

### LLED 367 Writing Prompts

**Prompt 1:** Write about why you want to become a teacher.

**Constraint:** You cannot use any form of to be (I am, is, are, was, were, being, been, etc.). Do not stop to edit! You only have 5 minutes.

**Intended outcome:** Students will be challenged to use new/different kinds of verbs in their writing.

**Example:**

Since the beginning of Jenny's second year at UBC, she decided to declare a second major in English Literature. She did this because she was planning (planned) to minor in English. However, she thought it would give her major bragging rights if she completed a second major in addition to Psychology. Once she began her studies in English, people would always ask her if she wanted to enter the teaching profession. She always replied no. After a while, she got annoyed at people that assumed she wanted to enter the teaching profession. However, she decided to apply to the teaching program after an enjoyable co-op term. As well, Jenny intends to pursue graduate studies in counselling psychology and believes it will be beneficial for her future.

**Prompt 2:** Write a free verse in response to a song of your choice. You can use 1-2 lines from the song if desired. Be sure to include a link to the original song lyrics.

**Constraint:** must include similes, metaphors, and/or symbolism.

**Intended outcome:** Students will learn to decipher song lyrics and learn the different ways in which song lyrics are written. Students will also reflect upon how their choice song may be personally meaningful to them.

**Example:**

Song: Wherever I Go – OneRepublic

<http://www.azlyrics.com/lyrics/onerepublic/whereverigo.html>

I knew it all along  
It was always you

Kept running, running away  
From the unspoken truth  
We always knew

Heart in my mouth  
Feared this was going south

You're like the permanent ink  
Carved on my skin and bone

The damned spot,  
That song on repeat,  
The voice stuck in my head

I did find something new  
But it wasn't you

And no easy love could ever made me  
Feel the same

It was always you  
You, you, you

**Prompt 3:** Describe a tradition/ritual that you or other people in society observe.

**Constraint:** Cannot use the first-person narrative, cannot explicitly describe the tradition (must be implicit). Must use descriptive language/imagery.

**Extension:** Can include foreshadow or address some of the issues that might be associated with traditions and rituals.

**Intended outcome:** Students will expand their vocabulary and learn to think and write from a perspective other than the first-person narrative. Students will also critically think about the different traditions and rituals that are prominent in society.

**Example:**

**PSL**

On a beautiful, crisp, late September Friday afternoon, J walks down Main Mall towards Martha Piper Plaza. Noticing how other people are taking photos of the picturesque landscape, she whips out her iPhone and does the same thing. *An Instagram-worthy photo*, she thought. *Do it for the likes.*

After taking a few snapshots, she skips down University Boulevard. Crunching on the colourful foliage with her UGG boots, she then steps into paradise.

Upon pulling open the heavy glass door, the wonderful scent of this environment nearly knocks J off her feet. She smells the wonders of a late September afternoon: all fragrant, warm, spicy, cinnamon, nutmeg, and pumpkin. She closes her eyes and deeply inhales the intoxicating and addictive essence. She wishes this scent could be made into a candle.

“Welcome to Starbucks, what can I get started for you?”

“A tall, no foam, vegan, gluten-free, organic, half sweet, decaf, five pump, soy milk, extra hot, no foam Pumpkin Spice Latte, please. Did I say no foam?”

**Prompt 4:** Write about a feeling, memory, or experience associated with the first letter of your name.

**Constraint:** Replace weak verbs with strong verbs. You also can't use your own name—that's too easy!

**Intended outcome:** Students will self-reflection upon their own experiences. Students will also be challenged to use verbs that are new and/or less frequently used by the students.

**Example: *June 10–19, 2016***

As a graduation present to myself, my best friend and I arranged for a vacation to Orlando, Florida. We constantly jabbered about sojourning at the most magical place on Earth (otherwise known as Disneyworld). After we arrived at the conclusion of having slaved away for much too long at school and work, we hurriedly racked up our credit cards with airfare and accommodation purchases from Expedia. We also welcomed my best friend's parents, her brother, and his girlfriend to our trip with open arms. Unfortunately, our journey to the south coincided with a series of unfortunate events.

Since there were no direct flights from Vancouver to Orlando, my party was forced to book a trip with a layover at O'Hare International Airport in Windy City, Chicago. BAD IDEA. Amidst a two-hour wait to go through security at 5:00am in the morning, my friend and I were taken aback by the news of a deranged man who opened fire on a young singer at her own concert in Orlando. Tragically, she succumbed to her injuries. After my party touched down in Orlando, various news outlets immediately bombarded us with news of the event.

