



lingoda

# Stream of consciousness writing

SPEAKING

LEVEL  
Advanced

NUMBER  
C1\_1028S\_EN

LANGUAGE  
English





## Goals

- Can read a complex literary extract about stream of consciousness writing.
- Can recognise and discuss a variety of stylistic devices and explain their uses in literature.



It was a Tuesday – no, a Wednesday – when it started. Or was it? Maybe. I couldn't be sure anymore. All I remember was that I had been carrying a pen in my pocket which burst and my favourite shirt was ruined forever. I miss that shirt. It wasn't even expensive but somehow managed to be perfect in summer, perfect in winter. It was perfect. My perfect shirt. But my perfect shirt wasn't going to help me now. I opened the door and stepped inside.





What is your favourite book?

**Tell your teacher  
about your  
favourite book.**

How is it  
narrated?

Where/when is  
it set?

What is the  
plot?



## What if...?



Consider again how your favourite book is **narrated**. How would the story change if narrated by a different character or by an independent narrator?



Are you familiar with any of these narrative techniques?

third person

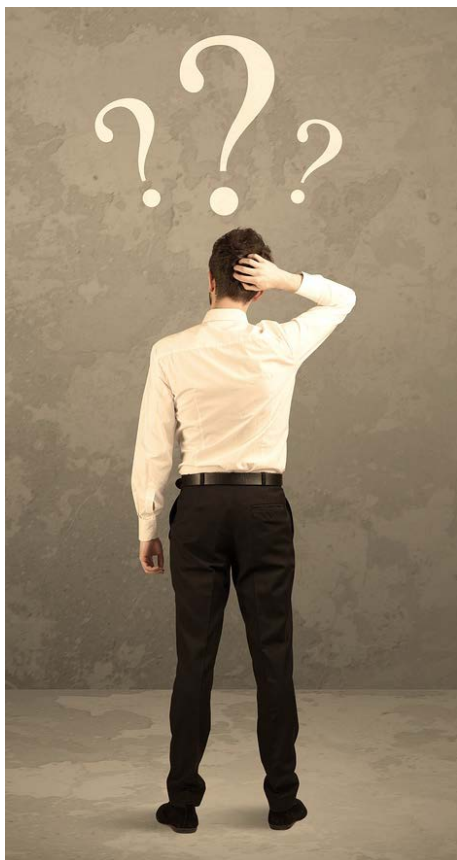
second person

first person

unreliable narrator



## What is stream of consciousness narration?



The short example at the beginning of this lesson was written in a literary technique called **stream of consciousness**. It is the written equivalent of the narrator or character's thought process, and attempts to **illustrate** this on the page. It attempts to imitate how the human mind works, **mimicking** the stream of thoughts as they flow through the mind.



## What is stream of consciousness narration?

Inside our brains, a stream of thoughts, memories and reactions is constantly flowing. Normally, in our day-to-day writing, we rarely transfer these directly to the page, instead considering carefully what should be **retained** and what should be **omitted**. However, stream of consciousness narration aims to avoid doing this.







## What is stream of consciousness narration?

But what kinds of things **cross our minds** throughout the day? Consider your surroundings at this moment. Consider your senses: what do you feel? See? Hear? Taste (maybe you are drinking coffee as you read this)? These observations are **intertwined** with memories and associations. Maybe you're being reminded of what you were doing the last time you heard similar sounds, or remembering what you could see the last time you drank a coffee.

Sometimes you cannot focus on one subject, and other things disturb your thoughts. What about that meeting you had yesterday? The person who stole your parking space this morning? In stream of consciousness writing, all of these thoughts are transferred to the page.



## What is stream of consciousness narration?



Features typical of stream of consciousness writing include unusual use of punctuation, or even none at all, incomplete sentences, **fragmentation** and no immediately apparent direction to the text. It tends to have a **scattered** yet flowing effect.

Although the thoughts may seem random, the associations and the order in which the narrator or character uses them can tell us a lot about their thought process. Stream of consciousness narration is an important tool for **character development**.



