

English Notes – Paper 1 (Expository Writing)

Composition – Transitional Words, Phrases

Addition:

also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly

Consequence:

accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore

Generalizing:

as a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually

Exemplifying:

chiefly, especially, for instance, in particular, markedly, namely, particularly, including, specifically, such as

Illustration:

for example, for instance, for one thing, as an illustration, illustrated with, as an example, in this case

Emphasis

above all, chiefly, with attention to, especially, particularly, singularly

Similarity:

comparatively, coupled with, correspondingly, identically, likewise, similar, moreover, together with

Exception:

aside from, barring, besides, except, excepting, excluding, exclusive of, other than, outside of, save

Restatement:

in essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently

Contrast and Comparison:

contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast

Sequence:

at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind,

Summarizing:

after all, all in all, all things considered, briefly, by and large, in any case, in any event,

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in brief, **in conclusion**, **on the whole**, in short, **in summary**, **in the final analysis**,
in the long run, on balance, **to sum up**, to summarize, finally

Diversion:

by the way, incidentally

Direction:

here, there, over there, beyond, nearly, opposite, under, above,
to the left, to the right, in the distance

Shown: show • be a sign • demonstrate • mean • make clear • reflect • illustrate • tell • be
evidence • reveal

Writing an expository essay outline

In order to create a profession expository essay it is necessary to follow three golden rules:

1. The statements taken from **different articles** must be **clearly stated** in the essay and the development of this statement in the essay should not be different from its development in the original article. Therefore no “meaning deformations” will occur, but the main point of the original article will be emphasized.
2. The analysed event of situation should be review from the position of several sources thus making the expository essay stay focused on the context and very objective.
3. The conclusions in an expository essay **should never be a surprise** for the reader as they need to be easily traced throughout the essay. The analysis and the conclusions have to be always connected to each other. The reader should **never have to guess** what the author meant and never have a problem following the essay’s reasoning.

Expository essay Structure

A proper structure of an expository essay is a way to make it as effective as possible.

1. A narrow topic is presented
2. A thesis statement must express the main essence of the essay
3. The topic is developed through different opinions
4. The conclusion is made according to the summary of the presented above opinions

Expository essay format

The expository essay format implies some vital specifications:

1. The paragraphs supporting the thesis statement are supposed to have one main topic-line. The rest of the sentences are to be directly related to this topic-line. This makes it easier for the reader to trace the logical movement of the essay.
2. Conclusion is a place of logical end of the essay analysis but not for nay type of new information.
3. The **conclusion** in an expository essay **always restates the thesis sentence** and supports the main topic-line of the essay. The ending must be memorable.

Useful Composition Phrases

2007/1 – If you were drawing a set of school rules for a new school what would they be? Explain which of these you think are the most important.

1. A school is one of the **fundamental** building blocks which “man can effectively pass on his knowledge.”
2. “As time progressed, schools **have** become far more rigid”
3. “*Studies have found that* a large number of teenagers in America are not even able...”
4. It would **instinctively** create a thought in them that...
5. “A person is always happy when he or she is doing what he or she likes”
6. **For instance** if a student... (For example)
7. This would make a... healthy whilst at the same time promoting...
8. ..that books cannot do.
9. “the students are made to feel at the bottom of the ladder”
10. “students would occupy almost equal status as their educators”
11. This would create an environment where there is
mutual trust, acceptance & respect between the....
12. “However should this environment be depredated, then the culprit will face most severe punishment indeed”
13. **Alas**, these are
14. Motivate my students to “think beyond the superficial boundaries which bind them and shackle their creativity.”

2007/2 Nowadays people live longer than before. What problems does this present and how can these problems be dealt with?

1. Today, people live longer than before as a result of better nutrition & better healthcare.
2. In many developed countries, including Spore, it is becoming the **norm** that people...
3. This increase in **longevity** is a positive development, but at the same time, it brings challenges & *problems that have to be faced*.
4. One of the **major** problems is the health of...
5. One of the **key issues** is whether they will... or will they...
6. When the elderly develop major health...,
7. It will be a strain, both emotionally & financially, on other family members who are...
8. There needs to be more... specialised in geriatric medicine, a branch of medicine...
9. "They also feel that retirement *leaves an empty void in their lives*",
10. And they do not know how to fill up their days **productively**.
11. Depression is quite a common problem **amongst** seniors.
12. The family plays a big role in providing **companionship** & love...
13. "When people find out that others have the same problem as they do, they feel less helpless and can share solutions."
14. **It is a fact** that seniors do face discrimination in their job search due to their age.
15. Another problem is how to ensure...
16. To achieve this, ...

2006/3 What do you think secondary schools can do to ensure the health, well being and safety of their students?

1. Schools are places where we learn not only to be good students, but also to be better individuals.
2. We spent a great amount of time in school each week.
3. As such, it is very important to establish an environment conducive to the...
4. Firstly, it is important for the ... to establish a ...
5. A clean school not only contributes to student's physical health, **but** also to student's mental health.
6. When we are in a clean, neat environment,.... Are better able to absorb...
7. "A student's day is **hectic** with **its** schedule of classes."
8. But there are...
9. Schools should provide places...
10. Students can find "some peace & quiet **amidst** all the bustle of schools."
11. Some examples of this are..., ... perhaps with...
12. Well being can be described as *state of being healthy & happy*.
13. Apart from a clean environment, a pleasing environment also plays a... in ensuring...
14. Plants and flowers brighten up an environment.
15. At the same time looking at the greenery is very **soothing**.
16. Many schools have **recognized** this fact, and make great efforts in...
17. "Also important is the..."
18. This **will** reduce stress and unhappiness and aid in improving overall well being..
19. Students who are in good relationships with the staff will be able to put their best in..
20. The condition of the school canteen also plays an important role in ensuring...
21. As a place where food is served and eaten, a high standard of hygiene need to be...
22. "Courtesy always adds a *positive note to interaction* among people."
23. Thus, the school staff...
24. Many of us would have heard of...
25. As shown above, there is much that can be done to ensure the health, well being and safety of students in secondary schools.
26. But the responsibility is shared jointly by the staff and as well as the students.

2005/4 Choosing a career is one of the most important decisions to be made in life. What factors will affect your choice?

1. After being put thru school and the rat race for paper qualifications,
2. There **inevitably** comes a time when we have to make a decision which would affect...

3. Some of us may already have a career in mind since we were small.
4. However for most of us life is not as **simplistic** as...

5. “Maslow’s hierarchy of needs **postulates** that one needs to take care of...”
6. **Similarly**, my primary consideration when choosing a career would be...

7. I do not wish to live in excess...
8. I am fine with being in the middle class strata of society

9. Subsequently, I would consider how safe the ... is.
10. I would not choose a.... ...

11. **As I feel** no amount of money can compensate a life lost.

12. Travelling time is also a concern for myself as... <family time>

13. After all, *one takes up a career* to support not only himself, rather his whole family.
14. “To work at the expense of less interaction with family would not make us any happier, I imagine.”

15. **Ultimately**, no single factor would influence my career **prospects** most;
16. for me, I look at the emotional, spiritual aspects in **tandem**.

17. Though the above **shall** be my guiding principles in choosing a...
18. It is still important for me to be flexible & open to other...

2005/5 Marriage

1. Marriage can be defined as a legally and spiritually accepted relationship between...
2. It is also the social institution that is central to the raising and **nurture** of children.

3. ... Why has marriage never gone “out of style” despite the many changes in lifestyles?
4. One of the reasons is that marriage fulfills...
5. In our childhood, we belong to a unit consisting of...
6. As we become adults, we **desire** to...

7. Today, most people want to marry the person they...
8. Therefore, marriage is also seen as the...

9. *Thus, today*, it is recognized that before a person...,
10. He or she should be prepared for the **reality** and **challenges** they will encounter.

11. **One may ask:** *for all the hard work that a person puts into a marriage, what are the rewards? The answer is many.*

12. **Studies** have shown that...
13. One of the reasons for this is that **spouses**...

14. Studies have also shown that married couples...
15. This is because...

16. While the many benefits of marriage are acknowledged, the decision to marry or to be single is a choice that an individual has to make for himself.
17. If he or she ..., then ...

18. “The couple who **embark** on the journey of marriage will find it to be a fulfilling and exciting journey with many challenges and joys along the way.”

2004/1 It is said that school uniforms give students a sense of identity and encourages good discipline, Do you agree?

1. School uniforms – love it or hate it, they are something all students in Singapore have to live with.
2. On the other hand, countries like...
3. **Ostensibly**, there is a strong believe in that **notion** here in Spore.
4. Already, we are beginning to see signals that ... may just not be successful in achieving that purpose at all.
5. *“Opening the scope further so as to avoid having a **parochial** view, let us look at example of <Japan> first.” <<*
6. **“Focusing back to Singapore”**, though, the situation has not become that extreme yet..
7. **Fundamentally**,...
8. It is easier to accept than refute...
9. Revisiting the notion and how closely it reflects Singapore again,
10. Hence, in conclusion, part of the notion is true – that school uniforms give students a sense of identity.
11. In **contrast**, discipline cannot be improved just by the clothes one wear...
12. As for me, I still remain **ambivalent** regarding uniforms but I...

2004/3 Should both parents go out to work when both their children are very young?

1. “Ever since the beginning of the human race, men went out to bring back food
2. for their wives & children while women stayed at home to take care of their children.”
3. Nowadays, it has becoming increasing common...

4. Personally, I feel that the ones **who** should raise a child from birth and be there when he takes his 1st steps, should be his parents.

5. “The way a child is brought up is what **moulds** the child into the type of person he becomes later on in life.”

6. If both parents go out to work...,
7. There is no way of ensuring that the children learn proper values or behavior.
8. Childcare centres may boast about their many...
9. But they may not be able to provide things that can only be **obtained** from home
10. Such as **“tender loving care”**

11. With so many kids to attend to,
12. ... Definitely not be able to provide **ample** attention to every single child.

13. Another factor to be considered on whether... possibility of abuse..
14. “There have been numerous cases of” child abuse by ...
15. *Just recently*, a maid suffering from stress...
16. Both died. <<

17. This is the kind of incident that I feel would be prevented if a child’s loving parents look after the child.

18. It can be very stressful to look after young children day after day and **be woken** up in the middle of the night to the sound of a child crying.

19. **Thus**, some parents would prefer to...

20. **In conclusion**, I feel that it is worth the stress to be able to be in control of **what is** going on in your child’s 1st few years.

21. This allows you to help shape his character and ensure that **no harm** come to him.

==END OF PART 1==

English Notes – Paper 1
Composition Reflections Two

1997/4 – We were surprised when we heard how lucky John had been.

1. It was my second year in secondary school ~~the steaming~~ year.
2. That year's exam results will determine which class & steam I will go to the following year
3. Thus, that was the year of extreme importance as the steam that I go to will shape my future.

4. "David,... and myself" had decided we were all going to do equally...
5. It took a great deal of discipline to revise everyday & sacrifice the joys of life such as...
6. To do so, I had to remind myself that only through hard work could I reap the rewards

7. My friends also ...,
8. With the exception of John.
9. John claimed he was...

10. I arrived at Gopal's house ten minutes late.
11. David too had just arrived,
12. We decided to wait for John before starting.
13. Half an hour later, John was still nowhere to be seen & we proceeded with...
14. I was happy with the way things went but the absence of ... disappointed me.

15. ...I confronted John...
16. And ask him why he had not turned up ...
17. John said he forgot and mumbled some apology. (Mumbled means quiet talking, hard to unde...)

18. The rest of the 2 months continued in a similar fashion.
19. Finally, the day we had been working towards arrived,
20. I was a confident man as I strode into the...
21. I caught a glance of John & saw that he was extremely nervous.
22. "He was sweating buckets"
23. "Serves him right, I thought as I ...

24. The examinations were a breeze.
...It was so unfair.

25. Oh well, that is what exams are all about, next year, we ...

26. "Exams are formidable for even the best prepared may not be able to answer what the greatest fool might ask."

English Notes – Paper 1

Composition Reflections Two

30. Then, I too heard the ...

31. Never had that wailing sound been so pleasant to my ears.

32. As the ambulance sped away from the scene,

33. I looked at my brother's face which was now looking as if he were in deep sleep.

34. I thought about how much I loved him.

35. No matter how this turned out,

36. I knew my life would never be the same again

English Notes – Paper 1
Composition Reflections Two

1997/4 – You were on a journey with someone who was suddenly taken ill

1. We were in a rented van on the highways of West Malaysia.
2. We had already been travelling for...
3. On this seemingly ever-stretching highway.
4. I was bored to death looking out of the window at the extremely monotonous scenery of...
5. We were all really looking forward to spend our holiday just relaxing ... sprawling gardens surrounding the...

6. I decided to do something to get rid of my boredom.
7. I took out a pack of cards from my ...
8. "At least this will give me something to do for the rest of my journey, I thought."

