# Topic 7 ▶ Conjunctions and Sentence Types

## LEARNING OUTCOMES

By the end of this topic, you should be able to:

1. Categorise the different types of coordinating conjunctions and subordinating conjunctions;
2. Identify the different functions of coordinating and subordinating conjunctions;
3. Define the three sentence types;
4. Differentiate the forms of three sentence types; and
5. Explain the grammar rules related to conjunctions and sentence types.

## ▶ INTRODUCTION

> The coordination and subordination systems allow us to combine sentences (i.e. clauses) in different ways to achieve different effects. All grammatical structures can be coordinated, but only clauses can be subordinated.
>
> (Master,1996)

> Sentences are the only group of words that can stand alone to express complete thoughts. The key idea here is standing alone. Sentences are not dependent on some previous contexts or question to fill in grammatically significant pieces.
>
> (Lester & Beason, 2004)

Copyright © Open University Malaysia (OUM)

This topic introduces another part of speech, which is conjunctions, and explains how they are used to produce different sentence types. You will look at two main types of conjunctions, which are coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions link ideas of equal importance, whereas subordinating conjunctions show the relationship between ideas of unequal rank. Sentences are made as a result of combining together elements like words, phrases and clauses. By using the elements of clause structure and the rules of grammar, you can produce many different types of sentences using appropriate conjunctions. In this topic, you will look at three different sentence types: simple, compound and complex. A simple sentence has one independent clause. A compound sentence consists of two or more independent clauses. A complex sentence contains an independent clause and one or more dependent clauses.

## 7.1 CONJUNCTIONS

Conjunctions are grammatical connectors that link words, phrases or clauses. A conjunction can indicate the relationship between the elements that it connects in the sentence. Without conjunctions, we would not see the relationship. We will be looking at two types of conjunctions: coordinating conjunctions and subordinating conjunctions.

According to Rozakis (2003), "Coordination shows the relationship among equal independent clauses; subordination, in contrast, shows the relationship between two unequal but related clauses. Subordination helps to develop ideas, trace relationships among ideas, and emphasise one idea over the other."

Conjunctions have three basic forms:

(a) **Single Word**
For example: so, for, and, but, because, although

(b) **Compound (often ending with as or that)**
For example: provided that, as long as, in order that

(c) **Correlative (surrounding an adverb or adjective)**
Correlative conjunctions are two-part conjunctions, for example: so...that, both...and.

Copyright © Open University Malaysia (OUM)

Figure 7.1 shows the different types of conjunctions.

**Figure 7.1:** Types of conjunctions

## 7.1.1 Coordinating Conjunctions

There are seven coordinating conjunctions and they are all single words.

| | | | | | | |
|---|---|---|---|---|---|---|
| for | and | nor | but | or | yet | so |

A coordinating conjunction is a connector that links words, phrases or clauses. Coordinating conjunctions are used to join two similar grammatical constructions or ideas of equal importance. They may join single words or group of words but they must always join similar elements: e.g. subject + subject, verb phrase + verb phrase, noun phrase + noun phrase or clause + clause.

According to Pollock (1982,p.46), "Coordination is a method for combining two or more complete sentences, not only to produce longer sentence but also to show the proper relationship between similar or related ideas. Coordinating conjunctions like *for, and, nor* have different meanings, so they show different relationships between the ideas in the sentences.

Coordinating conjunctions always come **between** the words or clauses that they join. They don't come at the beginning or end. Look at the examples in the table - the two elements that the coordinating conjunction joins are shown in *italics*.

Copyright © Open University Malaysia (OUM)

| | |
|---|---|
| Two words | *Jack* **and** *Jill* went up the hill.<br>My daughter loves to eat *bread* **and** *cheese*. |
| Two prepositional phrases | Please meet me *near the cafeteria* **or** *by the library*. |
| Two verb phrases | Jack *fell down* **and** *broke his arm*.<br>Those foreign maids *have lived* **and** *worked* in Malaysia for four years. |
| Two dependent clauses | We can investigate while you are teaching **or** when you finish work. |
| Two independent clauses | Cheryl needed a change, **so** she moved to Cherating. |

## ACTIVITY 7.1

Find the coordinating conjunctions in the following sentences and determine if they are joining words, phrases or clauses. What is the function of each coordinating conjunction?

