COMPOSITION WRITING

- To compose means to "form/create" and write: a text, a story, an essay etc.
- Composition writing requires a high degree of creativity and imagination.
- The flow of events in a chronological order should be strictly observed when writing a composition.
- ★ Free writing/free composition
- ★ Essay composition

A composition has four main parts.

- The title/heading/theme/topic (in capital letters)
- The introduction
- The body
- The conclusion

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A) A title/heading/theme/topic:

- A title is the main idea of discussion.
- It should be brief, clear, and onto the topic discussed.
- It should be written in capital letters or each key word starting with a capital letter e.g

  A Stranger In the House

b) The introduction:

- Can be by defining the key word in the title or by giving a general statement about the topic.
- You can start your composition by:
- Giving a background
- Asking a question or using a saying e.g A stich in time saves nine.

- It must be striking, interesting and arouses the reader to know more about the story.
- You should guard against giving the end result in the introduction, for it kills the reader's interest to read on.

Examples

A STRANGER IN THE HOUSE

At exactly three o'clock in the afternoon, my mum together with my siblings left home. They were going to attend my maternal aunt's introduction ceremony in the neighbouring village.

As soon as they set off, I also left home to our neighbour's home. I did not close both the front and behind doors since I knew I would not take long playing with my friend Akili. However, by the time we ended the evening play feast, it was already dark. I went back home, I was greatly shocked to see a very faint light flame going on and off in the midst of the darkness within the house. Through the windows, I could see the flame moving from one room to another. I knew very well that mum and my siblings would come back following day.

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c) **The body:**

- It is the major part of the composition.
- It has all the main ideas of the story.
- The ideas got from the guiding question
- Or ideas created to support the topic.
- Put each idea in its paragraph but in order.
- Try to attract your reader with good language.
- It mus have many correctly written sentences forming a number of paragraphs.
- You should carefully develop the body of the composition in order to lead the reader's feelings into a successful climax so that he/she can say: "Yes, it is a good story.

d) The conclusion:

- It can be in form of advice to people e.g to candidates.
- It can be a summary of the situation or how you felt or benefited from the subject/discussion.
- It must be as interesting as the introduction for it is the climax of the composition. The conclusion should leave a mark in the mind of the reader.
- The conclusion could be a lesson learnt, an appreciation or a piece of advice.
- Do not just write that "is the end of the story".

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Examples

a) I lay dead silent in the corner of the kitchen as I saw them off, leaving the house wondering where i had hidden. I swore never in life to leave the house open.

b) After ten hours, the village came back to life. The neighbours began whistling to each other as a signal that the rebels had been finally defeated by the government troops.

Other important elements of a good composition

- Legibility, spelling, correct, flow of ideas, clarity in communication, neatness, correct punctuation, avoid usage of short forms and abbreviations.
- Write simple and grammatically correct sentences.
- The paragraphs should be clearly written.
- Follow the right tense and verb tense agreement.
- Consistency in composition development.
- Make a plan for the composition: the characters involved and their appearances.
- Enrich your composition by using similes, metaphors, idioms and other figures of speech.
- Be guided by the instructions and underline the key/guide words in the instructions.
- Proof read your composition after writing to ascertain that your expressions are the right ones you intend to put across.

Note:

- Focus on the question
- Correct tense and style
- Spelling of words/punctuation marks.
- Paragraphing and length of the composition
- Language

Types of compositions

1) Imaginative compositions e.g (2018 PLE)

   You just imagine a story line that may not have happened and make it real so that the reader believes it as being true.

   Discuss these titles.

   - "Home Alone"
   - "The Scary Night"
   - "The Seven-Head Snake"

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2) Descriptive compositions

   You describe someone/something in words.

   Discuss these titles.

   - "My Best Friend"
   - "The Primary Seven Class"
   - "The Market Day In Wasiwasi Village"

3) Persuasive/Discursive compositions

   Choose a topic and write about it. You could be in favour of it or against it.

   Examples

   - "Electricity Has Done More Harm Than Good"

- "Education Is Better Than Wealth"

4) Expository/Explanatory compositions

   You are required to explain your topic in details.

   Topics to discuss

   - "How to Make a Cake"
   - "Weaving a Basket"
   - "Vehicle Repair"

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5) Narrative compositions

   You tell or narrate a story.

   You are usually asked to write about what you did or what you will do etc.

   Tense: Be sure of the tense that matches the quotation.

OTHER TYPES OF COMPOSITIONS

6) Picture composition

   You describe what is happening/what has happened.

