

# LOST

Descriptive writing

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# Lesson 1

This is an introduction to the new storyline project "Lost" that we will work with for a couple of weeks. We have borrowed the idea from [Lektionsbanken](#). The main object for this project is to develop your writing skills and mainly descriptive writing. And as usual, you will get new information each lesson just to make it a bit of a surprise when we are working.

## SETTING

The day has finally come, you and your class are on your way to Oskarshamn in a bus. You have managed to come up with all the money for a school trip to Gotland. It has taken a lot of effort so you are really worth this. You will take the ferry from Oskarshamn to Visby.

The sun is shining and everybody is singing, taking selfies and feeling fine on the bus ride. Suddenly the sun disappears and the bus is surrounded by a grey mist. The driver, Mrs Larsen, can hardly see the road ahead ahead of her and she slows down and drives in 15 km/h and suddenly Per screams, "Hold on" and the bus bumps into something and then suddenly stops. Everything becomes very still and quiet. The singing has stopped and you can hear people panting and your heart is beating really fast. What has happened? Where are you? Per gets up and heads for Mrs Larsen who seems to have hit her head in the steering wheel and is unconscious. The bus is now covered in a grey mist and you feel really uneasy as you see Per stepping out of the bus and then he disappears into the mist.



We use [Answergarden](#) for three different questions to collect words that describe what has happened to you. I want you to write what you see, what you can hear and how you feel. Use one or two words at a time (mist, squeaking, frightened). We work with one question at a time and when we are finished I will publish the images here, since we will use them next lesson. Question: This is what I see... This is what I hear... This is how I feel...



# Lesson 2 Descriptive writing

Follow up from [lesson 1](#) – descriptive writing. Let's look at this text from Willam Golding's *Lord of the flies*. Which descriptive words can you find in the text?

## CHAPTER ONE: The Sound of the Shell

*The boy with fair hair lowered himself down the last few feet of rock and began to pick his way toward the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead. All round him the long scar smashed into the jungle was a bath of heat. He was clambering heavily among the creepers and broken trunks when a bird, a vision of red and yellow, flashed upwards with a witch-like dry; and his cry was echoed by another. "Hi!" it said. "Wait a minute!" The undergrowth at the side of the scar was shaken and a multitude of raindrops fell pattering. ([Page 1, Lord of the flies by William Golding](#))*

Look at the images from the Answergardens we made on lesson 1. Continue with yesterday's text and write 300-400 words. Some questions to help you on the way:

- Where are you? Describe the place where the bus stopped.
- What can you see?
- How do you feel?
- What do you think has happened to **Per** and the driver?
- What will you do next? Why?

Put some effort into using descriptive words and use this [link](#) to find out new words to use. Hand in your text in Classroom at the end of the lesson.

# Lesson 3 Notification of a missing person

## SETTING

It is morning day two and you have spent the night in the forest, nobody but you and your classmates know anything about this since there is no service. On the news this morning there is a notification of you as a missing person on the radio and it covers:

1. That you are on a school trip to Gotland. Make sure you cover the information that is presented earlier.
2. A detailed description of you at the time of the disappearance (use last lesson's information)
3. If somebody sees anything they should contact the police on 114 14.



### **Assignment:**

Create a notification of yourself as a missing person. Try to make your text sound like radio news and think about how radio news is presented and read. You will probably find out that the person reading the news is speaking properly and correctly since this is a serious matter and not entertainment.

Here are examples of what radio news can sound like: <http://www.bbc.com/news>

# Lesson 4 Mr Froggy is missing! (And so are you...)

This is a notification of a missing frog made in [Canva](#) about Mr Froggy.

## Assignment

1. Read the information about Mr Froggy in groups of two.
2. What information do you find out about Mr Froggy in order to identify him if you see him?
3. We create a list of what kind of information that needs to be added in a notification of a missing person (Yes, I do know that Mr Froggy is not a person...)
4. Create your own notification in [Canva](#), log in with your Google account.
5. Post your notification in Classroom.

Make sure the notification has:

- A heading
- The image
- Facts about the person, think “from head to toes”
- Typical features or distinctive features in the personality.
- Background, as a text. Where and when was the person last seen, which clothes did she/he wear, colour of hair...
- Contact information



# Lesson 5 Descriptive writing, similes and metaphors

Both **similes** and **metaphors** are forms of comparison that compare words in a sentence. They can be used to make your sentences more interesting. How are **similes** and **metaphors** different?

## Similes, Metaphors, and Personification

### Similes

A **simile** is a word that compares words in a sentence. You can usually tell if a **simile** is present in a sentence when you see the words **as** or **like**.

- Don ate his salad **like** a vacuum cleaner.
- His arms were weak and felt **like** noodles.
- The thunder was as loud **as** fireworks.



