TeeJay

Literacy and English

Teaching Guide 2B

CfE Second Level

Maddy Barnes and Siobhan Skeffington
Series editor: Gemma Meharg

Introduction

TeeJay Literacy and English

High-quality texts have been chosen to sit at the heart of this series. The texts have been chosen based on how well they interest the pupils and as tools to teach the English curriculum for each year group. Reading, Grammar and punctuation, Spelling, Listening and talking, and Writing learning opportunities have been planned from these high-quality texts. All of the grammar and punctuation learning objectives are taught in the context of the text chosen for that challenge. Pupils will be taught the terminology within the context and are provided with opportunities to reason later. All of the writing activities include a task, purpose and audience information grid to ensure coverage of writing opportunities, to support teacher subject knowledge and to provide purposeful and meaningful writing tasks. Throughout the series, there are a range of narrative, non-fiction and poetry texts to engage readers and inspire writers. Progression is built in through choice of texts and variety of activities. Learning objectives are taught and reviewed, and then applied in a range of contexts further on in the series.

Why use this approach?

Teaching our daily English objectives through one high-quality text (per chapter) means that the pupils (and their teacher) can make meaningful links between all of the skills. This approach is best described as developing reading skills into writing skills. The units are planned so that pupils are submerged in the text first, where the reading activities embed comprehension and analytical reading skills. The pupils really get to know the text, the vocabulary and how the writing is organised. This knowledge is then built upon as the writing skills lessons focus on teaching the grammar in context. Giving the grammar meaning and purpose is crucial to embed learning. A wide range of writing opportunities linked to the text then allow the pupils to apply all of their skills by planning and writing with opportunities for proofreading and editing. Listening and talking lessons give pupils the chance to orally rehearse before they write. Here they can have fun and play with the English language so that they are confident and inspired to write.

Using this Teaching Guide

This guide has been designed to support your daily teaching of Literacy and English. Included in the guide you will find several elements that are fundamental to learners' understanding and progression. They are explained below.

Coverage grids

Coverage grids have been created, mapping CfE Learning Outcomes, Objectives and Benchmarks for each Teaching Guide. This can be used as a reference tool to map your teaching, or as a guide to ensure that all aspects of the course are covered.

Topic overview

In this section, an overview of the entire chapter is provided to help you see the 'big picture' of learning over a sequence of lessons. Within this overview, key learning objectives have been highlighted to signpost what key skills are the focus of the chapter. The big ideas – the key concepts to be taught and learned – have been identified to support teacher subject knowledge. Potential misconceptions have also been included, where appropriate, to support AifL planning. It is useful to keep these barriers in mind during the daily lessons to explore misconceptions and thereby deepen understanding.

Introduction

Core vocabulary that learners and teachers should be using to support the understanding of key concepts has also been identified. The vocabulary builds progressively across the full series, ensuring that learners are able to talk about their learning in the correct contexts.

Within each lesson: what could it look like in the classroom?

The lesson plan is split by course area and focus, so each chapter has lesson plans for Reading, Grammar and punctuation, Spelling, Listening and talking, and Writing. These lessons follow the order of the corresponding Pupil Book.

The aim of these lesson plans is to engage pupils in their learning and develop key literacy skills, while promoting a love of reading and writing. To that end, suggestions for appropriate **play-based learning activities** have been included throughout the lesson plans.

Tasks that are appropriate for **differentiation** have been flagged throughout. Additional support for struggling pupils is signposted by this icon 🚀. Some extension tasks have been included and signposted by this icon ⭐. Advanced pupils can undertake these tasks to deepen their understanding.