1. Time and tide waits for no man.
2. You can pay by card or by cash.
3. Nicholas is rich but tight-fisted.
4. I was sleepy so I took a nap.
5. My hands were really cold and numb.
6. My cousin and I will bake the wedding cake.
7. My maid peeled the potatoes and put them in boiling water.
8. I hate to waste this shark fin soup, for it is an expensive dish to have.
9. Ranch House Grill is famous for tasty grilled Western dishes and a large variety of pizzas.
10. She was already running late for work, yet she stopped to help a blind man cross the road.

Read through the following notes to know more about the forms and functions of coordinating conjunctions. For more detailed information, refer to Collins COBUILD English Grammar (Sinclair, 1993, p.373-383).

Copyright © Open University Malaysia (OUM)

**Table 7.1:** Types and Functions of Coordinating Conjunctions

| Type | Function |
|---|---|
| for | • To introduce the reason/cause for the preceding clause |
| and | • To join two similar ideas together<br>• To suggest that one idea is chronologically sequential to another<br>• To add additional information<br>• To suggest that one idea is the result of another |
| nor | • To reinforce negative (not this either), joining two negative alternatives<br>• To express an alternative or choice |
| but | • To suggest contrast or contrary information<br>• To connect two ideas with meaning of 'with the exception of' |
| or | • To join two alternative ideas<br>• To suggest that only one possibility can be realised<br>• To express a condition |
| yet | • To suggest an element of surprise, or something unexpected<br>• To show contrast or difference |
| so | • To provide consequential information (shows that the second idea is the result of the first)<br>• To introduce a result / conclusion |

The linking of clauses, or word groups, using coordinating conjunctions is called coordination. Coordinating conjunctions are sometimes called coordinators. When forming sentences, we have to pay attention to the relationship each coordinator stresses.

| | |
|---|---|
| Jane was cold, **so** she put on a coat. | The conjunction **so** shows cause and effect. |
| We could go for a movie, **or** we could bake a cake. | The conjunction **or** indicates a choice between two statements. |
| He looked angry **but** he may be pretending. | **But** shows contrast between two sentences. |
| He was retrenched for a year, **yet** somehow he managed to survive with the help of his wife. | **Yet** is used to show difference or contrast. |
| He went to the market **and** bought some vegetables for dinner. | The conjunction **and** is used to link ideas. |

Copyright © Open University Malaysia (OUM)

| | |
|---|---|
| She must have done her research well, **for** she is a meticulous person. | **For** is used to introduce reason or cause. |
| I did not buy anything, **nor** did my sister. | **Nor** is used to reinforce negative. |

An easy way to remember the seven coordinating conjunctions is to think of the acronym **FANBOYS**. Each of the letters in this acronym is the first letter of one of the coordinating conjunctions.

**ACTIVITY 7.2**

Read and understand the following sentence:

**Amir is a thief, so his family loves him.**

1. The sentence above is grammatically correct. There is a subject and verb in each independent clause. Why then does the sentence sound odd?
2. What is the function of the conjunction '**so**'?
3. Will the sentence sound better if the conjunction 'so" is replaced by another conjunction?
4. How can the use of other coordinating conjunctions (for example, "yet" or "but") change the relationship between the two clauses? Will the meaning of the sentence still be the same?

## 7.1.2 Correlative Conjunctions

A correlative conjunction is a coordinating conjunction that works in pairs to connect elements in a sentence. According to Sinclair (1993), "when you are using coordinating conjunctions, you sometimes want to emphasise that what you are saying applies to both the word groups linked by the conjunction. You usually do this by putting a word such as 'both' or 'neither' in front of the first word group. These pair of conjunctions requires equal structures after each one."

| Correlative Conjunctions | Functions | Examples |
|---|---|---|
| not…but | Replacing one idea by another | We are going to England **not** next week, **but** the week after. |
| both…and | Adding one item or idea to another | **Both** my brother **and** his wife were working in a private hospital. |

Copyright © Open University Malaysia (OUM)

| | | |
|---|---|---|
| either…or | Alternatives | You can have **either** a window seat or an aisle seat. |
| neither…nor | Adding two negative ideas together | My landlord is **neither** kind **nor** compassionate. |
| not only…but also | Adding one idea to another: emphatic | The gangster is **not only** wicked, **but also** callous. |

## ACTIVITY 7.3

Fill in the blanks with suitable coordinating conjunctions or correlative conjunctions.

