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SINGAPORE

MASTER THE ART OF WRITING

ENGLISH

COMPOSITIONS

- ★ Introduction on mind-mapping
- ★ Vocabulary list in each composition
- ★ Real-life situation compositions

PRIMARY 5

SAMPLE

FAIRFIELD BOOK PUBLISHERS

Mastering the Arts of Writing
Primary 5 English Compositions

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PREFACE

The compositions in this book are designed to stimulate creative thinking. Writing a good composition requires skills such as planning and also requires the use of appropriate vocabulary.

This book has an introduction on mind-mapping and each composition has a list of noteworthy vocabulary. You are encouraged to draw a mind map before proceeding with your composition writing as Mind-mapping instils creativity.

There are many pieces that are real-life situations. In addition to actively reading story books, you should be aware of events happening in your daily life as well as incidents happening around you, as these events make good stories.

The model compositions are written to aid students in formulating their ideas. You are encouraged to write your own compositions before reading the model essay.

Continue reading and writing. Your perseverance will pay off!

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Introduction to Mind-mapping in Creative Writing

Mind-mapping is very useful for note-taking and aids in developing ideas. It also helps you to be imaginative and creative when writing compositions. It allows you to arrange your ideas in a purposeful and logical manner. In this way, you can construct a well-structured and original piece of composition.

Steps to constructing a mind map for a story:

1. Write down the main theme of the story in the middle of a piece of paper that is placed horizontally on the table.
2. Using different colours, draw four or more main branches from the central theme. On top of these branches, write down the characteristics/themes that you wish to explore in your story.
3. Extend secondary branches from the primary branches to develop the plot of your story. Remember to write the points on top of the branches.
4. Continue to extend branches at points where you wish to elaborate on your story. Stop only when you have exhausted all your ideas.
5. You can now look at your mind map and write your composition.

Mind-mapping helps you to visualise the events in your story and enables you to plan the plot of your story thoroughly before you start writing. Planning is essential for composition writing as it enables your story to flow and develop smoothly. With practice, you will only need five minutes to construct a mind map before you start writing. Use this method for all compositions that you write.

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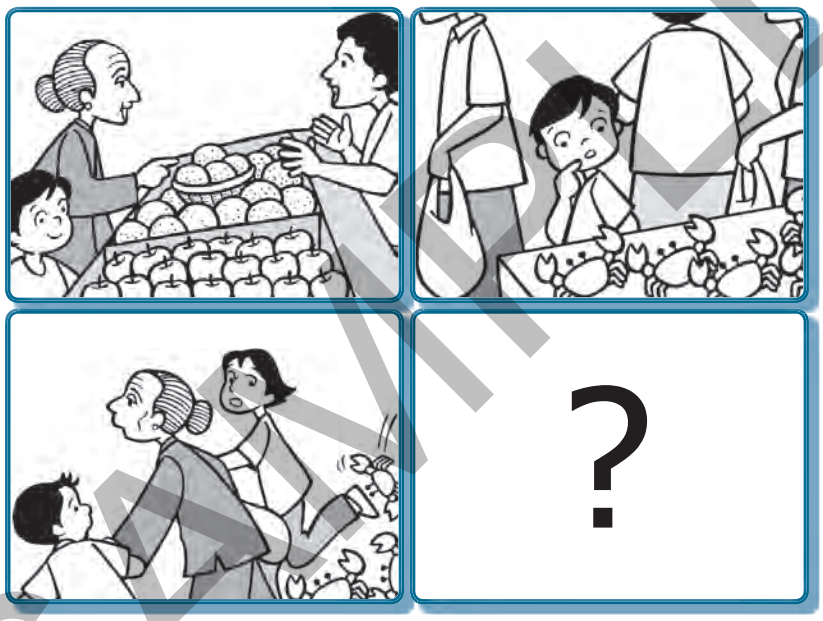
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1 A Visit to the Market

Look at the pictures carefully and write a composition of at least 150 words. You may make use of the following points:



- Why the boy went to the market with his grandmother
- What the grandmother bought
- What the boy saw at the market
- What happened in the market
- What the grandmother did
- How the situation was settled

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Before you begin, construct a mind map to help you plan your story.



Model Composition

My grandmother decided to go marketing and asked me if I could accompany her to carry the vegetables and fruits. Since it was the holidays, I agreed and we walked along happily discussing about my schoolwork. It was a beautiful day with the sun's rays streaming down on all nature, reminding me of all the precious moments I had with my grandmother. How time has flown! I am already in primary five and **excelling** in my studies, thanks to my grandmother who taught me much when I was smaller.

The **ambience** in the market is always the same – it is always **bustling** and filled with the smell of poultry and fish. My grandmother

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decided to buy the fruits and vegetables first. I have always been **enamoured** of the plump juicy feel of all fruits. The **myriad** of colours gives me a sense of joy.

