

B,O,Y sentences

A BOY sentence is a two-part sentence.

The first part of the sentence ends with a comma and the latter part begins with either:

BT OR YET

He always tried his best at school, **but** sometimes he could get distracted.

He could be the friendliest dog in the world, **or** he could turn aggressive without any warning.

It was a cloudy day, **yet** the sun shone brightly in the sky.

LIST sentences

There are two ways of constructing this sentence type.

The first contains **three** adjectives before the noun.

Each adjective is separated by a comma.

It was a **beautiful, glorious, sunny** day.

The second contains **four** adjectives before the noun.

Each adjective is separated by a comma, however the word **and** is placed between the two final adjectives.

The man wore a **long, ripped, oversized and dirty** cloak.

2A sentences

A 2A sentence has **two adjectives** preceding the first noun, followed by a further **two adjectives** preceding a second noun.

He was a **tall, awkward** man with an **old, crumpled** jacket.

It was an **overgrown, messy** garden with a **lifeless, leafless** tree.

ALL THE W'S sentences

These sentences are short sentences. They begin with **Who, What, Where, Why, When, Would, Was, Will, If**

These are used for the following effects:

1. To directly involve the reader
2. As an opening to a paragraph
3. As an opening to interest the reader
4. As an ending to suggest the reader has to make up his/her own mind.

Who was he?

What if the young boy was never found?

Was this really the end?

Why is our climate changing?

DOUBLE ly ending sentences

In this sentence, the **verb** is followed by two **adverbs** (words that describe the verb).

The competitive girl **ran quickly** and **determinedly**.

(This sentence can be extended by giving an explanation that begins with **because** or **as**).

The competitive girl **ran quickly** and **determinedly** **as** she knew she had to win the race.

SIMILE sentences

A simile sentence has a simile which creates a vivid picture in the reader's mind.

These sentences contain either

...like a... OR ...as a...

Use 'where' and 'when' information to extend 'banned' similes like
'It was as cold as ice.'

She shivered **like a** leaf drifting through the woods on a cool autumn evening.

It was **as cold as** ice floating in the Arctic ocean on a moonlit winter night.

3_ed sentences

A 3_ed sentence begins with three related adjectives, all of which end in **ed**.

Each of these words must be followed by commas.

Emotion words are mainly used to open this sentence type.

Make sure the three words are not just synonyms.

For less able pupils a 2_ed sentence is still effective.

Dazed, confused, worried, he ran as fast as he could.

Amused, amazed, excited, she left the circus tent reluctantly.

Frightened, exhausted, desperate, they ran from the creature.

SHORT sentences

Short sentences are formed with one, two or three words.

These sentences are only useful if they are used in the following contexts:

1. After several long sentences (for dramatic effect)
2. As a way of developing tension within the plot
3. As a comment from the author to the reader
4. In speech between characters, to indicate tension
5. As a command or exclamation.

Then it happened.

Everything failed.

That wasn't all.

"Oh no!"

"Stop...s...stop!"

Emotion word, (comma) sentences

This sentence is constructed by using an adjective which describes an **emotion**, followed by a **comma**.

The rest of the sentence describes actions which are related to the opening emotive adjective.

Placing the emotive adjective at the start gives more weight to that word.

Terrified, he sat rocking with his head in his hands.

Desperate, she ran as fast as she could through the forest.

Furious, the man raised his voice and told the boy to go away.

Personification of weather sentences

To produce one of these sentences, an element of weather (such as rain or wind) is given a human attribute (action).

The rain **wept** down the window. = sad mood.

The wind **screamed** through the branches. = tense mood.

The breeze **murmured** through the branches. = calm mood

The snow **smothered** the town. = tense, claustrophobic
mood.

THE MORE, THE MORE sentences

The **first *more*** in this sentence is followed by an emotion.

The **second *more*** is followed by a related action.

A **comma** separates the two parts of the sentence.

The more upset she became, **the more** her tears flowed down her cheeks.

The more anxious he became, **the more** his hands began to shake.

The more relaxed she was, **the more** she laughed.

A useful extension is *The less, the less* sentence, for example:

The less happy he became, **the less** likely he was to smile.

Ad, same ad sentences

This sentence contains two adjectives which are the same, one repeated shortly after the other.

The first is used in the opening clause of a sentence and the second is used immediately after the comma which ends that clause.

He was a **fast** runner, **fast** because he needed to be.

It was a **busy** city, **busy** in a way that made you feel exhausted.

He was a **smart** dresser, **smart** because he had the money to buy the best.

It was a **foolish** animal, **foolish** in a way that will become obvious as this story unfolds.

IF, IF, IF, THEN sentences

An **If, if, if, then** sentence is constructed using three subordinate clauses in a list, with a comma after each clause beginning with *if*.

