**Name:**

**Paper 2 – Question 5**

**The English Department have decided that to help students prepare for the exam. We are going to draft the perfect response together. This is so that you can work on your skills and demonstrate them in the exams.**

**When revising for the exam, you’ll be able to revise your example and have some idea of the skills you need to include.**

**This is an example of the type of thing you can expect in the exam:**

05 | “Obsession with overnight TV success on programmes such as X Factor and Love Island has

made young people forget the value of hard work.” Write a speech for a school assembly in which you agree or disagree with this statement.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Green** | **Amber** | **Red** |
| **Content / ideas****I can come up with some good ideas in response to the task.**  |  |  |  |
| **Paragraphing** **I can use a range of paragraph lengths in my writing.**  |  |  |  |
| **Structure** **I can structure my writing effectively with creative openings / endings.** |  |  |  |
| **Range of techniques** **I can use a range of techniques automatically in my writing.**  |  |  |  |
| **Sentence structure** **I can use a range of sentence structures / lengths / styles**  |  |  |  |
| **Vocabulary** **I can use sophisticated and mature vocabulary.**  |  |  |  |
| **Punctuation** **I can use punctuation accurately and to shape the meaning of the text.** |  |  |  |
| **Spellings****I spell words correctly including unfamiliar words.**  |  |  |  |

Concrete Example

Here is an example of a top mark response. What do you notice about it?

‘Education is not just about which school you go to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.’

Write a speech for your school or college Leavers’ Day to explain what you think makes a good education.

Education. What is it? Six painful hours of mandatory work for thirteen mandatory years of wretched school life, for a few hours of stressful exams which test how much you’ve been listening and how much understand.

Education is reading from a textbook and memorising each and every word because who knows what questions could come up in test?

Education is listening to a teacher when they tell you 'Write this down, it may come up in the test’ because you don't want to fail.

Education is learning the cruel mark scheme off by heart in order for you to know how to answer the question the way the examiner wants it answered and to dodge any sneaky tricks they add in to try and trip you up to fail you.

Education is whatever the government wants it be.

However, to us, it can become much more. People will tell that you must hand in your homework at a certain time because it prepare you for deadlines that you will meet at work, correct? And will they bang on about how important it is to use high level words so you sound sophisticated in your work, correct? And they will also tell that you must score highly in your test because there's nothing else left for you to do if you don't, correct?

Incorrect. Some people struggled with being organized and actually need help becoming more oragnaised. Some people don’t have enormous advanced dictionary in their minds, maybe due to lack of skill or maybe due to learning difficulties. Some people don’t perform at their best under pressure, maybe due to nerve or even anxiety. My point is that not everyone has the same skills and abilities and strengths, so why treat them as if they do? Not everyone learns the same way eats the same way, moves the same way or thinks the same way, so don’t treat them as if they do.

Everyone is different and unique and I believe that education is key to highlighting those differences and evolving them to become something ever greater. Education should be about encouraging people to explore the world and themselves, to gain experience, to try new things, to find what works best for them. Not forcing them to do everything the same, stripping them of everything but their name for non-identification in a test.

I refuse to be a marionette and let someone else pull my strings. I challenge education to let go and do something different for a change, to let itself evolve like the world around it, before it becomes extinct.

A good education should be dispensed to all. Education with an open mind and diverse ways of thinking. No one is the same so treat them as they deserve to be treated. Don’t let us become the victims of education, let us become proud children of it.

**Typical features**

**Coherent argument Highly plausible**

**Individual voice Original / Subtle**

**Impressive vocabulary**

**Deliberate crafting of linguistic devices**

**Wide-ranging complex ideas**

**Conceptualises / uses abstract ideas**

**Flows almost seamlessly**

**Surprising/inventive structure**

**Where can you see elements of these in the extract? What bits will you steal?**

**Your writing will be assessed on two things content (ideas / techniques / structure / paragraphing) and technical accuracy (spellings / vocabulary / sentence structure / punctuation use).**

**You can write, but we need your writing in the summer to be the best piece of writing you can ever write. It is not just good, but really good. You don’t need to write pages and pages (that’s pointless), but you do need to write a detailed length of writing.**

