Name & Surname: _____ Class: _____ Date: _____

Show Character Clearly

Use speech, action and thought in a clear setting



About 30 minutes Level ★★★☆☆

How Writers Show Character

Strong writing links three ideas. The **setting** is where and when a story happens. The **plot** is what happens, especially a problem and a choice.

- **characterisation** is how a writer shows what a person is like
- Use speech for words said out loud, action for what the body does, and thought in brackets for ideas inside
- Add a setting link: let the place change voice, posture and mood
- Add a plot push: force one clear choice that reveals values and creates an effect on the reader

Task A

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Circle the correct word to show you understand characterisation.

1. Setting tells us (**what happens** / **where and when**) a story happens.
2. Plot is mainly about a (**problem and choice** / **list of names**) that forces action.
3. Characterisation shows what a person is (**called** / **like**) through speech, action and thought.
4. Dialogue is words a character says (**in brackets** / **out loud**).
5. A cold, silent corridor would most likely make a nervous student (**whisper and hesitate** / **shout and race**).
6. Showing nerves through **action** is stronger with (**gripping the strap** / **writing was nervous**).

Corridor to Canteen

Plan in order how place changes behaviour.

Key words

setting: where and when a story happens

characterisation: how a writer shows what someone is like

effect: how writing makes the reader feel or think

plot: what happens, with a problem and a choice

dialogue: words a character says out loud

Task B

Draw and caption how setting changes a nervous new student.

1

First: arrive alone in the dark, empty corridor after school

2

Then: hear a sound echo and freeze with hands shaking

3

Next: decide on a plot choice to tell the truth about being late

4

Finally: breathe slowly, speak clearly and walk towards the light

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What I Know

Check what you know and what you learned.

Task C

Complete the chart by thinking about setting and plot.

Think about: How can a setting change how a character speaks or acts? · How can one small choice show what a character values? · What do you want to learn about showing thought and feelings?

K	W	L
What I know	What I want to know	What I learnt

Prove the Effect

Write a PEEL paragraph and recall key ideas.

Task D

/4

Answer the big question and prove the effect on the reader.

How does the empty corridor affect Student A, who is late but honest?

P **Point**
I think that the empty corridor makes Student A seem nervous but honest because...

E **Evidence**
For example, Student A says... and does...

E **Explain**
This shows that...

L **Link**
Therefore, the reader feels...

Task E

/11

Answer to reach at least 7 points and recall characterisation.

1 point
Define **setting** in your own words.

1 point
Define **plot** in your own words.

2 points
Name two branches of characterisation.

2 points
How does a cold, silent corridor change **behaviour**?

2 points
Why is showing better than telling, such as writing he was kind?

3 points
Give one plot choice and what it reveals about **values**.

My score: _____ out of 11 · Target: 7

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Show Three Ways

Give examples and sort speech, action and thought.

Task F

Give three action examples that show nerves without naming the feeling.

Give an action that shows nerves without using the word nervous

An example

Now another

Now one nobody else will think of!

How do you know they all fit?

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Show Character Clearly

Task G

Example done for you

/7

Colour each box by speech, action or thought.

● **speech**: colour it blue or draw ●

▲ **action**: colour it orange or draw ▲

■ **thought**: colour it pink or draw ■

Sorry I am late, said Student A ●	gripping the bag strap with both hands	(I must tell the truth even if I get into trouble)	Please wait for me, said Student B
folding arms and tapping one foot	(I am annoyed but I will stay calm)	The bus left and I ran all the way here, said Student A	breathing slowly and looking up

How did I do?

Circle a face for each line.

I can explain how setting changes behaviour.	☹	😐	☺
I can link a plot choice to character.	☹	😐	☺
I can show character with speech, action and thought.	☹	😐	☺

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Answer sheet: Show Character Clearly

Task A

1. where and when
2. problem and choice
3. like
4. out loud
5. whisper and hesitate
6. gripping the strap

Task B

Answers will vary.

Task C

Answers will vary.

Task D

Example: I think that the empty corridor makes Student A seem nervous but honest because the cold, silent place makes every movement feel noticed. For example, Student A says, Sorry I am late, while gripping the bag strap and thinking (I must tell the truth even if I get into trouble). This shows that the quiet setting makes the voice shake but the honest choice stays firm. Therefore, the reader feels sympathy and trust for Student A.

Task E

1. Where and when a story happens.
2. What happens, especially a problem and a choice.
3. Any two from appearance, actions, speech, thoughts, how others react, setting clues.
4. It makes a character whisper, walk slowly, grip hands and think worried thoughts.
5. Showing with speech, action and thought gives proof and creates a stronger effect.
6. Choosing to tell the truth about being late reveals honesty and courage.

Task F

Answers will vary, e.g. gripping the bag strap with both hands; breathing slowly while looking down at shoes; pressing back against the cold wall so keys jingle less

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Task G

speech (blue ●): Sorry I am late, said Student A, Please wait for me, said Student B, The bus left and I ran all the way here, said Student A

action (orange ▲): gripping the bag strap with both hands, folding arms and tapping one foot, breathing slowly and looking up

thought (pink ■): (I must tell the truth even if I get into trouble), (I am annoyed but I will stay calm)

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