

# LESSON 2

## U: TO KNOW THE FEATURES OF AN INNER MONOLOGUE.

### National Curriculum Links

#### Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

#### Writing

Pupils should be taught to plan their writing:

- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or

## STARTER:

Ask children if they know what inner monologues are.

What do they think an inner monologue is? Discuss what the prefix 'mono' and the word 'inner' mean to draw out that an inner monologue is when a character shares their inner thoughts, showing us what they are like and how they are feeling about a certain situation.

## MAIN TEACHING:

Tell the children that they will be writing an inner monologue in role as Romeo this week.

Today they will be looking at an example of an inner monologue to pick out the features that they will need to use in their writing.

Share the following inner monologue, written in role as Benvolio:

**What blood-stained madness is this?**

**Less than an hour ago, everything was well in the world. My dear friend Mercutio was walking by my side, but now he is gone. Gone!**

**How can that be?**

**It is, of course, the fault of that vile villain, Tybalt.**

**The hot-headed King of Cats has brought my dear friend to his untimely death.**

**(Pause)**

**But alas, did Mercutio not also play a part?**

**I warned him! I begged him! Let us retire, I said.**

**The hot, heavy air was filled with sweat and moody tempers and so I warned him to retire.**

**But would he listen? No.**

**And now I know not what to do.**

Read the monologue to the children and then ask them to read it with their partner (mixed ability).

Ask them to share what they notice about the text e.g. what they like about it or any features they notice.

Now they should work with their partner to answer the following questions about the monologue they have read:

- 1) What **person** is the text written in (first or third)?
- 2) What **punctuation** is being used? Why do you think this is?
- 3) Are any words or phrases **repeated**? Give examples.
- 4) What kind of **language** is used? (powerful, emotive, formal) Give examples.
- 5) Is it written in the present **tense**, past tense or both?
- 6) What do you notice about the **structure**? (How it is laid out?)

Once each group has answered the questions, they should join up with another pair to discuss their answers. After this discussion, each group should come up with a list of features that they think should be included in an inner monologue.

Take feedback from the class and draw out the following **success criteria**:

- **Written in the first person**
- **Rhetorical questions**
- **Mainly present tense**
- **Emotive language**
- **Some repetition**
- **Discuss thoughts, feelings and ideas**
- **Start a new line for a new train of thought**
- **Pauses where necessary**

Display success criteria on working wall, ready to be referred to throughout the rest of the week.

## **PLENARY**

Ask children to pick out examples from Benvolio's inner monologue for each feature in the success criteria.