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## Preface

This resource package is designed and developed in support of the *English Language Curriculum and Assessment Guide (Secondary 4 – 6) (2007)* and the *Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4 – 6) (2007)\**. It provides learning resources and teaching ideas for the development and implementation of the elective module "Learning English through Short Stories".

### Aims

The rationale behind the package is that students will have ample opportunities to enrich their English learning experience and extend a range of language abilities through exploring short stories. Carefully designed and sequenced, the materials and activities in this package aim to:

- enhance students' skills and interest in reading and appreciating short stories;
- help students to understand the concepts of narration, setting, character, theme, plot, etc. and to consider ways of creating mood / atmosphere as well as writing story openings / endings and dialogue;
- enable students to apply the concepts and techniques they have learned in story writing;
- provide opportunities for students to tell or perform a story.

### How to use this resource package

This resource package comprises **student's handouts, teacher's notes, supplementary materials** and a **CD-ROM**. It largely adopts an approach that enables students to explore and experience the processes involved in the creation of a short story. The key learning focuses suggested in the SoWs for the module, e.g. setting, character, dialogue, theme, opening and closing, symbols and fables, have been reorganised and included in the three main parts of this package. The first part, "Keeping a Module Journal", aims to help students to develop reflective thinking through journal writing and encourages students to give personal response to the stories they have read. The second part, "Reading and Appreciating Short Stories", includes six short stories for reading and appreciation and provides a context for students to explore the various features of a short story. The third part, "Creating and Performing a Short Story", examines some of the short story concepts more closely and introduces literary devices such as personification, metaphor and simile. It also provides guidelines on how students could keep their reading journal as well as write and perform a story of their own. Through engaging in a range of learning activities, students will respond and give expression to the imaginative ideas and feelings expressed in short stories through oral, written and performative means. They will also understand how the English language works in short stories and apply this understanding to their learning and use of the language. Given the range of learning activities in this package, teachers are encouraged to exercise careful planning, be selective about the materials and freely adapt them to suit their school contexts and students' needs, interests and abilities.

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\* From this point forwards referred to as SoWs

### **Student's Handouts**

The **student's handouts** (indicated by the page number prefix 'S') provide learning materials which enable students to read and appreciate a selection of short stories and explore the different features of the genre by working on tasks that will develop their language skills, cultural awareness, critical thinking skills and creativity.

### **Teacher's Notes**

The **teacher's notes** (indicated by the page number prefix 'T') provide explanations of teaching steps and alternative teaching suggestions as to how to carry out the activities. Where appropriate, teachers may feel free to select and flexibly adapt the activities into assessment tasks to promote learning and teaching.

To help teachers support "**less advanced students**" and stretch "**more advanced students**", additional suggestions are contained in the "**Catering for Learner Diversity**" boxes. **Suggested time allocations** have been provided for each unit for teachers' reference during lesson planning. However, the suggested time is for indicative purposes only and will vary according to students' needs and abilities. Teachers should use their professional judgement to gauge appropriate timings with a particular group of students in mind.

**References to websites** that contain materials helpful to the learning and teaching of particular activities are also included in the teacher's notes. The weblinks or addresses which were accurate at the time this package was published are yet subject to change. Teachers might like to make use of a search engine to regain access to any resources that have been relocated, or may look for similar resources on the web.

### **Supplementary Materials**

The **supplementary materials** section provides additional teaching materials and resources for teachers' use and reference. The following items are included in this section:

**Flashcards** that will help provide students with ideas on setting and characters for the story writing tasks are included.

**Feedback forms** for story writing as well as storytelling are provided to facilitate peer or teacher assessment in the course of the module.

### **CD-ROM**

The **CD-ROM** consists of an electronic version of the learning and teaching materials in this resource package and the text files are available in both PDF and MS WORD formats for ease of use and adaptation.

To further support the implementation of the module, other relevant online teaching resource materials for each module have been developed and can be accessed at the English Language Education Section website <<http://cd.edb.gov.hk/eng>>.

## Acknowledgements

We are most grateful to the English Language Centre, City University of Hong Kong, for their expert input in designing the materials for this resource package. Special thanks are due to Drew McEwan, Instructor at the English Language Centre, City University of Hong Kong, who was chiefly responsible for the development of this package.

We are also much obliged to the following parties for permission to reproduce copyright materials:

Merlyn's Pen, Inc. for the stories 'If I were a Gentle Wind', 'Exhibition of Chinese Jade' and 'The Dance'

Charlie Fish for the story 'Death by Scrabble'

Mann & Weil for the photograph used in the story 'Death by Scrabble'

# Keeping a Module Journal

# A Reflective Dialogue Journal

## Learning Activity 1

Thinking about your learning

Talk to your neighbour about all the English lessons you did last week/month at school. Of these lessons, which did you like and which did you not like?

When you have finished, complete the exercise below.

A. According to your own experience, complete the sentence below:

Last week/month out of all my lessons I liked learning \_\_\_\_\_ the best  
and I liked \_\_\_\_\_ the least.

B. Now let's think about why you did or did not like these lessons. You can start by asking some questions about the lessons and how you felt about them. Write your questions below.

e.g. What was the lesson about?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_

## Learning Activity 2

Writing about your learning

- A. Find a classmate to work with. Discuss the questions that you have written down in Learning Activity 1 and choose those you think could be used for reflecting on the lessons throughout this short stories module. Put a tick next to them.
- B. Let's try answering the questions you have chosen based on one of the English lessons you did last week/month.

First of all, what was the lesson about?

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Now write your answers to the questions. Don't worry too much about your spelling or grammar. Just try and put down your feelings about the lesson.

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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## Learning Activity 3

Responding to your partner

Now that you have written down your feelings about the lesson that you chose, exchange your answers with a classmate of your choice. When you have read your partner's answers, respond to them by considering points a-c below. Again don't be overly worried about your spelling or grammar. Just write what you want to tell your partner.

- a) Do you agree or disagree with the answers?

You can use words like: 'I think you are right about this', or 'I don't agree with you on this. I think you should have ...', or 'Yes, I know how you feel when this happens.'

- b) If your partner wrote about a lesson that he/she did not like, offer some advice that you think would help with the situation. If your partner wrote about a lesson that he/she liked, share one or two enjoyable learning experiences with him/her and suggest how the experiences can be sustained/repeated throughout the module.
- c) If you are not sure about the answers to some of the other questions, ask your classmate to explain. Use phrases like: 'I'm not sure what you mean.' or 'Can you tell me more about this?'

Complete your response to your classmate's writing below.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# Reading and Appreciating Short Stories

# If I Were a Gentle Wind

by Brad Phillips



Please refer to the print version of this package for the story. Alternatively, the story can be accessed at <http://www.merlynspen.org/read/library.php>

- 1 loons: large birds that feed on fish
- 2 meadows: fields with wild grass and flowers

# If I Were a Gentle Wind

## by Brad Philips

### Learning Activity 1

- A. You are going to read the story 'If I Were a Gentle Wind', but before you read, you should think about the vocabulary you will meet in the story. Have a look at the title of the story and the words in the table below. Work with your partner. Can you think of any words that could go under these headings? There are a few already there just to help.

Land	Water	Animals/Birds	Plant
valley			
		deer	
	river		grass

The following words appear in the story. Can you put them in the correct boxes?

sparrows - lakes - plains - mountains - loons - meadows - eagle - forest

- B. With the title of the story and the words you put under different headings, try to build a picture of what the story will be about by writing short answers to these questions:

1. Where do you think the story will take place?

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2. Who do you think will be in the story?

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- C. Read the story and see if you guessed correctly. While you are reading, underline any of the words that you put in the boxes above that you see. Put them in the order that they appear in the story using the table below.

Position	Word	Position	Word
1st		8th	
2nd		9th	
3rd		10th	
4th		11th	
5th		12th	
6th		13th	
7th		14th	

D. After you have finished reading, think about this:

Was the story different from your guess or did you guess some of it correctly? Yes/No

Now answer the questions again.

1. Where does the story take place?

The story takes place in \_\_\_\_\_  
\_\_\_\_\_

2. Who appears in the story?

\_\_\_\_\_  
\_\_\_\_\_

E. What parts of the story were you nearest to guessing correctly?

The 'where' question or the 'who' question?

Circle the answer:        'Where'        'Who'

Ask your partner these questions:

1. Did you like this story?

\_\_\_\_\_

2. Why did you like it/not like it?

\_\_\_\_\_

3. How did it make you feel?

\_\_\_\_\_

4. Who do you think is the 'I' in the story?

\_\_\_\_\_

## Learning Activity 2

A. The writer of this story is a teenage high school student from the U.S.A. Do you think that 14-year-old people are basically the same no matter where they come from?

Yes

No

Now look again at the last three sentences of 'If I Were a Gentle Wind'. In the last sentence the writer says "I would be the most unhindered thing on earth, and that is all it would take to please me." "Unhindered" means to be free.

1. What do you think a 14-year-old wants to be free from? What is it that "hinders" him?

\_\_\_\_\_

2. Is there anyone in particular that he wants to tell how he feels?

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3. Is he sad, happy or angry? Is there another word you would use to describe how he feels?

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- B. With your partner, you are going to take turns to read the story aloud to each other. Before you read, underline any words you may have difficulty pronouncing. You may use a dictionary/ask a friend or your teacher to help.

After reading the story with your partner, answer the following question:

Which did you enjoy more: hearing the story or reading the story in silence?

I enjoy hearing/reading the story in silence (circle the answer) more because...

---

- C. In 'If I Were a Gentle Wind', a teenage high school student is telling a story about how he would feel if he were the wind.

With your partner choose one of the places or things that are written in the box in Learning Activity 1A. Imagine you are in the same place and time as the story and the wind is blowing. Write down adjectives that explain how you would feel.

I have chosen
The adjectives I would use to describe how I feel are:

### Learning Activity 3

In the same way that the writer has told 'If I Were a Gentle Wind', work with your partner to write a story of your feelings and what it feels like to be you when the wind is blowing. Write your story in 100-150 words. Start with 'If I were ... '. You can choose to draw your story if you want to.

- A. Write your story below.

If I were a \_\_\_\_\_

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- B. When you and your partner have completed the story, join with another pair of your friends and tell them your story. They will tell you theirs.
- C. Complete the exercise by editing your story to try to make it better. Take it home and type it as a finished story. You can make it more interesting by adding photos or drawings.

## Learning Activity 4

With the help of the guidelines below, write a response to your partner's story.

Name of Writer: \_\_\_\_\_

Title of Story: \_\_\_\_\_

### My thoughts about this story

#### A. **My feelings about this story**

When you are going to write this part of your review, think about:

1. Did you like this story? Why or why not?

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2. What part of the story did you like? Why did you like this part?

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3. How did you feel after you read it? Did it make you feel happy, sad, or excited?

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**B. Language**

Were there any words that you did not understand or any mistakes that you saw in grammar or spelling? Can you help to make the story better? Write what you thought the mistakes were and what is correct.

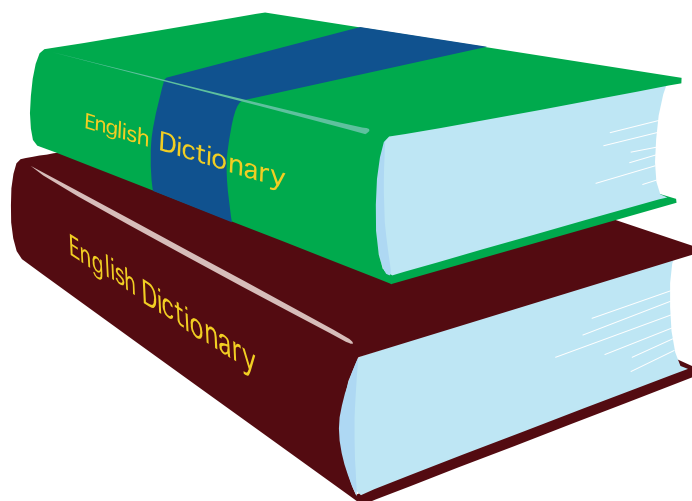
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# The Dance

by Tara Millican

Please refer to the print version of this package for the story. Alternatively, the story can be accessed at <http://www.merlynspen.org/read/library.php>





# The Dance

by Tara Millican

## Learning Activity 1

Pre-reading

- A. 1. Describe your bedroom to your partner. What is it like? Tell them about the furniture, the colours and your favourite time to be there.
2. Tell your partner about a time and place when you had a nice time. What kind of picture appears in your mind when you think about this experience? Can you put it into words or even draw a picture of it? Use the box below to try and paint your picture either by words or by drawing. If you are going to draw the place, start with a list of words to help you.

Give it a title here: \_\_\_\_\_

- B. This time think about a time and a place that you would rather forget. Think about something that happened to you that has the opposite feeling from the situation you described in Learning Activity 1A. Again tell your partner about it and think about where it happened. It is your choice how you tell the story, either by using words or drawing a picture. Plan your picture or writing by writing some words that come to your mind when you think about it.

Write your title here: \_\_\_\_\_

## Learning Activity 2

### Pre-reading

Before reading the story your teacher is going to give you, do the following exercise to help you to understand the meaning of some words that you will come across in the story.

Fill in each blank with an appropriate word from the table. You might like to use the glossary to help you.

<b>lap</b>	<b>permed</b>	<b>mysterious</b>	<b>hunch over</b>	<b>swaying and rocking</b>
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1. The cat curled on its master's \_\_\_\_\_ while she was watching TV.
2. The students were advised not to \_\_\_\_\_ their computers or else they would have back problems very soon.
3. The audience really enjoyed the show. They were all \_\_\_\_\_ throughout the band's three-hour live performance.
4. Jane is tired of her straight, long hair and is thinking of getting it cut and \_\_\_\_\_.
5. I received a \_\_\_\_\_ phone call this morning: the caller said he was my secret admirer but did not say exactly who he was.

### Glossary

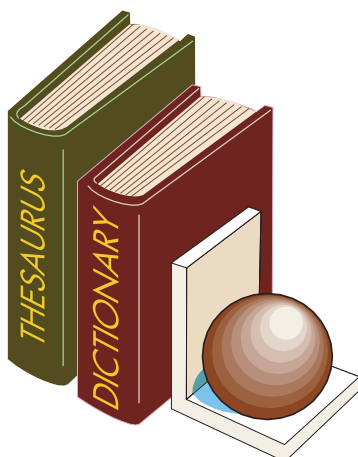
**hunch over** – bend forward over

**lap** – the upper part of the legs

**mysterious** – strange, unknown

**permed** – wavy and curly

**swaying and rocking** – moving from one side to another or forwards and backwards



## Learning Activity 3

### Paragraph 1

- A. Read only the first paragraph of the story but not the title or the rest of the story. Then fill in all the adjectives and nouns used to describe the headings below. Share your answers with a partner afterwards.

building/furniture/decoration		parts of the body	
adjective	noun	adjective	noun

- B. Answer the following questions.

1. What do you think is a good title for this story?

\_\_\_\_\_

2. What do you think is taking place, and where and when is it happening?

What \_\_\_\_\_

Where \_\_\_\_\_

When \_\_\_\_\_

3. Describe the place in the story. Circle the words that describe the setting.

modern - dark - colourful - romantic - scary - bright - old-fashioned - fast

4. What about the person who is telling the story, the narrator? Circle words that you think describe the narrator. Then share your answers with your partner.

shy - boy - girl - happy - teenager - sad -  
miserable - old - bored - nervous

## Learning Activity 4

### Paragraph 2

While reading the second paragraph underline all the adjectives and adverbs you see. When you have finished, look again at the questions that you answered about paragraph 1 in Learning Activity 3. Have you changed your mind about your answers to questions B1 and B2?

Look back at questions B3 and B4 of Learning Activity 3 and put a cross through those words that you think definitely don't apply to the place or the narrator.

Now let's see if you can write a short description of the narrator and the setting with your partner. Agree on the set of words to use before you start to write.

The narrator is

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S/He is in a

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The title of the story is 'The Dance'. Does that change your ideas about what is going on? If so, what are the changes?

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## Learning Activity 5

### Paragraphs 3, 4 and 5

You are now going to read the next three paragraphs. As you read, try to answer the questions below.

1. Who might be the "mysterious figure" in paragraph 3?

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2. In paragraph 4, why does the narrator pretend to look at "the decorations on the wall" when the person gets near her?

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3. In paragraph 5 the narrator says: "Don't ask me. Please God don't ask me!" Who is she talking to and what is she afraid of?

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4. While reading the story, you may be able to guess the meaning of some words which you had not met before. Based on your understanding of the story, guess what the words on the left mean and match them with their definition.

gaze (line 15)	•	• attractive, capturing people's attention and interest
silhouette (line 16)	•	• a long look without stopping
engulfing (line 19)	•	• an outline of a person or object

## Learning Activity 6

### Writing the ending

You are now going to re-write the ending to 'The Dance'. Before you do this, decide on what the story is about, i.e. the theme or central idea of the story. What is the issue that concerns the writer?

The best way to understand the theme is to imagine you are the main character in the story. So it is now you who are sitting there in the chair, and you who the person is approaching.

Here are some questions to help you to complete the story.

*What does the mysterious person do next?*

*How do you react?*

*How do you feel at the end of the story?*

Now start to write. Remember that the paragraphs in this story are quite short, so your ending does not need to be long.

Write your ending below.

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## Learning Activity 7

When you are happy with your ending, read the final paragraph of the story. Are you still happy with your ending?

Which do you like the best, the original or yours?

Now go to another group and read your final paragraph to them. They will read theirs to you.

## Exhibition of Chinese Jade

by Edward Kai Chiu



Please refer to the print version of this package for the story. Alternatively, the story can be accessed at <http://www.merlynspen.org/read/library.php>



Please refer to the print version of this package for the story. Alternatively, the story can be accessed at <http://www.merlynspen.org/read/library.php>

# Exhibition of Chinese Jade

## by Edward Kai Chiu

### Learning Activity 1

Read the story once and try to work out the meanings of the words in the box by studying the contextual clues in the story. Then fill out the blanks in the sentences below.

pendant	figurines	lustrous	enchanted	wizened
cherished	virtuous	benevolence	heritage	mesmerized

1. His \_\_\_\_\_ was known by all because of his regular giving of his time and money to those who were in need of his help.
2. Everyone could tell that she was very old by her \_\_\_\_\_ skin. It was obvious she had spent too much time in the sun when she was young.
3. Business in the market was good as all the children were buying \_\_\_\_\_ of their favourite comic book characters.
4. As soon as he saw her, he was \_\_\_\_\_ by her dark beauty.
5. When he saw the diamond \_\_\_\_\_ hanging around her neck he was \_\_\_\_\_ by its sparkling light.
6. People came from far and near to seek his advice as they knew he was a \_\_\_\_\_ man.
7. He would never give away or sell his father's ring as he \_\_\_\_\_ it with all his heart.
8. Her long dark hair and her sparkling eyes were a \_\_\_\_\_ from her mother.
9. Her boyfriend gave her a \_\_\_\_\_ gold watch for Christmas.

## Learning Activity 2

### Paragraph 1

1. Read paragraph 1. While you are reading, write down the two adjectives that the writer uses to describe jade in the story.

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2. Write one or two sentences on what the writer feels about jade in the space below and show your partner.

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## Learning Activity 3

### Paragraph 2

In paragraph 2, the writer uses three more adjectives to describe the stone. He also uses nouns. Can you find them? Write them below. An example for each has been given to you.

adjective	noun
warm	courage

Note that these are nouns that we would normally use to describe a person. Why do you think these are nouns used to describe jade in the paragraph?

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## Learning Activity 4

Read the story to the end. Work in pairs or groups to answer the questions below.

1. Do you think the writer is talking about jade or something else, i.e. something more important than a piece of stone? Discuss.

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2. At the end of the first paragraph the writer says:

*"Somehow this stone had enchanted me, even more than the little plastic figurines that were the rage for boys my age. In a sense, it represented a connection with my culture that I had not yet understood growing up in America."*

Now put yourself in the place of the boy in the story and imagine how you would feel if you were far from a home that you may never have seen but which had always been in your heart. How would you feel if you were looking at a piece of jade and also how would you feel if you had found your *yu*?

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3. If you were now living in another country, what parts of your life in Hong Kong would you miss and often think about? Talk about your favourite things, people and places. What would remind you of home?

Here are some questions that can help you to imagine this thing or place:

- a. Is it a place or a thing, something you can touch? Does it have a name?

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- b. What is your earliest memory of it? How old were you when you first saw it?

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- c. Think about this thing or place. In the picture in your mind, is there another person or something else there?

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- d. Is the picture in your mind a happy or sad picture? Is the sun shining or is it raining? Are you outside or are you inside?

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- e. Now write down some adjectives that you would use to describe your memory to someone who didn't know what it meant to you.

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- f. How does the object that you described remind you of Hong Kong? If it could speak to you, what would it say about home? Write below what your piece of Hong Kong would say to you when it speaks to you.

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- g. Now write below a description of your memory. Think about all the questions you answered above.

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## Old Sultan

### by the Brothers Grimm

A shepherd had a faithful dog, called Sultan, who was grown very old, and had lost all his teeth. And one day when the shepherd and his wife were standing together before the house the shepherd said, 'I will shoot old Sultan tomorrow morning, for he is of no use now.' But his wife said, 'Pray let the poor faithful creature live; he has served us well a great many years, and we ought to give him a livelihood for the rest of his days.' 'But what can we do with him?' said the shepherd, 'he has not a tooth in his head, and the thieves don't care for him at all; to be sure he has served us, but then he did it to earn his livelihood; tomorrow shall be his last day, depend upon it.'

Poor Sultan, who was lying close by them, heard all that the shepherd and his wife said to one another, and was very much frightened to think tomorrow would be his last day; so in the evening he went to his good friend the wolf, who lived in the wood, and told him all his sorrows, and how his master meant to kill him in the morning. 'Make yourself easy,' said the wolf, 'I will give you some good advice. Your master, you know, goes out every morning very early with his wife into the field; and they take their little child with them, and lay it down behind the hedge in the shade while they are at work. Now do you lie down close by the child, and pretend to be watching it, and I will come out of the wood and run away with it; you must run after me as fast as you can, and I will let it drop; then you may carry it back, and they will think you have saved their child, and will be so thankful to you that they will take care of you as long as you live.' The dog liked this plan very well; and accordingly so it was managed. The wolf ran with the child a little way; the shepherd and his wife screamed out; but Sultan soon overtook him, and carried the poor little thing back to his master and mistress. Then the shepherd patted him on the head, and said, 'Old Sultan has saved our child from the wolf, and therefore he shall live and be well taken care of, and have plenty to eat. Wife, go home, and give him a good dinner, and let him have my old cushion to sleep on as long as he lives.' So from this time forward Sultan had all that he could wish for.

