

REVISION FOR WRITING PAPER 2 – PART 3

Fill in the blanks in this story using the sentences found in the next page.

You are writing a story for a magazine. The story must begin with:

Anne knocked on the door of the house; she was determined to find out who lived there.

Your story must include:

- an old woman
- a surprise

Anne knocked on the door of the house; she was determined to find out who lived there.
_____. Nobody opened the door,
Anne became impatient and knocked on the door again. All was quiet. _____
_____. The door clicked open, a gush of cold damp
air stung her face, sending chills down her spine.

Anne stepped inside cautiously. _____

"Hello?" Anne called out.

Suddenly there was a loud crash. It appeared to have come from one of the rooms at the
back. Anne hesitated. _____. She tiptoed along
the hallway and found two rooms, both doors were closed. One door was red and the other was
blue. _____. There was not anyone in the
room. The furniture was dusty and the strong musty smell made Anne walked out quickly off the
room.

There was another loud crash. It seemed to come from next room. Anne trembled as she
stood by the blue door to listen. She heard sounds and muffled voices. _____

_____. She wore a black witch-like cloak, talking to
herself in several voices while holding pieces of paper. _____

_____. As she read the script, her hand swept the flower
vases off the table, crashing them into pieces. When the old lady finally turned towards Anne, she
realised the old lady was Julie Robertson, a very famous actress, her very own mother!

_____.

Use the sentences below to complete the blanks in the story you just read.

She was unsure whether she should go on or leave the house.

It seemed like she was reading aloud a drama script.

Hesitatingly, Anne turned the rusty doorknob.

It was very dusty and full of cobwebs.

"Mom?" Anne said in disbelief.

Anne cautiously opened the blue door and was surprised to find an old woman.

It was an old, dark and creepy house, just across Anne's house.

Anne pushed the red door open cautiously.

DESCRIPTIVE LANGUAGE - WRITING TO DESCRIBE

Fill in Column C with words/ phrases you can find in Anne's story. Think of some other phrases that you would include in Anne's story.

Column A	Column B	Column C
Adjectives Describing words that describe a noun. Used to help create a more vivid picture in our minds about the named object.	<p>The sun – scorching, blazing, egg yolk, burning, bright, blinding, fireball</p> <p>The moon – desolate, luminous, cheese, grey, blood-red, crescent, nostalgic</p> <p>The sky – ombre, endless, horizon, ocean, sun rays pierced clouds, clear, cloudy, mesmerising, like Jesus smiling/waving at you, marshmallow, heavenly, azure (blue)</p> <p>The boy – ebony, onyx, diligent, Adonis (handsome man), chubby, gay, blue-eyed, droopy-eyed, rosy cheek, cheeky</p> <p>The house – resplendent (magnificent), luxurious, mansion, castle-like, abandoned, haunted, crumbling, dilapidated, run-down, Victorian, ancient</p> <p>The building – reaching/piercing the skies or clouds, collapsing, gargantuan, mammoth-like, urban, artistic, aesthetically-pleasing, iconic</p>	
Adverbs Words used to describe verbs. They help to create a more vivid picture in our minds about how something is being done.	<p>late – notoriously, fashionably, annoyingly</p> <p>early – on the dot, early bird, earlier than a crowing rooster</p> <p>angry – furious, fuming, steaming, reaching my boiling point, full of rage, livid, erupt like a volcano</p> <p>intention – insidious, malicious, genuine, devious, humble, sincere</p> <p>a lot – glut, myriad, a plethora of (things, books, fishes), paraphernalia (of merchandises), abundant</p> <p>too little – meagre, scarce, rations, inadequate</p>	

