STORY WRITING

This is a three-month project consisting of several parts. The final product was a story that students panned, developed characters and created themselves. Following teacher assessment, the best pieces (rating 78 or 80 out of 80 pts) were read out loud in class and students were asked to vote for their favourite 3. Two of them were chosen to merge into one and act out at the final presentation at the end of the year. One story is going to be made into a presentation for the same event. The project was implemented between January 15th and March 30th 2022. Best stories shall be attached to read.

The main steps are described below. The skills involved were all 4 skills – listening, reading, speaking, and writing. Interdisciplinary it involves drama and literature (with regard to literary means used).

Целта на този проект е да се развият комбинирано уменията за слушане, писане, говорене и четене. Очакването е учениците да започнат да използват по-широк речник при описание на герои и събития, да развият въображението си и творческото си мислене. Преди началото има упражнения за разширяване на речниковия запас и преговор на времената, което цели да подпомогне учениците в самостоятелната им работа. Има примери и упражнения към всяка част. Междупредметните връзки са с театралното изкуство и литература (разглеждат се основните изразни средства, сравнения и метафори).

PART 1 Warm-up

Ø Similes and metaphors – what are they and why shall we use them in stories.

https://www.youtube.com/watch?v=sXGhtKJym1U

https://www.youtube.com/watch?v=PkT-9H5rhWw

Ø Do the activities in the attached PDF files.

Ø What makes up a good story? What are the main moments in a story plot? Students get in groups of 4 and come up with ideas.

Ø Revise narrative tenses. What are the tenses used to write a story?

Exercise: Fill in the gaps then listen and check.

https://teacherluke.co.uk/2009/11/12/mystery-story-narrative-tenses/

The mystery story

Last night I _____(walk) home next to the river Thames, when something strange _____(happen) to me. It was late at night and I _____(have) a long and difficult day at work. There _____(be) a large full moon in the sky and everything _____(be) quiet. I was tired and lonely and I_____ (just have) a few pints of beer in my local pub, so I _____(decide) to stop by the riverside and look at the moon for a while. I _____(sit) on some steps very close to the water's edge and_____ (looked) up at the big yellow moon and _____(wonder) if it really was made of cheese. I _____(feel) very tired so I _____(close) my eyes and after a few minutes, I _____(fall) asleep.

When I _____(wake up), the moon _____(move) behind a cloud and it _____(be) very dark and cold. The wind _____(blow) and an owl _____(hoot) in a tree above me. I _____(rub) my eyes and _____(start) to get up, when suddenly I _____(hear) a splash. I _____(look) down at the water and _____(see) something. Something terrible and frightening, and unlike anything I _____ (ever/see) before. Something _____(slowly come) out of the water and _____(move) towards me. Something green and strange and ugly. It was a long green arm and it _____ (stretch) out from the water to grab my leg. I _____ (be) so scared that I _____(can't) move. I _____ (never/ be)so scared in my whole life. The cold green hand _____(move) closer and closer when suddenly I _____(see) a blue flash and _____ (hear) a strange noise from behind me. Someone _____ (jump) onto the stairs next to me. He _____ (wear) strange clothes and he

_____(have) a crazy look in his eyes. He _____ (shout) "Get Back!" and _____(point) something at the monster in the water. There _____(be) a bright flash and the monster _____(hiss) and _____ (disappear).

I _____(look) up at the man. He _____(look) strange, but kind. "Don't fall asleep by the river when there's a full moon", he said "The Moon Goblins will get you." I _____ (never/hear) of moon goblins before. I _____(not know) what to do. "Who… who are you?" I _____(ask) him. "You can call me… The Doctor." He _____(say). I _____(try) to think of something else to say when he _____(turn) around and _____(say), "Watch the stars at night, and be careful of the full moon". I _____(try) to understand what he _____(mean), when there was another blue flash and I _____(close) my eyes. When I _____(open) them again, he _____(go).

I _____(can not) believe what had happened. What on earth were Moon Goblins, and who was the mysterious Doctor? And why _____(he/save) me? I was determined to find the answers to these strange questions. I _____(stand) up, _____(look) at the moon and quickly _____(walk) home.

PART 2 Introduction to Planning and writing a story

https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/zrwmwnb

The main site used is a British one, that is why the videos will not work. Therefore, see attached videos downloaded.

