

Review Writing

Format of Review

Bloomin' Awful!

Last night's delayed edition of X-Factor left the audience feeling cheated.

Introduction

Introduce the programme/book etc. and your overall opinion.

Main

Series of linked paragraphs about different aspects of what you are reviewing.

Each paragraph should be about a single topic/criticism.

Conclusion

Title – linked to view expressed: use alliteration, puns, rhyme etc. to engage audience.

Strapline – giving slightly more information about the content of the article.

Reviews are used to communicate a personal opinion about things such as books, films, music, television programmes etc. The aim of the review is to clearly express feelings and persuade the audience to adopt the same position.

- Use language linked to genre being reviewed: e.g. characterisation, camera, SFX, music for film...
- Use sentence structure to reflect opinion: short exclamatory sentences to express shock, horror, annoyance; longer complex sentences to develop opinions, give reason for opinions.
- Avoid reiterating the plot, comment and express opinions about what you have seen/heard.
- Give information about the performance, when it was on, key individuals involved etc.
- Can use humour to convey negative opinion but do not be immature with this.

Tasks

Write a review of a film for a teenage magazine.

You have just been on a school trip to a local attraction. Write a review of this. ...visit for your school paper.

Speech Writing

Format of Speech

Why do we put up with it? Why? Why do we put up with people destroying the environment we live and work in? I am here today to talk about rubbish: rubbish in our corridors, rubbish on the floors – rubbish everywhere.

...

I hope together that we can make our environment a pleasant place to be, a place we can be proud of. Thank you for listening.

Clear, brisk opening – link immediately to topic.

Series of linked paragraphs, logically ordered.

Conclusion: a poignant last sentiment. Remember to thank audience for listening.

Although speeches are performed orally, they are not spontaneous. Speeches are prepared written texts designed to be spoken. There will be a mixture of written and spoken techniques.

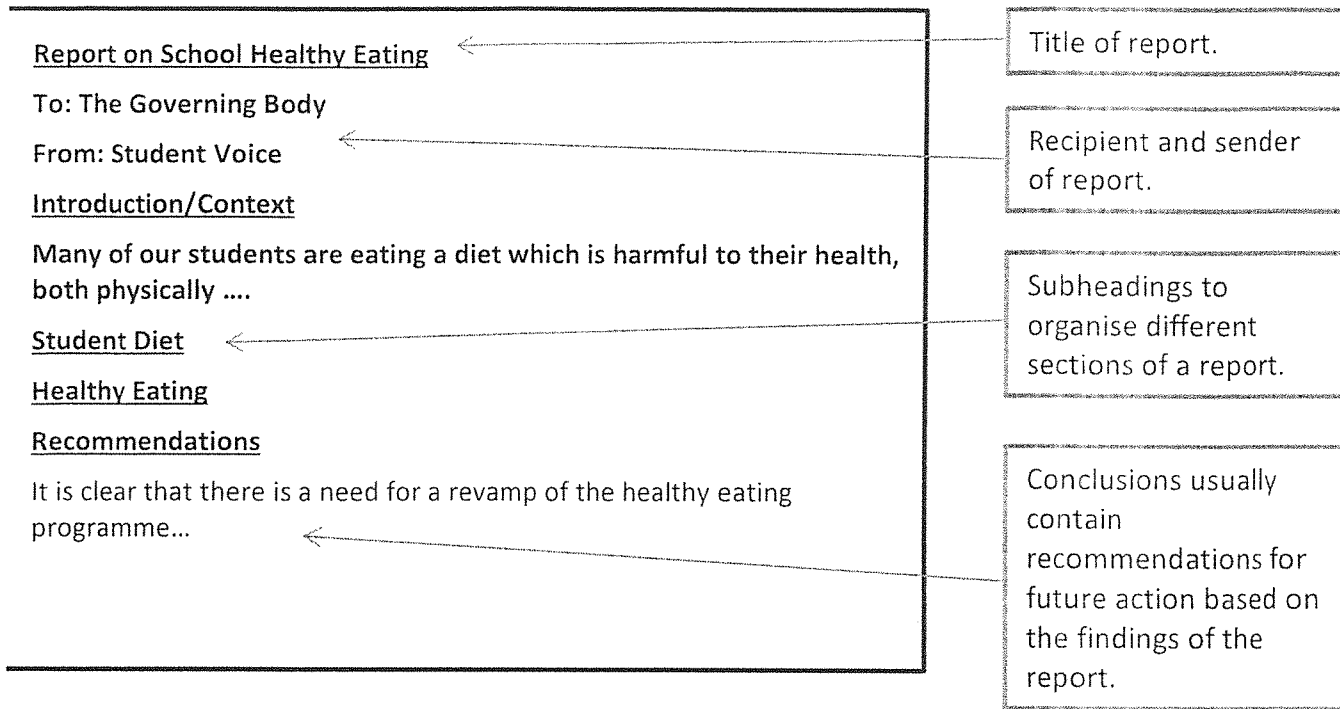
- Avoid clichéd openings such as 'My name is ... and I am here to talk about ...'
- Use sentence structure to reflect opinion: short exclamatory sentences to express shock, horror, annoyance; longer complex sentences to develop opinions, give reason for opinions.
- Use direct address to involve audience.
- Use humour appropriately to engage audience.
- Use of rhetorical questions.
- Use of utterances (prepared) to reflect tone.
- Anecdotes, brief, to illustrate a point being made.