You can see that the underlined words in the sentences above are compared to each other. The words as and like are bolded to show that a **simile** occurs in this sentence.

## Metaphors

Like a simile, a **metaphor** compares words in a sentence; however, instead of saying that one thing is **like** something else, a **metaphor** actually makes one thing become something very different by renaming it. A **metaphor** can sometimes use words like **is, are, or was** (and other words) to signal that a **metaphor** is present. However, a metaphor **never** uses the words **like** or **as** to compare.

- The smoke was cotton balls billowing from the chimney.
- You are my hero.
- The sun was a furnace.



You can see in these examples that the first underlined word is actually renamed by the second underlined word. The bolded words are bolded to show that the second underlined word **is** something else.

# Lesson 5 Let's practise similes, metaphors and personification

## Let's practise!

Below are sentences that contain similes and metaphors. Underline the two words in each sentence that are being compared and write whether the sentence is a simile or a metaphor.

1. The cat's fur was a blanket of warmth.
2. The lamp was a beacon of sunshine.
3. The fireworks were a lantern in the sky.
4. John slept like a log.
5. Mary was as sweet as pie.
6. George is lightning as he runs the race.
7. Gwen sings like an expert.
8. Mark's voice is velvet.
9. Cindy is a fish when she swims.
10. Tom is like a computer when he does his math.

## Similes, Metaphors, and Personification

A. Below are several sentences. If a metaphor is present, write a simile to take its place. (This is the key – remove the M's and S's before you hand it to your students.)

If a simile is present, write a metaphor to take its place. It is fine to slightly modify your sentences in your answers.

1. Mike is a chef when he's in the kitchen. (M)  
Mike is like a chef when he's in the kitchen. (S)
2. Barbara is as hungry as a horse. (S)  
Barbara is a hungry horse. (M)
3. The car was a jet when it passed by us. (M)  
The car was like a jet when it passed by us. (S)
4. Kenny played the violin like an expert. (S)  
Kenny is an expert at playing the violin. (M)
5. The music was as soothing as rain. (S)  
The music was soothing rain. (M)

6. The grass is a green carpet for the golfers. (M)

The grass is like a green carpet for the golfers. (S)

7. The inside of the car was a refrigerator. (M)

The inside of the car was like a refrigerator. (S)

8. Beth became the dance as the music played. (M)

Beth became like the dance as the music played. (S)

9. His stomach was a bottomless pit. (M)

His stomach was like a bottomless pit. (S)

### **Personification**

Personification is the act of giving non-living things human characteristics. Here is a sample of a short paragraph that uses personification to describe a house.

*Our house is an old friend of ours. Although he creaks and groans with every gust of wind, he never fails to protect us from the elements. He wraps his arms of bricks and mortar around us and keeps us safe. He's always been a good friend to us and we would never leave him.*

**A. Underline all words and phrases above that show personification.**

**B. Finish the sentences below with examples of personification. Remember to choose a word that would normally be a characteristic or an action of a human. The first one has been done for you.**

1. The snow whispered as it fell to the ground.

2. The baseball bat -- as Casey hit the ball.

3. The printer -- out the copies that I printed.

4. The cup -- an entire jar of tea.

5. The floor -- as the elephant walked across it.

6. The car -- as the key was turned.

7. The alarm clock-- that it was time to get up.

8. The stars -- at us from the night sky.

9. The chocolate cake was -- my name.

10. The old refrigerator -- a sad tune as it ran.

**Write a sentence that shows personification for each item listed below.**

1. lightning
2. car
3. stars
4. wind
5. trees
6. mountain
7. stone
8. clearing in the forest
9. clouds
10. rain
11. storm
12. path

**Write on each line whether the sentence contains a simile, metaphor, or personification.**

1. He is like a rocket on his bike.
2. The fire roared to life.
3. The leaves fell like rain.
4. The glasses danced on the shelf during the earthquake.
5. The clock is the keeper of time.
6. The water called invitingly to the hot children.
7. The rusty door hinge screamed every time the door opened.
8. The wind was like a piercing arrow.
9. The stage was the canvas upon which the play was painted.
10. The train screamed down the tracks.
11. Music is the salve that soothes us.
12. The swing rocked like a baby learning to walk.
13. Fruit is fuel for a healthy body.
14. The fresh apple was crispy like a new dollar bill.
15. Water is the hammer that erodes the rocks.

# Lesson 7 Descriptive writing

## SETTING

It's early morning day 2 on your school trip. You wake up on your own in a forest. Where are you? You are lost. You need to find out where you are and you start to study your environment to find the way back to the road, the bus and the rest of the class. You are afraid that you won't find a single person all day, what a scary thought! On top of that, hunger and thirst are starting to make themselves felt in your body. Will you find anything edible and drinkable in the forest?

