

Alan Peat Sentences Writing

GCSE English Language

Double question? No,

Two questions which reference the opposite point of view, followed by the word 'No' and then a statement about your own viewpoint.

*e.g. Are we a school who choose junk food? Are we a school that doesn't care about the health of its pupils? **No**, we are a school who choose to eat healthily, and in this speech I will convince you that this is something that we must encourage.*

Negative – Positive questions

This uses rhetorical questions and presents two opposing ideas which are deliberately biased.

e.g. Do you want ill health and an early death, or do you want to live a long, healthy life? The answer is obvious...

Tell: show 3

This starts with a statement or viewpoint and continues (after a colon) with three linked examples.

e.g. Animal testing is barbaric: needless suffering is caused; irreparable damage is done; animals live and die in awful conditions. In this speech I will...

When; when; when, then.

This technique combines the 'pattern of three'. Create a negative picture with three examples beginning with 'when'. Next, a suggestion of change, beginning with 'then' is presented.

e.g. ***When*** crisp packets are found all over the playground; ***when*** food is being dropped on the canteen floor; ***when*** pencil shavings cover classrooms, ***then*** it is time to take responsibility for litter in our school.

Some; others

This allows for two opposing points of view (separated by a semi-colon).

e.g. ***Some** residents believe that these new safety measures will reduce crime; **others** are not so hopeful.*

Then, now

Shows confident change of tense to show how things have changed over time. Use specific time phrases (At first/ Only weeks ago/In the 1990s)

e.g. ***Only weeks ago** this was a peaceful village, **now** it stand in ruins.*

Noun, who/which/where

This sentence includes a subordinate clause allowing you to integrate information between commas, brackets or dashes (complex sentence)

e.g. ***The painting, which** is more than 200 years old, was transported to the gallery under armed guard.*

***Jack Moss, who** recently joined the company, was a key witness to the crime.*

Emotion – consequence

Adds emotional insight to a recount or narrative followed by a description of the consequence of that emotion:

Our instructor was angry – he shouted until we did as he said.

I was terrified – I held on to the rudder and attempted to steer us to safety.

We were mesmerised – we watched the strange, alien creature in silence as it disappeared into the sky.

Description, action

This type of sentence opens with a subordinate clause. It starts with a description of the subject, then continues after a comma to the main clause, where the linked action is conveyed:

Being the bravest member of the group, Jack volunteered to go first.

As the leader of the team, Colonel Jack organised the offensive.

Outside. (Inside.)

EXPLANATION:

O. (I.) are an abbreviation of Outside: Inside sentences. They are made up of two related sentences. The first tells the reader what a character is supposedly thinking,

e.g.

He smiled and shook the man's hand warmly.

This is what is happening on the OUTSIDE, the character's outward actions.

The second, related sentence, which is always placed in the brackets, lets the reader know the character's true INNER feelings. Hence:

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

The bracketed sentence is also an example of the omniscient, all knowing author. It allows the reader a glimpse of a character's inner thoughts and feelings. It is therefore an authorial intrusion which functions as a disruption of plot for a specific reason- as a hint of future plot development.

If, if, if, then

(Good for conclusions)

This sentence type is made up of **3 separate parts** which are separated by a **comma**, and are used to **develop an argument**.

Example

If you refuse to use plastic straws, if you avoid food with excessive packaging, if you use a bag for life when you go shopping, then you can have a positive impact on the environment.

