Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pd.\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sentence Pattern Notes**

Directions: follow along with the sentence pattern PowerPoint and fill in the blanks

Definitions:

* Independent Clause: (or main clause) is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by itself as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence (contains a subject and a predicate).
* Subordinate (dependent) Clause: a clause, typically introduced by a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, that forms part of and is dependent on a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* **Complex**: contains an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_clause and one or more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_clauses.
	+ Ex: Since the students were prepared, they did very well on their exams.

Most common subordinating conjunctions:

|  |
| --- |
| After, how, although, if, unless, as, inasmuch, until, as if, in order that, when, as long as, lest, whenever, as much as, now that, where, as soon as, wherever, as though, since, while, because, so that, before, than, even if, that, even though, though |

* **Compound**: contains two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_clauses joined by a comma and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_conjunction.
* Ex: The students were prepared, so they did very well on their exams.

|  |
| --- |
| Remember coordinating conjunctions with the acronym “fanboys:” for, and, nor, but, or, yet, and so. |

Other forms of the compound sentence include two independent clauses joined by a semicolon, by a semicolon followed by a transition word and a comma, or by a colon.

* Ex: The students were prepared; they did very well on their exams.
* Ex. The students were prepared; therefore, they did very well on their exams.

|  |
| --- |
| Transition words that work well include therefore, however, moreover, in addition, in fact, hence, consequently, nevertheless, furthermore, for instance, thus. |

* Ex. The honors students did very well on their exams: they were prepared.

Remember that a compound sentence joined by a colon generally features an independent clause in the first part of the sentence followed an explanatory independent clause in the second part of the sentence.

* **Compound/complex**: contains two or more independent clauses and one or more subordinate clauses.
* Ex: Since they had read and studied, the students were prepared, so they did very well on their exams.

**A Note on Transitive and Intransitive Verbs:**

Depending on the type of object they take, verbs may be transitive, intransitive, or linking.

The meaning of a **transitive verb** is incomplete without a direct object, as in the following examples:

|  |  |
| --- | --- |
| **INCOMPLETE**The shelf **holds**. | **COMPLETE**The shelf **holds** three books and a vase of flowers. |
| **INCOMPLETE**The committee **named**. | **COMPLETE**The committee **named** a new chairperson. |
| **INCOMPLETE**The child **broke**. | **COMPLETE**The child **broke** the plate. |

An **intransitive verb**, on the other hand, *cannot* take a direct object:

**This plant has thrived on the south windowsill.**

The compound verb "has thrived" is intransitive and takes no direct object in this sentence. The prepositional phrase "on the south windowsill" acts as an adverb describing where the plant thrives.

**The sound of the choir carried through the cathedral.**

The verb "carried" is used intransitively in this sentence and takes no direct object. The prepositional phrase "through the cathedral" acts as an adverb describing where the sound carried.

**The train from Montreal arrived four hours late.**

The intransitive verb "arrived" takes no direct object, and the noun phrase "four hours late" acts as an adverb describing when the train arrived.

**Since the company was pleasant and the coffee both plentiful and good, we lingered in the restaurant for several hours.**

The verb "lingered" is used intransitively and takes no direct object. The prepositional phrase "in the restaurant for several hours" acts as an adverb modifying "lingered".

**The painting was hung on the south wall of the reception room.**

The compound verb "was hung" is used intransitively and the sentence has no direct object. The prepositional phrase "on the south wall of the reception room" acts as a adverb describing where the paint hung.

**When writing sentences for vocabulary words**:

1. You MUST have **context clues**. A “CC” near your sentence means that your sentence was lacking context clues. Serious infractions may mean reduced points.

2. Be sure you always mean what you say. Be precise. Eliminate wordiness. Watch out for modifier errors or other errors that result in confusing wording.

3. Major sentence faults cannot be tolerated in English. Therefore, a comma splice (CS) or a fragment (Frag.) or a run-on (RO) will earn no points. A CS is when you connect two complete sentences, two independent clauses, together with only a comma. These errors are generally the result of you rushing to get done. So, learn to write fast *and* great. Practice, practice, practice!

4. *Lastly, if I can’t read it, it will not receive any credit and you will be asked to redo the assignment.* On handwriting: while it might not be quite fair, the quality of your handwriting may impact a reader’s perception of you. Use these vocabulary assignments as a way to practice **legibility**.