
THE BEST BOOK OF THE CLASS

Stories for teenagers

Written by teenagers

Type of modul	Project work
Level	A2
Target group	12–15-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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Educatio Kht. 2008

INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	In this module Ls in groups of 4 create a book of short stories for teenagers. Every L in each group writes at least one story and the group writes at least one group story. In Lessons 1-4 Ls read stories, learn about story features and produce stories. In Lesson 5 each project group presents their book to other groups. During the following week Ls read the books other project groups produced and choose the Best Book of the Class.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ To raise Ls' awareness of what is involved with writing stories and books ■ To enable Ls to write various stories ■ To develop Ls' ability to plan, manage and assess a task ■ To develop Ls' oral presentation skills ■ To give Ls opportunities to work co-operatively in a group on various tasks
TIMEFRAME	5 lessons
TARGET GROUP	12-15-year-old learners
LANGUAGE LEVEL	A2
SUGGESTED LANGUAGE COMPETENCE	<p>Ls can:</p> <ul style="list-style-type: none"> ■ give simple descriptions, both oral and written, of events using the simple past ■ understand short, simple, written texts
LINKS OF THE MODULE	
Cross-curricular links	Literature (Story pattern, language), Art (designing books covers, making illustrations for stories)
Links with other modules	Play with English (group-story writing)
FOCI OF SKILLS DEVELOPMENT	
Communicative language skills	<ul style="list-style-type: none"> ■ Interacting orally in the following situations: asking questions (in pairs) about stories and projects (in groups) ■ Giving short, rehearsed project presentations (book of stories), understanding the presentations of other groups' ■ Reading short stories for specific information and reading instructions on how to carry out a specific task (How to write ...? self-study cards) ■ Writing simple stories (following a model)

**General
educational skills**

- Understanding the importance of reading and of books
- Showing interest in their peers' work, i.e. stories
- Understanding book publishing conventions

EVALUATION

Ls' assessment: Ls assess each others' book of stories by completing the 5.1 Voting form. They will do this one week after the end of the project, during which they read all books.

Ls' self-assessment: Ls assess their own writing, i.e. what they have learnt and what areas they need to improve before and at the end of the project and devise a plan how to make improvements.

SUGGESTIONS

Before the project, collect some books (English and Hungarian) and ask Ls to do the same – these will help Ls become aware of various aspects of books.

Timing of project lessons: This particular project should be dealt with over four-five weeks i.e. one lesson a week. This is for two reasons. Firstly, this allows Ls time between project lessons to do the necessary out of class work, i.e. re-writing, fine-tuning their stories (the length of which should be approximately 80-100 words) and secondly, to give the teacher time to correct and return Ls' written work between project lessons.

Mixed ability: This is catered for in 2 ways:

1. By the project outcome. Groups are set one general outcome, producing a book of stories for teenagers and Ls are free to tackle it at their own ability level. The amount of help given by the teacher depends on the amount needed by the L.
2. By task. The Ls are provided with different graded tasks within the class in the form of 3.4. How to write...? (A, B), 3.4. How to make ...? (C, D) cards. Each project group is given a pack of 3.4. How to write...? (A, B), 3.4. How to make ...? (C, D) cards. In each pack there are 2 cards. Each card explains how to make various elements of a book and gives the language Ls need. Cards C and D describe easy tasks, cards A and B describe more challenging tasks (linguistically and conceptually). We suggest that you encourage more confident Ls to use A and B cards and the less confident, C and D cards.

The Project file: This is a binder file. Divide the file into sections – one section for

each project group. During the project, put all written work produced by the Ls in this file for safe keeping.

Storing Ls' books and voting forms: Ls will have one week to read other groups' books and vote for the best. Designate a place in the classroom where the books and voting forms are kept.

Prize for the best book: One week after the project Ls vote for the best book which wins a prize. Prizes might be – Ls make a „First Prize” certificate or memento (i.e. a gold cup) to be awarded; chocolate; biscuits; a „Best Book of the Class” sticker to be stuck on the winning book etc.

BACK UP SYSTEMS

<http://www.storiesfromtheweb.org/sfworldearea/shortstoriesviewit>
Hadfield, C J. Hadfield 1990. *Writing Games*. Harlow: Longman

