



TalkforWriting™

Talk for Writing Home-school booklet

The Truth about Mountain Ogres

by Dean Thompson



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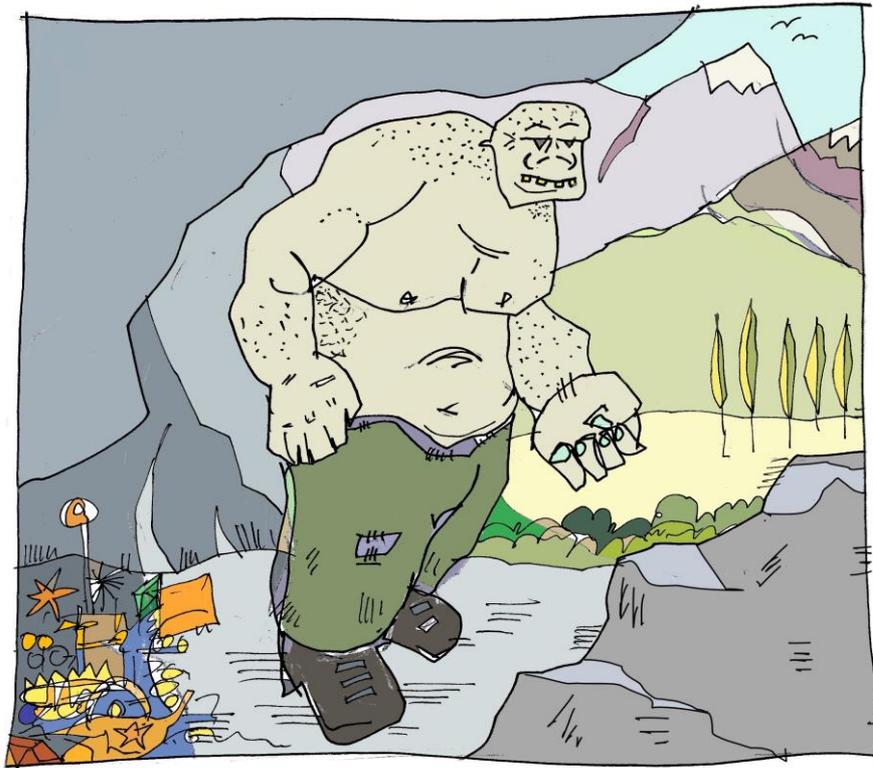
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The Truth about Mountain Ogres

By Dean Thompson



Inside, you'll find lots of things to work through that will help you with your writing skills and build on the work you do at school.

I'm Dean, your virtual teacher, so let's explore together and get your journey started!



Have a read of the Introduction below and listen to me read it aloud here:

<https://soundcloud.com/talkforwriting/ogres/s-t1kkICYaid2>

Introduction

Ogres have been talked and written about for hundreds and hundreds of years. They are usually depicted as large, hideous, creatures that eat human beings but is this true? In the classic story, 'Beauty and the Beast' the Beast or ogre is really a human being who has been cast under a magical spell because of his selfishness. The spell is eventually broken when he learns to be kind and finds love. In another story, an ogre called Shrek, lived in a remote swamp and just wanted to be left alone. However, he ended up going on a quest to rescue a sleeping princess, guarded by a ferocious dragon. The princess turned out to be a kind and loving ogress. Shrek the ogre turned out to be not quite as frightening as everyone first thought.

Professor Folklore, an expert on ogres from the University of Myth and Legend, has written many articles about the mountain ogre. What are mountain ogres really like?

The text that follows provides some basic information on these strange misunderstood creatures. To help you with some of the trickier words, Professor Folklore has provided a glossary for all the words in red with some links to BBC Bitesize webpages which you can use if you want to find out more about things like 'mountains', 'climate' and 'hunter-gatherers'. For the words in bold font, there are some helpful hints to work out the meaning in Activity 2.

Professor Folklore needs other experts to write about other types of ogre so that the 'truth' can be shared. He wondered whether you could also become an expert on ogres.

Information with a touch of 'faction'

In this workbook, we are going to be writing an information text about ogres. Of course, these are mythological figures. Even though this is a non-fiction genre of writing, we can still be inventive and creative. We like calling it **FACTION** because the form fits information about facts, but the content is fiction.