7) Guided composition

   A composition is given to you and you choose the right words to fill in the gaps to make it meaningful.

   If it is in a form of a dialogue, read the given responses: The note of the punctuation and tense while giving the responses.

   Note: Be sure of the tense that matches the question.

   Writing for pleasure:

   In 100 - 150 words, write about the following topics:

a) "My First Choice In Secondary School"

b) THE PRIMARY LEAVING EXAMINATIONS

c) "My Family"

d) EDUCATION IS THE KEY TO SUCCESS

e) "Giving First Aid"

f) "The Day I Will Never Forget"

g) "How I Spent My Holidays"

h) "Sports Day at My School"

i) FARMING

j) "Environmental Conservation"

k) CHILDREN'S RIGHTS

l) MY HOBBY

m) "My Favourite Pet"

n) THR HUNTER IS HUNTED

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A sample:

DESCRIPTIVE COMPOSITION

MY FIRST CHOICE SECONDARY SCHOOL

When one completes the primary level of Education, one looks forward to joining a very good secondary school to further one's studies.

My first choice secondary school is Mzuri High School. This is the best High School among the many schools in Uganda.

Being a footballer, this school promotes every student's talent. The school has a number of sports grounds where students can do their games and sports training.

In terms of academics, this school is compared to none in the country. Once you join it, you're assured of academic excellence. The teachers are experienced, loving and caring.

The science laboratory is well equipped. The school has a very good library and many

other resource Centres. The classrooms are spacious and very conducive to learning. The general school environment is peaceful for the school students' maximum concentration.

The meals prepared in this school are nutritious and delicious. All the old boys and girls testify to this with very fond memories.

Given all the above qualities, I am working doubly hard so as to join Mzuri High School, my first choice school forever.

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A sample:

IMAGINATIVE COMPOSITION

THE SCARY NIGHT

That evening we had an enjoyable get together family reunion. Each of us was very excited since many of the family members were present.

Towards the end of the day, we saw off our visitors. Mum requested me to put the house in order again. I did all the work quite excitedly knowing very well that my sister and I were the only ones left to finish up the cake and the soda.

Soon it was dusk and eventually night fell. The light in the sitting room was shining very brightly. Out of curiosity, .y young sister, Mono, noticed a funny creature slithering into the house. With in no minute, it began hissing strangely. I knew the small rats in our house had attracted the mighty cobra to the house.

No sooner had the hissing stopped than the power went off. Unable to help myself, I remained seated on my chair with legs raised up.

My mum too, was in the bathroom and she could not move even an inch.

My young sister began crying terribly. She asked me to go to her rescue but I was very helpless.

Everyone stayed where they were until midnight when my father came back home from his night shift.

He rushed into the house to find out what had happened. We tried to stop him but he couldn't. He switched on his torch and was able to see the serpent which had coiled in the middle of the room waiting to enjoy its evening meal. He got a stick and hit it dead.

We came together, held our hands and thanked God for having saved us from the deadly creature.

Note:

- Consider, focus on the question.
- Correct tense/and style
- Spelling of the words/punctuation marks.
- Paragraphing and length of composition
- Language/flow of ideas

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Question

In not more than 200 words, write a composition about your Preparation for Beginning of Term Exams.

HOW TO ARRANGE JUMBLED SENTENCES (A STORY WITH MIXED IDEAS) TO MAKE A CORRECT COMPOSITION.

Steps:

A story must have:

- A title. Aways write a suitable title for the jumbled sentences. Use the title given in the question, and if it's not given, then get a suitable one and write it in capital letters.
- An introduction; identifying the beginning sentences e.g background, question, saying etc.
- The body; find the supporting ideas, events, characters, e.g what the story is about, use of conjunctions etc.
- The conclusion; consider the event/situation in which the story ends or ending words e.g lastly, finally, at last, in a nutshell, in the end etc.

Read through the whole story three times:

i. To get the main idea of the story/beginning.

ii. To identify the connectors or linking words or clues.

iii. For numbering/positioning/blocking the ideas:

Number according to the question. Always follow the style of numbering given to you. Number your work carefully not to mistakes. Failure to do so, you lose marks.

(Blocking/grouping) Hand each character or idea at a go, then go to another one. E.g parents, teachers, children. Group sentences of each character together as they follow to make a good story. Put sentences of the same characters near each other.

iv. Always follow the punctuation given and space your words properly.

v. You may use the sequence box(summary table).Read through the story to check the flow of ideas.

vi. Draw a margin in your response space.

vii. Copy the sentences fully and carefully.

viii. Check spelling and punctuation.