Each lesson is structured in five sections:

- **Time to get started (anchor task to hook pupils in).** A situation given to the whole class that hooks the pupils' interest and gives them a purpose for learning. Pupils should be allowed time to explore and reflect before feeding back their findings, ideas and thoughts to the class, peer groups or teacher.
- **Time to learn (main modelling by class teacher).** This is the main modelling part of the lesson where pupils are taught the skill, guided by the shared understanding shown at the start of the lesson.
- **Time to practise (practice guided by the teacher with pupils working in pairs).** Pupils work in pairs to perform deliberate practice based on the lesson modelled by the teacher.
- **Time to reflect (reflection/revisit success criteria).** Pupils reflect on the learning so far and identify the main success criteria for the lesson, including non-cognitive attributes.
- **Time to work on our own (independent work).** Pupils work independently to practise the skill modelled with an increasing number of more difficult scenarios.
- **To end the lesson (overlearning).** In some cases, usually with more challenging content, opportunities for overlearning have been referenced. This allows for additional content to be delivered, ensuring a deeper understanding.

Copyright: sample material

Chapter 0: Consolidation

Topic overview: Skills and ideas from Book 2A (pages 8–16)
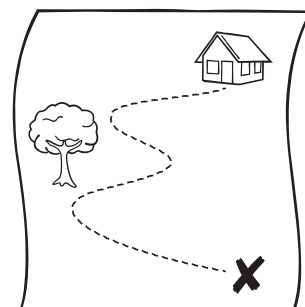
Curriculum map

The skills and purposes in this chapter

Purpose to write

- entertain (alternative ending).
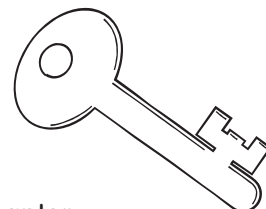
Grammar and punctuation

- the main word classes
- how words function in a sentence
- question words
- question tags.

Big ideas

The key concepts for this chapter

- Pupils recount the skills needed to be a writer.
- Pupils have the opportunity to write a range of different sentence types.
- Previously taught punctuation will be reviewed and consolidated in this chapter.

Potential misconceptions

The barriers to learning

- After a break from school, teachers often identify that many pupils need additional support with basic skills. Previously taught sentence structure and punctuation needs to be reviewed and consolidated.
- Some pupils may need support to develop stamina when writing. Modelled and shared writing opportunities will provide exemplar writing experiences for pupils to refer to.
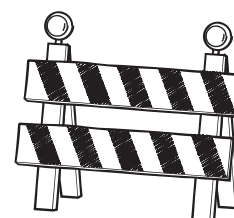
Copyright: sample material

Writing: Writing an alternative ending

📖 **This lesson covers page 16 of** *TeeJay Literacy and English CfE Second Level Pupil Book 2B*.

Time to get started

Share Activity 1 Writing to entertain with the pupils.

Read the task, purpose and audience information and ask pupils to explain to their partner what the task is asking them to do.

Ask pupils to share their ideas and ensure that they have understood the task.

Read out or display the class list of traditional tales generated in the Reading section and ask pupils for additional ideas.

Time to learn

What makes a good writer?

Share these criteria for the activity with pupils:

- All sentences are grammatically accurate and punctuated correctly.
- The alternative ending fits with the original traditional tale.
- Multi-clause sentences are used with a range of conjunctions.

Allow pupils time to discuss their ideas with a partner first.

Lead a shared or guided session where pupils can contribute with ideas.

Time to practise

Pupils may benefit from some drama activities to explore alternative endings for traditional tales.

After acting out some different endings, pupils can discuss which ending they prefer.
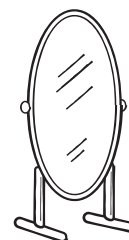
Time to reflect

Give pupils time to write their alternative ending.

Pupils could read their ending to a peer for feedback.

They could type their endings to be displayed (or shared by digital means) for the wider school community to enjoy.

Copyright: sample material

1 Narrative

Topic overview: Traditional tale (pages 17–35)
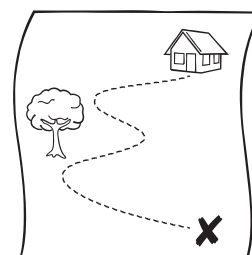
Curriculum map

The skills and purposes in this chapter

Purposes to write

- entertain (traditional tale)
- inform (speech)
- report (leaflet).

