

Creative writing

WRITING

LEVEL
Advanced

NUMBER
C1_3072W_EN

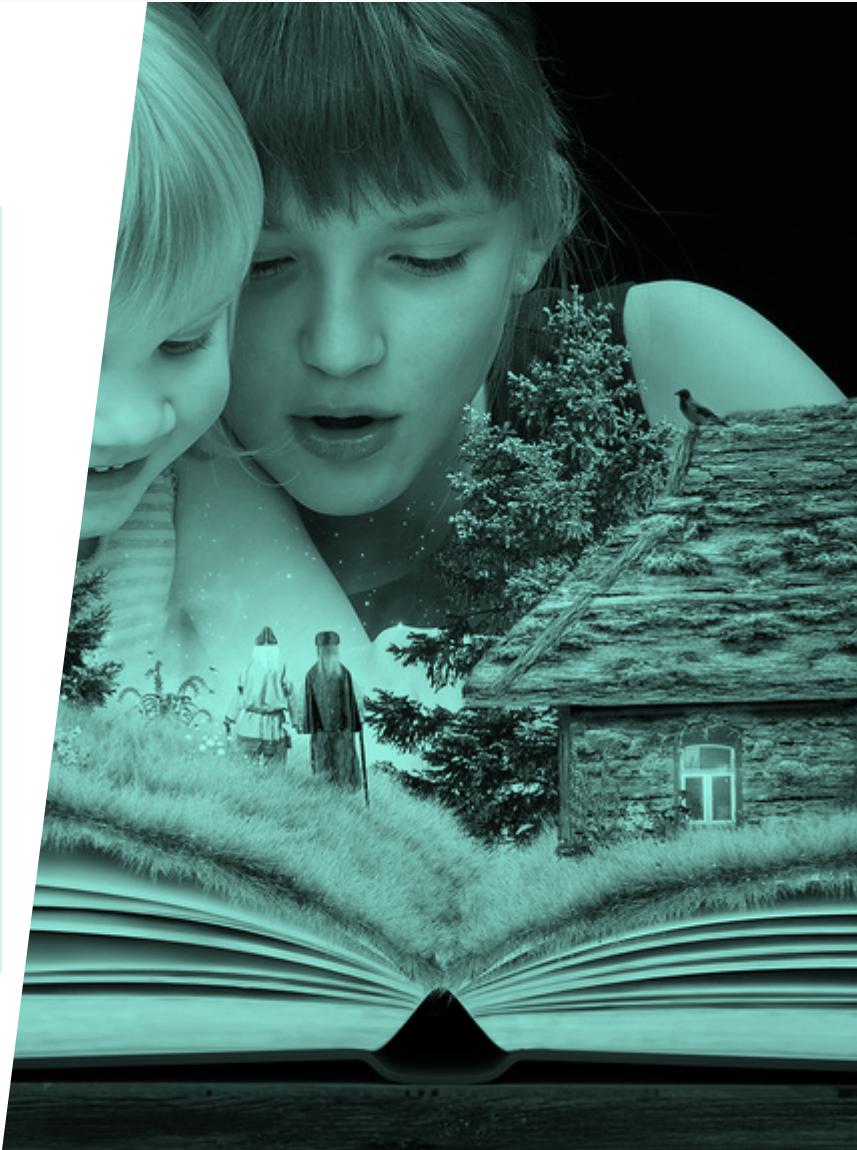
LANGUAGE
English





Goals

- Can recognise and explain some more complex strategies commonly used in creative writing.
- Can accurately use these more advanced strategies to write my own piece of creative writing.







Creative writing

- Creative writing can take **inspiration** from real life but it is **fictional**. Creative writing is fun because it allows you to use your imagination!
- In this lesson, we will learn about and discuss creative writing **techniques**, practise doing some creative writing, and also **review** some **grammar** and **vocabulary** topics already covered in the C1.3 unit which are particularly useful for creative writing.



She looked out on the **winding streets and dappled coloured roofs of** the city below. **On a hill in the distance stood a church** and she wondered **idly** if it was the same church that her grandmother had attended every Sunday for over fifty years.



Different kinds of creative writing

What kinds of creative writing are you familiar with? Did you study any creative writing at school? Do you like reading in your spare time? Have you ever tried creative writing before?