1. Is that story true _____ false?
2. Jerry is tall, _____ Jeremy is taller.
3. Roses _____ carnations are my favourite flowers.
4. Bring _____ a cake _____ a pizza to the party.
5. I must attend the show, _____ my daughter is taking part.
6. Muhammad was so tired, _____ he came for the farewell.
7. _____ Vincent _____ Vicky should have come and seen me.
8. I had no evening gown, _____ I hired one for our annual dinner.
9. The children screamed excitedly _____ ran towards Santa Claus.
10. _____ my grandfather _____ my father were from the banking line.
11. We waited so long for Angeline _____ she didn't turn up for the interview.
12. It is _____ useful _____ necessary for you to be there during the meeting.
13. This movie is particularly thrilling, _____ it is written and directed by Night Shyamalan.
14. Sheelan is trying to decide _____ to go to medical school _____ to go to law school.
15. The earthquakes destroyed _____the villages but _____ the surrounding towns.

Copyright © Open University Malaysia (OUM)

16. It is difficult to learn the rules of grammar, _____ basic grammar skills are essential if you want to master the language fast.
17. We were angry, ____ because we lost the match ___ because the judging was not fair.
18. The car was totally wrecked, _____ somehow he managed to escape unhurt.
19. The free check-up offer is only valid for a month, _____ you must fix an appointment quickly.
20. My mother went to the bakery _____ bought some coconut buns and Swiss rolls.

**Answer**

1. Is that story true <u>or</u> false?
2. Jerry is tall, <u>but</u> Jeremy is taller.
3. Roses <u>and</u> carnations are my favourite flowers.
4. Bring <u>either</u> a cake <u>or</u> a pizza to the party.
5. I must attend the show, <u>for</u> my daughter is taking part.
6. Muhammad was so tired, <u>yet</u> he came for the farewell.
7. <u>Either</u> Vincent <u>or</u> Vicky should have come and seen me.
8. I had no evening gown, <u>so</u> I hired one for our annual dinner.
9. The children screamed excitedly <u>and</u> ran towards Santa Claus.
10. Both my grandfather <u>and</u> my father were from the banking line.
11. We waited so long for Angeline <u>but</u> she didn't turn up for the interview.
12. It is <u>neither</u> useful <u>nor</u> necessary for you to be there during the meeting.
13. This movie is particularly thrilling, <u>for</u> it is written and directed by Night Shyamalan.
14. Sheelan is trying to decide <u>whether</u> to go to medical school <u>or</u> to go to law school.
15. The earthquakes destroyed <u>not only</u> the villages but <u>also</u> the surrounding towns.
16. It is difficult to learn the rules of grammar, <u>yet</u> basic grammar skills are essential if you want to master the language fast.

Copyright © Open University Malaysia (OUM)

17. We were angry, not because we lost the match but because the judging was not fair.
18. The car was totally wrecked, yet somehow he managed to escape unhurt.
19. The free check-up offer is only valid for a month, so you must fix an appointment quickly.
20. My mother went to the bakery and bought some coconut buns and Swiss rolls.

## 7.1.3 Subordinating Conjunctions

### Forms of Subordinating Conjunctions

| | |
|---|---|
| Single words | as, as if, since, because, despite, while, although, |
| Compound words | so that, provided that, except that, sooner than, as long as, |

### Functions of Subordinating Conjunctions

A subordinating conjunction comes at the beginning of a subordinate or dependent clause. Subordinating conjunctions are used to introduce adverb clauses (a type of subordinate clause) that depend on the independent clause for its meaning. It establishes the relationship between the dependent clause and the rest of the sentence.

Subordinating conjunctions also join two clauses together, but in doing so, they make one clause dependent (or "subordinate") upon the other.

Examples:

He is stubborn.

He won't listen to anyone.

Both are independent clauses.

Add the subordinating conjunction '***because***' to **He is stubborn.**

**because** he is stubborn.

This is now a dependent clause.

Put the two clauses together.

He won't listen to anyone **because** he is stubborn.

Note: You will learn more about independent and dependent clauses in Topic 8.

Copyright © Open University Malaysia (OUM)

| Functions | Subordinating Conjunctions | | |
|---|---|---|---|
| Comparison | as<br>as…… so | than | as if<br>as though |
| Condition | if<br>as<br>in case | unless<br>as long as<br>whether or not | seeing (that)<br>given (that)<br>provided (that) |
| Contrast | much as<br>although<br>despite<br>even though | not that<br>while<br>even if<br>although…yet | though<br>whereas<br>except that<br>in spite of the fact that |
| Degree or extent | as far as | so ….. that | than |
| Exception | but (that) | except (that) | |
| Manner | as<br>as if | must as<br>just as | like<br>as though |
| Place | where | wherever | |
| Purpose | so that | in order that | in order to |
| Reason and cause | as | because | since |
| Result | so…. that | such … that | |
| Indirect question | whether | if | whether…or |
| Indirect statement | that | | |
| Time (same time) | as<br>when | while<br>now (that) | whenever |
| Time (earlier time) | till | before | until |
| Time (later time) | after | since | |
| Time (just after) | once<br>as soon as | when | whereupon |

