____

_____

a. out here in the bush

b. we may not be found for some time

c. if we become lost

_____

_____

_____

_____

a. with its high pitched yapping

b. barked all night, I could not sleep

c. because Toby's dog

_____

_____

_____

_____

Model Sentence

3. When the siren sounded, Captain Clegg put on his jacket and walked outside, alone.

a. determined

b. after the bell rang

c. and entered the classroom

d. Miss Higgins put on her bravest smile

_____

_____

_____

_____

a. and I had to endure the long cold night

b. as soon as the clock struck nine

c. afraid

d. the lights went out

_____

_____

_____

_____

a. Emma rose from her cot

b. and shivered in the early morning air

c. delighted

d. at first light

Model Sentence

4. While the wizard cast his magic, I quickly hid behind a large gold shield that protected me from the spell's effects.

a. Patrick had the sense to climb up the tree

b. while everyone ran

c. that had strong branches

_____

_____

_____

_____

a. that squealed as they slowed the plane's speed

b. when the plane touched down

c. I rapidly applied the brakes

_____

_____

_____

_____

a. that I was glad I had brought along

b. I quickly raised the umbrella

c. as the rain hammered upon my head

_____

_____

_____

_____

Model Sentence

5. In the long twilight, bears, wolves and foxes roam the tundra, hunt prey, and prowl for morsels of food.

a. brush their teeth,

b. Peter, Jack and Kevin slowly get out of bed

c. and have toast and cereal for breakfast

d. In the early morning

_____
_____
_____
_____

a. ice hail and snow fell from the sky

b. in the evening

c. and snowed us in

d. covered everything in white

_____
_____
_____
_____

a. and were home on time

b. Mary, Sarah and Jane went dancing at the hall

c. had fun

d. last night

7

Identifying Prepositional Phrases

Purposes

_____

    i.   Provide information on the structure of prepositional phrases

    ii.   Explain the role of prepositional phrases and how they differ from clauses.

    iii.   Explore through a range of activities how to identify prepositional phrases.

Teaching Activity...

Teacher Script:

"Prepositions are words that are used to position people or places. Some common prepositions are *in, on, under, over, between, near, inside, beside*, etc. A prepositional phrase always starts with a preposition and finishes with a noun: *on the deck, under the table, beside the car, in his fine brown jacket,* etc." Preposition phrases *do not* contain verbs.

The following is a list of common prepositions…

about	around	beside	down	from	into	off	over	under
after	as	between	during	in	near	on	through	up
against	at	by	for	inside	of	outside	to	with

Prepositional phrases can *begin* a sentence, be in the *middle* of a sentence and *end* a sentence, as can be seen in the following examples.

<u>Inside</u> the ship's hull it was dark and gloomy.

The polar bear, <u>with its fine, powder white coat of fur</u>, ran along the ice cliff.

We found Mary hiding <u>under the bridge.</u>

Task:

Identify the preposition phrases in this list of sentences by <u>underlining</u> them. The first one is done for you.

Model Sentence

The librarian, **in** her white coat, gestured for us to enter the building.

1. Inside city hall, we watched the debate.

2. We could see, in the distance, a car approaching.

3. The fish swam near to the surface.

4. We walked across the river.

5. He skilfully landed the plane on the deck.

6. She was happy to be near home.

7. Cindy watched the boat bump along the river bank.

8. At the beach I found seven different kinds of seashells.

9. We ran over the bridge.

10. We will have to travel through the jungle to reach the town.

11. I saw three kids walk along the lake's edge.

12. Yesterday I went outside the school gates.

13. From the top of the tower I could see for miles.

14. Roast dinner was cooking in the oven.

15. I waited till after dinner time.

16. The rabbit dived into its burrow.

Task:

Identify the preposition phrases in this list of sentences. Each of these sentences contains more than one preposition phrase. See if you can identify them all. Draw a line under the preposition phrases you identify. The first one is done for you.

Model Sentence

The captain paced angrily <u>on the deck</u>, <u>around the mast</u> and hollered his orders to the crew.

1. I had to walk through the forest and along the cliff to get to her house.

2. With his new pencils in his pocket the boy left to go home.

3. In the sky were several ducks with feathers that shone.

4. Near the bottom of the ocean live fish with glowing scales and big teeth.

5. Beside the pool and under the towel my brother read his book.

6. On the road my new car with its fat tires got a lot of attention.

7. At the end of the day we had dinner on the beach.

8. Over the distance hills we could see the ocean with its blue waters.

9. In the morning John walked to the town centre.

10. I swam under the bridge near old Pete's farm.

11. During the early morning, the cows were herded into the dairy for milking.

8

Using Prepositional Phrases

Purposes

_____

   i.   Provide information on how prepositional phrases can expand a sentence.

   ii.   Explore the role of preposition link words.

   iii. Explore through a range of activities how to expand sentences using prepositional phrases.

Teaching Activity...

Teacher Script: 'In this activity we are going to combine a preposition phrase with a simple sentence to further expand the sentence. We are going to do this by installing a preposition phrase into a sentence. The sentence will be marked by an ellipsis, such as… The preposition phrase will be identified by being underlined.'

Example

Model Sentence

A worker bee… gathered pollen.

The worker bee came <u>from the bees' nest.</u>

Completed Sentence

A worker bee <u>from the bees' nest</u> gathered pollen.

1a.   It was yesterday… when I first saw the deer.

1b.   The deer was <u>in the woods</u>.

_____

_____

_____

2a.   The girl… picked the apple off the tree.

2b.   She did it <u>with</u> one swift action.

_____

_____

_____

3a.   Onwards stampeded the herd of zebra…

3b.   The zebra stampeded <u>up</u> the hill and <u>into</u> the canyon.

_____

_____

_____

4a.   The jet soared into the sky.

4b.   It took off <u>with</u> an explosion of noise.

_____

_____

_____

5a.   The blue whale… plunged to the depths of the ocean.

5b.   The whale descended <u>with</u> a surge of its giant tail.

_____

_____

_____

6a.   Someone had carefully placed… a lavish dinner party set.

6b.   The dinner party set was <u>on</u> the table.

_____

_____

_____

7a.   The shark lunged for the seal…

7b.   It happened <u>near</u> the iceberg.

