

primary  
eureka 2

Diana Tham

*Primary Eureka 2* is a collection of outstanding primary school compositions written, selected, compiled and edited by English Language and Literature specialist, Diana Tham. The works are her own as well as standout pieces by her students, providing model structures and valuable tips to help primary school pupils crystallise their ideas and maximise their creative potential for writing stellar compositions in everyday school work, examinations and beyond.

Also in the *Primary Eureka* series:



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primary EUREKA 2

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primary  
eureka 2

A Decade Of Creative Writing For  
Today's Primary School Pupils

2

Written, compiled and edited by  
Diana Tham

## What students say about the Eureka Pedagogy

“Mrs Tham has developed my language skills and writing techniques since I was in Primary 3 and she has inspired me in many ways. Now, at 18, I have a thorough appreciation for different text forms and I wouldn’t be where I am if it weren’t for her commitment, drive and passion in nurturing her students to fulfil their potential. It is definite that Mrs Tham never rests on her laurels and is constantly striving to be the best that she can be – and this is clearly represented in her Eureka pedagogy and her writing.”

**Will Angkawidjaja, Anglo-Chinese School (Independent)**  
**(former Anglo-Chinese School – Junior student)**

“I owe it to Mrs Tham for developing not only my writing style, but a love for the English Language as well. It is hard to find a teacher as passionate about the subjects that she teaches as Mrs Tham. It has been a privilege to have been under the tutelage of such a seasoned teacher.”

**Shauna Cheong, Methodist Girls’ School (Secondary)**  
**(former Singapore Chinese Girls’ School – Primary student)**

“The Eureka series are not just books containing essays that have been put together, but they have really given me inspiration for my writing. The various techniques and skills in the Eureka pedagogy so evident in each essay has helped me mature in the way I think, plan and pen my thoughts down over the years, since I started attending Mrs Tham’s classes when I was 10.”

**Andre Shum, Anglo-Chinese School (Barker Road) – Head Prefect, 2016**  
**(former Anglo-Chinese School – Junior student)**

“Mrs Tham’s passion for teaching English and English Literature is extremely obvious as she always enthusiastically conveys her techniques and Eureka pedagogy in varying manners and styles, such that the lessons are entertaining. Students will never be bored. Not a single second of a lesson is wasted as she gives as much information as possible, all the while stopping and slowing down whenever a student says that he or she is lagging behind...”

**Luke Theng, Anglo-Chinese Junior College**  
**(former Anglo-Chinese School (Barker Road) and Anglo-Chinese School – Junior student)**

“Mrs Tham has taught me for more than four years and she has helped me excel in the English Language and English Literature. She has shown me how colourful and

diverse the world of language can be. I have learnt to find joy in learning English and hope to continue learning under this wonderful teacher for years to come!”

**Ethan Tan, Anglo-Chinese School (Independent)**  
(former Anglo-Chinese School – Primary student)

“I’ve been Mrs Tham’s student since Primary 4. She has helped me tremendously with my vocabulary through learning good phrases that could be used in compositions. She refined my skills in answering comprehension questions by showing me how to glean important content in each passage and to use that to answer questions. Cloze passages were made simple in her classes with her thorough explanations and effective tips.

In secondary school, Mrs Tham taught me Language Arts (Literature). She taught me effective ways of structuring written commentary essays and how to convey my points in a concise and persuasive manner. These skills also came in handy for expository essays. Her Eureka pedagogy has been extremely impactful for me.”

**Ian Shum, Anglo-Chinese School (Independent)**  
(former Anglo-Chinese School – Junior student)

“English lessons had always been a struggle for me since primary school. However, attending teacher Diana’s classes since I was 11 has ignited my appreciation and passion for the language, allowing me to improve by leaps and bounds from primary school all the way to my distinctions in the O-Levels for English Language and English Literature.”

**Jeremy Kow, Anglo-Chinese Junior College**  
(former Anglo-Chinese School (Independent) and  
Anglo-Chinese School – Primary student)

“Mrs Tham is a very interesting and captivating teacher. Her lessons are very animated and fun. She is caring and passionate, patient and knowledgeable. She is a wonderful teacher and I have learnt a lot from her teaching pedagogies.”

