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# Section 1:

# Foundational Information



# Chapter 1

## Types of Sentences

A sentence is a group of words that make sense. Choosing the types of sentences you want to use will be dependent on whether you want to make short statements or provide longer explanations.

When writing reports or narratives, ensure that a variety of sentences are used so that the reader remains interested in your essay.

### Simple Sentences

A **simple sentence** consists of only [redacted], that is, [redacted] and [redacted]. It should make sense on its own.

Examples

1. **Sam** is my best friend.
2. Did **she** eat dinner?

### Compound Sentences

A **compound sentence** has [redacted] (or simple sentences) and is usually [redacted] and **so** (FANBOYS), which is **preceded by a comma**.

Examples

1. **I hurt my arm, so I went to the hospital.**  
'So' joins two independent clauses: 'I hurt my arm' and 'I went to the hospital.'
2. **Frank loves reading, but Jesse loves playing cricket.**  
'But' joins two independent clauses: 'Frank loves reading' and 'Jesse loves playing cricket.'



## Complex Sentences

A complex sentence contains **one independent clause** and **one or more dependent clauses**. The dependent clauses begin with conjunctions.

For example:

because

before

since

if

so

when

though

whenever

unless

while

although

until

after

wherever

Examples

1. My friends arrived late because they were exhausted.

This sentence has one independent clause and one dependent clause.

2. Although I studied hard, I failed the test since I arrived late at the examination centre.

This sentence has one independent clause and two dependent clauses. In this sentence, the independent clause separates the dependent clauses.

## Let's Practise!

A) Use the following words to make simple sentences.

1. obey      law                      they      the

---

2. went      [redacted]      [redacted]      father      the      my

---

3. taxi      Kevin                      for      waited      a

---

4. books      searched      I                      for

---

B) Make compound and complex sentences out of the following sentences:

5. Rai and Robin [redacted] the school compound. The security guard locked the gate.

---

---

6. Patrick assisted the old lady. She [redacted] to be distressed.

---

---

7. Stacy [redacted] the office. Jared washed the dishes. Their mother was ill.

---

---

8. The child did not complete his work. His [redacted] instructed him to complete it after school.

---

---

9. The girls won the [redacted]. They worked very hard.

---

---

10. The principal questioned the students. They [redacted] his questions truthfully.

---

---

11. Naomi and Chelsea went to the cinema. They had completed their [redacted].

---

---



12. The students were advised to pack their bags every night.  
They would not forget their books and assignments.

---

---

13. Sarah washed her hands. She helped share the lunches  
with the students.

---

---

14. We were invited to attend the [REDACTED]. We were not  
interested in the topics to be discussed. We decided not  
to attend.

---

---

15. The children did not know the [REDACTED] to the questions.  
They did not study for the test. They failed.

---

---

16. The old man limped to [REDACTED] home. He had been injured.  
A branch fell on him.

---

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## Chapter 2

# Important Grammar Rules for Good Writers

Good writers always ensure that their creative pieces follow grammar rules carefully. Writers want their work to be strong and appealing to readers, not weak and boring. Practising good grammar when writing ensures that your writing is superior.

Below are some important grammar rules to follow when writing:

**1.**

The tense of the verbs in the sentence should be consistent.

Example 1: DO

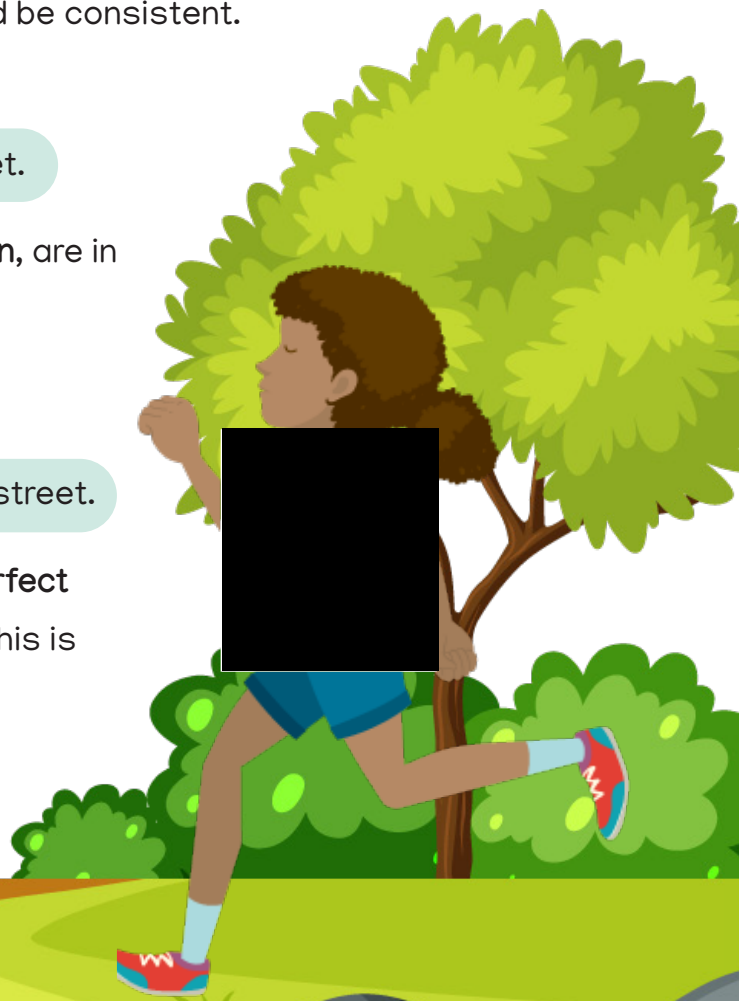
She **exited** the school and **ran** down the street.

In this sentence, the two verbs, **exited** and **ran**, are in the **simple past tense**. This is **recommended**.

Example 2: DON'T DO

She **had exited** the school and **ran** down the street.

In this sentence, **had exited** is in the **past perfect tense** while **ran** is in the **simple past tense**. This is **not recommended**.



## 2. Subject / Verb Agreement

Let's take a closer look at subject/verb agreement.

Remember: Singular verbs end with "s."

Examples:

1. **She** **has** several pens.
2. **My dog** **chases** the cat around the house.
3. **Ryan** **plays** the piano while **his sister** **sings** in the choir.

A **plural subject** must be followed by a **plural verb**.

**Plural verbs** do not end with

Examples:

1. **The girls** **practise** their dancing daily.
2. **My father's sisters** **are** visiting us next week.
3. **Mark and Sophia** **travel** to school by bus.

All **singular indefinite pronouns**, or pronouns that don't refer to any specific **person or thing**, must be followed by a **singular verb**.

Here is a list of singular indefinite pronouns you may use.

Another  
Anybody  
Anyone  
Anything  
Anywhere  
Each

Each one  
Either  
Everybody  
Everyone  
Everything  
Everywhere

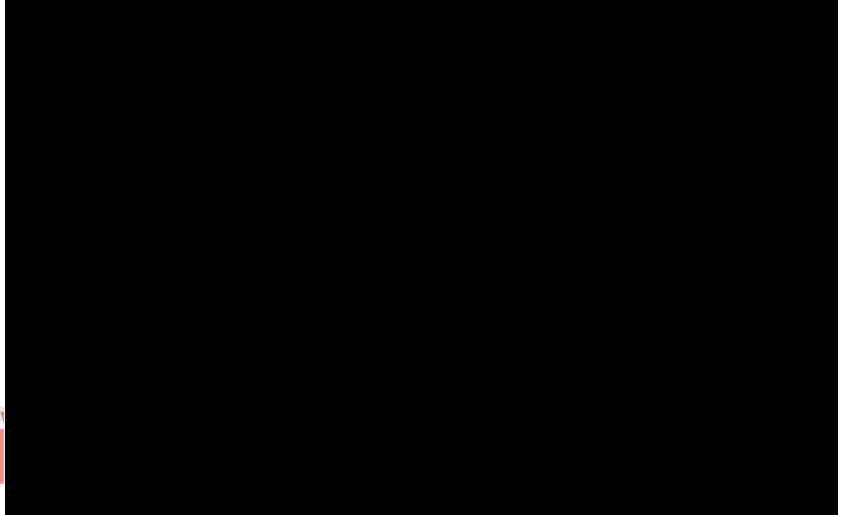
Neither  
No one  
Nobody  
Not one  
Nothing  
Nowhere

Somebody  
Someone  
Something  
Somewhere



Examples:

1. **Each** of the students **reads** well.
2. **Not one** of the men **assists** with the supervision of the students.
3. **Anyone** **is** welcome  the meeting.
4. **Neither** of the victims **was** able to identify the assailant.
5. **Someone** **knows** who took my pens from the table but **no one** **wants** to reveal the culprit.



When  are joined by either...or /neither...nor, the **verb** agrees with the  closest to it.

Example:

1. **Either Danny or his siblings** **cook** dinner on Fridays.
2. **Neither my father nor my mother** **has** agreed to lend their computer to us.



When we have words such as: [redacted], in addition to and accompanied by separating the [redacted] from the [redacted], the verb must agree with the first [redacted].

Example:

1. The politicians, along with their supporters, campaign vigorously before elections.
2. Brent, like his best friends, visits the library on Saturdays.

[redacted] separated by 'all...but' and 'both...and' must be accompanied by a [redacted] verb.

Example:

1. All of you but Savi need to listen attentively to the instructions.
2. Both the teacher and the class prefect were in the office at the time of the accident.



When a sentence begins with 'there is' or 'there are,' the [redacted] usually comes after the verb. Therefore, the [redacted] agrees with the subject after it.

Example:

1. There is a new student in my class.
2. There are several ways to solve the problem.



### 3. Punctuation and Capitalisation

Good writers ensure that punctuation and capitalisation are correctly used in their pieces.

#### Capitalisation

Use [redacted] :

1. At the beginning of all sentences.
2. For all proper nouns.
  - a. The **Caroni Bird Sanctuary** is the home of the [redacted]
3. In titles and headings.
  - a. My favourite book is [redacted] .
4. For acronyms and initials.
  - a. [redacted] provides water to homes across Trinidad and Tobago.



## Commas

Use :

1. To separate items in a series

- a. I enjoy reading, writing and singing.
- b. I entered the room, looked around, saw the man and introduced myself to him.

2. After introductory clauses or phrases

- a. After they left, we arrived.
- b. At that moment, a brilliant idea struck.
- c. On that day,  visited the school and addressed the students.

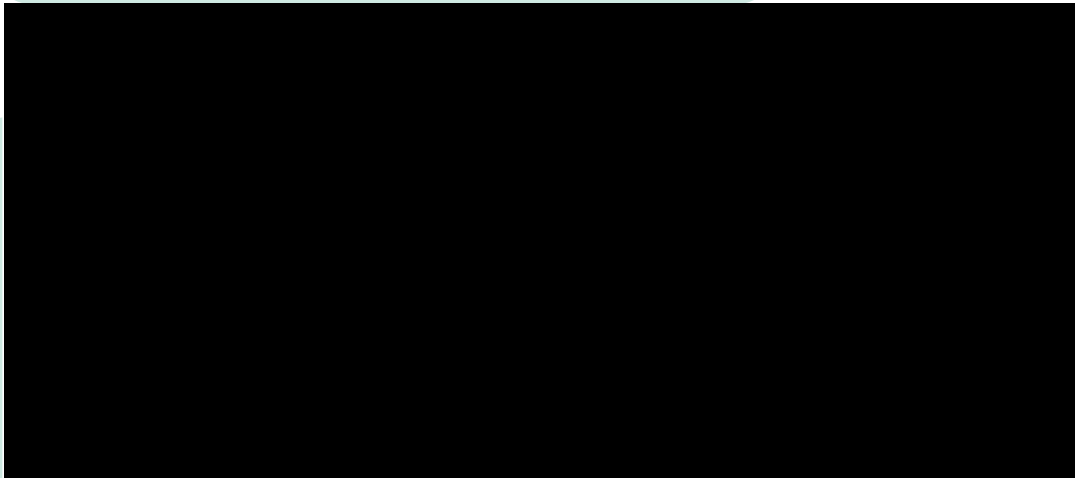
3. In direct speech to separate the spoken words from the speaker

- a. Tessa said, “My aunt will visit us next week.”
- b. “My aunt will visit us next week,” said Tessa.
- c. “I don’t know her,” said Devi, “so don’t expect me to speak to her.”

## Question Marks

Use a  at the end of a direct .

E.g. Where did the group of students go?



## Exclamation Marks

Use \_\_\_\_\_:

1. To express strong feelings

- a. What a shock!
- b. I am doomed!

2. At the end of a command

- a. Get lost!

3. After interjections

- a. Wow! That looks great.

## Apostrophes

Use apostrophes:

1. To \_\_\_\_\_

a. For nouns which do not end in s, add 's:

- i. The boy's book is on the table.
- ii. The children's parents are attending a meeting at school with our principal.

b. For nouns ending in s, place the apostrophe after the s:

- i. James' suit was sewn by a famous designer.
- ii. The teachers' lounge is at the end of the hallway.

2. For \_\_\_\_\_

I'm	She's	We're	Can't
They're	Couldn't	Wouldn't	He's
There's	Where's	We've	You're





## 4. Write in the Active Voice

Writing in the active voice is recommended.

**Active Voice**: The **subject** performs **the action**.

Example:

**The boy** intentionally **pushed** the child.

In this sentence, **the boy** is the subject and the doer of the action.

**Passive Voice**: **The action** is performed by **the object** of the sentence.

Example:

The child was **pushed** by **the boy**.

In this sentence, the object of the sentence is **the boy** and he is the doer of the action.

## 5. Adjectives and Adverbs

Frequently, **adjectives** are used in place of adverbs.

**Remember:** **adjectives** are used to describe nouns or pronouns whereas adverbs add meaning to the verbs. Adverbs tell us how, when, where and why an action is performed.

Example:

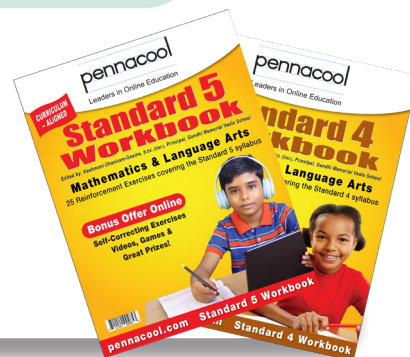
1. She smiled very happy. (Wrong) ❌

She smiled very happily. (Correct) ✅

2. The old man walked weary down the street. (Wrong) ❌

The old man walked wearily down the street. (Correct) ✅

Refer to the Standard 4 and 5 Math and ELA Workbooks for practice exercises on grammar and punctuation.



## 6.

Due to their similar spellings, pronunciations or meanings, the English language has some words that are commonly confused.

Here are some examples:

Their (possessive adjective)

There (place)

They're (they are)

To (shows direction)

Too (in excess)

Two (a number)

Accept (to receive / agree to)

Except (Without)

Advice (noun)

Advise (verb)

Board (a piece of wood)

Choose (to select)

Chose (past tense of choose)

Compliment (praise)

Complement (to complete something)

Effect (a result / consequence)

Affect (to influence / impact)

Grate (shred into small pieces using a grater)

Great (large amounts or size)

In (position)

Into (shows a movement)

It's (it is)

Lose (to misplace / fail to win)

Loose (not tight / relaxed)

Of (a part of)

Off (shows a movement)

Stationary (not moving)

Stationery (writing material)

Then (specific time)

Than (makes a comparison)

Your (possession)

You're (you are)

Practise (verb)

Practice (noun)

## Let's Practise!

Create sentences using each of the commonly confused words below.

1. The students raised \_\_\_\_\_ hands to answer. [REDACTED]
2. The book you are looking for is over \_\_\_\_\_, on the top shelf. [REDACTED]  
[REDACTED]
3. \_\_\_\_\_ excited about the school trip next week. [REDACTED]
4. I went \_\_\_\_\_ the store. [REDACTED]
5. It's \_\_\_\_\_ hot outside, let's stay indoors. [REDACTED]
6. Shenelle and Jerome bought \_\_\_\_\_ tickets. (too, to, two)
7. \_\_\_\_\_ raining heavily, so we should take umbrellas. (it's, its)
8. The cat licked \_\_\_\_\_ paws after grooming. (it's, its)
9. Is this \_\_\_\_\_ pencil on the desk? [REDACTED]
10. \_\_\_\_\_ doing a great job in the new role. (your, you're)
11. We will finish this project by Friday, and \_\_\_\_\_ we can celebrate. (then, than)

For more commonly confused words and practice excersises, log on to [pennacool.com](http://pennacool.com)!



12. Your teacup is bigger \_\_\_\_\_ mine. (then, than)
13. The new medicine had a positive \_\_\_\_\_ on her health. [REDACTED]
14. The rain will \_\_\_\_\_ the outdoor event. [REDACTED]
15. Don't \_\_\_\_\_ your keys; keep them in a safe place. [REDACTED]
16. The dog pulled free from the \_\_\_\_\_ leash. (loose, lose)
17. She received a lovely \_\_\_\_\_ from her teacher for her outstanding artwork. [REDACTED]
18. The soft background music \_\_\_\_\_ the romantic atmosphere of the restaurant. (compliments, complements)
19. The colourful \_\_\_\_\_ set included pens, pencils and notepads. (stationary, stationery)
20. The traffic came to a standstill as the truck remained \_\_\_\_\_ on the highway. [REDACTED]
21. The chef used a fine \_\_\_\_\_ of cheese to add a burst of flavour to the pasta dish. (great, grate)
22. He gave him a \_\_\_\_\_ big hug to show his appreciation for all the help. (great, grate)

Now try creating your own sentences for each commonly confused word!

# Chapter 3

## The Writing Process

To write well, writers use the Writing Process, in which they follow a series of steps to create a good piece of writing.

The Writing Process includes planning, making changes, and fixing errors before sharing your work. By doing this, writers can feel more confident and write faster and better.

### The Stages Of The Writing Process

The Writing Process involves five stages:

1. [REDACTED]

This is the planning stage. It provides a road map for your report or essay, thereby making the actual writing more manageable. In this phase, the writer must carefully study the assigned task, look for key words and clues, and pay attention to the following:

1. The purpose of the [REDACTED]
2. The audience for whom it is intended

Each type of writing has a unique set of guidelines.

For example, [REDACTED] are informative and formal whereas narratives are meant to provide entertainment. Therefore, understanding the purpose of the writing will help the writer produce work of a high quality.



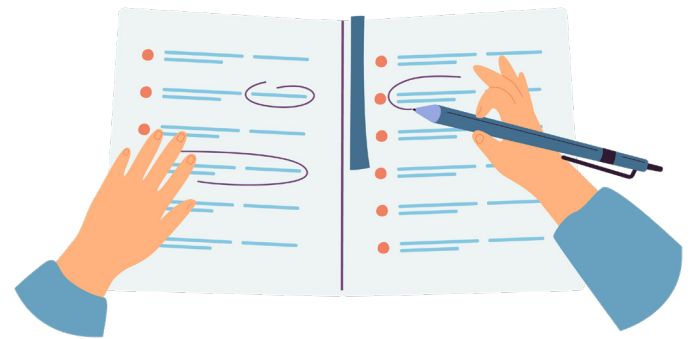
The writer can use a variety of strategies to plan effectively.

- Brainstorm and jot down your thoughts.
- Use graphic organisers, semantic maps or story plans.



2. [REDACTED]  
[REDACTED] requires writers to put their ideas into sentences and paragraphs. Don't focus too much on spelling, especially if the words you are using in your writing are difficult to spell. Just write! Let your ideas flow.

3. [REDACTED]  
[REDACTED] is key to effective writing. During this phase, writers revisit the draft and improve it by changing and rearranging the content to make it more appealing for the audience. The writer can also add or delete words and sentences to improve their writing.



4. [REDACTED]  
After the completion of the draft, the writer now has the opportunity to edit the writing. Check for grammatical errors, punctuation and capitalisation, and spelling errors.

5. [REDACTED]  
The final stage is the [REDACTED] of the piece. Rewrite the essay, ensuring all corrections have been made. Share the writing with your intended audience.