Activity 1

Ø Talk about the “mountain structure”

Ø See the video.

- **Opening**

Introduce the hero/main character and set the scene.

The brave knight who lives on the peaceful side of a snow capped mountain.

- **Build up**

Introduce and build up the story. Perhaps there is a conflict or a mystery that needs to be solved?

The evil wizard has kidnapped the heir to the throne.

- **Problem**

Here, the story peaks and reaches its most exciting point. The main character faces a major problem, obstacle or dilemma.

A fire breathing dragon protecting the evil wizard’s lair.

- **Resolution**

The main character solves the problem in order to reach their goal. Make this unusual and interesting so it keeps your readers on their toes!

The knight fed the dragon the world’s most delicious sandwiches. In return the dragon destroyed the evil wizard’s clothes so that he ran away due to embarrassment!

- **Ending**

The conclusion where everything is resolved. Keep it interesting and add an unexpected twist!

The crowd were pleasantly surprised to see that the knight was in fact Lady Faithful!

Ø Now do the quiz to check understanding.

Activity 2

Who is **Roald Dahl** and have they read the book *George's Marvellous Medicine* by **Roald Dahl**?

Watch clip of Dick and Dom explaining why they love the book *George's Marvellous Medicine* by **Roald Dahl**.

They also read extracts from the book where George is creating his own medicine for his horrible grandma.

Listen carefully to the extracts as you are going to write your own story based on this. This is to serve as a practice for your own story afrerwards.

Ø See the video attached.

Video Transcript

DICK: I mean, normally grandmas are lovely, and sweet and kind and smell of pretty flowers, don't they?

DOM: Yeah, but not in this book. I mean... This grandma is 100% the opposite. I mean, she shouts, she bullies, she eats slugs, and she's got one of those puckered up mouths that never smiles.

DICK: Oh, who'd want a grandma like that?

DOM: Well... This lad George, yeah? He's got no choice. Poor George. That horrible crinkly old bag is so horrible to him!

DICK: Ah! Until George comes up with a secret plan.

DOM: Ah, exactly! And that's what this book is all about. Every day, George's grandma has to take a very special medicine. So, George decides to make her a brand new medicine. So, he runs around the farm, where he lives, finding all sorts of weird ingredients.

DICK: Yeah. Rotten old banana skins... Shoe polish... Shampoo... Extra hot chilli sauce! Them.

DOM: And he makes a brand new mixture that he hopes will give his grandma a big whopper of a surprise.

DICK: Can you smell something funny?

DICK: I always thought in books that children were supposed to be good and old ladies were really kind, but when I first read this book I couldn't believe what George was doing.

DOM: And who can blame him? I mean... Quentin Blake's illustrations REALLY show you how disgusting that grandma really is.

DICK: Oh yeah, nasty piece of work, but what it makes you think, though, and wonder, is what's gonna happen to her when she tries the medicine.

DOM: You can really tell that the writer, Roald Dahl, is on George's side. This is one of my favourite parts of the book, where George doesn't want his grandma to know that he's boiling her up a big surprise.

DICK: "'George!' Came the awful voice from the next room. 'It's time for my medicine!'

DOM: 'Not yet, Grandma!' George called back. 'There's still twenty minutes before eleven o'clock!'

DICK: 'What mischief are you up to in there now?' Granny screeched. 'I hear noises!'

DOM: George thought it best not to answer this one. He found a long wooden spoon in a kitchen drawer, and began stirring hard. The stuff in the pot got hotter, and hotter.

DICK: Soon, the marvellous mixture began to froth and foam. A rich, blue smoke, the colour of peacocks, rose from the surface of the liquid, and a fiery, fearsome smell filled the kitchen.

DOM: It made George choke and splutter. It was a smell unlike any he had smelt before. It was a brutal, bewitching smell, spicy and staggering, fierce and frenzied, full of wizardry and magic.

DICK: Whenever he got a whiff of it up his nose, fire crackers went off in his skull, and electric prickles ran along the back of his legs.

DOM: It was wonderful to stand there stirring this amazing mixture, and to watch it smoking blue, and bubbling, and frothing, and foaming, as though it were alive."

DICK: Soon, George started to get really excited about his wonderful mixture.

DOM: "At one point, he could have sworn he saw bright sparks flashing in the swirling foam.