**Tricia Koh, Methodist Girls’ School**  
(former Singapore Chinese Girls’ School – Primary student)

“Mrs Tham has been writing good books ever since she started on her *Short Stories Eureka*. Her Eureka pedagogy, tips and essays have really inspired me and helped me a lot with my school work since primary school.”

**Daniel Lee, Anglo-Chinese School (Barker Road)**  
(former Anglo-Chinese School – Primary student)

“Mrs Tham has taught me since primary school when I was 12, and while her lessons were intense, they were intellectually rewarding and stimulating. Composition skills taught by her Eureka pedagogy have remained relevant even in higher levels of education, and even now at 18 years of age, my writing ability has been greatly boosted because of her teaching.”

**Kenneth Koh, Anglo-Chinese School (Independent)**  
(former St Joseph’s Institution and  
Pei Hwa Presbyterian Primary School student)

“I started to attend Mrs Tham’s English lessons at the tender age of 11. She is a remarkable and devoted teacher, who has had a positive impact on my studies. Her lessons are well organised and greatly beneficial to her students. She teaches her students many skills and techniques according to her Eureka pedagogy that has allowed me to excel in the subjects that she teaches me for. Now at 17 years of age, looking back at all the input she has given me, I have to admit – she has been instrumental in helping me get to my current standard and I am truly grateful for everything she has done for me.”

**William Goh, Hwa Chong International**  
(former Anglo-Chinese School – Barker Road and Primary student)

“Mrs Tham has been nothing short of a fantastic teacher. Passionate and bubbly, she has made English truly come alive for me since I started going to her in primary school. Her mastery of the English language and joy allows me to appreciate the beauty of every single word. Above all, she is a teacher who doesn’t just simply impart knowledge, but inspires. Her Eureka pedagogy effectively conveyed in her Eureka series of books for secondary and primary schools have been meticulously pieced together to provide a structured learning method for students of all ages and levels to effectively navigate the otherwise ambiguous waters of the English Language.”

**Sean Chiu, School of Science and Technology**  
(former Anglo-Chinese School – Primary student)

“Having Mrs Tham as my teacher for the past decade (since primary school) has been extremely fulfilling and rewarding. Under her Eureka pedagogy, I have acquired the necessary skills and knowledge required to achieve exceptional results in my various Literature and English writing examinations and assignments.”

**Elizabeth Koh, Hwa Chong International**  
(former Pei Hwa Presbyterian Primary School student)

“Mrs Tham’s Eureka pedagogies have helped me to improve my vocabulary throughout my primary school years and have taught me many different writing techniques which have helped me significantly in achieving stellar results in school.”

**Jonathan Chng, Anglo-Chinese School (Independent)**  
(former Anglo-Chinese School – Junior student)

For Review only

“I am proud to be the main contributor to Mrs Diana Tham’s Primary Eureka series of model essays. Personally, the Eureka series of books for secondary school students has been an interesting and eye-opening read for me, containing essays about varied topics ranging from travel to leadership. Reading one essay from the books a day doesn’t take much time, but can vastly improve one’s general knowledge. Mrs Tham’s style of teaching has been engaging for me, and even as a primary school child when I started with her at 8, I have fond memories studying under her expert tutelage and have learnt much from her Eureka pedagogy and methodology of writing and tackling English Language questions for Paper 2. I remember looking forward to the publication of her first book of the Eureka series! Now that her series has extended to the primary school Eureka series, I am confident that this series of Eureka books will be of great help and benefit to primary school students.”

