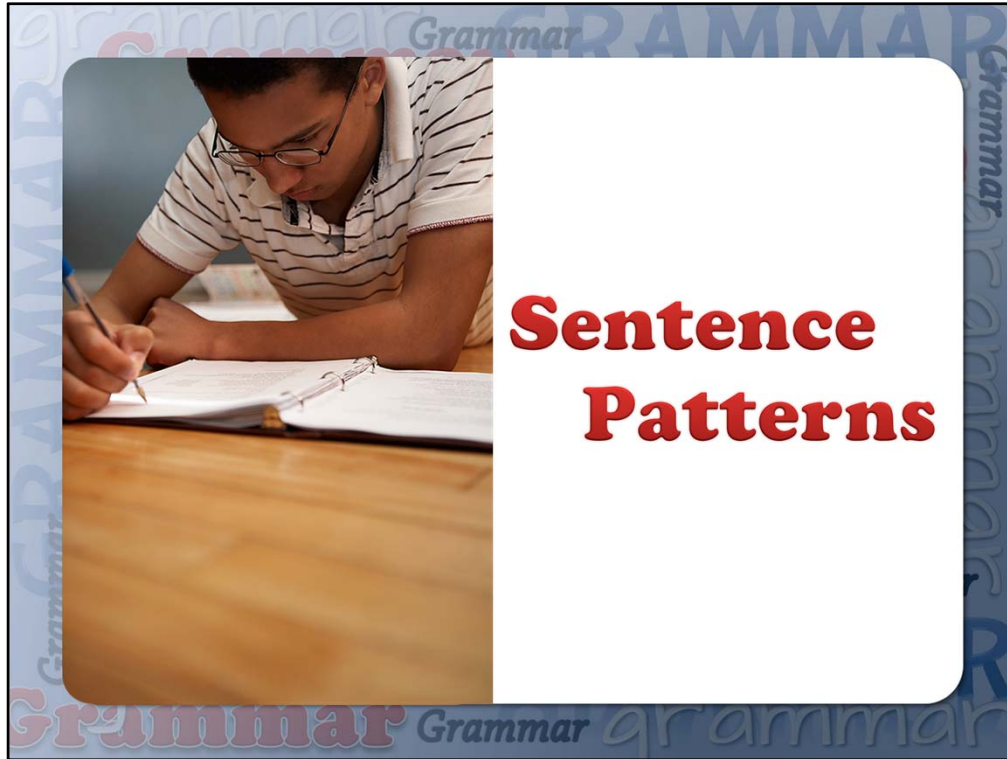
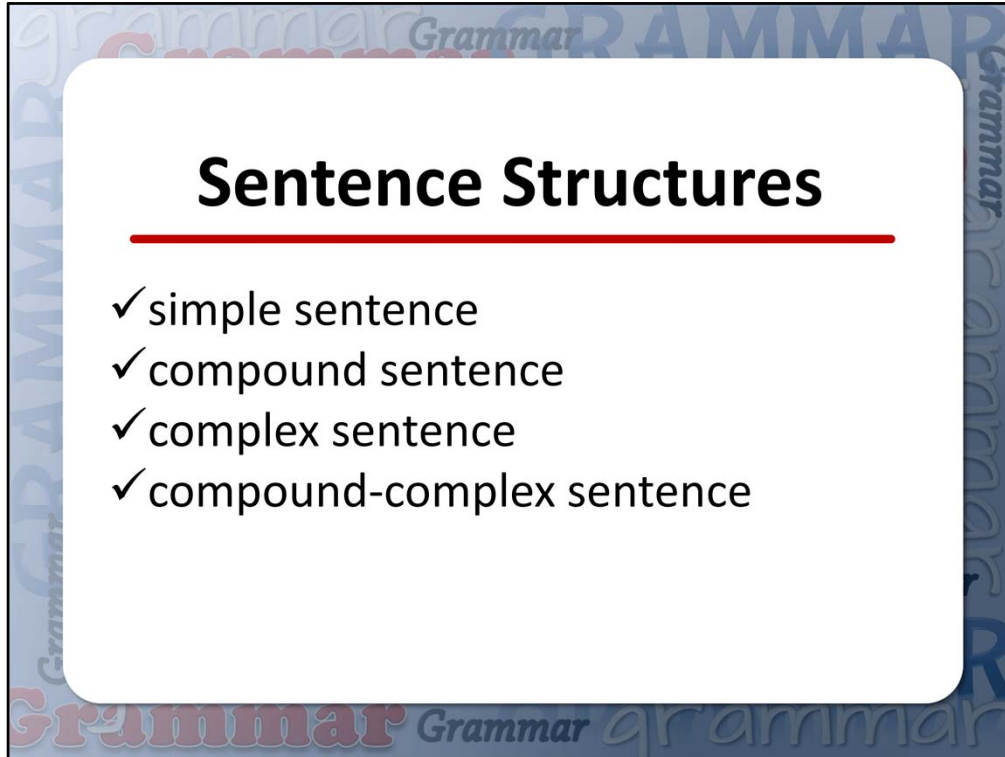


Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns



Sentence Patterns



Sentence Structures

- ✓ simple sentence
- ✓ compound sentence
- ✓ complex sentence
- ✓ compound-complex sentence

A study of eight sentence patterns will give you the skills needed to correctly punctuate sentences and appropriately vary your sentence structure. A sentence pattern can take the form of a simple sentence, a compound sentence, a complex sentence, or a compound-complex sentence.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns

Sentence Pattern One:

Subject **Verb**

Benjamin Franklin traveled.

**independent
clause**

Understanding parts of a sentence will help you to learn different sentence patterns. A phrase that consists of a subject and a verb is called a clause. A clause that can stand alone as a complete sentence is called an independent clause. For example, the phrase *Benjamin Franklin traveled* is a clause because it contains a subject, *Benjamin Franklin*, and a verb, *traveled*. This phrase is an independent clause because it can stand alone to make a complete sentence. A sentence in its simplest form contains just the subject and a verb. This is the first sentence pattern: subject-verb.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns

Simple Sentence with Compound Subject

Subject **Verb**

Franklin and Henry traveled.

Simple sentences may have compound subjects or compound verbs. For example, the sentence *Franklin and Henry traveled* has a compound subject and shares the same verb, *traveled*, but it is still a simple sentence that uses the pattern subject-verb.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns

Simple Sentence with Compound Verb

Subject **Verb**

Franklin traveled and sang.

Likewise, the sentence *Franklin traveled and sang* has a single subject, *Franklin*, and a compound verb, *traveled and sang*, but it is still a simple sentence that uses the pattern subject-verb.

Module 5: Stretching Limits in the Age of Reason

Topic 3 Content: Sentence Patterns

Modifiers do not change the sentence pattern.

S V

Adjective **Subject** **Verb**

Wise Benjamin Franklin traveled.

extensively to Europe.

Adverb **Prepositional Phrase**

Notice that modifiers such as adjectives, adverbs, and prepositional phrases do not change the type of sentence pattern. Recall the example *Benjamin Franklin traveled* in which the sentence pattern is subject-verb. If you add an adjective to the sentence, as in *Wise Benjamin Franklin traveled*, the sentence pattern is still subject-verb. If you add an adverb to the sentence, as in *Wise Benjamin Franklin traveled extensively*, the sentence pattern is still subject-verb. And if you add a prepositional phrase to the sentence, as in *Wise Benjamin Franklin traveled extensively to Europe*, the sentence pattern is still subject-verb.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns

Sentence Pattern Two:

S V DO receives the action
 Whom? What?

Subject Verb Direct Object

Patrick Henry gave inspiration.