The next day, we excitedly arranged for an Uber to Universal Studios. While twiddling our thumbs in the hot weather for a Dr. Seuss themed ride, we were overwhelmed with dozens of messages from our family and friends inquiring about our wellbeing. Since we were out and about, we seldom checked Facebook and Twitter while on the move. Less than 24 hours after the concert shooting, we were horrified to hear about the mass shooting at a nightclub 20 minutes from our hotel. Shocked and stunned with this revelation, we urgently complied with Facebook's request to mark our safety. We also reassured our families and friends back home that we were safe.

Two days later, we enjoyed the most magical and majestic day of the entire trip at Magic Kingdom Park at Disneyworld. After a late night shop 'til you drop extravaganza at a Disney store, we reluctantly left the park to return back to our hotel. While we lingered at the ferry terminal, our senses were overwhelmed with loud roar of helicopters that hovered in the air. Police units patrolled the park grounds in solidarity with the K9 units. An unusual number of police cars lined the park grounds. Exhausted, nobody contemplated the reason for the heavy police presence. Once we boarded the ferry, we overheard other passengers voicing their concerns about the police presence. Upon

scrolling through live Twitter updates, we realized we witnessed the search for a two-year old pulled into the waters by an alligator at a Disney resort.

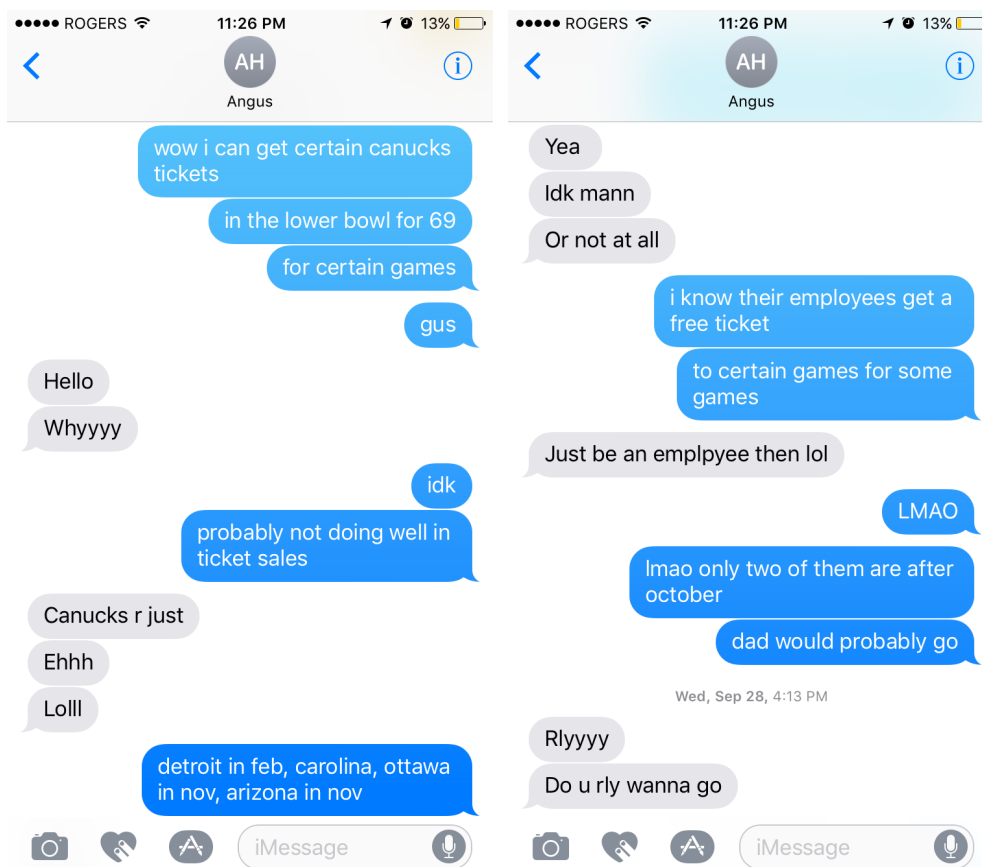
Needless to say, everyone was beyond relief to return back to Vancouver.

**Prompt 5:** Rewrite a series of text/chat messages between you and another person. Be sure to choose something respectful and appropriate. Include the original messages. Make sure you have permission to share your conversation.

**Constraint:** Change the language of the messages to a formal register.

**Intended outcome:** This activity is intended to broaden students' vocabulary by using formal language. Students will also learn about the vast differences between formal and colloquial language in the English language, and why both registers are used in different situations.

**Example:**



Jenny: Good heavens, brother! I have the capacity to purchase certain vouchers for admission to the local establishment's hockey team for an appallingly low expense of \$69. The accommodations are extraordinary close to the battling ground.

Angus: Top of the day to you. What is the motive behind this?

