

# Teaching Pack

## Unseen Prose – Writer's techniques

**Cambridge IGCSE™**

**Literature in English 0475**



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Icons used in this pack:	
	Lesson plan
	Teacher notes
	Lesson resources

## Introduction

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This *Teaching Pack* focuses on supporting learners in exploring writers' techniques and choices of form, language, imagery and descriptive detail in unseen texts. We have chosen to demonstrate this by using *Dracula* by Bram Stoker, but this lesson plan could be adapted to use any other similar extract that focuses on the physical aspects of a character, e.g. the creature in *Frankenstein*; Scrooge in *A Christmas Carol* or Lennie in *Of Mice and Men*.

This lesson is designed for learners that already understand the features of Gothic literature. Learners could have read extracts from *Frankenstein*, *Dr Jekyll and Mr Hyde*, *Wuthering Heights* and considered the similarities in the genre.

It is expected that learners can define and identify the following:

- repetition
- adverbs
- alliteration
- compound sentences
- adjectives
- verbs
- powerful lexis.

In this *Teaching Pack* we have suggested resources and online links you may like to use as well as some worksheets to print off and use in the classroom with your learners.

## Lesson plan – Writer's techniques (Unseen prose)






### Resources



- Copies of the extract from *Dracula* by Bram Stoker, available online at [www.gutenberg.org/files/345/345-h/345-h.htm#CHAPTER\\_I](http://www.gutenberg.org/files/345/345-h/345-h.htm#CHAPTER_I)
- **Worksheet 1:** Vocabulary
- **Worksheet 2:** Self-/peer-assessment sheet
- **Teacher notes**

### Learning objectives

By the end of the lesson:

- **all** learners should be able to: Identify some of the writer's techniques and their effects
- **most** learners should be able to: Offer up an opinion about the effect of these techniques
- **some** learners should be able to: Construct an exploratory response at target-grade standard covering form, language, imagery and descriptive detail.

Timings	Activity
	<p><b>Starter/Introduction</b></p> <p><b>Task 1: Form</b></p> <p>Learners discuss the following questions about narrative form:</p> <ul style="list-style-type: none"> <li>• Why do ordinary people write diaries? – To reveal emotions, justify actions, discuss options, etc.</li> <li>• Why would an author choose to write a diary as the epistolary form for their novel? – To offer up a range of opinions, distance the writer from the character, reveal inner monologues etc.</li> </ul> <p>Learners should make a note of the epistolary definition: a novel in the form of letters, diaries and documents.</p> <p>Explain that today’s unseen text will be from the Gothic genre and the learning objective is to construct an exploratory response to target-grade standard covering form, language, imagery and descriptive detail.</p>
          	<p><b>Main lesson</b></p> <p><b>Task 2: Language</b> Display the key words from the extract and ask learners to define them. They should look up the word class (noun, adjective or verb) of the word, as this will add to their ability to explore the effect. (See <b>Teacher notes</b>).</p> <ul style="list-style-type: none"> <li>• Aquiline</li> <li>• Lofty</li> <li>• Protruded</li> <li>• Ruddiness</li> <li>• Pallor</li> <li>• Hitherto</li> <li>• Squat</li> <li>• Repress</li> <li>• Protuberant.</li> </ul> <p>Read the extract from ‘His face was a strong ... sat himself down again on his own side of the fireplace’, highlighting the words with learners adding the definition onto <b>Worksheet 1</b>.</p> <p><b>Task 3: Imagery</b> Each of the Count’s features are described and the extract ends with Harker’s reaction to the Count:</p> <ul style="list-style-type: none"> <li>• face</li> <li>• forehead</li> <li>• hair</li> <li>• eyebrows</li> <li>• nose</li> <li>• moustache</li> <li>• teeth</li> <li>• lips</li> <li>• skin</li> <li>• ears</li> <li>• cheeks</li> <li>• hands.</li> </ul> <p>Allocate your learners a feature each. Ask them to find the quotation</p>

Timings	Activity
	<p>(those listed above are listed in chronological order) that focuses on that feature.</p> <p>Give your learners time to sketch the image with the quotation around it. (See <b>Teacher notes</b>.)</p> <p>Stop your learners from drawing. Model explaining the effects. (See <b>Teacher notes</b>)</p> <p><b>Task 4: Techniques</b></p> <p>Ask learners to find examples of the following underlined techniques:</p> <ul style="list-style-type: none"> <li>• <u>repetition</u></li> <li>• use of <u>adverbs</u></li> <li>• use of <u>alliteration</u></li> <li>• use of <u>compound sentences</u></li> <li>• use of <u>adjectives</u>.</li> </ul> <p>In pairs, learners should discuss: <b>why is this description of the Count so effective?</b></p> <p>Share opinions about the effects created (See <b>Teacher notes</b> for suggestions).</p> <p><b>Task 5: Application</b></p> <p>Learners should write up their opinions following the questions listed below:</p> <ol style="list-style-type: none"> <li>1. Find the quotation; try to keep it short.</li> <li>2. Contextualise it – where is it within the extract?</li> <li>3. Linguistically – who is speaking and to whom? Tone? Sentence type?</li> <li>4. Identify the technique and explain its effect.</li> <li>5. Pick out one specific word in the quotation, think of synonyms of that word and then explore the connotations / symbolic use.</li> <li>6. What message is the writer trying to give? Effect on reader?</li> <li>7. Why is this description of the Count so effective for you personally?</li> <li>8. REPEAT with a different quotation.</li> </ol>
	<p><b>Plenary</b></p> <p>Learners read their partner's response and offer up comments to help them improve their grades using <b>Worksheet 2</b>.</p> <p><b>Homework:</b> learners can answer the following essay question.</p> <p><b>How does the use of the <u>epistolary</u> form help to reveal Harker's reaction to Dracula? To what extent do they personally share this reaction?</b></p>