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Understanding what stories and books are</p> <p>Skim reading stories and reading them for specific information</p> <p>Planning a task effectively</p>	<p>Ls find out what books are – group competition.</p> <p>They become aware of some features of stories through a reading activity.</p> <p>With T they make a GOOD STORIES poster.</p> <p>They start planning their project.</p>	<p>Book-related vocabulary – cover, blurb, introduction, contents page</p> <p>Vocabulary for talking about stories – exciting, scary, funny, surprising, memories, fantasies, dreams, the beginning, the middle, the end</p>	<p>A selection of books collected by the teacher and by the Ls</p> <p>1.3 Stories (A, C, D, E) 1.3 Which story ...?</p> <p>1.4 Planning our project form</p> <p>1.5 Self-assessment form</p> <p>blutack, OHP, a big piece of paper and marker pens</p> <p>Project file</p>
2	<p>Understanding features of good stories</p> <p>Practising story-telling from notes</p> <p>Planning writing systematically</p>	<p>Ls learn about story structure and language through reconstructing a story from notes, and doing a gap fill task.</p> <p>Ls focus on story structure and language through a Story-telling activity in pairs.</p> <p>They write the first draft of their story.</p>	<p>Story structure, guiding questions – Who are the people? When and where does it happen? What is the problem? What is the solution?</p> <p>Linking words used in stories – one cold winter afternoon, then, when, and, after I got home</p> <p>Story-telling expressions – This story is about...</p>	<p>Stories (A, B, C, D, E), GOOD STORIES poster 2.2</p> <p>The hand A – cut up notes</p> <p>2.2 The hand B – gap fill “Help Desk” sign</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	Reading for specific information Writing creatively (more stories) Managing a task	Ls write a group story and a modern version of a fairy tale (optional). They check how far they got in their project.	Story related vocabulary – introduction, problem, solution Fairy tale vocabulary – traditional: prince, princess, castle, magic mirror etc., and modern: magic Walkman, flying car, a pop star etc.	Ls' own stories "Help Desk" sign GOOD STORIES poster 1.3 Stories (A, B, C, D) A4 sheets (as many as there are Ls in the class) 3.3 Modern fairy tales 3.4 How to write? (A,B) 3.4 How to make ...? (C,D) 1.4 Planning our project form.
4	Writing various text types Speaking – rehearsed text Displaying written materials Working as a group	Ls write various texts (introduction, blurb) and prepare elements of books (cover, contents page) they need for their books. They put the books together and practise presenting their books.	Language of instructions – write a, follow model, make it etc. Language of presentation – This is the best book I have ever read. The cover is beautifully designed, and it has an interesting introduction. The stories are absolutely well-written. The first is about..... The second..... Etc.	3.4 How to write.....? (A, B) 3.4. How to make ...? (C,D) 1.3 Stories (A, B, C, D) Ls' corrected stories Ls' materials 1.4. Planning our project form

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	Evaluating books of stories Presentation skills Evaluating their own learning Working as a group	Ls create a Voting form. They present their project. They browse through as many books as they can. They fill in Self-assessment forms.	Questions we can ask when assessing a book of stories – Is the title interesting? Is the cover eye-catching? Are the illustrations nice? Is the book neat? Do stories tell about interesting events? Have the stories got a clear structure? Etc.	Ls' books/materials 5.1 Voting form GOOD STORIES poster 1.5 Self-assessment form

PROCEDURE

LESSON 1: WHAT IS OUR PROJECT?

Aims of the lesson:

- to help Ls understand what stories and books are
- to develop Ls' ability to skim read stories and read them for specific information
- to enable Ls to plan more effectively
- to develop Ls' ability to work as a group
- to help Ls become aware of what writing involves

Materials and resources: A selection of books collected by the teacher and by the Ls, 1.3 Stories (A, C, D, E), 1.3 Which story ...?, 1.4 Planning our project form (one copy per project group), 1.5 Self-assessment form (one copy per L), blutack, OHP, a big piece of paper and marker pens, Project file

Before the lesson: You need to collect a few books (English and Hungarian). Ask Ls to bring in their favourite book (these can be in Hungarian) too. Display the books at the front of the room.

Blutack the 1.3 Stories (A, C, D, E) around the classroom walls (do not put up story B in this lesson).

Write the following questions on the board:

Do you read stories? What? When? How often?

2. Have you got a favourite story? What is it about?

STAGE 1	Stories I like – Warm up
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	A selection of books collected by the teacher and by the Ls

TEACHER'S ACTIVITIES

1. Refer Ls to the questions on the board. Put them into groups of 4 and tell them, that these are their groups for the rest of the project. Ask them to discuss the questions.

NB: During the 5 project lessons T's instructions such as *"Tell Ls to sit in their project groups"* will refer to the 4 project groups formed by Ls/T in this step.

Stop the activity after 2 minutes, and say: *Let's browse through the collection of books* and ask each project group to choose one book and then take it back to their seats. Ask Ls *Why did you choose that book?*

2. Explain to Ls that in this project they will have a similar competition to the „Nagy Könyv” competition of MTV channel 1. Theirs, however, is called “The best book of the class” and they themselves will have to WRITE the stories for their book.

LEARNERS' ACTIVITIES

1. Ls in groups of 4 discuss questions.

Ls suggestions might include:

read the information on the back; nice and colourful; lots of pictures; or a friend's recommendation; have read other books by the same author; like the design of the cover etc.

STAGE 2 What's a book? – Introduction to books

TIME 8 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Scan-reading for specific information
Understanding book-related vocabulary

ORGANISATION Group work, whole class

AIDS AND MATERIALS A selection of short stories collected by the teacher and by the Ls

TEACHER'S ACTIVITIES

1. Take one of the books collected by you and Ls and pointing to relevant parts elicit/teach the following 4 key words:
cover, blurb, introduction, contents page
NB: If Ls give the words in Hungarian (e.g. „el szó”), repeat them back in English (preface/introduction).

Then write on board:

1. *What is on the cover?*
2. *What is in the blurb?*
3. *What is in the introduction?*
4. *Where is the contents page?*

2. Put Ls into project groups. Ask them to write down the numbers (1-4) vertically in their note books. Refer Ls to the books you spread at the front of the classroom.

Give groups a time limit of 3 minutes to find the answers to the questions. Tell them it is a competition. The group that has all the answers first is the winner.

Explain the rules:

- Each group can “borrow” one book at a time from the selection.
- Group members have to discuss and agree on the answers before they write them down (some of it can be done in Hungarian if necessary).

Check answers in whole class:

1. the title, writer(s), illustration, publisher
2. a short summary of the book (readers' opinions)
3. information about the book: the writer(s), content
4. at the back of the book (in Hungarian books), at the front (in English books)

LEARNERS' ACTIVITIES

1. Ls give the words in English (or in Hungarian).

2. Ls form project groups and write down the numbers 1-4 into their exercise-book.

Groups borrow books from selection, browse through it, they find and discuss answers to as many of the questions as possible. Each group member has to write down the answers the group agrees on. If they cannot find all the answers in one book, they put it back and chose another one.