Grammar and punctuation

- paragraphs and sections
- punctuating direct speech
- dialogue to convey character and/or move the action on.

Big ideas

The key concepts for this chapter

- Pupils develop a deeper understanding of cohesive devices.
- Pupils use direct speech meaningfully and purposefully.
- Pupils write for a range of purposes and audiences in this chapter.
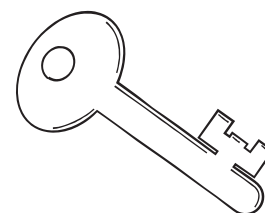
Potential misconceptions

The barriers to learning

- When writing dialogue, some pupils struggle with the internal punctuation within the inverted commas.
- Many pupils can punctuate and use direct speech within their writing. However, their dialogue may not convey character or move the action on.
- The writing tasks in this chapter will provide opportunities for pupils to write for different audiences and using different levels of formality. Many pupils struggle with this and may need more support.
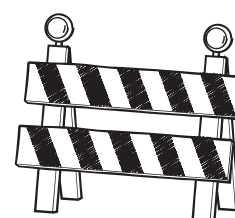
Core vocabulary				
ancient	ebbed and flowed	savage	exhilaration	assuring
barring the doors	prayers and entreaties	embraced	supernatural powers	

Revisit, review, revise

Activities to consolidate learning

These pages can be used as an assessment tool to support teacher assessment judgements. The activities have been organised so that each main skill has an exercise to consolidate it.

Building blocks: Some pupils might benefit from having activities or tasks prepared in advance, such as starter sentences.

Reading

📖 **This lesson covers pages 17–24 of** *TeeJay Literacy and English CfE Second Level Pupil Book 2B*.

Time to get started

Share the Overview with the pupils and focus on the first paragraph.

What is this story about?

🚀 **Building blocks:** Some pupils may need a copy of the Overview to be displayed so that they can refer to it in their explanations.

Collect responses and ensure that the pupils understand that this story is a traditional tale.

Time to learn

What do you know about traditional tales?

What traditional tales do you already know?

What are the features of a traditional tale?

Discuss the questions above with the class. You may need to share some animations of traditional tales or read some treasuries. Depending on the curriculum, some pupils may have some knowledge of Roman and/or Greek traditional tales that they can recount.

Display the core vocabulary for this chapter.

Are there any words that you are unfamiliar with?

Which words can you define and explain?

Give pupils time in small groups or pairs to read the vocabulary and work through the questions.

Bring pupils back together and share definitions for all of the core vocabulary words. Ensure pupils understand that when they read the text, they will meet all of these words.

🚀 **Building blocks:** Some pupils may benefit from this activity being a shared one and adult-led. Some definitions could be prepared for pupils to try to match.

⭐ **Stretch:** Some pupils could be challenged to use some of the vocabulary in a sentence correctly and appropriately.

Time to practise

Share the text *Storm Girl* with the pupils. The text may be read to the class as they follow. Some pupils may benefit from some paired reading (in pairs, pupils take turns to read a line or section each) or echo reading (teacher reads a section and then pupils repeat, reading the same section).

After reading the text, allow some discussion time where pupils thrash out what happened in the story. Encourage them to use the language of characters and plot to support their discussion.

Focus pupils on the Let's try this! activity. Explain that you are going to give them time to read the extract one more time but that they will then need to close their books and try to remember what happens in the story. Put pupils in small groups and ask them to work together to act out the main events of the story. Make sure pupils understand that they will need to perform their version to another group and that they will have to do so within a time limit. This will support pupils to be selective of the main events only.

After performing/witnessing another group's performance, encourage pupils to reflect:

Did you/they cover all the main events?

Did you/they miss anything?

Ask pupils to keep their answers to these questions to themselves at this stage but bear them in mind as they work through the next activity.