## Assignment

Write a text describing Day 2 in the forest. In this text I want you to use the skills when writing: **similes, metaphors and personifications**. You will use two lessons to write. Each paragraph of 100-150 words should contain at least a simile, a metaphor and a personification. **Plan your writing, so you have time to write about at least two of the three suggested parts:**



- The morning, when you wake up alone
- Midday: you find a scary cave and meet a wild animal
- Evening: you can't find your way back to the bus, but reach the top of a mountain instead

**A way to start could be:** *As I opened my eyes I realized I was totally alone in...*

Give your text the title "Lost Day 2"

# Lesson 8 Let's practise - how to write a dialogue

## Dialogue

The aim of this assignment is to be able to describe - in a dialogue - a person's emotions, thoughts and feelings.

- How do you think these people feel?
- What are their thoughts?
- What do you think they say?



## SETTING

It is early morning day 3. After a sleepless night your parents are devastated, tired and annoyed. They are sitting at the breakfast table trying to have breakfast, but they can't eat. One of the parent is apathetic (feeling or showing little or no emotions) and the other one is hysterical. Describe what they are doing or not doing, both through what they are saying but also a description of how they are acting. What do they look like?

### **Assignment: Write a dialogue between worried parents**

Start writing from the part when the parents meet at the breakfast table and the dialogue ends with one of the parents leaving. The dialogue should focus on what has happened, what the parents can/should do and about the information that has been given to them by the police so far (they are searching for the kids and they have found traces in the forest).

Remember what you learnt about dialogues the other day. You can write a dialogue in two ways, both of the following are okay, just make sure that you are not mixing the both ways in one text. You are **not** allowed to use the words apathetic and hysterical.

Total amount of words: 500

Time: two lessons

### **Example 1**

“How can you just sit there without doing anything”, Sandra hissed as she was holding out both hands to her husband.” “I...” , was the only thing her husband said before he once again fell dormant. He wasn’t there. It was just his body sitting there and the woman continued to walk across the floor.

### **Example 2**

- How can you just sit there without doing anything Sandra hissed as she was holding out both hands to her husband.
- I... , was the only thing her husband said before he once again fell dormant. He wasn’t there. It was just his body sitting there and the woman continued to walk across the floor.

# Lesson 9-11: Building up the tension

The trick is to use a lot of verbs in order to describe a lot of things that happen in the text. Look at this sample “from Lord of the Flies” - this is the end of the story. How many verbs can you find?

Ralph screamed, a scream of fright and anger and desperation. His legs straightened, the screams became continuous and foaming. He shot forward, burst the thicket, was in the open, screaming, snarling, bloody. He swung the stake and the savage tumbled over; but there were others coming toward him, crying out. He swerved as a spear flew past and then was silent, running. All at once the lights flickering ahead of him merged together, the roar of the forest rose to thunder and a tall bush directly in his path burst into a great fan-shaped flame. He swung to the right, running desperately fast, with the heat beating on his left side and the

fire racing forward like a tide. The ululation rose behind him and spread along, a series of short sharp cries, the sighting call. A brown figure showed up at his right and fell away. They were all running, all crying out madly. He could hear them crashing in the undergrowth and on the left was the hot, bright thunder of the fire. He forgot his wounds, his hunger and thirst, and became fear; hopeless fear on flying feet, rushing through the forest toward the open beach. Spots jumped before his eyes and turned into red circles that expanded quickly till they passed out of sight. Below him someone's legs were getting tired and the desperate ululation advanced like a jagged fringe of menace and was almost overhead.

He stumbled over a root and the cry that pursued him rose even higher. He saw a shelter burst into flames and the fire flapped at his right shoulder and there was the glitter of water. Then he was down, rolling over and over in the warm sand, crouching with arm to ward off, trying to cry for mercy.

## SETTING

It is day three. When you wake up in the morning there is a strange smell. You turn around and discover a burning wall of trees 500 metres away. The forest fire is coming closer and closer to you and you can feel the heat from the fire in your face and on your clothes. A helicopter is searching for you in the area and you will be discovered, but the pilot will not be able to do anything to rescue you because of the fire.

## **Assignment**

Number of lessons: 3, including the introduction of the assignment.

Write a text of about 500-800 words from the moment when you realise that a forest fire is approaching you. Every minute that passes reduces your chances of escaping alive from this inferno. Write until the moment when you have reached the bottom, will you survive...? Do NOT tell the end of the story.

## **Inspiration**

This is what a forest fire can look like, this one is from 2014 in Västmanland

<https://youtu.be/Kv21UYKroYI>

We will collect verbs in an Answergarden and these verbs will help you in your own text. Use all senses:

VIEW: I look back and I see the bushes disappearing in the sea of fire.

HEARING: The dry branches crackle higher and higher.

SMELL: It stinks like an old bonfire and the smell is coming closer and closer.

