

Sentence Variation Models

- **Begin with a subject.**
 - *Dad* was a man with a mission that day.
- **Begin with an article and the subject.**
 - *The car* was old and rusty, but my father was determined to get it running.
- **Begin with an adjective and the subject.**
 - *Little wrinkles* of worry riddled my anxious forehead as I headed out the door.
- **Begin with an adverb before the subject.**
 - *Abruptly*, it began to rain.
- **Begin with a prepositional phrase used as an adverb.**
 - *In the sky*, clouds began to form.
- **Begin with a present participle phrase.**
 - *Coming down in buckets*, the rain soon saturated the ground.
- **Begin with a past participle phrase.**
 - *Soaked with water*, John sloshed through the mud.
- **Begin with an absolute phrase or more than one.**
 - *His long journey ended, his weary feet aching, his bones icy with the cold*, John entered the warm, cozy house.
- **Begin with an infinitive phrase as the subject.**
 - *To relax with a cup of hot tea* was Mary's only desire.
- **Begin with a gerund or gerund phrase as the subject.**
 - *Reading a good book* is the best thing to do on a cold, rainy day.
- **Use an adjective clause.**
 - The plethora notes, *which were incomplete*, created more arduous work for the exhausted students.
- **Begin with an adverbial clause.**
 - *While the roast is cooking*, my mother slices the tomatoes for the salad.
- **Postpone the subject.**
 - There are in all this darkness *a few rays of light*.
- **Begin with a noun clause.**
 - *That his rocket would never get off the ground* was an unbearable thought for the young scientist.
- **Begin with a verb.**
 - *Rise* the sun did on that awful day.
- **Begin with a conjunction.**
 - *But* how could this be?
- **Begin with the object of the verb.**
 - *That job*, no one wanted.
- **Begin with an interjection.**
 - *Aha*—I caught you red-handed.
- **Begin with a transitional word.**
 - *In fact*, there were no oranges left.
- **Begin with a predicate adjective.**
 - *Fierce* was the storm that night.
- **Begin with a subordinate clause.**
 - *Although the day was fair and cloudless*, he took no pleasure in it.
- **Begin with two or more prepositional phrases.**
 - *In the castle of the monster with the hideous face*, a beautiful princess languished.

- **Use an appositive phrase.**
 - The resplendent smile, *braces, head gear, and rubber bands included*, lit up the room like fireworks.
- **Use a semi-colon.**
 - The poor, pathetic puppy was feeling badly last week; he had a stomach virus that was causing severe nausea.
- **Use a comma and a coordinating conjunction (FANBOYS).**
 - Cain got horribly car sick when we went to the veterinarian for an emergency visit, so he haphazardly regurgitated in my car, ruining the upholstery, the carpet, and my iPhone.
- **Create a balanced sentence in which the phrases or clauses balance each other by virtue of their likeness of structure.**
 - *The monster lurked* within the stony citadel; *the monster screeched* behind the castle walls.
- **Write a periodic sentence in which the sentence base (independent clause) comes last.**
 - Surrounded by angry villagers, poked and prodded with sharp pitchforks, frightened by the harsh orders of the guards, weakened by hunger and thirst, *the terrified monster cowered in the town square.*
- **Write an antithetical sentence that contains two statements that are balanced, but opposite.**
 - Great works of art show humankind *at its greatest, not at its happiest*; they illuminate moments of *decision, not moments of ease.*
- **Write a sentence in inverted order so that the predicate comes before the subject.**
 - *In the early winter comes* the snow.
- **Write a sentence in which normally unassociated ideas, words, or phrases are placed next to one another (juxtaposed), thus creating an effect of surprise and wit.**
 - The little children skipping on the lawn; a field of butterflies dancing in the wind.
- **Write a sentence ending with three parallel elements: words, phrases, or clauses that have the same structure.**
 - He loved *swimming, dancing, and running.* (gerunds)
 - He loved *to swim, to dance, and to run.* (infinitive phrases)
 - He loved *the stentorian roar of the crowd, the tangy smell of the hot dogs, and the sharp crack of the bat.* (noun phrases)
 - He loved *baseball because it was slow, because it was rhythmic, because it was played on sunny summer days and misty, rainy days and cold, wintry spring mornings.* (adverb clauses and adverb phrases)
- **Write a sentence in which repetition plays a role.**
 - The slow *summer days*, the silent *summer days*, the secret *summer days* slipped by one by one.
- **Ask a rhetorical question.**
 - Why should this be?
- **Write a sentence using anadiplosis, the repetition of the last word of one clause at the beginning of the following clause.**
 - The town fire chief, who was in charge of the Fourth of July celebration, was famous for his astonishing *fireworks*; these *fireworks*, richly colored and brilliant, burst repeatedly in the night sky like fiery rockets exploding in a rain of twinkling, incandescent, glittering sparkles.

- **Write a sentence using anaphora, the repetition of the same word or group of words at the beginning of the successive clauses.**
 - *We will pursue him* into the mountains; *we will pursue him* into the desert; *we will pursue him* down valleys and into canyons; *we will pursue him* to the ends of the earth.
- **Write a sentence using asyndeton, the deliberate omission of conjunctions in a series of related clauses.**
 - I saw the mountain; I climbed the mountain; I conquered the mountain.
- **Write a sentence using chiasmus in which the arrangement of ideas in the second clause is a reversal of the first.**
 - Am I philosopher dreaming I'm a butterfly, or *am I a butterfly dreaming I'm a philosopher?*
- **Write a sentence using ellipsis, the deliberate omission of a word or words which are readily implied by the context.**
 - The valley was cold, because it seldom saw the sun, damp, because *[it was]* surrounded by mist; *[it was]* silent, for no birds made their nests there or sang in the twilight.
- **Write a sentence using epanalepsis, the repetition at the end of a clause of the word that occurred at the beginning of the clause.**
 - Dinner was over, but no one had *dined*; the argument had taken away everyone's appetite.
- **Write a sentence using a polysyndeton, the deliberate use of many conjunctions for special emphasis—to highlight quantity or mass of detail or to create a flowing, continuous sentence pattern.**
 - The meal was amazing—my mother had cooked turkey *and* dressing *and* green peas *and* fruit salad *and* mashed potatoes smothered with gravy *and* toasty white rolls with honey *and* pumpkin pie *and* hot pecan pie swirled with whipped cream, *and* no matter how much we ate, the table seemed just as loaded as when we began eating.

Hagar, Lynn, et. al. *Laying the Foundation*. Advanced Placement Strategies, Inc., 2005.