

# CREATIVE WRITING BOOKLET



**Your journey into the world of imagination begins here.....**

## Why this booklet?

- This booklet has intensive use of Literary Terminologies and their definitions. Thereby, it can be referred to even later when you are in your classroom.
- There are illustrations, diagrams and youtube links for your wider knowledge.
- A compiled Word Bank is at the end of the booklet. However, a space has been provided where you can add your own collection of words and expressions for future references.
- You will have a recorded journey of creativity. You can enjoy your masterpieces later in your solitude or just can share with your friends and family.
- If you miss any of the class, the skipped pages can be your guide. You can either take it as a DIY activity or consult a teacher.

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Sign your Oath of Ownership:

I, \_\_\_\_\_, am the author of this book and I own all its rights either to keep it to myself or to share it with others.

Signatures: \_\_\_\_\_

# TABLE OF CONTENTS

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<b>1</b>	<b>Defining Narration</b>	<b>1</b>
<b>2</b>	<b>Thursday my Write-up: My own Untold story</b>	<b>4</b>
<hr/>		
<b>3</b>	<b>Genre &amp; Setting</b>	<b>7</b>
<b>4</b>	<b>Imagery</b>	<b>10</b>
<b>5</b>	<b>Plot</b>	<b>14</b>
<b>6</b>	<b>Thursday my Write-up: My Second Draft</b>	<b>17</b>
<hr/>		
<b>7</b>	<b>Hooks</b>	<b>20</b>
<b>8</b>	<b>Adding Flashbacks</b>	<b>24</b>
<b>9a</b>	<b>Working on Endings</b>	<b>26</b>
<b>9b</b>	<b>Cliffhangers in a Narration (Supplementary)</b>	<b>30</b>
<b>10</b>	<b>Thursday my Write-up: My Third Piece</b>	<b>34</b>
<hr/>		
<b>11</b>	<b>Sentence Structures</b>	<b>38</b>
<b>12</b>	<b>Adding Adjectives &amp; Adverbs</b>	<b>42</b>
<b>13</b>	<b>Adding Dialogues</b>	<b>44</b>
<b>14</b>	<b>Thursday my Write-up: Another piece &amp; Peer-checking Activity</b>	<b>46</b>
<hr/>		
<b>15</b>	<b>Value Vocabulary</b>	<b>50</b>
<b>16</b>	<b>Create Suspense</b>	<b>53</b>
<b>17</b>	<b>Writing First Draft of the Final Assignment</b>	<b>55</b>
<b>18</b>	<b>Thursday my Write-up : Final Masterpiece</b>	<b>59</b>
<hr/>		
	<b>Word Bank</b>	<b>63</b>
	<b>Read More of Me</b>	<b>75</b>
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## 1. DEFINING NARRATION

STOLEN



[Listen to the audio](#)

'So where did I exactly place it?' I thought as I sat on the mosque's marble stairs. Close to the water cooler?

No, I just came walking from there right after I had called my wife, telling her that I'd be home soon. Where were my sandals! Stolen?

Now let me be clear, I'm not that parsimonious...stingy sometimes but sandals are not something coated with gold or silver. This wasn't about gold or silver. This wasn't about that, this was about decency; basic manners.

I read my first Jumma Prayer in three months and someone steals my sandals! Right after re-establishing my trust in humanity I'm betrayed? Unacceptable, reproachful, disgusting! I changed colours like a chameleon, more distressed than angry about my situation. How will I walk cross the road barefoot? Especially, when my car is right under the shade of the thorny keekar tree. Oh God! Would you bestow one chance to get my sandals! My leather sandals? I saw them clearly now, their brown soles being mercilessly traded over by the cracked heels of the shady looking teen in shalwar Kameez which was coloured stale brown like old bread. Such grievous inhumanity!

He was only a single run far. So, I darted at him, utterly ignorant of my feet. How could anyone steal my shoes? I was going to make him pay, I thought. My eyes already photo editing his hands on to pages of my Matric textbook declaring penalty for stealing. I zapped through the dense crowd of worshipers

As they put their green plastic caps back into the basket and stood directly under the sun.

The heat re-ignited my anger and I relished it. Shoes or no shoes. I was going to catch him and take my sandals back. That would matter little as my anger enveloped the pain; my brain ignorant of my delicate feet rubbing over the gravel bared by the potholes. The sinister kid kept walking at a slow pace, so no one was to doubt him. I could wager that he smiled how he stole poor prayers shoes, but I was no standard poor passion became so strong that I could almost feel the hot straps of my sandals on my feet. Saying a prayer and remembering that this was the person who had stolen my shoes, I leapt, leapt like a

JF knocking out an MIG.

We both fell down on the dust covered sidewalk, my whole body pinning him down. I didn't care if my glasses and my wallet had fallen out. We both stumbled up like drunkards. With a slur I spoke, "You stole my shoes! You Thief!".

With the innocence of an infant he spoke out, "...But you are already wearing them mister".

I looked down, much relieved to find, I had been wearing my sandals. Slightly embarrassed for cursing outside the mosque. Then another realization took me as I put my hands into my pocket! My wallet...Stolen!

Glossary:

Parsimonious: Miser

Chameleon: Lizard that changes colour

Slur: Mumble

### Brainstorming for the Sample Narration 'STOLEN':

Do you find it interesting?

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What are the few things that you find interesting in it?

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Why do we write a narration?

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What is the purpose of this narration and who do we write for?

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Why will you write your own narration?

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Define 'Narration' in your own words. What narration is all about?

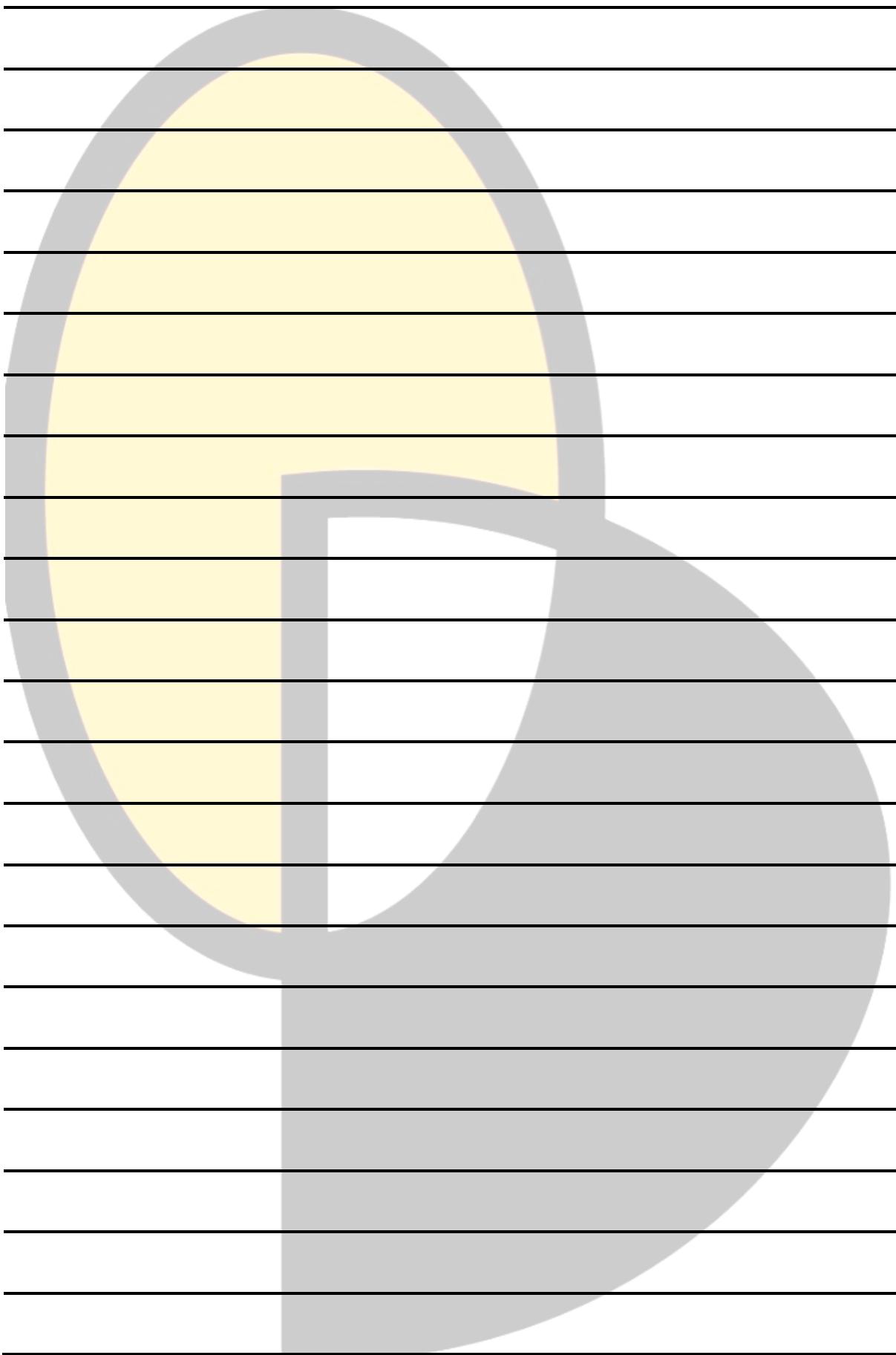
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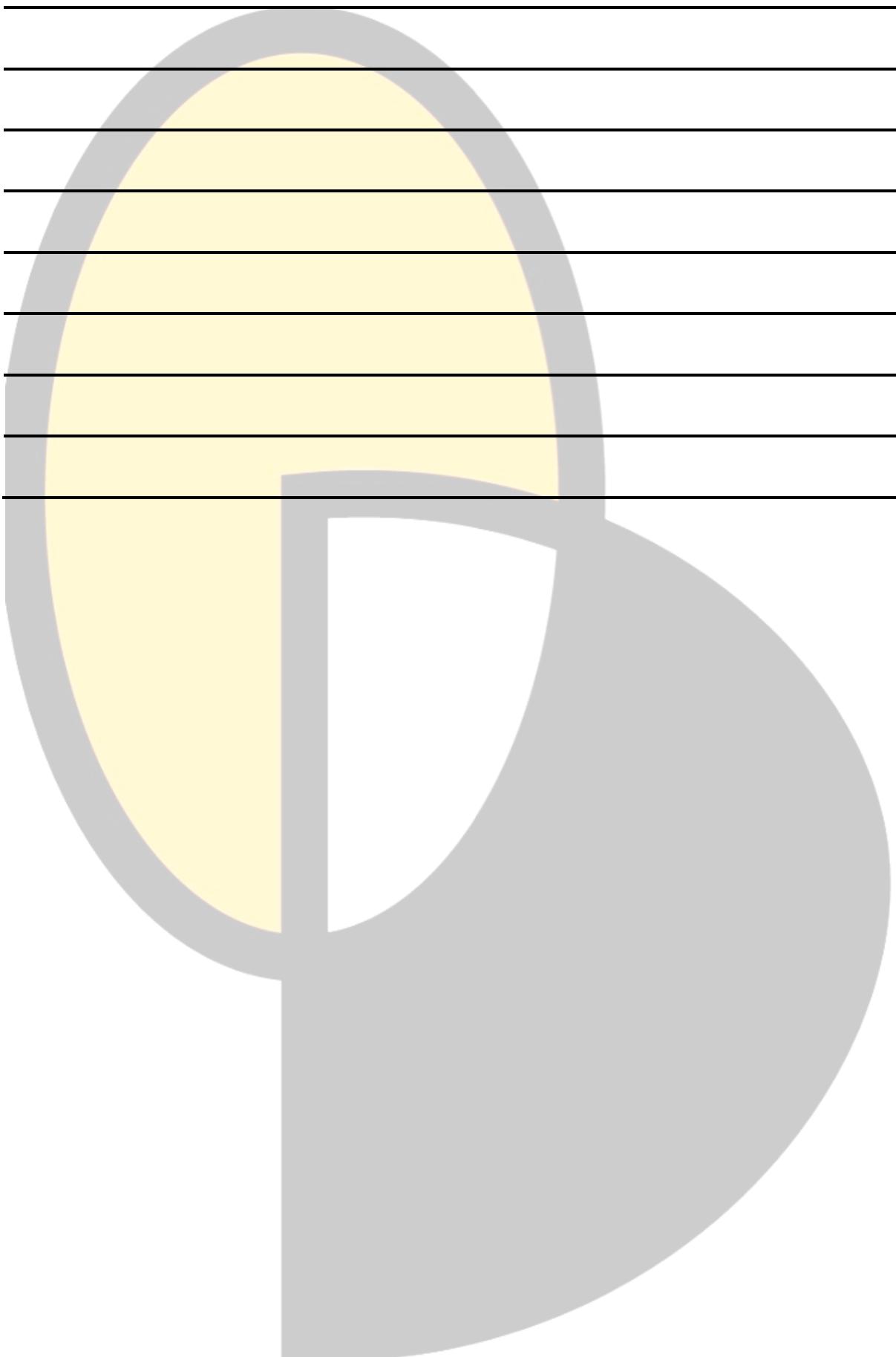
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This may be a one small piece of writing for many; However, for us it is a first chapter of your great book.

## 2. THURSDAY MY WRITE-UP: MY OWN UNTOLD STORY



Handwriting practice lines for the title '2. My First Untold Story'.