To get us started, here is a model of a fictional information text about mountain ogres. As you are listening, you might want to think about which type of ogre you might write about. Have a read below and listen to me read it aloud here:

<https://soundcloud.com/talkforwriting/mountain-ogres/s-N6IAp2ilggu>

The Truth about Mountain Ogres

Most people believe that mountain ogres are **malicious**, dangerous beasts that terrorise local people. However, a few have been described as being gentle and caring despite their great size and appearance. What is the truth about these often misunderstood creatures?

What do mountain ogres look like?

Mountain ogres have **rarely** been seen by human beings. Nevertheless, those that have describe them as **immense** creatures, similar in form to the Icelandic troll. One witness described them as being as tall as a **mature** oak tree with arms and legs like **gnarled** branches. Mountain ogres tend to have **steely**, grey eyes, slack, flaring nostrils and yellow, stump-like **molars** that can grind bones. Some people have reported that they can, at first, appear to be **intimidating** and aggressive. However, once you get to know them, they have been described as incredibly gentle and rather shy. Interestingly, they are thought to have magical breath that can make human beings fall fast asleep in an instant - **hence** mountain ogres are rarely spotted unless you have lost your sense of smell. Furthermore, their large, bulging noses can smell an approaching animal or human being from over five miles away!

Where do mountain ogres live?

Mountain ogres like to live in **mountainous regions**, preferring the colder **climates** of the **northern hemisphere**. Generally, they like to live in homes that are **disguised** to look like one of the mountains with hidden, magical entrances. Inside their homes, they have a **hoard** of treasure that they have collected

over the years. They actually try to live very quiet lives, hidden away from human beings, preferring their own company.

What do mountain ogres eat?

Mountain ogres are **hunter-gatherers**. Each day, they hunt, fish and **forage**, using a large wooden tool called a **cudgel**. They do not travel far, preferring the local woodlands and rivers in the mountain range. They mostly eat their captured prey and gathered produce raw on the spot (they are not fussy eaters). On special occasions, such as a birthday, they love to dine in small groups, sharing their food and nibbling on flat, earthy mushrooms which they consider to be a real treat.

Astonishingly, human beings are rarely on the menu as they are thought by ogres to taste rather **bland** on the **palate** and a can be a bit chewy!

Final facts

Surprisingly, ogres love to party. They particularly enjoy dancing and **reciting epic** stories and poems about their **ancestors**. When they dance, the earth vibrates. When they recite stories and poetry, it sounds like the grumble of distant thunder. In the past, whenever humans have **encountered** mountain ogres, they have rather foolishly hunted them down with **pitchforks** and stolen all of their treasures believing it to be magical. Sadly, this was never the case.

The truth is mountain ogres are not all the same - some are good, and some are bad - just like human beings!

Professor Folklore



Activity 1: vocabulary and information

Here's some help with the technical vocabulary. Explore the links below to find out some more background information used in the model text.

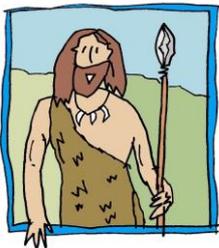
Glossary



cold climates: places with cold weather over a long period of time.

For background information, take a look at this BBC Bitesize link on weather and climate:

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk>

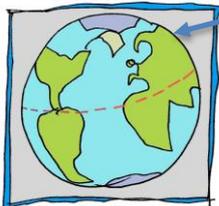


hunter-gatherers: people who live off plants and animals that they

hunt and find in the wild. For example, stone age people.

For background information, take a look at this BBC Bitesize link on stone age hunter-gatherers:

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34dixs>



northern hemisphere: northern half of the world globe (hemi = half)

For background information, take a look at this BBC Bitesize link on longitude and latitude:

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr>



mountainous regions: area of land covered in mountains

For background information, see this BBC Bitesize link on mountains:

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3>



molars: flat teeth at the back of the mouth used for grinding food down when you chew.



Activity 2: match the vocabulary to its simple definition

You might not know all of the vocabulary that is in our model text. Don't worry as this activity will help! Match the word to the correct definition or synonym and then check at the end of the booklet to see if you have worked them out.

