Name & Surname: _____ Class: _____ Date: _____

Telling Your Story

Build narratives with technique, detail, and order

About 60 minutes Level ★★★☆☆



What Makes a Narrative Work?

A strong narrative develops a real or imagined experience so a reader can follow it and feel it. Writers use **technique**, **descriptive details**, and clear **event sequences**.

- Effective **technique**: dialogue, pacing, and action that show what characters do and feel.
- Relevant **details**: exact sensory words for sight, sound, and feeling that move the story forward.
- Well-structured **sequence**: hook, rising events, climax, and resolution in an order that makes sense.

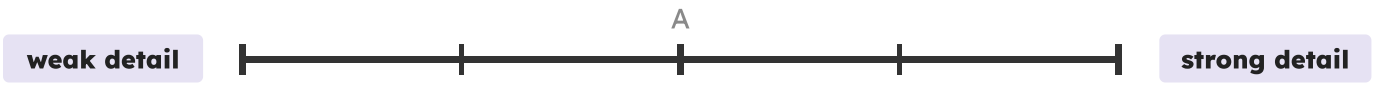


↑↓ Task A

Example done for you

/4

Read each sentence. Decide how strong its descriptive details are. Place each on the line from weak to strong.



A ~~We ran across the wet field, laughing as wind pushed our jackets.~~

B Wait for me, she shouted, breathless, as thunder rolled behind us.

C Wait for me, she shouted, breathless, as thunder rolled and mud sucked at our shoes.

D We had a day.

E We walked to the field after lunch.

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What Counts Most?

Hear three ideas about narratives and judge them.

Key words

narrative: a story about a real or imagined experience

dialogue: what characters say in quotes

descriptive details: exact sensory words that matter to the story

technique: writer tools like dialogue and pacing

pacing: how fast or slow the story moves

event sequence: the order of what happens from start to end

Task B /3

Read what three students say. Write if you agree or disagree and why, using event sequence and technique.



Student A

What makes a narrative about a real or imagined event strong?

Just list everything that happened in any order. Readers will figure it out.



Student B

Add lots of random exciting events, even if they do not connect, to make it fun.



Student C

Use dialogue and pacing, choose details that matter, and order events from hook to resolution.



Student D

What do you think of each idea? Why?

Student B: .....

.....

Student C: .....

.....

Student D: .....

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Zoom Into Writing

Annotate a short extract like an editor.

Did you know?

Did you know? Readers remember a scene with one exact sound and one line of dialogue longer than a whole paragraph of summary.

Task C /3

Read the extract and do the tasks. Think about dialogue and pacing.

- [ ] Underline two words that show sound.
- [ ] Circle the line of dialogue that shows what is at stake.
- [ ] In the margin, explain how lines 4-7 speed up the pacing.

Late Bus

1 The rain drummed on the shelter roof.

2 The student checked the clock again: 7:42 a.m.

3 "If I miss it, I will miss the tryouts," the student whispered.

4 Brakes squealed two blocks away.

5 A bag slipped, papers scattering across the wet sidewalk.

6 "Hey, grab that side," a classmate yelled.

7 Together they ran, shoes splashing toward the lights.

My notes

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Fix a Draft

Help a writer improve technique, detail, and order.

Task D /9

Read the case and answer a, b, and c using descriptive details and sequence.

A 12-year-old student wrote a class draft about getting lost on a walk and finding the way back. The draft says: We went. It was scary. Then we were back. It was fun. The teacher asked for a real or imagined experience with effective technique, relevant details, and well-structured events.

a. **List TWO problems with the draft as a narrative.** **(2)**

b. **Explain ONE way to add effective technique to the middle event.** **(3)**

c. **Rewrite ONE sentence with relevant descriptive detail to show fear.** **(4)**

(Total: 9 marks)

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Plan Then Write

Order your plan and start your own narrative.

Task E

Example done for you

/4

Number these plan steps 1 to 5 in order. Think about event sequence.

- [1] Start with a hook that drops the reader into the moment
- [ ] Add rising events that build a problem
- [ ] Add falling events that show what happens right after
- [ ] End with a resolution that shows what changed
- [ ] Write the climax where things change most

Task F

Draw and write your turning point. Use dialogue and clear order.

Draw your climax moment in the box. Then write 8-10 lines to develop it. Start with: My heart pounded when... Use one line of dialogue and one sensory detail, and keep events in order.

Draw here

Write here

How did I do?

Circle a face for each line.

I can use technique to develop a real or imagined experience	☹	😐	☺
I can choose descriptive details that matter to the story	☹	😐	☺
I can organize events in a clear sequence from hook to ending	☹	😐	☺

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Answer sheet: Telling Your Story

Task A

From weak detail to strong detail: D, E, A, B, C

Task B

Student B: not right
Student C: not right
Student D: right
Student D is correct. Technique like dialogue and pacing shows the experience, relevant details help the reader picture it, and a clear sequence keeps cause and effect easy to follow.

Task C

Answers will vary, e.g. drummed and squealed, also splashing; Line 3 about missing the tryouts; Short, fast actions pile up with no pause, which makes time feel urgent and pushes toward the bus.

Task D

a) It has almost no technique, no dialogue, action, or pacing. It has no relevant sensory details. It has no clear sequence with hook, build, climax, and resolution. (2)
b) Add dialogue and paced action to show the scary moment, for example short sentences and spoken words while the characters look for the path, then a pause when they hear a sound. (3)
c) Example: My hands shook and cold rain ran down my neck as the trees went quiet. Accept any one sentence with exact sensory detail tied to fear. (4)

Task E

1. Start with a hook that drops the reader into the moment 2. Add rising events that build a problem 3. Write the climax where things change most 4. Add falling events that show what happens right after 5. End with a resolution that shows what changed

Task F

Answers will vary.

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