### 3. GENRE & SETTING

Create your characters and setting according to the genres



Genre: Crime

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

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

Genre: Horror

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

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



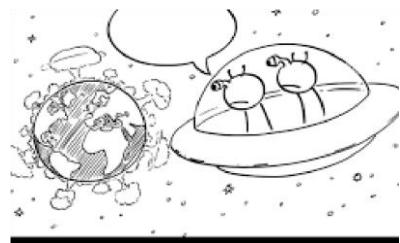
Genre: Action

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

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

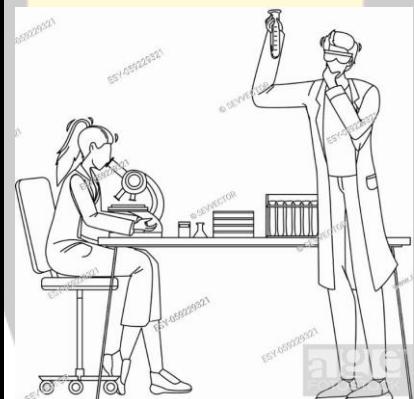
Genre: Fantasy

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



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

Genre: Science Fiction



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

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

## FOLLOW UP ACTIVITY:

SELECT A GENRE AND CREATE A PARAGRAPH ADDING SETTING AND CHARACTER/S.



## 4: IMAGERY AND THE FIGURATIVE LANGUAGE

### THE REAL PICTURE

Indulging the reader,  
in your story, as a  
part of the story

#### Imagery

As human beings, we understand the world through our senses—what we see, what we hear, what we smell, what we taste, and what we touch. To represent this process in their literary works, storytellers and poets use vivid language designed to appeal to these senses. This language is called imagery.

#### Five Senses

- See
- Hear
- Smell
- Taste
- Touch

- Simile
- Metaphor
- Personification
- Hyperbole
- Idiom

#### Figurative Language

Figurative language is defined as a creative way to use words and phrases beyond their literal definition to explain something more abstract or heighten the emotional power of that word or phrase.

Figurative language compares things in order to give them more details. We use figurative language to help the reader better understand what we are trying to describe.

Imagery and figurative language are related concepts in English literature, but they are not the same. Writers use figurative language to create imagery, which is a strong mental picture or sensation. It might help to think of figurative language as the tool and imagery as the product it builds.

## BIRTHDAY BASH

### IMAGERY

For more vocabulary, see the WORD BANK at the back of the booklet!

#### Word Bank

glamorous, glistening, dazzling, melodious, tender, fluffy, pleasant, moreish, toothsome, peppery, aromatic, fragrant, spicv. velvetv

SEE

SMELL

HEAR

TASTE

TOUCH

## BIRTHDAY BASH FIGURATIVE WRITING

For vocabulary, see the WORD BANK at the back of the booklet!

The venue was as luxurious as white house.

### SIMILE

Most of the guests were aliens!

### METAPHOR

The winds were playing music!

### PERSONIFICATION

The dishes in menu were enough for the whole world!

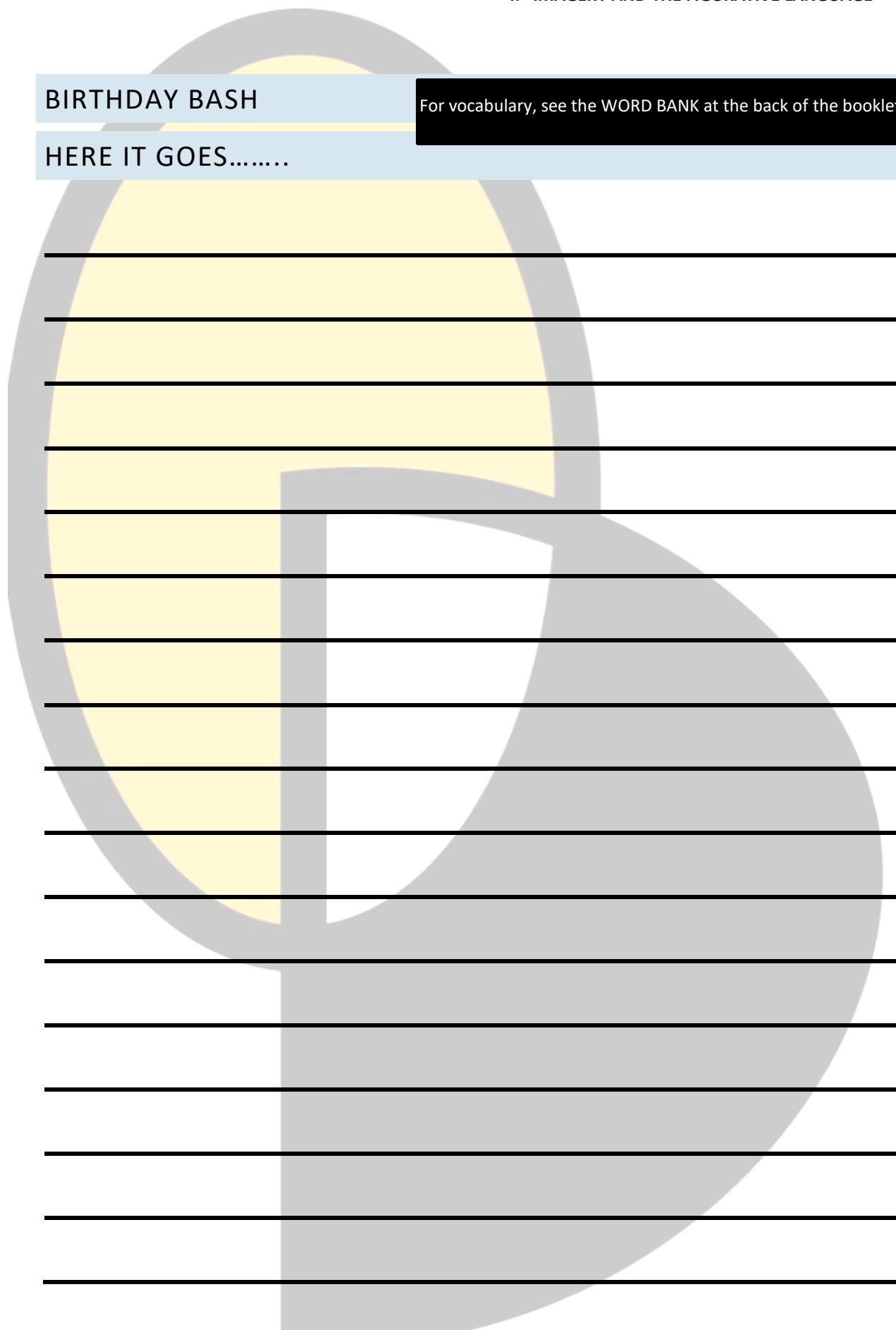
### HYPERBOLE

These are only a few figures of speech. You have more options too!

BIRTHDAY BASH

For vocabulary, see the WORD BANK at the back of the booklet!

HERE IT GOES.....

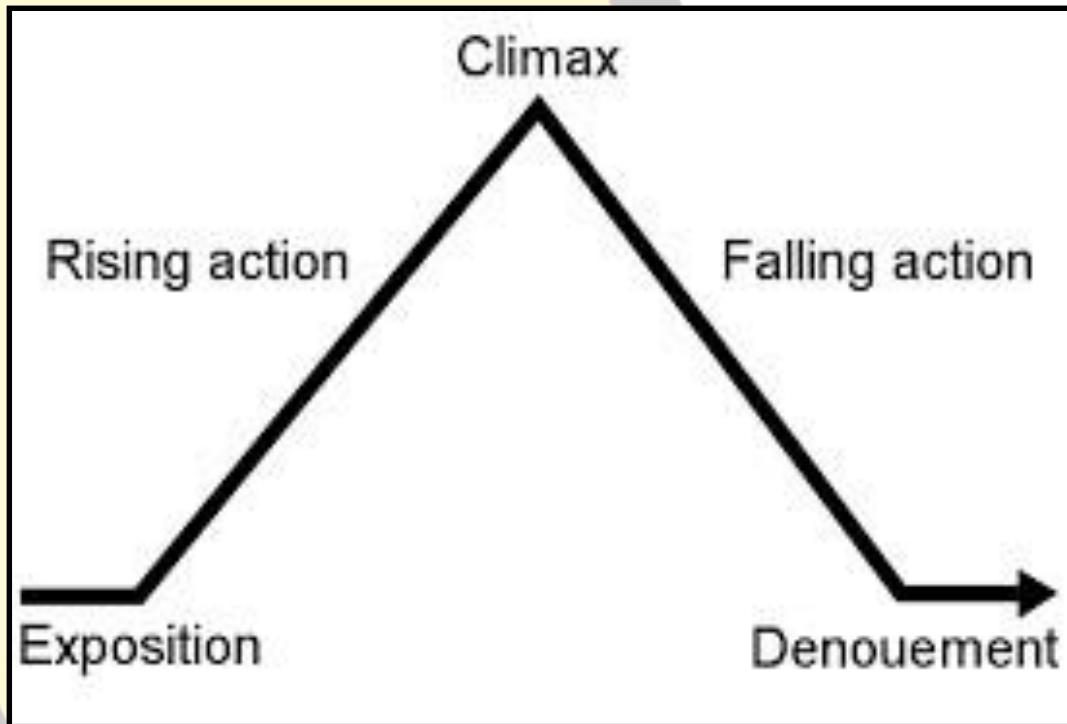


Handwriting practice lines (12 lines) for the writing task.

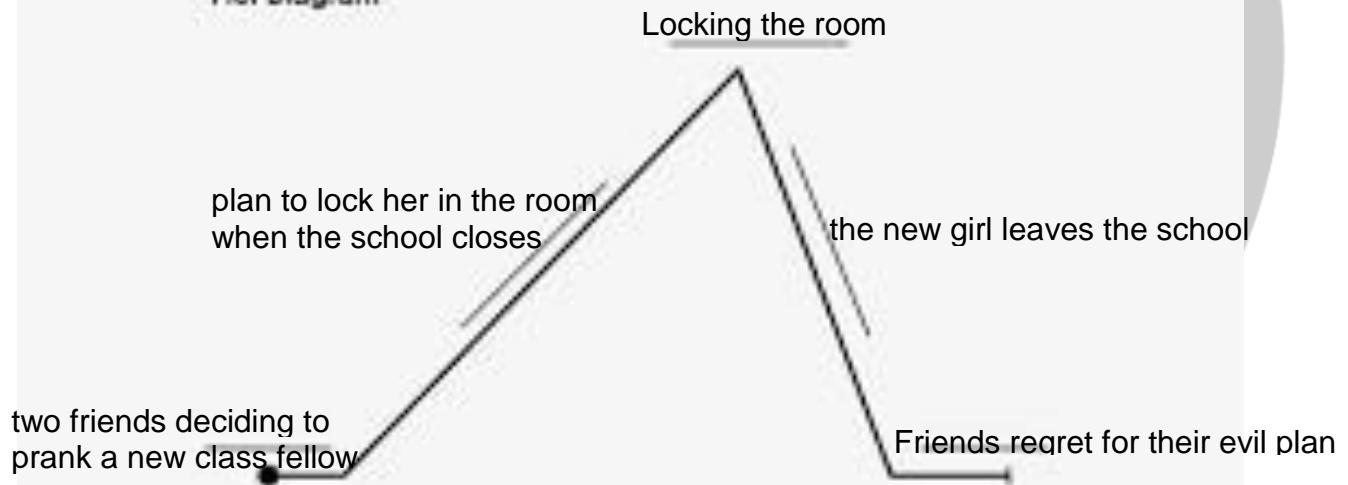
## 5. PLOT

WHAT IS THE BASIC STORY OUTLINE AND THE WAY IT IS STRUCTURED?

Let's take the help of Multi-Media! 



Plot Diagram



Plot Diagram



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Plot Diagram



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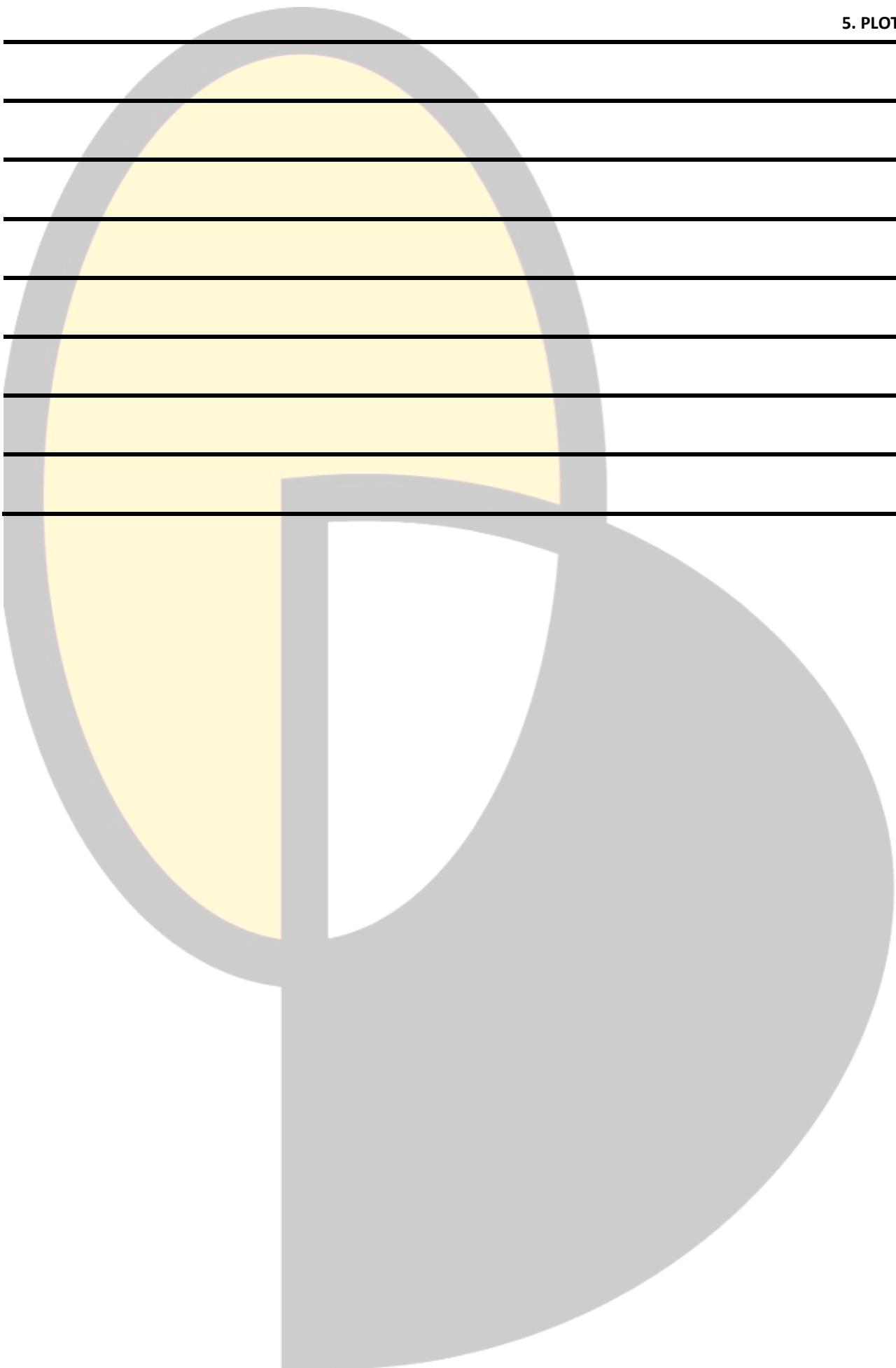
Now write in words a plot for the story 'A Lie' .

