DESCRIPTIVE ESSAY

2017	Describe the first time you went on **a camping trip**. You should write about the activities at the camp and explain how you felt about the experience.
2016	Write a story about a time in **someone's life when music played an important role**.
2015	Describe **what makes you happy** and explain why.
2014	Describe **an important family celebration** and how you felt about it.
2013	' **Truly Malaysian**.' Describe what this means to you.
2012	Describe **an outing** with your fiends.
2011	A **famous person** you admire.
2010	Describe the most popular student in your school.
2009	Describe an unforgettable incident that you saw on your way home from school.
2008	Write about a person who has succeeded in life.
2007	Describe an embarrassing experience in your life.
2006	Describe an enjoyable weekend you have experienced.
2005	Describe the biggest challenge in your life

DESCRIPTIVE WRITING

GUIDELINES

- To describe a place, person, scene or event, use **adverbs and adjectives** to make your descriptions more interesting.

- Make the description alive and vivid by **describing what you see, hear, smell, taste and touch** (whichever is relevant). Use the five senses. Describe how you feel too.

- Your **conclusion** should leave readers with the **dominant impression** of what you have described.

- Use the right tense - the present to describe a person still living or a place and the past tense to describe a past event or a person who is no longer around.

Read and observe how writing descriptively gives better impact on writing.

Set 1

a) When Mr Loh heard what Rebecca had done, he scolded her.
b) When Mr Loh heard what Rebecca had done, he was very angry. He scolded her angrily.
c) When Mr Loh heard what Rebecca had done, he was so angry that he turned red. He shouted at her, calling her all sorts of names.
d) When Mr Loh heard what Rebecca had done, he was so angry that his face turned dark red. He stepped out of his office and yelled for Rebecca to come in. When she came in, he started shouting at her, calling her all sorts of terrible names.
e) When Mr Loh heard what Rebecca had done, he was so angry that his face turned dark red. He then strode out of his office. He shouted, "Rebecca! Rebecca! Come in here at once!" Rebecca walked into Mr Loh's office timidly. As soon as he saw her, he started screaming terrible names at her. He called her a trouble-maker, a busybody and a liar and other names that are too awful to repeat.

Set 2

a) Sheng started to cry.
b) Sheng sat down. Then tears began to flow down her cheeks.
c) Sheng sat down on the wooden bench. She looked down. Then tears began to flow down her cheeks. She wiped them away.
d) Sheng sat down quietly on the old wooden bench in the shed. She looked down at her hands. Tears began to form in her eyes and then roll down her wrinkled cheeks. She wiped them away hastily.
e) Sheng could not argue any more. She walked slowly to the old wooden bench in the corner of the shed and sat down quietly. She looked down at the rough palms of her hands. Tears slowly began to form in her eyes and then roll down her wrinkled cheeks. She wiped them away hastily with the back of her left hand.

Set 3

a) He walked away.
b) He walked away slowly.
c) He walked away slowly, without turning back.
d) He walked away slowly. his head bowed. He did not turn back to look at her. He smiled sadly and sighed. Then he turned around and walked away slowly, his grey head bowed. He did not turn back to look at her. He walked straight on without hesitating or stopping, even when he stumbled on some stones that were in his path.

Set 4

a) He ate his dinner.
b) He gobbled up his dinner quickly.
c) He gobbled up his dinner so quickly that he hardly seemed to have chewed the food at all.
d) He gobbled up his dinner. He swallowed the huge chunks of meat so quickly that he hardly seemed to have chewed them at all. He shoved spoonful after spoonful of rice and vegetables into his mouth. We were sure that he would soon choke.

Sample of introductions when describing people

1. Mr Joginder Singh is very tall and wellbuilt with broad shoulders and muscular arms and legs. He is very fair for a Punjabi man. He always wears a turban and has a big, bushy beard. His nose is long and hooked and rather aristocratic-looking but he has the warmest and dreamiest eyes I have ever seen. He is always smiling rather sweetly in a dreamy sort of way.

2. Close friends are hard to come by these days. In an ever-changing world with people striving to achieve their interpretation of preordained success, it is hard to know who your true friends are. Fortunately, I found **my best pal** early at the tender age of seven. We were both enrolled at the same school and were at wit's ends as we searched tirelessly for our designated classes.

3. My mother is without doubt the most important person in my life and the most complete individual I know.

4. My **father** is a man like no other. He believes in me, protects me, shouts at me, strengthens me, but most of all he loves me unconditionally. There aren't enough words to describe what my father means to me and what an influence he still has on my life. It takes a special man to be a Father.

5. Blessed are those who have good **neighbours**. I am lucky to have Pakcik Jamal as my next door neighbour. He is every inch a gentle man. He is very helpful to all.

Describing physical appearance

1. My siblings and I have always taken pride in the appearance of our mother, especially her **lovely long hair**. I remember whenever my mother came to visit us at school, other pupils would urge us to ask our mother to remove the pins from her hair so they could see the long well-kept hair. Even though I have seen very many beautiful people, very few ladies match the beauty of my mother.

