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Standard 3 Creative Writing

SAMPLE



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Section 1: Foundational Information



Chapter 1

How Do I Become a Good Writer?

To become a good writer, you must develop skills that will enable you to communicate your ideas with others in a clear manner. Here are four skills we will look at:

Skill 1: Using a variety of sentences

Skill 2: Using the past tense

Skill 3: Using correct punctuation and capitalisation

Skill 4: Using the writing process



We will discuss the first 3 skills in this chapter and the fourth in Chapter 2.

Skill 1: Use A Variety Of Sentences

Remember, a sentence is a group of words that contain a subject, a verb and expresses a statement or a question. All sentences must begin with a capital letter and end with a full stop, question mark or exclamation mark, depending on the type of sentence.

There are four types of sentences:

1.

This type of sentence is the most common. It is used to convey messages, ideas or facts. These sentences end with a full stop or period.

Examples:

- My father went to the market.
- Trinidad is an island.
- Aunt Mary invited us to lunch.

2. Interrogative Sentences

Interrogative sentences ask questions and are punctuated using a question mark.

Examples:

- Where did you place the keys?
- Do you know who broke the vase?
- Have you seen my sister?



3.

This type of sentence expresses very strong emotions, such as anger, sadness, joy, gratitude, etc. It ends with an exclamation mark.

Examples:

- What a grand idea!
- You gave me a quite a scare!
- That is absolutely beautiful!



4.

Imperative sentences give a command or order. They normally end with a full stop; however, if they express a strong emotion, an exclamation mark is used.

Examples:

- Leave now!
- Put an end to violence now!
- Please stay inside.



Let's Practise 1

In the space provided, name the type of sentence based on its function.

1. I made an enormous jug of sorrel. _____
2. Where did you meet the teacher? _____
3. _____
4. How awful! _____
5. What are you planning to do tomorrow? _____
6. Everyone left for the meeting already. _____
7. What an absolute pleasure to meet you! _____
8. _____
9. Which of the two books did you enjoy more? _____
10. _____
11. Everyone really enjoyed the movie. _____
12. _____
13. Will you help me with the assignment? _____
14. _____

15. Listen to this news! _____

Sentence Structures

Sentences are also categorised according to their structure.

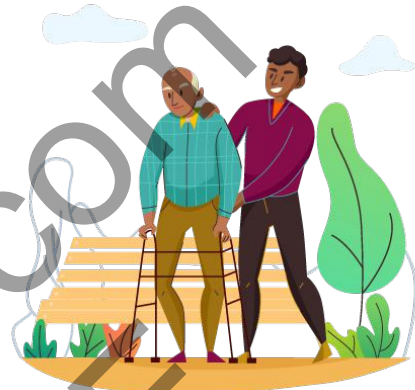
These are some common sentence structures:

1. Simple Sentences

This type of sentence is made up of an **independent clause** and contains a **subject** and **verb**. An independent clause makes sense on its own.

Example 1: subject
Jason verb
helped the old man.

Example 2: subject
She verb
is washing the dishes.



2. Compound Sentences

This type of sentence has **two or more** independent clauses that are joined by the following **coordinating conjunctions**: for, and, nor, but, or, yet and so (FANBOYS). **A comma must be placed before the coordinating conjunction.**

FOR **A**ND **N**OR **B**UT **O**R **Y**ET **S**O

Example 1: independent clause
I don't eat meat, coordinating conjunction
nor independent clause
do I eat fish.

independent clause coordinating conjunction independent clause



Let's Practise 2

Join the following sentences using a coordinating conjunction.

1. I have the time. I will help you.

2. I have read the book. I have also seen the movie.

3. Do you want to go to the movies? Do you want to go to the mall?

6. I don't want to help her. She is too lazy.

10. My sister studied really hard. She was unsuccessful.



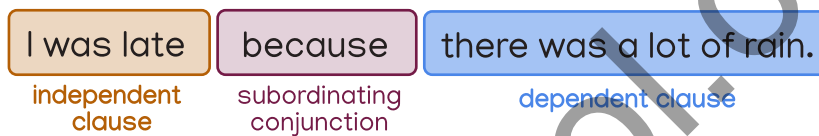
3. Complex Sentences

Complex sentences contain **one independent clause** and **one or more dependent clauses**, which are joined by **subordinating conjunctions**. Some of these are:

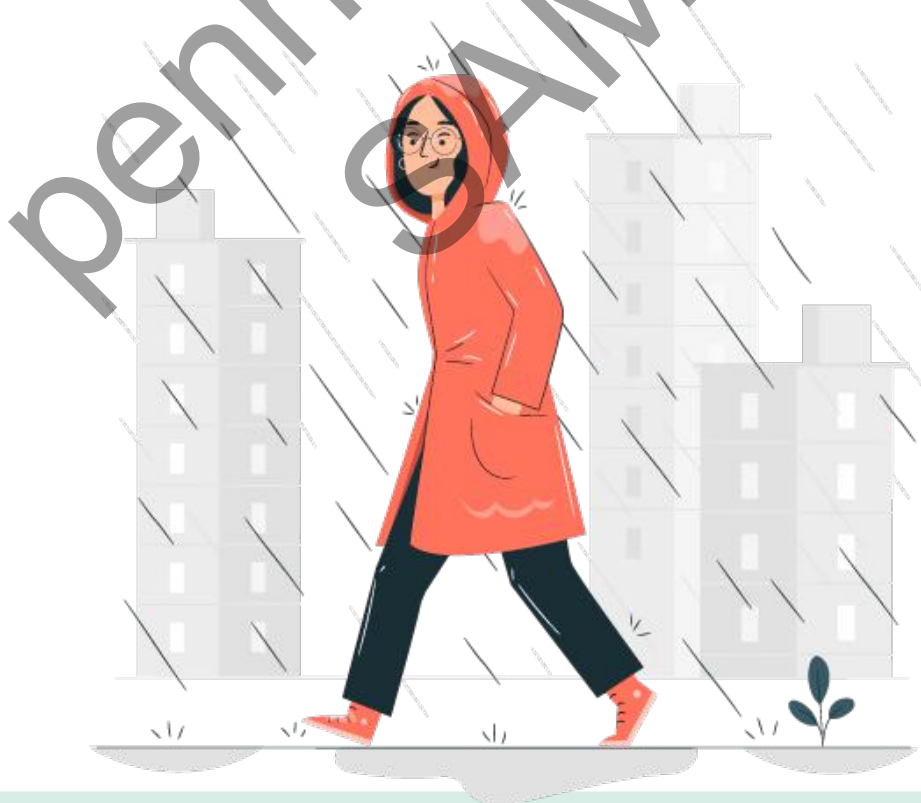
because				unless
when				after
where				until

Examples:

1. I was late. There was a lot of rain.



2. I will not leave. You agree to attend the concert.



Let's Practise 3

Join the following sentences using a subordinating conjunction.

1. The man announced the results. The students were seated in the hall.

2. Susan could not enter the house. Susan had left her keys inside the house.

3. 

4. 

5.

6. Do not enter the room. The meeting is in progress. The principal will get upset.

7. I always take care of my pet. I go to bed at 9:00 p.m. I am a responsible child.


Using a variety of sentences when you are writing will make your writing more appealing to the reader. It will make your writing less monotonous, engage the reader and make the story easier to read.



Skill 2: Use The Past Tense

A question that frequently pops up when writing is: What tense should I write in? At the primary level, we narrate stories and write reports on events that occurred in the past, therefore the tense of choice is the **past tense**.

We may, however, experience difficulties writing only in the **past tense**. We may also use the **past progressive tense** or **past perfect tense**.

Past Tense	Past Perfect Tense	Past Progressive Tense
ate	had eaten	was eating
		



Let's Practise 4

Use the past, past perfect or past progressive tense of the verbs in brackets to complete the sentences.

1. Justin _____ (leave) the door open after he _____ (exit) the room.
2. The show _____ (schedule) to commence at 7:00 pm, but the cast of actors all _____ (arrive) quite late.
3. _____
4. As the dog _____ (growl) at the children, their father _____ (grab) a broom and _____ (drive) it away.
5. _____
6. Sarah and Levi _____ (take) the books from the library and _____ (place) them on the shelf in the office.
7. _____
8. The man and his wife _____ (reveal) that their son _____ (give) quite a sizeable donation to the home.
9. Mrs. Singh and Mrs. Patrick _____ (walk) along the river when they _____ (see) the ducks.
10. Ronnie _____ (bind) the pages in the textbook because he _____ (know) that they would scatter everywhere if he didn't.

Skill 3: Use Correct Punctuation And Capitalisation

Punctuation marks are important because they guide the reader through the ideas expressed in sentences. These marks tell the reader when to pause,

important part of writing because it makes the text easier to read and understand.

Capital Letters

Use capital letters:

- To start a sentence.
- For proper nouns (e.g. Marion walked to the Arima Health Centre.)
- For days and months (e.g. April, Sunday)
- For the letter 'I', when used as a subject.

Period or Full Stop (.)

A period or full stop is used at the end of a sentence to tell the reader that he/she has reached the end of a thought or idea.



Example:

The dog ate my brother's

Quotation Marks (“ ”)

Quotation marks are used to indicate direct speech. This punctuation mark comes in a pair with an opening quotation (”) and closing quotation (”).

Example:

“We are going to the mall,” said Marcus.



The Comma (,)

The comma tells the reader to briefly pause while reading. We use commas for the following:

Uses	Examples
To separate items in a list.	<ul style="list-style-type: none"> I went to the store to purchase books, pens and pencils.
Before a coordinating conjunction that joins two independent clauses.	<ul style="list-style-type: none"> I went to the market, and then I went to the grocery store.
	<ul style="list-style-type: none"> In the blink of an eye, the child disappeared. After everyone left, the president arrived.
To separate a noun or phrase that renames a nearby noun.	<ul style="list-style-type: none"> My friends, Jesse and James, visited me. Javi said, "I can't help you." "I can't help you," said Javi.

The Question Mark (?)

The question mark is used at the end of a question.

Example:

Where are you going?

The Exclamation Mark (!)

The exclamation mark is used :

1. **To express surprise:** Wow! Did you see that?
2. **To emphasise a comment:** I said what I had to!
3. **After a command:** Scram!
4. **To express strong feelings:** I love writing!

The Apostrophe

The apostrophe mark is used:

1. 

If the noun **does not end** with the letter “s”, add **'s**.

Example 1: The tail belonging to the **dog** → The dog**'s** tail.

Example 2: The books belonging to the **girl** → The girl**'s** book.

Example 3: The father of the **children** → The children**'s** father.

If the noun **ends with** an “s”, add only the apostrophe after the “s”.

Example 1: The tails belonging to the **dogs** → The dogs**'** tails.

Example 2: The books belonging to the **girls**. → The girls**'** books.

2. 

A contraction is the shortened form of a word or a group of words. The apostrophe shows the position of the missing letters. Here are some popular contractions.

Word	Contraction	Example
Am	'm	I + am = I'm
Are	're	They + are = They're
Have	've	They + have = They've
Is	's	It + is = It's
Not	n't	Can + not = can't
Will	'll	She + will = She'll
Would	'd	He + would = He'd

Let's Practise 5

Rewrite the sentences, putting in the missing punctuation marks and capital letters.

1. The girl dog disappeared from the yard when it was left open

2.

3.

4. Yesterday we visited the bus terminal located opposite Chavis Bookstore.

5. The boys ran down the street climbed the wall and picked the mangoes from Mr. Alis tree.

6. After everyone left we helped the man pack the books the toys and the boxes into the vehicle.

7.

8.

9. Luckily several of the girls offered to assist the ailing man with his chores

10.

11. Theyll never agree to go with the teacher to the national Museum.

Chapter 2

The Writing Process

To become a skilled writer, you should read written narratives, reports and letters and carefully analyse them. Pay attention to the parts of the particular writing, how the writer organises his/her thoughts and ideas, how the writer uses words to keep the reader interested in the story or report and how the writer uses a variety of sentence types in the writing.

Before you begin writing, you must ensure that you plan properly. Planning helps you see the overall picture so that you know exactly what you are going to write. Your plan will help you arrange your ideas in a sequential, logical manner, bring your characters to life, create stories that are interesting, prevent you from straying away from the topic and most importantly, manage your writing time effectively.

Skill 4: Use The Writing Process

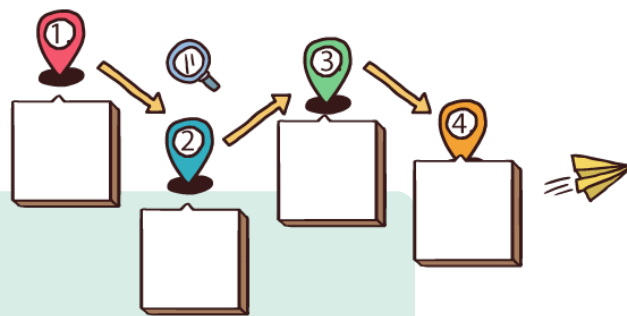
The writing process involves a series of steps that the

manageable. This process can be used when doing any type of writing. It is beneficial to students, since they can actually see their writing develop

completed pieces. It allows students to focus on specific tasks that will enhance the quality of their writing.



The five stages of the writing process are:



1.

- Study the prompts given carefully.
- Determine the genre of writing: narrative, report, letter, etc.
- Use a story map (examples will be given in another chapter).



2.

- Use the plan you created to begin getting ideas on paper.
- The draft does not have to be perfect.
- Organise sentences into paragraphs.

3. Revising

- Check that all ideas are arranged in a logical manner.
- You may add, delete or change words, sentences or paragraphs.



4. Editing

- Make sure that your spelling, punctuation and grammar are all correct (a checklist will be provided).



5. Publishing



- Rewrite your piece making all the necessary corrections.



We will focus on step 3 and step 4 of the writing process, revising and editing.

Revising

After you have completed your draft, you need to take time to re-read and carefully examine it to improve it. When revising your draft:

1. Ensure your draft is aligned with your plan.
2. 
3. 
4. Remove or replace sentences that are out of place or irrelevant.
5. Add adjectives, adverbs or expressions to strengthen your sentences and paragraphs.
6. Avoid repeating words in the narrative/report.



A.R.M.S.

Use the acronym ARMS to make the revising of your writing easier.

A	words or sentences to strengthen your writing
R	unnecessary words or sentences
M	words, sentences and/or paragraphs to make writing better
S	words or sentences

Example sentence 1:

The dog ran after the scared child.



Revised sentence 1:

The vicious dog pursued the infant, who was as scared as a mouse faced by a cat.

Example sentence 2:

Jesse walked down the street on her way to meet her friends.



Revised sentence 2:

Jesse excitedly strolled down the narrow, winding street on her way to the park to meet her group of friends.

Example sentence 3:

The children looked over the wall.

Revised sentence 3:

The mischievous children peered curiously over the concrete wall as they sauntered home.



Let's Practise 6

A) Revise the following sentences.

1. The boys begged their father to go hiking.

2. My mother looked for her purse but did not find it.

3.

4.

5.

6. That night, the thief walked into the house.

7. The child was called into the office.

8. 

9. 

10. 



B) Revise the following paragraphs.

Paragraph 1:

The boys arrived at the campsite at midday. The hot sun caused sweat to run down their backs as they tried to erect their tents. After putting up the

went in search of him and they found him at the river. He thanked his friends.

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SAMPLE

Paragraph 2:

There were many dark clouds in the sky that evening. Alice and I were on our way from the cinema. We had gone to see a movie. As we made our way home, we met an old man. He asked us for help to buy some food. I felt sorry for him and gave him some money. The old man smiled. He thanked me for my help. We felt happy that we helped the man.

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SAMPLE

Paragraph 3:



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SAMPLE

Editing

Now that you have completed the revision stage of your writing, it is time to edit.

This involves carefully going through the draft, checking to make sure that spelling, punctuation and grammar are all correct.

You can engage in editing in the following ways:

1. Self editing
2. Peer or group editing



Self Editing

You can use the following checklist to edit your draft yourself:

Task	Yes	No
My spelling is correct.		
I have begun my sentences with capital letters.		
All proper nouns begin with capital letters.		
I have used the appropriate punctuation marks.		
I have written my verbs in the past/past perfect/past progressive tense.		
I have used compound and complex sentences.		