_____

_____

_____

8a.   There were signs … that other people had been here first.

8b.   People had been <u>on the mountain</u>.

_____

_____

_____

9a.   The man climbed to the top of the mountain peak.

9b.   The sun came up <u>at the break of day.</u>

_____

_____

_____

10a. Owen felt sleepy as he sat… drinking a cola.

10b. Owen sat <u>on the soft sand.</u>

_____

_____

_____

11a. The bats glided… through the night sky.

11b. The bats glided <u>on</u> silent wings.

_____

_____

_____

12a. The lion leapt out of the bushes.

12b. The lion roared <u>with</u> an air splitting roar.

_____

_____

_____

9
Sentence Combining Activities – Compound Sentences

Purposes

_____

i.   Explore through a range of picture analogies how to manipulate clauses and coordinating conjunctions to create compound sentences.

ii. Review the importance of identifying link words – coordinating conjunctions and subordinating conjunctions – and their relationship to particular clause types.

iii. Create compound sentences from simple sentence constructions.

iv. Contract compound sentences into simple sentences and identify and delete coordinating conjunctions.

Chapters three and four give students background for how to recognize the construction of complex sentences and how they differ from compound and simple sentences. The next step along the path to competence in writing interesting and precise sentences is to explore the multiple ways that we can *combine* them.

Combining sentences involves several different processes, which includes rearranging and reorganizing clauses. Oftentimes, elements of clauses need to be erased and deleted and other elements added. This involves a certain amount of skill without changing the sentence's message or its degree of interest to the reader.

There is nothing more maddening than reading long and boring sentences that are linked with '*…and then…and then*.' The ultimate reason as to why we combine sentences is so that the maximum amount of information is conveyed as economically as possible. That is, we want to write sentences that are filled with fantastic information and that use elegant syntactic structures. And yet at the same time, we want our sentences to be brief and to the point.

Lesson 1: Creating Compound Sentences

Teacher Script:

'In the following activities we are going to create compound sentences. Remember that compound sentences combine two or more simple sentences (main clauses) together. As discussed previously, the links between clauses are made with link words, known as coordinating conjunctions. In our example we have two simple sentences and a coordinating conjunction.'
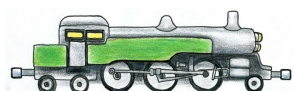
so   *The saucepan was hot.*   *I dropped it.*

**Coordinating
Conjunction**

Locomotive – Main

(Independent)

Locomotive – Main

(Independent)

'When we rearrange the three separate elements *(two main clauses and a coordinating conjunction)* we can combine them to make a *single* compound sentence. A clue to understanding compound sentences is in its title. Compound refers to combining two separate elements to create a single whole.'

*The saucepan was hot **so** I dropped it.*

On the following page a series of exercises which will give you practice in combining single sentences into compound sentences using **coordinating conjunctions.**

Teaching Activity...

Students should use *pronouns* for names (nouns) which are repeated. For instance, *"Peter had wet hands so Peter dried his hands,"* looks and sounds better written as, *"Peter had wet hands so he dried his hands...*or even, '*so he dried them*.' Students are encouraged to listen to the rhythm of a sentence and delete words to make the clauses look and sound right.

In the following activity, combine the simple sentences to create a single compound sentence using the **coordinating conjunction**. The first one is done for you. Consult the *coordinating conjunctions chart* as needed.

1. **and**   The water was cold.   The air was crisp.

    Example: *The water was cold **and** the air was crisp.*

2. **but**   Karen walked quickly.   She didn't get far.

    _____

3. **so**   The fish ate the bait.   Kevin caught the fish.

    _____

4. **or**   Michael could take his phone. Michael could take his ipod.

    _____

5. **yet**   Carl fished all day.   Carl didn't catch a fish.

    _____

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Creating Compound Sentences cont…

6.   **but**   Sally ran well.   She didn't win the race.

_____

7.   **and**   The forest was dark.   The ground was wet.

_____

8.   **or**   Cynthia could go dancing. Cynthia could go shopping.

_____

9.   **but**   The cliff was steep.   The climber felt confident.

_____

10. **and**   Brian's legs were sore.   Brian's feet had blisters.

_____

11. **so**   Ian was hungry.   Ian ate a pie.

_____

12. **but**   The day was cloudy.   The day was hot.

_____

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Lesson 2: Contracting Compound Sentences

Teacher Script:

'The task for this exercise is to break down compound sentences into short simple sentences. The goal is for students to become familiar with the construction of *compound sentences* and note how they differ from *simple sentences*. This is a slightly more difficult task than the previous activity and requires the student to identify and delete the **coordinating conjunction**.'

In the following activity, deconstruct compound sentences to create two simple sentences. Identify and delete the **coordinating conjunction**. The first one is done for you.

1.   Paul caught the fish and Amy cleaned it.

      Example: *Paul caught the fish.*

                   Amy cleaned the fish.

2.   Pia helped her mother to cook dinner and her father to make a fire.

      _____

      _____

3.   Gerard climbed the tree and looked out over the field.

      _____

      _____

4.   The magpie swooped down but narrowly missed Gena's head.

_____

_____

5.   Paula wanted to walk but Sarah wanted to run.

_____

_____

6.   Fred scaled and cleaned the fish so his family could eat it.

_____

_____

7.   Simon was tired yet he climbed to the top of the mountain.

_____

_____

8.   Merci heard the guard dog growling and spun around quickly.

_____

_____

10
Sentence Combining Activities – Complex Sentences

Purposes

_____

i. Explore through a range of picture analogies how to manipulate clauses and subordinating conjunctions to create complex sentences.

ii. Review the importance of identifying link words – subordinating conjunctions – and their relationship to dependent clauses.

iii. Create complex sentences from simple sentence constructions.

iv. Contract complex sentences into simple sentences and identify and delete subordinating conjunctions.

The best researched and useful method of teaching students how to create complex sentences is sentence combining (Scott, 2009). In this chapter, students will be presented with a series of activities that will enable them to combine one clause simple sentence constructions into complex sentences.

Several sentence manipulation techniques will be used which students can experiment with in order to build confidence and knowledge. They will then have more confidence to later create their own unique complex sentences.

