Year 12 summer task induction lesson.

**Materials**: see website – summer task, SharePoint folders.

* The Telegraph: Texting is making English a foreign language
* AO1 glossary
* Genres and conventions
* Reading list
* Comparison grid

Context of lesson: to explain the summer task. It is a requirement that this is handed in for the first lesson in September.

Learning Objective: to understand how different language features are used in 2 different texts about the same topic.

Starter: Outline the course and AOs – display overview on the IWB.

Model: Read through: The Telegraph texting data. Together try to find the purpose and actual/implied/niche audiences together, encourage students to give quoted evidence for their assertions. It will be useful to offer the genres as well as the AO1 glossary here to scaffold students.

Try: together discuss the reasons for the purpose and audience and begin to identify how the audience is being positioned to respond to the article. How is the topic of texting being represented? How is The Telegraph being represented? How are texters being represented? How is the English language being represented?

In pairs, briefly draw out quotations and AO1 labels to help compare language features. Discuss

Plenary: Explain the summer task grid. Make it clear that students will need to provide a hard copy of a text that they have chosen themselves about texting. Explain how to fill in the grid. Answer any questions.

Explain that students study paper 1 in year 12 and complete the NEA.