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## 6. THURSDAY MY WRITE-UP: MY SECOND DRAFT

Title : \_\_\_\_\_

Author: \_\_\_\_\_

For vocabulary, see the WORD BANK at the back of the booklet!

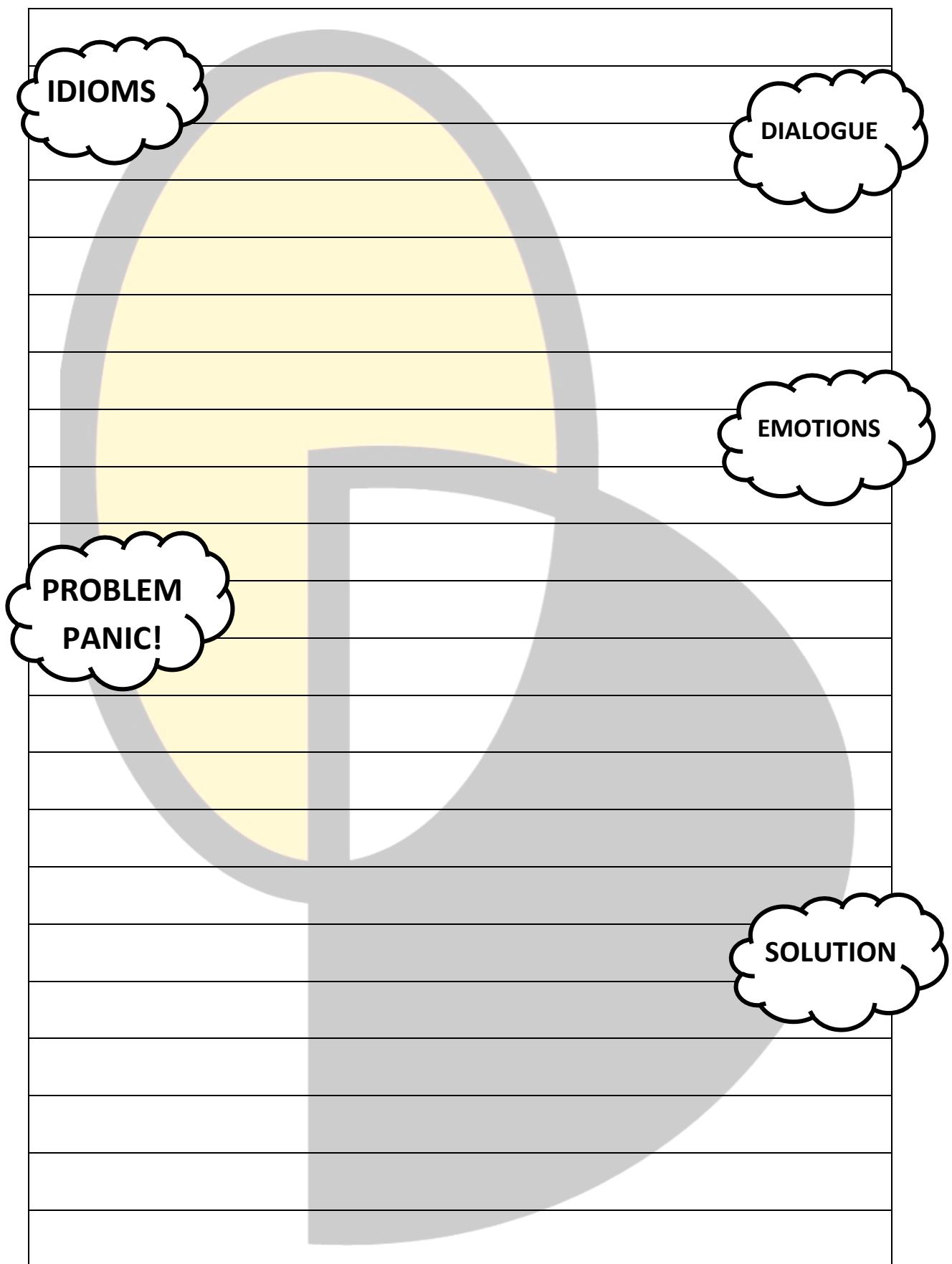
**HOOK**

**SETTING**

**FIVE  
SENSES**

**CHARACTER  
QUALITIES**

**SIMILE**

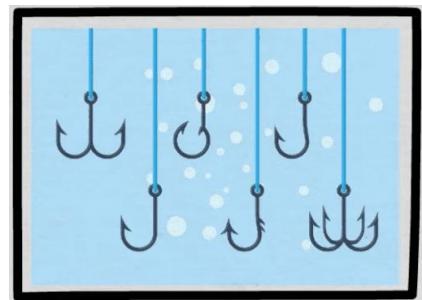




## 7. HOOKS,

### THE STARTERS...

HOOK YOUR READER WITH VERY BEGINNING!!



A narrative hook occurs at the start of a story and is meant to grab the reader's attention so that he or she keeps turning pages.

You can have a hook in either fiction, or non-fiction texts.

It comes towards the beginning of the text, acting as a reason to read on.

Be smart to choose your hook, to catch your desired fish!

Often it's just a single line, designed to be really intriguing!

## TYPES OF HOOKS

POW! Out came Superman.

Onomatopoeia

Have you ever seen a Monster?

Question Hook

Our Sun is a 4.5 billion-year-old

Interesting Fact

"You are smart," grinned Mama.

Dialogue

I failed math so many times that I even can't count!

Humour

The warmth of flames is still making me crazy.

Flashback

These are few types of hooks; you have more options too!!!!

## PRACTICING WITH HOOKS

[For your assistance, mini-bank is provided on upcoming page](#)

Change the following boring hook into a Dialogue Hook!

A dog is chasing us.

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Change the following boring hook into a Question Hook!

Switzerland is land of beauty.

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Change the following boring hook into a Sound Hook!

I woke up when the alarm rang.

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Change the following boring hook into a Funny Hook!

John was a lazy person

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Change the following boring hook into a Sound Hook!

It was a blast nearby.

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## SOME GUIDANCE.....

## Onomatopoeia Words

**BOOM**

POP

**BEEP**

THUD

**SWOOSH**

BANG

OUCH

SPLASH

Crackle

ZOOM

PFW PFW

## SCREAM

SWISH

COOL

BUZZ

## Some Fun....

Where are average things manufactured?

## The satisfactory.

A man tells his doctor, "Doc, help me. I'm addicted to Twitter!"

The doctor replies, "Sorry, I don't follow you ..."

What does the left eye say to the right eye?

Between you and me, something smells.

USING HOOK OF YOUR CHOICE, WRITE DOWN STARTING OF:

# THE BIRTHDAY BASH

## 8. ADDING FLASHBACKS

### INSERTING FLASHBACK IN YOUR NARRATION

Flashback takes you back in time.

READ THE FOLLOWING EXTRACTS. UNDERLINE THE FLASHBACK AND WRITE WHAT IT TELLS ABOUT THE CHARACTER.

Kelly groaned and held her elbow. She was sitting on the bench in the doctor's office. The doctor turned to Kelly and asked "So how did it happen?" Kelly thought back to the box-sledge challenge. Her brother wanted them to do it. They broke down a box and brought it to the top of the

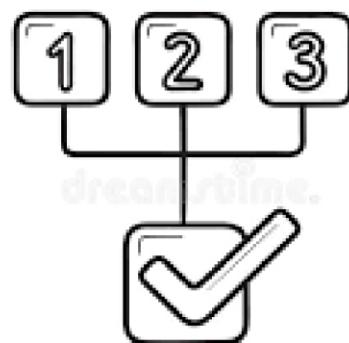
stairs.... Kelly thought back and shuddered. Then she told the doctor, "I fell"



Devin combed her hair with her fingers. She gazed in the mirror of the gas station bathroom. A truck honked in the distance. Why did she ever dye her hair purple? That was silly. As she stared at the mirror, she remembered when her hair was of natural colour. It was so easy to find a right outfit back then. Life was so simple. Devin thought and sighed.

WHAT IS A PURPOSE OF USING A FLASHBACK IN THE ABOVE PASSAGES?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Three steps to add a flashback:**

Begin flashback by the phrases like:

- Suddenly, I remember
- They were good old days
- It was just a year back

Describe a flashback:

- How my mother talked to Susan
- When my bank balance was almost unfathomable
- Tom ignored me in every occasion

Close flashback:

- Alas! things will never be the same
- That was too terrible
- I smiled and got back to my work



Imagine and write Mr Karim's flashback:

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## 9A. ENDING A NARRATION

### How to leave reader with strong feelings?

After an outstanding narration, your further milestone would be to close it in a way that it doesn't loses its worth

A closing is the very end of the story!

It's also called the end or conclusion of the story.

We write the conclusion to wrap up our story.

We also want to remind the reader of main idea of the narration.

So this lesson would, definitely, help you out to come up with the best solution.



### HOW TO END THE NARRATION?



There are different ways to end your narration. They are listed below!

**Rephrase  
your idea!**

Say it in a new  
way!

Remind the  
reader of your  
main idea!

**Example**

**Opening**

Have you ever seen a rainbow? The kaleidoscopic view of rainbow is so mesmerizing!

**Closing**

The fascinating colors of rainbow are still making prismatic impressions in my mind!

**Practice**

**Opening**

"Wow! What a wonderful view it is!", exclaimed John, while watching down from the helicopter.

**Closing**

**Feeling!**

**Example**



The view of rainbow was so fascinating!



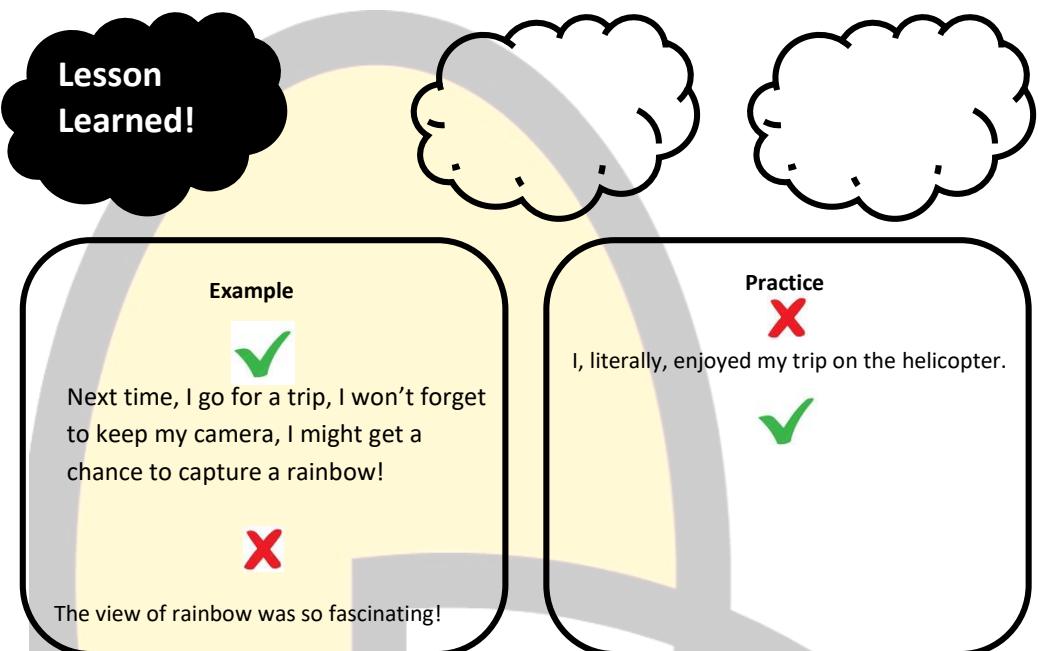
I am fond of enjoying nature! I couldn't stop me from capturing the rainbow in my reels!

**Practice**



I, literally, enjoyed my trip on the helicopter!





Lesson Learned!

Example



Next time, I go for a trip, I won't forget to keep my camera, I might get a chance to capture a rainbow!

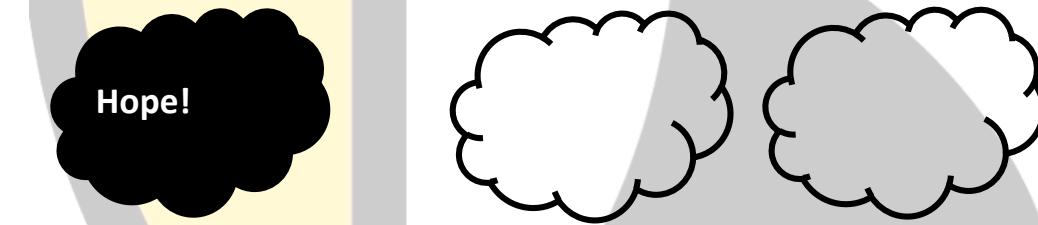


The view of rainbow was so fascinating!

