

Halloween – improve your sentences

Part 2: complex sentences

Name _____ Date _____



Find out more

A **complex sentence** has a **main clause** and one or more **subordinate clauses**.

You link the clauses with a subordinating conjunction.

Common subordinating conjunctions include:

because although if until where when

- A main clause can form a complete sentence on its own.
- Subordinate means 'less important'. A subordinate clause cannot stand on its own as a complete sentence. In order to make complete sense it depends on the main clause. This is why subordinate clauses are also called **dependent clauses**.

Examples of complex sentences

The **main clause** is in bold and the subordinating conjunction is underlined.

1. I **don't like Halloween** because it's a waste of money.
2. I'll **dress up as a pumpkin** although I'd rather be a ghoul.
3. Although I'd told them to be back by 8pm, **the children were late**.
- 4a. **You can stay at home with Granny** if you don't want to go trick-or-treating.
- 4b. If you don't want to go trick-or-treating, **you can stay at home with Granny**.
5. **Keep your mouth under the water** until you bite an apple with your teeth.*
6. **She hid the Halloween sweets** where her children couldn't find them.
- 7a. **You must take a torch** when you go trick-or-treating.
- 7b. When you go trick-or-treating, **you must take a torch**.

* This refers to the Halloween game of apple bobbing.

- You put the conjunction in front of the subordinate clause.
- When the complex sentence starts with a conjunction, you put a comma after the subordinate clause (e.g. sentence 3) to separate it from the main clause.

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Check your understanding of page 1

Read the information on page 1 very carefully. Then answer questions 1-6.

1. Which sentences finish with a main clause?

Tick all the correct answers.

1	2	3	4a	4b	5	6	7a	7b
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2. In the examples, which type of clause always appears directly after the conjunction?

3a. Which other conjunction could you use in 7a and 7b?

Tick the correct answer.

because	although	if	until	where
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3b. Does your new conjunction change the meaning of the complex sentence?

Yes	No	Can't tell
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4. Why do sentences 3, 4b and 7b include a comma?

5a. Rewrite sentence 2. Write the subordinate clause first. Check your punctuation.

5b. Does the sentence still make sense?

Yes	No
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6. What is a dependent clause?

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Practise your skills – task 1

because although if until where when

1a. Use each conjunction **at least once** to join pairs of sentences. Use the spaces on page 4 to write 8 complex sentences.

Use the two empty columns to make notes and try out different combinations, or ask your tutor for laminated cards (see page 16).

	Apple bobbing is fun.	
	Can you wait at the box office?	
	He had a bad cold.	
	I'll get the zombie mask.	
	It was a clear Halloween night in London	
	It was pouring with rain in Manchester.	
	Mo didn't go trick-or-treating.	
	Put the jack-o'-lantern in the porch.	
	The children can see it.	
	The Fright Night tickets go on sale at 7pm.	
	They picked their own pumpkin.	
	They visited the farm.	
	Wear your warm boots.	
	You buy the ghost outfit.	
	You can't go trick-or-treating.	
	You get very wet.	
	You go trick-or-treating.	
	You've done your homework	

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Practise your skills – task 1

1b. Write your sentences here. Check that:

- each complex sentence makes sense
- you have used capital letters, full stops, questions marks and commas correctly.

1

2

3

4

5

6

7

8



1c. Now highlight the subordinate clause in each sentence.

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Practise your skills – task 2

because although if until where when

2. Make up your own subordinate clauses to extend the sentences.

- Use each conjunction once.
- If you prefer, you can start the sentence with a subordinate clause.
If so, rewrite the entire sentence, starting on the second line.
- Check that each complex sentence makes sense.
- Use capital letters, full stops and commas where you need to.