Students will use the sentence manipulation techniques of deletion *(cutting words and replacing them with pronouns)*, insertion, addition *(adding extra subordinate clauses to a sentence structure),* and swapping clauses.

Lesson 1: Creating Complex Sentences

Teacher Script:

'In the following activities we are going to create complex sentences. Remember from chapter two that complex sentences combine two or more simple sentences (main clauses) together using subordinating conjunctions. Complex sentences feature one main clause which has one or more subordinate clauses attached to it. As discussed previously, the links between clauses are made with subordinating conjunctions. In our **example** below we have two simple sentences which are related in tone, but are separate structures.'

The monkey hid from the tiger.   *The tiger hunted the monkey.*
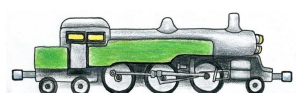
Locomotive – Main   **Locomotive** – Main
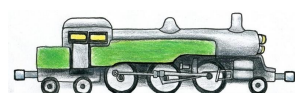
(Independent) Clause   (Independent) Clause

Our task as writers is to be able to combine the two related but distinct clauses into one complex sentence. To do this successfully we need to *manipulate* the sentence elements so that the two clauses fuse together seamlessly. By *adding* the subordinating conjunction, '*that*,' and *deleting* '*the tiger*,' '*the monkey,*' subsequently adding the pronoun *'it'* we create...

*The monkey hid from the tiger **that** hunted **it**.*

Locomotive – Main   **Carriage**– Subordinate

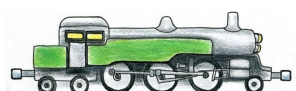(Independent) Clause   (Dependent) Clause

The two separate but distinct clauses have been combined into one complex sentence. The two separate sentences conveyed much the same information, in that

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a monkey hid from a tiger. But it's a little bit boring. However, in the newly constructed complex sentence, there is *much* more drama.

The sentence now has more zing and pop *(technical terms).* Simply by *manipulating* the independent clause – '*The tiger hunted the monkey'* – into a **subordinate clause** by adding the conjunction, *that*, and eliminating extraneous words, the sentence has much more bite and polish. <u>And it does it with fewer words</u>. That is why being able to create beautiful, **precise** complex sentences is *so* important to written language.

Let's introduce a more complicated set of simple sentences and take the manipulation of clauses a step further...

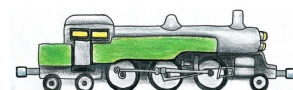*Kate and Michelle went home.*

Locomotive – Main

(Independent) Clause

Kate and Michelle walked over a bridge.

Locomotive – Main

(Independent) Clause

The bridge was lit by lamps.
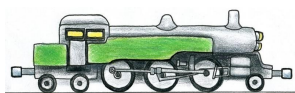

Locomotive – Main

(Independent) Clause

We have three separate, distinct **simple sentences**. *(Kate and Michelle went home. Kate and Michelle walked over a bridge. The bridge was lit by lamps.).* If we were to

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combine those three separate sentences into one complex sentence we would have this construction...

**Before** they went home, Kate and Michelle walked over a bridge, **which** was lit by lamps.

| **Carriage**– Subordinate	**Locomotive** – Main	**Carriage**– Subordinate
(Dependent) Clause	(Independent) Clause	(Dependent) Clause

Note that two of the locomotives have been changed to carriages to represent that the clauses have changed from _independent_ to _dependent_ clauses. The first clause - _Kate and Michelle went home_ – has been altered by deleting the names **Kate and Michelle** and adding the pronoun, _they_. An important addition is the subordinating conjunction, **before**, which begins the subordinate clause, _'**Before** they went home...'_ Note also that the clause can no longer function as an independent clause – the addition of the subordinating conjunction, **before** makes the clause incomplete. It is **subordinate** to the **main** clause, _'Kate and Michelle walked over a bridge.'_

It's interesting to note that the **independent clause,** _'Kate and Michelle walked over a bridge,'_ remains unchanged. The final clause, _'The bridge was lit by lamps,'_ has been altered with '_the bridge'_ replaced by the pronoun, _it_, and the subordinating conjunction, **which** changes the independent clause to a subordinate clause.

By the way, **any** of the three independent clauses _could have been chosen_ as the main clause. **For example...**

The bridge was lit by lamps, **which** Kate and Michelle walked over, **before** they went home.
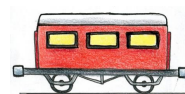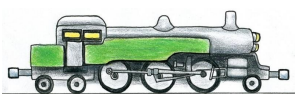
Teaching Activity...

Students should use *pronouns* for names (nouns) which are repeated. Students are encouraged to listen to the rhythm of a sentence and delete nouns and names of things and replace them with pronouns. This will help make the linked clauses look and sound correct.

In the following activity, combine the simple sentences to create a single complex sentence using **subordinating conjunctions**. The first one is done for you.

1.   David ate the fish.   He was hungry.

      Example: *David ate the fish **because** he was hungry.*

2.   Eva wore her fur lined coat.   It was warm.

      Eva _____ _because_____.

3.   Mark is a good tennis player.   Mark is very fit.

      Mark, who _____, _____.

4.   Dale made the fire,   Dale cooked the fish.

      After _____he _____

5.   Grace opened her pocket.   Grace's pocket was full of shells.

Grace _____which _____.

6.   Susan went skiing.   Susan bought new mittens.

Before_____ she _____.

7.   The mouse hid from the cat.   The cat hunted the mouse.

The mouse_____ that _____.

8.   The bull charged Alan.   Alan ran for his life!

The_____ who _____.

9.   Carol cooked the raw fish.   The fish was ready to eat.

Carol_____ until _____.

10. William swung the axe.   The axe would cut down the tree.

    William_____ that _____

11. The day was cold.   Our hands were warm.   We wore our new mittens.

    Although_____

    because_____.

12. Jane had a shower. The shower was hot .Peter cooked breakfast.

    _____ _____ which _____,

    while _____.

13. I can't buy the new bike.   The bike I want.   The bike shop opens.

    _____ _____that _____

    until _____.