Practice



I, literally, enjoyed my trip on the helicopter.

Hope!

Example



I dream, I might explore more natural beauties in my next trip!



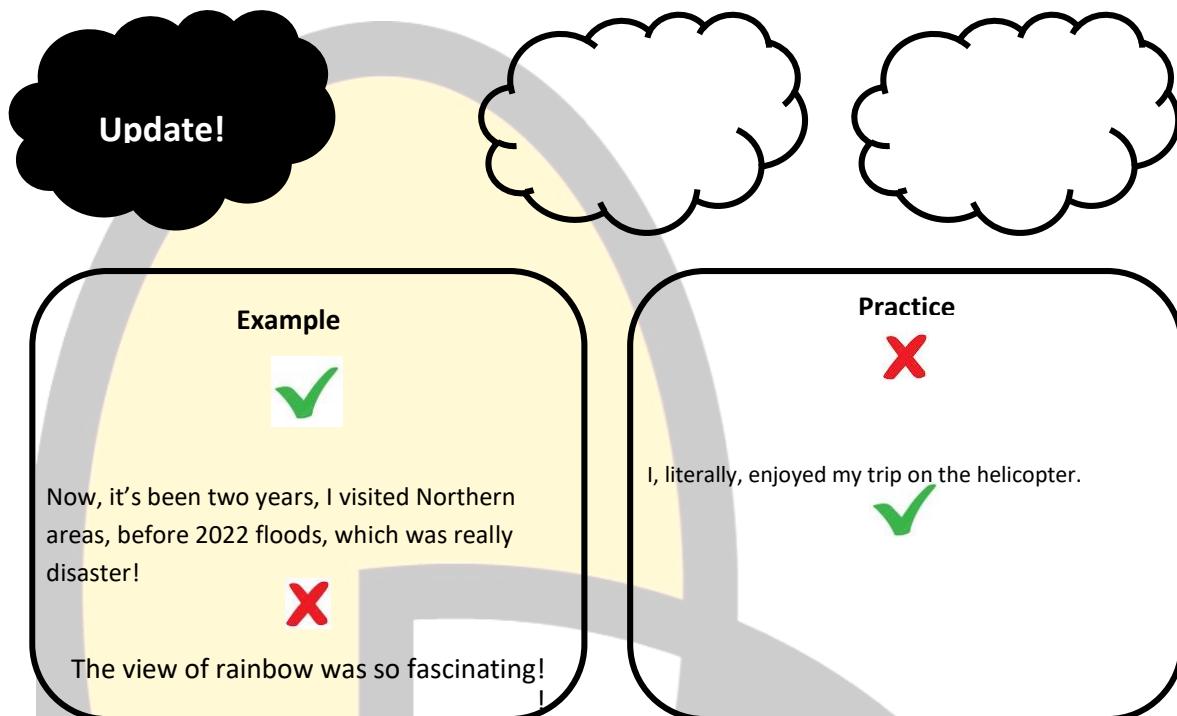
The view of rainbow was so fascinating!

Practice



I, literally, enjoyed my trip on the helicopter!





**WRITE DOWN THE ENDING OF YOUR NARRATION:**

## THE BIRTHDAY BASH

## 9 B. CLIFFHANGERS IN A NARRATION (SUPPLEMENTARY)

### WHAT A CLIFFHANGER IS?

A cliffhanger in writing is a plot device in which the text ends with a shocking revelation or dramatic event. The shift in writing is usually abrupt and the reader is left in suspense and is unaware of what will happen in the story after this point.



Usually cliffhangers are used at climax, the end of a chapter or at the end of a series to sow curiosity in the reader's mind. Sometimes a narration or book also ends with a cliffhanger, avoiding typical endings where every problem is resolved!

### TYPES OF CLIFFHANGERS

**A question or rhetorical question** - This is a common cliffhanger ending, with the questions posed throughout the text remaining unanswered by the end. This means the audience wants to return to see these questions answered.

**A new appearance** - A new character may unexpectedly show up before the closing pages. They may be important to the story but their relationship with the protagonist is not explained and the audience is left wondering who they are.

**New beginnings** - This ending occurs usually when the main character or characters state that they will start again or move away from what has occurred in the text. They 'drive off into the sunset' but what happens to them after this is unknown and there is no way to know if they get their happy ending.

**Incoming Danger** - This ending usually comes with the recent elimination of the threat seen throughout a text. All is thought to be resolved and at peace with the story but new information and foreshadowing reveal that greater danger is lurking behind the corner.

**Sudden death/ injury** - A recurrent or main character may die in the closing section of the text or they may be injured with the implication of death. This trope is great for books with planned sequels as readers will be desperate to see if their beloved character has survived.

**A new discovery** - Your protagonist may stumble across a key piece of new information or evidence that changes the events of the text so far. They may discover a shocking secret or find a missing object or a main character may even go missing.

**Failure** - Your protagonist may fail their mission or lose a battle against their antagonist. The reader is left wondering if they will recover from their loss and if they can return to succeed.

**A deadline** - Your character may have limited time left or be on a ticking clock to reach a destination in time before a disaster. Your story will end without the reader knowing if they ever make it.

**Yearning** - Your main character may have wanted something throughout your story, this could be a dream of theirs or an item they are searching for. Before the ending they are close to getting this but the story ends before the reader is told whether or not the character gets what they want.

## PRACTICING WITH CLIFFHANGERS.....

### A KOREAN MYTH

- 1 One day, years and years ago, the birds of this world knew that cold winter was approaching and began to fly south to warmer countries. All except one little bird who had a broken wing and could not fly.
- 4 “I will ask the trees in the forest if they can keep me warm in the cold winter,” he said.
- 6 So, he jumped and he flapped towards the trees at the fringe of the forest. He first met a majestic birch. “Magnificent Birch,” he sang, “will you allow me to stay warm in your branches during the cold winter?” “Certainly not!” the birch tree said. “I have to take care of my branches.”
- 10 The little bird staggered on until he came to a great oak tree. “Oh, mighty Oak, when winter comes, I may freeze. Will you keep me warm in your branches?” “No, for you might eat my acorns!” replied the oak. “Go away.”

13 The little bird jumped and he flapped until he came to a maple tree. "Oh, glorious Maple, will you let me spend winter in your warm branches?" "I shall not!" replied the maple. "I never help strangers."

16 The poor little bird did not know where to go, but he kept staggering and flapping along with his broken wing.

18 Presently the fir tree saw him and said, "Come here, little bird. You may spend the winter in my branches." The pine tree nearby said, "I will spread my branches to keep the wind away." The holly tree added, "You may eat my berries. They are good food for birds." The little bird was very comfortable in his warm nest, protected from the cold wind and with holly berries to eat.

24 That night, the Frost King said, "North Wind, it's time to start winter. Blow the leaves from the trees, my friend, except for those who helped the bird with the broken wing. For their kindness, they may keep their leaves, even in winter."

**This story ends with a cliffhanger. What do you think, what type of cliffhanger does this fable have?**

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**Re-write the last paragraph using cliffhanger of your choice.**

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9b. Cliffhangers in a Narration

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## 10. THURSDAY MY WRITE-UP: MY THIRD PIECE

**Title** : \_\_\_\_\_

**Author:** \_\_\_\_\_

For vocabulary, see the WORD BANK at the back of the booklet!

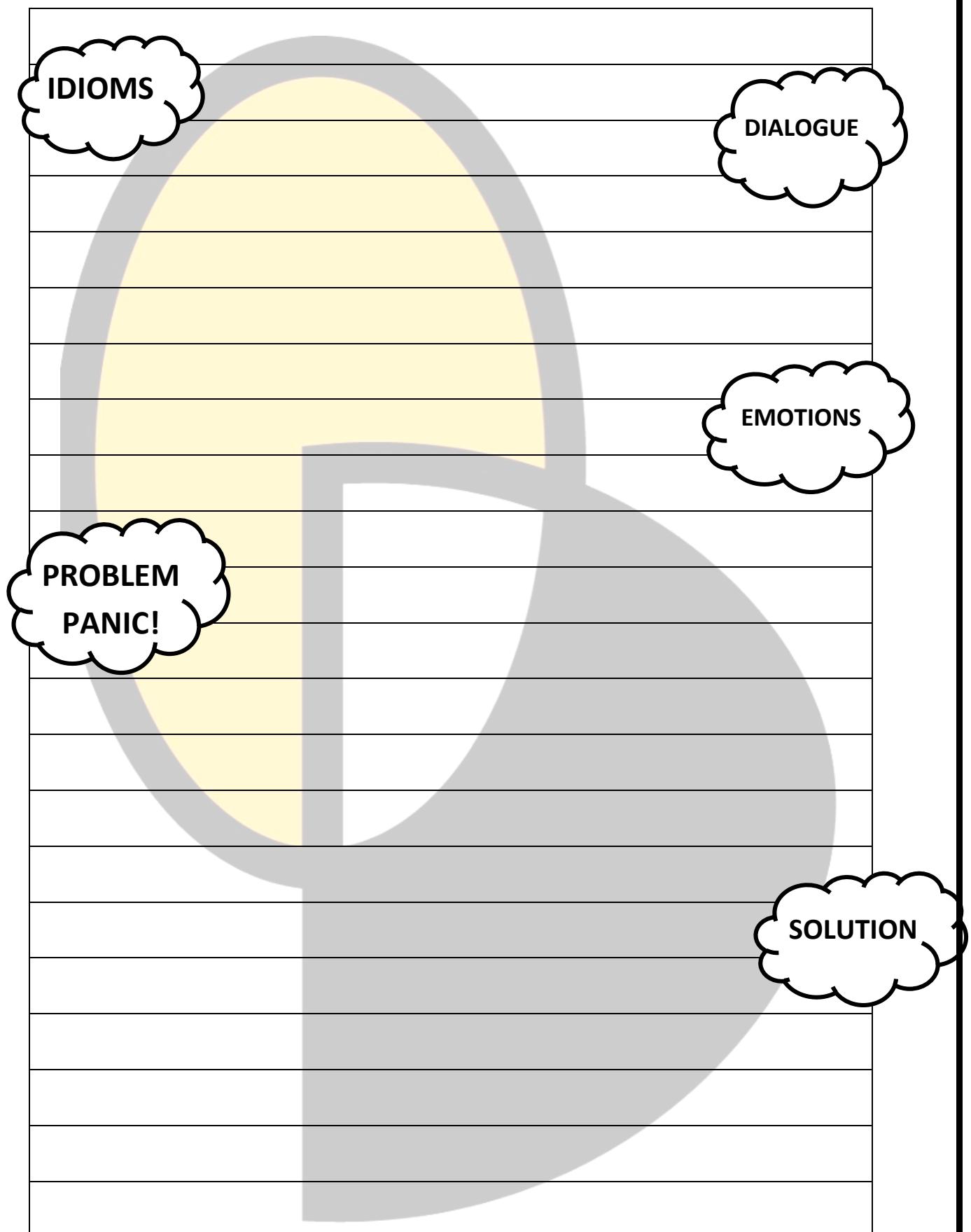
**HOOK**

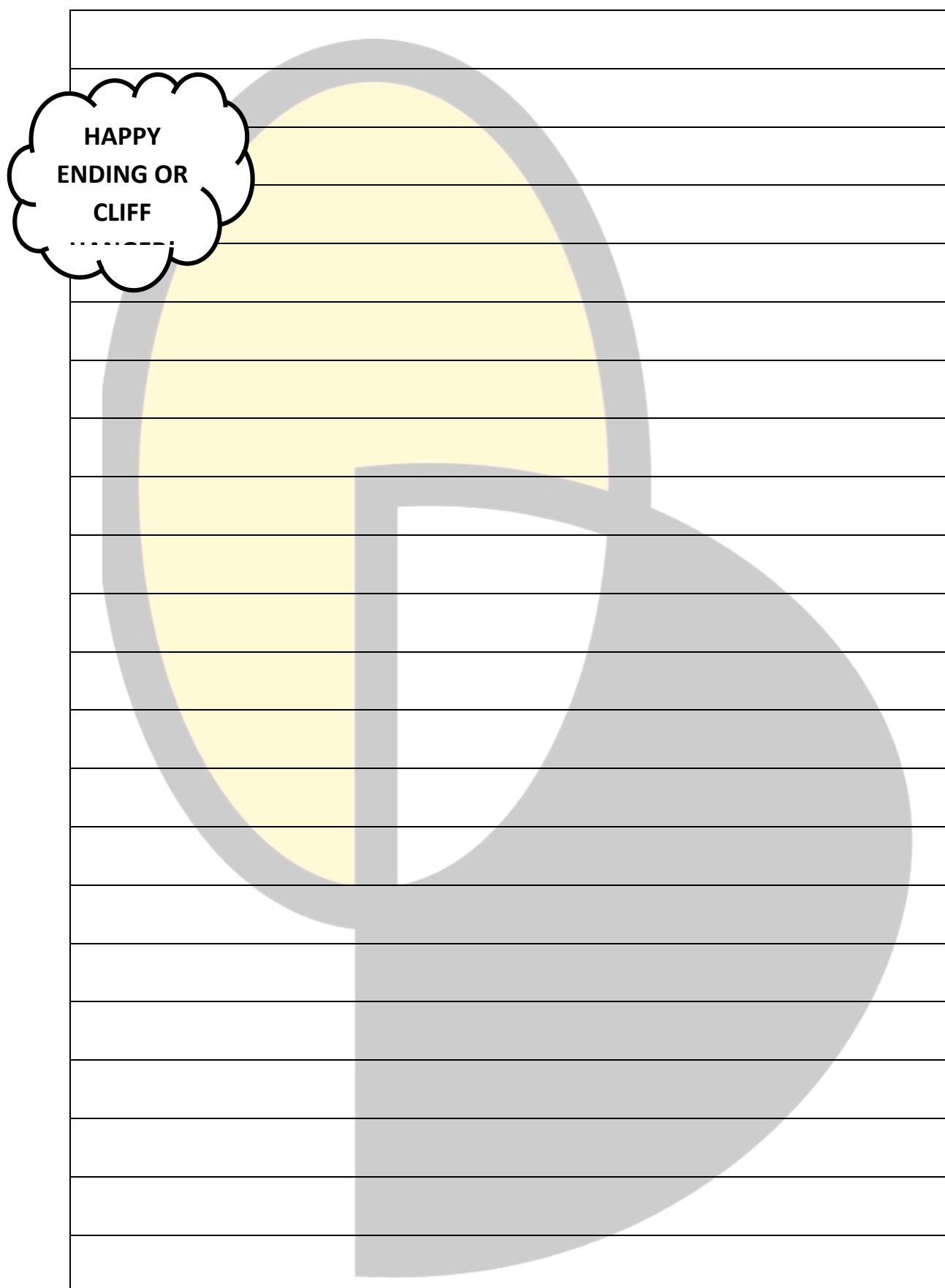
**SETTING**

**FIVE  
SENSES**

**CHARACTER  
QUALITIES**

**SIMILE**



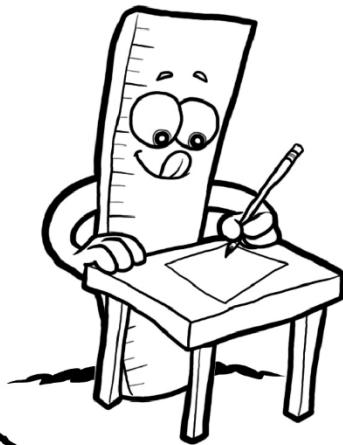




## 11. SENTENCE STRUCTURE

This section will deal with the Language part

Remember length of a sentence plays an important role



**Long sentences:**

**Slow the pace down**  
The rain and its droplets were humming the song of destiny to every passerby.

**Reported and Direct Speech:**

**Give voice to the character**  
"I had to keep it a secret", she sobbed.

**Short sentences:**

**Show quick pace**  
He wiped the sweat from his forehead. His skin turned red. He waited. He waited for the drop of rain

