**Online Courses**

**Teacher’s Name**: CWE TEAM (under the supervision of Prof. HAFIDA HAMZAOUI)

**Level**: ***L 1***

**Module**: **C**omprehension and **W**ritten **E**xpression

**Course Title**: ***N****arrative* ***P****aragraph*

* Paragraph organization
* Using transitional words showing order of events
* Using simple past, past continuous, past perfect and past perfect continuous
* Adverbial clauses (especially time clauses)
* Editing paragraphs topic, supporting and concluding sentences – unity – transition – punctuation – grammar )

**COURSE (1) TITLE: A Narrative Paragraph**

**Stimulating Ideas**

In narrative writing, the writer tells a story that tells the background for an event, describes the event, and often comments on the event.

**Narrative Organization**

A narrative paragraph tells a story. It has **a topic sentence**, **supporting sentences**, and **a concluding sentence**.

**The topic sentence**

* The topic sentence tells the reader what the story will be about.
* It may also tell when and where the story took place.
* It should capture the reader’s interest.

**The supporting sentences**

* The supporting sentences tell the details of the story, including the sequence of events.
* They also include sensory details, such as what the author saw, heard, smelled, or tasted.
* They may also tell about the writer’s feelings during the events.

**The concluding sentence**

* The concluding sentence “wraps up” the story. It may include a comment about why the experience was important or how the writer felt after it.

1. **Read the student paragraph below carefully:**

|  |
| --- |
| **The Best Hamburger of My Life**  When I was thirteen years old, I had a great surprise at the Grand Hotel in Toronto. My favorite soccer team was visiting from Mexico, so I went to the hotel to get autographs from some of the players. When I got there, I waited outside for a long time because I was very nervous. Finally, I told my legs to start moving, and I went up to my favorite striker, Sergio Verdirame, and asked for his autograph. My voice was trembling, but I controlled it. He stopped to listen to me, and then an amazing thing happened. He invited me to his table for dinner. I could not believe it! Suddenly I was sitting across the table from Sergio Verdirame! I ordered a big hamburger with everything on it except onions. When the food came, my hands were shaking, and I could not eat and talk. After a while, T took a deep breath and said to myself, “Hey, this happens just once in your life.” I got rid of my nerves and started talking with the team and enjoying my hamburger. They were really great guys, and we had a good time laughing and joking together. That was the most delicious hamburger I ever ate in my life because I was eating it with my idol. |

**Examine the organization of the paragraph by answering the questions below:**

1. Underline **the topic sentence**. What information appears in the topic sentence?

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1. Read the following events from the story. Number them in the order in which they occurred.

……… a. The writer ordered a hamburger.

……… b. The writer was very nervous and his hands were shaking.

……… c. The writer asked the soccer player for his autograph.

……… d. Sergio Verdirame invited the writer to have dinner.

……… e. The writer overcame his fear and enjoyed his dinner.

1. In the **concluding sentence**, the writer explains what made him happiest. Which sentence best describes his final comments?
2. He was able to eat a very good hamburger.
3. He was able to spend time with his favorite soccer player.
4. He was able to overcome his fear of speaking to his heroes.
5. He finally got an autograph from his favorite player.
6. What made the hamburger memorable? ……………………………………………………

………………………………………………………………………………………………

1. **Read the student paragraph below carefully:**

|  |
| --- |
| **Something Wild**  For my 25th birthday, my favorite uncle gave me a gift certificate to go skydiving at a special place near Miami. I was happy because I wanted to do something wild. On the day of my jump, I woke up with a crazy feeling in my stomach. I could not eat breakfast because of the nerves. After we arrived at the place, I had to sign a lot of papers because of the risk involved. I signed them quickly because I did not want to think about the danger. Before I knew it, I was on the plane with my parachute on my back. The only thing I could think was, “What am I doing?” One of the staff opened the door of the plane and told me to get ready. I put my right foot over the edge and waited for the signal … “three, two, one …” and then I was free falling, going down at almost two hundred kilometers per hour. I was shouting, and I could feel adrenaline running through me. Nearby, there was another guy taking photos. I like to take photos too. Then the parachute opened, and the next five minutes were the most incredible moments of my life. I was floating completely free, like a bird. All my problems were gone, and I could see curve of the earth, the ocean, and faraway clouds off the shore. It was awesome. Those wonderful moments helped me to realize that I am the kind of person who likes to take risks, and I hope I always will be. |

1. **Responding to the paragraph:**
2. Where was the author when he had the experience?