9. "Hey, Ahmad," I called to my younger brother.
10. "Do you want to play 'snap' with me?"
11. "Sure! I'll ...," he replied enthusiastically.

12. ... I was surprised that...
13. I glanced up and received the shock of my life.

14. Ahmad's face was a ghastly shade of blue
15. And he was trying to gulp in air through his mouth like a goldfish.
16. He was having one of his asthma attacks.
17. Immediately, I alerted my father who was in the front seat.
18. He braked hard...
19. By now, strange noises were coming out of Ahmad's throat.
20. His face was "contorted grotesquely" and he was certainly in great needs of immediate medical attention.
21. Meanwhile, my mother...
22. That did not seem to help clear...

23. I saw a car approaching and desperately waved my arms.
24. Thankful that he had stopped, I...
25. ... Straightaway, he... and without wasting any more precious seconds,...
26. I was assured that an ambulance would arrive in a few minutes.

27. "As luck would have it," the man whom I flagged down was a doctor.

28. "My mother was fast losing hope."

29. Suddenly, a big smile lit up my father's face.

Statement to Principal, Explaining the incident

Tasks:

1. Why I am out of school during lessons?
2. Who was the man
3. What was I talking about?
4. What are the papers I exchanged?
5. Why my wallet got so much money?

1. Written Statements

2. At *midday* on *Wednesday*, I was seen outside school in *school uniform*.
3. On that day, Mrs Sia, my science teacher was absent from school.
4. I decided that it would not be of any harm to leave the school since Science was the last lesson for the day.

5. When I stepped out of school, I saw "...", who is a ... of my father.
6. He had **intended** to ... to get exam papers for his daughter who is studying in...

7. I then passed the "2007 Elem...." Of ... school to him.
8. <...free evaluation..>
9. "This **agitated** Mr Tan" because he had...
10. Mr Tan then **argued** that the...
11. He finally agreed and paid me...
12. This explains the argument & the exchange of papers. <<

13. After that,
14. The next moment, I saw someone **approaching**.
15. He was rather **short & stout** & he held a **black** briefcase in his left hand.
16. From a distance of ... to ... metres away,
17. He seemed to resemble my principal.
18. "Without a second thought, I **fled**."
19. "In my **haste**, I dropped my wallet"

Informal: Reply Letter to a friend who switched school

Tasks:

1. Tell him about a friend in the class
 2. A favourite teacher
 3. Recent sports results
 4. Changes in school canteen
 5. Unusual, difficult, or funny happenings.
-
1. "Hi there! How are you? All of us are fine,"
 2. In fact, I'm doing very well,
 3. "My results are better than expected & life is good."
 4. I heard that you have settled in quite well in your new school.
 5. "That is good."
 6. "I hope that things will **continue to get better.**"
 7. It has only been 2 months since you left but
 8. "nothing has remained the same"
-
9. The most change has most definitely been to "..."
 10. Yup, the nerdy weirdo...or so he used to be.
 11. Well here is what happened.
 12. A few weeks after you left, <process>
 13. ... "Mr Tan tried to stop but **to no avail**" <Link to the favourite teacher>
-
14. "I think that is enough bad news. Now, for the good news."
 15. <Link to sports-related good news>
-
16. Another major event is that since exams are over,
 17. There has been a table in the canteen called "..."
 18. Which is **run by** the ... club.
 19. "..., the whole canteen **roared** with laughter."
 20. "James did not get offended which **is** lucky"
 21. Because you know how he is when he gets angry.
-
22. Well that is all for now. Keep the letters coming. Bye!

Leaflet (Brochure):

Guide & Timetable of events for New parents during open day

Tasks:

1. Include what can be seen in:
2. The hall, welcomed by principal
3. Classrooms... special displays
4. Science laboratories
5. Practical areas: Workshops, science rooms, music rooms
6. Outdoor events

1. An Introduction (9.00 a.m.)

2. Welcome, parents to ...'s 12th annual open day.
3. We are greatly honoured by your presence here today &
4. Sincerely hope that today will be of great benefit to you.
5. We have specially arranged the activities today
6. To give you an accurate picture of what life in this sch is about.
7. "In the little time we have with you, we hope to provide you with an **insight** into the curricula programs & activities
8. Which have **tailored** to bring maximum benefit to our... by our experienced & dedicated...

9. Welcoming Speech

10. At 8 a.m., there will be a welcoming speech by the..., Mrs Tan Lay Hong at the hall.
11. It'll be a short speech to welcome you into our "... family
12. And is also the time when you can... <pose Q to>
13. After that, please head towards the... to... "The students themselves".. <Info>
14. "**Marvel** at the creativity & talent" of the ...
15. As they explain their wonderful & innovative creations to you.

16. Tour of Science Laboratories & Practical areas (9.00 a.m.)

17. You may then proceed to our **“fully-equipped”** science **laboratories**.
18. Here you can see the “excellent facilities” ...
19. Attend to the needs of our budding scientists.
20. Feel free to view our collection...
21. “Next, please head towards the” ... areas such as...
22. “Specialised areas to cater to the varying interests of the...”
23. “Whatever field they are interested in, they will be able to pursue it here, in a **conducive** environment”
24. Next are the outdoor events.
25. The outdoor events are organized by the many CCA(.....) in the school
26. In “...”, we want all our students to receive an **all-rounded** education.
27. Through their respective CCAs.
28. The students gain **invaluable** experiences & values that will help them in life.

29. Grand Finale (12 Noon)
30. The “...” will be a ... by the school’s ...
31. We hope that you will enjoy yourself & gain necessary information to help you **seriously consider** “...” Your choice.
32. “We look forward to welcoming you” ... to be part of our school.
33. “Thank you for taking time off to be here with us.”

School Magazine Article: The Mystery of the Red Box

(Me sit near window in school library, saw a car drove into entrance, 2 men inside, One gets out & enter with a red box. Shortly, I heard a loud conversation followed by laughter. 2 students & men get into car & drove off.)

Tasks:

1. Who in the car?
2. What's in the box?
3. What's the conversation about?
4. Why they laugh?
5. Why student leave school?

1. I was sitting in the ... some time ago when I witnessed a peculiar incident.
2. One of the people involved is an **acquaintance** of mine.
3. After calling him up & talking to him, I managed to find out what it was all about.
4. This was what happened. <<

5. As I was looking out of the windows, a car... .. < The Q process>
6. "My view was blocked" but I overheard a conversation afterwards between...
7. One of whom was my **acquaintance**.
8. They were speaking about an 'operation' which they are going to undertake.
9. The 'operation', as later I found out was actually an April Fool's prank.

10. "Probably **at the thought of how** their prank was going to turn out."

11. "What was in the box?"

12. Well, it was actually full of cockroaches meant for a teacher they all **loathed**.

13. "What better time to do it than on April Fool's Day."

Informal: Letter to hospitalized relative (Minor operation)

Tasks:

1. Say how sorry I am
2. Ask him about his well-being
3. Tell him some light-hearted news from home
4. Suggest home-coming party
5. Say I'm visiting him.

1. Dear Bob,
2. "Hi there, my most **cool and happening** cousin."
3. I heard the bad news about your upcoming...
4. "I'm really sorry to hear it, & it must be tough for you."
5. I hope that you're **healthy & in good spirits**.
6. Don't worry, I know you'll get over this & come out better than ever.

7. Yesterday, my cat...< *happy home news!*>
8. Actually, it was kind of funny for she was angry &
9. At the same time...- *You know how much* she loves the cat.

10. It has been boring without you around for so long & I miss you.
11. When you are finally back, maybe we can have a...!

12. That'll be great, huh?

13. We can invite all our... You will probably get a lot of presents too.
14. You just relax there & leave all the planning to me.

15. "This letter is getting long." <<
16. It would be better if I go and meet you in person, den we can talk properly.
17. I **promise** I will come over in 2 days time, after sch.
18. Till den, take care.

Thank You letter to Business man for giving large sum of money to my club

Tasks:

1. Thank him
 2. Tell him what improvements have been made
 3. What sports equipment was bought
 4. Explain why money is spent in this way
 5. Invite him to come & see the new facilities
-
1. Dear Sir,
 2. I am Lee Hong Rui, a senior member of the "...".
 3. "On behalf of the executive committee of my club, & all club members,"
 4. "I would like to thank you sir, for your **generous & valuable** contribution" to the club.
-
5. Your generous donation has gone a long way in improving the leisure facilities.
 6. The club has an excellent... & ... room, which has been a source of pride for us.
 7. However, with increasing ..., the... provided have become **inadequate** to serve our needs
 8. Part of your contribution has been used to renovate... & a new ... has also been installed to **complement** the existing...
-
9. Our gym too has been improved by adding... & more advanced... to better serve...
 10. The gym has been an important part of our ..., not only in maintaining ..fitness,
 11. But also for **rehabilitation** from ... injuries.
 12. Our club is actively involved in many ... like ... & ... injuries are common.
 13. As such, we have decided that upgrading our ... is a **worthwhile** investment.
-
14. Another major contribution your funding has made possible is the **purchasing** of...
 15. We are very happy that the team has benefited from your **generosity**,
 16. & **assure** you that it will "spur the team to greater heights"
-
17. "Sir, we are extremely **pleased & grateful** to you for your sincere support of our....
 18. Your support has ensured that the ... continues to serve its members to the best of its ability.
 19. "It would be great honour & would give us great pleasure" if you would be willing to accept our **humble invitation** to visit our ... to observe for yourself what a difference you have made.
-
20. "Once again, I would like to extend the deepest of **gratitude** to you" for your donation to the "..."

Letter of invitation to guest for a charity concert, sports event

(I am organizer of event, to raise money for charity)

Tasks:

1. Tell him was type of event
 2. When & where it'll take place
 3. What I want him to do
 4. Other arrangements made
 5. Why is money needed
-
1. INVITATION TO TAKE PART IN CHARITY HOUSE'S FUND-RAISING MINI WALKATHON 2003
 2. On 14 December 2003, ... would be holding its annual fund-raising event.
 3. This year, we are proud to invite you to take part in our very first...
 4. All proceeds from the event will go towards the expense **incurred** by...
-
5. ... is a home for **underprivileged** & orphaned ...
 6. It is run entirely by volunteers & funded by charity.
 7. The money we raise goes solely towards...
 8. paying for their upkeep- Clothing, food & utility bills.
 9. ... currently houses 110 ... , compared to 80 last year, the number is growing.
 10. As such, we require increased funding to accommodate them.
 11. "We are also looking into improving our facilities so as to provide a more conducive environment for the ..."
 12. "*These children have limited choices available for them, & we hope to provide for those we can to the best of our capabilities.*
-
13. We are very excited about our latest fund-raising project called the "..."
 14. The "... " will be held at ..., & will kick off at 1000hrs.
 15. The distance is only...
 16. And the event will last till 1500hrs, inclusive of the lucky draw & other activities at the end of the...
 17. This event is open for ... as well as...
 18. One of the main sponsors is "...", currently the **top tabloid**,
 19. And "thus we expect extensive media exposure for the project."
-
20. "You sir, are invited to sound the official blow-horn to kick-start the walkathon.
 21. Thereafter, you may wish to join... , or ...
 22. Your time would go a long way towards helping us achieve our aim of
 23. **Garnering** funds for the sake of the... members
 24. "I await your favourable reply. Thank you for your time"

Informal Letter to uncle, highlighting my preferred choice

(I am his nephew, given 2 choices)

Tasks:

1. Thank him for his kind offer
 2. My preferred school
 3. My reasons of choice
 4. Let him know what make me happy
 5. Make him feel at ease of my safety
-
1. Dear uncle Ali,
 2. How are you and Aunt Siti in England?
 3. I just received your letter & I want to thank you so much for offering to pay for...
 4. I am **immensely** grateful and I am very excited about it!
 5. I have been thinking of signing... before...
 6. After going through carefully the ... of the... You sent together with your letter,
 7. I have decided that I would really like to ... instead of... .
 8. The main reason for this is that I do not really like
 9. "crammed urban conditions" & I know that ..., being the capital of... would be just that
 10. "**Furthermore**, you know how much" I love nature & beautiful ... scenery
 11. Living by the sea with... "sounds **very appealing**" to me
-
12. Being away from my family for 6 weeks would surely cause me to miss them a lot.
 13. As such, I feel that it would be better... rather than ...
 14. This is also less taxing on you.
 15. *You know how* I have always been interested in the ... & their culture &
 16. "**I am so excited**" to finally be given the opportunity to interact... when I enter...
-
17. I realize your concern about my safety as I travel alone to... from... and also during...
 18. "**I assure you,**" I have... many times "& I will be just fine"
 19. I trust that the family I am going to stay with... & that they can be **relied** on to ensure my **well-being**.
-
20. "It has always been my dream to learn... from..."
 21. And I am **truly overjoyed** receiving this ... from you
 22. Equipped with better command of the English language,
 23. "I am certain *that I will* have a brighter future due to..."
 24. Once again, thank you so much, dearest uncle,
 25. For going all out for me & taking an interest in my future.
 26. Send my love to Aunt Siti.