Share Activity 1 What is most important? with the pupils. Read the prompt and provide pupils with time to write down the eight most important events/points.

Choose pupils to share their lists. Highlight how some of the events/points are similar and some are different. Discuss the fact that what is important to one reader is not always important to another.

Time to reflect

Introduce the Questions section. Explain that there are five questions to work through here.

Recap the skills involved when we read for meaning:

- retrieve basic information
- infer from the text
- dissect and evaluate the author's choice of vocabulary
- explain our view by using evidence from the text.
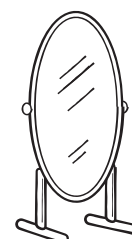
Remind pupils that when a question uses the language 'according to the text', we must find the answer in the text.

🚀 **Building blocks:** Some pupils may benefit from working through each question as a group with adult support.

⭐ **Stretch:** Challenge some pupils to work independently through the five questions and then share answers with a peer.

Bring pupils back together to share responses. Model how to work through questions where there have been misconceptions.

Time to work on our own

Share Activity 2 Focusing on *Storm Girl* and invite pupils to discuss the first question:

Why is this traditional tale called **Storm Girl***?*

Give pupils time to work in pairs to respond.

Then, introduce the second question and explain that they are going to look for evidence.

Encourage pupils to structure their notes. Some pupils may copy the table below into their jotter:
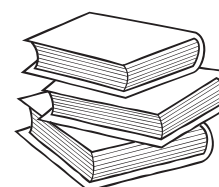
Evidence from the text	How this supports the title of *Storm Girl*

Model how to find evidence and then explain how this evidence supports the justification for the title *Storm Girl.*

🚀 **Building blocks:** Use the first column of the table to support and scaffold this activity for those who need it.

Grammar and punctuation: Multi-clause sentences and adverbials

This lesson covers pages 41–43 of *TeeJay Literacy and English CfE Second Level Pupil Book 2B*.

Time to get started

What is a multi-clause sentence?

Depending on pupils' previous knowledge, a recap of what phrase and clause mean may be necessary here:

- Phrases do not include verbs. For example, 'small, red car', 'by the window' and 'the other day' are phrases.
- Clauses do include a verb.
- A main clause makes sense by itself. For example, 'I went to the park' or 'They ran home' are main clauses.
- A subordinate clause does not make sense by itself. For example, 'because he was late', 'when he arrived' and 'if you have a bag' are subordinate clauses.

Why do you use multi-clause sentences in your writing?

Ensure that pupils understand that we use multi-clause sentences to:

- interest and engage our readers
- have an impact on the reader
- add description, detail and precision
- vary the sentence length
- add justification.

Ensure that pupils do not think it is to get a better mark or grade!

Time to learn

Display the example from Book 2B and explain the different ways that we can use 'and'.

Ask pupils to create some sentences using 'and'.

Scribe some on the board and discuss how 'and' has been used.

Time to practise

Share Activity 1 Writing multi-clause sentences with the pupils and discuss how subordinating conjunctions can be used.

Challenge pupils to write six sentences about Muzoon using different conjunctions.

Monitor the pupils and choose some examples to share with the rest of the class.

Copyright: sample material

Time to reflect

Share Activity 2 Using adverbials with the pupils and read the Overview.

Explain to the pupils that they are going to practise using a range of different adverbials, but first they need to be confident about what each one means and how it is used. Focus on the Example box and read out the examples from the grid:

- occasionally
- last week
- in 2020
- as quick as a flash
- in the distance
- by the gate
- secondly
- initially
- yesterday
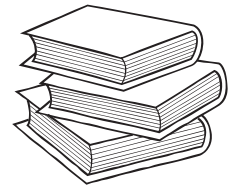- carefully.
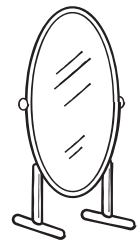
Are these adverbials telling you about how, where or when something happened?