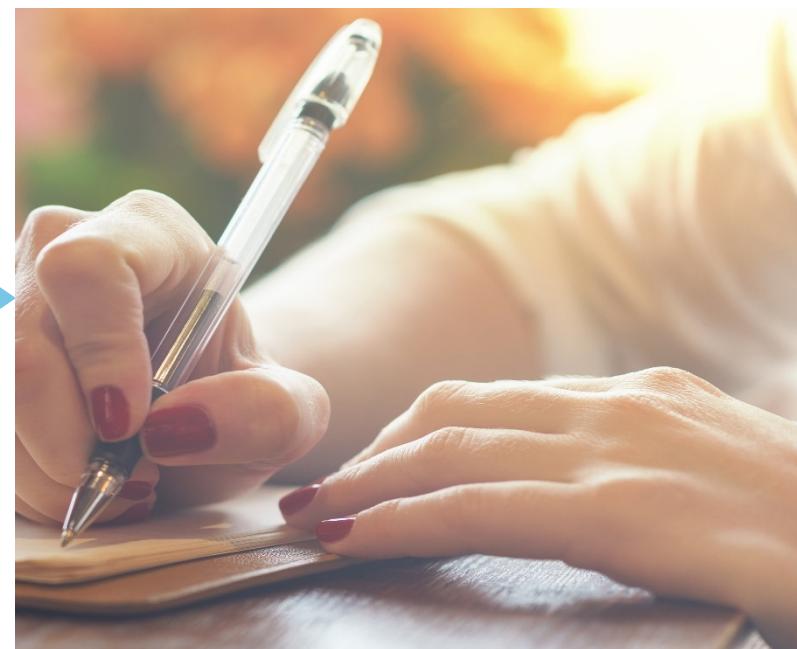


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Language of narration

- In creative writing we use **descriptive language** to help the reader **imagine** the scenes we are describing and bring fictional images to life.
- We use lots of **adjectives** in creative writing. We use adjectives to describe **setting, atmosphere** and **characters**.
- When writing creatively, remember the five senses. Think about **hearing, touch, sight, smell**, and **taste** and try to incorporate descriptions of these in your writing.

- There are also some special **narrative techniques** that you studied in this unit that are useful when it comes to creative writing.
- **Inversion** and **cleft sentences** can be used to draw attention to things you want to **emphasise**.
- **Phrasal verbs** can help you to describe **characters**, or describe **action**.



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Describing the five senses

Thinking about the five senses helps your creative writing become more vivid and alive.

Sense	Example sentence
sight	The dappled sunset made the stone houses shine like burnished gold.
touch	The cat's fur felt soft, almost velvety, to the touch.
taste	The coffee was bitter. He had brewed it too long, but she tried to hide her displeasure as she sipped it so as not to offend him.
hearing	He was not alone. He could hear voices coming from the back room but they were too muffled to make out.
smell	The air was stuffy and stale; it was clear the windows hadn't been opened for weeks and the odour of ashtrays lingered in every room.



Review: inversion and cleft sentences

- **Inversion** and **cleft sentences** are really useful techniques to use in creative writing as they allow you to add **emphasis** or place a **special focus** on a **particular element** in a sentence.
- Inversion in English is when we reverse the normal word order of a sentence. In an inverted sentence the verb comes before the subject. This adds emphasis to the first part of the sentence.
- The **it cleft** and **wh clefts** are especially useful in creative writing.

Cleft sentence	Inverted sentence
It was in the dead of winter that Boris and Marie first locked eyes across a snowy path.	Seldom had Joseph been as angry as he was on this particular day.
What he needed was sleep. What he got was yet more work to do.	No sooner had she walked in the room, when she heard a loud, resonating bang.
It was Boris who finally spoke up and said what was on everybody's mind.	Little did they know that at that very moment, something magical was happening.
Unsure why she was doing it , Mia dialled the number with trembling fingers.	So worried was Caroline that she didn't sleep a wink that night.



