

Summer 2 – Week 2

LESSON 1

LO: To understand how to use language effectively, to describe a scene with suspense, tension and atmosphere.

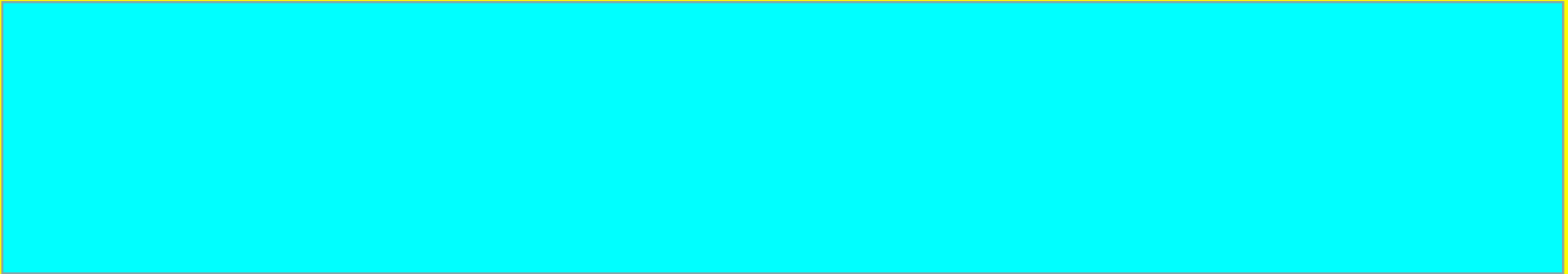


Curriculum coverage to be addressed: identify and replicate how authors have developed characters and settings

What is narrative writing?

A light blue rectangular box with a thin black border, intended for a response to the question above.

What is fiction writing?

A cyan rectangular box with a thin black border, intended for a response to the question above.

What is narrative writing?

Narrative writing must tell a story.

What is fiction writing?

Fiction is writing that is imagined and not based on real events.

What are the features of narratives?



What are the features of narratives?

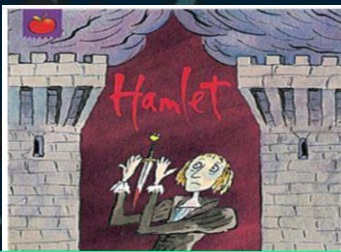
The main characteristics of narrative writing are the plot, the characters, the setting, the structure and the theme.

1. Plot: Plot in narrative is defined by the events that take place within a story.
2. Characters: Characters are central to any piece of narrative writing.
3. Setting.
4. Structure.
5. Theme.

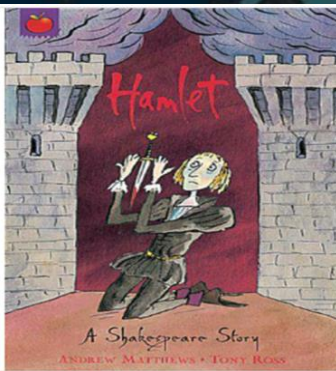
L.O: To understand how to use language effectively, to describe a scene with suspense, tension and atmosphere.

Success Criteria

- I can use ambitious adjectives in expanded noun phrases.
- I can punctuate speech with inverted commas.
- I can show how a character is feeling through description of movements, feelings and body language.
- I can use a cliff hanger or rhetorical question.
- I can use the DASH? acronym to describe a scene.



What is DASH?



What is DASH?

DASH is an acronym and stands for...

Description

Action

Speech

How is your character feeling?

? Cliff hanger or rhetorical question



Looking at Hamlet and what you have read so far, what examples of each can you give?

What Are **DASH?** Descriptions?

Using **DASH?** can help you to make your descriptions really exciting to hook your reader in and make them want to read on. **DASH?** helps you to describe a scene; adding tension, atmosphere and suspense to your writing.

Description

1. Describe the setting using ambitious adjectives.

Action

2. Make something exciting happen!

Speech

3. Have your main character(s) speak to react to the action.

How is your character feeling?

