

Writing Tasks – week 5 – w.b. 18th May

Your tasks for writing for this week are going to be linked to a topic that is hot in the news and a current global issue – **plastic pollution**.



Day 1

Today you are going to link reading and writing. Read through the following extract and answer the questions below.

A Miracle or a Curse: What is Single-Use Plastic?

In just 4 to 5 decades of coming into existence, plastic has become one of the most essential commodities that the civilised societies around the world, now depend upon. So much so, that the scale of plastic production, which has been rapidly increasing, has already touched a massive 300+ million metric tons every year. Close to 50% of this number, is the amount of 'single-use' plastic that floods the world every year. Plastic, for its production, requires fossil fuel. This precious and limited natural resource, which takes millions of years to form, gets transformed into single-use plastic and gets discarded just a few minutes after its 'one-time' usage.

- What does the word *commodities* mean? Have a go at working this out without using a dictionary (read around the word to help you/replace the words with others that make sense).
- Which word tells you that the plastic production is increasing quickly?
- What do you think the author means by *single-use plastic*?
- Can you find out what *fossil fuel* is?
- Are you able to think of any single use plastics that are likely to be *discarded just a few minutes after its one time usage*?

Day 2

Today your work is going to be based around a clip that was made by a group in California to raise awareness for the over-use and environmental factors of using plastic bags.

BEFORE YOU WATCH THE CLIP, based on the information you have been given, what do you think the clip will contain?

- what images will be shown?
- what will the presenter/narrator say?
- will the language used be formal/informal?
- what will the clip do for the reader? (entertain/inform/persuade/instruct)
- what information will be used?

Once you have answered the questions either in a discussion with a family member or bullet points, you can watch the following clip!

<https://www.youtube.com/watch?v=GLgh9h2ePYw&safe=active>

AFTER WATCHING THE CLIP, have a go at answering the following questions:

- what is the style of the clip based on?
- did the style of the clip surprise you?
- why is the clip done like this?
- what is the purpose of the clip?
- how will this impact a viewer?

Day 3

Today you are going to be thinking about the benefits and negative effects of plastic in order to help you with some writing on days 4 and 5. It might be helpful to organise your ideas from today into a table that is clear to read like something below. We expect this table to be full of ideas and you to be using formal language.

The more you list today, the easier you will find the writing over the next couple of days.

| Pros of using plastic | Cons of using plastic |
|---|--|
| <ul style="list-style-type: none">- used in lots of different industries- can be moulded to fit products/purpose | <ul style="list-style-type: none">- single use- harms the environment |

We have added the following pictures to help get you started with the pros and cons of plastic use.



Day 4

We are feeling kind today so today's writing is going to be of your choice! 😊

The writing **must** contain a balanced argument of both the pros and cons of plastic pollution so this is why your notes from yesterday will be helpful!

Some ideas of styles of writing are listed below:

- non chronological report (same as last week) about the effects of plastic pollution
- a David Attenborough inspired script (like the clip you watched this week)
- an informative leaflet about plastic pollution
- a persuasive letter to someone who might be concerned with plastic pollution (government, supermarkets)

When we did this unit in school last year, we had some extremely high quality pieces of writing as children were passionate about this issue – we are hoping for the same this year despite the circumstances!

Today you need to plan your piece of writing. No matter what style you are choosing to write in, this is a helpful planning guide. Each style will need an introduction, main paragraphs and a conclusion.

Introduction

- What is the issue?
- Why is it relevant?
- Are there two sides to the debate?

Middle paragraphs:

- How is plastic causing a problem?
- What do people need to do?
- Pros and cons

Conclusion

- Brief summary and reminder of the overall theme
- Final persuasive plea to your reader

Similar in construction to non-chron report paragraph structure.

State main issue in your introduction then develop with further details and information.

You may want to use real life facts and statistics to help you write a convincing piece.

Day 5

Today you are going to be writing your piece on plastic pollution.

Please check the list below before you start writing as we would expect these to be included!

- **High level punctuation** () - ; :
- **Co-ordinating conjunctions** (FANBOYS – for, and, nor, but, or, yet, so)
- **Subordinating conjunctions** (AWHITEBUS – although, when, if, that, even though, because, until, since – and others!!)
- **Parenthesis** (extra information marked by () - ,)

Remember – your piece should be engaging, informative and persuasive.

| COMPARISON ALSO EQUALLY SIMILARLY LIKEWISE COMPARED WITH | ADDITION AND ALSO FURTHERMORE TOO WHAT IS MORE | Link things or actions within single sentences. <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #ff0000; color: white;">Introduce an explanation</th> <th style="background-color: #ffa500;">Suggest a possibility or condition</th> <th style="background-color: #ffff00;">Help you to know at what time the action happened</th> <th style="background-color: #00ff00;">Introduce a change of direction</th> <th style="background-color: #00bfff;">Introduce an addition</th> <th style="background-color: #800080;">Present a choice</th> </tr> </thead> <tbody> <tr> <td>because</td> <td>if</td> <td>when</td> <td>but</td> <td>and</td> <td>either</td> </tr> <tr> <td>as long as</td> <td>as long as</td> <td>before</td> <td>although</td> <td></td> <td>or</td> </tr> <tr> <td>so</td> <td>whether</td> <td>after</td> <td>despite</td> <td></td> <td></td> </tr> <tr> <td>as</td> <td>unless</td> <td>as soon as</td> <td>however</td> <td></td> <td></td> </tr> <tr> <td></td> <td>until</td> <td></td> <td>rather than</td> <td></td> <td></td> </tr> <tr> <td></td> <td>provided that</td> <td></td> <td>yet</td> <td></td> <td></td> </tr> </tbody> </table> | Introduce an explanation | Suggest a possibility or condition | Help you to know at what time the action happened | Introduce a change of direction | Introduce an addition | Present a choice | because | if | when | but | and | either | as long as | as long as | before | although | | or | so | whether | after | despite | | | as | unless | as soon as | however | | | | until | | rather than | | | | provided that | | yet | | |
|---|--|---|---|------------------------------------|---|---------------------------------|-----------------------|------------------|---------|----|------|-----|-----|--------|------------|------------|--------|----------|--|----|----|---------|-------|---------|--|--|----|--------|------------|---------|--|--|--|-------|--|-------------|--|--|--|---------------|--|-----|--|--|
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| as long as | as long as | | before | although | | or | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| so | whether | | after | despite | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| as | unless | | as soon as | however | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | until | | rather than | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | provided that | | yet | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EXEMPLIFICATION FOR EXAMPLE, FOR INSTANCE, TO ILLUSTRATE SUCH AS NAMELY | SEQUENCING FIRST SECOND NEXT THEN AFTER | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RESULT SO THEREFORE AS A RESULT THUS BECAUSE | CONTRAST IN COMPARISON IN CONTRAST INSTEAD ON THE CONTRARY CONVERSELY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| QUALIFYING BUT HOWEVER ALTHOUGH EXCEPT UNLESS | REFORMULATION IN OTHER WORDS PUT MORE SIMPLY THAT IS TO SAY RATHER IN SIMPLE TERMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HIGHLIGHTING IN PARTICULAR ESPECIALLY MAINLY PARTICULARLY ABOVE ALL | TRANSITION TURNING TO WITH REGARD TO WITH REFERENCE TO AS FAR AS X IS CONCERNED | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Please make sure you are sending your writing through Seesaw or email. We want to read these and see how creative you have been with your own choice of writing. 😊