3.3 Varied Sentence Forms: 30-minute Pack

about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

Ten Minutes to Go

Source written for Revision Library (original, copyright-free). Written specifically for this worksheet as a short narrative extract for exam-style sentence-variety analysis and self-editing practice.

"Ten minutes." The invigilator's voice cut through the hall like a dropped tray, and forty pens paused before quickening again towards a final full stop.

Amara stared at the unfinished paragraph in front of her and felt the familiar panic rise from her stomach to her throat. She had planned this essay carefully the night before: a strong opening, three balanced paragraphs, a confident conclusion. None of that mattered now. Only one thing mattered: finishing.

She crossed out a clumsy sentence, then another, tightening her prose as she went. Full stop. New sentence. Keep going. Somewhere behind her, a chair scraped, and a pencil clattered to the floor, because someone nearby had packed away too soon.

Although her hand ached, she refused to stop writing until the very last second. Amara kept her eyes fixed on the clock at the front of the hall, her fingers cramping badly with every word. Five minutes. Four. Three.

What, she wondered, would she even remember of this moment in a year's time? Would it be the panic, or the strange, fierce concentration that had somehow carried her through it?

"Pens down, please." The room exhaled as one. For the first time in two hours, Amara set down her pen, flexed her aching fingers and allowed herself to breathe.

Section A: Identify. Look at these four sentences from the source text. Identify whether each one is a simple, compound, complex or compound-complex sentence.

1 **(a)** 'The invigilator's voice cut through the hall like a dropped tray, and forty pens paused before quickening again towards a final full stop.' **(1)**

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(b) 'For the first time in two hours, Amara set down her pen, flexed her aching fingers and allowed herself to breathe.' **(1)**

(c) 'Although her hand ached, she refused to stop writing until the very last second.' **(1)**

(d) 'Somewhere behind her, a chair scraped, and a pencil clattered to the floor, because someone nearby had packed away too soon.' **(1)**

(Total for Question 1 is 4 marks)

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2 Which term best describes 'Full stop. New sentence. Keep going.' as it is used in the source text?

- ☐ A) Three compound sentences
- ☐ B) Three very short minor sentences, used deliberately for effect
- ☐ C) Three complex sentences
- ☐ D) A single run-on sentence

(Total for Question 2 is 1 mark)

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3 Rewrite the sentence so that it begins with an -ing verb (a present participle). Keep the same subject and the same order of events.

'Elsa opened the door and stepped into the dark hall.'

(Total for Question 3 is 2 marks)

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4 Rewrite the sentence with the correct punctuation before and after the word 'however'.

'The rehearsal overran however the cast were cheerful.'

(Total for Question 4 is 2 marks)

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5 Identify the technique used to open each of these sentences from the source text.

(a) 'Somewhere behind her, a chair scraped, and a pencil clattered to the floor, because someone nearby had packed away too soon.' **(1)**

(b) 'Although her hand ached, she refused to stop writing until the very last second.' **(1)**

(c) 'For the first time in two hours, Amara set down her pen, flexed her aching fingers and allowed herself to breathe.' **(1)**

(Total for Question 5 is 3 marks)

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6 Look again at 'Five minutes. Four. Three.' Explain one effect created by using these short, incomplete sentences at this point in the text.

(Total for Question 6 is 2 marks)

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7 Section B: Apply. Combine these two simple sentences into one complex sentence, using a subordinating conjunction of your choice: 'The bell rang. Amara stopped writing.' (Aim to complete this in under a minute, as you would under exam time pressure.)

(Total for Question 7 is 2 marks)

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8 Look at these two simple sentences: 'The exam ended. Amara felt drained.'

(a) Join them into a compound sentence using a coordinating conjunction. **(2)**

(b) Now join the same two sentences into a compound sentence using a semicolon instead of a conjunction. **(2)**

(Total for Question 8 is 4 marks)

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9 Add the extra detail given in brackets to this sentence as a parenthesis, marked off by a pair of commas: 'Amara walked to the bus stop.' (extra detail: her legs still shaking)

(Total for Question 9 is 2 marks)

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10 This sentence is a fragment used by accident, not for deliberate effect: 'Because she had revised every topic on the specification.' Rewrite it so that it forms a correctly complete sentence.

(Total for Question 10 is 2 marks)

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11 Identify and correct the run-on (fused) sentence below: 'The invigilator walked past twice nobody looked up.'

(Total for Question 11 is 2 marks)

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12 Antithesis places contrasting ideas side by side in a balanced structure. Which of these sentences uses antithesis?

- ☐ A) The town was quiet, empty and cold.
- ☐ B) The town, which was empty, seemed cold.
- ☐ C) The old town slept by day and roared by night.
- ☐ D) The town? Empty.

(Total for Question 12 is 1 mark)

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13 Read this sentence.

'The market was a riot of colour: red peppers stacked in pyramids, blue tarpaulins snapping in the breeze, children weaving between the stalls, traders shouting prices over one another's heads.'

Explain one effect on a reader of building the sentence as a long list of details.

(Total for Question 13 is 2 marks)

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14 Rewrite these three short sentences as ONE sentence in which the main clause comes last, after the other details.

'The rain was falling. His phone had died. Ravi waited on the platform.'