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1. Why did the author jump out of an airplane? ……………………………………………………………………………………………………………………………………………………………………………………………….
2. How did the author feel while in the air?

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1. **Examining the organization of the paragraph**
2. Underline the topic sentence. What background details does it include?

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1. How does the author feel about jumping out of an airplane? Why do you think he feels this way?

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1. Does the event take place in one location?

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1. Cross the sentence that is not directly related to the topic sentence of the paragraph.
2. Underline the concluding sentence. What did the author learn from his experience?

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1. **Read the following paragraph carefully:**

|  |
| --- |
| I remember when I first arrived in the United States. Even before the plane landed, the little windows in the airplane revealed snow and ice-covered houses and buildings. As I walked off the plane, cold air crept through the corrugated ramp that led to the airport terminal. Some people inside the airport were wearing big coats and hats, which I had seen on television, but never so close. I felt a little dizzy and needed to sit down, and then my cell phone rang. It was my Aunt Sophia. She was waiting for me outside in the passenger pick-up area, so I went to the luggage area, took my suitcase and walked quickly to the exit. When the sliding glass door opened to the outside, there was my aunt wearing a parka and waving her arms frantically in my direction. I ran to her. She hugged me. Finally I felt secure. |

**Topic sentence**

What is the story about? Where did it take place?

…………………………………………………………………………………………………...

…………………………………………………………………………………………………...

**Supporting sentences**

What happened first?

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What happened next?

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What else happened?

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How did the experience end?

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**Concluding sentence**

What was important about the experience? How did it affect you?

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**Tutorial 1**

1. **Think of a happy experience you had. Then answer the following questions.**

|  |  |
| --- | --- |
| **Question** | **experience** |
| When did the experience take place? |  |
| How long did it last? |  |
| Where did the experience take place? |  |
| What clear and specific memories do you have of the experience? (put them in order) |  |

b) Write a paragraph of 10 lines about a happy experience you had using the clues in the table above.

**COURSE (2) TITLE: Using Sensory and Emotional Details**

In order to make a narrative paragraph interesting, writers include sensory and emotional details that help the reader share the experience of the story.

1. Using **sensory language** can help you captivate your audience. **Sensory language** helps readers experience your words, almost as if they’re present, right in the middle of your story. What’s more, sensory details add personality and flavor to boring content, helping you stand out in a sea of grey voices that all sound the same. **Sensory details** give information about how something looks, smells, feels or what it sounds like. Your brain processes **sensory words** as if you **taste**a sweet cake, as if you **see** a dazzling display of colors, as if you **feel**a rough texture.

**EXAMPLE**

**Without sensory words**

*Imagine your writing is slowing readers down.*

**With sensory words**

*Imagine your readers t***rudging***. Their shoes feel****heavy, squelch,*** and ***splash.***

a) Words related to **vision** (a*ngular, azure, billowy, black, bleary, bloated, blonde, blue, blurred, blushing, branching, bright, brilliant, broad, brown, brunette, bulbous, bulky, camouflaged, chubby, circular, colorful, colorless, colossal, contoured, cosmic, craggy, crimson, crinkled, crooked, crowded, crystalline, curved, dark, dazzling, deep, dim, dingy, disheveled, distinct, drab, dreary, dull, dusty, elegant, enchanting, engaging, enormous, faded, fancy, fat, filthy, flashy, flat, flickering, foggy, forked, freckled, fuzzy, gargantuan, gaudy, gigantic, glamorous, gleaming, glimpse, glistening, glitter, glittering, globular, gloomy, glossy, glowing, gold, graceful, gray, green, grotesque, hazy, hollow, homely, huge, illuminated, immense, indistinct, ivory, knotty, lacy, lanky, large, lavender, lean, lithe, little, lofty, long, low, malnourished, maroon, massive, miniature, misshapen, misty, motionless, mottled, mountainous, muddy, murky, narrow, obtuse, olive, opaque, orange, oval, pale, peered, petite, pink, portly, pristine, prodigious, purple, quaint, radiant, rectangular, red, reddish, rippling, rotund, round, ruby, ruddy, rusty, sabotaged, shadowy, shallow, shapeless, sheer, shimmering, shiny, short, silver, skinny, small, smudged, soaring, sparkling, sparkly, spherical, spotless, spotted, square, steep, stormy, straight, strange, striped, sunny, swooping, tall, tapering, tarnished, teeny-tiny, tiny, towering, translucent, transparent, triangular, turquoise, twinkling, twisted, ugly, unsightly, unusual, vibrant, vivid, weird, white, wide, wiry, wispy, wizened, wrinkled, wrinkly, yellow).*