Give pupils time to discuss each adverbial with a partner or small group.

Time to work on our own

Once pupils are confident with their understanding of adverbials, explain the task to write five sentences about themselves using a different adverbial each time.

Copyright: sample material

Spelling: Suffixes and apostrophes

📖 **This lesson covers pages 59–61 of** *TeeJay Literacy and English CfE Second Level Pupil Book 2B.*

Time to get started

Read these aloud: *-cial and -tial.*

What is similar and what is different?

Encourage pupils to discuss the difference in spelling and the similarity in sound.

Display the words 'social' and 'potential' for pupils to read.

Repeat the question for these full word examples:

What is similar and what is different?

Encourage pupils to really discuss how both words sound similar but their spellings are different.

Explain that the -cial suffix usually follows a vowel and the -tial suffix usually follows a consonant. Highlight that there are exceptions to this rule.

Time to learn

Focus on the Overview and tell pupils it is there as a reminder for them. Emphasise again that it is helpful to keep rules in mind but not to forget that they might need to use different spelling strategies to deal with exceptions.

Share Activity 1 Using suffixes -cial and -tial and explain that pupils will identify the correct spelling of the word to write in their jotters.

Bring pupils back together to mark this activity as a class.

⭐ **Stretch:** Some pupils could use the words within sentences and write them in their jotters. Pupils could also give definitions for these words.

Time to practise

What does the apostrophe for possession do?

How is it used?

Give pupils time to discuss what possession means and how the apostrophe is used.

🚀 **Building blocks:** Some pupils will benefit from a pre-prepared active learning opportunity at this point. Introduce the Let's try this! activity and point out that there are different words and/or sentences on display around the room. Put pupils into pairs and give each pair a stack of sticky notes with an apostrophe. Set a time limit and tell pupils to move around the room, sticking the missing apostrophes where needed.

Make sure the words and sentences cover a range of different examples of singular and plural possession. (Depending on your assessment of the experience and ability of pupils, it may be advisable to exclude ambiguous examples such as 'the boys bags' until the next stage. Alternatively, you might wish to include some ambiguous options here to spark pupils' awareness of this.)

⭐ **Stretch:** Challenge some pupils to write an explanation of how to use the apostrophe for possession for a younger child.

Time to reflect

Display a table on a shared board:

Singular possession	Plural possession

Remind pupils that they can think about the sentences used in the Let's try this! activity to help them. Discuss what each column heading means:

- Singular possession – one person, animal, noun etc. owns one or more things.
- Plural possession – more than one person, animal, noun etc. owns one or more things.

Ask pupils to suggest examples to write in each column.

Explain that when we hear 'the boy's/boys' bags' we do not know if it is a singular boy with many bags or multiple boys with bags. It is unclear and ambiguous until we see the written version. Make this clear by scribing:

- 'the boy's bags' – singular boy with many bags
- 'the boys' bags' – multiple boys with bags.

Continue with more examples to consolidate how the apostrophe for possession is used.
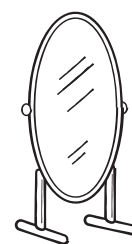
Time to work on our own

Share Activity 2 Apostrophe for possession and explain that pupils first need to identify the words that need an apostrophe for possession. They must then write the relevant words in their jotter, placing the apostrophe correctly.

Pupils can complete this independently and feed back at the end of the session.

Highlight that sentences 1 and 4 can show singular or plural possession and discuss the possible answers.
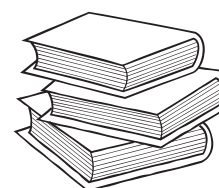
Copyright: sample material

Listening and talking: Retelling the story from a different perspective and talking about advertising

This lesson covers pages 123–124 of *TeeJay Literacy and English CfE Second Level Pupil Book 2B.*

Time to get started

What would the poem sound like if you replaced some of the characters?

Explain to the pupils that they are going to play with the idea of changing the perspective and the characters in the poem, while keeping the structure the same.