Target Word	Definition or synonym
malicious	hardly ever
rarely	hidden/camouflaged
immense	fully grown
mature	extremely large
gnarled	cold and determined
steely	uninteresting/boring
intimidating	sense of taste
hence	intending to be mean and nasty
disguised	twisted and knobbly
hoard	therefore/'for this reason'
forage	a collection
cudgel	threatening
bland	come across/run into
palate	to read out loud
reciting	farm tool with 2 long metal spikes
epic	wooden club
ancestors	family members related to from long ago
encountered	a long poem or story about heroic acts
pitchfork	find and collect

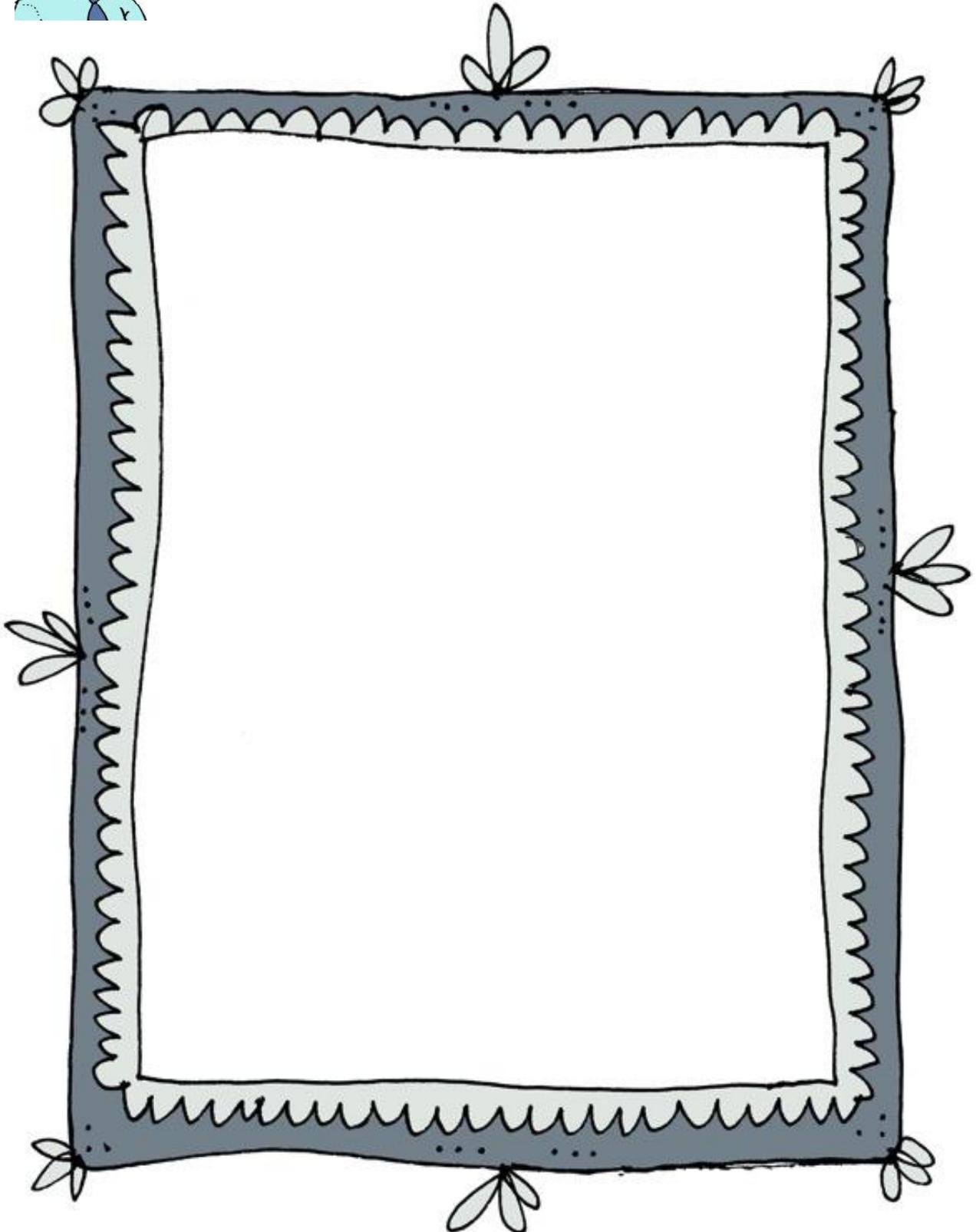


You could magpie some of these words and use them in your own writing later on.