**Adding adjectives and Adverbs:**

**Give visual movements**  
The brown burnt page was folded carefully

**Question Sentences:**

**Arise curiosity**

Who could send me this letter? Why there is no name?

**Non sentences:**  
**Shows emotion**

Silence!  
Seething silence!  
Death everywhere!

**Passive Voice:**

**Puts stress on object**  
Cloths were scattered all around. The cupboards were opened.

## TRYING DIFFERENT SENTENCE STRUCTURES

### BASIC SENTENCE

Sentence is a complete idea with subject and a verb.

### Underline subjects and encircle Verbs in the given sentence

- My sister and I enjoy pizza with sausages.
- The old house on the corner of the street has a big garden.
- Amy, Carol and Rachel are going to France this summers.
- Microwave and Blender cannot fit on my kitchen counter.
- My dog barks on any visitor that comes to my house.



### Stretching sentences by using conjunctions

My sister and I enjoy pizza with sausages, while \_\_\_\_\_

The old house on the corner of the street has a big garden, yet \_\_\_\_\_

Amy, Carol and Rachel are going to France this summers, and \_\_\_\_\_

Microwave and Blender cannot fit on my kitchen counter, so \_\_\_\_\_

My dog barks on any visitor that comes to my house, although \_\_\_\_\_

### Change the placing of the words to create variety in sentence structures.

### Let's Try of the above sentences

Pizza with sausages \_\_\_\_\_

having a big garden \_\_\_\_\_

Going to France \_\_\_\_\_

My kitchen counter \_\_\_\_\_

On anyone coming \_\_\_\_\_

## LET'S STRETCH SENTENCES WITH PUNCTUATIONS

**Add additional details within a sentence by using parentheses (Pair of Brackets, dashes or commas)**

- Mr Akbar, my father's close friend, has decided to start a new business.
- They roasted a chicken-almost a size of a kitten-to serve in dinner.

**Stretching sentences with colon. Colon starts a list, statement or further explanation**

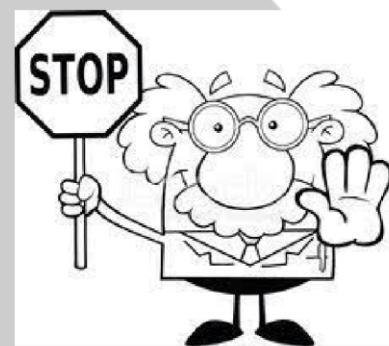
- You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing.
- He got what he worked for: a promotion.

**Semicolon joins two complete sentences**

- We had too many fumbles; we lost the game.
- I went to the airport; it was too huge

Never join two sentences  
only with comma

- Jim is cold, he wants to go inside.
- Martin and Ellen moved in next door, they seem really nice.
- The train was late, I missed the meeting



- Jim is cold, so he wants to go inside.
- Martin and Elan moved in next door; they are really nice.
- The train was late. I missed my meeting.

Correct them by putting full-stop, Semicolon or conjunction

### RESEARCH SUGGESTION

Search Comma Splice  
on internet

## LET'S PRACTICE THE WORKSHEET!

**Let's punctuate and avoid having sentence over sentence over sentence**

This can result in run-on sentences. Add connectors or add fullstops, comma or semicolon

**WRITING TIP:**

Never join more than three sentences to stretch your sentence.  
Put a full-stop instead



The movie theatre was dark and it was too expensive but we really wanted to see the movie so we bought tickets.

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We went to the park and we ate dinner and we got ice cream and when it got dark we chased fireflies.

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I went to high school with Brian but we didn't have any classes together, so we didn't recognize each other in college, but we figured it out eventually.

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Our flight was delayed, so we can go get coffee in the airport, or we can relax outside, or we can go shopping, or we can get another flight.

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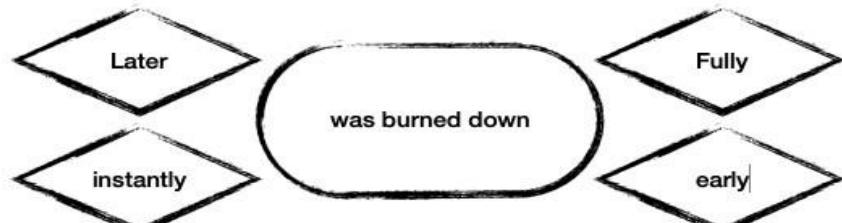
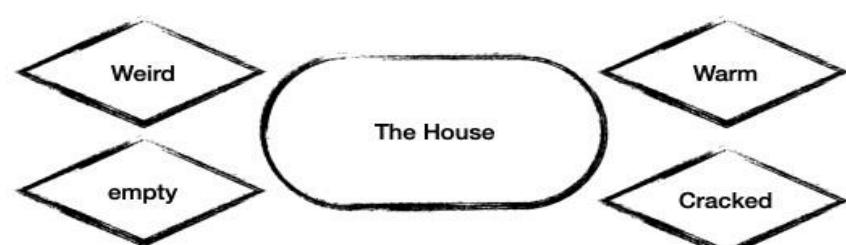
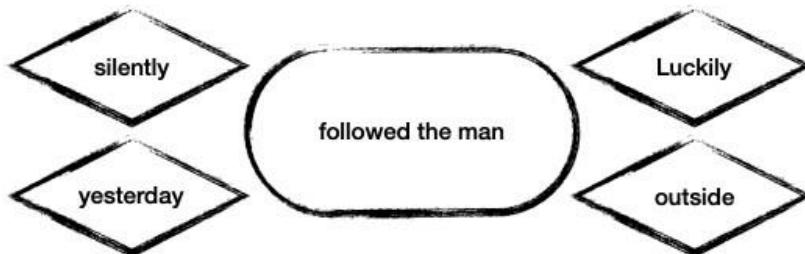
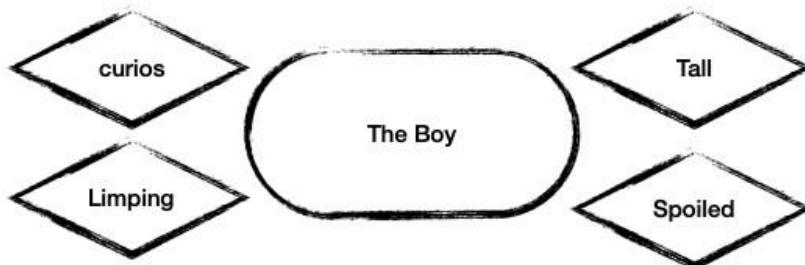


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## CHECK TRANSITIONAL DEVICES FROM THE WORD BANK

## 12. ADDING ADJECTIVES AND ADVERBS

Stretch the sentences by adding adjectives and adverbs and make them more descriptive.



**Now stretch the following situations with as many adjectives and adverbs.**

The car crashed.

The plane landed.

The moon shone.

The doorbell rang.

You have witnessed a theft at your neighbourhood.

**Write what happened and how it happened.**

**Use as many adjectives and Adverbs as you can.**

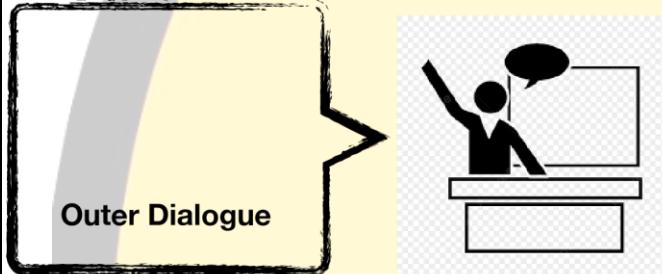
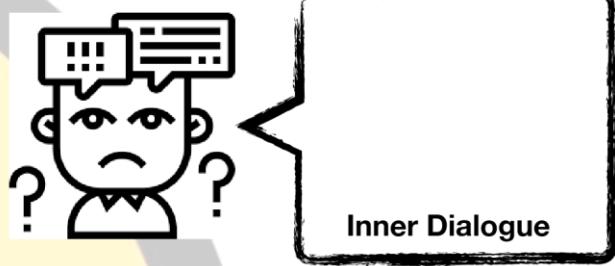


## 13. ADDING DIALOGUES

What could these people be saying to each other? Write what you think.

Lucy: My Teddy Bear is only mine.  
David: I can't let you have it. It is horrifying.



**Two types of Dialogues****Let's use them together****Underline the inner dialogue and circle the outer dialogue.**

- The situation doesn't seem to be as simple as that he thought. "Emmm, where were you at the time when robbers entered from the kitchen?" he inquired.
- "It was Kamil who showed my notebook to the Head Teacher" muttered Kareem. This is not the right time to tell the truth, he assured himself.
- If I move my Bishop to right he will move his Queen back, he calculated in his mind. "So, it is your turn to save your King" Danish challenged Ali on Chess Bet.

**Write a one paragraph situation using both inner dialogue and outer dialogue.**


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## 14. THURSDAY MY WRITE-UP: ANOTHER PIECE & PEER-CHECKING ACTIVITY

**Title** : \_\_\_\_\_

**Author:** \_\_\_\_\_

For vocabulary, see the WORD BANK at the back of the booklet!

**HOOK**

**SETTING**

**CHARACTER  
QUALITIES**

**FIVE  
SENSES**

**SIMILE**

IDIOMS

DIALOGUE

EMOTIONS

PROBLEM  
PANIC!

SOLUTION

## 14. Thursday my Write-up: Another piece & Peer-checking Activity

A white cloud icon with a black outline. A horizontal dashed line extends from the bottom of the cloud to the right.

**14. Thursday my Write-up: Another piece & Peer-checking Activity**


## 15. VALUE VOCABULARY

### SAID IS DEAD! R.I.P.

Fill in the blanks with appropriate word. WORD BANK is provided at the end of the booklet.

1. "I have an I-phone," \_\_\_\_\_ John.
2. "Help me," \_\_\_\_\_ the citizen.
3. "Don't forget the bandages," \_\_\_\_\_ the paramedic.
4. "Who will be the captain?" \_\_\_\_\_ the goalkeeper.
5. "Shush.. everyone is sleeping," \_\_\_\_\_ Hannah.
6. "I've lost my keys," \_\_\_\_\_ Mark

### VERY CAN BE AVOIDED

Add powerful adjectives, so you can avoid word "VERY". WORD BANK is provided at the end of the booklet.

1. The patient is looking (very pale) \_\_\_\_\_.
2. The painting is (very perfect) \_\_\_\_\_.
3. She is wearing a (very pretty) \_\_\_\_\_ dress.
4. He apologized her but she was (very angry) \_\_\_\_\_.
5. I am (very hungry) \_\_\_\_\_! Let's order pizza.
6. It was (very rude) \_\_\_\_\_ from you to say such a bad word.

## WORKING WITH VOCABULARY

Write new sentences, using vocabulary from WORD BANK at the back of the booklet.

Hint: Examples are given. Follow *Italics*.

	Example	Practice
Transition word	<i>Although,</i>	
Adjective	there were <i>a lot of</i> invitees in the party	
Simile	but the venue was <i>as bigger as white house,</i>	
	to accommodate the guests.	

Adjective/taste	The <i>savoury</i> menu was	
Transition word/sound	<i>coupled with melodious</i> music	
	to appease the folks.	

Colours	The <i>flamboyant</i> lighting,	
Smell/sound	<i>whiff</i> of royal dishes, and <i>chattering</i> of guests	
Describing places	was making the environment so <i>attractive</i> and <i>lively</i> .	

## WORKING WITH IDIOMS....

Rewrite the sentences with suitable idioms from the WORD BANK at the end of the booklet.

Situation	Sentence with idiom
Government and the opposition always have conflicts over the issues of the state.	
Due to sudden inflation, the financial state of the country is under difficult situation.	

Try your best to achieve distinction, rest leave to your fate.

Don't be too lazy, you have do a lot of things.

