

Whitcliffe Mount
A SHARE Academy
English Department

English Language Paper 2:
Section B
'Transactional Writing'

Student Support Pack

What is it?

- In your exam, you will be required to answer 2 transactional writing questions. It is important you answer **both** questions – it is not a choice of either/or.
- You should be aiming to spend 30 minutes on each task and write around 400 words for each.
- **At least one** of the tasks will require you to write to persuade or argue a point.
- You need to write for a variety of text types (Letters, articles, reviews, guides, speeches, reports)
- You will need to write for different audiences and purposes.
- Write clearly using **functional punctuation** accurately.
- Use accurate spelling.
- Develop your ideas in clear detail and convincingly.
- Have an appropriate opening and ending.
- Use a variety of vocabulary, sentence types and sentence structures

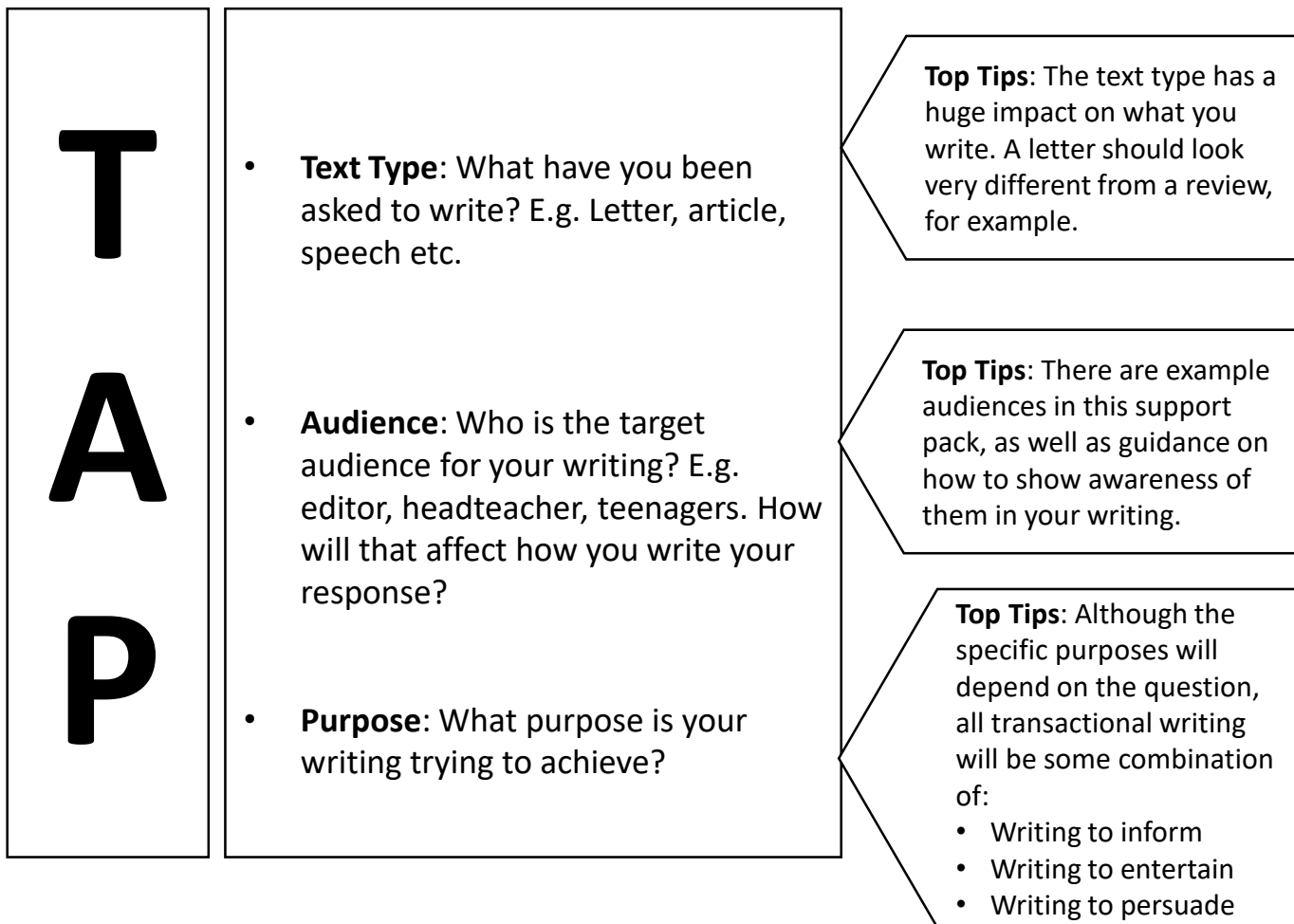
Key info

- 2 questions
- 30 minutes each
- 400 words
- Writing to persuade
- Variety of text types
- Write accurately and in detail

T.A.P.

Type Audience Purpose

- One of the biggest determining factors for your grade will be how well you have adapted your writing to the needs of the text type, audience and purpose.
- Failure to show a clear awareness of any of these factors will severely limit your outcome.
- Make sure you always T.A.P.:



Key info

- You must be confident in the text type, target audience and purpose of your writing **before** you start to plan a response.

Audience

- It is vital that you adapt your writing and language use to reflect the target audience for the task.
- Whilst there are an infinite number of tasks the exam board could ask, there are some common target audiences, and some devices and language choices you can make to engage them.
- You'll find some examples of common target audiences and some advice on how to engage them on the following pages

Key info

- Always adapt your writing to the relevant target audience
- There's no guaranteed list of things to do but there are some common devices that can be used

Target Audience: Teenagers



Common Experiences

E.g.

- Puberty
- Parents
- Siblings
- School life
- Public transport
- lockdown

E.g.

- The Climate Crisis
- COVID-19
- School closures from lockdown
- Gender identity
- Black Lives Matter

Relevant contemporary issues

Using the word 'teenager'

E.g.

- "...as a teenager..."
- "...teenagers like ourselves..."
- "...here at Teen View..."

Lively, chatty tone

Develop points but don't be too long winded

References to pop culture (be specific – what is popular with your peers now?)

E.g.

Video Games

- Call of Duty
- Fifa
- Mario Kart etc

E.g.

Celebrity Culture

- Influencers
- Kylie Jenner
- Charlie D'Amelio
- Logan Paul etc

E.g.

Film

- MCU
- Fast and Furious
- To All the Boys I've Loved Before etc

E.g.

Music

- Billy Eilish
- Stormzy
- Ed Sheeran
- Tame Impala etc

E.g.

TV

- Streaming services
- Binge Watching
- Sex Education
- 13 Reasons Why
- Riverdale etc.

E.g.

Social Media

- Snapchat
- Instagram
- Tictoc

Target Audience: Students

Top Tips

- There will be lots of crossover with teenagers
- Are you writing for students across the country or for ones specific to your school? If it is for your school, you should make specific mention of locations, teachers or rules in the school – don't just talk generally

E.g.

- Teachers
- Homework
- Subjects
- School buses
- Behaviour policies
- Lessons

E.g.

- "...as students at Shelley College, we ..."

Using the word 'student'

Common Experiences

Make specific reference to school life

WHAT THE U.S THINK GROWING UP IN THE UK IS LIKE.



WHAT IT'S ACTUALLY LIKE.



Lively, chatty tone

Develop points but don't be too long winded

Relevant contemporary issues

References to pop culture
Just like teenagers but you may want to make the references specific to school

E.g.

- Exam reform
- School closures from COVID
- Remote lessons

E.g.

Film

- Mean Girls

E.g.

TV

- The Inbetweeners

Target Audience: Parents

E.g.

- "...I appreciate you will be concerned about the additional work load for students..."
- "...It is understandable to worry about the safety of young people, but I can assure you..."

Acknowledging that they will have concerns

E.g.

- "...as such, I believe it would be best for your son/daughter to..."
- "...this would be hugely beneficial to your child who will now..."

Referring to their children

E.g.

- "...We all know how hard it is trying to deal with moody teens..."
- "...the daily wrestling match to get everyone dressed, fed and out the door..."

Making light of how hard it is to be a parent



Pop culture references that are relevant to parents

Relevant contemporary issues

E.g.

- Brexit
- The economy
- Furlough
- Having to home school students
- Social distancing

E.g.

Film

- Indiana Jones
- Top Gun
- Dirty Dancing etc

E.g.

TV

- Adverts
- Gogglebox
- Strictly Come Dancing
- Soap Operas etc

E.g.

Social Media

- Facebook
- Twitter

E.g.

Music

- Take That
- Bon Jovi
- Spice Girls etc

E.g.

Celebrity Culture

- Phillip Schofield and Holly Willoughby
- The Loose Women
- Ant and Dec etc

Target Audience: Teachers

Top Tips

- There will be lots of crossover with parents and students
- Are you writing for teachers across the country or for ones specific to your school? If it is for your school, you should make specific mention of locations, teachers or rules in the school – don't just talk generally

E.g.

- "...which is essential for students to focus in class..."

Keeping points based around academia

E.g.

- "...the food on offer in the canteen and Y11 social area, in particular, is unhealthy..."
- "...The Commitment to Learning Policy encourages us to..."

Referring to specifics of the school

E.g.

- Long hours
- Lots of marking etc.

Making light of how hard it is to be a teacher

I really don't think this book has a deeper meanin-

English Teachers:



Referring to why they are teachers in the first place

E.g.

- "...I know you care about what's best for us..."

Make specific reference to school life

E.g.

- Students
- Homework
- Subjects
- Behaviour policies
- Lessons

Relevant contemporary issues

E.g.

- Exam reform
- School closures from COVID
- Remote lessons
- Ofsted

Persuasive Devices

- At least one of the tasks in your exam will require you to write **to persuade** your audience.
- Utilising a wide variety of persuasive devices can make your writing more engaging as well as more persuasive.
- Be careful to use the devices **where they will help your argument**. Simply putting a rhetorical question at the end of every paragraph will quickly get repetitive.
- Be careful to use an appropriate tone when writing to persuade – don't become too aggressive.
- Use a variety of persuasive devices – don't rely on the same one over and over. Additionally, acronyms (like AFORREST) are sometimes used to help students remember the devices. These are fine as memory aids but don't treat them as a checklist – **only use the devices where appropriate for your argument**.
- You will find a list of some common persuasive devices on the next page.

Key info

- **You will** need to write to persuade in your exam
- Use a variety of persuasive devices where they help your argument
- Be mindful of tone

Persuasive Device	Definition	Example
Facts	A thing that is known or proved to be true	The majority of students in our area are dependent on bus travel to reach school
Opinions	A personal judgment	English is the best subject ever!
Rhetorical Questions	A question that doesn't require an answer	How can this be allowed to continue?
Repetition	The action of repeating something that has already been said or written	
Emotive Language	A word choice that is used to evoke emotion	The poor innocent bystanders were heartbroken!
Hyperbole	Deliberate exaggeration	This was the greatest film ever made!
The Rule of 3	A group of words that come in three or giving 3 examples to support a point.	<ul style="list-style-type: none"> • Blood, sweat and tears • Smoking is expensive, unsightly and dangerous
Direct Address	This is when you directly address your reader	<u>You</u> can help us today
Hypothetical Situations	Ask your audience to imagine themselves in a situation to make them sympathise with your point	Imagine you are a teenager, worried about acne, bad hair and all the other wonders of puberty. How would you feel if...
Anecdotes	Telling a short, simple story from your life to provide evidence for a point.	...for example, just this morning, four students were late to our lesson, and they never quite recovered.
Imperatives	Expressing a command that is essential	You must help us and help us now!

Ethos, Pathos and Logos

- Another thing to consider when constructing a persuasive argument it to have some elements of **ethos**, **pathos** and **logos** in your writing.
- Ethos, Pathos, and Logos are modes of persuasion used to convince audiences. They are all represented by Greek words.

Ethos or the ethical appeal, means to convince an audience of the author's credibility.

An author would use ethos to show to his audience that he is a credible source and is worth listening to. Ethos can be developed by choosing language that is appropriate for the audience and topic (this also means choosing the proper level of vocabulary), making yourself sound fair or unbiased and by introducing your expertise, accomplishments or experience

- E.g.
- "...I have been a student at this school for three years, and every day of those three years has seen me secure my lunch from the canteen. As such, I think I know what the food on offer is like as well as anyone..."
 - "... I take a Tiger bus every day..."

