

primary
eureka 3

Diana Tham

Primary Eureka 3 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 3

A Decade Of Creative Writing For
Today's Primary School Pupils 3

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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EUREKA

A Decade Of Creative Writing For
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Written, compiled and edited by
Diana Tham

mc Marshall Cavendish
Editions

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Designer: Bernard Go Kwang Meng

Published by Marshall Cavendish Editions
An imprint of Marshall Cavendish International

Reprinted 2018, 2019 (twice), 2020



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Marshall Cavendish Corporation, 99 White Plains Road, Tarrytown NY 10591-9001, USA •
Marshall Cavendish International (Thailand) Co Ltd, 253 Asoke, 12th Flr, Sukhumvit 21 Road, Klongtoey Nua, Wattana, Bangkok 10110, Thailand • Marshall Cavendish (Malaysia) Sdn Bhd, Times Subang, Lot 46, Subang Hi-Tech Industrial Park, Batu Tiga, 40000 Shah Alam, Selangor Darul Ehsan, Malaysia.

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National Library Board, Singapore Cataloguing- in-Publication Data

Name(s): Tham, Diana, 1976-

Title: Primary eureka. 3 : a decade of creative writing for today's primary school pupils / written, compiled and edited by Diana Tham.

Description: Singapore : Marshall Cavendish Editions, [2016]

Identifier(s): OCN 960297235 | ISBN 978-981-4771-11-5 (paperback)

Subject(s): LCSH: English language--Composition and exercises. | Creative writing.

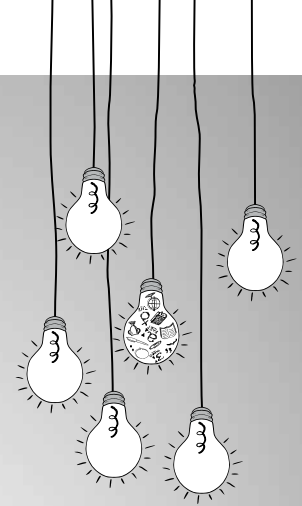
Classification: DDC 372.623--dc23

Printed in Singapore

Photo Credits:

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*To my best friend, E Von,
who has lived to tell my story*

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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.

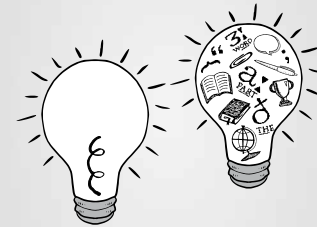
Furthermore, this series contains a plethora of unique short stories, serving as both model examples of the framework described and as inspiration for students to embark on their journey of imagination and create their own stories. Many stories are heartwarming, others exciting, but most of all, they 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.

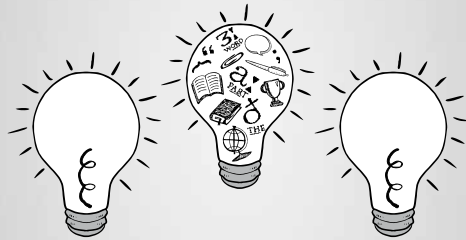
So, to all teachers out there, take heart. The most unexpected student may one day blossom into a writer and what's more, teach others to do the same. Remember that you hold the key to inspiring a student's dreams.

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.

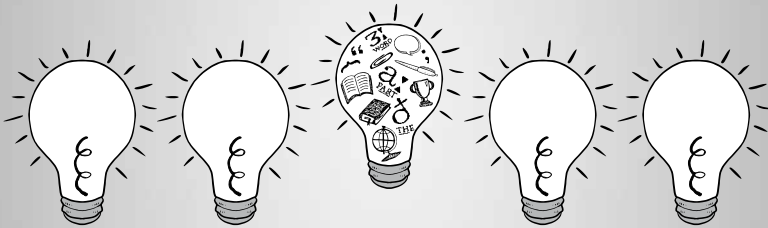
The purpose of this book is to help students discover and develop their passion for writing. This series is the brainchild borne from a fusion of purpose and passion that has compelled me to undertake the journey of writing once again. I hope you will enjoy the journey of reading this compilation of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

The Holiday that Turned Out Wrong

“Hooray! Hooray! It’s a holi-holiday! What a world of fun for everyone! Hooray! Hooray! It’s a holi-holiday! Sing a summer song, skip along, holi-holiday! It’s a holi-holiday!” I belted out in eager excitement to the seventies oldie by Boney M. as my parents played the music CD on the car’s stereo system. The day of our highly-anticipated holiday approached. Never did I expect that the shocking event of our holiday would leave such an indelible mark that remains etched firmly in my mind to this very day...

“Passports – checked! Luggage – checked! Snacks... snacks... hmmm, now that one looks like I can’t check it yet...” I mumbled quietly to myself. Pen cap in my mouth, pen in one hand and my regular holiday checklist in the other, I chewed hard on my pen cap and considered what other possible things I might have left out.

My eyes caught sight of the camera which my parents had bought me for an arm and a leg. I had packed it swiftly into my very own luggage trolley – the one Father and Mother had so generously bought me for my fourteenth birthday. *Oh! How I feel like a grown-up lugging my own luggage trolley along!* I thought to myself as my heart warmed with the joy of my parents’ love.





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The next morning, before the sunshine poured into my room with its delightful bouts of golden rays all bound up in bouquets of extravagant celebrations of panoramic beauty, I was up and about early, surprising my parents. We grabbed a taxi to the airport and heaved our luggage onto the airplane with tremendous elation.