### WORKING WITH WEAK WORDS, COLORS AND FIVE SENSES!

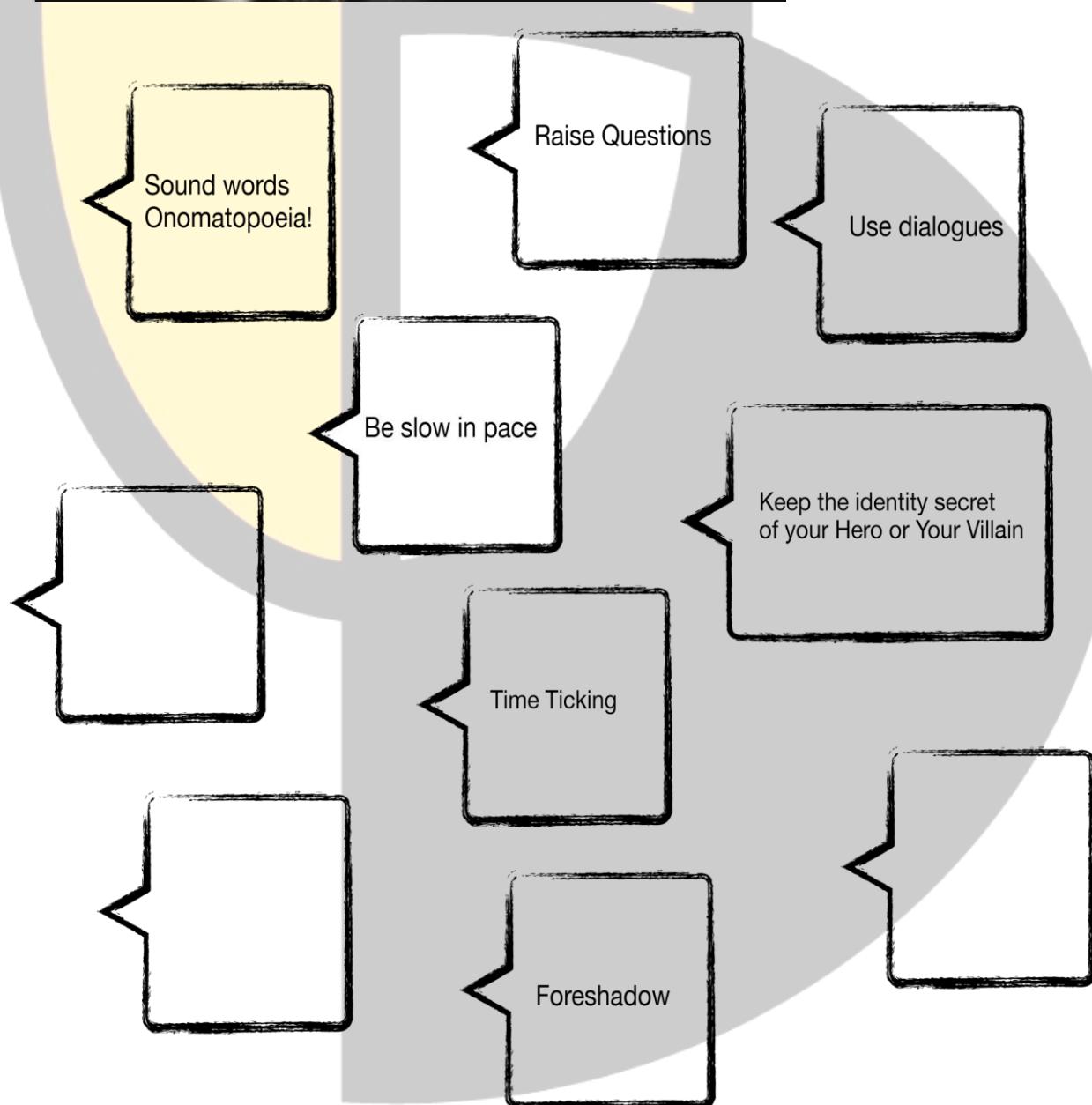
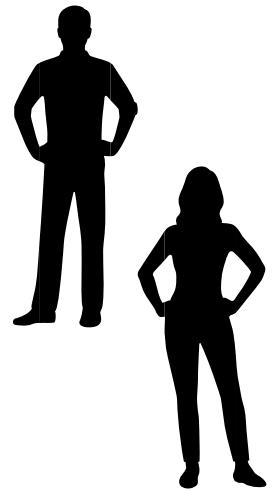
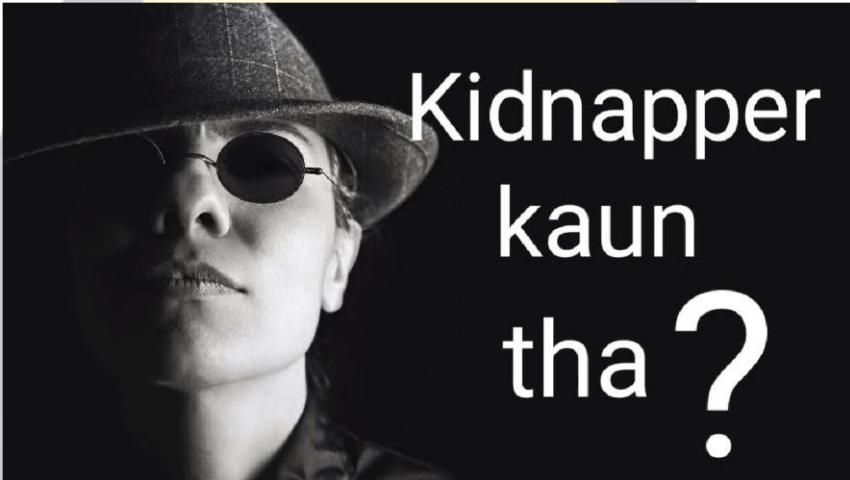
Rewrite the text by replacing the underlined words with powerful vocabulary from the WORD BANK given at the end of the booklet. You can use your own too!

Every year we go to Florida. We like to go to the beach on colorful sunny days.

My favorite beach is called Emerson Beach. It is very long, with soft brown sand and tall palm trees with green leaves. It is very beautiful. I like to make big sandcastles and see the sailboats go by. Occasionally there are grey dolphins and big whales in the water!

Every morning we look for shells in the sand. I found many big shells last year. I put them in a special place in my room. Sometimes, the big waves make me scared by their (water sound) sound. But I want to learn to surf this year. It is hard to surf, but so much fun! My sister is a good surfer. Firstly, she laughed at me when I told her my wish later she said, "I will teach you, how to surf." I hope I can do it!

## 7. CREATING SUSPENSE



**See which of the following statements can match the above boxes.**

1. The dark cloud hung in the sky and the wind started to howl.
2. Tip, tip , tip.... the water dripped continuously.
3. Someone was behind me. I could hear the footsteps.
4. Two hours left, and I still am in the middle of no where.
5. But who it could be? I never heard of the name Dia. Then, how could he say that I know her?
6. “Do you know where this map can take us?” his voice had tons of curious vibes.
7. His feet shuffled on the grey road as he tried to move. The left shoe was still hanging loosely...

**Write a paragraph that creates suspense. Take help from the given picture.**



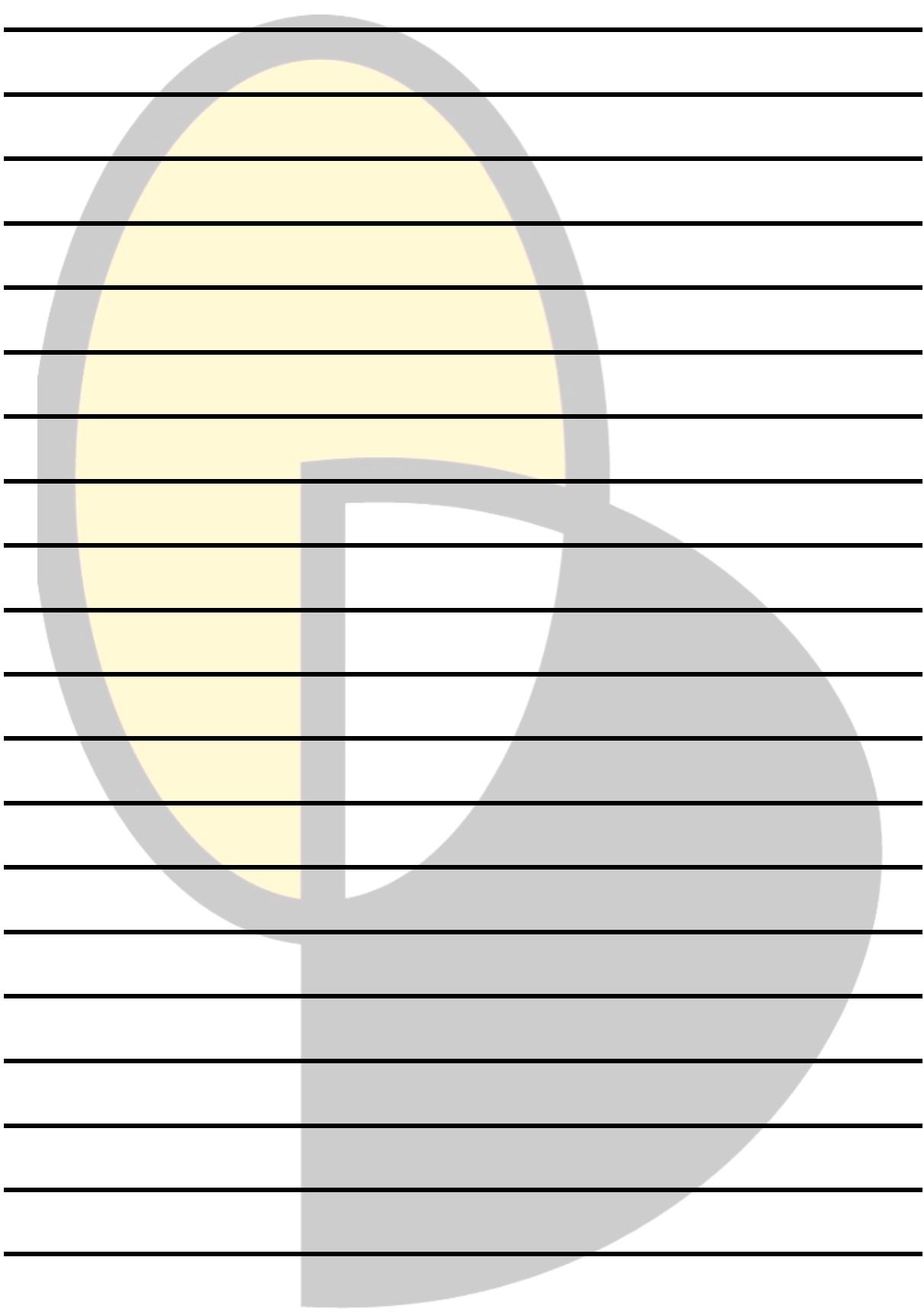
## 17. WRITING FIRST DRAFT OF THE FINAL ASSIGNMENT