Lesson 2: Contracting Complex Sentences

Teacher Script:

'The task for this exercise is to break down complex sentences into short simple sentences. The goal is for students to become familiar with the construction of *complex sentences* and note how they differ from *simple sentences*. This is a slightly more difficult task than the previous activity and requires the student to identify and delete the **subordinating conjunction**. Students will also need to delete, add, or rearrange words as needed.

In the following activity, deconstruct complex sentences to create two simple sentences. Identify and delete the **subordinating conjunction**. The first one is done for you.

1.   The horse did not cross the river, **because** <u>it was too deep</u>.

    Example: *The horse did not cross the river.*

                  The river was too deep.

2.   The fox was very quiet because it was hunting rabbits.

    _____

    _____

3.   While the mouse was on the open plain, it was in danger.

    _____

    _____

4.   Before Mark could go hiking he had to check his equipment.

    _____

    _____

5.   As Glen climbed the cliff face, his arms became tired.

_____

_____

6.   When it was hot, Jenny loved to swim in the river.

_____

_____

7.   It was very dangerous to swim in the surf, unless there were life-guards watching.

_____

_____

8.   The Apache chief, who was very brave, led the hunting party on its first great hunt of the spring.

_____

_____

11

Expanding Sentences with Adverbial and Adjectival Clauses

Purposes

_____

   i.   Explore the role of adverb clauses in establishing condition and time in a complex sentence.

   ii.   Create complex sentences using adverbial clauses.

   iii.   Explore the role of adjective clauses.

   iv.   Create complex sentences using adjectival clauses.

Adverbial Clauses

Adverbial clauses are **subordinate clauses** that do the work of **adverbs**, in that they tell us more about the *verb* from the *main clause*. Adverbial clauses are sometimes called *time clauses* in that they tell us *how long for* and *when* something happens.

Punctuation

A quick note about punctuation and adverbial clauses. Adverbial clauses can be placed at the start, in the middle and at the end of complex sentences. When adverbial clauses are at the beginning of a sentence, we are required to *end* the clause with a comma.

For instance...

<u>After</u> Phillip finished eating, he walked back to school.

As we can see from the example, a comma is used to separate the subordinate clause from the main clause. This allows the reader to pause before going on to read the main clause, '*he walked back to school.*'

Adverbial clauses can also be positioned in the middle of the main clause. Note the use of commas, which separate the adverbial clause from the main clause fragments.

Joanne, **while** *waiting for the train, read her magazine.*
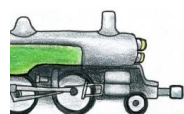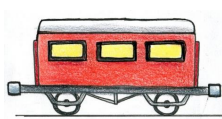
The adverbial clause splits the main clause in two, but the main clause continues to function as a complete structure.

When an adverbial clause completes a complex sentence, there is no need for commas - as we can see...

The crowd cheered loudly **when** *the players entered the arena.*

Some of the more common **subordinating conjunctions** that introduce adverbial clauses are listed below.

after...	*before...*	*when...*
while...	*as...*	*by the time...*
until...	*since...*	*as soon as...*
unless…	*although...*	*where...*
because…	*whenever...*	*though...*

Language-Literacy Resources

Teaching Activity...

This activity requires students to complete an adverbial subordinate clause using the context of the sentence as a guide. Each sentence features a main clause and one or more subordinating conjunctions. Students are encouraged to complete the adverbial (subordinate) clause.

In the following activity, complete the complex sentence by filling in the missing space. The adverbial (subordinate) clause you create needs to make sense as a sentence. *The first one is done for you.*

1. *When* _____ , he returned it to the library.

   Example: *When* <u>Peter finished the book</u>, he returned it to the library.

2. *After* _____ , I will get ready for school.

3. I won't go to school

   *until*_____.

4. The cows were startled by the thunder *because*

_____ .

5. *By the time* _____ , I
will have showered and changed.

6. I cooked dinner *while*

_____ .

7. Tyler, *although* _____ failed the
exam.

8. We waited in the dark of the cinema *until*
_____.

9. I'm not allowed to play soccer *unless* _____.

10. The cat was sleeping peacefully on old boxes *when*

*suddenly*_____

11. *As soon as* _____, I will jump into the pool.

12. I wanted to visit my friend *before* _____.

13. *As* _____ , the train arrived at the station.

14. *Before* _____ , I make sure I put on sunscreen and a hat.

15. The island, *because*___ , is always lashed with wind.

16. *As* _____ , the weather grew warmer.

17. *While* _____ , my sister made a chocolate cake.

Adjectival clauses

Adjectival clauses are subordinate clauses that do the work of adjectives in that they tell us more about places and things (nouns) from the main clause. Adjectives modify nouns, whereas adverbs modify verbs. Adjectival clauses are linked to the main clause with relative pronouns such as *who*, *that*, *which* and *whom*. Adjectival clauses always follow the nouns they describe.

For instance...

Leonardo DaVinci is the man <u>who</u> painted the Mona Lisa.
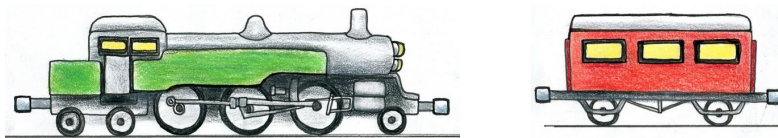
The adjectival clause, *'who painted the Mona Lisa,'* modifies the noun, Leonardo DaVinci. Like a main clause, an adjective clause features a subject and a verb, but is different to the main clause in that it cannot exist as an independent structure. It is tied to the subject (*noun – Leonardo DaVinci*) in the main clause and cannot stand alone. Adjectival clauses can also split a subject and its verb (embedded clause), but still follow the subject they modify.

For instance...

Overhead, the night sky, <u>which was dark and chilly,</u> was filled with stars.
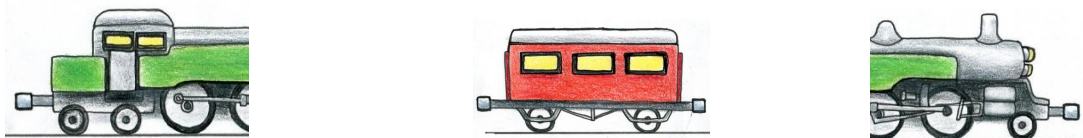
In the above example, the relative pronoun – *which* - refers to the *night sky*. Adjectival pronouns follow rules. The relative pronoun - *who* - refers to *people*; the relative pronoun - *which* - refers to *things*, while the relative pronoun – *that* - refers to either *people* or *things*.