## Formal versus Informal Writing

Formal writing is best suited for academic writing. It is less conversational and works well when providing explanations of incidents/events, etc. It avoids slang, contractions, and overly casual expressions.

Informal writing is best suited for personal writing. It is usually characterised by a relaxed, casual, and conversational tone and can include slang, colloquial expressions, and abbreviations.

Below is a table that highlights the difference between formal and informal writing in these four areas: language, vocabulary, tone, and grammar and punctuation.

	Formal	Informal
Language	<ul style="list-style-type: none"> <li>• Precise, objective and sophisticated</li> <li>• Avoids slang, colloquial expressions and contractions</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational and relaxed</li> <li>• Allows slang, colloquial expressions and contractions</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Formal vocabulary, specific terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Less formal vocabulary</li> <li>• More flexible in terms of word choice</li> </ul>
Grammar and Punctuation	<ul style="list-style-type: none"> <li>• Adheres to standard grammar rules</li> <li>• Uses complete sentences</li> <li>• Avoids sentence fragments and excessive use of exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains basic grammar rules</li> <li>• May include sentence fragments, ellipses or informal punctuation marks</li> </ul>
Tone	<ul style="list-style-type: none"> <li>• Serious, neutral and respectful</li> <li>• It avoids personal opinions, emotional language and attempts to maintain an unbiased perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Personal and expressive tone, allowing for the writer's personality and emotions to come through</li> <li>• It may include humour, personal anecdotes and subjective language</li> </ul>
Audience	<ul style="list-style-type: none"> <li>• Directed towards a more professional or academic audience</li> <li>• It requires a level of formality and respect towards the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Informal writing is often directed towards friends, family or a more casual audience</li> <li>• It allows for a more familiar and less formal relationship between the writer and reader</li> </ul>

Here's a list of informal words and their formal counterparts:

INFORMAL	FORMAL
asked	questioned, interrogated
buy	purchase
called	summoned
████████	████████████████
ended	concluded, terminated
find out	ascertain
find out	investigate
free	release
happened	occurred, transpired
leave out	omit
left	████████████
let	permit
lived	resided
need	require
put off	delay
████████	proceeded
show	revealed
sorry	apologise
started	initiated, commenced
thanks	gratitude
told, said	informed, reported, instructed
took	brought
went into	entered



## Let's Practise!

Identify whether the following sentences are formal or informal:

1. The conference will [REDACTED] at 9:00 a.m. sharp. Please ensure you are in your seats by that time. \_\_\_\_\_
2. Hey, the party [REDACTED] at 7:00 p.m. tonight. Don't be late! \_\_\_\_\_
3. The company's [REDACTED] indicates a steady growth in revenue over the past quarter. \_\_\_\_\_
4. Hey, did you see that new movie? It's totally awesome! \_\_\_\_\_
5. The research findings [REDACTED] a clear correlation between stress levels and productivity in the workplace. \_\_\_\_\_
6. I would like to express my [REDACTED] for the opportunity to be part of this esteemed organisation. \_\_\_\_\_
7. Let's catch up for [REDACTED] this weekend. It's been too long since we hung out.  
\_\_\_\_\_
8. The concert was epic! The band rocked the stage like never before!  
\_\_\_\_\_
9. Kindly submit your application before the deadline to be considered for the scholarship program. \_\_\_\_\_
10. Thanks a lot for helping me out with that assignment. You're a lifesaver!  
\_\_\_\_\_

## Let's Practise!

Change the following formally written sentences into informal sentences.  
The first is done for you:

1. During the visit to the haunted house attraction, an incident occurred that led to [REDACTED] and reassessment of the venue's operations.

*When we went to that haunted house, Jareem fell through a wooden staircase! They had to beef up the safety after that!*

2. The school science fair showcased a diverse range of innovative projects, fostering curiosity and scientific inquiry among students.

---

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---

3. An injury occurred during a [REDACTED] class at our school, prompting an immediate response from the school nurse and administration.

---

---

---

4. The maths olympiad competition saw enthusiastic participation from students, challenging their [redacted] and mathematical acumen.

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5. An accident on the highway involving a school bus raised concerns about road safety and prompted a thorough [redacted] by local authorities.

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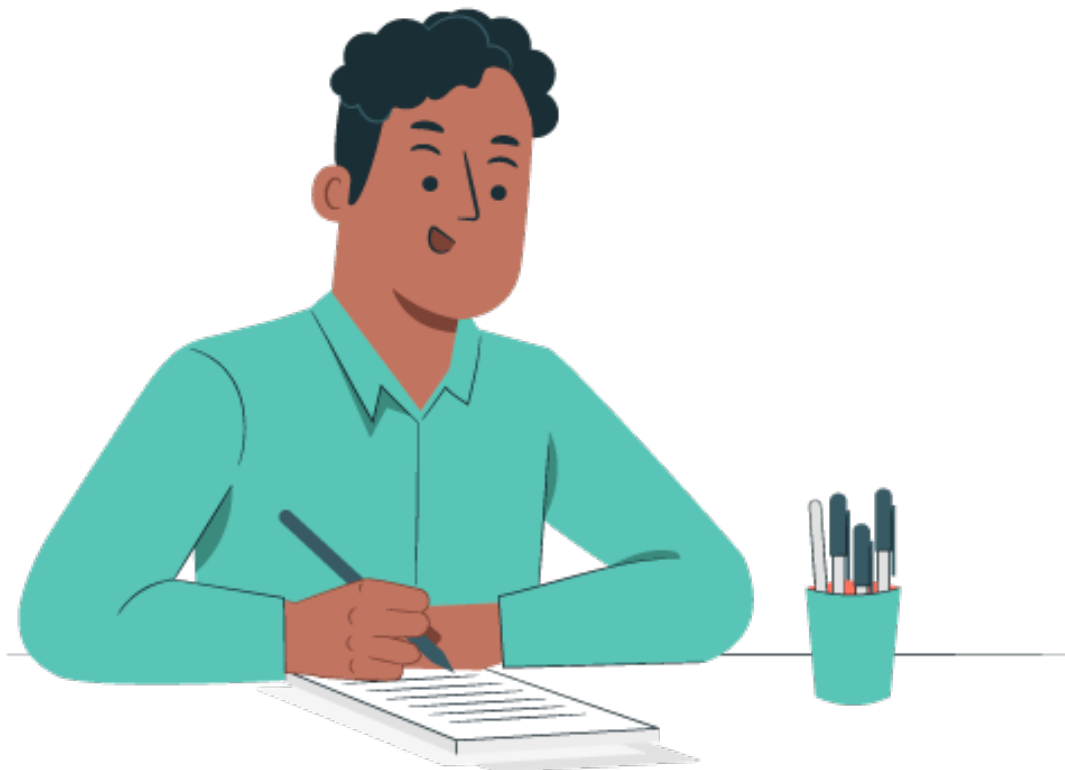
# Chapter 4

## Revising versus Editing






Many times, people confuse the terms revising and editing and use them interchangeably. However, the two terms are completely different.

**Revising** focuses on the bigger picture, or the content, structure, and organisation of the piece as a whole. It involves changing words and sentences, **adding** ideas, adding information to clarify ideas, or deleting unnecessary information. **Revising** ensures that the requirements of the assignment are met.

**Editing** focuses on the sentences within the piece. It requires the writer to read through the text looking for **errors** in capitalisation, **spelling**, punctuation and **formatting**.



The table below shows the differences between the two and helps with the process to **revise** and **edit** your writing.

		EDITING	
Use the acronym <b>CUPS</b> to help you during the revising process.		Use the acronym <b>CUPS</b> to help you during the editing process.	
	<b>C</b> sentences and words.		<b>CAPITALISE</b> proper nouns: names, places, titles, months, references to God and the letter I.
	<b>U</b> any unwanted or unnecessary words or sentences.		<b>USAGE.</b> Your verbs must agree with your subject.
	<b>P</b> words or sentences around to make your writing more effective.		<b>PUNCTUATION</b> marks must be checked to ensure correct usage.
	<b>S</b> words or sentences for others that are more suited to your audience.		<b>SPELLING.</b> Carefully examine all words for spelling errors.

## Let's Practise Revising and Editing

Even though **revising** is typically done after **editing**, let's practise our editing skills first.

### Editing

Look at the following paragraph carefully and study the process used to edit it.

Remember, when we edit, we look for errors in grammar, spelling, punctuation and capitalisation. In other words, we are looking for mistakes and fixing them.

#### Example Paragraph:

Josh and his brother, Marcus had went to the library. While there they met their teacher who was burrowing the following books for the students in his class Tom sawyer the Three little Pigs and Mario The boys spoken to there teacher whom encoraged them to visit the library regular and spend time reading to improve there Comprehension and Vocabulery skill. "What a great idea" Marcus declared excited.

### Step 1: Locate all grammatical errors and make corrections.

Josh and his brother, Marcus had ~~went~~<sup>gone</sup> to the library. While there they met their teacher who was burrowing the following books for the students in his class Tom sawyer the Three little Pigs and Mario The boys ~~spoken~~<sup>spoke</sup> to there teacher ~~whom~~<sup>who</sup> encouraged them to visit the library ~~regular~~<sup>regularly</sup> and spend time reading to improve there Comprehension and Vocabulary ~~skill~~<sup>skills</sup>. “What a great idea” Marcus declared ~~excited~~<sup>excitedly</sup>.

### Step 2: Look for spelling errors and make corrections.

Josh and his brother, Marcus had gone to the library. While there they met their teacher who was ~~burrowing~~<sup>borrowing</sup> the following [REDACTED] for the students in his class Tom sawyer the Three little Pigs and Mario The boys spoke to ~~there~~<sup>their</sup> teacher who ~~encoraged~~<sup>encouraged</sup> them to visit the library regularly and spend time reading to improve ~~there~~<sup>their</sup> Comprehension and ~~Vocabulary~~<sup>Vocabulary</sup> skills. “What a great idea” Marcus declared excitedly.

### Step 3: Look for punctuation/capitalisation errors and make corrections.

Josh and his brother, Marcus, had gone to the library. While there, they met their teacher who was borrowing the following books for the students in his class: Tom Sawyer, The Three Little Pigs and Mario. The [REDACTED] spoke to their teacher who encouraged them to visit the library regularly and spend time reading to improve their Comprehension and Vocabulary skills. [REDACTED] [REDACTED] Marcus declared excitedly.

## Let's Practise!

Identify and correct the errors in the following paragraphs. You can either circle, underline, cross out or highlight the errors to better identify them. Then, rewrite the paragraphs in the spaces provided.

### Paragraph 1 (Example)

Several days ago, Anya was ~~enveloped~~ <sup>involved</sup> in an ~~accident~~ <sup>accident</sup> ~~behind~~ <sup>on</sup> the ~~compound~~ <sup>compound</sup> of the Glenville ~~P~~ Primary School. She ~~has~~ <sup>had</sup> been warned on numerous ~~occasions~~ <sup>occasions</sup> by her teacher to refrain ~~with~~ <sup>from</sup> running ~~and~~ <sup>but</sup> she ignored the [REDACTED]. As a result, she [REDACTED] with Ms. Sullivan, ~~caused~~ <sup>causing</sup> her to fall ~~in~~ <sup>into</sup> the drain. "Why do you always break school rules?" questioned Mr. ~~S~~ <sup>S</sup>ingh. "~~L~~ <sup>L</sup>ook what has happened now." The teacher, who had been hurt, had to be ~~taking~~ <sup>taken</sup> to the San Fernando ~~G~~ <sup>G</sup>eneral ~~H~~ <sup>H</sup>ospital. What a tragic incident!

Rewrite the paragraph with your corrections here:

Several days ago, Anya was **involved** in an **accident** **on** the **compound** of the Glenville **P** Primary School. She **had** been warned on numerous **occasions** by her teacher to refrain **from** running **but** she ignored the warnings. As a result, she **had** collided with Ms. Sullivan, **causing** her to fall **into** the drain. "Why do you always break school rules?" questioned Mr. **S**ingh. "**L**ook what has happened now." The teacher, who had been hurt, had to be **taken** to the San Fernando **G**eneral **H**ospital. What a tragic incident!

Paragraph 2

██████ Walcott is a trinidadian track and field ██████ who compete in the javelin throw at international competition. He is a talented individaul having win a gold meddle at the 2012 olympics Walcot is the younger gold medalist in the mens javelin and the first sportsman in any track and field event to win two titles in the same year. How remarkable is that This youngster was celebrated by the Government of the republic of ██████ and Tobago.

Rewrite the paragraph with your corrections here:

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### Paragraph 3

During certain [REDACTED] of the year hospitals and clinics often report a drama increase in resperatory problems lung infections or astma attacks. This is cause by increase in sahara dust in the atmuspHERE leading to danger levels of pollution in the air. If anyone inhale polluted air for prolonged periods they will suffer with serious lung infection. The Chief Medical officer, [REDACTED] has adviced that wearing of masks will aleviate the problems faced by people.

Rewrite the paragraph with your corrections here:

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#### Paragraph 4

Mrs Khan had parked her vehicle at the West Mall Shopping centre when it was stole. [redacted] had secured her car proper and has gone into the bookstore to purchase the items her daughter needed for her [redacted] markers, glue bristol board and glitters of various colours. When she returned to the car park her car is missing. She was tramitized She reported the theft with the central Police Station and her car still haven't been [redacted].

Rewrite the paragraph with your corrections here:

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## Revising

When revising your writing, remember the acronym **CRAB**. We make changes by **CRAB** around words and sentences or substituting words for others that are more effective or better suited contextually.

### Example Paragraph:

Jess **left** school. She walked home by herself. She looked up at the sky and saw dark clouds. She began to run because she did not want to be caught in the rain. Jess did not have her umbrella that day. The rain **started** to fall and she got wet. Her books in her bag got wet as well. She looked for somewhere to shelter. She saw a small house and went in there. Then she heard noises coming from inside the house.

When you read this piece of writing, you quickly become bored. The sentences are too simple and the word choices are basic. There is no **description** and the author does not describe Jess' feelings. To enhance the piece, join sentences, change words, add descriptions and insert **dialogue** that express the character's feelings.

### Revised Paragraph:

Jess departed the school compound as soon as school was dismissed, because she had to journey home by herself. As she glanced up at the sky, the sight of dark, ominous clouds **looming** overhead caused her to quicken her pace. "How could I forget my umbrella today?" she moaned to herself, knowing that it was inevitable that she would get drenched in the rain. Within seconds, a **thunderbolt** sent her flying into an abandoned, dilapidated shack to seek refuge. Fear crawled up her spine as she heard strange, eerie sounds emanating from inside the house.

## Let's Practise!

Read the following paragraphs and revise them. You can add, remove, move, and substitute words and sentences. Remember to include [redacted] language and engage the reader.

### Paragraph 1

Stefan and Elise were both taking part in a field trip with their friends. They enjoyed the activities that their [redacted] had planned for them. Both [redacted] felt happy that they had been allowed by their parents to go on the trip to learn about animals that live in their country. The children got a chance to touch a python at the zoo. [redacted] was allowed to present the vote of thanks at the end of the trip. The students visited the [redacted] Valley Zoo.

Rewrite your revised paragraph here:

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## Paragraph 2

The car stalled along the road. There was no one [REDACTED] when it stalled, so [REDACTED] knew that she had to call for help. After the car stalled, she walked up and down the road but found no one. Then, a villager drove by and saw Kelly. He reversed his car and went to help her. Kelly looked frustrated and upset. He fixed the car. Kelly told him thanks and he left. Kelly drove straight [REDACTED].

Rewrite your [REDACTED] paragraph here:

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### Paragraph 3

The rain stopped as the [REDACTED] travelled up the river. The mist blocked the scene. It was hard to see in the distance. They got closer. They saw smoke. When the men passed the house, they saw the firefighters cleaning up the area. The house had been partly [REDACTED]. The family stood outside looking at the men and their home. The workers were sweeping the tiles. The tiles had been broken. They were scrubbing the [REDACTED]. They looked very tired.

Rewrite your revised paragraph here:

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## Paragraph 4

Visiting Trinidad and Tobago is very good. These two islands are good for lying on the [REDACTED] or escaping into nature. Here, you can see the varied wildlife and the different species of plants. You can go mountain biking. You can go surfing. You can enjoy the [REDACTED] of the people on the islands. Trinidad is lively and Tobago is peaceful. Tobago has clear, clean beaches. Trinidadians go to Tobago to relax. The people are kind and helpful. These [REDACTED] are very beautiful.

Rewrite your revised paragraph here:

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# Section 2: Narrative Writing





# Chapter 5

## Narrative Writing

A **narrative** is designed to tell a story and entertain the reader. A good narrative uses **descriptive language** which provides vivid descriptions of **characters and settings** **that create** images in the reader's mind. This produces writing that is interesting.

This type of writing requires thought, so it is important to take the time to brainstorm and plan before you begin your first draft. The main objective of this type of writing is to tell a story in such a way that the reader becomes totally engaged. This involves creating characters and describing settings in a more realistic manner.

### Writing Strong Sentences

To create interesting stories, we must write strong sentences. This can be done by **using strong verbs** in the following ways:

- Using the **five senses** to add details so the reader can **visualize** what is happening in the story
- Adding **adjectives** to describe **characters and settings**
- Using the **5 Ws**: Who, what, when, why, where (and how!)
- Using punctuation marks effectively
- Using literary devices



Let's write a strong sentence by stretching a simple sentence.

### Simple sentence 1: The girl cried.



\_\_\_\_\_ → The **lost** girl cried.

When → **While shopping**, the lost girl cried.

Where → While shopping in **Port-of-Spain**, the lost girl cried.

How → While shopping in Port-of-Spain, the lost girl cried **bitterly**.

Why → While shopping in Port-of-Spain, the lost girl cried bitterly when **she realised that her mother was nowhere to be found and she was all alone**.

Now let's look at some other sentences. How were they improved?

### Simple sentence 2: The \_\_\_\_\_.

The vicious \_\_\_\_\_ aggressively at the mischievous \_\_\_\_\_ incessantly by throwing stones at him while she skipped happily down the street.



### \_\_\_\_\_ 3: We went to the park.

As excited as children in a candy store, we jumped onto our bicycles and went to the park next to the school to practise cycling for next Friday's race against the boys from the \_\_\_\_\_.



## Let's Practise!

Stretch the following simple sentences.

1) Savi ate the cake.

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2)



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3) Toby entered the competition.

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4) My family visited the beach.

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5)



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6) The child wandered in the park.

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7) [REDACTED]

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8) Gina is late for school.

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9) [REDACTED]

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10) The girl bought a cake.

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11) The dog chased the girl.

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12) [REDACTED] got a new car.

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13) The lady waited for a taxi.

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14) [REDACTED]

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15) We listened to the news.

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16) She left early.

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17) My [redacted] the vase.

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18) My mother is angry.

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19) The child [redacted] the door.

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20) Julie sat at her desk.

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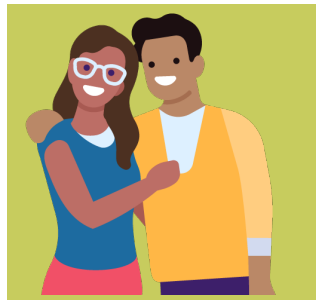


# Chapter 6

## Elements of a Narrative

The elements of a narrative are the pieces or parts that make up the story. Every part is important. The key elements of a narrative are:

**1. Characters**  
The people, animals or even objects the writer creates to make a story interesting.



**2. Conflict**  
The issue or the problem that the character (or characters) in the narrative faces.



**3. Setting**  
The time and place that the story takes place.



**4. Point of View**  
Who is telling the story? Who is the narrator?



**5. Plot**  
The sequence or order of events in your narrative.





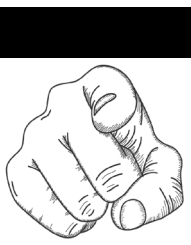
**6. Style**  
The use of literary devices and other writing techniques to interest and captivate the readers.



The first three elements listed above will be discussed in further detail in later chapters. Here are some further details on point of view and style.