b) Words related to **hearing** ( *Babble, Bang, Barking, Bawled, Bawling, Bellow, Blare, Blaring, Bleat, Boom, Booming, Bray, Buzz, Buzzing, Cackle, Cackling, Chatter, Chattering, Cheer, Chiming, Chirping, Chuckle, Clamor, Clang, Clanging, Clap, Clapping, Clicking, Clink, Clinking, Cooing, Coughing, Crackle, Crackling, Crashing, Creak, Croaking, Crow, Crunch, Crunching, Crunchy, Cry, Crying, Deafening, Distorted, Dripping, Ear-piercing, Earsplitting, Exploding, Faint, Fizzing, Gagging, Gasping, Giggle, Giggling, Grate, Grating, Growl, Grumble, Grunt, Grunting, Guffaw, Gurgle, Gurgling, Hanging, Hiss, Hissing, Honking, Howl, Hubbub, Hum, Humming, Hush, Jabber, Jangle, Jangling, Laughing, Moaning, Monotonous, Mooing, Muffled, Mumble, Mumbling, Murmur, Mutter, Muttering, Noisy, Peeping, Piercing, Ping, Pinging, Plopping, Pop, Purring, Quacking, Quiet, Rant, Rapping, Rasping, Raucous, Rave, Ringing, Roar, Roaring, Rumble, Rumbling, Rustle, Rustling, Scratching, Scream, Screaming, Screech, Screeching, Serene, Shout, Shouting, Shrieking, Shrill, Sigh, Silent, Sing, Singing, Sizzling, Slam, Slamming, Snap, Snappy, Snoring, Snort, Splashing, Squawking, Squeaky, Stammer, Stomp, Storm, Stuttering, Tearing, Thudding, Thump, Thumping, Thunder, Thundering, Ticking, Tingling, Tinkling, Twitter, Twittering, Wail, Warbling, Wheezing, Whimper, Whimpering, Whine, Whining, Whir, Whisper, Whispering, Whistle, Whooping, Yell, Yelp).*

c) **Touch** words can also describe **emotional feelings** ( a*brasive, Balmy, Biting, Boiling, Breezy, Bristly, Bubbly, Bubby, Bumpy, Burning, Bushy, Chilled, Chilly, Clammy, Coarse, Cold, Cool, Cottony, Crawly, Creepy, Cuddly, Cushioned, Damp, Dank, Dirty, Downy, Drenched, Dry, Elastic, Feathery, Feverish, Fine, Fleshy, Fluff, Fluffy, Foamy, Fragile, Freezing, Furry, Glassy, Gluey, Gooey, Grainy, Greasy, Gritty, Gushy, Hairy, Heavy, Hot, Humid, Ice-Cold, Icy, Itchy, Knobbed, Leathery, Light, Lightweight, Limp, Lukewarm, Lumpy, Matted, Metallic, Moist, Mushy, Numbing, Oily, Plastic, Pointed, Powdery, Pulpy, Rocky, Rough, Rubbery, Sandy, Scalding, Scorching, Scratchy, Scummy, Serrated, Shaggy, Sharp, Shivering, Shivery, Silky, Slimy, Slippery, Sloppy, Smooth, Smothering, Soapy, Soft, Sopping, Soupy, Splintery, Spongy, Springy, Sputter, Squashy, Squeal, Squishy, Steamy, Steely, Sticky, Stifled, Stifling, Stinging, Stony, Stubby, Tangled, Tapered, Tender, Tepid, Thick, Thin, Thorny, Tickling, Tough, Unsanitary, Velvety, Warm, Waxy, Wet, Woolly).*

d) Words related to **smell** often underutilized; sensory words connected with smell can be very effective ( *Ambrosial, Antiseptic, Aroma, Aromatic, Briny, Citrusy, Decayed, Decomposed, Doggy, Fetid, Floral, Flowery, Foul-smelling, Fragrant, Gamy, Gaseous, Horrid, Inodorous, Malodorous, Mephitic, Musky, Musty, Odiferous, Odor, Odorless, Old, Perfumed, Piney, Polluted, Pungent, Putrid, Rancid, Rank, Redolent, Reeking, Scent, Scented, sickly, Smell, Smoky, Stagnant, Stench, Stinky, Sweaty, Tempting).*

e) Some sensory words can be used for both **taste** and **smell** (Acrid*, Burnt, Fishy, Fresh, Fruity, Lemony, Minty, Moldy, Mouth-watering, Rotten, Salty, Sour, Spicy, Spoiled, Sweet, Tantalizing).*

1. The stories cover a range of **emotional** details (hot buttons)…love, hatred, anger, fear, hope, embarrassment, betrayal, joy and more. The most powerful stories bundle a few of these emotions into one sentence.

