



Lecture 6

Storytelling and Narrative Techniques

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Sub-Topics

1. Building a Story – Time & Sequence
2. Narrative Structure and Time Markers
3. Narrative Tenses and Descriptive Language
4. Dialogue in Stories: Direct and Indirect Speech
5. Building Vivid Stories: Sensory and Emotive Language

Language Features

1. Narrative Tenses (Past Simple – Past Continuous - Past Perfect)
2. Time Markers and Transition Words
3. Direct and Indirect Speech (Past simple – Past Perfect)
4. Descriptive Language and Sensory Details
5. Use of Similes and Metaphors
6. Emotive Language
7. First-Person and Third-Person Narratives

Learning Objectives

By the end of the lesson, students will be able to:

1. Identify and use first- and third-person narration.
2. Sequence events using time markers.
3. Build story structure with proper flow and rhythm.
4. Describe scenes using sensory and emotive language.
5. Express dialogue through direct/indirect speech.

What Were You Doing?

| Verb | American IPA Pronunciation | Verb | American IPA Pronunciation | Verb | American IPA Pronunciation |
|----------|----------------------------|----------|----------------------------|-----------|----------------------------|
| Reading | /ˈriː.dɪŋ/ | Driving | /ˈdraɪ.vɪŋ/ | Running | /ˈrʌn.ɪŋ/ |
| Cooking | /ˈkʊk.ɪŋ/ | Crying | /ˈkraɪ.ɪŋ/ | Working | /ˈwɜː.kɪŋ/ |
| Watching | /ˈwɑː.tʃɪŋ/ | Studying | /ˈstʌ.di.ɪŋ/ | Singing | /ˈsɪŋ.ɪŋ/ |
| Playing | /ˈpleɪ.ɪŋ/ | Drinking | /ˈdrɪŋ.kɪŋ/ | Cycling | /ˈsaɪ.klɪŋ/ |
| Shopping | /ˈʃɑː.pɪŋ/ | Walking | /ˈwɑː.kɪŋ/ | Sitting | /ˈsɪt.ɪŋ/ |
| Dancing | /ˈdæ.n.sɪŋ/ | Cleaning | /ˈkliː.nɪŋ/ | Listening | /ˈlɪs.ən.ɪŋ/ |
| Writing | /ˈraɪ.tɪŋ/ | Typing | /ˈtaɪ.pɪŋ/ | Talking | /ˈtɔː.kɪŋ/ |
| Eating | /ˈiː.tɪŋ/ | Drawing | /ˈdraʊ.ɪŋ/ | Sleeping | /ˈsliː.pɪŋ/ |

Mini Story with Timeline

Hello, everyone! I'm so excited to share my wild morning with you! First, _____ (1) to set my alarm, so I woke up late, but that just gave me more time to relax and enjoy the day! I leaped out of bed and raced to the bathroom. I realized I had an exam while _____ (2)! I quickly changed clothes, eager to get out there and play, but I couldn't find my shoes. _____ (3) one of them under the table! I grabbed my suitcase and a banana and rushed out of the house. _____ (4) to school, but the gate was locked. And I just realized that it is Sunday!



Sounds conversion: https://luvvoice.com/#google_vignette

Break it down: Narrative Tenses in Storytelling

I had already finished my assignment last night, but I forgot to put it in my bag. While I was sleeping peacefully, my mom suddenly shouted. I jumped out of bed and ran to class.

| Tenses | Examples | Signal words | Functions |
|-----------------|--|----------------------------|--------------------------------------|
| Past Perfect | I had finished my assignment | Before, already | An action before another past action |
| Past Simple | I forgot | Then, after that, suddenly | Completed action in the past |
| Past Continuous | I was sleeping, my mom suddenly shouted. | While, when | Interrupted action |

(Source: Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. pp. 12-30)

Story Gap Fill

Yesterday was a disaster for me. First, I ___ (forget) to charge my phone, so I ___ (not hear) my alarm. Next, while I ___ (sleep), my friend suddenly ___ (call) me several times. Finally, I leaped out of bed and raced to the bathroom. But, she ___ (already leave) when I woke up!



Story Gap Fill

Yesterday was a disaster for me. **First**, *I forgot* to charge my phone, so *I didn't* hear my alarm. **Next**, while *I was sleeping*, my friend **suddenly** *called* me several times. **Finally**, I leaped out of bed and raced to the bathroom. But, *she had already left* when I woke up!

