

# Language features – matching cards

Match each literary device with its definition and a relevant example.

Device	Definition	Example
Flattery	Complimenting your audience	<b>A person of your intelligence deserves much better than this.</b>
Opinion	A personal viewpoint often presented as if fact	<b>In my view, this is the best thing to have ever happened.</b>
Hyperbole	Exaggerated language used for effect	<b>It is simply out of this world – stunning!</b>
Personal pronouns	'I', 'you' and 'we'	<b>You are the key to this entire idea succeeding. We will be with you all the way. I can't thank you enough!</b>
Imperative command	Instructional language	<b>Get on board and join us!</b>
Triples	Three points to support an argument	<b>Safer streets means comfort, reassurance and peace of mind for you, your family and your friends.</b>
Emotive language	Vocabulary to make the audience / reader feel a particular emotion	<b>There are thousands of animals at the mercy of our selfishness and disregard for kindness.</b>
Statistics and figures	Factual data used in a persuasive way	<b>80% of people agreed that this would change their community for the better.</b>
Rhetorical question	A question which implies its own answer	<b>Who doesn't want success?</b>
Repetition	Words or phrases repeated for effect	<b>Let it snow, let it snow, let it snow.</b>

# Sunny Estate Agents - persuasive writing task

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the literary devices you have looked at, to write a 'For Sale' advert for a house.

You work for Sunny Estate Agents and therefore you may wish to use BIAS to showcase the excellent service the company provides!

Your writing must PERSUADE the reader and encourage them to book a viewing of the property and therefore increase chances of a sale.

The advert should be a side of A4 long (300-400 words). This advert must describe the location of the property, the number of rooms etc., the local amenities and other relevant selling points. You do **not** need to talk about every room in the house.

It must use **some** of the devices we have discussed in this session. These are:

- FLATTERY
- IMPERATIVE
- STATISTICS AND FIGURES
- OPINION
- COMMAND
- RHETORICAL
- HYPERBOLE
- TRIPLES
- QUESTIONS
- PERSONAL
- EMOTIVE
- REPETITION
- PRONOUNS
- LANGUAGE

Plan and present the work in your best handwriting. Marks will be awarded for SPAG, presentation and content (including the use of language devices).

<b>Presentation, suitable content, appropriate information and detail, clarity.</b> <i>1-2 limited / inconsistent use. 3-4 for some of the response. 5-6 accurate/ consistent use throughout.</i>	/6
<b>Style, use of language devices for specific purposes.</b> <i>1-2 limited / inconsistent use. 3-4 for some of the response. 5-6 accurate/ consistent / wide use.</i>	/6
<b>Organisation: correct use of simple, compound and complex sentences; paragraphs.</b> <i>0 limited use. 1 for some of the response. 2 accurate/ consistent use with only occasional lapses.</i>	/2
<b>End of sentence markers, capital letters, (inverted) commas, apostrophes.</b> <i>0 many errors. 1 for some of the response. 2 accurate/ consistent use with only occasional lapses.</i>	/2
<b>Accurate spelling.</b> <i>0 many errors. 1 for some of the response. 2 accurate/ consistent use with only occasional lapses.</i>	/2
<b>Accurate grammar (verb tense, subject-verb agreement).</b> <i>0 limited use. 1 for some of the response. 2 accurate/ consistent use with only occasional lapses.</i>	/2
<b>Total</b>	<b>/20</b>

## Level 2 Functional Skills English

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>.

**Speaking, Listening and Communication skill standard:** Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

- a) Consider complex information and give a relevant, cogent response in appropriate language
- b) Present information and ideas clearly and persuasively to others
- c) Adapt contributions to suit audience, purpose and situation
- d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward

**Writing skill standard:** Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively.

- a) Present information on complex subjects clearly and concisely ✓
- b) Present information/ideas concisely, logically, and persuasively ✓
- c) Use a range of writing styles for different purposes ✓
- d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively ✓
- e) Punctuate written text using commas, apostrophes and inverted commas accurately ✓
- f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning ✓

**Reading skill standard:** Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions

- a) Select and use different types of texts to obtain and utilise relevant information
- b) Read and summarise, succinctly, information/ideas from different sources
- c) Identify the purposes of texts and comment on how meaning is conveyed ✓
- d) Detect point of view, implicit meaning and/or bias
- e) Analyse texts in relation to audience needs and consider suitable responses ✓

\* This resource also covers many adult literacy curriculum <http://www.excellencegateway.org.uk/content/etf1286> elements. It is also suitable of GCSE English.