


*The*  
SCHOOLING  
SOCIETY  
—  
ENGLISH

P 3 - Term 2, Week 5

*The*  
*Composition*  
*Class*

Name: ..... Teacher: ..... Date: .....  .....

# I Composition Title

Write a composition of at least 150 words about a **suspicious character**.

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.



Consider the following points when you plan your composition: Where did you see the suspicious character? What did the suspicious character do?

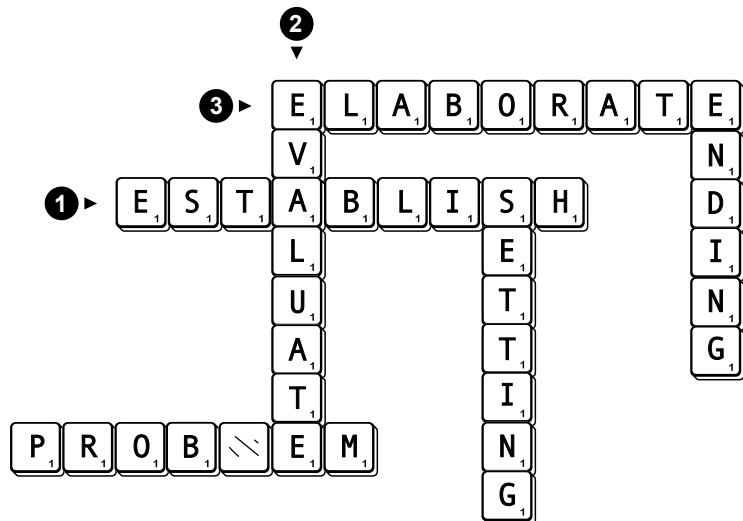
# II Our Strategy

## E-Cube Strategy

**1** ▶ You need to first *establish your setting* so that your readers have a clear picture of where the story took place.

**2** ▶ Every story needs to have a *problem* or an issue. This is what makes the story exciting. It is what makes readers want to carry on reading as they want to know what happened next.

**3** ▶ Your ending should not be abrupt. *Elaborate the ending* as it is just as important as your introduction. It ties your whole story together.



## E-Cube Strategy

### 1 Establish Setting

You need to first establish your setting so that you readers have a clear visualisation of where the story took place.

#### You can do this by:

1. Ensuring that your story is based on the theme given.
2. Using vivid descriptions about where the story took place. Be specific and generous in your descriptions including the mood and the atmosphere to enhance your readers' knowledge of the story. This is where your adjectival and adverbial phrases will be impactful.
3. Describing the main characters in your story by stating particular details about them that are interesting (not just general physical descriptions).

### 2 Evaluate Problem

Every story needs to have a *problem* or an issue. This is what makes the story exciting. It is what makes readers want to carry on reading as they want to know what happened next.

#### You can do this by:

1. Thinking carefully what problem your character got himself or herself into. The more interesting the problem is, the more engaging your story will be.
2. Introducing a complication to the problem. This would heighten the story and add more excitement as the situation becomes worse than it already is.
3. Intensify the problem by making your conflict build. Make it more dramatic by introducing bigger obstacle or increasing suspense.

### 3 Elaborate Ending

Your ending should not be abrupt. Elaborate the ending as it is just as important as your introduction. It ties your whole story together.

#### You can do this by:

1. Avoiding a brief, sudden and inconclusive ending.
2. Ensuring that you present the solution to the problem or conflict.
3. Making your ending a satisfying conclusion by making references to elements in your story in the earlier parts.
4. Describing the characters' emotions and self-reflections.

# III

## Brainstorming



**ACTIVITY 1:** Using the mind map below, think of THREE possible scenarios based on your interpretation of the pictures. You are encouraged to link all three pictures to come up with a good story.

Plan your composition based on at least one photo.



**Establish Setting**

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**Evaluate Problem 1**

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**Evaluate Problem 2**

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**Elaborate Ending**

## ACTIVITY 2: Composition Planning Table (Model)

Think of a plot line and plan your story using the table below.  
Remember to use the **E-Cube Strategy** in developing your story.

TITLE: A Suspicious Character	
<b>Plot Lines</b>	
<b>1</b>	<b>Establish Setting</b>
<hr/>	
<b>2</b>	<b>Evaluate Problem</b>
<hr/>	
<b>3</b>	<b>Elaborate Ending</b>

# IV

## Helpful Phrases



These are suggestions and you do not have to use all of them.