Soon afterwards the wolf came and wished him joy, and said, 'Now, my good fellow, you must tell no tales, but turn your head the other way when I want to taste one of the old shepherd's fine fat sheep.' 'No,' said the Sultan; 'I will be true to my master.' However, the wolf thought he was in joke, and came one night to get a dainty morsel. But Sultan had told his master what the wolf meant to do; so he laid waiting for him behind the barn door, and when the wolf was busy looking out for a good fat sheep, he had a stout cudgel laid about his back, that combed his locks for him finely.

Then the wolf was very angry, and called Sultan 'an old rogue,' and swore he would have his revenge. So the next morning the wolf sent the boar to challenge Sultan to come into the wood to fight the matter.

Now Sultan had nobody he could ask to be his second but the shepherd's old three-legged cat; so he took her with him, and as the poor thing limped along with some trouble, she stuck up her tail straight in the air.

The wolf and the wild boar were first on the ground; and when they espied their enemies coming, and saw the cat's long tail standing straight in the air, they thought she was carrying a sword for Sultan to fight with; and every time she limped, they thought she was picking up a stone to throw at them; so they said they should not like this way of fighting, and the boar lay down behind a bush, and the wolf jumped up into a tree. Sultan and the cat soon came up, and looked about and wondered that no one was there. The boar, however, had not quite hidden himself, for his ears stuck out of the bush; and when he shook one of them a little, the cat, seeing something move, and thinking it was a mouse, sprang upon it, and bit and scratched it, so that the boar jumped up and grunted, and ran away, roaring out, 'Look up in the tree, there sits the one who is to blame.' So they looked up, and espied the wolf sitting amongst the branches; and they called him a cowardly rascal, and would not suffer him to come down till he was heartily ashamed of himself, and had promised to be good friends again with old Sultan.





# Old Sultan

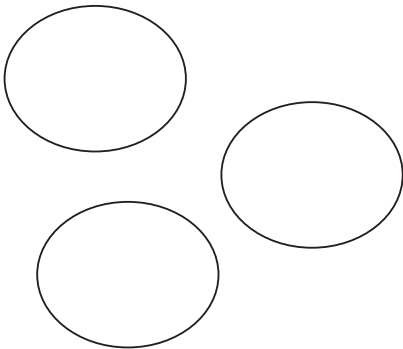
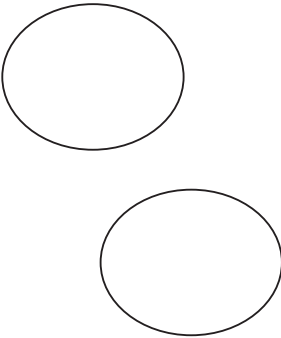
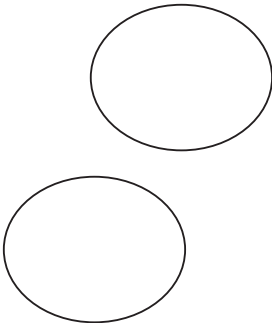
## by the Brothers Grimm

### Learning Activity 1

#### Paragraph 1

- A. Read the first paragraph and draw a circle around all the names of the characters that you see. When you have finished, put them in the circles for paragraph 1 in the Character Box below. (The circles for paragraphs 2 and 3 will be used for later activities.)

#### Character Box

Paragraph 1	Paragraph 2	Paragraph 3
		

Now what do you think about these characters? Do you like them or dislike them? Why? Write a sentence below about them. You can start your sentence like this:

*I like/don't like (name) because ...*

When you are answering this question look back at the story and write down the reason why you think this. For example, you might say that you don't like the shepherd because he wants to kill old Sultan. You should add:

*I know this because in lines 3-4 of paragraph 1 he says, "I will shoot old Sultan tomorrow morning, for he is of no use now".*

Character 1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Character 2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Character 3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- B. Talk to your partner and try guessing what will happen in the second paragraph of the story.

Here are some questions that can help you:

1. Will there be any more characters introduced into the story?

2. In the last line of paragraph 1 the shepherd says:

*... tomorrow shall be his last day, depend upon it.*

Whose last day is he talking about?

3. What do you think will happen tomorrow?

Write in the left hand box below your guesses about what will happen in paragraph 2.

My predictions about paragraph 2	
	What happened in paragraph 2

## Learning Activity 2

### Paragraph 2

- A. Read the second paragraph. As you read, draw a circle around any new characters you see. Add their name(s) to the Character Box for paragraph 2 in Learning Activity 1.

- B. Now that you have finished reading, were you right about what you predicted would happen in the second paragraph?

Yes / No (Circle your answer)

If your answer is 'no', what was the difference between your guesses and what you read? Write what happened in paragraph 2 in the right hand box.

- C. The most important part of a short story, play or movie is what is called conflict. Conflict is a problem that occurs when there is an argument or disagreement over something which remains to be solved.

1. When we go to see a movie, or read a novel, there is always a situation where people are in conflict. Can you think of a movie or TV drama that contains a situation of conflict? Write down the name of that movie or TV drama and what the conflict is about.

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2. In paragraphs 1 and 2 there is conflict. Circle the two characters that the conflict is between and describe what the conflict is.

The conflict in the story 'Old Sultan' is between ...

The shepherd and his wife	The shepherd and Old Sultan	The shepherd and the wolf
The wolf and Old Sultan	The shepherd and his wife, and Old Sultan	

... and the conflict is that \_\_\_\_\_

\_\_\_\_\_

Is the conflict resolved in the paragraphs you have read?

Yes / No (Circle your answer)

Choose one sentence from the paragraphs that proves that you are correct and write it below.

\_\_\_\_\_

### Learning Activity 3

Paragraphs 3 to 6

- A. Read paragraphs 3 and 4, and, as before, draw a circle around any new characters you see and write their names in the Character Box in Learning Activity 1.
- B. Answer these questions by circling your answers:

Is there conflict in these two paragraphs?	Yes / No
Is the conflict you saw before still continuing or is there new conflict?	Yes / No

If you think it is new then write the names of those involved in the conflict in the box below.

- C. In the last line of paragraph 4 " ... the wolf sent the boar to challenge Sultan to come into the wood to fight ... " Before you read the final paragraph, predict the outcome of the fight. Who do you think will win?

I think that ..... will win the fight.

Will anyone be injured in the fight? Yes / No (Circle your answer)

If you answered yes, will the injuries be serious, will someone die or will there be just little cuts and bruises? Write a short sentence below.

I think that

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- D. Now read the story to the end and check if you were right.

Are you surprised by the ending of the story? What about the conflicts that you see in the story? Who are they between?

1. We know now that the first conflict is between the Shepherd and old Sultan, and we know that it is resolved when the Shepherd does not want to kill old Sultan but tells his wife to –

*" ..., go home, and give him a good dinner, and let him have my old cushion to sleep on as long as he lives.' So from this time forward Sultan had all that he could wish for."*

2. The second conflict is between \_\_\_\_\_

---

Does this conflict still exist or has it been resolved? If you think this second conflict is resolved or unresolved, how do you know that? Look back at the story and write in the space below the part of the story which gives you the answer.

I know that the second conflict is resolved / not resolved\* by reading

---



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\_\_\_\_\_ in paragraph \_\_\_\_\_ and line \_\_\_\_\_.

\*delete as appropriate

## Learning Activity 4

- A. Now go back to the Character Box in Learning Activity 1. All the characters you read about in the story should be in this box. Work with your partner to choose at least two characters from the box. They do not need to be the main characters in the story; you could choose any character mentioned in the Character Box. Write the characters you have chosen in the space below.

- B. Now, with your partner, go back and look at the story and discuss where your characters are seen.
- C. You are now going to write a dialogue, a little conversation, between the characters that you have chosen. Determine where the conversation takes place and think about what the characters are saying to each other. For example, you might consider writing a dialogue between the wolf and the boar. Start by writing their names at the side. Who speaks first? Write out your dialogue on a separate sheet of paper.
- D. When you have completed the dialogue, go over it with your partner and see if it can be improved. When you are happy with it, act out the dialogue. Everything gets better with practice and your teacher will ask for volunteers to read out their dialogues to the rest of the class. If you want to do this well, practise with your partner before your next lesson.



# Death By Scrabble

by Charlie Fish

Please refer to the print version for the photograph used for this story.

It's a hot day and I hate my wife.

We're playing Scrabble. That's how bad it is. I'm 42 years old, it's a blistering hot Sunday afternoon and all I can think of to do with my life is to play Scrabble.

I should be out, doing exercise, spending money, meeting people. I don't think I've spoken to anyone except my wife since Thursday morning. On Thursday morning I spoke to the milkman. 5

My letters are crap.

I play, appropriately, BEGIN. With the N on the little pink star. Twenty-two points.

I watch my wife's smug expression as she rearranges her letters. Clack, clack, clack. I hate her. If she wasn't around, I'd be doing something interesting right now. I'd be climbing Mount Kilimanjaro. I'd be starring in the latest Hollywood blockbuster. I'd be sailing the Vendee Globe 10 on a 60-foot clipper called the New Horizons - I don't know, but I'd be doing something.

She plays JINXED, with the J on a double-letter score. 30 points. She's beating me already. Maybe I should kill her.

If only I had a D, then I could play MURDER. That would be a sign. That would be permission.

I start chewing on my U. It's a bad habit, I know. All the letters are frayed. I play WARMER for 22 15 points, mainly so I can keep chewing on my U.

As I'm picking new letters from the bag, I find myself thinking - the letters will tell me what to do. If they spell out KILL, or STAB, or her name, or anything, I'll do it right now. I'll finish her off.

My rack spells MIHZPA. Plus the U in my mouth. Damn.

The heat of the sun is pushing at me through the window. I can hear buzzing insects outside. I hope they're not bees. My cousin Harold swallowed a bee when he was nine, his throat swelled up and he died. I hope that if they are bees, they fly into my wife's throat. 20

She plays SWEATIER, using all her letters. 24 points plus a 50 point bonus. If it wasn't too hot to move I would strangle her right now.

I am getting sweatier. It needs to rain, to clear the air. As soon as that thought crosses my mind, I find a good word. HUMID on a double-word score, using the D of JINXED. The U makes a little splash of saliva when I put it down. Another 22 points. I hope she has lousy letters. 25

She tells me she has lousy letters. For some reason, I hate her more.

She plays FAN, with the F on a double-letter, and gets up to fill the kettle and turn on the air conditioning. 30

It's the hottest day for ten years and my wife is turning on the kettle. This is why I hate my wife. I play ZAPS, with the Z doubled, and she gets a static shock off the air conditioning unit. I find this remarkably satisfying.

She sits back down with a heavy sigh and starts fiddling with her letters again. Clack clack. Clack clack. I feel a terrible rage build up inside me. Some inner poison slowly spreading through my limbs, and when it gets to my fingertips I am going to jump out of my chair, spilling the Scrabble tiles over the floor, and I am going to start hitting her again and again and again. 35

The rage gets to my fingertips and passes. My heart is beating. I'm sweating. I think my face actually twitches. Then I sigh, deeply, and sit back into my chair. The kettle starts whistling. As the whistle builds it makes me feel hotter. 40

She plays READY on a double-word for 18 points, then goes to pour herself a cup of tea. No I do not want one.

I steal a blank tile from the letter bag when she's not looking, and throw back a V from my rack. She gives me a suspicious look. She sits back down with her cup of tea, making a cup-ring on the table, as I play an 8-letter word: CHEATING, using the A of READY. 64 points, including the 50-point bonus, which means I'm beating her now. 45

She asks me if I cheated.

I really, really hate her.

She plays IGNORE on the triple-word for 21 points. The score is 153 to her, 155 to me.

The steam rising from her cup of tea makes me feel hotter. I try to make murderous words with the letters on my rack, but the best I can do is SLEEP. 50

My wife sleeps all the time. She slept through an argument our next-door neighbours had that resulted in a broken door, a smashed TV and a Teletubby Lala doll with all the stuffing coming out. And then she bitched at me for being moody the next day from lack of sleep.

If only there was some way for me to get rid of her.	55
I spot a chance to use all my letters. EXPLODES, using the X of JINXED. 72 points. That'll show her.	
As I put the last letter down, there is a deafening bang and the air conditioning unit fails.	
My heart is racing, but not from the shock of the bang. I don't believe it - but it can't be a coincidence. The letters made it happen. I played the word EXPLODES, and it happened - the air conditioning unit exploded. And before, I played the word CHEATING when I cheated. And ZAP when my wife got the electric shock. The words are coming true. The letters are choosing their future. The whole game is - JINXED.	60
My wife plays SIGN, with the N on a triple-letter, for 10 points.	
I have to test this.	65
I have to play something and see if it happens. Something unlikely, to prove that the letters are making it happen. My rack is ABQYFWE. That doesn't leave me with a lot of options. I start frantically chewing on the B.	
I play FLY, using the L of EXPLODES. I sit back in my chair and close my eyes, waiting for the sensation of rising up from my chair. Waiting to fly.	70
Stupid. I open my eyes, and there's a fly. An insect, buzzing around above the Scrabble board, surfing the thermals from the tepid cup of tea. That proves nothing. The fly could have been there anyway.	
I need to play something unambiguous. Something that cannot be misinterpreted. Something absolute and final. Something terminal. Something murderous.	75
My wife plays CAUTION, using a blank tile for the N. 18 points.	
My rack is AQWEUK, plus the B in my mouth. I am awed by the power of the letters, and frustrated that I cannot wield it. Maybe I should cheat again, and pick out the letters I need to spell SLASH or SLAY.	
Then it hits me. The perfect word. A powerful, dangerous, terrible word.	80
I play QUAKE for 19 points.	
I wonder if the strength of the quake will be proportionate to how many points it scored. I can feel the trembling energy of potential in my veins. I am commanding fate. I am manipulating destiny.	
My wife plays DEATH for 34 points, just as the room starts to shake.	85
I gasp with surprise and vindication - and the B that I was chewing on gets lodged in my throat. I try to cough. My face goes red, then blue. My throat swells. I draw blood clawing at my neck. The earthquake builds to a climax.	
I fall to the floor. My wife just sits there, watching.	

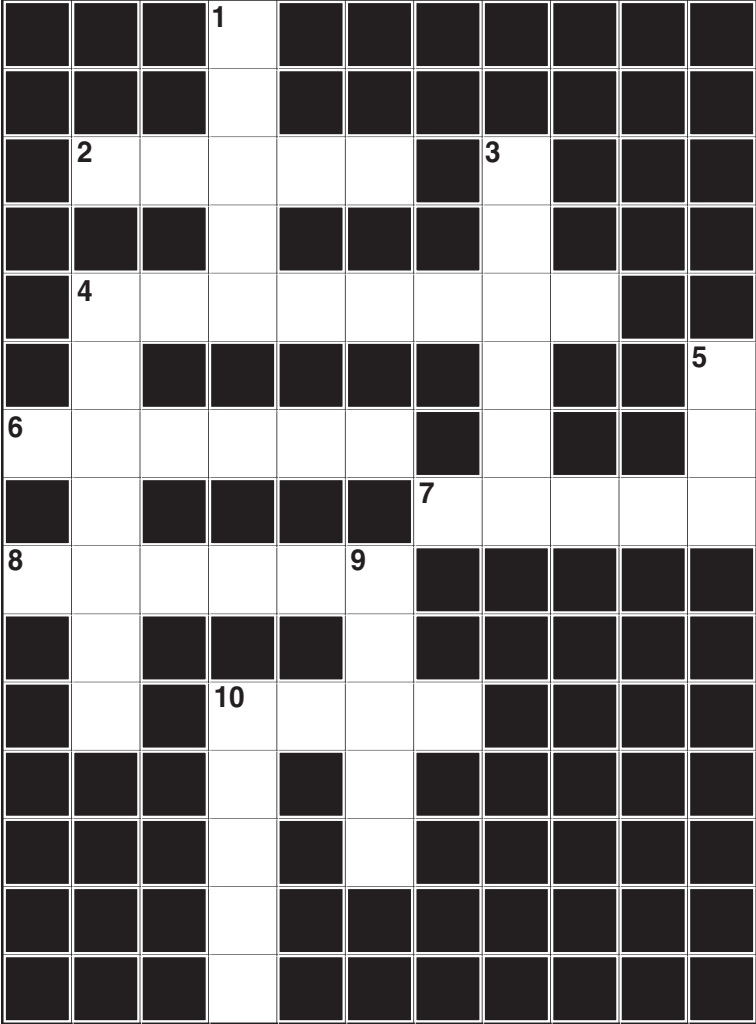
# Death by Scrabble

## by Charlie Fish

### Learning Activity 1

- A. Do you play Scrabble? Share with your neighbour what you know about the game and whether you enjoy it. Alternatively, conduct an information search and share with your neighbour what you have found.
- B. Before you start to read 'Death by Scrabble', you should get to know some of the more difficult vocabulary in the text. Below is a crossword puzzle that should help you to find your way through the story. All of the words in the puzzle are either words that are played in the game of Scrabble in the story, or words which the players want to play at a particular point in the game. Not only are these words part of the text, but they are also part of the development of the plot, so they are essential to understanding what is going on.

### The Quiz

	<p><b>Across:</b></p> <p>2 Cut with a knife</p> <p>4 Winning by breaking the rules</p> <p>6 Crime of killing someone</p> <p>7 Start</p> <p>8 Unlucky</p> <p>10 Kill violently</p> <p><b>Down:</b></p> <p>1 Shake very quickly</p> <p>3 Not pay attention</p> <p>4 Take care</p> <p>5 This keeps you cool</p> <p>9 The end of life</p> <p>10 What you do when you go to bed</p>
--	--

The box on the next page contains the words that you need to complete the crossword. But before you look at them, try completing as many as you can. When you have answered every question that you know, check with your neighbour and then look at the words on the next page together.



## Crossword Answers

Below are the words that you can use to complete the crossword.

cheating	begin	jinxed	murder	sleep	fan
	slay	ignore	quake		
	death	caution	slash		

## Glossary

Additional vocabulary with meanings

The list below contains vocabulary not covered in the crossword activity. The words all appear in the text and their meanings have been given to help you. The number in brackets is the number of the line where you will find these words.

crap (6)	very bad
Mount Kilimanjaro (9-10)	the highest mountain in Africa
Hollywood blockbuster (10)	major American movie
Vendee Globe (10)	a round-the-world boat/yacht race
a 60-foot clipper (11)	an old type of ship with sails
chewing (15)	from the verb to chew – what we do when we are eating our food
frayed (15)	torn at the edges
sweatier (23)	comparative adjective from the noun sweat or the verb to sweat - the drops of water on our body when we are hot
strangle (24)	attack someone by squeezing his or her throat
lousy (27)	very bad
static shock (32)	sudden shaking caused by electricity that collects on the surface of objects when they come into contact with each other
surfing the thermals (72)	thermals refers to the hot air that rises from the ground; the expression functions as a metaphor for the way the fly hovers around the teacup
vindication (86)	proof showing that something is right or true

C. Before reading the story, answer the following questions.

There are two characters in the story. Look back at your answers to the crossword you completed and guess:

1. What do you think their relationship is? Are they friends? Brother and sister? Husband and wife? Girlfriend and boyfriend?
2. Do they like or dislike each other?
3. Where and when does the story take place?  
(Think about the time of year. Are they at home or maybe on holiday? Are they alone?)
4. Why are they playing this game?  
(For money? Are they bored? Are they waiting for someone?)

## Learning Activity 2

A. Read the story once. Then go back to the pre-reading questions and see if your answers are correct.

B. Now write the answers to the questions.

1. I think that the two people are \_\_\_\_\_  
because \_\_\_\_\_
2. I think they \_\_\_\_\_  
because \_\_\_\_\_
3. I think the story takes place in \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_
4. I think they are playing the game because \_\_\_\_\_  
\_\_\_\_\_  
The reason why I think so is that \_\_\_\_\_  
\_\_\_\_\_

## Learning Activity 3

Try answering the questions below which will help you understand the story better.

1. Fill out the blanks in the table below. It contains the words that the husband thinks will tell him what to do with his wife.

a. M \_ \_ \_ \_

b. K \_ \_ \_

c. S \_ \_ \_

2. Read the following statements and decide whether they are true (T) or false (F).

a.	It is a hot day and the husband is falling behind in the game.	
b.	He is in a bad mood because his wife prefers playing scrabble to going out.	
c.	The husband has the habit of chewing on the tiles while playing.	
d.	Although the letters the husband has are not very good, he does get to play one of the words in Question 1.	

3. Why does the husband feel pleased when he plays the word ZAPS?

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4. What is the eight-letter word the husband plays that enables him to come from behind and lead in the game? What does the word tell us about his action?

---

5. Name the three words which make things happen and which lead the husband to think the game is controlled by some evil power.

a. E \_ \_ \_ \_ \_      b. \_ H \_ \_ \_ \_ \_      c. \_ \_ PS

6. What happens to the husband when his wife plays the word DEATH?

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### Learning Activity 4

- A. From your understanding of the text, what do you think the answers to the questions below are? Support your answers with information and examples from the text.

1. According to the story, the husband:

- a) really wants to murder his wife
- b) is hot, tired and bored
- c) is frightened his wife will beat him at Scrabble again

The reason why I think so is that \_\_\_\_\_

2. The words in the tiles that the husband plays:

- a) convince him to kill his wife
- b) prove that the heat is driving him mad
- c) show his internal struggle with his own feelings

The reason why I think so is that \_\_\_\_\_

3. The quake at the end of the story:

- a) is real and causes him to swallow the tile and die
- b) is the sound of the air conditioning unit falling again
- c) is not a quake but the fact that his wife has won

The reason why I think so is that \_\_\_\_\_



It's the hottest day for ten years and my wife is turning on the kettle. This is why I hate my wife. I play ZAPS, with the Z doubled, and she gets a static shock off the air conditioning unit. I find this remarkably satisfying.

