



Writing Skills 63 Reading and Learning: Fiction

Students enjoy reading examples of good writing and apply what they learn to their own work.

Trapped continued.

A *dim light* flickered on, faintly illuminating the room. It was full of *old films*, barrels of *mouldy popcorn* and no end of crates full of paper. A *high window* looked to be the only way out.

“Matt, if we climb up those barrels, we’ll be able to get out.”

Matthew dropped a roll of film back into a crate.

“ ‘Doctor No’ starring Sean Connery and – whoa, Gordon! Hang on, what if we fell?” However, Gordon was already climbing up the barrels. He had reached the third one when the tower began to shudder alarmingly. He dug his hands into the barrel and watched a bead of sweat drip onto his *shaking hand*. Gordon wobbled and carried on up.

A barrel rolled away. The tower shook and Gordon’s hands let go of the barrel. He fell in the stream of barrels, screaming, and then...

A *blinding flash* of light blazed into the room and the *terrifying silhouette* of a *huge figure* loomed in the doorway.

“Aargh! It’s a Mutant Beast of Planet Bug!” Gordon yelled.

“No, worse! It’s the caretaker!”

Look again at the story *opening* and fill the gaps in the bulleted list below.

Robert uses **dialogue** to establish:

- character (_____ has a bit of a temper and is determined while _____ is more easily discouraged);
- setting (the _____);
- dilemma (there are no _____).

As Robert writes the *rise in tension* (where the boys sneak into the cinema the back way), he uses sense impressions to help the reader imagine the setting. Read the extracts and say which senses have been used.

The revolting stench of decaying rubbish was floating up Matthew’s nostrils ...

The two boys froze, plunged suddenly into pitch darkness, with every tiny ray of light blocked out as the door slammed shut.

The senses used are: _____.