

Narrative Essay

Name:

Class:

A **narrative essay** tells a story. It uses descriptive language to tell the beginning, middle, and end of an event. It has an introduction that engages the reader's interest, details about the main event or action in the story, and a conclusion that describes the outcome.

Narrative Essay Organization

INTRODUCTION

Hook	The hook gets the reader's attention with an interesting or surprising fact .
Background	The background tells the history or what happened before the action.
Thesis	The thesis sentence prepares the reader for the main action of the story, but it doesn't tell the whole story (just a "hint" about the main action).

BODY PARAGRAPHS

The **body paragraphs** tell the main story. They use a lot of details to bring the story to life.

Situation	The situation paragraph describes the when, where, what happens in the story, and why the main event is happening, step by step. It often uses time order.
Rising Action	The rising action is the main events leading to the climax . It also uses time order and many details.
Climax	The climax is the main action , the surprise, or the height of the action.

CONCLUSION

The **conclusion** paragraph tells (1) what happened after the main event, (2) about a lesson the writer learned, and (3) how the writer's life is changed now.

ACTIVITY 1 Identifying Parts of a Narrative Essay

Match the parts of a narrative essay to the examples on the right.

- Hook**
 - I learned that many things in Japan look the same as in the U.K., but they are truly Japanese, and we should appreciate them. Now, travelling is more enjoyable.
- Background**
 - Getting off the airplane, and walking the streets of Tokyo, Japan was very exciting, but it also felt like home.
- Thesis Sentence**
 - Japan is known as "Land of the Rising Sun."
- Situation**
 - When I was young, I always thought Japan was an exotic country with interesting customs. I always wanted to go to Japan.
- Rising Action**
 - I didn't know that I was going to learn an important lesson because of a simple pastry.
- Climax**
 - I was hungry and I wanted something to eat. I found a bakery, and I saw a strawberry jam pastry.
- Conclusion**
 - I finally bit into the pastry and was shocked to find it was not strawberry.

Narrative Essay Organization: My First Japanese Pastry

Paragraph			
1	INTRO	Hook	<ul style="list-style-type: none"> Japan is known as “Land of the Rising Sun.”
		Background	<ul style="list-style-type: none"> I always thought Japan was an exotic country with interesting customs. I always wanted to go to Japan.
		Thesis	<ul style="list-style-type: none"> Eating a pastry taught me an important lesson.
2	BODY	Situation	<ul style="list-style-type: none"> Getting off the airplane, and walking the streets of Tokyo, Japan was very exciting, but it also felt the same as home.
3		Rising Action	<ul style="list-style-type: none"> I was hungry and I wanted something cheap and delicious I found a bakery. I saw a strawberry jam pastry like back home.
		Climax	<ul style="list-style-type: none"> I bit into the pastry and was surprised to find it was not strawberry jam.
4	CONCLUSION		<ul style="list-style-type: none"> I began to like sweet bean paste. I learned that many things in Japan look the same as in the U.K., but they are truly Japanese, and we should appreciate them. Now, travelling is more enjoyable.



My First Japanese Pastry

Japan is known as the “Land of the Rising Sun.” Ever since I was a child I always thought of Japan as an exotic country, filled with many strange and interesting customs. I had always wanted to travel to Japan and experience its old and unique culture. Luckily, it was my first year in university, and I was able to study abroad in Japan. I was so excited, but little did I know that I was about to learn an important lesson because of a simple pastry.

At first, everything was new and exciting for me. Getting off the airplane from the London and walking the streets of Tokyo for the first time was very exciting. Seeing old temples, shrines, and some people dressed in kimonos was exciting, and it fit my image of Japan exactly. I thought to myself, “My dream has come true!” However, after a while, the new buildings, the modern public transportations system, and the modern department stores with all the signs in English made me feel at home. I thought, “Basically, Japan is like the U. K.”

Walking around, I started to feel hungry. I started looking for something cheap and delicious. I didn’t know where I was, so I followed my nose and found a bakery. There were many breads and pastries everywhere. I really felt like I was back home. Suddenly, I spotted a delicious looking strawberry jam pastry. After I paid, I bit into the pastry. “What is this?” I thought. I was surprised to find that it was not filled with strawberry jam. It was filled with sweet bean paste, called “anko” in Japan. It was such a disappointment.

Although I didn’t like sweet bean pastry that day, I have since learned to love it. What I learned was that many things look the same in Japan as in my country. However, on the inside, they are pure Japanese, and they should be appreciated for what they are. Now, travelling is more enjoyable since I learned that lesson.