Copyright © Open University Malaysia (OUM)

The following are some sample sentences that use subordinating conjunctions for different purposes.

| Function | Sample Sentence |
|---|---|
| Comparison | She performed wonderfully, **as** I thought she would. |
| | It looks **as though** the weather is improving. |
| | She loves me **as if** I were her own daughter. |
| Condition | **If** I drink too much coffee, I can't sleep. |
| | I shall accompany you **provided that** you send me back home. |
| | **Unless** the concert tickets are very cheap, I won't be able to attend. |
| | I will continue working here **as long as** they need me. |
| Manner | Syed is a talented artist, **as** his father used to be. |
| | He treats his wife **as if** she's a child. |
| | He behaves **as though** he knows everything. |
| Place | We can meet **wherever** you like. |
| | You should first swim **where** the water is not very deep. |
| Time | I saw my friend **as** she was leaving the bank. |
| | **Now that** you're here, we can start the prayers. |
| | We shall play badminton **as soon as** you finish you work. |
| | I had not seen my aunt **since** she left the country. |
| Purpose | We are promoting this product **so that** everyone will know about it. |
| | En. Ahmad strives hard in **order that** his family will have a better life. |
| Reason | **As** I am the eldest child, I have to look after my parents. |
| | The errant students ran away **because** they saw the discipline master. |
| Contrast | I will replace your precious vase **even if** it is going to cost a bomb. |
| | Mrs. Joseph is very fit **though** she is eighty years old. |
| | **Although** Siti was not well, she still sat for the exam. |
| Degree | **As far as** I am concerned, she is a very caring person. |
| Result | He is **so** talented **that** he was chosen to represent his country. |
| | Kuala Lumpur is **such** a modern city **that** I can't imagine staying anywhere else. |

Copyright © Open University Malaysia (OUM)

### Not sure when to use a subordinating conjunction or a coordinating conjunction?

Use a coordinating conjunction when you want to link related independent clauses.

Use a subordinating conjunction when you want to put the most important idea in the main clause.

## ACTIVITY 7.4

Fill in the blanks with suitable subordinating conjunctions.

1. _____ the bakery didn't attract enough customers, it closed down.
2. _____ he was in office, he created the National Service.
3. _____ I think about my grandmother's death, I feel sad.
4. I refused to believe that someone had murdered him _____ I read the report of his death on paper.
5. We checked in earlier _____ we will be sure of a seat.
6. Helmi has wanted to be a teacher _____ he was young.
7. The vendors spoke _____ they were angry.
8. I wouldn't mind staying in a hostel _____ the rooms are clean.
9. _____ we wanted to eat seafood, we went to Port Klang yesterday.
10. It began to rain heavily _____ the ship reached shore.
11. Harry decided to go diving, _____ he had a bad cold.
12. _____ you feel hungry, help yourself to the food in the fridge.
13. _____ they were away on holidays, I helped to take care of their home.
14. _____ I started working full-time, I don't have time for recreational activities.
15. _____ I was leaving for home the other day, I met my childhood friend.
16. You can borrow the novel _____ you return it soon.

Copyright © Open University Malaysia (OUM)

17. The notice was published _____ all might know the facts.
18. He saved all his allowances _____ he could buy a motorcycle.
19. Johnny asked _____ he might have a holiday next semester.
20. Muhammad was so tired _____ he could scarcely stand.

**Answers**

1. As the bakery didn't attract enough customers, it closed down.
2. While he was in office, he created the National Service.
3. Whenever I think about my grandmother's death, I feel sad.
4. I refused to believe that someone had murdered him until I read the report of his death on paper.
5. We checked in earlier so that we will be sure of a seat.
6. Helmi has wanted to be a teacher since he was young.
7. The vendors spoke as if they were angry.
8. I wouldn't mind staying in a hostel as long as the rooms are clean.
9. Since we wanted to eat seafood, we went to Port Klang yesterday.
10. It began to rain heavily before the ship reached shore.
11. Harry decided to go diving, even though he had a bad cold.
12. If you feel hungry, help yourself to the food in the fridge.
13. While they were away on holidays, I helped to take care of their home.
14. Since I started working full-time, I don't have time for recreational activities.
15. As I was leaving for home the other day, I met my childhood friend.
16. You can borrow the novel provided that you return it soon.
17. The notice was published in order that all might know the facts.
18. He saved all his allowances so that he could buy a motorcycle.
19. Johnny asked whether he might have a holiday next semester.
20. Muhammad was so tired that he could scarcely stand.