Jarel Tey, Raffles Junior College



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A Decade Of Creative Writing For  
Today's Primary School Pupils 2

Written, compiled and edited by  
Diana Tham

**mc** Marshall Cavendish  
Editions

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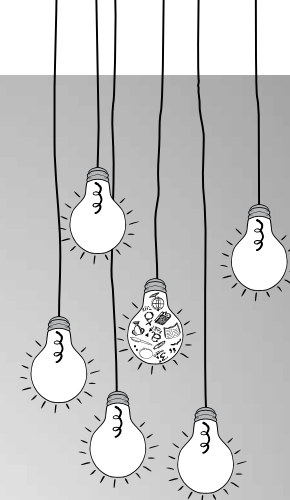
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*For Raeanne,  
who remains my hope for a better tomorrow*

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## Forewords

It is a privilege for me to write this foreword to Diana's latest publication, the Primary Eureka series, written specially for primary school students. Diana has been a dear friend since our school days in Fairfield Methodist Primary School, and even as we became colleagues in Fairfield Methodist Secondary years later. For as long as I've known her, she has been an avid reader and passionate writer of stories. I am so proud of her for having published her own stories and more than that, for wanting to pass on her love of writing to the next generation of students through her publications.

In this series, students can look forward to learning useful and practical strategies for tackling the composition paper, and reading a variety of different stories. Writing requires careful thought and language skills to be able to turn an idea into an engaging story for an audience. Hence, it is always helpful to refer to different models as a starting point for writing a composition. As an English Language teacher myself, I believe in the importance of having quality mentor texts. Students can use this book to gather ideas, observe different writing styles, and come up with their own stories. Teachers can use this book to guide

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their students in the brainstorming and drafting process too.

Writing compositions is an interesting journey but it can be a challenging one as well. To students, I hope that the stories you read in this series will encourage you and show that you need not go on this journey alone. In fact, besides stories written by Diana herself, the series also features budding young writers from various primary schools. With such a wide variety of topics and writers, readers will definitely be spoiled for choice.

I wish you many hours of enjoyable and fulfilling reading, and every success in your writing journey.

**Grace Tham**  
**English Language teacher**  
**PGDE, MA (Applied Linguistics)**

It is with great pleasure and honour that I'm writing the foreword for a long-time friend. Diana has been my ex-colleague at Fairfield Methodist Secondary School from many years back and while both of us have left the mainstream teaching profession, she has continued forging ahead in her pursuit of her dreams and passion for writing and teaching. This series of three books, Primary Eureka, is, as the name suggests, a simplified version of her other Eureka works and is quintessentially targeted at a younger audience compared to her earlier series of Eureka books for secondary school students, which provide guidance and inspiration to older, adolescent readers.

Like her earlier publications, these books aim to help primary level students write better and with confidence when approaching themes and pictures in short stories.

In this age of digital technology, there is no shortage of reading resources found on the Internet highway. The plethora of short stories is so vast and diverse, that for a younger reader, the difficulty in discerning a good relevant piece for inspiration to his/her own writing inevitably arises. Hence, this book comes in handy, firstly, with unique ideas for plots as well as practical teaching tips to help students structure their ideas.

The contexts of the stories have a local flavour which any student who has lived here for at least several years would be able to identify with. Writing along the lines of a familiar setting can greatly boost one's confidence and ease of communicating ideas sincerely to readers. In short, these books not only help to frame one's ideas, they also provide inspiration and motivation to start any short story. The language used in the essays is expressively descriptive and easy to emulate.

Having primary school-aged children at home, I find these books extremely useful where the quality of writing is at stake. With such useful and motivational storylines coupled with immensely interesting phrases and sentences, I am sure the Primary Eureka series will appeal to both parents and teachers alike as a practical model essay guide for children. To students, I hope these books will ignite an interest to write good compositions, augment your story bank, expand your depth of



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imagination and inspire you to express your thoughts in words that entertain, excite and move your readers!

**Nathalie Anne Lim Ye Chen**

**Former English teacher at Fairfield Methodist Secondary School**

**Mother of Megan, Marielle and Nathaniel Chan**

I am honoured to be asked to write a foreword for Diana Tham's new book, Primary Eureka. Diana has taught my two sons, Caleb and Andrew, for many years. I admire her greatly as a teacher and value her as a loyal friend.

The success of many of her students today in their writing of various text types and English and Literature pursuits attest to a relentless and unceasing dedication in her teaching. Over the years, she has developed effective tips to hone her students' writing skills, as well as make writing an enjoyable experience for them. Because of her love of teaching, she is able to inspire mediocre students to transcend and scale new heights in their English compositions.