The second sentence pattern is subject-verb-direct object. Recall that a direct object receives the action of the verb and answers the question *Whom?* or *What?* In the sentence *Patrick Henry gave inspiration*, can you identify the subject, verb, and direct object? *Patrick Henry* is the subject and *gave* is the verb. What did he give? He gave inspiration. Thus, *inspiration* is the direct object.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns

Sentence Pattern Three:

To whom? For whom?

S V IO DO

Indirect

Subject Verb Object Direct Object

Patrick Henry gave colonists inspiration.

The diagram illustrates the structure of a sentence with an indirect object. It shows the components: Subject (Patrick Henry), Verb (gave), Indirect Object (colonists), and Direct Object (inspiration). The indirect object is highlighted in orange and labeled 'Indirect' and 'To whom? For whom?'. The direct object is highlighted in purple and labeled 'Direct Object'. The verb is highlighted in blue and labeled 'Verb'. The subject is highlighted in red and labeled 'Subject'. The sentence is written as 'Patrick Henry gave colonists inspiration.' with color-coded underlines: red for 'Patrick Henry', blue for 'gave', orange for 'colonists', and purple for 'inspiration.'.

The third sentence pattern is subject-verb-indirect object-direct object. Recall that an indirect object answers the question *To whom?* or *For whom?* the action is done. You can add an indirect object to the prior example by expressing to whom Patrick Henry gave inspiration, as in *Patrick Henry gave colonists inspiration.*

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns

Sentence Pattern Four:

S V PN

**Subject Verb Predicate
 Nominative**

Benjamin Franklin is a statesman.

The fourth sentence pattern is subject-verb-predicate nominative. A predicate nominative renames the subject and is connected by a linking verb. For example, in the sentence *Benjamin Franklin is a statesman*, *Benjamin Franklin* is the subject, *is* is the linking verb, and *statesman* is the predicate nominative that renames the subject *Benjamin Franklin*.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns

Sentence Pattern Five:

