

Non-fiction and media ■ Unit 1 ■ Writing assignment 2

Health information sheet writing frame

Heading:

This information sheet is designed to help you decide _____

Some people think that implants _____

Other people believe that implants _____

Are brain implants right for you? **It's your choice.**

Advantages of implants

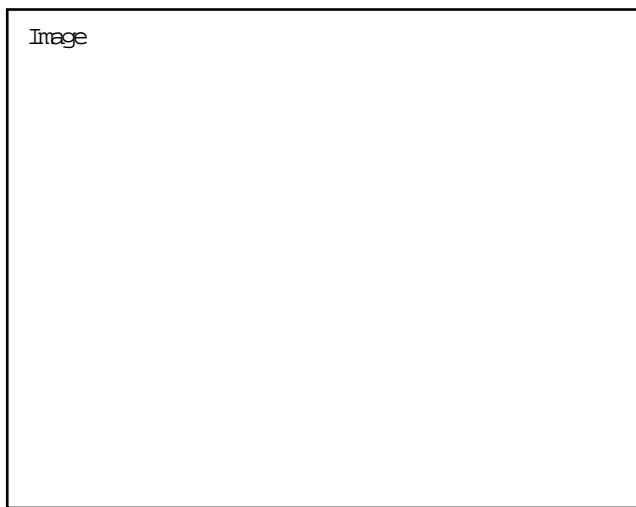
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Disadvantages of implants

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

More text

Image



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Video game advertisement planning frame

Use this sheet to gather together the information you need to include in your advertisement.

Name of game: _____

Target audience (who it is aimed at): _____

What the game involves: _____

Who the villain is: _____

What he/she does in the game: _____

Where to buy the game: _____

Price: _____

Any other information which will make people want to buy the game: _____

Key words to use in the advertisement to make people want to buy: _____

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Tabloid article planning frame

Use this sheet to gather together the information you need to include in your article.

Headline: **Tycoon's ex Ivana Turns Heads in Sporty New Corsa**

Subheading:

Summary of story

Who:

Where:

When:

What happened:

Why:

Puns about cars you could use in article:

Noun phrases you could use in article:

Quote from Ivana to use in story:

Quote from Corsa manufacturer / other people to use in story:

Write a topic sentence to begin your article (use the details from the 'Summary of story' box):

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Royal Ascot brochure planning frame

Target audience:

Things about Royal Ascot which will attract them:

Persuasive words to use in brochure:

Noun phrases to use in brochure:

Images to include:

Other information (e.g. date, cost, where it is, facilities, anything else):

Slogan – brainstorm your ideas here:

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Autobiography planning sheet

Use this sheet to record details of a particular incident in your early life. Choose one key memory from your past. It can be either a positive or a negative moment. Then answer the following questions.

When did the event happen? _____

How old were you? _____

Where did it happen? _____

What exactly happened? _____

Can you describe the details of the scene – what it looked like, any smells/sounds/colours you remember? _____

Can you remember any dialogue (conversation) from the time this happened? _____

Why do you think this memory sticks in your mind so much? _____

How have you changed since then? _____

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Internet web page planning frame

Subject: ~~Holiday~~ to the moon

Target audience:

About the moon – list adjectives to use:

About the experience – list adjectives to use:

Facilities of resort

Information

Adjectives

Other information readers will want e.g. prices, how to book:

Details of links to other pages:

Slogan to include:

Drama ■ Unit 1 ■ Writing assignment 2

Playscript planning frame

- A A single dad brings home his new girlfriend to meet his children.
- B A strange new pupil arrives at school. He/she is an alien in disguise.
- C A famous sports star or singer is expected at a fundraising event.

Character 1

Name:

Age:

Personality:

Mannerisms/habits:

How he/she speaks (Using slang? Formally? Nervously? A lot? Very little?):

Character 2

Name:

Age:

Personality:

Mannerisms/habits:

How he/she speaks:

Character 3

Name:

Age:

Personality:

Mannerisms/habits:

How he/she speaks:

Character 4

Name:

Age:

Personality:

Mannerisms/habits:

How he/she speaks:

Drama ■ Unit 1 ■ Writing assignment 2

Formal letter layout

Use this letter layout when you write your letter from David Horton to the Bishop of Wykeham.

The diagram illustrates the layout of a formal letter. It consists of several rectangular boxes and lines, with arrows pointing from descriptive labels on the left to the corresponding parts of the letter. The labels and their corresponding parts are:

- Date**: Points to a box at the top right.
- Your address**: Points to a box below the date.
- Add first name and surname**: Points to a box below the address.
- Name of the person you are writing to**: Points to a box containing the text "The Right Revd. _____".
- Job title**: Points to a box below the name.
- Address**: Points to a large box below the job title.
- Greeting**: Points to a box containing the text "Dear Bishop _____".
- Add first name**: Points to a box below the greeting.
- Topic sentence – what the letter is about**: Points to a box below the first name.
- Main body of letter**: Points to a large box below the topic sentence.
- Sign-off – 'Yours sincerely' if you know the recipient's name; 'Yours faithfully' if you don't**: Points to a box below the main body.
- Signature**: Points to a box below the sign-off.