J: I do not have the precise answer to your question. However, I wisely suspect the organization predicted to finish in 30<sup>th</sup> place in the National Hockey League this year are utterly impoverished from diminished business.

A: This tandem leaves me speechless.

J: The enterprise is limited to meetings with factions from Motor City in the second month of the next calendar year. Additionally, factions from Carolina, Arizona, and this great country's capital will be earnestly battling the marvelous city distinguished for constrictive fitness jodhpurs. The billets to admire these factions are also offered at a reduced cost.

A: I am rather unsure of this.

J: I was informed labourers of this multi-million dollar corporation are provided complimentary tokens to enter highly specified duels.

A: You must commit yourself to becoming one of their labourers.

J: Two of the duels will occur after the tenth month of the year. However, father shall be interested in such predicaments.

A: Are you absolutely certain of this? Do you desire to attend this competition?

**Prompt 6:** Write about any topic of your choice.

**Constraint:** Include as many elements of CFLAT in your writing as possible.

**Intended outcome:** Students will learn to identify the various devices and techniques they use in their own writing, which is something students do not consciously think about.

**Materials needed:** CFLAT handout

**Example: May 1**

*Left, right, left, right, left, right...*

It's about 12:30pm on a very mild Sunday. You just ran pass another big, blue sign that marked the 29th kilometre of the run. As you make a left turn onto the dreaded Burrard Bridge, you grab one of the bottles attached to you at the hip and take a quick gulp of the grape-flavoured electrolytes. You're grateful that your friend helped you buy a hydration belt with his work discount. It's also a good thing you only had one glass of wine and champagne at the open bar event that took place two nights ago. That was still more than what you should've drank, though. If only alcohol wasn't exceptionally dehydrating...

Despite the fact you've ran over the bridge so many times to the point where you can run with your eyes closed, you feel like you're dying a little on the inside. Your throat feels as dry as the peanut butter whole wheat toast you had for breakfast, even though you *just* had a drink a minute ago. It's been almost 4 hours since you left Queen Elizabeth Park. The sweat on your face, hands, arms, and legs feels gritty like sand. You can't even fathom how bad you smell anymore. On the bright side, at least you're not prone to developing blisters on your feet while running.

The sun relentlessly beats down on you as you inch your way across the bridge. This is the part you always despise. Even though your brain is telling you that you can keep running, you legs start to feel tired. You know you can't stop moving, otherwise the fatigue will really start to kick in. You can't help but wonder if this damned bridge is anything like Heartbreak Hill.

Surveying your proximity, you see fellow runners also crawling like slugs. Your friends are nowhere to be seen; they're faster runners than you are. Realistically, you're running in a crowd of 4,999 lunatics, so it's not like you should expect to run into them. Slowing down in an effort to conserve energy, you look beyond the dismal concrete pillars that hold up the bridge. You're reminded of how beautiful and lush the city is. For a moment, the picturesque view of the city takes your mind off the fatigue in your legs and calves, and of course, the stupid bridge.

Nearly a million years later, you finally made your way across and off the bridge. Somehow, you managed not to fall on your face or run into any concrete pillars. As you



make a left turn towards English Bay, you see another big, blue sign a few hundred metres away: 30 kilometres. 12.2 left to go.

As your mom reminds you on a daily basis, you're a freaking maniac. She's right about that one.

**Prompt 7:** Why am I so tired?

**Constraint:** You will write a minimum of five rhyming couplets. Do not include any punctuation and do not modify the stylization of any words. Then, write out the same rhyming couplets again. This time, you will include punctuation throughout your couplets. You can also modify the stylization of the words.

**Intended outcome:** Students will learn how the use of punctuation and stylization can drastically change the tone of a piece of writing. The use of rhymes will also challenge students to use a variety of different words.

**Example:**

**No punctuation**

I should go to sleep  
But I need just a peep

That faint yellow glow  
Device totally not at stow

Scrolling through his Instagram fifty-six weeks too deep  
Too late to stop and go the hell to sleep

Be careful and don't double tap  
Really just go and take a long nap

Eyes are starting to get heavy  
Who's the girl in the red Chevy

Dropped the brick on my face  
02:58 I'm such a big disgrace

He loves to cook and he is also a sailor  
His mom's name is Taylor

His hair makes him the family black sheep  
Oh my god I am such a freaking creep

**With punctuation and stylization**

I should go to sleep,  
But I need *just* a peep.

That faint yellow glow,  
Device totally not at stow.

Scrolling through his Instagram, fifty-six weeks too deep.  
Too late to stop and go the hell to sleep.

BE CAREFUL!! AND DON'T DOUBLE TAP!!!  
Really, just go and take a long nap!

Eyes are starting to get heavy,  
“Who’s the girl in the red Chevy???”

