

## Unit 2 Writing Types

Writing type	Success Criteria	How do I structure this type of writing?
Descriptive Writing	<p>Ambitious vocab (adjectives &amp; verbs)            Similes, metaphors and personification.            Accurate spelling            Secure sentence structures            Varied sentence structures            Make the writing engaging and interesting to read            Thoughts and feelings            Detail &amp; originality.</p>	<p>Create an atmosphere (weather, mood- good opportunity to use similes and personification here).            Create a person with a personality            Describe a scene – parts of a scene in major detail- use of the senses here.</p>
Narrative Writing	<p>Ambitious vocab (adjectives &amp; verbs)            Similes, metaphors and personification.            Accurate spelling            Secure sentence structures            Varied sentence structures            Make the writing engaging and interesting to read            Thoughts and feelings            Detail.            Realistic.</p>	<p>Beginning            Rising Action            Climax (middle)            Falling action (what is going to be done to solve the situation/problem.- something goes wrong/problem).            Resolution- how is it going to end.</p> <p>AVOID GHOSTS, ALIENS OR ANYTHING WHICH IS NOT REALISTIC. ALSO AVOID ENDING YOU STORY WITH '<i>I woke up and it was all a dream.</i>' NOOOOOO!</p>
Exposition writing	<p>Ambitious vocab (adjectives &amp; verbs)            Accurate spelling            Secure sentence structures            Varied sentence structures            Make the writing engaging and interesting to read            Thoughts and feelings            Detail- facts/figures/expert opinions.            Use of standard English.            Use of persuasive techniques.</p>	<p>You will be asked to pick a side and explain it. Make sure that you use the following persuasive techniques – especially emotive language and rhetorical questions.</p> <p>Introduction- set out your view point.            3 main points- explain them            Conclusion- come back to the issue you have been asked to consider. Use the material from Section A to help you with this BUT DON'T JUST COPY- INCORPORATE IT INTO YOUR OWN WORK!</p>

Example of descriptive:

### **Umbrella**

It was a cloudy night; the darkness covered the city like a thick blanket. The wind blew gusts of air smelling of car fumes through the streets; it sneaked under the cracks of doors and whispered down sooty chimneys.

Mr Bell hurried down a dark street, holding onto his bowler hat so that the harsh breeze couldn't steal it. The wind blew harder, almost blowing the short, stout man off-course. Eyes narrowed, Mr Bell tried again to walk into the path of the determined gale. A hazy drizzle of misty rain drifted down in sheets, making him shiver and cough. Cursing the cold, he drew his coat tighter around his large figure. As he made to clamp his hat to his head again, he spotted something black and flapping on the pavement. An umbrella!

His heart leapt; the umbrella would be perfect! Feeling pleased with himself, Mr Bell ran towards it and snatched it up. The handle was smooth and glossy, and the waterproof dome was black and very large.

As Mr Bell raised it above his head, something remarkable happened. He began to feel lighter as he ran over the cobbled street, holding tight. Lighter and lighter. With a gasp, he realised that his leather shoes were no longer making contact with the pavement. He was flying! The wind lifted him up like hundreds of hands, all pushing upwards.

With a delighted and shocked shout, Mr Bell gazed down at the sprawling city below him. The street lamps looked like beautiful, luminous flowers reaching up to him. Cars reminded him of jewel-coloured beetles crawling through the concrete maze.

The wind led him towards the park; it was the only splash of green in a grey ocean of buildings and roads. Clutching the umbrella tightly, he drifted towards two bronze statues of lions guarding the park entrance. Mr Bell outstretched his free hand and reached towards one. As he passed, he patted it on its cold head. The lion roared deeply and shook its impressive mane, whilst watching the small man float past. Wide-eyed, Mr Bell swung himself away. The umbrella swayed dangerously and as he grasped the handle harder, he waited dizzily for the world to stop spinning.

Still the wind carried him on. He glanced back at the now still statues. The trees swayed in time with the umbrella as he drifted higher again. A white barn owl flew past Mr Bell like a winged ghost.

As he rose, he scanned the sprawling city for his house. There. He gently coaxed the umbrella down towards his street. The wind rushed down and with a bump, Mr Bell landed outside his house. He looked around to check that nobody had noticed him disembarking, before making his way up the garden path. The promise of light and warmth beckoned him inside. As he stood on the front porch, he folded the umbrella up and smiled as he thought about what an exciting bedtime story his daughters would have that night.

## Sentence Openings

One of the most common ways to start a sentence is to begin with the thing being described as subject (first word). So we start with 'the...', or 'she/he/it...', followed by the verb (action).