DICK: And suddenly, George found himself dancing around the steaming pot, chanting strange words that came into his head out of nowhere!

BOTH: Fiery broth and witches brew, foamy froth and riches blue, fume and spume and spoondrift spray, fizzle, swizzle, shout hooray! Watch it sloshing, swashing, sploshing, hear it hissing, squishing, spitting, Grandma better start to pray."

DICK: I wonder what's gonna happen to her.

DOM: This book still makes me laugh. And, until I read Roald Dahl, I didn't think it was possible for a book to make you laugh so much you fall of your chair, or pee your pants laughing. Yeah, I know. There are loads of funny books out there, and you can see which stories make you laugh the most.

DICK: You know, George is a real hero in this book, because he has a really hard time for the whole thing, but then, he really fights back. And you're probably wondering why Grandma ends up with her head stuck through the roof.

DOM: And, what about the chicken the size of a house?

DOM: And, of course, if you want to know more, you'll have to read the book.

DOM: Hang on, where is the book?

DOM: Oh no.

DICK: It's amazing!

DOM: Yeah, I know the book's amazing.

DICK: Mind-blowing!

DOM: I know the book is mind-blowing, but now it's covered in goop.

DOM: Bit more salt... Yeah... Salt.

Ø Now you are going to write your own story like George's Marvellous Medicine.

You will need to create a **main character** who creates their own medicine and gives it to someone who is not very nice.

It could be a family member, a bully, a teacher or a neighbour.

But before writing, you need to **plan** your story.

Complete the 'Marvellous Medicine Planning' worksheet.

You do not need to write in full sentences, just notes on what you are going to write.

You can print the sheet and fill it in or copy the headings onto some paper and then write your notes.

Your story needs to:

- follow the **story mountain** structure
- be written in **paragraphs** - you could write a paragraph for each box of your planning sheet
- use **capital letters** and **full stops**
- include **adjectives** to describe the characters
- include **adverbs** to describe the actions of the characters
- use **conjunctions** to connect sentences and add extra detail. You could use because, while, although, until or after

You could even add **pictures** to illustrate your story.

Marvellous Medicine Planning

Main character
Who is your main character?
What are they like?

Mean character
Who is your mean character?
What are they like?

Opening Introduce the characters. What are they like. How do they know each other?

Build up Why does the main character make the medicine? What ingredients go into the medicine? Why? How is it made?

Problem How does the mean character take the medicine? What happens to them?

Resolution How does the person get back to normal? Or do they?

Ending What happened to each character at the end of the story?



PART 3 Plan and create your story

Activity 1 Character development

Who is your character? – appearance, personality, goals/objectives, specific traits.
What? - what they want to achieve, what do they do, what they dream of , what are their needs.
Why? – why they act this way, why they want to achieve something, what is driving them in their actions.
Why not?



- Exercise – practise character description. The importance of being descriptive and creative. Read the example and describe the following characters.



This is Cathy Lecrazy. She's a bus driver who drives the local school bus. She has had seven accidents the last two years but she claims they weren't her fault.

Cathy's 37 years old, single and she has a bulldog named Kitty and a Siamese cat named Ruff. The pets hate her because she often forgets to feed them.

In her free time she likes surfing the Internet, watching TV and baking cakes.



_____





Activity 2 Plan your own characters

- **Ø *(music playing)* Think of your story. Try to imagine the characters in it. Name them. Introduce your characters thinking of What they look like? What are they like? etc. Follow the 4 W's steps. Remember – USE large vocabulary, be CREATIVE, use comparisons, use language to make your characters more colourful and vivid. Include pictures or draw them if possible.**

Activity 3 Plan your own story

- **Ø Now you must already have an idea of what your story will be about. Write a plan of it, following the "mountain structure" .**

Activity 4 …and finally WRITE your own story

- **Ø Follow your plan, use the characters you have developed and write your own story. Remember – a good beginning will make the reader want to read it; A good ending will make the reader want to read more! Keep the reader entertained and involved! A good story has a message to convey, a moral or a lesson to be learned. What is yours?**

Enjoy!

PART 4 Teacher assessment and voting for top 3

- **Ø See the assessment criteria table**
- **Ø Read the best 10 stories in class and vote for top 3 to be included in final presentation project.**

Students' work is attached as well.