Pathos or the emotional appeal, means to persuade an audience by appealing to their emotions.

Authors use pathos to invoke sympathy from an audience; to make the audience feel what the author wants them to feel. A common use of pathos would be to draw pity from an audience. Another use of pathos would be to inspire anger from an audience, perhaps in order to prompt action. Pathos can be developed by using emotive language, emotional tone, emotion evoking examples, stories of emotional events, and implied meanings.

- E.g.
- "...the torturous pressure heaped upon our shoulders is causing more and more mental damage to children like us. We are begging the adults in society to hear our plea and look out for the future of our generation..."
 - "...The world is cooking, day by day, and we're approaching the tipping point where it will be too late to turn back. It is their fault. They have done this to us..."

Logos or the appeal to logic, means to convince an audience by use of logic or reason.

To use logos would be to cite facts and referring to certain authorities on a subject. It is about providing a logical reason for your argument.

- E.g.
- "...since teenagers' sleep patterns are different from adults, adjusting the start time of the school day would allow better cognitive function and, therefore, improved performance in lessons..."
 - "...furthermore, college's look favourably on applications from well rounded students, so taking part in one of the extra-curricular activities offered here at Shelley would also strengthen your post-16 applications..."

Key info

- All arguments need to establish why you are qualified to write about the topic, have a logical basis and appeal to the emotion of the audience.

Text types

- On the following pages, you will find details about each of the text types you could be asked to write.
- Each type will include:
 - Details and advice about the text type
 - An exemplar (this may be a student response or a real world example.)
 - Directions on how to find more examples
 - Practice questions

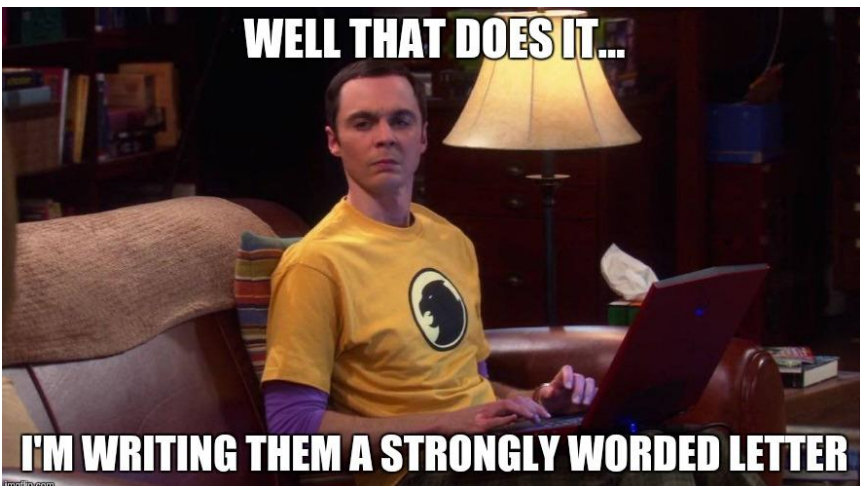
Text Type: Formal Letter

**My therapist told me
"Write letters to the people
you hate then Burn them"**



**Did that, but now I don't
know what to do with
the letters.**

WELL THAT DOES IT...



I'M WRITING THEM A STRONGLY WORDED LETTER

Example Layout

Date

Name and address of the person you are writing to

Leave a line in between the address of who you are writing to and your greeting.

Greeting:

(e.g. *Dear* and the name of the person you are writing to (*Mr/Mrs/Ms Smith* or *To whom it may concern*))

Start a new line in between your greeting and the main body.

Main Body:

This is where you will need to write your letter.

Remember:

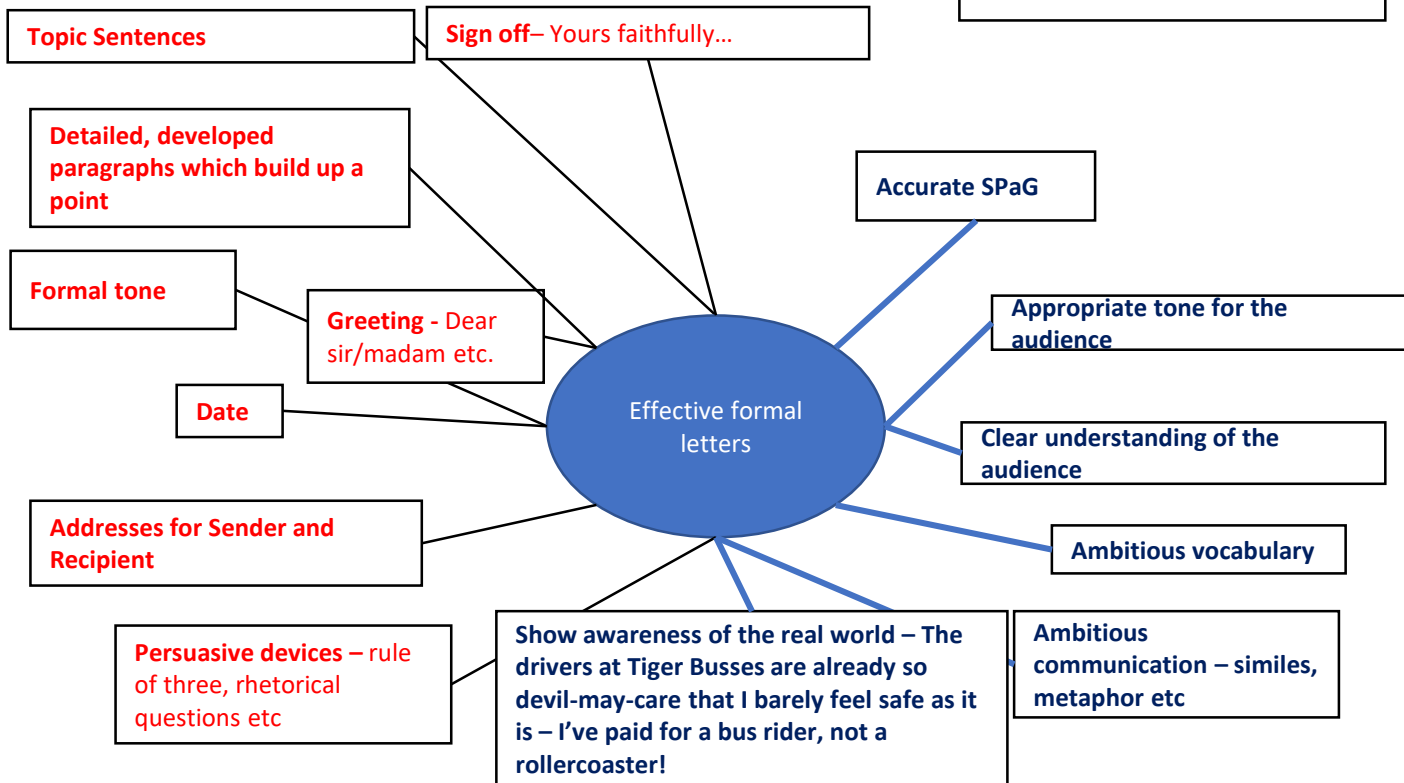
- Your first paragraph should explain why you are writing the letter.
- As this is a formal letter, you need to keep to Standard English (e.g. no slang).
- You will need to be polite, but direct.
- Break your letter down into paragraphs. Each paragraph should discuss a single idea. Once you have finished talking about that idea, move on to a new paragraph. You need to leave a line in between each paragraph.
- Check your punctuation. Although this is an informal letter, you will still need to use punctuation in the right places.
- Think about who you are writing to and adapt your language to suit them. You may use different language to a magazine editor than you would to a potential employer.
- Think about why you are being asked to write the letter. Are you being asked to give your opinion on an issue? Are you being asked to give your support for a fundraiser? This will influence the way you will need to write your letter.

Closing:

(e.g. *Yours sincerely* if you know the name of the person or *Yours faithfully* if you don't and then your name)

Key Features

Features of a Formal Letter
Features of Transactional Writing



Further examples

- The letters page of a newspaper
- Letters/emails sent from the school to your parents or your school email address
- The weekly parent bulletin

Exemplar 1

Dear Editor,

I am writing to give you my opinions on the use of cars in Devon today.

Firstly, it seems as though the people today have entirely forgotten about the world in which they live. With recycling now becoming a 'chore' rather than the automatic activity that it was previously considered, it seems to me that people just don't care anymore. It is no use campaigning to save the environment by cutting car use, as the people who should be cutting car use do not care about the environment.

As it currently stands, using a car is much more cost effective than using public transport, so there is no reason to stop using a car. With the council ever so helpfully removing vital bus and train services and upping prices to cut costs, people simply will not use public transport. And why should they? They would be switching to a more expensive, unreliable, slower, inconvenient service, and right now the council's only argument for us to do that is that 'we should'.

Of course, even if one was to convert to the extravagantly expensive public transport from time to time, there is still the necessity of using the family car when it cannot be avoided, and to that I have no objection. Unless the council would be willing to provide a tram service to transport wet, muddy clogs to and from the river, I cannot see a way round using the car that time!

It seems to me that the way to solve this is to tackle the issue at the heart and prevent this vicious circle from closing in on us! If only we could persuade people to care about the environment then the desired chain of events would follow. By providing people with information about the precarious position in which the environment is balancing, perhaps they might begin to show some compassion and look further than their wallets.

However, that will not work alone. Currently, the council is raising prices on public transport and as a result it is not used. So the council raise prices and cut costs, so fewer people use it. And so on. Public transport is in a vicious spiral of decline. Perhaps if the council looked outside their black and white budget, they would realise that you have to spend money to make money, and that they may even be able to save a small part of this great world while they're at it.

I just hope that people realise what a fantastic place we live in, before it's too late.

Yours faithfully,

John Smith.

Exemplar 2

Dear Sir/Madam,

It is with anger, frustration and extremely sore feet that I write to you today. Excuse my flippant tone – you see I have just trudged back from my ‘local’ bus stop (which, incidentally, would be more local if it was situated on Mars).

Laden with shopping and with a large hole in my pocket from forking out yet another bus fare, I felt compelled to vent my anger in a letter to your paper.

Last week, my beloved Vauxhall Astra sipped its last petrol and died – conveniently on the M6 at rush hour. Since this fateful day, I have mourned the loss of my faithful companion – more often than not while shifting from one foot to the other during a long and tedious wait for the bus.

On finally boarding the vehicle in question, I pondered whether I could have had a more meaningful conversation with my late Astra, than with the bovine, gum-chewing driver before me, capable of transporting me to my destination (or so we are led to believe).

My shopping done, bus fare paid, shoes ruined in some unsavoury liquid on the floor of the bus shelter, I am finally at home. It has occurred to me, sir, that a car is man’s best friend. You can keep your Border collies - my heart lies in the engine of a reliable motor.

On that note I will conclude my letter. My views on using cars are, I am sure, every member of Greenpeace’s worst nightmare, yet I am not afraid to admit that cars overshadow public transport in every possible dimension. They are practical, efficient and do not burden you with an irrepressible urge to disinfect every square inch of your body as is, I am afraid, the case with public transport. Bus drivers, I am sorry, but my Astra’s ‘intelligent protection system’ boasts a better vocabulary than you (I am sure your driving skills are of a supreme standard).

So, ‘vive les motors’ say I, (though sadly not my Astra). I have to go now – my bus will be leaving shortly, although on second thoughts.....

Yours faithfully,

An irate (ex-) car user.

Exemplar 3

5 Shackleton Avenue,
Chadwick Park,
Widnes,
WA8 9NG

20th March 2014

Saint Edmund Arrowsmith Catholic High School,
Rookery Avenue,
Ashton-in-Makerfield,
Wigan,
WN4 9PF

Dear Mr Philips,

I am writing to you as I would like to make a proposal to improve the school. I believe that changing the school bell to a music system would help to make the school a better place for the pupils and the staff.

Although the school bell is traditional, music would create a more positive atmosphere around school. Music could inspire the pupils and influence them by motivating and encouraging focus. After all, if students are happy with their learning environment, they are more likely to achieve higher grades.