Transition Words for Cohesion

| Function | Common Transition Phrases | | | |
|---|----------------------------------|------------------------|-------------------------------|------------------------|
| Time sequence is used to link sentences logically | Beginning | Middle/Sequence | Interruptions / Shifts | Ending / Result |
| | first | then | while | finally |
| | at first | after that | when | in the end |
| | in the beginning | next | as | eventually |
| | one day | afterwards | suddenly | at last |

(Source:

Wingersky, J., Boerner, J., & Holguin-Balogh, D. (2006). *Writing paragraphs and essays: Integrating reading, writing, and grammar skills*. Thomson Wadsworth. pp. 314-317)

Sequencing Scrambled Sentences

1. After that I decided to call them every morning.
2. In the end, I felt comfortable living for a few years in a new country away from my family.
3. Of course it was the biggest blessing for me.
4. Then I started living as a foreign student in a new land.
5. First, I got a scholarship to study abroad.
6. Suddenly, I missed my family.
- 7. My best moment of the year.**

My best moment of the year.

Continue the Chaos!

Instructions:

Please read each sentence starter - Students continue it using the correct past tenses.
The time marker is the clue!

Last weekend was the most incredible experience of my life!

| First, I went to my grandparents' house early in the morning and enjoyed the view. | Next | Later | Finally |
|--|------|-------|---------|
| | | | |
| | | | |
| | | | |

Tell What Happened

Instructions: Students write about something that happened to them (like a funny morning, a weekend activity, or getting lost). They must use at least three time markers (for example, “first,” “then,” or “finally”).

What Did They Say?

Joe : Do you see my key?

Steffy : Again?! You always forget it.

Joe : I lost my key yesterday night.

Steffy : Let me ask mom

(after sometimes)

Steffy : Mom, Joe said he lost his key. Do you know where it is?

Mom : I put it where I would always find it — next to the door. Can't he find it?

Reported Speech

| Feature | Direct Speech | Reported Speech |
|-----------------|---|-----------------------|
| Tense Change | I am hungry | He said he was hungry |
| Pronoun Change | My car | His car |
| Time Change | Now | At that moment |
| Place Change | Here | There |
| Reporting Verbs | say, tell, explain, claim, argue, mention, etc. | |

(Source: Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. pp. 94-96)

Direct and Indirect Speech

| Direct Speech | Indirect Speech | Rules |
|--|---|---|
| I am hungry | He said that he was hungry | Said , as the main verb (past) |
| They work hard | She said they worked hard | Leave out “that” |
| Stefany said, ‘I feel tired.’ | Stefany said she felt tired | It’s common for writing to show direct speech |
| The direct speech in <i>present situation</i> → <i>past</i> in Reported Speech | Am/is → was Do/ does → Did Can → Could Are → were Have/has → Had Will → Would | |
| I am happy. Roy said, ‘my work is here.’ | He said he was happy. Roy said that his work is there/ his work was there | |
| The verb changes or not in reported speech depending on the situation. | | |

(Source: Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. p. 96)

Quick Review

| Direct speech | Indirect speech |
|---|-------------------------------------|
| Paul said, 'I play badminton.' | Paul said he played badminton. |
| John said 'I have breakfast at 7 AM.' | John said he had breakfast at 7 AM. |
| My brother said to me, 'can you help me?' | |
| 'You need to drink more,' the doctor said to me | |

Tell somebody to, ask somebody to

| Direct speech | Indirect speech |
|---|----------------------------------|
| 'Can you open the door, please,' my mom said to me. | My mom asked me to open the door |
| My brother said to me, 'can you help me?' | |
| 'You need to drink more,' the doctor said to me | |
| <i>Tell me & say to me</i> Said to me = <i>who</i> somebody is taking to She told me Said me* | |

(Source: Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. p. 96)

Quick Rule: Past Simple → Past Perfect in Reported Speech

| Direct speech | Indirect speech |
|---------------------------------------|---------------------------------------|
| My brother said, 'I lost my key.' | My brother said that he lost his key. |
| My friend said, 'I forgot her book.' | My friend said she forgot her book. |
| Rina said, 'I didn't eat lunch.' | Rina said she had not eaten lunch. |
| My brother said, 'I watched a movie.' | My brother said that → (Past perfect) |
| Yoel said, 'I visited Japan.' | Yoel said → (Past perfect) |

Full back-shifting: Past Simple → Past Perfect in Reported Speech

| Direct speech | Indirect speech |
|---------------------------------------|--|
| Rina said, 'I didn't eat lunch.' | Rina said that she had not eaten lunch. |
| My brother said, 'I watched a movie.' | My brother told me that he had watched a movie . |
| Yoel said, 'I visited Japan.' | Yoel said he had visited Japan. |

Yesterday's Crazy Day – Report It!

"First, Lisa woke up late and shouted, 'I'm late! Then, she ran outside and shouted, 'I missed the bus! After that, her friend Tom came and asked her to leave together. Suddenly he said, 'You're always late! Finally, Lisa laughed and replied, 'At least I'm here now.'"