(Total for Question 14 is 3 marks)

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15 Look at this sentence: 'The invigilator collected the papers.'

(a) Rewrite the sentence in the passive voice. **(1)**

(b) Explain one effect of using the passive voice here rather than the active voice. **(2)**

(Total for Question 15 is 3 marks)

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Mark scheme · 3.3 Varied Sentence Forms: 30-minute Pack

Question 1

(a) Compound sentence **B1**

(a) Answer: Compound sentence

(b) Simple sentence **B1**

(b) Answer: Simple sentence

(c) Complex sentence **B1**

(c) Answer: Complex sentence

(d) Compound-complex sentence **B1**

(d) Answer: Compound-complex sentence

Question 2

B) Three very short minor sentences, used deliberately for effect **B1**

Answer: B

Question 3

sentence begins with a participle phrase formed from a verb in the original, e.g. 'Opening the door,' or 'Having opened the door,' (oe) **B1**

comma placed after the participle phrase, with 'Elsa' as the subject straight after it and the events still in their original order **B1**

Answer: Opening the door, Elsa stepped into the dark hall.

Question 4

semicolon placed before 'however' (or a full stop, with 'However' given a capital letter) cao **B1**

comma placed after 'however' cao **B1**

Answer: The rehearsal overran; however, the cast were cheerful.

Question 5

(a) a fronted adverbial (of place), oe **B1**

(a) Answer: A fronted adverbial (of place)

(b) a fronted subordinate clause, introduced by the subordinating conjunction 'Although', oe **B1**

(b) Answer: A fronted subordinate clause

(c) a fronted adverbial (of time), oe **B1**

(c) Answer: A fronted adverbial (of time)

Question 6

identifies a plausible effect, e.g. the minor sentences create urgency, tension or a clipped, breathless quality (oe) **B1**

develops the effect with reference to the moment, e.g. the countdown mimics Amara's own racing thoughts as the exam time runs out, mirroring the invigilator's spoken countdown (oe) **B1**

Answer: The bare numeral sentences create a sudden, clipped, countdown rhythm; they mimic Amara's own racing thoughts as time runs out, making the reader feel the same mounting urgency she does in the final minutes of the exam.

Question 7

an appropriate subordinating conjunction is used to join the two clauses (e.g. when, as soon as, once), oe **B1**

resulting sentence is grammatically correct and correctly punctuated (a comma after a fronted subordinate clause), cao **B1**

Answer: When the bell rang, Amara stopped writing.

Question 8

(a) an appropriate coordinating conjunction is used (e.g. and, so), oe **B1**

(a) a comma is correctly placed before the coordinating conjunction, cao **B1**

(a) Answer: The exam ended, and Amara felt drained.

(b) the two independent clauses are joined using a semicolon **B1**

(b) no coordinating conjunction is added and no capital letter follows the semicolon, cao **B1**

(b) Answer: The exam ended; Amara felt drained.

Question 9

the extra detail 'her legs still shaking' is correctly inserted after the subject 'Amara' **B1**

a comma is correctly placed both before and after the inserted detail, cao **B1**

Answer: Amara, her legs still shaking, walked to the bus stop.

Question 10

identifies that the original is only a subordinate clause with no main clause attached **B1**

correct rewrite that attaches a main clause, correctly punctuated, e.g. 'Because she had revised every topic on the specification, she felt ready for every question.', oe **B1**

Answer: Because she had revised every topic on the specification, she felt ready for every question.

Question 11

identifies that two independent clauses have been fused together with no punctuation between them **B1**

correct rewrite using a full stop, semicolon, or comma plus conjunction, e.g. 'The invigilator walked past twice, but nobody looked up.', oe **B1**

Answer: The invigilator walked past twice, but nobody looked up. (Equally accepted: 'The invigilator walked past twice; nobody looked up.' or 'The invigilator walked past twice. Nobody looked up.')

Question 12

C **B1**

Answer: C

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Question 13

identifies an effect, e.g. a sense of crowded, busy or overwhelming activity, or of the reader taking in one detail after another (oe) **B1**

develops the effect with reference to the sentence, e.g. each new detail after the colon adds to the sense of colourful chaos, so the list mirrors the market itself (oe) **B1**

Answer: The long list adds one detail after another, so the reader is overwhelmed by the crowded, noisy scene in the same way as someone standing in the market; the accumulating details build a lively, chaotic picture.

Question 14

all three pieces of information kept (the rain falling, the phone dead, Ravi waiting on the platform) **B1**

the main clause about Ravi waiting comes at the end, after the other details **B1**

the sentence is grammatically accurate and correctly punctuated, e.g. a comma after the opening details **B1**

Answer: With the rain falling and his phone dead, Ravi waited on the platform.

Question 15

(a) The papers were collected by the invigilator, cao **B1**

(a) Answer: The papers were collected by the invigilator.

(b) identifies a valid reason, e.g. to emphasise the papers rather than the invigilator, or to create a more formal, official tone (oe) **B1**

(b) links the reason to an effect on meaning or the reader, e.g. the focus stays on the papers being gathered up rather than on who is doing the collecting (oe) **B1**

(b) Answer: The passive voice shifts the focus onto the papers and the process of collection, rather than onto the invigilator as an individual, which can create a more formal, procedural tone appropriate to describing an exam.

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