Through installing a speaker system that would project music around the school, pupils would become more involved in school life and take more interest in the school itself. This would make the overall experience more enjoyable for pupils, staff and visitors. Pupils could vote and select representatives who would be in charge of choosing the music. This would teach pupils new skills and could build a rapport between staff and students. Importance announcements can be made through the speaker system and the mood of the school could be dictated by the type of music you play. For a small donation, pupils could request music and the proceeds could go to improving the school or to a charity.

The bell is a part of the school's heritage and history; however we now live in an era where libraries are becoming museums for books as pupils move towards using technology, such as iPads, laptops and even mobile phones to conduct research for their homework. Times and technology are changing. Already one third of the schools in the Lancashire have adapted to this new idea and a recent survey (involving teachers and students) has shown that over 85% agree that the school bell is outdated and music helps to create a positive learning environment.

Of course the school bell works, there's no confusion over what the bell means: generations reminisce over the 'good old days' and often include the school bell when referring back. However, the school bell was once new, but now it's old and outdated.

Overall, I strongly believe that the majority of pupils will appreciate listening to music between lessons and it will improve school life. Thank you for considering my ideas. I look forward to hearing your opinions on this matter.

Yours sincerely,

Christopher Hill

Practice Questions

B1: A national newspaper has written an article suggesting that the internet is an addictive drug.

You have decided to write a letter to the newspaper to share your views on this topic. You could write in favour of or against this proposal

Write a letter to the newspaper giving your views

[20 marks]

B1: A national newspaper has written an article suggesting that school uniforms are a waste of money.

You have decided to write a letter to the newspaper to share your views on this suggestion.

You could write in favour of or against this suggestion

Write a letter to the newspaper giving your views

[20 marks]

B1: Your school/college is proposing to change the school day so it begins at 10.30 and continues into the early evening.

You have decided to write to the Governors giving your views on the proposed change.

You could write in favour of or against this suggestion

Write a letter to the governors giving your views

[20 marks]

B1: Your Headteacher/Principal wants to encourage students to take a more active role in the running of the school/college and has advertised for part time student receptionists.

Write a letter applying for the job

You could include:

- Examples of what makes you the ideal candidate
- Your ideas about what you could gain from the job

[20 marks]

B1: A local newspaper has published an article stating that technology is ruining teenagers' lives..

You have decided to write a letter to the newspaper to share your views on this topic.

You could write in favour of or against this proposal

Write a letter to the newspaper giving your views

[20 marks]

Practice Questions

B1: A proposal has been made to set a curfew of 9pm in your local town, after which time all teenagers must return home,.

You have decided to write a letter to the newspaper to share your views on this topic. You could write in favour of or against this proposal

Write a letter to the newspaper giving your views

[20 marks]

B1: A proposal has been made to scrap exams on the grounds that they do not give a fair and accurate picture of a student's real abilities.

You have decided to write a letter to the newspaper to share your views on this suggestion.

You could write in favour of or against this suggestion

Write a letter to the newspaper giving your views

[20 marks]

B1: Your school/college is considering changing its behaviour policy.

You have decided to write to the headteacher giving your views on the proposed change.

Write a letter to the headteacher giving your views

[20 marks]

B1: Your headteacher has proposed the banning of mobile phones on school grounds.

You have decided to write to the headteacher giving your views on the proposed change.

Write a letter to the headteacher giving your views

[20 marks]

B1: The government is proposing to double the tax on takeaway food in an effort to encourage the population to adopt healthy eating habits.

You have decided to write a letter to your local MP to share your views on this proposal.

Write a letter to your MP giving your views

[20 marks]

Text Type: Informal Letter



Me: When someone interrupts my writing



Example Layout

Your address

Start a new line for the date.

Date

Greeting:

(e.g. *Dear, Hi, Hello* and then the person's name)

Start a new line for the
main body.

Main Body:

This will be where you write your letter.

Remember:

- As this is an informal letter, you can use more informal language.
- Informal letters usually discuss more personal issues.
- Think about who you are writing to and adapt your language to suit them.
You may use different language with a family member than you would a close friend.
- Think about why you are being asked to write the letter. Are you trying to persuade your friend/family member to do something? Are you telling them some news? This will influence the way you will write your letter.
- Break your letter down into paragraphs. Each paragraph should discuss a single idea. Once you have finished talking about that idea, move on to a new paragraph.
- Check your punctuation. Although this is an informal letter, you will still need to use punctuation in the right places.

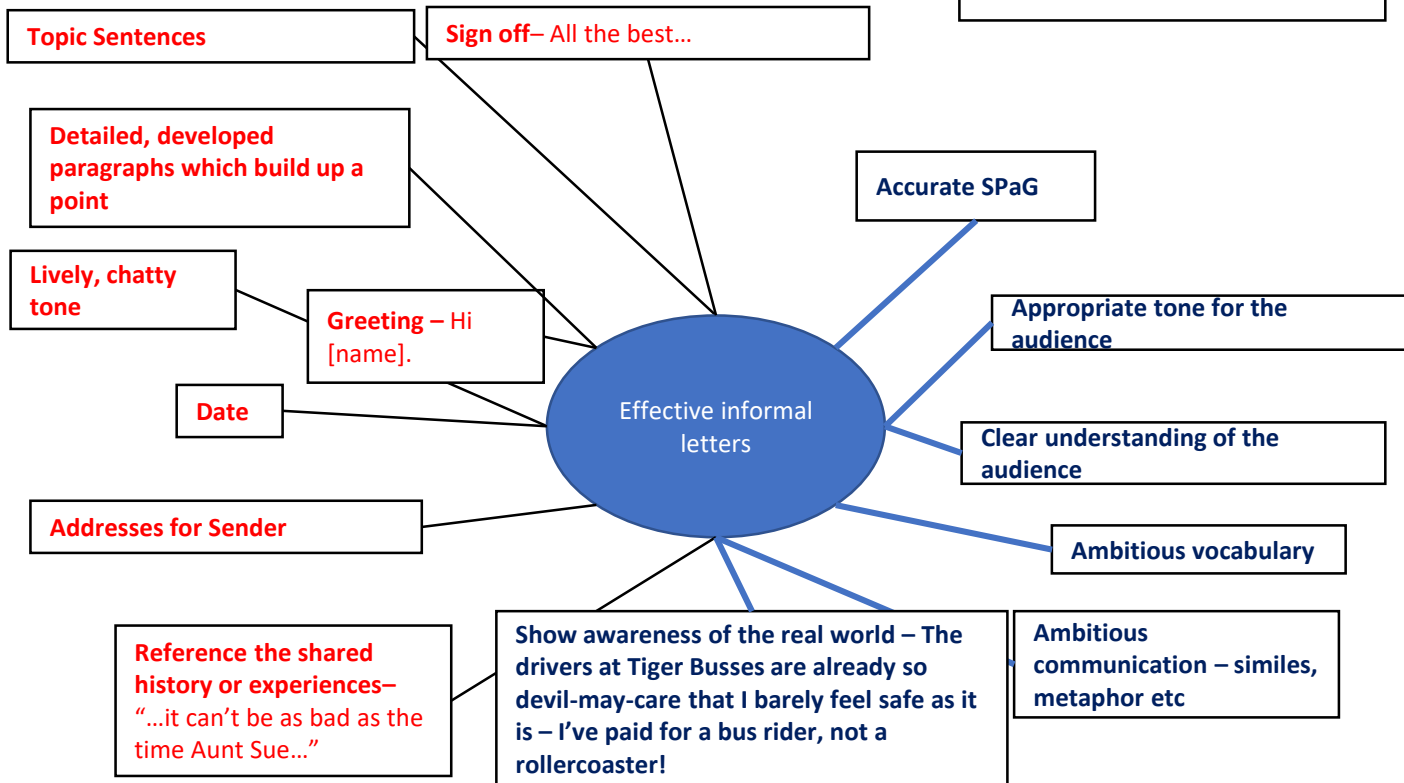
Closing:

(e.g. *Yours sincerely* and then your name)

Start a new line for
your closing.

Key Features

Features of an Informal Letter
Features of Transactional Writing



Further examples

- Email correspondence between friends and/or colleagues
- Letters to pen pals
- Historical letters between friends

Exemplar

The Clock Tower,
Llangwm,
Pemb, SA65 4HY

27th January 2020

Dear Kavita,

How are things at your grandma's house? If it was any further away from here you'd be in Australia! You really need to get your gran into the 21st Century and buy her a computer – it took me half an hour just to find an envelope for this. Don't get me started on the stamp. Anyway, I know you are dying to find out what possessed me to write this but I think you'd better sit down first. This could be a bit of a shock. I'm going to do a twenty mile walk for charity and (this is the best part) I want you to do it with me! Are you still breathing? Before you start asking about medication of alien abduction, I am completely sane. I know it sounds tough but I'm sure it will be fine.

So, it's a twenty mile walk across hills and other unimaginable 'little crests' (they look more like Mount Everest though). Yes, twenty miles is further than from here to the bank. A lot further. But, before you send me to a mental hospital, just think about it. How amazing will you look if you can do it? I'm sure this will be your favourite part – there are lots of locals already signed up that you can walk behind.

I know it sounds really tough but they're not even going to make us run. It's just a leisurely stroll up a hill and down the other side. Sounds easy, right? Not only will you look like Supergirl, but you'll truly earn your cape because it raises money for charity. You can even ask Roger to sponsor you. I bet he'll think you're dead brave for doing it.

In fact, why don't you try and get him to try it too? You know what they say; the more the merrier, or something like that. He'll have a hard time saying no. Just tell him he'll look weak and he's going to get beaten by a girl. That should do the trick.

I know you hate doing anything that involves moving more than about a metre, but please try. Think of how impressed all the lads at school will be. But most of all, think about me. You wouldn't leave me to do this on my own, would you?

I know this idea seems repulsive to you but consider it. It'll grow on you. Help me and help the poor children we are raising money for. Make Supergirl proud. After all, if I dare say it, What's the worst that could happen Famous last words!

Lots of love and cuddles (you'll need them in Antarctica – or wherever you are!)

Love,
Selena

Practice Questions

B1: You have a friend who is thinking of doing a parachute jump for charity. Write to your friend giving your opinions.

[20 marks]

B1: You have a family member who is thinking of raising some money for a local charity. Write to them giving your support.

[20 marks]

B1: A younger family member is moving to your local area. Write them a letter suggesting what they can do for fun.

[20 marks]

