

Note from the teacher: This information sheet is a quick guide for everything we have discussed and what you have previously learned about sentences and all of the elements that make the various sentence structures. Please read the information thoroughly before you complete the work. It will help you for the midterm, and it will help you to become a better writer **IF** you apply the knowledge.

As you know, in order to form a sentence in English, you must have two components, a subject and a verb. Needless to say, almost all English sentences consist of more than a subject and a verb, and often you will find multiple subjects and verbs in a single sentence. This lesson will help you learn the four basic sentence types/structures in English. We'll start with the simplest and move through the most complicated.

Sentence Type/Structure 1: SIMPLE SENTENCE

In English, the most basic sentence will have both a subject and a verb and will express a complete thought. Of course, we often add elements to a sentence in order to provide more detail. For instance, we might add adjectives or adverbs or different types of phrases. Below you will see a very simple sentence, just a subject and verb. Then I'll show you how it looks with some added elements.

The boy runs. (boy = subject and runs = verb)

The boy runs for the high school track team.

(same sentence, but I've added a prepositional phrase, "for the high school track team")

Despite adding the different phrases or modifiers, you still have the basic sentence, "The boy runs." This is called a **simple sentence**. It is a sentence with a subject and verb that can stand on its own as a complete thought.

When you have a subject and verb that can stand alone as a complete thought, this is called an **independent clause**. A **clause** is a group of words that have a subject and a verb. **Independent** means that the clause has the ability to stand alone, meaning it is a complete sentence. **Each simple sentence has one independent clause.**

PRACTICE

Below are five sentences. Circle the subject and underline the verb in each "sentence." On the line that is provided, write SS if the sentence is a simple sentence (subject and verb and a complete thought) or NSS if the group of words is not a simple sentence. You will know that you do not have a simple sentence if you cannot find a subject and a verb and/or if the group of words do not make a complete thought. Remember, when you say the subject and the verb together, they must make sense (ex.: boy runs).

- _____ 1. The beach house blew away during the hurricane.
- _____ 2. Finding the book extremely boring, I took it back to the library.
- _____ 3. The flag waving in the breeze.
- _____ 4. In the distance I could hear thunder.
- _____ 5. Since last year I have not gotten an F on every report card.

Sentence Type/Structure 2: COMPOUND SENTENCE

The second type of English sentence is called a **compound sentence**. In this type of sentence, you will find two complete thoughts joined by a FANBOYS, which are coordinating conjunctions (i.e. *for, and, nor, but, or, yet, and so*). An easy way to tell if you have a compound sentence is to cross out the conjunction and see if you have a complete thought on both sides of the conjunction. Here is an example: **Michael washed the dishes, and Susan vacuumed the house.**

If you were to cross out “and,” would you have two complete thoughts? Yes, you have, in effect, two sentences: **Michael washed the dishes. Susan vacuumed the house.** The sentence above, then, is a compound sentence.

You are correct if you noticed that a **compound sentence consists of two (or possibly more) independent clauses**. Remember, an independent clause means you have a group of words with a subject and a verb, and that group of words can stand alone as a complete thought.

Let’s look at punctuation with **compound sentences**. If you use a coordinating conjunction (FANBOYS), the comma should be placed **in front of the conjunction**. However, you do not have to always use a comma. It is also possible to join two closely related **independent clauses** with a semicolon. Here is an example: **Michael washed the dishes; Susan dried them.**

PRACTICE

Below are five compound sentences. In each, underline the conjunction joining the two independent clauses and then place each independent clause in parentheses. Finally, mark the subject in each independent clause with an **S** and the verb in each independent clause with a **V**.

Ex.

S **V** **S** **V**
 (Michael washed the dishes), and (Susan dried them).

1. I wanted to watch a movie, but Bill wanted to skateboard.
2. After lunch we walked to Spanish, but Jim skipped the class.
3. Lying in the sun for three hours, I got a terrible sunburn, but Marie did not burn at all.
4. Use an encyclopedia, or find the information online.
 (hint: don’t forget that “you” is sometimes the understood, not stated, subject of a clause).
5. Tom cleaned the scallops; I wrapped them in bacon.

PRACTICE

Beside each sentence below, write S if the sentence is a simple sentence (one independent clause) or C if the sentence is a compound sentence (two or more independent clauses). You may find it helpful to mark the subjects and verbs before you decide on the sentence type.

- _____ 1. Did you find your wallet?
- _____ 2. My dad drives a cool Fiat Abarth, but my mom drives a boring Subaru Forester.
- _____ 3. My sister is leaving for college in a week.
- _____ 4. I did the experiments; Tim recorded the results.

_____ 5. After the last class of the day, I went home and slept for three hours.

Sentence type/structure 3: COMPLEX SENTENCE

The third type of English sentence is the **complex sentence**. Recall that an **independent clause** is a group of words with a subject and verb that can stand alone and express a complete thought (a sentence).

We also have a clause in English called a **dependent clause or subordinate**. This type of clause is a group of words with a subject and verb, but **this group cannot stand on its own** because it does not express a complete thought.

