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# MEET THE AUTHORS!

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## STORY WRITING

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Type of module	Project work
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Target group	14–17-year-old learners
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Level	B1
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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](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Project work</b>
<b>DESCRIPTION OF MODULE</b>	In this module Ls learn how to write a story. After familiarizing themselves with some famous story writers in the Anglo-Saxon tradition, they focus on different elements of a story: characters, setting, story line, and creating a text from separate sentences. They write the final version of the story during lesson 4, which they read out or simply distribute to the others during lesson 5 as at a “Meet the authors” event.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ To write the description of a character</li> <li>■ To write the description of a place</li> <li>■ To practice joining sentences to create a text</li> <li>■ To look at writing as a process, with continuous feedback and correction</li> <li>■ To enhance group dynamics through cooperation</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP LANGUAGE LEVEL</b>	14–17-year-old learners B1
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>■ use the simple past to talk about events</li> <li>■ describe people’s appearance and their character</li> <li>■ understand informal spoken English</li> <li>■ write short paragraphs on a given topic</li> <li>■ work in pairs and groups</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Literature – elements of a story, Grammar – cohesive devices, linking words
<b>Links with other modules</b>	Play with English (Poetry competition)

## FOCI OF SKILLS- DEVELOPMENT

### Communicative language skills

- Understanding and following instructions on a checklist
- Listening to descriptions of places in English
- Interaction with others and speaking continuously
- Critically evaluating a story
- Describing characters and places in writing
- Writing a coherent story

### General, educational skills

- Evaluating self- and peer-performance
- Planning and managing a group task
- Continuously improving written work based on a checklist

### EVALUATION

The core of the evaluation in the module is a checklist that is divided into sections according to elements in a story (characters, setting, story line, from sentences to text) and which Ls receive in small parts from lesson to lesson first, and then as a whole at lesson 4. Each lesson focuses on the presentation of one element (e.g. setting) and the revision of another one (e.g. characters). The part of the checklist distributed at each lesson is about the element that is revised: it is supposed to check whether Ls have understood the presentation of that topic and managed to produce a piece of text that is in line with the criteria outlined in the presentation. Ls evaluate their written work based on this checklist at each lesson, culminating in the re-writing of the whole story at lesson 4 using the now complete checklist as a point of reference. The evaluation sheet used at lesson 5 (by Ls and teacher alike) is basically equivalent to the final checklist: the only difference is that it contains statements instead of questions. This way continuous evaluation plays a dominant role in the module, allowing Ls to keep track of their own progress by assessing it on the basis of the same criteria throughout.

### BACK UP SYSTEMS

<http://blackdog4kids.com/holiday/summer/do/read/howto.html>  
<http://en.wikipedia.org/wiki/Storytelling>

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Speaking about books</p> <p>Summarizing a short written text in speech</p> <p>Describing someone</p>	<p>Speaking about reading experiences</p> <p>Matching famous Anglo-Saxon writers and their literary works</p> <p>Describing appearance and character</p>	<p>Simple Past for talking about people's lives</p> <p>Adjectives to describe appearance and character</p>	<p>1.2 Cards – Big names in literature</p> <p>1.2 Slips – Big names in literature</p> <p>Blu-Tack</p> <p>1.2 Cards – The basics</p> <p>1.2 Worksheet – Big names in literature</p> <p>1.4 Worksheet – Appearance</p> <p>1.5 Cards – Characters</p> <p>1.5 Slips – Adjectives</p> <p>1.5 Worksheet – Adjectives</p>
2	<p>Deducing people's names from their characteristics</p> <p>Writing as a process: improving a paragraph based on a checklist</p> <p>Understanding the position of objects</p>	<p>Matching telling names with descriptions of characters</p> <p>Improving a description of a character based on a checklist</p> <p>Listening to descriptions of places</p>	<p>Telling names</p> <p>Prepositions</p> <p>Describing a setting for a story</p>	<p>8 pieces of string</p> <p>2.1 Role cards – Telling names</p> <p>2.1 Cards – Telling names</p> <p>Ls' homework</p> <p>2.2 Checklist – Tips for story-writing</p> <p>Tape recorder</p> <p>2.3 Worksheet 1-2 – Listening</p> <p>2.3 Transcript (for the teacher)</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Writing as a process: improving a paragraph based on a checklist</p> <p>Joining clauses to make up sentences,</p> <p>Creating a coherent text from a series of sentences</p>	<p>Revising prepositions</p> <p>Improving the description of a place based on a checklist</p> <p>Looking at how linking words and cohesive devices work</p>	<p>Prepositions,</p> <p>Describing the setting of a story</p> <p>Linking words</p> <p>Deictic elements (<i>here, this, that, there</i>)</p>	<p>Post-it notes</p> <p>Blu-Tack</p> <p>3.1 Picture – Where are we?</p> <p>Ls’ homework</p> <p>2.2 Checklist – Tips for story-writing</p> <p>3.3 Slips – From sentences to text</p> <p>3.3 Worksheet 1-3 – From sentences to text</p>
4	<p>Listening to a developing story and joining with your sentence when appropriate</p> <p>Writing as a process: improving a text on the basis of a checklist</p> <p>Understanding the criteria for evaluation</p>	<p>Putting together a story from sentences</p> <p>Improving the unity of a story based on a checklist</p>	<p>Linking words (<i>but, and, then, therefore, because, so</i> etc.)</p> <p>Deictic elements</p>	<p>4.1 Slips – The Gift of the Magi</p> <p>Ls’ homework</p> <p>4.2 Checklist – How to write a good story?</p> <p>4 bilingual dictionaries</p>
5	<p>Reading and evaluating a story</p> <p>Listening to and evaluating a story</p> <p>Assessing each other and the project</p>	<p>Reading the stories,</p> <p>Listening to the stories,</p> <p>Self- and peer-evaluation</p>	<p>Reading a longer text</p> <p>Listening to a longer text</p> <p>Language of self- and peer- evaluation</p>	<p>5.2 Evaluation sheet</p> <p>5.3 Self-assessment form</p>