**READ / DISCOVER / SHARE**

* **Joy** – a sense of elation, happiness, and perhaps even exhilaration, often experienced as a sudden spike due to something good happening.
* [**Gratitude**](https://positivepsychology.com/gratitude-appreciation/) – a feeling of thankfulness, for something specific or simply all-encompassing, often accompanied by humility and even reverence.
* **Serenity** – a calm and peaceful feeling of acceptance of oneself.
* **Interest** – a feeling of curiosity or fascination that demands and captures your attention.
* [**Hope**](https://positivepsychology.com/hope-therapy/) – a feeling of optimism and anticipation about a positive future.
* **Pride** – a sense of approval of oneself and pleasure in an achievement, skill, or personal attribute.
* **Amusement** – a feeling of lighthearted pleasure and enjoyment, often accompanied by smiles and easy laughter.
* **Inspiration** – feeling engaged, uplifted, and motivated by something you witnessed.
* [**Awe**](https://positivepsychology.com/what-is-awe-definition/) – an emotion that is evoked when you witness something grand, spectacular, or breathtaking, sparking a sense of overwhelming appreciation.
* **Elevation** – the feeling you get when you see someone engaging in an [act of kindness](https://positivepsychology.com/random-acts-kindness/), generosity, or inner goodness, spurring you to aspire to similar action.
* **Altruism** – usually referred to as an act of selflessness and generosity towards others, but can also describe the feeling you get from helping others.
* [**Satisfaction**](https://positivepsychology.com/life-satisfaction/) – a sense of pleasure and contentment you get from accomplishing something or fulfilling a need.
* **Relief** – the feeling of happiness you experience when an uncertain situation turns out for the best, or a negative outcome is avoided.
* **Affection** – an emotional attachment to someone or something, accompanied by a liking for them and a sense of pleasure in their company.
* **Cheerfulness** – a feeling of brightness, being upbeat and noticeably happy or chipper; feeling like everything is going your way.
* **Surprise** – a sense of delight when someone brings you unexpected happiness or a situation goes even better than you had hoped.
* [**Confidence**](https://positivepsychology.com/self-confidence/) – emotion involving a strong sense of [self-esteem](https://positivepsychology.com/self-esteem-worksheets/) and belief in yourself; can be specific to a situation or activity, or more universal.
* **Admiration** – a feeling of warm approval, respect, and appreciation for someone or something.
* **Enthusiasm** – a sense of excitement, accompanied by [motivation](https://positivepsychology.com/motivation-wellbeing/) and engagement.
* **Eagerness** – like a less intense form of enthusiasm; a feeling of readiness and excitement for something.
* **Euphoria** – intense and the all-encompassing sense of joy or happiness often experienced when something extremely positive and exciting happens.
* **Contentment** – peaceful, comforting, and low-key sense of [happiness and well-being](https://positivepsychology.com/subjective-well-being/).
* **Enjoyment** – a feeling of taking pleasure in what is going on around you, especially in situations like a leisure activity or social gathering.
* [**Optimism**](https://positivepsychology.com/learned-optimism/) – positive and hopeful emotion that encourages you to look forward to a bright future, one in which you believe that things will mostly work out.
* [**Happiness**](https://positivepsychology.com/happiness/) – a feeling of pleasure and contentment in the way things are going; a general sense of enjoyment of and enthusiasm for life.
* **Love** – perhaps the strongest of all positive emotions, love is a feeling of deep and enduring affection for someone, along with a willingness to put their needs ahead of your own; it can be directed towards an individual, a group of people, or even all humanity.

**Activity1: Write an *S* next to the sentences that have sensory details and an *E* next to the sentences that have emotional details.**

……..1. The morning mist brought in the smell of the ocean.

……..2. We were very nervous, so we called the police.