English Notes – Paper 1 – Functional Writing
2004 Reflection

(Hard Copy)

27. See you in December.

Speech, Explaining to classmates the preferred holiday course

(I am a student, discussing with classmates)

Required Tasks:

1. Speech to explain the course I prefer
2. Reasons for choice
3. Persuade them to support me
4. Convince that my choice is Best

1. Good afternoon to my fellow classmates
2. As all of you know by now, our school will be holding...
3. Though some of us may have preference on what course we would like to have,
4. **I am sure** that most of us are still **undecided** & are leaving your options open.
5. Personally, I am **most inclined** to having a course on...

6. Most of you would question the **relevance** of a course on... for teenagers such as...
7. "I strongly believe that such knowledge would serve us well in the long run."

8. < Many people only started to...
9. & regret not having "*sound financial knowledge **beforehand***" >
10. It is a well-known fact that ...

11. Learning how to... does not mean we will necessarily be...
12. However, it means that we at least need not worry about...
13. Hopefully, we would <future benefits>

14. "I hope that all of you are **convinced** of the importance of managing our finance,
as it is something we **certainly** have to do when we grow up."

15. "Please, **vouch** for a course on ... - **for our own future**"

Report to Principal, Suggesting Best way to help pri-sch...

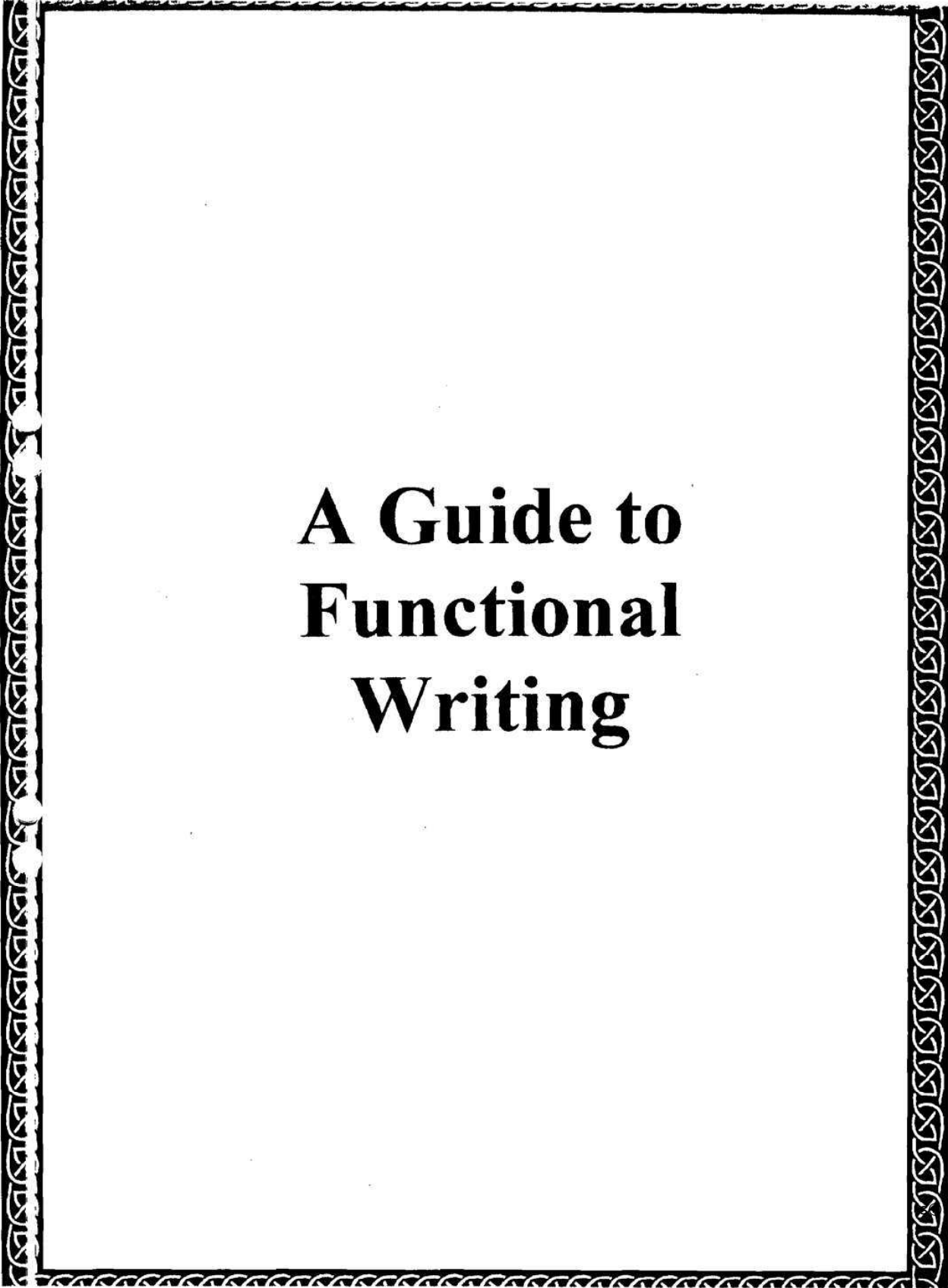
(I am chairman of a committee of students)

Required tasks:

1. Write report, giving reasons choice.
 2. Why I think it's the most successful way to help.. Settle happily?
 3. Suggest how project can be organized.
-
1. "After much debate and analysis,"
 2. our committee has reached a **unanimous** decision that
 3. the most successful way to assist... to **assimilate** into ... is to organize an Open...
 4. This ... can be planned in such a way as to be able to
 5. **accomplish** all our objectives in the *fastest & most effective* manner.
 6. Two main factors which had to be evaluated were **firstly**,
 7. the impact of our... to..., and **secondly**, the impact of our... on...
 8. With regards to the 1st factor, an Open house is the **perfect avenue** for us to allow...
 9. Get **accustomed** to the general feel and culture of our sch.
 10. As it will be held in the sch compound, and facilitated by current students & **staff**.
 11. This will give them & their parents the chance to directly interact with...
 12. "**Thus** adding a human touch to the proceedings."
 13. Students will lead... to diff stations...
 14. Each station will have informative mini exhibition boards &
 15. Teachers will be present to explain this...
 16. This will enable information to be "**dispensed** to the visitors" in a "**systematic & digestible** form".
 17. This event will also result in direct benefits to the sch itself.
 18. One full day would have to be dedicated to the open house, and time would have to..
 19. This can be done as a project by a team of...
 20. Having such project **will be** an excellent method of "**enriching** the student leaders" and **inculcating** higher-level leadership & organizational skills in them.
 21. "Develops them into more balanced and all-rounded individuals."

Letter to Principal, Suggesting best use of new building.

1. My name is... and I am a senior student **as well as** a student leader.
2. I have been **keenly** keeping tabs on the proposed development of the new building.
3. **I am also an** active voluntary member of the nearby..
4. **and am** frequently involved in...
5. "As such, I believe I am **in a unique position** to propose the **best possible use** of this building"
6. So as to **fulfill** the needs & wants of both the...
7. "The three proposals **have their merits**, but in my **humble** opinion,"
8. "A... would by far be the most ideal option to meet our objectives."
9. Firstly, there is no proper location for...
10. The hall is **sorely** under-equipped for its purpose
11. Yet it still holds 8...
12. "This further proves" that there is a strong demand for such...
13. Secondly, our school's art group is also very active ... 3rd consecutive year it won...
14. The new theater **will thus** be an ideal platform to **showcase**...
15. All three proposed ... are used by both
16. However, **only** in a theater **will there be** an actual close...
17. A ... or ... will hardly result in any common...
18. "Art is a universal language which can bring people together and
19. This is the **core essence** of what this new... is about."
20. "I hope that my inputs & views will be taken into consideration in deciding..."
21. I look forward to joining you, members of the... & my fellow...
22. at the **inaugural** performance of our new ... soon.



A Guide to Functional Writing

Dear students,

In this guide, we hope to provide some guidelines as to how to tackle the Functional Writing section of the writing paper effectively.

This Section is classified as functional writing – simply because it serves as a function e.g. to inform, to address a concern, to invite or to voice a grouse.

Before you move on to the guidelines proper, here are some steps you must take when tackling the questions in this section of your English Paper 1.

1. Read the question carefully.
2. **Underline key words** in the question – that is, what you are expected to do. E.g. Use numbered paragraphs etc.
3. Determine the **purpose** of the writing exercise.
4. Determine the **format**.
5. Determine your **audience**. If it is a report to the Principal, your tone should be formal; if it is a letter to a friend, your tone will clearly be informal.
6. Start writing.
7. Make sure that you cover **all the given points** in detail and remember to use paragraphs.
8. Make sure that you have included a title, your name, signature and date your report.
9. * Stop writing at the end of **23** minutes and **CHECK YOUR WORK!** This is crucial as it will help you to minimize the unnecessary loss of marks.

We hope that this guide will indeed be very useful in teaching you the format and structures of good report and letter writing.

The English Department

High Expectations - Start by doing what's necessary, then what's possible, and suddenly you are doing the impossible. - Francis of Assisi

CHECKLIST FOR FUNCTIONAL/DIRECTED WRITING

In the functional/directed writing task or guided writing composition, you will be given very clear instructions in order to complete your writing task. You are being **guided very clearly** as to what you have to write.

You are being told just as clearly how to set out the answer.

In directed writing, you **MUST READ THE QUESTION CAREFULLY**. It is more a test of reading than continuous writing.

You **MUST NOT IGNORE** any **DETAILS** and you must not change important facts in the situation. If five points are provided, all five points must be included. Leaving out any point will lead to losing marks.

In Directed writing, you may be asked to write different types of functional writing

Some examples of the type of Directed writing you may be tested on:

Letters Reports Accounts Statements Magazine articles Newspaper articles Speeches

Practice all types of Directed writing tasks.

After reading the question/task, ask yourself these questions

QUESTION		POSSIBLE ANSWERS
Who am writing this for?	[AUDIENCE]	Teacher, Public, School Principal, Friend, Ministry official, Company manager, Town Council, Counsellor
Why am I writing this?	[PURPOSE]	To give account of something you witnessed, to complain, to convince and persuade, to explain, to inform, to instruct, to sell etc
How is this piece of writing going to appear?	[FORMAT]	Report, Accounts, Statements, Magazine Articles, Newspaper articles, Speeches, Review etc
What type of words will I use?	[LANGUAGE FEATURES]	Formal, informal, persuasive, informative, argumentative, factual, present tense, past tense, adjectives or adverbs etc

CHECKLIST FOR FUNCTIONAL WRITING

CHECKLIST	YES ✓	EVIDENCE	NO ✗	REMARKS
Have all the instructions been followed?				
Is the purpose of the writing clear?				
Is the format correctly used? E.g. Is there a proper addressee? Are there proper salutations/close? I				
Are the words used appropriate for the task?				
Is the tone appropriate for the task and audience?				
Have ALL the points been included?				
Have ALL the points been adequately elaborated ?				

FORMAL LETTERS

We use the following format for formal letters.

These would include letters of complaints, job application letters, letters to parents etc.

Bik 239
Bukit Panjang Ring Road
#01-100
Singapore 760239

Sender's Address

25 June 2001

(Leave a line)

Date

(Leave a line)

Name of Addressee (if given)
The Personnel Manager
Singapore International Airlines
2 Robinson Road
Singapore 234567

(Leave a line)

Dear Sir

****Salutation**

(Leave a line)

Re: Application for post of Systems Analyst

Title

(Leave a line)

I am writing in response to your advertisement dated 30 September 2000. I would like to apply for the post Systems Analyst in your company.

(Leave a line)

I am 30 years of age and have just completed

I look forward to your favourable reply.

Thank you.

Yours faithfully

****Valediction**

Signature

(Name in full)

Formal Letters

Please note the following:

* Recipient's Address should have the following structure:

Name (if applicable)
Job Designation
Name of Company
Address of Company
Singapore

** Sign off as 'Yours faithfully'

Note the **absence** of punctuation markers.

Paragraphs should all start from the left. To differentiate one paragraph from another, leave a line.

STRUCTURE OF FORMAL LETTERS

We use the following structures for formal letters.

Letter of Application

Opening

I am writing in response to your advertisement dated 1st October 1999 and would like to apply for the post of Web Page Designer in your company.

Closing

I sincerely hope that you will consider my application and I await your favourable reply.

Thank you.

Letter of Complaint

Opening

I am a resident of the Choa Chu Kang estate and I am writing in to complain about the cleanliness of my block.

Closing

I seriously hope that you would look into the complaints that I have raised and remedy the situation as soon as possible.

Thank you.

Letter of InvitationOpening

On behalf of the school, we would like to invite you to our Annual Speech and Prize Giving Day to be held on April 7 2001 in the school grounds.