# PROCEDURE

## LESSON 1: HAVE YOU GOT A STORY?

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ Introducing the topic of the module</li><li>■ Speaking about books and reading experiences</li><li>■ Revising and learning adjectives for describing people</li></ul>
<b>MATERIALS AND RESOURCES</b>	1.2 Cards – Big names in literature, 1.2 Slips – Big names in literature, Blu-Tack, 1.2 Cards – The basics, 1.2 Worksheet – Big names in literature, 1.4 Worksheet – Appearance, 1.5 Cards – Characters, 1.5 Slips – Adjectives, 1.5 Worksheet – Adjectives
<b>STAGE 1</b>	<b>First and last readings... – Warmer</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Exchanging personal information about reading experiences Requesting information from others
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	None

### TEACHER'S ACTIVITIES

1. Start the lesson by putting the expression “reading experiences” on the board in an almost illegible handwriting and ask Ls if they can read it. Then tell them this is the topic of today’s lesson and ask them to think about how they learnt to read and the first time they were able to read something. Also ask them to recollect the last thing they have read (not necessarily a book, it can also be some news on the Internet or a user’s manual) and tell their partner about these experiences.
2. After 5 minutes or so, stop the activity and ask some Ls to report back to the class.

### LEARNERS' ACTIVITIES

1. Ls discuss their experiences, perhaps taking notes of what their partner says.
2. Ls listen to each other’s account of the conversation.

<b>STAGE 2</b>	<b>Big names in literature – Matching authors and titles</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Matching titles of books and their authors Reading a short biography of a famous writer Summarizing orally a short written text
<b>ORGANISATION</b>	Mingle
<b>AIDS AND MATERIALS</b>	1.2 Cards – Big names in literature, 1.2 Slips – Big names in literature, Blu-Tack, 1.2 Cards – The basics, 1.2 Worksheet – Big names in literature

#### TEACHER'S ACTIVITIES

1. Tell Ls that in every culture, there are some books almost everyone has read or at least heard about and ask them what these books would be for Hungarian readers. After a couple of examples where there is absolute agreement, tell them you're going to have a look at the classics of the English language and they can test their knowledge about Anglo-Saxon culture. Distribute the 1.2 Cards and the 1.2 Slips and encourage Ls to stand up and find their partner.
2. When Ls are finished, ask them to stick the names of the authors onto the board and sit back. Ask if there's anyone who could say three sentences about each author and then (as there probably won't be anyone) give each pair one of the 1.2 Cards with some basic facts about one of the writers. Tell Ls to read the card and try to guess who it is about. After a minute, call on pairs in a random order to summarize what's on their card and let the others guess who it is about.

#### LEARNERS' ACTIVITIES

1. Ls might not have heard about all of these books, but these are titles they should be familiar with and all of these texts are available in Hungarian, too. They will probably find their pairs by way of elimination, so only offer your help if you think they can't do it alone.
2. Ls look at the 1.2 Cards and memorize its contents. (If your Ls are not very good at oral summaries, you might ask them to read out what their card says.)

#### KEY:

- 1 – Mark Twain
- 2 – James Fenimore Cooper
- 3 – J. R. R. Tolkien
- 4 – Jonathan Swift
- 5 – Ernest Hemingway
- 6 – Dan Brown
- 7 – J. K. Rowling
- 8 – Alexander Milne

### TEACHER'S ACTIVITIES

3. When all the eight names have been discussed, distribute the 1.2 Worksheet, which has all the biographies and the names for Ls to read at home. Tell Ls to keep the handout as there's going to be a quiz about it on a later lesson.

### LEARNERS' ACTIVITIES

3. Ls take home the 1.2 Worksheet about these well-known Anglo-Saxon writers (the names are arranged in chronological order).