Peer or Group Editing

Peer editing is a great strategy to use to improve your writing. Your friends or classmates can give you feedback on your writing and even suggest ways to improve. When our peers edit our work, they may find errors that we may have overlooked. Our peers help us reach our full potential.

Peer/Group Editing Checklist





Our peer editing checklist can be more detailed. It can examine all aspects of the writing.

Task	Yes	No
The ideas are clearly stated.		
The ideas are well-sequenced.		
The narrative/report is written in paragraph form.		
The words used are appropriate.		
The sentences are varied in type and structure.		
The level of the language used is age-appropriate.		
Punctuation marks are used correctly.		

C.U.P.S.

Don't try to look for all types of errors at one time when you are learning how to edit. If you edit systematically, you will get it right easier.

Follow the steps given below, using the acronym 'CUPS' to help:

C	 – Check to make sure that sentences, proper nouns, the letter I and all references to God begin with capital letters.
U	 Make sure your verbs are in the past, past perfect or past progressive tense. Your subject and verb must also agree in number.
P	 – All sentences must have a punctuation mark at the end. Check for correct use of commas, apostrophes, quotation marks, full stops, question marks and exclamation marks.
S	 Carefully look at all words to identify and correct spelling errors.

Example Sentence:

The boys was planing to stole the mangoes from Mr. shane tree because he was too meen.

Circle them.

The boys was planing to stole the mangoes from Mr. shane tree because he was too meen.

Underline them.

The boys was planing to stole the mangoes from Mr. shane tree because he was too meen.

Place them.

The boys was planing to stole the mangoes from Mr. shane's tree because he was too meen.

Strike through them like this.

The boys was ~~planing~~ to stole the mangoes from Mr. shane tree because he was too ~~meen~~.

Corrected Sentence:

The boys **were planning** to **steal** the mangoes from Mr. **Shane's** tree because he was too **mean**.

Let's Practise 7

Edit the following sentences using the CUPS method.

1. 

Capital letters: Circle the words that should be capitalised and write them on the lines below.

Usage: Underline the grammatical errors and write them on the lines below.

Punctuation: Place any missing punctuation marks in the sentence itself.

Spelling: Strike through any misspelt words and write the correct spelling on the lines below.

Now, rewrite the sentence with your corrections.

2.

Capital letters: Circle the words that should be capitalised and write them on the lines below.

Usage: Underline the grammatical errors and write them on the lines below.

Punctuation: Place any missing punctuation marks in the sentence itself.

Spelling: Strike-through any misspelt words and write the correct spelling on the lines below.

Now, rewrite the sentence with your corrections.

3. Kerry were on her way home when she seen an old rusty bicicle parked at the side of the road. She new that it had not been there early that mawning so her curiosity got the better of her. What troble was she going to get sheself in now.

Capital letters: Circle the words that should be capitalised and write them on the lines below.

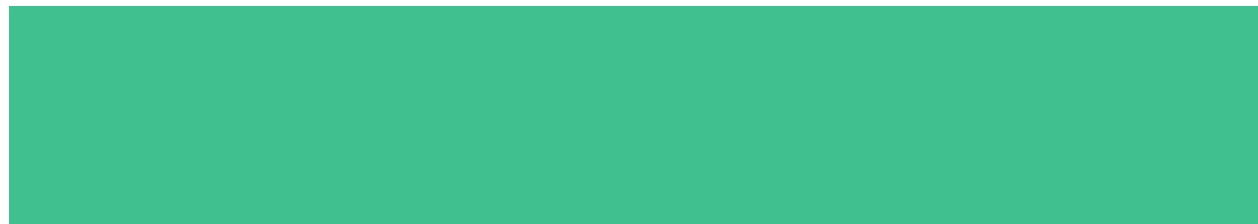
Usage: Underline the grammatical errors and write them on the lines below.

Punctuation: Place any missing punctuation marks in the sentence itself.

Spelling: Strike through any misspelt words and write the correct spelling on the lines below.

Now, rewrite the sentence with your corrections.

4.



Capital letters: Circle the words that should be capitalised and write them on the lines below.

Usage: Underline the grammatical errors and write them on the lines below.

Punctuation: Place any missing punctuation marks in the sentence itself.

Spelling: Strike through any misspelt words and write the correct spelling on the lines below.

Now, rewrite the sentence with your corrections.

5. Jenesis sister, Susie and I were at the market when we accidentally break several crates of eggs. The vender looks upset and scream that we will cause him to lose money. A kind woman, mrs Helen offered to pay the angry man for the damaged eggs. What a generous lady.

Capital letters: Circle the words that should be capitalised and write them on the lines below.

Usage: Underline the grammatical errors and write them on the lines below.

Punctuation: Place any missing punctuation marks in the sentence itself.

Spelling: Strike through any misspelt words and write the correct spelling on the lines below.

Now, rewrite the sentence with your corrections.

6.



Capital letters: Circle the words that should be capitalised and write them on the lines below.

Usage: Underline the grammatical errors and write them on the lines below.

Punctuation: Place any missing punctuation marks in the sentence itself.

Spelling: Strike through any misspelt words and write the correct spelling on the lines below.

Now, rewrite the sentence with your corrections.

Section 2:

Report Writing



Chapter 3

Report Writing

In this book, we will carefully examine four types of writing:

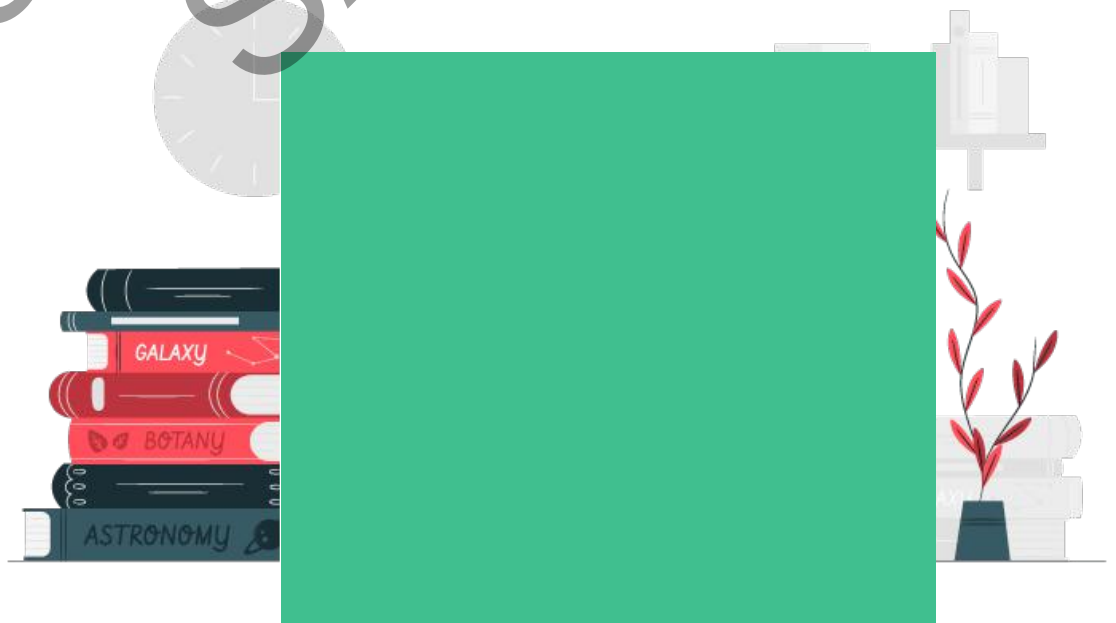
1. Reports
2. Narratives
3. Letters
4. Emails

What is a Report?

A report is a formal style of writing. It is based on **facts** and provides information on incidents, accidents, field trips, etc.

It provides information on the following:

- When and where the incident or accident occurred
- Who were the persons involved
- A sequenced explanation of the incident or accident
- A description of exactly what happened



The Dos and Don'ts of Report Writing

DO	DON'T
Use Standard English .	Use the local dialect.
Write in the past tense, past perfect tense or past progressive tense .	Use direct speech and expressions or your feelings.
Provide information that is factual .	Include your opinion.
Use transitional words for the smooth flow of ideas and to create a variety of sentences.	Write only simple sentences.

Fact Versus Opinion

In our reports, we should be using factual language. Let's take a further look into the differences between fact and opinion.

A statement that can be proven true or false . It is supported by evidence or can be verified.	A personal belief or judgement . It reflects the speaker's feelings or perspective and cannot be proven true or false.
	Subjective and influenced by personal views.
Generally agreed upon by most people .	
Common in informational and scientific writing.	Often used in persuasive and expressive writing.
Example: Water boils at 100 degrees Celsius.	Example: Chocolate ice cream is the best flavour.

Let's Practise 8

Circle whether the following statements are facts or opinions.

1. Honey never spoils.

Fact

Opinion

2. Flamingos are the greatest of all birds.

Fact

Opinion

3. An octopus has 3 hearts.

Fact

Opinion

4. Trinidad and Tobago is an independent country.

Fact

Opinion

5. Honey is the best addition to ice cream.

Fact

Opinion

6.

Fact

Opinion

7.

Fact

Opinion

8.

Fact

Opinion

9.

Fact

Opinion

10.

Fact

Opinion

Fact

Opinion

Analysing the Report


Let's look at an incident report and carefully analyse it.

Prompt: Two students in your class were involved in an incident in the assembly area during the luncheon interval. Write a detailed report to your principal about the incident.

INTRODUCTION

On Friday 8th December, 2023, two students of the Happy Haven Primary School were involved in an incident in which one of the students was injured. The incident took place at approximately 12:10 p.m. in the assembly area and involved Harry Singh and James Deen, students of the Standard Three class taught by Mr. Joe Banks. This is a detailed report, written by me, Jasmine Ali, to the principal, Mrs. Lee.

Can you identify all the information that is part of the introduction?


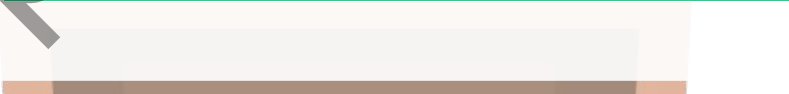
- Date of the incident and the end result (that is, one student injured)
- Time it took place (approximate)
- 
- The person to whom it is being written

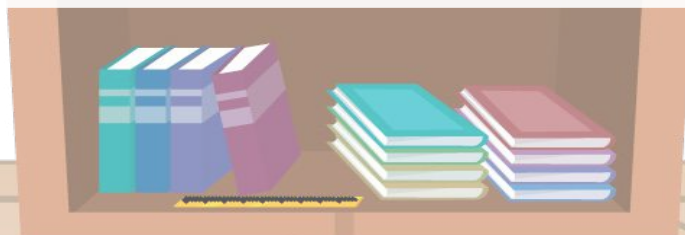
BODY

During the luncheon interval, Harry and James entered the assembly area and began playing a game of 'scooch'. Immediately, the prefect on duty, Kim Raj, approached the boys and reminded them that the assembly area was a "No Playing Zone," but the boys continued their game. While Kim went to inform the teacher of the boys' disobedience, James threw the ball at Harry. It struck him in his right eye. At that point, Harry covered his eye with his hand and fell to the ground.

Lester and Ria, two students of the Red Cross group, saw what had happened and went to assist the boy. Firstly, Lester used a napkin to clean the eye area. Next, Ria got a cold compress and placed it over Harry's eye to prevent swelling. Shortly after, Kim and the teacher, Mr. Joe, arrived at the scene of the incident. Harry was taken to the sick room and his parents contacted. After about twenty minutes, Harry's mother arrived and took him to the Health Centre to have his eye examined, while Mr. Joe contacted James' parents and asked them to attend a meeting at school.

The body of the report contains the following:

- Details of how the incident occurred
- Who assisted the child
- 
- 



Note:

- In the body of the report, the details of the incidents are written in a sequential manner. A variety of transitional words (for example, immediately, at that point, soon after, firstly, next, etc.) are also used so the ideas flow smoothly.
- Did you notice that there were no descriptions, feelings, and instances of direct speech or dialect?
- Always remember that reports are written using Standard English and in the past tense.

CONCLUSION

At the afternoon assembly, the Vice-Principal informed the students of the incident and reminded all students that they should always obey all school rules. Additionally, the students who assisted the injured child, Lester and Ria, were thanked for their assistance.


The conclusion contains what happened at the assembly after the incident was discussed with the parents.



Chapter 4

Report Writing: The Introduction

When writing reports on incidents or accidents, the introduction is very important and contains general information on the incident or accident. The following information should be included in the introduction of these types of reports:

- The **date and time** of the incident or accident
- 
- The **exact location** of the incident or accident

Note: You may also be required to state clearly to whom the report is being written.

Examples:

Prompt: You were on your way from school when you witnessed an accident involving two vehicles.

On Monday 25th January, 2024, a vehicular accident occurred at the traffic lights near French Street in Green Acres. The accident took place at 3:45 p.m. and involved two vehicles: a red Kia, registration number PGB 75, driven by Mark Benny, and a blue Tiida, registration number TGL 814, driven by Annie Singh. The following is a report on the accident.



Let's Practise 9

Write introductions using the following prompts. Remember to include the date, time, place and persons involved.

Prompt 1: A student from your school was involved in a vehicular accident while crossing the road after school.





Prompt 3: During the Mathematics class, your teacher stepped out of the classroom. Two girls began throwing paper balls at other students and running through the classroom. One of the girls got injured.



Prompt 4: While students were on their way to their classroom after
the staircase, hurting his head.

Chapter 5

Transitional Words and Phrases

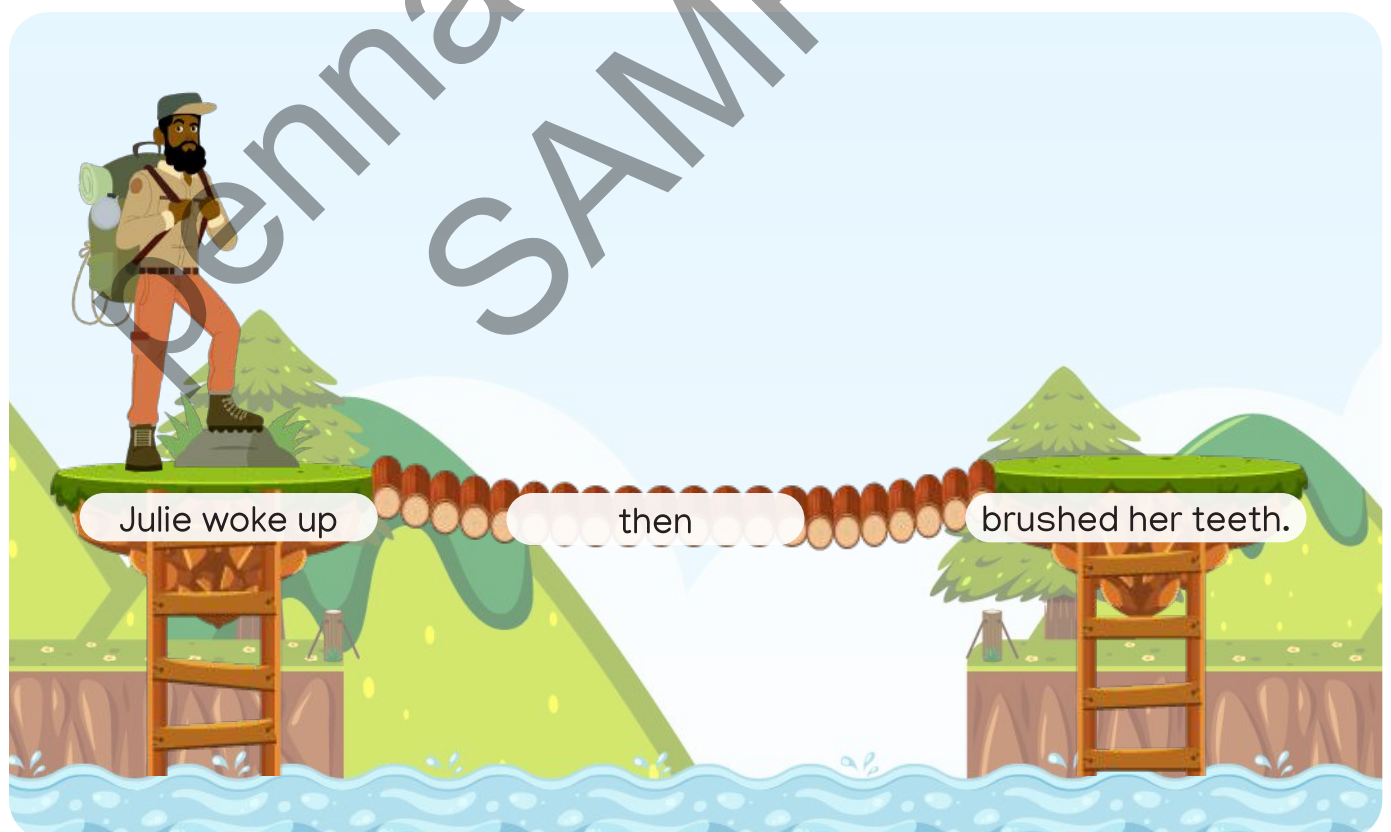
Transitional words and phrases help you move your thoughts from one idea to another. They link one sentence to another and one paragraph to another. They can be used within the sentence or at the beginning of the sentence to help writers sequence ideas, allowing the ideas to flow.

