

# Time to iREACT!

## Testing your Dirty 30 Knowledge

1) **Define** the following words from Dirty 30:

Belligerent

Fervent

Tempestuous

Obsequious

Cacophonous

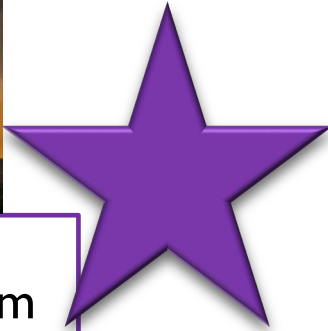
2) Write 3 **examples** of these words used in sentences of description using the following techniques:

*Metaphor*

*Personification*

*Sibilance*

**Use the image to help you!**



3) **Create** one paragraph of extended metaphor using your original metaphor from task 2.

**HINT-** how will you extend this metaphor so it lasts the whole paragraph? Use the image to help!

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## PAPER 2, QUESTION 5

- TO UNDERSTAND HOW TO PLAN AND STRUCTURE AN ANSWER
- TO USE A RANGE OF FEATURES WHEN CREATING A RESPONSE TO THIS QUESTION.

# TYPES OF WRITING YOU MAY BE ASKED TO PRODUCE:

- letter
- article
- text for a leaflet
- text of a speech
- essay.

A colorful leaflet for "CROCODILES OF THE WORLD" zoo. The leaflet is divided into several sections with text and images of crocodiles. The top right corner says "OPEN DAILY FROM 10AM ON!". The bottom right corner has a red circle with the number "FIVE".

**A unique experience**  
See other crocodiles in a dedicated enclosure. Crocodiles of the World is a unique and exciting opportunity to see such a wide collection of crocodiles, alligators and caimans, some representing some of the world's most threatened species.

**Inspiring passion**  
See all the crocodiles from the main enclosure, there is a whole world of crocodiles and there are many more to see.

**Visitor information**  
Find us:  
Crocodiles of the World, Southdown, Bournemouth, Dorset, PO1 3JX.  
Opening times:  
Thurs - Sun 10am - 5pm  
Day tickets:  
Adult aged 16 and above £20.00  
Child aged 3 to 15 £10.00  
Seniors 65 and over £15.00  
Concessions £7.50  
Family 2 adults and children £27.50  
Accessibility: Access to the main enclosure is via a ramp, with a wheelchair accessible path.

**Swamp tickets** (valid 12 months)  
Adult aged 16 and above £14.75  
Child aged 3 to 15 £7.50  
Concessions £4.75  
Family 2 adults and children £17.50

**Access and disabled parking**  
Access to the main enclosure is via a ramp, with a wheelchair accessible path. There is also a wheelchair accessible path to the main enclosure. There is also a wheelchair accessible path to the main enclosure.

**Swamp of the World, Bournemouth, Dorset**  
Crocodiles of the World, Southdown, Bournemouth, Dorset PO1 3JX.  
Telephone: 01993 944353  
Email: info@crocodilesoftheworld.co.uk

**Discover the UK's only Crocodile Zoo!**

**FREE**

**Dedicated to crocodiles and crocodile conservation**

[www.crocodilesoftheworld.co.uk](http://www.crocodilesoftheworld.co.uk)

A newspaper article from METRO. The headline is "Drawing a line across life and art". The article is about Ben Heine, an artist who uses pencils to sketch. The article includes a photo of Ben Heine standing in a room filled with many white cylindrical objects. The METRO logo is in the top left corner. The article is dated 12.12.15.

**FREE METRO** Ben draws a line

**Drawing a line across life and art**

Artist Ben Heine uses pencils to sketch

Ben Heine is a German artist who uses pencils to sketch. He is known for his unique style of drawing, which often features a mix of life and art. Heine's work is a blend of the real world and the imaginary, creating a surreal and thought-provoking visual language. His sketches are often made with a single pencil, and he uses a variety of techniques to create depth and texture. Heine's art is a reflection of his own life and experiences, and it is a testament to his creativity and imagination.

**Ben draws a line across life and art**

Ben Heine is a German artist who uses pencils to sketch. He is known for his unique style of drawing, which often features a mix of life and art. Heine's work is a blend of the real world and the imaginary, creating a surreal and thought-provoking visual language. His sketches are often made with a single pencil, and he uses a variety of techniques to create depth and texture. Heine's art is a reflection of his own life and experiences, and it is a testament to his creativity and imagination.