### VARIATION – IF THE ROOM DOESN'T ALLOW WALKING AROUND EASILY

#### AIDS AND MATERIALS

1.2 Cards – Big names in literature, 1.2 Slips – Big names in literature, 1.2 Cards – The basics, 1.2 Worksheet – Big names in literature

#### DESCRIPTION

If the room doesn't allow walking around easily or your Ls prefer learning new material in a frontal way, stick the 1.2 Cards on the board and read out the eight titles as in a quiz, asking Ls to match the authors with the books in their exercise book. Then read out the titles again and elicit the name of their author from Ls, sticking the relevant 1.2 Slip under its author. Then proceed as above.

<b>STAGE 3</b>	<b>Your story? – Introducing the project</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening to a sequence of instructions
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	None

### TEACHER'S ACTIVITIES

1. Ask Ls if they remember who was telling about a story which he didn't like, saying that he could write a better one himself (Cooper). Then ask Ls if they have ever read any bad stories and felt the same. If so, now is the time. If not, well they can write one now in case they come upon a bad story in the future.
2. Tell Ls that for the fifth lesson you'd like them to write a story in a small group and that the last lesson is going to be a sort of "Meet the Author" event, always with one group as the author and the others as readers.
3. Give Ls one minute to think about what the elements of a story are, what one has to think about when writing a story. Elicit people/characters, setting/place, and action/conflict/story. Put these on the board if you like, and tell Ls this is what you will focus on in the lessons to come, building the story step by step. You'll ask them to work on part of the story from time to time, then you'll have a look at that part on the next lesson, improve it if necessary, and then you can move on to the next step. You'll develop a checklist during these improving sessions, which will form the basis of evaluation in the fifth lesson. Answer Ls' questions about the module.

### LEARNERS' ACTIVITIES

1. Ls might not like the idea of writing a story very much at the beginning. Then point out why it is useful to learn to write a story, starting perhaps from language exam or GCSE-situations and arriving at being a popular story-teller among your friends etc.
2. Ls should bring the story in a final version that is either printed or handwritten, and that preferably contains some illustrations (either drawings or images taken from the computer). If there's anyone in the group involved in newspaper editing or something similar, you might want to ask them to edit the volume for you; if not, look for volunteers or you can do this yourself at the beginning of lesson 5.
3. Ls collect the elements of a story, then listen to your presentation of the module and the assessment, asking questions if there's anything they don't understand.

<b>STAGE 4</b>	<b>What is s/he like? – Describing people</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Agreeing upon the characteristics of a cartoon figure Describing appearance Describing character
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	1.4 Worksheet – Appearance

#### TEACHER'S ACTIVITIES

1. Recap the main elements of a story: characters, place, action. Tell Ls you'll start with characters and ask pairs of L to make a quick drawing of a character they'd be happy to see in a story.
2. When Ls are done, ask them to pass their drawings on to the left and have a look at the drawing they have received. Tell them to collect adjectives they could use to describe the character they can see now (the one they have just received) – based on what they can see and what they imagine him/her/it to be like.
3. Ask Ls to keep the same drawing in front of them so that everyone can see it and elicit adjectives, one from each pair in a round, allowing 2-3 rounds. Put the adjectives on the board in four different groups: character, clothes, face, and build (you can include age here if any adjectives come up about it). Don't label the categories, but separate the groups clearly. (The 1.4 Worksheet has the same categories: it will be more challenging for Ls later if you don't use the same distribution, i.e. face is not in the top left corner etc.)  
After three or four rounds, ask Ls to look at the board and try to give you the name of the categories.
4. Give out the 1.4 Worksheet which shows some adjectives used in expressions or phrases – all of them are in the past, as most stories will probably be. Ask Ls to read the sentences and label the boxes. Check whether there are any questions.

#### LEARNERS' ACTIVITIES

1. Even stick-people serve the purpose perfectly well, so do not let Ls remain passive because they cannot draw. If you think it's necessary, help them by drawing a head or the body of some animal.
2. Ls will probably start with more basic adjectives but once they get the hang of it, they'll think of more difficult adjectives to make it funnier.
3. Tell Ls in advance that they should pick their best three adjectives, this ensures that you will not only have "old" "nice" etc. An adjective can only be mentioned once, so Ls have to listen to what the others say. When you stop the list, Ls read the adjectives and think of an appropriate label for them.
4. Ls might not be able to use the English expressions productively but they can probably guess the meaning of many of them from the context.

## VARIATION IF THE SEATING ARRANGEMENT DOES NOT ALLOW LEARNERS TO SEE EACH OTHER

### AIDS AND MATERIALS

Blu-Tack, 1.4 Worksheet – Appearance

### DESCRIPTION

Put the drawings on the board when Ls have finished collecting adjectives for them, using the Blu-Tack from Stage 2, and write the names of the Ls under each drawing. This way everybody can see who the adjectives refer to.

