# ACP Learning Outline - English

## Topic 2. Using Language Effectively      Resources: *Power Point 2 Using Language Effectively and CGP GCSE English workbook*

| Learning Aim (WALT) | Activities | Learning Outcome (WILF) | Tutor Comments |
|---|---|---|---|
| Creating a Persona<br>*Slides 5-11* | - Slide 5,6: discuss authorial intent then write some comments that would reflect the person in the picture.<br>- Slide 7-9: Complete the Restaurant Review Task using the personas created in the first task. *Walk & talk through the task.*<br>- Slide 10,11: Complete the Letter to the Council task for 1 of the characters met. | • Identify need for different language for different characters<br>• Write whole piece of work in persona of chosen person | |
| Sustaining Tone<br>*Slides 12-18* | - Slide 13: staying in character – read and review the text supplied to determine what the character is like.<br>- Slide 14 – Avoiding Contradictions – read and identify the contradiction – write a correction for it.<br>- Slide 15: Addressing the reader task.  Read through the text – identify the information and rework so it is appropriate for purpose.<br>- Slide 16-18 – read through the text then discuss points raised on next slide, finally rework piece to correct issues discussed. | • Identify contradictions in piece of text<br>• Write a piece of work sustaining tone for the whole piece | |
| Audience Positioning<br>*Slide 19-25* | - Slide 20-23- look at the character and audience "wants" – discuss how we need to write some items to persuade or engage.<br>- Slide 24-25 – apply learning to write to persuade for a Community Garden project.<br>. | • Identify needs and wants of character (writing) and audience (reading)<br>• Apply learning to write an item to persuade. | |
| Using Language for Effect | CGP GCSE English Workbook:<br>Pages 14-15 – audience & purpose<br>Pages 18-19 – argue, persuade or advise<br>Pages 34-37 – irony, sarcasm, rhetoric and bias | • Identify ways language are used for effect | |

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| Developing Extended Metaphor<br>*Slides 26-32* | - Slide 27 – look up definition of **metaphor and figurative-language** to help complete the questions on this slide.<br>- Slide 28,29 – use the definitions of **extended metaphor, semantic field connotation** to answer the question and then apply to the 6 options on the next slide to write about a meal.<br>- Slide 30 – discuss how language is used effectively in this piece of text.<br>- Slides 31,32 - Independently complete task 2 on slide 31. Once completed check against the highlighted words on slide 32 – how many were included. | • Recognise what a metaphor is and give examples<br>• Identify use of language in a piece of text<br>• Apply knowledge of extended metaphors to make a piece of writing interesting to the reader. | |
| Choosing the Right Words<br>*Slides 33 - 40* | - Slide 34 – look at definition of **modal verbs**<br>- Slide 35 – see how this is applied to the example<br>- Slide 36-38 – look at definitions of **loaded language, emotive language** – and see how it is used on the next slides, answering the question.<br>- Slide 39,40 – look at practical example for a review. Which emotions are being evoked? | • Recognise modal verbs, loaded and emotive language.<br>• Identify use of language in a piece of text<br>• Apply knowledge of emotive language to write a review | |
| How the writer uses language for effect | CGP GCSE English Workbook:<br>Pages 26-27 – tone, style & register<br>Pages 28-29 – words and phrases<br>Pages 30-31 – metaphors, similes and analogy<br>Pages 38-39 – descriptive language | • Identify ways language is used for effect<br>• | |
| *Adventure – GCSE Ready extension (also for L1 Functional skills students)* | - **Reading Task** – Look at the image and statements and use to answer question 1. GCSE student should be able to create sentences to answer the questions using the information and examples.<br>- **Writing Tasks** – plan and write about *"Lost in a City at Night Time"*. Work through the questions 2-5 to help plan and prepare the writing task. Finish by writing own descriptive piece using paragraphs, structures and language from the answers. | • Explain and comment on use of writer's language to influence reader<br>• Explain and comment on use of writer's language to achieve effects<br>• Use examples to support views<br>• Use vocabulary and sentence structure for clarity, purpose and effect | |