

# Time to iREACT!

## Testing your Dirty 30 Knowledge

**Define** the following words from Dirty 30:

- 1) Sporadic
- 2) Brazen
- 3) Stoic
- 4) Delirious
- 5) Cacophonous

2) Write 3 **examples** of these words used in sentences of description using the following techniques:

*Hyperbole*

*Onomatopoeia*

*Simile*

**Use the image to help you!**



3) **Create** one paragraph of by extending imagery using your original simile from task 2.

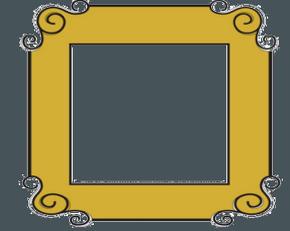
HINT- how will you make other comparison points within this simile Use the image to help!

## PAPER 2, QUESTION 5: WRITING TO EXPLAIN

- TO UNDERSTAND HOW TO PLAN AND STRUCTURE A LEAFLET
- TO USE A RANGE OF FEATURES WHEN CREATING A RESPONSE



# WHAT ARE THE GOOD AND BAD POINTS ABOUT PUBLIC TRANSPORT?



- Discuss your ideas with a partner/in your group.
- Use the ABC stems to help!



## **Start the discussion:**

- I believe that...
- In my opinion...
- One argument may be that...
- I'd like to make the point that...

## **Agree:**

- I support your point because...
- Your opinion is reasonable because...
- I agree with your statement because...
- Your argument is a valid one because...

## **Build:**

- Building on what... said...
- In addition to ...'s statement...
- I agree with your point, but should add that...
- Your argument is a good one, however it needs...

## **Challenge:**

- This opinion could be questioned because...
- My own view is contrasting with yours because...
- I would like to challenge your argument because...
- I disagree with your statement for a number of reasons...

# PLANNING AN ANSWER

**‘While public transport is by far the safest method of transport, all passengers should be ready for a disaster.’**

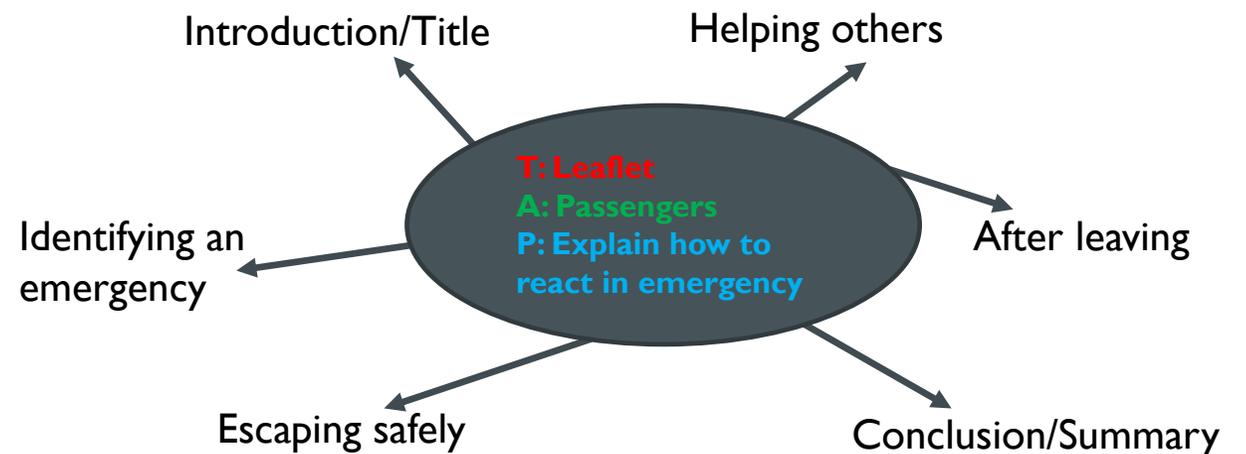
Write the text for a leaflet to be distributed on board trains that explains to passengers how to conduct themselves in an emergency situation.