<b>STAGE 5</b>	<b>The first steps... – Setting homework</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Creating a character based on certain adjectives
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.5 Cards – Characters, 1.5 Slips – Adjectives, 1.5 Worksheet – Adjectives

#### TEACHER'S ACTIVITIES

1. Arrange the 1.5 Cards into one pile on your desk and the 1.5 Slips into another one. Tell Ls to take a card and three slips on their way out: this is going to be their character and three adjectives describing him/her/it. Also give them one of the 1.5 Worksheets as they leave which has all the 48 adjectives on it with their Hungarian equivalent. Ask Ls to write 6-8 sentences about their character as homework, and to find a photo or picture of him/her/it on the Internet or in a magazine to make it more personal.

#### LEARNERS' ACTIVITIES

1. Ls do not yet know to which group they are going to belong: therefore they are bound to write completely unrelated descriptions. This is good because such diversity usually boosts Ls' creativity once they get into their groups of four.

## LESSON 2: WHO AND WHERE?

### AIMS OF THE LESSON

- Understanding the importance of the name of a character
- Looking at writing as a process: improving a paragraph based on a checklist
- Listening to descriptions of places

### MATERIALS AND RESOURCES

8 pieces of string, 2.1 Role cards – Telling names, 2.1 Cards – Telling names, Ls' homework, 2.2 Checklist – Tips for story-writing, Tape recorder, 2.3 Worksheet 1-2 – Listening, 2.3 Transcript (for the teacher)

### STAGE 1 **Telling names – Warmer**

**TIME** 12 mins

### SKILLS AND COMPETENCIES IN FOCUS

Speaking about yourself continuously, asking for personal information

### ORGANISATION

Mingle

### AIDS AND MATERIALS

8 pieces of string, 2.1 Role cards – Telling names, 2.1 Cards – Telling names

## TEACHER'S ACTIVITIES

1. The aim of this exercise is to see how important a good name can be, and thus to encourage Ls to spend some time thinking about appropriate names for their characters. The names on their card come from adjectives that Ls could find on the handout at the previous lesson.
  1. Distribute the eight pieces of string to half of the group and ask Ls to tie it around their wrist while you're giving instructions for the activity. Ls who have a string around their wrist will be in group 1, the other in group 2. Tell Ls that they have all suffered a severe blow on the head and have consequently forgotten the names of all their friends and even their own names. Luckily they have found their notebook which has the names of their friends in it (show the CARDS here) and some kind words about themselves, written by the a friend of theirs who gave them the notebook (show the ROLE CARDS here). Ls should read their role card to find out what kind of person they are. Then L A goes up to L B and tells L B what kind of person he/she (= L A) is (based on the ROLE CARD). L B listens, looks at his/her CARD with the names on it, and tries to guess L A's name based on that. For example, if L A says that he/she always helps other people, and L B has the name „Karen Help”, then L B will write down L A next to „Karen Help” on his/her card.
  2. Give each L one of the 2.1 Role cards and the 2.1 Card that has the same letter on it. Separate group 1 and 2 (group 1 has the strings) and give Ls 7 minutes to find their seven friends. The eighth name then is going to be the student's own name.
  3. Ask Ls to stand in two lines or semi-circles and call out the names one by one, telling Ls to put up their hand when they think they hear their name. After each name, ask the two Ls whose name it is to explain why it is a “telling name”. When all the names are gone, tell Ls to sit down in new groups, the men and the women in the two lines forming 4 groups of four (group 1: the women from line 1, group 2: the men from line 2 etc.). Tell them that these are the groups in which they're going to write the story and ask them to take the description they have written as homework with them.

## LEARNERS' ACTIVITIES

1. Ls watch the demonstration of the activity.
  2. Learners in their two groups mingle, listen to everyone's description one by one and try to guess which name might belong the person they're listening to. At the end, they are left with one name, which is their own
  3. Ls check their answers by listening to you calling out the names and looking at their classmates. Listening to the explanations is important because after understanding how telling names work, they will be able to give such names to the characters in the story.

<b>STAGE 2</b>	<b>Let's make it better! – Improving the descriptions</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading descriptions of characters Re-writing descriptions based on a checklist
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Ls' homework, 2.2 Checklist – Tips for story-writing

### TEACHER'S ACTIVITIES

1. As a first step of writing their story, they should see who their characters are by showing each other the description they have written. Tell them that they can leave out one character if it doesn't fit into their idea of the story, and they can also introduce an extra character if they like.
2. Tell Ls that they should look at story-writing as a process, something which is made up of several stages. After each stage, it's a good idea to look back and check that what they have done so far is OK.

Cut off the first section of the 2.2. Checklist, which says Characters, and give a copy to each L, telling them to read and consider these points before arriving at the final descriptions. Circulate and help Ls re-writing parts of their description.