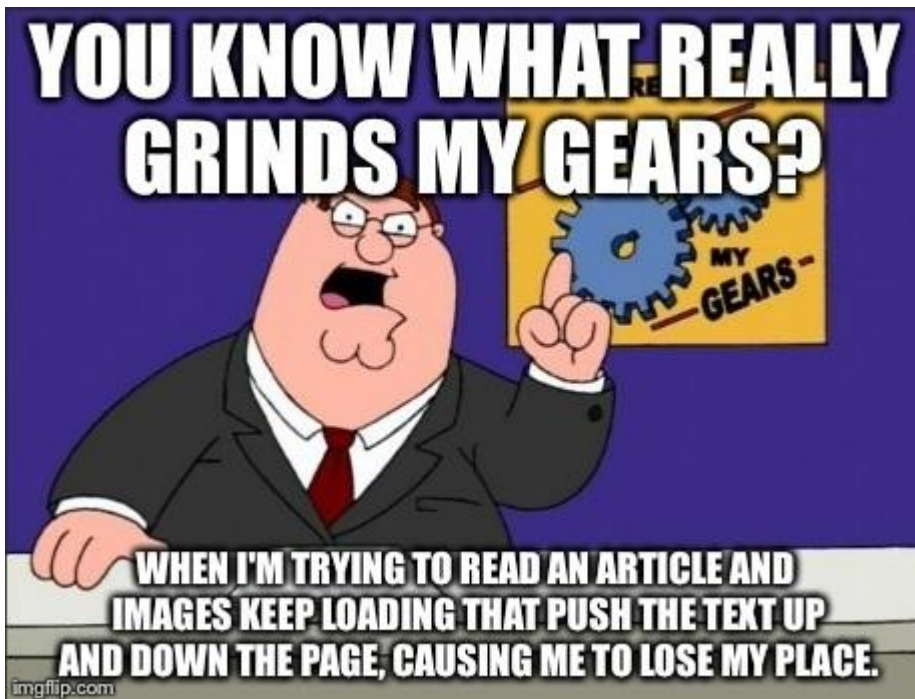
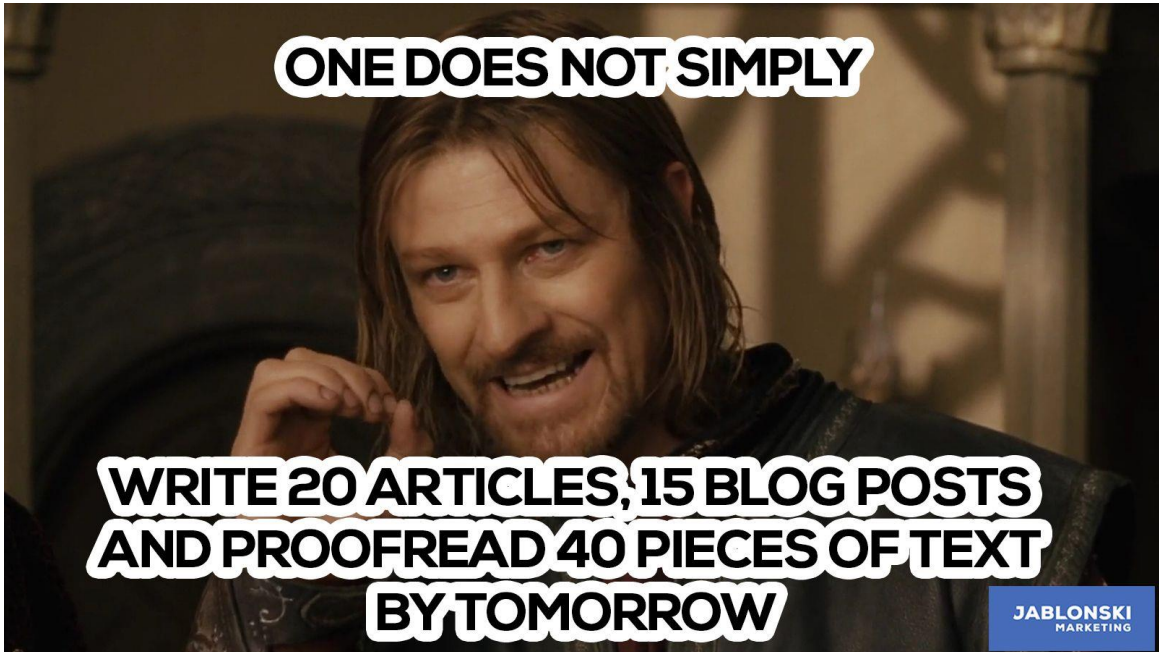
B1: You have heard about a sponsored challenge in which participants will do a 20-mile walk across hills and rugged country. Money will be raised for charity but the challenge will be physically tough. Write a letter to a friend persuading them to take part.

[20 marks]

B1: Your grandparents live abroad and do not have a computer, but they really like receiving letters from you. Write a letter which will bring them up to date with what's going on where you live and which they will enjoy reading.

[20 marks]

Text Type: Lively Articles



Example Layout

Headline or article title

Keep it short

Make it catchy

Give an idea of what the rest of the article will be about.

Introduction of the article

Give a brief outline of the subject

Keep this section to a few initial ideas and sentences

Main body of the article

Try to answer all the reader's questions like 'why', 'how' and 'what'

Make each paragraph relevant to the subject or the title of the article

Add plenty of detail so your reader fully understands you

Answer the important points in this section

Conclusion of the article

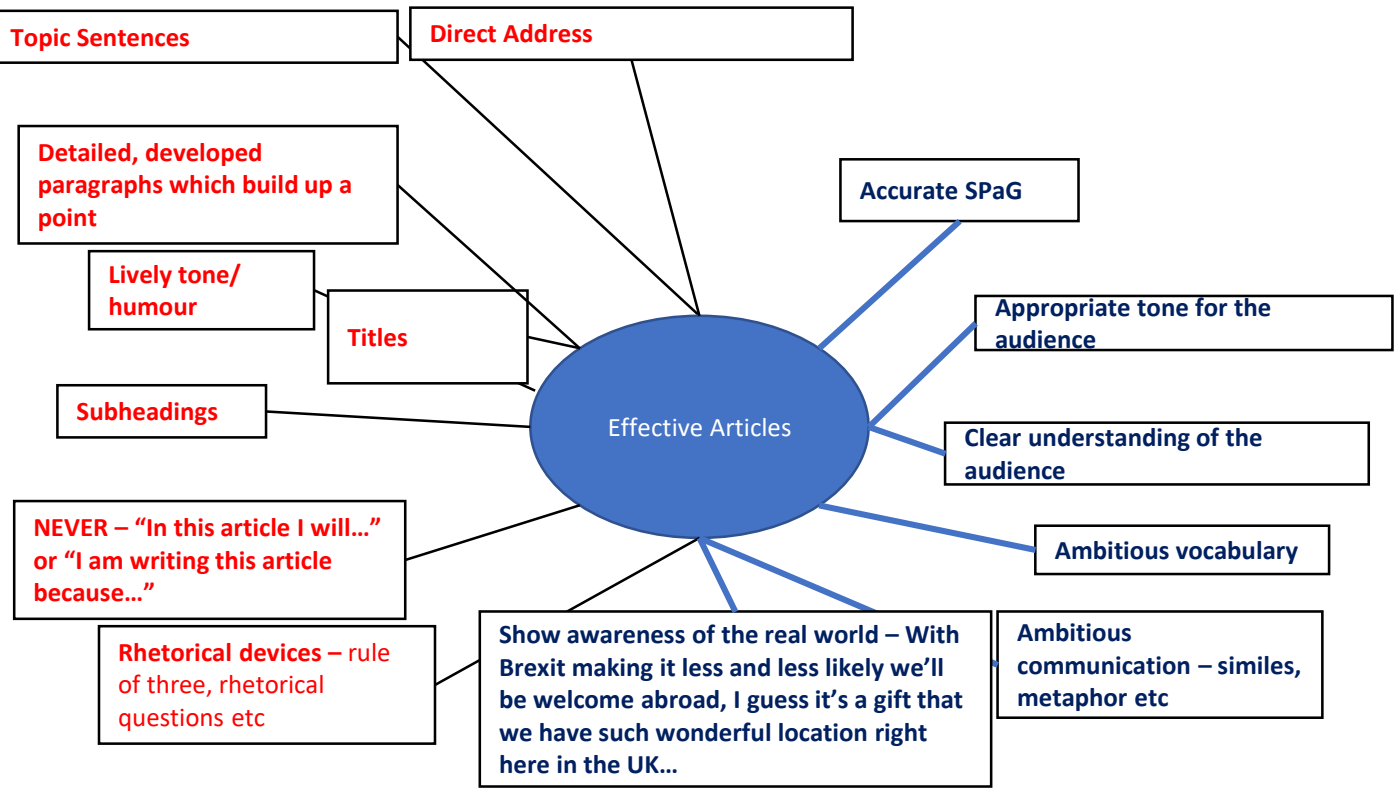
This should always be at the end

Give a summary of the article

Give recommendations/overview linked to introduction.

Key Features

Features of an article
Features of Transactional Writing



Further examples

- OpEd pieces in newspapers/ on news websites
- Opinion columns in newspapers
- The culture section of local and national papers
- magazines

Exemplar 1

Surviving the Teenage Years

Your teenage years – the best and also the worst years of your life. Raging hormones, a lack of sleep and hours upon hours of exams, but on the other hand, the sudden reign of independence brings along a lot of new excitements. I'm sure you are all aware that as teenagers, especially during COVID, it is very common to make a mountain out of a molehill, so here is some advice, based on my own personal experience, of how to cope.

'Today marks the start of exam season.' A phrase **no** student ever wants to hear. If the 7am wakeups and 30 hours weren't enough to drive you insane, then I'm sure the additional 2 hours of revision per day will top you off. If you're anything like me, last minute revision will be a common occurrence, after buying the revision guides all those months ago and leaving them on your bedside table, in the hope you'll simply absorb the words off the pages whilst playing an intense game of Fifa. The actual night before the exam is extremely stressful, and although we would all love to be that smug person who claims they didn't revise yet still smashes a grade 9, believe me – this strategy does not work. Time management and carefully thought out revision timetables will get you a 9. If you find yourself struggling with this, ask a teacher for some top tips – after all, they go through this with students year after year. You never know what hidden gems they might reveal, such as Mr Quirk's 'eat a magic banana before the exam.' I'll let you know how well this worked in our August newsletter...

Another newly found issue amongst our generation is, of course, our mobile phones. Much to our parents dismay, many of our phones seem almost glued to our faces. However, despite popular misconception, we do have a life beyond that tiny rectangle and this issue only really becomes an issue when screen times average out at 10 hours a day of doom-scrolling through Instagram and comparing yourself to influencers. The biggest warning of this article has to be that we mustn't believe everything we see online. I know you will have been there, waking up at 3pm to take a photo for snapchat, ironically captioned 'productive day.' Why believe no one else does the same?

Finally, the topic on everyone's mind – Corona. A 6 month lockdown with no social contact resulted in the suddenly optional nature of bathing for some and not picking a hair brush up in weeks. Online lessons only added to the torture of 24 hour lockup in our cells...sorry, I mean bedrooms. Being asked to unmute when still half asleep, with WW3 kicking off between the rest of the family will be an all too familiar story for many of us. Luckily, we were granted the opportunity to go on a one hour socially distanced walk every day, to reduce the stress. How brilliant!

Now that Boris has announced 'go out, but don't go out' as restrictions ease, try to develop a routine as normal as possible (if normal even exists anymore) and go see some friends. Oh, and try showering at least once a day; for everyone's sakes.

Everyone here at Shelley College can agree that every new day as a teenager brings new struggles, even the teachers (who were, surprisingly, also teenagers once too). Keeping to routines and making time to socialise is extremely important, and if none of this helps, visiting Mr Wimpenny for more guidance certainly could. A main priority is to take this opportunity to make the most of your teenage years and maybe one day, we too will be able to agree with our parents that these really are the best years of our lives.

Exemplar 2

Changes? Yeah Right!

How much has my life changed since my sixteenth birthday? If I really think about it, not much.

Sure, when I was twelve I imagined myself spending my teenage years in a frenzy of hormones and anger, turning into a violent shadow of my former self. I thought that I would be so hormone-crazed that I would not remember how much I used to love my family, and would spend my teen years (after sixteen of course) enveloped in the opposite sex. Fortunately, this seems not to be the case.

Instead, as a teenager I am faced with different problems. All the important exams that we teenagers have to take, such as GCSEs, give us a huge amount of responsibility for our futures, when we barely know that we even want to grow up.

We are faced with the sudden need to defend ourselves against the stereotype of a 'normal' teenager – ones who like slouching around in hoodies scaring old ladies – so that adults will give us more respect. We have to start taking responsibility for our actions, and, as many girls will tell you, we can no longer wander around in any old outfit – we have to dress and be 'cool'.

Thinking back to my pre teen years, it is almost laughable how immature I was. I would not say that I have suddenly gained the maturity needed to be an adult, but I would argue that teenagehood is a wake up call for us, making us remember that we can't do something stupid and expect people to say 'Isn't she adorable?' and then be taken under the wing of our parents.

Being a teenager is probably the hardest point in life. Too old to be cute, and considered by most adults too young to be taken seriously, we really are at the hardest point in life.

Teenagers get the worst rap in the press, and our work – at school – is scrutinised by more people in the country than any other age group. But think of all the good stuff. Sleepovers and shopping, mates and dates, teenagers can often live the social part of an adult's life without facing the responsibility and financial worry that most adults have to bear.

I would say that being a teenager is the best part of life. So enjoy your freedom while you can. Before you have to give it up and finish growing up. To teenagers!!!

What to do when your president has a temper tantrum

Marina Hyde

For parents of small children, Donald Trump's latest meltdown is extremely, totally, instantly recognisable

There are several reasons presidents cry. Anyone who has ever had one and been up half the night with it – or all the night with it, night after night – can tell you this. Sometimes presidents cry because they're tired, sometimes they cry because they need their nappy changed, sometimes they cry because they don't want you to leave them, sometimes they cry because they have a gnawing pain in their tummy, and sometimes they cry because they're just being impossible that day and you should probably go to bed and leave them to it but somehow you just can't.