Teaching Activity...

This activity requires students to complete an adjectival subordinate clause using the context of the sentence as a guide. Each sentence features a main clause and one or more subordinating conjunctions. Students are encouraged to complete the adjectival (subordinate) clause.

In the following activity, complete the complex sentence by writing filling in the missing space. The adjectival (subordinate) clause you create needs to make sense as a sentence. The first one is done for you.

1. A doctor is someone *who works in a hospital*

2. It tasted like coffee, *which*
   _____.

3. The phone *that* _____ no longer worked.

4. This is my friend *who*
   _____.

5. The helicopter, *which*
   _____ flew high into the air.

6. She is somebody *that*
   _____.

7. A dentist is somebody *who* _____.

8. It is an idea *that* _____.

9. The lion, *which* _____ is a
   fierce and dangerous predator.

10. My sister Mary, *who* _____, walks
    to school every day.

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12

Shuffling Clauses

Purposes

_____

    i.   Explore sentence combining through mixing and matching of clauses

    ii.   Review the means of recognising main clauses and subordinate clauses and identifying subordinating conjunctions.

    iii.   Create complex sentences by manipulating clauses

Unscrambling Clauses

 The idea underlying the shuffling of clauses is that students become comfortable with combining sentence fragments to form a logical, complex sentence. Students combine the separate elements by rejecting illogical combinations to create a cohesive whole. Upon successfully completing the reshuffle, students are to write out the sentence in the correct sequence and underline the subordinate clauses.

For instance...

as she thought of the soup bubbling smoothly in the cast iron pot

 Mary's stomach began to rumble

which was perched upon the hot stove

Teacher Script:

'As we look at the three clauses, we need to identify which of the clauses is the *main* clause, also known as the independent clause. We know from the previous chapters that a main clause is a complete thought. The first clause, *as she thought of the soup bubbling smoothly in the cast iron pot,'* looks and sounds incomplete.

When we consult the **subordinating conjunctions** chart on page 15, we can see that the word *as* is listed as a prime link word. We can thus speculate that the first clause *as she thought...* is a subordinate clause. The same is true of the clause, *which was perched upon the hot stove,* because the clause does not make sense on its own and cannot be considered a complete thought. The clause also features the adjectival clause link word, *which*.

We can conclude that the clause, *Mary's stomach began to rumble* is in fact the main clause. The clause is a complete structure in that it contains a subject *(Mary's stomach)* and predicate. In terms of recognition, a key *missing* feature is that the clause does not have an attached subordinating conjunction.

The next task is to combine the three clauses into a logical complex sentence. A way we can do this is to write the three clauses onto scraps of paper and combine them in different ways. We can then experiment with different combinations. Note that punctuation has been added to each sentence combination, subordinate clauses have been underlined and link words have been bolded.

Sentence Combination One

Mary's stomach began to rumble **as** *she thought of the soup bubbling smoothly in the cast iron pot,* **which** *was perched upon the hot stove*.

Combination one has all the elements of a valid complex sentence. This sentence is a correct and logical construction.

Sentence Combination Two

As *she thought of the soup bubbling smoothly in the cast iron pot,* **which** *was perched upon the hot stove, Mary's stomach began to rumble.*

Combination two also has the all elements of a valid complex sentence. The adjectival clause, *which was perched upon the hot stove,* modifies the subject, *the soup.* However if we were to rearrange the clauses we may end up with this construction...

Sentence Combination Three

**As** she thought of the soup bubbling smoothly in the cast iron pot, Mary's stomach began to rumble, **which** was perched upon the hot stove.

Combination three, though at first glance seems like it may be correct, is in fact _incorrect_. This construction suggests that Mary's stomach is _perched upon the hot stove_, which wouldn't be a comfortable experience for Mary.

Sentence Combination Four

**Which** was perched upon the hot stove, Mary's stomach began to rumble **as** she thought of the soup bubbling smoothly in the cast iron pot.

Combination four is illogical and incorrect. The subordinating conjunction (_which)_ cannot begin a sentence. This particular subordinating conjunction can only modify a noun which _precedes_ it. In this case there is no preceding noun phrase.

The most attractive and logical sentence from our example, with the best _feel_ is...

'Mary's stomach began to rumble as she thought of the soup bubbling smoothly in the cast iron pot, which was perched upon the hot stove.'

Teaching Activity...

This activity requires students to construct a complex sentence using multiple clause types. Students are encouraged to manipulate clauses in various configurations until a best fit emerges. Once students are satisfied with their constructions they are to write the completed complex sentence in the space provided.

For this activity, a tip is to search for link words and identify which are main clauses and which are subordinate clauses. Each activity will only feature *a single* main clause. Students are to use correct grammar for each completed sentence, such as capital letters to begin and full stops to end sentences.

In the following activity, photocopy and cut out the clauses in **Appendix B**. The clauses can then be manipulated and combined in different ways by students until logical and correct syntactic constructions emerge.

1. they could throw heavy objects overboard

    <u>which</u> would make the vessel lighter

    <u>if</u> the ship ran aground

    _____

    _____

    _____

2. <u>that</u> escaped from the prison

    <u>who</u> can capture the escaped convict

    a large reward is offered to any person

    _____

    _____

    _____

3. <u>until</u> it closed for the evening

    <u>after</u> we left the supermarket

    we sat in the cafe

    _____

    _____

    _____

4. <u>since</u> I flew into town

    I haven't slept

    <u>because</u> of a bumpy flight

    _____

    _____

    _____

5. <u>because</u> of the heavy rain

    <u>when</u> the river overflowed

    the town was flooded with muddy water

    _____

    _____

    _____

6. take an umbrella

    <u>unless</u> you want to get wet

    <u>before </u>you go out

    _____

    _____

    _____

7. <u>that </u>gave them comfort

    some searched for answers

    <u>while</u> others accepted the truth

    _____

    _____

    _____

8. Galileo challenged church authority

    because he was such a rebel

    <u>when </u>he published his book on the sun and planets

    _____

    _____

    _____

9. which distorts space-time

   because it is so dense

   a black hole has enormous gravitational pull

   _____

   _____

   _____

10. which took some time

   he landed on his back

   when he finally stopped rolling

   _____

   _____

   _____

11. Edwin Hubble

   who was a famous astronomer

   studied light

   that shone from distant stars

   _____

   _____

   _____

Exercise 11 requires students to split the main clause in two with an embedded clause. Consult the information about embedded clauses on page 23 if needed.

