PWS LOGO 2011

**MIDDLE SCHOOL - HOMEWORK**

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| ***Grade*** | **MYP 1** | | ***Subject*** | **Language and Literature** | |
| ***Topic*** | ***Creative Expression through Descriptive Writing*** | | | | |
| ***Time allowed*** | **45 mins** | | ***Time Taken\**** |  | |
| ***Name of the Student***\* |  | | | | |
| ***Date*** | **20th August, 2020** | **Deadline** | | | **26th August 2020** |
| ***Global Context*** | **Personal and Cultural Expressions-artistry, craft, creation, beauty** | | | | |
| ***Key Concept*** | **Creativity** | | | | |
| ***Related Concept*** | **Point of view, Structure, Self-expression** | | | | |
| ***Statement of Inquiry*** | **The creativity of an individual is an expression of their identity, culture and heritage.** | | | | |

(\*To be filled by the student)

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| **ATL SKILL**  Creative Thinking Skills: Apply existing knowledge of sensory details, figurative language and descriptive words to generate new ideas;  Create original works and ideas |

**Show, Don’t Tell!**

When you tell rather than show, you simply inform your reader of information rather than allowing him to deduce anything. You’re supplying information by simply stating it. You might report that a character is “tall,” or “angry,” or “cold,” or “tired.”

That’s *telling*.

*Showing* would paint a picture the reader could see in her mind’s eye.

If your character is tall, your reader can deduce that because you mention others looking up when they talk to him. Or he has to duck to get through a door. Or when posing for a photo, he has to bend his knees to keep his head in proximity of others.

Rather than *telling* that your character is angry, show it by describing his face flushing, his throat tightening, his voice rising, his slamming a fist on the table. When you *show*, you don’t have to tell.

Cold? Don’t tell your reader; show them. Your character pulls her collar up, tightens her scarf, shoves her hands deep into her pockets, turns her face away from the biting wind. Tired? He can yawn, groan, stretch. His eyes can look puffy. His shoulders could slump. Another character might say, “Didn’t you sleep last night? You look shot.”

When you show rather than tell, you make the reader part of the experience. Rather than having everything simply imparted to him, he sees it in his mind and comes to the conclusions you want.

What could be better than engaging your reader—giving him an active role.

**Following will help you to Show, not tell:**

* Using Sensory Details- It is important to remember that human beings learn about the world through using the five senses. They are our primary source of knowledge about the world. Therefore, writing which incorporates vivid, sensory detail is more likely to engage and affect the reader

Read the following paragraphs. Then, think about the following questions:

1. Which paragraph is more interesting? Why?
2. Which paragraph helps you to "see" the beach in your mind?

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| **Paragraph A**       I like to go to the beach. There is a lot of sand and some trees there. People play games on the beach, and some people like to swim. I used to go to the beach very often in my country. |
| **Paragraph B**  from "The Beautiful Beach" by Mora Siregar       I remember one time in particular that I went to the beach with my friends. First, I looked for good place when I arrived at the beach, because it would be very crowded on weekends or holidays. I selected a cool place under the trees and extended a mat on the white sand. The wind that blew through the trees softly made the weather cool and pleasant. Peace came into my heart when I looked at the very beautiful long, white sand. People played games on the beach; for instance, they played volleyball. Some of them swam in the shallow sea. There were some kids trying to make something in the sand, and then trying to break it. Everybody looked happy at that time. |

* **Use of Adjectives:** Adjectives add information about number, color, type, and other qualities about the nouns and pronouns in your sentences. Adjectives help your reader get a fuller picture of the things you are writing about.
* **Use of Figurative Language (Simile, Metaphor and Personification):** The idea behind using figurative language is to describe something as accurately as possible and to create an image and a sense of surprise or delight in the reader's mind. To say a certain food "smelled bad" is not descriptive. To say a certain food "smelled really bad" is not descriptive either. Words like "really" and very" are simply not descriptive (what is the difference between something smelling "really" bad and something smelling "really really really" bad?). Now, to say a certain food "smelled like a pile of sweaty jock straps that had been left in a warm incubator for six months" gives the reader a more accurate sense of the writer's distaste for the food being described and creates a certain image in the reader's mind. You should also notice that nearly all poetry and religious texts rely on figurative language. How else can a human being relate something that words cannot express except by relying on images and ideas created through figurative language? You should also notice that good insults rely on the use of figurative language!

**Simile--when two unlike things are compared to each other using "like" or "as."**

**Metaphor--when two unlike things are compared directly to each other without using "like" or "as."**

**Personification--assigning a human trait to a non-human object**

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| **Task**: Create a descriptive paragraph on **your favourite dish or your favourite room in the house** using the **Show-Don’t Tell strategy.**  (100- 150 words)  Remember not to mention the name of your dish or your favourite room. One must be able to guess your favourite dish or room through your description.  Use at least one simile, one metaphor and one personification in your writing. Also, include sensory details. |

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