4. Show how your character is feeling through their movements, reactions and body language.

?

5. Add a cliff hanger or rhetorical question.

How Can You Describe a Scene?

Think about mystery stories you've really enjoyed reading.

What makes the paragraphs within the description exciting and keeps you wanting to read more?

How might an author achieve atmosphere, tension and suspense in their writing?



We can use a series of paragraphs to describe a scene, with each paragraph having a special purpose.

Examining the Features of a **DASH?** Paragraph

D

Without warning, there was a sudden ear-piercing shriek right behind them. Courageously, Ben span round to investigate.

A

Menacing shadows loomed in the flickering streetlights as Ben and James anxiously tiptoed down Vanishing Lane.

S

“Who is it? Who’s there?” mumbled Ben nervously as he tried to scramble for the reassurance of his friend’s arm, but James was gone.

H

Ben’s heart began to pound in his chest while his bewildered brain tried to process what had just happened. He gasped for air.

?

Would he ever see his friend again?

Becoming an Author

Imagine you are the author of a mystery story.
Use this photograph as your inspiration.

What could be happening
in the story?

What is it?

Where is it?

When is it happening?

Who is there?

Are your character(s) lost?

Let's work together to invent a **DASH?**
paragraph...



Describe It!

Have a go and describe this frame – how could you show how our character(s) in the story might be feeling?

How would you be
breathing?

How would you be moving?

How would your body react?



Now, let's use some of our ideas to write the next paragraph for our shared **DASH?** description.



Let's DASH?

Description

Describe the setting using ambitious adjectives in expanded noun phrases.

A **simple noun phrase** is a group of words, including a noun, which make up part of a sentence.

An **expanded noun phrase** uses adjectives to add more detail about the noun.

Other words are added to give more information about the noun.

noun

the trees

↑
determiner

the towering, shadowy trees

↑
determiner

↑
adjectives

↑
noun

Description Paragraph

On your whiteboards, use adjectives to describe the noun to turn these simple noun phrases into expanded noun phrases.

simple noun phrase

the trees
the lodge
the lane
the sky



expanded noun phrase

the towering, shadowy trees

Now, let's use some of these ideas to write an opening paragraph to describe the scene in the picture. We need to set the scene of where our character(s) are and what they are doing.

Action Paragraph

Action

Make something exciting happen!

What might happen.

Do the character(s) suddenly see or hear something?

Does something happen to one of the characters?

What do your characters do when the action happens?

Now, let's use some of our ideas to write the next paragraph.

Speech Paragraph

Speech

Have your main character(s) speak to react to the action.

Now we have our **Action** paragraph, how will your character (s) react to this action?

Work with a partner, imagine you are the character(s) in the story. Act out some direct speech.

What will you say to yourself or what will you say to each other?

Remember to think how your characters will be speaking (e.g. quiet, loud, scared, excited, nervous).

Punctuating **S**peech

Now, we need to punctuate our speech, so we know who has said it and how they are saying it.

Inverted commas 'hug'
what is said.

The reporting clause tells us how
it is said and who said it.

“We’re miles from home!” gasped Ahmed anxiously.

Punctuation goes inside the
closing inverted commas.

Try to use an interesting word for
'said' that fits the situation.

Remember to think how your characters will be speaking
(e.g. quiet, loud, scared, excited, nervous).

How Paragraph

How is the character feeling?

We can show how our character is feeling through their movements, reactions and body language.

What words or phrases could we use to describe how our character (s) might be feeling or moving?

What facial expressions or body language might they be showing?

Adding a Cliff Hanger or Rhetorical Question

Add a question to leave your reader guessing, to create suspense and excitement. You could add this to the end of your 'How paragraph'.

A **cliff hanger** is a part of a story that is exciting or frightening, because you are left not knowing what will happen next.

As he continued down the lane, he heard footsteps quickening behind him...

