

One True Sentence

Tools of Style #3

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ONE TRUE
SENTENCE
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For the Teacher

Learning to write well requires tools that are best acquired through the process of discovery. One True Sentence is an opportunity for students to discover the wonder of writing and to simultaneously gain tools as they construct ideas into sentences. All instructions are embedded in the weekly lessons. Over the course of twenty weeks, students will be introduced to and review literary devices, elements of style, mechanics, and grammar. Along the way, they will learn to appreciate and delight in the art of crafting sentences.

Each week students will be introduced to a rhetorical term that will be directly explained and followed by an example. Encourage students to read and study the information carefully. It is useful, when being introduced to the new rhetorical term, to use the internet to explore the word's origin and to also listen to the word's pronunciation. After this simple direct instruction, students are guided into applicational exercises. Over time, as they explore the mechanics, grammar, and style of model sentences, they will begin to recognize and utilize the elements great writers use to construct savvy sentences. Constructing sentences, week after week, moves students boldly toward effortless and effective communication.

Sentence Construction Basics to Remember

Part 1: Four Types of sentences

We've all learned there are four types of sentences:

1. Declarative
2. Imperative
3. Exclamatory
4. Interrogative

Of course **declarative** sentences are the most common of the four. These are the sentences that state something—fact or opinion or imagination.

Imperative sentences, like the name suggests, implore, command. These are the sentences that demand, sometimes so much so that you need an exclamation point, but not always.

Exclamatory sentences express strong emotion—joy, anger, sorrow, shock, disbelief. These sentences are most often used to help readers get to know a character, or to express something via social media, or in a personal letter.

Last but not least, **interrogative** sentences always ask. And questions always end in a special mark, right?

Within these four forms, writers craft their ideas. All sentences range from simple to complex in nature.

The cat purrs.

Sassy, the calico cat that we rescued, often falls asleep in the sun purring.

Part 2: Words

All sentences are constructed with words. Each word has a specific meaning and a specific role to play.

For example, the word “blare” in its verb form means to make or admit a very loud, raucous noise:

The alarm clock blared a horrible screeching sound.

Its noun form, “blaring” is the noise itself:

The blaring of the horns during rush hour is exhausting.

We recommend using a dictionary often when constructing sentences.

Week 1: Antanagoge

Explanation:

A device that writers use to downplay an undesirable situation—making lemonade from lemons.

Example:

Though the torrential downpour may flood the streets, it signals a mild summer ahead with warm days and clear skies.

1. **Read and copy the explanation of antanagoge.** (if needed, listen to the pronunciation on the internet)

2. **Research the history of the word antanagoge.**

3. **Read the example sentence silently, then read it again, slowly, in a whispered tone.**

4. **Copy the example sentence.**

5. **What is the undesirable situation in the example sentence?**

6. **How is this situation being downplayed?**

7. **Rewrite the sentence using the same undesirable situation but downplayed in a different way.**

Week 1 practice: **Now you try!**

Craft 5 original sentences using antanagoge.

Begin by thinking of a situation that is, to you, undesirable, then use antanagoge to downplay the situation.

1. _____

2. _____

3. _____

4. _____

5. _____