## Jorinda and Jorindel by The Brothers Grimm

There was once an old castle that stood in the middle of a deep gloomy wood, and in the castle lived an old fairy. Now this fairy could take any shape she pleased. All the day long she flew about in the form of an owl, or crept about the country like a cat; but at night she always became an old woman again. When any young man came within a hundred paces of her castle, he became quite fixed, and could not move a step 5 till she came and set him free; which she would not do till he had given her his word never to come there again: but when any pretty maiden came within that space she was changed into a bird, and the fairy put her into a cage, and hung her up in a chamber in the castle. There were seven hundred of these cages hanging in the castle, and all with beautiful birds in them. 10



Now there was once a maiden whose name was Jorinda. She was prettier than all the pretty girls that ever were seen before, and a shepherd lad, whose name was Jorindel, was very fond of her, and they were soon to be married. One day they went to walk in the wood, that they might be alone; and Jorindel said, 'We must take care that we don't go too near to the fairy's castle.' It was a beautiful evening; the last rays of the 15 setting sun shone bright through the long stems of the trees upon the green underwood beneath, and the turtle-doves sang from the tall birches.

Jorinda sat down to gaze upon the sun; Jorindel sat by her side; and both felt sad, they knew not why; but it seemed as if they were to be parted from one another for 20 ever. They had wandered a long way; and when they looked to see which way they should go home, they found themselves at a loss to know what path to take.

The sun was setting fast, and already half of its circle had sunk behind the hill: Jorindel on a sudden looked behind him, and saw through the bushes that they had, without knowing it, sat down close under the old walls of the castle. Then he shrank for fear, turned pale, and trembled. Jorinda was just singing, 25

'The ring-dove sang from the willow spray,  
Well-a-day! Well-a-day!  
He mourn'd for the fate of his darling mate,  
Well-a-day!'

when her song stopped suddenly. Jorindel turned to see the reason, and beheld his 30  
Jorinda changed into a nightingale, so that her song ended with a mournful /jug, jug/.  
An owl with fiery eyes flew three times round them, and three times screamed:

'Tu whu! Tu whu! Tu whu!'

Jorindel could not move; he stood fixed as a stone, and could neither weep, nor speak, nor stir hand or foot. And now the sun went quite down; the gloomy night came; 35  
the owl flew into a bush; and a moment after the old fairy came forth pale and meagre, with staring eyes, and a nose and chin that almost met one another.

She mumbled something to herself, seized the nightingale, and went away with it in her hand. Poor Jorindel saw the nightingale was gone but what could he do? He could not speak, he could not move from the spot where he stood. At last the fairy 40  
came back and sang with a hoarse voice:

'Till the prisoner is fast,  
And her doom is cast,  
There stay! Oh, stay!  
When the charm is around her, 45  
And the spell has bound her,  
Hie away! away!'

On a sudden Jorindel found himself free. Then he fell on his knees before the fairy, and prayed her to give him back his dear Jorinda: but she laughed at him, and said he should never see her again; then she went her way. 50

He prayed, he wept, he sorrowed, but all in vain. 'Alas!' he said, 'what will become of me?' He could not go back to his own home, so he went to a strange village, and employed himself in keeping sheep. Many a time did he walk round and round as near to the hated castle as he dared go, but all in vain; he heard or saw nothing of Jorinda.

At last he dreamt one night that he found a beautiful purple flower, and that in the 55  
middle of it lay a costly pearl; and he dreamt that he plucked the flower, and went with it in his hand into the castle, and that everything he touched with it was disenchanted, and that there he found his Jorinda again.

In the morning when he awoke, he began to search over hill and dale for this pretty flower; and eight long days he sought for it in vain: but on the ninth day, early in the morning, he found the beautiful purple flower; and in the middle of it was a large dewdrop, as big as a costly pearl. Then he plucked the flower, and set out and travelled day and night, till he came again to the castle.

He walked nearer than a hundred paces to it, and yet he did not become fixed as before, but found that he could go quite close up to the door. Jorindel was very glad indeed to see this. Then he touched the door with the flower, and it sprang open; so that he went in through the court, and listened when he heard so many birds singing. At last he came to the chamber where the fairy sat, with the seven hundred birds singing in the seven hundred cages. When she saw Jorindel she was very angry, and screamed with rage; but she could not come within two yards of him, for the flower he held in his hand was his safeguard. He looked around at the birds, but alas! There were many, many nightingales, and how then should he find out which was his Jorinda? While he was thinking what to do, he saw the fairy had taken down one of the cages, and was making the best of her way off through the door. He ran or flew after her, touched the cage with the flower, and Jorinda stood before him, and threw her arms round his neck looking as beautiful as ever, as beautiful as when they walked together in the wood.

Then he touched all the other birds with the flower, so that they all took their old forms again; and he took Jorinda home, where they were married, and lived happily together many years: and so did a good many other lads, whose maidens had been forced to sing in the old fairy's cages by themselves, much longer than they liked.



# Jorinda and Jorindel

## by The Brothers Grimm

### Learning Activity 1

#### Pre-reading

1. In groups, share a story you have read, or a film you have watched, about love that rises above all obstacles.
2. The following are the opening lines of the story 'Jorinda and Jorindel', which you are about to read:

*"There was once an old castle that stood in the middle of a deep gloomy wood, and in the castle lived an old fairy. Now this fairy could take any shape she pleased."*

In groups, discuss the following:

- a) What will be the story about? Is it sad or happy?
  - b) What characters do you think will appear in the story?
  - c) Do the opening lines attract you to read on? Why or why not?
  - d) Which of the following ways of beginning a story does the writer use?
    - asking a question
    - giving the reader a surprise
    - setting the scene (describing who the main character is and/or where the story takes place, so as to prepare the reader for what is going to happen)
    - describing the middle of an action
    - giving part of a dialogue
  - e) Can you think of some other ways to begin a story?
3. The words in the shaded box are taken from 'Jorinda and Jorindel'. Before you read the story, you might like to work out the meanings of these words by completing the passage below. You may use a dictionary to help you.

gloomy	mournful	chamber	maiden	shepherd	wept
	disenchanted	trembled	cage	meagre	

Jason had long wanted to visit his family's old house. The last person to live in it was his a) \_\_\_\_\_ aunt. She was 90 when she died and had never married. The old house was so dark and b) \_\_\_\_\_ that he was frightened to go inside. When he did enter, he c) \_\_\_\_\_. This was because he saw a crow sitting on an empty d) \_\_\_\_\_, giving a e) \_\_\_\_\_, sad sound. He found an old f) \_\_\_\_\_ which used to be the bedroom of the man who long ago looked after the sheep in the farm. There was a photo of him on the wall. He was a tall, g) \_\_\_\_\_ man with grey hair. He had been a h) \_\_\_\_\_ all his life and when Jason saw how he lived he was so sorry for him that he i) \_\_\_\_\_ until the tears were a pool at his feet. He became so j) \_\_\_\_\_ with his family's past that he swore never to enter the house again.

## Learning Activity 2

While-reading

### A. Understanding the plot

1. Read the following statements about paragraphs 1- 6 of the story. Decide whether they are true (T) or false (F). If the statement is false, provide the correct details in the Remarks column.

Statement	T/F	Remarks
The fairy lives in a castle, and has the power to change pretty girls into birds.		
Jorinda is a shepherd and Jorindel is a pretty girl.		
Jorinda and Jorindel take care not to go near the fairy's castle.		
Jorinda and Jorindel are lost in the wood.		
Jorinda turns into an owl.		
Jorindel turns into a stone.		
The fairy takes the nightingale away.		

2. Answer the following questions about paragraph 7 to the end of the story.

- a. Jorindel goes to a strange village after the fairy has left him. Why is it strange?

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- b. What power does the "beautiful purple flower" have?

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- c. How long does Jorindel take to find the flower?

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---

- d. There are many nightingales in the castle. How does Jorindel know which one is Jorinda?

---

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- e. What happens in the end?

---

---

## B. Exploring the characters

**The Fairy**

What kind of fairy is she? What do the lines below suggest about her appearance and personal qualities? You might like to make use of the following words/expressions or use your own. You can put more than one word or expression in each box. An example has been done for you.

*ugly, jealous of pretty girls, powerful, capable of changing shapes, angry and unforgiving, enjoy seeing others suffer, wilful, cruel*

All the day long she flew about in the form of an owl, or crept about the country like a cat; but at night she always became an old woman again. (para. 1)	
... but when any pretty maiden came within that space she was changed into a bird, and the fairy put her into a cage ... (para. 1)	
... the old fairy came forth pale and meagre, with staring eyes, and a nose and chin that almost met one another. (para. 5)	
... but she laughed at him (Jorindel), and said he should never see her again... (para. 7)	<i>enjoy seeing others suffer; evil</i>
... the fairy had taken down one of the cages, and was making the best of her way off through the door. (para. 11)	

**Jorindel**

Write down in the table below how you feel about Jorindel before and after he has had his dream of the "beautiful purple flower". Explain your answer.

(For example, for 1, one might say: Jorindel looks weak and ordinary. He has lost the ability to speak, feel and move any part of his body.)

Before	Remarks
1. When Jorinda is turned into a bird, Jorindel falls under the spell of the fairy's magic and cannot move, speak or weep.	
2. After the fairy takes Jorinda away, Jorindel spends his time keeping sheep and wandering around the castle.	
After	
3. After looking for the flower for eight days without any success, he continues his search and finds it on the ninth day.	

4. With the help of the flower, he goes to the fairy's castle, rescues Jorinda and frees the other maidens.

### **Jorinda**

Which of the following words best describes Jorinda? Come up with your own description if none of them are suitable. Be ready to explain your answer.

*pretty      sympathetic      innocent      selfish      weak      sad*

#### **C. Exploring the setting**

1. Re-read paragraph 4. Match the descriptions on the right with the objects on the left.

Sun	•	•	fiery eyes, screaming "Tu whu"
Castle	•	•	mournful
Song of the nightingale	•	•	old walls
The owl	•	•	fast setting

2. In groups, discuss how the descriptions of different aspects of the setting help us to understand the situation that the lovers are in.

#### **D. Exploring the theme**

Why does Jorindel keep trying to go back to the castle, despite the danger? What does this suggest?

---



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#### **E. Exploring the ending**

There are different ways of ending a story, e.g. a comment, an exclamation, a success (i.e. the characters achieving their goal), a dialogue, a surprise. Does the ending of Jorinda and Jorindel belong to any of these? Explain your answer.

---



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## **Learning Activity 3**

### **Post-reading**

#### **1. Opening**

Now that you have a good understanding of the story, write two or three opening sentences for the story so that it will begin in a different way. You may refer to Questions 2(c) and 2(d) of Learning Activity 1 for ideas on ways of starting your story.

#### **2. Closing**

Imagine one of the following occurs in the last paragraph of the story. Select one of these options and provide a different ending to the story:

- i) one of the birds is an owl (i.e. the fairy); or
- ii) one of the birds flies out of the window before Jorindel's flower can touch it.

You may refer to Part E of Learning Activity 2 for ideas on ways of writing your ending.

## Glossary

### Paragraph 1

**deep gloomy** (line 1)

"gloomy" is an adjective that means dark, giving a feeling of something quite frightening or depressing. The word "deep" here can be replaced by "very".

**owl** (line 3)

a bird that lives and hunts by night

**paces** (line 5)

an old way of measuring distance; one pace means one step

**chamber** (line 9)

an old name for a room

### Paragraph 2

**maiden** (line 11)

a young unmarried woman

**shepherd** (line 12)

a person who looks after sheep

**turtle-doves** (line 17)

a kind of bird

**birches** (line 17)

a kind of tree

### Paragraph 4

**nightingale** (line 31)

a bird famous for its song

**Tu whu! Tu whu! Tu whu!** (line 33)

the sound made by an owl

### Paragraph 5

**fixed as a stone** (line 34)

a simile that means that Jorindel could not move

**weep** (line 34)

cry

### Paragraph 6

**mumbled** (line 38)

said something too softly and not clearly enough

**a hoarse voice** (line 41)

a voice that sounds rough, and is not good to listen to

### Paragraph 9

**costly** (line 56)

expensive

**disenchanted** (line 57)

restored to the original form as the evil magic is destroyed

### Paragraph 10

**dewdrop** (line 62)

a small drop of water that forms on the grass

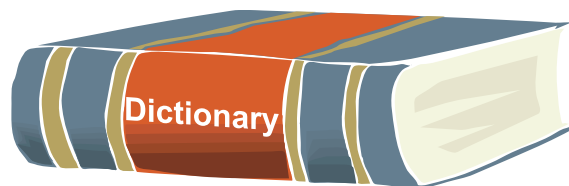
### Paragraph 11

**rage** (line 70)

anger

**safeguard** (line 71)

something that protects one against danger



# Creating and Performing a Short Story

# Personification, Narration and Dialogue

This handout is based on extracts from the stories 'Exhibition of Chinese Jade' and 'Old Sultan'. It provides examples of common techniques which writers use to make their stories interesting.

## 1. Personification

### Objects

Look at this extract from Edward Kai Chiu's 'Exhibition of Chinese Jade'.

Here the narrator is speaking about jade, describing it as:

*"having the characteristics of a virtuous man with benevolence, justice, courage and wisdom."*

### Animals

In the story 'Old Sultan', the writers tell a story about farm animals and bring them to life by giving them language and feelings.

The conversation below takes place after the dog, old Sultan, and the wolf have made a plan to save Sultan from being killed.

*"Soon afterwards the wolf came and wished him joy, and said, 'Now, my good fellow, you must tell no tales, but turn your head the other way when I want to taste one of the old shepherd's fine fat sheep.' 'No,' said Sultan; 'I will be true to my master.'"*

## 2. Narration

When we write a story we need to decide how we are going to tell it.

We can, for example, be a character in the story or we can tell a story from outside, looking in on what is happening.

### First person narration

The person who is telling a story is called a **narrator**. Sometimes the narrator is part of the story, even being the main character. We call this a "first person narration".

Look at this example from 'Exhibition of Chinese Jade'.

*"I never really showed my desire to have a yu because it is not good to want something too much, nor is it proper to ask for anything. For an entire year I kept the love to myself - nearly bursting."*

The first person narration uses the pronoun "I", as you can see from above.

In this case the writer is in the middle of the action of the story and can:

- Make the story more real by being inside the story.
- Describe his/her own thoughts, feelings and experiences.

### Third person narration

Now, read this part of the second paragraph in 'Old Sultan'. As you read, underline the pronouns that the writers use.



*"Poor Sultan, who was lying close by them, heard all that the shepherd and his wife said to one another, and was very much frightened to think tomorrow would be his last day; so in the evening he went to his good friend the wolf, who lived in the wood, and told him all his sorrows, and how his master meant to kill him in the morning."*

Telling a story this way is called the third person narration.

The third person narration is a very useful way to tell a story because:

- a) The writer can talk about all the characters in the story and know things about them that no one else can.
- b) The writer can make the story happen in any place or time.
- c) The writer can retell the thoughts, feelings and experiences of all the characters in the story.

In both examples, the first person and the third person narration, we can use what is called dialogue to add detail to what is going on.

### 3. Dialogue

In a dialogue we write what exactly the characters in the story are saying.

To write dialogue we have to say who is speaking.

Here is an example of a dialogue from 'Old Sultan'.

*"And one day when the shepherd and his wife were standing together before the house the shepherd said, 'I will shoot old Sultan tomorrow morning, for he is of no use now.' But his wife said, 'Pray let the poor faithful creature live; he has served us well a great many years, and we ought to give him a livelihood for the rest of his days.' 'But what can we do with him?' said the shepherd, 'he has not a tooth in his head, and the thieves don't care for him at all; to be sure he has served us, but then he did it to earn his livelihood; tomorrow shall be his last day, depend upon it.'"*



## Learning Activity 1

### Personification and Dialogue

In this activity you will read another extract from 'Old Sultan' taken from paragraphs 5 and 6 when the battle between old Sultan and the wolf is about to begin.

This time you have to create a dialogue by removing the sentences in bold below and replacing them with the words that you think the characters are saying. Use your imagination to add more details. The first two have been done for you as examples.

Now Sultan had nobody he could ask to be his second but the shepherd's old three-legged cat; **(A) so he took her with him,** and as the poor thing limped along with some trouble, she stuck up her tail straight in the air. The wolf and the wild boar were first on the ground; and when they espied their enemies coming, and saw the cat's long tail standing straight in the air, **(B) they thought she was carrying a sword for Sultan to fight with;** and every time she limped, **(C) they thought she was picking up a stone to throw at them;** so they said **(D) they should not like this way of fighting, and the boar lay down behind a bush,** and the wolf jumped up into a tree.

Sultan and the cat soon came up, and looked about and wondered that no one was there. The boar, however, had not quite hidden himself, for his ears stuck out of the bush; and when he shook one of them a little, **(E) the cat, seeing something move, and thinking it was a mouse,** sprang upon it, and bit and scratched it, so that the boar jumped up and grunted, and ran away, roaring out, 'Look up in the tree, there sits the one who is to blame.' So they looked up, and espied the wolf sitting amongst the branches; and **(F) they called him a cowardly rascal,** and would not suffer him to come down till he was heartily ashamed of himself, and had **(G) promised to be good friends again with old Sultan.**

(A) "I need your help," said Sultan. "I must go and fight the wolf. Will you help me?"

"Of course," said the cat. "You are my friend and though I have only three legs I will come with you."

(B) "Look," said the wolf to the boar, "the cat is carrying a sword for Sultan to fight with."

(C) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
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# Metaphor and Simile

We use simile and metaphor when we want to compare something with something else.

## A. Simile

Similes compare two things which are very different in order to create an image that makes our writing more interesting. We write similes the same way as we write comparative adjectives.

### Example A

Ming has a beautiful voice. She **sings like a bird**.  
(birds are known to be beautiful singers)

### Example B

Philip was a great athlete. He could run **as fast as** a horse.  
(horses are known to be fast runners)

## B. Metaphor

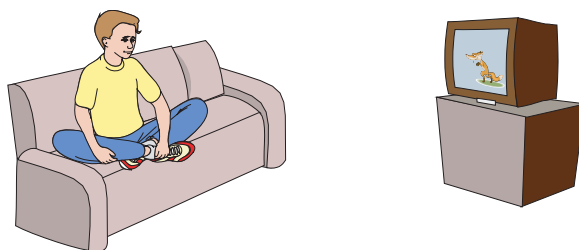
Just now we learnt that when we say something is like another thing, this is known as a simile. However, if we want to make the comparison more powerful we don't say something is like something else. We will say that something **is** something else, and we call this metaphor.

### Example C

Amanda loves Simon. He **is** the **light** in her dull life.

### Example D

Walter watches TV all day. He **is** a real couch potato.



Example C is a good example of a metaphor which is very common in English – Simon's love brightens up Amanda's otherwise unexciting life. The metaphor in Example D means that Walter doesn't move all day and just sits on his couch (sofa) and watches TV.

Many of these common English metaphors can cause problems for language learners. It is, however, possible to understand what these metaphors mean by looking at the rest of the sentence, what we call the context.

In the example "Jo was feeling blue after her cat died", we see the sentence is a metaphor(M) because we are saying that Jo **IS** something and not **LIKE** something. If it was a simile we would use "as + as" or "like" (something).

In the sentence, the context is that "her cat died". One might therefore guess that Jo was not feeling happy. Indeed, the metaphor in this example is "feeling blue". In English, blue is usually associated with sadness.

## Learning Activity

Now here is a list for you to try. Answer these questions:

First, identify if it is a simile or a metaphor by writing "S" or "M" at the end of the sentence. Then underline the part of the sentence which is the simile or metaphor. Finally, choose the correct meaning.

e.g. When it is very cold at night I pull up my covers and I'm as snug as a bug in a rug. (S)

**a) It feels good in my bed when it is cold.**

b) There were bugs in my bed.

c) I was too cold to stay in bed.

1. Bertha is the apple of her father's eye. ( )

a) Bertha's father loves her.

b) Bertha's father is angry with her.

c) Bertha's father sells apples.

2. Chang has a heart of stone. He never cried when his Grandmother died. ( )

a) Chang is a very sensitive person.

b) Chang is so happy his grandmother died.

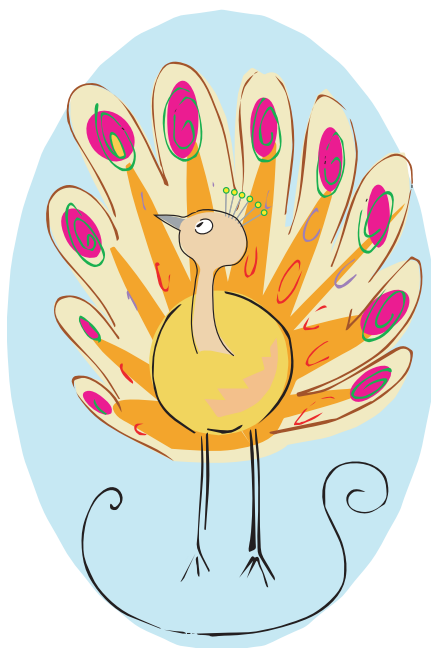
c) Chang doesn't really care about anything.

3. Ken's mother was as proud as a peacock when he became a doctor. ( )

a) Ken's mother wanted him to become a teacher.

b) Ken's mother thought he hadn't studied hard enough.

c) Ken's mother was really happy for him.



# Symbolism

A symbol is something which represents a particular idea or quality. It refers to shared knowledge or understanding, like metaphors and colours, and communicates a deeper meaning to the reader.

## Learning Activity 1

Symbolism in Chinese culture

Below is a list of objects that create symbolic images in Chinese culture and opposite are their traditional meanings.

Match each symbol to its meaning.

### Symbol

Mandarin Duck

Eagle

Magnolia (flower)

Tiger

Red (colour)

Snake

Cricket

•  
•  
•  
•  
•  
•  
•

### Traditional Meaning

• Happiness in Marriage

• Happiness

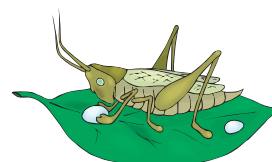
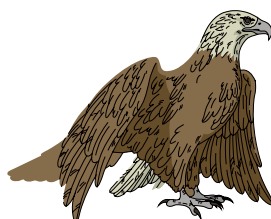
• Courage and Bravery

• Beautiful Woman

• Strength

• Fighting Spirit

• Woman



## Learning Activity 2

You are going to read some information about a short story which involves two characters, Emily and Chang. It takes place in Southern China about 1950.

Look back at the matching exercise in Learning Activity 1 and from the information given, complete the following sentences by using one of the symbols from the exercise.