Copyright © Open University Malaysia (OUM)

## 7.2 SENTENCE TYPES

A sentence expresses a statement, a question, a command or an exclamation. In the written form it begins with a capital letter and ends with a full stop, a question mark or an exclamation mark.

Examples:

| | |
|---|---|
| The children were playing in the garden. | Statement |
| Where are they? | Question |
| Don't make noise. | Command |
| What a beautiful car! | Exclamation |

However, in terms of form, a sentence can be Simple, Compound or Complex. These are the three sentence types in English.

### ACTIVITY 7.5

Given below are three sets of sentences: A, B, and C. Can you identify the sentence type, Simple, Compound or Complex, of each set of sentences? Explain the criteria you use to differentiate them.

| Set A | Set B | Set C |
|---|---|---|
| 1. The college made her a director.<br>2. Miss Irene praised the drama cast.<br>3. Jack and Jill are close friends.<br>4. Teach me how to knit this shirt.<br>5. He is transferring to Kuching today. | 1. He mixed the dough, but we baked it.<br>2. You can either pay up or face the consequences.<br>3. She eats moderately, yet she is fat.<br>4. She was shivering, so we gave her our coat.<br>5. The man turned and left the shop. | 1. If it is cold, I will use my shawl.<br>2. Ahmad told me that his father would come.<br>3. I didn't want to buy the player because it is expensive.<br>4. The dress which has the lace trimmings is mine.<br>5. I will never forget the day when I got my driving license. |
| Sentence Type:<br><br>Criteria: | Sentence Type:<br><br>Criteria: | Sentence Type:<br><br>Criteria |

Copyright © Open University Malaysia (OUM)

## 7.2.1 Simple Sentences

Set A consists of simple sentences. A simple sentence is made up of a single clause with only one finite verb, which is also known as an independent clause. The finite verbs in the sentences in Set A are ***made, praised, are, teach***, and ***is transferring***. A simple sentence can stand alone as a grammatically complete sentence.

**ACTIVITY 7.6**

This is a list of expressions. Some are simple sentences but the rest are not. Can you identify the simple sentences? What criteria do you use in identifying them?

1. Susan gave her mother a rose for her birthday.
2. And pushed the cart around the market all morning.
3. I had to attend lectures the whole afternoon.
4. Or could attend the seminar next month.
5. Some flour for cakes and five loaves of bread.
6. Works in the operation theatre.

A simple sentence presents a single idea. In fact, simple sentences, because they present ideas clearly, are useful for creating emphasis. However, the use of too many simple sentences can make your writing choppy.

A simple sentence has two main parts: subject and predicate. There are only seven elements of clause structure, yet out of these seven, any number of simple sentences can be made. Below are the seven different patterns of a simple sentence.

| Simple Sentences | Sentence Elements |
|---|---|
| She laughed. | SV |
| The weather is getting cooler. | $SVC_s$ |
| She was in her bedroom. | SVA |
| All the girls love cooking. | $SVO_d$ |
| My friend will lend us his new i-pod. | $SVO_iO_d$ |

Copyright © Open University Malaysia (OUM)

| | |
|---|---|
| The secretary referred me to her manager. | $SVO_dA$ |
| The chairperson declared the meeting open. | $SVO_dC_o$ |

Note: You will learn about the seven sentence patterns of simple sentences in Topic 9.

## 7.2.2 Compound Sentences

Set B consists of compound sentences. A compound sentence is made up of two or more independent clauses connected to one another by a coordinating conjunction. The coordinating conjunctions used in the sentences in Set B are ***but, or, yet, so*** and ***and***. Each independent clause is complete by itself and can stand alone. In sentence (6), the subject "the man" has been omitted in the second independent clause. This is referred to as **ellipsis**. For more detailed information, refer to the Collins COBUILD English Grammar, p. 374.

- The man turned and **(the man)** left the shop.
- She came into the office but **(she)** didn't say anything.

A compound sentence is most effective when you use it to create a sense of balance or contrast between two or more equally important pieces of information. The coordinating conjunctions show the relationship between the two ideas.

The two parts of the compound sentence need to be linked correctly, with a comma and then a coordinating conjunction at the place where one sentence ends and the other begins. Otherwise we will have a sentence error called a **run-on sentence** as in the following example.