STAGE 3 What's a story? – Introduction to stories

TIME 17 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Skim reading, reading for specific information

ORGANISATION Group work, individual work, whole class

AIDS AND MATERIALS Stories (A, C, D, E), 1.3 Which story ...?, a big piece of paper and marker pens

TEACHER'S ACTIVITIES

1. Tell Ls that now they will read stories and answer questions.
Show Ls 1.3 Stories (A, C, D, E) on the classroom walls.
Put 1.3 Which story ...? on OHP. Ask Ls to write the numbers 1-8 vertically in their note books.
Tell Ls to sit in project groups. Tell them that each L in the group has to read one story and find answers to as many questions as he/she can (more than one question can be answered by reading one story). Ls write down the letter next to the number in their exercise-book. Give a time limit of 5 minutes.
NB: Stories A and C are easy, D and E are more challenging linguistically D being somewhat longer as well. Groups decide who wants to read which story, but you can guide less confident Ls towards stories A and C.

After 5 minutes stop the activity. Tell groups to sit together and go through the questions and answers together.

LEARNERS' ACTIVITIES

1. Ls in their project groups decide who is going to read which story.
They read the relevant story displayed on the wall and find answers to as many questions as they can. They write down the letter next to the number in their exercise book.

Groups sit together and discuss the answers until everybody in the group has/ agrees with the answers.

Check answers with the whole class:

1. A, D
2. A (monkey), D (wolf), E (dogs, owls)
3. C
4. C, B (if „I” is a boy)
5. E
6. E
7. E
8. A, C, D

NB: Ls might suggest different answers. Accept their answers if they can give an explanation.

Leave the 4 stories (and in Lesson 2 put up story B too) on the walls throughout the project as Ls will need to refer to them now and again.

2. Ask Ls: *Did you like the story you read? Why?* and write on board some of Ls' answers, e.g.:

funny, surprising end

Ask each L to write down in their note book two or three things they liked about their story. Encourage them to quickly read relevant stories again. Give a time limit of 2 minutes.

Then ask Ls to sit into their project groups, and make a list of the things they liked about their stories (2 minutes).

Then put two groups together and ask them to compare their lists (2 minutes).

Blutack a big piece of paper on wall, write at the top: "Good Stories". Then listen to Ls'

answers and write words and expressions on the sheet summarizing the features of good stories, i.e. create a "GOOD STORIES" poster. E.g.

GOOD STORIES

2. Ls' answers might include:

e.g. *yes, because it's interesting, funny and the ending is surprising (story D)*

Ls individually (read their stories again, if they think necessary) write down in their note books 2 or 3 things they liked about their story.

Things Ls might like about stories might include:

- *is about an exciting dream, the place/time is scary, the ending is scary (story E)*
- *the story is funny, the ending is surprising (story A)*
- *the dialogues are lively (story C)*

Ls in their project groups write a list of the things they liked. Then they compare their list with another group's list.

HAVE some of these:

exciting bits scary bits funny bits surprising bits

descriptions (of places or people) dialogues a twist at the end

ARE ABOUT e.g.

real life family accidents memories fantasies dreams

HAVE A CLEAR STRUCTURE with

a beginning

(Who are the people?)

(Where and when does
it happen?)

a middle

(What is the problem?)

an end

(What is the solution?)

NB: Leave the sheet on the wall for Lessons 2, 3, 4, 5.

STAGE 4 Let's plan our project – Planning

TIME 10 mins

SKILLS AND COMPETENCIES Planning

IN FOCUS Co-operative learning

ORGANISATION Whole class, group work

AIDS AND MATERIALS 1.4 Planning our project form, Project file

TEACHER'S ACTIVITIES

1. Explain to Ls that for this project, in groups of 4, they have to do the following:
 1. Write short stories. Each L in the group has to write at least one story, and each group has to write at least one group story.
 2. Make a book. Ls have to write the stories on A4 paper. They can be handwritten or written on computer. The stories will be stapled together or spiral bound. The book will have a cover page, contents, an introduction and a blurb (and illustrations if they want), like a real book.
 3. Present the book to the other project groups.
 4. At the end of the project they will vote for „The Best Book of the Class” prize.

They have 5 lessons and they will write stories in school and at home. They can choose the best one(s) for their book.

2. Put Ls into project groups and ask them to name their group. Hand out 1.4 Planning our Project form to the groups and ask them to write their project group names and the date on the forms. Then, they start thinking about their projects by answering questions 1, 2 and 3 on the 1.4 Planning our Project forms *What stories do we want to write? What do we want in our book? Who does what, when?*

Show Ls the project file and tell them that they will keep project records here. Reassure Ls that this is just a first plan, with general ideas, and they can change their minds later.

Collect in forms for project file.

LEARNERS' ACTIVITIES

1. Ls listen.

2. Ls make project groups and name their groups.

Ls discuss questions 1-3 on the Planning out Project form (*What stories do we want to write? What do we want in our book? Who does what, when?*)

STAGE 5 How good a writer am I? – Self-assessment

TIME 3 mins

SKILLS AND COMPETENCIES
IN FOCUS Self-assessment

ORGANISATION Individual work

AIDS AND MATERIALS 1.5 Self-evaluation form

TEACHER'S ACTIVITIES

1. Remind Ls that in the next lessons they will do a lot of writing. Ask them to think about writing, i.e. what they can do well and what problems they have. Give them each a copy of 1.5 Self-assessment form to fill in. Ask Ls to read the statements in the box and tick the statements which are true for them. Discuss possible problems if necessary.

Collect questionnaires and put them in project file. Tell Ls that at the end of the fifth project lesson they will get their questionnaire back and answer the questions at the end of the questionnaire to see what they have learnt and what areas they still need to improve.

2. Tell Ls that in the next lesson they will start writing a story. Tell them to collect in note forms, as many story ideas as they can (but at least 3). Tell them not to worry about clarity of language as no one else will look at their notes (they can note down ideas in Hungarian as well). Encourage them to ask their parents and relatives about interesting ideas (e.g. accidents, scary/funny events, dreams etc.) for stories.

LEARNERS' ACTIVITIES

1. Ls read the statements, discuss possible problems with the T, and complete questionnaire.

Ls listen.

LESSON 2: WHAT MAKES A GOOD STORY?

Aims of the lesson:

- to help Ls understand features of good stories
- to provide Ls opportunities for practising story-telling from notes
- to enable Ls to plan their writing systematically

Materials and resources: 1.3 Stories (A, B, C, D, E), GOOD STORIES poster (from Lesson 1 Stage 3 Step 2), 2.2 The hand A – cut up notes (one set of notes in envelope for half the Ls A), 2.2 The hand B – gap fill (one copy for half the Ls B), “Help Desk” sign

Before the lesson:

Make copies of 2.2 The hand A – cut up notes enough for half of Ls A, cut the lines up and put them in envelopes.
On board write the following:

What’s wrong with this story?

I went back to school. It was dark. I got frightened and ran home.

Blutack GOOD STORIES poster on classroom wall next to board.

STAGE 1 The ingredients of a story – Revision

TIME 4 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Identifying problems

ORGANISATION Pair work

AIDS AND MATERIALS What’s wrong with this story? (on board), GOOD STORIES poster (from Lesson 1 Stage 3 Step 2) on wall

TEACHER'S ACTIVITIES

1. Put Ls into pairs, refer them to the „story” on board and give them a time limit of 2 minutes to read the „story” and answer the question.

Listen to Ls answers.

LEARNERS' ACTIVITIES

1. Ls in pairs read the „story” and discuss the answer.

Possible problems Ls may suggest:

- *it has no title*
- *we don't know why the writer went back to school or why he/she got frightened and ran home*
- *it has no beginning, and no ending*
- *no exciting bit, surprising bits, descriptions etc.*
- *the story does not make much sense, it is a rather silly one*

STAGE 2 The ingredients of a story (2) – Revision

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Understanding story features and language

ORGANISATION Whole class, pair work

AIDS AND MATERIALS What's wrong with this story (on board), GOOD STORIES poster (from Lesson 1 Stage 3 Step 2), 2.2 The hand A – cut up notes (in envelopes), 2.2 The hand B – gap fill

TEACHER'S ACTIVITIES

1. Refer Ls to What's wrong with this story? on board and GOOD STORIES poster on classroom wall.

Ask Ls to sit in their project groups. Divide each project group into 2 pairs and call them A and B. Give As an envelope of 2.2 The hand A – cut up notes. Tell them in the envelope there is the improved version of the “story” on the board, but the story is in note form, and the notes are cut up. Ask them to sort out the notes in pairs using the questions under *beginning, middle, end* of GOOD STORIES poster. This is to focus on story pattern.

For Bs give a copy of 2.2 The hand B – gap fill. Ask Ls to fill in the gaps in pairs.

This is to focus on language we use in stories.

NB: The task in A (sorting out notes) is more challenging (linguistically and conceptually). The first task in B focuses on linking words/expressions we use in stories. Encourage more confident Ls to choose A and less confident, B/1 task. Give a time limit of 5 minutes.

2. Then ask As to leave their slips on their desks, stand up and go round and see what solutions other As have come up with. Tell them not to change anything, just look for similarities and differences.

While As are moving around, ask Bs to come up to your desk and check their answers together with you.

Solution to 2.2 The hand B – gap fill:

1 – one cold winter afternoon, 2 – realised, 3 – so, 4 – when, 5 – luckily, 6 – when, 7 – ran, 8 – and, 9 – then, 10 – and, 11 after I got home.

3. Then ask pairs, As and Bs to do Exercise 2 (i, ii, iii) on their worksheet together.

Check 2/iii) with whole class.

Solution of 2/iii) 2.2 The hand B – gap fill: g, h, f, i, k, a, d, b, j, c, e

LEARNERS' ACTIVITIES

1. Ls in their project groups divide into pairs. As look through the cut up notes and sort them out using the questions under *beginning, middle, end* of GOOD STORIES poster. Bs fill in the gaps with the words from the box.

2. As move around classroom and look at the solutions of other As. Bs at the T's desk check their answers.

3. As tell their version of the story (based on their notes), Bs listen, then Bs summarise the story using the expressions on their sheet. Finally, As and Bs together check against the completed gap-fill the order of As notes.

VARIATION FOR LS WHO HAVE DIFFICULTY WITH SPEAKING

AIDS AND MATERIALS As above

DESCRIPTION For task 2 – 2.2 The hand B – gap fill allow less confident speakers (both As and Bs) to read the completed story and compare As notes against that, i.e. do task iii) on the worksheet.

Finally, ask Ls in whole class: *Why do we use „when, so, and, after, one afternoon” in stories?* to highlight the importance of linking words. Ls in whole class answer: *to make the order of events clear and to make the story sound more natural.*

NB: Put story B up on the wall next to stories A, C, D, E.