Emma, my ten-year-old sister and I busied ourselves with watching in-flight movies and cartoons and playing electronic games as my parents stole forty winks. Afterward, they stuffed their faces with a plethora of scrumptious items and unlimited servings of champagne and cocktails from the in-flight dining services. We ordered endless rounds of mocktails and soft drinks much to the dismay of our mother who cast a concerned eye on the fast-disappearing cups of drinks.

It was not long before we touched down in Japan where we took a transit train to the nearest Shinkansen station. We took the high-speed bullet train to Tokyo from Narita airport, before transferring to another train to bring us to Disney hotel.

After the few rounds of train rides which served to enervate my parents more than it energised Emma and set my adrenaline levels on high, we finally arrived at Tokyo Disneyland where my parents had arranged to have our pieces of luggage sent to our hotel rooms before we descended on the Happiest Place on Earth, Disneyland, complete with our winter wear, to have a happy time as a family.

Exhilarated by the endless thrill rides Disneyland had to

offer, we queued up for almost an hour on the Space Mountain before we made our way to queue up for the next thrill ride. “Race you there!” Emma pointed to the Indiana Jones ride before dashing off like a lightning bolt. Hastily bracing myself to overtake her, I took a swig of water from my water bottle before throwing it into my bag without bothering to zip it up.

“Be careful, you two!” Mother called out in an ominous warning before we disappeared from her sight. Motioning to me with frowns etched on her face to zip up my bag, which I returned with a wave of my hand and a nod of acknowledgement, I knew that Mother was prepared that her warning would go unheeded and unnoticed as we scampered off in a cloud of dust.

In a daredevil attempt to catch up with Emma who by then was approaching the queue faster than I could go in the cold wintery Tokyo air, I threw caution to the wind as I bumped and knocked into the endless stream of Japanese students in their school uniforms, tourists holding sticks of steaming hot dogs and Japanese men and women, all snugly wrapped up in their winter best, who flowed like river currents past me. Most Japanese were too polite to throw me irked looks but merely bowed and tried to appear inconspicuous as if it were they who had been the inconsiderate ones who had bumped into me – the real inconsiderate bum, too engrossed in my pursuit of Emma.

“Hey, hey, hey!” A Japanese man wearing sunshades avoided me as he burst into a string of incomprehensible Japanese. He appeared miffed.



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A Foolish Act

Hot. The day was unbearably hot.

As beads of perspiration sprang like from a fountain, rolling down my temples continually, I stared dreamily into the distance, reflecting for the thousandth time on how I had probably been born on the wrong continent.

It was a lazy, quiet Sunday, and while I sat slurping my iced coke and gazing into the bright, cloudless sky with its sweltering air that sent temperatures soaring the past few days, I decided to embark on an impromptu mission of cleaning up my house despite the sultry heat. Doing so promised the bounty that consisted of movie treats, shopping trips with ice cream and chocolates and of course, the augmentation of pocket money.

Struggling furiously with my mother's newly-purchased vacuum cleaner, I finally managed to start the stubborn machine with a few jabs at some buttons flashing randomly at me. Just as the machine was purring away delightedly, I grabbed the long end of the vacuum cleaner and started poking away at corners and under shelves, the television console... when all at once, without warning, the machine that had been sucking up its "dust-food" so responsibly suddenly became quiet, its active purrs dying down...

Initially, I tried coaxing it gently through nudges, taps and inspections before frustration gave way to annoyance and I started knocking it against the floor, banging at the various buttons and finally crashing the long pipe of the vacuum cleaner against the wall. Deciding then that despite rapid advancements and strides made in the world of electronics, technology can be most unreliable still, so I strode into the storeroom to arm myself with a broom and a dustpan and steeled myself for some decent progress in the sphere of domestic chores.

The lure that sprang from cupidity so reflective of Man's nature was too much to resist as I started sweeping the living room at a rapid pace, before finishing my cleaning chores at the storeroom, near the kitchen. There were piles of boxes, all neatly stacked up, one on top of the other. I remembered Mother's sugary promises that if I were to complete the cleaning process, especially the mess in the storeroom, that consisted mostly of my years of junk compressed into boxes blocking the entrance of the storeroom, I would get extra monetary perks, rewards and incentives.

Greedy for the financial gains that Mother was best at doling out, I hurriedly plunged straight into the sea of work, making wild sweeps and pokes at the boxes carelessly in a barbaric attempt to sweep up some dust when, without warning, the huge stacks of boxes toppled down onto the floor and some inadvertently fell on me. Ouch!

One of the boxes which fell onto me broke open and out fell various implements which I recognised instantly to be loose

For Review only

About the Author

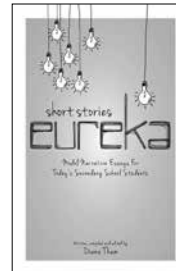
Diana Tham, born Diana Lim, has been teaching for more than a decade, writing for more than three decades and loving every minute of it. Throughout her teaching career, she has taught more than a thousand students a plethora of academic skills, ranging from comprehension and critical writing skills for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

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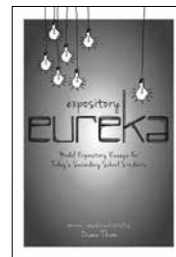
Also by Diana Tham



Short Stories Eureka

Model Narrative Essays For Today's Secondary School Students

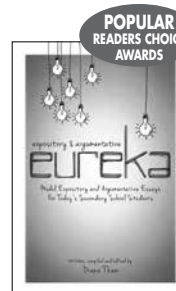
Short Stories Eureka features the best of model narrative stories written by English Language and Literature specialist, Diana Tham. Through her stories, as well as works by her students, Diana provides students with creative modelling structures that will help to crystallise their ideas and maximise creative potential. These essays serve as a guide for students to develop the writing skills they need.



Expository Eureka

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