

## Types of sentences

### 1- Simple Sentence

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought.

1. Some students (s) like (v) to study in the mornings.
2. Juan and Sami (s) play (v) football every afternoon.
3. Alicia (s) goes (v) to the library and studies (v) every day.

The three examples above are all simple sentences. Note that sentence 2 contains a **compound subject**, and sentence 3 contains a **compound verb**. Simple sentences, therefore, contain a subject and verb and express a complete thought, but they can also contain compound subjects or verbs.

### 2- Compound Sentence

A compound sentence contains **two independent clauses** joined by a **coordinator**. The coordinators are as follows: *for, and, nor, but, or, yet, so*. (Helpful hint: The first letter of each of the coordinators spells FANBOYS.) Except for very short sentences, coordinators are always preceded by a comma.

1. I tried to speak Spanish, and (coordinator) my friend tried to speak English.
2. Sami played football, so (coordinator) Maria went shopping.
3. Sami played football, for (coordinator) Maria went shopping.

The above three sentences are compound sentences. Each sentence contains two independent clauses, and they are joined by a coordinator with a comma preceding it. Note how the conscious use of coordinators can change the meaning of the sentences. Sentences 2 and 3, for example, are identical except for the coordinators. In sentence 2, which action occurred first? Obviously, "Sami played football" first, and as a consequence, "Maria went shopping." In sentence 3, "Maria went shopping" first. In sentence 3, "Sami played football" because, possibly, he didn't have anything else to do, *for* or *because* "Maria went shopping."

### 3- Complex Sentence.

A- A complex sentence has an independent clause joined by **one or more dependent clauses**. A complex sentence always has **a subordinator** such as *because, since, after, although, or when* (and many others) or **a relative pronoun** such as *that, who, or which*.

1. **When (subordinator)** he **handed** in his homework, **he forgot** to give the teacher the last page.
2. The **teacher returned** the homework **after (subordinator)** she **noticed** the error.
3. The **students are studying** **because (subordinator)** they **have** a test tomorrow.
4. **After (subordinator)** they **finished studying,** Juan and Maria **went** to the movies
5. **Juan and Maria went** to the movies **after (subordinator)** they **finished** studying.

When a complex sentence begins with a subordinator such as sentences 1 and 4, a comma is required at the end of the dependent clause. When the independent clause begins the sentence with subordinators in the middle as in sentences 2, 3, and 5, no comma is required. If a comma is placed before the subordinators in sentences 2, 3, and 5, it is wrong.

Note that sentences 4 and 5 are the same except sentence 4 begins with the dependent clause which is followed by a comma, and sentence 5 begins with the independent clause which contains no comma. The comma after the dependent clause in sentence 4 is required, and experienced listeners of English will often *hear* a slight pause there. In sentence 5, however, there will be no pause when the independent clause begins the sentence.

## **B- Complex Sentences / Adjective Clauses**

Finally, sentences containing adjective clauses (or dependent clauses) are also complex because they contain an independent clause and a dependent clause. In these sentences, the independent clauses are underlined.

1. The woman who called my mom sells cosmetics.
2. The book that Maria read is on the shelf.
3. The house which Abraham Lincoln was born in is still standing.
4. The town where I grew up is in the United States.

**Activity 1: fill in the gaps with the right word: stimulate / if / even if / as / text-based**

The pedagogical strength of multimedia is that it uses the natural information-processing abilities that we already possess as humans. The old saying that “a picture is worth a thousand words” often understates the case especially with regard to moving image **as** our eyes are

highly adapted to detecting and interpreting movements. For the student, one advantage of multimedia courseware over the **text-based** variety is that the application looks better. **If** the courseware includes only a few images at least, it gives relief from the screen and **stimulate** the eye **even if** .the image have little pedagogical value.

**Activity 02: The above paragraph is about the advantages of multimedia. Write another paragraph on the same topic using a simple sentence, and a complex one.**

**Multimedia which refers to woven combination of text, graphic art, sound, animation, and video elements offers a unique advantages in the field of education.( a complex sentence) multimedia enables learning through exploration, discovery and experience. (a simple sentence).**