



Main Activities

The Text

First, students could be introduced to the text they will be studying this session. The short fiction extract is available as a **Text**, or to check comprehension there is a **Quickfire Questions** resource. It's useful at this stage to have a discussion about the piece: what impressions do the students get about what is happening? Are there any words or phrases which stand out to them?

Zooming In

Students could now start to look at some of the language of the text in detail. The **Zooming In Worksheets** have examples of sentences from the extract, which can then be contracted into smaller, more precise selections of language. The idea is that students start with a broad statement about the effect of the language selection, then extend and hone their answer as the language selection contracts. As well as the pre-filled in sheets, there is a blank copy of the activity sheet, which can be used for students who feel more secure in their understanding of this process.

For students who are struggling with making any text selections at all, it can be useful to advise them to look for phrases with interesting verbs or adjectives.

To help students identify specific language techniques used, the terms revised during the starter are a useful resource – alternatively, the [Key Terms for Analysis of Texts](#) is a useful resource and is available in higher and lower ability versions.

Sentence Forms

To develop their understanding of the effects of language, students could now look at the sentence forms in the extract. The **Sentence Forms Worksheet** guides students through an examination of how sentence construction can affect meaning.

Plenary

Identifying Language

Finally, students could look at the **Identifying Language Worksheet**, which includes a sample question and accompanying bullet points. Can they summarise what they have learnt this lesson into the boxes on the sheet? It's important to remind students that the bullet points are a guide only – they do not have to have an equal amount of notes for each point. Indeed, if one bullet point seems irrelevant, they do not need to include it.

Learning Objective:

To understand the impact and effect of language in a text.

Success Criteria:

- To revise key language terms.
- To analyse the use of language in a text.
- To hone and refine analysis of language.

Context

This is the second lesson in a series of intervention lessons for AQA GCSE English Language. This lesson helps students to prepare for Paper One, Question Two and covers AO2.

Section A - Lesson Two **Zooming In**

How does the writer use words and phrases to describe the garden in this extract? Look at the phrases below and make notes on your impressions.

Quotation:

What does this tell us?

Now, zoom in:

Quotation:

What does this tell us?

Now, zoom in:

Quotation:

What does this tell us?

Summarise what you have found:

Section A - Lesson Two **Zooming In (3)**

How does the writer use words and phrases to describe the garden in this extract? Look at the phrases below and make notes on your impressions.

“he could feel scratches on his face and arms from the vicious thorns of a rose bush which appeared to have insinuated itself on all sides of the path”

What does this tell us?

Now, zoom in:

“the vicious thorns of a rose bush which appeared to have insinuated itself”

What does this tell us?

Now, zoom in:

“vicious thorns”

What does this tell us?

Summarise what you have found:



Section A - Lesson Two **Zooming In (3)**

- Answers

Indicative content (please credit any valid response):

“he could feel scratches on his face and arms from the vicious thorns of a rose bush which appeared to have insinuated itself on all sides of the path”

This tells us that he is being scratched by the overgrowth.

“the vicious thorns of a rose bush which appeared to have insinuated itself”

This tells us that the rose bush has spread itself out to such an extent that it is blocking his path. The personification of the bush suggests that this is deliberate.

“vicious thorns”

This personifies the thorns, making them sound like savage soldiers defending the space and sadistically attacking the intruder.

Section A - Lesson Two **Zooming In (2)**

How does the writer use words and phrases to describe the garden in this extract? Look at the phrases below and make notes on your impressions.

“It was as if nature herself were holding him back, preventing him from disturbing the sleep of this forgotten wilderness.”

What does this tell us?

Now, zoom in:

“preventing him from disturbing the sleep of this forgotten wilderness”

What does this tell us?

Now, zoom in:

“this forgotten wilderness”

What does this tell us?

Summarise what you have found:



Section A - Lesson Two **Zooming In (2)**

- Answers

Indicative content (please credit any valid response):

“It was as if nature herself were holding him back, preventing him from disturbing the sleep of this forgotten wilderness.”

This gives a sense of nature being against him and wanting to protect herself.

“preventing him from disturbing the sleep of this forgotten wilderness”

This reinforces the idea that nature wishes to be left alone and to rest in peace. Nature is personified and portrayed as sleeping, he is seen as an intruder ‘disturbing’ her.

“this forgotten wilderness”

These words create a sense of sorrow, of something being left to fend for itself and having grown wild and unforgiving under such circumstances.



Section A - Lesson Two **Zooming In (1)**

How does the writer use words and phrases to describe the garden in this extract? Look at the phrases below and make notes on your impressions.