Notes:

Highlight the time marker.

Underline the speech.

Next step:

Work in pairs, rewrite the story in reported speech. Please use time markers to sequence the story!

Example Output:

The teacher said Lisa had woken up late. Then she said she was late. After that, she ran and shouted that she had missed the bus. Suddenly, her friend Tom came and said she was always late. Finally, Lisa laughed and said that at least she was there.

Read this and guess!

A sunny and hot day accompanied me. The sound of the waves crashing is heartwarming. I can smell the sunscreen. I can see the joyful sand.

Where does this scene take place?

Descriptive Language & Sensory Details

Read and choose! (*Taste / sight / smell / sound / touch*)

| | | |
|------------------------------|--|--|
| The street is so busy | | A line of cars stretched as far as I could see, like ants carrying their food. From bumper to bumper to flashing lights that keep going on and off, showing a restless and impatient spirit. Road guards blow their whistles, food and drink sellers wave to people, and a mix of people walk along each side of the road, trying to get through the chaos like ants hurry to get to their colony. |
| | | The air is filled with the sounds of street food cooking, car engines, and the faint scent of wet sidewalks. |
| | | The sound of thunder is quieted as horns continue to make noise. The engines race on, occasionally competing with the shouts of their occupants. It sounds like a musician strumming a guitar, with drums and piano playing along. Everyone was competing with the loud sound of the speakers. |
| | | Even the tongue can't do justice to a cup of tea in the morning when the taste buds have been numbed by the dusty air. |
| | | Even the sunlight won't rest, and there's no time to pause. |

Descriptive Language & Sensory Details

| | | |
|------------------------------|-------|--|
| The street is so busy | sight | A line of cars stretched as far as I could see, like ants carrying their food. From bumper to bumper to flashing lights that keep going on and off, showing a restless and impatient spirit. Road guards blow their whistles, food and drink sellers wave to people, and a mix of people walk along each side of the road, trying to get through the chaos like ants hurry to get to their colony. |
| | smell | The air is filled with the sounds of street food cooking, car engines, and the faint scent of wet sidewalks. |
| | sound | The sound of thunder is quieted as horns continue to make noise. The engines race on, occasionally competing with the shouts of their occupants. It sounds like a musician strumming a guitar, with drums and piano playing along. Everyone was competing with the loud sound of the speakers. |
| | taste | Even the tongue can't do justice to a cup of tea in the morning when the taste buds have been numbed by the dusty air. |
| | touch | Even the sunlight won't rest, and there's no time to pause. |

5 Senses Writing: Describe the Scene

| Sense | Describe | Description |
|--------------|------------------------------------|----------------------------|
| Sight | What do you see? | blue sky, Deep night |
| Sound | What do you hear? | the roar of crashing waves |
| Smell | What do you smell? | salty air, |
| Touch | What do you feel? | warm sand |
| Taste | What do you taste? (if applicable) | cold lemonade |

Your turn!

Pick a topic!

What's something that always puts a smile on your face? Think about your favorite food, the celebration that stands out in your memory, or the encounter that really resonated with you. What makes those moments even more special?

Please write a short paragraph using just one of the five senses — the one you like best!

“Show, don’t tell”

You'll be back

You'll never forget the way fog appears, feels cool for a moment, and then fades away. You said you wouldn't be here for long, but I'm so glad you're here! I think there's a lot of truth to that. But morning will come again, and that's something to look forward to. And you came again, just as I thought you would.

Descriptive language and sensory details

→ First-Person and Third-Person Narratives

You'll be back

What happened?

How it feels?

I know you're wondering who's telling the story.

You'll never forget the way fog appears, feels cool for a moment, and then fades away. You said you wouldn't be here for long, but I'm so glad you're here! I think there's a lot of truth to that. But morning will come again, and that's something to look forward to. And you came again, just as I thought you would.

Your presence is like fog
in the morning

Five senses—what we see, hear, smell, taste, and feel.



Similes and Metaphors

Mini Review: The Five Senses

| Sense | Example Sentence |
|--------------|--|
| Sight | I saw my old grandma, energetically stood by me. |
| Hearing | I heard the bell is ringing in the morning. |
| Smell | The food smelled sweet. |
| Taste | The lemonade tasted sour and fresh. |
| Touch | The blanket felt soft and warm. |

Now you see them more magical.

