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# MEET THE AUTHORS!

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## STORY WRITING

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Type of module	Project work
Target group	14–17-year-old learners
Level	B1
Written by	Csíky Anna, Prievara Tibor

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-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](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

MARK TWAIN

JONATHAN  
SWIFT

ERNEST  
HEMINGWAY

ALEXANDER  
MILNE

JAMES  
FENIMORE  
COOPER

J. K.  
Rowling

J. R. R.  
Tolkien

Dan Brown

The Adventures of  
Huckleberry Finn

The Da Vinci Code

The Lord  
of the Rings

Harry Potter

The Old Man  
and the Sea

Winnie-the-Pooh

The Last of  
the Mohicans

Gulliver's Travels

(1) \_\_\_\_\_ (1835-1910) was an American writer of novels, stories and articles who had an excellent sense of humour. His most popular books are probably *The Adventures of Tom Sawyer* (1876), and the sequel to it, *The Adventures of Huckleberry Finn* (1884). These novels are set in various places along the Mississippi River and they tell us some interesting stories in the lives of these two boys.

(3) \_\_\_\_\_ (1892-1973) studied a number of ancient and modern languages at Oxford. He later worked for Oxford English Dictionary and he actually invented some languages of his own. He also invented a place with a long mythological history: Middle-earth, together with some now very famous characters: the hobbits.

(5) \_\_\_\_\_ (1899-1961) lived in France for several years after World War I but he moved to Florida and then to Cuba in the 1930s where he spent a lot of his time fishing on the Caribbean Sea. He chose fishing as the topic of his last novel, which was published in 1952, following his many books about the war.

(7) \_\_\_\_\_ (1965-) started to write a story in a café while her baby daughter was sleeping. When she was finished, two publishers told her they did not see much in the book, but the third company decided to give it a try and now they are proud to be associated with these best-selling books about a school for wizards.

(2) \_\_\_\_\_ (1789- 1851) was once reading an English novel to his wife which he didn't like at all. He said, "I could write a better book myself!" and he did so. He wrote about the wars in the 18<sup>th</sup> century, when France and England fought over the territories where Native Americans lived. The central character in his most popular stories is *Hawkeye* or *Leatherstocking*, who is also familiar to Hungarian readers.

(4) \_\_\_\_\_ (1667-1745) lived most of his life in Ireland holding various offices in the Church of Ireland and also in the British political parties of the 18<sup>th</sup> century. He attacked contemporary society in a critical but humorous way by describing the different adventures of his hero in a number of imaginary countries.

(6) \_\_\_\_\_ (1964-) was teaching English at a university when one of his books became so popular that he stopped teaching and began writing full time. Being the son of a maths professor and a religious musician, he has always been interested in the conflict between religion and science, and also in secret societies.

(8) \_\_\_\_\_ (1882-1956) got married at the age of 31 and was very fond of his son, Christopher. Although he also wrote some plays and a detective story, most people know him for the stories and poems he wrote for Christopher about a Bear of Very Little Brain.

## 1.2 WORKSHEET – BIG NAMES IN LITERATURE

**Jonathan Swift** (1667-1745) lived most of his life in Ireland holding various offices in the Church of Ireland and also in the British political parties of the 18<sup>th</sup> century. He attacked contemporary society in a critical but humorous way by describing the different adventures of his hero in a number of imaginary countries.

**James Fenimore Cooper** (1789- 1851) was once reading an English novel to his wife which he didn't like at all. He said, "I could write a better book myself!" and he did so. He wrote about the French-English wars in the 18<sup>th</sup> century, when France and England fought over the territories where Native Americans lived. The central character in his most popular stories is *Hawkeye* or *Leatherstocking*, who is also familiar to Hungarian readers.

**Mark Twain** (1835-1910) was an American writer of novels, stories and articles who had an excellent sense of humour. His most popular books are probably *The Adventures of Tom Sawyer* (1876), and the sequel to it, *The Adventures of Huckleberry Finn* (1884). These novels are set in various places along the Mississippi River and they tell us some interesting stories in the lives of these two boys.

**Alexander Milne** (1882-1956) got married at the age of 31 and was very fond of his son, Christopher. Although he also wrote some plays and a detective story, most people know him for the stories and poems he wrote for Christopher about a Bear of Very Little Brain.

**Ernest Hemingway** (1899-1961) lived in France for several years after World War I but he moved to Florida and then to Cuba in the 1930s where he spent a lot of his time fishing on the Caribbean Sea. He chose fishing as the topic of his last novel, which was published in 1952, following his many books about the war.

