

<u>Teacher:</u>	Mrs. Aurine
<u>Class and Section:</u>	YEAR 10A/E
<u>Subject:</u>	English Language (GCSE 9-1)
<u>Week 10 and 11:</u>	31 st January to 4 th February 2021
<u>No. of Sessions:</u>	4 sessions (Zoom = 4; Asynchronous = 1)
<u>Students' Access to Work:</u>	Work sent to students through Class Group Gmail/ Google Classroom
<u>Topic:</u>	Transactional Writing
<u>RESOURCES:</u>	Film review – writing to describe and comment -Review of <i>Gravity</i> - Written by film reviewer Robbie Collin
<i>Asynchronous Lesson</i>	<i>A Hero</i>

Edexcel GCSE English Language coverage:

- 2.1.1: read and understand a range of non-fiction texts
- 2.1.2: identify and interpret themes, ideas and information
- 2.1.4: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text
- 2.2.2: select, organise and emphasise facts, ideas and key points

GCSE Assessment Objectives:

AO1, AO2, AO5

ACTIVITY
<p>TERM-2 31st Jan to 4th Feb 2021 (Wk-1)</p> <p><u>Zoom Session 1 and 2</u> <u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Understand and use vocabulary related to movies and movie reviews. • Understand the concept of an extended metaphor and the simple comparison it represents <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> ✓ Students can identify and explore vocabulary related to movies and movie reviews ✓ Students can understand how extended metaphor is used to establish implied meaning <p><u>Learning Outcome:</u> Students will be able to understand the effect of an extended metaphor to establish implied meaning.</p> <p><u>Starter:</u> Show the trailer of the film Gravity - Official Main Trailer. -ask students to find out which film is that. -ask students if they have seen this film before.</p>

-get students to discuss the questions about the film. "Have you watched this film? What do you think about it? What do you know about this film? Did you like it?"

Task-1

-elicit the word 'review': "If I want to read some opinions of people who watched this film before watching it, what should I read?"

How do we call a report in a newspaper that gives an opinion about the film? (Review)

Individual activity:

Discuss the questions:

- Where do you usually read film reviews?
- What is the main purpose of a film review?
- Which of the items do you usually find in a film review

Whole class feedback on them.

Task-2

Using the [Hook presentation](#), display the word cloud and invite students to speculate about what is being described. Share discussion with students about space travel, its dangers and its thrills.

Task-3

Individual: Read [3.5 Text 1](#) (Review of *Gravity*) or page 46 of the **Anthology**.

Guided reading questions:

- (a) Using two different colours, highlight in one colour all the text from sentence 5 onwards (line 7) which tells the reader about the story, and highlight in another colour all the text from sentence 5 onwards which expresses Robbie Collin's opinion of the film. Be careful – sometimes one sentence has a section which tells the story and another section which expresses an opinion!

A film review will also refer to the skill of the director and may use technical language about making films.

- (b) Using a third colour, highlight all the text from sentence 5 onwards where Robbie Collin describes the director's skill or makes reference to the technical aspects of film-making.
1. In this film review, Robbie Collin's opening sentences do not tell us anything about the film, or about his opinion of it. Instead he begins with a description of an astronaut floating in space.

Watch an astronaut drifting through space for long enough and eventually you notice how much they look like a newborn baby. The oxygen helmet makes their head bigger, rounder and cuter; their hands grasp eagerly at whatever happens to be passing; their limbs are made fat and their movements simple by the spacesuit's cuddly bulk. They tumble head-over-heels like tripping toddlers or simply bob there in amniotic suspension. Even the lifeline that keeps them tethered to their ship has a pulsing, umbilical aspect.

- (a) Re-read the paragraph above. To what does Robbie Collin compare the astronaut floating in space?
- (b) Highlight all the descriptions which refer to babies or toddlers.

- (c) What do you think Robbie Collin is implying through these descriptions? What do they suggest about the astronaut?
- (d) Later in the review, Robbie Collin uses another description which picks up the idea of babyhood. Can you find it and why do you think he chooses to use it at this point in the review?

Plenary:

Whole class: Take feedback, ensuring all students understand the difference between narrative and opinion. Extend understanding by drawing out the comment on film-making and technical skills.

Zoom Session 3 and 4

Lesson Objectives

- To develop learners' ability and motivation to analyse movies
- To give practice of choosing and reviewing posters
- To develop learners' vocabulary of movie reviews
- To encourage students to join in a discussion

Success Criteria:

Students will revise some film review vocabulary through group discussions.
Students will write their own film review.

Learning Outcome:

Students will be able to write movie reviews of imaginary movies using pictures as movie posters.

Starter:

"If you are thinking about seeing a particular movie, would you consult a movie review for a recommendation? Why or why not?"

What types of useful information can a movie review offer you? List as many as you can."

After a few minutes, allow students to share their responses.

Survey the class to see how many students have consulted a movie review before and how helpful it was.

Then as a class, discuss the following questions:

How often do young people consult movie reviews before watching a movie?

What aspects about movie reviews make them a positive or negative influence on your decision to watch the movie?

Activity:1

Ask the class to think about the ingredients of a good movie and call out their ideas.

Group activity:-2/ Breakout rooms

Divide the students into six groups and tell them that they are going to look at some pictures which could be posters illustrating movies.

Give one picture on a blank piece of paper to each group and ask them to write, in the blank space around the picture, any words or expressions which they associate with the picture or the type of movie they think it could illustrate.

Tell them that they have three minutes to do this.

Activity: 3

Ask the students to share their pictures. Peers have a look at the pictures and vocabulary thinking about which ones they'd most like to see and which they'd least like to see.

Feedback as a class.

Group Activity: 4

Now ask the students to work in groups of **three**. **Each group works** with one copy of the pictures and two copies of the 'Movie review' chart.

Ask them to choose two of the pictures and write reviews of the movies they might illustrate by inventing details to complete the 'Movie review' charts. Encourage the students to be as imaginative or amusing as they like.

When they have finished, ask the students to read out their reviews without showing the corresponding pictures. The rest of the class should guess which picture they are referring to.

Plenary

Share their planning

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 his point of view.

Task-1 (RESOURCE = A Hero)

Re-read the extract and answer the following questions:

1. Swami's father drew his attention to a report in the newspaper. What was the report about?
2. What is disgraceful, according to Swami's father?
3. How did Swami react to his father's proposal to sleep alone?
4. What made Swami desperate?
5. Discuss how Swami felt being forced to sleep alone.
6. Discuss Swami's response to the movement in the darkness.