



Task 2: Attraction or Affection

In order to help you understand the Greek myth *Pygmalion and the Statue* better, Mrs Wood would like you to rewrite it. In Part A, you will fill in a story planning worksheet with reference to the *Short Story Analysis Guidelines* provided by Mrs Wood. In Part B, you will rewrite the myth with the help of the *Writing Tips*, also supplied by Mrs Wood.

Part A: Story Planning

Before you rewrite the Greek myth *Pygmalion and the Statue*, fill in the story planning worksheet on p. 3, with reference to the *Short Story Analysis Guidelines* below.

Short Story Analysis Guidelines

Characters	<p>Protagonist The protagonist is the character that is central to the story and most of the major events that happen in the story revolve around him/her.</p> <p>Antagonist The antagonist is the opposer of the protagonist.</p>	
Setting	<ul style="list-style-type: none"> • Place – Where is the action of the story taking place? • Time – When is the story taking place (i.e. historical period, time of year, etc.)? • Weather conditions – Is it rainy, foggy, stormy, etc.? • Social conditions – What is the daily life of the characters like (e.g. speech, dress, mannerisms, customs of a particular place)? • Mood or atmosphere – What feeling is created at the beginning of the story? 	
Theme	<p>It is the controlling idea or the main idea the author is trying to convey. He may use figurative speech including symbol, allusion, simile, metaphor, hyperbole, or irony to emphasise his theme.</p> <p>Some examples of common themes are:</p> <ul style="list-style-type: none"> • Looks versus personality traits and virtues • Love is blind • Perfection doesn't exist 	
Plot	<p>1. Introduction</p> <p>2. Conflict</p>	<p>The beginning of the story where the characters and the setting are revealed.</p> <p>There are four kinds of conflict the leading character experiences:</p> <ul style="list-style-type: none"> • man versus man with his physical strength against other men, forces of nature or animals • man versus circumstances against fate, or the circumstances of life facing him/her • man versus society against ideas, practices, or the customs of other people • man versus himself/herself with his/her own soul, ideas of right or wrong, physical limitations and choices, etc.



	<p>3. Complication</p> <p>4. Suspense</p> <p>5. Climax</p> <p>6. Outcome</p> <p>7. Denouement</p> <p>8. Point of view</p>	<p>It is the event of the story that introduces the conflict. It causes a plot to become tense or entangled. Both conflict and complication are resolved at the end of the story.</p> <p>It is an apprehension (i.e. fearful expectation or anticipation) about what is going to happen. Sometimes it is simply referred to as “tension”.</p> <p>This is the highest point of interest and the turning point of the story. It makes the readers wonder what will happen next and whether the conflict will be resolved or not.</p> <p>This refers to the ending of the story.</p> <p>This is the final outcome or untangling of events in the story.</p> <p>It is the angle from which the story is told.</p> <ul style="list-style-type: none">• Innocent Eye – Through the eyes of a child.• Stream of Consciousness – In a way that the reader feels like he knows what the character thinks and does.• First Person – By the protagonist or one of the characters who has a close relationship with the protagonist or other characters (using pronouns <i>I, me, we</i>, etc.). Through this person’s eyes the reader sees and experiences the story.• Omniscient – The author narrates the story using the omniscient point of view by moving from character to character, event to event. He has free access to the thoughts, feelings and motivations of his characters. He can bring in information wherever and whenever he chooses.
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Story Planning Worksheet

Characters	Protagonist	
	Antagonist	
Setting		
Theme		
Plot	1. Introduction	
	2. Conflict	
	3. Complication	
	4. Suspense	
	5. Climax	
	6. Outcome	
	7. Denouement	
	8. Point of view	

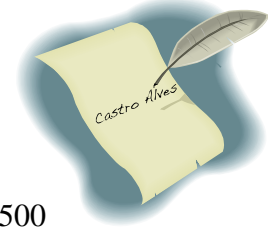


Part B: Story Rewriting

In your own words, retell the Greek myth *Pygmalion and the Statue* in around 250-500 words in the space provided on the following page. Give the story a title. You may refer to *Writing Tips* for guidelines. After you have completed the rewriting, use the assessment form on p.6 to help you review and revise your story.

Writing Tips

Writing Tips



Length of the Story

Your rewriting must be at least 250 words long and no more than 500 words. You may want to expand on the original myth.

Story Content

You may want to add extra details and dialogues to lengthen the story.

Language

- Use of first or third-person narrative
 - First-person narrative – Write from the “I” point of view (e.g. I picked the rose.).
 - Third-person narrative – Write from the omniscient point of view using the “he” or “she” form (e.g. She picked the rose.).
- Portray events in a logical order.
- Elaborate events that convey a unifying theme or tone.
- Include details and concrete language and/or dialogue.

Spell-check and Proofread

You should spell-check and proofread your writing. One of the best ways to proofread it is to read it out loud to yourself. You may also want to ask your schoolmates to proofread it for you.

Optional: Include Image

You may include an image, if necessary, but you should provide information such as the title, the artist, or the webpage link of the image.



Rewrite the Greek myth *Pygmalion and the Statue* below.



Assessment Form

Assessment Form
Pygmalion and the Statue Story-rewriting

Tick the appropriate boxes and add comments below.



Content

- Are the characters interesting enough to make readers read on?
- Do they each have imperfection as well as virtues?
- Is the setting interesting and informative enough?
- Is the theme of the story clearly stated?
- Is the plot creative?
- Are the main events appealing to the readers?
- Does the ending of the story make sense?

Language and Style

- Does the narrative show actions?
- Do descriptive passages bring to mind vivid mental images?
- Is there a balance between narrative and dialogue?

Organisation

- Does the opening hook the reader?
- If there is a conflict, is it clearly presented?
- Do ideas flow and are they well connected?
- Is the conclusion a satisfying one?

Grammar

- Is the grammar correct?
- Is the spelling and punctuation accurate?

Other comments:

Assessment conducted by

_____ (Name)

** This assessment form can be used for self, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.*