

Cumulative, Inverted, and Periodic Sentences: Exercise Key

Exercise 1:

1) Periodic Sentence

A sentence that begins with multiple details and holds off a standard sentence pattern until the end.

Now when I had mastered the language of this water, and had come to know every trifling feature that bordered the great river as familiarly as I knew the letters of the alphabet, I had made a valuable acquisition.

2) Inverted Sentence

A sentence that has the verb before the subject.

In all things of nature, there is something of the marvelous.

Something of the marvelous is in all things of nature. [regular word order]

3) Periodic Sentence

A sentence that begins with multiple details and holds off a standard sentence pattern until the end

Instead of being at the mercy of wild beasts, earthquakes, landslides, and inundations, modern man is battered by the elemental forces of his own psyche.

4) Cumulative Sentence

A sentence that begins with a standard sentence pattern and adds multiple details after it.

Nature, like a loving mother, is ever trying to keep land and sea, mountain and valley, each in its place to hush the angry winds and waves, balance the extremes of heat and cold, of rain and drought, that peace, harmony, and beauty may reign supreme.

Exercise 3

Label whether the sentence is cumulative, periodic, inverted (each one is used once!) Choose a rhetorical effect (to emphasize a point; to increase tension; to create a dramatic impact) and explain the effect (don't just label it; you have to tie it to content!)

- 1) **Cumulative**; the accumulation of details after the main clause emphasizes the negative effects of sprayed chemicals on the soil

- 7) **Periodic**; The sentence delays the arrival of the subject (“the thicket”), which is posed as a rhetorical question. By preparing the reader with circumstances the lead up to the rhetorical question (like “when the buffalo are all slaughtered”), the author is able to create tension surrounding the answer (which is "nowhere" or "gone").

- 9) **Inverted**; Rather than giving the subject of the sentence first (and thereby letting the reader know what is “discomforting” right away), the author is better able to emphasize the powerful effect that “unfamiliarity” can have (because he leads up to it!)

Exercise 5

Choose two sentences out of this exercise and model them!

Example of how to model (sentence #1)

Original:

Neither in its clearness, its colour, its fantasy of motion, its calmness of space, depth, and reflection or its wrath, can water be conceived by a low-lander, out of sight of sea.

Model:

Either for its purr, its fur, its lack of wakefulness, its eagerness for play, food, and fight or its serenity, can a cat be appreciated by Mrs. Knapp, in her house of felines.