

Colons to introduce answers or conclusions

I knew what I had to do: give up.

There is only one word to describe smoking: disgusting.

Smoking causes a huge number of illnesses: cancer, emphysema, lung disease and heart disease.

Call the helpline: 0300 123 1044.

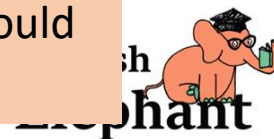
I offered him the cigarette: I knew he wouldn't take it.



The key messages are obvious: smoking kills, smoking is unhealthy, smoking should be stopped.

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What is 'form'?

What is 'purpose'?

What is 'audience'?

Level		Not. Grade
1	<ul style="list-style-type: none">•Communication is at a basic level and limited in clarity.•Little awareness is shown of the purpose of the writing and the intended reader.•Little awareness of form, tone and register	0 1
2	<ul style="list-style-type: none">•Communicates in a broadly appropriate way.•Shows some grasp of the purpose and of the expectations/requirements of the intended reader.•Straightforward use of form, tone and register	2 3
3	<ul style="list-style-type: none">•Communicates clearly.•Shows a clear sense of purpose and understanding of the expectations/requirements of the intended reader.•Appropriate use of form, tone and register	4 5 6
4	<ul style="list-style-type: none">•Communicates successfully.•Shows a secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader.•Effective use of form, tone and register	7 8
5	<ul style="list-style-type: none">•Communication is perceptive and subtle.•Task is sharply focused on purpose and the expectations/requirements of the intended reader.•Sophisticated use of form, tone and register	9



What is the difference between a letter and a speech?



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Write a speech for teachers, explaining your view of school.

Mrs Hill, Principal; Mr Jones, Vice Principal; staff – thank you for taking time to be here today. In particular, I'd like to thank Miss Ryan, who (after my letter to her last year) has invited me to speak with you all.

Some of you might recognise me as an ex-student of your lovely school; you might have seen me speaking professionally in my role at the National Centre for Educational Research; however, today, I am just here to speak to you as a parent. A parent who understands that our kids are facing the biggest catch-up of their lives, post-Covid. A catch-up that feels difficult and, I'm sure, sometimes, almost impossible. I know how important your role as educators is in helping them do just that. But where do we start?

Write a letter for a teacher, explaining your view of school.

Dear Miss Ryan,

I am writing to you regarding my department's research into the impact of Covid on young people. You might have seen me speaking professionally in my role at the National Centre for Educational Research on this topic; it is certainly a matter of national concern. All evidence suggests that concerns for the well-being of our kids post-Covid are valid – and I know that schools need additional help and resources to meet the current demands for support their students require. That is where we are able to help.





What does it mean to introduce?

What goes into an effective introduction?



Who is my audience?

What do my audience need to know?

What do I plan to tell them?

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	Writer	Reader / Audience
Purpose		
Emotions		
Context		
Tone		
Thoughts		



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Writer

Reader / Audience

Purpose

Emotion

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Week 2, homework

‘Young people need to get off their phones and live their lives!’

Write a speech to young people explaining your view.

You should include:

- How teenagers use their phones.
- How teenagers feel about their phones.
- The concerns of experts.

Teenage Cell Phone Addiction: Are You Worried About Your Child?

At what point does reliance on and use of cell phones and the Internet turn into an addiction? What you can do to help your kids avoid developing an addiction

It's no big secret that teens have a complex relationship with technology. They are expected to use technology both in and out of the classroom to make the grade, they manage their social lives through various apps and social media platforms, and they use technology to stay organized and on top of their many, many activities.

Today's teens face intense levels of pressure. Sometimes their phone use is tied to recreational activity and can help them relieve stress, but other times they use their phones to keep up with their busy lives. Ensuring that kids' technology use doesn't result in more stress for them isn't an easy task; there's no clean-cut way to delete stressful technology activity.

So how can parents, let alone kids themselves, navigate the often stressful world of tech?

Although there isn't a recognized "smartphone addiction" diagnosis, it's natural for parents to wonder if a teen's apparent obsession with a smartphone qualifies as addictive behaviour. After all, it can be incredibly frustrating to attempt to hold a conversation with someone when they can't peel their eyes away from their phone.

