

These activities can be used as stand-alone tasks on story openings or as a follow on from story structure and characterization activities.

Screen 1

The correct order is as follows but there should be some discussion about how the dialogue is also leading into action and there can be cross-over when they create their own narratives.

Dialogue	Action	Description
<p>"I'm going to let go slowly and you are not going to scream. Do you understand?" He moved his hands away from my mouth. I screamed.</p>	<p>The shriek pierced the night air. I leapt to my feet. I stood frozen, totally immobile. All was silent... and then it came again, only this time closer to us.</p>	<p>The swell was gently lifting and lowering my boat. My breathing slowed, mimicking the rhythm of the creaking of the hull. Soon, I was unable to tell the difference between the faint pulsing motion of the sea and the sensation of filling and emptying my lungs.</p>

When discussing the benefits of each, things the students may say are below but this is not an exhaustive list.

Dialogue – immediate introduction to a character, might give you a snapshot of their personality, you begin to hear the character voice, it involves us in the narrative straight away.

Action – There is tension/drama being created straight away, it's an engaging way to draw the reader into the narrative, it builds intrigue as we want to know what will happen and who is involved.

Description – Gives the opportunity to set the scene, description of setting or character allows the reader to build an image in their mind's eye

Screen 2

Students will play noughts and crosses, either as two individuals or as two teams (the noughts and the crosses)

A card will display with either: Action, Dialogue or Description written on it and the timer will automatically start. They have 30 seconds to write a story opening that fits the technique they have on their card. If they do it right, they can put a nought or a cross in the grid (using the pen tool). The turn then passes to the other team.

'Getting it right' should be about matching the type of opening to the technique selected. It is not about technical accuracy (spellings, punctuation etc as this will be looked at on the next slide).

If you want to make the game a little harder, you can click the extension button which will generate a random word or phrase that the students have to include in their opening.

Each story opening will be saved for the next activity.

You could have the students write a story opening on paper within 30 seconds, based on the card that is brought up using the interactive resource. Teams could then select the best story opening to read to the rest of the class. The teacher can then decide which team's opening is the best and they can come out to write a nought or cross on the board.

Screen 3

A selection of the students own story openings will be displayed on the board. Students should choose one to improve.

It will help to do the first one together on the board.

Discussion might be around word choices, careful use of verbs, precise vocab, sentence structure, punctuation of speech and spelling. Show them how to draft and explain how useful this is in the exam and how they must allow time at the end to proof read and improve their writing.

If students have carried out the activity on paper students should be encouraged to swap their own story opening with another member of the team and then improve it.