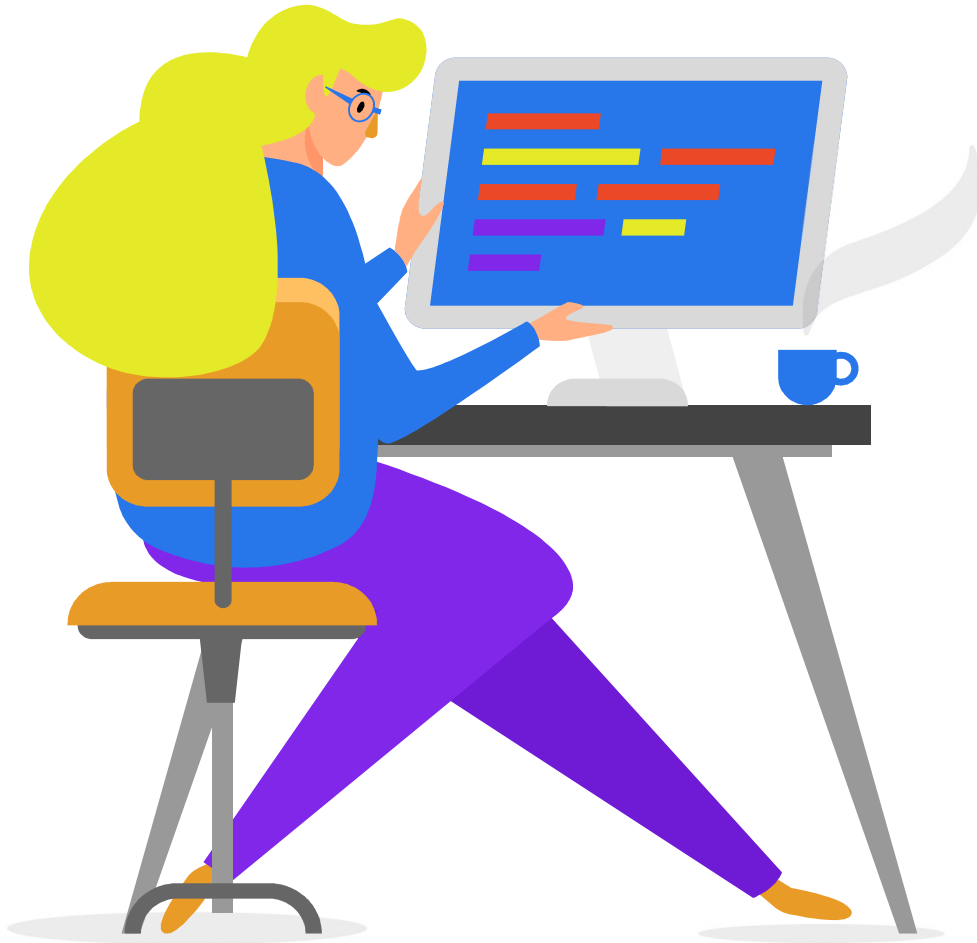




Language for Impact

*Man, your words hit hard...
That's what impact means, right?*

Learning Objectives

01

Demonstrate understanding of how a writer's style can impact how meaning is represented in a text

Let's be real

- Language for Impact questions are hard.
- Students normally lose marks at this question. **Why?**
- Two reasons: Don't know how to answer the question + Don't understand the language used in the question

Quick recap to Fairfield again...

4 From paragraph 2, 'Sheldon was horribly afraid of any sickness overpowering him and leaving him at their mercy, as he envisioned these men taking charge of the plantation, looting the stores, and burning the buildings. No, boldness will prevail!' (lines 11-13).

Explain how the writer creates a contrast between these two sentences.

- Many students merely explained **what** the contrast is, but not **how** the writer created the contrast.
- A lot of answers stating "Sheldon was fearful in the first sentence but brave in the second sentence"
- Model answer: First sentence: **Long, descriptive sentence** focusing on extreme fear
Second sentence: **Abrupt, shorter, exclaimed sentence** focusing on bravery

MOE English Language Syllabus 2020

- There could be an infinite amount of possibilities about what the question is testing – how do we know what to identify?

Elements of Style in a Variety of Texts	
•	Demonstrate understanding of how a writer's style can impact how meaning is represented or interpreted to enhance the appeal of a text or its organisational structure, e.g., ³
	◦ choice of words (e.g., use of emotive words in commercials or advertisements or technical words in science reports)
	◦ writing techniques (e.g., use of quotes, cynicism, wit, symbols, images)
	◦ use of literary techniques (e.g., ambiguity, antithesis)
	◦ use of sentence types (e.g., short or long, simple or complex) and paragraphs

Reading and Viewing Skills (MOE, 2020, p. 45)

- MOE will **not test you** beyond what is stated above- but even then, the list is non-exhaustive.