**Over the next few lessons, we are going to draft one example and we are going to make that example a really good example, so that when you sit your mock, you’ll have a plan, structure and list of things to do before you start the exam. Then, when you plan your response, you have an idea of how to write it. A lot of the problem is students panic when in exams and they write pretty boring stuff. You will go into the exam with a plan. A very good plan. You just need to adapt your writing around the topic, because, yes, the topic could be about anything – healthy eating, prisons, homework, smoking, gender.**

**We can’t give you the things to write for these topic, but we can give you the tools to write really well for these topics.**

**Part 1: Planning**

**Planning – is the biggest thing that will change how students write.**

**A lot of you just write as thoughts appear in your brain. That makes your writing rambling and, if we are honest, a little bit boring. An examiner can spot someone who has planned because they will have a clear logical order and purpose to their writing.**

**Planning can take any shape or form. Do what is best for you, but do something. Nobody is that good they can just do things from memory.**

**Example question:**

**‘Students should be able to choose the haircut they want. Their hairstyle should be their choice and not the school’s.’**

**Write an article for a blog aimed at teenagers either for or against this statement.**

**When planning, you are best sticking to three or four ideas. And, it is best if you follow the Pathos, Logos and Ethos aspect.**

***Pathos – an idea that makes people feel something about the issue – anger, sadness, guilt, shock***

***Logos – an idea that is logical***

***Ethos – a reason why you should be listened to – what makes you the expert***

***Cosmos – an idea related to the wider world – it could be a religious, political or abstract idea (this is something the Grade 9 students will be doing)***

**Let’s take the haircut example:**

**Pathos- inequality in schools – not everybody treated equally – teachers, students, girls and boys all have different rules**

**Logos - hair is the one thing that makes us visibly different, unique**

**Ethos - a teenager who has been told to not have hair cut short**

**Cosmos – taking away freedom – attempting to control and remove identity – creating a dystopian society**

**Your turn:**

**Mobile telephones are a useful learning tool. Students should be allowed access to the internet to research topics using their mobile phones. It makes sense for schools to allow students to allow mobiles in school.**

**Write an article for a broadsheet newspaper in which you explain your point of view on this statement.**

**Pathos=**

**Logos=**

**Ethos=**

**Cosmos =**

**Note: you can agree or disagree. There is no right or wrong perspective.**

**We are now going to start planning our ‘revision Q5’. This will be the thing we will revise. Remember – the topic will change, but the way we will write about it doesn’t have to.**

**This is the question we are going to plan, write and revise for the mock and the final exam. You may even memorise it or parts of it for the exam.**

**Q5: A student said the following comment: ‘Adults have no idea what young people face. Growing up has changed so much in the last twenty years that parents are clueless as to what the real fears, worries and dreams of a teenager are’.**

**Write a magazine article in which you put forward your opinion based on this statement.**

**Plan your answer:**

**Pathos:**

**Logos:**

**Ethos:**

**Cosmos:**

**Part 2 – Structuring your response**

Thanks to the way we have planned your answer. You now have a way to structure you writing. All writing needs to have some thought behind it.

Do you want to start with your emotions? PATHOS

Do you want to start with serious and cold facts? LOGOS

Do you want to start with a bit about you? ETHOS

Do you want to start with something unrelated? COSMOS

**In fact, where do you think you want to put each of these elements in the whole text?**

|  |  |  |
| --- | --- | --- |
|  | **Pathos, Logos, Ethos, Cosmos**  | **Why put it there in the text?**  |
| **Start**  |  |  |
| **Middle – part 1**  |  |  |
| **Middle – part 2**  |  |  |
| **End**  |  |  |

**Try to have a connection between the start and the end somehow. Aim to have some kind of cyclic structure.**

We want the opening and the ending to have impact. The last thing we want is the following:

*I this magazine article I am writing to explain how I think parents don’t understand the things teenagers have to face these days.*

You stand a better chance of writing a really good piece of writing, if your writing starts well. A lot of students waffle and ramble the start so the reader is bored from the start,

Here are some examples using the haircut question.

**Question/Answer**

 What makes you stand out in a crowd? What cheaply and easily makes you unique? What makes you an individual? Your haircut.