Drama ■ Unit 2 ■ Writing assignment 2

Essay planning frame

Title: Do children have the right to be kept fully informed about life-threatening illness and death?

Brainstorm ideas here, for and against.

Reasons FOR keeping children informed:

Specific examples:

Reasons AGAINST keeping children informed:

Specific examples:

Conclusion:

Fiction ■ Unit 1 ■ Writing assignment 2

Animal incident planning frame

Use this sheet to record details of an incident involving an animal you have known.

Type of animal: _____

Name of animal: _____

Pet or wild animal? _____

Description of animal

Appearance: _____

Behaviour: _____

When did the event happen? _____

Where did it happen? _____

What exactly happened? _____

Write down adjectives to describe your feelings at the time.

Write down adjectives to describe your feelings now. (Have your feelings changed?)

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School magazine article planning frame

Subject: **Pros and cons of keeping pets**

Brainstorm ideas here, for and against.
Reasons FOR keeping animals as pets:

Specific examples:

Reasons AGAINST keeping animals as pets:

Specific examples:

Conclusion:

Fiction ■ Unit 2 ■ Writing assignment 1

Story of Semer Water planning frame

Where will you start the story?

Tick the box.

- | | |
|--|--|
| <input type="checkbox"/> Present day – looking at Semer Water | <input type="checkbox"/> Angel, dressed as a beggar, being turned away from the city |
| <input type="checkbox"/> Angel being sent down to earth | <input type="checkbox"/> Angel arriving at the door of the poor crofter and his wife |
| <input type="checkbox"/> Angel arriving at the fine city dressed as a beggar | <input type="checkbox"/> The destruction of the city |

