Lesson title: The figure in the graveyard
Learning objective: To choose words carefully for a desired effect (WAF2, WAF7)
Learning outcome: Students rewrite a short text to create an effective atmosphere

Success criteria

<table>
<thead>
<tr>
<th>AF</th>
<th>Level 5 / All students can ...</th>
<th>Level 6 / Most students can ...</th>
<th>Level 7 / Some students can ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAF2</td>
<td>Establish and keep up the main purpose</td>
<td>Use and often vary the features of the chosen form to suit purpose and reader</td>
<td>Clearly match style and form to purpose and reader</td>
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<tr>
<td>WAF7</td>
<td>Choose words for particular effect</td>
<td>Mostly choose words carefully so that they are right for the desired effect, purpose and audience or reader</td>
<td>Consistently choose words that are just right for the reader and the desired effect</td>
</tr>
</tbody>
</table>

Resources

**Texts**

- The Woman in Black novel extract (Student’s Book, p. 30)

**Worksheets / Other**

- Worksheet 5a (Levels 5 to 7, Lesson 5)
- Worksheet 5b (Levels 5 to 7, Lesson 5)
- Worksheet 5c (Levels 5 to 7, Lesson 5)

**Resource CD-ROM (see pp. 4–5)**

**Additional suggestions**

You could use a series of images to support the students’ descriptive writing, such as some of those in the Image bank on the Resource CD-ROM.

You may wish to use an alternative text – The Woman in the Graveyard (Student’s Book, p. 31) – with less able students.

**PowerPoint 5 (Levels 5 to 7, Lesson 5)**

The Woman in Black novel extract – PDF and plain text PDF

**Image bank**

Related lessons

- Levels 4 to 6, Lesson 5 – pp. 16–17 – explores how to choose words carefully for effect and to match purpose.
- 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**

- WAF2 Produce texts which are appropriate to task, reader and purpose
- WAF7 Select appropriate and effective vocabulary

**Assessment objectives (GCSE)**

- Eng AO3 (i) / Eng Lang AO4 (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 Black*. They then improve a short descriptive passage to make its vocabulary more 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. Ask students to put up their hand if they think they know the meaning of the word ‘connotation’. Tell those students to leave their hands up, or to stand up. Give the remaining students one minute to find out the meaning of ‘connotation’, which they may do by asking those who already know. Tell the class that after one minute you will expect everyone to know what ‘connotation’ means and that you will choose two students to explain it to the rest. When the minute has elapsed, ask two students who did not originally raise their hands to define the word. Ensure that all students understand that a connotation is an idea, meaning or feeling suggested by, or associated with, a word or thing.
3. Hand out Worksheet 5b. Tell students to complete Activity 1 (also see PowerPoint 5, Slide 6) by matching the words given (satanic, decayed, struggled, morbid) to the sets of connotations. Extension Ask more able students to add further connotations for each word.
4. Tell students to read the extract from *The Woman in Black* (Student’s Book, p. 30) in silence, noticing how the words they have just looked at are used in the extract. Then ask students to complete Activity 2 on Worksheet 5b, noting down their ideas about the effect of each of the words. You may wish to work through an example as a class first (see PowerPoint 5, Slide 7).
5. Put students into pairs. Explain that pairs must choose three more words or phrases that they found particularly effective in the extract and then complete Activity 3 on Worksheet 5b (also see PowerPoint 5, Slide 8). Remind students to keep in mind the Level 7 success criteria for WAF7, in particular the words ‘desired effect’, as they complete the activity.
6. Now hand out Worksheet 5c (also see PowerPoint 5, Slide 9). Tell students to rewrite the description. 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 in style and form for the reader of a gothic horror text. They should choose vocabulary to build a tense, frightening atmosphere and add detail to develop the scene. 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 improve the passage (see PowerPoint 5, Slide 10): A heavy, smothering blanket of darkness had fallen around the house; I took a breath and felt the icy chill of the air in my lungs ...

Plenary

Either Review the learning objective and success criteria (see PowerPoint 5, Slide 2), 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 (see PowerPoint 5, Slide 2), highlighting the Level 7 criteria for WAF7 which asks them to ‘consistently choose words that are just right for the reader and the desired effect’. Then ask students to complete a self-assessment exercise. Ask students to link the word choices that they made in their writing on Worksheet 5c with their analysis of the extract from *The Woman in Black* 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

Either Students continue or improve the writing they began in the lesson.
Or Students find a gothic horror text or ghost story written for either children or adults and analyse its vocabulary using a version of Worksheet 5b.