Activity 3: Draw a mountain ogre

In the box below, draw a mountain ogre in its home or having party and label it with descriptive information taken from the writing.





Activity 4: the adjective game

Let's investigate some of the words and phrases that help you to write an interesting or engaging information text.

Adjectives are used to describe a noun.

To make information writing interesting for the reader, you can add adjectives to describe different nouns. In 'The Truth about Mountain Ogres', Professor Folklore decided to describe the eyes, nostrils and molars of the mountain ogres using two adjectives.

Two adjectives makes a list which needs separating using a **comma**. Have a go at thinking of some different adjectives to describe the eyes, nostrils and teeth or molars of an ogre.

steely, grey eyes _____, _____ eyes

slack, flaring nostrils _____, _____ nostrils

yellow, stump-like molars _____, _____ molars

Now try and describe different parts of your ogre. What type of ogre do you want to be an expert in? Here are some ideas:

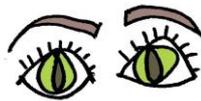
forest ogres, sea ogres, hedgerow ogres, underground ogres, night ogres, moon ogres, school ogres (they love to learn), Olympic ogres (very sporty) or ogres that can be found near to where you are!

Choose your ogre you want to describe and try and think of some adjectives.

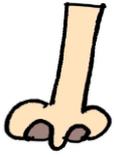
hair (beard)



eyes (eyebrows/eye lashes)



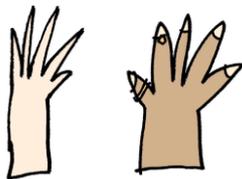
nose (nostrils)



mouth (lips/teeth/molars/fangs)



hands (fingers/nails)



feet (toes/claws)



Now pick your best ideas and try and describe your new ogre.

Challenge: Could you use two adjectives that start with the same sound – this repetition is called alliteration. For example:

bulging, blue eyes

Writing Tip – “Make every word earn its place.”

Make sure both of your adjectives are telling the reader something different. For example, **large, big** nose doesn't work because **large** and **big** are really saying the same thing.

The _____ ogre has:

_____ , _____ *hair* (or beard)

_____ , _____ *eyes* (or eyebrows)

_____ , _____ *nose* (or nostrils)

_____ , _____ *teeth* (or molars or fangs)

_____ , _____ *hands* (or fingers)

_____ , _____ *feet* (or toes)

Now choose some other parts of your ogre and describe them using two adjectives. What clothes might they be wearing?

_____ , _____ _____

_____ , _____ _____

_____ , _____ _____

_____ , _____ _____

_____ , _____ _____



Activity 5: sentence-of-3 game

You can see below that there are 3 features in one sentence to help describe the mountain ogre:

Mountain ogres tend to have **bulbous** eyes, **flaring** nostrils **and** **sharp** fangs.

Mountain ogres tend to have **bulging** eyes, a **huge** nose **and** **broken** teeth.

Now use your nouns and adjectives from above to write new sentences of three to describe your ogre.

