**Susan V. Meyers: Visits to the Border**

**Pre-reading**

1. Vocabulary. Superordinate terms. Have a look at the words in the box below. Decide which belong to the same semantic field and give each field a heading.

|  |  |  |  |
| --- | --- | --- | --- |
| *assume claim declare defend define demarcate divide enforce estimate*  *know name negotiate own police protect require safeguard sovereignty* | | | |
| Semantic field 1: | Semantic field 2: | Semantic field 3: | Semantic field 4: |
|  |  |  |  |

**Post-reading**

1. **Writing project**

This task is comparatively long and will take some time in school and at home.

The text above is taken from a magazine called *Creative nonfiction, true stories well told.* The creative nonfiction genre is also sometimes called narrative journalism, new journalism or narrative nonfiction. Find more information on the genre.

**At home**

1. Brainstorm on incidents or important events in your life.
2. Write some notes for each about what happened, when it happened, who was involved, etc.
3. Decide why each episode was important to you and consider how it might be interesting or useful for others.
4. Choose ONE of your incidents to work with.

**In class**

1. Pair up with a classmate and exchange thoughts on your preparation. You may comment on each other’s ideas.
2. As you begin to write individually, consider the following:

* Your story: Which aspects do you want to include?
* Research: Does your story relate to events or ideas where you need to check facts?
* The overall structure of your text: chronological/thematic? How many parts (scenes)? Which parts should be story, which should be information or facts?
* How do you get from your personal incident to some bigger idea/issue/truth?
* The point of view: Decide whether it is better to have a 1st or 3rd person point of view, and be consistent as you write.
* Do you want to introduce characters/real people?
* The use of quotations, comments, dialogue, explanations, details.

1. Write a first draft and read it aloud to yourself to see if it makes sense. Has the text got:

* clear beginnings and endings in each section?
* a beginning which catches the reader’s attention? (a hook)
* an ending like a bang (rather than a whimper)?
* coherence?
* a point / an intention?

1. Pair up again with your classmate and read/listen to each other’s text. Give each other three points of praise and one challenge for the improvement of the text.

**At home**

Write a final version of the text based on your own thinking and the advice from your classmate(s).