

# LESSON 2

## LI: 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
- discussing words and phrases that capture the reader's imagination

#### Writing

Pupils should be taught to plan their writing:

- by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

### **STARTER:**

Show the class the following clip of Hamlet's famous 'To be or not to be..' monologue:

<https://www.youtube.com/watch?v=7dZMJM-LGzQ> (ADD CREDIT)

Ask the children what they noticed about the clip.

Tell them that this is an example of a **monologue**. Explain the meanings of the different parts of the word 'monologue':

'Mono' means 'one, only, single'

'logue' means 'speech'

So, what do they think a monologue is?

And what might an inner monologue be? (*A speech by one person telling us their inner thoughts*).

### **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 madness is this? I am devastated.**

**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. Now he is gone.  
How can that be?  
It is because of that vile villain Tybalt.  
That hot-headed man has murdered my dear friend!  
But was Mercutio not partly to blame?  
I warned him to stop! I begged him!  
The hot air was filled with anger and so I warned him to stop.  
But would he listen? No. No!  
I do not know 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 hand out the following sheet to the children. They should cut out all the boxes and match the feature with an example from the text:

Rhetorical questions

**What madness is this?**

Discuss thoughts and feelings

**But now he is gone.  
Now he is gone.**

First person

**I warned him to stop.  
I begged him.  
I do not know what to do.**

First person

**I am devastated**

Repetition

**hot-headed  
vile  
begged  
murdered**

Take feedback from the class – did they manage to match them correctly? Draw out the key features of inner monologues:

- **Written in the first person**
- **Rhetorical questions**
- **Some repetition**
- **Discuss thoughts and feelings**
- **Powerful adjectives and verbs**
- **Start a new line for a new train of thought**

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