

Lesson details

Year Group: Year 7

Subject: English Task 2

Where I will find my work: In this document

Do Now Questions

1. What is our speech about?
2. What does the planning mnemonic BLOCK stand for? What visuals could I include to make it come alive?
3. Am I going to give it as 'me' or in a character role (an actor, a penny stinkard, a richer person, Shakespeare, a pickpocket, a food-seller etc)?

Engage

LO: Can I Use BLOCK to write up my speech?

Keywords: BLOCK, connectives, verbal, visual and vocal

(Support - check last lesson's sheet to remind yourself of these)

Learn

- Re-read the plan you made and purple-pen/add to it.
- Can you add in a one-word sentence?
- Can you add in some of these connectives/adverbs at first, then, after, anticipating, quietly, finally,

Build

- Can you apply the **BLOCK** structure (below) to Lesson 1 work – please either use the new grid or add the acronym to last lesson's work

Apply

- Write the first draft of your speech
- Uplevel the vocabulary using a thesaurus tool

Review

- Read your speech, checking length – you are probably reading too fast to get it over and done with.
- Read again to someone else for feedback – make changes if you need to.
- If you have done your work online don't forget to print it/email it to your teacher.

- Come up with 1 BIG idea : What made your visit to the Globe outstanding?

Big Idea Introduction: state your opinion (your BIG idea)
Look Closer: use details, and the senses, zooming in facts to make your visit fascinating
Over there: Look around the galleries (tiered seats) – what and who catches your eye? Why?
Counterpoint use emotive language and rhetorical questions to explore someone else's' s view of the place/the play/the view.. repeat powerful emotive words
(K) Conclusion: Sum up your visit

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