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Summary table

Wrong order	i	ii	iii	iv	v	vi	vii	viii	ix	x
Correct order	ix	x	iii	i	vii	viii	v	ii	vi	ix

i.

ii.

iii.

iv.

v.

vi.

vii.

viii.

ix.

x.

SOURCES OF JUMBLED STORIES

- From routine/what we do daily.
- From activities in our community.(Steps followed in each) e.g
- farming/planting
- building houses
- baking cakes or bricks
- hunting, fishing, cattle keeping
- From activities in our school/topics in curriculum e.g elections, assemblies, games, exams etc.
- From events/occasions or occurrences in our society.
- Things, wars, diseases, famine, cultural events, legends etc.

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Note the following:

1) Identify what the story is about. It will lead you to the opening sentence (sentence number one).
2) Do not miscopy words/sentences
3) Punctuate as per the question.
4) Avoid looking for sentence one by beginning word terms e.g One day....., First....., Once upon a time....., etc.
    - ➤ They mislead you.....
    - ➤ First read through to get the full idea of the story.
5) Don't mix up the order of numbering e.g f,d,a,c,e,..... with 7,3,1,8,5,4..... etc.
6) First of all, secondly, thirdly..... will follow each other in a normal story or story with one character/single idea.
7) They may not follow each other if there are several actors, activities or events.

Activities for practice at home.

a) Sorting items and colours (pre-primary)

b) Alphabetical order of words (P.1 - P.7)

c) Making sentences using given words.

d) Arranging words to make a sentence.

e) Making routine stories and sentences.

f) Forming stories on situations.

g) Story telling and reading of story books.

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Examples

The following sentences are in wrong order. Rearrange them to make a good story.

1) This is by sending their children to school.

2) What makes some candidates fail examinations?

3) They should also provide scholastic materials to their children.

4) At the end, because of each one's effort, the candidates will excel.

5) Besides teaching, the teachers should mark candidates' activities and give feedback.

6) This is really a very difficult question to answer.

7) Thirdly, the candidates must pay attention and respect to their teachers.

8) Secondly, the teachers should teach the candidates very well.

9) First of all, the parents must play their part well.

10) Perhaps, the answer can be teamwork.

Correct order

Wrong	1	2	3	4	5	6	7	8	9	10

Correct	2	6	10	9	1	3	8	5	7	4

1) What makes some candidates fail examinations?
2) This is really a very difficult question to answer.
3) Perhaps, the answer can be teamwork.
4) First of all, the parents must play their part well.
5) This is by sending their children to school.
6) They should also provide scholastic materials to their children.
7) Secondly, the teachers should teach the candidates very well.
8) Besides teaching, the teachers should mark candidates' activities and give feedback.
9) Thirdly, the candidates must pay attention and respect to their teachers.
10) At the end, because of each one's effort, the candidates will excel.

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Activity:

The following sentences are in wrong order. Rearrange them to make a good story.

a) This knowledge makes the pupils confident and ready to answer any question.
b) And finally, they score excellent grades.
c) At every end of term, pupils sit exams.
d) Secondary, they attempt all class activities and hand them in for marking.
e) Through corrections, they gather a lot of knowledge.
f) So, they answer all the questions with joy.
g) By the time the question papers are distributed, the pupils have no fear.
h) But before these exams, the pupils prepare very well.
i) After the work has been marked, the pupils write corrections.
j) To begin with, they attempt all the lessons.

Summary table

Wrong order	a	b	c	d	e	f	g	h	i
Correct order	c	h	j	d	e	a	g	f	b

a) At every end of term, pupils sit exams.

b) But before these exams, the pupils prepare very well.

c) To begin with, they attempt all the lessons.

d) Secondary, they attempt all class activities and hand them in for marking.

e) Through corrections, they gather a lot of knowledge.

f) This knowledge makes the pupils confident and ready to answer any question.

g) By the time the question papers are distributed, the pupils have no fear.

h) So, they answer all the questions with joy.

i) And finally, they score excellent grades.

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Exercise

Rearrange the sentences below to form a good story about "Types of Shapes".

a) The square is also a four sides figure.

b) The second one is the rectangular shape.

c) This is a three sided figure.

d) There are different types of shapes.

e) A circle is one of those types of shapes.

f) The first one is the triangular shape.

g) The third one is the circular.

h) The fourth one is an oval shape.

i) This is also called ovoid and is in a shape of an egg.

j) This is a four sided figure.