I enjoy Halloween _____

Mary's children carved the pumpkins _____

The ghost hid in the dark corner _____

The trick-or-treaters scared the old man _____

Jack-o'-lanterns were first made from turnips _____

Take a torch _____

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Practise your skills – task 3

3. Add a main clause to create a complete complex sentence.

- You can put the main clause at the beginning or the end of the sentence.
- Rewrite the entire sentence, starting on the second line.
- Check that each complex sentence makes sense.
- Use capital letters, full stops and commas where you need to.

because the pumpkin was huge

although it was raining heavily

if you dress up as a vampire bat

until the clock struck midnight

where they played apple bobbing

when he made spider cupcakes

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Practise your skills – task 4

Here are some more subordinating conjunctions:

as since unless while after whereas

Example sentences

1. As I walked home from work, I saw several children trick-or-treating.
2. Jack felt unwell since he'd eaten six spider cupcakes.
3. Don't visit a house unless there is a pumpkin in the window.
4. I'm going to watch TV while you go trick-or-treating with the kids.
5. Jack felt better after his mum gave him some medicine.
6. Mrs Smith loves Halloween whereas her husband prefers Bonfire Night.



4a. Highlight the main clause in each sentence above.

4b. Replace the conjunction in each sentence with another one from the list below.

Check that each new sentence makes sense. Has the meaning changed?

Complete the table. Use each sentence at least once. (*See example in italics below*).

Discuss any changes in meaning with a partner.

	Has the meaning changed?	Y/N
when	<i>When I walked home from work, I saw several children trick-or-treating.</i>	N
because		
although		
if		
until		
where		
when		
Your choice		
Your choice		

Apply your skills – task 5

You see this poster in your village hall.

Exdale Village Hall
is 50 years old!

To celebrate our birthday we are holding a special
Halloween party for all Exdale residents.

The all-day celebration will be on Saturday Oct 31 from 10am until 10pm.



We need your help to make this a day to remember!
We are offering a £100 prize to the resident who comes up
with the best ideas for the day.
Send an email with your ideas to:
Mary Shah by Sept 1st m.shah@spook.mail

Write an email to Mary Shah. Give Mary your ideas, which should include:

- a suggestion for how to get the party started
- details of activities to be held through the day
- how you would spend the £100 prize money.

Write at least **200 words** in Standard English **using a variety of sentences** (simple, compound and complex). At least 40% of marks are awarded for SPaG (spelling, punctuation, grammar). The remaining marks are for:

- using a range of sentence structures accurately
- using language that is fit for purpose
- developing your ideas with an appropriate amount of detail
- including appropriate information in a logical order
- using paragraphs to organise your work.

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Apply your skills – task 5

5a. Plan your email here.

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Apply your skills – task 5

5b. Draft your email here.

Write about 200 words. You must use proper sentences. You must use conjunctions.

To: Mary Shah

Subject: Halloween Party Ideas



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Apply your skills – task 5

5c. Write your final version here.

These tasks assume no previous knowledge of complex sentences. They **do assume** the learner is familiar with simple sentences (i.e. one clause, one verb) and compound sentences (i.e. two simple sentences joined with a coordinating conjunction such as **and, or, but** or **so**).

Please refer to my related Entry 2- Entry 3 resource, Halloween Compound Sentences, for help with compound sentences. I have also written a related set of E1, E2 and E3 reading and writing assessments.

Maggie Harnew, Oct 2017.

Functional Skills L1-L2 English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*.

<http://www.ofqual.gov.uk/>

✓ Covered in Task 5 only.

Level 1 Writing (SS): Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

- a) Write clearly and coherently, including an appropriate level of detail
- b) Present information in a logical sequence ✓
- c) Use language, format and structure suitable for purpose and audience ✓
- d) Use correct grammar, including correct and consistent use of tense ✓
- e) Ensure written work includes generally accurate punctuation / spelling and that meaning is clear ✓

Level 2 Writing (SS): Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

- a) Present information on complex subjects clearly and concisely ✓
- b) Present information/ideas concisely, logically, and persuasively ✓
- c) Use a range of writing styles for different purposes ✓
- d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively
- e) Punctuate written text using commas, apostrophes and inverted commas accurately
- f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning ✓

** This resource also covers many adult literacy curriculum <http://www.excellencegateway.org.uk/content/etf1286> elements.

PLEASE NOTE: Pages 13-16 of this document are only available to site contributors. If you are a contributor, please use the site contact box or email Maggie for a free copy.

Contents of pages 13-16 include:

- answers to 'Check your understanding' (p2)
- cards that can be laminated for use in Task 1
- a detailed answer grid for Tasks 1a-b (pp3-4)
- answers or suggestions for Tasks 2, 3 & 4 (pp5-7)
- marking guidance for assessing Task 5 at Levels 1 and 2 (pp8-11).