

How to write a STORY – KEY



Check your answers. If you are not sure about an answer, ask your teacher.



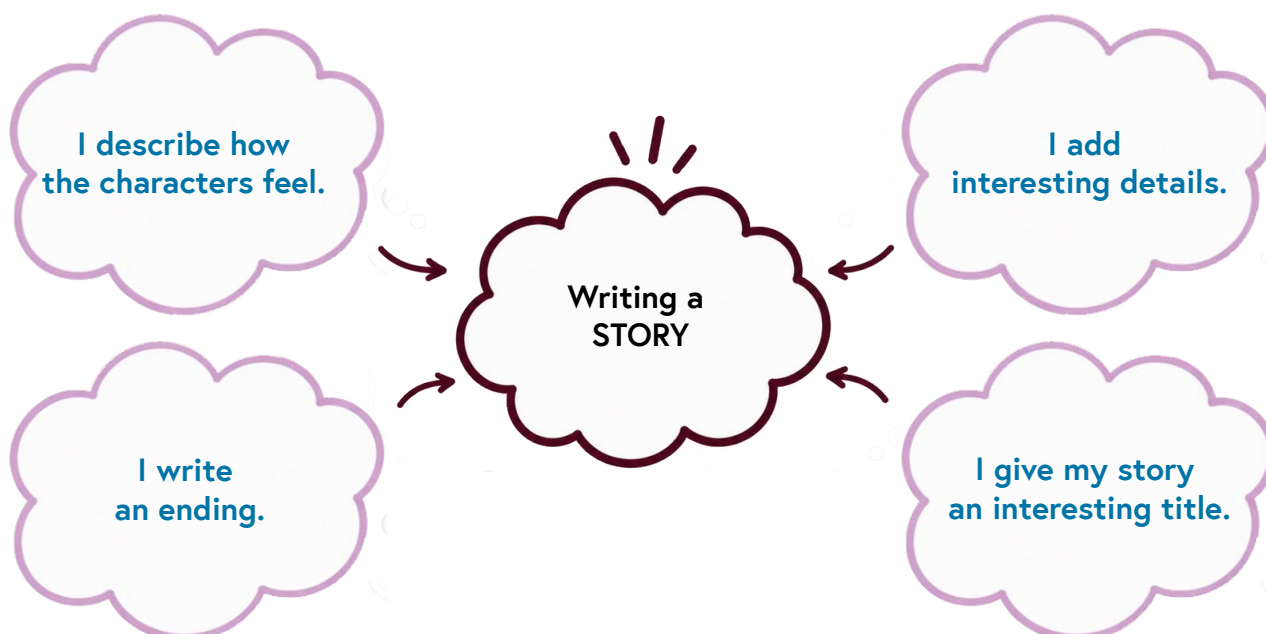
1 Think about stories you have read.

- a. Which of these sentences about stories are true?
Tick (✓) TRUE or FALSE.

	TRUE	FALSE
A story should build up to a surprising event that changes everything.	☒	☐
Most stories are written in past tenses.	☒	☐
Stories are one long text, without any paragraphs.	☐	☒
The beginning often describes where and when the story happens.	☒	☐
All stories are told in the first person (<i>I did...</i> , <i>I went...</i>).	☐	☒
Stories can include what people say in direct speech.	☒	☐

- b. What else do you do when you write a story? Write your ideas in the thought bubbles.

These are some ideas:



2

Look at this writing task carefully. What does it ask you to do? Tick (✓) the correct answers.

The task asks me to ...

- | | |
|-------------------------------------|--|
| ☐ | explain how to bake great cookies and what you need to bake them. |
| ☒ | write a story for a school magazine. |
| ☒ | tell the story of a boring afternoon that became exciting. |
| ☐ | write about baking cookies and give advice on what you should not do. |
| ☒ | tell the story of an afternoon of baking that went wrong because of watching videos. |

Your class wants to make an English magazine with the best stories by students.

Look at the pictures and write a **story**.



Write around **120–140** words.

3 Look at the pictures (1–5) of the story.

- a. Match the sentences (a–h) to the correct pictures. Write the picture number (1–5) in front of each sentence.
- b. One picture doesn't get any sentences. Which picture?
Write one or two sentences for this picture.

When writing a picture story, it's important to write something about each picture.

3	a	A short time later, the friends were very busy in the kitchen.
5	b	They were very disappointed and sad.
1	c	There were no movies they were both interested in.
5	d	Sina emptied the tray into the bin because they couldn't eat the burned cookies.
2	e	"What about baking some cookies?" Jedrek suggested.
1	f	One afternoon, Jedrek and Sina were sitting on the couch in the living room, trying to find a movie they'd like to watch.
2	g	Suddenly, Jedrek had an idea!
3	h	They mixed all the ingredients in a bowl and then formed the cookie dough on the baking tray.

There are no sentences for picture 4.
Your sentence(s) for this picture:

e.g. Jedrek and Sina were watching funny videos on the phone, while the cookies were in the oven. Oh no! Black smoke was coming from it.



