

Unit 3: Narrative Essays

Step 3: Developing Your Ideas

Exercise 1: Reading a student essay

- Read the essay on and answer the question “What is the scary secret”?

Exercise 2: Examining the student essay

- Based on your reading the passage, answer the questions (1-5).

Language and Grammar Focus

- Study the information in the box on “Showing Sequence in Narrative Essays” and the images on the Facebook page.

Exercise 3: Identifying time adverbs

Read the essay again. List the time adverbs. On a separate piece of paper, write sentences of your own using the adverbs you found.

Language and Grammar Focus

- Study the information on “Using Subordinating Conjunctions with the Simple Past.”

Exercise 4: Using Subordinating Conjunctions

- Combine each pair of sentences into one complex sentence, using the subordinating conjunction in parenthesis.

Language and Grammar Focus

- Study the information in the box on “Adding Details to Essays.”

Exercise 5: Asking detail questions about an outline

- Look at the outline and the example given. Then try to generate details by writing questions.

Step 4: Editing Your writing

Language and Grammar Focus

- Study the information in the box on “Using the Past Continuous in Narrative Essays.”

Exercise 1: Identifying Background Information

- Read the paragraph entitled “My Wedding.” Underline all the verbs that describe background actions.

Exercise 2: Using the past continuous to describe actions in progress

- Complete the texts using the past continuous.

Exercise 3: Setting the scene with background details

- Complete the stories, giving background information using the past continuous.

Language and Grammar Focus

- Study the information in the box on the “Using Subordinating Conjunctions with the Past Continuous.”

Exercise 4: Identifying time clauses with the past continuous

Do the exercise. If the sentence has two simultaneous actions, write *S*. If the sentence has one action interrupting another, write *I*.

Exercise 5: Using Subordinating Conjunction

- Complete the sentences to create either simultaneous or interrupted activities.

Exercise 6: Editing a paragraph

- Read the paragraph and edit. Find out the seven mistakes.

Review: Putting It All Together

Exercise 1: Using Subordinating Conjunctions

- Rewrite the sentence(s) (1-10) as either one or two.

Exercise 2: Reviewing the simple past and past continuous

- Write the correct form of the verb in parenthesis

Exercise 3: Editing a paragraph

- Read the paragraph and edit as necessary. Find out the six mistakes in verb forms.

ASSIGNMENT

Step 1: Brainstorming (5 minutes). Brainstorm A & B

A) On a separate piece of paper, think of an experience that changed you or taught you something important.

B) On a separate piece of paper, think of time when you changed your mind about something.

Step 2: Brainstorming (15 minutes).

Write an outline for the two topics above, using the following template.

Introduction (First Paragraph)	
Hook Get the reader interested.	
Background Information Tell who, when, and where.	
Thesis statement Prepare the reader for the story by focusing on the topic and what you will say about it.	
Body Paragraphs (Middle Paragraphs)	
Topic and Controlling Idea List story details. What happened first? What happened next?	
Topic and Controlling Idea What happened last? How did the story end? How did you or others feel?	
Conclusion (Last Paragraph)	
Story's Importance What did you learn?	

Step 3: Writing (45 minutes)

- Use your brainstorming notes and outline to write your essay on a separate piece of paper. Choose only one topic to write an essay on.

Step 4: Editing (15 minutes)

- When you have finished your essay, check it for mistakes using the checklist below

CONTENT AND ORGANIZATION

- 1. Does the introduction include a hook to get your reader's attention?
- 2. Do you provide a background information?
- 3. Do you provide a thesis statement? Does it with the main idea appear at the bottom of your first paragraph and prepare the reader for the main action event?
- 4. Does each body paragraph have a clear topic sentence and specific supporting details?
- 5. Are the details well-organized in a clear sequence?
- 6. Do time expressions support the coherence of your essay?
- 7. Does the conclusion explain the outcome and what you learned/show what the writer learned from the experience?
- 8. Is the purpose of the essay clear?
- 9. Is the essay correctly formatted with indented paragraphs?

LANGUAGE

- 10. Did you use the correct verb form to indicate sequence and interrupted or simultaneous actions?
- 11. Did you check that stative verbs were used in the past simple?
- 12. Do time adverbs and subordinating conjunctions help the flow of sentences?
- 13. Did you use the correct form and order of adjectives?
- 14. Does the essay contain a variety of vocabulary?