

Literacy
Descriptive Writing
L2

Name:

Date:

1. KEY SPELLINGS

Learn the spellings for the key words for this unit. Fill in the definitions of these terms to create a descriptive writing glossary.

Key Term	Definition
Simile	
Personification	
Metaphor	
Onomatopoeia	
Perspective	
Effective	
Atmosphere	
Concisely	
Criteria	
Expressive	
Imagery	
Figurative	
Subordinate	
Character	
Embedded	

2. FIGURATIVE LANGUAGE

Imagine you were on a school trip to the Lake District. On a walk through a forest, you become separated from the rest of your group. As night falls, you begin to feel worried and scared. Think of the five senses: what you hear, smell, touch, see and taste.

Write some descriptive sentences using the techniques you have explored in class. You must write five sentences, each using a different technique. Choose from the list: metaphor, simile, onomatopoeia, personification, powerful adjectives, powerful adverbs.

Ext: If you are feeling particular clever, try to use complex sentences. But don't forget your commas!

1. _____

2. _____

3. _____

4. _____

5. _____

3. SPELLINGS

Learn the following words containing one pair of double letters:

1. Abbreviate
2. Accelerate
3. Accident
4. Accomplish
5. Accurate
6. Allergy
7. Appropriate
8. Approximate
9. Assist
10. Beginning
11. Brilliant
12. Caterpillar
13. Collapse
14. Commit
15. Commemorate

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4. Annotation skills

Read through the following descriptive passage. Using a highlighter or pencil, pick out any descriptive techniques you find, or any examples of effective descriptive language. Label them and try to explain their effect on the reader. Use phrases like 'this makes it seem as though' or 'the writer has used this technique to...' or 'this makes me think...' to write your notes. The first one has been done for you.

Simile. It adds to the idea of the 'dead' city

Late November. The centre of the city lies as still as a tomb, grey in the cold earth. Silent buildings are gravestones to the living cemetery beneath. The chill wind blows the hair across my face. Dust and dirt swirl from the gutter and a tin can rattles down the pavement; its half consumed contents dribbling stickily behind. A cheeseburger carton limps unwillingly along before lodging itself beneath a bench. The smell of stale onions lingers from an abandoned hot dog stand.

Beside me, in the shop window, a sign of life. A cardboard box shifts in the gloom and a dark shape shuffles. A cupped grey hand extends, yet I move away.

Look out for: Simple sentences, compound sentences, complex sentences personification, simile and metaphor, use of senses, onomatopoeia, personification, adjectives and adverbs to create atmosphere.

5. SPELLINGS

Learn the following words containing one pair of double letters:

1. Desiccated
2. Disappear
3. Disappoint
4. Dissatisfied
5. Discuss
6. Exaggerate
7. Excellent
8. Gorilla
9. Happened
10. Harassed
11. Hallelujah
12. Illustrate
13. Immediate
14. Millionaire
15. Necessary

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6. Types of sentences

Identify the type of sentence – simple, compound or complex.

	Type of sentence?
While the sun shone, they stayed on the beach.
I went into town and then drove to Manchester airport.
All of a sudden, in the middle of the match, the phone rang.
The girl had a blister on her heel.
The panda ate loads of bamboo shoots.
Caravans were parked all the way along the coast.
The new Harry Potter book is brilliant.
I like all types of food including fish.
When the branch snapped, Matt fell out of the tree and broke his arm.
Elephants are bigger than snails.
Elephants, which are large mammals, are bigger than snails.
Mice like to eat grain.
In India, during the monsoon season, it is extremely hot and wet.....	
Extension: Give your own examples here:	
.....	

7. SPELLINGS

1. Occasion
2. Occur
3. Paraffin
4. Parallel
5. Proceed
6. Procession
7. Professional
8. Questionnaire
9. Sheriff
10. Sufficient
11. Tomorrow
12. Tranquillity
13. Fulfilled
14. Marvelled
15. Patrolled

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8. PARAGRAPHS

Use your TiPToP technique to mark where the new paragraphs should be in the following text:

Tip: Use the // symbol to show where the new paragraphs should begin.

Glowing orange in the gloom, the light from the shop window created an island of brightness on the abandoned street. Passers-by huddled into their coats for warmth, hardly noticing the shadowy figure lurking suspiciously in the doorway. Across the street, tin cans rattled noisily; blown by the sudden blast of icy air that swept the lonely stretch of road. Earlier that day, Ali had thought the weather would be too cold for the hooded figure to show up, and Ali would have to ensure another sleepless night before he could hand over the parcel. Suddenly the shadowy figure began to pace towards Ali, creating a sense of cold panic to wash over the boy. He stood his ground, not wanting the sinister man to know how terrified he actually was. "Have you got it?" growled the hooded man, reaching up a tattooed hand towards Ali. "Y-yes," stammered Ali, scrabbling in his backpack for the small paper-wrapped parcel the man clearly wanted. "Well, hand it over then" continued the spook, moving so close that Ali could smell the man's scent – greasy food and stale cigarette smoke. Two hours later Ali finally stopped shaking; safely back in his bed at home.