_____ ogres tend to have
_____, _____, _____
and _____.

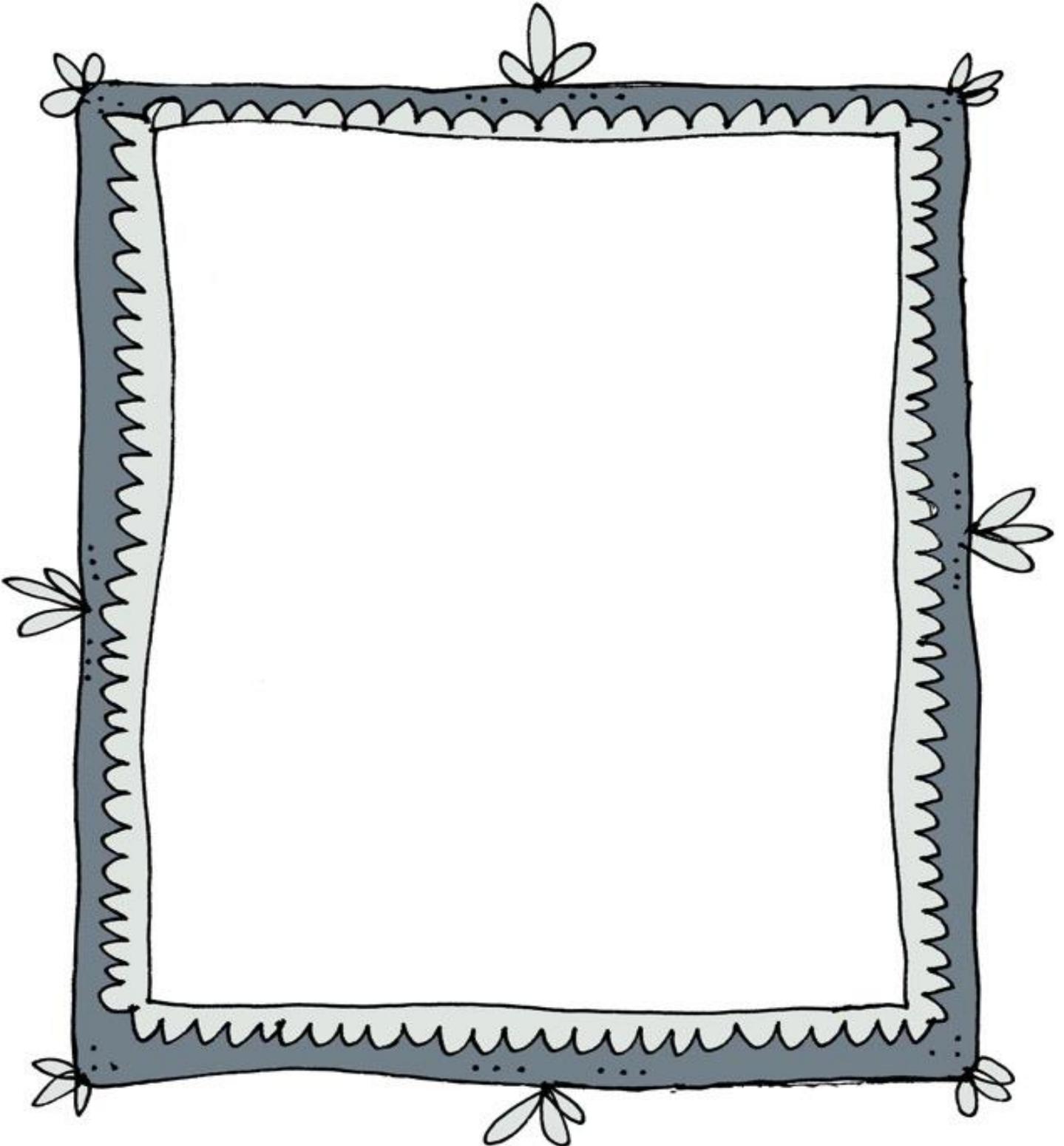
Remember you need to use a **comma** after the first of the three things then an 'and' after the second of the three things you are describing.





Activity 6: draw your ogre

In the box below, use your ideas to draw your ogre's features from your descriptions – label the different features.





Magpie sentence openers & other useful words and phrases

in *The Truth About Mountain Ogres*, there are some useful words and phrases that help make you sound like an expert. They give the reader information and make it more interesting. It helps to use some of these words to open or start your sentences to help your writing flow.

Below are some of the words and phrases from the mountain ogre text that you could magpie and use in your own writing.

Words or phrases to 'add on' more information	Adverbs to interest the reader	Generalisers	Change of direction words and phrases
furthermore	interestingly astonishingly surprisingly	most a few some generally typically tend to usually	however nevertheless
Other examples you could use			
additionally moreover also in addition what is more	amazingly curiously intriguingly weirdly mysteriously	several almost all many	unfortunately alternatively on the other hand



Activity 7: add-on game

Information texts tend to have lots of 'facts' about a topic or subject. It is helpful to have words or phrases that 'add on' facts for the reader and not just use 'and ... and ... and ...'

In the 'Truth about Mountain Ogres', the adverb 'furthermore' has been used as a sentence opener to 'add on' more information to describe a mountain ogre.

Furthermore, their large noses can smell an approaching animal from over five miles away.

Read the sentence above out loud and change 'furthermore' to one of the other 'add on' words or phrases from this list.

Does it still work?

Does it sound right?

Poster A Add-on Adverbials

Additionally,

Also,

Furthermore,

Moreover,

In addition,

What is more,

Remember to use a comma when you use these words to start a sentence.