A **rhetorical** question is one that doesn't require an answer.

It can be used to create suspense.

Would he ever find his way home?

Can you think of a rhetorical question that we can use to end our DASH? description?

Look at this description: RECAP

Medusa is a bad monster, she has killed lots of people. She has ugly snakes sticking out of her head. Her skins is green and her teeth are bad. She lives in a cave with her sisters. If you look into her eyes she will turn you to stone.

1. What do you think about this description?
2. How could you make it more powerful?
3. How could you make your reader scared of the Medusa?

Improve this poor sentences in your books.

Can you use a simile / metaphor / personification / other

Hamlet is a bad boy.

He has dark eyes.

His skin is pallid and his teeth are bad.

He lives in a castle with his mother.

EXT: Write a descriptive paragraph of your own.

TASK: Work with a **DASH**

Now, it's your chance to write your very own mystery **DASH?** description.

Look at this photograph. Can you write a **DASH?** paragraph that is full of tension, suspense and atmosphere?

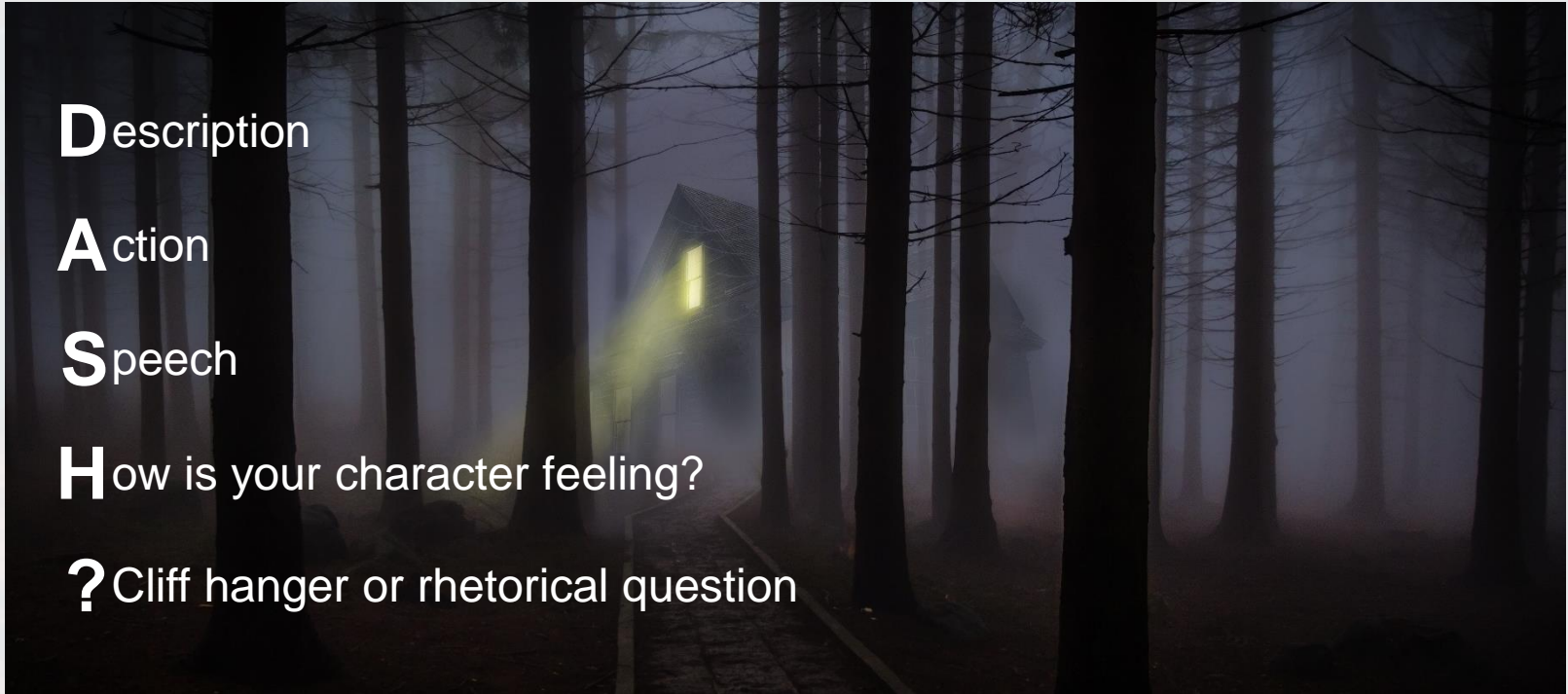
Description

Action

Speech

How is your character feeling?

? Cliff hanger or rhetorical question



How Can You Work with DASH?

