# Conquer English Creative Writing 3

**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**

*Contributing Author and Project Editor*
**Angela Leu**

Name: _____

Class: _____

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# PREFACE

**|CONQUER| ENGLISH CREATIVE WRITING WORKBOOK 3** 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 ***Basic Writing***, ***Vocabulary Exercise***, ***Cloze Exercise*** and ***Sentence Structuring*** activities.

## Focussed Writing Exercises

The ***Writing Task*** and ***Creative Writing*** activities cover varied themes and text types and introduce **descriptive**, **narrative**, **expository** and **imaginative** composition writing to aspiring young writers through visual aids and questions.

## Developing Writing Skill Sets

Through ***Thinking Skills***, ***Cause and Effect***, ***Logical Sequence***, ***General Knowledge*** and ***Creative Fun*** exercises, children learn to differentiate and organise ideas using methods of **classification**, **comparison and contrast**, and **cause and effect**.

## Suggested Answers

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

Enhanced Learning
FREE resources available
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- Incorporating adjectives to describe everyday objects and people will help children to get accustomed to writing interesting and rich descriptions in their stories.
- Vocabulary lists boost the children's vocabulary in common emotions like happiness, sadness, anger and fatigue which will help them write more interesting stories.
- Reading model compositions help children develop new ideas and strengthen their writing ability.

**The Editorial Team**

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Explico is a Singapore assessment-based learning platform using AI and Machine Learning to help students identify their academic strengths and weaknesses. The Explico team has more than 20+ years of experience in the education space, working with schools, online learning and various academic institutions. The Explico platform enables students to measure and benchmark themselves against their peers all around the world.

## English Language, Mathematics, Science

**Primary 3 with Explico**

*(9+ years old)*

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**ANSWERS** ..... A1


- Read model compositions to develop ideas.
- Practise writing better descriptions with the use of adjectives. Use the Vocabulary Lists to write better descriptions about what people do and how they look when they are happy, sad, angry or tired.

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

# WRITING EXERCISE 1

## A Basic Writing

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

▶ Example

orchard road | works | a | along | sandy | shop | in

Sandy works in a shop along Orchard Road.

1 five o'clock | finishes | work | she | at

2 sandy | every | at | day | six o'clock | up | gets

3 café | her | at | she | breakfast | has | the


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4 goes bus work by to she

5 seven o'clock usually home arrives at she

6 dinner television watches after she

7 food court goes at to lunchtime sandy a

8 to before take a sandy shower bed going to likes

9 she ten o'clock goes bed at to

10 parents with at sandy dinner has home her


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## B Writing

**Rearrange the sentences from Section A in the correct order. Write the story below. The first sentence has been written for you.**

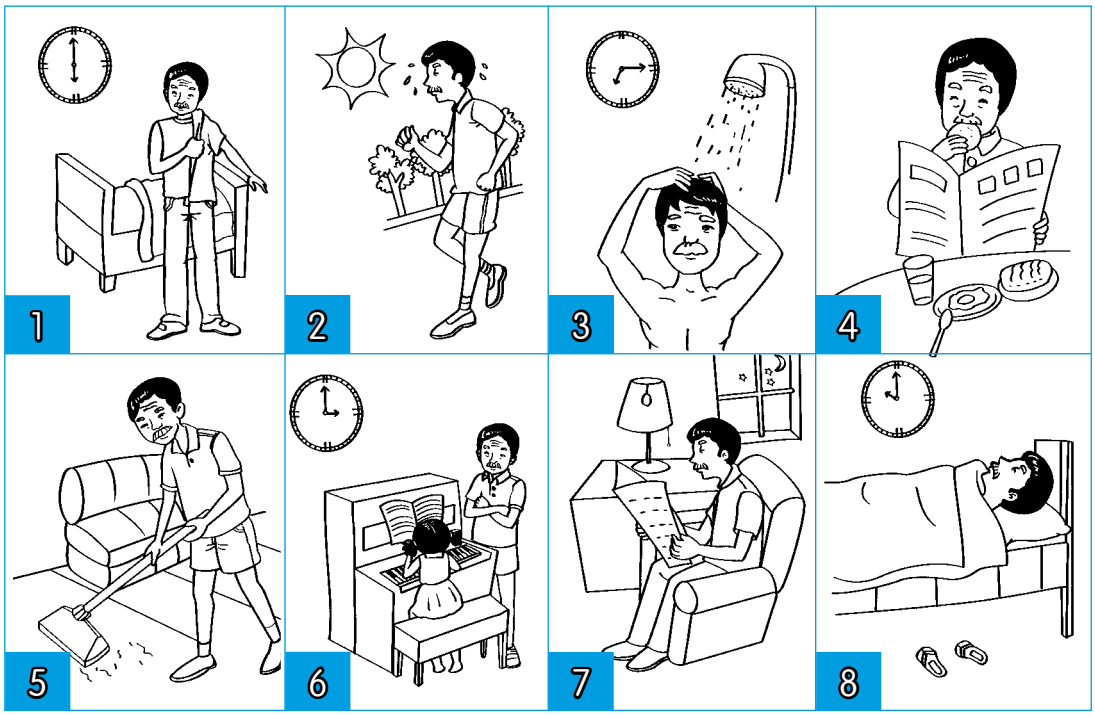
### Sandy's Daily Routine

Sandy gets up at six o'clock every day.


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## C Thinking Skills

**Look at the pictures and the following sentences. Rearrange the sentences in the correct order to tell the story according to each picture. Write the correct numbers in the brackets provided.**




( ) In the evening, he likes to read.

( ) Then, he goes for a jog at a small park nearby.

( ) After breakfast, Eddy does the housework.

( ) In the afternoon, he teaches his neighbour's daughter to play the piano.

( ) At about ten o'clock at night, he goes to bed.

( ) At about fifteen past seven in the morning, he goes home and takes a shower.

( ) On Saturdays, Eddy usually gets up at six o'clock.

( ) After his shower, he has his breakfast and reads the newspaper.


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## D Writing Task

**Describe your day. Use the questions to help you.**

1. What do you usually do after you get up?

2. How do you prepare for school?

3. What do you do during lessons?

4. What do you usually do after school?

5. What do you do after you reach home?

6. Do you do your homework every evening?
What else do you do in the evenings?


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**Now, based on your answers, write a short paragraph of at least 80 words about your everyday life.**


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## E Creative Writing

**Vivienne, your relative from Malaysia, will be visiting Singapore. She will be staying here for one day. Write what you have planned for the day in the space provided.**

**8.00 am** I will have breakfast with Vivienne at a food centre.

**10.00 am**

**12.00 noon**

**2.00 pm**

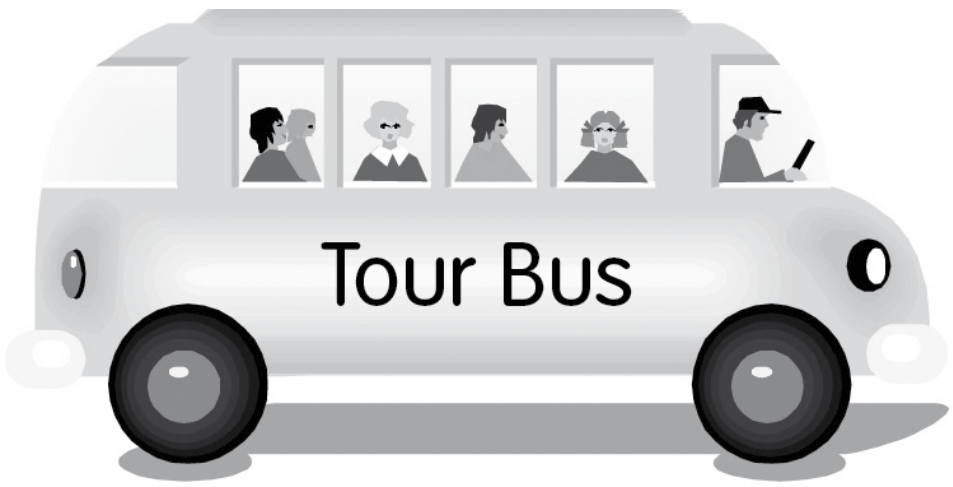

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4.00 pm

6.00 pm

8.00 pm

10.00 pm





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