

# Learning Intentions:

1. To review writing tasks common to Junior Cycle English in preparation for your exam.

# Letters

1. Formal
2. Informal
3. Application
4. To the Editor

# Letters - Formal Letter:

- 2 addresses: 'Yours' RHS. Theirs LHS.
- Date: RHS
- Formal / sophisticated language
- Paragraphed
- Dear Sir / Madam, / Mr Doherty, / Principal, etc.
- Sign off: LHS - Yours sincerely / faithfully / Regards

# Letters - Informal Letter:

- 1 address - 'Yours' RHS
- Date RHS
- Dear John / Mary / friend / Mum etc.
- Paragraphed
- Personal / informal tone
- Colloquial language / chatty
- Sign off: LHS - Love, / Talk soon /  
Bye for now

# Letters - Letter of Application:

- Formal letter
- 2 addresses: 'Yours' RHS. Theirs LHS.
- Date: RHS
- Formal / sophisticated language
- Paragraphed
- Dear Sir / Madam, / Mr Doherty, / Principal, etc.
- Sign off: LHS - Yours sincerely / faithfully / Regards
- Focus on your skills / qualities for position

# Letters - Letter to The Editor:

- Formal letter
- 2 addresses: 'Yours' RHS. Theirs LHS.
- Date: RHS
- Formal / sophisticated language
- Paragraphed
- Dear Sir / Madam, / Mr Doherty, / Principal, etc.
- Sign off: LHS - Yours sincerely / faithfully /  
Regards
- Strong opinions / Share your thoughts and  
feelings / Refer to what you want editor to do

# Diary Entry

- Date: RHS
- Dear Diary,
- Personal pronouns: I / Me / My
- Personal / Secretive / confessional tone
- Must sound like feelings / inner / private thoughts revealed
- Focus on emotional reaction to an event
- May be asked to write from POV of a character
- Check - series of entries or one
- Sign off: Write soon, / 'Your' name

# Blog

- Heading / Sub-headings / Bullet Points / Lists
- Personal pronouns: I / Me / My
- Talk directly to your reader: Inclusive language - You / Your / We / Our / Us
- Rhetorical questions
- Invite interaction: 'Like' / 'Share' / Comment below / Tweet / Hash tag
- Refer to previous blogs
- Reverse chronological order (just like FB feed - most recent first)
- Humour if relevant
- Refer to hyperlinks / websites / videos
- Share personal opinion
- Refer to topics of future blog: "Next week I'll be..."
- Sign off: Tune in next week / Happy reading! / Later followers!



# Speech / Talk

- Open with salutation to address your audience: Good morning / Good afternoon / Good evening Ladies and Gentlemen / Hello everyone etc.
- Hook audience with something shocking / entertaining / anecdote / Statistic / Fact / Quote
- Talk directly to your audience: Inclusive language - You / Your / We / Our / Us
- Ask them to interact: 'Put your hands up if...'
- If persuasive, use features of persuasive language
- New paragraph for every new point of your 'argument' / opinion
- Humour if relevant to engage
- In your conclusion, summarise your main points
- Thank you audience for listening

# Article

- Headline to draw reader in: Engaging / Pun / alliteration
- Sub-headings
- 5 Ws and How: Who / What / When / Where / Why
- Facts / Statistics
- One idea per paragraph
- Strong opinion / Strong sense of 'your' voice

# Review

- IDER
- I = Introduction - Name it / background info. / Outline of your opinion
- D = Details. Brief storyline / information about film / book / Concert / play / Game - no spoilers or at least warn of 'spoiler alert'
- E = Evaluate: Rate it (stars / out of ten etc.) Say what you liked / disliked - be specific, pick 1 or 2 things in particular to critique
- R = Recommendation: Target audience (age, gender etc.) / why you would or would not recommend

# Interview

- Open with 1 - 2 short paragraphs
- Paragraph 1 should share some info. on person you are interviewing
- Paragraph 2 should 'set the scene' - Where are you? Hotel / Red carpet? Radio station? How do you feel? Excited? Nervous? Etc.
- 'Your name' in margin e.g. John Smith - every time after that, just initials e.g. J.S.
- Do same for person being interviewed e.g. Katy Perry = K.P.
- Short questions / long answers
- Put in some stage directions in brackets e.g. (K.P. laughs)
- Mimic tone and vocabulary of a 'live' conversation
- Mini conclusion saying who will be interviewed in next week's show / article etc.

# Script

- Open with short description to 'set the scene', give some character details (age) and costume e.g. Scene: A school playground. John is approximately 12 years old. He wears a navy uniform. It is Friday, lunchtime.
- Character's name in margin
- Skip a line between each line of dialogue
- Insert stage directions in brackets e.g. (John looks through his schoolbag).

# Report

- **IFCR**
- I = Introduction: What report is about / why you conducted it - your motivation
- F = Findings: Use bullet points / could be based on info. gathered from a survey (make this up!) e.g. 89% of 6th years... / Factual info.
- C = Conclusion: What did you learn as result of conducting report. Reflect on information gathered - did you learn anything new? Confirm what you already knew?
- R = Recommendations: What would you recommend based on your findings. E.g. "Based on the information from the survey, 89% of 6th years don't bring lunch. We recommend that lunch prices should be reduced..."
- Title: Report on Healthy Eating in 6th Year
- Formal tone

# Short Story

- Step 1: Introduction = Introduce main characters (no more than 2) and your setting
- Set your story somewhere you know - avoid clichés like LA etc. Keep it local!
- Keep time frame short e.g. over the course of a morning / an afternoon / a day / a couple of days - avoid 'Ten years later...' etc. it's too cliché
- Step 2: Complication = introduce your character's problem / issue / what's gone wrong
- Step 3: Climax = emotional peak of your story E.g. moment when fight breaks out / Your character smells the smoke / gets caught / you fall

# Short Story

- Step 4: Resolution = Start to tie up loose ends / start your solve your problem / or not
- Step 5: Conclusion = May choose to have a cliff hanger / doesn't have to be happy - in fact the more original the better / Is there a moral to your story?
- DO NOT say it was a dream / nightmare
- Focus on plenty of sensory imagery / descriptive language / language techniques / Engage with title



# Descriptive Writing:

- Appeal to your reader's senses using sensory imagery - what can you see? Hear? Smell? Taste? Touch?
- Use language techniques - similes / onomatopoeia / alliteration / personification
- Vary the start of your sentences: Start with an adjective (Black clouds) / an adverb (Quietly) / the subject (The girl) / a position (Below / Above / Beside / Underneath)
- Variety of sentence lengths - short / long / one word

# Junior Cert Poetry Revision Notes / Poetry Collection



🕒 Published: Wednesday, 31 May 2017 10:27

On 24th May, Junior Cycle students gathered in the Áras for an English Revision Seminar after school. The seminar was open to all Junior Cycle students. Students enjoyed a free drink and cookie whilst revising their poetry course. Well done to all the students who took advantage of the 2-hour seminar - feel free to download the documents below to further your revision! The English Department would like to take this opportunity to wish all the Junior Cycle students the best of luck in their exams.

*See you all this Thursday 1st June 3.30pm - 5.30pm for Part 2: Language Revision.*

Downloads -  [Junior Cert Poetry Revision Notes](#) |  [Junior Cert Poetry Collection](#)

## Poetry Revision

Junior Cycle 2017

Good Luck  
from  
The English Department!

PS: Don't forget to stick to the timings referred to on your paper e.g. Spend 20 minutes on Section...