### LEARNERS' ACTIVITIES

1. Ls read their description to their group or, if the room is too small and the groups would overhear each other, ask Ls to put the descriptions on a desk and read what the others have written.
2. To help Ls in focusing on the different stages, there's a checklist which they are going to get in sections, the relevant part at each lesson – so today it's characters. After reading the checklist, they should go back to their texts to see if there's anything they can improve.

**STAGE 3** **Where are they? – Listening****TIME** 18 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Listening to the description of a place  
Using prepositions to locate objects**ORGANISATION** Individual work**AIDS AND MATERIALS** Tape recorder, 2.3 Worksheet 1– Listening, 2.3 Transcript (for the teacher)**TEACHER'S ACTIVITIES**

1. Tell Ls you take it they won't have any more problems with describing characters, but what about describing places? Before doing it themselves, ask them to listen to descriptions by other people to see what makes a good depiction of a setting. Play the tape.
2. Ask Ls whether they were able to picture themselves in the two settings and what kind of stories they could imagine at these locations. Tell them what your ideas are if the start is difficult. Then give out the 2.3 Worksheet, asking them to look at the questions at the top. Tell them they will listen to the tape one more time, after which they should answer these questions based on what they heard.

**LEARNERS' ACTIVITIES**

1. Ls close their eyes while they listen to the description of two places on the tape.
2. **KEY** to Ex. I:
  - a) in the middle
  - b) boxes
  - c) to the right of the bed
  - d) opposite the bookshelf
  - e) between the bookshelf and the window
  - f) to the left of the wardrobe
  - g) at the computer desk/in front of the screen
  - h) everywhere around them
  - i) through the branches
  - j) in front of them
  - k) looked down at the water

### TEACHER'S ACTIVITIES

Play the tape for the second time and check the answers. Then give them time to read through Ex. II and play the tape for the third time, allowing them to fill in the gaps with the prepositions. If your Ls are not confident in using prepositions, clarify the difference between below-behind-beside etc. before completing the task. Check answers as a class.

### LEARNERS' ACTIVITIES

KEY to Ex. II:

- 1 – next to
- 2 – under
- 3 – beside
- 4 – under
- 5 – between
- 6 – inside
- 7 – behind
- 8 – above
- 9 – below
- 10 – towards
- 11 – through
- 12 – behind

<b>STAGE 4</b>	<b>Where are we? – Deciding the setting of the story</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Expressing your opinion Reacting to others' opinions Reaching a compromise
<b>ORGANISATION</b>	Group work

#### TEACHER'S ACTIVITIES

1. Ask Ls to think about what kind of setting would suit their story (especially their characters) and come to a decision in their groups of four. Tell them to be specific, and not simply say e.g. a forest, but also think about details that give the place its atmosphere. Ls should use the transcript of the listening on their worksheet as a sample.
2. As homework, ask Ls to write 6-8 sentences describing the details of the setting they have agreed upon. Also ask them to make a drawing that could serve as an illustration next to the story.

#### LEARNERS' ACTIVITIES

1. Ls should find a location that is acceptable for everyone in the group. They will have time at the next lesson to agree about the details, but they should go home with the idea of a setting that everyone likes.
2. Ls write their descriptions of the settings, using the transcript on their worksheet as a sample.

### LESSON 3: WHERE AND WHAT?

#### AIMS OF THE LESSON

- Looking at writing as a process: improving a paragraph based on a checklist
- Joining clauses with linking words to make up sentences
- Creating a coherent text from a set of sentences

#### MATERIALS AND RESOURCES

Post-it notes, Blu-Tack, 3.1 Picture – Where are we?, Ls' homework, 2.2 Checklist – Tips for story-writing, 3.3 Slips – From sentences to text, 3.3 Worksheet A-B – From sentences to text

#### STAGE 1 **Where is it? – Warmer**

**TIME** 10 mins

#### SKILLS AND COMPETENCIES IN FOCUS

Practicing prepositions  
Guessing a picture from its details

**ORGANISATION** Whole class

#### AIDS AND MATERIALS

Post-it notes, Blu-Tack, 3.1 Picture – Where are we?

#### TEACHER'S ACTIVITIES

1. Cover the 3.1 Picture with post-it notes so that nothing can be seen of it. Collect as many expressions from the transcript 2.3 as the number of the post-it notes. Some examples could be:

#### LEARNERS' ACTIVITIES

1. Ls look at the picture trying to guess what it depicts. They can make a guess after each removed slip.

## TEACHER'S ACTIVITIES

- 1 – az ágytól jobbra
- 2 – a könyvespolccal szemben
- 3 – a szekrénysor tetején
- 4 – a monitor előtt
- 5 – az asztalnál ül
- 6 – mögötte
- 7 – körülöttünk mindenfelé
- 8 – fölöttük
- 9 – a fák között
- 10 – a lábunk alatt
- 11 – felénk jött
- 12 – az ágakon
- 13 – hátulról
- 14 – betettük a kosarunkba
- 15 – igazából a fal mellett

Read out an item from this list and tell Ls you're going to remove one of the slips if they give you the correct English equivalent. After each round, ask Ls to guess what kind of location there is in the picture. Continue asking for the English phrases with prepositions even if someone has guessed that the picture was taken in an amusement park and only show the complete picture when all the slips are gone.