- a) Emily was worried about the journey she would start but everything became better when she looked out of the window.

*Emily was worried about the journey that she would start, but when she moved from her bed to the window and saw the \_\_\_\_\_ sky light up the morning, a smile appeared on her face.*

(What does she see that changes her mind?)

- b) As the forest became darker she became tired and wanted to turn back to the peace of her home and family but she just kept on going.

*Going into the forest was like going into a deep darkness. She trembled, stopped and was about to turn back when she saw a \_\_\_\_\_ in the long grass ahead. It gave her a start, but she was sure she saw it nod and beckon her to follow it. She breathed deeply and moved cautiously onwards.*  
(What does she see that makes her continue?)

- c) Chang never really knew why he came to this same spot at the edge of the forest, he just did. He had been coming here for three weeks now and he did not know why. But now he had had enough, this would be his last time.

*Chang never really knew why he came to this same spot at the edge of the forest. He just did. He had been coming here for three weeks now and he did not know why. But now he had had enough, this would be his last time. He bent his head and sighed, and out of the corner of his eye he saw a \_\_\_\_\_, and as it came towards him he saw that in its beak it carried a flower, a \_\_\_\_\_. It sat down beside him. He decided to wait a little longer, just for a while.*



Now here is the story with the parts from the exercise above put together. How could this story end? To help you, you could try answering the following questions:

- Where is Emily going and why is she going there?
- What do you think Chang is waiting for?
- What is the relationship between Emily and Chang?

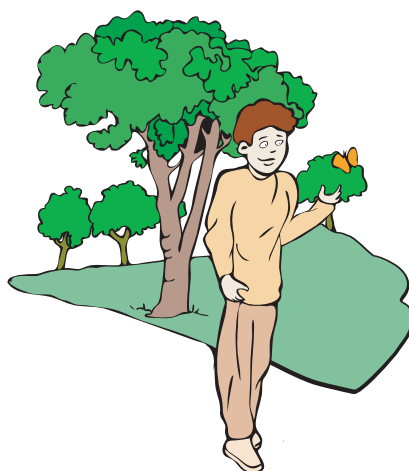
Use at least one more of the symbols in the first exercise to write an ending to the story. You might want to write two paragraphs, but it is possible to end it with one. Use the space given on the next page for your writing.

Emily was worried about the journey that she would start, but when she moved from her bed to the window and saw the \_\_\_\_\_ sky light up the morning, a smile appeared on her face.

Going into the forest was like going into a deep darkness. She trembled, stopped and was about to turn back when she saw a \_\_\_\_\_ in the long grass ahead. It gave her a start, but she was sure she saw it nod and beckon her to follow it. She breathed deeply and moved cautiously onwards.

Chang never really knew why he came to this same spot at the edge of the forest. He just did. He had been coming here for three weeks now and he did not know why. But now he had had enough, this would be his last time. He bent his head and sighed, and out of the corner of his eye he saw a \_\_\_\_\_, and as it came towards him he saw that in its beak it carried a flower, a \_\_\_\_\_. It sat down beside him. He decided to wait a little longer, just for a while.



[illegible]

### Learning Activity 3

#### Colours and symbols

Though we can use colours as metaphors, they are slightly different from what we have seen above. Colours do not have meanings in themselves, in the way that fire is hot and can burn, for example.

When we use colours as metaphors, their meanings are known as symbols. A symbol can represent an idea that we have learned.

Example:

When he saw what had happened he was **green** with envy.

In English literature, the colour green is used to signify envy or jealousy.

Below is a table which shows four colours and what they mean in English.

Conduct an information search and add one or two more colours to the list. Write down the symbolic meaning of the colours and give an example for each.

Colour	Symbolic meaning in English	Example
Red	<b>Aggression</b> Heat Passion Love	He was red with anger.
Yellow	Warm Bright <b>Cowardly</b> Sunny	Don't be so yellow. You should fight for what you deserve.
Blue	Cool Frozen <b>Sad</b> <b>Unhappy</b>	He was feeling blue because he had lost his love.
Black	Death Mysterious Evil <b>Threatening</b>	A black cloud hung over the room as we waited for the bad news.

When you write your own story later in the module, try to apply one or two of the above metaphors regarding colours, where appropriate.

# Theme and Message – Story and Fable

## Learning Activity 1

Stories and theme

In a short story the theme is not given directly by the writer. It is up to the reader to discover it for themselves through the plot, setting and characters.



Let's take an example of a simple story of two people who live in different villages in Southern China, around 1950 when transport was much more difficult than it is now.

Emily sat and looked out her window like she had done practically every day since she realised she was no longer a child, but had grown to be a woman. The window looked onto the road, the only road in her village. The road that brought everything and everyone into the village and also the road that led into the big world that lay outside.

5

She knew that the time had come for her to leave, to escape from her family and her home. This was all she would leave behind her. There were no longer any friends that she could turn to as they had left some time before. But she could not let her family know she was leaving because she knew they would not understand.

10

She was worried about the journey that she would start but when she moved from her bed to the window and saw the sky turn red, she understood that her time had come and that an answer lay elsewhere. She must go in the morning.

By the side of the road on the outskirts of a village not a hundred kilometres away, sat a young man watching as the same sun set over distant hills. He had been sitting there for, well he didn't know how long, he just knew that he was drawn there every day, that something important was bringing him there and he would be back there tomorrow, and he would sit and wait as he had done for so many days now.

15

20

Chang always came to the same spot and watched as the traffic came and left the village. He had left everything and everyone for his lonely vigil. He had been coming here for three weeks now and he did not know why. All he knew was that he was drawn there to the same spot to sit and wait, for what he did not know. Everyone he knew said he was crazy and that he must go back to living a normal life.

25

As the sun set even further behind the hill Chang stood up and started to walk home, knowing he would return tomorrow to wait again.

- A. The story above is not quite finished. It is missing an ending, which we can write later. With what we have, we can find out what the theme of the story is.

There are a few steps that can help us to find the theme of a story. Usually the first step is to look at the title. A lot of times the title will contain some part of the theme or give us a clue to what the theme is.

Our story, however, doesn't have a title. We can add this when we go through the following steps.

1. Why does Emily leave her home?

---

2. Why does Chang leave his home every morning to sit at the edge of the forest and wait?

---

3. What about their families? Do they support them in what they are doing?

---

4. Does either of them know or guess the reason for doing what they do?

---

5. What do other people in their villages think and say about them?

---

6. Do you agree with the characters' decisions?

---

7. Provide a title for the story:

---

- B. Having answered the questions above, try to guess the theme of the story and write it below. Try to write a short sentence. It is not enough to use one word, for example "love". Your sentence needs to say more about what aspect of the world you think the writer wants to talk about.

I think the theme of the story is:

---

- C. Read the ending of the story below. After reading, write down what you think the theme of the story is.

Early next morning, long before the village awakened, Chang set off again with the same heavy sack on his shoulders. Soon, he was to reach the junction which linked the villages with the city, where he had regularly walked by with hope and disappointment in the past three weeks. But this time, when the first beam of sunlight fell upon him, tears of joy and relief rolled down his face, for he saw a familiar silhouette moving forward with him on the road that emerged from the other village, heading towards the same direction. Proud of his obstinacy, he knew that the world was just a few steps away.

After reading the ending of the story, I think the theme of the story is \_\_\_\_\_, which is the same as/different from my guess in Part B.

Is the title you provided on the previous page still appropriate?

Yes → Congratulations!

No → What new title would you give the story? \_\_\_\_\_

## Learning Activity 2

Fables and message

Short stories are meant to be for enjoyment. As suggested before, the theme of a short story is what the reader thinks it is. It is never stated in the story but is a way that the writer can communicate with the reader something about life and how people behave.

Sometimes short stories can be used to send a message to the reader. The message may be moral (e.g. how to behave in society), political or religious and is something important that the writer wants to say.

In a fable the theme is written at the end of the story. Here is an example of a story written in such a way:

### The Fox and the Crow

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

"That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree.

"Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds." 5

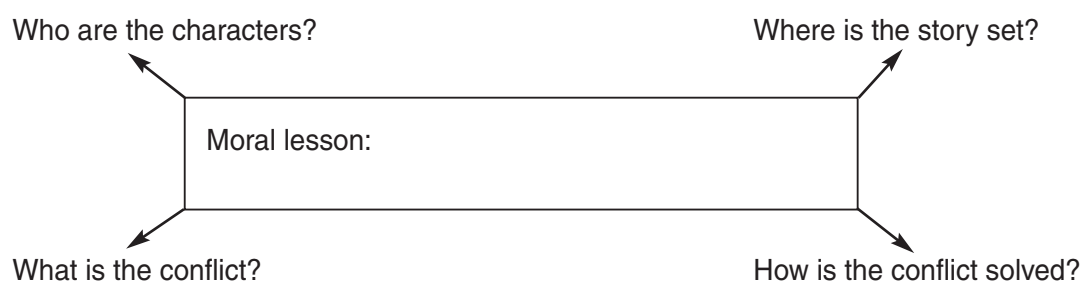
The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. 10

"That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future: Do not trust flatterers."

## Learning Activity 3

Writing a fable

Think of a moral lesson that you would like to deliver, e.g. one should be hard-working and modest, and write a short fable that will deliver the message. Give your story a title.



This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

# The Art of Storytelling

Today you are going to start an activity that will allow you to read a story of your choice, recognise those elements of a story that you have looked at and then prepare to retell your story to the rest of the class.

Before you tell a story you need to find one that you like, that you are interested in and one that you think will interest the rest of the class. This idea of having an audience is a very important consideration when making your choice, so think carefully when you look for a story.

There are different resources you can use when looking for a story. You can try these:

- Search the Internet using the sites that your teacher will recommend.
- Use your own resources; maybe you know a story that would prove to be useful. For the purpose of this project, you can use any resource.
- And, of course, make one up among your group. If you feel that you could attempt to write your own story in your group then go ahead.

There are not many rules you need to think about for this activity except make it interesting for others as well as enjoyable for yourself.

Here are a few "do's" to be getting on with:

- Do enjoy yourself.
- Do use any visual aids you think would help – PowerPoint, photographs, or anything that will help to make your story interesting.
- Do work as a team, helping each other, sharing tasks.
- Do go to your teacher when you have a question.

## Learning Activity 1

- A. Find a group and look at the short stories you have gathered. Decide which one is the most interesting to tell. Before doing that, think about what makes an interesting story.

What is the title of the story chosen within your group? \_\_\_\_\_

- B. The first thing you should look for when choosing a story is the theme as it will influence the way you tell the story. For instance, a comic romantic story should be told in a light-hearted way. Similarly, some excitement should be built into the process when telling a story about the adventures of a young man travelling in a foreign land.

A general theme (e.g. growing up) can cover different areas or topics (e.g. childhood, relationship with parents, friendship). Look at the specific topics in the box below. Can you group them under the themes in the table?

Broken Heart	Childhood	Strange Food	Famous People	Heroes	Dreams	Time Travel
--------------	-----------	--------------	---------------	--------	--------	-------------

Themes:	Travel	Growing Up	Adventure	Romance	History
Specific topics:	Lost and Alone in a New Culture			Jealousy	
		Parents	Fantasy		Legends
	Journey	Friendship		First Love	

C. In your group, think about the theme for your story and fill in the story outline below.

## Story Outline

[illegible]



## Learning Activity 2

The things that happen in a short story, which build up from the beginning to the end, are called the plot. Below is a list of the events in a story that you have read, 'Old Sultan'. They are mixed up and put in the wrong order. Can you number the events according to the order they appear in the story?

9	The boar and the wolf run away when they see the cat with three legs.
	The wolf wants to steal a sheep.
	Old Sultan and the wolf become friends again.
2	Old Sultan hears the shepherd's plans.
	Old Sultan tells the wolf what the shepherd plans to do.
	The shepherd decides to shoot old Sultan.
7	The wolf challenges old Sultan to a fight.
	Old Sultan is told he can live with the shepherd and his wife forever.
	Old Sultan asks the cat with three legs to help him to fight the wolf.
	Old Sultan rescues the child.



### Learning Activity 3

- A. You should now have a better understanding of the theme and the characters of your story, but before you can tell your story, you will also need to know the plot well. Now complete a plot table listing the sequence of events in your story. Start from the beginning of the story and go through to the end.


- B. Write a concise version of your chosen story in 100-150 words by connecting the events that you have outlined in Part A. Try adding dialogue or some more description of the characters to enrich the story.

[illegible]

## Learning Activity 4

A story, if told in an effective way, will become more lively and interesting. On the contrary, an ill-presented story will make the audience lose interest.

A. You are going to tell your classmates your group story. Read the tips below and practise reading the fable 'The Fox and the Crow' with your partner.

- Read the story aloud a few times and make sure you are using words that your classmates are familiar with. Make changes to your story if necessary.
- Think about the atmosphere that you would like to create for your story.
- Picture the story and its characters and setting in your mind.
- Get right into the story when you start.
- As you read, make sure you project your voice and emphasise the adjectives or verbs to make them stand out.
- Look at your audience in the eye and tell your story as if you were telling a secret that only you knew.
- Read with enthusiasm and sincerity but do not exaggerate.
- Use your voice as well as hand and face gestures to help express how you feel.
- You can also vary the volume and speed at which you speak to show the change in action or mood.
- When you have finished telling the story, do not say anything like 'this is the end of my story'. Show it simply by slightly changing your tone, speed, expression, etc.

### The Fox and the Crow

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

"That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree.

"Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.

"That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future: Do not trust flatterers."



B. Now tell the class the story that your group has chosen and rewritten. Divide the roles of the narrator and characters among group members and rehearse. While the other groups present, fill out the Feedback Form on Storytelling given by your teacher.

# Writing a Short Story

You are going to write your own story. Before you start, you need to consider the different elements of the story.

## Learning Activity 1

### The Setting

The setting of the story can transport the reader through time and into a different place or culture all in a few words.

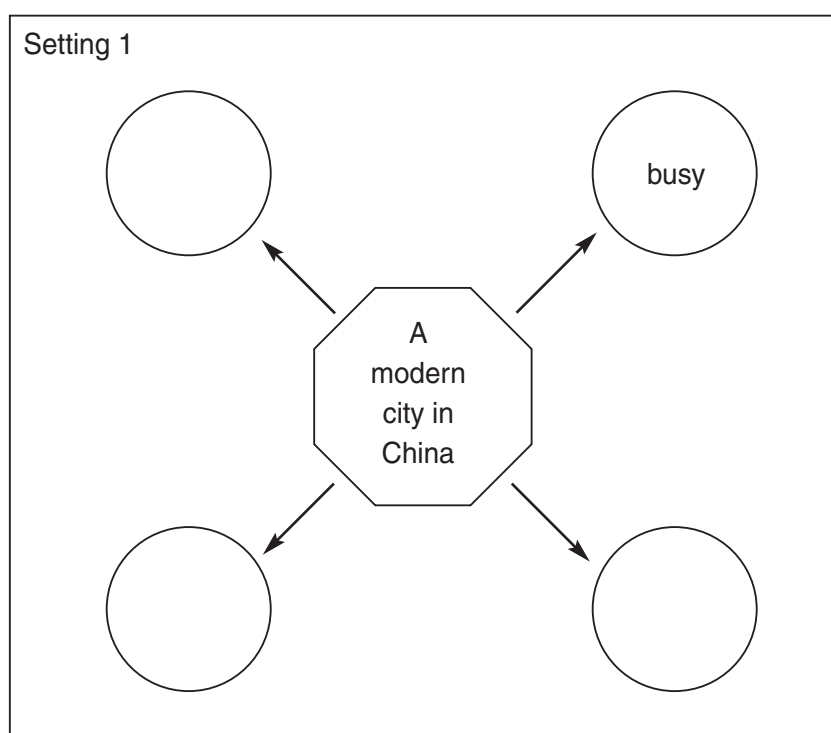
Now look at the cards your teacher has given you. These are cards that will help you with the setting.

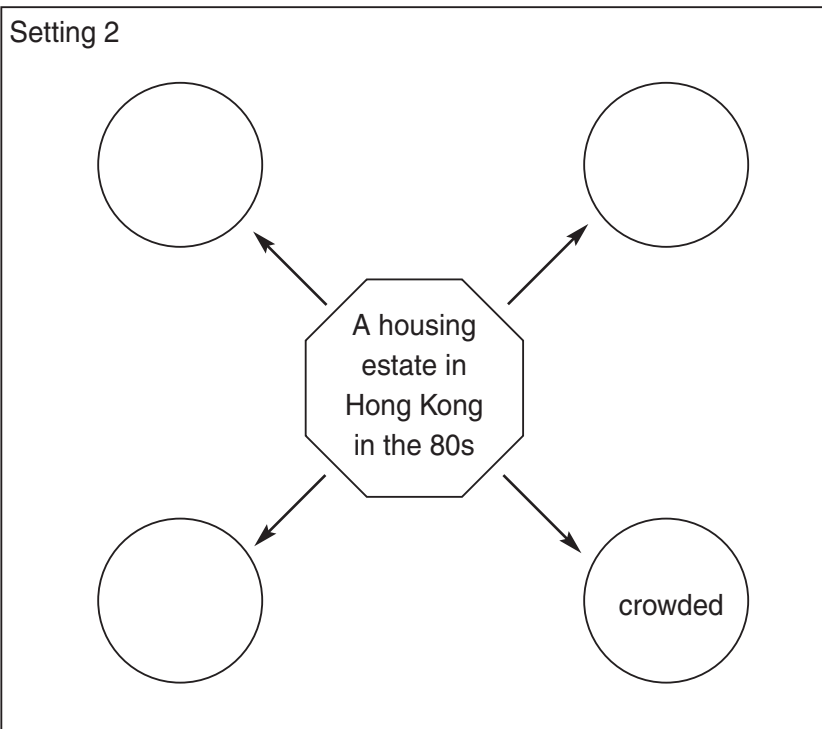


Points to remember when you are developing the setting:

- a) You do not need to go into long descriptions about setting. Just the mention of something known to be associated with a foreign country or something that your reader will know is from a particular time can take the reader there.
- b) Settings can be made by thinking about our senses – what you can hear, what you can see, what you can taste, what you can touch and what you can smell.
- c) Descriptive adjectives are very useful to show the atmosphere within a story.

In the boxes below fill in some adjectives which describe the setting of the time and place in the centre. For each setting, an example has been given to you.





When you have finished this exercise, write two sentences describing both of the settings and using some of the descriptive adjectives you have written down.

A. Setting 1

e.g. Our story begins in a busy part of modern Shanghai.

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B. Setting 2

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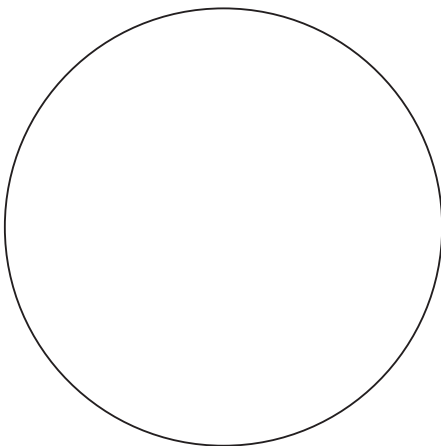
## Learning Activity 2

### The Atmosphere

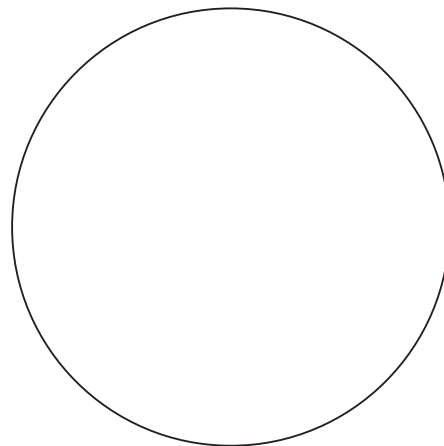
Choose words from the list below and put them in the circle that you think best fits how you feel about them.

bright  
green – crawl  
drag – shadows – sadly  
lad – blue – grey – dark – old  
orange – wolf – flowers – owl – gloomy  
warm – brown – brave – beautiful – glide – sunshine  
yellow – enchanted – love – trouble – creep  
lost – unsure – child – summer  
kill – red – traffic – cuddle  
coward – pollution  
suffer

A happy, exciting atmosphere



A dark and mysterious atmosphere



Now, look back at the previous sentences you wrote to describe the setting. Make your sentences more interesting by using some of the words you have chosen above.

e.g. Our story begins in a beautiful warm summer morning, in a small but busy district of modern Shanghai.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Learning Activity 3

Planning the setting and building atmosphere

Now think about the story you are going to write and create the setting and atmosphere for it.

### A) Where

In which country or place does your story take place?

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How will the reader know this? What words could you use to describe this place?

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### B) When

In what period of time will your story take place? Is it in the past, present or the future?

---

What words could be used to describe this period of time?

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### C) Atmosphere

What kind of atmosphere are you trying to achieve in your story? Write a short description below. Try to use adjectives to describe the atmosphere. Examples of adjectives are words such as gloomy, romantic and solemn.

I would like my story to happen \_\_\_\_\_

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## Learning Activity 4

### The Characters

Look at the cards your teacher has given you. Do you like them? Are there any that give you a picture in your mind of a character in your story?

You do not need to take any of them. You can create your own.

When you have made your choice, use the table below to develop your characters.

Points to remember when you are developing the characters:

- a) When you complete the table remember that you are creating a picture of the characters in your mind. Not all the information needs to be given to the reader. You build the character by how they act, think and what they do.
- b) The characters in your story have a name, so that is where you start.
- c) When you start to describe a character, decide and write down if it is a main character or a minor character. (Note: The most important character in a story is the main character. Sometimes in a story the main character has a problem with, or is in conflict with, another character. We can call this the second main character. The other characters can be called minor characters.)
- d) Give as much attention to your description of the minor character(s) as the main character(s).

Name	Main/Minor character?	Personality	What does he/she want to achieve in the story?

## Learning Activity 5

### The Plot

Now you are going to complete a plot planner that will follow all the stages in the story from the beginning to the middle to the end.

Let's complete the plot planner on the next page by following the steps below:



#### Part 1: The Beginning

Use the information in Learning Activities 1-4 to complete this part of the plot planner.

#### Part 2: The Conflict

In this part you are asked to think about the conflict in the story. To help us here, look back at your character descriptions. Choose the character you identified as the main character. What is the problem this character has in achieving what he/she wants?