| Sense | Example Sentence | With Simile or Metaphor |
|--------------|--|---|
| Sight | I was so happy to see my old grandma standing right next to me, full of energy! | It warmed my heart to see my grandma dancing so happily, like a beautiful bird flying in the sky. |
| Hearing | I heard the sweet sound of the bell ringing in the morning, and it made my day feel a little brighter. | The bell rings out like a beautiful choir, its sound filling the air with joy. |
| Smell | The delicious scent of the food was absolutely delightful. | The delicious aromas were like a warm embrace on a cold day, inviting everyone in to experience the warmth and comfort of the moment. |
| Taste | The lemonade tasted delightfully sour, like the first squeeze of a fresh lemon. | The delicious, refreshing lemonade sure did bring a ray of sunshine to my day! |
| Touch | The blanket felt soft and warm. | The blanket was as soft and cozy as a cloud! |

Simile and Metaphor

| Figurative Language | Definition | Example |
|----------------------------|---|---|
| Simile | Direct comparison between two different things using the words "like" or "as" | The bell rings out like a beautiful choir |
| Metaphor | Without using the words "like" or "as" | Time is money |

(Source: Kirszner, L. G., & Mandell, S. R. (2007). *Portable literature: Reading, reacting, writing* (6th ed.). Wadsworth Cengage Learning. P. 522)

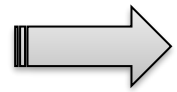
Activity: Sense to Simile

| 5 senses | Sentence | Simile | Metaphor |
|-----------------|---|---|--|
| Sight | She looks so calm | Your face has such a calming, serene look, like the sky at night. | Your face is the night sky—calm, serene, and full of quiet beauty. |
| Hear | Your voice is beautiful | | |
| Smell | Her perfume was strong and flowery | | |
| Touch | Her skin is smooth | | |
| Taste | I'm sorry to hear that your words felt harsh. | | |

Emotive language

We have learnt:

What our characters see, hear, and feel using vivid details and comparisons.



How they feel emotionally

Emotive language

| Emotion | Sample Phrases |
|------------------|--|
| Happy | Her smile lit up the whole room. |
| Angry | It was a tough time for me. |
| Sad | I felt the tears start to well up in my eyes. |
| Excited | She leaped for joy. |
| Nervous | My hands were shaking, and it was hard not to worry. |
| Surprised | I was in such a state of shock! |
| Scared | My heart was beating really fast. |

Feel it, say it

| Situation | Describe the scene | Guess |
|------------------|---|--------------|
| Won a prize | I'm absolutely delighted with how things are going! | Happy |

Who's telling the story?

We have learnt:

Describe what happens and how it feels using

1. Our senses.
2. Magic word (Simile & Metaphor)
3. Emotive language

Now, let's think about who is telling the story. Is it you, the person in the story? Or is it someone watching the story happen?

Narrative style

| Narrative Style | Definition | Example |
|------------------------|--|---------------------|
| First Person | The narrative is being told by one of the characters | I, mine, my, and us |
| Second Person | The narrator is speaking to someone else | you |
| Third person | This is described in the third person | he, she, it, they |

(Source: Roberts, E. V., & Zweig, R., 2012, pp. 122-125)

Activity: Switch the voice

You'll never forget the way fog appears, feels cool for a moment, and then fades away. You said you wouldn't be here for long, but I'm so glad you're here! I think there's a lot of truth to that. But morning will come again, and that's something to look forward to. And you came again, just as I thought you would.



She'll never forget the way fog appears, feels cool for a moment, and then fades away. **She** said **she** wouldn't be here for long, but I'm so glad **she**'s here! I think there's a lot of truth to that. But morning will come again, and that's something to look forward to. And **she** came again, just as I thought **she** would.

Activity: Switch the voice

Instruction:

1. Work in pairs
2. Student A will make direct sentences with first person point of view.
3. Student B will repeat it with the third person.
4. Example:

First, I forgot to charge my phone, so I didn't hear my alarm. Next, while I was sleeping, my friend suddenly called me several times. Finally, I leaped out of bed and raced to the bathroom. But, he had already left when I woke up!

First, *she* forgot to charge her phone, so *she* *didn't* hear her alarm. Next, while *she* was *sleeping*, her friend suddenly *called her* several times. Finally, she leaped out of bed and raced to the bathroom. But, *he had* already left when she woke up!

Wrap up

| Language features | Topics covered |
|--|--|
| Narrative Tenses | Past Simple – Past Continuous - Past Perfect |
| Time Markers and Transition Words | First, Then, Suddenly, After that, While, Meanwhile, Finally |
| Direct and Indirect Speech | Quoting and reporting |
| Descriptive Language and Sensory Details | 5 senses (sight, sound, touch, taste, smell) |
| Narrative style | First person, second, and third person narrative (I, mine, my, and us, you, they, she, he, it) |

References

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Pronunciation: Cambridge Dictionary - <https://dictionary.cambridge.org/>

Sounds conversion: https://luvvoice.com/#google_vignette

Thank You