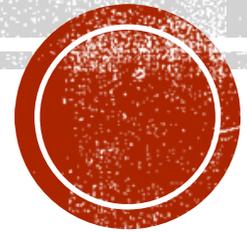


# PRIVATE PEACEFUL

Week 6



# LESSON 1 — SPAG AND CHAPTER 6

- Let's have a look at the following video:

<https://www.bbc.co.uk/bitesize/articles/zv9hnrđ>

Have a go at the following sentence and try to punctuate it correctly:

The man said what are you having for lunch today

I had cake for pudding today said Emma



# CHAPTER 6 — PRIVATE PEACEFUL

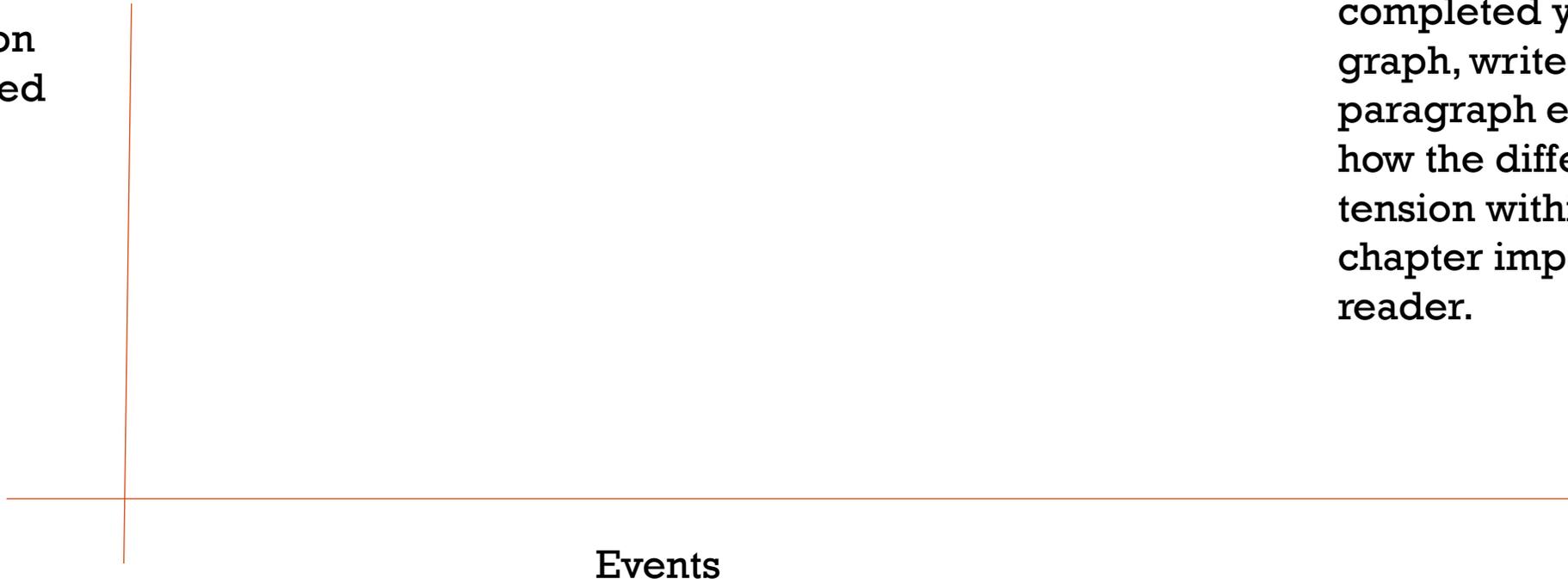
- Using the electronic copy of 'Private Peaceful' read chapter 6.
- In your books, now summarise the main things that have happened in 3 sentences.
- Now, write a list of the key moments in the chapter and label them 1-10 (10 being the most) with how much tension was created at each point.



# TENSION GRAPH

- Using the example below, now draw a bar chart or line graph with how much tension is created within the chapter

Tension  
labelled  
1-10



Once you have completed your tension graph, write a paragraph explaining how the differences in tension within the chapter impact the reader.



# LESSON 2 - TENSION

- Last lesson we drew a tension graph to consider how tension changes within the chapter.
- This lesson we are going to write a response to the following key question:  
**How is a tense atmosphere created in chapter 6?**

Write this down and look back at your tension graph to refresh yourselves with events that create tension.



# WAGOLL - TENSION

The first paragraph of the chapter creates tension by the use of short sentences, “Don’t wish, Tommo. Remember. Remembrances are real.” The use of short sentences creates a quick pace and builds up anticipation in the reader that something is about to happen. As a result, the reader feels tense waiting for a big event to unfold. The fact that Tommo refers to himself by name “Tommo” further creates tension as this is unusual for people to do. By referring to himself by name it would suggest that he is attempting to gather his thoughts and ‘pull himself together’ due to negative events occurring. At the point the reader would wonder what Tommo might remember in order to distract his thoughts from what is currently happening.

**TASK:** Look at this example paragraph about how tension is created and either identify where PETER or PEE has been used. You can do this by either printing the slide or reading it and deciding where PETER/PEE is.



# TASK

- Now answer the key question using the WAGOLL as an example of how to write your answer. You need to write at least 3 paragraphs, commenting on 3 different ways that tension is created. If you look at the events that happen where tension is created, you can then decide what devices are used to create tension. You are looking for:
  - Short sentences
  - Remembering good events/change of time
  - Ellipsis
  - Negative vocabulary when events are described
  - Use of questions



# LESSON 3 - DIALOGUE

- Using lesson 1 where you recapped the use of speech punctuation, you are going to write the dialogue between Tommo and Charlie after they had gone in different directions to look for Big Joe. You need to discuss:
  - Where they went to look
  - Where they think Big Joe has gone
  - Why they think he has gone off
  - If they think he will come back and when
  - What they say to Mother when they get home

You must remember to separate your reporting clause from your direct speech with a comma and use synonyms for said. You should aim to write at least a full A4 page.



# LESSON 4 — ACCELERATED READER

- This lesson you will be completing your accelerated reader work. This should take you 50 minutes. In this time you need to:
  - Read your book
  - Quiz on your book (only when you have completed the book)
  - Write a book recommendation to your class for a book you have read recently
  - Record how many pages you have read during this time