Setting the scene

Look at the pictures below. Imagine you were there. How did you feel? What did you see, hear, touch, smell or taste? Imagine you are writing the opening to a short story, set the scene by describing each picture in as much detail as possible.



crowded
huddled



open
colourful



Inversion and cleft sentences

**On each card below you have the beginning of some inverted and cleft sentences. Can you complete each sentence?
Be as creative as you like!**



Only later
would

Never in his life
had

Seldom had she
seen

It was your
brother who

It was
Jonathan's hat

What you need
is

“

The elements of a good plot

- **Structure** is very important when it comes to creative writing. The **plot** of your story details the **action**, or what happens.
- There are some **ground rules** when it comes to writing the plot of your story. Following these rules means your story will be **engaging** and will **capture your reader's attention!**

- A good plot starts with an **introduction** to the **characters**, and **sets the scene** of action.
- About midway through your story something has to happen, there should be some kind of **problem** that the characters will need to try to **resolve**.
- The **conclusion** of your story should involve a **resolution** of the problem. However, the resolution doesn't have to be positive!

“

Writing in the first or third person

- When it comes to writing your story you also have the choice between writing in the **first** or **third person**.
- Writing in the **first person** means starting sentences using the subject **I**. Writing in this way means that you are telling the story from the **point of view** of the **character that is talking**. This often feels more **direct** and **intimate** for the reader.
- Writing in the **third** person means using the subjects **it**, **he**, or **she**. Writing in this style gives the narrator a **position of privilege**; they are **privy** to all the **thoughts** and **feelings** of **every character** in the story.

1st person	3rd person
I walked along the road	She walked along the road
I felt tired and gloomy	She felt tired and gloomy
I wondered how we would cope	He wondered how they would cope
I didn't know her	He didn't know her





Comparing writing in the 1st and 3rd person

Look at the two samples of text below. What different effects does writing in the first and third person produce?

Tell your teacher a short anecdote from your life, then also practise telling the same anecdote in the 3rd person.

|| It was the first time in my life that I had been on an airplane. I felt nervous, and a little excited. I had prepared my bag carefully the night before: passport, tickets, the foreign currency with its strange shapes and patterns, a book my sister had given me that was apparently a real page turner. I hoped that if the flight proved too nerve wracking the book would distract me. ||

|| She had never flown before and she was feeling a little nervous. She had prepared her bag carefully the night before: passport, tickets, the foreign currency with its strange shapes and patterns, a book her sister had given her that was apparently a real page turner. Little did she know that in her excitement she would forget that same bag in the back seat of the taxi on the way to the airport. ||



What makes a good plot?

Think of the tips you read about writing a good plot. Look at the photos below. What kind of plot could you create around each scene? What might have happened before each photo was taken? What might happen next?



suspense
intrigue



Does each photo show a beginning, middle or end?



Reviewing relevant topics

- In the next few slides we will **review** some of the **topics** you covered in the C1.3 module.
- These topics will be helpful to help you plan and write your own piece of creative writing!



Well done, you have learned so much in this unit!

Cleft sentences and inversion

What can you remember about cleft sentences and inversion in English?
How do you think these grammatical forms might be useful in creative writing?



Round the corner came the postman. **It was two weeks now** since she had last received any post and so she was surprised to see him turn up the path towards her door.

The Time Machine by H.G.Wells

In this unit you also read an **extract** from an H.G. Wells novel, *The Time Machine*. What happened in the extract that you read? What do you remember about the way things were described? Would you rather set your piece of creative writing in the present day, or in the past or future?



So I travelled, stopping ever and again, in great strides of a thousand years or more, drawn on by the mystery of the earth's fate, watching with a strange fascination the earth grow larger and duller in the westward sky, and the life of the old earth ebb away.

At the Bay by Katherine Mansfield

In this unit you also read an **excerpt** from Katherine Mansfield's short story, *At the Bay*. Mansfield's descriptions of the setting, characters and landscape are vivid and detailed.

Do you remember this vocabulary used to describe people and landscapes?

golden
amber
mossy
bright
bronze
emerald

gleaming
dignified
levity
(to) caper
misty
sleepy

shadowy
silvery
glittering
immense
airy
smothered

to jostle
to fumble
to ruffle
to bask
to souse

Round the corner of Crescent Bay, between the piled-up masses of broken rock, a flock of sheep came pattering. They were huddled together, a small, tossing, woolly mass, and their thin, stick-like legs trotted along quickly as if the cold and the quiet had frightened them.