Time to learn

Introduce Activity 1 Changing things up. Ask the pupils to swap the giantess for a child and the girls for a group of giants!

Organise the class into small groups and allocate each group a different verse to work on. Tell pupils they should copy out their verse but take out the parts that relate to the girls and giantess, and replace these with references to a child and giants. Let them know that they could all use 'one' instead of different numbers.

Encourage pupils to jot down ideas for their verse before drafting a final version.

Time to practise

Introduce the Let's try this! activity and explain to the pupils you would like them to practise their verse with their group.

First, all of the pupils in the group should practise saying the verse together. Then, each group can present their verse to the class.

Explain to the pupils they are aiming to:

● speak clearly

● use expression

● project their voices without shouting.

Finally, put all the verses together and present it as a class poem.

Time to reflect

This poem could be further rehearsed and then presented to another class or parents/carers as part of an assembly.

An additional performance would present a further opportunity for pupils to practise performance and presentation skills and work on projecting their voices. There may also be an opportunity to integrate digital technology into rehearsal and performance.
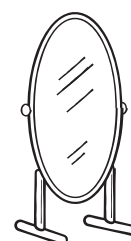
Time to work on our own

Share Activity 2 Advertising. Ask pupils to imagine that the giantess is going to advertise for staff.

Where could the giantess advertise for help?

What sort of advertising do you think would be most effective?

Ask pupils to jot down ideas first before discussing with a partner.

Writing: Writing a letter, a speech and a discussion piece

📖 **This lesson covers pages 145–149 of** *TeeJay Literacy and English CfE Second Level Pupil Book 2B*.

Time to get started

Share Activity 1 Writing to recount and share the task, audience and purpose information. Explain to the pupils that in this task they will be writing a recount in role as Macbeth. This recount will take the form of a letter to his wife, Lady Macbeth.

Start by recapping/eliciting the features of a recount/letter:

- address
- date
- greeting
- opening sentence
- recount events in chronological order using adverbials
- write in the first person and past tense
- informal as Macbeth is writing to his wife
- closing sentence
- sign off.

Time to learn

After discussing the features and structure of a letter, invite pupils to consider what information and events they would like to cover within it:

What events will Macbeth (you) be recounting in this letter?

Elicit and share ideas, such as:

- winning the battle for Scotland
- the experience with the three witches (prophesy that he will be king)
- his belief that he will be king
- his experience with King Duncan at the palace.

Remind pupils that:

- They need to recount events in chronological order and use adverbials of time.
- They should think carefully about their tone: they are a husband writing to his wife.

🚀 **Building blocks:** Before starting to write, some pupils may benefit from a more detailed recap/some modelled examples of adverbials of time, first person and past tense.

Give pupils time to plan and write their letters. Remind pupils to proofread and edit their own writing before finalising their draft.

🚀 **Building blocks:** Some pupils may need the events printed out and a word bank of adverbials so that they can keep track of the order.

⭐ **Stretch:** Some pupils may wish to read their letters aloud, with intonation and expression.

Copyright: sample material

Time to practise

Share Activity 2 Writing to persuade. Explain to the pupils that they have already been imaginative and creative in Activity 1 and they will continue to be so here.

Read the task, purpose and audience grid so that pupils understand what they are doing.

Highlight that the audience is King Duncan so the writing will need a formal tone. Point out that although pupils will be writing as they create the speech, the speech itself is *spoken*:

What are the differences between written work and spoken work?

What are the differences between formal and informal speech?

Spend time exploring these questions, and make sure pupils understand that this is a formal speech, so there should be no contractions or slang.

Give pupils time to work through the bulleted questions.

Remind pupils that although they are again writing in role as Macbeth, the purpose and audience are very different to those in Activity 1.

Give pupils time to plan and write their speech.

Invite some pupils to read their persuasive speeches aloud:

How persuasive can you be?