## New vocabulary

**The following words all appear in the text you have just read. Do you know what they mean? Discuss their definitions with your teacher.**



to illustrate

to mimic

to be retained

to be omitted

to cross  
someone's  
mind

intertwined

fragmentation

scattered

character  
development



## Discuss the questions

**Think about the text you have just read and discuss the questions below.**

Does this form of narration have a practical use? Explain your answer.

Do you ever use it in your day-to-day life? If not, what do you do instead?

Are you familiar with any literature which uses this narrative technique?



## Word association

**What do you think about when you hear the words below?  
You have one minute to talk about each. There is no right or  
wrong answer – just keep talking for one minute. Try not to  
stop to think.**



gloomy

wealth

spacious

time

apocalyptic

sparkle

ancient

cave

deliberate



## Get ready to listen

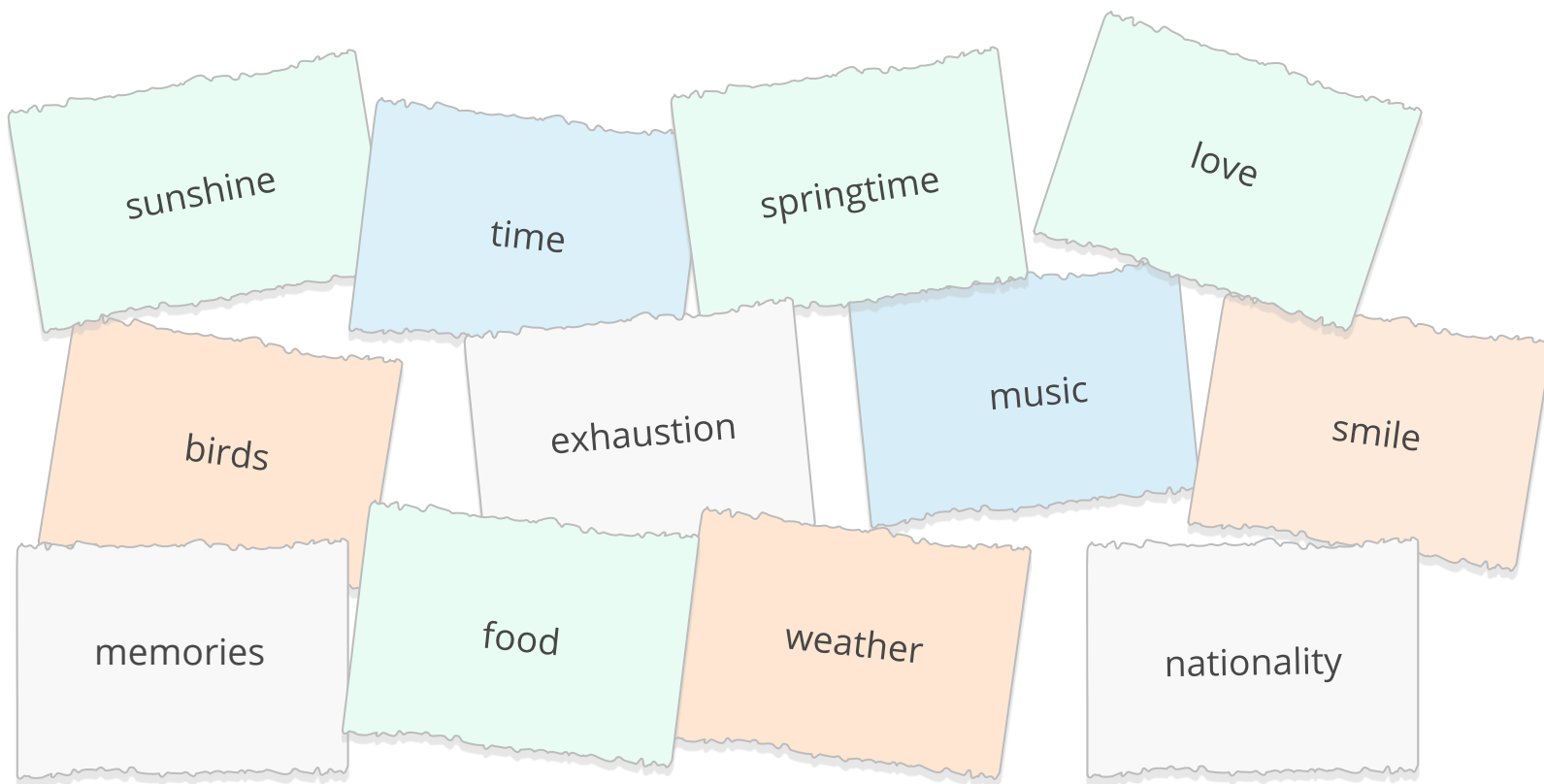


The next few slides will focus on  
training your listening comprehension



## Listen and categorise

This text jumps around quite a lot. As you listen, sort each word below into one of two lists: themes which are talked about and themes which aren't.





