# Non-Fiction Unit: 21st Century Texts Lesson Activity 1

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| **Activity title** | **POST – 16 RESIT ACTIVITY: Non-fiction for different audiences and purposes for Paper 1 – with a focus on 21st century texts as ‘way in’ to Paper 1 ‘reading challenge’.**  |
| **Instructions for teachers** | There are a series of reading tasks in this unit that are aimed at reviewing and further developing reading skills in preparation for Paper 1. This activity focuses on one text. Lesson Activity 3 has a second text and continues to build reading skills development for Paper 1 linked to text 1 in this activity. It is envisaged that these lessons will be early in the course, hence choice of two 21st century texts in the first instance before grasping the nettle of 19th century texts with resit students following on from these lessons. This is an attempt to provide a more accessible ‘way in’ for post-16 student cohort.In this lesson, there are close reading tasks, tasks aimed at showing learners the meaning and importance of structure (Q4) ‘*through doing’,* structuring their own responses and there also included are preparations for question 5/6.Overall, there are:1. **Reading opportunities** in preparation for learners to be able to:
* identify and interpret ideas and information from texts
* comment on writers’ choices of vocabulary, form and grammatical features, paying attention to detail
* explore the effects of writing for audiences and purposes
* summarise ideas and information from a single text and synthesise from more than one text
* draw inferences and justify points of view by referring closely to evidence from the text
* use a broad understanding of the text’s context to inform their reading
* use appropriate linguistic terminology to support their analysis.
1. **Writing opportunities** in preparation for learners to be able to:
* organise ideas and information clearly and coherently
* select and emphasise key ideas and information to influence readers and reflect the purpose of the writing
* maintain a consistent viewpoint across a non-fiction piece of writing
* make considered choices of vocabulary and grammar to reflect audiences, purposes and contexts
* adapt tone, style and register as appropriate
* use the knowledge gained from wider reading of non-fiction to inform language choices and techniques
* make appropriate use of information provided by others to write in different forms
* cite evidence and quotation effectively to support views
* write to create emotional impact
* use a range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling.

In this unit, learners will continue to develop their ability to produce clear and coherent non-fiction pieces, including writing to:* describe
* explain
* inform.

Learners will produce a short original text in the form of a paragraph ‘to be included in an article’. They will develop skills to adapt their writing for different purposes, audiences and contexts. Learners will explore how vocabulary and grammatical features can be used to achieve effects. They will use techniques identified from their wide reading of non-fiction texts to achieve specific effects. Learners will apply their knowledge and understanding of appropriate linguistic conventions and use rhetorical devices effectively.**Please note:** Supporting texts at end of ‘Description’: Article:*Being a detectorist has its moments to treasure* by [*Mark Wallace*](https://www.theguardian.com/profile/mark-wallace)*.* Timings allocated are approximate as timing depends on, for example, context of learning, class size; lesson content/plan is written for the teacher to deliver to the learners, to amend as appropriate. |
| **Introduction** | This lesson is building on lesson activity 1 by using the continued theme of ‘hobbies. Learners should now be more familiar and therefore more confident in handling this topic. The demands in terms of reading skills are increasing: this lesson requires greater focus on reading a longer text, closer reading, identifying and interpreting ideas. This lesson also provides the opportunity to gain greater familiarity with the knowledge and understanding required in order to be successful with the reading exam element eg comprehension skills, interpreting ideas, understanding the importance of structure to be found in ordering ideas in paragraphs. Lesson activity 3 introduces a second text on the same theme in order that the demands of every exam question on Paper 1 can be experienced.  |
| **Reading question this activity prepares for, ie Reading Question 1, 2, 3 or 4** | Question 1, 4 and 5  |

Description

**Three activities: 1 hour - 50 minutes that can be divided across lessons**. (These are written ‘to the learner’ and are to be adapted accordingly by their teacher.)

**Section 1: Reading the detectorist’s account**

Teacher explains aims and objectives of the lesson – refer to (1), (2) in instructions (5 minutes); explain value of **annotating** texts.

Reading the article(40-minute task)

* Circle or underline words or phrases that you do not understand, try to work out what they could mean and *annotate* the text with your ‘best guess’ as to the possible meaning.
* In pairs/ a group, share what words or phrases you don’t understand and exchange ideas as to possible meanings. Work out how you could ‘guess’ as to the meaning while reading around the sentences where the unfamiliar words appear.
* Check the glossary and look up any further words you don’t understand
* **Writing task**: Now, based on this article, explain in one paragraph, as clearly and concisely as you can, what a metal detectorist is and what their hobby involves.
* Give your definitions to your teacher who can then read out examples for you to discuss.