Describing personal traits

1. One of the reasons my siblings and I were especially fond of my mother is the way she used to **take great care of us**, especially when we were ill. She is a very **knowledgeable** lady who made a variety of home remedies to help take care of the minor illnesses that we had as children. Her **motherly love** also extended to the animals in the farm, especially the chickens. My mother would always check on the chickens and give them medicine whenever she determined that they had some ailment.

2. My mother not only loved those around her, but was also **compassionate**. We often observed her compassion towards our neighbours, especially when a new neighbour moved in or when one of the neighbours was going through a hard time. My mother

would sacrifice her time to go to a needy neighbour with a hot bowl of a soup that would instantly make the neighbour feel appreciated.

3. My mother was **a good cook** who always left us looking forward to the next meal. She knew how to mix the right ingredients to end up with a meal that often left us licking our fingers. Just the memory of the foods that my mother prepared for us makes me salivate to this present day.

Sample of Describing Places

l. ROOMS

(i) Ti Mui's room was very small and dark. Heng smelt cockroaches and urine. All the windows were closed but some of the shutters were missing. The little baby was sleeping semi-naked on the cold, bare concrete floor. Loud Chinese opera music was coming from the next room.

(ii) When Mrs Wong opened the door and they entered the room. It was much smaller than Lai's room. There was a single bed on one side of the room and a small cupboard on the other side. These took up nearly all the space in the room. The walls were bare except for a cracked mirror hanging near the window. The mattress in the bed looked soiled and worn out.

(iii) Mariam walked into the empty classroom. There was a small, broken blackboard with some sums chalked on it. There were about fifty desks and chairs crammed so closely into the tiny room that it was almost impossible for an adult to walk in between them. About half of the chairs and desks were broken. She wondered how the children could still use them. The teacher's table was not broken but both its drawers were missing.

(iv) Cecil pushed open the beautifully carved, heavy door. It opened smoothly. Ida walked into the room. It was the most beautiful room Ida had ever seen. The floors were made of shining white marble and the walls were covered with wood panelling. There were little glass tables with huge bowls of red and white roses on them all along the walls. And, in the centre of the room, hanging from the ceiling right down to the floor, was the biggest and most beautiful crystal chandelier.

2. BUILDINGS

(i) Hisham stood at the gate, looking at Chung' 3 huge house. It had many sliding glass doors and a long verandah with Spanish arches and lots of hanging plants. The well-cut lawns were shaded by huge rain trees.

(ii) It was a terraced house that was almost identical with the others in its row except that there was a gilt-painted swing in the small verandah. There were many pairs of shoes and slippers on the doorstep men's, ladies' and children's. In the small patch of garden, grew a little half-dead mango tree.

(iii) We knocked at the door and noticed that its paint was peeling. There was no answer. We walked to the back of the house. There was a rusty child's tricycle with

one of its wheels missing. It was lying among some piles of yellowed newspapers, rusty tins and one discarded Japanese slipper. Dirt and dead leaves were everywhere. The drains were so choked up with rubbish that the water in it was dark and rather smelly.

(iv) Encik Ahmad's house was a typical Malacca type Malay kampung house set on stilts and with carved eaves. Its woodwork had been freshly painted for the Hari Raya. We stood in the clean compound. The ground was sandy and completely bare of grass. There were some spiky plants growing along the edges of the compound. Someone had collected eggshells and stuck them on the plants, one on top of each blade. There must have been fifty eggshells at least. The ground under the house was also very clean. Some chicks were scratching there.

3. A DOCTOR'S WAITING-ROOM

The floor was rather dirty because of the muddy shoes of people coming in from the rain that morning. There was a slightly musty smell as well as the smell of medicine. The walls were all bare except for a small clock on one wall and a little sign saying 'Closed on Deepavali, 15 November'.

4. A TRAFFIC JAM

We hardly seemed to move at all in front of us, behind us and to the left and right of us were cars, taxis and buses. Once in a while. the traffic to the right or left of us would inch a little forward. People with sweaty, red faces would press on their horns angrily, as if they felt that the vehicles in front of them were not moving on purpose.

5. A COFFEE HOUSE

The place was so dimly lit that I could only make out the shapes of the people at the tables in the centre.There were booths on either side, offering some privacy to the people occupying them. I leaned back on the very well-padded seat and relaxed, listening to the soft country and western music and the occasional clink of someone' s fork and knife on his plate.

6. A CHINESE RESTAURANT

It was rather hot and very noisy. People seemed to be shouting rather than talking. The waitresses kept pushing past us, carrying huge, steaming dishes of food. One waitress came over and poured tea so hastily into our glasses that she spilt most of mine on the tablecloth. Another waitress came over and started laying out, at top speed, dishes that would be needed for our next course.

