**WEEK ONE**

**CLAUSES AND IT TYPES**

**INDEPENDENT AND DEPENDENT**

A clause is a group of words that contains a subject and a predicate (verb) and functions as a sentence or part of a sentence. Clauses are essential building blocks of sentences and help convey meaning in a structured way. There are two main types of clauses: independent clauses and dependent clauses.

I. **Independent Clauses:** An independent clause is a clause that can stand alone as a sentence and expresses a complete thought.

Example:

- "I went to the store."

- "She is studying for her exam."

II. **Dependent Clauses:** A dependent clause, also known as a subordinate clause, cannot stand alone as a complete sentence because it depends on an independent clause to form a complete thought.

Example:

- "When the bell rang" (Dependent clause)

- "I went home" (Independent clause)

- Combined: "When the bell rang, I went home."

**Types of Dependent Clauses**

1. Adjective Clauses: An adjective clause functions like an adjective, providing more information about a noun or pronoun in the sentence.

Example:

- "The book that I borrowed from the library is due tomorrow."

- "She is wearing the dress that she bought last week."

2. Adverb Clauses: An adverb clause functions like an adverb, providing information about the time, place, manner, reason, or condition of the action in the independent clause.

Example:

- "I will call you when I arrive."

- "He studies hard so that he can pass the exam."

**WORDS ASSOCIATED WITH AGRIC AND HORTICULTURE**

Agriculture is the practice of cultivating soil, producing crops, and raising livestock for human use and consumption.

**Glossary of Agricultural Vocabulary**

1. **Crop rotation**: The practice of alternating different crops in the same area in sequential seasons to improve soil health and crop yield.

2. **Irrigation**: The artificial application of water to land or soil to assist in the growth of crops.

3. **Fertilizer**: Substances added to soil to enhance its fertility and promote plant growth.

4. **Pesticide**: Chemical substances used to control pests that may damage crops.

5. **Harvest**: The process of gathering mature crops from the fields.

6. **Livestock**: Domesticated animals raised in agricultural settings for various purposes, such as milk, meat, or wool production.

7. **Sustainable agriculture**: Farming methods that aim to protect the environment, public health, and animal welfare while producing food efficiently.

8. **Agribusiness**: The commercial production and distribution of agricultural products and services.

9. **Tractor:** A powerful motor vehicle used in farming for plowing, planting, and other agricultural tasks.

10. **Silo**: A structure used for storing bulk materials, particularly grains like corn or wheat.

**Horticulture:**

Horticulture is the art and science of cultivating plants, including fruits, vegetables, flowers, and ornamental plants, for gardening, landscaping, and other purposes.

**Glossary of Horticultural Vocabulary:**

1. Pruning: The process of cutting away dead or overgrown branches or stems to promote healthy plant growth.

2. Mulch: A layer of material (such as leaves, straw, or bark) spread over the soil surface to retain moisture and suppress weed growth.

3. Propagation: The process of reproducing plants by seeds, cuttings, or other methods.

4. Greenhouse: A structure with transparent walls and roof used for growing plants that require controlled environmental conditions.

5. Perennial: A plant that lives for more than two years and typically produces flowers or fruits annually.

6. Compost: Decayed organic matter used as a fertilizer for plants.

7. Arborist: A professional who specializes in the care and maintenance of trees.

8. Espalier: A horticultural technique of training trees or shrubs to grow flat against a support structure, such as a wall or trellis.

9. Xeriscaping: Landscaping and gardening practice that reduces or eliminates the need for supplemental water from irrigation.

10. Pollination: The transfer of pollen from the male reproductive organs to the female reproductive organs of plants, essential for fertilization and seed production.

**WEEK TWO**

**WORDS ASSOCIATED WITH COMMERCE**

Commerce refers to the activity of buying and selling goods and services, especially on a large scale, along with all related commercial activities such as transportation, finance, and marketing.