You can recognize such a clause by the introductory word that begins this type of clause. These introductory words are subordinate conjunctions or relative pronouns. Words such as *when, why, because, whenever, though, although, if, until, how, while, unless, after, before, as, as if, unless, so that, where, since*, etc. are used as subordinate conjunctions. Words such as *who, whose, whom, which, that, etc.* are relative pronouns. Here are some examples of **dependent clauses**:

Subordinate clauses	Relative Clauses
though you know the answer	who can run the fastest
although he agrees with me	whose name has the most syllables
until time is called	whom we know to be reliable
while you work on the cake	which I never knew

*Please note that all of the groups of words above are considered clauses because they contain a subject and a predicate (note the bolded words). Sometimes the subject is the introductory word (“who” in “who can run the fastest”). However, they are considered dependent clauses because they do not make a complete thought and cannot stand alone as a sentence.

*Once we add an **independent clause** to each of the **dependent clauses** above, we can form a complete sentence. The **dependent clause** can be either at the beginning of the sentence or at the end..

A complex sentence is one independent clause plus one or more dependent clauses. Here are the dependent clauses from the chart that have been added to an **independent clause** to make a complex sentence.

- o **Though you know the answer**, you shouldn’t raise your hand.
- o **Although he agrees with me**, he won’t tell anyone.
- o You can’t stop **until time is called**.
- o **While you work on the cake**, I will make the icing.

- o We will never know **who can run the fastest**.
- o Take the people **whose name has the most syllables**.
- o I hired Bill Smith, **whom we know to be reliable**.
- o Sarah, **which I never knew**, has moved to Chicago.

As you can see from the sentences above, once you add an **independent clause** to a **dependent clause**, you can form a complete sentence. This type of sentence is called a **complex sentence**. A **complex**

sentence has **one independent and one or more dependent clauses**. If the sentence begins with a dependent clause, there **must** be a comma behind the dependent clause.

Practice

Below are five complex sentences. In each sentence underline the independent clause once and the dependent clause twice. Two sentences have two dependent clauses, so watch for those!

1. He is sitting in the chair that is falling apart.
2. Although he hasn't read the book, he has decided to write a book report on it.
3. After he left the dance, Bill drove home in the car that his parents gave him for his birthday.
4. I don't understand the problem even though I got the right answer.
5. When you find him, you should give him the money that you owe him.

Sentence type/structure 4: COMPOUND-COMPLEX SENTENCE

Though this sentence type seems to be the most difficult of the four sentence types, you already understand the components of the complex-compound sentence because it is a combination of the **compound sentence** and the **complex sentence**.

The compound-complex sentence must have **two or more independent clauses (making it compound)** and **one or more dependent clauses (making it complex)**. So, in order to have a **compound-complex sentence**, you must have at least **three clauses**, two of which are **independent**.

Ex.

S V	S V	S V
(I ate tuna for lunch),	but (Steve ate a BLT)	(that his mom made for him).
independent clause	independent clause	dependent clause

As you can see, the sentence above has two independent clauses that can stand alone and are joined by a FANBOY, making it a compound sentence. Additionally, it has a dependent clause, which makes the sentence complex. Together, these three clauses form a compound-complex sentence. *Note: The two independent clauses could have been separated by a semi-colon and the sentence would still be compound-complex.

PRACTICE

Below are five compound-complex sentences. First, label the subject and verb in each clause. Then, in each sentence, put parentheses around each clause and then label each clause with an I for "independent" or a D for "dependent."

S V	S V	S V
EXAMPLE: (Tom knew my name),	but (he forgot it)	(when the teacher asked him for it).
I	I	D

1. I love eating turkey at Thanksgiving, but my friend's family eats lasagna because his cousin is allergic to poultry.
2. After I swept the garage, I asked my dad for my allowance, but he only laughed at my request.
3. I hate writing essays, and I hate writing poetry, though I love giving speeches.

4. After Bob got his license, he drove to school every day, and he picked me up.
5. Because my mother grew up without much money, she is really kind, and she gives my sister and me \$20 each week for an allowance.

CUMULATIVE PRACTICE

Label each sentence with a S (for simple), CP (for compound), CX (for complex), or CPX (for compound-complex). You may find it necessary to place parentheses around the clauses and to label each as independent or dependent before deciding on the type of sentence.

- _____ 1. You can enter the data, or you can interview the candidates.
- _____ 2. After the officer pulled Tim over, Tim began to cry, and the officer took pity on him.
- _____ 3. Mrs. Smith assigned twenty pages of the novel for homework.
- _____ 4. You should read the assigned novel; do not read *Spark Notes*!
- _____ 5. I love skiing, my brother loves snowboarding, and my sister likes snow tubing.
- _____ 6. If you do not want to join marching band, you should find another extracurricular activity.
- _____ 7. Do your homework!
- _____ 8. Whenever I hear classical music, I immediately get sleepy.
- _____ 9. In the middle of the night, my little sister screamed at the top of her lungs because she had a nightmare, and I ran to comfort her.
- _____ 10. I now understand simple, compound, and compound-complex sentences.