CREATIVE WRITING

Writing to Imagine, Explore and Entertain

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Make a thought shower of what an author needs to do in order to entertain his/her audience.

Think about what makes a book enjoyable.

What does the author need to do?
Imagine, Explore and Entertain

What does the author need to do?

- Use imagery. Similes, personification, metaphors.
- Create powerful descriptions of setting, character and action.
- Captivate his/her audience by creating tension and atmosphere.
- Use sensory description.
- Use a range of sentence types. Simple, compound and complex.
- Be creative and avoid clichés.
- Use strong adjectives, nouns and verbs.

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IMAGES

Authors use images to add originality and powerful description to their work.

To create images, authors use:

- verbs, nouns, adjectives and adverbs.

- the five senses.

EXAMPLE:
I felt prickly goose bumps cover my pale skin when a strange, shadowy figure quietly appeared at my bedroom window.
IMAGERY

• Authors also use imagery to add originality and powerful description to their work.

• To create imagery, authors use:

  - **similes**. (For example: The monstrous man sunk his teeth into her skin like a pit bull chomping on red meat.)

  - **personification**. (For example: The rain kissed my cheeks as it fell.)

  - **metaphors**. (For example: Juliet is the sun.)
Simile

Definition

A simile is literary device that uses the words “like” or “as” to compare two ideas.

Examples

- The baby’s smile lit up the room like a Christmas tree.

- Shake it like a Polaroid picture.

- The runner sprinted as fast as a cheetah.
Task

Write similes with the words below. Be creative. DO NOT use expressions you have heard before.

BAD EXAMPLE: The cabinet was as heavy as an elephant with three sumo wrestlers on top.

1. heavy
2. delicate
3. quiet
4. loud
5. rough
6. smile
7. breath
8. armpits
9. hot
10. sun
Personification

A literary device that gives human-like qualities to inanimate objects.

Examples:

The microwave timer told me it was time to eat my TV dinner.

The video camera observed the whole scene.

The rain kissed my cheeks as it fell.
Personification

1. Create your own sentences using personification. Use the words below or create your own:
   - phone
   - waves
   - lipstick
Task

Choose 3 pictures below and write 2 sentences for each.

Use imagery to make your sentences descriptive. Do not just write similes!

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Don’t be boring. Use strong vocabulary.

Use a thesaurus to find the synonyms to the BORING words below.
Then create a poster.

1. sad
2. said
3. big
4. nice
5. ugly
Homework: Spice up these scenarios with imagery.

Task: Using strong imagery, write two sentences for each scenario so that your reader can really experience the moment.

Example: As I looked out of my bedroom window, I saw that my garden looked like it had been covered in sweet, powdered sugar. There was complete silence all around as tiny snowflakes of pure delight gave life to the brown and dull trees. Everything looked sparkling, clean and fresh.

Scenarios:
- playing in the sea on a hot day
- eating ice cream on a summer’s day
- scoring a winning goal
- seeing a ghost in your house
Starter

Change the underlined words in the sentences below to create more sophisticated and imaginative sentences.

1. Amanda ate the hamburger.
2. I had a nice time at the park.
3. The weather was bad during the summer holidays.
4. I was tired after I ran three miles.
5. She said she was hurt.

Extension:
Write a sentence with imagery using one of your imaginative words.
Task

Pick one of the pictures on the next slide and write a descriptive paragraph about the one of the pictures. Include the following success criteria:

- similes
- strong and interesting vocabulary
- some sensory description (the 5 senses)
- at least 6 adjectives
- personification

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Use similes, strong vocabulary, personification and the 5 senses to write a descriptive sentence about the pictures below:
1. Use personification with the following words:
   - alarm
   - stereo
   - clock

2. Change the following **DULL** sentences into **FABULOUS** sentences by using imagery:
   - I saw a cloud in the sky.
   - I was thirsty after I ran.
   - I saw a pretty beach.
Task

Read the extract from *The War of the Worlds* and complete the tasks below:

1. Write the title ‘Imagine, Explore and Entertain’ and glue the extract into your books.
2. Underline the strong vocabulary that is used. Remember that **verbs** and **nouns** can be just as powerful as **adjectives**.
3. Circle any **similes** that are used.
4. What makes this extract entertaining? Give evidence by writing examples of some of the sentences.

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1. How can you expand a sentence?
2. Give two examples of a complex sentence. Do not use ‘and’, ‘but’, or ‘or’
3. Change the fragments below into complex sentences:
   a. Until I jumped into the refreshing water, …
   b. Although I felt tired, …
Word Level: Main Clause

Each **main clause** has a **subject** + a **verb** + an **object**. It can stand on its own.

i.e. **Renzo** + **played** + **football**.

subject + verb + object

I + **went to** + **the shop**.

subject + verb + object
Dependent Clause

* A dependent clause is a group of words that contains a subject and verb but does not express a complete thought.