**Glossary of Commerce Vocabulary:**

1. E-commerce: The buying and selling of goods and services over the internet.

2. Retail: The sale of goods to consumers, typically in small quantities.

3. Wholesale: The sale of goods in large quantities to retailers or businesses.

4. Supply chain: The sequence of processes involved in the production and distribution of goods.

5. Marketing: The process of promoting and selling products or services.

6. Inventory: The goods and materials a business holds for production or sale.

7. Profit margin: The difference between the cost of producing an item and its selling price.

8. Import: Goods or services brought into one country from another for sale.

9. Export: Goods or services sent from one country to another for sale.

10. Tariff: A tax imposed on imported or exported goods.

11. Invoice: A document issued by a seller to a buyer listing the goods or services provided and their costs.

12. Logistics: The management of the flow of goods between the point of origin and the point of consumption.

13. Market research: The process of gathering, analyzing, and interpreting information about a market.

14. Currency exchange: The conversion of one currency into another for financial transactions.

15. Capital: The financial resources needed to start and operate a business or invest in goods.

**WEEK THREE**

**NOUN CLAUSE: TYPES AND FUNCTIONS**

Types of Noun Clauses:

1. **Subject Noun Clauses**: These noun clauses function as the subject of a sentence.

Example: What he said made all of us laugh. (Here, "what he said" acts as the subject of the sentence.)

2. **Object Noun Clauses**: These noun clauses act as objects (direct objects, indirect objects, or objects of prepositions) in a sentence.

Example: She doesn't understand **why he left**. (Here, "why he left" functions as the direct object of the verb "understand".)

3. Complement Noun Clauses: These noun clauses serve as complements, completing the meaning of certain verbs (e.g., "be," "seem," "become").

Example: His biggest fear is **that he will fail**. (Here, "that he will fail" functions as the complement of the subject "His biggest fear.")

4. **Appositive Noun Clauses:** These noun clauses rename or explain a preceding noun or pronoun.

Example: My hope, **that you will succeed**, is unwavering. (Here, "that you will succeed" renames "My hope."

**WEEK FOUR**

**SENTENCE STRESS: EMPHATIC STRESS**

Sentence stress plays a crucial role in English pronunciation and communication. Emphatic stress is a type of sentence stress that involves the purposeful emphasis on a particular word or phrase to convey importance, contrast, or emotion in a sentence. By placing emphasis on specific words, speakers can highlight key information and create nuances in meaning.

**Features of Emphatic Stress:**

1. **Loudness:** Emphatic stress is often marked by increased volume or loudness compared to the surrounding words in a sentence.

2. **Pitch:** There may be a noticeable change in pitch when emphasizing a word or phrase, making it stand out from the rest of the sentence.

3. **Duration:** Emphasized words are typically held for a slightly longer duration than other words, drawing attention to them.

**Examples of Emphatic Stress:**

1. I saw **HER** at the party. (Emphasizing "her" to indicate the focus of the sentence is on the person seen)

2. He ate **FIVE** slices of pizza. (Emphasizing "five" to emphasize the quantity consumed)

3. I want to visit **PARIS,** not Rome. (Emphasizing "Paris" to show preference or contrast)

**ADJECTIVAL CLAUSE**

Adjectival clauses, also known as relative clauses, are subordinate clauses that act as adjectives in a sentence. They provide additional information about a noun or pronoun in the main clause. Adjectival clauses are introduced by relative pronouns such as "who," "which," "that," "whom," and "whose."

Here are some key points to remember about adjectival clauses:

1. Function: Adjectival clauses function to describe or provide more information about a noun or pronoun in the main clause. They help to specify or identify the noun they modify.

2. Relative Pronouns: Relative pronouns introduce adjectival clauses and connect them to the noun they modify. The choice of relative pronoun depends on the role of the noun in the adjectival clause and whether it refers to people or things.

**Examples:**

1. **Restrictive Adjectival Clause** (no commas):

- The book **that is on the table** belongs to my friend.

2. **Non-Restrictive Adjectival Clause** (with commas):

- My sister, **who is a doctor**, lives in New York.

(The adjectival clause "who is a doctor" provides additional information about "my sister" but is not essential to identifying her.)

**WEEK FIVE**

**CONSONANT SOUNDS - PLOSIVES**

Plosive consonant sounds, also known as stop consonants, are formed by completely obstructing the airflow in the vocal tract and then releasing it suddenly. This creates a brief, explosive burst of sound. There are three main plosive sounds in English: /p/, /t/, /b/, /d/, /g/ and /k/. Let's explore each of these in detail:

- /p/: as in park, pig, pencil, happy, apple, happen

- /t/: as in table, tiger, talk, stopped

- /k/: as in cat, kite, car, back

- /b/: as in **b**at, **b**ottle, **b**ack,

-/g/ **g**one, tri**gg**er, **g**ill, **g**ate

-/d/ as in **d**one, playe**d, d**ean, **d**uel

**ADVERBIAL CLAUSE: TYPES AND FUCTIONS**

Adverbial clauses are essential components that provide important details about when, where, why, or how an action in the main clause takes place. These clauses add depth and intricacy to our language, enabling us to convey complex ideas with precision and clarity.