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Appendix A

Answer Section

<u>Chapter 2:</u>

Simple Sentences: Identify **subject** and **verb.** Subject is in **bold**. The verb/s is <u>underlined</u>.

2	The **weather** is <u>hot</u> and stuffy
2	The **telephone** <u>was ringing</u>.
3	The large **book** <u>was</u> a dictionary.
4	Cool blue **water** <u>flowed</u> through the canyon.
5	Two cute **puppies** <u>ate</u> from the dish.
6	At dawn, the **sun** <u>rose</u> over the horizon.
7	A really nice old **lady** <u>lives</u> in the big house.
8	Three **girls** <u>sat</u> in the cafe.
9	My best **friend** <u>is coming</u> to my house for lunch on Friday.

Compound Sentences: Underline independent clause. Coordinating conjunctions are in **bold**.

2	<u>Peter hated vegetables</u> **and** <u>the fish was too salty.</u>
3	<u>The fishermen fished all day</u>, **but** <u>they could find no fish</u>.
4	<u>I shall go to the shops</u> **so** <u>I can buy new jeans.</u>
5	<u>The cat purred loudly</u> **and** <u>curled into a ball near the fire</u>.
6	<u>Will we go to the movies</u> **or** <u>should we finish our homework?</u>
7	<u>The apple pie made my mouth water</u> **but** <u>I knew I shouldn't have any</u>.
8	<u>I spent all day working on the essay</u> **so** <u>I could hand my paper in on time</u>.
9	<u>Should I eat the ice-cream</u> **or** <u>should I eat the cake?</u>
10	<u>The night was warm</u> **and** <u>there was hardly any wind</u>.

Complex Sentences: <u>Underline</u> dependent clauses. Subordinating conjunctions are in **bold**.

2   **As** <u>she listened to the wind,</u> <u>Lyn felt sad</u>.

3   <u>The plane was so high</u> **that** <u>we soon lost sight of it</u>.

4   <u>The boy,</u> **who** <u>was turning five,</u> <u>enjoyed his first day at school</u>. (this clause links with *the boy*)

5   <u>You can go to see your friends</u> **after** you wash the dishes.

6   <u>I can win the race</u> **if** I don't fall on the last hurdle.

7   <u>He never spilled the milk</u> **when** filling the saucer.

8   **Before** the storm came, <u>the day was sunny and bright.</u>

9   <u>I left the game</u> **because** <u>I injured my shoulder.</u>

10   <u>She climbed to the top</u> **where** <u>the branches swayed in the breeze.</u>

Chapter 4:

Sentence Identification via Fragment Pieces

Correctly chunked sentence…

1a.   On the day / of his visit, / Mr Clarke asked me / to look after / his cat.

2b.   As soon as I reached / the hot sands , / I joyfully ran / into the cool water.

3a.   Finally the child gave up / and fell asleep / on the couch /, exhausted.

4b.   Daniel took a nap, / but first he locked / the back door.

5b.   The frisky colt was ready / to have a saddle / placed on his back / for the first time.

6a.   Peter decided / to let his sister Emily / lead the way / across the bridge.

7a.   I turned to leave /, but as I did / I noticed for the first time / that I was not alone.

8b.   Down sunlit tracks / and across shadowed and shaded fields / I ran, / faster and faster.

9a.   There was nothing more / he could do tonight, / but Chris felt uneasy /about the climb / in the morning.

10a.   When Albert turned/ he was amazed/ to see that one of the lions,/ Kimba/, had silently followed him/ out of the tent.

Chapter 5:

Sentence Imitation via Fragment Pieces

Sentences with correct similar construction…

1   Brandon was good, generous, and not without money.

2   The boat was streamlined, sleek, and could carry ten passengers.

3   After work, Patrick went home from work and put his feet up.

4   The valley was deep, a barren gorge of rock and twisted trees that went for miles.

5   The town councils were all connected to the state by laws and procedures that all citizens had to obey.

6   The band searched for a drummer that could lead, innovate and sing.

7   The mayor was a kind, generous man who worked hard to provide housing to the poor in his community.

8   My singing teacher, who is very old, retired yesterday.

9   Before the train stopped, I packed my book into the top of my bag.

10   After the song finished, the singer applauded the band to say thank you.

Chapter 6:

Unscrambling Sentence Fragments

1   Sally ran swiftly along the creek until she stumbled over a log that her caused her to fall over.

        The seagulls swooped down until the last chip that remained in the paper bag had been greedily consumed.

2   When Flint's dolphin with its bright eyes surfaced beside our raft, we knew we were saved.

        If we become lost, out here in the bush, we may not be found for some time.

        Because Toby's dog, with its high pitched yap, barked all night, I could not sleep.

3   After the bell rang, Miss Higgins put on her bravest smile and entered the classroom, determined.

        As soon as the clock struck nine, the lights went out and I had to endure the long cold night, afraid.

        At first light, Emma rose from her cot and shivered in the early morning air, delighted.

4   While everyone ran, Patrick had the sense to climb up the tree that had strong branches.

When the plane touched down, I rapidly applied the brakes that squealed as they slowed the plane's speed.

As the rain hammered down on my head I quickly raised the umbrella that I was glad I had bought along.

5   In the early morning, Peter, Jack and Kevin slowly get out of bed and have toast and cereal for breakfast.

In the evening, ice, hail and snow fell from the sky, covered everything in white and snowed us in.

Last night Mary, Sarah and Jane went dancing at the hall, had fun, and were home on time.