Task

You have to give a talk to your class with the title 'Mobile phones: a blessing or a curse?'
Write what you would say in your talk on the topic of mobile phones.

Report Writing

Report Format



Reports are a formal piece of writing. They are used to investigate a problem/issue and come up with solutions/recommendations.

- Written in an impersonal style – avoid using 'I'.
- Written in standard English, no contractions.
- Written in a formal manner, 'it can be seen that ...'
- May use diagrams, graphs and charts to give visual data for reader.
- Recommendations may include bullet points to list types of actions that could be used.

Task

The headteacher/principal of your school/college has raised concerns that students' diets are becoming too unhealthy. **Write a report on the general health of students at your school.**

Article Writing

Article Format

Wayne's Game's Gone

Yesterday's match left Manchester United Striker Wayne Rooney looking second rate.

Introduction

Introduce the topic.

Main

Series of linked paragraphs about different aspects of what you are writing about.

Each paragraph should be about a single topic/criticism.

Conclusion

Sum up your opinion.

Title – linked to view expressed; use alliteration, puns, rhyme etc. to engage audience.

Strapline – giving slightly more information about the content of the article.

Articles are used to communicate a personal opinion about a variety of topics: current affairs, celebrities, show business etc. The aim of the article is to clearly express feelings, engage the reader and persuade them to adopt the same position.

- Use sentence structure to reflect opinion: short exclamatory sentences to express shock, horror, annoyance; longer complex sentences to develop opinions, give reason for opinions.
- Give information about the topic.
- Use language: hyperbole, litotes, sarcasm, imagery, word choice, irony etc. to reflect opinion.
- Can use humour to convey negative opinion but do not be immature with this.
- Use puns, rhyme, alliteration in title to reflect view.

Task

You have been asked to write a lively article for your school/college magazine welcoming new Y7 pupils into the school, and giving them information and advice about their new school. Your article should tell them what is good about the school, but also what to look out for. **Write your article.**

Leaflet Writing

Leaflet Format

The diagram shows a leaflet layout with several sections and annotations. The leaflet content is enclosed in a large rectangular box. To the right of this box are five smaller boxes, each containing an annotation. Arrows point from these annotations to the corresponding elements in the leaflet.

Looking After you Pet

Introduction

Pets can be a wonderful present but without the proper care you can leave your pet feeling ill and miserable. This leaflet will give you some advice on how to best care for your pet.

Habitat

- Make sure the hutch is out of the wind and rain.
- Change the bedding regularly.

Feeding

Picture of Rabbit.

Title of leaflet

Content of leaflet explained.

Subheadings to organise different sections of a leaflet.

Bullet points used for simple advice.

When using a picture just write what would be in the picture – do not draw.

Leaflets are short pieces of writing with a balance of text and image. They serve many purposes: information about an attraction, advice for healthy living etc.

- Language suited to audience.
- There is a clear balance between text and image.
- Tone is used to suit audience and purpose.

Task

Your local sports centre is not getting enough people through the doors. Write a leaflet explaining the benefits of good health and persuading people to use the centre.

Spelling, Punctuation and Grammar

In order to access the higher grades, you need to show that you can employ a wide range of punctuation accurately.

- Semi-colon (;) joins two sentences that are closely related without using and.
- Colon (:) introduces a list or a further explanation.
- Question mark (?)
- Exclamation mark (!) indicates shock, surprise or heightened emotion.
- Comma (,) separates items in a list, marks of clauses in a sentence.
- Dash (-) indicates a long pause or an explanation.
- Ellipsis (...) indicates something missing or a thought trailing off.
- Speech marks ("") indicates speech.

Good writing will be varied to sustain the audience's interest.

You need to show to the examiner that you can write in a variety of sentence types and moods effectively and for a purpose. You might:

- use a short , simple exclamatory sentence to indicate shock or surprise;
- use longer complex sentences using subordination to explain an idea or thought;
- use questions to encourage the audience to think;
- use imperatives (instructions) to instruct the audience to do something specific.

Over the next page please find a list of commonly misspelt words. Use the strategies to help you with your spelling accuracy.

Persuasive Devices

For the 'how' question it is useful to know and understand a range of persuasive devices.

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Feature	Explanation	Example	Purpose
Direct Address	Using the second person pronoun 'you' or pronouns such as 'we', 'our' etc.	I stand before you today...	Includes audience in text, makes it relevant to them/personal.
Alliteration	Words beginning with the same sound close to each other.	It is a c old and c alculating c riminal...	Makes phrase memorable.
Fact	A truth, something that can be proved.	75% of teenagers agreed that ...	Reinforces/backs up opinions made. Gives the text strength/credit.
Opinion	Point of view.	This is the ultimate profession.	Expressing personal beliefs.
Rhetorical Question	Question with an answer implied/built in – usually negative.	Do you want your students to fail?	Challenge audience or make them consider points put forward.
Repetition	Repeating a word/phrase/sentence.	Education, education, education.	Ensures that the word/phrase/sentence is remembered by audience.
Emotive Language	Words chosen to provoke an emotional response.	It is heart-breaking to see so many...	Often creates sympathy within the audience.
Short sentences	Sentence containing one short clause.	It is baffling.	Shocks the audience or draws attention to specific idea.
The rule of three	Listing three similar ideas.	It is sad, depressing and upsetting to see	Emphasises point being made.