**Title** : \_\_\_\_\_

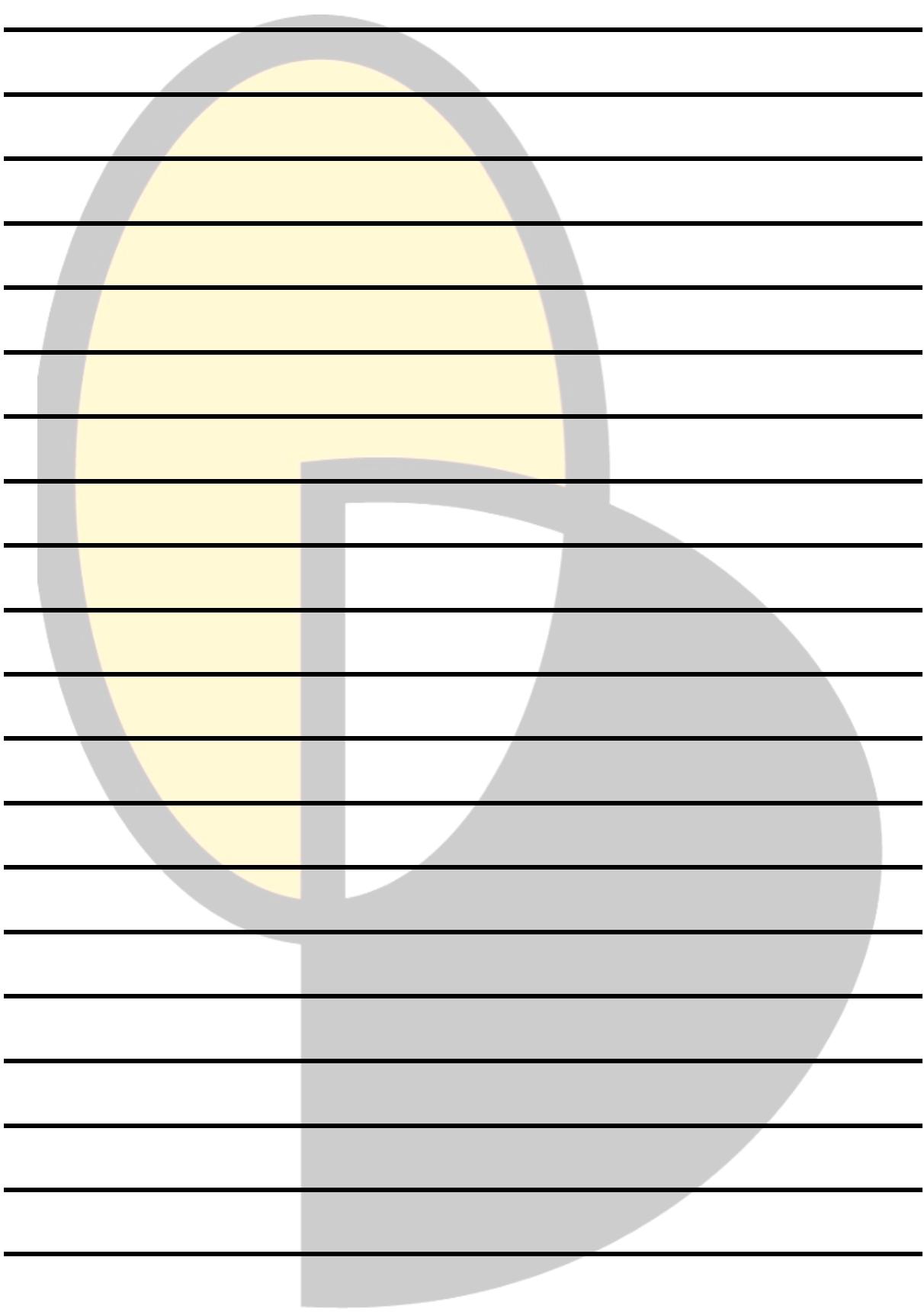
**Author:** \_\_\_\_\_

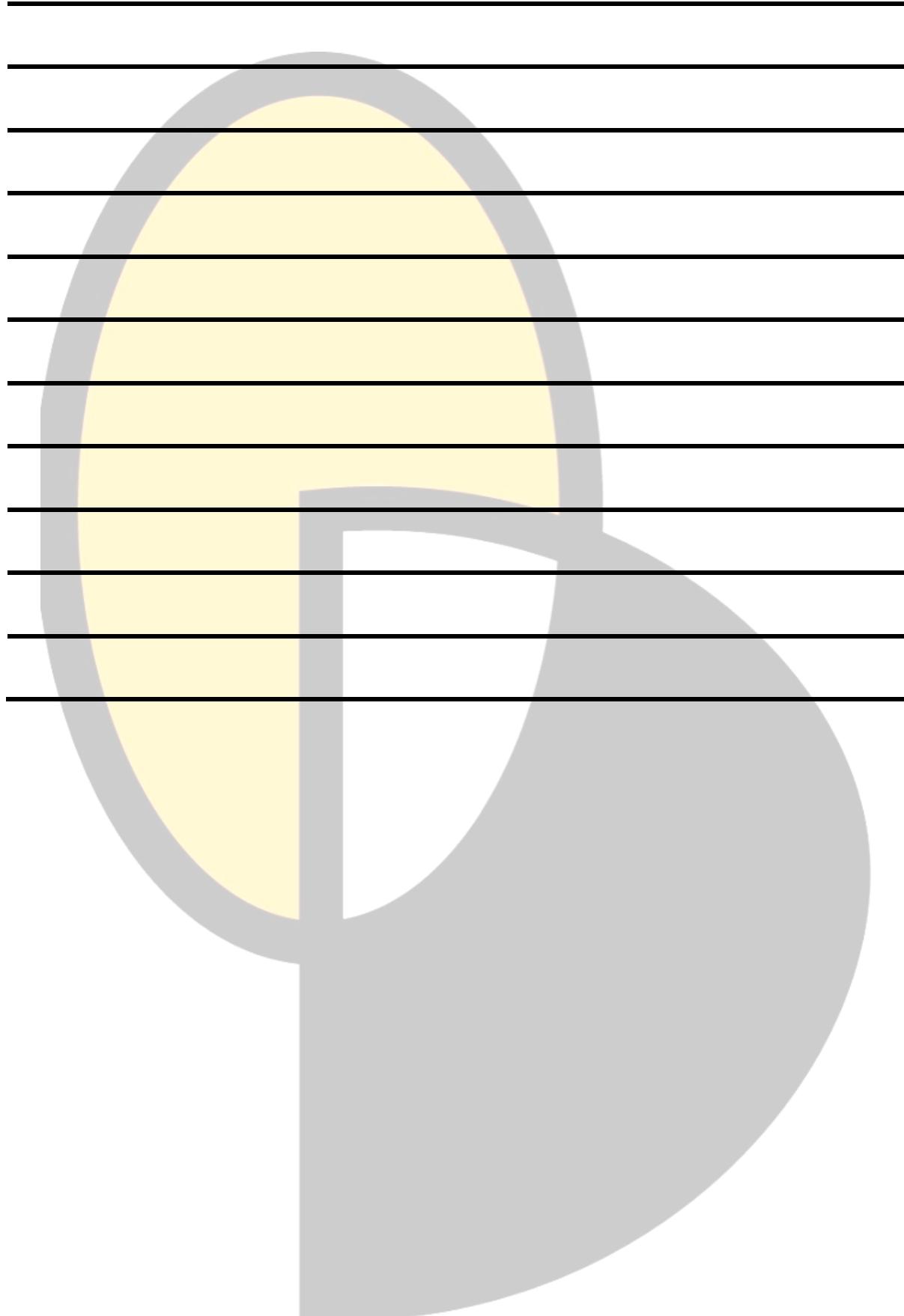
**For vocabulary, see the WORD BANK at the back of the booklet!**

## 17. Writing First Draft of the Final Assignment



## 17. Writing First Draft of the Final Assignment



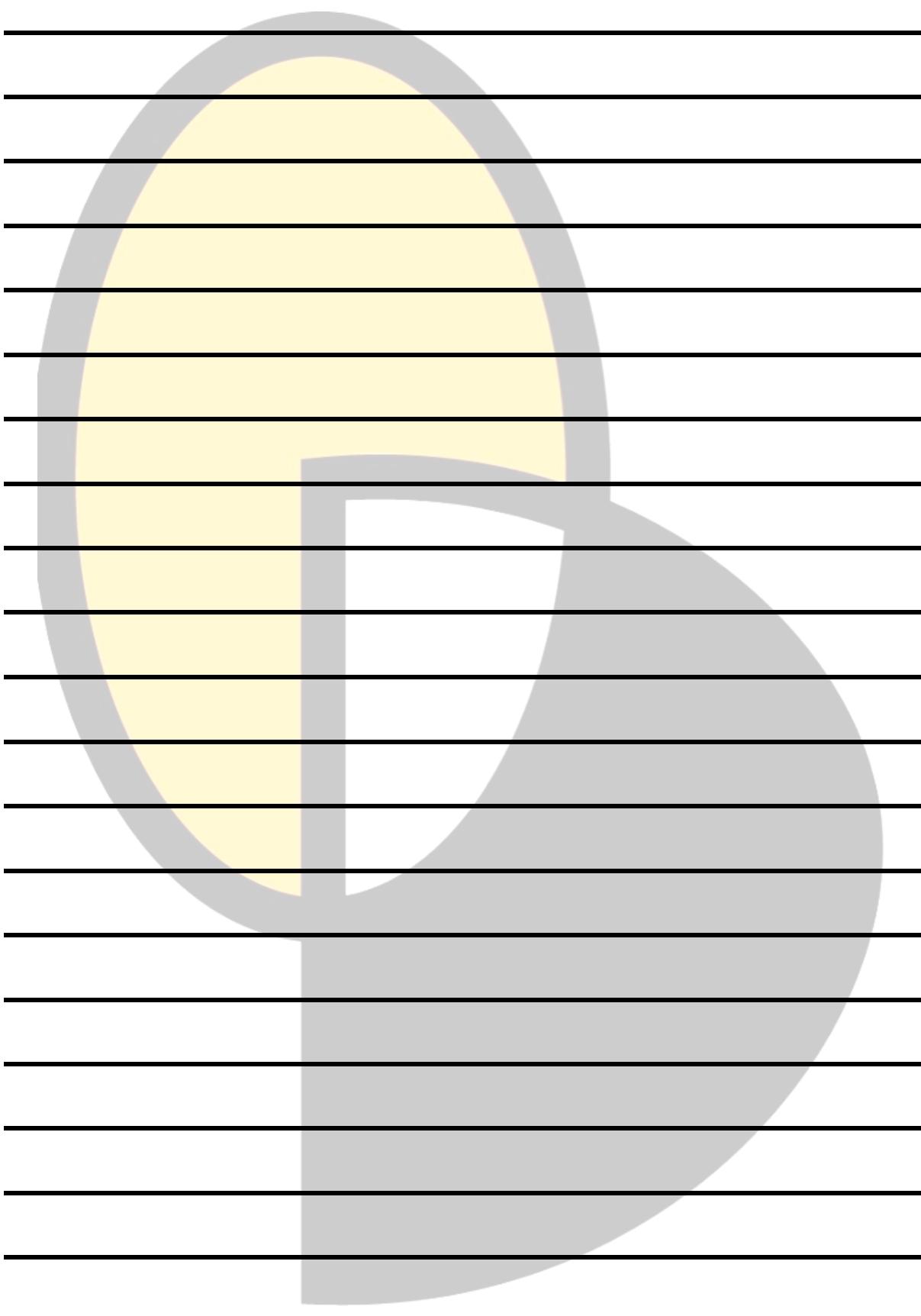


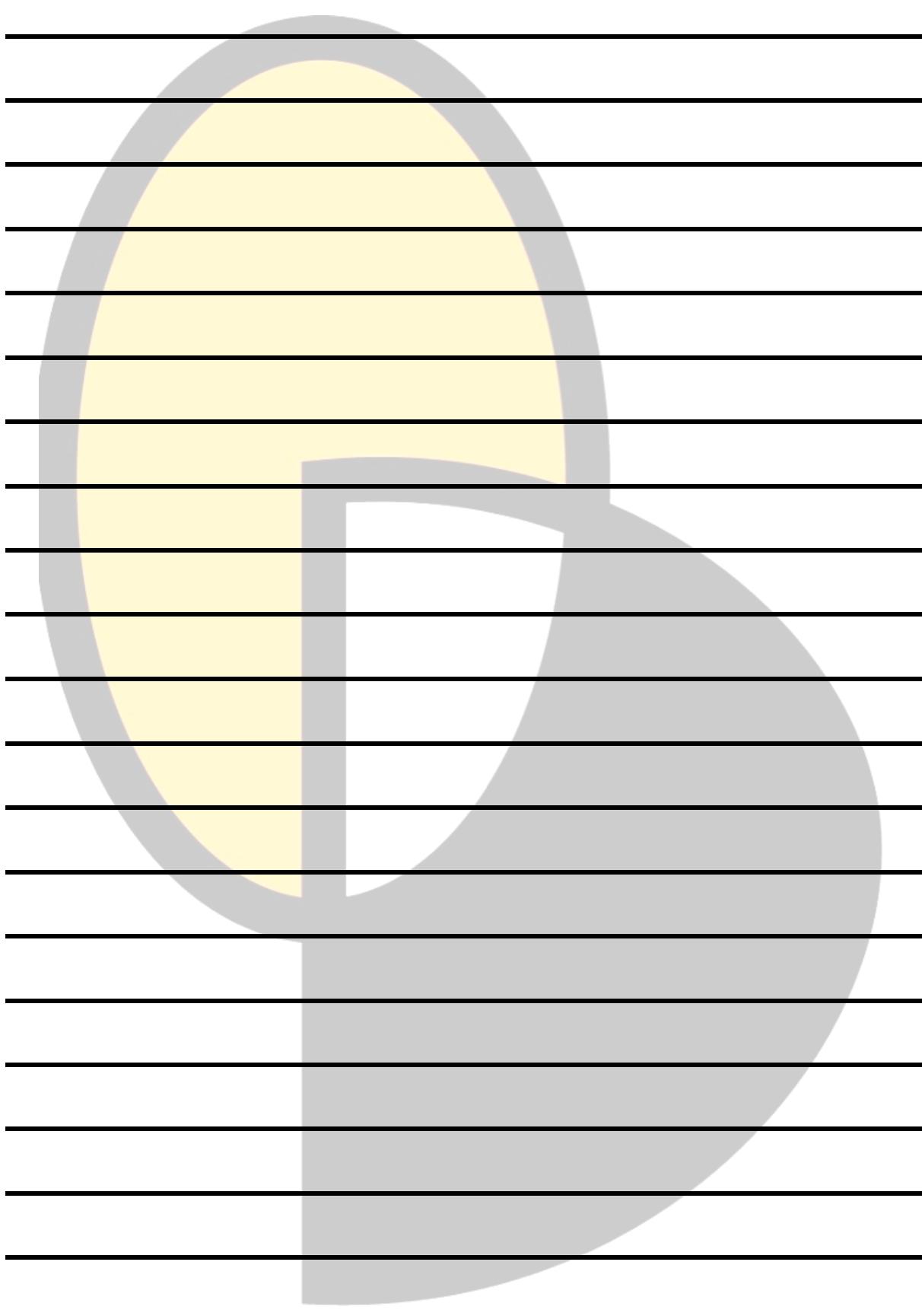
## 18. THURSDAY MY WRITE-UP: FINAL MASTERPIECE