Closing

We sincerely hope that you will accept our invitation and we look forward to your presence on that day.

Thank you.

INFORMAL LETTERS

We use the following format for informal letters. These would include letters to friends or members of the family. The tone of the letter should be friendly at all times.

Blk 239
Bukit Panjang Ring road ----- Your address
#01-100
Singapore 760239

14 April 2001 ----- Date

Dear Mary ----- Salutation

Yours sincerely ----- Valediction

Tom

REPORT WRITING

We use the following format for general reports. This would include reports on accidents in school, explosion in lab ,theft in school etc

<hr/>	Title
Ending Report by : _____ Signature : _____ Date : _____	

We use the following structure for such reports:

First paragraph : State the 4 Ws ---
Who , What , where and when

Example

On 20 March 2000, an explosion occurred at the school's Chemistry laboratory at about 10 a.m. when Secondary 4C was having its lesson.

Your subsequent paragraphs should highlight the series of events or happening in a chronological sequence.

End your report with a general comment based on the topic.

Example

- Police are still continuing their investigations.

REPORT WRITING

We use the following format for reports to authorities. This would include reports on accidents in school, explosion in a lab, theft in school to the Principal, eye witness accounts to the Police or other relevant authorities etc.

<p>To: The Principal —————→ Person in charge Bukit View Secondary School —————→ Organisation</p> <hr/> <p style="text-align: right;">—————→ Title</p> <p>Reported by : _____ Signature : _____ Date : _____</p> <p style="text-align: right;">← Ending</p>

We use the following structure for such reports:

First paragraph : Introduction yourself and state purpose of report
Next, state the 4 Ws – Who, What, Where and When

Example

I am Susan Tan Wei Ling of Secondary 5A and I am writing to inform you about an incident that happened in school. On 20 March 2000, an explosion occurred at the school's Chemistry laboratory at about 10 am when secondary 4C was having its lesson.

Your subsequent paragraphs should highlight the series of events or happenings in a chronological sequence.

End your report with a general comment.

Example

- Police are still continuing their investigations.

Informative Articles

Eg. A web page on the school

Use a simple title eg. Welcome to our Homepage...

You should use the following structure:

1st Paragraph - **Brief History of the School**

Bukit View Secondary School started functioning in January 1986 with Secondary One and Two students with Mr Ow Chiong Hoo heading the school. Mrs Mary Owyong was the second principal from Dec 1996 to Feb 1998. In August 1998, Mr James Ong Chye Hin was appointed as the new Principal of the school.

2nd Paragraph - **Start giving the details that is required of you in the question**

News articles

They must include a **catchy headline** and a by-line.

Types of News Articles

You should include use the following structure.

1st paragraph- Summarise the whole article.

Next paragraph- Give series of events in **chronological sequence**.

Last paragraph- Give general comment on incident.

Examples of 1st paragraphs

- A 20-year old Saudi bride was among the 44 children who died when the main tent of a wedding caught fire yesterday.
- A disabled snatch thief was nabbed by passers-by when the motorcycle he was riding pillion on crashed into a divider along Jalan Ipoh, said the police.
- Three people were killed and 162 people were listed missing after a Philippine passenger boat caught fire off the central island of Cebu, the coast guard said yesterday.
- A young woman bank officer drowned in a diving accident on Saturday while on a holiday at a resort on the Spratly Islands, off the Sabah Coast

Speeches

We use the following structure for speeches:

First paragraph: Salutations

Introduce yourself and state purpose of speech

Example: A very good morning to Mr Ong, Mr Loh, teachers and fellow Bukit Viewans. I am John Lim of Sec 5NI and I am here to speak in support of my friend, Mohd Noor of Sec 4NI who is standing for elections to the Student Council

Your subsequent paragraphs should highlight the points that are given in the question.

Maintain a persuasive tone throughout the speech [or whatever tone the task requires you to maintain]

End your report with a personal comment or a general comment.

Example

I hope I have convinced you that Mohd Noor is an ideal choice and should be elected to the Student Council.

Thank you.

Hard work -The highest reward for a man's toil is not what he gets for it but what he becomes by it. - John Ruskin

**PAPER ONE
POINTERS TO REMEMBER**

- ✓ Read the rubrics carefully.
- ✓ Select your question carefully.
- ✓ Write the Q NO before you start work.
- ✓ **PLAN** your essay [intro/build -up/climax/conclusion] before you start writing [5-10 minutes]
- ✓ **WRITE** your essay **NEATLY** [leave lines to help make your writing more legible] [40-45 minutes]
- ✓ **CHECK** your work [10 minutes] **YOU MUST NOT LEAVE OUT THIS STAGE OF THE WRITING PROCESS IF YOU WANT TO PASS AND DO WELL!!!!!!**

CHECK

- ✓ **TENSES**
- ✓ **SUBJECT-VERB AGREEMENT**
- ✓ **PUNCTUATION [ESPECIALLY IF YOU USE DIALOGUE]**
- ✓ **ENSURE THE FULL STOP IS USED**
- ✓ **VERB FORMS**
 - to + _____
 - modals(e.g can . shall) + Base verb
 - has/have/had + past participle
 - do/did/does + base verb

USE

- ✓ **VIVID VERBS/ ADJECTIVES/ADVERBS [REFER TO HANDOUTS-LEARN!!!!!!]**
- ✓ **USE SIMPLE SENTENCES [WITH GOOD LANGUAGE]**
- ✓ **USE LINKING WORDS THAT HELP DEVELOP THE ESSAY LOGICALLY/SMOOTHLY**

AVOID

- X USING 'AND', 'BUT' or 'SO' TO BEGIN SENTENCES.
- X CONTRACTIONS [EXCEPT IN DIALOGUE]

'Because'

SECTION TWO

- ✓ **READ QUESTION CAREFULLY**
- ✓ **DECIDE ON AUDIENCE , PURPOSE, LANGUAGE & FORMAT**
- ✓ **INCLUDE ALL POINTS GIVEN & ELABORATE**
- ✓ **ELABORATION MUST BE SUFFICIENT AND RELEVANT**
- ✓ **CHECK THE TENSE TO BE USED**

PAPER TWO POINTERS TO REMEMBER

- Read at least summary question before reading the passage
- Read Questions carefully (Circle key words)
- Understand questions before looking for answer
- Look out for WH words (When/where/why/how/what)
- Go to relevant part of passage to look for the answer.
- Look for links between the Q and info in the paragraph
- Links can be similar words/word associations/transitional devices/linking words)
- REMEMBER TO RE-PHRASE THAT REQUIRE OWN WORDS

RUBRICS: Always read rubrics given

E.g.

- Quote a word which indicates....
- Quote a phrase which show....
- Explain in your own words....
- Leave a space of **one** line between your answers to each part of a question e.g. between **1(a)** and **1(b)**. Leave a space of at least **three lines** after your completed answer to each whole question.
- Use only material from line __ to line __

SUMMARY: READ THE Q CAREFULLY

CONTENT :

USE THE CHECKLIST Q TO HELP YOU CONFIRM WHETHER YOUR POINTS ARE RELEVANT

LANGUAGE

STYLE Make the points identified more **concise** by **rephrasing** or **omitting unnecessary words**. Some adjectives may be necessary for the summary. Think before deciding to omit the words.

Re-phrase only when you are very sure the substitution does not change the original meaning

USE OF ENGLISH Check your summary for

- mechanical accuracy - grammar, punctuation, spelling
- sentence structure
- organisation and linking
- Ensure that the summary is within the word limit.
- Do not omit articles or other important parts of speech (to stay within the word limit)

WHATEVER YOU DO

- ✓ **THINK FIRST**
- ✓ **ANALYSE**
AND THEN
- ✓ **WRITE**
- ✓ **MUST CHECK** before submission

FORMAL LETTER – LETTER OF COMPLAINT [FORMAT]

{Your Own FULL Name}

{Your Address}

{Today's Date}

{Name of Contact Person, if available}

{Title of Contact Person}

{Company Name}

{Company Address}

Dear {Contact Person's Name} **{if name is NOT known, write Dear Sir/Madam}**

Re: **{subject heading}**

{State what you purchased, when and where. State something positive about the company, product or experience}

{State ALL the problems you encountered. ELABORATE in detail}

{State what EXACTLY are the things you would like the company to do for you. Give a DEADLINE for these actions to happen}

I look forward to your reply.

Yours sincerely **{if name is NOT known, write Yours faithfully}**

{Your signature}

{Your FULL Name}

Sample functional writing essay (from Preparatory Exam I)

Read the question and then the sample answer. Although you will likely not have the time under exam conditions to write a letter of this length, it is useful to note how the letter elaborates on each of the points given, the way these points are linked to each other, the flow of the letter and the polite and formal expressions and tone used throughout.

A series of strange occurrences have been taking place in your apartment block. Certain personal items belonging to you and your neighbours have gone missing in the past week.

As a concerned resident, you have decided to write a **letter** to The Manager of Aljunied Town Council. You are to highlight the problems encountered and request for more action to be taken. Your letter should cover the following points:

- Details of items lost
- How the loss took place
- The likely suspects
- Common corridor poorly lit
- Action to be taken

Your **letter** should be clearly expressed and polite in tone. You should also include any further information which you think would be helpful.

Goh Wei Ming John
Blk 216 Aljunied Street 21
#05-05
Singapore 623216

3 August 2007

The Manager
Aljunied Town Council
Aljunied Street 44
Singapore 621112

Dear Sir/Madam

Re: Loss of personal items from residents' homes

I am a resident staying at Blk 216 Aljunied Street 21. I am writing to you to highlight the occurrence of several incidents where personal items went missing from residents' apartments in my block.

Just three days ago I found that my wallet had disappeared from the drawer in my apartment where I live on my own. After sharing my experience with neighbours at a residents' gathering, I have since ascertained that I am not the only resident whose personal items went missing from his own home. For instance, Mr Chee Fong Seng

shared that his Palm Treo smartphone, which he was using just before he fell asleep in his bed, was missing when he woke up. Mrs Alethea Fernando found her pearl necklace missing from her own neck after waking up from a nap. In all the incidents, the victims had fallen asleep near the window in their apartment facing the common corridor.

From the residents' sharing of experiences, it is clear that the same modus operandi has been used and that we were the victims of the same perpetrator. We are concerned that more residents will fall victim to the same crime. We are of the opinion that the string of crimes could be committed so easily partly because of the poorly lit common corridors in the block. The dim lighting of these corridors allows the perpetrator to move stealthily past our apartments' windows undetected, shrouding any suspicious activity that he or she may engage in.

Although we do not yet have any evidence, we believe that the perpetrator might be a teenager who has been spotted loitering at the block just before midnight every day, often playing a PlayStation Portable or listening to his digital audio player. We find the actions of this teenager very suspicious, especially as we do not recognize him as being from our block nor the neighbouring blocks. This teenager is a lanky, bespectacled male Chinese who is always dressed in a jersey and loose-fitting trousers.

We hope that the Town Council can help us to address the problems we are facing. Firstly, we hope that brighter lighting can immediately be installed along the common corridors of our block to deter future crimes. Secondly, we hope that the Town Council will work with the Singapore Police Force to monitor our block for suspicious-looking characters, such as the teenager mentioned above. With the brighter lighting and increased police presence at our block, we are certain that the perpetrator will soon be caught or at least deterred from stealing from our homes again.

Thank you.

Yours faithfully

[sign]

Goh Wei Ming John

Functional Writing

Begin your answer on a fresh page.

You are advised to write between 180 and 250 words for this section.

You should read the information carefully and plan your answer before beginning to write.

You are the chairperson of your CCA. Your CCA group has decided to hold a charity concert in order to raise funds for an overseas service learning trip. You wish to hold the concert at the NUS Centre for the Arts Auditorium but do not have sufficient funds to book the venue. Write a letter to the Director of the Centre, Mdm Christine Khor requesting for complimentary use of the venue. You are to try your best to persuade the Director to allow you to use the venue.

Your **letter** should include the following information:

- the purpose of the concert
- your reasons for wanting to use that particular auditorium
- what the overseas service learning trip is about
- the types of performances being planned
- the duration and other details of the concert

You should include any further information which you think would be helpful.

Julia Tan Wei Ling
Bukit View Secondary School
16 Bukit Batok Street 21
Singapore 659333

24 Aug 2006

Mdm Christine Khor
Director
NUS Centre for the Arts
16, Kent Ridge Crescent
National University of Singapore
Singapore 393493

Dear Mdm Khor

RE: Complimentary use of the NUS Centre for the Arts Auditorium

Our school Co-Curricular Activity group, the Service Club, is currently planning an Overseas Service Learning trip to Yunnan, China in November this year. As we are short of funds for this charitable trip, we have decided to hold a charity concert in order to raise

funds. We would like to hold the charity concert at the NUS Centre for the Arts Auditorium. However, we are unable to afford the booking fees for the auditorium and therefore would like to humbly request for a complimentary use of the venue for this meaningful event.

