



<b>Lesson title:</b>	The figure in the graveyard
<b>Learning objective:</b>	To choose words and sentences carefully for a desired effect (WAF5, WAF7)
<b>Learning outcome:</b>	Students rewrite a short text to create a highly effective atmosphere

## Success criteria

AF	Level 6 / All students can ...	Level 7 / Most students can ...	Level 8 / Some students can ...
<b>WAF5</b>	Alternate between simple and complex sentences for purpose and effect	Deliberately design sentences for purpose and effect	Use a range of imaginative, flexible sentence structures for deliberate effect
<b>WAF7</b>	Mostly choose words carefully so that they are right for the desired effect, purpose and audience or reader	Consistently choose words that are just right for the reader and the desired effect	Carefully choose words to have just the right effect

## Resources

Texts	Worksheets / Other
<b>The Woman in Black</b> novel extract ( <i>Student's Book</i> , p. 30)	<b>Worksheet 5a</b> (Levels 6 to 8, Lesson 5) <b>Worksheet 5b</b> (Levels 6 to 8, Lesson 5) <b>Worksheet 5c</b> (Levels 6 to 8, Lesson 5)
Resource CD-ROM (see pp. 4–5)	Additional suggestions
<b>PowerPoint 5</b> (Levels 6 to 8, Lesson 5) <b>The Woman in Black</b> novel 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 – <b><i>The Woman in the Graveyard</i></b> ( <i>Student's Book</i> , p. 31) – with less able students.
Related lessons	
<b>Levels 4 to 6, Lesson 5</b> – pp. 16–17 – explores how to choose words carefully for effect and to match purpose. <b>Levels 5 to 7, Lesson 5</b> – pp. 50–51 – explores how to choose words carefully for a desired effect, matching style and form to purpose and reader.	

## Coverage

Assessment focuses	Assessment objectives (GCSE)
<b>WAF5</b> Vary sentences for clarity, purpose and effect <b>WAF7</b> Select appropriate and effective vocabulary	<b>Eng AO3 (i) / Eng Lang AO4 (i)</b> 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. You may need to remind students what an adjectival phrase is (a phrase or group of words describing a noun).

**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 listing connotations for each of the words in the left-hand column (*struggled, decayed, morbid, satanic*). Remind them to bear in mind the genre of the text from which the words are taken.
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 6**).
5. Put students into pairs and tell them to complete Activity 3 on **Worksheet 5b** (also see **PowerPoint 5, Slide 7**). Remind students to keep the success criteria in mind as they complete the activity.
6. Initiate a class discussion by posing this key question: What types of sentence does the author use to create a gothic horror atmosphere? Expect suggestions of complex, detailed sentences with lots of description. Draw students’ attention to the success criteria for WAF5 and ask them how they could employ a similar approach in their own writing.
7. Now hand out **Worksheet 5c** (also see **PowerPoint 5, Slide 8**). Tell students to rewrite the description. Draw students’ attention to the success criteria before they begin. Remind them to make their writing fit for purpose by choosing vocabulary (particularly verbs and adjectives) to build the atmosphere of gothic horror, using a range of imaginative and flexible sentence structures for effect, and adding detail to develop the passage. 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 first sentence (see **PowerPoint 5, Slide 9**).

## 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 need to choose both words and sentences carefully and imaginatively for 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 or ghost story written for either children or adults and analyse its vocabulary using a version of **Worksheet 5b**.