



Aiming for Levels 4 to 6 – Lesson 5

Lesson title:	The figure in the graveyard
Learning objective:	To choose words carefully for effect (WAF2, WAF7)
Learning outcome:	Students continue an extract from a gothic horror text, keeping a consistent atmosphere

Success criteria

AF	Level 4 / All students can ...	Level 5 / Most students can ...	Level 6 / Some students can ...
WAF2	Clearly establish the main purpose of the writing	Establish and keep up the main purpose	Use and often vary the features of the chosen form to suit purpose and reader
WAF7	Choose some words carefully	Choose words for particular effect	Mostly choose words carefully so that they are right for the desired effect, purpose and audience or reader

Resources

Texts	Worksheets / Other
<i>The Woman in the Graveyard</i> story extract (<i>Student's Book</i> , p. 31)	Worksheet 5a (Levels 4 to 6, Lesson 5) Worksheet 5b (Levels 4 to 6, Lesson 5) Worksheet 5c (Levels 4 to 6, Lesson 5)
Resource CD-ROM (see pp. 4–5)	Additional suggestions
PowerPoint 5 (Levels 4 to 6, Lesson 5) <i>The Woman in the Graveyard</i> story extract – PDF and plain text PDF Image bank	You could use a series of images to support the students' descriptive writing, such as some of those in the Image bank on the <i>Resource CD-ROM</i> . You may wish to use an alternative text – <i>The Woman in Black</i> (<i>Student's Book</i> , p. 30) – with more able students.
Related lessons	
Levels 5 to 7, Lesson 5 – pp. 50–51 – explores how to choose words carefully for a desired effect, matching style and form to purpose and reader.	
Levels 6 to 8, Lesson 5 – pp. 84–85 – explores how to choose words and sentences carefully for a desired effect and to match purpose.	

Coverage

Assessment focuses	Assessment objectives (GCSE)
WAF2 Produce texts which are appropriate to task, reader and purpose WAF7 Select appropriate and effective vocabulary	Eng A03 (i) / Eng Lang A04 (i) Write / Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader

Summary

Students work in pairs and then independently to analyse the use of language in an extract from *The Woman in the Graveyard*. They then continue the extract with a short piece of writing, choosing vocabulary that is suitable for a gothic horror story.

Starter

Either Put students into pairs and give them **Worksheet 5a** (also see **PowerPoint 5, Slides 3–5**). Tell them to work together to complete the activities. You may wish to divide the individual activities between the pairs, then share findings.

Or Put students into pairs. Ask them to write down a list of words that would be effective in a typical gothic horror story; for example, *vampire, creepy, corpse*. Share ideas briefly as a class.

Main / Development

1. Establish the learning objective and success criteria (see **PowerPoint 5, Slide 2**). Tell students that in this lesson they will be looking closely at the effect of particular words on the reader, and identifying words and phrases that are effective in building a tense, frightening atmosphere. They will then write a short text, using what they have learnt.
2. Read the extract from ***The Woman in the Graveyard*** (*Student's Book*, p. 31) to the class, using intonation to emphasise the atmospheric elements of the text.
3. Distribute **Worksheet 5b** (also see **PowerPoint 5, Slides 6–7**). Explain to students that writers choose words carefully to create a particular effect on the reader. Tell them first to complete the middle column of the table by considering the associations that they have with the underlined words and phrases. Then ask them to think about the effect of those words on the reader and to complete the right-hand column. You may wish to model this using the examples on the worksheet (also see **PowerPoint 5, Slide 7**).
4. When students have completed this activity, you could conduct a mini-plenary activity to consolidate understanding of the importance of word choices when creating an atmospheric text. **Extension** Ask more able students to discuss what the impact would be if the underlined words were replaced with other, less 'spooky' words.
5. Hand out **Worksheet 5c**. Tell students to use the space provided to continue the text from *The Woman in the Graveyard* (Activity 1). Draw students' attention to the success criteria before they begin. Remind them that they should be thinking about their word choices (particularly verbs and adjectives) and how to make their writing suitable for the reader of a gothic horror text. Leave the most able students to get on with the writing. For students who need more support, you may wish to model an example of how to begin the continuation (see **PowerPoint 5, Slide 8**):

I stepped backwards, struggling to retain my balance on the uneven ground. As I felt for a stone or branch to steady myself, I saw the woman take a slow and uncomfortable step towards me ...

Plenary

Either Review the learning objective and success criteria, then ask students to complete a peer assessment exercise. Put students into pairs and ask them to complete Activity 2 on **Worksheet 5c**. Once each student has identified the aspects of their partner's work that they find particularly effective, pairs should discuss the reasons for their choices, referring to the success criteria. **Extension** Arrange for more than one student to assess each piece of writing.

Or Review the learning objective and success criteria, drawing students' attention to the Level 6 criteria for WAF7 which asks them to 'mostly choose words carefully so that they are right for the desired effect, purpose and audience or reader' of a gothic horror text. Then ask students to complete a self-assessment exercise. Ask students to link the word choices that they made in their continuation of *The Woman in the Graveyard* on **Worksheet 5c** with their analysis of the extract on **Worksheet 5b**. Ask them to suggest ways in which they have put their learning into practice; for example, 'I used words associated with death', 'I described sudden noises to scare the reader'.

Homework / Extension

Direct students to complete one of the following tasks.

Either Students continue or improve the writing they began in the lesson.

Or Students find a gothic horror or ghost story written for either children or adults and analyse its vocabulary using a version of **Worksheet 5b**.