

Cambridge International AS & A Level Literature in English 9695

Introduction to Literature – Lesson 5: Language		
Learning objectives:	By the end of this lesson learners will be able to: <ul style="list-style-type: none"> understand ways in which the author selects language in a text to create meaning and effects to engage the reader. explore the variety and use of language in literary texts. 	
Lesson objectives:	<ul style="list-style-type: none"> Learners will be able to identify literary techniques and devices and explain how their use contributes to a reader's analysis and understanding of a text. Learners will explore the use of tone, mood and atmosphere. 	
Vocabulary:	imagery, symbolism, language effects, style, metaphor, simile, archetype, dramatic irony, foreshadowing, flashback, frame story, hyperbole, irony, mimetic, diegetic.	
Previous learning:	Learners have explored aspects of context, character, plot, and themes in earlier lessons.	
Plan		
	Activities	Guidance
Beginning	<p>Learners discuss in pairs/small groups how language chosen by the writer gives clues about the narrator in a first-person account.</p> <p>Ask learners:</p> <ul style="list-style-type: none"> To what extent can we trust a first-person narration? What kinds of words or phrases might we question? <p>Pairs/groups of learners look at a very short extract written in the first-person and underline words and phrases that tell them something about the narrator and the narrator's attitudes and feelings. Discuss as a class.</p> <p>Learners rewrite one or two sentences with a change of tone and mood so that the narrative voice is altered. Learners share their new sentences with a partner or small group and discuss the impact of their changes.</p> <p>Resources: Very short extract or section of an extract written in the first-person. Select a piece where there are clear clues of narrative bias.</p>	<p>Encourage learners to suggest and explore the differences in the use of first-person, e.g. the differences between autobiography and first-person accounts.</p> <p>Discuss the idea of unreliability and the idea of narrators telling their own story or that of others.</p> <p>Explore the idea that the narrator has an impact on the story.</p> <p>Learners will often take everything a narrator says without questioning it at first. Guide them to be more sensitive readers by using clues in the writing to the narrator's reliability.</p> <p>Introduce the concepts of subjectivity and objectivity in narrative, e.g. how much can any narrator or narrative be neutral?</p>
Middle	<p>Play a matching game where learners match up devices with definitions to revise their understanding of different literary devices. These might include:</p> <p>Imagery, symbolism, allegory, metaphor, simile, archetype, dramatic irony, foreshadowing, flashback, frame story, hyperbole, irony. Explore the meanings of tone, mood and atmosphere:</p> <ul style="list-style-type: none"> Is tone about voice? 	<p>Analysis of language and literary devices will depend on the text being studied, but learners will need to understand the meaning and ideas created through the language and literary devices the author uses and to understand why and to what effect the author chooses language and literary devices.</p>

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	<ul style="list-style-type: none"> Does tone set the mood of the piece? In what different ways is atmosphere created? <p>Give learners short extracts to explore asking them to look for examples of tone, mood and atmosphere. When learners have identified examples, ask them to consider the effects that the chosen language produces, for the reader or an audience, including:</p> <p>Tone: In pairs, learners discuss what they can hear from a narrator in the text? Is there intonation / inference / agenda / elements of irony in the way the writer chooses language and expression?</p> <p>Mood: How do we discern the mood of a text? Learners focus on language detail again here, imagery, description, etc. Why is the mood of a text important in reading literature?</p> <p>Atmosphere: Guide learners towards the idea that atmosphere can be a broader concept than mood, e.g. tone, description and concepts such as pathetic fallacy in creating the overall atmosphere of a text; it is not solely dependent on descriptions of the setting, weather, etc.</p> <p>Give learners a short descriptive section of text, this could be a description of place and/or character. Learners underline key features of language and consider their impact and effects. Do the descriptions suggest any symbolic significance? What themes are emerging? What tone/atmosphere is the writer creating? How does the writer use imagery to convey effects?</p> <p>Resources: Use a matching game, e.g. bingo, pairs for matching literary devices/terms and definitions. Short extracts that create a strong sense of tone, mood and atmosphere. Descriptive extract.</p>	<p>While their focus should always be a literary one and not linguistic learners should have the skills to analyse the ways in which the structure of language (sentence structures, different verb classes, punctuation,) affects the outcome/effect of its pace.</p> <p>Learners often choose to do passage questions in their final examinations. If learners look for sections of description in the passage, this may help them to find material for their responses.</p>
End	<p>Discuss what learners understand by 'tone'. They may come up with words, such as attitudes or feelings, or the expression 'tone of voice'. Learners consider the range of tones that they have come across in texts that they have studied, e.g. angry, sad, passionate, or proud. They may also come up with formal and informal. Learners consider whether the tone remains constant or shifts as a text develops.</p>	

Additional information	
Differentiation	Assessment
Select extracts that are more accessible or more challenging in terms of language choices for learners. Different pairs/groups work on different extracts or different sections of an extract.	<ul style="list-style-type: none"> Using one of the extracts, learners write a short piece: 'Explore the language and imagery in this extract/short story discussing what it reveals of character and the dramatist's concerns in the text as a whole.'
Follow-up work	
Learners find a variety of extracts that display different tones to share with other class members. Do they all agree on the tone being used? What features of language indicate this?	