Let's try and 'add on' some information about what ogres like to eat. Here is our starter sentence:

On special occasions, ogres love to dine on flat, earthy mushrooms which they consider to be a real treat.

What else do you think your ogre would like to eat or drink?

Decide the food that your ogres like to eat or drink and make it seem either really tasty or really disgusting using some well-chosen adjectives! Remember, you can be creative and make things up as you are now the expert on ogres!

<p>Write out a list of possible food or drink here.</p>	<p>Now think of some adjectives to describe the food or drink</p>
---	---

Now let's write some sentences that 'add on' information using your best words above and start each sentence with an 'add on' adverbial from Poster A.

Example:

On special occasions, ogres love to dine on flat, earthy mushrooms which they consider to be a real treat.

In addition, ogres enjoy eating fragrant fruit and juicy roots.

Also, ogres enjoy eating mouldy mushrooms and rotting roots.

Tip – Say your sentence aloud first before you write it down. Does it sound right?

Remember to use a capital letter to start, a comma after the ‘add on’ adverb and a full stop at the end of your sentence.

On special occasions, ogres love to dine on flat, earthy mushrooms which they consider to be a real treat.



Poster A Add-on Adverbials
<p>Additionally, Also, Furthermore, Moreover, In addition, What is more,</p> <p>Remember to use a comma when you use these words to start a sentence.</p>



Activity 8: six talents

Ogres have special talents and abilities. What 6 amazing things do you think your ogre could do?

Here is a list of 6 things that mountain ogres can do.

Six things mountain ogres can do:

1. Smell an animal or human being from over 5 miles away and know what type it is.
2. Send human beings instantly to sleep using their magical breath.
3. Grind boulders into sand by rubbing them between their hands.
4. Create a waterfall by jumping up and down in a mountain stream.
5. Fell a fully grown oak tree using their little finger.
6. Breathe wonderful stories into the ears of sleeping human beings.

Six things your ogre can do

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



Activity 9: engaging-adverbs game

To make the information more engaging for the reader, you can use adverbs at the start of a sentence. In *The Truth about Mountain Ogres*, Professor Folklore has used *Interestingly* and *Surprisingly*.

Interestingly, mountain ogres are thought to have magical breath that can make human beings fall fast asleep in an instant.

Surprisingly, ogres love to party.

Try and think of things that are *interesting* or *surprising* about your ogres – you can use some of the 6 talents from activity 7. Use some of the adverbs below to introduce this new information when you write your own engaging sentences.

Poster B Engaging Adverbials

Interestingly,

Surprisingly,

Intriguingly, (means fascinating)

Amazingly, (means very surprising)

Weirdly, (means unusual and unexpected)

Mysteriously, (means very strange and hard to explain)

Remember to use a comma when you use these words to start a sentence.



Let's look at the writing toolkit

Before you start thinking about your own ideas for your species of ogre, we need to look closely at the text and see what writing tools Professor Folklore has used so we can do the same in our own writing. Here is a toolkit I have made for writing information texts.



To write an exciting information text you could:

- Try and sound like an expert. Try to be formal and inform your reader using adverbs to add on facts or change direction
e.g., *additionally, furthermore, on the other hand, however*
- Organise your ideas into paragraphs or sections using a question as a sub-heading
e.g., *What do ogres look like?*
- Engage your reader with interesting facts using adverbs to engage
e.g., *amazingly, intriguingly, surprisingly*
- Use technical/specific vocabulary
e.g., *mountainous, climate*



Activity 10: spotting the underlying pattern and generating ideas for a new report on ogres

I have picked out the underlying pattern for you by boxing up the structure. This is just a guide and you could add in extra paragraphs, different sections, diagrams etc.

Now, let's think about writing some new information about ogres.

In *The Truth About Mountain Ogres*, Professor Folklore used questions as sub-headings to help organise the writing and make it easier for the reader.

Here is the underlying structure of the professor's information text about ogres.

Underlying Pattern
Heading: The Truth About Mountain Ogres Introduction to get reader interested in ogres – hook them in!
What do your ogres look like? Appearance
Where do your ogres live? Habitat
What do your ogres eat? Diet
And finally... <i>Keep your best facts for the end!</i> <i>Involve the reader.</i>



Professor Folklore wrote about a type of ogre that lives in the mountains. He wants more experts to write about other types of ogre that have been never been written about before.