In her series of new books, Primary Eureka, Diana has generously shared effective tools and methodologies for writing narrative compositions with parents, students and teachers. Undoubtedly, this new book will bring readers closer to their goal in achieving an 'A' or 'A\*' for effective composition writing.

Diana writes in her Author's Note that "writing is a complex process". It is encouraging and inspiring to see how she has

simplified the plot development of a story and condensed it into a comprehensive 5-Step pedagogy – Introduction, Problem, Complication, Climax and Resolution. Helpful tips are included in each step to steer the students in their story development. Students will find the language used both in the teaching notes and the model essays written by her students and herself simple and easy to follow.

Primary Eureka is an excellent collection of captivating short stories written by Diana and her students. I believe that readers will greatly benefit from reading this book and accomplish better compositions in days to come!

**Tay-Chay Mai Ling**

**Mother of Caleb and Andrew Tay**

It is indeed an honour to write this foreword for Diana Tham. Diana has been an inspiration to my children with her passion and love for writing. Writing comes alive with Diana and she has the ability to inject a sense of awe and wonder in the way she strings and weaves words into magic. Indeed, in Diana, we can see that writing is a passion which burns brightly and it is a privilege to be warmed by her zeal.

This book is for the young writer who will find helpful instruction and strategies to pin down their amazing ideas and crystallise their vivid imagination into well-crafted and spell-binding stories. The stories found in this book were written using

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the plot development graph which can be found in the “Before You Start” section of this book.

I would like to congratulate Diana on the publication of yet another series of fabulous books which go beyond the classroom and transport young minds into a world where writing is more than a skill needed for examinations but a lifelong passion which will add fire, flavour and inspiration to the lives of budding young writers.

**Samantha Woo**

**Mother to Ethan, Matthew and Ashley Woo**

I have been blessed to be a student under Mrs Diana Tham for five years. Through her meticulous, engaging, structured teaching frameworks and enthusiastic approach towards helping her students learn, she has helped me to attain excellent academic grades over the years. Yet, more importantly, she has instilled in me a love for language, and a heightened awareness of its power to create, convey and connect. Thus, it is with great honour that I have the opportunity to pen this foreword for her latest series of books, Primary Eureka.

This compilation is a solution I wish I had in my primary school days, as I have always found creative writing to be the most challenging genre. It is unlike exposition or argumentative writing that is rooted in real world problems and controversial opinions, where one can state and elaborate one’s perspectives

on different issues. Creative writing requires the capability to turn memories or imagination into a memorable and cohesive story for readers to enjoy (and teachers to grade favourably), which is arguably a challenging feat, for people of any age.

This series is especially useful for students who find it daunting to pick up their pens and begin writing. Mrs Diana Tham has deconstructed the complex process of writing narrative stories and provided an easy-to-understand framework, highlighting vital skills and steps necessary to writing a successful story.

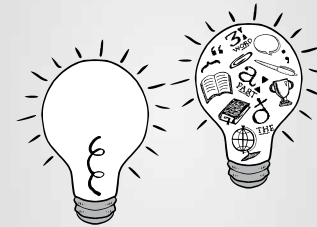
Furthermore, this series contains a plethora of unique short stories, serving as both model examples of the framework described and as inspiration for students to embark on their journey of imagination and create their own stories. Many stories are heartwarming, others exciting, but most of all, they are all relatable to any primary school student, and also serve as cogent reminders to teachers and parents of what is like to see the world from the perspective of a younger generation.

Mrs Diana Tham has once again put her brilliant mind to penning this compilation as a guiding light, as building blocks and as inspiration for anyone interested in writing or becoming a successful storyteller. I am confident, whether you are a student, teacher or parent, this book will be a beneficial read. I sincerely hope you will enjoy the journey of writing and gleaning precious gems of writing skills from Mrs Tham’s Eureka pedagogy, gaining invaluable skills for academics, as well as sharing in Mrs Diana

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Tham's infectious appreciation and passion for the English language.