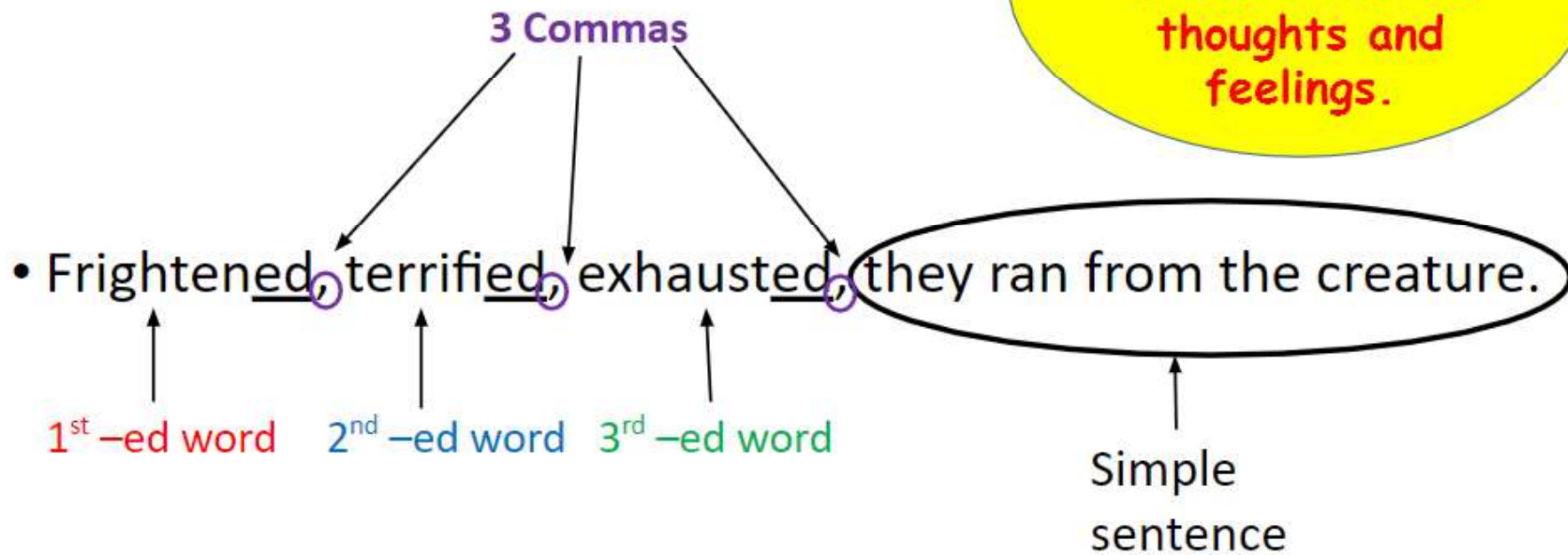
2A Sentences

A 2A sentence has two adjectives preceding the first noun, followed by a further two adjectives before the second noun. This type of sentence is useful as a way of creating a strong visual image in the reader's mind. It will help you to produce more descriptive writing!

Example:

She was a short, adventurous woman with an old, scruffy backpack.

Alan Peat Sentences – 3-ed



Remember -
your 3-ed words
should describe
thoughts and
feelings.

3-ed sentence structure:

1st -ed word/comma/2nd ed word/comma/3rd -ed word/comma/simple sentence

De: De or Description: Details sentences

Explanation: A Description: Detail or De: De sentence is a **compound sentence** in which two **independent clauses** are separated by a **colon**.

The first clause is descriptive and the second adds further details. The colon's function is to signal that the information in the second clause will expand on the information expressed in the first part (before the colon) of the sentence.

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

The more, the more

Explanation: This sentences type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action.

Example: The **more** angry he became, the **more** he hammered his fist on the table.

Many questions

Examples:

- Where is the treasure? the diamonds? the gold? the rubies?
- What if she was lost? trapped? captured? murdered?

Rule:

Start with a question and **question mark**, followed by further words or phrases which pose linked questions. Beware - you **don't** need to start each phrase with a capital letter!

How would you describe yourself? How would others describe you? Easy going? Serious? Careful? How about stupid? Criminal? Killer? It sounds like a sick joke, but many young people who get behind the wheel of a car become just that. However, I do not think that we can make sweeping statements about all young people being too irresponsible to drive. In my opinion, I think that the majority of young drivers are conscientious, careful and safe. As a teenager of 16, I know that when I learn to drive, I will treat it with the care and respect it deserves.