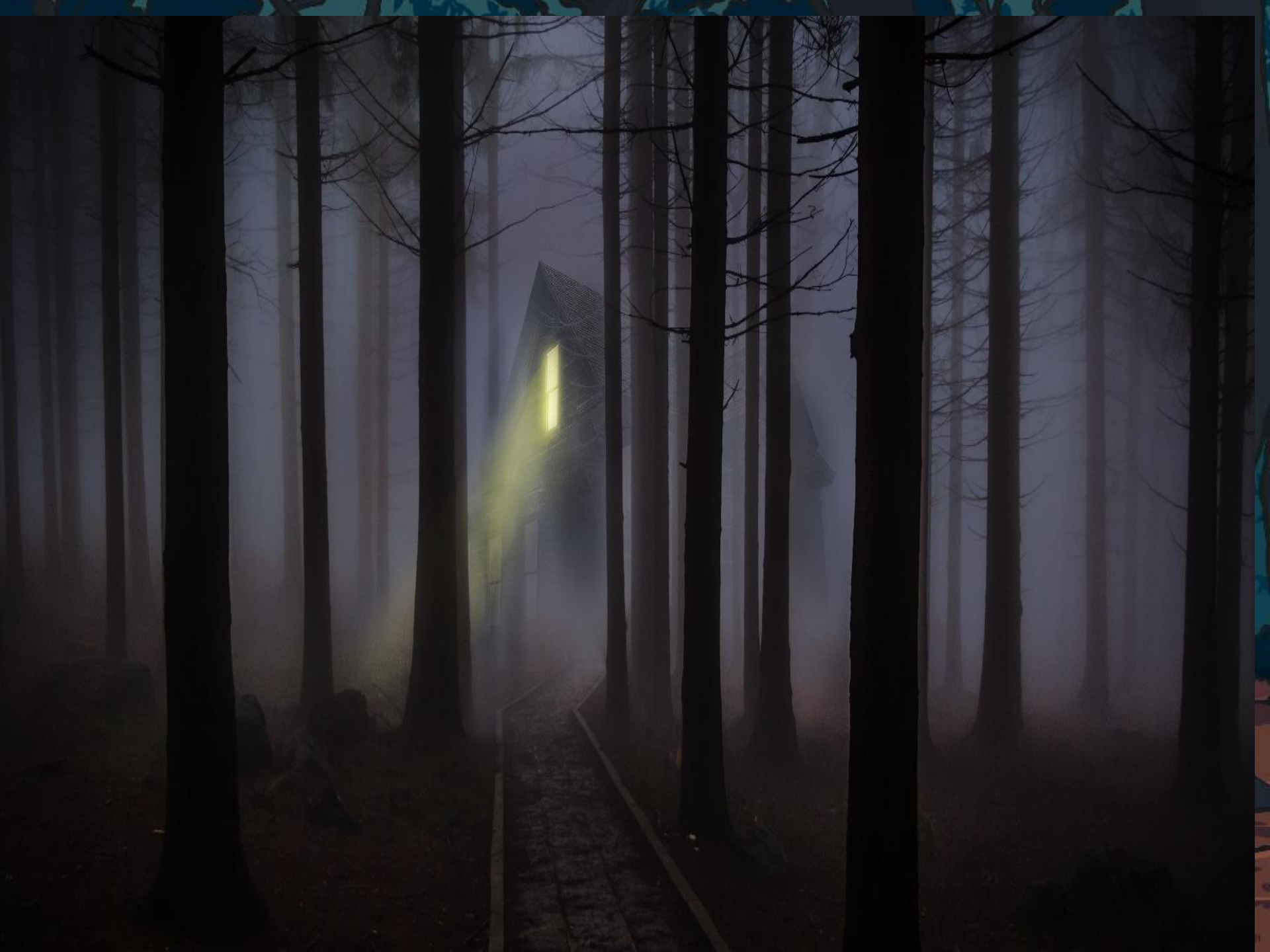
Description

Action

Speech

How is your character feeling?

? Cliff hanger or rhetorical question



Reflection

Can you remember what **DASH?** stands for?



Reflection

Can you remember what **DASH?** stands for?

Description

Action

Speech

How is your character feeling?

? Cliff hanger or rhetorical question



Can you give an example of each?

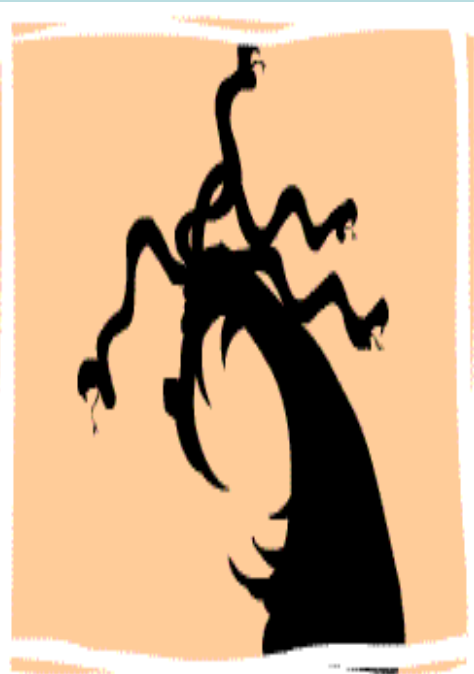
Have you included **DASH?** in your description of the scene?

Further examples if needed...

The Gorgons

There were three Gorgons: Medusa, Stheno and Euryate. All had once been very beautiful women but unfortunately they had since been turned into hideous monsters with bronze wings, claw-like hands, tusks for teeth, and live snakes for hair. Anyone who looked into their eyes would be turned to stone forever.

