



Creative writing

Three-step writing

Well-organized input



# Boosting writing competency and creativity

★ **well-organized input** equips learners with essential language knowledge and inspires **creativity** for the subsequent writing tasks

## Words in use

Are these people friendly or unfriendly?

1  **after** look after

2  **at** laugh at

3  **at** shout at

4  **of** make fun of

5  **to** listen to

6  **to** say sorry to

7  **to** talk to

8  **with** argue with

9  **with** fight with

10  **with** play with

## Reading

Eva is writing a journal entry about her visit to an amusement park. What happened? Read the journal entry.

Sunday, 7 October

**My naughty but sweet sister**

It was my sister's birthday yesterday. My parents took us to Sparky Amusement Park.

When we arrived at the park, Emma and I wanted to do different things. She wanted to see the animals, but I wanted to go on the rides. We **argued with** each other about what to do first. In the end, Mum asked me to let Emma choose because it was her birthday.

After lunch, we played games at the game booths. This time we chose the same game—Tin Can Toss. I did well, but Emma did it really badly. She only hit two cans and I **laughed at** her. Mum saw that and asked me to **say sorry to** Emma. She said it was bad to **laugh at** other people.

**Text Grammar**  
We use the simple past tense to describe past events in a journal entry.

**Why did Eva argue with Emma?**



Text **grammar** helps learners better understand the grammar features associated with a particular text type.

## Text type

### Text type

#### Journal entries

A journal entry is a piece of writing about an incident or our thoughts and plans. We do not need to write a journal entry every day.

**Day of the week** → Saturday, 13 October

**an introduction** to talk about where you went to and who went there with you → Last Sunday, Auntie Jane took me and Tommy to a holiday camp on Lantau Island.

**the main** about what happened → When we arrived at the camp, Tommy and I wanted to do different things. We argued with each other. Then we did rock-paper-scissors to decide what to do first. Tommy won, but he cheated. I was angry and I shouted at him. He felt upset and ran away. Auntie Jane and I looked for him everywhere, but we couldn't find him. I was really scared. Then we saw him sitting alone on a bench. I was so happy! In the end, I said sorry to him and we hugged each other.

**a conclusion** to talk about how you feel and what you learnt → I felt sorry for what I did. I love Tommy. I shouldn't shout at him any more.

**Text Grammar**  
We use the simple past tense to describe past events in a journal entry.

**use adjectives** to describe your feelings

**use contracted forms**

## Grammar in use

Use a plural noun after 'different':

Emma and I wanted to do **different things**.

We chose **the same game**.

Use a singular noun after 'the same':

**Grammar tip!**  
We sleep in **the same room**. ✓  
We sleep in **same room**. ✗

**Grammar tip!**  
helps learners avoid common errors.

# Three-step module tasks

★ **step-by-step guided writing** empowers learners to organize ideas and write with ease

**1** Introduction

**2** Details

**3** Conclusion

a What did you learn?

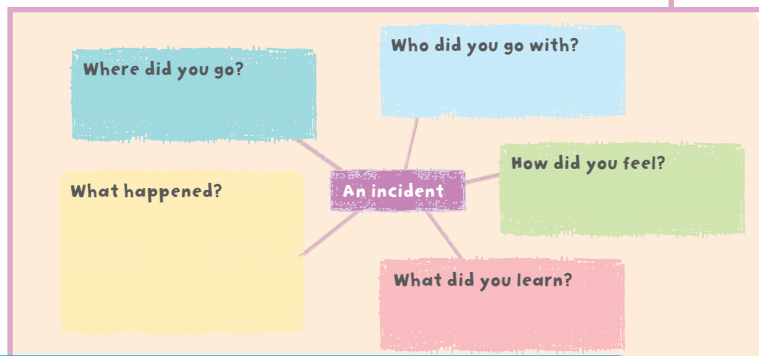
b Where did you go?

c What happened?

d Who did you go with?

e How did you feel?

Help learners revise the language items and text type features learnt



Prepare learners for the task through brainstorming and discussion

\_\_\_\_\_

Last week, \_\_\_\_\_ and I went to \_\_\_\_\_.

When we arrived at the park, Emma and I wanted to do \_\_\_\_\_.

She wanted to \_\_\_\_\_, but I wanted to \_\_\_\_\_.

\_\_\_\_\_

In the end, \_\_\_\_\_.

\_\_\_\_\_

Let learners apply the language items and text type features learnt to complete the writing task



# Creative writing

- ✪ extended **creative writing tasks** engage learners' imagination and develop their creativity

**Reading**  
Sometimes, we need to use other information to help us guess the answer.  
Question: How do you feel?  
Answer: I feel happy!

**Who's the thief?**  
Holly: Oh, I can't find my hairbands.  
Do you have hairbands?  
Daisy: No, I don't.  
Holly: Does Grace have hairbands?  
Daisy: Yes, she does.  
Holly: Thanks. Let me ask Grace then.  
Brian: My watch is here. My hairbands are here. Oh, where's my watch?  
Daisy: Is this your watch?  
Brian: No. This is Bill's watch. His watch is blue. My watch is green. Bill, do you have my watch?  
Bill: No, I don't.  
Brian: Are you sure, Ben?  
Ben: Yes, I'm VERY sure.  
Let's meet our friends. They help us and are good to us.

**Write**  
On a small hill  
Brian is looking for his watch. Daisy is helping him.  
Brian: Daisy, come here! There's a bird in the nest and two hairbands in the nest.  
Daisy: Those are Holly's hairbands. Her hairbands are pink.  
Brian: That's strange. Why are they there?  
Daisy: Look at the bird! It has a watch in its beak.  
Brian: That's my watch!  
Daisy: Ah, now I know who the thief is!  
Brian: Yes, I think I should say sorry to Ben.

**Read**  
B Many birds are smart birds. They can make things, play games and work at jobs. They like taking things from people and finding out more about the things.



**Creative Writing Worksheets stimulate creativity**

**Write the bird's monologue**

A Read pages 40 and 41 of the Student's Book again. Now you are the bird. Fill in your profile card.

**Profile card**

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Colour: \_\_\_\_\_  
Where do you live?  
\_\_\_\_\_  
What do you like?  
\_\_\_\_\_  
\_\_\_\_\_

Look at the fun fact about the bird on page 41 of the Student's Book.



B You have Brian's watch in your beak and Holly's hairbands in your nest. What other things are there in your nest? Draw and write.

( This is / These are ) \_\_\_\_\_ 's \_\_\_\_\_  
( This is / These are ) \_\_\_\_\_ 's \_\_\_\_\_  
( This is / These are ) \_\_\_\_\_ 's \_\_\_\_\_

C With the help from Parts A and B, write a monologue about yourself.

Write your name and age.  
What colour are you? What do you look like?  
Where do you live? What do you like?  
What other things do you have in your nest?  
Why do you collect these things?  
What adjectives do you use to describe yourself?

Hi! My name is \_\_\_\_\_ I'm \_\_\_\_\_ years old. Nice to meet you!  
I'm a beautiful bird. I'm \_\_\_\_\_ I have \_\_\_\_\_ and \_\_\_\_\_  
I live in \_\_\_\_\_ I like \_\_\_\_\_ and \_\_\_\_\_  
I have Brian's watch in my beak. Look! There are many things in my nest too. These are Holly's hairbands.  
I collect these things because \_\_\_\_\_  
I'm \_\_\_\_\_ Do you want to make friends with me?

**Idea-stimulating prompts help learners explore their own ideas before writing and during writing**

**Stimulate creativity**