Time to reflect

Introduce Activity 3 Writing to discuss and share the task, purpose and audience information with pupils. Explain that as we are writing a discussion piece in the form of a debate, we will first need to research the topic.

Provide the pupils with the appropriate tools to choose from – online and hard copies.

At this stage, pupils should be able to take ownership of their own research and choose where they can source their content (from a selected number of tools).

Recap how to take notes efficiently with pupils. It may be necessary to model both effective and less effective examples of note-taking.
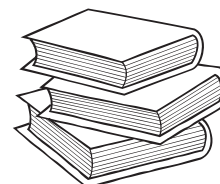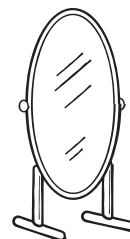
🚀 **Building blocks:** Some pupils may not be ready for this level of independence and can be supported at this stage with their research.

Time to work on our own

Once pupils have gathered sufficient research, invite them to decide which side of the debate they would like to be on. Advise them to reflect on what they have learned from their research and go with the side that rings most true to them personally.

Allow pupils to work together with their classmates to create their discussion piece of writing.

⭐ **Stretch:** To make the experience authentic, hold a real debate where pupils can discuss their points in a more formal style. Perhaps watch some examples of debates first to allow the pupils to familiarise themselves with the process.

Copyright: sample material

Glossary

Term	Guidance
active voice	An active **verb** has its usual pattern of **subject** and **object** (in contrast with the **passive**).
adjective	The surest way to identify adjectives is by the ways they can be used: ● before a noun, to make the noun's meaning more specific (i.e. to **modify** the noun), or ● after the verb *be*, as its **complement**. Adjectives cannot be modified by other adjectives. This distinguishes them from **nouns**, which can be. Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because **verbs**, **nouns** and **adverbs** can do the same thing.
adverb	The surest way to identify adverbs is by the ways they can be used: they can **modify** a **verb**, an **adjective**, another adverb or even a whole clause. Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as **adverbials**, such as **preposition phrases**, **noun phrases** and **subordinate clauses**.
adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, **adverbs** can be used as adverbials, but many other types of words and phrases can be used this way, including **preposition phrases** and **subordinate clauses**.
antonym	Two words are antonyms if their meanings are opposites.
apostrophe	Apostrophes have two completely different uses: ● showing the place of missing letters (e.g. *I'm* for *I am*) ● marking **possessives** (e.g. *Hannah's mother*).
article	The articles *the* (definite) and *a* or *an* (indefinite) are the most common type of **determiner**.
auxiliary verb	The auxiliary **verbs** are: *be, have, do* and the **modal verbs**. They can be used to make questions and negative statements. In addition: ● *be* is used in the **progressive** and **passive** ● *have* is used in the **perfect** ● *do* is used to form questions and negative statements if no other auxiliary verb is present.

Copyright: sample material

Coverage grids

LISTENING AND TALKING	OBJECTIVES	BENCHMARK
ENJOYMENT AND CHOICE I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a/LIT 2-01a	● I can discuss a variety of spoken texts and am developing skills to explain why I like them. ● I can give my opinion about a text with support. ● I can recommend a text and give reasons for the recommendation. ● I can choose a text that matches a specific purpose. ● I can select a text to support my learning and explain how it does.	● Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences.
TOOLS FOR LISTENING AND TALKING When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. ENG 2-03a	● I can share my ideas with the class. ● I can listen to others and show respect for different viewpoints through my words and actions. ● I can respond appropriately to what others say and I can build on the contributions of others. ● I can take turns when in a conversation/group situation sometimes with support. ● I can respond to different audiences and am developing techniques to engage these audiences. ● I can ask and answer questions with confidence. ● I understand that we can communicate using non-verbal techniques. ● I show an awareness for my audience by using various techniques.	● Contributes a number of relevant ideas, information and opinions when engaging with others. ● Shows respect for the views of others and offers own viewpoint. ● Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. ● Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. ● Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.

Copyright: sample material