Misspelt Word	Spelling Advice	Misspelt Word	Spelling Advice
accommodate	two cs, two ms	government	n before the m
achieve	i before e	happened	ends with -ened
across	one c	harass, harassment	one r, two s's
apparently	-ent not -ant	immediately	ends with -ely
appearance	ends with -ance	incidentally	ends with -ally
argument	no e after the u	independent	ends with -ent
basically	ends with -ally	interrupt	two rs
beginning	double n before the -ing	knowledge	remember the d
believe	i before e	necessary	one c, two s's
bizarre	one z, double -r	noticeable	remember the middle e
business	begins with busi-	occasion	two cs, one s
colleague	-ea- in the middle	occurred, occurring	two cs, two rs
coming	one m	occurrence	two cs, two rs, -ence not -ance
committee	double m, double t, double e	persistent	ends with -ent
completely	ends with -ely	piece	i before e
conscious	-sc- in the middle	politician	ends with -cian
definitely	-ite- not -ate-	preferred, preferring	two rs
dilemma	-mm- not -mn-	publicly	ends with -cly
disappear	one s, two ps	really	two ls
disappoint	one s, two ps	receive	e before i
embarrass	two rs, two s's	referred, referring	two rs
environment	n before the m	remember	-mem- in the middle
existence	ends with -ence	separate	-par- in the middle
familiar	ends with -iar	successful	two cs, two s's
finally	two ls	surprise	begins with sur-
foreign	e before i	tendency	ends with -ency
forward	begins with for-	tomorrow	one m, two rs
friend	i before e	truly	no e
further	begins with fur-	unfortunately	ends with -ely
glamorous	-mor- in the middle	until	one l at the end

Bank of high level vocabulary

Colours: saffron, indigo, scarlet, azure, emerald, hazel, turquoise, jaundiced, pea green, cyan, magenta, burgundy, cherry, ruby, sapphire, crimson, bloodshot, vermilion, maroon, auburn, chestnut, cobalt, aquamarine, navy, khaki, camouflage, vanilla, , pearly white, antique white, violet, beech, cadet blue, firebrick, tomato, coral, orchid, honeydew, ivory, lemon, peach, plum, gold, lavender, beige, fuchsia.

Dramatic Verbs: snared, disturbed, smashed, blazed, swayed, tormented, straggling, lacerating, plunged, clashed, crackled, penetrated, blistering, jolted, splitting, darted, collapsed, trembled, engulfed, scurried, flickered, twitched, shattered, obliterated, throbbing, shuddered, exploded, oozed, quivered, gushed, raged, toiled, twisting, , writhed, swelled, crept, flapped, collided, pummelled, punctured, dissolved, clenched.

Emotions: apprehension, solemnity, melancholy, underlying guilt, nausea, ennui, jealous, depressed, heartbroken, crestfallen, despondent, anxiety, vexed, morose, confused, hostile, ecstatic, elated, hatred, shame, contempt, pity, envy, benevolence, boredom, restlessness, bewilderment, awe, humiliation, suspicious, impatient, panic-stricken, disbelief, exasperation, resentment, defiance, curiosity, expectation, remorse, exhilaration,

Adjectives: rigorous, merciless, relentless, arduous, rigid, vile, deformed, jagged, serrated, furtive, repulsive, monstrous, intolerable, distinct, prodigious, perilous, ghastly, vast, transparent, ruinous, obscure,

Words to create an interesting character: mute, hesitant, aloof, prodigious, insolent, dispassionate, timid, bashful, surreptitious, indifferent, detached, unapproachable, intriguing, negligent, irresponsible, isolated, irritable, impudent, compelling, edgy, cantankerous, evasive, deceitful, fiery, impulsive, fervent, introverted, eccentric, callous, amoral, immoral, fickle, sentimental, compassionate, eager, inquisitive, indecisive, naïve, infatuated, affectionate, threatening, vicious, unpredictable, cynical, pessimistic, impertinent,

Adjectives for describing food: bittersweet, acidic, peppery, spicy, tangy, sweet, flavoursome, fruity, bitter, sour, salty, sapid, citrus, appetising, sharp, sugary, insipid, bland, stale, watery, succulent, unpalatable, savoury, lukewarm, tingle, aftertaste,

Sound Nouns: click, whisper, hush, silence, tiptoe, creak, tap, thud, knock, din, tone, resonance, vibration, ring, toll, chime, echo, scream, thump, yell, bawl, screech, wail, yelp, roar, shriek, bang, shout, uproar, babble, clunk, tick, inaudible, rattle, plod, hum, whirr, rev, crunch, beep, rumble, squeak, clatter, snore, bleep, yawn, snorted,