

5 Eksempel 1 - Integrer arbejdet med sproglig bevidsthed i arbejdet med den indholdsmæssige dimension



Elevmateriale til dekonstruktion af modeltekst fra 'The Real Me'

Materialet kan overføres til en hvilken som helst undervisningsportal eller printes ud.

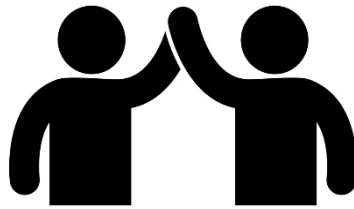


Ikonerne betyder følgende:

Arbejde på klassen i form af class talk, class sum up mm. Her er det vigtigt, at læreren samler op, forklarer, linker til tidligere aktiviteter, linker til de næste aktiviteter og til de overordnede mål for forløbet. Læreren har en vigtig rolle i forhold til at forklare, undervise og sørge for at alle er med og forstår, så eleverne kan se mening med det der arbejdes med.



Arbejde i grupper



Arbejde parvis



Arbejde individuelt

Think – Pair – Share



Først individuelt



Så parvis



Til sidst på klassen

Fx aktiviteten Think - Pair - Share får eleverne mulighed for først individuelt at tænke sig om og prøve at forstå, derefter snakker man med en makker om, hvordan man har forstået det, og til sidst samles der op på klassen. Strukturen er meget velegnet til stilladsering af elevernes udvikling af sproglige progression og faciliterer, at alle får mulighed for at deltage i den fælles opsamling - man øver sig med en makker, før man skal sige noget på klassen.

Being a Language Detective



In this section you will:

- Read a text about gender roles and expectations and discuss the author's and your own points of view on how gender roles and expectations affect the way we see ourselves and behave in society (from TeenInk: https://www.teenink.com/opinion/social_issues_civics/article/195227/Gender-Roles-and-Expectations/)
- Learn about:
 - the social purpose of an argument
 - how to structure an argument
- Work as language detectives to discover how to use language effectively for your purpose to engage your audience within two areas:
 - Questions or statements?
 - Modality

Class talk: Opening or closing the door for your audience

When you write a text, you can use different ways of getting your message across and different ways of involving your audience. You can close the door for your audience and simply state your opinion without allowing alternative perspectives, or you may open the door and invite your readers into your text by allowing them to question your arguments.



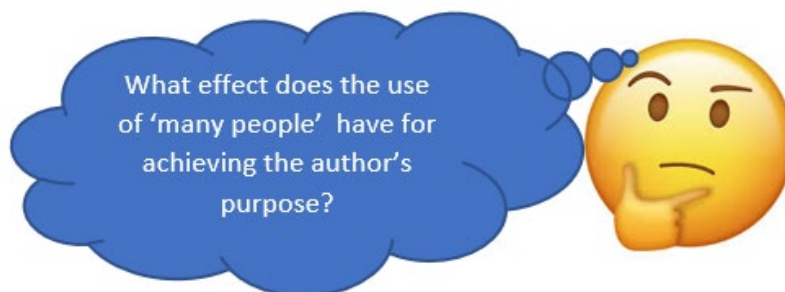
Closed door



Open door

Questions or statements – patterns of communication

Statements: When the author writes *Many people don't know the difference between gender and sex*, she is stating something, and we call it a *statement*. This is how it is. The author is even stating that we're talking about *many people*, and not just *some people* or *a few people*.



Questions: When she writes *Who's to say that just because you are male you have to act manly and if you're female you must be girly?* She is asking a *question*, involving the reader to think about, 'yes, who is actually saying that?'

And over to you

1. Look at some of the sentences from *Gender Roles and Expectations* and find out which *patterns of communication* and *ways of communicating* the author uses, statements, questions or answers.



Examples from the text	Patterns of communication	Ways of communicating
Many people don't know the difference between gender and sex.	Statement	State information
Sex is anatomical and biological.	Statement	Give information

Who's to say that just because you are male you have to act manly and if you are female you must be girly?	Question	To engage the audience
The media, for one.	Answer to the question	Linking to the next paragraph.
It's obvious that there is no clear, solid line between masculinity and femininity, but not for the media.		
It likes to show men who are strong, athletic, and independent.		
They have commercials for men that are rather neutral in emotion, or with fast-paced action.		
When have you ever seen a commercial in which the man is showing any sign of femininity, that wasn't meant as a joke?		
There are, however, ads that show women being athletic and independent.		
Most of what the media says about women is that they are nice, pretty, delicate, and they wear their emotions on their sleeves.		