To anyone going through it currently: this phase will pass. Of course, a crying president demands incredible amounts of attention, and while you're in the thick of it, consumed by this, it may feel like it will never stop, or at least you won't make it out. There are many moments in the small hours where you stare at this crying thing and think wryly: wow, what happened to my life? I think I vaguely remember when it wasn't like this.

The television news – I like to think of it as the president monitor, lighting up each time he needs attention – has been on what feels like pretty much constantly in our house since 2016, the year that Trump won (and the UK began its own extended period of toddler meltdown). A child's formative years are so precious, and I'm sure our children will benefit enormously from all the times I've said "Shhhh, I'm watching the president," or occasionally even been forced to momentarily stop watching the president to deliver a behavioural verdict. "I know why you're acting up – it's to get my attention away from the president acting up. Well, it won't work."

Everyone has their parenting gurus – as a realist, I follow the Philip Larkin model. And it is typical of the parenting in our house that we, hugely belatedly, started thinking not that we should switch the president monitor off – don't be ridiculous! – but more along the lines of: should we ... maybe say something?

Anyway, after a while we did. We said stuff to them like "We should probably mention that this isn't normal – at least, it didn't used to be. I mean, I know it's pretty much all the news you've ever known in your short and possibly already terminally disillusioned lives. But seriously, in the not-all-that-olden times, you could go DAYS without particularly thinking about politics. Longer!" Eventually we wondered if saying "This isn't normal" was even accurate. All our children are under 10. Technically, it was kind of normal.

Even in this golden age of TV it was the biggest show on air, and frequently inspired us to seek out other family content. Really, it was impossible not to watch the president's rosebud anus mouth puckering up and screaming at some rally, and not ask one another: "I wonder if the children would enjoy Rosemary's Baby? Go on one of those parenting websites and see whether it honestly merits its 18 certificate. Come on – it was made in the late 60s – these days even the news is scarier! Which reminds me: can you just put on the news? He's about to have one of his moments in the Rose Garden, and we should watch the full horror show as a family."

As time wore even further on, we would remark mildly to the children: "Sorry about [expansively vague gesture] all THIS. As with all the worst stuff in the world, I'm afraid adults did this. Will it get fixed? Hopefully! If adults don't fix it pretty quick, they'll fairly soon be moving on to the phase where they bend down and pat your head and say: 'Hey guys, we need your generation to grow up and fix all this!' That is really the worst, and you SHOULD in fact be outraged that people like that somehow have the power to say to you 'Go to bed' or 'Right, I'm taking away the iPad.'"

But now, this. After four years, we have FINALLY moved on to much, much safer cautionary tale territory – because now the president is really just crying. For parents of small children, and also for anyone who has ever seen a small child behave badly in the supermarket or the street, the thing we are watching on TV now is extremely, totally, instantly recognisable even to the very young. The big orange guy is angry because it is not his turn any more. He is being a Bad Loser. Look at him! Someone should stop him. Yes, I agree with you he needs a punishment for this behaviour. Yes, no iPad would be a start.

I remember the huge excitement of being got out of bed as a child for major news events on the basis that, "This is history." Yet watching Trump have his meltdown on Thursday night, I didn't exactly feel inspired to get the children out of bed for it. They could watch the giant baby in the morning. We are finally, just about, near the point where it isn't history. It is just histrionics.

Practice Questions

B1: Write a **lively article** for a local magazine with the title 'Is technology ruining teenager's lives?'

[20 marks]

B1: A proposal has been made to ban all dogs from your local park. You have decided to write an article to share your views on this proposal. You could write in favour of or against this proposal

Write a lively article for a blog giving your views

[20 marks]

B1: Write a **lively article** for your school website/newspaper with the title 'Do exams give a fair and accurate picture of a student's real abilities?'

[20 marks]

B1: Write a **lively article** for a blog with the title 'The art of managing your parents.'

[20 marks]

B1: You write a weekly opinion blog for your school website with the title 'What Grinds my Gears.'

Write this week's article.

[20 marks]

Practice Questions

B1: Now that COVID-19 restrictions are lifting, your school is keen to encourage students to go out and about again. They are inviting submissions to the school website about fun places for teenagers to visit. You have decided to submit an article.

Write your submission

[20 marks]

B1: Write a **lively article** for an online blog about a famous person you admire

[20 marks]

B1: Write a **lively article** for your school website/newspaper about being a teenager.

[20 marks]

B1: Write a **lively article** for a primary school newspaper in which tell the Year 6 class what life is like in your secondary school.'

[20 marks]

B1: You write a weekly opinion blog for your school website with the title 'My favourite thing this week.'

Write this week's article.

[20 marks]

Text Type: Speeches

There are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave.

-Dale Carnegie



IMproSolutions™
An Interactive Public Speaking System
IMproSolutions.com

WHEN I GIVE A SPEECH ON THE STAGE



**I ALWAYS TRY TO LOOK
FOR MY FRIENDS AND SMILE**

imgflip.com

Example Layout

Persuasive Speeches

You may wish to use this guide:

Opening Statement: Where you highlight your issue.

Developing points: 3-5 points (paragraphs) to explain what needs to be done and why it is so important.

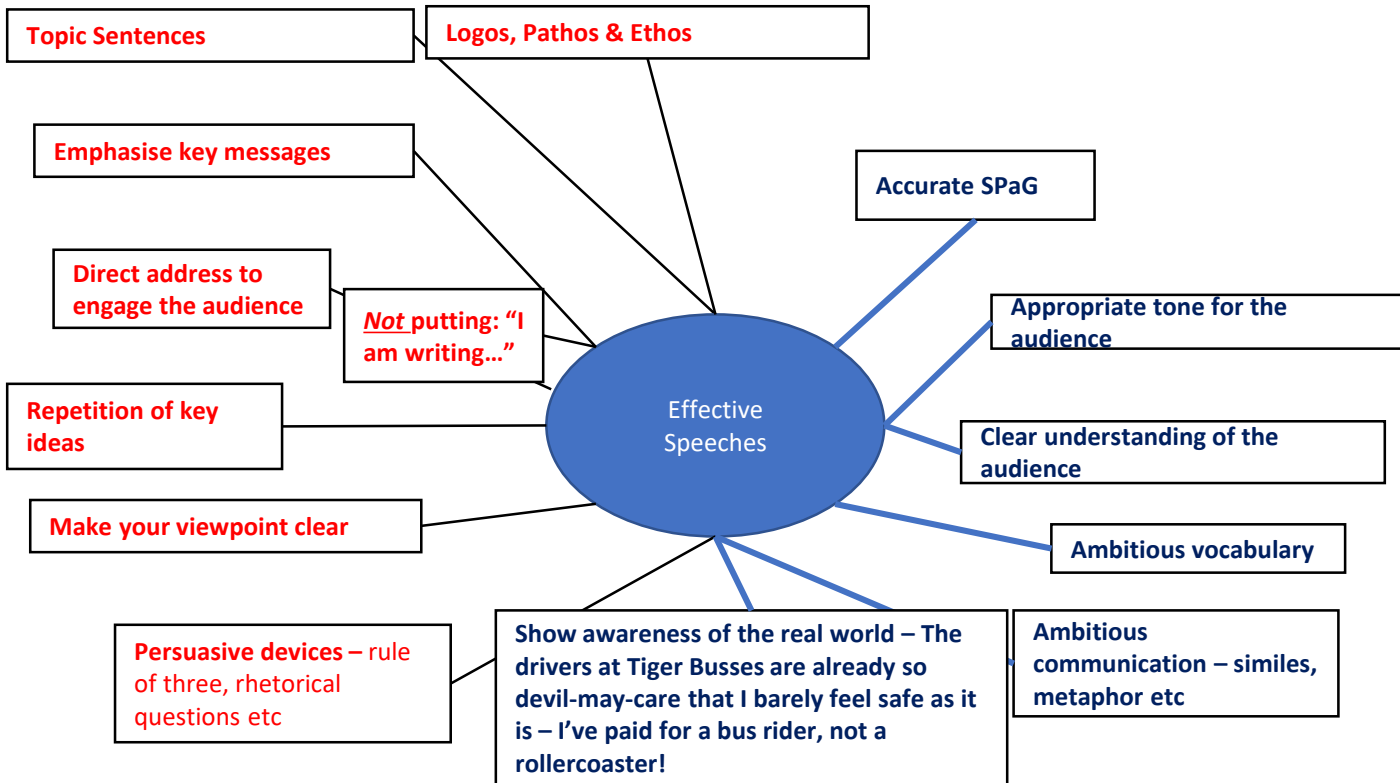
Closing Statement: Where you make a final appeal to your audience.

Create sentences that use **rhetorical devices:**

- Repetition
- Rhetorical questions
- Direct address
- Rule of Three
- Alliteration
- Exaggeration

Key Features

Features of a Speech
Features of Transactional Writing



Further examples

- Google transcripts of famous speeches
- Youtube
- TED Talks

Exemplar 1

Hi guys,

As you know, my name's Chris, and I'm here to talk to you about something really important to all of us.

Mobile phones have revolutionised our lives and I think there are several excellent reasons why we should be allowed to embrace the benefits of allowing phones in school including ease of communication, their use as a learning tool and a way to stop picking up those pesky behaviour points for forgetting your equipment!

Firstly, mobile phones make it easy for us to communicate with parents quickly. Have you ever needed to get in touch with a parent to let them know that you're staying after school for a club or going to a friend's house? Well I have, and having a mobile phone made it so easy to get in touch and let them know where I was going to be and what I would be doing. All it takes is a simple, but very useful, text.

There are other benefits too, for example, I feel that mobile phones could be used more in lessons to help with our education. Do you have a calculator on your phone? If you forget your calculator for Maths, you've got a readymade replacement sitting in your pocket - I bet you never forget your phone!

Then there's the popularity: a recent survey showed that 98% of kids bring a phone to school - so why not use them? Newer mobile phones have access to the internet and would be great to use for research in lessons. This would allow students to look up important information instantly and accurately without the need for a computer, it could even help with tricky spellings and translations – surely that's a benefit?

So to conclude, there are many great reasons why mobile phones should be allowed in school: from parental-peace-of-mind and convenient calculations to rapid research. All I ask is that you join me in voting for allowing mobile phones in school.

Maybe the next time I need to give a whole school speech, I can do it through Facetime!
Thank you for listening.

Exemplar 2

Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered. Everyone who was there understands. Everyone who has been touched by the cold grip of gun violence understands. For us, long, tearful, chaotic hours in the scorching afternoon sun were spent not knowing. No one understood the extent of what had happened. No one could believe that there were bodies in that building waiting to be identified for over a day. No one knew that the people who are missing had stopped breathing long before any of us had even known that a code red had been called. No one could comprehend the devastating aftermath or how far this would reach or where this would go.

For those who still can't comprehend because they refuse to, I'll tell you where it went, right into the ground, six feet deep. Six minutes and 20 seconds with an AR 15 and my friend Carmen would never complain to me about piano practice. Aaron Feis would never call Kiera Ms. Sunshine. Alex Schachter would never walk into school with his brother Ryan. Scott Beigel would never joke around with Cameron at camp. Helen Ramsey would never hang out after school with Max. Do you know Montalto would never wave to her friend Liam at lunch? Joaquin Oliver would never play basketball with Sam or Dylan. Alaina Petty would never, Carol Lungren would never, Chris Hixon would never, Luke Hoyer would never, Martin Duque Anguiano would never. Peter Wang would never, Alyssa Alahdeff would never, Jamie Guttenberg would never, Meadow Pollick would never.

Never again, never again, never again, never again.

Since the time that I came out here, it has been six minutes and 20 seconds. The shooter has ceased shooting and will soon abandon his rifle. Blend in with the students as they escape and walk free for an hour before arrest. Fight for your lives before it's someone else's job.

Exemplar 3

There is little doubt that the planet is warming. Over the last century, the planet's temperature has risen by around 1.8 degrees Fahrenheit (1 degree Celsius). The warmest since the mid 1800's was the 1990s and since then only 1998 has broken this record. The hottest years recorded were 1997, 1998, 2001, 2002, 2003. In fact 14 of the hottest years on record have been in the last 15 years.