**What did you think?**

**What did you think when you heard this text?**

What is the text  
about?

What structure  
does it follow?

What do we learn  
about the  
narrator?

How do you  
think the writer  
felt about the  
person's  
disappearance?





## Tone and feeling

**Think about the text you just heard. What kind of feelings and emotions did you notice? What was the tone and style like?**  
**Use the words below for inspiration.**



It struck me as...

reflective

energetic



**How do you think the story continues?**

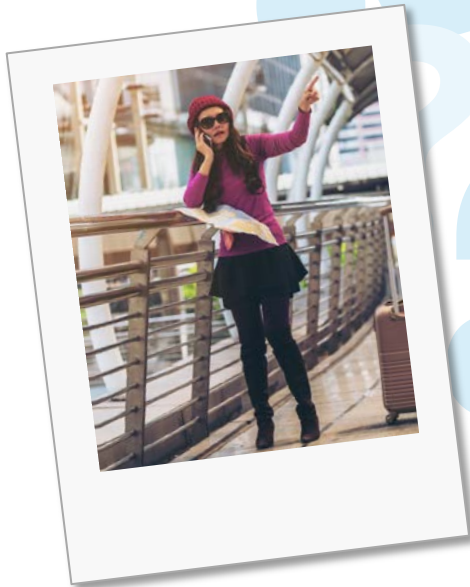
**How do you think the narrator's thoughts continue?  
You can use the ideas below as inspiration or think of your own.**





## Creative writing

**Imagine you are one of the people below. Using the stream of consciousness narrative style, write a short paragraph detailing your thoughts.**





## Give your opinion

Do you think that stream  
of consciousness is an  
effective form of  
narration?  
Would you read something  
in this style?





## Reflect on the lesson

Take a moment to review any new **vocabulary, phrases, language structures** or **grammar points** you have come across for the first time in this lesson.

Review them with your teacher one more time to make sure you don't forget!