What style will you use? Formal Informal

About the characters

Angel

Name: _____ Appearance: _____

Habits /mannerisms: _____

How he/she talks: _____

Poor crofter

Name: _____ Appearance: _____

Habits /mannerisms: _____

How he talks: _____

Crofter's wife

Name: _____ Appearance: _____

Habits /mannerisms: _____

How she talks: _____

Details of the city

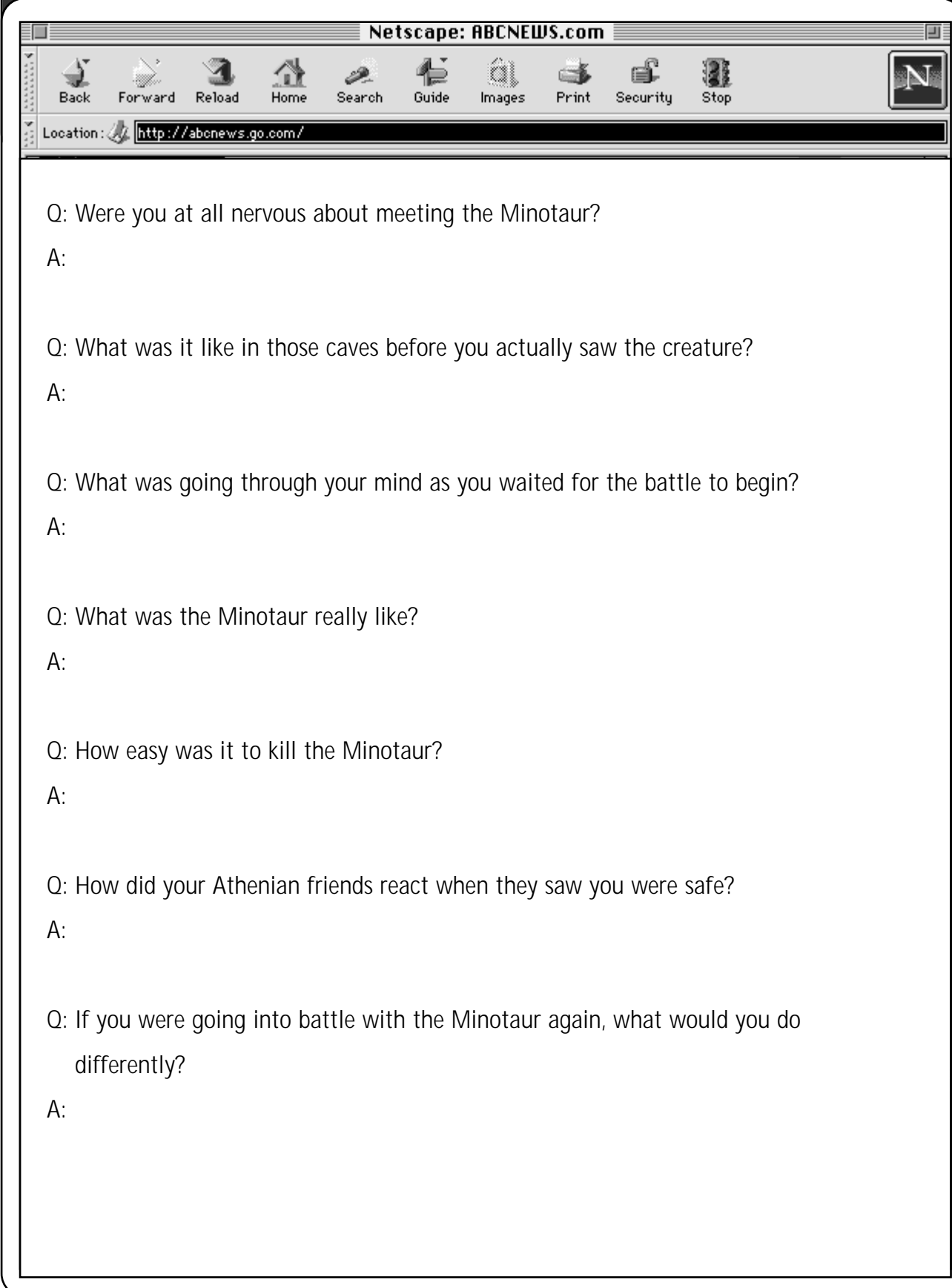
What the buildings look like: _____

The sounds the angel hears as he/she enters: _____

The smells wafting from the windows of buildings: _____

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Theseus on-line interview writing frame



The screenshot shows a Netscape browser window with the title "Netscape: ABCNEWS.com". The toolbar includes buttons for Back, Forward, Reload, Home, Search, Guide, Images, Print, Security, and Stop. The location bar shows "http://abcnews.go.com/". The main content area contains a series of questions and answers for an interview with Theseus.

Q: Were you at all nervous about meeting the Minotaur?
A:

Q: What was it like in those caves before you actually saw the creature?
A:

Q: What was going through your mind as you waited for the battle to begin?
A:

Q: What was the Minotaur really like?
A:

Q: How easy was it to kill the Minotaur?
A:

Q: How did your Athenian friends react when they saw you were safe?
A:

Q: If you were going into battle with the Minotaur again, what would you do differently?
A:

Fiction ■ Unit 2 ■ Writing assignment 3

Local legend research sheet*

Setting of the legend: _____

What the place is like today: _____

What it was like when the legend took place: _____

People who appear in/are linked to the legend: (Give names if possible. Did they really exist?)

What happens in the legend: _____

Any other strange events linked to the same place / people: _____

Brainstorm your ideas for a creepy opening line here: _____

* This can also be used to plan a fictional legend, if you decide to make one up rather than retell an existing legend.

Fiction ■ Unit 3 ■ Writing assignment 2

Detectives' report writing frame

**Walton Constabulary
Crime Report**

Investigating officer: _____

Date: _____ Crime: _____

Paragraph 1

When I first reached the scene, I saw _____

Paragraph 2

I first interviewed the deceased neighbour, _____, who said that _____

Paragraph 3

Another neighbour, _____, told me that _____

Paragraph 4

Finally I spoke to _____, who described the deceased as _____

Paragraph 5

My conclusion is that _____

Poetry ■ Unit 1 ■ Writing assignment 1

Poem planning frame

You are going to write a poem as if you are a person doing a job. To help you imagine what it is like to do that job, use this sheet to interview yourself in role.

Job or occupation: _____

How long have you been doing this job? _____

How old were you when you started? _____

What are the worst things about it? List three points.

What are the best things about it? List three points.

How do you feel at the end of a long day's work?

Do you have a dream of a perfect day at work? What is it?

Poetry ■ Unit 1 ■ Writing assignment 3

Encyclopedia entry planning frame

Use this frame to list the facts you have discovered about child chimney-sweeps. Look back at the poem by William Blake and the fiction extract by Charles Kingsley for your information. You may not be able to write exact answers to all questions – but put down what you can. Answer in note form.

Age of chimney sweeps: _____

Appearance: _____

Living conditions: _____

Education: _____

How children became chimney-sweeps: _____

How they advertised their trade in the streets: _____

What happened to the money they earned: _____

Working conditions: _____

Treatment by masters: _____

Poetry ■ Unit 2 ■ Writing assignment 2

Speech planning sheet

Opening statement (the message of your speech): _____

Then give reasons to support your argument.

Reason 1: _____

Reason 2: **Furthermore** _____

Reason 3: **In addition,** _____

Reason 4: **Also,** _____

Then deal with opposing arguments.

Some people would say that _____

But surely it is clear that _____

Finally, sum up your argument.

So in conclusion, I say that _____