These are some transitional words that can be used when writing incident and accident reports:

After	Finally		Soon
Afterwards	Firstly		Subsequently
Also	Following that		Suddenly
Before	However		Then
During	Immediately		Therefore
Eventually	Initially		Thirdly



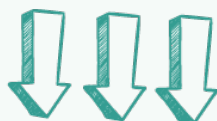
Think of transition words or phrases as a bridge between platforms in a game. The bridge allows players (readers) to cross from one platform (idea) to another smoothly and safely.



Example 1:

Without the Use of Transitions

The boys went to the playfield with the hoops. They placed the hoops in a straight line. They played a game jumping into the hoops.



Using Transitions

Firstly, the boys went to the playfield with the hoops.

Next, they placed the hoops in a straight line, they played a game jumping into them.



Example 2:

Without the Use of Transitions

Marcus met Travis by the cafeteria at the luncheon interval. They both got into an argument. They each wanted to be served first.



Using Transitions

the luncheon interval, Marcus met Travis by the cafeteria.

Soon after, they both got into an argument **because** they each wanted to be served first.

Let's Practise 10

Use transitional words to connect the sentences below.

1. Mummy cracked the eggs and placed them into a bowl. She added butter, flour and baking powder. She added cinnamon and chocolate chips. She whisked them together. She poured the batter into a skillet and cooked it.

2. The students entered the classroom. Mrs. Kenny instructed them to
begin the test.

3. Steven left school after class had been dismissed. He was met by a group of students. They pushed him to the ground. They searched his pockets. They took his money.

4.



Chapter 6

Incident and Accident Formats

The first stage of writing a report on either an incident or accident is the prewriting stage, which involves planning exactly what you are going to write.

Step 1: The Prewriting or Planning Stage

Read the prompt carefully to identify all the important information given. For example, this includes date, time, place, persons involved and to whom the report is being written.

Use the template below to help you plan your report.

Introduction

Date: _____ Time: _____

Place (give exact address): _____

Persons involved: _____

Report addressed to: _____

Paragraph 1:

Paragraph 2:

Explain what happened after the incident.

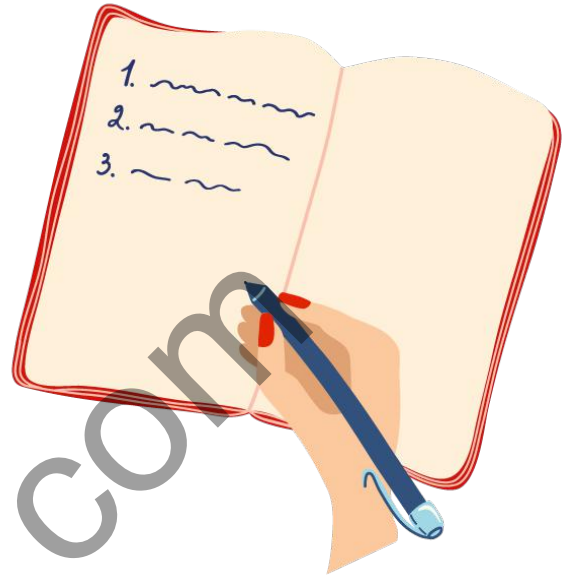
Conclusion:

Explain what happened at the end.

Step 2: Drafting

Now that you have jotted down your thoughts in a sequential manner, complete the first draft of your report. Do not focus too much on getting it perfect.

Organise your ideas in the sequence, or order, in which they occurred. Remember to use a variety of transitional words in the body (paragraphs 1 and 2) so that your sentences are connected to each other and there are no abrupt stops.



Your first draft is complete. Remember ARMS

1. The type of words you use. **Formal language** must be used throughout the report.

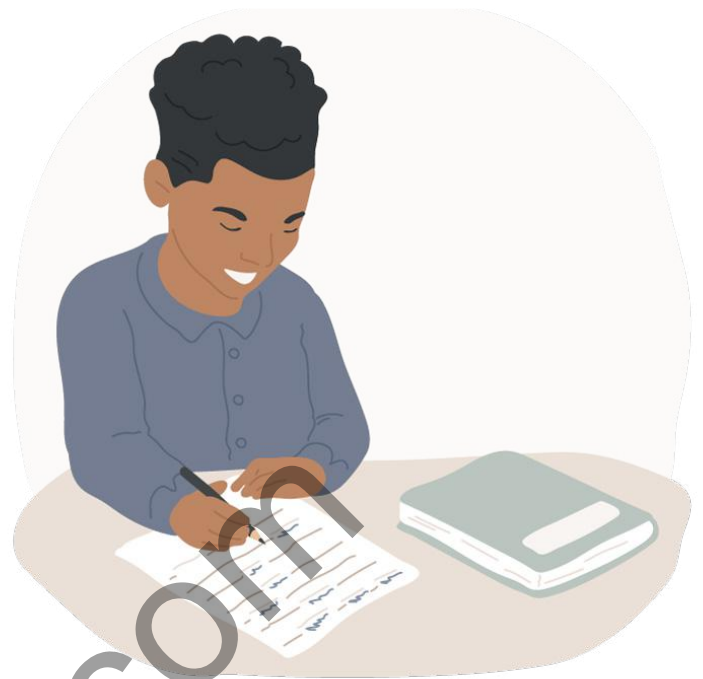
Formal (used in Reports)	Informal (used in Narratives)
Proceeded, went	Bolted, rocketed
Instructed	Told

2. The use of **transitional words**. Try to avoid repeating or overusing the same transitional words in the body.
3. The **sequence of events**.

Step 4: Editing

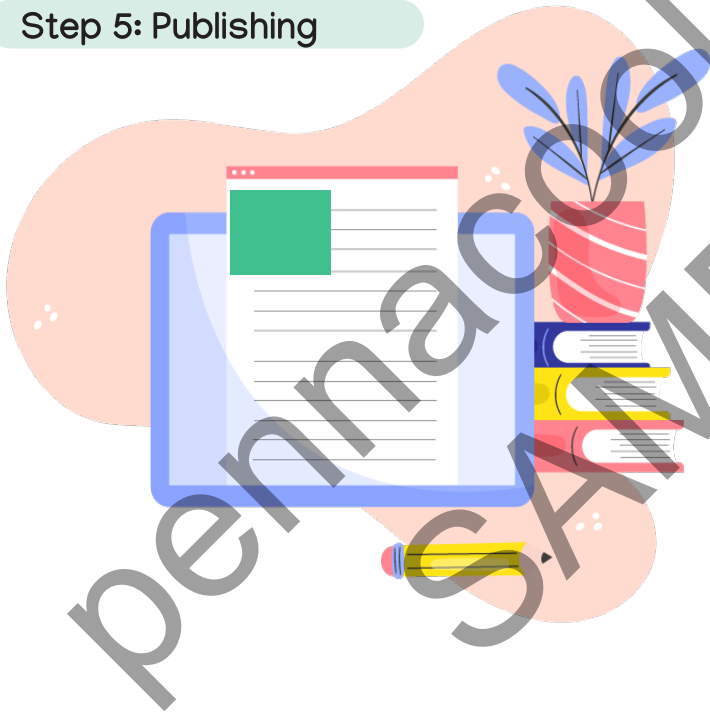
After the revision of your draft is done, you need to begin editing. Use CUPS

provided to help you with this process.



Step 5: Publishing

Once you have rewritten your report correcting all errors, it is time to publish your work. You may now share your report with others.



Sample Report 1

Two students were running in the school yard when one of them fell and was injured. Write a report on the incident. You may include:

- Date, time, place where the incident occurred
- Who was involved
- Details of the accident

Introduction

Date: Friday 5th January 2024

Time: 12:10 p.m.

Place (give exact address): Assembly area

Persons involved: Anya Khan and Haley John

Report addressed to: The principal, Mr. Keith Lall

Paragraph 1: Details of the incident

How did it happen?

- Anya and Haley were playing catch.
- The prefect, Lisa, warned them to stop running.
- They ignored the warning.
- Anya tripped and fell, injuring her elbow and knees.

Paragraph 2: Incident aftermath

What did the prefect do?

- The prefect went to assist and summoned the Red Cross teacher.

How did the Red Cross teacher respond?

- The teacher tended to the injuries and took Anya, Haley and Lisa to lodge the report at the office.

Conclusion: Explain what happened at the end

- Anya's parents were contacted.
- Students were questioned by the principal and warned about running in the assembly area since it was against school rules.

Report

On Friday 15th January, 2024, two students of the First Class Primary School were involved in an incident. The incident occurred at approximately 12:10 p.m. in the assembly area, which is located south of the main building. Anya Khan and Haley John, students of the First Year class, were running when Anya fell and was injured. The following is a detailed report written by me, Levi James, to the principal, Mr. Keith Lall.

Lisa immediately went to her assistance and examined her injuries. Without delay, the Red Cross teacher, Ms. James, was contacted and informed of the incident. She proceeded to the scene and assessed the injuries, which were not serious. First, she cleaned the bruises, after which she placed bandaids on them. She then took Anya and Haley, along with Lisa, to the principal's office to lodge a report about the incident.

Upon hearing about the incident, the principal immediately contacted Anya's parents. Next, she questioned Lisa, Anya and Haley about the cause of the incident and decided that no one was to blame for the injuries Anya sustained. Finally, the principal thanked the prefect for assisting and both students were warned about breaking school rules by running in the school yard.



Sample Report 2

- Date, time, place where the accident occurred
- Who was involved
- Details of the accident

Introduction

Date: Thursday 12th January 2024

Time: 7:30 a.m.

Place: Aranguez area along St. John's Main Road, in front of Artsy Mall

Persons involved: Avisha Singh, driver of the Corolla, and Suri Allen, driver of the Hilux.

Paragraph 1: Details of the accident

How did the accident happen?

- The driver of a Hilux was speeding and lost control of the vehicle while coming around a corner, crashing into a Corolla.

Was anyone injured?

- Passengers were hurt.

Paragraph 2: Accident aftermath

Who informed the police and called for help?

- A villager contacted police and medical services.

Who assisted the injured?

- Villagers assisted the victims.
- The police and ambulance arrived and took the injured to hospital.

Conclusion: Explain what happened at the end

- The police conducted an investigation.
- The driver of the Hilux was arrested and charged for speeding.

Report

On Thursday 12th January, 2024, a vehicular accident took place in the Aranguez area which resulted in the injury of two persons. The accident took place at approximately 7:30 a.m. along the St. John's Main Road in front of Artsy Mall. A red Toyota Corolla, registration number PRK 417, driven by Avisha Singh, and a silver Hilux, registration number TLP 29, driven by Suri Allen, were involved in a collision. The two backseat occupants of the Toyota Corolla were injured. The following is a detailed account of the accident.

Within minutes, a crowd assembled and a villager, Ravi Persad, contacted both the Barataria Police Station and the Mt. Hope Medical Sciences Complex to request an ambulance, while other residents of the area assisted the victims of the Corolla. The driver of the Corolla was unhurt; however, the two unconscious passengers in the backseat were taken out and placed to the side of the road. Meanwhile, the driver of the Hilux emerged from the vehicle and went to assist the victims. After about ten minutes, both the police and ambulance arrived. The paramedics placed the injured persons on stretchers, wheeled them into the ambulance and transported them to the hospital.

After the ambulance departed, the police conducted a thorough investigation. The driver of the Hilux, Suri Allen, was arrested and taken to the police station, because the investigation revealed that he had been speeding in a school zone.

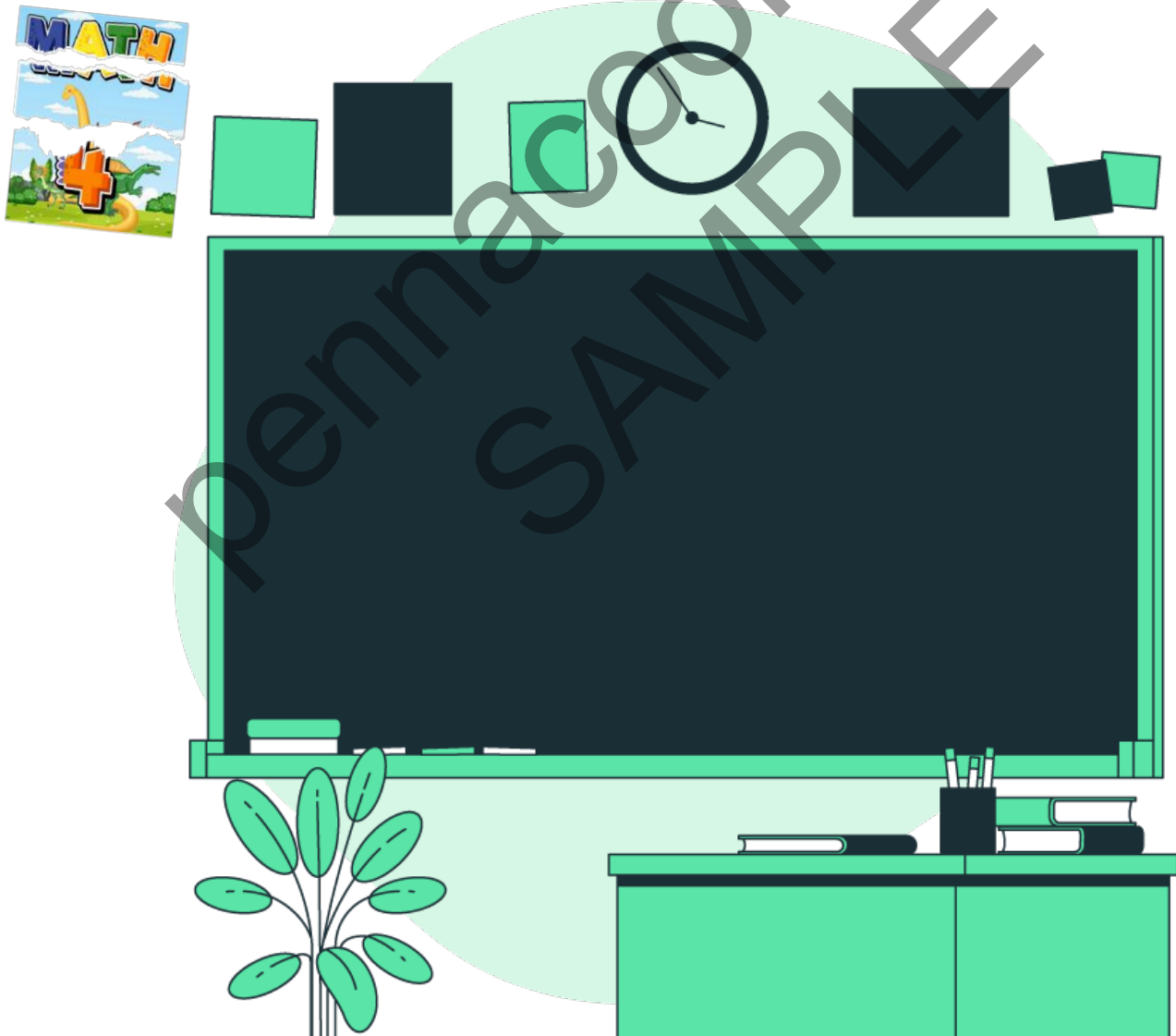
Let's Practise 11

Complete the blank templates and write reports on each of the following:

1. A student from your class damaged several charts from the classroom. You and the class prefect saw what happened.

Write a report to your principal on the incident. You may include:

- Date, time, place where the incident occurred
- Who was involved
- Details of the incident



Introduction

Date: _____ Time: _____

Place (give exact address): _____

Persons involved: _____

Report addressed to: _____

Paragraph 1: Details of the incident

How did the accident happen?