# Point of View

A narrative can be written in one of three different points of view:

Points of View	Pronouns Used
	<p>The narrator is directly involved in the events of the story as they unfold.</p> <p>I Me My We</p>
	<p>The narrator is an observer or an outsider. The narrator is not a participant in the events but rather narrates them from a more distant and objective point of view.</p> <p>He She It They</p>
	<p>The narrator addresses the reader directly using the pronoun “you.” This creates a sense of immediacy and involvement, as if the reader is experiencing the events of the story first-hand.</p> <p>You</p>

\* Note: The [redacted] point of view is unique, and often used in interactive fiction like video games, text based games, and interactive storytelling apps to immerse players in the story and make them feel like active participants.



Every writer has his/her [redacted].

Writers use literary devices such as [redacted], [redacted], together with other writing techniques, to get the readers interested and to captivate them.





## Let's Practise!

A. Read the sentences below and identify which point of view each one is written in by writing "1st," "2nd," or "3rd" in the boxes provided.

1. I love taking long walks in the park, especially on sunny afternoons.

2. He enjoys reading adventure novels in his free time.

3. The  smiled brightly as she received her first bicycle for her birthday.

4. I enjoy cooking and trying out new recipes in the kitchen.

5. You reach into your  for your map and begin the quest.

6. I can't wait to see my friends at .

7. You forget to turn off the lights as you leave the room.

8. You double-check your work before submitting your assignment.

9. She dances gracefully and always steals the show at the recitals.

B. Read the sentences below and change them to the point of view identified in the box to the left.

1. I  early in the morning and stretched my arms to greet the new day.

3rd  
person

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2.  believe your luck when you won the grand prize in the school raffle.

1st  
person

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3. John walked nervously into the interview room, hoping to make a good .

2nd  
person

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# Chapter 7

## Developing Your Characters

### Types of Characters

In a story, there are different types of characters that play various roles and contribute to the development of the plot. Here are the [redacted]:



[redacted]

The main character of the story. The entire narrative often revolves around their journey, struggles and growth.

[redacted]

The character or force that opposes the protagonist and creates conflict in the story. They can be a villain, an adversary or an obstacle that the [redacted] must overcome.



[redacted]

They provide context and depth to the story. They might be friends, family, mentors, or allies who provide assistance, advice, or challenges to the [redacted].

## Developing Your Characters

Character development involves creating a character who is interesting and life-like to keep the readers interested in them and their journey. One way for a writer to better understand their characters is to [REDACTED].

[REDACTED]

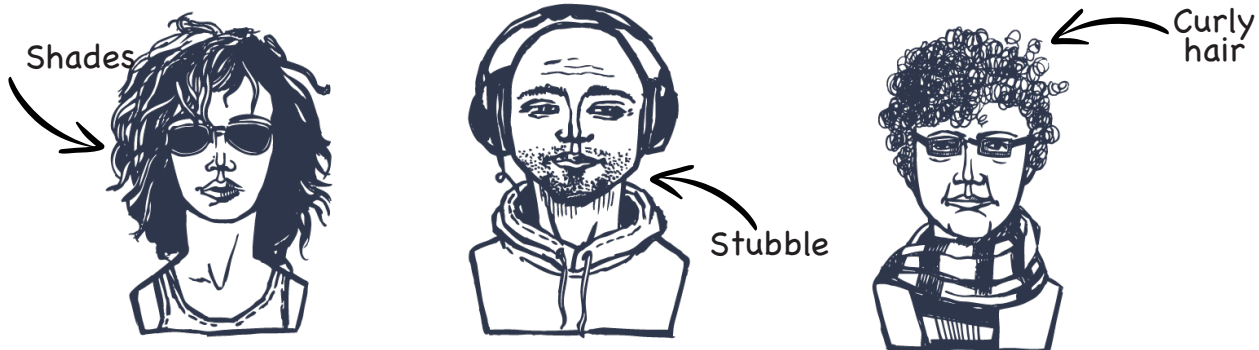
A [REDACTED] is a written description or portrayal of a [REDACTED] character. It provides a detailed account of the character's traits, personality, motivations, background, and role within the story.

A [REDACTED] aims to create a comprehensive understanding of the character, allowing readers to connect with and visualise them more vividly.

When creating a [REDACTED], we can do the following:

### 1. Give them a [REDACTED]

Write about the [REDACTED] such as height, hair colour, [REDACTED] colour, facial features, clothing style, and any distinguishing marks or scars.



### Example

Her intense, deep-set dark-brown eyes pierced through us, filled with anger. A tangle of long, wavy hair framed her face, occasionally blowing across her rosy cheeks. When she raised her head, her intense gaze remained fixed and unwavering. The dishevelled locks atop her head added to her untamed allure, giving her an air of fierce determination.

## 2. Detail their [redacted] and [redacted]

Explore the [redacted], such as their strengths, weaknesses, [redacted], [redacted] and emotional tendencies.



### Example

- a. Josh is arrogant and quite stubborn. He believes that he is always right and has been known to be extremely bossy and impulsive.
- b. Kate's anxiety caused her nervous twitch to intensify as she stammered uncontrollably while trying to regain her composure.

## 3. Give insight into the [redacted] and [redacted]

Provide insight into the [redacted], [redacted], family, [redacted], or any significant life events that have shaped their identity and motivations.

### Example

Sophia grew up in a small coastal town surrounded by a tight-knit community. As the daughter of a fisherman, she learnt the importance of hard work and perseverance from a young age. Although she longs to explore the world beyond her hometown, her roots and family traditions remain a significant part of her identity.



#### 4. Identify the [redacted] and [redacted]

Identify what [redacted] the character and their [redacted] or [redacted]. This includes exploring their internal motivations, [redacted], and what they strive to achieve or overcome throughout the story.

#### Example

Micah is driven by a thirst for knowledge and a desire to make a meaningful impact on society. As an aspiring scientist, his curiosity knows no bounds, and he devotes countless hours to conducting experiments and pushing the boundaries of scientific discovery.




**Remember:** Use vivid and figurative language in your writing to enhance your story and bring your characters to life. ‘Show’ the readers rather than ‘tell’ them by using sensory details and imagery.

# Character Traits

Here are some traits you can use to develop your characters.

## Traits

This list of adjectives can be used to help you describe the thoughts and  of the characters in your narrative.



adventurous	cautious	energetic	jealous	reliable
affable	childish	enthusiastic	mischievous	resentful
affectionate	comical	exuberant	moody	responsible
ambitious	conceited	faithful	mysterious	self-centred
amiable	confident	fearless	nervous	selfish
argumentative	considerate	friendly	optimistic	sincere
arrogant	creative	gregarious	patient	sneaky
artistic	cynical	grumpy	persistent	straightforward
assertive	determined	haughty	pesky	sympathetic
attentive	diligent	hostile	pessimistic	thoughtful
audacious	disciplined	humble	polite	trustworthy
bold	disruptive	immature	problematic	unreliable
brave	efficient	impatient	proud	understanding
calm	emphatic	impulsive	prudent	witty

## Traits

Describe your character's characteristics of your character; that is, how they look, sound, and act.

	SKIN	HAIR	EYES	VOICE
attractive	acned	bald	alert	appealing
beautiful	aged	bouncy	beady	comforting
burly	blemished	bushy	blank	croaky
chubby	callused	curly	bulging	deep
corpulent	colourless	dishevelled	elongated	enchanted
cute	dark	fashionable	expressionless	gravelly
frail	delicate	frizzy	expressive	gruff
gorgeous	dimpled	glossy	glistening	guttural
handsome	dusky	greasy	heavy-lidded	high-pitched
lanky	freckled	grey	icy	hoarse
muscular	pale	hairless	melancholy	honeyed
overweight	pallid	luxurious	narrowed	husky
plump	pimpled	matted	remorseful	melodious
robust	rosy	messy	swollen	monotonous
skinny	splotchy	sparse	tear-filled	nasal
slender	sunburnt	straight	teary	piercing
smart	sun-kissed	tangled	twinkling	quivering
stocky	tanned	thick	unreadable	rough
tall	tattooed	untidy	watchful	shrill
unkempt	wrinkled	wavy	wide-eyed	throaty

### Character Sketch Example:

██████, or Micky as he was commonly called, towered above the other students of the school. He was slightly overweight and his taut lips looked as though they were unable to part. Never had I seen a genuine smile escape from his pursed lips. Micky's hair sat matted atop his greasy, pimpled face. He was ██████ and feared by all, for his life's mission seemed to be taking advantage of the weaker students at school. He strutted around, carefully ██████ for and selecting his victims for the day. Micky was undoubtedly the most ██████ character I had ever met.





## Let's Practise

Having a bank of [redacted] sketches that you can pick and choose from for your stories can be beneficial in the long-term. Write character [redacted] for the following people:

1. Your grandmother

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2. Your [redacted]

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3. Your class teacher

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4. The [redacted]

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5. The [redacted] of the cricket team

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6. A vicious dog in your [REDACTED]

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7. Your best friend

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8. Your [REDACTED]

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# Chapter 8

## Development of the Setting

The setting is the time and place in which the story takes place and what the atmosphere is like. It sets the stage for the narrative and helps the reader picture clear and relevant details. When you describe the setting of your narrative, use all five senses to describe it.

NOTE: You do not need to use all five senses in every description.

### THE FIVE SENSES WORD LIST

beautiful  
bright  
chubby  
colossal  
dark  
dazzling  
shiny  
fat  
filthy  
gigantic  
glistening  
picturesque  
radiant  
round  
shimmering  
skinny  
wrinkled

banging  
chirping  
clanging  
grumbling  
gurgling  
silent  
moaning  
mumbling  
murmuring  
noisy  
piercing  
quiet  
roaring  
rustling  
snoring  
squeaking

#### SMELL

aromatic  
burnt  
delicious  
disgusting  
earthy  
fishy  
foul  
fragrant  
fresh  
musty  
nauseating  
offensive  
pungent  
rotten  
strong  
stuffy

acid  
bitter  
bland  
buttery  
creamy  
delicious  
sugary  
dry  
juicy  
oily  
peppery  
salty  
savoury  
sour  
spicy  
sweet  
tangy

#### TOUCH

bumpy  
clammy  
coarse  
cold  
damp  
furry  
glossy  
prickly  
rough  
sandy  
silky  
slippery  
smooth  
soft  
sweaty  
warm

## Let's Practise!

A. Can you identify the words related to the different senses in the following paragraphs?

### Paragraph 1:

“What a wonderful sunny day for the beach!” I exclaimed as I stared at the wisps of fleecy clouds [redacted] drifting across the [redacted] sky. The multi-coloured birds chirped ecstatically as they perched on the branches of the tall, elegant palm trees which seemed to stand guarding the seashore. I took a deep breath and inhaled the crisp, salty air as I admired the vast ocean, which looked as blue as a [redacted]. The gritty sand beneath my feet, the delicate breeze that gently caressed my cheeks, and the delicious taste of bake and [redacted] exactly what I needed after an exhausting week at school.

 Sight	
 Sound	
	
Taste 	
 Touch	

## Paragraph 2:

As Malik trudged through the lonely, winding alley in search of his pet, a feeling of doom ██████████ him. Darkness had ██████████ upon the Earth and the hooting of the owls, croaking of frogs, and the ominous sounds of nocturnal creatures which permeated the atmosphere sent shivers up his spine. As ██████ approached a metallic bin, a loud clamour emanated from within. Upon opening the bin, a putrid odour assaulted his ██████████ and he almost vomited. “Ughh!” he said as he wrinkled his nose, stuck his hands into the bin and felt a furry creature. A wave of relief swept over him as he pulled his lost kitten to safety. She ██████████ comfortably in Malik’s warm embrace, purring gently as they strolled home.

 Sight	
 Sound	
	
Taste 	
 Touch	

B. Create settings for the following prompts.

1. You were [redacted] when you heard a knock on the door.

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2. You went hiking with your friends.

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3. You wake up in an [redacted].

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4. Your first day at a new school.

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5. You were on your way home when you saw a [redacted] man opening the gate to your home.

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6. [redacted] came true.

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# Chapter 9

## Developing Your Plot

The [redacted] shows the organisational structure of the story.

The following diagram shows parts of the plot.

1. [redacted]

The beginning of the story.

It introduces the:

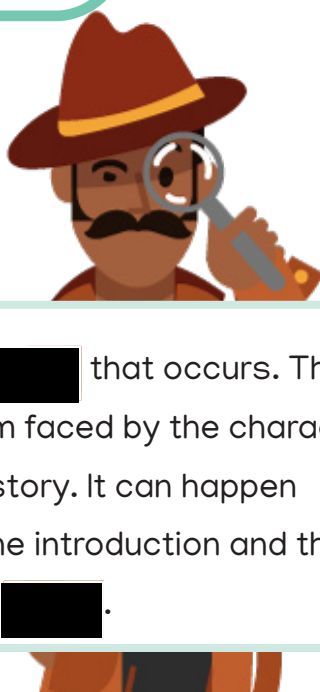
- Characters
- Setting

2. [redacted]

The development of the [redacted] through a series of events.

Suspense builds.

A story must have [redacted] that occurs. The [redacted] is the problem faced by the character or characters in the story. It can happen anywhere between the introduction and the [redacted] or even at the [redacted].



3. [REDACTED]

The turning point or most [REDACTED] point of the story.

Usually, the [REDACTED] of the story.

4. [REDACTED]

The events that follow the [REDACTED].

This leads to the [REDACTED] of the main conflict.

5. [REDACTED]

The [REDACTED] of the story.

The [REDACTED] and the loose ends are tied up.



# The Plot of the Story 'The Boy Who Cried Wolf'

Do you know the story about the boy who cried wolf? Let's break down the plot.

## 1. The Introduction:

- Characters: The young shepherd boy, the wolf, the villagers
- Setting:
  - a. Time: During the day
  - b. Place: In a village pasture

The story begins with a young shepherd boy tasked with watching over a flock of sheep. The boy often feels bored and seeks excitement, leading him to devise a plan to get attention from the villagers.

██████████  
The boy realises that by pretending there is a wolf attacking the sheep, he can bring the villagers running to his aid. However, there is no real danger, and he starts to enjoy the attention and excitement from the villagers.

2. ██████████

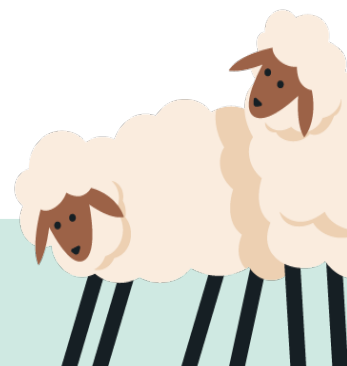
The boy finds amusement in fooling the villagers multiple times with his false alarms, crying "Wolf! Wolf!" and laughing at their frantic reactions.

3. ██████████

A real wolf actually appears and threatens the sheep. The boy's cries are genuine this time.

## 4. Falling Action:

The villagers, ██████████ the boy's past false alarms, do not believe him anymore and think it's another trick. No one comes to his aid, and the boy is left to face the wolf on his own.



## 5. Resolution:

Because of the boy's actions, the wolf attacks the sheep, and the boy learns a valuable lesson about the importance of honesty and the consequences of lying.

### Using A Story Plan

A young shepherd boy is tasked with watching sheep. He grows bored and plays a prank on the villagers.

#### Characters:

Name and description:

The shepherd boy

- Mischievous

The wolf

- Vicious
- Hungry

The villagers

- 

Time and place:

- Village pasture
- Throughout the day

The boy continuously fools the villagers into coming to his aid by convincing them that a wolf is attacking the sheep. When a real wolf finally arrives, the villagers don't believe him and don't come to assist him, leaving the boy alone with the wolf.

The boy reflects on the consequences of his actions and recognises the importance of telling the truth.



Let's look at an example of an essay prompt turned into a plot.

Prompt: Write a story about an incident that occurred on the school compound after school.

1. The [REDACTED]

- Characters: Gabriel and Sachin
- Setting:
  - a. Time: Afternoon
  - b. Place: School compound

The story begins after school with the students waiting for their parents to pick them up.

[REDACTED]  
While waiting for their parents, they become hungry and spot the school's mango tree in the restricted area.

2. [REDACTED]

The boys decide to pick some mangoes.

3. [REDACTED]

Gabriel falls and is seriously injured.

4. [REDACTED]

The security guard informs the principal, who contacts emergency services and the parents. Gabriel is taken to the hospital.



5. [REDACTED]

The boys are suspended and learn a lesson: Never disobey the school rules again.

A story plan can also be used to plan your essay based on the given topic.

[REDACTED]

The two boys were on the school compound when they decided to climb a mango tree behind the school to pick fruit. They knew that they were breaking a school rule.

[REDACTED]

[REDACTED]

Gabriel, Sachin

- Mischievous
- Always getting into trouble

#### Setting:

Time and place:

- Scorching hot afternoon
- After dismissal from school

#### Problem:

This will include the following:

- Rising Action
- Conflict
- Climax
- Falling Action

While the boys awaited the arrival of their parents, they decided to enter a restricted area to steal mangoes. Gabriel climbed the tree and fell. He was injured and needed medical attention. security guard informed the principal, who contacted the parents and emergency services.

[REDACTED]

Both boys were suspended and learnt a valuable lesson: Never disobey school rules.

## Let's Practise!

Create the plot for the following narratives using both formats:

Prompt 1: You were playing in the classroom when you fell and injured your head.

### 1. The Introduction:

\_\_\_\_\_

\_\_\_\_\_

Setting:

a. Time: \_\_\_\_\_

b. Place: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 2. Rising Action: \_\_\_\_\_

\_\_\_\_\_

### 3. \_\_\_\_\_

\_\_\_\_\_

### 4. Falling Action: \_\_\_\_\_

\_\_\_\_\_

### 5. \_\_\_\_\_

\_\_\_\_\_

# Story Plan 1

## Using A Story Plan

[Redacted]

[Redacted]

[Redacted]

Time and place:

[Redacted]

[Redacted]





Prompt 2: Ethan and his best friend went to the arcade to play games instead of going to school.

1. [Redacted]

Characters: \_\_\_\_\_

Setting:

a. Time: \_\_\_\_\_

b. Place: \_\_\_\_\_

[Redacted] \_\_\_\_\_  
\_\_\_\_\_

2. [Redacted]

\_\_\_\_\_

3. [Redacted]

\_\_\_\_\_

4. [Redacted]

\_\_\_\_\_

5. [Redacted]

\_\_\_\_\_  
\_\_\_\_\_



## Story Plan 2

### Using A Story Plan

[Redacted]

[Redacted]

[Redacted]

Time and place:

[Redacted]

[Redacted]

Prompt 3: You were on your way home when you saw smoke in the atmosphere.

1. [Redacted]

Characters: \_\_\_\_\_

Setting: \_\_\_\_\_

a. Time: \_\_\_\_\_

b. Place: \_\_\_\_\_

[Redacted] \_\_\_\_\_

\_\_\_\_\_

2. [Redacted]

\_\_\_\_\_

\_\_\_\_\_

3. [Redacted]

\_\_\_\_\_

\_\_\_\_\_

4. [Redacted]

\_\_\_\_\_

\_\_\_\_\_

5. [Redacted]

\_\_\_\_\_

\_\_\_\_\_



### Story Plan 3

#### Using A Story Plan

[Redacted] \_\_\_\_\_

[Redacted]

Setting:

Time and place:

[Redacted]

[Redacted] \_\_\_\_\_

Prompt 4: Amelia was on her way home when she was confronted by a student from another school.

1. [Redacted]

Characters: \_\_\_\_\_

Setting: \_\_\_\_\_

a. Time: \_\_\_\_\_

b. Place: \_\_\_\_\_

[Redacted] \_\_\_\_\_  
\_\_\_\_\_

2. Rising Action: \_\_\_\_\_

\_\_\_\_\_

3. [Redacted] \_\_\_\_\_

\_\_\_\_\_

4. [Redacted] \_\_\_\_\_

\_\_\_\_\_

5. [Redacted] \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Story Plan 4

### Using A Story Plan

[Redacted]

[Redacted]

Setting:

Time and place:

[Redacted]

[Redacted]

# Chapter 10

## Figurative Language

Figurative language is used to help the reader [redacted] and [redacted] to what is happening in the story. The following [redacted] are the most commonly used in narratives.

