

Thursday 18th November

L.O. Use the senses and adverbials to increase tension.

Re-cap of last lesson - Story openings



Senses and adverbials - generating ideas to cause tension



Independently write the second section to develop tension

In our last lesson, we used figurative language to help us set the scene of our story. Look back at your work and use the reminders on the next screen to help you show your partner examples from your own writing.

Also, look out for any sentences that joined two ideas using a conjunction or adverbial. If they have been used at the front of the sentence, did you use a comma between the clauses?

**simile:** the comparison of one thing with another thing of a different kind, using *as* or *like*.

E.g. as fast as a cheetah / like a bolt of lightning

**metaphor:** a direct comparison, that states one thing *is* another

E.g. its teeth were daggers / night blanketed the forest

**personification:** the technique of giving plants or non-living things animal or human qualities

E.g. mournful pines whispered of death / an angry storm

## L.O. Use the senses and adverbials to increase tension.

### Box 2:

Tension built – setting used to increase discomfort; unknown threat introduced – MC shows emotions & reacts.  
Threat revealed but easily dismissed – tension falls

In this section, the tension rises as our MC imagines that there is a threat to them because of something they can sense (but not see) briefly.

We can see that we could use four tools here, with a focus on the first two:

- Make your MC **see, hear, touch, smell or sense** something ominous
- Suggest **something is about to happen**
- Reveal the **character's thoughts**
- **Hide** the threat and other details from the reader - use 'empty' words

Look back at our list of possible settings and animals that live in them which we wrote earlier in the week, and choose a harmless animal to be the cause of the suspense in our shared class writing.

We can split our writing into two elements for this section: the MC senses something in the setting; and the MC reacts to it

How might the MC **sense** it? **From where?**

How might he/she react to it? What might they be thinking?

**Explore a few ideas with the shared class box-up and do the same for your own.**

- Make your MC **see, hear, touch, smell or sense** something ominous
- Suggest **something is about to happen**

Let's share-write the beginnings of this section, keeping our (harmless) threat hidden at first, and then the MC will use one or more senses to notice it. Will he/she **see** something vague, or will they **hear** it, or both?

We also need to think about **where** the animal is and **how** it is moving; which adverbials could we use? (Remember that all fronted adverbials should be followed with a comma.)

Our MC should react and try to defend themselves.