What did the students do with the damaged charts?

What did the prefect do?

Paragraph 2: The incident aftermath

Who informed the teacher and what did the teacher do?

Were the parents informed?

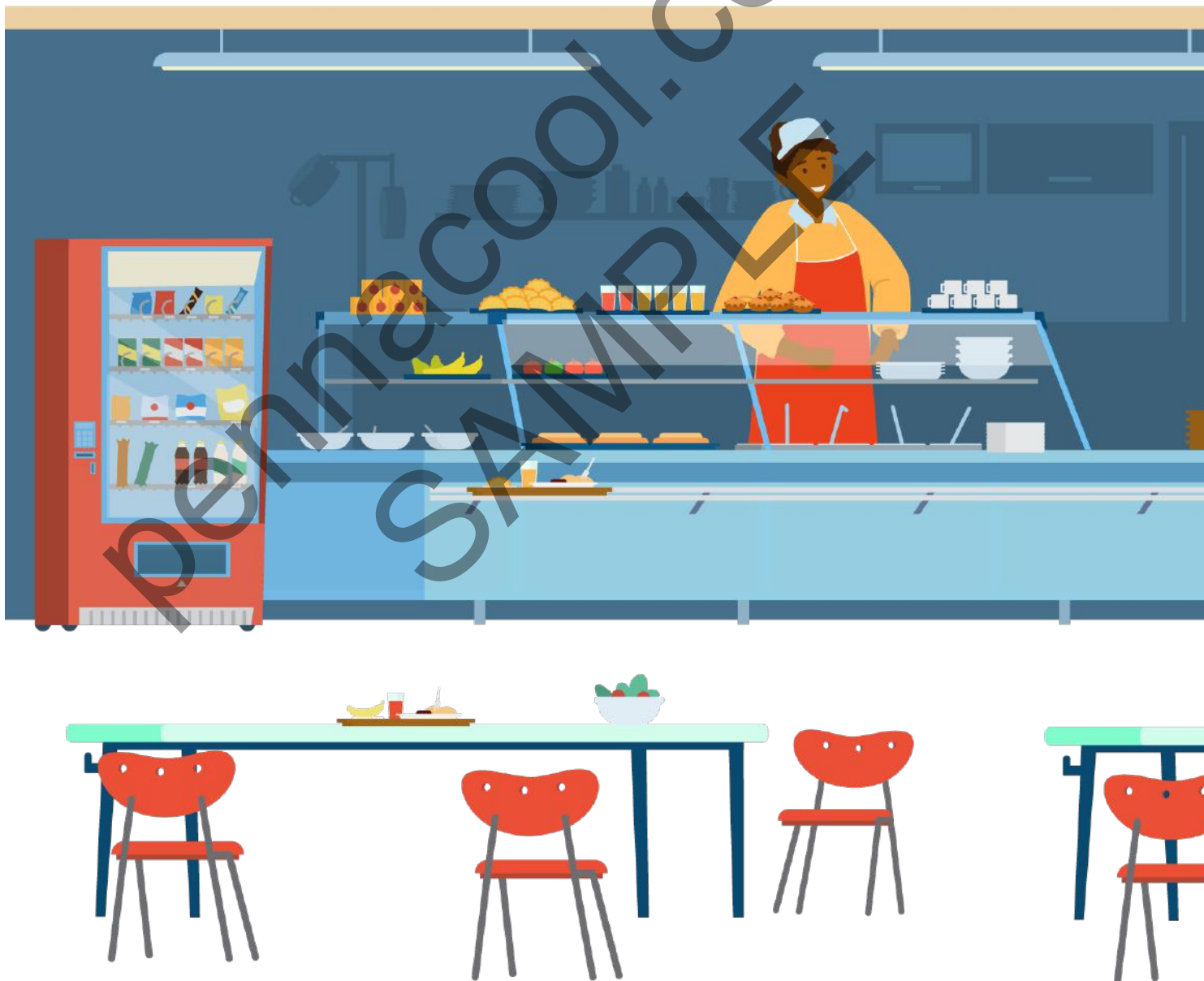
What actions were taken?

Conclusion: What happened at the end?

2.

Write a report on the incident. You may include:

- Date, time, place where the incident occurred
- Who was involved
- Details of the incident



Introduction

Date: _____ Time: _____

Place (give exact address): _____

Persons involved: _____

Paragraph 1: Details of the incident

What did you observe?

How did the child react?

Did you take any action?

What did the bully do?

Paragraph 2: The incident aftermath

Was the incident reported?



What did the teacher/principal do?

What was the outcome?

Were the parents informed?

Conclusion: What happened at the end?

Did the principal inform the assembly? Were reminders/warnings given?

3. While walking home from school, 


Write a report to the police chief providing details about the accident.

You may include:

- Date, time, place where the accident occurred
- Who was involved
- Details of the accident

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SAMPLE

Introduction

Date: _____ Time: _____

Place (give exact address): _____

Persons involved: _____

Report addressed to: _____

Paragraph 1: Details of the accident

How did it happen?

Was anyone injured?

Paragraph 2: The accident aftermath

Who assisted the victim?

What actions were taken?

Were the police and hospital contacted?

Conclusion: What happened at the end?

Did the police investigate? What was the outcome of the investigation?

4. One of your classmates was running on the school compound. They crashed into another student and fell, hitting their head.

Write a report based on what you witnessed to the principal of your school. You may include:

- Date, time, place where the incident occurred
- Who was involved
- Details of the incident



Introduction

Date: _____ Time: _____

Place (give exact address): _____

Paragraph 1: Details of the incident

How did it happen? Why was the student running?

What happened to the child?

Who reported the incident?

Paragraph 2: The incident aftermath

Who assisted the child?

Were the parents/hospital contacted?

What actions were taken?

Conclusion: What happened at the end?

5. Two boys were playing in the playground when they were attacked by a swarm of bees.

Write a report on what happened. You may include:

- Date, time, place of the incident and persons involved
- How the incident occurred
- What happened as a result of the incident



Introduction

Date: _____ Time: _____

Place (give exact address): _____

Paragraph 1: Details of the incident

How did it happen?

Did anyone try to help?

Who reported the incident?

Paragraph 2: The incident aftermath

Who assisted the victims?

How were they rescued?

Did they go to the hospital?

Conclusion: What happened at the end?

Section 3:

Narrative Writing



Chapter 7

Narrative Writing

Narrative writing allows the writer to tell a story. It may be a story that is real or one that is fictional. A good narrative is one that can hook the reader from the beginning to the end.

Like report writing, narrative writing has its own unique characteristics. Some of the major characteristics of narrative writing are as follows:

- It has three parts: a beginning, a middle and an end.
- It has characters.
- It has a plot.
- It can be written in different points of view.
- It uses descriptive and figurative language or figures of speech (similes, metaphors, onomatopoeias and personification).

The Beginning (The Introduction)

meet your characters and become familiar with the setting. It is important to get your readers “hooked” so that you keep their interest level peaked throughout your story.



The Middle (The Body)

In this part of the story, the action commences. This is where your character

or fails to achieve his/her goal.



The End (The Conclusion)

The writer ties up loose ends. The character may learn a lesson from the experience or be prepared to face other conflicts.

The Characters

All narratives have a character or characters. There are two main types of characters: protagonists and antagonists.

- The **protagonist** is the main character who has to face challenges.
- The **antagonist** is the character that imposes obstacles for the protagonist to overcome.



The Plot

The plot is the series of events that happen in the story.

Point of View

A narrative can be written in different points of view:

- 1.
- 2.

The story you write can be something that happened in **real life**, or it can be **fictional** (something completely made up)!

Stretching or Expanding Sentences

When writing a narrative, it is important to use different types of sentences to keep the reader interested. Using **only** simple sentences will lead to boredom and disinterest.

Stretching our sentences can improve our writing. This means that you can add words, adjectives and adverbs to your sentence to add extra details.

Use the 5 Ws to assist you (who, what, when, where, why and how).

Let's look at simple sentences and the strategy that we can use to expand them and make them more interesting.

Simple sentence 1: The man entered the room.

Nouns (Who? What?)	Adjectives	Verbs and Adverbs (How?)	Where?	When?	Why?
man room	anxious crowded	entered quietly			

Expanded sentence: Early that morning, the anxious man entered the crowded room in the complex for a job interview.

Your sentence does not have to answer all the questions for it to be interesting. Let's have a look at this example. Which question isn't answered?

Simple sentence 2: The boy painted a picture.

Nouns	Adjectives	Verbs and Adverbs (How?)	Where?	When?	Why?
boy picture	talented beautiful	painted skillfully	in the complex	at the park	during the competition

Expanded sentence: The talented boy skillfully painted a beautiful picture at the park during the competition.

Let's Practise 12

Stretch the following sentences using the 5 Ws identified previously. The templates do not have the 'why', but you can decide how to use your 5 Ws, replacing them where you see fit.

1.

Nouns (Who/What)	Adjectives	Verbs and Adverbs (How?)
Where?		When?
Expanded sentence:		
<hr/> <hr/>		

2.

Nouns (Who/What)	Adjectives	Verbs and Adverbs (How?)
Where?		When?
Expanded sentence:		
<hr/> <hr/>		

3. The lion escaped.

Nouns (Who/What)	Adjectives	Verbs and Adverbs (How?)
Where?		When?
Expanded sentence:		

4.

Nouns (Who/What)	Adjectives	Verbs and Adverbs (How?)
Where?		When?
Expanded sentence:		

5.

Nouns (Who/What)	Adjectives	Verbs and Adverbs (How?)
Where?		When?
Expanded sentence:		

6.

Nouns (Who/What)	Adjectives	Verbs and Adverbs (How?)
Where?		When?
Expanded sentence:		

7. The teacher explained the problem.

Nouns (Who/What)	Adjectives	Verbs and Adverbs (How?)
Where?		When?
Expanded sentence:		

8

Nouns (Who/What)	Adjectives	Verbs and Adverbs (How?)
Where?		When?
Expanded sentence:		

9. The child was lost.

Nouns (Who/What)	Adjectives	Verbs and Adverbs (How?)
Where?		When?
Expanded sentence:		
<hr/>		
<hr/>		

10

Nouns (Who/What)	Adjectives	Verbs and Adverbs (How?)
Where?		When?
Expanded sentence:		
<hr/>		
<hr/>		

Chapter 8

Descriptive Writing

We use descriptive writing to describe people, places or things in such a way that it paints a picture in the reader's mind.

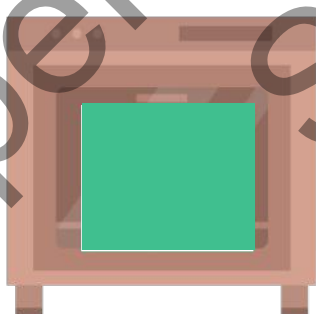
Descriptive writing does not tell how something looks, smells, sounds, feels or tastes, it shows!

Examples:

- Brent snuggled comfortably on the soft, velvety sofa.



- The divine aroma of [redacted] in the oven drifted to my nostrils.

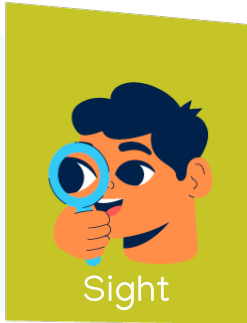


- Clang! Bang! The sound of metal knocking on the rooftops filled the air.



Using the Five Senses

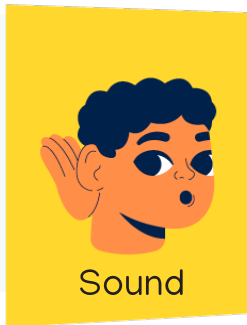
To ensure that the reader is able to create vivid images in his/her head, use your five senses to help your narrative come to life.



Sight

What does it look like (size, colour, shape)? Is it:

Gigantic? Colossal? Elegant? Minute? Shiny? Dull?
Gloomy? Colourful? Lanky? Misty? Bright? Square?
Glittery? Glossy? Crowded? Spacious?



Sound

What does it sound like (noise level)? Is it:

Loud? Buzzing? Squeaking? Quiet? Noisy? Crackling?
Humming? Barking? Screaming? Cackling?



How does it taste? Is it:

Sweet? Sugary? Chocolatey? Salty? Spicy? Juicy?
Succulent? Sour? Dry? Bitter? Creamy? Peppery?
Buttery? Pleasant?



Touch

How does it feel (texture)? Is it:

Soft? Fluffy? Grimy? Oily? Velvety? Rough? Soft?
Heavy? Coarse? Light? Dry? Moist? Jagged? Smooth?
Wet? Cold?



Smell

What does it smell like? Is it:

Flowery? Sweet? Burnt? Rotten? Putrid? Tangy? Smoky?
Buttery? Delicious? Foul? Unpleasant?

Let's Practise 13


Read the following scenarios and use the table to jot down possible descriptors for the 5 senses listed. Write a short paragraph using these descriptors.

Scenario 1: [REDACTED]
see, taste, feel, hear and smell?

 SEE	
 HEAR	
 TASTE	
 TOUCH	
 SMELL	

Write your paragraph here:

Scenario 2: You visited your friend's home for Christmas.
What did you see, taste, feel, hear and smell?

 SEE	
 HEAR	
 TASTE	
 TOUCH	
 SMELL	

Write your paragraph here:

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SAMPLE

Scenario 3: You went to the savannah to fly your kite with your friends.
What did you see, taste, feel, hear and smell?

 SEE	
 HEAR	
 TASTE	
 TOUCH	
 SMELL	

Write your paragraph here:

Scenario 4: You went to the beach with your family.
What did you see, taste, feel, hear and smell?

 SEE	
 HEAR	
 TASTE	
 TOUCH	
 SMELL	

Write your paragraph here:

Scenario 5: Your school was dismissed early
What did you see, taste, feel, hear and smell?

 SEE	
 HEAR	
 TASTE	
 TOUCH	
 SMELL	

Write your paragraph here:

Chapter 9

Using “Wow” Words

To write stories that are interesting and captivating, you need to use “WOW” words, that is, words that are interesting and allow us to communicate our ideas effectively. A good vocabulary is the glue that holds your story together. Too often, students use the same words repeatedly in their stories instead of varying their choice of words.

Overused words

Let’s ban the following highlighted words from our writing and replace them with their listed alternatives:

Good	Great	Bad	Old	Bright	Dark	Pretty
excellent	amazing				dismal	attractive
generous	brilliant				dreary	beautiful
pleasant	grand				gloomy	gorgeous
wonderful	fantastic				murky	lovely

Happy	Frightened	Sad	Tired	Nice	Very
blissful	alarmed	dejected	drained	considerate	absolutely
ecstatic	horrified	downcast	exhausted	enjoyable	desperately
jovial					
jubilant					
overjoyed					
thrilled					

Big	Small	See	Laughed	Ran	Very
colossal	miniature	examine	cackled	bolted	completely
enormous	minute	gaze	chuckled	dashed	considerably
					entirely
					exceedingly
					exceptionally
					greatly

1. Said or Talked

Replacement	Meaning
babbled	talked excessively
bellowed hollered shouted	spoke loudly
grumbled	complained
murmured whispered	spoke quietly, softly
replied responded	answered
stated	spoke plainly

2. Looked

Replacement	Meaning
examined inspected	looked closely/carefully
noticed observed	became aware of
peeked	looked quickly, avoiding attention
skimmed	looked quickly
spied	observed, avoiding attention

3. Walked

Replacement	Meaning
ambled idled loitered sauntered strolled drifted	walked aimlessly/casually/slowly, walked at a relaxed pace
hobbled limped	walked in an awkward way, typically due to pain/injury
lumbered trudged	moved awkwardly, walked slowly with heavy steps
marched	walked with measured steps
sauntered	walked slowly
strutted	walked proudly

Chapter 10

Figurative Language

Figurative language helps the writer better convey a message or create a more vivid image of what they are narrating. Let's look at a few examples.

