***8th Grade Spelling Unit Sentence Patterns***

**Unit 1-- Begin with an interjection followed by an exclamation mark and another sentence.**

--Yikes! I’d judging by his odor that Paul doesn’t care much about *hygiene!*

--Ouch! The sun is so blindingly *radiant* today that I need sunglasses to go outside!

**Unit 2— Begin with a question and then answer it as if you’re talking to yourself.**

--Was it *implicit* that I do the homework? I didn’t hear the teacher say I had to do it.

--Was I *stoic* when they told me Whiskers had been run over? I bawled like a baby!

**Unit 3— Begin with a subject followed by a comma, an interrupting appositive, another comma, and a predicate.**

--The criminal, who recently escaped from prison, peered through the window and smiled *ominously*.

--The plot, a *diabolical* plan to blow up the office building, was uncovered by police just in time.

**Unit 4— Each sentence should begin with a verb+ing (what’s called the present participle), followed by a comma and a person or thing.**

--Sweating, the boy finally gave up on the *ludicrous* task of lifting the fallen tree.

--Glancing at his classmates’ grades, Ed realized that perhaps his grade wasn’t so *abysmal* after all.

**Unit 5--Each sentence should begin with a past participle verb phrase (past participle is usually the same as the past tense) followed by a comma and a complete sentence.**

--Found at the bottom of the well, it was obvious the poor dog was starving and *ravenous*.

--Fired for his *complacency*, the life guard felt guilty for not noticing the drowning girl while texting.

**Unit 6— Begin with a subject and then have that subject doing a series of three things. The series will require commas and parallel structure. Parallel structure involves a series of phrases that all take on the same pattern.**

--Wanda *familiarized* herself with the new rules by reading the handbook, checking with her boss, and asking her co-workers.

--Ted gave an *eloquent* speech, answered the audience’s questions, and exited to standing applause.

**Unit 7—Each sentence should contain a compound subject and/or a compound predicate.**

--Susan and Samantha scrubbed the floor until it was *immaculate*.

--I was *cynical* of Josh’s motives and decided not to have him join the team.

**Unit 8— Each sentence should consist of two independent clauses (complete sentences) combined with a comma and coordinating conjunction.**

*And But Or Yet So For*

--It is *preposterous* to think that you can finish this on you own, so I suggest you get help.

--Ted is very optimistic and *buoyant*, but I’m afraid he’s just going to end up disappointed.

**Unit 9— Write a sentence that correctly uses one of the correlative conjunction pairs below.**

*Not only… ,but Both… and Either… or Neither… nor Whether… or*

--Either Mr. Stevens was impervious to the students’ insults, or he hadn’t heard what they said.

--Not only did Jane concede she was at fault for the accident, but she offered to pay for any damages.

**Unit 10— Use a complex sentence that begins with a subordinate conjunction. When you begin a complex sentence with a subordinate conjunction, you will need a comma following the dependent clause. (See p. 58 for a list of subordinate conjunctions)**

*After Although As As if As long as Because Before*

*Since So that While Unless Until When Whenever*

--So that you’re not seen as being *presumptuous*, you better find out the facts before you answer.

--After Lew revealed he was a life-long Cubs fan, his Cardinal-fan buddies *ostracized* him.

**Unit 11-- Begin with two adjectives followed by a comma.**

--Stubborn and loud, the large, mooing cow standing in the middle of the road *impeded* our journey.

--Organized and ahead-of-schedule, it was clear that Antonio understood how to *prioritize*.

**Unit 12—Begin each sentence with an adverb followed by a comma. If you’re stuck and can’t think of any adverbs, visit the following website which lists 1,200 of them:**

[**http://www.paulnoll.com/Books/Clear-English/English-adverbs.html**](http://www.paulnoll.com/Books/Clear-English/English-adverbs.html)

--Incredibly, the Stealth aircraft *transcends* the speed of sound twice over.

--Clearly, it was *imperative* that we rehearse our skit before tomorrow night’s performance.

**Unit 13--Each sentence should begin with an –ing &--ly combination followed by a comma and then a complete sentence.**

--Arguing fiercely, the *advocates* for more homework won the debate.

--Speeding recklessly by the school, the driver was *negligent* of the children’s safety.

**Unit 14— Begin with a comparison or contrast transition. A comma will be necessary.**

**Comparison Transitions--In comparison, correspondingly, identically, like, likewise, similarly, along with, just as, in the same way, by the same token**

**Contrast Transitions--On the contrary, notwithstanding, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, while this may be true, yet**

--Likewise, Bill also *conjectured* that orange is the most common color of Skittles.

--By the same token, I’m also *skeptical* that you’re telling me the entire truth.

**Unit 15— Begin with a cause or effect transition. A comma will be necessary.**

 **Cause Transitions Effect Transitions**

**Because of…, In view of... As a result,… Hence,…**

**Seeing that…, Due to…, Consequently,… For this reason,…**

**Since…, In order to…, Therefore,…. Thus,…**

--Since Thelma is such a *connoisseur* concerning poetry, I’ll ask her if she’ll look over my poem.

