

Narrative composition titles

1. "Cool off." he said.

Begin your essay with these words.

2. A walk in the forest

3. X, what a hero!

Tell the story of X, how he/she became a hero. X can be anybody, e.g. a national hero, a sports champion, a war hero, a dog, a horse... Change the right name in the place of X.

4. Believe it or not.

Write a story – true or fictive – which fits the title. Try to be convincing but after all, it's up to the reader to believe it or not.

5. Write a short story (you can choose the genre☺: romance, drama, comedy etc.). Use the following words in it: *a cat, rain, a couple, foreign, broken*. Remember to give it a title.

6. An Encounter

7. Write an anecdote from real life.

Begin your writing with the words: "Now, here's a story which I heard..." or "Have you heard what happened to me/my friend/my roommate/my grandpa...?" **Give it a title.**

8. Oh, no!

Tell us what happened.

More topics for a narrative essay:

1. a moment of success or failure
2. one minute of a football game (or another sporting event)
3. a strange job interview
4. a frightening experience
5. an experience that showed how appearances can be deceiving
6. an experience that left you disillusioned
7. an experience that led you to renewed faith
8. an experience of being lost
9. a disastrous date
10. an encounter that changed your life
11. a historic event

- In your introduction, have you clearly identified the experience you are about to relate?
- In the opening sentences of your essay, have you provided the kinds of details that will evoke your readers' interest in the topic?
- Have you clearly explained *who* was involved and *when* and *where* the incident occurred?
- Have you organized the sequence of events in chronological order?
- Have you focused your essay by eliminating unnecessary or repetitious information?
- Have you used precise [descriptive](#) details to make your narrative interesting and convincing?
- Have you used [dialogue](#) to report important conversations?
- Have you used clear [transitions](#) (in particular, time signals) to tie your points together and guide your readers from one point to the next?
- In your conclusion, have you clearly explained the particular significance of the experience you have related in the essay?
- Are the sentences throughout your essay clear and direct as well as varied in length and structure? Could any sentences be improved by combining or restructuring them?
- Are the words in your essay consistently clear and precise? Does the essay maintain a consistent [tone](#)?

- Have you read the essay aloud, proofreading carefully?

<http://grammar.about.com/od/developingessays/a/revednarrlist.htm>

- How did the event begin?
- What was the outcome of the event?

Read this example of a narrative paragraph, "Making the Grade," and then respond to the questions that follow it.

Making the Grade

My parents were always telling me to raise my grades, but they would never tell me how. After getting one bad report card after another, I knew I had to do something drastic. When my December card arrived with three Cs, two Ds, and an F, I was afraid to show it to my mother. That's when I came up with the brilliant idea of changing the F to an A. It was really quite simple just to give the F another leg. I was in the third grade at the time. When I showed the card to my mother, she was very excited to see the one good grade. She gave me a hug and a kiss and, best of all, a bigger allowance. Everyone was happy in my house until two nights later when the phone rang. My mother answered it, listened, and then looked at me with blood in her eyes. She told me that there were some things much worse than failing, and that cheating was one of them. I tried to argue. I said that she was the one who had told me to change my grades. That made her *really* angry, and she said that I knew that's not what she meant. Then she gave me a whupping and took away my allowance for a month. Since then, I have learned to *make* the grade, not change it on the card.

Evaluation Questions:

1. One sentence in "Making the Grade" seems to interrupt the story. Identify that sentence and suggest a more appropriate place for it in the paragraph.
2. Create a [topic sentence](#) for this paragraph—one that clearly prepares the reader for what follows.
3. (a) Where in this paragraph do you think the addition of [dialogue](#) ([direct quotations](#)) might be effective?
(b) Rewrite part of the paragraph using dialogue to dramatize an important conversation.

Here are suggested responses to the questions that follow the narrative paragraph on page one, "[Making the Grade](#)."

Making the Grade

1. Sentence six ("I was in the third grade at the time") appears to be out of place. This piece of information could be added to the first or second sentence.
2. Here is the topic sentence that was added to a revised version of the paragraph:
I learned a valuable lesson about cheating after I changed a mark on my report card in the third grade.
Of course, various answers are possible.
3. Here is how dialogue was used in the revised version of the paragraph:
... She told me that there were some things much worse than failing, and that cheating was one of them. I tried to argue.

"You *told* me to change my grades," I said.

"That's not what I meant, and you know it," she hollered back.
Again, various answers are possible.