The United Nations panel on climate change projects that the global temperatures will rise 3-10 degrees Fahrenheit by the century's end – enough to have the polar caps all but melted. If the ice caps melt, a vast majority of our countries borders will be under water. Monuments and great buildings, as well as homes and lives will be under water, including New York City.

So now we know what some of the causes are for global warming, how can we as individuals do our part to help save the planet?

The answer is simpler than you may think. You don't have to go miles away from home to protest, or spend masses of money. If you try to follow the few simple steps that I shall now give you, you will have started to help us all.

Firstly, plant a tree. This could be easier than it sounds. Join or help out a local wildlife group and ask to plant a tree. Trees, when fully grown, will help keep the planet cooler. On the same point, you could protest against the demolition of the rainforests. This is the same principle, we need the trees to cool our planet and yet they are chopping them down to create roads or homes.

Something as simple as walking instead of taking the car will help reduce pollution. As well as stopping pollution, you are giving yourself exercise, something important for our bodies. So the next time you get into your car, or your motorbike, think – do I have to make this journey by vehicle or can I walk?

When you are at home, and your getting a little cold. Put a jumper on and do not adjust the heating. The extra heat produced by our homes also affects the planet. So try wearing an extra layer in winter.

If possible, buy your fruit and vegetables from local suppliers. And try to avoid imported goods. The more foreign food that we import the more pollution from aeroplanes and boats it will create. Keeping to the speed limit can also help the environment. The more you speed the more petrol you are going to use, making the pollution higher. Also, SUV's make about six times their own weight in CO₂ each year. A small efficient diesel car covering the same distance not only uses much less fuel; it makes two thirds less.

If possible use solar energy, after all it is free; all you need to buy is the equipment. You can get much of your hot water and heating from the sun and even generate electricity.

Reduce, reuse and recycle. Only buy what you need; don't stock the cupboards with things you may or may not use. Reuse whatever you can, like containers and paper, and recycle what you cannot reuse. It really is as simple as that.

Finally turning off unused sources of power such as televisions and heaters will help the environment, as well as save you money.

If everybody stuck to these rules, we would be doing a great thing by protecting the earth. So please take into consideration what I have said, and try to do your part. After all, it will be our next generation that will feel the effects.

Practice Questions

B1: The government plan to raise the driving age from 17-19. A discussion is being held in your local town hall. You have decided to go along and give your views on this proposal. Write down what you would say.

[20 marks]

B1: Your school is keen to get more students involved in extra curricular activities
Write an engaging speech for your year group, convincing them to get involved in extra curricular activities

You could include:

- Information about what activities are on offer
- Advice about the benefits of being involved

[20 marks]

B1: Write a speech for Year 6 students who will shortly be transferring to your school, telling them what to expect

[20 marks]

B1: You have been asked to give a talk to local pensioners about the benefits of technology. Write what you would say.

[20 marks]

B1: You have been asked to give a talk to your class, persuading them to take up a hobby which interests you. Write what you would say.

[20 marks]

Text Type: Guides

When you're giving advice but you have to finish with 'idk though' in case you accidentally ruin someone's life



True story 🙌

Example Layout

Heading:

What heading will you give your guide?

Try to make it: Memorable, direct, interesting, eye-catching

Try to use techniques like: A question, a direct statement, alliteration

Usually to give information or to persuade. You must offer some advice and guidance.

Do not worry about layout and presentational devices. You are assessed on ability to organise writing like a guide and write in a guide style, not actually make one!

- Subheadings
- A clear introduction
- Second person appeal
- Facts and statistics
- Emotive language
- Helpful hints
- Expert opinions
- First-hand experience
- Imperatives
- Engaged the audience

Additional Details:

What additional details do your audience need to know?

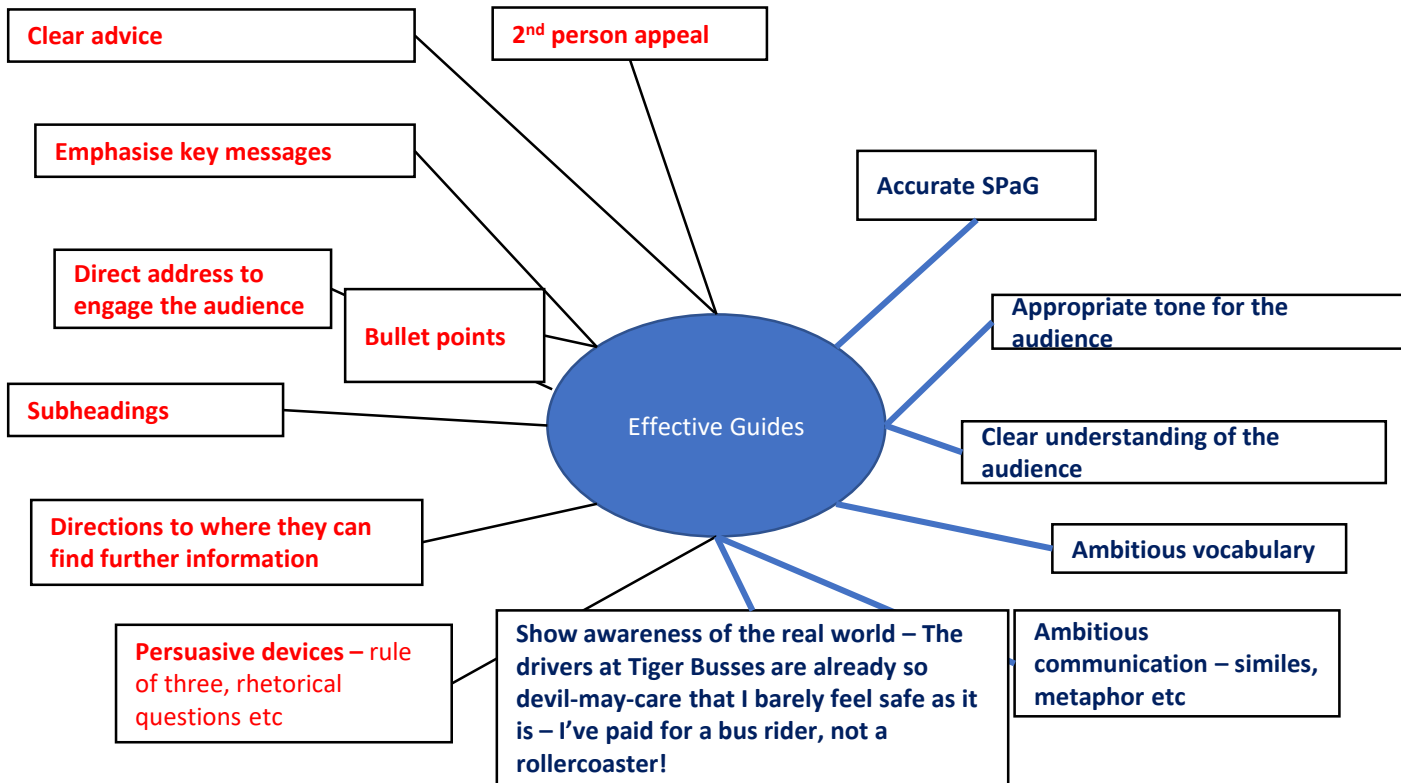
- Telephone number?
- Email address?
- Prices?

Remember:

- Use persuasive language
- Use factual details
- Use other people's opinions to persuade your audience
- Use (suitable) exaggerations to persuade your audience

Key Features

Features of a Guide
Features of Transactional Writing



Further examples

- Look for leaflets in doctors' surgeries
- Advice articles in magazines
- Guides to tourist places of interest
- Transcripts of YouTube 'guides to...'

Exemplar

DANGERS OF FIREWORKS

Everyone knows that fireworks are dangerous. So how can we all be safe around them and still enjoy a happy and exciting Bonfire Night? Hundreds of youngsters get injured every Bonfire Night – make sure you are not one of them!

Just follow these simple guidelines and you will stay safe.

FIREWORKS AND THE LAW

It is illegal for anyone under the age of 18 to purchase fireworks. This also means it is illegal for anyone to sell them. If you know of anyone who has purchased fireworks illegally or is selling them to people that they shouldn't, then you should contact the local police immediately. Throwing fireworks at people or pushing them through people's letterboxes are both classed as criminal offences and you will be arrested by the police if you are caught doing either of these things. If you think being in trouble with your parents is scary, you won't want any part of being arrested!

FIREWORKS DISPLAYS

Although firework displays in your own garden are popular, they are also potentially very dangerous. Every year, hospital A and E departments see a sharp rise in burns on 5th November. Your parents should always make sure that the fireworks are stored in a cool, dark, dry place away from any possible sources of flames or sparks. If they're not doing this, make sure you ask them to. After all, you wouldn't want the bonfire you watch this year to be your house burning down, would you? Never hold a lit firework (unless it is a sparkler) and never light a firework indoors. Make sure you stand well back at a firework display and never return to a firework once it has been lit, even if it has not gone off. The best and safest answer is to attend a public firework display.

PUBLIC DISPLAYS

Every local area has a firework display. These events are usually free – or certainly cheaper than buying your own fireworks – and you get more bang for your buck! Public displays are usually much more exciting than ones in the back garden because they offer a greater variety of fireworks. Also, there is usually a large bonfire as well as vendors selling hot-dogs and jacket potatoes for spectators. Public displays are usually carefully planned and well organised, taking all of the worry out of Bonfire Night. It is ALWAYS better and safer to attend a public display than to have your own.

BE SENSIBLE!

Make sure you obey the law, your parents store your fireworks safely or look into going to a public display instead. The most important rule is to be sensible with fireworks. So long as you are using your common sense, there is no reason why you cannot enjoy firework night safely.

MORE INFO

[Fireworks: the law - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Police non-emergency: call 101

Or speak to Mr Lane in the pastoral office

Practice Questions

B1: Write a guide to advertise an event taking place at your school.

[20 marks]

B1: Write a guide for new students to your school.

[20 marks]

B1: Write a guide to beating exam stress.

[20 marks]

B1: Write a guide with the title 'top tips for revision.'

[20 marks]

B1: Your local council is keen to encourage exchange visits between the young people in your town or city, and the young people from other places in the UK

Write an information guide for a teenage visitor to your town or city

You could include:

- Information about what there is to see and do
- Practical advice to help the visiting teenagers find their way around

[20 marks]

Text Type: Reports



Example Layout

Title: This should sum up what the report is about:

To: the name of the intended reader or organisation the report has been prepared for

From: the name of the person who has created the report

Introduction: This should summarise:

- What the report is about.
- Why you have been asked to write it.
- How you went about researching it.
- What your report intends to do.

Main Body: This section should contain the findings of your report.

Think about including:

- Facts to back up your points.
- Opinions from people involved in what you are writing about.
- Any details on what has been done already to solve the problem you are writing about.
- Whether whatever has been done already has been effective or not.

Recommendations:

This section should include any suggestions you have for how the problem can be solved and should be based on the findings you included in the main body of your report.

These recommendations should:

- Be written in a bullet-pointed list.
- Be brief and direct.
- Solve the problems you wrote about in the main body of your report.
- Explain how each recommendation solves these problems.