**J. R. R. Tolkien** (1892-1973) studied a number of ancient and modern languages at Oxford. He later worked for the Oxford English Dictionary and he actually invented some languages of his own. He also invented a place with a long mythological history: Middle-earth, together with some now very famous characters: the hobbits.

**Dan Brown** (1964–) was teaching English at a university when one of his books became so popular that he stopped teaching and began writing full time. Being the son of a maths professor and a religious musician, he has always been interested in the conflict between religion and science, and also in secret societies.

**J. K. Rowling** (1965–) started to write a story in a café while her baby daughter was sleeping. When she was finished, two publishers told her they did not see much in the book, but the third company decided to give it a try and now they are proud to be associated with these best-selling books about a school for wizards.

## 1.4 WORKSHEET – APPEARANCE

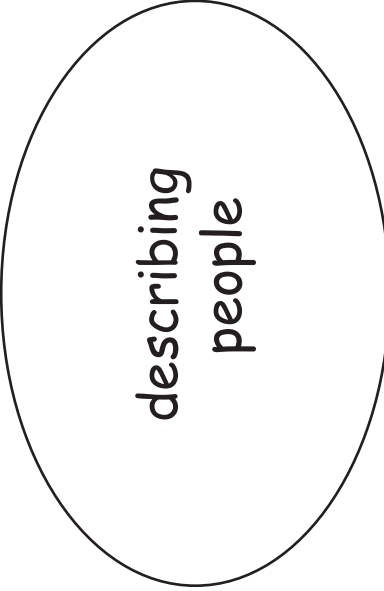
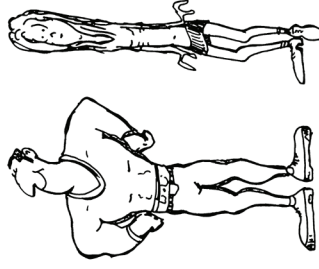
I liked her for her **open** face.  
 He had **bushy** eyebrows and big round blue eyes.  
 The first **tiny** wrinkles had appeared on her face.  
 His **pale** complexion made him look a bit **shy**.  
 His beard was **going grey**, too.  
 She had long hair **down to her shoulders** and a **fringe**.  
 He liked her best when it was **curly**.  
 He always had a **very neat haircut**






We never thought that he was so **absent-minded**.  
 She had an **ambitious** but rather **stubborn** brother.  
 He was **proud** to have such a **resourceful** partner.  
 She was **surprisingly broad-minded** even at eighty.  
 When he arrived she started acting in a **clumsy** way.  
 You must be **careful** with him—he can be quite **moody**.  
 Generally he was **relaxed**, but his aunt made him **tense**.  
 He was highly sociable but sometimes a bit **quarrelsome**.

She wore a **blue and purple outfit**.  
 The kids were going around in **bare feet**.  
 He had on a comfortable **baggy** sweater.  
 She looked too **scruffy** in those trousers.  
 Her clothes and **accessories** always **matched** perfectly.  
**Bright** colours have never **suit**ed her.  
 He always said he dressed to be **comfortable**, not **smart**.  
 She preferred **brightly coloured** and **loose-fitting** clothes.

He was **in his late twenties** or early thirties perhaps.  
 She must have been **about mid-thirties** then.  
 Suddenly two **fortyish** men entered the room.  
 He was a **tallish** person with long limbs.  
 He had put on some weight so he looked a bit **chubby**.  
 He was **of medium height** but rather **well-built**.  
 When I saw her I thought how old and **frail** she looked.  
 She had grown so much and looked **fairly skinny**.

princess	postman	elephant	Winnie-the-Pooh
Batman	grandmother	bus-driver	little girl
pop star	tourist	actress	poet
hedgehog	toddler	florist lady	elf

grumpy	brainy	half-witted
introverted	down-to-earth	sadistic
easy-going	ill-mannered	trustworthy
jealous	cheerful	curious
hard-working	imaginative	dull
modest	lazy	messy
self-assured	cowardly	determined
stingy	charming	reliable
polite	honest	independent
evil	outgoing	sensible
demanding	over-sensitive	cultured
arrogant	brave	greedy
considerate	decisive	outspoken
sophisticated	athletic	crazy
friendly	touchy	devoted
impatient	cheeky	generous