“Vines snaked at his feet, ready to trip him and send him headlong into patches of nettles.”

What does this tell us?

Now, zoom in:

“Vines snaked at his feet, ready to trip him”

What does this tell us?

Now, zoom in:

“Vines snaked”

What does this tell us?

Summarise what you have found:



Section A - Lesson Two **Zooming In (1)**

- Answers

Indicative content (please credit any valid response):

“Vines snaked at his feet, ready to trip him and send him headlong into patches of nettles.”

This tells us that the garden is a treacherous place and he’s going to fall if he’s not careful.

“Vines snaked at his feet, ready to trip him”

This tells us that the vines are actively working against him, lying in wait to trip him up.

“Vines snaked”

This tells us that the vines are reptilian, snaking their way around the garden; the distrustful connotations of ‘snake’ and the sibilance between the words adds to the sense of threat posed by the vines.

Section A - Lesson Two **Text Extract: Alone by Angela Marston**

The following is an extract from the novel **Alone** by Angela Marston:

Kit put his shoulder against the slats and pushed hard. There was the sound of hinges squealing indignantly, and the rough noise of wood against stone. But slowly, slowly, the gate opened to reveal the garden beyond.

To say it was overgrown was an understatement. Brushing away the tendrils of ivy which grasped at his face, Kit stepped forward into the chaos. Weeds brushed at his waist as he made his way carefully along a cobbled path. Vines snaked at his feet, ready to trip him and send him headlong into patches of nettles. Branches from overhanging trees worked into his hair, snagging and pulling at it as he tried to force his way through. It was as if nature herself were holding him back, preventing him from disturbing the sleep of this forgotten wilderness.

He pushed on, wishing he had brought a stick or spade with him – something to help clear a path through the bushes. His clothes were already torn and tattered, and he could feel scratches on his face and arms from the vicious thorns of a rose bush which appeared to have insinuated itself on all sides of the path. He wiped sweat from his brow; although it was a cold day, he was sweating through his shirt. From exertion, or from fear? He couldn't tell. There was something about this strange, overgrown garden which made him nervous.

And then, he saw it. Nestled in the heart of a tangle of thorns and leaves, a blood-red rose rested. Cloying, its scent reached Kit's nostrils as he bent forward for a closer look. The soft, fragile petals shone through the dingy greens and greys like a beacon of light, illuminating this small patch of the garden with their beauty and colour.



Section A - Lesson Two **Sentence Forms**

Look carefully at these sentences. What is the focus, or most important thing, in each of them?

Sentence	Focus
The man moved carefully out of the room. He didn't want to disturb anything.	
Carefully, the man moved out of the room. He didn't want to disturb anything.	
Carefully, so he didn't disturb anything, the man moved out of the room.	

The way a sentence is constructed can affect how the reader interprets it. Different constructions will give different impressions.

Can you re-write these sentences to create a different impression?

The cat crept silently through the long room.

Cautiously, the man opened the door and gasped.

The bushes were dense and dark, like soldiers waiting at the side of the path.

Section A - Lesson Two Sentence Forms - Answers

Indicative content:

Sentence	Focus
The man moved carefully out of the room. He didn't want to disturb anything.	The man
Carefully, the man moved out of the room. He didn't want to disturb anything.	His movement
Carefully, so he didn't disturb anything, the man moved out of the room.	Not disturbing anything

Can you re-write these sentences to create a different impression?

The cat crept silently through the long room.

Silently, the cat crept through the long room.

Through the long room the cat crept.... silently.

Through the long room, silently, the cat crept.

Cautiously, the man opened the door and gasped.

The man cautiously opened the door and gasped.

The man opened the door, cautiously, and gasped.

The man gasped as he opened the door. He had been right to be cautious.

The bushes were dense and dark, like soldiers waiting at the side of the path.

Like soldiers waiting at the side of the path, the bushes were dense and dark.

Dense and dark, like soldiers waiting, the bushes bordered the bath.

The bushes at the side of the path, dense and dark, were like waiting soldiers.



Section A - Lesson Two **Quickfire Questions**

The following is an extract from the novel **Alone** by Angela Marston:

Kit put his shoulder against the slats and pushed hard. There was the sound of hinges squealing indignantly, and the rough noise of wood against stone. But slowly, slowly, the gate opened to reveal the garden beyond.