What features can you find?



Perseus knew that he would probably die trying to get the Gorgon's head, but he had to try for his mother's sake. As he left the king, he was surprised by two figures suddenly appearing before him. It was Athena, Goddess of Wisdom, and Hermes, Messenger of the Gods.



They brought him five gifts from his father, Zeus, and advised him to travel north until he came to the sea, and then to seek help from the 3 sisters of the Gorgons. They disappeared again, and he looked at the gifts: a sharp sickle, a bright polished shield, a cap, a bag to hang from his shoulder, and winged sandals. Perseus was much happier now, especially when he found that the cap made him invisible and the sandals made him fly. With such help from the Gods he could not fail in his task.

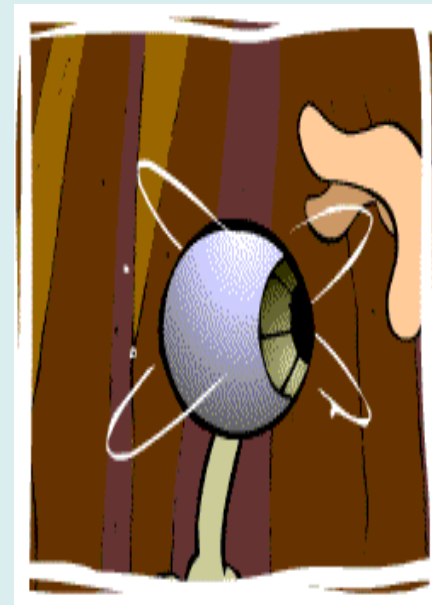
What features can you find?