#### Part 3: The Climax

The most important and exciting part of the story is the climax, the stage in the story when something changes in relation to the conflict. First think about what will happen in the story that will lead to the climax.

#### Part 4: The End

The end of the story is the resolution of the conflict. What will happen to solve the problem that the story is about?

## Plot Planner

### 1. Characters and Setting

How will the story begin? What characters will be introduced? Where and when will the story take place?

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### 2. The Conflict

What is the main problem that will happen in the story? Who will this problem be between?

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### 3. The Climax

What happens at the climax of the story and what are the events that lead to the climax?

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4. The Ending

How will the conflict be ended and what will happen in the story to resolve that conflict? What happens to the characters at the end of the story?

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## Learning Activity 6

### Writing the story

- A. Now that you have the plot of the story in mind, you can start writing your story on a separate sheet of paper. Give your story an interesting opening and closing.
- B. After writing your first draft, use the peer feedback form below to invite comments from your classmate.

Peer Feedback Form	
From: _____	Story Title: _____
<b>1. The Theme</b>	
I think the theme of the story is _____	
_____	
_____	
I think this because _____	
_____	
_____	
<b>2. Characters</b>	
Of all the characters in your story I like _____ best because	
_____	
_____	
_____	
<b>3. The Setting and Atmosphere</b>	
In my opinion, your story is set in _____ and it	
happens in (time) _____	
_____	
The atmosphere of your story is _____	
_____	

## 4. The Plot

The conflict in your story is between \_\_\_\_\_ and  
 \_\_\_\_\_ and the climax is when \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 5. Language

I have looked at the language in your story and I have marked what I thought was wrong spelling with *sp*, what I thought was wrong grammar with *gr* and I have underlined words that I did not know.

In your story I found these literary devices:

Metaphor (    ), Simile (    ), Personification (    )

What I really liked about your story was \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- C. Read the comments from your classmates. Think about how you can improve your writing and write the final draft of your story.

## Learning Activity 7

### Performing the story – Reader's Theatre

You are now going to tell the story to the class as a group and you are going to do this by reading the story you have just written in a dramatic way. We call this way of telling a story Reader's Theatre.

Here are some ideas that will help to understand what a Reader's Theatre is.

A Reader's Theatre is:

- a) telling a story by being the characters in that story.
- b) using facial expressions and your voice to bring your words to life.
- c) theatre where the most important thing is what has been written, i.e. the text.

A Reader's Theatre is NOT:

- a) a play, but people reading the story.
- b) performed in a theatre, but is read from anywhere you have space, even at your desks in the classroom.
- c) memorised, but is read straight from the script, looking up now and then to get your audience's attention.

### Rehearsal

At the beginning of the Reader's Theatre the narrator's job becomes very important. It is here where the setting is presented and the description of the characters takes place. Remember what is important is the text, i.e. what is written down. Remember you are reading so you do not need to memorise your lines.

For the rehearsal think about the following:

- a) While the whole point is reading and not acting, it will be more interesting if you show emotions in your face, use hand signals to express yourself or even mime an action that you are doing. For example, if you are driving a car, then mime turning the steering wheel with one hand while holding the script with the other.
- b) Each reader should have the same script and should highlight in a special colour the words they are reading. Write beside the highlighted words any movement, mime or facial expressions.
- c) When the bottom of the page is reached, each reader should turn the page together before starting the new page. (Your audience will be really impressed)

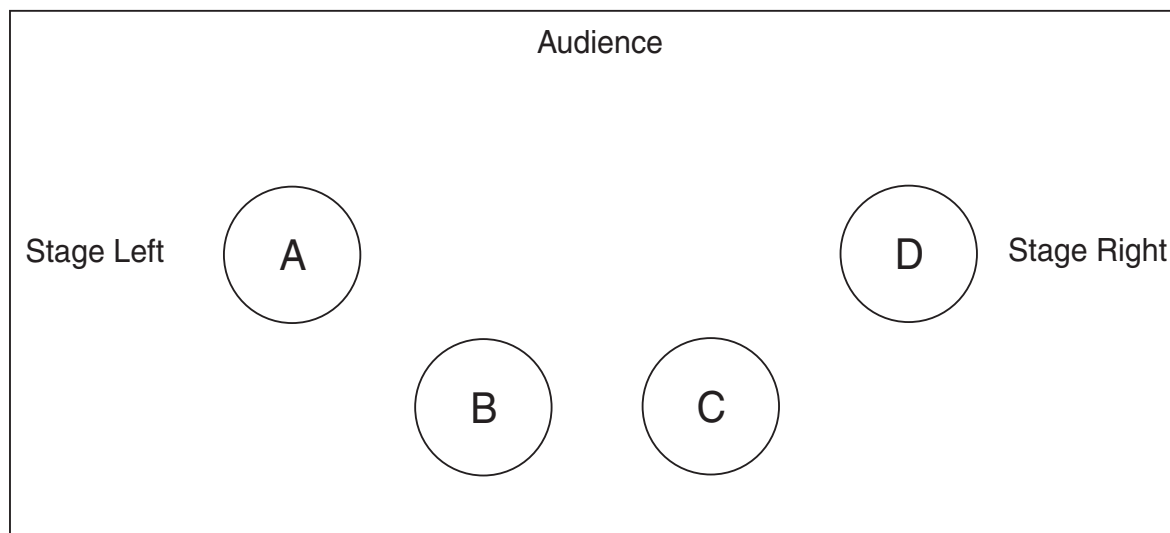
Rehearsal is very important and while it is important to rehearse the words you are speaking, it is also important to rehearse any movements you make on the stage.



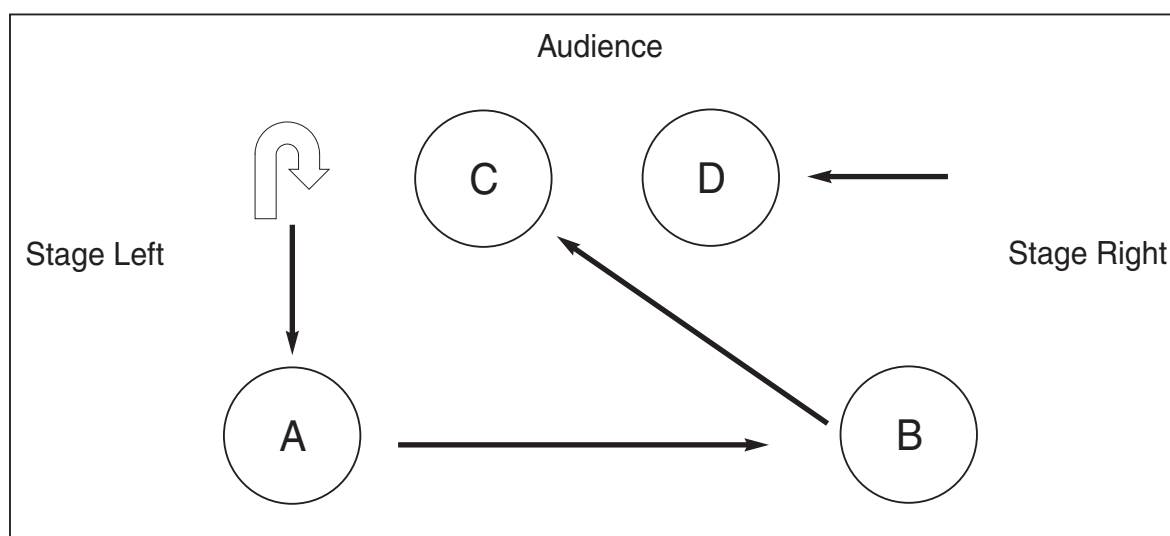
## Preparing for Rehearsal: A Movement Plan

- Prepare a movement plan if your characters are going to move. This way you can script movement as well as dialogue.
- If your character is talking to another character then turn your head towards that person.

Movement Plan "1"



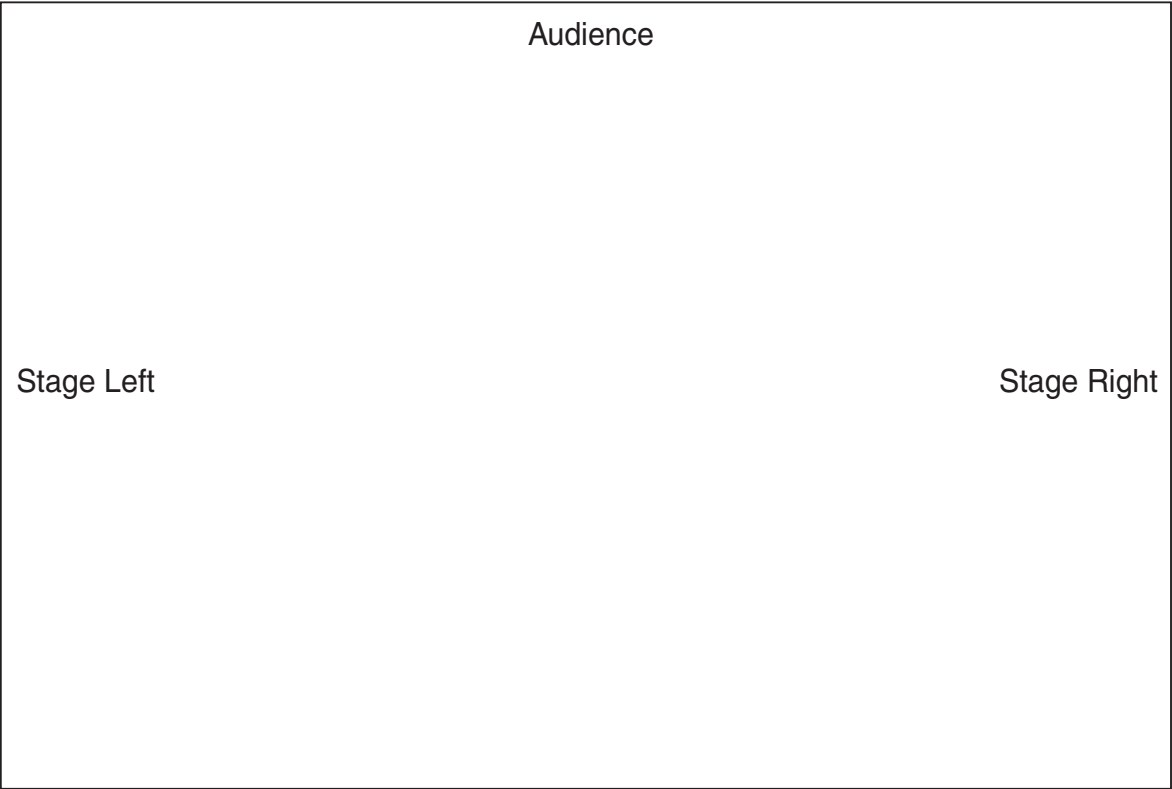
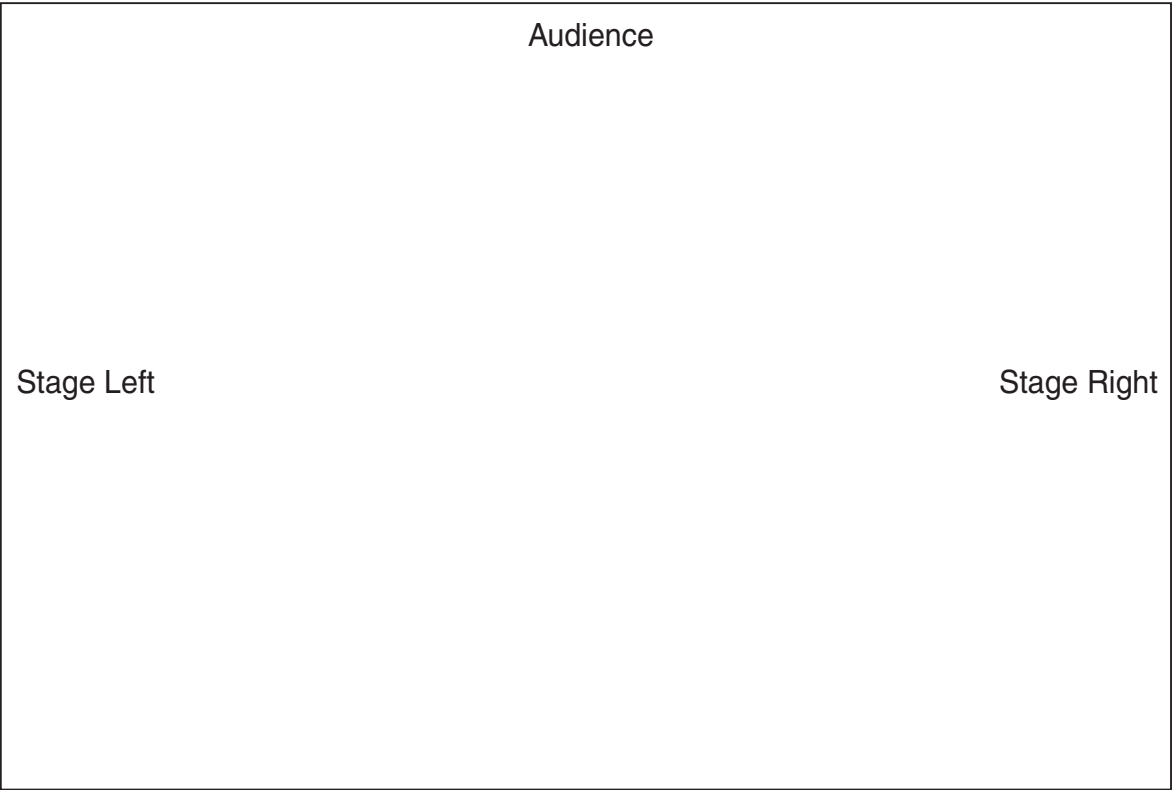
Movement Plan "2"



- Not all the characters will appear in the dialogue at the same time. To show that a character has left the scene he or she could turn their backs to the audience.
- Arrange your readers in rows or a semi-circle facing your audience. (Movement Plan "1")
- Use arrows to indicate any movement of the characters. (Movement Plan "2")
- If the character you are talking to is far away from you, look into the distance, above the heads of the audience, or if they are sitting while you are standing, look down or up.
- A narrator always looks at the audience.



**Movement Plan for the Reader's Theatre Presentation of \_\_\_\_\_**



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# Keeping a Module Journal

## ***Focus: Use of a Reflective Dialogue Journal in the Classroom***

### **Objectives**

By the end of the lessons, students will be better able to:

- understand the use of a reflective dialogue journal
- reflect on their experiences in the classroom in a journal
- write their experiences in a journal

### **Time Needed**

- 1 hour 20 minutes

### **Learning / Teaching / Assessment Tasks / Activities**

- Students discuss the concepts of a reflective dialogue journal
- They form questions to be used in the journal
- They take part in activities that raise awareness towards the concept of writing fluency
- They write a response to the lesson in the journal

### **Materials Required**

- Handouts for Learning Activities 1-3

# A Reflective Dialogue Journal

## Teacher's Notes

It is recommended that the journal form an integral part of this module. The module journal is based on the principles of reflection (that is, students are asked to reflect on previous learning experiences) and dialogue (in that what is written is given over to the teacher and selected classmates for comment and response).

The dialogue within the journal can be done between the teacher and individual students or it can be extended to include a study group of students in pairs or groups of four maximum.

Allowing students to decide who reads their journal strengthens the sense of ownership. The teacher always has access. Allow students to decide individually after the first lesson.

Points to note:

1. We can ensure that the students recognise the journal's relevance to the development of the module by:
  - a) Giving the first two lessons of the module over to an introduction to the use of a journal in the classroom.
  - b) Within these lessons ensuring the students are familiar with the benefits of journal keeping and its relevance to their studies and development as language learners.
  - c) Ensuring that dialogue through the journal forms a consistent part of the module.
2. Here are some of the benefits of keeping a journal:
  - a) A reflective dialogue journal is an essential tool in a student-centred approach to learning in that it ensures a constant dialogue between the journal keeper and the teacher.
  - b) The journal is the property of the student and can only be read by the teacher and whomsoever the student nominates. This sense of ownership creates confidence in the student's perspective on their own learning experiences.
  - c) The journal gives the student experience of writing fluency in that the aim is not writing accuracy but reflection on their writing experiences.
  - d) Students write more and write more often.
  - e) Students develop a sense of audience in their writing.
  - f) Students become aware of their learning needs and what impedes communication by attempting to express themselves through dialogue.
3. The following are some of the constraints arising from the introduction of a journal into the classroom:
  - a) Time and large class sizes are what probably worries teachers, but proper management and planning can help to overcome these problems. Examples of an efficiently managed journal would be:
    - i) Arrange to see each student's journal about two or three times over the module.
    - ii) The emphasis is on students building their responses and reflecting on their learning, not correction.
    - iii) Limit your comments to short phrases or asking questions such as "that sounds interesting" and "I'm not sure what you mean here."

## Catering for Learner Diversity

- b) Learner diversity may be a problem in that some students may feel isolated by the inability to express themselves. The following approaches will help:
  - i) From the beginning stress that they should communicate what they feel in the journal in any manner they wish, which includes drawing a picture or expression of ideas in point form.
  - ii) When responding to pictures restate what you think they mean. This should encourage a written response.
  - iii) From the beginning stress that while images are acceptable there should always be progression through the stages from pictures to words to short sentences.

## Learning Activity 1

Thinking about your learning

Give students the handout. Tell students to discuss their previous English lessons with a classmate and to share which lesson(s) they liked the most and which they liked the least.

As this is a reflective journal, this exercise asks the students to reflect on a previous learning experience and what they felt about it. If necessary, elicit particular lessons that they felt strongly about.

A reflective journal is easier for the students to handle if they have guidance as to what elements of a lesson they could pass judgement on. Brainstorm some questions that will assist them with the task.

Principally, these questions should be their own but what is being looked for are general headings. For example:

"What did I learn?"

"What was difficult about the lesson?"

"What was easy in the lesson?"

"Did I like it?"

"Did I understand everything?"

"What was enjoyable about the lesson?"

"What would have made the lesson easier for me to understand?"

"My biggest problem in the lesson was ..."

"What did I want to know more about?"

Students work in groups to come up with questions. There is space for eight questions on the students' worksheet. However, the number of questions is only for indicative purposes. Students should aim to write down questions that are meaningful and will help them reflect on their learning.

## Learning Activity 2

Writing about your learning

Students find a partner, and discuss and choose which questions they will use for the lessons throughout the short stories module. Then they work individually to answer the questions about

about their chosen lessons.

Page S2 gives space for six questions but allows students to choose up to eight if they want to.

This is an extensive writing activity and students should complete it to their own abilities. The emphasis is on reflection and expression of thoughts and feelings so students should not worry too much about spelling or grammar. The contents of this page are private and only the student who writes the answers can decide who sees it.

### **Learning Activity 3**

Responding to your partner

Students exchange their completed reflection on their chosen lesson with their partner. They read their partner's reflection and write some responses. Tell the students to offer some suggestions for one of the situations, two if possible.

The dialogue activity is a more demanding task than the previous writing exercise. Accept what can be delivered at this stage.

\*Before you start teaching any of the stories for the module, encourage students to keep a reflective dialogue journal so that they can think and write about their own learning. For a sense of ownership, you may ask students to keep their own notebook, which you may collect to give feedback and encouragement from time to time if you wish.

# Reading and Appreciating Short Stories



# **If I Were A Gentle Wind**

by Brad Philips

## ***Focus: Introduction to the First Person Narrative & Theme, Setting and Character***

### **Objectives**

By the end of the lessons, students will be better able to:

- recognise and use the first person narrative
- gain awareness of the concepts of theme, setting and character
- use descriptive adjectives of feelings

### **Time Needed**

- 3 hours 20 minutes

### **Learning / Teaching / Assessment Tasks / Activities**

- Students take part in vocabulary activities
- They write a first person narrative
- They write a review of a classmate's story (optional)

### **Materials Required**

- Story "If I Were a Gentle Wind"
- Handouts for Learning Activities 1-4

# 'If I Were a Gentle Wind' by Brad Philips

## Teacher's Notes

### Introduction:

'If I Were a Gentle Wind' could prove to be a nice opener for the module. It gives a good insight into a more simple straightforward approach to writing from a first person point of view. At its lowest focus it is just a nice piece of imagination, and probably differs little from a basic reading comprehension. There is no problem with this approach as it is hoped that the students can recognise that a short story can take a very basic form.

What makes this different from a basic reading comprehension is the last three sentences. After these sentences are read, the story becomes a very effective piece of creative writing and should, when the students are capable of unearthing the meaning here, be exploited as such.

**Focus:** An introduction to the basic approach to story writing through the first person narrative

### Learning Activity 1

#### Part A

This part is for vocabulary preparation. As the approach adopted is one where the students may have a very basic knowledge, the basic vocabulary here can be exploited as a pre-reading task. To achieve this, do not give students the story until they have done this activity.

Ask the students to work in groups and think of any words they know that could fit under the four headings. Give them an opportunity to come up with whatever they want.

Ask them to place the eight words that are found in the text under the four headings.

#### Answers:

Land – plains, mountains

Water – lakes

Animals/Birds – sparrows, eagle, loons

Plants – forest, meadows

#### Part B

Ask students to answer the questions predicting the setting and characters. It is not necessary to give them this terminology. Just use "Where" and "Who". You could choose to give them the terminology if you feel that it would not hinder the exercise.

#### Part C

Ask the students to read silently and, while reading, to look for the words that they have written in the table for Learning Activity 1A and write them down in the box in the order that they appear.

The words in the story that are given in Learning Activity 1A appear in the order below. Students may include other words they have come up with, e.g. trees.

- |            |              |           |            |
|------------|--------------|-----------|------------|
| 1. sparrow | 3. plains    | 5. forest | 7. meadows |
| 2. lake    | 4. mountains | 6. loons  | 8. eagle   |

#### Part D

After reading, ask students to think about their predictions and what they now know about the story.

#### Part E

The questions are generated to ask the students to reflect on their reading at a very basic level.

## Learning Activity 2

#### Part A

'If I Were a Gentle Wind' is a piece of writing which the writer sees himself as a teenager who is moving on to being a man but is hindered by other people's notions of him as still a child. It is probably aimed at his parents, elder siblings, teachers and anybody else who maybe doesn't understand him.

The last three sentences of the story are crucial to seeing this as a work of fiction and not a simple composition about nature.