Before we watch...

- What is the purpose of the text creator/speaker? (For a speech, why is the speaker saying all this?)
- Imagine yourself watching this. How would you feel? (Use your five senses)
- What is impactful about the text? (Find something in the text that really brings out its meaning)
- Why is this impactful? (What effect does it create?)

Let's take a look at one example



Some questions to guide our discussions

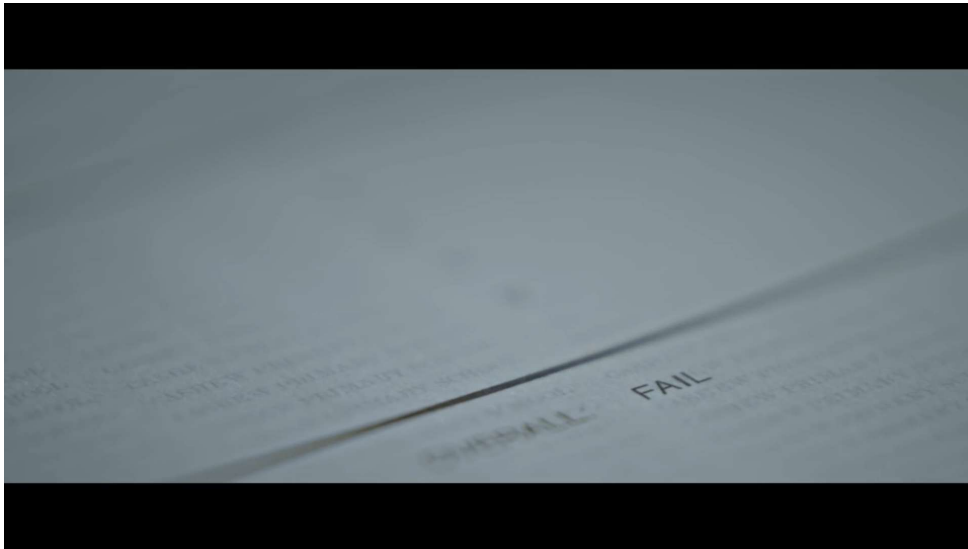
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Choice of Words example



- Text creator creates a contrast between the two portions of the video using various devices
- One way centres around the repetition of the word **Why** – used in differing tones.
- “Why can’t I be like everyone else” vs. “Why can’t we change the way we power the world?”

Let's break the text down a bit more



- Another contrast – the motif of “failure” represented in different ways.
- Do you notice where the line is drawn?
- In a video, there are also other considerations (lighting, music) – **not relevant for GCE O Levels**

Activity Time

- Get into your debate groups. You will be given 15 minutes to analyse a sample text.
- Please put your **group members' names in the padlet post.**
- Take some time to individually read the texts **before discussing.**
- Please refer to the first column of the padlet and answer the questions accordingly (label your responses)
- **Don't be afraid of getting it wrong – this is a lesson to expose you to how language creates an impact.**

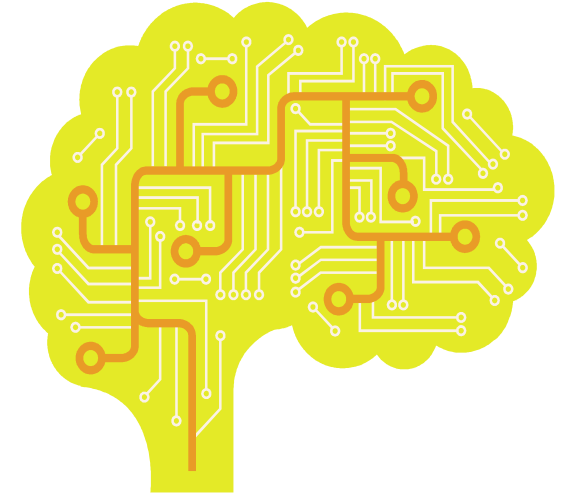
Figurative Language (Imagery)

- The key to understanding a figurative language example lies between two words – **denotation** and **connotation**
- **Denotation** – what did the writer/speaker actually say
- **Connotation** – what did the writer/speaker **actually mean**.

Figurative Language (Imagery)



Are they actually in hell?



What he actually said

We're in hell right now

What he actually meant

**We're in a world of
pain/trouble right now**

Literary Devices

- Repetition (Malala speech, Martin Luther King Jr. etc)
- Symbolism (Coke vs. Pepsi Can)
- And many more...

Sentence Length

This sentence has five words. Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety.

Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals—sounds that say listen to this, it is important.

Going back to the purpose of the lesson.

- Answering an **Explain how the writer creates a contrast question**

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- You will need to expose yourself to a variety of reading materials to know which **techniques** are being used in your comprehension open-ended.
- In fact, many a times you may realise there is more than one technique being used at one time

That's all Folks!