7. BY A MOUNTAIN STREAM

It is very cool up there. The air is crisp and smells of ferns. All around us are tall, straight jungle trees, blocking out most of the sun. I lie back on one of the huge rocks, and squinting my eyes, I see narrow shafts of the sun's rays piercing through the gaps in the foliage of the trees. The icy cold stream glides past the black rocks and over my feet. Little bits of grass floating near my feet are whisked away downstream and are soon out of sight.

8. A DEPARTMENT STORE DURING A CHEAP SALE

There were signs everywhere saying 'Sale', 'RM19 only' or '30% discount'. People were grabbing things as if the items were being given away free. There were people

leaning over huge boxes of jumbled up clothing; pulling out blouses and shirts, examining them;throwing them back; and pulling out some more clothes. There were people searching through the racks; going from one rack to another; clacking the hangers together as they looked at each dress. There were lines of people waiting outside the change rooms with armsful of clothing. And, there were children, running around.

Sample of Descriptive Essay

My Best Pal

Close friendships are hard to come by these days. In an ever-changing world with people striving to achieve their interpretation of preordained success, it is hard to know who your true friends are. Fortunately, I found my best pal early at the tender age of seven. We were both enrolled at the same school and were at wits' ends as we searched tirelessly for our designated classes.

Samantha and I got acquainted as both of us were in the same class and sat next to each other. Samantha was a happy-go-lucky girl who always managed to breathe fresh air into the sometimes arid classroom. She always knew what to say and would voice them at the best possible moments. Both pupils and teachers alike enjoyed her company and liveliness. There was hardly ever a dull moment when she was around with her funny quips and expressions.

Samantha was born with a silver spoon. Her father was a businessman and her mother owned and ran a boutique. Both her parents were very caring towards her as she, just like I, was the only child of the family. Samantha came to school each day with a perpetual smile. She was a very nice person to be around with. She and I used to go everywhere together and both of us were rarely seen apart. We used to talk about so many things as we walked, thoroughly enjoying our time together.

One day, I went to school and forgot to ask my parents for lunch money. At first, I was not hungry and thought I could bear going without a meal but soon, my stomach began to growl. Without asking, Samantha generously paid for my meal and drinks during recess. The incident revealed to me how lucky I was to have such a caring and compassionate friend.

As time went on, people started teasing us as we were spending more and more time together. We seemed to know what each other thought and we cared for each other deeply. Was I in love with her? I did not know then and we both knew we were too young for all that emotional roller coaster.

Currently, Samantha and I are studying at different schools. It was hard to be apart at first, but technology in the form of instant messaging and e-mails have helped to bridge the gap in our friendship. I sincerely wish our friendship will never end as it would be equivalent to waking up from a beautiful dream.

SECTION B : Continuous Writing

MARKING SCHEME FOR QUESTION 2

ASSESSMENT OBJECTIVES
To test candidates' ability to:

- Write a piece of continuous prose in accurate Standard English.
- Respond with relevance and creatively to a task chosen.

MARKING METHOD
The whole composition should be read slowly, indicating all errors and placing ticks for good use of language or subject matter. Examiners must judge which level best fits the grade descriptions.

BAND DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

Section B: Continuous Writing

A 44 – 50 Excellent	• Language is accurate except for first draft slips • No grammatical mistakes • Effective use of varied sentence structures • Vocabulary is sophisticated and precise • Spelling and punctuation are accurate and helpful • Paragraphs have unity and are well-linked
B 38 – 43 Good	• Language is almost always accurate • Sentence structure is varied and interesting • Wide vocabulary • Spelling and punctuation are accurate • Paragraphs have unity • Appropriate tone and style
C 32 – 37 Satisfactory	• Language is largely accurate • Simple structures are used without error • Errors occur in more complex structures • Vocabulary is adequate • Spelling and punctuation are generally accurate • Written in paragraphs but ideas may not be linked • Appropriate tone and style
D 26 – 31 Fair	• Language is sufficiently accurate • Patches of clarity when simple structures are used • Some variety in sentence structures • Adequate vocabulary but lacks precision • Spelling of simple words and punctuation generally accurate • Paragraphs have some unity • Tone and style are sometimes appropriate
E 20 – 25 Unsatisfactory	• Meaning is never in doubt • Errors are sufficiently frequent and serious • Some simple structures may be accurate • Vocabulary is simple and limited but lacks precision

	• Paragraphs may not be used • Tone and style inappropriate
U (i) 14 – 19 Poor	• Meaning is fairly clear • Many serious errors – mainly SWE • A few simple structures are used correctly • Simple words are spelt correctly • Paragraphs lack planning • Tone and style hidden in density of errors
U (ii) 8 – 13	• Meaning is usually blurred but reader is able to get some sense. • Multiple word errors (MWE)
U (iii) 0 – 7	• Almost unrecognizable as pieces of English • Where occasional patched of clarity occur, marks should be awarded.