STAGE 3 Brainstorming, planning – Pre-writing

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Brainstorming
Story-telling from notes

ORGANISATION Pair work

AIDS AND MATERIALS Ls' story notes, GOOD STORIES poster (from Lesson 1 Stage 3 Step 2)

TEACHER'S ACTIVITIES

1. Put Ls within their project groups into 2 pairs – A and B. Make sure this time they work with a different partner. Tell them to take out their notes (on at least 3 stories) they made at home, and talk through their stories in pairs. First, A asks B some questions: *When did this happen? Where did it happen? Etc.* and B answers A's questions (using his/her notes). After they have talked through B's stories in this way A can suggest which would be best story to write. Then they swap roles, i.e. B asks A questions, they talk through A's stories, then B says which story he/she thinks is the best.

LEARNERS' ACTIVITIES

1. Ls take their story notes they prepared at home. They form pairs within their project group. First A asks B questions e.g. *When did this happen? Where did it happen? Etc.* (using the questions on GOOD STORIES poster) about his/her story, and B answers them. Then, A suggests B the best story to write. After this, pairs swap roles.

STAGE 4 Writing the first draft – Writing

TIME 14 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Writing creatively

ORGANISATION Individual

AIDS AND MATERIALS Ls' story notes, GOOD STORIES poster (from Lesson 1 Stage 3 Step 2), 1.3 Stories (A, B, C, D, E), “Help Desk” sign

TEACHER'S ACTIVITIES

1. Tell Ls to start writing the first draft of the story they agreed on in previous stage. Tell them not to worry if they cannot finish, they can always finish at home.

Tell Ls they can write as much as they like. The only important thing now is that the story should be interesting.

Tell Ls that they can get two kinds of help:

1. From the ideas in GOOD STORIES poster, and 1.3 Stories (A, B, C, D, E) around the walls.

From you through the **Help Desk**. Explain what it means:

- You will put out a sign “Help Desk ” on your desk to show that learners can come to your desk for help .

- If someone needs help with words and ideas, they sign their name on the board, but only three at a time. You can only see one learner at a time at the Help Desk, so they should wait for their turn in their places, quietly working on their story. When a learner is done, he/she wipes his/her name off the board and a new learner can sign up.

LEARNERS' ACTIVITIES

1. Ls start writing the first version of the story they have agreed on in previous stage. They go to the stories on the walls if they need phrases, expressions and linking words, compare the ideas and structure of their story with the GOOD STORIES poster, or/and sign-up for and have help through Help Desk.

TEACHER'S ACTIVITIES

Before the end of the lesson, explain what Ls have to do for homework:

They have to finish and fine-tune their story. Tell them that you check only the content and ideas of their stories (i.e. check if the ideas are interesting enough, story is understandable, has enough details etc.)

Agree on a deadline by which they have to hand in their first draft to you for correction. You need to correct and return their corrected version by next project lesson. This means that approximately a week should pass between project Lesson 2 and 3.

LEARNERS' ACTIVITIES

LESSON 3: LET'S WRITE MORE STORIES

Aims of the lesson:

- to provide Ls opportunities for helping each other improve their writing
- to develop Ls' ability to read for specific information (understand short simple instructions on how to carry out tasks)
- to enable Ls to write creatively (write more stories)
- to help Ls plan, manage and evaluate their tasks more effectively

Materials and resources:

Ls' own stories, "Help Desk" sign, GOOD STORIES poster, 1.3 Stories (A, B, C, D, E), A4 sheets (one for each L in the class), 3.3 Modern fairy tales (variation – as many copies as groups + 2x as many envelopes with cut up ingredients), 3.4 How to write? (A, B), How to make ...? (C, D) (one set per group), 1.4 Planning our project form.

Before the lesson: If you want to do variation described in Step 2, make as many copies of 3.2 Modern fairy tales as there are groups. Cut up the sheets and put the ingredients cards in 2 envelopes (traditional ingredients in one, modern in the other).

STAGE 1	Correcting mistakes – Checking homework
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Clarifying problems
ORGANISATION	Individual work
AIDS AND MATERIALS	Ls' own stories

TEACHER'S ACTIVITIES

1. Give back to Ls their stories with your corrections/comments. Allow them a little time to look through them, and to ask you questions as needed.

LEARNERS' ACTIVITIES

1. Ls look through their corrected stories, ask the T questions if they have problems with corrections.

STAGE 2 Writing final version – Focus on accuracy

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Writing accurately

ORGANISATION Individual work, group work

AIDS AND MATERIALS Ls' own stories, „Help Desk” sign

TEACHER'S ACTIVITIES

1. Put Ls into project groups. Tell them to re-write their story taking your corrections/ suggestions into account. This time they also have to focus on accuracy.

Tell them they can get 2 kinds of help:

- From you through the “Help Desk” described in Lesson 2, Stage 5, Step 1.
- From each other. Since they work together in their project group they can ask each other for help. They can also read each other's stories and suggest improvements

Put out “Help Desk” sign and give Ls help as described above.

Agree on a deadline by which they have to hand in their second draft to you for final correction. You need to correct and return their corrected version by next project lesson.

LEARNERS' ACTIVITIES

1. Ls in their project groups start re-writing their stories individually. They help each other in groups and/or sign up for and have help at the Help Desk.