Similes

Similes compare one thing to another using the words 'like' and 'as'.

as stubborn as a mule	as cold as ice
ran like the wind	as brave as a lion
as clean as a whistle	fought like cats and dogs
eyes were like daggers	as busy as bee

Example 1:

Instead of writing:

Peeta is **strong**, so he could easily transport the barrel.

Write:

Peeta is **as strong as** [redacted] so he could easily transport the barrel.

The comparison of Peeta's strength to the ox shows the reader just how strong Peeta is.



Let's Practise 13

Rewrite these sentences using similes to create a more vivid image in the mind of the reader:

1. Russel felt proud of his project.

2. The girl ran off when she heard the sound.

3.

4.

5.

6. The sweater was soft and felt comfortable.

7. Mother told the man that he moved too slowly.

8. 

9. 

10. 

Metaphors

Metaphors compare two things without using like or as.

Examples:

My sister is a pig.	The students in the class are monsters.
His heart is stone.	My aunt is quite an angel.

Personification

Personification gives human-like qualities to objects.

Examples:


The stars danced in the night.	The wind whispered softly.
My stomach complained of hunger.	That piece of cake is calling me.



Onomatopoeia

An onomatopoeia is a word that describes a sound.

Examples:

Tweet, tweet, the birds chirped.	The leaves made a loud crunch when she stepped on them.
Boom! Exploded the gas tank.	Boop! She fell off the bed.
The ketchup fell splat on the ground.	Buzz, buzz, the bees buzzed.
	



Let's Practise 15

Replace each underlined word with a "WOW" word or figure of speech.

1. Gina walked along the road enjoying the cool weather.

2. The old man answered that he did not know who stole his bicycle.

3.

4.

5.

6. My aunt is the prettiest lady that I know.

7. 

8. 

9. 

10. 

11. Devi is my favourite person.

12. A bad smell emanated from the garbage heap.

13. The car's engine blew up.

14.



15. The judge carefully looked at the documents.

16.



17. The teacher made it very clear that he expected all students to be in school on Friday.

18. My sister is very helpful and nice to her friends but always mean to me.

19.

20. The bees made noises as they flew from flower to flower.

21.

22.

23.

24. M

25. The evening was dark.

26. Her face turned pale when she saw the man.

27. M

Chapter 11

Expressions

We can add expressions to our narratives to set the tone, show emotions and to paint a vivid picture.

You can use the following expressions in your narratives:

HAPPINESS



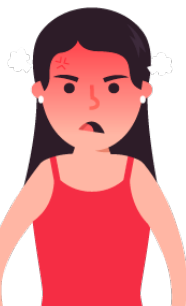
- Beaming with joy
- Bursting with laughter
- Overflowing with happiness
- Dancing on air
- Echoes of laughter
- Lit up with sheer delight
- A wave of joy

SADNESS





- My eyes welled up with tears.
-
-
- His shoulders slumped sadly.



ANGER



- Face twisted with rage
- Fist clenched tightly
-
-
-
-

 <p>SHOCK</p>	<ul style="list-style-type: none"> • [REDACTED] • A gasp escaped my trembling lips • The colour drained from my face • [REDACTED] • Stunned, pale expression
<p>FEAR</p> 	<ul style="list-style-type: none"> • Eyes widened in fear • [REDACTED] • [REDACTED] • Stood rooted to the spot • Fear was etched on my face • Fear gripped my being

You can also use interesting expressions to help you to create the setting of your story.

 <p>A Sunny Day</p>	<ul style="list-style-type: none"> • Under the canopy of the azure sky, the warmth of the sunshine embraced the Earth. • The golden rays of the morning sunlight cast a warmth over the Earth. • The vibrant colours of the flowers and the chirping of the birds brought a smile to my lips.
 <p>A Rainy Day</p>	<ul style="list-style-type: none"> • The pitter-patter of raindrops on the metal roof tops meant that the rains had started. • [REDACTED] • Droplets of rain cascaded down the window pane. • All around, the sight of colourful umbrellas could be seen as the rain started that dismal morning.

A Park



- Towering trees with colourful leaves adorned the perimeter of the park.
- The scent of flowering plants wafted through the air.
- The cheerful laughter of children enjoying the slides and see-saws filled the atmosphere.

Home alone



- The shadows of the trees outside my window played tricks on me.
- [Redacted]
- The ticking of the grandfather clock echoed through the silent house.
- [Redacted]
- My heart pounded against my chest because I was alone at home.

The Beach

- [Redacted]
- I inhaled the fresh aroma of the salty air.
- [Redacted]
- My feet sank into the warm, golden sand.
- [Redacted]



The School



- The atmosphere buzzed with excitement as the students entered the compound.
- [Redacted]
- Neatly arranged desks in the classroom decorated with colourful charts could be seen everywhere.
- The ringing of the bell signalled the start of school.
- The clicking of heels announced the arrival of the principal.

The City

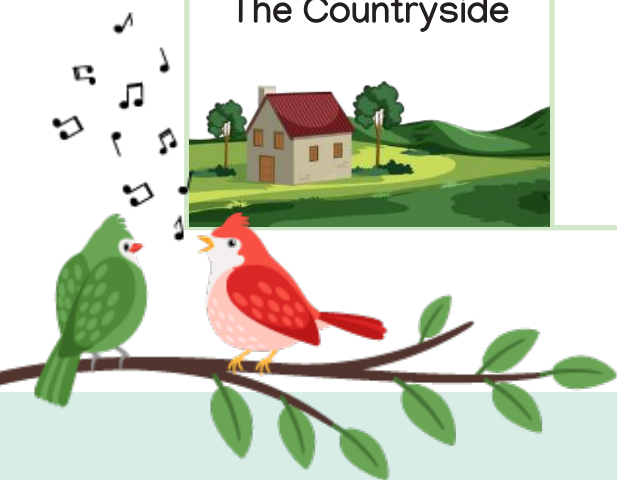


- [Redacted]
- Horns of the cars of busy shoppers blared loudly.
- People moved around in a helter-skelter manner.
- The hum of traffic filled the air.
- [Redacted]

The Countryside




- The scent of crisp, fresh grass filled the air.
- [Redacted]
- The chirping of merry birds and the buzzing of bees filled the air.
- The leaves rustled gently in the cool, crisp breeze.

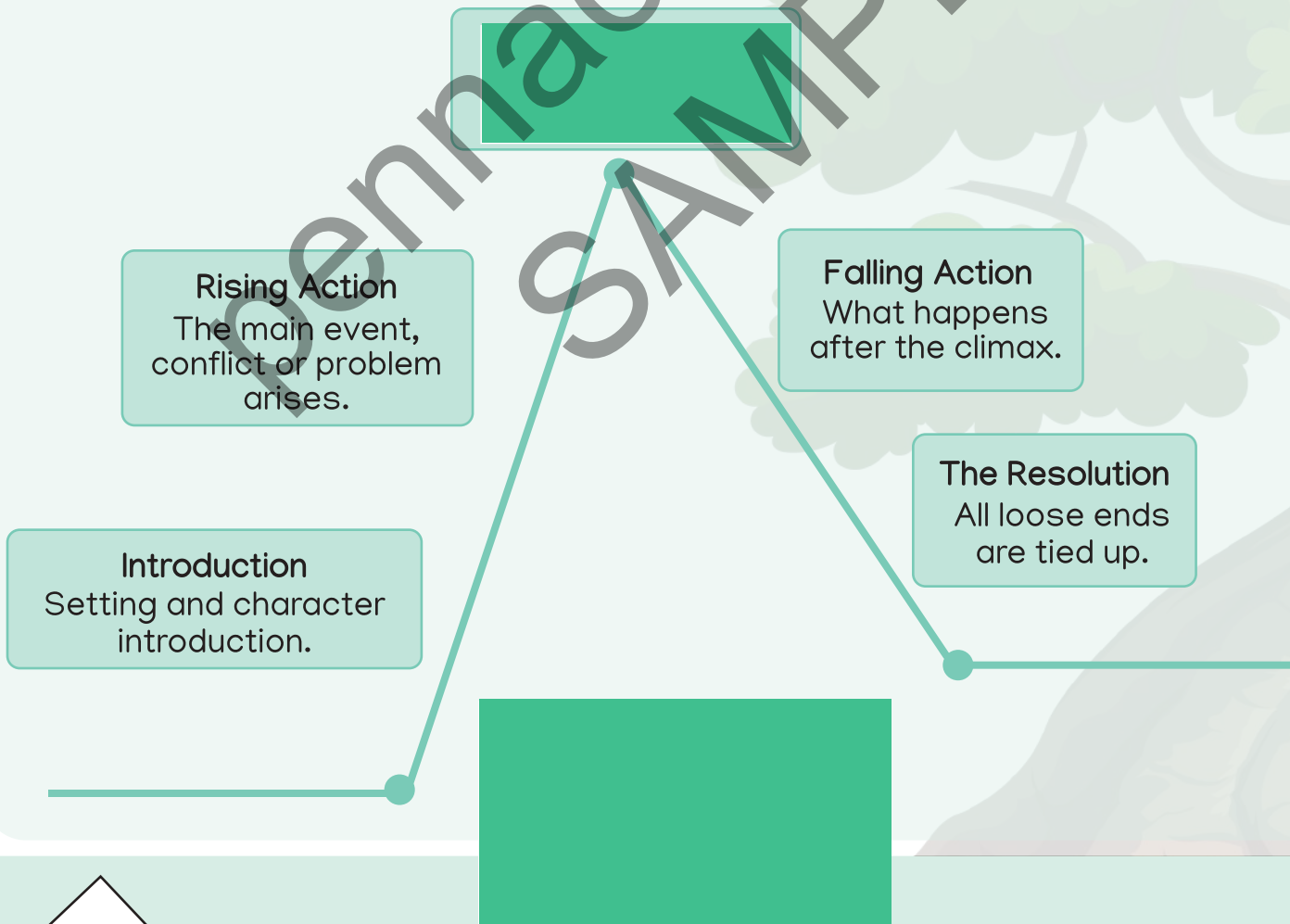


Chapter 12

The Parts of the Narrative

The narrative has three main parts or elements:

1. The Introduction
2. The Body, which comprises of:
 - The Rising Action
 - 
 - The Falling Action
3. The Conclusion or Resolution



The Introduction

The introduction of the narrative sets the scene and introduces the characters of the story. This part of the story should be interesting, because you want to hook your reader so that they continue reading.

Strategies to begin your narrative:

1. Character Descriptions



Building A Character Description

Physical features: slender, orange, wavy hair, attractive.

Any unique features: mole on right cheek.

Describe personality: straightforward, gentle, rough around the edges.

Any special characteristics: obsessed with order, cleanliness.

Description of character:

Jesse is a slender individual with orange, wavy hair. She is considered quite attractive, especially since she has a 'beauty spot' on her right cheek. She is straight forward but gentle and considerate at the same time. If you ever want to upset her, the best way to do that is to create a mess in her room, for Jesse is obsessed with order and cleanliness.

Let's Practise 16

Practise writing about characters using the guide.

1. [REDACTED]

Physical Characteristics:

Any unique features:

Describe personality:

Any special characteristics:

Character Description:

2. My Dog



Physical Characteristics:

Any unique features:

Describe personality:

Any special characteristics:

Character Description:

Character Description:

3.

Physical Characteristics:

Any unique features:

Describe personality:

Any special characteristics:

Character Description:



4. The Alien I Met

Physical Characteristics:

Any unique features:

Describe personality:

Any special characteristics:

Character Description:



5.

Physical Characteristics:

Any unique features:

Describe personality:

Any special characteristics:

Character Description:

6. The Class Prefect

Physical Characteristics:

Any unique features:

Describe personality:

Any special characteristics:

Character Description:

pennacool.com SAMPLE



7.

Physical Characteristics:

Any unique features:

Describe personality:

Any special characteristics:

Character Description:



8. My Mother

Physical Characteristics:

Any unique features:

Describe personality:

Any special characteristics:

Character Description:

pennacool.com SAMPLE

2. Describe the Setting

You may also choose to begin your narrative by creating a setting. Use all five senses to describe the environment, time and place where the story is set. The environment refers to the weather and the scenery.

Example 1

It was a great day! The golden sun cast a warm glow over the Earth that serene morning. A gentle, cool breeze kissed my cheeks and sent a chill up my spine. As I strolled through the deserted lane, I admired the beautiful buildings that lined the streets. My trip to the city was going to be quite exciting and adventurous.



Example 2



parents.



Words Used to Describe Weather					
Hot Weather	Cold Weather	Rainy Weather	Miscellaneous	Humid Weather	Windy Weather
Blistering	Chilly	Dismal	Foggy	Balmy	Breezy
Dry	Cold	Drizzling	Misty	Clammy	Windy
Scorching	Freezing	Rainy	Overcast	Humid	Blustery

Words Used to Describe Places			
		ominous	serene
		picturesque	sleepy
		relaxing	spacious
		scenic	strange

Let's Practise 17

Write five sentences to describe the following places:

1. 