(24 marks for content and organisation | 6 marks for technical accuracy) [40 marks]

1. **TAP** the text: **Text Type**, **Audience**, **Purpose**
2. Recap the key features (AFOREST)
3. Plan the key ideas for your response

**TASK:**  
Develop each  
of the ideas  
on the spider  
diagram.

Alliteration  
Fact  
Opinion  
Repetition/Rhetorical Question  
Emotive language  
Statistic  
Triple



# IF THE QUESTION ASKS FOR A LEAFLET YOU SHOULD INCLUDE...

- a clear/apt/original title
- organisational devices such as inventive subheadings or boxes
- bullet points
- effectively/fluenty sequenced paragraphs.



# STRUCTURING YOUR RESPONSE

## USE THIS CHECKLIST TO WRITE YOUR ANSWER

Each paragraph...



Connective/Topic sentence  
 Language techniques to develop  
 Concluding sentence

**‘While public transport is by far the safest method of transport, all passengers should be ready for a disaster.’**

Write the text for a leaflet to be distributed on board trains that seeks to instruct passengers how to conduct themselves in an emergency situation.

<p><u>Paragraph 1 – Interesting title to engage the reader</u>            Direct address            Triple            Exclamation mark            Ambitious vocabulary</p>	<p><u>Paragraph 2 – Identifying an Emergency</u>            Subheading – Rhetorical Question            Emotive language            Short sentence            Ambitious vocabulary</p>
<p><u>Paragraph 3 – Escaping Safely</u>            Subheading - Triple            Fact            Brackets or dashes            Ambitious vocabulary</p>	<p><u>Paragraph 4 – Helping Other Passengers</u>            Subheading – Statistic            Rhetorical question            Ambitious vocabulary</p>
<p><u>Paragraph 5 – After Leaving Public Transport</u>            Subheading – Alliteration            Opinion            Semi-colon            Ambitious vocabulary</p>	<p><u>Paragraph 6 – Key Reminders for Passengers</u>            Bullet Points            Imperatives            Simple and brief summary            Ambitious vocabulary</p>

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- Paragraph 1 – Interesting title to engage the reader
  - **Direct address**
  - **Triple**
  - **Exclamation mark**
  - **Ambitious vocabulary**

- This leaflet is about how to survive a disaster on a train.
- Do you know how to survive a disaster on a train? Would you know what to do if you saw something suspicious? How would you act if someone was hurt or injured on your train? You need to pick up this handy guide of hints and tips, which provides you with a plethora of ideas to help you in any of these situations. Read this and survive!

# SELF ASSESS YOUR WORK...



Write a WWW/  
EBI for your  
writing.

Have paragraphs  
included these?

- Connectives
- Topic sentences
- Language features
- Conclusions

Does it fit with the  
**TAP** from the  
question?

/24		A05 – Content and Organisation	
<p><b>Level 4</b></p> <p>19 – 24 marks</p> <p>Compelling and convincing</p>	<p>Upper Level 4</p> <p>22 – 24 marks</p>	Tone is convincing and compelling for audience.	Assuredly matched to purpose.
	Extensive and ambitious vocabulary, with sustained crafting of linguistic devices.		
	Varied and inventive use of structural features.		
	Compelling writing includes a range of convincing and complex ideas.		
	Paragraphs link fluently and seamlessly, with integrated phrasing to structure writing.		
	<p>Lower Level 4</p> <p>19 – 21 marks</p>	Tone is convincingly matched to audience.	Convincingly matched to purpose.
	Extensive vocabulary with conscious crafting of linguistic devices.		
	Varied and effective structural features.		
	Highly engaging with a range of developed and complex ideas.		
	Consistently coherent paragraphs with more sophisticated, integrated phrasing to structure writing.		
<p><b>Level 3</b></p> <p>13 – 18 marks</p> <p>Consistent and clear</p>	<p>Upper Level 3</p> <p>16 – 18 marks</p>	Tone consistently matches audience.	Consistently matched to purpose.
	Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.		
	Effective use of structural features.		
	Writing is engaging, using a range of clear and connected ideas.		
	Coherent paragraphs with more sophisticated, integrated phrasing to structure writing.		
	<p>Lower Level 3</p> <p>13 – 15 marks</p>	Tone is generally matched to audience.	Generally matched to purpose.
	Vocabulary clearly chosen for effect and linguistic devices used appropriately.		
	Structural features usually used effectively.		
	Range of engaging, connected ideas.		
	Paragraphs are usually coherent with a range of phrases to structure writing.		