TASTE: I get a dry taste in the mouth.

FEEL: It stings in the eyes from the smoke.

Write two sentences of each sense together with your friend, use words from the Answergarden.

## **Let's write!**

Okay, now it is time for you to start writing your own text. One thing that may be difficult is to describe the sequence of events. One trick is to switch perspectives between the fire, the helicopter and the person trying to escape your fire - yourself. The text should be written in third person: The boy/girl discovered the fire...

# Lesson 12-17: The end of the story



## SETTING

It is late evening on the very same day that the boys and girls of class 8e2 are fighting to survive the fire. Hundreds of fire-fighters, policemen and paramedics are doing their utmost to extinguish the fire and to find the students and their teachers alive. Parents, headmaster Björn from Myrsjöskolan and media (TV and radio) have gathered at the obstruction and they are waiting for news and they are getting continuing information about the fire. People are worried, parents are crying and holding hands and some are even trying to cross the obstructions to join the fire-fighters.

Suddenly a woman, the fire chief, approaches media and says that she has new information. The boys and girls and their teachers are alive and they will soon be here to join their parents. Everybody draws a big sigh of relief and the wet blanket of sorrow disappears like the mist in the afternoon.

## Assignment

You and your group are going to create a news reports of 2-3 minutes about the story. You need to tell the whole story to the viewer, from the very beginning to the end.

Number of lessons: six

Follow the instructions on the BBC website:

[http://news.bbc.co.uk/2/hi/school\\_report/resources\\_for\\_teachers/8472052.stm](http://news.bbc.co.uk/2/hi/school_report/resources_for_teachers/8472052.stm)

## How to work with green screen:

<http://klyftigt.com/2010/11/green-screen-i-imovie/>

<http://it-pedagog.blogspot.se/2011/09/greenscreen-som-pedagogiskt-verktyg.html>

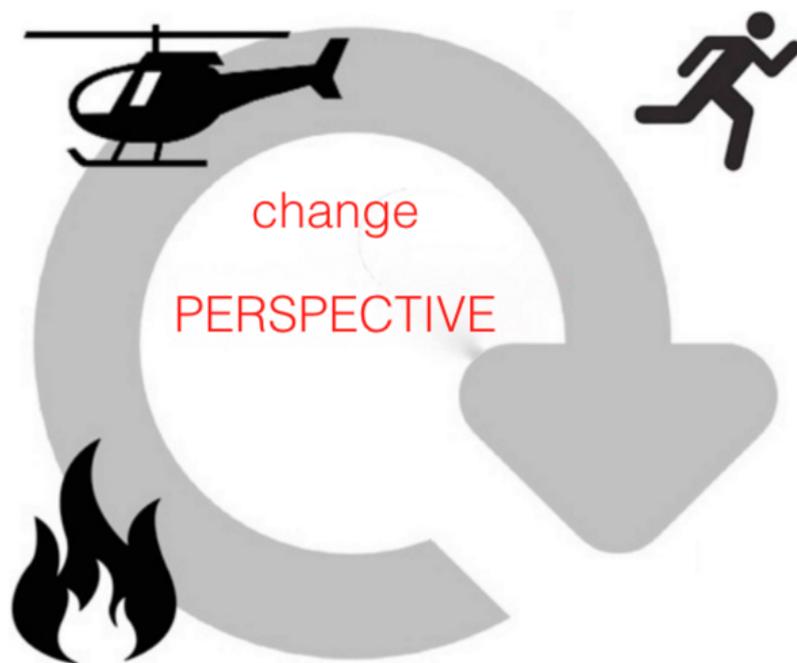
## Roles:

- Worried parent(s)
- Worried relatives
- A fire-fighter/fire chief
- A reporter

## How?

Use your computer or your mobile phone to film with a green screen (a cloth that you arrange in the classroom). Add the films into iMovie and follow the instructions on how to use green screen.

## How to change perspective while writing



## LGR 11 Förmåga

- förstå och tolka innehållet i talad engelska och i olika slags texter,
- formulera sig och kommunicera i tal och skrift,
- använda språkliga strategier för att förstå och göra sig förstådd
- anpassa språket efter olika syften, mottagare och sammanhang.

## Centralt innehåll

Olika sätt att bearbeta egna framställningar för att variera, tydliggöra, precisera och anpassa dem efter deras syften. Muntliga och skriftliga berättelser, beskrivningar och instruktioner.

## Kunskapskrav

I muntliga och skriftliga framställningar i olika genrer kan eleven formulera sig **relativt varierat, tydligt och sammanhängande. Eleven formulerar sig även med flyt och viss anpassning till syfte, mottagare och situation.** För att förtydliga och variera sin kommunikation kan eleven bearbeta och göra **välgrundade** förbättringar av egna framställningar.

## Projektet är skrivet av:

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