

Teacher: Mrs. Aurine

Class and Section: YEAR 10A/E

Subject: English Language (GCSE 9-1)

Week: 7th to 11th February 2021

No. of Sessions: 4 sessions
(Zoom = 4; Asynchronous = 1)

Students' Access to Work: Work sent to students through Class Group Gmail/ Google Classroom

Topic: **Transactional Writing**

RESOURCES: Book/Film review –

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 7th to 11th Feb 2021 (Wk-2)</p> <p><u>Zoom Session 1 and 2</u> <u>Learning Objectives:</u> To explore the ingredients of review writing. To understand how form and layout create impact.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> ▪ To be able to list the ingredients of review writing ▪ To be able to identify and comment on the ingredients of review writing ▪ To be able to construct a film review using the ingredients and effective form and layout <p><u>Learning Outcome:</u> Students will strengthen analytical thinking and writing skills through the study of film. Students will develop a language and understanding of the techniques used to construct meaning in film;</p> <p><u>Starter:</u> Discuss with a partner your favourite film. Make sure you explain WHY.</p>

Activity:

In pairs, you are going to identify the ingredients of a review.

- What language is used? Opinionated?
- Formal/Informal?
- Who is it aimed at?
- Does it engage you as a reader? Why?
- What does each paragraph discuss?

Provide a subtitle for each paragraph

Activity: Read and in groups, you will analyse a review by identifying and commenting on the ingredients

Step Brothers (2008)

Director: Adam McKay

Time Out rating ***

Movie review

Time Out London

Things to consider:

- Form/layout
- Language (formal/informal, excitement, emotive, imaginative?)

- Highlight particular words/phrases that stand out

- Paragraph topics
- What audience are they aiming at?

Step Brothers (2008)

Director: Adam McKay

Time Out rating ***

Movie review

Time Out London

Reuniting the 'Talladega Nights' team of director Adam McKay and stars Will Ferrell and John C Reilly, 'Step Brothers' takes a merciful step back from the tired sporting comedies that have recently become Ferrell's bread and butter and lunges into more heartfelt and deranged comic territory.

When their respective parents decide to get married, overgrown stay-at-home sons Brennan (Ferrell) and Dale (Reilly) develop an immediate sibling rivalry. But as the family unit is threatened, enmity turns to armistice and, finally, too embarrassingly over affectionate brotherly love.

Tightly scripted by Ferrell and McKay, the film lacks the improvisational spark that made 'Talladega' and 'Anchorman' so fresh. But it has energy to spare, a great line in bone-crunching slapstick and the easy charm of two comic leads at the peak of their game. An excellent supporting cast also pull their weight, notably Adam Scott as awesomely vile overachiever Derek and Kathryn Hahn as his desperate wife Alice, who walks away with the film's most disturbed, brilliant scene.

Some awkward shifts into gross out territory and there are moments when the prospect of watching two grown men act like spiteful adolescents for 90 minutes seems a big ask. But Ferrell is no Robin Williams and, even with a last-act shift into 'emotional' territory, the film never becomes overemotional. Despite some obvious flaws, 'Step Brothers' remains a hugely enjoyable, well-constructed slice of popular Saturday night entertainment, leaving Ferrell's position as the reigning king of US comedy secure for a while longer.

ACTIVITY

To write your own review based on a film trailer.

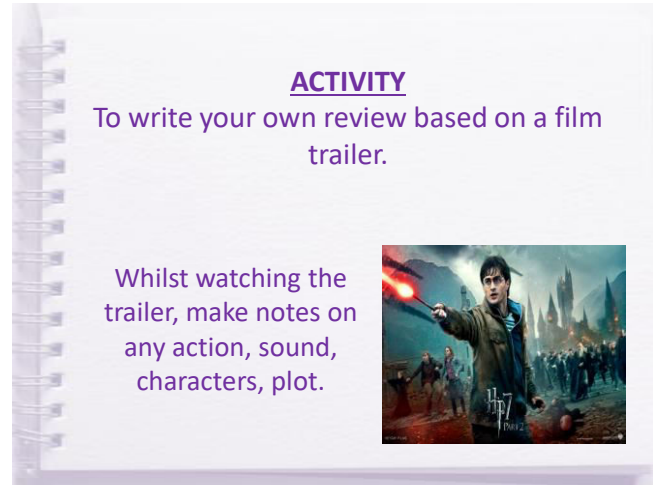
Whilst watching the trailer, make notes on any action, sound, characters, and plot.

Introduction: overview of who is in the film/what it's about sums up conclusion

Paragraph 2: **describes** the plot/action, **informing** the reader which actor plays which role.


Paragraph 3: **analyses** the film, talking about the director/actors, looking at **good things/bad** things.

Finally: **informs** the reader if it is recommend. Explains why... **justify your opinion**



ACTIVITY
To write your own review based on a film trailer.

Whilst watching the trailer, make notes on any action, sound, characters, plot.



Plenary:

Share your ideas

Zoom Session 3 and 4

Lesson Objectives

- To consider different audiences and purposes in writing
- To understand the STRUCTURE and PURPOSE of a review

Success Criteria:

- Students will learn to support the strong opinions they hold with solid evidence and to present their ideas in a way that interests an audience.
- Students will sharpen both their writing skills and their critical thinking skills, and they discover the power of their own words.

Learning Outcome:

Students know what they like, and they are usually more than happy to share their opinions. They will learn to write reviews on the movies, television shows, music, restaurants, and books they love-and hate! They then publish their reviews in a variety of formats to share with their peers.