In this activity the questions are designed to focus the students on this part of the story, which is in essence the conflict around which the story revolves.

### Catering for Learner Diversity

**For less advanced students,** you may personalise the questions to help them to come up with their personal response.

**For more advanced students,** they can be encouraged to involve the element of conflict as they create their own story in Learning Activity 3.

#### Part B

Listening is a different experience from reading, not just a different skill practice. Storytelling forms a useful element to the module and the opportunity to tell a story and respond after listening will be exploited.

#### Part C

Ask students to choose one of the places or things they met in the story as their focus, or they can use one from the vocabulary box at the beginning of the lessons.

Tell the students to brainstorm with their partner different adjectives to explain how they feel. Write their chosen place or thing at the top and the adjectives below.

### Catering for Learner Diversity

**For less advanced students,** Part C can be omitted entirely if it is deemed unsuitable. It is, however, a very useful addition to the module and should be used when possible. Students can be given a short list of places or things, e.g. eagle, tiger and forest, and provided with starters such as "If I were a ... I would be (adjective) because ..." to help them to express their ideas.

**For more advanced students,** give them the tasks individually but where necessary they should work with a partner.

## Learning Activity 3

### Part A

In class, students write the story in 100-150 words.

#### Catering for Learner Diversity

**For less advanced students,** ask them to write in fewer words, or simply write an outline of the story.

### Part B

Students read the completed story in a group as the first step in the editing process.

### Part C

Tell the students to complete the story at home and add images or drawings that will help to make their work more interesting. The stories can be decorated and hung on the classroom walls if deemed appropriate.

#### Catering for Learner Diversity

**For less advanced students,** remind them to check the tenses used in their writing and to add some adjectives/adverbs where appropriate.

**For more advanced students,** ask them to complete Learning Activity 4 before attempting Part C so that they can edit their stories while taking into consideration the feedback from their partner.

## Learning Activity 4

### Part A

Guide students to write down their feelings about their partner's story.

### Part B

Ask students to identify grammar or spelling mistakes in their partner's story and suggest ways to make improvement.

As an alternative to this learning activity, students can be asked to complete the Feedback Form on Story Writing on page T59 to give their partner some feedback on their story.

#### Catering for Learner Diversity

**For less advanced students,** omit Part B of the activity. They will just focus on the content of the story.

**For more advanced students,** ask them to complete both parts of Learning Activity 4 before attempting Part C of Learning Activity 3 so that they can edit their stories while taking into consideration the feedback from their partner.

# **The Dance**

by Tara Millican

## ***Focus: Setting, Character and Theme***

### **Objectives**

By the end of the lessons, students will be better able to:

- identify the theme in a story
- use adjectives as a means of developing the theme of a story
- write an alternative ending to a story
- gain an awareness of the concepts of setting and character

### **Time Needed**

- 3 hours 20 minutes

### **Learning / Teaching / Assessment Tasks / Activities**

- Students take part in activities that enhance their awareness of the concepts of setting and character
- They identify and use descriptive adjectives that are used to build atmosphere and form impressions of character
- They write the final paragraph

### **Materials Required**

- Story 'The Dance' (Original)
- Story 'The Dance' (Simplified)
- Handouts for Learning Activities 1-7

# 'The Dance' by Tara Millican

## Teacher's Notes

### Introduction:

The setting of a story relates to where and when the story is taking place. In 'The Dance', the students will be asked to focus on the use of language to build atmosphere and even to form impressions of characters solely through the description of the setting. It is suggested that the students be given the story in sections and that you withhold the title until after the first or second paragraph.

The students will also be introduced to the concept of theme.

### Catering for Learner Diversity

'The Dance' contains quite difficult vocabulary in its original form and is more suitable for students of average or higher level. **For less advanced students**, the simplified version below can be used. It should be noted, however, that the activities requiring students to work on "difficult words" relate to the original version of the story.

The Dance (simplified)

Please refer to the print version of this package for the simplified story.

## Learning Activity 1

### Pre-reading

Students could be asked to describe their bedroom. This can be done either by selecting students to tell the class or to partners. Then they are asked to think about experiences they have had, both good and bad. They should concentrate on the experience first and then where and when it took place. They are then asked to describe the where and when. Boxes will be provided for sketching the place(s) but where possible they should be asked to write a few sentences that describe their experiences. While spaces are provided for students to draw, ensure that they complete some writing even if it is only some adjectives that can describe the places.

You can tell the students that the experience can be made up.

Students share their experiences with the class. Model on the board the use of descriptive adjectives and how they are used to express feelings about a time or place. Look for and emphasise the contrast between the two places and experiences.

### Catering for Learner Diversity

**For less advanced students**, they can be given prompts such as the ones below to help them to describe the where and when in Learning Activity 1A2:

Time – morning/afternoon/night

Place – indoors/outdoors/where?

People – who was/were involved: friend(s)/yourself/family member(s)/next door neighbour(s)

## Learning Activity 2

This vocabulary activity aims at helping students to prepare for vocabulary which may hinder their comprehension of the text. Ask students to fill the gaps on their own and check answers with their partner.

### Answers:

1. lap
2. hunch over
3. swaying and rocking
4. permed
5. mysterious

### Catering for Learner Diversity

**For less advanced students** who will be reading the easier version of the text, they can be given the following sentences and glossary:

1. We were asked to wear jeans and a white \_\_\_\_\_ for the performance.
2. They decided to \_\_\_\_\_ the walls with oil paintings to give the room a stylish look.
3. As they played the music louder and louder, the crowd went wild and started \_\_\_\_\_.
4. He hears a \_\_\_\_\_ noise coming from the house, but does not know what causes it.

**Glossary**

banging their heads – moving their head energetically

line – form rows or lines on

mysterious – strange, unknown

tee – t-shirt

**Answers:**

1. tee

2. line

3. banging their heads

4. mysterious

**For more advanced students**, do not give them the glossary before they do the activity and use it only for checking answers.

**Learning Activity 3****Paragraph 1**

As the purpose of the activity is to encourage students to guess what is happening in the story and the title of the story may give away the answer, be sure you do not let students see the title of the story until the next activity.

Pre-teach words which may be difficult to students, such as:

aluminum (line 1)

linoleum (line 4)

The first paragraph is a good example of how the description of a place can influence how we view the characters that inhabit it. Here the students are asked to identify adjectives which are used to describe the building where the story is taking place and the furniture and decoration. The focus is on how the adjectives convey an atmosphere through the use of dark colours, blue and black, for example.

**Answers:**

Building/furniture/decoration

Adjective: aluminum, blue, black, linoleum\*

Noun: chair, paint, seat, lights, floor

\*This word does not appear in the simplified version.

Parts of the body

Adjective: cold

Noun: fingernails, hands, eyes, teeth, heads

Students are then asked to answer some questions based on their interpretation and choose adjectives that describe both the place and the narrator. In the paragraph the only description of the narrator is that she has cold hands. The students should still be able to produce some description of her.

Students share their answers with their partners.



## Learning Activity 4

### Paragraph 2

Pre-teach words which may be difficult to students, such as:

scatter (line 1)

dampness (line 3)

The students are asked to go back again and look at the words they chose before and confirm or change their opinions on the setting and the character. Notice again that the direct information we have about the narrator is very limited.

Students are asked to describe both the character and setting. The story gives much more information about the setting, but students should be encouraged to guess what the narrator is like.

### Catering for Learner Diversity

**For less advanced students,** they

- can be asked to write a couple of sentences describing the character and setting, drawing from the adjectives they have produced in Learning Activity 3;
- can make a list using the previous tasks and adding others; or
- can draw the scene, again with the help of the adjectives they identified.

**For more advanced students,** teachers might like to note that there is a change in tempo to the scene from fast to slow. In the first paragraph the tempo is fast: *wildly - banging - clapping*, it then changes to slow: *quiet - slowly - swaying - gently*. This adds atmosphere and the changes keep the reader interested. Teachers might like to ask some questions to set students to think along this line.

## Learning Activity 5

### Paragraphs 3, 4 and 5

The understanding of the first line of paragraph 5, *"Don't ask me. Please God don't ask me!"* is important to the comprehension of the theme of the story. Get the students to think about what he may be going to ask her. Most likely he may ask her to dance. Asking all the students to write is also important for the learning curve of the module and the final activity.

Students should share their understanding of the main character's feelings here.

### Suggested answers:

1. A boy.
2. She is nervous and she wants to avoid looking into the boy's "brown, engulfing" eyes.
3. She is talking to herself and she is afraid of being invited to dance.
4. gaze – a long look without stopping  
silhouette – an outline of a person or object  
engulfing – attractive, capturing people's attention and interest

### Catering for Learner Diversity

**For less advanced students** who are reading the easier version of the text, you may consider giving them the two multiple choice questions below instead of those in Question 4 of the activity.

1. gaze (line 13)
  - a) a quick look    b) a long look without stopping    c) an angry look
2. sweat (line 18)
  - a) drops of liquid that come from your skin when you are hot    b) head band
  - c) hair

Answers:

1. b            2. a

### Learning Activity 6

Writing the ending

#### Catering for Learner Diversity

**For less advanced students**, variation in grouping and the mode of interaction may help. Group work may be appropriate in the planning of the paragraph. Using a mixed ability group at this stage would help the process of writing. After the planning, individuals can write their own ending, or groups may work together to write. Depending on their ability, students can be asked to write only three to five sentences for the ending.

Students are asked to put themselves in the position of the main character and write a concluding paragraph.

Students can then present their stories to the class.

### Learning Activity 7

Paragraphs 6 and 7

Students now read the final paragraphs and compare the various different endings written by their classmates.

#### Catering for Learner Diversity

**For more advanced students**, ask them to discuss which ending they prefer and why.

# **Exhibition of Chinese Jade**

by Edward Kai Chiu

## ***Focus: The Use of Descriptive Adjectives and Personification***

### **Objectives**

By the end of the lessons, students will be better able to:

- identify descriptive adjectives in the text
- use descriptive adjectives in a short piece of writing
- recognise the use of personification
- use personification in a piece of writing

### **Time Needed**

- 2 hours 40 minutes

### **Learning / Teaching / Assessment Tasks / Activities**

- Students conduct an Internet search to collect information on the Chinese Diaspora particularly in the U.S.A.
- They take part in a vocabulary activity
- They identify descriptive adjectives
- They do a short writing task using personification
- They do a short writing task using descriptive adjectives

### **Materials Required**

- Story 'Exhibition of Chinese Jade'
- Handouts for Learning Activities 1-4

# 'Exhibition of Chinese Jade' by Edward Kai Chiu

## Teacher's Notes

### Introduction:

The vocabulary in this story might be challenging for some students and should be dealt with appropriately in advance. Encourage students to guess the meanings of words by using contextual clues before they look them up in the dictionary. Alternatively, teachers can give students some of the words to look up in a dictionary before they read the story.

A short story can be a reflection of the writer's feelings, as seen in the first-person narrative in 'Exhibition of Chinese Jade'. In the story, the jade seems to symbolise a feeling of a longing for a country and culture which the protagonist might never have seen.

### Pre-reading Activity

The pre-reading activities set out below will go a long way to opening the text up to all levels. If possible, conduct the first lesson in a computer lab. Alternatively, give out the website addresses before the first lesson and conduct a teacher-led discussion on the topic.

The lesson focus could be done either by using flash cards or photographs of Chinatown in New York where the writer lives. The photographs can be accessed from the following websites, or alternatively the websites themselves could be used in class or set as homework. The following pre-reading questions would apply, either if the photographs were used or the website set as homework.

- <http://www.chinatown-online.com/>
- <http://immigrants.harpweek.com/chineseamericans/1Introduction/BillWeiIntro.htm>
- [http://hoover.archives.gov/exhibits/China/Chinese\\_Americans/](http://hoover.archives.gov/exhibits/China/Chinese_Americans/)

Where do you think these pictures were taken?

Would you like to live there?

What would be the advantages and disadvantages of living there?

How many people of Chinese origin live in the United States? **(Over 2.4 million)**

Which states in the United States have the most people of Chinese origin? **(California with over 1 million and New York over 400,000)**

Do you think that they see themselves as Chinese or as natives of the country they live in?

### Learning Activity 1

#### Pre-reading

This activity is a blank-filling exercise. Give this before the main activity to prepare students for reading. Tell students to complete this activity and guess the words they do not know with the contextual clues in the story. After reading, students go back and check their guesses. If considered helpful, you may ask students to use the dictionary.

Teacher can check the answers by contextualising the words, e.g. *What are you enchanted by? Can you describe a heritage that has been passed on to you?*

**Answers:**

- |                                     |              |
|-------------------------------------|--------------|
| 1. benevolence                      | 6. virtuous  |
| 2. wizened                          | 7. cherished |
| 3. figurines                        | 8. heritage  |
| 4. enchanted/mesmerized             | 9. lustrous  |
| 5. pendant ... mesmerized/enchanted |              |

**Catering for Learner Diversity**

**For less advanced students**, give a couple of choices for each statement and ask students to choose, as in the example based on Question 7 below:

He would never give away or sell his father's ring as he \_\_\_\_\_ (cherished, hated) it with all his heart.

**Learning Activity 2**

## Paragraph 1

The focus here is the introduction to the story and how nicely the writer has set it out.

## Question 1

In the while-reading task the students are asked to note down the adjectives used to describe jade. While the identification of the adjectives is an important focus, in terms of developing the students' knowledge of the use of descriptive adjectives in creative writing, it also provides a lead-in to the next paragraph and how personification can also be used to express the writer's feelings.

**Answers:**

The two adjectives are "**beautiful**" and "**lustrous**" (means with a soft shine).

Elicit the meaning of lustrous by asking if jade is shiny like polished gold or different. The adjective "soft" here works very well, as it clearly draws the distinction.

## Question 2

Students are asked to complete a short writing task expressing how the writer feels about jade – he expects to see everyone wearing jade whenever he visits Chinatown, or any idea along this line.

It is also worth noting how the writer links jade to the people he sees wearing it – this is his identification with all things Chinese that he sees in Chinatown.

**Learning Activity 3**

## Paragraph 2

While reading the second paragraph the students are asked to identify, again, adjectives that are used to describe jade. In this case *smooth*, *warm* and *virtuous* are the adjectives used. The writer then moves on to assigning attributes to the stone that have human characteristics: *benevolence*, *justice*, *courage* and *wisdom*.

## Catering for Learner Diversity

**For less advanced students**, questions like these can be asked to bring out the literary device of "personification": *Do you think that a stone can have courage? Can it have wisdom? What properties of a stone can you say would represent courage?* As students may not be aware of the meaning of some or all of the adjectives, they could be given in the initial vocabulary input before the reading.

**For more advanced students**, apart from introducing the literary device "personification", students could be asked to think of other adjectives or nouns that can be used to personify jade.

## Learning Activity 4

Post-reading

### Question 1

After the final reading, ask the students to identify the symbolism of jade to the boy. The students are not made aware of the literary term "*symbolism*" yet. It is enough at this stage that they recognise the function of using an object, place, animal or even another person to express their feelings about something.

Any answers along this line should be acceptable:

Jade serves as a "bridge" connecting the writer with the Chinese culture he has been separated from; it enables him to feel reunited with his homeland or home-country.

## Catering for Learner Diversity

**For less advanced students**, give them a choice of statements and ask them to explain their choice.

**For more advanced students**, you might like to introduce symbolism by referring to the unit on the literary device on pages S59-S62.

### Question 3

Here the students are asked to identify something that represents Hong Kong to them. The questions leading to this are important as they ask the students to focus on this memory and what it means to them.

#### Question 3f

Students are asked to empathise with the writer and using the idea/object they have described in Questions 3a - e, give it human characteristics by asking it to speak to them about home.

Give the students some help by giving examples:

The Peak Tram might say: "Join me, come up here and you will see Hong Kong in all its splendour and if you ride in me you will also be taking a trip into history."

Ask the students what the following might say to them:

The Buddha statue on Lantau  
The harbour ferries  
The escalator from Central to the Mid-levels  
The flower market

Question 3g

Students write a short description of their memory with the help of their answers to the previous questions. Ask students to describe it to a partner after writing.

**Catering for Learner Diversity**

**For less advanced students,** allow them to skip Question 3g and ask them to draw a picture of their memory instead of describing it with words. They should write down a few adjectives or adjectival phrases that describe their picture, and be encouraged to share their picture with their partner.

# Old Sultan

by the Brothers Grimm

## ***Focus: Characterisation, Conflict and Plot***

### **Objectives**

By the end of the lessons, students will be better able to:

- identify the main characters in a story
- make predictions about the plot of a story
- identify the nature of conflict within a story
- create a dialogue between characters in a story

### **Time Needed**

- 4 hours

### **Learning / Teaching / Assessment Tasks / Activities**

- Students conduct an Internet search either at home or as a first lesson in a computer lab
- They make predictions about the story
- They identify characters in the story
- They create a dialogue between characters in the story

### **Materials Required**

- Story 'Old Sultan'
- Handouts for Learning Activities 1-4



# 'Old Sultan' by the Brothers Grimm

## Teacher's Notes

The Brothers Grimm (Jacob and Wilhelm Grimm) earned their reputation by putting down on paper the stories they had heard told in the traditional oral manner in the village where they grew up. Their first stories were published in 1814 and they went on to become very famous writers of fairy tales, many of which we know today. Some have been made famous in film. You can learn more about the Brothers Grimm and their stories from <http://www.literaturecollection.com/a/grimm-brothers/>.

### Introduction to the story:

'Old Sultan' tells the story of a farm dog which has grown old and is beginning to lose its usefulness to the shepherd, who is contemplating killing it. Sultan, overhearing a conversation between the shepherd and his wife to this effect, decides to ask an old friend, the wolf, to help him. They make a plan to prove to the shepherd that the old dog is still useful. Their plan is successful.

Unfortunately, the wolf is not the friend he was thought to be and he asks old Sultan to betray his master. Old Sultan refuses and the scene is set for a battle between old Sultan with his friend, a three-legged cat, and the wolf and a wild boar. At the end old Sultan is victorious.

It is the well-defined structure of this story which makes it of interest to the teaching of this module. The characterisation here is the most dominant element and it is this, as well as the structure, which could be exploited.

The following websites could be used to allow the students to prepare themselves for the story:

- <http://www.nationalgeographic.com/grimm/index2.html>  
Select the tale to be told by following screen options.
- [http://www.fln.vcu.edu/grimm/grimm\\_menu.html](http://www.fln.vcu.edu/grimm/grimm_menu.html)  
Select your fairy tales and see them illustrated.
- <http://www.grimmfairytales.com/en/main>  
Animated, with audio, Grimm's fairy tales
- <http://www.oldsultan.com/>  
This site is dedicated to the story and includes animation. It is particularly useful for students' home preparation.

## Learning Activity 1

### Paragraph 1

#### Pre-reading

The animals in this story are an old shepherd's dog, a wolf, a boar and a three-legged cat. Students could be asked if they have a pet. If so what kind of pet do they have? Is it very old? Students can be reminded that the age of dogs and cats is multiplied by seven to see the equivalent age in human terms.

Before students start reading the paragraph, teachers may ask the following questions:

1. Teachers could use photographs of animals from the story and ask students what they think of them, e.g. whether they like or dislike them, what "personalities" they will associate the animals with.
2. What should happen to an animal if it is ill with a terrible disease or it is getting so old that it is having trouble getting around?
3. What about an animal that is used for work, maybe a horse or dog? Should they be treated differently?

In Part A, students are asked to read the first paragraph and underline the names of all the characters they see. The vocabulary in this story is quite basic although a little pre-teaching of vocabulary may be necessary. Words such as "*livelihood*" may be new and can be pre-taught. Ask students to underline unknown words and use the context to guess their meaning as far as possible. You will deal with any words they are uncertain about at the end of the story.

The Character Box helps to draw students' attention to the main focus of this lesson. Here they are asked to add each character to a circle in the box, so building up a picture that can be referred back to at the end of the story.

#### Answers for paragraph 1 Character Box:

- shepherd
- Sultan the old dog
- the shepherd's wife

Students are asked to write a short sentence on what they think of the characters in paragraph 1. This helps them to focus on the main element of 'Old Sultan', i.e. characterisation.

In Part B, the task is to predict what will happen in the next paragraph and they are helped in this task with a series of questions. Students write their predictions in the box. They do not need to write full sentences, just short statements or even words.

### Catering for Learner Diversity

**For less advanced students,** ask them to draw their predictions and the result of their reading on a separate sheet of paper. They should then be asked to describe their predictions to their classmates with the help of the pictures. Alternatively, they can be encouraged to think as if they were one of the characters who have appeared in the story, i.e. the shepherd, Sultan, or the shepherd's wife, and say what will happen next.

## Learning Activity 2

### Paragraph 2

In Part A, students read the second paragraph and while reading put a circle around the new characters. When they are finished they add the new characters to the Character Box in Learning Activity 1.

The focus here is again on characterisation and allowing the students to have a bank of information that can be used at the end of the lesson.

#### Answers for paragraph 2 Character Box:

- the wolf
- the child

In Part C, the students are introduced to the concept of conflict and its integral role in drama. Students in groups are asked to reflect on any dramatic media experience they have had. The actual nature of conflict and its role as central to dramatic development in a short story is introduced for the first time. The students are asked to identify the nature of the conflict in paragraphs 1 and 2 and between which characters the conflict occurs. It is imagined that the majority of the students will identify the conflict as between the shepherd and old Sultan but it is possible that they may see it as between the shepherd and his wife or the shepherd and his wife and old Sultan.

With continued focus on conflict, the students are asked if the conflict still exists after reading paragraph 2. Identifying where in the paragraph the conflict is resolved allows them to identify parts of the short story for discussion.

**Answer:** Then the shepherd patted him on the head, and said, "Old Sultan has saved our child from the wolf, and therefore he shall live and be well taken care of, and have plenty to eat. Wife, go home, and give him a good dinner, and let him have my old cushion to sleep on as long as he lives." So from this time forward Sultan had all that he could wish for.

## Learning Activity 3

### Paragraphs 3 to 6

The reading of paragraphs 3 and 4 again introduces new characters and also continues the focus on dramatic structure with the identification of a second conflict, which is between old Sultan and the wolf. The introduction of a new conflict or the reversal of one that was seemingly resolved takes the concept of dramatic development a stage further.