**Theng Shu Ee Stephenie**  
**Anglo-Chinese School (Independent) 2014 – 2015**  
**Student Council Vice-President**  
**Methodist Girls' School (Secondary) 2010 – 2013**  
**Head Prefect**



## Author's Note

No one is born with the ability to write. With the inception and progress of modern technology in the manifold form of electronic gadgets and devices like laptops, computers, mobile phones and iPads (the list of inventions is endless by the way), the job of igniting children's imagination and firing creative sparks so vital for writing becomes even harder.

Writing is not just a skill or talent, contrary to what many believe. Writing is a craft, a passion, an ingenuity of the mind to conceive when nothing has yet been created.

Writing is a complex process that starts with a thought, an emotion, an intent, an expression, that eventually translates into a finished product – a poem, a short story, a novel or something one would never imagine could ever be associated with the seed of writing – an advertisement, a song, a report or even a brochure. But these are the offshoots spawned by the transformative process of writing. Our children's world consists of technology that rapidly evolves, sometimes faster than they can adapt to. Writing is a process that may sometimes be slow and laborious. Many children, especially the younger ones, may find writing a dreary and boring process.

It's therefore imperative that teachers teaching the English Language and writing are able to properly inspire and ignite that first spark of creativity and love for writing.

Has anyone ever told you that he or she thought that you could never write? If your answer is yes, you are not alone. Someone once told me that she never thought I could write and the irony is that I am still writing away furiously almost every day of my life. Sometimes on paper with pen or pencil. Sometimes in my heart with thoughts, emotions or voiceless words. The greatest irony of all is that the very person who told me that she never thought I could write was my teacher.

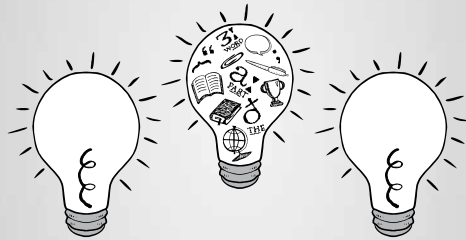
So, to all teachers out there, take heart. The most unexpected student may one day blossom into a writer and what's more, teach others to do the same. Remember that you hold the key to inspiring a student's dreams.

To all non-writers out there, take heart. Because writing is a craft, a skill, it is something that can be achieved, given sufficient time, grit and patience.

To all student writers who are already out there, this is my spark of inspiration to you.

Read on. Write on.

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## About this Book

Purpose is the reason you journey.

Passion is the fire that lights your way.

– Author unknown

I cannot agree with this insightful maxim more.

Many believe that writers write to earn a living. While this may be true for some writers, writing for a living is certainly not reflective of my purpose for writing this series of books or any other books that I have written. Like what I wrote in my previous Eureka books for secondary school students, “teaching is in my blood, while writing is in my soul”, I simply cannot imagine merely teaching students and leaving the beauty of communicating thoughts, intents and emotions out from the written form. For me, writing is a means of communication, a tool to express thoughts and emotions, and a way of instructing and teaching.

And this is just what this book is for and meant to achieve – to instruct and teach primary school students to weave good plots for their compositions and to read the many diverse and varied products of this groundbreaking strategy in the form of many spellbinding and intriguing compositions.

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This series of Primary Eureka books exists for one reason: to propagate good writing techniques crystallised in the form of easy-to-grasp strategies for little budding writers, or primary school students who need guidance and tips on how to craft good compositions or express and describe thoughts and emotions.

Writing however, is a craft that starts with a thought, an intent, an emotion, an expression and a process before the finished product emerges in the form of the written word. While this book is intended to communicate an important part of the **Eureka Writing Techniques™**, which is to conceive plots rightly from pictures and then weave the plot according to the plot development graph explained in this book, there are other critical components to writing a good story according to the **Eureka Writing Techniques™**.

There are many different pictures and themes/topics that may be tested in a million permutations, hence the purpose of this book is to streamline various plot creation techniques towards the most effective plot development graph I have discovered to be the most user-friendly in all my years of teaching, on which students can base their compositions. Every single model composition in this book was done based on the plot development graph, taught in the “Before You Start” section of this book.

Remember that writing is a craft, and one that requires much practice and the right techniques as outlined in the “Before You Start” section on how to weave good plots. The pen has always

been, is and will always be mightier than the sword. Writing can create worlds and fire imaginations that swords may not always be able to achieve.