- The night was cold we forgot to bring our jackets. (run-on sentence)

The night was cold, ***and*** we forgot to bring our jackets. (compound sentence)

### Forming Compound Sentences

Compound sentences are formed by linking simple sentences. A compound sentence contains two or more independent clauses connected to one another with a coordinating conjunction. These independent clauses refer to two separate actions which are equally important. Independent clauses in compound sentences can be joined in one of three ways:

- Independent Clauses may be joined by a coordinating conjunction, which indicates the relationship between the sentences. The coordinators are as

Copyright © Open University Malaysia (OUM)

follows: *for, and, nor, but, or, yet, so*. (Helpful hint: The first letter of each of the conjunctions spells FANBOYS.)

| Independent Clause | Coordinating Conjunction | Independent Clause |
|---|---|---|
| I had a terrible migraine last night | **so** | I couldn't go out. |

When using a coordinating conjunction to join two independent clauses or two sentences, we have to use a comma before the conjunction.

- They lived in a beautiful condominium, **yet** they were not happy.

However, if the independent clauses are short and well-balanced, a comma is not necessary.

- She is kind **so** she helps everyone.
- Independent clauses that are related may be joined by a semicolon **(;)** to form a compound sentence. A semicolon is normally used when the independent clauses are closely related and the relationship is implied.

| Independent Clause | Semicolon | Independent Clause |
|---|---|---|
| I had a terrible migraine last night | ; | I couldn't go out. |

- Independent Clauses may also be joined by a semicolon followed by a conjunctive adverb which indicates the relationship between the two independent clauses or simple sentences.

| Independent Clause | Semicolon | Conjunctive Adverb | Independent Clause |
|---|---|---|---|
| I had a terrible migraine last night | ; | **therefore,** | I couldn't go out. |

Conjunctive adverbs are used to show how the ideas in the second independent clause are related to the meaning of ideas in the first sentence. Rozakis (2003) points out that "…a semicolon and a conjunctive adverb together indicate different relationships, depending on the conjunctive adverbs. The relationships are chiefly examples, continuation and contrast." The following is a list of frequently used conjunctive adverbs.

Copyright © Open University Malaysia (OUM)

| | | |
|---|---|---|
| *also* | *incidentally* | *nonetheless* |
| *as a result* | *indeed* | *on the contrary* |
| *besides* | *in fact* | *on the other hand* |
| *consequently* | *in other words* | *otherwise* |
| *finally* | *instead* | *still* |
| *for example* | *likewise* | *then* |
| *furthermore* | *meanwhile* | *therefore* |
| *however* | *nevertheless* | *next* |

**ACTIVITY 7.7**

Link the sentences below to form a compound sentence. Use suitable coordinating conjunctions.

1. The agenda for the meeting will be changed. I know several politicians will not like the change.
2. The promotion is only valid for one month. You must act fast.
3. Our instructor was absent. We cancelled the rehearsal.
4. He had no proper qualifications. He got the job.
5. They left for Ipoh early in the morning. They are still not there.
6. He ran to the central station. He missed the train.
7. We must finish our assignment on time. The lecturer will get angry with us.
8. Your arguments are quite good. They do not convince me.
9. It was raining heavily. We decided to change our mind.
10. I have warned her many times. She refused to listen to me.

## 7.2.3 Complex Sentences

Set C consists of complex sentences. A complex sentence has an independent clause joined by one or more dependent clauses. Dependent clauses cannot stand alone because they do not express a complete thought. The dependent clause gives more information about the independent clause, and is introduced by a subordinating conjunction such as ***because, since, after, although,*** or ***when,*** a

Copyright © Open University Malaysia (OUM)

relative pronoun such as ***that***, ***who***, or ***which*** or a relative adverb such as ***when, why,*** or ***where***.

In Set C, the dependent clauses in sentences (1), (2) and (3) are introduced by subordinating conjunctions ***if, that*** and ***because*** respectively. In sentence 4, the dependent clause is introduced by a relative pronoun, ***which,*** while in sentence 5, the dependent clause is introduced by a relative adverb, ***when***.

## Forms of Complex Sentences

The following are some of the ways of forming complex sentences using three different types of dependent clauses (a noun clause, an adverb clause or a relative clause).

Complex sentences containing adverbial clauses can be formed in two ways:

| Independent Clause | Dependent Clause Introduced by Subordinating Conjunction |
|---|---|
| I went to the hypermarket | **after** I finished work. |

You can also form a complex sentence containing adverbial clause in this manner.

| Dependent Clause Introduced by a Subordinating conjunction | comma | Independent Clause |
|---|---|---|
| **After** I finished work | , | I went to the hypermarket. |

The term 'periodic sentence' is used to refer to a complex sentence beginning with a dependent clause and ending with an independent clause. Periodic sentences can be effective because the completed thought occurs at the end of the sentence. Thus, the first part of the sentence can build up to the meaning that comes at the end.

