

Lesson Plan: Sentence types

Level: Intermediate (B1/B2)

Time: 60 minutes

Focus: Simple, compound, and complex sentences

Objectives

By the end of the lesson, students will be able to:

- Identify simple, compound, and complex sentences
- Explain the basic structure of each sentence type
- Write their own examples using correct punctuation and connectors

Materials

- Whiteboard or slides
- Handout with examples and exercises
- Pens/highlighters

1. Warm-Up (10 minutes)

Activity: Sentence noticing

1. Write these sentences on the board:

I like coffee.

I like coffee, and I drink it every morning.

I like coffee because it helps me wake up.

2. Ask students:

What is different about these sentences?

Which ones are longer? Why?

3. Elicit ideas but don't explain yet.

2. Presentation: Sentence types (15 minutes)

A. Simple sentences

Form: One independent clause

Structure: Subject + Verb (+ Object)

Examples:

- *She studies every night.*
- *They are tired.*

Emphasize: A simple sentence is **not short**, it just has **one main idea**.

B. Compound sentences

Form: Two independent clauses

Joined by:

- Coordinating conjunctions (FANBOYS): *for, and, nor, but, or, yet, so*
- Comma + conjunction

Examples:

- I wanted to go out, but it was raining.
- She finished her homework, and she watched TV.

Point out punctuation: **comma before the conjunction**.

C. Complex sentences

Form: One independent clause + one dependent clause

Common subordinators: because, although, when, if, while, after, before

Examples:

- I stayed home because I was sick.
- Although it was late, he kept studying.

Explain:

- The dependent clause **cannot stand alone**
- Commas depend on clause order

3. Guided practice (15 minutes)

Activity 1: Identify the sentence type

Students label each sentence as **S (simple), Cpd (compound), or Cpx (complex)**.

1. She loves reading books.
2. I was tired, so I went to bed early.
3. When the class ended, we asked questions.

Answers:

1. Simple, 2. Compound, 3. Complex

Activity 2: Combine sentences

Students combine two simple sentences into:

- One compound sentence
- One complex sentence

Example:

- I was hungry. I made dinner.

Possible answers:

- I was hungry, so I made dinner. (compound)
- I made dinner because I was hungry. (complex)

4. Communicative practice (10 minutes)

Activity: Sentence challenge

Students write:

- 1 simple sentence about their daily routine
- 1 compound sentence about a problem
- 1 complex sentence about a reason or time

Students share with a partner and identify each sentence type.

5. Assessment & wrap-up (10 minutes)

Quick check (exit ticket)

Students write:

- One sentence of each type (3 total)

Teacher checks for:

- Correct structure
- Correct connectors
- Correct punctuation

Review questions

- Which sentence type uses FANBOYS?
- Can a complex sentence start with “because”? Why or why not?

Extension / homework

- Rewrite a short paragraph using **at least one of each sentence type**
- Highlight conjunctions and dependent clauses