The purpose of this book is to help students discover and develop their passion for writing. This series is the brainchild borne from a fusion of purpose and passion that has compelled me to undertake the journey of writing once again. I hope you will enjoy the journey of reading this compilation of model compositions as much as I have enjoyed the journey of writing, selecting, compiling and editing them.

## A Moment of Folly

A dare, a challenge, and the deal was sealed.

Julian's hand stuck out and we shook on it. "Winner gets a week of free restaurant treats."

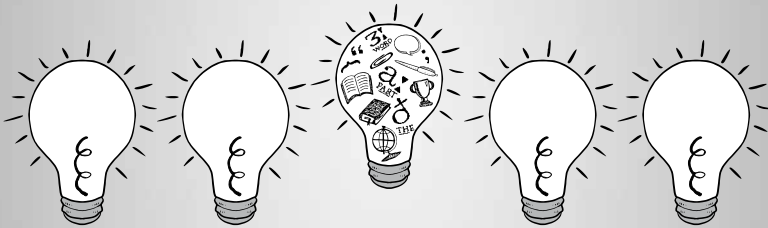
I nodded. "Deal," I agreed.

"...and losers?" My eyelid twitched a little at the sneering, sneaky little voice. Joon's lips curled into a smile, and there was a crafty little tinge of smirk in it. Smirk in his smile. Smile in his smirk. Hard to tell which was which.

"Losers... will treat the winner to a week of free meals, of course!" I taunted in return, eager to show a lack of fear.

"Don't you regret it, dude..." Joon crooned softly. "Losers also... face that security guard over there..." A finger wagged ominously in the direction of the shop that we were targeting. A newly-opened stationery shop was fronted by a grim-faced, sullen security guard who looked to be in his forties. Wearing a solemn countenance, the security guard looked like he was someone not to be trifled with, and that he could deal offenders and criminals a hard punch...

"Get me a green one. Or a black one. No blue pens. They're boring... and that's what we don't like, right? B-O-R-E-D-O-M..." Joon spelled, dealing me a mocking slap on the back.





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Feeling less brave than I had pretended to be, I nodded to concur with him before I stood up from my seat at the fast food restaurant. I eyed the security guard warily as he looked away momentarily from the interior of the shop.

I was fast losing my nerve.

An agreement was an agreement. I knew Joon was watching me with the eyes of a hawk. Just between the two of us, we had struck a deal just minutes earlier, entirely out of boredom, that I would walk into the stationery shop just across the road from where we were munching on hamburgers and fries, and pinch two pens, one for him and one for me. Not that we needed pens, nor that we wanted to sell them for money... It was all just in the name of fun. And boredom.

We had earlier sat for an hour at the fast food restaurant, griping endlessly about that sallow-faced Science teacher from school who had punished us for talking behind her back and doodling on our Science test papers when she was going over answers with us.

Perhaps it was merely out of sheer frustration with the figures of authority who had given us a hard time that day that we decided to do the stupidest thing in a moment of folly – steal. What better way to hit back at those morons in authority than to beat them at their own game, and outsmart them too. Let them discover how stuff had been stolen and how they had failed to catch the perpetrators in the act! That would teach them!

Swept by waves of empowering thoughts like these, I was

emboldened once again and strutted cockily to the entrance of the stationery shop. Despite being under the watchful eye of the security guard, I brazenly strode right past him to the range of pens displayed in the pen-stands glittering under the lights of the shop, and pretended to take a few pens to try out the ink. It took gargantuan effort to calm my nerves that were starting to act up again out of a paralysing wave of fear that threatened to maim my actions right there and then.

I had often been lauded for my stage performances and pretensions in front of teachers – a fainting spell, an aching head, a stomachache – and I knew I would be able to pull this off...

I was wrong. Terribly wrong.

The black one, did he say? I want the red one then, I found myself mumbling softly to myself.

Deftly slipping both pens into my pocket, all the while trying to look as innocuous and inconspicuous as possible, I lifted my wrist to my eye and pretended to check the time. Escape was imminent. *Joon, get ready for a week's empty pockets*, I thought, and gleefully imagined my buddy emptying his pockets and wallet valiantly at the most expensive eatery in town.