## 1.5 WORKSHEET – ADJECTIVES

### ADJECTIVES FOR CHARACTER

<b>arrogant</b>	öntelt	<b>down-to-earth</b>	praktikus	<b>jealous</b>	féltékeny
<b>athletic</b>	kisportolt	<b>dull</b>	unalmas	<b>lazy</b>	lusta
<b>brainy</b>	okos	<b>easy-going</b>	laza	<b>messy</b>	rendetlen
<b>brave</b>	bátor	<b>evil</b>	gonosz	<b>modest</b>	szerény
<b>charming</b>	elragadó	<b>friendly</b>	barátságos	<b>outgoing</b>	társaságba járó
<b>cheeky</b>	pimasz	<b>generous</b>	nagylelkű	<b>outspoken</b>	szókimondó
<b>cheerful</b>	vidám	<b>greedy</b>	mohó	<b>over-sensitive</b>	túlérzékeny
<b>considerate</b>	figyelmes	<b>grumpy</b>	zsémbes	<b>polite</b>	udvarias
<b>cowardly</b>	gyáva	<b>half-witted</b>	féleszű	<b>reliable</b>	megbízható
<b>crazy</b>	őrült	<b>hard-working</b>	szorgalmas	<b>sadistic</b>	szadista
<b>cultured</b>	művelt	<b>honest</b>	őszinte	<b>self-assured</b>	magabiztos
<b>curious</b>	kíváncsi	<b>ill-mannered</b>	rossz modorú	<b>sensible</b>	józanul gondolkodó
<b>decisive</b>	határozott	<b>imaginative</b>	ötletes	<b>sophisticated</b>	tanult, tapasztalt
<b>demanding</b>	igényes	<b>impatient</b>	türelmetlen	<b>stingy</b>	zsugori
<b>determined</b>	eltökélt	<b>independent</b>	önálló	<b>touchy</b>	sértődős
<b>devoted</b>	odaadó	<b>introverted</b>	befelé forduló	<b>trustworthy</b>	szavahihető

“You have helped me out many times when I was in trouble. You are always ready to fight, even though it is usually the other side that wins, so you end up with little injuries all the time, especially on your face – but this only shows that you really care for your friends!  
Happy birthday!”

“I really don’t understand how you can tolerate us all... You’re always smiling, you never get angry with anyone and you never lose your head. I especially admire the way you can handle my five-year-old brother, who usually drives me crazy, but I’ve never heard you shouting at him about anything.”

“You’re the funniest person I’ve ever met! I love your sense of humour, your witty remarks, your unusual way of looking at things... You probably got this from your Dad, because he is so good at telling jokes. Anyway, thank you for cheering us up all the time! Merry Christmas!”

“When there are dangerous or difficult things in my life, I always call you because you aren’t afraid of anything. It’s great when you call my boss instead of me to say I’m ill or go and complain about the PC I bought – but please don’t invite me to go bungee jumping with you because I’m not as fearless as you are...”

“I don’t know what we would all talk about if we didn’t have you and your latest news about everybody’s lives. Although some people say you stick your nose into others’ personal lives, I think the truth is that you’re only interested in what happens with your loved ones, and I believe that’s very important nowadays.”

“You have the most beautiful garden in the whole town! You are so good at taking care of trees and bushes and plants! And although you are quite new at work and therefore you keep asking questions, I think *we* can also learn from *you* – well, not too much about cars, but everything about gardening!”

“I feel that I’m very lucky to have you as a friend. I didn’t like you very much when we first met because it was a garden party and you were complaining about the cold all the time... But later I found out that you’re a very nice person and you only want to hide your true feelings by criticizing everyone and everything.”

“Say what you want, I think the colour of your hair is beautiful. It’s so good that you can accept the fact that you’ll be sixty soon and you don’t want to hide your age from anyone. I wanted to give you a bright skirt or blouse to cheer you up a bit, but just yesterday you told me that you love wearing grey because it’s your favourite colour! Happy birthday!”

Find your friends in the class:

- John Blackeye \_\_\_\_\_
- Grand Patience \_\_\_\_\_
- Allen Witson \_\_\_\_\_
- Thomas Braveheart \_\_\_\_\_
- Emily Noseby \_\_\_\_\_
- Rebecca Green \_\_\_\_\_
- Elisabeth Grey \_\_\_\_\_
- Annie Grump \_\_\_\_\_

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- Elisabeth Grey \_\_\_\_\_
- Grand Patience \_\_\_\_\_

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- Emily Noseby \_\_\_\_\_
- Rebecca Green \_\_\_\_\_
- Elisabeth Grey \_\_\_\_\_
- John Blackeye \_\_\_\_\_

### CHARACTERS

Create unique characters and give them a name that tells the reader something about them.  
Use lots of adjectives to describe your characters (clothes, face, age and build, personality).  
Make sure the behaviour and the description of your characters match.

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### SETTING

Read your description to a friend and ask him to picture the scene – can he do it?  
Think about what influence the setting has on your story and characters.  
Also give the time of the story if it is different from our time.