**Imagine**

Imagine a world where everybody is the same. Everybody looks the same. Everybody dresses the same. Everybody acts the same. Imagine a world where we are all the same. We will probably think the same as well.

**Question / Question / Question / Question**

Have you ever wanted to be different? Have you ever looked at someone and thought you liked the way they looked? Have you ever thought about changing the way you look?

**Anecdote**

I was sat in the hairdressers last week and as I stared in the mirror I thought about all the different hairstyles I have had over the years. The short haircuts. The different colours. The perms. The spikes.

**Something unrelated**

In 1912, Sergeant Tommy Jones made the last joke of his life as fought for his country. He was one solider among many to die. Millions died. When identifying the bodies, they struggled to spot him. He looked like all the other men. Short brown hair. The long hair he had as a young boy was shaved when he enlisted in the army. He lost what made him unique.

**Comic**

In the beginning, God created the word, but then he invented haircuts the next day because he couldn’t see the word he had created.

**Your turn:**

**Write three different openings to your plan. Try to make each one creative and different to the other ones. Some ideas to help be creative – adopt a voice (pretend to be someone else) / parody something well know / use a line from a song or a slogan**

**Q5: A student said the following comment: ‘Adults have no idea what young people face. Growing up has changed so much in the last twenty years that parents are clueless as to what the real fears, worries and dreams of a teenager are’.**

**Write a magazine article in which you put forward your opinion based on this statement.**

**Opening 1:**

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**Opening 2:**

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**Opening 3:**

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**Decide now which one is going to be the one you are going to use for your final draft.**

**Part 3 – Pathos**

We are going to look at Pathos – making the reader feel an emotion. It is much better to make the reader feel a range of emotions as this keeps your writing varied in an interesting.

**[1] Metaphors – comparing things to other things.**

**Think about what these could be metaphors for. If you were writing a piece about the dangers of too much time spent online gaming.**

**prisons ticking time-bomb chains lighthouse a plaster**

**disease CCTV a pill wrecking ball handcuffs**

**[2] Emotive language – the words we use have an impact on the reader.**

**Look at this line:**

 **The children suffer under the pressure of the pointless homework.**

**These words all create emotion and they work together to make this sentence emotional. We feel guilty and sad because the children are ‘suffering’ and they are under ‘pressure’. Finally, the last word ‘pointless’ makes us angry because they are doing the homework for nothing. They are suffering for no reason at all.**

**Look at the line again and see how you can make it even more emotion. A simple word can add lots of emotion.**

**[3] Lists**

**Lists are so easy. They can start and end a sentence and they can also sit in the middle. See if you can spot the different lists here.**

**Pain, anguish and heartbreak is what students, pupils and parents feel when they see the list of rules given by schools, colleges and universities.**

**Where can you see examples of these techniques in the example below?**

***Students across the land are shackled by the education system. They are shaped, modelled and painted to be all the same by schools across the land. They lose their individuality, identity and independence when forced to have a particular hair style or colour. They are stripped of the badge that makes them who they are. Faceless, empty and hollow shadows of people is all that’s left when you take away a child’s right to decide what they look like. Is it any wonder that there is an increase in eating disorders in teenagers in modern times? Could it have something to do with the fact that a student’s weight is all they can control about themselves when you make them wear a uniform and stop them from having their hairstyle they want?***

**Now, write your pathos paragraph.**

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**Does it have a list? Does it have emotive language? Does it use metaphorical language?**

**Sentence development – a key factor in your mark is your use of sentence structure and vocabulary. Therefore, we have included a number of sentence openings to help you develop your use of sentences.**

**Summary sentences - these all summarise a point and you don’t just use them for conclusions**

**Generally….**

*Generally, people have the choice to decide what style of haircut to have.*

*People, generally, have the choice to decide what style of haircut to have.*

**My examples**

**By and large,**

*By and large, schools have a duty to ensure that high standards are met.*

**My examples**

**In some few cases,**

*In some few cases there have been clear examples of breaking the rules for some students.*

**My examples**

**Contrast and difference sentences - these help you to extend and develop an idea**

**In reality,**

*In reality, a teenager’s hairstyle bears little to their personality.*

*A teenager’s hairstyle, in reality, bears little to their personality.*

**My examples**

**To put it differently,**

*To put it differently, a parent has got a lot more to worry about than check to see if the grade their child’s hair has been cut meets the school’s standards.*

