Narrative Essay

I was a fearful little child way back then. One thing I was terribly afraid way back then was to be caught doing something wrong. With that I did not have the guts to disobey whatever the old ones would want me to do. If I were explicitly told to stay and not to play with other children in the neighborhood then I would really stay at home for the day. Of course, explicit instructions were seldom during those days. And it usually followed the cause of the act. I remembered the time when I was only five years old, I saw my older brother having bought something that he refused to share with me. I sulkily told him that I would get money so that I could also buy the same thing. I was not really aware then that it was wrong to just get money from the place where my parents usually keep their change. Before I could even get to touch the money, my brother already told my mom what I was about to do. Still facing the drawer where I had just taken a one dollar bill, there was my mother right just behind me. She gave me a long lecture about taking other properties without permission to do so is terribly wrong. Since then, the idea of stealing being a crime, a grievous crime has been imprinted in my mind and my hearts. But though the idea was clear, there were times when a child forgets. There was this most unforgettable day during my first grade when I experienced the most difficult feeling of guilt and fright. I was on my way to school that was just a walking distance from our house, when I saw this most lovely big red rose in my neighbor’s garden. I was tempted to pick that flower. So I came near and with my bare little hands tried to get it. But it was not that easy. I was only able to bend the twig. The branch still remained with the plant. Suddenly, I was surrounded with three tall people. They were the adults who lived in the house and who owned the rose. I was caught stealing and I was so terrified. They confronted me and asked me why I did what I had just done. Out of nowhere, in my young mind came the reply, I was already late
to school and I was afraid my teacher would scold me, so I would give her this rose. They did not ask further. There was only one question, and I was allowed to go on my way to school. I went without the big, red rose.

GIVE BRIEF EXAMPLES FROM YOUR PAPER WHEN ANSWERING EACH OF THESE:

What is the purpose of your story? (LR 121) Is it to persuade the reader, to define something, or is it to talk about the effects of something? Define your thesis (5 points):

The purpose of my story is to talk about the effect of something. I was a child who was taught to always do good and avoid doing bad things. The teaching made me afraid to commit wrongdoings and to face the consequences (punishment) of the wrongful act.

What is the conflict in the event you describe? How does it serve the purpose of defining your thesis that you describe above? Specifically refer to your paper and explain how the conflict in your anecdote serves your central purpose (10 points):

Though I was taught not to take the things that were not mine, I still did it. And it made me feel terrible and awfully guilty.

Does the meaning of the story (or narrative point as described in LR 122) serve your purpose and make your thesis clear? Is this meaning stated clearly or just implied (5 points)?

Yes, the meaning of my narrative point serves my purpose and makes my thesis clear. The meaning is stated clearly. My thesis – “One thing I was terribly afraid way back then was to be caught doing something wrong.” My experienced made this thesis clear – “I was caught stealing and I was so terrified.”

Have you only developed the points in your narrative that make your thesis clearer (LR 122-123) (5 points)?

Yes, I have only developed the points in my narrative that make my thesis clearer from the start up to the end.
How have you arranged the narrative sequence? Is it in a strictly chronological sequence, or have you used the devices of flashback or flashforward (LR123-124)? Why did you decide on this arrangement (5 points)?

I have used the device of flashforward. I decided on this arrangement because it was easier. It came almost naturally, without me knowing that I have been using the said device.

What methods or devices do you use to make the narrative easier to follow? Do you use what your text calls “informal topic sentences” somewhere early in the paragraph? Do you use vocabulary words to signal time change such as then, now, after that…? (5 points) (LR 124)

In order for the narrative to be easier to follow, I used the informal topic sentences within the paragraph. For example “There was this most unforgettable day during my first grade when I experienced the most difficult feeling of guilt and fright.” I also used vocabulary words to signal time change such as “I remembered the time,” “before,” “still,” “so,” and “suddenly” among others.

How did you make the narrative vigorous and immediate (LR 124-126)? Answer the following questions with some brief examples (30 points):

Did you use language that the text describes as “vivid sensory description”? 

I used language that the text describes as “vivid sensory description” for example “when I saw this most lovely big red rose in my neighbor’s garden.”

How did you avoid the pitfalls of sensory language as the Longman text describes them? 

I avoid the pitfalls of sensory language by using them sparingly.

How did you control the pace of the story? 

I controlled the pace of the story by being focused on the time event.

Did you vary sentence structure?
I did not vary sentence structure that much. For example most of the sentences if not all are in active voice form of the verb with the noun/pronoun or the doer of the action as the subject of the sentence.

**Did you use vigorous verbs with highly specific meaning instead of “to be” verbs?**

Though I used many be verbs, I too did use vigorous verbs with highly specific meaning such as the following: remembered, saw, told, came, confronted and the likes.

**Were your point of view and verb tense consistent? (LR 126)**

My point of view and the verb tense were consistent. Those were actions and thoughts in the past, hence the tense of the verb is in the past.

**Did you use any other patterns of development (cause-and-effect, description, exemplification, etc) (5 points)? (LR 130)**

I used several patterns of development: description, exemplification, and cause and effect.

**Describe your use of dialog and sentence structure. Describe what you used and where. Why did this serve your purpose? (LR 131) (5 points)**

There was only one instance of a dialogue in the story. I made an indirect quote instead of direct dialogue:

“They confronted me and asked me why I did what I had just done. Out of nowhere, in my young mind came the reply, I was already late to school and I was afraid my teacher would scold me, so I would give her this rose.”

**Describe how the assigned reading (either Dillard or Orwell, depending on your choice of topic) affected your approach to your writing. Be highly specific and use examples from both the original narrative and your own. Be sure to include some discussion of the things you decided to do differently! (20 points)**

The assigned reading “The Chase” affected my approach to writing as can be seen in the beginning of the narrative and at the end.
My beginning:

“I was a fearful little child way back then. One thing I was terribly afraid way back then was to be caught doing something wrong. With that I did not have the guts to disobey whatever the old ones would want me to do.”

The original narrative’s beginning:

“Some boys taught me to play football. this was a fine sport. you thought of a new strategy for every play and whispered it to others. you went out for a pass, fooling everyone. best, you got to throw yourself at someones running legs. either you brought him down or you hit the ground flat out on your chin, with your arms empty before you.it was all or nothing.”

My ending:

“They did not ask further. There was only one question, and I was allowed to go on my way to school. I went without the big, red rose.”

The original narrative’s ending:

“Now he came down to earth. I wanted the glory to last for ever.”

I really did not decide to do mine differently. I tried to conform as much as I can.