This sentence is an extremely useful way of starting or ending a story or idea, as it summarised the main themes or events.

If I hadn't found that watch, **if** the alarm hadn't gone off, if it hadn't scared those burglars, **then** I wouldn't be sitting here today.

If Hannibal hadn't lost, **if** Rome hadn't won, **if** Carthage hadn't fallen, **then** the Mediterranean would be very different today.

O.(I.) sentences

Outside. (Inside.)

These sentences are made up of two sentences.

The first sentence shows how the character behaves on the outside.

The second sentence lets the reader know how the character is actually feeling on the inside.

She smiled and shook the man's hand warmly. (Inside, however, she was boiling with rage.)

Jack said how pleased he was to be at the party. (It wasn't the truth - he longed to be elsewhere.)

NOUN, (which, who, where) sentences

This sentence always begins with a **noun** which is followed by a **comma**, followed by the ending of the sentence.

A **Noun, (which, who, where)** sentence is an example of a sentence with an **embedded clause**.

My mother, **who was born in 1944**, looks very young for her age.

Peterborough, **which is a city**, has a stunning cathedral.

The garage, **where he had his car repaired**, has been closed down.

De: De sentences

This sentence is created by having two separate parts, which are separated by a colon.

The first part of the sentence is description: the second part is the detail.

I was shattered: it had been 2 days since I last slept.

(description) : (detail)

Hamsters are nocturnal: they sleep during the daytime.

(description) : (detail)

IMAGINE 3 examples: sentences

Imagine 3 examples: sentences begin with the word *Imagine*, and then **describe three facts** of something (often times or places).

The first two facts are separated with **commas** and the third finishes with a **colon**.

The writer then explains that such a time or place exists.

Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: this is the story of that time.

Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet.

ING, ED sentences

An ___*ing*, ___*ed* sentence always begins with a **verb** ending in **ing** followed by the location of the action and then a **comma**.

After this comma, the last part of the sentence begins with a **name or personal pronoun** followed by a second **verb** with an ***ed* ending** and an important event.

Driving to town, **he stopped** to watch the U.F.O. land.

Swimming in the river, **she froze** as she noticed the crocodile slide off the bank and into the water.

2 PAIR sentences

This sentence begins with two pairs of related adjectives, followed by a comma.

Scared and upset, exhausted and hungry, they ran as fast as they could through the forest.

Shocked and fearful, bewildered and numb, he couldn't believe that this was happening in front of his eyes.

3 bad – (dash) question sentences

This sentence begins with a list of **three negative adjectives** separated by commas.

The first and second adjectives are followed by commas. The third is followed by a dash, then a question which relates to the negative adjectives.

Thirst, heatstroke, exhaustion – which would kill him first?

Fed up, lonely, depressed – would he ever feel happy again?

Greed, jealousy, hatred – which of these was John Brown's worst trait?

SOME; OTHERS sentences

The **first part** of this sentence begins with the word **some**.

The **second part** of the sentence is separated with a **semi-colon** and the word **others**.

The **semi-colon** is used instead of a connective.

Both parts have to be complete sentences that make sense on their own.

Some children walk to school; **others** travel by car.

Some countries have a warm climate; **others** do not.

Some days are full of enjoyment; **others** begin and end terribly.

IRONY sentences

An **irony** sentence deliberately **exaggerates** how good or bad something is. The exaggerated word or phrase is then shown to be **false** in the rest of the sentence.

Our **luxury** hotel turned out to be a farm outbuilding.

The **trip of our dreams** was, in fact, our worst nightmare.

With dawn breaking, the **beautiful view** described in the brochure revealed itself to be a building-site and rubbish tip.

P.C. sentences

This sentence type requires specific **pairs of conjunctions (P.C.)**

These include the following:

(B.A.) - both/and

(N.A.) - not so/as

(N.N.) - neither/nor

It was **both** cold **and** unpleasant for him to work there.

It was **not so** much the fame **as** the fortune that she craved.

Neither friends **nor** family would ever make her happy.

VERB, PERSON sentences

With this sentence type, begin the sentence with the verb.

This should always be followed with a comma then the chosen name of a person (or *he, she, they, it*).

Running, she seemed to have been **running** forever.

Creaking, he knew there was something creaking behind him.

Sailing, James had always been petrified of it.

MANY QUESTIONS sentences

This sentence usually begins with a question beginning with either

Who? What? Where? When? Why? How? or What if?

This is followed by further phrases.

What are these plants? trees? flowers? animals?

Where is the treasure? the diamonds? the gold? the rubies?

What if it rained? poured? thundered? hailed?

How did you feel? last night? this afternoon? now?