Language of narration

We looked at some new **phrasal verbs** in this unit too. These phrasal verbs can be particularly useful when **describing characters** or **events** in your creative writing. What new phrasal verbs can you remember? Which were your favourite?



She put the phone down hurriedly, **choking back her tears**.
She didn't want him to know how much his call had upset her.



Do you remember these phrasal verbs?

to light up

to come flooding back

to come across

to have someone
down as sth

to shine through

to remind one of sth

to stir up

to sidle up/away/over

to be going round in
circles



Time to plan

Start planning your own story. It doesn't have to be long! Just focus on your ideas for now.

Who is the main character?



Where are they?

How will you resolve the situation? How will the story end?



What style of writing works best?
Will you use the first or third person?



What kind of situation are they in?





Planning your setting



Take some time to map out your setting. Is it urban or rural? Busy or quiet? Indoors or outdoors? Foreign or familiar to the main character?

Note down some adjectives you will use to describe your setting.



Planning your character

Now for your main character, or your protagonist. What are they like? Human or animal? Male or female? How are they feeling? What are their character traits?

Note down some adjectives and some verbs which you'll use to describe your protagonist.





Sample creative writing – what techniques can you identify?

Never in her life had she felt so nervous. She counted out the bus stops in her head; four more to go and then she would be there. This was a crazy idea – what had she been thinking? She would never get the place, never in a million years. “It’s a waste of time,” she thought to herself, “I should just get off the bus now. Get out and do something else – anything else – with this summer’s day. It was hot and stuffy, despite the bus windows being open, and she could feel beads of sweat starting to form on the back of her neck.

The old lady seated next to her, who clearly had a penchant for heavy floral perfume, shifted in her seat. Feeling as if her heart was about to jump out of her chest, she wondered if the woman could hear her heart thumping. She turned to the window beside her, and looked at the people walking by on the pavement outside. If she got off the bus now she would be just like them, walking on by without a care in the world.



Sample creative writing – what techniques can you identify?

She thought of how excited her mother had been when she'd told her about the interview. How proud. "My own daughter," she'd said glowingly, "my own daughter at Cambridge University! I am so proud of you!" She had meant it; Katie had seen the pride shining through her eyes. Her mother had never had the chance to go to university, having left school at 16 and fallen pregnant not long afterwards. Her mother never talked about regrets, but Katie knew that this interview and the bright future associated with it had stirred up in her mother thoughts of opportunities missed. Memories blocked out.

Suddenly, she heard a noise: a loud ringing. It took her a second to trace it to her own bag. It was her phone. She looked down. *Mum calling* read the display. She took a deep breath and answered: "Hello?"



Sample creative writing – what techniques can you identify?

"I just want you to know Katie, that whatever happens today, I'm so proud of you. I know you're nervous but just do your best; it's got you this far, and regardless of the results, you are a strong and wonderful person."

Katie gulped. She could feel the lump forming in her throat as she hung up the phone, but she could feel something else too. A sense of calm washed over her. Her mum was right – as always, she thought, laughing to herself. She'd do her best; she'd go to the interview. And afterwards she'd walk in the golden sunshine, basking in the knowledge that she had given it her best shot.



Over to you

Using the above example to help you, begin to write your own short story. Write the opening section with the help of your teacher. Then, you can finish it for homework.

Remember!

- Answer important **questions**: who, what, when, where, why
- The 5 **senses**: touch, taste, smell, vision and hearing



