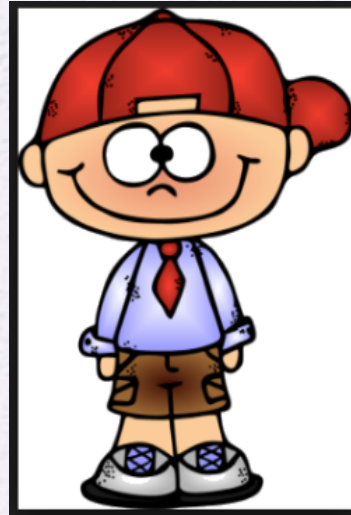




BOYS



BUT
OR
YET
SO

A BOYS sentence is when you create a compound sentence by joining two sentences together using a conjunction. The latter part always begins with *but, or, yet* and *so* (BOYS).

*He could be really friendly **or** he could be really miserable.*



2A



A 2A sentence is an expanded noun phrase. It helps paint a picture for the reader. 2As have a determiner, 2 adjectives separated by a comma and then a noun.



On a cold, lonely mountain there lived an ogre.



Simile



Simile sentences are used to create a vivid picture for the reader. They are '*like*' and '*as... as*' sentences that compare one thing to another.

The moon was like a pale, bright face.

He was as cold as an icicle.



Personification of weather



Personification of the weather is when you give the weather a human action. It is used by authors to show a character's feelings or create a certain mood.

The rain *wept* = *sad* mood.
The wind *screamed* = *tense* mood.

The wind screamed at the trees and pulled at my hair.



All the W's



All the W's are short sentences that begin with
Who? What? When?
Where? Why? Would?
Was? Will? What if? They
are used to involve the
reader and make them
think.

*What was he doing? Was this a mistake?
Would this ruin everything?*



2A-4A



A 2A sentence is an expanded noun phrase, which helps paint a picture for the reader. It has a determiner, 2 adjectives separated by a comma and a noun. A 4A sentence has 2 adjectives before the first noun, followed by 2 adjectives before the final noun.



*Standing on the edge
of a cliff stood **a**
glorious, grand castle
with many **tall,**
towering turrets.*

3ed

A 3_ed sentence has 3 adjectives that end in -ed and describe a character's emotion. The -ed words must be followed by commas.



*Terrified, haunted,
scared, he ran away
from the castle as
quickly as his legs
could carry him.*



Verb, person



A verb, person sentence opens with a verb in order to give it greater importance.

The verb is always followed by a **comma**, then the **name** or a **personal pronoun** (he, she, they, it) and then followed by the rest of the sentence.

Tiptoeing, she crept down the corridor trying not to make a sound.



Emotion word, comma



An emotion word, comma sentence places the emotion word at the start of a sentence followed by a comma. The rest of the sentence describes actions linked to the emotion word. This helps emphasise a character's feelings.

Terrified, he froze instantly to the spot.

The more, the more



The more, the more sentences are useful when developing a character. The first more should be followed by an emotive word (or an action) and then a comma. Then the second more should be followed by an action.

The more upset she was, the more the tears flowed.

The more she ran, the more her heart pounded in her chest.

SHORT

Short sentences can be really effective and often come after a series of longer ones. They change the pace of the writing and are used:

- for dramatic effect
- to create tension
- as an authorial intrusion.

It was a dragon!
Then it happened.
A single gun shot rang out.
It was true.





Ad same ad



This is when the same adjective is used twice. The second adjective is repeated straight after a comma. This emphasises the adjective and helps the reader understand that this point is important.

Merida was brave, brave and courageous.

This monster was evil, evil and full of darkness.



NOUN, *which/who/where*



This sentence includes a relative clause *which* adds extra information about a noun. You start the clause with a relative pronoun (*which, who or where*) and mark it with commas.



Aunt Spiker and Aunt Sponge, who were quick to anger and slow to care, treated James terribly.

James, who was kind-hearted, was the complete opposite.

2 pairs



2 pair sentences begin with two pairs of related adjectives. It is a powerful way to describe how characters are feeling.

Exhausted and worried, cold and hungry, they didn't know what to expect.



Outside. (Inside.)



These are made of two related sentences. The first tells the reader a character's action. The second, which is always placed in brackets, lets the reader know the character's true feelings.

He smiled and shook the man's hand warmly. (Inside, however, he was more angry than he had ever been.)





If, if, if, then



This is a great way of starting or ending a story or an idea. It is made of 3 clauses marked by commas that summarise dramatic points. Churchill used a similar structure known as the Churchillian triplet.



If the alarm had gone off, if the bus had been on time, if there weren't any roadworks, then his life would never have been destroyed.



Many questions



Start with a question and a question mark, followed by words or phrases, which pose linked questions.

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

*What if she was lost?
trapped? captured?
murdered?*





3 bad - question?