For example, here are some ogres that we need more information about...

Flying ogres, sea ogres, moon ogres, hedgerow ogres, underground ogres, the night ogres, school ogres (they love to learn), Olympic ogres (very sporty!) town ogres - maybe there are special ogres that live near you?

Jot down some ideas here...



Activity 11: planning a new report on ogres

Use the planner below to bullet point some ideas for your report on your ogres. Remember you are the new expert!

Underlying structure	New Ideas
<ul style="list-style-type: none">• Heading• Introduction to get reader interested in your ogre	<ul style="list-style-type: none">• ...• ...• ...• ...
What does your ogre look like?	
Where does your ogre live?	
What does your ogre eat and drink?	
See Activity 12 Invent new sections!	
And finally... Keep your best facts for the end! Involve the reader.	



Activity 12: what additional sections or paragraphs could you add?

As well as writing about what ogres look like, where they live and what they like to eat, you could write about other things. Here are some ideas for additional sections or paragraphs.

- How does your ogre behave – what do they do? What are their good and bad habits? What do they like and dislike?
- What is ogre school like?
- What jobs do ogres do?
- What hobbies do ogres have?
- How do they hunt for their food?
- How do ogres look after their children or babies?
- What would you find in an ogre's house?
- What pets do ogres keep and how do they look after them and train them?
- ?

Plan your new sections here...

Topic – Could you create a question for your sub-heading?	New Ideas (bullet pointed)



Activity 13: it's time to write!

Use the model text and your plan to draft and edit your new information text on ogres to add to Professor Folklore's bank of ogre Information.

Writing Challenges:

Remember to:

- Give the reader a picture in their head by using adjectives to describe your ogre.
- Build up a picture for the reader using a sentence of 3 to describe your ogre.
- Link your ideas by using adverbs at the start of your sentences to tell the reader you are adding on information - see poster A.
- Engage your reader by using adverbs of emotion at the start of a sentence - see poster B.

Poster A Add-on Adverbials
<p>Additionally, Also, Furthermore, Moreover, In addition, What is more,</p> <p>Remember to use a comma when you use these words to start a sentence.</p>

Poster B Engaging Adverbials
<p>Interestingly, Surprisingly, Intriguingly, Amazingly, Weirdly, Mysteriously,</p> <p>Remember to use a comma when you use these words to start a sentence.</p>



Some things to help you with your writing

Draft your ideas and edit, thinking about the following:

- Make sure that when you read the text aloud, it flows. If you find a sentence hard to read aloud, then so will your reader.
- Check that you haven't muddled up the information.
- Does it 'sound like' Professor Folklore's text?
- Read it through again to check spelling and punctuation.
- Then write your final draft.
- Add in some design and illustrate with pictures.



Activity 14: extending writing choices

You are not finished yet! There are lots of different bits of writing you could do if you are enjoying this unit. You could even create and illustrate a whole booklet about your chosen creature:

- Write another report about a different mythological creature (troll, elf, sprite, griffin, giant, dragon, goblin).
- Write a fact-file for your chosen creature.
- Write a story about your ogre, using your information text. What would happen if you found your ogre hiding near your house or flat?
- Write a set of instructions for How to trap an ogre.
- Design a WANTED poster calling on the public to help hunt down and capture your ogre that is on the loose before it is too late. You might want to include:
 - A reward
 - What your ogre has done that is bad and why they are dangerous
 - Where your ogre was last spotted
 - What they need to do when you see your ogre
 - End with details about who to contact