* A dependent clause CANNOT stand on its own – it is not a complete sentence.

* If a dependent clause is first in a sentence, you put a comma to separate the dependent and main clauses.

i.e. As I was walking,
While we were drinking.
Examples of sentences with two clauses

1. While we were shopping, I saw Britney Spears walking her dog.
   I saw Britney Spears while we were shopping.

2. Because I felt sick, I did not go to school.
   I did not go to school because I felt sick.

3. After I ate a big roast dinner, I had a tummy ache.
   I had a tummy ache after I ate a big roast dinner.
Popular Subordinate Clause/Dependent Words

as  unless
although  until
after  whenever
as long as  since
as soon as  in order that
while  even though
before  because
during  if
Task

Finish the dependent clause with a main clause

1. Whenever I get up,
2. After the alarm clock has gone off,
3. Before the sun comes up,
4. As I stumbled to the shower,
5. When I arrive at school,
6. As I was talking to my friends,
7. Before classes begin,

Extension ➔ Write two sentences where the main clause is first and the dependent clause is second. You do not need a comma to separate the two.
Task

Insert adjectives or adverbs in front of words that are a bit dull.

i.e. “I wrapped a shawl around me.”

I quickly wrapped a woollen shawl around my trembling body.
Task

Pretend that an alien has just taken over the world. Like the extract from *The War of the Worlds*, describe the scene by using the forms of imagery below:

- strong adjectives (use a thesaurus)
- similes and personification
- 5 senses
- 2 sentences with dependent/subordinate clauses
Starter

Use the subordinate conjunctions below to write a sentence with a dependent and main clause. Remember your commas!

1. As …
2. While …
3. As long as …
4. Even though …
5. During …
Adjectival Clause

An adjectival clause will meet three requirements:

• First, it will contain a subject and verb.

• Next, it will begin with a relative pronoun (who, whom, whose, that, or which)

• Finally, it will function as an adjective, answering the questions what kind? how many? or which one?
Essential and Non-essential Clauses

Essential clauses give essential information; therefore no comma is needed.

i.e. The table I bought was wooden.

Non-essential clauses give extra information about an object; therefore, a comma is needed.

i.e. The table, which was a gift, was given to me for my birthday.
Task: Write sentences with the following adjectival phrases

Example:
The man, whose armpits smelled like onions, sat right next to me.

1. who was very bored
2. that did not work
3. who walked away quickly
4. whose tongue was pierced
Act Out!

With a partner, create a sentence with an adjectival clause.

Then, act out the sentence to the class to see if we can guess what you are gesturing.

You can tell the class the relative pronoun (i.e. who) and the subject (Miss Fiegel)
1. When do you use commas?

Name at least three ways you can use a comma.
The sound of heavy rain mixed with the screaming sound of the sirens. Smoke billowed out of the hole in the field, shrouding the city in thick grey smog...Suddenly a green tentacle shot out from the darkness, flailing like a fish from water.
Good example

As I was walking down the dark, deserted alleyway, I saw a shadowy figure up ahead. I called out to it, but the shadows seemed to hold it back, as if to stop it revealing its identity.
Examples that are screaming out for full stops.

It finally decided that I was dead and moved on, then I saw it, it was shiny and laying on the ground by the shell, I looked inside the shell and saw pictorial instructions on how to kill this thing, I didn’t wonder why anyone...
Examples that are screaming out for full stops.

As my sis and I were walking we both turned at each other, and we felt a sudden movement below us in the ground, then suddenly there was a loud tearing noise, the ground was dividing like one land dividing into two, the ground was ripping like bacteria does to multiply, the ground was separating my sister and me she tried jumping but I just caught her.
Starter

1. When do you use commas?

Name at least three ways you can use a comma.

2. Complete the handout. Then, on the back state *why* you used comma
Task: Write to make someone fall asleep

Write a very dull and boring description of the following scenarios:

- walking in a forest
- going on a first date
- getting arrested and going to the police station

DO NOT include any of the following:

- strong and varied vocabulary
- imagery (metaphors, similes, five senses, etc.)
- complex sentences (varied connectives, subordinate clauses, etc.)
- tension, action or atmosphere
Task 2

Exchange your boring paragraph with a partner.

Rewrite your partner’s paragraph by inserting the following:

• strong adjectives and verbs
• 5 senses
• similes
Task 3

Switch your papers with a partner and peer edit each other’s work. Use red pen to make any revisions.