#### Answers for paragraph 3 Character Box:

- the three-legged cat
- the wild boar

There are a number of words which the students may not know. These could be pre-taught in order that they will not hinder students' reading:

dainty morsel (line 30)

cudgel (line 33)

limped (line 38)

ashamed (line 51)

Students are asked to predict the outcome of the fight declared at the end of the last paragraph. Old Sultan is the classic fairy tale in that there is a happy ending, i.e. the resolution of the conflict(s).

## Learning Activity 4

Students are asked to go back to the Character Box they have used from the start of the lesson and identify in pairs two characters that they found interesting. The lesson moves on from here to the creation of a dialogue between the two chosen characters.

### Catering for Learner Diversity

**For less advanced students,** ask them to make use of any of the characters in the story who do not appear in the chosen scene. However, if possible, allow them to decide with their partner whether to create new characters or use characters that have appeared in the story. They can also be asked to write less, e.g. five to eight lines, depending on their ability. If students have difficulty in deciding where the conversation takes place, you might like to suggest that they write a dialogue where the wolf asks Sultan to let him eat one of the old shepherd's sheep, with Sultan ending up saying "No, I will be true to my master".

**For more advanced students,** encourage them to create new characters that are not in the original story for the development of dialogue. They can choose another farmyard animal to take part in the story, or an onlooker who may have witnessed what was happening.

# **Death by Scrabble**

by Charlie Fish

## ***Focus: Theme, Dialogue and Making Inferences***

### **Objectives**

By the end of the lessons, students will be better able to:

- identify the theme of a short story
- create a dialogue
- make inferences

### **Time Needed**

- 3 hours 20 minutes

### **Learning / Teaching / Assessment Tasks / Activities**

- Students complete a vocabulary crossword quiz
- They make predictions about the story
- They discuss the theme of the story
- They create a dialogue

### **Materials Required**

- Story 'Death by Scrabble'
- Handouts for Learning Activities 1-5

# 'Death by Scrabble' by Charlie Fish

## Teachers' Notes

### Introduction:

'Death by Scrabble' is a relatively high level text and should be used with the appropriate group of students.

The story itself moves along rhythmically and gathers pace nicely in line with the model of dramatic development. What may at first glance seem to be quite morbid is in fact a fun and enjoyable read.

Before the story is introduced, the students will complete a crossword puzzle which is similar to a game of Scrabble, providing a light-hearted introduction to the project. The story also has a nice twist to the ending, which on its own would justify its inclusion in the module. It is a fun piece of writing that can become a fun piece of learning.

At the beginning of the story the students will focus on the thoughts of the husband and move on to develop a dialogue between the husband and wife.

The game of Scrabble is often used in English language teaching platform. Awarded the trademark name Scrabble in 1948 the game has blossomed in popularity until the point where now two million Scrabble games are sold in the U.S.A. every year and 100 million worldwide. But Scrabble is more than a game for our living room. It is highly competitive, with thousands of clubs all over the world. In 2006, the American Scrabble Champion won US\$25,000. Scrabble is a useful tool for vocabulary building and in this case an interesting topic for a short story.

### Story Outline

In this story there are two characters, a husband and a wife. The man is hot and bored and the target of his depression is his wife. *"If she wasn't around, I'd be doing something interesting right now."* (line 9). The game of Scrabble becomes the vehicle for his anger, when the real problem is with himself.

*"My letters are crap."* The game is introduced and each word takes on greater significance. The severity of the words increases the tension and becomes more dramatic. From the husband – MURDER, ZAPS, CHEATING, SLEEP, EXPLODES, FLY, SLASH or SLAY, and finally QUAKE. His wife's letters seem to be goading him, FAN, READY, IGNORE, SIGN, CAUTION and finally DEATH. Everything is built around the game and the randomness of the letters, sending the husband a message that he can make things happen.

The twist is that it is the wife who has played the winning hand when the score for the game is so close. In reality the only earthquake is that the wife has won the game and she gloats as he chokes on the last piece of the tiles.

Before students start to read the story, introduce the game of Scrabble and the vocabulary and rules of the game: the tiles, letters, scoring, the bag, racks, the little pink star; double- and triple-word and double- and triple-letter scores; the sound of the clack, clack, clack as the letters are shuffled. All of these words will be used in the story.

## Learning Activity 1

Before the lesson, ask students to find out some information about the game of Scrabble, e.g. its history, popularity, how-tos and equipment. They may look up the official website of Scrabble (<http://www.scrabble.com>) or any other website, or see if there is one set of the game in the school's English Corner. When students come back for lesson, ask them if they have played the game before and to share with their partner what they have found out about the game in Part A of the activity.

The text contains words which many students may find challenging. There are two vocabulary activities to help them:

### Crossword puzzle

The crossword in Part B of the activity is designed to provide a focus on the words which appear in the text and are relevant to the plot. They have been separated from other vocabulary because of their relevance to the development of the story.

### **Catering for Learner Diversity**

**For less advanced students**, give out the crossword answers which are randomly arranged to help them to complete the crossword. Where necessary, they should work with a partner. You may also fill out a couple of answers (e.g. one across, one down) to help them to start off.

### **Answers:**

#### Across

2. slash      4. cheating      6. murder      7. begin      8. jinxed      10. slay

#### Down

1. quake      3. ignore      4. caution      5. fan      9. death      10. sleep

### Additional vocabulary with meanings

In this second vocabulary activity in Part B, the vocabulary is given with meanings and line numbers. Tell students to complete the first reading of the story at home. As a while-reading activity tell the students to underline all the new vocabulary they see in the text and put a circle around any new words they do not understand.

Before students do their first reading of the story at home, ask them to make predictions about the story by answering the questions in Part C.

## Learning Activity 2

Check any new vocabulary before going on to review students' predicted answers to the pre-reading questions in Learning Activity 1. Tell the students to look at their predicted answers again and complete the questions in Part B with short answers. A second reading may be necessary for this.

## Learning Activity 3

This activity aims to provide students with questions that will help them to understand the story before they move on to the next activity which will require them to make inferences about the story.

## Catering for Learner Diversity

### Question 1

**For less advanced students**, the teacher might consider asking students to do two instead of three words, or provide more hints by asking them to focus on lines 14-18. **For more advanced students**, provide five blanks which will include the additional words of SLASH and SLAY (line 79).

### Question 4

**For less advanced students**, enable them to answer the second part of the question by providing them with options such as the word shows (a) he really wants to win; (b) although the wife says she has lousy letters, she keeps on winning; and (c) he cheats by stealing a blank tile.

### Question 6

**For less advanced students**, provide them with options such as (a) An earthquake takes place and the husband dies; (b) He is surprised as his wife tries to kill him; (c) A tile gets stuck in the husband's throat, and he falls to the floor.

### Answers:

1. a. Murder      b. Kill      c. Stab
2. a. T      b. F      c. T      d. F
3. The wife gets static shock off the air-conditioning unit.
4. "Cheating". The word reflects his dishonest action of stealing a blank tile from the bag.
5. a. explodes      b. cheating      c. zaps
6. A tile gets stuck in the husband's throat, and he falls to the floor.

## Learning Activity 4

The set of questions in this activity is designed to help students to identify the theme of the story. All answers are possibly correct. We can read different meanings into the text. What is important here is the introduction to the idea of inference in a text, an important concept for the next stage, the creation of dialogue.

The questions here are designed to focus the students on the fact that what we are witnessing is not in fact a murder plot, but something more ordinary. It is not important if they decide that it is a murder plot but give them every assistance to see the lighter side of what is going on.

## Catering for Learner Diversity

**For less advanced students**, consider giving them only two options for each of the questions in Part A:

1. According to the story, the husband
  - a) really wants to kill his wife
  - b) is hot, bored and wants to end his marriage
2. The words in the tiles that the husband plays
  - a) help to make up his mind to kill his wife
  - b) show his internal struggle with his own feelings



3. The quake at the end of the story
  - a) is real and causes him to swallow the tiles and die
  - b) is not real but shows his anger because his wife has won

You may also ask students to explain which lines in the story give them the answers.

For Part B, less advanced students can be given a shorter list of words, e.g. "love", "hatred", "anger", "jealousy" and "marriage", for consideration while deciding on the theme of the story.

## Learning Activity 5

Before this activity, go over paragraphs 16 and 17 in depth with students. Make sure they understand the mood created in this part of the story before they write.

When students have completed their dialogue, ask them to work in pairs and read the dialogue with their partner. Encourage them to read the dialogue with some variation in pace and volume to express the emotions.

Students can also be asked to make use of the Feedback Form on Dialogue Writing on page T60 to give peer feedback.

# **Jorinda and Jorindel**

## **by the Brothers Grimm**

### ***Focus: Revision on Plot, Character, Setting and Theme***

#### **Objectives**

By the end of the lessons, students will be better able to:

- identify and understand the plot, character, setting and theme of a story
- write a different opening for a story
- write an alternative ending to a story

#### **Time Needed**

- 4 hours 40 minutes

#### **Learning / Teaching / Assessment Tasks / Activities**

- Students conduct an Internet search to know more about the Brothers Grimm
- They discuss and make predictions about the story
- They take part in activities that enable them to understand the plot, explore character, setting and theme, and consider how the writer opens and ends the story
- They write an alternative opening and ending to the story

#### **Materials Required**

- Story 'Jorinda and Jorindel'
- Handouts for Learning Activities 1-3

# 'Jorinda and Jorindel'

## by the Brothers Grimm

### Teacher's Notes

#### Introduction:

This is a revision unit, which adopts a slightly different approach from that of the other units to provide students with further opportunities to examine plot, character, setting and theme. The different ways of opening and closing a story will also be considered. While most of the previous units asked students to read the story in chunks (as a means of involving them in the developing process of a text), here students are encouraged to read Jorinda and Jorindel from start to finish in a holistic manner, before they are asked to attempt the activities.

The materials in this unit are divided into three parts: pre-reading, while-reading and post-reading, with each providing activities for choice. Teachers might like to select what they deem appropriate, depending on students' needs and interests.

While students may have already read one of the stories 'Old Sultan' by the Grimm Brothers, you may ask them to read other Grimm's tales which can be found in the following sites:

- <http://www.grimmfairytales.com/en/bio>  
A website useful for all aspects of the writers' work and life.
- [http://www.apple.com/trailers/miramax/the\\_brothers\\_grimm/trailer/](http://www.apple.com/trailers/miramax/the_brothers_grimm/trailer/)  
A trailer of the Hollywood production of the life story of the Brothers Grimm. Particularly useful for setting the scene for Jorinda and Jorindel as the trailer tends to be quite dark and mystical.  
If possible, the DVD of the film, 'The Brothers Grimm', could be used as a precursor to the story.

Below are other questions which could be followed or adapted:

- a) If you lived in the same time as the Brothers Grimm, do you think you would have liked them? Why? Why not?
- b) Which of the following stories do you think were not written by the Grimm Brothers?
  - Cinderella (Grimm Brothers)
  - Cowherd and Weaving Girl (Chinese fable)
  - Snow-white (Grimm Brothers)
  - The Fox and the Cat (Grimm Brothers)
  - The Little Mermaid (Hans Christian Andersen)
  - Hansel and Gretel (Grimm Brothers)
  - The Golden Goose (Grimm Brothers)

#### Learning Activity 1

##### Pre-reading

A teacher-led class discussion on the work of the Brothers Grimm related to the homework would help to set the scene for the story.

Before the students start to read the story, ask them to number the paragraphs in the story for easy reference. Have them work on the activities in the handout to prepare them for the reading. For the vocabulary activity, students should complete and check their answers with their neighbours.

### Answers for Question 2:

- d) setting the scene of the story
- e) Other ways of opening a story may include starting with the end of the story and working backwards, giving the reader a shock, the writer describing his/her own thoughts or situation, or just putting down one catchy word, e.g. "Help!".

### Answers for Question 3:

- |             |                 |
|-------------|-----------------|
| a) maiden   | f) chamber      |
| b) gloomy   | g) meagre       |
| c) trembled | h) shepherd     |
| d) cage     | i) wept         |
| e) mournful | j) disenchanted |

### Catering for Learner Diversity

**For less advanced students**, you may ask them to work in groups for the vocabulary activity instead of working on their own.

## Learning Activity 2

While-reading

This activity helps students to understand the plot, explore the characters, setting and theme. If possible, arrange students into groups so that they can work out the answers together.

### Answers for Part A

Question 1:

Statement	T/F	Remarks
The fairy lives in a castle, and has the power to change pretty girls into birds.	T	
Jorinda is a shepherd and Jorindel is a pretty girl.	F	<i>Jorindel a shepherd and Jorinda a pretty girl</i>
Jorinda and Jorindel take care not to go near the fairy's castle.	T	
Jorinda and Jorindel are lost in the wood.	T	
Jorinda turns into an owl.	F	<i>Jorinda turns into a nightingale</i>
Jorindel turns into a stone.	F	<i>Jorindel is unable to speak or move because of the fairy's magic</i>
The fairy takes the nightingale away.	T	

Question 2:

- (a) It is strange because it is where he has the dream about the magical purple flower and where he finds it.
- (b) It has the capability of destroying the fairy's magical power.

### Catering for Learner Diversity

To stretch **more advanced students** based on Question 2(b), consider asking the following questions on symbolism in the story:

1. What is the flower in the story a symbol of? (a symbol of hope/courage/faith/restoration of order)
2. If symbolism was not used in the story, do you think the story would be less or more interesting? (students' own answer)

Please refer to the unit "Symbolism" on pages S59-S62 of the student's handouts for more examples on the literary device.

- (c) It takes him nine days.
- (d) She is the bird in the cage which the fairy has taken down and carried with her as she runs away.
- (e) Jorindel sets free Jorinda as well as the other maidens whom the fairy has turned into nightingales.

### Answers for Part B

The Fairy:

All day long she flew about in the form of an owl, or crept about the country like a cat; but at night she always became an old woman again. (para. 1)	<i>capable of changing shapes; powerful</i>
... but when any pretty maiden came within that space she was changed into a bird, and the fairy put her into a cage ... (para. 1)	<i>jealous of pretty girls; cruel</i>
... the old fairy came forth pale and meagre, with staring eyes, and a nose and chin that almost met one another. (para. 5)	<i>ugly</i>
But she laughed at him (Jorindel), and said he should never see her again ... (para. 7)	<i>enjoy seeing others suffer; evil</i>
... the fairy had taken down one of the cages, and was making the best of her way off through the door. (para. 11)	<i>angry and unforgiving, wilful</i>

Jorindel:

1. See example provided in the student activity sheet
2. Helpless; there is nothing he can do
3. A determined and optimistic person; he doesn't lose hope or give up despite failure
4. Brave and considerate; not only does he dare re-visit the dangerous castle, he also frees Jorinda and the other victims

Or, any acceptable answer

Jorinda:

Sympathetic – because Jorinda is pretty, innocent and does no harm to anybody; yet she falls victim to the fairy's magic spell, is turned into a nightingale and for a while seems never able to see Jorindel again

Or, any acceptable answer

### Catering for Learner Diversity

**For less advanced students,** ask them to focus on one of the characters, e.g. the fairy, for character analysis. Further, they can be asked to work only on the descriptions in boxes 1, 3 and 5. Alternatively, provide them with a few adjectives (e.g. ugly, powerful, evil) and ask them which best describes the fairy, using examples from the story to justify their choice.

### Answers for Part C

1. Sun – fast setting  
Castle – old walls  
Song of the Nightingale – mournful  
The owl – fiery eyes, screaming "Tu whu"
2. The dim and gloomy environment, as suggested by the setting of the sun and the castle's old walls, sets the context for the meeting between the lovers and the fairy. The owl's fiery eyes and unpleasant voice ("Tu whu") add to the danger of the encounter. The melancholic mood of the scene is brought about by Jorinda's mournful tunes after she is turned into a nightingale.

### Catering for Learner Diversity

For **less advanced students**, instead of completing Part C of this activity, they can be asked to choose a scene in the story and draw a picture of it. Encourage them to refer to the story for details about the setting as they draw. Encourage them to try writing a few adjectives or descriptive phrases to help them to explain their drawing to their partner. Also, encourage them to share their views on each other's work.

### Answers for Part D

He does so because he wants to save Jorinda. He refuses to give up and is not afraid of danger. This is a story about hope and steadfast love.

### Answers for Part E

Yes, the story ends with a success, as Jorinda succeeds in finding Jorinda and setting her free.

## Learning Activity 3

Post-reading

This writing activity aims to stretch students' imagination and encourage their creativity. You may revise with students the different ways of opening and closing a story before they work on the tasks.

### Catering for Learner Diversity

For writing a different opening, **less advanced students** can be asked to work in groups and share with the rest of the class what they have come up with. They can also vote for the most interesting opening in the class. For writing an alternative ending, they can take part in a class discussion on the options given and share their views on how the options will affect the ending of the story before they start to write.

# Creating and Performing a Short Story

## ***Focus: Personification, Narration and Dialogue***

### **Objectives**

By the end of the lessons, students will be better able to:

- understand the use of personification in a story
- understand the purposes of first and third person narration in a story
- create dialogue from prose
- create commentary for a dialogue

### **Time Needed**

- 1 hour 20 minutes

### **Learning / Teaching / Assessment Tasks / Activities**

- Students discuss the concepts of personification, narration and dialogue
- They convert a given text from prose to dialogue
- They expand a given dialogue by inserting commentary

### **Materials Required**

- Notes on personification, narration and dialogue
- Handouts for Learning Activities 1-2



# Personification, Narration and Dialogue

## Teacher's Notes

### Introduction:

This worksheet links the use of personification and dialogue within a story. It draws examples from two of the stories in this module: 'Old Sultan' and 'Exhibition of Chinese Jade', and is suggested for use when the stories are read.

### 1. Personification

Go over the examples of personification with the class. Ask students to quote other examples of personification that they have come across in other stories.

### 2. Narration

Introduce the two different approaches to telling a story and the language used to define this to the class. The use of the first person pronoun is given in 'Exhibition of Chinese Jade', and that of the third person pronoun is given in 'Old Sultan'.

### 3. Dialogue

Go over the example of dialogue with the class.

## Learning Activity 1

Personification and Dialogue

Students create a dialogue from prose from paragraphs 5 and 6 of 'Old Sultan'.

The areas of the text to be changed are highlighted – A-G. Answers for A and B are given.

Students complete the exercise on their own or with their partner. Check progress after C and D to ensure that they are on the right track.

### Catering for Learner Diversity

**For less advanced students**, consider providing the dialogue for C and D with blanks inserted for students to complete before they move on to create E, F and G on their own.

For example:

(C) The wolf continued, "And she is now \_\_\_\_\_ a stone to throw at us."

(D) "I don't like this \_\_\_\_\_," said the boar while he was laying down behind a bush.

Answers:

(C) picking up

(D) way of fighting

**Optional Activity:** Students in pairs perform their dialogue to the class.

## Learning Activity 2

Narration

Guide students to expand the dialogue by including descriptions of the couple's expressions and gestures, the setting, or any other imaginative details.

### Catering for Learner Diversity

**For less advanced students,** consider introducing some reporting verbs which they can use in their writing, and remind them of the correct use of punctuation for quotations. You may also consider helping them to start off by providing a paragraph with blanks to complete before they move on to write their own narration. For example:

The shepherd, feeling helpless, threw up his hands. "But what can we do with him? He is so old now and his teeth have all fallen off!"

Seeing that her a) \_\_\_\_\_ fail to understand her, the wife tried to b) \_\_\_\_\_. "He doesn't have to serve us, does he? We just have to give him plenty to eat and my cushion to sleep on."

Answers:

a) husband

b) explain

## ***Focus: Metaphor and Simile***

### **Objectives**

By the end of the lessons, students will be better able to:

- understand the use of metaphor in a story
- understand the use of simile in a story

### **Time Needed**

- 40 minutes

### **Learning / Teaching / Assessment Tasks / Activities**

- Students take part in a teacher-led discussion on the concepts of metaphor and simile
- They work on multiple choice questions on the use of metaphor and simile

### **Materials Required**

- Handout for Learning Activity

# Metaphor and Simile

## Teacher's Notes

### Introduction:

It is suggested that this worksheet on similes and metaphors be introduced before the start of the story writing activity on pages S73-S85 of the student's handouts or after the first draft of the story writing activity is completed. With guidance at that stage the students may be able to insert metaphors and/or similes into the next draft of the story writing activity.

The concept of simile and metaphor is compared with their understanding of comparative adjectives.

Examples are given of how similes are used (i.e. examples "A" and "B"), and how we construct metaphors (i.e. examples "C" and "D"). Example "D" gives an example of a cultural English metaphor and is used to show that we can understand "English" metaphors by looking at the context.

### Answers for Learning Activity:

1. ... is the apple ...  
a) -- Metaphor
2. ... has a heart of stone ...  
c) -- Metaphor
3. ... as proud as a peacock ...  
c) -- Simile

### Catering for Learner Diversity

**For less advanced students**, underline the key phrases for them and ask them to identify whether it is a simile or a metaphor and choose the correct meaning.

**For more advanced students**, ask them to underline the part of the sentence which is the simile or metaphor and write "S" or "M" in the bracket. Encourage them to come up with the meaning themselves instead of providing them with options. They can also be asked to think of other examples of similes and metaphors.

## ***Focus: Symbolism***

### **Objectives**

By the end of the lessons, students will be better able to:

- understand the use of symbolism in a short story
- use symbolism in a short story

### **Time Needed**

- 1 hour 20 minutes

### **Learning / Teaching / Assessment Tasks / Activities**

- Students explore some Chinese symbols and their meanings
- They apply symbols that they have learnt in writing an ending for a story
- They explore the use of colours as metaphors

### **Materials Required**

- Handouts for Learning Activities 1-3

# Symbolism

## Teacher's Notes

### Introduction:

Note: It is suggested that this worksheet be used before students write their own story.

Here the concept of symbolism is pursued through the development of a story starting from very basic information about two seemingly disparate people, Emily and Chang.

### Learning Activity 1

Symbolism in Chinese culture

This activity introduces traditional Chinese symbols and their meanings. It could be set as homework by telling students to research the topic of Chinese traditional symbols and their meanings.

Students complete the matching exercise. The answers are below.

Symbol	Traditional Meaning
Mandarin Duck	Happiness in Marriage
Eagle	Strength
Magnolia (flower)	Beautiful Woman
Tiger	Courage and Bravery
Red (colour)	Happiness
Snake	Woman
Cricket	Fighting Spirit

These answers were taken from <http://www.asianartmall.com/refsymbols.htm>

It is possible that there is a conflict of opinion on what exactly these symbols stand for but for the sake of the exercise tell the students that these definitions are what will be used in the worksheet.