**My examples**

**Notably**

*Notably we have a growing issue with students not following the dress code in school.*

**My examples**

**Part 4 - Logos**

**You are going to write your logical argument now. This doesn’t have to be boring or dull. Explain your ideas in an interesting way.**

**[1] Repetition – I have a dream**

**Repetition is probably one of the most effective tools for a writer, because you don’t have think of extra things to write. You are, instead, making a point. We all know Martin Luther King Jr had a dream. That’s what the repetition did – made you realise the importance of the dream.**

**There are a number of ways to use repetition:**

**The start of a sentence:** Let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee.

**A phrase:** I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

**A word:** one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

**A sentence structure**: With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

**A sentence (or a slogan):** I have a dream today!

**[2] Noun phrases**

**Whatever the topic there will always be nouns to include in your writing. If we look at our example about haircuts, there are lots of nouns to use in your writing: parents, students, pupils, hair, teacher, schools, rules.**

**It is best if you add adjectives to those nouns to add precision to your ideas and sometimes add emotion.**

Tip: Avoid repeating the same nouns all the time. Try to vary them.

Student / pupil / child / teenager

The school’s rules **becomes** the school’s ancient, out dated, tyrannical rules

**Have a go now at adding to these nouns to make stronger more effective noun phrases.**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_teenagers**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_parents**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_schools**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_hair**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_teachers**

**Now, write your logos paragraph.**

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**Does it have a repetition? Does it have noun phrases?**

**Sentence development – a key factor in your mark is your use of sentence structure and vocabulary. Therefore, we have included a number of sentence openings to help you develop your use of sentences.**

**Sequence sentences - these all look at the results or the consequences of actions**

**As a result**

*As a result we have more and more young people becoming disaffected with life.*

**My examples**

**If the truth were known,**

*If the truth were known, fewer parents would send their child to this school.*

**My examples**

**In view of this,**

*In view of this, headteachers are becoming more and more tolerable of different hairstyles.*

**My examples**

**Example sentences - these help you to extend and develop an idea**

**Frequently,**

*Frequently, young people go through life being continuously told what to do and what not to do.*

**My examples**

**Important to realise that,**

*It is important to realise that not every teenager is the same.*

**My examples**

**Like all**

*Like all parents, she wanted what was best for her child.*

**My examples**

**Part 5 - Ethos**

**Ethos is about connecting with your reader and building a relationship with them. You have to convince them that you are someone worth listening too. Here you might flatter your reader or you might convince them of your experience in the area.**

**[1] Pronouns**

**Pronouns are vital to build a relationship with the reader.**

**I think…**

**You probably think that ….**

**Together we think that …**

**It is our responsibility to ….**

**Use them effectively and you can include the reader in your discussion. Nobody likes a person who rants and raves about a point. People need to be included and thought of in a piece. Talk to them, but remember they will not talk back. Repeat a pronoun and people get the idea clearly.**

**Think about what happens when you change the order of the order of the sentences.**

**[2] Vocabulary**

**Vocabulary is an incredibly important part of writing and it helps make your writing sophisticated. The problem is that most students try to show off with words that don’t make sense in the sentence.**

The number of children injured in such **circumstances** increase year after year, and is not just due to organized sports, more so it is young people influenced by what they see online who go on to **recreate** what they what they have seen which is the larger issue. **Social influences** who put themselves at risk for the sake of views, are also role models for our children, and whilst they can include **disclaimers**, it does not stop such **recreations**. Peer pressure again comes into play here as more and more teenagers follow in the footsteps of their **thrill-seeking idols.** It seems “fun” and “cool” to go along with a crowd when in **reality**, they are likely to fall **prey** to injury and to be left unsure what to do.

