

Lesson objective:

Writing Assessment Focus 7

Target:

To use a range of vocabulary which is varied and ambitious.

Writing AF7

To meet this assessment focus, you must show that you can select and use a range of vocabulary, and make choices according to purpose and audience.

How can you do this in your work?

- ✓ Try to make original choices that are unique.
- ✓ Use a thesaurus to help you.
- ✓ Consider the effect of certain words on your reader.
- ✓ Read your work back to yourself or ask someone to read through your ideas. Hear how your word choices sound in your text.

Think of an animal ...

How does:

- A cat move?
- A mouse move?
- A spider move?
- A monkey move?
- A snake move?
- A snail move?
- A cat slinks
- A mouse scurries
- A spider scuttles
- A monkey swings
- A snake slithers
- A snail slides.

What were your vocabulary choices?
Keep focused on **originality**.

Think of an animal ...

How does:

- A cat sound?
- A mouse sound?
- A spider sound?
- A monkey sound?
- A snake sound?
- A snail sound?
- A cat mews
- A mouse squeaks
- A spider is silent
- A monkey howls
- A snake hisses
- A snail is silent.

What were your vocabulary choices?
Keep focused on **originality**.

Think of an animal ...

How does:

- A cat look?
- A mouse look?
- A spider look?
- A monkey look?
- A snake look?
- A snail look?
- A cat is sleek
- A mouse is dainty
- A spider is spiky
- A monkey is hairy
- A snake is scaly
- A snail is curled.

What were your vocabulary choices?
Keep focused on **originality**.

Think of an animal ...

How does:

- A cat behave?
- A mouse behave?
- A spider behave?
- A monkey behave?
- A snake behave?
- A snail behave?
- A cat prowls
- A mouse flits
- A spider weaves
- A monkey is giddy
- A snake is calculating
- A snail is cautious.

What were your vocabulary choices?
Keep focused on **originality**.

Think of an animal ...

What colour is:

- A cat?
- A mouse?
- A spider?
- A monkey?
- A snake?
- A snail?
- A cat is white
- A mouse is grey
- A spider is black
- A monkey is brown
- A snake is green
- A snail is brown.

Thinking point:
 These colours are OK – but the words aren't very **ambitious**. Can you improve them by adding some detail?

Think of an animal ...

What colour is:

- A cat?
- A mouse?
- A spider?
- A monkey?
- A snake?
- A snail?
- A cat is **arctic white**
- A mouse is **granite grey**
- A spider is **midnight black**
- A monkey is **chocolate brown**
- A snake is **emerald green**
- A snail is **speckled brown**.

Thinking point:
 Are these better vocabulary choices? Would they help enhance your work?

TASK: Now use your notes to help you write a description of a person where they are described as an animal.

For example, describing someone as a spider:

He **scuttled** in, **silent** and **spiky**. **Weaving** his way around the chairs, carefully plotting what he would do next.

Dressed in **midnight black**, his frown was **foreboding**. The class fell silent, **waiting** and **watchful**.

Thinking point:
 What effect do these more unusual word choices have on the reader?

TASK: Use your notes to help you write a description of a person where they are described as an animal.

Choose any of the animals that you have made notes on and develop your ideas into a description.

- a cat
- a mouse
- a spider
- a monkey
- a snake
- a snail
- or an animal of your choice.

WAF7

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