

**SECURE**

**TEST**

**Use linguistic, grammatical, structural and presentational features to achieve particular effects.**

***I use some techniques in my writing.***

**Breaking down the skill:**

* I have a good knowledge of literary devices and use some of them to create effects in my writing.

**TASK 1.** Read the passage below then complete the table to demonstrate your knowledge of descriptive devices.

*One end of the great barn was piled high with new hay and over the pile hung the four-taloned Jackson fork suspended from its pulley. The hay came down like a mountain slope to the other end of the barn, and there was a level place as yet unfilled with the new crop. At the sides the feeding racks were visible, and between the slats the heads of horses could be seen.*

*It was Sunday afternoon. The resting horses nibbled the remaining wisps of hay, and they stamped their feet and they bit the wood of the mangers and rattled the halter chains. The afternoon sun sliced in through the cracks of the barn walls and lay in bright lines on the hay. There was the buzz of flies in the air, the lazy afternoon humming.*

*From outside came the clang of horseshoes on the playing peg and the shouts of men, playing, encouraging, jeering. But in the barn it was quiet and humming and lazy and warm.*

|  |  |
| --- | --- |
| **Name of Device** | **Find and copy an example** |
| Simile |  |
| Personification |  |
| Onomatopoeia |  |
| Listing of verbs  |  |
| Alliteration  |  |

**TASK 2.** Draw lines to link the types of word on the left to the definitions and examples.

**Noun**

Describes a noun

Carefully, considerately, deftly

**Adjective**

Adds detail to an action or state

Pink, hot, embarrassed, eager

**Verb**

A naming word

Chair, table, Peter, hatred

**Adverb**

A doing or being word

Make, inspire, roll, think

**TASK 3.** For each type of sentence opening, write an example. Make sure the sentences are properly punctuated.

|  |  |
| --- | --- |
| Use a **one-word** sentence. |  |
| Start one sentence with an **adverb + comma**. |  |
| Start one sentence with an **adjective + comma**. |  |
| Always start one sentence with an – **ing verb + comma**. |  |
| Always use at least one drop-in **who** clause. |  |
| Always use at least one drop-in **which** clause. |  |

**TURN OVER.**

*You should now aim to use all the skills that you have learned to complete the following exam-style writing task.*

**Think about a time when you felt challenged or under pressure. Write a description of the event and how it felt challenging. (35)**

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