Starter:

1. Ask students to make a quick list of recent movies and television shows, books they've read, CDs they've listened to, or restaurants where they've eaten.
2. Using this list, ask *why* they went to certain movies or restaurants, watched certain TV shows, bought certain CDs, or read certain books. Ask them to consider where they get their "recommendations" and why they listen to certain recommendations. Encourage stories of recommendations that resulted in both good and bad experiences.
3. Follow up on the comments they make by asking them to think about how written reviews in the newspaper, in magazines, or online differ (in style, audience, and influence) from word-of-mouth reviews. For example, what qualifications does a published reviewer have that a regular consumer might not? Or are there occasions when teens would see a movie despite what friends and reviewers have to say about it? Why?

4. Ask students to find two or three reviews that interest them, either online or from magazines or newspapers. Explain that the review might convince them to see/buy the product, or it may have just the opposite effect. Ask them which is the case for each of these reviews and why.
5. Using these reviews, help students to discover and list the important features of a review. You might begin by asking them what they notice about the reviews. What features or characteristics seem common among the different reviews, such as the kind of language used, the combination of opinion/assessment and evidence/examples, and so forth?
6. After they talk about what they notice, you might share with them the [Review Writing Tips](#) handout for an outline of these features.

Review Writing Tips

An important point to remember:

Reviews typically should include:

- ❖ the name of what is being reviewed
- ❖ clearly identify information (author and publisher, location of restaurant, where a film can be seen, etc.)
- ❖ a strong statement of the reviewer's overall opinion
- ❖ specific examples that support the reviewer's opinion
- ❖ a focus on material relevant to the particular subject of the review, such as quotations from a book; background material on an author, an actor, or a musician/musical group; comments on atmosphere and prices for a restaurant review
- ❖ clear organization through an introduction, body paragraph(s) and a conclusion
- ❖ a particular tone (use of humor, sarcasm, authority, etc.) and
- ❖ a specific writer's voice use of
- ❖ a rating system

Before writing, guide your students to consider the importance of audience.

Think back to the reviews they looked at earlier, and ask them to explain where they found the reviews.

Who do they think would be the likely reader for each of those sources, and how might the identity of the reader affect what a reviewer chooses to say about a topic?

Planning and writing a review: (Group activity)

- ✓ Ask students to begin planning to write their reviews. Remind them to include all the components of a review, to keep in mind the intended audience, and to use a lively, entertaining voice that will keep this audience interested. Encourage them to use prewriting activities such as listing or outlining the points they plan to make. They should be encouraged to keep in mind a review's focus on providing an opinion, but supporting it with specific examples and facts.
- ✓ Prompt to design a clever rating system, one that goes beyond the traditional 1 - 5 stars and one that has meaning for their subject.
- ✓ Have the students share the review with a friend, asking the peer to suggest revisions to strengthen the review and make it more entertaining. The writer should then make revisions and prepare a final polished review for publication!
- ✓ Together create a list of possible publishing opportunities. Some possibilities are
 - a group publication to share with each other and friends.
 - submission of reviews of events (movies, concerts, etc.) to the teen's school newspaper.
 - contributions to a blog related to the topic of the review.
 - a display of book reviews at a local library.
 - [Amazon.com](#), [iTunes](#), or [Internet Movie Database](#), as well as websites for many specific movies and television shows.

Plenary

Share their reviews and peer assess

Asynchronous Session: Lesson 5

Learning Objectives:

- Understand the difference between a documentary and a film review
- Understand that "truth" is a complex concept that is different from "accuracy"
- Engage in close reading of a media "text"

Success Criteria:

- Students can assess the credibility of sources
- Students will be able to deepen their understanding of film
- Strengthening students' media literacy analysis skills

Learning Outcome:

Students will strengthen analytical thinking and writing skills through the study of film.

Activity

Read Apollo 11 – An Eye-Opening Documentary and then answer the following question

According to the text, what made the documentary such an excellent film and why do people still take an interest in the moon landing?

Your summary should not be more than 120 words.

Apollo 11 – An Eye-Opening Documentary

The text is taken from a review of a documentary film called 'Apollo 11'.

The documentary Apollo 11 starts, as the famous mission did, in Cape Canaveral, Florida. Trucks ferry massive rocket props, machinery grinds as it would in any construction zone, the sky is a crystal blue. The scene is, in a word, vibrant – so startlingly alive that for the first few minutes, I wasn't sure if I was watching footage from 1969 or a Nasa promo shot from last year.

The 93-minute film is anchored by four pivotal moments in the Apollo 11 mission: lift-off, landing the Eagle lunar module on the moon, reconnecting Eagle with the Columbia spacecraft to return home, and re-entry into Earth's atmosphere. We already know the outcome of these risks, and yet the sequences are still mesmerizing. With a score that ranges from swelling orchestra to a single thump, thump, thump of a heartbeat, coupled with stitches of headset and Mission Control recordings, the movie's technical spacecraft scenes are less suspense baits than genuinely moving, hypnotic odes to teamwork.

The film's emotional power, however, comes not in the documentation of astronauts in space (though that is, of course, undeniably arresting, even half a century on), but in the absolutely incredible footage of the crowds who watched the launch from Earth.

Apollo 11 juxtaposes massive feats of scale – groundbreaking engineering, built with thousands of minds in cooperation – with mid-century modern ketchup packets and outdated bathing caps. The film allows you, without commentary, to make meaning of these contrasts.

While there are legitimate criticisms of America's space program, it's hard to argue with a film that defers so humbly to the primary source material. There's a deep pleasure, especially now, in immersive historical voyeurism, in the illusion that we can transcend the limitations of our own time

and understand another collective experience. And there's something deeply kind in letting the archives stand on their own, of giving the evidence we have of what happened in July 1969 the space to breathe. Perhaps it's that space – a record of people and incredulity and intense focus, without talking heads or hyperbole – that's the great humanizing force of Apollo 11.