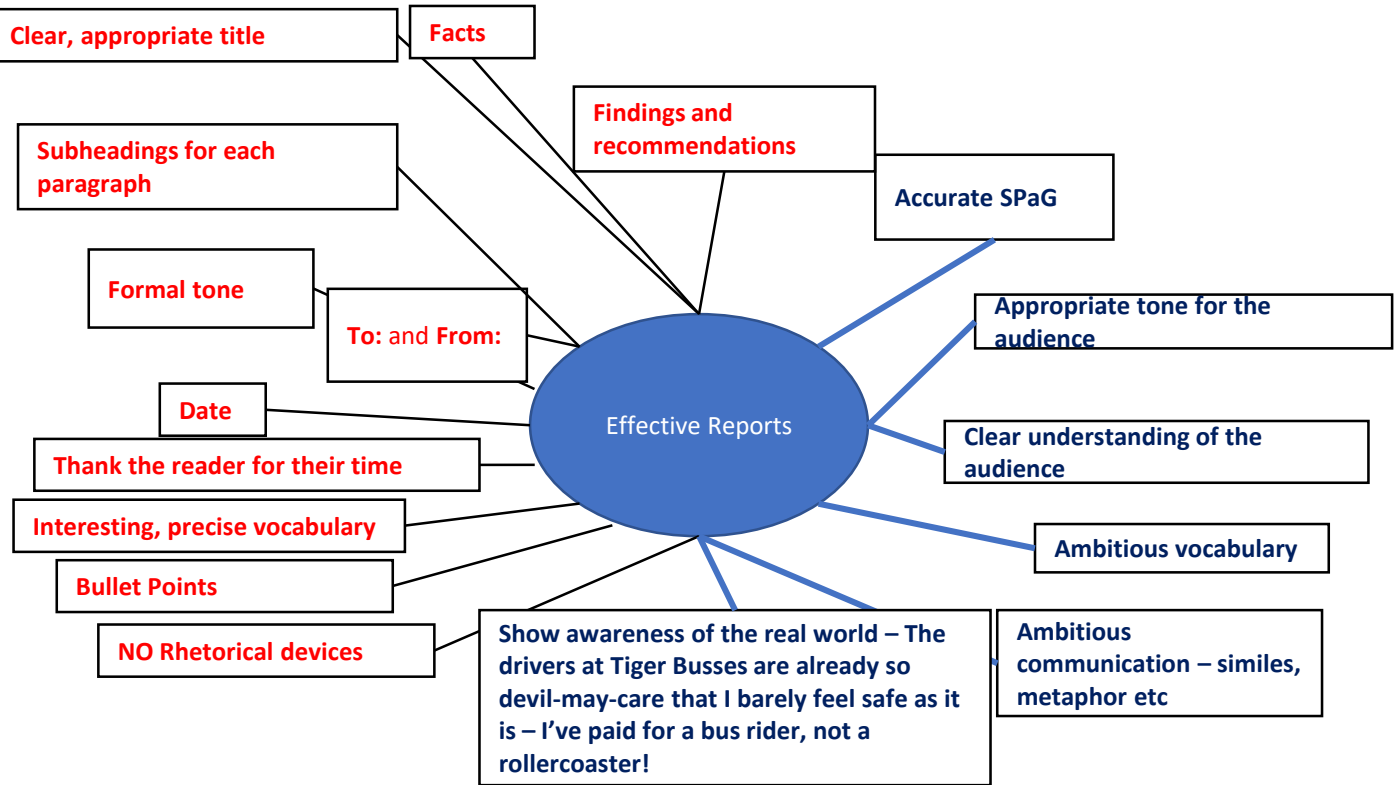
Conclusion: This section should summarise your report and its findings.

Try to:

- Finish on a positive note. You need to be able to convince your readers that the problems can be solved by the recommendations you have made.
- Keep your conclusion brief.
- Finish by thanking the audience for their time in reading the report

Key Features

Features of a Report
Features of Transactional Writing



Top Tip:

Keep the style formal, factual and straightforward – you're reporting, not trying to entertain.

Further examples

- School Websites
- Youth organisation websites

This report was assembled at the request of the school governors of Shelley College in order to determine the level of satisfaction amongst the student body with the current state of the school canteen provision. Three key areas were identified for observation; the healthiness of the food on offer, the size of the canteen itself and the usefulness of the current cashless payment system.

Healthiness of food.

The food on offer at the canteen has, in the past, been accused of being overly unhealthy. When the student body were surveyed, the overwhelming majority (78%) said they were satisfied with the quality of the food on offer, but more than half of those (52%) thought the food was not healthy enough to be offered to teenagers. One responded “The food itself is nice to eat, it tastes good, but I think there could be healthier options offered, as it’s mostly chips and stodgy things.” The menu currently contains more fried foods than any other and students are generally dissatisfied with the healthier options. The salads and jacket potatoes are labelled as either “too bland” or “too likely to sell out” before the students are able to purchase them.

Size of canteen.

The current size of the canteen means that only a portion of the student body can be accommodated at once. Because of this, lunches have to be staggered, with 6th form students having priority, followed by Year 11, Year 10 and so on. Students feel that this results in lunches being excessively rushed. Older students complain that they are pressured to eat quickly in order to make room for younger years. Likewise, those in lower years feel they have to rush their food in order to be finished in time for the start of Period 4. There are concerns that this rushing leads to poor digestion which causes discomfort and loss of focus in afternoon lessons. A small percentage of students (7%) advised us that they choose to skip lunch all together rather than risk being late to afternoon lessons. Lacking proper nourishment can lead to lack of concentration and a drop in school results, so it is vital that this issue is resolved.

Cashless payment.

The cashless payment system in place was heavily criticised by students. Most felt that the reliability of the technology was the biggest cause for concern. The machines for adding money to the cashless payment accounts are increasingly old and prone to malfunction. This has led to the working machines becoming crowded during break and lunch times as students struggle to add money to their accounts. The crowding, pushing and time pressures of these periods are a great cause for concern for both students and teachers. The greater concern amongst students was that the machines may all fail at once, leaving many students who depend on school dinners from being unable to purchase any food.

In conclusion, the majority of the students of Shelley College are not presently satisfied with the quality of the canteen services provided. Particular causes for concern are the lack of healthy alternatives, the time pressures caused by the size of the room and the unreliability of the technology involved. This report would suggest the following changes be investigated:

- Reduce the amount of unhealthy food on offer.
- Ensure that a healthy alternative is always offered, including healthy hot food options in adequate supply for the demand.
- Increase the variety of healthy alternatives so that health conscious students are not restricted to salads and jacket potatoes.
- Whilst we appreciate that increasing the size of the canteen is not realistic, some alternatives could be investigated such as increasing the lunch period to avoid rushing, or allowing students to take food from the canteen to consume at their leisure in the social areas.
- Replace the cashless payment system with a more up to date alternative with technology reflecting the time of writing.

We appreciate the time you have taken to read this report and hope we can rely on your support in the coming months to achieve our goals.

From: School Council

Exemplar 2

For the Attention of: The Head teacher

Problems relating to Redcar School's Science Rooms

Introduction

Last week we fortunately avoided a very serious accident when a faulty Bunsen burner exploded in a classroom. This is the fifth accident this academic year and it is only a matter of time before others are permanently damaged. The laboratories were built as a temporary building solution almost thirty years ago and they have ceased to be an effective teaching facility and are simply a serious hazard.

Problems with the facilities

The class rooms are unsafe. From the faulty wiring in the light sockets (which often turn themselves off or flicker during bad weather) to the leaking roof (which as you know creates a hazardously slippery floor); the rooms are not fit for students or teachers. The benches are also particularly dangerous, not least because they are worn and cracked but because the legs are uneven causing students to perch precariously on the edge which means we are uncomfortable and vulnerable to accidents.

Problems with the equipment

The equipment is simply appalling. Most Bunsen burner gas taps are so loose that they are frequently switched on during lessons when knocked, this causes the classroom to smell but the continuous gas in the room must be a fire hazard. The gas pipes are also perished which contributes to further gas leaks in the laboratory. Uneven tripods, cracked beakers and test tubes and a general lack of safety equipment all contribute to the danger in our lessons. A chemical cupboard is potentially the most dangerous item in a school. With no lock, students have easy access to a wide range of lethal chemicals that could not only cause damage to students (if in the wrong hands) but damage to the school itself.

Recommendations

In the short term, the school needs to seriously consider the future of these classrooms. Personally, I would close them with immediate effect to prevent any further incidents. We also need to focus on the safety aspects of the lessons. Purchasing safety goggles and new glass ware for experiment will increase the safety of experiments. No lock on the chemical cupboard is a disaster waiting to happen, a problem that should be rectified with immediate effect.

Lisa Cooke

22nd February 2011

Exemplar 3

HOW EFFECTIVE ARE TRANSPORT FACILITIES IN THE NANTWICH AREA?

Introduction: Nantwich is a town of around 20,000 people situated in South Cheshire. This report will describe the different types of transport in the area.

BUS SERVICES

Local Bus Services

The area is served mainly by the local bus company Crosville. There are regular services to local towns such as Crewe, Chester and Middlewich. Buses to the local villages run less frequently – once a day in some areas but only once a week to some of the smaller rural communities. Most people are generally happy with the bus service but some complained that bus services to the outlying rural areas were too infrequent.

National Bus Service

A National Express coach which travels between Liverpool and London stops at Nantwich twice a week.

RAILWAY SERVICES

Nantwich has a railway station which is on the mainline route from Manchester to Cardiff. Trains regularly pass through the station but only stop four times a day in either direction. Crewe Station is 5 miles from Nantwich and is a mainline station. Some people complain that the train service to Crewe is not frequent enough and is unreliable.

AIR TRAVEL

Nantwich is 35 miles from Manchester Airport which is a major International airport. Trains run regularly from Crewe to Manchester Airport. A road journey to the airport takes approximately 45 minutes.

ROADS AND MOTORWAYS

Nantwich is 8 miles from the M6 motorway. There are good road links with nearby towns and traffic congestion only occurs at rush hour. There have been a number of complaints that minor roads in the area are in a poor state of repair.

CYCLE WAYS

There are no cycle paths in the local area. This is unfortunate because the area around the town is flat and good for cycling.

CONCLUSIONS

For a town of its size Nantwich has good transport links. It is situated close to a big railway station, airport and a major motorway. Local transport is less good and transport links with villages in the area need to be improved.

Practice Questions

B1: Your school is keen to raise money for extra activities. Write a report for the parent's association saying:

1. what the school needs most urgently;
2. give suggestions as to how the money could be raised.

[20 marks]

B1: As secretary of your youth club, you have been asked to produce a report on facilities for young children and teenagers in your area. Write your report.

[20 marks]

B1: Your school/college is keen to encourage healthy eating

Write a report for the Head Teacher/Principal suggesting ways this might be done

You could include:

- Examples of what type of food is eaten at the moment
- Your ideas about how healthy eating might be encouraged.

[20 marks]

B1: Your local council is keen to encourage teenagers to use the local library

Write a report for the council suggesting ways that this might be achieved

You could include:

- Examples of what is available in the library at the moment
- Your ideas about how the council could improve library facilities

[20 marks]

B1: Your school/college is keen to encourage Year 11 students to be role models for younger students

Write a report for the Head Teacher/Principal suggesting ways this might be done

You could include:

- Examples of what might be involved in the role model scheme
- Your ideas about how students could be encouraged to take part

[20 marks]

Practice Questions

B1: Your local council is keen to set up a youth parliament

Write a report to the council suggesting ways this might be done

You could include:

- Examples of what a youth parliament could do
- Your ideas about how to attract young people to join

[20 marks]

B1: Your school/college is considering a new homework policy for all students

Write a report for the Head Teacher/Principal suggesting what should be included in the new policy

You could include:

- Examples of what happens at the moment
- Your ideas about what the new policy should include

[20 marks]

B1: Your local community magazine has introduced a “What’s On” section and have invited readers to contribute

Write a review for the magazine about an event you have attended in the local area

You could write about:

- A film, concert or activity day
- What made the event memorable and why people may enjoy it

[20 marks]

B1: Your school/college newspaper is launching a new reviews section and is asking for entries for the next edition

Write an entertaining review of your favourite TV programme for the paper

You could include:

- Examples of what makes your chosen programme so watchable
- Your ideas about why others should watch the programme

[20 marks]

B1: Your school/college is keen to promote students being more eco friendly

Write a report for the Head Teacher/Principal suggesting ways this might be done

You could include:

- Examples of what students can do to be more eco friendly
- Your ideas about how students could be encouraged to take part

[20 marks]

Text Type: Review



★☆☆☆ **Congratulations EA. You earned one star.**
Additional stars ..., November 18, 2015

By [Amazon Customer](#)

Verified Purchase (What's this?)

This review is from: Star Wars: Battlefront - Deluxe Edition - PlayStation 4 (Video Game)

Congratulations EA. You earned one star. Additional stars can be purchased for \$5.49 each.

Example Layouts

Writing a Film Review Ideas

Film title. You could also include a **star rating** here.

Introduction: what you expected from the film

Genre: what type of film is it? Does it have a message?