……..3. I had never felt such happiness.

……..4. The dates were sticky and sweet, and they were a delicious compliment to the hot, bitter tea.

……..5. I felt a sharp pain in my ankle, and I recognized the sting of a jellyfish.

……..6. We could hear the roar of the waterfall for a long time before we actually saw it.

……..7. Olivia reached for the doorknob, and it was burning hot.

……..8. Ricky and I arrived around 8:00, and we were happy to be home.

……..9. We were greeted by a large man with long black hair.

……..10. I was shocked and disappointed by the results.

……..11. My mother always smelled like flowery perfume.

……..12. The news left us saddened and worried about the future.

**Activity 2: Use sensory details to support the following sentences.**

1. Our guide had an interesting fashion sense.

*He wore the same khaki pants every day, but his shirts always had colorful patterns of flowers, dancers, or other tropical scenes.*

1. We ate a wonderful meal.

………………………………………………………………………………………………….

………………………………………………………………………………………………….

1. The flower garden was delightful.

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1. My mother’s kitchen was everyone’s favorite room.

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**COURSE (3) TITLE: Using Transitional Words Showing Order of Events**

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| * Writers of narrative paragraphs use sequence of words and expressions to clarify the order of events in a story. The following sequence words (next, after that, afterwards, then, later, finally, eventually, a little while later, soon) are used when events happen in chronological (time) order. They often begin sentences. * Writers use the following words and expressions (meanwhile, while, at the same time that) to show that two events occurred at the same time. |

**N.B:**

|  |
| --- |
| It is **not** always necessary to go directly **in a chronological order**. An event that happens last can appear first in the paragraph. In fact, this is another way to arouse interest in the reader. As long as the paragraph seems fairly logical, the writer has a lot of creative freedom in writing this kind of a paragraph.    **Read the following example:**  John's day began with a shock. As soon as he arrived at the office that morning, he learned that his best friend was dead. Wasn't it just twelve hours ago that they were eating chicken wings and tipping back beer in front of a baseball game at the Cooper's Bar and Grill? After a long day of crunching numbers at the office, they stopped at a bar for a Thursday afternoon happy hour. They saw a few coworkers there, and before they knew it, it was closing time. Bill got in a car with someone he met just that evening and that was the last time John saw him. |

**Activity 1: Read the following sentences, then number them in the order you think they occurred. Use the sequence words and phrases as clues.**

a. **A few years ago**, my two older brothers and I went trekking in the mountains.

b. **Finally**, I found the muddy trail, and we made it back to our base camp.

c. **Soon** we were hiking through thick pine forests.

d. We set out from our base camp on a bright winter morning.

e. **After** the experience, I realized it is very important to be careful when hiking in the mountains.

f. **A little while later**, we stopped to eat, and my oldest brother said we should turn around because we were losing the trail in the snow.

g. **Eventually**, it began to snow, and visibility became poor.

h. Going back down the mountain was harder because it was icy and slippery, and we could not find the way. We became tired, cold and thirsty.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| a |  |  |  |  |  |  |  |

**Activity 2: Read the following sentences, then number them in the order you think they occurred. Use the sequence words and phrases as clues.**

a. **For years**, I did not know what to do with my life, but after I decided to become a helicopter pilot, I became very dedicated to my goal.

b. **At the beginning**, I delivered groceries in my truck.

c. **After that**, I had to get a visa and prepare to come to the U.S.

d. **Next**, I made a plan to get the money for my training. I became a truck driver and drove all over Japan for five years.

e. **First**, I did some research and found out that it would cost a lot of money.

f. **Finally**, I was ready to take my training. Someone advised me to do a program in the U.S. because it was not as expensive, so I decided to come here even though I needed more English.

g. **Now**, I am in the U.S. I go to school to study English. At the same time, I take flying lessons.

h. **Later**, I got another job delivering fuel to gas stations. I live in my truck to save money.

i. **Finally**, I am learning to pilot a helicopter, and soon I will be ready fly solo. I know that I will reach my goal in two years.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  |  |  |  |  |  |  |  |  |