**Often a bit of though with your choice of words is needed. The words above are not the most ambitious but they are more sophisticated than other words used by teenagers.**

**See if you can add some more sophisticated words to the example.**

**Now, write your ethos paragraph.**

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**Does it have a pronouns used for effect? Does it have carefully selected vocabulary?**

**Sentence development – a key factor in your mark is your use of sentence structure and vocabulary. Therefore, we have included a number of sentence openings to help you develop your use of sentences.**

**Supplementary sentences - these add an idea / point to your discussion**

**Equally….**

*Equally, getting a haircut is the least of a person’s priorities in life.*

**My examples**

**As well as this,**

*As well as this, schools have a duty to ensure that high standards are met.*

**My examples**

**Again,**

*Again, parents are left to sort out all the problems and shoulder the responsibility.*

**My examples**

**Disputation sentences - these help you to extend and develop an idea**

**Above all,**

*In reality, a teenager’s hairstyle bears little to their personality.*

*A teenager’s hairstyle, in reality, bears little to their personality.*

**My examples**

**Most significantly,**

*Most significantly, it is the infringement on human rights that is the cause of unhappiness.*

**My examples**

**To be more precise**

*To be more precise, ten pounds spent on a haircut could feed two people for one meal.*

**My examples**

**Draft 1 – Write up your draft response - make sure your ideas and sentences flow – try to avoid being disjointed!**

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**Draft 2 – Rewrite your draft, but this time make it more effective. Think about how you could achieve your purpose – is it clear? Is it consistent?**

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**Draft 3 – Copy out your writing, but this time only leave the things (words/phrases/ techniques) you want to use when you are given a new question and topic to write about.**

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**Memory Bank**

**To help you revise, and to make the plan stick, write down, in note form, the key things to remember about your plan.**

**Extra support materials**

**Developing Vocabulary**

|  |  |  |
| --- | --- | --- |
| **I *beg* you [to] listen**  ***implore***  ***beseech***  ***request***  ***urge******pray***  | **The *important* issue** ***pivotal*** ***paramount*** ***critical*** ***urgent***  ***vital***  ***crucial***  ***momentous***  ***weighty***  ***pressing***  | **The minor issue**  ***trivial***  ***insignificant***  ***inconsequential***  ***secondary*** ***inferior***  |
| **People *feel***  ***acknowledge*** ***appreciate***  ***sense***  ***perceive***  ***notice***  ***understand***  | **People *suffer***  ***endure***  ***experience***  ***encounter***  ***withstand***  ***weather***  ***undergo***  ***face*** | **It *stops* people from….**  ***hinders***  ***burdens***  ***delays***  ***impedes***  ***inhibits***  ***obstructs***  |
| **People are *unware* to / with**  ***blind***  ***oblivious***  ***unconcerned***  ***deaf***  ***unfamiliar***  ***negligent*** | **The situation is *bleak***  ***grim***  ***harsh***  ***dire***  ***severe***  | **The *fear***  ***angst***  ***despair***  ***dismay***  ***doubt***  ***dread***  ***horror***  ***panic***  ***suspicion***  ***terror*** ***unease***  |
|  **We must *support*** ***assist*** ***aid******back*** ***encourage*** ***finance*** ***fund******strengthen*** ***uphold***  | **I *see***  ***notice***  ***detect***  ***observe***  ***recognize***  ***regard***  ***view***  | **I *think*** ***suppose******assume*** ***consider*** ***determine*** ***expect*** ***judge*** ***understand*** ***comprehend*** ***conceive***  |
| **I *expect*** ***await*** ***foresee*** ***predict*** ***suspect*** ***reckon*** ***presume***  | **I *believe***  ***consider*** ***admit***  ***conclude***  ***regard***  ***suppose***  ***trust***  ***hold***  | **We *endanger …*** ***risk*** ***expose*** ***threaten***  |

**Another concrete example**

**‘Parents today are over-protective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.’**

**Write an article for a broadsheet newspaper in which you argue for or against**

**this statement.**

**Q5**. It is often said that parents like to “wrap” their children in cotton wool” and whilst this makes parents seem rather over-protective, perhaps it is for the best. Children can and will learn from their mistakes, but must the mistakes be the result of particularly risky activities?

To many, modern day children seem to be spoilt for choice when it comes to extra-curricular activities. Where once the odd game of football or netball was available, a whole host of activities ranging from kayaking to free running are now prospects for the young and these can be beneficial, when supervised. However, there is only so much protection supervision can provide, only so much room for errors, only so much pressure a helmet can take before something serious occurs and when it does occur, those activities hindered, rather than helped their futures.