Write 3 negative words followed by a dash then a question related to these. By clustering these negative words, we include lots of information in one short, dramatic sentence.



*Vampires, warewolves, zombies
- how many foul and evil
creatures lived in this place?*

*Greed, jealousy, hatred -
which of these was his worst
trait?*



3 good - question?



Write 3 positive words followed by a dash then a question related to these. By clustering these positive words, we include lots of information in one short, dramatic sentence.



Diverse, beautiful, equal - isn't this the world we should live in?

Kind, loving, caring - wouldn't everyone want to live in this world?

Peaceful, calm, safe - shouldn't this be our world?

Double ly ending

This sentence ends in two adverbs which add more detail to the verb. These adverbs of manner add precision to the sentence.



*The wizard spoke
slowly and purposefully.*

*He rode swiftly and
determinedly.*

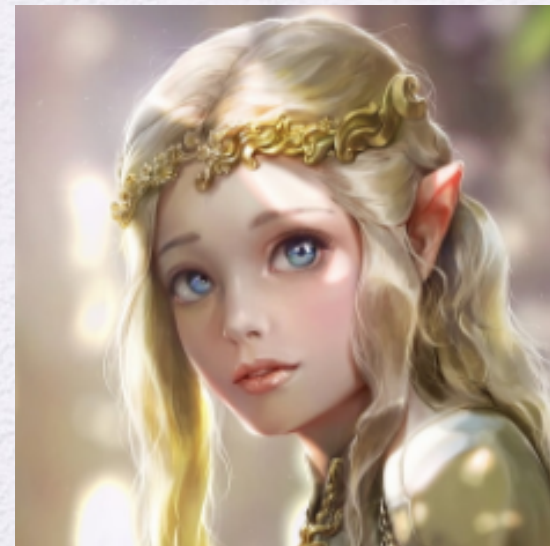


Some; others



This is a great way to draw comparisons or introduce dilemmas or arguments. It is a compound sentence that begins with the word *some* and then a semi colon replaces the conjunction *but*.

Some believe that elves are wise, graceful creatures; *others* think they are mischievous tricksters.





PC (paired conjunctions)



A paired conjunction (correlative conjunction) is when some words need a second in order to make sense.

- both... and
- neither... nor
- either... or
- not so... as
- as... as

CONJUNCTION	EXAMPLE
• Both ... and	Michael can both read and write.
• Not only ... but also	Not only Mary but also Gabriel is from Italy.
• Either ... or	I can have either cola or tea.
• So ... as	Her story isn't so boring as theirs.
• No sooner ... than	We had no sooner gone to bed than the phone rang.

*It was **both** cold **and** dark in the cellar.*

***Neither** Mr Big **nor** Mr Small could be trusted.*



Imagine 3



This is a great opener. It begins with Imagine a time/place, gives 3 examples separated by commas and ends with a semi colon. The last part of the sentence explains that this time/place exists.

*Imagine a world where
animals talk, where
cars fly, where magic
exists: in the
Andromeda 5 system
there is such a planet.*





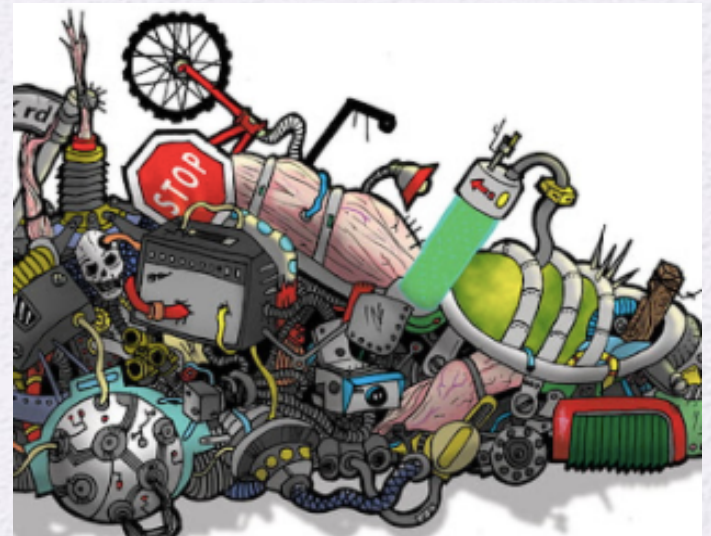
Irony



An irony sentence deliberately overstates how good or bad something is. The overstatement is then shown to be false in the next part of the sentence.

The 'trip of our dreams' was in fact our worst nightmare.

With dawn breaking, the 'beautiful view' revealed itself to be scrap-yard and rubbish tip.



De: de

A De: de sentence has 2 parts. The 1st part gives a description and the 2nd gives further details. The 2 parts are separated by a colon (:).

The vampire is a dreadful creature: it kills by sucking all the blood from its victims.

Snails are slow: they take hours to move the shortest of distances.

