

ACP Learning Outline – GCSE English Language

Topic 3. Analysing Structure Resources: Analysing Structure Pearson Power Point & CGP English Language workbook			
<u>Learning Aim (WALT)</u>	<u>Activities</u>	<u>Learning Outcome (WILF)</u>	<u>Tutor Comments</u>
Reading and understanding <i>Slides 3-5</i>	<ul style="list-style-type: none"> - look at the glossary and read the 2 texts. - Discuss and make notes on key, significant and important points. - Using language skills from last unit – identify some language features in each text <p><i>It will be useful to have printed copies of the 2 texts to use for this learning unit.</i></p>	<ul style="list-style-type: none"> • Identify key information • Evidence how language is used in text • Compare 2 pieces of text (one factual and one fiction) 	
Analysing Openings <i>Slides 7 - 15</i>	<ul style="list-style-type: none"> - Slide 9: read through the questions, what are the key points from each question? - Slide 10-12: look at the text – answer the question, then look at the key points identified in the next slide – discuss why these are important. Then look at the model answer and how the key points are used. - Slide 12-15: look at how the question at the end of the paragraph is used to set the scene. 	<ul style="list-style-type: none"> • Identify key points in text • Use key points to evidence answers. 	
Sequence of Events <i>Slides 16 - 25</i>	<ul style="list-style-type: none"> - Slide 17-22: work through summarising the events with the slides, comparing work produced with the model answer at the end. - Slide 23-25: use information to answer questions on slide 24 – compare answer with model answer on slide 25 - 	<ul style="list-style-type: none"> • Organise events logically • Describe how structure is used to make writing interesting. 	

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Structure and Tone <i>Slides 26 - 35</i>	<ul style="list-style-type: none"> - Slide 27 – read and discuss how using advice direct to the reader changes the structure - Slide 28,29 – look at how discourse markers are used - Slide 30-33 – look at mode and multimodal to identify use of spoken rather than written language as a structure – use the highlighted points and notes to independently write a paragraph answer for the question on slide 30. - Slide 34-35 – look at meanings and use of juxtaposition and incongruous 	<ul style="list-style-type: none"> • Identify discourse markers • Use key points to write independently 	
Syntax and Sentences <i>Slides 36 - 42</i>	<ul style="list-style-type: none"> - Slide 37 – insert the word only into the sentence in different places and discuss how it changes the emphasis and meaning of the sentence - Slide 38,39 – answer the questions - Slide 40 – some key terms to discuss. - Slide 41,42 – match the terms with the sentences and write how the sentences shown entertain the reader. 	<ul style="list-style-type: none"> • Recognise how word position changes emphasis and meaning • Identify key terms for sentence structure • Describe how structure is used to entertain readers. 	
Repetition <i>Slides 43 - 46</i>	<ul style="list-style-type: none"> - Slide 43-42– review the 2 texts and identify where repetition is used, ask why this is effective – then look at slides 45,46 - Review the key terms met in the unit. 	<ul style="list-style-type: none"> • Compare use of language with structure • Describe why repetition can be effective. 	

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Reviewing use of Structure	Using CGP Workbook - P42 – structure whole texts - P44 – sentence forms - P32 – personification -	<ul style="list-style-type: none"> • 	
	Pages 20-21 – writer’s viewpoint and attitude Pages 40-41 – narrative view point Pages 22-23 – fiction and non-fiction Page 24-25 – 19 th century texts	<ul style="list-style-type: none"> • 	
Exhibitions – GCSE and FS Level 1 extension	<ul style="list-style-type: none"> - Reading Task – read article about the Tate Modern gallery in London. Use the information to answer the questions provided. - Writing Task - Use the information in the article to write about own viewpoint using the prompts supplied. 	<ul style="list-style-type: none"> • Evaluate text and support with appropriate textual references (L1) • Communicate clearly, effectively and imaginatively (L1) • Select and adapt writing and speaking for audience (GCSE) • Use vocabulary and sentences for clarity, purpose and effect (L1) • Apply vocabulary and writing choices to create appropriate effects (GCSE) • Use accurate spelling, grammar and punctuation (L1) 	