

between the lines

A lesson written for every student in the room

FREE LESSON SAMPLER

Language Paper 2: Words with a purpose

How does language in non-fiction persuade as well as describe?

Lesson 3 of 20 from the scheme of learning

Teacher notes, slides and student pages at all three levels

Written for the AQA specification

What is in this sampler

This is one complete lesson from our Language Paper 2 scheme for Language Paper 2. It comes exactly as it appears in the full scheme, so you can teach it next week and see how our lessons work.

Teacher notes	Timings with slide numbers, Do Now answers, the exploded quotation, the hinge question and what each answer tells you, the task at three levels, a model paragraph and notes on misconceptions and adapting the lesson (next pages).
Slides	The editable PowerPoint deck for Lesson 3, with teacher notes on every slide (separate file).
Student pages	The lesson's pages from the Securing, Strengthening and Soaring student packs: one question, three levels of support (at the end of this document).

How every lesson works

Know	Do Now from memory, vocabulary, then the reading.
Apply	Explode one quotation together; a hinge question checks understanding.
Master	One shared question answered as a What-How-Why paragraph, with Securing, Strengthening and Soaring support; then a model paragraph and an exit ticket.

In the full scheme

- 20 lessons like this one, with editable slides and a teacher handbook
- Student packs at three levels for every lesson
- Six weeks of deliberate practice homework at three levels
- Three Feedback Loop mini assessments with whole-class feedback sheets and improvement tasks
- An exam-style end-of-unit essay with level guidance and three annotated model answers

Lesson 3: Words with a purpose

SEQUENCE 1: READING NON-FICTION • 60 MINUTES

How does language in non-fiction persuade as well as describe?

By the end of the lesson, students can

- Explain how description in non-fiction can persuade a reader to feel for people
- Analyse Dickens's use of personification, repetition and sound in 'Night Walks'
- Write a What-How-Why paragraph in the style of Question 3 on walking the streets at night

Lesson at a glance

Time	Phase	What happens	Slides
0–8	Know	Do Now: five quick questions on Lessons 1 and 2 and the glossary. Students self-mark from the answer slide.	2–3
8–18	Know	Pre-teach houseless, interminable, furtive and personification. Read the extract aloud while students follow, then ask: Dickens has a home, so why does he call himself houseless, and what does he want us to feel?	4–6
18–28	Apply	Explode the quotation together. Think aloud about a man who turns himself into a figure called Houselessness, then students annotate their copy.	7
28–33	Apply	Hinge question on mini-whiteboards. Use the answers to decide who starts on which level of support.	8–9
33–53	Master	Students write one What-How-Why paragraph using the student pack at their level. Share the model paragraph in the last five minutes.	10–11
53–60	Master	Exit ticket. Collect and sort into three piles to plan the start of Lesson 4.	12

Do Now answers

1	Question 2 asks for a summary of differences. Should you write about similarities too?	No. Write about what the question asks for
2	What must each Question 2 point include from both sources?	A detail from each source and an inference about what it suggests
3	Name one difference between the watercress girl and the young carer.	Any one: the girl sells in the street and the carer works unpaid at home; the girl knows nothing of parks and the carer knows what she misses
4	What is hyperbole?	Deliberate exaggeration
5	Bird reports what others think of Mountain Jim. Is that her viewpoint?	No. It is other people's view, which she passes on

Vocabulary

houseless	having no house or home to go to
interminable	endless; so long it seems it will never stop

furtive	secretive, trying not to be seen
personification	giving human qualities to something that is not human

Reading

Night Walks: London after midnight

Charles Dickens remembers a time when he could not sleep and walked the streets of London all night in the cold, wet weather of March.

At length these flickering sparks would die away, worn out—the last veritable sparks of waking life trailed from some late pieman or hot-potato man—and London would sink to rest. And then the yearning of the houseless mind would be for any sign of company, any lighted place, any movement, anything suggestive of any one being up—nay, even so much as awake, for the houseless eye looked out for lights in windows.

Walking the streets under the pattering rain, Houselessness would walk and walk and walk, seeing nothing but the interminable tangle of streets, save at a corner, here and there, two policemen in conversation, or the sergeant or inspector looking after his men. Now and then in the night—but rarely—Houselessness would become aware of a furtive head peering out of a doorway a few yards before him, and, coming up with the head, would find a man standing bolt upright to keep within the doorway's shadow, and evidently intent upon no particular service to society. Under a kind of fascination, and in a ghostly silence suitable to the time, Houselessness and this gentleman would eye one another from head to foot, and so, without exchange of speech, part, mutually suspicious. Drip, drip, drip, from ledge and coping, splash from pipes and water-spouts, and by-and-by the houseless shadow would fall upon the stones that pave the way to Waterloo-bridge; it being in the houseless mind to have a halfpenny worth of excuse for saying 'Good-night' to the toll-keeper, and catching a glimpse of his fire. A good fire and a good great-coat and a good woollen neck-shawl, were comfortable things to see in conjunction with the toll-keeper; also his brisk wakefulness was excellent company when he rattled the change of halfpence down upon that metal table of his, like a man who defied the night, with all its sorrowful thoughts, and didn't care for the coming of dawn. There was need of encouragement on the threshold of the bridge, for the bridge was dreary.