### Similes and Metaphors

#### Similes

[redacted] one thing to another using [redacted] or [redacted]. They create a vivid image or description by highlighting the similarities between the two objects.

#### Examples

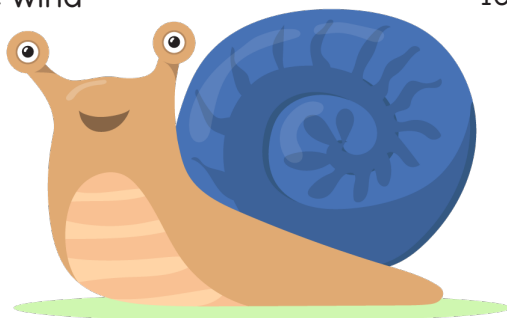
- 1) Roared like a lion
- 2) [redacted]
- 3) As red as blood
- 4) As busy as a bee
- 5) As agile as a monkey
- 6) Sleeps like a baby
- 7) [redacted]
- 8) As cozy as a warm blanket
- 9) Crawled like a snail
- 10) Ran like the wind

#### Metaphors

[redacted] two things by saying one thing is another. They create a [redacted] or imaginative association between the two objects.

#### Examples

1. She is a cry baby.
2. You are an angel.
3. You are a pain in the neck.
4. My dog is a couch potato.
5. [redacted]
6. Life is a roller coaster.
7. He is my sunshine.
8. She is an early bird.
9. Luis is a bookworm.
10. [redacted]



## Let's Practise!

A. Write whether the sentences below use a simile or metaphor in the spaces provided.

1. When he was confronted, he looked like a fish out of water. \_\_\_\_\_

2. My sister eats \_\_\_\_\_ \_\_\_\_\_

3. Joel was a cheetah in the race today. \_\_\_\_\_

4. She was a tornado. \_\_\_\_\_

5. I slept like a log after working all day long. \_\_\_\_\_

6. She is a gem, treasured and appreciated for all the good she does. \_\_\_\_\_

7. My mother was a pillar of strength. \_\_\_\_\_

8. Her hands felt as cold as ice after playing in the snow. \_\_\_\_\_

9. Her sharp nails were daggers, \_\_\_\_\_ \_\_\_\_\_

10. Her eyes were as bright as the moon. \_\_\_\_\_

11. My parents felt as proud as peacocks of my recent success. \_\_\_\_\_

12. Mother complained that my room was a pigsty and that I should clean it. \_\_\_\_\_

13. As brave as a lion, I fearlessly entered the haunted house. \_\_\_\_\_

14. \_\_\_\_\_ grandson is the \_\_\_\_\_ \_\_\_\_\_

15. The room was a freezer. \_\_\_\_\_

16. The words flowed from my mouth like lava from a volcano. \_\_\_\_\_

17. My uncle was the black sheep in the family. \_\_\_\_\_

18. Her voice was as gentle as a lamb's touch, soothing the anxious child. \_\_\_\_\_

19. He is a shining star on the football field. \_\_\_\_\_

20. Standing as tall as the Twin Towers, he could be seen from far away. \_\_\_\_\_



B. Create your own similes by completing the following phrases. Then, try turning them into metaphors using the boxes below them:

1. Swim like \_\_\_\_\_

7. As white as \_\_\_\_\_

2. XXXXXXXXXX \_\_\_\_\_

8. As blind as \_\_\_\_\_

3. Ran like \_\_\_\_\_

9. As brave as \_\_\_\_\_

4. As proud as \_\_\_\_\_

10. XXXXXXXXXX \_\_\_\_\_

5. As cunning as \_\_\_\_\_

11. As gentle as \_\_\_\_\_

6. As sweet as \_\_\_\_\_

12. As bright as \_\_\_\_\_



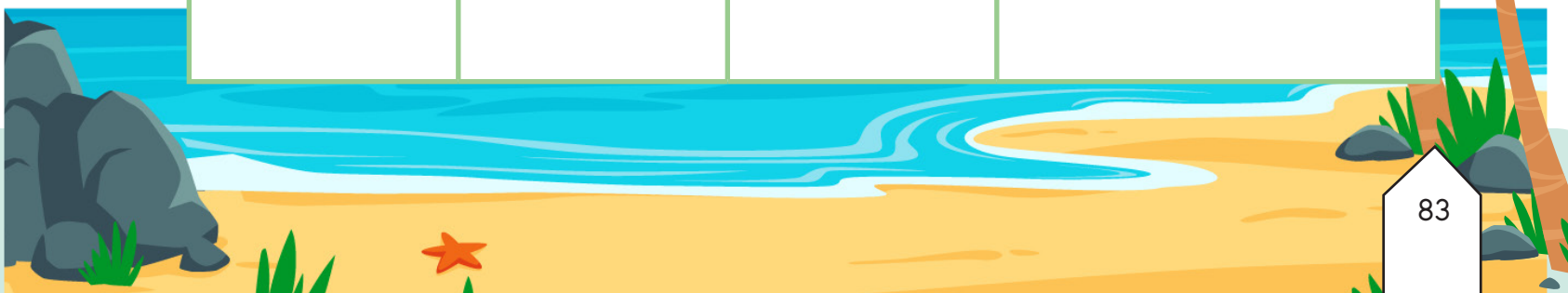
## Personification

Personification gives [redacted] to [redacted].  
It gives [redacted] and personality to [redacted] objects or ideas.

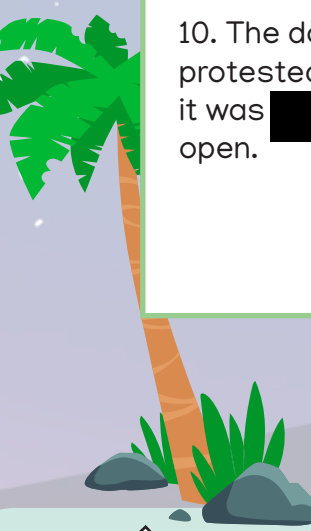
### Let's Practise!

What do you think the following personifications mean? Identify what is personified, the [redacted] it is given and what it means. The first one is done for you.

	What is Personified?	Human Quality Given	Meaning
1. The sun smiled down on the beach, warming the sand.	The Sun	Smiling	The sun is showing happiness and warmth through its smile.
2. The [redacted] danced gracefully in the gentle breeze.			
3. The wind howled outside.			
4. The [redacted] [redacted] their heads.			
5. The rain pounded the Earth with vengeance.			



	What is Personified?	Human Quality Given	Meaning
6. The waves crashed against the shore, angry and fierce.			
7. The old house [redacted] and groaned as if it were alive.			
8. The stars twinkled in the night sky, [redacted] at the world below.			
9. The city never sleeps, its streets always busy with activity.			
10. The door protested as it was [redacted] open.			



# Onomatopoeia

An onomatopoeia is [redacted] or represents the sound it describes. It adds a sensory element to [redacted], allowing readers to hear and visualise the [redacted] being [redacted].

- |       |           |        |
|-------|-----------|--------|
| Bang  | Crunch    | Pow    |
| Beep  | Ding-dong | Ring   |
| Boing | Ha ha     | Sizzle |
| Boom  | Hiss      | Splash |

## Let's Practise!

A. Identify the onomatopoeias in the following sentences and what [redacted].  
The first one is done for you.

	Onomatopoeia	The sound it imitates
1. [redacted] Jordon trembled uncontrollably.	[redacted]	The sound of someone shivering or trembling due to cold.
2. The [redacted] of raindrops on the galvanised roof signalled the start of the storm.		
3. Vroom! Vroom! The engine revved in the distance.		
4. The [redacted] of the doorbell signalled the arrival of the guests.		
5. The heavy book fell off the shelf with a thud, causing a small vibration.		

	Onomatopoeia	The sound it imitates
6. The balloon [redacted] loudly, startling everyone in the room.		
7. The children jumped into the pool with a big [redacted]		

B. Now create your own sentences using the following onomatopoeias:

[redacted]

---



---

[redacted]

---



---

[redacted]

---



---

[redacted]

---



---

[redacted]

---



---

# Hyperboles

A hyperbole is an [redacted] that is not meant to be taken literally. It adds [redacted] to a [redacted], often for rhetorical or comedic purposes.

## Let's Practise!

What do the following hyperboles [redacted] or [redacted]?

The first one is done for you:

Hyperbole	What it [redacted]
1. I am so hungry that I could eat a horse.	Extreme hunger
2. My bag weighs a ton.	
3. I am [redacted] in this class!	
4. We talked for days.	
5. The glass broke into a million pieces.	
6. I am dying of hunger!	
7. I've been waiting [redacted]	
8. I have a [redacted] things to do.	
9. The line stretched for miles.	
10. The test was so hard I thought my [redacted] would explode.	

# Alliteration

An alliteration is a [redacted] of the same [redacted]. Although typically used in tongue twisters, it can be used in your writing to create a [redacted] [redacted] and to emphasise specific words or phrases, making phrases more memorable and [redacted] for readers.

Here's a popular alliteration and the [redacted] it emphasises:



"She sells seashells by the seashore."

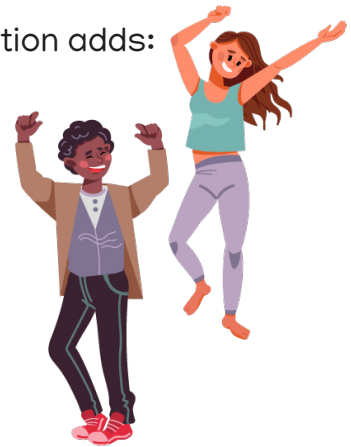
Sounds emphasised:  
the 'sh' and 's' sound.

Now let's have a look at this example and examine what the alliteration adds:

"Disney's delightful characters dance and dazzle on screen."

Sound emphasised:

The [redacted] sound is repeated  
and adds a playful [redacted]



## Let's Practise!

Can you come up with your own alliterations? Use the letters below and get creative!

**A** \_\_\_\_\_

**B** \_\_\_\_\_

**M** \_\_\_\_\_

[redacted] \_\_\_\_\_

**W** \_\_\_\_\_

## Proverbs and Idioms

Proverbs and idioms are similar and are often confused. Both are forms of [REDACTED] that are familiar to us and used in [REDACTED].

Including proverbs and idioms in your writing can make it [REDACTED].

**REMEMBER:** [REDACTED] load your writing with proverbs and idioms. [REDACTED] one that is best suited to your topic and use it.

### Proverbs

A proverb is a short statement that has a literal meaning and can usually be understood the first time you hear it. Proverbs usually offer life advice, impart knowledge or provide wisdom.

Have a look at the proverbs and their meanings below.

#### Proverb

A bird in the hand is worth two in the bush.

#### Meaning

It is better to keep something you already have than to [REDACTED] it trying to get something better.

#### Proverb

A [REDACTED] is a friend indeed.

#### Meaning

A true friend is someone who stands by you when you are in need.

#### Proverb

A journey of a [REDACTED] begins with a single step.

#### Meaning

Even the most significant task or goal starts with a small and simple action.



Proverb

██████ makes the ██████ grow fonder.

Meaning

We ██████ for our family and friends when they are away from us.

Proverb

Actions ██████ louder than words.

Meaning

What someone does is more meaningful and revealing than what they say

Proverb

All that glitters is not gold.

Meaning

Not everything that looks ██████ or valuable is actually valuable or trustworthy.

Proverb

Always put your ██████ forward.

Meaning

You should always try your best.

Proverb

An ██████ a day keeps the doctor away.

Meaning

Eating healthy food can help prevent illness and ██████.







What do you think the following proverbs mean? Write their meanings in the spaces provided.

Proverbs	Meaning
1. An idle brain is the devil's workshop.	
2. [REDACTED].	
3. Better safe than sorry.	
4. Birds of a feather flock together.	
5. [REDACTED] killed the cat.	
6. Don't cry over spilt milk.	
7. Don't judge a book by its cover.	
8. [REDACTED]	
9. Haste makes waste.	
10. Honesty is the best policy.	
11. Practice makes perfect.	
12. Time waits for no one.	
13. Two [REDACTED] don't make a right.	

## Idioms

An idiom is a phrase or expression that has a figurative meaning different from its literal interpretation. Idioms add colour and depth to our language, allowing us to convey meanings and experiences in a concise and figurative way.

Here are some examples below:

Idioms	Meaning
A  of cake	Very easy
Back to 	To start over
Be all 	Listen carefully
Break a leg	Good luck
Break the ice	To get something started
Bury the 	To end a quarrel
 it a day	To stop working
Cost an arm and a leg	Very expensive
	Make an extra effort
Face the music	Deal with the consequences of one's actions
Every cloud has a silver lining	There is some good in every bad situation

Match the following idioms to their meanings. The first one is done for you.

**Idioms**

- ██████████
- Has bigger fish to fry
- Hit the nail on the head
- Hit the roof
- ██████████
- In the same boat
- It's raining cats and dogs
- Kick the bucket

██████████

- To go to bed
- ██████████
- In the same situation
- To get something right
- To get very angry
- ████████████████████
- Don't give up
- To rain heavily

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# Chapter 11

## How to Write a Great Story

Just as it is important to vary the types of sentences you write, it is important to vary the way you start your stories and introduce your narrative. Doing this will ensure that you keep your readers captivated.

Here are some powerful story-starting techniques to consider:

### a) Develop vivid [redacted] profiles and settings

Well-crafted descriptions will enhance your writing, allowing readers to immerse themselves in the story. A good story should have a protagonist who gets into trouble or has to face some difficulty. [redacted] readers by developing a captivating main character who must navigate these predicaments and make tough decisions.

### b) Use dialogue

This adds interest to your writing. Bring your [redacted] to life through meaningful conversations that reveal their thoughts, emotions and conflicts.

- “Let’s leave the arcade,” Serah pleaded, fearing the consequences of getting caught.

### c) [redacted]

- Is he really going to confront the bully?

### d) Begin with figurative language

Start your story with figurative language that paints vivid mental images and creates a lasting impact.

- **That was the last straw** for Allan. The bully was going to get a piece of his mind. (Metaphor)
- [redacted], Trevor confronted the bully. (Simile)
- **Boom!** The gas tank exploded. (Onomatopoeia)

### e) Begin with a [REDACTED]

The escalating crime rate in our country is cause for grave concern. People have become wary of the places they visit now for fear of becoming victims of criminals. My family and I were, unfortunately, the victims of one such incident.

## Employing the Story-Starting Techniques with a Prompt

Let's take the story-starter techniques we have learnt and put them to use

**Prompt:** Josh was late for school because he overslept.

### a) Develop vivid character [REDACTED] and settings

Josh absolutely detested school. He found Mathematics, Grammar, and every other subject monotonous and a waste of his precious time. His attitude and sense of irresponsibility had frequently gotten him into [REDACTED]. That fateful morning was no different! The early morning sunlight filtered through the window pane, casting a warm glow on [REDACTED]. He pulled his blanket close and nestled comfortably on his velvety bed, enjoying the warmth that enveloped him. However, the silence of that perfect morning was interrupted by the angry call of the [REDACTED] that were nestled on the tree outside his bedroom.

### b) [REDACTED]

"Josh! Wake up now!" his mother hollered in a high-pitched, angry voice. As her frustration mounted, she yanked the [REDACTED] him and practically dragged him off the bed. For a brief moment, confusion mixed with anger consumed him; but he quickly regained his [REDACTED].

"What... what is going on?" questioned Josh. "Let me sleep, I hate school!"

His pleas fell on deaf ears, for he was pushed into the shower to organise himself.



c) Ask a question

Will [redacted] ever change his attitude towards school? Never was there a boy who detested school the way he did. He had gotten [redacted] into trouble on numerous [redacted] because of his tardiness, however, even that never perturbed him.

d) Begin with figurative language

Ring! Ring! The unwelcoming sound of the [redacted] shattered the tranquillity of Josh's sleep. Josh [redacted] his hand onto the clock, putting an end to the assault on his eardrums.

e) Begin with a [redacted] statement

The importance of every child receiving a sound education is a priority in my home. Everyone had invested time and effort to ensure success in life. That is, everyone except [redacted]



## Let's Practise!

Practise starting the following narratives using the techniques mentioned.

Prompt 1: You went on [redacted] with your family to [redacted]

a) Develop [redacted] profiles and settings

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---

---

---

---

b) Use dialogue

---

---

---

---

c) Ask a question

---

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---

---



d) Begin with [redacted] language

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---

e) Begin with a captivating [redacted]

---

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Prompt 2: Your [redacted] left the class to attend a meeting. Then, two students got into an [redacted].

a) [redacted] vivid character profiles and settings

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---

b) Use [redacted]

---

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---

c) Ask a question

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d) Begin with figurative language

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---

e) Begin with a captivating



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Prompt 3: You were accused of a crime that you did not commit.

a) [redacted] vivid character profiles and settings

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---

b) Use dialogue

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---

---

---

---

c) [redacted]

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---

---

d) Begin with figurative language

---

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---

---

e) Begin with a captivating



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Prompt 4: You went on a [redacted] with your friends and encountered a strange [redacted].

a) Develop vivid [redacted] profiles and settings

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b) Use dialogue

---

---

---

---

---

c) [redacted]

---

---

---

---

---

d) Begin with  language

---

---

---

---

e) Begin with a  statement

---

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# Chapter 12

## Narrative Endings

Every story must have a good ending. At the end of the story, the conflict should be resolved and the reader should feel satisfied that the story has come to an end. Deciding on the best ending for your story will take practice.

### Types of Endings

Let's have a look at different ways to end your narrative piece using the following prompt:


Nick stole some mangoes from his neighbour's tree.

#### a) Lesson or Moral

The  learns a lesson and changes.

E.g. After that incident, Nick learnt the importance of honesty.

#### b) Question Ending

The story can end with a question to keep the reader thinking. The question is usually about the  or the protagonist.

E.g. Will Nick ever dare to engage in another dishonest act? Hopefully not.

#### c) Proverb

Proverbs create interest and leave the reader thinking.

E.g. "Well I guess what they say is right, there's no honour among thieves," Nick thought to himself as he watched his accomplice run away with the freshly picked mangoes.



#### d) A Look into the Future

The writer can look into their future, showing how their life has changed as a result of the problems they previously faced.

E.g. Two years later, Nick has not [REDACTED] that traumatic ordeal and continues to be a model [REDACTED].

#### e) Reflectional Ending

The writer [REDACTED] on the incidents that transpired and decides to change.

E.g. Nick was [REDACTED] for his wrongdoing. After pondering his actions, he realised that he had caused embarrassment to his parents who had always been [REDACTED] members of the community. He apologised to them and vowed to never engage in another dishonest act.

#### f) Humorous Ending

Ending with a [REDACTED] thought or statement makes the story memorable.

E.g. Nick made a delicious bowl of the most scrumptious chow, which he enjoyed with his friend while reliving his experience. Their squeals of laughter erupted uncontrollably at the thought of [REDACTED] expression when he sees the mango peels still attached to the tree.



## Let's Practise!

Prompt 1: You went to your best friend's home without your parents' permission.

a) Lesson or Moral

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b) Question

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c) A Look into

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d) Proverb or Idiom

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---

e) Humorous Ending

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Prompt 2: Your family went to the beach for the weekend.

a) Lesson or Moral

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---

b) [Redacted]

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---

c) A Look into [Redacted]

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---

d) Reflectional Ending

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---

---

e) Humorous Ending

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Prompt 3: You were chased by your neighbour's dog.

a) Lesson or Moral

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---

b) Question



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---

c) A Look into



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d) Reflectional Ending

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---

---

e) Humorous Ending

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---

---

Prompt 4: On your way to school, you observe a stranger in your neighbourhood.

a) Lesson or Moral

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---

b) [REDACTED]

---

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---

c) A Look into [REDACTED]

---

---

---

d) Reflectional Ending

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---

---

e) Humorous Ending

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---

Prompt 5: You were walking home from school when you found a wallet.

a) Lesson or Moral

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b) [REDACTED]

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---

c) A Look into [REDACTED]

---

---

---

d) Reflectional Ending

---

---

---

e) d) Proverb or Idiom

---

---

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# Chapter 13

## Useful Tips

Strong writing requires the writer to use vocabulary that will enhance the narrative. Vocabulary holds stories and ideas together. Too often, we continuously use the same words in our writing. These [redacted] can be replaced with other words that have similar meaning.