Television advertisements are quick to draw excitement to the activities that draw potential unsafety, the beckoning phrase “join now”, creating the atmosphere of peer pressure as one after another signs up, and whilst most will come away unharmed, what skills have they really learnt that they could not have picked up elsewhere? Knot tying can be learnt from a classroom, swimming can be taught from the safety of a pool, and indoor activities can likely offer just as much entertainment. After all, many adults today are prepared in life without undertaking risk in their childhood. Surely what was unnecessary then is also unnecessary now. This is not to say that monitored sports and games officials risk death upon our children for that would be rather absurd, but we cannot ignore the potential dangers we are subjecting our children to. A scraped ankle can be fine in the long run, but torn ligaments are much less easily healed.

The number of children injured in such circumstances increase year after year, and is not just due to organized sports, more so it is young people influenced by what they see online who go on to recreate what they what they have seen which is the larger issue. Social influences who put themselves at risk for the sake of views, are also role models for our children, and whilst they can include disclaimers, it does not stop such recreations. Peer pressure again comes into play here as more and more teenagers follow in the footsteps of their thrill-seeking idols. It seems “fun” and “cool” to go along with a crowd when in reality, they are likely to fall prey to injury and to be left unsure what to do.

Perhaps it is learning not to follow such examples that is the real preparation for life, to know not to put ourselves in unnecessary danger and to not partake in activities just because your friends are. This seems much more preparatory than the skills gained from jumping over rooftops or skydiving. We may need to make mistakes, but let our children make mistakes as well as remaining safe. It is unfair to deem a parent over-protective (although this does have its limits) if the children’s best interests are at heart. As a country we must learn how activities and safety can work together to their full potential and spread the message to social media influencers. The children are our future, we must do our best to help them.

Key tips. Things to remember to do with your writing:

**1] Start in an interesting way:** *Imagine ….* / *What if…* /

**[2] Talk to the reader**: *My friend, I know that…* / *As you know,…* / *You know….* /*Picture this…* / *Act now and…*

**[3]Build a relationship with the reader:** *My loyal, kind reader…* / *Only smart, intelligent people, like yourself, will see the benefits of this approach.*

**[4] Use pronouns to build up that relationship: *We****must …* / *It is****our****….*

**[5] Move between ‘I’ to ‘you’ and then ‘We’ within a paragraph**

***I****think …* / ***You****expect …* / ***We****know …*

**[6] Repetition is better than chucking every technique under the sun in a paragraph. Repeat a word, phrase or sentence to convince the reader.**

*I have a plan. I have a plan to change the world. A plan to make things better.*

**[7] Ethos: don’t forget you need to convince the reader why you are the best person why you should be listened to.**

*You probably think I know very little of ….., but I assure you I do because…*

**[8] Use a metaphor and an extended metaphor for dramatic impact.**

*Exercise is a ray of light in dark, dismal world.*

**[9] Lists are important – especially verbs and adjectives**

*We all think, feel and know the dangers of …*

**[10] Verbs are incredibly important when writing a piece of a non-fiction and they can often been underused.**

Students cry, weep, sob at the idea of…

**[11] Adjectives are your secret to improving your vocabulary. Show off and learn some sophisticated adjectives.**

*We all want to live in a****harmonious****society, yet we live in a****distorted****and****disjointed****world of discord and chaos.*

**[12] Plan for a change in tone and mood during your writing. Make your reader cry, laugh and be scared in one piece of writing. Take them on an emotional journey.**

Fear -   Children are having their childhood eroded away.

Serious – We must address this now or will be facing one of the biggest problems today.

**[13] Use indirect speech from others to strengthen your arguments. Don’t use direct speech – direct quotes from sources. It weakens your writing.**

*Parents say…* / *Teachers say…* / *Scientists say…* / *Teenagers say…*

**[14] Think of the order of things in a list. What do you want to place the emphasis**

**on?** Teachers, students, friends and family are all affected by…

**[15] Raise the level of urgency and importance with modal verbs. Start with ‘could’ / ‘might’ and end with ‘must’ and ‘have to’**

We can …You might ...We should…You will …We must …