**COURSE (4) TITLE: Use of PAST tenses in narrative paragraphs**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Past perfect** | **Past simple** | **Past continuous** |
| **Definition** | to describe **the first** of 2 actions | Action completely **finished** | Action in progress when **another action happened** |
| **Structure** | **had + P.P**.of V | Regular V. + **ed**  Irregular V. (list) | Was /were + V-ing |
| **Affirmative** | I **had** watch**ed**  he **had** **written** | I watch**ed**  he **wrote** | I **was** watch**ing**  They were writing |
| **Negative** | I **had not** watched  He **hadn’t** written | I **did not** watch  he **didn’t** write | I **wasn’t** watching  We **were not** us**ing** |
| Yes/no?Interrogative: **Wh.?** | **Had** he watch**ed**?  **What had** you written? | **Did you** watch?  What did he write? | **Was he** us**ing**?  **What were** you writ**ing**? |
| **Time markers** | After  Before  As soon as  …until…  By the time that  no sooner…than…  hardly… when … | Ago  yesterday  last  in 1962  When I was… | …PC…..When…PS…..  Just / while / as …PC.., PS..  All the day  All the morning  /at ......o’clock. |
| **Spelling :**  **Doubling the last**  **consonant.**  **Spelling after ‘y’** |  | to bat : bat**ted**  to dial : dial**led**  to prefer: preferred  **but :**  box**ed** / show**ed**  clean**ed** / post**ed**  enjoy**ed,**    **but:**  carr**ied** . | was / were bat**ting**  was / were dial**ling**  was / were prefer**ring**  **But :**  was / were box**ing**  was / were clean**ing**  was / were obey**ing** / carryi**ng** |

**PRACTICE TENSES**

1. **Use the simple past for succession of events:**  Narrate with the simple past tense when events follow each other. Here are some examples. Notice that each event occurs in **succession**.

* I **got up** and **went** to the kitchen. I **opened** the door and **looked** into the fridge.
* She **arrived** in Dallas, **took** a cab, and **checked in** to her hotel. Next, she **had** some dinner in a restaurant. Finally, she **visited** a colleague before she **went** to bed.

1. **Use the past continuous for interrupted actions: t**o express that an action is interrupted, use **the past continuous** to describe what **was happening** when there was an interruption. Use **the past simple** with the action that interrupts what was happening.

* Finally, **as** we **were discussing** the issue, the teacher **walked** into the classroom. Obviously, we **stopped** talking immediately.
* Sharon **was working** in the garden when the telephone **rang**.

1. **Use the past perfect for previous actions:** to express something that was finished before another event in the past, use the past perfect. This is especially useful when providing an explanation for what happened.

* We d**ecided** to go out and celebrate because we **had** just **finished** remodelling our home.
* Janet **didn't join** us for dinner as she **had** already **eaten**.

1. **Use the past perfect continuous for the length of actions:** the past perfect continuous is used to express how long something had been happening up to a point in time in the past.

* We **had been hiking** for more than ten hours and it was time to call it a day.
* She **had been nagging** him for months to get a better job when he finally was hired.

**Tutorial 2**

**a) Write out the following sentences on to a piece of paper to form a paragraph. Conjugate each verb in the past and provide the correct prepositions.**

1. Yesterday evening Jack \_\_\_\_\_ (get) home \_\_\_\_\_ (preposition) half past five.

2. He immediately \_\_\_\_\_ (make) himself a cup \_\_\_\_\_ (preposition) coffee and \_\_\_\_\_ (sit down) to read a book.

3. He \_\_\_\_\_ (finish) the book \_\_\_\_\_ (preposition) half past seven.

4. Then, he \_\_\_\_\_ (make) dinner and \_\_\_\_\_ (get ready) to go out with his friends.

5. When his friends \_\_\_\_\_ (arrive), they \_\_\_\_\_ (decide) to go out to see a film.

6. He \_\_\_\_\_ (stay out) until midnight with his friends.

7. Finally, he \_\_\_\_\_ (fall) asleep \_\_\_\_\_ (preposition) about one o'clock.

**b) Complete the story using the *past simple*, *past perfect*, or *past continuous* of the verbs in brackets.**

It (**be**) Tuesday evening and I (**get**) ready to go to bed when the phone (**ring**). To my surprise, it (**be**) my friend Peter. He (**call**) from his mobile and he was very annoyed because he (**lose**) his keys and he (**cannot**) get into his flat. He (**think**) he (**leave**) them at work but now it was midnight and the office was closed so he (**cannot**) get in to check. Luckily I had the keys to his flat because a month before he (**give**) me a spare set so that I could look after his cat while he was on holiday. When he finally (**arrive**) to pick them up, it was three o'clock in the morning, and I (**lie**) on the sofa fast asleep.