Let us now examine the different types of adverbial clauses along with their respective functions:

1. **Adverbial Clause of Time**: It focuses on when an action occurs. These clauses are introduced by subordinating conjunctions such as "after," "before," "since," "while," "whenever," "until," and "as soon as." For example:

- I will call you **when I reach home**.

- **After the meeting**, we can discuss our plans.

2. **Adverbial Clause of Place:** It describes where an action takes place. They are commonly introduced by subordinating conjunctions like "where," "wherever," and "everywhere." For instance:

- I saw her **where we first met**.

- **Everywhere he goes**, he brings his guitar.

3. **Adverbial Clause of Manner**: it details how an action is performed. They are introduced by subordinating conjunctions like "as if," "as though," "the way," and "the same way." For example:

- She spoke **as if she knew everything**.

- He runs **the same way his father does**.

4. **Adverbial clause of reason:** It provides the cause or reason for an action in the main clause. They are introduced by subordinating conjunctions such as "because," "since," "as," "as long as," and "due to." For instance:

- They left early because it was getting late.

- Since he was unwell, he couldn't attend the party.

**WEEK SIX**

**WORDS ASSOCIATED WITH PLUMBING**

1. **Pipe** – A tube used to carry water, gas, or other fluids.
2. **Fitting** – Connects two or more pipes together.
3. **Valve** – A device used to control the flow of water or gas in a pipe.
4. **Drain** – A pipe or channel that carries waste or used water away.
5. **Sewer** – An underground pipe or system used to carry waste material or stormwater.
6. **Plumber** – A professional who installs and repairs pipes and plumbing systems.
7. **Leak** – A crack or hole in a pipe where fluid escapes.
8. **Wrench** – A tool used to tighten or loosen pipes and fittings.
9. **Tap** – A device for controlling the flow of water from a pipe.
10. **Pressure** – The force exerted by the water or gas within a pipe.
11. **Clog** – A blockage in a pipe that prevents the flow of water or waste.
12. **Solder** – A metal used to join pipes together, especially in copper plumbing.
13. **Drainage** – The system of removing excess water from an area.
14. **Pipe Insulation** – Material used to insulate pipes to prevent freezing or heat loss.
15. **Backflow** – The reverse flow of water, often due to a pressure difference.

**AUXILIARY VERBS**

Auxiliary verbs, also known as **helping verbs**, are verbs that are used together with a main verb to form different tenses, moods, voices, or to add emphasis in a sentence. They help convey additional meaning that the main verb alone might not express.

In English, auxiliary verbs play a critical role in sentence construction. They are not the main verbs but work alongside them to give more information about the action or state described by the main verb.

**Types of Auxiliary Verbs:**

There are three main types of auxiliary verbs:

1. **Primary Auxiliary Verbs:** These include **be**, **have**, and **do**. They are used in forming tenses, questions, negatives, and continuous forms.
   * **Be**: Used for continuous tenses and passive voice.
     + Example: *She* ***is*** *running.* (present continuous)
     + Example: *The house* ***was*** *built last year.* (passive voice)
   * **Have**: Used for perfect tenses.
     + Example: *I* ***have*** *finished my homework.* (present perfect)
     + Example: *They* ***had*** *left before the meeting started.* (past perfect)
   * **Do**: Used for forming questions, negations, and for emphasis.
     + Example: *Do you like pizza?* (question)
     + Example: *He* ***does not*** *understand.* (negation)
     + Example: *I* ***do*** *like ice cream.* (emphasis)
2. **Modal Auxiliary Verbs:** These are auxiliary verbs that express necessity, possibility, permission, ability, or obligation. They include:
   * **Can**: Expresses ability or permission.
     + Example: *She* ***can*** *sing beautifully.*
     + Example: *Can I go to the party?*
   * **Could**: Expresses past ability or polite requests.
     + Example: *When I was young, I* ***could*** *run very fast.*
     + Example: *Could you help me with this problem?*
   * **May**: Expresses permission or possibility.
     + Example: *You* ***may*** *leave now.*
     + Example: *It* ***may*** *rain later.*
   * **Might**: Expresses a lower possibility.
     + Example: *She* ***might*** *join us later.*
   * **Shall**: Used for suggestions, offers, or future actions (formal).
     + Example: *I* ***shall*** *see you tomorrow.*
     + Example: *Shall we dance?*
   * **Should**: Used for advice or obligation.
     + Example: *You* ***should*** *study for your exams.*
     + Example: *He* ***should*** *be here by now.*
   * **Will**: Used to express future actions or willingness.
     + Example: *I* ***will*** *call you later.*
     + Example: *They* ***will*** *help us with the project.*
   * **Would**: Used for polite requests, hypothetical situations, or preferences.
     + Example: *I* ***would*** *like some coffee.*
     + Example: *If I were you, I* ***would*** *apologize.*
   * **Must**: Expresses necessity or strong obligation.
     + Example: *You* ***must*** *finish your homework before going out.*
     + Example: *She* ***must*** *be tired after the long journey.*
3. **Semi-modal Verbs:** These are verbs that have similar functions to modal verbs but behave differently in some cases. Examples include **ought to**, **have to**, and **need to**.
   * **Ought to**: Similar to "should," used for advice or moral obligation.
     + Example: *You* ***ought to*** *help your parents.*
   * **Have to**: Expresses necessity or obligation.
     + Example: *I* ***have to*** *leave now.*
   * **Need to**: Expresses necessity or requirement.
     + Example: *You* ***need to*** *complete this form.*