pennacool.com

SAMPLE



naacool.com
SAMPLE



3. Your

pennacool.com
SAMPLE

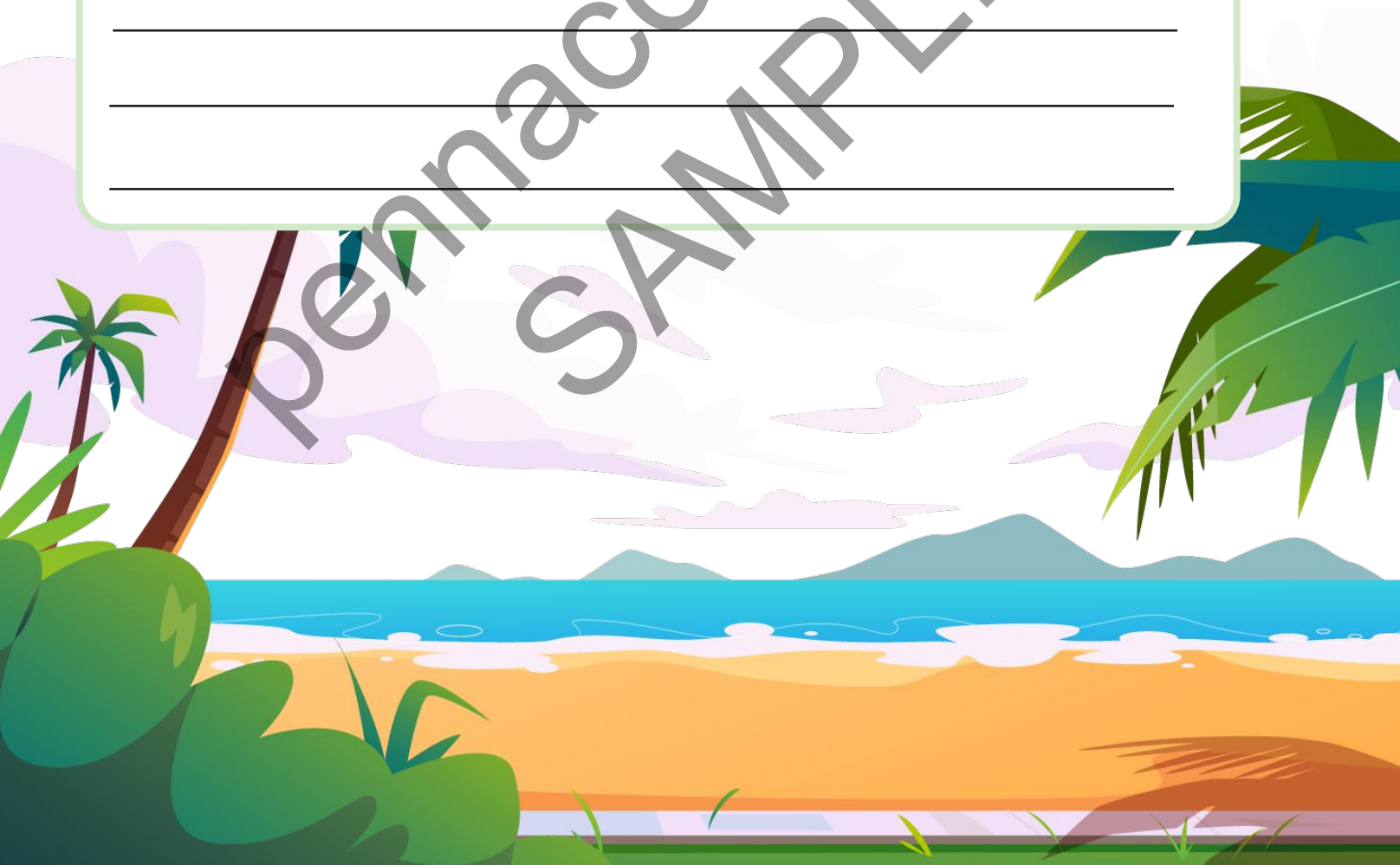


4. A deserted road

naacool.com
MPLE



5. Your first



naacool.com
MAPLE



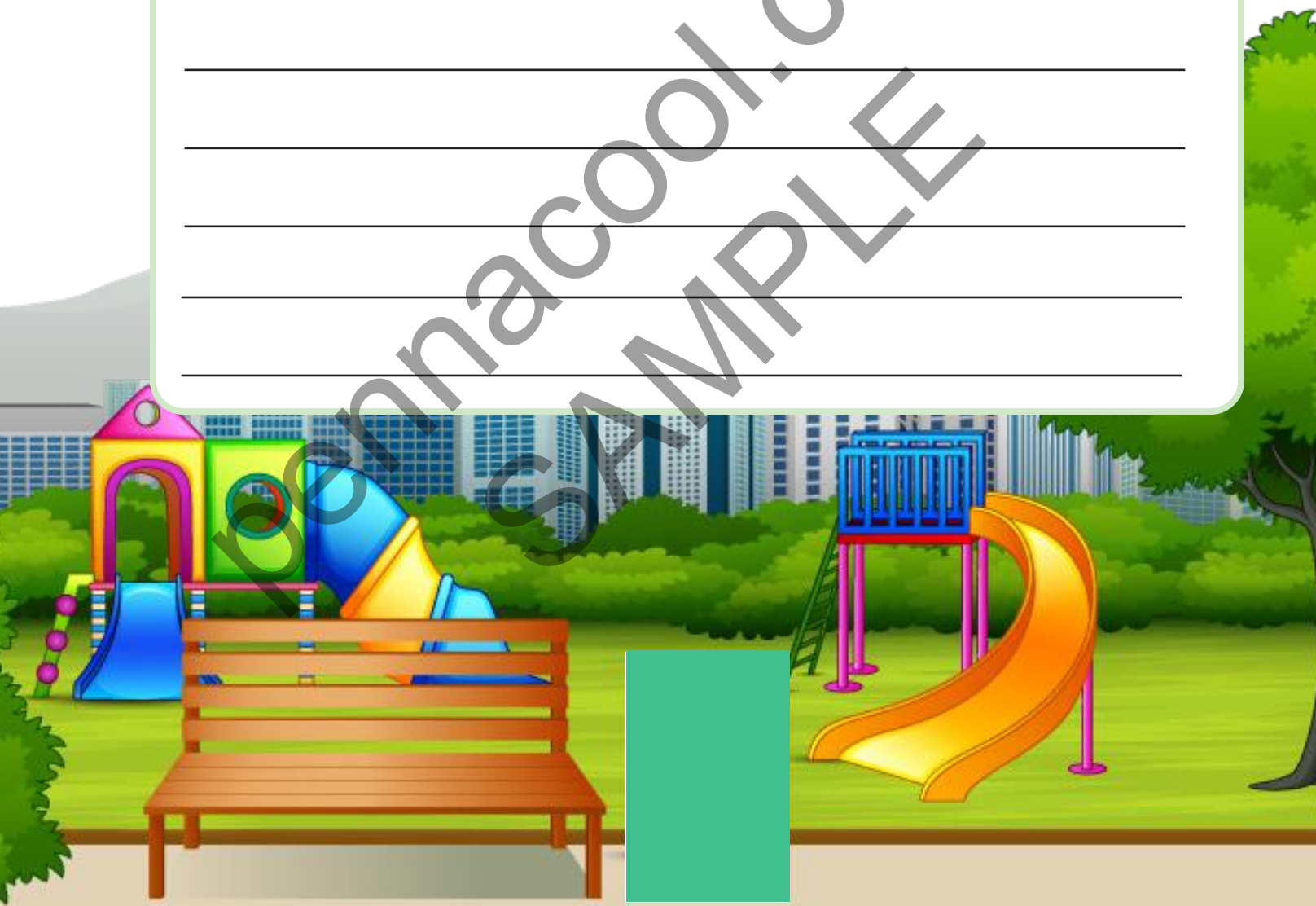
7. A visit to

pennacool.com
SAMPLE



8. A visit to the park

naacool.com
MPLE



3. Start with an Onomatopoeia

A great way to begin a story is to use onomatopoeia, that is, words that imitate or describe a sound.

Examples:

- Tick, tock, went the grandfather clock in the dining room.
- Boom! The sound of thunder sent fear through my being.
- Toot! toot! The horns blared loudly.
- The cricket bat made a loud “thwack” against the ball.



4. Use Dialogue

You can also use dialogue to start your story.

Examples:

- “Jeremy, run for your life!” screamed his scared little brother as the neighbour’s ferocious pit-bull escaped from its kennel.
- “Have you seen my keys anywhere, Larry?” asked his father, who was already late for work.



The Body

The body of the narrative develops the story. It contains the following:

- **The conflict:** the problem faced by the protagonist.
- **The rising action:** the series of events that take place because of the problem.
- **The climax:** the most exciting part of the story. It is the part of the story where the main character is in trouble.
- **The falling action:** what happens after the climax. It contains events/ actions that will help to solve the problem or resolve the conflict.

The Conclusion

In the conclusion, the conflict is resolved and a happy or sad ending is revealed. The protagonist may learn a lesson from the experience or make life-changing decisions.

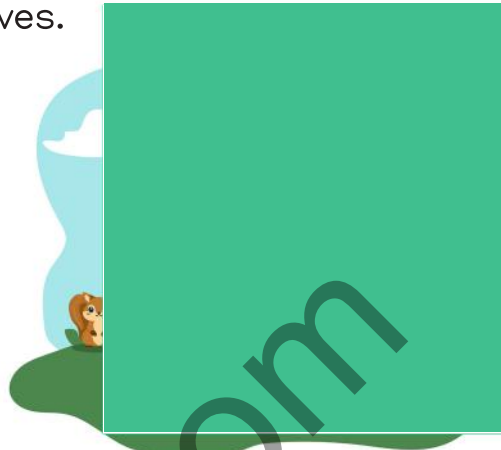


Developing Conflict

Creating conflict in our stories can be tricky. Let's look at some ways we can develop conflict for our narratives.

Start with Characters

Think about who your main characters are. What are their personalities, likes, and dislikes? This will help you understand how they might clash.



Where does your story take place? A school, a magical land, or maybe even a spaceship? The setting can influence the type of conflicts that arise.

For example, if your story is set in a magical forest, conflicts may arise from encounters with mythical creatures, enchanted objects, or the challenges of navigating a fantastical landscape.



Think About Goals

What does each character want? It could be something simple like winning a game or something more complex, like saving the world. Conflicts often arise when different characters' goals clash.

For example, if your protagonist's goal is to win a school competition, conflicts

hinder their path to success.



Make it challenging for your characters to achieve their goals. This could be something like a tough maths test, a tricky puzzle, or a mischievous creature.



Introduce Misunderstandings

Sometimes characters don't understand each other, which leads to conflict. A character might misinterpret a situation, leading to a series of events that create conflict.

For instance, an overheard secret or a misunderstood letter can trigger dramatic consequences.

Add a Dash of Mystery

Introduce something mysterious that your characters need to solve. Mystery introduces an element of curiosity and intrigue, keeping readers engaged.



the mystery, leading to tensions and disputes.



Let's Practise 18

Read the following prompts and jot down some possible conflicts that may arise from the following scenarios:

Prompt 1: You visited your grandparents who lived near a river. You ventured off on your own.

Prompt 3: A new student arrives at a school.



Prompt 5: Sarah dreams of becoming the captain of her school's football team.



Chapter 13

Analysing the Narrative

Let's examine a story and look at the main elements. Let's read the story carefully and use the plot diagram to dissect it into parts.

PROMPT: A group of boys steal mangoes from a neighbour.

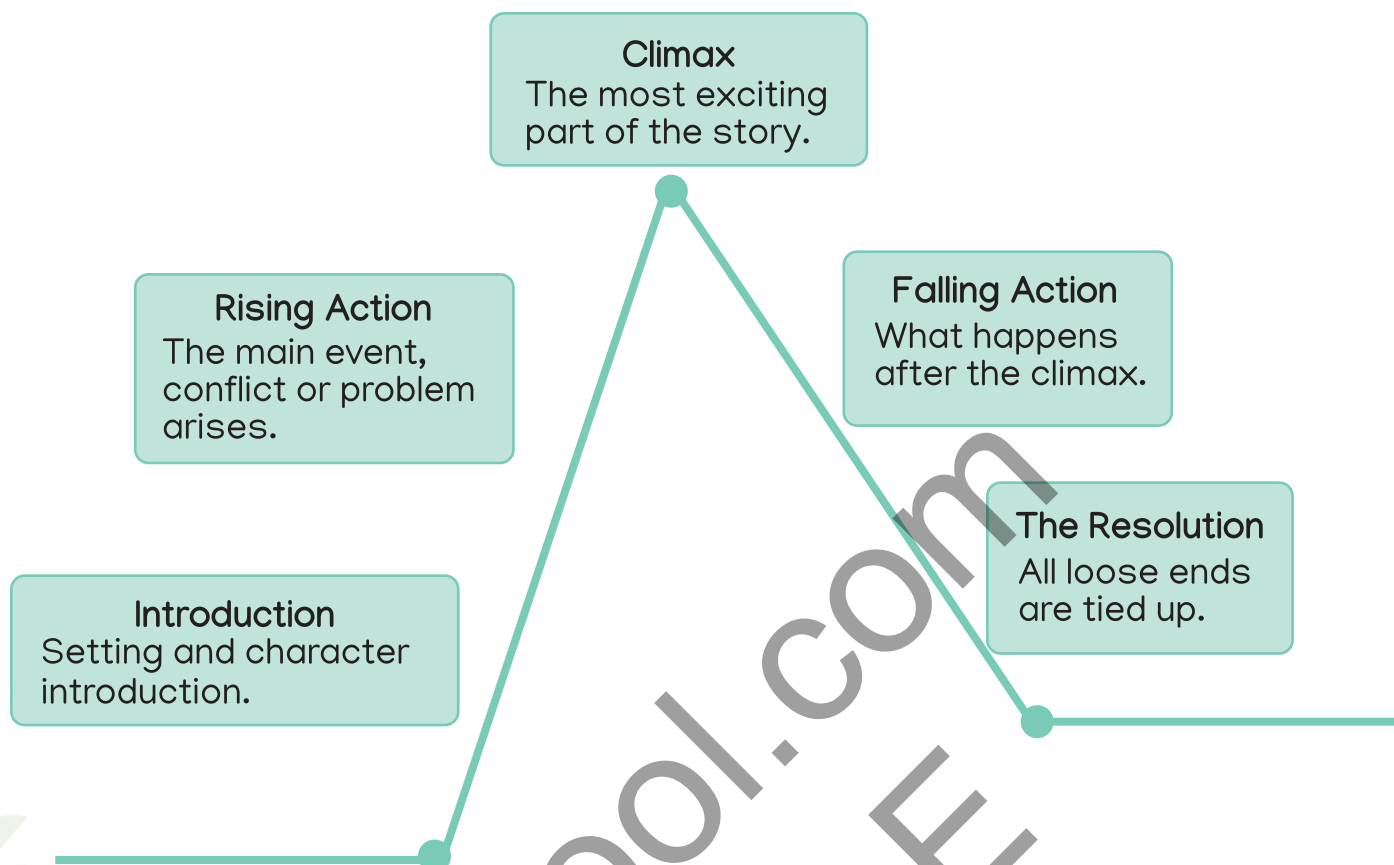
The sun shone brilliantly in the aquamarine sky, spilling rays of gold onto the Earth. The sweltering heat unleashed its vengeance onto Neil and his friends as they shuffled along the desolated country road. The boys were exhausted after a long, tiring day at school. They felt their stomachs twisting and turning in agony as they begged for food. Suddenly, their eyes shifted to the laden mango tree that stood in front of them. It belonged to Mr. Ramsingh, also known as the stingiest man in their neighbourhood. Mr. Ramsingh never shared his mangoes with anyone. A mischievous grin formed on their faces as they noticed his vehicle was nowhere to be seen and his house was tightly locked.

"This is going to make some good, mouth-watering chow!" Neil said to himself as he picked the scrumptious mangoes. He stuffed his bag and pockets to the brim until there was no more space. Before descending from the tree, Neil sank his teeth into one of the mangoes and gobbled it in seconds. He had never tasted anything so delicious. After satisfying his hunger, Neil decided it was time to descend from the tree. While making his way down, he stepped

on a fragile branch which snapped, and the noise alerted Killer. He held on tightly, but luck was not on his side. “Oh no!” Neil shouted as the ravenous beast rushed to the tree and began to growl viciously.

Fear ran up his spine like ants on sweetbread as he looked down at the dangers that awaited him on the ground. The ferocious beast growled viciously at Neil. He jumped in fear, losing his balance. Neil plummeted to the ground, but that was not even the worst of his problems. As he lifted his face from the mud, he was face to face with the man-eating beast. For a split-second, Neil froze in fear and was unable to move a muscle. But then, fear leant wings to his feet and he dashed to safer territories, with the beast in hot pursuit. 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 and heard them shouting, “You’re nearly there!” as they enlarged the hole in the fence. Neil dived through the hole safely and laughed breathlessly as the huge dog got stuck in the hole because he could not fit through it.



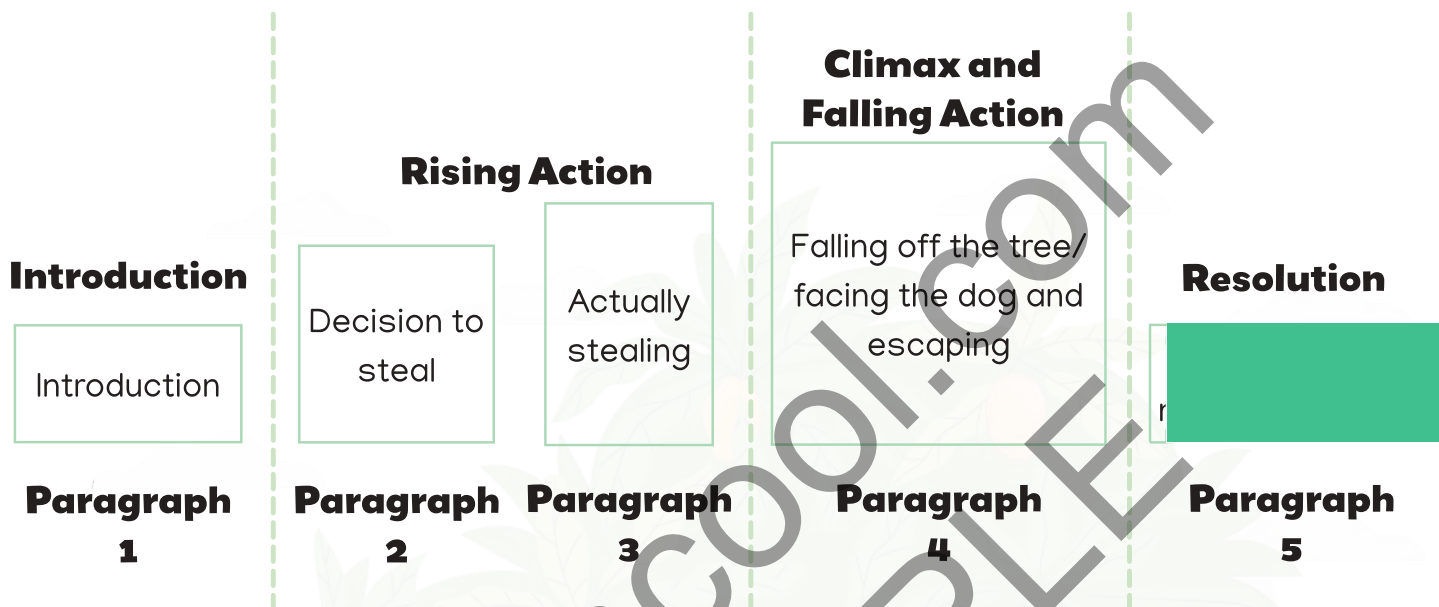


Introduction	Neil and his friend were on their way home from school after a long, tiring day. They were hungry and saw the mango tree.
Rising action	They decided to steal the mangoes. Neil's friend distracted the dog while Neil climbed the tree and picked the mangoes. On the way down, he stepped on a branch. The branch broke and Neil fell.
Climax	Neil came face to face with the dog.
Falling action	Neil got up and ran with the dog chasing him. His friends prised open the hole in the fence and Neil escaped.
Resolution	

Pacing Plan

Before writing the draft, you can try planning out the events of the story using a pacing plan to help you determine the amount you should write in each section.