## Teacher notes



Explore writers' techniques and choices of form, language, imagery and descriptive detail.  
(Unseen)

### Vocabulary task

**Aquiline** – hooked or curved like an eagle's beak. (adjective)

**Lofty** – of imposing height. (adjective)

**Protruded** – extend beyond or above a surface. (verb)

**Ruddiness** – having a reddish colour. (adjective)

**Pallor** – an unhealthy pale appearance. (noun)

**Hitherto** – until now. (adverb)

**Squat** – short and thickset; disproportionately broad or wide. (adjective)

**Repress** – restrain, prevent, or inhibit (the expression or development of something). (verb)

**Protuberant** – protruding; bulging. (adjective)

Give your learners time to sketch the image with the quotation around it. For instance *face*: 'His face was a strong – a very strong – aquiline'; the learner should draw a face that is hooked and curved like an eagle. An image of this can be found at

[https://en.wikipedia.org/wiki/Aquiline\\_nose#/media/File:Aquiline\\_\(PSF\).png](https://en.wikipedia.org/wiki/Aquiline_nose#/media/File:Aquiline_(PSF).png)

Begin to get them to focus on the effects of the description. Model this process by thinking out loud with the example of the face (whilst annotating around the image):

1. Sharp, pointy features imply a devious and unfriendly persona who may be dangerous because sharp objects often cut or hurt.
2. A bird-like appearance gives the Count a supernatural, shape-shifting character which the reader instinctively distrusts.

Explain that by offering up two explanations of the effect the learner is beginning to develop an exploration of possible meanings.



## Teacher notes, continued



### Techniques task

Explain to your learners that they will need to ensure they use evidence from across the text and a range of techniques that cannot simply rely on the imagery examined thus far in the lesson.

1. repetition of 'strong' to heighten physical feature
2. use of the adverb 'peculiarly' to show unease
3. use of alliteration in 'remarkable ruddiness' to show surprise
4. use of compound sentences to build up a detailed description of the Count as an unnatural man
5. use of the adjectives 'white and fine' to capture the Count's claw like hands.

### Application task

Explain to your learners that this is a paragraph structure to help them explore in detail the meaning and effects created by Stoker. Their own opinion and interpretation of the words is crucial to the successful response. This is why so much time is spent on developing your learners' vocabulary in preparation for the Unseen exam.

1. Find the quotation; try to keep it short.
2. Contextualise it – where is it within the extract?
3. Linguistically – who is speaking and to whom? Tone? Sentence type?
4. Identify the technique and explain its effect.
5. Pick out one specific word in the quotation, think of synonyms of that word and then explore the connotations / symbolic use.
6. What message is the writer trying to give? Effect on reader?
7. Why is this description of the Count so effective for you personally?
8. REPEAT with a different quotation.

**Worksheet 2** offers up three levels for your learners to assess themselves against. Each assessment objective will need reading, defining and sharing with the learner but this can be a useful resource that can be used in any extended writing lesson for self- and peer-assessment so it is worth spending some time before the lesson allowing learners to understand the objectives.

The homework offers up an opportunity to allow learners an extended period of time to develop their analytical writing.

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## Lesson resources

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**Worksheet 1:** Vocabulary

**Worksheet 2:** Self-/peer-assessment sheet

## Worksheet 1: Vocabulary



Word	Definition
Aquiline	
Lofty	
Protruded	
Ruddiness	
Pallor	
Hitherto	
Squat	
Repress	
Protuberant	



## Worksheet 2: Self-/peer-assessment sheet

<b>Level 3</b>	<b>10 9 8</b>	<ul style="list-style-type: none"> <li>demonstrates knowledge by making a little supporting reference to the text (AO1)</li> <li>makes some relevant comments (AO2)</li> <li>shows a basic understanding of surface meaning of the text and language (AO3)</li> <li>attempts to communicate a basic personal response (AO4)</li> </ul>
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<b>Level 5</b>	<b>16 15 14</b>	<ul style="list-style-type: none"> <li>demonstrates knowledge by showing some thoroughness in the use of supporting evidence from the text (AO1)</li> <li>shows understanding of the text and some of its deeper implications (AO2)</li> <li>makes some response to the way the writer uses language (AO3)</li> <li>makes a reasonably developed relevant personal response (AO4)</li> </ul>
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<b>Level 8</b>	<b>25 24 23</b>	<ul style="list-style-type: none"> <li>demonstrates knowledge by incorporating well-selected reference to the text skilfully and with flair (AO1)</li> <li>sustains a critical understanding of the text showing individuality and insight (AO2)</li> <li>responds sensitively and in considerable detail to the way the writer achieves her/his effects (AO3)</li> <li>sustains personal and evaluative engagement with task and text (AO4)</li> </ul>
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### What went well:



### What could be improved:



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