**Functions of Auxiliary Verbs:**

1. **Forming Tenses:** Auxiliary verbs are used to form different tenses in English, like the present continuous, past perfect, etc.
   * Example: *They* ***have*** *finished their homework.* (present perfect)
   * Example: *She* ***was*** *reading when I called her.* (past continuous)
2. **Making Questions:** To ask questions, we often use auxiliary verbs.
   * Example: ***Do*** *you like football?*
   * Example: ***Can*** *you help me with this?*
3. **Making Negatives:** Auxiliary verbs help form negative sentences.
   * Example: *She* ***does not*** *like pizza.*
   * Example: *I* ***cannot*** *come to the meeting.*
4. **Expressing Emphasis:** Auxiliary verbs can also add emphasis to a sentence.
   * Example: *I* ***do*** *like ice cream!* (emphasis)
5. **Expressing Ability, Permission, or Obligation:** Modal auxiliary verbs express ability, permission, necessity, or obligation.
   * Example: *I* ***can*** *swim.* (ability)
   * Example: *You* ***must*** *finish your work.* (obligation)

**WEEK SEVEN**

**Consonant Sounds: Nasals**

In English phonetics, **nasal consonants** are sounds produced by allowing air to flow through the nose while the mouth is closed. These sounds are created when the soft part of the roof of the mouth (the velum) is lowered, allowing air to escape through the nasal cavity.

There are three main nasal consonant sounds in English, represented by the following phonetic symbols:

**1. /m/ - Voiced Bilabial Nasal**

* **Sound**: This sound is made by bringing both lips together (bilabial) and allowing air to pass through the nose.
* **Examples**:
  + *man*
  + *mother*
  + *time*
  + *am*
* **Explanation**: The /m/ sound is a **voiced** sound, which means that the vocal cords vibrate when producing this sound.

**2. /n/ - Voiced Alveolar Nasal**

* **Sound**: This sound is produced by placing the tip of the tongue against the area just behind the upper front teeth (alveolar ridge), while the air passes through the nose.
* **Examples**:
  + *nice*
  + *name*
  + *can*
  + *sin*
* **Explanation**: The /n/ sound is **voiced**, meaning the vocal cords vibrate during its production. It's one of the most common consonant sounds in English.

**3. /ŋ/ - Voiced Velar Nasal**

* **Sound**: This sound is produced by closing the back of the mouth with the soft part of the roof of the mouth (the velum), and the air is directed through the nose.
* **Examples**:
  + *sing*
  + *long*
  + *thing*
  + *song*
* **Explanation**: The /ŋ/ sound is a **voiced** sound, and it is often represented by "ng" in spelling. It's typically found at the end of words or in the middle, but it never occurs at the beginning of words in English.

**CONCORD**

**Concord**, also known as **subject-verb agreement**, is a fundamental rule in English grammar that ensures the subject and the verb in a sentence match in number (singular or plural) and person (first, second, or third). This helps make sentences grammatically correct and clear.

**Key Principles of Concord:**

1. **Subject and Verb Agreement in Number:**
   * **Singular subjects** take **singular verbs**.
   * **Plural subjects** take **plural verbs**.

**Examples:**

* + **Singular**: *The boy* ***is*** *playing soccer.* (boy = singular)
  + **Plural**: *The boys* ***are*** *playing soccer.* (boys = plural)

1. **Subject and Verb Agreement in Person:**
   * The subject and the verb must agree in person (first, second, or third person).

