



Aiming for Levels 6 to 8 – Lesson 14

Lesson title:	Animal survival (part one)
Learning objective:	To understand how to vary sentence structure for effect (WAF5)
Learning outcome:	Students write two paragraphs, using a range of imaginative sentence structures to engage the reader

Success criteria

AF	Level 6 / All students can ...	Level 7 / Most students can ...	Level 8 / Some students can ...
WAF5	Alternate between simple and complex sentences for purpose and effect	Deliberately design sentences for purpose and effect	Use a range of imaginative, flexible sentence structures for deliberate effect

Resources

Texts	Worksheets / Other
<p><i>Life of Pi</i> novel extract (<i>Student's Book</i>, p. 35)</p> <p>Also:</p> <p><i>Walkabout – Extract 2</i> novel extract (<i>Student's Book</i>, pp. 18–19)</p> <p><i>The Long Walk</i> book extract (<i>Student's Book</i>, pp. 22–23)</p>	<p>Worksheet 14a (Levels 6–8, Lesson 14)</p> <p>Worksheet 14b (Levels 6–8, Lesson 14)</p>
Resource CD-ROM (see pp. 4–5)	Additional suggestions
<p>PowerPoint 14 (Levels 6–8, Lesson 14)</p> <p><i>Life of Pi</i> novel extract – PDF and plain text PDF</p> <p><i>Walkabout – Extract 2</i> novel extract – PDF and plain text PDF</p> <p><i>The Long Walk</i> book extract – PDF and plain text PDF</p> <p>Image bank</p>	<p>You could suggest that students read <i>Life of Pi</i> in its entirety. The extract drawn on in this lesson will certainly whet their curiosity.</p>
Related lessons	
<p>Levels 4 to 6, Lesson 14 – pp. 34–35 – finds students examining sentence structure in a short extract from <i>Life of Pi</i> before rewriting a sample paragraph for effect.</p> <p>Levels 5 to 7, Lesson 14 – pp. 68–69 – finds students examining sentence structure in a short extract from <i>Life of Pi</i> and using the extract as a model for their own writing.</p>	

Coverage

Assessment focuses	Assessment objectives (GCSE)
WAF5 Vary sentences for clarity, purpose and effect	Eng A03 (iii) / Eng Lang A04 (iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling



Summary

Students study the way sentence structure is used for effect in an extract from *Life of Pi* and then write two paragraphs of their own on a similar subject.

Starter

Either Hand out **Worksheet 14a**, which features the cover of *Life of Pi* (also see **PowerPoint 14, Slide 3**). Direct students to work in pairs to generate five questions about what is happening in the image or what will happen next. Share ideas briefly as a class.

Or Ask students to define simple, complex and compound sentences. Then direct them to the extract from the novel *Life of Pi* (*Student's Book*, p. 35) and ask them to find an example of each sentence structure. Take brief feedback to check understanding.

Main / Development

1. Explain to the class that the novel *Life of Pi* is famous for its unusual subject matter, but also its very imaginative written style. As a class, read the full extract from the novel.
2. Now establish the learning objective and success criteria (see **PowerPoint 14, Slide 2**). Tell students that, in this lesson, they will be studying extracts from the novel, before moving on to produce a piece of writing of their own.
3. Hand out **Worksheet 14b**. Explain that this extract comes just after the ship has sunk, when the boy, Pi, is trying to keep away from the tiger, Richard Parker, in the lifeboat and also to avoid drowning in the sea. Ask students to annotate the extract, commenting on the range of imaginative sentence structures used and on the effect this has. If you have access to computers, you may wish to allow students to annotate the extract on screen. (For more guidance on annotating text, see 'Using ICT' in the General Guidance section, pp. 108–128.)
4. Share findings as a class, discussing in particular how parallel sentence structures are used for effect. (Also see **PowerPoint 14, Slide 4**.)
5. Invite students, working in pairs, to select another passage from the full extract from *Life of Pi* and to comment on the range of imaginative sentence structures used and to what effect. Encourage them to note down any other interesting features of sentence structure as they work through their chosen passage. Take brief feedback.
6. Now direct students to write two paragraphs of their own, in which they use a range of imaginative sentence structures to create a blend of tension, shock and panic. They should choose from one of the following scenarios (also see **PowerPoint 14, Slide 5**): lost in a cave; lost in the desert; lost at sea.

As necessary, explain that they should aim to use some of the following structures and devices:

- Several simple sentences followed by a complex sentence
- Parallel sentence structures
- Added clauses to increase the tension in a sentence
- Short sentences at the end of a paragraph.

You may wish to model a few sentences for the class, inviting students to make suggestions as you write (also see **PowerPoint 14, Slide 6**); for example, *There was no light. The darkness was complete. Gradually, I started to explore the darkness with my hands, inching myself around the wet, cold walls. I tried to feel a sense of hope, I tried to push away the increasing feelings of panic ...*

Plenary

Review the learning objective and success criteria (see **PowerPoint 14, Slide 2**), then ask students to share their paragraphs with a partner. Partners should identify one example of a particularly effective use of imaginative sentence structures, explaining what makes it so successful. They should then select one area where improvements could be made, suggesting what might make it more effective. You may wish to share some examples as a class.

Homework / Extension

Direct students to complete one of the following activities.

Either Students identify a fictional extract in a favourite novel that features a mood of suspense. They should look closely at the structure of the final sentence in each paragraph, and note down their observations.

Or Students compare how imaginative sentence structures are used for effect in the following extracts: **Walkabout – Extract 2** (*Student's Book*, pp. 18–19) and **The Long Walk** (*Student's Book*, pp. 22–23).