Dropped the brick on my face,  
02:58— I’m such a big disgrace.

He *loves* to cook, and he is also a sailor.  
His mom’s name is Taylor...

His hair makes him the family black sheep...  
OH MY GOD. I AM SUCH A FREAKING CREEP.

**Prompt 8:** Continue this story: The class field trip was completely ruined by...

**Constraint:** Include at least 3 examples of reported speech.

**Intended outcome:** Students will learn how to incorporate reported speech into their writing.

**Example:**

The class field trip was completely ruined by **late night Netflix binges**.

Each year, Ms. Cook would arrange a food sampling field trip for her culinary arts students. Since Ms. Cook believed it was important for aspiring chefs to constantly try out new foods, she always put in the extra time and effort to provide such opportunities for her students. This year, Ms. Cook managed to secure visits to a bakery and a cheese shop. The fifteen culinary arts students were beyond ecstatic for field trip day.

On the field trip day, everyone boarded the big yellow school bus Ms. Cook rented for the day. Ms. Cook had double duty that day: not only was she the teacher, but she would also be the bus driver. She knew this was going to be an exhausting day. Upon sitting in the driver's seat, she noticed this particular bus was equipped with a microphone. Once she saw it, there was no going back.

"Please move to the back of the bus," she said, in a monotone voice. Everybody groaned.

After putting on her seatbelt, she drove the class to the bakery. The bakery was a wonderful place that smelled of freshly baked bread, buttery pastries, delicate tarts, and diabetes. Ms. Cook's students couldn't be happier.

"THIS IS AWESOME. FREE FOOD!!" one boy hollered, while he stuffed his face with a chocolate croissant. "WHY DON'T WE DO THIS ALL THE TIME?"

About an hour and a half later, the class piled back onto the school bus. Full of carbohydrates and empty calories, Ms. Cook plopped back down into the driver's seat. She was exhausted and sleepy from stuffing her face. It didn't help that she only had about four hours of sleep the night before. She stayed up late to binge watch an entire season of *The Walking Dead* on Netflix. She was seriously behind on the series and had just finished season three.

"Food coma," muttered Ms. Cook under her breath. "Should've gone to a coffee shop or something for some caffeine." She could hardly keep her eyes open. Since her students were still preoccupied with finishing the last of their food, she decided it would be nice to rest her eyes for a couple of minutes.

Game over.

After about five minutes, the students were restless and wondered about Ms. Cook's whereabouts. Two of the students got out of their seats to look for Ms. Cook. Before they even walked down the stairs, they saw Ms. Cook slumped over the steering wheel. Ms. Cook was snoring away loudly. One of the students pointed to the growing pool of saliva on Ms. Cook's shirt.

"Ms. Cook, are you okay?" asked the concerned students. They gave her a good shake. She snorted and snored loudly.

The other students became restless and decided to see what all the commotion was about. After seeing Ms. Cook sleeping on the job, everyone grew incredibly annoyed at her.

"WAKE THE HELL UP!" everyone screamed.

Unfortunately for the class, Ms. Cook was sleeping like the dead. She refused to wake up. With absolutely no other way of getting their teacher up, the students stormed off the school bus. They all gathered around the bus and tried to shake it. To no avail, the students gave up and decided to abandon their teacher and the field trip.

**Prompt 9:** Continue this prompt: I'm sorry teacher, but I couldn't complete my homework because of \_\_\_\_\_.

**Constraint:** Write a short note as if you were going to hand it in to your teacher. Include elements of exaggerated speech/hyperboles.

**Intended outcome:** Students will learn about the various literary devices and figures of speech that are used in the English language. Students will also be challenged to write in a more concise manner. More importantly, students will also learn about the ridiculousness of some excuses students will come up with in order to bail out of homework/class/assignments!

**Example:**

Dear Dr. James,

I'm sorry teacher, but I couldn't complete my homework because Donald Trump dropped a bombshell on me while I watched the final presidential debate. When he declared there were "bad hombres" in America, the bombshell moved at the speed of light and crashed through the roof of my house. The force from the bomb tarnished my living room and went through the ceiling of my bedroom downstairs. This destroyed half of my bedroom, my furniture, and my MacBook that contained my 10 writing prompts assignment. My TV also broke. I died.

Thank you for your understanding,  
Jenny

**Prompt 10:** In 1,000 years, when paper money is a distant memory, how will we pay for goods and services?

**Constraint:** In five minutes, write a haiku in response to the question.

**Extension:** Write a series of haikus containing different ideas.

**Intended outcome:** Students will expand their vocabulary in order to capture their idea(s) with a limited number of words.

**Example:**

Coloured cash was great  
But passive aggressive notes  
Will contaminate