The Graeae (the 3 sisters of the Gorgans)

Perseus flew north toward the sea. When he came to the shore of a dark, misty sea he did not know where to find the Gorgons. He saw the Graeae on the beach below and stopped to talk to them. They were old and very ugly with just one tooth and one eye to share between them. They were the only people who knew where to find the Gorgons, but they would not tell Perseus. He flew away, put on his cap, then hovered above them until they were passing the tooth and the eye between each other.

He flew down, snatched the tooth and eye, and threatened to throw them into the sea unless they gave him the information. They finally gave in so Perseus flew on toward the Gorgons.

What features can you find?



The Gorgons' Lair

What features can you find?

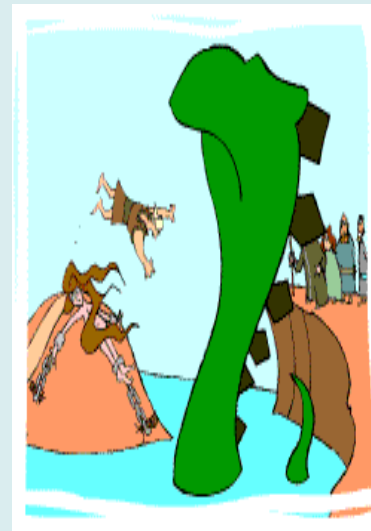
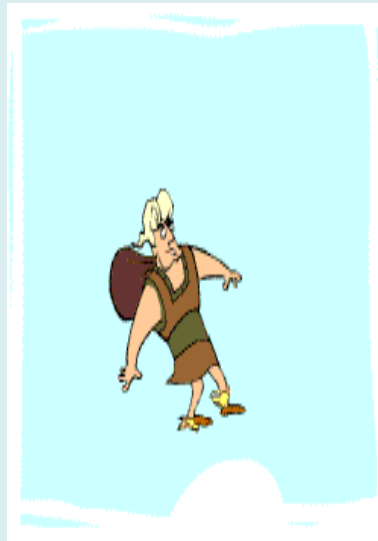
As Perseus entered the lair, he saw all around him figures of stone men and animals, all killed by one look into the Gorgon's eyes. He approached quietly and found the sisters asleep. He was able to look on them safely. The snakes were awake and were writhing and hissing at him. Fearing that they would wake and open their eyes, he used the bronze shield as a mirror and cut off the head of the nearest sister, Medusa. He grabbed her head, put it in his bag, and quickly flew off before the others could catch him.



The Journey Home

As he flew past an island on the way back to Seriphos, Perseus saw a girl standing chained to a rock. He stopped to help her and found out that Poseidon had sent a sea monster to terrorise the islands as a punishment for Andromeda's mother boasting that her daughter was more beautiful than the sea nymphs. The only way to stop the monster was Andromeda's sacrifice. As Perseus prepared to rescue her, the monster appeared. He took the Gorgon's head out of the bag and held it behind him, facing the monster. It was immediately turned to stone. He took Andromeda back to Seriphos to be his wife.

What features
can you find?



The Banquet

When they arrived back at Seriphos, Perseus went straight to the palace. Polydectes was in the middle of a feast and obviously had not expected to see Perseus again. The king did not believe that he had managed to bring back the head of a Gorgon.



What features
can you find?

Perseus took the head out of the bag and showed them. They all turned to stone. Danae was left in peace, as the king had not been able to force her to marry him. Perseus gave back the gifts of the gods and made Athena a present of the Gorgon's head, as thanks for her help.

Perseus and Andromeda had many children and became the great-grandparents of Heracles.



What features can you find?



EXT TASK : Describe Hamlet in this picture.

How was Hamlet described in the story? How is your description similar / different?