**Examples:**

* + **First person**: *I* ***am*** *going to the store.* (I = first person)
  + **Second person**: *You* ***are*** *my friend.* (You = second person)
  + **Third person**: *She* ***is*** *a good student.* (She = third person)

**Common Rules of Concord:**

**1. Singular Subjects and Verbs:**

* A singular subject (one person, thing, or idea) needs a singular verb.
  + Example: *The cat* ***runs*** *fast.*

**2. Plural Subjects and Verbs:**

* A plural subject (more than one person, thing, or idea) needs a plural verb.
  + Example: *The cats* ***run*** *fast.*

**3. Collective Nouns:**

* Collective nouns refer to groups of people or things (e.g., team, family, government).
  + **When the collective noun is thought of as a single unit**, it takes a singular verb.
    - Example: *The team* ***is*** *playing well.*
  + **When the individuals within the group are emphasized**, it takes a plural verb.
    - Example: *The team* ***are*** *arguing among themselves.*

**4. Indefinite Pronouns:**

* Some indefinite pronouns (everyone, somebody, etc.) are always singular, while others are plural.
  + **Singular indefinite pronouns**: everyone, anybody, someone, nobody, etc.
    - Example: *Everyone* ***is*** *invited to the party.*
  + **Plural indefinite pronouns**: few, many, several, both, etc.
    - Example: *Several of the students* ***are*** *absent.*

**5. Subject with "and":**

* When two or more singular subjects are joined by "and," they make a **plural subject**, and the verb should be plural.
  + Example: *Tom and Jerry* ***are*** *friends.*

**6. Subject with "or" or "nor":**

* When two singular subjects are joined by "or" or "nor," the verb agrees with the subject that is closest to it.
  + Example: *Neither the teacher nor the students* ***are*** *in the classroom.* (plural subject closest to the verb)
  + Example: *Neither the students nor the teacher* ***is*** *in the classroom.* (singular subject closest to the verb)

**7. There is/There are:**

* The phrase "there is" is used with a singular noun, and "there are" is used with a plural noun.
  + Example: *There* ***is*** *a book on the table.* (singular)
  + Example: *There* ***are*** *books on the table.* (plural)

**8. The Use of "Each" and "Every":**

* "Each" and "every" are always followed by a singular verb because they refer to individuals in a group taken separately.
  + Example: *Each student* ***is*** *responsible for their work.*
  + Example: *Every child* ***has*** *a right to education.*

**WEEK EIGHT**

**ADJUNCTS**

In English grammar, **adjuncts** are words or groups of words that add extra information to a sentence. They are not essential to the core meaning of the sentence, meaning the sentence would still make sense without them, but they provide more detail, like **where**, **when**, **how**, and **why** something happened. . They often modify the **verb** (providing information about the action), the **subject**, or the **whole sentence**.

**Examples**:

* + *He sings* ***beautifully****.* (how)
  + *She will arrive* ***tomorrow****.* (when)
  + *They met* ***at the park****.* (where)
  + *He runs* ***very fast****.* (to what extent)
  + *She left* ***because she was tired****.* (why)

**WEEK NINE**

**Consonant Sounds Minimal Pairs**

In English, **minimal pairs** are pairs of words that differ by only one sound, usually one consonant or one vowel, but have different meanings. Practicing minimal pairs is a great way for students to improve their pronunciation and listening skills, as it helps them to clearly distinguish between similar sounds.

Here are some **consonant sound minimal pairs** for Senior Secondary School 2 (SSS2) students:

**1. /p/ vs. /b/ (Voiceless vs. Voiced Bilabial Sounds)**

* **/p/** is a voiceless sound, produced without vibrating the vocal cords.
* **/b/** is a voiced sound, produced with vibration of the vocal cords.

**Minimal Pairs:**

* *pat* vs. *bat*
* *pin* vs. *bin*
* *pan* vs. *ban*

**2. /t/ vs. /d/ (Voiceless vs. Voiced Alveolar Sounds)**

* **/t/** is a voiceless sound, produced without vocal cord vibration.
* **/d/** is a voiced sound, produced with vocal cord vibration.

**Minimal Pairs:**

* *tip* vs. *dip*
* *ten* vs. *den*
* *time* vs. *dime*

**3. /k/ vs. /g/ (Voiceless vs. Voiced Velar Sounds)**

* **/k/** is a voiceless sound, produced without vocal cord vibration.
* **/g/** is a voiced sound, produced with vocal cord vibration.