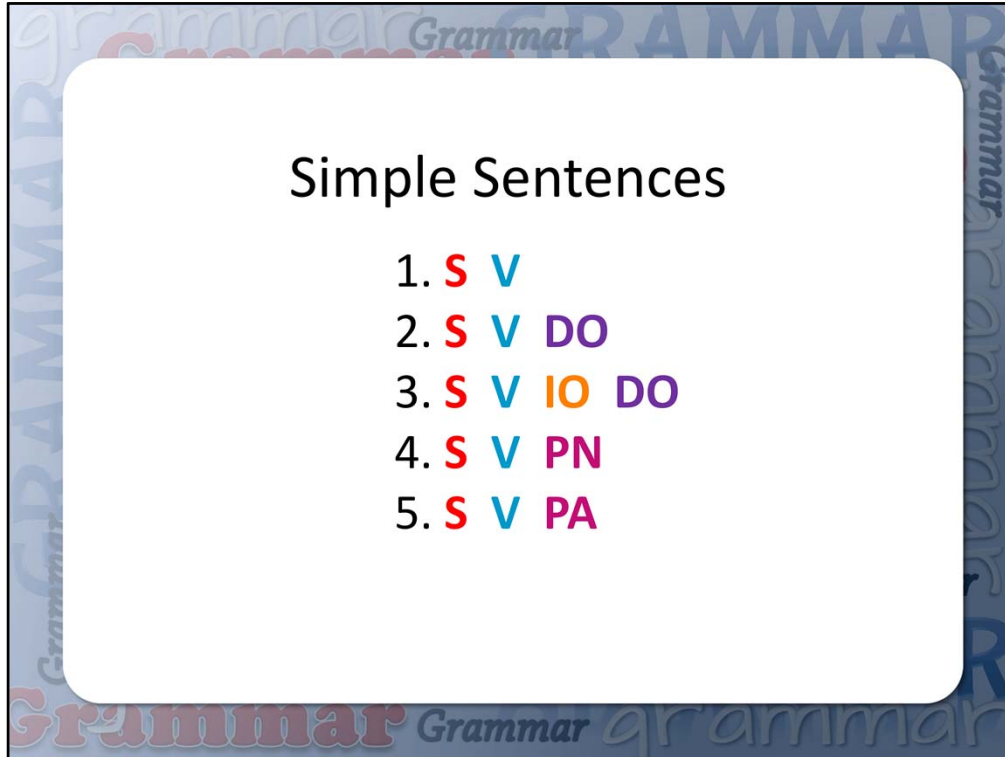
S V PA

**Subject Verb Predicate
 Adjective**

Patrick Henry feels courageous.

The fifth sentence pattern is subject-verb-predicate adjective. A predicate adjective describes the subject and also uses a linking verb. For example, in the sentence *Patrick Henry feels courageous*, *Patrick Henry* is the subject, *feels* is the linking verb, and *courageous* is the predicate adjective that describes the subject *Patrick Henry*.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns



Simple Sentences

1. **S V**
2. **S V DO**
3. **S V IO DO**
4. **S V PN**
5. **S V PA**

These five sentence patterns are simple sentences, but there other sentence patterns that can enrich your writing.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns

Sentence Pattern Six:
Compound Sentence

1. **IC ; IC**
2.

Independent Clause **Semicolon**

↓ ↙

Patrick Henry gave his speech; the colonists
followed his argument.

↘ ↗

Independent Clause

The sixth sentence pattern is a compound sentence, which consists of two independent clauses that are connected in one of two ways. First, you can connect the two independent clauses with a semicolon. Take for example the sentence *Patrick Henry gave his speech; the colonists followed his argument*. The first independent clause is *Patrick Henry gave his speech*. The second independent clause, separated by a semicolon, is *the colonists followed his argument*. Remember that the independent clause following the semicolon should not be capitalized unless it begins with a proper noun.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns

Sentence Pattern Six:
Compound Sentence

1. IC ; IC **Coordinating
Conjunction**
2. IC , CC IC **Conjunction**

Independent Clause Comma /

Patrick Henry gave his speech, and the
colonists followed his argument.

Independent Clause

The second way you can connect the two independent clauses in a compound sentence is by using a comma followed by a coordinating conjunction such as *and*, as in *Patrick Henry gave his speech, and the colonists followed his argument*. Depending on the meaning of your sentence, another coordinating conjunction may be more appropriate. An easy way to remember the coordinating conjunctions is the mnemonic FANBOYS: for, and, nor, but, or, yet, so.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns

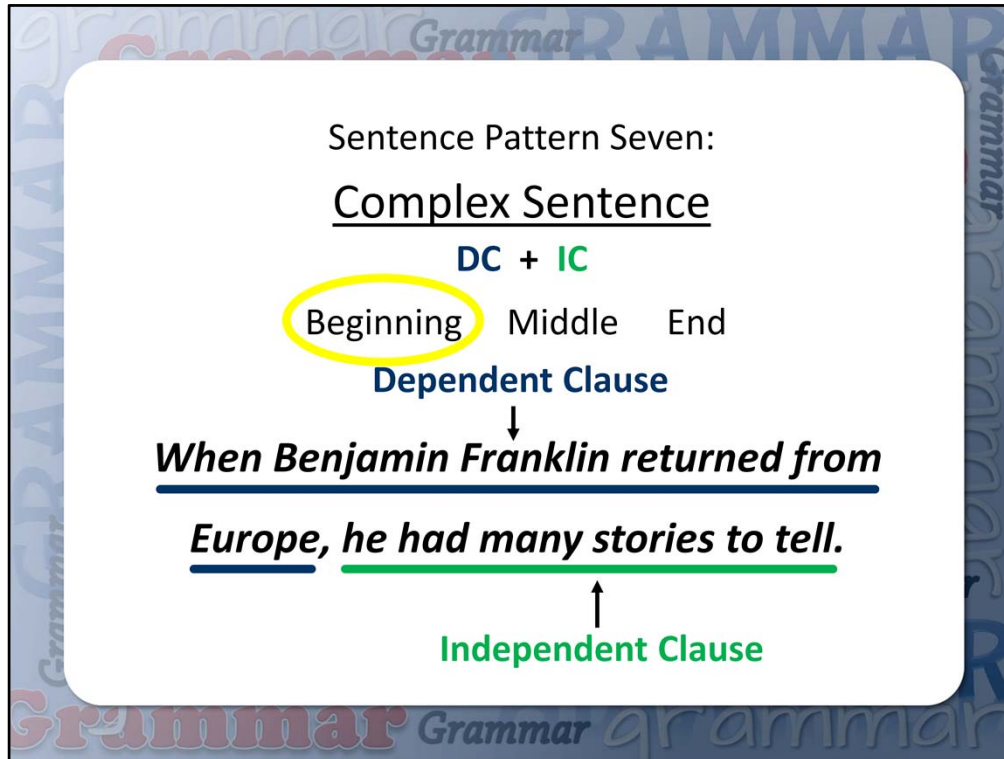
Sentence Pattern Seven:
Complex Sentence
DC + IC

