

Learner Level: Intermediate - Advanced**Skills:** Writing**Time:** 10 minutes +**Materials:** 1 sheet of paper and 1 pen for each student**Grouping:** Whole class**Preparation:** None**Quick Reference:**

Students write chain stories with a limited amount of time. After the writing session each student takes a turn to read a tale out loud.

Teacher Instructions: 

1. Tell students you are going to write short stories together. Each time you say “switch” the students have to pass their paper one to the left. Give students about 1 minute to write a sentence. (Encourage more advanced students to use dialogue.)
2. Read these instructions out loud. Each student should only write one sentence at a time before passing the paper.
 - a) **First sentence:** Use *Once Upon a Time* to introduce the main character. (pass the paper)
 - b) **Second sentence:** Introduce the setting. (pass the paper)
 - c) **Third sentence:** Introduce a conflict. (pass the paper)
 - d) **Fourth sentence:** Introduce another character. (pass the paper)
 - e) **Fifth sentence:** Make the conflict bigger. (pass the paper)
 - f) **Sixth sentence:** Make the conflict even bigger. (pass the paper)
 - g) **Seventh sentence:** Start to resolve the conflict. (pass the paper)
 - h) **Eighth sentence:** Fully resolve the conflict. (pass the paper)
 - i) **Ninth sentence:** End the story.

For Example: ✓**Student 1:** *Once upon a time there was a boy named Scott.***Student 2:** *Scott was walking through a dark forest.***Student 3:** *Suddenly Scott tripped on a pothole and broke his leg.***Student 4:** *A monkey jumped on Scott’s back and said hello.***Student 5:** *“Ah, a talking monkey,” screamed Scott.***Student 6:** *The monkey screamed back and stole the boys house keys.***Student 1:** *Then Scott’s dad arrived with a water gun.***Student 2:** *“I’ll soak you if you don’t hand over the keys,” said Scott’s dad.***Student 3:** *“Come and get them and I’ll give you a banana,” said the monkey from the top of the tree.*

3. After the stories are written, have students read the stories out loud. Which story is the best? What makes it a good story?

Teacher 2 Teacher: 

If your students like this exercise, adapt the warm up by having them fold the paper over each time they write a sentence. This makes the reading out loud part more interesting. (WARNING: Stories may not make sense. You may want to change the title of the Warm Up to Silly Tales.)

Related Topics from the ESL-Library.com: **Stories:** Grammar Stories**Famous things:** Paper**Famous things:** Ballpoint Pen