To say it was overgrown was an understatement. Brushing away the tendrils of ivy which grasped at his face, Kit stepped forward into the chaos. Weeds brushed at his waist as he made his way carefully along a cobbled path. Vines snaked at his feet, ready to trip him and send him headlong into patches of nettles. Branches from overhanging trees worked into his hair, snagging and pulling at it as he tried to force his way through. It was as if nature herself were holding him back, preventing him from disturbing the sleep of this forgotten wilderness.

He pushed on, wishing he had brought a stick or spade with him – something to help clear a path through the bushes. His clothes were already torn and tattered, and he could feel scratches on his face and arms from the vicious thorns of a rose bush which appeared to have insinuated itself on all sides of the path. He wiped sweat from his brow; although it was a cold day, he was sweating through his shirt. From exertion, or from fear? He couldn't tell. There was something about this strange, overgrown garden which made him nervous.

And then, he saw it. Nestled in the heart of a tangle of thorns and leaves, a blood-red rose rested. Cloying, its scent reached Kit's nostrils as he bent forward for a closer look. The soft, fragile petals shone through the dingy greens and greys like a beacon of light, illuminating this small patch of the garden with their beauty and colour.

Where is the extract set?

What happens in the extract?

What impression does the author give of the environment?

Find one thing you like about the extract. What is it?



Section A - Lesson Two Quickfire - Answers

Indicative content (please credit any valid response):

Where is the extract set?

In an overgrown garden.

What happens in the extract?

The character Kit enters the garden and fights his way through the overgrowth to discover a blood-red rose.

What impression does the author give of the environment?

It is disordered and threatening; nature is personified as if it were an adversary, trying to thwart Kit.

Find one thing you like about the extract. What is it?

Personal response - accept any reasonable answer.



Section A - Lesson Two **Language Terms Bingo**

To play this game, distribute the following sheets among pupils – either in pairs or individually. Read out the following words and phrases – if a student can match the term on their sheet to your example, they will cross it out. The first to finish with all terms crossed out, shouts **Bingo!**

Grasping hungrily at the shore, the sea advanced. (Personification)

Angry (Adjective)

The cat was like a tiger, ready to pounce. (Simile)

Cunningly (Adverb)

The new view was that the number was too few. (Assonance)

The road was a snake, writhing through the desert. (Metaphor)

Soothing songs lulled him into sensuous sleep. (Sibilance)

Dashed (Verb)

The door closed with a bang, followed by an ominous creak. (Onomatopoeia)

Greedily chattering, the great gibbon grabbed at the food. (Alliteration)

Ravenous, she desperately grabbed at the food. (Emotive language.)



Listen carefully to the examples being read out. If the example matches one of the terms on your sheet, cross it off. Once all your terms are crossed off, shout out **Bingo!**

Personification	Metaphor	Simile
Verb	Assonance	Emotive Language



Listen carefully to the examples being read out. If the example matches one of the terms on your sheet, cross it off. Once all your terms are crossed off, shout out **Bingo!**

Adverb	Metaphor	Simile
Alliteration	Assonance	Adjective



Listen carefully to the examples being read out. If the example matches one of the terms on your sheet, cross it off. Once all your terms are crossed off, shout out **Bingo!**

Emotive Language	Onomatopoeia	Simile
Alliteration	Assonance	Adjective



Listen carefully to the examples being read out. If the example matches one of the terms on your sheet, cross it off. Once all your terms are crossed off, shout out **Bingo!**

Adverb	Metaphor	Simile
Alliteration	Assonance	Adjective





Listen carefully to the examples being read out. If the example matches one of the terms on your sheet, cross it off. Once all your terms are crossed off, shout out **Bingo!**

Verb	Metaphor	Simile
Alliteration	Emotive Language	Adjective



Listen carefully to the examples being read out. If the example matches one of the terms on your sheet, cross it off. Once all your terms are crossed off, shout out **Bingo!**

Sibilance	Metaphor	Simile
Alliteration	Assonance	Adjective



Listen carefully to the examples being read out. If the example matches one of the terms on your sheet, cross it off. Once all your terms are crossed off, shout out **Bingo!**

Adverb	Sibilance	Simile
Alliteration	Assonance	Adjective



Listen carefully to the examples being read out. If the example matches one of the terms on your sheet, cross it off. Once all your terms are crossed off, shout out **Bingo!**

Adverb	Metaphor	Simile
Verb	Assonance	Adjective



Section A - Lesson Two **Identifying Language**

How does the writer use language here to describe the garden?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms

Fill in your ideas in each of the sections.

words and phrases
language features and techniques
sentence forms

Remember: you don't have to have the same number of notes on each area – the bullet points are just there to help you!