Example:



The size of the boxes help visualise how much you can write in each paragraph.

Let's Practise 19

Complete the diagrams below based on the following prompts. You may also draw your pacing boxes to help with your writing:

Prompt 1: You visited your grandparents who live near a river. You ventured off on your own.

Introduction	
Rising action	
Climax	
Falling action	
Resolution	

Pacing Plan

--



Introduction	
Rising action	
Climax	
Falling action	
Resolution	

Pacing Plan

Prompt 3: Travis was a troublemaker at school. Write a story about an experience that caused him to change.

Introduction	
Rising action	
Climax	
Falling action	
Resolution	

Pacing Plan

--

Introduction	
Rising action	
Climax	
Falling action	
Resolution	

Pacing Plan

Prompt 5: You were given an assignment to complete. You spent the time playing video games instead of completing it.

Introduction	
Rising action	
Climax	
Falling action	
Resolution	

Pacing Plan

Chapter 14

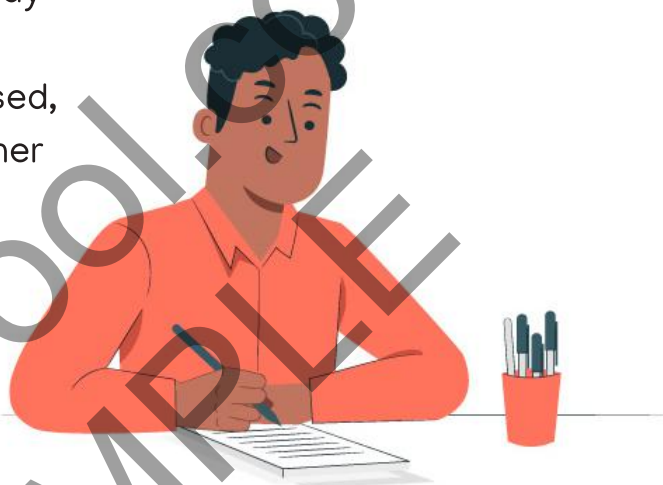
The Process: From Prompt To Publish

How to Write Powerful Paragraphs

A paragraph is a group of four to six sentences based on a topic or a prompt. Your narrative may contain approximately five paragraphs.

Your paragraphs should be well-organised, flow sequentially, connect with each other and be clear and interesting.

To write good paragraphs, remember to use the acronym **FREDS**.



F	Include feelings.
R	
E	Excitement: You can make your writing exciting by using “wow” words, figurative language and rich descriptions.
D	
S	Sentencing: Write sentences ensuring proper punctuation, spelling and grammar.

Let's write a story together on the following prompt:

Mark was a student in your class. He frequently got into trouble because he bullied smaller children. Write a story based on an incident that took place between Mark and another student which caused him to change. You may include:

- A description of the characters or scene.
- Details of the incident between Mark and the other student.
- What exactly caused Mark to change.
- The outcome of the situation or lessons learnt.

Step 1: Read Your Prompt

Carefully read your prompt and [REDACTED] important information.

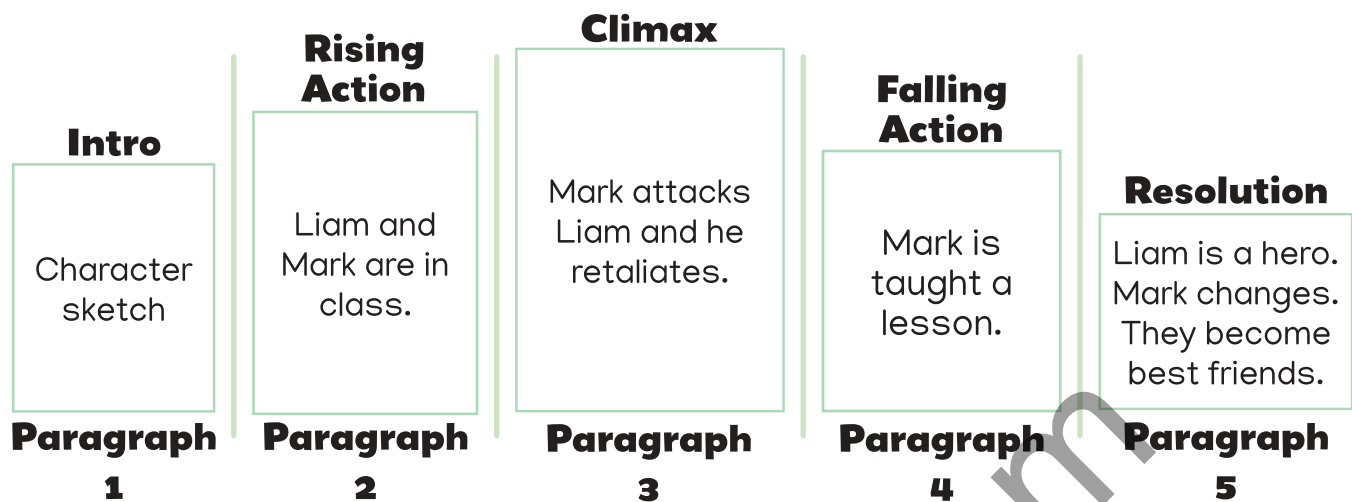
Prompt: Mark was a student of your class. He frequently got into trouble

[REDACTED]
took place between Mark and another student which caused him to change.

Step 2: Pre-Writing

Plan your story using the table below and the pacing plan:

Introduction	Mark was a bully – describe Mark.
Rising action	Liam and Mark are in class alone. Liam is scared of Mark. Mark kicks Liam's chair. Liam tries to escape, but can't because Mark attacks him.
Climax	Liam is a karate expert. Mark is beaten by Liam.
Falling action	Mark can't move. The teacher tends to Mark's injuries. Mark does not inform the teacher of how he got injured.
Conclusion	Liam becomes a hero while Mark changes his attitude. They become best friends.



Take note, this pacing plan is not identical to the one in Chapter 13.
You have control over your writing.

Step 3: Drafting

Write your story based on the plan. Remember: Just write! Let your ideas flow!
You will have the chance to correct mistakes later.

The Introduction

Your introduction should be interesting and captivate your reader. Let's look at some possible introductions for this narrative.

Introduction 1: Character sketch

Mark, the nine year old bully, was a troublemaker with a mischievous grin. He took advantage of students who were smaller and weaker than him. He was about four feet tall and overweight because he ate all of the snacks he stole from others. Mark had gotten himself into trouble on many occasions, but he never changed his attitude. He was feared and detested by everyone. One day, Mark learnt a lesson he would never forget.

Introduction 2: Creating a Setting

The warm, golden rays of the midday sun streamed through the glass windows, adding to the heat inside the room. Mark walked along the rows of neatly lined desks, as he pretended to observe the colourful charts which decorated the classroom. A warm gust of air blew Mark's

Introduction 3: Using Direct Speech

"Today is going to be great," whispered Mark to himself as his

smaller and weaker than him. He walked around the classroom while keeping his gaze fixed on Liam, who was busy completing an assignment. Because of Mark's size, no one ever challenged him.

Introduction 4: Onomatopoeia

Bang! slammed the wooden door leading to the classroom in the upper floor of the main school building. Liam, a pint-sized boy with

principal and teachers had warned Mark about his bullying many times, but he never bothered with anyone.

The Body

Liam, who was quiet and kept to himself, **did not move** because he saw that Mark kept **looking** at him from the corner of his eyes. Liam anticipated trouble, so he was prepared to **run** out of the classroom in case he was approached by Mark. After a short while Liam **saw** that Mark was not bothered by him, so he became comfortable and relaxed. He was unaware that Mark was awaiting the perfect time to **attack**. While Liam focused on his task Mark moved towards him and began

kicking his chair. Liam jumped in fright and **softly said**, as bravely as he could, "Please stop." Mark smiled wickedly continued kicking the metal chair violently and refused to listen to **Liam** request.

"Ring....Ring.....Ring!" The sound of the bell brought relief to Liam. **Liam sprang from his seat** and attempted to **go out of** the classroom but Mark tripped him. Liam jumped to his feet and continued his exit. Mark then **attacked** Liam. He pushed Liam against the wall and punched him in his stomach causing him to fall to the ground. Liam, who was **and** expert at karate, got to his feet and pushed Mark away. Mark was **surprised** as Liam dealt him several punches. Mark was no match for Liam, and he tried to run away. Don't move! cried Liam in anger, as he grabbed Mark by his shirt and pushed him to the ground.

The **noise** alerted a janitor, who was passing by in the corridor. Mark tried to move but couldn't, because he had been **damaged**. Liam became **scared** because the janitor reported the incident to the principal. "Stay here and don't move!" **said** the Principal as soon as he saw Mark on the ground. The Red Cross teacher was immediately called to examine Mark, but **Mark** ego was more **damaged** than he was. Mark's knees **was** bruised so the red Cross Teacher Mrs. Gina attended to him then sent him to class.

The Conclusion

Mark, how did you get injured" **asked** his teacher who knew how troublesome Mark was. His eyes **immediately** made contact with Liam's eyes and he smiled. He told his teacher that he **trip and fall**. **Liam was surprised but relieved**. Mark's classmates **teased** at him because he had been taught a lesson by Liam that he would never forget.

Liam became an instant hero since he was the first person to ever stand up to Mark. Mark decided to change his **attitude** and become a model student. Surprisingly, both boys became best friends after that incident and laugh **when they remember that incident**.

Step 4: Revising and Editing

You can engage in peer editing and revising, or you can do it as an individual activity.

Mark, the nine year old bully, was a troublemaker with a mischievous grin. He took advantage of students who were smaller and weaker than him. He was about four feet tall and overweight because he ate all of the snacks he stole from others. Mark had gotten himself into trouble on many occasions, but he never changed his attitude. He was feared and detested by everyone. One day, Mark learnt a lesson he would never forget.

Liam, who was quiet and kept to himself, ~~did not move~~ ^{was paralysed with fear} because he saw that Mark kept ~~looking~~ ^{glancing} at him from the corner of his eyes. Liam anticipated trouble, so he was prepared to ~~run~~ ^{bolt} out of the classroom in case he was approached by Mark. After a short while, ~~Liam saw~~ ^{noticed} that Mark was not bothered by him, so he became comfortable and relaxed. He was unaware that Mark was awaiting the perfect time to ~~launch his~~ ^{launch his} ~~attack~~. While Liam focused on his task, Mark moved towards him and began kicking his chair. Liam jumped in fright and ~~softly said~~ ^{whispered}, as bravely as he could, "Please stop!" Mark smiled wickedly, continued kicking the metal chair violently and refused to listen to Liam's ^{'s} request.

"Ring...Ring...Ring!" The sound of the bell brought relief to Liam. Liam ~~sprang from his seat~~ ^{like a kangaroo} and attempted to ~~go out of~~ ^{exit} the classroom, but Mark tripped him. Liam jumped to his feet and continued his exit. Mark ~~launched a brutal attack on~~ ^{launched a brutal attack on} ~~attacked~~ Liam. He pushed Liam against the wall and punched ~~him~~ ^{viciously} in his stomach, causing him

buckle at the knees and to [^]fall to the ground. Liam, who was ~~and~~ expert at karate, got to in the blink of an eye ^{shocked out of his mind} his feet and [^]pushed Mark away. Mark was ~~surprised~~ as Liam dealt him several punches. Mark was no match for Liam, and he tried to run away. "Don't move!" cried Liam in anger, as he grabbed Mark by his shirt and pushed him to the ground.

The ^{commotion} ~~noise~~ alerted a janitor, who was passing by in the corridor. Mark tried to move but couldn't, because he had been ^{injured} ~~damaged~~. as scared as a mouse being chased by a cat, Liam became ~~scared~~ because the janitor reported the incident to the principal. "Stay here and don't move!" ^{commanded} ~~said~~ the ^PPrincipal as soon as he saw Mark on the ground. The Red Cross teacher was immediately called to examine Mark, but Mark ^{'s} ~~^~~ego was more ^{hurt} ~~damaged~~ than he was. Mark's knees ^{were} ~~was~~ bruised so the ^Red Cross ^teacher, Mrs. Gina, attended to him, then sent him to class.

"Mark, how did you get injured?" ^{questioned} ~~asked~~ his teacher, who knew how troublesome Mark was. His eyes ^{immediately} made contact with Liam's eyes and he smiled. He told his teacher that he ^{tripped and fell} ~~trip and fall~~. Liam's jaw ^{dropped to his chin, but he felt relieved} ~~was surprised but relieved~~. Mark's classmates ^{snickered} ~~teased~~ at him because he had been taught a lesson by Liam that he would never forget.

Liam became an instant hero, since he was the first person to ever stand up to Mark. Mark decided to change his ^{attitude} ~~attitude~~ and become a model student. Surprisingly, both boys became best friends after that incident and laugh ^{frequently whenever they reflect on that day} ~~when they remember that incident~~.

Step 5: Publish

Rewrite your narrative to share with your friends.

Mark, the nine-year-old bully, was a troublemaker with a mischievous grin. He took advantage of students who were smaller and weaker than him. He was about four feet tall and overweight because of the snacks he stole from others. Mark had gotten himself into trouble on many occasions but never changed his attitude. He was feared and detested by everyone. One day, Mark learnt a lesson he would never forget.

Liam, who was quiet and kept to himself, **was paralysed with fear** because he saw that Mark kept **glancing** at him from the corner of his eyes. Liam anticipated trouble, so he was prepared to **bolt** out of the classroom in case he was approached by Mark. After a short while, Liam **noticed** that Mark was not bothered by him, so he became comfortable and relaxed. He was unaware that Mark was awaiting the perfect time to **launch his attack**. While Liam focused on his task, Mark moved towards him and began kicking his chair. Liam jumped in fright and **whispered**, as bravely as he could, "Please stop!" Mark smiled wickedly, continued kicking the metal chair violently and refused to listen to Liam's request.

"Ring...Ring...Ring!" The sound of the bell brought relief to Liam. Liam sprang from his seat **like a kangaroo** and attempted to **exit** the classroom, but Mark tripped him. Liam jumped to his feet and continued his exit. Mark then **launched a brutal attack on** Liam. He pushed Liam against the wall and punched him **viciously** in his stomach, causing him to **buckle at the knees** and fall to the ground. Liam, who was an expert at karate, got to his feet and **in the blink of an eye** pushed Mark away. Mark was **shocked out of his wits** as Liam dealt him several punches. Mark was no match for Liam, and he tried to run away. "Don't move!" cried Liam in anger as he grabbed Mark by his shirt and pushed him to the ground.

The **commotion** alerted a janitor who was passing by in the

corridor. Mark tried to move but couldn't, because he had been **injured**. Liam became **as scared as a mouse being chased by a cat**, because the janitor reported the incident to the principal. "Stay here and don't move!" **commanded** the principal as soon as he saw Mark on the ground. The Red Cross teacher was immediately called to examine Mark, but Mark's ego was more **hurt** than he was. Mark's knees **were** bruised, so the Red Cross teacher, Mrs. Gina, attended to him, then sent him to class.

"Mark, how did you get injured?" **questioned** his teacher who knew how troublesome Mark was. His **eyes immediately** made contact with Liam's eyes and he smiled. **Thankfully**, he told his teacher that he **tripped and fell**. Liam's jaws dropped to his chin, but he felt relieved. Mark's classmates **snickered** at him because he had been taught a lesson by Liam that he would never forget.