STAGE 3 Group-story writing – More stories to write

TIME 20 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Creative writing (stories)

ORGANISATION Group work

AIDS AND MATERIALS GOOD STORIES poster, 1.3 Stories (A, B, C, D, E), A4 sheets (as many as there are Ls in the class)

TEACHER'S ACTIVITIES

1. Tell Ls that now they will write a story in groups.
Remind Ls of what makes Good Stories (show GOOD STORIES poster + refer Ls to stories on the walls as examples).

Tell Ls to stay in project groups, give each L an A4 size sheet of paper. Ask groups to choose a group leader. Explain that they have to create a short story chain, following the instructions described below.

They will have to do three things:

- Choose a topic (from what you offer them).
- Each L in the group writes one section (by writing at least 3-4 sentences) of the story (introduction, problem/complications, climax, solution, twist).
- Create one consensus story of about 80-100 words.

Start the activity by asking the group leaders from each project group to come up to your desk and choose a topic. (Possible topics might include: Aliens invade Earth; Stranded on a desert island; Stuck in the lift; Stuck in a traffic jam; Freedom; A visit to the)

NB: You can have the topics on pieces of paper folded so Ls have no idea what they will be getting, or give the topics as you find appropriate. Or, get them to write topics for each other – each group writes 2 topics, put them into a hat and groups draw the topics for each other.

Explain to Ls the idea of a short story chain by writing the following on board:

1. Everybody in the group has to write an introduction (4 mins).
2. Each L has to pass their introduction to the next person sitting on their right, and read what they've got so far (1 minute).
3. Write next section (problem, complications) – 4 mins.
4. Pass to person on their right and read what they've got (2 mins).
5. Write next component (solution) – 4 mins.

Monitor and help – with vocabulary, ideas etc. – as groups work on their stories. Make sure each L writes at least 3-4 sentences for each section.

LEARNERS' ACTIVITIES

1. Ls listen, then put themselves into project groups and choose a group leader.

Groups leaders choose/get topic from T.

Groups write their short story chain by writing an introduction (at least 3-4 sentences), then pass the piece of paper to their right-hand neighbour, read what they've got so far, write next section (at least 3-4 sentences) etc. until they finish writing all components of story.

TEACHER'S ACTIVITIES

2. Stop the activity after approximately 15 mins and tell groups to read the stories they have created. Then tell them to choose the best one(s) for their story book (this can be done by combining various elements they have written) and improve it/them.

NB: You can either do this activity with your class or follow the variation described below or you can do both at the same time. In this case of the last option, you need to start off the two activities one after the other and the group leaders have to manage (i.e. keep the time, organise work etc.) the activity.

Tell Ls that for homework they have to

1. fine-tune the story they have chosen in their project group (if they have not finished in class).
2. start thinking about the cover page.

NB: Give Ls time to fine-tune their second story at home and agree on a deadline by which they have to hand them in to you for final correction. You will have to correct Ls' stories before the next project lesson.

LEARNERS' ACTIVITIES

2. Groups read the stories they created, choose the best one(s) and improve it/them.

VARIATION FOR LS WHO ARE INTERESTED IN RE-WRITING FAIRY TALES AND/OR NEED MORE GUIDANCE WITH IDEAS AND STRUCTURING WRITING

AIDS AND MATERIALS Same as above + 3.3 Modern fairy tales

DESCRIPTION Begin as described above, and put Ls into project groups, ask them to choose a group leader. Give each group an envelope of 3.3 Modern fairy tales – traditional ingredients and an envelope of modern ingredients. Elicit from Ls a few titles of traditional fairy tales (e.g. Snow White and the Seven Dwarfs, The Three Little Pigs, Cinderella, The Princess and the Pea etc.). Explain Ls how to conduct the activity:

1. They have to choose 5-6 ingredients from each envelope.
2. They have to create their own modernised fairy tale (of about 80-100 words), combining all the ingredients they have selected (if they cannot use an ingredient they can swap it with another one from the envelope).
3. Improve their story.

STAGE 4 Planning the project in groups – On-task monitoring

TIME 12 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Co-operative learning
Planning and on-task monitoring

ORGANISATION Group work

AIDS AND MATERIALS 3.4 How to write? (A, B), 3.4 How to make ...? (C, D), 1.4 Planning our project form

TEACHER'S ACTIVITIES

1. Put Ls into project groups. Tell them that during the next project lesson they will make the cover, write the preface or introduction, and finally the blurb, as soon as everybody has completed their stories.

Hand out the 3.4 How to write ...? (A, B), 3.4 How to make ...? (C, D) cards to project groups. And tell them to read through them.

Hand out 1.3 Planning our Project forms from project files and ask the groups to assess how far they have got in completing tasks for the book.

Ask Ls to decide what needs to be done next by working through question 4-6 on the Planning our project form.

Collect in the How to write.....? (A, B), 3.4 How to make ...? (C, D) cards, and the Planning our project forms.

NB: How to make ...? C and D describe easy tasks, How to write ...? A and B describe more challenging tasks both linguistically and conceptually. The groups actually decide who does what, but you could guide less confident Ls towards C and D cards.

LEARNERS' ACTIVITIES

1. Groups read through and discuss the 3.4. How to write...?/How to make ...? cards and assess the work they have done so far, asking the questions 4-6: *How can we use our information? What have we got so far? What else do we need? (pictures, staplers, access to computers etc.)*

Groups plan what to do next.

LESSON 4: PUT IT ALL TOGETHER

Aims of the lesson:

- to develop Ls' ability to write various text types
- to develop Ls' ability to speak (rehearsed text using simple descriptive language about their books)
- to develop Ls' ability in displaying written materials
- to develop Ls' ability to work as a group

Materials and resources:

1.3 Stories (A, B, C, D, E), 3.4 How to write.....?, (A, B), How to make ...? (C, D), Ls' corrected stories, Ls' materials, 1.4. Planning our project form.