Colon

A colon is needed to introduce such things as:

1 **A list:**

The drawer contained: pencils, pens, rulers, compasses, protractor, and calculators.

2 **An explanation or an example:**

Camouflage is vitally important to many animals: it allows them to blend in with their surroundings to avoid being detected by other animals.

3 **The words spoken in a drama script:**

RAJA: *Where did you put my coat?*

4 **A long speech or quotation (instead of a comma):**

The headteacher addressed the whole school: 'What I have to say to you is very serious.'

Semicolon

Often it is a matter of personal style whether you should use a semicolon rather than another piece of punctuation. However, once you have learned how to use a semicolon, you will find it is a useful tool. Semicolons have two main uses:

1 **They can join two or more sentences which are linked in subject matter to form one sentence:**

*Many of the local factories had shut; it was harder to find work. When you use a semicolon in this way conjunctions such as *and* and *but* are not needed.*

2 **They can separate items in a list when you need to use punctuation within the phrases in your list:**

You can take care of your health by: giving up smoking, which is linked to heart disease, lung cancer and bronchitis; taking exercise; reducing your intake of alcohol to 21 units a week for men, 14 for women; eating a varied diet containing plenty of fresh fruit and vegetables, protein, carbohydrates, and polyunsaturated fats rather than saturated fats; and not becoming obese.

1 Copy these sentences, adding a colon where necessary.

- (a) *Contestants win one of these prizes a holiday, a television, a car or a cuddly toy.*
(b) *The rules in this game are simple the first one to answer wins the point.*
- 2 Decide how the students, whose work appears below, could have improved their coursework by making use of colons.

(a) *And finally the shop manager. A breed that evolved through managing. to do as little work as possible and looking extremely similar to a Butlin's red coat.*

(b) *a few days after I moved in we were brought together and introduced as 'Annie, your friend' and 'Jo, your new friend' respectively.*

3 Pair up the following sentences so that each pair can be linked using a semicolon. Then copy out the new, longer sentences making sure you punctuate them correctly.

- (i) When his luck ran out and he had gambled his last penny, he played the guitar and begged.
(ii) The Minister said that the parents must sign the contracts too.
(iii) The holiday brochure promised a mesmerising view from the roof garden.
(iv) The cost of rugby shirts has increased once again.
(v) It was getting late: the wedding guests had got lost.
- (a) Perhaps a sponsor can be persuaded to donate some extra funds.
(b) If only they had been given a map, rather than being told to follow James.
(c) When things went better and he won, he would stay in a room at the Ritz.
(d) If any of them refused, then it would only make the situation worse.
(e) Two pots of peonies and a glimpse of the local bus station weren't quite what she had expected.

Check: Now check your answers on page 150.

9.SPELLINGS

Copy / cover / try / check here:

1. Decoration
2. Affection
3. Education
4. Inspection
5. Action
6. Complication
7. Discussion
8. Decision
9. Description
10. Conclusion
11. Nation
12. Question
13. Mansion
14. Attention
15. Motion
16. Fraction
17. Caption

10. CHARACTER CONTEXT PRACTICE



Activity 1

Our Day Out is about a group of students who struggle in school and are being taken on a school trip by their teacher, Mrs Kay. The head teacher suspects that Mrs Kay sees education as 'one long game', so has sent Mr Briggs along to keep an eye on her.

At the front of the coach, BRIGGS is climbing aboard. He stands at the front and stares and glares. The KIDS sigh – he is a cloud on the blue horizon.

BRIGGS (suddenly barks) Reilly. Dickson. Sit down!

REILLY Sir, we was only...

BRIGGS (staccato) Sit down, now, come on, move!

(REILLY and DIGGA sit on the two small KIDS who move to make room for them.)

Go on, sort yourselves out!

(He leans across to MRS KAY and speaks quietly.)

You've got some real bright sparks here, Mrs Kay. A right bunch.

Explanation

staccato short and sharp sounding

What do you learn about the characters of Reilly and Digga in this extract? Find a quotation to support each of your points.

Think about:

- what they say
- the writer's choice of language suggesting the way they speak
- what they do.

Reilly:

Digga: