Conquer English Creative Writing 1

For Primary Levels

Workbook

- **Gradual Transition from Guided Writing to Creative Writing**
- **Cloze passages and Guided Writing activities to strengthen student's skills in using the correct vocabulary and in sentence construction**
- **Creative Response and Creative Writing practices encourage the organisation of ideas to improve writing skills**
- **Focussed Writing Exercises introduce the types of composition writing: *descriptive*, *narrative*, *expository* and *imaginative***
- **Important and Useful Writing Skill sets are developed to aid in writing expressively and creatively**
- **Additional Digital Resources to complete learning experience**
- **Suggested Answers provide a resource for developing ideas and analytical and creative thinking**

Name: _____

Class: _____

Author
Meena Newaskar
B.A., B.Ed.

Project Editor
Gan Yi Shen

PREFACE

|CONQUER| CREATIVE WRITING WORKBOOK 1 invites children to stretch their imagination, enjoy the process of developing ideas and express themselves through creative writing.

Building the Basics

The children will learn to use words and form sentences through ***Cloze***, ***Completing Sentences*** and ***Writing Sentences*** activities.

Focussed Writing Exercises

The ***Picture Comprehension*** and ***Picture Description*** activities cover varied themes and text types and introduce ***descriptive***, ***narrative***, ***expository*** and ***imaginative*** composition writing to aspiring young writers through visual aids, helping words and questions.

Developing Writing Skill Sets

Through ***Rearranging Sentences in the Correct Order***, ***Creative Response*** and ***Creative Writing*** exercises, children learn to differentiate and organise ideas using methods of **classification**, **comparison and contrast**, and **cause and effect**.

Suggested Answers

These provide more writing ideas so children can learn to relate to other situations and analyse possible outcomes in order to think and write even more creatively.

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- Completing a given passage with their own ideas will help children to better organise their stories and provide them with a framework that they can use when writing their own stories.
- Vocabulary lists boost the children's vocabulary in common topics like the park, the zoo and the beach, which will help them to write more interesting stories.
- Reading model compositions help children develop new ideas and strengthen their writing ability.

The Editorial Team

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ANSWERS A1

- Read model compositions to get more ideas for writing.
- Practise writing your own story by using your own ideas to complete a story.
- Use the **Vocabulary Lists** to make your stories more interesting.

Go to **My SAPeducation App** or www.sapgrp.com and click ENHANCED LEARNING.

WRITING EXERCISE 1

A Writing Sentences

Rewrite each sentence in the correct order. Use full stops, capital letters and question marks where necessary.

1 at roy the plays playground

2 uncle has farm a my big

3 go toilet to I may the

4 enjoy very the much we story

5 text loudly he the read very

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B Cloze

Look at the picture above each blank. Choose the correct word from the box to fill in each blank to complete the story.

hand	nose	hair	head	face

Jojo the Clown

This is Jojo, the clown. He has a funny smile on



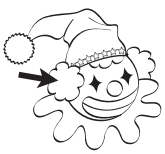
his _____ (1). He has a red, round



_____ (2). He



wears a blue hat on his _____ (3). He has yellow,



curly _____ (4). He holds a bunch of big, colourful



balloons in his _____ (5). Children love to watch him.

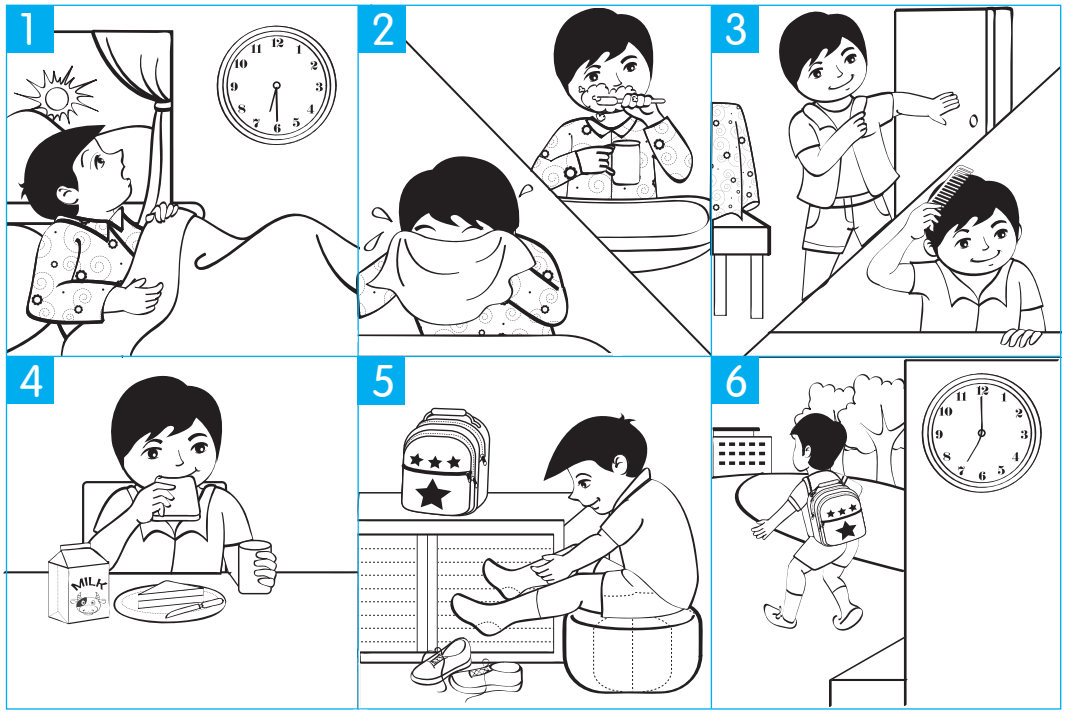
He makes them laugh.

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C Rearranging Sentences in the Correct Order

Look at the pictures and the following sentences.

Peter Prepares for School



- He brushes his teeth and washes his face.
- Peter wakes up at six thirty every morning.
- He wears his school uniform and combs his hair.
- Then, he sits down to have a glass of milk and eats a sandwich for breakfast.
- At seven o'clock, he leaves the house and walks to school.
- Finally, he puts on his socks and shoes and gets ready to go to school.

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Answers provided in C (Exercises 13 – 16) and, D and E (Exercises 1 – 16) are for reference only. Other correct answers are also acceptable. The model compositions exceed the word limit suggested in the exercises to include more ideas, vocabulary and varied sentences.

EXERCISE 1

A

1. Roy plays at the playground.
2. My uncle has a big farm.
3. May I go to the toilet? / I may go to the toilet.
4. We enjoy the story very much.
5. He read the text very loudly.

B

1. face
2. nose
3. head
4. hair
5. hand

C

1. Peter wakes up at six thirty every morning.
2. He brushes his teeth and washes his face.
3. He wears his school uniform and combs his hair.
4. Then, he sits down to have a glass of milk and eats a sandwich for breakfast.
5. Finally, he puts on his socks and shoes and gets ready to go to school.
6. At seven o'clock, he leaves the house and walks to school.

D

1. My name is John Smith.
2. I am seven years old.
3. I go to Mayflower Primary School.
4. I live at Sunset Way.
5. There are five members in my family.
6. My favourite fruit is the apple.
7. I like to collect stickers.
8. I usually go to the beach on weekends.

E

1. My name is Magic Man.
2. I would live in Singapore.
3. I would have the power to do magic.
4. I would turn the money into worms.
5. I would use my powers to build a castle.

Hello everyone! My name is Magic Man. The world is so big but I choose to live in Singapore.

I have the power to do different kinds of magic. If I see a man robbing an old woman of her money, I need to only say some magic words under my breath to turn the money into worms. What a shock that would be for the robber!

I am going to use my powers to build a castle for the orphans in Singapore. I want these children to have a place that they can call home.

EXERCISE 2

A

1. I enjoy reading storybooks.
2. Jenny has her breakfast at seven o'clock.
3. I like to swim.
4. Ann invited me to her birthday party.
5. What is your favourite fruit?

B

1. classmate
2. school
3. play
4. read
5. playground

C

1. David and Roy are playing football in a field near their houses.
2. Roy gets the ball and kicks it very hard.
3. The ball flies across a narrow road and hits the windowpane of a house nearby.
4. The owner of the house hears the noise and opens the door.
5. She is angry that her window is broken.
6. The boys are afraid, but they still go up to her and say, "We are sorry!"

D

1. It is Susan's birthday party.
2. They are George, Lily, Wayne, Sharon, Cindy, Sam and John.
3. I see chicken wings, fried rice, fruit, sweets, orange juice and a birthday cake on the table.
4. There are seven candles on the cake.
5. They are singing the birthday song and clapping their hands.
6. My name: Susan Song
   My date of birth: 12 April 2012
   My favourite present: A doll

E

1. I would be a swallow.
2. My nest would be under the roof.
3. I would look for food in the forest.
4. I would eat worms.
5. I would go in to eat the food.

I am not just any bird. I am a swallow. My home is a nest under the roof of an old house.

In the day, I fly to the nearby forest. I look for food there. My favourite food is worms. I am good at catching worms.

If I see some delicious food in a cage, I would go in to eat the food. My friends warn me to stay away from cages with food in them. They tell me that they are traps and I will lose my freedom once I enter one of them.

|Conquer| Creative Writing Workbook 1
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