Metro Scotland

# ALL OF THESE TYPES OF WRITING SHOULD INCLUDE A FOREST FEATURES

- Alliteration
- Facts
- Opinions
- Rhetorical Questions
- Emotive Language
- Simile/ Metaphors
- Triplets

The wind whistled wildly.

Pizza is delicious.

Statistically, women live longer than men.

An innocent bystander was brutally attacked.

Can you imagine that?

He was horrified, shocked and disappointed by his results.

He was as blind as a bat.

# PLANNING AN ANSWER

**‘People have a responsibility to work together and help each other wherever possible.’**

**Write a speech for students at school to persuade them to do more to help the school and/or the local community.**

1. **TAP** the text: **Text Type**, **Audience**, **Purpose**

2. Remind yourself of key features:

A  
F  
O  
R  
E  
S  
T

3. Plan 3-4 key ideas for your response

1 - Introduction:	2 – Idea #1:
3 – Idea #2:	4 – Single Sentence Paragraph
5 – Idea #3:	6 - Conclusion:

# WRITING YOUR ANSWER

- **Opening:** This depends on the type of text you have been asked to write but should be snappy and grab the audience's attention by hooking them in.
- **3-4 paragraphs:** Each one should follow this structure...
  - **Connective**
  - **Topic sentence**
  - **Language techniques to develop your idea**
  - **Concluding sentence**
- **Include a single-sentence paragraph too.**
- **Conclusion:** This also depends on the type of text you are writing, but remember it's the last thing the examiner will read, so make it snappy and interesting!

# WRITING YOUR INTRODUCTION

Follow this to-do list to have a go at writing your opening paragraph:

1. Opening sentence: What **type of text** are you writing? Think of an appropriate way to open that will show the examiner that you understand this.
2. Second sentence: Give a strong opinion that introduces the point of view to start **to persuade** your audience. Use some emotive language here.
3. Third sentence: Use some ambitious vocabulary that develops this general point of view.
4. Fourth sentence: Use a rhetorical question that directly addresses your **audience** in order to draw them in.

# SHARED CLASS WRITING...

**Connective &  
Topic sentence**



**Language techniques  
to develop your idea**



**Concluding sentence**





## YOUR TURN...

- Using your plan, finish writing your answer to this question:

**‘People have a responsibility to work together and help each other wherever possible.’**

**Write a speech for students at school to persuade them to do more to help the school and/or the local community.**

# PEER ASSESS YOUR WORK...



Write a WWW/  
EBI for your  
partner.

Have paragraphs  
included these?

- Connectives
- Topic sentences
- Language features
- Conclusions

Does it fit with the  
**TAP** from the  
question?

/24	A05 – Content and Organisation		
<p><b>Level 4</b></p> <p>19 – 24 marks</p> <p>Compelling and convincing</p>	<p>Upper Level 4</p> <p>22 – 24 marks</p>	<p>Tone is convincing and compelling for audience.</p> <p>Assuredly matched to purpose.</p> <p>Extensive and ambitious vocabulary, with sustained crafting of linguistic devices.</p> <p>Varied and inventive use of structural features.</p> <p>Compelling writing includes a range of convincing and complex ideas.</p> <p>Paragraphs link fluently and seamlessly, with integrated phrasing to structure writing.</p>	
	<p>Lower Level 4</p> <p>19 – 21 marks</p>	<p>Tone is convincingly matched to audience.</p> <p>Convincingly matched to purpose.</p> <p>Extensive vocabulary with conscious crafting of linguistic devices.</p> <p>Varied and effective structural features.</p> <p>Highly engaging with a range of developed and complex ideas.</p> <p>Consistently coherent paragraphs with more sophisticated, integrated phrasing to structure writing.</p>	
	<p><b>Level 3</b></p> <p>13 – 18 marks</p> <p>Consistent and clear</p>	<p>Upper Level 3</p> <p>16 – 18 marks</p>	<p>Tone consistently matches audience.</p> <p>Consistently matched to purpose.</p> <p>Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.</p> <p>Effective use of structural features.</p> <p>Writing is engaging, using a range of clear and connected ideas.</p> <p>Coherent paragraphs with more sophisticated, integrated phrasing to structure writing.</p>
		<p>Lower Level 3</p> <p>13 – 15 marks</p>	<p>Tone is generally matched to audience.</p> <p>Generally matched to purpose.</p> <p>Vocabulary clearly chosen for effect and linguistic devices used appropriately.</p> <p>Structural features usually used effectively.</p> <p>Range of engaging, connected ideas.</p> <p>Paragraphs are usually coherent with a range of phrases to structure writing.</p>