I have personally attended concerts held at the NUS Centre for Arts Auditorium and I must say that I was impressed by the sheer size, holding capacity as well as the state-of-the-art facilities available at the auditorium. As we are anticipating a crowd of 500 audience members, this auditorium would make the perfect venue. Furthermore, the Auditorium is near to our school in Clementi making it easily accessible by our staff and students alike.

The overseas service learning trip is an opportunity for us to volunteer services to the less fortunate people in Yunnan, China and also to learn the value of service at the same time. We have planned to visit a number of underprivileged schools in China where we will help to paint, restore and refurnish the classrooms and school compound. We will also be teaching the children simple English Language. It also serves as a great opportunity for us to experience a new culture and share it with the rest of our school pupils back at home. As such, it is really important to us to be able to raise sufficient funds for the trip through the charity concert.

The theme for the charity concert will be 'Service onto others' and it will consist of an hour-long musical with vibrant dances and melodious songs. The entertaining musical will portray the troubles faced by the main character as he volunteers his services to help the less fortunate and the eventual self satisfaction he attains. As a pre-show, we have our Military Band and Choir to entertain the audience with melodious tunes and popular songs. The dances showcasing the four main ethnic groups, Indian, Malay, Chinese and Eurasian, promise to be a colourful display of rhythm and energy. A fusion dance will also be incorporated as the grand finale item.

The concert is planned to be held on the 30th of September, 2006 from 7.30 p.m to 10.00 p.m. The duration for the entire show is two and a half hours. We intend to sell 500 tickets at \$10 each. All proceeds will go to the Overseas Service Learning Trip Fund. We plan to hold at least two full dress rehearsals at the venue prior to the concert. As such we would require to use the auditorium on the 27th, 29th and the 30th of September.

We really seek your help and understanding in allowing us a complimentary use of the auditorium. We would truly appreciate if you could kindly consider our request and play a part in raising funds for this charitable and meaningful project we have undertaken. We hope to receive a favourable reply from you.

Thank you.

Yours sincerely

Julia Tan Wei Ling
Service Club
Bukit View Secondary School

Report Writing Format

To: Person in charge (e.g. The Investigating Officer)
Organisation (e.g. Jurong Police Station)

Title (e.g. Theft of belongings in 4N4 classroom)

Paragraph 1: On When, What happened involving Who at Where.

Subsequent paragraphs: Highlight series of events of happenings in **chronological sequence**

Last paragraph: General comment based on topic
e.g. I hope that the information I have provided will prove useful in your investigations..

Report by: (your full name)

Signature: _____

Date: _____

Who Reads Reports?

- Supervisors and higher ranking officers
- Fellow officers/ Other agency officers
- Judges, Attorneys, Officers of the Court
- Governmental officials (Governors, County Supervisors, Mayors, Commissioners)
- Members of the general public
- Insurance company personnel
- News and media personnel

A Good Report

A good report is a clear, concise, accurate, well-organized narrative **of the facts** of an incident.

Incident Format

For each incident, note the date, time, and location. Include the details of the incident, including the WHO, WHAT, WHEN, WHERE, HOW, and WHY, if known.

WHAT: describe the incident as you experienced it or as it was told to you by those involved.

WHEN: note dates and times.

WHERE: note the location of the alleged incident.

HOW: relate what victims or witnesses tell you they experienced or describe what you saw.

WHY: relate statements of others, but do not write your own opinions. Many times the why of an incident is unknown.

Subject-Verb Agreement

Basic Principle: Singular subjects need singular verbs; plural subjects need plural verbs.

My **brother** is a nutritionist. My **sisters** are mathematicians.

The indefinite pronouns *anyone*, *everyone*, *someone*, *no one*, *nobody* are always singular and, therefore, require singular verbs.

- Everyone **has** done his or her homework.
- Somebody **has left** her purse.

Some indefinite pronouns — such as *all*, *some* — are singular or plural depending on what they're referring to. (Is the thing referred to countable or not?) Be careful choosing a verb to accompany such pronouns.

- Some of the beads **are** missing.
- Some of the water **is** gone.

On the other hand, there is one indefinite pronoun, *none*, that can be either singular or plural; it doesn't matter whether you use a singular or a plural verb — unless something else in the sentence determines its number. (Most writers think of "none" as meaning "not one of" and choose a singular verb.)

- None of you **claims** responsibility for this incident?
- None of you **claim** responsibility for this incident?
- None of the students **have done** their homework. (In this last example, the word their precludes the use of the singular verb.)

Some indefinite pronouns are particularly troublesome: **everyone** and **everybody** (listed above, also), which certainly feel like more than one person and, therefore, should use a plural verb; and **each**, which is often followed by a prepositional phrase ending in a plural word, confusing the verb choice. These pronouns are always singular and require a singular verb.

Everyone **has** finished his or her homework.

You would always say, "Everybody *is* here." This means that the word is singular and nothing will change that.

Each of the students **is** responsible for doing his or her work in the library.

Don't let the word "students" confuse you; the subject is *each* and *each* is always singular — Each is responsible.

Phrases such as *together with*, *as well as*, and *along with* are not the same as *and*. The phrase introduced by *as well as* or *along with* will modify the earlier word (*mayor* in this case), but it does not compound the subjects (as the word *and* would do).

- The mayor as well as his brothers **is** going to prison.
- The mayor and his brothers **are** going to jail.

The pronouns *neither* and *either* are singular and require singular verbs even though they seem to be referring, in a sense, to two things.

- Neither of the two traffic lights **is** working.
- Which shirt do you want for Christmas?
Either **is** fine with me.

In informal writing, *neither* and *either* sometimes take a plural verb when these pronouns are followed by a prepositional phrase beginning with *of*. This is particularly true of interrogative constructions: "Have either of you two clowns read the assignment?" "Are either of you taking this seriously?" Burchfield calls this "a clash between notional and actual agreement."*

The conjunction *or* does not conjoin (as *and* does): when *nor* or *or* is used the subject closer to the verb determines the number of the verb. Whether the subject comes before or after the verb doesn't matter; the proximity determines the number.

- Either my father or my brothers **are** going to sell the house.
- Neither my brothers nor my father **is** going to sell the house.
- **Are** either my brothers or my father responsible?
- **Is** either my father or my brothers responsible?

The words *there* and *here* are never subjects.

- There **are** two reasons [plural subject] for this.
- There **is** no reason for this.
- Here **are** two apples.

With these constructions (called expletive constructions), the subject follows the verb but still determines the number of the verb.

Verbs in the present tense for third-person, singular subjects (*he, she, it* and anything those words can stand for) have *s*-endings. Other verbs do not add *s*-endings.

He loves and she loves and they love_ and ...

Sometimes modifiers will get between a subject and its verb, but these modifiers must not confuse the agreement between the subject and its verb.

The **mayor**, who has been convicted along with his four brothers on four counts of various crimes but who also seems, like a cat, to have several political lives, **is** finally going to jail.

Sometimes nouns take weird forms and can fool us into thinking they're plural when they're really singular and vice-versa.

Words such as glasses, pants, pliers, and scissors are regarded as plural (and require plural verbs) unless they're preceded the phrase *pair of* (in which case the word *pair* becomes the subject).

- My glasses **were** on the bed.
- My pants **were** torn.
- A pair of plaid trousers **is** in the closet.

Some words end in *-s* and appear to be plural but are really singular and require singular verbs.

- The news from the front **is** bad.

- Measles **is** a dangerous disease for pregnant women.

On the other hand, some words ending in *-s* refer to a single thing but are nonetheless plural and require a plural verb.

- My assets **were** wiped out in the depression.
- The average worker's earnings **have** gone up dramatically.
- Our thanks **go** to the workers who supported the union.

Fractional expressions such as *half of*, *a part of*, *a percentage of*, *a majority of* are sometimes singular and sometimes plural, depending on the meaning. (The same is true, of course, when *all*, *any*, *more*, *most* and *some* act as subjects.) Sums and products of mathematical processes are expressed as singular and require singular verbs..

- Some of the voters **are** still angry.
- A large percentage of the older population **is** voting against her.
- Two-fifths of the troops **were** lost in the battle.
- Two-fifths of the vineyard **was** destroyed by fire.
- Forty percent of the students **are** in favor of changing the policy.
- Forty percent of the student body **is** in favor of changing the policy.
- Two and two **is** four.
- Four times four divided by two **is** eight.

Vocabulary for Effective Narrative and Descriptive Writing

This is a compilation of words and phrases that can be used in narrative and descriptive writing.

Please **STUDY** this as thoroughly as you can. Familiarise yourselves with **HOW** the words and phrases are used. It is **IMPORTANT** to **NOTE** the **context** in which these words are used.

Look out for them when you read your story books. And most importantly **make every effort to USE** the words and phrases in your own writing.

Learning is not attained by chance.

It must be sought for with ardour and attended to with diligence -Abigail Adams

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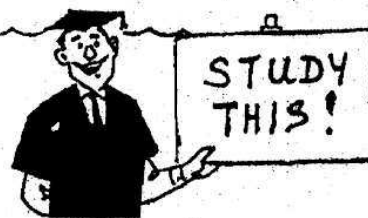
Hard work - Good work habits help develop an internal toughness and a self-confident attitude that will sustain you through every adversity and temporary discouragement.

~ Paul J. Fleyer ~


Fear in Varying Degrees

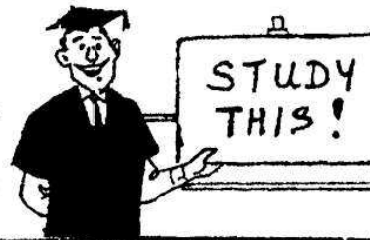
1. **apprehensive:** worried/filled with anxiety or fear
e.g. Mei Li was apprehensive about meeting her mother-in-law even after much assurance from her husband.
2. **alarmed:** sudden fear and anxiety, especially when caused by the possibility of danger
e.g. The government is alarmed by the sudden increase in violent crime.
3. **fearful:** to be afraid
e.g. We were fearful of her anger.
4. **panic-stricken:** filled with sudden anxiety or fear
e.g. The audience were panic-stricken when the fire-alarm went off.
5. **terror-stricken/terrified:** very much frightened/afraid
e.g. He was terrified of snakes.
6. **horrified:** filled with great shock or horror
e.g. He was horrified to hear that she had been murdered.
7. **aghast:** suddenly filled with great surprise/fear/shock
e.g. He was aghast when he was told that his son had been kidnapped.


8. **petrified:** extreme fear or shock so that one is unable to think or move
e.g. He sat there petrified as the ghost glided across the room.
9. **frantic:** filled with desperation because you are frightened or worried
e.g. When he saw the corpse rising from its coffin, he became frantic with terror.



How Do You React When Afraid?

Body	Look	Eyes
<p>You feel chilled become numbed shiver tremble shudder quake or shake are unable to move cower shrink back perspire</p> <p>Your heart thumps/beats/pounds</p>	<p>You look pale white ashen</p> <p>You look as if</p> 	<p>You stare gaze in</p> <p>Your eyes widen</p>



Voice	Speech
<p>Your voice trembles quivers quavers shakes</p> 	<p>You stammer stutter mutter pray pant shriek/scream</p>

EXAMPLES***How Do You React When Afraid?***

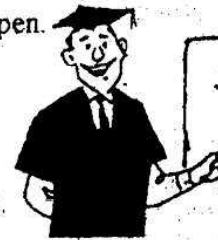
1. **chilled:** Chilled with fear, he.....; She felt a sudden chill as...
His menacing eyes chilled her.
2. **numbed:** numbed with terror; numbed with fear
Tom was numbed with terror as the creature approached him.
3. **shiver:** He was shivering with terror as.....; Shivering with fear, he....
A sudden scream sent shivers up my spine.
4. **tremble:** He was trembling as.....; Trembling, he....
He trembled with fear as he approached the principal.
5. **shudder:** shuddered violently; shuddered with fear
I shuddered at the sight of the dead body.
6. **quake/shake:** quaking with fear; shaking with fear
He was quaking at the thought of jumping off the plane.
7. **unable to move:** When he saw the cobra, he was too terror-stricken to move.
8. **cower:** cowering in a corner, cowered in fear
The children cowered a corner as the bully approached them.
9. **shrink back:** shrink back in horror;
Fearing a beating the dog shrank into a corner.
10. **perspire:** perspire profusely; perspiration drips/ rolls down
The man was perspiring profusely as he tried to defuse the bomb.
11. **heart thumps
beats/pounds** thumps/beats/pounds violently/wildly/loudly
He could hear his heart thumping loudly as he walked up the

12. **pale/white:**
ashen
you look pale/white/ashen; your face turns pale/white/ashen
When he heard the bad news, his face turned ashen.
13. **look as if:**
looked as if he had seen a ghost; looked as if he was about to faint
When Tom emerged from the cave, his face was white and he looked as if he had seen a ghost.
14. **stare/gaze:**
gaze in horror; stare in horror; stare, horrified, as...
gaze, horrified, as...
The woman gazed in horror at the gigantic ape as it broke through its cage.
15. **eyes widen:**
Eyes wide with fear, he...; His eyes widened with fear as he gazed at...
His eyes widened with fear and he began to tremble.
16. **your voice trembles/ quivers/ quavers/shakes**
voice was trembling; voice was shaking; voice was quivering; voice was quavering;
His voice was trembling as he began his speech.
17. **stammer/ stutter:**
stammer/stutter nervously
The child stuttered nervously when the teacher questioned him.
18. **mutter:**
mutter a prayer
John muttered a prayer for safety as he dashed into the flames to save the child.
19. **pray:**
pray desperately
He prayed desperately for help to come.
20. **pant:**
"Help! Help! Someone's drowning in the river!" he panted.
21. **shriek/scream:**
She shrieked/screamed when the mouse ran over her feet.