Remember to look at the success criteria for writing to imagine, explore and entertain.
### Types of Adverbial Clauses

<table>
<thead>
<tr>
<th>Type</th>
<th>Question answered</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>Where?</td>
<td><em>Wherever there are computers, there is Microsoft software.</em></td>
</tr>
<tr>
<td>Time</td>
<td>When?</td>
<td><em>After the fruit is harvested, it is sold at the market.</em></td>
</tr>
<tr>
<td>Cause</td>
<td>Why? (What caused this?)</td>
<td><em>I didn’t call her because I’m shy.</em></td>
</tr>
<tr>
<td>Purpose</td>
<td>Why? (What was the reason for doing this?)</td>
<td><em>She took a computer course so that she could get a better job.</em></td>
</tr>
<tr>
<td>Point</td>
<td>Why is this unexpected?</td>
<td><em>Although Jay has a Master's degree, he works as a store clerk.</em></td>
</tr>
<tr>
<td>Condition</td>
<td>Under what conditions?</td>
<td><em>If you save your money, you will be able to go to college.</em></td>
</tr>
</tbody>
</table>
Metaphor

A metaphor is a statement that makes a comparison by using the words is or are.

Chris *is* a pig. He ate all of the ice cream.

Miss Fiegel’s Year 7 class is the sunshine in her life.
Task

Write a list of metaphors for an object. You can choose your own object or use the list below for inspiration:

1. a tear
2. the sun
3. goodbye
4. death
Examples of Metaphors

The sea is a hungry dog,
He rolls on the beach all day
With his clashing teeth and shaggy jaws,
He likes to chew on the most ghastly things
And spit them out over different land
Taking the rubbish with him.

The Dark Is…
A swallowed night
Scary and unknown
A blanket of black
A place where nightmares live
A deep dark hole
A place where light can’t show
A place where horror draws you in
Black tights over your head
The final sleep
Something black
A black cat
Where nobody goes
A dark cupboard
A witch’s cauldron
Black as black
Death
Loneliness
The night sky
A question
Creative ways to use metaphors

- Metaphors do not have to be mundane and boring like *my father is a bear* or *the librarian was a beast*.
- You can do much more than say X is Y, like an algebraic formula.

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>As verbs</em></td>
<td>The news that <em>ignited</em> his face <em>snuffed out</em> her smile.</td>
</tr>
<tr>
<td><em>as adjectives and adverbs</em></td>
<td><em>Her carnivorous</em> pencil carved up <em>Susan's devotion</em>.</td>
</tr>
<tr>
<td><em>as prepositional phrases</em></td>
<td>The doctor inspected the rash <em>with a vulture's eye</em>.</td>
</tr>
<tr>
<td><em>as appositives or modifiers</em></td>
<td>On the sidewalk was yesterday's paper, <em>an ink-stained sponge</em>.</td>
</tr>
</tbody>
</table>
Task

Change the following **boring, dull** paragraph into an **engaging** and **entertaining** text.

I walked through the forest during the early evening on Sunday. I was all alone as I walked through the rows of trees. I saw a house in the distance. I got scared. It was getting dark. I heard a sound and looked behind me. I saw a man.
Questions that need to be asked

1. How does the writer use language and structure?
2. From whose point of view is the text written?
3. Why has the text been written, and for whom?
4. How is the text presented? Does the presentation improve the text?
Task

Improve the following sentences that are clichés. Remember to be creative, accurate and involving. Therefore, write a very descriptive sentence.

1. She was over the moon with delight.
2. He treats me like gold.
3. He was scared out of his skin.
4. She felt like her heart would break.
Starter

1. What are the success criteria for writing a piece that entertains an audience?
Task

- Use your brainstorming notes and write your ‘Writing to Entertain, Imagine and Explore’ assessment piece.
- Use your checklist in order to include all of the success criteria in your writing piece.
- When you are finished, read a book from the library.

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Writing Assessment Task: *Writing to Imagine, Explore and Entertain*

Pick from the following writing topics:

- Write from the point of view of a brand new pencil on the first day of school.

- Write about being stranded on a deserted island.

- Pretend you are Dr. Frankenstein. Describe the scene when your creation comes to life.

- Write about travelling back in time.
Homework → Jot down at least 6 ideas that are relevant for each place or scenario in the chart below:
Assessment Task

Remember to include the following:

- at least 2 similes
- sensory detail
- 6 powerful adjectives
- some original verbs and nouns
- 1 example of personification
- 1 metaphor
- a range of sentence types
Checklist

Do you have the following success criteria in your descriptive writing piece?

1. I have used the thesaurus to find adjectives, adverbs, verbs and nouns.  
   YES  NO

2. I correctly use full stops, commas and capital letters.  
   YES  NO

3. I have checked that I can support my use of commas.  
   YES  NO

4. I have at least three similes.  
   YES  NO

5. I use at least three senses.  
   YES  NO

6. I use subordinate clauses and adjectival clauses.  
   YES  NO

7. I write in paragraphs.  
   YES  NO

8. I strongly describe the setting.  
   YES  NO

9. I have read my writing piece aloud.  
   YES  NO

10. I have had another person read my writing piece.  
    YES  NO

11. I have revised my writing piece.  
    YES  NO