

# 1 Writing

## A story

### Writing Tip

#### Writing stories

Stories can be about real or imaginary situations. They can be in first person (*I, we*) or third person (*he, she, they*). Before we start writing a story, we first decide on the type of story, the main characters and the plot.

In the **first paragraph** we set the scene (when/where it happened, main characters, weather, what happened first).

In the **main body paragraphs**, we describe the events in the order they happened leading to the climax event (the main event), and the main event.

In the **final paragraph** we write what happened in the end and how the character(s) felt.

We normally use **past tenses** and **time linkers** (*as, when, after, later, while, suddenly, finally*, etc) to help the reader follow our story. We can also use a **variety of adjectives and adverbs** and **direct speech** to make our story more interesting to the reader.

### Study skills

#### Understanding rubrics

To plan your piece of writing you need to understand the rubric as it contains information on the imaginary situation, the imaginary reader which will help you decide what style you will write in, the type of writing and any specific details.

- 1 Read the rubric and look at the key words in bold. Answer the questions.

A travel magazine has asked its readers to send short stories describing a **nasty holiday experience** they had. The best story wins a three-day visit to London. Write your story for the competition (120-180 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What should your piece of writing be about?
- 4 How many words should you write in?
- 5 Will your narrative be in the first person or the third person.

- 2 Read the story and answer the questions.

- 1 How does the writer set the scene?
- 2 What is the climax event?
- 3 What happened in the end?
- 4 How did the characters feel?

## The RUNAWAY Train

By John Brown

During my summer holiday, my friend James and I were travelling across the USA. One day, we decided to take a journey on a steam train which became a thrilling adventure. Little did we know that we were in for a terrifying experience.

We had been enjoying the smooth ride when something went terribly wrong. We had just come out of a tunnel and we were slowly making our way down a hill when suddenly there was a loud screeching noise. Then, instead of slowing down we began to speed up.

People started screaming frantically. As we all held onto our seats, the train started rocking dangerously from side to side. A man got out of his seat and ran quickly to the front of the train. A few minutes later, the train began to slow down. Soon after that, we pulled into the next station and we all got up anxiously to see what had happened. It seems the driver had hit his head and fallen unconscious.

Luckily, the passenger had got there in time to slow down the train and save the day. We were relieved to hear that no one had been hurt and that the driver was well.

- 3 Put the events in the order they happened. Compare with your partner.

- A  We heard a screeching noise.
- B  We pulled into the next station.
- C  James and I went on a train journey.
- D  A man ran to the front of the train.
- E  The driver hit his head.
- F  The train began to speed up.
- G  The train started to slow down.
- H  The driver was well.

- 4 Which adjectives has the writer used to describe the following?

- |           |               |
|-----------|---------------|
| 1 .....   | 2 ..... ride  |
| adventure | 3 ..... noise |

5 Write the adverbs the writer has used to describe the following:

- 1 making our way .....
- 2 screaming .....
- 3 train rocking .....
- 4 ran .....
- 5 we got up .....

6 Fill in the sentences with a suitable adjective or adverb from the list.

- deafening • dark • rapidly
- carefully • terrified • violently
- massive • heavy

- 1 The thunder was ..... and the windows were shaking .....
- 2 I felt absolutely ..... when I saw the ..... wave rushing ..... towards us.
- 3 ..... clouds filled the sky as the ..... rain poured down.
- 4 Simon drove ..... across the bridge.

7 Fill in: *suddenly, before, and then, eventually, as soon as, while, and.*

1) ..... we reached London, we looked for somewhere to spend the night. 2) ..... we came across a small cosy hotel. 3) ..... we were waiting at the reception, a young man entered. He looked at us coldly then disappeared in the lift without saying a word. 4) ..... we heard a scream. Minutes later the young man came down the stairs. He looked very scared 5) ..... his hands were shaking. 6) ..... we said a word he grabbed my hand and said, "I saw him. He is in my room waiting for me. Please, help me," 7) ..... he fainted.

**Study skills**

**Setting the scene**

When we write a story, we start by setting the scene. To do so, we imagine we are looking at a picture and try to describe the place (*where*), the time (*when*), the weather, the people involved (*who*), and what happens. We can use our **senses** to make the descriptions more vivid. We can describe what we **see** (e.g. *a cute dog*), **hear** (*barking*), **feel** (*soft grass*) or **smell** (e.g. *the scent of orange trees*).

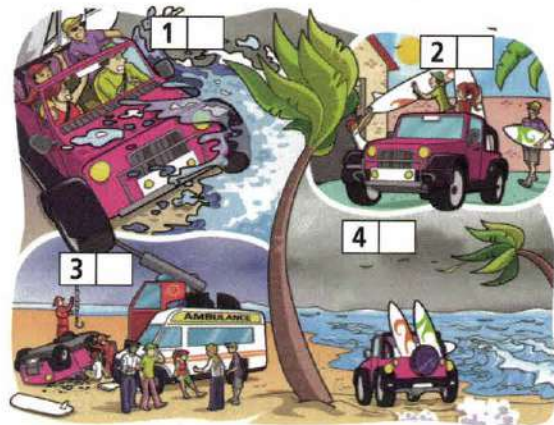
8 Look at the picture and use the prompts to set the scene. Start with the sentence given.



Steve could never expect his weekend trip would end like this.

9 Put the pictures in the correct order (1-4) to make the outline of a story.

🔊 Listen and check.



10 A magazine has asked its readers to send in stories (120-180 words) about a nasty experience. Use the pictures in Ex. 9 to write the story. Follow the plan.

**Plan**

- Para 1: set the scene: characters, when/where, weather (*One hot day, Matt & ... After they ...*)
- Paras 2/3: events in order they happened & climax event (*By the time they got ... Dark clouds ... All of a sudden, ...*)
- Para 4: what happened in the end, feelings (*Before long ... Everyone sighed with relief.*)