Expressing Surprise



1. startled : to be given an unexpected, slight shock; made to jump
"Boo!" he yelled. I was startled.
2. wonder : feeling of astonishment mixed with admiration or disbelief
The children watched the gymnasts in silent wonder.
3. amaze : fill with great surprise
astonish : I was amazed/astonished that he could do 100 sums in 10 minutes.
4. stun : to shock or surprise very greatly
He was stunned by the jury's verdict of guilty.
5. astound : to fill with shocked surprise because of something unexpected
The doctor was astounded by the cancer patient's sudden recovery.
6. gape : to look hard in surprise with the mouth open
The men gaped at the belly dancer.
7. dumbfound : to surprise to the point of being unable to speak
We were dumbfounded to see the blind man's eyes open.
8. stupefy : to surprise greatly
We were stupefied by her ignorance.
9. aghast : suddenly filled with surprise/shock or fear
She was aghast when told of her husband's huge debt.
10. flabbergast : to fill with shock/wonder so that one is unable to think clearly
"Well!" I exclaimed, flabbergasted at Dr Ng's deceit.



STUDY THIS!

How Do You React When Surprised?

Body	Look	Eyes
<ul style="list-style-type: none"> ● You jump (how?) ● You stare (how?) ● you faint ● you are unable to speak (speechless) ● your mouth falls open ● you gasp/catch your breath ● nearly die of shock 	<ul style="list-style-type: none"> ● dumbstruck ● dazed ● thunder-struck ● incredulous 	<ul style="list-style-type: none"> ● open wide in ● almost pop out of your head ● you blink (how?) ● rub your eyes in ● can't believe your eyes



STUDY THIS!

*Examples**How Do You React When Surprised?*

1. **you jump:** you nearly jump out of your skin; something makes you jump;
When I heard a loud knock on my door at midnight, I nearly jumped out of my skin.
2. **you stare:** You stare in amazement; stare in wonder; stare looking incredulous;
He stared at me aghast, when I told him that his pet dog, Rover, had been run over by a car.
3. **you faint:** I almost fainted when I heard that my mother had been involved in an accident.
4. **you are unable to speak:** He stared at me, speechless...; he stared at me dumbfounded...; He stared at me, lost for words...;
5. **your mouth falls open:** her mouth fell open in surprise; you stare, open-mouthed at something...;
She was speechless with astonishment when she saw the Principal, Mr. Tan, wearing a dress!
6. **you gasp/catch your breath:** gasped in amazement; caught his breath in surprise;
He caught his breath when he saw the beautiful model, Claudia Schiffer in person.
7. **nearly die of shock:** I nearly died of shock when I heard that I had passed my 'O' Levels with flying colours.
8. **dumbstruck:** He looked dumbstruck when she rejected his proposal of marriage.
9. **dazed:** He stared at me, a dazed expression on his face, when I told him that his house had just burned down.

Extremely surprised or shocked.

- 10. thunderstruck:** The man was thunderstruck when he returned home and found that his wife had disappeared with his life savings.
- 11. incredulous:** stare at someone, incredulous; you sound incredulous;
 "What! You killed that tiger with your bare hands?" he asked, looking incredulous.
 ~ surprised
- 12. eyes open wide:** your eyes widen in astonishment; eyes wide with surprise;
 Her eyes widened in astonishment when she saw a thousand dollar bill lying on the ground.
- 13. eyes almost pop out of your head:** My grandmother's eyes nearly popped out of her head when she saw the teenager with purple-green hair.
- 14. you blink:** When she saw Michael Jackson in the street, (she blinked several times, unable to believe her eyes.)
- 15. you rub your eyes:** rub your eyes in disbelief; rub your eyes in amazement
 He rubbed his eyes, unable to believe what he was seeing.
- 16. can't believe your eyes:** No one could believe their eyes when they saw Superman landing at Takashimaya.

Expressing Sadness

1. **pensive** : thoughtful and quiet, perhaps sad.

pensive



Eg. He became so pensive that she did not like to break into his thoughts.

2. **sombre** : giving an impression of sadness or seriousness.

Eg. The doctor's face was sombre as he broke the bad news to us, "I'm afraid your father didn't make it"

3. **brooding** : to keep on thinking and thinking about something unpleasant.

Eg. He has been brooding over how furious he is with my father.

brooding



4. **miserable** : to be very unhappy.

Eg. Ronald felt depressed and miserable after losing his job.

5. **melancholy** : an intense feeling of sadness that lasts for a long time.

Eg. When he left, she sank into melancholy.



melancholy

6. **your heart aches** : you experience great sadness and emotional suffering.

Eg. It makes my heart ache to see pictures of starving children in Rwanda.

7. **a heavy heart** : you feel sadness and emotional pain.

Eg. With a heavy heart, I walked away from the man I loved.

8. **distressed** : upset because something unpleasant or alarming has happened.

Eg. He was really distressed when his wife left him.

9. **despairing** : you feel very unhappy and have no hope that things will improve.

Eg. Life in Africa as a medical worker was very difficult, and I was often quite despairing.



despairing

depress

10. **desolate** : sad, lonely and without hope.

Eg. When his entire family perished in the fire, he felt desolate.

11. **hopeless** : a feeling of desperation because there seems to be no possibility of comfort or success.

hopeless



Eg. A feeling of hopelessness gripped her when she realized what an enormous task she had undertaken.

12. **inconsolable** : very sad and cannot be comforted.

Eg. Irene was inconsolably distressed and nothing we said could comfort her.

inconsolable



STUDY
THIS!

How do you React when Sad?

Body	Look	Eyes
<ul style="list-style-type: none"> ● a lump comes to your throat/ there is a lump in your throat ● you swallow hard ● your lips quiver ● burst into tears ● break down and cry ● sob or weep (how?) 	<ul style="list-style-type: none"> ● mournful ● forlorn ● gloomy ● depressed ● grief-stricken ● as if 	<ul style="list-style-type: none"> ● fill with tears ● brim with tears ● are red from crying ● stare (how?)
Voice	Speech	
<ul style="list-style-type: none"> ● trembles ● quivers ● is shaky 	<ul style="list-style-type: none"> ● you sigh ● you sniff ● you moan ● you wail ● you howl 	

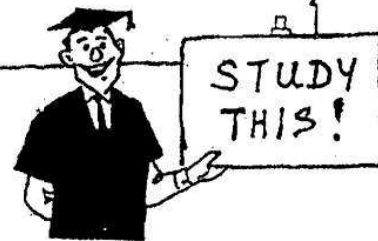
Examples**How Do You React When Sad?**

1. **a lump comes to your throat:** there is a lump in your throat; a lump comes to your throat;
A lump came to Sally's throat as she watched her husband leave for the army.
2. **you swallow hard: to cry.** Tony's eyes brimmed with tears but he swallowed hard and refused to cry.
3. **your lips quiver:** lips began to quiver...; lips quiver uncontrollably; lips quiver as....; Her voice grew shaky and her lips began to quiver as she narrated the horrors of the war.
4. **burst into tears:** When Jane heard that she had failed the examination, she burst into tears and ran out of the room.
5. **break down and cry:** The woman broke down and cried bitterly as she confessed to the murder of her child.
6. **sob/weep:** sobbed pitifully; sobbed uncontrollably; body was wracked with sobs; wept in anguish; wept uncontrollably
The old woman wept loudly when she found her savings stolen.
7. **mournful:** looked mournful; had a mournful expression on his face
Everyone at the funeral looked sad and mournful.
8. **forlorn:** looked forlorn; had a forlorn look on her face;
Sally looked forlorn as she waved good-bye to her family.
9. **gloomy:** stared gloomily at...; appeared gloomy;
The children stared gloomily at the floor when told that their fishing trip would be cancelled.
10. **depressed:** The manager came out of the office looking rather depressed.
11. **grief-stricken:** The residents were grief-stricken to find their loved ones buried beneath the rubble.
Broken stones or concrete.

12. looked as if: looked as if she was about to break down
She looked as if she had been crying for hours when she emerged from the room.
13. your eyes fill with tears: Her eyes filled with tears when the judge announced the verdict of "guilty."
14. your eyes brim with tears: Mr. Wu's eyes brimmed with tears as he stared at the devastation caused by the explosion.
15. eyes are red from crying: Aunt Mary, whose eyes were red from crying, could barely speak when she was called upon to testify.
16. you stare: stared blankly into space; stared gloomily; stared sorrowfully;
The teenager stared sorrowfully at his report card and wished that he had studied harder.
17. your voice trembles/ quivers: voice trembling with emotion; spoke in a trembling voice; voice was quivering; voice was shaky;
The officer's voice was trembling with emotion as he told of how his comrades were beaten and tortured.
18. you sigh: sighed heavily; sighed and stared;
As the woman gazed at the photograph of her son, she sighed and wished she had never allowed him to go bungee jumping.
19. you sniff: "It wasn't my fault. Please don't hit me," the boy sniffed, as he held out the palm of his hand.
20. you moan: moaned pitifully; moaned loudly
"Who will help me? There's no hope. I will be a street beggar all my life," moaned the old man sorrowfully.
21. you wail: wailed uncontrollably; wailed loudly;
"It's not fair...It's not fair! You can't take my father away," wailed the young boy.
22. you howl: howled in sorrow; howled in grief;
The mourners howled loudly as the cortege left for the cemetery.
Someone who attends a funeral.

Expressing Anger

1. **irk** : to annoy/provoke
It irks me to see food being wasted.
2. **annoy** : to make someone a little angry or impatient; irritate
I was annoyed with him because he kept interrupting my conversation.
3. **enrage** : to make very angry; infuriate
Mr. Tan was enraged to find workers had disobeyed his orders.
4. **fury** : a state of very great anger
The young man walked out in fury after the argument.
5. **seethe** : to be very angry/agitated
She was seething with rage at his remarks.
6. **fume** : to be angry and restless (often without expressing one's feeling fully)
a) She was fuming with annoyance because the books hadn't arrived.
b) He fumed at the delay.
7. **rage** : a sudden feeling of wild uncontrollable anger
He flies into a rage every time his wife mentions money.
8. **exasperate** : to annoy or make extremely angry (especially by testing the patience of)
a) I was exasperated by/at all the delay.
b) In sheer exasperation, she gave the machine a kick.
9. **incense** : to make extremely angry; outrage
The lawyer was incensed to find his car scratched.
10. **wrath** : strong fierce anger (especially based on the desire to punish someone for harm done)
The management incurred the wrath of the union by breaking the agreement.



How Do You React When Angry?

Body	Look	Eyes
You tremble quiver clench your fists shake your fists grit your teeth point an angry finger pound <i>→ stepping heel</i> throw (something) at leave the room storm off stomp out	You scowl frown pout sulk glower Your face turns ... red purple livid	Your eyes blaze flash with ... You glare stare (how?)



STUDY THIS!

Voice	Speech
Your voice quivers with is raised is sharp	You screech shriek scream bellow roar snarl growl yell explode

*Examples**How Do You React When Angry?*

1. **you tremble/
quiver:** Trembling with anger..; Quivering with anger....; her whole body trembled/quivered...; Quivering with rage, she shouted, " Get out of my sight!"
2. **you clench
your fists:** The young man clenched his fists and muttered angrily as the policeman booked him for speeding.
3. **shake your fists:** The fruit-seller shook his fists furiously at the boys who had toppled his neatly-stacked piles of fruit.
4. **grit your teeth:
eyes flash/blaze
with anger:** His eyes flashed (blazed) with anger and he gritted his teeth as his father hurled abuse at him.
5. **point an angry
finger:** Pointing an angry finger at the bully, the Principal roared, "Get to my office at once!"
6. **pound your fists:** pound your fists on the table; pound your fists at someone; The hysterical child pounded his fists against his mother as she dragged him out of the toy-store.
7. **throw something
at someone:** The furious wife threw pots and pans at her husband.
8. **leave the room:** leave the room in a huff; leave in a fit of anger; The Committee members left the room in a huff when the Chairman insulted them.
9. **storm/stomp off:** storm in/out of a room; stomp out of a room; She stormed (stomped) off angrily after the argument with her boyfriend.
10. **you scowl:** I scowled angrily at him when he spilt ink all over my new text-book.