[redacted]

Absolutely  
Awfully  
Deeply  
Exceedingly  
Exceptionally  
Extremely  
Extraordinarily  
Fully  
Greatly  
Highly  
Incredibly  
Noticeably  
Outstandingly  
Really  
Remarkably  
Significantly  
Terribly

[redacted]

Announced  
Begged  
Commented  
Exclaimed  
Explained  
Hollered  
Mumbled  
Murmured  
Muttered  
Pleaded  
Replied  
Revealed  
Screamed  
Shrieked  
Teased  
Uttered  
Whispered

PRETTY

Adorable  
Attractive  
Beauteous  
Beautiful  
Bewitching  
Captivating  
Charming  
Delightful  
Enchanting  
Exquisite  
Gorgeous  
Graceful  
Lovely  
Marvellous  
Ravishing  
Stunning  
Winsome

SAD

Bereaved  
Dejected  
Depressed  
Despairing  
Despondent  
Dismal  
Doleful  
Grieving  
Heartbroken  
Melancholy  
Miserable  
Morose  
Mournful  
Pessimistic  
Sombre  
Sorrowful  
Unhappy

[redacted]

Amused  
Blissful  
Cheerful  
Content  
Delighted  
Ecstatic  
Elated  
Enthusiastic  
Euphoric  
Excited  
Jovial  
Joyful  
Jubilant  
Overjoyed  
Pleased  
Satisfied  
Thrilled

CONFUSED

Baffled  
Befuddled  
Bewildered  
Dazed  
Disoriented  
Doubtful  
Perplexed  
Puzzled  
Unbalanced  
Uncertain  
Unclear

TIRED

Burnt out  
[REDACTED]  
Drained  
Exhausted  
Fatigued  
Haggard  
Overworked  
Sapped  
Spent  
Weary  
Worn-out

ANGRY

Acrimonious  
Agitated  
Annoyed  
Enraged  
Exasperated  
Furious  
Indignant  
Irked  
Irritated  
Outraged  
Vexed

[REDACTED]

Ambled  
Hobbled  
Limped  
Marched  
Sauntered  
Staggered  
Strolled  
Strutted  
Tip-toed  
Trudged  
Waddled

WALKED

Dawdled  
Drifted  
Hiked  
Hobbled  
Lingered  
Meandered  
Strode  
Traipsed  
Treked  
Trotted  
Wobbled

RAN

Bolted  
Bulleter  
Darted  
Dashed  
Galoped  
Raced  
[REDACTED]  
Scurried  
Sped  
Sprinted  
Zoomed

[REDACTED]

Examined  
Gaped  
Gazed  
Glanced  
Inspected  
Noticed  
Peered  
Scanned  
Scrutinised  
[REDACTED]  
Viewed

SCARED

Afraid  
Daunted  
Faint-hearted  
Fearful  
Frightened  
Horrified  
Intimidated  
Panicky  
Petrified  
Shaken  
Spooked

SMALL

Diminutive  
Meagre  
[REDACTED]  
Miniature  
Miniscule  
Minute  
Petite  
Puny  
Pygmy  
Teeny  
Tiny

BIG

Mammoth  
Immense  
Grand  
Giant  
Enormous  
Sizeable  
Substantial  
Massive  
Monumental  
Colossal  
[REDACTED]



## Show, Don't Tell

In addition to wisely choosing words to create a [REDACTED], good writers show what the character feels instead of telling them by using imagery.

Imagery helps the writer paint a vivid picture by appealing to the five senses to show what the writer [REDACTED], sees, feels, smells and tastes. Imagery can also be used to show the writer's feelings and [REDACTED].

Don't tell the readers that Kerri was terrified of the bully, SHOW them.

[REDACTED] heart hammered against her chest as she approached the entrance to her school. Beads of perspiration adorned her forehead and her entire being shivered like the foliage of the immense [REDACTED] tree on a cold, windy night. It was a common practice for Darren to pounce on her at the gate to collect his daily loot.

Don't tell them it was a stormy night, SHOW them.

That gloomy night, the thunder roared like an [REDACTED] of lions as the lightning zig-zagged across the starless night. The clouds opened and the torrential [REDACTED] pounded the Earth with vengeance. Boom! Boom! The sound of transformers exploding sent villagers into a state of panic. "When will this nightmare end?" I wondered. In that exact moment, the rain intensified and the lights went out.

SHOW how you felt when you were caught cheating in a test, don't tell.

My blood ran cold as the test script and my [REDACTED] text were practically ripped off my desk. My eyes shifted upwards into the bulging gaze of Ms. Harry, my fearsome, gruesome class teacher. "Get up now!" she bellowed, looking as if she was about to blow a fuse. My legs [REDACTED] my weight at the thought of impending doom. "Why didn't I prepare for the test?" I thought as a chill ran up my spine and visions of my parents' [REDACTED] encircled my distressed mind.

## Let's Practise!

Using the following prompts, practise “Show, Don’t Tell” by describing the characters’ feelings.

DON'T TELL	SHOW
<p>1. [REDACTED] [REDACTED] because he was late for school.</p>	
<p>2. You placed first in your end of term test.</p>	
<p>3. You felt jealous of the [REDACTED] parents gave to your baby brother/sister.</p>	

DON'T TELL

SHOW

4. You were home alone when [REDACTED] a loud crashing sound.

5. Your best friend [REDACTED] to [REDACTED] country.

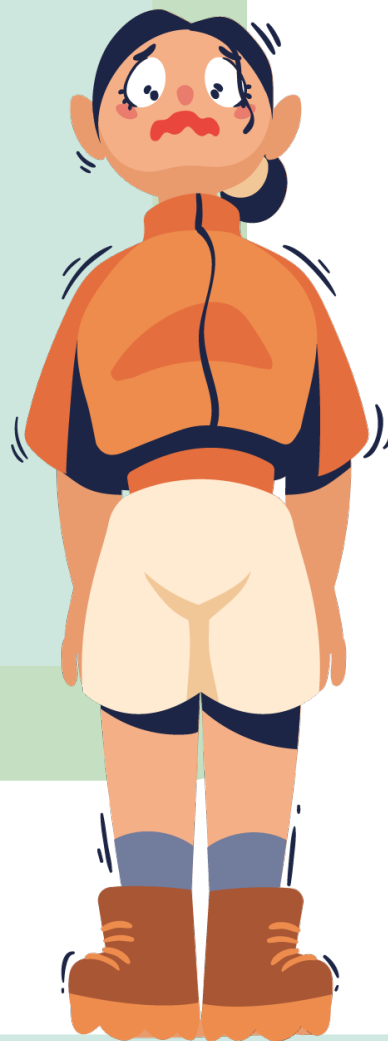
6. After a long time, you met your [REDACTED].

## Useful Expressions

Expressions can also be used to show feelings and emotions. Let's look at a few.



1. My hair stood on end.
2. I was quaking in my boots.
3. [redacted] lent wings to my legs.
4. My heart hammered against my chest.
5. My stomach and heart exchanged places.
6. My blood ran cold.
7. I stood in statuesque immobility.
8. [redacted] sent shivers frizzing up my spine.
9. Her heart skipped a beat.
10. I shook like a leaf in a storm.
11. It scared the living daylight out of me.
12. I'm scared out of my wits.
13. The hair on the back of my neck stood straight.
14. I was a bundle of nerves.



15. █████ crept over me like a hungry beast, immobilising my brain.
16. My throat constricted as █████ coursed through every fibre of my being.
17. Beads of perspiration cascaded down my spine.
18. I was consumed by █████.
19. My stomach tightened into a knot.
20. Doom as black as night consumed my being.
21. Terror stabbed his heart.
22. Panic surged through me.
23. My hands felt cold and clammy.
24. Terror thundered through me.
25. Adrenaline pumped through my body.
26. Paralysed with █████, my legs refused to cooperate with my brain.
27. The blood drained from his face.
28. Morbid thoughts raced through my mind.
29. A wave of panic surged through him.



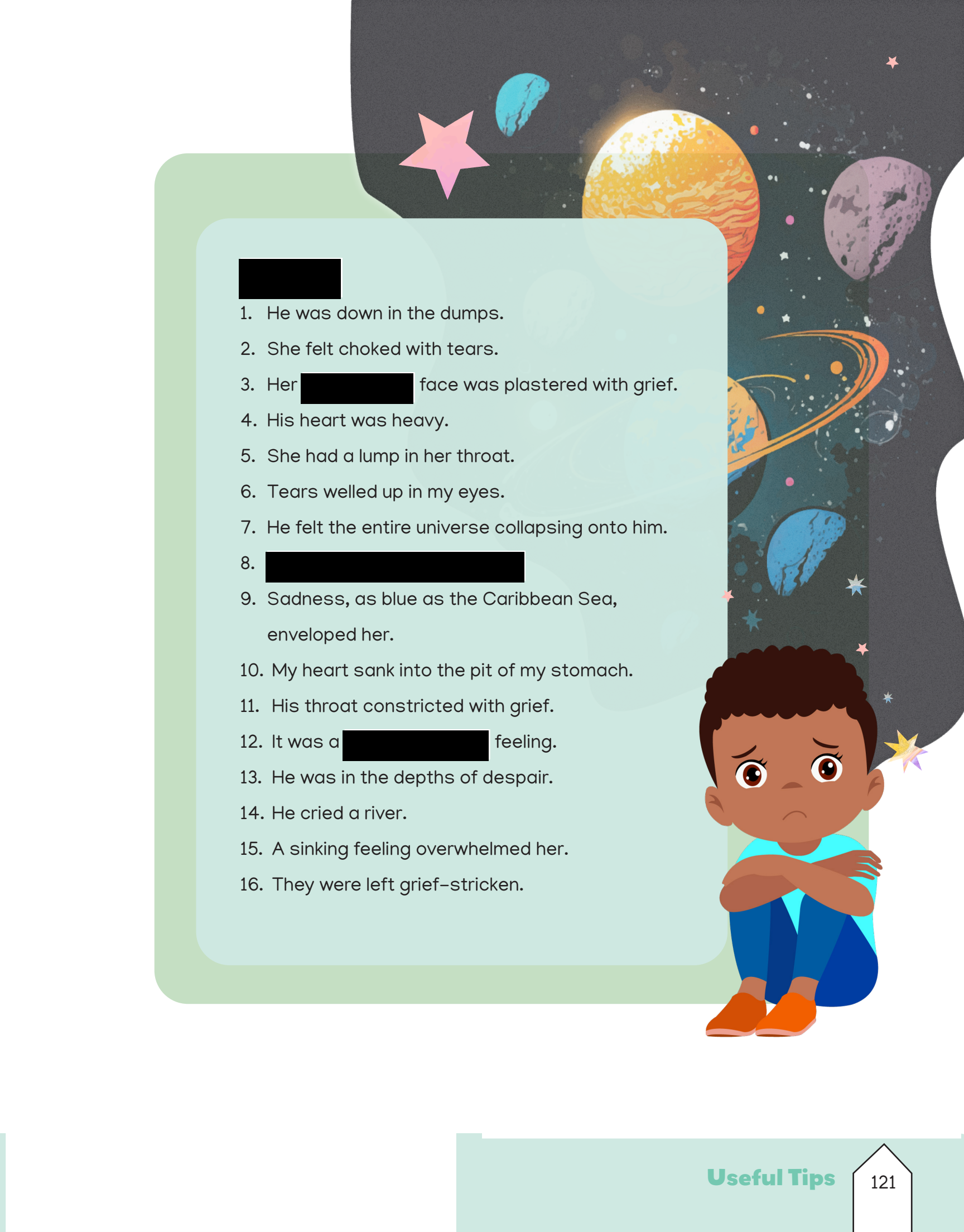
1. My jaw dropped to my chest.
2. My eyes widened in alarm.
3. She struggled to conceal her shock.
4. I was too shocked to speak.
5. I looked on in disbelief.
6. He was rendered speechless by the news.
7. \_\_\_\_\_.
8. The news came as a complete shock.
9. She was at a loss for words.
10. Shock robbed me of speech.
11. \_\_\_\_\_.
12. I was completely taken aback.
13. He stood there, dumbfounded.
14. She was completely mind-blown.
15. The survivors emerged shell-shocked.



## Happiness

1. [REDACTED]
2. I felt as if I was on cloud nine.
3. She felt as if she was on the top of the world.
4. She was over the moon with happiness.
5. My heart was in an utter state of euphoria.
6. My heart soared like a kite on a windy day.
7. I could barely contain my excitement.
8. She was consumed with contentment.
9. [REDACTED]
10. She was buzzing with excitement.
11. I felt an overwhelming feeling of joy and excitement.
12. [REDACTED].
13. An electric pulse surged through my bones.
14. I was breathless with excitement.



- 
1. He was down in the dumps.
  2. She felt choked with tears.
  3. Her [redacted] face was plastered with grief.
  4. His heart was heavy.
  5. She had a lump in her throat.
  6. Tears welled up in my eyes.
  7. He felt the entire universe collapsing onto him.
  8. [redacted]
  9. Sadness, as blue as the Caribbean Sea, enveloped her.
  10. My heart sank into the pit of my stomach.
  11. His throat constricted with grief.
  12. It was a [redacted] feeling.
  13. He was in the depths of despair.
  14. He cried a river.
  15. A sinking feeling overwhelmed her.
  16. They were left grief-stricken.





# Other Expressions To Enhance Your [REDACTED] Settings

## Nature-Focused [REDACTED]

1. The trees swayed gently in the breeze.
2. The golden rays of sunlight illuminated the crystal-clear waters.
3. A gentle, cool breeze kissed my delicate cheeks.
4. The aroma of the blossoming flowers pervaded the atmosphere.
5. [REDACTED]  
[REDACTED]
6. The sun bathed the Earth in a radiant, warm glow.
7. The towering trees and tall bamboo were locked in a warm embrace.
8. [REDACTED]  
[REDACTED]
9. As the sun appeared, the brilliance of Mother Nature became apparent.
10. Shimmering blue water that sparkled in the sunlight delicately washed the shoreline.
11. [REDACTED]  
[REDACTED]
12. The majestic waterfall glistened and cascaded with such grace that it resembled a pristine, translucent curtain of glass.
13. That chilly morning, as the sun appeared in the sky, the shadows of the nocturnal creatures ceased to exist.



## A Still and Eerie Atmosphere

1. It was the dead of night and not a soul was stirring.
2. Darkness crept stealthily, like a burglar entering a house.
3. As the sun disappeared into the horizon, darkness descended upon the Earth.

## Dilapidated and

1. The old, wooden gate hung off its hinges and creaked noisily in the wind.
2. The air was filled with an eerie sound. In the distance, I could hear the distinct hooting of owls and the forlorn sound of what sounded like an animal in distress.
3. Silky spider webs stretched across the dusty room.
4. The dirty windows had long cracks, which spread across the window panes.
5. The crumbling walls of the dilapidated mansion looked ready to collapse.
6. [REDACTED]

## Wet Weather

1. [REDACTED]
2. Pregnant grey clouds loomed ominously in the dismal sky threatening to burst open and unleash their vengeance on Earth.
3. The sun disappeared and a gentle patter of raindrops thrummed the pavement.
4. The [REDACTED] and peaceful, almost as if the room was relaxed and preparing itself for the arrival of the students.
5. As the fierce storm gained momentum, the palm trees swayed vigorously, waving goodbye to what was once tranquillity.
6. The rain cascaded down like a waterfall.
7. The moisture laden clouds spanned over the mountain tops, resembling a magenta-coloured quilt.

## Sensory Descriptions

1. The loud bell reverberated, shattering the tranquillity of the room as the thundering footsteps approached.
2. The heat was unbearable. I felt the beads of perspiration, which had formed on my forehead, making their descent down my face.
3. The smell of harsh chemicals assaulted his senses as he awaited his turn to enter the building.
4. [REDACTED]. There were no houses. The road seemed like miles and miles of nothing but wilderness.
5. The murky water of the river looked as black as a crow's feathers.
6. The fattened cows danced in the meadows, and the leaves fluttered from the luxuriant trees.

# Chapter 14

## Narrative Writing Samples

### Important points to note

#### 1. Read instructions carefully.

When you receive your [redacted], ensure that you read the instructions carefully to determine the following:

- a. Are you required to write a report or a narrative?
- b. Does the prompt require you to begin, end or include a particular line in your writing?

#### 2. You must write [redacted] and legibly.

#### 3. Use appropriate language and word choice.

Your [redacted] must be appropriate for the genre of your piece. Remember: Report writing requires that you use formal language. In a narrative, you are free to use:

- a. Expressions
- b. Figurative Language
- c. Direct Speech
- d. Imagery

#### 4. Take time to [redacted] your essay.

Do a brief outline (plan) of your essay. Include appropriate setting and character sketches in your introduction. The plot must contain: The rising action, climax, and falling action and the [redacted] must have the [redacted]. Arrange your ideas in chronological order, in proper sentences and paragraphs.

#### 5. Pay attention to grammar rules.

Remember the [redacted] for the following:

- a. The tense of your verbs
- b. Subject/verb agreement
- c. [redacted], capitalisation and spelling

## Sample Narratives

### Sample 1

Write a story that includes the line, [REDACTED]

An eerie feeling permeated the atmosphere as darkness descended upon the Earth, bringing to life the creatures of the night. A cold chill ran up and down my spine as the wind, which accompanied the torrential downpour, howled like a pack of hungry wolves. I was drenched as I stood at the bottom of a steep hill that led to the “so-called” haunted house. The lightning cracked loudly, illuminating the ominous structure in the pitch-black night. [REDACTED] I muttered to myself, feeling a grave sense of apprehension and fear. My dilemma was certainly the result of my big, blabbering, boastful mouth which had gotten me into another sticky situation yet again. “You ready to explore?” my arch nemesis, Wayne, taunted with a satisfied look on his face, knowing fully well that I was as scared as a mouse to enter the abandoned house by myself.

With my heart hammering against my bony chest, doom as black as the night coursed through every fibre of my being. I tried to put up a brave front, though cowardice as yellow as sunflowers consumed my entire being. Suddenly, I felt a swift push that sent me up the hill. There I stood in front of the old, wooden, creaking door. The dilapidated building was adorned with thick, leafy vines, which formed a lush canopy over the roof. I could feel beads of perspiration trickling down my spine. Another swift jerk from one of my friends sent me through the creaking, wooden door to embrace my worst nightmare.

The door slammed shut behind me. I [REDACTED] in search of a light switch, which I flicked on. The sight that met my eyes shocked me out of this world. The spacious room was decorated with cobwebs, which hung from the ceiling like chandeliers while the windows hung on their rusty hinges. This house was once an exquisite mansion that belonged to one of the wealthiest men in our village.

Unfortunately, he was murdered during an armed robbery. Since then, rumours circulated that his ghost lurked around the mansion and anyone who dared trespass was never to be seen again.

In front of me stood a majestic staircase. Slowly but cautiously, I made my way up the wooden staircase, which complained with every step that I made. “Dear God, please protect me,” I muttered pleadingly, for the eerie atmosphere reeked of bat droppings and a heavy, [REDACTED]. At the top of the stairs, I could see a hallway lined with doors. The lights flickered. My heart pounded against my chest and I began to sweat profusely. I took baby steps to each door, without opening any of them. Finally, I reached the last door, which was slightly ajar. My curiosity got the better of me. With a gentle push, the door opened with a loud, squeaking sound. I felt as though I was caught in a sandstorm in the desert when a powerful gust of wind disturbed the dust-filled atmosphere. A fast-winged bat zipped past me, causing me to jerk forward and stumble into the room.

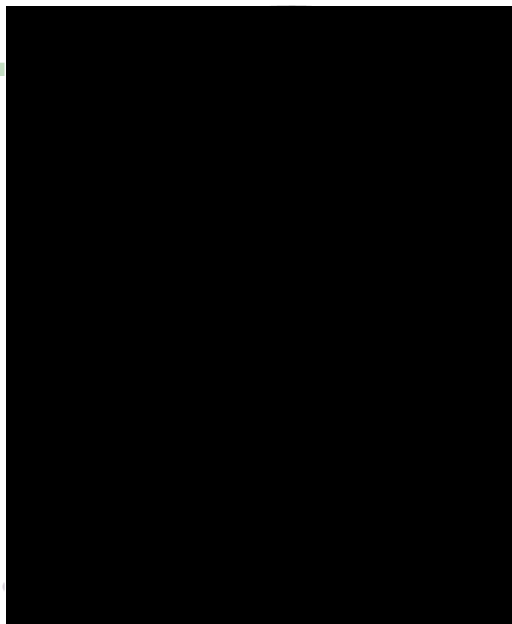
In the [REDACTED] stood an object, a gilded coffin with antique looking handles. “Is there a corpse in it?” I wondered as morbid thoughts encircled my troubled mind. I took a deep breath and approached the box. Then, with trembling hands, I opened the lid. Out flew an apparition! “Ahh! Help! Ghost!” I screamed at the top of my lungs as I took to my heels. I sped out

the room and dashed down the stairs tripping on the last two steps, causing me to fall flat on my face. The sinister and frightening sounds permeated the entire mansion. As fast as a [REDACTED] [REDACTED], but it was locked.

I jumped through an open window and landed in a clump of bushes.

In the distance, I could hear loud giggling and my suspicion intensified. I parted the bushes and the sight that caught my attention almost caused my eyes to pop out of their sockets. My friends were having the time of their lives, laughing at my expense. [REDACTED] I muttered to myself angrily as my blood boiled. "It is time for revenge!" Quickly, I snuck into the house, grabbed a piece of white, dusty cloth off the furniture and threw it over me, giving the illusion of a ghost. I stealthily crept up to them and a chase ensued. "Help! Help!" their loud screams reverberated through the compound as they pleaded for mercy. Content that I had sought my revenge, I pulled the covering off to reveal myself. While I rolled around on the ground laughing hysterically, they all stood with their mouths ajar, looking at me in sheer shock and amazement. [REDACTED] I shouted as I laughed to my heart's delight. After we all composed ourselves, we made our way down the hill to our respective homes. There was deafening silence! I made my way home, with my head held high, feeling as proud as a peacock.

That night cleared up all misconceptions about the house being haunted. Although I had taught my friends a lesson, I also learnt a more valuable lesson; never boast. To this day, [REDACTED] later, when we relive the events of that night, we still erupt uncontrollably into laughter.



## Sample 2

“Neil [REDACTED] tightly as he stared at the danger that awaited him on the ground. He was at the mercy of his neighbour’s [REDACTED] dog.” Write a story about the [REDACTED]

The sun shone brilliantly in the aquamarine sky, spilling rays of gold onto the Earth while sweltering rays of the afternoon sun unleashed their vengeance unto Neil and his friends as they shuffled along the desolate, country road. Their limbs felt as if they were chained to iron shackles as they dragged themselves limply home after an exhausting day at school. Grrrrrr! Their stomachs twisted and turned in agony, begging for a morsel of food. Suddenly, their eyes shifted their gaze to Mr. Singh’s huge, laden mango tree. Mr. Singh, or Mr. Gringe as he was more popularly known, was the stingiest man in their neighbourhood. He wore tattered clothing, had tobacco-stained teeth and had a grotesque wart on his face. Mischievous grins formed on their faces as they noticed that his vehicle was nowhere to be seen and his house was tightly locked. [REDACTED] Neil mischievously chanted to his friends, who all nodded immediately in agreement.

Admiring the succulent, golden orbs on the luxuriant tree, Neil and his friends licked their lips and devised a devious scheme to steal some of the fruits. The only ‘minor’ problem was Mr. Gringe’s ferocious pitbull, Killer. Neil snuck stealthily to the back of the house where the mango tree was situated while his friends distracted Killer. As agile as a monkey, [REDACTED]. “I’m up!” hollered Neil victoriously. Neil’s stomach rumbled like a volcano about to erupt at the thought of sinking his teeth into the mouth-watering treat. Time was of the essence, so Neil quickly started picking the fruits and stuffing them into every available space. “This is going to make some good, delectable chow!” Neil thought to himself, stuffing his bags and pockets to the brim. While up in the tree, he admired the picturesque landscape around him. “Stop daydreaming and get down!” bellowed Brad. Neil wasn’t the least bit bothered by Brad’s frantic calls. As he descended, Neil’s eyes widened at the sight of the most colossal mango he had ever seen.



“One more, boys!” Neil responded, making his way to the scrumptious treat. While trying to manoeuvre his way to the mango, he stepped on an old branch. It snapped under his weight and alerted the man-eating beast. Neil grabbed the nearest branch and held on for dear life, hoping and praying that he would be safe. “Oh no!” he shouted as the ravenous beast rushed to the tree and growled viciously, drooling uncontrollably from his mouth.

The [REDACTED] barked and snarled at Neil. He hugged the tree tightly as he stared at the danger that awaited him on the ground. He was at the mercy of his neighbour’s vicious dog. “Dear God, save me please,” begged Neil as his friends tried their best to get Killer’s attention away from him. Luck was definitely not with Neil! A wasp attacked him and he lost his balance trying to ward off the creature. He plummeted to the ground and lifted his face from the mud, coming face to face with the menacing creature. [REDACTED], Neil was fossilised in [REDACTED], unable to move a muscle.

“Move! Move!” Neil pleaded with his legs to co-operate with his brain. As the blood-thirsty canine approached, fear lent wings to his feet and he dashed to safer territory. Neil felt the dog’s hot breath and saliva drip onto his heels as he ran for his life. He could see his friends standing by a broken part of the fence shouting, “You’re nearly there!” His blood ran cold as Killer pounced on him, pinning him to the ground as the loot scattered everywhere. Neil closed his eyes and prepared to meet his Maker as the weight of Killer bearing down on him suffocated him. What happened next shocked the boys out of their wits! Killer licked Neil lovingly over every inch of his body. [REDACTED] wasn’t a beast after all! Neil was able to gather his treasure and managed to crawl through a hole in the wire fence, carrying bags of mangoes.

Neil and his friends journeyed to his home, laughing at their so-called close encounter with Killer. They busied themselves in the kitchen and made a bowl of scrumptious mango chow. As they [REDACTED] the chow, they reflected on the evening’s events. “All’s well that ends well,” the boys chanted in unison while relishing the chow.



For more narrative samples and practice, log on to [pennacool.com](http://pennacool.com)!



## Narrative Prompts

1. [REDACTED]  
[REDACTED]
2. Your best friend revealed an embarrassing secret about you to your classmates.
3. Your pet ran out the gate onto the busy street in front of your home.
4. Write an essay that begins with the line: [REDACTED]  
[REDACTED]
5. Write an essay which includes the line: Should I or shouldn't I?
6. You were granted a superpower for one night.
7. You visited one of Trinidad's or Tobago's prominent tourist sites where you had an unforgettable experience.
8. Write an essay based on the following prompt: Due to a torrential downpour, Sammy and I were stranded.
9. [REDACTED]  
[REDACTED]
10. Begin your story with the line: Why is everyone acting so strangely?
11. The [REDACTED] sound alerted me. Include this line in your story.
12. Write a story that begins with the line: The sight before me sent shivers up and down my spine...
13. Write a story on the most [REDACTED] moment in your life.
14. Jake was exhausted that evening when he fell asleep on his way home. Write a story based on the events that followed.
15. I learnt a lesson after I disappointed my parents. Include that line in your story.
16. Write a story beginning with the line: [REDACTED] definitely not on my side that day.
17. End your story with the line: After interacting with Sue, I learnt never to judge a book by its cover.

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# Section 3: Expository or Report Writing



# Chapter 15

## Expository or Report Writing

Expository writing is logical and fact-based. It provides a clear and concise explanation of a process or incident. It is designed to lead the audience through the incident in a structured way to enable them to find the main points quickly and easily.

The main features of expository writing are:

- It is **clear** and factual.
- It must be **well-written and well-organised**, and deal with the topic and events listed in order of occurrence.
- It must be **focused** about its purpose. That is, the usage of words should **clearly** explain what the author is talking about.
- It must be **impersonal and objective**. The author does not give their opinion.

When writing a report, ensure that you do the following:

- Use **standard or formal** English.
- Use **transitional words** to ensure a smooth, logical flow of ideas.
- Use **formal language** that serves to inform the reader of the events that transpired.
- Do **not use** direct speech.
- Always write in the **past tense**.
- Ensure all details of the incident/activity are **clear** and relevant to the topic.
- Use the Writing Process to ensure your report is well-written.



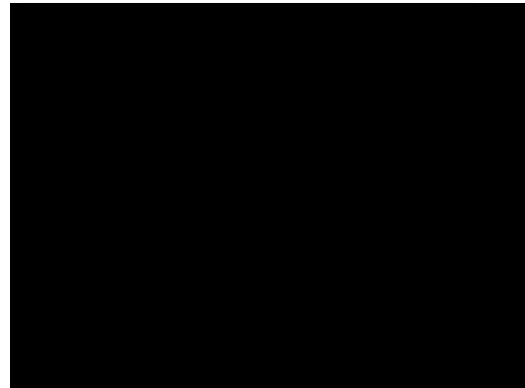


For your report to be reliable and trustworthy, it should not have opinions presented as facts.

**Fact** is something that is proven to be true. It is objective and based on evidence, observation or reliable sources. It is universal and remains consistent regardless of personal beliefs or feelings.

**Examples of Facts:**

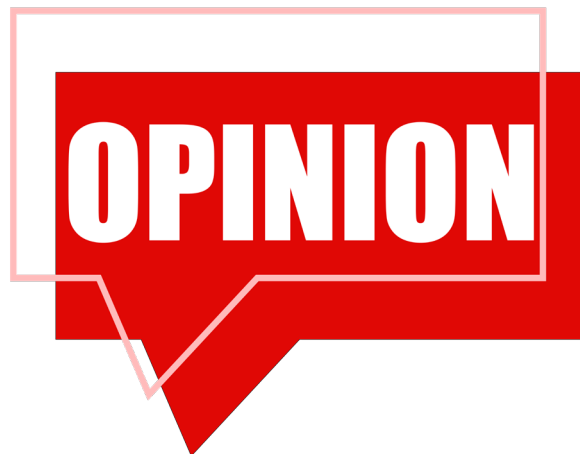
- Roblox is an online gaming platform.
- Maurice walked for 5 miles.
- Water boils at 100 degrees celsius.



**Opinion** on the other hand is subjective and based on personal beliefs, feelings or judgements. It is influenced by individual views, experiences and emotions and can not be proven or disproven. Opinions can vary widely from person to person and may change over time.

**Examples of Opinions:**

- Roblox is the best game ever invented.
- Maurice walked slowly.
- Water tastes good.



## Let's Practise!

Say whether the following statements are facts or opinions. Write "F" next to the factual statements and "O" next to the statements that are opinions.

1. [REDACTED] \_\_\_\_\_
2. The capital of France is Paris. \_\_\_\_\_
3. Bananas are yellow and strawberries are not. \_\_\_\_\_
4. I believe that the steelpan makes the sweetest sound. \_\_\_\_\_
5. I think that [REDACTED] of love. \_\_\_\_\_
6. The Earth is round. \_\_\_\_\_
7. The Scarlet Ibis is the most beautiful of all birds. \_\_\_\_\_
8. [REDACTED] and Tobago is the best place to be during the [REDACTED] season. \_\_\_\_\_
9. The steelpan was invented in the early 20th century in Trinidad and Tobago. \_\_\_\_\_
10. Bananas taste better than strawberries. \_\_\_\_\_
11. The Scarlet Ibis gets its red colour from the crustaceans it eats. \_\_\_\_\_
12. The [REDACTED] of the Earth makes it beautiful. \_\_\_\_\_
13. Butterflies taste with their feet. \_\_\_\_\_
14. Trinidad and Tobago is located outside the [REDACTED] belt. \_\_\_\_\_

## Types of Reports

Here are the different types of reports and some examples of them:



Natural disasters

Fires

Bullying

Fighting

Injuries



Field trips

Health/science/job fair

Visits by notable persons to school

Functions and ceremonies

Class/school projects



Art

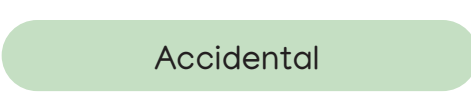
Craft

Spelling bee

Dance

Cricket

Football



Vehicular

Pedestrian



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# Chapter 16

## Report Introductions

The report must be well organised. It should have a well-written introduction, body and conclusion.

### The Introduction

The introduction sets the stage for the reader. It states the purpose of the report and tells the reader what the report is about.

The introductions of the different types of reports will vary. All reports, however, must contain the following information in the introduction:

- [REDACTED] took place
- **When** the event took place (date and time)
- [REDACTED] it took place
- **Who** were the persons involved

### Introduction Examples

#### Incident

In examples 1a and 1b, take note of the last sentence, which highlights the difference between a regular report and an eyewitness report.

**Example Prompt 1:** Write the introduction to an incident that took place on the playfield at your school involving two students.

#### Example 1a:

On Monday 10th February, 2023, an incident occurred on the playfield of the [REDACTED] Primary School, which resulted in injury to a student. The incident took place at approximately 12:15 p.m. during the [REDACTED] interval on the playfield located on the western side of the compound. It involved John Adams and Ronald Smith, students of the Standard Three Class taught by Mrs. Gina Milford. **The following is a detailed report of the incident that transpired.**



When writing an eyewitness account of an incident, **limit the use of the personal pronoun “I.”** For example, instead of writing, “I observed John exiting the class,” write, “John was observed exiting the class.”

#### Example 1b:

On Monday 10th February, 2023, an incident occurred on the playfield of the Rose Bush Primary School which resulted in injury to a student. The incident took place at approximately 12:15 p.m. during the luncheon interval on the playfield located on the western side of the compound. It involved John Adams and Ronald Smith, students of the Standard Three Class taught by [REDACTED]. The following is an eyewitness report written by me, Dianne Singh, addressed to the [REDACTED] of the school, Mr. Larry Ali, of the incident that was observed.

## Accident

**Example Prompt 2** [REDACTED]: An accident took place on Mary Street in Arima involving two vehicles. Write an **eyewitness report** to the Police Chief of Barataria about the incident that took place.

On Saturday 25th February, 2023, a vehicular accident occurred opposite Maraj Supermarket located at Mary Street in Arima. The accident took place at 2:45 p.m. and involved a red Nissan X-Trail, registration number TFP 43, driven by Frank Ali and a blue Toyota Hilux Van, registration number PEX 7, driven by Nisha Lall. An occupant of the Hilux, seated in the front passenger seat, was injured and had to be taken to the hospital for medical attention. The following is a report on the accident that transpired, addressed to the Police Chief of the Barataria Police Station. The report is [REDACTED], Kesha Brown, a student of [REDACTED] School and a resident of the area.

## Competition

**Example Prompt 3:** Write a report on a spelling bee competition.

On Friday 17th February, 2023, a student of the Rose Bush Primary School in Tunapuna emerged victorious in a spelling bee competition. The event was hosted by the [REDACTED] of Trinidad and Tobago (PATT) and took place at the Centre of Excellence in Tunapuna. Ten representatives of various schools in the St. George Educational District participated in the finals. The objectives of the competition were to improve spelling, [REDACTED] and to encourage students to learn new words. The event started at 9:00 a.m. and ended at 11:30 a.m. The following is an account of the competition.

## Event (Field Trip)

**Example Prompt 4:** Write a report on a field trip to the [REDACTED]

On Friday 24th February, 2023, students of the Tamarind Grove Primary School on Evans Street, Curepe, visited the [REDACTED] in Port-of-Spain. The objective of the field trip was to gather information about the feeding habits, habitat and origin of the various species of animals for the termly class project. At approximately 8:30 a.m., thirty (30) students of the Standard Three class, accompanied by three teachers, Mr. Lee, Ms. Harry and Ms. Jules, departed the school compound via a Public Transport Service Corporation bus. They arrived at the destination at 9:00 a.m. and returned to school at 2:30 p.m. This is an account of the field trip outlining the day's activities.

## Let's Practise!

Write a report introduction for each of the following prompts.

### Incident

You were in class when the [REDACTED]. Write a report on the incident that took place.

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### Accident

Your dog escaped from your [REDACTED] when it was struck by an oncoming [REDACTED]. Write a report on the accident that took place.

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## Competition

Write a report on a [redacted] Competition you entered and [redacted].

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## Event (Field Trip)

Your school held its [redacted]. Write a report to your teacher outlining the details of the event.

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For more **bonus content** log on to [pennacool.com](http://pennacool.com)



# Chapter 17

## The Body and Conclusion

### The Body

The [redacted] of the report presents concise, factual information structured with transitional [redacted] for a smooth flow. It leads the reader through the issue with relevant details. It answers the HOWs of the event. All [redacted] the body should be brief and relevant to the subject of the report.

### Transitional [redacted] and Phrases

The following transitional words and phrases can help to show how your ideas relate to each other and help you organise your thoughts logically and systematically. Before you decide on using a particular transitional word, ensure that you understand its meaning and usage.

Sequence	[redacted]	Consequence	Contrast
Firstly	And	As a result of	Nevertheless
[redacted]	In addition to	As a consequence of	Despite
Lastly	Also	[redacted]	In spite of
Finally	Furthermore	Eventually	Whereas
Later	Further to that	Therefore	[redacted]
Afterwards	Additionally	Since	Yet

Look at the paragraph below before the use of [redacted] words and after. The transitional words are highlighted in the second paragraph.

## [redacted] Using Transitional Words

John entered the classroom during the luncheon interval. He looked around to ensure no one was around. He walked up to the teacher's desk. He opened her hand bag. He took twenty dollars. He left the class. Annie saw him. She reported the theft to the principal. The principal questioned John. He denied that he had taken the money. His pockets were searched. The money was found.

## [redacted] Using Transitional Words

During the luncheon interval, Luke entered the classroom and looked around to ensure no one was around. Next, he walked up to the teacher's desk, opened her bag and took twenty dollars, then swiftly left the class. However, Annie, who had seen what he did, reported the theft to the principal. Immediately, the principal summoned Luke and questioned him. At first, he denied that he had taken the money, but his pockets were searched and the money found.

Transitional words help [redacted] sequence ideas and connect sentences. Without transitional words and phrases, the sentences will not flow well, as [redacted] act as a link to what was previously stated.



Log on to [pennacool.com](http://pennacool.com)  
for more transition words!



# Let's Practise!

Practice can help you [redacted] select the appropriate transitional words to use when writing reports. Rewrite the following paragraphs using [redacted] transitional words.

## Paragraph 1

Laura left the [redacted] to go to the washroom. She saw the two girls, Ria and Anya, using spray paint to deface the walls. The girls used stones to scratch the mirrors. They placed balls of toilet paper into the toilets. They also broke several of the [redacted] seats. The girls took the toilet seats and hid [redacted] behind the washroom. Laura reported the incident to the principal. The principal and vice-principal went to the washroom. The girls were caught.

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### Paragraph 3

Mrs. Tricia Sampat went to a [redacted] in the office. The class prefect, Rena Patrick, was left in charge. Gary and Anil began a game of tag in the classroom. Rena warned the boys to desist from playing in the classroom. They both ignored her. Anil [redacted] Gary through the aisle in the classroom. Gary tripped over a chair. He hurt his head. Rena went to inform the class teacher. The Red Cross [redacted], Ms. Rose Peters, was contacted. She examined the injury. She placed an ice pack on Gary's head and contacted his parents.

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## Paragraph 4

Mr. Rivas contacted the [REDACTED] services, the emergency services and the police department for help. They arrived within ten (10) minutes. The fire officers removed the injured [REDACTED] from the vehicle. The [REDACTED] placed them on stretchers. The stretchers were put into the ambulance and taken to the Mt. Hope Medical Sciences Complex. The police officers questioned the witnesses. The vehicles were towed from the site of the accident.

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## The Conclusion

The [REDACTED] should be short and state the outcome of the [REDACTED] and what actions (if any) were taken.

### Example 1: Conclusion of a report on a field trip

At the end of the factory tour, Mr. Ramsey, the class teacher, expressed gratitude to the tour guide for his [REDACTED] explanation on the [REDACTED] of chocolate. After that, a head count was taken and the students exited the factory and returned to school. [REDACTED] return, Mr. Ramsey informed the principal that the field trip was incident-free and a success.

### Example 2: Conclusion of a report on an incident at school

[REDACTED] to the incident, the principal summoned the parents of both students to a meeting. At the meeting, a decision was taken to suspend both boys for a period of seven (7) days as a consequence of their actions. Additionally, the parents of the boys were required to pay to replace the [REDACTED] windows. Further to that, at an assembly, the principal reminded all students of the importance of obeying school rules and warned that anyone found guilty of [REDACTED] an infraction will be penalised in accordance with the Discipline Matrix.

### Example 3: Conclusion of a report on a vehicular accident

The [REDACTED] conducted a thorough [REDACTED] into the cause of the accident. All witnesses present at the time of the accident were questioned. The investigation revealed that the driver, Max John, was under the influence of alcohol and as such was [REDACTED] and charged. Later that night, a reporter from CNC3 News reported that the persons injured in the accident had been discharged from the hospital, since they had suffered only minor injuries.

# Chapter 18

## Sample Accident Reports

### Sample [REDACTED] Report 1: Two Vehicles

**Prompt:** You witnessed an accident that occurred between two vehicles while waiting for a taxi to go to school. Write an [REDACTED] report to the police chief outlining exactly what you witnessed.

[REDACTED]	<p>When (date and time) did the accident occur?          What was the exact location of the accident?          Which vehicles were involved?          Who were the vehicles driven by? What were the types of vehicles?          Who wrote the report and to whom was it written?</p>
Paragraph 1	<p>[REDACTED] take place?          What happened to the occupants?</p>
Paragraph 2	<p>What happened after the accident?          Who rendered assistance?          Who contacted the police, emergency services, etc.?</p>
[REDACTED]	<p>How long after the accident did help arrive?          What did the paramedics and police do?</p>
Conclusion	<p>What was the outcome of the accident?</p>

On Saturday 6th September, 2022, a [REDACTED] [REDACTED]. A red Toyota Corolla, registration number PRK 417, driven by Avisha Singh of Penal and a silver Hilux, registration number TBP 29, driven by Suri Hanes of the Aranguéz area were involved in a head-on collision. The occupants of the Toyota Corolla were injured. The following is a detailed eye witness account of the accident written by me, Nisha Roy, to the Police Chief of the Barataria Police Station.

At approximately 7:25 a.m., I was awaiting a taxi in the vicinity of the Blue Haven Plaza to go to school. At that time, the Corolla driven by Avisha Singh was proceeding in an easterly direction along the Aranguéz Main Road while the Hilux approached from the westerly direction. Upon approaching the Blue Haven Plaza, the Hilux was [REDACTED] at a speed in excess of 100km/hr. Upon reaching the corner, it veered sharply and skidded on the wet road, since there had been torrential downpours the previous night. At that point, the Hilux spun on the road and crashed into the Corolla. As a result of the impact, the Corolla spun out of control and overturned into a ditch alongside the main road. Consequently, the driver of the Corolla crashed through the windscreen while the passenger lay unconscious in the vehicle, pinned to the dashboard.

Within minutes, a crowd assembled and a villager, Ravi Persad, contacted the Barataria Police Station, the Fire Station, and the Mt. Hope Medical Sciences Complex. [REDACTED] of the area tried to assist the victims of the Corolla. The driver of the Corolla had lacerations to his head and was placed onto the pavement. The villagers could not remove the unconscious passenger from the vehicle. Meanwhile, the driver of the Hilux emerged from the vehicle and attempted to flee the scene of the accident. However, he was [REDACTED] and held until the police arrived.



After about ten minutes, the police, [REDACTED] and the ambulance arrived. Without delay, the fire officers used the 'jaws of life' to pry open the door and remove the passenger. Immediately after, the paramedics placed the injured persons onto stretchers, which were then placed into the ambulance. They were then transported to Mt. Hope Hospital for medical attention. Finally, the driver of the Hilux was arrested and his vehicle was impounded by the police.

Subsequently, the [REDACTED] questioned all [REDACTED] to ascertain the cause of the accident. According to the officers present, the accident occurred because of reckless driving, since the driver of the Hilux was under the influence of alcohol. Later that night, there was a report on CNC3 news that both injured passengers were resting comfortably in the hospital while the driver of the Hilux was charged for driving under the influence of alcohol. His licence was suspended for a period of two years.

For more report samples and practise with them, log on to [pennacool.com](http://pennacool.com)!



## Let's Practise!

Now that you've seen what [REDACTED] should look like, try writing one of your own using the following prompt. A guideline is provided for you.

**Prompt:** After school was [REDACTED], you and your friend exited the compound to go to your homes. Your friend was struck by a vehicle while attempting to cross the road. Write a report to the principal of your [REDACTED] of the accident. A template is provided for you below.

Introduction	When (date and time) did the accident occur? What was the exact location? Who was involved? Who was the [REDACTED] by and what was the type of vehicle? Who wrote the report and to whom was it written?
[REDACTED]	<b>Accident Details</b> How did the accident take place? What happened to the victim? How did the driver react?  <b>Response and [REDACTED]</b> What happened after the accident? Who rendered assistance? Who [REDACTED], emergency services and relatives of the victim? How long after did help arrive? What did the paramedics and police do?
Conclusion	What was the [REDACTED] ? Were witnesses questioned? What actions were taken against the driver?

## Accident Report Prompts

Practice writing [redacted] with the following prompts:

1. You were on your way [redacted] when the vehicle in which you were travelling was involved in [redacted]. Write a report on the accident.
2. While playing in the school yard, an infant child was struck by a delivery vehicle. Write an [redacted] report on the accident to the principal of your school.
3. Your dog escaped from your property and ran across a busy street. It was struck by an [redacted]. Write a report on what transpired.
4. As your teacher exited the school compound, a car crashed into her vehicle. Write a report to the police about what you observed.
5. Two students were playing cricket in the playfield when one of them hit the ball over the fence. The [redacted] went to retrieve the ball and was struck by a vehicle. Write a [redacted] to your class [redacted] about the accident.

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# Chapter 19

## Sample Incident Reports

Types of [redacted] include:

- School incidents: Bullying, theft, destruction of property, injury due to accidents on the compound
- Safety: [redacted]
- Environmental: Natural disasters

### Sample Incident Report 1: Classroom Injury

**Prompt:** Write a report on an incident that occurred during instructional time while the teacher attended a meeting with the principal.

Introduction	[redacted] Where did the incident take place? Who were the persons involved?
Paragraph 1	How did the incident take [redacted] What happened to the student?
Paragraph 2	What happened after the incident? Who rendered assistance? [redacted] the principal and teacher?
Paragraph 3	What did the principal do? [redacted] evidence of what transpired? What actions were taken by the principal?
Conclusion	How did [redacted] the issue with the students?

On Wednesday 11th March, 2023, an incident occurred at the Happy Haven Primary School in [REDACTED] which resulted in injury to a student. Ali Joseph, age eleven (11) and Aiden Persad, age twelve (12), were both involved in an altercation in which Aiden sustained injuries to his head. The incident transpired in the Standard Four classroom of Mrs. Linda Stevens at approximately 9:30 a.m. during the Mathematics period. Mrs. Stevens was attending a meeting with the principal, Mrs. Chanelle Pierre. The following is a detailed account of the incident that transpired, written to the principal by me, Sammy Jones.

At approximately 10:15 a.m., Mrs. Stevens was [REDACTED] with the principal. Subsequently, the class prefect, Vani Jattan, assumed responsibility for the supervision of the class. Firstly, the pupils were reminded of the class rules regarding their expected [REDACTED] in the absence of the teacher and the need to complete the Mathematics exercise in a timely manner. While Aiden was completing his task, Ali, who was seated behind him, struck him with a wooden ruler. Immediately, Aiden requested that Ali desist from his actions and resumed his work. Following that, Ali [REDACTED] Aiden on his head. At that point, Aiden rose from his seat and proceeded to the classroom adjacent to his, taught by Ms. Nancy Khan, to lodge a complaint. As Aiden approached the white board, Ali stuck his right leg out and tripped him. This resulted in Aiden falling forward and hitting his head on the board. Aiden sustained a gash to the right side of his head.

The [REDACTED] Ms. Khan, who immediately summoned Mrs. Harris, the Red Cross teacher, while Shawn Lee, another student of the class, was sent to inform the class teacher and the principal of the incident. Mrs. Harris arrived at the scene within minutes and assessed the injury to Aiden's head. Since the injury was not severe, Mrs. Harris placed a bandage on it and subsequently contacted Aiden's parents to apprise them of the situation.

After Aiden was attended to, the principal escorted both Aiden and Ali, together with [REDACTED], to the office to conduct an [REDACTED]. The investigation revealed that Ali was guilty of misconduct and his parents were invited to a meeting with the principal. At the meeting, a decision was taken to suspend Ali for [REDACTED] as a consequence of his actions. Additionally, upon his return to school, he was given in-school suspension and community service for the rest of the month. At assembly that day, the [REDACTED] the school of what had transpired and reiterated the importance of compliance with all school rules. She further warned that anyone found committing an infraction would be punished in accordance with the School's Discipline Matrix.



Log on to [pennacool.com](http://pennacool.com) for more sample incident reports.



## Let's Practise!

Now that you've seen what an incident report should look like, try writing one of your own [redacted] prompt. A guideline is provided for you.

**Prompt:** Following a weekend of torrential rainfall several communities experienced flooding. Write a report detailing the flooding incident that occurred in your community.

Introduction	<p>[redacted] did the incident occur? [redacted] were the affected areas? [redacted] was the time span? What was the effect?</p>
Body	<p><b>Awareness and Alertness</b> When did the citizens become aware of the impending disaster? How did they become aware? [redacted] What immediate actions were taken to prepare? What was the initial response when the flooding occurred? [redacted] What happened during the disaster?</p> <p><b>Assessing the Damages</b> Provide details of the damages. [redacted] How long did it last? When did the waters recede? What actions were taken by the community after?</p> <p><b>Assistance and Support</b> Who rendered assistance during and after the flood? How did they assist?</p>
Conclusion	<p>Did any Government official visit the area? [redacted] What plans were or will be put in place to solve problems with flooding?</p>

## Incident Report Prompts

Practice writing incident reports using the following prompts:

1. Two students from your class entered a restricted area in the school. One of the students got injured. Write a report on the incident.
2. A [REDACTED] entered the school library and destroyed several books. You were the lone witness to the incident. Write a report to the principal about what you witnessed.
3. A student from your class was opening one of the windows in the classroom when it slammed and broke. Write [REDACTED] on what transpired.
4. [REDACTED] your school when you saw a man entering the gate. The security guard was nowhere to be seen. Write a report on the incident that transpired.
5. You were home alone when [REDACTED]. Write a report to your teacher outlining the details of the incident.
6. You were in class when the emergency bells rang. Write a report about the incident.



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# Chapter 20

## Sample Event Reports

An event report provides a brief account of an event, the objectives of the event and whether it was a success. Types of events at school include:

- Sports Day
- [REDACTED] personalities (e.g. Ministers, Sports Personalities, Prime Minister, etc.)
- Health Fair
- Class projects
- Field trips

When writing about an event, you should include the following:

Introduction	<p>When (date and time) did the event occur?</p> <p>Where was the event held?</p> <p>[REDACTED]</p> <p>Who were the organisers of the event?</p> <p>How long did the event last?</p> <p>What was the objective of the event (especially if reporting on a health fair or field trip)?</p>
Body	<p>What were the details of the event?</p> <p>[REDACTED]</p> <p>What was the sequence of events?</p>
Conclusion	<p>How [REDACTED] end?</p>

## Sample Activity Report 1: A Field Trip

**Prompt:** Your class went on a “Know your Country” tour. Write a report including details on places you visited and what you learnt.

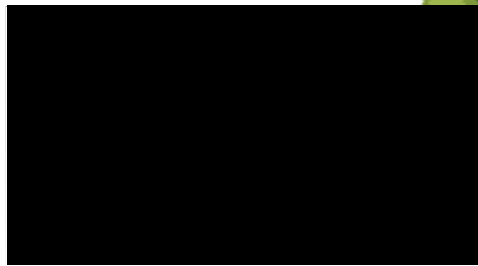
On Friday 10th December, 2022, the students of Standard Five went on a “Know your Country” tour to visit places of interest in Trinidad. Forty-five students were accompanied [REDACTED]. Mrs. Rajpaul, the teacher who was in charge, was assisted by Mrs. Banks and Mr. Jones. The students visited the following places: The Magnificent Seven, The [REDACTED] Resort and Scientific Research Station, and The Caroni Bird Sanctuary. The objectives of the field trip were for students to gather information for a termly class project and for students to develop an appreciation for and pride in their country. The field trip departed the school compound at 7:45 a.m. that morning. Transport was provided via the Public Transport Service Corporation and arrived at the first destination at 8:30 a.m.

The [REDACTED] was a visit to the Magnificent Seven located along the Queen’s Park Savannah in Port-of-Spain, the capital of Trinidad. The Magnificent Seven refers to seven colonial style buildings which were constructed during the Spanish and British rules in Trinidad. The most popular building is the Queen’s Royal College, a prestigious boys’ school. White Hall, which is the office of the Prime Minister, [REDACTED] and the Archbishop’s House are also part of the Magnificent Seven. These buildings have been preserved as they are part of the history of Trinidad and Tobago.

Subsequent to the visit to the Magnificent Seven, the field trip proceeded to the Asa Wright Nature Resort and [REDACTED], located in the Arima Valley in the Northern Range. Upon arrival, the group was met by a tour guide, Mr.

Smith. After introductions, rules were given and students were advised to comply with the rules to ensure their safety. The tour commenced with a visit to the main estate house where Mr. Smith explained that the estate was established in [REDACTED] by its original owner, Mr. Wright. It consisted of two hundred and seventy acres of land and a main estate. The resort is a top bird watching spot in the Caribbean and is home to one hundred and fifty-nine species of birds.





Shortly after, the students were given a tour of the estate and taken to observe the feeding of the birds. Additionally, the tour guide stated that the objective of the resort was to preserve and protect the flora and fauna of the island. At the end of the tour, Isabella Ruiz, the class prefect, [REDACTED] to Mr. Smith for providing the class with the wealth of knowledge pertaining to our history. Subsequently, the group departed the Asa Wright Nature Resort at 1:00 p.m., and proceeded to the final leg of the field trip, the [REDACTED].

The bus arrived at the [REDACTED] at 2:30 p.m. The Sanctuary is located on the west coast of the island where the Caroni River meets the Gulf of Paria. Firstly, the students were introduced to the environmentalist, Mr. Sawh, director of the Sanctuary who gave a brief account of the operations of the swamp. Further to that, he explained that the Caroni Swamp is an [REDACTED] comprising five thousand, six hundred and eleven hectares of mangrove forest, marsh, and lagoon. Additionally, he added that the Sanctuary is the natural habitat of the national bird of Trinidad, the Scarlet Ibis, and that the area is protected under the [REDACTED] as a wetland of international importance.

Subsequently, students and teachers were given a tour of the facility where a variety of [REDACTED] which had been preserved were displayed. Finally, Risha Seeram, another student in the class, expressed gratitude to Mr. Sawh. After that, a head count was taken and the teachers and students departed the Sanctuary at approximately 3:45 p.m. to return to school.

Upon arriving at school, at approximately 4:15 p.m., Mrs. Rajpaul conducted a [REDACTED] with the students based on information gathered on the field trip. At the end, all students were handed over to their parents while Mrs. Rajpaul prepared a [REDACTED] and informed the principal, Mrs. Paula Samuel, that the field trip was successful and incident free.

Log on to [pennacool.com](http://pennacool.com) for more sample event reports.





## Let's Practise!

Now that you've seen what an event report should look like, try writing one of your own using the following prompt. A guideline is provided for you.

**Prompt:** The students of your class were invited to participate in a health fair organised at the community centre. Write a report on the health fair to the principal of your school.

Introduction	When (date and time) did the event occur? [REDACTED] Who were the persons involved? Who were the organisers of the event? [REDACTED] What was the objective of the event?
Body	What were the details of the event? [REDACTED] What was the sequence of events?
Conclusion	How did the event end?

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## Event Report Prompts

Write reports on each of the following scenarios:

1. Your school held its [REDACTED] to raise funds. Write a report on this event.
2. The students of your school engaged in a school beautification project. Write a report to the principal providing details of the project.
3. Your school held its [REDACTED]. Write a report to your teacher outlining the details of the event.
4. A [REDACTED] artist visited your school to address the students. Write a report on the visit.
5. Your class recently visited a factory during a field trip. Write a report to the [REDACTED] details of the visit.



# Chapter 21

## Sample Competition Reports

When writing reports on competitions, you should include the following information:

Introduction	<p>When (date and time) and where (venue) did the competition occur?          Who was the host of the competition?          [REDACTED]          Who were the persons involved?          What were the objectives of the competition?</p>
Paragraph 1	<p>What happened when participants arrived at the venue (opening, welcome, National Anthem)?          [REDACTED]</p>
Paragraphs 2–3	<p>What were the details of the actual competition?</p>
Paragraph 4	<p>What was the judging of the competition like?          [REDACTED]          What were the results of the competition?          What was the awarding of prizes to winners of the competition like?</p>
Conclusion	<p>What were the closing remarks from the organisers?          When did participants leave and what time did they return to school (for competitions held externally)?          [REDACTED]</p>

**Sample Competition Report 1:** Write a report on a [REDACTED] you entered and won.

A student of the [REDACTED] in Couva emerged victorious in an Art and Craft Competition recently held by the Ministry of Education. On Friday 8th January, 2023, the principal, Mr. Joseph Smith, announced that the Ministry of Education would be hosting a Craft Competition for students of all schools in the district. The [REDACTED] was open to students between the ages of ten (10) years and twelve (12) years old. Every school was allowed to select one student to represent them at the finals scheduled for Friday 27th January, 2023, at the Center of Excellence at 9:00 a.m. The [REDACTED] the competition were to enhance students' creativity, [REDACTED], encourage them to develop a love for the environment and promote eco-friendliness. The first level of the competition occurred internally at every school on Tuesday 10th January, 2023. Students were required to use recyclable items of their choice to create and decorate an item that could be used at home. The principal announced that in order to select a representative, the competition would be judged according to the following criteria: [REDACTED]

[REDACTED] After students created their items, they were required to display their creations to be judged. At the school level, the judging of the competition was conducted by Mr. Maraj, the President of the Parent [REDACTED] Association, Mrs. Scott, a renowned artist in the community, and Mr. Larry, a local businessman. During the judging, students had to demonstrate the use of the item as well as provide a detailed explanation of how the item was created. At the end of the competition, I, Tina Singh, emerged victorious and was chosen to represent the school at the finals. At that point, I was [REDACTED] and wished well in my future preparation.

The finals of the competition took place on Friday 27th January 2023. All participants arrived at the venue approximately half an hour before the commencement of the competition.



Upon arrival at the venue, all participants were welcomed by Mr. Castillo, a school supervisor from the St. George [REDACTED]. Soon after, every participant was assigned a work area where a variety of recyclable materials were present. Next, the finalists were introduced to the judges of the finals, who are prominent artists in Trinidad: Peter Minshall and Gloria Lunen. Before the competition began, the rules were read and the importance of fair play was emphasised. The competition commenced promptly at 9:30 a.m. Each participant was allotted [REDACTED] [REDACTED] the participants were monitored by a team of observers. After [REDACTED] hours, a bell was rung to signal the end of the competition. Participants were instructed to display their final product on tables that were set up.

Subsequently, the judging commenced. Judges visited each participant, carefully observing the items while simultaneously interviewing the participants to ascertain the use of each product. After all the pieces were examined, the adjudicators retired to a separate room to deliberate on their decisions and tally the marks to determine the winner.

Within half an hour, the judges returned. Mr. Minshall commended all the participants and thanked them for their outstanding performance in the competition. Without delay, the results were released. Mary Lue from Pine Vale Primary School placed third. Samuel George, who attends Tango Lane Primary School, placed second, and I, Tina Singh from Orange Valley School, placed first in the competition. Subsequent to the release of the results, the prize giving ceremony was held. All students were awarded medals and book vouchers. In addition, the first, second, and third place winners were each awarded a trophy, a personal computer, and a cash award for their respective school. At the end of the prize-giving ceremony, Mr. Thomas Green, School Supervisor, [REDACTED], principals and students for their contribution to the success of the competition. Finally, participants departed the venue at 1:00 p.m. and returned to their respective schools. At school, I was greeted by a thunderous round of applause during a special assembly that was held in my honour. I was congratulated and thanked for bringing glory to the school by winning the competition.

Log on to [pennacool.com](http://pennacool.com)  
for more sample competition  
reports.



## Competition Report Prompts

Write reports on each of the following:

1. You recently participated in a [REDACTED], which you won. Write a report to the principal providing details about the competition.
2. Your school [REDACTED] hosted for schools in the district. Write a report giving details about the competition.
3. Write a report to your teacher on [REDACTED] you entered.
4. You recently participated in the [REDACTED]. Write a report to the principal about the competition.
5. Write a report on a Calypso Competition you entered and won.



## General Report Prompts

1. You [redacted] that occurred between [redacted] outside of your school. Write a [redacted] of your school about what you witnessed.
2. Write a report to your teacher about an incident that occurred during [redacted] [redacted].
3. Your teacher was absent from school. Two students from your class were [redacted]. Write a report on the incident.
4. You recently participated in [redacted], which you won. Write a report on the competition.
5. Your class visited the [redacted]. Write a report on the visit.
6. Write a report on an incident that took place during [redacted].
7. Your friend was accused of stealing a [redacted] from another student. Write an eyewitness report to the class teacher about the incident.
8. You witnessed a student from your class [redacted] in the classroom. Write an eyewitness report to the principal about what you observed.
9. A group of students from your class [redacted]. Write a report on the competition.
10. During a field trip to a factory, a student got injured. Write a report to the principal about the incident.
11. Two boys from your neighbourhood broke into a house and stole several items. Write a report to the police on what transpired.
12. You participated in a [redacted] and won. Write a report about the competition to the principal of your school.
13. You left school early to go home and were involved in an accident. Write a report to the police about the events that transpired.
14. Two students from your school were caught vandalising the [redacted] at your school. Write an eyewitness report to the principal about what you witnessed.
15. Your school engaged in a project on pollution. Write a report on the project.

For more **bonus content** log on to  
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# Section 4: Supplementary Resources





# Chapter 22

## Checklists and Rubrics

To ensure that your writing meets the required standards, you can use the [redacted] and rubrics provided. Checklists can be used for [redacted]. The Rubrics provide a clear understanding of what is expected by the examiner and can be used to judge the quality of the final product; that is, the published writing.

### Questions to Ask at the Revising and Editing Stage

Below is a checklist of questions you can ask yourself during Steps 3 and 4 of the writing process:

#### Narrative Writing

- 1. [redacted]
- 2. Does the beginning hook the reader's attention?
- 3. Did I describe the characters and the setting?
- 4. [redacted]
- 5. Did I add information to clarify my thoughts and ideas?
- 6. Did I add a description to create a more vivid picture?
- 7. Did I use direct speech?
- 8. Did I use a variety of sentence/paragraph starters?
- 9. Did I include figurative language to make my writing enjoyable?
- 10. [redacted]
- 11. Is my writing focused on the topic?
- 12. Does my character face any problem or challenge?
- 13. Did I include more expressions to SHOW, and not tell, what I feel?
- 14. [redacted]
- 15. Does my ending bring closure to my narrative?

A clipboard with a brown wooden frame, a grey clip at the top, and a yellow pencil with a pink eraser and a sharp lead tip. A pink paperclip is on the left edge. The page contains a checklist for report writing.

## Report Writing

- 1. [REDACTED]
- 2. Is my writing formal?
- 3. Does my introduction contain the following:
  - Date and Time
  - Place
  - Persons involved
  - Objective (if necessary)
- 4. Did I explain (in detail) the event that took place?
- 5. [REDACTED]
- 6. Is my writing well-sequenced and relevant to the topic?
- 7. Did I use a variety of transitional words?
- 8. Did I use formal vocabulary to inform readers?
- 9. [REDACTED]
- 10. Did I punctuate and capitalise my writing properly?

## **Narrative Writing Rubric**

	Exemplary (5)	Proficient (4)	Progressing (3)	
Content	<p>The story fulfils the writing task and is conveyed through:</p> <ul style="list-style-type: none"> <li>–effectively established setting (time and place)</li> <li>–skillful development of character: physical descriptions, action and dialogue</li> <li>–skillful development of all elements of plot</li> </ul>	<p>The story fulfils the writing task and is conveyed through:</p> <ul style="list-style-type: none"> <li>–well-developed setting (time and place)</li> <li>–competent development of character: physical descriptions, action, dialogue (any two)</li> <li>–competent development of any four elements of the plot</li> </ul>	<p>The story fulfils the writing task and is conveyed through:</p> <ul style="list-style-type: none"> <li>–fairly developed setting (time or place)</li> <li>–satisfactory development of character: physical description, action or dialogue (any one)</li> <li>–satisfactory development of any three elements of the plot</li> </ul>	
Language Use	<p>Vivid descriptive and/or figurative language establish clarity of narrative elements.</p> <p>Sensory details enhance the story.</p>	<p>Relevant descriptive and/or figurative language facilitate the narrative.</p> <p>Sensory details facilitate the narrative.</p>	<p>Limited use of descriptive and/or figurative language.</p> <p>Limited use of sensory details.</p>	
Organisation	<p>Purposeful sequencing of the plot structure regardless of chronological order.</p> <p>Skilful use of transitions and paragraphing which add clarity to the plot structure.</p>	<p>Logical sequencing of plot structure.</p> <p>Logical use of transitions and paragraphing facilitate the narrative.</p>	<p>Inconsistent sequencing of the plot structure.</p> <p>Simplistic use of transitions and paragraphs may impede the flow of the narrative.</p>	
Grammar/Mechanics	<p>Minor lapses in grammar, spelling, punctuation and/or capitalisation, which do not detract from the fluency and clarity of writing.</p>	<p>Few errors in grammar, spelling, punctuation and/or capitalisation, which do not impede meaning.</p>	<p>Some errors in grammar, punctuation, capitalisation and/or spelling, which impede meaning.</p>	

	Emerging (2)	Makes an attempt (1)	Unsatisfactory (0)
	<p>The story demonstrates an incomplete understanding of the writing task.</p> <p>Only time or place is named.</p> <p>Only characters are named.</p> <p>Action and/or dialogue (if present) do not develop the character(s).</p> <p>The plot is underdeveloped.</p>	<p>The writer lacks understanding of the writing task.</p> <p>Setting is not evident.</p> <p>Characters are presented, but not named.</p> <p>The plot is indiscernible.</p>	<p>Prompt alone is repeated.</p> <p>Story is clearly off topic</p> <p>No intelligible response is provided.</p>
	<p>Descriptive and/or figurative language and sensory details attempted but usage is often inappropriate or repetitive.</p>	<p>Indiscernible use of descriptive and/or figurative language and/or sensory details.</p>	<p>Words and sentences are indiscernible.</p>
	<p>Disorganised sequencing of the plot structure.</p> <p>Weak transitions with limited paragraphing make the narrative illogical.</p>	<p>Sentences are evident, but the writing demonstrates no evidence of sequencing.</p>	<p>Words are indiscernible.</p> <p>There is lack of structure.</p>
	<p>Frequent errors in grammar, punctuation, capitalisation and spelling impede readability.</p>	<p>Grammatical and mechanical errors make the story almost unintelligible.</p>	<p>Words and sentences are indiscernible.</p>

# Report Writing Rubric

	Exemplary (5)	Proficient (4)	Progressing (3)	
Content	<p>The details are carefully selected, specific, and relevant to genre, audience, and task.</p> <p>Main ideas are specific to the task and are developed skillfully through relevant supporting details.</p>	<p>Most details are carefully selected, specific, and relevant to genre, audience, and task.</p> <p>Main ideas are related to the task and are developed competently using relevant details.</p>	<p>Some details are relevant to genre, audience and task.</p> <p>Main ideas are related to the task and are developed satisfactorily through supporting details.</p>	
Language Use	<p>Factual language used exclusively.</p> <p>Formal tone used throughout the report.</p> <p>Fluent, varied sentences enhance the clarity of the report.</p>	<p>Factual language used adequately.</p> <p>Formal tone used adequately in most paragraphs.</p> <p>Most sentences contribute to the clarity of the report.</p>	<p>Inconsistent use of factual language.</p> <p>Formal tone interrupted by occasional lapses into informality.</p> <p>Some sentences contribute to the clarity of the report.</p>	
Organisation	<p>Clear and detailed introduction, body and conclusion.</p> <p>Transitional words and phrases are used to skilfully link ideas and supporting details throughout the report.</p> <p>Clearly organised structure with logical sequencing of all ideas, paragraphs and details.</p>	<p>Clear introduction, body and conclusion.</p> <p>Transitional words and phrases are used to competently link ideas and supporting details in most of the report.</p> <p>Well-organised structure with logical sequencing of most ideas, paragraphs and details.</p>	<p>Sufficient relevant information included to discern the introduction, body and conclusion.</p> <p>Transitional words and phrases are used to competently link ideas and supporting details in most of the report.</p> <p>Poorly organised report with lapses in sequencing, which impede clarity of the report.</p>	
Grammar/ Mechanics	<p>Minor lapses in grammar, spelling and/or punctuation do not detract from the fluency and clarity of the report.</p>	<p>A few errors in grammar, spelling and/or punctuation are present, but do not disrupt the clarity of the report.</p>	<p>Some errors in grammar, punctuation, spelling and/or capitalisation, which impede meaning.</p>	

	Emerging (2)	Makes an attempt (1)	Unsatisfactory (0)
	<p>Details are limited but relevant to genre, audience and task.</p> <p>Main ideas are evident, but partially related to the task and inadequately developed.</p>	<p>Little evidence of details which are relevant to genre, audience and task.</p> <p>Sentences are evident, but main ideas and supporting details are indiscernible.</p>	<p>Prompt alone is repeated.</p> <p>The report is clearly off topic.</p> <p>No intelligible response is provided.</p>
	<p>Limited use of factual language.</p> <p>Limited use of formal tone impedes the report.</p> <p>A combination of sentences and fragments impede the clarity of the report.</p>	<p>Minimal use of factual language and formal tone.</p> <p>Fragment and run-on sentences impede the clarity of the report.</p>	<p>Words and sentences are indiscernible.</p>
	<p>Insufficient information included in introduction and body.</p> <p>Little to no use of transitional words and phrases to link ideas.</p> <p>Disorganised with little evidence of sequencing of information.</p>	<p>Introduction is attempted, but body final paragraphs are indiscernible.</p> <p>Irrelevant details with no transitions to link ideas.</p> <p>Information not organised, nor logical.</p>	<p>Words are indiscernible.</p> <p>Lack of structure.</p>
	<p>Many errors in grammar, spelling, punctuation and capitalisation which impede readability.</p>	<p>Frequent errors in punctuation, capitalisation and spelling, which make the report almost unintelligible.</p>	<p>Words and sentences are indiscernible.</p>

# Narrative Writing Holistic Rubric

This is the rubric used to mark the S.E.A. exam.

Exemplary: 9–10 marks	<ul style="list-style-type: none"><li>• The response exceeds the expectations for the writing task.</li><li>• Setting is effectively developed with both time and place vividly established.</li><li>• Character(s) are skilfully developed through physical descriptions, actions and dialogue.</li><li>• All elements of the plot are expertly developed with purposeful sequencing regardless of chronological order.</li><li>• Vivid descriptive and figurative language establish clarity of narrative elements while sensory details enhance the story.</li><li>• Skilful use of transitions and paragraphing add clarity to the plot structure. Minor lapses in grammar or spelling or punctuation do not distract from the fluency and clarity of the writing.</li></ul>
Proficient: 7–8 marks	<ul style="list-style-type: none"><li>• The response is relevant to the writing task.</li><li>• Setting is well-developed with both time and place established.</li><li>• Character(s) are competently developed through physical descriptions, actions and dialogue (any two).</li><li>• Any four (4) elements of the plot are competently developed and logically sequenced.</li><li>• Relevant descriptive and/or narrative language and sensory details facilitate the narrative.</li><li>• Logical use of transitions and paragraphing also facilitate the narrative.</li><li>• There are few errors in grammar, spelling, punctuation and/or capitalisation, which do not impede meaning.</li></ul>
Progressing: 5–6 marks	<ul style="list-style-type: none"><li>• The response is related to the writing task.</li><li>• Setting is evident and either time or place is fairly developed.</li><li>• Character(s) are satisfactorily developed through physical description, action or dialogue (any one).</li><li>• Plot is evident with any three (3) elements satisfactorily developed but sequencing is inconsistent.</li><li>• Limited use of descriptive or figurative language and sensory details.</li><li>• Simplistic use of transitions and paragraphing may impede the flow of the narrative.</li><li>• Some errors in grammar, punctuation, capitalisation and/or spelling, which impede meaning.</li></ul>

Emerging: 3–4 marks	<ul style="list-style-type: none"> <li>• The response demonstrates an incomplete understanding of the writing task.</li> <li>• Setting is evident through the naming of time or place.</li> <li>• Character(s) are named but not developed through action and/or dialogue (if present).</li> <li>• Plot is underdeveloped and sequencing is disorganised.</li> <li>• There is an attempt to use descriptive and/or figurative language and sensory details, but usage is often inappropriate or repetitive.</li> <li>• Weak transitions with limited paragraphing make the narrative illogical.</li> <li>• Frequent errors in grammar, punctuation, capitalisation and/or spelling impede readability.</li> </ul>
Makes an Attempt: 1–2 marks	<ul style="list-style-type: none"> <li>• The response lacks understanding of the writing task or is clearly off–topic.</li> <li>• Setting is not evident and plot cannot be discerned.</li> <li>• Character(s) may be presented, but not named.</li> <li>• Sentences are evident but the writing demonstrates no evidence of sequencing.</li> <li>• There is no discernible use of descriptive or figurative language and/or sensory details.</li> <li>• Grammatical and mechanical errors make the story almost unintelligible.</li> </ul>
Unsatisfactory: 0 marks	<ul style="list-style-type: none"> <li>• The prompt alone is repeated.</li> <li>• The response lacks structure.</li> <li>• The response is not intelligible or words and sentences are indiscernible.</li> </ul>



# Report Writing Holistic Rubric

This is the rubric used to mark the S.E.A. exam

Exemplary: 9–10 marks	<ul style="list-style-type: none"><li>• The response contains details which are all carefully selected, specific and relevant to genre, audience and task.</li><li>• Main ideas are specific to the task and are developed skilfully through relevant supporting details.</li><li>• Factual language and a formal tone are used exclusively throughout the report.</li><li>• Fluent, varied sentences enhance the clarity of the report.</li><li>• Clear and detailed introduction, body and conclusion.</li><li>• Transitional words and phrases are used to skilfully link ideas and supporting details throughout the report.</li><li>• Information is clearly organised with logical sequencing of all ideas, paragraphs and details.</li><li>• Minor lapses in grammar, spelling, and/or punctuation do not detract from the fluency and clarity of the report.</li></ul>
Proficient: 7–8 marks	<ul style="list-style-type: none"><li>• The response contains many details which are carefully selected, specific, and relevant to genre, audience and task.</li><li>• Main ideas are related to the task and are developed competently using relevant details.</li><li>• Factual language and a formal tone are used adequately in most paragraphs.</li><li>• Most sentences contribute to the clarity of the report.</li><li>• Clear introduction, body and conclusion.</li><li>• Transitional words and phrases are used to competently link ideas and supporting details in most of the report.</li><li>• Information is well-organised with logical sequencing of most ideas, paragraphs and details.</li><li>• Few errors in grammar, spelling and/or punctuation do not disrupt the clarity of the report.</li></ul>
Progressing: 5–6 marks	<ul style="list-style-type: none"><li>• The response contains some details which are relevant to genre, audience and task.</li><li>• Main ideas are related to the task and are developed satisfactorily through supporting details.</li><li>• Inconsistent use of factual language. Formal tone is interrupted by occasional lapses into informality.</li><li>• Some sentences contribute to the clarity of the report.</li><li>• Sufficient relevant information included to discern the introduction, body and conclusion.</li><li>• Transitional words and phrases attempt to link ideas with some information sequenced incorrectly.</li><li>• Information is poorly organised with lapses in sequencing, which impede the clarity of the report.</li><li>• Some errors in grammar, spelling, punctuation and/or capitalisation at times impede meaning.</li></ul>

Emerging: 3– 4 marks	<ul style="list-style-type: none"> <li>• The response contains limited details, which are relevant to genre, audience and task.</li> <li>• Main ideas are evident, but are only partially related to the task and are inadequately developed.</li> <li>• Limited use of factual language and formal tone impede the report.</li> <li>• A combination of sentences and fragments impede the clarity of the report.</li> <li>• Insufficient information included in the introduction and body.</li> <li>• Little to no use of transitional words and phrases to link ideas.</li> <li>• Information is disorganised with little evidence of sequencing.</li> <li>• Many errors in grammar, spelling, punctuation and/or capitalisation impede readability.</li> </ul>
Makes an Attempt: 1–2 marks	<ul style="list-style-type: none"> <li>• The response shows little evidence of details, which are relevant to genre, audience, and task, or is clearly off–topic.</li> <li>• Although sentences are evident, main ideas and supporting details are indiscernible.</li> <li>• Minimal use of factual language and formal tone.</li> <li>• Fragments and run–on sentences impede the clarity of the report.</li> <li>• Introduction is attempted, but body and final paragraphs are indiscernible.</li> <li>• Irrelevant details with no transitions to link ideas.</li> <li>• Information not organised or logical.</li> <li>• Frequent errors in spelling, punctuation and/or capitalisation make the report almost unintelligible.</li> </ul>
Unsatisfactory: 0 marks	<ul style="list-style-type: none"> <li>• The prompt alone is repeated.</li> <li>• The response lacks structure.</li> <li>• The response is not intelligible or words and sentences are indiscernible.</li> </ul>

## **Story Cubes**

Using story cubes is a great way to practise your creative writing. You can choose to do this individually, or turn it into a game and play with your friends!

Cut out the cube nets on the next page and fold them into cubes. Put glue on the tabs to hold the cube together. You can even stick the cube net onto sturdier material before folding so you can have a cube that lasts longer. Stick scotch tape over it so the colour doesn't fade.

### **Instructions**

- 1. Roll the Cubes:** You can choose to roll one or more cubes at a time, depending on the complexity you want.
- 2. Interpret the Images:** Look at the images that land face up after rolling the cubes. Interpret each image individually. What does it represent or remind you of?
- 3. Create your Story:** Based on the images that you rolled, start building a story or report. You can use the following prompts:

- Who are the characters in the story?
- How do the characters try to solve the problem?
- Where and when does it take place?
- What happens at the climax of the story?
- What is the main conflict or problem?
- How is the conflict resolved (or not resolved)?
- What is the conclusion or ending?

**4. Share and Discuss:** What was interesting about each piece? How did the images on the cubes inspire creativity? Did the stories have similar themes or were they all unique?

**5. Repeat and Reflect:** After the activity, take some time for reflection. Discuss what worked well and how you can improve your storytelling or report writing skills.

### **Variations:**

- You can use story cubes to create different types of stories, like mystery, adventure, or fantasy.
- Add rules or constraints to make it more challenging, like using a specific genre or setting. Or limiting to one type of report.