After buying the fruits and vegetables, my grandmother moved onto the poultry and fish section where she bought some pork and chicken before proceeding to select some fish. This is the part I hate most of all! The fishy smell and slippery floor really make me feel **squeamish**. I focused my attention on about thirty huge live black crabs that were viciously swinging their claws about as if in fury of being trapped. I wondered what would happen if those crabs broke loose! The whole market would go **berserk**! With that thought, I turned back to grandmother to see her **haggling** over the price with the fishmonger.

In a fleeting moment, things seemed to go wrong in the market – everyone was yelling and screaming at the top of their voices! –"The crabs have broken loose! Run! Run!" yelled somebody. I couldn't believe my eyes when I turned and saw that my worst nightmare had come true. Yes, those vicious-looking crabs were running **hither and thither** all over the place! I felt that the situation **warranted** at least ten zookeepers to bring these crabs under control.

My grandmother quickly grabbed my hand and made me run with her for a considerable distance. That was the last I saw of those crabs. Reporters and photographers arrived on the scene to capture the incident. The next day, it was reported on the front page of the newspaper that it took fifteen civil defence officers to locate, clamp down

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and finally trap all the escaped crabs in a cage. The owner of the crabs was severely **reprimanded** by the police and also fined three hundred dollars for causing **mayhem** and loss of **revenue** to the other sellers since most people had fled the place. What started out as a routine trip to the market certainly ended up being a most eventful visit!



Noteworthy Vocabulary

1. **excelling**	–	performing very well
2. **ambience**	–	atmosphere
3. **bustling**	–	busy with excited activity
4. **enamoured**	–	having a liking for something
5. **myriad**	–	a huge number
6. **squeamish**	–	to feel uncomfortable over something
7. **berserk**	–	wild or out of control
8. **haggling**	–	bargaining
9. **hither and thither**	–	here and there
10. **warranted**	–	required
11. **reprimanded**	–	scolded/admonished
12. **mayhem**	–	a state of disorder
13. **revenue**	–	income or money coming in from the sale of something

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10 Saving the Environment

The principal began by talking about Earth Day and invited all classes to participate in a competition to help save the Earth in any way. You come up with a proposal to your class.

Write a composition of at least 150 words based on the above situation. You may make use of the following points:

- What is Earth Day
- What the teachers wanted the students to do
- What you proposed to the class
- How the class responded to your idea
- What the principal said about your class and its efforts

Before you begin, construct a mind map to help you plan your story.

Model Composition

"Boys and girls, today is Earth Day. As you may know, the ozone layer is thinning and the El Nino and El Nina wind currents have **wreaked havoc** in many parts of the world. You may also have read about the heat wave in many countries. All these have come about because Man has been irresponsible. We teachers would like all classes to participate in what we call 'Earth Day Projects' where each class has to submit a proposal to do something that will help save the Earth. The class that most successfully coordinates an activity will receive an award."

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This was the morning speech given to us by our principal, Mr Ivan Milovech. I was very excited about this as I have a keen love for the environment. “Let’s organise a recycling project,” I proposed to the class. “All we have to do is to go from door to door to ask residents if they have anything to give for recycling. All used toys and clothes can be donated to the Salvation Army. All glass, cans and newspapers can be given away to organisations that **recycle** materials.”

The class readily agreed to the proposal and we set aside one Sunday to carry out this exercise in our respective neighbourhoods. In addition, our class **churned out** a leaflet using recycled paper which **highlighted** the importance of the environment. This was given away to every household.

Putting aside our heavy homework workload was **no mean feat**. We found that some residents were very happy to **oblige,** whilst others were very **grouchy**. There were so many toys collected that I had to ask my parents whether we could temporarily house some of them, to which they agreed. We then set aside another Sunday to sort out the clothes, wipe and put the toys in boxes before sending them to the Salvation Army. All this was **meticulously** recorded and the list was given to our Form Teacher. We were happy that we had done our part to save the environment.

The next week during Assembly, the principal had this announcement to make, “Class 5A wins the top award because the Salvation Army has personally written a letter to us thanking the school for the enormous

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effort put in by this class." Our class **beamed** with happiness as I went forward to receive a $50 cheque from the principal.



Noteworthy Vocabulary

1. **wreaked havoc** – brought about much damage
2. **recycle** – convert (waste) into reusable material
3. **churned out** – produced
4. **highlighted** – showed something to be of greater importance
5. **no mean feat** – not an easy task
6. **oblige** – cooperate
7. **grouchy** – bad-tempered
8. **meticulously** – carefully; in a detailed manner
9. **beamed** – smiled happily

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