**c) Read the following paragraph and correct the mistakes with the *simple past* and the *past continuous*. There are nine (09) mistakes:**

When I was at university as a student about two years ago, I enrolled in a diving course. My diving teacher was having a big surprise: I wasn’t knowing how to swim. In fact I had a big fear of water. When I was a child, my parents tried to help me, so they make me take many swimming courses. Although I try hard, I did not learning to swim. When I enrolled in the diving course, I was still afraid of water. Every day when I entered the swimming pool, I battle with my fear. Fortunately my courage won every time. Finally one day when I practising my dive, I realized that I was do very well. So finally after six months of hard work, I completed the course. It is true that I was always the worst of the group, but in my own evaluation, I was a champion because I conquer my fear of water. For me, this experience was very important. It was a test of courage and I passed it.

**d) Read the following paragraph and correct the mistakes with the *simple past* tense. There are ten (10) mistakes:**

Two years ago, my friends and I decide to go to a special temple in my country. We wake up very early in the morning that day. We brought some fruit and drinks for breakfast. After we ate our fruits, we want to climb the mountain. We got to the temple about 10 a.m. It was very beautiful. We stay there and talked, but after a while, we wanted to hike some more. We did not brought food, but we had some water, and we starting climbing. We become tired, but we did not wanted to stop. We was thirsty too, but did not had enough water. Finally, we met some people and they gave us drinks and helped us. That day, I learn to be very careful when I go hiking in the mountains.

**e) Read the following paragraph and correct the mistakes with the *simple past* and the *past continuous*. There are ten (10) mistakes:**

|  |
| --- |
| **Facing Danger in French Guiana**    Three years ago, I was living in an exciting and adventurous place: French Guiana. My husband and I own a lovely house that was right next to the jungle. Many animals lived there, such as crocodiles, monkeys, poisonous spiders, jaguars, tigers, and snakes. People often warn us that our house was too close to the jungle, but we enjoying the house so much that we decided to stay. Then one morning I had a frightening adventure. I was plan to go for a swim in the pool. I put on my swimming suit, and went outside and start to cross the patio. I was take off my jacket to dive in the water when suddenly, I had a big surprise. A big snake was swim in my pool and move quickly towards me. I could not breathe. It seemed as though he staring at me for a long time. I ran into the house to call the police. When they arrive, the snake was gone. That day I learned to never jump in that pool before inspecting it for visitors. |

**COURSE (5) TITLE: Use of Transitional Devices in Narrative Paragraphs**

**Starting sentences with a time expression: s**tart sentences with linking phrases such as: then, next, finally, before that, afterwards, later, soon etc. to connect sentences and show time relationships in your narrative writing.

* **First**, we ***flew*** to New York on our great adventure. **After** New York, we ***moved*** on to Philadelphia. **Then**, it ***was*** on to Florida for some scuba diving.
* **After breakfast**, I ***spent*** a few hours reading the newspaper. **Next**, I played softball with my son.

Transition words ordering event in a chronological order: after, afterwards, before, earlier, eventually, later, next, now, once, soon, sooner, then, today, until, first, second,..

* **After** breakfast, I ***spent*** a few hours reading the newspaper. **Next**, I ***played*** football with my son. **Then**, my wife ***called*** both of us to have lunch…

**Transition words showing simultaneous events: d**uring, in the meantime, meanwhile, while, when, at the same time

* She ***waited*** **while** he ***poured*** a cup of coffee.
* I ***was working*** at a restaurant; **meanwhile** my wife ***was going*** to university.

**Time clauses to show relationships in time**

* **After** we ***had finished*** our homework, we ***watched*** a funny movie.

**Tutorial 3**

**a) Fill in the gaps in this paragraph providing appropriate linking language:**

\_\_\_\_\_\_\_\_\_ I drove my rusty old car to visit my best friend. \_\_\_\_\_\_\_ I arrived, he had done his best to prepare a tasty meal. \_\_\_\_\_\_\_\_, we took a long walk through the park next to his home. \_\_\_\_\_\_\_\_\_\_ we had been out for more than an hour, my friend asked me if I could keep a secret. \_\_\_\_\_\_\_\_\_, I swore not to tell anyone anything. \_\_\_\_\_\_\_\_\_ he recounted a wild tale of a crazy night out on the town \_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_, he told me he had met the woman of his dreams and that they were to get married \_\_\_\_\_\_\_\_\_\_\_. Imagine my surprise!

