



Sentence Structure Practice.

QUESTIONS

N5 RUAE

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Sentence Practice

Read the extracts carefully and then answer the questions which follow.

Question 1

If I found something that interested me – an ant’s nest, a caterpillar on a leaf, a spider wrapping up a fly in swaddling clothes of silk – Roger sat down and waited until I had finished examining it.

How does the writer express his enthusiasm for his interest? (2)

Question 2

Fog everywhere. Fog up the river, where it flows among green airs and meadows; fog down the river, where it rolls defiled among the tiers of shipping. Fog on the Essex marshes, fog on the Kentish heights.

How does the writer use sentence structure to emphasise the extreme nature of the fog? (2)

Question 3

We went on the giant roller coaster; we even – plucking up our courage – went on the rocket launcher that actually turned upside down; finally, heads spinning and stomachs heaving, we



tottered down to the low wall at the sea front for a welcome gulp of fresh air.

How does the writer use sentence structure to highlight the tension in the rollercoaster ride and its effect on them? (4)

Question 4

He was a miserable old man. Totally self-obsessed. It had started years ago when he withdrew from the world and shut himself up. Alone. People had come calling: family, including his mother; friends; salespeople and charities. He saw no-one. One day he finally decided to go out into the world again. Slowly at first then gathering pace he went to the shops, the day centre, and the doctor's surgery, the church and soon he was happy again. He never talked about his past. Only the future.

How does the writer use sentence structure to describe the old man negatively as well as capture a sense of his isolation? (4)

Question 5

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today.



How does the writer use sentence structure to emphasise both his anger with racial injustice and his desire for it to change? (4)







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Marking Instructions

- Award 1 mark for correctly identifying a relevant example of sentence structure + quote
- Award 1 mark for a clear explanation of how the sentence structure contributes to the effect specified in the question.
- The comment must link directly to the focus of the question (e.g. loneliness and isolation, desire for change).
- Do not award marks for vague comments such as “this makes it interesting”.
- Accept any other valid sentence structure with an appropriate analytical comment.

Question 1 – Enthusiasm

- List “ant’s nest....clothes of silk” – implies enthusiasm due to the sheer variety of insects the child can be fascinated by.
- Parenthesis “- an ant’s nest...clothes of silk –” – adds extra information in regarding the interests the child has, highlighting his desire to share the things that interest him suggesting his enthusiasm

Question 2 – Extreme nature of the fog

- Minor sentence “Fog everywhere” – begins the paragraph with emphasis drawing the reader’s attention to the fact the fog was inescapable highlighting its extremity.
- List “up the river....tiers of shipping” – implies the sheer quantity of fog, it was in every location that the narrator describes, highlighting its extremity.
- Repetition “Fog” throughout the paragraph emphasises its persistence/constancy/ubiquitous presence.
- Complex sentence “Fog up the river....tiers of shipping” – use of variety of punctuation within the sentence providing detailed information of the fog highlights its continuous and inescapable, almost threatening presence in all places.

Question 3 – Tension in ride and effect



Tension:

- Parenthesis “plucking up our courage” - provides insight into the writer’s feelings of fear and trepidation, suggesting tension.

Effect:

- Parenthesis “heads spinning and stomachs heaving” - provides extra information as to the nauseating physical effects of the rollercoaster.

Question 4 – Negative portrayal and Isolation

Negative portrayal

- Short sentence “He was a miserable old man.” – concisely summarises the gloomy character of the man for the reader at the start of the paragraph leaving the reader to not question the validity of his unfavourable personality.
- Short sentence “Totally self-obsessed” – concise summative statement reinforces portrayal as narcissistic and self-serving/self-preoccupied making it easy for the reader to understand.
- Two short sentences in a row at start of paragraph – creates impact for the reader delivering crucial information which characterises the man as highly unlikeable and self-involved.
- List “family....charities” – highlights the variety/quantity of people who attempted to make contact/offer friendship/support yet none were welcome highlighting his unfriendly personality.

Isolation

- Minor sentence “Alone.” – dramatises his loneliness/sentence is isolated which reflects his own isolation/brings attention to his isolation by providing no further information/perfectly encapsulates his loneliness
- List “family....charities” – highlights the variety/quantity of people who attempted to make contact/offer friendship/support yet none were welcomes, further drawing attention to his isolation.
- “He saw no-one.” – short sentence concisely and directly re-articulates the man’s loneliness, emphasising his isolation to the reader.



Question 5 – Anger and Desire for Change

Anger at racial injustice

- Parenthesis “a state sweltering with the heat of injustice”/ “sweltering with the heat of oppression” – provides extra information which brings to life the racial injustice he describes/dramatises the racial injustice through using figurative language emphasises a strong desire to overcome the inequality.
- Repetition “sweltering” emphasises the extremity of the injustice, it’s inescapable.
- Repetition “heat of” draws attention to the high levels of injustice, it is extreme. Also implies perhaps fury at the levels of injustice, fury an emotion associated with heat.

Desire for change

- Repetition “I have a dream” – reinforces his strong feelings of a desperate need for change.
- Short sentence “I have a dream today” – summarises and brings drama to his conclusive belief of the importance of this dream in bringing about equality.



Question 6 – Strength of emotion

- “Her anger was a wildfire” (metaphor) – suggests uncontrollable, destructive force.
- “Words burned” (metaphor) – implies pain and intensity.
- “The room shrank” (personification) – suggests overwhelming pressure.
- “Calm lay in ashes” (metaphor) – suggests total destruction of peace.

Question 7 – Feelings about the exam

- “The exam paper stared back” (personification) – suggests intimidation.
- “Questions lurked like traps” (simile) – implies danger and threat.
- “His mind froze, a lake locked in winter” (metaphor) – suggests inability to think.
- “Panic tightened its grip” (personification) – suggests overwhelming fear.

Question 8 – Calm or reflective mood

- “a wrinkled sheet of steel” (metaphor) – suggests smooth, reflective calmness.
- “Waves applauded the sinking sun” (personification) – implies gentle rhythm
- “The lighthouse stood proud, a lonely soldier on watch” (metaphor) – suggests quiet strength and solitude.
- “Evening settled quietly” (personification) – implies peaceful closure.





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