

## Teaching ideas: Remembered places – love and relationships

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This resource gives you ideas for teaching the People and Places and Telling Stories components of our AS/A-level English Language and Literature (7706/7707).

These teaching ideas can be used with students when exploring the AQA Anthology: Paris. They encourage students to think about how writers and speakers present places, societies, people and events; the metaphorical nature of representation; the ways that narrative itself can sometimes be seen as a personal journey; the influence of contextual factors on the content and focus of narratives, and how people and their relationships are realised. We also show you how the e-Library can be used to support learning in the classroom and develop independent study at home.

The suggested activities are intended to span one lesson lasting one hour.

### Learning objectives

Students will:

- understand how people and their relationships are realised through point of view, attitude, and speech and thought
- understand the influence of contextual factors (such as age, gender and nationality) on the content and focus of narratives.

### Prior knowledge needed

Students should have some knowledge of the following:

- point of view
- representation
- genre
- language levels.

## Lesson preparation

Teachers will need the following resources:

- access to internet and/or YouTube
- AQA Anthology: Paris e-Library (or hard copy version)
- Post-it notes/mini whiteboards.

## Using the e-Library

The focus text for this lesson is *Foreign Correspondent - Paris in the Sixties*. To prepare for the lesson, it can be helpful to:

- add bookmarks to identify the extracts of the text that you will look at in class. This will allow you to 'jump' straight to this point by selecting the appropriate bookmark in your list (available by selecting the Menu icon). Bookmark the following extracts: the opening of Chapter Two from 'It was my first time outside Ireland' (line 1) and Peter Lennon's description of his brief relationship with Annick, beginning on line 553 - 'I decided that while I had a little cash'
- create links to the other digital texts that you will use during the lesson. In this case create links to the two video advertisements that you will use for Activity 1: [Paris - Expedia's commercial](#) on You Tube and [EF Language Centres](#) on You Tube.

[Request a login for the AQA e-library to find out more](#) or call our subject support team on 0161 953 7504.

[View our 'Getting started' webinar](#) for more information on how to use the e-library.

## Activities

### Starter (5 mins)

Ask students to write down quickly their first answers to the following questions (on post-it notes or mini whiteboards):

- what's the colour of love?
- what are the iconic symbols of love? (students can draw these).

Start a brief discussion about the symbolism of colours and icons and love (for example, roses with thorns, cupid's arrow and the connotations of red).

Now ask students in groups to explore:

- how specific places can be linked to the feelings of love. For example, students could identify that people might have memories of places visited together, places that people first met could hold significance or that some places are viewed as romantic
- why Paris is stereotypically associated with romance
- what places in Paris are considered romantic.

### Activity 1: Paris – the city of love (10 mins)

Using the bookmark you have already created in the e-Library, go straight to the first extract from *Foreign Correspondent - Paris in the Sixties*. From here, select each link in turn so that students can watch the video advertisements. Then feedback how these present Paris as the city of love.

Students consider how Paris as the city of love is created multi-modally in these adverts, noting some of the key images, textual and audio aspects of the videos.

If students are working on tablets/PCs, they won't have the bookmark but could quickly skip to the point in the text using the search function.

### Activity 2: Foreign-Correspondent: Paris in the Sixties (15 mins)

Students should read the opening of Chapter Two from 'It was my first time outside Ireland' (Line 1) to 'it was never considered seriously as a way of talking to someone' (line 69) to consider:

- what first impressions do we get of the young Peter Lennon?
- how does he present the Irish?
- what are his hopes and fears about going to Paris?

Discuss the responses to these before moving to Activity 3.

### Activity 3: Foreign-Correspondent: Paris in the Sixties (25 mins)

Students now read Peter Lennon's description of his brief relationship with Annick, beginning on line 553 'I decided that while I had a little cash' to line 629 'establishing myself as a foreign correspondent'.

Students should annotate this extract for specific features that allow them to address these questions:

- how does Lennon present his attitudes to love and relationships with women at the beginning?

- how does Lennon depict the Cabriocs' family values? (their views on relationships with people from other cultures and their attitudes to morality given where they live?)
- how Lennon's choices of speech and thought presentation present the breakup of the relationship?

The class either use individual tablets or work at an IT station in the school and access the e-Library through their own personalised log-ins. Students should use the highlight and notes tools in the e-Library to record their ideas when exploring the extract and could comment in particular on the use of:

- metaphor and simile
- verb processes
- lexical choices associated with love and relationships
- modality
- person deixis.

Another approach would be for you to add your own highlights and notes to the extract before the lesson and reveal your annotations when you are ready to share these with students. For example, for metaphor and simile you could highlight:

- 'The ill-conceived approach, which in no way reflected the outlaw needs that galloped through my brain from dawn till dawn, were to lead me to some barren encounters'
- 'But I was to discover that while in Dublin all roads led inescapably back to re-encounters, in a great metropolis if you're trajectory was south (mine was to the Left Bank) and the other's west (her place of work was on the Right Bank) your paths might never again cross'
- 'Annick's guillotine set me free to concentrate on establishing myself as a foreign correspondent'.

## Plenary

Give the students five minutes in their groups to jot down on post-it notes their ideas to answer the following question:

How does Lennon's presentation of his own romantic experiences challenge the stereotypes of love and Paris as the city of love?

## Further work and reading

An alternative activity based around the 'love' theme is 'Speed-dating and opposites attract'. Using the contextualisations, either at the front of the hard copy AQA Anthology: Paris or using the e-Library, give groups responsibility for a

number of the texts, depending on the number of students in the class. Each group creates a table of key contextual information (students can divide the texts between them within the group and feedback to each other) based on:

- mode
- genre
- text producer
- audience
- purpose
- contexts of production (CoP)
- contexts of reception (CoR).

(These can be copied so that all the group members have the information or they each could write up post-it notes for each text their group is exploring).

Students move into new groups with their contextual information on sheets of paper– one from each group so that all the Anthology texts are covered.

Students now have to 'speed date' their texts to identify:

- which texts could 'suit' and 'match' based on the contextual information
- what these texts would have in common and where their differences would be
- the perfect date for two of the texts.

These suggestions could form the basis for practice comparative questions for either AS Paper 2 or A-level Paper 1: Section A, Remembered Places.

### Independent learning

Students studying for the AS examination could explore a re-creative writing activity, exploring a different point of view than Lennon's or recasting aspects of this described experience into a different genre.

Students could further explore the presentation of love and relationships in a poem they are studying for Poetic voices, using the e-Library annotation tools to record their ideas.