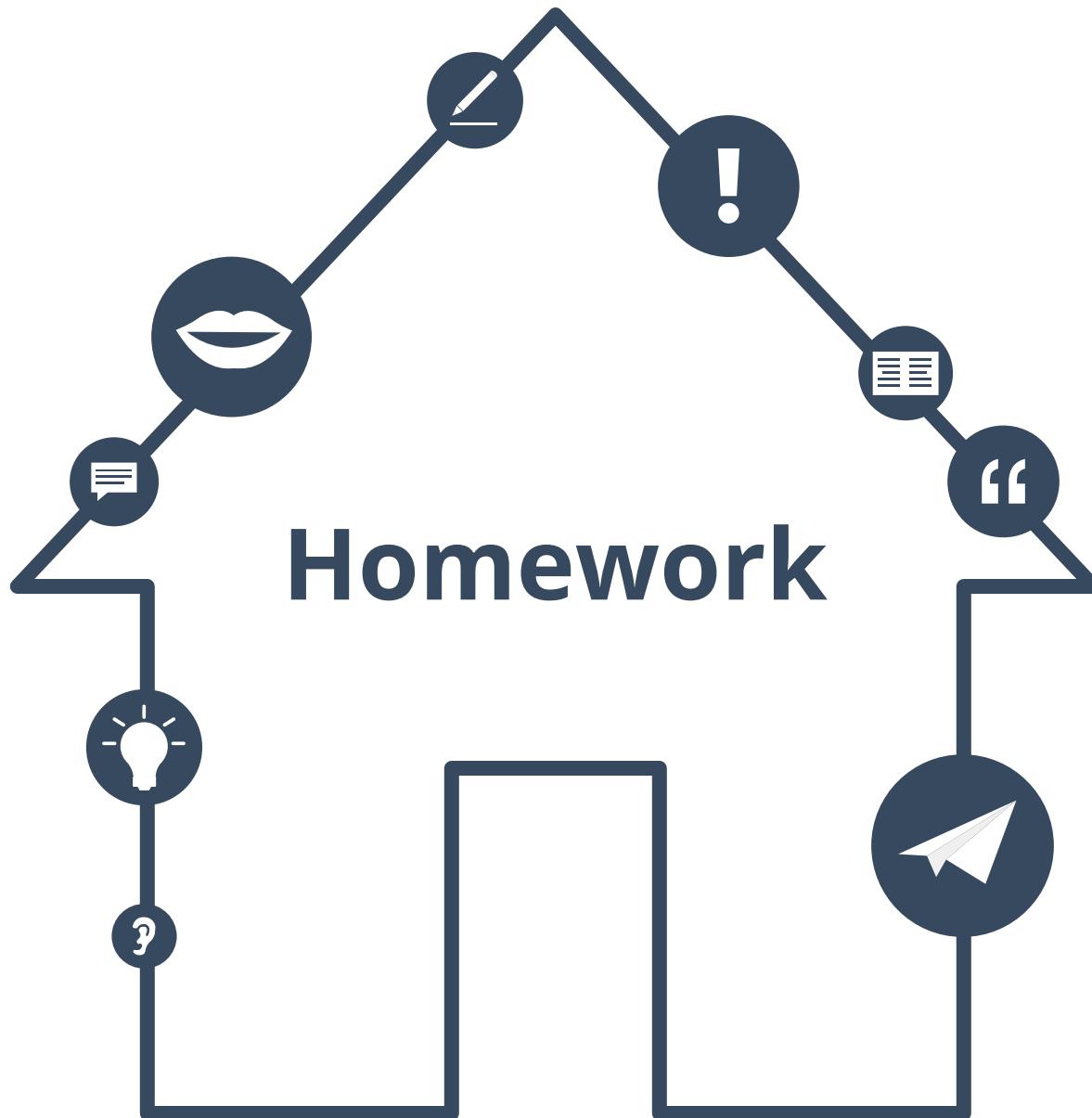


Reflect on the lesson

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!

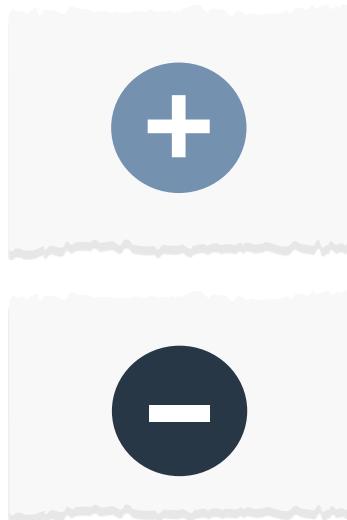






Evaluation activity

**How did you find this class? Which parts did you find easiest?
Which parts were most challenging? Give your feedback here!**





Finishing your piece

Now finish your piece of creative writing. Remember to edit it when you have finished.



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