Charles Dickens, 'Night Walks', *The Uncommercial Traveller* (1860)

Word help **veritable**: real, true • **pieman**: a man who sold hot pies in the street • **coping**: the top layer of stone on a wall • **toll-keeper**: the man who took a small payment from people crossing the bridge

Explode the quotation

Method Personification and repetition. Dickens turns himself into a figure called Houselessness.	Zoom in “walk and walk and walk” repeats one verb three times, with no place to arrive at.
“Houselessness would walk and walk and walk”	
Effect The sentence feels as tired and endless as the walking, so the reader feels the hours drag.	Purpose By naming himself after the condition, Dickens stands in for everyone with nowhere to sleep, and asks readers in warm beds to imagine one night of it.

Hinge question

Dickens writes “A good fire and a good great-coat and a good woollen neck-shawl”. Why does he repeat “good”?

- A. To show that the toll-keeper is a kind and honest man.
- B. To pile up warmth and comfort, so the reader feels what the houseless walker lacks. (the right answer)**

C. Because he cannot think of a better adjective.

What the answers tell you

A reads “good” as a judgement of character: show that each “good” goes with an object, a fire or a coat, and start these students on Securing. C treats repetition as a mistake: model how a writer repeats a word on purpose, and start them on Securing too.

Why the answer is right

Each “good” adds one more comfort, so the list makes the walker’s cold and wet feel worse by contrast.

Master task

You now need to refer only to the second paragraph of the source. How does the writer use language to describe walking the streets at night?

In the style of Paper 2 Question 3 • 12 marks

Securing aiming for a 4 Quotations to choose from “the interminable tangle of streets” “Drip, drip, drip, from ledge and coping” “like a man who defied the night” Starters Dickens describes the streets at night as _____. Dickens writes _____. The word _____ suggests _____. This makes the reader feel _____ because _____.	Strengthening aiming for grades 5 to 6 Prompts What: Make a clear point about what the streets are like for someone with nowhere to go. How: Choose a quotation from the second paragraph. Name the method (personification, repetition, onomatopoeia, simile) and zoom in on one word. Why: How does Dickens make his readers, warm in their homes, feel for people who walk all night?	Soaring aiming for grades 7 to 9 The debate “Dickens describes the night streets so well that he makes being houseless sound like an adventure. How far do you agree?” Write two paragraphs. In the second, give an alternative reading that begins with Alternatively.
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Model paragraph

What	Dickens describes the night streets as an endless, wet maze that makes a walker long for any sign of warmth.
How	He writes of “the interminable tangle of streets”. The word “interminable” means endless, and “tangle” suggests a knot with no way out, so the walker seems trapped in the city. The onomatopoeia of “Drip, drip, drip” slows the sentence down, as if the reader is counting the drops in the dark.
Why	Against this misery, the toll-keeper’s fire and coat seem precious, and he “defied the night” like a hero. Dickens persuades as he describes. By the time we reach the “dreary” bridge, we have lived a few hours of houselessness, and it is harder to look away from people who live it every night.

Exit ticket

Dickens calls himself Houselessness because...

Teacher notes

Subject knowledge

‘Night Walks’ first appeared in Dickens’s magazine *All the Year Round* in 1860 and was collected in *The Uncommercial Traveller*. Dickens had a home: he walked at night because he could not sleep, and he calls

the result “a fair amateur experience of houselessness”. That gap matters. He borrows the condition to make comfortable readers feel it. Question 3 asks how a writer uses language; in non-fiction, the effect usually includes what the writer wants the reader to think, feel or do. Here the figure of Houselessness, the repeated “walk”, the sounds of the rain and the list of “good” things at the toll-keeper’s fire all work on the reader’s sympathy.

Common misconceptions

- Thinking Dickens was homeless. He chose to walk, and he calls his own experience amateur.
- Treating non-fiction as plain information. Dickens uses personification and sound as a novelist does.
- Quoting from the first paragraph when the question names the second.
- Naming onomatopoeia with no effect. Say what the sound does to the pace or the mood.

Adapting the lesson

Everyone answers the same question on the same extract. Students who chose A or C in the hinge question start on Securing. Move anyone who completes the Securing frame in ten minutes to the Strengthening prompts for a second paragraph. Students who can already build a thesis start on Soaring.

Words with a purpose

How does language in non-fiction persuade as well as describe?

Securing

aiming for a 4

Do Now: five quick questions

- 1 Question 2 asks for a summary of differences. Should you write about similarities too?
- 2 What must each Question 2 point include from both sources?
- 3 Name one difference between the watercress girl and the young carer.
- 4 What is hyperbole?
- 5 Bird reports what others think of Mountain Jim. Is that her viewpoint?