Plot: what happens in the film? Does the plot make sense? Is it easy enough to follow? Is it believable?

Characters: Who are the main characters and what are they like? Who are the actors playing these parts, and are they good in the parts?

What is the camerawork/ animation like? If there are special effects, what are they like? Are there beautiful scenes?

Did you enjoy the film? Why/why not? What were its good and bad points?

Write about a scene you particularly enjoyed or remembered. Why was it good/memorable?

Would you recommend this film? To what sorts of people? Why?

Are there any other films you can compare this film to?

When you have completed your planning by answering all the questions, you should write the review. Remember:

Make the review **interesting** to read by choosing your language carefully. Write in the **first person** and try to **address the reader directly**, for example: 'I urge **you** to go and see this film- it's brilliant!'

1. Write the name of the thing you are reviewing
2. A catchy subheading/title for your review
3. **Introduction.** Give a short summary of what you are writing about.
4. **Paragraph 1.** Pick an element of the subject of the review (e.g. the acting in a film) and give a clear opinion of it.
5. **Paragraph 2.** Pick an element of the subject of the review (e.g. the facilities in a hotel) and give a clear opinion of it.
6. **Paragraph 3.** Pick an element of the subject of the review (e.g. the service in a restaurant) and give a clear opinion of it.
7. **Conclusion.** Sum up your points. Give any final recommendations, including which type of person might like to enjoy (or avoid) the subject of the review.
8. **Rating.** Demonstrate your understanding of the Review Format by including a rating (e.g. 8/10, **** etc)

Key Features

Clear, appropriate title

Emotive/Opinionated Language – This film is a disaster from beginning to end.

Lively tone

Comparing – This film is much better than other recent Sci-fi flicks as its special effects are literally on a different planet!

Hyperbole- The film is the single greatest story every told

Interesting, precise vocabulary

A Rating – 8/10, ***, 87% etc

Persuasive devices – rule of three, rhetorical questions etc

A Summary/Synopsis – Explain what it is you are reviewing

Facts

Features of a Review
Features of Transactional Writing

Accurate SPaG

Appropriate tone for the audience

Clear understanding of the audience

Ambitious vocabulary

Show awareness of the real world – The drivers at Tiger Buses are already so devil-may-care that I barely feel safe as it is – I've paid for a bus rider, not a rollercoaster!

Ambitious communication – similes, metaphor etc

Effective Reviews

Top Tip:

Make sure you are writing a review and not an advert.

Further examples

- Amazon
- Trip Adviser
- Empire or Total Film website/magazine
- Trust Pilot

Exemplar 1

'Gleeming' over Glee...

For those of you unfamiliar with *Glee*, it brings us a combination of all the teenage movies you love to hate. It's 'Bring It On' meets 'High School Musical,' or even 'Pretty in Pink' meets 'Dream Girls.' Before we even switch on our TVs we have formed an opinion, we want to loathe this prefabricated and utterly predictable teenage offering. But... We switch on the TV and see the gleeks gleeming at us with their oh-so-uncool (that they become a fashion statement) wardrobes and their incredibly predictable jokes (that leave us rolling off the sofa) and within the blink of an eye, we're hooked.

Glee has captured something, something that so many of us long for. It captures the spirit of *X Factor* (where thousands of young people long to catch a glimmer of fame and life on the bright side). It captures our sense of competition, our obsession with music (who doesn't sing in the shower?) and has touched the ambition of every teenager who longs for a better life. '*Glee*' captures this obsession but it also subtly manages to show us the reality of these dreams.

The episodes follow a predictable pattern but also allow us to see another side to all teens. In the next series we will see the handsome star quarterback, Finn Hudson (Cory Monteith), who secretly loves to sing. We will see him battle with his dreams of a different life but also his fear of rejection by the cool kids if he decides to join the glee club (which is small and made up of unpopular, unattractive misfits). It is these difficult emotional choices which are so real to the rest of us that have allowed *Glee* to blossom into the cult show that it is today.

'*Glee*' manages the balance between humour and reality so very well. It has a strong satirical pulse that doesn't weaken the characters' identities or dim the showmanship of a talented cast. Without giving too much away, the cast are predictable too, from the quiet Asian girl to the teacher who loves his work (but whose wife wants him to retrain as an accountant to earn more money). But it is their neediness, their vulnerability and their determination that makes us love them more.

Glee is one of the best new series on TV today. It's a heady mix of quirky, sweet, witty and utterly predictable feel good fun.

Exemplar 2

'Yeah, Mr White! Yeah, science!'

10 years on from its first release in 2008 and 5 years from its season finale, Breaking Bad is still cooking up a storm on Netflix and other streaming services across the globe. For those of you unfamiliar with the show, first of all: just what have you been binge-watching during lockdown, if not this?! To bring you up to speed, 'Breaking Bad' revolves around the story of Walter White, a lung cancer victim desperate to pull together some money for his family before he bites the dust.

Working two jobs as a chemistry teacher and a part time cashier at the car wash just doesn't cut it, so Walter uses his intellect, initiative and crystallography skills to partner up with an ex-student turned low-level drug pusher, Jesse Pinkman, to embark on the messy business of meth production. A caravan, an Albuquerque desert and the cooking can commence.

This, at times, heart-warming (I know, we couldn't believe it either) story is worth all the outrageous hype it has had and more. The plot development for Breaking Bad is a real feast, garnished with some careful casting which collectively cannot go wrong. Bryan Cranston takes the lead as Walt, forming a comedic double act with Jesse, played by Aaron Paul. Here at Teen View we loved the bromance between Walter and Jesse, complicated with layers of questionable antics and challenges of loyalty.

Inevitably, there is a large helping of gory scenes. Scenes like the chemical dissolution of a man (followed by his remains crashing through a ceiling) are guaranteed to make your stomach churn and so this is one of our nit-picks with the show as a whole; the violence can feel unnecessarily extra at times and too 'in-your-face' when a subtler approach may have had more impact.

But do not be dismayed; Breaking Bad more than makes up for this little pitfall with the convincing evolution of Walter White. Throughout the series, you can see him transform from a loving, caring, goofy father to a much more sinister criminal mastermind, who no longer sees himself as 'in danger' because, as he declares, 'I am the danger.' Spare Heisenburg some sympathy though – the bottom line remains that he simply wants to do right by his family. Mix this moral base with some breathtaking scenery and an eclectic, spicy soundtrack, and you've got a televisual banquet well worth a binge.

Teen View recommends you get cracking on this one now, whilst the hype's still strong - you might even pick up a few chemistry tips along the way. Just to be clear though, we at Teen View would never advocate you take any sort of real life inspiration from this – in short, don't do drugs, kids! But feel free to watch other people making them – Breaking Bad breaks all the rules in the best possible ways and as such, comes with a Teen View recommendation of a stonking 5 stars.

Practice Questions

B1: Write a review of a book, CD or film of your choice for a school website.
[20 marks]

B1: Your school magazine is looking for submissions of reviews of fun days out. Write your review.

[20 marks]

B1: : Your local community magazine has introduced a “What’s On” section and have invited readers to contribute

Write a review for the magazine about an event you have attended in the local area

You could write about:

- A film, concert or activity day
- What made the event memorable and why people may enjoy it

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B1: Your school/college newspaper is launching a new reviews section and is asking for entries for the next edition

Write an entertaining review of your favourite TV programme for the paper

You could include:

- Examples of what makes your chosen programme so watchable
- Your ideas about why others should watch the programme

[20 marks]

B1: Write a review of a restaurant for a local magazine
[20 marks]

General advice for all text types

When you giving someone advice but you gotta finish with “but idk tho” in case it ruins their life



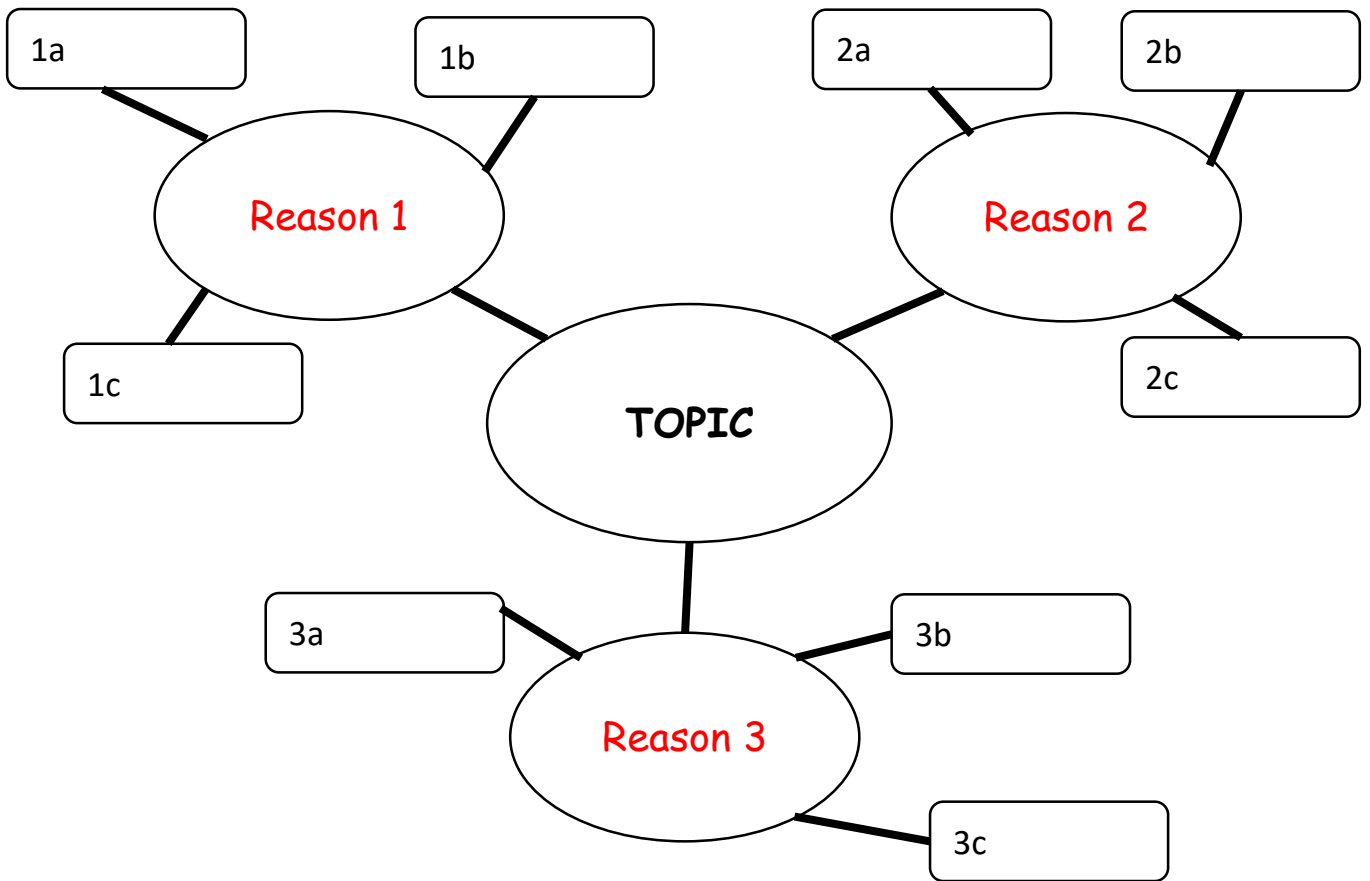
Top Tips – general structure

Structure of response:
Letters, Speeches, Articles

- **Aim to write 5 sections in total:**
 1. Opening – *clear awareness of TAP*
 2. Reason 1
 3. Reason 2
 4. Reason 3
 5. Closing/conclusion – *sustained awareness of TAP*

You must write 2 sides A4 (400 words)

ALWAYS PLAN YOUR THREE KEY IDEAS



Paragraph Structure: Letters and Speeches (possibly articles)

- **Your three central paragraphs need to be detailed.**
- **Consider using the following structure:**
 1. Topic sentence
 2. Use a fact
 3. Develop the 'fact' sentence
 4. Personal anecdote
 5. Rhetorical question.
 6. Write a command or offer a suggestion

Top Tip:

You don't need to stick rigidly to this formula. It is a suggestion to help you if you are struggling to develop your paragraphs.