Read the essay. Respond to the essay by answering the following questions.

My First Foreign Friend

My first foreign friend broke my heart. However, before I could have a foreign friend, I needed to travel abroad first. I have always wanted to go abroad and make friends around the world. Last winter, I was able to study abroad for four weeks in Toronto. While I was studying in Toronto, I met a Canadian girl named Jem. She told me that she wanted to make Japanese friends, so I was happy to talk to her. I was also happy to talk to her because she is so beautiful. Jem is half white and half Filipino, and I had never seen anyone like her before. It is safe to say that I fell in love with her at first sight, but not everything is meant to be. (115)

In the beginning of our friendship, I was able to meet Jem often because we were language exchange partners. Jem helped me study English, and I helped her study Japanese. Gradually we became more and more friendly, so I invited her to go out to eat dinner with me. We went to a restaurant with her friends who also study Japanese. I talked a lot with her and her friends in English, and we ate katsudon. It is very delicious. Having dinner together made me very happy, and I think that my language skill improved. (100)

One day, I went to watch an American football game with my Kwansei Gakuin friends. At the game, I saw Jem with another student. I said hello, and I asked about her friend. She said “He is my boyfriend.” That is, she had a boyfriend. I was surprised, and I was disappointed in love. Furthermore, her boyfriend was also Japanese and was studying abroad like me. I was sad because of that unbelievable fact. At that moment, I thought that my experience in other country was sad. (95)

At last, the day I went back to Japan, I heard from Jem by email. In her email, she wrote, “thank you for being my friend. I want to meet you and speak in Japanese when I go to Japan this summer.” Her email really made me smile. I forgot about my feelings at the football game and remembered all the great times I had in Toronto. Overall, I learned that life is made up of good and bad memories, but it is most important to remember the good ones. (90)

Total Words: 400

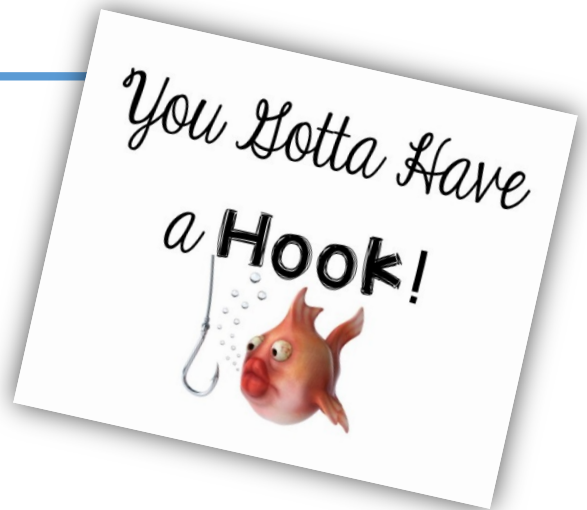
1. Why is the background information in the introduction important to the story?
2. How did the writer and Jem become friends? (What is the situation?)
3. What happened before the writer’s heart was broken? (What is the rising action?)
4. What broke the writer’s heart? (What is the climax of the story?)
5. What did the writer learn? Was it a positive lesson or a negative lesson?

ACTIVITY 3

Writing a Great Hook

The **hook** is the first sentence of your essay. The purpose of a hook is to get the reader's attention. There are 5 types of hooks:

- Shocking statement
- Interesting fact
- Statistic
- Question
- Quote



A. Below is the introduction to a narrative essay. Read the paragraph and then underline the hook.

I cannot live without pizza. If I go very long without eating a hot delicious slice of pizza, I become sick. When I lived in the United States, I ate a whole pizza every week. But when I started living in Japan, I forgot about eating pizza. I was happy eating delicious Japanese foods at first, but I eventually began to crave a hot slice of bread, sauce, and cheese. After living in Japan for six months, I ordered Japanese pizza for the first time.

1. What type of hook do you think is used? _____
2. Why do you think a good hook is important?

B. Look at the examples of different types of hooks below. Work together in a small group to write your own hooks. The essay topic is "Japanese pizza."

Hooks	Examples	Write your own:
Shocking statement	<i>I love pizza more than my family.</i>	
Interesting Fact	<i>Pizza was first invented in Italy, but modern pizza has changed a lot.</i>	
Statistic	<i>The average American eats 27 pizzas a year.</i>	
Question	<i>What is your favorite food in the world? Mine is pizza.</i>	
Quote	<i>Einstein once said, "Pizza is the most perfect food."</i>	

Read the essay. Respond to the essay by answering the following questions.