For example: The lanky, unkempt fellow slinked down the canal path...

This can become boring. Instead try the following to vary your sentence openings:

- ✓ Use an '-ly' (adverb) opening word: Unsteadily, the lanky, unkempt fellow slinked down the alleyway...
- ✓ Open using a word ending in '-ed': Terrified, the girl darted out of the path of her pursuer...
- ✓ Start the sentence using a word ending in '-ing': Ambling along the canal tow path, the intoxicated thief spied his victim...

## Characterisation

One way of making your writing more interesting is to **SHOW** rather than **TELL**.

For example:

### Telling:

She was frightened.

### Showing:

Goosebumps travelled up her fair skin and her mouth went horribly dry. Her hands began to shake uncontrollably but her feet became lead weights that refused to move.

Remember to use:

- Interesting verbs - 'doing' words or 'being' words. E.g. 'walk', 'feel'
- Adverbs – words that *add* information to the verb.
- Adjectives - describing words that tell you more about nouns.

Activities to help you with your writing for Unit 2:

## Varied Vocabulary – Synonyms

**Task One:** Using a thesaurus, create a vocabulary list for the following words. The first one has been done for you.

1. **Slim:** thin, trim, slender, lean, wiry.
2. **Cold:**
3. **Hot:**
4. **Happy:**
5. **Sad:**

**Task Two:** Use the **new** words from your vocabulary list in a sentence. The first one has been done for you.

1. **Slim:** The teenage girl was very slender.
2. **Cold:**
3. **Hot:**
4. **Happy:**

## 5. Sad:

**Task Three:** Make these sentences more interesting by using *similes, metaphors, personification, adjectives and adverbs*. The first one has been done for you.

1. I was very sad.

*Tears of sorrow streaked my face.*

2. He was proud.

3. The wind was strong.

4. I was excited.

5. It was a hot evening.

# Writing Descriptively: Planning Sheet

Five Senses

Sight	Smell	Sound	Taste	Touch

Imagery (similes/metaphors/personification)

Interesting Vocabulary and Difficult Spellings

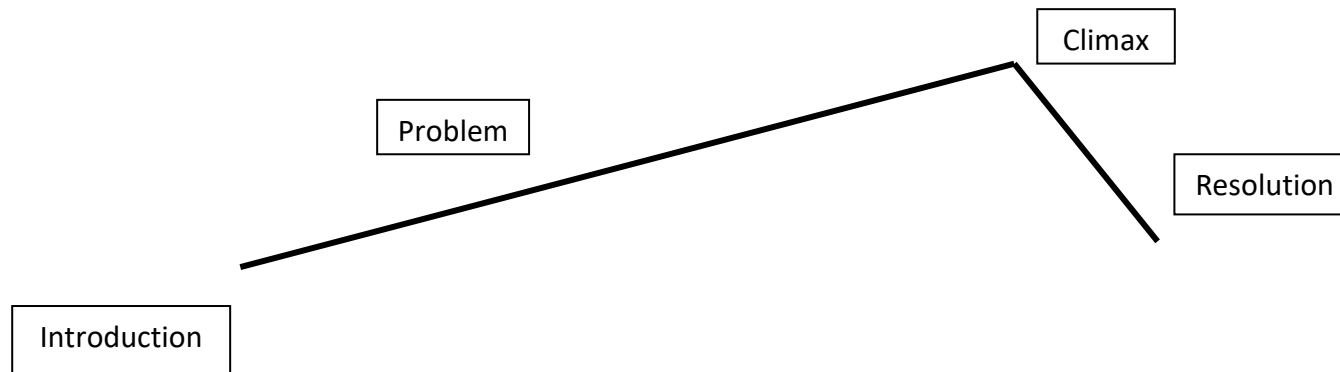
Descriptive Words (adjectives/adverbs)

## Structure of a Short Story

<p><b>First Sentence:</b> <i>direct speech, exclamation, question ...</i></p>	
<p><b>Beginning (Exposition):</b> <i>What do you need to tell your reader about the characters, setting and plot to keep them engaged?</i></p>	
<p><b>Middle (Problem):</b> <i>What do you need to add to keep your reader interested? How can you build suspense/tension?</i></p>	
<p><b>Climax:</b> <i>What is the event that occurs before the problem is solved and the readers' questions are answered?</i></p>	

<b>Ending (Resolution):</b> <i>How will you end so that the problem is resolved and satisfy the reader? Will you create an unexpected ending?</i>	

You can visualise the story structure as a graph:





Using the Narrative Plan above, create plans for the following narrative titles:

- a) Write about a time when you lost something of importance
- b) Write about a time when you were forced into doing something that you really didn't want to do
- c) Write about a time when something you had carefully planned did not work out as expected

Using the Descriptive Plan above, create plans for the following descriptive tasks:

- a) Describe a sinister place.
- b) Describe a time when you have been let down.