Teen Cell Phone Addiction: The Stats

As it turns out, parents have reason to worry. Results of a [2016 Common Sense Media Report](#) found that 50% of teens "feel addicted" to mobile devices, while 59% of parents surveyed believed that kids are addicted to their devices. This survey also showed that 72% of teens and 48% of parents felt the need to immediately respond to texts, social-networking messages, and other notifications; 69% of parents and 78% of teens checked their devices at least hourly.

Given that teens use their smartphones for a variety of reasons, both personal and academic (often simultaneously), it helps to focus less on counting the minutes of use and more on *how* they use their smartphones. Parents hear a lot about the importance of teaching balance, but part of evaluating for a healthy balance lies in understanding how teens actually use their phones and what purpose that use serves them. YouTube, for example, can be both recreational and academic.

How to Help Teens Overcome a Smartphone Addiction

Believe it or not, smartphone use can be beneficial for teens. Teens use smartphones to [connect with peers](#), seek help on school assignments, and they can even use apps to help them get organized. Although it might seem like teens are constantly connected, many use their devices within healthy limits.

It's important to empower teens to take control of their own use of smartphones and create and maintain a healthy balance. This isn't a one-time conversation. A few things you can do help provide guidance and support include the following:

- Educate:** Talk openly about the benefits and potential pitfalls of screen time. Lecturing rarely yields positive results, but asking your teens for input about the pros and cons can spark lively conversations. How does [too much screen time](#) affect us physically, emotionally, academically, and socially? What can we gain from using our smartphones responsibly?

- Make a plan:** Talk about setting healthy limits and boundaries for the family and what checks and balances you can use to stick to them, like not allowing phone use during dinner. Remember, teens aren't the only ones prone to overuse. What happens if parents are pushing the family screen time limits?

- Monitor use as a family:** Teens look for workarounds when they feel like they're being watched. Make monitoring a family goal so that teens own up to their usage and behavior online. There are several apps available to monitor how and when your teens use their phones. Some phones have built-in monitoring, such as the iPhone's Screen Time setting. Talk with your teens about healthy and realistic limits.

Have Smartphones Destroyed a Generation?

More comfortable online than out partying, post-Millennials are safer, physically, than adolescents have ever been. But they're on the brink of a mental-health crisis.

One day last summer, around noon, I called Athena, a 13-year-old who lives in Houston, Texas. She answered her phone—she's had an iPhone since she was 11—sounding as if she'd just woken up. We chatted about her favorite songs and TV shows, and I asked her what she likes to do with her friends. “We go to the mall,” she said. “Do your parents drop you off?” I asked, recalling my own middle-school days, in the 1980s, when I'd enjoy a few parent-free hours shopping with my friends. “No—I go with my family,” she replied. “We'll go with my mom and brothers and walk a little behind them. I just have to tell my mom where we're going. I have to check in every hour or every 30 minutes.”

Those mall trips are infrequent—about once a month. More often, Athena and her friends spend time together on their phones, unchaperoned. Unlike the teens of my generation, who might have spent an evening tying up the family landline with gossip, they talk on Snapchat, the smartphone app that allows users to send pictures and videos that quickly disappear. They make sure to keep up their Snapstreaks, which show how many days in a row they have Snapchatted with each other. Sometimes they save screenshots of particularly ridiculous pictures of friends. “It's good blackmail,” Athena said. (Because she's a minor, I'm not using her real name.) She told me she'd spent most of the summer hanging out alone in her room with her phone. That's just the way her generation is, she said. “We didn't have a choice to know any life without iPads or iPhones. I think we like our phones more than we like actual people.”

I've been researching generational differences for 25 years, starting when I was a 22-year-old doctoral student in psychology. Typically, the characteristics that come to define a generation appear gradually, and along a continuum. Beliefs and behaviors that were already rising simply continue to do so. Millennials, for instance, are a highly individualistic generation, but individualism had been increasing since the Baby Boomers turned on, tuned in, and dropped out. I had grown accustomed to line graphs of trends that looked like modest hills and valleys. Then I began studying Athena's generation.

Around 2012, I noticed abrupt shifts in teen behaviors and emotional states. The gentle slopes of the line graphs became steep mountains and sheer cliffs, and many of the distinctive characteristics of the Millennial generation began to disappear. In all my analyses of generational data—some reaching back to the 1930s—I had never seen anything like it.