**Section 2: Preparation for question 1 of Paper 1 (30 minute task)**

* Respond to the following (read the paragraph in which you find these extracts to remind yourself of their context in the article and check the glossary):
1. ‘*Like all the best hobbies, detecting rests on a central streak of futility.’*

**Explain why the writer chooses the word ‘futility’ here.**

1. *‘Each bit of rubbish that we search for and sweat to retrieve is an instant joke or forgotten immediately as hope washes in while you backfill the divot dug to uncover it. Being out in a field somewhere in all weathers, powered by some sarnies and an endless optimism is an experience in itself – it teaches you patience and in a hectic world it’s refreshing to clear your mind of all but the occasional bleeps. The repeated rigmarole of digging a hole, scrabbling at the bottom, studying your find, then carefully refilling the hole and replacing the turf starts as a muddy form of scratch card and soon becomes a luck mantra.’*

**Identify 2 phrases from the extract below that show ‘detectoring’ as an often pointless and random activity in terms of discovery.**

1. ‘*most detectorists see themselves as amateur archaeologists adding to the knowledge of the nation, not Del Boys on a get-rich-quick scheme’.*

**Why does the writer describe detectorists as: *‘not …on a get -rich -quick- scheme’?***

**Section 3: Preparation for question 5: Writing an article to describe**

**(40 minute task)**

**Picturing the scene**

* 1. **Note-taking**: You are a reporter and have been spending a day at the scene of a detectorist at work. In your notebook, take down notes describing what you see, to remind yourself exactly of what you see. Clue: *there are details to include found throughout the article - but focus particularly on paragraphs 1-4 and 8,10 and 11.*
	2. **Structure**: Now, *turn your notes into a detailed paragraph* about detectorists (no less than 6 sentences) to be included in a longer article about hobbies. Here you are changing the *structure* of your notes into something more formal: sentences in a paragraph.

**Peer support**: Share your paragraph with a partner. In pairs talk through your work and recommend how it could be improved. Check each other’s *technical accuracy*: spelling, punctuation, grammar. Try to make each other’s paragraph as perfect as possible.

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| **Text 1****Being a detectorist has its moments to treasure by** [**Mark Wallace**](https://www.theguardian.com/profile/mark-wallace)Text begins:‘Like all the best hobbies, metal detecting is and ends:His right hand is raised, and he has what looks like a sword belt slung around his waist. And he makes it all worthwhile.’989 wordsLink to text below.<https://www.theguardian.com/commentisfree/2015/jan/02/being-a-metal-detectorist-has-its-moments-to-treasure> |

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| **Glossary****parkour** –min *noun* [free running](https://dictionary.cambridge.org/dictionary/english/free-running)**divot** – *noun* a [piece](https://dictionary.cambridge.org/dictionary/english/piece) of [grass](https://dictionary.cambridge.org/dictionary/english/grass) that has been [cut](https://dictionary.cambridge.org/dictionary/english/cut) out, [leaving](https://dictionary.cambridge.org/dictionary/english/leaving) such a [hole](https://dictionary.cambridge.org/dictionary/english/hole)**artefact** – *noun* – an [object](https://dictionary.cambridge.org/dictionary/english/object) that is made by a [person](https://dictionary.cambridge.org/dictionary/english/person), such as a [tool](https://dictionary.cambridge.org/dictionary/english/tool) or a [decoration](https://dictionary.cambridge.org/dictionary/english/decoration), [especially](https://dictionary.cambridge.org/dictionary/english/especially) one that is of [historical](https://dictionary.cambridge.org/dictionary/english/historical) [interest](https://dictionary.cambridge.org/dictionary/english/interest)**futility** – noun – pointlessness, uselessness**mantra** – noun *-* a word or phrase that is often [repeated](https://dictionary.cambridge.org/dictionary/english/repeated) and [expresses](https://dictionary.cambridge.org/dictionary/english/express) a [particular](https://dictionary.cambridge.org/dictionary/english/particular) [strong](https://dictionary.cambridge.org/dictionary/english/strong) [belief](https://dictionary.cambridge.org/dictionary/english/belief)**rigmarole** – *noun* – a [long](https://dictionary.cambridge.org/dictionary/english/long) set of [actions](https://dictionary.cambridge.org/dictionary/english/action) or words without any [real](https://dictionary.cambridge.org/dictionary/english/real) [purpose](https://dictionary.cambridge.org/dictionary/english/purpose).**amateur** – adjective – taking [part](https://dictionary.cambridge.org/dictionary/english/part) in an [activity](https://dictionary.cambridge.org/dictionary/english/activity) for [pleasure](https://dictionary.cambridge.org/dictionary/english/pleasure), not as a [job](https://dictionary.cambridge.org/dictionary/english/job).**archaeologist** – noun - someone who [studies](https://dictionary.cambridge.org/dictionary/english/studies) the [buildings](https://dictionary.cambridge.org/dictionary/english/building), [graves](https://dictionary.cambridge.org/dictionary/english/grave), [tools](https://dictionary.cambridge.org/dictionary/english/tool), and other [objects](https://dictionary.cambridge.org/dictionary/english/object) of [people](https://dictionary.cambridge.org/dictionary/english/people) who [lived](https://dictionary.cambridge.org/dictionary/english/live) in the past.**Del-boy** – noun. (plural Del Boys) (UK) a male confidence trickster.**Mundanities** – noun – things that are ordinary and therefore not considered interesting. |

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