OHTs for Modelling

Teacher's notes

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What Jenna wrote



Dear Miss Richell

I know I have apologised so many times, but this time I mean it. I want to say 'sorry' for all the things I have done wrong.

Fríday afternoon was a dísaster. I know I shouldn't talk during the register, but Debbie was saying things about me. I ignored you when you said 'be quiet' and I was mumbling under my breath when you told me off.

It was Debbie's fault I was in a bad mood. We had an argument at dinner time so it's not fair on you. I'm really very, very sorry. You're right to say I deserved a detention because I shouldn't have argued with you. I really do apologise for swearing. I know that is wrong.

Mr Watson warned me that I'd have to go to Ms. Steel instead of tutor room for registration if I do it again and I don't really want to. The thing is, I know I've got to buck my ideas up before it's too late. I do like this school and I do want to stay in your tutor group.

I'm so sorry I don't know how to say it. The problem is I'm already in detention on Tuesday for History and Mr Patel will give me an hour if I don't go this week. So please will you give me some extra work to do and I'll bring it to you tomorrow morning.

Will you accept this apology from me?

From Jenna (The one in your tutor group) P.S. Keep this letter to yourself.



Letter of apology

Languos	Objectives	Year 7	
	Word	14 Meaning in context; 15 Dictionary and thesaurus	
Student's Book link:	Sentence	9 Main point of paragraph; 12 Sequence paragraphs; 13e Persuasion; 15 Formality	
Language to persuade,	Text: Reading	7 Identify main ideas	
argue and advise Unit 1: Apologies!	Text: Writing	15 Express a view; 16 Validate an argument	
onit in the original	Speaking and listening	15 Explore in role; 17 Extend spoken repertoire	
	Key words for di	splay persuasion personal first person topic sentence	

OHT 1

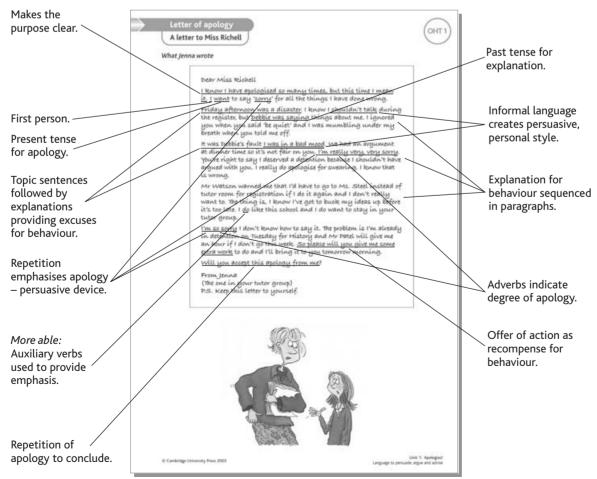
You will need: One copy of OHT 1 per pair (Introduction).



Average: Give students a scenario in which they need to apologise (e.g. they are late for a lesson). Students write five different ways of apologising as if they are a) desperately sorry; b) genuinely sorry; c) quite sorry; d) slightly sorry; e) not at all sorry. Students share their work – draw out some of the vocabulary and styles used.

More able: Students work with a thesaurus to find as many synonyms for 'sorry' and 'apologise' as they can in four minutes. They note these down and then have three minutes to rank them in order of sincerity. Take feedback and write notes.

A letter to Miss Richell



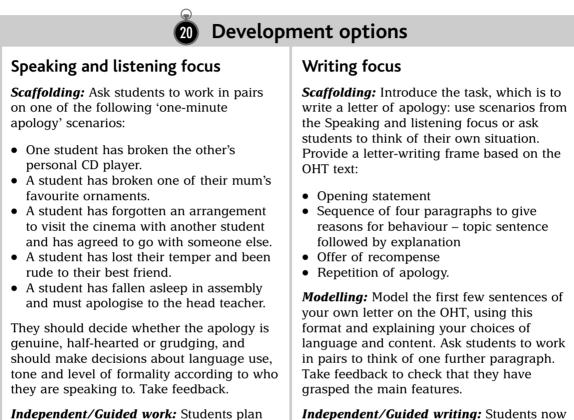


Explain the objectives to the class.

Shared reading: Lead shared reading of the text, identifying the main ideas in it.

Text-marking: Model annotating the first two paragraphs as indicated, labelling features of persuasive writing and the effects they have on the reader. Ask students, in pairs, to look for these or any new features in paragraph 3. Add feedback to the OHT.

Ask pairs of students to text-mark the remaining paragraphs. Take feedback and draw out any remaining features. Focus on the sequence of paragraphs and how topic sentences introduce the main point and are supported by detail within each paragraph. Ensure that the main features and key words are noted on the OHT for the class to see.



and rehearse a one-minute apology scenario, using the language of persuasion and some or all of the techniques exemplified in the letter. Work with groups as necessary to support ideas and remind them of features.

0 Plenary

Students list the main features of persuasive language on whiteboards or paper. Ask several pairs to present their scenarios whilst the rest of the class listen and tick any features of persuasive language they notice. Take feedback on which were the most successful presentations and why.

Extension work / Homework

Students script a short section of their presentation, marking the persuasive features with a different colour and adding annotations to describe the effects. *Independent/Guided writing:* Students now work in pairs to draft their own letters. Work with groups as appropriate to extend understanding.



Plenary

Students choose one paragraph of their letter to read out. Ask the class to comment on successful features and the effect they have on the reader.

Extension work / Homework

Students could complete their letters if they did not do so in class. They then choose a paragraph to text-mark, drawing out key features of persuasive language and the effects of these.

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