## LEARNERS' ACTIVITIES

Ls will probably have a more difficult task if you remove slips that are not adjacent to each other. Whatever is on the picture is either too big to be revealed by a single slip or is very different from the prototype of the given object, thus making Ls supply what's missing from their imagination.

<b>STAGE 2</b>	<b>Let's make it better! – Improving a description</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading descriptions of a setting, re-writing descriptions based on a checklist
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Ls' homework, 2.2 Checklist – Tips for story-writing

#### TEACHER'S ACTIVITIES

1. Arrange Ls in the groups of four and ask them to take out their description of the setting of the story. Cut off the next section of the 2.2 Checklist, the one that says Setting, distribute it, and tell Ls to consult it before re-writing the descriptions, or more precisely, before creating a single depiction from the parts of the four paragraphs they like best. Point out the second item on the checklist: Ls should think about the influence the setting has on their characters.

#### LEARNERS' ACTIVITIES

1. It is important to note that it's not one or the other L's description that will be accepted. Instead, the best sentences from each text should be incorporated into a new paragraph which then will form part of the story.

**STAGE 3 From sentences to text – Exercises on coherence****TIME** 15 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Putting together a story from sentences  
Joining clauses with linking words to make up sentences**ORGANISATION** Individual work, pair work**AIDS AND MATERIALS** 3.3 Slips – From sentences to text, 3.3 Worksheet A-B – From sentences to text**TEACHER'S ACTIVITIES**

1. Ask Ls what's left to tackle now that you're done with the characters and the setting and elicit action/conflict/story. Tell them that what makes a story a story is that it is a single body of text: not a number of sentences one after another, but a unit which forms a whole. To achieve this, one has to connect every single idea and sentence to some other ones. If a story is well-written with these connecting elements, there is only one order you can put the sentences into. To prove this, give one member of each pair a copy of the first set of the 3.3 Slips and the other one a copy of the other set.
2. Give out a copy of the 3.3 Worksheet 1 to those who had the story about Blueberry, and a copy of the 3.3. Worksheet 2 to those who had the story about strawberries. Ask if anyone has any questions (e.g. doesn't understand why his/her arrangement is not correct).

**LEARNERS' ACTIVITIES**

1. Ls put their sentences into the correct order to create a story. The two members of each pair have different stories and the solution of Learner A's story will be on the worksheet of Learner B.
2. Ls read their partner the correct version of the story and check their own arrangement based on what their partner reads.

KEY to Worksheet 1:

HERE – in the little town of Blueberry

SHE – the little girl

HIM – the boy

THEY – the little boy and the little girl

AT THESE TIMES – when they played together

### TEACHER'S ACTIVITIES

3. Ask Ls to look at the task right below the story. Check answers as a class. (If your Ls seem at a loss, find one word together, then they'll cope with the rest easily.)
  
3. Ask Ls what they do if they think their text has too short sentences and elicit "linking" with linking words (or conjunctions). Ask them to look at Ex. 2. Check answers as a class, then brainstorm other linking words that might be useful when writing a story, such as *therefore*, *however*, *eventually*, *that's why* etc.

### LEARNERS' ACTIVITIES

KEY to Worksheet 2:

HE – Justin  
THERE – in London  
THEM – strawberries  
THIS – that he hated strawberries especially in May  
THEN – in May

3. KEY:

- 1) – while e)
- 2) – because g)
- 3) – but a)
- 4) – so f)
- 5) – and b)
- 6) – then d)
- 7) – finally c)

<b>STAGE 4</b>	<b>What happens? – Brainstorming the story line</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Determining the main events in a story Speaking about a story
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	2.2 Checklist – Tips for story-writing

#### TEACHER'S ACTIVITIES

1. Cut off the next section of the 2.2 Checklist, the one that says Story line, and distribute it to Ls. Then ask them to think about events they would like to put in their story and to create a story line by linking these events.
2. As homework, tell Ls to write the remaining parts of the story: they should divide what's left into parts and everyone should write one part. Then what's left for the next lesson is putting together all the different pieces of the story and creating a text from it, a unit that is complete.

#### LEARNERS' ACTIVITIES

1. Ls brainstorm ideas about their story line.
2. Ls write the remaining paragraphs of the story. (Now there will be only one version of everything as the characters, the setting and the events are fixed and thus it would only lead to conflict within the group if there were four versions of everything.)