My First Time Cooking

When I was ten years old, I almost died in the kitchen. One day, I was the only one home because my parents went to an elementary school to teach, and my big sister was staying at her friend's house. I was bored, and I played video games a whole lot. In the early evening, I became hungry, but there was nothing to eat. I looked in our refrigerator, but there was only some vegetables and medium spicy curry roux. When I saw that, I thought, "my mother can make curry easily, so I can make curry, too." I decided to make curry by myself, but it would be dangerous because I had never cooked anything until then. (115)

At first, I started to cook some rice. Second, I cut onions, but I couldn't stop crying for 20 minutes. After I stopped crying, I cut carrots. I did well partway, but I cut my middle finger because I didn't fold my fingers away from the knife. I felt foolish. I almost gave up, but I continued to cook. Next, I peeled potatoes with a peeler. I thought it was safe, but I was wrong. My nail was skinned a little by the peeler. After the vegetables, I prepared a deep pot and started to fry vegetables and chicken. However, another problem happened. Before I fried them, I forgot to grease the bottom of the pot and it burned. I moved them from the burned pot to another one, and I started to fry them again. There were a lot of problems, but I completed making curry at last. (150)

After I made curry, I looked at my hand, and it was all cut up. There was some adhesive tape on it, but my heart was full of accomplishment. When I ate MY curry, it was very tasty. Later, when my mother got home, she ate my curry and said, "this is so delicious." She looked so happy, and I was so happy, too. After that, my father came back home, and he ate my curry, too. He was surprised that I had made curry by myself. My parents were happy, so I wanted to cook again. (95)

These days, I often cook curry and rice by myself. Now that I know how to make it properly, I have become much better at it. I think it is good for us to try new things. Even if we are not perfect at first, we can become better and better. As they say, "practice makes perfect." In conclusion, while my first time cooking was terrible, it became an invaluable memory that I will never forget. (75)

Total Words: 435

1. Underline the hook? A. What type of hook is it? B. Write a new hook for the essay using a different type.
A.
B.
2. Why was the writer home alone? What is some other background information of the story?
3. How three problems did the writer have when making curry?
4. What was the climax of the story? (Why were the writer's parent's happy?)
5. What did the writer learn? Was it a positive lesson or a negative lesson?

ACTIVITY 5

Time Adverbs

To sequence events in a narrative essay, we use **time adverbs** such as *then, finally, eventually, after that, later, and then*. They usually appear at the beginning of the sentence and followed by a comma.

Then is an exception. It is not followed by a comma.

- Our train was running late. **Finally**, it arrived.
- We got on the train. **Then** we realized that we didn't have money for the ticket.

Identifying Time Adverbs

Reread the student essays, *My First Foreign Friend* and *My First Time Cooking*. List time adverbs that you find:

ACTIVITY 6

Subordinating Conjunctions

We also use **subordinating conjunctions** to sequence events such as *before, as soon as, after, when, and while* in complex sentences as connectors. Complex sentences contain a main clause (independent) and a dependent clause. The dependent clauses give extra information about the main clause, for example, where or when it happened.

Subordinating conjunctions tell when something happened. When a subordinating conjunction comes at the beginning of the sentences, we use a comma. No comma is needed if it comes at the end.

Time Clause

After our parents left the house,

Before my brother was born,

Main Clause

We had a party

I was an only child

Main Clause

we had a party.

I was an only child.

Time Clause

after our parents left the house.

before my brother was born.

Using Subordinating Conjunctions

Combine each pair of sentences into one complex sentence. Use the subordinating conjunctions in (parentheses) to clarify the sentence.

1. People harvested apples. They cooked and stored them in glass jars. (after)

2. I ate the main course. I ate my salad. (before)

3. She applied for the job. She was accepted. (As soon as)

Now its time to write your narrative essay. Use the following guidelines to help you write.

1. Write a narrative essay about something that you did for your first time in your life. Use many details to make the story come alive for the reader.
2. Use an interesting hook. (Try to catch a huge fish!)
3. Be sure to tell the reader what you learned at the end of your story. How has your life changed now?
4. Your title should be: "My First _____" (Use Title Style)
5. Your essay must be 4 paragraphs (Intro, Body Paragraphs x 2, Conclusion). You can use the *Narrative Essay Planner* below to help you write.
6. **Word Count: 350 - 450 words.**
7. **Type your essay. Follow the teacher's typing guide.**
8. **Don't forget to write your name, student ID, class, and date at the top of your paper.**

Narrative Essay Planner

Paragraph			
1	INTRO	Hook	
		Background	
		Thesis	
2	BODY	Situation	
3		Rising Action	
			Climax
4	CONCLUSION		

PEER EDITING

This paper belongs to:

This paper is being checked by:

Exchange papers and answer the following questions about your classmate's essay.

