

PRACTICE TEST

Unit 5: Dependent Clauses and Complex Sentences

I. Identifying Clauses

Directions: Each of the sentences below is complex. Identify the underlined clause in each sentence as either dependent (DEP) or independent (IND). (1 point each.)

1. IND Alaina is ready for the day as soon as she has her cup of coffee.
2. DEP I gave the birthday present to my friend who works at the coffee shop.
3. DEP When they prepared for a storm, their house was safe.
4. DEP John's happiest memory was when he went on vacation with his family.
5. IND We bought a new TV because our old one broke.
6. DEP Vern went to school although he had a bad cold.
7. IND I walked to the car that was parked by the entrance.
8. IND Sandy couldn't concentrate while the room was so noisy.
9. DEP Whoever has enough time should go to the basketball game Friday.
10. IND Our last hope, that the marines would rescue us, was soon to be realized.

II. Recognizing Main Clauses

Directions: Read the complex sentences below. For each sentence, identify the entire independent (main) clause and write it on the line below. (1 point each)

11. The man moved over <sup>dep. clause</sup> [because Doris and I wanted to sit together.]

The man moved over.

12. <sup>dep. clause</sup> [When she saw the price] Lucille changed her mind.

Lucille changed her mind.

13. <sup>dep. clause</sup> [if you see something suspicious] you should report it immediately.

You should report it immediately.

14. The student<sup>dep. clause</sup> [who scores the highest on the test] will win a prize.

The student will win a prize.

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15. My grandma<sup>dep. clause</sup> [who is by far my favorite relative] is visiting this summer.

My grandma is visiting this summer.

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16. I plan to take the cooking class<sup>dep. clause</sup> [that teaches how to make gnocchi.]

I plan to take the cooking class.

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17.<sup>dep. clause</sup> [Although he studied for a long time] Victor had difficulty with the test.

Victor had difficulty with the test.

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18. The soccer team was inspired by the goalie<sup>dep. clause</sup> [who made the amazing save.]

The soccer team was inspired by the goalie

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### III. Recognizing Simple, Compound, Complex Sentences

**Directions:** Read the following passage adapted from Lois Lowry's book *The Giver*. Label all numbered sentences as simple, compound, or complex. (1 point each)

19) It was almost December, and Jonas was beginning to be frightened. No. Wrong word, Jonas thought. Frightened meant that deep, sickening feeling of something terrible about to happen.

20) Frightened was how he felt a year ago when an unidentified aircraft had overflown the community twice. 21) He had seen it both times. 22) When he squinted toward the sky, he saw the sleek jet go past. 23) He watched it go past, and a second later he heard the blast of sound that followed.

24) At first, he had been only fascinated. 25) He had never seen aircraft so close, for it was against the rules. 26) Pilots were not allowed to fly over the community. 27) Occasionally, when supplies were delivered by cargo planes to the landing field across the river, the children rode their bikes to the riverbank to watch.

28) The aircraft a year ago had been different. It was not a squat, fat-bellied cargo plane but a needle-nosed single-pilot jet. 29) Jonas, who was looking around anxiously, saw the others stop. 30) They waited, confused, for an explanation of the frightening event.

19. COMPOUND

23. COMPOUND

27. COMPLEX

20. COMPLEX

24. SIMPLE

28. SIMPLE

21. SIMPLE

25. COMPOUND

29. COMPLEX

22. COMPLEX

26. SIMPLE

30. SIMPLE

#### IV. Creating Complex Sentences

**Directions:** For each of the pairs of sentences below, create one complex sentence, turning the underlined sentence into the dependent (subordinate) clause.

Do not change the order of the clauses. Be sure to punctuate the sentence correctly. (2 points each)

31. We were tired. **We finished the job.**

We were tired when we finished the job.

32. **A child is given everything.** That child will be spoiled.

A child who is given everything will be spoiled.

33. **The blueberries are ripe.** Families come to the U-Pick farm to pick them..

While the blueberries are ripe, families come to the U-Pick farm to pick them.

34. Mary wants to go to a new school. **The school has a strong fine arts program.**

Mary wants to go to a new school that has a strong fine arts program.

35. The actor hesitated. **He had forgotten his lines.**

The actor hesitated because he had forgotten his lines.

## V. Sentence Variety

**Directions:** Write a paragraph that describes your freshman year of high school so far. Then identify one example of each sentence type listed below. For each sentence you identify, underline it in its entirety and label it accordingly using the numbers in the list below (1-5) Be sure to punctuate correctly!  
(2 points each)

1. Simple sentence
2. Compound sentence
3. Complex sentence **beginning** with a dependent clause
4. Complex sentence **ending** with a dependent clause
5. Complex sentence with a dependent clause **in the middle**

① Freshman year has been interesting. I'm not sure what I thought it would be like, but it has surprised me a lot!

② The schools are huge, and I used to get lost here. ⑤ The path, which is supposed to protect us from rain, is always really crowded. ④ I know I'll enjoy my time here because it has already been fun. ③ When I am a senior, I'm sure I will remember this year fondly.