

Tuesday 22nd June

L.O. Use the characterisation toolkit to note down characters' actions & reactions to events in a story

Recap of adverbials in a monologue



Revision of the characterisation toolkit



Use the toolkit to make notes in a story planner

In our last lesson, we revised the four types of adverbials.

Adverbials of **time** tell us when something happens:

now then soon yesterday before after

Adverbials of **place** tell us where something happens:

here there under the tree in the classroom

Adverbials of **manner** tell us how something happens:

suddenly quietly in a flash without thinking

Adverbials of **frequency** tell us how often something happens:

twice a week never always on Fridays

Time:

It's been a waking nightmare, these past seven years. I can still see that poor bloke sinking through the weeds to the bottom of the canal, like it was yesterday. Tom still goes there every week, sometimes three times a week; he sits by the tow path, staring at the spot where the Virginia used to be. I think he gets some sort of comfort from it, or maybe he's just punishing himself - I don't know. Me, I've never been back. I can't, can I? I don't need reminding of what I've done.

Time:

It's been a waking nightmare, [REDACTED] I can [REDACTED] see that poor bloke sinking through the weeds to the bottom of the canal, like it was yesterday. Ton [REDACTED] goes there every week, sometimes three times a week; he sits by the tow path, staring at the spot where the Virginia used to be. I think he gets some sort of comfort from it, or maybe he's just punishing himself - I don't know. Me, I've never been back. I can't, can I? I don't need reminding of what I've done.

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Place:

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Manner:

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L.O. Use the characterisation toolkit to note down characters' actions & reactions to events in a story

Over the next few days, we will be re-writing the canal incident in the Hajj story from a different perspective - a third person viewpoint. We can follow the events from the original text, but we will be concentrating more on the extra details that give away the characters' emotions and feelings.

As our focus for this unit is characterisation, let's remind ourselves of the toolkit that we have already looked at:

- Actions/ reactions of characters to each other and the setting
- Appearance of characters
- Internal voice
- Dialogue that indicates how a character might feel
- Effective description of setting to reflect/impact on the character's feelings (pathetic fallacy)

First, we need to plan our version of the story.

This worksheet has a summary of the story in eight sections, but no details.

Use the toolkit points at the top of the sheet to help you make notes in the boxes. Remember that you need to think about how you will make your characters 'come alive': what will they see, hear or smell? How will they react or speak? What details of the setting will affect them? What will they look like?

Paragraph Planner - Hujj

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- Actions/ reactions of characters to each other and the setting
- Appearance of characters
- Internal voice
- Dialogue that indicates how a character might feel
- Effective description of setting to reflect/impact on the character's feelings (poetic/fantasy)

1. First time at the canal - poetic/fantasy to compare the scene with Evelyn's barge	2. Reactions of the boys to the barge and making fun of the old man - Evelyn's response
3. The next time - boarding the barge, descriptive details using senses - the boys' actions there	4. Evelyn gives chase - boys' reactions as they run away
5. Return to the barge - Gary's idea to write it and the other's reactions to this - Gary's response	6. Boys actions to get Evelyn's attention, as the boat begins to drift
7. Evelyn's reactions to boys - his slip and fall	8. The boys' response to what happened

