

<u>Teacher:</u>	Mrs. Aurine
<u>Class and Section:</u>	YEAR 10A/E
<u>Subject:</u>	English Language (GCSE 9-1)
<u>Week 4:</u>	20 th to 24 th September 2020
No. of Sessions:	5 sessions (Zoom = 4; Asynchronous = 1)
<u>Students' Access to Work:</u>	Work sent to students through Google Classroom
<u>Topic:</u>	21st Century Non-fiction

RESOURCES:

3.1 Text 2 (or page 38 of the Anthology)- Love is not all you need in a marriage

Edexcel GCSE English Language coverage:

2.1.1: read and understand a range of non-fiction texts, including whole texts and unseen texts

2.1.2: critical reading and comprehension

2.1.3: summary and synthesis

2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features

2.2.2: write for impact

GCSE Assessment Objectives: AO1, AO2, AO5

ACTIVITY
<p>13th – 17th September 2020</p> <p><i>Zoom Session 1 and 2</i></p> <p><u>Lesson Objectives</u></p> <ul style="list-style-type: none"> • Identify key points in an article • Identify how key points in an article are selected and sequenced to express a personal point of view • Identify how the selection and sequence of key points clarify the writer's opinion • Analyse how the writer balances references to personal experience with more general, universal comments. • Evaluate how effectively writers select and sequence points to make opinions clear and convincing <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • I can identify and retrieve a range of key and supporting points in a text • I can summarise text effectively, selecting appropriate and relevant information and detail. • I can make inferences from a range of evidence found in text • I can understand how writers select and sequence points to make opinions clear and convincing. • I can respond to a writer's intention and viewpoint.

- I can respond to a writer's key structural or organisational choices for effect

Learning Outcome:

- ✓ Students will be able to develop a critical response to a text through discussion by considering the text's features and their effects.
- ✓ Students will be able to analyse writer's intention and viewpoint.

Introduction:

Display the Introduction presentation, which shows the title of a Beatles song: 'All you need is love'. Encourage students to predict the topic of the article.

Task-1

Read 3.1 Text 2 (or page 38 of the Anthology)- Love is not all you need in a marriage

Task-2

Reading for meaning

1. The article is written in the first person and mostly uses the present tense (e.g. 'I doubt there are'; 'both of us have') because Tim Lott is writing from his own point of view. Using a copy of the text, highlight two places where he directly mentions his personal experience of marriage and explain why do you think writer has included this?
2. In which paragraphs do the linking words come at the end rather than at the start of the paragraph? Highlight these in the text.
3. Which are the two shortest paragraphs? Highlight these in the text. Can you suggest why these paragraphs are very short?
4. Highlight a sentence from the last paragraph that you think would work well as a separate paragraph. Add a note to the text to explain why.
5. Look again at the first sentence in the text. What is the impact of putting 'happy marriages' in inverted commas?
6. Explain how the title of the article and the last paragraph are connected. Think about both the ideas and the language used.

Thinking question/Think, Pair, Share:

- The editor of *The Guardian* thinks the article is too long and needs to reduce it by about one-third. Which points will you keep and which will you get rid of?
- The editor of *The Guardian* thinks the article gives a very negative view of marriage. How could you change the structure and sequence of points to create a more positive and optimistic view?
- The editor of *The Guardian* thinks the 'three keys' to marriage should be stated earlier in the article. How could you change the order of points to do this?

Homework: Gather ideas for your writing:

Writing task

'Divorce doesn't just happen to a couple, it also happens to their children.'
If their relationship has failed, what should parents do that is best for their children to stay together or separate? Write an open letter to parents, expressing your personal views.

Plenary

How and why does Tim Lott mix personal opinion and experience with more general and universal points about Marriage?

Zoom Session 3 and 4

Learning Objectives:

- Gather and shape a range of relevant ideas before writing.

- To select and maintain an appropriate register in writing.
- To select and use appropriate linguistic conventions for a range of purposes and audiences.
- Make deliberate choices of sentence length for effect.
- Structure paragraphs to organise content effectively.

Success Criteria:

I can organise my ideas with more awareness of the reader and their likely response.

I can use a range of cohesive devices to link paragraphs.

I can understand how to review and revise text structure for clarity and emphasis during and after writing.

Learning Outcome:

Students will be able to gather ideas and sequences in logical and coherent progression to support the reader and shape appropriate to form purpose and audience.

Writing task

‘Divorce doesn’t just happen to a couple, it also happens to their children.’
 If their relationship has failed, what should parents do that is best for their children – stay together or separate? Write an open letter to parents, expressing your personal view.

Take brief feedback with the aim of generating possible content for the writing task, for example by displaying students’ ideas in the form of topic sentences

Steps to guide students:

1. Understand the form your writing will take

An ‘open letter’ is for a wide public audience, not just one person. Open letters are published in newspapers and blogs and are often intended to provoke a debate about an important issue. Start your open letter ‘Dear Parents’ and end with ‘Yours sincerely’ and your name.

2. Choose your focus and intention

What do you want to say in your letter?

Who is your audience?

What impact do you want your letter to have?

3. Gather your ideas

Note down all the different points you could make in your letter. Choose the four or five most important ones.

4. Sequence your ideas

Put your ideas in the best order. Remember: there are no fixed rules for this, so decide an order that you think will put across your points clearly and convincingly.

5. Review your design

You are writing an open letter for a wide audience of parents. Have you made the points you want to make?

Try to put yourself in their shoes: how will they respond to your ideas?

If you can, try out a draft of your letter on one of your own parents, someone else in your family or an older person you know well, to see what needs changing.

6. While you write, consider your choice of tense, viewpoint and register

Your open letter will include your personal point of view and refer to personal experience but is intended for a public adult audience, so it needs to be written formally.

7. While you write, think about your language choices

- Have you made your personal opinion clear by using a range of phrases to refer to your own views and experience? e.g. 'I strongly believe that...' 'I doubt...' 'I suspect...'
'My own experience shows...' 'My friends all agree that...'
- Have you balanced personal opinion and experience with more general comments? e.g. by using abstract nouns: 'marriage needs determination and tolerance'
'family breakdown can have a damaging impact on young people's self-esteem'

Plenary: During and after writing, you need to review the design of your text. **(Self evaluation)**

1. Review your ideas
 - Is your writing focused on the task?
 - Does your writing achieve what you wanted it to achieve?
2. Review the structure of your text
 - Are the points in your letter in the best order?
 - Could you add emphasis to any ideas by changing the order?
 - Could you add emphasis to any ideas by changing the length of paragraphs?
 - Are your ideas linked fluently so they are easy to follow?
3. Review tense, viewpoint and register
 - Does your choice of tense, viewpoint and register help to create the impact you want?
 - Are your choices consistent throughout your writing?
4. Review your design
 - How do you want the reader to respond to your ideas?
 - Are the decisions you have made going to help to achieve that response?

Asynchronous Session: Lesson 5

Learning Objectives:

- To check the students reading comprehension
- To make students think about the ideas presented by the writer
- To encourage critical and logical thinking

Success Criteria:

- ✓ Students will be able to answer the question to review the language and structural features
- ✓ Students will be able to analyse the use of language and structure to create an effect.
- ✓ Students will be able to analyse the writer's intention.

Learning Outcome:

Students will answer questions to demonstrate their knowledge and understanding of the main ideas and the use of language and structural features to express point of view.

Class work:

Analyse how the writer of 'Love is not all you need in a marriage' uses his personal opinions and experiences to engage readers. Support your views with detailed reference to the text.(15 Marks)