Dependent Clause usually begins with:

• after	• in order that	• when
• although	• rather than	• where
• as	• since	• whether
• as if	• so that	• which
• because	• than	• while
• before	• that	• who
• even though	• though	• whom
• how	• unless	• whose
• if	• until	• why

The seventh sentence pattern is a complex sentence. A complex sentence consists of a dependent clause in addition to the independent clause. While an independent clause is independent and can stand alone, a dependent clause depends on the independent clause and can never stand alone. Dependent clauses often begin with one of these words: after, although, as, as if, because, before, even though, how, if, in order that, rather than, since, so that, than, that, though, unless, until, when, where, whether, which, while, who, whom, whose, or why.

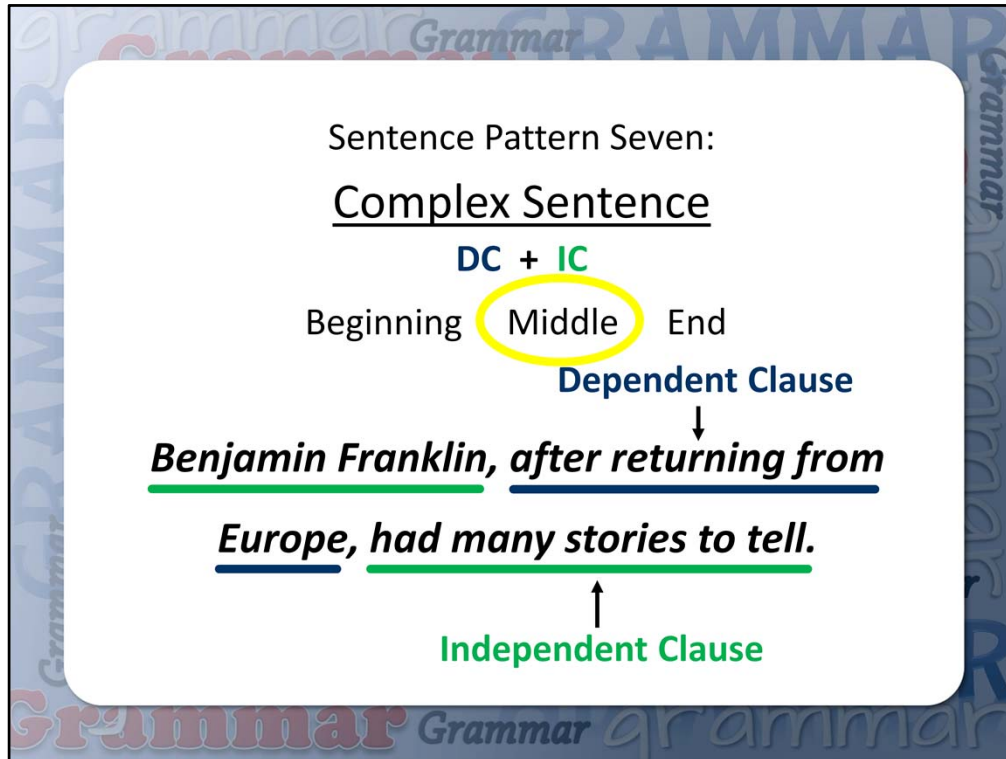
Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns



Can you identify the dependent and independent clauses in this example of a complex sentence? The clause *when Benjamin Franklin returned from Europe* cannot stand alone as a complete sentence, so it is the dependent clause. The clause *he had many stories to tell* can stand alone as a complete sentence and thus is an independent clause.

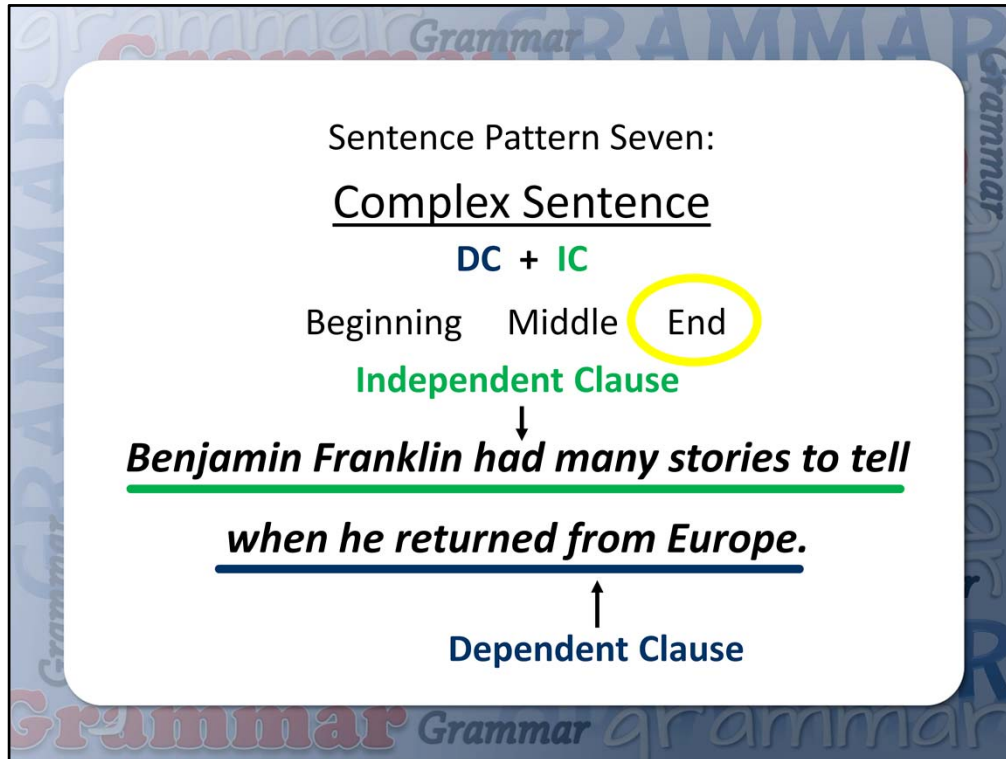
Note that dependent clauses can appear in the beginning, middle, or end of a sentence.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns



For example, you could also reword the sentence as *Benjamin Franklin, after returning from Europe, had many stories to tell.* Here, the independent clause is broken up by the dependent clause in the middle of the sentence.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns



You could also reword the sentence as *Benjamin Franklin had many stories to tell when he returned from Europe.* In this example, the dependent clause is found at the end of the sentence.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns

