Five Basic Sentence Patterns

# *All English sentences are variations of these basic patterns. Learn these patterns to master sentence structure*.

# Sentence Pattern 1: Subject / Verb

1. Hector sneezed.
2. The fire blazed.
3. The old swimming hole freezes in the winter
4. After the game, the girls celebrated.
5. In the middle of the sixth inning, the pitcher balked.

# Sentence Pattern 2: Subject / Verb / Direct Object

1. The farmer plowed the overgrown field.
2. The building has several floors.
3. Ray cashed his paycheck yesterday.
4. Ambition often creates conflict.
5. The Carrollwood Cardinals won the trophy.

# Sentence Pattern 3: Subject Verb / Indirect Object / Direct Object

1. She taught the naughty boy a lesson.
2. Kyle told Madison a secret.
3. Chris showed his father his new computer.
4. Sally asked her sister that question.
5. Amy baked Steve an apple pie.

# Sentence Pattern 4: Subject / Verb / Direct Object / Object Complement

1. He called his brother a coward.
2. The dye turned my hair purple.
3. I proved him wrong today.
4. The comedian left the audience hungry for more.
5. The committee appointed me leader.

# Sentence Pattern 5: Subject / Linking Verb / Subject Complement

1. His excuse sounds insincere to me.
2. The track star’s running shoes smelled terrible.
3. My uncles were fishermen.
4. The climber became weary near the summit.
5. The Tin Man appeared rusty.

Identify the sentence patterns of the following sentences and write the pattern on the lines provided.

1. Arthur sold Ricky his old car. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Bert is a very smart guy. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Katherine won first prize at the fair. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Elena considered her son brilliant. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. John left his keys in his locked car. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Our hot water heater broke last week. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Mazie colored the tree orange. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. The speaker told the crowd the story of his life. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. The instructor gave the class a quiz. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. The final exam challenged everyone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Modifying Sentences with Verbal Phrases

Although verbs in sentences tell the time, or tense, verbals do not; they have other functions in sentences. Three verbal forms—the *-ing* form, or present participle, the -*ed* form, or past participle and the to form, or infinitive—can be used to form verbal phrases.

Verbal phrases can often be good alternatives to subordinate clauses that show cause/effect or time relationships. In this exercise, you’ll revise the sentences by making the underlined subordinate clauses into verbal phrases. Notice that the subject of each subordinate clause beginning with *because* and *since* or *before, after* and *while* is also the subject of the main clause; that’s your clue that you can make the subordinate clause into a verbal phrase.

**Example:** Because she wanted to help the students do well on the final exam, the economics teacher reviewed the lectures in class.

**Solution: (In order) to help the students do well on the final exam**, the economics teacher reviewed the lectures in class.

**Example:** After she reviewed the lectures, the economics teacher gave the student a practice test.

**Solution: After reviewing the lectures**, the economics teacher gave the students a practice test.

1. Because she was determined to get an A on the final, Maria studied every night.
2. Since he hoped to get at least a C, Norman crammed the night before the test.
3. Before she quizzed herself, Maria reviewed each chapter of the textbook.
4. Because she guessed that the final would be like the practice test, Maria looked up the answers she missed on the test.
5. Before he settled down to study, Norman ate dinner and watched a movie.
6. While she was studying, Maria took a break every hour.
7. After he finished the final exam, Norman felt confident that he got at least a C.
8. Because she knew all the answers, Maria felt confident that she got an A.
9. After she saw how well her students did on the final, the teacher gave the class a day off.
10. Since they wanted to celebrate, the students spent a day at the beach.

SENTENCE COMBINING: Emphasis

**COORDINATORS: For-And-Nor-But-Or-Yet-So (FANBOYS)**

**SUBORDINATORS:** Although though even though while whereas because since if when before after that which who

**TRANSITION WORDS:** however moreover on the other hand consequently nevertheless furthermore therefore otherwise

Directions: In the following exercise, you will use some of the words listed above, but you will practice using the word but to show contrast. Remember that while the subordinators give differing emphasis to the two parts of a sentence, the word but, a coordinator, gives the same emphasis to the two parts.

**Examples:**

1. Mary’s python, Filbert, died.

Mary was not particularly sad.

*Show concession; emphasize sentence two.: Although* Mary’s python, Filbert died, Mary was not particularly sad.

1. Mary preferred fairly independent pets, like cats.

She found Filbert to be rather clinging.

*Show opposition; emphasize sentence one:* Mary preferred fairly independent pets, like cats, *while* she found Filbert to be rather clinging.

1. Filbert was a well-behaved python.

He didn’t seem to have much personality.

*Show opposition; give equal emphasis:* Filbert was a well-balanced python, *but* he didn’t seem to have much personality.

1. John liked rock and roll. Mary preferred classical music.

Show opposition; give equal emphasis.

1. Rock and roll is the music of today. Classical music has retained its popularity over generations.
   1. Show concession; emphasize sentence one.
   2. Show concession; emphasize sentence two.
2. Lovers of rock and roll often like classical music too. Those who prefer classical music usually hate rock and roll.
   1. Show opposition; emphasize sentence one.
   2. Show opposition; emphasize sentence two.
3. Jazz came from popular black sources in the South. Some of it has since developed in the direction of classical music.
   1. Show opposition; give equal emphasis.
   2. Show opposition; emphasize sentence one.
   3. Show opposition; emphasize sentence two.
4. Jazz in its original forms was an African American art form. It influenced many white musicians, even including the French composer Maurice Ravel.
   1. Show opposition; give equal emphasis.
   2. Show concession; emphasize sentence two.
   3. Show concession; emphasize sentence one.
5. Tastes in popular music change every generation or so. Those who like the new music always heap scorn on the music that preceded them.
   1. Show concession; emphasize sentence one.
   2. Show concession; emphasize sentence two.

Sentence Combining: Embedding Adjectives, Adverbs, and Prepositional Phrases

Rewrite each of the following sentences groups of sentences into one sentence by embedding the underline adjective, adverb, or prepositional phrase in to the first sentence of the group:

Example: We washed the dishes.

We washed them after dinner

We washed them carefully.

The dishes were expensive.

After dinner, we carefully washed the expensive dishes.

1. The dolphins leaped.

The dolphins were sleek.

They leaped out of the water.

They leaped in arcs.

The arcs were long.

The arcs were graceful.

1. The monster walked out.

It was green.

It was ugly.

It walked out of the lagoon.

The lagoon was black.

It walked slowly.

1. A goose waddled.

It was fat and white.

It was a goose with a mean look in its eye.

It waddled toward the tourist.

The tourist was unsuspecting.

1. A dog guarded the entrance.

The dog was ferocious.

It was a dog with three heads.

It had the tail of a serpent.

The entrance was to the underworld.

1. The singer named himself.

The singer is crude.

The singer is vulgar.

He is named after a brand of candy.

The brand of candy is popular.