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Summary table

Wrong order	a	b	c	d	e	f	g	h	i	j
Correct order	d	f	c	b	j	a	g	e	h	i

TYPES OF SHAPES

a) There are different types of shapes.

b) The first one is the triangular shape.

c) This is a three sided figure.

d) The second one is the rectangular shape.

e) This is a four sided figure.

f) The square is also a four sides figure.

g) The third one is the circular.

h) A circle is one of those types of shapes.

i) The fourth one is an oval shape.

j) This is also called ovoid and is in a shape of an egg.

Note: Consider the sequence of sentences when marking, but not their position.

THE PICTURE COMPOSITION

Guidelines to answer

In the paper of English , pictures can be presented to you to study and later answer questions about them .

These pictures tell a story. Each picture in a frame describes an event that is taking place. When these events are put together ,they tell a story.

The examiner always instructs you to describe what is happening (you describe in present continuous tense)

Furthermore , when you are asked to describe what happened,you describe in present perfect tense.

The following are the key guidelines to use while answering a picture composition:

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- Study the picture composition carefully and read the guiding words given by the examiner .
- Go through the questions as given by the examiner before you attempt to answer.
- While writing a sentence to describe what is happening, introduce the new character with indefinite "a" or "an"
- In case you write the characters for the first time and they are in plural form ,you should not use any article or you may use a determiner " some"
- When you write the character for the second time and above, you must introduce it with the definite article "the"

📌If at all the character's name has been mentioned in the guiding words , you must use that name only whenever you are talking about that character .

📌We don't use passive voice when describing what is happening but rather active voice.

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📌 In case of an accident in picture composition ,we always use present perfect tense instead of present continuous tense to describe the incident .This is because ,by the time we see the accident ,it will have already happened.

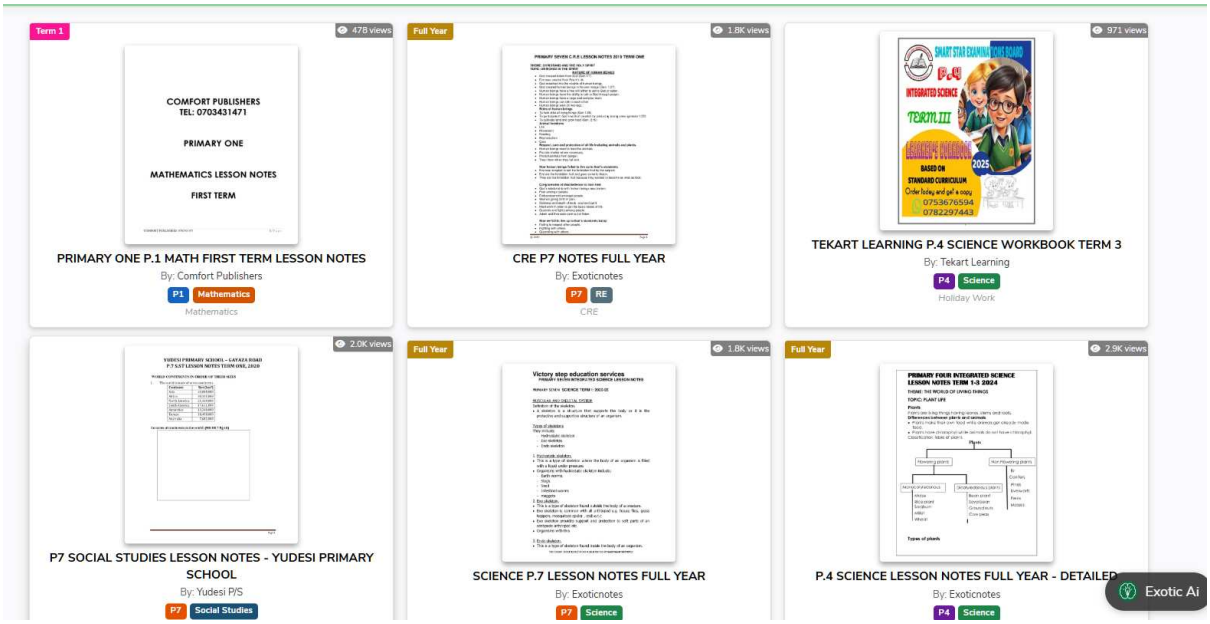
📌Remember in present perfect tense: this is when we indicate actions which have already taken place.

📌We use helping verbs like HAS and HAVE with a verb in past participle while writing statements in present perfect tense.

Note : We can use the number of people or things when talking about the pictures for the first time , " Some" can be substituted with the " Number" for instance :
Two boys are going to school ..... Or
Some boys are going to school.....

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