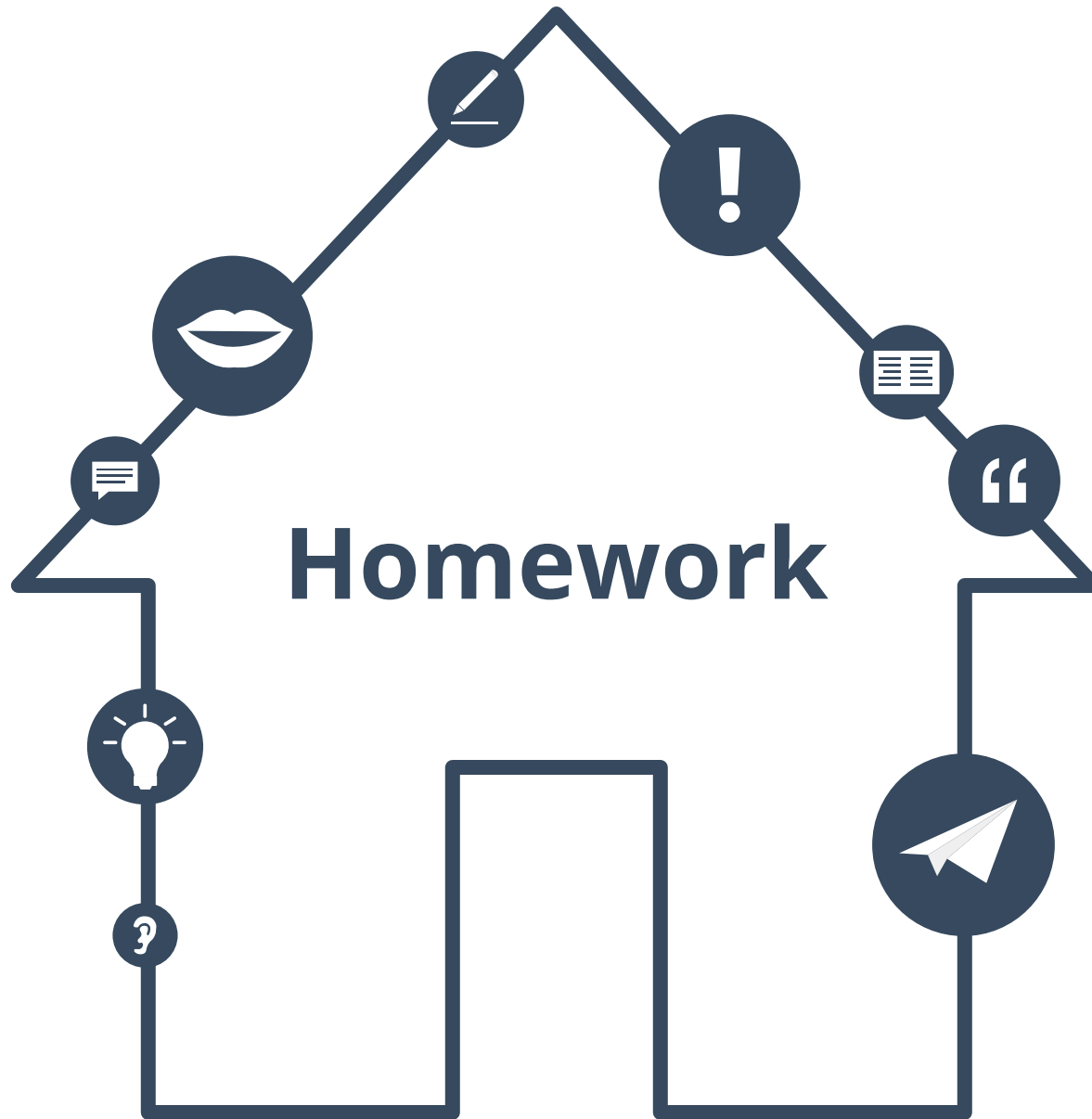


## Transcription

### Exercise p. 14

It was already six o'clock, I realised. Six. The church clock should have chimed already... ah, there it was. *Dong. Dong. Dong.* Strange. It was still warm for so late in the afternoon – glorious sunshine – but, well, that's summer on the island. One day, basking in the delicious rays of sun; the next leaving us to our usual vitamin D-deprived state. One... two... three... I remember that summer when it barely got warm at all, then frankly started us in October with blazing sun for ten days straight – when was it? Five... Six... Silence again. Ah. Yes. That was the summer he disappeared. I still couldn't bear to think about it. Every time I went near the pier I couldn't stop thinking about his face the last time I saw him. His eyes. His shy smile. The skip in his step as he walked away... But wait. Six o'clock meant that I was already late. The bus should've been here twenty minutes ago. Where was it? Typical. Actually, I'd have been more surprised if it were on time. Time to start walking. That should encourage its arrival.







## Evaluate the lesson

**What did you find most interesting about this lesson?  
What did you dislike about it?**

A vertical sheet of white paper with a spiral binding on the left side and horizontal lines for writing.





## Re-write a favourite scene

**Choose your favourite character from a novel or film and re-write a short part in stream of consciousness narration.**



Stuck for ideas? How about Amelie Poulain? Harry Potter? Sansa Stark?



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