## LESSON 4: WHAT AND HOW?

### AIMS OF THE LESSON

- Putting together a story from sentences
- Improving the almost-complete story on the basis of the checklist
- Understanding the criteria for evaluation

### MATERIALS AND RESOURCES

4.1 Slips – The Gift of the Magi, Ls' homework, 4.2 Checklist – How to write a good story?, 4 bilingual dictionaries

### STAGE 1

**When is your turn? – Collective story-telling**

### TIME

12 mins

### SKILLS AND COMPETENCIES IN FOCUS

Listening to a developing story  
Inserting a sentence into a developing story at the correct place

### ORGANISATION

Whole class

### AIDS AND MATERIALS

4.1 Slips – The Gift of the Magi

### TEACHER'S ACTIVITIES

1. Give out the 4.1 Slips and tell Ls to memorize the sentence on it word for word. Tell them this is to get their mind active as this lesson is very important for the whole module. Do not tell them anything else at this point.

After one minute or so, tell Ls that they have got sentences from a story and now you'd like them to put it together, to show you that they understand how to use linking words and words like then, this, he, she, that, here etc.

### LEARNERS' ACTIVITIES

1. Ls memorize their sentence. This usually creates a good atmosphere as in themselves, the sentences do not make much sense.

Ls turn the slip over so that they can't look at it. Then Ls mingle, telling each other their sentence and trying to put the story together. When they think they got it, the L who has got the first sentence goes to the middle of the class and says his/her sentence aloud. Then the L who has the next sentence goes and stands next to him/her, and the line of Ls continues to grow until all Ls are standing there and the story is complete. After each sentence, check on your 4.1 Story that Ls follow the correct order. Encourage Ls to link their sentence to the previous one.

## TEACHER'S ACTIVITIES

When they have the whole story, you might ask Ls to tell it to you and each other once again, without the pauses necessary for one L to find their place. As a round-off, ask Ls how they like the story and tell them it's based on a short story by the American author O. Henry, called *The Gift of the Magi*, referring to the three wise kings who visited the baby Jesus on the night he was born and thus created the tradition of giving presents at Christmas. .

## LEARNERS' ACTIVITIES

This is the complete story:

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

<b>STAGE 2</b>	<b>A good story – Checklist</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading and understanding the instructions on a checklist
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	4.2 Checklist – How to write a good story?

### TEACHER'S ACTIVITIES

1. Ask Ls to put their hand up if they have all the three mini-checklists you gave them the previous lessons. Tell them you've taken this into consideration and therefore there is a final checklist for them, containing all the previous checklists and more. Give out the 4.2 Checklists and ask Ls to find the new parts on it.

Go through the questions together, telling Ls that these will form the basis of assessment on lesson five. There are some questions that you might not have discussed yet, although they are probably easily understandable for everyone; draw Ls' attention to these:

- Is the first sentence interesting enough?
- Do you feel involved in the story? (This is about the use of *this, here, then* etc. and it appears in the last section of the checklist)
- Does the story have a good title?

### LEARNERS' ACTIVITIES

1. Most Ls will probably have lost at least some of the slips by now. (If the majority raises their hands, tell them they're really exceptional Ls.)

The new parts are:  
**FROM SENTENCES TO TEXT**  
 Questions to ask yourself

Ls should be encouraged to ask questions, no matter how basic these might be, to ensure that the actual writing of the story will be a pleasant experience and not a stressful one.

<b>STAGE 3</b>	<b>Let's see those stories!</b>
<b>TIME</b>	28 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Putting together the story, sharing tasks and cooperating
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Ls' homework, 4.2 Checklist – How to write a good story?, 4 bilingual dictionaries

### TEACHER'S ACTIVITIES

1. Arrange Ls into the groups of four and tell them to show each other their homework. Tell them the rest of the lesson is there to write the final version of their story. Tell them to have another look at all aspects of the story: characters, setting, story line, and unity of the text.

Ideally, the parts about the characters and the setting are already complete and don't require further work: it is the synchronizing of the story line that's left and, most importantly, putting together (and slightly modifying) all the different parts to make up the story.

Keep reminding Ls how much time they have left.

Before the end of the lesson, get Ls' attention and tell them that you'd like to put together a collection of their stories so they should bring the final version in a printed or carefully written version, preferably with some illustrations, either hand-made or computer-made. It might be a good idea to have an exhibiton later in the school where the stories can be displayed for other classes to read. Remind Ls to use the drawings they prepared as homework for lesson 3, or encourage them to make new ones if they like.

Remind Ls about the 1.2 Worksheet from lesson 1 and tell them you're going to start the next lesson with a short quiz on those eight Anglo-Saxon writers.

### LEARNERS' ACTIVITIES

- 1.

Ls should proceed in small steps: starting from the beginning, they should find a first sentence, then put a second one after it and read the whole thing whether it sounds good together etc. This is time-consuming, but apart from ensuring the unity of the story, it also familiarizes Ls with their own story to a greater extent, which is especially useful if they choose to read it out on the next class.

