

Semi-colons in lists:

- **when joining multiple independent clauses.**
- **when joining closely related independent clauses.**
- **when the next independent clause uses a conjunctive adverb**

I caught the bus to the shop because it was raining, **and** I climbed on board.

I gave my fair to the driver.

I took my ticket; I made my way to my seat.

Gazing out of the window, I watched the rain pour; **meanwhile**, the cars outside splashed past, drowning the people still lining-up to board in freezing, cold water.

I'm reading *Meanwhile, Duffy; Windows, Duffy; and This Be The Verse*, Larkin.

I went a BBQ with my friend, Sarah; my children, Tom and Scott; and my husband, Will.

I ate so much: a delicious, tasty burger; sweetcorn; and some grilled vegetables.

Conjunctive Adverbs

A conjunctive adverb connects two independent clauses.

Cause or effect	Sequence	Time	Contrast
Therefore Hence Accordingly Then Thus	Next Furthermore In addition Finally Moreover	Before Meanwhile Now Since Lately	However Instead Rather In spite of
Emphasis	Summarize	Illustrate	Comparison
Indeed Of course Certainly	Finally In conclusion In summary	For example Namely For instance	Also Likewise Similarly





Transactional writing



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 an article? Where might we find articles?



What are the conventions of an article?



‘Children’s TV is damaging; we should stop them from watching it’

Write **an article explaining your view on this**



Experts question whether kids TV is damaging

Leading child psychologist and researcher has raised concerns about the well-being of British children and how it is being affected by the television programmes they watch.

Jan Sinclair, head of child well-being at the Cambridge Institute of Psychological Research, has questioned today whether children's programming is damaging. And many leading experts have agreed. Sinclair has stated, 'the shows we watch inform our view of the world; our children, in particular, learn from their favourite TV characters, programmes and personalities. The concern is that kids TV is now so squeaky clean it no longer resembles the real world.'



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Noun phrases that suggest writer's opinion

Experts question whether kids TV is damaging

Heading / title

▶ **Leading child psychologist and researcher** has raised concerns about the well-being of British children and how it is being affected by the television programmes they watch.

Standfirst

Expert name: job / role / qualification / age / role – **AS EMBEDDED PHRASE**

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NOUN / NOUN PHRASE TO POSITION READER

Appear objective

- Reporting
- Distance
- Fair

3rd person

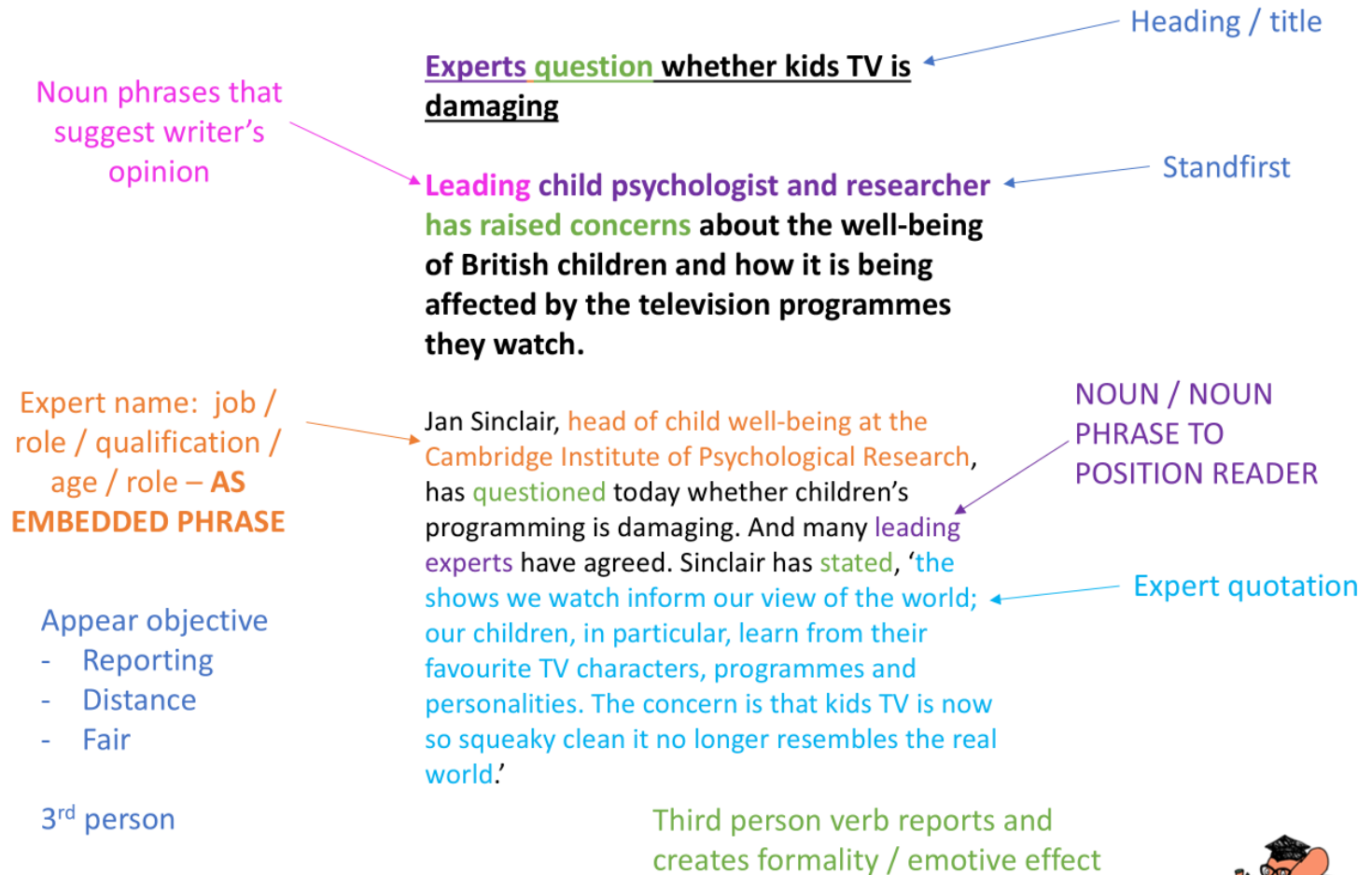
Expert quotation

Third person verb reports and creates formality / emotive effect



'Exams are stressful and inaccurate. It is time to make a change.'

Write a newspaper article explaining your view.



Opinion / magazines

Kids TV: too clean to be seen?

It is time to question whether modern children's programming is damaging our kids.

TV is a huge part of our modern culture. From the cradle to the grave - there are programmes for everyone. And the shows we watch inform our view of the world. Our children in particular learn from their favourite TV characters, programmes and personalities – so is it right that children's TV is so squeaky clean it no longer resembles the real world?

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Standfirst

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Appear objective

- 1st person
- Common ground with the reader



‘Children’s TV is damaging; we should stop them from watching it’

Write **an article explaining your view on this**

- **Who is my audience?**

Kids TV: too clean to be seen?

It is time to question whether modern children’s programming is damaging our kids.

- **What do my audience need to know?**

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- **What do I plan to tell them?**



Homework: Week 1

‘People are selfish – we need to do more for others and less for ourselves.’

Write a newspaper article explaining your view on this.