11. **you frown:** The teacher frowned when she walked into the class and saw litter everywhere.
12. **you pout:** She tossed back her hair and pouted when her boyfriend told her he could not take her out that night.
13. **you sulk:** After she was scolded by her mother she sulked the whole evening and refused to talk to anyone.
14. **you glower:** The librarian glowered at the students who were talking loudly and disturbing others.
15. **your face turns red:** Her face turned red as she shrieked, "Get lost, you two-timing snake!"
16. **your face turns purple:** His face turned purple...; purple with rage...; When he saw what the vandals had done to his Porsche, he turned purple with rage and roared, "Just wait till I get my hands on the culprits!"
17. **your face turns livid:** The gardener's face turned livid when he saw what the dogs had done to his seedlings.
18. **you glare:** The teacher glared angrily at the student who had made the rude remark.
19. **your voice quivers:** His voice was quivering with rage as he yelled at the boys who were stealing his mangoes.
20. **your voice is raised:** The teacher raised her voice and ordered the students to be quiet.
21. **your voice is sharp:** Tom's mother reprimanded him sharply for telling a lie.

DIFFERENT WAYS OF MOVING

When you are :

PROUD

strut : to walk proudly and stiffly (esp. when trying to look important)
The man strutted up the stage to collect his prize.

swagger : to walk with a swinging movement (often showing self-confidence or satisfaction)
The cowboy swaggered down the street after winning the fight.

stride : to walk with long steps.
The head-master strode quickly up to the dormitory.

ANGRY

stamp : to bring the foot down hard; step with force
The spoilt child stamped his feet and wailed loudly.

stomp : to walk with heavy steps
When he heard the news, he stomped angrily up the stairs.

storm : to move with violent anger
She stormed out of the room after the argument.

ON A JOURNEY

tramp : to walk (through or over) with firm heavy steps
The scouts tramped over the hill and down the valley.

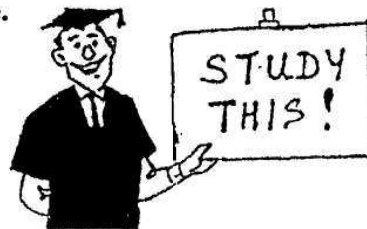
trek : to make a long difficult journey (esp. on foot)
We went trekking in the mountains for our holiday.

hike : to take a long walk in the country (often over rough ground and for pleasure)
The students hiked up Bukit Timah Hill.

WALKING FOR PLEASURE

stroll : to walk slowly/leisurely (esp. for pleasure)
The couple strolled into the park hand in hand.

saunter : to walk in an unhurried way (esp. without much purpose)
He sauntered into the classroom an hour late.



**INJURED**

limp : to walk with one foot moving less well than the other
The poor wounded dog limped all the way home.

hobble : to walk with difficulty (esp. on one leg)
I hurt my foot and had to hobble home.

OTHER WAYS OF MOVING

pace : to walk with regular, steady steps
He paced up and down the corridor wondering what to do.

march : to walk with firm regular steps like a soldier
"Start marching," bellowed the sergeant-major.

waddle : to walk with short steps like a duck
The fat man waddled up to her.

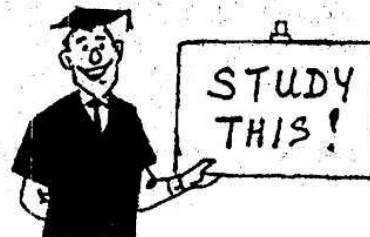
shuffle : to walk, dragging the feet.
The old lady shuffled across the room.

burst into : to move suddenly / violently into.....
The robbers burst into the room, armed with machine guns.

creep : to move slowly and quietly (esp. so as not to attract attention)
We crept upstairs so as not to wake the baby.

sneak : move quickly and secretly, trying not to be seen
I managed to sneak past the guard.

prowl : to move quietly trying not to be seen or heard
I heard someone prowling about in the garden.



ramble : to take a long walk (often in the country)
They rambled through the woods.

UNSTEADY

stagger : to walk unsteadily and with great difficulty; almost falling
The wounded man staggered towards us.

stumble : to fall while moving along
He stumbled over a branch and fell.

reel : to walk unsteadily, moving from side to side as if drunk
When I hit him, he reeled back and almost fell.

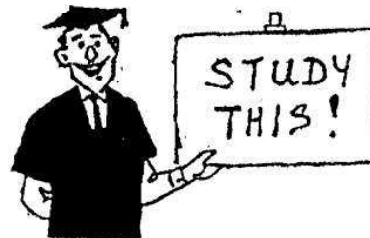
totter : to walk with weak, unsteady steps
The old woman tottered down the stairs.

IN A HURRY

dash : to run quickly
He dashed across the street to catch the bus.

dart : to move suddenly and quickly
The thief darted into the bushes.

charge : to rush (as if in an attack)
The students charged into the gymnasium.



sprint : to run at one's fastest speed
Tom sprinted all the way to school.

scramble : to move or climb quickly (esp. over rough, steep surface)
I scrambled over the rocks to get a better view.

scurry : to move hastily (esp. with short quick steps)
The mouse scurried into its hole when the cat appeared.

TIRED

plod : to walk slowly often with great difficulty / effort
He plodded up the hill with a heavy knapsack on his back.

trudge : to walk slowly with heavy steps and with effort
The old man trudged home through the deep snow.

deep mud

Different Ways of Speaking

ANGER

- bark :** to shout at someone in a loud, rough voice
"Get into line!" the sergeant barked.
- shriek :** to shout in a loud high-pitched voice
"Watch out!" she shrieked.
- screech :** to make a loud, unpleasant, high-pitched cry
"You'll be sorry you did that!" she screeched.
- bellow :** to shout in a deep, loud voice
"Get out of my sight!" he bellowed.
- growl :** to speak in a low, angry voice
"There's someone at the door," he growled.
- squawk :** a loud, sharp cry showing anger or surprise; complain loudly
"Come back here!" she squawked. "How dare you cheat me!"
- thunder :** to speak loudly and forcefully because one is angry
"Get out of my house!" he thundered.
- hiss :** to say something in a strong, angry whisper
Pointing a shaking finger at me, he hissed, "You, get out!"

CRYING OR COMPLAINING

- howl :** long, loud cry of pain or anger
I can't stand the howling of my neighbour's children.
- whine :** to complain in an annoying way
He was annoying me with his non-stop whining.
- wail :** to say something in a loud, high-pitched voice that shows you are unhappy or in pain.
He raised a red, wet face and wailed, "I didn't start the fight, she did."
- groan :** to make a deep sad sound when in pain or when unhappy
"Doctor, help me, I'm sick," he groaned.
- whimper :** to say something in a frightened / unhappy way, as if about to cry
"I want to get home," she whimpered.

MOCKING

- sneer :** to express contempt for someone's stupidity or inferiority
She was afraid that he would sneer at her idea.
- mock :** to say something to make someone look foolish, especially by imitating them
It is cruel to mock at the disabled.
- scoff :** to speak in a scornful way to show that you disagree with something someone has said
"What nonsense!" he scoffed.
- jeer :** to show that you think someone is stupid by saying insulting things about them
They jeered at him for being a foreigner.

SPEAKING SOFTLY

- murmur :** to say something very quietly so that not many people can hear
She sat there, tears in her eyes, murmuring his name.
- mutter :** to speak softly often because you are complaining
Danny could be heard muttering to himself about my stupidity.
- mumble :** to speak quietly and indistinctly
"Stop mumbling and speak clearly," the teacher told the boy.
- whisper :** to say something under your breath
Mary whispered, "Follow me and keep very quiet."

OTHER SAYING WORDS

- gasp :** to take a short, quick breath to show surprise or pain
He gave a gasp of amazement.
- stammer :** to speak in a hesitant way, repeating sounds
stutter : "But...but...that's impossible," he stammered/stuttered.
- grunt :** to make a low, rough noise because you are bored or disinterested
His father looked up, grunted and then went back to his work.
- retort :** to give a short angry reply
"Mind your own business!" she retorted.

- jabber :** to talk quickly and excitedly
There were a dozen of them, jabbering away in the kitchen.
- babble :** to speak in a confused, excited way
He babbled on and on about his old enemies.
- protest :** to show publicly that you are opposed to something
"You're wrong!" I protested.
- boast :** to talk about one's achievements, abilities, etc. with too much
brag: pride and satisfaction.
He boasted, "I'm the best athlete in Singapore."
- plead :** to ask in an intense, emotional way
"Take me with you," he pleaded.
- beg :** to ask someone seriously to do something
"Please do this favour for me," she begged.
- implore :** to beg desperately
"Please, please, spare the life of my son," she implored.

1. **Vouch** – Believe something is good, true
2. **Incurred** – Received by the ... < charity house>
3. **Solely** – Only, entirely, plainly

4. **Complement** to make a good combination with someone or something else:
5. **Rehabilitation** – Recover

6. **Spur** – Boosted, encouraged
7. **Hastily** In a hurried manner
8. **Peculiar** Funny

9. **Acquaintance** Friend
10. **Loathed** – Hated

11. **Abhor** – Hate a kind of behavior, because it's morally wrong
12. **Conspire** – Plan to do something bad> All six men admitted conspiring to steal cars.
13. **Insight** – Clear understanding of something

14. **Tailored** To adjust and make something suitable for someone's needs
15. **Cater** – provide > areas to cater to the different needs |

16. **Pursue** – Trying to achieve something
17. **Invaluable** – Extremely useful
18. **Valuable** Worthy of money
19. **Marvel** – Amazed, surprised, likeness of something> Marveled by their innovative...
20. **Comic** – Funny

21. **Ironic** an ironic situation is one that is unusual or amusing because something strange happens or the opposite of what is expected happens or is true.
22. **Avail**: to no avail or of no avail, you do not succeed in getting what you want:

23. **Haste** hurry> In my haste, I dropped my wallet.
24. **Fled** – leave somewhere very quickly
25. **Agitate** To make someone feel upset

26. **Stout** Fairly fat & heavy> “A short and stout man”
27. **Keenly** Like, willing
28. **Showcase** an event or situation that is designed to show the good qualities of a person, organization, product etc

29. **Inaugural** the 1st of all events

30. **Unanimous** Completely Agree on something

31. **Assimilate** Able, starting to get used to eg. A new school.
32. **Accomplish** Succeed
33. **Accustomed** Be familiar with something, see it as normal
34. **Enriching** Improving> Enriching the student leaders
35. **Inculcating** To fix ideas, principals into mind> inculcating organizational skills
36. **Inclined** – Wanting to do something but not very strongly>

37. **Immensely** Very much
38. **Assure** Guarantee
39. **Tabloid** Newspaper> The top tabloid
40. **Garnering** Collecting
41. **Inadequate** Insufficient

42. **Acquaintance** someone I know, who is not a close friend
43. **Roared** with laughter
44. **Intended** have a plan in your mind

==END OF PART 1==

1. **Alas** Unfortunately
2. **Norm** usual
3. **Hectic** busy, packed> a student's day is hectic with...

4. **Postulate** Suggests that something might be true. >The law of attraction postulates that...
5. **Inevitably** something is unavoidable> there inevitably comes a time when..
6. **Envisioned** Imagined the future (visualizing)

7. **Strata** A social class> "middle class strata of society"
8. **Subsequently** "Next", after that, (Start of paragraph)
9. **Prospects** Possibility that something would happen

10. **Tandem** At the same time> I look at safety and well being in tandem.
11. **Aspects** another word for "factor"
12. **Aspiration** Strong desire to have or achieve something

13. **Spouses** husband or wife
14. **Embark** take on a new difficult, exciting challenge> to embark on a new career as a teacher
15. **Acknowledge** Recognise something good is true

16. **Tranquil** Pleasantly quiet, calm state> A small tranquil village
17. **Rationalize** inventing explanation to make something wrong seem correct.> tries to rationalize his drinking by saying he deserves a beer after a hard day.

18. **Discrepancy** Another word for "Difference" > discrepancy in standards
19. **Notion** Idea, believe or opinion> Notion called "What you believe is what you will achieve" (a way of explaining something about life, society, etc)

20. **Apparently** used to say that you have heard that something is true, although you are not completely sure about it> Apparently the company is losing a lot of money.

21. **Ostensibly** people say that it is true which is not confirmed to be true.
>A stranger came to the door, ostensibly to ask for directions.
> Ostensibly, there is a strong believe in that notion that... (Quite true, there is a strong...)

22. **Empirical** Based on scientific evidences, means something is true with real experiences.> "Empirical Evidence."

23. **Parochial** Only focusing, interested in local, particular things.>...To avoid having a parochial view...