As I approached the exit doors of the shop, I felt a cold hand suddenly grip my shoulder before a cool voice asked steadily, "May I check the pockets of your pants, sir?"

Frozen momentarily in my tracks, I turned my head around slowly, in fearful anticipation of the inevitable nightmare that appeared like a bolt from the blue. The glowing embers of a





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## A Moment of Truth

Vanilla ice-cream, *kueh lapis* of varied colours, butterscotch drops and green meadows and rolling hills filled with wildflowers of every colour the mind of a child can conceive... Just as I was about to sink my teeth into my favourite meat loaf at the joyous picnic, a familiar voice sounded from a distance...

“Florence Fong! Time to wake up! Told you not to watch that blasted Korean drama series last night, but you just wouldn’t listen!”

It was the time of the day again. Morning time is the only invention that I feel has been the only mistake from the time of creation till now.

“Yes, Momma ... coming...” Throwing off bed covers still warm from the cosy slumber I had been so cruelly awakened from and still reeling from failing to consume the delicacies in my dream, I strolled into the kitchen. Was it not a Saturday morning? Why was I not left to my slumber this early morning hour? The answer came swiftly and biting.

“It must be you ... Florence, there is no other person who could have broken my antique vase!”

My eyes, still bleary from the half-awake state that I was in, shot open in horror.

“Oh my goodness!” I exclaimed. “It’s not me! Look at me, I’ve been sleeping till now...”

Waving her hand, Mother interrupted me impatiently. “If it’s not you, then it must be Felix... and he says he had been hard at work all morning, revising for his upcoming continual assessment examinations...”

I stood still as if a ton of bricks had hit me. Felix studying? This must be a miracle as sure as it must have been snowing in the Sahara Desert for months.

“Felix claimed the vase was already broken late last night when he got up to get himself a glass of water. He said you were still watching the Korean drama at two in the morning... If you did not know how to clean up the mess, leave me a note or send me a text message so nobody steps on the glass shards!” Mother reprimanded, in the voice typically reserved for harsh admonitions.

I knew that nothing I said in the world would convince her of my innocence, except the words of the real criminal. Hence, with Mother’s back still turned towards me, loudly grumbling about irresponsible and dishonest people, I scuttled to Felix’s room and threw open the door.

Stretched out leisurely on his bed, Felix was oblivious to my appearance at his door. Earphones were snugly plugged into his ears and his head nodded rhythmically to the music while he attempted some questions in his Mathematics textbook.

“Felix! You dunce! Why did you accuse me of breaking

# For Review only

## About the Author

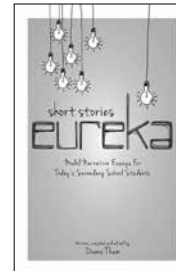
Diana Tham, born Diana Lim, has been teaching for more than a decade, writing for more than three decades and loving every minute of it. Throughout her teaching career, she has taught more than a thousand students a plethora of academic skills, ranging from comprehension and critical writing skills for English, to literary skills for Literature.

Her passion for teaching and writing has inspired countless students to love English and Literature as she brings learning and writing to greater heights throughout the years. Her teaching is a synthesis of writing techniques that she teaches her students as well as an amalgamation of skills that she has gleaned from years of teaching. It is her lifelong vision to impart a love of reading, writing and learning to as many students who are keen to learn as possible. Also an International Baccalaureate (IB) certified teacher, Diana currently teaches English and Literature and finds great joy and satisfaction raising her two children in the joys of reading and writing.

The author can be reached for any feedback or questions about her books at:

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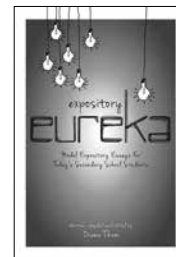
## Also by Diana Tham



### Short Stories Eureka

Model Narrative Essays For Today's Secondary School Students

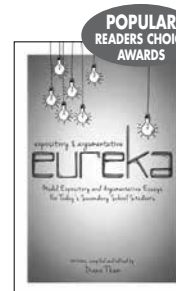
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