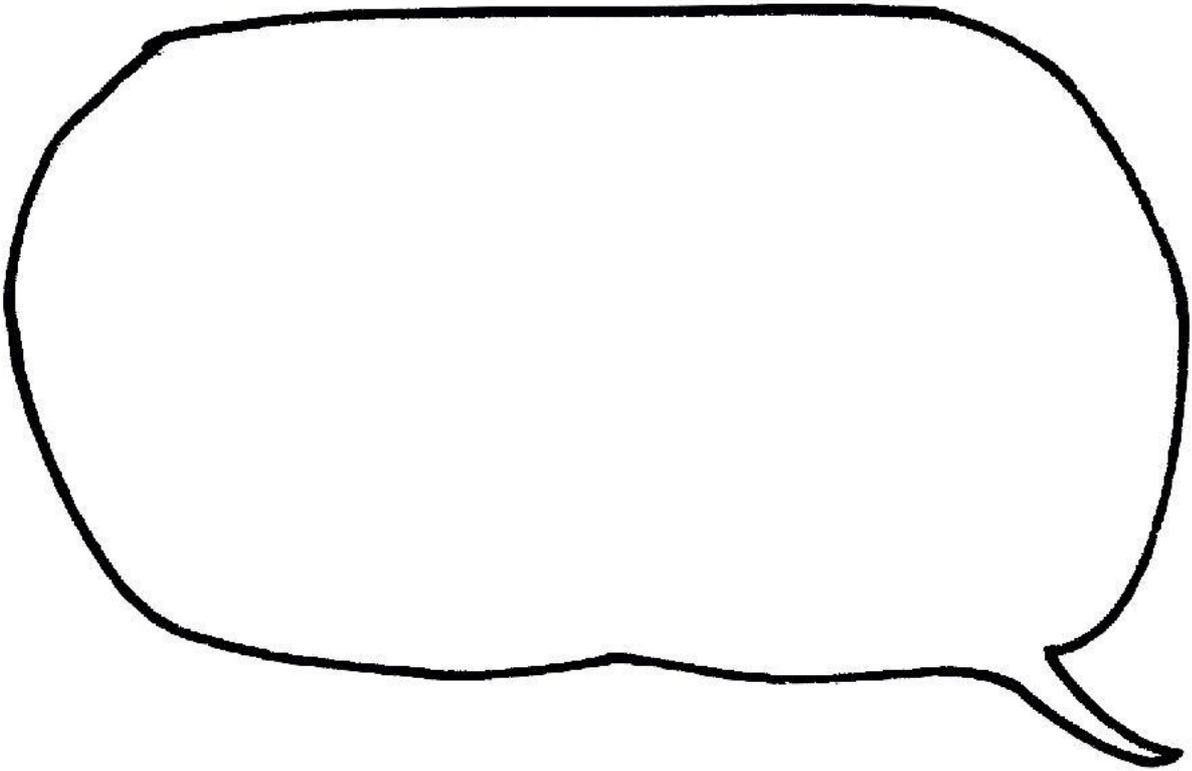


I hope you have enjoyed working through this workbook. Please share any work produced by tweeting me @deanatfifty

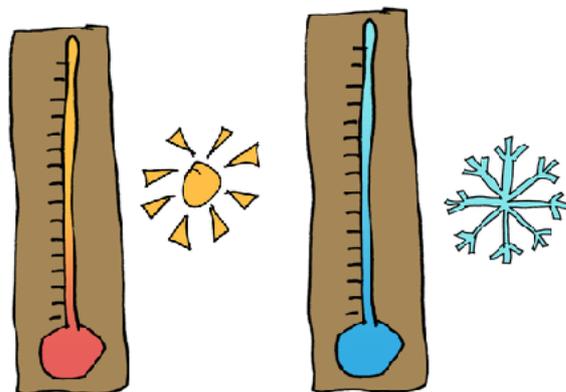
Here are the answers to Activity 2: Vocabulary

Target Word	Definition
malicious	intending to be mean and nasty
rarely	hardly ever
immense	extremely large
mature	fully grown
gnarled	twisted and knobbly
steely	cold and determined
intimidating	threatening
hence	therefore/for this reason
disguised	hidden/camouflaged
hoard	a collection
forage	find and collect
cudgel	wooden club or stick
bland	uninteresting/boring
palate	sense of taste
reciting	to read out loud
epic	a long poem or story about heroic acts
ancestors	family members related to from long ago
encountered	come across/run into
pitchfork	farm tool with 2 long metal spikes

We've reached the end of our journey. I hope you've had fun!



I would rate my journey through this booklet (tick hot or cold):



This workbook has helped me learn ...



Dean Thompson, former teacher and Programme Director for Primary School Improvements with the National Strategies, now works with Talk for Writing to help schools develop the approach.

Edited and designed by Julia Strong

Prepared for online distribution by Nick Batty

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Thanks to Jon Ralphs for the illustrations: jonralphs.com