Vocabulary

houseless	having no house or home to go to
interminable	endless; so long it seems it will never stop
furtive	secretive, trying not to be seen
personification	giving human qualities to something that is not human

Reading

Night Walks: London after midnight

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At length these flickering sparks would die away, worn out—the last veritable sparks of waking life trailed from some late pieman or hot-potato man—and London would sink to rest. And then the yearning of the houseless mind would be for any sign of company, any lighted place, any movement, anything suggestive of any one being up—nay, even so much as awake, for the houseless eye looked out for lights in windows.

Walking the streets under the pattering rain, Houselessness would walk and walk and walk, seeing nothing but the interminable tangle of streets, save at a corner, here and there, two policemen in conversation, or the sergeant or inspector looking after his men. Now and then in the night—but rarely—Houselessness would become aware of a furtive head peering out of a doorway a few yards before him, and, coming up with the head, would find a man standing bolt upright to keep within the doorway's shadow, and evidently intent upon no particular service to society. Under a kind of fascination, and in a ghostly silence suitable to the time, Houselessness and this gentleman would eye one another from head to foot, and so, without exchange of speech, part, mutually suspicious. Drip, drip, drip, from ledge and coping, splash from pipes and water-spouts, and by-and-by the houseless shadow would fall upon the stones that pave the way to Waterloo-bridge; it being in the houseless mind to have a halfpenny worth of excuse for saying 'Good-night' to the toll-keeper, and catching a glimpse of his fire. A good fire and a good great-coat and a good woollen neck-shawl, were comfortable things to see in conjunction with the toll-keeper; also his brisk wakefulness was excellent company when he rattled the change of halfpence down upon that metal table of his, like a man who defied the night, with all its sorrowful thoughts, and didn't care for the coming of dawn. There was need of encouragement on the threshold of the bridge, for the bridge was dreary.

Word help **veritable**: real, true · **pieman**: a man who sold hot pies in the street · **coping**: the top layer of stone on a wall · **toll-keeper**: the man who took a small payment from people crossing the bridge

Explode the quotation

Annotate each box as your teacher explodes the quotation.

Method	Zoom in
“Houselessness would walk and walk and walk”	
Effect	Purpose

Your task

You now need to refer only to the second paragraph of the source. How does the writer use language to describe walking the streets at night?

In the style of Paper 2 Question 3 • 12 marks

Word bank

personification	giving human qualities to something that is not human
repetition	using a word more than once for effect
onomatopoeia	a word that sounds like the noise it describes
connotation	an idea or feeling a word suggests

Choose your quotations

- “the interminable tangle of streets”
- “Drip, drip, drip, from ledge and coping”
- “like a man who defied the night”

Worked example

Dickens shows how lonely the night is. He writes that “the houseless eye looked out for lights in windows”, which suggests that even a stranger’s lamp feels like company.

The example uses a different quotation. Choose one from the list above for your own paragraph.

Your task

You now need to refer only to the second paragraph of the source. How does the writer use language to describe walking the streets at night?

Write your paragraph

What: Dickens describes the streets at night as _____.

How: Dickens writes _____. The word _____ suggests _____.

Why: This makes the reader feel _____ because _____.

Exit ticket

Dickens calls himself Houselessness because...

Words with a purpose

How does language in non-fiction persuade as well as describe?

Strengthening

aiming for grades 5 to 6

Do Now: five quick questions

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What, How and Why

What	Make a clear point about what the streets are like for someone with nowhere to go.
How	Choose a quotation from the second paragraph. Name the method (personification, repetition, onomatopoeia, simile) and zoom in on one word.
Why	How does Dickens make his readers, warm in their homes, feel for people who walk all night?

Plan your paragraph

My point answers the question	
My quotation short and exact	
Method and zoom the method, and the one word I will explore	
The writer's purpose what they wanted readers to think or do	

Your task

You now need to refer only to the second paragraph of the source. How does the writer use language to describe walking the streets at night?

Write your paragraph

Check your paragraph

- ☐ My point answers the question
- ☐ I quote only from the second paragraph
- ☐ I name a method and explain its effect
- ☐ I zoom in on one word
- ☐ I explain what the description persuades the reader to feel

Exit ticket

Dickens calls himself Houselessness because...

Words with a purpose

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Soaring

aiming for grades 7 to 9

Do Now: five quick questions

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In the style of Paper 2 Question 3 • 12 marks

The debate

“Dickens describes the night streets so well that he makes being houseless sound like an adventure. How far do you agree?”

Write two paragraphs. In the second, give an alternative reading that begins with Alternatively.

Think about

- Whether the meeting with the man in the doorway is comic or threatening
- How the sounds of “Drip, drip, drip” and “splash” change the pace
- Why a glimpse of someone else’s fire matters so much

Verbs to try

personifies • evokes • intensifies • contrasts

Plan your argument

My argument	An alternative reading

Your task

You now need to refer only to the second paragraph of the source. How does the writer use language to describe walking the streets at night?

Write your answer

Exit ticket

Dickens calls himself Houselessness because...