STAGE 1	Jumbled sentences – Warmer
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding sentence structure
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	1.3 Stories (A, B, C, D, E)

TEACHER'S ACTIVITIES

Tell Ls that in this lesson they will work in their project groups.

1. Write this on board:

its dragged I the house so monkey got to it

Tell Ls that it is a sentence from one of the stories on the wall, but the words are in mixed order. Ask Ls to sit in project groups. Make 2 pairs in each group. Ask pairs to work out and write down the original sentence in their notebook:

So, I got the monkey and dragged it to its house. (Monkey business)

LEARNERS' ACTIVITIES

1. Ls in pairs work out the original sentence and write it down into their exercise-book.

TEACHER'S ACTIVITIES

2. Then, ask each pair to choose a sentence from any of the stories on the wall, tell them to jumble up the words, and write them in their exercise-book.
Ask pairs within their project groups to exchange their exercise-book and unjumble their partners' sentence + write title of story it comes from.

LEARNERS' ACTIVITIES

2. Pairs within their project groups choose a sentence from one of the stories on wall, jumble up the words, and write them down into their exercise-book for the other pair in the group. Then pairs exchange exercise-books, work out the original sentence and write it down below the jumbled words and the story it comes from.

STAGE 2 Correct your mistakes – Self-checking

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Understanding problems in writing

ORGANISATION Group work

AIDS AND MATERIALS Ls' corrected stories

TEACHER'S ACTIVITIES

1. Give Ls back their stories with your corrections/comments. Ask them to look through your suggestions and comments. Ask Ls in their project groups to start correcting their mistakes. If they have problems they can ask other Ls in their group. If nobody knows how to solve the problem, they have to call you. Make sure Ls do correct/discuss their mistakes and give them aid if needed.

LEARNERS' ACTIVITIES

1. Ls do self-correction + discuss problems in groups.

STAGE 3 Let's put it all together – Completing tasks for the book

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Writing various text types

ORGANISATION Individual work, group work

AIDS AND MATERIALS 3.4 How to write....? (A, B), 3.4 How to make ...? (C, D)

TEACHER'S ACTIVITIES

1. Tell Ls that today they will have to do the Cover, the Contents page, the Preface/ Introduction, and the Blurb, and put their book together (draw illustrations). Reassure them, however, that if they cannot manage this, they still have some time to complete everything at home.
Give out a copy of the 3.4 How to write.....? (A, B), 3.4. How to make ...? (C, D) cards to each project group.
Tell Ls that they will get help from you if they need it, i.e. you will come and help through “**Call the Teacher**”. For this, write on the board “Call the Teacher”. Explain that if groups need help with words and ideas, they sign their group's name on the board, but only three at a time. You can only see one group at a time, so they should wait for their turn in their places, quietly working on something else until you come to them. When you have seen one group, they wipe their name off the board and a new group can sign up.

NB: Less confident Ls complete tasks How to make ...? (C,D) cards. More confident Ls complete How to write ...? (A, B).

LEARNERS' ACTIVITIES

1. Ls start writing, sign up for and have help through „Call the Teacher”.

STAGE 4 Let's put it all together – Making the book

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Displaying information
Co-operative learning

ORGANISATION Group work

AIDS AND MATERIALS Ls' materials

TEACHER'S ACTIVITIES

1. Tell Ls to assemble their books. Remind Ls that pages must be numbered, the first page is the cover page (it is not numbered), the second the contents (it is not numbered), the third the Preface/Introduction (this is page 1).

If groups cannot finish in class, tell them to complete everything at home, i.e.

- Finish the stories they want to include in their book.
- Copy the stories on A4 sheets.
- Finalise the cover, introduction, blurb etc.
- Finalise their book.

LEARNERS' ACTIVITIES

1. Ls put together their books

STAGE 5 Let's practise presenting the book – Practice

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking
Presenting the project

ORGANISATION Group work

AIDS AND MATERIALS Ls' books, 1.3 Planning our project form

TEACHER'S ACTIVITIES

1. Hand out 1.3 Planning our project form to each group. Refer them to the last question on the form: *How should we present our work?* and tell them that they will practise this now.

Tell Ls they have to present their book to the other groups. Their presentation must be convincing, i.e. they have to convince other groups that their book is the best and should win “The Best Book of the Class” prize.

Elicit from Ls the areas they should comment on.

Then ask them to summarise the techniques they should use.

Finally elicit a few sentences Ls can use.

Tell them that everybody in the group has to participate in the presentation.

Tell Ls in their project groups to plan and practise their presentation.

Go round, monitor and help if necessary.

LEARNERS' ACTIVITIES

1. Ls answers might include:

- *the content of the book*
- *the cover*
- *illustration*
- *layout*

Ls answer:

- *exaggerated, loud voice*
- *gestures, mimes*

Ls answer:

This is the best book I have ever read. The cover is beautifully designed, and it has an interesting introduction. The stories are absolutely well-written.

The first is about.....

The second.....

etc.

Let me read a bit to you

This book is the best of the year for sure.

LESSON 5: PRESENTATION OF THE PROJECTS

Aims of the lesson:

- to develop Ls' presentation skills
- to enable Ls to evaluate their own learning more effectively through the self-assessment form
- to develop Ls' ability to work as a group

Materials and resources:

Ls' books/materials, 5.1 Voting form (as many copies as groups are per group), GOOD STORIES poster, 1.5 Self-assessment form (from project file)

STAGE 1	Let's check if we have everything – Making the book
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Displaying information Co-operative learning
ORGANISATION	Group work
AIDS AND MATERIALS	Ls' materials

TEACHER'S ACTIVITIES

1. Tell Ls in their project groups to finalise their book, i.e. check if they have everything they need, finish things, if necessary, i.e. complete their book.