As the development of the activity depends on these definitions, it is important that they are followed.

### Learning Activity 2

Using symbolism in short stories

The short story which starts here guides students through the rest of the worksheet. Pre-teach the vocabulary in the story where necessary.

Students complete the exercise by adding one of the symbols taken from Learning Activity 1 to complete the appropriate gaps in the text.

As the story unfolds, tell the students to add an appropriate ending to reflect their understanding of what is going on in the story.

Tell the students that they should keep the story they have for use later on.

The story should be completed as below:

*Emily was worried about the journey that she would start, but when she moved from her bed to the window and saw the **red** sky light up the morning, a smile appeared on her face.*

*Going into the forest was like going into a deep darkness. She trembled, stopped and was about to turn back when she saw a **tiger** in the long grass ahead. It gave her a start, but she was sure she saw it nod and beckon her to follow it. She breathed deeply and moved cautiously onwards.*

*Chang never really knew why he came to this same spot at the edge of the forest. He just did. He had been coming here for three weeks now and he did not know why. But now he had had enough, this would be his last time. He bent his head and sighed, and out of the corner of his eye he saw a **Mandarin duck**, and as it came towards him he saw that in its beak it carried a flower, a **magnolia**. It sat down beside him. He decided to wait a little longer, just for a while.*

### Catering for Learner Diversity

**For less advanced students**, you might like to:

1. provide them with choices for the blanks, for example:
  - 1<sup>st</sup> blank – red, magnolia
  - 2<sup>nd</sup> blank – snake, tiger
  - 3<sup>rd</sup> blank – eagle, mandarin duck
  - 4<sup>th</sup> blank – cricket, magnolia
2. start them off by providing a beginning sentence, e.g. Then he heard some noises.
3. provide pointers as to how to develop the plot further, for example:
  - where did it come from?
  - what or whom did he see?
  - what action did he take?

### Learning Activity 3

Colours and symbols

Some other examples of colours as metaphors are:

1. White – purity, innocence, cleanliness  
e.g. Don't pretend to be lily white. I saw you stealing my wallet with my own eyes.  
(innocence)
2. Grey – sadness  
e.g. Now that his wife has died, he can only see grey skies. (sadness)
3. Purple – power, wisdom, magic, luxury  
e.g. Even though he was born to the purple, he lives a simple life. (power)

## ***Focus: Theme and Message – Story and Fable***

### **Objectives**

By the end of the lessons, students will be better able to:

- identify the theme of a story
- identify the message of a fable
- determine the difference between a story and a fable
- write a short fable

### **Time Needed**

- 2 hours

### **Learning / Teaching / Assessment Tasks / Activities**

- Students take part in a whole class discussion about growing up in a small village
- They read a short story and identify its theme
- They read and write a short fable

### **Materials Required**

- Handouts for Learning Activities 1-3



# Theme and Message – Story and Fable

## Teacher's Notes

This set of material is for classes who wish to examine the concept of theme more closely. It also allows them to consider the messages or morals of fables, and to practise writing a fable of their own invention.

### Learning Activity 1

Stories and theme

1. Before students read the story, conduct a whole class discussion of what it would be like growing up in a small village far away from the big city.
2. Students read the short story. Its vocabulary is fairly straightforward, but if there are any words which present difficulty, encourage students to guess their meaning in context before going over them with the class.
3. Students follow the steps to guess the theme of the story. You could have a class discussion on what the theme is and why students think so. Stress that differences are not a problem as long as they can show their reasons for what they think the theme is. Differences can be highlighted and acknowledged to strengthen this point.
4. Students read the ending of the story and tell what they think the theme of the story is now. Again, allow different interpretations and encourage students to justify their answer.

#### Answers for Part A:

1. She wants to seek a better future/a more fulfilling life.
2. He is waiting for his love.
3. Probably not. Emily knows her family will not understand why she has to leave and everyone Chang knows (probably including his family) says he is crazy.
4. Yes, Emily is very determined that it is time to leave home to seek happiness and fulfilment, while Chang believes in what he is waiting for but is less certain that his wishes will be fulfilled.
5. The people in Chang's village say he is crazy, and those in Emily's village will probably wonder why she leaves.
6. Students' own answer with reasonable justification (One possible answer might be "The characters are trying to follow where their heart leads them. It is difficult to say whether it is right but I respect their decision.")
7. Any reasonable title, e.g. The Road, Life Decisions

#### Suggested answers for Part B:

The theme of the story could be:

- love unites people from faraway places
- how different people make different personal decisions in life
- pursuing one's ideal or realising one's dream involves sacrifice and perseverance

### Catering for Learner Diversity

**For less advanced students,** the teacher may do a vocabulary pre-activity with students, or provide a glossary to prepare students for the more challenging words in the story, such as "practically", "outskirts" and "vigil".

**For more advanced students,** consider introducing the concept of "twist" after they have read the ending of the story. A twist is an unexpected change in the plot which will bring the reader surprise or shock. Encourage students to share any stories/films with a twist that they have come across. You may also ask students to re-read the story 'The Dance' on page S12, which includes a twist at the end, or any other stories that contain a twist. Stories with a plot twist can be found at the following websites:

- <http://www.readbookonline.net/stories/Henry/108/>
- <http://www.mysterynet.com/twist/>

### Learning Activity 2

Fables and message

The fable 'The Fox and the Crow' is from the collection of the ancient Greek scholar Aesop. The vocabulary is basic but you could pre-teach the following:

beak (line 1)  
foot of the tree (line 4)  
glossy (line 6)  
surpass (line 6)

Test the meaning of "flatterers" to check the understanding of the message.

### Learning Activity 3

Writing a fable

Students are required to write a short fable in this activity. To help students to come up with more ideas, arrange them to work in pairs.

### Catering for Learner Diversity

**For less advanced students,** consider asking them to collect some Chinese fables and turn them into English, or simply collect them for ideas. The following websites may help:

- <http://edu.ocac.gov.tw/biweekly/animation3/index.htm>
- <http://www.epochtimes.com/b5/nf2771.htm>

## ***Focus: The Art of Storytelling***

### **Objectives**

By the end of the lessons, students will be better able to:

- have a better understanding of storytelling
- revise, consolidate and reflect on the story elements such as plot, theme, character and setting previously taught in the module
- retell a story to the class

### **Time Needed**

- 2 hours 40 minutes

### **Learning / Teaching / Assessment Tasks / Activities**

- Students conduct an Internet search on storytelling
- They identify story elements such as plot, theme, character and setting
- They choose an interesting story and develop it into storytelling form
- They retell their story to the class

### **Materials Required**

- Previously completed handouts on the story 'Old Sultan'
- Handouts for Learning Activities 1-4

# The Art of Storytelling

## Teacher's Notes

### Introduction:

'The Art of Storytelling' consolidates the foci of other lessons in this resource package. Learning Activity 2 will focus on one of the stories 'Old Sultan', the purpose of which is to prepare them for telling their own story in the subsequent activities. Therefore, make sure students have finished reading it before starting this activity.

Before the lesson, tell students to research about storytelling. The following websites are useful resources for knowing more about storytelling:

- <http://www.eldrbarry.net/roos/eest.htm>
- <http://www.chinesestorytelling.com/index.html>

Tell the students they are going to tell a story and that they will have to find the story to tell. If possible, conduct this activity in a computer lab.

Present the students with the following options for finding their story:

- Stories they can find themselves from any of the websites below or any of their own choice:
  - <http://www.merlynspen.org> - a good source of writing from American high school students. Students need to join before they can search and download material. (Registration is required to download stories.)
  - <http://www.gutenberg.org/etext/2591> - directs the students to the tales of the Brothers Grimm. Useful for short fairy tales that were originally oral folk tales. There is access on this page to downloadable audio files.
  - <http://www.storyarts.org/library/index.html> - many short folk tales and fables.
  - <http://www.aaronshelp.com/storytelling> - popular storytelling site that has adapted stories into the storytelling format. Free to use.
- Any story they know from any source. (Make sure it is a story in English.)
- Local libraries.
- Someone from their family or community who may have done something of note in their life.

You can also choose to download stories for your students from the above websites.

### Catering for Learner Diversity

**For less advanced students**, these sites may be more suitable:

- <http://www.gutenberg.org/etext/19994> for Aesop's Fables
- <http://www.gutenberg.org/etext/2591> for fairy stories

## Learning Activity 1

Students bring their chosen story to class. Form them into groups of four and ask them to look at the four stories that they have and choose the one they consider most interesting. Students discuss what criteria they would use to choose their stories and decide on the story they consider most interesting. Suggest that the length of the story and the level of difficulty of the vocabulary in the text may be some of their considerations. Ask students to report on the criteria they have come up with and the story they have chosen.

Tell the students that they are going to determine the theme of their story as the first step. To help them to do so, take them through the activity of matching the specific topics to the themes.

### Answers:

Travel – Strange Food

Growing up – Childhood

Adventure – Time Travel, Dreams

Romance – Broken Heart

History – Heroes, Famous People

Having completed the exercise, students go back to their chosen story and examine its theme. They then move on to identify who the main and other characters are. Ask them why they have given the name "main characters" to some of the characters and how they are different from the other characters.

### Catering for Learner Diversity

**For less advanced students**, instead of asking them to read all the stories collected by their group members, you may ask them to simply share with their group members what their own story is about.

## Learning Activity 2

Students should bring the story 'Old Sultan' to class for this activity. Based on the sequence of events in the story, students work in groups to complete Part A.

### Answers for Part A:

9. The boar and the wolf run away when they see the cat with three legs.
6. The wolf wants to steal a sheep.
10. Old Sultan and the wolf become friends again.
2. Old Sultan hears the shepherd's plans.
3. Old Sultan tells the wolf what the shepherd plans to do.
1. The shepherd decides to shoot old Sultan.
7. The wolf challenges old Sultan to a fight.
5. Old Sultan is told he can live with the shepherd and his wife forever.
8. Old Sultan asks the cat with three legs to help him to fight the wolf.
4. Old Sultan rescues the child.

### Learning Activity 3

In Part A of this activity, students work in groups to develop the plot table for their chosen story in class, or they can complete it as homework. Tell students that they should know the story well and identify what they consider to be the most interesting or exciting parts of the story in order to keep the audience involved.

In Part B of the activity, students write a concise version of the story which they will be telling the class. Remind them to make it easy for their classmates to understand the story by hearing without reading.

#### Catering for Learner Diversity

**For less advanced students,** you may ask them to write their story in fewer words, e.g. 50-80 words.

### Learning Activity 4

For Part A, go over the tips on storytelling and illustrate where necessary. Allow some time for students to practise using the fable 'The Fox and the Crow'. You may go around groups, listen to students' reading and give feedback so they know what you expect from them.

For Part B, allow students to practise in groups during lesson before they tell the class their own story. While they listen to the other groups telling their story, you may ask them to fill out the Feedback Form on Storytelling on page T61 and encourage them to give oral feedback to each other.

## ***Focus: Writing a Short Story***

### **Objectives**

By the end of the lessons, students will be better able to:

- plan a short story
- write a short story
- perform a story (optional)

### **Time Needed**

- 6 hours (Learning Activities 1-6)
- 4 hours (Learning Activity 7)

### **Learning / Teaching / Assessment Tasks / Activities**

- Students brainstorm and build setting and atmosphere for a story
- They brainstorm and build characters for a story
- They plan the plot of a story
- They write a short story and give peer feedback to each other
- They perform a short story in the form of a Reader's Theatre (optional)

### **Materials Required**

- Handouts for Learning Activities 1-6
- Handout for Learning Activity 7 (optional)
- Character Flashcards
- Setting Flashcards
- Plot Planner
- Movement Plan (optional)

# Writing a Short Story

## Teacher's Notes

### Catering for Learner Diversity

This module adopts a comprehensive approach to writing the story by leading students to brainstorm ideas for the setting, atmosphere and characters before they work on the plot. Allow flexibility for students to make changes to any of these as they write.

Teachers should also note that not every step should be followed with the same precision. For instance, you may ask your students to work on the plot first before they look into the details of the story, i.e. setting, atmosphere and characters.

The writing activity should be approached in the light of the student's ability. Where and when necessary, skip over or skim through some of the steps. With more advanced students allow them to pursue the learning outcome at their own chosen speed with minimal guidance.

**For less advanced students,** consider arranging them to write the story in groups so that they can support each other and have more ideas and vocabulary for writing. Have groups comment on each other's writing.

### Learning Activity 1

#### The Setting

Form students into groups of four and give out a set of the Setting Flash Cards on page T57 to each group. Students take turns to describe the setting on the cards using adjectives.

Go over the "Points to Remember" with the students.

The activity is designed to help students to use descriptive adjectives. Students in their groups complete the two exercises. Check students' answers. Ensure the correct word form is used.

### Learning Activity 2

#### The Atmosphere

### Catering for Learner Diversity

**For less advanced students,** this exercise on atmosphere may prove to be too difficult a concept and could be omitted.

The idea of atmosphere is how the story will "feel" to the reader. By using particular words, the story can create a picture in the reader's mind of what the story is about. The activity is designed to get students to think about using individual words to create atmosphere.

Tell the students to rewrite their sentences from the previous activity on setting by using some of the words that they have identified as "mysterious" and "exciting".



### Learning Activity 3

#### The Setting and Atmosphere

Remind students that they are in control of everything here and they can place their setting anywhere and anytime they choose.

#### Catering for Learner Diversity

**For less advanced students,** suggest some possible settings for students to start off with, e.g. a classroom/a friend's place/a party, last summer holiday/when five years old/two weeks ago. Then ask them to come up with other ideas and encourage creativity. Question C on building atmosphere for the story can also be omitted if students have not learnt the concept of "atmosphere" in Learning Activity 2.

### Learning Activity 4

#### The Characters

Give out a set or some of the Character Flash Cards on page T58 to each group and tell the students to lay them flat out on their desk. When choosing the characters, the students can also build a picture of their lives; where and when they lived, for example.

Remind the students that they should have a maximum of four characters in their story. When the students have made their choice, ask them to build their characters by completing the table. Make sure that students can distinguish main and minor characters. Remind the students that what they are creating is a picture in their minds about who their characters are and that not all the information that they include in the table has to go into their story.

#### Catering for Learner Diversity

**For less advanced students,** have them focus on two or three characters. Provide them with suggestions such as (1) the personality of the characters may differ, which contributes to conflict or (2) they may recreate characters from stories, tales or movies they know.

### Learning Activity 5

#### The Plot

Guide students through the steps for completing the plot planner. Remind them to make use of the setting, atmosphere and characters that they have developed in previous activities for the plot planner. Revise with students the concepts of "conflict" and "climax" if necessary.

#### Catering for Learner Diversity

**For less advanced students,** consider asking them to find a familiar fairy tale involving four characters and adapting it based on their imagination. Some popular fairy tales can be found at: <http://www.fairy-tales.org.uk/>. Alternatively, they may consider adapting the plot of a story/movie/TV drama they are familiar with.

## Learning Activity 6

### Writing the story

Remind students to bring their plot planner for this lesson. Tell students the number of words that you expect them to write, and ask them to invite their partner for some comments on their story. Go over the peer feedback form with students to make sure they know how to complete it.

#### Catering for Learner Diversity

**For less advanced students** who are creating a group story, have them invite another group to give comments on their story. They should also be encouraged to use dialogue, which will probably make writing easier.

**For more advanced students**, encourage them to include dialogue in their story to make it more interesting. If you would like them to perform the story in Learning Activity 7, make sure they have a good balance of narration and dialogue in their story. Alternatively, you might like to ask students to refine their work before doing the activity.

## Learning Activity 7 (optional)

### Performing the story – Reader's Theatre

This activity is designed for **more advanced students** who have developed dialogue in their story.

#### Catering for Learner Diversity

**For less advanced students**, as a replacement for this activity, you may simply ask students to read out their story in groups. Assign them different roles according to the narration and dialogue between characters in the story.

The idea of a Reader's Theatre is presented to the students in a list format that highlights what it is and what it is not. Go through this list with the students. Emphasise that the most important focus of a Reader's Theatre is the text, and that it is an opportunity to bring their story to life.

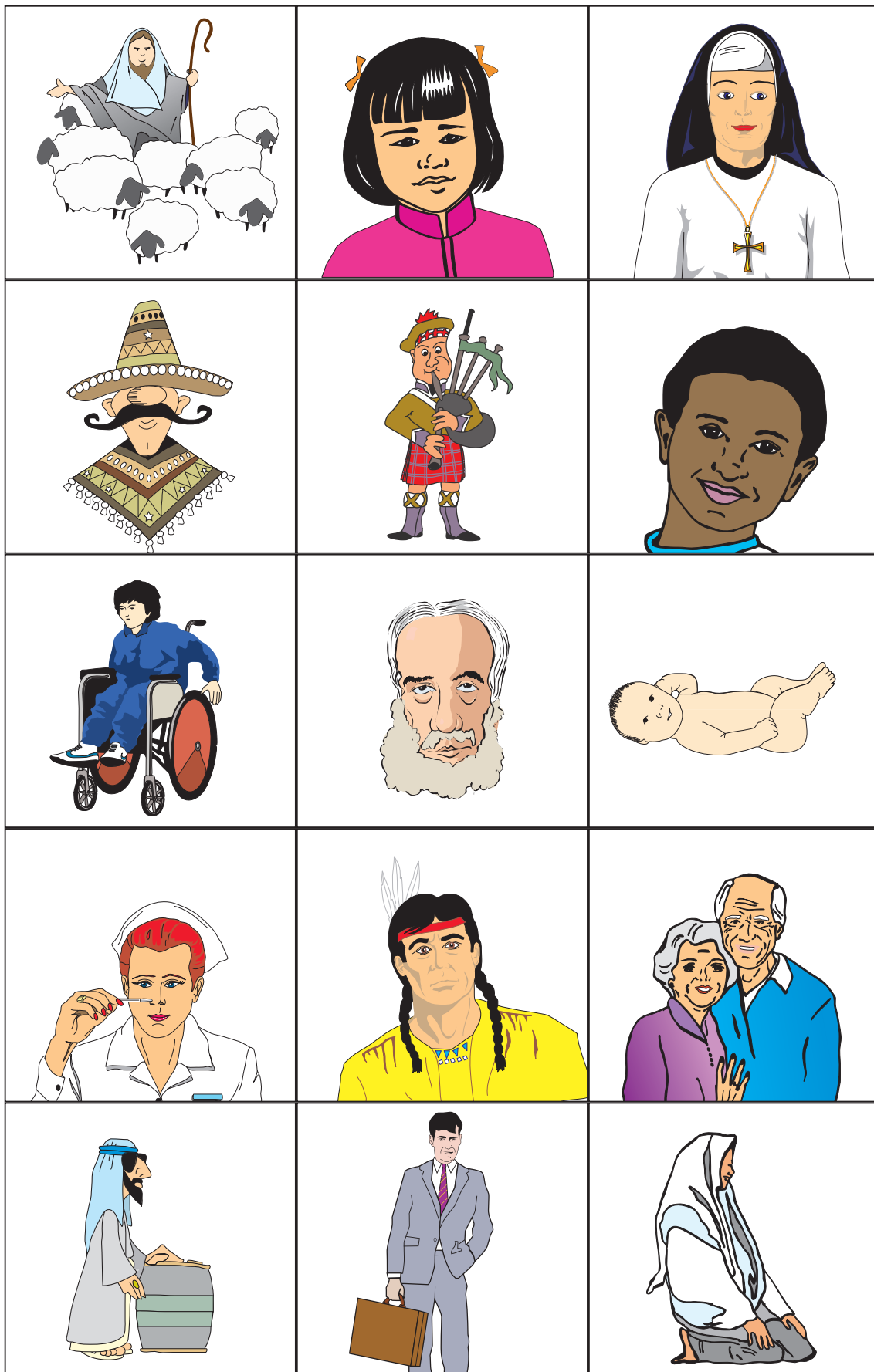
Arrange students into groups. Have students choose one story to work on and ensure they have a good balance of narration and dialogue for the performance. Depending on the number of characters, there can be more than one narrator, or a student can play more than one role. If they are taking more than one part, they can show that they are a different character by moving to another part of their reading space; sitting down or standing up to show that they are reading a different part; or taking off or putting on a piece of clothing, a hat for example. Guide students to complete their movement plans and think about any facial expressions or mimes they will use. Two movement plans have been provided in the student's handout for use but extra copies may have to be made as needed, or you may simply ask students to draw their own.

Encourage rehearsal out of class time but ensure there is one final rehearsal in class before the performance day.

# Setting Flashcards



# Character Flashcards



## Feedback Form on Story Writing\*

Tick the appropriate boxes and add comments in the 'General Comments' box at the end.

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
• The ideas are clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The ideas are relevant to the plot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The ideas are interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Writing enables the reader to understand the character(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Writing creates the setting of the story in the reader's mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organisation</b>			
• The sequence of the events in the story is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ideas are well connected to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language and Style</b>			
• Grammar structures are used accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Words and expressions are appropriately used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The dialogue is natural and interesting (optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Some literary devices, e.g. simile, metaphor, symbolism, personification, are used to create effect (optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### General Comments

\*This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.



## Feedback Form on Dialogue Writing\*

Tick the appropriate boxes and add comments in the 'General Comments' box at the end.

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
• The dialogue/speech is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The dialogue/speech is relevant to the plot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The dialogue/speech is interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The dialogue/speech helps the reader to understand the character(s) better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The dialogue/speech helps to create the setting of the scene in the reader's mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organisation</b>			
• The dialogue/speech is free of unnecessary details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The ideas are connected to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language and Style</b>			
• The dialogue/speech is natural	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Grammar structures are used accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Words and expressions are appropriately used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### General Comments

\*This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.

## Feedback Form on Storytelling\*

Tick the appropriate boxes and add comments in the 'General Comments' box at the end.

	Needs Improvement	Satisfactory	Well Done
<b>Pronunciation and Delivery</b>			
• Pronunciation of words is correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Story is told fluently with little hesitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• There is good use of stress and intonation to express emotions and feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Voice is loud and clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Story is told at an appropriate pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication Strategies</b>			
• There is good eye contact with the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Facial expressions and gestures are appropriately used to help express meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### General Comments

\*This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.