1. Underline the hook? A. What type of hook is it? If there is no hook or you think it could be better, what is your suggestion?
2. What is the background information of the story? What happened before the beginning of the story?
3. Underline the thesis sentence. If there is no thesis or you think it could be better, what is your suggestion?
4. What happened at the beginning of the story? Where was the writer? What was the writer doing?
5. What transition words or time words does the author use? List them below. If they need more time words for clarity, please make a memo on their paper.

_____	_____	_____
_____	_____	_____
_____	_____	_____

6. What was the climax of the story?
7. What did the writer learn? How did the event change the writer's life?
8. Overall, how do you like the essay? Give a comment to the writer.
9. How can the writer make it better? Make a suggestion here.
10. **Grammar and Spelling.** *Work in a group to check the essay for mistakes. Underline and add a correction symbol if you find any mistakes. Write a question mark (?) if you don't understand something.*

All Margins: 30mm

Font: Times New Roman, 12 point

Heading: Top Right. Include name, student ID number, class name/number/teacher, date

Title: Centered, **Bold**. Use title style capitalization.

Line Style: Essay must be DOUBLE-SPECED (行間: 2.0). *Use formatting icon, do not hit return between lines.*

Indent: Use "tab" key. The first line of each paragraph must be indented.

Word Count: At the end of the paper.

Shohei Yonemura
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Writing 2-16, Barbee
June 26, 2016

My First Time Eating Japanese Pizza

I cannot live without pizza. If I go very long without eating a hot delicious slice of pizza pie, I become almost sick. When I lived in the United States, I ate a whole pizza every week. But when I started living in Japan, I forgot about eating pizza. I was happy eating delicious Japanese foods at first, but I eventually began to crave a hot slice of bread, sauce, and cheese. After living in Japan for six months, I ordered Japanese pizza for the first time.

It happened on a Friday night. I had to work until 9:00, and I was tired when I got home. To make matters worse, one of the other teachers in my office was eating pizza at lunch time. When I saw their pizza, I felt that old craving rise up in my stomach. "I must have some pizza tonight," I thought to myself. When I got home I called a nearby pizza delivery restaurant. I was not sure how to order pizza in Japan, and I didn't have a menu at my home, so I asked them for their suggestion for the most popular pizza. I ordered the pizza, but I had to wait 30 minutes for it to be ordered.

Finally, the doorbell rang. I jumped up, ran to the door, and gave the pizza man some money. The pizza man gave me a flat, hot, white cardboard box. I set the box carefully on my

That day, I learned that Japan has its own versions of foreign foods. Just like America created the California roll, Japan has also adapted western foods to suit Japanese tastes. Although I still don't understand why Japanese like to put mayonnaise on pizza, I have learned to be more careful when ordering western food in Japan. Since that surprising day, I always check all the toppings before ordering a pizza.

