



Turning a New Leaf

“Life starts all over again when it gets crisp in the fall” - F. Scott Fitzgerald

This seasonal support is the first in a series and will focus on the use of two stimulus pieces set in the season of autumn.

Please note:

- The following tasks might be completed over a series of lessons or as part of a unit of learning.
- Consider how this support might be adapted to suit your context. How might you do this?
- Students may wish to complete some tasks individually or in pairs/groups.
- Tasks might be completed orally and/or in written format.

Aspects of Junior Cycle Learning Outcomes in Focus (Level 3 and Level 2)

Oral Language 11	Engage with the world of oral language use as a pleasurable and purposeful activity ○
Reading 8	Read their texts to understand and appreciate language enrichment... an author's choice of words, the use and effect of simple figurative language, vocabulary... and images, as appropriate to the text ○ ★
Writing 1	Demonstrate their understanding that there is a clear purpose for all the writing activities and be able to plan, draft, re-draft, and edit their own writing as appropriate ○ ★
Communication and Literacy	1.5 Participate in practical, formal and informal communications

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Junior Cycle English Learning
Outcomes Poster





Engaging in Descriptive Writing

Introductory Activity:

Listen to the following extract from *Harry Potter and the Deathly Hollows* by JK Rowling. Pay particular attention to the descriptive language used in this piece. **Click on the icon** below to access the audio. A written version of the extract is also available below.



Autumn seemed to arrive suddenly that year. The morning of the first of September was crisp and golden as an apple, and as the little family bobbed across the rumbling road towards the great, sooty station, the fumes of car exhausts and the breath of pedestrians sparkled like cobwebs in the cold air. Two large cages rattled on top of the laden trolleys the parents were pushing; the owls inside them hooted indignantly, and the red-headed girl trailed tearfully behind her brothers, clutching her father's arm.

'It won't be long, and you'll be going too,' Harry told her.

Extract from *Harry Potter and the Deathly Hollows* by JK Rowling



Activities

1. The writer creates an atmospheric setting in this descriptive passage. Do you agree? Listen to the extract for a second time and record any words that you feel are particularly important in creating this atmospheric setting.
2. In pairs/groups, discuss what makes this extract an effective piece of descriptive writing. Your discussion may include some of the following or you might co-create other points with a peer:
 - The use of adjectives
 - Word choice
 - Techniques
 - Colour
 - Imagery
3. Based on your knowledge from the previous activity, write a descriptive opening paragraph to a short story of your own. Use the paragraph above as a model for your writing.



Descriptive and Aesthetic Writing

AUTUMN

When you see your own breath in the morning,
And the leaves have completed their turn,
At the bottom of many a garden,
Bonfires burn.

When the swallows have packed up and left us,
When you hear the first rut of the deer,
When Jack Frost has begun to paint windows,
Autumn's here.

So even trees will shed their domes,
That's when the toadstools wear their crowns,
When the hedges are studded with rubies,
Pumpkin faces will start to appear.

There is really no point in denying,
Autumn's here.
There is really no point in denying,
Autumn,
Autumn is here.

Lyrics from 'Autumn',
The Wind in the Willows, The Musical



Activities

1. Having read through the song, discuss in class what you think the song itself will sound like. What words would you use to describe how you imagine the song.
2. Research online to find the song 'Autumn' from 'Wind in the Willows: The Musical'.
 - Does the song sound how you imagined it? Why or why not?
 - Does the language used in the poem effectively express the meaning of the poem? Why or why not?

