**Midnight Mysteries presents:**

**The Vampire’s Servant \***

          Write a tale of the life - and possibly death – of a servant working at the home of a vampire. Requirements: Use ONLY stem-changing verbs from the list provided, and forms of “To Be.”

**Paragraph 1: Describe the servant and his normal work routine:**

        What is his name and what is he like?

        What chores does he do for his boss?

        What does he think of the work he does for the vampire? Is it fair?

**Paragraph 2: Describe the boss:**

        What is the vampire’s name and what is he like?

        Explains the good and bad of being a vampire’s servant.

        What is the servant’s opinion of the vampire?

**Paragraph 3: Strange events occur or - a stranger appears! Suspense builds!**

****Use **“normally / but”** construction:example: "normally, I *water the garden at eight o'clock in the evening*, but tonight*..."*

* Use sequencing words, first, second, then, later, suddenly.

       How does the servant feel and think about the strange happenings?

**Paragraph 4: Aaaargh!**

        What happened?

        How does the story end?

        Do they live happily forever?... or not?

**Heads up!**

1. Before you write, select a point of view: first person or third person omniscient?
2. Write legibly on the paper provided.
3. You may look up nouns and adjectives in the dictionary, but nothing else.
4. No help from native speakers or translation devices.
5. Only the verbs provided can be used
6. Circle your verbs before you hand in your paragraphs..

\* If you don't like vampires, you can use one of these monsters: witch, zombie, mummy, wizard, ghost, Frankenstein, alien, clown, werewolf, the creature, etc. Or pick a human boss that’s a little eccentric.

**Story Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Paragraph 1**

**Instructions:** One word per line. Do not indent the paragraph. 20, 22.5, or 25 points possible.

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Running out of ideas? Have your characters talk! Dialogue uses up tons of lines! “Dice” is a stem change verb and a dialogue tag!

**Final Draft Improvements for Points:**

To keep your A, B or C, you must correct the errors circled on your rough draft:

1 Adjectives go after nouns (el sombrero negro)

2 Verbs: You forgot to conjugate / your ending doesn’t match your subject / you forgot the stem change

3 If subject is plural, articles and adjectives must be plural too (los sombreros negros)

4 If the subject is masculine (el perro) or feminine (la pera), all articles and adjectives must be too.

5 Estar for: location feelings temporary conditions

6 No apostrophe + s in Spanish (*Bob’s*). Correct: *El/la \_\_\_\_(thing)\_\_\_ de Bob.*

X Crossed out words: Remove them.

**Redo whole paragraph for credit:**

\_\_\_\_ You didn’t follow directions / your story line is off topic

\_\_\_\_ You dreamed up the story in English, then looked up dozens of words to force it into Spanish.

\_\_\_\_ Your writing is too hard to read. Type it and re-submit.

\_\_\_\_ You used a translator

\_\_\_\_ You got help from a native speaker

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**Story Paragraph REDO Nombre:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** Write the corrected or redone version of paragraph \_\_\_\_\_ here. Do NOT start the next paragraph yet. Return your original paragraph with my markings along with this one as soon as possible.

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# **Spanish Punctuation on the PC Keyboard**

To add an accent mark manually, touch “alt” (next to the space bar on your keyboard) and hold it down while typing the following numbers on the key pad. When you release “alt,” the punctuation you selected will appear:

Alt + 130 = é

Alt + 160 = á

Alt + 161 = í

Alt + 162 = ó

Alt + 163 = ú

Alt + 129 = ü

Alt + 164 = ñ

Alt + 166 = ª (as in 2ª lección)

Alt + 167 = º (as in 2º paso)

# Alt + 168 = ¿

Alt + 173 = ¡

Alt + 0193 = Á

Alt + 0201 = É

Alt + 0205 = Í

Alt + 0211 = Ó

## Alt + 165 = Ñ

Alt + 0218 = Ú

Alt + 0220 = Ü

Alt + 175 = » (use instead of quotation marks)

Alt + 174 = « (ditto)

**Teacher planning sheet for creating your own story frames:**

Title of Story\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Verb goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Synopsis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Paragraph 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guiding question 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guiding question 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guiding question 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Paragraph 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guiding question 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guiding question 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guiding question 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Paragraph 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guiding question 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guiding question 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guiding question 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Paragraph 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guiding question 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guiding question 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guiding question 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(Publication possibilities:** kids read stories to each other x 4, publish class collection of all stories for an author’s tea, include in a collection of each student’s own work, post in hallway**)**

\*two common 4-paragraph story frames:

Paragraph 1: introduce protagonist and a routine The setting *(it was a dark and stormy night...)*

Paragraph 2: introduce antagonist Introduce protagonist within setting

Paragraph 3: The “norm” goes awry Introduce antagonist with agenda

Paragraph 4: a surprise, ending the two characters clash, ending