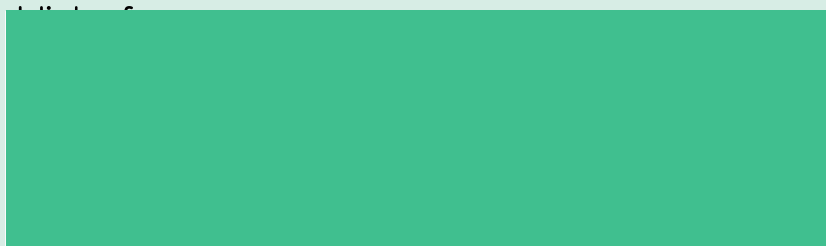
Liam became an instant hero, since he was the first person to ever stand up to Mark. Mark decided to change his **attitude** and become a model student. Surprisingly, both boys became best friends after that incident and laugh **frequently whenever they reflect on that day**.

Did you notice that expressions were used in the narrative to make it more interesting and paint a clear picture of what the narrator is saying?

Let's try to identify the expressions used:

- paralysed with fear

-
-
-
-



Let's Practise 20

Use the writing process to write the following narratives. For the first 5 prompts, refer to your plans created in Chapter 13's "Let's Practise!"

Prompt 1: You visited your grandparents who live near a river. You ventured off on your own.

You may include:

- A rich description of the setting.
- What you did.
- What happened when you went to the river.
- How the event ended.

Prompt 2: You and your best friend were on your way home. He crossed the busy street without looking at the oncoming traffic. Write a story based on this scenario.

You may include:

- Sensory details.
- What you were doing.
- What happened when he crossed the street.
- How the incident ended.

Prompt 3: Travis was a troublemaker at school. Write a story about an experience that caused him to change.

You may include:

- A character sketch of Travis.
- Details of the incident.
- What Travis learnt that changed him.

Prompt 4: You were in class when your teacher informed you that the Principal wanted to see you immediately. Write a story based on this scenario.

You may include:

- How you felt.
- Why the principal wanted to see you.
- Details of the outcome.

Prompt 5: You were given an assignment to complete. You spent the time playing video games instead of completing it. Write a story based on this.

You may include:

- Why you did not complete your assignment.
- How you felt.
- The outcome of your actions.



You may include:

- A rich description of the setting.
- What you did and why.
- How you felt.
- What was the outcome of the incident.



You may include:

- How you felt about your sister's decision.
- What actions you took.
- What was the outcome of the incident.

Prompt 8: You were left in charge of supervising your classmates because your teacher had to go to the office. Two students began tossing a ball in the class. One of your classmates got injured. Write a story based on this.

You may include:

- Description of the setting.
- What the students did.
- What actions you took.
- How the incident ended.

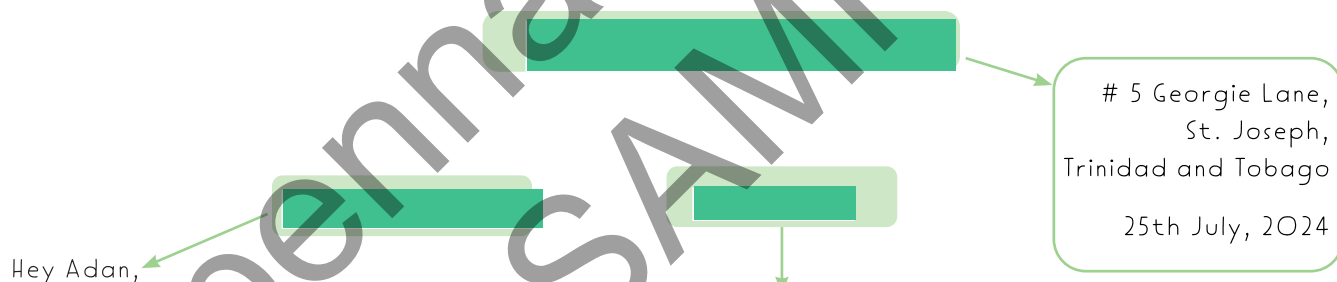
Chapter 15

Letter Writing

Parts of a Letter

A letter has the following parts:

1. **Sender's address:** This is placed at the top right-hand side of the letter.
2. **The Date:** It is placed below the address.
3. **Salutations or Greetings**
4. **The Body:** The main content of the letter is written in the body. It includes details or the reason for writing the letter.
5. **Closing:** A polite way to end (e.g. Your friend, Yours respectfully.)
6. **The Signature:** This is your name, placed below the closing.



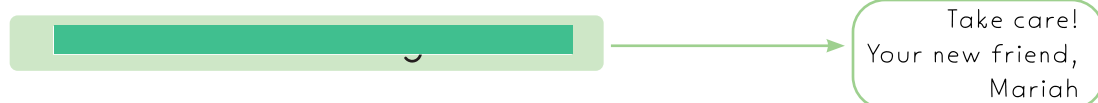
How's it going? I hope you're doing awesome! I'm so excited to finally write you a letter. My name is Mariah and I'm 12 years old. I live in Trinidad and Tobago, which is a pretty cool place with lots of parks and stuff.

So, guess what? I love playing video games, especially ones with adventure and mystery. Do you like any games? Maybe we can share some recommendations.

School is okay, I guess. Math is a bit tricky, but I love reading. My favorite book right now is [Book Title], and it's super exciting! What's your favorite book? Maybe we can swap book suggestions, too.

Oh, and I have a pet dog named Max. He's a fluffy golden retriever, and he's the best buddy ever. Do you have any pets?

Anyway, I'm super pumped to get to know you better. Write back soon, okay?



Letter of Invitation

A letter of Invitation must contain specific information regarding the event, that is: the date, time, venue and purpose. The person invited should feel excited about the invitation and that his/her presence is important.



Example 1: Write a letter to your friend inviting him/her to your birthday party.

1 Jillian Avenue,
Longdenville Road,
Chaguanas
6th January, 2024

Dear Dena,

I hope that you are in the best of health. I am very excited to share some great news with you. I will be celebrating my tenth (10th) birthday on Saturday 24th February, 2024 at Fun Station in Gulf City. The party will begin at 2:00 p.m. and end at 7:00 p.m.

This year, the theme of my party is “Barbie’s World,” so all guests are expected to wear something that is pink in colour. My mother has quite an exciting evening planned. There will be games, music and lots of delicious treats and goodies. You will be happy to know that there will also be interesting prizes for the winners of the games.

Have you ever heard of Kess, The Magician? Well, Kess is an awesome performer and his performance will be the highlight of the party. His tricks will keep you spell-bound and at the edge of your seat. From disappearing rabbits to turning tissue paper into money, his magic is beyond belief.

I do hope that you will be able to attend, because the party will not be the same without you. Please let me know if you will be able to attend by Saturday 17th February, 2024. I can’t wait to celebrate my special day with you.

Your best friend,
Jamie

Example 2: Write a letter to a friend in another country inviting him/her to visit your country.

16 Flanagin Town,
La Paz,
Trinidad & Tobago,
West Indies
29th February, 2024

Dear Rai,

How are things going with you? I have been thinking a lot about you and want to invite you to spend a week in my beautiful country. Trinidad and Tobago is an amazing country with lots of tourist attractions that I am sure will interest you.

My country is one of a kind. We have a cosmopolitan population with some of the most interesting and friendly people in the world. The beautiful landscape consists of breathtaking beaches, lush rainforests, swamps and scenic mountains.

You will get an opportunity to savour the mouth-watering dishes which can be found in my country: doubles, roti, curries of all kinds, pelau and bake and shark, which is a delicious delicacy you will get when you visit Maracas Bay on the North Coast of the island. It is amazing! The real pretty beaches are on our sister isle, Tobago.

My dad has already set aside time to take you all over. The Pitch Lake, Caroni Swamp, Asa Wright and the Devil's Woodyard are all popular tourist attractions in my country. I know that if you visit, you will have a great time.

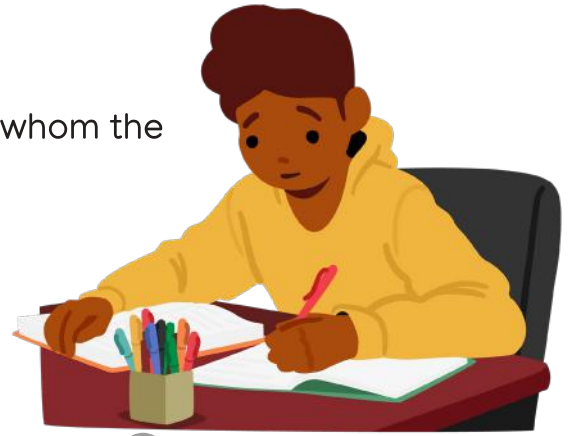
I really hope that you accept my invitation, because I am looking forward to being your host and tour guide. Do let me know if and when you will be able to visit. We are all looking forward to spending some time with you.

Your friend,
Noah

Letter of Apology

A letter of apology is written by the wrongdoer to whom the wrong was done. The body contains:

- The apology
- An explanation
- A willingness to make amends



Example: Write a letter of apology to your mother for disobeying an instruction given to you.

2 Gail Avenue,
Reid Lane,
Arima
25th January, 2024

Dear Mummy,

I am writing this letter to apologise for disobeying your instructions this morning. Please accept my most sincere apology for my actions that may have caused you great disappointment.

I understand that I was wrong; however, I think that you deserve an explanation. When you instructed me to go to the grocery, I had just completed two hours of homework and I was extremely exhausted so I shouted at you and refused to go. I take full responsibility for my actions and realize that I had hurt your feelings. I truly regret my actions.

I want you to know that I have learnt from this experience and wish to make amends. I promise you that it will never happen in the future. If there is anything I can do to rectify the situation, please let me know. Once again, I apologise for my actions and the distress caused to you. I do hope you understand and find it in your heart to forgive me. Thank you for taking the time to read my letter.

Your loving son,
Andy

Let's Practise 21

Practise writing letters based on the following prompts:

1. Write a letter to your teacher thanking him/her for assisting you with an assignment.
2. Write a letter to your best friend telling him/her about an event at your school.
3. Write a letter to your brother thanking him for helping you clean your room.
4. Write a letter to your father thanking him for repairing your bicycle.
5. Write a letter to your friend thanking him/her for a gift he/she gave you.

6.

7.

8.

9.

10.



Chapter 16

Emails

We live in a digital age where one of the most popular forms of communication is email. Emails are a faster, more efficient means of communication than letters. The person to whom the email is sent gets the email within seconds of it being sent.

Email Addresses

To send an email, you must first have the person's email address. **Email addresses** are made up of 3 parts:

1. **the username:** a unique name specific to the individual using the email address.
2. an 'at' sign: @
3. **the domain:** this is the service provider hosting the email account. For example: Yahoo, Google (gmail), Microsoft (outlook and hotmail)



ginaheart@gmail.com

username 'at' domain

Email addresses do not contain spaces and are **NOT** case-sensitive (case-insensitive). This means it can be entered in uppercase or lowercase letters and it will still work.

ginaheart@gmail.com

is the same as

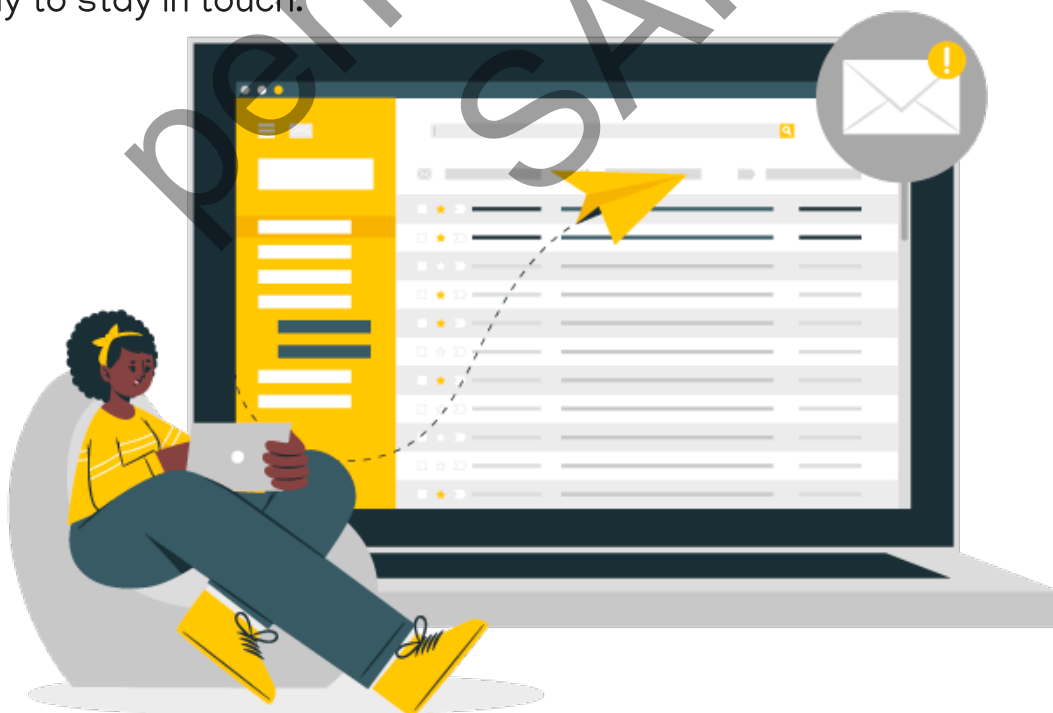
GINAHEART@GMAIL.COM

Parts of an Email

1. **Recipient line:** This is where you put the email address of the person you are sending the email to. The line would usually say “To:”
2. **Subject line:** The topic of the email.
3. **Greeting:** How the email starts (e.g. Dear Sam).
4. **Body:** This must contain a clear and brief message. It has to be written in paragraph format and proper punctuation and grammar must be used.
5. **Closing and signature:** Similar to letters, the closure for emails must end politely (e.g. Yours truly, Regards, Sincerely yours).
6. **Send button:** Click this once you have completed your email and are ready to send it.

Warning! DO NOT share your personal information online or click on unfamiliar links in emails.

You can practise sending emails to relatives and friends. It is a quick and easy way to stay in touch.



Prompt:

Write an email to your aunt thanking her for the toy she sent you for Christmas.

The diagram illustrates the components of an email interface. It features a 'New Message' window with a title bar containing a minus sign, a maximize button, and a close button. The main content area is divided into three sections: 'To', 'Subject', and 'Body'. The 'To' field contains the email address 'karenjames@gmail.com'. The 'Subject' field contains the text 'Thanks for the fantastic toy!'. The 'Body' section contains a greeting 'Dear Aunt Karen,' followed by three paragraphs of text. The first paragraph expresses gratitude for a Nintendo Switch. The second paragraph expresses appreciation for the thoughtfulness. The third paragraph thanks the aunt again and expresses excitement to play together. The email concludes with a closing 'Lots of love, Amelia'. At the bottom of the window is a 'Send' button with a dropdown arrow. Red lines and arrows connect numbered labels to these specific elements: 1. Recipient line points to the 'To' field; 2. Subject line points to the 'Subject' field; 3. Greetings points to the 'Dear Aunt Karen,' line; 4. Body points to the main text area; 5. Closing and Signature points to the 'Lots of love, Amelia' line; 6. Send button points to the 'Send' button.

New Message

To karenjames@gmail.com

Subject Thanks for the fantastic toy!

Dear Aunt Karen,

I hope that you had a wonderful vacation. I want to express my heartfelt thanks (gratitude) for the awesome Nintendo Switch you gave me. It was exactly what I wanted. How did you know that? It is absolutely wonderful and Ryan and I have a great time playing with it.

Your thoughtfulness is really appreciated. I know that you took a lot of time to think about what you wanted to gift me. I also know that the gift was quite expensive, so I promise to take care of it. I feel really lucky.

Thank you once again for your kindness and generosity. I can't wait for you to join me playing games; I know that we will have a grand time together.

Lots of love,
Amelia

Send ▼

1. Recipient line

2. Subject line

3. Greetings

4. Body

5. Closing and Signature

6. Send button

Let's Practise 22

Use a device and practise typing up emails for the following scenarios. If you don't have a device, you can write out your emails on a piece of paper. Remember to include a recipient email address and a subject.

Prompt 1: Write an email to your friend telling him/her about a new game you got as a gift for your birthday.

Prompt 2: Write an email to your mother asking for a pet for your birthday.

Prompt 3: Write an email to your teacher explaining why you were absent from a test.

Prompt 4: Write an email to your friend thanking him/her for inviting you to his/her party.

Prompt 5: Write an email to your friend asking him/her for help with a project.