Chapter 7:

Identifying Prepositional Phrases

1.   Inside city hall, we watched the debate.

2.   We could see, in the distance, a car approaching.

3.   The fish swam near to the surface.

4.   We walked across the river.

5.   He skilfully landed the plane on the deck.

6.   She was happy to be near home.

7.   Cindy watched the boat bump along the river bank.

8.   At the beach I found seven different kinds of seashells.

9.   We ran over the bridge.

10.   We will have to travel through the jungle to reach the town.

11.   I saw three kids walk along the lake's edge.

12.   Yesterday I went outside the school gates.

13.   From the top of the tower I could see for miles.

14.   Roast dinner was cooking in the oven.

15.   I waited till after dinner time.

16.   The rabbit dived into its burrow.

Identify the preposition phrases

1.   I had to walk through the forest and along the cliff to get to her house.

2.   With his new pencils in his pocket the boy left to go home.

3. In the sky were several ducks with feathers that shone.

4. Near the bottom of the ocean live fish with glowing scales and big teeth.

5. Beside the pool and under the towel my brother read his book.

6. On the road my new car with its fat tires got a lot of attention.

7. At the end of the day we had dinner on the beach.

8. Over the distance hills we could see the ocean with its blue waters.

9. In the morning John walked to the town centre.

10. I swam under the bridge near old Pete's farm.

11. During the early morning, the cows were herded into the dairy for milking.

Chapter 8:

Using Prepositional Phrases

1 It was yesterday in the woods when I first saw the deer.

2 The girl with one swift action picked the apple off the tree.

3 Onwards stampeded the herd of zebra, up the hill and into the canyon.

4 The jet soared into the sky with an explosion of noise.

5 The blue whale with a surge of its giant tail plunged to the depths of ocean.

6 Someone had carefully place on the table a lavish dinner party set.

7 The shark lunged for the seal near the iceberg.

8 There were signs on the mountain that other people had been here first.

9 The man climbed to the top of the mountain peak at the break of day.

10 Owen felt sleepy as he sat on the soft sand drinking a cola.

11 The bats glided on silent wings through the night sky.

12 The lion leapt out of the bushes with an air-splitting roar.

Chapter 9

Creating Compound Sentences - Pronouns are in **bold.**

2. **but**   Karen walked quickly.   She didn't get far.

    A: *Karen walked quickly but she didn't get far.*

3. **so**   The fish ate the bait.   Kevin caught the fish.

    A: *The fish ate the bait so Kevin caught **it**.*

4. **or**   Michael could take his phone. Michael could take his ipod.

    A: *Michael could take his phone or **he** could take his ipod.*

5. **yet**   Carl fished all day.   Carl didn't catch a fish.

    A: *Carl fished all day yet **he** didn't catch a fish.*

6. **but**   Sally ran well.   She didn't win the race.

    A: *Sally ran well but **she** didn't win the race*.

7. **and**   The forest was dark.   The ground was wet.

    A: *The forest was dark and the ground was wet.*

8. **or**   Cynthia could go dancing. Cynthia could go shopping.

    A: *Cynthia could go dancing or **she** could go shopping.*

9. **but**   The cliff was steep.   The climber felt confident.

    A: *The cliff was steep but the climber felt confident.*

10. **and**   Brian's legs were sore.   Brian's feet had blisters.

    A: *Brian's legs were sore and **his** feet had blisters.*

11. **so**   Ian was hungry.   Ian ate a pie.

    A: *Ian was hungry so **he** ate a pie.*

12. **but**   The day was cloudy.   The day was hot.

    A: *The day was cloudy but **it** was hot.*

Language-Literacy Resources

Chapter 10

Contracting Compound Sentences

2.   Pia helped her mother to cook dinner and her father to make a fire.

   A: Pia helped her mother to cook dinner. Pia helped her father to make a fire.

3.   Gerard climbed the tree and looked out over the field.

   A: *Gerard climbed a tree. Gerard looked over the field.*

4.   The magpie swooped down but narrowly missed Gena's head.

   A: *The magpie swooped down. The magpie narrowly missed Gena's head.*

5.   Paula wanted to walk but Sarah wanted to run.

   A: *Paula wanted to walk. Sarah wanted to Run.*

6.   Fred scaled and cleaned the fish so his family could eat it.

   A: *Fred scaled and cleaned the fish. His family could eat the fish.*

7.   Simon was tired yet he climbed to the top of the mountain.

   A: *Simon was tired. Simon climbed to the top of the mountain.*

8.   Merci heard the guard dog growling and spun around quickly.

   A: *Merci heard the guard dog growling. Merci spun around quickly.*

Creating Complex Sentences - Pronouns are in **bold.**

2.   Eva wore her fur lined coat.   It was warm.

   A: *Eva wore her new fur lined coat because **it** was warm.*

3.   Mark is a good tennis player.   Mark is very fit.

   A: Mark, who is very fit, is a good tennis player.

4.   Dale made the fire,   Dale cooked the fish.

   A: *After Dale made the fire, **he** cooked the fish.*

5.   Grace opened her pocket.   Grace's pocket was full of shells.

A: *Grace opened her pocket which was full of shells.*

6.　　　　Susan went skiing.　　　　　　　　　　Susan bought new mittens.

　　　　A: *Before Susan went skiing, she bought new mittens.*

7.　　　　The mouse hid from the cat.　　　　　　The cat hunted the mouse.

　　　　A: *The mouse hid from the cat that hunted **it.***

8.　　　　The bull charged Alan.　　　　　　　　Alan ran for his life!

　　　　A: *The bull charged Alan who ran for his life.*

9.　　　　Carol cooked the raw fish.　　　　　　The fish was ready to eat.

　　　　A: *Carol cooked the raw fish until **it** was ready to eat.*

10.　　　　William swung the axe.　　　　　　　The axe would cut down the tree.

　　　　A: *William swung the axe that could cut down the tree.*

11.　　　　The day was cold.　　　　Our hands were warm.　　　We wore our new mittens.　　　　　　　.

　　　　A: *Although the day was cold, our hands were warm because we wore our new mittens.*

12.　　　　Jane had a shower.　　The shower was hot　　　Peter cooked breakfast.

　　　　A: *Jane had a shower, which was hot, while Peter cooked breakfast.*

13.　　　　I can't buy the new bike.　　　　The bike I want.　　The bike shop opens.

　　　　A: *I can't buy the new bike that I want until the bike shop opens.*

Contracting Complex Sentences

2.　　　　The fox was very quiet because it was hunting rabbits.

　　　　The fox was very quiet.　　　　The fox was hunting rabbits.