When the independent clause comes first, a comma **should not** be used to separate the two clauses. However, if the dependent clause comes first, a comma **should** be used to separate the two clauses.

Pollock (1982) states that "After an independent clause, a comma is usually used before the word "through", "although", "even though", "while", "in spite of the fact that" because they often introduce ideas that are unnecessary or connected loosely with the idea in the independent clause.

Complex sentences containing noun clauses are as below. The words in bold are noun clauses.

- I don't know **where Lilian went last night**.

Copyright © Open University Malaysia (OUM)

- **That she told us the truth** made us happy.
- **What you are planning** is none of my business.
- I can't understand **why the meeting was cancelled**.

Finally, sentences containing relative clauses (or dependent clauses) are also complex because they contain an independent clause and a dependent clause. The relative clauses in the following examples are in bold.

- The boy **who came just now** is my brother.
- I bought a car **that cost RM100,000**.
- That is the place **where she was born**.

Complex sentences are more effective than compound sentences because a complex sentence indicates clearer and more specific relationships between the main parts of the sentence. The subordinating conjunction "although", for instance, tells us that the idea in the dependent clause contrasts with the idea in the main clause.

## ACTIVITY 7.8

First sentence:
***He has retired.***

Second sentence:
***Encik Salim keeps himself busy with some social work.***

Coordinated :

- Encik Salim keeps himself busy with some social work and he has retired.

Subordinated:

- Although he has retired, Encik Salim keeps himself busy with some social work.
- Encik Salim keeps himself busy with some social work because he has retired.
- Since Encik Salim keeps himself busy with some social work, he has retired.

Copyright © Open University Malaysia (OUM)

1. Which sentence is more logical?

2. How do you decide which ideas need to be coordinated or subordinated?

3. From the examples above, which subordinating conjunction best expresses the relationships between the independent clause and the dependent clause?

## ACTIVITY 7.9

Form a complex sentence by completing the following statements.
Be careful of the meaning indicated by each subordinating conjunction,

1. The life of a student nurse is often difficult
   because _____
   although_____

2. The train fare will remain the same
   until_____
   unless_____

3. I am planning to move in with my parents
   so that _____
   until _____

4. I'll probably visit England next year
   even though_____
   in spite of the fact that _____

5. The stewardess told us to sit
   wherever _____
   as soon as _____

Copyright © Open University Malaysia (OUM)

## SUMMARY

- There are two different types of conjunctions: coordinating conjunctions and subordinating conjunctions.
- Coordinate when you want to link equal related independent clauses. We can coordinate independent clauses by using coordinating conjunctions, correlative conjunctions or a semicolon and a conjunctive adverb.
- Subordinate when you want to show a relationship between two or more ideas, one of which is more important than the others are. Subordinating conjunctions are used to introduce adverbial clauses that depend on the independent clause for their meaning.
- Sentences consist of one or more than one clauses. Much of the grammar of sentence structure is concerned with the systems of connection, which allow clauses to be joined together.
- Sentences are classified by structure. In this topic, we looked at three categories: simple sentences, compound sentences and complex sentences.

## KEY TERMS

Compound subject
Conjunctive adverb
Fragment
Run-on sentence
Semicolon

## SELF-TEST 1

### Part I

(a) Study the following sentences and state whether they are simple sentences, compound sentences or complex sentences.

(b) For each compound or complex sentence, underline the conjunction or the relative pronoun used.

Copyright © Open University Malaysia (OUM)

| No | Sentence | Type |
|---|---|---|
| 1. | The Malay Mail logo makes the paper stand out in the newsstands. | |
| 2. | We selected this car after we had tried it several times. | |
| 3. | I shall not go to the dinner unless I am invited. | |
| 4. | I have warned him many times, yet he refused to listen to me. | |
| 5. | The book that Aminah read is on the shelf. | |
| 6. | Explain it clearly so that everyone understands the purpose of this charity drive. | |
| 7. | The number of buses will depend on the responses of the pupils towards the trip. | |
| 8. | My favourite reading sections are the Sofa session, sports, campus and the Features. | |
| 9. | I didn't want to leave the party, nor did my sister. | |
| 10. | I always put my car keys where I can find them. | |

## Part II

Identify 4 simple sentences, 2 compound sentences and 4 complex sentences from the passage below. Write your answers in the columns provided.