LEARNERS' ACTIVITIES

1. Ls in their project groups finalise their book.

STAGE 2 Who will win "The Best Book of the Class" prize?: Making the voting form

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Agreeing/disagreeing on ideas
Writing

ORGANISATION Group work, pyramid discussion

AIDS AND MATERIALS GOOD STORIES poster, 5.1 Voting form

TEACHER'S ACTIVITIES

1. Tell Ls that they will vote for "The Best Book of the Class" prize. Explain how the voting process will work.
 1. After the project lesson within a week Ls will read all the books and give each one a mark, 25 being the highest mark. Marks will be based on 5 criteria (1-5 points in each), which will be decided by Ls.
 2. All the marks will then be added up to give a grand total. The books with the most is the winner. So, if there are 5 project groups and 5 books, each book is marked 4 times by the other groups which means the grand total for each book is 100.

To help Ls understand what they have to do now, show them a copy of the 5.1 Voting form, and point to the 5 blank criteria in the **What's important?** section. Explain to Ls that they will have to fill in the **What's important?** section (the 5 criteria) on the Voting form, telling them that these things will help them decide which is the best book. Remind Ls of the Good stories ideas (Lesson 2) and elicit a few questions they can write in the 5 blanks.

LEARNERS' ACTIVITIES

1. Ls listen.

Ls questions might include:

*Is the title interesting? Is the cover eye-catching? Are the illustrations nice? Is the book neat? Do stories tell about interesting events? Have the stories got a clear structure? Is the problem interesting? Are there any complications?
Etc.*

TEACHER'S ACTIVITIES

- Put Ls into project groups. Ask each group to agree on 5 criteria and write these down in their note book.
Then put 2 groups together and ask them to compare their criteria and choose the best 5.
As a whole class, compare all the criteria and choose the best 5.

Write on board the 5 criteria the whole class have chosen:

What's important?

1.
2.
3.
4.
5.

Give one copy of the 5.1 Voting form to each project group and ask them to fill in the „What's important?“ sections (i.e. copy questions from board). Explain that they will use one form for each book so they need to fill in as many Voting forms as there are books (project groups).

Remind Ls that they have one week to read the story books after this lesson and to complete the Voting forms (one form for each book). Project groups have to agree on how many points they give for each book. They also complete a form for themselves. However, these marks do not count in the competition. This voting form goes into the project files.

Allocate a place in the classroom both for the voting forms and books so that they are accessible for learners during the following week.

On the lesson a week from this write the names of the story books on the board and ask each project group in turn to say how many points they awarded to each group.

Count up the points. The book with the most points is the winner.

Award The Best Book of the Class prize (e.g. a sticker, or a certificate) with a small ceremony.

LEARNERS' ACTIVITIES

- Ls in project groups agree on 5 criteria, then 2 project groups agree on the best 5 criteria, finally the whole class chooses the best 5.

Ls in project groups copy onto the voting form the 5 criteria the class agreed on.

Ls listen and plan next week, i.e. choose a deadline by which everybody will have read the books, and they can come together to agree on the points they give. They might choose a group leader who is responsible for the Voting forms.

STAGE 3 Let's present our book – Presentation**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Speaking – presenting
Listening**ORGANISATION** Group work**AIDS AND MATERIALS** Ls' books**TEACHER'S ACTIVITIES**

1. Tell project groups that they are going to present their books in turns and during each groups presentation other groups watch, listen and find out what is the most popular topic for stories in the class. To explain how to do this, write on board:

What is the most popular topic in the class?

Then, tell each project group to write down the names of the other project groups in their notebook. Ask Ls to write down the topic of the stories of the books each project group presents.

At the end of presentation give each project group 1 minute to decide what is the most popular topic. Write this on board below the question.

LEARNERS' ACTIVITIES

1. Project groups present their books, others listen and choose the most popular topic in the class. Each project group writes down the names of the other project groups, and as they listen to presentations, note down the topics e.g. *accident*, *scary dream etc.* of the stories. At the end, they summarise their findings.

STAGE 4 Let's see what others produced – Browsing**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Reading – browsing**ORGANISATION** Individual work**AIDS AND MATERIALS** Ls' books

TEACHER'S ACTIVITIES

1. Tell Ls they have 10 minutes to browse through the books of other project groups. To make sure project groups browse through as many books as possible, shout: *Time is up, Change!* after every 3 minutes.
NB: If time allows ask Ls to walk round in the classroom and ask: *Which book did you like best? Why?*

LEARNERS' ACTIVITIES

1. Project groups choose the first book they want to browse through. Then change after 3 minutes and look at a new one.
Ls mingle and ask and answer question *Which book did you like best? Why?*

STAGE 5 Let's see what we've learnt – Evaluation

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Self-assessment

ORGANISATION Individual work

AIDS AND MATERIALS 1.5 Self-assessment form

TEACHER'S ACTIVITIES

1. Give positive oral feedback to the whole group.
Tell Ls they are going to evaluate what they have learnt and what areas of their writing they need to improve. Hand out the 1.5 Self-assessment forms to Ls and tell them to answer the last 3 questions.
Collect in forms for project file.

LEARNERS' ACTIVITIES

1. Ls complete self-assessment forms.