Sentence Pattern Eight:

Compound-Complex Sentence

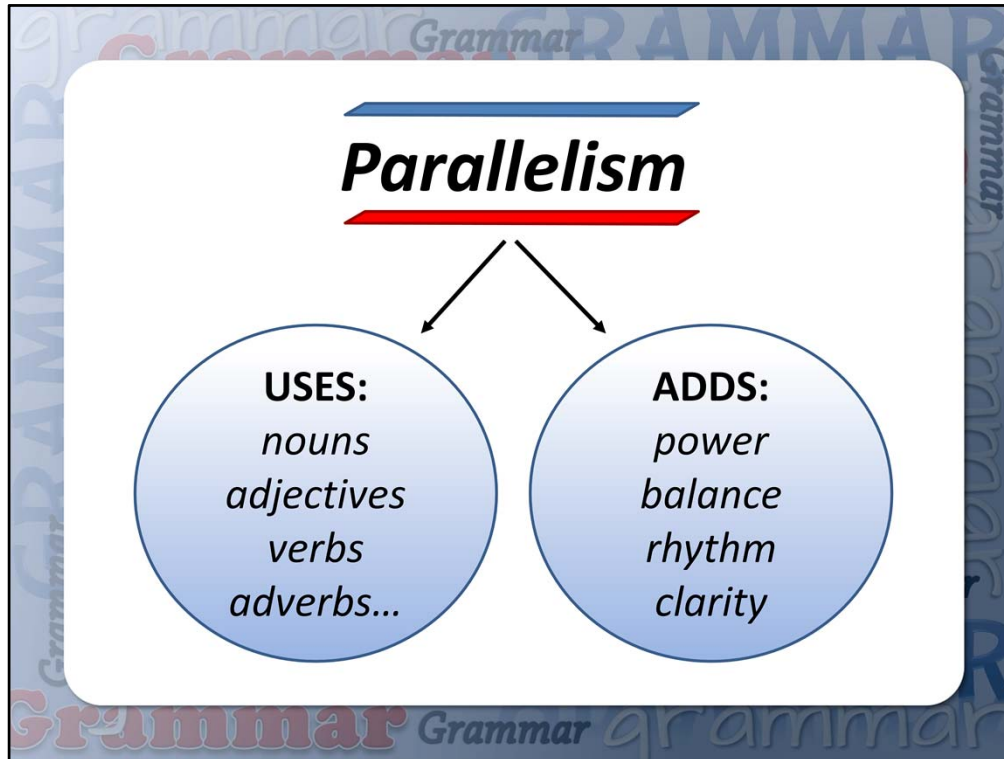
DC + IC; IC
DC + IC, CC IC

Complex Compound

After students study the revolutionaries'
speeches, they may share stories about their
Fourth of July celebrations, *or they may*
recount the field trip to Williamsburg.

The eighth sentence pattern is a compound-complex sentence. As you may have guessed, a compound-complex sentence is a combination of the compound and complex sentence structures. Can you identify the three clauses in the following sentence? *After students study the revolutionaries' speeches* is the dependent clause. *They may share stories about their Fourth of July celebrations* is the first independent clause, and *they may recount the field trip to Williamsburg* is the second independent clause. The use of a dependent clause makes this sentence complex, and the use of two independent clauses linked by a comma and the coordinating conjunction *or* also makes this sentence compound.

Module 5: Stretching Limits in the Age of Reason
Topic 3 Content: Sentence Patterns



Good writers also use parallelism in sentence structure. Parallelism is any structure which uses parallel elements such as nouns, adjectives, verbs, adverbs, or longer structures to show that the ideas in the parts or sentences are equal in importance. Parallelism provides power to a passage. It also adds balance, rhythm, and most importantly, clarity to the sentence. Take for example this sentence from Thomas Jefferson: "In matters of principle, stand like a rock; in matters of taste, swim with the current."