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English sentence structures

SUBJECT+VERB+OBJECT

Subject: typically a noun or pronoun—the person, place or thing.

Verb: the action or state of being

Object: the word or group of words influenced by the verb.

The girl sings a song.

The museum has an exhibition.

He didn't eat fish.

I asked for help.

Mike will not give me a book.

The evening turned into a mess.

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SUBJECT+VERB+OBJECT+PLACE+TIME

I will tell you the story at school tomorrow.

My brother rode a horse in the park a day ago.

She buys things in the supermarket at 5 pm.



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Five basic sentence structures

1. Subject-Verb

The boy plays.
Jack eats.

2. Subject-Verb-Object

I love apples.
Bill kicks the ball.

3. Subject-Verb-Adjective (be, feel, taste, smell)

Lisa is pretty.
The apples taste sour.

4. Subject-Verb-Adverb

The dog jumps high.
Apples are everywhere.

5. Subject-Verb-Noun

Jon is a carpenter.
The boy is a student.



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EXPANDING ENGLISH SENTENCES

SUBJECT+VERB+OBJECT

1. Subject-Verb

- Jack eats.
- This is the basic subject-verb pattern.
- Jack **quickly** eats.
- An adverb is added (quickly) to tell how Jack eats.
- Jack *quickly* eats **carrots**.
- An object is added (carrots) to tell what Jack eats.
- Jack *quickly* eats *carrots* **at home**.
- Another adverb is added (at home) to tell where Jack eats.
- Jack *quickly* eats **fresh** *carrots at home*.
- An adjective is added (fresh) to tell what kind of carrots Jack eats.



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EXPANDING ENGLISH SENTENCES

SUBJECT+VERB+OBJECT

2. Subject-Verb-Object

- Bill kicks the ball.
- This is a basic subject-verb-object pattern.
- Bill kicks the **red** ball.
- An adjective is added (red) to tell the colour of the ball.
- Bill kicks the *red* ball **hard**.
- An adverb is added (hard) to tell how Bill kicks the ball.
- Bill kicks the *red* ball *hard* **every day**.
- Another adverb is added (every day) to tell when Bill kicks the ball.



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EXPANDING ENGLISH SENTENCES

SUBJECT+VERB+OBJECT

3. Subject-Verb-Adjective

- She looks pretty.
- This is the basic subject-verb-adjective pattern.
- She looks pretty **tonight**.
- An adverb is added (tonight) to tell when she looks pretty.
- **Lisa** looks pretty *tonight*.
- The subject is identified with a name (Lisa).



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EXPANDING ENGLISH SENTENCES

SUBJECT+VERB+OBJECT

4. Subject-Verb-Adverb

- Apples are everywhere.
- This is the basic subject-verb-adverb pattern.
- **Green** apples are everywhere.
- An adjective is added (green) to describe the apples.
- **Ripe**, *green* apples are everywhere.
- A series of adjectives are added (ripe and green) to describe the apples.



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EXPANDING ENGLISH SENTENCES

SUBJECT+VERB+OBJECT

5. Subject-Verb-Noun

- The boy is a student.
- This is the basic subject-verb-noun sentence pattern.
- **John** is a student.
- The subject is identified with a name (Jon).
- *John* is a **smart** student.
- An adjective is added (smart) to tell what kind of student Jon is.
- *John* is a *smart* student **at school**.
- An adverb is added (at school) to tell where Jon is a smart student.





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PRACTICE

Find the base of each sentence:

SUBJECT+VERB+OBJECT

- A strange girl strangely sings a beautiful song.
- The museum of our city has a very interesting exhibition.
- He, a new worker, knew nothing.
- I immediately asked for urgent help.
- Mike, whom I know as a generous person, has given me a book unwillingly.
- A nice evening turned into an awful mess.

See the answers in the next slide.



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EXPANDING ENGLISH SENTENCES

SUBJECT+VERB+OBJECT

A strange girl strangely sings a beautiful song.

The base: A girl sings a song.

The museum of our city has a very interesting exhibition.

The base: The museum has an exhibition.

He, a new worker, knew nothing.

The base: He knew nothing.

I immediately asked for urgent help.

The base: I asked for help.

Mike, whom I know as a generous person, has given me a book unwillingly.

The base: Mike has given me a book.

A nice evening turned into an awful mess.

The base: An evening turned into a mess.



Choose the correct word order for the group of words below:

- A. Dropped the boy the ball.
- B. The boy dropped the ball.
- C. The ball dropped the boy.

Make sentences from the following groups of words:

- A. Meat, likes, my uncle.
- B. A traffic jam, a crazy deer, into, got.
- C. Merylin, nice, looked, with, haircut, new, a.
- D. Is, important, very, money.
- E. Felt, exhausted, we.
- F. Showed, a film, new, me, they.
- G. A, kid, pretty, her brother, told, a horror story.
- H. Peter Piper, a peck of pickled peppers, picked.

See the right answers in the next slide.



Choose the correct word order for the group of words below:

A. Dropped the boy the ball.

B. The boy dropped the ball. ✓

C. The ball dropped the boy.

Make sentences from the following groups of words:

A. Meat, likes, my uncle.
My uncle likes meat.

B. A traffic jam, a crazy deer, into, got.
A crazy deer got into a traffic jam.

C. Merylin, nice, looked, with, haircut, new, a.
Merylin looked nice with a new haircut.

D. Is, important, very, money.
Money is important.

E. Felt, exhausted, we.
We felt exhausted.

F. Showed, a film, new, me, they.
They showed me a new film.

G. A, kid, pretty, her brother, told, a horror story.
A pretty kid told her brother a horror story.

H. Peter Piper, a peck of pickled peppers, picked.
Peter Piper picked a peck of pickled peppers.