3.　　　　While the mouse was on the open plain, it was in danger.

　　　　The mouse was on the open plain.　　　　The mouse was in danger.

4.　　　　Before Mark could go hiking he had to check his equipment.

　　　　Mark could go hiking.　　　Mark had to check his equipment.

5.　　　　As Glen climbed the cliff face, his arms became tired.

Glen climbed the cliff face. Glen's arms became tired.

6.   When it was hot, Jenny loved to swim in the river.

       It was hot. Jenny loved to swim in the river.

7.   It was very dangerous to swim in the surf, unless there were life guards watching.

       It was very dangerous to swim in the surf. There were life guards watching.

8.   The Apache chief, who was very brave, led the hunting party on its first great hunt of the spring.

       The Apache chief led the hunting party on its first great hunt of the spring.

       The Apache chief was very brave.

Chapter 12

Shuffling Clauses

1   They could throw heavy objects overboard if the ship ran aground which would make the vessel lighter.

       If the ship ran aground they could throw heavy objects overboard which would make the vessel lighter.

2   A large reward is offered to any person who can capture the escaped convict that escaped from the picture.

3   We sat in the café after we left the supermarket until it closed for the evening.

       After we left the supermarket we sat in the café until it closed for the evening.

4   Because of a bumpy flight I haven't slept since I flew into town.

       I haven't slept since I flew into town because of a bumpy flight.

5   When the river overflowed the town was flooded with muddy water because of the heavy rain.

       Because of the heavy rain the town was flooded with muddy water when the river overflowed.

6   Before you go out take an umbrella unless you want to get wet.

       Take an umbrella before you go out unless you want to get wet.

       Unless you want to get wet, take an umbrella before you get wet.

7   Some looked for answers that gave them comfort while others accepted the truth.

       While others accepted the truth some searched for answers that gave them comfort.

8   Galileo challenged church authority when he published his book on the sun and planets because he was such a rebel.

Because he was such a rebel, Galileo challenged church authority when he published his book on the sun and planets.

When he published his book on the sun and planets Galileo challenged church authority because he was such a rebel.

9   A black hole has enormous gravitational pull because it is so dense which distorts space-time.

Because it is so dense, a black hole has enormous gravitational pull, which distorts space-time.

10   He landed on his back when he finally stopped rolling, which took some time.

When he finally stopped rolling, which took some time, he landed on his back.

11   Edwin Hubble, who was a famous astronomer, studied light that shone from distant stars.

Appendix B

Visual reference guides for main and subordinate clauses

The main clause and subordinate clause visual analogies below can be cut out and transferred to card or laminated. Students are encouraged to use the locomotive and carriage visual cues when identifying main and subordinate clauses. Students can also use the pictures as a visual guide when they begin to create their own complex and compound sentences.
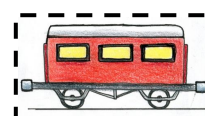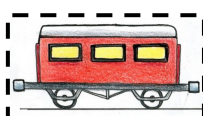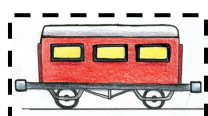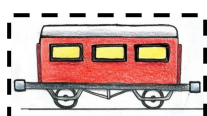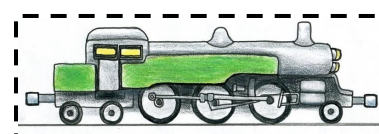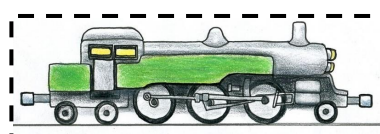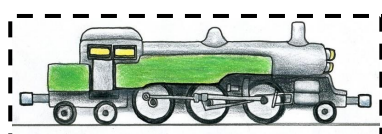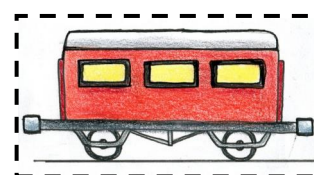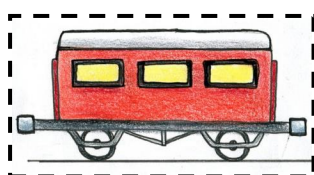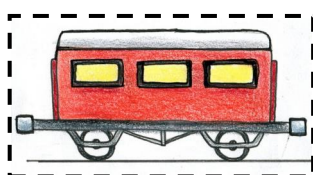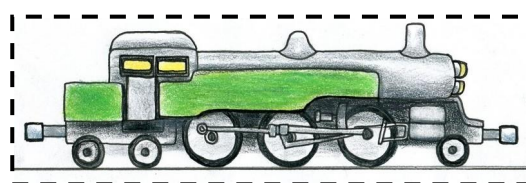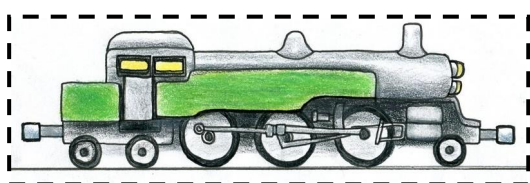
The following clauses are to be printed, cut out with scissors and used for the shuffling clauses teaching activity on pages 71-74 .

1.

they could throw heavy objects overboard

which would make the vessel lighter

if the ship ran aground

2.

that escaped from the prison

who can capture the escaped convict

a large reward is offered to any person

3.

until it closed for the evening

after we left the supermarket

we sat in the cafe

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4.

since I flew into town

I haven't slept

because of a bumpy flight

5.

because of the heavy rains

when the river overflowed

the town was flooded with muddy water

6.

take an umbrella

unless you want to get wet

before you go out

7.

that gave them comfort

some searched for answers

while others accepted the truth

8.

Because he was such a rebel

Galileo challenged church authority

when he published his book on the sun and planets

9.

which distorts space-time

because it is so dense

a black hole has enormous gravitational pull

10.

which took some time

he landed on his back

when he finally stopped rolling

11.

Edwin Hubble studied light

who was a great astronomer

that shone from distant stars

Edwin Hubble

studied light