VOCABULARY FOR IMPACT

It is important to use a wide range of vocabulary, especially in creative and descriptive writing. This can add detail and interest to your writing, and help you avoid repetition.

1. Find three synonyms in the box below for each word:
   a) reduce ................................. ................................. .................................
   b) grip ................................. ................................. .................................
   c) spare ................................. ................................. .................................
   d) graceful ................................. ................................. .................................
   e) fast ................................. ................................. .................................
   f) appropriate ................................. ................................. .................................

   surplus ................................. diminish ................................. rapid ................................. lithe ................................. excess
   apt ................................. fitting ................................. shrink ................................. cling ................................. superfluous
   amble ................................. dwindle ................................. brisk

2. Circle the strongest or most powerful word from the options given in each sentence. The first one has been done for you.
   a) The children were living in [dirty (squallid) unhygienic] conditions.
   b) The man led us into a [vast / very large / spacious] hall.
   c) Closing the factory was a [daft / foolish / ludicrous] decision.
   d) We were all [alarmed / petrified / fearful] when we heard the gunfire.
   f) She was [upset / devastated / miserable] when her jewellery was stolen.

3. In each group, circle the option that has the most negative connotation. The first one has been done for you.
   a) exclusive (elitist) expensive / lavish
   b) fawn over / admire / compliment / flatter
   c) vibrant / vivid / garish / colourful
   d) cherish / safeguard / protect / mollycoddle
   e) chivalrous / courteous / smarmy / gallant
   f) funny / hilarious / laughable / amusing

WHAT ARE WORD CLASSES?

The term word class (sometimes called part of speech) refers to a type of word – for example, noun, verb, adjective or pronoun.

1. Write the words listed below in the correct rows of the table. Remember that some words might belong to more than one word class.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Pronouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>quietly</td>
<td>underneath</td>
<td>my</td>
<td>and</td>
<td>it</td>
</tr>
<tr>
<td>walk</td>
<td>the</td>
<td>but</td>
<td>ridiculously</td>
<td>hardly</td>
</tr>
<tr>
<td>describe</td>
<td>over</td>
<td>them</td>
<td>fast</td>
<td>contentment</td>
</tr>
<tr>
<td>serious</td>
<td>on</td>
<td>pride</td>
<td>who</td>
<td>export</td>
</tr>
<tr>
<td>portray</td>
<td>or</td>
<td>each</td>
<td>however</td>
<td>from</td>
</tr>
</tbody>
</table>

2. Underline the words that should begin with a capital letter because they are proper nouns:
   a) The play was first performed in the soviet union in 1946 and is one of priestly's best-known works.
   b) The actor John Gielgud staged a version of romeo and juliet using elizabethan costumes.
   c) Mr Jones is the original owner of Manor farm, where animal farm is set.
   d) Papa is Daljit's husband and he comes from Lahore in what is now Pakistan.

3. Tick the boxes to indicate which nouns are abstract and which are concrete, which are countable and which uncountable:

<table>
<thead>
<tr>
<th>a) ocean</th>
<th>Abstract</th>
<th>Concrete</th>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) socialism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) police officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) warmth</td>
<td></td>
<td></td>
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</tbody>
</table>
USING PARAGRAPHS EFFECTIVELY

A paragraph is a section of text that starts on a new line, a little indented from the edge, which contains at least one sentence. It usually deals with a single theme or idea.

USING PARAGRAPHS IN CREATIVE WRITING

In stories, writers use new paragraphs in several ways – for example, to introduce a new character to the story.

1. The underlined words in these sentences represent the start of paragraphs in different stories. Match each one with a reason for the new paragraph listed in the box below. The first one has been done for you.

   a) Grateful to see a familiar face at the gathering, Laura approached her neighbour and complimented her on her dress.

   Standing in the opposite corner of the room was a slight young man dressed in black.

   Reason: A new character is introduced to the story.

   b) Paolo said goodbye to his mother and promised to call her the next week. He could never quite shake the feeling of guilt after their phone conversations.

   Putting his back pocket to check his wallet was there, he left the house.

   Reason: 

   c) The conversation with Luca hadn’t gone well. After five long minutes, Sara had wound it up.

   She went to her bed, discouraged.

   The next morning she woke with a nagging sense of unfinished business.

   Reason: 

   d) Reason: ‘Anyway, I thought we could catch a film later, if you fancied it?’

   ‘Oh sure, yeah I’m up for that.’

   Reason: 

   e) Spying her friend in the café, Aisha immediately abandoned her plans to head to the library and pushed open the door.

   At home, Ethan stretched out on the sofa, a paper in his hand. The whole house seemed to breathe a sigh of relief when Aisha left.

   Reason: 

A different idea, topic or event is being described.
A different character’s thoughts or actions are being described.
A new character is introduced to the story.
There is a time shift in the action being described.
The speaker in a dialogue has changed.

2. Read the text and decide where paragraphs should go. Then:
   - Insert two slanted lines (/) to show the place you think they need adding
   - Rewrite the text, with the paragraphs clearly shown, in the space below

   She noticed that he was looking tired and somewhat dishevelled, his hair limp and unwashed and his skin faintly pallid. Without warning, he crouched down to retrieve something from the canvas bag that lay at his feet and then stood up, with an air of triumph. This is for you, Naomi! he announced, brandishing a crumpled letter. For me? What? she replied, seemingly baffled at this development. Yes, you’ll understand once you’ve read it, he still all make sense – trust me. He turned on his heel and walked away. ‘Antonio, wait! I need to speak to you. Don’t go!’ Sorry, I’m due somewhere else now. ‘You’ll fine – you’ll see,’ he replied, walking backwards to face her as he said it. Later that afternoon in the privacy of her bedroom and with trembling hands, Naomi ripped open the envelope.