	<p>happy – on cloud nine, ecstatic, euphoric/euphoria, music to my ears, smiling ear to ear</p> <p>sad – despondent, crestfallen, hitting rock bottom, shattered to a million pieces, crushed, her eyes brimmed with tears,</p>	
<p>Onomatopoeia</p> <p>Use of words which echo their meaning in sound. For example, 'whoosh' or 'bang'. This techniques can give the reader a real sense of the noise that is happening within the writing.</p>	<p>Sounds made by:</p> <p>The door – creak, bang, a loud thud</p> <p>Nature – chirping/twittering/tweeting of birds, flapping their wings, roar of a lion, gushing (waterfall), splash, rustling of leaves, crumpling of dried leaves, snapping (branches/twigs), hoot</p> <p>The person – humming, whimper, whispering, giggling, snorting, tapping of footsteps, thumping, clapping, cough</p> <p>The animal – roar, hissing, purring, barking/growling, mooing, bleating, cuckoo, howling</p> <p>Sounds heard at/in:</p> <p>School – alarm ringing, shrieking</p> <p>Home – buzzing of the alarm, clock ticking, sizzling (food cooking), thumping, clanking, tapping of the keyboard, flush</p> <p>A road – honking, blaring siren, screeching of tyres, skidding,</p>	
<p>Alliteration</p> <p>Repetition of connected words beginning with the same letter. Used to highlight the feeling of sound and movement, or to intensify feeling or to bind words together.</p>	<p>S - The sound of a stick and a shambling step...</p> <p>B – The blue-eyed boy bought a bag of balloons. L – Larry the leopard ate a lemon and laid down. M – Marc the magician performed a marvellous magic trick in front of Mrs Marcus.</p>	
<p>Connotations</p>	<p>eerie – cold, darkness, death, skeletal remains, damp, blood, graveyard, emptiness, alone,</p>	

<p>An idea or feeling that a word invokes for a person as well as its literal meaning. Connotations evoke reactions in the reader based on their experience of certain words. For example, words like ghost and death can evoke strong negative connotations.</p>	<p>silence, echoes, cackle, creaking floorboards, howling</p> <p>happy – laughter, parties, marriage, birth, bright colours, colourful, sunny, ice-cream/candy, rainbow, pets, babies, family</p> <p>angry – fire, heat, explosion, arguments/fights, war, red, clenching of the fists, violence</p> <p>sad – tears, empty room, a shattered object, clown, death, separation, something broken, grey, gloomy, dead flower, withered tree/plant</p> <p>beautiful – flowers, smile, sun, a good heart/kindness, nature, painting/artwork, family</p> <p>rich – a buffet/gourmet food, jewellery, fur coat, dollar bills, private jets, mansion, Rolex, luxurious cars, butler, bodyguard, property, gold colour, silver</p> <p>poor – rags, brown, dirty, run-down, homeless, starving, stray (animals), rusty, beggars, penny,</p>	
<p>Pathetic fallacy</p> <p>Where the weather in the story mirrors the emotion of the scene or the people in it. For example, when it is very hot the characters are agitated or when it is foggy, mystery is evoked. This adds atmosphere to the writing and gives clues to the reader as to what is to come, especially if the weather is described before the event.</p>	<p>foggy – mysterious, death, evil is lurking, darkness, fear, loneliness, uncertainty, curiosity, lost</p> <p>hot – jealousy, anger/rage, irritated, passionate, furious, impatience</p> <p>cold – lonely, distance (between two people), serious, sleepy, comforting, death</p> <p>wet – irritated, cleansed, problems/worries washed away, hope, (good) expectations</p> <p>dry – tired/fatigue, stuck, aging, uncomfortable, weak, thirsty, desolate,</p>	
<p>Personification</p> <p>The technique of presenting things which are not human as if they were. This can make</p>	<p>doll – smiling, staring, waving, weeping</p> <p>book – teaching/educating, solves, answers, entertain, cheer you up, take you to places</p>	

<p>inanimate things seem as if they are alive and able to do the things that a person can.</p>	<p>shoe – take you places, protect, bites, entice, pleases, gives a perspective</p> <p>sun – smiling, gazing, burning, peeks (sun rays), wake you up, gives life</p> <p>life – gives, takes, throws, intense, cruel, blessing</p> <p>tree – waving (palm/coconut trees), dancing, protecting/covering, wise, stands tall, hit (branches), aging.</p>	
<p>Simile</p> <p>A comparison based on a similarity between two things, which suggests one object shares features with another but is not identical. This technique helps to create an image in the mind of the reader so that the reader can identify with how things appear or may be happening. Hint - 'like' or 'as' are key words to spot.</p>	<p>as busy as a bee</p> <p>as proud/brave as a lion</p> <p>as easy as ABC</p> <p>as obstinate as a mule</p>	
<p>Symbolism</p> <p>When a word, phrase or image stands for or evokes a complex set of ideas. For example, a red rose can symbolise romantic love. Writers will sometimes use symbols in their writing so that they can suggest things without actually explaining them.</p>	<p>clock – time, aging, death, hard work, elderly people</p> <p>house – family, relationships, love,</p> <p>tree –life, age, family, nature, strength</p> <p>flower – beauty, innocence, love, sadness, vulnerability, fragile, purity</p> <p>blue –sadness, ocean/water/sky, cold, peace, boy</p> <p>book – knowledge, sophistication, adventures, wealth, solutions/answers</p>	