**Minimal Pairs:**

* *cat* vs. *gat*
* *coat* vs. *goat*
* *cap* vs. *gap*

**4. /f/ vs. /v/ (Voiceless vs. Voiced Labiodental Sounds)**

* **/f/** is a voiceless sound, produced without vocal cord vibration.
* **/v/** is a voiced sound, produced with vocal cord vibration.

**Minimal Pairs:**

* *fine* vs. *vine*
* *fan* vs. *van*
* *fat* vs. *vat*

**5. /s/ vs. /z/ (Voiceless vs. Voiced Alveolar Sounds)**

* **/s/** is a voiceless sound, produced without vocal cord vibration.
* **/z/** is a voiced sound, produced with vocal cord vibration.

**Minimal Pairs:**

* *sip* vs. *zip*
* *sat* vs. *zat*
* *sing* vs. *zing*

**6. /ʃ/ vs. /ʒ/ (Voiceless vs. Voiced Palato-Alveolar Sounds)**

* **/ʃ/** is a voiceless sound, produced without vocal cord vibration (as in "sh").
* **/ʒ/** is a voiced sound, produced with vocal cord vibration (as in the "s" in "measure").

**Minimal Pairs:**

* *she* vs. *zhe* (this minimal pair is less common but demonstrates the difference between /ʃ/ and /ʒ/)
* *ship* vs. *zhip*
* *shoes* vs. *zhoos*
* *shy* vs. *zhy*
* *cash* vs. *casual*

**7. /θ/ vs. /ð/ (Voiceless vs. Voiced Dental Sounds)**

* **/θ/** is a voiceless sound, produced by placing the tongue between the teeth without vocal cord vibration (as in "th" in "think").
* **/ð/** is a voiced sound, produced with vocal cord vibration (as in "th" in "this").

**Minimal Pairs:**

* *think* vs. *this*
* *thank* vs. *that*
* *thorn* vs. *though*

**8. /tʃ/ vs. /dʒ/ (Voiceless vs. Voiced Palato-Alveolar Sounds)**

* **/tʃ/** is a voiceless sound, produced without vocal cord vibration (as in "ch").
* **/dʒ/** is a voiced sound, produced with vocal cord vibration (as in "j").

**Minimal Pairs:**

* *chip* vs. *jip*
* *cheap* vs. *jeep*
* *chose* vs. *jose*

**/h/ vs. /ŋ/ (Glottal vs. Velar Nasal)**

* **/h/** is a voiceless sound produced by pushing air out through the vocal cords (as in "hat").
* **/ŋ/** is a voiced sound produced through the nose (as in "sing").

**Minimal Pairs:**

* *hat* vs. *hang*
* *hard* vs. *hang*
* *hill* vs. *ring*

**WEEK TEN**

**SENTENCE STRUCTURE**

**Basic Sentence Types**

1. **Simple Sentences**  
   A simple sentence consists of just one independent clause. It expresses a complete thought with a subject and a verb (predicate).
   * **Example**: *The dog barked.*

**Structure**:  
Subject + Verb (S + V)

* + **Example**: *She studies hard.*

1. **Compound Sentences**  
   A compound sentence consists of two or more independent clauses joined by a coordinating conjunction (e.g., *and*, *but*, *or*, *nor*, *for*, *so*, *yet*).
   * **Example**: *I wanted to go to the park, but it started to rain.*

**Structure**:  
Independent Clause + Coordinating Conjunction + Independent Clause  
(IC + conj + IC)

* + **Example**: *Tom was late, so he missed the meeting.*

1. **Complex Sentences**  
   A complex sentence contains one independent clause and at least one dependent (subordinate) clause. The dependent clause cannot stand alone as a complete sentence.
   * **Example**: *Although it was raining, they went to the park.*

**Structure**:  
Independent Clause + Subordinating Conjunction + Dependent Clause  
(IC + SC + DC) or  
Dependent Clause + Independent Clause  
(DC + IC)

* + **Example**: *Because she studied hard, she passed the exam.*

1. **Compound-Complex Sentences**  
   A compound-complex sentence has at least two independent clauses and at least one dependent clause.
   * **Example**: *I wanted to go to the beach, but it was too cold, so we stayed home.*

**Structure**:  
Independent Clause + Coordinating Conjunction + Independent Clause + Subordinating Conjunction + Dependent Clause  
(IC + conj + IC + SC + DC)