24. **Hound** to keep following someone and asking them questions in an annoying.
>Coloured socks cause DMs to hound you.
25. **Transmogrified** A better word for “transformed completely” (changed completely)
>The high school uniform has transmogrified into an outfit ...
26. **Predominantly** Mostly, mainly. > A predominantly middle class neighbourhood.
27. **Synonymous** Very similar
> Nixon's name has become synonymous with political scandal.
28. **Verisimilitude** Truthfulness, the quality of being true or real.
>The verisimilitude of the notion mentioned earlier would be questionable.
29. **Anathema** something that is completely the opposite of what you believe in.
> His political views were anathema to me.
30. **Ironic** an ironic situation is one that is unusual or amusing because something strange happens or the opposite of what is expected happens or is true.
> It's ironic that her husband smoked for thirty years, and yet she's the one who died of lung cancer.
31. **Outrageous** Another word for “Shocking”, Extremely unusual
> It's outrageous that the poor should pay such high taxes.
32. **Emboldened** feel more brave, courage
>The students feel emboldened after removing all traces of their school identity.
33. **Refute** Disapprove, disagree, prove a statement is wrong.
> It is easier to accept than refute...
34. **Deemed** Considered as, seen as,
>they were deemed to be illegal immigrants.
35. **View** Another word for “deemed”, considered as, seen as..
>boys with pants they view as too baggy...
36. **Picayune** small and unimportant> Even Picayune matters like socks...
37. **Inherent** Unavoidable,
> I'm afraid the problems you mention are inherent in the system.

38. **Perceive** See, see as
> He perceived that there was no other way out of the crisis.
>How some people perceive school uniforms nowadays.
39. **Circumvent** Avoid (ways to circumvent the problem.. means WAYS to AVOID the problem)
40. **Ambivalent** not sure whether you want or like something or not
> We are both somewhat ambivalent about having a child.
>As for me, I still largely remain ambivalent regarding...
41. **Ample** – More than enough
>There is ample evidence that climate patterns are changing.
>You'll have ample time for questions later.
42. **Boast** Said Proudly, talk big
>Amy boasted that her son was a genius.
43. **Tender loving care** sympathetic treatment and a lot of attention
44. **Fundamental** Main, basic, standard.
> A school is one of the fundamental building blocks which...
> We have to tackle the fundamental cause of the problem.
45. **Moulds** Shape, design
> The way a child is brought up is what **moulds** the child into the type of person
46. **Plausible** reasonable and likely to be true or successful
> a plausible explanation
> His explanation sounds fairly plausible to me.

==END OF Part 1==

English Notes – Paper 1

Composition Vocabulary Two

1. **Atrocious/ Appalling** - so bad that you are shocked>
 - Living conditions in the refugee camps were atrocious.
 - Animals were neglected and lived in appalling conditions.
2. **Thrive** > to become very successful or very strong and healthy
 - companies will continue to thrive in the long-term future.
 - Most herbs need direct sun all day in order to thrive.
3. **Obnoxious** - very offensive, unpleasant, or rude
 - > I have been in restaurants where the human customers have been loud, rude and obnoxious.
4. **Conversely** American consumers prefer white eggs; conversely, British buyers like brown eggs.
5. **Thesis** - an idea or opinion about something, that you discuss in a formal way and give examples for> Their main thesis was that the rise in earnings was due to improvements in education.
6. **Deprived** - to prevent someone from having something, especially something that they need or should have> A lot of these children have been deprived of a normal home life.
7. **Tragic** - a tragic event or situation makes you feel very sad
8. **Eradicate** - Similar to "Eliminate"
9. **Averted** The tragedy could have been averted if the crew had followed safety procedures.
10. **Hindrance** - The biggest hindrance to economic reform has been the lack of...
11. **Declare** - Another word for state, to state officially and publicly that a particular situation exists or that something is true.
 - >Mr Steel has been declared bankrupt
12. **Outskirt** - the parts of a town or city that are furthest from the centre
 - > they live on the outskirts of Paris.
 - > They live on the outskirts of Paris.
13. **Sprawling** - spreading over a wide area in an untidy or unattractive way
 - >A vast, sprawling city (vast means extremely large)
 - >Vast amounts of money/refugees come across the border in vast numbers.

English Notes – Paper 1
Composition Vocabulary Two

14. **Refugee** - someone who has been forced to leave their country, especially during a war, or for political or religious reasons.

> The government has been unable to provide enough tents for all the refugees.

15. **Grotesque** – unpleasant, shocking, and offensive

> By modern standards, the treatment of prisoners was grotesque.

16. **Meanwhile** - in the period of time between two events

17. **Screech** - if a vehicle screeches, its wheels make a high unpleasant noise as it moves along or stops

>The car screech to a halt a few metres ahead... (halt means "a stop")

18. **Reap** - to get something, especially something good, as a result of what you have done

> Those who do take risks often reap the rewards.

19. **Confront** - to face someone in a threatening way, as though you are going to attack them

>I confronted John.

20. **Breeze** – To be very easy

> The examinations were a breeze.

==End of Part 2==

Narrative Writing

VOCABULARY LIST FOR EFFECTIVE WRITING


USE VIVID WORDS/PHRASES TO ADD VARIETY TO THE WORDS YOU USE
AND MAKE YOUR ESSAY MORE EFFECTIVE
CAN YOU ADD ANY WORDS TO THE LIST?

[*Make sure that the word/phrase you use is **appropriate** to the context]

SAYING WORDS	SAYING WORDS	SAYING WORDS	WAYS OF LOOKING
Acknowledged	Inquired	Spluttered	Admired
Added	Insisted	Squealed	Blinked
Admitted	Interrupted	Stammered	Checked
Admonished	Jeered	Suggested	Examined
Advised	Lamented	Summarised	Gawked
Agreed	Lectured	Teased	Gazed
Announced	Mentioned	Told	Glanced
Apologised	Moaned	Urged	Glared
Argued	Mumbled	Uttered	Glimpsed
Asked	Murmured	Vowed	Inspected
Babbled	Muttered	Warned	Investigated
Barked	Offered	Whined	Looked
Begged	Ordered	Whispered	Observed
Bellowed	Panted	Yelled	Ogled
Blurted	Persisted		Peeked
Broached	Persuaded		Peeped
Cajoled	Pleaded		Probed
Chanted	Pondered		Scanned
Chatted	Praised		Spied
Cheered	Prompted		Stared
Chuckled	Protested		Viewed
Claimed	Purred		Watched
Commanded	Questioned		
Complained	Quipped		
Concluded	Rattled		
Confessed	Recommended		
Continued	Remarked		
Cried	Repeated		
Cursed	Replied		
Declared	Reprimanded		
Demanded	Requested		
Discussed	Responded		
Echoed	Retorted		
Elaborated	Roared		
Emphasized	Screamed		
Exaggerated	Shouted		
Exclaimed	Shrieked		
Explained	Sighed		
Gasped	Snapped		
Greeted	Snarled		
Groaned	Sneered		
Grumbled	Snickered		
Hesitated	Snorted		
Hinted			

Add your own words and phrases to the list

TO walk slowly in a relaxed way
manner.

 ACTION WORDS / VIVID VERBS

<u>Ambled</u>	Jumped	Slammed the phone	Wandered
Applauded	Leaned	Slithered	Waved
Approached	Leapt	Slouched	Clinched the weapon
Bent	Lifted	Stomped	Whipped
Bowed	Limped	Slumped	Whizzed
Walked briskly	Loomed	Sped off	Wincing
Browsed	Lurched	Spinned	Wobbled
Chased	Manoeuvred	Sprinted	Zoomed
Chewed	Manipulated	Squirmed	Hopped
Climbed	Marched	Staggered	Hovered
Clustered	Murmured	Stretched	Shrugged
Clutched	Nodded	Struck	Shuffled
Collapsed	Nuzzled	Strode	
Crawled	Paced	Stroked	
Crouched	Poked	Strolled	
Cruised	Pressed	Struggled	
Danced	Proceeded	Stumbled	
Darted	Pulled	Surprising agility	
Dashed	Quivered	Swaggered	
Descended	Rambled	Swayed	
Dispatched	Rampaged	Swerved	
Dodged	Receded	Swirled	
Dragged	Roamed	Swivelled	
Drifted	Rotated	Swooped	
Ducked	Rummaged	Tackled	
Embarked	Ran	Tapped	
Erected	Rushed	Thrashed	
Fiddled	Sat rigidly	Thrust	
Flexed	Scampered	Tip-toed	
Flung	Scrambled	Tossed	
Flew	Scurried	Transferred	
Galloped	Searched	Trembled	
Gestured	Shook	Tripped	
Glided	Shifted	Trotted	
Grabbed	Shivered	Trudged	
Gripped		Tumbled	
Groped		Waddled	
Hitched		Walked carefully	
Hobbled		Walked gingerly	
Hugged			
Hurled			

Add your own words and phrases to the list

EMOTIONS

Here are some words and phrases associated with various emotions. Use them in your writing [if they fit in the context of your story]

HAPPINESS	HAPPINESS	SADNESS	SADNESS
Amused	joyful	Anxious	Pitifully
Astonished	joyous	Brimming with tears	Plunged in grief
Beam	Jubilant	broken-hearted	Sinking heart
Beamed with joy	Laughed heartily	burst into tears	Sobbed
Beloved	Laughed merrily	Cry	Sorrowful
Blessed	on cloud nine	Depressed	Steeped in sorrow
Celebrated	Optimistic	Despondent	Sulky
Cheerful	Overjoyed	Devastated	Sullen
Clapped	Overwhelmed	Disheartened	Tears rolling
Contented	Pleased	Dismayed	Troubled
Delighted	Pure bliss	Dreaded	Unable to contain
Ecstasy	Radiance	Feeling down	Unhappy
Elated	Rejoice	Forlorn	Upset
Enthusiastic	Satisfied	Gloomy	Wailed
Euphoric	Smiled	Glum	Weary
Excited	Soaring heart	grief-stricken	Weep
Exhilarated	Thrilled	Grumpy	Wept and begged
Exhilarated	Trembling with joy	Heart-broken	Whimpered
Exuberant	Unmistakable smile	Heavy heart	Worried
Fascinated		Hopeless	
Felt terrific		Hurt	
Gaiety		In low spirits	
Gay		In the doldrums	
Giggled		In total darkness	
Glad		Listless	
Glee		Low	
Glowed with happiness		Melancholy ~ fore.. Sad	
Glowed with pleasure		Miserable	
Gratified		Moaned	
Grinned		Moody	
Grinning from ear to ear		Mournful	
Helpless laughter		Mournful expression	
Hilarious		Painful	
Jolly			
Jovial			

Add your own words and phrases to the list

Anger	Anger	Other emotions	Other emotions
Abrupt	Serious		
Agitated	Shriek		
Angry	Snap		
Annoyed	writhed with anger		
Barged into the room			
Barked			
Bitter			
Bitter rage			
Blaze of temper			
Boiling mad			
Burning rage			
Clenched his fist			
Cursing			
Demanded			
Detest			
Enraged			
Erupted			
Exasperated			
Ferocious			
Fierce			
Flew into a rage			
Frantically			
Frustrated			
Fuming			
Furious			
Growl			
Hate			
Irritated			
Jealous			
Mad			
Mad as a hornet			
Outburst of anger			
Outraged			
Rage			
Roared			
Scowled			
Seething			

Add your own words and phrases to the list

FACIAL / PHYSICAL FEATURES
Extremely unpleasant looking

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8
4

Ailing	Hideous looking	Sparkling eyes
Almond-shaped eyes	High cheekbones	Stern
Bemused look	High forehead	Straight teeth
Bespectacled	Horrified gaze	Stubby cheek
Blushing	Humorous glint in her eyes	Stunned expression
Bubbly	Jagged face	Subdued looking
Bulging eyes	Long grey beard	Sunken cheeks
Button nose	Looked blankly	Surprised
Chubby cheeks	Mouth twisted into a snile	Thick eyebrows
Contorted features	Muscular body	Trembling like jelly
Cracked lips	Narrowed eyes	Twisted
Crooked nose	Pale	Weary smiles
Darkened face	Pale-looking	Well-built body
Defiant glare	Pimples	Well-defined brows
Devoid of colour	Pleading eyes	Worried look
Disbelieving look	Plump	Wrinkled face
Dishevelled hair	Pudgy body	
Down turned lips	Pointed nose	
Dropped jaw	Pouted lips	
Enchanting smile	Protruding nose	
Eyes widened with fear	Pulled a long face	
Face as white as sheet	Pursed lips	
Fair complexion	Puzzled expression	
Feeble	Receding hairline	
Fiery eyes	Reddish nose	
Fixed staring eyes	Rigid	
Flushed	Rosy cheeks	
Flushed cheeks	Scowling face	
Fragile looking	Scrutinising look	
Frail	Sensuous lips	
Furrowed eyebrows	Sexy eyes	
Gaunt look	Sharp ears	
Green with envy	Sharp features	
Grimace	Shining complexion	
Grin	Slight built	
Grinned	Smart looking	
Groaned	Smiled	
Hawk-like nose	Soft smoky eyes	

Add your own words and phrases to the list