**b) Use transitional devices in the following narrative paragraph.**

Let me tell you the story about a woman named Jyll and a friend of hers called Jack. The (1)\_\_\_\_\_\_\_\_\_\_ thing that happened was that Jyll was running out of fresh water at her cabin. She decided she would have to walk into town to pick up some fresh spring water. (2)\_\_\_\_\_\_\_\_\_\_ she left she wanted to contact her neighbour, Jack, to let him know she would be out of the area for the day. (3)\_\_\_\_\_\_\_\_\_\_ she left the cabin, she grabbed the old wooden pail. (4)\_\_\_\_\_\_\_\_\_\_ she would use it as a signal to Jack that she was absent from the cabin. She tied a rope around the handle of the pail and (5)\_\_\_\_\_\_\_\_\_\_ was able to toss the pail up into the air and over the giant arbutus tree next to the cabin. High up there it could be seen by Jack while he stood on the porch of his cabin down the road. He would know she was away from the cabin. This was a safety measure. Jyll (6)\_\_\_\_\_\_\_\_\_\_ went off to town for the spring water not knowing that Jack had gone tumbling down. (7)\_\_\_\_\_\_\_\_\_\_ that day, it was discovered what had happened. (8)\_\_\_\_\_\_\_\_\_\_ Jyll had gone to fetch the pail for water, she hadn’t noticed Jack coming around the bend in the forest path. (9)\_\_\_\_\_\_\_\_\_\_ the doctor and police were able to reconstruct the scene of the crime. It seems that when Jyll threw the pail up in the tree, it hit Jack’s crown on its way down. (10)\_\_\_\_\_\_\_\_\_\_ Jack has had his nob patched, but he hasn’t seemed the same fellow. (11)\_\_\_\_\_\_\_\_\_\_ Jyll has been known to giggle at Jack’s disaster which sometimes gets her in trouble with his mother. (12)\_\_\_\_\_\_\_\_\_\_ Jack and Jyll still play at being neighbours, but Jack won’t go near the water pail.

**COURSE (6) TITLE: Use of adverbial Time Clauses**

Use time clauses to show relationships in time: Use when, before, after, while, as, by the time, until, till, since, as soon as, whenever, every time, the first, second, third, fourth etc., next, last time, etc. to introduce a time clause. Pay special attention to the use of tenses with time clauses. Begin a sentence with a time clause, but use a comma before the main clause. OR Begin with the main clause and end with the time clause using no comma.

* **After** we ***had finished*** our homework, we ***watched*** a funny movie.
* They ***attended*** a meeting **as soon as** they ***arrived*** to work.

**Tutorial 4**

**a) Combine each of the following pairs of sentences by changing one clause into a time clause, using any of the time adverbs, such as when, after, before, unless, until, as soon as. The first one has been done for you:**

I will read this book. I will eat dinner.

I will read this book after I eat dinner.

1. He will get wet. He is going swimming.

2. We are meeting the team. The team are arriving at the station.

3. I got to work late. I got up late.

4. The police will catch the criminal. The criminal will make a mistake.

5. They are going on holiday. They are finishing their exams.

**b) Complete these sentences with the appropriate adverb of time.**

1. He cleaned his teeth \_\_\_\_\_\_\_\_\_\_ he went to bed.

2. The ambulance arrived at the scene five minutes \_\_\_\_\_\_\_\_\_\_ the accident had happened.

3. \_\_\_\_\_\_\_\_\_\_ I am older, I want to start my own business.

4. I went straight to the hospital \_\_\_\_\_\_\_\_\_\_ I heard about your accident.

5. They watched the programme \_\_\_\_\_\_\_\_\_\_ the end even though it was not very interesting.

6. They took short breaks every half an hour \_\_\_\_\_\_\_\_\_\_ they were playing tennis.

7. Rebecca went to bed \_\_\_\_\_\_\_\_\_\_ she got home because she was so tired.

8. People should be very careful \_\_\_\_\_\_\_\_\_\_ they cross busy roads.

9. We cannot light the barbecue \_\_\_\_\_\_\_\_\_\_ the rain stops.

10. Paul found somebody’s wallet on the ground \_\_\_\_\_\_\_\_\_\_ he was walking to the bus stop.

**c) Write a narrative paragraph** of 12 lines on a funny or embarrassing incident you had you had. Use two adverbial time clauses, past perfect, past simple and past continuous.