## How to write an essay...a reminder

**'An essay' - "prose composition with a focused subject of discussion"**

***Cyclists are a complete nuisance to all other road users, and should at least make more of an effort to conform to the rules. Discuss.***

*Write an **essay** to explain the extent to which you agree with this view, giving clear reasons and examples. Aim to spend no longer than 50 minutes (including 10 minutes planning); and write between 350 and 500 words.*

Write an essay to explain the extent to which you agree with this view. Include reasons and examples in your answer.

- ✓ Use the information from the reading tasks you have done to help you get ideas to support your answer.
- ✓ Write a plan of your main points.
- ✓ Remember that you are writing for general audience so you need to make your points very clear.

### **Introduction:**

- ✓ This is your chance to interest your reader in the topic you are writing about. Use the information in the question to help you get started.
- ✓ Try asking a question, using a statistic or dropping in a couple of eye-catching names to make an initial point.

### **Main Paragraphs:**

- ✓ These paragraphs are the heart of your essay. Each of these paragraphs should be properly structured with a range of appropriate sentences.
- ✓ Use specific details and precise language to support your points.
- ✓ Write your paragraphs in order of importance.
- ✓ Make sure that your paragraphs are cohesive – appropriate connectives will help with this.

### **Conclusion:**

- ✓ It is important that you take the opportunity to tie up all the main points of your essay and leave the reader with a clear understanding of the topic.
- ✓ Try to restate your main points using some new vocabulary.
- ✓ Finish with a memorable sentence.

Example of an essay:

*“Footballers are role models for children but they behave in an irresponsible manner and youngsters are likely to copy their behaviour both on and off the pitch.”*

Write an essay to explain the extent to which you agree with this view. Include reasons and examples in your answer.

If you walk around any town or city in the world you will undoubtedly see children wearing Premier League football jerseys emblazoned with the names of their heroes. I wouldn't mind betting my substantial weekly pocket money that there is a child in Timbuktu walking around wearing a Manchester United shirt with Rooney on the back or a Ronaldo Real Madrid top. This illustrates that these players are heroes to people all over the world and, as such, are role models. Let's face it, we try to emulate our heroes don't we? That makes them role models then surely.

However, this does not necessarily mean that all footballers behave in an appalling manner. Most of us would consider teachers to be role models for their students. Does this mean that all teachers display appropriate behaviour at all times in their professional and private lives? No, of course it doesn't! But the vast majority do and they are let down by a very small minority.

Firstly, if we take a really close look at one of the most high profile successful footballers in the world, Cristiano Ronaldo, and look beyond the arrogant, single-minded and selfish individual on the pitch. It is fascinating to learn that he has donated millions of pounds to charity and is, in fact, the most charitable sportsperson in the world. The range of causes he has supported include paying for brain surgery for a young fan and donating £5 million to the Nepal earthquake appeal. To be honest, I am prepared to tolerate the on-field histrionics and the arrogant statements if this is an example of his off-field generosity. It is not actually his fault that this is rarely reported in the press. Ronaldo may be the perfect example of a role model.

Furthermore, that there are clearly many other examples of footballers being incredibly generous with their time and money. Ashley Williams of Swansea City has set up his own charity to support local youngsters and Angel Rangel, also of Swansea City, was recently seen handing out food parcels to the homeless people of the city. On a larger scale, Didier Drogba has his own foundation in Ivory Coast and this has contributed to the building of hospitals and health centres. I would imagine that most of us are prepared to forgive the odd dive or rant at the referee.

Another perfect example of footballers behaving brilliantly is the women's game. The recent world cup was the perfect illustration of good on-field behaviour. I do accept that rolling around as if you have been shot, shouting abuse at the referee and cheating at every opportunity is something that blights the male game. However, in the women's game, the players get up almost immediately after every challenge and respect the decision of the referee. The acceptance of gay players like Casey Stoner of England is something to be proud of and clearly in advance of the men's game.

Finally, I must say that I only partially agree with the initial statement. Footballers are clearly role models to youngsters and some of their on-field behaviour is poor and will be copied. However, the statement does suggest that all footballers are the same. I have attempted to show that there are many examples of positive role models in football and believe that the press would rather write a story of a player biting someone than a player going through an entire career without being booked or changing the lives of people in need.