**Instructions: Go over the following Narrative Tricks. Try to find TWO from your novel. If you cannot find any, write your own for your novel (include the title of the novel and page number).**

Narrative Tricks Name:\_\_\_\_

**M**

**agic 3** – Three parallel groups of words, usually separated by commas, that create a poetic rhythm or add support for a point, especially when the three word groups have their own modifiers.

* “In those woods, I would spend hours **1listening** to the wind rustle the leaves, **2climbing** the trees and spying on nesting birds, and **3giving** the occasional wild growl to scare away any pink-flowered girls who might be riding their bikes too close to my secret entrance.”

* Dave had his own route and his mother afforded him this independence. It took him ***down* dirt lanes**, ***through* vacant lots** and ***along* residential streets.** It was a route designed to pass the Pattersons’ woodshed – where kids would gather every morning to **talk** and **scuffle** and sometimes **smoke**, if someone had cigarettes. (Stuart McLean, “School Days”)

In the space below, write TWO examples using the above device:

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**F**

**igurative Language** – Non-literal comparisons- such as similes, metaphors, and personification – add “spice” to writing and can help paint a more vivid picture for the reader.

* It was a hot July morning, and the last few days of freedom before school were slipping by **faster than a greased ten-foot-long boa constrictor at the ice capades**. In other words, I only had a week and a half to **play my brains out**, both inside and outside, and a week and a half before the **evil schoolwork monsters** took over my time, a week and a half before **life as I had known it these past two months was over.**
* “When we first moved into the house on Orchid Street, I didn’t like it. My room was hot, cramped, and **stuffy as a train in the middle of the Sahara**. And the **looming skeleton-like gray and white frame** of the place scared me.”

In the space below, write TWO examples using the above device:

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**S**

**pecific Details for Effect** – Instead of general, vague descriptions, specific sensory details help the reader visualize the person, place, thing, or idea that you are describing.

* Tears rolled down my face and I walked out of the house to catch the bus. I was hoping to find a new bus, but my wishes never came true because here came bus 33, **the bus with torn seats, a coughing, hacking engine, and holes so deep in the aisle we could see the road beneath us.**

In the space below, write TWO examples using the above device:

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**R**

**epetition for Effect** – Writers often repeat specially chosen words or phrases to make a point, to stress certain ideas for the reader.

* The veranda is your way only shelter **away from** the sister in bed asleep, **away from** the brother that plays in the tree house in the field, **away from** your chores that await you.” (Leslie)

In the space below, write TWO examples using the above device:

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**E**

**xpanded Moment** – instead of “speeding” past a moment, writers often emphasize it by expanding” the actions.

* “But no, I had to go to school. And as I said before, I had to listen to my math teacher preach about numbers and letters and figures. I was tired of hearing her annoying voice lecture about ‘a=b divided by x.’ I glared at the small black hands on the clock, silently threatening them to go faster. But they didn’t listen, I caught myself wishing I were on white sand and looking down at almost transparent pale-blue water with Josh at my side…I don’t belong in some dumb math class. I belong on the beach, where I can soak my feet in caressing water and let the wind wander its way through my chestnut-colored hair and sip Dr. Pepper all day long. “ (Shelly)

In the space below, write TWO examples using the above device:

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**H**

**umour**– Professional writers know the value of laughter; even subtle humour can help turn a “boring” paper into one that can raise someone’s spirit.

* **Why you lyin’, cheatin’. stinkin’, hairy, little double –crossin’, yellow-bellied sapsucker!** Me and Pa done looked all over fifteen dadgum counties for you, and yer just **roaming around out here in a bear suit laying monkey eggs or something all over creation**. You think gasoline comes cheap nowadays? That receipt had a three-digit figure on it! Pa’s gonna turn you over his knee and beat the livin’ daylights outta you! I’m tellin’ you, girl**, I’m a gonna slap you so hard your uncle’s gonna say “Ouch!”** Now take off that mask!”
* The creature did as it was told and removed the mask. “Good lord, sis! **Am I going blind or are you just getting’ uglier? For the love of Snoopy put that thing back on before you get arrested.”**

In the space below, write TWO examples using the above device:

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**H**

**yphenated Modifiers** – Sometimes a new way of saying something can make all the difference; hyphenated adjectives often cause the reader to “sit up and take notice.”

* Little did I know that when Mom asked if I liked the new neighborhood in town that that one innocent question would be the beginning of the destruction of my life. I was going to choose “yes” as my answer, but I had one of **those I-don’t-want-to-lose-my-friends looks**.
* The cell phone bell pierces the silence of the hallway and Sheila, the stern school nurse, rolls her eyes as I answer. She mutters in her **I’m-holier-than-thou-and-my-shoes-don’t-squeak** voice, ”Oh, Jeez.”

In the space below, write TWO examples using the above device:

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**F**

**ull-Circle Ending** – Sometimes students need a special ending, one that effectively “wraps up” the piece. One “trick” is to repeat a phrase from the beginning of the piece.

**Do I seem mad to you?**

**I’m not mad!**

**I’m furious!**

Does my face seem as red as an apple?

It’s not! My face is a fire!

The divorce was taking my heart and

Crushing it into oblivion.

My tears were a flowing stream

My brain an exploding bomb.

My dad had this

I-don’t-care-about-my-family-I’m-gonna-get-wasted kind of look,

But do I seem mad?

He used to have my sister and me in his back pocket,

But now he has his new I-like-you-right-now-but-when-we-get-serious

I’ll-stab-you-in-the-back “perfect” girlfriend there instead

But do I seem mad?

Dad just got married.

They had been dating for about an hour and he popped the question. But do I seem mad?

I just sit there with my fake smile

While she puts on the biggest show and says,

“Oh, I love your kids, they’re so cute” and fake smiles back at me.

But do I seem mad?

My dad used to be my best friend and protector of my childhood.

Now he is my enemy.

But do I seem mad?

His new wife has me in her death-grip,

Waiting for me to do something bad

She is a cobra waiting to strike.

**But do I seem mad?**

**I’m not mad!**

**I’m furious!**

**Beginning:**

“Hey, you, with the green and neon-orange striped shoelaces, you who always pulled on my old frazzled white ones in math. Hey, you, who always added your version of ‘art’ to my math problems for Mrs. Caton’s class so that 9x7=64 turned out to be train with puffs of smoke and two boxcars and made me get an 83 instead of a 93 since Mrs. C. doesn’t count locomotives as correct answers.

**Ending:**

“Now Justin still sits behind me in math with his neon-green and orange striped shoelaces and pulls on my old white frazzled ones. He still draws zombies on my homework, but he hasn’t dumped another pitcher of Kool-Aid on me – not yet at least. Oh, and by the way, in case you’re wondering, his first words when he opened his eyes were, “It was James Kenton who hid your clothes and made you walk around in a chicken suit…I’m not that mean.”

In the space below, write TWO example using the above device:

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