- c. Find the sentence that tells you about WHO was in the story, WHEN it happened and WHERE. Underline the parts in the sentence that give you the information WHO, WHEN and WHERE.

It's sentence: f

One afternoon (= WHEN), Jedrek and Sina (= WHO) were sitting on the couch in the living room (= WHERE), trying to find a movie they'd like to watch.

d. Match the statements to the pictures (1–5).

2	"That's a great idea! Let's do it!"
4	"I can't believe he really did that."
1	"I've already watched this movie."
5	"We can't eat them. Such a waste."
3	"These cookies are going to be great."



Give the people in your story a voice. Use direct speech to make your story more interesting for the reader.

4

Every story needs a good title.

a. Choose the best title. Circle it and say why.

- 1 A boring afternoon
- 2 Baking a cake
- 3 The burned cookies
- 4 Dangerous clips
- 5 A great idea



It's often a good idea to make the title about the surprising moment or main point of the story. People should want to read the story.

Title 4 is the best one because it says something about the main point of the story without giving away the ending.

b. Here are reasons why the other four aren't as good. Match them to the titles.

This title gives away the ending, which can make the story boring.	Title	3
The people are baking, but it's not a cake – they're cookies.	Title	2
This title works for picture 2, but did it really turn out to be great?	Title	5
This title only works for picture 1. In all others, the people aren't bored.	Title	1

c. Now it's your turn! Come up with a new title for the story.

Your title: e.g. The cookie disaster

→ Different answers are possible, ask your teacher to check.



5 Read the story.

- a. Find the parts for pictures 1–5. Write the picture numbers 1–5 in the story.

The cookie disaster | (1) Last weekend, Mira and Josh were watching a movie in their living room, but it was terribly boring. So, they were discussing what else they could do when Josh had an idea. (2) “What about baking some cookies?” he suggested. Mira was excited – what a great idea! | A few minutes later, they were already busy in the kitchen. (3) Josh carefully weighed all the ingredients, and Mira mixed them together in a bowl. Soon they were done, and the cookies could go into the oven. | (4) While Josh and Mira were waiting for them to bake, the two were watching funny clips on the phone. They laughed about one video after another, until a burned smell came from the oven. Oh no! All the cookies were burned black. (5) Mira and Josh were very sad as they tipped all of them into the bin.

- b. Underline the part in the story that makes the surprising moment clear.

- c. All the paragraphs got lost. Draw | where a new line should begin.

6 Find the connections in the story.

- a. Look at the expressions underlined in the text. What do they connect to in the story? Look at the example.

a	<u>it</u>	–	movie
b	<u>what else</u>	–	watching a movie
c	<u>he</u>	–	Josh
d	<u>they</u>	–	Mira and Josh

e	<u>them</u>	–	the ingredients
f	<u>the two</u>	–	Mira and Josh
g	<u>another</u>	–	video
h	<u>all of them</u>	–	the burned cookies



- b. Underline more linking words in the story that connect ideas.

e.g. but, So, when, A few minutes later, and, Soon, While, until



7

Now read the story in task 5 one more time. Write down all the expressions it uses for the things, places and actions shown in the pictures.

Things

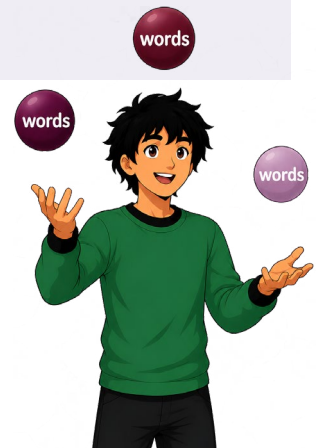
funny clips, cookies, ingredients, bowl, oven, phone, burned smell, bin

Places

living room, kitchen

Actions

watching a movie, have an idea, baking some cookies, weighed all the ingredients, mixed them together in a bowl, waiting for them to be done, laughed about one video after another, burned black, tip all of them into the bin



8

Look at these two sentences from the story.

- a. Underline past simple in blue and past continuous in orange.

Sentence 1: Last weekend, Mira and Josh were watching a movie in their living room, but it was terribly boring.

Sentence 2: Josh carefully weighed all the ingredients, and Mira mixed them together in a bowl.

Sentence 3: While Josh and Mira were waiting for them to be done, the two were watching funny clips on the phone.

- b. Explain why these tenses are used here.

We use the past continuous at the beginning of a story to describe the scene, here: *Mira and Josh were watching*. We use the past simple to describe past states, here: *it was terribly boring*.

Sentence 1: _____

Sentence 2: We use past simple to tell the main events.

Sentence 3: We use the past continuous in a story for activities that are going on at the same time.

9 Think back to what you've learned about writing stories. What are the three most important things you want to do when you write your own story?

These are just some ideas:

My top three:

- 1 I'll write something about each picture.
- 2 I'll give the story a good title.
- 3 I'll connect the ideas in the story.



WRITE YOUR OWN STORY