Total Words: 435

Name: _____ SID#: _____ Class: _____ Score: _____ /50

	☹ Below Expectations ☹		☺ Satisfactory ☺		☺ Excellent ☺	
	0	1	2	3	4	5
Hook	<input type="checkbox"/> Missing hook		<input type="checkbox"/> Hook is present		<input type="checkbox"/> Hook captures the reader's attention well	
Thesis statement	<input type="checkbox"/> Missing thesis		<input type="checkbox"/> Present but does not effectively introduce the contents of the essay		<input type="checkbox"/> Introduces the essay effectively	
Introduction (para 1)	<input type="checkbox"/> Few examples/details <input type="checkbox"/> Contains information not connected to the background		<input type="checkbox"/> Some examples/details <input type="checkbox"/> Background info is present		<input type="checkbox"/> Many thorough and clear details <input type="checkbox"/> Background info well prepares the reader for the story	
Rising Action (para 2)	<input type="checkbox"/> Paragraph does not describe the rising action well		<input type="checkbox"/> Describes the rising action <input type="checkbox"/> Introduces the climax too early		<input type="checkbox"/> Describes rising action with many details and leads into the climax	
Climax (para 3)	<input type="checkbox"/> No climax present		<input type="checkbox"/> Climax is present		<input type="checkbox"/> Climax is clear and effective with many details	
Conclusion	<input type="checkbox"/> Concluding sentences missing <input type="checkbox"/> Short and not appropriate		<input type="checkbox"/> Concluding sentences rephrases the thesis statement <input type="checkbox"/> Missing information		<input type="checkbox"/> Concluding sentences tell what the writer learned from this experience	
Grammar and Spelling	<input type="checkbox"/> Many grammar and spelling mistakes that make it difficult to understand the paragraph		<input type="checkbox"/> Some mistakes, but they don't impact the ability to understand the paragraph		<input type="checkbox"/> Few mistakes in grammar, spelling, and punctuation	
Clarity and Organization	<input type="checkbox"/> There are several problems with understanding and clarity <input type="checkbox"/> Ideas are not well organized <input type="checkbox"/> Few transition words		<input type="checkbox"/> There are some problems with understanding but overall the meaning is clear <input type="checkbox"/> Some transition words <input type="checkbox"/> Transition words are present, but not all specific or varied		<input type="checkbox"/> High level of fluency and clarity <input type="checkbox"/> Natural and expressive English <input type="checkbox"/> Good organization and varied transitions words	
Paragraph style	<input type="checkbox"/> Writing is cut into many smaller paragraphs <input type="checkbox"/> No indenting first line of paragraphs <input type="checkbox"/> Missing title or heading information <input type="checkbox"/> Typing guide not followed			<input type="checkbox"/> Writing is contained within 4 paragraphs <input type="checkbox"/> Paragraphs are indented <input type="checkbox"/> Appropriate title <input type="checkbox"/> Typing Guide followed		
Word count	<input type="checkbox"/> Less than 350 words total		<input type="checkbox"/> Total words: 350-400		<input type="checkbox"/> Total words: 400-450	

Name: _____ SID#: _____ Class: _____ Score: _____ /50

	☹ Below Expectations ☹		☺ Satisfactory ☺		☺ Excellent ☺	
	0	1	2	3	4	5
Hook	<input type="checkbox"/> Missing hook		<input type="checkbox"/> Hook is present		<input type="checkbox"/> Hook captures the reader's attention well	
Thesis statement	<input type="checkbox"/> Missing thesis		<input type="checkbox"/> Present but does not effectively introduce the contents of the essay		<input type="checkbox"/> Introduces the essay effectively	
Introduction (para 1)	<input type="checkbox"/> Few examples/details <input type="checkbox"/> Contains information not connected to the background		<input type="checkbox"/> Some examples/details <input type="checkbox"/> Background info is present		<input type="checkbox"/> Many thorough and clear details <input type="checkbox"/> Background info well prepares the reader for the story	
Rising Action (para 2)	<input type="checkbox"/> Paragraph does not describe the rising action well		<input type="checkbox"/> Describes the rising action <input type="checkbox"/> Introduces the climax too early		<input type="checkbox"/> Describes rising action with many details and leads into the climax	
Climax (para 3)	<input type="checkbox"/> No climax present		<input type="checkbox"/> Climax is present		<input type="checkbox"/> Climax is clear and effective with many details	
Conclusion	<input type="checkbox"/> Concluding sentences missing <input type="checkbox"/> Short and not appropriate		<input type="checkbox"/> Concluding sentences rephrases the thesis statement <input type="checkbox"/> Missing information		<input type="checkbox"/> Concluding sentences tell what the writer learned from this experience	
Grammar and Spelling	<input type="checkbox"/> Many grammar and spelling mistakes that make it difficult to understand the paragraph		<input type="checkbox"/> Some mistakes, but they don't impact the ability to understand the paragraph		<input type="checkbox"/> Few mistakes in grammar, spelling, and punctuation	
Clarity and Organization	<input type="checkbox"/> There are several problems with understanding and clarity <input type="checkbox"/> Ideas are not well organized <input type="checkbox"/> Few transition words		<input type="checkbox"/> There are some problems with understanding but overall the meaning is clear <input type="checkbox"/> Some transition words <input type="checkbox"/> Transition words are present, but not all specific or varied		<input type="checkbox"/> High level of fluency and clarity <input type="checkbox"/> Natural and expressive English <input type="checkbox"/> Good organization and varied transitions words	
Paragraph style	<input type="checkbox"/> Writing is cut into many smaller paragraphs <input type="checkbox"/> No indenting first line of paragraphs <input type="checkbox"/> Missing title or heading information <input type="checkbox"/> Typing guide not followed			<input type="checkbox"/> Writing is contained within 4 paragraphs <input type="checkbox"/> Paragraphs are indented <input type="checkbox"/> Appropriate title <input type="checkbox"/> Typing Guide followed		
Word count	<input type="checkbox"/> Less than 350 words total		<input type="checkbox"/> Total words: 350-400		<input type="checkbox"/> Total words: 400-450	