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### STORY LINE

Don't forget: every good story has a beginning, a middle and an end.  
Think about a problem your characters have to solve.  
Make it interesting: put in some things that want to stop your character from solving the problem.

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### FROM SENTENCES TO TEXT

Remember to use linking words such as *and, or, but, because, while, so, therefore* etc.  
Refer back to things/people you have already mentioned using pronouns.  
Involve your reader in the story by using words like *here, there, this, that*, etc.  
Divide the story into small units: paragraphs.  
Give a title that is connected to your story in an obvious way.

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## 2.3 TRANSCRIPT (FOR THE TEACHER)

**Narrator<sub>1</sub>:** When we entered it was quite dark, but Rachel soon found the light switch, which was next to the door. Everything was as Mark had left it, first of all a big bed in the middle with a number of soft toys on top and lots of boxes under it. To the right of the bed there was something which must have been a desk, although you couldn't really see it from all the books and newspapers on it. There was a bookshelf just beside the desk with four shelves in it – these had mainly children's books on them. Opposite the bookshelf we could see the famous wardrobe where Mark kept his more elegant clothes, and his shoes of course—the shoes were actually under the wardrobe, not in it, and they were put into boxes for protection. The window was basically between the wardrobe and the bookshelf. There was no curtain, but we could see some drawings on the window made with a special pen, showing things connected to football. To the left of the wardrobe there was the wall unit which Mark's parents had bought last Christmas, with all Mark's medals and cups inside. There was an unusually large cup on the top of the wall unit, pointing towards the ceiling. On the other side of the wall unit there was the computer desk, at which Mark used to spend a number of hours, sitting in front of the computer screen. Opposite this desk there stood a very comfortable-looking sofa with a huge wall hanging behind it—a present from Mark's grandmother. It was only Mark who was missing from the room.

**Narrator<sub>2</sub>:** I had never seen such a beautiful place. I felt that I suddenly arrived in the middle of a magic land full of wonders. First there were the trees. Everywhere around us, huge oak trees, and you couldn't really see the sky above them, you just knew it was there. Still, it wasn't completely dark, because the light was able to come down through the branches of the trees. It was absolutely beautiful. And we stood there below the trees, looking down at the clean, green grass under our feet. A little further ahead in the distance there was a small brook—we couldn't see it yet but we heard the sound of the water coming towards us. At the moment all we could see were the trees, and some bushes in front of us, reaching up to our head perhaps. There were bright red berries on the branches, and we picked some and put them into our basket, more for decoration at home than to actually eat them. As we walked another few metres, we finally saw the brook running under a small stone bridge: it was quite small and the water in it was crystal clear. We stopped in the middle of the bridge and looked down at the brook, lost for words. Then we heard a noise from behind so we turned to see what it was. And the rest you already know.



Story A

There was a man who didn't like strawberries.

The man's name was Justin. He lived in London.

Many people liked strawberries there, but Justin couldn't even look at them.

He especially hated them in May.

This was because then everyone was eating strawberries.

One year, however...

Story B

There was a little girl in the small town of Blueberry

The little girl liked living here, but she didn't have too many friends.

The only friend she had actually, was a boy who was 5 years old.

The boy was very happy that the little girl liked him and they always played together.

At these times, the world seemed to be a wonderful place for both of them.

But one day...

### 3.3 WORKSHEET B – FROM SENTENCES TO TEXT

#### Exercise 1

■ This is your partner's story. Check whether s/he has found the correct order.

#### STORY A

1. There was a man who didn't like strawberries.
2. The man's name was Justin. He lived in London.
3. Many people liked strawberries there, but Justin couldn't even look at them.
4. He especially hated them in May.
5. This was because then everyone was eating strawberries.
6. One year, however...

■ In the left column, write here some of the words from YOUR story that you can use to talk about something already mentioned in the text. Write what they referred to in your story in the right column. Here is an example to help you.

HE	the man, Justin
_____	_____
_____	_____
_____	_____
_____	_____

#### Exercise 2

■ Match the sentences in 1 – 7 with an appropriate ending a) – g), joining the two parts with one of these linking words.

**and because but finally so then while**

- 1) As usual, my daughter's boyfriend called...
- 2) I was late for school...
- 3) I wanted to tell you about it...
- 4) She broke her leg a month ago...
- 5) My boss has just called ...
- 6) Well, we first asked your friend Donald,...
- 7) At first nobody wanted to dance, but...

