

between the lines

A lesson written for every student in the room

FREE SAMPLE

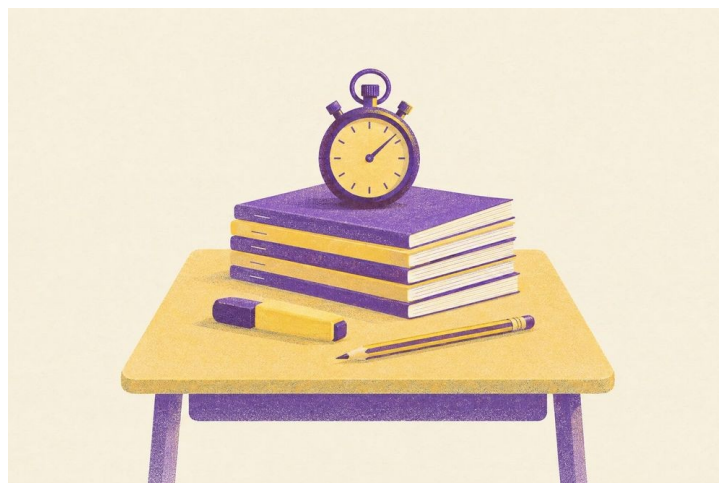
Language Paper 2: Raising Achievement

Free drill: teacher guide

1 drills of about 30 minutes

Slides, a student sheet and answers for every drill

Written for the AQA specification

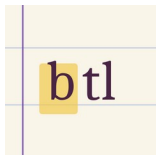


How the drills work

Thirty short drills for AQA English Language Paper 2, each built for a 25 to 30-minute intervention session and matched to the question formats on AQA's 2026 sample paper. The reading drills pair real nineteenth-century non-fiction, copied exactly from Project Gutenberg, with short modern sources written for these resources, and every drill runs the same routine: Do Now, focus reminder, read and check, zoom in, one technique, one timed question with a model, then green pen. Drill 1 shows the format at its most typical.

Do Now	Five quick retrieval questions, answered in silence and self-marked.
Focus reminder	What the skill or exam question asks for, in three or four plain points.
Read and check	The extract with line numbers, then quick questions to make sure everyone has understood it.
Zoom in	Single words: connotations, then a What-How-Why sentence.
Technique	One method or sentence skill, modelled on the extract.
The question	An exam-style question with a plan, top tips, a timed answer, a model and a "How did you do?" check.
Have a go	A second short task on a new moment or extract.
Green pen	A checklist to improve the answer before the sheets are collected.

Each drill comes as an editable slide deck with notes on every slide and a printable student sheet. Run them weekly in intervention sessions, in any order within a topic.



Topics

Question 3: language

These drills build short, precise analysis of the language in Source A. Students zoom in on single words, name each word class with an adjective (the violent verb, the bleak adjective) and explain what the reader sees or feels and why the writer wants that. Every drill also asks for one comment on a sentence form, because nineteenth-century writers use long, building sentences and sudden short ones. Common errors are labelling a technique without explaining it, quoting whole sentences and drifting outside the named lines. Run the zoom slide briskly, then give the full ten minutes to one developed paragraph.

Drills: 1 (The rope broke on the Matterhorn)

Drill 1: The rope broke on the Matterhorn

Question 3: language • Analysing how a writer uses language to describe a disaster

Do Now	Focus reminder	Read and check	Zoom in	Technique	The question	Green pen	Have a go
3 min	1 min	5 min	4 min	2 min	10 min	2 min	3 min

- Context, if asked: In July 1865 Whymper's party were the first to reach the top of the Matterhorn. Four of the seven men died on the way down; Whymper and the two Taugwalders, a father and son who were both called Peter, survived.
- This edition uses American spellings in places ("endeavoring", "paralyzed"). That is the printed source; students should keep British spelling in their own writing.
- Students often retell the fall. Push every sentence back to a word or a sentence form and its effect.

Do Now answers

- Paper 2 Question 3 is worth how many marks? **12 marks.**
- Which source does Question 3 ask about? **Source A only, and only the lines it gives you.**
- What is a verb? **A word for an action or a state, such as fell, slipped or held.**
- Is a mountaineer's account of a real climb fiction or non-fiction? **Non-fiction: it tells what really happened.**
- Give one way a writer can make a sentence feel fast. **Short clauses, lists of actions, or a sentence that rushes on with commas and colons.**

Check your understanding

- How many people are falling by the end of line 10? **Four: Croz, Hadow, Hudson and Lord Francis Douglas.**
- What broke? **The rope, "midway between Taugwalder and Lord Francis Douglas".**
- How far did the men fall? **"nearly four thousand feet".**
- How did the two guides react afterwards? **They were "paralyzed by terror" and "cried like infants".**

Zoom in: connotations

startled	sudden, shock, no warning
flying	speed, no control, weightless
dragged	force, helpless, pulled against your will
jerk	sudden, violent, painful
taut	tight, strain, about to snap
sliding	slow, no grip, out of control
precipice	sheer drop, edge, danger
paralyzed	frozen, unable to move, terror

Technique: Sentences that speed up

Whympers's sentences are long, but they move fast: action follows action, joined by commas and colons, so the reader has no time to breathe. Then one short, flat sentence stops everything. Task: Count the people who fall in this one sentence. Then find the short sentence that comes straight after it and say why Whympers makes it so short.

The question

03 You now need to refer only to Source A from lines 1 to 19.

How does the writer use language to describe the accident? [12 marks]

Model answer

Whympers describes the accident as something terribly quick and impossible to stop. The violent verb "knocked" and the phrase "flying downward" show that one slip turns into a fall in an instant, and "flying" makes the men seem weightless and out of control. One long sentence then lists the falling men, joined by colons and commas, so the reader is swept along as each man is pulled off in turn: Hudson is "dragged from his steps", and the forceful verb "dragged" makes him seem helpless. Whympers then stops everything with a short, flat sentence: "All this was the work of a moment." The final image is the worst. The men are "spreading out their hands, endeavoring to save themselves", a pitiful detail that the reader can picture, before they fall "from precipice to precipice". The repeated noun makes the drop seem endless, and the last sentence, "From the moment the rope broke it was impossible to help them", leaves the reader as helpless as Whympers.

- It opens with one clear idea that answers the question: the fall is quick and cannot be stopped.
- Every quotation is short, and one word in it is named and explained.
- It comments on sentence forms (the long sentence, the short one) as well as single words.
- It ends on the effect on the reader, tied back to Whympers's own helplessness.

Have a go

Now look at the second part: lines 20 to 29. How does Whympers use language to show the guides' fear? Write two What-How-Why sentences, one about "cried like infants" and one about the repeated cry "We are lost! we are lost!"

The simile "cried like infants" makes two grown men, experienced guides, seem as helpless as babies, so the reader understands how complete their terror is. The repeated exclamation "We are lost! we are lost!" sounds like a chant of panic; the repetition shows that the young man cannot think of anything else, and the exclamation marks make the reader hear the scream.