2. How does the author use questions she answers herself? What effect does this have for achieving her purpose?
3. Look at the rest of the text and discover more examples of the author using different patterns of communication.
4. Discuss:
 - How does the use of different patterns of communication make you feel as a reader?
 - How well does the author succeed in closing or opening the door to other perspectives?



Modality



Class talk and grading modal verbs

Instead of expressing an opinion very clearly as either positive (*yes*) or negative (*no*), **modality** can be used to express a point of view somewhere between *yes* or *no*. For example:

‘I might go out tonight’ – meaning it’s *possible* but *not certain*,

‘I must go out tonight’ – meaning it’s *necessary* and *very likely* to happen,

‘I will go out tonight’ – meaning it *will* happen.

A writer can use **modality** as a way of ‘asking the reader – what do you think’. By doing this, the reader will think about ‘what is actually my opinion on this’, and the reader will feel invited into the text.

Grading modal verbs

In the box are some common modal verbs. Organise the modal verbs on a continuum from the strongest to the weakest expression of view.



Might must will can had to
Should need may could

weak

strong



Think - Pair - Share: Donna's Dilemma



- Read Donna's Dilemma
- Try to explain how she uses modality to express her dilemma.
- Discuss the meaning of her different thoughts.
- What advice would you give her?

Extra: Create your own dilemma using a word pun (Patrick's Problem, Cristina's Confusion, Martin's Mess etc.), a picture/drawing and speech bubbles. You may look into skoletube for tools, e.g. Pixton.

Class sum up




- Sum up on the answers from activity 1, statements and questions.
- What's your opinion, is it a good idea to use a mixture of statements and questions in an argument?
- What have you learned about modality so far?
- Group presentations and explanations of the extra activity about Donna's Dilemma.

Class talk and group work – modality expressed in many different ways

Modality can be expressed in different grammatical structures: modal verbs (as we saw in activity 2 and 3), modal adverbials (biord), modal adjectives, modal nouns and modal phrases. See the grammar summary below for examples.



Grammar summary modality

 Is it <i>likely to happen</i> or <i>an order</i> or <i>not likely to happen?</i> or <i>a suggestion?</i>			
Grammatical structures	High modality	Medium modality	Low modality
Modal verbs and modal helping verbs	Must, need to, has to	Will, would, should,	Can, may, could, might
Modal adverbials	Certainly, absolutely, definitely, always, never	Usually, probably, likely	Possibly, perhaps, maybe, sometimes
Modal adjectives	Necessary, absolute, definite	Probable, usual	possible
Modal nouns	Certainty, necessity, requirement	probability	possibility
Modal phrases	I believe (that) ... It is obvious (that) ...	I think (that) ... In my opinion ... It isn't likely (that) ...	I guess (that) ...

And over to you



Here is an excerpt from *Gender Roles and Expectations*. The author uses different grammatical structures to express modality. Use the grammar summary above and try to place the underlined words and phrases in the grid and consider grammatical structure and degree of modality.

Can we as a whole stop this? I don't think so, not completely anyway. We can't stop the media from pressuring our everyday lives. That's why we need to demonstrate that there are other "alternate" ways of expressing ourselves. This should start at home and work its way to the media. We need to be open! We shouldn't suppress other's personalities from coming out. Diversity is what makes life great.

It's obvious that there's no clear solid line between masculinity and femininity.

Example from text	Grammatical structure	Degree of modality
Can	Modal verb	Low modality

Class sum up – modality expressed in different ways

Go through your answers from activity 5.

Discuss, how does the author’s use of modality affect her message and the social purpose of the text?

Does the author open or close the door to other perspectives in the way she uses modality, how and why?



Class sum up - An argument

Below is an overview of the important elements of an argument. Read it and talk about it together with your teacher.

An argument		
<p>The social purpose of the text you have just read is to <i>argue</i> for why Gender roles and expectations must be questioned, especially in connection to the media. The text genre is <i>an argument</i>.</p> <p>Below is an overview of typical features of an argument.</p>		
<p>Purpose:</p> <p>To persuade others, to take a position, and to justify it.</p> <p>For whom:</p> <p>Your classmates and other people in world</p>	<p>Text structure:</p> <p><u>Statement of position (opinion)</u></p> <ul style="list-style-type: none"> • Background information • Opinion <p><u>The arguments</u></p> <ul style="list-style-type: none"> • Argument 1 <ul style="list-style-type: none"> ➤ Elaboration • Argument 2 <ul style="list-style-type: none"> ➤ Elaboration • Etc. <p><u>Suggestion for action and summing up the argument</u></p>	<p>Language focus:</p> <p><u>Language for interacting:</u></p> <ul style="list-style-type: none"> • Opening or closing the door for other perspectives • Using different patterns of communication: statements and questions • Modality