**Dainty colonial charm up in Fraser's Hill**

There's a distinct colonial charm about Fraser's Hill. As soon as you reach the hilltop, colonial bungalows and very English gardens greet you. Even the roads sport English names, such as Lady Maxwell Road and Lady Guillemard Road. What matters is that it is arguably the most exquisite and dainty hill station in the country.

Fraser's Hill owes its heritage to Louis J. Fraser, who in the late 1890s trudged through the jungle tracks from Kuala Kubu to Tras in Pahang, pulling a team of mules laden with crude tin ore. In 1917, two Englishmen, Bishop C.J. Ferguson-Davie and Reverend A. B. Champion, who were on holiday in Malaya, went searching for Fraser but could not find him. Instead, they stumbled upon a hill which seemed eminently suitable for a hill station. They saw the potential of developing the hill into a resort for the British colonialists and sold the idea to the British administrators. Today, Fraser's Hill, which is perched 1,500 metres above sea level, is famous throughout the country.

Copyright © Open University Malaysia (OUM)

As expected, the hill resort attracts British and Australians longing for something like home. Almost a 'Little England', Fraser's Hill stays cool throughout the year and is still very popular for its laidback lifestyle. Activities include the annual International Bird Watching Competition as the hill is home to hundreds of species. Other activities include golfing, horse riding, cycling and jungle trekking.

| | |
|---|---|
| Simple | 1. |
| | 2. |
| | 3. |
| | 4. |
| Compound | 1. |
| | 2. |
| Complex | 1. |
| | 2. |
| | 3. |
| | 4. |

## SELF-TEST 2 (COORDINATION AND SUBORDINATION)

### Part I

| No | Sentence | Function |
|---|---|---|
| 1. | We went swimming _____ the weather was great. | |
| 2. | Rani has a piano, _____ she plays it really well. | |
| 3. | The exhibit was fantastic, _____ some didn't like it. | |
| 4. | We must eat to live _____ we should not live to eat. | |
| 5. | Clearly these people are not insane, _____ are they fools. | |
| 6. | She was really starving, _____ she made herself a sandwich. | |
| 7. | The child was only two years old, _____ he was not afraid of the sea. | |
| 8. | The policeman told Sean not to look back, _____ he could not help it. | |

Copyright © Open University Malaysia (OUM)

| | | |
|---|---|---|
| 9. | To get from the mainland to Penang Island, you can drive, _____ you can ride the ferry. | |
| 10. | There's so much haze lately! Maybe it's because of the open fires _____ maybe it's just pollution. | |

## Part II

Combine these two sentences into one using a suitable **subordinating conjunction**.

1. The Matthews were having a party. Their daughter was getting engaged.
2. Marie could not attend the function. Her clothes were not suitable.
3. May heard a strange sound on the roof. She became very frightened.
4. The knocking continued all night. Laila could not sleep.
5. Deer are cute. They eat all your flowers.
6. He took his MUET exam again. He only scored Band 4.
7. My wife likes to travel abroad. I prefer to stay at home for my vacation.
8. Malaysia is beautiful and peaceful. I can't imagine living anywhere else.
9. I am planning to carpool with my friends. I can save some money.
10. I had a wonderful holiday. It was too short.

## REFERENCES

Alexander, L.G. (1988). *Longman English grammar.* New York, NY: Longman.

Biber, D., Conrad, S. & Leech, G. (2002). *Longman student grammar of spoken and written English.* Harlow, Essex: Pearson Education Limited.

Lester, M. & Beason, L. (2004). *Handbook of English grammar and usage.* New York, NY: McGraw Hill.

Master, P. A. (1996). *Systems in English grammar: An introduction for language teachers.* Englewood Cliffs, NJ: Prentice Hall Regents.

Copyright © Open University Malaysia (OUM)

Pollock, C.W. (1982). *Communicate what you mean. Grammar for high level ESL students.* Englewood Cliffs, NJ: Prentice Hall.

Quirk, R. & Greenbaum, S. (1990). *A student's grammar of the English language.* Harlow, Essex: Longman.

Rozakis, L. (2003). *English grammar for the utterly confused.* New York, NY: McGraw Hill.

Sinclair, J. (ed.) (1991). *Collins COBUILD student's grammar.* London, England: HarperCollins.

Sinclair, J. (ed.) (1993). *Collins COBUILD English grammar.* London, England: HarperCollins.

Copyright © Open University Malaysia (OUM)