**Centre Universitaire Abdelhafid Boussouf Centre E-learning**

# English – Level1

**Lesson 2 Sentence Types**

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| ***Etudiants Concernés Semestre 1*** |
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| ***Sciences Economique*** | *-Sciences Economique.****-****Sciences Commerciales.****-****Sciences de la Gestion.* | *Licence 1* | *Toutes les spécialités.* |

***Objectives of the Lesson:***

* To signal the crucial importance of sentences.
* To make you aware of the existence of more than one single type of sentences.
* To make it easy for you to produce and identify sentences of different catgoeries.

What is a sentence

A **sentence** is a grammatical unit containing usually two words or more. This unit should convey an independentcomplete meaning. So, it is only logical to argue that a sequence of two or more words than does not convey complete meaning cannot qualify for the status of a complete sentence. A sentence should contain a verb, which is viewed as the ‘heart’ of any English sentence. A sentence starts with a capital letter and ends with a full stop, aquestion mark or an exclamation mark.

It is crucial that you can easily produce and recognize four different types of sentences:

* 1. Simple sentence
	2. Compound sentence
	3. Complex sentence
	4. Complex-compound sentence

## SIMPLE SENTENCES

A [simple sentence](https://academicguides.waldenu.edu/writingcenter/scholarlyvoice/sentencestructure#s-lg-box-2835546) contains a subject and a verb, and it may also have an object and modifiers. However, it containsonly ***one*** independent clause.

Key: **Yellow, bold** = subject; green underline = verb, *blue, italics* = object, pink, regular font =prepositional phraseHere are a few examples:

* + **She** read.
	+ **She** completed *her literature review*.

|  |  |
| --- | --- |
| **He** | organized |
| **They** | studied |

* + *his sources* by theme.
	+ *APA rules* for many hours.

# COMPOUND SENTENCES

A [compound sentence](https://academicguides.waldenu.edu/writingcenter/scholarlyvoice/sentencestructure#s-lg-box-2835546) contains at least ***two*** independent clauses. These two independent clauses can be combined witha [comma](https://academicguides.waldenu.edu/writingcenter/punctuation/commas) and a [coordinating conjunction](https://academicguides.waldenu.edu/writingcenter/grammar/conjunctions) or with a [semicolon.](https://academicguides.waldenu.edu/writingcenter/punctuation/semicolons)

Key: independent clause = **yellow, bold;** comma or semicolon = pink, regular font; coordinating conjunction = green,underlined

Here are a few examples:

* + SHE COMPLETED HER LITERATURE REVIEW, AND SHE CREATED HER REFERENCE LIST*.*

## He organized his sources by theme; then, he updated his reference list.

* + THEY STUDIED APA RULES FOR MANY HOURS, BUT THEY REALIZED THERE WAS STILL MUCH TO LEARN.

Using some compound sentences in writing allows for more [sentence variety.](https://academicguides.waldenu.edu/writingcenter/scholarlyvoice/sentencestructure)

## COMPLEX SENTENCES

A [complex sentence](https://academicguides.waldenu.edu/writingcenter/scholarlyvoice/sentencestructure#s-lg-box-2835546) contains at least ***one*** independent clause and at least ***one*** dependent clause. Dependent clauses canrefer to the subject (*who, which*) the sequence/time (*since, while*), or the causal elements (*because, if*) of the independent clause.

If a sentence begins with a dependent clause, note the comma after this clause. If, on the other hand, the sentencebegins with an independent clause, there is not a comma separating the two clauses.

Key: independent clause = **yellow, bold;** comma = pink, regular font; dependent clause =

*blue, italics*

Here are a few examples:

* + *Although she completed her literature review*, **she still needed to work on her methods section.**

o Note the comma in this sentence because it begins with a dependent clause.

* *Because he organized his sources by theme*, **it was easier for**

## his readers to follow.

o Note the comma in this sentence because it begins with a

dependent clause.

* + **They studied APA rules for many hours** *as they were so interesting***.**

o Note that there is no comma in this sentence because it begins with an independent clause.

* + Using some complex sentences in writing allows for more [sentence variety.](https://academicguides.waldenu.edu/writingcenter/scholarlyvoice/sentencestructure)

# COMPOUND-COMPLEX SENTENCES

Sentence types can also be combined. A compound-complex sentence contains at least ***two*** independent clauses and atleast ***one*** dependent clause.

Key: independent clause = **yellow, bold;** comma or semicolon = pink, regular font; coordinating conjunction = green,underlined; dependent clause = *blue, italics*

* + **She completed her literature review**, **but she still needs to work on her methods section** *even though shefinished her methods course last semester***.**
	+ *Although he organized his sources by theme*, **he decided to arrange them chronologically**, and **he carefullyfollowed the MEAL plan for organization.**
	+ *With pizza and soda at hand*, **they studied APA rules for many hours**, and **they decided that writing inAPA made sense** *because it was clear, concise, and objective***.**
	+ Using some complex-compound sentences in writing allows for more [sentence](https://academicguides.waldenu.edu/writingcenter/scholarlyvoice/sentencestructure) [variety.](https://academicguides.waldenu.edu/writingcenter/scholarlyvoice/sentencestructure)
	+ Pay close attention to [comma](https://academicguides.waldenu.edu/writingcenter/punctuation/commas) usage in complex-compound sentences so that the reader is easily able tofollow the intended meaning.

TIME FOR PRACTICE

**Activity**

Identify the sentence type:

1. I sent him an email but he did not answer me back.
2. Although I revised very well, I got a bad mark.
3. I apologized to my best friend who blamed me for not attending her wedding.
4. They will travel to London by next week.
5. Mary lost the job yet she is not angry.

## References

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	4. Murdphy. R. (2012). English Grammar in Use. Cambridge. Cambridge UniversityPress.
	5. Chalker. S. (1992). A Student’s English Grammar. Longman: England.