Ls will have the choice whether to read out their stories to their "audience" or just distribute copies of it for everyone to read. If they choose the latter option, they should provide some music that the class could listen to while reading the story. (Don't forget to tell them whether you'd prefer a tape or a CD.)

### **TEACHER'S ACTIVITIES**

If it agrees with the policy of the school, you might ask some Ls to bring something to eat and/or drink to make it look more like a “Meet the Authors” event. Or just ask everyone to bring a cup or mug and bring an electric water heater (or ask someone to) and some tea bags – after all, it’s an English lesson. Also tell Ls to re-arrange the chairs before the next lesson so that there is a semi-circle facing the four chairs set aside for the performers.

### **LEARNERS' ACTIVITIES**

## LESSON 5: MEET THE AUTHORS!

### AIMS OF THE LESSON

- Listening to short stories
- Reading short stories
- Self- and peer-evaluation

### MATERIALS AND RESOURCES

5.2 Evaluation sheet, 5.3 Self-assessment form

### STAGE 1

**Big names – Warmer**

### TIME

5 mins

### SKILLS AND COMPETENCIES IN FOCUS

Listening to questions asking about the subject

### ORGANISATION

Group work

### TEACHER'S ACTIVITIES

1. Ask each group to take out a sheet of paper and write down their answers to the questions you're going to read.
  - a) Who had a son called Christopher?
  - b) Which famous writer is the son of a maths professor?
  - c) Who held some offices in British political parties?
  - d) Who wrote novels that are set along the Mississippi?
  - e) Who wrote a best-seller in a café?
  - f) Who started writing because of a very bad book?
  - g) Who worked for the Oxford English dictionary?
  - h) Who lived in Cuba for some time?

Tell the groups to pass their answer sheet on to the left and discuss the correct solutions, with Ls correcting another learner's answers.

### LEARNERS' ACTIVITIES

1. KEY:
  - a) Alexander Milne
  - b) Dan Brown
  - c) Jonathan Swift
  - d) Mark Twain
  - e) J. K. Rowling
  - f) James Fenimore Cooper
  - g) J. R. R. Tolkien
  - h) Ernest Hemingway

<b>STAGE 2</b>	<b>Meet the authors – Listening to or reading the stories</b>
<b>TIME</b>	32 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading or listening to short stories Making positive remarks about peers orally Evaluating self and others in the class
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	5.2 Evaluation sheet

### TEACHER'S ACTIVITIES

1. Ask one group to go to the stage-part of the class and welcome their audience, telling them whether they are going to read the story aloud to them or only distribute it in enough copies and play some soft music while they are reading. Distribute the 5.2 Evaluation sheets and ask Ls to make sure they understand everything on it (especially the grading system, moving from 0 (I don't agree at all) to 3 (I absolutely agree). Tell them to turn it face down as they listen to the story so that they are not distracted.

After listening to or reading the first story, give Ls some time to complete the evaluation sheet (don't forget about the self-evaluation of the group whose story it is about). Then ask them to find the 3-s on their worksheet and thus say what was very good in the story. Then you can move on to the 2-s, which still means that Ls agreed with the statement.

After that, turn to the group whose story it was and ask them whether there was anything they gave themselves a 1 or 0 for, or anything that's not mentioned on the worksheet but they'd like to improve. Participate in the assessment as a member of the class, but always make sure that you end the assessment with a positive remark.

Check timing: you have eight minutes for each group. Don't forget to complete an evaluation sheet yourself.

### LEARNERS' ACTIVITIES

1. Even if Ls are willing to read the story aloud, it's a good idea to give everyone or at least each pair a copy of the stories because that makes it easier to follow. It's not a problem if nobody wants to read out their story: after all, pieces of writing are usually read rather than listened to.

The grading will probably help Ls to find positive things in others' work, especially as they know they will be assessed on the basis of the same criteria. The fact that the 1-s and 0-s are only elicited from the actual group whose story you're talking about ensures that there'll be no hard feelings after the lesson.

<b>STAGE 3</b>	<b>The End – Evaluation</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Evaluating the project
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	5.3 Self-assessment form

#### **TEACHER’S ACTIVITIES**

1. Give out the 5.3 Self-assessment forms and ask Ls to reflect on the whole project when completing it. Collect the forms and file them for future reference.

For the next lesson, put together the class book of short stories with the help of a stapler (or a hole punch and a piece of string). The volume should include the cover sheet made by one L for today and the illustrated version of the four stories. Draw Ls’ attention to their “collected works” on the next lesson and display it in a class where you often have lessons so that it reminds Ls of successfully completing the project.

#### **LEARNERS’ ACTIVITIES**

1. Ls should hand in their 5.2 Evaluation sheet to you, so that you can collect all the feedback about a certain group and redistribute it on the next lesson, adding your own comments.