- a) ... you didn't answer the phone.
- b) ... told me that I'll have to work on Saturday, too.
- c) ... there were lots of couples on the floor.
- d) ... your brother Lewis, and now here we are, asking you if it's true.
- e) ... we were having dinner.
- f) ... she couldn't go skiing this year.
- g) ... I had missed the bus.

### 3.3 WORKSHEET A – FROM SENTENCES TO TEXT

#### Exercise 1

- This is your partner's story. Check whether s/he has found the correct order.

#### STORY B

1. There was a little girl in the small town of Blueberry.
2. The little girl liked living here, but she didn't have too many friends.
3. The only friend she had actually, was a boy who was 5 years old.
4. The boy was very happy that the little girl liked him and they always played together.
5. At these times, the world seemed to be a wonderful place for both of them.
6. But one day...

- *In the left column, write here some of the words from YOUR story that you can use to talk about something already mentioned in the text. Write what they referred to in your story in the right column. Here is an example to help you.*

SHE

---

---

---

---

the little girl

---

---

---

---

#### Exercise 2

- Match the sentences in 1 – 7 with an appropriate ending a) – g), joining the two parts with one of these linking words.

**and because but finally so then while**

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<p>It was the day before Christmas Day and Della had still not bought a present for Jim.</p>	<p>She hadn't forgotten about it, she just didn't have enough money for it.</p>
<p>Although she had been saving for months, \$1.87 was all she had. They were very poor.</p>	<p>They only had two valuable possessions: Jim's gold watch and Della's hair.</p>
<p>Della knew she couldn't buy a nice present with so little money, so she made a decision.</p>	<p>She decided to sell her beautiful brown hair, which reached below her knee.</p>
<p>So she went to a hairdresser's where she got twenty dollars for her hair.</p>	<p>Then, with the money in her pocket, she spent two hours going in and out of shops.</p>
<p>Finally she found the perfect present for Jim.</p>	<p>It was a very elegant chain for his gold watch.</p>
<p>After buying the present, she went home and waited for Jim.</p>	<p>When Jim arrived and saw her hair, he couldn't say anything for a long time.</p>
<p>Della was afraid that Jim didn't like her any more with such short hair.</p>	<p>But this was not the reason why Jim was lost for words.</p>
<p>When Della opened her present from Jim, she understood everything.</p>	<p>Jim bought her a beautiful collection of combs – from the money he got when he sold his watch.</p>

## CHARACTERS

- create unique characters and give them a name that tells the reader something about them.
- use lots of adjectives to describe your characters (clothes, face, age and build, personality).
- make sure the behaviour and the description of your characters match.

## SETTING

- read your description to a friend and ask him to picture the scene – can he do it?
- think about what influence the setting has on your story and characters.
- also give the time of the story if it is different from our time.

## STORY LINE

- don't forget: every good story has a beginning, a middle and an end.
- think about a problem your characters have to solve.
- make it interesting: put in some things that want to stop your character from solving the problem.

## FROM SENTENCES TO TEXT

- remember to use linking words such as *and, or, but, because, while, so, therefore* etc.
- refer back to things/people you have already mentioned using *pronouns*.
- involve your reader in the story by using words like *here, there, this, that* etc.
- divide the story into small units: paragraphs.
- give a title that is connected to your story in an obvious way.

## Questions to ask yourself:

- Is the first sentence interesting enough?
- Can your reader form an idea about all the characters based on their description?
- Does the behaviour of the characters follow from their description?
- Can your reader imagine the setting of the story based on its description?
- Does the story have a beginning, a middle and an end?
- Is the story interesting?
- Are the linking words used effectively?
- Do the different paragraphs make up different units of the story?
- Do you feel involved in the story?
- Does the story have a good title?

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	title of the story			
	names of the authors			
I find the first sentence interesting enough.	0	1	2	3
I can form an idea about all the characters based on their description.	0	1	2	3
I like the name of the characters.	0	1	2	3
The behaviour of the characters follows from their description.	0	1	2	3
I can imagine the setting of the story based on its description.	0	1	2	3
The story has a beginning, a middle and an end.	0	1	2	3
The story is interesting.	0	1	2	3
The linking words are used effectively.	0	1	2	3
The different paragraphs make up different units of the story.	0	1	2	3
The structure of the story is clear and logical.	0	1	2	3
I like the title of the story.	0	1	2	3

## 5.3 SELF-ASSESSMENT FORM

- Think about the last five lessons and the stories you have written.
- Finish the sentences so that they are true about YOU.

1. In this project, I learnt... \_\_\_\_\_

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2. I still need to work on... \_\_\_\_\_

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3. I liked... \_\_\_\_\_

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4. I didn't like... \_\_\_\_\_

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