### E-Cube Strategy

#### 1 ► Establish Setting

- Studious and diligent student (physical description, sight)
- A bookworm (physical description, sight)
- Daunting task
- reluctant to babysit her twin sisters
- as playful as kittens (simile)
- heard a shriek (description, sound)
- started bawling (description, sound)
- At her wits' end (idiom)
- Bellowed at them to stop crying

#### 2 ► Evaluate Problem

- As a last resort decided to take them to the playground
- Squeals of delight (description, sound)
- Ecstatic cheering (sound)
- Frolicked at the playground (description, behaviour)
- Hooked on her book
- Looked up intermittently
- Scruffy- looking man (description, look)
- Lurking in the vicinity
- Stole glances at the children
- A vile intention
- Caught glimpse of a stranger
- Smell a rat (an idiom)
- Dangling a lollipop as a bait
- Lured the child
- Gullible little sister
- Slowing trying to slip away (description, action)
- Bawled out (phrasal verb)
- Caught her attention
- Swung into action
- Gave chase doggedly (description, action)
- Took to his heels (idiom)

#### 3 ► Elaborate Ending

- Quick-witted passer-by (description)
- Notified the police (action)
- Brazen crime
- Wails of siren (description, sound)
- Heaved a big sigh of relief
- Hugged tightly and affectionately
- Gratified that my sister was not hurt
- Learned a lesson to be more responsible
- Man was arrested
- Saw a poster with the message "Low crime does not mean no crime"

## V

## A Composition Model



## Model 1

1. “Elsie look after your sisters, I have some errands to run and I’m running late,” Mrs Yap called out as she closed the door behind her.

“Not again!” Elsie objected. She had tons of homework to do and babysitting was **not her cup of tea**. Being a bookworm, she would rather read volumes of books than doing the daunting babysitting task.

2. Elsie stepped out of her room to take a peek at her twin sisters. They were as playful as kittens as they were absorbed in their play. Elsie thought that they could be on their own. She went back to her room to continue her work. Her attention was disrupted by a loud shriek. Elsie abandoned her work and rushed to the living room where the twins were playing.

3. She was **aghast** at the sight of the twins pulling the doll from each other like a **tug-of-war**. Elsie **bellowed**,

“Stop it! Do you hear me?”

One of the twins started to **bawl** followed by the other. She was **at her wits’ end**. As a last resort, Elsie suggested,

“Let’s go to the playground.”

Instantly, the twins broke into squeals of delight followed by an ecstatic cheer,

“Yeah!”

4. At the playground, while the twins frolicked on the slides, Elsie sat on a bench nearby to keep an eye on them. Feeling bored, she took out her latest Harry Porter book and started devouring it. She looked up intermittently to check on them.

5. Unknown to Elsie, a stranger was **lurking** in the vicinity of the playground. He was scruffy- looking with shifty eyes and he was wearing a hooded jacket. Occasionally, he stole glances at the twins playing at the playground with a **vile** intention. Elsie caught a glimpse of the stranger but she was too engrossed in her book that she did not smell a rat.

**Not her cup of tea (idiom)** - something that you do not like very much.

**Aghast** - shocked and upset

**Tug-of-war** - a game in which two teams pull at the end of a rope

**Bellowed** - shouted in a deep voice

**Bawl** - to cry loudly

**At her wits’ end (idiom)** - worried and tired of one’s problem that one cannot think of any other ways to solve them.

**Lurking** -

**Vile** - bad

6. Feeling confident that no one was looking, the stranger gingerly approached one of the twins and audaciously offered her a lollipop. He daggled it in front of her like a bait. He spoke to her in a soft and friendly voice, trying to lure her away. Elsie's gullible sister slipped away with the stranger.

7. Suddenly, Elsie heard a passer-by yelled,  
"Someone's taking a child away. Stop!"

Elsie looked up from her book, she scanned around and realised that one of her twin sisters was missing. She stood rooted to the ground, completely frozen like ice. The passer-by bawled out to her,  
"Over there," pointing to the direction of the stranger. She picked up her wits and she swung into action. She sought the help of her neighbour, Madam Chin who happened to be passing by, to keep an eye on her other twin.

8. She **doggedly** chased the villain. The villain quickened his steps, pulling Elsie's sister by her hand. The fear of losing her sister urged her to run faster and she soon came close to him. Not wanting his identity to be revealed, the villain let go of the little girl's hand and **took to his heels**.

9. Elsie heaved a big sigh of relief and hugged her sister tightly and affectionately. Tears welled up her eyes and blurred her vision. Her sister smiled and wiped her tears. Elsie was touched and hugged her sister again even more tightly. Wails of siren from the police car could be heard. Her quick-witted neighbour had notified the police and they had arrived to take down the details of the **perpetrator**.

10. Elsie was gratified that her sisters were not hurt and realised how precious they were to her. She **admonished** herself for not playing her role more responsibly. She offered to get some ice-cream for the twins. She held their hands securely as they walked to the shop. Outside the shop, she saw a big poster of a policeman with the slogan,

"Low crime does not mean no crime."

**Doggedly** - stubbornly

**Took to his heels (idiom)** - ran away

**Perpetrator** - a person who commits a crime"

**Admonished** - scolded



## Synonyms

### Match the synonyms for 'said'

- |                      |  |
|----------------------|--|
| 1.       muttered ●  | ● spoke or shouted in a sharp voice      |
| 2.       cackled ●   | ● shouted in a deep voice                |
| 3.       stammered ● | ● opposed something                      |
| 4.       whimpered ● | ● repeated words a few times             |
| 5.       pleaded ●   | ● talked in a soft voice                 |
| 6.       objected ●  | ● laughed in a loud and unpleasant way   |
| 7.       bellowed ●  | ● said something to express pain or fear |
| 8.       barked ●    | ● begged for something                   |