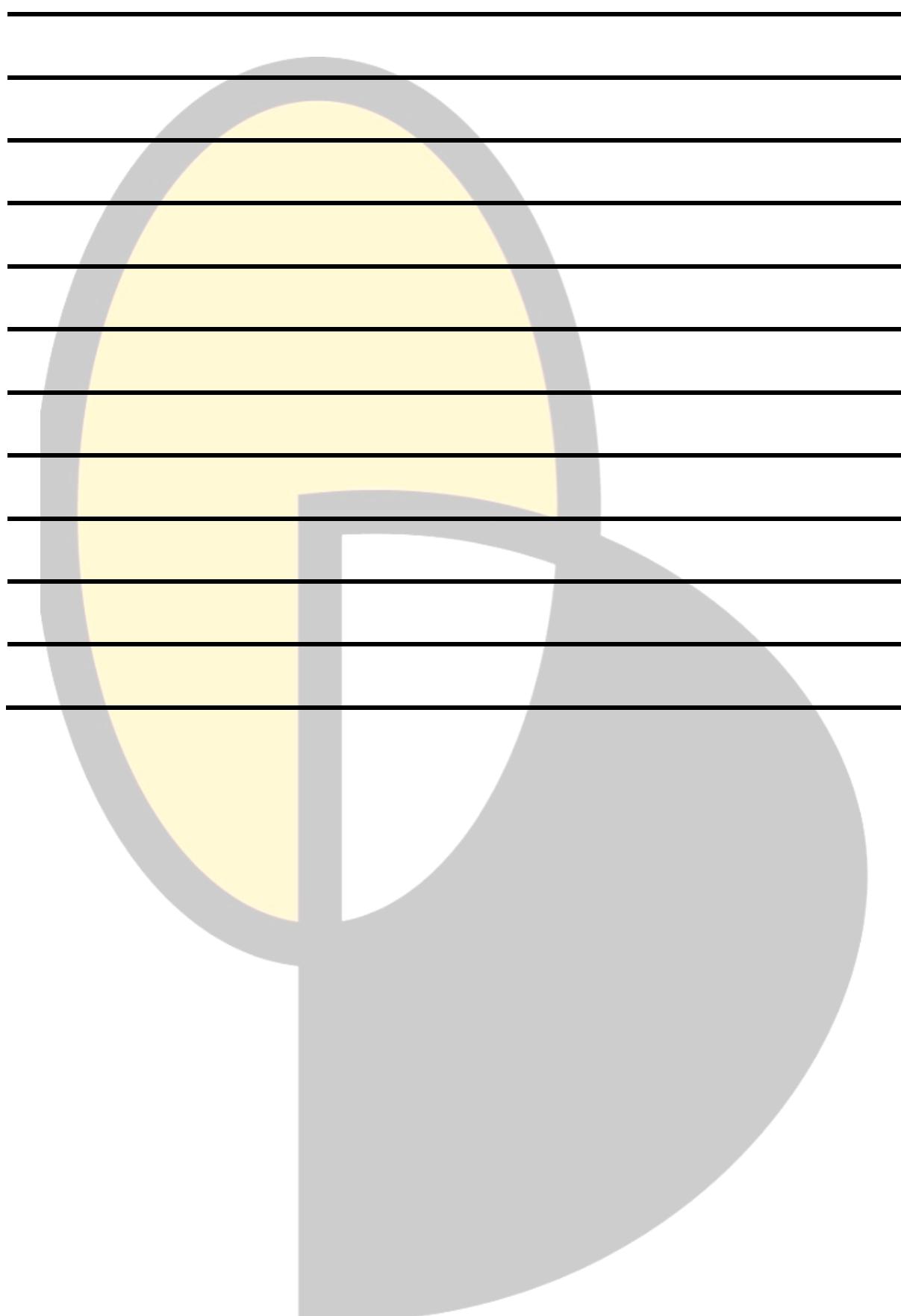
**Title** : \_\_\_\_\_

## Author:

**For vocabulary, see the WORD BANK at the back of the booklet!**

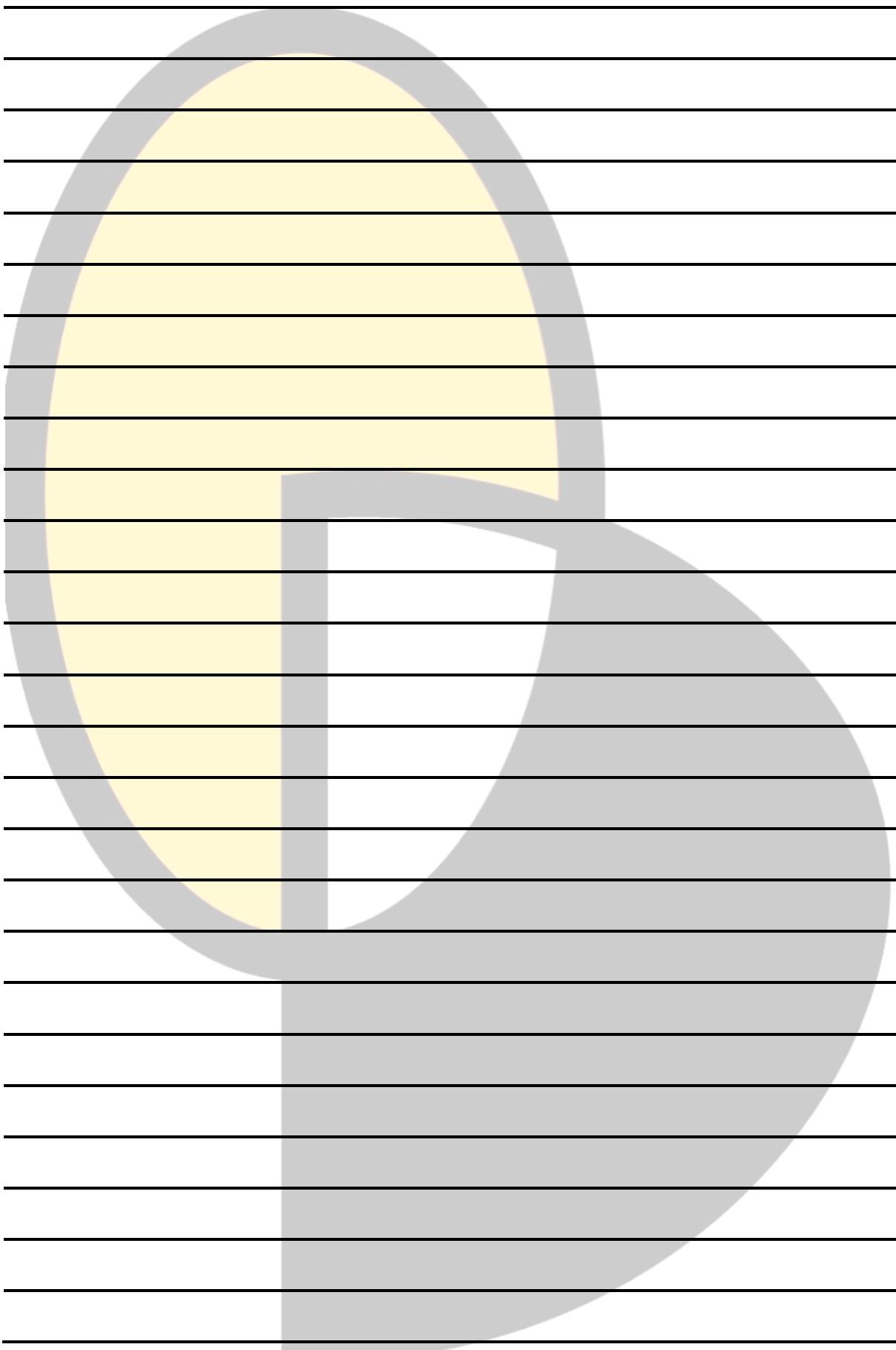


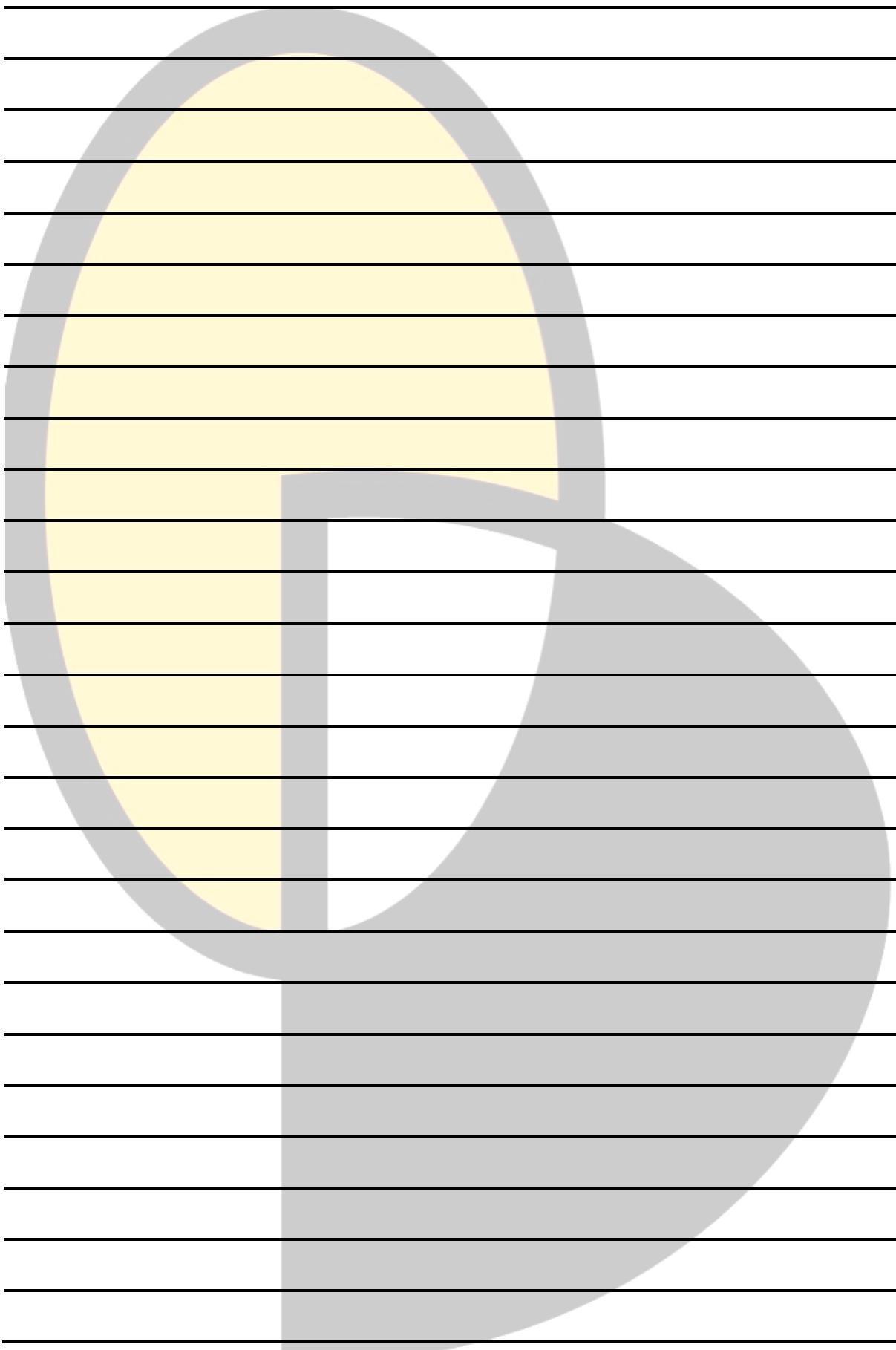


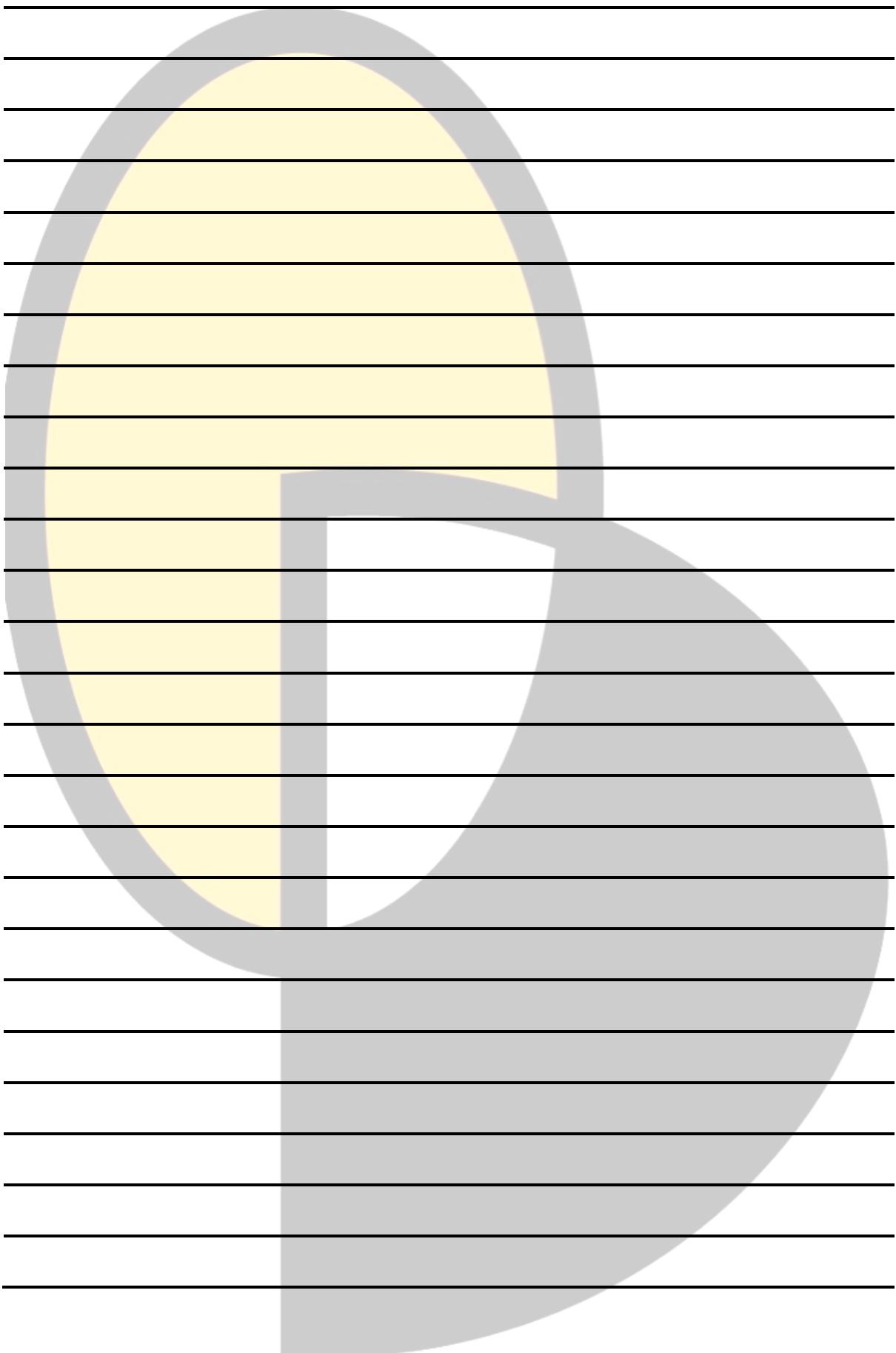


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