

## Susan V. Meyers: Visits to the Border

### Pre-reading

3. 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.

<i>assume claim declare defend define demarcate divide enforce estimate know name negotiate own police protect require safeguard sovereignty</i>			
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

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

#### In class

- Pair up with a classmate and exchange thoughts on your preparation. You may comment on each other's ideas.
- 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 1<sup>st</sup> or 3<sup>rd</sup> person point of view, and be consistent as you write.

# ENGAGE!

## UNDERSØGENDE TEKSTLÆSNING I ENGELSK

- Do you want to introduce characters/real people?
  - The use of quotations, comments, dialogue, explanations, details.
- c) 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?
- d) 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).