--Consequently, any more volunteers would be *superfluous*.

**Unit 16-- Begin with an addition or conclusion transition. A comma will be necessary.**

 **Transitions of Addition Transitions of Conclusion**

**As well as,… Besides,… All things considered,…Briefly,…**

**Furthermore,.. Likewise,… To summarize,… Indeed,…**

**In addition,… Moreover,… In the final analysis,… In conclusion,…**

**Similarly,… Additionally,… On the whole,… To sum up,…**

--In addition, I found the stuck-up girl to be *patronizing*, treating me like an idiot.

--Briefly, the *rendezvous* between the two spies was disastrous because their cover was blown.

**Unit 17—Each sentence should begin with a prepositional phrase that is followed by a comma. (See p.346 for a complete list of prepositions)**

about aside from between in back of off since up

above as beyond in front of on through upon

according to at by in place of on account of throughout with

--Beyond the door, the *indignant* child listened to his parents discuss what his punishment would be.

--Since my two best friends wouldn’t make up, I tried to *mediate* between them.

**Unit 18—Each sentence should begin with “To” + a verb phrase (this is called the present infinitive form), followed by a comma and a complete sentence.**

--To become *nostalgic* for my high school days, I just flip through my old yearbooks.

--To locate the most *prominent* peak in the national park, just study the map.

**Unit 19— Each sentence should begin with “If” and have a comma after the beginning clause.**

--If you are *delinquent* in paying your electricity bill, you may come home to a dark house one night.

--If a boss maintains a good *rapport* with his employees, they’ll be more likely to work hard.

**Unit 20—use a dash (-- or two hyphens) to emphasize the conclusion of a sentence. There are no spaces before or after a dash.**

1. The *contradicting* evidence led the jury to agree on only one thing—they were far from reaching a verdict.

2. I realized something when I *juxtaposed* the before and after photos—I appeared much younger after receiving Botox.

**Unit 21— Each sentence should include a colon ( :) and a series of three or more items that follows the colon. You should have an independent clause (a sentence that can stand on its own) in front of the colon. Note, there are two spaces after a colon.**

--Little Penny was *obstinate* about several things: what she wore, what she ate, and who she talked to.

--The vote was *unanimous* except for the following people: Greg, Will, and Penelope.

**Unit 22— Use a sentence that correctly employs a semicolon. Remember, a semicolon connects two complete sentences that are closely-related in topic. Note, there is one space after a semicolon.**

--I could tell the salesman was *dubious*; something just seemed fishy about his sales pitch.

--Don’t *tantalize* your brother with your ice cream; he already feels bad he can’t have any.

**Unit 23— Each sentence should include an adverbial conjunction (see list below) that is preceded by a semicolon ( ; ) and followed by a comma. The pattern is as follows: sentence+semicolon+adverbial conjunction+comma+sentence.**

 however indeed instead moreover nevertheless meanwhile

 thus likewise furthermore therefore consequently hence

--It is *intrinsic* in his personality to hurt other’s feelings; indeed, he can’t bear to pass up a good insult.

--I thought the two lawyers liked one another; however, there appears to be some *animosity* between them.

**Unit 24—Each sentence should correctly use parentheses. There is one space before the first parenthesis and no space after it. There is no space before the second parenthesis and one space after it.**

--Mr. Ryan (our new social studies teacher) can get quite *philosophical* in discussing history.

--Competitive eaters view Joey Chesnutt (the record holder in hotdog eating) with great *reverence*.

**Unit 25—Properly use quotations to note someone speaking. You cannot use “said”**

--“Thank you for the beautiful sweater, Grandma,” Dylan *begrudgingly* murmured as he looked at his hideous gift.

--“My concern about the meatloaf is *not frivolous*,” complained Susie to the principal.

**Unit 26— Write a sentence that involves a “split quotation.” In a split quotation, the quotation is interrupted to show who is talking and how they’re talking. Be careful to use quotation marks and commas correctly. Do not use “said.” You should be able to fit the two parts of the quote together into one complete sentence. Watch out for run-ons.** --“His method of traveling to work by pogo stick,” remarked Tess, “is certainly *unorthodox*.”

--“Running out of gas in the middle of the desert,” remembered Fred, “put us in quite a *quandary*.”

**Unit 27—Here’s the pattern—“Having” + a perfect participle verb (usually the same as past tense)+comma + a complete sentence**

--Having called her mom an ugly name, the *belligerent* child was given a spanking.

--Having collected a *copious* amount of rare stamps, Zac began to arrange them in a scrapbook.

**Unit 28— Write a sentence that correctly uses an ellipsis (…). An ellipsis can be used to indicate a break in speech or thought, a trailing off of thought, and that a list of items continues. It can also be used to create a sense of suspense, surprise, or importance.**

--I wonder if aliens from outer space view our technology as *antiquated*. I just wonder…

--Yancey hurried back to the hot tub just in time… to find the water *tepid*.