

Teaching ideas

A Level English Language and Literature 7707
Remembered places: *Re-creative Writing: Style*

Introduction

These teaching ideas can be used with students when beginning to work with re-creative writing tasks as a means of exploring presentations of place and memory. They offer students the opportunity to explore the relationships between texts and their titles as devices for framing and foregrounding. They also encourage students to explore the distinct style of a text and the linguistic means by which this style is created.

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

Learning objectives

Students will:

- begin experimenting with re-creative writing
- explore the relationships between texts and their framing
- investigate the style of texts
- begin reflecting on stylistic insights made available through re-creative writing.

Prior knowledge needed

Students should have some knowledge of the following:

- narrative structure
- genre
- foregrounding
- perspective
- register
- language levels.

Lesson preparation

Teachers will need the following resources:

- photocopies of some texts from the *AQA Anthology: Paris*, with the titles separated.

Activities

Activity 1

- The students should work in pairs.
- Distribute copies of some of the texts from the anthology with their titles removed.
- Distribute the titles differently, so each pair of students has a mismatched text and title.
- Students should discuss the effects of the re-titling of the text (what is foregrounded and backgrounded, expectations, interpretative ways of making sense of ill-fitting pairings, etc).
- Slowly circulate the titles so that students explore a few different 'titlings' of their text.
- Elicit some general feedback from the whole class on what they found through the re-titling.

Activity 2

- Again, working in pairs, students chooses a text from the anthology and make some initial observations about its style (genre, register, verb processes, modality, deixis, narrative voice, structure, etc)
- Students share some of their observations in whole class feedback. The focus can be enhanced through the responses by encouraging use of technical terminology.
- Each student then extends the text by adding 100 words to the beginning or end, or by inserting 100 words somewhere in the body of the text. The extension should maintain the style of the original.
- Students then compare their extensions, focussing on narrative structure and stylistic consistency.

Further work

- Each student chooses a text from the *AQA Anthology: Paris* and creates an imitation of it portraying a place significant to them. These could be written, or could be recorded or web-based texts, and should be shared with the class.

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